THE UNIVERSITY OF MAINE

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College of Education and Human Development

Leading Educational Excellence

RESEARCH • INNOVATION COLLABORATION • ENGAGEMENT

Annual Report 2012-13

August 1, 2013
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College of Education and Human Development
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COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
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EXECUTIVE SUMMARY of Major Goals

I.　　Executive Summary of Major Goals

The 2012-2013 academic year can be described as a year of exploration, self-examination, and discovery. I set out my inaugural year as dean to explore what was working well within the college as well as gather information regarding the concerns of faculty and staff, school partners, and other agencies. As a College, our primary goal was to develop a mission and vision statement that was aligned with the Blue Sky Project. As we examined our mission and role at the University of Maine we concluded that we are a College that is committed to a rich tradition of excellence. It is our goal to be perceived as a College that is leading innovative thinking in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. In alignment with the Blue Sky Project the faculty in the College of Education and Human Development are engaged in promoting effective teaching and learning, identifying critical issues, conducting research, and disseminating findings. The College believes that it is part of our mission to collaborate with external partners and other experts across the University of Maine in order prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live. During this examination of beliefs and values, we determined that as a College we need to lead the way in accomplishing the critical flagship University goal of being the most student-centered and community engaged of all American research universities. One way that we are accomplishing this critical University goal is through offering professional development opportunities and courses across the state of Maine. "Course 10" offerings is a significant way that our College provides service and community engagement across the state. Examples of the range of our commitment to outreach to meet the needs of the State include the following: regional outreach across Maine to increase teacher expertise in working with students with Autism Spectrum Disorders, on-site professional development and pedagogical research to change the face of science learning and teaching, Reading Recovery and Maine Partnerships in Comprehensive Literacy Programs, Maine Writing Project, Counselor Education field internships and experiences meeting the needs of international students in secondary schools across Maine, Educational Leadership on-site cohorts responsive to district requests for expertise in school leadership, collaborative partnerships between the College and over 15 districts and sites to improve the learning of PreK-12 students through the Penobscot River Partnership (PREP), providing online graduate certificates to improve use of technology in schools as well as courses leading to state endorsement for those who teach Maine's youngest citizens. This sample of our extensive outreach, responsive to the needs of Maine leaders and educators, is foundational, serves a unique role for the flagship College of Education and Human Development, and perfectly aligns with the goals and initiatives of the Blue Sky Project.

II.   Identification of Major Challenges

Working toward the goal of program prioritization and strategic planning that will sustain the quality of our programs, faculty examined the merits of a departmental structure, and at the conclusion of the spring 2013 semester a structure was designed that was workable and satisfactory to the majority of the faculty. The process of transitioning to a departmental structure has been challenging, but our excellent faculty and staff have expended much time, effort, and thought to this process, assisting in not only developing a departmental structure, but also in the development of a comprehensive COEHD Faculty and Staff Handbook that will assist us in this transitional period and beyond. A challenge faced while designing our Departmental Structure was in acquiring University and Faculty Senate approval of this structure. We are currently in a holding pattern until we receive final approval from the Faculty Senate. This should occur at the first Faculty Senate meeting in the fall. Another challenge that we face in continuing our strong commitment to engagement and responsiveness to the educational needs of the State needs is maintaining a long established effective funding model through our delivery of service and needs oriented distance courses. Originally when these outreach "Course 10" offerings were designed, the funding model was such that the College received 90% of the revenue generated from these courses. The rationale behind this funding model was such that our outreach state wide effort would be sustainable at little cost to the University. Programs such as Reading Recovery and Maine Partnerships in Comprehensive Literacy are 100% funded through the revenue generated by these courses. Over the years, the funding changed whereby the College received 75% of the revenue generated. This change in funding required by the University reflected the costs associated with operating such courses. Although this funding change impacted what could be delivered, it was still sustainable. However, in more recent years, the University has established a threshold that the College had to meet before we could receive 75% of the revenue generated. For example this year the College generated $1,763,876 from the Course 10 offerings; however, the threshold before the College received the 75% of the revenue generated was $1,414,364, resulting in a difference of $349,512. Of this amount, the University claimed an additional 25% leaving the College with a total of $263,134 to support critical outreach-oriented programs. If this funding model continues in this direction, it will put long established endeavors, as well as those that are new and responsive to current and critical state needs, in jeopardy. This present University funding model, coupled with continuous cuts to our base budget, challenges our flagship College of Education and Human Development in maintaining and sustaining our long-standing tradition and history of excellence and responsiveness of our faculty and staff in serving the critical and timely needs of the State and fulfilling our commitment and obligation to the Blue Sky Project. **(See Appendix A – Outreach Across the State)**.

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 **(See Appendix B – Blue Sky Plan)**.

III.   Noteworthy Divisional/Unit Points of Pride

Even in the time of incredible change to the structure of the College, faculty continued to seek new programmatic opportunities and methods of delivery to address the needs of the state. In addition to program initiatives, the faculty have 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 yearlong analysis and creation of Departments. This was a monumental accomplishment that resulted in three departments (Department of Exercise Science and STEM Education, a yet to be named department of Prevention and Intervention, and the Department of Educational Leadership, Higher Education and Human Development. Having a Departmental Structure will allow the College to refine our Strategic Plan, engage in Program Prioritization, and better situate the College for the future **(See Appendix C – Departmental Structure).**

- The College also refined our Mission and Vision Statement to better reflect our interaction with the Blue Sky Project and demonstrate our role of providing service and leadership to the state of Maine **(See Appendix D – Theme, Mission, and Vision)**.

- The College also submitted and was granted a new PhD concentration in STEM Education. This is an interdisciplinary degree that should help us recruit and maintain excellent doctoral students in STEM education, thus responding to needs within the state.

- The College has renamed the outdoor education concentration within the KPE/Exercise Science program to Outdoor Sports Science and has begun the process to create a new undergraduate major in in this area. This is our largest growing undergraduate program in the college and the creation of this degree will enable us to attract additional students into this program.

- The College engaged in developing a draft of a Faculty Handbook for the College which outlines the role of faculty, the Dean's Office, department chairs, program coordinators, faculty mentor plan as well as review, reappointment and promotion procedures. We also developed a draft of our post-tenure review procedures and will take action on this and the policy for peer committee composition at our first college meeting of the fall **(See Appendix E – Post Tenure)**.

- All Teacher Education programs are currently undergoing an extensive curriculum review to best meet current, relevant trends in education and meeting the expectations of state and national standards.

- The College of Education and Human Development created an electronic College weekly newsletter to showcase faculty and staffs' accomplishments and meets the branding standards of the University of Maine (http://umaine.edu/edhd/about/newsletter/)

- Through the Center for Research and Evaluation (CRE), and other efforts of the faculty in the College of Education and Human Development $3,889,729 of extramural funding was generated **(See Appendix F – Research and Sponsored Programs Report of Extramural Funding).**

- 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.

- EHDI-PALS – The College of Education and Human Development researchers developed a nation-wide system helping infants with hearing loss connect with qualified audiological service providers. Canadian officials have expressed interest in working with the College in a similar system **(See Appendix G - EHDI - PALS).**

- The College of Education and Human Development is partnering with the Maine Centers for Disease Control and hospitals across Maine in order to ensure that newborn infants with health or developmental risks are guided to service care as soon as possible. Researchers from our College developed and operate the technology that makes this possible **(See Appendix H – Center for Disease Control).**

- Through the efforts of Brian Doore and Mary Rosser UMaine is acting as the lead institution in a multi-state research project examining the effectiveness of layered interventions of students' literacy learning.

- Daniela Veliz, a doctoral candidate in Higher Education led a network of Chilean researchers in a network titled RIECH at the recent American Educational Research Associations annual conference.

- PRE-VUE Fellowship was awarded to Dr. Jon Shemwell and Dr. Dan Capps for a research project to build, enact, and revise a design framework and instructional system through which teachers and students can conduct classroom inquiry using computational models.

- The College revived counselor education by hiring Dr. Laura Shannonhouse, and also successfully hired Dr. Steven Elmer for Exercise Science who will also have a cooperating appointment with mechanical engineering.

- 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 800 literacy professionals from all over Maine. The Cole Foundation supported the statewide implementation of RR to the extent of $83,000 in 2012-13. $10,000 of that money came directly to the university to support the training of a new teacher leader to establish a new Reading Recovery training center for the Lincoln district (RSU 67). For the 2013-14 year the Cole Foundation has awarded the university $15,000 to train another teacher leader and

$12,184 to support the work with the Newport training group. Overall they gave us $105,184. **(See Appendix I - Reading Recovery)**.

- 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 2014 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 as part of our continuous improvement plan **(See Appendix J - UASC AND TECC).**

- The College of Education and Human Development hosted the first annual *Flagship Forum* welcoming 300 school counselors and school leaders from across the state of Maine to campus for a professional development conference. Topics included: School Law, Ethics in Counseling, Financial Literacy, and School Counseling and English Language Learners. The second annual *Flagship Forum* will be taking place on September 27, 2013.

- Owen Maurais in his role with the Penobscot River Educational Partnership (PREP) and the College of Education and Human Development organized an Evening for Leadership that provided an opportunity for community leaders, school leaders and legislators to learn about and discuss the impact of the state's proposed funding reductions to both schools and communities.

- The IT Standing Committee dealt with several issues over the course of the academic year. Topics included how to best integrate technology standards into teacher preparation programs, developing college-wide policies for the purchasing and use of technology, and technology upgrades to the various buildings of the college. The year began with a discussion of new technology that had been purchased through the Dean's Office for the college and how to best distribute it to maximize use and student impact. ENO interactive whiteboards and announcement monitors were purchased and installed in Shibles, Merrill, and Lengyel. ENO boards were placed in classrooms that were maximally used for methods courses to allow students to learn with and learn about this technology and be prepared to encounter it in fieldwork. Announcement monitors were placed in high traffic areas in each building to share important college wide and building specific content with students, faculty, and staff **(See Appendix K - Summary of the IT Standing Committee)**.

- All three of the College of Education and Human Development sponsored TRIO Programs are college access programs serving students from grades 6-12 or adult population. Last year the TRIO programs at UMaine placed 1,051 students in college.

- As a member of the Maine State Personnel Development Grant implementation team, Dr. Deborah Rooks-Ellis works to increase the percentage of highly qualified special education and related service personnel employed in the state, with a specific focus in the areas of autism spectrum disorders, visual impairment, and early childhood special education.

- Dr. Cathy Pratt, a national leader on autism and the Mark R. Shibles Distinguished Visiting Professor 2011-2012, returned to the UMaine campus FY '13. Dr. Pratt, in partnership with special education faculty member Dr. Deborah L. Rooks-Ellis, provided six days of training to CDS and school personnel teams from across the state. Additionally, Dr. Pratt and Dr. Rooks-Ellis hosted a parent workshop in April, and provided on-going support to autism leader teams throughout the year. In 2013-2014, Dr. Pratt will continue to collaborate with COEHD special education faculty and provide training to new autism leader teams to ensure professionals are trained in the use of evidence-based practices to support Maine's children with autism and their families **(See Appendix L – Autism Leader Teams).**

- Dr. Sandy Caron was presented the prestigious Mabel Sine Wadsworth Award from the Mabel Wadsworth Women's Health Center for her significant contribution to sexual and reproductive health.

- Project Reach hosted a residential academy for teachers and administrators. Thirty-five in-service ESL content teachers attended the interactive and differentiated academy to explore language demands of Common Core State Standards and the Next Generation Science Standards.

- Dr. William Dee Nichols accepted the position of Dean effective July 2012. Lisa Daniel is his Administrative Support Supervisor.

- Amy Cates, Administrative Specialist will support Department Chair, Steve Butterfield, Heather Pullen, Administrative Specialist, will support Department Chair, James Artesani, and Janice Bacon, Administrative Specialist, will support Department Chair, Sid Mitchell.

- The College recently hired Dr. Steven Elmer, Assistant Professor of KPE, Charlie Bloedon, Lecturer in Outdoor Sports Science, Taylor Bloedon Lecturer in KPE, Laura Shannonhouse, Assistant Professor of Counselor Education, Dawn Jandreau, Literacy Coach, Lori Taylor, Reading Recovery Teacher Leader, Dan Ross, Internship Coordinator, Faith Erhardt, Student Support Specialist, Mike Porter, Research Associate, Jason Charland Grants Management Coordinator, and Mary Madden has once again joined our College as Associate Research Professor.

- Dr. Susan Gardner, Associate Professor of Higher Education, was the recipient of the new College of Education and Human Development's Outstanding Research Award and Roxanne Lee, Administrative Specialist, was recipient of the College's Service Award.

- Drs. Mary Madden and Elizabeth Allan designed and launched the Hazing Prevention Consortium; a multi-university initiative designed to guide colleges and universities in research-based prevention of hazing. Results from the project will contribute to building an evidence-base for hazing prevention. Launched in January 2013, Dr. Mary Madden and Dr. Elizabeth Allan serve as Co-Directors and Co-PIs for this 3-year initiative designed to assess campus hazing behavior; implement prevention strategies, and assess effectiveness of those strategies. The participating institutions in this first cohort include: University of Virginia, Texas A & M University, Cornell University, University of Southern California, University of Kentucky, University of Arizona, University of Maine, and Lehigh University.

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 37%.

Graduation Rates After 4 Years

Cohort	COEHD	Institution
Fall 08 Cohort	45%	37%
Fall 07 Cohort	44%	36%
Fall 06 Cohort	45%	36%
Fall 05 Cohort	48%	36%

Retention Rates
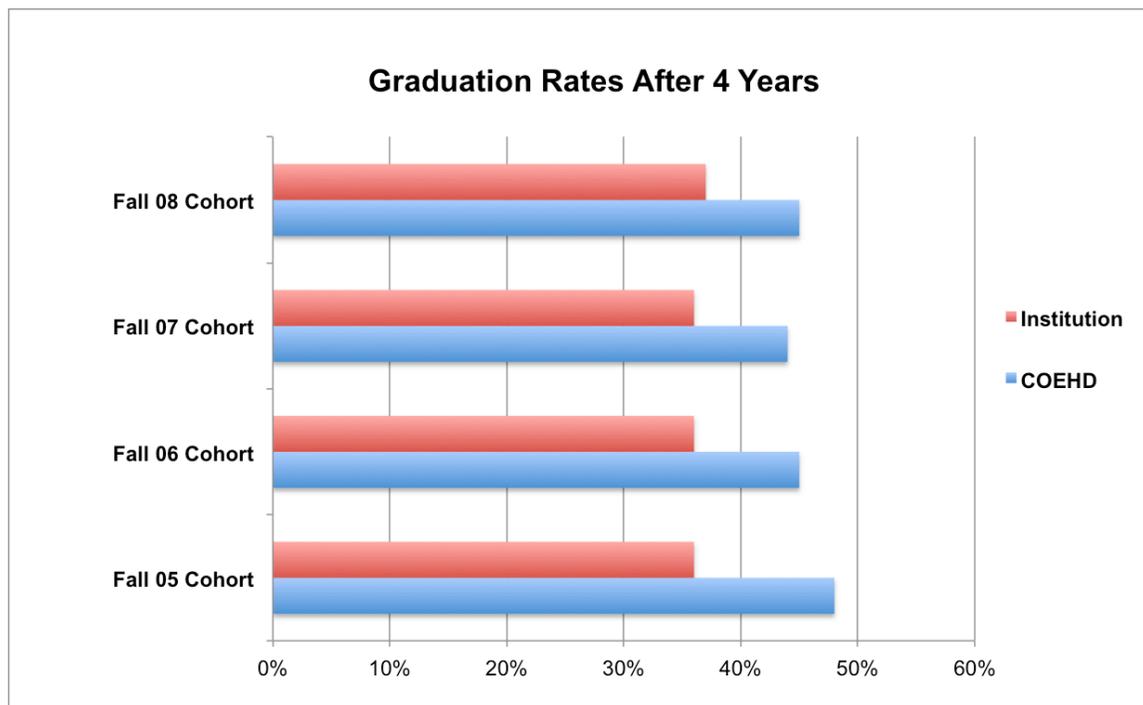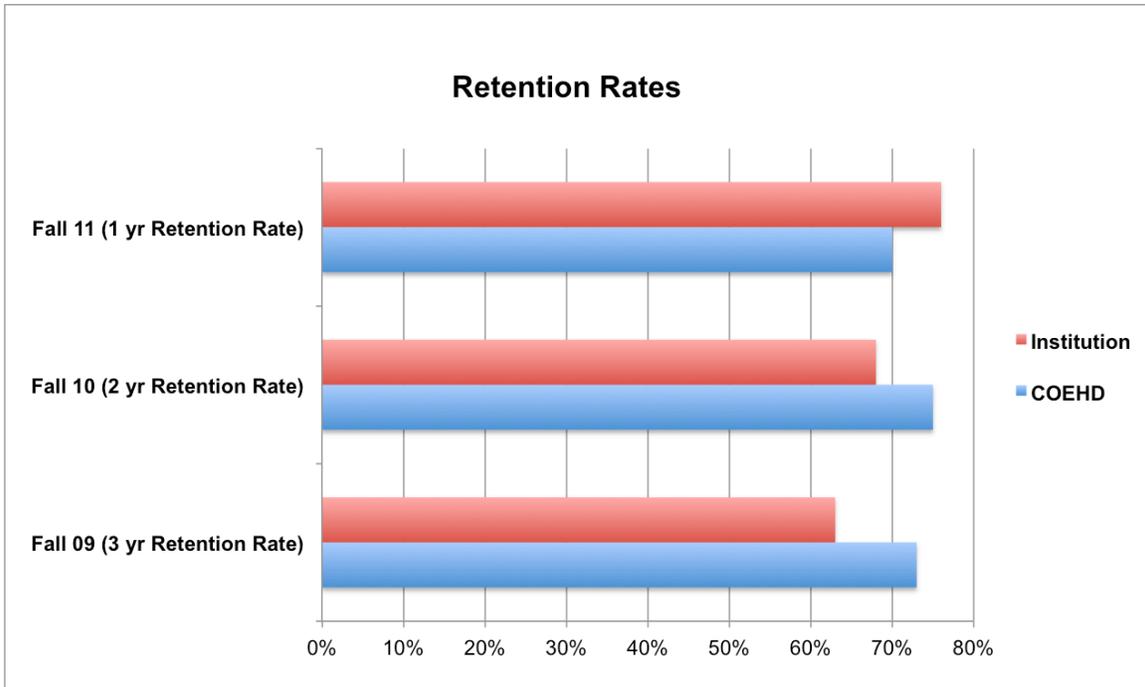
The Advising Center

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 teacher certification majors; Elementary, Secondary, Early Childhood, and Kinesiology and Physical Education – Teaching/Coaching Programs. 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 1754 (fall 2012 & spring 2013 combined) or an average of 6.59 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 email, Skype (video conferencing), and phone conferencing.

Advising Center 2012-2013 Student Contact Data
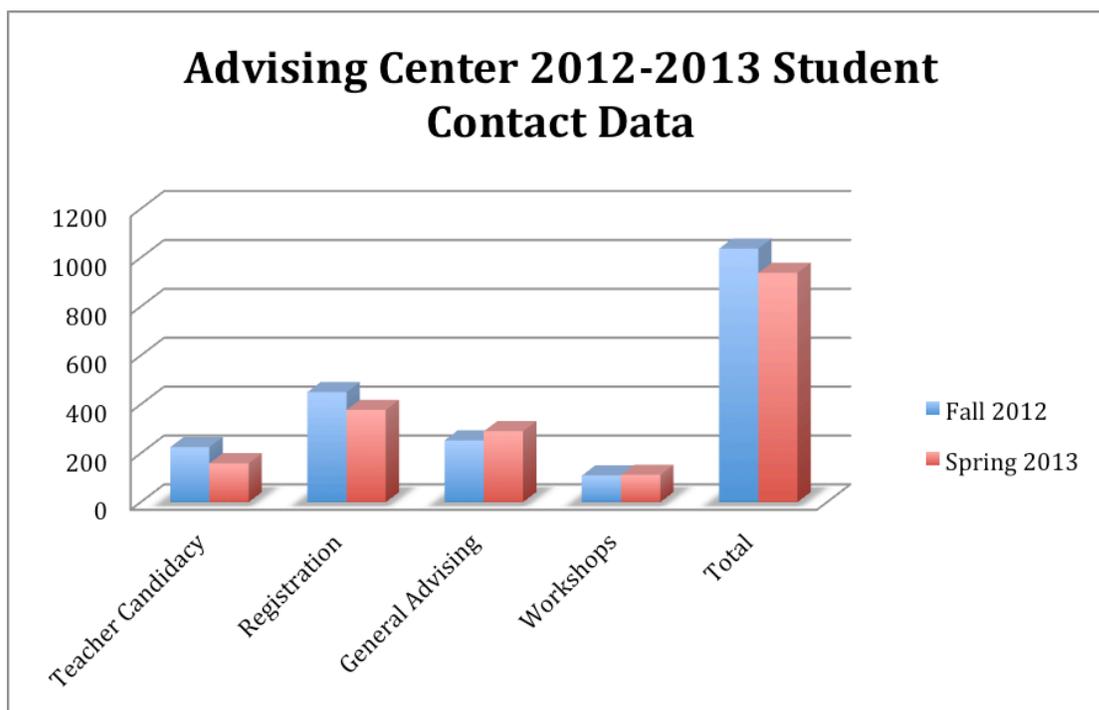
The Advising Center offered a total of 25 Teacher Candidacy eFolio workshops throughout the fall and spring semesters. The workshops were open to all teacher candidates and were marketed through FirstClass, bulletin boards, and individual advising appointments. Six workshops provided an introduction to Teacher Candidacy and the eFolio, 8 workshops were specific to the field experience, 4 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. Participation in the 28 group workshops totaled 221 participants for the year.

This 2013-2014 school year, the Advising Center will be taking on more students as advisees. The teacher candidates who are submitting their portfolios this October 1st, 2013, will no longer be assigned a faculty advisor after passing into Teacher Candidacy. Instead, they will stay will stay with the Advising Center and be assigned a faculty mentor. Also, the Advising Center will be taking on the advisees of faculty that have retired or are becoming department chairs. Faith Erhardt joins the Advising Team on August 1, 2013, as a fulltime advisor with the center. The structure of the center will consist of two fulltime advisors and two Graduate Assistants who also serve as advisors. It is estimated that our numbers will nearly double with the addition of the KPE first year students. With the University incentive to increase enrollments, we will need to reevaluate our structure to determine if more staffing is required in order to meet the needs of our students and increasing population we serve.

Progress on Diversity Issues

The Diversity and Difference Standing Committee, co-chaired by Phyllis Brazee and John Maddaus, has promoted greater understanding of diversity through a wide variety of activities, including:

- John Maddaus developed, twice piloted, and gained University approval for a new field experience course, available to undergraduate students as Field Experience: Urban and Rural Education – EDG 425, and to graduate students as Practicum: Urban and Rural Education – EDG 525. This course includes visits to urban and rural schools serving low-income students, English Language Learners (both immigrants and international students), and students needing alternative education (both academic and vocational). The course emphasizes culturally relevant pedagogy. A highlight of the course is an all-day trip to Auburn and Lewiston.

- Student teacher professional development days in both Fall and Spring semesters have focused on issues relating to student and teacher identities and inclusive pedagogies. Libra professors Dr. Denise Patmon and Dr. Steve Gordon have helped Pam Kimball to design and lead both these events. In the Spring semester, Julia Sleeper, Director of Tree Street Youth in Lewiston, was the keynote speaker, sharing what she has learned about teaching immigrant children and youth.

- Denise and Steve also met with and contributed to other classes, including in the Counselor Education and the Master of Arts in Teaching programs at the graduate level and the undergraduate courses Education in a Multicultural Society and Urban and Rural Education.

- Five Somali youths and two staff members of Tree Street Youth visited UMaine for a day, which included participation in two classes of Education in a Multicultural Society, a campus tour, a visit to the Office of Multicultural Student Affairs, and a Diversity Dialog led by our guests.

- Other Diversity Dialogs for faculty, staff and students have included Sally Mackenzie speaking on her Fulbright professorship in Hanoi, Vietnam, and Andrea West (graduate assistant) speaking on her experiences teaching English as a Second Language in Mexico.

- Annette Nelligan and Andrea West organized the second annual Educators of International Students in Maine Symposium, which featured presentations by faculty and high school educators on successful programs and activities, as well as a panel discussion of international students reflecting on their experiences in Maine.

- Andrea West has redesigned the Diversity Resources web page on the COEHD website, including listings of the book and audiovisual resources kept in Shibles Hall room 100 and available to faculty and staff.

- Phyllis Brazee led the Diversity Committee in developing a definition for "fairness" (a term used by NCATE), which is based on a set of diversity outcomes for graduates that was adopted by the faculty in May 2006.

- Phyllis Braze and Libra Professors Denise Patmon and Steve Gordon met with the faculty of several graduate programs for discussions of what each program could do to infuse diversity more fully in their programs.

- Andrea West organized three workshops for undergraduate students to promote student teaching abroad and inform students of scholarships that they could apply for to help finance student teaching abroad.

- The Diversity Committee and the Field Experience Committee of TEF jointly initiated a proposal, approved by the Teacher Education Faculty, to increase the hours and credits of the Field Observation (EDG 400) for secondary education students to include placements focused on diversity.

- The Diversity Committee and the Field Experience Committee of TEF jointly initiated discussions with Project REACH about incorporating English as a Second Language into our pre-service teacher education curricula.

- Pam Kimball, Judy Pusey, and John Maddaus developed a Diversity Experiences Form to document the experiences with diversity that our students have in their P-12 field experiences, as well as lists of opportunities for students to volunteer in on- and off-campus settings involved diverse P-12 students.

- Discussions were initiated regarding strategies for recruiting more students from diverse backgrounds.

- Annette Nelligan and John Maddaus initiated discussion with Dr. Aretha Marbley, Professor of Counselor Education at Texas Tech University, about her becoming our next Libra visiting professor.

- Annette Nelligan and John Maddaus developed a travel study course entitled "Youth in Vietnam," which will be offered in May Term, 2014. This course is one of several initiatives that have arisen from a growing relationship with American University of Vietnam (AUV). Annette hosted a visit by AUV President Roy Nirschell, at which a memo of understanding was signed between AUV and UMaine.

Research and Scholarship Summary

Table 1

Publications of faculty-Summary for AY 2010-2011	
Type of Publication	**No. Published**
Refereed Journal Articles Published	17
Refereed Journal Articles Submitted	18
Refereed Journal Articles Accepted	12
Books Published/Accepted	6
Books Submitted	1
Book Chapters Published/Accepted	7
Technical Reports Published	23
Presentations	89
Proceedings Published	13

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 M for complete list).**

The total revenue generated from grants and contracts during the FY 2013 academic year equaled $4,841,085.

IV. Efforts to Increase Revenue, Decrease Expenditures, and Increase Fiscal Efficiency: Alumni Cultivation, Development Initiatives, and Private Support

Martin Novom, a Senior Development Officer with the Office Of University Development, was assigned to the College in a full-time capacity. I worked with Martin to develop a philanthropic action plan that includes the establishment of an Advisory Board, and to build the essential relationships with current and potential donors to the College. Cultivation work continued, and we were successful in securing private support in the form of scholarship funds and project assistance.

- The Dean attended alumni meetings and luncheons as well and participated in UMaine Foundation functions.

- The Dean and Martin Novom attended a Council for the Advancement and Support of Education (CASE) conference to learn more about the dean's role in donor cultivation and fund development activities
- Outreach to 17,000 alumni included the mailing of the annual College newsletter, the creation of an online weekly newsletter that is shared with faculty, development office and alumni that highlights faculty, students, and staff activities. Additionally, a holiday card sent in December to 500 selected Alumni and Friends. We have been working all year to get accurate information to see if our development efforts are increasing donations to the College.

- We conducted a survey of our entire alumni list of perceptions regarding the quality of their education experience and their faculty interactions. We utilized a post card to reach those with no email address and an email e-blast. In addition to gathering important information about how the College is perceived, we also were able to verify existing email addresses and gather new ones that will be important for our outreach efforts **(See Appendix N – Sample from Alumni Survey)**.

- From May 18, 2001 to July 12, 2013 the College, through the efforts and Reading Recovery program work of Mary Rosser, brokered grants from the Cole Family Foundation totaling $707,941.26 to local school districts in support of the professional development work we offer throughout the state.

- The College awarded $40,000 in scholarship dollars this past year with an additional $27,500 provided by the Cole Family Foundation.

- The College hired a grants coordinator, which has already resulted in several successful acquisitions of extramural funding.

- Increase our Marketing Efforts

V.   Desired/Planned Professional Development Opportunities

- Sending several faculty to learn about new CAEP standards
- Sending interested faculty interested in becoming NCATE trainers and evaluators
- Need extensive training for department chairs and administrative support specialists as we transition to departments
- Dean will attend conferences and professional development opportunities regarding fund raising and development

VI.   Activities to maintain/enhance quality of the faculty

- Partner Accommodations: Will continue to seek a spousal accommodation for Dan Capps. We need to find his partner Krista Capps a tenure track position at UMaine. I will continue to seek every opportunity to retain the Capps at UMaine.
- Hires: The biggest and most immediate need is Educational Leadership. Several of the faculty are moving into phased retirement and we must be proactive in hiring tenured-track faculty to sustain that program. We will begin searching for a position in Educational Leadership in September. We had a failed search in Literacy last year and will search again this year for a tenure track position. The need is to open the search at the level of Assistant, Associate, or Full. We have 2 faculty who are in fixed length lecturer positions (Educational Leadership and Counseling) that come to an end this academic year. The intent would be to move those lines into full-time lecturer positions. We have 2 faculty nearing the end of their phased retirement and would like to request to begin searching for those positions (Human Development and Counseling). We also need to hire additional support specialist to assist with admissions and marketing and recruitment efforts.

- Work place improvements: Our buildings, including office space need renovations that go beyond paint and polish. This needs to become a priority.
- As mentioned previously we need to move back to the funding model that provides incentives for offering off campus courses and other outreach efforts. If the funding model does not revert back to the 75% model we will not be able to sustain several of our key programs in the College.

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 plus additional cuts have been made to our TRIO programs. If we wish to sustain these programs additional institutional support will be necessary. All three of the College of Education and Human Development sponsored TRIO Programs are college access programs serving students from grades 6-12 or adult population. These TRIO programs are in perfect alignment with System wide goals of increasing student enrollment as well as the Blue Sky Project without continued funding for our TRIO programs we will not be able to continue outreach to citizens of Maine. Last year the TRIO programs at UMaine placed 1,051 students in college.

- 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.

VII. Summary of Program Reviews for 2012-2013

ATTACHMENT A
Academic Unit Metrics

UNIT DATA SUMMARY WITH COMMENTARY

Education and Human Development Student Credit Hours Taught
Per FTE Tenured/Tenure-Eligible Faculty

	FTE faculty: tenured/tenure-eligible (T/TE) only				
	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
UMaine (five colleges combined)	**441.1**	**429.0**	**416.5**	**405.9**	**384.8**
EHD	33.4	31.4	26.9	25.9	24.9

	SCHs taught by T/TE faculty					SCHs per FTE T/TE faculty				
	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
Undergraduate	**107,582**	**105,008**	**99,434**	**93,065**	**92,252**	**243.9**	**244.8**	**238.8**	**229.3**	**239.8**
Graduate	**11,147**	**10,849**	**11,132**	**11,304**	**9,954**	**25.3**	**25.3**	**26.7**	**27.8**	**25.9**
Total	**118,729**	**115,857**	**110,567**	**104,369**	**102,207**	**269.2**	**270.1**	**265.5**	**257.1**	**265.6**
Undergraduate	8,600	8,104	7,896	6,896	6,799	257.9	258.5	294.1	266.8	273.6
Graduate	2,285	2,044	1,966	1,982	1,691	68.5	65.2	73.2	76.7	68.0
Total	10,885	10,147	9,862	8,878	8,490	326.4	323.7	367.3	343.4	341.6

1. Student credit hours include those generated by all non-DLL courses taught by tenured/tenure-eligible faculty in the unit, regardless of the unit offering the courses. For example, if an Education professor taught a course offered by the Department of Psychology , the corresponding student credit hours would be reported for the College of Education and Human Development.
2. DLL student credit hours include those generated by online, CED, and University Section Project courses.

(UMaine Office of Institutional Research, 6-18-13)

Course Credit Hours Taught per FTE Tenured/Tenure-Eligible Faculty

	CCHs taught by T/TE faculty					CCHs per FTE T/TE faculty				
	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
Undergraduate	**4,086**	**4,056**	**4,307**	**4,172**	**3,726**	**9.3**	**9.5**	**10.3**	**10.3**	**9.7**
Graduate	**2,273**	**1,996**	**2,360**	**2,437**	**2,226**	**5.2**	**4.7**	**5.7**	**6.0**	**5.8**
Total	**6,358**	**6,052**	**6,666**	**6,608**	**5,951**	**14.4**	**14.1**	**16.0**	**16.3**	**15.5**
Undergraduate	338	270	282	280	235	10.1	8.6	10.5	10.8	9.5
Graduate	428	337	354	375	324	12.8	10.7	13.2	14.5	13.1
Total	765	607	636	655	559	22.9	19.4	23.7	25.4	22.5

1. Course credit hours include those generated by all non-DLL courses taught by tenured/tenure-eligible faculty in the unit, regardless of the unit offering the courses. For example, if an Education professor taught a course offered by the Department of Psychology , the corresponding course credit hours would be reported for the College of Education and Human Development.
2. DLL course credit hours include those generated by online, CED, and University Section Project courses.

(UMaine Office of Institutional Research, 6-18-13)

Course Sections Taught by T/TE Faculty

	Course sections taught by T/TE faculty					Course sections per FTE T/TE faculty				
	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
Undergraduate	**1,551**	**1,599**	**1,570**	**1,511**	**1,467**	**3.5**	**3.7**	**3.8**	**3.7**	**3.8**
Graduate	**795**	**763**	**797**	**824**	**776**	**1.8**	**1.8**	**1.9**	**2.0**	**2.0**
Total	**2,346**	**2,362**	**2,368**	**2,334**	**2,243**	**5.3**	**5.5**	**5.7**	**5.8**	**5.8**
Undergraduate	110	100	92	90	81	3.3	3.2	3.4	3.5	3.3
Graduate	162	133	120	140	118	4.9	4.2	4.5	5.4	4.7
Total	272	232	212	230	199	8.2	7.4	7.9	8.9	8.0

1. Course sections include all non-DLL courses taught by tenured/tenure-eligible faculty in the unit, regardless of the unit offering the courses. For example, if an Education professor taught a course offered by the Department of Psychology , the corresponding course section would be reported for the College of Education and Human Development.
2. DLL course sections include online, CED, and University Section Project courses.

(UMaine Office of Institutional Research, 6-18-13)

College of Education & Human Development
Total Student Credit Hours by Academic Unit

Undergraduate

	Total					Offered via DLL				
	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
Education	7,825	8,305	7,406	8,065	7,054	147	285	192	126	0
Human Development	7,688	7,980	7,713	6,854	6,906	2,043	2,307	2,346	2,190	2,112
Kinesiology & Physical Education	3,666	4,332	4,348	4,038	3,686	57	213	210	201	132
College Total	19,179	20,617	19,467	18,957	17,646	2,247	2,805	2,748	2,517	2,244
UMaine Total	245,964	241,361	233,691	227,794	227,406	48,984	52,212	51,032	47,595	50,521

Graduate

	Total					Offered via DLL				
	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
Education	7,117	8,020	7,086	6,588	6,354	1,935	1,782	1,373	744	1,017
Human Development	201	214	265	246	217	39	129	72	69	78
Kinesiology & Physical Education	150	165	198	117	180	123	165	198	117	180
College Total	7,468	8,399	7,549	6,951	6,751	2,097	2,076	1,643	930	1,275
UMaine Total	20,169	21,930	21,578	20,413	20,101	3,362	4,041	3,641	2,608	3,154

Total

	Total					Offered via DLL				
	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
Education	14,942	16,325	14,492	14,653	13,408	2,082	2,067	1,565	870	1,017
Human Development	7,889	8,194	7,978	7,100	7,123	2,082	2,436	2,418	2,259	2,190
Kinesiology & Physical Education	3,816	4,497	4,546	4,155	3,866	180	378	408	318	312
College Total	26,647	29,016	27,016	25,908	24,397	4,344	4,881	4,391	3,447	3,519
UMaine Total	266,133	263,291	255,269	248,207	247,507	52,346	56,253	54,673	50,203	53,675

1. Total student credit hours (SCHs) offered by the academic unit, regardless of the instructor's home unit. For example, all courses having an EDB prefix are considered to be offered by the College of Education & Human Development, even if an instructor from the College of Liberal Arts & Sciences taught an EDB course. SCHs generated by multidisciplinary courses are attributed to the academic unit of

FTE Faculty Associated with Other Units

FTE faculty associated with other units										
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	all	T/TE	all	T/TE	all	T/TE	all	T/TE	all	T/TE
Athletics	42.3		39.0		39.0		36.5		36.0	
Climate Change Institute	10.7	6.9	9.90	6.9	9.4	6.4	8.9	6.9	7.9	6.9
Division of Lifelong Learning	30.9		32.2		24.0		20.5		22.6	
Cooperative Extension	40.2	0.7	37.0	0.7	37.0	0.7	37.6	0.7	37.8	0.6
other*	15.0	6.0	16.2	6.0	14.6	6.0	17.6	6.5	17.7	6.2
total:	138.96	13.5	134.3	13.5	124.0	13.0	121.1	14.0	122.0	13.7

* Advanced Structures and Composites Center, Canadian American Center (prior to 2012-2013), Center for Community Inclusion, College Success Program, Darling Marine Center, Foster Center for Student Innovation, Intensive English Institute, Laboratory for Surface Science and Technology, National Center for Geographic Information and Analysis, Margaret Chase Smith Policy Center, Water Research Institute, and several miscellaneous appointments.

(UMaine Office of Institutional Research, 6.18.13)

Retention and Graduation Rates: Institution-wide

		Cohort											
		Fall 00	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
AFTER 1 YEAR	Dismissed	7%	8%	7%	6%	7%	7%	8%	8%	6%	6%	6%	6%
	Withdrew	14%	14%	14%	14%	14%	13%	14%	16%	15%	15%	16%	18%
	Retained Same College	63%	65%	62%	62%	62%	62%	64%	59%	60%	57%	60%	60%
	Retained Different College	15%	14%	16%	18%	17%	18%	14%	18%	19%	22%	18%	17%
	Total Retention	**79%**	**79.0%**	**78%**	**80%**	**79%**	**80%**	**78%**	**76%**	**79%**	**79%**	**78%**	**76%**
AFTER 2 YEARS	Retained Same College	46%	49%	47%	45%	46%	48%	47%	44%	46%	43%	46%	
	Retained Different College	23%	21%	22%	25%	23%	24%	21%	22%	23%	23%	22%	
	Total Retention	**69%**	**70.0%**	**69%**	**70%**	**69%**	**72%**	**69%**	**65%**	**69%**	**66%**	**68%**	
AFTER 3 YEARS	Retained Same College	41%	45%	43%	40%	41%	43%	43%	41%	43%	40%		
	Retained Different College	24%	22%	24%	26%	24%	24%	22%	22%	22%	23%		
	Total Retention	**65%**	**66.5%**	**67%**	**66%**	**65%**	**67%**	**65%**	**63%**	**65%**	**63%**		
AFTER 4 YEARS	Still Enrolled, Same College	16%	18%	16%	14%	14%	15%	14%	13%	13%			
	Still Enrolled, Different College	14%	14%	15%	15%	15%	13%	12%	11%	11%			
	Total Still Enrolled	**30%**	**32.6%**	**30%**	**29%**	**29%**	**28%**	**27%**	**24%**	**25%**			
	Graduated in 4 yrs, Same College	24%	22%	24%	24%	25%	26%	27%	25%	27%			
	Graduated in 4 yrs, Different College	10%	10%	10%	10%	10%	10%	9%	11%	10%			
	Total 4-yr Graduation Rate	**34%**	**32.1%**	**34%**	**34%**	**34%**	**36%**	**36%**	**36%**	**37%**			
	Total Still Enrolled or Graduated After 4 yrs	**64%**	**65%**	**64%**	**63%**	**63%**	**64%**	**63%**	**60%**	**62%**			
AFTER 5 YEARS	Still Enrolled, Same College	4%	6%	3%	3%	3%	3%	4%	3%				
	Still Enrolled, Different College	5%	5%	5%	5%	6%	5%	4%	3%				
	Total Still Enrolled	**9%**	**10%**	**8%**	**8%**	**9%**	**8%**	**8%**	**7%**				
	Graduated in 5 yrs, Same College	11%	12%	11%	10%	10%	11%	11%	9%				
	Graduated in 5 yrs, Different College	9%	8%	9%	10%	8%	8%	8%	7%				
	Total Graduated in 5 yrs	20%	21%	20%	20%	18%	19%	19%	15%				
	Total 5-yr Grad. Rate, Same College	34%	34%	35%	33%	34%	37%	37%	34%				
	Total 5-yr Grad. Rate, Different College	19%	18%	19%	20%	18%	18%	18%	18%				
	Total 5-yr Graduation Rate	**54%**	**53%**	**54%**	**53%**	**52%**	**55%**	**55%**	**51%**				
	Total Still Enrolled or Graduated After 5 Years	**62%**	**63%**	**62%**	**61%**	**61%**	**63%**	**63%**	**58%**				
AFTER 6 YEARS	Still Enrolled, Same College	2%	2%	1%	2%	1%	1%	1%					
	Still Enrolled, Different College	2%	2%	2%	2%	2%	2%	2%					
	Total Still Enrolled	**4%**	**4%**	**3%**	**3%**	**4%**	**3%**	**3%**					
	Graduated in 6 yrs, Same College	2%	3%	2%	2%	2%	3%	2%					
	Graduated in 6 yrs, Different College	3%	3%	3%	3%	3%	3%	2%					
	Total Graduated in 6 yrs	5%	6%	5%	5%	5%	5%	4%					
	Total 6-yr Grad. Rate, Same College	36%	37%	37%	35%	36%	39%	40%					
	Total 6-yr Grad. Rate, Different College	22%	22%	22%	23%	21%	21%	20%					
	Total 6-yr Graduation Rate	**59%**	**59%**	**59%**	**58%**	**57%**	**60%**	**59%**					
	Total Still Enrolled or Graduated After 6 Years	**62%**	**63%**	**62%**	**62%**	**61%**	**64%**	**62%**					
	Cohort Size:	1,589	1,540	1,651	1,599	1,607	1,703	1,807	1,817	1,936	1,654	1,717	1,735

* Cohort size reflects the initial number of students. Consistent with IPEDS guidelines, however, graduation rates are calculated based on a cohort size adjusted for student mortality.

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

External research dollars: The College received $4,841,085 in external funding.

ATTACHMENT B
Unit Reports - Not Applicable

ATTACHEMENT C
Tables: E1: E1a & E1: E1b

OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

List each degree program:	(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
1. Early Child, B.S.	**Yes, go t o:** **http://efolio.umeedu.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 column1, program 1 **Also see Guidelines for Teacher Candidacy and the Student Teacher Handbook.**	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

		And course syllabi.				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 emphasis on diversity in the Social Context course (EDH501) because of student data collected and examined in the MAT annual report. 2006.	NCATE in 2005 and 2007, Internal annual program review in Spring, 2008 and following years until 2010-2011 when the 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	NCATE in 2005 and 2007, Internal annual program review in Spring,

				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.	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 column1, 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 column1, 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 column1, 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 self-**	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.

				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 <u>all</u> 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 .	2005 (full review) **July 2006 (state approval, NCATE approval of standards 1,2,3,5, and 6)**	**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.** Areas for improvement: Standard 4 – The unit does not ensure that candidates have field experiences with diverse students. Candidates have limited opportunities to interact with racially diverse faculty and candidates. Standard 1 – Three programs do not have assessment data. Standard 2 – Comprehensive data for only one semester was available. The unit has not determined that key assessments are predictors of candidate success. The Ed. Leadership program assessments do not reveal if candidates are meeting unit proficiencies. Standard 3 – In some programs experiences are not extensive nor sufficiently monitored. Standard 6 – Collaboration between College of Liberal Arts and Sciences and unit faculty is not systematic.	Praxis 1, Praxis 11	2012, full review
CAATE (Commission on Accreditation for Athletic Training Education	**2005, (full review and approval)**	Met accreditation Areas for improvement: Program is understaffed. Program director is overloaded. Health and safety of personnel associated with educational activities of the students not adequately safeguarded. Insufficient data regarding program graduates. Admission procedures are not clear.	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		
		164/164[b]	183/183	161/161		
1	PRAXIS 1[a]	100%	100%	100%	100%	100%
		157/157	180/180	159/159		
2	PRAXIS II	100%	100%	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.

		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
National Licensure Passage Rates*						
1	Brd of Certification Athletic Training 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

OUTREACH ACROSS THE STATE

Maine Writing Project
Maine Partnerships in Comprehensive Literacy
RR School
Graduate Outreach
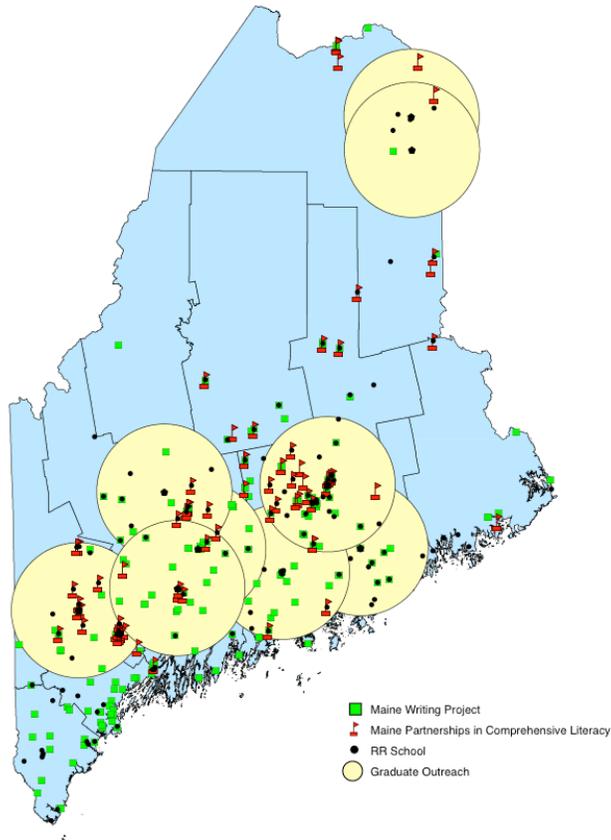
COEHD Outreach 2010 - 2013

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.

DEPARTMENTAL STRUCTURE

THE UNIVERSITY OF MAINE

College of Education and Human Development

Theme: Leading Educational Excellence through Research, Innovation, Collaboration, and Engagement.

Vision: The University of Maine College of Education and Human Development will be a leader in developing knowledge and providing expertise on issues related to education and human development at a state, regional, and national level.

Mission: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings.   Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

Department A: Sports Science & STEM Education

Personnel	Tenure Status	Rank	Admin. Spec.
1. Steve Butterfield, Chair T	Professor		Diane L.
2. Eric Pandiscio	T	Associate Professor	Amy C.
3. Dan Capps	TT	Assistant Professor	Amy C.
4. Jon Shemwell	TT	Assistant Professor	Amy C.

Faculty from CLAS who are associated with our College

Joint Appointment

a. *Natasha Speer T	Associate Professor		
b. *Michael Wittmann	T	Professor	

Cooperating Appointment

c. *Mac Stetzer		Assistant Professor	
d. *Michelle Smith		Assistant Professor	
e. *John Thompson		Associate Professor	
5. Gail Garthwait	T	Associate Professor	Amy C.
6. Glenn Reif	T	Associate Professor	Diane L.
7. Bob Lehnhard	T	Professor	Diane L.
8. Chris Nightingale		Lecturer	Diane L.
9. Sherrie Weeks		Lecturer/Instructor	Diane L.
10. Charlie Bloedon		Lecturer	Diane L.
11. Taylor Bloedon	Lecturer		Diane L.
12. Steve Elmer	TT	Assistant Professor	Diane L.

Faculty from CRE who have coop. appointments with this dept.

13. *Shihfen Tu	T	Associate Professor	Amy C.
14. *Craig Mason	T	Professor/Director of CRE	

Adjunct Faculty
Bonnie Blagojevic
Daniel Tompkins
Jason Baack
Susan Lizzotte
Brianna Woodworth
Nora Feeney
Michael Smart
Michael Thurston
Lisa Carter
Charlie Bloedon
Richard Young
Sarah Stewart
Taylor Bloedon
Jennifer McNulty

Graduate Assistants
Gemma Scott
Jayson Nissen
Stacie Hoover
Aaron Runner
Kristopher Enslen

Professional Staff
*Vi Thai   Professional

Support Staff
Diane LeGrande   Classified   Administrative Support Specialist
*Amy Cates   Classified   Administrative Support Specialist

Work Study

Degrees
Athletic Training (B.S.)
Kinesiology & Physical Education (B.S., M.S., M.Ed.)
        Administration
        Science
        Innovation Engineering
        Outdoor Sports Science
KPE Teaching/Coaching
Secondary Education (B.S., M.A.T.)
        Science Education Programs (B.S., M.S., M.Ed., M.S.T., C.A.S, Ph.D./STEM)
                Physical Science/Life Science
        Mathematics (B.S.)
        Social Studies (B.S.)
        English (B.S.)
                World Languages/Arts and Sciences (B.S.)
Instructional Technology Programs (M.Ed.)
Individually Designed (M.Ed., C.A.S., Ed.D.)
Certificate Programs

Associated with more than one department

Yellow - Administrative Specialist will support the department chair

Department B: Literacy/Special Education/Counseling/Curriculum & Foundations

Personnel	Tenure Status	Rank	Admin Spec.
1. James Artesani , Chair	T	Associate Professor	Heather P.
2. Rich Kent	T	Associate Professor	Heather P.
3. Ken Martin		Lecturer	Heather P.
4. Susan Bennett-Armistead	T	Associate Professor	Heather P.
5. *Marcia Boody		Professional/Director	Amy C.
6. *Mary Rosser		Professional/Director	Amy C.
7. Jane Wellman-Little		Lecturer	Roxanne L.
8. Dorothy Breen	T	Professor/Phased Retire.	Roxanne L.
9. Dennis Lin	TT	Assistant Professor	Roxanne L.
10. Annette Nelligan		Lecturer	Roxanne L.
11. Laura Shannonhouse	TT	Assistant Professor	Roxanne L.
12. Dennis King		Assistant Professor	Roxanne L.
13. John Maddaus	T	Associate Professor	Roxanne L.
14. Diane Jackson		Lecturer	Roxanne L.
15. *Janet Spector	T	Associate Professor/ Graduate Student Coord.	Becky L.
16. Cheryl Robertson		MAT Coordinator	Roxanne L.

Faculty from CRE who have cooperating appointments with this dept.

17. *Brian Doore		Assistant Research Prof Amy C.	
18. *Ted Coladarci	T	Professor/Director of Institutional Studies	
19. *Deborah Rooks-Ellis		Assistant Research Prof	

Adjunct Faculty
Elena Perrello
Brandon McLaughlin
Susan Scott
Shelly Tennett
Paula Leavitt
Joan Staffiere
David Armistead

Graduate Assistants
Andrea West
Maryia Nezol
Cassandra Robinson
Carl Lamb
Joshua Jones
Jamie Treworgy
Pete St. John
Susan Isteero
Courtney Pacholski

Support Staff
*Heather Pullen   Classified   Administrative Support Specialist
*Roxanne Lee   Classified   Administrative Support Specialist
*Becky Libby   Classified   Administrative Support Specialist

Work Study

<u>**Degrees**</u>
Elementary Education (B.S.)
      Early Childhood Education (Certification)
Curriculum, Assessment, and Instruction (M.S., M.Ed., C.A.S.)
Counselor Education Programs (M.A., M.S., M.Ed., C.A.S, PH.D)
Literacy (M.S., M.Ed., C.A.S., Ph.D.)
Special Education (M.Ed., C.A.S.)
Social Studies Education Programs (M.A., M.S., M.Ed., C.A.S.)
Prevention and Intervention Studies (Ph.D.)
Individually Designed (M.Ed., C.A.S., Ed.D.)
Certificate Programs

* Associated with more than one department

Yellow - Administrative Specialist will support the department chair

Department C: Department of Educational Leadership, Higher Education & Human Development

Personnel	Tenure Status	Rank	Admin Spec.
1. Sid Mitchell, Chair	T	Associate Professor	Janice B.
2. Sandy Caron	T	Professor	Janice B.
3. Robert Milardo	T	Professor	Janice B.
4. Gary Schilmoeller	T	Assoc. Prof./Phased Ret.	Janice B.
5. Mary Elin Logue	T	Associate Professor	Janice B.
6. Julie DellaMattera	T	Associate Professor	Janice B.
7. Margo Brown		Director	Janice B.
8. Richard Ackerman	T	Professor	Jo-Ellen C.
9. Paul Knowles		Lecturer	Jo-Ellen C.
10. Sally Mackenzie	T	Assoc. Prof./Phased Ret.	Jo-Ellen C.
11. George Marnik		Lecturer	Jo-Ellen C.
12. Elizabeth Allan	T	Professor	Jo-Ellen C.
13. Dan Tillapaugh		Post-Doctoral Fellow	Jo-Ellen C.
14. Mary Madden		Associate Research Prof.	Jo-Ellen C.
15. Gordon Donaldson		Professor Emeritus	
16. Sue Estler		Professor Emeritus	

Faculty from CRE who have cooperating appointments with this dept.

Personnel	Tenure Status	Rank	Admin Spec.
17. *Janet Fairman		Associate Research Prof.	Jo-Ellen C.

Adjunct Faculty
Barbara Howard
Jodelle Austin
Joanne Alex
Diane Batty
Ian Cameron
Renate Klein
Kim Oldenburgh
Elizabeth Barry
Lynne Gardner
Gordon Donaldson
Jane Haskell
Nikki Stephanou
Suzanne Estler
Leslie Forstadt

Graduate Assistants
Jeffrey Falvey
Spencer Wood
Marie Castellano
Jacob Manning
David Kerschner
Carrie Rand
Loyann Worster

<mark>Support Staff</mark>
<mark>Janice Bacon</mark>	Classified	Administrative Support Specialist
Jo-Ellen Carr	Classified	Administrative Support Specialist

Work Study

Degrees
Child Development and Family Relations (B.S., M.S.)
Educational Leadership Programs (M.Ed., C.A.S., Ed.D, Ph.D.)
Higher Education Programs (M.A., M.S., M.Ed., C.A.S., Ed.D., Ph.D.)
Individually Designed (M.Ed., C.A.S., Ed.D.)
Certificate Programs

* Associated with more than one department

Yellow - Administrative Specialist will support the department chair

Dean's Office

William Dee Nichols   T   Professor/Dean
     Lisa Daniel   Classified/ Admin. Support Supervisor
     Wendy Erickson   Professional

Jan Kristo   T   Professor/Associate Dean
     *Phyllis Thibodeau   Classified/ Admin. Support Supervisor
     *Vi Thai   Professional
    Assessment/Accreditation
     Lori Smith   Professional/Assessment Coordinator
    Graduate
     *Janet Spector   Graduate Coordinator
     *Cheryl Robertson   MAT Coordinator
     *Becky Libby   Classified/Admin. Support Specialist

    Faculty Tenure and Promotion
    TEF
    Partnerships
     Owen Maurais   PREP

Maryellen Mahoney O'Neil   Professional/Assistant Dean
    Office of Field Experiences
     Pam Kimball   Professional/Director
     Dan Ross   Professional
     *Roxanne Lee   Classified/Admin. Support Specialist
     Work Study
    Advising Center
     Erin Straine   Professional
     Faith Erhardt   Professional
     Work Study
     Graduate Assistant
     Graduate Assistant
    Students
     Steve Allan   Classified/Admin. Support Specialist

    NCAA
    Marketing and Webpage
     *Heather Pullen   Classified/Admin. Support Specialist
   *Martin Novom   Senior Development Officer

Associated with more than one department

<div align="center">**Centers**</div>

Center for Research and Evaluation

Faculty	Position	Admin. Spec.	Grant Support
*Craig Mason	Director/Faculty	Phyllis T.	
*Shihfen Tu	Faculty	Amy C.	
*Brian Doore	Researcher	Amy C.	
*Janet Fairman	Researcher		

*indicates serves in another department

Professional Staff

Jason Charland	Professional
Kit Cuddy	Professional
Donna Doherty	Professional
Quansheng Song	Professional
Sriram Bhuvanagiri	Professional
Qinghan Liang	Professional
Stacy Doore	Professional
Cecilia Cobo-Lewis	Professional
Bethany Jorgensen	Professional
Michael Porter	Professional

University Training Center for Reading Recovery and Comprehensive Literacy

*Mary Rosser	Professional/Director	Amy C.	Jason C.
*Marcia Boody	Professional/Director	Amy C.	
Lori Taylor	Professional		
Dawn Jondreau	Professional		
New Hire (Accountant)	Professional		

Support Staff

*Phyllis Thibodeau	Administrative Support Supervisor
*Amy Cates	Administrative Specialist

Work Study

Associated with more than one department

Maine Educational Opportunity Center

*David Megquier	Director
Teresa Morse	Advisor
Randi Taine	Advisor
Christy Le	Advisor
Marty Kelley	Advisor
Sally Daniels	Supervisor of Advising Staff /Director of Special Services

Maine Educational Talent Search

Bonie Lucas	Advisor
Anne St. Pierre	Director of Project Services

Christy Alley   Advisor
Velma Murphy   Advisor
Martha Miller   Advisor
*Karen Keim   Associate Director
*Sandra Caceres Tijerina   Intake and Retention Specialist
*Casey Henderson   Technology Specialist
*Steve Visco   Director of Technology Services
*Victoria Sever   Administrative Support Specialist

Math Science Upward Bound
Rebecca Colannino   Director
Kelly Ilseman   Math Science Program Coordinator/Assistant Director

indicates serve both MEOC and Talent Search

Project Reach
Shelly Chasse-Johndro   Assoc. Director of Project Opportunity
Jane Dare   Admin. Support Specialist
Laura Lindenfeld   Associate Professor

Maine Writing Project
*Rich Kent   Associate Professor
*Ken Martin   Lecturer
*Roxanne Lee   Admin. Support Specialist

Maine Sports and Coaching Center
Walt Abbot
*Diane LeGrande   Admin Support Specialist

The National Collaborative for Hazing Research and Prevention
*Elizabeth Allan   Professor
*Mary Madden   Associate Research Professor

* Associated with more than one department

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
THEME, MISSION, AND VISION**

Theme: Leading Educational Excellence through Research, Innovation, Collaboration, and Engagement.

Vision: The University of Maine College of Education and Human Development will be a leader in developing knowledge and providing expertise on issues related to education and human development at a state, regional, and national level.

Mission: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

POST-TENURE REVIEW
COEHD

Preamble

The *College of Education and Human Development*, in accord with the University's post-tenure review policy, seeks to encourage faculty members to achieve their professional goals and contribute to the College's tripartite mission of scholarship, teaching, and service.

Post-tenure review criteria in the *College of Education and Human Development* are based on the following principles:

1. Post-tenure review is a collegial process the primary goal of which is faculty support;
2. the review process is not intended to limit academic freedom or for the faculty member to re-earn tenure;
3. the post-tenure review shall focus on individual merit relative to appointment, assigned responsibilities, and service activities; and
4. post-tenure review criteria must be periodically reevaluated to assess its effectiveness in aiding faculty performance.

Scholarship

For the purposes of post-tenure review, the peer committee recognizes that scholarship involves
two inter-related parts: the products of a faculty member's expertise and process of conducting studies and collecting data.

Products: Products of scholarship include publishing articles, refereed journal articles, conference presentations, books or book chapters, monographs, or other publications in the faculty member's area of expertise. The peer committee also recognizes that the dissemination of knowledge may not always be restricted to publications. For the purposes of post-tenure review, workshops or other training forums, conference proceedings (e.g., organizing, chairing proceedings, reviewing) may be considered as scholarship activities.

Process: The peer committee recognizes that for many faculty members, publications are the result of research and the collection of data. It is also recognized that the nature of some research can be time and labor intensive that, in some cases, may take several months or years to complete and/or ultimately may not result in publications or presentations because of participant withdrawal. To this end, the peer committee recognizes the process of scholarship as viable evidence of satisfactory performance.

Teaching

Teaching is an integral part of the college, and faculty members should maintain the level of teaching that earned them tenure and promotion. Faculty members are encouraged to keep up with innovations in teaching. However, the peer committee

recognizes that anytime something new is attempted that it could end in failure. While a possibility, the peer committee recommends that faculty members clearly articulate any innovations in teaching they attempted and to explain why it went well or poorly.

Service

The peer committee recognizes that a faculty member's appointment may be divided between teaching and research with no allocation for service activities. However, the department and college cannot function without the aid and willingness of faculty members to engage in service activities. The peer committee recognizes that faculty members are free to determine their service activities.

Criteria

The following criteria are intended as guides to rating faculty work.
1. Above satisfactory—a clear and significant level of accomplishment in teaching and research beyond what is normal for the unit, and with a clear commitment to service activities.
2. Satisfactory—includes professional competence in scholarship and a conscientious discharge of duties (e.g., teaching and service).
3. Unsatisfactory—failing to meet expectations in a way that reflects a disregard of previous advice or other efforts of corrective assistance, or involves professional misconduct, dereliction of duty, or incompetence.

Analysis

The following analysis is intended as an illustrative guide for making distinctions among the three criteria.
1. A faculty member who receives 3 ratings of "Above Satisfactory" is rated "Above
   Satisfactory"
2. A faculty member who receives 2 ratings of "Above Satisfactory" and 1 rating of "Satisfactory" is rated "Above Satisfactory"
3. A faculty member who receives 1 rating of "Above Satisfactory" and 2 ratings of "Satisfactory" is rated "Satisfactory"
4. A faculty member who receives 3 ratings of "Satisfactory" is rated "Satisfactory"
5. A faculty member who receives 2 ratings of "Satisfactory" and 1 rating of "Unsatisfactory" is rated "Satisfactory"
6. A faculty member who receives 1 rating of "Satisfactory" and 2 ratings of "Unsatisfactory" is rated "Unsatisfactory"
7. A faculty member who receives 3 ratings of "Unsatisfactory" is rated "Unsatisfactory"

The peer committee accepts the agreed upon purpose of post-tenure review as concerning merit increases; thus, the sole consequence of an unsatisfactory rating is loss of the 3.5% pay increase.

RESEARCH AND SPONSORED PROGRAMS
REPORT OF EXTRAMURAL ACTIVITY
AWARDS RECEIVED FOR JULY 2012 through JUNE 2013

Name	Title	Sponsor	Sponsor	UM Total	Page 1 Total Amount	Sponsor Indirect

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Name	Title	Sponsor	Sponsor	UM Total	Total Amount	Sponsor Indirect
Hunter, S.	A Rising Tide: Advancing Women and Leadership at the University of Maine Yr 3	National Science Foundation	$48,327	$0	$48,327	$16,001
	SUBTOTALS: # OF AWARDS: 0.15		$48,327	$0	$48,327	$16,001

College of Education and Human Development

Name	Title	Sponsor	Sponsor	UM Total	Total Amount	Sponsor Indirect
Capps, D.	Labventure	National Science Foundation	$5,331	$0	$5,331	$1,100
Colannino, R.	Upward Bound Math-Science Program 2008-2013 Yr 5	US Dept of Education	$297,034	$44,655	$341,689	$19,003
Doore, B.	RET Supp - NUE: Nano Science And Laboratory Experience (ScALE) at Umaine +$	National Science Foundation	$1,000	$0	$1,000	$0
Doore, B.	NUE: Nano Science And Laboratory Experience (ScALE) at Umaine +$	National Science Foundation	$600	$0	$600	$0
Doore, B.	ARRA: Maine State Longitudinal Data System Educational Research Yr 2	US Dept of Education	$87,137	$12,277	$99,414	$12,277
Doore, B.	An Efficacy Study of Online Mathematics Homework Support Yr 2	US Dept of Education	$56,876	$0	$56,876	$14,918
Fairman, J.	An Efficacy Study of Online Mathematics Homework Support Yr 2	US Dept of Education	$56,876	$0	$56,876	$14,918

Awards Received for July 2012 through JUNE 2013

Name	Title	Sponsor	Sponsor	UM Total	Total Amount	Sponsor Indirect
Gardner, S.	A Rising Tide: Advancing Women and Leadership at the University of Maine Yr 3	National Science Foundation	$70,879	$0	$70,879	$23,469
Gardner, S.	Maine's Sustainability Science Initiative Yr 4	National Science Foundation	$100,000	$29,574	$129,574	$26,656
Kent, R.	Maine Writing Project SEED Teacher Leadership Development	US Dept of Education	$20,000	$4,145	$24,145	$1,819
Mason, C.	ARRA: Maine State Longitudinal Data System Educational Research Yr 2	US Dept of Education	$87,137	$12,277	$99,414	$12,277
Mason, C.	An Efficacy Study of Online Mathematics Homework Support Yr 2	US Dept of Education	$58,599	$0	$58,599	$15,370
Mason, C.	Children's Health Screening/Surveillance/Tracking 2012-2014	US Dept of Health & Human Services	$0	$0	$0	$0
Mason, C.	Q. Song IPA CDC 2013	US Dept of Health & Human Services	$29,357	$7,868	$37,225	$0
Mason, C.	Biobehavioral Informatics in Newborn Screening - CDC 2011-2012 +$	US Dept of Health & Human Services	$5,412	$763	$6,175	$762
Mason, C.	MEPRI 2012-2013	Maine State Legislature	$71,000	$53,506	$124,506	$10,004
Mason, C.	Maine Learning Technology Initiative	ME Dept of Education	$100,243	$23,018	$123,261	$7,426
Megquier, D.	Maine Educational Talent Search Project - Target Area 1 2011-2016 Yr2	US Dept of Education	$510,255	$117,171	$627,426	$37,796
Megquier, D.	Maine Educational Opportunity Center Project 2011-2016	US Dept of Education	$680,609	$156,288	$836,897	$50,415
Rosser, M.	ARRA Investing in Innovation Yr 2	US Dept of Education	$175,385	$13,200	$188,585	$15,190
Shemwell, J.	Labventure	National Science Foundation	$15,992	$0	$15,992	$3,300

Name	Title	Sponsor	Sponsor Total	UM Total	Total Amount	Sponsor Indirect
Shemwell, J.	The Gulf of Maine Research Institute's Vital Signs	The Hewlett Foundation	$54,976	$0	$54,976	$14,109
Tu, S.	Children's Health Screening/Surveillance/Tracking 2012-2014	US Dept of Health & Human Services	$280,000	$38,666	$318,666	$38,665
Tu, S.	Biobehavioral Informatics in Newborn Screening - CDC 2011-2012 +$	ME Dept of Health and Human Services	$18,040	$2,542	$20,582	$2,542
Tu, S.	Biobehavioral Informatics in Newborn Screening - CDC 2011-2012 +$	US Dept of Health & Human Services	$9,020	$1,271	$10,291	$1,271
Tu, S.	Facilitating Autism Screening & Treatment (FAST) Data System 2012 -2013	US Dept of Health & Human Services	$11,000	$1,549	$12,549	$1,551
Tu, S.	Biobehavioral Informatics in Newborn Screening - CDC 2011-2012 +$	US Dept of Health & Human Services	$21,648	$3,050	$24,698	$3,050
Tu, S.	ARRA: Maine State Longitudinal Data System Educational Research Yr 2	US Dept of Education	$43,568	$6,139	$49,707	$6,138
Zeph, L.	Family-Centered Transition Planning for Young Adults with Autism Disorders Yr 2	US Dept of Education	$78,000	$0	$78,000	$16,095
Zeph, L.	Family-Centered Transition Planning for Young Adults with Autism Disorders +$	US Dept of Education	$756	$0	$756	$156
Zeph, L.	Maine Collaboration for New Hampshire Leadership Education Yr 2	US Dept of Health & Human Services	$119,000	$10,104	$129,104	$3,259
Zeph, L.	UCEDD Core Grant 2011-2012 Yr 2	US Dept of Health & Human Services	$554,000	$374,093	$928,093	$0
Zeph, L.	Early Childhood Opportunities Scholars (EChOS) Yr 3	US Dept of Education	$270,000	$39,200	$309,200	$7,000
	SUBTOTALS: # OF AWARDS: 22.35		$3,889,729	$951,356	$4,841,085	$360,537

APPENDIX G

EHDI-PALS
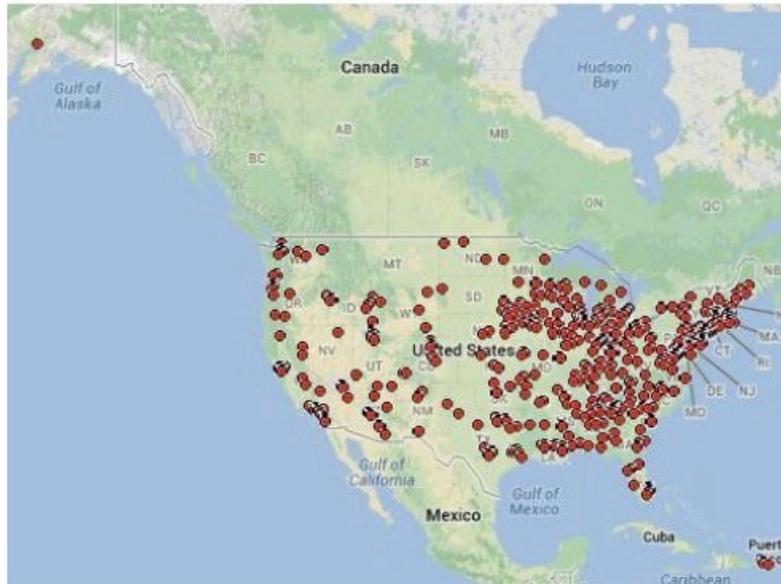
EHDI-PALS

- Partnering with the US CDC and other national organizations, COEHD researchers developed a nation-wide system helping babies with hearing loss connect up with qualified audiological service providers.
- Canadian officials have expressed interest in working with COEHD on a similar system.

APPENDIX H

CENTERS FOR DISEASE CONTROL

ChildLINK
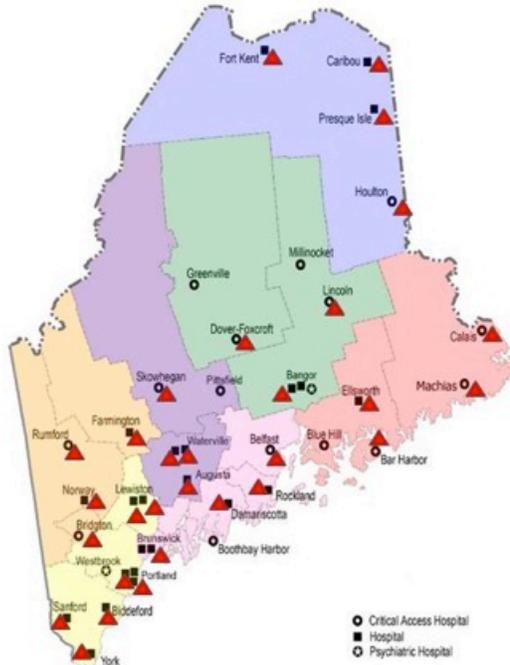
- COEHD is working with the Maine Centers for Disease Control and hospitals across Maine in order to ensure that newborn infants with health or developmental risks are guided into service and care as soon as possible.

- COEHD researchers developed and operate the technology that makes this possible.

READING RECOVERY

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

Legend

- Foundation Supported Schools
- Foundation Supported Districts
- Maine School Districts
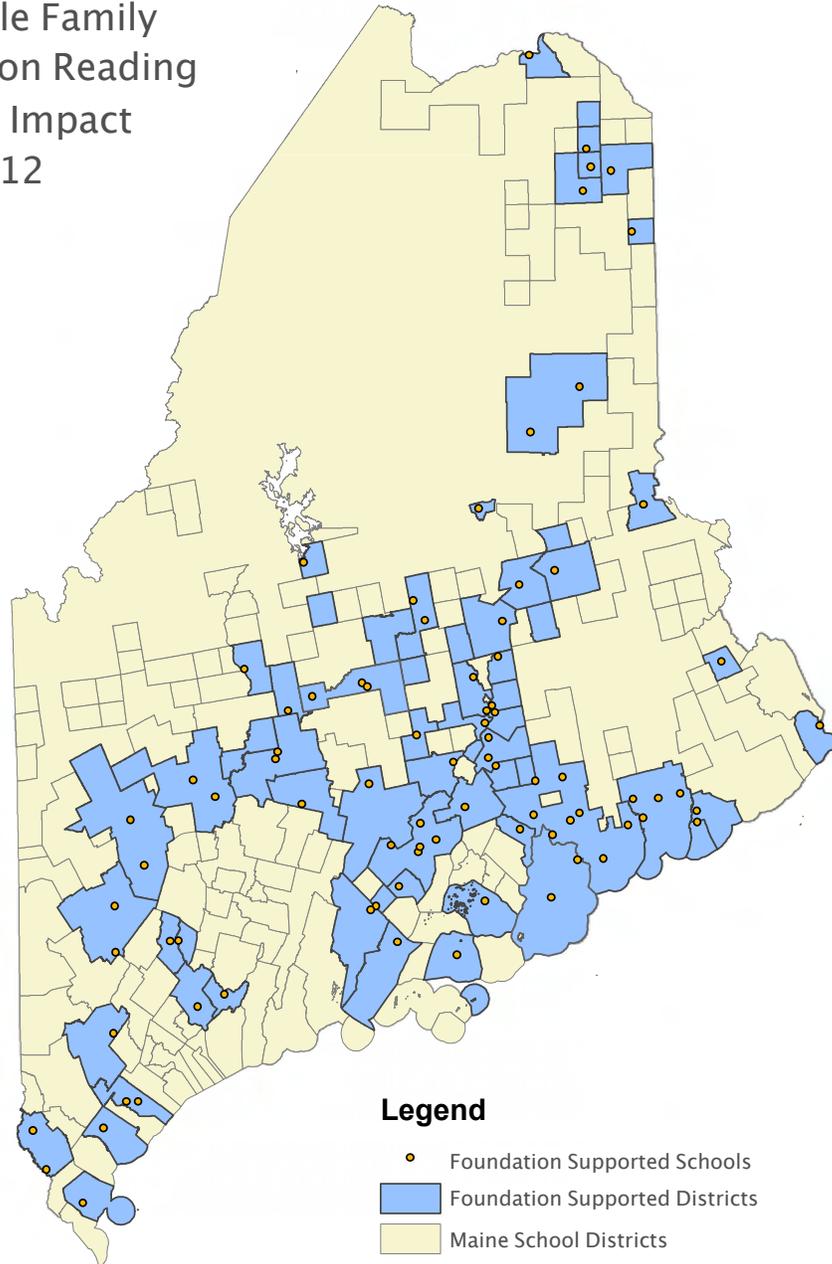
Impact of Galen Cole Family Foundation Funding for Reading Recovery 2001-2012

UASC AND TECC – ANNUAL REPORT 2012-2013

The <u>Unit Assessment System Committee</u> (UASC), co-chaired by Jan Kristo and John Maddaus, met three times and accomplished the following:

• The Committee reviewed status of data collection (Tk-20 candidate proficiency data; Praxis I & II scores; exit, graduate and employer surveys), coordinated by Lori Smith, and monitored development of 2011-2012 program area reports for NCATE standard 1, coordinated by the Standard 1 team.
• The Committee clarified what we need to learn from Praxis II data, which serve as a measure of content knowledge for our students.
• The Committee made recommendations for the alumni survey developed by the Development Office.
• John Maddaus sorted the alumni survey data we received into separate files by program, so these data can be used as part of the 2012-2013 program area reports.
• John Maddaus developed a crosswalk from our current candidate proficiencies, based on the Maine Standards for Initial Teacher Certification, to the new Interstate Teacher Assessment and Support Consortium (InTASC) standards and the International Society for Technology in Education (ISTE) NETS-T standards, for transition to the InTASC and NETS-T standards in Fall 2014.
• The Committee discussed the development of an Assessment Handbook.
• The Committee discussed how to notify both students and faculty about Tk-20 requirements. Jan Kristo and William Dee Nichols followed up with a letter for students. The NCATE Standard 5 team will include Tk-20 information in the Adjunct Handbook.
• The Committee planned the Teacher Education Coordinating Council meeting agenda.

<u>Teacher Education Coordinating Council</u> (TECC) met in May 2013 and discussed the following issues:

• Jan Kristo explained the role of TECC to new members.
• Owen Maurais explained the timeline for the NCATE report and site visit due in 2014.
• The individuals responsible for each of the six NCATE standard reports described accomplishments and concerns regarding the development of those reports.
• Tim Cole inquired about data collection for programs within the College of Liberal Arts and Sciences, and the situation for those programs was explained.
• Scott Delcourt inquired about requirements affecting graduate programs, and John explained the challenges for graduate programs of addressing diversity (NCATE standard 4), and what was being done.
• Lori Smith explained the problems we have encountered regarding student fees for Tk-20. William Dee Nichols will develop a letter regarding Tk-20 to be sent out to new students in NCATE accredited programs as soon as they are admitted.

SUMMARY OF IT STANDING COMMITTEE 2012-13

The members of the IT Standing Committee for 2012-13 are: Gail Garthwait, Vi Thai, Christopher Nightingale, Dennis King, John Maddaus, and Erin Straine

The IT Standing Committee dealt with several issues over the course of the academic year. Topics included how to best integrate technology standards into teacher preparation programs, developing college-wide policies for the purchasing and use of technology, and technology upgrades to the various buildings of the college. The year began with a discussion of new technology that had been purchased through the Dean's Office for the college and how to best distribute it to maximize use and student impact. ENO interactive whiteboards and announcement monitors were purchased and installed in Shibles, Merrill, and Lengyel. ENO boards were placed in classrooms that were maximally used for methods courses to allow students to learn with and learn about this technology and be prepared to encounter it in field work. Announcement monitors were placed in high traffic areas in each building to share important college wide and building specific content with students, faculty, and staff.

A major topic that was addressed this year was how to improve technology education by students to address ISTE Standards. Several different options were discussed, including making EDT 400 a required course for all students in teacher preparation programs, developing a new course to address these standards, or rethinking current curricula to integrate the standards across the curriculum in multiple existing courses. After significant discussion, the committee voted to recommend that all teacher certification students successfully complete EDT 400 to TEF.

The IT Standing Committee also developed a new policy to deal with faculty and staff requests for technology purchases. Considerations of differing types of technology (desktop computer vs laptop computer vs tablet) were made and the committee ultimately voted to accept the following policy:

- All new faculty and staff hires will be provided with their choice of a laptop or desktop computer.

- Faculty or staff may request and ergonomic assessment by UMaine personnel to confirm need for ancillary materials (external monitors, keyboards, etc.) which will be provide by the college.

- Faculty may request the purchase of an iPad/tablet in writing to Wendy Erickson. Requests must include the rational for the purchase, including how the iPad will enhance student learning and address ISTE, NCATE, and/or NEASC requirements. Requests will be reviewed by Wendy and Vi (consulting with the Dean or IT Committee as necessary) for approval or denial.

The IT Standing Committee also was asked by the Dean to consider the development of an appropriate/acceptable use policy for technology in the college. Vi researched if such a policy was already existing at the university or systems level and discovered that such a policy did, in fact, exist. The IT Committee reviewed the UMS Policy and decided that it would be adequate for COEHD and that faculty and students should be referred to it. It was recommended that links to the UMS Policy be added to syllabi, and the recommendation was brought to the Leadership Team.

Finally, the Committee held discussion over the course of the year to recruit new members to the committee so as to better represent all areas and programs of the college. Ultimately, the decision was made to hold off on making recommendations or changes to the make-up of the committee until the college had completed the departmentalization process. This will allow the committee to better understand how to represent all areas of the college while continuing to serve in an advisory capacity to all areas regarding technology and its integration into the educational process.

AUTISM LEADER TEAMS

Proposed: Maine Institute for Autism Education and Research in Collaboration with DOE

• Nationally, Autism Spectrum Disorders (ASD) affect 1 in 50 school-aged children (CDC, 2013).

• In Maine, 3000 children are diagnosed with ASD (Maine Child Count, 2012).

• Recognizing the expertise of special education faculty, the Maine Department of Education selected the COEHD to house the Institute.

• The Maine DOE will contribute to support and sustain the Institute.

• The Institute aligns with the 5 Pathways of The Blue Sky Project, specifically 3) Morale and Marketing and 4) Mentoring and Modeling.

• As the only one of its kind in Maine, the Institute at the COEHD will provide services to Maine families, professionals, schools, and community agencies through:

  • Professional development for educators and clinical personnel.
  • Technical assistance and consultation for educational programs.
  • Information, resource materials, and outreach activities for families.
  • University coursework focused on ASD and related topics.
  • Opportunities for UMaine students to work with individuals with ASD.

Prezi

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Compilation of Publications, Presentations, Research, Awards, and Other

September 2012 – May 2013

Publications:

- *Transforming Canadian Sport Culture: A national study of gender, race, sexuality, and violence in sport hazing as barriers to sport participation.* Allan & Madden are Co-PIs. This proposal was funded by the Canada's Social Sciences and Humanities Research Council (SSHRC) for $140,000.
- Allan, E. J. & Madden, M. (2012). The nature and extent of college student hazing. *International Journal of Adolescent Medicine and Health*, 24(1), 1-8.
- Allan, E. J. & Madden, M. (2013). *Interpersonal violence and college student hazing.* In (Eds.). *University and college students: Health and development issues for leaders of tomorrow.* Nova Publishers.
- Allan, E. J. (2012). *Advancing change in the academy: Multiple feminist frames for broadening perspectives.* In deWelde, K. & A. Stepnick (Eds.). *Disrupting the culture of silence: Women navigating the academy and making change.*
- Bennett-Armistead, S. (in conjunction with N. Duke, A. Moses, S. Zhang, and A. Billman). (2012). *The ABCs of emergent literacy.* Scholastic.
- Breen, D. & Drew, D. (2012) Voices of rural counselors: Implications for counselor education and supervision. VISTAS Online 2012, American Counseling Association.
- Capps, D.K., & Crawford, B.A. (2013). Inquiry-based professional development: What does it take to support teachers in learning about inquiry and nature of science? International Journal of Science Education. DOI:10.1080/09500693.2012.760209
- Capps, D.K. (2012). *A simple lesson illustrating inquiry-based teaching.* Science Scope, 36(1), pp. 26-29.
- Capps, D.K., & Crawford, B.A. (2012). *Inquiry-based instruction and teaching about nature of science: Are they happening?* Journal of Science Teacher Education. (http://www.springerlink.com/content/845690176562x014/)
- Caron, S.L. & Hinman, S. (accepted September 2012). *I took his V-card: An exploratory analysis of college student stories of male virginity loss.* Sexuality & Culture.
- Caron, S. & Whitehead, T. *Skating thru Hockey: A Fan's Guide to Youth, College & the Professional Game* Published by Maine College Press, Inc. Available in UM Bookstore, Bear Necessities, and Amazon.com
- Conner, T., Capps, D.K., Crawford, B.A., Ross, R.M. (2013). Engage all of your students using project based learning. Science Scope, 36(7).
- Fairman, J. & Mackenzie, S. (2013). (in press). Spheres of teacher leadership

action for learning. In A. Alexandrou & S. Swaffield (Eds.), *Teacher leadership and professional development: Perspectives, connections and prospects*. England: Routledge.

- Fairman, J. & Mackenzie, S. (2013) (in review). How teacher leaders influence others and understand their leadership. *International Journal of Leadership in Education*.
- Fairman, J. & Doore, B. (2013). *Empowering teachers and school leaders to use data to inform school improvement decisions.* Paper presented jointly at a roundtable of the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA, April 27- May 1, 2013.
- Fairman, J. & Donis-Keller, C. (2012). School district reorganization in Maine: Lessons learned for policy and process. *Maine Policy Review*. 21 (2) pp. 24-40.
- Ferland, P. & Caron, S.L. (accepted August 2012). *The transition to biological childlessness: Interviews with women who are infertile and remained childless.* The Family Journal.
- Gardner, S. K. (2013). "Between a rock and a hard place": Women faculty at striving
  institutions. *Review of Higher Education, 36.*
- Gardner, S. K. (in press). Cumulative negativity: Reasons for women faculty departure from one research institution. *Journal of the Professoriate, 7.*
- Gardner, S. K., & Blackstone, A. (in press). Confronting faculty incivility and mobbing: An organizational culture perspective. In A. Stepnick & K. DeWelde (Eds.), *Disrupting the culture of silence: Women navigating hostility and making change in the academy*. Nashville, TN: Vanderbilt University Press.
- Gardner, S. K. (2012). Paradigmatic differences of faculty involved in an interdisciplinary research collaboration. *Sustainability Science.*
- Gardner, S. K., Hutchins, K., Jansujwicz, J., Cline, B., & Levesque, V. (2012). Interdisciplinary doctoral student socialization. *International Journal of Doctoral Studies, 7,* 377-394.
- Gardner, S. K., & Blackstone, A. (2013). Putting in your time: Faculty experiences in the
  process of promotion to full professor. *Innovative Higher Education, 38.*
- Gardner, S. K. (in press). First-generation doctoral students of color. In K. Holley & J. Joseph (Eds.), *Increasing diversity in doctoral education: Implications for theory and practice.* Jossey-Bass.
- Gardner, S. K., & Barker, M. J. (in press). Graduate student engagement. In S. Harper & S. Quaye (Eds.), *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations.* Routledge.
- Haber-Curran, P. & Tillapaugh, D. (2013). Leadership learning through student-centered and inquiry focused approaches to teaching adaptive leadership. *Journal of Leadership Education, 12 (1).*
- Iverson, S., Allan, E. J., Gordon, S. (2013). Constructing the double-bind: The discursive framing of gendered images of leadership in The Chronicle of Higher Education. (Under review).
- Kent, R. (2013). *VO2 Max Athlete's Journal*. National Writing Project and Writing Athletes.

- Kent, R. (in press). "Learning with athletic team notebooks & journals." Interscholastic Athletic Administration Magazine, National Interscholastic Athletic Administrators Association.
- Kent, R. and Edwards, A. (2012). *Soccer team notebook.* National Writing Project and Writing Athletes.
- Kent, R. (2012). *The athlete's workbook: a season of sport and reflection.* National Writing Project and Writing Athletes.
- Kent, R. (2012). *Charlie's words: supporting gifted male athletes using athletes' journals.* Gifted Child Today. (Sage Publications). Vol. 35, issue 3, pp. 185-193.
- Kent, R. (2012, August/September). Writing the game. Coaching Management /Baseball Edition. *Coaching Management Magazine.*
- Kimball, P. and Mahoney-O'Neil, M. (2010). *Teacher preparation from theory to practice: A collection of professional readings.* Pearson Learning Solutions.
- Klein, R. (2012*)."Responding to intimate violence against women: The role of informal networks."* Cambridge University Press. http://www.cambridge.org/us/knowledge/isbn/item6886808/?site_locale=en_US
- Klein, R. (2012). *Responding to Intimate Violence Against Women: The Role of Informal Networks.* Cambridge University Press.
- Knowles, Paul D. & Donaldson, G. A., Jr. (August 2012). Will Conflict and Doubt Foster Superintendent Talent? *The School Administrator.*
- Kristo, Jan. Orbis Pictus Committee of the National Council of Teachers of English. (Nov. 2012). *2012 Orbis Pictus Award Winners. Language Arts*, 90(2), pp. 144-150.
- McCoy, S.K., & Gardner, S.K. (in press). *Interdisciplinary collaboration on your campus: Five things to consider first.* Change Magazine.
- McCoy, S. K., & Gardner, S. K. (2012). Interdisciplinary collaboration on your campus: Five questions. *Change: The Magazine of Higher Learning, 44*(6), 44-49.
- McCoy, S. K., Newell, E. E., & Gardner, S. K. (in press). Reconsidering faculty job satisfaction: Gender differences in faculty well-being. *Innovative Higher Education, 38.*
- Nichols, W., Rasinski T., and Rupley W. (2012). *"Phonics & fluency practice.* Scholastic.
- Rosser, M and Doore, B (2012). Evaluation Report on the Implementation of *Literacy Lessons* in Maine 2009-2012. Submitted to the North American Trainers' Organization (NATG), September 2012.
- Rupley, W. H., Nichols, W. D., Mraz, M.A., & Blair, T. R. (2012). *Building conceptual understanding through vocabulary instruction.* Reading Horizons, *51*(4) pp. 299-321.
- Shipps, L. & Caron, S. "Motherhood and sexuality: A 20-year content analysis of sexuality-related articles in popular magazines for mothers." Accepted for the *Journal of International Women's Studies.*
- Tillapaugh, D. & Haber-Curran, P. (In press). At the intersection of leadership and learning: A self-study of using student-centered pedagogies in the classroom. Accepted for *Educational Action Research.*

- Tillapaugh, D. (2013). Creative conflict. In W. Wagner & D. Ostick (Eds.), *Exploring Leadership (3rd ed.) Facilitator's Guide*. San Francisco, CA: Jossey-Bass.
- Wilson, M. (2012). *On readings, reviews, and phoropters*. Journal of Teaching Writing. 27(1), pp. 51-69. (Invited publication)
- Wilson, M. (2012). *Look at my drawing!* Educational Leadership. 70(1), pp. 52-56 (Invited publication)
- Wilson, M. and Webber, J. (2012). *Do grades tell parents what they want and need to know?* Phi Delta Kappan. 94(1), pp. 30-35.
- Wilson, M. (2013). (In Press, Invited). "'No one gives a shit what you think and feel.': How – And Why – The Common Core Reading Standards Deem Texts and Teens Separate and Unequal." Closer Readings of the Common Core. Ed. Patrick Shannon. Portsmouth, NH: Heinemann.
- Webber, J. and Wilson, M. (2013). (In Press). "Parents Just Want to See the Grade": Or Do They?" Eds. Paul Thomas and Joe Bower. De-testing and De-Grading. NYC: Lang Publishers.

Presentations:
- Allan, E. J. (2012). *Transforming campus hazing cultures: Research-based insights for prevention*. SUNY System. November 29, 2012.
- Allan, E. J. (2012). *Meeting the leadership challenge through everyday action: Analyzing the obvious – a key to prevention*. Keynote presentation. SCOPE (School and College Organization for Prevention Educators) Annual Meeting. Orlando, FL. October 2012.
- Allan, E. J. (2012). *Project transform: Building an evidence base for hazing prevention*. SCOPE (School and College Organization for Prevention Educators) Annual Meeting. Orlando, FL. October 2012.
- Allan, E. J., Iverson, S., & Ropers-Huilman, R. (2012). *Policy discourse analysis* symposium. ASHE (Association for the Study of Higher Education) Annual Meeting. November, 2012. Las Vegas, NV.
- Allan, E. J., Madden, M., Veliz, D., & Durr, J. (2012). *Gender differences in defining hazing*. ASHE (Association for the Study of Higher Education). Annual Meeting. November, 2012. Las Vegas, NV.
- Allan, E. J. (2012). *Hazing: At What Cost?* Invited panelist for Florida A&M University Town Hall Meeting on Hazing. Tallahassee, FL. September 20, 2012.
- Allan, E. J., Madden, M., Libby, K., & L. Sidelko (2013). *Hazing prevention: A collaborative approach to building an evidence base*. NASPA—Student Affairs Administrators in Higher Education annual meeting. Orlando, FL, March 2013.
- Allan, E. J. & Tesch, C. (2013). *Anti-hazing legislation: Exploring policy limits and possibilities*. NASPA—Student Affairs Administrators in Higher Education annual meeting. Orlando, FL, March 2013.
- Allan, E. J. & Madden, M. (2013). Hazing in view: BGLO (Black Greek Letter Organizations) and hazing. Symposium on BGLO Hazing. George Washington University and Wake Forest University School of Law. Washington, DC. April 2013.
- Madden, M. & Allan, E. J. (2013). *Transforming Campus Hazing Cultures.*

Association for Student Conduct Administrators (ASCA). Northeast Regional Meeting. Lowell, MA, April 2013.

- Madden, M. & Allan, E. J. (2013). *Hazing Prevention and Assessment Project.* Northwestern University's Evidence-based Interventions to Reduce Binge Drinking on College Campuses. Evanston, IL, October 2012.
- Allan, E. J. & Madden, M. (2012). *Project transform: Building an evidence base for hazing prevention*. SCOPE (School and College Organization for Prevention Educators) Annual Meeting. Orlando, FL. October 2012.
- Artesani, Jim presented at the MEPOP PBIS 2012 Summit in Orono, ME on May 7, 2012. Jim's presentation was titled: *Where we are now…2009-2012*.
- Breen, D. provided two presentations at the Staff Orientation at the Carrabassett Valley Academy in Carrabassett Valley, Maine. The presentations were titled: *Youth Suicide Prevention* and *Eating Disorders Among Student Athletes.*

Dan Capps recently gave papers at the American Educational Research Association and the National Association for Research in Science Teaching Annual Conferences.

   - Crawford, B.A., Capps, D.K., & Meyer, X.S. (2013). A model to support teachers engaging diverse students in authentic science practices. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
   - Gurschick, K.R., Shemwell, J.T., Capps, D.K., Avargil, S., & Meyer, J. (2013). Taking a more critical stance toward theory in science classroom argumentation. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
   - Avargil, S., Shemwell, Capps, D.K., & Zoellick, B. (2013). Teachers' experiences with reform-based instructional resources: Coming to terms with new priorities for science learning. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Rio Grande, Puerto Rico.
   - Capps, D.K., Avargil, S., Shemwell, J.T., Mason, T., Stetzer, M.R., & Smith, M. (2013). Reflecting on contrasts: Productive reflection by a pre-service teacher inspired by multiple field placements. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Rio Grande, Puerto Rico.
   - Young, A.M., Capps, D.K., & Mason, C.A. (2013). Teachers' understanding of inquiry and use of scientific practices: A survey of NSTA conference attendees. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Rio Grande, Puerto Rico.
   - Zoellick, B., Shemwell, Capps, D.K., & Avargil, S. (2013). Use of social network analysis to study teacher communities in design-based implementation research. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Rio Grande, Puerto Rico.
- Donaldson, Gordon and George Marnik at the November 15th-16th Maine Principals Association (MPA) Fall Conference in Portland, ME presented the most recent results of the *Maine Principals Study: Change and Stability in School*

Leadership, 1997 - 2011. The study was conducted in collaboration with the MPA. The current statewide study of the lives of school principals and assistant principals is contrasted with the results from the previous 1997, 2001, and 2005 studies. It examines demographic shifts, professional practices, sources of support and inhibitors to their effectiveness as school leaders. If you would like a copy of the study please contact JoEllen Carr on First Class.

- Gardner, S. K., Hutchins, K., Jansujwicz, J., Cline, B., & Levesque, V. (2013, April).
  Interdisciplinary doctoral student socialization. Paper to be presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

- Gardner, S. K., & Blackstone, A. (2013, April). Putting in your time: Faculty experiences in the process of promotion to full professor. Paper to be presented at the annual meeting
  of the American Educational Research Association, San Francisco, CA.

- Gardner, S. K., & Veliz, D. (2013, April). Evincing the ratchet: A document analysis of promotion and tenure criteria from a striving university. Paper to be presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

- Gardner, S. K., Blackstone, A., & Veliz, D. (2012, April). Organizational perspectives on faculty incivility and mobbing. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

- Gardner, S. K. (2012, April). Doctoral student satisfaction. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

- Garthwait, Gail had two presentations at the Maine Association for Health, Physical Education Recreation and Dance (MAHPRED) conference in November. Her presentations were titled: *Mobile Devices for Assessment and Mining Online Resources for Health and PE Educators.*

- Diane Jackson did a presentation titled: Workshop Model with enVision Math Program for K-5 teachers in MSAD64, March 14, 2013.

- Jackson, Diane did a two-day workshop at UTC for PREP titled: Math Artifacts as Diagnostic Tools for Teaching K-5 and one Explicit Instruction in Mathematics K-5.

- Jackson, Diane participates monthly with the math team at Wagner Middle School unifying lesson presentations and options for increasing math vocabulary.

- Diane Jackson provided basic and advanced training with Literacy Volunteers for Maine.

- Kent, R. (October 22, 2012). "Athletic Team Notebooks and Journals." Maine Interscholastic Athletic Administrators Association Annual Conference. Augusta ME.

- Kimball, Pamela will be presenting at the National Association of Foreign Student Advisers Region XI Conference in South Portland in November 2012. Pam will present along with Orlina Boteva, Lynn Eustis from UMF, Julie Lohr from GlobalLinks, and Andrea West, International Programs' Grad Assistant. The session is titled: *Student Teaching Abroad.*

- Kristo, Janice presented as a panelist and member of a national award committee for nonfiction literature at the National Council of Teachers of English Conference in Las Vegas, November 17, 2012. Her presentation was titled: *Igniting A Love For Reading Non fiction: The 2012 Orbis Pictus Award Selections.*
- Lin, Yung-We (Dennis) will be presenting at the 2012 National Assessment and Research Conference (Association for Assessment in Counseling and Education). His presentation is titled: *Integrating research findings across studies: An example of meta-analysis on play-based child psychotherapy.*
- Lin, Yung-We (Dennis) will be presenting at the 2012 NARACES Regional Conference (North Atlantic Region Association for Counselor Education and Supervision). His presentation is titled: *Fire and Wings: Using Creative Arts Supervision in Preparing Counselors.*
- Madduas, John presented on *Lost Pond, Wood Frogs, and the Threat of Climate Change,* to the UMaine Upward Bound Math Science (UBMS) program on July 6, 2012.
- Maddaus, John 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."*
- Madduas, John advisee, Haley Richardson, won first prize among presenters at the campus-wide undergraduate research showcase on April 11, 2012. Haley's 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.*
- Annette Nelligan presented: "A global perspective on counseling: The increasing demand for cultural competence" on April 8 at the Maine Counseling Association annual conference, Rockport, ME. At the same conference Annette also participated in a panel presentation in her role as a member of the Maine Counseling Association Ethics Committee.
- Nelligan, Annette presented *Overcoming Demographic Challenges in Designing Field Experiences for Cultural Competence,* on December 1, 2012 at the National Association for Multicultural Education conference in Philadelphia, PA.
- Jackson, Diane presented a full-day training at United Technology Center for interested K-5 PREP teachers entitled: *Explicit Math Instruction for All Learners,* December 3, 2012.
- Rosser, Mary presented at the Building Healthy Minds 1st Biennial Australian Conference on the Brain and Learning in Brisbane, Queensland, July 13-15, 2012. The title of her presentation was: *In-the-head activity: what does it mean?*
- Rosser, Mary - Presentations at the **2013 Southeastern Reading Recovery and Early Literacy Conference, Wilmington, NC, 15-18 Jan**
    - **Pre-confernce institute** - *From Brain to Mind: How Insights from Neuroscience Inform Our Work with Students and Teachers*
    - **Featured Speaker** presentations *Discovering the Essence of Story Through Rich Book Introductions* (presented twice)
- Rosser, Mary - Presentations at **2013 Annual Ilinois Comprehensive Literacy and Reading Recovery Conference, January 23-25**

- **Keynote Speaker for Preconference Institute** - *Teaching with Intent in 1-1 and Small Group Settings*
- **Featured Speaker** presentations - *What's Different About Introducing Books at Higher Text Levels?* (presented twice)
- Lodge-Scharff & Shemwell (2013). Student Mental Models at the Intersection of Mathematical and Physical Reasoning. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Rio Grande, Puerto Rico.
- Shemwell, Jonathan and Dan Capps gave a presentation, on Dec. 14, at the Gulf of Maine Research Institute titled: *Critical Thinking in Scientific Investigations.*
- Shemwell, Jonathan presented at the Maine RiSE Center Annual Conference in June 2012. His presentation was titled: *On the Ground with the Next Generation Science Standards: How Teachers Grapple with the Re-Prioritization.*
- Dan Tillapaugh and his colleague, Z. Nicolazzo (Miami University – Ohio) presented their paper titled: "It's Kind of Apples and Oranges:" Gay College Males' Conceptions of Gender Transgression as Poverty at AERA in San Francisco, CA.
- Wellman-Little, Jane presented at the National Council of Teachers of English Conference in Las Vegas, November 15-18, 2012. Her presentation was titled: *Finding the Familiar & Discovering the Differences in the Faraway…Rural Third Graders & the India Project.*
- Wilson, M., Lynne P., Walker P., and Osbourne, J. (Forthcoming) "Expertise and Meaningful Assessment: (Re) Modeling the Public Trust in Teachers" Conference on College Composition and Communication, 2013.
- Wilson, M., Oldenburgh, K., Dreher, M., and Twitchell T. "What's Going on Here?: Using the Lenses of Intention, Invention, Audience of Self, Audience of Others, and Decision-Making to Assess Student Writers." National Council of Teachers of English, 2012.
- Wilson, M., Kittle, P., Zimmerman, K., Holmes, S., and Horowski, D. "School Improvement, Not Score Improvement: Writing Workshop as Inspiration for Professional Development" National Council of Teachers of English, 2012.

Research:
- Allan, E. J. & Madden, M. (2012-2013). *Hazing Prevention Consortium.* Founders and co-leaders of three-year research project with 8 universities. The project is designed to build an evidence-base for hazing prevention.
- **Renate Klein** has been collaborating with British law professor Marilyn Freeman (London Metropolitan University) on research about university and college responses to students affected by forced marriage and violence against women. Findings from a pilot study were published in early fall 2012:

  "University responses to forced marriage and violence against women in the UK: report on a pilot study." ***International Family Law***, September 2012, 285-299.

  International Family Law is a quarterly journal that aims to provide a forum for all aspects of family law, which have an international dimension.

The report can also be accessed online at:
http://www.londonmet.ac.uk/depts/lgir/research-centres/centre-for-family-law-and-practice/university-responses-to-forced-marriage-and-violence-against-women-in-the-uk-report-on-a-pilot-study.cfm

In response to this research Klein has been invited by **Children Australia** to discuss these issues for audiences in Australia and New Zealand. **Children Australia** is a quarterly journal reporting on research and practice around children, youth and families.

- Richard Kent has been studying 9 years of athlete's journals composed by Samuel D. Morse, US Ski Racer, and has submitted an article to Writing Across the Curriculum. Rich is collaborating with Brandon Brooks, UCLA (Water Polo Team Notebook); Adam Chadbourne, former US Ski Team Coach and United States Ski Association Coach of the Year, 2010 (Ski Racer's Workbook); Dr. Chris Nightingale, UMaine, and Travis Parent, UMPI (Athletic Trainer's Notebook); and Josie Bray, Broadway producer and choreographer, Boston/New York City (The Dancer's Notebook).

Awards:
- Dan Capps had his faculty development support request funded in the amount of $1500.
- In October Dan Capps received the Hope College Young Alumni Award for excellence in research and service.
- Yung-Wei (Dennis) Lin's dissertation, titled: *Contemporary Research on Child-Centered Play Therapy (CCPT) Modalities: A Meta-Analytic Review of Controlled Outcome Studies*, was nominated in the May 2011 dissertation competition in the College of Education at the University of North Texas and received honorable mention.
- David Megquier received an award of $510,000 for Talent Search, from the US Department of Education for his proposal: *Maine Educational Talent Search Project – Target Area 1 2011-2016 Yr2*.
- Cheryl Robertson was chosen by students to be inducted as an Honorary Faculty Member into the Golden Key Honor Society and attended the ceremony.
- Deborah Rooks-Ellis' CETA Active Learning Grant Proposal was funded in the amount of $1,198.
- Jonathan Shemwell and Dan Capps received a $45,000 Pre-Vue grant for research on computational modeling in earth science classrooms.
- Dan Tillapaugh was selected as a participant for this year's AERA Division J Emerging Scholars workshop to be held April 26 & 27, 2013 in San Francisco.
- KPE Faculty won the Bookstore Faculty Incentive Award of $150. This is to use for books or other teaching resources.

Fund Grants:

- Colannino, Rebecca received an Upward Bound Math-Science Program 2008-2013 grant from the US Dept. of Education in the amount of $297,034.
- Mason, Craig received an MEPRI 2012-2013 grant from the Maine State Legislature through the University of Southern Maine in the amount of $71,000.
- Megquier, David received a Maine Educational Opportunity Center Project 2011-2016 grant from the US Dept. of Education in the amount of $680,609.
- Rosser, Mary received an ARRA Investing in Innovation grant from the US Dept. of Education through Ohio State University in the amount of $175,385.
- Tu, Shihfen received a Biobehavioral Informatics in Newborn Screening –CDC 2011-2012 grant from the US Dept. of Health & Human Services through the Centers for Disease Control and Prevention in the amount of $9,020.
- Zeph, Lu received a Family-Centered Transition Planning for Young Adults with Autism Disorders grant from the US Dept. of Education through the University of New Hampshire in the amount of $78,000.

Other:

- This summer, Richard Ackerman will be leading a retreat once again for New England school leaders, entitled, *Building the Adult Community in Schools*, at the Kennedy Center Learning Center (July 8-July 11), which is part of Camp Kieve in Nobleboro, Maine. The retreat is designed to help school leaders deepen their skills as facilitators of the adult learning communities within their schools by learning to create a school-based "holding environment" for their staff. Participants will explore principles, practices and approaches developed through the *Center for Courage & Renewal* as well as specific topics and practices underlying the building of adult community in schools. If you are interested in attending, please contact Richard Ackerman (richard.ackerman@umit.maine.edu).
- Richard Ackerman will also be facilitating a leadership retreat on Hurricane Island with colleagues Gordon Donaldson, Tom Edwards and Roland Barth in partnership with the Hurricane Island Foundation Center for Science and Leadership. The retreat for school leaders, which will take place at the end of June, centers on finding ways to help school leaders respond more constructively to the obstacles and resistances they face in their work. Teachers in leadership roles or who aspire to leadership as well as veteran administrators are invited to use the retreat to extend their own understanding and skill in the challenging work of getting staff on board with instructional improvement. If you are interested in more information, please contact Richard Ackerman (richard.ackerman@umit.maine.edu).
- Elizabeth Allan was a guest on NPR on September 21 to discuss her work with hazing. Elizabeth was also in Tallahassee, FL and was part of the Florida A&M University town hall anti-hazing meeting and Board of Trustees meeting beforehand. Elizabeth was a panelist with several thousand students attending the town hall meeting. See link below. http://www.npr.org/2012/09/21/161523342/famus-town-hall-calls-for-hazing-to-be-reported

- Jim Artesani was in Jordan from September 28 – October 13. The focus of the visit was improving the learning climate in Jordanian schools, through a project funded by USAID.
- Phyllis Brazee has been on the Advisory Committee for the University of Maine Diversity Leadership Institute (UMDLI). UMDLI supports the commitment of the University to "developing and sustaining a multicultural and pluralistic educational community that encourages the full participation of all of its members."
- Sandy Caron and the members of her peer education program, Male Athletes Against Violence, were honored by Governor Paul LePage at the Blaine House on October 2 for their anti-violence work.
- Gail Garthwait has been invited by Commissioner Bowen to join a working group on digital learning and their role is to *"Resolve to Create a Working Group to Study Multidistrict Online Learning Options in Maine."* Gail was identified as a leader in digital learning and education.
- Gail Garthwait has been a member of the Maine Association of School Libraries (MASL) for many years and has served as their webmaster. MASL posted a wonderful thank you to Gail and also acknowledged the 2012 Outstanding Teaching Award that Gail received from the COEHD.
- Diane Jackson participated in a yearly review of scores and programs in Wagner Middle School's math department following a year of monthly visits. This included programming discussions for next year accounting for Frankfort students moving into the district.
- Diane Jackson conducted a training session for Literacy Volunteer Tutors held at United Technologies Center in Bangor.
- Diane Jackson participated in a Brainstorming Delivery Options for Math Programming at Wagner Middle School (MSAD22), March 18, 2013.
- Diane Jackson attended the Maine Administrators of Services for Children with Disabilities Director's Academy, June 25-27, 2012.
- Richard Kent, Amy Edwards, Emilie Manhart, and Sam Morse appeared on the National Writing Project's Radio Show on July 12, 2012, speaking about Rich's book, *Writing on the Bus: Using Athletic Team Notebooks and Journals to Advance Learning and Performance in Sports.*
- Richard Kent maintains four resource websites, including:
    - UMaine Writing Resource for writers and teachers of writing: http://guest.portaportal.com/umwrite
    - Writing Centers: http://guest.portaportal.com/wcenters
    - Athletic Team Notebooks & Journals: http://www.writingathletes.com
    - National Writing Project's Writing Center Resource Page: http://www.nwp.org/cs/public/print/resource/3584
- Jan Kristo was selected to be a member of the President's Round Table for 2012-2013, co-chaired by Janet Fairman.
- Jan Kristo was recently selected to serve as a member of the Maine Children's Alliance.
- Jan Kristo, 2013-2016 Appointed to Editorial Review Board of the *Journal of Children's Literature*

- Craig Mason has been chosen Vice-Chair for the Executive Committee of the advisory board to the CDC's National Center on Birth Defects and Developmental Disabilities.
- Mary Logue was interviewed by National Public Radio affiliate KPCC in Los Angeles about pretend gun play and school violence. The piece aired on January 6, the first day children returned from break after the Newtown tragedy.
- Mary Logue was interviewed about my work on pretend fighting, gun play and school discipline featured on the Yahoo Front Page and Yahoo News Page: http://yhoo.it/WRlvQx
- Mary Logue serves on the State Department of Education Committee to revise the Early Childhood Standards, working on the leadership team and early science domain.
- Mary Logue is facilitating a monthly professional development opportunity through PREP for area Pre-k teachers with a focus on supporting children's learning through collaborative analysis of children's work in a community of practice.
- 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. Milardo estimated some 50 percent of unmarried mothers are living with a partner and some will become single mothers if those relationships end. The story also appeared in other newspapers, including the Bangor Daily News.
- Annette Nelligan and Yung-Wei Lin along with graduate students Joshua Jones and Benjamin Thelwell held the first workshop of a Peer Counseling Training Program on December 5, 2012 at the University of Maine. This was the inauguration of this statewide program. The program will help prepare students in peer counselor training so that they can assist their classmates through the challenges of issues like bullying, depression and teen drug use. The event was also covered by local news stations, WABI-TV5 and by ABC 7.
- The University of Maine Center for Community Inclusion and Disability Studies and the College of Education and Human Development are collaborating on a four-year project, *Early Childhood Opportunities Scholars*, to support the preparation of highly qualified early intervention professionals serving children with disabilities in Maine.
- The first Correll Informational Book Award was presented to children's author, Gail Gibbons, by Susan Bennett-Armistead, Correll Professor of Early Literacy (April 2012).
- COEHD Diversity and Differences Standing Committee sponsored the Symposium for Educators of International Students in Maine on November 9, 2012. The Symposium was organized by Annette Nelligan with assistance from graduate assistant Andrea Gray and members of the committee. Among the presenters were faculty members Sally McKenzie and Gail Garthwait.
- The Maine Writing Project is piloting an Online Writing Center for the graduate students in our hybrid masters and CAS Program in Writing and the Teaching of Writing. This may be the first of its kind among the 185 sites of the National Writing Project.

- Reading Matters to Maine awarded five tuition scholarships to individuals enrolling in SED 545, Intervention for Reading Difficulties, this spring. This scholarship fund is made possible by a grant from the Maine Community Foundation. The scholarship covers tuition costs.
- Women and Minorities in STEM proposal – One of the ways the COEHD is connecting with other departments to collaborate on STEM grants.
- The Maine Positive Behavioral Interventions and Supports Leadership and Policy Council (PBIS LPC) is the newest state affiliate in the International Association for Positive Behavior Support (APBS). The Maine PBIS LPC is one of only 13 state affiliates in the APBS.

  The council, a University of Maine System collaboration between USM, University of Maine Orono (UMaine), and University of Maine Farmington (UMF), is responsible for state-wide efforts by Maine school districts and schools to implement PBIS strategies and change the way schools operate to create positive cultures for students, with a goal of maximizing academic engagement and student achievement.

  The PBIS LPC includes **Jim Artesani** (UMaine), Pat Red and Rebekah Bickford (USM), and Brian Cavanaugh (UMF). The council also offers a technical assistance website that supports coaches in the schools and offers facilitation by faculty at USM, UMaine, and UMF. For more information: HYPERLINK "http://www.usm.maine.edu/smart/mainetac-behavior/"*http://www.usm.maine.edu/smart/mainetac-behavior/*

Technical Reports

Doherty, D. (2013). *Evaluation Report: Phenotyping Mouse Models of Human Lung Disease. Follow-up survey of September 2012 course participants.* Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: April 2013.

Doherty, D. (2013). *Short Course on Systems Genetics. Follow-up survey of October 2012 course participants.* Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: May 2013.

Doherty, D. & Doore, B. (2012). *Evaluation Report: Summer 2012 Research Experience for Undergraduates: Sensor Science and Technology.* Prepared for the National Science Foundation and the University of Maine Electrical and Computer Engineering Departments, Orono, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: October, 2012.

Doherty, D. & Doore, B. (2012). *Evaluation of the Workshop on Colony Management: Principles and Practices.* Prepared for The Jackson Laboratory, Bar Harbor,

Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: August 2012.

Doherty, D. & Doore, B. (2012). *Research Experience for Undergraduates: Explore It! Building the Next Generation of Sustainable Forest Bioproduct Researchers: Evaluation Report Summer 2012.* Prepared for the National Science Foundation and the University of Maine Forest Bioproducts Research Institute, Orono, Maine: October 2012.

Doherty, D. & Doore, B. (2012). *Supplement to the Evaluation of the Summer 2012 Research Experience for Undergraduates: Explore It! Building the Next Generation of Sustainable Forest Bioproduct Researchers.* Prepared for the National Science Foundation and the University of Maine Forest Bioproducts Research Institute, Orono, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: October 2012.

Doherty, D. & Doore, B. (2012). *Workshop on Colony Management: Principles and Practices: Follow-up survey of May 2012 Course Participants.* Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: December 2012.

Doherty, D., & Doore, B., (2013). *21st Annual Short Course on Experimental Models of Human Cancer. Follow-up Survey of August 2012 Course Participants.* Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: March, 2013.

Doherty, D. & Doore, B. (2013). *53rd Annual Short Course on Medical and Experimental Mammalian Genetics. Follow-up Survey of July 2012 Participants.* Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: February, 2013.

Doherty, D., Doore, B. & Ashbaugh, L. (2012). *Course Report: 21st Annual Short Course on Experimental Models of Human Cancer.* Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: November 2012.

Doherty, D., Doore, B. & Ashbaugh, L. (2012). *Evaluation Report: Phenotyping Mouse Models of Human Lung Disease.* Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: December, 2012.

Doherty, D., Doore, B., & Ashbaugh, L. (2013). *Evaluation Report: Short Course on Systems Genetics.* Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: January 2013.

Doherty, D., Doore, B. & Higgins, M. (2012). *Course Report of the 53rd Annual Short Course on Medical and Experimental Mammalian Genetics.* Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: September 2012.

Doherty, D. & Tu, S. (2013). *Project Reach: Evaluation Report for 2012 Project Year.* Prepared for Project Reach, University of Maine, Orono, Maine. Maine Educational Policy Research Institute, University of Maine, Orono, Maine: April 2013.

Doore, B.E. (2013). *Alaska Administrator Coaching Project.* University of Maine, Orono, ME: June 2013

Doore, B.E., & Rosser, M.E. (2012). *Evaluation of Reading Recovery in Maine.* University of Maine, Orono, ME: September 2012

Doore, B.E., & Rosser, M.E. (2012). *Evaluation of Literacy Lessons in Maine.* University of Maine, Orono, ME: July, 2012

Doore, B.E., Smith, K.G., & Mason, C.A. (2013) *Response to Intervention in Maine Status Report of Implementation.* University of Maine, Orono, ME: June 2013

Doore, B.E., Jorgensen, B., Doore, S.A., & Mason, C.A. (2013). *Teacher Evaluation and Professional Growth Systems: A National Review of Models, Approaches, and Challenges.* University of Maine, Orono, ME: June 2013

Doore, B.E., Fairman, J.E., & Doherty, D. (2012). *Evaluation Report: Teaching Through Technology: Faculty Perceptions and Experiences at Maine's Seven public Universities: Year 1 Report.* Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: July, 2012.

Doore, B.E., & Doherty, D. (2013). *Student and Faculty Perceptions of the Role of Technology in Higher Education A Comparative Analysis of Faculty and Student Responses to the Teaching Through Technology Task Force (T4) Perception Survey.* Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: June, 2013.

Doore, S., Mason, C.A., & Doore, B.E. (2013). *Report for the SLDS: Student Non-Promotional Mobility: Spatial Temporal Analysis of Student Mobility Patterns in Maine.* Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: June, 2013.

Doore, S., Mason, C.A., & Doore, B.E. (2013). *Student Mobility in Maine: Report for the SLDS: Non-promotional Movement and its Impact on Students and School Districts.* Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: June, 2013.

Dissertation Completions

- Hallen, L. *Constructing student achievement: Discourses of high school policy documents*. Doctoral dissertation in Higher Education, University of Maine. Committee Chair.

- Swain, S. *Diversity education goals in higher education: A policy discourse analysis*. Doctoral dissertation in Higher Education, University of Maine. Committee Chair.

- Kaye, A. (July 2012). *Examining a new measure of the social support responses provided by children to their peer victimized best friends*. Department of Psychology, University of Maine. Committee member.

SAMPLE FROM ALUMNI SURVEY

Alumni Survey Results

Did the COEHD offer a positive learning environment?
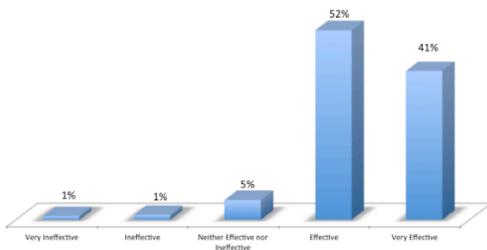
I feel my preparation exceeds that of many of my colleagues. Plus, the training my district has required of me is directly related to what I received while at UMaine.

Faculty content knowledge
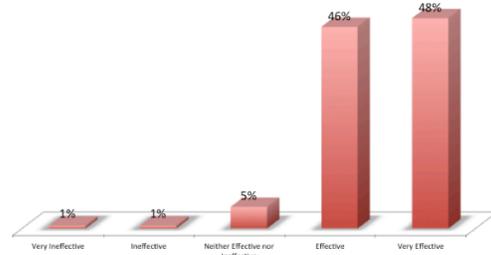
We received a total of 1,216 responses from faculty graduating between 1951 and 2013.

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