

*College of Education &
Human Development*

Annual Report 2011-12

August 3, 2012

Dr. Anne E. Pooler, Dean



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COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Annual Report 2011-2012
EXECUTIVE SUMMARY

The 2011-2012 academic year was another productive yet challenging year for the College, P-12 education, and social agencies in general. In Maine, public school budgets were still being cut, including the University's, and issues such as data based assessments, Response to Intervention, Charter Schools, and legislation regarding Teacher Effectiveness permeated the educational environment. Early Childhood Education and Human Development programs also experienced the vagaries of preparing students for agencies and institutions where budgets have been substantially reduced. In spite of these external factors and the detrimental, total reduction of tenure-stream personnel, faculty and staff have managed to provide quality programs and services to our students. In true land-grant spirit, the student centered College of Education and Human Development continues to offer coursework and professional development in every county throughout the state.

It is significant to note that the College is excited to welcome a new Dean, Dr. William Dee Nichols, and that all look forward to the energy, innovation, and leadership he will bring to the work of the College. A separate document is attached that provides a sampler of work under way or anticipated that represents the relationship of the [Blue Sky Plan](#) and the College (Appendix A).

Programmatic Initiatives

The College continues to seek new programmatic opportunities and methods of delivery to address the needs of the state. In addition to program initiatives, the faculty has been extensively involved in analyzing the manner in which they are evaluated and in tightening all procedures involving graduate students and programs.

- The College engaged in a thorough evaluation and revision of its 'Review, Reappointment, Promotion and Tenure Procedures.' The faculty approved this well-crafted and strengthened document and will implement the new standards beginning Fall 2012. (Appendix B)
- The PreK-12 PhD in Education degree was reconfigured and will serve the state by offering experienced educators an opportunity to develop as leaders, researchers, and scholars. The program will prepare candidates for employment in universities, PK-12 schools, and community, state and federal agencies. (Seventeen new PhD students have been accepted.)
- Changing demographics resulted in a renewed focus on secondary education for the Master of Arts in Teaching (MAT) program. This will produce for Maine and beyond a host of very strong students who will become teachers in content areas. We have just welcomed a new class of 15 students who will be fulltime for 13 months with each taking approximately 36 graduate credits.

- Through the Center for Research and Evaluation (CRE), the College is sharing part of a \$3.5 million Department of Ed grant with SRI International and Worcester Polytechnic Institute. This grant will fund the research on an online mathematics tutoring system for public school students.
- CRE faculty Brian Doore and Janet Fairman have played a leading role in the *Teaching through Technology Task Force* (T4) for the University of Maine System, by conducting surveys and focus groups of faculty and students regarding the use of technology in teaching and learning.
- With the Maine Center for Disease Control and Prevention, Dr. Shihfen Tu and the DEBBI group collaborated in maintaining and updating ChildLINK, a population-based data system.
- The National Association for the Education of Young Children (NAEYC) accredited the Katherine Miles Durst Child Development Learning Center.
- Counselor Education has established a collaborative relationship with the American University of Vietnam, Ho Chi Minh City and placed the first intern there Spring 2012 through the efforts of Dr. Annette Nelligan. She also developed a very successful symposium on “Educators for International Students of Maine.”
- The College received graduate approval for the following certificate programs as part of Project7: a. Technology Coordinator, b. Classroom Technology Integrationist, c. Positive Behavior Intervention and Support, and d. Early Childhood Education Certificate: Birth-5 endorsement. These will be included in Online Maine.
- The College revived science education by hiring Dr. Jonathan Shemwell and Dr. Daniel Capps and invested resources in the total renovation of the science area.
- Through the efforts of Mary Rosser (Reading Recovery) and Marcia Boody, the Maine Partnership in Comprehensive Literacy, provided workshops by national and state experts to 1137 literacy professionals from all over Maine.
- Under the direction of Associate Dean Jan Kristo and the NCATE Leadership Team, all faculty involved in P-12 certification programs have worked throughout the year on each accreditation standard in preparation for the 2013 review visit.
- In conjunction with NCATE accreditation efforts, the Tk20 Assessment System was implemented. Faculty developed key assessments and both faculty and students were trained in the use of the system, A Tk20 Help Desk was established and website. Data were made available over the summer and faculty will analyze it in the fall.

- The Graduate Affairs Committee (GAC) continued to focus on two significant areas: the status of doctoral programs in the College and the efficiency and effectiveness of policies and procedures for conducting graduate study.
- An online adjunct handbook was drafted.
- In recognition of the technological competencies all students must have prior to graduation and the proficiencies our faculty need, faculty voted to create an Instructional Technology Standing Committee.
- The KPE area entered into an affiliation agreement with Logan University and its Master's Degree Program in Sports and Rehabilitation, whereby Logan students in athletic training and other physical fitness professionals may receive part of their training in their educational program at the University of Maine
- The faculty in Human Development presented a "Safe Families/Safe Homes" workshop for students this past Spring.
- Dr. Cathy Pratt, a national leader on autism, served as the Mark R. Shibles Distinguished Visiting Professor for FY '12. She provided workshops and presentations to: the Maine Directors of Special Education, parents of children with autism, teachers, and made class presentations to our students. In April she presented an Early Childhood/ Early Intervention Workshop: Understanding How to support Young Children on the Autism Spectrum.
- Dean Pooler co-hosted with the PENQUIS superintendents an Educational Summit for superintendents and school board members where 100 plus attended with over a dozen state legislators.

Personnel Achievements and Transitions

- Dr. William Dee Nichols accepted the position of Dean effective July 2012. Lisa Daniel joined the Dean's office in the fall as the Administrative Support Supervisor.
- Dr. Mary Mahoney O'Neil was appointed as the Assistant Dean for Academic Services, and was selected to attend the national Higher Education Resources Services (HERS) institute for women. This institute provides an intensive leadership and management curriculum for women in higher education.
- Drs. Susan Bennett-Armistead and Julie DellaMattera were promoted to associate professors.
- Dr. Susan Gardner, Associate Professor of Higher Education, and Dr. Gail Garthwait, Associate Professor of Instructional Technology, shared the Outstanding Teaching Award for the College.

- Dr. Sally Mackenzie spent the spring semester in Vietnam as part of her Fulbright Award.
- Dr. Susan Bennett-Armistead was responsible for the creation and awarding of the national Correll Book Award for Excellence in Early Childhood Informational Text. Additionally she was responsible for the first Correll Presidential Lecture series and brought to campus Dr. Ernest Morrell, the Director of the Institute for Urban and Minority Education and Professor of English Education at Teachers College, Columbia University. He will serve as the incoming President of the National Council of Teachers of English.
- Dr. Glenn Reif was the recipient of the Leadership Award from the Maine Association of Health, Physical Education, Recreation, and Dance.
- Drs. Elizabeth Allan and Mary Madden were interviewed by a host of national media –e.g. NPR, USA Today, Inside Higher Education, CBS, NBC, the Washington Post and the Wall Street Journal on their research on hazing. They were invited to serve on the Task Force created by Florida A&M as a result of the tragic death of one of their marching band students.

Research and Scholarship Summary

Table 1

Publications of faculty-Summary for AY 2010-2011	
Type of Publication	No. Published
Refereed Journal Articles Published	20
Refereed Journal Articles Submitted	22
Refereed Journal Articles Accepted	15
Books Published/Accepted	2
Books Submitted	1
Book Chapters Published/Accepted	7
Technical Reports Published	21
Presentations	96

Information above reflects that which was submitted to the campus faculty database. Another format for presenting faculty activity is the monthly submissions attached to College-wide faculty meeting agenda. See Appendix C for a synopsis of these submissions throughout the year.

The total revenue generated from grants and contracts during the AY'12 academic year equaled \$3,704,870.

Alumni Cultivation, Development Initiatives, and Private Support

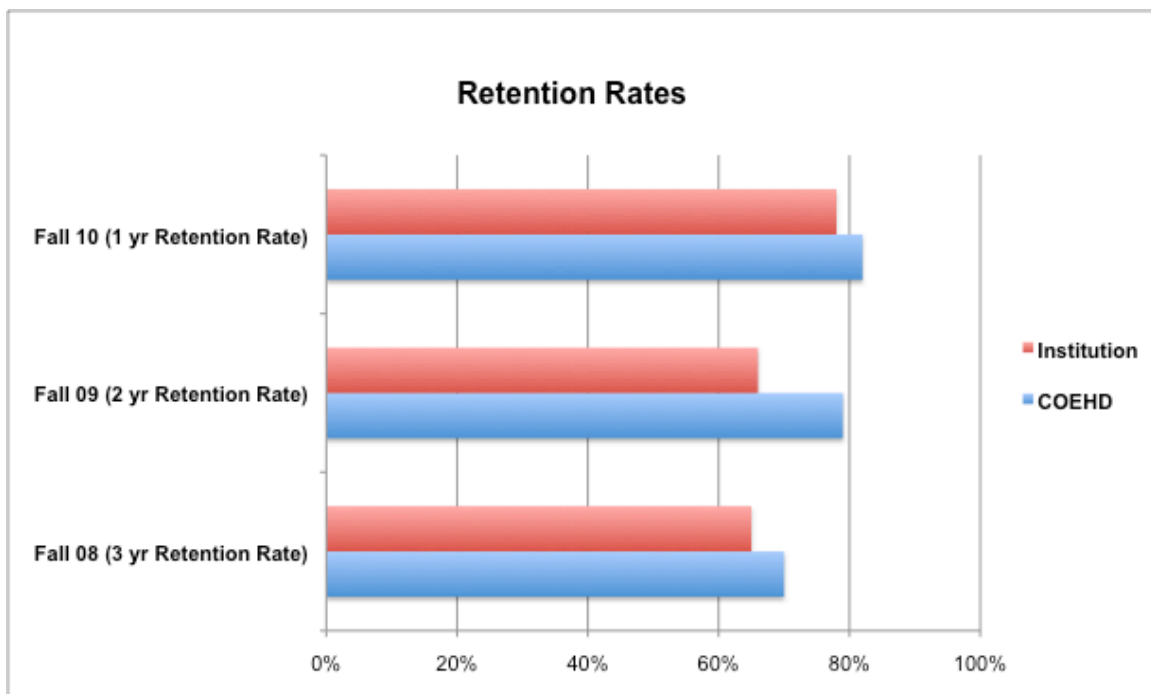
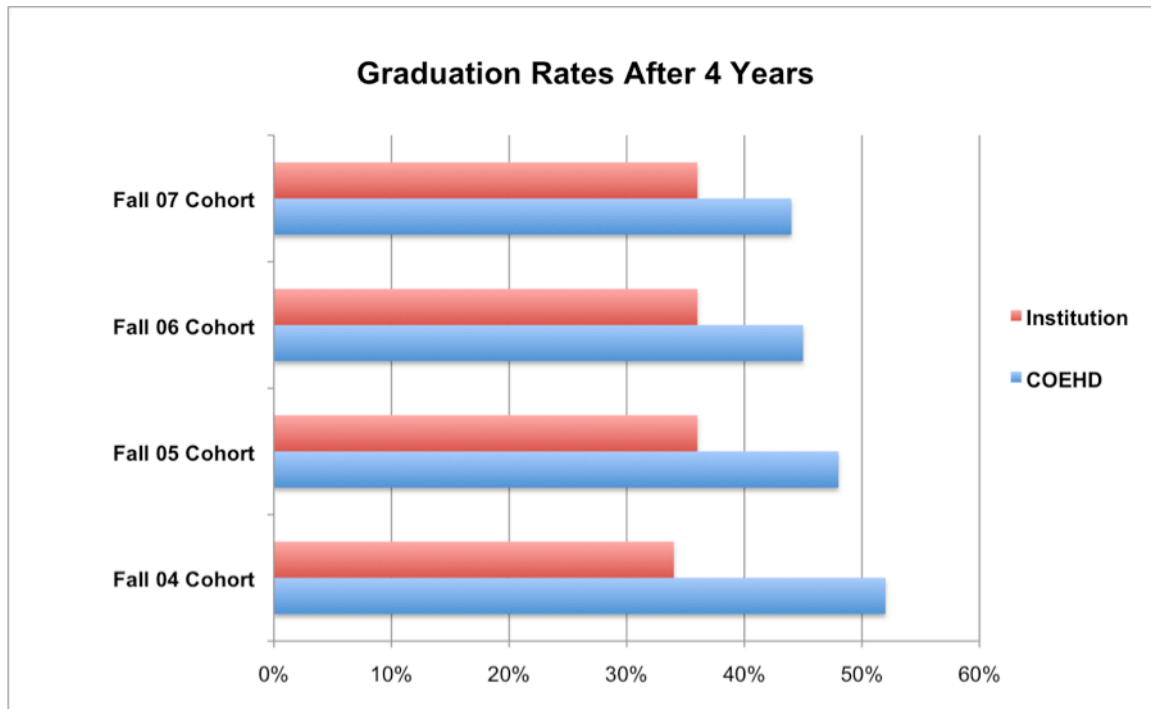
This has been another challenging year for the College, as we have not had a full-time Development person since June 2010. However, cultivation work continued, and we were able to secure private support in the form of scholarship money and project assistance.

- The Dean attended alumni meetings and luncheons as well and participated in UMaine Foundation functions.
- Outreach to 17,000 alumni included two mailings of a College newsletter that contained information about giving as well as highlighting faculty, students, and staff activities. Additionally, a holiday card sent in December to 500 selected Alumni and Friends seemed again to net an increase in donations to the Dean's Gift Account.
- The Maine Comprehensive Partnership in Literacy received an unexpected and unrestricted \$5,000 gift to use in concert with literacy work throughout the state.
- From 2001 to 2012 the College, through the efforts and Reading Recovery program work of Mary Rosser, brokered grants from the Galen Cole Foundation totaling \$668,782 to local school districts in support of the professional development work we offer throughout the state (Appendix D).
- The College awarded \$29,035 in scholarship dollars this past year with an additional \$20,000 provided by the Galen Cole Foundation.

Recruitment, Retention and Graduation Rate Initiatives and Outcomes

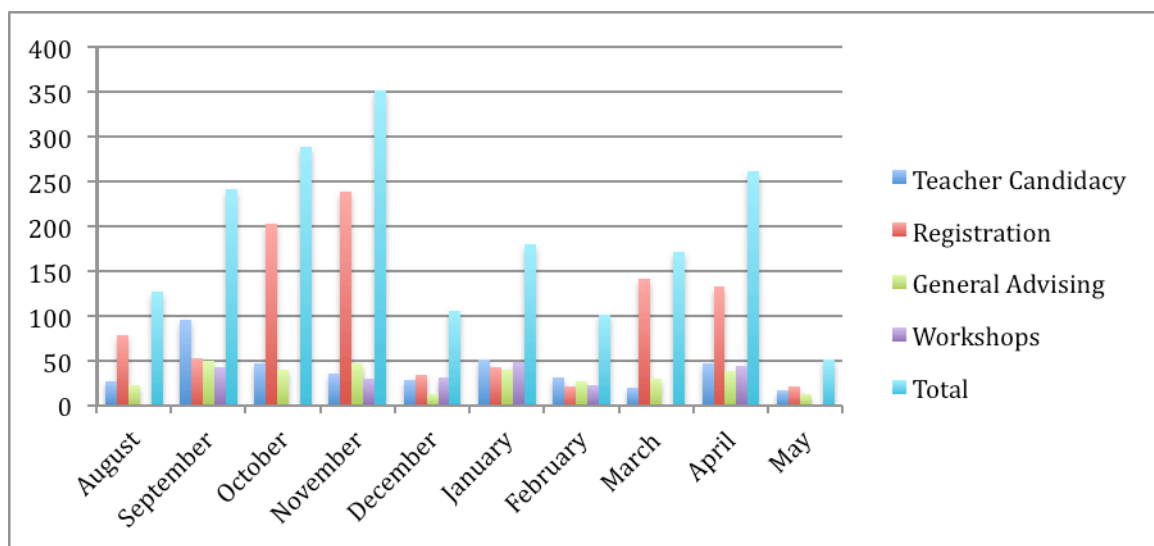
Our recruitment efforts have had a major infusion of ideas and energy under the capable leadership of the new Assistant Dean for Academic Services, Dr. Mary Mahoney O'Neil. For example, she has updated promotional material, developed a new approach for Accepted Student Days, implemented a variety of Open House strategies, and created a slogan- "Leave Your Print." Recent enrollment statistics indicate these efforts are paying off, as there is a 23% increase in first-year students for Fall 2012.

The College of Education and Human Development continues its commitment to student success as evidenced by its record of graduating 45% of students after four years compared to the campus average of 36%. Additionally, the College persists in retaining students equal to the campus percentage with 85% of students retained after one year. The activities of the Advising Center which serves students during their first and second years once again must receive a great deal of praise for their work in helping our students achieve success and ensuring that their personal and vocational needs are fulfilled.



The Advising Center has a constant open door policy and serves 342 majors as well as 17 minors. The three advisors in the Center use a host of methods for connecting with students, not the least of which is FirstClass where an average of 4500 messages were sent per semester this past year. Advising practices are grounded in college student development theory and assure the needs of the individual student are met. Total one-on-one advising sessions equaled 1877 or an average of 5.48 on-site meetings per student for the academic year. Registration, teacher candidacy, and general advising categorize the visits. Additionally, academic advising and support was provided through Skype (video conferencing) and phone conferencing.

Fall 2011 and Spring 2012 Student Contact Data



A comprehensive report on the activities of the Advising Center is found in (Appendix E).

At the graduate level, the College continues to pursue programs and certificate options that will serve the state. For example, the reconstituted PhD in Education has already admitted 17 new students. We anticipate that the Project 7 certificates will lead students to matriculate into graduate degree programs.

Progress on Diversity Issues

The commitment to diversity permeates activities of the College. When we have an opportunity for a faculty search, we strive to have a diverse pool of candidates and have been successful in adding to faculty diversity in recent hires.

The following represents activities undertaken this past spring as reported by the Diversity and Difference Standing Committee:

- We facilitated the participation of Libra Professor, Dr. Denise Patmon as the keynote speaker at the Martin Luther King Jr. breakfast on Jan. 16.
- Dr. Phyl Brazee and Judy Josiah-Martin presented their collaboration between Education in a Multicultural Society course and the Office of Multicultural Programs to the University of Maine System Diversity Committee.
- Dr. Annette Nelligan and Graduate Assistant Angel Loreda held the first Symposium for Educators of International Students enrolling in Maine high schools. Dr. Nelligan established relationships with nine Maine high schools that host international students and has placed Counselor Education students at these sites for their field experience. Additionally, she established a collaborative relationship with the American University of Vietnam, Ho Chi Minh City and placed an intern there.
- Four faculty/student Diversity Dialogs were held during the spring semester.
- Through the NCATE accreditation effort multiple meetings with faculty were held to assure all programs are addressing diversity standards. The Conceptual Framework is being revised to be certain it reflects the appropriate commitment to diversity.
- Planning has begun for a 2012-2013 faculty development seminar on diversity.
- Appendix F represents the activities of the Libra Professors Drs. Denise Patmon and Stephen Gordon.

Efforts to Increase Revenue, Decrease Expenditures, and Increase Fiscal Efficiency

The College is seeking programs to attract new students and address contemporary needs at the same time that the erosion of tenure stream faculty compromises the ability to sustain a land-grant research/teaching agenda.

- As mentioned previously, the PreK-12 PhD in Education degree was reconfigured and will serve the state by offering experienced educators an opportunity to develop as leaders, researchers, and scholars. Approximately 17 new students have recently enrolled and more are inquiring about the program.
- We anticipate the on-line certificate programs in: Technology Coordinator, Classroom Technology Integration, Positive Behavior Intervention and Support, and Early Childhood Education Certificate: Birth-5 endorsement will lead to a number of full time enrollments in graduate degrees.
- The shift in focus of our MAT program from K-12 to 7-12 certification has resulted in fiscal efficiencies as fewer faculty are called on to serve this population.

- The College is in the process of hiring a grant writer for one year with the goal of increasing faculty involvement in securing grants.
- Through the University Training Center for Reading Recovery (RR), and the Maine Partnership in Comprehensive Literacy, training and professional development (e.g. graduate courses) are offered throughout the state.

Because the budget is centrally controlled through the Dean's office, the College has tighter control over all expenditures. Dianne Avery, Administrative and Fiscal Coordinator, has provided exceptional oversight to all transactions.

Summary of Anticipated Challenges and Initiatives

Challenges:

- During the past six years, the number of tenure-stream faculty has decreased by an almost unsustainable degree, mostly due to retirements. The work of the College has not decreased as the number of students increases. Without an infusion of new faculty, we will not have the academic leadership needed to function in a land-grant environment, and we will endanger our NCATE accreditation.
- Funding of federal and state projects is disconcerting as the landscape is changing. For example, the state now requires all funding to go through the RFP process which may impact some of our grants that we have consistently received. The Upward Bound Classic grant was not funded, but personnel are continuing to write for a new round of Upward Bound Math/Science funding.
- The state is introducing new standards for teachers and other professionals in education. Our K-12 programs will be required to replace the current standards and redesign new rubrics and assessments to meet the state law.

Initiatives:

- The reconfigured PreK-12 PhD has been described previously, and it is accurate to say is generating a great deal of excitement throughout the state
- Dr. Deborah Rooks-Ellis is working on the autism spectrum component of a State Personnel Development grant directed toward preparing more personnel in special education.
- Faculty are working to increase the urban/rural experiences of undergraduate students through a pilot course offered Fall 2012.
- As mentioned previously, the certificate programs should attract a number of professionals to participate in graduate work.

- The Center for Research and Evaluation offers a host of services to the campus and state by providing research support, program evaluation services, and policy analysis to Maine Schools, agencies, and community organizations, as well as other university or community-based researchers.

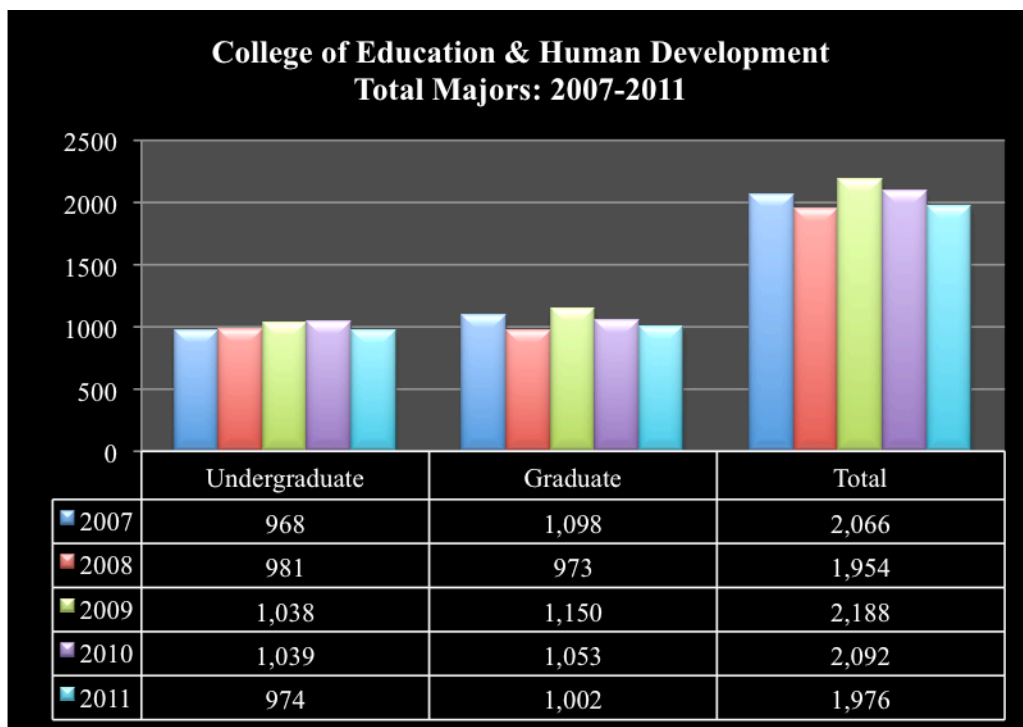
Student Learning Outcomes and Assessments

The comprehensive outline by program of our learning outcomes and assessments is presented in Attachment C.

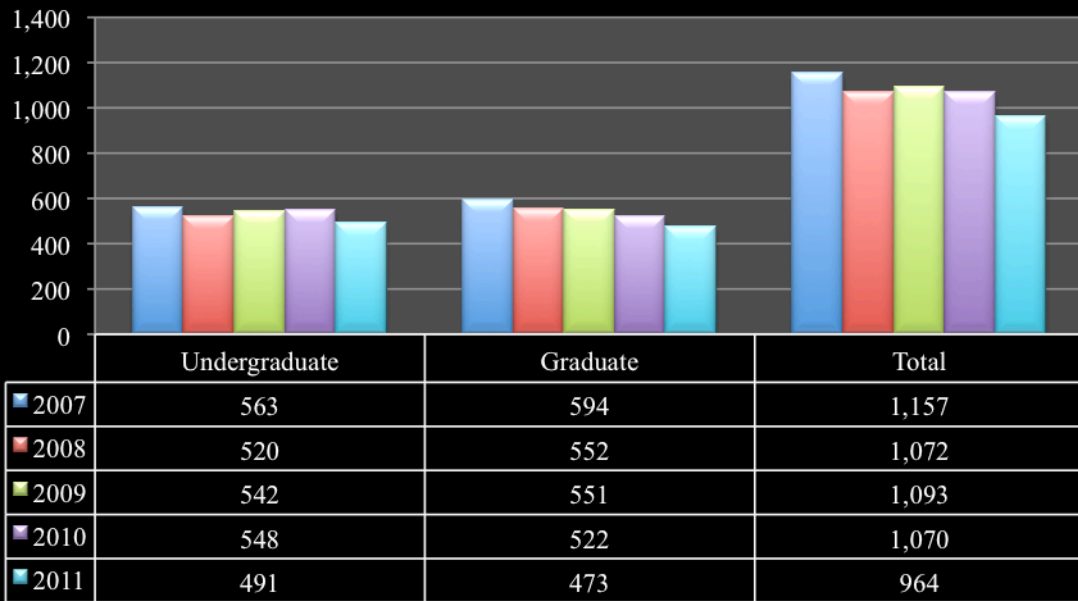
ATTACHMENT A
Academic Unit Metrics

SECTION #1 & #2 UNIT DATA SUMMARY WITH COMMENTARY

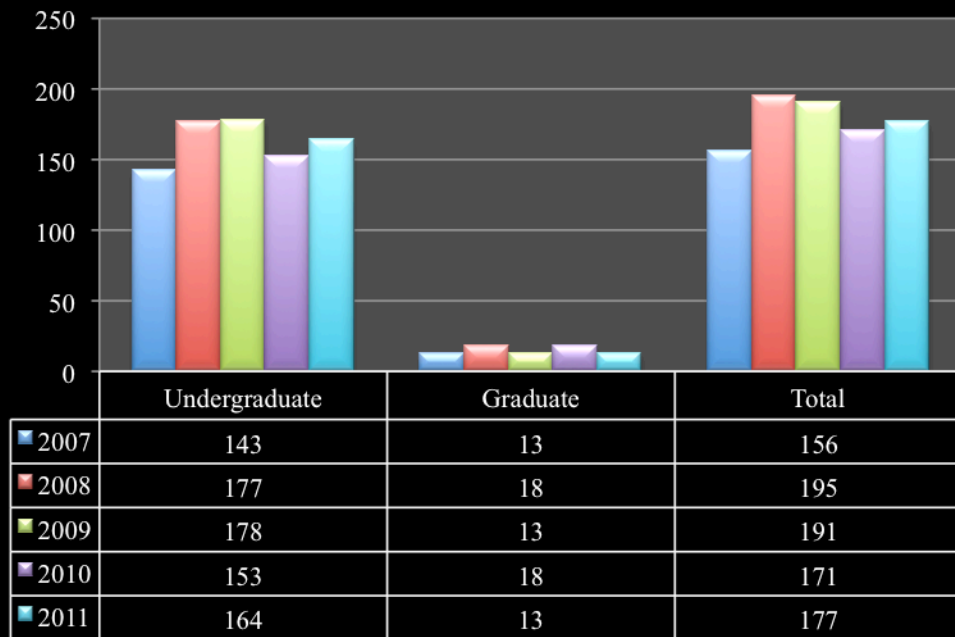
Enrollment and credit production: An analysis of data indicates the College has maintained a relatively steady undergraduate and graduate enrollment with a total decrease of just 4% versus 5 years ago. During this period Kinesiology and Physical Education as well as Human Development have increased enrollment by 70 students due primarily to the Athletic Training and Early Childhood Education programs.



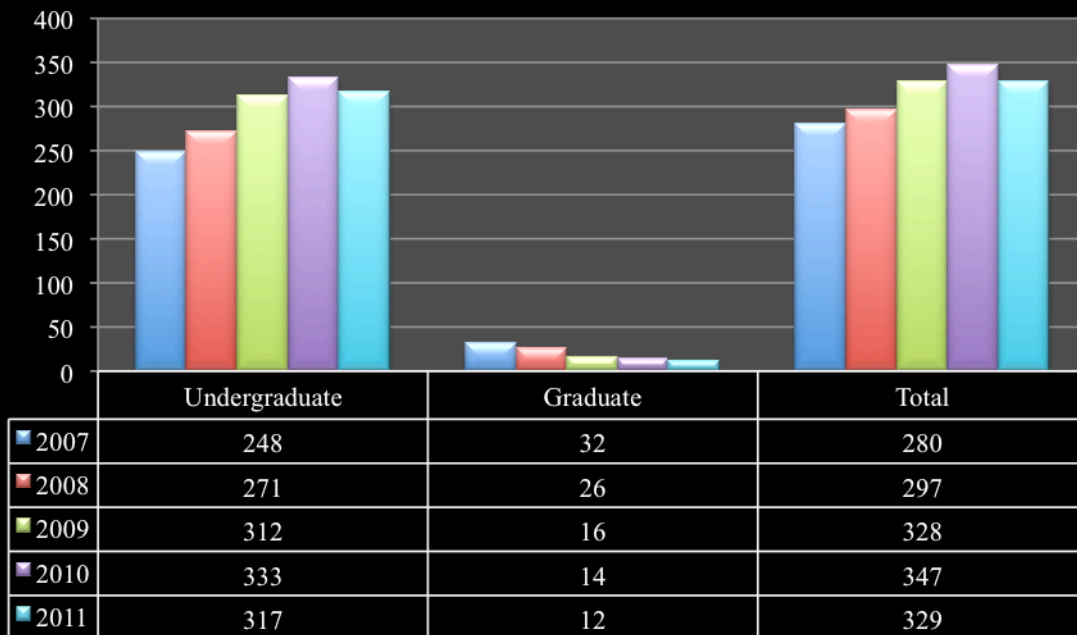
**Education
Total Majors: 2007-2011**



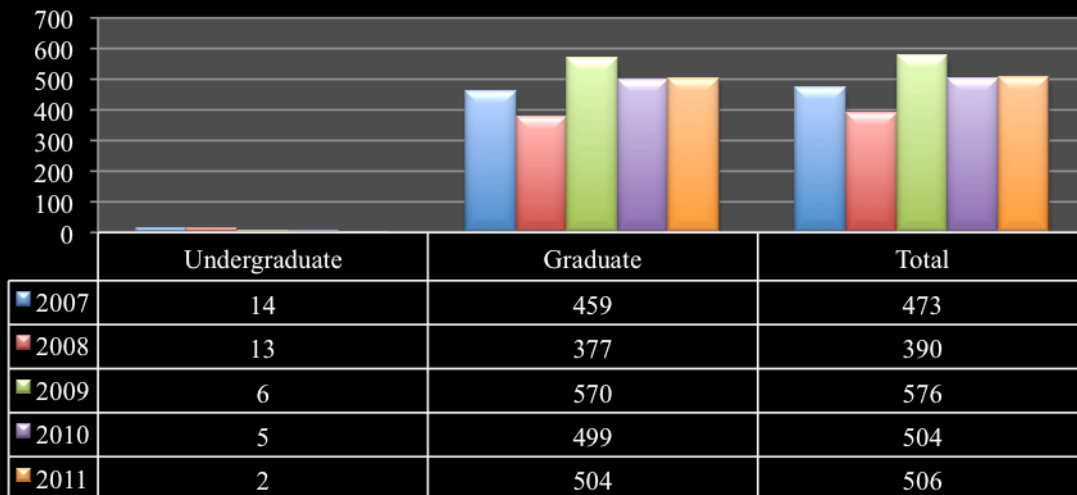
**Human Development
Total Majors: 2007-2011**



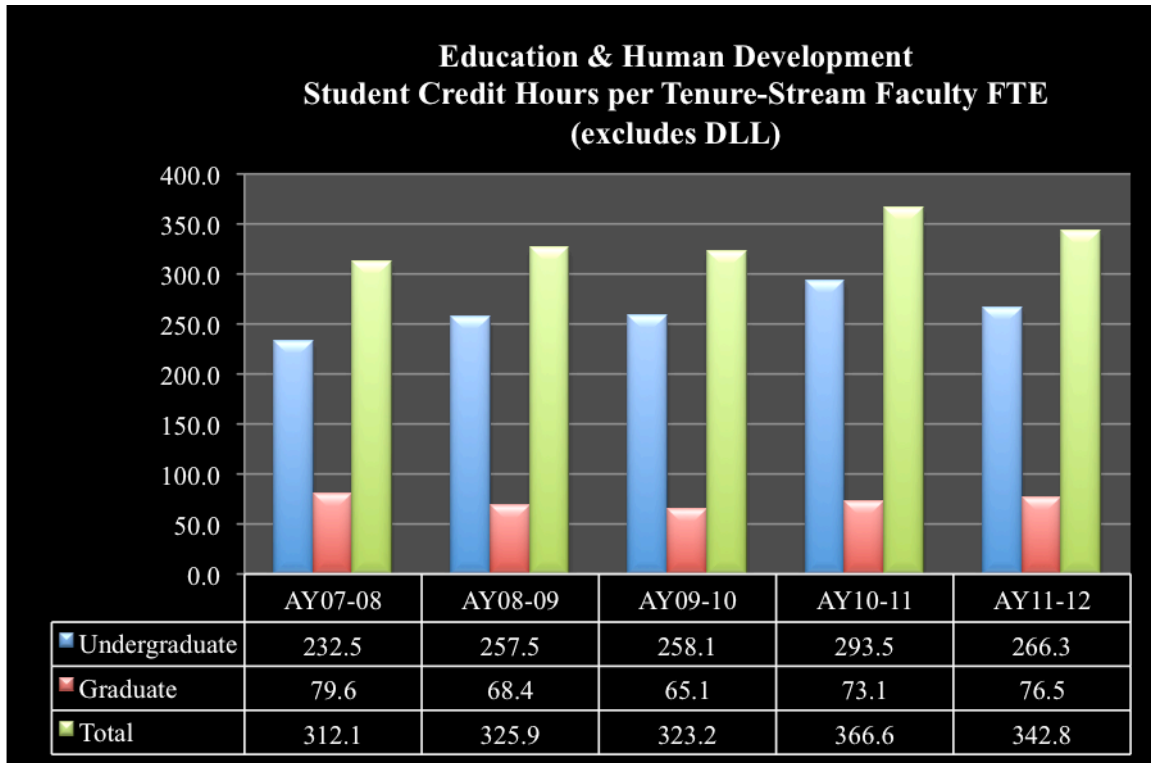
**Kinesiology & Physical Education
Total Majors: 2007-2011**



**Other EHD
Total Majors: 2007-2011**



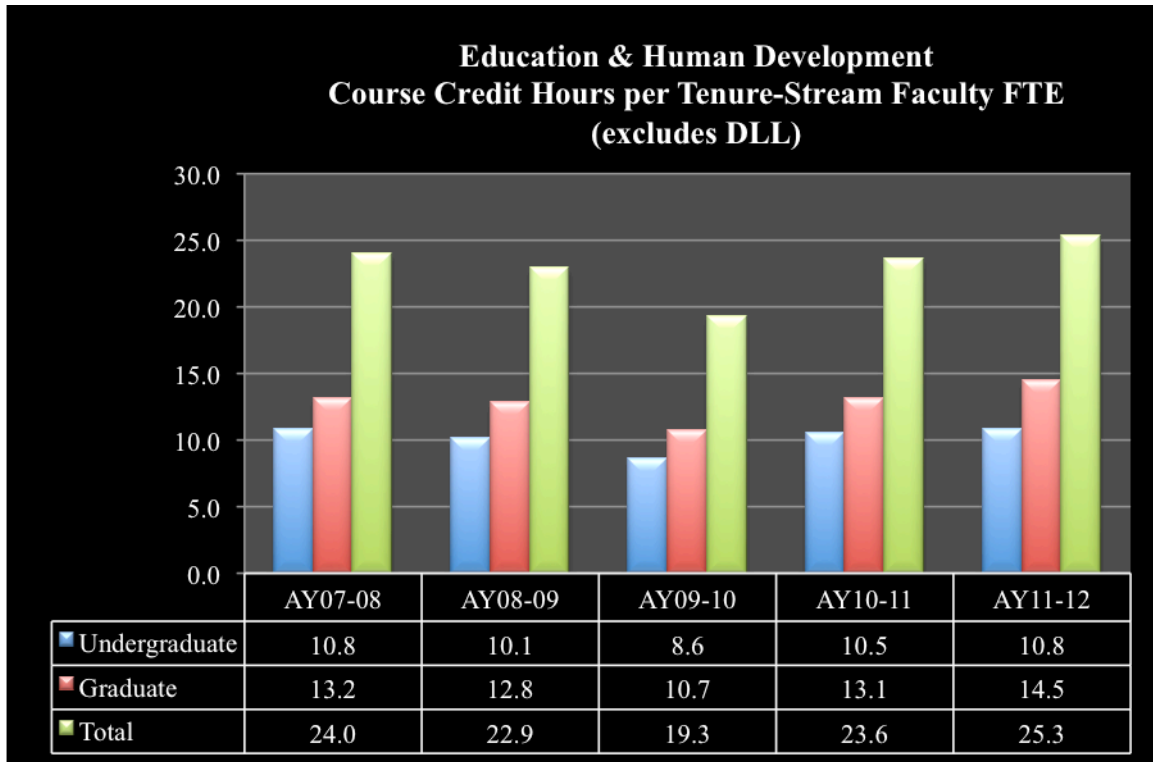
Student credit hour productivity: In the past five academic years there has been an increase in tenure-stream faculty production and student credit hours while the number of tenure-stream faculty has decreased by approximately 26%. Some faculty have absorbed very heavy teaching and advising loads.



EHD FTE: tenure-stream only				
AY07-08	AY08-09	AY09-10	AY10-11	AY11-12
35.0	33.4	31.4	26.9	25.9

EHD SCHs taught by tenure-stream faculty only (excludes DLL SCHs)					
	AY07-08	AY08-09	AY09-10	AY10-11	AY11-12
Undergraduate	8,137	8,600	8,104	7,896	6,896
Graduate	2,786	2,285	2,044	1,966	1,982
Total	10,923	10,885	10,147	9,862	8,878

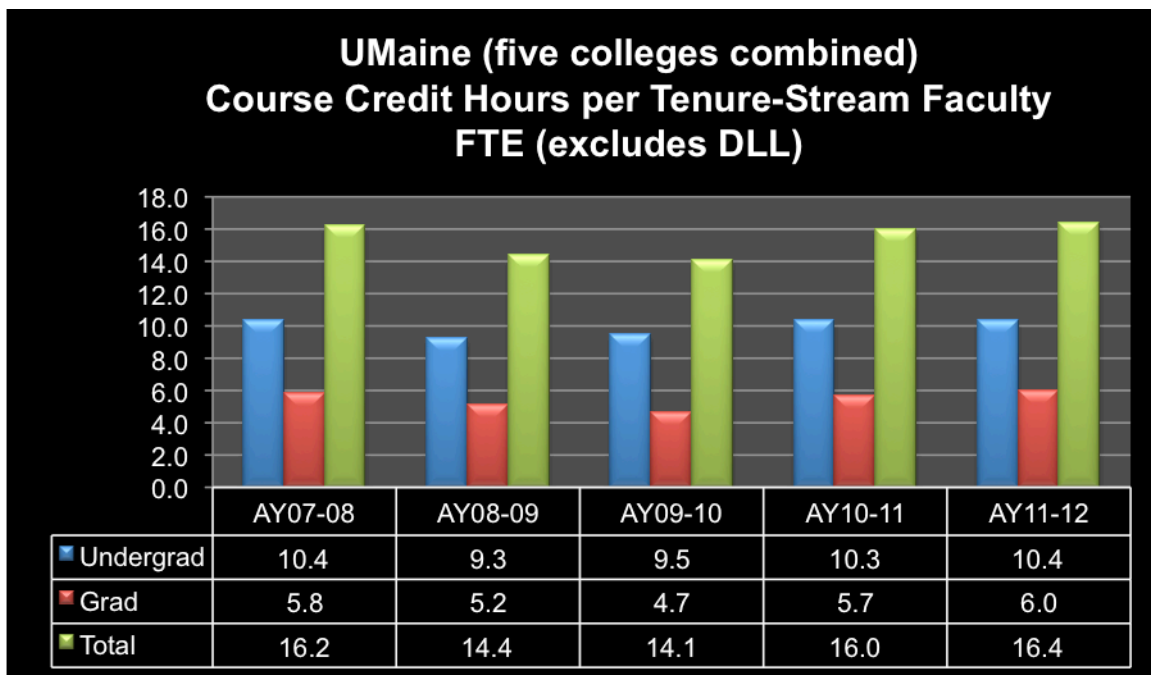
Course credit hours per tenure stream faculty:



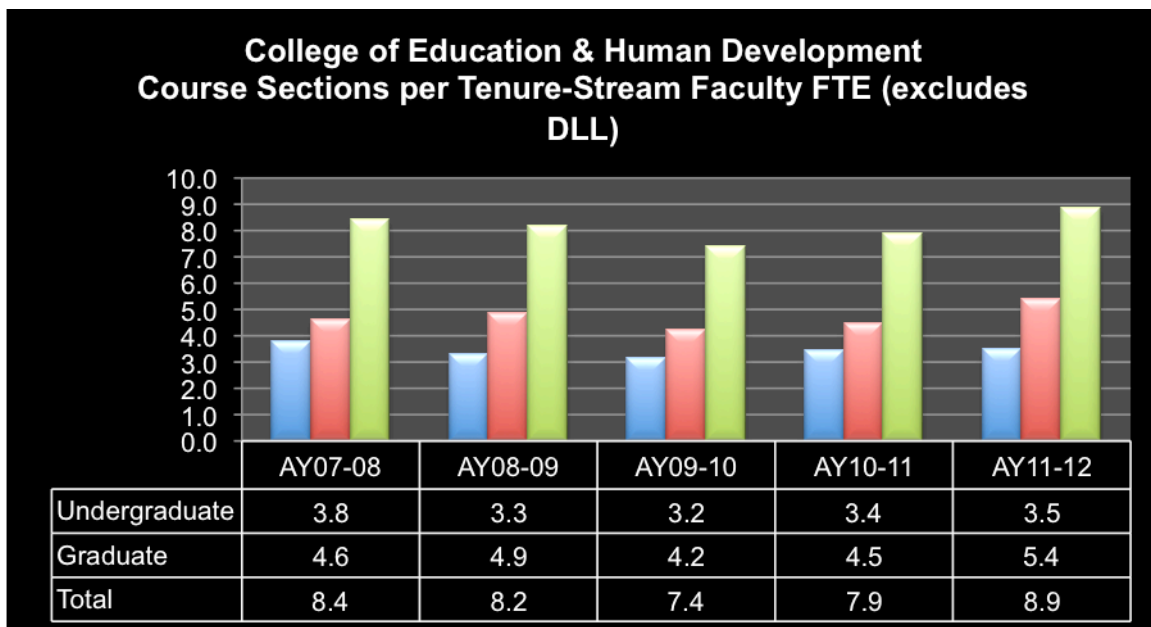
EHD FTE: tenure-stream only				
AY07-08	AY08-09	AY09-10	AY10-11	AY11-12
35.0	33.4	31.4	26.9	25.9

EHD CCHs taught by tenure-stream faculty only (excludes DLL CCHs)					
	AY07-08	AY08-09	AY09-10	AY10-11	AY11-12
Undergraduate	379	338	270	282	280
Graduate	461	428	337	354	375
Total	840	765	607	636	655

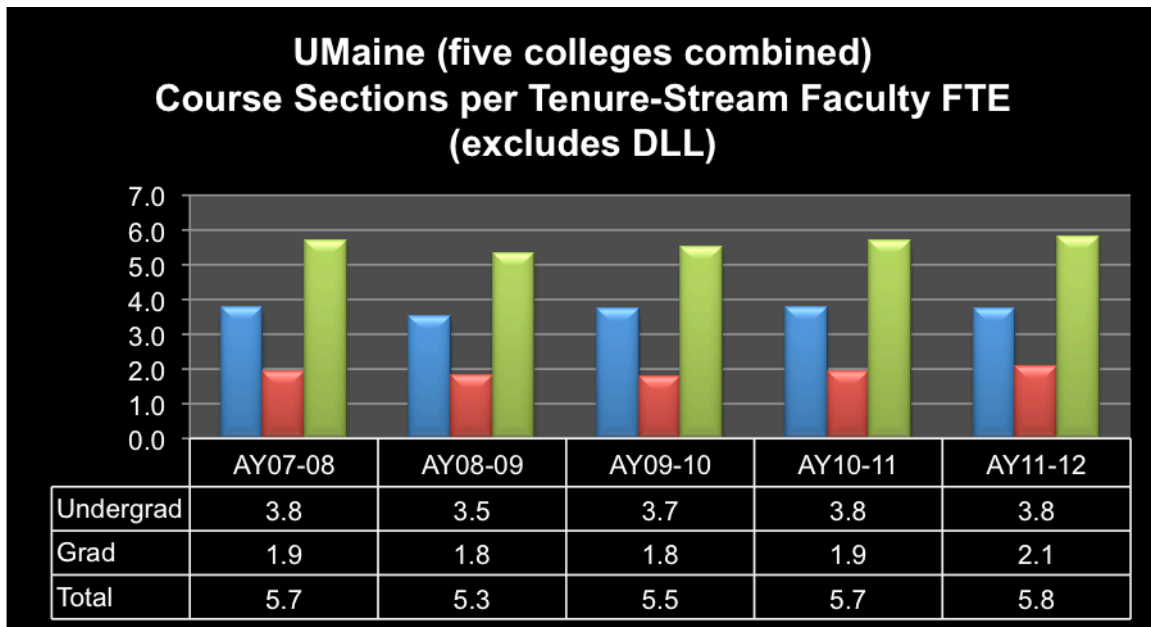
Course credit hours-Five colleges combined: At the graduate level, faculty continue to produce more than twice as many credit hours (COEHD 14.5, campus 5.7) course credit hours per tenure-stream faculty as the campus faculty.



Course sections taught by faculty annually: Course sections taught per tenure-stream faculty exceed the campus average by 53% (COEHD 8.9, Campus 5.8)

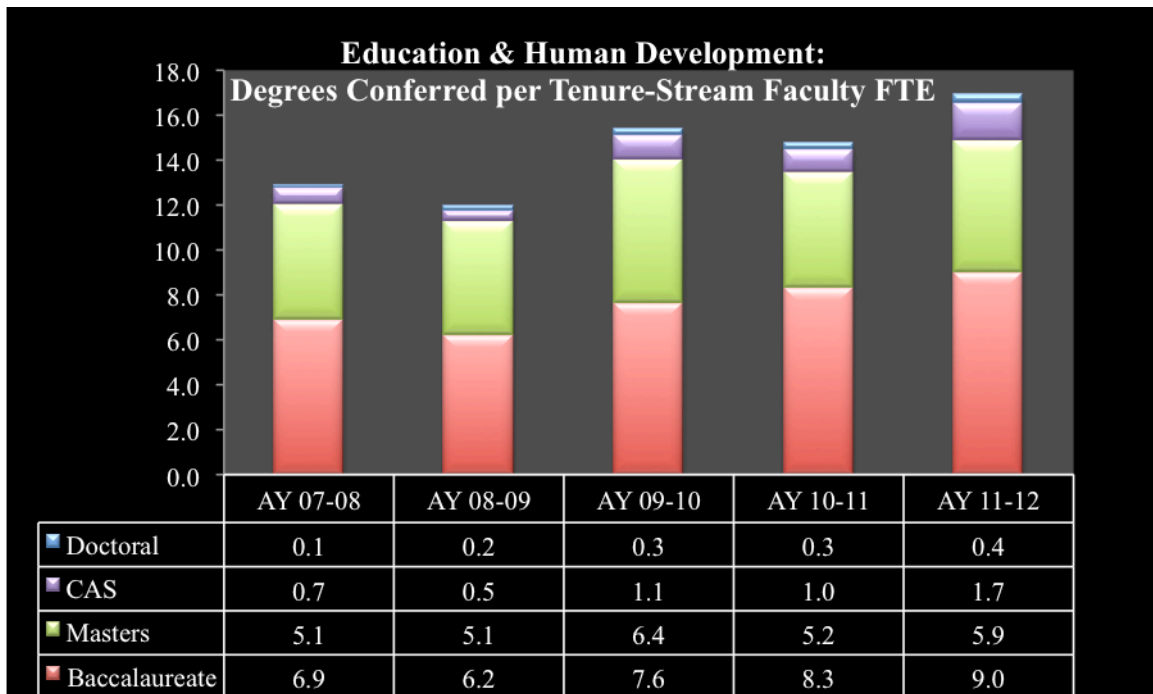


CSs taught by tenure-stream faculty (excludes DLL SCH)					
Undergraduate Graduate Total	AY07-08	AY08-09	AY09-10	AY10-11	AY11-12
	T-S	T-S	T-S	T-S	T-S
	132	110	100	92	90
	162	162	133	120	140
	294	272	232	212	230



CSs taught by tenure-stream faculty (excludes DLL SCH)					
Undergrad Grad Total	AY07-08	AY08-09	AY09-10	AY10-11	AY11-12
	T-S	T-S	T-S	T-S	T-S
	1,664	1,551	1,599	1,570	1,523
	851	795	763	797	836
	2,515	2,346	2,361	2,368	2,359

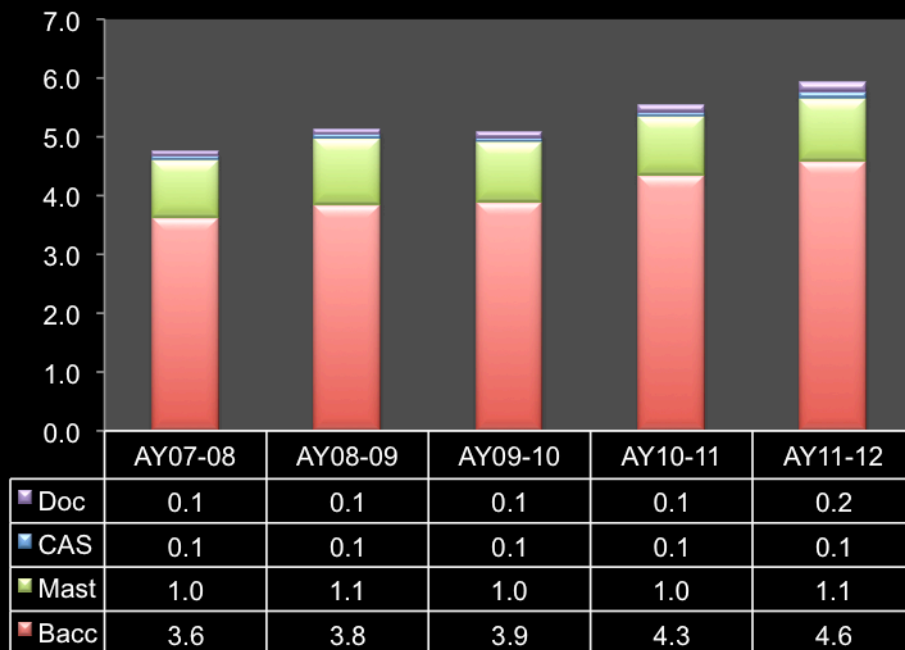
Retention and graduation rates and degrees granted: The College continues to more than double (286% of the average of 5 colleges) institution-wide statistics in degrees conferred at all levels, particularly the Baccalaureate and Master's degrees.



**EHD: Degrees Conferred per FTE Faculty
Tenure-Stream (TS) Faculty - AY07-08 - AY11-12**

	AY 07-08	AY 08-09	AY 09-10	AY 10-11	AY 11-12
Baccalaureate	6.9	6.2	7.6	8.3	9.0
Masters	5.1	5.1	6.4	5.2	5.9
CAS	0.7	0.5	1.1	1.0	1.7
Doctoral	0.1	0.2	0.3	0.3	0.4
Total	12.9	12.0	15.4	14.8	16.9

**UMaine (five colleges combined):
Degrees Conferred per Tenure-Stream Faculty FTE**



	Degrees conferred per tenure-stream FTE faculty				
	AY07-08	AY08-09	AY09-10	AY10-11	AY11-12
Baccalaureate	3.6	3.8	3.9	4.3	4.6
Masters	1.0	1.1	1.0	1.0	1.1
CAS	0.1	0.1	0.1	0.1	0.1
Doctoral	0.1	0.1	0.1	0.1	0.2
Total	4.7	5.1	5.1	5.5	5.9

Retention and Graduation Rates: Institution-wide												
		Fall 00	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10
AFTER 1 YEAR	Dismissed	7%	8%	7%	6%	7%	7%	8%	8%	6%	6%	6%
	Withdrew	14%	14%	14%	14%	14%	13%	14%	16%	15%	15%	16%
	Retained Same College	63%	65%	62%	62%	62%	62%	64%	59%	60%	57%	60%
	Retained Different College	15%	14%	16%	18%	17%	18%	14%	18%	19%	22%	18%
	Total Retention	79%	79%	78%	80%	79%	80%	78%	76%	79%	79%	78%
AFTER 2 YEARS	Retained Same College	46%	49%	47%	45%	46%	48%	47%	44%	46%	43%	
	Retained Different College	23%	21%	22%	25%	23%	24%	21%	22%	23%	23%	
	Total Retention	69%	70%	69%	70%	69%	72%	69%	65%	69%	66%	
AFTER 3 YEARS	Retained Same College	41%	45%	43%	40%	41%	43%	43%	41%	43%		
	Retained Different College	24%	22%	24%	26%	24%	24%	22%	22%	22%		
	Total Retention	65%	66%	67%	66%	65%	67%	65%	63%	65%		
AFTER 4 YEARS	Still Enrolled, Same College	16%	18%	16%	14%	14%	15%	14%	13%			
	Still Enrolled, Different College	14%	14%	15%	15%	15%	13%	12%	11%			
	Total Still Enrolled	30%	33%	30%	29%	29%	28%	27%	24%			
	Graduated in 4 yrs, Same College	24%	22%	24%	24%	25%	26%	27%	25%			
	Graduated in 4 yrs, Different College	10%	10%	10%	10%	10%	10%	9%	11%			
	Total 4-yr Graduation Rate	34%	32%	34%	34%	34%	36%	36%	36%			
	Total Still Enrolled or Graduated After 4 yrs	64%	65%	64%	63%	63%	64%	63%	60%			
AFTER 5 YEARS	Still Enrolled, Same College	4%	6%	3%	3%	3%	3%	4%				
	Still Enrolled, Different College	5%	5%	5%	5%	6%	5%	4%				

	Total Still Enrolled	9%	10%	8%	8%	9%	8%	8%				
	Graduated in 5 yrs, Same College	11%	12%	11%	10%	10%	11%	11%				
	Graduated in 5 yrs, Different College	9%	8%	9%	10%	8%	8%	8%				
	Total Graduated in 5 yrs	20%	21%	20%	20%	18%	19%	19%				
	Total 5-yr Grad. Rate, Same College	34%	34%	35%	33%	34%	37%	37%				
	Total 5-yr Grad. Rate, Different College	19%	18%	19%	20%	18%	18%	18%				
	Total 5-yr Graduation Rate	54%	53%	54%	53%	52%	55%	55%				
	Total Still Enrolled or Graduated After 5 Years	62%	63%	62%	61%	61%	63%	63%				
AFTER 6 YEARS	Still Enrolled, Same College	2%	2%	1%	2%	1%	1%					
	Still Enrolled, Different College	2%	2%	2%	2%	2%	2%					
	Total Still Enrolled	4%	4%	3%	3%	4%	3%					
	Graduated in 6 yrs, Same College	2%	3%	2%	2%	2%	3%					
	Graduated in 6 yrs, Different College	3%	3%	3%	3%	3%	3%					
	Total Graduated in 6 yrs	5%	6%	5%	5%	5%	5%					
	Total 6-yr Grad. Rate, Same College	36%	37%	37%	35%	36%	39%					
	Total 6-yr Grad. Rate, Different College	22%	22%	22%	23%	21%	21%					
	Total 6-yr Graduation Rate	59%	59%	59%	58%	57%	60%					
	Total Still Enrolled or Graduated After 6 Years	62%	63%	62%	62%	61%	63%					
	Cohort Size:	1,589	1,540	1,651	1,599	1,607	1,703	1,807	1,817	1,936	1,654	1,717

Tenure stream faculty: All COEHD faculty are supported by E&G dollars.

External research dollars: The College received \$3,704,870 in external funding.

ATTACHMENT B
Unit Reports - Not Applicable

ATTACHEMENT C
Tables: E1: E1a & E1: E1b

OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review
List each degree program:						
1. Early Child, B.S.	Yes, go to: http://efolio.umeeddu.maine.edu/~thart/learningoutcomes/ for program learning outcomes and matrices for programs 1-24.	See URL in column 1, program 1. Also for programs 1-4 see Guidelines for Teacher Candidacy and the Student Teacher Handbook. and course syllabi.	See assessment plan on pages 9-13 of the COEHD NEASC Self Study report for programs 1-16. Descriptions of data/evidence are provided for each program. below. Course embedded assessments, capstone portfolio, candidacy portfolio, on-going student teaching assessment, Praxis 1 and 11	See assessment plan for programs 1-16 included in the College of Education and Human Development NEASC Self-Study, pages 9-13.	In all programs, findings from reviewing assessment data are used to inform curricula and program decisions/actions. Examples are listed for each program. In EDB202, a foundations course, a greater focus was placed on diversity starting in the fall of 2007 because surveys of students in the course as well as student work demonstrated a need for a greater understanding of multiculturalism, discrimination, privilege, and power.	NCATE in 2005 and 2007, Internal annual program review in Spring, 2008 and following years
2. Elementary Education B.S.	Yes See above	See column 1, program 1 Also see Guidelines for Teacher	Course embedded assessments, capstone portfolio, candidacy	See above	See above (EDB202)	NCATE in 2005 and 2007, Internal annual program

		Candidacy and the Student Teacher Handbook. And course syllabi.	portfolio, on-going student teaching assessment, Praxis 1 and 11.			review in Spring, 2008 and following years
3. Kinesiology and physical Education (teacher certification) B.S.	Yes See above	See column1, program 1 Also see Guidelines for Teacher Candidacy and the Student Teacher Handbook. And course syllabi.	Course embedded assessments, capstone portfolio, candidacy portfolio, on-going student teaching assessment, Praxis 1 and 11.	See above	See above (EDB202)	NCATE in 2005 and 2007, Internal annual program review in Spring, 2008 and following years
4 Secondary Education (English, Foreign Language, Math, Science, Social Studies) B.S.	Yes See above	See column1, program 1 Also see Guidelines for Teacher Candidacy and the Student Teacher Handbook. And course syllabi.	Course embedded assessments, capstone portfolio, candidacy portfolio, on-going student teaching assessment, Praxis 1 and 11.	See above	See above (EDB202)	NCATE in 2005 and 2007, Internal annual program review in Spring, 2008 and following years
5.Elementary and Secondary M.A.T.	Yes See URL above listed for Program 1	See column1, program 1 They are also published in the M.A.T. practicum and internship guidelines and course syllabi.	Course embedded assessments, capstone portfolio, on-going student teaching assessment, Praxis 1 and 11.	See above	In the exceptionalities course at the elementary level (SED 402) a field experience was added in 2006 because student work and course evaluations demonstrated a need for connecting theory and practice. For both MAT programs there has been an increased	NCATE in 2005 and 2007, Internal annual program review in Spring, 2008 and following years until 2010-2011 when the

					emphasis on diversity in the Social Context course (EDH501) because of student data collected and examined in the MAT annual report. 2006.	MAT cohort was designated as Grades 7-12 only. The Elementary MAT cohort program was suspended beginning with the 2012-13 cohort.
6. Curriculum, Assessment & Instruction/Graduate Outreach (elem) M.Ed.	Yes See URL listed above for Program 1.	See column1, program 1 and course syllabi	Course embedded assessments, program of study approval, practicum performance, recommendation for graduation	See above	In the seminar in Education in the U.S. (EDH600) an increased emphasis on diversity resulted from student data. Also as a result of enrollment data (decline) and the competition created by on-line master's programs, some courses will become hybrid and others on-line. (2008 report)	NCATE in 2005 and 2007, Internal annual program review in Spring, 2008. Subsequent years, total online delivery of CAI course work (Elem & Second) and courses offered on-site.
7. Curriculum, Assessment & Instruction/Graduate outreach (sec) M.Ed	Yes See URL listed above for Program 1	See column1, program 1 and course syllabi.	Course embedded assessments, program of study approval, practicum performance, recommendation for graduation	See above	See above	NCATE in 2005 and 2007, Internal annual program review in Spring, 2008. Subsequent years, total online delivery of CAI course work (Elem & Second) and courses

						offered on-site.
8. Science M. Ed.	Yes See URL listed above for Program 1.	See column1, program 1 and course syllabi	Course embedded assessments, program of study approval, recommendation for graduation	See above	In the certification M.ED. many students cannot afford to give up work to student teach full-time. (This information was gleaned from interviews.) Funds were found from 2000- 2005 for several such students. A goal for the new science education faculty(listed in the 2008 annual report) coming on board in the fall of 2009 will be to seek grant funding for this purpose.	NCATE in 2005 and 2007, Internal annual program review in Spring, 2008. Beginning Fall 2012, certification students for the M.Ed. Science program will no longer be accepted, and the program will be suspended.

9. Kinesiology and Physical Education M.Ed.	Yes See URL listed above for Program 1.	See column 1, program 1 and course syllabi	Course embedded assessments, program of study approval, practicum performance, recommendation for graduation	See above	After reviewing the spring 2007 and fall 2007 student data, the faculty believes the students are meeting the program requirements and priorities.	NCATE in 2005 and 2007, Internal annual program review in Spring, 2008 and subsequent years.
10. Literacy Elementary M.Ed., CAS	Yes See URL listed above for Program 1.	See column 1, program 1 and course syllabi	Course embedded assessments, program of study approval, recommendation for graduation	See above	A new course "Socio-cultural Perspectives on Language and Literacy" was created and taught in the program beginning in 2006/2007 because of the lack of such an offering and the move across the country to consider socio-cultural perspectives in language and literacy.	NCATE in 2005 and 2007, Internal annual program review in Spring, 2008. The Language course noted in the previous column is offered only periodically.
11. Literacy Secondary M.Ed, CAS	Yes See URL listed above for Program 1.	See URL in column 1, program 1 and course syllabi	Course embedded assessments, program of study approval, recommendation for graduation	See above	See above	NCATE in 2005 and 2007, Internal annual program review in Spring, 2008 and subsequent years.
12. Special Education M..Ed.	Yes See URL listed above for Program 1	See column 1, program 1 and course syllabi.	Course embedded assessments, program of study approval, practicum performance, recommendation	See above	The Instructional Strategies for Mild/Moderate Disabilities course, as of 2006/2007 has an increased focus on cultural and linguistic	NCATE in 2005 and 2007, Internal annual program review in

			for graduation		issues in special education. This increased emphasis resulted from an awareness by faculty, looking at student work and special education nationally, that their students needed more focus in this area.	Spring, 2008 and subsequent years.
13. Counselor Education M.Ed	Yes See URL listed above for Program 1 and course syllabi.	See column1, program 1 and course syllabi.	Course embedded assessments, program of study approval, practicum performance, recommendation for graduation	See above	Students are now required to pass the Praxis 11 exam before beginning the second semester of internship (2007 annual report). To meet the needs of communities a mental health focus has been added to the M.Ed.	NCATE in 2005 and 2007, Internal annual program review in Spring, 2008 and subsequent years.
14. Educational Leadership M.Ed, C.A.S.	Yes See URL above for Program 1	See column1, program 1 and course syllabi.	Course embedded assessments, program of study approval, practicum performance, recommendation for graduation, survey of graduates	See above	In an effort to assess the process of leadership, specific assignments were developed to assess particular leadership skills and understandings. (2008 annual report) A survey was sent out in spring 2008. The results will be the focus of the 2008/2009 program planning.	NCATE in 2005 and 2007, Internal annual program review in Spring, 2008 and subsequent years.
15. Instructional Technology M.Ed.	Yes See URL listed above fro Program 1.	See column1, program 1 and course syllabi	Course embedded assessments, program of study approval, practicum performance, recommendation for graduation	See above	In an effort to help the Ed. Technology students relate the program proficiencies to the ISTE standards, more emphasis has been placed on relating the program's proficiencies to the standards in their first technology course and a new requirement has been added to their e-portfolio (annual	NCATE in 2005 and 2007, Internal annual program review in Spring, 2008 and subsequent years.

					report, 2007).	
16. Literacy Specialist M.Ed.	Yes See URL above	See column1, program 1 and course syllabi.	Course embedded assessments, progressively more complex skills assessments throughout the program, supervisor reviews in clinical assignments, a mock BOC exam prior to graduation and surveys completed by former students. Data from all assessments are collected and reviewed by the faculty every semester.	Student evaluation data is collected twice each semester. Twice each semester the director and other faculty look at results across students and courses. This data includes instructor feedback on student progress, student evaluations of instructors and courses, and surveys completed by former students. This data is used for program review and a yearly report required by the program's accreditation agency. See attached self-study for further information.	Students taking the mock BOC exam and graduates taking the complete Board exam reported in surveys or demonstrated in the mock BOC scores that organization and administration were weaknesses in the program (2008 annual report). The course concerning organization and administration will be closely evaluated and revised in 2008/2009.	NCATE in 2005 and 2007, Internal annual program review in Spring, 2008 and subsequent years. A newly redesigned Literacy Specialist program was approved at the College and Graduate School Levels and will accept students beginning in Spring 2012.
17. Athletic Training B.S.	Yes, See URL above	See column1, program 1 and course syllabi.	Course embedded assessments, progressively more complex skills assessments throughout the program, supervisor reviews in clinical assignments, a mock BOC exam prior to graduation and	Student evaluation data is collected twice each semester. Twice each semester the director and other faculty look at results across students and courses. This data includes	Students taking the mock BOC exam and graduates taking the complete Board exam reported in surveys or demonstrated in the mock BOC scores that organization and administration were weaknesses in the program (2008 annual report). The course concerning	CAATE in 2005 and annual reports since then. Re-certification in 2010.

			surveys completed by former students. Data from all assessments are collected and reviewed by the faculty every semester.	instructor feedback on student progress, student evaluations of instructors and courses, and surveys completed by former students. This data is used for program review and a yearly report required by the program's accreditation agency. See attached self-study for further information	organization and administration will be closely evaluated and revised in 2008/2009.	
18. Kinesiology and Physical Education (Exercise Science) B.S.	Yes, See URL above	See column1, program 1 and course syllabi.	Course embedded assessments with specific attention to assignments in KPE 426, 490 and performance in the internship. Faculty meet at least once yearly to examine student data.	Program faculty meet regularly during the academic year and at least one of their meetings they focus on faculty feedback on student progress and student evaluations of courses. See attached self-study for further information.	In 2006/2007 the faculty after looking at programs across the country and the needs of students, changed the name and focus of what was the health and fitness program to exercise science.	Internal review in Fall, 2007 and subsequent years.
19. Child Development and Family Relations B.S.	Yes See URL above	See column1, program 1 and course syllabi.	Course embedded assessments with specific emphasis on CHF 200, 201 and 423. Faculty examine student progress and discuss program implications at the end of the	Program faculty meet regularly during the academic year and at their May meeting they focus on faculty feedback on student progress and student	The program student outcomes were identified in fall 2007. At the end of the spring 2008 semester the faculty met and reviewed data submitted for CHF 201 and 423 and will revisit the student outcomes at	External review in 2004. Internal review in 2007/200 and subsequent years.

			academic year.	evaluations of courses. See attached self-study for further information.	the end of the fall 2008 semester.	
20. Master's in Higher Education M.Ed.	Yes See URL above.	See column 1, program 1 and course syllabi	Course embedded assessments, program of study approval, successful completion of capstone course, recommendation for graduation. Faculty regularly meet to discuss student progress and program implications. Survey of graduates	Program faculty meet on a monthly basis as well as at the culmination of each semester to review assessments results, to address the results of the assessments and to make corresponding additions and changes to the existing program and curricula. See attached self-study for further information.	Due to feedback received from students, the faculty updated their program website and created handbooks for the students' use throughout the program.	Internal review in fall 2007 and subsequent years.
21. Doctorate in Higher Education Leadership Ed.D.	Yes See URL above	See column1, program 1 and course syllabi	Course embedded assessments, successful completion of comprehensive exams, dissertation proposal, dissertation and dissertation defense. Faculty meet on a monthly basis to address the results of assessments.	Program faculty meet on a monthly basis as well as at the culmination of each semester to review assessments results, to address the results of the assessments and to make corresponding additions and changes to the existing program and curricula. See attached	In addition to studying student evaluations the faculty held a doctoral student meeting to discuss a new handbook and used their feedback to improve it and also to change part of the core requirements in Higher Education.	Internal review in 2007/ 2008. Doctorate renamed PhD. In Higher Education.

				self-study for further information.		
22. Doctor of Education in Literacy Ed.D.	Yes See URL above	See column1, program 1 and course syllabi	Course embedded assessments,, successful completion of comprehensive exams, dissertation proposal, dissertation and dissertation defense. Faculty meet on a regular basis to address the results of assessments.	Program faculty meet on a monthly basis as well as at the culmination of each semester to review assessments results, to address the results of the assessments and to make corresponding additions and changes to the existing program and curricula. See attached self-study for further information.	Doctoral students are meeting the proficiencies 100% (annual report, 2007). The Ed.D. was redesigned in 2006/2007 to become the proposed new Literacy Ph.D. The proposal is moving through the appropriate channels.	Internal review in 2007/2008. Renamed PhD. In Literacy.
23.Doctor of Education in K-12 Educational Leadership Ed.D.	Yes See URL above	See column1, program 1 and course syllabi	Course embedded assessments,, successful completion of comprehensive exams, dissertation proposal, dissertation and dissertation defense. Faculty meet on a regular basis to discuss and address the results of assessments.	Program faculty meet bi-monthly and at the end of each semester to review assessments results, to address the results of the assessments and to make corresponding additions and changes to the existing program and curricula. . See attached self-study for further information.	In 2005/2006 the comprehensive exam process was redesigned and in 2007/2008 the faculty redesigned the final sequence of courses to include a course on development and writing of a literature review. These changes were based on faculty examination of student work and student input.	Internal review in 2007/2008 and in subsequent years.
24. Counselor Education Doctoral	Yes See URL above	See column1, program 1	Courses embedded	Program faculty and adjuncts	Candidates are meeting program outcomes. No	Internal review in

Program Ed. D.		and course syllabi	assessments,, successful completion of comprehensive exams, dissertation proposal, dissertation and dissertation defense. The faculty make program changes based on student achievement, feedback and the Council fro Accreditation of Counseling and Related Educational programs (CACREP) standards although the program is not accredited by the agency.	meet and communicate electronically to review assessments and address the results of the assessments and to make corresponding additions and changes to the existing program and curricula. See attached self-study for further information.	recent changes have been made	2007/2008. Moratorium on new applications in 2009.
25. Master of Science in Human Development	Yes	See column 1, program 1	Course embedded assessments, Internship evaluations, portfolio and symposium performance.	Faculty assess student performance in individual courses. As students progress through the redesigned program, faculty will assess the capstone portfolio and symposium against expectations and the learning outcomes.	Since the redesigned program began in the fall of 2008, it is too soon to have findings to work with.	The program was redesigned by the Human Development faculty in 2007.

Form E1A is completed for all degree programs. For accredited programs, Form E1B is also completed.

For more information on COEHD degree programs please see the COEHD NEASC Self -study report.

**OPTION E1: E1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENY (COEHD)**

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) Summary ("bullet points) of key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(6) Date and nature of next scheduled review.
NCATE (National Council for Accreditation of Teacher Education)	2007 (Focused standard 4 visit) March 2008 (NCATE full approval)	Standard 4 (diversity) met. Received full NCATE approval Areas for improvement: There is not a system to assure that candidates in advanced programs for teachers complete field experiences in diverse settings. Advanced candidate interaction with racially diverse faculty is limited in some programs.	Praxis I, Praxis II	2013, full review

NCATE and Maine state approval	<p>2005 (full review)</p> <p>July 2006 (state approval, NCATE approval of standards 1,2,3,5, and 6)</p>	<p>Received Maine state approval in July, 2006. NCATE approved standards 1,2,3,5,and 6 in July 2006. Standard 4 (diversity) was not met.</p> <p>Areas for improvement:</p> <p>Standard 4 – The unit does not ensure that candidates have field experiences with diverse students.</p> <p>Candidates have limited opportunities to interact with racially diverse faculty and candidates.</p> <p>Standard 1 – Three programs do not have assessment data.</p> <p>Standard 2 – Comprehensive data for only one semester was available.</p> <p>The unit has not determined that key assessments are predictors of candidate success.</p> <p>The Ed. Leadership program assessments do not reveal if candidates are meeting unit proficiencies.</p> <p>Standard 3 – In some programs experiences are not extensive nor sufficiently monitored.</p> <p>Standard 6 – Collaboration between College of Liberal Arts and Sciences and unit faculty is not systematic.</p>	Praxis 1, Praxis 11	2012, full review
CAATE (Commission on Accreditation for Athletic Training Education)	2005, (full review and approval)	<p>Met accreditation</p> <p>Areas for improvement:</p> <p>Program is understaffed.</p> <p>Program director is overloaded.</p> <p>Health and safety of personnel associated with educational activities of the students not adequately safeguarded.</p> <p>Insufficient data regarding program graduates.</p> <p>Admission procedures are not clear.</p>	The National Board Exam is required to work as an athletic trainer following graduation from this accredited program.	2010, full review

*record results of key performance indicators in form S3.

ATTACHMENT D: Form S3: Licensure Passage Rates

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
State Licensure Passage Rates*						
		'08-'09	'09-'10	'10 -'11		
1	PRAXIS I ^a	164/164 ^b 100%	183/183 100%	161/161 100%	100%	100%
2	PRAXIS II	157/157 100%	180/180 100%	159/159 100%	100%	100%

a. 2009-2010 is the latest year scores are available from Educational Testing Services

b. Students must pass PRAXIS I to be eligible to continue in the programs. In reality, 100% pass PRAXIS I.

National Licensure Passage Rates*

	Brd of Certification Athletic Training					
1	Cert. Exam	4/4 100%	5/5 100%	10/10 100%	100%	100%
2						
3						
4						
5						

Job Placement Rates**

NA1
2
3
4
5
6
7
8

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

**For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation

APPENDIX A

BLUE SKY PLAN

A sample of work of the College as represented in the Blue Sky Plan

The College fits naturally under the [Blue Sky Plan](#) through a myriad of pathways.

1. [Serving our State: Catalyzing Maine’s Revitalization:](#)
 - a. We are a professional college and continuously prepare graduates for Maine’s future workplace needs.
 - b. By reviving our science facility and hiring new faculty, we will play an important role in STEM education.
 - c. Graduate programming in such areas as Educational Leadership, Special Education, Curriculum, Assessment and Instruction, IT, Higher Education, and the systemic efforts of Reading Recovery and Partnership for Comprehensive Literacy provides programs and professional development opportunities statewide.
2. [Securing our Future: Ensuring Financial Sustainability](#)
 - a. Signature programs in Educational Leadership, The Literacy Low-Residency Masters in Writing Program, the MAT Secondary Cohort, Special Education, and IT attract top-performing Maine students. The Higher Education program continues to attract top-performing students from Maine and nationally.
 - b. The Assistant Dean for Academic Services is revitalizing our enrollment efforts with much success.
 - c. In an effort to “Increase UMaine research expenditures,” we are in the process of hiring a grant writer for one year to assist faculty.
3. [Embracing a Culture of Excellence: Promoting Spirit, Community and Collaboration](#)
 - a. The College will be intimately engaged in brand awareness of UMaine quality and impact in the state through marketing efforts developed in concert with new forthcoming University goals.
 - b. The Dean will provide leadership to “harness the goodwill, time and talents of alumni.”
 - c. Intensive efforts in the area of diversity will continue in enhancing programs and experiences (including international) for our students that reflect our multicultural commitment at both the undergraduate and graduate levels.
4. [Transforming Lives: Strengthening the UMaine Undergraduate and Graduate Student Experience](#)
 - a. We intend to expand internship opportunities in other countries.

- b. The Tk20 Assessment System will provide rich data on our College's outcomes-based programs and offers the campus a model for comprehensive assessment of learning outcomes.
- c. With the multiple graduate certificate programs we have developed, we are ahead of the curve in providing graduate experiences aligned with demands of the 21st Century workplace.

APPENDIX B

Review, Reappointment, Promotion and Tenure Procedures

Faculty members are reviewed in accordance with the provisions of the University of Maine System and the Associated Faculties of the University of Maine System contract. Reviews are conducted annually for non-tenured faculty, and every four years for associate professors, full professors, and non-tenure-track faculty with 6 or more years of service.

The following guidelines pertain to the peer review process for all faculty and are designed to reduce the paperwork burden on new faculty, as well as to align the peer review process more closely with administrative and University review procedures.

I. Review Process for Tenure Track Faculty

First Year

New faculty will be invited to meet with members of the Peer Committee in early fall of their first year to outline the review process. This meeting focuses on questions about continuing contracts, tenure, and promotion. New faculty will have the opportunity to review sample dossiers that provide a sense of how to organize materials.

The first review for all new tenure track faculty takes place in January. New faculty submit a vita; teaching evaluations from the fall semester, if available; and a one to two-page cover letter and relevant supporting materials detailing information about service, teaching, and scholarly plans.

Second Year

The second review for new tenure-track faculty takes place during October of their second year at UMaine. Faculty again submit a one to two-page letter reflecting upon the work completed in the first year. Faculty also submit a vita, one-page summary of numerical teaching evaluations based upon the format denoted in the University's Promotion and Tenure Guidelines, texts of accepted publications and those under review, if applicable. On the vita, peer-reviewed presentations and publications should be marked with an asterisk. Faculty may also submit relevant supporting materials detailing information about service, teaching, and scholarly plans. The review materials should fit easily into a small binder or folio.

The Peer Committee will also review the written comments by students that are included in the candidate's personnel file in the office of the Associate Dean for Instruction. The Peer Committee may ask for clarification or additional review materials if necessary.

Third Year

A major review of tenure-track faculty takes place during the spring of the third year. This review is comprehensive. Peer Committee review will indicate whether or not the candidate appears to be meeting requirements for tenure and promotion. The written review from the Peer Committee will be detailed, comparable to the letter written during

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

If the Peer Committee's third-year review recommends reappointment, the candidate will be released from six credits of teaching at some point during the following year (either one course per semester, or two courses during one semester, to be negotiated with the dean).

Fourth and Fifth Years

In the fourth and fifth years, tenure-track candidates will undergo additional reviews, submitting their materials following the same format they have used for the previous reviews.

Sixth Year and Beyond

Review for promotion to associate professor and awarding of tenure are conducted in the fall of the sixth year. See the detailed process described below under Promotion to Associate Professor. Post tenure reviews are conducted every four years subsequent to this promotion.

II. Review Process for Non-Tenure Track Faculty

First Year

New faculty will be invited to meet with members of the Peer Committee in early fall of their first year to outline the review process. This meeting focuses on questions about continuing contracts, and promotion. New faculty will have the opportunity to review sample dossiers that provide a sense of how to organize materials.

The first review for all new non-tenure track faculty takes place in January. New faculty submit a vita; teaching evaluations from the fall semester, if available and applicable; and a one to two-page cover letter and relevant supporting materials detailing information about service, teaching, or scholarly plans.

Second Year

The second review for new non tenure-track faculty takes place during the fall of their second year at UMaine. Faculty, again, submit a one to two-page letter reflecting upon the work completed in the first year. Faculty also submit a vita, one-page summary of numerical teaching evaluations based upon the format denoted in the University's Promotion and Tenure Guidelines, texts of accepted publications and those under review, if applicable. On the vita, peer-reviewed presentations and publications should be marked with an asterisk, if applicable. Faculty may also submit relevant supporting materials detailing information about service, teaching, or scholarly plans. The review materials should fit easily into a small binder or folio.

If applicable, the Peer Committee will also review the written comments by students that are included in the candidate's personnel file in the office of the Associate Dean for Instruction. The Peer Committee may ask for clarification or additional review materials

if necessary.

Third Year

A review of non tenure-track faculty takes place during the spring of the third year and is otherwise similar to the second year process. Non-tenure faculty will also have a meeting with the dean after the third year review to discuss progress and performance to date.

Fourth to Sixth Years

Non-tenure track faculty are reviewed annually each spring from their fourth to sixth years based upon their assignment and follow procedures similar to tenure-track faculty. The Peer Committee reviews the written comments by students that are included in the candidate's personnel file in the office of the Associate Dean of Instruction when applicable. The Peer Committee may ask for clarification or additional review of materials if necessary.

Seventh Year and Beyond

After six years of service, non-tenure track faculty are eligible for continuing contracts. If awarded a continuing contract, faculty submit materials for peer review every four years.

III. Principles of Review

- Faculty promotion and review are tied both to the College and University mission.
- There is no single definition of scholarship or professional activity. Both vary by discipline. Both should be evaluated within the discipline, College, and broader national and international academic context.
- Professional activity of faculty occurs in several domains including teaching, advising, scholarship and service. Of these domains, teaching and scholarship are typically the most important and time intensive. The balance of professional activity will vary according to the faculty member's contract and assignment and is evaluated accordingly.

IV. Attributes of the Review of Professional Activity

In general, the teaching, scholarship and service of faculty members can be evaluated relative to five core attributes. These attributes are intended to guide peer reviews in a very general sense and to allow for the diversity of contributions that characterize the variety of disciplines represented by faculty. More detailed performance criteria, which are elaborated in the next sections, illustrate the typical applications of the core attributes. The core attributes are the following:

- 1) level of discipline related experience required by the activity
- 2) degree of innovation
- 3) extent of peer review

- 4) impact on communities directly affected by the efforts
- 5) Extent of effort as indicated by authorship order or degree of contribution

V. Review Procedures

Each fall, faculty members in need of review will receive a letter from the Associate Dean's office indicating their review status for that year as well as describing the materials required and the deadline for their submission. The faculty member will assemble his/her papers and submit them for review by the Peer Committee by the announced deadline. These materials will outline the faculty member's appointment/job description and provide other information that clarifies the faculty member's activities during the period under review in the core areas of teaching and advising, research and scholarship, and service. (The period under review typically entails the period of time since the last review. Tenure reviews are typically limited to the previous five years, unless probationary period extension has been granted in accordance with the AFUM contract. Reviews for promotion to professor typically encompass the faculty member's entire career.) In the area of teaching, the period of review includes only the semesters completed since the last review. Suggestions regarding a person's progress toward promotion and/or tenure will be provided as appropriate and as a normal part of the mentoring and review process.

A meeting with the Peer Committee may be requested by any faculty member during the review process. The faculty member may also write a letter in response to the Peer Committee's recommendation. Performance reviews are commensurate with a faculty member's appointment but typically include documentation of contributions to teaching, advising, research and scholarship, and service. The materials required for each area are noted below and in the University's guidelines for the preparation of papers for promotion and tenure available from the Office of Human Resources. In addition, the following material should be provided:

- A cover letter to the committee: The letter will be read by the Committee, and is likely to be important at each of the other levels of review. The letter should clearly state the nature of your appointment, what you teach and how often, whether you engage significant time in programmatic or administrative matters, how many students you routinely advise, your research agenda and related activities, and service to professional groups. It should be abundantly clear to anyone reading this letter, both within and outside of the College, just what the faculty member does and what he or she understands as important or noteworthy.
- A current vita
- Previous Peer Committee review letters

VI. Performance Standards

Professional activity of faculty occurs in several domains including teaching, advising, scholarship and service. Of these domains, teaching and scholarship are

typically the most important and time intensive. The balance of professional activity will vary according to the faculty member's contract and assignment and is evaluated accordingly.

A. Teaching

Teaching is of major importance to the College and University. Faculty should strive to serve as model educators for students and University colleagues. Although exemplary teaching is difficult to define, it is recognized as including the following:

- Clarity of course purposes and presentations
- Organization of material and class times
- Openness of the instructor to others' views
- Up-to-date knowledge of the subject matter and pedagogy
- Fair and regular assessment

For all those who have teaching responsibilities in the College, student evaluations of each course must utilize University-approved forms. (Faculty should clearly detail when such forms are not appropriate and describe alternate forms of evaluation.) In addition, a second form of evaluation is required. Its purpose is to provide instructors with additional information on the quality and conduct of their teaching. As a supplement to the University-approved form, the second assessment may occur at any time during the semester and can take many different forms (e.g., narrative evaluations by students, mid-term evaluations, observations by other faculty).

Review of Teaching — Assessment of teaching is based on the required materials detailed below, but faculty should feel free to provide additional material that best illustrates their work. Faculty are encouraged to describe any innovations in their teaching including the use of new technologies.

- A narrative summary of the faculty member's organization of courses, goals and learning outcomes;
- A reflection on any problem areas and plans for resolution;
- An account of courses taught by semester and numbers of students in each course;
- Course syllabi;
- Outcomes of student evaluations organized in tabular format and consistent with university requirements. Course numbers, means, and enrollment numbers are presented for each class for items reflecting overall rating of instructor and overall rating of the course, and three additional items. In the case of small classes (i.e., 20 or fewer), medians may be appropriate;
- A select sample of written comments from signed student evaluations. (One page of comments is sufficient.);
- Documentation of other forms of teaching evaluation such as mid-course

feedback or observations by other faculty;

- Clear accounting of the proportional responsibility for classes team taught.

All of these components contribute to the assessment of a faculty member's teaching and all can be difficult to assess. Faculty members are encouraged to provide material they believe illustrates their contributions.

B. Student Advising

Advising is expected of nearly all faculty with teaching appointments. Activities that reflect advising include, but are not limited to, program advising and the supervision of dissertation and theses. The quality of advising is difficult to judge but is reflected in the reporting of activities by the faculty member and comments of students as they are available. Indicators of quality advising at the undergraduate and graduate level are based upon an advisor's availability, posting and keeping regular office hours, and knowledge of unit, College, and university policies.

Review of Advising — In order to assess the quality of student advising, the committee asks faculty to provide:

- A summary of the number of undergraduate and graduate advisees;
- A summary of work on graduate committees denoting theses chaired and committees served;
- A summary of solicited evaluations and unsolicited evaluations as they are available.

C. Research and Scholarship

The College values scholarly activity that contributes to theory and/or practice, research that involves systematic inquiry, and scholarly forms of communication that enhance professional service through original and insightful thinking. Scholarly contributions should include peer-reviewed publications in a variety of venues. The ways faculty utilize research and scholarship to contribute to their fields and profession include, but are not limited to, the following:

- Authoring books, monographs, book chapters, journal articles, technical reports, and curricular guides;
- Editing journals or the work of colleagues;
- Presenting papers at local, state, regional, national or international conferences;
- Creating film presentations;
- Chairing scholarly conference proceedings and similar activity;
- Developing and securing grants.

Review of Research & Scholarship — Review of scholarly activity in and among these domains is based on the five core attributes mentioned earlier:

1. Level of discipline-related experience required by the activity
2. Degree of innovation
3. Extent of peer-review within the discipline
4. Impact on communities directly affected by the efforts
5. Extent of effort as indicated by authorship order or degree of contribution

To be considered for promotion, all tenure-track faculty are expected to meet the following criteria for high quality performance:

1. A clear programmatic focus of scholarship;
2. Sustained productivity with an average of at least one national publication per year;
3. A balance between independent and collaborative scholarship that demonstrates the faculty member's ability to serve as lead or solo author, such that at least half of the required national publications indicate the candidate is lead or solo author;
4. Demonstration of the faculty member's ability to be published in nationally recognized scholarly journals. The quality of publications will be based on the reputation and editorial standards of the journals in which the articles are published, the impact of the publications on the discipline, as judged by researchers at this and other institutions or the impact factor, acceptance rate, or other indicators of influence of the journal, as available;
5. Scholarly publications and national or international presentations, as discussed below.

VII. Academic Rank Definitions

Assistant Professor – Appointment or promotion to the rank of assistant professor assumes that the individual possesses potential which, when developed further, will merit promotion in rank or the granting of tenure. The individual must have advanced training and a demonstrated interest in maintaining and improving his or her professional competence. Except in unusual cases, the assistant professor, whose duties include teaching upper division courses, should have the highest earned degree traditional to the discipline or should have made substantial progress toward its attainment. The initial appointment of an assistant professor from outside the University is for one year. Reappointment may be for a one or two-year term, providing the probationary period, including any credit for prior service, does not exceed seven years. Tenure will not ordinarily be granted at the assistant professor level.

Associate Professor – The associate professor shall normally hold the highest earned degree traditional to the discipline or have professional experience of an equivalent nature. An individual holding the rank of associate professor must have demonstrated creative performance in those areas required by the mission of the unit to which he or she belongs. The associate professor must show high promise for continued development. Appointment to the rank of associate professor from within the University is accompanied by the granting of tenure. Appointment from outside is for an initial two-year probationary term. Reappointments may be for any number of one or two-year terms provided the probationary period, including any credits for prior service, does not exceed seven years.

Professor – The professor must have demonstrated ability and scholarship of an exceptionally high order. As a teacher, he or she should show an extraordinary ability to stimulate in students a genuine desire for scholarly work. A professor should have a reputation for making creative contributions to scholarship in his or her field and, where applicable, should possess the ability to direct the research of advanced students. The professor's professional reputation among his or her peers should be more than local and should enhance the reputation of the University of Maine. Appointment to the rank of professor from outside the University is normally for an initial two-year period, with reappointment carrying continuous tenure. In unusual cases, initial appointment may carry tenure.

Additional Ranks – In addition, the current contract with the University of Maine and the Affiliated Faculties of the University of Maine, the following academic ranks are recognized: Lecturer (typically reserved for non-tenure track appointments), Instructor (typically reserved for tenure-track appointments), and three ranks associated with non-tenure track research appointments and including Assistant Research Professor, Associate Research Professor, and Research Professor. In the past, these ranks have not been applied consistently nonetheless they are all evaluated in light of the unit members' contract with the College and the applicable criteria detailed herein.

VIII. Promotion to Associate Professor

Scholarly Publications

The primary currency for demonstrated productivity in publications is refereed scholarly publications with a target *average* of at least one per year. Scholarship is assessed according to the five standards noted above and in terms of their content, quality, and intended audience. The general guideline for this area includes at least five published or in-press publications by the end of the probationary period for faculty with a 25% research appointment and a higher or lower quota for those with research appointments greater or less than 25%. The general guidelines are as follows:

1. At least three (published or in press) in refereed journals with national or international audiences.
2. At least two national publications (published or in press) that can be any of the following or combination thereof:
 - a. Other articles in refereed journals

- b. Book chapters
- c. Books
- d. A refereed research, model demonstration, or teaching and training grant application that is funded, approved but not funded, or unfunded
- e. A publication in conference proceedings if refereed for publication separately from a conference proposal
A technological product (e.g., curriculum materials, assessment instrument, course materials) disseminated by a national publisher
- f. A monograph

No doubt there are other outlets for the scholarly work of faculty. All can be important in assessing scholarship and clearly some outlets are more consequential than others. Faculty are encouraged to detail all forms of publication.

For journal articles, please note the sponsoring organization if any, as well as noting acceptance rates as available and any available statistics that illustrate a journal's impact (e.g., citation rates, journal half-life). Some forms of publications such as book reviews, published commentaries, and blogs can be useful contributions, but they are typically not considered major contributions nor do they have the weight or influence of books, book chapters or refereed journal articles. For instance, while a book review can be written in a relatively brief period of time, a refereed journal article can be very labor intensive. Furthermore, books, book chapters, and monographs that undergo extensive review, are published by prominent national or international publishers, or sponsored by national or international professional organizations are given more weight. For publications that do not fall into the typical categories, faculty are encouraged to explain the purpose and importance of the item in question.

In exceptional cases, the quality and significance of the candidate's overall scholarship record can compensate for a lesser number of publications.

Scholarly Presentations

Refereed or invited presentations do not replace the target number per year of refereed publications but are important outlets for disseminating one's scholarship. A general guideline would be, on average, one national or international presentation per year provided adequate College or grant funding is available to subsidize travel.

Letters from External Evaluators

Letters from external evaluators are required of all faculty applying for tenure and promotion. Generally, the Dean's office is responsible for soliciting such letters from senior faculty who are recognized for their expertise in the faculty member's specialization. Letters are solicited during the summer preceding the application. Reviewers are asked to evaluate the faculty member's research contributions given the nature of the faculty appointment and the College's criteria for promotion. Reviewers should not be individuals who have collaborated with the faculty member, served on graduate committees, or otherwise maintain a personal relationship. Further guidelines for the selection of reviewers are detailed on the Human Resources web site.

IX. Promotion to Professor

Scholarly Publications

The primary currency for demonstrated productivity in publications is refereed scholarly publications with a continuing target *average* of at least one per year since the last promotion. The general guideline for this area includes at least five national publications since the end of the last promotion for those with a typical 25% research appointment and a higher or lower quota for those with research appointments greater or less than 25%. The general guidelines are as follows:

1. At least 3-6 (published or in press) in refereed journals with national or international audiences.
2. At least two national publications (published or in press) that can be any of the following or combination thereof:
 - a. Other articles in national, refereed journals
 - b. Book chapters
 - c. Books
 - d. A refereed research or model demonstration, or teaching and training grant application that is funded or approved but not funded
 - e. A publication in conference proceedings if refereed for publication separately from a conference proposal
 - f. A technological product (e.g., curriculum materials, assessment instrument, course materials) disseminated by a national publisher
 - g. A monograph
 - h. A submitted research grant application to an external funding agency

No doubt there are other outlets for the scholarly work of faculty. All can be important in assessing scholarship and clearly some outlets are more consequential than others. Faculty are encouraged to detail all forms of publication as noted above.

In exceptional cases, the quality and significance of the candidate's overall scholarship record can compensate for a lesser number of publications.

Scholarly Presentations

Refereed or invited presentations do not replace the target number per year of refereed publications but are important outlets for disseminating one's scholarship. A general guideline would be, on average, one national or international presentation per year provided adequate College or grant funding is available.

Review of Research and Scholarship

In general, faculty should provide documentation consistent with the requirements noted above and as required by the University's guidelines for the preparation of papers for promotion and tenure available from the Office of Human Resources. This includes the following:

- a. A narrative summary describing one's scholarship
- b. A list of all manuscripts for the period under review indicating the status of

- each (i.e., published, accepted for publication, under review)
- c. Copies of all manuscripts published since the last review
- d. A brief description of your current fields of scholarly work in progress including any manuscripts in progress
- e. A list of refereed presentations, indicating the name and level (local, state, etc.) of the sponsoring organization and including an abstract where possible
- f. A list of professional organization memberships and activities, including office(s) held and committee memberships
- g. A list of national/regional meetings attended and sessions chaired
- h. A list of service in reviewing papers submitted for publication, grant proposals and/or service as a member of a review panel
- i. A list of software developed, films made, or other pertinent materials

Service

Service encompasses two major types of professional activity and is expected of all faculty. First, and most importantly, faculty contribute to the University's land-grant and sea-grant missions by providing service to the state and/or nation as their particular talents, background and specialties permit. College of Education and Human Development faculty typically provide services to schools, state agencies, and other profession-related groups and individuals. Such service takes a variety of forms, ranging from conducting workshops to writing monographs, as well as providing expert advice and evaluation of individuals and programs. Faculty are expected to make themselves actively available for service activities (paid and unpaid) and to carry such activities through with diligence and according to the highest ethical and professional standard.

Second, service to the College and University and, where possible, to one's academic specialty are expected. All faculty carry a responsibility for the development and quality of the programs in which they work, the professional decisions of the faculty regarding academic policy and practice, and the quality of professional work life in the College and University. Active membership on College and University committees and task forces are examples of such service. Accreditation work is likewise a valued service to the College and University. Similarly, faculty are encouraged to serve their scholarship and practitioner associations through writing, leadership, and committee work.

Review of Service

Annual reviews of Assistant Professors and faculty with less than 6 years of experience in non-tenure track positions will recognize achievement in the areas of service listed below. Faculty should provide a summary of their activity in the following areas:

- Service on university committees
- Service on unit committees
- Consulting in a professional capacity
- Lectures, panel discussions, workshop presentations

- Service to professional or scientific organizations, as an office holder or committee member
- Reviewing of journal articles, grants, and books
- Honors and special awards

Consideration for promotion to Associate Professor is strengthened by an impressive record particularly if the candidate's work on service tasks has brought credit to the College and the university.

Consideration for promotion to Professor is strengthened by the attainment of a reputation as a leader in advancing disciplinary contributions to the public, the community, or the University. Promotion to Professor will be enhanced by exceptional, high quality contributions to public/community service.

Implementation of the Revised Review, Reappointment, Promotion, and Tenure Policy

The implementation of this policy is guided by policies articulated in the AFUM contract (Article 10, Section 3). In accordance with the AFUM contract, the peer committee recommends the following:

- February 2012--Approval by the faculty and administration of the College of Education and Human Development
- March 2012—If so approved, the newly approved policy to be forwarded to the chief administrative officer or his/her designee and AFUM for review
- September 2012—New policy is phased in for all non-tenured faculty as per the schedules noted below.
- September 2015—New policy goes into effect for all tenured faculty and all full-time faculty with 6 or more years of continuous service.

For faculty who are serving in probationary appointments or with fewer than 6 years of continuous service at the time the standards and criteria for review, reappointment and tenure are changed the following shall apply:

1. Individuals in the third year of service may elect to be reviewed either under the newly established standards or those standards in place at the date of their initial appointment as a faculty member for the remainder of their probationary period or until the sixth year of service for those in non-tenure track positions.
2. Individuals serving in the fourth year of service and above shall be evaluated for review, reappointment or tenure based upon the standards and criteria in place at the time of their initial appointment and until such time they are promoted, or until the sixth year of service for those in non-tenure track positions.
3. Individuals serving in the first or second year of probation or those in the first or

second year of a non-probationary appointment shall be evaluated under the newly established standards for review, reappointment, and tenure.

APPENDIX C

FACULTY ACTIVITY REPORT

September 2011 Announcements:

Presentations:

- In September Dan Capps will be attending the European Science Education Research Association Conference in Lyon, France. Dan will present a paper (*Inquiry-based professional development: What does it take to support teachers in learning about inquiry and nature of science?*) and a poster (*Teaching science as inquiry: Documenting the journey*). He is also second author on another paper (*Promoting students' interest in science: Inquiry-based instruction and an authentic investigation*) and is the organizer and presider of a symposium (*Supporting teachers in teaching science as inquiry: What is the evidence for effective professional development?*).

Publications:

- *Writing on the Bus: Using Athletic Team Notebooks and Journals to Advance Learning and Performance in Sports*. (forthcoming, fall 2011). New York, NY: Peter Lang Publishing.

Other:

- Owen Maurais and Jim Artesani of the UMaine College of Education and Human Development were among the primary organizers of a summit on Positive Behavior Intervention and Support (PBIS), held at UMaine's Buchanan Alumni House. Some 20 Maine schools were represented by teachers and administrators.
- Chris Nightingale served on the National Athletic Trainers' Association Convention Program Committee Project Team reviewing proposals for presentations at the 2011 NATA Annual Meeting and Symposium in New Orleans, June 2011.
- Susan Gardner was recognized last spring by the American College Personnel Association for her Commission for Graduate and Professional Student Affairs Outstanding Contribution to Knowledge Award.

October 2011 Announcements:

Presentations:

- Jonathan Shemwell presented "*Learning Scientific/Mathematical Principles with Contrasting Cases: Key Ingredients of Effective Contrast-Focused Instruction*" on October 3, 2011, at the Maine Center for Research in STEM Education Fall Seminar and Colloquia Series.
- Daniel Capps attended the Geological Society of American Conference in October in Minneapolis, MN as the first author of a presentation "*Combining Innovative Curriculum with Professional Development to Support Teachers in Teaching Earth Science Through Inquiry*" and an author on another presentation

“Assessing Pre-College Student Devonian Marine Paleontological Data From a Teacher Professional Development Project.”

- Annette Nelligan presented *“Use of Digital Technology for Experiential Learning in Counselor Education”* on September 22, 2011, at the University of Maine Faculty Technology Fair.

Other:

- Richard Kent is announcing that Writeous, the 2011 Anthology of the Maine Writing Project, may be purchased on Amazon.com:
http://www.amazon.com/gp/product/1466274840/ref=cm_cr_mts_prod_img

November 2011 Announcements:

Presentations:

- Melissa Rosenberg, Doctoral Student, Counselor Education, presented *“Women, Work, and Family – A Qualitative Study of Women in Academia who are Married with Children and Their Perceptions of Balancing Multiple Roles”* in October at the Association for Counselor Education and Supervision 2011 Conference in Nashville, TN
- Jane Stewart, Doctoral Student, Counselor Education, presented *“Bullying in Schools – How to Address and Manage this Behavioral Problem”* in October at the Association for Counselor Education and Supervision 2011 Conference in Nashville, TN
- Dorothy Breen, Associate Professor, Counselor Education (with Deborah Drew, Mikal Crawford – Husson University), presented *“Shaping the Future of Rural Counseling: Developing a Model for Counselor Educators”* in October at the Association for Counselor Education and Supervision 2011 Conference in Nashville, TN
- Dan Capps presented *“Does Engaging Students in an Authentic Investigation Promote Student Interest in Science?”* in November at the Maine Center for Research in STEM Education Colloquium talk

January 2012 Announcements:

Presentations:

- Jim Artesani and Brian Cavanaugh have been invited to present at the Northeast PBIS Network Leadership Forum in Cromwell, CT in May 2012.
- Sandy Caron was invited to present *“Children’s understanding and knowledge of conception and birth: Comparing children from England, The Netherlands, Sweden, and the U.S.”* at the annual meeting of the National Sex Education Conference, Somerset, NJ, December 2011
- Gail Garthwait presented *“Providing Laptops is Not Enough: Maine’s Array of Professional Development Opportunities”* at the 1-to-1 Conference in Lake Geneva in Wisconsin on December 1, 2011.
- Rich Kent presented *“Using Journals, Team Notebooks, and Writing Activities to Advance Learning and Performance in Sports”* at the National Council of

- Teachers of English Annual Convention, Chicago, IL, on November 19, 2011
- Ken Martin was invited to present “Supporting Teacher and Site Development with the *Digital Is Online Resource*” at the Annual Meeting of the National Writing Project in Chicago, IL, November 17, 2011.
 - Diane Jackson presented “Supporting Elementary School Teachers Who Fear Math” at the Association of Teachers of Mathematics of New England in November 2011.
 - Maja Wilson presented the following sessions at the National Council of Teachers of English Annual Convention: Featured Session with Deborah Meier, Steven Zemelman, Sonia Nieto, et al: “Teacher Collaboration: The Path to Real Impact for Reading and Writing” Avoiding Coercion in Professional Development; with Linda Rief and Stephen Krashen: “About that Seat at the Table: Finding the Source of Our Power;” with Mark Childs: “The Battle of Behaviorism: The Tenuous Victory of a ‘Particular Person at a Particular Place and Time’ in Peter Elbow and Louise Rosenblatt’s Pedagogy.”
 - Elizabeth Allan presented “Foundations for Hazing Prevention: Insights from the Research” at the SCOPE (School and College Organization for Prevention Educators) Annual Meeting, Orlando, FL, on October 22, 2011.
 - Elizabeth Allan along with Dr. Susan Iverson (Kent State University) and Dr. Rebecca Ropers-Huilman (University of Minnesota) presented “Provoking Dialogues Session: Reconstructing Policy in Higher Education” at the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH on October, 14, 2011.
 - John Maddaus co-presented with Margaret Cahalan of the Pell Institute on “Going Green: Focusing on Where Students Live” at the annual conference of the Council for Opportunity in Education (COE), an organization of TRIO program staff members, in Washington, DC
 - John Maddaus and Phyllis Brazee co-presented with Judith Josiah-Martin, Shontey Delaloe-King, and Conne Carter on “All Diversity is Local: Geography at the Intersection of Multicultural Education” at the annual conference of the National Association for Multicultural Education (NAME) in Chicago, IL.

Publications:

- Kent, R. (2012). Writing on the BUS: Using Athletic Team Notebooks & Journals to Advance Learning & Performance in Sports. New York: Peter Lang Publishing, Inc.
- Allan, E. J. & Madden, M. (2012, in press). The nature and extent of college student hazing. *International Journal of Adolescent Medicine and Health*.
- Caron, S.L. & Ahlgrim, C.J. (2012, in press) Children’s understanding and knowledge of conception and birth: Comparing children from England, The Netherlands, Sweden, and the U.S. *American Journal of Sexuality Education*.
- Allan, E. J. (2011). *Women’s status in higher education: Equity matters*. San Francisco: Jossey-Bass.
- Wilson, Maja and Thomas Newkirk. “Can Readers Stay Within the Standards Lines?” Education Week 14 Dec. 2011: p28. Print.
- Rich Kent published an article titled “*The 5th Quarter: Team Notebooks*” in Coaching Management. November 2011. (Circulation: 20,259)

- Rich Kent published an article titled “*Power of the Pen*” in Athletic Management October/ November 2011. Vol. 23, No. 6. (Circulation: 30,100)

Other:

- John Maddaus has been invited to serve on the academic advisory panel for a Pell Institute/Council for Opportunities in Education grant proposal for the NSF Promoting Research and Innovation in Methodologies for Evaluation program (PRIME). The UMaine Upward Bound Math Science program has been invited to be one of 12 UBMS sites nationwide to participate in this grant.
- Diane Jackson completed two day-long math workshops for PREP teachers in January – *Talking Reading, and Writing to Build Mathematical Knowledge* (one for k-5 and one for grades 6-8).
- Elizabeth Allan has been selected and appointed to the NASPA Faculty Fellows for a three-year term to begin at the 2012 NASPA Conference in Phoenix, January 2012.
- Margo Brown at the Katherine Miles Durst Child Development Learning Center has become National Association for the Education of Young Children (NAEYC) accredited for the first time!
- Bob Lehnhard was recently awarded \$10K from Faculty Research Funds to study “The Effect of Wild Blueberry Consumption on the Inflammation Response, Oxidative Stress, and DNA Damage Associated with Exercise.
- Elizabeth Allan had recent interviews regarding hazing research with the following: Radio Times with NPR affiliate WHYY in Philadelphia, USA Today Editorial Staff writer, Inside Higher Ed., CBS News -- 48 Hours, NBC News, Washington Post, Wall Street Journal, and Orlando Sentinel.
- Glenn Reif was the recipient of the Leadership Award from the Maine Association of Health, Physical Education, Recreation, and Dance in November 2011.
- Jan Kristo serves on the Orbis Pictus Award for Outstanding Nonfiction in Children’s Literature Committee of the National Council of Teachers of English. Her reviews of award-winning nonfiction can be found in 2011 Orbis Pictus Award Winners. (Nov. 2011). *Language Arts*, 89(2), pp. 141-147.
- Rich Kent co-chaired the Maine Annual High School Writing Center Conference at the University of Maine at Augusta on Monday, November 7, 2011.
- Diane Jackson organized and moderated a forum regarding Adults with Learning Disabilities and Attention Deficit Hyperactivity Disorder in Professional Roles in November.
- Diane Jackson held a training for new tutors through Literacy Volunteers on the topic of “Learning Disabilities in Adults, in November 2011.
- Maja Wilson was elected to the National Council of Teachers of English Secondary Section Nominating Committee.

February 2012 Announcements:

Publications:

- "Team Notebooks and Athlete's Journals" by Richard Kent appears in MIAAA News (Maine Interscholastic Athletic Administrators Association), Winter 2012. (<http://miaaa.wehelpschools.com/ezone.aspx?q=miaaa>).
- "Writing, Learning, and Competing with Team Notebooks" by Richard Kent appears in Coaching Management/Volleyball edition, March 2012.
- Susan Gardner has several journal articles that have been recently accepted or were recently published: Gardner, S. K. & Gopaul, B. (in press). The part-time doctoral student experience. *International Journal of Doctoral Studies*; Gardner, S. K. (in press). "A jack of all trades and a master of some of them": Successful students in interdisciplinary Ph.D. programs. *Issues in Integrative Studies*; Gardner, S. K. (in press). Cumulative negativity: Reasons for women faculty departure from one research institution. *Journal of the Professoriate*, 7; Holley, K., & Gardner, S. K. (in press). Navigating the pipeline: First-generation students enrolled in doctoral programs. *Journal of Diversity in Higher Education*; Gardner, S. K. (2012). A mixed methods study of women faculty satisfaction and departure from one research institution. *Journal About Women in Higher Education*, 5, 71-95; and Gardner, S. K. (in press). "Between a rock and a hard place": Women faculty at striving institutions. *Review of Higher Education*.

Presentations:

- Melissa Rosenberg, Doctoral Candidate, presented "*Women in Academia: Navigating Multiple Roles and Personal Wellness*" at the Women in the Curriculum and Women's Studies Program Lunch Series, February 22, 2012.
- Mary Rosser presented *Discovering the Essence of Story Through Rich Book Introductions*, along with Peter Johnston and Mary Lose, at the Bermuda Reading Association Conference in Hamilton Bermuda.
- Annette Nelligan presented *the Development of culturally-competent counseling skills: Limitations and opportunities in internships* at the 2nd Annual Counselor Education Internship Site Supervisors' Training, February 3, University of Maine.
- Maja Wilson presented the following sessions at the National Council of Teachers of English Annual Convention: Featured Session with Deborah Meier, Steven Zemelman, Sonia Nieto, et al: "Teacher Collaboration: The Path to Real Impact for Reading and Writing" Avoiding Coercion in Professional Development; with Linda Rief and Stephen Krashen: "About that Seat at the Table: Finding the Source of Our Power;" with Mark Childs: "The Battle of Behaviorism: The Tenuous Victory of a 'Particular Person at a Particular Place and Time' in Peter Elbow and Louise Rosenblatt's Pedagogy.

Other:

- Phyllis Brazee and Barb Blazej will take 10 students to Cuba over spring break through the group, Witness for Peace. Two education graduate students are part of the group. There will be a University-wide presentation in April from the group. The course was co-listed between Peace and Reconciliation Studies and COEHD.
- Elizabeth Allan and Mary Madden were recently named members of a special

- hazing task force at Florida A&M University. Elizabeth Allan was interviewed by the Root regarding FAMU forming an anti-hazing panel. The link to the story is at: <http://www.theroot.com/views/famu-hazing-death>
- Richard Kent has created a resource website for athletes and coaches about instituting writing to learn activities: WritingAthletes.com
 - Annette Nelligan was nominated and accepted membership on the Maine School Counselors Association (MESCA) board for the 2012-2013 term.
 - Angel Loreda and Annette Nelligan, on behalf of the Diversity and Differences Standing Committee, have organized a one-day conference for April 7 entitled *Educators of International Students in Maine Symposium*, which will feature both state and national presenters speaking on the topic of international high school boarding students in Maine. All faculty and COEHD students are invited to attend.
 - Diane Jackson completed two day-long math workshops for PREP teachers in January – *Talking, Reading, and Writing to Build Mathematical Knowledge* (one for k-5 and one for grades 6-8).

March 2012 Announcements:

Publications:

- Fairman, J. & Mackenzie, S. (April 2012). Spheres of teacher leadership action for learning. *Professional Development in Education*, a special issue on teacher leadership, 38 (2) pp. 229-246.
- Breen, D. & Drew, D. (In Press). Voices of rural counselors: Implications for counselor education and supervision. VISTAS Online 2012, American Counseling Association.
- Maja Wilson's essay, "Apologies to Sandra Cisneros: How ETS' Criterion Misses the Mark" was published in Pencils Down: Rethinking High Stakes-Testing and Accountability in Public Schools, Eds. Au, Wayne and Melissa Bollow Tempel. Milwaukee, WI: Rethinking Schools, 2012.
- Dan Capps had an Article published in the Journal of Science Teacher Education: *A Review of Empirical Literature on Inquiry Professional Development: Alignment with Best Practices and a Critique of the Findings*

Presentations:

- This summer Richard Ackerman will be leading an invitational “Courage to Lead” summer institute/retreat for school leaders from Maine, New Hampshire, Vermont, and Massachusetts. The institute will be held July 18 - 20 at the Kennedy Learning Center in Nobleboro, ME.
- Richard Ackerman has been invited to lead a session on “Leadership Self-Reflection” at the Superintendent Leadership Institute at Sugarloaf in July.
- Fairman, J. & Donis-Keller, C. (2012). *Challenges, supports and strategies in consolidating Maine’s school districts*. A roundtable paper that will be presented jointly at the American Educational Research Association (AERA) Annual

- Meeting, Vancouver, BC, April 13-18, 2012.
- Brian Doore, Assistant Research Professor and Janet Fairman, Associate Research Professor of the Center for Research and Evaluation, will present research results on faculty and student use of technology across all seven UMS campuses at the University of Maine System e-Learning Summit on April 3, 2012. This work is being conducted for T4 (Teaching through Technology Task Force) at the request of Chancellor Pattenau.
 - Yung-wei Lin presented at the American Counseling Association Annual Conference in San Francisco in March. The poster presentation topic was on *"Counselor Educators and Local Schools Unite: How To's for Research/Service-Learning Projects with Underserved Populations"*.
 - Maja Wilson led an all-day workshop at the 2012 College Conference on Composition and Communication in St. Louis, MO titled, "Writing Transitions and Rhetorical Partnerships Across Elementary, Secondary, and Post-Secondary Levels." In addition, she presented a paper titled, "Making Arguments in the Rabbit Hole: Finding Rhetorical Footholds in the Bottomless Pit" in a panel titled, "What is Our Professionalism For?: The Role of Composition and Rhetoric Scholars in the Public Practice of K-12 Literacy Educators."
 - Jim Artesani and Brian Cavanaugh (doctoral student) presented *"Preventing Behavioral Difficulties in Early Childhood: Implementation of Check-in/Check-out with Preschool Students at Risk for Emotional/Behavioral Disabilities"* at the Association for Positive Behavioral Support Annual Convention, Atlanta GA. March 16, 2012.
 - Pam Kimball was invited to present *"Building a PDS One Step At A Time: How a Rural Partnership Grew Out of the Belief that Long-Term Relationships Produce Top-Notch Teachers"* at the March 2012 Professional Development Schools National Conference in Las Vegas, NV. M.S.A.D.#22 PDS student teacher Molly O'Brien also attended and presented at a Poster Session with other student teachers across the country. Her presentation was titled *"Understanding Diversity in a Rural PDS Setting."*
 - Annette Nelligan presented "Academic Review in Higher Education: Faculty Expectations" to new faculty at the American University of Vietnam" Ho Chi Minh City, March 1, 2012.
 - Dan Capps presented the following papers at the National Association for Research in Science Teaching in Indianapolis, IN: *Tracking teachers' change in teaching science as inquiry: Different teachers, different journeys* and *A Teacher Professional Development Model Focused on Science Practices in the Classroom*
 - Dan Capps presented the following at the National Science Teachers Association in Indianapolis, IN: *Virtual field experiences: Brining the field into the classroom, Teaching geology and evolutionary conceptions with fossil evidence, and Understanding deep time: "Wait, you mean dinosaurs lived before the ice age?"*

Other

- Richard Ackerman was interviewed recently by Ron Beard for his radio show "Talk of the Towns on WERU Community Radio," about the retreat work he's been doing with the educators in Maine and nationally. The show is called "Renewing the Courage to Teach" and will be broadcast on April 13 at 10a.m. on

- WERU 99.9 in Bangor.
- Sarah (Sally) Mackenzie received a Fulbright Scholarship this semester in Vietnam. Vietnam National University, Hanoi, Vietnam.
- Joanne Alex, an adjunct teacher for CHF 321, was just named the 2012 Eberhard Thiele Environmental Educator for Maine.

April/May 2012 Announcements

The Writing Project is piloting an online writing center (http://www.mainewritingproject.org/mwp/?page_id=1678) for the graduate students in our hybrid masters and CAS Program in Writing and the Teaching of Writing. Graduate Assistant and longtime English teacher Pete St. John will direct MWP's OWD.

The University of Maine Center for Community Inclusion and Disability Studies (Maine UCEDD) and the College of Education and Human Development are collaborating on a four-year project, Early Childhood Opportunities (EChO) Scholars, to support the preparation of highly qualified early intervention professionals serving children with disabilities in Maine.

Susan Bennett-Armistead along with Nell K. Duke, Annie M. Moses, Alison K. Billman, and Shenglan Zhang developed a professional development video called: "The ABC's of Emergent Literacy."

Correll Book Award for Excellence in Early Childhood Informational Text

This new national award is intended to bring attention to outstanding informational texts published for young children from birth to 8 years old. In so doing, the Award Committee hopes to shed light on the need for producing informational texts for this age group and to raise awareness of the need to build young children's world knowledge.

Funding for this award has been generously donated to the College of Education and Human Development by A.D. "Pete" and Ada Lee Correll through their named professorship in Early Literacy. The Correll Professorship, held by Dr. Susan Bennett-Armistead, seeks to advance early childhood literacy in Maine and the nation.

The Correll Book Award for Excellence in Early Childhood Informational Text, was presented to Gail Gibbons for her book *Gorillas*.

Dennis Lin had his dissertation titled: *Contemporary Research on Child-Centered Play Therapy (CCPT) Modalities: A Meta-Analytic Review of Controlled Outcome Studies*, nominated in the 2011 dissertation competition in the college of education at the University of North Texas. Dennis was granted with the honorable mention.

Diane Jackson did basic and advanced training sessions for Literacy Volunteers and worked a half-day in the Wagner Middle School with the Math Team.

Robert Milardo, professor of family relations at the University of Maine, was interviewed for a Lewiston Sun Journal story about a nationwide trend in the rising numbers of unmarried mothers and decline of married mothers.

John Maddaus was the featured speaker for the Earth Day school-wide assembly at John Bapst Memorial High School on April 12, 2012. His topic was: “Vernal Pools: A Citizen Science Project of the Maine Audubon Society.”

Haley Richardson, advised by John Maddaus, won first prize among presenters at the campus-wide Undergraduate Research Showcase on April 11, 2012. Her presentation was based on her Honors thesis, which is titled “Classroom Realities: Traditionally and Alternatively Certified Secondary Science Teachers Preparedness to Teach Students with Disabilities.”

APPENDIX D

READING RECOVERY

The Impact of Galen Cole Family Foundation Support for Reading Recovery 2001-2012



10 Years of Galen Cole Family Foundation Support for Children's Literacy through Reading Recovery

May 3, 2012

Supporting Children Through Teacher Training

Since 2001, the Galen Cole Family Foundation has promoted children's literacy through generous support of teacher leader training, teacher training and continuous professional development for over 200 teachers in 87 schools across the state of Maine.



Teachers supported by the Foundation were trained over the course of one school year. During that time, they took classes that taught them how to deliver

effective, scientifically based reading and writing instruction. These teachers made extensive use of a one-way glass mirror for observing and talking about children's literacy learning and responsive teaching. During those sessions, teachers became sensitive observers of students' reading and writing behaviors and developed expertise in making moment-by-moment analyses that continue to inform their teaching decisions. This enables them to teach reading and writing of continuous text and to have real and lasting impact on children's reading and writing.

"Jacob is radiant with pride when he realizes that he has just read something on his own." -Parent

Following their initial year of training, teachers continue to participate in ongoing professional development sessions. This continuing support and learning is a cornerstone of the Reading Recovery approach to supporting both learners and teachers. The impact of teacher training extends to other educators and students as well. These teachers are literacy experts that support the needs of all students

in their schools through their collaboration with regular classroom teachers.

"I try to use the same language and some methods of RR which has helped my other students with reading." -Classroom Teacher

It is broadly recognized that teacher quality is the single best predictor of student learning. The support of the Galen Cole Family Foundation for teacher training and professional development directly influences the quality of teaching children receive and ensures continued success for children.

Foundation Support 2001-2012

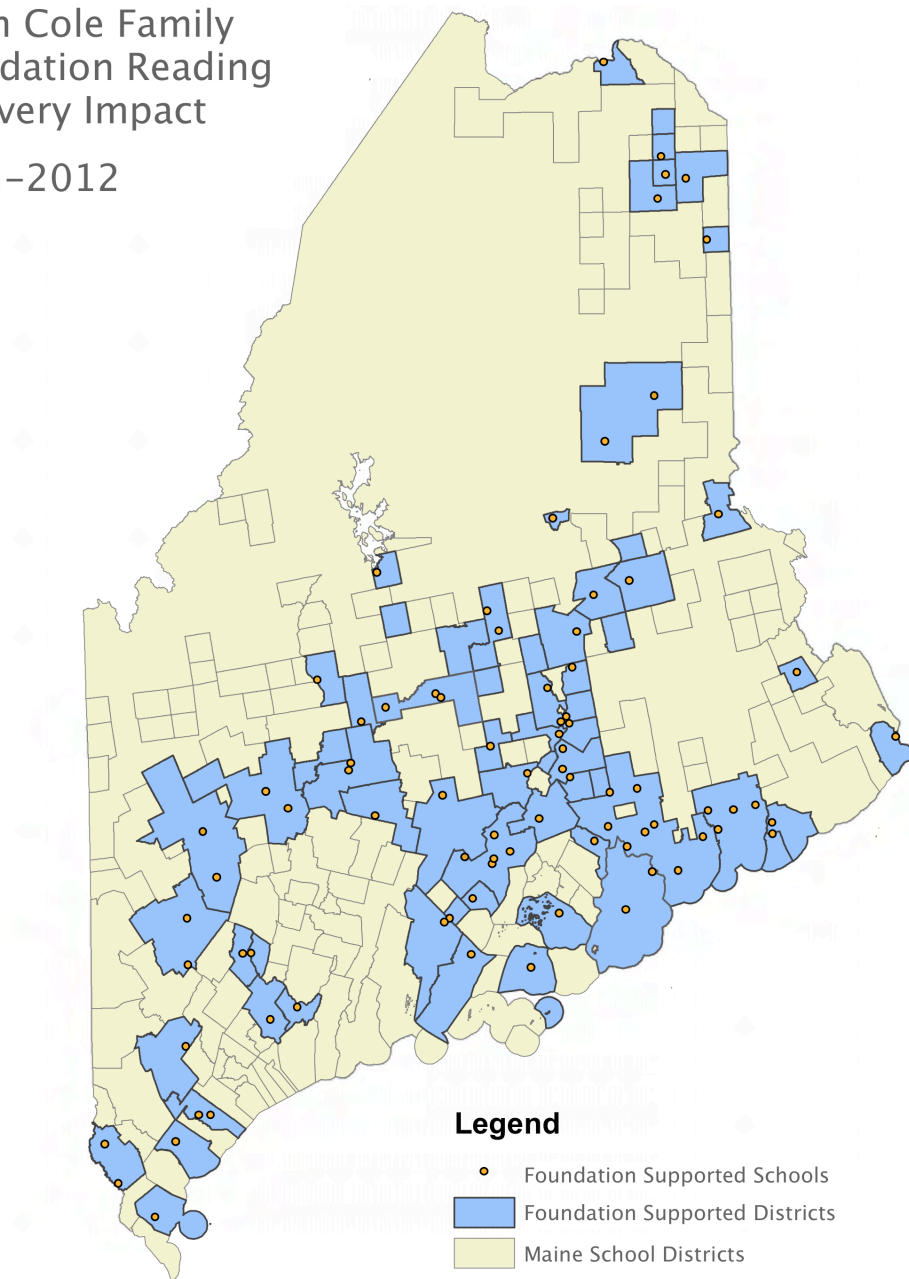
Teacher Leaders Trained	2
Schools Supported	87
Total Students Served in Grades K-3*	78,432
Total Students Served in Grade 1*	19,608
Total Students Served 1:1*	3,921
Total Students Successfully Discontinued*	2,745
Total Awarded to Date*	\$668,782
Cost per Child Impacted in Grades K-4*	\$8.53
Cost per Child Impacted in Grade 1*	\$34.11
Cost per Child Served 1:1*	\$170.54
Cost per Child Discontinued*	\$243.63

*Computed estimates using most current data.

Impact of Galen Cole Family Foundation Funding for Reading Recovery 2001-2012

Galen Cole Family Foundation Reading Recovery Impact

2001-2012



Impact of Galen Cole Family Foundation Funding for Reading Recovery 2001-2012

APPENDIX E

ADVISING CENTER ACTIVITIES

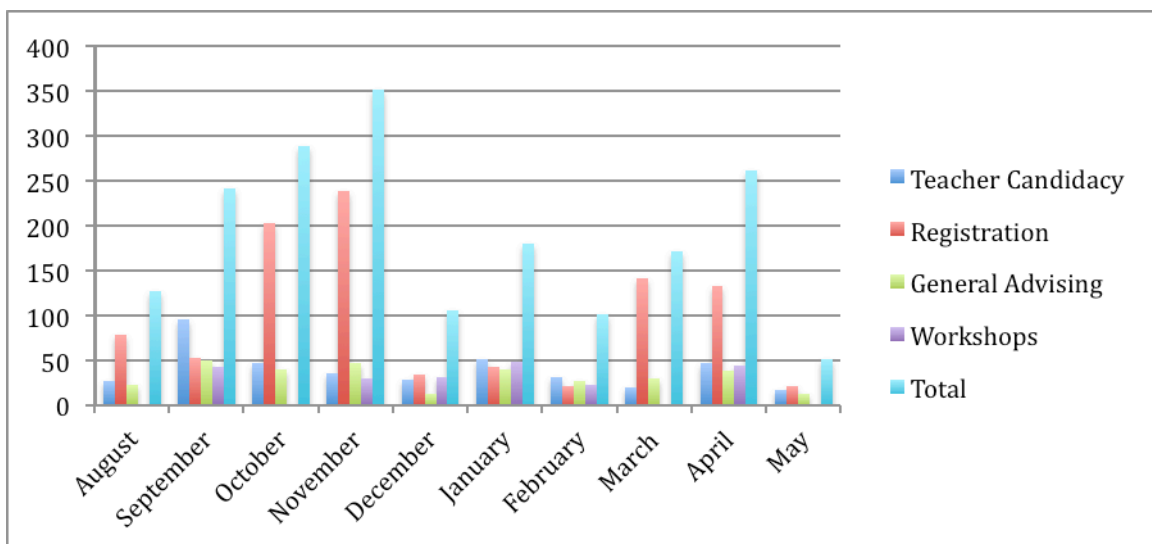
To: Dean Pooler
From: Erin Straine
Re: Annual Report Contributions
Date: June 22, 2012

Part 3: Additional College Accomplishments

Support Services for Students

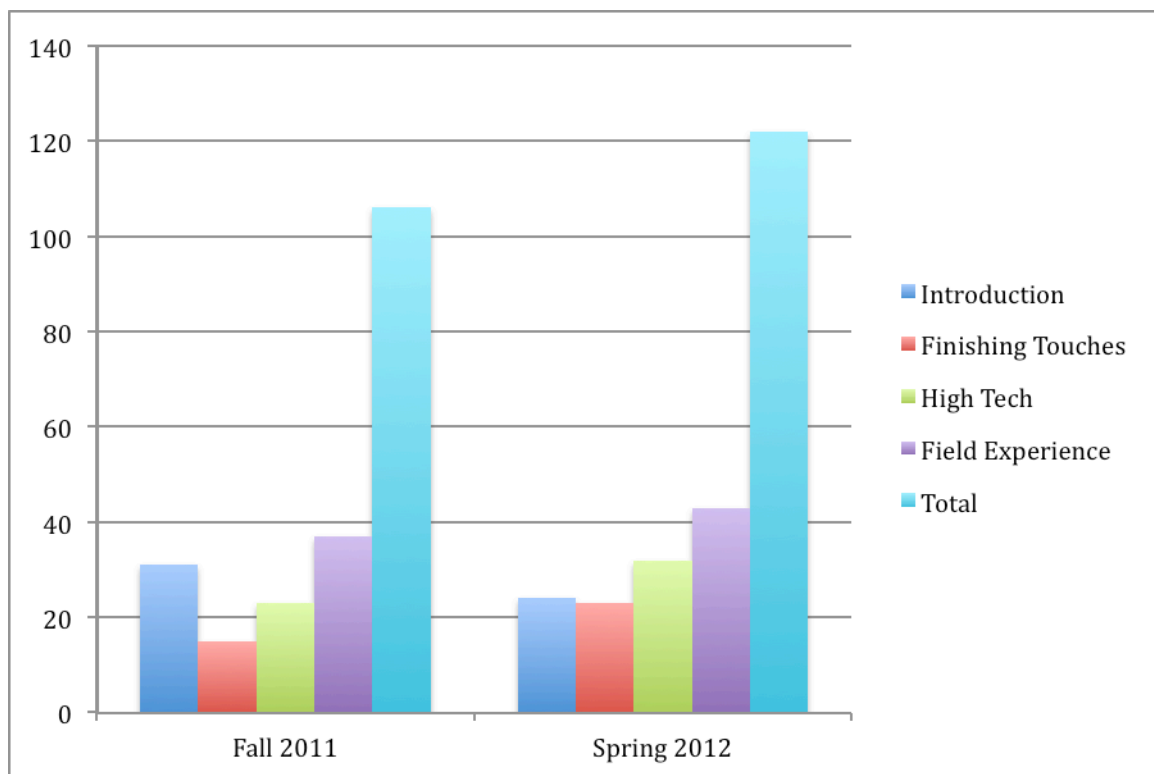
The College strives to help students achieve academic success and to ensure their personal and vocational needs are fulfilled. The Advising Center, a centralized and visible support for students, affords us the opportunity to connect, early on, with our students in the elementary and secondary education majors (n=342) as well as Minors in Education (n=17). The Advising Center has a constant open door accessibility policy, which fosters the relationships between students and advisors and creates a sense of belonging within the College. Advising practices are grounded in college student development theory and assure the needs of the individual student are met. Total one-on-one advising sessions totaled 1877 (Fall 2011 & Spring 2012 combined) or an average of 5.48 on-site meetings per student for the academic year. The visits are categorized by: Registration, Teacher Candidacy, and General Advising. Additionally, academic advising and support was provided through FirstClass, Skype (video conferencing), and phone conferencing. The additional support services were not tracked in Fall 2011 and Spring 2012; however, FirstClass outgoing messages to students per semester average over 4,500 (estimates based on FirstClass memory) for the three advisors in the Center.

Fall 2011 and Spring 2012 Student Contact Data



The Advising Center offered a total of 28 teacher candidacy eFolio workshops throughout the fall and spring semesters. The workshops were open to all teacher candidates and were marketed through FirstClass, bulletin boards, and academic advisors in KPE and Early Childhood Education. Eight workshops provided an introduction to teacher candidacy and the eFolio, 8 workshops were specific to the field experience, 6 workshops to assist with putting the finishing touches on their reports prior to submitting, and 6 workshops introduced students to the technical aspects of creating the eFolio and other computer related skills needed. This year we focused on getting our students comfortable using Tk20 for the spring portfolios. Participation in the 28 group workshops totaled 228 participants for the year.

Student Participation in Teacher Candidacy Workshops

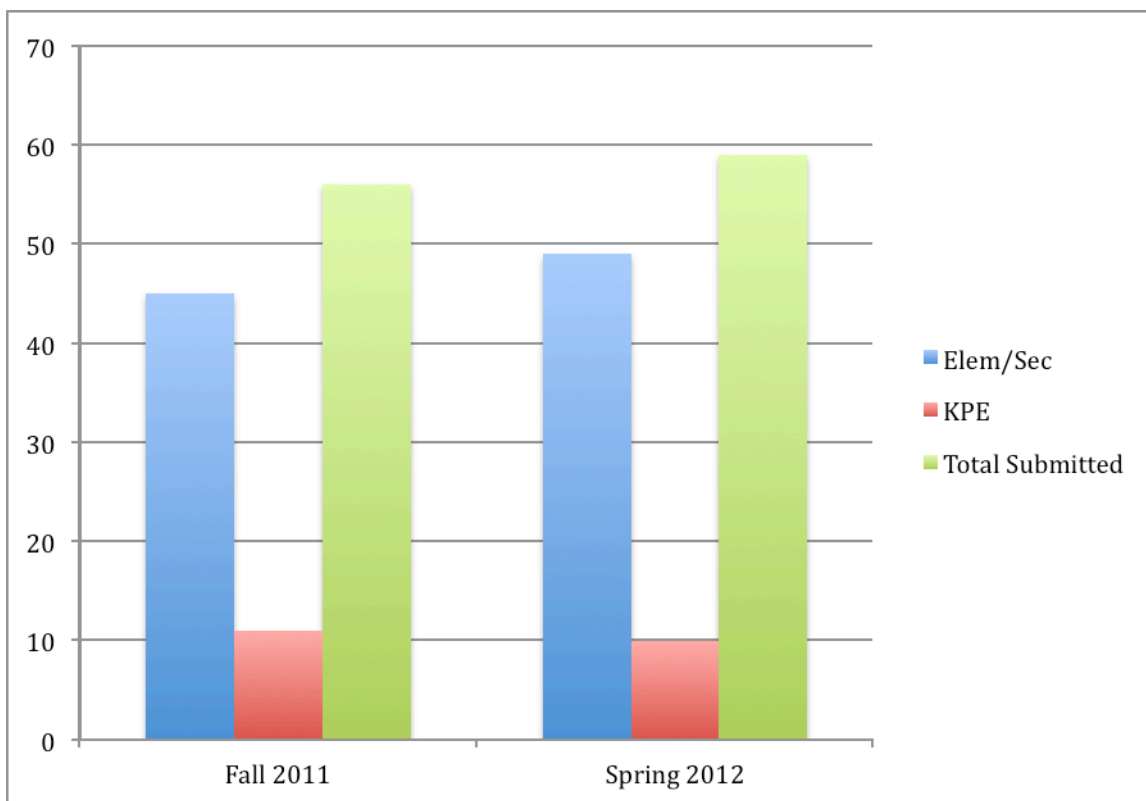


Teacher Candidacy eFolio Submission:

Comparison Data F'10 & S'11

	Fall 2010	Spring 2011
Total Teacher Candidacy Portfolios Submitted	77	73
Elementary/Secondary eFolios Submitted	65	66
KPE eFolios Submitted	12	7

Fall 2011 and Spring 2012 Teacher Candidacy eFolio Submissions



At the conclusion of the eFolio submission process students are encouraged to participate in an anonymous feedback form on SurveyMonkey.com. The form includes questions specific to the process of preparing and submitting their eFolio, including their experience with the support services available. Results include:

- 97.3% felt adequately supported by the Advising Center in developing their eFolio
- 72.4% reported attending at least one Teacher Candidacy workshop
- 100% of students reported coming to the Advising Center at least once to seek assistance with the eFolio process

Produced by Unit

- Academic and student services that will increase program quality and student retention and graduation rates

Developmental programming and services, which aid in the retention efforts and graduation rates of the College, are vital to the individual successes of our students. Starting with the first year seminar (EHD 100), students meet their academic advisors and learn the program requirements and expectations. The College offered 8 sessions of the EHD 100 seminar in the fall of 2011. Instructors for EHD 100 were recruited and trained by Erin Straine, Coordinator of Academic Advising and Student Services.

The instructors received a half-day retreat in August to prepare the curriculum for the seminar and communicate via a FirstClass forum during the fall semester to share ideas, concerns, activities, and to hold discussion.

As the needs for advising change through one's academic program, so does the context of advising in the College. Students have a high need for information in the first two years of their program and the Advising Center meets this need through introduction of campus resources, overview of program requirements, needs-based referrals to campus agencies, and overall consistent personal and academic support. In the third and fourth year of one's program the need for consultation with education faculty increases, which is when they are formally assigned a faculty advisor to transition them to the final stages of academic programs.

To better accommodate the needs of today's college student, the Advising Center offers "late night" office advising hours during registration periods, Skype and email advising utilizing the technology of the laptop initiative and extended commitment to students beyond the traditional work hours. During the teacher candidacy submission days the advisors were available for live chats throughout the day to ensure students had the information they needed to submit their Noteshare eFolios successfully.

This marked the seventh year of the Kappa Delta Pi (International Honor Society for Educators) Peer Advising Program. Nine third and fourth year elementary & secondary education, KPE, and child development majors participated in the program which supports all students who are assigned to the Advising Center. Peer advisors volunteer numerous hours working with their peers on course registration, teacher candidacy portfolios, study skills, and overall issues related to transitioning to college and persisting in the education program. Additionally, these students assist with UMaine open houses and College tours, answering questions of parents and prospective students.

The Shibles Hall technology lab, provided daily onsite support to education majors, assisting them with downloading and exploring software, as well as developing their eFolio (electronic teacher candidacy portfolio) using the NoteShare software in the fall and Tk20 in the spring. The Advising Center staff worked in collaboration with the Vi Thai to ensure students received the attention they needed on their eFolios prior to the October 1st and February 1st deadlines.

APPENDIX F

Libra Professors

Libra Professors

Dr. Denise Patmon and Dr. Stephen Gordon

Highlights, 2011-2012

Prepared by John Maddaus

Denise:

- Gave the keynote speech and co-moderated a panel of international students for the “Educators for International Students of Maine Symposium” on April 7, 2012.
- Led discussions of cultural competence with students in Multicultural and Social Foundations of Counseling (CEC 520) on Nov. 14, 2011, and with students in Education in a Multicultural Society (EDB 202) and Curriculum and Methods for Teaching Social Studies (CHF 322) on Nov. 15, 2011.
- Hosted John Maddaus for a visit to the University of Massachusetts Boston and Boston Public Schools on Dec. 1 & 2, 2011

Steve:

- Was the keynote speaker and co-planner of two Student Teacher Professional Development Days on the theme of “Does Identity Influence teaching and Learning?” – an exploration of student and teacher identities impacting instruction and learning with application to urban schools – October 7, 2011 and April 6, 2012.
- Co-led a workshop for Secondary Education (English) student teachers with Kelly Nobles, Hermon High School English teacher, on April 6.
- Led discussions of identity and urban teaching with students in Education in a Multicultural Society (EDB 202) on March 29, 2012.

Both Denise and Steve:

- Met with President Paul Ferguson and Provost Sue Hunter on March 28 to discuss diverse perspectives of significance for UMaine
- Met with faculty members in Educational Leadership on March 28 and with faculty members in Literacy on April 6 to discuss diversity elements and potential for further growth in addressing diversity in their respective programs.
- Met twice (October 7, 2011 and March 28, 2012) with the Diversity and Difference Standing Committee to discuss urban and rural experiences and the significance of urban and rural settings for teacher preparation.
- Met with Judith Josiah-Martin, Director of the Office of Multicultural Programs, to discuss the needs of students of color at UMaine, on April 6, 2012.

APPENDIX G

CENTER FOR RESEARCH AND EVALUATION

During the past year, the Center for Research and Evaluation (CRE) has continued to provide research support, program evaluation services, and policy analysis to Maine schools, agencies, and community organizations, as well as other university or community-based researchers. The last twelve months have seen a number of new projects launched.

First, CRE is a co-PI on a \$3.5 million Department of Education grant with SRI International and Worcester Polytechnic Institute (WPI). This grant funds a randomized controlled efficacy study of ASSISTments, an online mathematics tutoring system developed by Neil Heffernan and colleagues at WPI. ASSISTments provides real-time scaffolded problem-solving support for students, as well as on-demand cognitive diagnostic reports to teachers. The goal is to support students' schoolwork, facilitate differentiated instruction, and ultimately promote students' understanding of mathematics. As part of this study, the SRI/WPI/CRE research team will assess the efficacy of ASSISTments use on student learning and explore teacher and student characteristics and usage conditions that are associated with enhanced learning gains. The team will be providing professional development for teachers on how to use ASSISTments reports as formative assessment tools that can inform both changes in classroom routines and the use of differentiated instruction based on group- and individual-level student data.

Second, CRE is serving as the evaluator for the Maine Department of Education's (MDOE) *State Personnel Development Grant*. Through this five-year grant, MDOE and partners will assist schools and school districts in planning and meeting targeted personnel and student needs. CRE is developing a sophisticated web-based portal through which the Center and MDOE project leaders will monitor project activities, including training and professional development, and examine the impact on teacher readiness, retention, and knowledge of research-based educational practices for children with disabilities.

Finally, CRE researchers have played a lead role in the *Teaching through Technology Task Force* (T4). T4 is a University of Maine System initiative that seeks to gather information from faculty and students regarding the use of technology in teaching and learning at the post-secondary level. As part of this project, CRE is conducting surveys and focus groups of faculty and students to determine the ways in which they have used technology as part of their teaching and learning, and their perceptions of the impact of that technology on the teaching and learning process. This information will help to document the opportunities and barriers that presently exist across the University of Maine System, and will provide the System office and individual campuses with an objective evaluation of the ways in which technology is currently implemented in courses offered as well as the adequacy of the technological and pedagogical supports currently

available on each campus (e.g., the degree to which a respondent uses the IT Help Center for support).

Developmental Epidemiology and Biobehavioral Informatics (DEBBI) Group

Shihfen Tu and the DEBBI Group continue to collaborate with Maine Center for Disease Control and Prevention (Maine CDC), Children with Special Health Needs (CSHN) Program in maintaining and updating ChildLINK, a population-based data system, which was initially developed by DEBBI in 2001. Through ChildLINK, the DEBBI Group links data from various programs within CSHN, including the Maine Newborn Hearing Program, Maine Birth Defects Program, Maine Newborn Bloodspot Program, and Maine Cleft Lip & Palate Program. Using a second-order probabilistic linkage protocol developed by DEBBI, the team is able to organize the data at the family level. This enhances the health officials' capacity in identifying and tracking children at risk for a specific birth defect or health condition. It helps the State serve the children and their families in a timely fashion. This protocol is also currently used by Guam and Saipan. As part of the effort to serve children with special needs, the DEBBI team is currently working with the Maine Developmental Disabilities Council to design and develop a data system for the *Maine Autism Spectrum Disorders Development Project* (MeASD). This system will be integrated into ChildLINK as a means of better understanding the nature and impact of autism on children and families across Maine.