

## PATHWAY 4

### TRANSFORMING LIVES: STRENGTHENING THE UMAINE UNDERGRADUATE AND GRADUATE STUDENT EXPERIENCE

4: Mentoring and Modeling – Promote undergraduate and graduate opportunities for student success, including value-added residential life, research fellowships, internships, effective advising and learning environments.

#### Pathway Initiatives

#### **Prioritize and support programs to increase student success and job placement.**

1. The Center for Undergraduate Research (CUGR): Under the Office of the Vice President for Research CUGR held the first combined graduate and undergraduate student research symposium at the Cross Insurance Center in Bangor. The symposium featured the work of more than 500 graduate and undergraduate students.
2. Hackerspace: Located in the Memorial Union and opened in Spring 2017, this innovative space promotes student creativity and cross-discipline innovation for individual students and classes. The Hackerspace initiative is a collaborative partnership between the Divisions of Lifelong Learning, Academic Affairs and Student Life; and other key partners.
3. Center for Innovation in Teaching and Learning (CITL): Launched in September 2016 the center supports faculty, instructors and graduate teaching assistants in course design, use of classroom technology, and learning analytics, in addition to offering colloquia, workshops and presentations.
4. Innovation Engineering: Innovation engineering minor and both an undergraduate and graduate certificates were created and offered.
5. TeachLive Avatar Laboratory: Opening in 2015, TeachLive is a mixed-reality teaching environment that allows education majors and in-service teachers the opportunity to learn, create and test new and innovative teaching techniques without students being present.
6. Capital Markets Training Lab: Through the lab (2014), global up-to-the-second energy prices, stock and bond values, interest rates and supply chain analyses are available to students and faculty supporting real-world teaching-learning opportunities in addition to providing an ideal facility for portfolio management, and business modeling (commercializing) for new and emerging technologies.
7. Innovative Media Research and Commercialization Center (IMRC): Located in Stewart Commons, the Center is a state-of-the-art facility for prototyping products, for audio and video production, for interactive innovation, and for out-of-the-box creation. Outfitted with state-of-the-art equipment like 3-D printers and scanners, computer-controlled machine tools, plastic vacuum former, and the like, the Center is poised to support new ideas and student success.

8. Advanced Structures and Composite Center (ASCC): Employing more than 100 students from all majors annually, the ASCC provides students with interdisciplinary, experiential learning and the opportunity to become full research partners, inventors and authors.
9. Flagship Internship Program: The first cohort of 19 students participated in this exciting new program in the Spring of 2017 participating in a week-long, campus-based orientation before engaging in a summer of mentoring, networking, and travelling the state.
10. Provost's Action Plan for Retention and Graduation (2014) featured initiatives like an early alert system to flag struggling students; intentional outreach to targeted populations (ex. those without a major); learning communities; and academic support.
11. The Think 30 initiative was developed and launched (information campaign encouraging students to complete 30 credit hours per academic year in order to graduate in four years, reduce debt).
12. Awarded a Campus Compact for Environmental Stewardship Grant to create institutional change by embedding service learning outcomes and interdisciplinary approaches to education.

**Make international and/or cross-cultural opportunities central to the undergraduate experience.**

1. Office of International Programs (OIP): Recruitment of international students to UMaine is strong (new international applicant numbers have nearly doubled). OIP provides extensive support like advising, social integration (weekly social hour, recognition dinner, etc.) orientation course (6 weeks), visa workshops, and other support programs. Annual events encourage international experiences for students (Culturefest, International Dance Festival, Study Abroad Fair, etc.).
2. Intensive English Institute (IEI): IEI now has Commission on English Language Accreditation.
3. Study Abroad: It is now easier for students to take courses abroad that would seamlessly transfer to UMaine. This has proven particularly useful to STEM students. Also, there has been an increase in endowed scholarships for Study Abroad over the past 5 years.
4. Office of Multicultural Student Life: Multicultural Center was moved from Hannibal Hamlin Hall to the Memorial Union and renovated. The Center is home to several student organizations (international students, students of color, etc.). The following annual programs are offered through the Center: Latin American Heritage Month (September 15-October 15), Native American Heritage Month (November), Diversity Week (March), Black History Month (February), and Dr. Martin Luther King, Jr. Breakfast (on his birthday in January). Further the Center offers Safe Zone training (identifying people/offices who are supporters of marginalized students) and also tutoring and mentoring for multicultural and LGBTQ students.
5. Bias Response Team was formed and operational Fall 2017. The purpose of this group which serves in an advisory capacity to the Vice President for Student Life and/or their designee is to support students who are victims of bias or hate-related behavior, track/monitor these incidents, and recommend appropriate response for the campus community.
6. Study Abroad: Study abroad destinations (700 or more) have been reorganized and streamlined into themes. Additionally, endowed scholarships have steadily increased over the past 5 years.

**Establish outcomes-based, campus-wide assessment of academic programs.**

1. The Office of Assessment for created in 2014 and Brian Doore named as its first director. The focus has been on developing methods to assess programs and student outcomes in a systematic, periodic, uniform and iterative way across all units on campus. The Office also provides technical

assistance and validation of methods. The starting rubrics for program assessments are the VALUE rubrics from AAC & U.

2. The Office of Assessment established a Program Advisory Board with members from all campus colleges. The Board provides feedback and validates processes.
3. A similar assessment is being developed for UMaine general education courses, based on UMaine experience with the multi-state collaborative.
4. The Test Scoring Center and student evaluation of teaching has been moved into the Office of Assessment. The Office is developing assessment of online courses.

**Improve and adapt the General Education curriculum to be most responsive to the intellectual development of UMaine students and best prepare them for future careers in any field.**

1. A similar assessment to those being administered at the unit level is being developed for UMaine General Education courses, based on UMaine experience with the multi-state collaborative.

**Increase the number of externally funded undergraduate students involved in research.**

1. Hired the Director of Grant Development to work in coordination with ORSP to support faculty grant-seeking activities that could include funding for undergraduate researchers.
2. Participation in the Center for Undergraduate Research (CUGR) grew 53% after its first year and continues to grow. CUGR now offers a direct “Give Now” link on its website to increase external giving.
3. The Margaret Chase Smith Policy Center has offered the Faculty Fellows Program (professional development workshops focused on increasing funding for undergraduate research, and team projects for a select group of 20 faculty identified by their deans).
4. Finding the sweet spot and other proposals recently funded by the USDA involve unique research opportunities for undergraduates.

**Continue to develop the unique quality of the Honors College as an unparalleled “value added” UMaine undergraduate experience.**

1. The Honor College’s Idea Network of Biomedical Research (INBRE) program and the Sustainable Food Systems Research Collaborative (SFSRC) connect Honors College students to business, public service organizations, and other social change agents.
2. On Maine Day in 2017, more than 250 volunteers helped the Honors College and Bodwell Center for Service and Volunteerism exceed their goal by packing 107,500 meals (about 5.5 tons of food) which went to food banks and shelters across the state. This surpassed Harvard University to set a record for the most meals packed by a U.S. university during one event. The event also placed UMaine among the top 10 organizations in the country and fourth in New England for most meals packed.
3. The Phage Genomics Project (Honors College, MDIBL, Jackson Labs, Molecular and Biomedical Sciences) serves as a model to bring public and private partners together to enhance the undergraduate research experience and may expand metacognitive aspects of education with existing lab research.
4. The Servant Heart Collaborative is a program created through private donation to explore issues of community development in Sierra Leone. Local workers identify issues that UMaine Honors College students can help resolve. Current projects include creating an online test platform for

middle and high school students to complete Sierra Leone National Exams; and working in child refugee centers to develop trauma-sensitive education programs. Challenges include availability of electricity and digital devices.

5. Initiatives in development include: Humanities Collaborative, Aging Collaborative, Art and Science Collaborative, and Living-Learning Community (with Residence Life).
6. Finding the sweet spot: Scale challenges and opportunities for beekeeping and maple syrup production and marketing challenges and opportunities for small- and medium-sized beekeeping and maple syrup producers in the state, a recently awarded USDA grant to UMaine includes collaboration with the Honors College tied to research collaboratives where an interdisciplinary team of undergraduate students and faculty mentors use a knowledge-to-action model in researching an issue or set of issues with the food system being relevant here.

### **Explore new opportunities to enhance the undergraduate and graduate residential life and community experience.**

1. UMaine hosted the first UMS-wide Residence Life Summit in 2016 which brought together professional residence life staff from across the system to discuss common issues, explore opportunities to collaborate, and options for improvement in the delivery of programs and services.
2. Moved the First Year Center from Androscoggin Hall to the Memorial Union and expanded its scope to include transfer students (new name: First Year and Transfer Student Center).
3. In FY13, the Second Year Program was launched and continues in upper class halls.
4. Specialized training is now included/required of all Residence Life staff in the following areas: addressing mental health concerns, gatekeeper suicide prevention, self-care and boundaries, conflict resolution, Title IX, and “Behind Closed Doors” (role playing student issues/problems).
5. Outreach to other UM units offering support in dealing with students of concern (ex. Darling Marine Center, Hutchinson Center, UMM).
6. The Office of Sexual Assault and Violence Prevention was started in 2013 but was fully operations for FY14 and has continued to intake/manage complaints and issues; offered educational, awareness and prevention programs; accommodated students (academic, residential, etc.); assisted students needing to go to court; and provided advocates for students engaged in the student conduct process.
7. In FY14, Residence Life added the academic support coordinator role (graduate assistantship) to the First Center to assist first and second year students academically (ex. explain class registration process, inform on where/how to get a tutor or an accommodation, life skills training, time management training, etc.).
8. In FY16, Residence Life refocused departmental programmatic approach to specific, measurable learning outcomes with an accompanying assessment regiment. This was the first step toward development of a residential curriculum for FY17 with implementation scheduled for FY18.
9. Living-Learning Communities are reviewed every year and are always evolving and improving. In FY16 the Green LLC and Leave Your Print LLC were launched. Currently, Residence Life is working with the Honors College on an LLC collaboration.
10. Additional staff were hired in FY16 and FY17 to serve increasing student populations in the LGBTQ and multicultural/international student communities.

11. In FY15, the Student Wellness Resource Center launched its peer coaching program (peer education) called Live Well (free). The program is free to students and includes consultation on life skills, personal habits, and health.

**Enhance e-learning quality through curricular innovation, technological advancement and 24/7 support services.**

1. Opened the Center for Innovation in Teaching and Learning (CITL) to support faculty members and graduate students who wish to learn about, experiment with, assess and adopt new approaches to teaching and learning. The Center for Innovation in Teaching and Learning (CITL) is headed by Peter Schilling. By design, CITL develops programming to aid instructors so their impact is mostly on an individual basis.
2. UMaine Online now offers courses year-round with summer and winter sessions. Enrollments in these offerings and online professional graduate programs are growing. Programs launched to date include: MSW and MBA.
3. The Division of Lifelong Learning (DLL) is working with others in the System to develop a fully online orientation program.
4. DLL reintroduced and then expanded the Winter Session, a Think 30 initiative featuring a select group of high-demand undergraduate courses taught by veteran online instructors.
5. All of the graduate programs in the College of Education and Human Development (COEHD) are offered online, and in the evenings and weekends to accommodate busy, working professionals.
6. Students can access nearly 100,000 online periodicals through Fogler Library with more than 400 licensed indexes and databases.
7. Cooperative Extension (CE) is realizing significant success in disseminating information as a result of prioritizing technology delivery in recent years. As an example, CE's stable of 60 websites received nearly 2.5 million page views in 2014. The online catalog now contains more than 70 publications, each with embedded educational videos.
8. A group of graduate students was brought together to develop a matrix of campus-based resources with a goal of creating a clearinghouse as well as to find holes in the information. In this way, a unified calendar was developed so all graduate instructors were informed of on campus programs. This programming has led to comprehensive TA orientation and professional development seminars, workshops on syllabus creation, and a connection to graduate student government, all enhancing and improving communication between faculty and graduate students.
9. In 2016, the Hackerspace (managed by CITL) was opened in the Memorial Union. Workshops and training sessions have been developed and are offered regularly.
10. CITL is now working with the Writing Center to develop an online tutor resource. This resource will be managed through an iterative software so that student progress can be tracked and monitored.
11. CITL is developing a dashboard for faculty that can extract academic progress data from Blackboard to be used to flag struggling students. This should be in place by 2018-19.

**Increase the number of graduate students funded by assistantships and fellowships.**

1. The number of university-supported graduate assistantships has increased by 38 via leveraging funds such as the Signature and Emerging Area Graduate Fellowships (7), the Research

Reinvestment Fund (22) and through the shared Teaching Assistant pool (9). Additional areas of increased assistantships come from externally supported positions (grants and contracts), TA positions created due to increased undergraduate enrollment, and positions outside of academic units (e.g., Student Life, Auxiliary Services, Athletics, etc.).

2. Approximately 650 out of 1000 full-time graduate students are supported fully or partially on a university scholarship, fellowship or assistantship.
3. Support of new proposal submissions through the Grants Development Office (GDO). The GDO helps facilitate funding opportunities and proposal submission, increasing the amount of external funding, including associated research assistantships. During FY17, nearly \$57 million was received from extramural sponsors, a 13% increase over FY16. The total number of proposals similarly increased from 500 in FY16 to 573 in FY17.

**Develop Graduate Certificate Programs that enhance the graduate experience and align with demands of the 21<sup>st</sup> century workplace.**

1. New graduate certificates in Instructional Design, English as a Second Language, Aerospace Engineering, Autism Spectrum Disorders, Interdisciplinary Climate Studies, and Teacher Consultant in Writing (2014) were developed. These are in addition to the 10 funded through Project 24/7 in AY2012.