

University of Maine System – Board of Trustees Meeting  
**January 12-13, 2025**  
at the University of Southern Maine

-

**Sunday, January 12, 2025**  
**Gorham Campus**

**1:00 – 1:45 p.m. - Tour of Robie-Andrews Hall, Gorham Campus**

**Call to Order @ 2:00pm**

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

**Executive Session from 2:00 pm to 5:10 pm, Gorham Campus Library in Bailey Hall**

**Reception @ 5:15 pm (Cash Bar) – Lower Brooks, Gorham Campus**  
*(By Invitation Only)*

**Dinner @ 6:00 pm – Lower Brooks, Gorham Campus**  
*(By Invitation Only)*

**Monday, January 13, 2025**  
**Portland Campus**

**Breakfast served @ 7:00 am – Salons A-C McGoldrick Center (Portland Campus)**  
**Coffee & Networking @ 7:00 am**

**Call to Order @ 8:00 am – Salons A-C McGoldrick Center**

**Citizen Comment**

**Individuals who wish to participate in Citizen Comment must indicate their name and topic on the signup sheet, which will be available in the meeting room on January 13, 2025, starting at 7:30 am until 7:55 am. Total time for Citizen Comment is not to exceed one hour.**

*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 9:00 am**

**USM Campus Presentation – President Edmondson (60 Minutes)**

- Career & Employment Hub: Lead presenter: Natalie Jones, Vice President for Human Resources and Workforce Development

Approx 10:00 am (75 Minutes)

**Chair's Report**

- Presidents' Round Robin
- Tourism, Hospitality and Outdoor Recreation Faculty Presentation as an example of multi-campus collaboration (30 mins)
  - Tracy Michaud, PhD - Associate Professor and Chair of Tourism & Hospitality Program, USM
  - Lauren Jacobs, PhD - Senior Lecturer in Outdoor Leadership, UM
  - Michael Curran, PhD - Assistant Professor of Business, UMFK
  - Clyde Mitchell, PhD - Professor of Business, UMF
  - Emily Zider - Program Manager of THOR

- **Tab 1 – Redlined Board Policies – Trustee Alexander**

Approx 11:15 am

**Chancellor's Report (20 Minutes)**

- Chancellor's Update
- **Tab 2 – Enrollment Update**
- **Tab 3 – Confirmation of Boards of Visitors Appointments**
- **Tab 4 – Vote to Approve University of Maine System 2025 Honorary Degree**

Approx 11:35 am.

**Vice Chancellor for Strategic Initiatives' Report**

- **Tab 5 - UMS TRANSFORMS update (20 Minutes)**
- **Tab 6 – Maine Center Update (20 Minutes)**
- **Tab 7 - Approval of Collective Bargaining Agreement, AFUM**

Approx 12:15 pm

**Lunch Break** (Timing of the lunch break will be at the discretion of the Chair) (30 Minutes)

Approx. 12:45 pm

**Vice Chancellor for Finance and Administration & Treasurer's Report (30 Minutes)**

- **Tab 8- Finance and Administration Update**
- **Tab 9 - Art Building Pre-Development Agreement, USM**

- **Tab 10 - Modernization of Witter Farm, University of Maine Authorization to increase project budget**
- **Tab 11 - Land Donation to University of Maine, UM – Hilliar St. Lot 27C Old Town, ME**
- **Tab 12 - Dental Lab Construction and Furnishing, UMPI**
- **Tab 13 - Bangor Hall Disposal Recommendation, UMA**
- **Tab 14 - Building Acquisition Request – 125 Community Drive, Augusta, ME**

Approx 1:15 pm (20 Minutes)

**Vice Chancellor for Research and Innovation Report**

- **Tab 15 MEIF Report – Maine Economic Improvement Fund**

Approx. 1:35 pm

**Consent Agenda (2 minutes) –**

- **Tab 16 - Acceptance of Minutes**
- **Tab 17 - New Academic Program Proposal: M.S in Business, UMPI**
- **Tab 18 - New Academic Program Proposal: B.A. in Criminal Justice, UM**
- **Tab 19 - Naming of Roadway – USM Gorham Campus**
- **Tab 20 - Naming of Roadway – USM Gorham Campus**

**Date of the Next Meeting:**

March 9-10, 2025, meeting will be held at the University of Maine.

*Public Meeting conclude at approximately 1:40 pm.*

**Executive Session** – following the public meeting

**Attachments**

**Reports**

[Agenda Calendar](#)

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.

# USM Gorham Campus



- = Disability parking
- = Emergency telephone
- = Bike rack
- = Campus bus stop
- = Stairs
- = Resident Student Parking
- = Commuter Student Parking
- = Employee Parking
- = Parking Meters, timed spots, or visitor parking



- ① **Academy Building, 100 School Street** Art Department Studios
  - ② **Admission House, 149 State Street** Transfer Affairs, Undergraduate Admission
  - ③ **Anderson Hall, 40 Campus Avenue** Residence Hall, Strategic Procurement
  - ④ **Art Drawing Classroom, 49 University Way**
  - ⑤ **Art Gallery, 5 University Way** Art Exhibitions & Programs
  - ⑥ **Bailey Hall, 16 University Way** College of Management & Human Service, Café, Academic Affairs, Computer Labs, Confucius Institute, Counseling, Adult & Higher Education, School of Education & Human Development, Educational Leadership Department, Educational Psychology & Exceptionality Department, Educator Preparation Department, Department of Environmental Science & Policy, Financial Aid, Geosciences Department, History & Political Science Department, Instructional Technology & Media Services, Learning Commons, University Library, Literacy, Language and Culture Department, Geography & Anthropology Department, Orientation Program, Professional Development Center, Registrar, Southern Maine Partnership, Southern Maine Writing Project, Space & Scheduling, Student Accounts, Student Success Center, Teacher Education, Tourism & Hospitality
  - ⑦ **28 Husky Drive** USM Public Safety (Police), Parking Office
  - ⑧ **7 College Avenue** TRIO Program at USM
  - ⑨ **19 College Avenue** Applied Energy Laboratory
  - ⑩ **51 College Avenue** Theatre Department
  - ⑪ **Corthell Hall, 13 University Way** School of Music, Concert Hall
- Costello Sports Complex:**
- ⑫ **Field House, 43 Campus Avenue** Athletics Department, Department of Exercise, Health & Sport Sciences
  - ⑬ **Ice Arena, 55 Campus Avenue** Ice Arena, Alumni Reception Area
  - ⑭ **Warren Hill Gymnasium, 47 Campus Avenue** Costello Fitness Center

- ⑮ **Dickey-Wood Hall, 17 University Way Extension** Residence Hall
- ⑯ **John Mitchell Center, 67 Campus Avenue** Engineering Department, Department of External Programs, Manufacturing Applications Center, Phi Kappa Phi Honor Society, Department of Technology
- ⑰ **McLellan House, 140 School Street** Center for Education Policy, Applied Research & Evaluation
- ⑱ **Philippi Hall, 19 Campus Avenue** Residence Hall
- ⑲ **Central Heating Plant, 37 University Way Extension**
- ⑳ **President's House, 37 College Avenue**
- ㉑ **Printmaking Studio, 47 University Way**
- ㉒ **Robie-Andrews Hall, 39 University Way** Art Department, Residence Hall, Burnham Lounge, Kidder Lounge
- ㉓ **Russell Hall, 24 University Way** Maine Stage Theatre Lab
- ㉔ **62 School Street**
- ㉕ **128 School Street** Benefits, Employee Records, Employment Services, Payroll Systems, Student Payroll
- ㉖ **134 School Street** ROTC
- ㉗ **Brooks Student Center, 32 Campus Avenue** Dining Services, Gorham Events Board, Greek Life Organizations
- ㉘ **Upperclass Hall, 25 Husky Drive** Residence Hall
- ㉙ **Upton-Hastings Hall, 52 University Way** Campus Card Services, Dean of Students, Honors Program, Intramural Sports, Mail Services, Residence Hall, Residential Life, RESNET, The Well, University Health & Counseling Services
- ㉚ **Woodward Hall, 20 University Way** Residence Hall, Russell Scholars Program
- ㉛ **30 University Way Extension** Facilities Management





# Portland Campus

- = Accessible Parking
- = Emergency Telephone
- = Bike Rack
- = Gorham-Bound METRO Husky Line
- = Portland Downtown METRO Husky Line
- = Crosswalk
- = Stairs
- = Food and Coffee
- = Portland Health Center
- = Admissions Welcome Center
- = Car Charging Station
- = Employee Parking
- = Student Parking
- = Student, Faculty, Staff, & Public Parking
- = Campus Building



University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Proposed Change to Board of Trustee Policies 212 and 214

**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.

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees approve the final version of the edited Board Policies 212 and 214 as initially presented in redlined form at the November 2024 Board Meeting and provided at the January 2025 Board Meeting materials in final form.

Attachments

[Board Policy 212 – Free Speech, Academic Freedom, and Civility](#)

[Board Policy 214 – Institutional Authority on Political Matters](#)

## UNIVERSITY OF MAINE SYSTEM

### Policy Manual

#### REDLINE CHANGES PROPOSED FOR FINAL ADOPTION FOR THE BOARD OF TRUSTEES

January 13, 2025

#### GOVERNANCE & LEGAL AFFAIRS

##### Section 212 Free Speech, Academic Freedom, and Civility

Effective: 11/21/67

Last Revised: 1/23/74; 3/27/17; 1/13/2025

Responsible Office: General Counsel

#### Policy Statement:

The University of Maine System is an organization of public institutions of higher education committed to excellence in teaching, research, and public service. Together, the students, faculty, and staff form our statewide University community. The quality of life on and about the System's member universities is vitally enhanced by preserving the rights and freedoms described in this policy.

The Board of Trustees of the University of Maine System affirms its commitment to the rights of free speech, free inquiry, and academic freedom. To protect these rights, all members of the University community should act toward each other with civility, mutual respect, integrity, and reason.

Free speech, free inquiry and academic freedom, and civility are interrelated and interdependent rights and values that will be protected together at University of Maine System institutions according to the following policies.

#### FREE SPEECH

The Board of Trustees is committed to protecting the rights all University community members share to free speech, which includes free expression and assembly, as enshrined in the U.S. and Maine State Constitutions. These fundamental rights shall be exercised in a manner that does not:

- i. There shall be no restriction at any System institutions on these fundamental rights, although the University may prohibit speech that violates the law,
- ii. defames specific individuals, or
- iii. intend or can be reasonably interpreted to genuinely objectively threatens or harasses others, or violates privacy or confidentiality requirements or interests.

The University may ~~also~~ reasonably regulate the time, place, and manner of the exercise of these rights to preserve order for the System's universities to function as institutions of higher learning.

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Free speech requires tolerance for diversity of opinion and respect for an individual's right to express his or her beliefs, however unpopular they may be, without social or legal prohibition or fear of sanction. Tolerating and respecting another's views, however, does not mean those views are immune from critical scrutiny. Indeed, it is the university's responsibility to foster an environment where all are free to critically evaluate the ideas presented to them, and to accept critical evaluation of their own ideas.

Finally, although the University System greatly values civility and expects community members to share in the responsibility for maintaining a climate of mutual respect, demands for civility and mutual respect will not be used to justify restricting the discussion or expression of ideas or speech that may be disagreeable or even offensive to some members of the University community. However, free speech is not absolute, and ~~claims of the right to free speech do not justify speech of one person's claim to exercise his or her right to free speech may not be used to deny another person's right to free speech~~ that reasonably can be objectively interpreted as threatening the safety of other community members. -

#### FREE INQUIRY AND ACADEMIC FREEDOM

The Board of Trustees affirms that a fundamental purpose of public higher education is free inquiry—the unfettered and relentless pursuit and dissemination of truth—and that within the academy, free inquiry is indistinguishable from one's freedom to inquire, present, discuss, and evaluate all matters relevant to the pursuit of truth without constraint, or fear of constraint, in the performance of one's teaching, research, publishing or service obligations.

Academic freedom is the freedom to present and discuss all relevant matters in and beyond the classroom, to explore all avenues of scholarship, research and creative expression, and to speak or write without any censorship, threat, restraint, or discipline by the University with regard to the pursuit of truth in the performance of one's teaching, research, publishing or service obligation.

System faculty and staff have the right to comment as employees on matters related to their professional duties, and the functioning of the University, subject to the need for courteous, professional and dignified interaction between all individuals and the parties' shared expectation that all members of the campus community will work to develop and maintain professional relationships that reflect courtesy and mutual respect, recognizing an employee's responsibility to refrain from interfering with the normal operations of the University and the ability to carry out its mission.

Employees as citizens are entitled to the rights of citizenship in their private roles as citizens, including to comment on matters of public concern outside of their employment. System employees have a responsibility and an obligation to indicate when expressing personal opinions that they are not institutional representatives unless specifically authorized as such.

#### CIVILITY AND MUTUAL RESPECT

Free speech and expression and academic freedom have an important corollary: the responsibility all University community members share for maintaining an environment in which their actions are guided by mutual respect, assurance of safety in classrooms and university buildings and programs, integrity, and reason. These responsibilities are expressed in our

constitutional freedoms: The U.S. Constitution's right of the people *peaceably* to assemble, and the Maine State Constitution's right of citizens to freely speak, write and publish, *being responsible for the abuse of these liberties*. Although members of the University community are free to criticize and contest views expressed by others on campus—indeed, a guiding premise of free inquiry is that truth is more likely to be discovered if the opportunity exists for the free exchange of opposing opinions no member of the University community may obstruct or otherwise interfere with another's freedom of speech and right to a safe environment, even if he or she disagrees with, opposes, or even loathes the other's views.

#### ENFORCEMENT

Each System university's administration is responsible for consistently enforcing this policy according to System-wide policies and standards, and for protecting individual rights through adequate and timely review of alleged violations. This policy shall not be construed or applied to restrict academic freedom within the University, nor to restrict constitutionally protected speech.

#### References

U.S. Constitution, Amendment 1  
Maine State Constitution, Article 1, Section 4  
2015-2017 Agreement between UMS and AFUM, Article 2  
University of Chicago Report of the Committee on Freedom of Expression

## UNIVERSITY OF MAINE SYSTEM

### Policy Manual

#### REDLINE CHANGES PROPOSED FOR FINAL ADOPTION FOR BOARD OF TRUSTEES

January 13, 2025

#### GOVERNANCE & LEGAL AFFAIRS

##### Section 214 Institutional Authority on Political Matters

Effective: 3/19/18; 1/13/2025

Last Revised:

Responsible Office: General Counsel

#### Policy Statement:

The University of Maine System is a public institution and instrumentality of the State of Maine, consisting of the University of Maine, including its regional campus the University of Maine at Machias; the University of Maine at Augusta, including its campus in Bangor and UMA centers around the state; the University of Maine at Farmington; the University of Maine at Fort Kent; the University of Maine at Presque Isle; and the University of Southern Maine, including its campuses in Gorham and Lewiston-Auburn. UMS's public mission is to advance higher education in Maine through teaching, research, and public service; the System and its campuses receive significant state and federal taxpayer support to do so in ways that best serve all Maine citizens.

This policy is subject to Board Policy 212, *Free Speech, Academic Freedom, and Civility*, so as to best respect all UMS community members' constitutionally protected free speech rights, individual rights as citizens, and faculty academic freedom. The Board recognizes its faculty as subject matter experts in their areas of teaching and research and encourages them to responsibly disseminate their research and knowledge. This policy does not restrict any UMS faculty, staff, or student from speaking on political matters, including testifying before or speaking with legislators or policy makers, about the subjects of their teaching or research expertise or personal experience, provided they do not represent that they speak for their campus or the System unless specifically authorized to do so.

UMS and its constituent universities fully embrace the First Amendment rights of all citizens, including all students and employees, to hold and express political, social, or religious views of any kind. Because UMS is funded in significant part by all Maine taxpayers and student tuition revenue sourced from federal financial aid programs, and because UMS must also maintain its federal 501(c)(3) tax-exempt status, the System and its universities, and individuals speaking or acting on their behalf, must at all times remain impartial as to such viewpoints except as provided elsewhere in this or other System policies. UMS community members should recognize that, when exercising their rights, their speech may be attributed to the System or their institutions solely because of their position, reputation, or similar factors. Individuals should therefore take particular care to avoid a reasonable implication of such attribution when not authorized to do so or coordinate their actions with UMS. when exercising their rights to clarify when they are speaking or acting in their personal capacity and to coordinate their actions with UMS as set forth in this policy.

**UMS Legislative Advocacy**

The UMS Charter authorizes and directs the UMS Chancellor to develop and implement an effective statewide legislative program for the System. All UMS legislative advocacy without exception will therefore be managed through the Chancellor's office, specifically the Office of Community and Government Relations. System legislative advocacy, including university-specific advocacy, may only be pursued by individuals authorized by UMS for that purpose. For the purposes of this policy, "UMS (or System) legislative advocacy" includes interaction with the State Legislature, including individual legislators or legislative committees and their staff, the Governor's office and staff, or any other public official or the general public *when the purpose of the interaction or communication is to advocate for a specific UMS institutional position or outcome.*

Institutional interactions with the United States government's Executive Branch and agencies, Congress and congressional staff, and the various federal regulatory bodies having legal jurisdiction over each System university's operation and activities are subject to this policy as well, except in cases where a specific campus or System office has primary responsibility for a function closely tied to the functional responsibility of the governmental office at issue (e.g., Department of Education Title IV officials and campus financial aid offices; Department of Education Office of Civil Rights and System General Counsel, etc.). Further, this policy does not restrict any UMS faculty, employee, department, division, or office from providing information, research, survey data, or policy advice to a local, state, or federal government official or office when required to do so by grant, contract, or legal mandate (e.g., the University of Maine Center for Community Inclusion and Disability Studies (CCIDS), which, by federal law, is required to advise, educate, and disseminate information to state and federal policymakers about individuals with developmental disabilities, or any similarly-purposed office or activities).

**Restrictions on Partisan Political Activity**

UMS and its universities cannot participate or intervene in any partisan political campaign on behalf of, or in opposition to, any candidate for public office, which, for the purposes of this section, is referred to as "partisan political activity."

If System and university employees wish to become actively involved in partisan political activities, they must do so on their own time, without using System or University funds or resources of any kind, and in such a way as to not interfere with or impair performing their regular System/university duties. When exercising their rights to participate in the political process as individuals or as otherwise permitted by this Policy, System/university employees should emphasize that their comments or actions are their own, and not those of the System or university unless they have been specifically authorized to speak or act on behalf of a System institution. This disclaimer is especially important if an employee, when speaking or acting as a private citizen or as otherwise permitted by this Policy, is using his or her title or affiliation with the System or a university for identification purposes or to establish his/her competence in a particular field.

**Employees Seeking Elective Office**

See Board Policy 403 (<http://www.maine.edu/about-the-system/board-of-trustees/policy-manual/section403/>)

**Chancellor and Presidential Authority to Make Institutional Statements**

It is expected by the Board that the Chancellor and his leadership staff will undertake to speak for UMS, any university, or matter within the Charter responsibilities and duties of the System. UMS Presidents are expected to ensure that their appearance on matters relating to the System

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reflects a delegation of authority on that matter. While the Presidents are expected to refrain from advocacy on matters of public policy whether related to the System or not, it is expected that they will exercise their professional discretion when doing so.

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Because public statements made and actions taken by the UMS Chancellor and System University Presidents may be ascribed to or perceived as the institutional position of UMS and/or its universities, respectively, this section applies only to the Chancellor and Presidents, who:

- Have authority to speak or issue statements, or designate official spokespersons to speak or issue statements, on behalf of their institutions on issues core to the System/university mission (green/mission critical issues);
- Should review in advance with the rapid response advisory team described below, when time permits, issues related to but not directly mission central (yellow/mission indirectly related issues); and
- Are not authorized to speak, including through official spokespersons, on issues beyond or only tangentially related to core institutional mission (red/mission unrelated issues).

Issues are not static in relevance, but may vary in public or political salience over time; the Board will review and update the mission issue examples below for relevance at least every three years. Issues may shift from one concentric circle to another, or overlap, depending on context. The Chancellor and System University Presidents must at all times strive to maintain impartiality on political, social, or religious matters, subject to their duties to advance the missions of their institutions and the System as a whole.

Issues that involve legislative matters or advocacy must be coordinated as provided in "UMS Legislative Advocacy" above.

A standing rapid response advisory committee of six members, including two Trustees, two Presidents, and two senior UMS staff (one of whom should be the System General Counsel or his/her legal designee) should be available to review, when time permits, the reasonableness of making statements on issues brought forth by the Chancellor/Presidents that appear to fall in the yellow zone.

**GREEN/Mission Critical**—Academic administration, curriculum, institutional finances and planning, health and safety of students and employees, and general issues critical to the financial or functional stability and wellbeing of the institution and its students, e.g., Pell grant funding, guns on campus, defunding TRIO programs, marijuana dispensaries near campus.

**YELLOW/Mission Indirectly Related**—Issues important or relevant to society at large that may impact an institution or its students or employees, but not in such a way as to undermine the institution's educational mission or prevent the institution from carrying it out; e.g., climate change, labor standards, immigration policy.

**RED/Mission Unrelated**—Issues of local, state or national import, but not relevant to educational mission or institutional financial or functional stability, e.g., abortion policy, tax reform, global trade policy.

The Board retains the right at all times to issue statements, including through the Chair or Chancellor, on behalf of the University of Maine System that cover all System universities.



University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Enrollment update

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

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

**BOARD POLICY:** N/A

**UNIFIED ACCREDITATION CONNECTION:**

Board transparency / engagement

**BACKGROUND:**

Vice Chancellor St. John will provide a brief update on spring 2025 and summer-fall 2025 enrollment.

Attachments  
[Summer-Fall Enrollment 2025](#)  
[Spring 2025 Enrollment](#)

Summer/Fall Undergraduate Applications<sup>1</sup> as of 237 Days before the Start of Fall Term

First-Time Applications Excludes MEOnline (AP)					Transfer Applications Excludes MEOnline (AP)					Other <sup>2</sup> Applications Excludes MEOnline (AP)					Total Applications Excludes MEOnline (AP)				
Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference	
			#	%				#	%				#	%				#	%
UM	11,245	11,693	448	4.0%	UM	426	415	-11	-2.6%	UM	0	0	0	--	UM	11,671	12,108	437	3.7%
UMA	1,048	1,042	-6	-0.6%	UMA	236	169	-67	-28.4%	UMA	22	15	-7	-31.8%	UMA	1,306	1,226	-80	-6.1%
UMF	1,208	1,585	377	31.2%	UMF	107	106	-1	-0.9%	UMF	0	0	0	--	UMF	1,315	1,691	376	28.6%
UMFK	574	565	-9	-1.6%	UMFK	171	130	-41	-24.0%	UMFK	6	2	-4	-66.7%	UMFK	751	697	-54	-7.2%
UMM	1,927	2,156	229	11.9%	UMM	108	87	-21	-19.4%	UMM	0	0	0	--	UMM	2,035	2,243	208	10.2%
UMPI	568	610	42	7.4%	UMPI	76	69	-7	-9.2%	UMPI	8	1	-7	-87.5%	UMPI	652	680	28	4.3%
USM	4,028	3,703	-325	-8.1%	USM	532	410	-122	-22.9%	USM	32	28	-4	-12.5%	USM	4,592	4,141	-451	-9.8%
<b>Total</b>	<b>20,598</b>	<b>21,354</b>	<b>756</b>	<b>3.7%</b>	<b>Total</b>	<b>1,656</b>	<b>1,386</b>	<b>-270</b>	<b>-16.3%</b>	<b>Total</b>	<b>68</b>	<b>46</b>	<b>-22</b>	<b>-32.4%</b>	<b>Total</b>	<b>22,322</b>	<b>22,786</b>	<b>464</b>	<b>2.1%</b>

First-Time Applications MEOnline (AP)					Transfer Applications MEOnline (AP)					Other <sup>2</sup> Applications MEOnline (AP)					Total Applications MEOnline (AP)				
Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference	
			#	%				#	%				#	%				#	%
UMFK	0	0	0	--	UMFK	37	25	-12	-32.4%	UMFK	3	1	-2	-66.7%	UMFK	40	26	-14	-35.0%
UMPI	18	13	-5	-27.8%	UMPI	223	122	-101	-45.3%	UMPI	1	1	0	0.0%	UMPI	242	136	-106	-43.8%
<b>Total</b>	<b>18</b>	<b>13</b>	<b>-5</b>	<b>-27.8%</b>	<b>Total</b>	<b>260</b>	<b>147</b>	<b>-113</b>	<b>-43.5%</b>	<b>Total</b>	<b>4</b>	<b>2</b>	<b>-2</b>	<b>-50.0%</b>	<b>Total</b>	<b>282</b>	<b>162</b>	<b>-120</b>	<b>-42.6%</b>

Total First-Time Applications					Total Transfer Applications					Total Other <sup>2</sup> Applications					Total Applications				
Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference	
			#	%				#	%				#	%				#	%
UM	11,245	11,693	448	4.0%	UM	426	415	-11	-2.6%	UM	0	0	0	--	UM	11,671	12,108	437	3.7%
UMA	1,048	1,042	-6	-0.6%	UMA	236	169	-67	-28.4%	UMA	22	15	-7	-31.8%	UMA	1,306	1,226	-80	-6.1%
UMF	1,208	1,585	377	31.2%	UMF	107	106	-1	-0.9%	UMF	0	0	0	--	UMF	1,315	1,691	376	28.6%
UMFK	574	565	-9	-1.6%	UMFK	208	155	-53	-25.5%	UMFK	9	3	-6	-66.7%	UMFK	791	723	-68	-8.6%
UMM	1,927	2,156	229	11.9%	UMM	108	87	-21	-19.4%	UMM	0	0	0	--	UMM	2,035	2,243	208	10.2%
UMPI	586	623	37	6.3%	UMPI	299	191	-108	-36.1%	UMPI	9	2	-7	-77.8%	UMPI	894	816	-78	-8.7%
USM	4,028	3,703	-325	-8.1%	USM	532	410	-122	-22.9%	USM	32	28	-4	-12.5%	USM	4,592	4,141	-451	-9.8%
<b>Total</b>	<b>20,616</b>	<b>21,367</b>	<b>751</b>	<b>3.6%</b>	<b>Total</b>	<b>1,916</b>	<b>1,533</b>	<b>-383</b>	<b>-20.0%</b>	<b>Total</b>	<b>72</b>	<b>48</b>	<b>-24</b>	<b>-33.3%</b>	<b>Total</b>	<b>22,604</b>	<b>22,948</b>	<b>344</b>	<b>1.5%</b>

## Notes

1. A count of all applications received. Note: an individual applicant may submit applications to multiple UMS institutions.
2. "Other" includes re-admits and other admit types other than "First-Time" and "Transfer."

Data as of end of day January 9, 2024 and January 7, 2025.

Produced by Robert.Zuercher@maine.edu on January 8, 2025.

Summer/Fall Admitted Undergraduates<sup>1</sup> as of 237 Days before the Start of Fall Term

First-Time Admits Excludes MEOnline (AP)					Transfer Admits Excludes MEOnline (AP)					Other <sup>2</sup> Admits Excludes MEOnline (AP)					Total Admits Excludes MEOnline (AP)				
Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference	
			#	%				#	%				#	%				#	%
UM	9,323	9,901	578	6.2%	UM	108	118	10	9.3%	UM	0	0	0	--	UM	9,431	10,019	588	6.2%
UMA	618	672	54	8.7%	UMA	82	55	-27	-32.9%	UMA	17	14	-3	-17.6%	UMA	717	741	24	3.3%
UMF	919	1,165	246	26.8%	UMF	20	26	6	30.0%	UMF	0	0	0	--	UMF	939	1,191	252	26.8%
UMFK	329	262	-67	-20.4%	UMFK	41	33	-8	-19.5%	UMFK	5	1	-4	-80.0%	UMFK	375	296	-79	-21.1%
UMM	1,480	1,649	169	11.4%	UMM	6	11	5	83.3%	UMM	0	0	0	--	UMM	1,486	1,660	174	11.7%
UMPI	379	408	29	7.7%	UMPI	13	12	-1	-7.7%	UMPI	4	0	-4	-100.0%	UMPI	396	420	24	6.1%
USM	3,241	3,050	-191	-5.9%	USM	144	117	-27	-18.8%	USM	19	16	-3	-15.8%	USM	3,404	3,183	-221	-6.5%
<b>Total</b>	<b>16,289</b>	<b>17,107</b>	<b>818</b>	<b>5.0%</b>	<b>Total</b>	<b>414</b>	<b>372</b>	<b>-42</b>	<b>-10.1%</b>	<b>Total</b>	<b>45</b>	<b>31</b>	<b>-14</b>	<b>-31.1%</b>	<b>Total</b>	<b>16,748</b>	<b>17,510</b>	<b>762</b>	<b>4.5%</b>

First-Time Admits MEOnline (AP)					Transfer Admits MEOnline (AP)					Other <sup>2</sup> Admits MEOnline (AP)					Total Admits MEOnline (AP)				
Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference	
			#	%				#	%				#	%				#	%
UMFK	0	0	0	--	UMFK	19	6	-13	-68.4%	UMFK	2	0	-2	-100.0%	UMFK	21	6	-15	-71.4%
UMPI	9	7	-2	-22.2%	UMPI	109	57	-52	-47.7%	UMPI	0	1	1	--	UMPI	118	65	-53	-44.9%
<b>Total</b>	<b>9</b>	<b>7</b>	<b>-2</b>	<b>-22.2%</b>	<b>Total</b>	<b>128</b>	<b>63</b>	<b>-65</b>	<b>-50.8%</b>	<b>Total</b>	<b>2</b>	<b>1</b>	<b>-1</b>	<b>-50.0%</b>	<b>Total</b>	<b>139</b>	<b>71</b>	<b>-68</b>	<b>-48.9%</b>

Total First-Time Admits					Total Transfer Admits					Total Other <sup>2</sup> Admits					Total Admits				
Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference	
			#	%				#	%				#	%				#	%
UM	9,323	9,901	578	6.2%	UM	108	118	10	9.3%	UM	0	0	0	--	UM	9,431	10,019	588	6.2%
UMA	618	672	54	8.7%	UMA	82	55	-27	-32.9%	UMA	17	14	-3	-17.6%	UMA	717	741	24	3.3%
UMF	919	1,165	246	26.8%	UMF	20	26	6	30.0%	UMF	0	0	0	--	UMF	939	1,191	252	26.8%
UMFK	329	262	-67	-20.4%	UMFK	60	39	-21	-35.0%	UMFK	7	1	-6	-85.7%	UMFK	396	302	-94	-23.7%
UMM	1,480	1,649	169	11.4%	UMM	6	11	5	83.3%	UMM	0	0	0	--	UMM	1,486	1,660	174	11.7%
UMPI	388	415	27	7.0%	UMPI	122	69	-53	-43.4%	UMPI	4	1	-3	-75.0%	UMPI	514	485	-29	-5.6%
USM	3,241	3,050	-191	-5.9%	USM	144	117	-27	-18.8%	USM	19	16	-3	-15.8%	USM	3,404	3,183	-221	-6.5%
<b>Total</b>	<b>16,298</b>	<b>17,114</b>	<b>816</b>	<b>5.0%</b>	<b>Total</b>	<b>542</b>	<b>435</b>	<b>-107</b>	<b>-19.7%</b>	<b>Total</b>	<b>47</b>	<b>32</b>	<b>-15</b>	<b>-31.9%</b>	<b>Total</b>	<b>16,887</b>	<b>17,581</b>	<b>694</b>	<b>4.1%</b>

## Notes

1. A count of all applications that have been evaluated and accepted for admission to the university.
2. "Other" includes re-admits and other admit types other than "First-Time" and "Transfer."

Data as of end of day January 9, 2024 and January 7, 2025.

Produced by Robert.Zuercher@maine.edu on January 8, 2025.

Summer/Fall Active Matriculated<sup>1</sup> Undergraduates as of 237 Days before the Start of Fall Term

First-Time Active Matriculated Excludes MEOnline (AP)					Transfer Active Matriculated Excludes MEOnline (AP)					Other <sup>2</sup> Active Matriculated Excludes MEOnline (AP)					Total Active Matriculated Excludes MEOnline (AP)			
Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Differ
			#	%				#	%				#	%				#
UM	238	242	4	1.7%	UM	31	30	-1	-3.2%	UM	0	0	0	--	UM	269	272	3
UMA	86	85	-1	-1.2%	UMA	45	22	-23	-51.1%	UMA	8	9	1	12.5%	UMA	139	116	-23
UMF	66	96	30	45.5%	UMF	5	10	5	100.0%	UMF	0	0	0	--	UMF	71	106	35
UMFK	33	13	-20	-60.6%	UMFK	4	7	3	75.0%	UMFK	1	1	0	0.0%	UMFK	38	21	-17
UMM	4	8	4	100.0%	UMM	0	0	0	--	UMM	0	0	0	--	UMM	4	8	4
UMPI	18	17	-1	-5.6%	UMPI	7	3	-4	-57.1%	UMPI	2	0	-2	-100.0%	UMPI	27	20	-7
USM	103	111	8	7.8%	USM	43	36	-7	-16.3%	USM	7	7	0	0.0%	USM	153	154	1
<b>Total</b>	<b>548</b>	<b>572</b>	<b>24</b>	<b>4.4%</b>	<b>Total</b>	<b>135</b>	<b>108</b>	<b>-27</b>	<b>-20.0%</b>	<b>Total</b>	<b>18</b>	<b>17</b>	<b>-1</b>	<b>-5.6%</b>	<b>Total</b>	<b>701</b>	<b>697</b>	<b>-4</b>
First-Time Active Matriculated MEOnline (AP)					Transfer Active Matriculated MEOnline (AP)					Other <sup>2</sup> Active Matriculated MEOnline (AP)					Total Active Matriculated MEOnline (AP)			
Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Differ
			#	%				#	%				#	%				#
UMFK	0	0	0	--	UMFK	17	6	-11	-64.7%	UMFK	2	0	-2	-100.0%	UMFK	19	6	-13
UMPI	8	6	-2	-25.0%	UMPI	66	49	-17	-25.8%	UMPI	0	1	1	--	UMPI	74	56	-18
<b>Total</b>	<b>8</b>	<b>6</b>	<b>-2</b>	<b>-25.0%</b>	<b>Total</b>	<b>83</b>	<b>55</b>	<b>-28</b>	<b>-33.7%</b>	<b>Total</b>	<b>2</b>	<b>1</b>	<b>-1</b>	<b>-50.0%</b>	<b>Total</b>	<b>93</b>	<b>62</b>	<b>-31</b>
Total First-Time Active Matriculated					Total Transfer Active Matriculated					Total Other <sup>2</sup> Active Matriculated					Total Active Matriculated			
Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Differ
			#	%				#	%				#	%				#
UM	238	242	4	1.7%	UM	31	30	-1	-3.2%	UM	0	0	0	--	UM	269	272	3
UMA	86	85	-1	-1.2%	UMA	45	22	-23	-51.1%	UMA	8	9	1	12.5%	UMA	139	116	-23
UMF	66	96	30	45.5%	UMF	5	10	5	100.0%	UMF	0	0	0	--	UMF	71	106	35
UMFK	33	13	-20	-60.6%	UMFK	21	13	-8	-38.1%	UMFK	3	1	-2	-66.7%	UMFK	57	27	-30
UMM	4	8	4	100.0%	UMM	0	0	0	--	UMM	0	0	0	--	UMM	4	8	4
UMPI	26	23	-3	-11.5%	UMPI	73	52	-21	-28.8%	UMPI	2	1	-1	-50.0%	UMPI	101	76	-25
USM	103	111	8	7.8%	USM	43	36	-7	-16.3%	USM	7	7	0	0.0%	USM	153	154	1
<b>Total</b>	<b>556</b>	<b>578</b>	<b>22</b>	<b>4.0%</b>	<b>Total</b>	<b>218</b>	<b>163</b>	<b>-55</b>	<b>-25.2%</b>	<b>Total</b>	<b>20</b>	<b>18</b>	<b>-2</b>	<b>-10.0%</b>	<b>Total</b>	<b>794</b>	<b>759</b>	<b>-35</b>

## Notes

1. Active matriculated is a count of admitted applicants who have confirmed their intent to enroll (typically through a deposit) in a degree/certificate program, excluding those who withdrew or cancelled their application after conf
2. "Other" includes re-admits and other admit types other than "First-Time" and "Transfer."

Data as of end of day January 9, 2024 and January 7, 2025.

Produced by Robert.Zuercher@maine.edu on January 8, 2025.

## Summer/Fall Direct Admit Undergraduates as of 237 Days before the Start of Fall Term

Admitted<sup>1</sup> Direct Admits

Campus	2024	2025	Difference	
			#	%
UM	308	361	53	17.2%
UMA	113	105	-8	-7.1%
UMF	151	190	39	25.8%
UMFK	52	27	-25	-48.1%
UMM	15	20	5	33.3%
UMPI	80	70	-10	-12.5%
USM	135	243	108	80.0%
<b>Total</b>	<b>854</b>	<b>1,016</b>	<b>162</b>	<b>19.0%</b>

Active Matriculated<sup>2</sup> Direct Admits

Campus	2024	2025	Difference	
			#	%
UM	41	30	-11	-26.8%
UMA	14	21	7	50.0%
UMF	18	25	7	38.9%
UMFK	10	0	-10	-100.0%
UMM	0	0	0	--
UMPI	6	4	-2	-33.3%
USM	21	19	-2	-9.5%
<b>Total</b>	<b>110</b>	<b>99</b>	<b>-11</b>	<b>-10.0%</b>

### Notes

1. A count of applications from direct admit students that have been evaluated and accepted for admission to the university.
2. Active matriculated is a count of admitted applicants who have confirmed their intent to enroll (typically through a deposit) in a degree/certificate program, excluding those who withdrew or cancelled their application after confirmation.

Data as of end of day January 9, 2024 and January 7, 2025.

Produced by Robert.Zuercher@maine.edu on January 8, 2025.

### Spring Headcount Enrollment as of 13 Days before the Start of Term Excludes Early College

Campus	Career	Tuition Residency	2024	2025	Difference	
					#	%
UM/UMM <sup>1</sup>	Undergraduate	In-State	--	4,943	--	--
		Out-of-State	--	1,995	--	--
		International	--	85	--	--
		NEBHE	--	372	--	--
		Canadian	--	57	--	--
		Online (Non-Resident) <sup>3</sup>	--	272	--	--
		Online (Resident) <sup>3</sup>	--	38	--	--
		Unknown	--	15	--	--
		<b>Subtotal</b>	--	<b>7,777</b>	--	--
	Graduate <sup>2</sup>	In-State	--	1,235	--	--
		Out-of-State	--	270	--	--
		International	--	276	--	--
		NEBHE	--	23	--	--
		Canadian	--	26	--	--
		Online (Non-Resident) <sup>3</sup>	--	306	--	--
		<b>Subtotal</b>	--	<b>2,136</b>	--	--
	<b>Subtotal</b>		--	<b>9,913</b>	--	--
UM <sup>1</sup>	Undergraduate	In-State	4,456	--	--	--
		Out-of-State	2,020	--	--	--
		International	84	--	--	--
		NEBHE	376	--	--	--
		Canadian	58	--	--	--
		Online (Non-Resident) <sup>3</sup>	262	--	--	--
		<b>Subtotal</b>	<b>7,256</b>	--	--	--
	Graduate <sup>2</sup>	In-State	1,221	--	--	--
		Out-of-State	276	--	--	--
		International	264	--	--	--
		NEBHE	42	--	--	--
		Canadian	22	--	--	--
		Online (Non-Resident) <sup>3</sup>	274	--	--	--
		<b>Subtotal</b>	<b>2,099</b>	--	--	--
	<b>Subtotal</b>		<b>9,355</b>	--	--	--
UMA	Undergraduate	In-State	2,324	2,357	33	1.4%
		Out-of-State	203	205	2	1.0%
		International	12	12	0	0.0%
		NEBHE	40	35	-5	-12.5%
		Canadian	3	6	3	100.0%
		<b>Subtotal</b>	<b>2,582</b>	<b>2,615</b>	<b>33</b>	<b>1.3%</b>
	Graduate	In-State	53	68	15	28.3%
		Out-of-State	11	12	1	9.1%

### Spring Headcount Enrollment as of 13 Days before the Start of Term Excludes Early College

Campus	Career	Tuition Residency	2024	2025	Difference	
					#	%
		International	2	10	8	400.0%
		Canadian	2	1	-1	-50.0%
		<b>Subtotal</b>	<b>68</b>	<b>91</b>	<b>23</b>	<b>33.8%</b>
		<b>Subtotal</b>	<b>2,650</b>	<b>2,706</b>	<b>56</b>	<b>2.1%</b>
UMF	Undergraduate	In-State	837	880	43	5.1%
		Out-of-State	85	48	-37	-43.5%
		International	1	2	1	100.0%
		NEBHE	101	125	24	23.8%
		Canadian	3	0	-3	-100.0%
		<b>Subtotal</b>	<b>1,027</b>	<b>1,055</b>	<b>28</b>	<b>2.7%</b>
	Graduate	In-State	323	403	80	24.8%
		Out-of-State	10	14	4	40.0%
		<b>Subtotal</b>	<b>333</b>	<b>417</b>	<b>84</b>	<b>25.2%</b>
		<b>Subtotal</b>	<b>1,360</b>	<b>1,472</b>	<b>112</b>	<b>8.2%</b>
UMFK	Undergraduate	In-State	210	216	6	2.9%
		Out-of-State	70	45	-25	-35.7%
		International	19	28	9	47.4%
		Canadian	7	6	-1	-14.3%
		MEOnline (AP)	239	199	-40	-16.7%
		<b>Subtotal</b>	<b>545</b>	<b>494</b>	<b>-51</b>	<b>-9.4%</b>
	Graduate	MEOnline (AP)	50	88	38	76.0%
		<b>Subtotal</b>	<b>50</b>	<b>88</b>	<b>38</b>	<b>76.0%</b>
		<b>Subtotal</b>	<b>595</b>	<b>582</b>	<b>-13</b>	<b>-2.2%</b>
UMM <sup>1</sup>	Undergraduate	In-State	234	--	--	--
		Out-of-State	54	--	--	--
		International	1	--	--	--
		NEBHE	22	--	--	--
		Canadian	3	--	--	--
		Online (Non-Resident) <sup>3</sup>	11	--	--	--
		<b>Subtotal</b>	<b>325</b>	<b>--</b>	<b>--</b>	<b>--</b>
		<b>Subtotal</b>	<b>325</b>	<b>--</b>	<b>--</b>	<b>--</b>
UMPI	Undergraduate	In-State	407	422	15	3.7%
		Out-of-State	62	65	3	4.8%
		International	14	9	-5	-35.7%
		Canadian	61	84	23	37.7%
		MEOnline (AP)	647	1,289	642	99.2%
		<b>Subtotal</b>	<b>1,191</b>	<b>1,869</b>	<b>678</b>	<b>56.9%</b>
	Graduate	MEOnline (AP)	30	110	80	266.7%
		<b>Subtotal</b>	<b>30</b>	<b>110</b>	<b>80</b>	<b>266.7%</b>
		<b>Subtotal</b>	<b>1,221</b>	<b>1,979</b>	<b>758</b>	<b>62.1%</b>
USM	Undergraduate	In-State	3,114	3,141	27	0.9%

### Spring Headcount Enrollment as of 13 Days before the Start of Term Excludes Early College

Campus	Career	Tuition Residency	2024	2025	Difference	
					#	%
		Out-of-State	520	449	-71	-13.7%
		International	23	20	-3	-13.0%
		NEBHE	168	188	20	11.9%
		Canadian	25	26	1	4.0%
		Online (Non-Resident) <sup>3</sup>	15	11	-4	-26.7%
		Online (Resident) <sup>3</sup>	--	141	--	--
		<b>Subtotal</b>	<b>3,865</b>	<b>3,976</b>	<b>111</b>	<b>2.9%</b>
	Graduate	In-State	1,226	963	-263	-21.5%
		Out-of-State	44	44	0	0.0%
		International	6	4	-2	-33.3%
		NEBHE	8	3	-5	-62.5%
		Canadian	6	5	-1	-16.7%
		Online (Non-Resident) <sup>3</sup>	51	126	75	147.1%
		Online (Resident) <sup>3</sup>	--	344	--	--
		MEOnline (AP)	243	217	-26	-10.7%
		<b>Subtotal</b>	<b>1,584</b>	<b>1,706</b>	<b>122</b>	<b>7.7%</b>
	<b>Subtotal</b>		<b>5,449</b>	<b>5,682</b>	<b>233</b>	<b>4.3%</b>
<b>LAW</b>	Law	In-State	160	156	-4	-2.5%
		Out-of-State	86	101	15	17.4%
		International	3	4	1	33.3%
		NEBHE	1	3	2	200.0%
		Canadian	2	1	-1	-50.0%
		<b>Subtotal</b>	<b>252</b>	<b>265</b>	<b>13</b>	<b>5.2%</b>
	<b>Subtotal</b>		<b>252</b>	<b>265</b>	<b>13</b>	<b>5.2%</b>
<b>Total</b>	Undergraduate	In-State	11,582	11,959	377	3.3%
		Out-of-State	3,014	2,807	-207	-6.9%
		International	154	156	2	1.3%
		NEBHE	707	720	13	1.8%
		Canadian	160	179	19	11.9%
		Online (Non-Resident) <sup>3</sup>	288	283	-5	-1.7%
		Online (Resident) <sup>3</sup>	--	179	--	--
		MEOnline (AP)	886	1,488	602	67.9%
		Unknown	0	15	15	--
		<b>Subtotal</b>	<b>16,791</b>	<b>17,786</b>	<b>995</b>	<b>5.9%</b>
	Graduate	In-State	2,823	2,669	-154	-5.5%
		Out-of-State	341	340	-1	-0.3%
		International	272	290	18	6.6%
		NEBHE	50	26	-24	-48.0%
		Canadian	30	32	2	6.7%
		Online (Non-Resident) <sup>3</sup>	325	432	107	32.9%



### Spring Headcount Enrollment as of 13 Days before the Start of Term Excludes Early College

Campus	Career	Tuition Residency	2024	2025	Difference	
					#	%
		Online (Resident) <sup>3</sup>	--	344	--	--
		MEOnline (AP)	323	415	92	28.5%
		<b>Subtotal</b>	<b>4,164</b>	<b>4,548</b>	<b>384</b>	<b>9.2%</b>
	Law	In-State	160	156	-4	-2.5%
		Out-of-State	86	101	15	17.4%
		International	3	4	1	33.3%
		NEBHE	1	3	2	200.0%
		Canadian	2	1	-1	-50.0%
		<b>Subtotal</b>	<b>252</b>	<b>265</b>	<b>13</b>	<b>5.2%</b>
	<b>Total</b>	<b>In-State</b>	<b>14,565</b>	<b>14,784</b>	<b>219</b>	<b>1.5%</b>
		<b>Out-of-State</b>	<b>3,441</b>	<b>3,248</b>	<b>-193</b>	<b>-5.6%</b>
		<b>International</b>	<b>429</b>	<b>450</b>	<b>21</b>	<b>4.9%</b>
		<b>NEBHE</b>	<b>758</b>	<b>749</b>	<b>-9</b>	<b>-1.2%</b>
		<b>Canadian</b>	<b>192</b>	<b>212</b>	<b>20</b>	<b>10.4%</b>
		<b>Online (Non-Resident)<sup>3</sup></b>	<b>613</b>	<b>715</b>	<b>102</b>	<b>16.6%</b>
		<b>Online (Resident)<sup>3</sup></b>	<b>--</b>	<b>523</b>	<b>--</b>	<b>--</b>
		<b>MEOnline (AP)</b>	<b>1,209</b>	<b>1,903</b>	<b>694</b>	<b>57.4%</b>
		<b>Unknown</b>	<b>0</b>	<b>15</b>	<b>15</b>	<b>--</b>
		<b>Total</b>	<b>21,207</b>	<b>22,599</b>	<b>1,392</b>	<b>6.6%</b>

*Notes:*

1. Starting in Fall 2024, UM and UMM are now reported together under "UM/UMM."
2. UM graduate students with an official out-of-state residency and in an online tuition group are reported as "Online (Non-Resident)."
3. Starting in Fall 2024, students with a tuition residency of "Online Program" and official residency of "In-State" are reported under "Online (Resident)."

Data as of end of day January 2, 2024 and January 7, 2025.

Produced by Robert.Zuercher@maine.edu on January 8, 2025.

### Spring Credit Hour Enrollment as of 13 Days before the Start of Term Excludes Early College

Campus	Career	Tuition Residency	2024	2025	Difference	
					#	%
UM/UMM <sup>1</sup>	Undergraduate	In-State	--	66,681	--	--
		Out-of-State	--	28,056	--	--
		International	--	1,053	--	--
		NEBHE	--	5,292	--	--
		Canadian	--	782	--	--
		Online (Non-Resident) <sup>3</sup>	--	1,773	--	--
		Online (Resident) <sup>3</sup>	--	374	--	--
		Unknown	--	11	--	--
		<b>Subtotal</b>	--	<b>104,022</b>	--	--
	Graduate <sup>2</sup>	In-State	--	6,294	--	--
		Out-of-State	--	1,519	--	--
		International	--	1,610	--	--
		NEBHE	--	157	--	--
		Canadian	--	232	--	--
		Online (Non-Resident) <sup>3</sup>	--	1,472	--	--
		<b>Subtotal</b>	--	<b>11,283</b>	--	--
	<b>Subtotal</b>		--	<b>115,305</b>	--	--
UM <sup>1</sup>	Undergraduate	In-State	60,883	--	--	--
		Out-of-State	28,859	--	--	--
		International	1,161	--	--	--
		NEBHE	5,320	--	--	--
		Canadian	880	--	--	--
		Online (Non-Resident) <sup>3</sup>	1,723	--	--	--
		<b>Subtotal</b>	<b>98,825</b>	--	--	--
	Graduate <sup>2</sup>	In-State	6,325	--	--	--
		Out-of-State	1,540	--	--	--
		International	1,600	--	--	--
		NEBHE	288	--	--	--
		Canadian	187	--	--	--
		Online (Non-Resident) <sup>3</sup>	1,372	--	--	--
		<b>Subtotal</b>	<b>11,312</b>	--	--	--
	<b>Subtotal</b>		<b>110,137</b>	--	--	--
UMA	Undergraduate	In-State	21,616	22,260	644	3.0%
		Out-of-State	1,902	1,905	3	0.2%
		International	138	146	8	5.8%
		NEBHE	360	344	-16	-4.4%
		Canadian	29	48	19	65.5%
		Online (Non-Resident) <sup>3</sup>	3	3	0	0.0%
		<b>Subtotal</b>	<b>24,048</b>	<b>24,706</b>	<b>658</b>	<b>2.7%</b>
	Graduate	In-State	220	312	92	41.8%

**Spring Credit Hour Enrollment as of 13 Days before the Start of Term**  
**Excludes Early College**

Campus	Career	Tuition Residency	2024	2025	Difference	
					#	%
		Out-of-State	57	45	-12	-21.1%
		International	9	30	21	233.3%
		Canadian	6	3	-3	-50.0%
		Online (Non-Resident) <sup>3</sup>	3	3	0	0.0%
		Online (Resident) <sup>3</sup>	--	12	--	--
		<b>Subtotal</b>	<b>295</b>	<b>405</b>	<b>110</b>	<b>37.3%</b>
	<b>Subtotal</b>		<b>24,343</b>	<b>25,111</b>	<b>768</b>	<b>3.2%</b>
UMF	Undergraduate	In-State	11,008	11,178	170	1.5%
		Out-of-State	1,204	612	-592	-49.2%
		International	13	30	17	130.8%
		NEBHE	1,411	1,695	284	20.1%
		Canadian	28	0	-28	-100.0%
		<b>Subtotal</b>	<b>13,664</b>	<b>13,515</b>	<b>-149</b>	<b>-1.1%</b>
	Graduate	In-State	1,542	1,818	276	17.9%
		Out-of-State	39	42	3	7.7%
		<b>Subtotal</b>	<b>1,581</b>	<b>1,860</b>	<b>279</b>	<b>17.7%</b>
	<b>Subtotal</b>		<b>15,245</b>	<b>15,375</b>	<b>130</b>	<b>0.9%</b>
UMFK	Undergraduate	In-State	2,044	2,082	39	1.9%
		Out-of-State	739	536	-203	-27.5%
		International	240	373	133	55.4%
		NEBHE	15	15	0	0.0%
		Canadian	61	56	-5	-7.4%
		MEOnline (AP)	1,808	1,441	-367	-20.3%
		<b>Subtotal</b>	<b>4,906</b>	<b>4,503</b>	<b>-403</b>	<b>-8.2%</b>
	Graduate	MEOnline (AP)	321	633	312	97.2%
		<b>Subtotal</b>	<b>321</b>	<b>633</b>	<b>312</b>	<b>97.2%</b>
	<b>Subtotal</b>		<b>5,227</b>	<b>5,136</b>	<b>-91</b>	<b>-1.7%</b>
UMM <sup>1</sup>	Undergraduate	In-State	2,012	--	--	--
		Out-of-State	704	--	--	--
		International	9	--	--	--
		NEBHE	291	--	--	--
		Canadian	34	--	--	--
		Online (Non-Resident) <sup>3</sup>	99	--	--	--
		<b>Subtotal</b>	<b>3,149</b>	<b>--</b>	<b>--</b>	<b>--</b>
	<b>Subtotal</b>		<b>3,149</b>	<b>--</b>	<b>--</b>	<b>--</b>
UMPI	Undergraduate	In-State	4,508	4,690	182	4.0%
		Out-of-State	775	809	34	4.4%
		International	173	123	-50	-28.9%
		NEBHE	0	12	12	--
		Canadian	870	1,167	297	34.1%
		MEOnline (AP)	6,485	12,842	6,357	98.0%

### Spring Credit Hour Enrollment as of 13 Days before the Start of Term Excludes Early College

Campus	Career	Tuition Residency	2024	2025	Difference	
					#	%
		<b>Subtotal</b>	<b>12,811</b>	<b>19,643</b>	<b>6,832</b>	<b>53.3%</b>
	Graduate	In-State	0	4	4	--
		MEOnline (AP)	111	480	369	332.4%
		<b>Subtotal</b>	<b>111</b>	<b>484</b>	<b>373</b>	<b>336.0%</b>
	<b>Subtotal</b>		<b>12,922</b>	<b>20,127</b>	<b>7,205</b>	<b>55.8%</b>
USM	Undergraduate	In-State	37,603	38,261	658	1.7%
		Out-of-State	7,151	6,027	-1,125	-15.7%
		International	310	256	-55	-17.6%
		NEBHE	2,368	2,606	238	10.1%
		Canadian	373	390	18	4.7%
		Online (Non-Resident) <sup>3</sup>	159	133	-27	-16.7%
		Online (Resident) <sup>3</sup>		1,406	--	--
		<b>Subtotal</b>	<b>47,964</b>	<b>49,077</b>	<b>1,113</b>	<b>2.3%</b>
	Graduate	In-State	7,678	6,836	-842	-11.0%
		Out-of-State	503	521	18	3.6%
		International	39	34	-5	-12.8%
		NEBHE	44	25	-19	-43.2%
		Canadian	57	54	-3	-4.4%
		Online (Non-Resident) <sup>3</sup>	306	741	435	142.2%
		Online (Resident) <sup>3</sup>		1,715	--	--
		MEOnline (AP)	1,431	1,152	-279	-19.5%
		<b>Subtotal</b>	<b>10,057</b>	<b>11,078</b>	<b>1,021</b>	<b>10.1%</b>
	<b>Subtotal</b>		<b>58,021</b>	<b>60,154</b>	<b>2,134</b>	<b>3.7%</b>
LAW	Law	In-State	2,276	2,260	-17	-0.7%
		Out-of-State	1,268	1,520	252	19.8%
		International	39	54	16	40.3%
		NEBHE	15	47	32	213.3%
		Canadian	25	15	-10	-40.0%
		<b>Subtotal</b>	<b>3,623</b>	<b>3,895</b>	<b>273</b>	<b>7.5%</b>
	<b>Subtotal</b>		<b>3,623</b>	<b>3,895</b>	<b>273</b>	<b>7.5%</b>
Total	Undergraduate	In-State	139,674	145,152	5,478	3.9%
		Out-of-State	41,334	37,944	-3,390	-8.2%
		International	2,044	1,981	-64	-3.1%
		NEBHE	9,765	9,964	199	2.0%
		Canadian	2,274	2,443	169	7.4%
		Online (Non-Resident) <sup>3</sup>	1,984	1,909	-76	-3.8%
		Online (Resident) <sup>3</sup>	--	1,780	--	--
		MEOnline (AP)	8,293	14,283	5,990	72.2%
		Unknown	0	11	11	--
		<b>Subtotal</b>	<b>205,367</b>	<b>215,465</b>	<b>10,099</b>	<b>4.9%</b>

### Spring Credit Hour Enrollment as of 13 Days before the Start of Term Excludes Early College

Campus	Career	Tuition Residency	2024	2025	Difference	
					#	%
	Graduate	In-State	15,764	15,263	-502	-3.2%
		Out-of-State	2,139	2,127	-12	-0.6%
		International	1,648	1,674	26	1.6%
		NEBHE	332	182	-150	-45.2%
		Canadian	250	289	40	15.8%
		Online (Non-Resident) <sup>3</sup>	1,681	2,216	535	31.8%
		Online (Resident) <sup>3</sup>	--	1,727	--	--
		MEOnline (AP)	1,863	2,265	402	21.6%
		<b>Subtotal</b>	<b>23,676</b>	<b>25,742</b>	<b>2,066</b>	<b>8.7%</b>
	Law	In-State	2,276	2,260	-17	-0.7%
		Out-of-State	1,268	1,520	252	19.8%
		International	39	54	16	40.3%
		NEBHE	15	47	32	213.3%
		Canadian	25	15	-10	-40.0%
		<b>Subtotal</b>	<b>3,623</b>	<b>3,895</b>	<b>273</b>	<b>7.5%</b>
<b>Total</b>		<b>In-State</b>	<b>157,714</b>	<b>162,674</b>	<b>4,960</b>	<b>3.1%</b>
		<b>Out-of-State</b>	<b>44,741</b>	<b>41,591</b>	<b>-3,150</b>	<b>-7.0%</b>
		<b>International</b>	<b>3,730</b>	<b>3,709</b>	<b>-22</b>	<b>-0.6%</b>
		<b>NEBHE</b>	<b>10,112</b>	<b>10,193</b>	<b>81</b>	<b>0.8%</b>
		<b>Canadian</b>	<b>2,548</b>	<b>2,747</b>	<b>199</b>	<b>7.8%</b>
		<b>Online (Non-Resident)<sup>3</sup></b>	<b>3,665</b>	<b>4,124</b>	<b>459</b>	<b>12.5%</b>
		<b>Online (Resident)<sup>3</sup></b>	<b>--</b>	<b>3,507</b>	<b>--</b>	<b>--</b>
		<b>MEOnline (AP)</b>	<b>10,156</b>	<b>16,548</b>	<b>6,392</b>	<b>62.9%</b>
		<b>Unknown</b>	<b>0</b>	<b>11</b>	<b>11</b>	<b>--</b>
		<b>Total</b>	<b>232,665</b>	<b>245,102</b>	<b>12,437</b>	<b>5.3%</b>

*Notes:*

1. Starting in Fall 2024, UM and UMM are now reported together under "UM/UMM."
2. UM graduate students with an official out-of-state residency and in an online tuition group are reported as "Online (Non-Resident)."
3. Starting in Fall 2024, students with a tuition residency of "Online Program" and official residency of "In-State" are reported under "Online (Resident)."
4. Credit hours from crosslinked courses are reported under the host institution.

Data as of end of day January 2, 2024 and January 7, 2025.

Produced by Robert.Zuercher@maine.edu on January 8, 2025.

**Spring Headcount Enrollment as of 13 Days before the Start of Term  
Entering Undergraduate Transfers by Outgoing Institution Type**

MCCS Transfers					UMS (Internal) Transfers					External (Other) Transfers					Total Transfers				
Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference		Campus	2024	2025	Difference	
			#	%				#	%				#	%				#	%
UM/UMM <sup>1</sup>	--	22	--	--	UM/UMM <sup>1</sup>	--	16	--	--	UM/UMM <sup>1</sup>	--	83	--	--	UM/UMM <sup>1</sup>	--	121	--	--
UM <sup>1</sup>	14	--	--	--	UM <sup>1</sup>	13	--	--	--	UM <sup>1</sup>	80	--	--	--	UM <sup>1</sup>	107	--	--	--
UMA	32	61	29	90.6%	UMA	26	26	0	0.0%	UMA	50	57	7	14.0%	UMA	108	144	36	33.3%
UMF	1	8	7	700.0%	UMF	5	1	-4	-80.0%	UMF	5	11	6	120.0%	UMF	11	20	9	81.8%
UMFK	8	7	-1	-12.5%	UMFK	2	6	4	200.0%	UMFK	10	12	2	20.0%	UMFK	20	25	5	25.0%
UMM <sup>1</sup>	0	--	--	--	UMM <sup>1</sup>	4	--	--	--	UMM <sup>1</sup>	3	--	--	--	UMM <sup>1</sup>	7	--	--	--
UMPI	4	12	8	200.0%	UMPI	13	10	-3	-23.1%	UMPI	139	393	254	182.7%	UMPI	156	415	259	166.0%
USM	33	53	20	60.6%	USM	14	12	-2	-14.3%	USM	47	53	6	12.8%	USM	94	118	24	25.5%
<b>Total</b>	<b>92</b>	<b>163</b>	<b>71</b>	<b>77.2%</b>	<b>Total</b>	<b>77</b>	<b>71</b>	<b>-6</b>	<b>-7.8%</b>	<b>Total</b>	<b>334</b>	<b>609</b>	<b>275</b>	<b>82.3%</b>	<b>Total</b>	<b>503</b>	<b>843</b>	<b>340</b>	<b>67.6%</b>

**Notes:**

1. Starting in Fall 2024, UM and UMM are now reported together under "UM/UMM."

Data as of end of day January 2, 2024 and January 7, 2025.

Produced by Robert.Zuercher@maine.edu on January 8, 2025.

### Spring Early College Enrollment as of 13 Days before the Start of Term

Headcount					Credit Hours				
Campus	2024	2025	Difference		Campus	2024	2025	Difference	
			#	%				#	%
UM/UMM <sup>1</sup>	--	421	--	--	UM/UMM <sup>1</sup>	--	1,438	--	--
UM <sup>1</sup>	304	--	--	--	UM <sup>1</sup>	1,063	--	--	--
UMA	415	366	-49	-11.8%	UMA	1,451	1,329	-122	-8.4%
UMF	38	53	15	39.5%	UMF	128	183	55	43.0%
UMFK	222	215	-7	-3.2%	UMFK	775	844	69	8.9%
UMM <sup>1</sup>	126	--	--	--	UMM <sup>1</sup>	427	--	--	--
UMPI	240	165	-75	-31.3%	UMPI	1,034	537	-497	-48.1%
USM	190	191	1	0.5%	USM	698	678	-20	-2.8%
<b>Total</b>	<b>1,535</b>	<b>1,411</b>	<b>-124</b>	<b>-8.1%</b>	<b>Total</b>	<b>5,576</b>	<b>5,009</b>	<b>-567</b>	<b>-10.2%</b>

*Notes:*

1. Starting in Fall 2024, UM and UMM are now reported together under "UM/UMM."
2. Credit hours from crosslinked courses are reported under the host institution.

Data as of end of day January 2, 2024 and January 7, 2025.

Produced by Robert.Zuercher@maine.edu on January 8, 2025.

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Additional Confirmation of Boards of Visitors' Appointments for 2024-2025

**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. The attached slides outline the president's recommendations for Boards of Visitor appointments.

The University of Maine received permission to put forth this off-cycle confirmation so they can comply with their bylaws. Following confirmation by the Trustees, the University of Maine will select two of the approved BOV members to begin terms in February.

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees confirms the Boards of Visitors' appointments for 2025-2028, as presented.

12/19/2024



University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Honorary Degree Nominations for 2025

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

213 - Honorary Degrees

**UNIFIED ACCREDITATION CONNECTION:**

N/A

**BACKGROUND:**

Honorary Degree nominations from the University of Maine System campuses are presented annually for approval. In accordance with Board practice, the nominations are presented a year in advance and will be reviewed in Executive Session. Action will be taken in the public meeting without identification of the individual honorees. Publicity is the responsibility of the campus after arrangements for conferral of the degree are complete.

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees approves the 2025 nominations for Honorary Degrees as presented.

Attachment:

[Honorary Degree Nominations for 2025 - List](#) (*Confidential*)

[Honorary Degree Nominations for 2025 - Narratives](#) (*Confidential*)

[Memo](#)



**Board of Trustees**  
15 Estabrooke Drive  
Orono, ME 04469

Tel: 207-581-5844  
Fax: 207-581-9212  
[www.maine.edu](http://www.maine.edu)

December 24, 2024

TO: Vice Chancellor for Academic and Student Affairs Jeffrey St. John

FR: Clerk of the Board Elizabeth Stickler

RE: 2025 Honorary Degree Nominations

The University of Maine

Enclosed for your approval are the 2025 Nominations for Honorary Degrees submitted by the campuses. The following documents are attached:

University of Maine  
at Augusta

Nominations for 2025 Honorary Degrees – list by campus  
Nominations for 2025 Honorary Degrees - brief bios by campus  
Board of Trustees Policy 213 *Honorary Degrees*

University of Maine  
at Farmington

University of Maine  
at Fort Kent

Based on your approval, these nominations will be presented to the Board for approval at the January 2025 Board meeting.

University of Maine  
at Machias


After you have reviewed and approved this request, please forward this information to the Chancellor for his approval, who will return the request to me, if possible, by noon on Friday, January 3, 2025.

University of Maine  
at Presque Isle

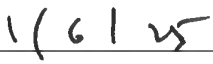
University of  
Southern Maine

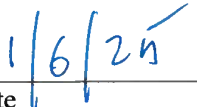
University of Maine  
School of Law

I approve the 2025 Nominations for Honorary Degrees:

  
Jeffrey St. John  
Vice Chancellor for  
Academic and Student Affairs

  
Dannel Malloy  
Chancellor

  
Date

  
Date

University of Maine System  
Board of Trustees

## **AGENDA ITEM SUMMARY**

**NAME OF ITEM:** UMS TRANSFORMS Update

**INITIATED BY:** Dannel Malloy, Chancellor

**BOARD INFORMATION:** X

**BOARD ACTION:**

**BOARD POLICY:**

**UNIFIED ACCREDITATION CONNECTION:** The UMS TRANSFORMS initiative aligns closely with the University of Maine System's unified accreditation by promoting greater collaboration, innovation, and academic integration across the system's institutions. The UMS TRANSFORMS initiative focuses on breaking down traditional institutional silos and fostering cross-campus partnerships. By integrating programs, resources, and expertise from different universities within the system, TRANSFORMS supports the unified accreditation's goal of offering students a broader, more diverse educational experience without barriers between institutions. Additionally, both initiatives emphasize the importance of aligning educational offerings with the needs of Maine's economy and workforce.

**PURPOSE:** To provide the UMS Board of Trustees with regular updates on the progress toward the goals and objectives of UMS TRANSFORMS. These updates should also include how the initiative aligns with the broader goals of unified accreditation and the UMS Strategic Plan. Keeping the Board informed will not only enhance trustee awareness of ongoing initiatives but also provide an opportunity for valuable, timely feedback, ensuring continued alignment with the broader objectives of the University of Maine System.

**BACKGROUND:** The Harold Alfond Foundation has committed an unprecedented \$320 million to the University of Maine System, driving transformative change to advance education, innovation, and talent development across Maine. This historic investment enhances student experiences through research learning, improved STEM outcomes, and expanded internships, while creating workforce solutions through a new Maine College of Engineering and Computing. It also supports state-of-the-art athletic facilities and fosters interdisciplinary collaboration at the Maine Graduate and Professional Center (The Maine Center), aiming to build a global reputation for graduate programs in business, law, health, and public policy. These initiatives reflect a shared vision to shape Maine's future and strengthen its communities.

Vice Chancellors Dorsey and Ferrini-Mundy will offer a brief history for new Trustees, progress toward goals with an overview of current and planned initiatives.

Attachment

[UMS TRANSFORMS Presentation](#)





## UMS TRANSFORMS

**Making a Difference for Maine:**  
*Access, excellence, and opportunity for all  
Maine students*





## Overview

UMS TRANSFORMS is implemented through four initiatives.

5.1

### Student Success and Retention

**Redesigning** the college learning experience in innovative ways to engage students, starting where they are so they can succeed

### Maine College of Engineering and Computing

Answering the need for a **statewide** technological workforce and innovations based in R&D

### Maine Center

**Preparing** future leaders to address global and local challenges and **strengthen** Maine's economy with interdisciplinary solutions

### UMaine Athletics

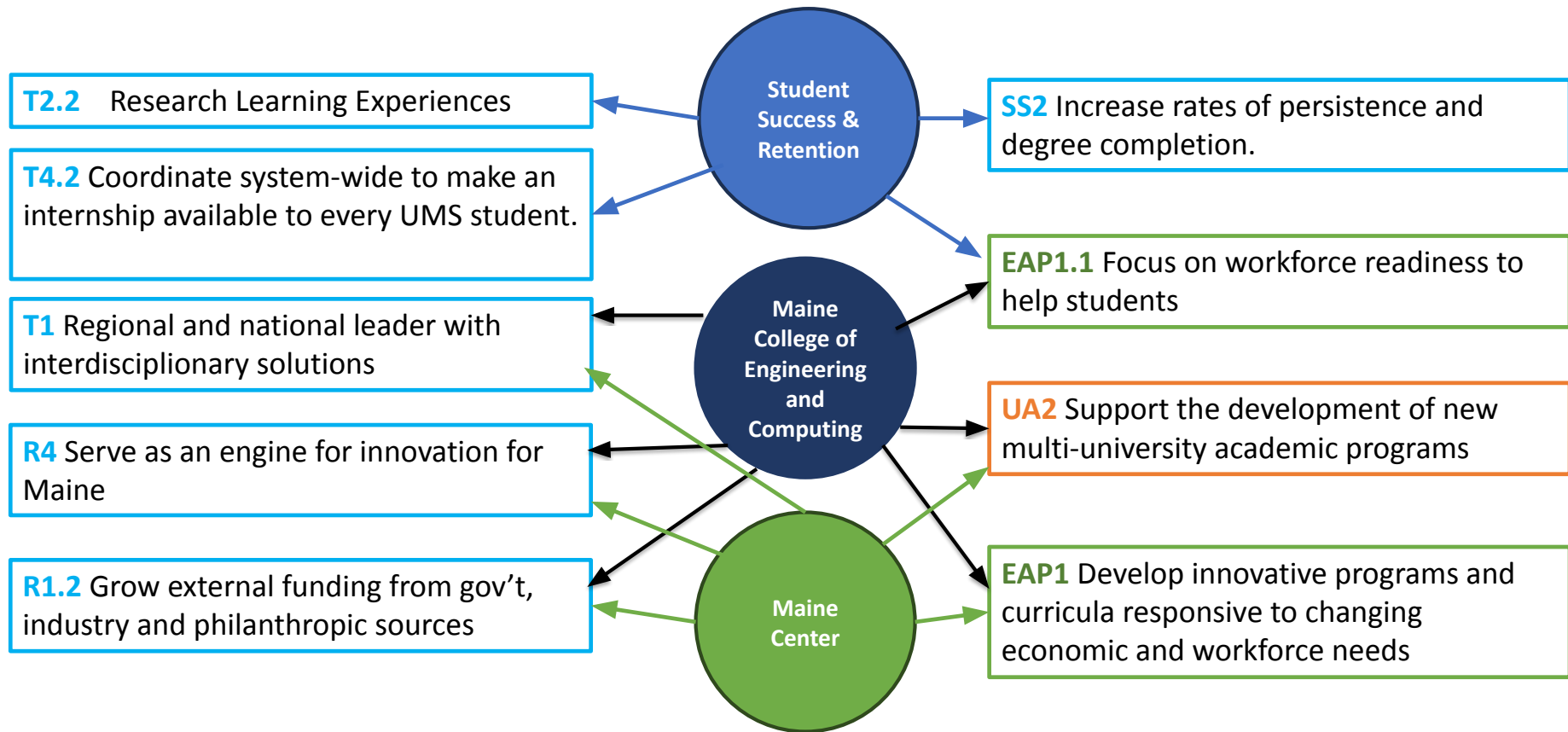
**Reshaping** the UMaine D1 athletics infrastructure with best-in-class facilities



## Overview

## UMS TRANSFORMS aligns with the UMS five-year strategic plan 2023 - 2028

5.1



## System-wide highlights

## \$320M investment by the Harold Alfond Foundation in the University of Maine System

5.1

Student Success and Retention	Maine College of Engineering and Computing	Maine Center	UMaine Athletics
<b>Research Learning Experiences</b> <u>2021 Fall (pilot UM/UMM)</u> <u>2024 Fall (all universities)</u> <ul style="list-style-type: none"> <li>• 40 course sections</li> <li>• 248 students</li> <li>• 112 course sections</li> <li>• 1,454 students</li> </ul>	<b>New majors and programs</b> <ul style="list-style-type: none"> <li>• BS Industrial Engineering (USM)</li> <li>• BS Human-Centered Tech. Design</li> <li>• Eng.D. Engineering Technology</li> <li>• MBA in Engineering Management</li> </ul>	<b>Maine MBA</b> <ul style="list-style-type: none"> <li>• Launched in Fall 2019: 49 students enrolled</li> <li>• Fall 2024: 367 students enrolled</li> <li>• Nationally ranked by U.S. News and World Report, Fortune and CEO Magazine</li> </ul>	<b>Modern D1 facilities</b> <ul style="list-style-type: none"> <li>• Morse Field</li> <li>• Softball complex</li> <li>• Field Hockey complex</li> <li>• Mahaney Dome</li> <li>• Alfond Arena</li> <li>• Scoreboard &amp; LED</li> </ul>
<b>Gateways to Success</b> <ul style="list-style-type: none"> <li>• Pilot year system-wide 2023-24</li> <li>• Increased access to tutors and student peer mentors</li> <li>• 239 sections with Gateways to Success interventions</li> <li>• ~6,000 students involved</li> </ul>	<b>Attracting Students</b> <ul style="list-style-type: none"> <li>• Fall 2023 to Fall 2024 UMaine enrollment in engineering and computing increased by 4%; PhD students up by 30%</li> <li>• +5% first-time BS retention</li> <li>• +9% female students in mechanical engineering tech.</li> </ul>	<b>Leadership development</b> <ul style="list-style-type: none"> <li>• Alfond Scholars in Business, Law and Policy</li> <li>• Externships &amp; Internships</li> <li>• <i>Build a Better Maine</i>: unlocking the power of innovation with Maine's top companies</li> </ul>	<b>2024 groundbreakings</b> <ul style="list-style-type: none"> <li>• Shawn Walsh Training Center</li> <li>• Alfond Arena renovations</li> <li>• Track &amp; Field and Soccer Complex</li> <li>• Morse Arena</li> <li>• Congressionally Directed Spending \$2.15M for ADA accessibility</li> </ul>
<b>Pathways to Careers</b> <ul style="list-style-type: none"> <li>• System-wide coordination across 14 key economic sectors</li> <li>• 150 students received support funds in Spring 2024</li> </ul>	<b>Growing R&amp;D for Maine</b> <ul style="list-style-type: none"> <li>• (GEM) integrates research learning, innovation and leading-edge manufacturing</li> <li>• Groundbreaking Fall 2024</li> </ul>	<b>Maine Center Building</b> <ul style="list-style-type: none"> <li>• Opened 300 Fore St. (Jan. 2023)</li> <li>• Opened 7 Custom House (Oct. 23)</li> <li>• Law School, Graduate School of Business, housed in Old Port</li> </ul>	<b>Connecting with Community</b> <ul style="list-style-type: none"> <li>• Maine Principals' Association</li> <li>• Town of Orono</li> <li>• UMS Athletics Directors</li> </ul>
<b>\$20M match achieved</b>	<b>\$121M match achieved</b>	<b>\$25M match achieved</b>	<b>\$20M match achieved</b>

**Student Success & Retention** | **Innovative research learning, academic support and career pathways for student success are making an impact.**

5.1

**1 Research Learning Experiences**

- Available at all universities with 112 course sections and 1,454 total enrollment Fall 2024
- RLEs increase student morale and a sense of belonging to their university, which predicts fall to fall retention
- New funding model to support AY 24-25 growth in RLE courses

**2 Gateways to Success**

- System-wide in 2023
- \$1 million in new interventions proposed and in planning for AY 24-25

**3 Pathways to Careers**

- \$5M in state workforce development funds for system-wide collaboration in key economic sectors for Maine
- \$397,000 in grants given to 288 students across UMS to increase access to internships
- Coordinators for internships in 14 economic sectors hired or designated to begin UMS-wide collaboration



## Student Success & Retention

### | Gateways to Success increases academic achievement and persistence.

5.1

Spring 24

#### Fall 2023 Course Performance Analysis

- On average, GTS course supports associated with
  - **3.6% lower DFWL rates on average**
  - **4.5% higher rate of “B” or better**

Fall 24

#### Fall 2024 GTS Proposal Update

- \$1M for GTS Phase II proposals
- 13 new projects across 5 UMS universities focused on more centralized interventions that can help improve student success across multiple Gateway courses simultaneously
- Continuation and extension of successful Phase I proposals
- Funding for these projects will begin July 2024 to June 2025



## Maine College of Engineering and Computing

MCEC is focused on attracting new students in graduate and undergraduate programs.

5.1

### 1 Overall engineering and computing enrollment

- 17% systemwide increase 2021 to 2023
- 5% UMaine overall increase from 2023 to 2024
- 30% UMaine increase in PhD students from 2023 to 2024

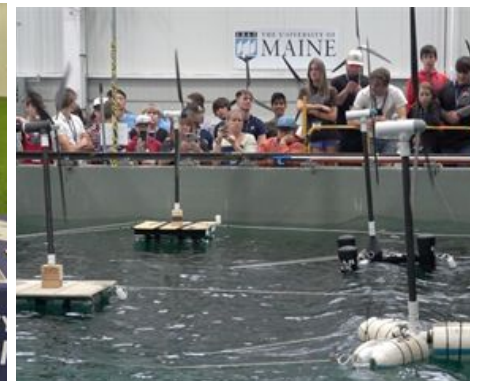
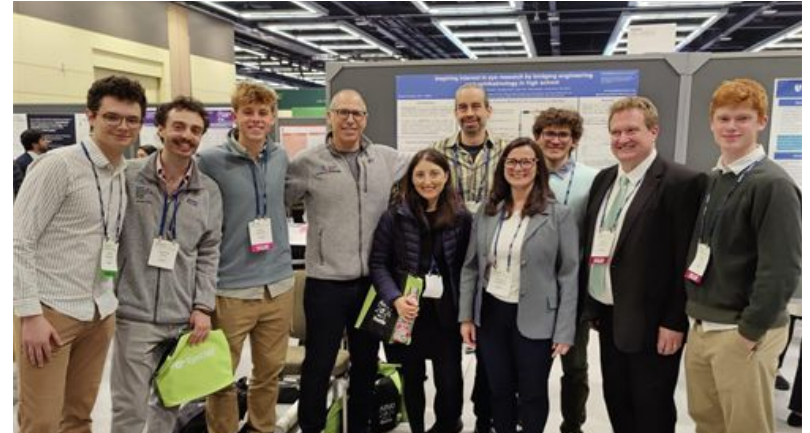
### 2 Program highlights

- Survey Engineering Technology up 76% in four years
- Data Science & Engineering up 300%
- Fall-to-fall retention for first-time BS at UMaine up 5%

### 3 Expanding K-12 outreach through VEX robotics

### 4 Green Engineering and Materials (GEM)

- Official groundbreaking November 2024



International leadership in research-driven learning

## UMaine Athletics | Modern D1 Athletics facilities lift our students, communities and state.

- 1 **Shawn Walsh Hockey Center and Alfond Arena**
  - Officially broke ground on the project in March 2024
  - Expected completion for all is Fall of 2025
- 2 **New Balance Track & Field and Soccer Complex**
  - Officially broke ground on the project in November 2024
- 3 **Morse Arena**
  - Officially broke ground on the project in November 2024





## UMaine Athletics | Modern D1 Athletics facilities lift our students, communities and state.

5.1

Morse Field Replacement (Fall 2021)

Softball Complex (March 2023)

Field Hockey Complex (August 2023)

Alfond Arena Scoreboard and LED (October 2023)

Mahaney Dome Replacement (late Fall 2023)

Alfond Arena and Shawn Walsh Addition (started March 2024)

New Balance Track & Field and Soccer Complex (groundbreaking Nov 2024)

Morse Arena (groundbreaking Nov 2024)

Memorial Gym Upgrades



**SITE PLAN**  
Location Map of Proposed Athletic Facilities Projects

## Maine Center | Graduate and Professional Education and Innovation Focused on Advancing Maine.

5.1

- 1 116,000 + square foot UMS property
- 2 300 Fore Street opened in January 2023
- 3 7 Custom House occupancy in October 2023



University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

6

**NAME OF ITEM:** The Maine Center Update

**INITIATED BY:** Dannel Malloy, Chancellor

**BOARD INFORMATION:** X

**BOARD ACTION:**

**BOARD POLICY:**

**UNIFIED ACCREDITATION CONNECTION:** As part of the UMS TRANSFORMS initiative, The Maine Center is a collaborative space within the University of Maine System. It focuses on building connections to enhance multi-university, multi-disciplinary programs and provides a platform for educators, students, and industry leaders to work together on projects that drive economic development in Maine. This work directly aligns with the core goals of UMS' unified accreditation, which aims to foster greater collaboration and innovation across the system.

**PURPOSE:** To provide the UMS Board of Trustees with regular updates on the progress at The Maine Center. These updates should include progress toward the goals and objectives of UMS TRANSFORMS, as well as how the Center's activities align with the broader goals of unified accreditation and the UMS Strategic Plan. Keeping the Board informed will not only enhance trustee awareness of ongoing initiatives but also provide an opportunity for valuable timely feedback, ensuring continued alignment with the broader objectives of the University of Maine System.

**BACKGROUND:** The Maine Center, located in Portland's Old Port, was made possible by a \$55 million investment from the Harold Alfond Foundation. This investment supports the development of interdisciplinary, experiential, and market-driven graduate and professional programs in business, law, policy, and engineering and computing, all designed to meet the needs of Maine's employers and future leaders. The Maine Center houses the University of Maine School of Law, MBA, and engineering programs, with ongoing expansion to further strengthen connections among students, entrepreneurs, and researchers across the state. Through these collaborations, The Maine Center aims to foster stronger ties between higher education, employers, and Maine's business, civic, and legal communities.

Executive Director, The Maine Center, Seth Goodall will offer a brief history for new Trustees and an overview of current and planned initiatives.

Attachment

The Maine Center Presentation

## **The Maine Graduate and Professional Center (The Maine Center) University of Maine System Board of Trustees Update**

**January 13, 2025**

**Seth Goodall, CEO, Maine Center Ventures, and Executive Director, The Maine Center**





## The Maine Center's Four Pillars.



### 1 Interdisciplinary Graduate Education & Programs

- Maine Graduate School of Business – *MaineMBA*
- University of Maine School of Law – *JD*
- USM's Muskie School of Public Service – *MPPM & MPH*
- Maine College of Engineering & Computing

### 2 Executive Education & Professional Development

- Responsive to Maine's emerging leaders and economy
- Industry partnerships to address Maine's workforce

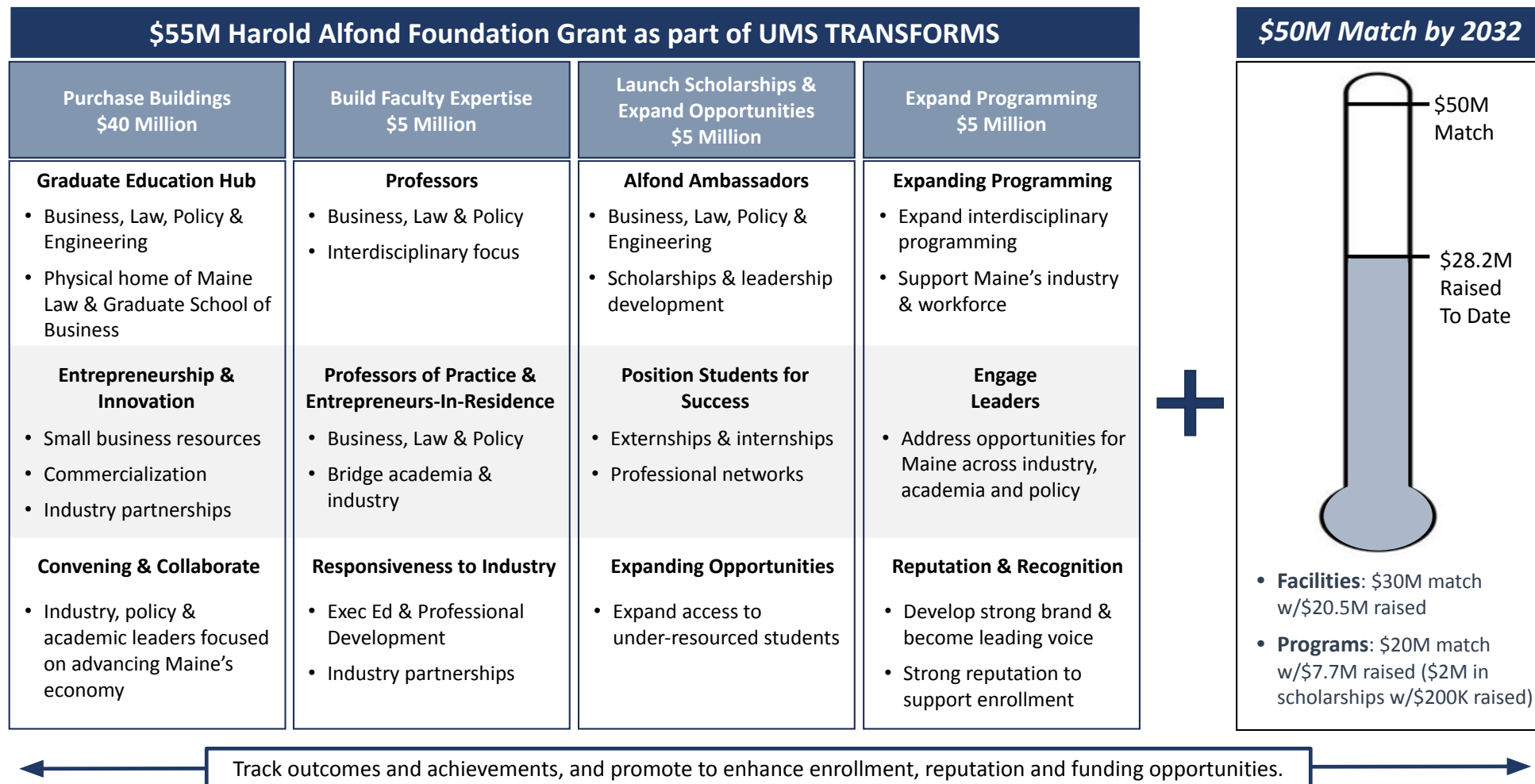
### 3 Hub of Entrepreneurship & Innovation

- Support entrepreneurs, commercialization and investment in Maine
- Advance economic development and R&D

### 4 Center of Convening & Knowledge Sharing

- Convene leaders to address Maine's defining challenges
- Establish the Center as a leading voice

## The \$105M Investment in the Maine Center.



6.1

## Executive Education and Professional Development Update.

*The Maine Center is building a tailored suite of executive education and professional development offerings in collaboration with partners across the University of Maine System (UMS). The focus will be to leverage existing assets and build off successes in the fields of leadership development and compliance.*

6.1

### The Approach

- Offering Certificate of Completion (i.e., non-credit)
- Target audience of professionals on a leadership track
- Private, Public, Nonprofit and Entrepreneurial leaders
- Customer centric approach
- Blended learning experience with online and in-person in Portland

### Partnering Across UMS

- Leverage expertise across UMS (i.e., GSB, Maine Law, Muskie, etc.)
- Reimagine and repackage existing online offerings (i.e., MBA) for Exec Ed formats
- Revenue sharing between Maine Center & UMS partners
- Strengthen brands of Maine Center and partnering university

### Initial Focus Areas

- Leadership
  - Emerging leaders
  - Owners/Founders
- AI (i.e., Business Applications)
- Finance for Non-Finance Managers
- Sustainability & Environment
- Compliance, Risk and Governance

## Maine Center Building Update and 2025 Focus Areas for the Maine Center.

### Building Update

- **Concept Design:** Completed after robust stakeholder process with architects from Harriman and Goody Clancy
- **RFQ for Construction Manager at Risk:** Anticipate selecting firm by February 7
- **Commence Construction:** Multi-phased project to begin this summer with focus on 7 Custom House

### 2025 Focus Areas for the Maine Center

1. **Accelerate Development of Programs**
2. **Increase Awareness & Partnerships**
  - Implement branding and marketing plans underdevelopment with Blaze Partners
3. **Lead Maine Center Building Renovations**
4. **Fundraise**



The Maine Center (Top) & new convening space (Bottom).

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Approval of Collective Bargaining Agreement, AFUM

**INITIATED BY:** Dannel Malloy, Chancellor

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

Section 407 Labor Relations

**UNIFIED ACCREDITATION CONNECTION:**

**BACKGROUND:**

The Board of Trustees delegates responsibility for negotiating collective bargaining agreements to the Chancellor. The Chancellor reports tentative agreements to the Board for approval prior to executing the agreements.

The University has reached a tentative agreement with the Associated Faculties of the University of Maine (AFUM). The Board will be briefed on the terms of the Agreement at the meeting.

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees authorizes the Chancellor to execute the collective bargaining agreement with the Associated Faculties of the University of Maine (AFUM), upon notice that the agreement has been ratified.

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**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 January 13, 2025, Board of Trustees meeting.

- 1) Investment Update - Flash Reports
- 2) FY26 Budget Timeline

Attachments:

[Managed Investment Pool Flash Reports](#)

[Pension Fund Flash Reports](#)

[Operating Fund Flash Reports](#)

## University of Maine System Managed Investment Pool

November 30, 2024

**TOTAL PLAN PERFORMANCE**

	Allocation			Performance (%)							
	Market Value (\$)	% of Portfolio	Policy (%)	1 Mo (%)	FYTD (%)	YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
<b>MIP Composite</b>	<b>382,758,911</b>	<b>100.0</b>	<b>100.0</b>	<b>2.5</b>	<b>5.5</b>	<b>12.0</b>	<b>16.8</b>	<b>4.2</b>	<b>7.3</b>	<b>6.2</b>	<b>5.9</b>
Allocation Index				2.9	6.2	14.0	18.7	5.6	8.3	7.3	6.8
Policy Index				2.9	6.4	14.4	19.0	5.6	8.2	7.3	7.0
<b>Total Domestic Large Cap</b>	<b>57,858,178</b>	<b>15.1</b>	<b>14.5</b>	<b>5.8</b>	<b>11.2</b>	<b>28.2</b>	<b>34.2</b>	<b>11.6</b>	<b>15.9</b>	<b>14.5</b>	<b>13.4</b>
S&P 500 Index				5.9	11.1	28.1	33.9	11.4	15.8	14.4	13.3
SSgA Fossil Fuel Free S&P 500 Index	57,858,178	15.1	14.5	5.8	11.2	28.2	34.2	-	-	-	-
S&P 500 Fossil Fuel Free Index				5.8	11.2	28.4	34.3	-	-	-	-
<b>Total Domestic Small/Mid Cap</b>	<b>12,501,585</b>	<b>3.3</b>	<b>3.0</b>	<b>10.0</b>	<b>20.9</b>	<b>22.1</b>	<b>35.6</b>	<b>8.8</b>	<b>14.1</b>	<b>11.5</b>	<b>11.1</b>
Russell 2500 Index				9.8	18.3	21.1	34.1	6.2	10.9	9.6	9.9
Westfield Capital	12,501,585	3.3	3.0	10.0	20.9	24.3	37.3	4.7	11.9	11.6	11.0
Russell 2500 Growth Index				11.9	19.4	24.1	37.9	3.1	10.2	10.2	10.5
<b>Total International Equity (including emerging markets)</b>	<b>40,082,298</b>	<b>10.5</b>	<b>11.5</b>	<b>-2.7</b>	<b>-0.2</b>	<b>2.6</b>	<b>7.6</b>	<b>-1.7</b>	<b>2.6</b>	<b>1.3</b>	<b>2.6</b>
MSCI AC World ex USA (Net)				-0.9	1.8	7.6	13.0	2.9	5.4	4.1	4.6
Silchester International Value Equity	25,394,140	6.6	7.3	-3.0	1.0	0.9	7.0	-	-	-	-
MSCI EAFE (Net)				-0.6	0.9	6.2	11.9	-	-	-	-
<b>Emerging Markets Equity</b>	<b>14,688,158</b>	<b>3.8</b>	<b>4.3</b>	<b>-2.2</b>	<b>0.8</b>	<b>3.7</b>	<b>7.5</b>	<b>-2.2</b>	<b>5.0</b>	<b>2.9</b>	<b>2.5</b>
Emerging Markets Equity Custom Benchmark				-2.9	-0.5	6.8	11.2	1.4	6.7	4.1	4.7
Mondrian EM Small Cap	14,688,158	3.8	4.3	-2.2	0.4	-0.5	3.2	1.9	8.5	4.6	3.0
MSCI Emerging Markets Small Cap				-2.2	-1.1	5.9	10.6	3.9	10.1	5.3	5.5
<b>Global Equity</b>	<b>115,931,450</b>	<b>30.3</b>	<b>30.0</b>	<b>3.4</b>	<b>5.9</b>	<b>13.8</b>	<b>20.0</b>	<b>5.4</b>	<b>-</b>	<b>-</b>	<b>-</b>
MSCI World Index (Net)				4.6	9.0	21.8	27.8	8.8	-	-	-
Walter Scott Global Equity	38,952,315	10.2	10.0	3.9	5.5	13.3	19.5	5.3	-	-	-
MSCI World Index (Net)				4.6	9.0	21.8	27.8	8.8	-	-	-
Lindsell Train Global Equity	38,043,867	9.9	10.0	3.7	-	-	-	-	-	-	-
MSCI World Index (Net)				4.6	-	-	-	-	-	-	-
Impax Global Environmental Markets	38,935,268	10.2	10.0	2.5	-	-	-	-	-	-	-
MSCI AC World Index (Net)				3.7	-	-	-	-	-	-	-

8.1



## University of Maine System Managed Investment Pool

November 30, 2024

**TOTAL PLAN PERFORMANCE**

	Allocation			Performance (%)							
	Market Value (\$)	% of Portfolio	Policy (%)	1 Mo (%)	FYTD (%)	YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
<b>Total Fixed Income</b>	<b>99,796,380</b>	<b>26.1</b>	<b>26.5</b>	<b>0.9</b>	<b>3.4</b>	<b>4.6</b>	<b>7.7</b>	<b>0.6</b>	<b>2.4</b>	<b>2.8</b>	<b>2.6</b>
Blmbg. U.S. Aggregate Index				1.1	3.7	2.9	6.9	-2.0	0.0	1.3	1.5
Commonfund	24,739,679	6.5	6.5	1.1	3.3	3.3	7.4	-2.0	0.2	1.5	1.8
Blmbg. U.S. Aggregate Index				1.1	3.7	2.9	6.9	-2.0	0.0	1.3	1.5
Fidelity Intermediate Treasury Bond Index (FUAMX)	18,359,828	4.8	5.0	0.9	3.2	2.3	5.7	-	-	-	-
Blmbg. U.S. Treasury Index				0.8	3.0	2.2	5.6	-	-	-	-
Vanguard Inflation-Protected Securities	18,994,744	5.0	5.0	0.5	2.8	3.6	6.3	-1.7	2.2	2.6	-
Blmbg. U.S. TIPS				0.5	2.7	3.5	6.3	-1.7	2.3	2.7	-
Blackrock Strategic Income Opportunities	18,983,195	5.0	5.0	1.2	4.1	5.9	9.0	2.5	3.3	-	-
90-Day Avg. SOFR (Secured Overnight Fin. Rate)				0.4	2.2	5.0	5.4	3.8	2.4	-	-
Bain Capital Senior Loan Fund	18,718,933	4.9	5.0	0.9	3.8	8.5	10.3	6.2	6.3	-	-
S&P UBS Leveraged Loan Index				0.8	3.8	8.4	10.1	6.9	5.9	-	-
<b>Total GAA</b>	<b>29,268,014</b>	<b>7.6</b>	<b>7.5</b>	<b>2.9</b>	<b>4.4</b>	<b>9.8</b>	<b>13.6</b>	<b>2.0</b>	<b>3.2</b>	<b>2.8</b>	<b>2.8</b>
40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91-day T-Bills*				1.7	4.5	8.6	11.9	2.8	4.3	4.4	4.9
Newton Global Real Return	29,268,014	7.6	7.5	2.9	4.4	9.8	13.6	2.0	4.3	4.6	-
40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91-day T-Bills				1.7	4.5	8.6	11.9	2.8	4.3	4.4	-
<b>Total Hedge Funds</b>	<b>26,406,829</b>	<b>6.9</b>	<b>7.0</b>	<b>2.6</b>	<b>4.0</b>	<b>10.7</b>	<b>11.8</b>	<b>5.7</b>	<b>8.6</b>	<b>6.8</b>	<b>5.1</b>
HFRI Fund of Funds Composite Index				2.2	4.4	9.4	11.7	3.3	5.6	4.5	3.9
Lighthouse	26,406,829	6.9	7.0	2.6	4.0	10.7	11.8	5.7	8.6	7.1	-
Credit Suisse Long/Short Equity				2.4	5.3	16.3	17.2	7.8	7.8	6.3	-

8.1



## University of Maine System Managed Investment Pool

# TOTAL PLAN PERFORMANCE

November 30, 2024

	Allocation			Performance (%)							
	Market Value (\$)	% of Portfolio	Policy (%)	1 Mo (%)	FYTD (%)	YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
<b>Private Equity</b>	<b>730,543</b>	<b>0.2</b>	<b>0.0</b>	<b>0.0</b>	<b>-15.5</b>	<b>-18.9</b>	<b>-18.1</b>	<b>-13.1</b>	<b>-2.0</b>	<b>2.1</b>	<b>3.4</b>
Landmark Equity Partners XV	730,543	0.2	0.0	0.0	-15.5	-18.9	-18.1	-13.1	-2.0	2.1	3.4
CJA US All PE				0.0	0.0	3.9	6.7	5.7	14.3	13.9	12.9
<b>Total Cash</b>	<b>183,634</b>	<b>0.0</b>	<b>0.0</b>								
Distribution Account	183,634	0.0	0.0	0.4	2.0	4.4	4.5	3.3	2.0	1.9	1.4
90 Day U.S. Treasury Bill				0.4	2.1	4.8	5.3	3.8	2.4	2.3	1.7

## Notes:

Fiscal YTD begins 7/1

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

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

Returns are net of manager fees

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.

8.1



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





## University of Maine System Pension Plan

November 30, 2024

**TOTAL FUND PERFORMANCE**

	Allocation			Performance (%)							
	Market Value (\$)	% of Portfolio	Policy (%)	1 Mo (%)	FYTD (%)	YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
<b>Pension Composite</b>	<b>17,822,511</b>	<b>100.0</b>	<b>100.0</b>	<b>2.0</b>	<b>4.2</b>	<b>7.4</b>	<b>11.2</b>	<b>2.1</b>	<b>5.3</b>	<b>5.0</b>	<b>4.7</b>
Allocation Index				2.0	5.0	9.8	12.9	3.7	6.0	5.6	5.4
Policy Index				2.0	5.0	9.9	13.4	3.9	6.1	5.7	5.6
<b>Total Global Equity</b>	<b>5,396,940</b>	<b>30.3</b>	<b>30.0</b>	<b>3.9</b>	<b>5.9</b>	<b>13.9</b>	<b>20.2</b>	<b>5.8</b>	<b>10.5</b>	-	-
MSCI World Index (Net)				4.6	9.0	21.8	27.8	8.8	12.4	-	-
Walter Scott Global Equity Fund	5,396,940	30.3	30.0	3.9	5.9	13.9	20.2	5.8	10.5	-	-
MSCI World Index (Net)				4.6	9.0	21.8	27.8	8.8	12.4	-	-
<b>Emerging Markets Equity</b>	<b>390,291</b>	<b>2.2</b>	<b>3.0</b>	<b>-2.2</b>	<b>0.4</b>	<b>-0.6</b>	<b>3.1</b>	<b>1.8</b>	<b>8.5</b>	<b>4.6</b>	<b>3.0</b>
Emerging Markets Equity Benchmark				-2.2	-1.1	5.9	10.6	3.9	10.1	6.2	6.2
Mondrian EM Small Cap	390,291	2.2	3.0	-2.2	0.4	-0.6	3.1	1.8	8.5	4.6	3.0
MSCI Emerging Markets Small Cap				-2.2	-1.1	5.9	10.6	3.9	10.1	5.3	5.5
<b>Total Fixed Income</b>	<b>8,706,931</b>	<b>48.9</b>	<b>48.0</b>	<b>1.0</b>	<b>3.7</b>	<b>4.3</b>	<b>8.0</b>	<b>-0.1</b>	<b>1.5</b>	<b>2.3</b>	<b>2.2</b>
Blmbg. U.S. Aggregate Index				1.1	3.7	2.9	6.9	-2.0	0.0	1.3	1.5
Baird Aggregate Bond Fund - BAGIX	4,743,123	26.6	25.0	1.2	3.8	3.6	7.9	-1.6	-	-	-
Blmbg. U.S. Aggregate Index				1.1	3.7	2.9	6.9	-2.0	-	-	-
Fidelity Intermediate Treasury Bond Index (FUAMX)	877,541	4.9	5.0	0.9	3.2	2.3	5.6	-	-	-	-
Blmbg. U.S. Treasury Index				0.8	3.0	2.2	5.6	-	-	-	-
Vanguard Inflation-Protected Securities	1,048,373	5.9	8.0	0.5	2.8	3.6	6.3	-1.7	2.2	2.6	-
Blmbg. U.S. TIPS				0.5	2.7	3.5	6.3	-1.7	2.3	2.7	-
BlackRock Strategic Income Opportunities	926,486	5.2	5.0	1.2	4.1	5.8	9.0	2.5	3.3	-	-
90-Day Avg. SOFR (Secured Overnight Fin. Rate)				0.4	2.2	5.0	5.4	3.8	2.4	-	-
Bain Capital Senior Loan Fund	1,111,409	6.2	5.0	0.9	3.8	8.5	10.3	6.2	6.3	-	-
S&P UBS Leveraged Loan Index				0.8	3.8	8.4	10.1	6.9	5.9	-	-
<b>Total GAA</b>	<b>1,499,192</b>	<b>8.4</b>	<b>8.0</b>	<b>2.9</b>	<b>4.4</b>	<b>9.8</b>	<b>13.6</b>	<b>2.0</b>	<b>4.3</b>	<b>4.0</b>	<b>3.6</b>
40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91-day T-Bills*				1.7	4.5	8.6	11.9	2.8	4.3	4.4	4.9
Newton Global Real Return	1,499,192	8.4	8.0	2.9	4.4	9.8	13.6	2.0	4.3	4.7	-
40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91-day T-Bills				1.7	4.5	8.6	11.9	2.8	4.3	4.4	-

8.2



## University of Maine System Pension Plan

November 30, 2024

**TOTAL FUND PERFORMANCE**

	Allocation			Performance (%)							
	Market Value (\$)	% of Portfolio	Policy (%)	1 Mo (%)	FYTD (%)	YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
<b>Total Alternative Investments</b>	<b>804,255</b>	<b>4.5</b>	<b>5.0</b>	<b>2.6</b>	<b>4.0</b>	<b>10.7</b>	<b>11.9</b>	<b>5.7</b>	<b>8.6</b>	<b>6.8</b>	<b>5.2</b>
HFRI Fund of Funds Composite Index				2.2	4.4	9.4	11.7	3.3	5.6	4.5	3.9
Lighthouse	804,255	4.5	5.0	2.6	4.0	10.7	11.9	5.7	8.6	7.1	-
Credit Suisse Long/Short Equity				2.4	5.3	16.3	17.2	7.8	7.8	6.3	-
<b>Total Real Assets</b>	<b>700,918</b>	<b>3.9</b>	<b>3.0</b>								
Principal	700,918	3.9	3.0	-0.1	0.1	-2.9	-4.8	-2.8	2.1	3.4	5.6
NCREIF ODCE				0.0	0.2	-2.6	-7.3	-0.2	2.9	4.1	6.1
<b>Total Cash</b>	<b>323,984</b>	<b>1.8</b>	<b>3.0</b>								
Distribution Account	323,984	1.8	3.0	0.4	1.9	4.1	4.5	3.0	1.8	1.8	1.3
90 Day U.S. Treasury Bill				0.4	2.1	4.8	5.3	3.8	2.4	2.3	1.7

## Notes:

Fiscal YTD begins 7/1

Blended Index: 40% Bloomberg Aggregate, 30% Bloomberg U.S. TIPS 1-10YR, 10% S&amp;P 500, 10% Bloomberg High Yield, 10% JPM EMBI+ Emerging Markets Equity Benchmark consists of MSCI EM from inception to 5/31/2019 and MSCI EM Small Cap from 6/1/2019 to present.

Returns are net of manager fees.

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

8.2



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



## University of Maine System Operating Fund

November 30, 2024

**TOTAL FUND PERFORMANCE**

	Allocation			Performance (%)							
	Market Value (\$)	% of Portfolio	Policy(%)	1 Mo (%)	FYTD (%)	YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
<b>Operating Funds Composite</b>	<b>292,870,039</b>	<b>100.0</b>	<b>100.0</b>	<b>0.9</b>	<b>3.3</b>	<b>6.7</b>	<b>8.8</b>	<b>3.6</b>	<b>4.2</b>	<b>3.9</b>	<b>3.3</b>
<i>Allocation Index</i>				0.8	3.3	6.8	8.7	3.7	3.7	3.6	3.2
<b>Liquidity Pool Composite</b>	<b>106,991,847</b>	<b>36.5</b>	<b>30.0</b>	<b>0.4</b>	<b>2.0</b>	<b>4.5</b>	<b>4.9</b>	<b>3.3</b>	<b>2.3</b>	<b>2.1</b>	<b>1.6</b>
State Pool	66,265,113	22.6		0.4	2.1	4.3	4.7	3.0	2.2	2.1	1.6
BOA General Fund	4,040,932	1.4		0.1	0.7	1.7	1.8	1.5	1.1	1.0	0.7
Federated Gov't Obligations	16,984,589	5.8		0.4	2.1	4.7	5.3	4.1	2.6	2.4	-
Transition Cash	108,158	0.0		0.2	1.6	2.4	2.4	-	-	-	-
JP Morgan US Gov't Money Market Fund	19,593,055	6.7		0.5	2.2	4.9	5.3	3.9	2.5	2.3	-
<i>90 Day U.S. Treasury Bill</i>				0.4	2.1	4.8	5.3	3.8	2.4	2.3	-
<b>Income Pool Composite</b>	<b>125,271,897</b>	<b>42.8</b>	<b>47.5</b>	<b>0.7</b>	<b>3.4</b>	<b>5.2</b>	<b>7.4</b>	<b>2.1</b>	<b>2.4</b>	<b>2.6</b>	<b>2.4</b>
Income Research + Management	67,171,862	22.9	26.0	0.4	2.9	4.7	6.1	2.1	2.3	2.4	2.0
<i>Blmbg. 1-3 Year Gov/Credit index</i>				0.3	2.7	4.1	5.4	1.6	1.6	1.9	1.6
BlackRock Strategic Income Opportunities	17,999,118	6.1	7.0	1.2	4.1	5.9	9.0	2.5	3.3	3.3	-
<i>90-Day Avg. SOFR (Secured Overnight Fin. Rate)</i>				0.4	2.2	5.0	5.4	3.8	2.4	-	-
Baird Aggregate Bond Fund - BAGIX	19,197,634	6.6	7.5	1.2	3.8	3.6	7.9	-1.6	-	-	-
<i>Blmbg. U.S. Aggregate Index</i>				1.1	3.7	2.9	6.9	-2.0	-	-	-
Bain Senior Floating Rate Fund	20,903,284	7.1	7.0	0.9	3.8	8.5	10.3	6.2	-	-	-
<i>S&amp;P UBS Leveraged Loan Index</i>				0.8	3.8	8.4	10.1	6.9	-	-	-
<b>Total Return Pool Composite</b>	<b>60,606,295</b>	<b>20.7</b>	<b>22.5</b>	<b>2.5</b>	<b>5.6</b>	<b>13.2</b>	<b>17.5</b>	<b>5.8</b>	<b>9.0</b>	<b>7.7</b>	<b>6.7</b>
Lighthouse	14,565,655	5.0	5.0	2.6	4.0	10.7	11.9	5.7	8.6	7.1	-
<i>Credit Suisse Long/Short Equity</i>				2.4	5.3	16.3	17.2	7.8	7.8	6.3	-
Newton Global Real Return	9,621,387	3.3	4.0	2.9	4.4	9.8	13.6	2.0	4.3	4.6	-
<i>40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91-day T-Bills</i>				1.7	4.5	8.6	11.9	2.8	4.3	4.4	-
PIMCO All Asset	10,193,411	3.5	4.0	2.3	4.9	7.0	11.5	2.1	5.8	4.9	4.6
<i>PIMCO All Asset Index III</i>				0.7	3.4	5.7	8.7	0.8	3.5	3.5	3.1
Silchester International Value Equity	9,518,253	3.2	3.3	-3.0	1.0	0.9	7.0	-	-	-	-
<i>MSCI EAFE (Net)</i>				-0.6	0.9	6.2	11.9	-	-	-	-
SSgA Fossil Fuel Free S&P 500 Index	16,707,589	5.7	6.2	5.8	11.2	28.3	34.2	-	-	-	-
<i>S&amp;P 500 Fossil Fuel Free Index</i>				5.8	11.2	28.4	34.3	-	-	-	-

Notes:

Returns are net of manager fees.





University of Maine System Operating Fund

November 30, 2024

# TOTAL FUND PERFORMANCE

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.

State Pool is final as of November 30, 2024 and carried to date.

8.3



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University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Art Building Pre-Development Agreement, USM

**CAMPUS PRESENTER(S):** Dr. Jacqueline Edmondson, USM President; Justin Swift, USM Chief Business Officer and Vice President for Finance & Administration

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

701 – Budgets, Operating & Capital

**UNIFIED ACCREDITATION CONNECTION:**

N/A

**UMS STRATEGIC PLAN CONNECTION:**

Commitment 1 –serving the state of Maine, its constituents, and its economy.

Action 3 – statewide leader in degree completion, credentialing, and certification.

Goal 3.1 – deliver degree completion, credentialing, certification programs that achieve national recognition.

**BACKGROUND:**

**a. Summary of the request**

The University of Maine System acting through the University of Southern Maine (USM) requests authorization to expend up to two million dollars (\$2,000,000) for a Pre-Development agreement for design services with Great Falls Construction (Great Falls or Developer) for the construction of a new Art Building on the Gorham campus. The Art building is required to relocate the Art Programs located in Robie Andrews residence hall. This will free up space in Robie Andrews Residential Hall during the renovation to increase the number of revenue-generating beds.

This request is pursuant to which requires projects with a total cost of more than \$500,000 to be considered by the Board of Trustees or its FFT Committee. In this case, the request is for the committee to approve and forward to the full Board for consideration.

The University previously shared information with the FFT Committee at its March 2022 and August 2022 meetings about the potential rehabilitation/redevelopment of the Robie-Andrews residence hall. The historic Robie-Andrews Hall has a current net asset value (NAV) of 3.4% and \$23.1 million of deferred maintenance. USM has utilized the consulting firm of Brailsford & Dunlavey (B&D) to analyze the nature of the facilities for potential redevelopment that would be compatible with the University's mission. The goal of this renovation of Robie-Andrews Hall would be to provide a complete renovation and return the building to 100% NAV.

The University publicly solicited developers through a Request for Qualifications (RFQ) process and received submissions from five qualified development firms. A Request for Proposal (RFP)

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process followed which resulted in four submissions. The Great Falls Construction proposal was selected for the project based on the submissions and interviews with the four developers. The selection committee feels their submission best meets the criteria and budget set for the project.

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

The total project for the construction of the Art building is expected to cost an estimated \$15 million. The University is asking for an authorization of up to \$2 million for preconstruction and design services leading up to the Guaranteed Maximum Price (GMP) for the Art Building construction. The funding for this project will initially be through a University internal loan which will ultimately be paid through philanthropy funds. Any amount not covered by philanthropy funding will be budgeted in the E&G budget.

**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.**

For several years, the University of Southern Maine has been working toward a plan to address deferred maintenance and renovation of the aging residence halls on its Gorham campus. The Robie-Andrews residence hall has been identified as an ideal candidate to address deferred maintenance due to it being on the historic register, allowing for the use of historic tax credits to offset costs and its need for extensive renovation. The campus has previously shared project information with the FFT Committee at its March 2022 and August 2022 meetings. The first phase of this project requires the University to create a space for the Art programs currently located in Robie Andrews by building a new Art building.

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

Through a study performed by P3 consultant, Brailsford & Dunlavey, it was determined that a renovation delivered by way of a public-private partnership, which would allow the use of federal and state Historic Tax credits, was both economically viable and strategically beneficial.

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

Beginning in November 2022, the University sought qualified responses through RFQ #2023- 003, University of Southern Maine (USM) Public Private Partnership (P3) for Gorham Campus Student Housing Robie-Andrews Redevelopment and received responses from five qualified development firms. In January 2023, the University completed an RFP #2023- 003 with the qualified firms and four of the five firms submitted proposals. Upon completion of the selection process, the University of Southern Maine Project Team awarded the RFP to Great Falls Construction for the renovation of Robie Andrews Hall and the construction of a new Art Building.

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

The project will result in an increase of approximately 23-25,000 sq. ft. of space for the new Art Building depending on the final design. The increased operating costs for the art building are estimated at \$75,000. This increased operating cost will be offset by increased enrollment due to the use of spaces specifically designed for the Art department.

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

The total project budget is \$15 million with \$5 million in philanthropy funding and \$10 million in E&G funding. Programmatic exploration is in process to determine future opportunities and

1/2/25

design needs of the building. It is currently expected enrollment opportunities will provide resources to contribute to the debt service obligations of this building. At this time our residence halls are at 99% occupancy.

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

The University considered space in other buildings but there was not space that could house the entire department. This plan will allow for a space to be designed specifically for the Art department and the current and projected academic needs.

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

The projected timeline for the Art Building construction would start in the Spring of 2026 and the building would be completed in time for Fall 2027 semester occupancy.

**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.**

The University plans to return to the Board to request authorization for the approval of the full project once the design is completed and a full project cost is determined.

The University also plans to request authorization at a later date for Robie-Andrews renovation project.

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

The University previously shared information with the Finance, Facilities and Technology Committee at its March 2022 and August 2022 meetings.

The Finance, Facilities and Technology Committee approved this item to be forwarded to the January 13, 2025 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 Southern Maine (USM) to expend up to two million dollars (\$2,000,000) for a Pre-Development agreement for design services with Great Falls Construction (Great Falls or Developer) for the construction of a new Art Building on the Gorham campus.

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Modernization of Witter Farm, University of Maine  
Authorization to increase project budget

**CAMPUS PRESENTER(S):** Joan Ferrini-Mundy, President, and Vice Chancellor for Research & Innovation; Kelly Sparks, Vice President for Finance and Administration & Chief Business Officer

**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 modernization of the J. Franklin Witter Teaching & Research Center in Old Town will increase enrollment and improve student success and retention. Referencing Standard Five of the Standards for Accreditation, the institution “...endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their educational program as specified in institutional publications.” Authorization to increase the budget will allow the completion of this modernization project and, subsequently, will benefit University of Maine students and the entire University of Maine System.

**UMS STRATEGIC PLAN CONNECTION:**

Principle eight of the UMS Strategic Plan states the institution should “Modernize aging facilities and improve organizational infrastructure while preserving our history and supporting future strategic initiatives.” The modernization of the Witter Farm facility will support future strategic initiatives that will lead to increased enrollment and retention.

**BACKGROUND:**

The J. Franklin Witter Teaching & Research Center in Old Town is the home of the College of Earth, Life, and Health Sciences 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.

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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.

On July 10, 2023, the Board of Trustees authorized the University of Maine System acting through the University of Maine to expend up to \$2.6 million and change the scope of the project to construct a new modern dairy facility, renovate two existing barns, and demolish four existing barns located on the J. Franklin Witter Teaching & Research Center in Old Town, Maine.

The project cost increase is due to multiple cost factors as construction has progressed. Unforeseen costs include site scope increases, design delays with the steel building, removal of unplanned hazardous material, cost of renovations of existing spaces, costs increase for removal of spaces, and equipment cost increases. The University has already demolished the Sheep Barn and Sheep Shed, made renovations to the existing Horse Barn, and started construction of the new Robotic Dairy Facility. Remaining work includes completing the construction of the new Robotic Dairy Facility scheduled for substantial completion at the end of 2024, demolishing the existing Dairy Facility and Storage Barn, and completing renovations to the Horse Barn.

**a. Summary of the request**

The University of Maine System, acting through the University of Maine, requests authorization to increase the project budget from \$2.6 million to \$3.5 million (an increase of \$900,000) for the continued construction of a new dairy facility with a robotic milking system, renovate existing Horse Barn, and remove through demolition the existing Dairy Facility, Storage Barn, and the already demolished 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 January 13, 2025, Board meeting.

**b. Overall requested budget and funding source(s):**

The budget of \$3.5 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.

Funding Sources:

UMS Pool Funds: \$260,667

UM FM Capital Funds: \$680,000

UM ELHS MAFES Funds: \$350,000

UM Capital Funds: \$2,209,333 (will cover remaining balance minus UMS Pool Funds, UM FM Capital Funds, and UM NSFA MAFES Funds).

**c. Is the project 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. Detailed explanation of rationale for project and metrics for success of the project (ROI or other)**

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As stated in the 2022 & 2023 Board agenda items, 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.

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) through (d) above. Note: scope includes an explanation of community impact, how the project ties to the University's mission, etc.**

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.

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

The University originally planned to relocate 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 concerns, conditions to modify the Livestock Barn, and disruptions to operations, the University deemed the long-term temporary basis to not be suitable and a permanent solution is sought.

**h. Project Timeline for: 1. Start 2. Occupancy and 3. Completion**

Construction of the new Robotic Dairy Facility is underway and anticipated to be substantially completed end of 2024 and removal of existing Dairy Facility and Storage Facility end of calendar year 2025.

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

N/A

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

The dairy herd and milking operations have been a part of the University's 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 have increased while most other UM degree programs are experiencing declining enrollments this 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

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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 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 item to be forwarded to the January 13, 2025 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, to increase spending from \$2.6 to \$3.5 million for the construction of a new modern robotic dairy facility, renovate two existing barns, and demolish four existing barns located on the J. Franklin Witter Teaching & Research Center in Old Town, Maine.

*Rendering of the new barn being built at Witter Farm, which will have a robotic milking system inside.*



University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Land Donation to University of Maine, UM – Hilliard St. Lot 27C Old Town, Maine.

**CAMPUS PRESENTER(S):** Joan Ferrini-Mundy, President, and Vice Chancellor for Research & Innovation; Kelly Sparks, Vice President for Finance and Administration & Chief Business Officer

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

801 – Acquisition of Real Property

**UNIFIED ACCREDITATION CONNECTION:**

NECHE Accreditation Standard Seven states that UMS “has sufficient human, financial, information, physical, and technological resources and capacity to support its mission.” Standard 7.18 says that the institution directs its fundraising efforts toward fulfilling institutional purposes. Acceptance of the land donation in this request adjacent to the Witter Farm property and the University’s bike/walking path in Old Town Maine, Lot 27C allows us the potential opportunity to develop a small parking lot and for access to the University bicycle path. The additional parking and accessibility for alternative transportation will greatly appeal to currently enrolled and prospective students.

**UMS STRATEGIC PLAN CONNECTION:**

Principle one of the UMS Strategic Plan states the institution should “Be student-centric in teaching, learning, service, and research.” Acceptance of this donation of the land adjacent to the Witter Farm property and the University’s bike/walking path will show support to student’s feedback regarding transportation on campus and promote increased enrollment and retention for current and prospective students.

**BACKGROUND:**

**a. Summary of the request**

The University of Maine System, acting through the University of Maine (UMaine) requests approval to receive a parcel of land adjacent to Witter Farm property and the University’s bike path in Old Town Maine, Lot 27C via donation. This parcel of land is undeveloped and could potentially be developed for a small parking lot for access to the University bike path system that includes multiple paths through Old Town and Orono.

Nancy Nolette would like to donate 0.46 acres adjacent to the University’s bike path at the corner of Hilliard Street and Perkins Avenue, Old Town, Maine.

**b. Overall requested budget and funding source(s):**

No budget is requested.

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

The donation of the property is not reflected in the Master Plan or 1-year capital plan.

- d. Detailed explanation of rationale for project and metrics for success of the project (ROI or other)**

The donation of the property will provide valuable opportunities to provide additional access to the University's extensive bike and walking path system through parts of Old Town and Orono for students, faculty, staff, and the community.

- e. Explanation of the scope and substance of the project as needed to supplement (a) through (d) above. Note: scope includes an explanation of community impact, how the project ties to the University's mission, etc.**

N/A

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

There will be no change in square footage or ongoing operating costs at this time. If the University does proceed with the construction of a small parking lot, costs will include construction of the parking lot and ongoing operating costs for snow removal and landscaping.

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

N/A

- h. Project Timeline for: 1. Start 2. Occupancy and 3. Completion**

Upon approval, the University will work with Nancy Nolette to complete the transfer of ownership of the property to the University, which is anticipated to be completed no later than Spring of 2025.

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

N/A

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

N/A

The Finance, Facilities and Technology Committee approved this item to be forwarded to the January 13, 2025 Board of Trustees meeting, for approval of the following resolution:

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees accepts the recommendation of the Finance, Facilities, and Technology Committee, and approves the University of Maine System, acting through the University of Maine, to accept the donation of a parcel of land of 0.46 acres from Nancy Nolette adjacent to the Witter property and University's bike path identified on the Old Town, Maine tax map as Lot 27C Hilliard St.

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University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Dental Lab Construction and Furnishing, UMPI

**CAMPUS PRESENTER(S):** President Raymond Rice and Betsy Sawhill Espe, CBO

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:** #701, Operating & Capital Budgets

**UNIFIED ACCREDITATION CONNECTION:**

In partnership with the University of Maine at Augusta and its dental programs, the University of Maine at Presque Isle seeks to define a changed budget demand to secure the renovation/construction of this working/teaching lab for dental assistants and hygienists to begin fall semester of 2025.

**UMS STRATEGIC PLAN CONNECTION:**

From the FFT meeting on August 28th 2024 and the full board meeting on September 16, 2024, the University of Maine at Presque Isle will be working in concert with the University of Maine at Augusta to deliver shared program outcomes in the dental program.

The Strategic Plan defines one of our future priorities build alliances for greater learning and academic program completion in support of Aroostook County's workforce demands.

The difficulty of accessing timely dental care in Maine is well-known and has been exacerbated by the recent expansion of MaineCare coverage to include adult dental care. The leader of the state dental association said earlier this year that [the lack of access to care had reached a "crisis level."](#) The oral health care and related workforce needs are especially acute in Aroostook County. According to data from the Maine Behavioral Risk Factor Surveillance System, Aroostook County leads Maine counties in having the greatest percentage of its population of adults age 65 and older who have lost all of their permanent teeth to dental diseases. Local oral health care providers including the Aroostook County Action Program provided strong letters in support of this project.

**BACKGROUND:**

- a. **Summary of the request:**
- b. **Overall requested budget and funding source(s):** To use reserve funding to support the completion of the renovation, engineering and completion of the new dental lab/classroom. See the following for the specifics.

On behalf of the University of Maine at Presque Isle and with the support of U.S. Sens. Susan Collins and Angus King, the University of Maine System secured \$750,000 in Federal Fiscal Year 2023 Congressionally Directed Spending (CDS) for the engineering, design,

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renovation, construction and delivery (including equipment, fixtures, and furniture) of the teaching dental lab/classroom on the Presque Isle campus.

Based on the changes to HVAC building codes and space design requirements for the chosen location, additional funding is needed to meet the minimum requirements of the program. We now anticipate the total cost of renovation and equipment to be \$1,800,000. A final budget will be available once the project goes out to bid. Therefore, we are now seeking authorization to increase the budget by \$1,050,000.

- c. **Is the project included or reflected in the Master Plan, Long Term capital plan or 1-year capital plan most recently approved by Trustees? If not, please explain why.**  
This project has been adopted into our Master Plan.
- d. **Detailed explanation of rationale for project and metrics for success of the project (ROI or other)**  
In planning for this addition to our program offerings on campus, we were required to rethink the placement of other programs (Nursing, Medical Lab Technology and Physical Therapy Associate – all three of which are shared programs with the University of Maine at Fort Kent or UMA) to build a delivery of Allied Health Administration programs in shared space. This will be the fourth shared Allied Health Administration program. We will use student participation and support from the Aroostook community of dentists to measure the success of the program. Additionally, the federal agency administering the CDS has extensive reporting requirements.
- e. **Explanation of the scope and substance of the project as needed to supplement (a) through (d) above. Note: scope includes an explanation of community impact, how the project ties to the University's mission, etc.**  
We have been fortunate to receive the endorsement and ongoing support of our local dentists. Many have expressed their willingness to teach and their desire to find new staff for their offices (as dental clinic staff seem impossibly hard to find).
- f. **Changes, if any, in net square footage or ongoing operating costs resulting from the project.**  
The location agreed upon for the teaching dental clinic does not require any changes in our square footage.
- g. **Alternatives that were considered to meet the need being addressed by this project**  
We searched our campus space to find a less expensive, capital investment location for a dental lab/teaching space and found none. Our investigation helped us to narrow the location options to one that allows us to build a public health administration opportunity.
- h. **Project Timeline for: 1. Start 2. Occupancy and 3. Completion**  
With your support and the support of the full board, we would like to begin with bid documents immediately and be ready to occupy the space and teach for the fall semester 2025.
- i. **Timeline for any further consideration or action anticipated to be needed by the Board or its committees regarding this project if full authority is not being requested from the outset.**  
None at this time.

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

**Note:** For items over \$5M, indicate when the item was originally presented as an information item.

The Finance, Facilities and Technology Committee approved this item to be forwarded to the January 13, 2025 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 increase the Dental Lab project by \$1,050,000. using reserve funds.

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Bangor Hall Disposal Recommendation

**CAMPUS PRESENTER(S):** Jenifer Cushman, President; Aili Robinson, CBO

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

802 – Disposition of Real Property

**UNIFIED ACCREDITATION CONNECTION:**

This recommendation aligns with the strategic goals of the University of Maine System (UMS) to optimize infrastructure and improve fiscal sustainability by reducing operational inefficiencies.

**UMS STRATEGIC PLAN CONNECTION:**

This action supports UMS Strategic Plan objectives, specifically Commitment 2: Financial Sustainability Actions and Effective Infrastructure Portfolio Actions, by reducing the University's square footage and achieving fiscal and energy efficiencies.

**BACKGROUND:**

(Enter Background details here to include the following bullets)

**a. Summary of the request**

The University of Maine at Augusta (UMA) requests approval to declare Bangor Hall as surplus to the University's needs and to authorize its disposal through a commercial realtor.

**b. Overall requested budget and funding source(s):**

No direct budget request is made. Proceeds from the sale will support strategic initiatives or capital improvements on the Bangor Campus, subject to approval by UMA leadership.

**c. Is the project included or reflected in the Master Plan, Long Term capital plan or 1-year capital plan most recently approved by Trustees? If not, please explain why.**

This disposal aligns with UMA's Master Plan to reduce operating costs and prioritize functional infrastructure. The building is listed on UMA's list of properties to dispose of.

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

Bangor Hall is an underutilized property located away from the campus center in Bangor. As part of the University's ongoing efforts to right-size its footprint and optimize operational efficiencies, the sale of Bangor Hall represents a strategic decision to focus resources on spaces that align more closely with our institutional mission and are critical to supporting students, faculty, and staff.

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**Metrics for success:**

1. Sale of the property by Summer 2025
  2. Reduction of operating costs
  3. Reinvestment of proceeds into strategic initiatives
- e. Explanation of the scope and substance of the project as needed to supplement (a) through (d) above. Note: scope includes an explanation of community impact, how the project ties to the University's mission, etc.**  
Disposal of Bangor Hall aligns with UMA's commitment to financial sustainability and effective space utilization. The proceeds will support campus improvements, enhancing student and community experiences.
- f. Changes, if any, in net square footage or ongoing operating costs resulting from the project**  
Disposal will reduce UMA's net square footage by approximately 12,000 sq. ft. and associated heating, maintenance, and security expenses.
- g. Alternatives that were considered to meet the need being addressed by this project**
1. Renovating Bangor Hall for continued use—rejected due to high costs and inefficiencies.
  2. Demolishing the building—rejected because it is cost-prohibitive.
- h. Project Timeline for: 1. Start 2. Occupancy and 3. Completion**  
January 2025: List property with a commercial broker  
Spring/summer 2025: Anticipated completion of the sale
- i. Timeline for any further consideration or action anticipated to be needed by the Board or its committees regarding this project if full authority is not being requested from the outset.**  
If the property does not sell, UMA will explore funding options to raze the building.
- j. Additional information that may be useful to consideration of the item.**  
**Note:** For items over \$5M, indicate when the item was originally presented as an information item.

The Finance, Facilities and Technology Committee approved this item to be forwarded to the January 13, 2025 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 Augusta to sell Bangor Hall at fair market value with all final terms and conditions subject to review and approval of 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:** Building Acquisition Request – 125 Community Drive, Augusta, ME

**CAMPUS PRESENTER(S):** Jenifer Cushman, Aili Robinson

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

801 – Acquisition of Real Property

**UNIFIED ACCREDITATION CONNECTION:**

The building's location is highly visible from a major artery in Maine's capital city and could serve as a much-needed university gateway. The exceptional visibility in front of the Augusta Civic Center would allow us to better promote the many partnered programs that UMA offers with other UMS institutions made possible by unified accreditation, e.g., Nursing, Cybersecurity, and Trauma-Informed Emergency Management.

**UMS STRATEGIC PLAN CONNECTION:**

Commitment 2: Financial Sustainability Actions, *Effective Infrastructure Portfolio Actions*

Action 2: Achieve fiscal and energy efficiencies through physical space reduction.

Goal 2.1: Continue to target disused and low-NAV buildings for removal.

**BACKGROUND:**

**a. Summary of the request**

The University of Maine System acting through the University of Maine at Augusta requests the authorization to purchase the 14,350 sq. ft. commercial building at 125 Community Drive in Augusta, Maine. UMA plans to utilize the space for administrative functions, such as Admissions, Early College, etc. to free up space in the Randall Student Center for student life activities and academic programs

**b. Overall requested budget and funding source(s):**

The request is pursuant to Board of Trustees Policy 801 – Acquisition of Real Property, which requires all acquisitions of real property with a cost exceeding \$50,000 must be approved by the Board of Trustees prior to transfer for title. The listing price on the property is \$1.2M; however, UMA has contracted with CBRE to perform a building assessment to determine the true value of the building.

UMA plans to purchase the building using capital reserves.

A small investment of approximately \$100,000 will be made in the building to address immediate needs identified by CBRE. Additional renovation of the space will be completed in phases as tenants leases end and will be built into the upcoming E&G capital plan budgets.

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- c. Is the project included or reflected in the Master Plan, Long Term capital plan or 1-year capital plan most recently approved by Trustees? If not, please explain why.**

This project is not included in the Master Plan because the building has only recently come up for sale; however, purchasing this building relates to UMA's 2021-2025 Strategic Plan, section 4.3 Foster financial and operational sustainability. By purchasing this building, UMA will be able to strategically place in-person academic programs back on campus.

- d. Detailed explanation of rationale for project and metrics for success of the project (ROI or other)**

The new space will house "front door" administrative functions, such as Admissions, Early College, and Financial Aid; thus, freeing up space in the Randall Student Center to move in-person learning to the center of campus. This move aims at increasing activity and density of in-person classes at the Augusta campus. This initiative is part of UMA's overall space review commitment.

- e. Explanation of the scope and substance of the project as needed to supplement (a) through (d) above. Note: scope includes an explanation of community impact, how the project ties to the University's mission, etc.**

UMA's strategic plan emphasizes enhancing campus vitality by consolidating in-person learning opportunities. Acquiring the Blueberry Broadcasting Building will allow UMA to relocate less student-facing administrative offices from the campus center, freeing up space for in-person academic programming.

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

The purchase of this building would add 14,350 net square feet to UMA's footprint; however, UMA plans to achieve significant space reductions over the next two years, ensuring continued alignment with BOT benchmark goals for NAV and space efficiency.

Operating costs of the building are estimated to be \$65,000 annually based on the current owner's expense sheet. At this time, UMA would not need to hire additional custodial or facilities workers as the current workforce could absorb the increased square footage.

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

UMA explored building additional space onto the Randall Student Center to address space needs on campus; however, it was cost prohibitive and would push other buildings beyond their effectiveness. Additionally, UMA toured additional space that could be leased beside the Augusta campus, but it only provided enough space for one small academic program.

- h. Project Timeline for: 1. Start 2. Occupancy and 3. Completion**

UMA is currently undergoing a building assessment of the property at 125 Community Drive. We are in the very beginning phase of planning; however, assuming no cost-prohibitive deficiencies are identified in the assessment, we will move forward with making an offer on the building. We expect to make a decision in the fall 2024, with the purchase occurring by early 2025. Occupancy of the building will begin in FY26, as to not disrupt student or administrative processes during the school year.

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

No other consideration of action is required by the Board of Trustees if full authority is granted.

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

**Note:** For items over \$5M, indicate when the item was originally presented as an information item.

The Finance, Facilities and Technology Committee approved this item to be forwarded to the January 13, 2025 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 Augusta to purchase the 14,350 sq. ft. commercial building at 125 Community Drive in Augusta, Maine with all final terms and conditions subject to review and approval of the University of Maine System Treasurer and General Counsel.

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Vice Chancellor for Research and Innovation presentation of the 2024  
Maine Economic Improvement Fund Report

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

**BOARD INFORMATION:** X

**BOARD ACTION:**

**BOARD POLICY:**

**UNIFIED ACCREDITATION CONNECTION:**

**BACKGROUND:**

Maine statute requires the University of Maine System to provide an annual report of the Maine Economic Improvement Fund (MEIF) to the Governor and Legislature each year. In addition to listing the annual financial data, we also include an assessment of the achievement of the annual goals and objectives, and a summary of the research and development projects that have been funded. The annual report is included in the meeting materials for review and approval.

Vice Chancellor for Research and Innovation Ferrini- Mundy will provide a brief update on the newly released *Maine Economic Improvement Fund Report 2024*.

**UNIFIED ACCREDITATION CONNECTION:**

The Research Actions articulated in the University of Maine System Strategic Plan 2023-2028, specifically, 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. Unified accreditation requires that the University of Maine System demonstrate that it has addressed all 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.

**Attachments:**

[VCRI Presentation](#)  
[2024 MEIF Report](#)

12/26/2024





# **2024 Maine Economic Improvement Fund Report**

## ***University of Maine System Board of Trustees Meeting***

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

**Sam Warren**, UMS Director of External Affairs and Government Relations

**Jake Ward**, UMaine Vice President for Strategic Partnerships, Innovation, Resources, and Engagement (SPIRE)

15.1

**January 13, 2025**



## **Title 10:**

## **COMMERCE AND TRADE**

### **Chapter 107-C:**

### **MAINE ECONOMIC IMPROVEMENT FUND**

MEIF funding has been vital for UMS R&D

The Maine Economic Improvement Fund (MEIF) was established in 1998 by the Maine Legislature to administer investments in targeted research and development and product innovation and to provide the basic investment necessary to obtain matching funds and competitive grants from private and federal sources.

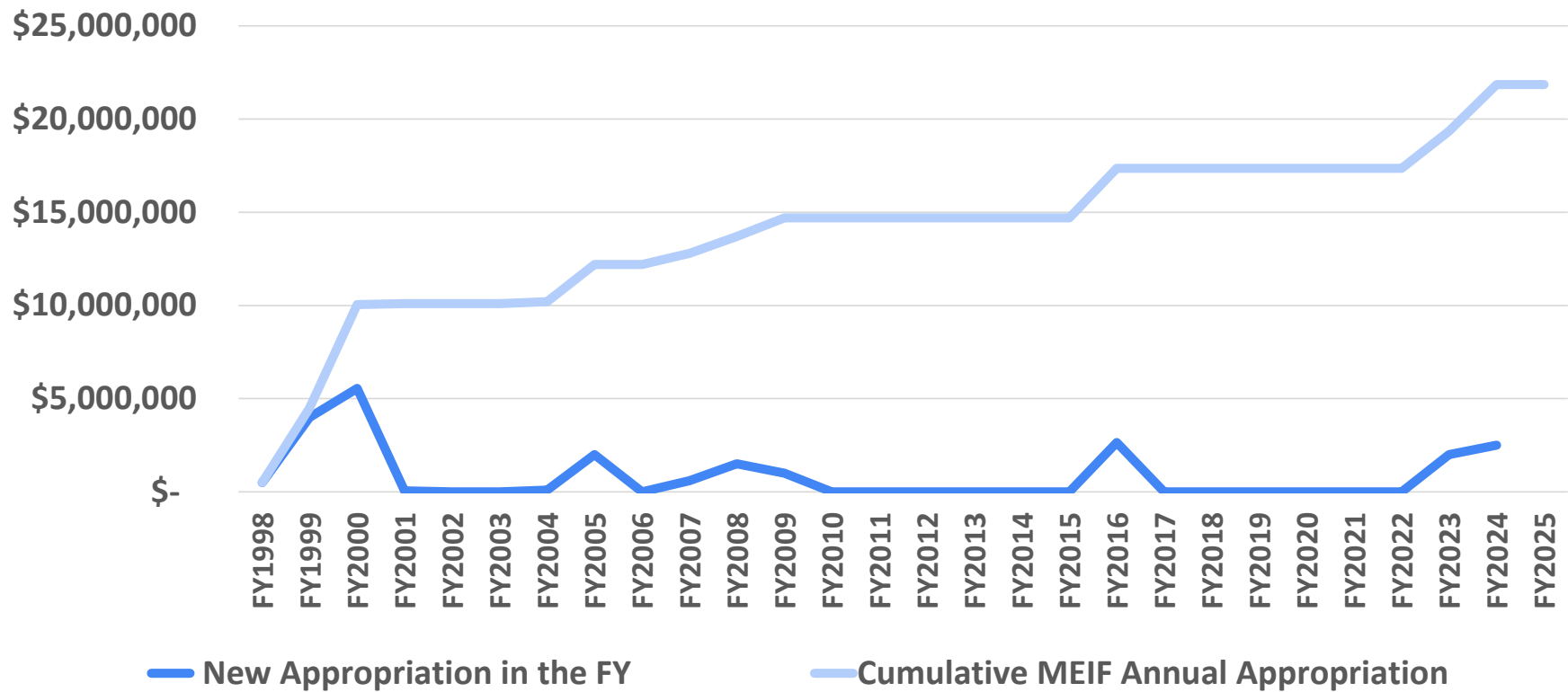


## MEIF plays an important role.

- To solve fundamental problems.
- Discover new solutions.
- Provide research at Maine's public universities with the investment necessary to:
  - Attain external grants and contracts to support R&D activity in Maine's seven sectors.
  - Attract and retain world-class researchers.
  - Provide support for modern laboratories & state-of-the-art equipment.
  - Create new products, patents, technologies, companies and exciting job opportunities in Maine.
  - Create and sustain economic development and innovation.



## MEIF Appropriations 1998 - 2025



15.1

Note: \$600k in FY2007 was one-time not base.





## HIGHLIGHTS OF THE FY2024 MEIF REPORT



15.1

5

### Advanced Technologies for Forestry & Agriculture



Wood to Jet-Fuel; Biomaterials, pulp and paper, blueberries; potatoes, value-added food processing

### Biotechnology



Alzheimer's disease interventions; research on diseases, biomaterials and biosensors

### Information Technology



Learning platforms for the visually impaired; municipal data projects, big data sets (marine, health, forestry)

### Precision Manufacturing Technology



3-D printing; partnership with Oak Ridge National Laboratory, Maine manufacturing, semi-conductor and sensors

### Composite Materials Technology



New products from nanocellulose, structural composites, bridges and buildings, marine and boat building

### Aquaculture & Marine Technology



Lobster research; salmon and shellfish aquaculture, ocean energy, adaption

### Environmental Technology

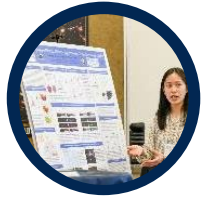


Tick borne disease mitigation; weather moniotirng, renewable energy, storm water





# How do we measure success?



## **UMS MEIF Metric 1**

Increase Research Capacity & Activity



## **UMS MEIF Metric 2**

Support New Technologies, Licensing, and Commercialization



## **UMS MEIF Metric 3**

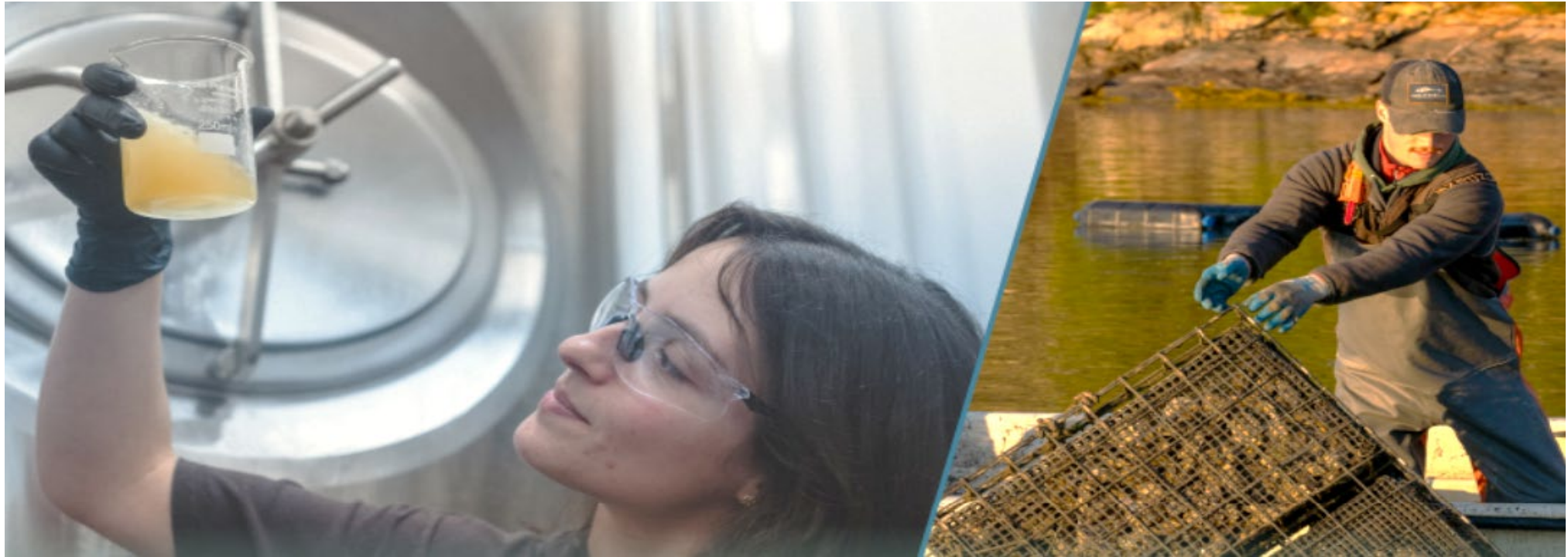
Increase Economic Development Partnerships



## **UMS MEIF Metric 4**

Support R&D Workforce Development





**Maine's public universities are at the forefront of fostering innovation and economic growth across the state. The University of Maine System is driving private sector success and workforce development through the Maine Economic Improvement Fund (MEIF).**

15.1





# Leveraging Investment for Growth

**6.45:1**

## Return on Investment

UMS leverages MEIF funding at a rate of 6:1 for commercially promising R&D.

**1.1%**

## Current R&D Spending

Maine spends 1.1% of GDP on R&D, below national (3.6%) and regional averages (5.7%).

**37th**

## State Ranking

Maine ranks 37th of 50 states for R&D spending as a percent of GDP.

**15.1**



## Impact on Maine Businesses



### Product Innovation

Companies like Compotech and Maine Grains are creating new products with UMS help.



### Job Creation

Partnerships are leading to high-paying jobs and increased productivity.



### Market Expansion

Businesses are solving industry challenges and expanding market reach.

15.1





## Voices of Success



### Orange Bike Brewing Co.

"UMaine support accelerated our growth and increased our positive impact."



### Brant & Cochran

"Increased production by 50% while reducing costs and creating a safer business."



### Brodis Blueberries

"For the first time in years, I believe our farm will survive."

15.1





## R&D Partnerships in Action

1

### Product Development

UMaine food scientists help turn food waste into value-added consumer products.

2

### Technical Support

Engineers assist with modernizing equipment and production processes.

3

### Workforce Development

UMS-wide student interns contribute to business growth and gain real-world experience.

15.1







## MEIF Small Campus Initiative (SCI)

### Projects funded in 2024 include:

- ✓ Repurposing biochar residues as soil amendments (UMFK).
- ✓ Expansion of Medical Laboratory Technology workforce training (UMA and UMPI).
- ✓ Research to sustainably grow Maine's wild and cultured shellfish industry (UMaine Machias).
- ✓ Biotechnology workforce development (UMF).
- ✓ Remediating heavy metals and PFAS-contaminated wastewater (UMPI).



15.1



## Future of Maine's R&D

1

### **Increase Investment**

**Boost R&D spending to match national average of 3.6% of GDP.**

2

### **Expand Partnerships**

**Foster more collaborations between universities and Maine businesses.**

3

### **Cultivate Talent**

**Develop workforce through hands-on, real-world problem- solving experiences.**



15.1





# Thank You!

**Joan Ferrini-Mundy**

Vice Chancellor for Research & Innovation, University of Maine System  
President, University of Maine and University of Maine at Machias

[joan.ferrinimundy@maine.edu](mailto:joan.ferrinimundy@maine.edu)

15.1





Maine’s public universities are at the forefront of fostering innovation and economic growth in your district and across our state.

Leveraging ongoing State investment in commercially promising research and development (R&D) through the Maine Economic Improvement Fund (MEIF) at a rate of more than 6:1, the University of Maine System (UMS) is driving and diversifying private sector success and workforce development like never before.

But don’t just take our word for it.

In this year’s MEIF report to the Legislature, we’re highlighting the voices of small businesses and students speaking about the value of UMS R&D, led by the University of Maine, the state’s flagship and only institution to have achieved the prestigious R1 Carnegie Classification for very high research activity.

The companies you’ll read about including Compotech, Maine Grains and Timber HP are creating new products and high-paying jobs, increasing productivity and profits, solving industry challenges, improving our environment and quality of life, making food systems safer and more resilient, and expanding their market reach — all with the help of Maine’s public universities.

Their stories of partnership and growth illustrate how essential public university R&D is to Maine’s prosperity. As Harvest Maine said about its collaboration with UMaine food scientists — including Black Bear student researchers — to turn food waste into a value-added consumer product, “We could not have gotten this to market without their help.”

Despite the unmatched rate of return evidenced by testimonials like these, Maine currently invests just 1.1% of its GDP in R&D, far below the national average of 3.6% and 5.7% by other New England states. The condition of our public university research facilities further limits our activity and impact, and we frequently lose world-class faculty to better-resourced institutions in other states.

Strategic, sustained and growing public investment in UMS including through MEIF would catalyze new innovation and opportunity, attract co-investments, cultivate new talent, and improve lives and livelihoods across Maine. In the meantime, Maine’s public universities are proud of what we’ve accomplished with and for our state’s small businesses.

We look forward to continuing to work together with leaders like you and our company and community partners to realize the full potential of public university R&D and of Maine’s economy.

Thank you for your support,

  
Dannel P. Malloy  
Chancellor, University of Maine System

  
Joan Ferrini-Mundy  
Vice Chancellor for Research & Innovation, University of Maine System  
President, University of Maine and University of Maine at Machias

Our goals:

Generate co-investment

For every \$1 from MEIF, the University of Maine System leverages \$6.45 in co-investment for projects in the seven sectors.

Establish and grow partnerships

University of Maine System R&D initiatives partner with Maine companies and communities to support and strengthen the economy statewide.

Focus on workforce development

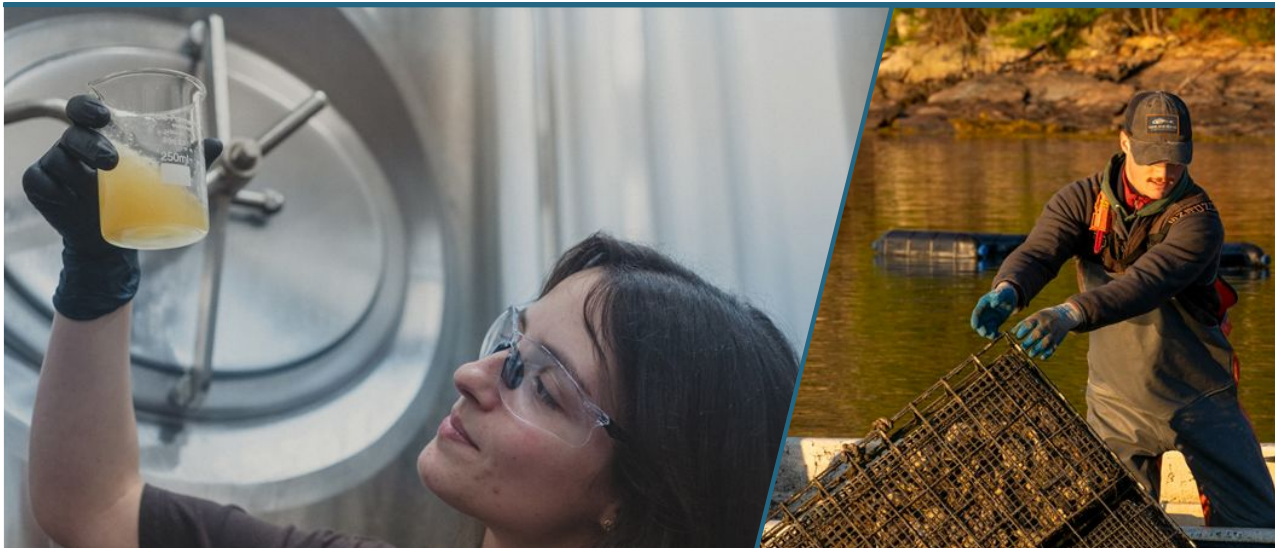
MEIF projects support undergraduate and graduate students in hands-on, real-world problem-solving preparing them for success in careers in Maine and beyond.

“Maine’s investment in the University of Maine System’s research and development (R&D) directly supports Maine’s most innovative companies and institutions. R&D is an essential driver of growth in every prosperous economy. In Maine, the critical need for R&D investment is highlighted in Maine’s 10-Year Economic Development Plan, by the Maine Economic Growth Council’s Measures of Growth Report and by the Making Maine Work Report. This demonstrates the value of UMS R&D and workforce activity, fundamental to achieving Maine’s economic goals.”

LuAnn Ballesteros  
Chair, the Maine State Chamber of Commerce Board; Member, Maine Economic Growth Council

R1 — UMaine is in the top 146 of universities nationwide for very high research activity.	Maine spends 1.1% of GDP on R&D, compared to 3.6% nationwide and 5.7% in New England.	Maine ranks 37th of the 50 states for R&D spending as a percent of GDP. According to the Maine State Chamber, “Maine lags other states when it comes to R&D investments and that has a long-term cost to our economy in bringing economic opportunity to our state.”
“State government can double its investment in R&D annually without running out of viable projects.” <small>Making Maine Work (2022)</small>	MDF Measures of Growth has set a goal that Maine’s R&D spending as a proportion of the economy will reach the U.S. average by 2030.	

For more information, contact UMS Director of Government Relations Samantha Warren (samantha.warren@maine.edu) or visit [umaine.edu/meif](http://umaine.edu/meif)



Maine Economic Improvement Fund Report 2024





**Tom Ruff**  
Founder, Orange Bike Brewing Co.

"With support from the University of Maine, we've been able to accelerate our growth and increase our positive impact. We can't thank UMaine enough for making this level of innovation and support accessible to startups like ours. Increased investment in Maine's public universities is critical for cultivating the next generation of talent and creating meaningful economic opportunities across the state. We look forward to a thriving future for Maine's entrepreneurial ecosystem."



**Mark Ferguson**  
Founder & President, Brant & Cochran

"The resources available at the University of Maine can often be overlooked by the entrepreneurial community in the Pine Tree State. They shouldn't be! We worked extensively with the university on expanding and re-imagining our axe-making process. This has **increased production by 50% (so far) while simultaneously reducing our costs** and creating a safer and more sustainable business."



**Ron Howard**  
Owner, Brodis Blueberries

"Like many Maine farmers, I did not have the technical skills needed to modernize, nor did I have the time to research alternative markets. We partnered with University of Maine engineers to install an optical sorter in our packing line and were matched with a student intern who helped research and introduce a new line of products. **For the first time in years, I believe our ninth-generation wild blueberry farm will survive** and be passed onto the next generation."



**Jeff Wolovitz**  
Owner, Heiwa Tofu

"The University of Maine provides Heiwa Tofu **a broad range of valuable resources that are challenging for a small business such as ours to access elsewhere**. We've had support on everything from product development, food safety, equipment design, executive mentoring and summer interns. If we need support when either issues or opportunities arise, we often turn to our university contacts first."



**Dustin Manocha**  
Founder & CEO, Nearpeer

"The University of Maine's summer internship program has been **instrumental in our growth**. Nearpeer is a Maine-based education technology company which improves college student enrollment, graduation rates, and mental health at colleges and universities across the country. We were recognized in Forbes as 'a very big deal' for our innovation and positive impact. Our partnership with UMaine is a great example of public/private partnership, and a win all around for our state economy by advancing Maine's innovation, economic growth, and workforce development."



**Matthew O'Malia**  
CEO, Timber HP

"What we're doing at Timber HP is taking this technology and thinking about how it fits into our market and more importantly, how do we ensure success. And **UMaine is the partner for us** to do that, because as a company, we simply don't have the resources or the scientific background or the ability to verify, test and ensure that the products are durable and are going to perform well and also optimize them. They can do all of that."



**Parker Jalbert**  
USM Quality Control Collaboratory (QC2), Student Intern

"Working with QC2 and Mast Landing Brewing Co. has provided me with a valuable and fulfilling learning experience while enabling me to directly contribute to my home state. I take great pride in knowing **our research has contributed to the growth** of Mast Landing Brewing Co., the local brewing industry and Maine's economy as a whole."



**Heather and Doug Donahue**  
Owners, Balfour Farm

"As a small-scale dairy and farmstead creamery, our days are often full of the daily production tasks. **The University of Maine provided intern support for our business expansion at a critical time**. Our intern was well prepared to implement our social media strategies and support the increase in wholesale business customers. We are very thankful for the resources from the university and have seen first-hand the positive impact they can have on small businesses like ours."



**Amber Lambke**  
President/CEO, Maine Grains

"We need to be as efficient as possible to operate at a small scale. One of the issues we deal with is what to do with our byproducts and the University of Maine is helping us solve that problem. They've been a great partner to us in developing recipes that use our underutilized products here at the mill. **Innovating new products with UMaine is going to allow us to reach a larger and larger marketplace.**"



**Paul Melrose**  
Co-Founder/President, Compotech

"Compotech is about protection. We're protecting soldiers in the field from ballistic threats and extreme environments. Working at UMaine's Advanced Structures and Composites Center was a great place to build my skill set. The center runs like a business and so it prepared me to run my own business. My mentors there encouraged me to start Compotech and we're one of numerous spin-offs that have come out of the university. UMaine is creating amazing talent out of all their programs. **And that talent is really what we need to be able to grow our company.**"



**Helen Cohen**  
Chief Operations Officer,  
Reach My Teach

"Our two Innovate for Maine interns helped **fast-track one part of our product** that now reaches over 15,000 Maine students. Watching them gain real-world experience—using Figma, building websites, and conducting user interviews—was incredibly rewarding. **Their work is making a real difference for schools**, and we couldn't have done it without them. Supporting Maine students while building a Maine business feels good and helps us all grow."



**Ben Slayton**  
Co-Owner, Harvest Maine

"We had this idea that we could make something delicious and nutritious from the apple pomace that often gets thrown out after apple pressing. The University of Maine helped us take the idea and turn it into a product. The food science intelligence that they brought to the table was critical — we simply did not have that kind of expertise in-house. **We could not have gotten this product to market without their help.**"



**Janelle Googins**  
USM Quality Control Collaboratory (QC2), Student Intern

"Through QC2 I've been able to work with, and directly for, a number of Maine breweries. **The lab has instruments that most Maine breweries don't**. As an intern in the lab, I use this equipment to perform more advanced analysis than they would normally be able to and develop my own confidence and skills that will lead to more workforce opportunities post-graduation."



**Jeannie Tapley**  
Executive Director, Maine Potato Board

"Thanks to our partnership with the University of Maine, this state is one of only three in the country where potato production has actually grown over the last two decades. Our \$1.3 billion industry and the 6,500 jobs it supports in the states depend on UMaine research and development. **Nothing has had a bigger impact on the success and sustainability of our industry** than the Caribou Russet, which they developed through their breeding program."

#### MEIF Small Campus Initiative

The Small Campus Initiative is a competitive grant program that leverages Maine Economic Improvement Fund monies to strengthen statewide capacity for research and development at the Universities of Maine at Augusta, Farmington, Fort Kent, Machias and Presque Isle, as well as Maine Maritime Academy. Projects engage with local partners and support students as they develop workforce skills relevant to Maine's targeted technology sectors.

Projects funded in 2024 include:

- Repurposing biochar residues as soil amendments (UMFK)
- Expansion of Medical Laboratory Technology workforce training (UMA and UMPI)
- Research to sustainably grow Maine's wild and cultured shellfish industry (UMaine Machias)
- Biotechnology workforce development (UMF)
- Remediating heavy metals and PFAS-contaminated wastewater (UMPI)

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 January 13, 2025, Board meeting:

*October 28, 2024 Academic and Student Affairs Committee Meeting*

*October 28, 2024 Human Resources and Labor Relations Committee Meeting*

*October 30, 2024 Finance, Facilities and Technology Committee Meeting*

*November 17-18, 2024 Board of Trustees Meeting*

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

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees approves the minutes as presented.

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** New Academic Program Proposal: M.S. in Business, UMPI

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

305.1 Program Approval, Review, and Elimination Procedures

**UNIFIED ACCREDITATION CONNECTION:**

As emphasized in the 2023-28 University of Maine System Strategic Plan, unified accreditation is "the mechanism through which our universities and law school are able to maximize resources and capitalize on opportunities for growth and collaboration."

The Academic and Student Affairs Committee of the Board ensures that every effort is made to operationalize unified accreditation in its review of proposed academic programs.

The Vice Chancellor for Academic and Student Affairs has actively explored multi-university collaboration(s) for this proposed academic program with the system-wide Chief Academic Officers Council. The proposed program

\_\_\_ represents a multi-university collaboration under the condition(s) listed below:

X may represent a future multi-university collaboration under the condition(s) listed below:

\_\_\_ does not represent a multi-university collaboration under the condition(s) listed below:

**BACKGROUND:**

The Master of Science in Business aims to develop business leaders with specialized knowledge in key areas of business practice targeted to address specific industry needs. The proposal is driven in part by growth in competing degree programs that reach the same or similar student populations in the competency-based education market. The program emphasizes strategic business acumen, effective leadership, data-driven decision-making, and ethical practices, preparing graduates for advanced roles in various business domains through concentrations in:

- Business Intelligence
- Finance

- Supply Chain Management
- Communication
- Entrepreneurship
- Corporate Social Responsibility
- Global Business Management
- Healthcare Management
- Human Resource Management
- Project Management

**Multi-university collaboration:**

The UMPI YourPace modality offers a distinctive educational model. As such, it does not align to traditional course timelines. UMPI remains open to collaborative efforts with graduate business offerings throughout UMS but does not have such collaborations established at this time. Students wishing to take non-YourPace courses may choose from 8 and 14-week online graduate business coursework available at UM and USM.

That the Academic and Student Affairs Committee forwards this item to the Consent Agenda at the January 12-13, 2025, Board of Trustees meeting for approval of the following resolution:

**TEXT OF PROPOSED RESOLUTION**

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee, and approves the Master of Science in Business at the University of Maine at Presque Isle.

Attachment

[UMPI Business Program Proposal](#)



## UMS Academic and Student Affairs

Estabrooke Hall  
Orono, Maine 04469  
207-973-3211  
www.maine.edu

Date: December 5, 2024

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

From: Jeffrey St. John, VCASA

Regarding: New Program Addition - M.S. in Business, UMPI

Please find the attached program proposal from the University of Maine at Presque Isle to offer the Master of Science in Business. The attached materials include documentation of university-level support, including approval from the President and the full program proposal.

The Chief Academic Officers Council has reviewed and recommended the proposed addition of the Master of Science in Business. I also recommend this program addition.

I approve	I do not approve for the reasons listed below	Additional information needed for decision	Action
✓			Recommend addition of the M.S. in Business at the University of Maine at Presque Isle

Chancellor Dannel Malloy

12.5.2024  
Date

17.1

### Maine's Public Universities

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 Maine School of Law • University of Southern Maine



# UMPI BUSINESS DEPARTMENT MASTERS PROGRAM PROPOSAL:

## MASTER OF SCIENCE IN BUSINESS (MSB) WITH ASSOCIATED CONCENTRATIONS

17.1

### Abstract

This program proposal provides details for step 2 of the UMS APL process for introduction of new academic programs

Reed Nonken  
Reed.nonken@maine.edu

## Index

## Program Proposal

A. Program Objective and Content	2
B. Program Need	3
C. Differentiation From Similar Existing UMS Programs	4
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## Program Details

## MSB

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Concentrations:	
Business Intelligence	15
Finance	17
Supply Chain Management	19
Communication	22
Entrepreneurship	24
Corporate Social Responsibility	26
Global Business Management	29
Healthcare Management	32
Human Resource Management	35
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#### A. Program Objective and Content

##### Master of Science in Business (MSB) with Concentrations:

The MSB program aims to develop business leaders with specialized knowledge in key areas of business practice. Each concentration, from Business Intelligence to Finance, from Corporate Social Responsibility Management to Project Management, each focused area provides targeted expertise to address specific industry needs. The program emphasizes strategic business acumen, effective leadership, data-driven decision-making, and ethical practices, preparing graduates for advanced roles in various business domains.

##### Program Delivery:

The MSB program and associated concentrations are offered through YourPace, our innovative online asynchronous competency-based educational platform. This delivery method is particularly suited for non-traditional graduate students who require flexibility in their learning schedules. YourPace allows students to progress through the program at their own speed, making it easier to balance their studies with professional and personal commitments.



## B. Program Need

UMPI recognizes that there is a growing need within organizations for strong leaders as well as leaders who are experts in their fields of focus. The increasing complexity of global business environments necessitate the development of both general management and leadership skills as well as the abilities associated within areas of specialized knowledge. We believe that UMPI's MSB program with its diverse lineup of concentrations, will ensure that graduates are equipped to meet these modern business challenges.

The most recent Lightcast data shows 501 institutions providing graduate programs within this field (Business Administration and Management, Marketing, Business/Commerce, Management Science), with 57,366 completions between 2019-2023. That is a -24% negative growth in regards to institutions and a -33% for degree completions in comparison to the previous cycle. However, competency-based programs at institutions with tuition/fee structures comparable to UMPI's YourPace programming show significant positive growth. For instance, Western Governors experienced a decline in degrees early in the pandemic period, but has since shown significant growth, with 2,963 completions in 2023 alone. Additionally, several public institutions have shown significant growth in online graduate programming in this area within the past four years, including Purdue University Global, University of Massachusetts-Lowell, University of North Carolina-Pembroke, and Louisiana State University-Shreveport.

The UMPI business advisory council has also reiterated their perception of need and their support for this program for industries in Aroostook County, the State of Maine and throughout the Nation. Please find below, a few pertinent quotes reiterating the need:

"In today's fast-paced and ever-changing business environment, leaders must possess both a broad understanding of management principles and deep expertise in specific domains to drive organizational success."<sup>1</sup>

"As industries become more specialized, the demand for professionals with niche expertise continues to grow, highlighting the need for advanced education programs that offer targeted concentrations."<sup>2</sup>

These two quotes from the Harvard Business Review and Deloitte Insights stress the need for strong leadership combined with specialized knowledge, exactly as the MSB has been designed.

"Business leaders who can harness the power of data and analytics to inform strategic decisions will be better positioned to navigate the complexities of the global marketplace."<sup>3</sup>

This quote from the research firm McKinsey & Company highlights the increasing importance of data-driven decision-making, one of the foundational program learning outcomes of the MSB.

All of these factors, particularly in conjunction with UMPI's competitive subscription-fee tuition structure (all inclusive, unlike the majority of institutions which also levy separate fees as well as substantive textbook costs) and its differentiated modality, indicate that this program would be a highly competitive entry within this competitive market.

<sup>1</sup> Harvard Business Review <https://hbr.org/2020/04/why-leadership-training-fails-and-what-to-do-about-it>

<sup>2</sup> <https://www2.deloitte.com/us/en/insights/topics/talent/specialized-skills.html>

<sup>3</sup> <https://www.mckinsey.com/business-functions/mckinsey-analytics/our-insights/data-driven-decision-making>

Accordingly, we are projecting the following enrollments for the initial fiscal cycle. These projections are based upon enrollments UMPI experienced with its MAOL, a program which enjoys a significantly smaller market share, but has shown extremely rapid growth within the past two years.

MAOL enrollments (actual):

Fall 1 2023	25
Fall 2 2023	34
<b>Total Fall 2023 Enrollment</b>	<b>59</b>
Spring 1 2024	42
Spring 2 2024	42
<b>Total Spring 2024 Enrollment</b>	<b>84</b>
Summer 1 2024	41
Summer 2 2024	71
<b>Total Summer 2024 Enrollment</b>	<b>112</b>
Fall 1 2024	82
Fall 2 2024	92
<b>Total Fall 2024 Enrollment</b>	<b>174</b>

MSB enrollments (projected):

Spring 1 2025	25
Spring 2 2025	30
<b>Total Spring 2025 Enrollment</b>	<b>50</b>
Summer 1 2025	40
Summer 2 2025	50
<b>Total Summer 2025 Enrollment</b>	<b>90</b>
Fall 1 2025	60

17.1

Fall 2 2025	75
<b>Total Fall 2025 Enrollment</b>	<b>135</b>
Spring 1 2026	100
Spring 2 2026	130
<b>Total Spring 2026 Enrollment</b>	<b>230</b>

### C. Differentiation from Similar Existing UMS Programs

The MSB and associated concentrations will be offered in YourPace, our on-line asynchronous competency-based educational platform, which is focused on the non-traditional graduate student. The MSB program is also distinct within the University of Maine System due to its “modular” capability – affording the opportunity for the business professional to expand their understanding of foundational management and leadership skill sets while at the same time capitalizing on a variety of focused area offerings specifically tailored to meet their particular industry needs. The MSB program offers a general core business acumen with ten specialized concentrations, providing a breadth of targeted business education not available in other programs. Each concentration is designed to address specific industry needs, making it a versatile and comprehensive choice for aspiring business leaders.

Not only is UMPI’s MSB different by means of modality, but it’s also unique combination of general business and specific skillsets distinctly sets them apart from the other graduate programs with the UMS. There is significant difference in target student, course offerings and combination as well as expected graduate placement. In looking to ensure diversity from other programs, we considered the following degree offerings from the UMS system:

- I. University of Maine Business School
  - a. Master of Business Administration
  - b. Master of Computer Engineering
  - c. Master of Computer Science
  - d. Master of Information Systems
- II. University of Southern Maine
  - a. Master of Business, Law, Management and Leadership
  - b. Master of Engineering and Technology
- III. University of Maine at Augusta
  - a. Master of Cybersecurity
- IV. University of Maine at Presque Isle
  - a. Master of Organizational Leadership (YourPace)
  - b. Master of Artificial Intelligence Management (MAIM)

#### D. Resource Identification & Availability (Creation and Ongoing Support)

For course creation, the MSB program will leverage existing faculty expertise in business and computer science at UMPI, while also reaching out to other programs within the UMS where expertise is available. If full-time UMS faculty are not available, then UMPI will consider additional hires and/or adjuncts as needed to cover specialized AI and business specialty courses. The YourPace competency-based online learning platforms will be utilized to deliver content, ensuring accessibility and flexibility for working professionals. Continuous faculty development, partnerships with industry leaders, and investment in technology and software will support the ongoing evolution of these programs.

For ongoing support, UMPI will look to staff both the YourPace program and applicable full-time faculty to fully support administration and academic requirements as well as to ensure compliance with any and all certification requirements.

Please find a listing of UMPI faculty and adjuncts (current and potential), as well as other UMS faculty to whom we have had previous discussions regarding their assistance in the development of courses within these programs.

##### UMPI Faculty –

- Kim Jones, Associate Professor of Business
- Stacey Emery, Assistant Professor of Business
- Reed Nonken, Assistant Professor of Business
- Rafiul Hassan, Ph.D., Associate Professor of Computer Science
- Mark Royer, Assistant Professor of Computer Science

##### UMPI Adjuncts -

- Ron Byron, UMPI Adjunct
- Jeff Davenport, UMPI Adjunct
- Timothy McMann
- Elise Perrault, UMPI Adjunct
- Paul Reyes-Fornier, Ph.D., Adjunct
- Javed Siddigui, UMPI Adjunct
- Joseph Siddigui
- Amanda Wickramasinghe, UMPI Adjunct
- Brad Wolverson, UMPI Adjunct

##### UMS Faculty

- Clyde Mitchell, Ph.D., Professor of Business, University of Maine at Farmington
- Leo Trudel, Ph.D., Associate Professor of Business, University of Maine at Fort Kent
- Michael Curran, Ph.D., Assistant Professor of Business, University of Maine at Fort Kent
- Amarpreet S Kohli, Ph.D., Associate Professor of Operations & Supply Chain Management, University of Southern Maine

#### E. Outline of Future Program Evaluation Process

Program evaluation will be conducted through a combination of regular curriculum reviews, graduate feedback, employer surveys, and industry advisory boards. Key performance indicators such as graduate employment rates, student satisfaction, and the effectiveness of online delivery methods will be monitored. Additionally, accreditation standards will guide continuous improvement, ensuring the programs remain aligned with industry needs and educational best practices.

As with section D, UMPI will look to staff both YourPace program and applicable fulltime faculty to fully support administration and academic requirements associated with regular program, course and adjunct reviews, as well as to ensure compliance with any and all certification requirements.

#### F. Accommodation for Diverse Accessibility Needs

Both programs will be designed with inclusivity in mind, incorporating accessibility features in all online materials to support students with disabilities. The YourPace modality is specifically tailored to meet these needs, including compatibility with screen readers, captioned videos, and flexible learning schedules. Support services such as tutoring, career counseling, and technical assistance will be readily available. Additionally, ongoing feedback from students will inform further accessibility improvements.

G. [UMPI President/Provost Letter of Support](#) (see cover letter)

17.1



**Master of Science in Business (MSB) modular program with concentrations:**

The Master of Science in Business (MSB) modular program at the University of Maine at Presque Isle is designed to meet the diverse professional aspirations of future business leaders. Distinguished by its flexible structure and specialized concentrations, the MSB program offers a comprehensive education that combines core business principles with targeted expertise in key areas of business practices that ensures business leaders are equipped with strategic business acumen, effective leadership skills, and a strong foundation in ethical practices. The program emphasizes data-driven decision-making and provides specialized knowledge through ten distinct concentrations, allowing students to tailor their education to their career goals and industry needs.

**Program Objective and Content:**

- **Core Business Competencies:**
  - All students in the MSB program will complete a core curriculum that covers essential business disciplines, including:
    - Strategic Management
    - Financial Analysis
    - Marketing Strategies
    - Organizational Behavior
    - Operations Management
    - Business Ethics
- **Specialized Concentrations (with recommended CIP codes):**
  - In addition to the core curriculum, students can choose from the following concentrations to gain targeted expertise (see below for additional details):
    - Business Intelligence (CIP 52.0216)
    - Finance (CIP 52.1908)
    - Supply Chain Management (CIP 52.0203)
    - Communication Management (CIP 52.0501)
    - Entrepreneurship (CIP 52.0701)
    - Corporate Social Responsibility (CIP 52.9999)
    - Global Business Management (CIP 52.1101)
    - Healthcare Management (CIP 51.0701)
    - Human Resource Management (CIP 52.1001)
    - Project Management (CIP 52.0211)

Each concentration is designed to address specific industry needs, providing in-depth knowledge and practical skills that are directly applicable to the respective fields.

**MSB Concentrations:**

- **MSB-BI: Business Intelligence Concentration:** For traditional business leaders seeking to augment their analytical capabilities with a focus on AI applications, the MSB with a Concentration in Business Intelligence stands as an exemplary choice. Positioned at an introductory level of exposure to AI-business integrations, this concentration ensures accessibility for individuals without an IT background. Emphasizing the development of a comprehensive understanding of tools and systems for advanced business analytics, the program serves as a bridge between traditional business education and cutting-edge analytics. Notably, the Business Intelligence concentration is

designed to accommodate business leaders aspiring to leverage the power of data-driven decision-making without delving into the technical intricacies of AI, making it an ideal choice for those looking to remain competitive in the digital age.

- **MSB-Fin: Finance Concentration:** The Finance Concentration within the MSB program equips business leaders with advanced financial management skills. Designed for those seeking expertise in risk management, investment strategies, and sustainable financial decision-making, this concentration prepares graduates to navigate the complexities of the financial landscape and drive organizational success through sound financial practices.
- **MSB-SCM: Supply Chain Management Concentration:** The Supply Chain Management Concentration in the MSB program is tailored for professionals aiming to optimize supply chain operations. Providing a comprehensive understanding of logistics, supplier relationships, and sustainable practices, this concentration empowers graduates to enhance efficiency, reduce costs, and strategically manage supply chains in a global business environment.
- **MSB-Com: Communication Concentration:** For individuals looking to elevate their communication skills in the business context, the Communications Concentration in the MSB program is the ideal choice. Focusing on strategic business communication, digital marketing, crisis communication, and cross-cultural communication, this concentration ensures graduates are well-equipped to lead successful communication strategies in diverse business settings.
- **MSB-Ent: Entrepreneurship Concentration:** The Entrepreneurship Concentration within the MSB program is tailored for aspiring entrepreneurs and those interested in leading entrepreneurial initiatives. With a focus on entrepreneurial strategy, startup financing, lean startup methodology, marketing, leadership, and scaling ventures, this concentration provides the knowledge and skills needed to launch and sustain successful entrepreneurial ventures.
- **MSB-CSR: Corporate Social Responsibility Concentration:** The CSR Concentration within the MSB program is designed for individuals committed to integrating sustainable and socially responsible practices into business operations. Offering courses in sustainable business practices, CSR strategies, ethical leadership, impact investing, green marketing, and social and environmental reporting, this concentration prepares graduates to lead organizations in creating positive social and environmental impacts while maintaining financial viability.
- **MSB-GBM: Global Business Management Concentration:** The GBM concentration within the Master of Science in Business program equips students with the knowledge and skills to navigate the complexities of international business. Students will explore global market dynamics, cross-cultural management strategies, and the intricacies of conducting business on a global scale.
- **MSB-HCM: Healthcare Management Concentration:** The HCM concentration within the Master of Science in Business program is designed for professionals seeking to advance their careers in the dynamic healthcare industry. Students will gain insights into healthcare policy, financial management, and the strategic management of healthcare organizations.
- **MSB-HRM: Human Resource Management Concentration:** The HRM concentration within the Master of Science in Business program is designed for individuals seeking to advance their careers in human resources. Students will gain

expertise in talent acquisition, employee development, and strategic human resource management.

- **MSB-PM: Project Management Concentration:** The PM concentration within the Master of Science in Business program prepares students for leadership roles in project management across various industries. Students will develop the skills needed to plan, execute, and monitor projects successfully.

### **Program Learning Outcomes:**

Upon completion of this program, our graduates will demonstrate the following:

#### PLO#1 - Effective Leadership and Management

Graduates will exhibit strong foundational elements in leadership and management skills, capable of inspiring teams, fostering innovation, and driving performance to achieve business objectives in dynamic and diverse organizational environments.

#### PLO#2 - Strategic Business Acumen

Graduates will demonstrate a comprehensive understanding of strategic business management concepts, including change management, finance and accounting, competitive positioning, and strategic decision-making, all focused to drive organizational success and sustainable growth.

#### PLO#3 - Data-Informed Decision-Making

Graduates will be proficient in collecting, analyzing, and interpreting data to inform strategic decision-making processes, utilizing relevant tools and technologies to drive data-informed decisions and enhance organizational performance.

#### PLO#4 - Effective Communication and Stakeholder Engagement

Graduates will excel in communicating complex ideas and analytical insights to diverse stakeholders, fostering meaningful dialogue, collaboration, and alignment towards organizational goals.

#### PLO#5 - Innovation and Continuous Improvement

Graduates will cultivate a culture of innovation and continuous improvement, applying creative thinking and problem-solving skills to drive organizational agility, resilience, and competitive advantage.

#### PLO#6 - Ethical Leadership and Social Responsibility

Graduates will demonstrate ethical leadership practices and a commitment to corporate social responsibility, integrating ethical considerations and sustainability principles into decision-making processes and organizational practices.

**MSB – Core Business Courses (applicable for all MSB concentrations):**Managerial Accounting and Finance

Course Description: This course examines the principles and practices of managerial accounting and finance within the context of today's technology-driven business environments. Topics include financial statement analysis, cost-volume-profit analysis, budgeting, and capital budgeting, with a focus on leveraging financial data to support strategic decision-making and optimize business performance.

## Learning Outcomes:

1. Apply financial management techniques to evaluate investment opportunities and optimize resource allocation (PLO#2, PLO#3)
2. Analyze financial statements and performance metrics to assess organizational health and inform strategic decision-making (PLO#3)
3. Utilize accounting information systems and financial models to support data-driven decision-making processes (PLO#3)
4. Evaluate the impact of AI technologies on financial reporting, forecasting, and risk management practices (PLO#3, PLO#6)
5. Demonstrate ethical and responsible financial management practices in compliance with regulatory standards and organizational values (PLO#6)

Strategic Leadership

Course Description: This course explores the principles of strategic leadership and effective communication in the context of today's technology-enabled business environments. Topics include leadership styles, communication strategies, team dynamics, and organizational culture, with an emphasis on fostering innovation, driving change, and achieving strategic objectives.

## Learning Outcomes:

1. Demonstrate effective leadership skills to inspire teams, foster innovation, and drive organizational performance (PLO#1)
2. Communicate strategic visions and goals clearly and persuasively to diverse stakeholders (PLO#4)
3. Lead change initiatives effectively by anticipating challenges, mobilizing resources, and managing resistance (PLO#1, PLO#2)
4. Foster a culture of collaboration, creativity, and continuous learning to adapt to evolving business landscapes (PLO#1)
5. Employ AI-driven communication tools and platforms to enhance collaboration, decision-making, and organizational effectiveness (PLO#6)

Corporate Strategy

Course Description: This course examines the formulation and implementation of corporate strategy in the era of AI and business intelligence. Topics include industry analysis, competitive positioning, strategic alignment, and performance measurement, with a focus on leveraging AI technologies to gain competitive advantage and drive sustainable growth.

**Learning Outcomes:**

1. Analyze internal and external business environments to identify strategic opportunities and threats (PLO#2)
2. Develop and evaluate corporate strategies that leverage AI and business intelligence to enhance organizational performance (PLO#2, PLO#3)
3. Implement strategic initiatives effectively by aligning resources, capabilities, and organizational culture with strategic objectives (PLO#1)
4. Monitor and evaluate strategic performance using key performance indicators and data analytics tools (PLO#3)
5. Integrate ethical considerations and sustainability principles into corporate strategy formulation and implementation processes (PLO#6)

**Business Analytics and Decision Support Systems**

**Course Description:** This course introduces students to the principles and techniques of business analytics and decision support systems in the context of AI-driven organizations. Topics include data collection, preprocessing, analysis, visualization, and interpretation, with an emphasis on using analytics to drive informed decision-making and achieve competitive advantage.

**Learning Outcomes:**

1. Collect, preprocess, and analyze data from various sources to generate actionable insights for decision-making (PLO#3)
2. Apply statistical and machine learning techniques to extract patterns, trends, and correlations from complex datasets (PLO#3)
3. Utilize data visualization tools and techniques to communicate insights effectively to stakeholders (PLO#4)
4. Design and develop decision support systems that leverage AI and business intelligence to optimize business processes and outcomes (PLO#5)
5. Evaluate the ethical implications of data-driven decision-making and implement appropriate governance frameworks (PLO#6)

**17.1****Sustainability, Ethics and Corporate Social Responsibility**

**Course Description:** This course examines the principles and practices of sustainability, ethics, and corporate social responsibility (CSR) in the context of AI-enabled business environments. Topics include sustainability frameworks, ethical decision-making, stakeholder engagement, and CSR reporting, with a focus on integrating social and environmental considerations into business strategies.

**Learning Outcomes:**

1. Evaluate the social, environmental, and economic impacts of AI technologies and business practices on sustainability and CSR (PLO#6)
2. Apply ethical frameworks and principles to resolve moral dilemmas and make responsible business decisions (PLO#6)

3. Engage stakeholders effectively and build partnerships to address sustainability challenges and promote social responsibility (PLO#1)
4. Develop and implement CSR strategies that align with organizational values, stakeholder expectations, and societal needs (PLO#1, PLO#2)
5. Assess and report on sustainability performance using relevant indicators and reporting standards to enhance transparency and accountability (PLO#1, PLO#4)

### Change Management and Organizational Adaptation

Course Description: This course explores theories, models, and strategies for managing organizational change in the context of AI adoption and digital transformation. Topics include change theories, resistance management, stakeholder engagement, and organizational culture, with an emphasis on leading successful change initiatives and ensuring organizational readiness.

#### Learning Outcomes:

1. Identify drivers and barriers of organizational change in the context of AI adoption and digital transformation (PLO#1)
2. Develop change management plans that address resistance, mitigate risks, and maximize stakeholder engagement (PLO#1)
3. Implement change initiatives effectively by communicating vision, aligning resources, and fostering a culture of innovation and agility (PLO#1)
4. Evaluate the impact of AI technologies on organizational structure, processes, and culture, and adapt change strategies accordingly (PLO#1)
5. Monitor and measure change progress using appropriate metrics and feedback mechanisms to ensure desired outcomes (PLO#1)

**Master of Science in Business with a concentration in Business Intelligence (MSB-BI) (CIP 52.0216):**

Course: Introduction to Business Intelligence

Description: This foundational course provides an overview of Business Intelligence (BI) concepts, tools, and applications. Students will learn to leverage BI for data-driven decision-making in a business context.

Learning Outcomes:

1. Understand the fundamental concepts and components of Business Intelligence (PLO#3).
2. Create visually compelling and informative reports using BI tools (PLO#4).
3. Analyze and interpret data for strategic decision-making (PLO#3).
4. Design and develop effective dashboards for monitoring key performance indicators (PLO#5).
5. Apply BI techniques to improve organizational efficiency and effectiveness (PLO#5).

Course: Data Warehousing and ETL Processes

Description: This course focuses on the design and implementation of data warehouses and Extract, Transform, Load (ETL) processes. Students will gain practical skills in organizing and transforming data for optimal BI system performance.

Learning Outcomes:

1. Design and implement data warehouse architectures (PLO2, PLO#5).
2. Develop ETL processes to integrate data from diverse sources (PLO#3).
3. Optimize data structures for efficient querying and reporting (PLO#5).
4. Evaluate and select appropriate data warehousing solutions (PLO#2).
5. Troubleshoot and enhance the performance of BI systems (PLO#1).

Course: Advanced Data Analytics for Business

Description: This advanced analytics course explores techniques for deriving meaningful insights from business data. Students will delve into predictive modeling, clustering, and other advanced analytics approaches to support strategic decision-making.

Learning Outcomes:

1. Apply advanced analytics techniques to solve complex business problems (PLO#3).
2. Develop predictive models for forecasting and trend analysis (PLO#3).
3. Utilize clustering and segmentation for customer profiling (PLO#3).
4. Evaluate the ethical implications of advanced data analytics (PLO#6).
5. Communicate advanced analytics findings to non-technical stakeholders (PLO#4).

Course: Business Intelligence Tools and Technologies

Description: This course focuses on the practical aspects of utilizing various BI tools and technologies. Students will gain hands-on experience with tools such as Tableau, Power BI, and other popular BI platforms to create actionable insights.

## Learning Outcomes:

1. Demonstrate proficiency in using popular BI tools for data visualization and reporting (PLO#4).
2. Create interactive dashboards for dynamic data exploration (PLO#5).
3. Integrate BI tools into organizational workflows for improved decision-making (PLO#1).
4. Evaluate and select appropriate BI technologies based on business requirements (PLO#2).
5. Troubleshoot and optimize BI tool usage for efficient reporting and analysis (PLO#1).

Course: Business Data Security and Privacy

Description: This course addresses the critical intersection of business intelligence and data security. Students will learn to secure BI systems, protect sensitive data, and develop strategies to mitigate data security and privacy risks associated with business intelligence applications.

## Learning Outcomes:

1. Identify and assess data security and privacy risks in BI systems (PLO#6).
2. Implement security measures to protect BI data and infrastructure (PLO#6).
3. Develop strategies for secure data transmission and storage within BI systems (PLO#6).
4. Analyze the impact of data security on business intelligence decision-making (PLO#3).
5. Formulate policies and procedures to ensure ongoing data security and privacy in BI systems (PLO#1).

Course: BI Governance and Compliance

Description: This course explores governance and compliance considerations in Business Intelligence. Students will understand regulatory frameworks, ethical guidelines, and best practices for ensuring responsible and compliant use of BI within organizations.

## Learning Outcomes:

1. Understand the legal and regulatory landscape surrounding BI implementation (PLO#6).
2. Formulate BI governance frameworks for organizational compliance (PLO#6).
3. Assess ethical implications in BI-driven decision-making (PLO#6).
4. Develop strategies for responsible and transparent BI deployment (PLO#1).
5. Analyze the societal impact with the use of various BI applications with regards to collection/use and storing of data, and propose mitigation strategies (PLO#6).



**Master of Science in Business with a Concentration in Finance (MSB-Fin) (CIP 52.1908):**

UMPI's Finance Concentration within the Master of Science in Business (MSB) is designed for individuals aspiring to excel in financial management roles. This concentration provides in-depth knowledge and practical skills in financial analysis, investment strategies, and risk management. Graduates will be well-equipped to navigate the complex landscape of finance, making strategic financial decisions that drive organizational success.

Course: Advanced Financial Analysis

Description: This course delves into advanced financial analysis techniques, including risk assessment, financial modeling, and valuation methods.

Learning Outcomes:

1. Evaluate financial statements to assess the financial health of organizations. (PLO#2, PLO#3)
2. Apply advanced financial modeling techniques for forecasting and decision-making. (PLO#2, PLO#3)
3. Conduct risk analysis to inform strategic financial planning. (PLO#2, PLO#5)
4. Utilize valuation methods to assess investment opportunities. (PLO#2, PLO#3)
5. Communicate financial insights to diverse stakeholders. (PLO#1, PLO#4)

Course: Investment Management Strategies

Description: This course explores investment strategies, portfolio management, and the principles of asset allocation.

Learning Outcomes:

1. Develop and implement investment strategies aligned with organizational goals. (PLO#2, PLO#5)
2. Construct and manage diversified investment portfolios. (PLO#2, PLO#5)
3. Analyze market trends and assess potential investment opportunities. (PLO#2, PLO#3)
4. Evaluate the impact of economic factors on investment decisions. (PLO#2, PLO#3)
5. Formulate risk management strategies for investment portfolios. (PLO#2, PLO#6)

Course: Financial Risk Management

Description: This course focuses on identifying, assessing, and mitigating financial risks within organizations.

Learning Outcomes:

1. Identify and quantify financial risks associated with various business activities. (PLO#2, PLO#6)

2. Implement risk management strategies to protect organizational assets. (PLO#2, PLO#6)
3. Utilize derivatives and hedging techniques for risk mitigation. (PLO#2, PLO#6)
4. Evaluate the impact of external factors on financial risk. (PLO#2, PLO#5)
5. Communicate risk management strategies to key stakeholders. (PLO#1, PLO#4)

#### Course: Corporate Finance and Capital Budgeting

Description: This course explores the principles of corporate finance, capital budgeting, and optimal capital structure.

##### Learning Outcomes:

1. Assess capital investment opportunities through effective budgeting techniques. (PLO#2, PLO#5)
2. Determine optimal capital structures for organizations. (PLO#2, PLO#5)
3. Analyze financial policies and their impact on corporate value. (PLO#2, PLO#5)
4. Develop strategies for maximizing shareholder value. (PLO#2, PLO#1)
5. Evaluate the financial implications of mergers and acquisitions. (PLO#2, PLO#3)

#### Course: International Finance and Global Markets

Description: This course examines the complexities of international finance, including foreign exchange markets, global financial institutions, and cross-border investment strategies.

##### Learning Outcomes:

1. Analyze the impact of global economic factors on financial markets. (PLO#2, PLO#3)
2. Develop strategies for managing currency risk in international transactions. (PLO#2, PLO#3)
3. Evaluate the role of global financial institutions in international finance. (PLO#2, PLO#6)
4. Assess the financial implications of international trade policies. (PLO#2, PLO#3)
5. Formulate investment strategies in the context of global markets. (PLO#2, PLO#5)

#### Course: Financial Technology and Innovation

Description: This course explores the intersection of finance and technology, focusing on financial innovation, digital currencies, and the application of technology in financial services.

##### Learning Outcomes:

1. Assess the impact of financial technology on traditional banking and finance. (PLO#2, PLO#5)
2. Explore innovations such as blockchain and cryptocurrencies. (PLO#2, PLO#5)
3. Evaluate the role of artificial intelligence in financial decision-making. (PLO#2, PLO#3)
4. Formulate strategies for integrating financial technology into organizational practices. (PLO#2, PLO#5)

5. Analyze the regulatory and ethical considerations in financial technology. (PLO#2, PLO#6)

**Master of Science in Business with a Concentration in Supply Chain Management (MSB-SCM) (CIP 52.0203):**

UMPI's Supply Chain Management Concentration in the MSB is designed for professionals seeking expertise in optimizing supply chain operations. This concentration equips graduates with the skills to enhance efficiency, reduce costs, and improve overall organizational competitiveness through effective supply chain strategies.

Course: Strategic Supply Chain Management

Description: This course focuses on the strategic aspects of supply chain management, including supply chain design, network optimization, and performance measurement.

Learning Outcomes:

1. Develop and implement strategic supply chain plans aligned with organizational goals. (PLO#2, PLO#5)
2. Optimize supply chain networks to enhance efficiency and reduce costs. (PLO#2, PLO#5)
3. Evaluate and select suppliers based on strategic criteria. (PLO#2, PLO#6)
4. Implement performance metrics to measure and improve supply chain effectiveness. (PLO#2, PLO#4)
5. Analyze the impact of global factors on supply chain strategy. (PLO#2, PLO#6)

Course: Logistics and Distribution Management

Description: This course explores logistics and distribution strategies, including inventory management, transportation planning, and warehouse optimization.

Learning Outcomes:

1. Develop efficient inventory management strategies. (PLO#2, PLO#5)
2. Optimize transportation planning for cost-effective supply chain operations. (PLO#2, PLO#5)
3. Implement technologies for warehouse optimization and automation. (PLO#2, PLO#5)
4. Evaluate the impact of logistics decisions on overall supply chain efficiency. (PLO#2, PLO#4)
5. Formulate strategies for managing global logistics challenges. (PLO#2, PLO#6)

Course: Supplier Relationship Management

Description: This course focuses on developing effective relationships with suppliers, including strategic partnerships, risk management, and performance measurement.

Learning Outcomes:

1. Formulate strategies for building and maintaining strategic supplier relationships. (PLO#2, PLO#5)
2. Assess and mitigate risks associated with supplier relationships. (PLO#2, PLO#6)
3. Develop performance metrics for evaluating supplier effectiveness. (PLO#2, PLO#4)
4. Implement ethical and sustainable practices in supplier management. (PLO#2, PLO#6)
5. Analyze the impact of supplier relationships on overall supply chain resilience. (PLO#2, PLO#4)

#### Course: Demand Forecasting and Planning

Description: This course explores techniques for demand forecasting, sales planning, and demand-driven supply chain strategies.

Learning Outcomes:

1. Apply statistical methods for accurate demand forecasting. (PLO#2, PLO#3)
2. Develop demand-driven supply chain planning strategies. (PLO#2, PLO#5)
3. Utilize technology for demand sensing and real-time planning. (PLO#2, PLO#3)
4. Assess the impact of market trends on demand forecasting. (PLO#2, PLO#3)
5. Formulate strategies for managing demand variability. (PLO#2, PLO#5)

#### Course: Sustainable Supply Chain Practices

Description: This course focuses on integrating sustainability practices into supply chain operations, including responsible sourcing, environmental impact reduction, and ethical supply chain management.

Learning Outcomes:

1. Evaluate and implement sustainable sourcing practices. (PLO#2, PLO#6)
2. Develop strategies for reducing the environmental impact of supply chain operations. (PLO#2, PLO#6)
3. Implement ethical supply chain management practices. (PLO#2, PLO#6)
4. Assess the economic and social implications of sustainable supply chain practices. (PLO#2, PLO#6)
5. Formulate strategies for communicating and promoting sustainability within the supply chain. (PLO#2, PLO#6)

#### Course: Advanced Technology in Supply Chain

Description: This course explores the application of advanced technologies, such as artificial intelligence, blockchain, and the Internet of Things, in optimizing supply chain processes.

Learning Outcomes:

1. Assess the impact of advanced technologies on supply chain efficiency. (PLO#2, PLO#5)
2. Implement artificial intelligence for demand forecasting and decision-making. (PLO#2, PLO#3)

3. Explore the use of blockchain for transparent and secure supply chain transactions. (PLO#2, PLO#6)
4. Utilize IoT devices for real-time tracking and monitoring in the supply chain. (PLO#2, PLO#3)
5. Evaluate the ethical considerations in adopting advanced technologies in supply chain management. (PLO#2, PLO#6)

**Master of Science in Business with a Concentration in Communication (MSB-Com)  
(CIP 52.0501):**

UMPI's Communications Concentration in the MSB is designed for individuals seeking to enhance their communication skills in the business context. This concentration equips graduates with the ability to effectively convey complex information, lead successful communication strategies, and navigate the evolving landscape of business communications.

Course: Strategic Business Communication

Description: This course focuses on developing strategic communication skills, including message development, audience analysis, and communication planning.

Learning Outcomes:

1. Craft clear and compelling messages for diverse business audiences. (PLO#4)
2. Analyze audience needs and tailor communication strategies accordingly. (PLO#4, PLO#5)
3. Develop and implement strategic communication plans for organizations. (PLO#4)
4. Utilize technology for effective business communication. (PLO#3)
5. Evaluate the impact of cultural and global factors on business communication. (PLO#4, PLO#6)

Course: Digital and Social Media Marketing

Description: This course explores the use of digital and social media for marketing and communication purposes, including social media strategies, content creation, and online brand management.

Learning Outcomes:

1. Develop effective digital marketing strategies for business communication. (PLO#4)
2. Create compelling content for various digital platforms. (PLO#4)
3. Manage online brand presence and reputation. (PLO#4)
4. Utilize social media analytics for data-informed decision-making. (PLO#3)
5. Implement ethical considerations in digital and social media marketing. (PLO#6)

Course: Crisis Communication and Management

Description: This course focuses on developing skills in crisis communication, including crisis response planning, message development, and reputation management.

Learning Outcomes:

1. Formulate crisis communication plans for organizations. (PLO#4)
2. Develop clear and timely crisis communication messages. (PLO#4)
3. Implement crisis response strategies to mitigate reputational damage. (PLO#4, PLO#6)
4. Utilize technology for effective crisis communication. (PLO#3)

5. Assess the ethical implications of crisis communication decisions. (PLO#6)

Course: Cross-Cultural Communication in Business

Description: This course explores the complexities of cross-cultural communication in the business context, including cultural awareness, diversity, and effective communication strategies in global settings.

Learning Outcomes:

1. Develop cultural awareness and sensitivity in business communication. (PLO#4, PLO#6)
2. Tailor communication strategies for diverse and global audiences. (PLO#4, PLO#5)
3. Manage cross-cultural communication challenges in the workplace. (PLO#4, PLO#6)
4. Evaluate the impact of cultural factors on business negotiations and relationships. (PLO#4, PLO#6)
5. Implement inclusive communication practices. (PLO#4, PLO#6)

Course: Internal Communication Strategies

Description: This course focuses on developing effective internal communication strategies within organizations, including employee engagement, change communication, and internal branding.

Learning Outcomes:

1. Develop and implement internal communication plans to enhance employee engagement. (PLO#4)
2. Communicate organizational changes effectively to internal stakeholders. (PLO#4)
3. Utilize technology for internal communication and collaboration. (PLO#3)
4. Evaluate the impact of internal communication on organizational culture. (PLO#4, PLO#5)
5. Formulate strategies for building a strong internal brand. (PLO#4)

Course: Business Presentation and Public Speaking

Description: This course explores the art of effective business presentations and public speaking, including presentation design, delivery techniques, and audience engagement.

Learning Outcomes:

1. Create engaging and informative business presentations. (PLO#4)
2. Develop effective public speaking and presentation delivery skills. (PLO#4)
3. Utilize visual aids and technology for impactful presentations. (PLO#3)
4. Manage and respond to audience questions and feedback. (PLO#4)
5. Evaluate and improve presentation skills through constructive feedback. (PLO#4)

**Master of Science in Business with a Concentration in Entrepreneurship (MSB-Ent) (CIP 52.0701):**

UMPI's Entrepreneurship Concentration within the MSB is tailored for individuals aspiring to launch and manage their own ventures or lead entrepreneurial initiatives within existing organizations. This concentration provides the knowledge and skills needed to navigate the challenges of entrepreneurship, from idea generation to sustainable growth.

Course: Entrepreneurial Strategy and Innovation

Description: This course focuses on developing entrepreneurial strategies, fostering innovation, and navigating the early stages of venture creation.

Learning Outcomes:

1. Formulate entrepreneurial strategies aligned with market opportunities. (PLO#2, PLO#5)
2. Foster a culture of innovation within entrepreneurial ventures. (PLO#5)
3. Assess and mitigate risks associated with entrepreneurial endeavors. (PLO#2, PLO#5)
4. Develop and communicate business plans for new ventures. (PLO#2, PLO#4)
5. Utilize technology for entrepreneurial innovation. (PLO#3, PLO#5)

Course: Startup Financing and Funding

Description: This course explores various methods of startup financing, including venture capital, angel investors, crowdfunding, and bootstrapping.

Learning Outcomes:

1. Evaluate different sources of startup funding and financing models. (PLO#2, PLO#5)
2. Develop effective pitches for attracting investors and securing funding. (PLO#4)
3. Formulate financial plans and projections for startup ventures. (PLO#2, PLO#4)
4. Navigate the legal and regulatory aspects of startup financing. (PLO#6)
5. Assess the impact of funding decisions on the growth of entrepreneurial ventures. (PLO#2, PLO#5)

Course: Lean Startup Methodology

Description: This course introduces the principles of the lean startup methodology, emphasizing iterative development, customer feedback, and rapid prototyping.

Learning Outcomes:

1. Apply lean startup principles to validate business ideas and minimize risks. (PLO#2, PLO#5)
2. Develop and test prototypes to gather customer feedback. (PLO#2, PLO#4)
3. Pivot and iterate business models based on customer insights. (PLO#2, PLO#5)
4. Utilize technology for rapid product development and testing. (PLO#3, PLO#5)



5. Implement agile and lean principles in entrepreneurial ventures. (PLO#2, PLO#5)

Course: Marketing and Branding for Entrepreneurs

Description: This course focuses on developing effective marketing and branding strategies for entrepreneurial ventures, including market analysis, brand positioning, and digital marketing.

Learning Outcomes:

1. Conduct market analysis to identify target audiences and market opportunities. (PLO#2, PLO#5)
2. Develop and implement marketing strategies for new ventures. (PLO#4)
3. Create and manage brands that resonate with target customers. (PLO#4)
4. Utilize digital marketing tools for effective online presence. (PLO#3)
5. Assess the impact of marketing decisions on venture success. (PLO#2, PLO#5)

Course: Entrepreneurial Leadership and Team Building

Description: This course explores leadership and team-building skills essential for entrepreneurial success, including team dynamics, conflict resolution, and fostering a culture of innovation.

Learning Outcomes:

1. Develop effective leadership skills for entrepreneurial ventures. (PLO#1, PLO#5)
2. Build and lead high-performing teams in startup environments. (PLO#1, PLO#5)
3. Foster a culture of collaboration, creativity, and innovation. (PLO#1, PLO#5)
4. Implement conflict resolution strategies within entrepreneurial teams. (PLO#1, PLO#4)
5. Evaluate the impact of leadership decisions on team dynamics and venture success. (PLO#1, PLO#5)

Course: Scaling and Managing Growth

Description: This course focuses on the challenges and strategies associated with scaling and managing the growth of entrepreneurial ventures.

Learning Outcomes:

1. Formulate strategies for scaling ventures while maintaining organizational integrity. (PLO#2, PLO#5)
2. Implement systems and processes to support sustainable growth. (PLO#2, PLO#5)
3. Evaluate the financial implications of scaling and managing growth. (PLO#2, PLO#4)
4. Navigate challenges associated with expanding into new markets. (PLO#2, PLO#5)
5. Utilize technology for efficient scaling and growth management. (PLO#3, PLO#5)

**Master of Science in Business with a Concentration in Corporate Social Responsibility (MSB-CSR) (CIP 52.9999):**

UMPI's Sustainability and Corporate Social Responsibility (CSR) Concentration within the MSB is designed for individuals committed to integrating sustainable and socially responsible practices into business operations. This concentration equips graduates to lead organizations in creating positive social and environmental impacts while maintaining financial viability.

Course: Sustainable Business Practices

Description: This course explores the principles of sustainable business practices, including responsible sourcing, environmental stewardship, and ethical considerations in decision-making.

Learning Outcomes:

1. Evaluate and implement sustainable sourcing strategies. (PLO#2, PLO#6)
2. Assess the environmental impact of business operations and propose sustainable solutions. (PLO#2, PLO#6)
3. Integrate ethical considerations into decision-making processes. (PLO#2, PLO#6)
4. Develop strategies for communicating and promoting sustainability within organizations. (PLO#4, PLO#6)
5. Formulate responsible business practices that contribute to societal well-being. (PLO#2, PLO#6)

Course: Corporate Social Responsibility (CSR) Strategies

Description: This course focuses on developing and implementing corporate social responsibility strategies that align with organizational values and societal expectations.

Learning Outcomes:

1. Formulate CSR strategies aligned with organizational values and societal expectations. (PLO#2, PLO#6)
2. Implement initiatives that contribute to social and environmental well-being. (PLO#2, PLO#6)
3. Assess the impact of CSR strategies on organizational reputation and stakeholder relationships. (PLO#4, PLO#6)
4. Integrate CSR into overall business strategy for sustainable impact. (PLO#2, PLO#6)
5. Communicate CSR initiatives effectively to internal and external stakeholders. (PLO#4, PLO#6)

Course: Ethical Leadership in Business

Description: This course explores the principles of ethical leadership, focusing on developing leaders who make decisions with integrity and social responsibility.

Learning Outcomes:

1. Demonstrate ethical leadership principles in decision-making. (PLO#1, PLO#6)
2. Foster a culture of integrity and social responsibility within organizations. (PLO#1, PLO#6)
3. Evaluate the ethical implications of business practices and propose ethical solutions. (PLO#2, PLO#6)
4. Communicate ethical considerations to stakeholders and address ethical dilemmas. (PLO#4, PLO#6)
5. Implement strategies for integrating ethics into organizational culture. (PLO#1, PLO#6)

#### Course: Impact Investing and Social Finance

Description: This course explores the principles of impact investing and social finance, emphasizing investments that generate positive social and environmental impacts alongside financial returns.

##### Learning Outcomes:

1. Assess opportunities for impact investing aligned with social and environmental goals. (PLO#2, PLO#6)
2. Evaluate the financial and non-financial returns of impact investments. (PLO#2, PLO#4)
3. Formulate impact investment strategies for organizations. (PLO#2, PLO#6)
4. Analyze the role of social finance in addressing societal challenges. (PLO#2, PLO#6)
5. Communicate the impact of social finance initiatives to stakeholders. (PLO#4, PLO#6)

#### Course: Green Marketing and Sustainable Branding

Description: This course focuses on developing green marketing and sustainable branding strategies that resonate with environmentally conscious consumers.

##### Learning Outcomes:

1. Develop and implement green marketing strategies for sustainable products and services. (PLO#4, PLO#6)
2. Create and manage sustainable brands that align with consumer values. (PLO#4, PLO#6)
3. Utilize technology for effective communication of sustainable branding messages. (PLO#3, PLO#6)
4. Assess the impact of sustainable branding on consumer perceptions and loyalty. (PLO#2, PLO#6)
5. Formulate strategies for measuring and communicating the environmental impact of products and services. (PLO#2, PLO#6)

#### Course: Social and Environmental Reporting

Description: This course explores the principles of social and environmental reporting, focusing on transparent communication of organizational sustainability efforts.

Learning Outcomes:

1. Develop comprehensive social and environmental reporting frameworks. (PLO#2, PLO#6)
2. Implement transparent reporting practices to communicate sustainability efforts. (PLO#4, PLO#6)
3. Assess the impact of social and environmental reporting on organizational reputation. (PLO#4, PLO#6)
4. Utilize technology for effective dissemination of sustainability reports. (PLO#3, PLO#6)
5. Formulate strategies for continuous improvement in social and environmental performance. (PLO#2, PLO#6)

**Master of Science in Business with a Concentration in Global Business Management (MSB-GBM) (CIP 52.1101):**

UMPI's Global Business Management concentration within the Master of Science in Business program equips students with the knowledge and skills to navigate the complexities of international business. Students will explore global market dynamics, cross-cultural management strategies, and the intricacies of conducting business on a global scale.

Course: Global Business Strategy:

Description: This course explores the formulation and implementation of strategies for businesses operating in a global environment. Topics include global market analysis, entry strategies, and strategic alliances.

Learning Outcomes:

1. Analyze global market trends and opportunities. (PLO#2, PLO#6)
2. Formulate effective global business strategies. (PLO#2, PLO#6)
3. Evaluate the impact of cultural differences on global business operations. (PLO#2, PLO#6)
4. Assess risks and challenges associated with international expansion. (PLO#2, PLO#6)
5. Develop strategies for managing global supply chains. (PLO#2, PLO#3, PLO#6)

Course: International Marketing Management:

Description: This course examines the principles and practices of marketing on a global scale. Topics include market entry strategies, global product development, and cross-cultural consumer behavior.

Learning Outcomes:

1. Develop global marketing strategies for diverse markets. (PLO#2, PLO#4)
2. Analyze the impact of culture on consumer behavior. (PLO#2, PLO#4)
3. Design and implement international marketing campaigns. (PLO#2, PLO#4)
4. Evaluate the effectiveness of global marketing strategies. (PLO#2, PLO#4)
5. Assess the ethical considerations in international marketing. (PLO#4, PLO#6)

Course: Cross-Cultural Leadership:

Course Description: This course focuses on developing effective leadership skills in a multicultural business environment. Topics include cross-cultural communication, diversity management, and global leadership models.

Learning Outcomes:

1. Demonstrate effective cross-cultural communication. (PLO#4, PLO#6)
2. Apply leadership theories to diverse cultural contexts. (PLO#1, PLO#4, PLO#6)
3. Foster an inclusive and culturally sensitive workplace. (PLO#1, PLO#4, PLO#6)

4. Develop strategies for managing diverse global teams. (PLO#1, PLO#4, PLO#6)
5. Evaluate the impact of cultural differences on leadership effectiveness. (PLO#1, PLO#4, PLO#6)

Course: Global Financial Management:

Description: This course explores financial management principles in a global context. Topics include foreign exchange markets, international investment, and risk management in global financial markets.

Learning Outcomes:

1. Analyze global financial markets and instruments. (PLO#2, PLO#3)
2. Evaluate the impact of exchange rate fluctuations on business operations. (PLO#2, PLO#3)
3. Formulate strategies for managing international financial risks. (PLO#2, PLO#3)
4. Assess the financial implications of global expansion. (PLO#2, PLO#3)
5. Develop financial models for multinational corporations. (PLO#2, PLO#3)

Course: Legal and Ethical Issues in Global Business:

Description: This course examines legal and ethical considerations in the global business environment. Topics include international business law, ethical decision-making, and corporate social responsibility on a global scale.

Learning Outcomes:

1. Analyze legal frameworks governing international business. (PLO#2, PLO#4, PLO#6)
2. Evaluate ethical challenges in global business operations. (PLO#4, PLO#6)
3. Develop strategies for ensuring corporate social responsibility. (PLO#2, PLO#4, PLO#6)
4. Assess the impact of cultural differences on ethical decision-making. (PLO#4, PLO#6)
5. Formulate legal and ethical guidelines for global business activities. (PLO#2, PLO#4, PLO#6)

Course: Global Supply Chain Management:

Description: This course focuses on the design and management of global supply chain networks. Topics include logistics, procurement, and the integration of technology in global supply chain operations.

Learning Outcomes:

1. Design and optimize global supply chain networks. (PLO#2, PLO#3, PLO#6)
2. Implement technology solutions for efficient supply chain management. (PLO#2, PLO#3)
3. Evaluate the impact of geopolitical factors on global supply chains. (PLO#2, PLO#6)
4. Assess risks and resilience in global supply chain operations. (PLO#2, PLO#3, PLO#6)

5. Develop strategies for sustainable and ethical supply chain practices. (PLO#2, PLO#3, PLO#6)



**Master of Science in Business with a Concentration in Healthcare Management (MSB-HCM) (CIP 51.0701):**

UMPI's Healthcare Management concentration within the Master of Science in Business program is designed for professionals seeking to advance their careers in the dynamic healthcare industry. Students will gain insights into healthcare policy, financial management, and the strategic management of healthcare organizations.

Course: Healthcare Policy and Regulation:

Description: This course provides an overview of healthcare policy development and regulatory frameworks. Topics include healthcare reform, policy analysis, and the impact of regulations on healthcare organizations.

Learning Outcomes:

1. Analyze current healthcare policies and regulatory frameworks. (PLO#2, PLO#3, PLO#6)
2. Evaluate the impact of policy changes on healthcare organizations. (PLO#2, PLO#3, PLO#6)
3. Formulate strategies for compliance with healthcare regulations. (PLO#2, PLO#3, PLO#6)
4. Assess the ethical considerations in healthcare policy decisions. (PLO#4, PLO#6)
5. Develop advocacy skills for influencing healthcare policy. (PLO#1, PLO#4, PLO#6)

Course: Healthcare Finance and Economics:

Description: This course explores financial management principles specific to the healthcare industry. Topics include healthcare budgeting, reimbursement systems, and the economic factors influencing healthcare organizations.

Learning Outcomes:

1. Analyze financial statements and budgets in healthcare organizations. (PLO#2, PLO#3)
2. Evaluate the economic forces shaping the healthcare industry. (PLO#2, PLO#3)
3. Formulate financial strategies for healthcare organizations. (PLO#2, PLO#3)
4. Assess the impact of healthcare policies on financial management. (PLO#2, PLO#3)
5. Develop cost-effective financial models for healthcare services. (PLO#2, PLO#3)

Course: Strategic Management in Healthcare:

Description: This course focuses on strategic management principles applied to healthcare organizations. Topics include strategic planning, organizational development, and leadership in the healthcare sector.

Learning Outcomes:

1. Develop strategic plans for healthcare organizations. (PLO#2, PLO#6)

2. Analyze the competitive landscape of the healthcare industry. (PLO#2, PLO#6)
3. Evaluate the impact of organizational culture on strategic initiatives. (PLO#2, PLO#4, PLO#6)
4. Assess leadership challenges in healthcare management. (PLO#1, PLO#4, PLO#6)
5. Implement change management strategies in healthcare organizations. (PLO#1, PLO#4, PLO#6)

Course: Healthcare Quality and Patient Safety:

Description: This course examines quality management and patient safety in healthcare settings. Topics include accreditation standards, performance measurement, and strategies for improving healthcare quality.

Learning Outcomes:

1. Implement quality improvement initiatives in healthcare. (PLO#5, PLO#6)
2. Evaluate healthcare accreditation standards. (PLO#2, PLO#5)
3. Analyze performance metrics for healthcare quality. (PLO#3, PLO#5)
4. Develop strategies for patient safety in healthcare organizations. (PLO#3, PLO#5, PLO#6)
5. Assess the impact of quality improvement on patient outcomes. (PLO#3, PLO#5)

Course: Health Information Systems and Technology:

Description: This course explores the use of information systems and technology in healthcare. Topics include electronic health records, data analytics, and the integration of technology for improving healthcare delivery.

Learning Outcomes:

1. Assess the role of information systems in healthcare management. (PLO#3, PLO#5)
2. Implement health information technology solutions. (PLO#3, PLO#5)
3. Analyze healthcare data for decision-making. (PLO#3, PLO#5)
4. Evaluate the impact of technology on healthcare efficiency. (PLO#3, PLO#5)
5. Develop strategies for ensuring data security and privacy in healthcare. (PLO#3, PLO#5, PLO#6)

Course: Ethical Issues in Healthcare Management:

Course Description: This course examines ethical considerations in healthcare management. Topics include ethical decision-making, patient rights, and the ethical challenges faced by healthcare leaders.

Learning Outcomes:

1. Evaluate ethical dilemmas in healthcare management. (PLO#4, PLO#6)
2. Develop ethical guidelines for healthcare decision-making. (PLO#4, PLO#6)
3. Assess the impact of cultural and social factors on ethical decisions. (PLO#4, PLO#6)

4. Implement strategies for fostering an ethical organizational culture. (PLO#4, PLO#6)
5. Analyze the ethical implications of healthcare policies and practices. (PLO#4, PLO#6)

**Master of Science in Business with a Concentration in Human Resource Management (MSB-HRM) (CIP 52.1001):**

UMPI's Human Resource Management concentration within the Master of Science in Business program is designed for individuals seeking to advance their careers in human resources. Students will gain expertise in talent acquisition, employee development, and strategic human resource management.

Course: Talent Management and Acquisition:

Description: This course focuses on talent acquisition and management strategies. Topics include recruitment techniques, talent retention, and workforce planning.

Learning Outcomes:

1. Develop effective talent acquisition strategies. (PLO#1, PLO#4)
2. Analyze workforce planning for organizational success. (PLO#2, PLO#4)
3. Implement techniques for talent retention and development. (PLO#1, PLO#4)
4. Assess the impact of talent management on organizational performance. (PLO#2, PLO#4)
5. Formulate strategies for diversity and inclusion in talent management. (PLO#1, PLO#6)

Course: Strategic Human Resource Management:

Description: This course explores the strategic role of human resource management in organizations. Topics include HR planning, strategic alignment, and the integration of HR practices with organizational goals.

Learning Outcomes:

1. Formulate HR strategies aligned with organizational objectives. (PLO#2, PLO#4)
2. Analyze the impact of HR practices on organizational performance. (PLO#2, PLO#4)
3. Implement strategic HR planning for organizational success. (PLO#2, PLO#4)
4. Evaluate the role of HR in fostering organizational culture. (PLO#2, PLO#4, PLO#6)
5. Assess the ethical considerations in strategic HR management. (PLO#4, PLO#6)

Course: Employee Development and Training:

Description: This course focuses on employee development and training programs. Topics include needs analysis, training design, and the evaluation of training effectiveness.

Learning Outcomes:

1. Design and implement effective employee development programs. (PLO#2, PLO#4, PLO#5)
2. Analyze training needs and align programs with organizational goals. (PLO#2, PLO#4, PLO#5)
3. Evaluate the effectiveness of employee training initiatives. (PLO#3, PLO#5)

4. Develop strategies for continuous learning and professional development. (PLO#5)
5. Assess the impact of employee development on organizational performance. (PLO#2, PLO#4, PLO#5)

Course: Performance Management and Appraisal:

Description: This course examines performance management and appraisal systems. Topics include goal setting, feedback mechanisms, and strategies for improving employee performance.

Learning Outcomes:

1. Implement effective performance management systems. (PLO#2, PLO#4)
2. Develop performance appraisal tools and processes. (PLO#2, PLO#4)
3. Analyze the impact of performance management on employee motivation. (PLO#2, PLO#4)
4. Evaluate strategies for providing constructive feedback. (PLO#4)
5. Assess the ethical considerations in performance appraisal. (PLO#4, PLO#6)

Course: Employment Law and Ethics:

Description: This course explores employment law and ethical considerations in human resource management. Topics include legal compliance, employee rights, and ethical decision-making in HR.

Learning Outcomes:

1. Analyze employment laws and regulations affecting HR practices. (PLO#2, PLO#4)
2. Develop strategies for legal compliance in HR management. (PLO#2, PLO#4)
3. Evaluate ethical dilemmas in HR decision-making. (PLO#4, PLO#6)
4. Implement ethical guidelines for HR professionals. (PLO#4, PLO#6)
5. Assess the impact of legal and ethical considerations on HR policies. (PLO#4, PLO#6)

Course: Organizational Change and Development (OCD 606):

Description: This course focuses on managing organizational change and development. Topics include change models, organizational culture, and strategies for leading change initiatives.

Learning Outcomes:

1. Analyze the factors influencing organizational change. (PLO#1, PLO#2, PLO#4)
2. Develop strategies for managing resistance to change. (PLO#1, PLO#2, PLO#4)
3. Implement change management processes in organizations. (PLO#1, PLO#2, PLO#4)
4. Assess the impact of change on organizational culture. (PLO#2, PLO#4, PLO#6)
5. Evaluate the role of HR in facilitating organizational development. (PLO#2, PLO#4, PLO#6)

**Master of Science in Business with a Concentration in Project Management (MSB-PM) (CIP 52.0211):**

UMPI's Project Management concentration within the Master of Science in Business program prepares students for leadership roles in project management across various industries. Students will develop the skills needed to plan, execute, and monitor projects successfully.

Course: Project Planning and Scheduling:

Description: This course focuses on the principles and techniques of project planning and scheduling. Topics include project scope definition, work breakdown structures, and critical path analysis.

Learning Outcomes:

1. Develop comprehensive project plans. (PLO#1, PLO#2)
2. Create work breakdown structures for project tasks. (PLO#1, PLO#2)
3. Apply critical path analysis for project scheduling. (PLO#1, PLO#2)
4. Assess project feasibility and resource requirements. (PLO#1, PLO#2)
5. Formulate strategies for managing project scope changes. (PLO#1, PLO#2, PLO#4)

Course: Project Execution and Monitoring:

Description: This course explores the execution and monitoring phases of project management. Topics include project execution strategies, progress tracking, and the use of key performance indicators.

Learning Outcomes:

1. Implement project execution plans. (PLO#1, PLO#2)
2. Monitor project progress and identify deviations. (PLO#1, PLO#2)
3. Apply key performance indicators for project evaluation. (PLO#1, PLO#2)
4. Develop strategies for managing project risks. (PLO#1, PLO#2, PLO#4)
5. Evaluate the impact of changes on project outcomes. (PLO#1, PLO#2, PLO#4)

Course: Project Leadership and Team Management:

Description: This course focuses on leadership and team management in project environments. Topics include team dynamics, conflict resolution, and strategies for motivating project teams.

Learning Outcomes:

1. Demonstrate effective project leadership skills. (PLO#3, PLO#5)
2. Manage project teams and foster collaboration. (PLO#3, PLO#5)
3. Resolve conflicts within project teams. (PLO#3, PLO#5)
4. Evaluate the impact of team dynamics on project outcomes. (PLO#3, PLO#5)
5. Implement strategies for motivating project team members. (PLO#3, PLO#5)

Course: Project Risk Management:

Description: This course examines the principles and practices of project risk management. Topics include risk identification, assessment, mitigation strategies, and contingency planning.

Learning Outcomes:

1. Identify and assess project risks. (PLO#1, PLO#2, PLO#4)
2. Formulate risk mitigation strategies. (PLO#1, PLO#2, PLO#4)
3. Develop contingency plans for project risks. (PLO#1, PLO#2, PLO#4)
4. Evaluate the impact of risks on project outcomes. (PLO#1, PLO#2, PLO#4)
5. Implement strategies for proactive risk management. (PLO#1, PLO#2, PLO#4)

Course: Agile Project Management:

Description: This course explores the principles of agile project management. Topics include agile methodologies, iterative development, and the application of agile practices in project environments.

Learning Outcomes:

1. Apply agile principles in project management. (PLO#1, PLO#2)
2. Implement iterative development processes. (PLO#1, PLO#2)
3. Evaluate the suitability of agile methodologies for projects. (PLO#1, PLO#2)
4. Assess the impact of agile practices on project flexibility. (PLO#1, PLO#2)
5. Formulate strategies for transitioning to agile project management. (PLO#1, PLO#2)

Course: Project Closure and Evaluation:

Description: This course focuses on the closure and evaluation phases of project management. Topics include project closure activities, stakeholder feedback, and project evaluation methods.

Learning Outcomes:

1. Implement effective project closure procedures. (PLO#1, PLO#2, PLO#4)
2. Collect and analyze stakeholder feedback. (PLO#1, PLO#2, PLO#5)
3. Evaluate project outcomes against initial goals. (PLO#1, PLO#2, PLO#4)
4. Formulate strategies for continuous improvement in project management. (PLO#1, PLO#2, PLO#4, PLO#5)
5. Assess the overall success of completed projects. (PLO#1, PLO#2, PLO#4)

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** New Academic Program Proposal: B.A. in Criminal Justice, UM

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

305.1 Program Approval, Review, and Elimination Procedures

**UNIFIED ACCREDITATION CONNECTION:**

As emphasized in the 2023-28 University of Maine System Strategic Plan, unified accreditation is "the mechanism through which our universities and law school are able to maximize resources and capitalize on opportunities for growth and collaboration."

The Academic and Student Affairs Committee of the Board ensures that every effort is made to operationalize unified accreditation in its review of proposed academic programs.

The Vice Chancellor for Academic and Student Affairs has actively explored multi-university collaboration(s) for this proposed academic program with the system-wide Chief Academic Officers Council. The proposed program

\_\_\_ represents a multi-university collaboration in the following way(s):

X may represent a future multi-university collaboration under the condition(s) listed below:

\_\_\_ does not represent a multi-university collaboration for the following reason(s):

**BACKGROUND:**

The B.A. in Criminal Justice will help to address the continued demand for law enforcement and other criminal justice related workforce opportunities. This program offers educational opportunities unique to the University of Maine, including:

- Curriculum exploring the impact of inequality and injustice grounded in sociology and intersectional theory
- Strong research and data analysis skill-building to prepare students for advanced education or positions in applied research
- An interdisciplinary major bringing together the full array of curriculum opportunities available within UMaine



- Face-to-face courses on a residential campus, with the option to take online courses at other UMS campuses when available
- A criminal justice degree for students who are either unable (e.g., athletes) or unwilling (e.g., students specifically drawn to a large, flagship university) to pursue degrees elsewhere within the System

**Workforce demand:** Between May 2023 and May 2024, data from Lightcast indicates a notable demand for criminal justice positions in Maine and across the country. Within Maine, there were 256 unique job listings covering a range of roles suitable for those with an education in criminal justice. This represents a 31% increase compared to the 2021 Burning Glass report, highlighting a strong demand for such positions. In 2022-2023, the most recent year for which data are available, there were 48 criminal justice bachelor's degrees awarded at public institutions in Maine, indicating a gap between the number of degrees awarded and the market demand.

**Multi-University collaboration:** The proposed program is designed to complement rather than compete with existing programs across the University of Maine System, while maintaining distinctive learning opportunities unique to UM. Pathways to collaboration including the identification of shared coursework opportunities have been established at UMF, UMFK, UMA, and UMM. Additional opportunities for collaboration are underway.

That the Academic and Student Affairs Committee forwards this item to the Consent Agenda at the January 12-13, 2025, Board of Trustees meeting for approval of the following resolution:

#### TEXT OF PROPOSED RESOLUTION

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee, and approves the Bachelor of Arts in Criminal Justice at the University of Maine.

Attachment

[UM Criminal Justice Major Proposal](#)

**UMS Academic and Student Affairs**

Estabrooke Hall  
Orono, Maine 04469  
207-973-3211  
www.maine.edu

Date: November 26, 2024

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


From: Jeffrey St. John, VCASA \s

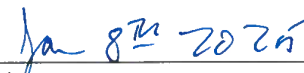
Regarding: New Program Addition - B.A. in Criminal Justice, UM

Please find the attached program proposal from the University of Maine to offer the Bachelor of Arts in Criminal Justice. The attached materials include documentation of university-level support, including approval from the President and the full program proposal.

The Chief Academic Officers Council reviewed and recommended the proposed addition of the Bachelor of Science in Criminal Justice on September 29, 2024. I also recommend this program addition.

I approve	I do not approve for the reasons listed below	Additional information needed for decision	Action
✓			Recommend addition of the B.A. in Criminal Justice at the University of Maine

  
Chancellor Dannel Malloy

  
Date Jan 8<sup>th</sup> 2025

18.1

**Maine's Public Universities**

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 Maine School of Law • University of Southern Maine

Office of the Executive Vice President  
for Academic Affairs & Provost



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

## MEMORANDUM

August 22, 2024

**TO:** Jeff St. John  
Vice Chancellor for Academic & Student Affairs (UMS)

**FROM:** John C. Volin  
Executive Vice President for Academic Affairs & Provost (UM)

**SUBJECT:** Program Proposal: B.A. in Criminal Justice

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The College of Liberal Arts and Sciences at the University of Maine proposes a B.A. in Criminal Justice to be offered by the Sociology Department with a proposed launch date of fall 2025.

### Rationale

The ITP was approved by the CAOC July 18, 2024. The BA in Criminal Justice will help to address the continued demand for law enforcement and other criminal justice related workforce opportunities. Lightcast data for criminal justice provided by the UMaine Office of Institutional Research and Assessment (OIRA) in June 2024 show a continued strong demand nationally in target occupations for a criminal justice major, with “stable,” “growing,” or “rapidly growing” growth in “specialized skills,” and mostly “stable” or “growing” growth in “common skills” related to the major. In Maine, the situation mirrors the national trend. Between May 2023 and May 2024, data from Lightcast (formerly Burning Glass) indicates a notable demand for criminal justice positions in Maine and across the country. Within Maine, there were 256 unique job listings covering a range of roles suitable for individuals with a background in criminal justice education. This represents a 31% increase compared to the 2021 Burning Glass report, highlighting a strong demand for such positions. In 2022-2023, the most recent year for which data are available, there were 48 bachelor’s degrees in criminal justice programs awarded at public institutions in Maine.

The proposed program is designed to complement rather than compete with existing programs across the University of Maine System. The department engaged with faculty from each of the six sister institutions to gain insights about related programs across the system. The attached proposal provides detailed potential avenues of complementarity and opportunities for cooperation among programs with different approaches and strengths.

We intend for our program to fill a need on our campus (e.g., as the only Division 1 school in the System, athletes wishing to study criminal justice must receive their degrees from UMaine), highlight

and utilize strengths existing elsewhere in the System, and offer a program unique to the System in its particular emphasis on interdisciplinarity, social inequalities, and social institutions (the latter two a function of our program's home within an existing Department of Sociology).

The Sociology department, which would serve as the host department, currently has faculty with relevant expertise and offers coursework that aligns with the new major. Additionally, criminal justice coursework is available at other campuses, including specific courses identified as beneficial for the new major, some of which are offered online. Given the interdisciplinary nature of the Criminal Justice major, it also benefits from expertise and courses offered by other departments.

**RECOMMENDED ACTION:** This proposal has received all appropriate campus review and approval. I fully support and recommend the creation of the Criminal Justice major within the College of Liberal Arts and Sciences at the University of Maine. Please let me know if you have any questions or if there is any additional information you desire.

**Approved By:**



08/22/2024

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

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Date

**Attachments:**

1. Summary of Changes
2. Proposal for a Criminal Justice Major  
Date: September 2024

**Program name:** Criminal Justice

**Summary of changes:**

The Department of Sociology proposes a new BA degree in Criminal Justice that builds upon the department's existing minor in Criminal Justice, established in Fall 2020 for students who do not wish to major in criminal justice but who still wish to take a formal selection of courses to acquaint them with this field. The proposed major addresses keen interest from high school students in Maine and elsewhere and will help the University and the State satisfy unmet and growing demand for employees in law enforcement and other areas of the criminal justice system and related sectors. In addition to helping to meet these needs, the proposed major is anchored in critical understandings of the criminal justice system. At a time of increasing awareness around inequalities embedded within institutional structures such as the criminal justice system, student interest in better understanding these topics, and in working within and toward changing these systems, is higher than ever. The Department has taken great care to ensure that the proposed major complements rather than competes with related programs across the University of Maine System. While crafting the proposed major, we met with faculty from each of our six sister UMS campuses to discuss how we can work together to meet state needs and to identify areas where our program fills a particular niche. We outline this effort below. Reflecting recommendations from the American Sociological Association's *Report of the ASA Task Force on Sociology and Criminology Programs*, the proposed major will provide students a combination of intellectual and practical knowledge to help ensure their success in criminal justice careers.

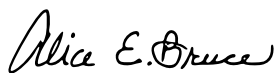
The signatures below indicate approval of the program proposal summarized above.



Karyn Sporer  
Chair, Department of Sociology

21-Aug-2024

Date



Alice Bruce  
Chair, Academic Council, College of Liberal Arts and Sciences

21-Aug -2024

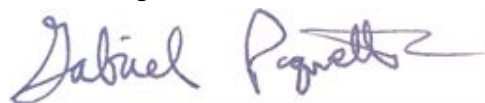
Date



Emily Haddad  
Dean, College of Liberal Arts and Sciences

8-21-24

Date



Gabriel Paquette  
Associate Provost for Academic Affairs and Faculty Development

08/22/2024

Date

**Process summary, Criminal Justice BA proposal, University of Maine 12/8/24**

Planning for an interdisciplinary Criminal Justice program at UMaine began in **AY2018-19**. Guidance from the VCAA's office (then VC Robert Neely) was that an Intent to Plan would not be needed in this type of situation. Instead, the new major would be considered an extension of the Sociology major's existing concentration in Crime, Law, and Justice. On that basis, a full proposal was submitted to the CAOC in 2020 by Interim Provost Faye Gilbert. The CAOC treated it as an intent to plan and approved it as such in **May 2020**, with advice to address more fully any opportunities for inter-campus collaboration. A new minor in Criminal Justice at UMaine, based on the same concentration, was approved in spring 2020, and the concentration was eliminated at the same time.

In **September 2020**, the then-chair of the Sociology Department emailed relevant faculty members at each UMS campus, cc'ed to the other UMaine Sociology faculty, inviting a conversation (screenshot of sample message below). Initial responses were received from colleagues at UMA and UMM. The UMA response referred the topic to the UMA provost and did not accept a meeting at that time. Follow-up communication led to meetings with representatives of each campus by February 22, 2021.

As a result of these meetings, additional courses from other campuses were identified as applicable to the BA proposal, and the proposal was modified accordingly. Information about differences among the various related programs was also incorporated. The revised proposal was finalized by the department and approved by the College of Liberal Arts and Sciences (CLAS) Academic Council in **March 2021**. It was sent to the CAOC almost a year later, in January 2022, and was discussed there in early **February 2022**. The CAOC tabled it pending further discussion with UMPI. At the request of the UMaine provost, the dean of CLAS met via Zoom with Lisa Leduc, a faculty member at UMPI who had strong reservations about the proposal. Communication between the UMPI provost and the UMaine provost also occurred in spring 2022. The proposal returned to the CAOC in May 2022 and was approved in **July 2022**. The VCAA declined to approve it, so it did not progress further.

In **fall 2023**, at the request of the UMaine and UMPI provosts, the CLAS dean and UMaine Sociology chair met twice with counterparts at UMPI to work toward a Memorandum of Understanding that would formalize collaboration with the stated purpose "to preserve and expand academic opportunity for students in criminal justice at each campus." Through these meetings, additional communication via email, and involvement by the provosts, the MOU proceeded through six drafts between September 2023 and March 2024. Multiple areas of disagreement were resolved. Although it was not signed, the final draft could provide a suitable framework for collaboration, whether with UMPI alone or potentially with other campuses as well, assuming the availability of courses online at the participating campus(es).

In late **spring 2024**, there appeared to be some possibility that a resubmission to CAOC could be successful. A new intent to plan was therefore prepared and submitted. It was approved by the CAOC in **July 2024**. The full proposal was then updated and submitted. The CAOC approved it in late **August 2024**. The ITP, and subsequently the full proposal, were forwarded to the Faculty Governance Council; the FGC received the full proposal in **November 2024** and approved it at their November 18, 2024 meeting.

As emphasized both the 2021 and 2024 proposals for a BA in Criminal Justice at UMaine, Husson University, a private competitor, confers the highest number of Criminal Justice degrees in the state, with 47% market share (2023). We welcome opportunities to coordinate efforts within UMS to expand criminal justice education among our campuses.

**Commented [JV1]:** Jeff, I didn't receive confirmation on this, but I assume it was correct. If not, please delete.

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We are reaching out to you to introduce ourselves, share the status of our effort to increase criminal justice opportunities for UMaine students, and express our interest in learning more about you, your program, and potential opportunities to collaborate.

Though sociology and our crime/law/justice focus have been a part of UMaine for decades, we are a rather new department this year, under new leadership and having welcomed two of our four members to UMaine just this fall. For that reason, we earnestly hope for the opportunity to get to know you and your program as we work together to find ways to enhance opportunities for all UMS students interested in criminal justice and criminology.

As you are likely aware, we have launched our Criminal Justice minor, which was approved in the spring. We also proposed a major in Criminal Justice, which was not approved at the System level. We appreciate the feedback that your campus provided on our proposal and have thought carefully about the concerns that were raised. We have learned much from having been an early program going through the System's new process for approving new majors and take to heart the clear message our sister campuses have sent regarding the importance of our working together to meet student and state needs.

Our primary concern is meeting the needs and interests of students on our campus who wish to major in Criminal Justice but for whom a transfer to another campus within our system is either untenable or, for any number of reasons, may be an option they are unwilling to consider. In particular, a high proportion of students in our program are student athletes who have no choice but to remain at the system's Division I school. But your feedback to our major proposal has helped us understand that there are a wide variety of ways we could work together to find a solution for such students.

We'd love the chance to meet with you and the faculty in your criminal justice/criminology and sociology programs to brainstorm about ways we might work together to enhance opportunities for UMS students interested in this area. Our department chair, Amy Blackstone, will reach out to your department chair/unit head to discuss and, if you are amenable, to schedule a Zoom meeting for all faculty in both units.



## **Proposal for a Criminal Justice Major**

Department of Sociology

September 2024

The Department of Sociology seeks to establish a new major in Criminal Justice (hereafter CRJ) as a successor to the Sociology major's optional concentration in Crime, Law, and Justice (see Appendix I). This new major would be housed within the Department but would be interdisciplinary in scope and include offerings from across the University of Maine System that complement but are distinct from the offerings at UMaine. In Fall 2020, the Department launched a new minor in Criminal Justice and phased out the Crime, Law, and Justice concentration. This document consists of the main proposal for the complementary CRJ major and seven appendices.

### **RATIONALE**

The state demand for qualified criminal justice professionals, professional opportunities available to graduates of criminal justice programs, current and prospective student demand for criminal justice courses, increasing interest in program offerings grounded in the study of systemic and institutional inequalities and the Department's historic and continuing expertise in these areas provide the rationale for the Department's proposed major.

#### Student interest

Prior to the launch of our CRJ minor in Fall 2020, Sociology majors could choose to fulfill the requirements for our Crime, Law, and Justice concentration, and successful completion of these requirements was noted on their transcripts. More than one-third of our majors chose the concentration, which we established many years ago due to keen interest in our courses in this area. As noted, with the approval of the CRJ minor and the anticipation of a CRJ major, the Crime, Law and Justice concentration was phased out in 2020. Enrollment in the Criminal Justice minor is robust. Established in fall 2021, it had 55 students enrolled in fall 2023. High school students at University of Maine Open Houses and Accepted Student Days regularly express interest in criminal justice and ask whether the university offers a major in this area.

In our society, a broader cultural awareness around inequalities embedded within institutional structures such as the criminal justice system, and a related interest in working to support positive change within these systems, have gained traction. A corresponding demand for programs that provide a grounding for the study of institutionalized racism and racial justice along with additional forms of inequality and injustice (e.g., gender, sexual identity, social class) can be seen on campuses across the nation. The political polarization that has emerged on the American political scene over issues such as these makes them only the more deserving of careful study.

Reflecting this interest, UMaine Admissions and administrators have encouraged the development of a criminal justice major. The addition of a criminal justice major to Maine's flagship campus will expand the opportunities for students from Maine and elsewhere to enroll in this very popular and professionally desirable major. Criminal Justice majors around the nation are extraordinarily popular, with programs at large universities enrolling hundreds of students. In 2020-21, Criminal Justice is the 7<sup>th</sup> most popular degree

nationally, with over 113K degrees awarded in that year (“2023 Criminal Justice & Corrections Degree Guide,” accessed Aug. 2024). In short, evidence suggests that interest in the major at UMaine will be strong. The criminal justice major promises to be a powerful recruiting tool. Notably, it is expected to attract students from outside Maine. In fall 2023, the sociology major (the mostly closely related program) enrolled 45% non-resident students, compared with 36% non-resident undergraduate students for UMaine overall.

#### State need and professional opportunity

Maine features approximately 11,460 people employed in “protective service occupations” in 2023, while the United States features approximately 784,000 full-time sworn law enforcement personnel and perhaps at least that number working in other areas of criminal justice (US Bureau of Labor Statistics, May 2023; Police Officers by State, 2024). When the previous version of this proposal was first introduced in AY2020-21, it was already clear that Maine was facing a statewide shortage of professionals in law enforcement and criminal justice (“Maine departments facing statewide police officer shortage,” WGME, 2019). This problem is not limited to Maine (“New PERF survey shows police agencies are losing officers faster than they can hire new ones,” 2023) but remains acute in our state. Some communities have seen their police departments disband owing to staffing shortages (“Washburn police join growing list of Maine departments forced to close,” News Center Maine, 2024). Maine police chiefs and other municipal and state officials are seeking solutions to recruit and retain officers; ideas have included a student loan forgiveness proposal (Ogrysko, 2023), indicating a commitment to recruit college-educated applicants for these roles. Pay raises and signing bonuses have been employed (“Maine police departments struggle to fill open positions, lawmakers hope to change that,” WGME, 2024). Attracting police officers from other states to the comparative safety of Maine is another of the strategies employed by Maine law enforcement agencies (Bousquet, 2023).

The current market context and available employment information indicate continued strong demand for a criminal justice major since the original submission of this proposal. The 2021 proposal was supported by job market data from Burning Glass. Data for December 2019-November 2020 pointed to the demand for criminal justice positions in Maine and beyond, with 196 job postings in Maine during this one-year period across the range of positions for which a criminal justice education would provide excellent preparation. In addition to police officers, probation and parole officers, juvenile intake officers, crime analysts, border patrol agents, bailiffs, correctional officers, crime prevention specialists, victim service specialists, substance abuse counselors, and fraud investigators, other positions identified by Burning Glass include paralegals and legal assistants, security managers, and occupational health and safety specialists. Burning Glass data also indicated 7,166 job postings in New England during the December 2019-November 2020 period across a range of criminal justice-relevant positions. The 2021 report noted that the demand for skills associated with a criminal justice major would remain strong in target occupations nationally, in New England and in Maine specifically. The 2021 report found that Husson University conferred the highest number of criminal justice degrees in the state, holding 28% of market share in 2018 and conferring 41 degrees in that year.

Burning Glass is no longer an independent company, and Lightcast data is now used instead for market information on academic programs (see Appendix II). Lightcast data for criminal justice provided by the UMaine Office of Institutional Research and Assessment (OIRA) in June 2024 show continued strong demand nationally in target occupations for a criminal justice major, with “stable,” “growing,” or “rapidly growing” growth in “specialized skills,” and mostly “stable” or “growing” growth in “common skills” related to the major. The picture in Maine is similar, though the increase in demand is lower than nationally. The Lightcast data for May 2023-May 2024 point to the demand for criminal justice positions in Maine and beyond, with 256 unique job postings in Maine during this one-year period across the range of positions for which a criminal

justice education would provide excellent preparation. This figure represents a 31% increase over the Burning Glass data in the 2021 proposal and is an indicator of the strength of demand for criminal justice positions.

A range of positions is identified by Lightcast: the top posted positions include border patrol agents, background specialists, security officers, juvenile corrections officers, criminal investigators, and others. Lightcast data also indicate 4,109 unique job postings for all of New England during the May 2023 – May 2024 period across a range of criminal justice-relevant positions. The apparent drop in job postings from the original Burning Glass data is more apparent than real. Burning Glass allowed OIRA to select a broad category of “Law enforcement workers,” whereas no similar category exists in Lightcast. The number represents not a drop in postings but a change in categorization in a different system. A look at job growth bears this out; although Lightcast only shows slight anticipated job growth in Maine (1%), larger job growth is expected throughout New England (10%) and nationally (7%). Further, Lightcast shows projected growth for a number of the specialized skills that appear in job postings, such as criminal justice (8%; stable), law enforcement (10%; growing), criminal corrections (10%; growing), code enforcement (12%; growing), and risk management (26%; rapidly growing). Importantly, all of the top specialized skills that appear in job postings are stable, growing, or rapidly growing in importance.

Similar to the Burning Glass report in the 2021 proposal, Lightcast data indicate that Husson University confers the highest number of criminal justice degrees in the state, holding 47 percent of market share in 2023 and conferring 44 degrees in that year. In sum, the Lightcast employment data, including the projected growth for a number of the specialized skills that appear in job postings in the broad criminal justice field, strongly support the value of a criminal justice major at the University of Maine. The addition of the major will draw new students, especially out-of-state students, to the University of Maine. It will benefit the criminal justice workforce in Maine, in New England, and beyond. (See Lightcast Program Overview, Appendix II.)

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These considerations all strongly suggest that the addition of a Criminal Justice major at the University of Maine will help attract new students to the Department, to the University, and to Maine while also benefiting the law enforcement and more general criminal justice workforce of the state and beyond. Befitting its placement within the College of Liberal Arts and Sciences, this major will have a strong liberal arts orientation and offer a B.A degree rather than the vocational orientation and B.S. degree of many criminal justice programs around the nation. Like any B.A. at UMaine, the Criminal Justice degree will require a minor, further extending students' breadth of knowledge. A liberal arts education and its attendant emphasis on critical thinking and communication skills, as well as the deep understanding of often inequitable social systems that students gain from the study of sociology, are considered increasingly important for law enforcement and other criminal justice personnel in today's society (DuFour 2018; Phillips and Burrell 2009; PoliceOne 2016; Nugba, 2023; PoliceOfficer.org, 2022). In fact, a report by The Chronicle of Higher Education notes that communication and critical thinking are, respectively, the top two “soft skills” deemed essential by hiring managers when looking for new hires at major companies and nonprofits nationwide (The Chronicle of Higher Education, 2020; Finley, 2023).

## UMS COMPLEMENTARY PROGRAMS & OTHER PROGRAMS ACROSS MAINE

Prior to the initial submission of planning documents for the major (late 2020 to early 2021), the Department met with faculty from each of our six sister institutions to learn more about related programs across the University of Maine System (UMS). More recently, Dean Emily Haddad, Sociology Department chair Karyn Sporer, and Associate Dean for Academics Timothy Cole have engaged in further discussions particularly with UMPI, aimed at realizing the Criminal Justice major at UMaine. It is our intention that the program we propose complement rather than compete with existing programs across the University of Maine System. In the following paragraphs we identify several potential avenues of complementarity and opportunities for cooperation among programs with different approaches and strengths.

We intend for our program to fill a need on our campus (e.g., as the only Division 1 school in the System, athletes wishing to study criminal justice must receive their degrees from UMaine), highlight and utilize strengths existing elsewhere in the System, and offer a program unique to the System in its particular emphasis on interdisciplinarity, social inequalities, and social institutions (the latter two a function of our program's home within an existing Department of Sociology).

Beyond the criminology and criminal justice programming offered across the University of Maine System, other public and private institutions in Maine offer related degrees. As noted above, according to Lightcast Data provided by UMaine's Office of Institutional Research and Assessment, Husson University, a private competitor in Bangor, confers the highest number of criminal justice degrees in the state, holding 47% of market share in 2023 and conferring 44 degrees in that year (Lightcast Program Overview, Appendix II). Husson's degree output provides evidence of significant demand for bachelor's-level credentials in criminal justice. As the institution in closest geographic proximity to UMaine, it is possible that our own criminal justice program could be viewed as competing with this private institution for students. We have taken great care, however, to ensure that our program does not compete with similar programs within the University of Maine System.

**University of Maine at Augusta.** The University of Maine at Augusta offers B.S. and A.S. degrees in Justice Studies, along with a number of related minors and certificates. Lightcast data from UMaine's Office of Institutional Research indicate that USM conferred 17.0 percent of Criminal Justice degrees in Maine (Criminal Justice/Law Enforcement Administration; Criminology; Criminal Justice/Safety Studies)—94 degrees total in 2023, making it the second largest such program in the state and the largest within the University of Maine System. Because UMA offers its Justice Studies (JUS) courses online, students in our proposed major can easily complete courses that complement our major. In its earlier meeting (February 2021) with Professor Sharon McMahon Sawyer, then UMA's Program Coordinator of Justice Studies, the department learned that a key difference between our two programs is that UMA's courses are often taught by practitioners in the field. That UMA is able to bring students together with practitioners in this way will no doubt hold great appeal to our students. We see a useful synergy between our two programs. UMA offers an applied, pre-professional program while UMaine's program offers a critical approach grounded in sociology and intersectional theory. An additional difference between our two campuses that came to light during our discussion is our program's emphasis on research and data analysis skills-building. Together, our two programs offer important diversity in pedagogical approach; that of practitioners trained and working in their fields and that of doctoral faculty trained in critical, intersectional approaches to criminal justice systems and in empirical investigation of said systems.

**University of Maine at Farmington.** The University of Maine at Farmington offers an interdisciplinary Legal Studies minor within the Division of Social Sciences and Business. In a recent exchange with Professor Jim Melcher (July 31, 2024), who along with Professor Michael Schoeppner is Coordinator of the Legal Studies

minor, Associate Dean Cole learned that among the courses UMF offers in this minor is Law & the Legal System (POS 214) which complements our proposed major. Professor Wendy Harper, UMF's Chair of the Division of Social Sciences and Business, noted in early conversation that our own department's offerings in sociology may be of interest to students at UMF as that campus has been unable to offer courses in the discipline since they no longer have a sociologist on staff. More recently (in an exchange with Associate Dean Cole), Professor Harper suggested that a number of courses offered by Professor of Anthropology Nicole Kellett that might usefully complement our proposed major. We agreed to continue the conversation about ways our departments might work together to support the interests and needs of students on both campuses.

In some ways, UMF's courses may be among the most similar to our own. As an undergraduate-only department on a primarily residential campus, liberal arts education is core to our mission, as it is for all UMF programs. That said, while course learning objectives may be alike across our two programs, we see significant differences in terms of each campus' areas of expertise, program focus, and course offerings.

**University of Maine at Fort Kent.** The University of Maine at Fort Kent offers the B.S. and A.A. in both Conservation Law Enforcement and Criminal Justice, along with a minor in Criminal Justice. In previous discussions (January 2021) with UMFK Professor Marilyn Epp, several areas were identified where our programs might collaborate and where students on both campuses could benefit from such collaboration. In particular, UMFK's expertise and course offerings in forensics (CRJ 242, 326, and 332) and will be of great interest to UMaine students and a valued complement to the Department's CRJ offerings. Many of these courses are offered online, and earlier discussions raised the possibility that for those that are offered in person, there may be an option for students not in the Fort Kent area to participate via Zoom. Our own Department's strengths in conservation/environmental sociology and violent extremism were of interest to UMFK and may be avenues to explore for further collaboration. Moving forward, we agreed to stay in communication and to inform each other of our respective units' course offerings each term so that we may best advise students who can benefit from enrolling in a course offered by the other campus.

While our discussion with UMFK brought to light several areas of potential collaboration, the distinctiveness of programs on each campus was also clear. As their B.S. designation implies, the UMFK majors primarily offer pre-professional preparation for careers in conservation law, law enforcement, public safety, and other criminal justice areas. Our own B.A. designation, on the other hand, emphasizes the liberal arts as the basis for our proposed major.

**University of Maine at Machias.** The University of Maine at Machias, now the regional campus of the University of Maine, offers an A.A. degree in Conservation Law and Outdoor Management and a minor and certificate in Conservation Law. During previous discussion (February 2021) with UMM faculty and administrators involved in these programs, we received feedback on a draft of this proposal and we collectively identified several areas where our programs might collaborate and where students on both campuses could benefit from such collaboration. In particular, UMM's course on Ethics in Criminal Justice (CRJ 201) would very nicely complement our program's criminal justice major and be of strong interest to UMaine students if offered online. In addition, UMM offers a Sociology of Poverty course (SOC 320) that our own department has long wished to be in a position to offer; we're excited to be able to recommend this course to our students. In terms of UMaine courses, a distance offering of our department's Introduction to Sociology course may be of interest to UMM. We could also explore the possibility of developing a 2+2 program for students who obtain an A.A. in Conservation Law & Outdoor Management at Machias and then continue with our four-year proposed major. Further, CRJ courses from UMaine could add an attractive dimension to the Psychology and Community Studies program offered at UMM. Over the longer term, the UMM campus could

provide a ‘home base’ for both UMaine and UMM students doing criminal justice-related internships in Washington County. In short, with the integration of UMM as our regional campus, further opportunities for productive coordination are likely.

While we identified synergies worth exploring, we also came away from our meeting with a clearer understanding of important differences between our programs. UMaine’s program emphasizes criminal justice within a sociologically-based framework, including a focus on inequality and justice. UMM’s expertise in conservation law complements our own program but differs in its focus. Students in both programs would benefit from interaction within the other but are likely to come to their degree programs with different sets of goals.

**University of Maine at Presque Isle.** The University of Maine at Presque Isle offers an A.A., a B.A., and a minor in Criminal Justice. They also offer a special 100% online B.A. in Criminal Justice program (YourPace). Given UMPI’s strength in online offerings, our students can benefit from expertise housed at UMPI that does not overlap with our own. In particular, UMPI’s courses in Criminal Justice Ethics (CRJ 225) and Restorative Justice and Community-Based Corrections (CRJ 377) are likely to be of strong interest to our students. In our earlier February 2021 meeting with UMPI’s Professor of Criminal Justice, Lisa Leduc, we learned that Professor Leduc’s own Ph.D. is in Sociology and thus found much synergy between our programs’ approaches to the study of the criminal justice system. UMPI’s Criminal Justice program resides within the College of Professional Programs while our own program will be housed in the College of Liberal Arts and Sciences. That our programs’ respective homes differ in this way suggests important differences between the approach and goals of each program. In particular, our program’s emphasis on intersectional and interdisciplinary approaches to understanding the criminal justice system are core to our home in the College of Liberal Arts and Sciences. A unique aspect of UMPI’s program is that it combines the liberal arts base taught by doctoral trained faculty, much like our own program, with the applications taught by practitioners in the field, much like UMA’s program. Another important difference is in the students we attract. UMPI generally attracts students its residential students from northern Maine. As the UMS flagship campus, UMaine attracts students from throughout the state, the New England region, and beyond. Figures provided by the University of Maine System show that, as of August 1, 2024, just 4 percent of fall 2024 UMaine applicants also applied to UMPI. This figure indicates that a UMaine CRJ major can draw students to UMaine without drawing them away from UMPI.

**University of Southern Maine.** The University of Southern Maine offers a B.A. and a minor in Criminology. In addition, the USM criminology program is part of USM’s accelerated graduate pathway to law program. Lightcast data from UMaine’s Office of Institutional Research indicate that USM conferred 13.8 percent of Criminal Justice degrees in Maine (Criminal Justice/Law Enforcement Administration; Criminology; Criminal Justice/Safety Studies)—94 degrees total in 2023, making it the third largest such program in the state and the second largest within the University of Maine System. As stated elsewhere, the aim of our program is *not* to pull students from USM’s already robust program. Previous interdepartmental discussion (February 2021) resulted in agreement that there are important and significant differences between USM’s *criminology* program and our own *criminal justice* focus. While USM’s program has greater strength in theoretical criminology than our own, our proposed major focuses heavily on the criminal justice response to crime, with core and elective courses on policing, criminal courts, corrections, and inequalities across these systems. Two courses in particular that are required by the USM program that we are not able to offer but will likely be of interest to our students are White Collar Crime (CRM 216) and Crimes Against the Environment (CRM 225). We list both as electives that students in our program may count toward their UMaine degrees. A final difference between our programs is that our proposed major is interdisciplinary, with a wide range of elective

options in Psychology and Political Science. These interdisciplinary requirements will acquaint our criminal justice students with other disciplines' perspectives on criminal behavior and the legal system and will further develop the flexibility of mind that a liberal arts education promotes.

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In sum, adding a Criminal Justice B.A. program at UMaine will serve to strengthen the System's ability to meet state and regional employment needs while adding to the portfolio of criminal justice and criminology programs in the System and providing valuable professional opportunities to students, from Maine and out of state. No other program within the UMS currently offers the particular confluence of strengths that a UMaine program would provide.

Specifically, our proposed program offers:

- A framework for the study of institutionalized racism and racial justice along with additional forms of inequality and injustice (e.g., gender, sexual identity, social class) at a time when student interest in these issues is increasing and expected to continue
- A critical approach grounded in sociology and intersectional theory
- Strong research and data analysis skills-building that prepares students for advanced education and for positions in applied research
- An interdisciplinary major housed within a sociology department
- Face-to-face courses on a residential campus, with the option to take online courses at other UMS campuses when available
- A criminal justice degree for students who are either unable (e.g., athletes) or unwilling (e.g., students specifically drawn to a large, flagship university) to pursue degrees elsewhere within the System

Rather than pulling students away from other UMS campuses, adding a Criminal Justice B.A. program at UMaine serves as a response to student demand that already exists on our own campus. The addition of our program also helps to pave the way for more robust and meaningful collaboration across the UMaine system. To the extent that other campuses offer relevant courses online, they would also benefit financially when UMaine students take their courses. By engaging in open dialogue across the system, we've come to appreciate not only the important differences between our programs but also the array of possibilities for collaboration that will only serve to benefit each campus and all students across the system.

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## THE CURRICULUM

In developing the curriculum for the proposed major, the Department consulted the American Sociological Association (2010) publication, *Report of the ASA Task Force on Sociology and Criminology Programs*. A previous Sociology Department chair, Professor Emeritus Steven Barkan, served on this task force and was its first chair. Because a central recommendation of this report was that CRJ majors housed within sociology departments be integrated as much as possible with the sociology major, the curriculum for the proposed major reflects this recommendation. To foster this integration, and in recognition of the sociology discipline's historic emphasis on social inequalities and institutions, the proposed major includes a core requirement of Introduction to Sociology. Electives categories reflect existing categories found in our CRJ minor program. **Boldfaced** courses will be new to the campus and will be created pursuant to UMaine's normal curricular approval process. Existing courses are listed with their designator and number.

A. Core required courses (18 credits):

SOC 101 - Introduction to Sociology Credits: 3

CRJ 114 - Survey of Criminal Justice Credits: 3

CRJ 214 - Introduction to Criminology Credits: 3

SOC 290 - Research Foundations in Sociology and Criminal Justice Credits: 3

**CRJ 370 - Criminological Theory Credits: 3**

SOC 499 - Senior Seminar Credits: 3

B. Elective courses (15 credits):**Category 1: Fundamentals of Crime, Law, and the Justice System**

Two of the following (6 credits; 3 credits must be CRJ/CRM/JUS)

- CRJ 220 - Corrections Credits: 3
- CRJ 219 - Police & Society, Credits: 3
- CRJ 314 - Law & Society, Credits: 3
- POS 282 - Introduction to American Law, Credits: 3
- POS 383 - American Constitutional Law, Credits: 3
- POS 384 - American Civil Liberties, Credits: 3
- POS 470 - International Law, Credits: 3
- POS 484 - American Constitution & Criminal Due Process, Credits: 3

Allowable Fundamentals of Crime, Law, and the Justice System Courses on Other UMS Campuses

- UMF's POS 214: Law & the Legal System, Credits: 4
- UMFK's CRJ 220: Forensics of Death Investigation, Credits: 3
- UMFK's CRJ 326: Introduction to Forensic Science, Credits: 3
- UMFK's CRJ 346: Environmental Law, Credits: 3
- UMFK's PSA 327: Sex Crimes: Patterns and Behaviors, Credits: 3
- UMA's JUS 200: Principles of Investigations, Credits: 3
- UMA's JUS 352: Community Policing, Credits: 3
- Other courses as approved by the department

**Category 2: Advanced Topics in Criminology**

Three of the following (9 credits; 6 credits must be SOC or CRJ/CRM/JUS)

- SOC 220 - Sociology of Deviance Credits: 3
- SOC/CRJ 240 - Special Topics (if on a criminology or criminal justice topic, with department approval)
- SOC/CRJ 308 - Problems of Violence and Terrorism Credits: 3
- SOC/CRJ 324 - Domestic Violence Credits: 3
- SOC/CRJ 340 - Special Topics (if on a criminology or criminal justice topic, with department approval)
- CRJ 301 - Gender and Crime Credits: 3
- CRJ 302 - Race and Crime Credits: 3
- PSY 208 - Theories of Personality, Credits: 3
- PSY 212 - Abnormal Psychology, Credits: 3
- POS 370 - International Terrorism: The Challenges for America, Credits: 3



*Allowable Advanced Topics in Criminology Courses on Other UMS Campuses*

- UMM's CRJ 201: Ethics in Criminal Justice, Credits: 3
- USM's CRM 216: White Collar Crime, Credits: 3
- USM's CRM 225: Crimes Against the Environment, Credits: 3
- UMPI's CRJ 225: Criminal Justice Ethics, Credits: 3
- UMPI's CRJ/SOC 377: Restorative Justice and Community-Based Corrections, Credits: 3
- UMA's JUS 363: Comparative International Justice Issues, Credits: 3
- Other courses as approved by the department

**Internship Option.** In addition to the foregoing requirements, students may optionally choose to take **CRJ 495 - Internship in Criminal Justice** during their senior year. Internship credits would be in addition to the 33 credits in the major.

## STAFFING

Existing faculty in Sociology, the host department, have relevant expertise, and are offering applicable coursework now. Coursework in criminal justice is also available at other campuses, and specific courses that could contribute to the new major have been identified, including those available online. As an interdisciplinary program, the Criminal Justice major also takes advantage of expertise and course offerings in related departments. Existing facilities and library resources are adequate to support the proposed program. Advising in the CLAS Advising and Academic Services Center is available to supplement faculty advising in the Department.

The full-time faculty in the Department of Sociology currently consist of one professor (reduced time with limited teaching availability), two associate professors, and an assistant professor, supported by several part-time faculty members. The assistant professor and one of the associate professors have primary expertise in criminal justice and criminology; the other associate professor also teaches a limited range of CRJ courses. To satisfy anticipated interest in the program and deliver the full range of the curriculum, full-time hires in the near future should include a faculty member able to teach core and elective courses in criminal justice, and a faculty member able to teach flexibly across both sociology and criminal justice.

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## APPENDIX I

## PROPOSED CATALOG COPY FOR CRIMINAL JUSTICE MAJOR

## OVERVIEW OF DEGREE REQUIREMENTS

**Minimum number of credits required to graduate:** 120

**Minimum Cumulative GPA required to graduate:** 2.0

**Minimum number of credits required to complete the major:** 33

**Other GPA requirements to graduate:** Cumulative GPA of 2.0 or better in the courses in the major field that are credited toward the major.

**Required Course(s) for fulfilling Capstone Experience:** SOC 499 or SOC 493 or successful completion of an Honors College thesis

**Courses satisfying the writing intensive requirement within the major:** SOC 290

**Residency Requirement:** At least 15 credits of UM Courses (excluding SOC 101)

**Contact Information:** Karyn Sporer, Chair, Fernald Hall, Room 201G, 207.581.2361, [karyn.sporer@maine.edu](mailto:karyn.sporer@maine.edu)

The Criminal Justice major provides a liberal arts perspective on the structure, functioning, effectiveness, and impact of the criminal justice system in the United States. Students take coursework to prepare them for a wide range of careers in or related to criminal justice, but, above all, they learn to think critically about the operation and impact of policing, courts, and corrections, including evidence of gender, racial, social class, and other inequalities in these components. Criminal justice faculty are deeply committed to high-quality undergraduate instruction and offer a welcoming environment for students from all backgrounds. Faculty research and instruction are guided by their commitment to public criminology, or the use of criminological and criminal justice research in the service of an equitable society. This interdisciplinary major is offered by the Department of Sociology.

## Major Requirements

1. Satisfy General Education requirements.
2. Core requirements for the Criminal Justice major (18 credits): SOC 101, CRJ 114, CRJ 214, SOC 290, CRJ 470, SOC 499.
3. Criminal Justice electives (15 credits) as follows:
  - a. Fundamentals of Crime, Law, and the Justice System (6 credits)
  - b. Advanced Topics in Criminology (9 credits)
4. All core courses (except SOC 101) must achieve a grade of "C" or better. The cumulative GPA for all courses, required and elective, taken for the Criminal Justice major must be at least 2.0.
5. Residency Requirement: All students in Criminal Justice must take at least 15 credits of UMaine courses (excluding SOC 101) for the major in order to earn the degree.
6. Criminal justice majors who complete an Honors College thesis are not required to take SOC 499-Senior Seminar though it is recommended that they take SOC 499 in addition to their thesis.

7. The requirements listed on this page are specific to this particular major. Students are also responsible for meeting any graduation requirements set out by their college. Students in the College of Liberal Arts and Sciences (CLAS) should make sure to review those requirements as stated on the College of Liberal Arts & Sciences page of the catalog.

### **Suggested Curriculum for the B.A. in Criminal Justice**

---

#### First Year - First Semester

---

- ENG 101 - College Composition Credits: 3
- CRJ 114 - Survey of Criminal Justice Credits: 3
- SOC 101 - Introduction to Sociology Credits: 3
- General Education: Western Cultural Tradition Credits: 3
- General Education: Quantitative Literacy Credits: 3

---

#### First Year - Second Semester

---

- CRJ 214 - Criminology Credits: 3
- General Education: Social Context and Institutions Credits: 3
- General Education: Application Science Credits: 3
- Courses towards Minor or Double Major Credits: 6

---

#### Second Year - First Semester

---

- Fundamentals of Crime, Law, and the Justice System elective Credits: 3
- Course towards Minor or Double Major Credits: 6
- General Education: Cultural Diversity and International Perspectives Credits: 3
- General Education: Quantitative Literacy Credits: 3

---

#### Second Year - Second Semester

---

- SOC 290 - Research Methods in Sociology Credits: 3
- Fundamentals of Crime, Law, and the Justice System elective Credits: 3
- General Education: Lab-Science Credits: 4
- General Education: Writing Intensive Credits: 3
- General Education: Population and the Environment Credits: 3

---

#### Third Year - First Semester

---

- CRJ 370 - Criminological Theory: 3
- Advanced Topics in Criminology elective Credits: 3
- General Education: Artistic and Creative Expression Credits: 3
- Courses towards Minor or Double Major Credits: 6

---

#### Third Year - Second Semester

---

- Advanced Topics in Criminology elective Credits: 3
- General Education: Human Values and Social Context Credits: 3
- Course towards Minor or Double Major Credits: 9

#### Fourth Year - First Semester

---

- Advanced Topics in Criminology elective Credits: 3
- General Education: Ethics Credits: 3
- Electives Credits: 3
- Courses towards Minor or Double Major Credits: 6 (or more as necessary)

#### Fourth Year - Second Semester

---

- SOC 499 - Senior Seminar Credits: 3
- Courses toward Minor or Double Major Credits: 3 (or more as necessary)
- Electives Credits: 9

## APPENDIX II

# Program Overview

15 Programs

Lightcast Q2 2024 Data Set

June 2024

Maine

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# Parameters

Completions Year: 2023

Jobs Timeframe: 2023 - 2033

Job Postings Timeframe: May 2023 - May 2024

Programs:  
15 items selected. See Appendix A for details.

Regions:

Code	Description
23	Maine

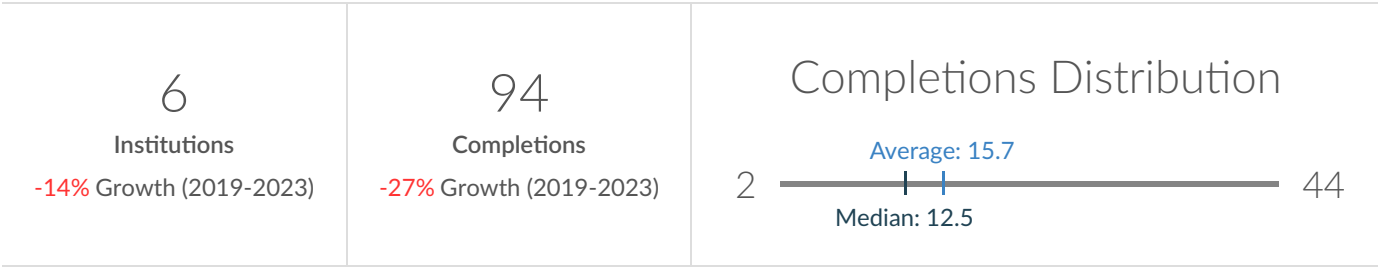
Education Level:

Description
Bachelor's degree

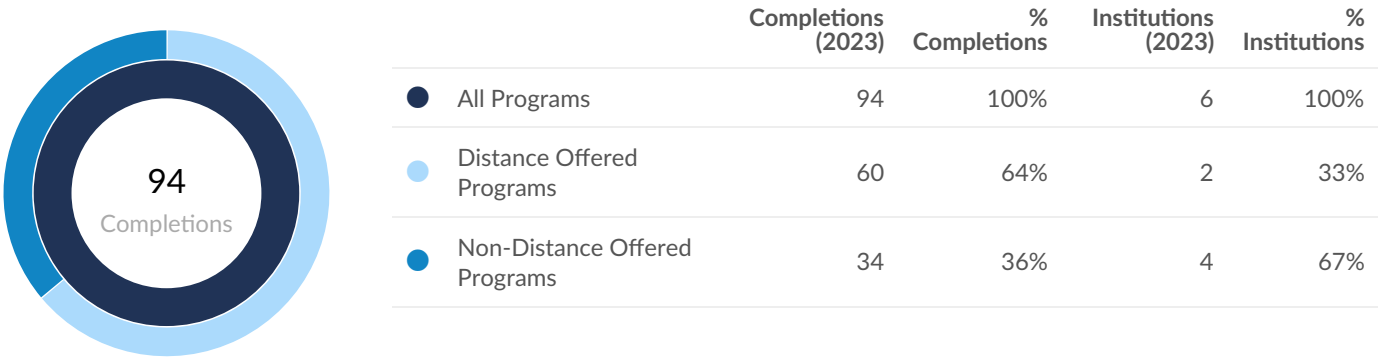
Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

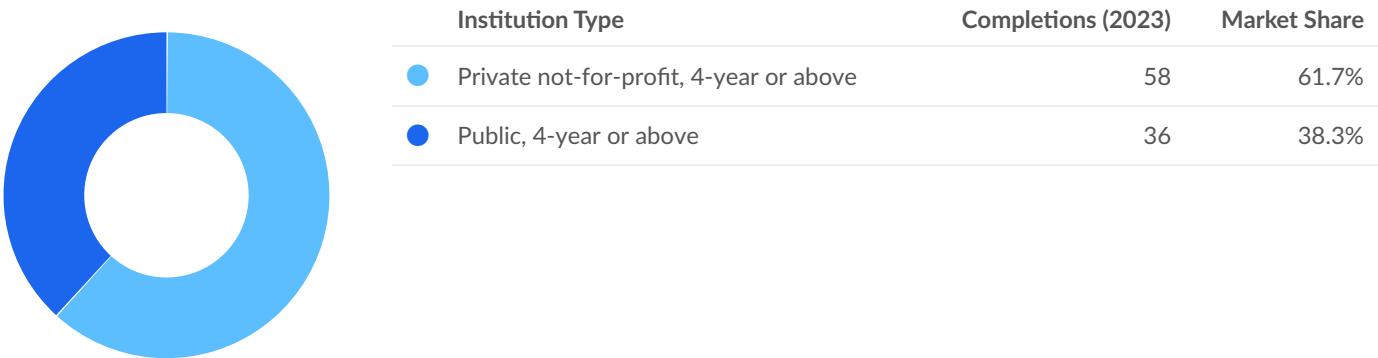
Residency: In-State



Program Overview



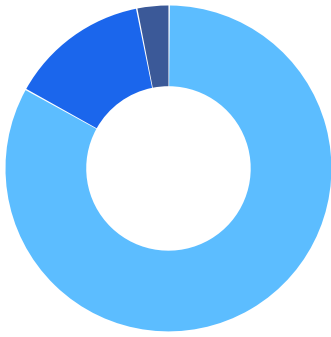
Market Share by Institution Type



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## Market Share by Program



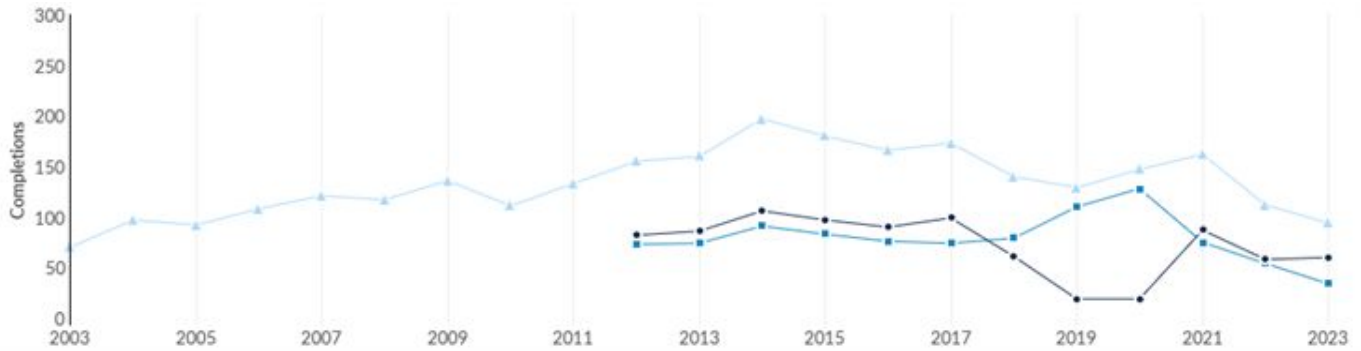
Program	Completions (2023)	Market Share
Criminal Justice/Law Enforcement Administration (43.0103)	78	83.0%
Criminology (45.0401)	13	13.8%
Criminal Justice/Safety Studies (43.0104)	3	3.2%

## Completions by Institution

Institution	Bachelor's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
Husson University	44	-4.3%	46.8%	\$21,090	
University of Maine at Augusta	16	33.3%	17.0%	\$8,378	
University of Southern Maine	13	-27.8%	13.8%	\$10,100	
Thomas College	12	-53.8%	12.8%	\$29,996	
University of Maine at Fort Kent	7	16.7%	7.4%	\$8,542	
Saint Joseph's College of Maine	2	-50.0%	2.1%	\$41,586	

18.1

## Regional Trends



	2012 Completions	2023 Completions	% Change
Distance Offered Programs	82	60	-26.8%
Non-Distance Offered Programs	73	34	-53.4%
All Programs	155	94	-39.4%

## Regional Completions by Award Level



Award Level	Completions (2023)	Percent
Bachelor's Degree	94	100.0%

## Similar Programs

<div>9</div> <div>Programs (2023)</div>		<div>231</div> <div>Completions (2023)</div>
CIP Code	Program	Bachelor's Degree Completions (2023)
45.1101	Sociology, General	78
44.0701	Social Work	58
40.0501	Chemistry, General	46
03.0208	Environmental/Natural Resources Law Enforcement and Protective Services	18
16.0905	Spanish Language and Literature	10
43.0403	Cyber/Computer Forensics and Counterterrorism	8
43.0406	Forensic Science and Technology	7
43.0301	Homeland Security	5
40.0101	Physical Sciences, General	1

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## Target Occupations

\*Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree


<p>2,004</p> <p>Jobs (2023)*</p> <p>30% <i>below</i> National average*</p>	<p>+1.0%</p> <p>% Change (2023-2033)*</p> <p>Nation: +7.1%*</p>	<p>\$25.39/hr</p> <p>\$52.8K/yr</p> <p>Median Earnings</p> <p>Nation: \$23.83/hr;</p> <p>\$49.6K/yr</p>	<p>206</p> <p>Annual Openings*</p>
--	---	---	------------------------------------

Occupation	2023 Jobs*	Annual Openings*	Median Earnings	Growth (2023 - 2033)*	Employment Concentration (2023)*
Police and Sheriff's Patrol Officers	707	57	\$29.93/hr	+1.41%	0.75
Security Guards	278	38	\$18.74/hr	-3.24%	0.39
Detectives and Criminal Investigators	229	19	\$37.56/hr	+4.80%	1.13
Correctional Officers and Jailers	169	14	\$23.25/hr	-4.14%	0.70
Private Detectives and Investigators	138	13	\$22.30/hr	0.00%	1.91
First-Line Supervisors of Police and Detectives	130	9	\$39.35/hr	+0.77%	0.67
Probation Officers and Correctional Treatment Specialists	115	10	\$31.32/hr	+4.35%	0.50
Protective Service Workers, All Other	100	31	\$18.13/hr	+5.00%	0.74
Bailiffs	56	8	\$36.86/hr	0.00%	2.96
Transportation Security Screeners	34	4	\$25.05/hr	+8.82%	0.71
First-Line Supervisors of Correctional Officers	30	3	\$29.68/hr	0.00%	0.65
Forensic Science Technicians	12	2	\$31.92/hr	+8.33%	0.41
Transit and Railroad Police	<10	Insf. Data	\$31.17/hr	Insf. Data	Insf. Data
Gambling Surveillance Officers and Gambling Investigators	<10	Insf. Data	\$17.08/hr	Insf. Data	Insf. Data

You have edited the target occupations for programs in this program group (Criminal Justice and Corrections, General; Criminal Justice/Law Enforcement Administration; Criminal Justice/Safety Studies; Criminal Justice/Police Science; Security and Loss Prevention Services; Juvenile Corrections; Critical Incident Response/Special Police Operations; Protective Services Operations; Suspension and Debarment Investigation; Criminology).

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## Job Postings Summary

<p>256</p> <p>Unique Postings 475 Total Postings</p>	<p>2 : 1</p> <p>Posting Intensity</p>  <p>Regional Average: 2 : 1</p>	<p>63</p> <p>Employers Competing 7,404 Total Employers</p>	<p>21 days</p> <p>Median Posting Duration Regional Average: 26 days</p>
--	--	--	---

There were 475 total job postings for your selection from May 2023 to May 2024, of which 256 were unique. These numbers give us a Posting Intensity of 2-to-1, meaning that for every 2 postings there is 1 unique job posting.











This is close to the Posting Intensity for all other occupations and companies in the region (2-to-1), indicating that they are putting average effort toward hiring for this position.

## Top Companies Posting

Company	Total/Unique (May 2023 - May 2024)	Posting Intensity	Median Posting Duration
United States Department of Homeland Security	89 / 45	2 : 1 	21 days
Federal Bureau of Investigation	51 / 30	2 : 1 	21 days
Maine State Library	31 / 24	1 : 1 	17 days
State Of Maine	29 / 18	2 : 1 	16 days
Allied Universal	66 / 15	4 : 1 	13 days
United States Secret Service	18 / 13	1 : 1 	26 days
Capital One	27 / 11	2 : 1 	22 days
Elevance Health	15 / 8	2 : 1 	15 days
Cumberland County Government Maine	13 / 5	3 : 1 	45 days
Maine Medical Center	10 / 5	2 : 1 	n/a

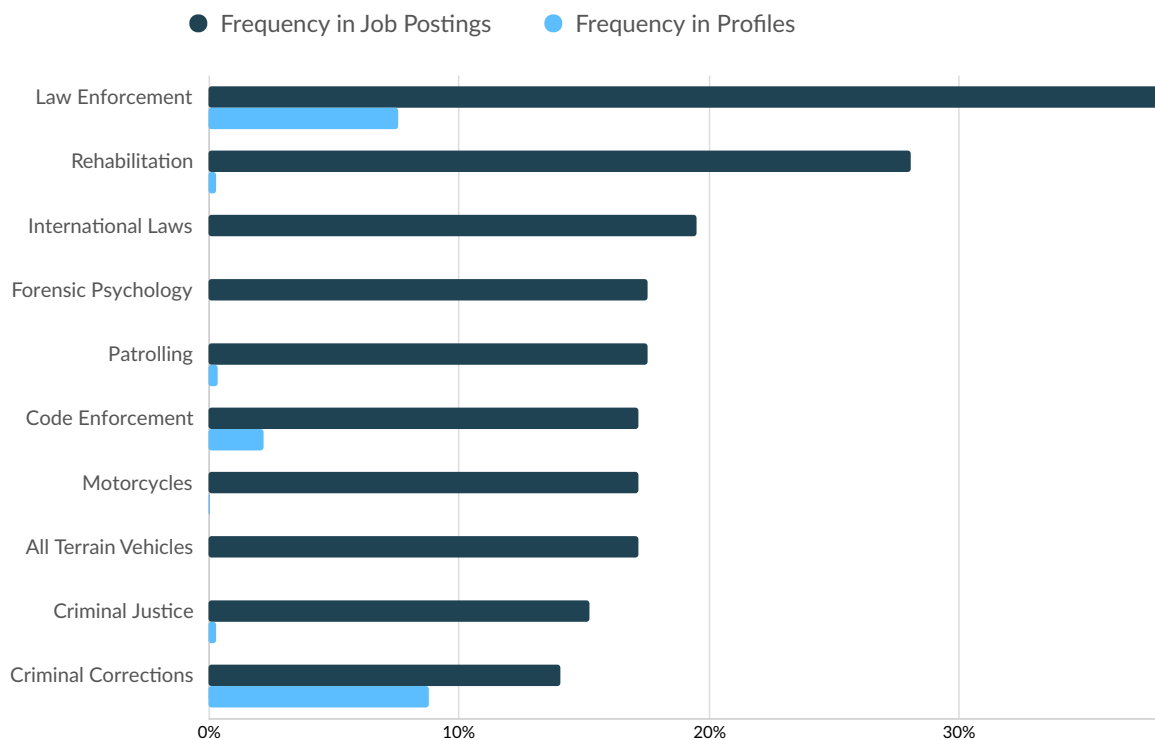
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## Top Posted Job Titles

Job Title	Total/Unique (May 2023 - May 2024)	Posting Intensity	Median Posting Duration
Border Patrol Agents	54 / 23	2 : 1 	24 days
Background Specialists	26 / 18	1 : 1 	21 days
Security Officers	47 / 18	3 : 1 	25 days
Juvenile Correctional Officers	28 / 17	2 : 1 	18 days
Criminal Investigators	18 / 13	1 : 1 	26 days
Principal Associates	26 / 10	3 : 1 	22 days
Law Enforcement Interns	22 / 9	2 : 1 	29 days
Probation Officers	10 / 8	1 : 1 	15 days
Collections Officers	6 / 6	1 : 1 	24 days
Investigators	13 / 6	2 : 1 	15 days

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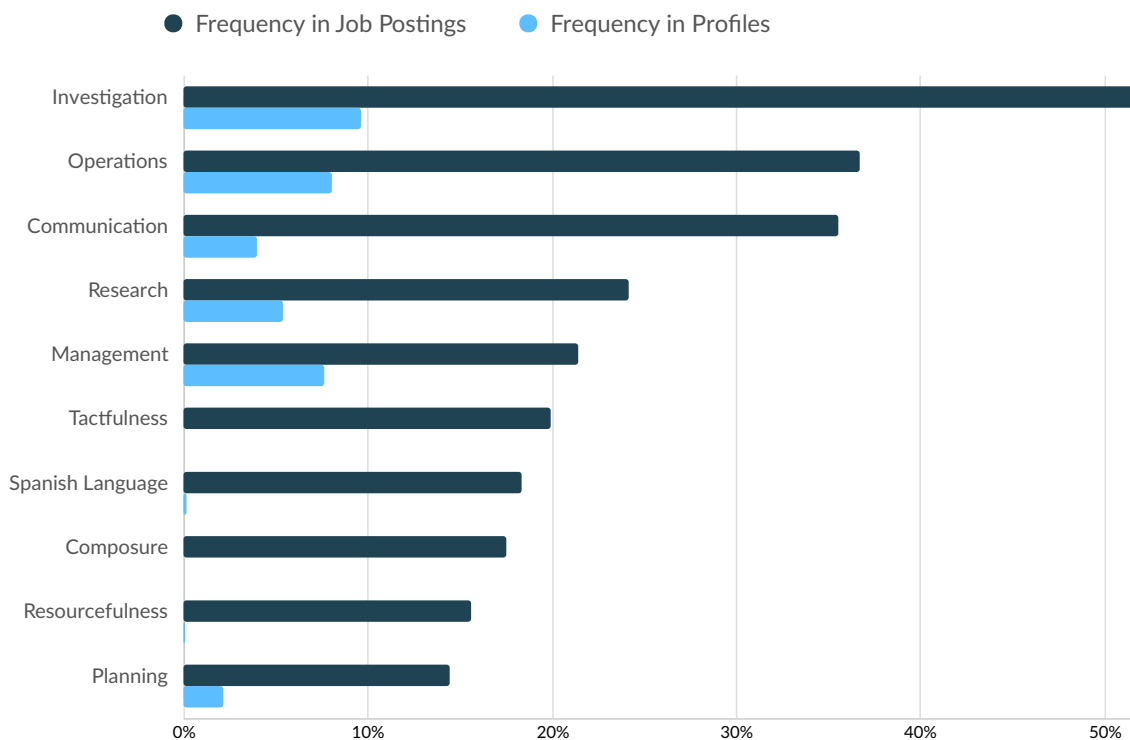
## Top Specialized Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Law Enforcement	98	38%	232	8%	+9.8%	Growing
Rehabilitation	72	28%	9	0%	+6.4%	Stable
International Laws	50	20%	0	0%	+5.7%	Stable
Forensic Psychology	45	18%	0	0%	+14.7%	Growing
Patrolling	45	18%	12	0%	+20.2%	Rapidly Growing
Code Enforcement	44	17%	68	2%	+11.8%	Growing
Motorcycles	44	17%	2	0%	+7.6%	Stable
All Terrain Vehicles	44	17%	0	0%	+5.5%	Stable
Criminal Justice	39	15%	10	0%	+7.9%	Stable
Criminal Corrections	36	14%	270	9%	+9.5%	Growing

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## Top Common Skills

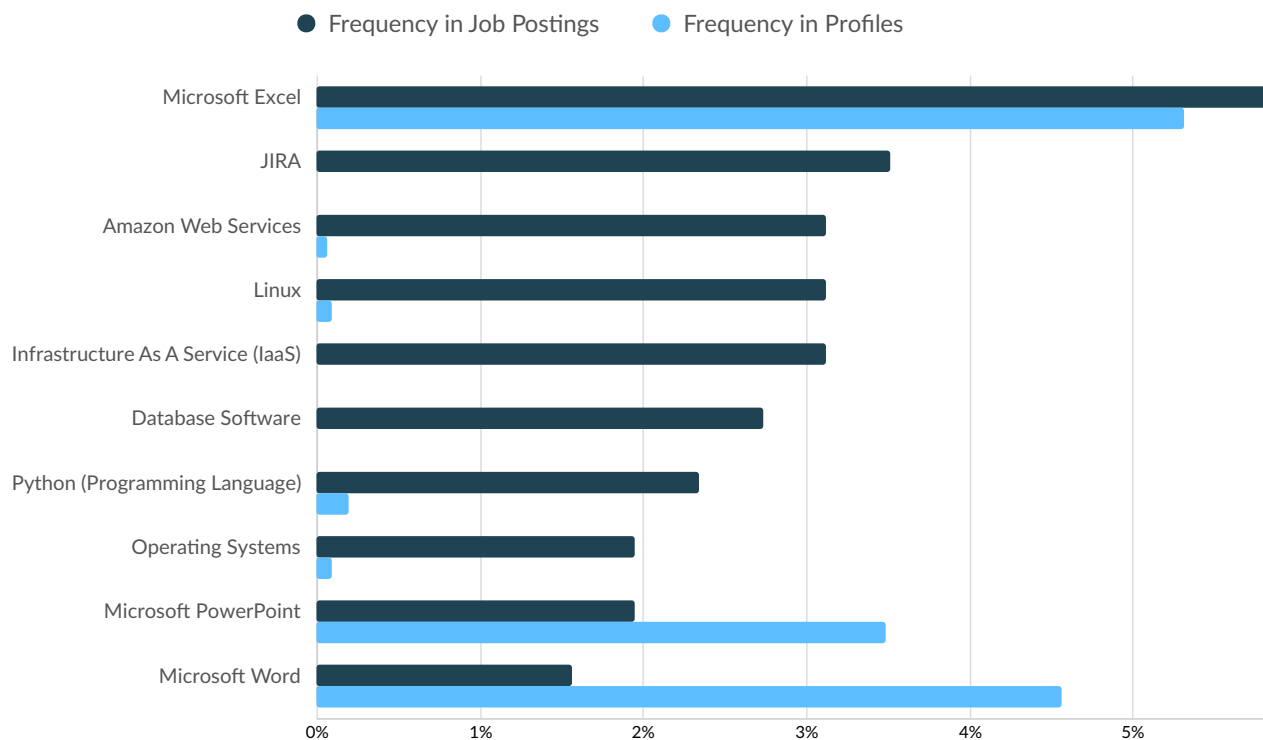


Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Investigation	133	52%	295	10%	+14.2%	Growing
Operations	94	37%	247	8%	+8.1%	Stable
Communication	91	36%	122	4%	+3.6%	Lagging
Research	62	24%	165	5%	+17.2%	Growing
Management	55	21%	234	8%	+5.3%	Stable
Tactfulness	51	20%	0	0%	+13.9%	Growing
Spanish Language	47	18%	5	0%	+2.1%	Lagging
Composure	45	18%	1	0%	+13.8%	Growing
Resourcefulness	40	16%	2	0%	+23.0%	Rapidly Growing
Planning	37	14%	67	2%	+10.9%	Growing

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## Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Excel	15	6%	163	5%	+17.7%	Growing
JIRA	9	4%	0	0%	+24.1%	Rapidly Growing
Amazon Web Services	8	3%	2	0%	+24.0%	Rapidly Growing
Linux	8	3%	3	0%	+8.9%	Growing
Infrastructure As A Service (IaaS)	8	3%	0	0%	+17.8%	Growing
Database Software	7	3%	0	0%	+10.2%	Growing
Python (Programming Language)	6	2%	6	0%	+24.5%	Rapidly Growing
Operating Systems	5	2%	3	0%	+22.6%	Rapidly Growing
Microsoft PowerPoint	5	2%	107	3%	+26.1%	Rapidly Growing
Microsoft Word	4	2%	140	5%	+7.2%	Stable

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## Top Qualifications

Qualification	Postings with Qualification
Valid Driver's License	87
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	32
Certified Information Systems Security Professional	19
Security Clearance	14
GIAC Certifications	11
Certified Cloud Security Professional (CCSP)	10
Certified Information System Auditor (CISA)	9
Certified Information Security Manager	9
Certified Fraud Examiner	7
CompTIA Security+	5

## Appendix A - Programs

Code	Description
43.0100	Criminal Justice and Corrections, General
43.0102	Corrections
43.0103	Criminal Justice/Law Enforcement Administration
43.0104	Criminal Justice/Safety Studies
43.0107	Criminal Justice/Police Science
43.0109	Security and Loss Prevention Services
43.0110	Juvenile Corrections
43.0113	Corrections Administration

Code	Description
43.0114	Law Enforcement Investigation and Interviewing
43.0119	Critical Incident Response/Special Police Operations
43.0120	Protective Services Operations
43.0121	Suspension and Debarment Investigation
43.0123	Cultural/Archaeological Resources Protection
43.0199	Corrections and Criminal Justice, Other
45.0401	Criminology

# Appendix B - Data Sources and Calculations

## Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

## Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

## Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

## Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

## State Data Sources

This report uses state data from the following agencies: Maine Department of Labor

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Naming of Roadway – USM Gorham Campus

**CAMPUS PRESENTER(S):** Dr. Jacqueline Edmondson, USM President; Justin Swift, USM Chief Business Officer and Vice President for Finance & Administration

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

803 – Naming and Renaming of Physical Facilities

**UNIFIED ACCREDITATION CONNECTION:** N/A

**UMS STRATEGIC PLAN CONNECTION:**

Commitment 1, Service Actions, Goal 1.1: Support initiatives by university community members that directly serve Mainers and their communities.

Commitment 3, Place to Work Actions 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.

Commitment 4, Justice, Equity, Diversity, and Inclusion Actions, Goal 3.2: Support community social and cultural gatherings and events to promote collegiality, fun, and a sense of institutional affiliation.

**BACKGROUND:**

**a. Summary of the request**

The University of Maine System, acting through the University of Southern Maine, requests authorization to rename the roadway on the Gorham campus transversing behind the Field House to the Athletic Fields.

After due diligence and careful deliberation and consultation, in accordance with Board Policy Section 803, the renaming of this roadway will be to honor an individual who advocated for and was instrumental in numerous projects at USM. This individual also directly supported and mentored numerous students and employees over the years.

**b. Overall requested budget and funding source(s):**

N/A

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

N/A

1/2/25

- d. Detailed explanation of rationale for project and metrics for success of the project (ROI or other)**

N/A

- e. Explanation of the scope and substance of the project as needed to supplement (a) through (d) above. Note: scope includes an explanation of community impact, how the project ties to the University's mission, etc.**

N/A

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

N/A

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

N/A

- h. Project Timeline for: 1. Start 2. Occupancy and 3. Completion**

If approved, USM leadership will proceed with approval with the Town of Gorham and ordering of street signage.

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

N/A

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

N/A

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the January 13, 2025 Board meeting.

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees accepts the recommendation of the Finance, Facilities, and Technology Committee, and authorizes the University of Maine System, acting through the University of Southern Maine to rename a roadway in Gorham with the naming details to be announced publicly at a later date.

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

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**CAMPUS PRESENTER(S):** Dr. Jacqueline Edmondson, USM President; Justin Swift, USM Chief Business Officer and Vice President for Finance & Administration

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Commitment 1, Service Actions, Goal 1.1: Support initiatives by university community members that directly serve Mainers and their communities.

Commitment 3, Place to Work Actions 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.

Commitment 4, Justice, Equity, Diversity, and Inclusion Actions, Goal 3.2: Support community social and cultural gatherings and events to promote collegiality, fun, and a sense of institutional affiliation.

**BACKGROUND:**

**a. Summary of the request**

The University of Maine System, acting through the University of Southern Maine, requests authorization to rename the roadway on the Gorham campus transversing in front of the USM Police Station.

After due diligence and careful deliberation and consultation, in accordance with Board Policy 803, the renaming of this roadway will be to honor an individual who served as a role model and was an advocate for student and employees on campus.

**b. Overall requested budget and funding source(s):**

N/A

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

N/A

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

N/A

1/2/25

- e. **Explanation of the scope and substance of the project as needed to supplement (a) through (d) above. Note: scope includes an explanation of community impact, how the project ties to the University's mission, etc.**  
N/A
- f. **Changes, if any, in net square footage or ongoing operating costs resulting from the project**  
N/A
- g. **Alternatives that were considered to meet the need being addressed by this project**  
N/A
- h. **Project Timeline for: 1. Start 2. Occupancy and 3. Completion**  
If approved, USM leadership will proceed with approval with the Town of Gorham and ordering of street signage.
- i. **Timeline for any further consideration or action anticipated to be needed by the Board or its committees regarding this project if full authority is not being requested from the outset.**  
N/A
- j. **Additional information that may be useful to consideration of the item.**  
N/A

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the January 13, 2025 Board meeting.

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees accepts the recommendation of the Finance, Facilities, and Technology Committee, and authorizes the University of Maine System, acting through the University of Southern Maine to rename a roadway in Gorham with naming details to be announced publicly at a later date.