

University of Maine System – Board of Trustees Meeting
July 10, 2023

Zoom Meeting

The public is invited to listen to the meeting through the live streaming on the Board website:
<https://www.maine.edu/board-of-trustees/>

AGENDA

Monday, July 10, 2023

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

Executive Session from 10:00 am to 12:05 pm, via ZOOM

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

Call to Order/Reconvene Public Meeting by Zoom and Live Youtube Stream @ 12:30 pm

Citizen Comment

Individuals who wish to participate in Citizen Comment , please contact the Board Office at UMS.Trustees@maine.edu with your name and topic or register through the Board of Trustees Website by 5:00 pm on Friday, July 7th.

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

Approx. 12:35pm

Chair's Report

- Welcome
- President's Round Table

Tab 1 - Appointment of Standing Committees

Action Item:

Tab 2 – Bylaws Working Group

Approx. 12:45pm

Chancellor's Report - VC Carolyn Dorsey as proxy

- Introduction of President Jenifer Cushman
- Early Implementation Efforts of Strategic Plan
- New program for recruiting non-traditional students

Approx. 12:55pm

Vice Chancellor for Research and Innovation Report

Tab 3– Return on Investment (ROI) on Research and Development (R&D)

Approx. 1:20pm

Vice Chancellor for Strategic Initiatives

Tab 4– System Marketing & Communications Campaign & Strategic Plan Implementation
Timeline Update

Approx. 1:40pm

Vice Chancellor for Finance and Administration & Treasurer’s Report

Tab 5– Finance and Administration Update

Approx. 2:10pm

Action Items

Tab 6– Houlton Higher Education Center – transfer of ownership (UMPI)

Tab 7– Skyway Building (STR) -transfer of use (UMPI)

Tab 8– Kelley Commons Dining Hall Service Area Renovation (UMPI)

Tab 9– Real Estate Disposition, Chamberlain, and Deering Street Properties (USM)

Tab 10– Bachelor of Science in Special Education (USM)

Tab 11– B.S.B.A. in Operations and Supply Chain Management (USM)

Tab 12– B.S. in Occupational Therapy Assistant (USM)

Tab 13– Confirmation of Boards of Visitors Appointments

Approx. 2:30pm

Consent Agenda

Tab 14- Acceptance of Minutes

June 14, 2023, Finance, Facilities and Technology Committee

Tab 15 – Purington Hall Renovation Project Authorization (UMF)

Tab 16– Mallett Hall Renovation Project Authorization (UMF)

Tab 17– Modernization of Witter Farm (UM)

Approx. 2:35pm

Discussion Item

Date of the Next Meeting: September 10 & 11, 2023 hosted by University of Southern Maine

Public Meeting conclude at approximately 2:55 pm.

Attachments

2023-2024 Board Committee Assignments

FY2024 Board & Committee Meeting Schedule

2023-2024 BOV Master List of All Members by Campus (*Confidential*)

2023-2024 BOV Master List of Narratives for Proposed Candidates (*Confidential*)

USM-BS in Special Education

USM - BSBA in Operations and Supply Chain Management
USM-BS in Occupational Therapy Assistant Program
Managed Investment Pool Flash Reports
Pension Fund Flash Reports
Operating Fund Flash Reports
Board Policy 103 - Bylaws FINAL Version
Strategic Plan Implementation Timeline
Strategic Plan Workplan Draft
UMS Hiring Practices Review Executive Summary (*Confidential*)

Reports

Agenda Calendar
Chairs & Professorships FY2023 July Report
July 2023 MNGMT Group Changes
Capital Projects Bond Board Report
Bond Report June/July
Capital Projects Summary

Presentations

VCRI Presentation

Tabs noted in red text are action items.

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



University of Maine System Board of Trustees Board Meeting Participant Instructions

Date: July 10, 2023 **Location:** ZOOM

Board of Trustees Meeting Location & Times:

Please refer to the agenda for all information concerning timing of the Board of Trustees meeting.

Citizen Comment for Remote Meetings:

Individuals who wish to participate in Citizen Comment, please contact the Board Office at UMS.Trustees@maine.edu with your name and topic of comment OR register through the [Board of Trustees Website](#), by 5:00 pm on Friday, July 7, 2023.

Individuals who register/sign up for Citizen Comment will be provided a temporary Zoom link to enter Public Meeting. Comments are restricted to 3 minutes each. At the conclusion of those 3 minutes, each commenter will be asked to leave the Zoom and participate in the Public Session via the Livestreamed Youtube link, which can be found by clicking the link on the Board Website, or by navigating to the [Board of Trustees Youtube page](#).

Emergency Contact:

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

Incoming messages can be left with Kayla Flewelling at 745-2782.

[Board of Trustees Policy 215 – Remote Public Meetings](#)

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Appointment of Standing Committees

INITIATED BY: Patricia A. Riley, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

Section 103 – Bylaws of the Board of Trustees

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

Board of Trustees Bylaws state that committee appointments will be made annually by the Chair. The Chair, Vice-Chair and Chancellor are ex officio members of all standing committees, but the Chancellor is a non-voting member. All committees must have at least three members apart from the ex officio members. Except for the Executive, Audit, and Human Resources/Labor Relations Committee, standing committees may have members who are not members of the Board. Faculty and Student Representatives serve as non-voting members of the Academic and Student Affairs Committee and the Finance, Facilities, Technology Committee. Committee assignments are effective from July 1, 2023 to June 30, 2024.

The Committee chairs and membership for FY2023 are included in the meeting materials.

Attachment:

Committee Assignments 2022-2024

FY2024 Board & Committee Meeting Schedule

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Proposed Change to Board of Trustee Policy 103 Bylaws

INITIATED BY: Patricia A. Riley, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY: Section 103 Bylaws

UNIFIED ACCREDITATION CONNECTION: N/A

BACKGROUND:

At the direction of Chair Riley and agreement of the Board at the January 2023 meeting, the Bylaws Working Group has completed its review of the current Bylaws and recommended the changes noted in the redline format included in meeting materials. It has been the intent of the Working Group throughout this process to clarify the current wording of the Bylaws, add necessary details to reflect ongoing Board practice, and to include content in the Bylaws derived from our Charter and other operating principles where it was determined that language was important to include. Proposed Bylaw changes in a redlined version were presented at the May 2023 Board Meeting with final changes and approval pending the July 2023 Board meeting.

TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees approve the final version of the edited Board Policy 103 – Bylaws as initially presented in redlined form at the May 2023 Board Meeting and provided at the July 2023 Board Meeting materials in final form.

Attachments

Board Policy 103 – Bylaws Redlined Version

Board Policy 103 – Bylaws Cleaned Version

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University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Vice Chancellor for Research and Innovation Update

INITIATED BY: Dannel P. Malloy, Chancellor

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

UNIFIED ACCREDITATION CONNECTION:

[The Research Actions articulated in the University of Maine System Strategic Plan 2023-2028](#)

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

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

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

BACKGROUND:

Joan Ferrini-Mundy, UMS Vice Chancellor for Research and Innovation, will provide an update at the July 10, 2023 Board of Trustees meeting.

Attachment

VCRI Presentation

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

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NAME OF ITEM: Strategic Initiatives Update

INITIATED BY: Dannel P. Malloy, Chancellor

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

N/A

UNIFIED ACCREDITATION CONNECTION:

University of Maine System leadership is committed to fostering collaboration and synergy among its universities by seeking ways to help them share resources, streamline messaging, achieve greater efficiency, and maintain consistency in their operations.

BACKGROUND:

At the July 2023 Board of Trustees meeting, the Acting Vice Chancellor for Strategic Initiatives (VCSI) Carolyn Dorsey will offer an update on timely system-wide initiatives including the following items:

UMS Marketing and Communications Update

Acting Vice Chancellor Dorsey, with Vice Chancellor Jeffrey St. John, Director of External Communications Tory Ryden, and Director of Strategic Initiatives Jen O’Leary will discuss planning for system-wide marketing and communications. This update will include the distribution and socialization of the Strategic Plan with internal and external stakeholders, and update the Board on the successful engagement of media outlets, community leaders, and UMS colleagues in upcoming marketing projects across the system.

Strategic Plan Implementation Timeline Update

Acting Vice Chancellor Dorsey, with Vice Chancellor Jeffrey St. John and Trustee Emily Cain will discuss the Strategic Plan Implementation Timeline and Workplan draft that was presented at the Board of Trustee Strategic Planning Committee meeting on June 29, 2023.

UMS Hiring Practices Review

Acting Vice Chancellor Dorsey will offer a summary of the recently completed review of UMS recruitment and hiring practices.

Attachment

- Strategic Plan Implementation Timeline
- Strategic Plan Workplan Draft
- UMS Hiring Practices Review Executive Summary

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University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

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NAME OF ITEM: Finance and Administration Update

INITIATED BY: Dannel P. Malloy, Chancellor

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

UNIFIED ACCREDITATION CONNECTION:

Primary Outcomes - Enhance fiscal positioning.

BACKGROUND:

The Vice Chancellor for Finance and Administration and Treasurer Ryan Low will provide 2 updates at the July 10, 2023, Board of Trustees meeting.

- 1) Flash Reports
- 2) Multi-Year Financial Analysis

Attachments:

Managed Investment Pool Flash Reports

Pension Fund Flash Reports

Operating Fund Flash Reports

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Houlton Higher Education Center – transfer of ownership,
University of Maine at Presque Isle (UMPI)

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INITIATED BY: Dannel P. Malloy, Chancellor

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

802- Disposition of Real Property

UNIFIED ACCREDITATION CONNECTION:

Unified Accreditation requires all the separate universities in the University of Maine System be functioning as efficiently and economically as possible. Building that financially sound model requires the University of Maine at Presque Isle define holdings/facilities which are not part of our primary mission, and their cost is not something the University or the System can afford to continue.

BACKGROUND:

a. Summary of the request

The University of Maine System in concert with the University of Maine at Presque Isle has reviewed and evaluated the cost for keeping a satellite location, 50 miles from the main campus, functioning with significant loss of student involvement in the past 5 years.

UMPI desires to hand this facility over to a local (Houlton) partner who expresses an interest in owning it and who will continue to provide a positive influence for the City of Houlton.

UMPI will need to ask for a ‘carve out’ in the transfer in that the facility includes telecommunications equipment owned by the System and the State which supports communication in all Northern Maine and Eastern Maine.

This request is pursuant to University of Maine System Board of Trustees Policy 802. UMPI is seeking permission to enter into an agreement to transfer ownership of this facility.

b. Overall requested budget and funding source:

No funding requested. UMPI will rely upon support from UMS Legal for documentation and the work on the handover will be accomplished by the CBO and the Director of Facilities and the Director of Human Resources.

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

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This request supports the desire to lessen the square footage of the University of Maine at Presque Isle and to minimize operating costs.

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

UMPI desires to support the City of Houlton and to build a partnership for The University of Maine at Presque Isle and for the University of Maine System. No partner has been identified for a handover but instead UMPI has identified a series of partners who may express interest in the facility. UMPI will query those identified for potential partnership/handover as well as publicly advertise the opportunity. Upon final review of proposed uses, a determination will be made for the party and use which will best suit this partnership.

e. Explanation of the scope and substance of the project as needed to supplement (a) and (d) above. No additions

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

Square Footage of the Houlton Center = 15,662 (carve out will likely be 250 sq ft)

Operating Savings - \$100,000 minimum annually. UMA and others provide funding which will end with a handover, but our facility and staffing costs will be saved.

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

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

Support by UMS Legal to accomplish the handover. All the administrative work will be accomplished by the UMPI CBO, Director of Facilities and the Director of Human Resources.

i. Timeline for start, occupancy, and completion:

Completion of the agreement is anticipated to allow for handoff as of January 1, 2024.

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

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

The Finance, Facilities and Technology Committee approved this item to be forwarded to the July 10, 2023, Board of Trustees meeting, for approval of the following resolution:

TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees accepts the recommendation of the Finance, Facilities and Technology Committee, and authorizes the University of Maine System acting through the University of Maine at Presque Isle to identify a partner and enter into an agreement for a handover of the Houlton Higher Education Center subject to review and approval of the final terms and conditions by the University's General Counsel and Treasurer.

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University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Skyway Building (STR) transfer of use,
University of Maine at Presque Isle (UMPI)

INITIATED BY: Dannel P. Malloy, Chancellor

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

802- Disposition of Real Property

UNIFIED ACCREDITATION CONNECTION:

Unified Accreditation requires all the separate universities in the University of Maine System be functioning as efficiently and economically as possible. Building that financially sound model requires the University of Maine at Presque Isle define holdings/facilities which are not part of our primary mission, and their cost is not something the University of Maine at Presque Isle or the University of Maine System can afford to continue.

BACKGROUND:

a. Summary of the request

The University of Maine System, working through the University of Maine at Presque Isle, has reviewed and evaluated the cost for keeping an off-campus housing facility in place for the future. The ownership of this facility is one element of the government real estate distribution with the closure of Loring Air Force Base. UMPI began this relationship with the Government Real Estate Office in July of 1999. Covenants in the receipt of this building transfer require it be used only for educational purpose until the lease expires (in July 2029).

This request is pursuant to University of Maine System Board of Trustees Policy 802. UMPI is seeking permission to enter into an agreement to hand this facility over to a local partner for educational purposes only through July of 2029, followed by a full transfer of ownership.

b. Overall requested budget and funding source:

UMPI is asking for support by UMS Legal for documentation. Administrative work will be accomplished by the UMPI CBO and the Director of Facilities.

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

This request supports the desire to lessen the square footage of the University of Maine at Presque Isle and to minimize operating costs.

d. More detailed explanation of rationale for project and metrics for success of the project (ROI or other): Savings of square footage and operating costs.

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e. Explanation of the scope and substance of the project as needed to supplement (a) and (d) above. No additions

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

Square Footage of Skyway Hall (both the multipurpose side and the residence side) = 9,650
Operating Savings - \$100,000 minimum annually.

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

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

UMPI will require UMS Legal to accomplish the handover documentation and the final change of ownership documentation. The remainder will be time and effort of the UMPI CBO and the Director of Facilities.

i. Timeline for start, occupancy and completion:

Two groups have expressed an interest in this facility (the Mi'qMac Tribe and MSAD #1).

UMPI has already entered into a partnership agreement with MSAD #1 for use of the east side of this facility, and that use is approved by the Government Real Estate Office because it is an educational use.

It is UMPI's intent to identify the intended use of the west side of the building (the residential side) by those who have expressed an interest in future ownership and to move forward with an agreement as soon as practicable.

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

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

The Finance, Facilities and Technology Committee approved this item to be forwarded to the July 10, 2023 Board of Trustees meeting, for approval of the following resolution:

TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees accepts the recommendation of the Finance, Facilities and Technology Committee, and authorizes the University of Maine System acting through the University of Maine at Presque Isle to identify a partner and enter into an agreement for a handover of the Skyway Building (SKR) property through July 2029 followed by a transfer of ownership of this full facility as of July 30, 2029, subject to review and approval of the final terms and conditions of the agreement by the University's General Counsel and Treasurer.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Kelley Commons Dining Hall Service Area Renovation
University of Maine at Presque Isle

INITIATED BY: Dannel P. Malloy, Chancellor

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

701 – Budgets, Operating and Capital

712 – Debt Policy

UNIFIED ACCREDITATION CONNECTION:

To meet the dining needs of UMPI’s student residential program, to build a stronger residential community and to provide a successful and welcoming dining room for all campus community members.

BACKGROUND:

a. Summary of the Request

The University of Maine System, through the University of Maine at Presque Isle, requests authorization to expend up to \$750,000 to renovate the dining hall service area in Kelley Commons. Funding for the project will be through a partnership with the Sodexo Corporation for which UMPI’s current contract period is FY21-31.

This request is pursuant to Board Policy 701 – Budgets, Operating & Capital, which requires Board of Trustee or Finance, Facilities & Technology Committee approval for Capital Budget items at or exceeding \$500,000. Additionally, this request is pursuant to Board Policy 712 – Debt Policy, which requires that debt and related agreements be approved by the Board and also notes that the System will consider working with a public private partnership when it is desirable for risk sharing. In this case because of the debt policy the recommendation will be forwarded to the Board of Trustees for approval at the July 10, 2023, meeting.

b. Overall requested budget and funding source

The total cost of this renovation is estimated to be \$750,000. The UMS is working with Sodexo on renovation funding options and contract language regarding their support of this project which may include funding the renovation up front including offsetting the renovation costs with \$239,000 in cumulative annual payments that Sodexo would have otherwise made to UMPI in addition to offsetting costs with meal plan revenue.

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

This project has been implicitly included in the Master Plan and the Long-Term capital plan because a majority of the equipment for Kelley Commons Dining Hall is over 40 years old.

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

UMPI has identified the essential demand to balance its Operating Budget is by having a strong residential population. The first phase of renovation on Park Hall has been completed (residential space). The next phase is to address Emerson Hall (residential space: work scheduled this summer and next summer).

Students have provided positive responses about that upgrade which is reflected in increased requests from students for housing and dining for the coming year (FY24). A 9% increase in student housing/dining is budgeted but it is possible it will be as high as an 18% increase. If the change in dining experience is accomplished, UMPI will continue to attract students and the rest of our community to Kelley Commons.

e. Explanation of the scope and substance of the project as needed to supplement (a) and (d) above. None

f. Changes, if any, in net square footage or ongoing operating costs resulting from the project: No change in square footage to the facility

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

h. Alternatives that were considered to meet the need being addressed by this project: None.

i. Timeline for start, occupancy and completion:

Project will commence June 1 and will be completed by August 15, 2023.

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

k. Additional information that may be useful to consider.

N/A

The Finance, Facilities and Technology Committee approved this item to be forwarded to the July 10, 2023 Board of Trustees meeting, for approval of the following resolution:

TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees accepts the recommendation of the Finance, Facilities & Technology Committee, and authorizes the University of Maine System acting through the University of Maine at Presque Isle to pursue a Public, Private, Partnership agreement with Sodexo for renovations to the Kelley Commons dining services area for up to \$750,000, subject to review and approval of all final terms and conditions by the University of Maine System Treasurer and General Counsel.

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University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Real Estate Disposition, Chamberlain and Deering Street Properties
University of Southern Maine

INITIATED BY: Dannel P. Malloy, Chancellor

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

802 – Disposition of Real Property

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

a. Summary of the request

This request is pursuant to University of Maine System Board of Trustees Policy 802, the University of Southern Maine working through the University of Maine System requests authorization for the sale of the 5 properties located at 7, 11, 15, 19 Chamberlain Street and 209 Deering Ave in Portland, Maine. These properties have been leased to Avesta Housing since May 1, 2017, with the term set to expire on June 30, 2023.

b. Overall requested budget and funding source:

USM will cover the costs of the appraisal and other related fees.

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

Disposal of this properties aligns with recommendations of the Board of Trustees to reduce the University's footprint and increase the utilization rate of existing facilities.

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

As previously discussed with the Board at its March 2023 meeting, the University intends to utilize the sale proceeds to help finance the Center for the Arts building. Based on an approximation, the revenue was estimated at \$2 million.

e. Explanation of the scope and substance of the project as needed to supplement (a) and (d) above. No additions

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

The five properties total 16,395 total gross square footage. Utility and maintenance costs for the five properties are estimated at between \$75,000 and \$100,000.

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- g. Budget for the project and further elaboration on funding source and selection as needed to supplement (b) above):** None
- h. Alternatives that were considered to meet the need being addressed by this project:**
N/A
- i. Timeline for start, occupancy and completion:**
The University is in the process of obtaining a contract to appraise the properties and determine the current market value in preparation of a sale.
- j. Timeline for any further consideration or action anticipated to be needed by the Board or its committees regarding this project if full authority is not being requested from the outset.** None anticipated at this time.
- k. Additional information that may be useful to consideration of the item.** None

The Finance, Facilities and Technology Committee approved this item to be forwarded to the July 10, 2023 Board of Trustees meeting, for approval of the following resolution:

TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees accepts the recommendation of the Finance, Facilities, and Technology Committee, and authorizes the University of Southern Maine to sell properties at or above the combined appraised value located at 7, 11, 15, 19 Chamberlain Street and 209 Deering Ave in Portland, Maine subject to review and approval of the final terms and conditions of the purchase and sales agreement(s) by the University's General Counsel and Treasurer.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

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

INITIATED BY: Dannel P. Malloy, Chancellor

BOARD INFORMATION: **BOARD ACTION:** X

BOARD POLICY:
305.1 Program Approval, Review & Elimination Procedures

UNIFIED ACCREDITATION CONNECTION:

Unified accreditation is a tool to maximize collaboration and minimize inappropriate duplication while building on the distinctive missions of each university pursuant to the University of Maine System Strategic Plan. As a comprehensive regional university, the University of Southern Maine (USM) works to address the needs of its region.

Through this program, the potential for collaborations serving Special Education programs and students across the University of Maine System (UMS) is strong.

Special Education is currently offered at the graduate level by the University of Maine (UM), the University of Maine at Farmington (UMF), and the University of Southern Maine (USM); as an undergraduate concentration at the University of Maine at Augusta (UMA) and the University of Maine at Presque Isle (UMPI); and as an undergraduate degree program at UMF delivered primarily on campus.

The total enrollment across all UMS undergraduate Special Education programming is 87. As of February 2023, there were over *nine hundred* unfilled positions in Special Education in Maine's schools. Adding USM's online program to the System's academic portfolio will position UMS to respond concretely to the current and future Special Education staffing crisis Maine faces.

USM's proposal summarizes the benefits of the program as follows:

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 [at all] if not for this program. The creation of this fully online major in conjunction with a Registered Apprenticeship will support USM, the Maine Department of Labor, 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 UMS, [thus] helping to offset the decline in numbers of traditional-age

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students [by reaching a presently untapped market of working adults in southern Maine] (p. 2).

A further attraction of this proposal is the funding behind it. For Phase I (the Southern Maine Community College partnership for Ed Tech I and Ed Tech II), students are fully funded. For Phase II— USM enrollment for Ed Tech III, the bachelor's degree, and teacher certification— partial funding will be provided to each student-apprentice by the Maine Department of Labor. This means these students will complete the USM Special Education degree and Maine teacher certification at a substantially reduced cost while gaining invaluable on-the-job experience in their Ed Tech roles.

Crucially, the Registered Apprenticeship program can be replicated elsewhere in Maine through similar partnerships with the Department of Labor and local school districts. UMF is currently exploring Registered Apprenticeship partnerships with school districts in Franklin County. In support of such partnerships, USM can serve as a strategic resource for UMF, particularly as USM moves through its own pilot cohort and learns from that process.

In addition, UMF is actively evaluating its capacity to teach its undergraduate Special Education program *online*. This will permit direct collaboration with USM's program and position the two universities to respond in a coordinated fashion— a hallmark of Unified Accreditation— to the Special Education workforce shortage in southern and western Maine.

BACKGROUND:

The University of Southern Maine (USM) is seeking permission to offer a Bachelor of Science in Special Education. 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 significant safety concerns for students and a failure to provide adequate educational programming. The proposed online degree will be notable and distinct from other special educator pathways within the University of Maine System (UMS) 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

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 worked system-wide with their special education colleagues over two years to develop ideas for meeting the state-wide special education staffing crisis. 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 to create an action plan for long-term solutions.

Collaboration with Maine school districts will also be critical 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

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education teachers as mentors to the candidates. These mentors will provide the candidates with daily observation, coaching, and support. This is a crucial feature of the degree proposal 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 contacted the USM Special Education Department to seek assistance because they know and trust USM's record of prior partnerships. Additionally, faculty are meeting 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. Superintendents and education associations have also offered letters of support.

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

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, Vice Chancellor of Academic and Student Affairs, recommended the program to the Chancellor. Chancellor Malloy signed his approval of the Bachelor of Science in Special Education on June 1, 2023.

The Academic and Student Affairs Committee of the Board of Trustees reviewed this proposal on June 12, 2023. After discussion, the Committee agreed to forward this item to the July 10, 2023 Board of Trustees meeting for further Board discussion.

TEXT OF PROPOSED RESOLUTION:

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

Attachment

USM-BS in Special Education

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University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: New Academic Program Proposal: B.S.B.A. in Operations and Supply Chain Management

INITIATED BY: Dannel P. Malloy, Chancellor

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

305.1 Program Approval, Review & Elimination Procedures

UNIFIED ACCREDITATION CONNECTION:

Unified accreditation is a tool to maximize collaboration and minimize inappropriate duplication while building on the distinctive missions of each university pursuant to the University of Maine System Strategic Plan. As a comprehensive regional university, the University of Southern Maine (USM) works to address the needs of its region.

USM is replacing an existing minor with a degree program. USM is the only university in the System that offers programming in this field, and the only one in the state other than Maine Maritime Academy. As affirmed in President Edmondson's letter of support, the Operations and Supply Chain Management program will help meet "a critical workforce need in the state of Maine and the region."

There may be opportunities for students from other UMS universities to enroll in USM Operations and Supply Chain Management courses and apply the credits they earn to their degree programs as electives or as part of a minor.

BACKGROUND:

The University of Southern Maine (USM) is seeking permission to offer a Bachelor of Science in Business Administration in Operations and Supply Chain Management. Operations and Supply Chain Management are concerned with the flow of materials, information, and money between suppliers, producers and service organizations, and customers. The proposed Operations and Supply Chain Management (OSCM) major provides a solid foundation and skills to those students who are interested in a systematic approach to business decision-making in a globalized economy. The key theme for this major would be the study and analysis of data to improve business processes within and across companies. The program will be 100% asynchronous online. Employment for graduates of this field is projected to increase in Maine and nationally, with expected employment growth above 15% over the next 10 years.

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, Vice Chancellor of Academic and Student Affairs, recommended the program to the Chancellor. Chancellor Malloy signed his approval of the Bachelor of Science in Operations and

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Supply Chain Management on June 1, 2023.

The Academic and Student Affairs Committee of the Board of Trustees reviewed this proposal on June 12, 2023. After discussion, the Committee agreed to forward this item to the July 10, 2023 Board of Trustees meeting for further Board discussion.

TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees accepts the recommendations of the Academic and Student Affairs Committee and approves the Bachelor of Science in Business Administration in Operations and Supply Chain Management at the University of Southern Maine.

Attachment

USM – BSBA in Operations and Supply Chain Management

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: New Academic Program Proposal: B.S. in Occupational Therapy Assistant

INITIATED BY: Dannel P. Malloy, Chancellor

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

305.1 Program Approval, Review & Elimination Procedures

UNIFIED ACCREDITATION CONNECTION:

Unified accreditation is a tool to maximize collaboration and minimize inappropriate duplication while building on the distinctive missions of each university pursuant to the University of Maine System Strategic Plan. As a comprehensive regional university, the University of Southern Maine (USM) works to address the needs of its region.

USM is the only university in the System that offers academic programs in this field. As noted in the proposal, "[Approval of this program] would add the final degree option in the field of [Occupational Therapy] to [USM's] current portfolio of degrees and give University of Southern Maine students the opportunity to enter the [Occupational Therapy] profession and advance their knowledge and skills without leaving [USM]." Through online course offerings, students at other UMS universities can explore USM's Occupational Therapy Assistant program at the undergraduate level if desired.

BACKGROUND:

The University of Southern Maine (USM) is seeking permission to offer a Bachelor of Science in Occupational Therapy Assistant program. The profession of occupational therapy utilizes occupational therapy assistant (OTA) practitioners in the delivery of OT services across a variety of settings. The OTA practitioner is licensed to provide therapeutic interventions and works collaboratively with, and under the supervision of, an occupational therapist. Employment for graduates of this field is projected to increase in Maine and nationally, with expected employment growth above 25% over the next 10 years.

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, Vice Chancellor of Academic and Student Affairs, recommended the program to the Chancellor. Chancellor Malloy signed his approval of the Bachelor of Science in Occupational Therapy Assistant on June 1, 2023.

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The Academic and Student Affairs Committee of the Board of Trustees reviewed this proposal on June 12, 2023. After discussion, the Committee agreed to forward this item to the July 10, 2023 Board of Trustees meeting for further Board discussion.

TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees accepts the recommendations of the Academic and Student Affairs Committee and approves the Bachelor of Science in Occupational Therapy Assistant at the University of Southern Maine.

Attachment

USM-BS in Occupational Therapy Assistant Program

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Confirmation of Boards of Visitors' Appointments for 2023-2024

INITIATED BY: Dannel P. Malloy, Chancellor

BOARD INFORMATION: **BOARD ACTION:** X

BOARD POLICY:
University of Maine System Charter

UNIFIED ACCREDITATION CONNECTION:
N/A

BACKGROUND:
In accordance with the University of Maine System Charter, each Board of Visitors consists of up to 20 members recommended by campus Presidents and confirmed by the Board of Trustees. Membership should reflect the mission of the university and the region it serves. Boards of Visitor appointment recommendations from the Presidents are outlined in the attached biographical sketches distributed to the Board of Trustees.

Campuses may contact the potential candidate(s) to determine his/her interest prior to submitting the name(s) to the Chancellor's Office. The list of proposed members may be larger than the number of seats the President intends to fill, understanding that this is the list from which they will draw to extend invitations.

TEXT OF PROPOSED RESOLUTION:
That the Board of Trustees confirms the Boards of Visitors' appointments for 2023-2024, as presented.

Attachments:
2023 - 2024 BOV Master List of All Members by Campus (*Confidential*)
2023 - 2024 BOV Master List of Narratives for Proposed Candidates (*Confidential*)

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University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Acceptance of Minutes

INITIATED BY: Patricia A. Riley, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

N/A

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

The following minutes will be presented to the Board of Trustees for approval at the July 10, 2023 Board meeting:

May 18, 2023 – Investment Committee Meeting

May 21-22, 2023 – May Board of Trustees Meeting

June 6, 2023 – Executive Committee Meeting

June 12, 2023 – Academic and Student Affairs Committee

June 12, 2023 - Human Resources and Labor Relations Committee Meeting

June 14, 2023 – Finance, Facilities & Technology Committee Meeting

June 29, 2023 – Strategic Planning Committee Meeting

**Red Denotes Pending - In Progress*

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

TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees approves the minutes as presented.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM Purington Hall Renovation Project Authorization, University of Maine at Farmington

INITIATED BY: Dannel P. Malloy, Chancellor

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

701 – Budgets, Operating & Capital

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

a. Summary of the request:

The University of Maine System acting through the University of Maine at Farmington (UMF) requests authorization to spend up to \$2,700,000 to replace the plumbing infrastructure and renovate the restrooms in Purington Hall as well as add ADA accessibility to the first floor of the building.

This request is pursuant to Board Policy 701 Operating & Capital Budgets, which requires Board approval for Capital budget items that have a total cost of \$500,000 or more. In this case, the committee's recommendation will be forwarded to the Consent Agenda for approval at the July 10, 2023, Board meeting.

b. Overall requested budget and funding source:

The overall construction phase of the project budget is estimated to be \$2,295,841 plus A/E fees of \$178,000 and a contingency of \$226,159 for a total project cost of \$2,700,000 which is funded from the state annual capital improvements commitment.

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

This project is not on the capital plan previously approved by the Trustees but is on the Capital Plan being reviewed for the upcoming Fiscal Year FY24 and currently on the state annual capital improvements project list for UMF. This project will transform some of our oldest residence hall restrooms and create an ADA accessible floor in the building.

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

Purington Hall is one of UMF's oldest residence halls and currently houses 110 students. The restroom renovation will bring the building up to code and reduce work orders for plumbing issues with failing pipes.

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

The project will remove all existing plumbing infrastructure throughout the building and demo the existing restrooms and configure the layout to allow single user and a better use of the space and make all first-floor areas ADA compliant.

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

This project will not reduce square footage but will create savings from reducing the work orders generated from the building due to failing plumbing infrastructure and will capture energy savings from the installation of new equipment that is energy efficient and matches our on-going ESCO project on campus.

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

N/A

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

N/A

i. Timeline for start, occupancy, and completion:

A full opinion of probable cost has been completed and the A/E firm is starting on design and will be ready to go out to bid by mid-July. The project will start as soon as a contractor has been identified as the building has been help offline through the summer of 2024 for this project to take place.

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

N/A

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

None

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the July 10, 2023 Board meeting.

TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees, acting through the Finance, Facilities and Technology Committee, authorizes the University of Maine System acting through the University of Maine at Farmington to expend up to \$2,700,000 to renovate the restrooms and replace the failing plumbing infrastructure at Purington hall on the UMF campus. Funding for this project would be from the state annual capital improvements commitment.

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University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Mallett Hall Renovation Project Authorization, University of Maine at Farmington

INITIATED BY: Dannel P. Malloy, Chancellor

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

701 – Budgets, Operating & Capital

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

a. Summary of the request:

The University of Maine System acting through the University of Maine at Farmington (UMF) requests authorization to spend up to \$2,700,000 to replace the plumbing infrastructure and renovate the current multi-user restrooms in Mallett Hall to single user style restrooms as well as add ADA accessibility to the first floor of the building.

This request is pursuant to Board Policy 701 Operating & Capital Budgets, which requires Board approval for Capital budget items that have a total cost of \$500,000 or more. In this case, the committee's recommendation will be forwarded to the Consent Agenda for approval at the July 10, 2023, Board meeting.

b. Overall requested budget and funding source:

The overall construction phase of the project budget is estimated to be \$2,295,841 plus A/E fees of \$178,000 and a contingency of \$226,159 for a total project cost of \$2,700,000 which is funded from the state annual capital improvements commitment.

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

This project is not on the capital plan previously approved by the Trustees but is on the Capital Plan being reviewed for the upcoming Fiscal Year FY24 and currently on the state annual capital improvements project list for UMF. This project will transform some of our oldest residence hall restrooms by converting multi-user restrooms to single user restrooms and create an ADA accessible floor in the building.

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

Mallett Hall is one of UMF's oldest residence halls and currently houses 115 students. The restroom renovation will bring the building up to code and reduce work orders for plumbing issues with failing pipes as well as convert multi-users to single user space.

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

The project will remove all existing plumbing infrastructure throughout the building and demo the existing restrooms and configure the layout to allow single user and better use of the space and make all first-floor areas ADA compliant.

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

This project will not reduce square footage but will create savings from reducing the work orders generated from the building due to failing plumbing infrastructure and will capture energy savings from the installation of new equipment that is energy efficient and matches our on-going ESCO project on campus.

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

N/A

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

N/A

i. Timeline for start, occupancy, and completion:

A full opinion of probable cost has been completed and the A/E firm is starting on design and will be ready to go out to bid by mid-July. The project will start as soon as a contractor has been identified as the building has been held offline through the summer of 2024 for this project to take place.

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

N/A

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

None

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the July 10, 2023 Board meeting.

TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees, acting through the Finance, Facilities and Technology Committee, authorizes the University of Maine System acting through the University of Maine at Farmington to expend up to \$2,700,000 to renovate the restrooms and replace the failing plumbing infrastructure at Mallett Hall on the UMF campus. Funding for this project would be from the state annual capital improvements commitment.

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University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Modernization of Witter Farm
Increase and scope change to Relocation of Dairy Operations
University of Maine

INITIATED BY: Dannel P. Malloy, Chancellor

BOARD INFORMATION: **BOARD ACTION: X**

BOARD POLICY:
Section 701 Operating & Capital Budgets
Section VIII. Capital Budgets

UNIFIED ACCREDITATION CONNECTION:
The J. Franklin Witter Teaching & Research Center is open to K-12 students, college students and researchers across the University of Maine System and state. Each semester, over 150 students use the Witter Center for their Animal and Vet Sciences laboratory courses. The Witter Center research activities have generated nearly \$5M in extramural research in the last twenty-five years, with \$1M of that in just the last ten months, almost all including undergraduate and graduate students involved in the research directly. The center serves as a hub for community engagement with the university agricultural enterprise, including hosting over 6,000 visitors each year. The Witter Center invites faculty and undergraduate and graduate students from across the University of Maine System to leverage the farm as an asset for research, experiential learning, or participate in internships. Witter is also the hub for many Extension dairy, livestock, and pasture workshops to the public and state commodity groups, including critical areas such as meat processing, as well as youth programs including 4H.

BACKGROUND:
The J. Franklin Witter Teaching & Research Center in Old Town is the home of the College of Natural Sciences, Forestry, & Agriculture teaching and Maine Agricultural and Forest Experiment Station research programs in animal sciences and sustainable agriculture. Research at the Witter Farm supports Maine’s dairy industries.

For much of the University of Maine’s history, the Orono campus was home to cows and chickens as well as students. In the spring of 1947, Rogers Farm was purchased as additional land to grow forage for the University’s dairy herd. Approximately 11 acres of the 100-acre farm were set aside for crop research; this eventually grew to 20 acres. Due to pressures of a growing campus and a fire that nearly leveled one of the University’s old dairy barns in 1972, Witter Farm was constructed on the edge of the University’s land in Old Town, and the dairy cows were moved to this animal science research facility.

On June 22, 2022, the Board of Trustees authorized the University of Maine System acting through the University of Maine to expend up to \$800,000 to renovate the Livestock Barn, purchase a robotic milking system, and demolish the Dairy Barn located on the J. Franklin Witter Teaching & Research Center in Old Town, Maine.

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The initial scope was based on \$800,000, and a reduction of 7,200 square feet. Upon further evaluation over the last year, we have determined in addition to the initial scope the following scope enhancements are required to achieve a safe and state licensable farm environment. Beyond meeting state licensing requirements, investment in Witter Farm will enable the College of Natural Sciences, Forestry, and Agriculture to improve learning outcomes and increase research productivity. Scope enhancements include a permanent solution for the Livestock Barn, the need to repurpose an existing barn for storage of animal feed, supplies, and an additional need to remove four barns, which are at the end of their service lifecycle. In addition to the further evaluation of the site needs and we have sought external cost estimates for construction. The project cost increase is a combination of scope changes and 8% construction cost escalation. This is consistent with the cost escalation that we are seeing in the market.

a. Summary of the request

The University of Maine System, acting through the University of Maine, requests authorization to increase the project budget from \$800,000 to \$2.6 million (an increase of \$1.8M) and change the scope of the project to construct a new dairy facility with a robotic milking system, renovate existing Horse Barn and remove through demolition the Dairy Facility, Storage Barn, Sheep Barn, and Sheep Shed.

This request is pursuant to Board Policy 701 Operating & Capital Budgets Section VIII. Capital Budget, which requires Board approval for Capital budget items that have a total cost of \$500,000 or more. In this case, the Committee's recommendation will be forwarded to the Consent Agenda for approval at the July 10, 2023, Board meeting.

b. Overall requested budget and funding source:

The budget of \$2.6 million will be funded from university capital funds for deferred maintenance, Maine Agricultural & Forest Experiment Station (MAFES) funding, and the University System's central funding pool for space removal.

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

This project was included in the University's most recent 1-year capital plan.

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

As stated in the 2022 Board agenda item, the existing 50-year-old Dairy Barn has become unreliable, outdated, and has structural deficiencies that are no longer suitable for dairy operations. The facility has been unable to pass the State of Maine milk inspection in its current state in the last two inspections, the most recent being November of 2022. However, with a clear plan for renovations and improvements, the State has maintained our licensing. Witter Farm continues to operate and sell milk. Additionally, a safety review of the facility has been undertaken and correction action items are underway,

The Dairy Facility, Sheep Barn, Sheep Shed, and Storage Barn were all originally constructed in the 1970s and are derelict. Functions of the four (4) barns will be transferred to the Horse Barn and a new Dairy Facility. The four (4) barns and part of the connectors total approximately 15,940 gross square feet. The replacement value of the four barns is approximately \$3.13 million and removal of the four barns will reduce the University's identified deferred maintenance by approximately \$1.7 million.

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The Horse Barn will be renovated to address the multiple building envelope issues. The reason for keeping this barn is due to the size and better condition of the facility. The barn will become the new storage barn to store dry hay feed, and bedding for the animals in one half while the other half still provides housing for the horses. Renovation of this facility will increase the net asset value from 50% to approximately 60%.

The new Dairy Facility will be a modern facility with a robotic milking system and free-standing bedded pack area for the dairy cows. This facility will provide students and researchers with a facility that is the future of Maine dairy farms. The facility will include a viewing area for visitors to safely watch how a modern robotic dairy facility works.

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

N/A

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

The existing four barns (Dairy Facility, Sheep Barn, Sheep Shed, and Storage Barn) and connectors will result in a decrease of approximately 15,940 gross square footage. The new Dairy Facility is approximately 9,530 gross square feet resulting in a net decrease of approximately 7,410 gross square feet. Additionally, Witter Farm will reduce operating costs through modern utilities and reduction in labor due to the change in milking operations from multiple persons milking the cows twice per day, seven days per week to one person on-call to monitor the robotic milking system.

Based on known research, the farm anticipates milk production to increase approximately 10% to 15% due to increased cow comfort and voluntary milking schedules. Increased milk production will result in increased revenue from sales of milk that will be utilized to offset ongoing operating costs.

Removing the existing Storage Barn and moving storage of dry hay and bedding for the animals out of this facility and into the renovated barn will result in savings through reducing the loss of spoilage of hay and dry bedding becoming wet from wind driven rains.

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

Funding Sources:

UMS Pool Funds: \$260,667

UM FM Capital Funds: \$680,000

UM NSFA MAFES Funds: \$350,000

UM Capital Funds: \$1,309,333 (will cover remaining balance minus UMS Pool Funds, UM FM Capital Funds, and UM NSFA MAFES Funds).

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

The University originally planned on relocating the dairy operations to the Livestock Barn that was to be renovated and modified as a long-term temporary basis till a new facility could be constructed. Due to rising construction costs, deferred maintenance, safety improvement opportunities, conditions to modify the Livestock Barn, and disruptions to operations, the

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University deemed the long-term temporary basis to not be suitable and a permanent solution is sought.

i. Timeline for start, occupancy, and completion:

The University anticipates the new Dairy Facility to start construction late fall of this year with occupancy early 2024. Renovations to the Horse Barn are anticipated to be completed during the summer/fall of 2024. The removal of the Sheep Barn and Sheep Shed to be completed in the summer of 2024. The existing Dairy Facility and Storage Barn removals will be completed during the summer/fall months of 2024.

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

N/A

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

The dairy herd and milking operations have been a part of the University history from its earliest days. Despite the conditions of the facility and use of outdated milking equipment the farm has continuously ranked in the top 5 in the nation amongst all other universities / colleges for average milk production per dairy cow. Most recently the farm was awarded the Quality Milk Award for the period ending December 31, 2022. While some Land Grant Universities (LGU) in the US have discontinued their dairy herds, UMaine stands with other R1 LGU schools like University of Connecticut, University of New Hampshire, and University of Minnesota in operating a dairy herd and milking operation.

A new modern dairy facility and operation at Witter will enhance research opportunities for faculty in the Experiment Station. Faculty research includes animal health (e.g., reproduction, diseases), animal nutrition, animal systems microbiomes, animal behavior, precision dairy operations, and forage and pasture management. A stakeholder process involving internal UMaine faculty and staff, and external groups (e.g., alumni, industry representatives, former faculty, and staff) has revealed strong support for the improvements to the Witter dairy operations. Additional feedback from the Maine Dairy Industry Association, the Board of Agriculture, AgriMark, and the Agriculture Council of Maine suggest that a modern dairy operation is better able to meet the needs of the state, supporting Maine's dairy industry and the broader agricultural community.

The number of students majoring in Animal and Veterinary Sciences is strong and growing. Having a modern dairy operation will aid in student recruitment and research experiences. The undergraduate degree program in Animal and Veterinary Sciences (AVS) at UMaine enrolls about 80 first-year students per year. First-year enrollments in the AVS program are up 22% this year compared to the same time last year. Between 2017 and 2021, AVS program enrollments grew by 15% to over 200 undergraduate students.

The facility currently hosts nine undergraduate courses, three independent study courses, and multiple senior capstone students. The curriculum contains a required Dairy Cattle Technology Lab in the second year. Students are required to sign up for milking shifts at least twice per week. In the alternate second-year semester, students are required to participate in the care of horses in the Equine Management Cooperative course. This direct, hands-on care of large animals as an undergraduate student has been cited as something that sets our students apart later in Veterinary Colleges. With these upgrades to the dairy

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operation, students will gain more hands-on experience with current technology, especially in analyzing data collected by the robotic milking system to identify issues related to animal health and nutrition.

In addition to preparing students to enter veterinary colleges, AVS program graduates work in a variety of settings in Maine including as farm managers and herds-people, teachers at agricultural high schools, in industries such as IDEXX and feed companies, in research such as at Jackson Labs, and in government agencies related to farming and agriculture.

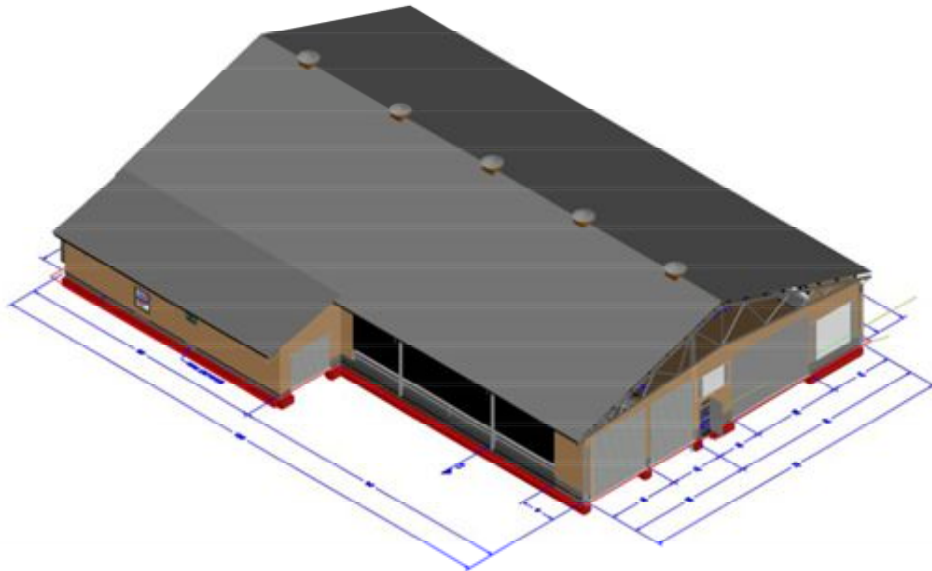
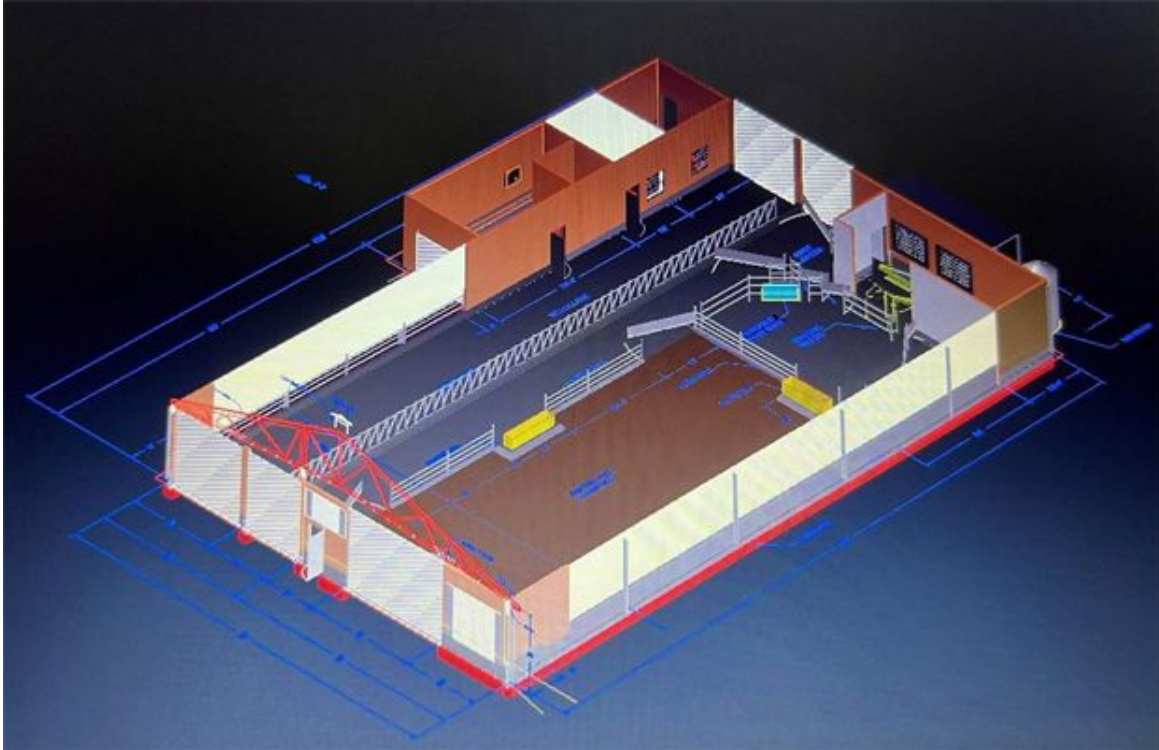
Admissions Open House events usually include a tour of Witter Farm and often attract groups of at least 40 prospective students and parents per tour. The chance to learn by doing direct large-animal care is a major factor in students choosing to come to UMaine. In addition to the second-year course work, students work with animals at the farm as part of other undergraduate coursework, their senior capstone, and as part of several student-lead clubs and organizations.

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the July 10, 2023 Board meeting.

TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees accepts the recommendation of the Finance, Facilities, and Technology Committee, and authorizes the University of Maine System, acting through the University of Maine, to increase spend from \$800,000 to \$2.6 million and change the scope of the project to construct a new modern dairy facility, renovate an existing barn, and demolish four existing barns located on the J. Franklin Witter Teaching & Research Center in Old Town, Maine.

Conceptual Drawing of proposed new Dairy Facility:



Current Horse Barn to renovate into Storage Barn



Current Dairy Barn to be demolished



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Sheep Shed to be demolished.



Storage Barn to be demolished.



06/30/2023



**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: May 25, 2023

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

From: Jeffrey St. John, VCASA 'J

Regarding: USM Program Proposal: 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 to offer the B.S. in Special Education. The attached material includes documentation of university level support including approval from 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, 2023. I also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for decision	Action
✓			Approve the B.S. in Special Education

Dannel P. Malloy
Chancellor Dannel Malloy

6.1.23
Date



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

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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 UMFK 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 UMS 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-Bertrick

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.

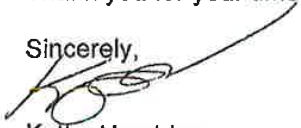
In Gorham, as do many other districts, we want to build our own - we often hire our substitute teachers to become educational technicians and our educational technicians become our teachers. An apprenticeship program will allow candidates to realistically build their skills and will be focused on bachelor's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

gkucinkas@falmouthschools.org

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WESTBROOK SCHOOL DEPARTMENT

117 Stroudwater Street
Westbrook, ME 04092
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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



November 15, 2022

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KITTERY SCHOOL DEPARTMENT
KITTERY, 03904

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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,

E. F. Waddell
Eric Waddell, President

Eileen King
Eileen King, Executive Director

GORHAM SCHOOL DEPARTMENT

Office of the Superintendent

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Superintendent of Schools
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Brian A. Porter, PhD
Assistant Superintendent
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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 apprenticeship 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 and 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
	<p>Demonstrates an understanding of The Continuum of Special Education Services:</p> <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 WR11	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 WRI1	3	ENG 102 Core WRI2	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 WRI3	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

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**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: May 25, 2023

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

From: Jeffrey St. John, VCASA }/

Regarding: USM Program Proposal: B.S.B.A in Operations and Supply Chain Management

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque isle

University of
Southern Maine

Please find the attached program proposal from the University of Southern Maine to offer the B.S.B.A in Operations and Supply Chain Management. The attached material includes documentation of university level support including approval from President Jacqueline Edmondson as well as the full program proposal.

The proposed addition of the B.S.B.A in Operations and Supply Chain Management was reviewed and recommended by the Chief Academic Officer's Council (CAOC) on April 20, 2023. I also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for decision	Action
✓			Approve the B.S.B.A in Operations and Supply Chain Management

Dannel P. Malloy / *re* _____ 6.1.23
Chancellor Dannel Malloy Date



April 17, 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 Business at USM has developed an undergraduate major in Operations and Supply Chain Management. This proposal will fulfill a critical workforce need in the state of Maine and the region. It will expand our undergraduate offerings in the School of Business, and it will allow us to attract new students by providing a new and interesting career pathway.

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

The program proposal for the Bachelor of Science in Operations and Supply Chain Management at USM has my full support.

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

Sincerely,

Jacqueline Edmonson
President

ENC.

CC: Interim Provost Tuchinsky
Dean Williams
Amarpreet Kohli
File

 **UNIVERSITY OF
SOUTHERN MAINE**
**Provost and Vice President
for Academic Affairs**

April 16, 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 at Business at USM has developed a program proposal for a Bachelor of Science Business Administration in Operations and Supply Chain Management degree providing tools and techniques from business and other disciplines to develop graduates who will be future leaders in managing supply chains and ensuring sustainability in business practices addressing the heightened need for operations and supply chain professionals linking to the larger community through active student group/s.

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,



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

ENC.

cc: Dean Williams
Associate Dean Kuenz
File



April 12, 2023

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

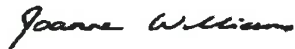
Dear Provost Tuchinsky:

I am in full support of the Operations and Supply Chain Management major within University of Southern Maine's BS in Business Administration program. This program has been fully vetted through our campus curriculum review and development process.

The program serves a growing area of need within the business community and we expect strong interest from undergraduate students.

Please let me know if you have any questions.

Thank you.



Joanne Williams
Dean, College of Management and Human Services

New Major Proposal

BSBA in Operations and Supply Chain Management (Online)

Amarpreet Kohli & Nihar Kumthekar

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Overview

Operations and Supply Chain Management are concerned with the flow of materials, information, and money between suppliers, producers and service organizations, and customers. By integrating critical value-added components like manufacturing, operations, purchasing, logistics, and physical distribution in addition to cross-functional collaboration, companies have started to enhance their global competitiveness. The proposed Operations and Supply Chain Management (OSCM) major provides a solid foundation and skills to those students who are interested in a systematic approach to business decision-making in a globalized economy. The key theme for this major would be the study and analysis of data to improve business processes within *and* across companies. The program will be 100% asynchronous online.

Career Paths in OM & SCM

OSCM professionals plan, oversee, and coordinate a company's operations. Typical responsibilities include procurement (acquiring goods and services from external sources), managing operations, improving process efficiency, improving resource utilization, and lately, becoming an agent for improving collaboration and relationships between stakeholders. The following are some areas of employment for OSCM majors (actual job titles can vary, e.g., Agent, Analyst, Assistant, Specialist, or Manager): Supplier Relations Management, Contracts Management and Pricing, Procurement and Supply Management, Materials Planning, Inventory Management, Logistics Management, Transportation Carrier Management, Demand Forecasting, Consulting in SCM, Export/Import Operations and Management, Consumer Services Management, Warehouse Operations, and Management & Distribution Management

Rationale

We detail multiple rationales for proposing the program. Chief among these is the emergence of the need for operations and supply chain professionals in a post-COVID environment, limited options to train in operations and supply chain management, and the promise of linking to the larger community through active student groups.

Global Supply Chain Disruptions (post-COVID-19)

Historically, disruptions in the form of natural disasters (Tohoku earthquake and ensuing tsunami of 2011, the Iceland volcanic eruption of 2010), diseases (SARS 2006, ongoing COVID-19 pandemic), wars (Ukraine crisis 2022, 9/11, and ensuing conflicts in the middle east), and politico-economic issues (Sanctions against Russia, China, and the 2008 housing crisis and ensuing defaults) have affected global trade. As operations that were traditionally centered within the company moved outside their boundaries to other countries where they could be carried out more efficiently, customers gained from reduced costs and better quality. With the breakdown of global supply chains due to the aforementioned causes, companies have had to scramble resources to ensure availability at a reasonable additional cost to buyers. Disruptions like these caused at a global level – like the ongoing pandemic have affected the way businesses can deliver their products to their customers. Supply issues have affected procurement of crucial raw materials, managers have had to crash projects, and supply chains have had to be changed to ensure business continuity. As the pandemic continues to disrupt shipping, demand, and supply, new shortages are emerging across the supply chain, including computer chips, school supplies, auto components, coffee, and others. There is a clear need for trained professionals who are cognizant of the changing business environment, its effect on existing supply chains and possess tools to take optimal decisions.

Unique Program in Maine

Maine houses manufacturing firms of all sizes who require and regularly employ operations and supply chain professionals. Additionally, an emerging technology and established biotechnology sector employ service operations specialists. Service operations specialists are also employable in the large tourism and hospitality management sector as the economy rebounds in the post-COVID environment. We see a gap emerging as demand will out-pace the supply of operations and supply chain professionals in Maine. As Maine's economy starts recovering and as these sectors grow, we believe that demand for these professionals will also grow. It also helps that there is only one potential competitor/ collaborator for the proposed OSCM major- that being the undergraduate major in Operations/Supply Chain Management offered by the Maine Maritime Academy.

Job Growth and Local Job Opportunities

The employment of logisticians is projected to grow **30 percent** from 2020 to 2030 (BLS, 2020), much faster than the average for all occupations. The burning glass report during the same period projects that the number of OSCM related jobs in Maine will likely grow by about 15% (see below).

HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

	2015	2016	2017	2018	2019	2020	2030
Employment (BLS)	30,971	32,160	32,285	33,418	33,648	33,764	38,462



Additionally, a recent report from Mckinsey stated that “Industries within the construction value chain are likely to require an additional one million workers if the projected 30 percent of Infrastructure Investment and Jobs Act (IIJA) funds are spent by 2025. Since the logistics and construction industries typically attract similar pools of labor supply, the impact of such legislation would extend multiple years into the future”. We also find promising placement statistics ranging from **85-100 %** and a median salary of **\$76,270 (BLS, 2020)**. The median salary for graduates of similar programs in Maine is **\$75,000** which is well above the average living wage of \$34,000.

WHAT SALARY WILL MY GRADUATES FIND UPON GRADUATION?

The median salary in Maine for graduates of your program is \$75K

This average salary is Above the average living wage for Maine of \$34K

More than 50 local Companies are hiring Supply Chain/OM Professionals in Maine: Including C. H. Robinson, Ryder Supply Chain Solutions, KGP Logistics, Schneider National, General Dynamics Bath Iron Works, Hannaford, International Paper, L.L. Bean, Poland Spring, Sappi Fine Papers, Maine Health, Eastern Maine Health Care Systems, Maine Coast Memorial, Central Maine Medical Center, AECOM, Healthcare Source, Central Maine Health Care, Texas Instruments, Stanley Black & Decker, Sinclair Broadcast Group, IDEXX, XPO Logistics, Newell Brands, Nestle Water, Downeast Energy, Planson International, Kardex Remstar LLC, National Distributors, Tropical Aquacultural Products, Ocean State Job Lot, Vets First Choice among many others.

Operations, Supply Chain, & Analytics (OSA) Student Club

The students and faculty from the school of business took the initiative in Fall'2020 to start a student club that has an interdisciplinary focus. The OSA student club invites students interested in operations, supply chain, and analytics -especially emphasizing the opportunities arising from the overlap of these disciplines. Currently, the club is very active and is targeted at students who want to develop the skills needed to enter today's fast-paced business market. The club provides students with the knowledge, industry exposure, and job opportunities through weekly meetings, podcasts, employer drop-ins, and peer development exercises. The club provides an opportunity to engage the larger business and education community in addition to creating a pool of talent who might be interested in pursuing the proposed major.

-----Program Curriculum on the next page-----

Program Curriculum

The proposed major in Operations & Supply Chain Management (15 credits) **will replace the existing OSCM minor** and be part of the new SB Curriculum (Fall 2023 onwards) with three required courses (BUS 372: Supply Chain Management, BUS 373: Project Management, and BUS 3XX: Logistics & Intermodal Transportation) and 2 electives to be selected from the list of electives (see below). The courses also fit very well with two broad themes of our new curriculum (Technology and Entrepreneurship).

Required (9 credits)

- **BUS 372 - Supply Chain Management**
(Prerequisites: BUS 301 (min. C) or MAT 380 (min. C) and EGN 304 (min. C) and junior standing)
- **BUS 373 - Project Management**
(Prerequisites: BUS 241 (min C- or test-out option) or BUS 195 (min C) or EGN 304 (C or better); MAT 108 (min C-); MAT 210 (min C-) or MAT 120 (min C-) or other approved statistics course; and junior standing.)
- **BUS 3xx - Logistics & Intermodal Transportation**
(Prerequisites: BUS 301 with C or higher, or MAT 380 and EGN 304 with C or higher, and junior standing)

Select two electives (6 credits) from below:

BUS 3xx - Six Sigma
 BUS 3xx - Supply Chain Analytics
 BUS 3xx - Advanced Topics in Operations & Supply Chain Management
 BUS 374 - Procurement
 BAN 300 - Foundations of Data Management
 BUS 341 - New Product Development
 BUS 387 - Design Thinking
 RMI 350 - Corporate Risk Management and Insurance
 MAT383 - Systems Modeling and Simulation
 ITP 490 - Operations, Finance, and Management Control

Sample Course Descriptions (required courses)

BUS 372 (Supply Chain Management) - This course examines the integration of business processes from end-users to original suppliers. It focuses on identifying, selecting, and evaluating suppliers to enhance the quality and timely delivery of supplies needed within an organization. Other topics include understanding the nature of demand for goods and services within business markets and the process of building relationships with suppliers.

BUS 373 (Project Management) - The course addresses the managerial concepts and technical tools required for evaluating, planning, managing, and controlling projects. The topics include but are not limited to strategic issues, project selection, risk analysis, work breakdown structures, PERT/CPM analysis, resource management, conflict issues, and project scheduling software.

BUS 3xx (Logistics & Intermodal Transportation) - Logistics operations primarily cover the movement and the storage of goods and services in a supply chain. The management of transactions in these processes is crucial for logistics operations. This course covers various areas about the management of traffic, carrier operations, selection of carriers, & warehousing.

Proposed Schedule Fall

2023:

Kohli: BUS 372 (Supply Chain Management), BUS 375 (2 sections) Kumthekar:
BUS 373: Project Management (Kumthekar), BUS 301 (2 sections)
Joshua/Adjunct: BUS 375 (1 section) and BUS 301 (1 section)

Spring 2024:

Kohli: BUS 372 (Supply Chain Management), BUS 375 (2 sections)
Kumthekar: BUS 3xx: Logistics and Intermodal (Kumthekar), BUS 301 (2 sections)
Joshua/Adjunct: BUS 375 (1 section) and BUS 301 (1 section)

Fall 2024:

Kohli: BUS 372 (Supply Chain Management), BUS 375 (2 sections) Kumthekar:
BUS 373: Project Management (Kumthekar), BUS 301 (2 sections)
Joshua/Adjunct: BUS 375 (1 section) and BUS 301 (1 section)

Spring 2025:

Kohli: BUS 372 (Supply Chain Management), BUS 375 (2 sections)
Kumthekar: BUS 3xx: Logistics and Intermodal (Kumthekar)/ BUS 374: Procurement, BUS 301
(2sections)
Joshua/Adjunct: BUS 375 (1 section) and BUS 301 (1 section)

Note: We are not requesting a faculty line to start this major. However, a faculty line in our discipline will certainly help us provide more depth and breadth as well as elective offerings to the students that will choose the OSCM major starting Fall 2023. Additionally, the new hire in our discipline will also help us in developing and teaching BUS 241 (key prerequisite to OSCM courses as well as Business core), provide support for other courses (BUS 301 and BUS 375), and in supporting our collaboration with Department of Engineering and Technology Management (BS in Engineering Management, IE concentration, IE Major and other areas).

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<https://business.ucr.edu/areas/oscm>

<https://www.granite.edu/degree-programs/bachelors-degrees/operations-supply-chain-logistics-management/>

<https://catalog.gatech.edu/programs/business-administration-operations-supply-chain-management-bs/>

<https://kelley.iu.edu/faculty-research/departments/operations-decision-technologies/undergraduate/supply-chain-operations.html>

<https://admissions.uic.edu/program/supply-chain-and-operations-management>

<https://www.unt.edu/academics/undergrad/operations-and-supply-management>

<https://www.marquette.edu/explore/major-operations-and-supply-chain-management.php>

https://catalog.uncc.edu/preview_program.php?catoid=27&poid=6751

<https://catalog.georgiasouthern.edu/undergraduate/business/logistics-supply-chain-management/management-bba-emphasis-operations-management/>

<https://bulletin.uakron.edu/undergraduate/colleges-programs/business-administration/management/supply-chain-operations-management-bs/>

<https://business.utsa.edu/programs/operations-and-supply-chain-management/>

<http://catalog.ncsu.edu/undergraduate/management/business/business-administration-bs-operations-supply-chain-management/>

<https://www.metrostate.edu/academics/programs/supply-chain-and-operations#requirements>

https://catalog.buffalo.edu/academicprograms/business_administration_bs_operations_requirements.html

<https://www2.morgan.edu/sscm>



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Date: May 25, 2023

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

From: Jeffrey St. John, VCASA *JStJohn*

Regarding: USM Program Proposal: B.S. in Occupational Therapy Assistant program

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 to offer the B.S. in Occupational Therapy Assistant program. The attached material includes documentation of university level support including approval from President Jacqueline Edmondson as well as the full program proposal.

The proposed addition of the B.S. in Occupational Therapy Assistant program was reviewed and recommended by the Chief Academic Officer's Council (CAOC) on May 18, 2023. 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
<i>✓</i>			Approve the B.S. in Occupational Therapy Assistant program

Dannel Malloy
Chancellor Dannel Malloy

6.1.23
Date

10-11-23



Program Proposal:
Occupational Therapy Assistant Baccalaureate
University of Southern Maine



Submitted by:

Julie Larouche, OTD, OTR/L

Elizabeth Palmer, OTD, OTR/L

Erin McCall, OTD, OTR/L

November 18, 2022

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UNIVERSITY OF MAINE SYSTEM FORMAT FOR NEW PROGRAM PROPOSALS

I. Full program title.

Occupational Therapy Assistant Baccalaureate

II. Program objectives.

A. Narrative description of program rationale.

The profession of occupational therapy (OT) added in their 2018 educational accreditation standards the baccalaureate level occupational therapy assistant (OTA). This professional degree allows the baccalaureate trained and certified professional to work in the field of occupational therapy as an OTA. The profession of occupational therapy utilizes and values OTA practitioners in the delivery of OT services across a variety of settings. The OTA practitioner is licensed to provide therapeutic interventions and works collaboratively with, and under the supervision of, an occupational therapist. We envision this degree program to align with the current mission statements and vision statements of our master's (MOT) and doctoral (OTD) degree programs. The OTA program would add the final degree option in the field of OT to our current portfolio of degrees and give the University of Southern Maine students the opportunity to enter the profession and advance their knowledge and skills without leaving our university.

B. General program goals (limit to 3-5 major items maximum).

- Provide entry level into the field of OTA to improve the state of Maine healthcare workforce needs.
- Provide a licensed, healthcare route for student retention due to attrition in other preprofessional health care programs and increase graduation rates.
- Improve student success and engagement through a future forward curriculum designed to promote critical thinking, service and citizenship.

C. Specific student outcomes or behavioral objectives (limit to 5-8 items, written for public accountability).

Students will

- Design and implement an evidence-based approach to the occupational therapy process to effectively enhance occupational performance
- Select and defend the use of preparatory, purposeful, and occupation-based strategies in occupational therapy practice
- Communicate effectively to clearly express ideas and knowledge in a thoughtful, organized, and professional manner as it relates to person, occupation, and context

- Demonstrate understanding and application of the AOTA Code of ethics, core values and attitudes of occupational therapy, and the AOTA standards of practice.
- Demonstrate an understanding of citizenship and its relationship to health and wellness, occupational justice, and occupational choice

III. Evidence of program need.

A. Market Analysis.

Current demands of the OT profession for training entry level OT practitioners

Entry-level practitioners of occupational therapy, i.e., people who have recently completed course work and completed national boards and are ready to be employed as OT clinicians, can enter the profession as either an occupational therapist (OT) or as an occupational therapy assistant (OTA). OT's are trained at either a master's degree or entry level doctorate program, and OTA's have historically been trained at an associate's degree level. USM currently has programs in place that are graduating students at the OT level. There is no program currently available in the University of Maine System for OTA level training and, if approved, will be the only baccalaureate program in the state of Maine.

Within the guiding bodies of accreditation for the profession of occupational therapy (American Occupational Therapy Association AOTA and American Council on Occupational Therapy Education ACOTE) there is heated discussion about the appropriate level of education needed to train entry level OTA practitioners. At this current point in time, students can become licensed occupational therapy assistants by either completing an unusually high number of credits for an associate degree (approximately 70 credits) or by completing a 4 year baccalaureate degree from programs that offer OTA programs. Across the country, bachelor's degree programs for occupational therapy assistants are being developed and accredited to meet the rising demand for the baccalaureate trained level of OTA's.

Job Market and Population Health needs for employment of OTA's Nationally/ Maine/New England

The US News and World Report ranks occupational therapy assistants as number 2 in best healthcare support jobs [Occupational Therapy Assistant - Career Rankings, Salary, Reviews and Advice | US News Best Jobs](#) (U.S. News & World Report, 2022). The US Bureau of Labor Statistics ranks the job outlook for 2020-2023 at 25% growth, which is much faster than average [Occupational Therapy Assistants and Aides : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics \(bls.gov\)](#). The median salary for OTA's nationally is \$61,520, and regionally in Maine the range is \$46,000 to \$57,000, depending

on the work setting, making this an appealing license and degree to obtain within the healthcare and education fields (U.S. Bureau of Labor Statistics, 2022).

The rising need for OTA's coincides with the rise in healthcare worker shortages, general aging population in the US/Maine, and increase in chronic healthcare conditions across all populations. As the University of Maine System (UMS) looks to meet future employment demands in healthcare, it is wise to consider the training needs for licensed and certified OTA's in our state. Our workforce will need to meet the rapidly changing needs of our older adults in the next 20 years.

Maine's Aging Population

Maine's prime working-age population (age 20-64) is projected to decrease by 7.8% from 2018 to 2028, as the Baby Boom generation continues to age out of the cohort. In 2018, this generation was between 54-72 years old. In 2028, the youngest baby boomers will be 64 years old, while the oldest among them will be 82 years old. If just the young working-age population (20-39) is considered, this group will decline by only 4.5% from 2018 to 2028. Meanwhile, the age 65 and older cohort is expected to see growth of 44.6% from 2018 to 2028 as the youngest baby boomers age into this cohort.

Maine Statewide Population by Age				
	2018 (historical)	2023	2028	2018-2028
Age 0-19 years	284,015	262,656	249,789	
Age 20-39 years	314,772	310,383	300,720	
Age 40-64 years	466,374	438,938	419,118	
Age 65+ years	275,999	343,946	399,211	
Five-year Percent Change				
Percent Change 0-19		-7.5%	-4.9%	-12.1%
Percent Change 20-39		-1.4%	-3.1%	-4.5%
Percent Change 40-64		-5.9%	-4.5%	-10.1%
Percent Change 65+		24.6%	16.1%	44.6%

<https://www.maine.gov/dafs/economist/demographic-projections>

(State Economist, 2019).

Job Market for OTA Graduates

The US Bureau of Labor Statistics uses a term called a Location Quotient (LQ) to indicate a state's access to "occupations" (meaning people employed in a vocation, such as healthcare worker roles). A Location Quotient (LQ) of less than 1.0 indicates an occupation is less prevalent in the area than the national average while a LQ of greater than 1.0 indicates an occupation has a higher share of employment than the national average. As of May 2021, the LQ for occupational therapist assistants in the state of Maine was in the 0.4 to 0.8 range,

indicating Maine is currently below national average for employment in this field [LQ for OTA nationally](#). (U.S. Bureau of Labor Statistics, 2022).

When a job search was conducted using Indeed.com (Nov 1, 2022) there were 31 open positions for licensed OTAs within the state of Maine and 44 in New Hampshire. These Maine positions were located across the state and in many different types of settings, including nursing homes, veteran's services, hospitals, and pediatric care. It should be noted, at this time these jobs require only an associate's level degree along with OTA licensure and certification. How is Maine currently training enough OTA's to meet the employment demands within the state and region?

Current training programs in Maine and regionally

There is currently only one OTA program in Maine, and this program is offered at the associate degree level at Kennebec Valley Community College (KVCC). Based on a conversation between faculty, the OTA program currently has 8 students in the first year and is anticipating graduating 2 OTAs this year. Clearly these numbers will not meet the demand for the current employment needs in Maine, let alone the region.

Potential Competitors for Training Programs

There is one OTA training program in Claremont NH; this program is also offered at an associate degree level. There are no OTA schools in Vermont, and there are 4 in Massachusetts at the associate degree level.

As of August 2022, there are 3 programs being developed in New England for a baccalaureate degree level OTA: Goodwin University (CT), which currently has an associate's program; University of New Hampshire, which does not currently have any OTA program; and Westfield State University (MA). These programs are in proposal phases. Though these programs could compete for our potential student base, it is important to note that only UNH is within a 5-hour drive radius to Maine. The development of these programs demonstrates the increased market demand for 4 year OTA programs.

Proposed baccalaureate OTA Program at USM to meet the Market Demand

The recent campus "Future Needs Executive Summary Report for Lewiston-Auburn College" has identified the current OT Department as a successful model that can be replicated for the future growth of the campus. The needs assessment identified as a priority the development of four-year degree pathways that support community demographics to build

on the OT Department model. The potential expansion of the OT Department to include a baccalaureate level accredited pathway to a professional degree is in line with this need.

Other Recruiting Methods for OTA program

A major marketing tool for recruiting potential OTA baccalaureate students would be to promote the professional licensure component of the earned degree once completed. This license would allow students to begin earning a median or higher wage in the state of Maine upon graduation and entry into the profession. This license would also allow for a reasonable hourly wage while pursuing graduate degrees if a student was moving on to graduate coursework (e.g., medical school, social work, physical therapy, etc.). There are also many related employment opportunities with a baccalaureate degree in OTA that could be used to promote enrollment in this program. Because the OTA curriculum includes coursework and fieldwork training in mental health settings, physical disability settings, pediatric settings, and management coursework, graduates will be prepared to enter the workforce with documented skills in a variety of areas.

Marketing Conclusion

At this time, the market analysis indicates that though the Maine/New England region needs more OTA's, access to licensed and certified OTA's is below national average. The job market demands show a need for either higher enrollment in the only current OTA program (at KVCC) or that other training programs are needed to engage and enroll students into this workforce. Unfortunately, the community college will be unable to meet the potential demand of the increased degree requirements to move to the baccalaureate level. The University of Southern Maine would be the only baccalaureate level program in the State of Maine. With an eye on the competitors for development of a similar baccalaureate program, USM appears to be well positioned to begin this program and recruit students into this much needed profession. As Maine's population ages and requires skilled levels of care, OTA graduates will be a well-prepared workforce with excellent employment opportunities. Their potential to provide caring, creative and professional skills to Maine's residents will be much needed in the years to come.

Enrollment projections for five years

Nancy Griffin, former Interim Vice President for Enrollment Management and Marketing, developed a 3-year enrollment projection on May 4th, 2022 after looking at National Clearinghouse data and College Board data (see letter in appendix A).

	Fall 2024	Fall 2025	Fall 2026
Applications	40	70	80
Admits	30	45	50
Enrollment	20	30	35

The OTA program will accept 15 students each year with the potential to have up to 20 students. These additional students will be transfer students within the UMS.

IV. Program content. The opening paragraph will indicate the holistic nature of the program design in narrative form with attention to such items as listed below but not limited to these:

The proposed B.S. degree in occupational therapy assistant will require 120 total credits. Graduates will complete 58 credits within the occupational therapy core curriculum including fieldwork experiences and a baccalaureate project. The remaining credits will consist of USM core courses, pre and corequisite courses, and electives.

A. Outline of required and/or elective courses (not syllabi).

B.S. in Occupational Therapy Assistant (Courses to be developed)

Total Credits 120

Occupational Therapy Assistant Core Curriculum: 58 Credits

- Introduction to Occupational Therapy (OTA 2XX)
- Occupational Therapy Theory and Foundations of Practice (OTA 2XX)
- Group Process and Occupational Activity Analysis (OTA 2XX)
- Reflective Practitioner (OTA 2XX)
- Psychosocial Practice Lecture (OTA 3XX)
- Psychosocial Practice Lab (OTA 3XX)
- Assistive Technology in OT Practice (OTA 3XX)
- Functional Kinesiology and Analysis of Movement (OTA 3XX)
- Pediatric Interventions in Occupational Therapy (OTA 3XX)
- Pediatric Interventions in Occupational Therapy Lab (OTA 3XX)
- Fieldwork I A (OTA 3XX)
- Fieldwork I B (OTA 3XX)
- Fieldwork I C (OTA 3XX)
- Neurological Conditions and Interventions (OTA 3XX)

- Musculoskeletal Conditions and Interventions (OTA 3XX)
- OTA Management and Leadership (OTA 3XX)
- Occupational Wellbeing for Older Adults (OTA 4XX)
- Fieldwork II A (OTA 4XX)
- Fieldwork II B (OTA 4XX)
- Baccalaureate Project I (OTA 4XX)
- Baccalaureate Project II (OTA 4XX)
- Professional Practice (OTA 4XX)

USM Core Courses:

**Some of these courses are core OTA courses*

- Writing, Reading, and Inquiry 1: College Writing (ENG 100)
- Writing, Reading, and Inquiry 2: Academic Writing (ENG 102)
- Writing, Reading and Inquiry 3: Baccalaureate II (OTA 4XX) *
- Quantitative Reasoning: Introduction to Statistics (MAT 120)
- Social-Cultural Analysis: Introduction to Sociology (SOC 100)
- International Course: Student choice
- Creative Expression: Student choice
- Science Exploration: Introduction to Physics and Lab (PHY 101 and 102)
- Cultural Interpretation: Student choice
- Culture, Power and Equity: Fieldwork I (OTA 3XX) *
- Ethics and Social Justice (OTA 3XX) *
- Engaged Learning: Fieldwork II (OTA 4XX) *
- Capstone: Baccalaureate Project (OTA 4XX) *

Other pre and corequisite courses:

- Medical Terminology (SCI 140)
- Anatomy and Physiology I Lecture and Lab (BIO 111 and BIO 112)
- Anatomy and Physiology II Lecture and Lab (BIO 113 and BIO 214)
- Abnormal Psychology (PSY 203 or SBS 233)
- Multicultural Human Development (HRD 200)

Electives:

- Elective courses can be applied towards a certificate topic of interest

B. Development of new courses and/or what they may displace.

The OTA-B will consist of 22 new occupational therapy courses (58 credit hours). These courses will be similar to the already established graduate occupational therapy courses but at an undergraduate level. The remaining credits will be a combination of USM core curriculum credits and electives as indicated above. This curriculum will allow students to obtain a certificate in a healthcare topic of interest. See tentative program of study below.

OTA-B Program of Study

FALL - YEAR 1		
Course #	Course Title	Cr.
CC- Writing 1	College Writing (ENG 100)	3
CC- Quant reason	Intro to Statistics (MAT 120)	4
CC- Socio-cultural	Intro to Sociology (SOC 100)	3
CC	International Course	3
CC	Creative Expression core course	3
Semester Total		16
SPRING - YEAR 1		
Course #	Course Title	Cr.
CC-Writing 2	Academic Writing (ENG 102)	3
	Medical Terminology (SCI 140)	3
	Multicultural Human Development (HRD 200)	3
CC-Science exploration	Intro to Physics (PHY101 and 102)	4
CC	Cultural interpretation core course	3
Semester Total		16
FALL - YEAR 2		
Course #	Course Title	Cr.
	Anatomy & Physiology I (BIO 111)	3
	Anatomy & Physiology I Lab (BIO 112)	1.5
	Abnormal Psychology (PSY 233 or SBS 303)	3
OT	Intro to OT	3
OT	OT Theory and Foundations	3
	Elective	3
Semester Total		16.5
SPRING - YEAR 2		
Course #	Course Title	Cr.
	Anatomy & Physiology II (BIO 113)	3
	Anatomy & Physiology II Lab (BIO 114)	1.5
OT/CC-Culture/ Power/Equity	Fieldwork I-A	1
	Elective	3
OT	Reflective Practitioner	3
OT	Psychosocial practice	3
OT	Psychosocial lab	1
Semester Total		15.5

FALL - YEAR 3		
Course #	Course Title	Cr.
CC-EIRSC	Ethics and social justice	3
OT	Functional Kinesiology	3
OT	Pediatrics	3
OT	Pediatric Lab	1
OT	FW 1 B	1
	Elective	3
Semester Total		14
SPRING - YEAR 3		
Course #	Course Title	Cr.
OT/CC capstone	Baccalaureate I	3
OT	Neurological conditions and intervention	3
OT	Neurological conditions and intervention/ lab	1
OT	Physical Disabilities musculoskeletal/ lecture	3
OT	Physical Disabilities musculoskeletal/ lab	1
	Elective	3
Semester Total		14
FALL YEAR 4		
Course #	Course Title	Cr.
OT/writing 3	Baccalaureate II	3
OT	OTA Management and Leadership	3
OT	Occupational Wellbeing older adults	3
OT	Assistive Technology, ergonomics and etc (contemporary	3
	elective	3
Semester Total		15
SPRING YEAR 4		
Course #	Course Title	Cr.
OT/CC engaged learning	Fieldwork II A	6
OT	Fieldwork II B	6
OT	Professional presentations	1
Semester Total		13

TOTAL 120

***This is a tentative program of study and may require adjustments of course offerings and titles based on ACOTE standards and the development of the program curriculum design.**

C. Type of research activity, if any, in program design.

The program design will include two courses focused on a baccalaureate project, which is an accreditation requirement. Please see list of baccalaureate project standards below that was retrieved <https://acoteonline.org/download/3751/> on November 15, 2022.

“D.1.0. BACCALAUREATE PROJECT: The goal of the baccalaureate project is to provide an in-depth experience in one or more of the following: clinical practice skills, administration, leadership, advocacy, and education. The individual or group project allows student(s) to

demonstrate application of knowledge gained. The baccalaureate project shall be an integral part of the program's curriculum design.

D.1.1. Baccalaureate Project Reflects Curriculum Design: Students will ensure that the baccalaureate project reflects the sequence and scope of content in the curriculum design so the baccalaureate project can allow for development of in-depth knowledge in the designated area of interest.

D.1.2. Design of Baccalaureate Project: Ensure that the baccalaureate project is designed through collaboration of the faculty and the student(s), including individualized specific objectives.

D.1.7. Evaluation of Baccalaureate Project: Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the baccalaureate project.

D.1.8. Baccalaureate Project: Ensure completion and presentation of a report of the individual or group project demonstrating in-depth knowledge in the focused area of study."

D. Nature of independent study, clinical experience, and/or field practicums employed in curriculum design.

Clinical education in occupational therapy is considered "Fieldwork." This hands-on learning experience links education and practice and provides students with an opportunity to be instructed and mentored by practitioners in their field. During fieldwork students are placed in a variety of healthcare, community-based, and nontraditional settings that use occupation as intervention for recovery from disability, prevention of disease, and maintaining wellness. Fieldwork sites are reflective of the practice areas taught in the OTA-B curriculum. Fieldwork education is closely governed by the standards set forth by the Accreditation Council for Occupational Therapy Education (ACOTE).

OTA baccalaureate students participate in three Level I fieldwork experiences throughout the didactic phase of their education. Level I fieldwork allows students to apply subject knowledge, develop and build clinical skills, and broaden their exposure and familiarity with the various settings in which occupational therapy professionals practice. Level I fieldwork may be completed in several sequential days or in a series of hours over a semester. Students typically participate in 20-35 hours for each Level I fieldwork course.

At the end of their coursework students participate in two 8-week, full time, Level II fieldwork experiences. Students are placed in two distinct settings and are supervised by a qualified occupational therapist. Level II fieldwork provides students with an opportunity to develop entry level practitioner skills in clinical reasoning, assessment and evaluation, intervention, documentation, and the use of evidence-based practice, and it prepares them to sit for the National Board for Certification in Occupational Therapy exam.

E. Impact of program on existing programs on the campus.

We believe that the introduction of the OTA-B will have minimal negative impact on other existing programs across the University of Southern Maine's three campuses. We posit that the addition of this degree will aid in student retention as it will provide an additional pre-professional and licensed opportunity for students looking toward a career in healthcare. The first two years of the proposed OTA-B curriculum include similar required coursework for the Bachelor of Science degrees in Nursing and Health Sciences. This overlap would enable students who may start in one field to change their major but still complete a four-year degree in a health field. It is not uncommon for students to declare a major of study and then change their mind as they learn more about the realities of the degree they are pursuing.

When looking across the cohorts of first year, full time nursing students from 2016 to 2018 there was a 24% attrition rate at the four-year mark (University of Southern Maine, 2022). In health sciences the attrition rate over the same time span for first year, full time students was 33% (University of Southern Maine, 2022). This is only a snapshot of potential students who might have been retained in a healthcare related field if the opportunity for a degree in occupational therapy assistant is available.

Additionally, the introduction of an occupational therapy degree at the undergraduate level will promote increased coordination and collaboration between graduate faculty in the Occupational Therapy Department with faculty who teach primarily at the undergraduate level.

The possibility of interprofessional education will exist, enabling students to share their knowledge with peers, which will foster increased understanding and collaboration among pre-professional health care workers.

V. Program resources.

A. Personnel.

According to ACOTE, "The program must have at least three full time equivalent (FTE) faculty positions at each accredited location where the program is offered." The OTA-B program will utilize faculty from the already established Master of Occupational Therapy, entry level doctorate, and post professional doctorate programs. See Faculty listed below:

Dr. Mary Anderson, OTD, OTR/L
Assistant Professor of Occupational Therapy

Dr. Tammy Bickmore, OTD, OTR/L
Clinical Assistant Professor of Occupational Therapy

Sarah Grinder, MOT, OTR/L
Senior Lecturer of Occupational Therapy

Dr. Bernadette Kroon, PT, DPT, GCS, CEEAA
Senior Lecturer of Occupational Therapy

Dr. Julie Larouche, OTD, OTR/L
Assistant Professor of Occupational Therapy

Dr. Susan Noyes, PhD, OTR/L
Associate Professor of Occupational Therapy

Dr. Elizabeth Palmer, OTD, MEd, OTR/L
Clinical Assistant Professor of Occupational Therapy

In addition, per ACOTE, the program will need to designate a full-time program director. "The program must have at least three full time equivalent (FTE) faculty positions at each accredited location where the program is offered. At a minimum, each program must have a core faculty who is an occupational therapist and a core faculty who is an occupational therapy assistant". The university will need to hire a "Core OTA Faculty" member. ACOTE defines Core Faculty as "faculty members employed in the occupational therapy educational program whose job responsibilities, at a minimum, include curriculum design, teaching, and student advisement, regardless of the position title" (ACOTE, 2022). We believe this individual will be hired as a part time regular faculty member and will also serve on the OT Advisory Board.

1. Vita of faculty who will assume a major role for the program to be included in the Appendix.

Program Director:

According to ACOTE Standards, "The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a fulltime core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met. • The program director must be an initially certified occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a minimum of a master's degree awarded by an institution that is accredited by a USDE-recognized institutional accrediting agency. The

master's degree is not limited to a master's degree in occupational therapy. The program director must have a minimum of 5 years of documented experience in the field of occupational therapy. This experience must include:

- o Clinical practice as an occupational therapist or occupational therapy assistant.
- o Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting.
- o Scholarship (e.g., scholarship of application, scholarship of teaching and learning).
- o Understanding of and experience with occupational therapy assistants.
- o At least 2 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.

The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development. The program director position cannot be shared" (ACOTE, 2022).

Dr. Julie Larouche will be the identified program director as she has prior experience and expertise as a program director in an OTA program (see Appendix B).

Academic Fieldwork Coordinator:

According to ACOTE standards "the program must identify an individual for the role of academic fieldwork coordinator who is specifically responsible for the program's compliance with the fieldwork requirements of Standards Section C.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The academic fieldwork coordinator may be assigned other institutional duties that do not interfere with the management and administration of the fieldwork program. The institution must document that the academic fieldwork coordinator has sufficient release time and support to ensure that the needs of the fieldwork program are being met. This individual must be an occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The academic fieldwork coordinator must have at least 2 years of clinical practice experience as an occupational therapist or occupational therapy assistant and hold a minimum of a baccalaureate degree awarded by an institution that is accredited by a USDE recognized institutional accrediting agency."

Dr. Elizabeth Palmer is the current Academic Fieldwork coordinator for the MOT and ELOTD programs (See Appendix C). She will be identified as the fieldwork coordinator for the OTA-B program.

2. Specific effect on existing programs of faculty assignments to new programs. List necessary faculty adjustments.

Currently all OT faculty teach at the graduate level on the Lewiston-Auburn campus. Faculty will continue to teach in their area of expertise and clinical practice. The designated program director and core faculty in the OTA-B program will have a bigger presence on the

other campuses where undergraduate courses are offered. This will require an adjustment of faculty location.

B. Current library acquisitions available for new programs.

The OTA-B program will rely on the already established library and learning resources utilized by current students in the OT programs. No additional library resources are necessary to service the OTA degree.

C. New equipment necessary for the new program and plan for its acquisition and implementation.

The OT Department has sufficient equipment necessary for teaching all its content. Routine equipment updates will be necessary with the additional student usage.

D. Additional space requirements, if any, including renovations.

The Department of Occupational Therapy is primarily located on the Lewiston- Auburn Campus. Lab courses will be offered on this campus as this is where the OT lab and clinic are located. If desired lab courses are offered at the other campuses, additional equipment and laboratory space will need to be allocated.

E. Extent of cooperation with other programs, both on the initiating campus and other campuses.

The OT Department will rely on a number of departments throughout the USM community to meet the USM core curriculum, prerequisites, and elective courses. The OT department will collaborate with individuals across service departments when designing and scheduling the course offerings to ensure that department and course offerings can adequately accommodate the additional students.

VI. Total financial consideration.

A. Estimate of anticipated cost and anticipated income of the program for five years.

1. Revenue

	2024-2025	2025-2026	2026-2027	2028-2029	2029-2030
Projected New Enrollment FTE	15	15	15	15	15
Total Enrollment FTE	15	30	45	60	60
Total credit hours	450	900	1,350	1,800	1,500
Cost per credit hour (instate)	\$288	\$288	\$288	\$288	\$288
Tuition Revenue	\$129,600	\$259,200	\$388,800	\$518,400	\$518,400

There is potential for the total revenue to increase as the shown cost per credit hour is instate only.

2. Expenses

	2024-2025	2025-2026	2026-2027	2028-2029	2029-2030
New FTE	0	1	2	2	2
New Faculty Salary	0	\$20,000	\$85,000	\$85,000	\$85,000
New Faculty Benefits	0	\$10,200	\$43,350	\$43,350	\$43,350
Total operational costs	\$17,000	\$17,000	\$17,000	\$17,000	\$17,000
Program Director stipend	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000
Marketing and recruitment	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Total Expenses	\$31,000	\$56,000	\$159,000	\$159,000	\$159,000
Net Revenue	\$98,600	\$203,200	\$229,800	\$359,400	\$359,400

The benefit rate has potential to change each year

B. Detailed information on first-year costs, including:

1. new personnel requirements (include employee benefits);

The OTA-B program will not need to hire anyone the first year as there are no OTA courses to teach then.

The OTA-B program will need to hire a Part-time Regular Lecturer in the second year to meet the ACOTE demands for a core faculty that must be a licensed occupational therapy assistant, which the department currently does not have. This individual will need to be hired prior to the 2025-2026 academic year and will be responsible for teaching 3 courses annually in the OTA program.

The OTA-B program also will need to hire a tenure track assistant professor in the first cohort's third year of study, which will be the academic year 2026-2027.

2. first-year revenue and identity of source;

There is a continued market demand for occupational therapy assistants in Maine as well as for four-year degrees that provide a direct career path. The Occupational Therapy Department has historically had high retention rates and believes it can count on tuition as a large part of its first-year revenue. The average retention rate for MOT students at the two-year point averaged 94% for the 2017, 2018, and 2019 cohorts (University of Southern Maine, 2022). The average retention rate since 2012 is 96% for two-year MOT students (University of Southern Maine, 2022).

First year revenue projection:

	2024-2025 Academic year
Projected New Enrollment FTE	15
Total Enrollment FTE	15
Total credit hours	450
Cost per credit hour	\$288
Tuition Revenue for first year	\$129,600

3. how operational costs are to be absorbed into current campus operating budget over a 5-year period;

Operational costs would consist of replacement of lab materials, wheelchairs / lab tables / DME and disposable equipment; PPE / splinting, etc. This is considered normal wear and tear of equipment and disposable supplies. The OT Department fiscal year 2021/22 budget was \$52K for operational costs. The OTA program estimates that an additional \$17,000 would need to be added to the already established budget to support the additional students and operational program costs.

4. what additional funding is required to support the program (identify the source);

Years two and three will need additional funding to support new positions, program operational costs, and course development. If we continue to bring in 15-20 students each year, funding will come from tuition.

5. lifetime of outside or independent funding and plan for how and when.

At this time the Occupational Therapy Department does not have any lifetime grants or funding, nor does the program expect to rely on outside funding. The faculty have worked closely with the Lewiston and Portland communities and have obtained time limited grants that have enabled us to enhance student clinical learning.

VII. Program Evaluation

A. A post audit of an approved new program must be made after two years.

- Successful ACOTE self-study and Full Accreditation

B. The results of the audit must be reported to the Vice Chancellor for Academic Affairs.

- Share the ACOTE self-study report and Site visit report
- Enrollment report/attrition

Signatures

Submitted by:

Julie Larouche, OTD, OTR/L
Email: julie.larouche@maine.edu

Date

Elizabeth Palmer, OTD, OTR/L
Email: elizabeth.r.palmer@maine.edu

Date

Erin McCall, OTD, OTR/L
Email: erin.mccall@maine.edu

Date

Appendices

Appendix A - Letters of Support

Appendix B - Curriculum Vitae: Julie Larouche

Appendix C - Curriculum Vitae: Elizabeth Palmer

Appendix A: Letters of Support

TO: Julie Larouche, Program Director, Master of Occupational Therapy Program
 FROM: Nancy Griffin, Interim Vice President for Enrollment Management and Marketing
 DATE: May 4, 2022
 RE: Occupational Therapy Assistant Program at USM

It was a pleasure meeting with you to discuss the development of an Occupational Therapy Assistant (OTA) Program at the University of Southern Maine. It is clear you have a passion for this academic program and that there is a need to increase graduates in this area for the state of Maine workforce.

As you know, there is a growing demand for OTA's. The U.S. Bureau of Labor Statistics indicates that the job growth rate for OTA's between 2020 and 2030 will increase 34%. This is a faster than average growth rate. According to the labor statistics for the state of Maine, there is a current need for OTA's that is not being met in the state and Maine will see a 33% increase in the need for OTA's in the next eight years. These data points clearly indicate a need for a second OTA program in the state of Maine.

After looking at National Clearing House data and College Board data, I have developed the following three-year enrollment projections for an OTA program at USM:

	Fall 2024	Fall 2025	Fall 2026
Applications	40	70	80
Admits	30	45	50
Enrolled	20	30	35

I do feel it would be important to test the market with a survey to see if there is an opportunity across the New England region for more applications. Tuition pricing is going to be important and I would recommend a differential tuition rate for out-of-state students.

I wish you the very best with your proposal. Please let me know if you need more data or if I can be of any assistance.

Appendix B: Program Director Curriculum Vitae

Julie Larouche, OTD, OTR/L
Fairfield, Maine 04937

INSTITUTION:

University of Southern Maine
Occupational Therapy Department Chair
Program Director, Master of Occupational Therapy Program
Assistant Professor, Occupational Therapy
51 Westminster Street
Lewiston, Maine 04240

EDUCATION:

Chatham University
Pittsburgh, Pennsylvania
Doctor of Occupational Therapy, May 2016

University of New England
Biddeford, Maine
Master of Science in Occupational Therapy, May 2005
Bachelor of Science, December 1995

PROFESSIONAL EXPERIENCE:

September 2021-Present
Program Director, Master of Occupational Therapy, University of Southern
Maine, Lewiston, Maine 04240

Responsibilities:

This leadership position is both a faculty and administrative position that provides direction and counsel in the delivery and management of USM's entry-level master's program in occupational therapy, as well as maintaining the program's accreditation. Leading the faculty -- creating vision and direction for the program. Curricular oversight, directing growth and development of the program. Recruiting and advising prospective students. Scheduling and monitoring enrollments. Coordinating and supporting the advising role of faculty. Chairing the Occupational Admissions Committee. Creating and implementing a budget. Marketing the MOT program. Managing recruitment, hiring, orienting, and evaluating of full and part-time faculty. Teaching up to 6 credits per semester. Meeting LAC's Peer Review Criteria for promotion and tenure. Participating in personnel

Committees for the College. Advising communication's staff on recruitment materials for program. Consistently exemplifying integrity and qualities of a professional dedicated to the field of Occupational Therapy. Teach the physical disabilities, evidence based practice and leadership courses.

September 2021-August 31, 2022

Chair, Department of Occupational Therapy, University of Southern Maine

Responsibilities:

Assign advisors evenly among the full-time Faculty, Develop course schedules according to the needs and goals of the students, department or school programs(s), the college, and university, recommend teaching assignments, including assignments of adjunct or PATFA faculty, to the dean for approval, Advise the dean on workload implications related to faculty leaves (e.g., sabbaticals), workload redistributions (e.g., unfunded and funded release time, assignments external to the department, program or school), and overloads, Process sabbatical requests, Support the hiring of PATFA faculty, Facilitate program review as necessary, Schedule and facilitate meetings, Identify faculty and personnel needs, Represent the department in internal and external meetings, Advocate on behalf of the department at the school, college, university, and System levels as well as with external constituents, Advise dean on academic policies, program needs, issues, and accomplishments, Recommend committee representation from department.

September 2021-Present

Assistant Professor, Master of Occupational Therapy, University of Southern
Maine, Lewiston, Maine 04240

Responsibilities:

Responsible for teaching occupational therapy courses in the masters of OT and doctorate of OT programs. Primary teaching responsibilities include physical disabilities, kinesiology, eldercare and leadership.

August 2018-2021

Program Director, Occupational Therapy Assistant Program, Kennebec Valley Community
-College, Fairfield, ME 04937

Responsibilities:

The OTA program director is responsible for maintaining the OTA program accreditation status and compliance with ACOTE standards. Duties include participating in academic policies and procedures in response to student and faculty needs, mentoring new adjunct faculty, scheduling, and coordinating advisory board meetings on a biannually basis. Oversee assessment of program outcomes, student success, and retention. The program director will additionally participate in one of the institutional committees, review of curriculum and monitor quality of teaching practice, enrollment management and recruitment activities. Primary fiscal responsibilities include participation in annual budget, maintenance of adjunct contract requests, and ordering. Maintain OT lab space and materials are ongoing.

August 2020-July 2021

Part-time Assistant Professor: Occupational Therapy Program, University of Southern Maine, Lewiston, Maine

Responsibilities:

Responsible for teaching contextual considerations in occupational therapy. This was an

asynchronous course that introduced students to the context of OT practice, such as professional, social, cultural, economic, and ecological. Students learned the role and functions of the OT practitioner within the local, national, and international associations. Currently teaching OTH603/606: Occupational Performance in Adulthood Part 1 lecture and lab in person.

August 2000-2021

Faculty: Occupational Therapy Assistant Program, Kennebec Valley Community College, Fairfield, ME 04937

Responsibilities:

Responsible for teaching various OT courses (Introduction to OT, Group Process, Pediatric, Kinesiology, Physical Disabilities, Assistive Technology, Fieldwork Level II, and Medical Terminology). Duties include instruction of OT theory and practice relative to ACOTE standards and defined curricula, advisory to OTA students, assists in planning and evaluating the curriculum and in selecting educational materials, serves as an ex-officio member of the OTA program's advisory committee, serves on assigned committees, and assumes responsibilities, evaluates student's achievements, and maintains all students grades accurately.

August 2000 – August 2018

Academic Fieldwork Coordinator, Occupational Therapy Assistant Program, Kennebec Valley Community College, Fairfield, ME 04937

Responsibilities:

The AFWC was responsible for planning, coordinating, and executing all levels of fieldwork activity within the OTA program. This includes assigning students to fieldwork, oversight of clinical affiliation agreements, orienting students to the purposes of fieldwork, reassigning students in accordance with educational institution's policy, assisting student/ supervisor during fieldwork experience, assessing fieldwork supervisor requirements and qualifications, review visits (one time per level II fieldwork), and collaborating with clinical fieldwork educators regarding student objectives, student needs and progress.

August 2017-February 2018

Occupational Therapist, Maine General Medical Center

Responsibilities:

Provided direct occupational therapy services to children ages 0-8 at the Edmund Ervin Pediatric Center on a per diem basis. Duties included consultation, evaluation, intervention, caregiver education and ongoing assessment.

September 2008-June 2009

Occupational Therapist/Rehab Consultant, Seabrook Valley Health Care Center

Responsibilities:

Provided consultation and mentoring to Rehab department. Per Diem practitioner providing skilled occupational therapy services to individuals with physical disabilities and age-related disorders. Hired to assist rehab department with day-to-day management and mentor new therapist.

September 2005- June 2007

Occupational Therapist, MSAD 49, Fairfield, Maine

Responsibilities:

Provide occupational therapy services to children K-6th grade at two local elementary schools. Duties include consultation, evaluations, intervention and monitoring pediatric services. Provided supervision of an OTA and OT related services.

June 1999 – July 2000

Therapy Program Manager/ Occupational Therapist, Sundance Rehab, Portland, Maine; contracted with Sandy River Rehab and Living Center, Farmington, Maine

Responsibilities:

Provide skilled therapy services in a geriatric setting. Duties included COTA supervision, various managerial tasks, treatment planning, home evaluations, billing, program development, staff in-services, care planning and ongoing pt./family education.

November 1997 to June 1999

Therapy Program Manager/ Occupational Therapist, Rehab Ambassadors of America, Portland, Maine; contracted with Sandy River Rehab and Living Center, Farmington, Maine

Responsibilities:

Same as above

December 1996 – November 1997

Occupational Therapist, Vencor Corporation; contracted with Dixfield Health Care Center, Dixfield, Maine,

Responsibilities:

Provided skilled occupational therapy services. Duties included treatment planning, documentation, evaluations, billing, care planning, restraint reduction programming, discharge planning meetings, staff in-services, continual quality improvement programs, functional maintenance programming, and family meetings.

January 1996 - December 1996

Occupational Therapist, Vencor Corporation contracted with Westgate Manor, Bangor, Maine,

Responsibilities:

Provided skilled occupational therapy services. Duties included COTA supervision, family care plan meetings, splinting In-service, restorative program development and educated peer

Occupational Therapists on various environmental approaches and treatment strategies for individuals with Alzheimer's disease.

SCHOLARSHIP

Winston, K., **Larouche, J** Noyes, S., Bickmore, T. August, 2022. *Creating an Academic Community of Practice: Facilitating support, collaboration, and comic relief.* World Federation of Occupational Therapists International Congress Conference in Paris, France. **Refereed**

SCHOLARLY AND CREATIVE WORKS IN PROGRESS

Publications and Creative Works

Larouche, J., April 2022, *Master of Occupational Therapy Interim Report.* The American Occupational Therapy Accreditation Council for Occupational Therapy Education (ACOTE).

Creative works:

Larouche, J. Designed a sensory calming room on campus at LAC. Worked with vendors to create a calming room over the summer 2022. Worked with USM staff utilizing funds from the capital budget to der equipment (half of which is delivered). The room is estimated at \$10,000 and will be utilized by OT students in the Spring semester 2022.

Scholarly and Creative Work in Progress

In progress- **Larouche, J.** and Kroon, B., Research on *The Effects of the Use of Supplemental Videos for Occupational Therapy Students to Learn Manual Muscle Testing and Goniometry Skills*, University of Southern Maine, IRB approval Sept. 1, 2002 – August 31, 2023.

In preparation to write an article on the sensory room at KVCC to submit to *OT Practice*, Spring 2022.

Creative works: Setting up sensory room to capture a therapeutic environment on campus at LAC. Working on policies and procedures for room usage, Fall 2022.

In preparation to seek interdisciplinary collaboration with USM Faculty for research opportunities around the sensory room space, Spring 2022.

In collaboration with Dr. Deborah Van Langen, Program Director for the Exercise Science program in the Exercise Health and Sports Studies department on the Gorham campus, who has been working on a concept paper that addresses the need for primary care clinicians to refer their patients to certified ACSM Exercise Physiologists or Clinical Exercise Physiologists. Timeline is to work on the survey, IRB, and recruitment throughout next year with the hope of applying for a grant in the future.

Professional Presentations

Winston, K., **Larouche, J.**, Noyes, S., & Bickmore, T., August 2022. *Creating an academic community of practice: Facilitating support, collaboration, and comic relief*. World Federation of Occupational Therapists International Congress Conference in Paris, France. **Refereed**
Larouche, J., and Krasnavage, J., October 22, 2022. *Stop, Collaborate, and Listen-Enhancing your Understanding of an Effective OT/OTA Relationship*. MeOTA Fall Conference in Freeport, Maine. **Refereed**

Other Scholarly Activity

Reviewer (2022) American Occupational Therapy Association, Inspire 2023 Annual Conference in Kansas City, MO.

Bragg, D., Trefethen, K., & **Larouche, J.** October 2022. *Targeting Anxiety in School-Based Occupational Therapy*. MeOTA Fall Conference in Freeport, ME.

Bridge, K., Dillan, A., & **Larouche, J.** October 2022. *Understanding Occupational Therapy in a Juvenile Justice Facilities: Promoting Positive Community Reintegration*. MeOTA Fall Conference in Freeport, ME.

Kelley, M., Murphy, J., & **Larouche, J.** October 2022. *Informing Handwriting Interventions in School-Based Therapy Practice*. MeOTA Fall Conference in Freeport, ME.

Martin, C., & **Larouche, J.** October 2022. *Sensory Interventions for University Students Experiencing Stress*. MeOTA Fall Conference in Freeport, ME.

Sanborn, G., Bagley, K., & **Larouche, J.** October 2022. *Are you Ready for Transition Time?* MeOTA Fall Conference in Freeport, ME.

Quintiliani, L., Luce, M., & **Larouche, J.** October 2022. *The Efficacy of Sensory Stimulation Approaches for Individuals with Dementia*. MeOTA Fall Conference in Freeport, ME.

Has extensive experience with ongoing scholarship of teaching and learning at KVCC and USM
Scholarship Agenda-maintained a scholarship agenda for the past 22 years in academia (Form F)
Scholarship of Integration- Redeveloped the curriculum design for the OTA program at KVCC to match the college's mission and goals and align them with the program.
Scholarship in Application- applied knowledge from evidence-based practice capstone to development supplemental videos to help students' performance in the classroom.
Scholarship of Integration-Annual mandatory interactive professional development days consisting of the systematic study of teaching. From best practice in academia to strategic planning.
Scholarship of Teaching and Learning-presented at several of these professional development days for faculty and staff. I have done a presentation on how to implement supplement videos to enhance student performance in the classroom, your best workplace-office ergonomics, and the benefits of the sensory room on campus.

Scholarship of Discovery- Attends conferences, forums, webinars, read articles and textbooks.

PROFESSIONAL LICENSING / CERTIFICATION

National Board for Certification in Occupational Therapy #1004673

Maine Occupational Therapy License # OT 778

Handwriting Without Tears Level I Certification #1318

SERVICES WITHIN THE COLLEGE AT USM:

Documentation of Department/Campus/College Service

Department (OT):

*Department of Occupational Therapy, OT Planning Committee for the development of the OT Peer Review committee, USM-CSTH, 2021

*Department of Occupational Therapy, Gerontology Certificate Program Curriculum Subcommittee Planning Committee, USM-CSTH, 2022

*Department of Occupational Therapy, Hiring Search Committee member for the OT Clinic position, USM-CSTH, 2022

*Department of Occupational Therapy, Hiring Search Committee Chair for the Administrative Assistant (CL2) position, USM-CSTH, 2022

*Department of Occupational Therapy, MOT Program Review Curriculum Subcommittee Planning Committee, USM-CSTH, 2022

· Department of Occupational Therapy, OTA Development and Curriculum Subcommittee Planning Committee, USM-CSTH, 2022

· Department of Occupational Therapy, Directed and Coordinated the OT Open House, USM-CSTH, April 2022

College (USM):

· University of Southern Maine, Office of the Provost, Chair Development series, Sept 2021 to present

· College of Science, Technology and Health, IPE Building Committee, USM-CSTH, 2021 to present

· College of Science, Technology and Health, OT Dept. Chair, USM-CSTH, 2021 to August 2022

- Volunteer Destress Fest, December 2021
- Volunteer Destress Fest, March 2022

SERVICES WITHIN THE COLLEGE AT KVCC:

OTA Program:

- *Participated in ACOTE site visits (2)
- *Participated in 1 ACOTE interim report and independently did 1 more
- *Participated in 2 ACOTE self-studies and wrote all C standards

College Committees:

- **KVCC Faculty Senate President, December 2016-2021
- *KVCC Leadership Committee, 2016-2021
- *Instructional Accreditation and Effectiveness Steering Committee, 2016-2021
- *Achieving the Dream Planning Committee, 2017-2021
- *Commencement Committee, 2019-2021

College Boards:

- *Ex-officio, KVCC OTA Advisory Board
- *TRIO Advisory Board

AWARDS

- *Faculty Grand Marshall for the 2021 KVCC Commencement

PROFESSIONAL AFFILIATIONS/EDUCATION:

Current Member of:

- *American Occupational Therapy Association (AOTA)
- *Maine Occupational Therapy Association (MEOTA)

COMMUNITY SERVICES

- *Fairfield Police Athletic League Board of Directors April 2017-Present
- *Lawrence High School Football Boosters Vice- President Aug 2018-2021
- *Volunteer in local schools implementing and teaching students and teachers the handwriting without tears curriculum Sept 2008-present.
- *Director of the Fairfield PAL Field Hockey Program Sept 2006-December 2016, Fall 2020.
- *Lawrence High School Field Hockey Boosters President fall 2017, member 2015-2018.

Appendix C: Academic Fieldwork Coordinator and Clinical Assistant Professor Curriculum Vitae

ELIZABETH R. PALMER

319 Stanley Road, Winthrop, ME 04364 (978) 902-1367 | elizabeth.r.palmer@maine.edu

EDUCATION

Trinity Washington University, Washington DC Master of Science in Administration; Health Advocacy track	Anticipated 2022
Chatham University, Pittsburgh, PA Doctor of Occupational Therapy	2012
Tufts University, Medford, MA Master of Science: Occupational Therapy	2006
University of Massachusetts, Lowell, MA Master of Education: Curriculum and Instruction	1995
Brandeis University, Waltham, MA Bachelor of Arts: English, Latin American Studies	1991

HONORS/ AWARDS

Service Commendation for Policy Advocate in Disability Issues Awarded by American Occupational Therapy Association	2018
Grant for Global Course Development Awarded by Trinity Global Leadership Initiative funded by Mellon Foundation	2019

TEACHING EXPERIENCE

University of Southern Maine; Lewiston, ME <i>Academic Fieldwork Coordinator for Occupational Therapy Department</i>	2021 - Present
Graduate Courses	
OTH 604/607: Occupational Performance Infancy / Adolescence I (lecture/lab)	
OTH 617: Occupational Performance Infancy / Adolescence II (lab)	
OTH 509: Level I Fieldwork Mental Health	
OTH 620: Level II Fieldwork	
Trinity Washington University; Washington, DC <i>Academic Fieldwork Coordinator for Occupational Therapy Programs</i>	2017 – 2021

Undergraduate Courses

OTA 124: Pathology for the OTA Practitioner (lead instructor)
OTA 130: Analysis and Performance of Occupations Across the Lifespan (lead instructor)
OTA 140: Occupational Performance I (lead instructor)
OTA 291: Level II Fieldwork/ 1
OTA 292: Level II Fieldwork/ 2

Graduate Courses

OTM 534 Pediatric Interventions (lead instructor)
OTM 614: Psychosocial/ Behavioral Foundations and Intervention (co-taught)
OTM 624: Occupational Therapy Interventions with Adults (co-taught)
OTM 691 Level II Fieldwork/ 1
OTM 692 Level II Fieldwork/ 2
OTM 692: Level II Fieldwork in Emerging Practice (lead instructor)

Undergraduate courses created; taught by adjunct faculty

SNHP 218: Global Perspectives of Occupational Science
CRS 102: Contemporary Issues in Healthcare

PROFESSIONAL PRESENTATIONS

(2021). *Innovative solutions to fieldwork placements during the Covid-19 Pandemic and Beyond* (Short course). Washington, DC: Chesapeake Bay Fieldwork Council Annual Conference.
(2019). *Examining the correlation between participation in leisure activities and pain and depression in Syrian refugees relocated in Jordan* (Peer reviewed poster). Toronto, Canada: North American Refugee Health Conference Annual Conference. (Also presented at New Orleans, Louisiana: American Occupational Therapy Association Annual Conference.)
(2019). *Collaborating on fieldwork objectives* (Short course). Towson, MD: Chesapeake Bay Fieldwork Council Annual Conference.
(2019). *Sensory Integration* (Short course). Amman, Jordan: Jordanian Society of Occupational Therapists Annual Conference.
(2018). *Home health for the patient with dementia; A toolkit for new practitioners* (Peer reviewed poster). Salt Lake City, Utah: American Occupational Therapy Association Annual Conference.
(2015). *Globally Connected Workforce: A step toward the centennial vision connecting the United States and Kenya* (Short course). Nashville, Tennessee: American Occupational Therapy Association Annual Conference. (with Heidi Baist and Ingrid Provident)
(2014). *Global occupational therapy and healthcare issues* (Short course). Nairobi, Kenya: Kenyan Occupational Therapy Association Annual Conference. (with Heidi Baist and Ingrid Provident)
(2012). *Teacher's perceptions of consultative and direct services occupational therapy* (Peer reviewed poster). Pittsburgh, Pennsylvania: Pennsylvania Occupational Therapy Association Annual Conference.

Unpublished working papers/ presentations

(2021) Examining the correlation between pain and depression among Syrian refugees living in North East Jordan. (Paper; preparing for submission to AJOT)

RELATED EXPERIENCE

Trinity Washington University, Washington, DC

Academic Fieldwork Coordinator

2017 - 2021

Responsibilities included clinical placement of OTA and MOT students in Level I and Level II fieldwork positions (including appraisal of new sites, development and maintenance of relationships with community entities and student assessment), teaching core curriculum courses in activity analysis and health conditions, pediatrics, and occupational science, and ongoing program development, curriculum design and faculty training. Experienced with ACOTE accreditation.

Frontier Home Health and Hospice; Anchorage, AK

Occupational Therapist

2015 – 2017

Perform duties of a home health occupational therapist serving adult clients. Responsibilities include screening and evaluation, development and implementation of care plans, case management, discharge planning. Provided professional development, education and training for nursing, therapy and support staff, and for families and community organizations. Worked collaboratively with Doctors, Nurses, Physical Therapists, Speech-Language Pathologists, and support staff and community care coordinators and organizations and supervised COTAs, HHA/ CNAs and OT fieldwork students.

Soliant Health Medical Staffing/ CompHealth Medical Staffing Palmer, AK; Plainfield IL

2008 - 2015

Occupational Therapist

Performed duties of a school occupational therapist for students aged three through twenty-two. Responsibilities include student screening and evaluation, individual education plan development and implementation, transition planning. Provided professional development, education, and training of teachers. Worked collaboratively with Physical Therapists, School Psychologists, Speech-Language Pathologists, Special Education and General Education teachers, supervision of COTAs. Experience working with Autism, Pervasive Developmental Delay, Orthopedic Impairments, Sensory Processing Dysfunction, Attention Deficit Disorder, and early childhood developmental delays.

Hamilton Wenham Regional High School; Hamilton, MA

Coordinator of STAY Alternative Education Program

2005 - 2008

Developed and ran an alternative education program for at risk students. Designed curriculum for classes in English, Anatomy and Physiology, Career Planning, Life Skills, and Health. Responsibilities included program development, supervision of teaching staff, budgeting, case management, transition planning, leading psycho-social groups, and teaching classes.

MEMBERSHIPS

American Occupational Therapy Association (AOTA) member
Chesapeake Bay Fieldwork Council
Flying Doctors of America
Society of Refugee Healthcare Providers

2008 – Present
2017 – 2021
2015 – Present
2019 – Present

References

- ACOTE. (2022, August). 2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide. Bethesda; MD. Retrieved November 17, 2022, from <https://acoteonline.org/accreditation-explained/standards/>
- State Economist. (2019). *Demographic projections*. State Economist; Department of Administrative and Financial Services State of Maine. Retrieved November 13, 2022, from <https://www.maine.gov/dafs/economist/demographic-projections>
- U.S. Bureau of Labor Statistics. (2022, March 31). *Employment of occupational therapy assistants, by state, May 2021*. U.S. Bureau of Labor Statistics. Retrieved November 17, 2022, from <https://www.bls.gov/oes/current/oes312011.htm#st>
- U.S. Bureau of Labor Statistics. (2022, September 8). *Occupational therapy assistants and aides: Occupational outlook handbook*. U.S. Bureau of Labor Statistics; Occupational Outlook Handbook. Retrieved November 13, 2022, from <https://www.bls.gov/ooh/healthcare/occupational-therapy-assistants-and-aides.htm>
- U.S. News and World Report. (2022). *Occupational therapy assistant overview - U.S. news & world report*. Retrieved November 13, 2022, from <https://money.usnews.com/careers/best-jobs/occupational-therapy-assistant>
- University of Southern Maine. (2022). *University of Southern Maine*. Current Factbook; Department of Analysis, Applications, and Institutional Research. Retrieved November 13, 2022, from <https://usm.maine.edu/departement-analysis-applications-institutional-research/current-factbook>
- University of Southern Maine. (2022). University of Southern Maine Overall Undergraduate Retention Power BI Report. Retention/Graduation Reports; Department of Analysis, Applications, and Institutional Research | University of Southern Maine. Retrieved November 16, 2022, from <https://usm.maine.edu/departement-analysis-applications-institutional-research/retentiongraduation-reports>



May 10, 2023

Provost Tuchinsky,

I am writing to update you about the timeline and process for the Occupational Therapy Assistant Baccalaureate program and proposal. In December 2022, the intent letter and initial application was sent to the Accreditation Council for Occupational Therapy Education (ACOTE) along with a letter from President Edmonson. At that time, USM paid an initial \$2,000 deposit. That letter and deposit held a candidacy review slot open for the USM Occupational Therapy Department for August 2023 and reserved an onsite accreditation visit for 2027/2028. This timeline allows for incoming OTA-B undergraduate students to start the program in Fall 2024.

The OTA-B proposal was approved by the USM Faculty Senate on December 2, 2022. The Faculty Senate considered that presentation as both the first and second read for the proposal. The process was then passed on to the Dean's office in the College of Science, Technology, and Health to move through the Board of Trustees process. The Dean wrote a letter of support on April 4, 2023, which I have included in the materials forwarded to your office.

The ACOTE candidacy application for the OTA-B program is due by August 15, 2023. It requires UMS Board of Trustee approval. If the OT department does not submit a complete candidacy application by August 15, then we will have to be slotted into a future date. The next available candidacy review slot would not be available until 2025, which means that students would not be able to start until Fall 2026.

Thank you for your support in bringing this proposal before the Board of Trustees.

Sincerely,

A handwritten signature in black ink that reads "Sarah Grinder".

Sarah Grinder, MOT, OTR/L

Senior Lecturer
Program Director, Occupational Therapy Assistant Program
Occupational Therapy Department
sarah.grinder@maine.edu
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A member of the University of Maine System



Office of the President

December 12, 2022

Dear Accreditation Council for Occupational Therapy Education (ACOTE®),

I am writing to you today to declare the intention of the University of Southern Maine to develop and seek accreditation for the occupational therapy assistant program baccalaureate degree. I am requesting entry into the first step of the accreditation process for new programs. The University of Southern Maine agrees not to admit students into the occupational therapy assistant program until Candidacy Status has been obtained from the Accreditation Council for Occupational Therapy Education (ACOTE®). The program will only be offered at the University of Southern Maine.

The University of Southern Maine already has an established masters of occupational therapy and post professional occupational therapy doctorate degree, and the entry level occupational therapy doctorate degree has applied for candidacy and has been granted candidacy status. Julie Larouche will be the program director and has 21 years of academic experience in an OTA program. She will collaborate with the OT faculty who has over 24.5 years of combined clinical experience to develop a program that produces competent occupational therapy assistants. I believe an OTA program will expand from our signature occupational therapy programs and will be a great addition to the university, state, and nation.

Sincerely,

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

Jacqueline Edmondson, President



COLLEGE OF SCIENCE, TECHNOLOGY, & HEALTH

3 April 2023

Adam Tuchinsky, PhD
Interim Provost and Vice President for Academic Affairs
University of Southern Maine
124E Wishcamper, Portland Campus

Dear Provost Tuchinsky:

I am writing in support of the Department of Occupational Therapy's (OT) proposal to launch a new B.S. degree, Occupational Therapy Assistant (OTA). This program would fill the need for baccalaureate-trained OTAs, which is expected to become the new degree requirement for entry level OTAs by the national accrediting body, ACOTE, as they transition away from 2-year degrees.

This program would benefit the University of Southern Maine and the State of Maine in several ways. It would be the only 4-year OTA program in the state; it would provide additional opportunities for USM students who wish to pursue careers in the health professions; and it would bring additional students to the Lewiston-Auburn Campus. Furthermore, it would serve as a path by which students could continue their education at the graduate level, if they chose to do so. Moreover, it would serve the needs of an aging demographic in the state. With the existing graduate programs in OT, we have much of the infrastructure in place to begin this program, and it has my full support.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeremy Qualls".

Jeremy Qualls, Ph.D.
Dean and Professor
College of Science, Technology, and Health

cc: Sarah Grinder, Lecturer in Occupational Therapy
Mary Anderson, Chair, Department of Occupational Therapy

P.O. Box 9300, Portland, ME 04104-9300
207-780-5585, TTY 207-780-5646, FAX 207-780-8177
www.usm.maine.edu/csth

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The Board Chair and Vice Chair are ex-officio voting members of all Board Committees, and the Chancellor is an ex-officio non-voting member of all Board Committees.

FY2024 Board of Trustees & Committee Meeting Schedule

JULY 2023

Meeting	Date	Time	Location	Materials	Release	Notes
BOT	7/10/2023	Refer to Agenda	Zoom	6/23/2023	6/30/2023	Virtual Meeting

AUGUST 2023

Meeting	Date	Time	Location	Materials	Release	Notes
ASA	8/21/2023	9:00 am – 12:00 pm	Zoom	8/9/2023	8/10/2023	
HR	8/21/2023	1:00 pm – 3:00 pm	Zoom	8/9/2023	8/10/2023	
FFT	8/23/2023	9:00 am – 12:00 pm	Zoom	8/11/2023	8/14/2023	
SP	8/24/2023	8:00 am – 9:30 am	Zoom	8/11/2023	8/14/2023	

SEPTEMBER 2023

Meeting	Date	Time	Location	Materials	Release	Notes
BOT	9/10/2023	Refer to Agenda	TBA	8/24/2023	8/31/2023	
BOT	9/11/2023	Refer to Agenda	TBA	8/24/2023	8/31/2023	
INV	9/21/2023	9:00 am – 12:00 pm	Zoom	9/7/2023	9/8/2023	

OCTOBER 2023

Meeting	Date	Time	Location	Materials	Release	Notes
RETREAT	10/1/2023	Refer to Agenda	TBA	9/18/2023	9/21/2023	
RETREAT	10/2/2023	Refer to Agenda	TBA	9/18/2023	9/21/2023	
ASA	10/16/2023	9:00 am – 12:00 pm	Zoom	10/3/2023	10/4/2023	
HR	10/16/2023	1:00 pm – 3:00 pm	Zoom	10/3/2023	10/4/2023	
FFT	10/18/2023	9:00 am – 12:00 pm	Zoom	10/4/2023	10/5/2023	
SP	10/19/2023	8:00 am – 9:30 am	Zoom	10/5/2023	10/6/2023	
AUD	10/27/2023	9:00 am – 11:30 am	Zoom	10/16/2023	10/17/2023	
SBOT	10/27/2023	12:00 pm – 1:00 pm	Zoom	10/16/2023	10/17/2023	

FY2024 Board of Trustees & Committee Meeting Schedule

NOVEMBER 2023

Meeting	Date	Time	Location	Materials	Release	Notes
BOT	11/5/2023	Refer to Agenda	TBA	10/19/2023	10/26/2023	
BOT	11/6/2023	Refer to Agenda	TBA	10/19/2023	10/26/2023	

DECEMBER 2023

Meeting	Date	Time	Location	Materials	Release	Notes
INV	12/18/2023	9:00 am – 12:00 pm	Zoom	12/7/2023	12/8/2023	

JANUARY 2024

Meeting	Date	Time	Location	Materials	Release	Notes
ASA	1/8/2024	9:00 am – 12:00 pm	Zoom	12/19/2023	12/20/2023	
HR	1/8/2024	1:00 pm – 3:00 pm	Zoom	12/19/2023	12/20/2023	
FFT	1/10/2024	9:00 am – 12:00 pm	Zoom	12/20/2023	12/21/2023	
SP	1/18/2024	8:00 am – 9:30 am	Zoom	1/5/2024	1/8/2024	
BOT	1/28/2024	Refer to Agenda	TBA	1/11/2024	1/18/2024	
BOT	1/29/2024	Refer to Agenda	TBA	1/11/2024	1/18/2024	

FEBRUARY 2024

Meeting	Date	Time	Location	Materials	Release	Notes
INV	2/28/2024	9:00 am – 12:00 pm	Zoom	2/19/2024	2/20/2024	

MARCH 2024

Meeting	Date	Time	Location	Materials	Release	Notes
ASA	3/4/2024	9:00 am – 1:45 pm	Zoom	2/22/2024	2/23/2024	
HR	3/4/2024	2:00 pm – 4:00 pm	Zoom	2/22/2024	2/23/2024	
FFT	3/6/2024	9:00 am – 12:00 pm	Zoom	2/23/2024	2/26/2024	
SP	3/7/2024	8:00 am – 9:30 am	Zoom	2/23/2024	2/26/2024	
FFT	3/20/2024	9:00 am – 5:00 pm	Zoom	3/8/2024	3/11/2024	
BOT	3/24/2024	Refer to Agenda	TBA	3/7/2024	3/14/2024	
BOT	3/25/2024	Refer to Agenda	TBA	3/7/2024	3/14/2024	

FY2024 Board of Trustees & Committee Meeting Schedule

APRIL 2024

Meeting	Date	Time	Location	Materials	Release	Notes
FFT	4/17/2024	9:00 am – 12:00 pm	Zoom	4/5/2024	4/8/2024	

MAY 2024

Meeting	Date	Time	Location	Materials	Release	Notes
ASA	5/6/2024	9:00 am – 12:00 pm	Zoom	4/25/2024	4/26/2024	
HR	5/6/2024	1:00 pm – 3:00 pm	Zoom	4/25/2024	4/26/2024	
FFT	5/8/2024	9:00 am – 12:00 pm	Zoom	4/26/2024	4/29/2024	
SP	5/9/2024	8:00 am – 9:30 am	Zoom	4/26/2024	4/29/2024	
INV	5/16/2024	9:00 am – 12:00 pm	Zoom	5/6/2024	5/7/2024	
AUD	5/16/2024	12:30 pm – 3:30 pm	Zoom	5/6/2024	5/7/2024	
BOT	5/19/2024	Refer to Agenda	TBA	5/2/2024	5/9/2024	
BOT	5/20/2024	Refer to Agenda	TBA	5/2/2024	5/9/2024	

JUNE 2024

Meeting	Date	Time	Location	Materials	Release	Notes
ASA	6/24/2024	9:00 am – 12:00 pm	Zoom	6/13/2024	6/14/2024	
HR	6/24/2024	1:00 pm – 3:00 pm	Zoom	6/13/2024	6/14/2024	
FFT	6/26/2024	9:00 am – 12:00 pm	Zoom	6/14/2024	6/17/2024	
SP	6/27/2024	8:00 am – 9:30 am	Zoom	6/14/2024	6/17/2024	

University of Maine System Operating Fund

TOTAL FUND PERFORMANCE

May 31, 2023

	Allocation			Performance (%)							
	Market Value (\$)	% of Portfolio	Policy(%)	1 Mo (%)	YTD (%)	FYTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Operating Funds Composite	279,436,342	100.0	100.0	-0.3	2.3	3.3	1.8	2.6	2.9	3.0	2.4
<i>Allocation Index</i>				-0.2	2.9	3.6	2.0	1.9	2.5	2.7	2.4
Liquidity Pool Composite	68,574,615	24.5	30.0	0.4	1.5	2.5	2.6	1.2	1.5	1.3	1.0
State Pool	38,207,926	13.7		0.3	1.1	2.0	2.0	1.1	1.5	1.3	1.0
BOA General Fund	2,446,044	0.9		0.2	0.8	1.4	1.4	0.8	0.8	0.6	0.4
Federated Gov't Obligations	2,717,197	1.0		0.7	2.2	3.7	3.8	1.3	1.5	-	-
JP Morgan US Gov't Money Market Fund	25,203,448	9.0		0.4	2.2	3.7	3.8	1.3	1.5	-	-
<i>90 Day U.S. Treasury Bill</i>				0.4	1.8	3.1	3.1	1.1	1.5	-	-
Income Pool Composite	144,311,489	51.6	47.5	-0.3	2.3	2.1	0.8	0.2	1.7	1.7	1.6
Income Research + Management	81,427,288	29.1	26.0	-0.1	1.8	1.7	1.1	0.1	1.7	1.4	1.3
<i>Blmbg. 1-3 Year Gov/Credit index</i>				-0.3	1.5	0.9	0.2	-0.7	1.2	1.0	1.0
BlackRock Strategic Income Opportunities	20,468,735	7.3	7.0	-0.3	1.7	1.5	-0.4	1.8	2.3	2.8	-
<i>Libor 3 month Index</i>				0.4	2.0	4.1	4.3	1.7	1.9	1.7	-
Baird Aggregate Bond Fund - BAGIX	23,232,930	8.3	7.5	-1.0	2.7	0.0	-1.8	-	-	-	-
<i>Blmbg. U.S. Aggregate Index</i>				-1.1	2.5	-0.6	-2.1	-	-	-	-
Bain Senior Floating Rate Fund	19,182,536	6.9	7.0	0.1	4.7	7.1	4.4	-	-	-	-
<i>Credit Suisse Leveraged Loan Index</i>				-0.1	4.0	7.7	5.5	-	-	-	-
Total Return Pool Composite	66,550,238	23.8	22.5	-1.2	3.6	6.3	1.4	8.6	5.9	6.8	5.2
Lighthouse	16,263,713	5.8	5.0	0.1	1.7	4.5	5.7	8.1	5.6	6.6	-
<i>Credit Suisse Long/Short Equity</i>				0.0	4.5	7.2	4.2	6.0	3.9	4.8	-
Newton Global Real Return	11,389,619	4.1	4.0	-2.3	-1.8	-2.9	-4.2	2.9	3.6	-	-
<i>40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91-day T-Bills</i>				-0.6	3.8	3.9	0.7	2.0	3.1	-	-
PIMCO All Asset	11,536,443	4.1	4.0	-2.4	1.5	2.2	-4.8	7.1	3.9	5.6	3.6
<i>PIMCO All Asset Index III</i>				-1.7	1.7	0.6	-4.3	2.5	2.6	3.4	2.2
Silchester International Value Equity	9,206,487	3.3	3.3	-4.2	5.5	-	-	-	-	-	-
<i>MSCI EAFE (Net)</i>				-4.2	6.8	-	-	-	-	-	-
SSGA S&P 500 Index Fund NL CTF	9,037,506	3.2	0.0	0.4	9.6	-	-	-	-	-	-
<i>S&P 500 Index</i>				0.4	9.6	-	-	-	-	-	-
SSgA Fossil Fuel Free S&P 500 Index	9,116,471	3.3	6.2	0.8	-	-	-	-	-	-	-
<i>S&P 500 Fossil Fuel Free Index</i>				0.8	-	-	-	-	-	-	-



University of Maine System Operating Fund
TOTAL FUND PERFORMANCE

May 31, 2023

Notes:

Returns are net of manager fees.

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

Fiscal YTD begins 7/1

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

Composite excludes external loans.

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

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



DISCLAIMERS & DISCLOSURES

Past performance is no guarantee of future results.

Returns for pooled funds, e.g. mutual funds and collective investment trusts, are collected from third parties; they are not generally calculated by NEPC. Returns for separate accounts, with some exceptions, are calculated by NEPC. Returns are reported net of manager fees unless otherwise noted.

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

NEPC’s preferred data source is the plan’s custodian bank or record-keeper. If data cannot be obtained from one of the preferred data sources, data provided by investment managers may be used. Information on market indices and security characteristics is received from additional providers. While NEPC has exercised reasonable professional care in preparing this report, we cannot guarantee the accuracy of all source information contained within. In addition, some index returns displayed in this report or used in calculation of a policy index, allocation index or other custom benchmark may be preliminary and subject to change.

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

The opinions presented herein represent the good faith views of NEPC as of the date of this presentation and are subject to change at any time. Neither fund performance nor universe rankings contained in this report should be considered a recommendation by NEPC.

This report may contain confidential or proprietary information and may not be copied or redistributed to any party not legally entitled to receive it.

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



University of Maine System Managed Investment Pool

TOTAL PLAN PERFORMANCE

May 31, 2023

	Allocation			Performance (%)							
	Market Value (\$)	% of Portfolio	Policy (%)	1 Mo (%)	YTD (%)	FYTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
MIP Composite	349,515,266	100.0	100.0	-0.8	5.0	6.7	1.0	6.6	4.1	5.6	4.9
Allocation Index				-0.8	5.2	6.9	0.8	7.2	5.1	6.4	5.6
Policy Index				-0.9	5.2	7.4	1.1	7.0	5.0	6.6	5.8
Total Domestic Large Cap	85,601,727	24.5	22.0	0.6	9.7	12.2	2.9	12.9	11.0	12.3	11.9
S&P 500 Index				0.4	9.6	12.2	2.9	12.9	11.0	12.4	12.0
SSgA S&P 500	42,844,033	12.3	0.0	0.4	9.6	12.1	2.8	12.9	10.9	12.3	11.9
S&P 500 Index				0.4	9.6	12.2	2.9	12.9	11.0	12.4	12.0
SSgA Fossil Fuel Free S&P 500 Index	42,757,694	12.2	22.0	0.8	-	-	-	-	-	-	-
S&P 500 Fossil Fuel Free Index				0.8	-	-	-	-	-	-	-
Total Domestic Small/Mid Cap	21,596,871	6.2	6.0	-1.7	0.4	8.8	-1.6	14.9	6.7	10.4	9.5
Russell 2500 Index				-1.8	0.3	4.7	-5.3	10.3	5.0	8.4	8.4
Westfield Capital	10,420,412	3.0	3.0	-0.3	5.9	13.1	4.4	8.2	7.1	11.3	10.0
Russell 2500 Growth Index				-0.1	5.7	9.9	2.3	5.2	5.6	9.6	9.4
DFA	11,176,459	3.2	3.0	-3.0	-4.2	5.0	-6.6	21.7	5.3	8.5	8.2
Russell 2000 Value Index				-2.0	-5.0	-1.8	-11.5	13.6	2.1	6.6	6.4
Global Equity	35,010,180	10.0	10.0	-1.3	10.4	15.8	6.2	9.6	-	-	-
MSCI World Index (Net)				-1.0	8.5	11.8	2.1	11.0	-	-	-
Walter Scott Global Equity	35,010,180	10.0	10.0	-1.3	10.4	15.8	6.2	9.6	-	-	-
MSCI World Index (Net)				-1.0	8.5	11.8	2.1	11.0	-	-	-
Total International Equity (including emerging markets)	63,648,831	18.2	21.0	-2.0	5.5	9.0	-0.8	3.4	-0.8	2.8	2.1
MSCI AC World ex USA (Net)				-3.6	4.8	7.9	-1.4	7.2	2.2	5.4	3.8
Silchester International Value Equity	18,596,003	5.3	5.0	-4.2	5.5	-	-	-	-	-	-
MSCI EAFE (Net)				-4.2	6.8	-	-	-	-	-	-
JO Hambro	12,997,437	3.7	5.0	-0.6	8.4	8.0	-5.2	1.3	-	-	-
MSCI EAFE (Net)				-4.2	6.8	13.6	3.1	8.5	-	-	-
Axiom International Small Cap Equity	7,202,385	2.1	4.0	-3.4	3.4	4.3	-7.3	-	-	-	-
MSCI EAFE Small Cap (Net)				-4.2	2.6	7.1	-4.7	-	-	-	-



University of Maine System Managed Investment Pool

TOTAL PLAN PERFORMANCE

May 31, 2023

	Allocation			Performance (%)							
	Market Value (\$)	% of Portfolio	Policy (%)	1 Mo (%)	YTD (%)	FYTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Emerging Markets Equity	24,853,006	7.1	7.0	-0.7	4.7	5.5	-1.0	8.6	2.0	4.3	1.4
<i>Emerging Markets Equity Custom Benchmark</i>				-0.3	3.4	3.2	-5.7	9.4	1.7	6.8	3.1
Aberdeen Emerging Mkts	16,861,012	4.8	3.5	-2.1	1.4	-2.1	-7.3	3.0	0.0	3.6	0.9
<i>MSCI Emerging Markets (Net)</i>				-1.7	1.1	-2.0	-8.5	3.5	-0.7	5.0	1.9
Mondrian EM Small Cap	7,991,994	2.3	3.5	2.2	10.7	15.8	7.8	14.6	4.0	5.0	-
<i>MSCI Emerging Markets Small Cap</i>				1.1	5.7	8.4	-3.0	15.3	2.6	6.4	-
Total Fixed Income	89,453,307	25.6	26.5	-0.7	2.8	1.1	-0.8	0.6	2.0	2.3	2.4
<i>Blmbg. U.S. Aggregate Index</i>				-1.1	2.5	-0.6	-2.1	-3.6	0.8	0.8	1.4
Commonfund	41,432,046	11.9	9.5	-1.0	2.7	-0.9	-2.6	-2.5	0.9	1.2	1.7
<i>Blmbg. U.S. Aggregate Index</i>				-1.1	2.5	-0.6	-2.1	-3.6	0.8	0.8	1.4
Vanguard Inflation-Protected Securities	11,990,489	3.4	3.5	-1.2	2.3	-1.4	-4.3	0.3	2.6	2.3	-
<i>Blmbg. U.S. TIPS</i>				-1.2	2.2	-1.1	-4.2	0.4	2.6	2.3	-
Blackrock Strategic Income Opportunities	16,943,495	4.8	5.0	-0.3	1.7	1.5	-0.4	1.8	2.3	-	-
<i>Libor 3 month Index</i>				0.4	2.0	4.1	4.3	1.7	1.9	-	-
Bain Capital Senior Loan Fund	19,087,276	5.5	5.0	0.1	4.7	7.1	4.4	6.1	-	-	-
<i>Credit Suisse Leveraged Loan Index</i>				-0.1	4.0	7.7	5.5	5.9	-	-	-
Total GAA	25,792,847	7.4	7.5	-2.3	-1.8	-2.8	-4.2	2.2	1.0	2.5	2.1
<i>40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91-day T-Bills*</i>				-0.6	3.8	3.9	0.7	2.0	3.1	5.0	4.7
Newton Global Real Return	25,792,847	7.4	7.5	-2.3	-1.8	-2.8	-4.2	3.0	3.6	-	-
<i>40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91-day T-Bills</i>				-0.6	3.8	3.9	0.7	2.0	3.1	-	-
Total Hedge Funds	25,948,239	7.4	7.0	0.1	1.7	4.5	5.7	8.1	5.6	6.1	4.2
<i>HFRI Fund of Funds Composite Index</i>				0.2	1.2	2.6	1.2	5.4	3.0	3.8	3.1
Lighthouse	25,948,239	7.4	7.0	0.1	1.7	4.5	5.7	8.1	5.6	6.6	-
<i>Credit Suisse Long/Short Equity</i>				0.0	4.5	7.2	4.2	6.0	3.9	4.8	-



University of Maine System Managed Investment Pool

TOTAL PLAN PERFORMANCE

May 31, 2023

	Allocation			Performance (%)							
	Market Value (\$)	% of Portfolio	Policy (%)	1 Mo (%)	YTD (%)	FYTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Private Equity	1,074,648	0.3	0.0	0.0	0.0	-15.7	-12.9	5.1	6.2	9.1	-
Landmark Equity Partners XV	1,074,648	0.3	0.0	0.0	0.0	-15.7	-12.9	5.1	6.2	9.1	-
<i>CJA US All PE (1 Qtr Lag)</i>				0.0	1.0	-2.1	-1.3	18.5	15.9	15.8	-
Total Cash	1,388,617	0.4	0.0								
Distribution Account	1,388,617	0.4	0.0	0.3	1.7	2.8	3.0	1.0	1.2	1.0	0.7
<i>90 Day U.S. Treasury Bill</i>				0.4	1.8	3.1	3.1	1.1	1.5	1.3	0.9

Notes:

Fiscal YTD begins 7/1

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

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

Returns are net of manager fees

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

Lighthouse market values is preliminary.



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



University of Maine System Pension Plan

TOTAL FUND PERFORMANCE

May 31, 2023

	Allocation			Performance (%)							
	Market Value (\$)	% of Portfolio	Policy (%)	1 Mo (%)	YTD (%)	FYTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Pension Composite	18,948,612	100.0	100.0	-0.8	4.4	4.9	1.2	4.3	4.3	4.8	4.4
Allocation Index				-0.6	4.1	4.2	0.6	4.7	4.3	5.2	5.0
Policy Index				-0.6	4.1	4.4	0.6	4.6	4.4	5.3	5.1
Total Global Equity	5,918,619	31.2	30.0	-1.0	10.9	16.6	7.2	9.9	-	-	-
MSCI World Index (Net)				-1.0	8.5	11.8	2.1	11.0	-	-	-
Walter Scott Global Equity Fund	5,918,619	31.2	30.0	-1.0	10.9	16.6	7.2	9.9	-	-	-
MSCI World Index (Net)				-1.0	8.5	11.8	2.1	11.0	-	-	-
Emerging Markets Equity	627,306	3.3	3.0	2.2	10.7	15.8	7.8	14.6	4.0	5.0	1.9
Emerging Markets Equity Benchmark				1.1	5.7	8.4	-3.0	15.3	4.0	8.5	4.3
Mondrian EM Small Cap	627,306	3.3	3.0	2.2	10.7	15.8	7.8	14.6	4.0	5.0	-
MSCI Emerging Markets Small Cap				1.1	5.7	8.4	-3.0	15.3	2.6	6.4	-
Total Fixed Income	7,614,855	40.2	43.0	-0.8	2.7	1.1	-0.8	-1.3	1.6	1.6	1.8
Blmbg. U.S. Aggregate Index				-1.1	2.5	-0.6	-2.1	-3.6	0.8	0.8	1.4
Baird Aggregate Bond Fund - BAGIX	5,136,094	27.1	26.0	-1.0	2.7	0.0	-1.8	-	-	-	-
Blmbg. U.S. Aggregate Index				-1.1	2.5	-0.6	-2.1	-	-	-	-
Vanguard Inflation-Protected Securities	416,317	2.2	3.5	-1.2	2.3	-1.4	-4.3	0.3	2.6	-	-
Blmbg. U.S. TIPS				-1.2	2.2	-1.1	-4.2	0.4	2.6	-	-
Vanguard Short-Term Inflation-Protected Securities - VTSPX	196,950	1.0	3.5	-0.6	1.8	0.3	-1.1	2.6	-	-	-
Blmbg. U.S. TIPS 1-5 Year Index				-0.9	1.6	-0.3	-2.0	2.4	-	-	-
BlackRock Strategic Income Opportunities	923,919	4.9	5.0	-0.3	1.7	1.5	-0.4	1.8	2.3	-	-
Libor 3 month Index				0.4	2.0	4.1	4.3	1.7	1.9	-	-
Bain Capital Senior Loan Fund	941,576	5.0	5.0	0.1	4.7	7.1	4.4	6.1	-	-	-
Credit Suisse Leveraged Loan Index				-0.1	4.0	7.7	5.5	5.9	-	-	-
Total GAA	1,471,215	7.8	8.0	-2.3	-1.8	-2.8	-4.2	3.0	2.7	3.6	2.9
40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91-day T-Bills*				-0.6	3.8	3.9	0.7	2.0	3.1	5.0	4.7
Newton Global Real Return	1,471,215	7.8	8.0	-2.3	-1.8	-2.8	-4.2	3.0	3.6	-	-
40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91-day T-Bills				-0.6	3.8	3.9	0.7	2.0	3.1	-	-



University of Maine System Pension Plan

TOTAL FUND PERFORMANCE

May 31, 2023

	Allocation			Performance (%)							
	Market Value (\$)	% of Portfolio	Policy (%)	1 Mo (%)	YTD (%)	FYTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Total Alternative Investments	954,978	5.0	5.0	0.1	1.7	4.5	5.7	8.1	5.6	6.1	4.5
<i>HFRI Fund of Funds Composite Index</i>				0.2	1.2	2.6	1.2	5.4	3.0	3.8	3.1
Lighthouse	954,978	5.0	5.0	0.1	1.7	4.5	5.7	8.1	5.6	6.6	-
<i>Credit Suisse Long/Short Equity</i>				0.0	4.5	7.2	4.2	6.0	3.9	4.8	-
Total Real Assets	1,825,243	9.6	8.0								
Principal	1,825,243	9.6	8.0	-0.2	-3.2	-8.9	-8.7	7.5	6.5	7.1	8.6
<i>NCREIF ODCE</i>				0.0	-3.2	-7.5	-3.1	8.4	7.5	7.7	9.5
Total Cash	536,395	2.8	3.0								
Distribution Account	536,395	2.8	3.0	0.2	1.6	2.5	2.5	0.9	1.1	1.0	0.7
<i>90 Day U.S. Treasury Bill</i>				0.4	1.8	3.1	3.1	1.1	1.5	1.3	0.9

Notes:

Fiscal YTD begins 7/1

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



University of Maine System Board of Trustees
Strategic Planning Committee Work Plan, June 2023 – June 2024

*****DRAFT*****

June 29, 2023

- Review printed materials
- Distribution and socialization plan
- Implementation Timeline – printed dates and who is responsible
- Understand UMS staff responsibilities
- Review draft 12-month committee workplan

August 24, 2023

- Update on distribution and socialization
- Updated implementation timeline to include assigned dates for the full plan
- PROGRESS REPORT
 - Step 2. The universities and law school develop goals in four core areas: retention, enrollment, research, and economic and workforce development. (Due 9/29/23)
 - Step 2a. The universities and law school present goals to the Board by October 1, 2023. (Due 10/1/23)

October 19, 2023

- PROGRESS REPORT
 - Engagement of faculty, staff, and students in implementation of the strategic plan
- DUE
 - **Step 2.** The universities and law school develop goals in four core areas: retention, enrollment, research, and economic and workforce development. (Due 9/29/23)
 - **Step 2a.** The universities and law school present goals to the Board by October 1, 2023. (Due 10/1/23)
 - **Student Success Goal 2.1:** By October 1, 2023, each university will identify goals to increase persistence and completion rates for undergraduates through 2027-28. (Due 10/1/23)
 - **Research Goal 1.6:** Each university and the Law School will set measurable goals by October 1, 2023 for research and economic and workforce development outcomes through 2027-28. (Due 10/1/23)

January 18, 2024

- PROGRESS REPORT

- **SS 1** – UMS and its universities will be transparent in key student success indicators (joint with ASA)
- DUE
 - **Effective Academic Portfolio Action 3:** Develop a process for the effective assessment of program learning outcomes in multi-university programs by the end of fall 2023. (In partnership with the FGC, the individual faculty senates/assemblies, and the System-wide Assessment Committee) (Due 12/15/23)
 - **Effective Academic Portfolio Goal 3.1:** Implement regular outcomes assessment of multi-university programs in spring 2024. (Due 1/1/24)

March 7, 2024

- PROGRESS REPORT
 - **Commitment 2:** Strengthening our System through financial sustainability and effective academic and infrastructure portfolio management. (with FFT Cmte?)
 - Updates on financial sustainability goals
 - **Commitment 3:** Making our System a destination for public higher education and a respected, engaging, and rewarding place to work.
 - Updates on efforts to make our campuses a destination both for students and employees
 - **Commitment 4:** Creating a sense of belonging in our System through our commitments to justice, equity, diversity, and inclusion, including opportunities for learning presented through multiple modalities (i.e. types of course delivery). (with HR Cmte?)
 - Updates on campus-based JEDI efforts
- DUE
 - **Student Success Action 5:** Strengthen Maine Community College System (MCCS) and Early College pathways to our universities by March 2024. (Due 3/1/24)

May 9, 2024

- PROGRESS REPORT
 - **Opportunities for Learning Action 2:** UMS will double the number of its fully online academic programs by 2028. (Due 12/31/27)
- DUE
 - **Student Success Action 3:** By May 2024, create a plan and establish targets to ensure UMS will be the statewide leader in adult degree completion, credentialing, industry certifications, and licensure preparation by 2028. (Due 5/1/24)
 - **Effective Infrastructure Portfolio Action 1:** Develop a system-wide capital plan and priorities for capital investment by May 2024. (Due 5/1/24)
 - **Effective Infrastructure Portfolio Goal 1.1:** Address system-wide physical plant needs in relation to other infrastructure needs (e.g. residence hall improvement). (Due 5/1/24)

- **Destination for Public Higher Education Action 1:** Develop a data-driven plan to attract more in-state and out-of-state students to our universities and Law School by May 2024; implement in 2024-28. (Due 5/1/24)

June 24, 2024

- DUE
 - **Student Success Action 4:** Develop plans to bring education to all learners regardless of where they are physically or in their educational journey by supporting them across the calendar year and across their lifetimes by June 2024. (Due 6/1/24)
 - **Research Action 1:** Develop a plan to establish and invest in system-wide infrastructure to grow the R & D enterprise at our universities (Due 5/31/24)
 - **Research Action 4:** Serve as an engine for innovation for Maine businesses, non-profits, state and local governments, communities, and the K-12 schools through plans to be developed by June 2024. (Due 6/1/24)
 - **Teaching Goal 1.1:** Each university will document its plan to accelerate our commitment to student-focused programming and outcomes-based assessments for all learners by June 2024; identify students' communities of interest and provide them with tailored resources (Due 6/1/24)
 - **Service Goal 2.2:** Increase badges and micro-credentials tied to service learning experiences through a plan to be developed in spring 2024. (Due 5/31/24)
 - **Effective Infrastructure Portfolio Goal 1.2:** Assess the utility and return on investment of our instructional sites and centers across the state by June 2024. (Due 6/1/24)
 - **Unified Accreditation Action 1:** Eliminate structural barriers to transfer and course registration and refine a course-search mechanism by June 2024. (Through the Unified Catalog and Repaving MaineStreet initiatives) (Due 5/24/24)
 - **Unified Accreditation Goal 3.7:** Universities identified as needing to update time frames for academic program reviews will complete those updates and implement their new or revised time frames by the end of spring 2024. (Due 5/31/24)
 - **Unified Accreditation Goal 3.9:** Working with campus-level faculty governance bodies, the chief academic officers, the UMS Faculty Governance Council, and institutional research staff, UMS will determine by June 2024 how assessment data from the individual universities will be collected and represented in system-wide accreditation reporting and related reporting. (Due 5/31/24)

July 10, 2023 BOT Meeting - Attachements

		Abbreviated Actions	Start Date	End Date	Lead(s)	Metrics Developed	Related Projects	Notes	Status
Four-stage Process:									
1. The Strategic Plan goes before the UMS Board of Trustees for approval.			5/22/23	5/22/23	VCASA				Complete
2. The universities and law school develop goals in four core areas: retention, enrollment, research, and economic and workforce development.			5/23/23	9/29/23	Presidents				
2a. The universities and law school present goals to the Board by October 1, 2023.			10/1/23	10/1/23	Presidents				
3. VCSI and VCASA - with Chancellor, presidents, and Strategic Planning Committee - develop a structure and communication plan.			5/23/23	9/29/23	VCASA and VCSI				
3a. Present structure and communication plan to the Board by October 1, 2023.			10/1/23	10/1/23	VCASA				
4. The Board will oversee implementation through its Strategic Planning Committee and related bodies and hold System and university			5/23/23	5/31/28	Chair of the Board				
Commitment	Action/Goal	Abbreviated Actions	Start Date	End Date	Lead(s)	Metrics Developed	Related Projects		
		Commitment 1: Serve state through research, teaching, and service	5/23/23	5/31/28					
1	SS 1	Student Success Action 1: UMS and its universities and Law School will be transparent in key student success indicators.			Presidents				
1	SS 1.1	Student Success Goal 1.1: Survey all first-year students in their second semester and all graduating students.							
1	SS 1.2	Student Success Goal 1.2: Publish clear, easily understandable student success data on System and university websites and share it with prospective students and their families.							
1	SS 1.3	Student Success Goal 1.3: Employ a comprehensive data "warehouse" to collate relevant student success metrics for reporting and analysis.							
1	SS 2	Student Success Action 2: Universities will increase rates of persistence and degree completion by their undergraduate students.	5/23/23	5/31/28	Presidents				
1	SS 2.1	Student Success Goal 2.1: By October 1, 2023, each university will identify goals to increase persistence and completion rates for undergraduates through 2027-28.	5/23/23	10/1/23					
1	SS 2.2	Student Success Goal 2.2: In 2024-28, monitor the annual achievement of outcomes for each university and adapts strategies and investments where needed.	1/1/24	5/31/28					
1	SS 3	Student Success Action 3: By May 2024, create a plan and establish targets to ensure UMS will be the statewide leader in adult degree completion, credentialing, industry certifications, and licensure preparation by 2028.	5/23/23	5/1/24	VCASA				
1	SS 3.1	Student Success Goal 3.1: Deliver degree completion, credentialing, and certification programs that achieve national recognition for their innovative delivery methods and accelerated rates of success and completion.	5/23/23						
1	SS 3.2	Student Success Goal 3.2: Continue to expand its competency-based education portfolio and be a national leader in providing opportunities that measure skills and learning with an emphasis on degree completion in high-demand occupational programming.	5/23/23						
1	SS 3.3	Student Success Goal 3.3: Measure progress in each of these areas annually through 2027-28.	5/1/24	5/31/28					
1	SS 4	Student Success Action 4: Develop plans to bring education to all learners regardless of where they are physically or in their educational journey by supporting them across the calendar year and across their lifetimes by June 2024.	5/23/23	6/1/24	VCASA				
1	SS 4.1	Student Success Goal 4.1: Create a system-wide collaboration to support high-quality online education, including formulation of best practices in year-round advising and support services, to meet the needs of all online students across the System.	5/23/23		Faculty, Provosts, VCASA				
1	SS 4.2	Student Success Goal 4.2: Support the coordination of timing, instructional formats, and substance of online offerings across our System in each academic term.	5/23/23		Faculty, Provosts, VCASA				
1	SS 4.3	Student Success Goal 4.3: Provide a full general education program available through in-person and distance modalities for learners of all ages and ensure that students know which courses across UMS apply and will be transferable to their general education requirements.	5/23/23		Faculty				
1	SS 5	Student Success Action 5: Strengthen Maine Community College System (MCCS) and Early College pathways to our universities by March 2024.	5/23/23	3/1/24	VCASA				
1	SS 5.1	Student Success Goal 5.1: Establish pathways with our MCCS and Early College partners, beginning with identifying UMS programs most sought after by MCCS and Early College students.	5/23/23						
1	SS 5.2	Student Success Goal 5.2: Review transfer agreements and work with MCCS to improve transfer processes and outcomes. This goal will be measured by incremental improvement in transfer outcomes.	5/23/23						
1	SS 5.3	Student Success Goal 5.3: Introduce Early College students and newly enrolled full-time UMS students to faculty and administrators in our graduate and professional programs before or during the first semester of their UMS careers.	5/23/23						
1	R 1	Research Action 1: Develop a plan to establish and invest in system-wide infrastructure to grow the R & D enterprise at our universities	5/23/23	5/31/24	VCRI				
1	R 1.1	Research Goal 1.1: Enhance research capacity and extramural funding competitiveness through access to research infrastructure.							
1	R 1.2	Research Goal 1.2: Grow external funding from government, industry, and philanthropic sponsors.							
1	R 1.3	Research Goal 1.3: Increase the number of doctoral students with research placements occurring statewide.							
1	R 1.4	Research Goal 1.4: Annually document the expansion of student access at every university to ensure that all UMS students can engage in research, innovation, and knowledge creation throughout their college careers.							
1	R 1.5	Research Goal 1.5: Increase System commercialization outputs and measure and report these results annually.							
1	R 1.6	Research Goal 1.6: Each university and the Law School will set measurable goals by October 1, 2023 for research and economic and workforce development outcomes through 2027-28.	5/23/23	10/1/23					
1	R 2	Research Action 2: Develop and incentivize cross-university collaboration in research and scholarship to attract new learners engaging in faculty-mentored learning.			VCRI				
1	R 2.1	Research Goal 2.1: Invest in research initiatives at the intersection of information technology and the arts and humanities, including bioengineering and biomedical sciences, artificial intelligence, digital humanities, health sciences, and ocean science; progress in implementation annually.							
1	R 2.2	Research Goal 2.2: Support non-grant funded research through stipends, course releases, etc.; brand UMS as spurring innovation in the arts and humanities while also stressing excellence in other fields with sponsored research.							
1	R 3	Research Action 3: Secure increased investment in the Maine Economic Improvement Fund (MEIF) by the Maine legislature.			Chancellor and VCRI				
1	R 3.1	Research Goal 3.1: Secure increased MEIF apportionment in accordance with UMS R & D Plan goals to grow the research portfolio and strengthen the research hub in Portland and across the state while expanding the research capacity of all UMS universities.							
1	R 3.2	Research Goal 3.2: Annually evaluate and promote MEIF outcomes to demonstrate the return on investment for Maine.							
1	R 4	Research Action 4: Serve as an engine for innovation for Maine businesses, non-profits, state and local governments, communities, and the K-12 schools through plans to be developed by June 2024.	5/23/23	6/1/24					

July 10, 2023 BOT Meeting - Attachements

1	R 4.1	Research Goal 4.1: Create a system-wide, state-wide means of supporting and partnering with businesses, non-profits, state and local governments, and communities by working with UM Cooperative Extension, the Wabanaki Center, the Foster Center for Innovation, the Maine Business School, etc.	5/23/23	
1	R 4.2	Research Goal 4.2: Create a system-wide vehicle for supporting and partnering with the K-12 schools to advance specific educational initiatives.	5/23/23	
1	R 5	Research Action 5: Promote and celebrate scholarship and creative activity among our faculty.		
1	R 5.1	Research Goal 5.1: Promote and celebrate intellectual and cultural scholarship and creative activity through workshops and internal and external marketing by working with research centers, faculty collaboratives, and individual faculty in the arts, humanities, social and behavioral sciences, etc.		
1	R 5.2	Research Goal 5.2: Support an annual state-wide gathering and celebration of scholarship and creative activity and workforce and economic development in partnership with state, federal, and private sponsors (modeled on the existing UMA Faculty Institute and similar events)		
1	R 5.3	Research Goal 5.3: Convene and support a task force of faculty, provosts, the VCASA, students, and others to explore revitalization of the arts and humanities and recommend steps for strengthening academic, research, and cultural programs and programming in those vital areas.		Faculty, Provosts, VCASA
1	T 1	Teaching Action 1: Expect and foster collaboration, innovation, and academic quality at each university and the Law School to become a regional and national leader in developing programs that meet students' needs and ensure access through traditional and new instructional formats.	5/23/23	12/31/28
1	T 1.1	Teaching Goal 1.1: Each university will document its plan to accelerate our commitment to student-focused programming and outcomes-based assessments for all learners by June 2024; identify students' communities of interest and provide them with tailored resources	5/23/23	6/1/24
1	T 1.2	Teaching Goal 1.2: The universities will design financial, business, and learning platform models that support changes in programmatic focus beginning in spring 2024 and expanding incrementally through 2028.	1/1/24	12/31/28
1	T 2	Teaching Action 2: Continue to expand access to course offerings to students at all universities.		
1	T 2.1	Teaching Goal 2.1: Centrally promote May term and summer course offerings by all of our universities and Law School to all students prior to term's registration period.		
1	T 2.2	Teaching Goal 2.2: Centrally promote first-year Research Learning Experiences and academic programs to Early College students.		
1	T 2.3	Teaching Goal 2.3: Centrally support multi-university program development and delivery; measure the progress and effectiveness.		
1	T 3	Teaching Action 3: Centrally promote the UMS TRANSFORMS Gateways to Success initiative.		
1	T 3.1	Teaching Goal 3.1: Identify critical gateway courses at each of our universities and devise advising support, curricular pathways, and related resources		
1	T 3.2	Teaching Goal 3.2: Make well-developed and engaging gateway courses delivered at one of our universities available to students at all of our universities.		
1	T 3.3	Teaching Goal 3.3: Develop a learning analytics framework to identify and inform student success practices in gateway courses.		
1	T 4	Teaching Action 4: Centrally promote the UMS TRANSFORMS Pathways to Careers initiative.		
1	T 4.1	Teaching Goal 4.1: Provide a career-relevant experience for every student in every UMS degree program by 2028.		1/1/28
1	T 4.2	Teaching Goal 4.2: Coordinate system-wide to make an internship available to every UMS student.		
1	T 4.3	Teaching Goal 4.3: Evaluate annually using employer, student, and faculty feedback to improve it; market this initiative and others like it to potential students		
1	T 5	Teaching Action 5: Centrally support academic High Impact Practices (HIPs)— structured learning opportunities that include internships, service-based projects, and related activities— beginning in spring 2024 and expanding incrementally through 2028.	1/1/24	12/31/28
1	T 5.1	Teaching Goal 5.1: Provide workshops and practical strategies at every university and the Law School to foster the development and deployment of HIPs.		
1	T 5.2	Teaching Goal 5.2: Evaluate HIPs at the university and/or program level and use student and faculty feedback to improve them.		
1	SV 1	Service Action 1: Identify ways to support faculty, staff, and administrators serving Mainers and Maine communities through outreach projects and related activities.		
1	SV 1.1	Service Goal 1.1: Support initiatives by university community members that directly serve Mainers and their communities.		
1	SV 1.2	Service Goal 1.2: Expand those initiatives where feasible through the involvement of additional university community members.		
1	SV 2	Service Action 2: Support the growth of service learning opportunities to students and faculty across the System.		
1	SV 2.1	Service Goal 2.1: Build on existing models of service learning to expand options currently available to students and faculty.		
1	SV 2.2	Service Goal 2.2: Increase badges and micro-credentials tied to service learning experiences through a plan to be developed in spring 2024.	1/1/24	5/31/24
2		Commitment 2: Strengthening our System through financial sustainability and effective academic and infrastructure portfolio management.		
2	FS 1	Financial Sustainability Action 1: Each university and the Law School will propose a balanced budget for each fiscal year and will conclude that year in balance without reliance on central support.		
2	FS 1.1	Financial Sustainability Goal 1.1: Budgets will be tied to realistically achievable enrollment targets derived from historical enrollment trends and a data-driven assessment of demographic conditions.		
2	FS 1.2	Financial Sustainability Goal 1.2: Mid-year budget revisions will be tied to achievable cost reductions, and will not include mid-cycle upward revisions of enrollment estimates unless clearly justified by available enrollment data.		
2	FS 2	Financial Sustainability Action 2: Develop and implement a comprehensive direct admissions plan for the fall 2024 recruitment cycle.	5/23/23	
2	FS 2.1	Financial Sustainability Goal 2.1: Delineate recruitment targets, admissions events, financial aid strategy, and marketing efforts to grow enrollment through direct admissions.		
2	FS 2.2	Financial Sustainability Goal 2.2: Evaluate the impact of direct admissions on enrollment in summer 2024; revise strategies and use of resources for Fall 2025 and beyond.		
2	FS 3	Financial Sustainability Action 3: Identify and implement new operational efficiencies leading to cost reductions for each institution in the System by spring 2024.		
2	FS 3.1	Financial Sustainability Goal 3.1: Identify efficiencies in academic delivery, including reducing the number of low-enrolled courses and increasing the use of cooperating departments where appropriate.		
2	FS 3.2	Financial Sustainability Goal 3.2: Identify efficiencies in infrastructure, including optimizing the upkeep and use of primary classroom and lecture spaces, meeting and conference rooms, artistic/performance spaces, and public gathering spaces.		

2	FS 3.3	Financial Sustainability Goal 3.3: Identify reductions in energy consumption, including strategic management of underused or unused buildings and offices during periods of peak energy consumption (winter and summer).		
2	EAP 1	Effective Academic Portfolio Action 1: Develop innovative programs and curricula responsive to changing economic and workforce needs, data-driven projections of growth areas, and technological innovation.		
2	EAP 1.1	Effective Academic Portfolio Goal 1.1: Focus on workforce readiness to help students gain clarity and insight into how academic pursuits can enhance employability and professional advancement.		
2	EAP 2	Effective Academic Portfolio Action 2: Design a literacies curriculum that teaches a range of informational, digital, and computational literacies and skills enabling students to pursue advanced studies or professional employment in Maine and beyond.		
2	EAP 2.1	Effective Academic Portfolio Goal 2.1: Adhering to faculty governance and program development and approval processes, establish a two-year plan to develop this curriculum led by faculty with support from instructional designers, provosts and other academic administrators, and university assessment staff.		
2	EAP 2.2	Effective Academic Portfolio Goal 2.2: Centrally support the system-wide rollout of the curriculum.		
2	EAP 2.3	Effective Academic Portfolio Goal 2.3: Evaluate the curriculum to improve content, instructional formats, and resources		
2	EAP 3	Effective Academic Portfolio Action 3: Develop a process for the effective assessment of program learning outcomes in multi-university programs by the end of fall 2023. (In partnership with the FGC, the individual faculty senates/assemblies, and the System-wide Assessment Committee)	5/23/23	12/15/23
2	EAP 3.1	Effective Academic Portfolio Goal 3.1: Implement regular outcomes assessment of multi-university programs in spring 2024.	5/23/23	1/1/24
2	EAP 4	Effective Academic Portfolio Action 4: Use the AAPR to evaluate the effect of new academic programs on existing programs in the same field to ensure the continuing viability of all programs in that field beginning in summer 2023.	7/1/23	
2	EAP 4.1	Effective Academic Portfolio Goal 4.1: Determine whether the launch of new programs has positively or adversely affected a) enrollment in existing programs in the same field, and b) ease of transfer for incoming students, including those from the MCCS	7/1/23	
2	EAP 4.2	Effective Academic Portfolio Goal 4.2: Adjust marketing, course formats and scheduling, and related elements of program delivery to grow enrollment for all programs in the same field.	7/1/23	
2	EIP 1	Effective Infrastructure Portfolio Action 1: Develop a system-wide capital plan and priorities for capital investment by May 2024.	5/23/23	5/1/24
2	EIP 1.1	Effective Infrastructure Portfolio Goal 1.1: Address system-wide physical plant needs in relation to other infrastructure needs (e.g. residence hall improvement).	5/23/23	5/1/24
2	EIP 1.2	Effective Infrastructure Portfolio Goal 1.2: Assess the utility and return on investment of our instructional sites and centers across the state by June 2024.	5/23/23	6/1/24
2	EIP 2	Effective Infrastructure Portfolio Action 2: Achieve fiscal and energy efficiencies through physical space reduction.		
2	EIP 2.1	Effective Infrastructure Portfolio Goal 2.1: Continue to target disused and low-Net Asset Value buildings for removal.		
2	EIP 2.2	Effective Infrastructure Portfolio Goal 2.2: Identify multi-use/multi-purpose functionality for new buildings and heavily renovated buildings.		
Commitment 3: Making our System a destination for public higher education and a respected, engaging, and rewarding place to work.				
3	DPHE 1	Destination for Public Higher Education Action 1: Develop a data-driven plan to attract more in-state and out-of-state students to our universities and Law School by May 2024; implement in 2024-28.		5/1/24
3	DPHE 2	Destination for Public Higher Education Action 2: Increase undergraduate degree completion through high-quality and career-spanning academic options		
3	DPHE 2.1	Destination for Public Higher Education Goal 2.1: Assess the relationship between academic quality, career preparedness opportunities within the degree program (or the overall student experience), and degree completion.		
3	DPHE 2.2	Destination for Public Higher Education Goal 2.2: Invest in academic quality tied to career preparedness opportunities and track outcomes among graduates.		
3	DPHE 3	Destination for Public Higher Education Action 3: Coordinate enrollment management marketing and develop a system-wide marketing plan by spring 2024.		
3	DPHE 3.1	Destination for Public Higher Education Goal 3.1: Align enrollment-related marketing initiatives across the System.		
3	DPHE 3.2	Destination for Public Higher Education Goal 3.2: Evaluate marketing outcomes annually in relation to enrollment targets and revise strategies and investments accordingly.		
3	DPHE 4	Destination for Public Higher Education Action 4: Encourage and support research and analysis of climate change and environmental sustainability as hallmarks of the state of Maine and of educational experiences and opportunities.		
3	DPHE 4.1	Destination for Public Higher Education Goal 4.1: A UMS marketing plan will identify new avenues for marketing our System as a center of research and academic excellence in climate change and environmental sustainability in American public higher education.		
3	DPHE 4.2	Destination for Public Higher Education Goal 4.2: Identify research-based goals for environmental sustainability incrementally		
3	PTW 1	Place to Work Action 1: Increase our capacity to address student and employee mental health as a prerequisite for student persistence, completion, and well-being, and employee effectiveness and well-being through plans to be developed by spring 2024.		
3	PTW 1.1	Place to Work Goal 1.1: Invest in additional resources to support student mental health.		
3	PTW 1.2	Place to Work Goal 1.2: Invest in additional resources to support employee mental health.		
3	PTW 2	Place to Work Action 2: Promote a culture of intellectual curiosity and open-ended inquiry to model for our students and society the essential skills of engaged dialogue and problem-solving.		
3	PTW 2.1	Place to Work Goal 2.1: Sponsor system-wide colloquia on contemporary problems and topics and invite faculty, staff, and student participation.		
3	PTW 2.2	Place to Work Goal 2.2: Engage in regional and national conversations about dialogue and problem-solving with or through peer institutions and/or academic organizations.		
Commitment 4: Creating a sense of belonging in our System through our commitments to justice, equity, diversity, and inclusion, including opportunities for learning presented through multiple modalities (i.e. types of course delivery).				
4	JEDI 1	Justice, Equity, Diversity, and Inclusion Action 1: Ensure a system-wide commitment to justice, equity, diversity, and inclusion in all programmatic and functional areas at all of our institutions, identifying and embracing initiatives and strategies that are reflective of the state we serve.		
4	JEDI 1.1	Justice, Equity, Diversity, and Inclusion Goal 1.1: Welcome and support a range of DEI perspectives, including constructive disagreement, and honor a diversity of viewpoints.		
4	JEDI 1.2	Justice, Equity, Diversity, and Inclusion Goal 1.2: Centrally support the implementation of specific university-level DEI goals and offer research and programming resources to support collaboration on related topics.		
4	JEDI 2	Justice, Equity, Diversity, and Inclusion Action 2: Identify and address systemic barriers to student, faculty, and staff recruitment and retention, particularly for underrepresented and underserved populations.		

4	JEDI 2.1	Justice, Equity, Diversity, and Inclusion Goal 2.1: Regularly review and update recruitment and hiring policies and processes; remove systemic barriers.		
4	JEDI 2.2	Justice, Equity, Diversity, and Inclusion Goal 2.2: Regularly evaluate the outcomes of recruitment and hiring effortson student, faculty, and staff retention.		
4	JEDI 3	Justice, Equity, Diversity, and Inclusion Action 3: Cultivate a safe and welcoming community and a genuine sense of belonging in our university and Law School communitiesfor all.		
4	JEDI 3.1	Justice, Equity, Diversity, and Inclusion Goal 3.1: Deliver student life and co-curricular programming that brings students together, fosters social cohesion, and is responsive to all varieties of students— regardless of instructional format.		
4	JEDI 3.2	Justice, Equity, Diversity, and Inclusion Goal 3.2: Support community social and cultural gatherings and events to promote collegiality, fun, and a sense of institutional affiliation.		
4	OFL 1	Opportunities for Learning Action 1: Pursue best practices in classroom, experiential, and online learning, with an emphasis on outputs versus inputs.		
4	OFL 1.1	Opportunities for Learning Goal 1.1: Share existing and emerging best practices with faculty system-wide through instructional designers, campus centers for teaching and learning, and related resources.		
4	OFL 1.2	Opportunities for Learning Goal 1.2: Evaluate the effects of outputs-oriented teaching on course- and program-level learning outcomes, using assessment to improve those outputs over time.		
4	OFL 1.3	Opportunities for Learning Goal 1.3: Support undergraduate experiential learning opportunities available through Honors colleges and programs system-wide.		
4	OFL 2	Opportunities for Learning Action 2: UMS will double the number of its fully online academic programs by 2028.	12/31/27	
Commitment 5: Expanding the ability of our universities and Law School to collaborate and flourish through our unified accreditation.				
5	UA 1	Unified Accreditation Action 1: Eliminate structural barriers to transfer and course registration and refine a course-search mechanism by June 2024. (Through the Unified Catalog and Repaving MaineStreet initiatives)	5/23/23	5/24/24
5	UA 1.1	Unified Accreditation Goal 1.1: Include feedback from and participation by key functional areas, including the university registrars, transfer officers, financial aid directors, academic advisors, and (where appropriate) their counterparts in the MCC System.		
5	UA 2	Unified Accreditation Action 2: Support the development of new multi-university academic programs.		
5	UA 2.1	Unified Accreditation Goal 2.1: Invest human and technological resources in new multi-university programs developed in areas of known workforce need and/or known enrollment growth.		
5	UA 2.2	Unified Accreditation Goal 2.2: Centrally market new and existing multi-university programs to out-of-state and adult-learner populations.		
5	UA 2.3	Unified Accreditation Goal 2.3: Partner with Maine employers to deliver multi-university programs to specific workforce populations for skill improvement and career advancement.		
5	UA 3	Unified Accreditation Action 3: Address areas for improvement identified in the fall 2022 NECHE evaluation team report and the March 21, 2023 NECHE letter concluding the comprehensive evaluation process.	5/23/23	12/31/27
5	UA 3.1	Unified Accreditation Goal 3.1: Report on the ongoing implementation of the Faculty Governance Council, including any changes that body elects to make to its charter.		
5	UA 3.2	Unified Accreditation Goal 3.2: UMS will track our progress in achieving our goals for system-wide integration and centralization of processes.		
5	UA 3.3	Unified Accreditation Goal 3.3: UMS will track progress in achieving goals for justice, diversity, equity, and inclusion.		
5	UA 3.4	Unified Accreditation Goal 3.4: UMS will address our facilities planning goals.		
5	UA 3.5	Unified Accreditation Goal 3.5: The Board of Trustees, Chancellor, and presidents will ensure regular review of System, university, and Law School missions and their internal alignment.		
5	UA 3.6	Unified Accreditation Goal 3.6: UMS will improve mechanisms for faculty, staff, and student input to be considered at the System level, including working with faculty to review shared governance.		
5	UA 3.7	Unified Accreditation Goal 3.7: Universities identified as needing to update time frames for academic program reviews will complete those updates and implement their new or revised time frames by the end of spring 2024.		5/31/24
5	UA 3.8	Unified Accreditation Goal 3.8: UMS will work with its library directors to resolve a key issue identified in the system-wide 2021 libraries strategic plan: the need for funding adequate to ensure equitable access to online and physical library resources across the System. A solution will be identified by early fall 2023 and implemented incrementally through 2028.	5/23/23	12/31/28
5	UA 3.9	Unified Accreditation Goal 3.9: Working with campus-level faculty governance bodies, the chief academic officers, the UMS Faculty Governance Council, and institutional research staff, UMS will determine by June 2024 how assessment data from the individual universities will be collected and represented in system-wide accreditation reporting and related reporting.	5/23/23	5/31/24

UNIVERSITY OF MAINE SYSTEM
Policy Manual

INTRODUCTION

REVISED DRAFT
5/22/23

Section 103 Board of Trustees: Bylaws

Effective: 08/02/1968
Last Revised: 12/09/05; 1/14/08; 7/14/08; 11/15/10; 3/19/12; 7/15/13; 8/24/21; 7/11/22;
1/30/23
Responsible Office: Clerk of the Board

ARTICLE I - Board of Trustees

Section 1.1 **Function.** Pursuant to the laws of the State of Maine, and in accordance with the federal statutes governing land grant institutions, the Board of Trustees in consultation with the Chancellor, is the governing and planning body of the University of Maine System of universities.

Section 1.2 **Membership.**

- a. The Board of Trustees consists of sixteen persons. All members are appointed by the Governor in accordance with State statutes. Fourteen members are appointed to five-year terms, including one individual who is a member of a federally recognized Indian nation, tribe or band in the State. A full-time University of Maine System student serves as a voting member for a two-year term, and the Commissioner of Educational and Cultural Services serves as a voting member, ex-officio.
- b. The members of the Board shall serve without monetary compensation and shall be reimbursed for expenses incurred in the performance of official duties, upon presentation of an expense account.
- c. **Conflicts of Interest.** A Board member shall not vote on a matter in which he or she has a financial interest and each Trustee shall be bound by an appropriate code of ethics, as adopted by the Board of Trustees as outlined in Board Policy 206 – Ethics Code and Conflict of Interest.

Section 1.3 **Powers and duties.**

- a. The Board of Trustees has final authority over all matters within its jurisdiction. The jurisdiction of the Board relates to, and is exercised over, inter alia, all educational, public service and research policies, financial policy, and the relation of the University System to the state and federal governments. The Board of Trustees is responsible for the sound financial management of the System, the exercise of prudent stewardship of the assets of the system, the evaluation of the Chancellor and Presidents of each university and the Law School, the establishment of strategies and allocation of resources to cost effectively serve Maine’s educational needs, the development of a strong system of accountability to the public for performance results of the System, advocating and promoting higher

education to strengthen the community and Maine’s economy, establishment of mechanisms to review and approve System programs and other duties as it requires of itself.

- b. The Board shall appoint a Chancellor who shall serve at its pleasure and be the Chief Administrative and Education Officer of the University System. The Board shall undertake periodic reviews of the Chancellor's performance. After notice and opportunity for response, a motion with a minimum of nine affirmative votes shall be required to appoint or dismiss a Chancellor. The Board shall consult with the Chancellor, and shall delegate to the Chancellor authority to execute policies established by the Board, together with responsibility for the internal government and administration of the University System, and such other authority and responsibility as the Board, from time to time, shall deem appropriate.
- c. Presidents of the various institutions and/or units of the University System shall be appointed by the Board on the nomination of the Chancellor and shall serve at the pleasure of the Board. The Chancellor may suspend and/or recommend the dismissal of a President, with final disposition of the matter to be determined by the Board. The-Chancellor shall assist the Board in the conduct an annual evaluation of the Presidents.
- d. The Board of Trustees shall, in consultation with the Chancellor, be responsible for the preparation and approval of all operating and capital budgets, together with University System requests for appropriations, bond issues, and statutory changes, and for their presentation to executive or legislative branches of Maine government in accordance with the provisions of the Maine statutes.

ARTICLE II - Organization of the Board

Section 2.1 Officers. At the annual meeting, the Board of Trustees shall elect by majority vote from among its members a Chair and a Vice-Chair, and such other officers as the Board may determine. The term of office shall commence at the conclusion of the annual meeting. A Chair and Vice Chair shall be ineligible to serve more than four (4) successive terms. The Chair and Vice Chair must have residency in Maine.

Section 2.2 Treasurer and Clerk. The Board shall appoint by majority vote a Clerk and a Treasurer, both of whom shall be sworn and hold their offices at the pleasure of the Trustees

Section 2.3 Duties of the Chair. The Chair shall preside at all meetings of the Board and shall be entitled to vote at all meetings of the Board and its Committees. Subject to the approval of the Board, the Chair shall appoint all standing and special committees and shall designate the Chair of such committees. The Chair shall execute all documents on behalf of the Board, except where other provision is made by the Board, and shall exercise the powers and perform the duties set forth in these By-Laws, and such other duties as usually devolve upon the presiding officer of a deliberative body.

Section 2.4 **Duties of the Vice-Chair.** The Vice-Chair shall perform the duties of the Chair at the request, or in the absence or incapacity, of the Chair. The Vice-Chair shall be entitled to vote at all meetings of the Board and its Committees.

Section 2.5 **Duties of the Treasurer** ~~shall be as provided in the Maine Revised Statutes.~~
As required by law.

Section 2.6 **Duties of the Clerk of the Board.** The Clerk shall prepare the agenda of all meetings of the Board and its committees. The Clerk, or someone the Clerk shall designate, shall attend the meetings, prepare the minutes of such meetings, and forward copies of the minutes to the members of the Board and to such other persons or agencies as the Board may determine. The Clerk shall have charge of all Board records, files, minutes, and official documents, notify appropriate persons and agencies of the Board's actions, and copies of Board records certified by the Clerk shall be evidence in all cases in which the originals might be used. The Clerk shall send notices of Board and committee meetings to members of the Board, maintain a central calendar for meetings and shall perform related duties assigned by the Chair of the Board.

Section 2.7 **Evaluation of the Board Chair.** Each January the Board of Trustees Office will notify the Chair of the Human Resources and Labor Relations Committee (HR & LR) to initiate the annual evaluation of the Chair of the Board of Trustees. The Clerk of the Board with HR & LR Chair will then develop and propose a process to the Board.

During the March Board of Trustees meeting the Board will discuss the input evaluating the performance of the Board Chair gathered through the evaluation process. The Trustee Nominating Committee as appointed by the By-laws will along with receiving nominations for Chair and Vice Chair for the following fiscal year take into consideration the results of the evaluation.

Section 2.8 **Board Self-Assessment.** Periodically the Board of Trustees Office will notify the Board Leadership to initiate an annual assessment of the Board of Trustees. The Board Leadership or a designee will then develop and propose a process to the Board and the results of the assessment will be reported to the Board.

ARTICLE III - Committees of the Board

Section 3.1 **Standing Committees.**

- a. The Standing Committees of the Board shall be:
 - Executive Committee
 - Academic & Student Affairs Committee
 - Audit Committee
 - Finance/Facilities and Technology Committee
 - Investment Committee
 - Human Resources and Labor Relations Committee
 - Strategic Planning Committee

- b. Membership of committees shall be determined annually **by the Chair**.
- c. The Chair and Vice-Chair of the Board and the Chancellor of the University System shall be ex-officio members of all standing committees, but the Chancellor shall have no vote.
- d. Each committee shall have at least three members, apart from the ex-officio members.
- e. The standing committees of the Board shall have such powers, duties and responsibilities as may be assigned to them by the Board Chair and agreed upon by the Board **as set forth in the Committee Duties and Responsibilities located on the Board of Trustees website**.
- f. The Executive Committee of the Board shall consist of the Chair and Vice-Chair of the Board and the chair of the other standing committees and other Trustees for a total of at least 9 members. The Chair of the Board shall be the Chair of the Committee. **The Executive Committee shall have and exercise the powers and authority of the Board in circumstances where action is necessary before the next regularly scheduled Board meeting and with notice to the Board as such circumstances and actions as soon as reasonably possible.**
- g. Except for the Executive Committee, Audit Committee, and Human Resources and Labor Relations Committee, **the Chair may appoint persons** who are not members of the Board to provide expertise and advice, but such persons shall not be empowered to vote.
- h. Actions taken by the Committee requiring Board approval will be placed on the agenda or the consent agenda of a regular meeting.
- i. See Board of Trustees **Policy 215 Remote Public Meetings** for detailed information on participation and quorum requirements for Remote Public meetings.

Section 3.2 **Ad hoc Committees** may be established **by appointment of the Chair and majority vote of the Board** to undertake special assignments upon completion of which the committee shall be discharged **by recommendation of the Chair and majority vote of the Board**. The Committees may include persons who are not members of the Board. The Chair **with official notice to the Board** may also appoint **working groups** or subcommittees in those instances where the appointment of an Ad Hoc Committee would not be practical due to minimal time requirements for its activities or the nature of the subject matter assigned.

Section 3.3 All **standing committees and those appointed under Section 3.2** require recommendations for actions **to be** reported to the Board for approval.

Section 3.4 Meetings of all committees ordinarily shall be called by the appropriate Committee Chair, but may be called by the Chair of the Board or a majority of a Committee.

ARTICLE IV - Meetings

Section 4.1 **Regular Meetings**. At the annual meeting, the Board shall establish a schedule of meetings for the ensuing year which shall provide for a minimum of four

regular meetings, at least one to be scheduled in each calendar quarter. **Each regular meeting of the Board must include an opportunity for citizen comment. Each citizen must be permitted to address the Board for a period of time established by the Board.**

Section 4.2 **The annual meeting** shall be the last regular meeting scheduled in each fiscal year.

Commented [END1]: Check charter to see if approval of budget is required at annual meeting

Section 4.3 **Special meetings** shall be held upon the call of the Chair of the Board or upon the written request of seven members of the Board.

Section 4.4 **Public meetings.** Regular and special meetings of the Board and its **standing and ad hoc committees** shall be open to the press and the public, except by vote of the Board for discussion of those matters which are permitted under the statutes to be discussed in executive session.

Commented [END2]: Check FOA law on this issue

Section 4.5 **Remote Public Meetings**
Refer to the Board of Trustees **Policy 215 Remote Public Meetings.**

Section 4.6 **Notices.** Written notice of each regular meeting shall be sent by the Clerk to the members of the Board at least seven days prior to the date of the meeting.

Section 4.7 **Quorum for Board Meetings and Committee Meetings.** A majority of the current membership of the Board **or the committee** shall constitute a quorum for the transaction of business, except as otherwise provided in these By-Laws. Refer to the Board of Trustees Policy 215 Remote Public Meetings for quorum requirements for remote meetings.

Section 4.8 **Parliamentary Procedure.** **In general, the Board of Trustees shall follow Robert's Rules of Order.**

Section 4.9 **Faculty Representatives to the Board of Trustees.** There are eight Faculty Representatives to the Board of Trustees (UM, UMA, UMF, UMFK, UMM, UMPI, USM and the Law School) which are elected by the campus faculty organizations and approved by the Board of Trustees. One of these Faculty Representative to the Board is invited to join the Board table for each regularly scheduled Board meeting. The Faculty Representative will be a non-voting participant and will not be included in executive sessions. The Faculty Representatives will inform the Board Office prior to the Board meeting who will be their delegate at the Board table. The Faculty Representative at the Board table is encouraged to participate in discussions on behalf of the Faculty Representatives.

ARTICLE V - Indemnification

Section 5 Subject to the provisions of law or policies adopted or approved by the Board of Trustees, the University System shall indemnify any person who was or is a party or is threatened to be a party to any threatened, pending or contemplated

action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that such person was or is a trustee, officer, employee or agent of the University System, or was or is acting in the course and scope of such person's duties or at the request of the University System against expenses, including attorney's fees, judgments, fines and amounts paid in settlement actually or reasonably incurred by such person in connection with such action suit or proceeding.

Commented [END3]: Ellen & Paul review indemnification section to see if it could be streamlined and where should this information be located.

No indemnification shall be provided for any person with respect to any matter as to which the employee shall have been finally adjudicated in any action, not to have acted in good faith in the reasonable belief that the employee's action was in the best interest of the University System or, with respect to any criminal action or proceeding, had reasonable cause to believe that his conduct was unlawful. The termination of any action by judgment, order or conviction adverse to such person, or by settlement or plea of nolo contendere or its equivalent, shall not of itself create a presumption that such person did not act in good faith in the reasonable belief that the action was in the best interests of the University System, and, with respect to any criminal action or proceeding, had reasonable cause to believe that the conduct was unlawful. Any provision of this subsection to the contrary notwithstanding, to the extent that a person has been successful on the merits or otherwise in defense of any action, or in defense of any claim, issue or matter therein, that person shall be indemnified against expenses.

Any indemnification of an officer, employee or agent, unless ordered by a court, shall be made by the University System only as authorized in the specific case upon a determination that indemnification of the person is proper in the circumstances because he has met the applicable standard of conduct set forth above. Such determination shall be made by the Board of Trustees. Such a determination once made by the Board of Trustees may not be revoked by the Board of Trustees, and upon the making of such determination by the Board of Trustees, the person may enforce the indemnification against the University System by a separate action notwithstanding any attempted or actual subsequent action by the Board of Trustees.

The right to indemnification may be enforced by a separate action against the University System, if an order for indemnification is not entered by a court in the action where he was successful on the merits or otherwise.

Expenses incurred in defending an action may be paid by the University System in advance of the final disposition of such action in the case of a trustee, officer, employee or agent provided that in the case of an officer, employee or agent the University System receives an undertaking by or on behalf of the person to repay such amount, unless it shall ultimately be determined that the person is entitled to be indemnified by the University System as authorized herein.

The indemnification provided by this section shall not be deemed exclusive of any other rights to which those indemnified may be entitled, and shall continue

as to a person who has ceased to be a trustee, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person. A right to indemnification may be enforced by a separate action against the University System, if an order for indemnification has not been entered by a court in any action in respect to which indemnification is sought.

Any person who seeks indemnification under these provisions, (a) shall give notice of the action to the University System within a reasonable time after knowledge of the fact that it is threatened and in all events within 20 days after service of the process or notice of its commencement, provided, however, that such notice need not be given if the University System is also a party in the action; and (b) shall give the University System a reasonable opportunity to defend, or to participate in the defense of, the action.

These indemnification provisions shall not apply in any action in which the University System is the plaintiff, or moving party, against the person who might otherwise be entitled to indemnification hereunder.

In the case of expenses of officers, employees and agents of the University System, the indemnification provided pursuant to these provisions shall be effective and enforceable only to the extent that the expenses to be indemnified exceed payments on account of such expenses from insurance proceeds, whether the insurance proceeds arise from insurance maintained by the person, by the University System, or by any other party.

ARTICLE VI - Amendments

Section 6

These By-Laws may be amended at any regular meeting of the Board by approval of a majority of those present provided the proposed amendment shall have been presented in writing at the previous regular or special meeting of the Board or shall have been sent with the call of the meeting at which the amendments are voted upon **with a majority of the Board.**

UNIVERSITY OF MAINE SYSTEM
Policy Manual

INTRODUCTION

Section 103 Board of Trustees: Bylaws

Effective: 08/02/1968

Last Revised: 12/09/05; 1/14/08; 7/14/08; 11/15/10; 3/19/12; 7/15/13; 8/24/21; 7/11/22;
1/30/23, 5/22/2023

Responsible Office: Clerk of the Board

ARTICLE I - Board of Trustees

Section 1.1 Function. Pursuant to the laws of the State of Maine, and in accordance with the federal statutes governing land grant institutions, the Board of Trustees in consultation with the Chancellor, is the governing and planning body of the University of Maine System of universities.

Section 1.2 Membership.

- a. The Board of Trustees consists of sixteen persons. All members are appointed by the Governor in accordance with State statutes. Fourteen members are appointed to five-year terms, including one individual who is a member of a federally recognized Indian nation, tribe, or band in the State. A full-time University of Maine System student serves as a voting member for a two-year term, and the Commissioner of Educational and Cultural Services serves as a voting member, ex-officio.
- b. The members of the Board shall serve without monetary compensation and shall be reimbursed for expenses incurred in the performance of official duties, upon presentation of an expense account.
- c. Conflicts of Interest. A Board member shall not vote on a matter in which he or she has a financial interest and each Trustee shall be bound by an appropriate code of ethics, as adopted by the Board of Trustees as outlined in Board Policy 206 – Ethics Code and Conflict of Interest.

Section 1.3 Powers and duties.

- a. The Board of Trustees has final authority over all matters within its jurisdiction. The jurisdiction of the Board relates to, and is exercised over, inter alia, all educational, public service and research policies, financial policy, and the relation of the University System to the state and federal governments. The Board of Trustees is responsible for the sound financial management of the System, the exercise of prudent stewardship of the assets of the system, the evaluation of the Chancellor and Presidents of each university and the Law School, the establishment of strategies and allocation of resources to cost effectively serve Maine’s educational needs, the development of a strong system of accountability to the public for performance results of the System, advocating and promoting higher

education to strengthen the community and Maine’s economy, establishment of mechanisms to review and approve System programs and other duties as it requires of itself.

- b. The Board shall appoint a Chancellor who shall serve at its pleasure and be the Chief Administrative and Education Officer of the University System. The Board shall undertake periodic reviews of the Chancellor’s performance. After notice and opportunity for response, a motion with a minimum of nine affirmative votes shall be required to appoint or dismiss a Chancellor. The Board shall consult with the Chancellor, and shall delegate to the Chancellor authority to execute policies established by the Board, together with responsibility for the internal government and administration of the University System, and such other authority and responsibility as the Board, from time to time, shall deem appropriate.
- c. Presidents of the various institutions and/or units of the University System shall be appointed by the Board on the nomination of the Chancellor and shall serve at the pleasure of the Board. The Chancellor may suspend and/or recommend the dismissal of a President, with final disposition of the matter to be determined by the Board. The-Chancellor shall assist the Board in the conduct an annual evaluation of the Presidents.
- d. The Board of Trustees shall, in consultation with the Chancellor, be responsible for the preparation and approval of all operating and capital budgets, together with University System requests for appropriations, bond issues, and statutory changes, and for their presentation to executive or legislative branches of Maine government in accordance with the provisions of the Maine statutes.

ARTICLE II - Organization of the Board

Section 2.1 **Officers.** At the annual meeting, the Board of Trustees shall elect by majority vote from among its members a Chair and a Vice-Chair, and such other officers as the Board may determine. The term of office shall commence at the conclusion of the annual meeting. A Chair and Vice Chair shall be ineligible to serve more than four (4) successive terms. The Chair and Vice Chair must have residency in Maine.

Section 2.2 **Treasurer and Clerk.** The Board shall appoint by majority vote a Clerk and a Treasurer, both of whom shall be sworn and hold their offices at the pleasure of the Trustees

Section 2.3 **Duties of the Chair.** The Chair shall preside at all meetings of the Board and shall be entitled to vote at all meetings of the Board and its Committees. Subject to the approval of the Board, the Chair shall appoint all standing and special committees and shall designate the Chair of such committees. The Chair shall execute all documents on behalf of the Board, except where other provision is made by the Board, and shall exercise the powers and perform the duties set forth in these By-Laws, and such other duties as usually devolve upon the presiding officer of a deliberative body.

Section 2.4 **Duties of the Vice-Chair.** The Vice-Chair shall perform the duties of the Chair at the request, or in the absence or incapacity, of the Chair. The Vice-Chair shall be entitled to vote at all meetings of the Board and its Committees.

Section 2.5 **Duties of the Treasurer** shall be as provided in the Maine Revised Statutes. As required by law.

Section 2.6 **Duties of the Clerk of the Board.** The Clerk shall prepare the agenda of all meetings of the Board and its committees. The Clerk, or someone the Clerk shall designate, shall attend the meetings, prepare the minutes of such meetings, and forward copies of the minutes to the members of the Board and to such other persons or agencies as the Board may determine. The Clerk shall have charge of all Board records, files, minutes, and official documents, notify appropriate persons and agencies of the Board's actions, and copies of Board records certified by the Clerk shall be evidence in all cases in which the originals might be used. The Clerk shall send notices of Board and committee meetings to members of the Board, maintain a central calendar for meetings and shall perform related duties assigned by the Chair of the Board.

Section 2.7 **Evaluation of the Board Chair.** Each January the Board of Trustees Office will notify the Chair of the Human Resources and Labor Relations Committee (HR & LR) to initiate the annual evaluation of the Chair of the Board of Trustees. The Clerk of the Board with HR & LR Chair will then develop and propose a process to the Board.

During the March Board of Trustees meeting the Board will discuss the input evaluating the performance of the Board Chair gathered through the evaluation process. The Trustee Nominating Committee as appointed by the By-laws will along with receiving nominations for Chair and Vice Chair for the following fiscal year take into consideration the results of the evaluation.

Section 2.8 **Board Self-Assessment.** Periodically the Board of Trustees Office will notify the Board Leadership to initiate an annual assessment of the Board of Trustees. The Board Leadership or a designee will then develop and propose a process to the Board and the results of the assessment will be reported to the Board.

ARTICLE III - Committees of the Board

Section 3.1 **Standing Committees.**

- a. The Standing Committees of the Board shall be:
 - Executive Committee
 - Academic & Student Affairs Committee
 - Audit Committee
 - Finance/Facilities and Technology Committee
 - Investment Committee
 - Human Resources and Labor Relations Committee
 - Strategic Planning Committee

- b. Membership of committees shall be determined annually by the Chair.
- c. The Chair and Vice-Chair of the Board and the Chancellor of the University System shall be ex-officio members of all standing committees, but the Chancellor shall have no vote.
- d. Each committee shall have at least three members, apart from the ex-officio members.
- e. The standing committees of the Board shall have such powers, duties and responsibilities as may be assigned to them by the Board Chair and agreed upon by the Board as set forth in the Committee Duties and Responsibilities located on the Board of Trustees website.
- f. The Executive Committee of the Board shall consist of the Chair and Vice-Chair of the Board and the chair of the other standing committees and other Trustees for a total of at least 9 members. The Chair of the Board shall be the Chair of the Committee. The Executive Committee shall have and exercise the powers and authority of the Board in circumstances where action is necessary before the next regularly scheduled Board meeting and with notice to the Board as such circumstances and actions as soon as reasonably possible.
- g. Except for the Executive Committee, Audit Committee, and Human Resources and Labor Relations Committee, the Chair may appoint persons who are not members of the Board to provide expertise and advice, but such persons shall not be empowered to vote.
- h. Actions taken by the Committee requiring Board approval will be placed on the agenda or the consent agenda of a regular meeting.
- i. See Board of Trustees **Policy 215 Remote Public Meetings** for detailed information on participation and quorum requirements for Remote Public meetings.

Section 3.2 **Ad hoc Committees** may be established by appointment of the Chair and majority vote of the Board to undertake special assignments upon completion of which the committee shall be discharged by recommendation of the Chair and majority vote of the Board. The Committees may include persons who are not members of the Board. The Chair with official notice to the Board may also appoint working groups or subcommittees in those instances where the appointment of an Ad Hoc Committee would not be practical due to minimal time requirements for its activities or the nature of the subject matter assigned.

Section 3.3 All standing committees and those appointed under Section 3.2 require recommendations for actions to be reported to the Board for approval.

Section 3.4 Meetings of all committees ordinarily shall be called by the appropriate Committee Chair, but may be called by the Chair of the Board or a majority of a Committee.

ARTICLE IV - Meetings

Section 4.1 **Regular Meetings.** At the annual meeting, the Board shall establish a schedule of meetings for the ensuing year which shall provide for a minimum of four

regular meetings, at least one to be scheduled in each calendar quarter. Each regular meeting of the Board must include an opportunity for citizen comment. Each citizen must be permitted to address the Board for a period of time established by the Board.

Section 4.2 The annual meeting shall be the last regular meeting scheduled in each fiscal year.

Commented [END1]: Check charter to see if approval of budget is required at annual meeting

Section 4.3 Special meetings shall be held upon the call of the Chair of the Board or upon the written request of seven members of the Board.

Section 4.4 Public meetings. Regular and special meetings of the Board and its standing and ad hoc committees shall be open to the press and the public, except by vote of the Board for discussion of those matters which are permitted under the statutes to be discussed in executive session.

Commented [END2]: Check FOA law on this issue

Section 4.5 Remote Public Meetings
Refer to the Board of Trustees **Policy 215 Remote Public Meetings.**

Section 4.6 Notices. Written notice of each regular meeting shall be sent by the Clerk to the members of the Board at least seven days prior to the date of the meeting.

Section 4.7 Quorum for Board Meetings and Committee Meetings. A majority of the current membership of the Board or the committee shall constitute a quorum for the transaction of business, except as otherwise provided in these By-Laws. Refer to the Board of Trustees Policy 215 Remote Public Meetings for quorum requirements for remote meetings.

Section 4.8 Parliamentary Procedure. In general, the Board of Trustees shall follow Robert’s Rules of Order.

Section 4.9 Faculty Representatives to the Board of Trustees. There are eight Faculty Representatives to the Board of Trustees (UM, UMA, UMF, UMFk, UMM, UMPI, USM and the Law School) which are elected by the campus faculty organizations and approved by the Board of Trustees. One of these Faculty Representative to the Board is invited to join the Board table for each regularly scheduled Board meeting. The Faculty Representative will be a non-voting participant and will not be included in executive sessions. The Faculty Representatives will inform the Board Office prior to the Board meeting who will be their delegate at the Board table. The Faculty Representative at the Board table is encouraged to participate in discussions on behalf of the Faculty Representatives.

ARTICLE V - Indemnification

Section 5 Subject to the provisions of law or policies adopted or approved by the Board of Trustees, the University System shall indemnify any person who was or is a party or is threatened to be a party to any threatened, pending or contemplated

action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that such person was or is a trustee, officer, employee or agent of the University System, or was or is acting in the course and scope of such person's duties or at the request of the University System against expenses, including attorney's fees, judgments, fines and amounts paid in settlement actually or reasonably incurred by such person in connection with such action suit or proceeding.

Commented [END3]: Ellen & Paul review indemnification section to see if it could be streamlined and where should this information be located.

No indemnification shall be provided for any person with respect to any matter as to which the employee shall have been finally adjudicated in any action, not to have acted in good faith in the reasonable belief that the employee's action was in the best interest of the University System or, with respect to any criminal action or proceeding, had reasonable cause to believe that his conduct was unlawful. The termination of any action by judgment, order or conviction adverse to such person, or by settlement or plea of nolo contendere or its equivalent, shall not of itself create a presumption that such person did not act in good faith in the reasonable belief that the action was in the best interests of the University System, and, with respect to any criminal action or proceeding, had reasonable cause to believe that the conduct was unlawful. Any provision of this subsection to the contrary notwithstanding, to the extent that a person has been successful on the merits or otherwise in defense of any action, or in defense of any claim, issue or matter therein, that person shall be indemnified against expenses.

Any indemnification of an officer, employee or agent, unless ordered by a court, shall be made by the University System only as authorized in the specific case upon a determination that indemnification of the person is proper in the circumstances because he has met the applicable standard of conduct set forth above. Such determination shall be made by the Board of Trustees. Such a determination once made by the Board of Trustees may not be revoked by the Board of Trustees, and upon the making of such determination by the Board of Trustees, the person may enforce the indemnification against the University System by a separate action notwithstanding any attempted or actual subsequent action by the Board of Trustees.

The right to indemnification may be enforced by a separate action against the University System, if an order for indemnification is not entered by a court in the action where he was successful on the merits or otherwise.

Expenses incurred in defending an action may be paid by the University System in advance of the final disposition of such action in the case of a trustee, officer, employee or agent provided that in the case of an officer, employee or agent the University System receives an undertaking by or on behalf of the person to repay such amount, unless it shall ultimately be determined that the person is entitled to be indemnified by the University System as authorized herein.

The indemnification provided by this section shall not be deemed exclusive of any other rights to which those indemnified may be entitled, and shall continue

as to a person who has ceased to be a trustee, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person. A right to indemnification may be enforced by a separate action against the University System, if an order for indemnification has not been entered by a court in any action in respect to which indemnification is sought.

Any person who seeks indemnification under these provisions, (a) shall give notice of the action to the University System within a reasonable time after knowledge of the fact that it is threatened and in all events within 20 days after service of the process or notice of its commencement, provided, however, that such notice need not be given if the University System is also a party in the action; and (b) shall give the University System a reasonable opportunity to defend, or to participate in the defense of, the action.

These indemnification provisions shall not apply in any action in which the University System is the plaintiff, or moving party, against the person who might otherwise be entitled to indemnification hereunder.

In the case of expenses of officers, employees and agents of the University System, the indemnification provided pursuant to these provisions shall be effective and enforceable only to the extent that the expenses to be indemnified exceed payments on account of such expenses from insurance proceeds, whether the insurance proceeds arise from insurance maintained by the person, by the University System, or by any other party.

ARTICLE VI - Amendments

Section 6

These By-Laws may be amended at any regular meeting of the Board by approval of a majority of those present provided the proposed amendment shall have been presented in writing at the previous regular or special meeting of the Board or shall have been sent with the call of the meeting at which the amendments are voted upon with a majority of the Board.



MYFA Multi-Year Financial Analysis

July 2023

Ryan Low

Vice Chancellor for Finance
and Administration



Enrollment

Tuition

Appropriation

Compensation

Benefit Rate

Non-Compensation Expense

Capital Expenditures

Multi-Year Financial Analysis 2023

University of Maine System Assumptions	Budget	Projected			
	FY24	FY25	FY26	FY27	FY28
Description					
Appropriation	3.0%	3.0%	3.0%	3.0%	3.0%
Tuition Rate (in-state, undergrad)	0.0%	3.0%	3.0%	3.0%	3.0%
Compensation	-	3.0%	3.0%	3.0%	3.0%
Benefit Rate - full-time	51.0%	51.0%	51.5%	54.0%	54.5%
Funded Depreciation	5.5%	5.0%	5.0%	5.0%	5.0%
Non-compensation Expense	-	3.0%	2.75%	2.5%	2.5%

Enrollment Summary

	Credit Hours Per Year					Percent Increase/decrease YOY					
	FY24	FY25	FY26	FY27	FY28	FY24	FY25	FY26	FY27	FY28	FY24-28
UM	262,914	256,461	255,091	259,610	266,067		-2.45%	-0.53%	1.77%	2.49%	1.20%
UMA	71,519	72,245	72,978	73,718	74,465		1.02%	1.01%	1.01%	1.01%	4.12%
UMF	40,390	40,309	39,530	38,770	37,995		-0.20%	-1.93%	-1.92%	-2.00%	-5.93%
UMFK	18,695	19,960	21,711	22,862	24,115		6.77%	8.77%	5.30%	5.48%	28.99%
UMM	12,159	12,469	12,297	12,365	12,659		2.55%	-1.38%	0.55%	2.38%	4.11%
UMPI	47,106	56,744	64,051	72,810	83,321		20.46%	12.88%	13.68%	14.44%	76.88%
USM	144,087	139,390	132,757	126,695	121,173		-3.26%	-4.76%	-4.57%	-4.36%	-15.90%
LAW	7,655	7,827	7,887	7,887	7,887		2.25%	0.77%	0.00%	0.00%	3.03%
UMS	604,525	605,404	606,302	614,717	627,681		0.15%	0.15%	1.39%	2.11%	3.83%
		0.15%	0.15%	1.39%	2.11%						

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MYFA by Campus

	FY24	FY25	FY26	FY27	FY28
UMaine/UMM E&G Net Change	\$ (6,935,311)	\$ (4,711,966)	\$ (2,318,882)	\$ 691,762	\$ 1,013,648
AUX Net Change	\$ (497,846)	\$ 86,156	\$ 528,180	\$ 856,653	\$ 1,321,076
E&G/AUX Net Change	\$ (7,433,157)	\$ (4,625,810)	\$ (1,790,702)	\$ 1,548,415	\$ 2,334,724
Surplus/Gap as a % of Revenue	-2.39%	-1.45%	-0.55%	0.46%	0.66%

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MYFA by Campus

		FY24	FY25	FY26	FY27	FY28
UMaine/UMM	E&G Net Change	\$ (6,935,311)	\$ (4,711,966)	\$ (2,318,882)	\$ 691,762	\$ 1,013,648
	AUX Net Change	\$ (497,846)	\$ 86,156	\$ 528,180	\$ 856,653	\$ 1,321,076
	E&G/AUX Net Change	\$ (7,433,157)	\$ (4,625,810)	\$ (1,790,702)	\$ 1,548,415	\$ 2,334,724
UMA	E&G Net Change	\$ 291,408	\$ 1,644,111	\$ 1,409,765	\$ 823,143	\$ 293,399
	AUX Net Change	\$ (291,408)	\$ (294,144)	\$ (191,022)	\$ (141,977)	\$ (81,822)
	E&G/AUX Net Change	\$ -	\$ 1,349,967	\$ 1,218,743	\$ 681,166	\$ 211,577
Surplus/Gap as a % of Revenue		0.00%	2.79%	2.44%	1.32%	0.40%

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MYFA by Campus

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	E&G/AUX Net Change	\$ -	\$ 1,349,967	\$ 1,218,743	\$ 681,166	\$ 211,577
UMF	E&G Net Change	\$ -	\$ (668,791)	\$ (1,007,609)	\$ (1,859,932)	\$ (2,305,103)
	AUX Net Change	\$ -	\$ 1,986,608	\$ 1,998,152	\$ 1,871,277	\$ 1,773,919
	E&G/AUX Net Change	\$ -	\$ 1,317,817	\$ 990,543	\$ 11,345	\$ (531,184)
Surplus/Gap as a % of Revenue		0.00%	3.14%	2.32%	0.03%	-1.21%

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MYFA by Campus

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UMaine/UMM	E&G Net Change	\$ (6,935,311)	\$ (4,711,966)	\$ (2,318,882)	\$ 691,762	\$ 1,013,648
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	E&G/AUX Net Change	\$ -	\$ 1,317,817	\$ 990,543	\$ 11,345	\$ (531,184)
UMFK	E&G Net Change	\$ (559,473)	\$ (274,880)	\$ 172,865	\$ 370,848	\$ 533,537
	AUX Net Change	\$ (897,527)	\$ (801,253)	\$ (707,943)	\$ (620,835)	\$ (517,179)
	E&G/AUX Net Change	\$ (1,457,000)	\$ (1,076,133)	\$ (535,078)	\$ (249,987)	\$ 16,358
Surplus/Gap as a % of Revenue		-9.65%	-6.77%	-3.16%	-1.41%	0.09%

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MYFA by Campus

		FY24	FY25	FY26	FY27	FY28
UMaine/UMM	E&G Net Change	\$ (6,935,311)	\$ (4,711,966)	\$ (2,318,882)	\$ 691,762	\$ 1,013,648
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	E&G/AUX Net Change	\$ (1,457,000)	\$ (1,076,133)	\$ (535,078)	\$ (249,987)	\$ 16,358
UMPI	E&G Net Change	\$ 85,308	\$ 323,993	\$ 462,799	\$ 512,538	\$ 1,173,749
	AUX Net Change	\$ (345,687)	\$ (380,456)	\$ (418,394)	\$ (460,747)	\$ (501,341)
	E&G/AUX Net Change	\$ (260,379)	\$ (56,463)	\$ 44,405	\$ 51,791	\$ 672,408
Surplus/Gap as a % of Revenue		-1.23%	-0.23%	0.16%	0.17%	1.87%

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MYFA by Campus

		FY24	FY25	FY26	FY27	FY28
UMaine/UMM	E&G Net Change	\$ (6,935,311)	\$ (4,711,966)	\$ (2,318,882)	\$ 691,762	\$ 1,013,648
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	E&G/AUX Net Change	\$ (260,379)	\$ (56,463)	\$ 44,405	\$ 51,791	\$ 672,408
USM	E&G Net Change	\$ (537,192)	\$ (6,663,628)	\$ (10,292,529)	\$ (14,604,846)	\$ (17,751,139)
	AUX Net Change	\$ 537,192	\$ (77,123)	\$ 125,605	\$ 466,406	\$ 879,292
	E&G/AUX Net Change	\$ -	\$ (6,740,751)	\$ (10,166,924)	\$ (14,138,440)	\$ (16,871,847)
Surplus/Gap as a % of Revenue		0.00%	-4.77%	-7.11%	-9.78%	-11.52%

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MYFA *by Campus*

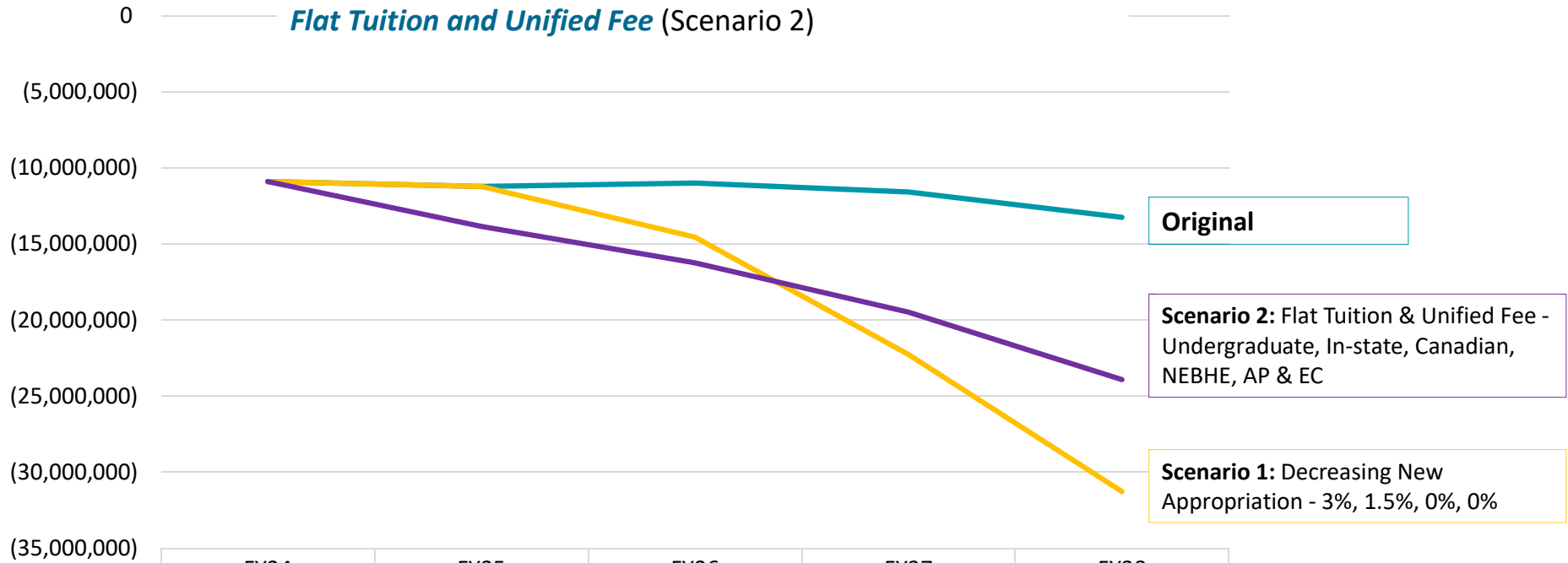
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UMA	E&G Net Change	\$ 291,408	\$ 1,644,111	\$ 1,409,765	\$ 823,143	\$ 293,399
	AUX Net Change	\$ (291,408)	\$ (294,144)	\$ (191,022)	\$ (141,977)	\$ (81,822)
	E&G/AUX Net Change	\$ -	\$ 1,349,967	\$ 1,218,743	\$ 681,166	\$ 211,577
UMF	E&G Net Change	\$ -	\$ (668,791)	\$ (1,007,609)	\$ (1,859,932)	\$ (2,305,103)
	AUX Net Change	\$ -	\$ 1,986,608	\$ 1,998,152	\$ 1,871,277	\$ 1,773,919
	E&G/AUX Net Change	\$ -	\$ 1,317,817	\$ 990,543	\$ 11,345	\$ (531,184)
UMFK	E&G Net Change	\$ (559,473)	\$ (274,880)	\$ 172,865	\$ 370,848	\$ 533,537
	AUX Net Change	\$ (897,527)	\$ (801,253)	\$ (707,943)	\$ (620,835)	\$ (517,179)
	E&G/AUX Net Change	\$ (1,457,000)	\$ (1,076,133)	\$ (535,078)	\$ (249,987)	\$ 16,358
UMPI	E&G Net Change	\$ 85,308	\$ 323,993	\$ 462,799	\$ 512,538	\$ 1,173,749
	AUX Net Change	\$ (345,687)	\$ (380,456)	\$ (418,394)	\$ (460,747)	\$ (501,341)
	E&G/AUX Net Change	\$ (260,379)	\$ (56,463)	\$ 44,405	\$ 51,791	\$ 672,408
USM	E&G Net Change	\$ (537,192)	\$ (6,663,628)	\$ (10,292,529)	\$ (14,604,846)	\$ (17,751,139)
	AUX Net Change	\$ 537,192	\$ (77,123)	\$ 125,605	\$ 466,406	\$ 879,292
	E&G/AUX Net Change	\$ -	\$ (6,740,751)	\$ (10,166,924)	\$ (14,138,440)	\$ (16,871,847)
LAW	E&G Net Change	\$ (1,331,181)	\$ (1,381,536)	\$ (755,197)	\$ 513,319	\$ 926,369
	AUX Net Change	\$ -	\$ -	\$ -	\$ -	\$ -
	E&G/AUX Net Change	\$ (1,331,181)	\$ (1,381,536)	\$ (755,197)	\$ 513,319	\$ 926,369
Surplus/Gap as a % of Revenue		-12.44%	-12.07%	-6.12%	3.89%	6.67%

70.111

MYFA by Campus

UMS Consolidated		FY24	FY25	FY26	FY27	FY28
UMS	Consolidated E&G Net Change	\$ (9,394,918)	\$ (11,732,697)	\$ (12,328,789)	\$ (13,553,168)	\$ (16,115,541)
	Consolidated AUX Net Change	\$ (1,495,276)	\$ 519,788	\$ 1,334,578	\$ 1,970,777	\$ 2,873,945
	Consolidated E&G/AUX Net Change	\$ (10,890,194)	\$ (11,212,909)	\$ (10,994,211)	\$ (11,582,391)	\$ (13,241,596)

Scenario Summary - Campus Submissions (Original)
Decreasing New Appropriation (Scenario 1)
Flat Tuition and Unified Fee (Scenario 2)



	FY24	FY25	FY26	FY27	FY28
Original	(10,890,194)	(11,212,909)	(10,994,211)	(11,582,391)	(13,241,596)
Scenario 1	(10,890,194)	(11,212,909)	(14,552,918)	(22,269,534)	(31,283,027)
Scenario 2	(10,890,194)	(13,853,179)	(16,233,168)	(19,489,321)	(23,915,744)



QUESTIONS?





**University of Maine System
Management Group Appointments/Changes
Board of Trustees Meeting July 2023**

Campus	Name	Position Title	Effective Date	Prior Salary	New Salary	Previous Position Title	Notes
U GOV	Gretchen Catlin	Chief Facilities and GSO	6/30/2023	\$ 175,000	\$ 195,000		Equity Increase
U GOV	Jeffrey St. John	Vice Chancellor Academic and Student Affairs	6/1/2023	\$ 190,447	\$ 257,500	Academic Affairs	New Appointment
UM	Jason Harkins	Executive Dean of the MBS	4/1/2023	\$ 174,470	\$ 228,000	n/a	New Appointment
UM	Meredith Whitfield	Chief Marketing and Communications Officer	3/1/2023	\$ 164,300	\$ 169,229	Chief of Staff	New Appointment
UMPI	Barbara Blackstone	Director/Associate Professor of Athletic Training	7/1/2023	\$ 103,035	\$ 73,347	Dean of Professional Programs	Director/Associate Professor of Athletic Training
UMPI	Jason Johnston	Associate Professor	7/1/2023	\$ 103,035	\$ 92,308	Dean of Arts and Sciences	Chair conversion back to AFUM position: Associate Professor - FY

2018 State Bond Project Status Report
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Campus, Project Name (Project ID)	Status	Original Estimated Completion	Current Est. Completion	Funding Source(s) of expenditures to date & each source's share	Estimated Bond Funding for Project	Bond Funding Expended	Total Estimated Project Cost	Prior Actions, Information & Notes
UMA								
Randall Admissions Renovations (1200083)	Substantially Complete	2021	2023	Bond (42%) E&G (42%) HEERF (16%)	\$172,275	\$145,103	\$361,352	
Total Bond for Campus					\$172,275	\$145,103	\$361,352	
UMF								
274 Front St Renovation (2100096)	Construction in Progress	2020	2023	Bond (65%) E&G (<1%) Grants (35%)	\$1,400,000	\$1,297,599	\$3,100,000	Board approved up to \$3.1M in January 2022. \$1.4m in 2018 bonds, the remaining is from gifts, Maine Jobs Recovery Act funds and other congressional earmarks.
**Olsen Center Renovations (2100102)	Construction in Progress	2023	2023	Bond (100%)	\$300,000	\$142,710	\$300,000	
Campus ADA Ramps (2100104)	Construction in Progress	2021	2023	Bond (100%)	\$100,000	\$32,956	\$100,000	
Roberts HVAC Upgrade (2100106)	Construction in Progress	2021	2023	Bond (100%)	\$150,000	\$71,761	\$150,000	
Ricker Addition Renovation (2100108)	Design in Progress	2021	2023	Bond (100%)	\$175,000	\$55,619	\$175,000	
Scott West Renovation (2100110)	Construction in Progress	2021	2023	Bond (100%)	\$175,000	\$77,341	\$175,000	
FRC Façade Replacement (2100112)	Construction in Progress	2022	2023	Bond (100%)	\$925,000	\$111,741	\$925,000	Board approved up to \$925,000 in May 2022.
Security Camera&Phone Install (2100115)	Construction in Progress	2023	2023	Bond (100%)	\$100,000	\$35,912	\$100,000	
Lockwood Hall Heat Conversion (2100116)	Substantially Complete	2023	2023	Bond (100%)	\$465,000	\$403,324	\$465,000	
**Exterior Merrill Hall (2200096)	Construction in Progress	2020	2023	Bond (100%)	\$450,000	\$67,121	\$450,000	
Total Bond for Campus					\$4,240,000	\$2,296,084	\$5,940,000	
UMFK								
UMFK Enrollment/Advancement Center (3100042)	Substantially Complete	2022	2023	Bond (100%)	\$2,990,000	\$2,886,667	\$3,249,000	Board approved \$2.99M in Bond Funding, March, 2020. Plus, \$259K for a total of \$3,249,000.
Total Bond for Campus					\$2,990,000	\$2,886,667	\$3,249,000	

2018 State Bond Project Status Report
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Campus, Project Name (Project ID)	Status	Original Estimated Completion	Current Est. Completion	Funding Source(s) of expenditures to date & each source's share	Estimated Bond Funding for Project	Bond Funding Expended	Total Estimated Project Cost	Prior Actions, Information & Notes
UM								
Neville Hall Renovation (5100534)	Substantially Complete	2021	2023	Bond (100%)	\$1,500,000	\$1,343,215	\$1,500,000	Board approved up to \$1.5M expenditure in March 2021.
R-UMM Science Bldg Reno (5100581)	Design in Progress	2022	2023	Bond (100%)	\$200,000	\$8,260	\$200,000	
R-Campus Paving & Grounds Upgr (5100650)	Complete/Hold	2023	2023	Bond (100%)	\$400,000	\$50,690	\$400,000	
*R-Dorward Hall Black Bear Lnge (5100666)	Design in Progress	2024	2024	Bond (100%)	\$450,000	\$595	\$450,000	
R-UMM O'Brien ADA Access Ramp (52000741)	Construction in Progress	2022	2023	Bond (100%)	\$50,000	\$831	\$50,000	
R-Powers Hall Building Upgra (5200776)	Design in Progress	2023	2023	Bond (100%)	\$225,000	\$12,119	\$225,000	
R-Science Building Drainage (5200777)	Complete	2023	2023	Bond (100%)	\$45,000	\$20,118	\$45,000	
R-Dorward Allergy Free Kitchen (5200786)	Substantially Complete	2023	2023	Bond (100%)	\$26,000	\$4,470	\$26,000	
*R-Powers Hall Envelope Repair (5200802)	Pre-Design in Progress	2023	2023		\$58,659	\$0	\$225,000	
Total Bond for Campus					\$2,954,659	\$1,440,297	\$3,121,000	
USM								
Center of Excel. Teacher Ed. (6100299)	Construction in Progress	2023	2023	Bond (84%) Gifts (16%)	\$250,000	\$72,508	\$925,000	Board approved \$700k in January 2023; Board approved increase to \$925k in March 2023
Career and Student Success Center (6100325)	Construction in Progress	2022	2023	Bond (82%) Gifts (3%) E&G (15%)	\$19,000,000	\$18,951,785	\$26,551,000	Board approved \$1M in January, 2019. Board approved predevelopment expenditures of up to \$5.7M combined with the residence hall project in January 2020. Board approved an increase by \$93.7M in February 2021, of that amount, the specific budget for the CSOC is \$26.6M.
**Nursing Simulation Lab Science (6100327)	Complete	2021	2022	Bond (100%)	\$1,410,000	\$1,405,623	\$1,410,000	Board approved \$1.5M in January, 2020. Budget reduced to \$1.41M and moved to Portland Percent for Art project (6200306).
USM Dubyak Center (6100342)	Construction in Progress	2022	2023	Bond (88%) Gifts (12%)	\$1,000,000	\$684,412	\$2,500,000	Board approved up to \$2.5 million in January, 2022. \$1M of bond funds to cover the total \$2.5m project budget. Addtl \$1.5M funding is from Maine Jobs Recovery funds.
Upper Class Pipe Insul Replmnt (6100366)	Complete	2022	2023	Bond (100%)	\$112,584	\$42,721	\$112,584	
LAC Deferred Maint Projects (6100367)	Construction in Progress	2022	2023	Bond (100%)	\$300,000	\$97,694	\$300,000	
Upper Class Hall Online Locks (6100369)	Complete	2022	2023	Bond (99%) E&G (1%)	\$379,021	\$373,072	\$399,021	

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Campus, Project Name (Project ID)	Status	Original Estimated Completion	Current Est. Completion	Funding Source(s) of expenditures to date & each source's share	Estimated Bond Funding for Project	Bond Funding Expended	Total Estimated Project Cost	Prior Actions, Information & Notes
USM continued								
IPE Lab Science Renov (6200286)	Substantially Complete	2022	2023	Gifts (100%)	\$80,000	\$0	\$980,000	Board approved up to \$900,000 in January 2022. Chancellor approved additional \$80,000 in June 2022.
*Portland Percent Art (6200306)	Design in Progress	2024	2024	Bond (100%)	\$70,500	\$3,525	\$70,500	
Total Bond for Campus					\$22,602,105	\$21,631,340	\$33,248,105	
UMPI								
Wieden Renovation Bond (7100025)	Substantially Complete	2020	2023	2018 State Bonds (49%), Gifts(1%), Grants (20%), Campus Reserves/Internal Loan(30%)	\$3,757,000	\$3,486,319	\$7,652,280	Board approved \$3.7M May 2021. Board approved an addtl \$2.5 million Jan 2022. Bond funded portion remains at \$3,757,000. Board authorized additional \$1,395,280 in May 2022.
Folsom 105 Nursing Renovation (7100026)	Complete	2020	2023	Bond (100%)	\$760,000	\$719,300	\$760,000	Board approved \$800K March, 2020. Reduced by \$40K to allow Wieden funding.
Total Bond for Campus					\$4,517,000	\$4,205,619	\$8,412,280	
Totals:					\$37,476,040	\$32,605,110	\$54,331,737	

Completed Bond Projects								
Augusta Campus Welcome Center (1100077)	Closed	2021	2021	Bond (100%)	\$350,388	\$350,388	\$350,388	UMA
Randall 2nd Floor Renovations (1100083)	Complete	2021	2022	Bond (100%)	\$93,492	\$93,492	\$93,492	UMA
Randall Center Student Lounge (1100084)	Complete	2021	2022	Bond (100%)	\$143,675	\$143,675	\$143,675	UMA
Randall Welcome Center (1100085)	Complete	2021	2022	Bond (100%)	\$1,741,576	\$1,741,576	\$1,741,576	UMA
Bangor Campus Welcome Center (1100534)	Complete	2021	2022	Bond (95%) E&G (5%)	\$462,308	\$462,308	\$486,141	UMA
Jewett Hall Boiler Design Work (1200062)	Complete	2021	2021	Bond (100%)	\$305,000	\$321,287	\$321,287	UMA
ACC Nursing Upgrades (1200082)	Complete	2022	2022	Bond (95%) E&G (5%)	\$43,341	\$43,341	\$45,856	UMA
Dearborn Gym Hot Water Upgrades (2100087)	Complete	2019	2022	Bond (90%) Energy Bond (10%)	\$764,755	\$764,755	\$848,752	UMF
274 Front St Acquisition (2100089)	Complete	2019	2019	Bond (100%)	\$850,820	\$850,820	\$850,820	UMF
Scott Hall Renovations (2100092)	Complete	2019	2022	Bond (100%)	\$193,660	\$193,660	\$193,660	UMF
Dakin Hall Shower Renovations (2100093)	Complete	2019	2022	Bond (100%)	\$95,707	\$95,707	\$95,707	UMF
Lockwood Hall Shower Renovations (2100094)	Complete	2019	2022	Bond (100%)	\$87,103	\$87,103	\$87,103	UMF
Stone Hall Renovations (2100095)	Complete	2019	2022	Bond (100%)	\$181,117	\$181,117	\$181,117	UMF
UMF Campus Paving (2100097)	Complete	2019	2019	Bond (100%)	\$97,338	\$97,338	\$97,338	UMF
FRC Floor Renovation (2100098)	Complete	2019	2019	Bond (100%)	\$209,503	\$209,503	\$209,503	UMF
Mantor Library Renovations (2100103)	Complete	2021	2022	Bond (100%)	\$270,503	\$270,503	\$270,503	UMF
Dakin Flooring, Ceiling, Light (2100105)	Complete	2021	2021	Bond (100%)	\$206,187	\$206,187	\$206,187	UMF
Merrill Hall HVAC Upgrade (2100107)	Design Complete	2021	2022	Bond (100%)	\$35,127	\$35,127	\$35,127	UMF
Scott North Renovation (2100109)	Complete	2021	2022	Bond (100%)	\$98,605	\$98,605	\$98,605	UMF
FRC Roof Replacement (2100111)	Complete	2021	2022	Bond (100%)	\$325,000	\$308,727	\$325,000	UMF
Scott South Renovations (2200102)	Complete	2022	2022	Bond (100%)	\$132,222	\$132,222	\$132,222	UMF
Stone Hall Suite Conversion (2200109)	Complete	2022	2022	Bond (100%)	\$194,947	\$194,947	\$194,947	UMF
UMM Science Building Roof Repl (4100042)	Complete	2020	2020	Bond (100%)	\$280,487	\$280,487	\$280,487	UMM
UMM Dorward Hall Roof Replacement (4100043)	Complete	2020	2020	Bond (100%)	\$296,092	\$296,092	\$296,092	UMM

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Campus, Project Name (Project ID)	Status	Original Estimated Completion	Current Est. Completion	Funding Source(s) of expenditures to date & each source's share	Estimated Bond Funding for Project	Bond Funding Expended	Total Estimated Project Cost	Prior Actions, Information & Notes
Completed Bond Projects Continued								
UMM Sennett Roof Replacement (4100044)	Complete	2020	2020	Bond (100%)	\$201,257	\$201,257	\$201,257	UMM
UMM Reynolds Renewal (4100047)	Complete	2021	2022	Bond (100%)	\$320,475	\$320,475	\$320,475	UMM
UMM Reynolds Center Roof Repair (4200044)	Complete	2020	2020	Bond (100%)	\$154,226	\$154,226	\$154,226	UMM
UMM Site Work (4200045)	Complete	2020	2020	Bond (100%)	\$57,365	\$57,365	\$57,365	UMM
UMM Dorward Hall Roofing (4200048)	Complete	2021	2022	Bond (100%)	\$32,939	\$32,939	\$32,939	UMM
UMM Science Bldg Rm 010 Renovation (5100575)	Complete	2021	2022	Bond (100%)	\$100,885	\$100,885	\$100,885	UMM
R-Dorward Hall Access Upgrade (5100596)	Complete	2022	2023	Bond (100%)	\$133,276	\$133,276	\$133,276	UMM
R-UMM Building Signage (5200778)	Complete	2022	2022	Bond (100%)	\$26,856	\$26,856	\$26,856	UMM
Woodward Hall Renovations (6100301)	Complete	2019	2019	Bond (86%) E&G (14%)	\$1,008,395	\$1,008,395	\$1,172,840	USM
Ricci Lecture Hall Renovations (6100308)	Complete	2019	2020	Bond (31%) Gifts (43%), E&G (26%)	\$172,010	\$172,010	\$564,197	USM
Bailey Hall Fire Protection and Electrical Upgrades (6100316, 6100323)	Complete	2019	2022	Bond (35%) E&G (65%)	\$1,460,000	\$1,460,000	\$4,160,740	USM
Totals:					\$11,126,638	\$11,126,652	\$14,510,642	
GRAND Total (Active and Completed Projects)					\$48,602,678	\$43,731,762	\$68,842,379	
Explanatory Notes: * Project is new as of this report. ** Details of this project include updates since the last report. Completed projects will remain on this report unless otherwise specified. *** Projects will be removed from the report.	Funding source(s) reflects primary source(s) for project.	Calendar Year unless otherwise noted.						Bond Funding expended reflects total expended as of April 30, 2023.

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Board Approved Projects
July 2023 - Board of Trustees**

With Grand Totals and % of Current Approved

Campus, Project Name (Project ID)	Funding Source(s) & each source's share of expenditures to date	Status	Original Estimated Completion	Estimates Current Est. Completion	Original Approved Estimate	Current Approved Estimate	Total Expense to Date	% Expended of Current Approved Estimate	Prior Actions, Information & Notes
UMA									
**Medical Laboratory Technology (1100093)	E&G(100%)	Bidding	2023	2024	\$1,650,000	\$2,000,000	\$170,857	8.5%	Board approved \$1,650,000 in March, 2022. Board approved increase to \$2M in January 2023.
Camden Hall Vet Tech (1100095)	E&G(100%)	Construction in Progress	2023	2023	\$1,600,000	\$1,600,000	\$910,546	56.9%	Board approved \$1,600,000 in March, 2022.
Handley Hall A/C replacement (1200029)	E&G (19%),HEERF(81%)	Design in Progress	2020	2023	\$575,000	\$1,230,000	\$141,403	11.5%	Board approved \$575K in September, 2019. Board approved \$1.2M in Emergency Relief Funds and up to \$30k in E&G funds in Sept '21.
Katz Library HVAC Repairs (1200061)	HERFF (100%)	Substantially Complete	2021	2023	\$1,100,000	\$1,335,000	\$1,147,408	85.9%	Board approved \$1.1M Sept 2021. Board authorized additional \$235,000 in June 2022.

UMF

274 Front St Renovation (2100096)	2018 State Bond (100%)	Construction in Progress	2020	2023	\$450,000	\$3,100,000	\$2,008,822	64.8%	Board approved up to \$3.1M in January 2022.
FRC Façade Replacement (2100112)	2018 State Bond (100%)	Construction in Progress	2022	2023	\$925,000	\$925,000	\$111,741	12.1%	Board approved up to \$925,000 in May 2022.
Campus ESCO Project (2100117)	BOA Lease Oblig(100%)	Construction in Progress	2024	2024	\$11,700,000	\$11,700,000	\$3,772,721	32.2%	Board approved up to \$11.7M in November 2022.

UMFK

UMFK Enrollment/Advancement Center (3100042)	2018 State Bond (100%)	Substantially Complete	2022	2023	\$3,249,000	\$3,249,000	\$2,886,667	88.8%	Board approved \$2.99M in Bond Funding, March, 2020. Plus, \$259K for a total of \$3,249,000.
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Campus, Project Name (Project ID)	Funding Source(s) & each source's share of expenditures to date	Status	Original Estimated Completion	Estimates Current Est. Completion	Original Approved Estimate	Current Approved Estimate	Total Expense to Date	% Expended of Current Approved Estimate	Prior Actions, Information & Notes
UM									
UM Ferland Engineering, Education and Design Center (5100458, 5100493, 5100546, 5200604)	Campus Funds (3%), State Approp (24%) Gifts (30%), 2022 Revenue Bond (10%) Notes Payable(33%)	Substantially Complete	2024	2024	\$1,000,000	\$78,000,000	\$70,236,786	90.0%	Board approved \$1M in September, 2017. Board approved additional \$8M in May, 2018. Additional \$63M BOT approved March, 2020. Initial occupancy of this facility is expected in 2022; final completion in 2024. Board authorized up to \$78M in Jan' 22.
UM Energy Center Phase II (5100516, 5100517, 5200774)	Campus E&G Funds (70%) Grants (25%), 2022 Revenue Bond(5%)	Design in Progress	2023	2023	\$5,700,000	\$5,700,000	\$994,410	17.4%	Board approved \$5.7M March, 2019.
Neville Hall Renovations (5100534)	State Bond (100%)	Substantially Complete	2021	2023	\$1,500,000	\$1,500,000	\$1,343,215	89.5%	Board approved up to \$1.5M expenditure in March 2021.
ASCC Secure Clean Lab Suite (5100560)	Grants (100%)	Construction in Progress	2023	2023	\$2,451,268	\$2,451,268	\$1,372,056	56.0%	Board authorized \$2,451,268 in March 2022.
Steampit SA10 (5100563)	E&G (100%)	Substantially Complete	2022	2022	\$640,000	\$640,000	\$548,220	85.7%	Board authorized \$640,000 in May 2022.
ASCC Building Addition GEM Lab (5100579)	Grants (85% -MIRP)Operating Reserves (15%)	Design in Progress	2025	2025	\$1,500,000	\$15,300,000	\$1,736,297	11.3%	Board approved \$1.5M May 2021.
HVAC Systems & Controls Upgrades (5100587, 5100647, 5100654)	Campus Funds (100%)	Pre-Design in Progress	2024	2024	\$10,000,000	\$10,000,000	\$67,808	0.7%	Board authorized up to \$10M in May 2022.
**UM Priority 1 Athletics fields (Soccer - 5100593, Field Hockey - 5100594, Softball - 5100597)	Gifts (13%) HAF Grant (82%) Internal Loan(5%)	Construction in Progress (5100594), Substantially Complete (5100597); Pre Design in Progress (5100593)	2023	2024	\$14,000,000	\$33,000,000	\$9,893,399	30.0%	Board authorized \$14M in January 2022. Board authorized additional \$19M in August 2022.
UM Phase 2 Projects (Baseball Stad. Scoreboard - 5100652, Alford Arena Video Boards - 5100653, Shawn Walsh Renovation - 5100658, Master Plan 5200696)	HAF Grant (76%) Internal Loan (24%)	Construction in Progress (5100652, 5100653); Design in Progress (5100658, 5200696)	2024	2024	\$7,000,000	\$5,000,000	\$923,119	18.5%	Board authorized \$7M in August 2022. Reduced to \$5M to reflect up to \$2M for Mahaney Dome replacement project (5100664)
Relocation of Dairy Operations; Dairy Barn Demo (5100631, 5200747)	System Reserves (30%) E&G (70%)	Design and Bidding in Progress	2023	2023	\$800,000	\$800,000	\$301,156	37.6%	Authorized by FFT at June, 2022 meeting.
UM Adaptive Reuse project/Historic P3 (5200661 5200765)	Campus Funds- Aux and E&G Reserves (100%)	Construction in Progress	2023	2024	\$2,000,000	\$3,000,000	\$1,658,752	55.3%	Board authorized for UM contribution of up to \$2M in October 2021. Board authorized additional \$1M in March 2022.
5100663 (Boudreau Hall reno)	Gifts (100%)	Design in Progress	2023	2023	\$700,000	\$700,000	\$18,245	2.6%	Board authorized \$700,000 in March 2023.
**5100664 (Mahaney Dome replacement)	Campus(100%)- Will be Insurance proceeds	Construction in Progress	2023	2023	\$3,000,000	\$3,000,000	\$10,265	0.34%	Board authorized \$3M in March 2023 - partially funded from August 2022 HAF Athletics authorization.

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Campus, Project Name (Project ID)	Funding Source(s) & each source's share of expenditures to date	Status	Original Estimated Completion	Estimates Current Est. Completion	Original Approved Estimate	Current Approved Estimate	Total Expense to Date	% Expended of Current Approved Estimate	Prior Actions, Information & Notes
USM									
Center for Teaching Innovation (6100299)	State Bond (84%) Gifts (16%)	Construction in Progress	2023	2023	\$700,000	\$925,000	\$86,508	9.4%	Board authorized \$700,000 in January 2023; increase to \$925,000 authorized in March 2023.
USM Center for the Arts (6100300)	Gifts (100%)	Design in Progress	2022	2025	\$1,000,000	\$63,000,000	\$3,676,723	5.8%	Board approved \$1M in January, 2018. Board authorized an additional \$3.2M for a total of \$4.2M in November 2021. Board authorized new budget of \$63M in March 2023.
Career and Student Success Center and Portland Residence Hall (6100325, 6100338)	2018 State Bond (23%), 2022 Revenue Bond (49%) Notes Payable (23%) Campus Funds(4%) Gifts(1%)	Construction in Progress	2020	2023	\$1,000,000	\$100,600,000	\$81,556,980	81.1%	Board approved \$1M in January, 2019. Board approved predevelopment expenditures of up to \$5.7M combined for the two projects in January 2020. Board approved an increase by \$93.7M in February 2021. Chancellor approved additional \$1.2M for Res. Hall in June, 2022.
Structured Parking Garage (6100331)	Campus E&G Funds (1%), 2022 Revenue Bond (93%) Notes Payable (6%)	Construction in Progress	2022	2023	\$1,200,000	\$23,500,000	\$18,846,178	80.2%	Board approved in March 2020 with initial spending limit of \$400,000; addtl \$800,000 authorized by the Chancellor and VCFA and Treasurer in April, 2021. Board authorized a new total of \$23m in November, 2021. Chancellor approved additional \$0.5M in June, 2022.
Academy Building Renovation (6100332)	Campus E&G Funding (100%)	Construction in Progress	2022	2023	\$800,000	\$1,300,000	\$563,402	43.3%	Authorized by FFT at June, 2022 meeting. Board approved additional \$500,000 in October 2022.
USM Dubyak Center (6100342)	Gifts (12%), State Bond(88%)	Construction in Progress	2022	2023	\$2,500,000	\$2,500,000	\$781,389	31.3%	Board approved up to \$2.5 million in January, 2022. \$1M of bond funds to cover the total \$2.5m project budget. Addtl \$1.5M funding is from Maine Jobs Recovery funds.
**Relocation of Deering Farmhouse (6100360)	Campus E&G (100%)	Construction in Progress	2025	2025	\$2,000,000	\$2,000,000	\$94,911		Board authorized \$2M in January 2023.
Hannaford Field Turf Repl (6100362)	E&G (100%)	Substantially Complete	2022	2022	\$900,000	\$900,000	\$757,201	84.1%	Board approved up to \$900,000 in March 2022.
USM IPE Lab (6200286)	Gifts (100%)	Substantially Complete	2022	2023	\$482,000	\$980,000	\$790,481	80.7%	Board approved up to \$900,000 in January 2022. Chancellor approved additional \$80,000 in June 2022.

**Capital Project Status Report
Board Approved Projects
July 2023 - Board of Trustees**

With Grand Totals and % of Current Approved

Campus, Project Name (Project ID)	Funding Source(s) & each source's share of expenditures to date	Status	Original Estimated Completion	Estimates Current Est. Completion	Original Approved Estimate	Current Approved Estimate	Total Expense to Date	% Expended of Current Approved Estimate	Prior Actions, Information & Notes
UMPI									
UMPI Solar Array (7100023)	Campus E&G (100%)	Complete	2020	2022	\$700,000	\$1,144,240	\$1,019,968	89.1%	Board approved \$700K June, 2020. Board approved an increase to \$1,144,240 during the August 2021 Executive Committee.
Wieden Renovation Bond (7100025)	2018 State Bonds (49%), Gifts(1%), Grants (20%), Campus Reserves(30%)	Substantially Complete	2020	2023	\$3,757,000	\$7,652,280	\$7,118,058	93.0%	Board approved \$3.7M May 2021. Board approved an addtl \$2.5 million Jan 2022. Bond funded portion remains at \$3,757,000. Board authorized additional \$1,395,280 in May 2022.
Folsom 105 Nursing Renovation (7100026)	2018 State Bonds (100%)	Complete	2020	2023	\$800,000	\$760,000	\$719,300	94.6%	Board approved \$800K March, 2020. Budget reduced by \$40K due to funds to Wieden Renovation.
Park Hall Improvements (7100029)	State Appropriation 100%	Construction in Progress	2023	2023	\$662,000	\$662,000	\$293,907	44.4%	Board approved \$662,000 at June 2022 FFT meeting.
*Emerson Hall Improvements (7100032)	State Appropriation 100%	Construction in Progress	2024	2024	\$920,000	\$920,000	\$2,171	0.2%	Board approved \$920,000 at April 25, 2023 FFT meeting

UMS/Law School									
300 Fore St Portland Renovation (8100152)	Gifts (38%), E&G(62%)	Substantially Complete	2022	2022	\$6,000,000	\$13,827,396	\$12,976,999	93.8%	Board approved \$6M September 2021. Board approved increase to \$11.5M in Jan '22. Board authorized additional \$1,327,396 in March 2022.

HAF projects which are currently below board level

Campus, Project Name (Project ID)	Funding Source(s) & each source's share of expenditures to date	Status	Original Estimated Completion	Current Est. Completion	Total Expense to Date	Prior Actions, Information & Notes
UM - Engineering Ph III - MCECIS Master Planning (5200692)	HAF Grant/HAF Match (100%)	Pre-Design	TBD	TBD	480,485.48	HAF Funded project. Below Board level.
UM - Morse field Turf Replacement (5100559)	Campus Funds (59%) Gifts (41%)	Complete	2021	2021	445,516.76	HAF Funded project. Below Board level.

<p>Explanatory Notes: * Project is new as of this report. ** Details of this project include updates since the last report. *** This project has been completed since the last report and is not expected to appear on the next report. Highlighted: Board level HAF and P3 Projects</p>	Funding source(s) reflects primary source(s) for project.		Calendar Year unless otherwise noted.			Percentage expended reflects total expended as of April 30, 2023 as a percentage of the current approved project estimate.
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Capital Projects Status Report and 2018 Bond Projects Update, UMS

Executive Summary

Overview:

Attached is the Capital Project Status Report for the July 10, 2023, meeting of the Board of Trustees. The report reflects a total of 36 projects, with one project removed, at USM, and one added at UMPI since the last report. The current total of approved project estimates on the report is over four hundred million with about 56% of that expended to date.

Projects highlighted in yellow reflect current P3 projects. Additionally, projects which are at Board approval level utilizing Harold Alfond Foundation (HAF) grant and matching money are highlighted in green. HAF projects below Board approval level are noted in a separate table at the end of the report as well.

A handful of projects funded in whole or in part with 2018 bond funds which were completed in 2022 remain on the reports while awaiting realization of the Percent for Art process.

COVID-19 and Current Market Impacts on Capital Construction:

- Market instability and labor shortages continue to create very difficult conditions for the bidding and estimating climate.

Bond Project Status Report:

The special portion of this report calling out only projects funded with the 2018 State bonds. As of April 30, the report reflects 32 active and 35 closed projects, for a total of 67 projects. The projects are currently estimated to account for nearly all the \$49 million in voter approved general obligation bond funding. Approximately \$43.7 million of that has been expended.

Supplemental funding is being leveraged for some of these projects and the total estimated project value across all funds is over \$68 million, including the bond funding and other project resources.

- Ten (10) of the active bond projects also appear on the Capital Project Status Report with approved budgets above board threshold.
- The remaining bond funded projects do not have budgets that meet the threshold for Board of Trustees consideration and are therefore not present on the Capital Projects Status Report.
- As projects are closed, they are moved to the completed projects section on this report and remain on the report for documenting purposes until all Bond Projects are completed.
- The Completed project section reflects thirty-five (35) projects that are complete. There are another twelve (12) projects in the active projects table listed as complete and substantially complete. These will move to the completed section once closeout is finalized.

Research space approvals:

This report provides timely and appropriate disclosure of Chancellor-approved increases in University owned or occupied space when the space is for research purposes, as approved by the Board of Trustees at the January 2020 Board Meeting: no new approvals at this time.

Harold Alfond Foundation (HAF) Grant funded projects:

06/30/2023

Athletics

Work on the Field Hockey complex continues with completion anticipated in time for the 2023 season.

Scoreboards for the UM Baseball field have been installed. Additional work is underway for needed fencing and padding upgrades and will be completed this summer.

Design continues for the Alford Arena renovation and expansion. The scoreboards are in the procurement process and are expected to be completed this fall.

Design for the Morse Multipurpose Arena is anticipated to begin this summer.

MCEC

Discussions continue with Dean Guidoboni to identify and prioritize scope.

USM Portland Development Projects:

Portland Commons

Owner punchout of units will continue through the coming months. Meanwhile multi-trade work continues as the crews make their way through the building.

Career and Student Success Center

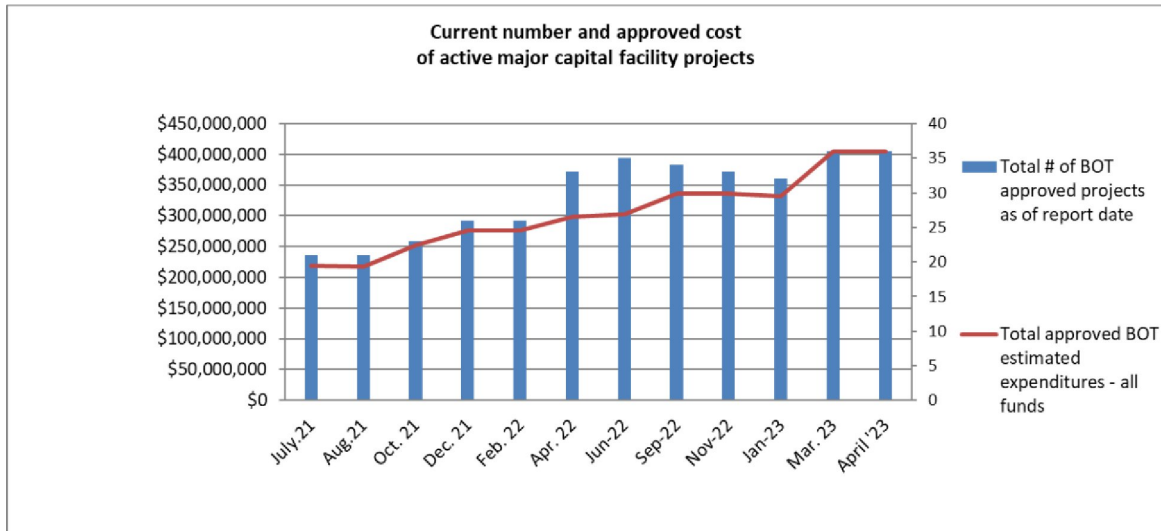
Finish work continues on schedule.

Parking Garage

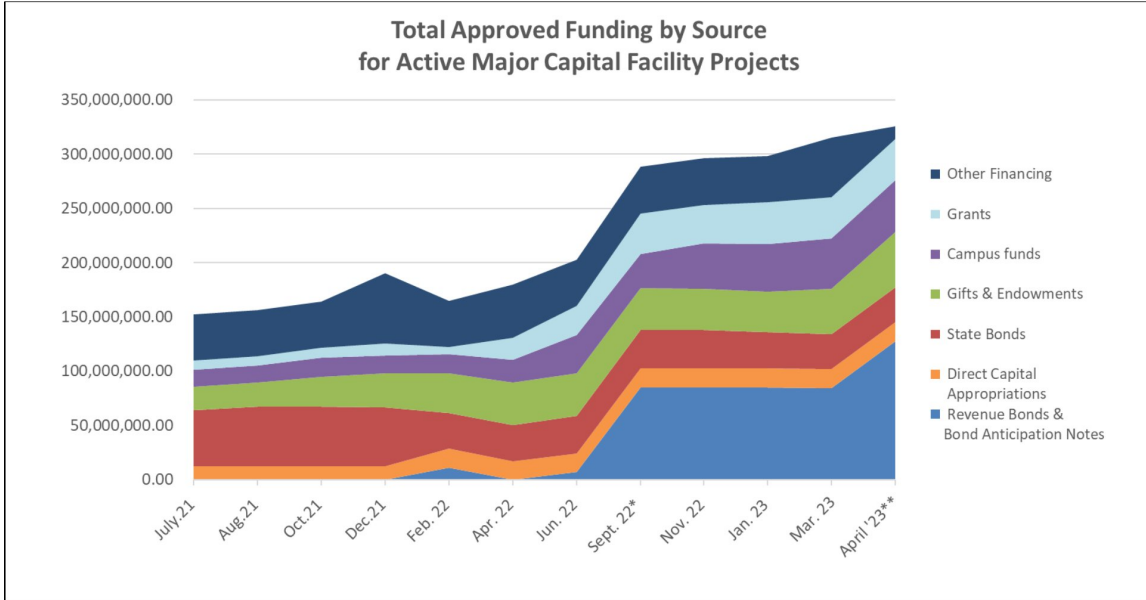
The project recently received approval for a partial occupancy permit. Additional work related to delivery delays will be completed once the materials are received, but this does not impact the ability to use the facility.

Center for the Arts

Design completion and GMP delivery are anticipated in the coming months. Groundbreaking is anticipated in July/August 2023.



06/30/2023



** April 2023 data reflects reclassifying the Bond Anticipation Note (BAN) from “Other financing” to “Revenue Bonds & BANs” to better align project funding sources. The shift in the April graph adjusts a previously approved and reported BAN. Moving forward, all BANs will be reported in the “Revenue Bonds & BANs” category.

* September 2022 data was adjusted to reflect incorrect funding sources reported on the October 2022 report.

-Direct Capital Appropriations funds consist of State capital appropriations in anticipation of UMS revenue bonding, as well as State MEIF funds.

-“Other Financing” includes interim financing, master lease agreements, and other miscellaneous sources as available and/or expended. Due to the complexity and lower relative value of the funding sources in this category, such amounts are not reclassified if later refunded with other sources.

Attachments

Board Report – 4/30/2023

Bond Report Board Doc June/July

UMS Named Chairs and Professorships FY2023 Annual Report

Campus	Chair/Professorship/ Libra	Name	Position Title	Annual Compensation	Start Date	End Date	Expires (FY)
USM	Edward S. Godfrey Professor	Peter Pitegoff	Professor of Law	\$10,000.00	6/27/1905	-	ongoing
USM	USM Distinguished Professor	Burt Loudon	Professor of Philosophy	\$2,500.00	7/4/1905	-	ongoing
UM	Trustee Professorship	Dr. Ramesh Gupta	Professor of Mathematics and Statistics	\$12,500.00	9/1/2018	8/31/2023	2024
UM	Libra Professorship	Dr. Jeffrey Gauthier	Libra Assistant Professor of Management	\$200,000.00	9/1/2019	8/31/2023	2024
UMF	Trustee Professorship	Dr. Cara Furman	Professor of Literacy	\$5,000.00	9/1/2022	8/31/2023	2023
USM	Trustee Professorship	Dr, Malinda Haslett	Director of Vocal Services	\$12,500.00	9/1/2022	8/31/2023	2023
UM	Trustee Professorship	Dr. Wilhelm Friess	Associate Professor of Mechanical Engineering	\$12,500.00	9/1/2022	8/31/2023	2023
UMA	Trustee Professorship	Dr. Ellen Taylor	Associate Professor of English	\$15,000.00	9/1/2022	6/1/2023	2022
UMA	Libra Professorship	Erin Clough (co-share with Karen Groat)		\$25,000.00	9/1/2022	5/31/2023	2023
UMA	Libra Professorship	Karen Groat (co-share with Eric Clough)		\$25,000.00	9/1/2022	5/31/2023	2023
UMFK	Trustee Professorship	Lisa Lavoie	Asistant Professor of Behavioral Science	\$11,958.00	9/1/2023	6/1/2024	2024
USM	Trustee Professorship	Dr. Brendan McQuade	Associate Professor of	\$12,500.00	9/1/2023	6/1/2024	2024
UM	Trustee Professorship	Dr Nathan Stormer	Professor of Communications and Journalism	\$12,500.00	9/1/2023	6/1/2024	2024
UMF	Libra Professorship	Chih Hsuan Liang (co-share)		\$3,750.00	3/1/2023	5/31/2023	2023
UMF	Libra Professorship	Mp Warming co-share)		\$3,750.00	3/1/2023	5/31/2023	2023
USM	Libra Professorship	Monroe France		\$38,000.00	9/1/2022	5/31/2023	2023
USM	David Flanagan Memorial Endowed Professorship			\$1,000,000.00			



Engaging in University-based R&D: *Outcomes, Impacts, and ROI*

UMS Board of Trustees

July 10, 2023

Joan Ferrini-Mundy, *Vice Chancellor for Research & Innovation, UMS*

Jason Charland, *Senior Advisor and Executive Director of Research Development, UMaine*

Samantha Warren, *Director of Government and Community Relations, UMS*



Engaging in University-based R&D: *Outcomes, Impacts, and ROI*

1. FY 2024 Federal CDS Request Update
2. Overview of US R&D Investment Context
3. University of Maine R&D ROI
4. Challenges and Next Steps



FY 2024 Federal CDS Request Update



FY 2024 Federal CDS Request Update

Project	Project Description	Amount Requested	Request Included In Appropriations Bills?
Increased Cultural and Educational Offerings for Rural Communities: UMPI's Auditorium Renovation Project	Renovation of the Gauvin Center for Cultural Arts - a significant contributor to the arts and cultural offerings in the region.	\$4,000,000	Yes (FY24 Agriculture and Rural Development Appropriations Bill, \$4M)
New England Plant, Soil and Water Research Laboratory Expansion (ARS) - UMaine	To modernize, renovate and expand existing facilities to support the creation of a PFAS Center of Excellence.	\$10,000,000	Yes (FY24 Agriculture and Rural Development Appropriations Bill, \$20M)



Overview of US R&D Investment Context

R&D Definition:

Creative and systematic work undertaken in order to increase the stock of knowledge - including knowledge of humankind, culture, and society - and to devise new applications of available knowledge

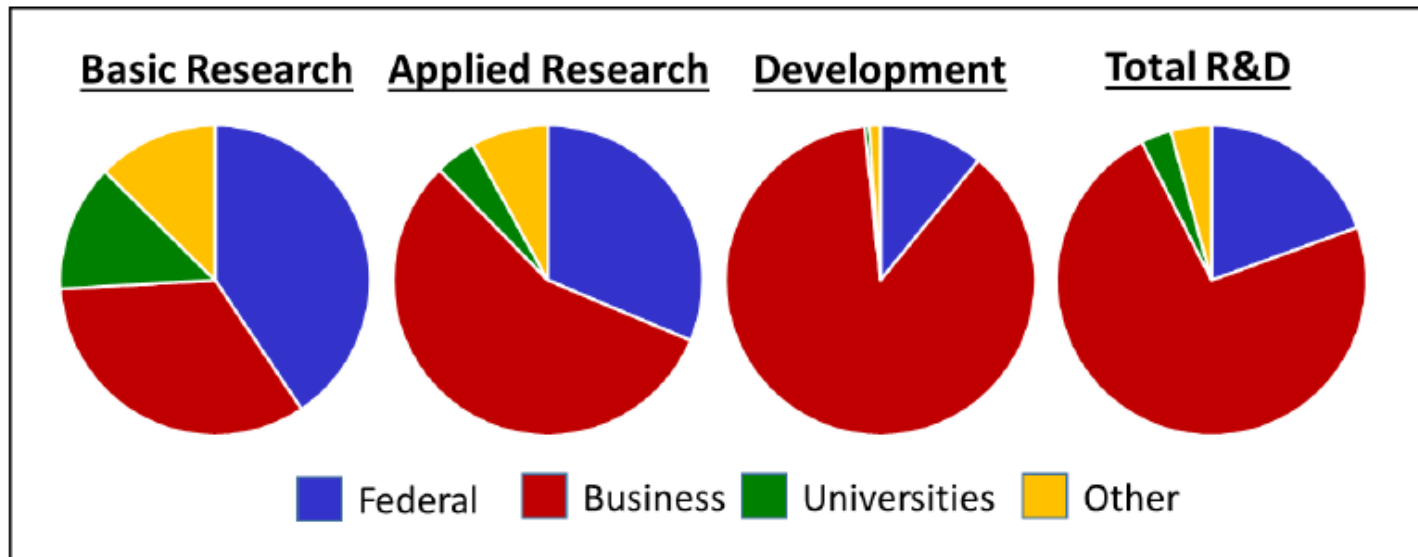
- Basic research
- Applied research
- Experimental development

<https://nces.nsf.gov/pubs/nces22209/assets/nces22209.pdf>



U.S. Research and Development Funding and Performance: Fact Sheet

Figure 4. U.S. R&D Funding by Character and Sector, 2020



Source: CRS analysis of National Science Foundation, *National Patterns of R&D Resources: 2019–20 Data Update*, NSF 22-320, Tables 7-9, February 22, 2022.

Note: 2020 data are preliminary and may be revised.



US R&D: Big Picture

- US R&D funding has increased over the past ten years, outpacing the overall growth of the economy. (Roughly 4% annually, versus 2% annual growth in the GDP over the same period).
- Businesses are the major funders (72%) *and* performers (75%) of R&D
- Higher education institutions are the second largest performer of R&D, followed by the federal government. Both have experienced declines in their shares of U.S. performance since 2010.
- Globally R&D activity has tripled in the past 20 years.
- The federal government plays the largest role in funding **basic research**, however this has declined from roughly 50% to 40% of funding in the past ten years.

Source: National Science Board *Science and Engineering Indicators*



Estimating impact of R&D investment: General approaches

Inputs:

- Basic research investment
- Applied research investment
- Experimental development investment
- Research-based workforce preparation
- Investment in facilities

Outcomes:

- Private sector investment in R&D
- Technological change
- Innovation
- Economic growth
- Knowledge spillover
- New value-added products and jobs created/preserved
- Degrees conferred



Outcomes and outputs



Technological Change

Patents filed
Invention disclosures



Economic growth

Revenue from industry partnerships



Innovation

External commercialization revenue
IP-based spinoffs



Productivity

New value-added products
Jobs preserved/created



Knowledge spillover

Bibliometric data
PhD production



Private sector investment in R&D

Employees w/ R&D knowledge
Commercialization revenue



University of Maine R&D ROI





UMaine Research Key Performance Indicators (KPIs)

Student Success

Diversity, Equity and Inclusion

Research

Outreach & Engagement

Innovation & Economic Development

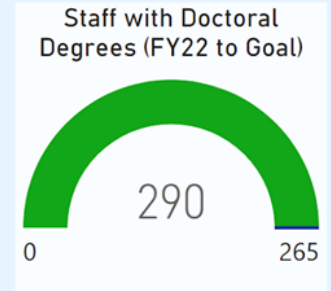
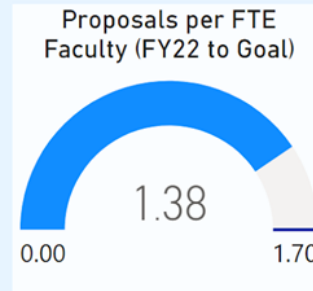
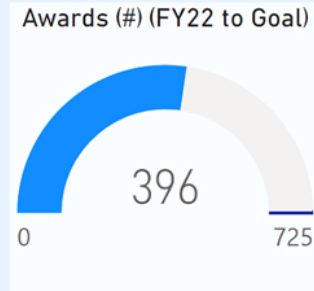
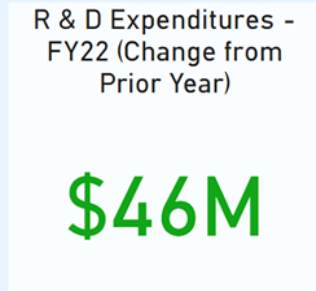
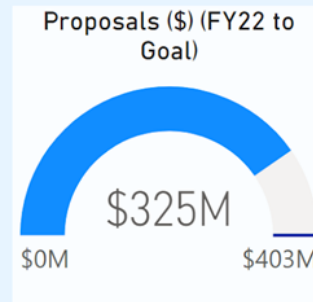
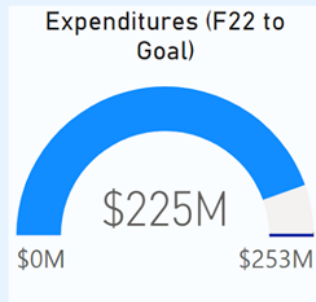
Infrastructure/Financial Responsibility

UMaine Strategic Vision & Values

Goal 1.2 We will create new knowledge and apply innovative research and scholarship to enrich lives.

UMaine Research Overview: Current Year Progress to Goal (FY28)

- Research Overview
- Expenditures
- Awards
- Proposals
- Doctoral Degrees
- R & D Staff Doctorates



Last updated: 3.28.23



UMaine Innovation and Economic Development KPIs

Student Success

Diversity, Equity and Inclusion

Research

Outreach & Engagement

Innovation & Economic Development

Infrastructure/Financial Responsibility

UMaine Strategic Vision & Values

Goal 1.2 We will create new knowledge and apply innovative research and scholarship to enrich lives.

Goal 2.1 We will grow and advance partnerships to catalyze the cultural, economic and civic future of Maine and beyond.

UMaine Innovation & Economic Development Overview: Current Year Progress to Goal (FY28)

Innovation Overview

Invention Disclosures

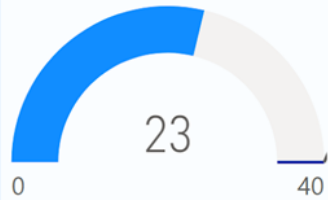
Commercialization Programs

Industry Partners

IP-Based Spinoffs

Licenses

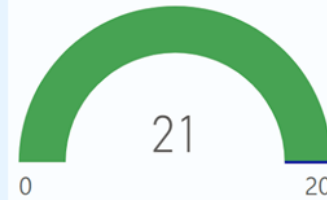
Invention Disclosures (FY22 to Goal)



Commercialization Revenue (FY22 to Goal)



Commercialization Teams (FY22 to Goal)



External Commercialization Funding (FY22 to Goal)



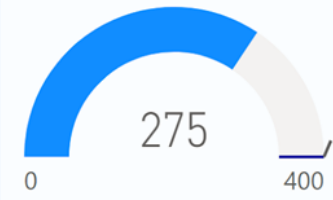
IP-Based Spinoffs (FY22 to Goal)



Industry Partnerships Project Revenue (FY22 to Goal)



Industry Partners (FY22 to Goal)



UMS Strategic Plan
Goal 1.5 Increase System commercialization outputs

Last updated: 3.28.23



UMaine Invention Disclosures

Student Success

Diversity, Equity and Inclusion

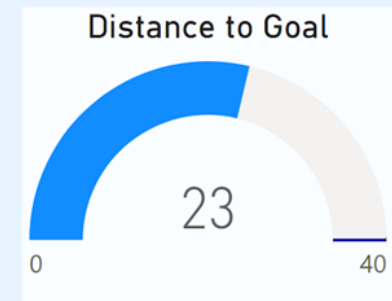
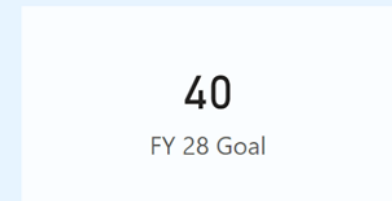
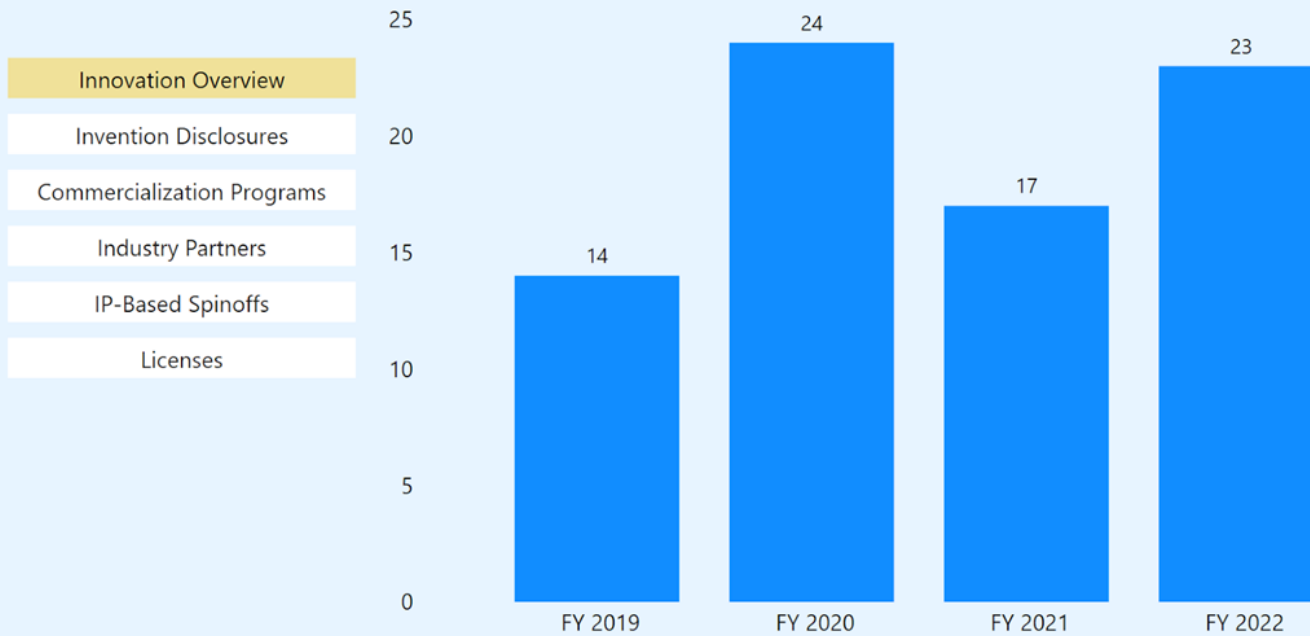
Research

Outreach & Engagement

Innovation & Economic Development

Infrastructure/Financial Responsibility

Goal 1.5: Increase System commercialization outputs, including invention disclosures, revenue, corporate and industry partnerships, intellectual property-based spinoffs, and student entrepreneurship activities, and measure and report these results annually.



Last updated: 3.28.23



UMaine Industry Partners

Student Success

Diversity, Equity and Inclusion

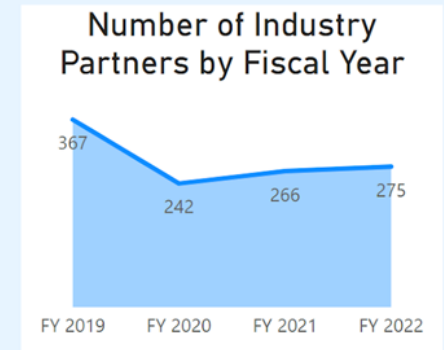
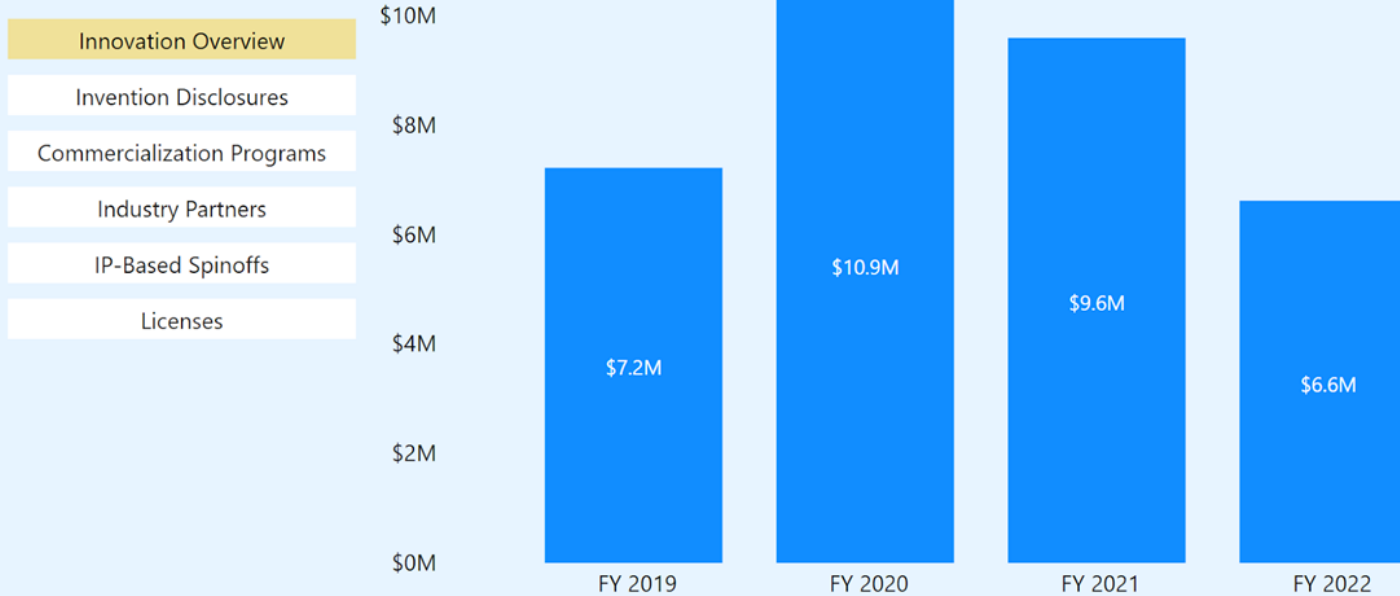
Research

Outreach & Engagement

Innovation & Economic Development

Infrastructure/Financial Responsibility

Goal 1.5: Increase System commercialization outputs, including invention disclosures, revenue, corporate and industry partnerships, intellectual property-based spinoffs, and student entrepreneurship activities, and measure and report these results annually.



Last updated: 3.28.23



Strategic Partnerships, Innovation, Resources and Engagement

SPIRE created to put strategic partnerships at the forefront

- Businesses and Non-Profits
- Federal, State & Local Government

SPIRE brings together **talent, innovation, infrastructure, and investment** to support our students, companies, and communities

- Industrial Cooperation, Corporate Engagement, Technology Commercialization
- Economic & Workforce Development
- Government Relations

Goals: Serve as an even more effective partner, create operational efficiencies, grow support and revenue, create new synergies for growth - example Industry 4.0 for paper/packaging





Program Goals

01

USE ACCELERATOR MODEL FROM THE STARTUP WORLD TO DRIVE COMMERCIALIZATION PROGRESS

02

DEVELOP RELATIONSHIPS & PARTNERSHIPS

03

UNDERSTAND AND DEVELOP A PLAN FOR THE BEST PATHWAY TO BRING THEIR INNOVATIONS TO MARKET

04

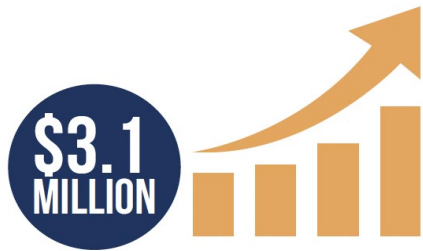
PROFESSIONAL DEVELOPMENT FOR FACULTY, STAFF AND STUDENTS





A few

FAST FACTS



raised in external funding
and prototype sales

- 26** teams in six MIRTA cohorts
- 5** teams to national I-Corps program
- 8** startups formed
- 7** patents filed or issued





Graduate Updates: Where are they now?



WAVED MEDICAL

One of eight teams selected for Propel program by Venture Well. Winner of Greenlight Maine collegiate edition (runner up) and Maine Venture Fund's Startup challenge event at college level.

Participated in National I-Corps.



HOWELL BIOINTERFACE AND BIOMIMETRICS LAB

Microfluidics project in partnership with Sappi North America has received a \$550,000 award from the National Science Foundation PROCatheter: Reached Elite 8 in nationwide STAT competition



THE SUNRULE

An interactive sculpture that harnesses the rays of the sun to help users explore multiplication and division was unveiled in Orono's Webster Park, the product of a unique partnership between the University of Maine and the Town of Orono.



MUDDY RIVER FARM

Oyster Pod: Scaled production to a 15k square foot facility. Purchased their own facility in Bath.

R&D Actions in the UMS Strategic Plan 2023-2028

- Action 1:** UMS will further establish and invest in system-wide infrastructure to grow the research and development enterprise at our universities pursuant to a plan to be developed in 2023-24.
- Action 2:** Develop and incentivize cross-university collaboration in research and scholarship to attract new learners engaging in faculty-mentored learning.
- Action 3:** Secure increased investment in the Maine Economic Improvement Fund (MEIF) by the Maine legislature.
- Action 4:** Serve as an engine for innovation for Maine businesses, non-profits, state and local governments, communities, and the K-12 schools through plans to be developed by June 2024.
- Action 5:** UMS and its universities will promote and celebrate scholarship and creative activity among our faculty.



Challenges

- Tracking R&D UMS-wide
- Monitoring positions created in Maine as a result of university R&D investment
- Assessing productivity increases in our corporate partners
- Measuring R&D experience on students as they enter and perform in the workforce
- Maintaining Carnegie R1 classification



Next Steps

- Pilot assessment processes to follow entry level and ongoing performance of UMaine graduates in 1-2 key corporate partners
- Establish a working group to measure and report on economic development impacts of R&D investments
- Interviews by VCRI team with each President to discuss university-specific research vision



DISCUSSION / Q&A



Appendix: FY 2024 Federal CDS Requests

Project	Amount/Agency	Campus
The Atlantic Whale Assessment, Research, and Exploration Project (Project AWARE)	\$440,000/NOAA	UMaine
Maine Environmental Analytical Laboratory Modernization and Expansion	\$5,000,000/NIST	UMaine
Pilot Scale Kelp Nursery and Climate Smart Aquaculture Demonstration Farms	\$5,000,000/SBA	UMaine
Expanding Maine's Nursing Workforce Pipeline: Launching Maine's First Ph.D. in Nursing	\$3,057,000/US ED	UMaine
University of Maine at Augusta Capital Center for Nursing Healthcare Workforce Development	\$4,500,000/HRSA	UMA
Sustainable Housing in the Northeast	\$3,950,000/SBA	UMaine
Sustainable Aquaculture Workforce Innovation Center (SAWIC)	\$7,000,000/NIST	UMaine



FY 2024 Federal CDS Requests (con't)

Project	Amount/Agency	Campus
Maine Mesonet: A Weather Station Network for Maine Farmers	\$3,548,000/NOAA	UMaine
Forest Biomaterials Innovation Center, Sustainable Packaging Institute	\$10,000,000/NIST	UMaine
Leveling the Playing Field: UMF & UMPI Turf Fields To Increase Enrollment, Equity	\$9,400,000/HUD	UMF/UMPI
University of Maine Machias Community Fitness and Aquatics Center Improvements	\$1,500,000/HUD	UMM
The University of Maine's Student Success Hub	\$2,560,000/US ED	UMaine
Maine Enterprise Campus and Corridor	\$5,000,000/SBA	UMS
University of Southern Maine Cybersecurity Awareness, Research, and Education Support (CARES) Center Security Operations Center Classroom	\$725,000/US ED	USM



FY 2024 Federal CDS Requests (con't)

Project	Amount/Agency	Campus
Development of the Maine Aquaculture Technology Lab and Other Assets at the Franklin Maine Aquaculture Campus	\$3,450,000/USDA ARS	UMaine
Black Bear Academy	\$4,000,000/HUD	UMaine
UMaine Alfond Arena ADA Improvements	\$2,150,000/HUD	UMaine
Rural Educator Resilience Project	\$3,300,000/US ED	UMaine
Increased Cultural and Educational Offerings for Rural Communities: UMPI's Auditorium Renovation Project	\$4,000,000/USDA	UMPI
Maine Mobile Health Outreach and Training Program: A Community-University Partnership	\$4,924,399/HRSA	UMS
BioHome3D - Scaling up the Technology to Address Critical Affordable Housing Shortage in Maine	\$4,000,000/Energy	UMaine



FY 2024 Federal CDS Requests (con't)

Project	Amount/Agency	Campus
English Language Instruction for the Professions at University of Southern Maine Lewiston-Auburn Campus (LAC)	\$600,000/DOL	USM
New England Plant, Soil and Water Research Laboratory Expansion (ARS)	\$10,000,000/ USDA ARS	UMaine
UMaine Semiconductor Research & Development	\$750,000/Energy	UMaine

