

**Board of Trustees
Academic and Student Affairs Committee
August 22, 2022 at 9:00
Zoom Meeting – No Physical Location Available**

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

AGENDA

9:00am - 9:45am

Tab 1 [Faculty Initiated Dialogue - Early College](#)

9:45am - 9:50am

Tab 2 [Student Representative Discussion](#)

9:50am - 10:00am

Tab 3 [New Academic Program Proposal: BS Sustainable Food Systems, UM](#)

10:00am - 10:10am

Tab 4 [New Academic Program Proposal: MS Engineering Technology, UM](#)

10:10am - 10:20am

Tab 5 [New Academic Center Proposal: USM Scontras Center](#)

10:20am - 10:30am

Tab 6 [Proposed changes to Board Policy 301.3 - USM Mission](#)

10:30am - 10:40am

Tab 7 [Enrollment Update](#)

10:40am - 10:50am

Tab 8 [Review and Discussion of Academic and Student Affairs Workplan](#)

10:50am - 11:20am

Tab 9 [Adult Learners: "Comeback" Campaign Update](#)

11:20am - 11:30am

Tab 10 [Proposed New Board of Trustee Policy 315 Commemorative Naming and Renaming of Academic Units and Programs](#)

11:30am - 12:05pm

Executive Session

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

Following the executive session, the committee will reconvene the public meeting to discuss the following item:

12:05pm - 12:10pm

Tab 11

Tenure Request, Professor in the Department of Literacy, Language, and Culture, USM

Items for Committee decisions and recommendations are noted in red.

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

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Faculty Initiated Discussion – Early College

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

N/A

UNIFIED ACCREDITATION CONNECTION:

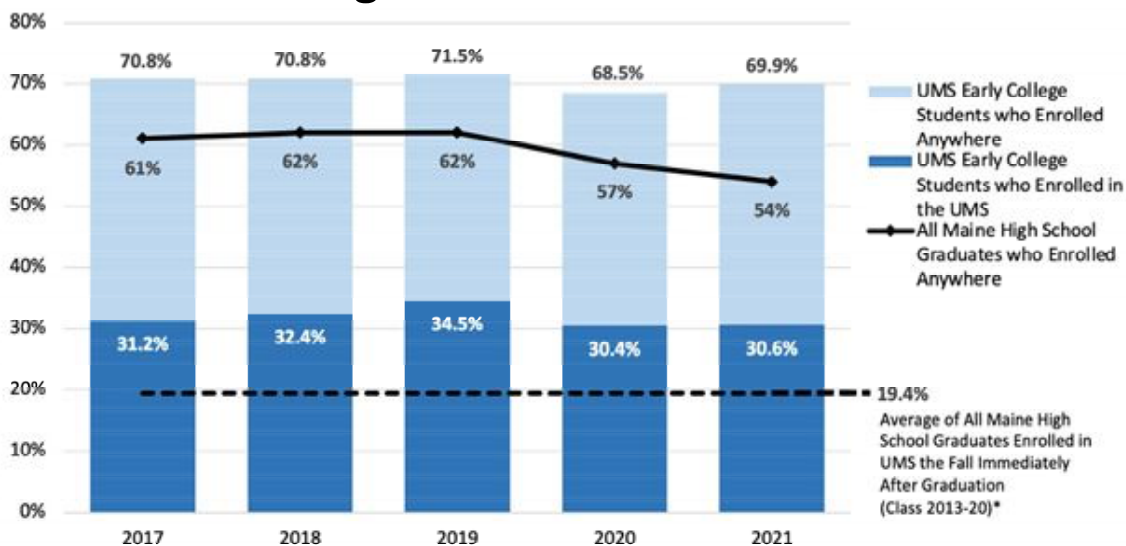
N/A

BACKGROUND:

The Academic and Student Affairs Committee of the Board invites faculty-rank members of the Faculty Board representatives to bring forward discussion items relevant to their campus communities and the University of Maine System. In the absence of faculty-initiated dialogue items, the ASA committee Chairperson may propose discussion items they consider of importance to gain faculty commentary and input.

08/11/2022

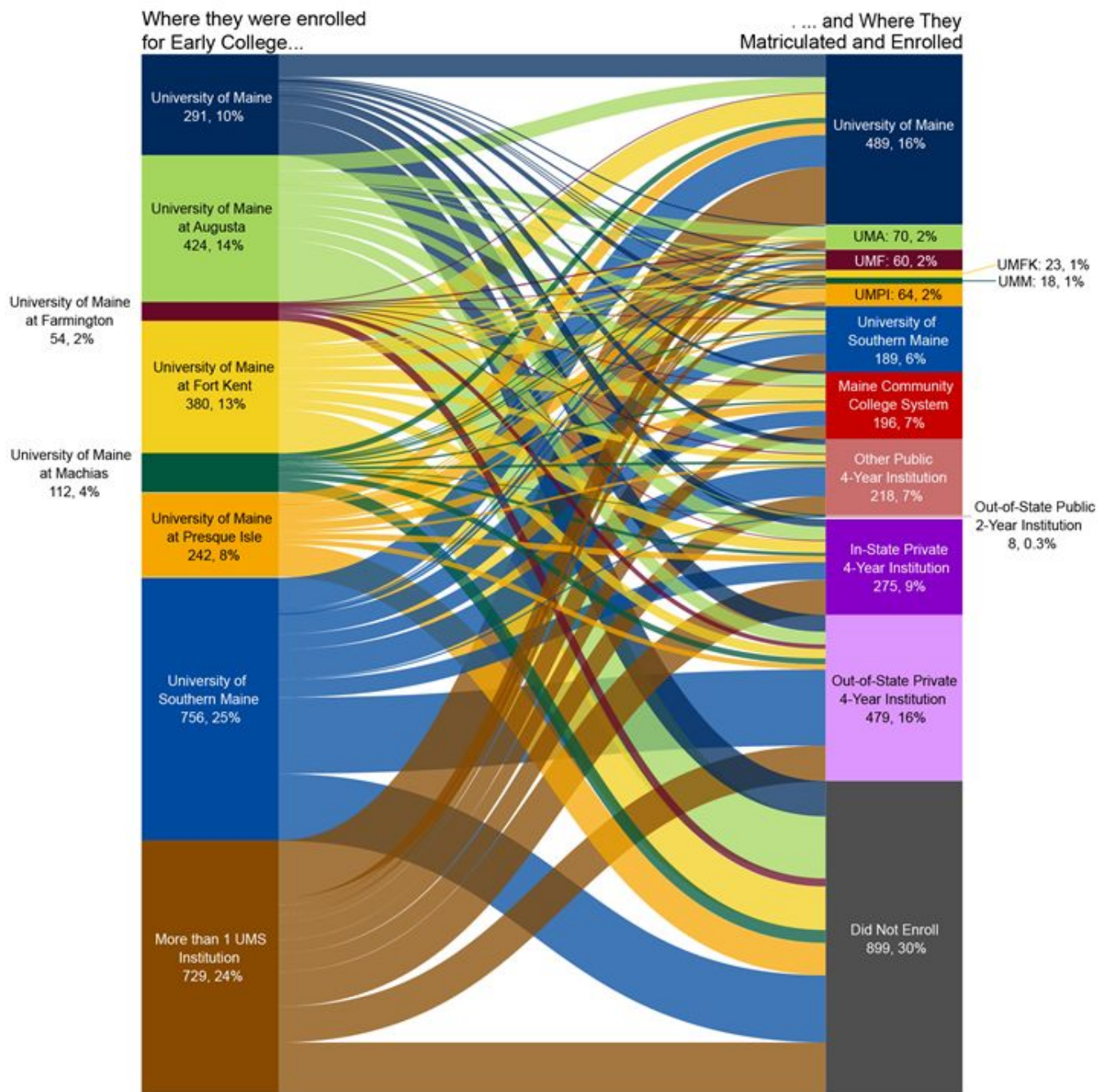
Enrollment in College Following High School Graduation



Justin Young, Bob Zuercher, and Haliru Omosun
University of Maine System Office of Institutional Research

Maine's Public Universities ~ Building Futures, Strengthening Maine

Subsequent Post-Secondary Enrollment for UMS Early College Students 2021 High School Graduating Class



Subsequent Post-Secondary Enrollment for UMS Early College Students by High School Graduating Class (#)

			2017	2018	2019	2020	2021
Maine	Public 4-Year	UM	245	297	389	424	489
		UMA	32	41	50	65	70
		UMF	66	64	75	91	60
		UMFK	46	50	45	37	23
		UMM	26	25	21	20	18
		UMPI	45	58	86	80	64
		USM	118	157	176	158	189
		UMS Subtotal	578	692	842	875	913
		Maine Maritime Academy	32	21	22	28	20
		Subtotal	610	713	864	903	933
	Public 2-Year	Central Maine Community College	22	28	33	53	47
		Eastern Maine Community College	27	23	37	31	29
		Kennebec Valley Community College	5	16	11	22	17
		Northern Maine Community College	32	38	26	24	31
		Southern Maine Community College	42	50	34	65	61
		Washington County Community College	3	5	2	8	2
		York County Community College	4	2	10	3	9
		Subtotal	135	162	153	206	196
	Private 4-Year	Bates College	9	8	11	15	9
		Bowdoin College	10	19	7	10	15
		Colby College	11	15	13	13	7
		Husson University	74	111	100	118	144
		Saint Joseph's College Of Maine	31	22	26	27	18
		Thomas College	20	34	35	41	46
		University Of New England	36	27	31	37	30
		Other In-State Private 4-Year	8	8	9	13	6
		Subtotal	199	244	232	274	275
	Subtotal		944	1,119	1,249	1,383	1,404
Other New England	Public 4-Year	University Of Connecticut	4	4	3	5	7
		University Of Massachusetts At Amherst	2	0	2	5	6
		University Of New Hampshire- Durham	14	13	27	27	32

	University Of Rhode Island	10	4	7	10	8
	University Of Vermont & State Agricultural College	13	13	14	18	33
	Other New England Public 4-Year	14	17	24	35	36
	Subtotal	57	51	77	100	122
	Public 2-Year	0	2	1	0	3
	Private 4-Year					
	Clark University	3	7	11	8	7
	Emmanuel College	6	8	4	11	3
	Endicott College	11	5	10	9	12
	Merrimack College	1	6	10	10	3
	Northeastern University	3	2	5	3	17
	Saint Anselm College	6	6	7	8	8
	Smith College	10	1	3	7	8
	Wentworth Institute Of Technology	6	5	7	4	10
	Wheaton College	4	6	10	9	15
	Worcester Polytechnic Institute	4	12	7	5	5
	Other New England Private 4-Year	92	115	116	163	151
	Subtotal	146	173	190	237	239
	Subtotal	203	226	268	337	364
Other	Public 4-Year	36	35	62	82	76
	Public 2-Year	5	7	11	4	5
	Private 4-Year					
	Rensselaer Polytechnic Institute	6	4	4	7	3
	Rochester Institute Of Technology	4	7	6	4	12
	St Lawrence University	4	2	4	4	6
	Syracuse University	4	2	4	4	6
	University Of Tampa	2	3	1	6	9
	Other Private 4-Year	100	110	134	138	204
	Subtotal	120	128	153	163	240
	Private 2-Year	2	0	0	0	0
	Subtotal	163	170	226	249	321
Total	Public 4-Year	703	799	1,003	1,085	1,131
	Public 2-Year	140	171	165	210	204
	Private 4-Year	465	545	575	674	754
	Private 2-Year	2	0	0	0	0
	Total Enrolled	1,310	1,515	1,743	1,969	2,089

Total Not Enrolled	541	624	696	907	899
Total	1,851	2,139	2,439	2,876	2,988

Sources : UMS PeopleSoft CSRPT Database, National Student Clearinghouse

Notes : Early College students include all students enrolled in Early College programs (as of census in any given term) in any of the 3 academic years prior to high school graduation. For those without listed high school graduation dates (N = 1,924 or 15.7% of all students included in this analysis), senior status was determined using date of birth (those who were 18 as of fall census were determined to be high school seniors). Enrollment is as of fall census (October 15) in the fall term immediately following high school graduation.

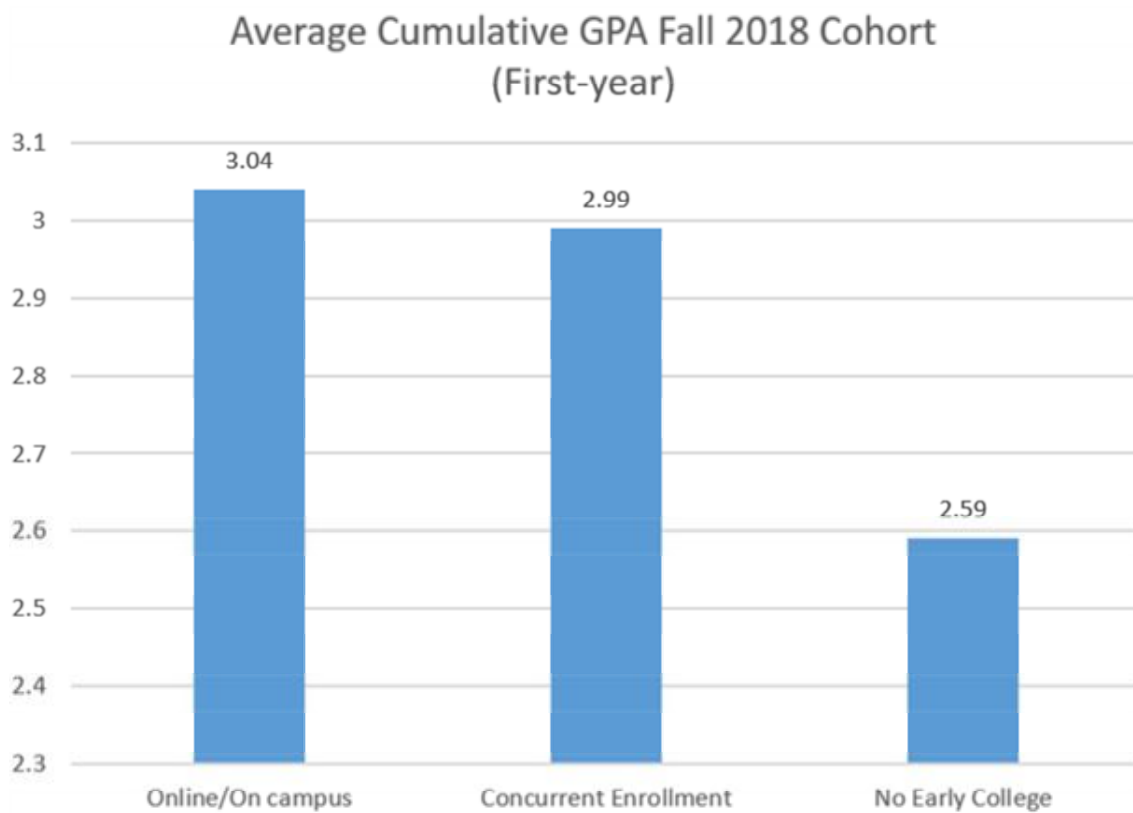
Early College at MCCS and subsequent enrollment at UMS

This table from MCCS shows the number of EC college students (who took their EC experience with MCCS) then attended a Community College and subsequently went to one of our universities.

Note that where there are blanks, the sample size was too small, so was not included, and 21-22 will not be available until the census date in the fall. This may include duplicates if students enrolled in Early College at both UMS and MCCS and then enrolled at UMS.

	20-21	19-20	18-19
USM	106	153	130
UMF	49	58	75
UMA	26	58	61
UMO	167	223	208
UMM			
UMPI	18	25	27
UMFK	-	12	20
Total	2,771	3,251	2,862
% to UMS	13%	16%	18%

This slide shows the GPA of first-year UMS students entering in fall 2018. The first two columns represent Early College students and the types of courses they took, and the third column represents matriculated students who did not have EC courses. Concurrent enrollment includes courses taught by college-approved high school teachers at the student's high school.



University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Student Representative Discussion

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

N/A

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

The Academic and Student Affairs Committee of the Board invites Student Representatives of the Board of Trustees to bring forward discussion items relevant to their campus communities and the University of Maine System.

There are no scheduled Student Representative discussion items. Student representatives are invited to bring unscheduled discussion items at this time.

08/11/2022

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: New Academic Program Proposal: BS in Sustainable Food Systems, UM

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

305.1 Program Approval, Review & Elimination Procedures

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

The University of Maine (UM) is seeking permission to offer a Bachelor of Science in Sustainable Food Systems.

As described in the included proposal from UM, this interdisciplinary undergraduate program will draw from and benefit multiple programs within the College of Natural Sciences, Forestry, and Agriculture and the University of Maine (UM) as a whole. Concentrations within the degree have been designed to address workforce needs and support the research mission of the University of Maine. The concentrations include: Climate Change and Food Systems; Food Processing and Innovation; Justice, Equity, and Community Development; Leadership and Management; Plant and Animal Production Systems.

The proposal was reviewed at all appropriate faculty and administrative levels at UM 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 Bachelor of Science in Sustainable Food Systems on July 27, 2022.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the consent agenda at the September 11-12, 2022 Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee, and approves the Bachelor of Science in Sustainable Food Systems at the University of Maine at Orono.

8/11/2022



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

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

Date: July 27, 2022

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

From: Robert Placido, VCAA

RAP

Regarding: UM Program Proposal: B.S. in Sustainable Food Systems

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 (UM) to offer the B.S. in Sustainable Food Systems. The attached material includes documentation of university level support including approval from the President, Joan Ferrini-Mundy and Executive Vice President for Academic Affairs and Provost, John Volin, as well as the full program proposal.

The proposed addition of the B.S. in Sustainable Food Systems was reviewed and recommended by the Chief Academic Officer's Council (CAOC) on May 19, 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 BS in Sustainable Food Systems


Chancellor Dannel Malloy

7-27-22
Date

Office of the Executive Vice President
for Academic Affairs & Provost



5703 Alumni Hall, Suite 201
Orono, Maine 04469-5703
Tel: 207.581.1547
Fax: 207.581.1633
umaine.edu

3.1

TO: ROBERT PLACIDO, VICE CHANCELLOR OF ACADEMIC AFFAIRS (UMS)
FROM: JOHN C. VOLIN, EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST
SUBJECT: PROPOSAL FOR BACHELOR OF SCIENCE IN SUSTAINABLE FOOD SYSTEMS (SFS)
DATE: MAY 11, 2022
CC: MEREDITH WHITFIELD, CHIEF OF STAFF
DIANE ROWLAND, DEAN, COLLEGE OF NAT. SCIENCES, FORESTRY & AGRICULTURE
ROBERT CAUSEY, DIRECTOR, SCHOOL OF FOOD & AGRICULTURE

The Faculty of the School of Food and Agriculture (SFA) in the College of Natural Sciences, Forestry, and Agriculture (NSFA) propose an interdisciplinary B.S. in Sustainable Food Systems. This degree would leverage the multiple programs within the College as well as across UMaine.

Rationale

The proposed undergraduate degree in the School of Food and Agriculture meets employer demand in a growing field, according to available data from the US Bureau of Labor Statistics and Burning Glass. BLS data shows expected employment opportunities in agricultural and food scientists, as well as environmental scientists, to increase by 8-9% over the next decade with median annual incomes between \$69,000 to \$73,000.

In addition, this contributes to UMaine's SVV through mobilizing expertise and resources to create new knowledge and solve pressing societal problems and aligns research and academic resources in cross-campus partnerships. This new program proposal meets our values: Fostering Learner Success, Discovering and Innovating, and Growing and Advancing Partnerships.

This proposal has received all appropriate campus review and approval. President Ferrini-Mundy and I fully support the creation of the B.S. in Sustainable Food Systems (SFS).

APL X-P.1 "Academic Program Approval", Section I "Approval of Undergraduate Majors, graduate degree programs, and advanced certificates of study", Step 3. "University of Maine System (UMS) Evaluation" is the relevant section of the University of Maine System Administrative Practice Letters. An excerpt of the policy indicates "After completion of the campus program evaluation process, University of Maine System evaluation is initiated by submission of the proposal by the university President to the Vice Chancellor for Academic Affairs who will acknowledge receipt of the document and distribute the proposal electronically to members of the Chief Academic Officers Council (CAOC)."

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

Summary of Proposal: Bachelor of Science in Sustainable Food Systems

The School of Food and Agriculture (SFA) seeks to establish a new interdisciplinary B.S. degree in Sustainable Food Systems (SFS). This new program will be housed within SFA, but will be interdisciplinary in nature, drawing from and benefiting multiple programs within the College of Natural Sciences, Forestry, and Agriculture and the University of Maine (UM) as a whole. Within the SFS degree are the concentrations of *Climate Change and Food Systems*; *Food Processing and Innovation*; *Justice, Equity, and Community Development*; *Leadership and Management*; *Plant and Animal Production Systems*. Faculty in SFA have contributed to the development of this proposal and fully support its implementation. Furthermore, within UM and throughout the University of Maine System, the SFS degree proposal has been welcomed with enthusiasm and areas of future collaborations have been identified. The curriculum has been designed to attract students with specific interests in SFS while also leveraging courses and faculty expertise already present at UM, both within and beyond SFA.

The signatures below indicate approval of the program proposal summarized above.



Robert Causey
Director, School of Food & Agriculture



Diane Rowland
Dean, College of Natural Sciences, Forestry, & Agriculture



Brian Olsen
Associate Provost for Student Success and Strategic Initiatives



John Volin
Executive Vice President for Academic Affairs and Provost

Robert Placido
Vice Chancellor of Academic Affairs



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

Three Motions from the University of Maine's Faculty Senate Program Creation and Reorganization Review Committee (PCRRC) for consideration by the Full University of Maine Faculty Senate

Motion 1 – Regarding the College of Engineering's Proposal for a New M.S. Degree Program in Engineering Technology

May 4, 2022

Background:

Proposals for new degree programs at the University of Maine, and subsequent actions on those proposals, follow procedures detailed in *UM System BOT Policy 305.1, APL X-P.1 Academic Program Approval* (<https://www.maine.edu/students/office-of-the-vice-chancellor-of-academic-affairs/apl-x-p-1/>), and also procedures in *"The University of Maine 120-Day Process for Approval of New Academic Degree Programs"* (Chapter 2; revised Oct. 16, 2019, <https://umaine.edu/facultysenate/committees/pcrrc/>).

Key steps are:

- 1) The Unit or College produces a written description and rationale for the new program in 250 words or less (this is called a "Program Request");
- 2) To go forward, that "Program Request" must be approved by the Provost, the UM System Vice Chancellor for Academic Affairs (VCAA) and the Chief Academic Officers Council (CAOC);
- 3) If approved, the sponsoring College or Unit prepares a "Full Program Proposal", which is filed with: The Provost's Office; The chair of the Undergraduate Program Curriculum Committee (UPCC), or, if a graduate program, the Associate Vice President for Graduate Studies for the Graduate Board (GB); and, The chair of the Program Creation and Reorganization Review Committee (PCRRC) of the Faculty Senate for review and recommendations;
- 4) The PCRRC distributes the "Full Program Proposal" to all members of the Faculty Senate for information and review;
- 5) The PCRRC schedules and hosts a PCRR Committee meeting to discuss the "Full Program Proposal" with the primary proponents of the proposal;
- 6) After #5, the PCRRC schedules and hosts a "Campus-wide Hearing" to gather further comments regarding any concerns by the university community;
- 7) The proposal, and a motion on that proposal either in support of it, or non-support of it, should be discussed by the Full Senate two weeks before a vote.
- 8) A official vote is to be taken by the Faculty Senate to report to the President the Senate's recommendation either in support of, or not in support of, the creation of the new degree program.

Motion:

Having heard no objections to, or serious concerns with, the proposal at the Campus-wide Hearing on April 26, 2022, and having discussed the proposal at the Elected Senator's Meeting on April 20, 2022, and with the members of the PCRRC (Program Creation and Reorganization Review Committee) of the University of Maine Faculty Senate being favorably inclined, the Faculty Senate hereby moves to recommend to the President that the College of Engineering's Proposal for a New M.S. Degree Program in *Engineering Technology* go forward.

Motion 2 – Regarding the College of Liberal Arts and Science's Proposal for a New B.S. Degree Program in *Human-Centered Technology Design*
May 4, 2022

Background:

Proposals for new degree programs at the University of Maine, and subsequent actions on those proposals, follow procedures detailed in *UM System BOT Policy 305.1, APL X-P.1 Academic Program Approval* (<https://www.maine.edu/students/office-of-the-vice-chancellor-of-academic-affairs/apl-x-p-1/>), and also procedures in *"The University of Maine 120-Day Process for Approval of New Academic Degree Programs"* (Chapter 2; revised Oct. 16, 2019, <https://umaine.edu/facultysenate/committees/pcrrc/>).

Key steps are:

- 1) The Unit or College produces a written description and rationale for the new program in 250 words or less (this is called a "Program Request");
- 2) To go forward, that "Program Request" must be approved by the Provost, the UM System Vice Chancellor for Academic Affairs (VCAA) and the Chief Academic Officers Council (CAOC);
- 3) If approved, the sponsoring College or Unit prepares a "Full Program Proposal", which is filed with: The Provost's Office; The chair of the Undergraduate Program Curriculum Committee (UPCC), or, if a graduate program, the Associate Vice President for Graduate Studies for the Graduate Board (GB); and, The chair of the Program Creation and Reorganization Review Committee (PCRRC) of the Faculty Senate for review and recommendations;
- 4) The PCRRC distributes the "Full Program Proposal" to all members of the Faculty Senate for information and review;
- 5) The PCRRC schedules and hosts a PCRRC Committee meeting to discuss the "Full Program Proposal" with the primary proponents of the proposal;
- 6) After #5, the PCRRC schedules and hosts a "Campus-wide Hearing" to gather further comments regarding any concerns by the university community;
- 7) The proposal, and a motion on that proposal either in support of it, or non-support of it, should be discussed by the Full Senate two weeks before a vote.

8) A official vote is to be taken by the Faculty Senate to report to the President the Senate's recommendation either in support of, or not in support of, the creation of the new degree program.

Motion:

Having heard no objections to, or serious concerns with, the proposal at the Campus-wide Hearing on April 26, 2022, and having discussed the proposal at the Elected Senator's Meeting on April 20, 2022, and with the members of the PCRRC (Program Creation and Reorganization Review Committee) of the University of Maine Faculty Senate being favorably inclined, the Faculty Senate hereby moves to recommend to the President that the College of Liberal Arts and Science's Proposal for a New B.S. Degree Program in *Human-Centered Technology Design* go forward.

Motion 3 – Regarding the College of Natural Sciences, Forestry & Agriculture's School of Food and Agriculture Proposal for a New B.S. Degree Program in *Sustainable Food Systems*

May 4, 2022

Background:

Proposals for new degree programs at the University of Maine, and subsequent actions on those proposals, follow procedures detailed in *UM System BOT Policy 305.1, APL X-P.1 Academic Program Approval* (<https://www.maine.edu/students/office-of-the-vice-chancellor-of-academic-affairs/apl-x-p-1/>), and also procedures in "*The University of Maine 120-Day Process for Approval of New Academic Degree Programs*" (Chapter 2; revised Oct. 16, 2019, <https://umaine.edu/facultysenate/committees/pcrrc/>).

Key steps are:

- 1) The Unit or College produces a written description and rationale for the new program in 250 words or less (this is called a "Program Request");
- 2) To go forward, that "Program Request" must be approved by the Provost, the UM System Vice Chancellor for Academic Affairs (VCAA) and the Chief Academic Officers Council (CAOC);
- 3) If approved, the sponsoring College or Unit prepares a "Full Program Proposal", which is filed with: The Provost's Office; The chair of the Undergraduate Program Curriculum Committee (UPCC), or, if a graduate program, the Associate Vice President for Graduate Studies for the Graduate Board (GB); and, The chair of the Program Creation and Reorganization Review Committee (PCRRC) of the Faculty Senate for review and recommendations;
- 4) The PCRRC distributes the "Full Program Proposal" to all members of the Faculty Senate for information and review;
- 5) The PCRRC schedules and hosts a PCRR Committee meeting to discuss the "Full Program Proposal" with the primary proponents of the proposal;

- 6) After #5, the PCRRC schedules and hosts a "Campus-wide Hearing" to gather further comments regarding any concerns by the university community;
- 7) The proposal, and a motion on that proposal either in support of it, or non-support of it, should be discussed by the Full Senate two weeks before a vote.
- 8) A official vote is to be taken by the Faculty Senate to report to the President the Senate's recommendation either in support of, or not in support of, the creation of the new degree program.

Motion:

Having heard no objections to, or serious concerns with, the proposal at the Campus-wide Hearing on April 13, 2022, and having discussed the proposal at the Elected Senators Meeting on April 20, 2022, and with the members of the PCRRC (Program Creation and Reorganization Review Committee) of the University of Maine Faculty Senate being favorably inclined, the Faculty Senate hereby moves to recommend to the President that the College of NSFA's School of Food & Agriculture Proposal for a New B.S. Degree Program in *Sustainable Food Systems* go forward.

Three PCRRC Motions bundled for vote.

Vote: Approved

Office of the Executive Vice President
for Academic Affairs & Provost



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April 26, 2022

To: John C. Volin, Executive Vice President for Academic Affairs and Provost

From: Brian Olsen, Associate Provost for Student Success and Strategic Initiatives

Re: Approval of proposed major in Sustainable Food Systems

Dear Provost Volin,

The Undergraduate Program Curriculum Committee met on March 29 and, in an advisory capacity, endorsed the proposed major in Sustainable Food Systems submitted by the College of Natural Sciences, Forestry, and Agriculture. A brief synopsis:

Sustainable Food Systems

The School of Food and Agriculture (SFA) seeks to establish a new interdisciplinary B.S. degree in Sustainable Food Systems (SFS). This new program will be housed within SFA, but will be interdisciplinary in nature, drawing from and benefiting multiple programs within the College of Natural Sciences, Forestry, and Agriculture and the University of Maine (UM) as a whole. Within the SFS degree are the concentrations of Climate Change and Food Systems; Food Processing and Innovation; Justice, Equity, and Community Development; Leadership and Management; Plant and Animal Production Systems. Faculty in SFA have contributed to the development of this proposal and fully support its implementation. Furthermore, within UM and throughout the University of Maine System, the SFS degree proposal has been welcomed with enthusiasm and areas of future collaborations have been identified. The curriculum has been designed to attract students with specific interests in SFS while also leveraging courses and faculty expertise already present at UM, both within and beyond SFA.

The proposal received review by NSFA's Curriculum Committee and was signed by Dean Diane Rowland prior to UPCC's review. I am supportive of this proposed new major. Thank you for your consideration.



Proposal for a Sustainable Food Systems Major
School of Food and Agriculture

The School of Food and Agriculture (SFA) seeks to establish a new interdisciplinary B.S. degree in Sustainable Food Systems (hereafter referred to as SFS). This new program would be housed within SFA, but would be interdisciplinary in nature, drawing from and benefiting multiple programs within the College of Natural Sciences, Forestry, and Agriculture (NSFA) and the University of Maine (UM) as a whole. This document serves as a proposal for this new major and includes several appendices.

Rationale

Food systems include the interconnected activities from production to consumption of food or generation of food waste, the people involved, and all factors that influence these activities or are influenced by them. Food systems have economic, political, environmental, agricultural, health and social dimensions. The study of food systems is tightly interwoven with sustainability science and education, and like sustainability studies, often focuses on addressing complex socio-ecological problems (Anderson, 2013; Hilimire et al., 2014).

Undergraduate food system programs give students opportunities to develop complex reasoning skills, often emphasize experiential learning, and can transcend traditional academic disciplinary boundaries to address the dual challenges of sustainability and inequality (Valley et al., 2018; Watts, 2020). This proposed degree will provide interdisciplinary training, hands-on learning, and will allow students to benefit from expertise within the UM System. It will allow for specialization, but retain the broad context of food system studies, positioning students to respond nimbly to a fast-changing local, national, and global landscape. The SFA at UM will be the home for this new degree program, with faculty expertise and degree programs in Sustainable Agriculture, Horticulture, Food Science and Human Nutrition, and Animal and Veterinary Sciences. The extensive expertise of faculty in other units in areas such as anthropology, economics, policy, social work, and outreach will be critical to program success.

Given rapid technological change in our society, both companies and policy makers understand the critical need for workers and leaders with forward-looking skills and the ability and willingness to engage in lifelong learning (WEF, 2018). They are essential to fuel innovation and future economic growth. For students who will become tomorrow's workers and leaders, lifelong learning of both job-necessary skills and other kinds of meaningful information is foundational for personal satisfaction, career success, and improving the world we live in. It is critical that Universities both anticipate changes in the labor market and help students in acquiring the skills needed for the future workplaces and career trajectories. This can be accomplished through innovative curricular design, internship opportunities, and hands-on learning. Our proposed degree program has a service-learning course as the capstone experience, which provides hands-on, public-facing experience for students as part of a culminating experience. We also provide opportunities for internship experiences for students depending on their interests and concentration choice.

Food system career trajectories are relevant in both urban and rural contexts. Urban food systems are tightly intertwined with community wellbeing, metropolitan economies, housing, transportation, and land use (Pothukuchi & Kaufman, 1999). In rural communities, careers that encompass a deep understanding of food systems include regional planning, supply chain management, food production and processing, community development and support services, policy making and governance, and more. Additionally, there is great opportunity for overlap between the emerging *green jobs* sector (employment options geared toward reducing or eliminating the ecological harm that has historically been associated with economic growth) and food systems careers (Watts, 2020). Interdisciplinary academic programs in food systems have been proposed as a critical approach to addressing diverse social and environmental challenges (Valley et al., 2018). To advance sustainability broadly, institutions of higher learning have an opportunity to advance interdisciplinary training opportunities for undergraduate students.

The pandemic and post-pandemic economies will shape the future work lives of our students. Although students and their parents recognize the value of a 4-year degree, how they think about college has been affected by the realities of the past few years and the uncertainties of the next few. Times of societal upheaval have catalyzed innovation in higher education in the past, e.g. the passage of the Morrill Act during the Civil War or the GI Bill after WWII. Now is a critical time to respond to student needs by building fresh degree programs that cultivate greater demand by focusing on the most in-demand workplace skills, as well as areas of high student interest. Along with newly-imagined degree programs that better align our institutions' academic strengths with areas of market demand, a greater focus on getting students into careers will be needed to attract students to our programs (Selingo & Sigelman, 2020). The skills necessary to succeed in life and in the workplace today, such as teamwork, problem-solving, and interpersonal skills, transcend traditional academic majors (Selingo & Sigelman, 2020). Academic programs need to be relevant for today's world, which is in many ways different from the one that saw the design of academic departments and degree programs. We already have the right mix of classes to support a Food Systems degree program, and we propose to organize them into a highly relevant, flexible and attractive program that will equip learners with the skills that they need for a wide variety of positions in the economy of the future.

All parts of the food system were brought into sharp focus by the pandemic, from production to processing to the supply chain to hunger, income inequality, and policy. Even before the disruptive events of 2020, there was considerable student interest in the broad area of food. Both the Honors College and the Mitchell Center for Sustainability Solutions have built on student interest in this area in their programming, and SFA currently offers a minor in Sustainable Food Systems. In addition, food systems are often the foundation of rural economies in Maine and the northeast; in 2021 Maine voters supported adding a 'Right to Food' to the state's constitution, the first state to do so. Although the pandemic caused a decline in employment, both employment and wages are rebounding. Demand for workers is high across all sectors. Students seek a major that will launch them into the workplace, but also seek a work sector that allows them to contribute meaningfully to society.

Because SFS studies are by nature inter- and transdisciplinary, it can be difficult to assess the full range of job opportunities associated with SFS undergraduate programs. However, we believe that these job opportunities are increasing in Maine, New England, and across the United States, based on our assessment of job postings relevant to the following programs related to SFS: sustainability studies; foods, nutrition, and related services; food service administration and management; human nutrition; and community organization and advocacy. Burning Glass data from March 2021 shows 672,454 job postings in the United States for which students with a B.S. in one or more of these study areas could be eligible. Of these, 38,855 of these postings were for

opportunities in New England, and 1,614 were for opportunities in Maine. Job opportunities in SFS careers have been increasing since 2014 and are projected to continue to do so for the next decade.

Across the country, there has been an increase in the number of institutions granting undergraduate degrees in programs related to SFS. Specifically, between 2015 and 2019 there has been an 18% increase in degree conferring programs. The majority of these conferred degrees have been in foods, nutrition, and wellness studies (38%); followed by community organization and advocacy (27%); sustainability studies (14%); and human nutrition (11%). Public institutions are the home for several prominent SFS degree programs, with several of these located at Land Grant Institutions (e.g., University of Nebraska Lincoln, University of Vermont, and University of California) potentially explained by the close association between the public land grant missions and the relevance of food and nutrition in rural and urban communities.

While useful, Burning Glass assessments do not capture core elements of the strength of SFS, or the full range of careers that this type of interdisciplinary and transdisciplinary program prepares students for. Valley et al. (2018) identify several SFS student learning outcomes and guiding principles: collective action, systems thinking, experiential learning, communication and collaboration skills, research skills, interdisciplinary thinking, and critical reflection. Anderson (2013) also proposes that effective SFS educational programs operationalize student learning objectives such as learning how to learn, learning by doing, learning how to collaborate, and learning from a broad range of people (including those outside of academia). We propose that these learning outcomes and guiding principles place students on a trajectory towards leadership positions in food systems careers.

Careers in food systems can include working in food policy in organizations such as the U.S. Department of Agriculture, the Food and Drug Administration, or the Department of Health and Human Services and directing programs dedicated to improving community food security, such as the Special Supplemental Nutrition Program for Women, Infants, and Children program, the National School Lunch Program, or the Supplemental Nutrition Assistance Program. Careers in farm management, food waste management, and food distribution also abound. In addition, there is a demand for food systems expertise from organizations focused on community economic development in both rural and urban communities. Many food-based corporations, including some with a large presence in Maine such as McCain's, have developed sustainability plans focused on issues such as environmental impacts of agricultural production and farm labor working conditions. Food systems degree programs provide education directly applicable to developing and managing corporate sustainability efforts for food-based corporations.

We propose a program that is distinct from other SFS undergraduate degree programs in the United States. Specifically, we propose a program focused on two aspects of SFS that are currently under-represented in other programs: equity and climate change. First, it has been noted that many SFS programs currently do not adequately address equity (Valley et al., 2020), often ignoring the ways in which food system projects, programs, and movements reinforce food injustice at various levels. This recent review has found that only 18 out of 108 existing SFS programs in the U.S. and Canada explicitly address equity in program descriptions and/or student learning outcomes. Our proposed program includes a concentration in *Justice, Equity and Community Development*. Second, we propose a specific focus on climate change and food systems, both because of food system contributions to global environmental change, and the potential avenues for adaptation and mitigation that food systems present (Ingram et al., 2020). Because the effects of climate change are often unequal across social and economic groups, these two foci are naturally interwoven. All students in our proposed program will

take a course in climate change, societies and cultures, and for those with a primary interest in climate change, we offer the concentration *Climate Change and Food Systems*.

We will build student experiences within the new UMaine SFS program using the four-step technique adapted from Hilimire et al. (2014): (1) expose students to food system concepts and contexts through core curriculum; (2) develop student understanding through in depth case studies within concentrations; (3) create opportunities for experience-based learning through service learning, research and internship opportunities; and (4) engage students in cooperative group learning throughout the program.

University of Maine System Complementary Programs and Other Programs across Maine

We intend to build a unique SFS major that complements, rather than competes with, existing programs across the University of Maine System, including those already present at UM. Faculty and staff who have contributed to this proposal have reviewed relevant programming across UM institutions and had conversations with key individuals involved in the creation and administration of such programs. Through these conversations, we have both developed a plan to create the new SFS major as a UM program, but also identified areas of future potential collaboration, many of which are described in the following paragraphs. By concentrating on developing the major at UM first, we are responding to student needs for an interdisciplinary, solutions-oriented program that both leverages the considerable expertise and resources already available at UM, and responds to the rapidly changing landscape of job opportunities in food systems.

UMaine Presque Isle: UMPI currently hosts a 4-year degree program in Agricultural Science and Agribusiness (22 students enrolled). A labor shortage in agriculture-related jobs in Aroostook County is driving growth in this program, as employers from companies such as McCain Foods regularly seek graduates to apply for open positions. Most courses are taught in person, though some have transitioned to online instruction. There have been several conversations about student cross-enrollment in UMPI and UM courses. Currently, there are a number of students from UMPI who are taking online courses through UMaine to complement their 4-year program. Faculty at UMPI are also currently developing courses (*Food and Culture* and *Food and Health* are being developed by Dr. Tara Whiton) that would complement UM's proposed SFS degree program. Additionally, a new agricultural business faculty position is currently proposed that would be a split appointment with the UM Business School and Extension. This person would likely teach courses that would be of interest to UMPI students. Dr. Jason Johnston, Dean of the College of Arts and Sciences at UMPI, has indicated support for our SFS program proposal, and is interested in exploring further opportunities for collaboration.

University of Southern Maine: USM currently hosts several programs in Food Studies, including an undergraduate minor, a graduate certificate, and an internship program. The program has a strong emphasis in the humanities and specifically in social and food justice. Originally a grant-funded program, the USM Food Studies program has experienced decreasing institutional support and as a result has lost several administrative positions. There is a strong interest from USM faculty associated with the Food Studies program to explore future collaborations with the proposed UM SFS major, specifically travel courses (i.e. exchange courses between campuses), cross-listed courses and internship programs, and statewide food systems symposiums. It is clear that these opportunities are great, and also that our proposed UM SFS major is distinct in breadth, depth, and focus from the USM Food Studies program. Drs. Cherly Laz and Jamie Picardy, current USM Food Studies

Faculty have indicated support for our SFS program proposal and are interested in exploring further opportunities for collaboration.

Programs that currently exist at UM: In creating this proposal, our team has been attentive to the need to distinguish between the new UM SFS major and those degree programs that already exist on the UM campus. The Ecology and Environmental Sciences (EES) program has recently launched a minor in Sustainability Sciences. This minor features 6 credits of foundational courses in sustainability and 12 credits of electives. Students in our major could easily incorporate this minor as part of their undergraduate career. Many of the courses listed as sustainability electives in the Sustainability Sciences minor are either designated as core courses or concentration electives in our major. Students pursuing the minor in Sustainability have a broad choice of classes, many of them related to food and agricultural systems. Meetings have occurred between EES and SFA faculty to discuss collaborations.

In our discussions with existing UM program leaders, we have sought to establish collaborative relationships that will benefit future students in our program as well as students from complementary programs at UMaine. We have received input from the NSFA Associate Dean for Instruction, Sue Sullivan, and incorporated it into the proposal. We are engaging in conversations with Dean Weinauer and Associate Dean Ladenheim of the Honors College to plan for an Honors track within the SFS program. We have also communicated with Sandy Butler, the Director of the School of Social Work, and with Cindy Isenhour in the Department of Anthropology as many of the classes listed in our SFS degree involve faculty from these programs. Both are supportive of the program. We have shared the curriculum with the Director of the School of Economics, Mario Teisl, and incorporated his suggestions into the curriculum. We have also incorporated suggestions from David Hart, Director of the Senator George J. Mitchell Center for Sustainability Solutions, who offered support of the program and noted that it is clearly aligned with the Mitchell Center's sustainability focus. We anticipate that our students would take advantage of the many hands-on learning opportunities offered by the Mitchell Center programming. Richard Powell, Director of the William S. Cohen Institute for Leadership & Public Service, reviewed the curriculum and offered support of the program and its inclusion of LDR classes. Finally, we have vetted the conceptual framework of this proposal, as well as the specific concentrations, with relevant faculty within the SFA. All have had the opportunity to ask questions and provide input. SFA faculty expressed strong support for the program.

In summary, our review of existing programs across the UM System shows that, while opportunities for future collaboration across the UM System are rich, our proposed SFS major is distinct and fills unmet student, industry, and community needs. Our program would not pull students away from other campuses, but rather attract a new body of undergraduate majors with a distinctive interest and focus in interdisciplinary food system careers. We propose that, while we establish our new program, we simultaneously continue annual conversations with our contacts at other UM System institutions (including but not limited to those individuals mentioned above). This will enable us to minimize programmatic redundancy and competition, and leverage opportunities for cross-institutional partnerships.

The Curriculum

To develop the curriculum for the proposed UM SFS major, our group reviewed all currently taught, relevant courses within and beyond the SFA. Using food systems frameworks published in curricular and pedagogical

texts, courses were reviewed and grouped to form five concentrations. Additionally, a review of food system degree programs hosted at other colleges and universities beyond Maine informed the choice of concentrations, as we strive to distinguish our program from those that already exist and attract students with specific interests. In creating the concentrations described below, our goal was to leverage courses and faculty expertise already present at UM, both within and beyond SFA.

Core classes required of all students (60 credits)

***These meet current general education requirements except as noted below.**

Sustainable Food Systems core classes (27 credits)

NFA 117 Issues and Opportunities	1
BIO 100 Basic Biology	4
FSN 101 Intro to Food and Nutrition	3
PSE 105 Principles of Sustainable Agriculture	3
PSE 312 Sustainable Food Systems: Challenges and Opportunities	3
ECO 190 World Food Supply, Population and the Environment	3
FSN 270 World Food and Culture	3
FSN 425 Contemporary Issues in the Food Industry	1
FSN 436 Food Law	3
PSE 430 SL: Sustainable Horticulture and Agriculture Capstone	3

Social Sciences (12 credits)

SOC 101 Introduction to Sociology	3
ANT 225 Climate Change, Societies and Cultures	3
ANT 212 The Anthropology of Food	3
ECO 120 Principles of Microeconomics	3

Quantitative and Information Skills (6 credits)

MAT 115 Applied Mathematics for Business and Economics	3
STS 215 Introduction to Statistics for Business and Economics	
OR STS 232 Principles of Statistical Inference	3

Communication and Leadership Skills (15 credits)

ENG 101 College Composition	3
Two of three: CMJ 102 Fundamentals of Interpersonal Communication AND/OR CMJ 103 Public Speaking AND/OR CMJ 107 Communication and the Environment	6
LBR 200 Information Literacy	3
LDR 100 Foundations of Leadership	3

***Other UMaine requirements for all students (~3-6 credits depending on concentration classes, some of which are writing intensive)**

An additional writing intensive course; Artistic and Creative Expression; Human Values and Social Contexts.

CONCENTRATIONS (35-36 credits)

Concentrations consist of both required classes and a list of classes from which students can choose, i.e., concentration electives, allowing some flexibility for students to structure each concentration according to their interests. Some concentrations include internship classes as concentration electives, allowing students to receive credit for structured work experiences. Some concentration electives may have required prerequisites which are not part of the core classes required for all or the required concentration courses, but which must be completed before the concentration elective is taken. Students taking a concentration elective and its required prerequisite can count both the prerequisite and the concentration elective in the total concentration elective credits. Classes proposed to be developed are indicated in bold; non-bold classes already exist at UM.

1. Climate Change and Food Systems (35 credits)**Required classes (23 credits)**

EES 100 Human Population and the Global Environment OR	3
ERS 121 Humans and Global Change	
EES 140 Soil Science	3
ECO 180 Citizens, Energy & Sustainability	3
INT/ECO 105 Environmental Policy	3
PSE 3XX Climate Change and Agriculture	3*
PSE 360 Agroecology and Sustainable Cropping Systems	4
ANT 410 Human Dimensions of Climate Change	3

*New class to be developed

Concentration electives (12 credits, with at least 9 credits from 300+ level classes)

PSE 440 Environmental Soil Chemistry and Plant Nutrition	3
AVS 477 Zoonoses and Animal Health	3
WLE 200 Ecology	3
WLE 323 Introduction to Conservation Biology	3
ANT 250 Conservation Anthropology: The Socio-Cultural Dimension of Environmental Issues	3
ANT 270 Environmental Justice Movements in the United States	3
ANT 311 Geography of Climate Change	3
PHI 232 Environmental Ethics	3
PHI 432 Environmental Philosophy and Policy	3
CIE 210 Sustainability in Engineering	3
EES 351 Energy, Wealth, and Power: A Biophysical Systems View of Nature and Society	3
EES 398 Seminar in Sustainability Solutions	1
SMS 230 Introduction to Marine Policy and Fisheries Management	3
HTY 480 Global Environmental History	3
ERS 191 Energy in the Earth System	3

ERS 201 Global Environmental Change	4
SFR 455 Bioenergy Sources, Systems and Environmental Effects	3
SFR 220 Environment and Society	3
CMJ 407: SL -Environmental Communication	3

2. Food Processing and Innovation (35 credits)

Required classes (17 credits)

FSN 103 and 104 Science of Food Preparation	4
FSN 330 Introduction to Food Science	3
FSN 340 Food Processing Laboratory	1
FSN 238 Applied Food Microbiology and Sanitation	3
INV 121 Innovation Engineering Fundamentals	3
BMB 207 Fundamentals of Chemistry	3

Concentration electives (18 credits, with at least 9 credits from 300+ level classes)

ECO 254 Small Business Econ. and Management	3
ECO 290 Introduction to Growth and Development	3
ECO 488 Spreadsheet Modeling and Decision Analysis	3
INV 180 Create: Innovation Engineering I	3
INV 282 Advanced Innovation Skills II	3
INV 392 Commercialize: Innovation Engineering III	3
INV 405 Innovation Leadership	3
FSN 121 Brewing with Food Science	3
FSN 396 Field Experience in Food Science and Human Nutrition	1-3 credits
FSN 440 Utilization of Aquatic Food Resources	3
FSN 450 Food Biotechnology	3
FSN 485 Introduction to Food Engineering Principles	3
FSN 486 Food Engineering Principles Lab	1
FSN 4xx Organic and Natural Foods*	3
FSN 585/FSN 475 Principles of Sensory Evaluation/Laboratory	3/1
NMD 100 Introduction to New Media	3
NMD 104 New Media Design	3
MKT 476 New Product Management	3

*New class to be developed from FSN 555 Organic and Natural Foods 3

3. Justice, Equity and Community Development (36 credits)

Required classes (12 credits)

SOC 201 Social Inequality	3
SWK 320 Introduction to Social Work	3
SWK 440 Social Welfare Policy and Issues	3
PHI 100 Contemporary Moral Problems	3

Concentration electives (24 credits, with at least 9 credits from 300+ level classes)

FSN 265 Dietary Application of Nutrition Principles	3
SOC 202 Social Problems	3
SOC/WGS 371 Immigration, Women and Society	3
CMJ 420 Health Communication	3
CMJ 347 Argument and Critical Thinking	3
CMJ 425 SL: Health Campaigns	3
ANT 102 Introduction to Anthropology: Diversity of Cultures	3
ANT 256 Ethnic Conflict	3
ANT 466 Economic Anthropology	3
ANT 270 Environmental Justice Movements in the United States	3
ANT 430 Who Owns Native Cultures?	3
AVS 254 Introduction to Animal Microbionics	3
EES 398 Seminar in Sustainability Solutions	1
ECO 180 Citizens, Energy & Sustainability	3
ECO 121 Principles of Macroeconomics	3
ECO 442 Health Economics	3
ECO 381 SL: Sustainable Development Principles and Policy	3
ECO 427 Regional Economics: Modeling	3
ECO 426 Regional Economics: Policy and Practice	3
PAX 370 Building Sustainable Communities	3
POS 100 American Government	3
POS 384 American Civil Liberties	3
HTY 477 The American Worker	3
HTY 365 The American Immigrant Experience	3
PHI 344 Theories of Justice	3
PHI 345 Global Justice	3
PSY 230 Social Psychology	3
MGT 331 Labor-Management Relations	3
WGS 101 Women's, Gender, and Sexuality Studies	3
DIS 300 Disability: Interaction of Human Diversity and Global Environment	3
DIS 400 Disability as Diversity I	3
MLC 175 Multiculturalism in America	3
FAS 270 Immigration, Yesterday and Today	3

SWK 330 Contemporary Issues in Diversity and Pluralism	3
NUR 415 Socio-Cultural Issues in Health and Health Care	3

4. Leadership and Management (36 credits)

Required classes (18 credits)

LDR 200 Leadership Ethics	3
LDR 220 Leadership and Social Movements	3
LDR 330 Crisis Leadership and Decision Making	3
PHI 233 Business Ethics	3
PSY 100 General Psychology	3
MGT 325 Principles of Management and Organization	3

Concentration electives (18 credits, with at least 9 credits from 300+ level classes)

ECO 254 Small Business Economics and Management	3
ECO 488 Spreadsheet Modeling and Decision Analysis	3
ANT 466 Economic Anthropology	3
MGT 326 Organizational Behavior	3
MGT 331 Labor-Management Relations	3
MGT 460 Leadership	3
CMJ 257 Business and Professional Communication	3
CMJ 367 Public Relations	3
ENG 317 Business and Technical Writing	3
ENG 415 Advanced Report & Proposal Writing	3
HTY 477 The American Worker	3
LDR 300 Advanced Leadership Theory and Practice	3
LST 101 Introduction to Labor Studies	3
LST 201 Work and Labor in a Global Economy	3
PAX 360 Conflict Resolution: A Relational Approach to Working Through Conflict	3
PSY 230 Social Psychology	3
PSY 251 Psychology of Motivation	3

5. Plant and Animal Production Systems (35 credits)

Required courses (23 credits)

CHY 121 General Chemistry I/CHY 123 Laboratory I	4
EES 140 Soil Science/EES 141 Soil Science Laboratory	4
PSE 100 Plant Science	4

PSE 360 Agroecology and Sustainable Cropping Systems	4
AVS 145 Introduction to Animal Science/AVS 146 Laboratory	4
AVS 211 Introduction to Aquaculture	3

Concentration electives (12 credits, with at least 9 credits from 300+ level classes)

AVS 254 Introduction to Animal Microbiomes	3
AVS 267 Swine Production	1
AVS 268 Pasture Poultry Production	1
AVS 346 Dairy Cattle Technology	3
AVS 347 Dairy Cattle Technology Laboratory	2
AVS 371 University Dairy Cooperative	4
AVS 455 Animal Nutrition	4
AVS 411 Advanced Aquaculture	3
AVS 466 Livestock Feeds and Feeding	2
AVS 446 Forage Science and Range Management	3
AVS 477 Zoonoses and Animal Health	3
ECO 254 Small Business Economics and Management	3
ECO 488 Spreadsheet Modeling and Decision Analysis	3
PSE 410 Plant Propagation	4
PSE 203 Weed Biology and Identification	1
PSE 215 Vegetable and Fruit Production	3
PSE 396 Field Experience in Plant, Soil and Environmental Sci	1-3
PSE 403 Weed Ecology and Management	3
PSE 415 Greenhouse Management	4
PSE 440 Environmental Soil Chemistry and Plant Nutrition	3
PSE 457 Plant Pathology	4
PSE 261 Nutrient Management	1
PSE 262 Introduction to Cannabis Cultivation and Science	1
PSE 263 Plant Health Diagnostics	1
PSE 264 Introduction to Composting	1
PSE 265 Soil Health for Farm Resilience and Climate Mitigation	1
PSE 266 Small Fruit and Berry Production	1
PSE 269 So You Want to Farm in Maine	1
FSN 4xx Organic and Natural Foods*	3
BIO 310 Plant Biology	4
BIO 327 Introductory Applied Entomology	4
BIO 432 Biology of the Fungi	4
BIO 464 Taxonomy of Vascular Plants	4
SMS 373 Marine and Freshwater Algae	4

SMS 230 Introduction to Marine Policy and Fisheries Management 3

SMS 449 Aquaculture Systems 3

*New class to be developed from FSN 555 Organic and Natural Foods 3

Individualized Concentration

Individualized concentrations must be distinct from an established concentration and all other degree programs at UMaine. Working with a faculty mentor, the student prepares a brief narrative explaining the organizing concept for the concentration, name, and required classes. Individualized concentrations must include at least 36 credit hours of coursework, at least 18 of which are at the 300 or 400 course level. An individualized concentration must be approved by the student's academic advisor, the Food Systems Undergraduate Coordinator, and the SFA Associate Director.

Staffing, facilities and financial considerations

SFA has a diverse group of regionally, nationally, and internationally known faculty with expertise in a variety of topics related to the food system and the current degree programs in Sustainable Agriculture, Environmental Horticulture, Food Science and Human Nutrition, and Animal and Veterinary Sciences. Food science faculty have expertise in the areas of microbiology, biotechnology, analysis, preservation, and fermentation. Human nutrition faculty include experts in nutritional biochemistry, community nutrition, and nutrition on a global scale. Faculty in sustainable agriculture and environmental horticulture have expertise in applying fundamental principles of plant and soil science, agroecology, and systems thinking to plant production systems at multiple scales in relation to issues of soil, weed, disease, and water management. Animal and veterinary sciences faculty are experts in aquaculture, animal health, and animal microbiota.

SFA has a unique relationship with Cooperative Extension with ~10 faculty holding joint appointments. Cooperative Extension faculty bring a different perspective to the SFS degree, both in their community involvement and their ability to incorporate community stakeholders and real-world experience into their teaching and research. Cooperative Extension faculty have expertise in plant and animal production systems, food science, sustainable agriculture, and nutrition education.

Associated faculty with full or partial appointments in SFA

Tim Bowden PhD: Associate Professor of Aquaculture. Expertise: Disease resistance in oysters and other shellfish, effective treatments for shellfish disease, immune function of fish.

Stephanie Burnett, PhD: Associate Professor of Horticulture. Expertise: Improving the efficiency and sustainability of greenhouse plant production, developing production protocols for commercial greenhouses and nurseries.

Mary Ellen Camire, PhD, CFS: Professor of Food Science and Human Nutrition. Expertise: Sensory evaluation, food product and process design, health benefits of Maine crops, and aging-related changes in senses and nutritional status.

Eric Gallandt PhD: Professor of Weed Ecology. Expertise: Sustainable agriculture, cropping systems, and weed ecology and management.

Jianjun Hao PhD: Associate Professor of Plant Pathology. Expertise: Plant-pathogen interaction, phytobiome related to plant health, biological control and fungicide resistance.

Sue Ishaq PhD: Assistant Professor of Animal and Veterinary Sciences. Expertise: Characterizing host-associated microbiomes and recovering a stable microbial community in humans and animals.

Dorothy Klimis-Zacas, PhD, FACN: Professor of Clinical Nutrition. Expertise: Nutritional biochemistry and physiology, clinical nutrition and role in chronic diseases, lipid, lipoprotein and glycoprotein metabolism; dietary interventions to decrease chronic diseases in adolescents in the Mediterranean basin.

Yanyan Li PhD: Assistant Professor of Nutritional Biochemistry. Expertise: Understanding the health benefits of bioactive dietary components, in particular anti-cancer and anti-inflammatory properties and the molecular mechanisms as well as the interplay between bioactives and gut microbiota.

David Marcinkowski PhD: Associate Professor of Animal and Veterinary Sciences and Extension Dairy Specialist. Expertise: Dairy cattle technology and livestock feeds and feeding.

Jade McNamara, PhD, RD: Assistant Professor of Human Nutrition. Expertise: Exploring the relationship between nutrition and food literacy and dietary behaviors, developing curricula and interventions, using theory-driven behavior change methods, to influence healthy behavior change in youth and young adults, and evidence-based instructional practices for critical thinking in health studies and higher education.

Eileen Molloy MS, RDN: Undergraduate Program Coordinator, DPD Director. Expertise: Effective ways to communicate evidence-based nutrition principles to people seeking to make dietary improvements to prevent and control nutrition-related health concerns. **Eileen is the proposed program coordinator for the new degree in SFS.**

Jennifer Perry, PhD: Associate Professor of Food Microbiology. Expertise: Microbiology, food safety, food processing, fermentation, method development, organic foods.

Brian Perkins PhD: Associate Research Professor. Expertise: Analytical method development (LC & GC) for bioactive compounds and naturally-occurring toxins in food and environmental matrices. Fermentation chemistry.

Bryan Peterson PhD: Associate Professor of Environmental Horticulture. Expertise: Woody plant propagation, nursery production, evaluation of native taxa, invasive plants and their impacts, population genetics, phylogeography, systematics.

Juan Romero PhD: Associate Professor of Animal Nutrition. Expertise: Forage quality and conservation, ruminant nutrition, animal systems microbiota, and enzymology.

Rachel Schattman PhD: Assistant Professor of Sustainable Agriculture. Expertise: Agroecology, climate change, vegetable and small fruit production, water use efficiency, decision making, behavior, risk assessment, mixed methods research.

Denise Skonberg, PhD: Professor Food Science. Expertise: Food chemistry, value-added product development, seafood science, effects of processing on food quality.

Mona Therrien, DCN, RDN, LD: Dietetic Internship Director, Associate Director of SFA. Expertise: Nutritional assessment, nutrition support of hospital patients, nutrition and the older adult, nutrition focused physical examination and diabetes and renal implications to nutritional status.

Matt Wallhead, Ph.D. Extension Ornamental Horticulture Specialist and Assistant Professor of Horticulture. Expertise: Laser-guided air-assisted sprayers, applications of small unmanned aerial systems for precision horticulture, and decision support system development and adaptive implementation for nurseries and greenhouses.

Kate Yerxa, MS, RD: Extension Professor. Expertise: Implementing and evaluating community nutrition education programs addressing issues related to nutrition, healthy lifestyle, and obesity prevention in low-income, food insecure populations.

Associated faculty from other units

Cindy Isenhour, Ph.D. Associate Professor of Anthropology and Climate Change. Expertise: Economic and environmental anthropology, political ecology, climate change, global cities and rural resilience.

We do not anticipate the need for any hiring to staff this degree program. The program coordinator (Eileen Molloy) would typically receive some release time from teaching due to program coordinator duties. We anticipate that discussion about teaching responsibilities for future SFA faculty hires would include the possibility for the new faculty member to develop courses that would contribute to this degree program as well as others in SFA. Specifically, we expect that plans for a future hire in the area of plant and soil sciences would include teaching a class focused on the effects of climate change on agriculture.

The proposed program will be housed in currently existing buildings on the University of Maine Campus. The SFA administrative staff are housed in Rogers Hall, which also houses two program faculty offices as well as their laboratories. Hitchner Hall houses offices and laboratories for faculty in the areas of nutrition, food science, animal science and plant pathology. Deering Hall and the Roger Clapp Greenhouse complex house multiple faculty offices and laboratories, primarily in the areas of plant and soil sciences. Classrooms, meeting rooms, and graduate student offices are also available in these buildings.

We currently have significant space dedicated to hands-on student learning of all kinds. For example, the Roger Clapp Greenhouse is a site for experiential learning including student undergraduate research and course-related projects in greenhouse management, plant propagation, and other areas.

The Dr. Matthew Highlands Pilot Plant in Hitchner Hall offers services to enhance product lines, create value-added foods or scale up recipes for commercial production. The state-of-the-art research facility is equipped with a variety of food processing equipment, including a pasta maker, meat chopper, dehydrator, blast freezer, steam cooker, cheese making equipment and packaging equipment. In addition, the facility contains a state-licensed commercial kitchen that serves as a teaching laboratory for food-science and human-nutrition students, and as a place where home businesses can package and produce food products.

The Mary Simcock Lynch Clinical Nutrition Services Laboratory in Hitchner Hall features specialized clinical nutrition assessment tools including bioelectrical impedance instrumentation, point of testing glucose monitoring, blood pressure testing equipment, and nutrition-focused physical examination tools. Students can have a safe simulated environment to practice nutrition examination techniques.

The J. Franklin Witter Teaching & Research Center is the home for teaching and research programs in animal sciences and sustainable agriculture. The Center has two units: the Witter Farm and Rogers Farm. In addition to dairy and equine courses at the Witter Farm, a student group, the UMaine Applied Dairy Cooperative of Organized Working Students—known as the UMAD COWS—is fully involved in the operation of the dairy. The equine program uses standard-bred horses for classes and cooperative work experience.

Program faculty are actively involved in research with laboratory facilities. Research laboratories allow students to pursue undergraduate research opportunities in many areas, including clinical nutrition, food pathogens, seafood, behavioral nutrition, food analysis, nutritional biochemistry, weed ecology and management, agroecology, aquatic animal health, wildlife disease genetics, gut microbiomes, plant pathology, soil health and fertility, plant propagation, greenhouse plant production, and ruminant nutrition with the support of experienced faculty research mentors.

To summarize staffing, facilities, and financial considerations, we do not expect to have an immediate need for new faculty, staff or facilities. However, as we anticipate strong demand for this program and growth in enrollment over time, we may need supplementary resources as class sizes go up. Additional resources in the form of classroom and research supplies as well as grading support may be required to meet student and faculty needs. Further discussion of financial considerations can be found in the five-year business plan for the degree in SFS, located in Appendix III.

Program Evaluation

The evaluation of the new SFS degree will be coordinated with the Office of Institutional Research and Assessment (OIRA). Program learning outcomes (PLO) have been created and these will be shared widely with students, program faculty, and OIRA. Below are listed proposed PLOs for the new SFS degree.

After successful completion of the program students will be able to:

- Understand and explain fundamental principles of food production and nutrition, as well as those of equity and social justice, leadership and climate change as applied to the food system.

- Critically analyze components of the food system and design innovative strategies to address problems of supply, equitable access, resilience to climate stress and human wellbeing, among others.
- Communicate professionally and clearly using a variety of media and approaches.
- Develop all analyses and recommendations based on credible, evidence-based information and sources.

Student learning outcomes will also be created by faculty in the program. These will be measurable with data collected through various classes offered in the program. On the program website, the program learning outcomes and student learning outcomes will be published. These outcomes will provide the expectation of what the students will be able to demonstrate at the end of their undergraduate career. The plan of student learning outcomes will be created with faculty input. This document will be updated at the end of every semester with data collected from each course taught in the semester. Data collected on the plan of student learning outcomes will be shared at curriculum meetings with faculty for curricular enhancement. A curricular map will also be created by faculty. This map will indicate which courses are used in the program to measure student learning outcome activities. The curricular map will be updated as necessary to reflect curricular changes.

Yearly, the unit will provide an assessment update to OIRA. The update will include the program-level student learning outcomes that were assessed during the academic year, the assessment activities used to measure the learning outcomes, the results for learning outcomes assessed, and a reflection on the results.

Every three years, a report of student learning outcomes data will be completed using the self-study templates. The three-year report will include the learning outcomes measured, data relating to the degree with which students achieved outcomes, the evaluation process used to measure student learning, and the tools used to measure outcomes. The results of the evaluation will include reflection from faculty regarding the results of the study, analysis of programmatic strengths and weaknesses, and analysis of assessment strengths and weaknesses. Recommendations and planning based on assessment results shall be included as well as a timeline for completion.

In addition to activities completed in coordination with OIRA. The program will also distribute student evaluations of teaching (SET). Students will complete the online SET. Course evaluations will be disseminated to program faculty and course modifications will be made based upon student responses.

Finally, at the end of students' undergraduate career, the program will conduct exit surveys of graduates to assess self-reported and observed knowledge and skill development. Survey outcomes will be compiled and disseminated to program faculty. Survey results will be reviewed and strategies to improve program delivery will be developed and implemented. Tracking of employment rates and location of program graduates will be recorded and disseminated to program faculty annually.

Program marketing

We have begun discussions on development of an advertising and marketing plan for this new degree program, which we anticipate will be attractive to many potential students. Among other components, we anticipate advertising the degree program using the University's social media accounts and a variety of electronic and print resources. In addition, SFA faculty have many professional contacts with the ability to distribute information

on the new program to appropriate groups. We will also build on strategies in use by program coordinators for our current degree programs.

We would hope to enroll as many as 5-10 students in the first year the program is operational and expect that enrollment will grow quickly. The program's structure and content are likely to be appealing to prospective students based on preferences and interests expressed in surveys. Students seek a major that will launch them into the workplace, but also seek a work sector that allows them to contribute meaningfully to society. One of the ways that Gen Z adults are different from previous generations is their high level of interest in, and engagement with, information about climate change (Pew Research Center, 2021). Across the political spectrum, large shares of climate-engaged, young social media users surveyed say they feel motivated to learn more and confident in their ability to influence the future course of climate change (Pew Research Center, 2021). We have made climate change content central to our proposed program because of its importance to food-related topics and also in order to take advantage of the broad climate change expertise across campus. We have structured our program with the future of work in mind. The US Bureau of Labor Statistics projects that employment opportunities for agricultural and food scientists (one category) and environmental scientists (another category) will grow 8%-9% over the next 10 years, faster than growth in many industries, with pay ranges notably above overall median income levels (median annual income: \$69,000 to \$73,000).

Our marketing efforts will highlight the connections of food-related topics and climate change to build on student interest. We will also emphasize that our degree provides a career path to high paying jobs where workforce needs are expanding. And we will emphasize the connections of our program to issues of diversity and social justice, also of great importance and interest to prospective students.

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Appendix 1: Proposed Catalog Copy for SFS Major

OVERVIEW OF DEGREE REQUIREMENTS

Minimum number of credits required to graduate: 120

Minimum cumulative GPA required to graduate: 2.0

Minimum grade requirements for courses to count towards major: At least a C- in each of the courses required for all students and in the concentration courses.

Other GPA requirements required to graduate: Cumulative GPA of 2.0 or better for all courses required of all students and all concentration courses.

Required courses for fulfilling Capstone Experience: PSE 430 SL: Sustainable Horticulture and Agriculture Capstone or Honors thesis

Courses satisfying the writing intensive requirement within the major: FSN 425 Contemporary Issues in the Food Industry

Residency requirements: A minimum of 30 credits originating from the University of Maine campus with at least 15 of those credits at the 300 level or higher is required for the attainment of any bachelor's degree.

Contact information: Eileen Molloy, Undergraduate Program Coordinator, 111 Hitchner Hall, (207) 581-3121, eileen.molloy@maine.edu.

Summary of Graduation Requirements

To obtain this degree students must meet the requirements of the University, those requirements specific to the major and the requirements for the concentration.

Sustainable Food Systems Major (classes required for all, 60 credits)

1. Satisfy General Education requirements
2. Satisfy Bachelor of Science requirements
3. NFA 117: Issues and Opportunities
4. Biology requirement: BIO 100
5. Sustainable Food Systems core class requirements: FSN 101, 425, 436; PSE 105, 312, 430, ECO 190, and FSN 270
6. Social Sciences requirements: SOC 101, ANT 212, 225 and ECO 120
7. Quantitative requirements: MAT 115 and STS 215 or STS 232
8. Communication and Leadership Skills: ENG 101, two of the following CMJ 102, 103, 107; LBR 200 and LDR 100

Sustainable Food Systems Major Concentrations (students choose one, 35-36 credits)

1. *Climate Change and Food Systems (35 credits)*
 Required (23 credits): EES 100 or ERS 121; EES 140, ECO 180, INT/ECO 105, PSE 265, 3XX, 260, ANT 410
 Electives (12 credits, with at least 9 credits from 300+ level classes)
2. *Food Processing and Innovation (35 credits)*
 Required (17 credits): FSN 103, 104, 330, 340, 238, INV 121, BMB 207
 Electives (18 credits, with at least 9 credits from 300+ level classes)
3. *Justice, Equity and Community Development (36 credits)*
 Required (12 cr): SOC 201; SWK 320, 440 and PHI 100
 Electives (24 credits from a pre-approved list, with at least 9 credits from 300+ level classes)
4. *Leadership and Management (36 credits)*
 Required (18 credits): LDR 200, 220, 330, PHI 233, PSY 100, MGT 325
 Electives (18 credits, with at least 9 credits from 300+ level classes)
5. *Plant and Animal Production Systems (35 credits)*
 Required (23 credits): CHY 121, 123; EES 140; PSE 100, 360 and AVS 145, 146, 211
 Electives (12 credits, with at least 9 credits from 300+ level classes)

Suggested curriculum for a B.S. in SFS (Concentration 3)**First year, first semester**

- ENG 101 College Composition
 - BIO 100 Basic Biology
 - NFA 117 Issues and Opportunities
 - FSN 101 Introduction to Food and Nutrition
 - PSE 105 Principles of Sustainable Agriculture
 - Elective 1 cr
- Total credits: 15

First year, second semester

- ECO 190 World Food Supply, Population and the Environment
 - LDR 100 Foundations of Leadership
 - MAT 115 Applied Mathematics for Business and Economics
 - SOC 101 Introduction to Sociology
 - FSN 270 World Food and Culture
- Total credits: 15

Second year, first semester

- CMJ 102 Fundamentals of Interpersonal Communication OR CMJ 103 Public Speaking OR CMJ 107 Communication and the Environment
 - SOC 201 Social Inequality
 - Artistic and Creative Expression Gen Ed
 - ANT 225 Climate Change, Societies and Cultures
 - Concentration Elective
- Total credits: 15

Second year, second semester

- ECO 120 Principles of Microeconomics
 - LDR 100 Foundations of Leadership
 - PHI 100 Contemporary Moral Problems
 - Concentration Elective
 - Elective 3 cr
- Total credits: 15

Third year, first semester

- SWK 320 Introduction to Social Work
 - PSE 312 Sustainable Food Systems: Challenges and Opportunities
 - LBR 200 Information Literacy
 - STS 215 Introduction to Statistics for Business and Economics or STS 232 Principles of Statistical Inference
 - CMJ 102 Fundamentals of Interpersonal Communication OR CMJ 103 Public Speaking OR CMJ 107 Communication and the Environment
 - Elective 2 cr
- Total credits: 17

Third year, second semester

- SWK 440 Social Welfare and Policy Issues
 - ANT 212 The Anthropology of Food
 - Concentration Elective
 - Concentration Elective
 - Elective 3 cr
- Total credits: 15

Fourth year, first semester

- FSN 425 Contemporary Issues in the Food Industry
 - Concentration Elective (300+ level)
 - Concentration Elective
 - Elective 3 cr
 - Elective 3 cr
- Total credits: 13

Fourth year, second semester

- PSE 430 SL: Sustainable Horticulture and Agriculture Capstone

- FSN 436 Food Law
 - Concentration Elective (300+ level)
 - Concentration Elective (300+ level)
 - Elective 3 cr
- Total credits: 15

Appendix II
Maine employers with the most job openings
Source: Labor Insight (Burning Glass Technologies)

The Labor Insight reports can be viewed by using the below link.

https://drive.google.com/drive/folders/1XIWwd2fO_CD1nPl1Hcs-1RBHfjhIuj62A?usp=sharing

Appendix III Five-Year Business Plan

Five-Year Business Plan for the Degree in Sustainable Food Systems

This five-year business plan includes enrollment projections for the degree in sustainable food systems (SFS), revenue associated with increased enrollment as well as costs involved in the delivery and management of this new degree. Total current enrollment data for majors, enrollment by minor, and degrees conferred by major and minor for the School of Food and Agriculture (SFA) are presented first. These data help to define the current status of SFA and give a base for establishing enrollment projections for the degree in SFS.

Enrollment in SFA Majors

Enrollment in SFA majors remains strong with total enrollment increasing for the second year, showing continued strong interest in programs offered by the School. We have, however, seen a decline in enrollment from the year 2017. A degree in SFS, which integrates all the disciplines within SFA, will likely appeal to a wide audience of prospective students, generating further increases in student numbers and fully utilizing our capacity in SFA.

SFA Majors	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total	451	428	402	428	429

(UMaine Office of Institutional Research and Assessment)

Enrollment in SFA Minors

Total enrollment in SFA Minors has also been steady over the past 5 years. The minors in Sustainable Food Systems, Food Science & Human Nutrition, and Sustainable Agriculture have had growing enrollment, showing continued student interest in courses that focus on food, agriculture, and sustainability.

SFA Minors	2017	2018	2019	2020	2021
Sustainable Food Systems	3	10	7	5	6
Human Nutrition	17	16	16	20	26
Sustainable Agriculture	13	6	7	7	15
Animal & Vet Sciences	11	11	12	7	6
Equine Studies	18	19	13	12	11
Food Science	3	6	3	4	3
Environmental Horticulture	2	2	3	2	3
Plant Science	1	1	1	0	0
Soil Science	1	0	1	1	0
Total SFA Minors	69	71	63	58	70

(UMaine Office of Institutional Research and Assessment)

Degrees conferred by SFA

Total degrees conferred by major in SFA have remained relatively stable over the past five years. From the 2019-2020 year to 2020-2021, bachelor's degrees conferred have increased with 72 Bachelor's degrees versus 67 in 2019-2020. Bachelor's degrees conferred declined slightly from the academic year 2016-2017 to 2020-2021. We propose that the addition of the new SFS degree will help SFA increase the number of degrees awarded at the bachelor's level and help us maximize our school capacity.

Total degrees conferred in SFA increased from 90 in 2019-2020 to 101 in 2020-2021, demonstrating strong demand for degrees in the areas of food and agriculture as well as a significant addition to the workforce in the fields of our current disciplines of animal and veterinary sciences, environmental horticulture, food science and human nutrition, and sustainable agriculture.

SFA Degrees	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Bachelor's	87	69	72	67	72
Post-Baccalaureate Certificate	0	0	0	1	5
Master's	16	13	24	17	17
Doctorate	1	3	5	5	7
Total	104	85	101	90	101

(UMaine Office of Institutional Research and Assessment, 7,15,21)

The minor in sustainable agriculture has been awarded to 13 students in the past five years and the minor in sustainable food systems, to 17 students, demonstrating that the field of sustainability, as it relates to food and agriculture, is one that is of interest to students at the University of Maine. Students see value in obtaining these minors as part of their undergraduate career.

SFA Minors	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Sustainable Agriculture	3	1	4	2	2
Sustainable Food Systems	5	-	3	6	3

(UMaine Office of Institutional Research and Assessment, 1,24,22)

Based on these data, we have made annual enrollment projections for the Bachelor's SFS degree for the next 5 years. These projections were shared with the College of NSFA Associate Dean for Academics and Dean as part of long-range projections for SFA.

Degree	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
BS in SFS	5	8	10	15	20

Revenue

Resulting revenue projections are based on admissions statistics by student type and tuition residency as of October 2021 and 2021-2022 academic year tuition and fees. UMaine first year student enrollment consisted of 56 % Maine residents and 44 % non-residents. Resident tuition for the academic year 2021-2022 was \$11,640 for Maine residents and \$33,240 for non-residents. Considering these data, we can anticipate the following incremental revenue from yearly enrollment from the new SFS degree.

2023: \$101,400 (5 new students enrolled)

2024: \$157,920 (8 new students enrolled)

2025: \$202,800 (10 new students enrolled)

2026: \$325,800 (15 new students enrolled)

2027: \$427,200 (20 new students enrolled)

In addition to incremental revenue from new student enrollment, retaining those students in our major will provide for sustained growth in revenue, well beyond the initial amount calculated based on their first year in the program. If our projections are correct, we could see upwards of 50 students in this major by the year 2027. Considering current student residency and tuition, revenue can be estimated at \$1,057,200.

Costs

Faculty Appointments

The School of Food and Agriculture currently has 26.5 faculty appointments, with 13.1 tenured faculty, 6.2 tenure-eligible tenured faculty, and 7.2 non-tenure track faculty. While not all faculty in SFA will be directly involved in teaching in the SFS degree, we are not anticipating any further need for faculty as a result of the creation of this degree. SFS students will be enrolling in courses that are already being taught by faculty, either within SFA or in other majors at UMaine. Therefore, the new SFS degree does not substantially affect teaching loads within SFA and teaching capacity will be utilized fully to meet the needs of students across the school, including those of SFS students. We have also had discussions with department Chairs/Directors from programs that will be impacted by SFS student enrollments and class capacity has not been a concern.

The program coordinator (PC) for the new SFS degree is Eileen Molloy. As a result of PC duties, she would receive some release time from teaching once the program enrollment exceeds 15 students. This typically consists of 3 credit hours per semester. This could be addressed by teaching overload that would cover a 3 credit class. Current rate for overload for a lecturer (3 credits) per semester is \$3029.

Advising needs are likely to increase as a result of increased enrollment in the SFS degree. We believe that current faculty, with the exception of the Animal & Veterinary Sciences faculty, have capacity for advising additional students. Advisees in the SFS program would likely be spread among numerous faculty within SFA, preventing any one faculty member from having an unmanageable advisee load.

Faculty costs per year with enrollment exceeding 15 students.

2026 – 2027: \$6058 per year for overload 3 credits

Other personnel costs

The School of Food and Agriculture currently has staff consisting of a full-time student academic services coordinator, a full-time administrative specialist CI3, a full-time financial manager, and a full-time account support specialist CI1. The addition of the SFS degree is not likely to create a need for additional staff in SFA. Additional tasks due to increased students include managing student recruitment materials, i.e., accepted and

matriculated letters, entering freshman schedules in MaineStreet, and handling student issues with class enrollment, among other duties. At present, current staffing has capacity to meet student needs within the SFS degree. The SFS degree would be the 5th program in our School and would eventually encompass 1/5 of SFA's administrative capacity.

Equipment and facility costs

SFA facilities have been thoroughly described in this proposal. Current facilities have capacity to absorb the addition of 5-20 students to our current student body. Facility costs should not be affected by the addition of the SFS degree to our current offerings in SFA. Additional resources in the form of classroom and research supplies as well as grading support may be required to meet student and faculty needs with the projected increase in enrollment. Current SFA policies provide student graders for any instructor who has 40 plus students in their class. At present, SFA employs between 3-5 student graders (usually graduate level) per semester at 5 hours per week for a cost of approximately \$6000 per semester. Increased enrollment could result in a need for additional grader time if more class enrollments reach or exceed 40 students. Conservatively, an additional grader would cost \$1200 per semester or \$2400 per year. SFA also supports graduate students on graduate assistantships, which are allocated to our programs, and they provide grading and teaching support. Teaching funds are provided for each instructor and average presently \$759 per year. Assuming a 5 % increase in teaching funds for additional classroom enrollment, costs would increase by approximately \$50 per year.

Projected costs for supplies and teaching support for the degree in SFS

2023-2027: \$2450 per year

Marketing costs

In order to inform prospective students and families of the SFS degree, several platforms will be employed. Social media will be used widely as well as UMaine open houses, Early-College orientation, freshman orientation, and other student-centered events. Materials required for in-person events will include banners, flyers, and promotional merchandise. Promotional materials such as informational videos on the new SFS degree will be featured on the SFA website.

Projected costs for marketing for the degree in SFS

2023-2027: \$2000 per year

Total Estimated Costs and Revenues of the SFS Degree

We estimate that the total costs per year associated with the degree in SFS would be low initially and may increase to \$10,000 – 11,000 per year with larger enrollment. Similarly, projected incremental revenues from new enrollment could be \$100,000 for the first year of the program, but could climb to over \$425,000 after 5 years. Clearly the addition of a bachelor's degree in SFS is a financially sound proposal, which not only leads to additional revenue for UMaine, but also helps SFA maximize capacity and reach efficiencies in teaching and administrative support.

Appendix IV Curriculum Vitae of Faculty

The below link leads to a folder containing the curriculum vitae of the main faculty that would be involved with the Sustainable Food Systems major.

<https://drive.google.com/drive/folders/1vKNq3q0g43vB6zcMPZgRyrWuUJKpzR2P?usp=sharing>

Appendix V External Reviewers

Potential External Reviewers for the Sustainable Food Systems proposal
(All reviewers have agreed to be listed as such)

Dr. Eric Bishop-von Wettberg

Associate Professor, Department of Plant and Soil Science
University of Vermont
Food Systems Graduate Program Director
Eric.Bishop-Von-Wettberg@uvm.edu
802-656-9117

Dr. Bishop-von Wettberg's research aims to develop a thorough understanding of the evolutionary ecology and population genetics of wild relatives of crops to breed better crops, conserve crop genetic resources, and build resilience to climate change into agricultural systems. He primarily works on legumes, with a focus on chickpea, lentils, fenugreek, fava bean and forages. He is the Director of Vermont's Food Systems graduate program.

Dr. Franck Carbonero

Assistant Professor
Department of Nutrition and Exercise Physiology
Elson S. Floyd College of Medicine
Washington State University
franck.carbonero@wsu.edu
509-358-7540

Dr. Carbonero's training was in the fields of microbial ecology, gut microbiome, animal and food sciences, and human nutrition. His research program is focused on nutrition and its impact on the human and animal gut microbiome, with focus on dietary bioactives, particularly plant-based bioactives.

Dr. Randa Jabbour

Associate Professor, Agroecology
Department of Plant Sciences
University of Wyoming
rjabbour@uwyo.edu
307-766-3439

Dr. Jabbour's overall research goal is to utilize ecological interactions to design sustainable agricultural systems. Specifically, she studies 1) pest management in cropping systems, 2) the effect of biodiversity and habitat heterogeneity on ecosystem services, and 3) the role of farmer decision-making in agricultural management, in collaboration with social scientists. She teaches Agroecology, Organic Food Production and a First Year Seminar: Eating as an Agricultural Act and has published on undergraduate education.

Appendix VI
Letter of Support from the Director of the School of Food & Agriculture



School of Food and Agriculture

Rogers Hall
 Orono, ME 04469
 February 19, 2022

Diane Rowland, Dean
 College of Natural Sciences, Forestry, and Agriculture
 Winslow Hall

Dear Dean Rowland:

This letter accompanies a proposal for a new undergraduate degree program, Sustainable Food Systems (SFS), developed by faculty in the School of Food and Agriculture (SFA). The program draws on the extensive expertise of faculty in our School, in other NSFA units, and in other programs outside our college. The degree program, while grounded in principles of food production and nutrition, is broadly focused. The curriculum consists of a core of classes required of all students (58 credits). In addition, students choose one of five concentrations (each 35-36 additional credits): Climate Change and Food Systems; Food Processing and Innovation; Justice, Equity and Community Development; Leadership and Management; Plant and Animal Production Systems.

The SFS degree leverages the considerable number of related courses already available at the University of Maine, combining them to create a flexible program that will appeal to current student interests and career opportunities. Existing undergraduate programs in SFA are technically focused, and we designed the SFS program to attract students seeking broader expertise. We anticipate the program will attract students with different goals than our current students, thus increasing SFA student numbers. Numerous surveys have found considerable interest in climate change among college-aged adults, who want to have a meaningful career that allows them to contribute to addressing this great societal challenge. In addition, prospective students are highly attuned to issues of social justice and equity. The SFS program includes concentrations in both of these areas of high student interest.

The SFA faculty are highly supportive of this new program. I also support this program, which represents a forward-thinking, innovative approach to undergraduate education. I invite your feedback on our proposal, and I welcome the chance for further discussion with you about this initiative.

Sincerely,

Robert C. Causey DVM, PhD, MRCVS
 Director, School of Food and Agriculture

University of Maine System
Board of Trustees

4

AGENDA ITEM SUMMARY

NAME OF ITEM: New Academic Program Proposal: MS in Engineering Technology, UM

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

Board Policy 305.1 Program Approval, Review & Elimination Procedures

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

The University of Maine (UM) is seeking permission to offer a Master of Science in Engineering Technology.

As described in the included proposal from UM, this graduate program is being developed in an online, applied learning format designed to appeal to working professionals seeking advancement to upper level management or technical positions. This proposal includes two tracks: Electrical Engineering Technology and Survey Engineering Technology.

The proposal was reviewed at all appropriate faculty and administrative levels at UM 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 Master of Science in Engineering Technology on July 27, 2022.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the consent agenda at the September 11-12, 2022 Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee and approves the Master of Science in Engineering Technology at the University of Maine at Orono.

8/11/2022



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

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

Date: July 27, 2022

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

From: Robert Placido, VCAA

RAP

Regarding: UM Program Proposal: M.S. in Engineering Technology

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 (UM) to offer the M.S. in Engineering Technology. The attached material includes documentation of university level support including approval from the President, Joan Ferrini-Mundy and Executive Vice President for Academic Affairs and Provost, John Volin, as well as the full program proposal.

The proposed addition of the M.S. in Engineering Technology was reviewed and recommended by the Chief Academic Officer's Council (CAOC) on July 21, 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 M.S. in Engineering Technology

Chancellor Dannel Malloy


7-27-22
Date

Office of the Executive Vice President
for Academic Affairs & Provost



5703 Alumni Hall, Suite 201
Orono, Maine 04469-5703
Tel: 207.581.1547
Fax: 207.581.1633
umaine.edu

4.1

TO: ROBERT PLACIDO, VICE CHANCELLOR FOR ACADEMIC AFFAIRS (UMS) 
FROM: JOHN C. VOLIN, EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS AND
PROVOST
SUBJECT: PROPOSAL FOR A MASTER OF SCIENCE IN ENGINEERING TECHNOLOGY
DATE: JULY 14, 2022
CC: MEREDITH WHITFIELD, CHIEF OF STAFF
KODY VARAHRAMYAN, VP FOR RESEARCH AND DEAN OF THE GRADUATE SCHOOL
HANNAH CARTER, ASSOC. PROVOST FOR ONLINE AND CONTINUING EDUCATION
DANA HUMPHREY, DEAN OF THE COLLEGE OF ENGINEERING

The College of Engineering proposes the establishment of a MS in Engineering Technology, to be housed in the School of Engineering Technology.

Rationale

The MS in Engineering Technology will provide baccalaureate graduates of engineering and engineering technology programs an online advanced degree, enabling them to advance in upper-level technical or management positions. This applied degree program provides two different concentrations: Electrical Engineering Technology (EET) and Surveying Engineering Technology (SET).

This proposal has received all appropriate campus review and approval. President Ferrini-Mundy and I fully support the creation of the Master of Science (M.S.) in Engineering Technology.

APL X-P.1 "Academic Program Approval", Section I "Approval of Undergraduate Majors, graduate degree programs, and advanced certificates of study", Step 3. "University of Maine System (UMS) Evaluation" is the relevant section of the University of Maine System Administrative Practice Letters. An excerpt of the policy indicates "After completion of the campus program evaluation process, University of Maine System evaluation is initiated by submission of the proposal by the university President to the Vice Chancellor for Academic Affairs who will acknowledge receipt of the document and distribute the proposal electronically to members of the Chief Academic Officers Council (CAOC)."

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

**Master of Science Degree in Engineering Technology (ET)
Concentrations in EET and SVT
University of Maine
December 8, 2021**

PROPOSAL FOR NEW GRADUATE DEGREE

MS Degree in ET (with concentration options)

Concentrations:

Initially, the MS in ET will have two concentration options:

1. Electrical Engineering Technology (concentration in EET)
2. Surveying Engineering Technology (concentration in SVT)

Other Potential Concentration Options:

Other concentration options may be added should individual engineering technology degree programs pursue the MS. These new options will submit applications for approval.

Background:

The MS in ET degree consists of 9 required credits in internship (application) and project management. The remaining 21 credits must be chosen within a concentration area (listed above). These 21 credits can be customized to help fulfil your career goals and objectives. The MS degree in ET will not only help you become a better engineer, but it will also help prepare you for project management roles as well.

With permission, other courses may be substituted for those listed for a track. Prior graduate courses that have been taken by students will be considered on a case-by-case basis.

Justification:

Working professionals in the engineering technology field have very few options in terms of advanced degrees or continued professional development (without taking unrelated prerequisite courses required by most MS degree programs). This program is designed to allow ET graduates to enter directly into a concentration program and take courses online while working full time in industry. In fact, direct work-related projects are required as part of the 6-credit internship course (towards the end of your program degree).

Distinction of the MS in ET Degree from the University of Maine

Most MS programs – especially in engineering – focus on the theory of technology and how to advance that technology. This program will focus on the application of already-existing advanced technology. It is an application-based degree program. Students in this program – If not already Professional Engineers – will be better-prepared to take the licensing exam in their field. Like the University of Maine's undergraduate program in Engineering Technology, the MS in ET program faculty will work closely with industry to ensure that students are provided "hands on" experience with today's technology and applications. The EET and SVT programs (concentration areas) have strong ties with industry, especially in Maine and New England. These industrial connections allow faculty to keep their courses current with cutting-edge technology and applications used in industry.

Target Audience:

The MS in ET is intended for students who have a BS in engineering or engineering technology who want to advance into upper-level technical or management positions. The degree combines advanced engineering technology disciplines with applications and a field component. These courses can also be used for continuing education for professional engineers.

Program Information:

The MS in ET is fully online and requires 30 credits to complete. **Students must pick a concentration.**

Required Courses for all MS in ET Majors (must take both; total of 9 credits):

- a. GEE 694: Professional Science Master's in Engineering and Business Internship (6 credits) (this course is typically taken at the completion of your coursework)
- b. ENM 586: Advanced Project Management (3 credits)

EET Concentration (must take seven courses; at least four must be EET courses):

(EET has finalized their course work for the program and has submitted all the paperwork for the graduate course listings. Below is an approved program course listing.)

- a. EET 514: Printed Circuit Board Design (3 credits)
- b. EET 515: Automation and Integration (3 credits)
- c. EET 560: Renewable Energy and Electricity Production (3 credits)
- d. EET 584: Engineering Economics (3 credits)
- e. EET 598: Selected Graduate Topics in EET I (3 credits) (to be developed)
- f. EET 599: Selected Graduate Topics in EET II (3 credits) (to be developed)
- g. EET 422: Power Systems Analysis (3 credits)
- h. EET 423: Protective Relay Applications (3 credits)
- i. MET 475: Fuel Science and Technology (3 credits)
- j. MET 440: Lean Six Sigma (3 credits)
- k. SVT 475: Small Business Management (3 credits)

SVT Concentration (must take seven courses; at least four must be SVT courses):

(SVT's program is up and running and a shift to MS in ET from PSM in SVT will not be an issue. Below is an approved program course listing.)

- a. SVT 501: Advanced Adjustment Computations (3 credits)
- b. SIE 509: Introduction to Geographic Information Systems (3 credits)
- c. SVT 511: Geodetic US Public Land Survey Computations (3 credits)
- d. SVT 512: Advanced Boundary Law (3 credits)
- e. SVT 531: Advanced Digital Photogrammetry (3 credits)
- f. SVT 532: Survey Strategies in Use of Lidar (3 credits)
- g. SVT 541: Geodesy (3 credits)
- h. SVT 542: Applied Hydrographic Surveying (3 credits)
- i. EET 560: Renewable Energy and Electricity Production (3 credits)
- j. EET 584: Engineering Economics (3 credits)
- k. MET 440: Lean Six Sigma (3 credits)
- l. SVT 475: Small Business Management (3 credits)

MS in ET Degree Coordinators:

Paul Villeneuve, EET Program Coordinator, School of Engineering Technology (for concentration in EET)
 Raymond Hintz, SVT Program Coordinator, School of Engineering Technology (for concentration in SVT)
 Will Manion, Director of the School of Engineering Technology
 Dana Humphrey, Dean of Engineering
 Kody Varahramyan, Dean of the Graduate School

Individual Program Support / Buy-In:

EET has finalized their course work for the program and has submitted all the paperwork for the graduate course listings (and are 100% in support of the MS program) and these courses have been approved. SVT's program is up and running and a shift to MS in ET from PSM in SVT will not be an issue (and is the preferred pathway for SVT).

Graduate Certificates:

Graduate Certificates are being developed in each of the two concentration areas (applications are complete for EET and approved and the SVT option has already been approved and implemented). All students enrolled in the MS in ET program will earn a Graduate Certificate along the way. If a student does not wish to complete the MS in ET, they can still earn a Graduate Certificate partway through the process. The programs will use SVT as a model on how to implement the Graduate Certificate as a pathway to complete the MS in ET.

Degree Focus:

The SVT PSM program will be a model for the MS in ET program (both concentration options). SVT has developed the following degree-focus information and each program will write their own focus statements as the program develops/evolves.

Changing technologies in the engineering world require working professionals to return to an academic world to expand their knowledge. Professional Engineers (with a B.S. degree in a related engineering field) and Professional Land Surveyors (with a B.S. degree in surveying or related fields) will expand on their undergraduate knowledge. Similarly, professional working engineers and land surveyors with a non-engineering or non-surveying undergraduate degree will be able to capture knowledge in their chosen second career.

- Expand your undergraduate knowledge for better work experience
- Expand your firm's knowledge base into new technologies
- Expand your knowledge for new work opportunities
- Better prepare yourself for professional licensure examinations
- Grow mathematical foundations not taught in undergraduate curriculums
- Prepare for a leadership role in solving complicated engineering issues

Marketing:

Using SVT as a model (specifically the PSM program): The amount of COE resources that have been dedicated to it is simply advertising on UMaine web sites. It is true there is support from DLL, but this is not COE resources. Usually advertising in trade magazines has come from DLL or SVT budgets. Same will most likely be true for the MS in ET program.

Financial Implications and Justification for an MS in ET Program:

Using SVT as a model (specifically the PSM program): In spring 2021 the 3-cr. 500-699 courses in COE were examined. Independent study courses were not included as they are variable credits and the amount of times they are offered is extremely variable. Number of students were simply added up for each class. SVT accounted for 20% of the student numbers. Thus, revenue from graduate courses in the current semester would have dropped by 20% if an SET program was not offering graduate classes. This is more demonstrative if one considers an SVT faculty population of three vs. faculty populations in the other programs offering graduate classes. This is further hindered by the SVT graduate student population losing 10-30% of annual interest because the candidate has no interest in the business classes of the PSM. A master's program including all SET programs is simply a guarantee in added revenue especially if it is assumed additional faculty are not added initially.

Mode of Delivery:

All courses will be online and offered in a regular sequence (at least once per year). Coordinators will work with students to create a degree plan that can be completed in a timely and predictable manner. Options for independent study will also be considered by each program coordinator.

Uniqueness of University of Maine's MS in ET Program:

An examination of existing "similar" programs finds: (1) most are very generic programs with no specific focus, (2) not 100% online, (3) no options with multiple unique concentrations at any other university, and (4) no consistent demonstration of the concept of cost saving "Education".

Funding Mechanism:

Multiple courses are funded by DLL and continued support is requested. Multiple courses are also part of the regular teaching load of the ET faculty. Faculty loading will be considered to ensure course availability for MS students.

Faculty Information:

All faculty in ET have online teaching experience and most have worked previously with DLL. Expanding the existing SET program to include an MS in ET will be additional work for faculty; but they are dedicated to make the program work with continued support from DLL.

School of Engineering Technology (SET) professors have a minimum of a master's degree and are all registered Professional Engineers or Professional Land Surveyors with industrial field experience. This degree is application-based; so, SET faculty are in an excellent position to use cutting-edge technology, equipment, and software to teach students the application of this technology.

Faculty loading will be discussed at the program level. This will be overseen by the SET director.

Cross Listed Courses:


Several graduate courses (in ET) are 400- and 500-level cross listed. If a student has previously taken one of the undergraduate equivalents (which may be applicable to recent ET graduates), the student must take a 1-credit graduate version of the course to cover the added content for the graduate component of each course. In that case, they must take acceptable electives to make up the required 30 credits. The replacement course can be a 400-level tech elective in the engineering department (with departmental approval). Courses in "other" MS in ET concentration areas can also be taken with departmental approval.

Eligibility Criteria:

An earned baccalaureate engineering, engineering technology, math, physics, or equivalent degree from an accredited program is required for admission. A minimum grade point average of 2.5 applies to all candidates and minimum TOEFL score of 80 (iBT), 6.5 (IELTS) or 60 (PTE Academic) are required for international students. No GRE required.

See next page for Endorsements.

Endorsements:

 12/8/2021
Will Manion, Director of the School of Engineering Technology, College of Engineering
Mohamad Musavi Digitally signed by Mohamad Musavi
DN: cn=Mohamad Musavi, o=University of Maine, ou=College of Engineering, email=musavi@maine.edu, c=US
Date: 2021.12.15 08:20:17 -05'00'

Mohamad Musavi, Associate Dean for Education and Research, College of Engineering
Dana N Humphrey Digitally signed by Dana N Humphrey
Date: 2021.12.15 11:11:59 -05'00'

Dana Humphrey, Dean of Engineering

Monique LaRocque Monique LaRocque, 1/18/22

Monique LaRocque, Associate Provost of the Division of Lifelong Learning

 3/1/2022
Kody Varahramyan, Dean of the Graduate School

 6/7/2022
John Volin, Executive Vice President for Academic Affairs and Provost

 7/12/22
Joan Ferrini-Mundy, President



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

Tel: 207-581-5842
Fax: 207-581-9212
www.maine.edu

Date: September 22, 2021

To: Dr. Joan Ferrini-Mundy, President
University of Maine

From: Robert Placido, VCAA *RAP*

Regarding: Intent to Plan – Master of Science in Engineering Technology

The Chief Academic Officers Council (CAOC) reviewed the Intent to Plan submitted by the University of Maine for a Master of Science in Engineering Technology on August 5, 2021. The CAOC was supportive. The VCAA supports and approves this Intent to Plan.

Please do not hesitate to let me know if you have other questions.

Robert Placido, Ph.D.
Vice-Chancellor of Academic Affairs
University of Maine System
207.581.5842

cc: Provost Volin

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

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

5

NAME OF ITEM: New Academic Center Proposal: Scontras Center

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

Board Policy 309: Organization & Establishment of Major Units

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

The University of Southern Maine is seeking approval for the formation of the Scontras Center for Labor and Community Education. The Scontras Center will offer labor education to Maine workers, labor institutions including existing unions, labor councils and worker centers, high school and college students, and any lifelong learners seeking labor education.

The Scontras Center is proposed to serve workforce development by working closely with local institutions including Portland and other regional Adult Education Programs, Community Colleges in Southern Maine and York County, the University of Southern Maine as well as numerous apprenticeship and pre-apprenticeship programs. This Center will also work collaboratively with both the Bureau of Labor Education (BLE) and other labor-focused programming throughout the University of Maine System.

Resourced through state funding and grant and foundation monies, the Scontras Center will provide tuition free education to any and all students interested in participating in courses, workshops, trainings, speaker events and conferences.

The proposal was reviewed at all appropriate faculty and administrative levels at USM 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 Scontras Center for Labor and Community Education on August 11, 2022.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the consent agenda at the September 11-12, 2022 Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee and approves the Scontras Center at the University of Southern Maine at Portland.

8/11/2022



5.1

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

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

Date: August 4, 2022

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

From: Robert Placido, VCAA *RAP*

Regarding: University of Southern Maine Scontras Center for Labor and Community Education

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 proposal from the University of Southern Maine (USM) to add the Scontras Center for Labor and Community Education. The attached material includes documentation of university level support including approval from USM President Jaqueline Edmondson.

The proposed Center was reviewed and recommended by the Chief Academic Officer's Council (CAOC) on August 4, 2022. I also recommend the Scontras Center for Labor and Community Education for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for decision	Action
✓			Approve the USM Scontras Center for Labor and Community Education

Dannel Malloy
Chancellor Dannel Malloy

Aug 11. 22
Date



August 11, 2022

5.1

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

Dear Vice Chancellor Placido:

The University of Southern Maine and its College of Arts, Humanities, and Social Sciences proposes the establishment of Dr. Charles A. Scontras Labor and Community Education Center (LCEC). The LCEC, which will become a unit within the College of Arts, Humanities, and Social Sciences will serve both the southern and western regions of Maine. In partnership with the University of Maine's Bureau of Labor Education (BLE), the LCEC will collaborate to offer academic programming, research, and technical assistance to the state and region's working people. The LCEC is funded by the generous assistance of the Maine legislature, and will share funding with the BLE. Although there will be some overlap with the BLE in its mission, the LCEC will include academic partnerships with USM and other UMS universities, and it will focus on working people both in and outside established labor unions. The LCEC will also be a hub, and a resource center, for the New Mainer population to assist with their entry into the workforce.

This proposal has received all appropriate review and approval. I fully support the creation of the Dr. Charles A. Scontras Labor and Community Education Center.

Sincerely,

A handwritten signature in blue ink that reads "Jacqueline Edmondson".

Jacqueline Edmondson
President

C: Interim Provost Tuchinsky
File

A Proposal for Center for Labor and Community Education
at the University of Southern Maine

5.1

Submitted: July 14, 2022

Submitted by –

Michael Hillard, Professor of Economics (University of Southern Maine)

Written in Consultation with:

Jeannine Uzzi, Provost (University of Southern Maine)

Adam Tuchinsky, Dean, College of Arts, Humanities, and Social Sciences
(University of Southern Maine)

Cynthia Phinney, President, Maine AFL–CIO

Matthew Schlobohm, Executive Director, Maine AFL–CIO

I. Proposed Title and Mission

Center Title

“Charles Scontras Center for Labor and Community Education”

Will be referred to as the Scontras Center below

Mission

The Charles Scontras Center for Labor and Community Education offers labor education to Maine workers, labor institutions including existing unions, labor councils and worker centers, high school and college students, and any lifelong learners seeking labor education.

Guided by an equity informed approach, the latest and best research on labor issues, and best practices in worker and community education, the Center would:

- offer a curriculum for adult learners on individual and collective worker rights, labor organizations and law, labor history, workplace and community diversity and equity issues, economics affecting working people and their communities, and the civic processes that impact workers – with opportunities for professional certificates and career advancement within labor organizations;
- conduct research on topics of relevance to workers and worker organizations;
- conduct working class oral history projects;
- host regular symposia, conferences, trainings and workshops on timely issues of direct and immediate relevance to workers, to labor and community-based movements, labor related public policy, and the wider Maine community;
- convene workers and worker organizations across sectors to identify shared challenges and solutions to the pressing issues in their lives;
- serve as a connective hub between workers of all backgrounds and levels of education to pre-apprenticeship, apprenticeship and workforce training programs;
- engage issues of pressing importance to immigrant workers and refugees;
- engage issues at the intersection of labor and climate change with a strong emphasis supporting worker-led efforts to tackle climate change, support a just transition to a low carbon economy, and create high quality jobs in the emergent clean energy and care economies;

- engage issues at the intersection of labor and economic inequality, structural racism and gender discrimination with a focus on how worker-based organizations and labor-informed public policy can create solutions that overcome these inequities;
- and offer workers and the public enrichment through speakers, film series, and opportunities for guided discussion.

The expected outcomes include workers who are knowledgeable about their rights, opportunities, and forms of empowerment that can improve their lives individually and collectively; and worker organizations equipped with greater skills and efficacy in providing voice to worker interests in workplaces, the community, and local, state and national public policy realms.

The Scontras Center is thus a source of individual and collective empowerment for Maine's workers and worker organizations, offering cutting edge, well-resourced lifelong education serving the large and diverse southern, central, and western Maine worker communities, and extending its reach statewide through close collaboration with the Bureau of Labor Education at the University of Maine–Orono.

It would explicitly serve workforce development by working closely with local institutions including Portland and other regional Adult Education Programs, Community Colleges in Southern Maine and York County, the University of Southern Maine as well as numerous apprenticeship and pre-apprenticeship programs.

This center would work collaboratively with both the Bureau of Labor Education (BLE) and other labor focused programming throughout the University of Maine System. It will be strategically located at USM's three campuses to meet the needs of Maine's largest, most diverse and fast-growing labor market and to ensure a comprehensive statewide system of labor education and outreach.

Resourced through state funding and grant and foundation monies, the Scontras Center provides tuition free education to any and all students interested in participating in courses, workshops, trainings, speaker events and conferences.

II. Center Objectives

A. Rationale

Labor and worker education is a pressing 21st century need that has been practiced nationwide for nearly a century. Ever since the "Labor Question"¹ entered popular discourse in the 1910s, American

¹ In 1919, President Woodrow Wilson cabled Congress from Versailles with this acknowledgement of the Labor Question: "... how are the men and women who do the daily labor of the world to obtain progressive improvement in the conditions of their labor, to be made happier, and to be served better by the communities and the industries

society has sought a balance between the interests of business, workers, and the rest of the public. Schools of business have been ubiquitous since that time, and schools of public policy have become widespread since the 1960s. Graduate programs in labor relations and popular labor education for unions and workers, often known as labor extension, first emerged in the early post-World War II era, modeled after the pathbreaking Cornell ILR School (ILR stands for ‘industrial and labor relations’) founded in 1948.² Labor relations programs, labor education programs and labor extension programs currently exist in nearly half the states, including New England programs at the University of Rhode Island, Harvard University, University of Connecticut, distinct programs at University of Massachusetts–Amherst, UMass Boston, UMass Lowell, UMass Dartmouth, and the Bureau of Labor Education in Maine. There are also extensive labor education programs in New York and New Jersey. Whereas business and public policy education is well established in the University of Maine system,³ the University of Maine system currently has only the BLE, which has lost funding over recent decades and is down to one full-time staff person. The creation of the Scontras Center thus creates a balance of business, labor, and public policy education, research, and community engagement that currently does not exist. The Scontras center thus exists to provide the vital services outlined in the Mission Statement to some 400,000 working people in southern, central, and western Maine, and the nearly 80,000 members of existing unions and worker organizations such as labor councils and worker centers.

Labor and worker education is necessary to provide lifelong learning opportunities to workers of all backgrounds and levels of education, so that they are empowered individually and through collective organization to succeed in the workplace, in careers, and as participants in the civic process. Just as business education empowers business persons and organizations to better succeed, labor education serves that role for the 679,000 Mainers who comprise our paid workforce. Moreover, the nexus of labor education and public policy is deeply crucial in an era of heightened inequality, continued disparities between various demographics, and in a state where workforce development and empowerment are key to our economic and civic future.

B. Goals and Objectives

1. As enumerated in the Mission statement above, the Scontras Center will –
 - offer a lifelong labor education curriculum for adult learners;
 - connect workers to (pre)apprenticeships, apprenticeships, and career opportunities
 - conduct research on topics of relevance to workers and worker organizations;
 - provide worker education, workforce development, issue analysis and action to immigrant and refugee communities;

which their labor sustains and advances...” Nelson Lichtenstein, *The State of the Union: A Century of American Labor* (Princeton University Press, 2012; p. 4)

² The history of labor education is well chronicled in Bruce E. Kaufman, *The Origins and Evolution of the Field of Industrial Relations in the United States*. (ILR Press/Cornell University Press, 1992); Robert B. MacKersie, *A Field in Flux: Sixty Years of Industrial Relations* (ILR Press/Cornell University Press, 2019).

³ Including the Muskie School of Public Service, the Margaret Chase Smith Center, the Maine School of Business, University of Maine School of Business and smaller business degree programs at other University of Maine campuses.

- host public convenings on labor and worker issues of relevance to workers, to labor and community-based movements, labor related public policy, and the wider Maine community;
 - convene workers and worker organizations across sectors to identify shared challenges and solutions to the pressing issues in their lives;
 - provide training and collaborative projects that serve to strengthen existing and new worker organizations;
 - conduct working class oral history projects;
 - collaborate on education, research, public policy work and support for worker organizations with the Bureau of Labor Education at University of Maine-Orono;
 - build collaborations with students, staff and faculty at the University of Southern Maine and with stakeholders at other University of Maine system campuses.
2. The Scontras Center will implement a contemporary model of labor education that embodies the best contemporary values and practices of labor education.
- a. Contemporary Model of Labor Education. We contrast a *traditional model of labor education* – focused primarily on union members (e.g. steward training, apprenticeships for the construction trades, professional development for union officials versus a *contemporary model of labor education* focused broadly on workers and working-class communities, including workers who are not part of current labor organizations and which raises the broader public’s grasp and appreciation of solutions to contemporary labor problems and which offers to as broad a possible segment of Maine’s working population educational opportunities, empowerment, enrichment, skills and citizen tools.
- b. Values and Best Practices.
- The Scontras Center’s focus is on labor *and community education*, whose target constituency – broad southern and western Maine working population and whose audience includes both traditional worker organizations such as unions and labor councils, and newer forms such as worker centers, immigrant and community-based organizations, or organizations with other foci such as social justice but whose members include a preponderance of workers.
 - The Scontras Center *is deeply collaborative* with the Bureau of Labor Education, all aspects of academic labor-oriented work happening within the University of Maine System and the broader university labor/worker community ecosystem in Maine.
 - The Scontras Center *is built on a Diversity, Equity & Inclusion (DEI)-informed model* of education, community-engagement, and research; thus the mission, values and practice of the Center would be rooted in an equity-informed approach.

- The Scontras Center empowers *workers with knowledge and skills* about workers' rights, history, economics and culture to support active citizenship and participation in the broader economy, society, and democracy.
- The Scontras Center delivers its mission *based on the highest standards of practice for labor and community education*, and models the values and practices of inclusivity and voice upon which the best worker organizations are based.
- Because *education is a public good and not a commodity*, the Scontras Center provides *tuition-free lifelong learning* for Maine's working population.

C. Anticipated Outcomes

The expected outcomes include workers who are knowledgeable about their rights, opportunities, and forms of empowerment that can improve their lives individually and collectively, and worker organizations equipped with greater skills and efficacy in providing voice to worker interests in workplaces, the community, and local, state and national public policy realms. Success in meeting these outcomes will be measured over time by the: numbers of workers and worker organizations engaged in trainings, conferences, symposia, and lectures, and periodic surveys of impacted individuals and organizations; and the numbers of workers gaining certificates and participation in further education and apprenticeships that advance their careers or continues education in higher education programs; and by other measurable outcomes such as research reports, oral histories, and demonstrable contributions to public policy making on labor issues.

III. Evidence of Center Need

A. Evidence Provided

- Labor education is widely practiced throughout the United States (see II A .above) but is very limited in Maine, unlike business and public policy education.
- Labor education provides an educational and cultural basis to address the "labor question" in the 21st Century.
- Maine has a workforce of 679,000 workers, some 80,000 members of worker organizations, and dozens of worker organizations now served only by the University of Maine-Orono's Bureau of Labor Education with only one full-time staff person.

B. Other Similar Centers and Institutes in UMS and State

- University of Maine-Orono's Bureau of Labor Education with only one full time-staff person.

IV. Description of Center's Activities

See II B. 1 above

V. Governance Structure

A. Reporting Structure

The Scontras Center is housed in the University of Southern Maine College of Arts, Humanities and Social Sciences (CAHS). The Scontras Center director will report to the Dean of CAHS.

The Scontras Center will routinely collaborate with the University of Maine–Orono's Bureau of Labor Education, and recognize existing union organizations, worker centers and immigrant community-based organizations within Maine as key community stakeholders.

B. Staffing Patterns

Full Time Director – lead the organization, oversee mission, mission revision, ensure robust relationships with all stakeholders (especially advisory groups), and supervise staff. Requires a masters in labor studies or related field and at least three years' experience in labor education.

Education Director / Teaching Faculty – academically trained in a labor studies field, deliver core curriculum, work dynamically with community and USM faculty to update, elaborate and revise curriculum and programming. Requires a Ph. D. in labor studies, labor relations/industrial relations, labor and working-class history, or a related field.

Professional Outreach Staff – **provides** outreach, builds relationships with worker communities and organizations including immigrant and refugee communities, and directly supports the work of the Director and Teaching faculty and overall center operations.

Clerical Staff (CL3) – routine office work, financial processing, data management, and serves as a key/initial point of contact between the public and the Center.

C. Advisory Groups

Board of Visitors (BoV). Members champion the Scontras Center and its mission, goals, and objectives, while providing stakeholder input into the Center's work and operations. Is drawn from key stakeholders, including labor trained faculty and staff, representatives of major worker organizations such the Maine AFL-CIO, Central Labor Councils (western, central, and southern), the Southern Maine Workers' Center, immigrant and refugee organizations with worker

constituents, and members of social justice organizations with worker constituents. The BoV regularly provides input to Center Staff and Faculty, acts as external advocates, and supports development work.

Program and Curriculum Advisory Board (labor movement and community experts, national experts, faculty) – guide strategy for and implementation of curriculum, programming, research and other on-going initiatives and operations of the Center.

D. Extent of Cooperation with other entities

As stated, the Scontras Center is a community-facing entity, that will build and deepen close collaboration with named stakeholders (Maine AFL CIO, central labor councils, worker centers, social justice and community organizations with worker constituencies, immigrant/refugee organizations), faculty, staff and students at the University of Southern Maine and the entire University of Maine System, the University of Maine-Orono Bureau of Labor Education, and other civic and/or community organizations with interests in labor education and research.

VI. Center Resource Needs

A. Personnel

1. Four full time staff.

Full Time Director
Teaching Faculty/Education Director
Professional Outreach Staff Member
Clerical Staff Member (CL3)

2. Part time/contingent staff.

- a. Faculty teaching fellows – 1-3 fellows per year (teach various curricula and serve on Program and Advisor Board)
- b. Part time faculty hired on per course basis
- c. Speakers/lectures/consultants paid on short term contracts or honoraria

B. Library – use of USM/UMS library service.

C. Equipment – computers and furniture as needed.

D. Space – procured on three USM campuses through the CAHS Dean's Office.

E. Other – soft money for special events and projects

VII. Proposed Center Funding

The Center will receive ongoing state funding of \$500,000 annually (with \$100,000 of this total allocated to the existing Bureau of Labor Education). We are confident that we can supplement this funding through additional sources of funding. This would include grant and foundation fundraising, fundraising from state and national organizations and institutions, federal government support and major and individual donor fundraising. We bring a strong set of relationships across these sectors and plan to consult with similar institutions in other states around labor education fundraising best practices.

Detailed Budget & Staffing

- **Full Time Director**
 - Lead the Organization, oversee mission, ensure robust relationships with all stakeholders, supervise staff.
 - Strong administrative leadership skills, strong organizing experience, and perhaps capacity to teach.
 - MA. (Labor or related degree)
 - Minimum 3 years' experience at or near this level of responsibility.
 - Approximate salary \$70,000
- **Education Director /Teaching faculty**
 - Overseas all curriculum and is the lead instructor for all instruction.
 - Doctorate in a relevant field (Labor Studies, Labor/Industrial Relations, Social Science or History Ph.D. with a labor focus).
 - Could be newly minted or experienced.
 - Evidence of teaching and curriculum development experience.
 - Primary responsibility for core curriculum delivery (that is as teacher).
 - Approximate salary \$70,000
 - *Note: a key task will be to work with USM Human Resources with consultation from AFUM to define the position. Could for example be a clinical tenure track position in a relevant CAHS department.*
- **Full Time Professional Outreach Staff**
 - Collaborates with senior administrator on all activities of Scontras Center –
 - Building and maintaining relationships with union and community stakeholders
 - Run social media
 - Event planning (symposia, speaking events, etc.)
 - Act as support in any and all other work of teaching faculty and senior administrator
 - Bachelor's minimum; demonstrated excellent writing, marketing skills, and interpersonal/organizing skills.
 - Minimum three years of relevant experience.
 - Approximate salary \$50,000

- **Administrative Specialist**
 - Bachelor's preferred but not required; strong software skills; good interpersonal/communication skills; minimum one year of relevant experience (note: a "CL3" in USM nomenclature)
 - Supports work of rest of staff – e.g. production and distribution of marketing materials
 - Handles contracts and payments with adjunct instructors, speakers, etc.
 - Full time position; approximate salary **\$35,00**

Core Structure

- Staffing: $\$225,000 \times 1.54$ (benefits) = **\$346,500**
- Programming and operation = **\$53,500**
Full-time faculty course releases; speakers and part time faculty budget; office supplies, travel, conference/professional development, miscellaneous.

Total Budget: \$400,000

Note: The remaining **\$100,000** of the annual **\$500,000** appropriation will be routed to the Bureau of Labor Education

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Proposed changes to Board Policy 301.3 - USM Mission

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

Board Policy 301: Mission and Strategic Plan Policy

Board Policy 301.3: University of Southern Maine Mission

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

The University of Southern Maine proposes to update its current mission statement:

“The University of Southern Maine, northern New England’s outstanding public, regional, comprehensive university, is dedicated to providing students with a high quality, accessible, affordable education. Through its undergraduate, graduate and professional programs, USM faculty members educate future leaders in the liberal arts and sciences, engineering and technology, health and social services, education, business, law and public service. Distinguished for their teaching, research, scholarly publication and creative activity, the faculty are committed to fostering a spirit of critical inquiry and civic participation. USM embraces academic freedom for students, faculty, and staff, and advocates diversity in all aspects of its campus life and academic work. It supports sustainable development, environmental stewardship, and community involvement. As a center for discovery, scholarship and creativity, USM provides resources for the state, the nation, and the world.”

The proposed new mission statement is:

“Committed to equity and excellence, the University of Southern Maine advances a culture of inquiry and belonging in which research, creativity, and innovation accelerate transformational development in our students, on our campuses, and in our communities.”

The proposal was reviewed at all appropriate faculty and administrative levels at USM. Chancellor Malloy signed his approval of the proposed University of Southern Maine mission on July 27, 2022. This item will be presented at the September Board of Trustees meeting as an information item and then will be presented at the October Academic & Student Affairs Committee and November Board meeting for approval.

08/11/2022



6.1

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

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

Date: July 27, 2022

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

From: Robert Placido, VCAA

RAP

Regarding: USM Mission Statement

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 proposal from the University of Southern Maine (USM) regarding its new mission statement. The attached material includes documentation of university level support including approval from the President Jacqueline Edmondson. I also recommend this proposed mission statement for your approval.

The proposed new USM mission statement will be reviewed by the Academic and Student Affairs Committee on August 22nd and, if approved, reviewed by the Board of Trustees at the September 11-12, 2022 meeting.

I approve	I do not approve for the reasons listed below	Additional information needed for decision	Action
			Approve the University of Southern Maine Mission Statement


Chancellor Dannel Malloy

7-27-22
Date



July 22, 2022

Dannel Malloy
Chancellor
University of Maine System
5703 Alumni Hall
Orono, ME 04469-5703

Dear Chancellor Malloy,

I write to seek approval for the University of Southern Maine's new mission statement per APL X-A. The new mission statement was developed via a lengthy university-wide process that solicited broad input from the university community (see attached appendix). This process was completed in conjunction with strategic planning exercises that resulted in the "Five Priorities for the Next Five Years" document.

On February 22, 2021, the Cabinet approved a new mission statement for USM:

Committed to equity and excellence, the University of Southern Maine advances a culture of inquiry and belonging in which research, creativity, and innovation accelerate transformational development in our students, on our campuses, and in our communities.

On March 5, 2021, President Cummings presented the final version of USM's "Five Priorities for the Next Five Years" and the new mission statement to the community at a university-wide town hall meeting.

The process to move the new mission statement was paused during the search for USM's new president in 2021-22. President Cummings and the Cabinet wanted to be sure the new president supported the mission statement before moving it forward in the process. I believe the new mission statement reflects significant input from the USM community, and I am fully supportive of it.

In light of this, and with the support of the current Presidential Cabinet, I ask that you please submit the new mission statement to the Board of Trustees for official approval at its regular September 2022 meeting.

Sincerely,

A handwritten signature in blue ink that reads "Jacqueline Edmondson".

Jacqueline Edmondson

Cc: VCAA Robert Placido
Interim VCSI Carolyn Dorsey

P.O. Box 9300, Portland, Maine 04104-9300
(207) 780-4480, FAX (207) 780-4561, TTY (207) 780-5646 or 711
usm.maine.edu
A member of the University of Maine System

Appendix: Timeline for Mission Statement Development

August 30, 2018: Provost Uzzi introduced the idea of revising the USM mission statement and crafting USM's first institutional vision statement at Opening Breakfast (an event for all faculty and staff). She shared a draft of a vision and revised mission statement for the university.

November 19 and 26, 2018: President Cummings sought the help of the university community in crafting mission and vision statements for the university via a survey included in his Monday Missive and subsequently in a follow up email.

December 2018 – January 2019: Faculty, Staff, and Student Senates were invited to engage in mission/vision work and to participate in open community discussions scheduled at three locations/times:

1. Gorham 10 Bailey - December 3rd 3-4 pm
2. Portland Talbot Hall – December 4th 9-10 am
3. Lewiston Auburn – January 14, 2019

January 19 and March 6, 2019: Results of the survey and community conversations were compiled into an executive summary. The University decided not to proceed with a vision statement but instead to continue efforts to revise the mission statement in accordance with future strategic planning efforts, outlined below.

June and July of 2020: President Cummings and strategic planning consultant Nancy Griffin met with Board of Trustees members Trish Riley, Jim Donnelly, Pender Makin, David MacMahon, Michael Michaud, Betsy Tim, and Sven Bartholomew to discuss visioning for USM's future. President Cummings undertook a similar set of meetings with USM Board of Visitor members Chris Lavoie, Charlie Micoeau, Julia Trujillo, Linda Verrill, Mike Hyde, Heil Kiely, Rebecca Conrad, Susan Barbay, Julia Sleeper, Adam Lee, and Jane Eberlee in July 2020. Following these meetings, President Cummings consulted with Commissioner Heather Johnson.

July 13 and 14, 2020: USM's Presidential Cabinet undertook the work of creating a strategic map for USM at its summer retreat. The Cabinet was joined on July 13 by Luc Nya, Chair of USM's BOV and Chancellor Malloy to kick off the work of developing this map.

August 13, 2020: President Cummings met with Amy Johnson, Director of the Maine Education Policy Research Institute to discuss USM's strategic planning process.

August 27, 2020: A draft of USM's "Five Priorities for the Next Five Years" was shared with all university employees at the annual Opening Breakfast.

September 11, 2020: President Cummings and Provost Uzzi shared the draft "Five Priorities" document with the Faculty Senate Executive Committee.

September 25, 2020: President Cummings shared the draft "Five Priorities" with the BOT.

October 1, 2020: A Steering Committee for USM's "Five Priorities for the Next Five Years" was seated. Members included President Cummings and Provost Uzzi, Faculty Senate Chair Blake Whitaker, Graduate Student Eli Rubin, Undergraduate Students Hannah Qui and Jon Thompson, Intercultural Diversity Advisory Council Co-Chairs Joyce Gibson and P.J. Singh, Professional Staff Senate President Netty Provost, Classified Staff President Danielle Letourneau, and Graduate Council Chair Tara Coste.

October 2020: The Provost's communication *Scribe* revived the conversation of a new university mission statement, calling for additional input, if any.

October 19, 2020: Provost Uzzi shared a [survey](#) link with all members of the Steering Committee. They were asked to engage their constituents in providing feedback on the draft "Five Priorities" document. Kris Sahonchik, Director of Research and the Cutler Institute, was added to the Steering Committee in October 2020.

December 2020: The Provost's *Scribe* made a final call for mission statement feedback.

February 8, 2021: Provost Uzzi delivered five draft options for the final mission statement to the Presidential Cabinet.

February 17, 2021: The Cabinet conducted final conversations on the draft mission statements.

February 22, 2021: The Cabinet approved a new mission statement for USM:

Committed to equity and excellence, University of Southern Maine advances a culture of inquiry and belonging in which research, creativity, and innovation accelerate transformational development in our students, on our campuses, and in our communities.

March 5, 2021: President Cummings presented the final version of USM's "Five Priorities for the Next Five Years" and the new mission statement to the community at a university-wide town hall meeting.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Enrollment Update

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:
N/A

UNIFIED ACCREDITATION CONNECTION:
N/A

BACKGROUND:

Dr. Robert Placido will provide a brief update on the Fall 2022 UMS enrollments.

08/11/2022

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Academic and Student Affairs Work Plan

INITIATED BY: David M. MacMahon

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

N/A

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

Annually, a work plan for the Academic and Student Affairs Committee of the Board is formulated. The work plan is intended to cover both action items required for governance of the University of Maine System and those topics of import and interest to the Board. This work plan is a “living document” and will be updated as needed. Other topics will be added as needed or required for decision making. The Work Plan will be updated as the Faculty and Student Representatives present their individual items. Items in red are action items. Rosa Redonnett, Associate Vice Chancellor for Student Success and Credential Attainment, will review the draft plan with the Committee in preparation for its adoption at the September Board of Trustee meeting.

Academic and Student Affairs Committee of the Board – 2022-2023 Work Plan**

August ASA		
Date	Agenda Items	Materials Due to BOT Office Date
August 22, 2022	Discussion: Faculty Initiated Dialogue	8/10/2022
9:00am - 12:00pm	Discussion: Student Representative Initiated Dialogue	
Virtual via Zoom	Discussion: Review of 2022-2023 ASA Workplan	
	Update: Enrollment	
	Action: Program Proposals	

September BOT		
Date	Agenda Items	Materials Due to BOT Office Date
September 11-12, 2022	Action: Program Proposals	8/25/2022
University of Maine at Presque Isle		Info Item to BOT Due: ASA Workplan for 2022-23

October ASA		
Date	Agenda Items	Materials Due to BOT Office Date
October 24, 2022	Discussion: Faculty Initiated Dialogue	10/12/2022
9:00am - 12:00pm	Discussion: Student Representative Initiated Dialogue	Info Item to BOT Due: Academic Calendar '27-28, '28-29
Virtual via Zoom	Update: Enrollment	
	Update: Faculty Governance	
	Action: Program Proposals	
	Awarding of Academic Degrees (Annual)	

Academic and Student Affairs Committee of the Board – 2022-2023 Work Plan**

November BOT		
Date	Agenda Items	Materials Due to BOT Office Date
November 13-14, 2022	Action: Program Proposals	10/27/2022
University of Maine at Farmington	Action: Awarding of Academic Degrees (consent agenda)	Info Item to BOT Due: Academic Calendar

January ASA		
Date	Agenda Items	Materials Due to BOT Office Date
January 9, 2023	Discussion: Faculty Initiated Dialogue	12/21/2022
9:00am - 12:00pm	Discussion: Student Representative Initiated Dialogue	
Virtual via Zoom	Update: Faculty Governance	
	Update: Enrollment	
	Action: Program Proposals	

January BOT		
Date	Agenda Items	Materials Due to BOT Office Date
January 29-30, 2023	Action: Program Proposals	1/12/23
University of Maine at Augusta		Info Item to BOT Due: Fall Enrollment Report

February ASA		
Date	Agenda Items	Materials Due to BOT Office Date
February 27, 2023	Discussion: Faculty Initiated Dialogue	2/15/2022
9:00am - 12:00pm	Discussion: Student Representative Initiated Dialogue	
Virtual via Zoom	Update: Faculty Governance	
	Update: Enrollment	

Academic and Student Affairs Committee of the Board – 2022-2023 Work Plan**

	Action: Program Proposals	
	Review and Recommendations: Tenure Nominations (Joint with HR/LR Committee)	
	AAPR: Provost Presentations	

March BOT		
Date	Agenda Items	Materials Due to BOT Office Date
March 26-27, 2023	Action: Program Proposals	3/9/2023
University of Maine	Tenure Recommendations	Info Item to BOT Due: Student Financial Aid Report
		Info Item to BOT Due: Spring Enrollment Report

April ASA		
Date	Agenda Items	Materials Due to BOT Office Date
April 24, 2023	Discussion: Faculty Initiated Dialogue	4/12/2023
9:00am - 12:00pm	Discussion: Student Representative Initiated Dialogue	
Virtual via Zoom	Update: Enrollment	
	Update: Faculty Governance	
	Action: Program Proposals	
	AAPR: Provost Presentations	

May BOT		
Date	Agenda Items	Materials Due to BOT Office Date
May 21-22, 2023	Action: Program Proposals	5/5/2023
University of Maine at Fort Kent		

Academic and Student Affairs Committee of the Board – 2022-2023 Work Plan**

June ASA		
Date	Agenda Items	Materials Due to BOT Office Date
June 12, 2023	Discussion: Faculty Initiated Dialogue	6/1/2023
9:00am - 12:00pm	Discussion: Student Representative Initiated Dialogue	
Virtual via Zoom	Update: Enrollment	
	Action: Program Proposals	
	AAPR: Provost Presentations	

July BOT		
Date	Agenda Items	Materials Due to BOT Office Date
July 10, 2023	Action: Program Proposals	6/24/2023
TBD		Info Item to BOT Due: Chairs & Professorships FY2023

**This work plan is draft and will be updated based on topics to be added by the VCAA's Office. Other topics will be added as needed or required for decision-making. The work plan will be updated as the Faculty and Student Representatives present their individual items. Items in red are action items.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Adult Learners: “Comeback” Campaign Update

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

N/A

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

The State of Maine currently has over 150,000 individuals with some college but no degree. Within the University of Maine System, over the last 5 years, approximately 10,000 students have stepped away from one of our campuses without completing their degree. The factors that led to their decisions to “stop out” are many and varied – academic, financial, personal or a combination – and the many supports needed to bring them back as varied and complicated. The Student Success and Credential Attainment division within Academic Affairs (UMS) has developed numerous services and supports for this population and has been conducting outreach and marketing campaigns to encourage adult learners to return or attend for the first time. This presentation will highlight two programs within the University of Maine System designed to reach out to students with significant credit in order to work with them in determining a path to completion.

The University of Maine at Farmington’s “Almost Alumni” program and the University of Maine System Student Success Center work with campuses in campus-specific “comeback” campaigns illustrate the opportunity such campaigns present, and also illustrate the flexibility, creativity and broad knowledge of the many supports needed to effectively work with and guide the student to completion. Ashley Montgomery, the Assistant Dean for Teaching, Learning and Assessment at UMF and Donna Seppy, the Director of Student Success Initiatives, UMS, will share background on their respective programs and lead a discussion with the Academic and Student Affairs Committee specific to the kinds of initiatives and work needed to bring students back.



Student Success Center
University of Maine System



9.1

Academic and Student Affairs (ASA) Presentation

Success Center By the numbers

★ Since its inception in December 2020, the UMS Success Center has:

- 205 total inquiries
- 36 - enrolled in Fall 2021
- 51 - enrolled for Spring 2022
- 55 - enrolled for Fall 2022 currently
- 14 verified graduates
 - 2 anticipated for summer 2022

Adult Degree Completion Scholarship (Fall 2014)

- Funded - **748** of students (Spring 2022)
- Total verified graduates - **260**

Opening Doors Scholarship (Spring 2021)

- Total Students Funded - **60**
- Total verified graduates - **4**

Small Debt Forgiveness Program (Fall 2021)

- **1** completion, **13** enrolled for Fall 2022

Reverse Credit Transfer (Summer 2022)

- MCCS completions - **4**

9.1

Come-Back Campaigns

- **UMA - 300** students - sent a letter and degree completion plan – **21** students have responded
 - Enrollment - **2** (Spring 2022), **3** (Fall 2022)
 - Completions - **6** degrees awarded without any additional credits
- **UMPI/Houlton Center - 33** students - letters, postcards, calling, emailing, texting – **16** students responded
 - **2** enrolled Fall 21, **1** enrolled Spring 22, **3** enrolled Fall 22
 - **3** received their degrees without taking more courses



Supports & Initiatives

→ Enrollment initiatives

- ◆ Prior Learning Assessment
- ◆ Degree Completion programs
- ◆ Competency Based Education

→ Retention initiatives

- ◆ Make the Grade
- ◆ Institutional Initiatives (ie., USM's Advising and Course Selection meetings)
- ◆ Institutional "Academic Forgiveness" or "Fresh Start" programs
- ◆ TRIO programs, Maine Educational Opportunity Center
- ◆ Veterans support programs
- ◆ Justice Education transitions (new)

→ Financial initiatives

- ◆ UMS scholarships (Adult Degree Completion, Opening Doors)
- ◆ Small Debt Forgiveness Program
- ◆ Institution-based scholarships (ie., UMA's Pine Tree State Pledge)

→ External partner resource

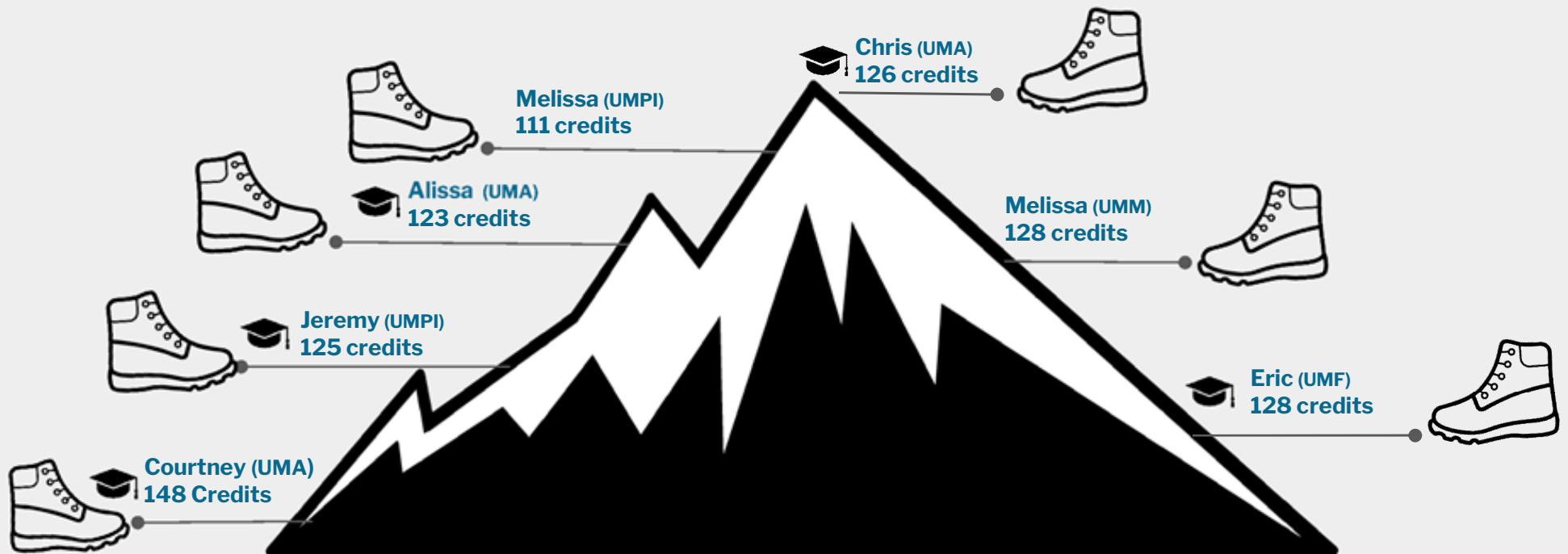
- ◆ Maine Competitive Skills Scholarship Program, Higher Opportunities for Pathways to Employment (HOPE) Program and Bridge to HOPE program
- ◆ FAME, Maine Community Foundation

9.1





The Degree Completion Climb



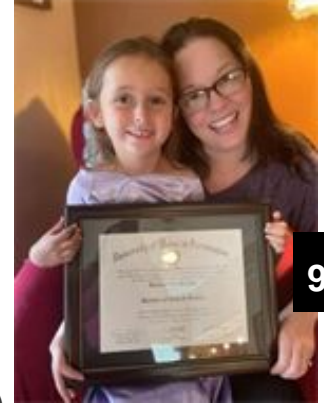
9.1



'Almost Alumni' Campaigns



- Stopouts - **631** (F15-F20)
- Initial focus on 50 with 80+ credit hours (an additional 15 self-referrals);
- Diplomas- **28**
- If in-state when they stopped attending, return w/ **in-state tuition for up to 32 credits**
- **Expanded in S21** to focus on all who left with 75+ credit hours (**500+ stopouts**)
 - ◆ faculty and staff **volunteers** help with outreach
 - ◆ small-debt forgiveness
 - ◆ Options for finishing include:
 - additional UMF coursework (online/in-person/Independent Study)
 - Transfer credit
 - change of major (often BGS or LIB),
 - PLA
 - Referral to UMS resources
 - Waivers



9.1



"We have to balance academic integrity with common sense... And a little common sense can buy a lot of goodwill."

Jean Doty, UMF Professor of Biology & Chair of General Education

'Almost Alumni' Stories



Will (2019)



Creative Writing
128 credits/ 2.5GPA
Waiver-
"Intermediate
proficiency in a
second language.
Studied abroad in
China in HS."



Short
8 oz.

Vanessa (2000)



Elementary Ed
120 credits/ 3.6GPA
"Changed to BGS
and took PSY226-
S22 (A) and
REH112- S22 (A).
*instate rate/online
instead of local CC."



Tall
12 oz.

John (2000)

Art

117 credits/3.0GPA
"Changed to BGS, took
BUS315 in May 22 (A-)
and PLA w/USM for
remaining credit-
BUS310 & 277)"



Grande
16 oz.

Lorenzo (2007)

Interdisciplinary Soc/Ant
112 credits/2.4GPA
"Blew off last semester,
defaulted, travelled (AK & S.
America), ended up in
hospitality in NOLA."

Options? Liberal Studies?
PLA? CLEP? Local CC?



Venti
20 oz.

9.1

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Proposed New Board of Trustee Policy 315 *Commemorative Naming and Renaming of Academic Units and Programs*

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

UNIFIED ACCREDITATION CONNECTION:

This new Board policy will provide clarity for naming and renaming of academic units and programs for consistency among all campuses.

BACKGROUND:

At the request of former Board Chair Mark Gardner, a small work group was established to develop a new Board Policy related to naming and remaining of academic units and programs. The working group was led by Board Clerk Ellen Doughty. Other members of the working group were Assistant Board Clerk Heather Massey, President and CEO of the USM Foundation Ainsley Wallace, Associate Vice Chancellor for Academic Affairs Carolyn Dorsey, UMS Director of Capital Planning and Project Management Carolyn McDonough.

The proposed new Board Policy 315 *Naming and Renaming of Academic Units and Programs* was based on Board Policy 803 *Naming of Physical Facilities* which was revised in March 2021. The working group solicited broad stakeholder input from the following areas: campus Chief Academic Officers, Faculty Representatives to the Board of Trustees, Faculty Governance Council and UMS General Counsel's office.

The feedback received has been incorporated in the proposed Policy that is being presented as an information item to the Academic & Student Affairs (ASA) Committee for the August 22, 2022 meeting. The proposed Policy will be updated again to include input from the ASA Committee before being presented to the full Board, as an information item, at the September 11-12, 2022 meeting. The proposed policy will then be presented as an action item at the October ASA Committee meeting and the November Board of Trustees meeting.

8/11/2022

UNIVERSITY OF MAINE SYSTEM

Policy Manual

DRAFT

7/15/22

ACADEMIC AFFAIRS**Section 315 Commemorative Naming and Renaming of Academic Units and Programs**

Effective:

Last Revised: 7/15/22 DRAFT

Responsible Office: Academic Affairs

Policy Statement:

This Policy describes the University of Maine System (UMS) process and criteria for Commemorative Naming of Academic Units and Programs. This Policy does not apply to the naming of sites and centers of a campus. For example, the UM Hutchinson Center, UMPI Houlton Higher Education Center, or UMA Saco Center. Naming of Physical Facilities does not apply to this Policy and shall be considered under Board of Trustees Policy 803 *Naming and Renaming of Physical Facilities*.

10.1**1. Definitions.**

- a. The term “academic unit or program” for the purpose of this Policy is defined as either:
 - i. an academic school, college, department, area of study or similar entity within a UMS University or institution. For example: School of Music, School of Marine Sciences, Maine Business School, an aviation program, or a conservation law enforcement program; or
 - ii. a research, public policy center, public outreach center, entity or institute with a UMS institution. For example: The Margaret Chase Smith Policy Center, Climate Change Institute, Cutler Institute, Southworth Planetarium or cooperative extension.
- b. The term “commemorative name” or “commemorative naming” means the name or the process for naming, renaming, or amending or removing the name of an honorific, memorial or benefactor named academic unit or program.
- c. The term “honoree” includes any individual or legal entity after which an academic unit or program is named, whether honorific, memorial or benefactor named.
- d. The term “legal entity” includes any for-profit business or non-profit organization, foundation, foundation, trust, or any similar non-University organization.
- e. The term “university” includes all universities within the UMS as well as the University of Maine School of Law (Law School).
- f. The term “honorific or memorial naming” means the academic units or programs 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. Individuals currently serving on the UMS Board of Trustees or campus Boards of Visitors, current elected officials, and current University or UMS employees are not eligible for a naming opportunity except in extraordinary circumstances.
- g. The term “benefactor named” means an individual or Legal Entity donor may be recognized when they have provided extraordinary philanthropy toward an academic unit or program as defined below. Each University may offer such opportunities to acknowledge donors’ roles in advancing its mission and so that as an institution the University can express its deep appreciation in a concrete manner. Naming opportunities are not transactional in nature; they are not offered “for sale.” The

President of the University or Dean of the Law School will advise what is considered “extraordinary philanthropy” as related to each naming opportunity. Consideration shall be given to visibility and prestige of the academic unit or program, current market, donor interest, and campus and peer institution comparables.

2. **Authority.** The authority for Commemorative Naming of any Academic Unit or Program in the UMS shall be reserved to the UMS Board of Trustees, acting after receiving the proposal from the Chancellor following the process described below in the section titled Commemorative Naming Process. Honorees should be informed through any naming discussions that final approval for Commemorative Naming of all academic units or programs rest with the UMS Board of Trustees. With the exception of areas outlined in this Policy and Board Policy 803, naming of any other campus area or object rests with the President of that University, or Dean of the University of Maine School of Law.
3. **Commemorative Naming Criteria.** A Commemorative Name is a symbolic and public statement, reflecting the highest values and ideals of the University and its community. Generally, Academic Units or Programs are named for distinguished individuals who have made extraordinary contributions of a scholarly, professional, or public service nature related to the University’s mission. In some cases, Academic Units or Programs may be named for benefactors or donors who advance the University’s mission through significant philanthropy. While Academic Units or Programs may be informally assigned a working or administrative name at the campus level, the UMS Board of Trustees shall formally approve commemorative names for all academic units or programs, which will fall into one of two categories: honorific/memorial or benefactor named.
4. **Morals Clause.** The UMS depends on public goodwill to accomplish its educational mission and to attract governmental and philanthropic support. As commemorative naming of an academic unit or program is a public honor that implicitly associates the values, character and reputation of the honoree with the UMS, it must be undertaken with well-considered judgment. Therefore, all gift agreements for naming academic units or programs shall, without exception, include a morals clause. Should the UMS Board of Trustees find that a designated commemorative name brings discredit upon the University (as explained in items 7 and 8 below), the morals clause must state that the unusual circumstances leading to renaming shall not impose financial responsibilities on the UMS or the individual University affiliated with the academic unit or program at-issue.
5. **Commemorative Naming Process.** The process of commemorative naming of an academic unit or program must include, at a minimum, the following:
 - a. Before forwarding a name to the Chancellor, the President of the University or Dean of the Law School shall submit the commemorative naming request to the Vice Chancellor of Academic Affairs in writing after thorough consultation with appropriate campus committees and stakeholders; and after thorough due diligence to avoid potential areas of concern or conflicts of interest.
 - b. After receiving written approval from the Vice Chancellor of Academic Affairs, the President or Dean of the Law School will submit the naming request to the Chancellor
 - c. After approval by the Chancellor, the request should be forwarded to the appropriate UMS Board of Trustees Committee for approval.
 - d. If approved by the UMS Board of Trustees Committee, the recommendation will be presented to the full UMS Board of Trustees for consideration.

10.1

- e. For Benefactor Named Academic Units or Programs, publicity associated with the gift shall not take place until and unless the University has received an executed gift agreement, such as press releases. It is recommended that public demonstrations of naming, such as signage, not occur until at least 20% of pledge payments toward the total gift commitment have been received.
 - f. Exceptions to these guidelines will be brought forward by the Chancellor to the UMS Board of Trustees.
6. **Duration of Commemorative Naming.** The commemorative naming of an academic unit or program within an institution of higher education is the highest honor, generally granted for the useful life of the entity. The University, with UMS Board of Trustees approval, may deem the naming period concluded in certain circumstances, however, including but not limited to:
- a. If the purpose for which the commemorative named academic unit or program is to be significantly altered or eliminated; or
 - b. The period of time of the commemorative naming specified in the gift agreement has expired.

The appropriate University representative will make all reasonable efforts to inform the original Honorees in advance of the commemorative naming period concluding. The University may provide alternate recognition as may be appropriate in honor of the original gift.

7. **Removal of Commemorative Naming.** The UMS Board of Trustees reserves the right to remove a commemorative name under extraordinary circumstances when the continued use of the honoree's name would compromise the public trust and reflect adversely upon the university and/or UMS and its reputation.

Additionally, in the case of a benefactor named academic unit or program, the UMS Board of Trustees reserves the right to remove a commemorative name if the Honoree fails to fulfill the terms of the gift that is recognized by the name. The appropriate University representative will make all reasonable efforts to inform the original Honorees in advance of the commemorative naming period concluding. The University may provide alternate recognition as appropriate in honor of the original gift.

8. **Commemorative Name Change or Removal Process.** The change or removal of a commemorative name must not be undertaken lightly. The process must be approached with respect for the considered judgments of the past, especially when the original naming was decided-upon by the contemporaries of an honoree, and with self-awareness by the individuals asked to consider removing a name, of the fallibility of their own judgments. The process must include, at a minimum, the following:
- a. Proposals for change or removal of commemorative names shall be initiated by the President of the University or Dean of the Law School with which the academic unit or program is affiliated, appointing a team or task force to conduct a campus-level review. The review should solicit perspectives from diverse stakeholders and public comment and summarize the findings, including the grounds for change or removal of the commemorative name, in a formal, written report to the respective President or Dean of the Law School.
 - b. After receiving written approval from the Vice Chancellor of Academic Affairs, the President or Dean of the Law School will submit the request to the Chancellor

- c. After approval by the Chancellor, the request should be forwarded to the appropriate UMS Board of Trustees Committee for approval.
- d. If approved by the appropriate UMS Board of Trustees Committee, the recommendation will be presented to the full UMS Board of Trustees for consideration.
- e. Upon the removal of a commemorative name, the name may revert to the general name of the academic unit or program. Any future commemorative naming will follow the process outlined in this Policy.

Related Documents:

Board Policy 711 *Named Chairs and Professorships*

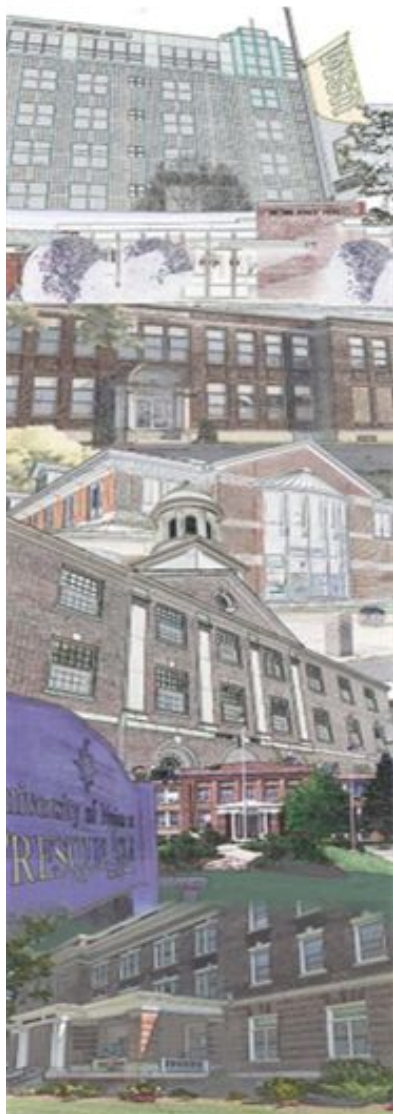
Board Policy 803 *Naming and Renaming of Physical Facilities*



Annual Academic Program Report

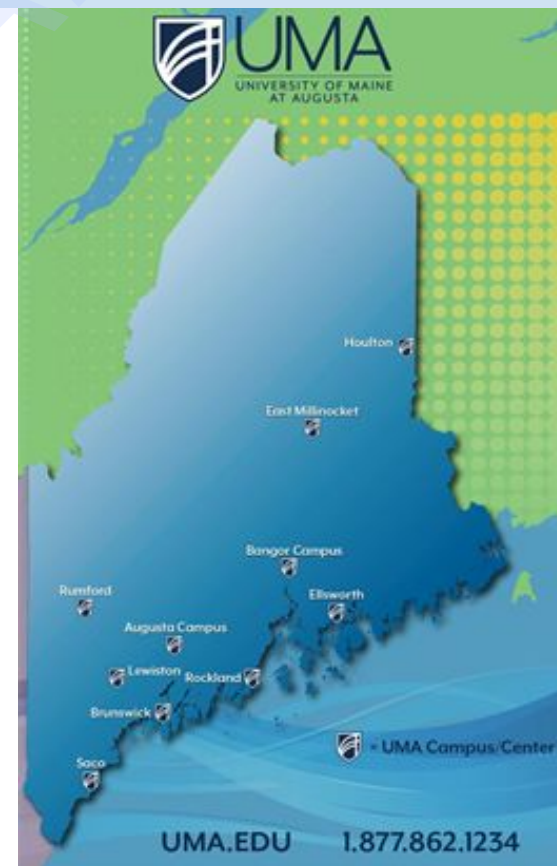
University of Maine at Augusta
August 2022





UMA Overview

- Statewide mission
- Campuses & Centers across Maine
- Transforming Lives
 - Traditional and post-traditional students
 - Transfer students, degree completion
- #1 Goal: Provide programs and access to all students regardless of location
- Leader in Distance Education
 - US News - Nationally ranked in categories:
 - Best Online - highest ranked in Maine (ranked #93 nationally)
 - Veteran Friendly (ranked #65)
 - Online Business degree (ranked #50)





Degrees Offered

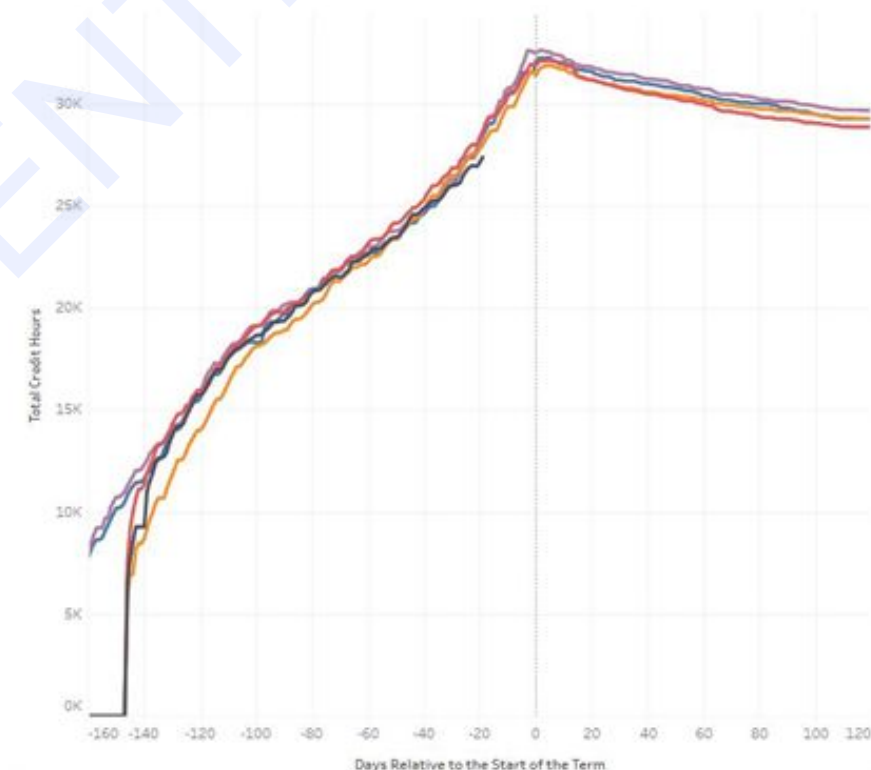
- 14 Associate, 29 Baccalaureate, and 3 Graduate programs
- Focus on workforce needs degree access for working adults
 - **Allied Health**
 - Dental Hygiene, Dental Assisting, Nursing, Medical Lab Tech, Veterinary Technology
 - **Professional programs**
 - Aviation, Architecture, Education(Elementary and Secondary)
 - **STEM**
 - Computer Info Systems, Cyber Security, Data Science, Biology
 - **Other Professional and Liberal Arts programs**
 - English, Music, Art, Social Science, Mental Health & Human Services, Business, Public Administration, Justice Studies, Community Policing, Info & Library Science
 - **Degree Completion (Nearly 500 students currently in these online degrees)**
 - Applied Science, Liberal Studies, Interdisciplinary Studies
- Graduate Programs
 - MS Cybersecurity
 - CGS Substance Use Disorder
 - CGS, MS Trauma Informed Emergency Management



Enrollment in FY 23

- Fall 22 slightly below budget(-1.3%)
 - Highest retention (80%); smaller cohort
 - First-year headcount up 12% to date
 - Residence halls have a wait list
 - Early College up 21% to date
- Graduate credit hours up 53%
- Marketing efforts through August
 - Zero Tuition - radio, digital targeting
 - Keeping Communities Safe - Cyber, Trauma Informed Emergency Management, Community Policing
- Student Success Coordinators - Distributed professional advisor model

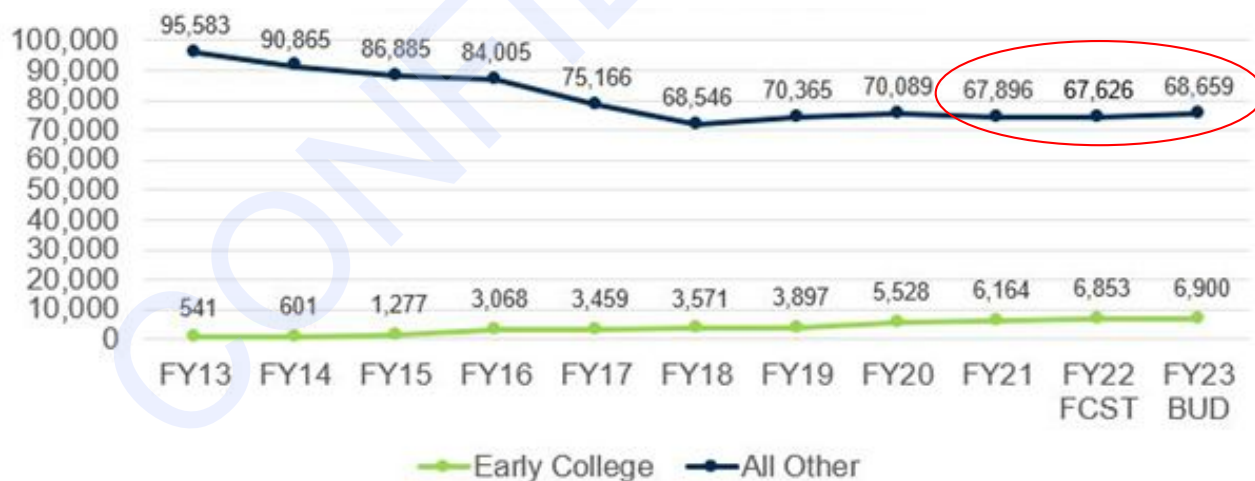
Fall Credit Hours 2018-2022 (to date)





Enrollment Trends & Opportunities

- Enrollment modeling has been predictive
- Pivot to online in pandemic was seamless
- Diverse enrollment streams = mitigated pandemic credit hour losses
- ATLaS - Federal earmark \$945,000 (adults)
- Prison Education Program
- New Partnerships - UMF Nursing, MHHS pathways (KidsPeace, NFI North)
- Housing- at or near capacity
- Athletics expansion - M&W Soccer (FY24), Softball and Baseball (FY25)
- E-Sports - \$200,00 investment in gaming arena, ECAC Conference play





Quantitative Review (FY22)

- **Gross Margin** = Tuition +Fees - Departmental Expense
- Highest Gross Margin:
 - Social Science
 - English / Humanities
 - CIS/Cybersecurity/Data Science
 - Mental Health and Human Services
 - Business and Public Administration
- Lowest Gross Margin:
 - Art
 - Aviation
 - Architecture
 - Nursing
 - Dental Health
- UMA creates a four-year trend to evaluate impact of our efforts



Academic Program Management

Grow

- Aviation (AVI)
- Cybersecurity (CYB)
- Nursing (NUR)
- Music (MUS)
- Med Lab Tech (MLT)
- Vet Tech (VTE)

Maintain

- BArch (ARC)
- Biology (BIO)
- English (ENG)
- Education (EDU)
- Mental Health and Human Services (MHHS)
- Liberal Studies / Applied Science / Interdisciplinary Studies (LIB/BAS/INT)
- Art
- Computer Information Systems/Data Science (CIS/DSC)
- Info and Library Science (ILS)
- Social Science (SSC)

Transform

- Business Administration (BUA)
- Public Admin (PA)
- Justice Studies/Community Policing (JUS)
- Dental (DEH)

Sunset

- Financial Services

Note:

Programs in blue are offered online
Programs underlined have external accreditation/recognition



Example #1 Cybersecurity

- Continues to be one of our fastest growing programs
- A high gross margin, looking to leverage
- Critical Partners:
 - Faculty - joint degree with USM for MS Cybersecurity (online)
 - Achieved and maintaining NSA recognition
 - UMA CBO/Finance, created a business plan to invest in a CyberRange™ to give hands-on training to students
 - Maine Emergency Management (MEMA), \$500K grant pilot to use the range to train municipalities
 - Congressional Delegates - possible Federal earmarks to train more municipalities in Maine
 - UMPI - Associate's degree in Cybersecurity, and laying the groundwork for CBE options
- UM and UMF - NSF grant to leverage Cyber into other disciplines (e.g. Public Administration)



Example #2 Contemporary Music

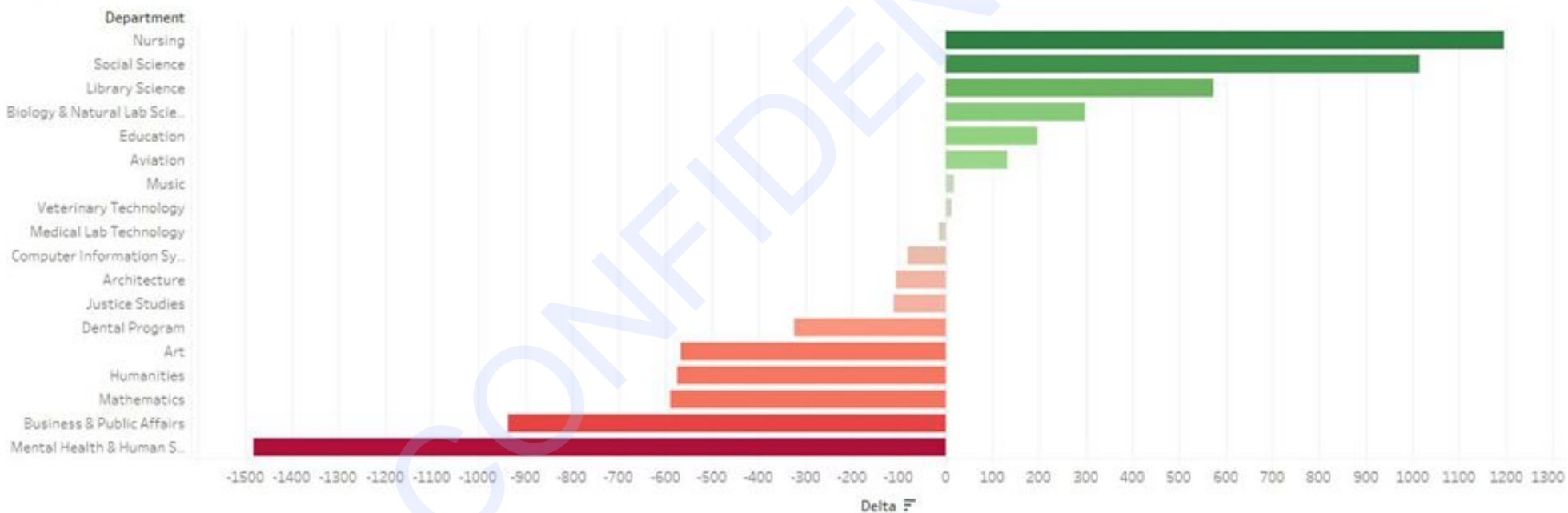
- This program had declining 4-year gross margins, and an enrollment decline
- Faculty recognized the challenges and responded by engaging with IT to deliver entire program online, including lessons and ensembles
- UMA is one of a handful of music programs in the country offered at a distance
- We have seen a dramatic positive shift in gross margins over the past few years
 - Hired a third full-time faculty member
 - Program is stable and on a continued growth trajectory
- With lessons learned from the pandemic, faculty are developing a new related major in Music Technology



Areas of Growing / Declining Enrollment

Credit Hour Changes by Academic Department 2021-22

AAPR Enrollment Change FY21-FY22





Retention and Student Success

Engagement & Onboarding

- Intensive Onboarding approach
- Chatbot and Signalvine texting
- **Online New Student Orientation**
- EAB Navigate
- Student TechHub
- Brightspace maturity
- Zoom enhancements
- eCampus Online Bookstore

Student Success and Support

- Teaching & Learning Commons (TLC)
- **Advising Restructuring –modeled on Center’s Student Services Coordinators**
- TRIO Scholars grant
- Counseling & Coaching Services
- Student & Residence Life Staff
- Financial Literacy
- Accessibility Services
- Veteran/Military Services

Intervention and Response

- Online Tutoring
- Online Writing Lab
- **EAB Early Alerts**
- Advising/Program Liaisons
- CARES Team

Pedagogical Development

- Instructional Designers (2)
- Instructional Technology (3)
- **Student Tech Hub**

Persistence Incentives

- **Pine Tree State Pledge tuition promise (in-state Pell)**
- UMA \$10K scholarship (non-Pell)
- Make the Grade free course repeat



Academic Priorities

- Trauma Informed Emergency Management Graduate Certificate – MS
- Machine learning intro & advanced coursework for Data Science
- Data analytics added to Business Administration
- Data visualization
- Aviation: FAA Part 141 private pilot license to support veterans & military students
- E-sports game development certificate
- Community Policing
- Part-time Nursing degree option
- Prison Education Partnership/Second Chance Pell
- Accessibility and best practices for distance education
- DEI integration – Post doctoral fellows (2)



Partnerships/Unified Accreditation

- **UM**
 - Grad pipeline 4+1
 - Vet Tech - large animal course
- **UMM**
 - Special Education (EDU)
- **UMPI**
 - Cybersecurity CBE
 - Medical Lab Technology
 - History
- **UMF**
 - Substance Use Disorders Certificate
 - Nursing expansion cohort
- **USM**
 - MS Cybersecurity
 - Lewiston-Auburn Dental Clinic
- **Maine Law School**
 - 3+3 articulation agreement
- **UMS System wide**
 - GIS consortium
 - Trauma Informed Emergency Management
 - UMS Graduate Faculty Registry
 - Maine Engineering Pathways program
 - MCECIS
 - RLE - participation

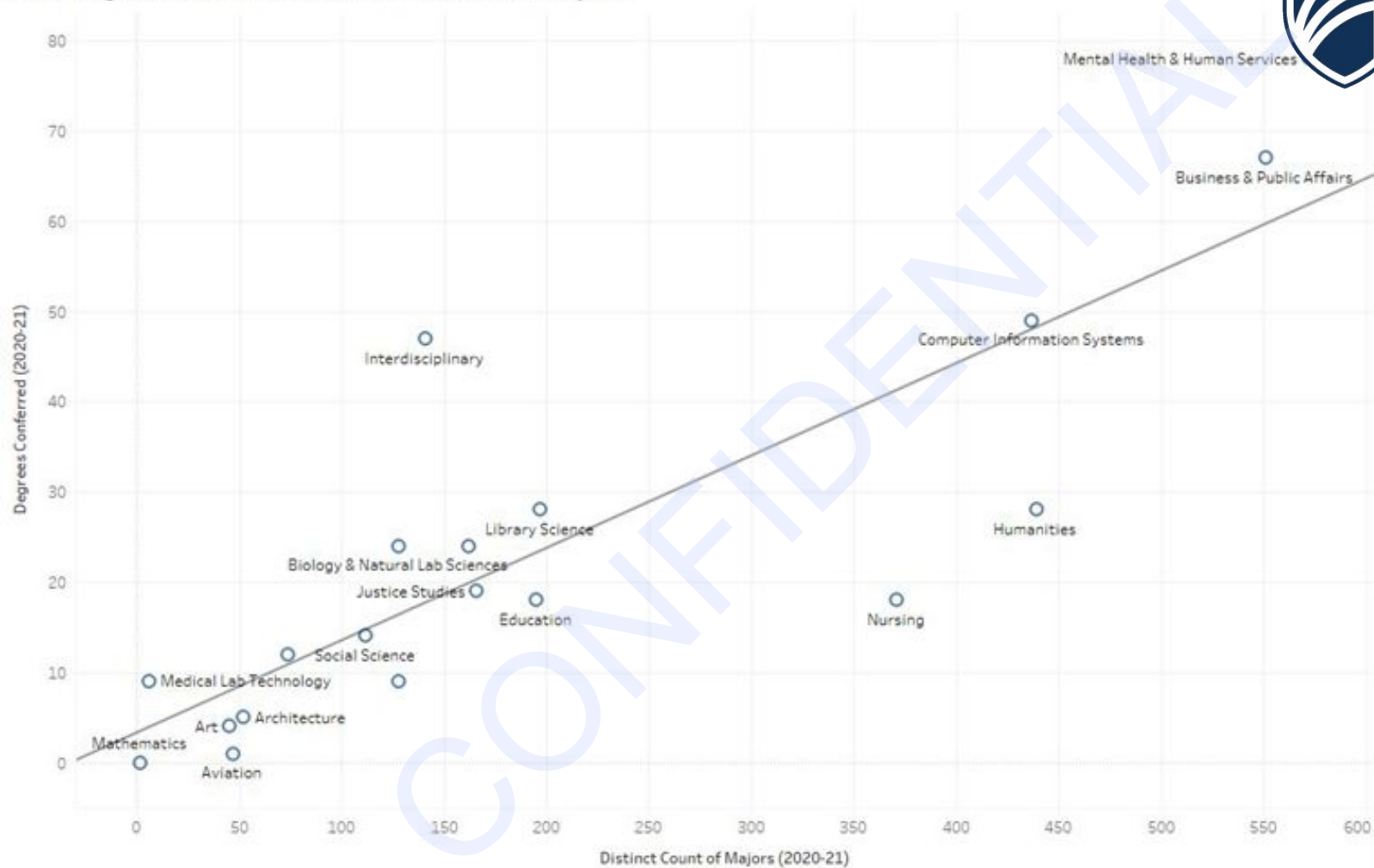


FY21 Average Class Size vs Total Credit Hour



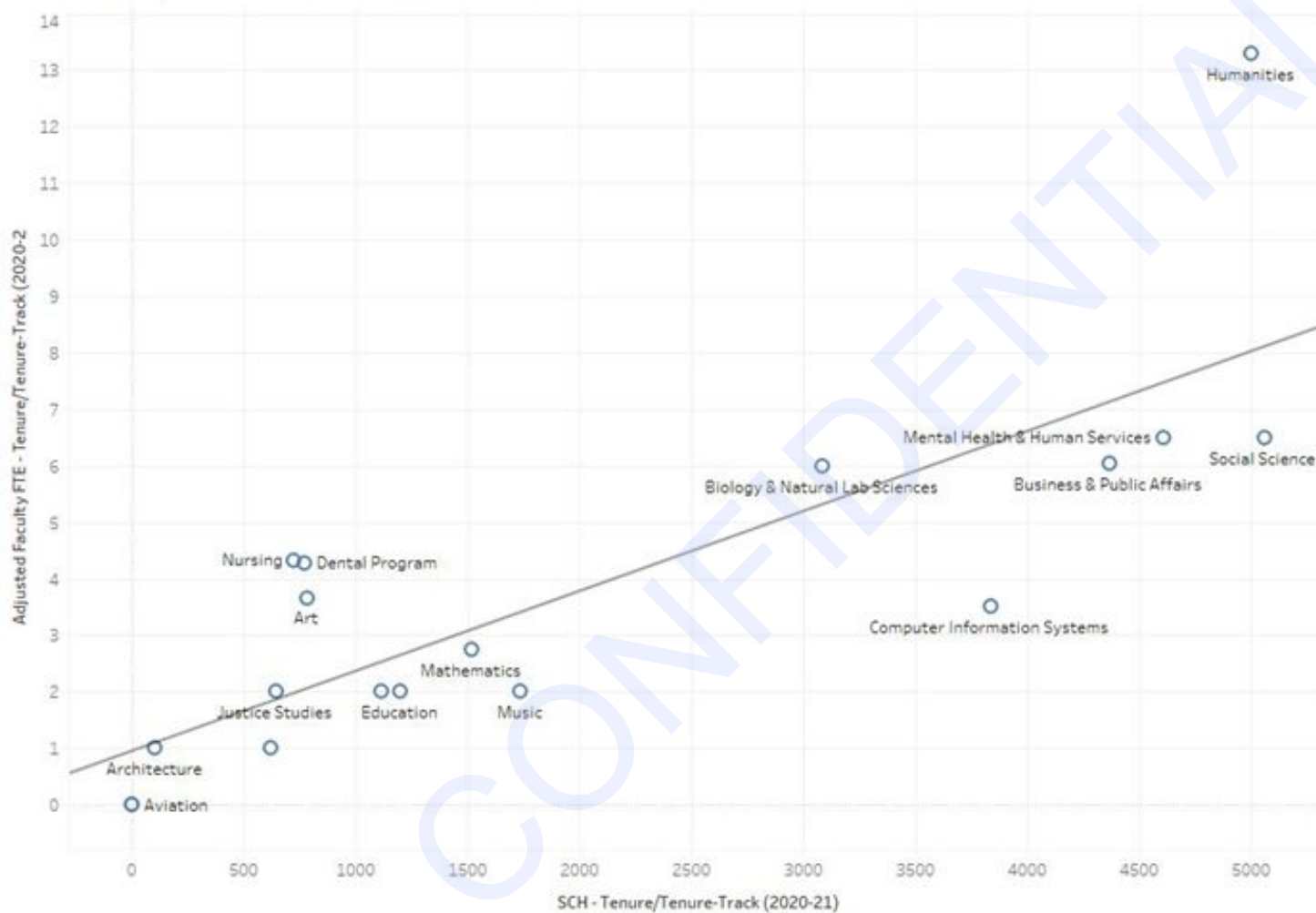


FY21 Degrees Conferred vs Distinct Count of Majors





FY21 Tenure/Tenure Track Faculty vs Student Credit Hour



University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Tenure Request, Professor in the Department of Literacy, Language and Culture, USM

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

Board Policy 310: Tenure

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

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

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee, approves the following resolution to be forwarded for Board of Trustee approval at the September 11-12, 2022 Board Meeting.

That the Board of Trustees accepts the recommendation of the Academic & Student Affairs Committee and approves the granting of the rank of Professor with tenure, to be effective upon Board approval, to Dr. Jacqueline Edmondson and that Dr. Edmondson has the right to return to the University of Southern Maine faculty with the rank of Professor with tenure in the Department of Literacy, Language and Culture upon the conclusion of her service as the University of Southern Maine President.

08/11/2022