

Board of Trustees
Academic and Student Affairs Committee
April 24, 2023 at 9:00 am
Zoom Meeting – No Physical Location Available

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

AGENDA

9:00am - 10:25am

Executive Session

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

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

10:25am - 10:30am

Tab 1

Tenure at Time of Hire - Professor in the School of Nursing, UM

10:30am - 10:35am

Tab 2

Tenure at Time of Hire - Professor in the Department of English, UM

10:35am - 10:45am

Tab 3

New Academic Program Proposal - B.S. Special Education, USM

10:45am - 11:30am

Tab 4

Faculty Initiated Discussion

Shared Governance

11:30am - 11:40am

Tab 5

Student Representative Discussion

Campus Communication

Items for Committee decisions and recommendations are noted in red.

Academic & Student Affairs Committee Meeting - Agenda

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

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Tenure at Time of Hire, Professor in the School of Nursing, UM

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

Board Policy 310: Tenure

UNIFIED ACCREDITATION CONNECTION:

BACKGROUND:

The University of Maine has requested that Dr. Colleen Marzilli be awarded tenure at the rank of Professor in the School of Nursing within the College of Natural Sciences, Forestry, and Agriculture at the University of Maine, effective August 1, 2023, in accordance with Board of Trustee Policy 310. Dr. Marzilli's credentials have been reviewed by the faculty of the School of Nursing at the University of Maine and received their full support.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the May 21-22, 2023 Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic & Student Affairs Committee and approves tenure at time of hire, Professor in the School of Nursing at the University of Maine with tenure to be effective August 1, 2023.

04/13/2023



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

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

Date: April 11, 2023

To: Dannel Malloy, Chancellor
University of Maine System

From: Jeffrey St. John, Interim VCASA
The University of Maine System (UMS)

Regarding: Tenure at Time of Hire for Dr. Colleen Marzilli at the University of Maine

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

President Joan Ferrini-Mundy, Provost John Volin, and appropriate University of Maine (UM) administrators are recommending and requesting consideration of immediate tenure at the rank of full professor in the Department of Nursing in the College of Natural Sciences, Forestry, and Agriculture for Dr. Colleen Marzilli, effective August 1, 2023

Dr. Marzilli was selected through a rigorous national search process. She has an impressive record of teaching, scholarship and public service.

After reviewing Dr. Marzilli's credentials, I also concur with the recommendation of tenure at the rank of professor. Dr. Marzilli's academic achievements demonstrate that she meets the standards for tenure at the University of Maine and the scholarly expectations of the Professor rank.

I approve 	I do not approve for the reasons listed below	Additional information needed for decision	Action
			Approval of Tenure at time of hire for Dr. Colleen Marzilli.


Chancellor Dannel Malloy


Date

Office of the President
University of Maine
University of Maine at Machias



5703 Alumni Hall
Orono, Maine 04469-5703
Tel: 207.581.1512
umaine.edu
machias.edu

March 27, 2023

Dr. Dannel Malloy
Chancellor
University of Maine System
267 Estabrooke Hall
University of Maine
Orono, ME 04469

Dear Chancellor Malloy:

In accordance with Board of Trustee policy concerning appointments, I am pleased to forward for your approval and transmittal to the Board of Trustees my recommendation that Dr. Colleen Marzilli be awarded tenure at the rank of professor effective August 1, 2023. According to Section 310 (Tenure) of the University of Maine System Administrative Procedures Manual, “[at] the time of initial appointment, exceptionally qualified individuals may be awarded tenure at the rank of full professor, with the approval of the appointment by the Trustees.”

Dr. Marzilli was hired as a spousal accommodation for Dr. T. Scott Marzilli, Associate Provost for Student Success and Innovation.

Dr. Marzilli currently holds the position of tenured professor at the University of Texas at Tyler School of Nursing. She holds a Ph.D. in Nursing from the University of Texas at Tyler and a Doctorate of Nursing Practice in Public Health Nursing from the University of Tennessee Health Science Center. She has served as a faculty member at the University of Texas at Tyler since 2009.

The School of Nursing peer committee reviewed Dr. Marzilli’s curriculum vitae based on the school’s evaluation criteria and determined that she meets or exceeds their standards for teaching, research, and service. She has published 22 peer-reviewed articles and authored three book chapters. She has a strong record of seeking internal and external funding. Dr. Marzilli has met the School of Nursing’s metrics for excellence in teaching by meeting or exceeding the 4.0 median benchmark on her course evaluations throughout her 13-year academic career as a nursing faculty. She consistently displays a high level of service by serving on national review boards and holding leadership positions.

Dr. Colleen Marzilli Tenure Recommendation
Page 2

The recommendation for immediate tenure has the full support of the School of Nursing peer committee; Kelley Strout, Director of the School of Nursing; Diane Rowland, Dean of the College of Natural Sciences, Forestry, and Agriculture; and John Volin, Executive Vice President for Academic Affairs and Provost. Copies of these recommendations, Dr. Marzilli's curriculum vitae, and the School of Nursing evaluation criteria are attached.

The University of Maine will be very fortunate to have Dr. Marzilli as a member of the faculty in the School of Nursing. I enthusiastically support her appointment as professor with the award of tenure effective August 1, 2023.

Questions concerning this appointment should be directed to Nicole Lawrence, Interim Vice President for Human Resources. Thank you for your assistance in this matter.

Sincerely,



Joan Ferrini-Mundy
President

JFM/da

Enclosures (6)

cc: John C. Volin, Executive Vice President for Academic Affairs and Provost
Diane L. Rowland, Dean, College of Natural Sciences, Forestry, and Agriculture
Kelley Strout, Director, School of Nursing (for personnel file)

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

March 20, 2023

Joan Ferrini-Mundy
President
University of Maine
200 Alumni Hall
Campus

Dear President Ferrini-Mundy:

I am pleased to forward for your approval and transmittal to Chancellor Malloy my recommendation that Dr. Colleen Marzilli be appointed at the rank of professor and awarded tenure effective at the time of her appointment on August 1, 2023.

The recommendation for tenure has been reviewed and approved by the Peer Committee in the School of Nursing; Kelley Strout, Director of the School of Nursing; and Diane Rowland, Dean of the College of Natural Sciences, Forestry, and Agriculture.

A copy of Dr. Marzilli's curriculum vitae is attached for your review. Dr. Marzilli's contributions to teaching, scholarship, and service meet the school's evaluation criteria (attached) for the rank of professor with tenure. Dr. Marzilli was hired as a spousal accommodation for Dr. T. Scott Marzilli, Associate Provost for Student Success and Innovation. She achieved promotion to full professor in November 2022 at the University of Texas at Tyler School of Nursing.

Dr. Marzilli meets the School of Nursing's metrics for excellence in teaching by meeting or exceeding the 4.0 median benchmark on her course evaluations throughout her 13-year academic career as a nursing faculty at University of Texas at Tyler. Her highly skilled credentials as a Family Nurse Practitioner with two doctoral degrees and experience teaching in a range of simulation, didactic, laboratory, clinical, graduate, and undergraduate courses make her highly qualified to teach across all School of Nursing programs. She exceeds the scholarship requirements with 22 peer-reviewed articles published from 2017-2022, with 5 as first author. In addition, she has authored three book chapters in nursing textbooks. She has received \$11,000 in internal funding to support her work and has actively applied for more than \$2 million in internal and external grants. She is an active researcher and scholar in the areas of fatigue and persistence. Dr. Marzilli has invested significant service within her School of Nursing, to the university, the community, and national nursing organizations.

Colleen Marzilli Tenure Recommendation

Page 2

I support Dr. Marzilli's appointment as professor with immediate tenure effective August 1, 2023. She will contribute impact and support to UMaine's highly recognized and respected nursing programs.

Sincerely,



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

JCV/da

Enclosures (5)

cc: Diane L. Rowland, Dean, College of Natural Sciences, Forestry, and Agriculture
Kelley Strout, Director, School of Nursing (for personnel file)

Office of the Dean and Director
*College of Natural Sciences,
 Forestry, and Agriculture
 Maine Agricultural and Forest
 Experiment Station*



5782 Winslow Hall
 Orono, Maine 04469-5782
 Tel: 207-581-3202
 Fax: 207-581-3207
 www.umaine.edu

December 28, 2022

Dr. John Volin
 Executive Vice President for Academic Affairs & Provost
 201 Alumni Hall
 University of Maine
 CAMPUS

Dear Provost Volin:

I have reviewed the recommendations from the School of Nursing (SON) peer committee and director, Kelley Strout, concerning the granting of tenure upon hire at the full professor rank for Dr. Colleen Marzilli. Based on their unanimous support, I concur with their recommendation to grant tenure upon hire, with the Board of Trustees approval, to Dr. Marzilli.

Dr. Marzilli achieved promotion to full professor at the University of Texas at Tyler School of Nursing in November 2022. Based on her qualifications, our SON peer committee and director found her level of scholarship and achievements in teaching and research/professional activity to also be worthy of their standards for both tenure and the rank of full professor at the University of Maine. She is an active researcher and scholar in the areas of fatigue and persistence – topics that align well with the current UMaine SON focus on well being and health of nursing professionals.

We are excited to have Dr. Marzilli join the SON community in 2023 and I have no doubt she will contribute impact and support to our highly recognized and respected UMaine nursing programs.

Sincerely,

Diane L. Rowland
 Dean of the College of Natural Sciences, Forestry and Agriculture
 Director of the Maine Agricultural and Forest Experiment Station
 105 Winslow Hall
 University of Maine
 Orono, ME 04469
 207-581-3202
 diane.rowland@maine.edu

College of Natural Sciences,
Forestry, and Agriculture
School of Nursing



5729 Dunn Hall
Orono, ME 04469-5724
Tel: 207.581.2592
Fax: 207.581.2585
umaine.edu/nursing

December 16, 2022

Dr. Diane Rowland
College of Natural Sciences, Forestry, and Agriculture
University of Maine

Dear Dean Rowland,

The UMaine School of Nursing Peer Review Committee evaluated Dr. Colleen Marzilli's scholarship, service, and teaching against the school's peer review criteria. The committee determined that Dr. Marzilli's contributions to teaching, scholarship, and service meet the rank of professor. I support the Peer Committee's recommendation to hire Dr. Marzilli at the rank of Professor with tenure.

Teaching

UMaine School of Nursing has established metrics for excellence in teaching evaluations. The school reviews a median score of 4.0 on a 5-point scale as meeting the target benchmark. Throughout Dr. Marzilli's 13-year academic career as a nursing faculty at Texas Tyler, she has met or exceeded the 4.0 median benchmark on her course evaluations for nearly a decade. Additionally, Dr. Marzilli has supported faculty through mentorship and was inducted into the National Academies of Practice as a fellow. Her highly skilled credential as a Family Nurse Practitioner with two doctoral degrees and experience teaching in a range of simulation, didactic, laboratory, clinical, graduate and undergraduate courses make her highly qualified to teach across all school of nursing programs.

Scholarship

Dr. Marzilli exceeds the scholarship requirements within the School of Nursing peer review criteria. She published 22 peer-reviewed articles from 2017-2022, with 5 as first author. She authored three book chapters in nursing textbooks. She has received \$11,000 in internal funding to support her work. However, she has actively applied for more than \$2million in internal and external grants.

Service

She has invested significant service within her School of Nursing, to the university, the community, and national nursing organizations. She served as the president of Sigma Theta Tau International Honor Society, secretary for the Texas Nurses Association, and American Nurse Association Membership Assembly representative. She's also served on the faculty senate and the covid-19 response team.

In summary, Dr. Marzilli's meets the School of Nursing's peer review criteria at the rank of professor. I fully support the peer committee's recommendation to hire her with tenure at the rank of professor.

Sincerely,

Kelley Strout, Ph.D., RN
Director UMaine School of Nursing
Associate Professor
207-581-2601
kelley.strout@umaine.edu

College of Natural Sciences,
Forestry, and Agriculture
School of Nursing



5724 Dunn Hall
Orono, Maine 04469-5724
207.581.2592
Fax: 207.581.2585
umaine.edu/nursing

December 16, 2022

Kelley Strout, PhD, R.N.
Director, School of Nursing
University of Maine
Orono, ME 04469

Dear Dr. Strout,

On November 11, 2022, The University of Texas at Tyler School of Nursing Tenure and Promotion Committee determined that Dr. Colleen Marzilli met or exceeded all their requirements to support her promotion to the rank of Professor. On December 15, 2022, the Peer Review Committee of the School of Nursing at the University of Maine met to review Dr. Marzilli's portfolio to be hired as a tenured Professor. Votes were unanimously in favor of Dr. Marzilli's hire with tenure as a Professor (three votes). The following summary represents our review of Dr. Marzilli's past contributions to teaching, scholarship, and service.

Teaching/Advisement

Dr. Marzilli has demonstrated proficiency as an educator with evaluations consistently about 4.0 on a 1–5-point scale where she has taught courses to include Capstone, Legal Regulatory & Finance, Advance Epidemiology, and Population Health. Dr. Marzilli demonstrated expertise and incorporated student feedback for course improvement. In the summer of 2018, Dr. Marzilli served as the Faculty Advisor and Coordinator for the Shandong University International Collaboration, with over 100 hours of collaboration and almost 300 hours of Teaching Enhancement Activities. In 2020, she was inducted into the National Academies of Practice as a Fellow.

Scholarship/Professional Activity/Research

Dr. Marzilli has authored three book chapters, including Communication, Collaboration, and Technology in *Community and Public Health Nursing: Promoting the Public's Health* (10th ed.). Dr. Marzilli has authored 22 journal articles from 2017-2022, with five as the first author. Dr. Marzilli reached readers via 34 LinkedIn Pulse articles; topics included fatigue, tenacity, grief, gratitude, courage, bravery, and persistence. Since 2018, Dr. Marzilli has presented 10 posters and delivered 38 presentations at local, national, and international venues. During the same time, Dr. Marzilli sought over 2 million dollars in internal and external funding and was awarded \$11,000 in internal grants. Funding in the process includes a \$200,000 Nursing Innovation Grant Program.

Service

Dr. Marzilli consistently displays a high level of service by serving on national review boards and holding leadership positions, including past president of Sigma Theta Tau International Honor Society for Nursing Iota Nu Chapter at Large, Secretary for the Texas Nurses Association, and American Nurse Association Membership Assembly Representative. Dr. Marzilli also served on Faculty Senate and the COVID Incident Response Team.

Dr. Marzilli meets the University of Maine School of Nursing's tenured Professor requirements in teaching, scholarship/professional activity/research, and service. The Peer Review Committee strongly supports her hire with tenure at the rank of Professor.

Deborah A. Saber, PhD, RN, CCRN-K Deborah A. Saber Date 12-16-2022
Associate Professor School of Nursing
Chairperson, Peer Review Committee

Valerie Herbert, DNP, RN, CNE Valerie M. Herbert Date 12/16/2022
Associate Professor School of Nursing
Member, Peer Review Committee

Mary Tedesco-Schneck, PhD, RN, CPNP Mary Tedesco-Schneck Date 12/16/2022
Associate Professor School of Nursing
Member, Peer Review Committee

cc: Colleen Marzilli; Personnel File; Peer Review File

Colleen Marzilli

**PhD, DNP, MBA, APRN, Med/Surg-BC, CCM, PHNA-BC,
CNE, NEA-BC, FNP-BC, FNAP**

Contact Information

2304 McClendon
Houston, TX 77030
colleenerin@gmail.com
(903)571.4739

Current Position

Position: Associate Professor of Nursing at The University of Texas at Tyler
Current Academic Rank: Associate Professor

Degrees

2015	Ph.D., Nursing, The University of Texas at Tyler, Tyler, Texas, United States Dissertation: Cultural Competence Among Nursing Faculty
2011	D.N.P., Doctorate of Nursing Practice in Public Health Nursing, University of Tennessee Health Science Center, Memphis, Tennessee Dissertation: Program Evaluation of Cuban Public Health Program
2009	M.S.N., Nursing Administration, The University of Texas at Tyler, Tyler, Texas M.B.A., Business Administration, The University of Texas at Tyler, Tyler, Texas
2006	B.S.N., Nursing, The University of Texas at Tyler, Tyler, Texas

Professional Licensures & Certifications

2021	Family Nurse Practitioner- Board Certified, American Nurses Credentialing Center
2017	Nurse Executive Advanced- Board Certified, American Nurses Credentialing Center
2012	Certified Nurse Educator, National League for Nursing
2011	Advanced Public Health Nurse-Board Certified, American Nurses Credentialing Center
2011	Nursing Education Certificate, The University of Texas at Tyler
2009	Registered Nurse- Board Certified in Medical Surgical Nursing, American Nurses Credentialing Center
2009	Certified Case Manager, Commission for Case Manager Certification
2021	Advanced Practice Registered Nurse, Texas Board of Nursing
2007	Registered Nurse, Texas Board of Nursing

Work Experience

2017 - Ongoing

Associate Professor, The University of Texas at Tyler, Tyler, Texas

2011 - 2017

Assistant Professor, The University of Texas at Tyler, Tyler, Texas, 2017

2009 - 2011

Clinical Instructor, University of Texas at Tyler, Tyler, Texas, 2011

2008 - 2009

Care Manager, Trinity Mother Frances Hospital, Tyler, Texas, 2009

2007 - 2008

Staff Nurse, Trinity Mother Frances Hospital, Tyler, Texas, 2008

Scholarly Contributions and Creative Productions

Chapter

Completed/Published

- Marzilli, C. (2021). Section 11: Self love. In *Your Daily Dose: Rx.... 52 Wellness Hacks*. SMWGroup Publishers.
- Marzilli, C. (2021). Section 12: Social media. In *Your Daily Dose: Rx.... 52 Wellness Hacks*. SMWGroup Publishers.
- Marzilli, C. (2016). Chapter 6 PERSPECTIVES: Structure and evaluation of Cuban versus the United States healthcare system. In *Community and Public Health Nursing: Promoting the Public's Health (9th ed.)*. Philadelphia, PA: Wolters Kluwer/Lippincott, Williams, & Wilkins.
- Marzilli, C. (2016). Chapter 10: Communication and collaboration in the 21st century: Informatics and health technology in community health nursing. In *Community and Public Health Nursing: Promoting the Public's Health (9th ed.)*. Philadelphia, PA: Wolters Kluwer/Lippincott, Williams, & Wilkins.
- Marzilli, C. (2016). Chapter 26: Clients with disabilities and chronic illnesses. In *Community and Public Health Nursing: Promoting the Public's Health (9th ed.)*. Philadelphia, PA: Wolters Kluwer/Lippincott, Williams, & Wilkins.
- Marzilli, C. (2011). Chapter 11: Cholinesterase inhibitors in myasthenia gravis, Alzheimer's, and glaucoma. In *Pharmacology for Nursing Practice: Partners in Therapeutic Care*. Chicago: McGraw-Hill.
- Marzilli, C. (2011). Chapter 7: Drug therapy during pregnancy and lactation. In *Pharmacology for Nursing Practice: Partners in Therapeutic Care*. Chicago: McGraw-Hill.
- Marzilli, C. (2012). Chapter 26: Drug therapy for alcohol and nicotine abuse. In *Pharmacology for Nursing Practice: Partners in Therapeutic Care*. Chicago: McGraw-Hill.

Journal Article

Completed/Published

- Gunawan, J., Aungsuroch, Y., Fisher, M., & Marzilli, C. (2022). Novelty: Nursing scholars' guide for successful publication. *Belitung Nursing Journal*, 8(5), 378-380. doi: 10.33546/bnj.2367
- Marzilli, C. (2022). Policy concerns for cultural care: Cultural competence in nursing education to reduce health disparities, save money, and increase patient-centered care. *IOSR Journal of Nursing and Health Science*, 11(4). doi: 10.9790/1959-1104050103

- Gunawan, J., Aunguroch, Y., Fisher, M., Marzilli, C., Nazliansyah, N., & Sukarna, A. (2022). Identifying and understanding challenges to inform new approaches to improve vaccination rates: A qualitative study in Indonesia. *Journal of Nursing Scholarship*, 2022(00), 1-11. doi: 10.1111/jnu.12793
- Marzilli, C. (2022). Creating the future of nursing in the post-pandemic world. *Belitung Nursing Journal*, 8(3), 185-186.
- Gunawan, J., Marzilli, C., & Aunguroch, Y. (2022). Sustaining e-caring leadership in a post-pandemic world. *Belitung Nursing Journal*, 8(1), 1-3.
- Gunawan, J., Aunguroch, Y., Watson, J., & Marzilli, C. (2022). Nursing administration: Watson's Theory of Human Caring. *Nursing Science Quarterly*, 35(2), 235-243.
- Gunawan, J., & Marzilli, C. (2021). Senior first, junior second. *Nursing Forum*, 57(1), 182-186.
- Gunawan, J., Marzilli, C., & Aunguroch, Y. (2021). Establishing appropriate sample size for developing and validating a questionnaire in nursing research. *Belitung Nursing Journal*, 7(5), 356-360.
- Gunawan, J., Aunguroch, Y., Marzilli, C., Fisher, M. L., Nazliansyah, N., & Sukarna, A. (2021). A phenomenological study of the lived experience of nurses in the battle of COVID-19. *Nursing Outlook*, 69(4), <https://doi.org/10.1016/j.outlook.2021.01.020>.
- Willis, K., & Marzilli, C. (2021). Conceptualizing Narrative Health in Human-Facing Professions to Develop Cultural Competence and Improve Communication During the COVID-19 Pandemic. *Advances in Social Sciences Research Journal*, 8(1), 32-36.
- Willis, K., & Marzilli, C. (2021). Social determinants or non-medical factors affecting health. *IOSR Journal of Dental and Medical Sciences*, 20(1), 45-59.
- Gunawan, J., Aunguroch, Y., Fisher, M. L., McDaniel, A., & Marzilli, C. (2020). Perceived managerial competence of first-line nurse: A comparative analysis among public hospitals. *Policy, Politics, and Nursing Practice*, 21(3), 151-163.
- Willis, K., Tuell, C., & Marzilli, C. (2020). Exploring Digital Health Promotion and Education in East Texas: Pathways to Improving Access. *Journal of Health Education Teaching*, 11(1), 43-55.
- Gunawan, J., Aunguroch, Y., Fisher, M. L., McDaniel, A. M., & Marzilli, C. (2020). Managerial Competence of First-Line Nurse Managers in Public Hospitals in Indonesia. *Journal of Multidisciplinary Healthcare*, 13, 1017-1025. <http://doi.org/10.2147/JMDH.S269150>.
- Gunawan, J., Aunguroch, Y., & Marzilli, C. (2020). "New Normal" in Covid-19 Era: A Nursing Perspective from Thailand. *Journal of the American Medical Directors Association*, 21(10), 1514-1515.

- Gunawan, J., Aungsuroch, Y., Fisher, M. L., Marzilli, C., & Liu, Y. (2020). Factors Related to Clinical Competence of Registered Nurses: Systematic Review and Meta-Analysis. *Journal of Nursing Scholarship*, 52(6), 623–633.
- Deal, B. J., Hermanns, M., Marzilli, C., Fountain, R., Mokhtari, K., & McWhorter, R. R. (2020). A Faculty-Friendly Framework for Improving Teaching and Learning through Service-Learning. *Journal of Service-Learning in Higher Education*, 10. <https://journals.sfu.ca/jslhc/index.php/jslhc/article/view/178>
- Deal, B. J., Hermanns, M., Marzilli, C., Fountain, R., McWhorter, R. R., & Mokhtari, K. (2020). A Faculty-Friendly Framework for Improving Teaching and Learning through Service-Learning. *Journal of Service-Learning in Higher Education*, 10(2020), 3–11. Role as co-author: 35
- Deal, B. J., Hermanns, M., Marzilli, C., Fountain, R., Mokhtari, K., & McWhorter, R. R. (2020). A faculty-friendly framework for improving teaching and learning through service-learning. *Journal of Service-Learning in Higher Education*, 10(2020), 3–11. <http://journals.sfu.ca/jslhc/index.php/jslhc/article/view/178>
- Deal, B. J., Hermanns, M. L., Marzilli, C., Fountain, R., Mokhtari, K., & McWhorter, R. R. (2019). A Faculty-Friendly Framework for Improving Teaching and Learning through Service-Learning. *The Journal of Service-Learning in Higher Education*.
- Lusk, M. D., & Marzilli, C. (2018). Innovation with Strengths: A Collaborative Approach to PhD/DNP Integration in Doctoral Education. *Nursing Education Perspectives*, 39(5), 327–328.
- Tseng, B., & Marzilli, C. (2018). Diagnosis and Management of Post-Stroke Fatigue- What Do We Know, What Do We Still Need to Know. *Research in Medical and Engineering Sciences*, 4(5), 1–5.
- Marzilli, C. (2017). A review of the theoretical framework of culture and value applied to nursing. *International Journal of Nursing*, 6(6), 47–65.
- Marzilli, C., & Mastel-Smith, B. (2017). Cultural Competence of Pre-Licensure Nursing Faculty. *Journal of Nursing Education and Practice*, 7(9), 90–97.
- Marzilli, C., & Mastel-Smith, B. (2016). Cultural competence of pre-licensure nursing faculty. *Journal of Nursing Education and Practice*.
- Marzilli, C. (2016). Cultural competence in nursing students. *IOSR: Journal of Nursing and Health Science*, 5(5), 59–62.
- Marzilli, C. (2016). Assessment of cultural competence in Texas nursing faculty. *Nurse Educator Today*, 45(10), 225–229. <http://dx.doi.org/10.1016/j.nedt.2016.08.021>
- Marzilli, C. (2016). A review of cultural competence in healthcare. *Researchers World: Journal of Arts, Sciences, and Commerce*, 7(3), 45–49.
- Marzilli, C. (2016). Concept analysis of value. *International Journal of Recent Advances in Multidisciplinary Research*, 3(11), 1919–1921.

- Marzilli, C. (2015). Photovoice and culture: Innovations in teaching nurses. *International Journal of Current Research in Life Sciences*, 4(11), 469–471.
<http://www.ijerls.com/issue/photovoice-and-culture-innovations-teaching-nurses>
- Marzilli, C. (2015). Challenges facing nursing faculty members teaching culturally competence nursing students using the multiple intelligences theory. *World Wide Journal of Multidisciplinary Research and Development*, 1(6), 16–20.
<http://www.jmrdr.com/vol%201/issue%206/17.html>
- Marzilli, C., Delello, J. A., Marmion, S. L., McWhorter, R. R., & Roberts, P. (2015). Exploring the perceptions of college students on the use of technology: What do they really think? *International Journal of Sciences: Basic and Applied Research*, 24(2), 434–456.
[http://gssrr.org/index.php?journal=JournalOfBasicAndApplied&page=article&op=view&path\[\]=4588&path\[\]=2485](http://gssrr.org/index.php?journal=JournalOfBasicAndApplied&page=article&op=view&path[]=4588&path[]=2485)
- Marzilli, C. (2015). A review of the Cuban health system policlinico. *Journal of Biological Science*, 2(12), 78–82. <http://www.ijrdo.org/International-Journal-of-Research-&-Development-Organisation-pdf/Biological%20Science/2015/Dec-Jbs-8.pdf>
- Marzilli, C. (2014). Concept analysis of culture applied to nursing. *Creative Nursing*, 20(4), 227–233. <http://dx.doi.org/10.1891/1078-4535.20.4.227>
- Delello, J. A., McWhorter, R. R., Marmion, S. L., Camp, K. M., Everling, K. M., Neel, J. L., & Marzilli, C. (2014). The life of a professor: Stress and coping. *Polymath: An Interdisciplinary Journal of Arts & Sciences*, 4(1), 39–58.
<https://ojcs.siue.edu/ojs/index.php/polymath/article/view/2932/934>
- Marzilli, C. (2014). Cuba's maternal-child health. *Polymath: An Interdisciplinary Journal of Arts & Sciences*, 4(4), 19–30.
<https://ojcs.siue.edu/ojs/index.php/polymath/article/view/2968/1072>
- Delello, J. A., McWhorter, R. R., Marmion, S. L., Camp, K. M., Everling, K. M., Neel, J. L., & Marzilli, C. (2014). The life of a professor: Stress and coping. *Polymath: An Interdisciplinary Arts and Sciences Journal*.
- Marzilli, C., Delello, J. A., Marmion, S. L., McWhorter, R. R., Roberts, P., & Marzilli, S. (2014). Faculty attitudes towards integrating technology and innovation. *International Journal on Integrating Technology in Education*, 3(1).
<http://dx.doi.org/10.5121/ijite.2014.3101>

In Progress

- Marzilli, C. (2022). Service-learning as a pedagogy in graduate nursing students. *Pedagogy in Health Promotion*.
- Marzilli, C. (2022). International nursing faculty attitudes towards cultural competence. *International Journal of Nursing Education and Scholarship*.
- Marzilli, C. (2022). Cultural competence exploration through guided journaling in pre-licensure nursing students. *Nurse Education Perspectives*.

Other

Completed/Published

Marzilli, C. (2020). Unconscious Bias: What Nurses Need to Know. *Texas Nurses Association Check Up*.

Marzilli, C. (2020). Physical distancing NOT social distancing. *LinkedIn*.
<https://www.linkedin.com/pulse/physical-distancing-social-colleen-marzilli/>

Marzilli, C. (2018). What We Wear and Words. *LinkedIn*.
<https://www.linkedin.com/pulse/what-we-wear-words-colleen-marzilli/>

Marzilli, C. (2018). Imposter and Where We Are Meant To Be. *LinkedIn*.
<https://www.linkedin.com/pulse/imposter-where-we-meant-colleen-marzilli/>

Marzilli, C. (2018). Women, Leadership, and International Women's Day. *LinkedIn*.
<https://www.linkedin.com/pulse/women-leadership-international-womens-day-colleen-marzilli/>

Marzilli, C. (2018). Spring, Change, and #metoo. *LinkedIn*.
<https://www.linkedin.com/pulse/spring-change-metoo-colleen-marzilli/>

Marzilli, C. (2018). Collegiality and Kindness. *LinkedIn*.
<https://www.linkedin.com/pulse/collegiality-kindness-colleen-marzilli/>

Marzilli, C. (2018). Leadership, Women, and Emotions. *LinkedIn*.
<https://www.linkedin.com/pulse/leadership-women-emotions-colleen-marzilli/>

Marzilli, C. (2018). Courage, Bravery, and Persistence. *LinkedIn*.

Marzilli, C. (2018). Boldness and Opportunity. *LinkedIn*.
<https://www.linkedin.com/pulse/boldness-opportunity-colleen-marzilli/>

Marzilli, C. (2018). Professionalism and Passion. *LinkedIn*.
<https://www.linkedin.com/pulse/professionalism-passion-colleen-marzilli/>

Marzilli, C. (2018). Recognition and Celebration. *LinkedIn*.
<https://www.linkedin.com/pulse/recognition-celebration-colleen-marzilli/>

Marzilli, C. (2018). Messes and Mistakes. *LinkedIn*.
<https://www.linkedin.com/pulse/messes-mistakes-colleen-marzilli/>

Marzilli, C. (2018). Collaboration and Partnerships. *LinkedIn*.
<https://www.linkedin.com/pulse/collaboration-partnerships-colleen-marzilli/>

Marzilli, C. (2018). Magic and Majesty. *LinkedIn*. <https://www.linkedin.com/pulse/magic-majesty-colleen-marzilli/>

Poster Presentation

Completed/Published

- Marzilli, C., & Willis, K. (2021, March). *Cultural Competence to Improve Healthcare Professionals' Cultural Competence. 2021 Virtual NAP Forum*. Virtual: National Academies of Practice.
- Marzilli, C. (2021, February). *Cultural Competence Education to Improve Nursing Students' Competence. Creating Healthy Work Environments VIRTUAL 2021*. Virtual: Sigma Theta Tau International Honor Society for Nursing.
- Marzilli, C. (2020, March). *Cultural Competence and Nursing Faculty: Implications for Future Research. Beta Chi Research Conference*. Shreveport, LA: Sigma Theta Tau International Honor Society for Nursing Beta Chi Chapter.
- Marzilli, C. (2020, May). *Culture and Bias: What Matters. East Texas Research Conference 2020*. Tyler, TX: The University of Texas at Tyler.
- Marzilli, C., & McInnis, M. (2020, March). *Challenges Related to AED Usage in the Community Setting. Beta Chi Research Conference*. Shreveport, LA: Sigma Theta Tau International Honor Society for Nursing Beta Chi Chapter.
- Marzilli, C. (2019, May). *Cultural competence and nursing faculty: Implications for East Texas. East Texas Research Conference*. The University of Texas at Tyler: The University of Texas at Tyler.
- Marzilli, C., & Lusk, M. D. (2018, February). *The Implementation of a Strengths-Based DNP Program to Develop Leadership Competencies in Doctorate of Nursing Practice Students. Texas Organization of Nurse Executives Annual Conference 2018*. Dallas, Texas: Texas Organization of Nurse Executives.
- Marzilli, C. (2018, March). *Exploring Culture with DNP Students. Beta Chi Sigma Nursing and Research Conference*. Bossier City, Louisiana: Beta Chi Chapter- Sigma Theta Tau International Honor Society for Nursing.
- Lusk, M. D., & Marzilli, C. (2018, March). *Teaching Doctoral Nursing Students with Strengths. Beta Chi Sigma Nursing and Research Conference*. Bossier City, Louisiana: Beta Chi Chapter, Sigma Theta Tau International Honor Society for Nursing.
- Chilton, J., Greer, D. B., Hermanns, M. L., & Marzilli, C. (2015, April). *The Affordable Care Act and Student Perceptions. Faculty Awards - UT Tyler*.
- Chilton, J., Greer, D. B., Hermanns, M. L., & Marzilli, C. (2015, April). *The Affordable Care Act and Student Perceptions. Faculty Awards - UT Tyler*.
- Chilton, J., Greer, D. B., Hermanns, M. L., & Marzilli, C. (2015, April). *The Affordable Care Act and Student Perceptions. Faculty Awards - UT Tyler*.

Chilton, J., Greer, D. B., Hermanns, M. L., & Marzilli, C. (2015, April). *The Affordable Care Act and Student Perceptions. Faculty Awards- UT Tyler*. The University of Texas at Tyler: UT Tyler.

Greer, D. B., & Marzilli, C. (2014, September). *Comparison of alcohol-based sanitizers versus personal protective equipment on the incidence of hospital-associated infections. 1st Annual Interprofessional Evidence-Based Practice Conference*. The Cowan Center at The University of Texas at Tyler: Trinity Mother Frances in conjunction with The University of Texas at Tyler.

Marzilli, C. (2013, October). *Crucial conversations in nursing: Cultural competence. 40th Annual National Conference on Professional Nursing Educators Group and Development (PNEG), Lessons from Oz: Assuring Capabilities for Future Nursing Education and Practice*. Kansas City, MO: Professional Nursing Educators Group and Development. https://pneg.files.wordpress.com/2013/10/pneg_brochure-101413.pdf

Marzilli, C., & Marzilli, S. (2013, November). *Where is cultural competency in nursing education? American Public Health Association 141st Annual Meeting*. Boston, MA: American Public Health Association. <https://apha.confex.com/apha/141am/webprogram/Paper292321.html>

Marzilli, C. (2013, October). *The semantics involved in transcultural nursing. 39th Annual Conference of the Transcultural Nursing Society*. Albuquerque, NM: Transcultural Nursing Society.

Harris, C. (2010, September). *Independent practice for the DNP. Doctors of Nursing Practice 3rd Annual Conference*. San Diego, CA: Doctors of Nursing Practice. <http://www.doctorsofnursingpractice.org/poster-presentations-for-the-2010-conference/>

Presentation

Completed/Published

Marzilli, C. (2021, May). *Implicit Bias in Nursing: Improving Patient Outcomes. 9th Annual International Conference on Health & Medical Sciences 3-6 May 2021, Athens, Greece*. Athens, Greece: Athens Institute for Education and Research.

Marzilli, C. (2021, January). *Implicit Bias: What Every Nurse Needs to Know. Texas Nurses Association Nurse Talks*. Virtual: Texas Nurses Association.

Marzilli, C. (2020, Autumn). *Reset, Refocus, Reconnect, and Recharge. Black Nurses Rock Tyler Fall Meeting*. Virtual: Black Nurses Rock Tyler.

Marzilli, C. (2020, August). *Nursing Careers and Beyond. 6th Pre-Health Conference*. Virtual: The University of Texas Health Science Center Tyler.

Willis, K., & Marzilli, C. (2020, Autumn). *Health, Hope, and Healing: Leveraging the Strength of Cultural Competence to Find a Way Forward. Methodist Cares Program*. Virtual: Methodist Cares Program.

- Marzilli, C., Brooks, A. M., Tuitt, K., & LaMontagne, K. (2020, Autumn). *Work Life Balance. Global Healthcare Leadership Summit*. Virtual: Lead4Excellence.
- Marzilli, C. (2020, July). *Evidence-based practice during COVID-19. Armenian Nurses Association*. Virtual-Armenia: Armenian Nurses Association.
- Marzilli, C. (2020, June). *MSVA: Nursing as a Profession. Medical Scholars Virtual Academy*. Virtual: The University of Texas Health Science Center at Tyler Medical Scholars Virtual Academy.
- Marzilli, C. (2020, February). *Call to Care: Exploring Nursing. Pre-Health Conference at UT Health East Texas*. The University of Texas Health Science Center Tyler: UT Health East Texas.
- Marzilli, C. (2020, June). *Grace, Joy, and Hope for the Nursing Profession. Armenian Nurses Association*. Virtual- Armenia: Armenian Nurses Association.
- Weinstein, S., & Marzilli, C. (2020, April). *Separation Anxiety and Fatigue: The New Normal During COVID-19. Armenian Nurses Association*. Virtual- Armenia: Armenian Nurses Association.
- Marzilli, C. (2020, January). *Careers in Nursing. Pre-Health Conference Jacksonville*. Jacksonville High School, Jacksonville, TX: UT Health East Texas.
- Marzilli, C. (2019, October). *Cultural Competence in Healthcare. Pre-Med Enrichment Group Series*. The University of Texas Health Science Center Tyler: UT Health East Texas.
- Marzilli, C. (2019, August). *Using poverty simulation to teach DNP students online. 12th Annual Doctors of Nursing Practice Conference*. Washington, DC: Doctors of Nursing Practice.
- Marzilli, C., & Koehn, M. W. (2019, May). *Leading through Grace Under Fire. 2019 East Texas Leadership Summit*. Tyler Junior College: Hispanic Professionals Association of Tyler.
- Marzilli, C. (2018, October). *Teaching for the 21st Century: Incorporating Cultural Awareness and Cultural Competence in the Classroom. Center for Excellence in Teaching and Learning Workshop Series*. The University of Texas at Tyler: The University of Texas at Tyler: Center for Excellence in Teaching and Learning.
- Marzilli, C. (2018, November). *Staying Well in Winter. Invited Presentation to Andy Woods Elementary Parents, Teachers, and Students*. Tyler, TX: Andy Woods Elementary PTO.
- Marzilli, C., & Lusk, M. D. (2018, Spring). *Sustaining the DNP: Strategies for the Future in Clinical and Administrative Practice. 2018 Eleventh National Doctors of Nursing Practice Conference*. California: Doctors of Nursing Practice Organization.
- Marzilli, C. (2018, May). *Population Health within the Context of Culture: How DNP Course Content Affects Cultural Competence. International Conference on Nursing*. London, England.

- Marzilli, C., & Crisp, M. D. (2017, February). *Using strengths to leverage nursing doctoral students' potential. 31st Annual Conference of the Southern Nursing Research Society*. Dallas, TX: Southern Nursing Research Society.
- Marzilli, C. (2017, Spring). *Online service-learning, cultural awareness, learning outcomes, and student satisfaction. 31st Annual Conference of the Southern Nursing Research Society (SNRS)*. Dallas, Texas: Southern Nursing Research Society (SNRS).
- Marzilli, C. (2016, Summer). *Cultural competence and cultural assessment in teaching. 2016 International Summer Workshop, Innovations in Teaching*. The University of Texas at Tyler: CONHS International Programs.
- Marzilli, C. (2016, Summer). *Service learning: Impacting education through service learning. 2016 International Summer Workshop, Innovations in Teaching*. The University of Texas at Tyler: CONHS International Programs.
- Marzilli, C. (2016, Summer). *Texas pre-licensure nursing faculty members' attitudes towards cultural competence. First Annual Alumni Poster Presentation: PhD/DNP Orientation*. The University of Texas at Tyler: PhD Alumni Group.
- Marzilli, C. (2016, Spring). *Texas Pre-Licensure Nursing Faculty Members' Cultural Competence. 30th Annual Conference of the Southern Nursing Research Society (SNRS)*. Williamsburg, Virginia: Southern Nursing Research Society (SNRS).
<http://snrs2016abstracts.conferencespot.org/61616-snrs-1.2951650/colleen-marzilli-1.2952089>
- Salisbury, J., Locke, B., Marzilli, C., & Dong, X. N. (2016, March). *Effects of the Valsalva maneuver on the core muscle groups and injury reduction: EMS lifting simulations. Annual Meeting of Texas Chapter of American College of Sports Medicine*. College Station, TX: Texas Chapter of American College of Sports Medicine.
- Marzilli, C. (2015, Autumn). *Nursing and culture: Why nurses should care as they improve health in their community. The Third International Nursing Congress of Armenia*. Yerevan, Armenia: Ministry of Health, RA; Ministry of Education and Science, RA; Armenian Association of Nursing Administrators.
- Marzilli, C. (2015, Autumn). *Nurses wear a crown: Empowering nurses to improve health. The Third International Nursing Congress of Armenia*. Stepanakert, Nagorno-Karabakh.
<http://www.nursingcongress.am/?com=module&module=menu&id=51>
- Marzilli, C. (2015, Autumn). *Online and service-learning: Engaging and changing communities across the world. PASCAL 2015*. Catania, Italy: PASCAL.
- Marzilli, C. (2015, Spring). *Virtual cultural experiences: 21st century college students. 2015 Faculty Symposium*. The University of Texas at Tyler.
- Marzilli, C. (2015, Spring). *Affordable care and engaging with students: Graduate nursing policy. 2015 Faculty Symposium*. The University of Texas at Tyler.
- Marzilli, C. (2013, Autumn). *Reflections of cultural competence in undergraduate nursing students. The Second International Nursing Congress of Armenia*. Yerevan, Armenia:

- Ministry of Health, RA; Ministry of Education and Science, RA; Armenian Association of Nursing Administrators.
- Marzilli, C. (2013, Autumn). *Chocolate Box of Web 2.0 Technologies. Faculty Development Training*. The University of Texas at Tyler: The University of Texas at Tyler Center for Teaching and Learning.
- Marzilli, C. (2013, November). *Evaluating cultural competence in nursing students. American Public Health Association 141st Annual Meeting*. Boston, MA: American Public Health Association.
<https://apha.confex.com/apha/141am/webprogram/Paper292276.html>
- Marzilli, C. (2013, Spring). *Futurity in nursing: Cultural competence and improved patient outcomes. Futurity in Nursing at Tarleton State University*. Tarleton State University: Nursing Professional Development at Tarleton State University.
- Marzilli, C. (2012, Autumn). *Xtranormal Video Use in Innovating Lectures. Lunch-n-Learn Session, UT Tyler, Instructional Design*. Tyler, TX: The University of Texas at Tyler Instructional Design.
- Marzilli, C. (2012, Spring). *Health Care in Cuba and Opportunities for Learning. Global Health Round Table, UT Tyler GATE Program*. Tyler, TX: The University of Texas at Tyler: Center for Global Education.
- Shanahan, K., Marzilli, C., & Greenslade, J. (2011, Autumn). *An investigation into predictive analytic models in healthcare. Academy of Business Research Conference*. Atlantic City, NJ: Academy of Business Research.
- Marzilli, C. (2011, Autumn). *US and UK health system comparisons: US public policy implications. Sigma Theta Tau 41st Biennial Conference*. Grapevine, TX: Sigma Theta Tau, International.
- Marzilli, C., Salke, T. R., Cotton, C., Bragg, M., Bisits-Bullen, P., & Jones, D. A. (2011, Autumn). *No Mother or Child Left Behind: Cuba's Maternal and Child Homes and Implications for the US. American Public Health Association 139th Annual Meeting*. Washington, D.C.: American Public Health Association.
<https://apha.confex.com/apha/139am/webprogram/Paper241184.html>
- Marzilli, C., Bancroft, E., Fennie, K. P., Mahan, P., & Palevsky, S. L. (2011, Autumn). *Cuba's vaccination program: Keeping communities healthy. American Public Health Association 139th Annual Meeting*. Washington, D.C.: American Public Health Association. <https://apha.confex.com/apha/139am/webprogram/Paper243723.html>
- Marzilli, C., Speck, P. M., Donohoe, M., Hartig, M. T., & Bowdre, T. (2011, Autumn). *A comparative study of the Cuban and US health systems: Maternal-child health hygiene interventions. American Public Health Association 139th Annual Meeting*. Washington, D.C.: American Public Health Association.
<https://apha.confex.com/apha/139am/webprogram/Paper246737.html>

Marzilli, C. (2011, Autumn). *Discussion of the Cuban Healthcare System. Annual Fall Meeting Sigma Theta Tau- Iota Nu*. Longview, TX: Sigma Theta Tau- Iota Nu Chapter.

Harris, C. (2010, November). *International service learning experience: Positively impacting cultural competence. American Public Health Association 138th Annual Meeting*. Denver, CO: American Public Health Association.
<https://apha.confex.com/apha/138am/webprogram/Paper230339.html>

Harris, C. (2010, April). *What to do about those helminths: Incorporating education into deworming programs. Unite for Sight Global Health Conference*. Yale University, New Haven, CT: Unite for Sight and Yale University.

Proceedings

Completed/Published

Lowe, A., & Marzilli, C. (2021). TNA Virtual Legislative Panel. In *Texas Nurses Association Nurses Day at the Capitol*. Virtual: Texas Nurses Association.

Review

Completed/Published

Tseng, B., & Marzilli, C. (2018). Tired of Being Tired After Stroke: Managing Post-Stroke Fatigue. *Open Access Research in Anatomy*.
<http://crimsonpublishers.com/oara/pdf/OARA.000517.pdf>

Grants

Completed

Cultural Competence Education to Improve Students' Competence, Funded by CNHS Research Committee (September 1, 2020 - July 31, 2021), awarded March 31, 2020 (\$5,000.00), Completed, Summer 2021, PI Colleen Marzilli (100%)

Virtual Poverty Simulation to Increase Awareness of Vulnerable Populations, Funded by Center for Excellence in Teaching and Learning (June 1, 2020 - December 1, 2020), awarded April 30, 2020 (\$1,000.00), Completed, Summer 2021, PI Colleen Marzilli (100%)

Development and Evaluation of the Robotic Patient Transfer Device to Reduce Lower Back Pain in Healthcare Professionals, Funded by UT Tyler Internal Faculty Grant (August 1, 2019 - May 1, 2020), awarded June 7, 2019, Completed, Summer 2019, PI Chung Hyun Goh (75%) with CoPI Xuanliang Dong (12.5%), CoPI Colleen Marzilli (12.5%)

Assessing cultural competence in Texas pre-licensure nursing programs at baccalaureate granting institutions, Funded by Sigma Theta Tau- Iota Neu Chapter (May 1, 2013 - May 31, 2014), awarded April 25, 2013 (\$500.00), Completed, Spring 2014, PI Colleen Marzilli (100%)

Electronic medical records for virtual case study patients, Funded by Faculty Learning Community- UTTyler (January 1, 2013 - May 10, 2013), awarded November 27, 2012 (\$1,452.00), Completed, Spring 2013, PI Colleen Marzilli (100%)

Xtranormal technologies in medical-surgical nursing, Funded by Faculty Learning Communities (August 1, 2012 - December 31, 2012), awarded July 6, 2012 (\$1,475.00), Completed, Fall 2012, PI Colleen Marzilli (100%)

Funded - In Progress

Nursing Innovation Grant Program (NIGP) Supporting Clinical Learning Experiences to Mitigate Impediments due to COVID-19 , Funded by Texas Higher Education Coordinating Board (November 1, 2020 - November 30, 2022), awarded October 19, 2020 (\$200,000.00), Funded - In Progress, Fall 2020, PI Colleen Marzilli (90%) with CoPI Karen Walker (10%)

Honors/Service

2016	Faculty Fellow in Service Learning, Center for Teaching Excellence and Innovation: UTTyler
2015	Faculty Fellow in Service Learning, Center for Teaching Excellence and Innovation: UTTyler
2014	Faculty Fellow in Service Learning, Center for Teaching Excellence and Innovation: UTTyler
2010	Texas Nurses Association Delegate to the American Nurses Association House of Delegates, Texas Nurses Association
	Young Professionals Commission of the Global Health, Global Commission on Health
	Student Paper Award, American Public Health Association

Community Service/Civic Service Activities

Summer 2022 – Fall 2022

Alzheimer's Association Walk to End Alzheimer's Disease Community Partner Coordinator

Fall 2021 – Spring 2022

American Heart Association Go Red for Women Co-Chair- Raised \$130,000

Fall 2021 – Spring 2022

American Heart Association Circle of Red

Fall 2020 – Spring 2021

American Heart Association Go Red for Women Co-Chair- Raised \$85,000

Fall 2021 – Spring 2022

American Heart Association Circle of Red

Summer 2021 – Fall 2021

Alzheimer's Association Walk to End Alzheimer's Disease Community Partner Coordinator

Fall 2019 - Ongoing

Leadership Tyler Catalyst 100, Leadership Tyler Catalyst 100

January 2018 – December 2018

Leadership Women, Leadership Texas

Fall 2017 – Spring 2018

Leadership Tyler, Class 32

Fall 2011 - Spring 2012

Cub Master, Boy Scouts of America, Pack 333

Fall 2010 - Spring 2011

Cub Master, Boy Scouts of America, Pack 333, Boy Scouts of America

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

March 6, 2023

Colleen Marzilli
2034 McClendon
Houston, Texas 77030

Dear Dr. Marzilli,

I am pleased to offer you an appointment as Professor of Nursing effective August 1, 2023. I am delighted that you have already indicated your interest in this position and I want to extend a warm welcome to you.

The attachment to this letter discusses the terms and conditions of your appointment as mandated by federal law and the University of Maine System. Please sign the attachment to indicate your formal acceptance of this offer. If you have any questions regarding that information, please feel free to contact Human Resources at (207) 581-1581.

Sincerely,

A handwritten signature in cursive script, appearing to read 'John C. Volin'.

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

JCV/mjg

pc: Dean and Director Diane L. Rowland
Director Kelley A. Strout (for personnel file)

Enclosures

MAINE'S LAND GRANT, SEA GRANT AND SPACE GRANT UNIVERSITY
WITH A REGIONAL CAMPUS IN MACHIAS

March 6, 2023

To: Colleen Marzilli

From: Nicole Lawrence, Interim Vice President of Human Resources

Re: Conditions of Appointment

This memo accompanies your formal offer of employment from Executive Vice President for Academic Affairs and Provost John C. Volin and describes in further detail the terms and conditions of your employment at the University of Maine, which are subject to modification in the event of changes in University policy, in accordance with the AFUM collective bargaining agreement, or to meet the changing needs of the University.

Your appointment as Professor of Nursing in the School of Nursing will be effective August 1, 2023. Your appointment as Professor of Nursing with immediate tenure is subject to the approval of the University of Maine Board of Trustees. I anticipate that the Executive Committee of the Board of Trustees will consider your appointment with tenure at their upcoming meeting and give final approval. Your annual salary for this full-time, academic-year appointment is \$101,000.00. With an August 1st start date you will be paid 1/9th (\$11,222.22) of your academic year salary for the month of August 2023. Beginning with the 2023-2024 academic year, your salary will be paid in twelve equal installments of \$8,416.67 from September through August. The academic year begins September 1 and ends May 31. In accordance with Article 20.J of the collective bargaining agreement between the University of Maine System and the Associated Faculties of the University of Maine System (AFUM) all unit members are required to participate in the direct deposit/electronic funds transfer program with the financial institution of their choice.

Employees in the University of Maine System are required to comply with UMS COVID protocols which strongly encourage employees to be fully vaccinated or obtain a qualified vaccination exemption. Employees with no vaccination record or exemption on file may be subject to asymptomatic testing. By accepting this offer, you are agreeing to abide by this requirement. Further details regarding recording of your vaccination status and/or exemption will be provided upon acceptance of this appointment.

As part of this appointment, you may be required to teach evening courses and to teach at any University of Maine location as well as to utilize alternative delivery systems, e.g. Interactive Instructional Television or computer-based learning systems. Your responsibilities will include teaching, research, University and public service, and student advising. Your future workload will be assigned in accordance with the collective bargaining agreement.

With this appointment, you will become a member of the AFUM unit. The provisions of employment and eligibility for fringe benefits are in accordance with the AFUM Collective Bargaining Agreement. For more information concerning your obligations, the full text of this collective bargaining agreement is found at <https://www.maine.edu/about-the-system/system-office/human-resources/labor-relations/>.

You are eligible to participate in the University's group medical, dental and vision insurance programs, and you will be enrolled in the University's group life insurance program. University employees who are at least 30 years of age are required to participate in the University's retirement plan, to which both the employees and the University contribute a specific percent, currently 4% and 10% respectively.

When Human Resources receives notification that you have accepted this job offer, a University of Maine System User Account will be created for you (or reactivated if you are a former student and/or former employee) and you will be notified by email to the address used when you applied. The email will contain important information such as your MaineStreet ID (employee ID), your maine.edu email address, and your New Hire Onboarding Activity Guide. All employees are encouraged to monitor their @maine.edu email account regularly. The University's Employee Benefits Centers will send information regarding your eligibility for benefits and how to enroll to your @maine.edu account. Information about the University's benefit programs, including tuition waiver for University courses, is also available at <https://www.maine.edu/benefits>. You have 31 days from your first day of employment to sign up for employee benefits. Failure to do so will jeopardize your eligibility for benefits until the next open enrollment period each November. Please contact the Employee Benefits Center toll free at (866) 269-9635 for further information.

The Immigration Reform and Control Act of 1986 requires employers to hire only U.S. citizens and lawfully authorized alien workers. You will be required to produce original documents within the first three days of employment at the University of Maine showing proof of identity and the right to work in the U.S. An information sheet showing the types of documents that are acceptable for this purpose is enclosed. You will receive an email from Human Resources about your University of Maine System User Account, which will provide you directions to complete section 1 of the I-9 form in MaineStreet. You will need to schedule an appointment to verify section 2 of the I-9 form with a representative from Human Resources within your first three days of employment. This step must be completed for you to continue working beyond your first three days of employment.

The University of Maine System (UMS) takes your safety and the safety and security of all of its community members seriously. To that end, you will be required to complete yearly mandatory compliance trainings via UMS Academy, which can be accessed through your campus portal or BrightSpace.

You are encouraged to attend New Faculty Orientation (NFO) which will be held sometime in August of 2023. The orientation is designed to give you a jump start on the academic year, with lots of helpful information to make your first year a success. In addition to practical skills needed to navigate UM systems, you will also have a chance to meet new faculty and academic leaders from across the campus. Past participants have found NFO to be a great introduction to the University! You will receive more information as time gets closer. In the meantime, please mark your calendars for that week.

Please note that under the University of Maine System intellectual property policy all right, title, and interest in tangible research property, research data, records, and associated materials prepared for or resulting from funded research or involved with any university agreement, is owned by the University of Maine System. You are required to deposit or otherwise make such materials available to UMS upon your departure.

The University of Maine is a tobacco-free campus. This policy applies to faculty, staff, students, contractors, vendors and visitors. The use of tobacco and all smoking products is not permitted on any university-owned property, which includes but is not limited to; buildings, university grounds, parking areas, walkways, recreational and sporting facilities and university-owned vehicles. Tobacco use includes the possession of any lighted tobacco products, or the use of any type of smokeless tobacco. This includes the use of electronic cigarettes.

Please indicate your acceptance of the terms of this appointment by logging into your applicant profile at <https://umaine.hiretouch.com/applicant-login> and signing the job offer which is now attached (within 10 days). If you have any questions regarding your appointment or information contained in this letter, please contact your Senior Human Resources Partner, Jessica Johnston, at jessica.johnston@maine.edu or 581-5407.

NL/mjg

CC:

Dean and Director Diane L. Rowland

Director Kelley A. Strout (for personnel file)

Position ID 00022627

**University of Maine
School of Nursing
College of Natural Sciences, Forestry & Agriculture**

PEER REVIEW CRITERIA

I. Introduction

A. Background

The purpose of this document is to articulate the goals of the Peer Review Committee through description of the Peer Review process, within the context of the School of Nursing and the University of Maine. The Peer Review Committee (hereinafter referred to as the PRC) seeks to provide a sound educational environment in the School of Nursing through appointment of faculty who carry out the mission of the School of Nursing and the University of Maine. The ranks of non-tenure track faculty Instructor, and tenure track Assistant Professor, Associate Professor, and Professor are described, with criteria for evaluation at each rank.

Because nursing is a professional practice as well as a scholarly discipline, faculty skills and responsibilities differ from those that may be required in other departments. Boyer (1990) has suggested that academics move toward viewing teaching, scholarship, and research as integrated activities. He defines scholarship in terms of four functions: teaching, discovery, application, and integration. This definition is supported by the American Association of Colleges of Nursing (AACN, 1999), and the Commission on Collegiate Nursing Education, the accrediting body for the University of Maine School of Nursing. We believe that the four functions described by Boyer are necessary functions for an academically sound and robust program, and that individuals within the School of Nursing may serve different roles, with quite different emphasis on each of the four functions. The faculty of the School of Nursing concurs with this broader definition of scholarship as a basis for its promotion and tenure criteria. Leadership and clinical practice may be key elements in judging the value of a faculty member's scholarly contributions to the mission of the School.

Professional activity of faculty occurs in several equally valued domains—teaching, service and scholarship. All should be evaluated within the School, the discipline, and broader national academic context. The balance of professional responsibilities will vary according to the faculty assignment and the individual.

Professional schools are the primary source of leadership for the profession of nursing. Directors and faculty of schools of nursing maintain the integrity of the profession by leading and participating in the continuing development of standards of practice, standards and means for education and regulation, and close attention to ethical codes which are affected by changing technology, new practice, policy, and research. These responsibilities may be carried out via faculty leadership in state and national organizations as well as other formal and informal venues. Leadership may also be demonstrated within the academic environment, from the School of Nursing to the broader University community.

State licensure to the School of Nursing gives authority to the faculty to educate students who, upon completion of the program requirements, will be eligible to take the national licensing/certification examinations. The teaching, discovery, application, and integration functions described by Boyer (1990) may be directly enabled by competence in clinical practice, which is one of the criteria necessary for schools of nursing to be licensed. Because of the emphasis on practice in the discipline of nursing, there is a stronger role for nursing faculty members that is external to the academic setting.

Nursing faculties recognize, appreciate, and encourage diversity of talent as a necessity for creating a balance that will ensure a program that is responsive to professional norms. The development of strong faculty is seen as a process that takes place within a dynamic system. With that understanding, the definition of each rank is intentionally broad. More precise criteria follow, including examples that may be used to describe the faculty member at that rank.

B. Process: Faculty Reappointment, Promotion, and Tenure

Faculty members are reviewed on a rotating basis in accordance with the provisions of the University of Maine System and the Associated Faculties of the University of the University of Maine System contract—annually for non-tenured faculty and every four years for tenured associate and full professors.

New faculty will be invited to an informational meeting hosted by the Peer Committee in early fall, outlining the review process. Sample review dossiers will be shown to give new faculty a sense of how to organize materials, and questions about tenure and promotion will be answered.

The first reappointment review for new faculty takes place in accord with deadlines appearing on the Human Resources website, updated annually (see Appendix B). New faculty submits a vita, their summary document, and teaching evaluations from fall if available.

The second review for new faculty takes place during their second year at the University of Maine, following the same format as in the first year. The review materials should fit easily into a small binder or folio. The Peer Committee will also check the written comments in the personnel file, and ask for additional review materials if needed.

A major review of tenure track faculty takes place during the spring of the third year. This evaluation will be comprehensive—the “pre-tenure” evaluation. The expectation is that this review would give the candidate a clear sense if she or he appears to be meeting the requirements for eventual tenure and promotion in the School. If the third year review is satisfactory, the candidate will be released from six credits of teaching at some point during the following year (either one course per semester, or two courses during one semester, to be negotiated with College administration). The purpose of this release is to prepare for the application for promotion and tenure. After the third year review, the written recommendation from the Peer Committee will be detailed, comparable to the letter written during a promotion and tenure

Updated 10/26/2006

review. The candidate will also have a meeting with the dean after the pre-tenure evaluation, to discuss progress and performance to date.

In the fourth and fifth years, tenure-track candidates will undergo additional reviews, submitting their summary documents and teaching evaluations. Late in the spring semester of each year, third year faculty and beyond are reviewed. Likewise, tenured associate and full professors will be reviewed in the late spring, every four years.

A great deal of information pertaining to regulation by AFUM and the process for faculty reappointment, promotion, and tenure can be found on the Website for Human Resources: hrweb@umit.maine.edu. Selected portions from that website that are of more general interest have been included in this document as Appendix B. Candidates for reappointment, promotion, and tenure are strongly encouraged to visit the website at least annually, for updated procedures as well as current deadlines. Faculty who are being reviewed by the PRC who were appointed under previous criteria may ask to be evaluated under the criteria used at the time of the previous appointment. They may also opt to be evaluated by the newer criteria, if they wish.

Application for tenure, without promotion: in the event that the Peer Review Committee deems it appropriate for a faculty member to seek tenure without promotion (for example, in the case of a faculty member hired as associate professor without tenure who seeks tenure at that rank), the Peer Committee will justify that recommendation in the letter to the Director.

Application for early tenure: in the event that the Peer Review Committee deems it appropriate for a faculty member to seek early promotion and tenure, the Peer Committee will justify that recommendation in the letter to the Director.

C. Purpose, function, composition of the Peer Review Committee (PRC).

According to the Bylaws of the School of Nursing, the Peer Review Committee is a standing committee. An excerpt from the Bylaws of the School of Nursing that pertains to the purpose, function and composition of the PRC is included in this document as Appendix A.

II. Faculty Rank(s) considered by the Peer Review Committee.

The review process for the following ranks of appointment takes place under the purview of the PRC. Specific criteria for each rank in the areas of teaching, scholarship, and service, are in section III of this document and labeled accordingly.

A. Non-Tenure Track Faculty Lecturer

This rank is open to individuals who are employed in a nontenure track faculty position. Peer review criteria for this position include demonstrated clinical proficiency in nursing and success as an educator of nursing students. Teaching and service criteria are addressed at this rank. Nontenure track faculty positions include no requirement for scholarship; however, nontenure track faculty who wish to include such information may certainly do so.

Updated 10/26/2006

3

B. Assistant Professor

This rank is open to individuals who have completed a doctoral degree or are doctoral candidates. Appointment to the rank of assistant professor assumes that the individual possesses potential which, when developed further, will merit promotion in rank or the granting of tenure. The Assistant Professor will have progressed beyond the level of clinical proficiency and teaching success at the rank of instructor. The Assistant Professor is developing an area of expertise and is successful in meeting the mission of the School of Nursing.

Appointment or promotion to the rank of assistant professor may also be possible for individuals in a pre-tenure position who are in the early stages of doctoral education. Except in unusual cases, the assistant professor, whose duties include teaching upper division courses, should have the highest earned degree traditional to the discipline or should have made substantial progress toward its attainment. The initial appointment of an assistant professor from outside the University is for one year. Reappointment may be for a one or two-year term, repeatable providing the probationary period, including any credit for prior service, does not exceed seven years. Tenure will not ordinarily be granted at the assistant professor level.

C. Associate Professor

This rank is open to individuals who have completed a doctoral degree. An exception may exist in the case of a faculty member who was awarded promotion and tenure prior to the adoption of these criteria (2006). The Associate Professor is distinguished by steady progress in achieving excellence as a faculty member in the role that has been developed for that person to meet the mission of the School of Nursing. Progress may be demonstrated through research, publication, and dissemination of knowledge critical to the discipline, clinical excellence, and/or teaching achievement. The associate professor shall normally hold the highest earned degree traditional to the discipline or have professional experience of an equivalent nature.

D. Professor

This rank is open to individuals who have attained a record of academic accomplishment comparable to outstanding nurse educators, nurse scholars, or nurse leaders and practitioners within this and/or other land grant universities. Candidates for full professor have a stable record of contributions to the mission of the School of Nursing, and are active as leaders in the profession. The Professor demonstrates the functions of teaching, discovery, application, and integration.

E. Graduate Faculty

The Peer Review criteria for the University of Maine School of Nursing also address the specific criteria necessary for qualification to serve in each of the four functional categories of Graduate Faculty membership: Full Graduate Faculty, Associate Graduate Faculty, External Graduate

Updated 10/26/2006

Faculty, or Graduate Instructor. Article III of the Graduate Faculty Constitution is appended for a full description of these categories (Appendix C). School of Nursing criteria for appointment at each level follow.

1. Full Graduate Faculty: Full members of the Graduate Faculty must hold formal faculty appointments at the University of Maine or must be a full member of an established, multi-institutional graduate faculty group. Full members of the Graduate Faculty who possess doctoral degrees may serve on University of Maine master's and doctoral committees, either as the chair or as a committee member. A full member of the Graduate Faculty possessing a master's degree may not chair a doctoral committee, but on the recommendation of the unit graduate committee and with the permission of the Graduate School, may serve as a member of a doctoral committee, if the individual possesses a specific area of expertise essential to the makeup of the committee. Full members of the Graduate Faculty may also advise graduate students in non-thesis programs.

Although it is expected that Full members of the Graduate Faculty shall possess the highest level of achievement in scholarship, graduate teaching, and public service, this appointment is reserved for those who are actively engaged in research and/or knowledge development as demonstrated through dissemination of findings, e.g. publication of at least one article in the previous 5 years.

2. Associate Graduate Faculty: Members of the Associate Graduate Faculty are individuals at the University of Maine, who do not meet all the criteria for appointment as Full Graduate Faculty but who have significant qualifications for graduate instruction. Associate members of the Graduate Faculty possess all the privileges of Full Graduate Faculty members with the exception of chairing student committees, although Associate members may serve as co-chairs of committees. Associate members of the Graduate Faculty who do not hold doctoral degrees may serve on doctoral committees only on the recommendation of the School of Nursing Graduate Committee and with the permission of the Graduate School.
3. External Graduate Faculty: Members of the External Graduate Faculty are individuals who do not hold appointments at the University of Maine. External members of the Graduate Faculty possess all the privileges of Full Graduate Faculty members with the exception of chairing student committees, although External members may serve as co-chairs of committees. External members of the Graduate Faculty who do not hold doctoral degrees may serve on doctoral committees only with permission of the Graduate School.

Individuals who qualify for External Graduate Faculty status but who were previously appointed as Associate Graduate Faculty shall be automatically reappointed as External Graduate Faculty for the duration of their current appointments. Thereafter, such individuals shall be eligible for reappointment as External Graduate Faculty.

Associate Graduate Faculty who qualifies for Full Graduate Faculty status as full members of an established graduate faculty group shall be automatically reappointed as Full Graduate Faculty for the duration of their current appointments. Thereafter, such individuals shall be eligible for reappointment as Full Graduate Faculty.

4. Graduate Instructor: Must have earned at least a master's degree. Graduate instructors may teach graduate-level (500 and 600) courses but may not advise graduate students, or serve on graduate student committees.
5. Ex officio members: The CAO of the Graduate School may appoint appropriate persons holding administrative positions as ex officio Graduate Faculty members. The Graduate School's administrative leadership and all department chairpersons and graduate coordinators shall be ex officio members unless holding a different category of graduate faculty appointment.

III. GUIDELINES FOR EVALUATING TEACHING, SCHOLARSHIP AND SERVICE

The Guidelines and Criteria for Evaluating Teaching, Scholarship, and Service are not intended to be exhaustive regarding the ways in which faculty may demonstrate development, quality, and achievement. Every candidate or faculty appointment, reappointment, and/or promotion is reviewed in the context of the academic position. The criteria are intended to provide broad guidelines to evaluate faculty members' contributions to the tripartite mission of the University. The faculty of the School of Nursing have incorporated the work of Boyer (1990) in formulating these criteria, integrating teaching, discovery, application, and integration into the language at each rank.

A. Teaching.

A major responsibility for faculty in the School of Nursing is teaching, which may include classroom, clinical, laboratory, and continuing education settings. The quality of teaching is determined through evaluation of the candidate's command of an area and his/her ability to convey knowledge. The standard is excellence. The PRC considers that evaluation of teaching is reflected in peer and student evaluations as well as in the candidate's description and documentation of teaching. Faculty preparing review documents are asked to include the following supporting materials for teaching:

- a. Narrative summary reflecting on your teaching from the last review period
- b. List of courses taught by semester
- c. Current course syllabi
- d. Computer printouts of student evaluations for each course
- e. Summary of computer printout in both chart form and as a written narrative, including the number of students per course (include item #13 and #22, and at least three other items in the summary)
- f. A sample of written comments from signed student evaluations
- g. Documentation of second form of evaluation for each course (e.g. narrative by students, mid-semester evaluation, observation by other faculty)

Guidelines for Evaluating Teaching (by rank)

The criteria for evaluating teaching vary with the career stage of each faculty member. The peer review committee may request that a candidate for tenure be evaluated in the classroom by a tenured faculty. In this case the candidate for tenure may select the tenured faculty for the classroom visit/s. The faculty who made the classroom visit/s will be expected to write a report of the classroom visit/s to be placed in the candidates tenure file. Online courses will be evaluated in an appropriate manner.

1. Nontenure track faculty will:
 - a. Convey knowledge of the subject areas inclusive of current literature.
 - b. Teach and update course content using effective methods, as appropriate to the teaching assignment.
 - c. Work effectively as a team member with faculty and other instructors.
 - d. Attend course orientations, course coordinator meetings, and regular faculty meetings.
 - e. Select appropriate student assignments within the educational setting.
 - f. Create appropriate student assessment activities or exam items.
 - g. Maintain effective communication with the program coordinator and/or course coordinator.
 - h. Advise students at the undergraduate level demonstrating knowledge of curriculum requirements and university resources.
 - i. Demonstrate respect for students in the teaching-learning relationship and serve as student advocate as appropriate.
 - j. Serve as a role model of professionalism for students.
 - k. Maintain professional competence
 - l. Engage students effectively in the educational setting.
 - m. Collaborate with students, colleagues, and patients/clients/families.

2. Faculty at the rank of Assistant Professor will demonstrate a higher level of teaching effectiveness through the addition of some although not necessarily all of the following:
 - a. Convey knowledge of the subject area inclusive of classic literature
 - b. Design, teach, and evaluate learning of course content using appropriate educational methods
 - c. Develop course syllabi that reflect currency in topics
 - d. Coordinate course, didactic, and/or lab for effective learning
 - e. Supervise adjunct faculty
 - f. Advise students at the graduate level, demonstrating knowledge of curriculum requirements and university resources as needed.
 - g. Coordinate and collaborate with clinical agencies
 - h. Apply creative teaching strategies

3. Faculty at the rank of Associate Professor will demonstrate a higher level of teaching effectiveness through the addition of some although not necessarily all of the following:
 - a. Mastery of the subject area in depth and breadth
 - b. Success as an educator in the implementation of a variety of teaching strategies
 - c. Participation, as appropriate, in course development, administration, evaluation, and curriculum planning.

Updated 10/26/2006

8

- d. Integration of theory and practice
 - e. Evaluation of cognitive, affective, and psychomotor learning
 - f. Engagement of students outside the classroom in scholarly endeavors that encourage critical thinking, higher order reasoning, and problem solving
 - g. Mentorship of junior faculty in the academic role
 - h. Conduct of classroom or instructional data analysis on regular or special educational instructional strategies or curricula
4. Faculty at the rank of Professor will demonstrate a higher level of excellence in teaching through the addition of some although not necessarily all of the following:
- a. Mentorship of other faculty members
 - b. Evaluation of colleagues' teaching
 - c. Expertise in a variety of teaching modes
 - d. Development of theory and/or curriculum innovation
 - e. Advancement of the discipline of nursing through leadership in education
 - f. Recognition as an expert in a subject area

B. Scholarship

The quality of scholarship is determined through appraisal of the candidate's involvement in the investigation of knowledge. This may be knowledge within the domain of the discipline of nursing as well as knowledge relevant to nursing which is outside the discipline, including but not limited to physiological, psychological, spiritual, philosophical, sociological, historical, organizational, or epidemiological phenomena. Scholarship is also demonstrated by involvement in developing standards for education, practice, and regulation. The PRC is responsible for evaluating both the significance and the quality of work. Opinions of experts outside the School of Nursing are valued in the peer review process. Scholarship may include roles in leadership and clinical practice, consistent with the mission of the School of Nursing.

Guidelines for Evaluating Scholarship

Evidence of excellence includes, for example, the preparation and submission of training, equipment, and/or research grants; participation in ongoing research as a principle investigator, member of a research team, advisor or consultant; supervision of graduate scholarly projects or theses, or significant curriculum revision in response to the demands of the practice and changing health care systems. Further evidence of excellence in scholarship includes development and/or refinement of concepts, theories, and paradigms relevant for nursing. Evidence includes presentation and/or publication of research and scholarly work, as well as application of such scholarship to improve education and/or health care. Faculty preparing review documents are asked to include the following supporting materials for scholarship, as appropriate:

- a. Narrative summary describing scholarship
- b. List of all manuscripts for that review time period; indicate the status of each (i.e.

- published, accepted, sent, in progress)
 - c. Copies of all manuscripts in progress and those published since the last review, with narrative explanation
 - d. Brief description of your current fields of scholarly work
 - e. List of refereed presentations, indicating the name and level (local, state, etc.) of the sponsoring organization and including an abstract where possible
 - f. List of professional organization memberships and activities, including office held and committee memberships
 - g. List of national/regional meetings attended and sessions chaired
 - h. List of service in reviewing papers submitted for publication, grant proposals, and or service as a member of a review panel
 - i. Documentation of research/training grants
 - j. List of media and/or technological innovation(s)
1. Faculty at the rank of Assistant Professor will demonstrate some although not necessarily all of the following:
 - a. Utilization of research in practice
 - b. Dissemination of research findings within the classroom setting
 - c. Invitation as a guest lecturer
 - d. Command of literature in an area of study
 - e. Development of a plan for the accomplishment of scholarly work
 - f. Development in an area of scholarly work through involvement in research
 - g. Development of new research based on previous findings
 - h. Dissemination of research findings through presentation at professional meetings
 2. Faculty at the rank of Associate Professor will demonstrate a higher level of professional scholarship through the addition of some although not necessarily all of the following:
 - a. Publication in non-refereed journals
 - b. Publication in refereed venues
 - c. Presentation of scholarly work or creative achievement in a professional venue
 - d. Mastery of literature in an area of study
 - e. Demonstration of expertise in one's field
 - f. Supervision of graduate theses and/or scholarly projects.
 - g. Participation on doctoral committees
 - h. Creation of curricula to reflect and transform the evolving health care system
 - i. Participation in the development of health care policy and other regulation affecting the profession
 - j. Analyses of research with application to nursing education
 - k. Reviewer or editor of professional journal

Updated 10/26/2006

10

- l. Honoree or recipient of award for professional distinction
 - m. Revision of curricula based on knowledge development
 - n. Development and analysis of concepts
 - o. Advancement of nursing theory
 - p. Grant-writing
 - q. Management of ongoing research
 - r. Participation in developing standards for nursing education and practice
3. Faculty at the rank of Professor will demonstrate a higher level of professional scholarship through the addition of some although not necessarily all of the following:
- a. Recognition as an expert in one's field
 - b. Dissemination of scholarly work at national/international levels
 - c. Leadership on doctoral committees
 - d. Leadership in the area of regulation of health care policy and/or regulation of the profession
 - e. Providing mentoring and guidance to the profession, through educational leadership
 - f. Citation rate of published work
 - g. Leadership in developing standards for nursing education and practice
 - h. Leadership in the promotion of scholarship in nursing education or practice

C. Service

Commitment to service includes engagement in the health of the people of Maine, reflecting a distinct feature of the Land Grant Mission of the University of Maine. As the largest professional school in the Flagship campus, the School of Nursing is dedicated to helping to create an educated and engaged nursing workforce, making better health care accessible to the citizens of Maine. Since the University of Maine is a land-grant institution, the faculty as a whole must respond to requests for service when they arise and should develop appropriate public service activities, as they perceive a need for them.

Professional service as described by Elman and Smock (1985) includes three categories of activities. The first is service rendered to professional associations and organizations, such as service on committees or as an officer of a professional society. This type of service is within the faculty member's discipline, and therefore, clearly merits university support and recognition.

The second category is consulting, or those professional services for which the faculty member is compensated at the "market" rate. Consulting is viewed as employment in which faculty engage for extra compensation. It is additional work that is conducted by faculty, over and above the work required to fulfill the faculty member's responsibility to the University. Consulting enhances the visibility of the faculty member and the University, and is acknowledged for its contribution to the mission of the University.

The third category of professional service includes the professional services that faculty perform for no fee, a minimal fee, or on a cost-recovery only basis, i.e. public service. Such service takes a variety of forms, ranging from conducting workshops and in-service nursing education, to providing expert advice and counsel to individuals and agencies. Faculty are expected to make themselves actively available for service activities (paid and unpaid) and to carry such activities through with diligence and according to the highest ethical and professional standard.

A fourth and final category of service has been added for the discipline of nursing, i.e. service to the community as an expert nurse. Expertise in practice is often indicated by certification in a specialty area in nursing. Certification may depend upon a minimum number of practice hours. Service to the community as an expert in one's field, whether for compensation or not, brings a broader dimension of practice expertise to teaching and scholarship. Thus, maintenance of professional certification and continuation of practice are not only indicators of service, but venues for achieving excellence in teaching and scholarship. Faculty in the clinical setting influence practice and policy by sharing their expertise with health care practitioners and administrators.

1. Faculty at the rank of Assistant Professor will demonstrate:
 - a. Participation in School of Nursing committee(s)
 - b. Participation in local or state professional organizations
 - c. Participation in health related community activities
2. Faculty at the rank of Associate Professor will demonstrate a higher level of professional service through the addition of some although not necessarily all of the following:
 - a. Leadership in School of Nursing committees
 - b. Participation in University and/or College committees
 - c. Leadership in local professional organizations
 - d. Involvement in the community that integrates scholarship and service
 - e. Participation in activities promoting health care at local, regional or state levels
 - f. Membership in professional organizations at the national level
 - g. Leadership in health related community activities
 - h. Invited juror for a professional activity
3. Faculty at the rank of Professor will demonstrate a higher level of professional service through the addition of some although not necessarily all of the following:
 - a. Leadership in College or University Committees
 - b. Leadership in national professional organizations, e.g. member or leader of an accreditation team
 - c. Acknowledgment as an expert within an area of scholarship that results in

- service (e.g. testimony as an expert witness)
- d. Leadership in creating ways to increase access to health care through education, outreach, or service
 - e. Leadership in the development of programs that increase opportunities for mentorship, excellence in nursing, or engagement with broader communities
 - f. Innovative integration of teaching, scholarship and service.
 - g. Advisement related to health policy at state, national, or international levels
 - h. Recipient of state or national leadership or service award
 - i. Consultation and/or expert testimony that affects the legislative and regulatory process
 - j. Reappointment or reelection to a leadership position at the state or national level

Revised Summer 06

Appendix A
Excerpt from Bylaws
University of Maine School of Nursing

Peer Review Committee

A. Purpose:

To provide a comprehensive evaluation of Faculty performance in the areas of teaching, scholarship, and public service within the context of the University of Maine and School of Nursing criteria. The resultant recommendations furnish a foundation for administrative decisions regarding review, reappointment, promotion, tenure, and merit salary increases.

B. Function:

1. To provide Faculty with a focus toward successful fulfillment of the criteria for reappointment, promotion, and tenure, and for continued development in the Faculty role.
2. To offer Faculty support and guidance in the preparation of materials for submission to the Committee, and in the revision of materials which will be forwarded to the Director and others in the University of Maine Faculty evaluation process.
3. To formulate, based on the School of Nursing tenure and promotion criteria, recommendations for Faculty members being considered for internal review, reappointment, promotion, and tenure.
4. To formulate recommendations for discretionary salary increases according to criteria established by the Dean.

C. Composition:

1. The Committee is composed of five (5) full-time Faculty members.
2. The majority of the five slots are reserved for Tenured Faculty
3. Committee members are elected for two (2) years terms.
4. All members of the committee and Faculty who participate in the election of committee members are members of the bargaining unit represented by the Associated Faculties of the University of Maine.

5. **Committee members are elected in the spring. A Chairperson is elected by Committee members after the Committee is selected.**
6. **Faculty who are not members of the Committee may submit to the Committee written materials regarding a candidate scheduled for review. These materials must be submitted one week prior to the scheduled review to the candidate and Chairperson of the Committee. This written commentary is presented to the Committee for consideration; it is not entered in the candidate's personnel file.**
7. **Faculty who are not members of the Committee may attend Committee meetings, and participate when recognized by the chairperson.**

Appendix B: Reappointment/Non-Reappointment of AFUM Unit Faculty
Excerpts from Human Resources website: hrweb@umit.maine.edu

A. Faculty Reappointment Cycle

Guidelines for the reappointment/non-reappointment of AFUM unit faculty are available at <http://www.umaine.edu/hr/relations/faculty/appoint.html>. These guidelines include the contractual and administrative deadlines for official notice of unit faculty who do not hold tenure or continuing contracts as well as other procedures provided by the collective bargaining agreement.

Faculty should be evaluated prior to consideration for reappointment. The faculty member must have an opportunity to meet with the committee, upon request, and must also have a one week period in which to submit a written response to the Committee's recommendation. The faculty member's response must then go forward with the peer committee's recommendation to the next step. The agreement defines the limited circumstances under which additional material may be added to the recommendation packet. Recommendations for reappointment at each administrative step should indicate that a copy was sent to the faculty member and a copy placed in the faculty member's official personnel file.

B. Faculty Reappointment Cycle General Information

The AFUM agreement bases the reappointment cycle (notice of reappointment/non-reappointment) on the years of service in a probationary (tenure track or continuing contract eligible) appointment. The reappointment cycle for soft money faculty or instructors/lecturers with on-going (non fixed-length) appointments is based on the number of years of regular University service unless otherwise noted in the faculty member's personnel file.

How long may a department recommend for a reappointment term?

- Following the first year, based on performance, tenure track/continuing contract eligible faculty may be reappointed for a one year term. Second or third and subsequent year faculty may be reappointed for a one or two year term; however, the reappointment of a 2nd or 3rd and subsequent year faculty member, which is not for a terminal year, will guarantee employment for a year beyond the stated term.
- First year faculty are not normally reappointed for terms greater than one year.
- Ongoing lecturers/instructors may be reappointed for up to three years.
- Soft money faculty may be reappointed for a duration which extends beyond the time for which funding is currently available. The recommendation should clearly distinguish between the term of the reappointment and the duration of funding that is currently available for the position.

- Tenure track faculty should not be reappointed beyond the year of mandatory tenure/continuing contract consideration. For example, a faculty member who is to be considered for tenure/continuing contract in 2006-07 should not be reappointed beyond the end of that academic/fiscal year.
- The recommendation concerning reappointment should be to reappoint for a specific term or to reappoint for a terminal year. The recommendation is for the coming year, beginning July 1 or September 1, although reappointment of 2nd or 3rd and subsequent year faculty, which is not for a terminal year, will also guarantee employment for the subsequent year.

Current information about deadline and issues specific to a particular year can be found on the Human Resources website and all faculty members are encouraged to consult updated information periodically. Faculty and Peer Committee deadlines will change yearly, so current deadlines must be confirmed with dates posted on the HR website.

C. Peer Committee

The Chairperson (Dean or Director in units without Chairpersons) must instruct the Peer committee as to its responsibilities following the enclosed time table.

These instructions to the Peer Committee should include the following points:

- (in writing) the names of faculty who must be considered,
- the date by which the committee must make a recommendation,
- the faculty member must have an opportunity to meet with and address the committee prior to preparation of the written recommendation,
- the committee has access to the personnel file of the faculty member being considered,
- the committee should evaluate the faculty member before considering reappointment. Refer to guidelines on faculty evaluation.

No administrator to whom a Peer Committee makes recommendations can be a voting member of that committee. The Chairperson should not chair the Peer Committee, nor act as its secretary. It is, however, important that the Chairperson convene the Committee and be present during the Committee's deliberations.

All reports of the Peer Committee must be signed by all members participating in the report. The names of all Peer Committee members must be listed and a tally of the vote must be recorded.

The written Peer Committee recommendation is forwarded to the Chairperson and to the faculty member. The faculty member has an opportunity to respond, in writing, within one week of receipt of the Peer Committee recommendation by the Chairperson. (The Chairperson should make sure that the faculty member receives the Peer Committee recommendation and is aware of the right to respond to that recommendation in writing.)

Updated 10/26/2006

17

Once the faculty member has had an opportunity to respond to the Peer Committee recommendation, materials may be added to the file being reviewed for reappointment consideration only in very limited circumstances. Please call Catherine Pease or John Kidder at x1-1581 if you have questions concerning additional file materials.

- D. Unit members must apply in writing in order to be considered for tenure or continuing contract prior to the sixth year of service or for promotion. Unit members who are in tenure track or continuing contract slots and are in their sixth year of service must be considered unless they indicate in writing their intent to resign at the end of the current appointment or they have been granted an extension to their probationary period by the Provost.

Chairpersons (deans or directors) may convene the Peer Committee on or before September 15 to identify unit members who should be encouraged to apply for tenure, continuing contract or promotion.

Chairpersons (dean or directors) should, as soon as possible, distribute the formats and instructions concerning the application for tenure, promotion, or continuing contract to sixth year unit members who must be considered and to other unit members who formally request consideration. These unit members should also be informed of the deadline for submission of materials to the Peer Committee.

- *2. September 25 is the deadline for the chairperson (dean or director) to instruct the Peer Committee as to its responsibilities regarding promotion/tenure/continuing contract recommendations. The chairperson should inform the Committee in writing of the names of unit members in their sixth year of service who must be considered for tenure, of the names of other faculty members who have requested consideration for promotion/tenure/continuing contract, and of the date (November 10) by which the Committee's recommendations must be submitted.

The chairperson should also inform the Committee that the unit member must have an opportunity to meet with and address the Committee and should give the Committee access to the personnel file. If a Peer Committee has been properly instructed, failure of the committee to comply with its responsibilities is not grievable. The department chairperson should not chair the Peer Committee nor act as its secretary. The department chairperson should convene the Committee and be present during its deliberations, BUT MAY NOT BE A VOTING MEMBER OF THE COMMITTEE. ALL REPORTS OF THE PEER COMMITTEE MUST BE SIGNED BY ALL MEMBERS PARTICIPATING IN THE REPORT. THE NAMES OF ALL PEER COMMITTEE MEMBERS MUST BE LISTED AND A TALLY OF THE VOTE MUST BE RECORDED.

E. Procedure

The department chairperson is responsible for convening the peer evaluation committee. The chairperson may be an observer of the deliberations of the committee evaluation. The chairperson will provide the peer committee access to the personnel file, including student evaluation results. The peer committee or the chairperson of the peer committee must meet with the faculty member who is being evaluated for a frank discussion of the faculty member's performance, if such a meeting is requested by the faculty member. This meeting should occur before the peer committee puts its evaluation in writing. Once the evaluation is in writing, the faculty member has one week in which to comment, also in writing, if he/she so desires. The response must be attached to the evaluation and both placed in the personnel file.

F. Suggestions to Faculty for Preparing an Effective Application

- (5) S The promotion and tenure committee has access to your personnel file. Review it to make sure it is complete and up-to-date.
- (6) S Be concise and observe all page limits noted in the attached application format. Longer applications are NOT more impressive. Evaluators read many applications and appreciate direct, well-focused writing.
- (7) S Check your writing for grammar and punctuation. Simple errors make a very poor impression on readers. It is good practice to lay work aside for a couple of days before final proofing.
- (8) S Do not compare yourself to other faculty members. You are evaluated against University standards and the specific criteria in your unit's promotion and tenure guidelines, not against other faculty members.
- (9) S Follow the format exactly, using all the headings, even if the heading is not applicable, in which case, includes the heading and follows it with the phrase "Not Applicable". Eliminate from the document all wording printed in *Italics* in the attached sample document. Wording in *Italics* is explanatory and not part of the format.
- (10) S University of Maine System policy limits the period covered by documentation of achievement in the BODY of the application for tenure to the past five years. If you received prior credit toward tenure or are requesting early tenure consideration, material falling within the five year limit, even that which occurred prior to your appointment at UMaine, may be included in your document. Applications not adhering to this five year limitation will be returned to you for correction. Accomplishments prior to

that period may be included in an appendix. Evaluators in your unit, college, and the University of Maine's central administration will review such materials, but appendices will be removed from the application when it is forwarded to the Board of Trustees. In general, please keep appendices to a minimum.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Tenure at Time of Hire, Professor in the Department of English, UM

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

Board Policy 310: Tenure

UNIFIED ACCREDITATION CONNECTION:

BACKGROUND:

The University of Maine has requested that Dr. Megan Walsh be awarded tenure at the rank of Professor in the Department of English within the College of Liberal Arts and Sciences at the University of Maine, effective December 19, 2022, in accordance with Board of Trustee Policy 310. Dr. Walsh's credentials have been reviewed by the faculty of the Department of English at the University of Maine and received their full support.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the May 21-22, 2023 Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic & Student Affairs Committee and approves tenure at time of hire, Professor in the Department of English at the University of Maine with tenure to be effective December 19, 2022.

04/13/2023



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

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

Date: April 12, 2023

To: Dannel Malloy, Chancellor
University of Maine System

From: Jeffrey St. John, Interim VCAA }
The University of Maine System (UMS)

Regarding: Tenure at time of Hire for Dr. Megan Walsh at the University of Maine

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

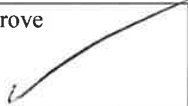
University of Maine
at Presque Isle

University of
Southern Maine

President Joan Ferrini-Mundy, Provost John Volin, and appropriate University of Maine (UM) administrators are recommending and requesting consideration of immediate tenure at the rank of full professor in the Department of English in the College of Liberal Arts and Sciences for Dr. Megan Walsh effective December 19, 2022.

Dr. Walsh was selected through a rigorous national search process to be Dean and Campus Director of the University of Maine at Machias. She has an impressive record of teaching, scholarship and public service.

After reviewing Dr. Walsh's credentials, I also concur with the recommendation of tenure at the rank of professor. Dr. Walsh's academic achievements demonstrate that she meets the standards for tenure at the University of Maine and the scholarly expectations of the Professor rank.

I approve 	I do not approve for the reasons listed below	Additional information needed for decision	Action
			Approval of Tenure at time of hire for Dr. Megan Walsh.


Chancellor Dannel Malloy

4.12.23
Date

Office of the President
University of Maine
University of Maine at Machias



5703 Alumni Hall
Orono, Maine 04469-5703
Tel: 207.581.1512
umaine.edu
machias.edu

April 10, 2023

Dannel Malloy
Chancellor
University of Maine System
267 Estabrooke Hall
Campus

Dear Chancellor Malloy:

In accordance with Board of Trustee policy concerning appointments, I am pleased to forward for your approval and transmittal to the Board of Trustees my strong recommendation that Dr. Megan Walsh be granted tenure as a Professor in the Department of English in the College of Liberal Arts and Sciences, effective December 19, 2022. The granting of tenure coincides with Dr. Walsh's appointment as Dean and Campus Director at the University of Maine at Machias, also effective December 19, 2022.

It is my understanding that granting of tenure for a senior administrator requires approval of an exception to BOT policy (Policy Manual Section 310: Tenure). According to BOT policy, "Senior administrators shall not be awarded tenure as part of their administration contracts. However, the Trustees will consider, on an exceptional basis, a nomination to tenure for an academic dean, when presented under these conditions: 1. the nomination will have been accepted by an appropriate academic department and accorded faculty rank, at the time of appointment as academic dean; 2. the nomination will have been duly evaluated through the campus tenure process."

Dr. Walsh's appointment as Professor with immediate tenure has the full support of the peer committee of the Department of English as well as Dr. Sarah Harlan-Haughey, Acting Chair of the Department English, and Dr. Emily Haddad, Dean of the College of Liberal Arts and Sciences. A recommendation supporting immediate tenure has also been reviewed and approved by Executive Vice President for Academic Affairs and Provost John Volin. Copies of these recommendations, along with Dr. Walsh's curriculum vitae and the Department of English Guidelines for Reappointment, Promotion, Tenure, Annual Evaluation, and Post-Tenure Review are enclosed for your information.

Dr. Walsh progressed in her academic career serving as Director of the Honors Program; Acting Dean, School of Arts and Sciences; Director of the B.A. program in Literacy Publishing and Editing; Chair of the Department of English; and Professor of English with tenure at St. Bonaventure University. Dr. Walsh has a strong record of scholarship, teaching, and service that fully meets the requirements for tenure at the rank of Professor in the Department of English in the College of Liberal Arts and Sciences at the University of Maine.

MAINE'S LAND GRANT, SEA GRANT AND SPACE GRANT UNIVERSITY
WITH A REGIONAL CAMPUS IN MACHIAS

Megan Walsh Tenure Recommendation

Page 2

Questions concerning this appointment may be addressed to Executive Vice President for Academic Affairs and Provost John C. Volin. Thank you for your assistance with this action.

Sincerely,

A handwritten signature in cursive script that reads "Joan Ferrini-Mundy".

Joan Ferrini-Mundy
President

JFM/da

Enclosures (6)

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

April 10, 2023

Joan Ferrini-Mundy
President
University of Maine
200 Alumni Hall
Campus

Dear President Ferrini-Mundy:

Dr. Megan Walsh has been hired as the Dean and Campus Director at the University of Maine at Machias. As is standard with most senior level administrative appointments, I am also recommending that Dr. Walsh be granted immediate tenure at the rank of Professor effective at the date of her appointment as Dean and Campus Director on December 19, 2022. Granting of tenure for a senior administrator requires approval of an exception to BOT policy (Policy Manual Section 310: Tenure). According to this policy, [...the Trustees will consider, on an exceptional basis, a nomination to tenure for an academic dean, when presented under these conditions: 1. the nominee will have been accepted by an appropriate academic department and accorded faculty rank, at the time of appointment as academic dean; 2. the nomination will have been duly evaluated through the campus tenure process.]

Dr. Walsh's credentials have been reviewed by the peer committee of the Department of English at the University of Maine, as well as by Dr. Sarah Harlan-Haughey, Acting Chair of the Department of English, and Dr. Emily Haddad, Dean of the College of Liberal Arts and Sciences, and they all agree that she meets the criteria for professor with tenure as outlined in the Department of English Guidelines for Reappointment, Promotion, Tenure, Annual Evaluation, and Post-Tenure Review. Dr. Walsh earned a Ph.D. in English in 2010 and M.A. in English in 2006 from Temple University. She previously served in the roles of Director of the Honors Program; Acting Dean, School of Arts and Sciences; Director of the B.A. program in Literacy Publishing and Editing; Chair of the Department of English; and Professor of English at St. Bonaventure University. Dr. Walsh's scholarly accomplishments include a monograph, *The Portrait and the Book: Illustration and Literacy Culture in Early America* (University of Iowa Press, 2017); a co-edited edition of Frank Webb's 1857 novel *The Garies and Their Friends* (Broadview Press, 2016); and ten articles and book chapters on topics in 18th- and 19th-century American literature and culture. As a faculty member at St. Bonaventure University, Dr. Walsh's contributions spanned the American literature curriculum. She was a highly engaged faculty member, serving on numerous search committees and committees on general education, program evaluation,

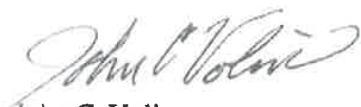
Dr. Megan Walsh Tenure Recommendation

Page 2

curriculum development, technology, accreditation, and faculty awards. She has served the profession through manuscript review and service on review panels and selection committees.

A copy of Dr. Walsh's curriculum vitae is enclosed for your review. I fully support her appointment as professor with the award of tenure effective December 19, 2022.

Sincerely,

A handwritten signature in cursive script, appearing to read "John C. Volin".

John C. Volin

Executive Vice President for Academic Affairs and Provost

JCV/da

Enclosures (5)

College of
Liberal Arts and Sciences
Office of the Dean
umaine.edu/las/



5774 Stevens Hall, Room 100
Orono, Maine 04469-5774
Advising: 207.581.1952
Administration: 207.581.1954
Fax: 207.581.1953
clas@maine.edu

April 9, 2023

Dr. John Volin
Executive Vice President for Academic Affairs & Provost
Alumni Hall 201
University of Maine

Dear Provost Volin,

I am very pleased to confirm the recommendation of the peer committee and chair of the Department of English that Megan Walsh, Dean and Campus Director at the University of Maine at Machias, be tenured in the University of Maine Department of English at the rank of professor.

Dr. Walsh joined the UMaine community this year. She previously held a series of administrative positions at St. Bonaventure University, where she was tenured in 2016 and promoted to Professor of English in 2018. Following three years as chair of the Department of English, she served a year as acting dean of the School of Arts and Sciences. In her last two years at St. Bonaventure, she twice directed the Honors Program and also led an interdisciplinary BA program in literary publishing and editing. This is the record of a versatile and trusted colleague.

Dr. Walsh's scholarly accomplishments include a monograph, *The Portrait and the Book: Illustration and Literary Culture in Early America* (Univ. of Iowa Press, 2017); a co-edited edition of Frank Webb's 1857 novel *The Garies and Their Friends* (Broadview Press, 2016); and ten articles and book chapters on topics in 18th- and 19th-century American literature and culture. The many competitive and prestigious fellowships that she has held or been offered for scholarly research provide further evidence of the quality and importance of her work.

As a teacher, Dr. Walsh's contributions span the American literature curriculum, including survey courses, specialized courses in literary studies, and topics courses. She has also taught composition and a methods course. Her faculty service record at St. Bonaventure shows that she was a highly engaged and influential faculty member there. In addition to numerous search committees, her areas of involvement included general education, program evaluation, curriculum development, technology, accreditation, and faculty awards. She served the profession through manuscript review and service on review panels and selection committees, among other activities.

The UMaine English Department's criteria for the rank of professor stipulate that the candidate "must demonstrate excellence in intellectual work and academic/professional citizenship." Both intellectual work and citizenship may be practiced across teaching, research, and service. Service in the category of citizenship includes "contributions to the administrative work of the department and the university." In addition, the candidate for promotion "should have established a national reputation, as validated by experts in the field." As the examples above show, Dr. Walsh has fully met each of these criteria. Writing as department chair, Sarah Harlan-Haughey concludes that Dr. Walsh's "career to this point seems an

exemplary blend of dedicated scholarship, ethical outreach and leadership, and dedicated administrative work." The peer committee calls her "a welcome addition to our UM/UMM community." I fully agree.

It has been my privilege to work with Dr. Walsh over the past several months. She is insightful and approaches problems with creativity and good humor. I respect her commitment to academic values and to the wellbeing of students. I am delighted to recommend that she be awarded tenure at the rank of professor in the Department of English at the University of Maine. Thank you for your consideration.

Sincerely,



Emily A. Haddad
Dean

cc: Megan Walsh
Sarah Harlan-Haughey, Acting Chair, Department of English
Personnel file

Enc.

Department of English



304 Neville Hall
University of Maine
Orono, Maine 04469
Tel: 207.581.3822
English.umaine.edu

April 5, 2023
Emily Haddad
Dean, CLAS

RE: Dean Megan Walsh

Dear Dean Haddad,

Please accept this letter in support of Dean Megan Walsh's appointment with tenure to the Department of English at the rank of Professor. Dr. Walsh serves as the Dean and Campus Director at the University of Maine at Machias. She has held this position since December 19, 2022. I agree with the Peer Committee's evaluation of Mary's work at the University of St. Bonaventure and their positive recommendation for her appointment to our department at the same rank she held there: Professor.

Though we as a department have not interacted with Dr. Walsh personally at the time of my writing, her career to this point seems an exemplary blend of dedicated scholarship, ethical outreach and leadership, and dedicated administrative work. Her field is Early American Literature, a gap for our department, with an emphasis on book history—if she were to reenter the teaching pool, we would be able to find classes for her. And her publication record is respectable.

Already primed to think interdisciplinarily in her own research, Walsh has become someone who can advocate for many different constituencies and stakeholders on her campus, and has the skill necessary to maintain and enhance UMM's reputation for excellent instruction, student-focused learning opportunities, and true community engagement. We wish her luck as she learns the ropes at Machias, and we look forward to collaborating with her as we continue to bring the two campuses together.

Dr. Walsh is a thoughtful scholar and an engaged leader. I second the peer committee in recommending her appointment with tenure to Professor of English without reservation.

Sincerely,

Dr. Sarah Harlan-Haughey

Interim Chair, Department of English

CC: Megan Walsh; personnel file

Department of English



304 Neville Hall
University of Maine
Orono, Maine 04469
Tel: 207.581-3822
English.umaine.edu

April 4, 2023
Sarah Harlan-Haughey
Interim Chair, Department of English

RE: Hiring of Dean Megan Walsh

Dear Professor Harlan-Haughey,

This is the Peer Committee of English's letter in support of Megan Walsh, the Dean and Campus director at the University of Maine at Machias, who was hired into the UMS at the rank of Professor, which was her rank at her former institution, St. Bonaventure University. We support her appointment and tenure at the rank of Professor in the Department of English. We base this recommendation on our evaluation of her Curriculum Vitae.

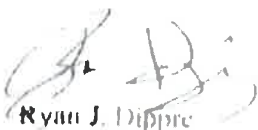
Dr. Walsh was named Dean and Campus Director of the University of Maine at Machias, effective Dec. 19, and is a member of the University of Maine President's Cabinet. She has no direct responsibility to the English Department at the University of Maine at this time.

In her work as a professor of English and as an administrator, Dr. Walsh has justly earned the rank of Professor at St. Bonaventure, and we support her appointment at that same rank here for the reasons listed below. She has authored two peer-reviewed books—one a monograph and the other an edited volume—and ten articles. Her interdisciplinary work on early American print culture and illustration is exciting and important to her subfield. She has also clearly thrived in multiple leadership positions, from Chair, to Acting Dean of the School of Arts and Sciences, to Director of the honors program. We hope her vision and dedication to the liberal arts and to providing an excellent education for all will also help her thrive at her new post. She is a welcome addition to our UM/UMM community.

The Peer committee unanimously recommends that Megan Walsh be appointed to the Department of English at the rank of Professor



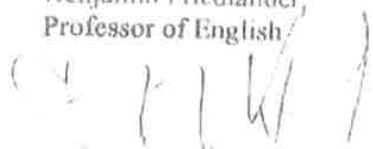
Carla Billitteri
Associate Professor of English



Ryan J. DiPre
Associate Professor of English



Benjamin Friedlander
Professor of English



Gregory Howard
Associate Professor of English



Margo Lukens
Professor of English



Deborah Rogers
Professor of English

CC: Megan Walsh; personnel file

MEGAN WALSH

megan.walsh1@maine.edu
Office: (207)255-1266

EDUCATION

Ph.D., English, Temple University, 2010
M.A., English, Temple University, 2006
B.A., History and English (Honors), University of Wisconsin-Madison, 2002

ADMINISTRATIVE POSITIONS

Dean and Campus Director, University of Maine at Machias	Dec. 2022-present
Director, Honors Program, St. Bonaventure University	June 2022-Dec. 2022; Jan. 2020-Oct. 2021
Acting Dean, School of Arts and Sciences, St. Bonaventure University	Aug. 2021-June 2022 (term appointment)
Director, B.A. Program in Literary Publishing and Editing, St. Bonaventure University	May 2021-Dec. 2022
Chair, Department of English, St. Bonaventure University	May 2017-May 2020

ACADEMIC POSITIONS

Professor of English, University of Maine at Machias	2022-present
Professor of English, St. Bonaventure University	2018-2022
Associate Professor of English, St. Bonaventure University	2016-2018
Assistant Professor of English, St. Bonaventure University	2011-2016
Assistant Professor of English, The Ohio State University-Lima	2010-2011
Adjunct Instructor, Department of English, Temple University	2004-2009

PROFESSIONAL DEVELOPMENT

Harvard University Graduate School of Education, Management Development Program for Higher Education, Cambridge, MA	June 2022
Curriculum and Programming Transformation Workshop on Equity and Inclusion, Alfred University and St. Bonaventure University	June 2019
American Council on Education, Leadership Workshop for Department Chairs, Alexandria, VA	July 2018

LEADERSHIP EXPERIENCE, UNIVERSITY OF MAINE AT MACHIAS**Dean and Campus Director** **Dec. 2022-present**

- Responsibilities
 - Represent UMM as the branch campus of UMaine and as one of the seven UMaine System universities
 - Oversee approximately \$7.5 million annual operating budget, not including UMaine Foundation endowments; 300+ acre campus; buildings valued at approximately \$28 million
 - Lead the final implementation of the 2021 Regional Campus Task Force Report, including unifying undergraduate catalog (for 2023-2024), general education core curriculum (for 2024-2025), and academic and administrative budgets (for FY24)
 - Communicate regularly with UMM Board of Visitors, major donors, and regional leaders
 - Manage administrative oversight for faculty grants and legislative earmark funds

Walsh 2

- Initiatives and Accomplishments
 - Hosted Maine Development Fund Legislative “Bus Tour” for approximately 75 Maine State legislators
 - Implementing new external program review process for all UMM academic programs; B.A. Psychology reviewed Sp23, B.S. Biology and B.S. Marine Biology reviewed 23-24
 - With Executive Dean of the Maine School of Business, developing a new program in Small Business Management with a required Machias residential semester
 - Overseeing allocation of \$1.8 million existing bond money for capital improvements; projects include Black Bear student lounge, allergen-free student kitchen, administration building envelope repair, and stormwater management system
 - With UMaine Police, establishing new on-campus Emergency Operations Center; cost estimate for FY24 is \$92,000
 - Leading request for \$1.5 million congressional earmark for Reynolds Murdock Fitness and Aquatics Center at UMM; earmark to be sponsored by Sen. Collins and Sen. King
 - With UMaine VP for Finance, conducting audit of all UMM expenses and revenue in order to achieve zero-based budget; identified \$241,000 in potential reductions for FY24

LEADERSHIP EXPERIENCE, ST. BONAVENTURE UNIVERSITY

Director, Honors Program

June 2022-Dec. 2022; Jan. 2020-Oct. 2021

- Responsibilities
 - With school deans, oversaw staffing of Honors courses
 - Organized events including annual first-year reception with the president, Spring Honors symposium, and workshops for students
 - Managed Honors budget
 - Coordinated student project approval and curriculum changes with faculty Honors Council members
- Initiatives and Accomplishments
 - Participated in two National Collegiate Honors Council institutes: “Anti-racism in Honors Institute” (online, June 2021) and “Admissions and Recruitment Institute” (online, Oct. 2021)
 - Worked with faculty to add five new HON 299: Special Topics courses (“Diversity and the Courts,” “The Art of Science Communication,” “Race and Policing,” “Queer Theory,” and “Media and Mental Health”)
 - Eliminated SAT/ACT requirement for program admission
 - Led Honors Council committee in developing an evaluation rubric for capstone projects
 - Reallocated funds and received internal grant to provide stipends for faculty serving as senior project advisors
 - Involved upper-level students in events for prospective and first-year students

Acting Dean, School of Arts and Sciences

Aug. 2021-June 2022 (term appointment)

- Responsibilities
 - Served approximately 630 undergraduate majors in nearly 40 programs, including all general education core courses
 - Managed 80 full-time faculty members, additional 20-30 adjuncts/semester, and two full-time staff members
 - Oversaw approximately \$6 million budget, including annual operating expenses, grants, and endowments

Walsh 3

- Conducted regular program review; 2021-2022 programs included Biology, Behavioral Neuroscience, Environmental Studies, History, and Psychology
- Initiatives and Accomplishments
 - Oversaw beginning of \$11.5 million (\$2.875 million HECAP grant-funded) renovation of main humanities and social sciences building; relocated 30 full-time faculty and adjunct offices
 - Initiated three institutional grant applications, all successful:
 - \$125,000 George I. Alden Trust Grant for computer science and cybersecurity infrastructure project (submitted Feb. 2022; awarded July 2022)
 - \$10,000 Anna C. Manley Charitable Trust grant for cybersecurity classroom improvement (submitted May 2022; awarded July 2022)
 - \$150,000 NEH Initiatives Grant application for Seneca (Onödowa'ga:) general education learning module (submitted April 2022; awarded Dec. 2022)
 - Held administrative oversight for two institutional grants:
 - History and Education faculty members awarded \$34,924 NEH Humanities Connections Planning Grant for "Collaborative Pathways for Inquiry Based Education: Piloting a Humanities Education Partnership" (submitted Sept. 2021; awarded April 2022)
 - Chemistry faculty member awarded \$544,000 NSF CAREER grant (submitted under previous dean July 2021; awarded Jan. 2022)
 - Stewarded gifts, including new \$82,500 gift sponsored in part by the Olean Business Development Corp. for faculty-community innovation projects
 - With dean for graduate studies and Keypath Education, began development of online M.S.W. program
 - Worked with Mathematics faculty member to build B.S. in Data Science program
 - Implemented faculty-developed rubric for all full-time faculty performance reviews
 - Held diversity, equity, and inclusion professional development events, including meetings with all faculty search committees in A&S and a workshop on DEI and faculty advising
 - Worked with HR to integrate new online hiring and onboarding system

Director, B.A. Program in Literary Publishing and Editing**May 2021-Dec. 2022**

- Responsibilities
 - Developed admissions materials for prospective students
 - Worked with current chair of the department of English to schedule courses
 - Identified internship opportunities for current students
 - Advised all majors in the program
- Initiatives and Accomplishments
 - Coordinated with admissions to contact individual applicants
 - Invited alumni speaker to meet with current students
 - For Fall 2022, added new special topics course team taught by recent alumni

Chair, Department of English**May 2017-May 2020**

- Responsibilities
 - Served majors, minors, and, in ENG 101 and ENG 102, all SBU students
 - Served 7 full-time faculty members and 4-8 adjunct faculty members
 - Staffed and oversaw 30-35 course sections/semester
 - Coordinated admissions events, assessment review, and departmental events
 - Oversaw English budget, including Panzarella Endowed Professorship budget

Walsh 4

- Initiatives and Accomplishments
 - Coordinated revision of curriculum, including updating senior comprehensive exams and aligning course offerings with general education needs
 - Developed and ran annual Panzarella Undergraduate Writing Awards
 - Secured two tenure-track assistant professor hires and one full-time lecturer hire
 - Led departmental refocusing, which included sunseting B.A. in Professional and Creative Writing and development of new B.A. in Literary Publishing and Editing (approved by NY State Jan. 2021)

Additional Leadership Experience, St. Bonaventure University

- | | |
|--|-----------|
| • President's University Planning Commission | 2018-2022 |
| • Co-chair, Middle States Self-study Committee: Planning, Resources, and Institutional Improvement | 2021-2022 |
| • Middle States Accreditation Self-study Steering Committee | 2021-2022 |
| • Provost's Student Retention Committee | 2021-2022 |
| • Search Committee for 22nd University President | 2021-2022 |
| • Provost's Academic COVID-19 Taskforce | 2021-2022 |
| • Provost's Academic Advisory Council | 2018-2019 |
| • Board of Trustees Academic Affairs Committee | 2018-2019 |
| • University Assessment Program Evaluation Committee | 2017-2018 |
| • Search Committee for 21st University President | 2016-2017 |

ACADEMIC PUBLICATIONS

Books

The Portrait and the Book: Illustration and Literary Culture in Early America. Iowa City: University of Iowa Press, 2017.

Frank J. Webb's *The Garies and Their Friends* (1857). Co-edited with William Hunting Howell. Calgary: Broadview Press, 2016.

Articles and Book Chapters

"Book Illustration and Consumer Culture," co-authored with Christina Michelon. *The Bloomsbury Handbook in Eighteenth-Century Literary Illustration*. Eds. Leigh G. Dillard and Christina Ionescu. London: Bloomsbury Press, forthcoming Summer 2023. ~9,600 words

"Extra-Illustration, Preservation, and Libraries in the Nineteenth-Century United States." *Journal of Illustration* 8 no. 1 (2021): 81-105.

"Ledger No. 1," co-authored with Karen Sánchez-Eppler and Christina Michelon, *J19* 8, no. 2 (2020): 181-191.

"Religious Respectability: The Black Bourgeoisie and the Politics of Belief in Frank J. Webb's *The Garies and Their Friends*." *Cithara* 56, no. 2 (2017): 13-27.

"*Wieland*, Illustrated: Word and Image in the Early American Novel." *Literature in the Early American Republic* 6 (2014): 113-136.

Walsh 5

"Diagram of a Fugitive Slave Narrative." *Common-place* 13, no. 3 (2013). www.common-place.org

"The Politics of Vision: Charles Willson Peale in Print." *Early American Literature* 46, no. 1 (2011): 69-92.

"Benjamin Franklin's Material Cultures." *A Companion to Benjamin Franklin*. Ed. David Waldstreicher. Oxford: Blackwell Press, 2011. 412-29.

"Picturing Benjamin Franklin in the Classroom: Teaching Early American Literature with Digital Archives." *Teaching American Literature* 5, no. 1 (2011): 1-11.

"Charles Willson Peale." *Encyclopedia of American Studies*. Ed. Miles Orvell. Baltimore: Johns Hopkins University Press, 2008. www.eas-ref.press.jhu.edu

Reviews

Review of Lucy Peltz, *Facing the Text: Extra-Illustration, Print Culture and Society in Britain, 1759-1840*. *SHARP News* (2019). <https://www.sharpweb.org/sharpnews/2019/12/29/lucy-peltz-facing-the-text-extra-illustration-print-culture-and-society-in-britain-1769-1840/>

Review of Jane Kamensky, *A Revolution in Color: The World of John Singleton Copley*. *Early American Literature* 53, no. 3 (2018): 1013-1017.

Review of Philipp Schweighauser, *Beautiful Deceptions: European Aesthetics, the Early American Novel, and Illusionist Art*. *William and Mary Quarterly* 74, no. 2 (2017): 193-196.

Review of Matt Cohen and Jeffrey Glover, eds., *Colonial Mediascapes: Sensory Worlds of the Early Americas*. *Early American Literature* 51, no. 2 (2016): 515-520.

"The Science of Discernment in Early America." Review of Wendy Bellion's *Citizen Spectator: Art, Illusion, and Visual Perception in Early National America* and Christopher J. Lukasik's *Discerning Characters: The Culture of Appearance in Early America*. *The Eighteenth Century* 55, no. 2-3 (2014): 325-330.

Review of Maurie McInnis and Louis P. Nelson, eds. *Shaping the Body Politic: Art and Political Formation in Early America*. *Journal of the Early Republic* 32, no. 3 (2012): 512-515.

Review of Early African American Print Culture in Theory and Practice Conference, March 18-20, 2010. *SHARP News* 19, no. 2 (2010): 1-2.

ACADEMIC AWARDS AND FELLOWSHIPS

External Research Fellowships

John S. Aubrey Fellowship, Newberry Library, 2020-2021 (declined)

Short-term Fellowship, New York Public Library, 2020-2021 (declined)

Short-term Reese Fellowship in the Print Culture of the Americas, William L. Clements Library at the University of Michigan-Ann Arbor, 2020-2021 (declined)

Samuel Victor Constant Fellowship in Memory of Kenneth R. Lavoy Jr., Florida Atlantic University, 2020 (declined)

Walsh 6

AAS-NEH Fellowship, American Antiquarian Society, 2019-2020
 Jay and Deborah Last Fellowship in American Visual Culture, American Antiquarian Society, 2019-2020 (declined)
 Northeast Modern Language Association Fellowship, Newberry Library, 2013-2014
 Franklin Research Grant, American Philosophical Society, 2013-2014
 Lillian Gary Taylor Visiting Fellowship in American Literature, Mary and David Harrison Institute for American History, Literature, and Culture at the University of Virginia, 2012-2013
 Northeast Modern Language Association Fellowship (joint with William Hunting Howell), American Antiquarian Society, 2012-2013
 Society for Historians of the Early American Republic Fellowship, Library Company of Philadelphia and Historical Society of Pennsylvania, 2010-2011
 American Society for Eighteenth-Century Studies/Andrew W. Mellon Foundation Fellowship, Harry Ransom Center at the University of Texas at Austin, 2010-2011
 Research Fellowship, Robert H. Smith International Center for Jefferson Studies at Monticello, 2010-2011
 Research Associate, McNeil Center for Early American Studies at the University of Pennsylvania, 2009-2010
 Robert M. & Annetta J. Coffelt Fellowship at the John D. Rockefeller, Jr. Library, Colonial Williamsburg Foundation, 2008-2009
 Summer Seminar Workshop Grant, Center for the History of American Visual Culture at the American Antiquarian Society, 2009 (declined)
 Society of Early Americanists Travel Grant, 2009
 Winterthur Short-term Fellowship, Winterthur Museum, Garden, and Library, 2008-2009
 Consortium Dissertation Fellowship, McNeil Center for Early American Studies at the University of Pennsylvania, 2008-2009
 Smithsonian Institution Graduate Fellowship, Smithsonian Institution National Portrait Gallery, 2006-2007

St. Bonaventure University Grants and Awards

Keenan Martine Grant, SBU, 2021-2022
 Keenan Martine Grant, SBU, 2020-2021
 Keenan Martine Grant, SBU, 2019-2020
 Keenan Martine Grant, SBU, 2019-2020 (joint with Phillip Payne and Jeremy Smyczek)
 Keenan Martine Grant, SBU, 2018-2019
 Sabbatical Research Leave, SBU, Spring 2018
 Panzarella Endowed Professorship in English, SBU, Spring 2018
 Keenan Martine Grant, SBU, 2017-2018
 Visiting Scholars Grant, SBU, 2017-2018
 Keenan Martine Grant, SBU, 2016-2017
 Visiting Scholars Grant, SBU, 2015-2016
 Keenan Martine Grant, SBU, 2015-2016
 Visiting Scholars Grant, SBU, 2014-2015
 Junior Faculty Prize for Professional Excellence in Research, Teaching, and Service, SBU, 2013-2014 (awarded every three years)
 Keenan Martine Grant, SBU, 2013-2014
 Visiting Scholars Grant, SBU, 2013-2014
 Faculty Research Grant, School of Arts and Sciences, SBU, 2013-2014
 Faculty Research Grant, School of Arts and Sciences, SBU, 2012-2013
 Course Enhancement Grant, The Ohio State University Libraries, 2010-2011

Walsh 7

Senior Doctoral Fellowship, Center for the Humanities at Temple, Temple University, 2010-2011
(declined)
Graduate School Dissertation Completion Fellowship, Temple University, 2009-2010
Graduate Teaching and Research Assistantship, Department of English, Temple University, 2006-2010
Graduate Fund for Excellence Grant, College of Liberal Arts, Temple University, 2007-2008, 2006-2007, 2005-2006, 2004-2005
Graduate Research Grant, Department of English, Temple University, 2007
Fellowship for Vision and Rationality Seminar at Temple University-Rome, College of Liberal Arts, Temple University, 2005-2006

ACADEMIC PRESENTATIONS

Invited Talks and Colloquia

"Lovers and Maniacs," Work-in-Progress Workshop at the American Antiquarian Society, December 2019
"Bad Archives: Extra-Illustration and the History of Information Management in the U.S.," Fellowship Colloquium at the American Antiquarian Society, December 2019
"Tidying up the Library," Cuba Public Library, Cuba, NY, February 2019
"Corpses and Character Portraits: Book Illustration and the Novel of Seduction in the Revolutionary U.S.," Reimagining the Humanities Series Keynote Lecture, Penn State-Erie, The Behrend College, November 2016
"Editing Frank J. Webb's *The Garies and Their Friends*," Fellowship Colloquium at the American Antiquarian Society, August 2013 (with William Hunting Howell)
"Phillis Wheatley and the Illustrated Book in the Age of Jefferson," Thomas H. Smith International Center for Jefferson Studies at Monticello, July 2011
"A Nation in Sight: Vision, Citizenship, and Early American Literature," Fellowship Colloquium at the Library Company of Philadelphia, April 2011
"Phillis Wheatley's and Venture Smith's Transatlantic Visions," McNeil Center for Early American Studies at the University of Pennsylvania, March 2010
"A Nation in Sight: Vision, Citizenship, and Early American Literature," Fellowship Colloquium at the McNeil Center for Early American Studies at the University of Pennsylvania, March 2009

Conference Presentations and Seminars

"George Washington in the Library," The Unique Copy: Extra-illustration, Word and Image, and Print Culture Conference, Herzog August Library, Wolfenbüttel, Germany, May 2018
Panel organizer, "Categories of the Archive," Society of Early Americanists Biennial Conference, Tulsa, March 2017
"Visualizing the Seduction Novel in Early America," The Society for Nineteenth-Century Americanists Biennial Conference, Pennsylvania State University-State College, March 2016
"The Illustrated Seduction Novel in Early America," American Society for Eighteenth-Century Studies Annual Conference, Pittsburgh, April 2016
"*Pilgrim's Progress*, Benjamin Franklin, and the Illustrated Book in Colonial America," Center for Medieval and Renaissance Studies at the University of Nebraska-Lincoln, October 2015
"Frank J. Webb's *The Garies and Their Friends* in England," Northeast Modern Language Association Annual Convention, Toronto, May 2015
Chair and co-organizer, "Marginalized Texts and Modern Editions," Northeast Modern Language Association Annual Convention, Toronto, May 2015

Walsh 8

- "Frank J. Webb's *The Garies and Their Friends* and Abolitionist Writing," Modern Language Association Annual Convention, Vancouver, January 2015
- Chair, "Representation and Reading of Art," The Visual and the Verbal: Image/Text in American Print Culture to 1900 Conference, American Antiquarian Society, November 2014
- "Isaiah Thomas's First American Illustrated Novel," The Visual and the Verbal: Image/Text in American Print Culture to 1900 Conference, American Antiquarian Society, November 2014
- "Locating Illustrated Literature in Early America," Society for the History of Authorship, Reading, and Publishing Annual Conference, Philadelphia, July 2013
- "Missing Parts: *Wieland* and the Un-Illustrated American Novel," American Society for Eighteenth Century Studies Annual Conference, Cleveland, April 2013
- "Anti-abolitionism, Phillis Wheatley, and Visual Media," The Society of Nineteenth-Century Americanists Biennial Conference, Berkeley, April 2012
- "Danger and Dark Chambers: Charles Brockden Brown and the Camera Obscura," Society of Early Americanists Biennial Conference, Philadelphia, March 2011
- Panel organizer, "Visual Technology in Early America," Society of Early Americanists Biennial Conference, Philadelphia, March 2011
- Participant, Mellon Early American Literature and Material Texts Workshop, Library Company of Philadelphia and McNeil Center for Early American Studies at the University of Pennsylvania, July 2010
- "Philadelphia Fire: Enlightenment, Mystery, and Urban Space in *The Life of Charles Willson Peale*," Modern Language Association Annual Convention, Philadelphia, December 2009
- Chair, "Spectacular Bodies," Fear and Desire: Early America and its Discontents Graduate Conference, McNeil Center for Early American Studies at the University of Pennsylvania, September 2009
- Chair, "The War of 1812 and the Geographic Imagination," Society of Early Americanists Biennial Conference, Hamilton, Bermuda, March 2009
- Participant, Mellon Early American Literature and Material Texts Workshop, Library Company of Philadelphia and McNeil Center for Early American Studies at the University of Pennsylvania, July 2009
- "Peale in Print: Eighteenth-Century Print Culture and the Work of Charles Willson Peale," Omohundro Institute of Early American History and Culture Annual Conference, Boston, June 2008
- "Objects, Publics, and Authentic Patriotism in Philip Freneau's 'The Picture Gallery,'" American Literature Association Annual Conference, San Francisco, May 2008
- Panel co-organizer, "Before the Real Thing: Reconsidering Portraiture and Authenticity," American Literature Association Annual Conference, San Francisco, May 2008
- "Fake Fruit: Deception and Wit in the Still Life Painting of James Peale," Mid-America American Studies Association Annual Conference, St. Louis, April 2006
- "Ordinary People: Francis Blackwell Mayer and Nineteenth-Century Images of the American Revolutionary Soldier," Graduate Humanities Forum Conference, University of Pennsylvania, February 2006

ST. BONAVENTURE UNIVERSITY TEACHING

- ENG 599: Topic: American Archives
- ENG 574: Topic: Reading the Early Republic
- ENG 574: Topic: Nineteenth-Century African American Literature
- ENG 572: Topic: The Literature of Things in Antebellum America
- ENG 572: Topic: Nineteenth-Century American Literature

Walsh 9

ENG 500: Bibliography and Research Methods
 ENG 379: African American Literature
 ENG 375: American Novel to 1865
 ENG 221: American Literature II
 ENG 220: American Literature I
 ENG 102: Writing 2
 ENG 101: Writing 1

ST. BONAVENTURE UNIVERSITY FACULTY SERVICE

English and History Curriculum Innovation Workshop	Co-organizer	August 2019
Search Committee for Lecturer in English	Chair	Spring 2019
Search Committee for Assistant Professor of English, Creative Writing: Poetry	Chair	2018-2019
First-year Summer Orientation Academic Sessions	Mentor	2019, 2017
University Assessment Program Evaluation Committee	Member	2017-2018
Faculty Workshop: "Using Faculty Research to Engage Students in the Classroom"	Leader	January 2017
Graduate Program Committee, Department of English	Member	2012-2018
English Department Curriculum Committee	Member	2015-2017
Faculty Senate Technology Committee	Member	2015-2017
Junior Faculty Award for Excellence Selection Committee	Member	2016-present
General Education Curriculum Literature and Visual and Performing Arts Committee	Chair	2016-2017
Faculty Senate Academic Affairs Committee	Member	2015-2017
Search Committee for Interim Provost	Member	2015-2016
President's Franciscan Education Learning Community Initiative	Participant	2015-2016
Commencement Marshal		2014-2017
Middle States Accreditation Working Group	Member	2013-2015
Women's Studies Committee	Member	2012-2013
Graduate Council	Member	2012-2013
English M.A. thesis committees (2016, 2014, and 2013)	Chair	
English M.A. thesis committees (four in 2017, two in 2015, and one each in 2014, 2012, and 2011)	Member	
Search Committee for Assistant Professor of English, Composition and Rhetoric	Member	2011-2012

PROFESSIONAL ACADEMIC SERVICE

Peer Reviewer

Book History (Johns Hopkins University Press)
Cithara (St. Bonaventure University)
Early American Literature (University of North Carolina Press)
Early American Studies (University of Pennsylvania Press)
Papers of the Bibliographical Society of America (University of Chicago Press)
Philological Quarterly (University of Iowa Press)
 University of Massachusetts Press
 Editorial Advisor, *Broadview Anthology of American Literature, Volumes A and B* (Broadview Press, 2022)

Walsh 10

Editorial Board, <i>Early American Studies</i>	2018-2021
Reviewer, Franklin Research Grants, American Philosophical Society	2019, 2020
External Site Evaluator, Fellowship Programs at Independent Research Institutions, National Endowment for the Humanities	2021-2022 (postponed)
Selection Committee, John M. Murrin Prize for Best Article in <i>Early American Studies</i>	2018-2020
Fellowship Selection Committee, Marvin and Sybil Weiner Collection at Florida Atlantic University	2017-2020
Fellowship Selection Committee, American Antiquarian Society	2015-2016
Program Committee, "The Visual and the Verbal": Image/Text in American Print Culture to 1900" Conference, American Antiquarian Society	2014
Program Committee, McNeil Center for Early American Studies Graduate Conference, University of Pennsylvania	2009

University of Maine
Department of English

GUIDELINES FOR REAPPOINTMENT, PROMOTION,
TENURE, ANNUAL EVALUATION, and POST-TENURE
REVIEW

(revised 2006)

I. Definitions of Faculty Ranks

Instructor

Effective September 1, 1996, the department will not normally make appointments at the rank of Instructor. Individuals who hold this title at the time this policy is initiated may choose to retain that title and will be subject to the same job description as for Lecturer.

Lecturer

Appointments of full-time Lecturers in the Department of English occur when the department has enrollment needs which cannot be met by tenured or tenure-track faculty. The minimum requirement for appointment as Lecturer is, normally, an M.A. degree and teaching experience in composition and/or introductory literature courses. The position of full-time Lecturer is normally a full-time teaching position. Lecturers are evaluated annually by the Peer Committee, in consultation with the course coordinators of the courses in which these lecturers are teaching. Lecturers are not eligible for tenure.

Assistant Professor

Appointments to Assistant Professor of English occur when the department has openings in positions necessary for the accomplishment of departmental missions. In selecting candidates for such positions the department chooses individuals whose credentials best qualify them for the duties of those positions. Except in unusual cases (such as specialties for which the applicant pool is very small and the competition with other hiring departments, therefore, very strong; or when, as in the case of a published writer, experience and accomplishment are more important than academic degrees), individuals appointed to this rank must have earned the highest degree traditional to the discipline and/ or area of specialization. The department will not recommend tenure at the assistant professor rank.

Associate Professor

To be recommended for promotion to Associate Professor of English with tenure, assistant professors must, in the over-all review made no later than the sixth year of their probationary periods, rank high in intellectual work and academic/professional citizenship. Their scholarly or creative work after initial appointment should be significant contributions, as evaluated by experts in the field. Moreover, they must have demonstrated excellence in accomplishing those duties for which they were hired, and they must show high promise for continued development consistent with the long-range missions of the department.

Early Tenure

Faculty members wishing to apply for early tenure and promotion must meet all usual criteria for teaching, research, and service. In addition, they must demonstrate exceptionally broad national and/or international recognition of their work, as substantiated by measures that may include significant national awards, invitations to speak at prestigious conferences or institutions, frequent citation of their work, well-placed favorable reviews, or a publishing record beyond that required of a typical applicant.

Professor

Recommendation for promotion from Associate to Professor depends not on length of time in rank but on quality of work. Candidates for Professor must demonstrate excellence in intellectual work and academic/professional citizenship. Through their work, they should have established a national reputation, as validated by experts in the field. Appointment to the rank of Professor from outside the university will not ordinarily be made; in the unusual case when it is, these same criteria will be used.

II. The Probationary Period

University policy on the probationary period for faculty on a tenure track is established by the *Agreement of the University of Maine with Associated Faculties of the University of Maine*—i.e., the university contract. This document varies from one contract period to another, and all faculty members should regularly consult the current contract. All faculty, especially probationary faculty, should clearly understand (1) what probationary status is, (2) what the criteria--departmental and university--for promotion to the various ranks are, and (3) what the evaluative procedures used by the department, college, and university are. Very early in the first year, new faculty members should meet with the department chair to discuss these policies. No new member of this department should be reappointed for a second year without knowing the policies and procedures that govern reappointment, promotion, and the granting of tenure.

The probationary period is a time of testing and trying-out: new colleagues must be allowed time to show how they can contribute to the department's missions in teaching, scholarship, and service. During this time, the department's Peer Committee evaluates as fully as possible the quality of the faculty member's progress toward a permanent, tenured position within the department. Because these evaluations are, especially at the beginning of the probationary period, limited to short-term performance, and because performance may in subsequent years vary positively or negatively, and because the mission and needs of the department may change, satisfactory annual evaluation during the early years of the probationary period cannot be considered as a promise of (or the equivalent of) tenure. Annual evaluation during the first two years of the probationary period is both judgmental and developmental: criticism should be tempered with constructive advice. Later on in the probationary period, the accumulating evaluation process must yield a final judgment; the entire probationary period is reviewed carefully and thoroughly and it is on the basis of the entire accumulated record that the Peer Committee makes its final judgment: to recommend for promotion and tenure, or to terminate.

III. Peer Committee

Under the terms of the AFUM contract, a peer committee is responsible for evaluating all faculty and for recommending faculty members for reappointment, promotion, and tenure. Additionally, the Peer Committee conducts post-tenure reviews, and it uses the evaluation criteria detailed below for this review. In the English department, the Peer Committee is composed of all tenured members of the department. For cases of promotion to Professor, the Peer Committee is restricted to the full professors.

IV. External Evaluation

For promotion to Associate Professor and to Professor, UM System policy stipulates external letters of evaluation from experts in the candidate's discipline. Such letters are solicited by the department chair in accordance with College of Liberal Arts and Sciences procedures.

V. Evaluation Criteria

The department of English sees *intellectual work* and *academic and professional citizenship* as the primary components of faculty work. *Research, scholarship, teaching, and service* are the activities through which intellectual work and academic/professional citizenship are accomplished. The department believes that the quality, significance, and impact of faculty work are more important than the category to which the work belongs. Intellectual work is not restricted to research and scholarship but is also a component of teaching and service. And just as research is not the exclusive site of intellectual work, service is not the exclusive site for academic and professional citizenship. Therefore, to achieve the standard of overall excellence in intellectual work and academic/professional citizenship, a faculty member's accomplishments need not be uniformly spread among research/ scholarship, teaching, and service, though continuing satisfactory performance is required of every faculty member in all three activities.

Intellectual Work

Teaching

Faculty holding tenure and tenure-track appointments must be able to teach service courses, undergraduate major courses, and graduate courses. The department expects its faculty to be able to translate disciplinary expertise into meaningful and accessible models for learners at different stages. Teaching includes such additional intellectual work as course development and/ or . pedagogical innovation. Because teaching resists reductive analysis and quantitative measurement, the Department of English is not committed to any single method of evaluating teaching effectiveness. The department does, however, endorse the following guidelines:

- (1) The Peer Committee evaluates teaching practices, including student evaluations, course materials, and classroom performance, of all faculty under consideration for reappointment or promotion.
- (2) Every faculty member must submit student evaluations of all courses taught each semester.
- (3) Unsolicited letters from students, alumni, and other faculty, along with any special recognition such as an award for good teaching, should be added to the record.

Signed commendations or complaints in writing to the department become part of the faculty member's personnel file. The department chairperson must supply the faculty member with a copy of such a document. The faculty member may respond in writing to any such document, and the written response also becomes part of the personnel file. All materials placed in the Personnel File fall under the provisions of Article 6 of the current AFUM contract.

Research/ Scholarship

Tenured and tenure-track faculty in the department spend a portion of their professional time in scholarly work and, in accord with the University's research responsibilities as a land-grant/ sea-grant institution, are expected to show an appropriate record of research and scholarship. By its nature, scholarship is cosmopolitan and Transinstitutional rather than local. Significant intellectual work is an outgrowth of professional expertise and is legitimated in accordance with the standards of at least one disciplinary or professional community. Faculty may receive additional time, reassigned from teaching, for this purpose. The department defines research/ scholarship as encompassing the following activities:

- (1) Refereed publications within the discipline. "Refereed" means that the scholarly work is evaluated by another expert in the field, whether it be an editor or editorial board for a journal, or a distinguished scholar asked to pass judgment at the request of a journal's editor or of the contributor. Publications can take a variety of forms: for example, publication or acceptance for publication of scholarly articles and books; of textbooks on literature or composition; of bibliographies and biographies on literary figures; of poetry,

fiction, drama, and essays; and of reports and reviews.

(2) Editorial work for a scholarly journal or press.

(3) Formal presentation (invited or refereed) delivered at professional or academic venues (international, national, regional, state, or local).

(4) External grants designed to elicit support for scholarly research or for curricular development.

The Peer Committee may include in its evaluation of scholarship works submitted for publication and/ or grant proposals submitted but not funded.

Service

Intellectual work is accomplished in service when faculty use their specialized knowledge in activities that sustain academic institutions as intellectual centers and enable them to carry out academic goals. Structuring a new program or contributing one's disciplinary expertise to college or university committees, for example, involves more than the general knowledge or skills that most educated people possess. That academic knowledge may also benefit government, industry, the law, the arts, and not-for-profit organizations; examples would be serving on a state or local humanities council, helping a school system revamp its curriculum, working on a community literacy project, writing a script for public television, and consulting on expert testimony for Congress.

Academic/Professional Citizenship

Academic and professional citizenship encompasses the activities required to create, maintain, and improve the infrastructure that sustains the academy as a societal institution. Such activities are not dependent on disciplinary expertise but on one's commitment to the academic and professional community. The Department recognizes the significance of faculty work in support of the institution at all levels.

Teaching

Citizenship in teaching is demonstrated through contributions to student advising and retention, as well as service in faculty recruitment and on college or university curriculum committees

Research/ Scholarship

Citizenship activities within research and scholarship include participating in promotion and tenure reviews, evaluating manuscripts for a journal or publisher, and serving on committees in professional organizations in one's discipline.

Service

Activities that constitute citizenship in service include participation in department, college, and university governance, activities, and committee work (standing or ad hoc); representing one's institution on an external task force or in a public forum; and contributions to the administrative work of the department and the university.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: New Academic Program Proposal - B.S. in Special Education, USM

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

305.1 Program Approval, Review & Elimination Procedures

UNIFIED ACCREDITATION CONNECTION:

This proposed program reflects a significant degree of collaboration among UMS universities, Maine's community colleges, and the Maine Department of Labor. USM Special Education faculty have contacted and met with their Special Education colleagues across our System over the past two years to develop ideas for addressing a state-wide Special Education staffing crisis. Efforts to date include meetings with faculty from individual universities and a February 3, 2023 meeting with faculty from all of our universities to discuss ongoing collaboration in as many pathways for Special Educator certification as possible. Plans include a new website where all UMS Special Education certification programs will be listed, a clearinghouse for information about all UMS Special Education courses, and an in-person meeting in Augusta in spring 2023 to create an action plan for long-term solutions. In addition, USM Special Education faculty met with UMM, UMA, and UMPI faculty and administrators on February 28, 2023 to discuss how this proposal can both support and collaborate with those universities' existing online Special Education undergraduate programs.

Ongoing collaboration with our community colleges includes articulation agreements ensuring that credits earned in an associate's degree are automatically counted toward the bachelor's degree at USM. The proposed degree will strengthen an ongoing collaboration with the Maine Department of Labor (MDOL), which has approved a unique apprenticeship for bachelor's degree students pending degree authorization by UMS. Further, this collaboration brings financial resources to support school-based mentors as well as coordination of transitions between associate's degree completion and bachelor's degree enrollment.

Maine school districts will also be critical partners and collaborators in this program. Degree-seeking students will work as Educational Technicians (Ed Techs) in collaborating school districts while they complete the degree. The districts will assign certified Special Education teachers as mentors to the candidates, and those mentors will provide daily observation, coaching, and support. This is a crucial feature of the degree proposal and one that connects to the apprenticeship built into it. (Notably, the partner school districts have approached USM Special Education faculty to propose the idea for the embedded apprenticeships. In particular, the Gorham school district has a long history of collaboration with USM for teacher preparation; Gorham contacted USM faculty to seek assistance because they know and trust USM's record of collaboration.) Additionally, USM Special Education faculty are meeting with the Lewiston school department and Central Maine Community College to discuss programs that can serve their needs and provide a pathway to teacher certification.

04/13/2023

Students pursuing a career in Special Education are a primary source of future teaching power for Maine's K-12 schools. This proposal offers a pathway for students to complete a bachelor's degree and earn Special Education teacher certification while learning on the job as they do so.

BACKGROUND:

The University of Southern Maine (USM) is seeking permission to offer a Bachelor of Science in Special Education. This proposed degree program has been developed to address state workforce needs for instructors with specialization in supporting students with disabilities. Employment for graduates of this field is projected to increase in Maine and nationally, with more than 900 job openings in Maine for 2023.

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. Jeffrey St. John, Interim Vice Chancellor for Academic and Student Affairs, recommended the program to the Chancellor. Chancellor Malloy signed his approval of the Bachelor of Science in Special Education on April 10, 2023.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the Consent Agenda at the May 21-22, 2023 Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic & Student Affairs Committee and approves the Bachelor of Science in Special Education at the University of Southern Maine.

04/13/2023



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

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

Date: March 21, 2023

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

From: Jeffrey St. John, Interim VCAA JS

Regarding: Program Addition – B.S. in Special Education

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

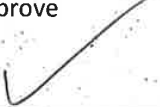
University of Maine
at Machias

University of Maine
at Presque Isle

University of
Southern Maine

Please find the attached program proposal from the University of Southern Maine (USM) to offer the B.S. in Special Education. The attached material includes documentation of university level support including approval from the President Jacqueline Edmondson as well as the full program proposal.

The proposed addition of the B.S. in Special Education was reviewed and recommended by the Chief Academic Officer's Council (CAOC) on March 16, 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


Chancellor Dannel Malloy

4.10.23
Date



March 28, 2023

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

Dear Vice Chancellor St. John:

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

The faculty and staff of the School of Education and Human Development at USM have developed an undergraduate major leading to initial licensure in special education in the state of Maine. USM has been preparing teachers since its origin as the Gorham Normal School in 1878, including special educators. This program is an opportunity to increase the number of special educators in the state in a nationally accredited program that leads to immediate certification. In addition, this program is a response to direct requests from school districts in Maine that face a dire need to fill vacant teaching positions with qualified special education teachers. Finally, this program will include a unique partnership with the Southern Maine Community College to collaboratively prepare special education teachers through an apprenticeship pipeline.

The enclosed program proposal has been recommended by the USM Faculty Senate, and it has the full support of Interim Provost Adam Tuchinsky.

The program proposal for the Bachelor of Science degree in Special Education at USM has my unequivocal support.

I request that the enclosed program proposal be moved forward to the Board of Trustees for approval.

Sincerely,

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

Dr. Jacqueline Edmondson
President

ENC.

CC: Interim Provost Tuchinsky
Dean Williams
Special Education Chair Walter Kimball
File



March 28, 2023

Dr. Jacqueline Edmonson
President
University of Southern Maine
93 Falmouth Street
Portland, ME 04104

Dear President Edmondson:

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

The Faculty and staff of the School of Education and Human Development at USM has developed a program proposal for a Bachelor of Science in Special Education degree providing specialized instruction for students with disabilities in the state of Maine. This program will address state workforce needs for special education teachers and make opportunities available to other qualified faculty around the state and expand collaboration in special education across the System.

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "AT", is placed above the printed name.

Adam Tuchinsky, Ph.D.
Interim Provost and Vice President for Academic Affairs

ENC.

cc: Dean Williams
Special Education Chair Kimball
File



March 29, 2023

Provost Tuchinsky
124 Wishcamper
University of Southern Maine
Bedford Street
Portland, ME 04104

Dear Provost Tuchinsky:

I am in full support of the University of Southern Maine's BS in Special Education degree program. This program has been fully vetted through our campus curriculum review and development process.

The program serves an area of high need in the State of Maine and will help address the shortage of special education teachers in Maine.

Please let me know if you have any questions.

Thank you.

A handwritten signature in dark ink that reads "Joanne Williams".

Joanne Williams
Dean, College of Management and Human Services



Special Education Bachelor of Science Degree (Online)

University of Maine System
Program Proposal

University of Southern Maine

School of Education and Human
Development

February 2023

	2
PROGRAM PROPOSAL:	3
SPECIAL EDUCATION BACHELOR OF SCIENCE DEGREE (ONLINE)	3
Overview	3
COLLABORATION	3
NET NEW ENROLLMENT	4
REGISTERED APPRENTICESHIP	4
DEGREE COMPLETION	5
Evidence of Need	5
STATUS OF UNDERGRADUATE PROGRAMS IN SPECIAL EDUCATION	6
PROGRAM GOALS & OUTCOMES	7
ACCREDITATION	9
ENROLLMENT PROJECTIONS	9
Program Content	9
RESEARCH- & EVIDENCE-BASED PRACTICE	10
CLINICAL EXPERIENCE	10
ENTRY INTO THE PROGRAM	10
PROGRAM OF STUDY	11
IMPACT ON EXISTING PROGRAMS	11
Program Resources	13
PERSONNEL	13
LIBRARY ACQUISITIONS	14
EQUIPMENT	14
FACILITIES & SPACE REQUIREMENTS	15
COOPERATING PROGRAMS	15
Financial Considerations	15
REVENUE PROJECTIONS	15
PERSONNEL COSTS	16
PROGRAM EXPENSES AND REVENUE	16
Program Evaluation	17
Appendix A: Letters of Support	18
Appendix B: Registered Apprenticeship	19
Appendix C: Special Education Bachelor's Degree	21
Proposed Sequence of Courses	21
Bachelor of Science in Special Education	21
Bachelor of Science in Special Education:	22
Bachelor of Science in Special Education:	23
REFERENCES	24

PROGRAM PROPOSAL:

Special Education Bachelor of Science Degree (Online)

Overview

There is currently a crisis in Maine special educator staffing. There are too few applicants for available positions and the numerous open positions have resulted in both significant safety concerns for students and failure to provide adequate educational programming. This proposal is for an online Bachelor of Science (B.S.) degree in special education offered in the Special Education Department, School of Education and Human Development in the College of Management and Human Services at the University of Southern Maine (USM). The Special Education Department (SED) at USM currently offers a Master of Science in Special Education that leads to Maine certification as a Special Education teacher (282). Enrollment in this program remains robust, however it is not accessible to individuals who do not have a bachelor's degree.

The proposed degree will be notable and distinct from other special educator pathways within the University of Maine System (UMS). This proposed degree will be different through its (a) collaboration with school district partners, other UMS programs, Maine community colleges, and with the Maine Department of Labor, (b) net new enrollments in a degree program, (c) embedded paid apprenticeships, and (d) degree completion support for working adults.

COLLABORATION

Maine school districts will be critical partners and collaborators for this unique degree program. The degree students will work full-time as Educational Technicians (Ed. Tech) in the collaborating districts while they complete the degree. The districts will assign certified special education teachers as mentors to the candidates. These mentors will provide daily observation, coaching, and support to the candidates. This is a crucial feature of the degree proposal and one that connects with the unique apprenticeship built into it. Notably, the collaborating school districts approached the USM Special Education Department faculty to propose the idea for the embedded apprenticeships. In particular, the Gorham School Department has a long history of collaboration with USM for teacher preparation. Gorham reached out to the USM Special Education Department to seek assistance because they know and trust USM's record of prior collaboration. Additionally, the special education faculty are meeting on 2/28/2023 with the Lewiston school department and Central Maine Community College regarding our programs that can serve their staffing needs and provide a pathway to teacher certification. In essence, undergraduate students interested in a career in special education are a potential source of labor for Maine's schools and this proposal offers a pathway for those interested in completing a bachelor's degree and earning special education teacher certification to do so while learning on the job. See Appendix A for letters of support from superintendents and education associations.

This proposed degree will also incorporate a unique level of collaboration among UMS campuses, Maine's community colleges, and the Maine Department of Labor. The USM special education faculty

have reached out and met with their special education colleagues from the other campuses over the last two years to develop ideas for meeting the state-wide special education staffing crisis. Efforts to date include meetings with faculty from individual campuses as well as a recent meeting with faculty from all campuses (2/3/2023) to discuss ongoing collaboration toward as many pathways for special educator certification as possible. Plans include a new website where all special education certification programs in the UMS will be listed, a clearinghouse for information about all the UMS special education courses, and an in-person meeting in Augusta in spring 2023 to create an action plan for long-term solutions. The USM special education faculty will meet on 2/28/2023 with the University of Maine Machias, University of Maine Augusta, and University of Maine Presque Isle faculty and administrators regarding how this proposal and their current online special education undergraduate programs can work together. Ongoing collaboration with the community colleges includes articulation agreements that recognize credits earned in an Associate's degree to be automatically counted toward the bachelor's degree at USM.

Additionally, the proposed degree will include an ongoing collaboration with the Maine Department of Labor (MDOL) which has approved an apprenticeship for the bachelor's degree students. This collaboration brings financial resources to support school-based mentors as well as coordination of transitions between Associate degree completion and Bachelor's degree enrollment. The MDOL has tentatively approved the apprenticeship, pending degree authorization by the UMS.

NET NEW ENROLLMENT

This proposed degree will bring entirely new students to USM; in fact, the students for whom this degree is intended might not complete a college degree if not for this program. The creation of this fully online major in conjunction with a Registered Apprenticeship will support the USM, MDOL, and school partners to create a long-term "pipeline" of future special education teachers. The proposed degree is not a short-term fix for the current crisis. Instead it is a long-term solution that ensures schools can retain entry-level staff while they seek degree completion and certification. This degree will also create a pipeline for new enrollments within the UMS, helping to offset the decline in numbers of traditional-age college students.

The major also has the potential to help address the critical need for more racially, culturally, and linguistically diverse special educators who reflect the demographic shifts in our state's student population. Through targeted partnerships with Maine's urban school districts where the shortage of special education teachers is most acute, the major provides the opportunity for recruitment of candidates from diverse cultural and linguistic backgrounds. In addition, the degree will be accessible to those for whom employment is a necessity during a teacher certification program. For this reason, it is an important way that the UMS can contribute to workforce development.

REGISTERED APPRENTICESHIP

This undergraduate special education degree will be unique in the UMS for its status as an approved Registered Apprenticeship sponsor in conjunction with the Maine Department of Labor connected with online special education degree completion. The apprenticeship model means that teacher candidates work full-time in schools while they complete their degrees and certification. The target students for this program are Educational Technicians (Ed Techs) already working in Maine schools. These staff support classroom teachers in providing instruction and support for Maine students.

particularly those with disabilities. The proposed degree program will allow the Ed Techs to continue their current employment while they complete the degree program. This is important because there is also a critical shortage of Ed Techs in Maine schools and current staff will not need to leave their jobs in order to become special education teachers. In addition, the apprenticeship experience augments and improves candidate preparation by providing daily application of the knowledge and skills learned in university courses. Through a school-based mentor, the candidates will engage in continuous learning as they complete degree and certification requirements.

On 2/22/2023 the USM special education faculty, Gorham School Department (GSD), and the Department of Labor are meeting to finalize the arrangements for a Registered Apprenticeship among the GSD, USM, and Southern Maine Community College (SMCC). Additionally, the USM and SMCC are in the final stages of an articulation agreement allowing for Associate Degree credits to transfer to this special education bachelor's degree. The registered apprentices in Gorham will be employed by the GSD beginning with Ed Tech I and II positions. The GSD and USM will then partner for Ed Tech III eligibility, undergraduate degree completion, and teacher certification. See Appendix B for details about the Apprenticeship, including the Maine Department of Labor approved Schedule of Work (SOW) for Ed Tech I and II and a draft of the SOW for Ed Tech III, bachelor's degree completion, and special education teacher certification.

DEGREE COMPLETION

The program will have multiple entry points, including candidates who are first year students, candidates with associate degrees seeking a bachelor's degree, and transfer candidates bringing a transcript of coursework. The program will be fully accessible to candidates working full time as Ed Techs and/or Apprentices in a school district through coursework in a fully online format with a combination of asynchronous and synchronous courses and field experiences linked to their employment. Candidates will be able to move into teaching positions immediately upon completion of the bachelor's degree and teacher certification. Importantly, the new degree students will be ones who are not currently enrolled in any degree program. This means that they will be entirely new matriculated students who would have otherwise not been able to complete a degree. The marketing and recruitment for this proposed degree will focus on finding current school staff who do not have a bachelor's degree. This group of individuals already work in schools and have an interest in a career in education. As of February 2023, a group of over 20 Ed Techs working in southern Maine schools are enrolled in district-sponsored Apprenticeships through Southern Maine Community College. These students anticipate enrolling at USM once they complete their associate degrees so that they can complete their preparation to become fully certified special education teachers.

Evidence of Need

In a recent [report to the U.S. Department of Education](#), the MDOE listed special education as an area with shortages at all grade levels, K-12. Notably, special education is the only teacher certification area that has been listed with critical shortages in Maine every year since 1990. Based on data from the primary websites that post jobs for Maine teachers (Serving Schools and School Spring), as of 2/6/2023, there were over 900 unfilled positions for special educators in Maine's schools. The ongoing lack of sufficient special educators prevents students' individualized education programs (IEP) from being implemented correctly. When IEPs are not implemented correctly, the students suffer. In addition, schools face costly litigation because failing to implement an IEP correctly violates both state and

federal laws. In order to staff special education programs, most Maine schools are now hiring primarily Ed Tech levels I and II instead of III. This practice is important to understand because it demonstrates how lack of access to bachelor degree completion is influencing school district practices. Ed Tech level I requires only a high school diploma and Ed Tech II requires 60 college credits. Although these personnel help to meet immediate staffing needs, they cannot perform all the functions of fully certified special education teachers.

Data from the U.S. Department of Labor O*Net Center (2020) shows that the average special educator in Maine earns \$51,210 with a range from \$36,270 to \$73,660 or more. Additional data from the U.S. Department of Labor related to long-term workforce predictions from 2016-2026 indicate that over that time Maine will not need as many special education teachers due to a smaller number of school-age children (Table 1). Nonetheless, even with reduced demand, by 2026, Maine will need an estimated 160 additional special education teachers. These projection models do not take into consideration that a third of Maine teachers are of retirement age and will require replacement hires and that there are hundreds of unfilled openings right now.

Table 1. Predicted Maine Special Education Teacher Needs, 2016 - 2026

Job Title	2016	2026	Change	%Change	Needs
Special Education Teachers, Kindergarten and Elementary School	1,060	1,040	-20	-1.9	70
Special Education Teachers, Middle School	470	460	-10	-2.1	30
Special Education Teachers, Secondary School	850	830	-20	-2.4	60

Additional documentation of the urgent need for additional special education teachers is found in the attached letters from Maine special education directors and superintendents. In addition, there is a letter from the Maine School Superintendents Association supporting the creation of a bachelor's degree in special education at USM to address the crisis-level shortage of special educators. These letters speak not only to the urgent need for the proposed degree, but also how prior collaborations with the University of Southern Maine have resulted in important benefits to public schools and workforce development.

STATUS OF UNDERGRADUATE PROGRAMS IN SPECIAL EDUCATION

Data from the University of Maine System provide information about the existing programs and degrees that lead toward special education teacher certification. As shown in Table 2, the majority of students currently enrolled in a special education degree program are at the graduate level (n = 365). These students are spread among three campuses: University of Maine (UM), University of Maine at Farmington (UMF), and USM. Not all of these students are seeking certification because some are already certified and seeking an advanced degree. There is one bachelor's degree in special education program within the UMS and it is at UMF. This program currently enrolls 25 students. UMF also offers a bachelor's degree in early childhood special education (birth-5 years) and it has 30 students. The current proposal focuses on preparing K-12 special education teachers and not those working with children birth to 5. Both of the UMF bachelor's degrees are predominantly on-campus programs.

Four other UMS campuses offer bachelor's degrees in education (not special education) with a

concentration in special education: the University of Maine (n = 17), University of Maine at Augusta (n = 3), University of Maine at Machias (n = 25), and the University of Maine at Presque Isle (n = 17). The total number of undergraduate students enrolled in bachelor's degrees at these campuses that lead to certification is 62. Together with the 25 students at the UMF, there are currently 87 total special education bachelor's degree students in the UMS. There are additional graduate students seeking certification, however, not all graduate students in special education are pre-certification. For example, at USM about 50 of the enrolled graduate students are seeking certification. The remainder are already certified and seeking an advanced degree. It is also

Table 2. Number of Enrolled Students in Special Education and Related Degree Programs in the UMS

Campus	Degree	Number of Students
UM	Bachelor's degree in education with special education concentration	17
	Master's degree in special education	121
	Specialist degree in special education	8
UMA	Bachelor's degree in liberal studies with special education concentration	3
UMF	Bachelor's degree in early childhood special education	30
	Bachelor's degree in special education	25
	Master's degree in education with special education concentration	72
UFK	None	
UMM	Bachelor's degree in education with inclusive early childhood concentration	6
	Bachelor's degree in education with special education concentration	19
UMPI	Bachelor's degree in education with special education concentration	17
USM	Advanced graduate pathway in special education (4+1)	14
	Master's degree in special education	164
TOTAL		496

important to note that many, if not all, of those in certification-track are already working in schools as conditionally certified special educators. Once they complete their programs, they will continue in their current jobs and not address the overall crisis in special education staffing.

Currently, only one campus offers a bachelor's degree in Special Education (UMF). The other campuses with bachelor's degree programs provide this as a **concentration** and not a major. This distinction is important because it affects both the degree identity and the expertise of the faculty teaching the courses. Special education is a unique profession that is distinct from education as a whole. Special educators work specifically with children who have a wide range of disabilities and the professional preparation for such work requires different courses than other teachers. For example, special educators must learn to recognize the symptoms and treatments for disabilities ranging from dyslexia to orthopedic impairment. Some students require complex supports that include educational and medical components. In addition, special educators must learn how to conduct specialized assessments, manage IEPs, and supervise paraprofessionals. The Council for Exceptional Children (CEC) is the professional organization that represents special educators. CEC has program accreditation standards for degree programs specifically in special education.

PROGRAM GOALS & OUTCOMES

The proposed degree program seeks to:

1. Create an online special education bachelor's degree program that meets Maine K-12 special education teacher certification requirements through an approved program. The curriculum goals and outcomes of the degree will align with the State of Maine Initial Teacher Certification Standards (Table 3) and the Council of Exceptional Children Standards (Table 4).
2. Leverage an apprenticeship program through the Maine Department of Labor to provide job-embedded special educator preparation. Ongoing collaboration will include multiple campuses in the UMS as well as partner school districts where candidates will work while completing their degrees. The degree will be part of the solution for the special education teacher staffing shortages by maintaining immediate staff as they prepare for future roles as certified special education teachers.
3. Enhance and expand Maine's workforce by offering a way for current Ed Techs to remain in their jobs while they work toward both degree completion and certification. Importantly, the proposed program will support individuals with no prior college credits as well as those with many credits. Prior coursework will be evaluated to provide prior learning credit toward the bachelor's degree.

Table 3. Maine Initial Teacher Certification Standards

1. Learner Development. The teacher understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Learner differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
3. Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.
4. Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
5. Innovative Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.
6. Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's on-going planning and instruction.
7. Planning for Instruction. The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
8. Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.
9. Reflection and Continuous Growth. The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.
10. Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
11. Technology. Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers will meet the following standards and performance indicators.

Table 4. Council for *Exceptional Children* Standards

1. Engaging in Professional Learning and Practice within Ethical Guidelines
2. Understanding and Addressing Each Individual's Developmental and Learning Needs
3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge
4. Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making
5. Supporting Learning Using Effective Instruction
6. Supporting Social, Emotional, and Behavioral Growth
7. Collaborating with Team Members

ACCREDITATION

Teacher education programs in Maine must be approved by the Maine Department of Education and Maine State Board of Education for program completers to be recommended for state certification. Teacher education programs at USM are state-approved programs as well as nationally accredited through the Council for Accreditation for Educator Preparation (CAEP). The teacher education programs at USM are reviewed every seven years to reaffirm that the standards and requirements established by the Maine State Board of Education for teacher preparation and CAEP are being met. The USM Special Education Program currently at the graduate level is one of only three nationally accredited programs in the state of Maine along with University of Maine, and University of Maine Farmington. CAEP accreditation requires a greater level of accountability for program quality, which helps ensure that teacher certifications earned at USM will also be recognized by most other states. The proposed special education bachelor's degree was approved as a future program in the awarding of USM's 2022 - 2029 national accreditation and state program approval. This means that the very first graduates from the new degree program can be recommended for special education teacher certification immediately upon degree completion.

ENROLLMENT PROJECTIONS

We expect to recruit and enroll an initial cohort of 25 students and then grow that number to annual cohorts of 35 students each year. By the fifth year of the degree, we expect to have a total 125 matriculated degree students (see Table 5) and sustain that over time.

Table 5. Total Special Education Degree Enrollment Projection

Academic Year	Newly Enrolled Majors	Cumulative Special Education Majors
2023-2024	25	25
2024-2025	30	55
2025-2026	35	90
2026-2027	35	125

Program Content

The proposed bachelor's degree will provide all of the coursework and field experiences necessary for graduates to earn Maine certification as a special education teacher. The program of study integrates work experiences in schools with course assignments to provide a combination of theoretical and applied learning experiences. See Appendix C for sample program schedules. Through the school partnerships and apprenticeship program, there are several distinguishing features of the program worth noting.

1. Fully online coursework and field experience supervision minimizing program related travel and maximizing school day time needed for teaching and professional activities, such as direct service instruction, staff duties, and IEP meetings.
2. Focus on integration of special education services within a multi-tiered system of supports (MTSS) that fosters access to free appropriate public education (FAPE) in the least-restrictive environment (LRE) as required by federal and state laws.
3. Preparation to use evidence-based instruction and progress monitoring to provide special education services (i.e., curriculum-based measures).
4. Three separate courses with applied instructional intervention projects for Positive Behavioral Interventions and Support (PBIS), Multi-Tier System of Student Support for Mathematics, Multi-Tier System of Student Support for Reading.
5. An Individual Internship Plan (IIP) is designed by the school district, university, and candidate to accommodate employment responsibilities, program requirements, and family needs. The two semester internship is a minimum of 450 hours. Summer experiences such as Extended School Year may count as internship hours.

RESEARCH- & EVIDENCE-BASED PRACTICE

All coursework in the Special Education major will reflect the research literature documenting best practices for students with disabilities. Specifically, courses include foundations in systematic and explicit instruction and High Leverage Practices (Council for Exceptional Children, 2022). The catalyst around which these practices are organized is a Multi-Tiered System of Support (MTSS) whereby candidates learn how to support students with disabilities across all school settings. In addition, Special Education majors will complete a capstone experience through the development of structured lesson series that is done as part of SED 488 in the spring of the year-long internship.

CLINICAL EXPERIENCE

The candidates have a six-course sequence of courses that require field experiences which can be completed in their school employment settings. All candidates, including Registered Apprentices, will spend time in schools every semester prior to the full-time internship. All clinical experiences will be overseen by one or more school-based mentors who will be fully certified special education teachers. In addition, University faculty will provide additional supervision for course-required applied projects.

ENTRY INTO THE PROGRAM

Students may declare the Special Education major upon admission to the university. Admission to the university will have multiple entry points, including (a) first year applicants, (b) candidates with associate degrees transitioning from community college to a bachelor's degree program, and (c) transfer students seeking credit for prior coursework and experiences. As required by both the Maine Department of Education and CAEP, students must successfully complete the teacher candidacy requirements to move forward into the final professional coursework and the student teaching capstone. Students will apply for candidacy after completion of at least 18 major credits with a grade of B or higher. If students do not meet the requirements for candidacy, they will need to select a major other than Special Education to complete their bachelor's degree.

Transfer students will need to meet the candidacy requirements as well. All USM transfer students are assisted by the Advising office for how best to transfer prior college credits as well as if they could earn Prior Learning Credit for work experience. One of the primary goals for this major is to offer a pathway for individuals with some college credits to complete a bachelor's degree as well as special education certification. Every effort will be made to award credit for as many prior college credits and work experiences as possible. Such practice will both validate the applicant's expertise and facilitate timely degree completion.

PROGRAM OF STUDY

The Special Education faculty have designed CAEP and state certification-compliant course offerings that will prepare teachers for students with disabilities. This fully online program will include synchronous and asynchronous online learning as well as field work and student teaching. The major will require a total of 39 credits. See Table 6 for a list of all courses required for the degree major. As noted above, there is a candidacy process for future teachers. Candidacy requires successful completion of the pre-candidacy courses and obtaining clearance to work in schools through fingerprinting and a background check. Once a candidate, the student completes student teaching and applied courses in behavior supports, mathematics, and reading to students with disabilities.

IMPACT ON EXISTING PROGRAMS

As noted above, one campus in the UMS currently offers a special education undergraduate degree accompanied by certification: the University of Maine at Farmington (UMF). UMA offers a special education minor, UMM offers a special education concentration, and there is a collaborative program through UMF and UMPI that also offers a special education concentration. All of these programs remain important because Maine needs multiple programs in special education in order to address the critical shortage of special educators.

Despite the availability of these degree programs, Maine has a critical shortage of special education teachers. For this reason, adding a B.S. in Special Education at USM will not detract from the efforts and outcomes of existing programs. Specifically, USM's current degree programs are all graduate programs and not accessible to individuals without a bachelor's degree. UMF offers the only accredited bachelor's degree in special education in the UMS, with coursework offered during the daytime (e.g., school hours) when the proposed USM students who are employed in southern Maine school districts

cannot have access to UMF learning opportunities. The new USM B.S. in Special Education at USM will provide an accessible and affordable degree and certification in special education for students not currently enrolled in any UMS or other college programs. Thus, this new degree program will not compete with programs and services offered elsewhere in the UMS.

Table 6. Special Education Major Course Requirements

Course Number	Course Title	Credits
Pre-candidacy		
• EDU 305	Foundations of Cultural/Linguistic Diversity** (DIV)	3
• HCE 200	Multicultural Human Development	3
• SED 235	Students with Exceptionalities	3
• SED 282*	Special Education Regulations, Procedures, and IEP Team	3
• SED 318*	Targeted and Individualized Instructional Strategies for Students with Disabilities**	3
• SED 387*	Technology Enhanced Instruction for Students with Disabilities**	3
• SED 393*	Transitions Among Agency, School, and Community**	3
• SED 415*	Positive Behavior Interventions and Supports (PBIS) 1	2
• SED 416	Positive Behavior Interventions and Supports (PBIS) 2**	1
• SED 453*	Assessment of Academic Achievement 1	2
• SED 454	Assessment of Academic Achievement 2**	1
Candidacy		
• SED 425*	Multi-Tier Mathematics Instruction and Assessment 1	2
• SED 426	Multi-Tier Mathematics Instruction and Assessment 2**	1
• SED 427*	Multi-Tier Reading Instruction and Assessment 1	2
• SED 428	Multi-Tier Reading Instruction and Assessment 2**	1
• SED 488*	Internship in Special Education for Students with Mild to Moderate Disabilities**	6
TOTAL CREDITS		39

*This course will be developed from the existing graduate level course for this content and can be co-listed with the graduate course if needed.

**These courses will have clinical field experiences in conjunction with school employment as a registered apprentice.

Although this program will not compete with or duplicate existing degree opportunities, the USM faculty seek to collaborate with all UMS campuses to optimize pathways for eligible Maine residents to become certified special educators. Importantly, the addition of this degree will make it possible for Maine

residents living in ANY location in Maine to become certified special educators. In order to create a focus on meeting Maine's critical shortage of special educators, we will continue to collaborate with our colleagues at other UMS campuses to meet these needs. Specifically, USM special education faculty plan to (a) work with all UMS special education faculty when planning course schedules, (b) accept all equivalent UMS special education courses toward the new degree so that students can have access to required courses in multiple ways, and (c) foster communication with the Maine Department of Education Office of Special Education to develop professional learning, advocacy, and family connections in support of Maine's children with disabilities.

Program Resources

PERSONNEL

There are three full-time special education faculty at USM and they would provide the primary teaching and advising responsibilities for the students in the bachelor's degree program. The current USM special education faculty have extensive expertise in both the field of special education and in online instruction. Dr. Kimball has been one of the primary leaders of university online instruction for over 25 years. He pioneered one of the first UMS fully online degree programs in 2005 and has provided mentoring and professional learning for other faculty. Professor Kimball is a Sloan-C certified online instructor. Dr. Brown-Chidsey is also an online teaching veteran and developed the fully online master's degree in applied behavior analysis (ABA) when she served on the faculty in the Educational and School Psychology Department. Like Dr. Kimball, Dr. Brown-Chidsey is Sloan-C certified, and she recently completed the Association of College and University Educators (ACUE) online instructor certificate program. Dr. Wilkinson brings her recent degree completion experience to the Department's collection of online teaching resources. Together, the USM special education faculty offer a depth of knowledge about online teaching that will ensure that the fully online bachelor's degree provides high-quality online instruction throughout the program of study.

Providing the courses in the new bachelor's program alongside the existing graduate degree program will require additional instructors beyond the three at USM. We propose to include all faculty in the UMS with appointments in special education to be the program faculty. There are a total of 13 full-time special education faculty in the UMS (Table 7). Of these, two are serving in administrative roles (Artesani, Ball). We propose two ways to collaborate with UMS special education faculty in providing this degree. First, when there is an opening for an instructor in a course in the bachelor's degree program, the UMS special education faculty will be asked to teach the course. In addition, we propose to continue our work with colleagues from all the UMS campuses to create a unified list of UMS special education courses. Any course offered by an UMS campus that is equivalent to a course required in the proposed degree requirements, will be accepted toward the degree. The benefit of having the collective UMS special education faculty provide the instruction ensures that the program focus is developing special education teachers whose professional identity and career goals are anchored in teaching students with disabilities.

The USM special education faculty also teach courses for students in other degree programs. For example, all Maine teachers must complete a course in teaching students with exceptionalities and

Table 7. University of Maine System Special Education Faculty

Name	Position	Campus
Apgar, Jessica	Assistant Professor	UMF
Artesani, Jim	Associate Professor	UM
Ball, Heather	Associate Professor	UMM
Brown-Chidsey, Rachel	Assistant Professor	USM
Cuba, Melissa	Assistant Professor	UM
Flanagan, Sara	Assistant Professor	UM
Grumstrup, Brianna	Assistant Professor	UMF
Howorth, Sarah	Assistant Professor	UM
Jackson, Diane	Principal Lecturer	UM
Kimball, Walter	Professor	USM
Macleod, Kate	Assistant Professor	UMF
Taylor, Joshua	Assistant Professor	UM
Wilkinson, Sarah	Assistant Professor	USM

these courses are provided by the Special Education Department. A pool of highly qualified part-time faculty serve as instructors for certain special education courses. In the case where a full-time USM faculty member is not available to teach a course in the bachelor's degree program, a part-time faculty member can be assigned to teach it.

While the additional faculty needs for the bachelor's degree can be addressed through the USM special education faculty, there are administrative needs that will require additional personnel. At this time, the only administrative support staff specifically assigned to the Special Education Department is one Administrative Specialist - CL2. This staff person, Armanda Liedke, supports two departments with large and time-intensive certification programs:

- Language, Literacy, and Culture
- Special Education

The addition of a bachelor's degree in special education will create more work for the administrative staff. We are budgeting for one additional full-time administrative assistant staff person to support the Special Education degree programs and certification needs.

LIBRARY ACQUISITIONS

The UMS Library currently has the resources to support the bachelor of special education program.

EQUIPMENT

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

FACILITIES & SPACE REQUIREMENTS

The Center for Excellence in Teaching and Learning is being developed in Bailey Hall to serve as the academic and social center for students in all teacher education programs. In addition, both USM and the UMS have extensive online teaching support resources that can assist with course development and faculty preparation.

COOPERATING PROGRAMS

University of Southern Maine

- Special Education Department
- Teacher Education Department
- Literacy, Language, and Culture Department
- Office of Educator Preparation

Financial Considerations

REVENUE PROJECTIONS

The bachelor's degree in special education is designed and expected to draw new students to USM, especially those who are working full-time in schools and not otherwise able to pursue a degree. Table 8 summarizes information about expected tuition revenue for the new degree based on the current undergraduate "e-rate" of \$351.00 per credit. This rate was selected because this degree is designed to be fully online through a combination of existing online USM Core courses, electives, and the special education major courses. Due to the goal of attracting individuals new to college as well as those with prior college credits seeking to complete a bachelor's degree, it is difficult to know how many total credits each student will complete at USM. Nonetheless, predictions based on an estimated number of new degree students taking an average of 30 credits per year, can be calculated. These data show that in the first year of the program (2023-2024), with 25 new students, \$262,250 of tuition would be generated. We plan to increase enrollment gradually in the following two school years, resulting in an annual average of 35 new matriculated students in each cohort. Once there are students enrolled in all

program stages (2026-2027), estimated tuition revenue would be \$1,117,500 that year and thereafter.

Table 8. Projected Tuition Revenue from the Special Education Bachelor of Science Degree, 2023-2027

Academic Year	Total Degree Students	Credits Completed	Total Credits	Estimated Revenue
2023-2024	25	30	750	\$223,500
2024-2025	55	30	1650	\$491,700
2025-2026	90	30	2700	\$804,600
2026-2027	125	30	3750	\$1,117,500

PERSONNEL COSTS

As previously mentioned, the Special Education Department currently has 3 core faculty, for the graduate Special Education programs, the undergraduate advanced pathway and courses taught for the Teacher Education programs. The coordination of an undergraduate program will require one additional full-time Administrative Assistant. Costs for this position are summarized in Table 9.

Table 9. Personnel Costs for Additional Staff to Support the B.S. in Special Education

Position	Salary	Benefits	Total FY24	Total FY25	Total FY26	Total FY27
Administrative Assistant, Classified Staff (11-month)	\$30,000	\$15,300	\$45,300	\$45,300	\$45,300	\$45,300

PROGRAM EXPENSES AND REVENUE

A budget for the estimated costs associated with the bachelor's degree in special education is found in Table 10. This budget includes the anticipated tuition revenue as well as new personnel costs.

Table 10. Estimated Revenue and Expenses for bachelor's in special education

Academic Year	Revenue	Expense	Net
2023-2024	\$223,500	\$45,300	\$178,200
2024-2025	\$491,700	\$45,300	\$446,400
2025-2026	\$804,600	\$45,300	\$759,300
2026-2027	\$1,117,500	\$45,300	\$1,072,200

The estimated revenue and expenses indicate a net gain for USM starting in the first year of the program and thereafter. The estimated net revenue from this degree is significant and will offset many of the overall program costs.

Program Evaluation

A CAEP program accreditation campus visit in fall 2021 resulted in full, 7-year, approval of the current graduate certification program in special education. The proposed bachelor's degree was included in the 2021 review and also fully approved. This approval means that bachelor's degree candidates will be eligible for immediate recommendation for Maine special educator certification once they graduate. CAEP will require the program to submit annual reports identifying areas of compliance, and non-compliance, with the accreditation standards. The self-studies and annual reports require the program to assess formative and summative programmatic goals and outcomes. In addition, the Director of Educator Preparation will collaborate with the Dean and Provost to maintain compliance.

Appendices:

- Appendix A: Letters of Support
- Appendix B: Registered Apprenticeship
- Appendix C: Proposed Sequence of Courses

Appendix A: Letters of Support

1. Cumberland County Superintendents Association
2. Hamblen
3. Kucinkas
4. Lancia
5. Maine School Superintendents Association
6. Perry

WINDHAM RAYMOND SCHOOL DISTRICT
Regional School Unit 14

Superintendent
Christopher S. Howell

228 Windham Center Road
Windham, ME 04062
207-892-1800 Fax 207-892-1805
www.rsu14.org

Assistant Superintendent
Christine Frost-Bertucci

November 5, 2022

Dr. Adam Tuchinsky,
Interim Provost and Vice-President for Academic Affairs
University of Southern Maine
124 Wishcamper
PO Box 9300
Portland, ME. 04104

Dear Dr. Tuchinsky,

I am writing on behalf of the school superintendents of Cumberland County and would like to offer this letter of support for the undergraduate degree in Special Education that has been proposed by the University of Southern Maine. In a recent Cumberland County Superintendents Association meeting, the topic of special education programming and staffing was discussed. It was clearly evident that all districts are struggling to fully meet the special education needs of their district. One of the core issues identified by the group was the lack of fully certified special education teachers and support staff in our region and in Maine.

The districts in Cumberland County have long enjoyed a long and successful partnership with the USM. Our schools and programs have served as the training grounds for preservice and graduate level educators. Our students have benefited through these partnerships through the high quality individuals that the university has placed in our schools. USM students have certainly benefited from the placement opportunities and mentorships that they have received from the professionals that work in our districts. We are extremely confident that our regional districts will be able to provide the same level of support to this program expansion.

The staffing shortages that we are currently experiencing are not predicted to get any better. The lack of qualified individuals is impacting our students and is also having a significant impact on the professionals that are employed by our districts. Staff are increasingly needing to add to their workloads to ensure that the needs of students are being met. The added stress and fatigue of additional duties is already having an impact on our workforce. The number of individuals seeking early retirement and the number of people seeking other professions has been on the rise. A program at USM that might lead to an increase in qualified staff will most certainly impact our districts.

The University of Maine System currently offers one undergraduate program for special education teacher certification. Given the increased student needs that we are experiencing and the staff shortages that we are experiencing, one program in the state is not nearly enough to meet the programming needs of our community. The undergraduate program that is currently being proposed will have a significant impact on schools and students in our region. I hope that you will give it strong consideration. Please feel free to contact me if you have any additional questions.

Thank you for your consideration,



Christopher Howell
Superintendent of Schools RSU 14
President - Cumberland County Superintendents Association



Kathy Hamblen
Director of Special Services

75 South Street
Gorham, Maine 04038
(207) 222-1002

Heather Perry
Superintendent of Schools

October 17, 2022

University of Southern Maine
124 Wishcamper
PO Box 9300
Portland, ME 04104

Dear Dr. Adam Tuchinsky, Interim Provost and Vice-President for Academic Affairs,

I am fully in support of the request for the University of Southern Maine to offer an undergraduate program that would help develop both Regular Education Teachers and Special Education Teachers. We are experiencing a national emergency in regards to a lack of educators and para-educators (educational technicians) to support students in need of Special Education and Maine schools are hurting tremendously.

Across Maine we have at least 38 Special Education Teacher positions not filled, 4 in Cumberland County. Last fall, we had approximately 400 open educational technician jobs across Maine. This fall, it was up to over 500. About ten years ago, Gorham Schools would have at least 10-15 applicants for a Special Education Teaching position, but now we're ecstatic to get up to three.

The University System of Maine, the Community College System of Maine, and the Maine Department of Education must partner with our Maine school systems to develop ways of enticing and maintaining future educators. I strongly believe that an Apprenticeship Program would allow the systems to entice many who cannot afford to pursue a degree through the "usual" pathway. We have already begun this work in Gorham and it has allowed us to be fully staffed to start our school year - the only district in Cumberland County that was fully staffed in September!

The apprenticeship program allows for schools to hire these candidates and place them in an existing educational technician position where they can learn the ropes from experienced colleagues and be supported by mentors, while earning a paycheck and putting practices into play as they are learning them in their classes. In many districts they may also have classes paid for by the district, removing the roadblock of personal funding. Most of the eight apprentices we hired shared that they always wanted to be an educator, but did not have the means to pursue the education needed.

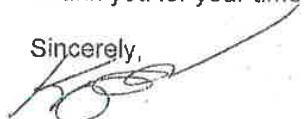
In Gorham, as do many other districts, we want to build our own - we often hire our substitute teachers to become educational technicians and our educational technicians become our teachers. An apprenticeship program will allow candidates to realistically build their skills and will be focused on bachelor's degree completion that includes

special education certification. Upon completion, we will have candidates that already have significant experience.

I am begging the powers that be to allow USM to build an apprenticeship program that Maine schools can partner with so that we can build our own professionals from applicants that have a deep desire to be an educator, but have not had the opportunity to pursue their dreams due to lack of means. This program will benefit Maine students, especially those with disabilities, and that should be our top priority.

Thank you for your time and consideration of this program.

Sincerely,



Kathy Hamblen

Director of Special Services for Gorham School District

Vice-President of Maine Administrators of Services for Children with Disabilities (MADSEC)



Falmouth Public Schools
51 Woodville Rd.
Falmouth, ME 04105
207-781-3200
falmouthschools.org

October 21, 2022

University of Southern Maine
124 Wishcamper
PO Box 9300
Portland, Maine 04104

Dear Dr. Adam Tuchinsky, Interim Provost and Vice-President for Academic Affairs:

As the Director of Special Education for the Falmouth School Department, I would like to express my complete support of the request for The University of Southern Maine to begin offering an undergraduate education program with the purpose of developing Special and General Education Teachers.

As I know you are aware, the state of Maine continues to face a serious education workforce shortage. The state has seen the third largest decline in the nation since 2010 in the number of people completing educator preparation programs and our public school partners are struggling to find sufficient staff. In Cumberland County, we have four current Special Education Teacher openings, in Maine that number is over 35. In Falmouth, on August 1, we had 29 openings for Special Education staff. We offer some of the most competitive salary and benefits packages available. We also offered a signing and referral bonus. Although we brought in many new staff, we continue to have five openings. The number of teaching applicants and educational technician applicants continues to be low and is a clear indication of the need for further development of educators at all levels.

Our statewide educational systems (universities and community colleges) have always worked to support educational development, but we need to enhance this work at this critical time. The apprenticeship program allows for schools to hire candidates and place them in an existing educational technician position where they can learn the ropes from experienced colleagues and be supported by mentors, while earning a paycheck and putting practices into play as they are learning them in their classes. In our district and many others they will also have classes paid for by the district, removing the roadblock of personal funding. We are in the process of applying to implement this program in Falmouth and hope to have it in place soon. Educating from within, in partnership with the University is a clear solution to a persistent, growing problem that is in your power to fix.

I anticipate this program being a model of educational success and fully encourage your support. Please do not hesitate to contact me with any questions.

Warmly,

Gene Kucinkas
Director of Special Education
Falmouth, Maine

gekucinkas@falmouthschools.org
Work - 207-781-2079
Cell - 207-415-9609

WESTBROOK SCHOOL DEPARTMENT

117 Stroudwater Street
Westbrook, ME 04092
207-854-0800
www.westbrookschoools.org



3.1

Peter Lancia, Ph. D.
Superintendent of Schools

Kimberly O'Donnell, Ph. D.
Assistant Superintendent

February 18, 2021

Dr. Jo Williams
Dean, School of Education and Management
University of Southern Maine

Dear Dr. Williams,

I am writing to you to say thank you for pursuing an undergraduate program in Special Education. I completely endorse the proposal. The depth of need is considerable. In my own district, our numbers of students with special needs, particularly young children with significant needs, continue to grow. In just a few years, our population has increased from 17% to 23% which in some schools represents a full third of the overall school enrollment. As our case loads grow, districts like mine need to expand staff of both teachers and ed techs. However, the pools of candidates for teaching positions are small. Recruiting qualified teachers is a struggle which speaks loudly to the need for an undergraduate program in our geographic area. The market for graduates of such a program will be strong for years to come. Additionally, I would be eager to host student interns throughout their program, building professional ties with students as they complete their degree and enter the profession. Similarly, I would be eager to explore ways for exceptional students to work as ed techs in the district while they complete their degree. The possibilities are endless!

Again, thank you for pursuing this program. I look forward to expanding Westbrook's collaboration with USM in the future.

Sincerely,

Peter Lancia, Ph. D.
Superintendent of Schools



Maine School Superintendents Association



3.1

November 15, 2022

OFFICERS—2022-23

PRESIDENT
ERIC F. WADDELL
KITTERY SCHOOL DEPARTMENT
KITTERY, 03904

PRESIDENT-ELECT
PATRICIA HOPKINS
MSAD #11
GARDINER, 04345

VICE PRESIDENT
MARIA LIBBY
MSAD 28/FIVE TOWN CSD
CAMDEN, 04843

SECRETARY/TREASURER
DR. ANDREW DOLLOFF
YARMOUTH SCHOOL DEPARTMENT
YARMOUTH, 04096

PAST PRESIDENT
JAMES BOOTHBY
RSU #25
BUCKSPORT, 04416

EILEEN E. KING
EXECUTIVE DIRECTOR

49 COMMUNITY DRIVE
AUGUSTA ME 04330
(207) 622-3473
(800) 660-8484

Dr. Adam Tuchinsky
Interim Provost and Vice-President for Academic Affairs
University of Southern Maine
124 Wishcamper Center, P.O. Box 9300
Portland, ME 04104

Dear Dr. Tuchinsky,

We are writing on behalf of the Maine School Superintendents Association to offer support for the undergraduate degree program in Special Education that has been proposed by the University of Southern Maine. The topic of special education programming and staffing is a statewide topic as all districts are struggling to fully meet the needs of our Special Education students due to the significant shortage of fully certified special education teachers and support staff across the state.


As of November 1, 2022, the Maine Department of Education issued 249 emergency certificates. An emergency teacher certificate is a certificate for a teacher that is used to fill a staffing shortage identified by the Department of Education. This certificate can only be issued in a manner that the holder does not supplant an otherwise qualified and available teacher. An emergency certificate is issued for one year, and no more than three emergency teacher certificates may be issued per applicant. In three years, school districts in Maine will be looking to fill 249 positions in these areas of shortages.


The University of Maine system currently offers one undergraduate program for special education teacher certification. Maine school districts are reporting an increase in students' needs and our current and future level of staffing falls short of being able to meet the programming needs. The undergraduate program that the University of Southern Maine is proposing will have a significant impact in our ability to provide meaningful and relevant programs and skills to our students.

Many school districts have benefited from the programs that the University of Southern Maine have offered in the field of education, and we are confident that an undergraduate program in Special Education will allow districts to meet the needs of the children we serve.

The Maine School Superintendents Association thanks you for considering our support for the Special Education undergraduate program and stands ready to engage in a dialogue with you at your convenience.

Sincerely,


Eric Waddell, President


Eileen King, Executive Director

GORHAM SCHOOL DEPARTMENT

Office of the Superintendent

75 SOUTH STREET, SUITE #2, GORHAM, MAINE 04038

Hollis S. Cobb
Business Manager
(207) 222-1000
FAX 839-5003

Heather J. Perry, PhD
Superintendent of Schools
(207) 222-1012
FAX 839-8885

Brian A. Porter, PhD
Assistant Superintendent
(207) 222-1025
FAX 839-8885

October 28, 2022

Dr. Adam Tuchinsky,
Interim Provost and Vice-President for Academic Affairs
University of Southern Maine
124 Wishcamper
PO Box 9300
Portland, ME. 04104

Dear Dr. Tuchinsky,

The purpose of this letter is for me to express my significant support for the proposed undergraduate degree in Special Education. This degree program, if approved, will be 100% online and integrate apprenticeships where candidates work full-time in schools while they earn their degree. Most importantly, this program will be focused on bachelor's degree completion that includes special education certification.

Public Schools across our region, our state, and our country are struggling mightily with staff shortages. The U.S. Department of Education annually requests states to designate teacher shortage areas for the purposes of deferment of loan repayments. This year's designated teacher shortage areas reported by the Maine Department of Education include Teachers of Students with Disabilities K-12 (282 certification endorsements). Last year Maine's schools reported over 80 unfilled special education teacher positions across the state. Over 400 educational technician positions were also reported as going unfilled across our great state during that same time frame. Conditions are no better as we begin the start of the 2022-23 school year.

Over the past two decades, the perfect storm of lowered respect towards public educators, adverse working condition as a result of the pandemic, and most recently, the great resignation have taken its toll. The Gorham Schools used to post open positions for teachers and receive 150 applications. Today, we are happy to get 10-15 and this is for regular education teachers. We often get just 2-3 applicants from teachers applying for special education positions.

As our special education populations increase, staffing shortages will soon reach crisis levels. Many schools are already there in terms of trying to fill these hard to fill positions. Our most needy students will be the first to suffer due to these shortages. It is imperative

that we increase the pipeline of new teachers into the profession, especially in the area of special education. USM can be part of this solution.

Currently, our state's public universities offer just one undergraduate program for special education teacher certification. This is simply not going to cut it. Our needs are far greater and we need our partners in our state's public universities to step up and increase programs to support students in these important areas for our children.

The proposed USM undergraduate degree program in Special Education is unique in that it will be part of a larger educator apprentice program approved by the Maine DOL that will allow interested students with a baseline of HS diploma to work full time while still attaining full time credits from the University that will allow them to complete their bachelor degree in four years with full certification to become special education teachers in Maine. This partnership between SMCC, the Maine DOL, Maine's public schools and USM will be one that can be held up as a national example of how these types of organizations can work collaborate to solve complex workforce development issues having significant impacts on our present and our future.

Without teachers, other professions cannot exist. USM has long been a source for effective educator preparation programs that have provided our public schools with the talent required to fuel our past workforce. This new program will allow that strong tradition to continue and for one of Maine's premier public universities to step up and become a real part of the solution to our workforce shortage challenges in the area of special education.

This work is important work. This proposed program will be an exemplary program for others to follow. I implore you to support the proposed undergraduate program at USM for special education.

Thank you,



Heather J. Perry, Ph.D.
Superintendent of Schools

Appendix B: Registered Apprenticeship

The registered apprenticeship is a formally recognized program that enables a school district and university together to recruit candidates to special education through employment. USM's status as a registered apprenticeship sponsor enables the university to work in close collaboration with partner districts to provide degree completion with teacher certification for their staff. USM provides (a) a course of study for degree completion, (b) assistance with apprentice supervision by fully certified teachers, and (c) a completed bachelor's degree and recommendation for teacher certification from an approved program.

MAINE APPRENTICESHIP PROGRAM SCHEDULE OF WORK

Apprentices will receive on the job learning/training in the various work areas listed below. The order in which the training is given is to be determined by the flow of work and may not necessarily be in the order listed. The times allotted to these various processes are the estimated time frames in which an average apprentice will learn and become proficient in the skill area. They are intended only as a guide; the apprentice may require more time on one area and less in another. The total term of apprenticeship is indicated below. The columns at the right constitute a record of progress for the apprentice. Each apprentice will be provided with a separate sheet in which to log their hours of experience. When the apprentice has both completed the required hours and attained proficiency in the specific skill area, the Supervisor/Mentor will initial the far-right column. Items for which previous credit have been given upon registration into the program should also be initialed. This sheet or another similar record of apprentice progress must be kept in the apprentice's paper and/or electronic file. Documentation of on-the-job and related technical instruction of individual apprentices will be reviewed by the program office during routine monitoring of apprenticeship program implementation.

OCCUPATION: Educational Technician II

APPROVED APPRENTICE TO JOURNEYWORKER RATIO: 1:1

(A numeric ratio of Apprentices to Journeyworkers will be consistent with proper supervision, training, safety, and continuity of employment throughout the apprenticeship, with the ratio of Apprentices to Journeyworkers being one (1) Apprentice to one (1) Journeyworker whenever possible).

SOC code: 25-9042
TERM: 3000

TYPE OF APPRENTICESHIP: Competency-based
RTI Hours: 645

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
A.	Knowledge of Student Learners	300			
	Demonstrates an understanding of students as learners as well as people				
	Demonstrates strategies to create and sustain a comfortable and safe environment for learning (Marzano, Dimension 1).				
	Utilizes reflective practice appropriately in delivery of topics				
	Define the nature of teaching as it relates to the heart and integrity of teachers and how that informs their work with students.				
B.	Learning Environment	700			
	Demonstrate with examples best practices in teaching				
	Demonstrates various engagement strategies: ice breakers, group work, presentations				
	Demonstrates that "collaboration is the stuff of growth" (Robinson) and utilized that knowledge to create a safe and supportive environment for group work and discussions to take place in the classroom.				

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
C.	Curriculum – Demonstrates an Understanding of:	600			
	Demonstrates the five major Philosophies of Education				
	Applies Constructivism as a Theory of Learning				
	Applies Summative and Formative Assessment practices appropriately and effectively				
	Employs reflective practice				
	Utilizes and consistently demonstrates The Nature of Teaching – heart and integrity				
	Development of a Teacher Platform				
	Development of a major unit using all five dimensions of Learning Utilizes Robert Marzano's 5 Dimensions of Learning in classroom practice				
D.	Foundations of Literacy	300			
	Demonstrates Reading as a message getting/problem solving activity				
	Demonstrates the K-12 Continuum of Literacy Development				
	Demonstrates Guided Reading approaches – all levels				
	Demonstrates "Close" Reading strategies				
	Demonstrates whole to part approaches to reading instruction				
	Demonstrates and practices Assessment for all levels: Concepts About Print, Running Records, Informal Reading Inventories, Observation and note taking				
	Demonstrates the importance of Vocabulary instruction, Effective Reading of Texts, and Study Skills				
	Utilizes Case studies – to exercise best instructional practices with analysis				
E.	Teaching Exceptional Learners	300			
	Demonstrates the IDEA Principles and Every Student Succeeds Act (ESSA)				
	Demonstrates an understanding of FERPA and FAPE				
	Demonstrates an understanding of The Special Education referral process – testing and identification				

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
	Demonstrates an understanding of The Continuum of Special Education Services: <ul style="list-style-type: none"> Create and practice the development of an IEP Demonstrates the differences between a disability and a disorder Defines and exhibits modifications and accommodations for students with special needs Applies the concept of Mindfulness in the classroom Define and demonstrate the knowledge of autism, ADHD, Emotional Behavior Disorders, TBI, Communication Disorders Demonstrates communication and identification of the role of family and larger community in the Special Education process in order to of appropriate programming. (birth to school age) 				
F.	Equity and Diversity	100			
	Develop and define instruction to address culturally and linguistically diverse backgrounds of students				
	Establish and demonstrate gender equity in the classroom				
	Develop lesson plans using relevant case studies, to address the needs of culturally and linguistically diverse students				
G.	Assessment	300			
	Describes that assessment drives curriculum and instruction				
	Explains the use of both formative and summative assessment strategies (Assessment OF and Assessment FOR learning, Stiggins)				
	Develop various assessments in reading: Concepts About Print, Running Records, and Informal Reading Inventories				
	Demonstrates the various assessments that are used in the referral process in Special Education				
	Demonstrates the use of Behavior Rating Scales in special education				
H.	Professional Practice	400			
	Participates in weekly team meetings.				
	Engages in reflective practice with content level, grade level teammates				
	Engages in database decision making to review student progress				
Total Hours		3000			

SKILLS TO BE LEARNED BY RELATED INSTRUCTION
--

In accordance with the Registered Apprenticeship Standards, each apprentice shall participate in a minimum of 144 hours per year of related technical instruction provided by Southern Maine Community College. At the completion of the program, apprentices will earn an Associate's degree (61 credits) from Southern Maine Community College and be eligible to apply for certification as an educational technician through the Maine Department of Education.

Course		Hours
FIGS 100	Student Success	15
ENGL 100	English Composition	45
ENGL 115	Intro to Literature	45
MATH 115	Foundations of Math for Teachers I	45
MATH116	Foundations of Math for Teachers II	45
ENGL 110	Oral Communications	45
PSYC 100	Introduction to Psychology	45
EDUC 100	Introduction to Teaching	45
EDUC 105	Introduction to American Education	45
EDUC 115	Culturally Responsive Teaching	45
EDUC 220	Foundations of Literacy	45
EDUC 230	Teaching Exceptional Learners	45
PSYC 220	Developmental Psychology	45
	Capstone	90
Total RTI		645 Hours
Hours of classroom education earned through on-the-job learning		450 hours

MAINE APPRENTICESHIP PROGRAM SCHEDULE OF WORK

Apprentices will receive on the job learning/training in the various work areas listed below. The order in which the training is given is to be determined by the flow of work and may not necessarily be in the order listed. The times allotted to these various processes are the estimated time frames in which an average apprentice will learn and become proficient in the skill area. They are intended only as a guide; the apprentice may require more time on one area and less in another. The total term of apprenticeship is indicated below. The columns at the right constitute a record of progress for the apprentice. Each apprentice will be provided with a separate sheet in which to log their hours of experience. When the apprentice has both completed the required hours and attained proficiency in the specific skill area, the Supervisor/Mentor will initial the far-right column. Items for which previous credit have been given upon registration into the program should also be initialed. This sheet or another similar record of apprentice progress must be kept in the apprentice's paper and/or electronic file. Documentation of on-the-job and related technical instruction of individual apprentices will be reviewed by the program office during routine monitoring of apprenticeship program implementation.

OCCUPATION: Special Education Teacher

APPRENTICE TO JOURNEYWORKER RATIO: 1:1

(A numeric ratio of Apprentices to Journeyworkers will be consistent with proper supervision, training, safety, and continuity of employment throughout the apprenticeship, with the ratio of Apprentices to Journeyworkers being one (1) Apprentice to one (1) Journeyworker whenever possible).

SOC: 25-2056.00

TYPE OF APPRENTICESHIP: hybrid

TERM: 3000

RTI Hours: 675

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
A	CEC Standard 1 Engaging in Professional Learning and Practice within Ethical Guidelines	200			
	Follow employing district policies and procedures				
	Use lesson plan reflections, guidance from the journey worker, and feedback from observations to adjust instruction.				
	Read and reflect on the Council for Exceptional Children Code of Ethics (see 1.1 with no HLP)				
	Define two professional learning goals based on national and state teaching standards, the Code of Ethics, self-reflection on instruction, and guidance from the journey worker. (See 1.3 with no HLP)				
	Assess progress on the two professional goals at the end of each semester.				
	Update the professional goals at the start of each semester.				

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
B	CEC Standard 2 Understanding and Addressing Each Individual's Development and Learning Needs	500			
	Interview other professionals and family members to identify the barriers faced by students from diverse backgrounds. (1.2)				
	Given a case study of a student with a culturally and linguistically diverse background, identify specific curriculum, programs, or strategies to help a student with a particular exceptionality meet a personalized educational goal (2.2)				
	Plan a lesson that includes specific strategies to modify the environment, materials, and instruction to appropriately address students' developmental needs and academic content (2.1)				
	Plan a lesson using principles of universal design that addresses a student's IEP goals in an inclusive setting (2.1)				
C	CEC Standard 3 Demonstrating Subject Matter Content and Specialized Curricular Knowledge	400			
	Develop individualized goals and objectives based on assessment data that align with the curriculum and the needs of the learner. (3.2)				
	Plan a lesson that aligns with the individualized goals and objectives. (3.1)				
	Plan a lesson based on assessment data that differentiates challenging content to address the full range of abilities of the students (3.1)				
	Design a learning environment including group and individual learning activities that supports active participation, self-advocacy, and independence of individuals with exceptionalities (3.2)				
	Use appropriate instructional, adaptive, and assistive technologies to meet the individualized learning goals of students with exceptionalities. (3.2)				

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
D	CEC Standard 4 Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making	500			
	Explain the rationale for using specific formal and informal assessment measures with a specific student in mind, considering strengths, needs, diversity, and potential biases. (4.2)				
	Select and administer multiple progress monitoring measures of student learning and behavior. (4.1)				
	Collaboratively engage in data-based decision making to determine if students are making adequate progress toward measurable outcomes, determine immediate instructional changes, and develop short-term goals (4.3)				
	Collaboratively engage in analysis of formative and summative measures of student performance for long term planning (e.g., Individualized Education Program development) including consideration of cultural, linguistic, and other factors. (4.3)				
E	CEC Standard 5 Using Effective Instruction to Support Learning	800			
	Based on observation or a case study, candidates provide the rationale for selecting the appropriate practices and strategies to use with individual students based on the learning goals, the best available empirical evidence, and the wisdom and experience of the field. (5.2)				
	Use appropriate learning goals and formative and summative assessment data to plan a unit or lesson for specific individuals or groups of students (5.1)				
	Use formal and informal assessment data to identify student needs and plan specialized instruction to meet those needs. (5.6)				
	Deliver instruction based on identified learning goals derived from assessment data and responsive to students' backgrounds and needs (5.1)				

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
E	Implement instructional plans and collect student performance data. (5.1)				
	Select and implement effective strategies to actively engage students individually and in groups and to ensure that all students have an equitable opportunity to respond to instruction. (5.2)				
	Plan and deliver clear and accurate explanations of content and demonstrations of skills within a lesson. (5.3)				
	Plan and deliver explicit, systematic instruction to teach academic and non-academic content (5.3)				
	Scaffold instruction to enable independent learning. (5.3)				
	Identify and use an appropriate structure for grouping, prepare students to use the structure, and ensure that all students equitably participate (5.4)				
	Systematically monitor student learning in groups, make adjustments to instruction and groupings as indicated and hold students accountable individually and collectively for learning within the group. (5.4)				
	Deliver intensive instruction to small groups using effective instructional strategies to ensure student engagement and sufficient opportunities to respond to each learner. (5.5)				
	Use assessment data to monitor student progress and adjust critical elements of specialized instruction to improve student learning. (5.6)				
F	CEC Standard 6 Supporting Social, Emotional, and Behavioral Growth	400			
	Establish age appropriate and culturally responsive expectations, routines, and procedures within their classrooms that are positively stated, and explicitly taught, practiced, and reinforced (6.1)				
	Build mutually respectful relationships with students and engage them in creating a classroom climate that values racial, cultural, and linguistic diversity (6.1)				

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
F	Establish a productive learning environment by maintaining student engagement and managing time, materials, and the physical classroom environment. (6.1)				
	Explain the rationales for both proactive/preventive and responsive strategies to ensure positive learning environments (6.2)				
	Reduce the potential for challenging behavior and increase student engagement by establishing, following, and reinforcing expectations of all students within the educational setting. (6.2)				
	Collect and use appropriate data to determine the purpose or function of behavior(s) (6.3)				
	Develop an intervention plan that (a) teaches the student a positive replacement behavior that will serve the same or similar function, (b) alters the environment to make the replacement behavior more efficient and effective than the problem behavior, (c) alters the environment to no longer allow the problem behavior to access the previous outcome, and (d) includes ongoing data collection to monitor progress. (6.3)				
	Develop tools for data collection, collect and analyze, and use the information to plan for all phases of learning from acquisition through generalization (6.3)				
G	CEC Standard 7 Collaborating with Team Members	200			
	Develop a meeting agenda, allocate time to meet the goals of the agenda, and conduct the meeting, demonstrating effective verbal and nonverbal communication strategies to lead in ways that are culturally responsive (7.1)				
	Participate in a simulated IEP meeting (7.2)				
	Draft an IEP for a student based on a case study that includes assessment results, developmental history, and behavioral observation information (7.2)				

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
G	Participate in a weekly team meeting with other professionals and paraprofessionals to review student progress for that week and plan for the next week's instruction based on IEP progress and goals. (7.2)				
	Identify resources in the community for a family whose primary language is other than English. (7.3)				
	Interview a staff person in a local community agency (e.g., health department, social services) to identify resources for families provided by that agency and develop a pamphlet for families based on that information (7.3)				
	Explain the importance of working with paraprofessionals and understand roles, responsibilities, and expectations of the paraprofessional related to instruction, intervention, and direct service reinforcing their own role as leader and paraprofessional as the assistant. (7.4)				
	Develop an instructional or behavior intervention plan for a paraprofessional to implement. (7.4)				
	Total Hours	3000			

In accordance with the Registered Apprenticeship Standards, each apprentice shall participate in a minimum of 144 hours per year of related technical instruction provided by University of Southern Maine and various other industry providers.

SKILLS TO BE LEARNED BY RELATED INSTRUCTION
--

Course		Hours
HRD 200	Multicultural Human Development	45
SED 235	Students with Exceptionalities	45
EDU 305	Foundations of Cultural & Linguistic Diversity	45
SED 282	Special Education Regulations, Procedures, and IEP Team	45
SED 318	Targeted and Individualized Instructional Strategies for Students with Disabilities	45
SED 387	Technology Enhanced Instruction for Students with Disabilities	45
SED 393	Transitions Among Agency, School, and Community	45
SED 415	Positive Behavior Interventions and Supports	45
SED 453	Assessment of Academic Achievement	45
SED 425	Multi-Tier Mathematics Instruction and Assessment	45
SED 427	Multi-Tier Reading Instruction and Assessment	45
SED 488	Internship in Special Education for Students with Mild to Moderate Disabilities	180
Total		675

The related instruction for this occupation will progress the individual through the requirements of obtaining a **bachelor's degree in special education**. Before moving into a full-time teacher position, the individual will have **obtained a bachelor's degree from an accredited institution and complete all state required certification requirements**.



Apprenticeship: The right answer for any industry

Sound Familiar?

- ✓ It's difficult to attract workers with the right skills and experience.
- ✓ Current employees need enhanced skills to keep pace with industry.
- ✓ High turnover rate of new-hires makes it challenging.
- ✓ Skilled employees will retire soon.



Say YES to Registered Apprenticeship!

- ✓ Customized training for workers and businesses.
- ✓ Earn-and-learn model attracts new employees and upskills current staff.
- ✓ Retain workers through career pathways that grow your business.
- ✓ Off-set training and wage costs.

www.maine.gov/labor/jobs_training/apprenticeship

What is Registered Apprenticeship?

- ✓ Minimum of 2,000 hours of structured on-the-job training with a mentor.
- ✓ Minimum of 144 hours of related classroom training per year.
- ✓ You will be directly involved and provide unique on-the-job training.
- ✓ Career pathway rewards the employee for skills gained.
- ✓ National Occupational Credential-meets the highest standards.

What are the benefits of Registered Apprenticeship?

- ✓ Improve worker productivity, quality, and safety.
- ✓ Reduce turnover, improve loyalty, and retain talented employees – 90% of apprenticeship program finishers retain employment.
- ✓ Recruit and develop a diverse and highly-skilled workforce.
- ✓ Employers realize an average return on investment of \$1.47 for every \$1 invested.

Source: U.S. Department of Labor

What are the financial incentives of Registered Apprenticeship?

- ✓ \$1,500 to new sponsors once you register your first apprentice.
- ✓ \$1,000 to existing sponsors when you add a new occupation.
- ✓ \$500 one-time reimbursement for each apprentice to off-set classroom training costs.
- ✓ Up to \$1,200 per apprentice to provide tools, equipment, and necessary support services.

If you would like to learn more about Registered Apprenticeship,
email the Maine Apprenticeship Office at MaineApprenticeship@maine.gov



The Maine Department of Labor provides equal opportunity in employment and programs.
Auxiliary aids and services are available to individuals with disabilities upon request.
Programs are provided as a proud partner of the American Job Center Network.

Appendix C: Special Education Bachelor's Degree
Proposed Sequence of Courses
Bachelor of Science in Special Education

Note: There are two proposed sequences of courses displayed below. The first one shows 15-week courses for the Core and special education major requirements. The second shows the same requirements using 7-week courses. We propose to offer the new special education degree as a fully online program with 7-week courses for the Core and major requirements. Students will also complete electives to build full schedules. Degree candidates must complete 39 credits in the special education major and 25 credits from the USM Core curriculum for a total of 64 required courses. The remaining courses (56 credits) are electives. Transferred and prior learning credits can be applied to any course if approved. In the case of transfer students who enter with advanced standing, the major courses can be taken entirely in years 3 and 4.

Core Curriculum: <https://catalog.usm.maine.edu/content.php?catoid=6&navoid=209>

In the first three years of the program, students work on completing requirements for entering candidacy, which they officially apply for after completion of at least 18 major credits with grades of B or better in all major courses and a GPA of 3.0 or higher. As needed, it is expected that students take other courses during this time that will meet USM's core curriculum requirements.

Once accepted as candidates, in Year 4, students take methods courses in math and reading instruction. The most important feature of Year Four is the year-long internship. During this internship, students work side-by-side with a mentor teacher who is a veteran special educator. Students can complete the internship in their existing school work sites as long as the district approves the placement. This full-time student teaching experience serves as the capstone course for the Special Education degree and gives students access to hands-on application of what they have learned at USM through the duration of their program.

Bachelor of Science in Special Education:
15-Week Course Format with USM CORE Requirements

Year 1

Fall		Spring	
Course	Credits	Course	Credits
SED 201 Var Hum Dev Core SCA	3	SED 282	3
ENG 100 Core WR1	3	ENG 102 Core WR12	3
ANT 101 Core SCA	3	MAT 105 Core QR	3
Electives	6	Electives	6

Year 2

Fall		Spring	
Course	Credits	Course	Credits
EDU 305 Core CPE	3	SED 235	3
EDU 310 Core WR3	3	SED 393	3
LIN 185/186 Core SE	4	Art 124 Core CE	3
GEO 105 Core Int	3	ENG 140 Core CI	3
Electives	3	Electives	3

Year 3

Fall		Spring	
Course	Credits	Course	Credits
SED 318	3	SED 453	3
SED 487	3	SED 415	3
ADS 300 Core EISRC	3	Electives	9
Electives	6		

Year 4

Fall		Spring	
Course	Credits	Course	Credits
SED 425 Core EL	3	SED 427	3
SED 488 Core Capstone	6	SED 488	6
Electives	6	Electives	6
TOTAL	61	TOTAL	60
		GRAND TOTAL	121

Bachelor of Science in Special Education:
15-Week Course Format with SMCC Courses

Year 1

Fall		Spring	
Course	Credits	Course	Credits
PSY 220 SMCC, Core SCA	3	SED 282	3
ENG 100 SMCC, Core WR1	3	ENG 102 Core WR2	3
ANT 101 Core SCA	3	SMCC Course from list of options Core QR	3
Electives: PSY 100 SMCC, Science with Lab SMCC from options that meet SE Core Requirements	7	Electives: Fine Arts SMCC, History SMCC	6

Year 2

Fall		Spring	
Course	Credits	Course	Credits
EDUC 115 SMCC, Core CPE	3	EDUC 230 SMCC	3
COMM 201 SMCC, Core WR3	3	SED 393	3
SMCC Course from list of options Core SE	4	ENG 110 SMCC, Core CE	3
GEO 105 Core Int	3	ENG 115 SMCC, Core CI	3
Electives Philosophy SMCC	3	Electives MAT 115 SMCC	3

Year 3

Fall		Spring	
Course	Credits	Course	Credits
SED 318	3	SED 453	3
SED 487	3	SED 415	3
ADS 300 Core EISRC	3	Electives: Capstone SMCC, EDUC 105 SMCC	
Electives: MAT 116 SMCC, EDUC 100 SMCC	6		9

Year 4

Course	Credits	Course	Credits
SED 425 Core EL	3	SED 427	3
SED 488 Core Capstone	6	SED 488	6
Electives: EDUC 220 SMCC (3)	6	Electives	6
TOTAL	62	TOTAL	60
		GRAND TOTAL	122

References

- Align Staffing. (n.d.). *Why the shortage in special education teachers?* [blog]
Retrieved from:
<https://alignstaffing.com/blog/why-the-shortage-in-special-education-teachers/>
- Council for Exceptional Children. (2022). High Leverage Practices.
<https://highleveragepractices.org/>
- National Center for O*NET Development. (2020, May) Maine Wages: 25-2052.00 - Special Education Teachers, Kindergarten and Elementary School. O*NET OnLine. Retrieved May 11, 2020, from
<https://www.onetonline.org/link/localwages/25-2052.00?st=ME&g=Go>
- Peyton, D.J., Acosta, K., Harvey, A., Pua, D.J., Sindelar, P.T., Mason-Williams, L., Dewey, J., Fisher, T.L. & Crews, E. (2021). Special education teacher shortage: Differences between high and low shortage states. *Teacher Education and Special Education*, 44(1), 5-23.
- Projections Central - State Occupational Projections. (n.d.). Long-term occupational projections (2016-2026) [Maine]. Retrieved from:
<https://projectionscentral.com/Projections/LongTerm>
- U.S. Department of Education. (n.d.). *Teacher shortage areas*. Retrieved from:
<https://www2.ed.gov/about/offices/list/ope/pol/bteachershortageareasreport201718.pdf>



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

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

Date: March 21, 2023

To: Jacqueline Edmondson, President
University of Southern Maine (USM)

Adam Tuchinsky, Provost
University of Southern Maine (USM)

From: Jeff St. John, Interim VCASA
The University of Maine System (UMS)

Regarding: Program Addition – B.S. in Special Education

The Chief Academic Officer's Council (CAOC) reviewed the request submitted on March 16, 2022 by the University of Southern Maine for the addition of the B.S. in Special Education. The CAOC was supportive. Additionally, the VCASA supports and recommends this addition. This letter confirms the VCASA endorsement of your request to add the B.S. in Special Education degree program at USM.

According to Board of Trustee (BOT) policy, the USM Provost will be invited to present this program addition at the next convening of the Academic and Student Affairs Committee (ASA) on April 24, 2023. Pending ASA recommendation, Chancellor Malloy will present this major addition for final approval by the Board of Trustees at the May 21, 2023 UMS BOT meeting.

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

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

4

AGENDA ITEM SUMMARY

NAME OF ITEM: Faculty Initiated Discussion

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

NA

UNIFIED ACCREDITATION CONNECTION:

Board and Faculty engagement

BACKGROUND:

The Academic and Student Affairs (ASA) Committee of the Board invites faculty-rank members of the Faculty Representative to the Board of Trustees to bring forward discussion items relevant to their university communities and the University of Maine System. The faculty representatives, working in conjunction with the ASA Committee chair, have decided that the April 2023 ASA Committee meeting's subject will be a continued discussion of shared governance.

04/13/2023

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

5

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 (ASA) Committee of the Board invites Student Representatives of the Board of Trustees to bring forward discussion items relevant to their university communities and the University of Maine System. The April 2023 ASA meeting's subject will revisit the topic of campus communication from and between the administration and the students. Potential solutions to future challenges will also be discussed.

04/13/2023