



**Graduate Board
Room 57, Stodder Hall
Thursday, October 26, 2017
3:30-5:00pm**

NOTE REVISED START TIME

AGENDA

1. Review and approval of the September GB minutes
2. Graduate Curriculum Committee report
3. Short items:
 - a) Graduate School solicitation for (Eckardt, Waldron and Hunter) fellowship nominations
 - b) Maine Impact Week (April 16-20, 2018)
 - c) Interdisciplinary Undergraduate Research Collaborative Program
 - d) Target X application training for graduate program coordinators
4. Overview of the Target X view for graduate program coordinators
5. Draft resolution on conducting a Graduate School Commencement Ceremony
6. Draft guidelines for graduate advisers/advisees – K. Miner
7. Proposal for a new Graduate School of Business
8. Discussion of University of Maine policies governing maternity/paternity leave by graduate students
9. Items arising

Graduate Board
Room 57, Stodder Hall
Thursday, September 21, 2017
3:00-4:00 pm

Attending: P. Agrawal, J. Artesani, J. Ballinger, K. Beard, S. Bennett-Armistead, J. Bolton, D. Bousfield, S. Butler, K. Evans, J. Ferland, C. Gerbi, L. Hicks, G. Howard, C. Isenhour, S. Jain, Z. Jin, J. Kelley, M. Kienzler, M. Kinnison, A. Knightly, K. Kreutz, M. LaRocque, S. Marrs, J. McClymer, I. Mette, K. Miner, D. Neivandt, S. Ohno, B. Olson, J. Rosenbaum, M. Shea, M. Tajvidi, K. Varahramyan, K. Vekasi, C. Villacorta, Y. Zhu

Graduate School: C. Burgess

1. Welcome/Introductions
K. Varahramyan welcomed Graduate Board (GB) members to the inaugural meeting of the 2017-18 academic year and initiated introductions.
2. Review/approval of the May 2017 Graduate Board (GB) minutes
Motion to approve, seconded, unanimously approved.
3. September 2017 Curriculum Committee Report
D. Neivandt presented the following course, which was recommended by the Curriculum Committee at their September 10th meeting for approval by the GB.

New Course:
ECO 516 - Evolutionary Economics

Motion to approve, seconded, unanimously approved.

4. Short items:
 - a. Responsible Conduct of Research (RCR) Reminder
D. Neivandt reminded GB members that students must complete an approved RCR course before the commencement of their fourth thesis credit as previously passed by GB.
C. Burgess shared that a readmitted student will need to take the RCR requirement.
 - b. Financial Responsibility Statement (FRS) Reminder
D. Neivandt reminded GB members that the FRS hold will be placed on each student's account every Fall and Spring semester.
 - c. Graduate School Picnic Overview
D. Neivandt shared the Graduate School Picnic was a success with a high attendance rate and perfect weather.
 - d. Graduate School Open House
D. Neivandt reminded GB members that the Graduate School Open House will take place on October 18th in Stodder Hall starting at 4:00pm. He stated that there will be a reminder sent to all departments and programs within the next couple of weeks. He

encouraged each program/department to register and attend.

e. Graduate School Website

D. Neivandt reminded and encouraged GB members to use the Faculty and Staff page of the Graduate School website, which contains forms, instructions, and policies.

f. Request for PDFs

D. Neivandt asked GB members to scan and send documents to the Graduate School via emailing PDFs, rather than faxing documents since the quality is extremely poor.

5. Discussion of VPRDGS priorities for the 2017-18 academic year

K. Varahramyan stated that growth is the main priority for the VPRDGS. He explained that growth will apply to research, graduate studies, quantity, and quality of graduate education. He further explained that he has seen a lot of opportunity for growth in a multitude of ways including increasing revenue, which could help increase faculty numbers to support an increased number of students. He discussed encouraging students, from Maine and beyond, to attend UMaine, including those who will be paying full tuition. He acknowledged the efforts and collaboration between the Graduate School, the Office of International Programs, and the Division of Lifelong Learning.

6. New Council of Associate Deans for Research and Graduate Studies - Roles and Function

K. Varahramyan explained the purpose of instituting the Council of Associate Deans for Research and Graduate Studies as a means to generate ideas about improving policies and processes over a short period of time. He stated the first meeting occurred in September and additional meetings will be held monthly throughout the academic year. He also mentioned a key function of the Council is for each member to bring information to both the department and the Council. D. Neivandt briefly discussed the communication breakdown that often occur for groups, such as URC, that do not have a representative from each department. The new Council should rectify such communication breakdowns.

7. TargetX Application rollout and overview of the online application module

C. Burgess introduced the implementation of the new TargetX application that is taking the place of the homegrown application. She demonstrated how a student will apply using the new application system and pointed out differences between the new and old systems.

8. Graduate Advantage recruitment campaign

K. Varahramyan presented a new recruitment initiative called the Graduate Advantage, which highlights why prospective students should choose UMaine over other institutions. He expressed the three main points of the initiative as a safe, welcoming, and connected campus; affordable education; and world-renowned faculty and facilities. There was a recommendation to utilize YouTube as a means of marketing and drawing student into UMaine. GB members pointed out the disciplinary difference between programs, which may change the priorities of marketing to students, and there was a suggestion to discuss the connection to careers after earning degrees.

9. Proposal for joint MBA and PhD in Biomedical Science/Biomedical Engineering

D. Neivandt reviewed the proposal and expressed his support. He stated that students in this joint program would be self-supported for the MBA portion of the degree and that there would be limited, if any, additional time to degree completion for students who choose to participate.

Motion to approve, seconded, approved

10. Discussion of options for the Graduate Hooding Ceremony

K. Varahramyan presented the idea of modifying the Hooding Ceremony and potentially holding it in the Collins Center for the Arts (CCA) as one or more ceremonies to provide a more intimate, celebratory event. He stated that the combination of doctoral hooding and undergraduate graduation ceremonies is to encourage undergraduate students to pursue a higher degree of education. He also stated that the satisfaction survey from the Hooding Ceremony revealed that attendees suggest shorter ceremonies and that they be held in the CCA. D. Neivandt conveyed a new proposal for master's students to receive their diplomas in the Friday Hooding ceremony; doctoral students would still attend Friday and would be hooded and receive their diploma on Saturday. K. Varahramyan asked GB members to give feedback to a member of Executive Committee to discuss at the upcoming GB meeting in October.

11. Items arising

K. Minor announced that GSG is working on an advisor/advisee guidelines document and asked that GB members consider feedback regarding advisee expectations.

Meeting adjourned 4:43pm.

Application Review Tool (TargetX) Preview

Major upgrades to the review process

- Ability to review all documents for an applicant in one window
- Ability to review multiple applicants in one window
- Ability to review applications using any computer (Mac or PC) and even your iPad!
- Ability to limit the information reviewers need to see (no more SSN's)

The screenshot displays the TargetX Application Review Tool interface. The top header features the 'TARGET X' logo on the left and the applicant's name 'Applicant: TestSofie TestBurgess' on the right. Below the header is a navigation bar with icons for 'Back', 'Scorecard', and 'Refresh'. The main content area is divided into sections: 'Profile' and 'Supporting Materials' on the left, and a central form for 'THE UNIVERSITY OF MAINE'. The form contains three main sections: 'Student Information', 'Contact Information', and 'Academic Information', each with a table of fields and values. A 'Test Scores' section is partially visible at the bottom.

Applicant: TestSofie TestBurgess

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THE UNIVERSITY OF MAINE

Student Information

TestSofie The Dog TestBurgess			
Former Last Name	Sofus the Dogasus	Gender	Female
Citizenship	U.S.	Legal Residency State	ME
Convicted?	No	Conviction Detail	I am not a crook
Disciplinary Action?	No	Disciplinary Detail	I had a bad day

Contact Information

Mobile Phone	(207) 944-4421	Mailing Street	330 Union
Home Phone	(207) 581-3223	Mailing City	Levant
Email	crystal.burgess@maine.edu	Mailing State/Province	ME
Mailing Country	United States	Mailing Zip/Postal Code	04401

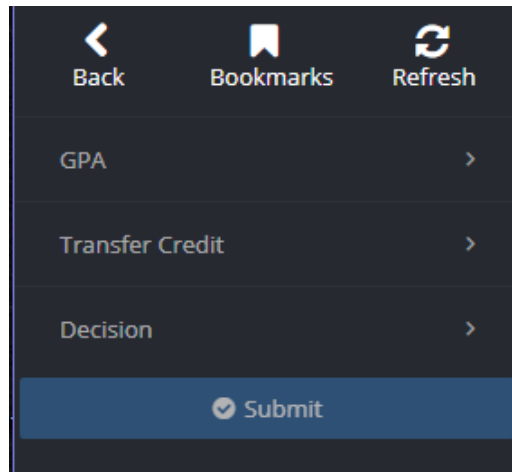
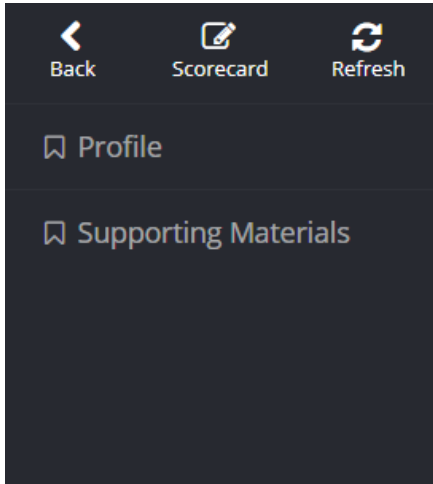
Academic Information

Campus	On-Campus	Anticipated Enrollment Status	Full time
Program	Biomedical Engineering (PhD)	Concentration	Bioinformatics
Start Term And Year	Fall 2018	Previous University Correspondence	names of people I've talked to at UM
Assistantship?	Yes	Application Submit Date	09/21/2017
International Agent	Yes	Application Complete Date	10/13/2017
International Agency Name	The name of the agency I'm working with		

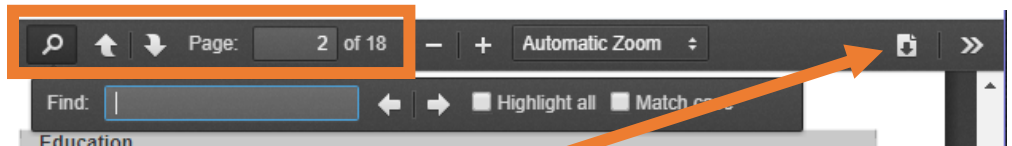
Test Scores

Navigate through the system with the left hand menu:

- The **Bookmark** button allows you to jump from the application and supporting materials
- The **Scorecard** button is where the decision information will be saved and submitted



Navigate through the application by the “Toggle Sidebar” button, the search button, or jump to page



Reviewers will also be able to download the file if needed

Inputting the Decision:

- Conditional visibility of fields based on the Dept Recommendation (Admit, Reject, Withdrawn, Waitlist)
- Clear indication of required fields

Decision ▼

Department Recommendation

Admitted

Rejected

Withdrawn

Waitlist

Admission Type

Select score

Regular - Test scores on file; satisfactory GPA; no outstanding prerequisites

Tentative - Satisfactory upon completion of degree(s)

Provisional - Specify prerequisites or documents to be submitted

Conditional - Marginal record

Advisor:

Enter text

Please fill out this field

Co-Advisor:

Enter text

Proposed Financial Aid:

Enter text

Program or Term Changes:

Yes

No

Please Specify:

Full Time

Part Time

Accelerated Program (4+1 or 4+2)

Yes

No

Thesis or Non-Thesis

Thesis

Non-Thesis

Not Applicable

Name of Graduate Coordinator

Enter text

Please fill out this field

Submit

Draft Resolution on Holding a Graduate Student Commencement

Whereas the Graduate Student and Faculty Recognition (Hooding) Ceremony is considered by many master's and CAS level students to be their graduation ceremony since each student is hooded by his/her college dean and a faculty member from the college and whereas a large number of graduate students choose not to attend the larger (and longer) University Commencement the following day, the Graduate Board charges the Vice President for Research and Dean of the Graduate School to explore the option of implementing one or more Graduate School Commencement ceremonies, where master's and CAS students would receive both their hoods and degrees, in place of the current Graduate Student and Faculty Recognition (Hooding) Ceremony. The current practice of recognizing graduating doctoral students at both ceremonies will continue in some respect.

A change to a Graduate School Commencement Ceremony would necessarily include discussions with the University's senior administration, the leadership of the Graduate Student Government, and the members of the Graduate Board in order to ensure that all necessary stakeholders could attend the proposed Commencement Ceremony, given the timing constraints due to other competing graduation-related ceremonies and the space constraints due to the seating needs to hold one or more Graduate School Commencement ceremonies.

The Vice President for Research and Dean of the Graduate School shall report to the Graduate Board on the progress of these discussion with the purpose of developing a plan for the May 2018 Commencement Ceremony, if possible, but no later than the May 2019 Commencement Ceremony.

Guidelines for advisor-advisee relationships in thesis programs

This document is intended to serve as reference for standard procedures at the University of Maine Graduate School pertaining to Masters and PhD students. Additional items and specific details can be negotiated between the student and advisor. The purpose of establishing a dialogue of advisor-advisee expectations and obligations is to foster open and clear communication between parties and reaffirm that this is a mutually beneficial relationship. These guidelines should act as a stimulus for advisor-advisee dialogue.

Student expectations and obligations

Expectations of the graduate student beyond class work and their specific research should be discussed upon entrance into a program of study and revisited before the beginning of each academic year. This includes mentoring undergraduates, assisting on other grants, field work beyond a student's project, facilitating lab meetings, engaging in professional development and service activities, etc. This also includes the student's expectation to be mentored by the advisor(s), receive constructive criticism on performance and be periodically evaluated on progress of research.

Advisor expectations and obligations

The advisor's expectations of the advisee should be clearly stated at the beginning of the mentoring relationship. These will differ depending on program of study, but should include responsibilities of the advisee with respect to research, teaching, and training. In exchange the advisor should aim to provide a supportive work environment, be available and open to communication and advisee feedback, and be willing to compromise. In most cases, the advisor's expectations of the advisee will change as the student progresses through the program. Therefore, it is important that discussions about expectations occur frequently.

The purpose of establishing a dialogue of advisor-advisee expectations and obligations is to foster open and clear communication between parties and reaffirm that this is a mutually beneficial relationship.

Degree Requirements

Before the beginning of the first year of a student's graduate work, a timeline for completion should be agreed upon by both parties. While this is subject to change, yearly conversations around progress, goals and requirements are important. Additionally, stipulations around how quickly work should be completed should be discussed before the start of a student's first year. Advisors should provide written or verbal assessments of a constructive nature at least yearly.

A system of metrics to identify student progress is strongly suggested, as well as agreed upon meetings **monthly**, at minimum. Advisees have the right to be notified in writing when a

meeting must be cancelled or rescheduled, to be notified when advisors have questions or concerns about the research focus or progress, and to be granted the role of team member on the research team.

Financial obligations

It is expected that advisors accepting graduate students into a research program have a predetermined source of funding for each student. Conversations about work expectations, new funding sources and funding status should be iterative and occur at least yearly. The funding time period, amount and any stipulations contained therein must be agreed upon by both advisor and advisee before the beginning of the graduate student's first year. Additional financial obligations required of the student, such as attending conferences, travel and field work expenses, health insurance and student fees, and any changes to stipend amount need to be agreed upon by both parties in writing before the beginning of the school year.

Time off

Graduate students are first and foremost considered students, and as such are entitled to all student holidays and breaks, three months cumulatively per year (HR). Students with 9 month appointments are expected to work 20 hours per week for 9 months per year. Additional work during the summer must be funded additionally and agreed upon before the beginning of summer term. Students with 12 month appointments are expected to work 20 hours per week for 9 months per year, with additional work during summer months negotiated yearly.

Student obligations to family and/or maternity and paternity leave is permitted in addition to this time for up to ____ months (NSF). Summer work hours, work outside of the scope of a grant, opportunities to work from home and expectations of work more than the 9 month allotment needs to be discussed and agreed upon in writing by both the advisor and advisee before the beginning of each new school year. Sick leave is expected in addition to university breaks and needs to be agreed on by both advisor and advisee yearly.

Authorship

Paper authorship can be determined between advisor and advisee following any protocols specified by the affiliated department. Conversations about authorship should begin in the first semester of graduate work, and continue iteratively throughout progression through the graduate program. The topic should be revisited with every new collaboration. It is strongly recommended that graduate students contributing over 20% of work on a grant should be included in authorship.

Conduct

Civil and professional conduct is expected of both the advisor and the advisee at all times. Any need for conflict resolution can be facilitated by the department head and the graduate school to support both parties. To this end, the Vice Dean of the Graduate School is the first point of contact for any questions related to conduct. Yelling, use of explicative, or nonconsensual touching is not ever acceptable, and should be reported immediately to the graduate school. In the case that a conflict is unresolvable, the student will be notified, or a co-advisor/new advisor will be appointed by the graduate school in conjunction with the student's department.

All advisers have a duty to report incidents of sexual discrimination, sexual harassment and sexual assault. Because domestic violence, dating violence, stalking and sexual misconduct can also constitute sex discrimination, information received by University employees about such incidents must also be reported. If you would like to speak to someone privately regarding your adviser, another faculty, staff, or student community members please contact the OSAVP office at 207-581-1406.

Grievance Procedure

Recognizing the highly individualized nature of graduate programs, a student filing an academic appeal is encouraged to request that his/her thesis advisor or other faculty member of his/her choice act as a counselor and/or representative at any level of the appeal process which is as follows:

1. The student should discuss the concern with the appropriate faculty member(s);
2. If the concern persists, the student should follow the department's written appeal procedures if they exist, or if not, consult with the graduate program coordinator or chairperson/school director, (or the college dean, if there is no department);
3. If the complaint remains unresolved, the student should write to the Dean of the Graduate School, outlining the situation, and requesting a review. The Dean of the Graduate School or his/her designee will discuss the situation with the college dean and/or appropriate members of the department or graduate program. The Dean of the Graduate School or his/her designee will then meet with the student and attempt to resolve the problem;
4. If this resolution is not satisfactory, the Dean of the Graduate School will refer the appeal to the Executive Committee of the Graduate Board for one final review. After hearing from the student and the faculty member(s) involved, the Executive Committee will render its decision, which shall be considered binding. The decision will be communicated to the student by the Dean of the Graduate School.

Proposal for Formal (Phase 3) Review
Program Creation and Reorganization Review Committee
October 9, 2017

Part I. *A detailed statement including all of the following elements, numbered as they are numbered below.*

1. *A description of the proposed program creation or reorganization and identification of the program(s) involved. The description should address changes in reporting relationships, organizational designators (e.g., school vs. department), and the location of faculty lines.*

The university proposes reorganizing the Maine Business School so that it will be comprised of two schools: the Graduate School of Business and the Undergraduate School of Business. Both academic units will be housed within the Maine Business School. The proposed Graduate School of Business will offer the MBA program in Portland and Orono and online. The Graduate School of Business will house all future graduate programs in Business developed by any University of Maine System university. The Graduate School of Business faculty will be made up of UMaine Business faculty members with graduate appointments and Business faculty from the University of Southern Maine with graduate appointments at UMaine. The Graduate School of Business will be led by a dean who will be located in Portland and who will report to the UMaine provost. The Undergraduate School of Business faculty will be made up of UMaine Business Faculty and will be led by a dean located in Orono who will report to the UMaine provost. Most faculty in the Maine Business School teach at both the undergraduate and graduate levels. Therefore, the graduate and undergraduate deans will work in close coordination.

The faculty of the Undergraduate School of Business will consist of those UMaine faculty members who teach at the undergraduate level only and those UMaine faculty members who teach at both the undergraduate and graduate level. The faculty of the Graduate School of Business will consist of the UMaine faculty members who teach at the undergraduate and graduate level, the USM faculty members with graduate appointments at UMaine, and the two new UMaine faculty members (see below) who will teach at the graduate level only (at least for the first three years of their appointments). The attached figure illustrates the organization of the faculty and the reporting lines for the faculty subgroups.

2. *A rationale for the proposed reorganization. The rationale should include concrete examples of expected benefits for students, faculty, the University, and the people of the State of Maine.*

Currently the University of Maine System offers two MBA program – one at USM and one at UMaine. There is competition between these two programs for students and enrollment in graduate Business degree programs at both universities has declined over the past decade.

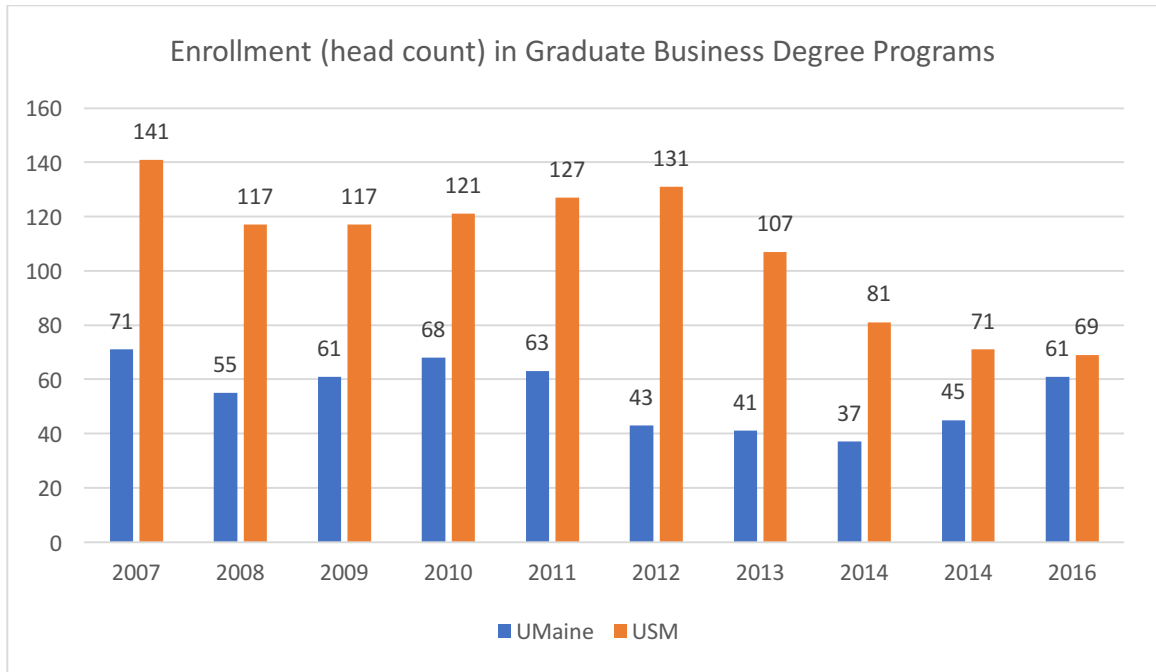


Figure 1. Graduate enrollment

The Graduate School of Business will house the single graduate faculty in business in the University of Maine System. With the appointment of qualified USM faculty to UMaine's graduate faculty in Business, and the addition of the three new hires (see below), the graduate business faculty will more than double in size. The larger faculty will allow for the development of curricular options, and delivery options, that are not available to either MBA program at this time. In addition, the larger faculty will create the potential to develop new graduate certificate and/or degree programs. Co-locating the UMaine MBA program in Portland and the Bangor area – two of the state's largest business centers – will create more opportunities for internships and other university-business collaborations.

The Graduate School of Business will be part of the Maine Center for Graduate and Professional Studies along with the University of Maine Law School degree programs and USM's Masters of Public Health and Masters of Public Policy & Management programs, creating increased opportunities for collaboration among these graduate programs. The Maine Center for Graduate and Professional Studies is not an academic unit but rather a collaboration among academic programs. The vision for the center is to promote collaboration among the graduate program partners to better serve students, businesses, and industry.

¹ UMaine enrollment figures include students in the MS in Accounting program that was discontinued in 2010. UMaine enrollment figures do not include head count of non-matriculated students enrolled in graduate certificate programs which ranged from 1 in 2011 to 11 in 2016.

Specific benefits for students, faculty, the university and the state of Maine include the following.

1. The creation of the Graduate School of Business will result in significant growth of the Business faculty in two ways. First, qualified Business faculty from USM will become members of UMaine's graduate Business faculty. Second, with the assistance of a private foundation, three faculty members (one of whom will serve as dean) will be added to UMaine's Business faculty. There are at least four benefits to expanding the UMaine Business faculty in this way.
 - a. Curricular innovation – given its increased depth and breadth, the faculty will be able to explore additional ways to innovate the MBA curriculum to better serve students.
 - b. Delivery innovation – the faculty will have the critical mass needed to develop alternate delivery methods to reach more students in flexible ways.
 - c. Research collaboration – closer collaboration between the USM and UMaine Business faculties, and the addition of faculty lines, will facilitate research collaborations among faculty members.
 - d. Program development – the larger graduate Business faculty, the proximity to Maine's business centers, and the collaboration with the Law School and Muskie School will create opportunities for faculty to develop new graduate certificate and/or degree programs.
2. Portland is the business center of Maine. More, and larger, companies are located in the greater Portland area than in any other part of Maine. Opportunities for student internships and faculty-industry collaborations will increase by expanding the footprint of Maine's MBA program into Portland. Furthermore, the greater Portland area is a rich market of potential students for the MBA program.
3. Co-locating the dean of the Graduate School of Business in Portland will facilitate collaboration among professional programs. Specifically, the University of Maine School of Law and the USM Masters of Public Policy and Management programs are located in Portland. There will be increased opportunities for curricular and research collaborations among these programs.
4. The Harold Alfond Foundation is Maine's largest private philanthropic foundation and is dedicated to improving the lives of Maine people. The Foundation values collaboration. The Alfond Foundation has been a partner in creating the vision for the Maine Center for Graduate and Professional Studies. The Foundation will provide the funding to hire the dean as well as two new faculty members and has signaled an interest in growing its support for the Center contingent upon the progress made in the coming years. (Outside of the Graduate Center, Alfond Foundation has been a strong supporter of UMaine athletics, recently gave a naming gift for the Alfond W² Ocean Engineering Laboratory as well as a gift to create the Stephen King Chair in Literature, and has supported the commercialization of UMaine intellectual property. It behooves the university to steward its relationship with the Alfond Foundation.)

5. The creation of the Graduate School of Business will result in financial support from the Alford Foundation to build two state of the art “smart” classrooms, one in Orono and one in Portland, that will allow for high quality teaching at multiple locations.
 6. Currently, there are two MBA programs offered in the University of Maine System, one at UMaine and one at USM. The Graduate School of Business will house UMaine’s MBA program and USM will suspend admissions to its program and phase it out. A single MBA program will eliminate competition between the two UMS programs, provide opportunities to improve UMaine’s MBA (see 1a and 1b above) and, consequently, better serve students and the state of Maine.
 7. The undergraduate enrollment in the Maine Business School has grown steadily over the past several years. In the past five years (fall 2012 through fall 2016), undergraduate enrollment has grown 22% (283 students). While the central administration has reallocated faculty lines into the Maine Business School to meet the demand, the investment has not kept pace with growth. The addition of faculty resources dedicated to graduate education should free up faculty to better meet the needs of the growing undergraduate enrollment.
3. *A list of potential impacts, including budget impacts. The discussion of budget impacts should identify the amount of E&G budget to be transferred between units, the magnitude of any additional expenses that the receiving unit will be expected to bear as a result of the restructuring, and the number of budgeted positions to be transferred between units. The response should also project the number of faculty positions the reorganized unit is expected to have budgeted to it three years and five years after the reorganization is implemented. To the extent possible, the narrative should identify expected changes in the support budget of the reorganized unit three and five years hence.*

The budget impacts of the proposed reorganization are best understood in phases. The initial phase of the reorganization will require no new E&G investment. Funding for the new positions (the dean of the proposed Graduate School of Business and two faculty lines) will come from the Harold Alford Foundation. There is adequate funding in the HAF gift to fund these positions for three years. Operating funds and funds for support staff will also be covered by the HAF gift for the first three years. The USM Business faculty will be appointed to the graduate faculty of the UMaine MBS but their salary lines will continue to reside at USM.

The salary line for the Dean of the Graduate School of Business will move to E&G in fiscal year 2022 and the salary lines the two faculty positions will move to E&G base funding in fiscal year 2023 (see #4 “*The timing for implementation...*” below). The estimated E&G investments into the Maine Business School to cover the salary and benefits for these positions are \$270,000 in fiscal year 2022 and \$450,000 in fiscal year 2023.

The following factors justify the administration’s commitment to invest these funds into the Maine Business School.

- 1) *Growth of undergraduate enrollment.* As indicated above, the enrollment in the Maine Business School has been steadily increasing over the past several years. The university will need to make investments in the school to assure that students continue to receive a high-quality education. As described above, investments in the faculty resources directed at graduate education will free up resources to direct toward undergraduate education.
- 2) *Growth in graduate enrollment.* As Figure 1 above illustrates, enrollment in graduate programs at UMaine has rebounded, with fall 2017 graduate enrollment continuing the trend seen in 2015 and 2016. The resurgence in graduate enrollment at UMaine is due to the creation of an on-line option for the MBA degree and the development of graduate certificate programs.
- 3) *Enrollment potential.* The creation of the Graduate School of Business will create the opportunity to develop new curricula, new certificate and degree programs, innovative pedagogies, and new delivery methods (see above). These innovations, along with an aggressive marketing campaign, has the potential to significantly impact enrollment in graduate Business programs.
- 4) *Additional support from the Harold Alfond Foundation.* The HAF is invested in the Maine Center for Professional Graduate Studies and is committed to its success. UMaine will seek additional support when the current commitment from the Foundation expires. If successful, this support may reduce the E&G investment required for the dean and faculty positions (i.e., we intend to request funds to endow one or more of these positions).

4. *The timing for implementation of any decisions*

The following timetable is a best estimate of the points at which important benchmarks will be met.

November 15, 2017 - Faculty Senate makes recommendation to President Hunter regarding the reorganization of the Maine Business School.

December 1, 2017	President approves reorganization of the Maine Business School. Search for Dean of the Graduate School of Business begins.
December 15, 2017	Submit letter notifying AACSB of substantive change. Submit letter notifying NEASC of substantive change.
January, 2018	UMaine and USM Business faculties begin discussion of curricula, pedagogy, and delivery innovation.
September, 2018	Search for HAF-funded faculty positions begin. USM begins teach-out of MBA program; USM MBA students have choice between USM teach-out curriculum and UMaine MBA curriculum.
September 1, 2019	HAF-funded faculty members start.

July 1, 2021 Dean of Graduate School of Business line move to E&G.
 September 1, 2022 HAF-funded faculty lines move to E&G.

5. *Any other information that the proposer wishes the Committee to examine in its deliberations.*

None at this time.

Part II. *Below are two lists of considerations (supportive and not supportive) that may be pertinent to an evaluation of the desirability of the proposed reorganization. The proposer should identify those items (e.g., 1a, 2b, etc.) that pertain to the proposal under consideration and include a statement explaining the relevance of each checked item.*

1. *Criteria Supporting Reorganization:*

- a. *On a national or international level, the profession or discipline has changed.*

The options for students interested in obtaining a graduate business degree are expanding. The number of online MBA programs have grown. Many programs have developed niche options within their MBA programs. The creation of the Graduate School of Business will create opportunities for the faculty to develop curricular options, pedagogical innovations, new degree programs, and alternative delivery options.

- b. *Reorganization will better serve the strategic focus of The University of Maine.*

The strategic vision for the University of Maine System is guided by the “One University” concept. While not clearly defined, key aspects of the One University concept are a decrease in competition and increase in collaboration among UMS universities. As the Flagship campus of the University of Maine System, it is to UMaine’s strategic advantage to take a leadership role in advancing the One University concept. The creation of the University of Maine’s Graduate School of Business comes with a commitment from the University of Maine System that all graduate Business programs offered by UMS will be housed within UMaine’s Graduate School of Business. The creation of the Graduate School of Business, therefore, will strengthen UMaine’s position as the leader of graduate education in Maine.

- c. *The proposed reorganization provides a competitive advantage to the unit.*

The proposed reorganization will result in UMaine’s MBA program being the only AACSB accredited graduate business program in Maine. The opportunities for curricular and pedagogical innovation associated with the expansion of the graduate faculty has the potential to give the Graduate School of Business a competitive advantage in the graduate Business education market.

- d. *The viability of the unit is at risk without refocus of direction.*

- e. *The program's scope is too narrowly focused and needs broader, perhaps interdisciplinary, focus or conversely the program scope is too broadly focused and needs tighter focus.*
- f. *Two or more programs have a substantial similarity or affinity of objectives such that economics of operation or improvement in quality may reasonably be expected from their consolidation.*
- g. *The clarity of the program's identity and function will be increased by transfer to or consolidation with another program.*
- h. *The program's contribution to The University of Maine missions of teaching, research, and service does not justify maintenance of its present size.*
- i. *The program is one that if reduced will not substantially impair the viability or quality of other university programs.*
- j. *Budgetary constraints require reorganization of a program within a department, school, or college.*

2. Criteria Contraindicating Reorganization:

- a. *The reorganization is sufficiently uncommon within higher education so as to render difficulty in recruitment and retention of quality students and faculty.*

The proposed reorganization is indeed uncommon. Of the 400+ universities with Association to Advance Collegiate Schools of Business (AACSB) accreditation in the United States, none is organized into undergraduate and graduate schools with separate deans reporting to a provost. There are five AACSB accredited programs outside of the United States that are structured in a similar fashion (i.e., distinct graduate and undergraduate organizations under a single accreditation). By and large these are at universities much larger than the University of Maine with much larger Business faculties and much higher enrollments.

The point has been made that the reorganization will make it difficult to recruit and retain quality faculty members. The premise underlying this concern is that the creation of the Graduate School of Business with a dean located in Portland will diminish involvement of the UMaine faculty in graduate education. Involvement in graduate education is an important professional activity for many faculty in the Maine Business School. Should their involvement in graduate education decrease, they may be more likely to leave UMaine. Similarly, it may prove more difficult to recruit high quality faculty to UMaine if the potential faculty members perceive that opportunities for involvement with graduate education are limited. (There is no plan to reduce the involvement of UMaine Business faculty located in Orono in the MBA program. On the contrary, the expanded Business faculty will create the opportunity to develop additional graduate degree programs. As indicated above, one of the reasons for creating the Graduate School of Business is to create more opportunities for graduate education through expanded curricula and delivery options as well as new graduate programs. Furthermore, Eastern Maine business leaders have made clear to the UMaine administration that they want a “live” MBA in Orono for their employees. Finally, there are student populations that want to pursue their MBA at UMaine’s home campus (e.g., students in 4+1 programs; students employed in the greater Bangor area).

b. The reorganization would endanger the quality and/or accreditation status, where applicable, of one or more of the programs affected.

The Maine Business School is AACSB accredited. Concerns about the impact on accreditation status have been raised by MBS Dean Manev and by the MBS faculty. The accreditation issue is extremely important. A conference call with the Manager and the Senior Director of the AACSB Accreditation Services took place on July 10, 2017. Prior to the call, the Maine Business School Dean and faculty were invited to submit questions (as were the dean and faculty from USM). These questions were submitted to AACSB ahead of time and were discussed during the call. The questions, notes from the conference call, and copies of follow-up emails can be found in Appendix A. Key take-away points from the call include: 1) accreditation can be at the institutional level with two units (Graduate School and Undergraduate School) reporting under one accreditation. 2) It is important that the mission of the Maine Business School encompasses the activities of the Graduate and Undergraduate schools. 3) There will be one “voting member” for UMaine who will need to represent both the Graduate and Undergraduate schools. 4) UMaine will need to submit a Substantive Change request if the plan moves forward.

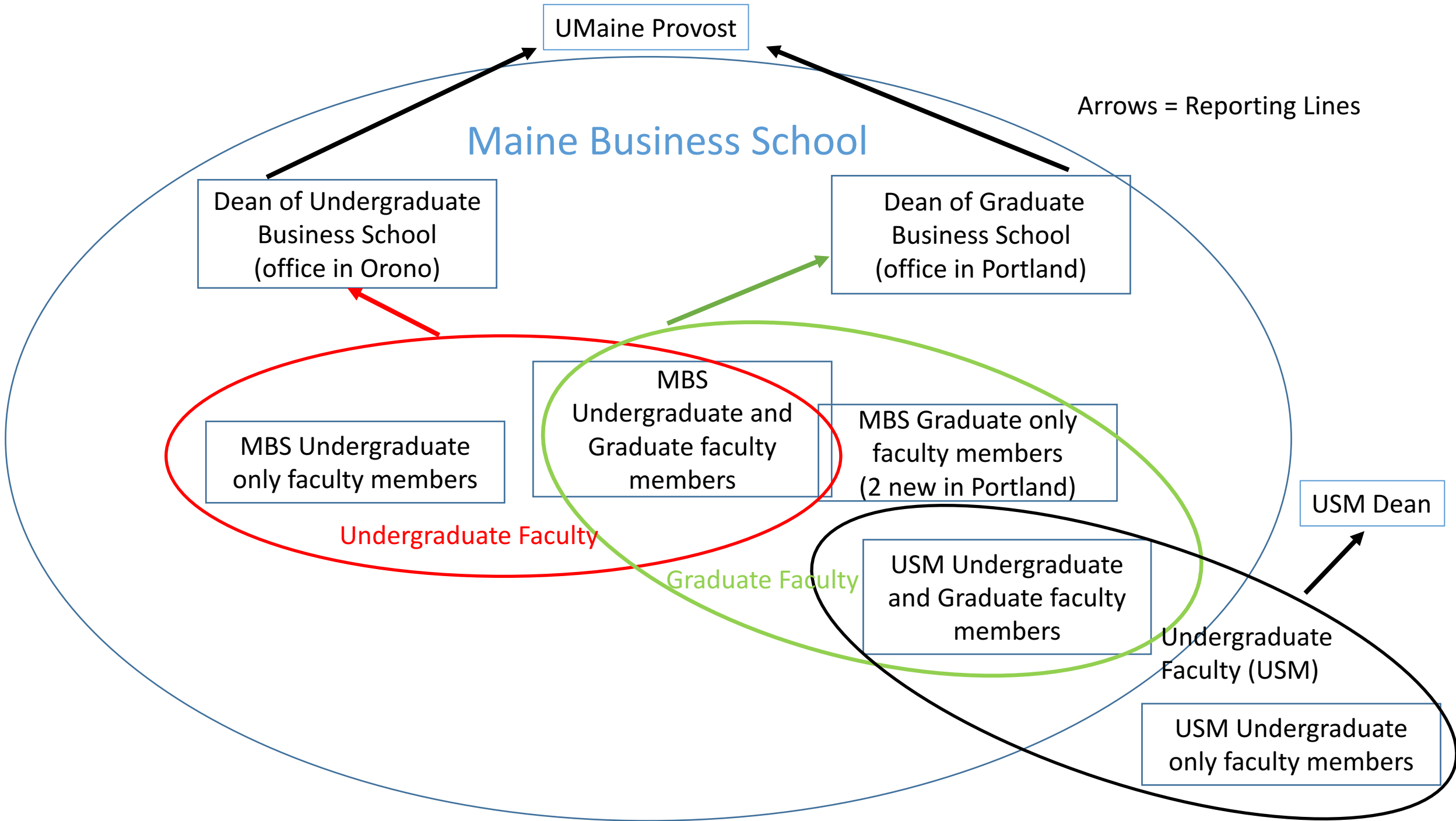
c. The programs, though dealing with similar subject matter, are substantially different in orientation, objective, or clientele.

d. The cost reduction of reorganization would be so modest as to make such reorganization rather pointless if cost savings is the primary objective.

e. The program's reorganization would have a substantially negative impact on education and societal concerns to Maine.

f. The program's reorganization would have a substantially negative impact on strategic goals of The University of Maine.

g. The program's reorganization would result in substantial loss of revenue currently derived from grants, contracts, endowments or gifts.



AACSB Conference Call Background and Questions

From University of Maine

Situation description

The University of Maine is accredited by AACSB for its business programs: a Bachelor of Science in Business Administration and a Master's in Business Administration offered through the Maine Business School, one of its five degree granting colleges. A plan is being explored to create a new Graduate School of Business which will offer the MBA. This new Graduate School of Business will draw faculty from the graduate faculty of both the Maine Business School in Orono and the School of Business at the University of Southern Maine in Portland. It will be separate from the Maine Business School and will be headed by another Dean who will report to the Provost of the University of Maine. The future Graduate School of Business will be a part of the University of Maine and will follow curriculum and faculty policies of the University of Maine. The Graduate School of Business will be located in Portland and will offer the MBA program live in both Portland and Orono and also online. This will be the only MBA program offered by the University of Maine, and the University of Southern Maine will not offer an MBA. After the planned restructuring, the Maine Business School will remain an undergraduate school.

Questions for AACSB

1. With two separate business schools, the Maine Business School offering an undergraduate degree in Orono, and the future Graduate School of Business offering the MBA in both Portland and Orono, how will the University be accredited by AACSB?
 - a. Option 1: accreditation will continue to be at the university level, for instance with a joint mission and strategic plan for the two business schools, but separate and parallel leaders, organizational structures, finances, faculty, staff, curricula, assurances of learning, etc., OR
 - b. Option 2: separate accreditations for the Maine Business School (undergraduate) and the Graduate School of Business as two separate single business academic units?
2. If Option 1 is recommended: who will AACSB expect to be the point person on accreditation for the University of Maine? The Provost? Or the two business deans (of the Maine Business School and the Graduate School of Business) together?
3. If Option 2 is recommended: should both schools apply for separate accreditations? Or can the University of Maine's existing accreditation be extended, with a revised mission for the Maine Business School to reflect that it would no longer offer a graduate degree, while the Graduate School of Business, as a new entity with different faculty, branding, external market perception, financial relationship with the University of Maine, and sufficient unit autonomy, would apply for a new and separate accreditation as a single business academic unit?

4. If one or both schools need to apply for separate accreditations as single business academic units, does either of them have to follow the process for initial accreditation, including eligibility application, assigned mentor, self-evaluation, 6 year process, etc.? Or can the University of Maine's existing accreditation be transformed into two separate accreditations at the single business academic unit level?
5. If a determination is made that the future Graduate School of Business needs to go through a 6 year process for initial accreditation, can the University of Maine's existing accreditation for the Maine Business School be extended for its undergraduate business degree only?
6. If the new Graduate School of Business is set up prior to 2019, should it be included in the next round of Continuous Improvement Review for the University of Maine which is scheduled for 2019? (The application for CIR was filed in June 2017 without discussion of this plan, as it has not been approved yet).

from University of Southern Maine

Framing Statement:

The concept of the proposed program did not arise from either institution's normal continuous improvement processes. The degree of the proposed MBA is offered by one university (UMaine). It is not a joint degree under AACSB standards but might possibly qualify as a "partner" program. The faculty from another university (USM) will be appointed to the UMaine graduate school faculty and that faculty body will be responsible for normal governance issues EXCLUDING promotion, tenure, and peer evaluation. The business academic units at USM (School + two departments) do not operate within the institution offering the degree. The new graduate school of business at UMaine will have a Dean that reports to the UMaine Provost. There are no direct reporting lines to USM. The degree program will be publicized as a partnership offering with the Dean's office and staff residing primarily on the USM campus. The proposal calls for USM to suspend their existing MBA when admissions start to the UMaine MBA and explicitly forbids USM from offering any graduate business degrees.

Questions:

1. Does this qualify as a "substantive change event" for USM?
2. Does the proposed program fall under USM's scope of review?

Questions to ask if the program does not fall under USM's scope of review:

1. How critical is it that USM re-evaluates the mission of the School of Business? If so, what are some key items that we might want to consider when reviewing our mission?
2. How critical is it that USM reconsider the peer and aspirant institutions they selected? If so, what are some key items that we might want to consider when reviewing our peer and aspirant schools?
3. What suggestions do you have for dealing with potentially diverging standards for Scholarly Academic between USM and the UMaine GSOB?

Questions to ask if the program does fall under USM's scope of review:

1. What recommendations do you have for reporting the deployment of faculty?
Do you have any examples?
2. Do you know of any examples of a joint/partner program where the partner never awards the degree yet uses the program in their accreditation review?
3. Should both institutions revisit their missions and attempt to improve mission alignment?
4. Should both institutions re-evaluate their peer and aspirant schools?
5. Should both institutions have some shared peer and aspirant schools?

Finishing questions:

1. What key issues might this raise for USM's next accreditation review?
2. What other advice do you have for USM as they prepare for their next visit that is specific to this event?

AACSB Conference Call
7-10-2017

In attendance

USM:

James Sulieman, School of Business
Jo Williams, Dean, College of Management & Human Services
Jeanine Uzzi, Provost
Robert Heizer, School of Business
John Voyer, School of Business
Jane Kuentz, Associate Dean, College of Management & Human Services

UMaine:

Ivan Manev, Dean Maine Business School
Nic Erhardt, Associate Dean Maine Business School
Jeff Hecker, Provost
Robin Delcourt, Special Assistant to the Provost

AACSB:

Rachel Dixon-Zudar, Manage, Accreditation Services
Suzanne Mintz, Senior Director, Accreditation Services

UMS:

Robert Neely, Vice Chancellor for Academic Affairs

Notes

Provost Hecker opened the call by providing an overview of the goals of the meeting and checked that all participants had received prepared questions. Referring to the background information provided, he asked Rachel and/or Suzanne if they had clarifying questions.

Suzanne asked about the impetus for this change. Provost Hecker noted that it did not come from either campus. Rather, the UMS developed this initiative working closely with private foundation. The parameters of the gift included:

- Housed in a graduate center to be developed in Portland
- UMaine degree program
- Graduate School of Business separate from undergraduate programs and headed by a dean
- Dean will report to UMaine Provost

Provost Hecker suggested running through the submitted questions starting with those developed by UMaine. (The text of the questions is in blue, with the answers in black font.)

From University of Maine

Questions for AACSB

1. With two separate business schools, the Maine Business School offering an undergraduate degree in Orono, and the future Graduate School of Business offering the MBA in both Portland and Orono, how will the University be accredited by AACSB?

a. Option 1: accreditation will continue to be at the university level, for instance with a joint mission and strategic plan for the two business schools, but separate and parallel leaders, organizational structures, finances, faculty, staff, curricula, assurances of learning, etc., OR

ANSWER: Rachel noted that the accreditation can be at the institutional level with two units (Graduate School of Business and Undergraduate program) reporting under one accreditation. She recommended this approach.

Suzanne also recommended the institutional level accreditation approach. She raised the question of how similar the missions will be of the Graduate School of Business and the UMaine undergraduate program. The less similar they are, the more complicated to have under one accreditation. Ivan indicated that the missions will need to be revisited with an eye on at least (but not limited to): 1) Faculty overlapping, 2) Financial separation, 3) Separate Deans, etc.

Suzanne noted that at this point in time it is appropriate to develop the new structure assuming that the accreditation will be at the institutional level; UMaine would not be the first school to do this. Ivan indicated that it would be good to have models to work with as the specifics are being developed.

ACTION: Suzanne noted that they will follow up with a list of examples, not all of which are in the US.

A concern was raised about the implications of the language included in the MOU between UMS and the private funding agency. Specifically, the concern is that the Graduate School of Business will develop so that a small number of faculty will be assigned 100% to the graduate program and will do most of the teaching in the program. If the program develops this way the unit will be independent (i.e., few, if any, overlapping faculty). It was acknowledged that there is still work to be done before the plan is finalized. Please see additional discussion on determination of faculty size on page 4.

b. Option 2: separate accreditations for the Maine Business School (undergraduate) and the Graduate School of Business as two separate single business academic units?

2. If Option 1 is recommended: who will AACSB expect to be the point person on accreditation for the University of Maine? The Provost? Or the two business deans (of the Maine Business School and the Graduate School of Business) together?

ANSWER: There is only one person that is a “voting member” per AACSB policy. There are many ways to set this up, whether it be the Provost, or the Graduate School of Business Dean, or someone else. There are other various roles that can be implemented to ensure that others are involved, thereby increasing communication. Rachel and Suzanne are willing to talk through different models. To be clear, there would be one vote for USM (UG program) and one vote for UMaine (both graduate and undergraduate programs under this one vote).

3. If Option 2 is recommended: should both schools apply for separate accreditations? Or can the University of Maine’s existing accreditation be extended, with a revised mission for the Maine Business School to reflect that it would no longer offer a graduate degree, while the Graduate School of Business, as a new entity with different faculty, branding, external market perception, financial relationship with the University of Maine, and sufficient unit autonomy, would apply for a new and separate accreditation as a single business academic unit?

N/A under one accreditation.

4. If one or both schools need to apply for separate accreditations as single business academic units, does either of them have to follow the process for initial accreditation, including eligibility application, assigned mentor, self-evaluation, 6 year process, etc.? Or can the University of Maine’s existing accreditation be transformed into two separate accreditations at the single business academic unit level?

N/A under one accreditation.

5. If a determination is made that the future Graduate School of Business needs to go through a 6 year process for initial accreditation, can the University of Maine’s existing accreditation for the Maine Business School be extended for its undergraduate business degree only?

N/A under one accreditation.

6. If the new Graduate School of Business is set up prior to 2019, should it be included in the next round of Continuous Improvement Review for the University of Maine which is scheduled for 2019? (The application for CIR was filed in June 2017 without discussion of this plan, as it has not been approved yet).

ANSWER: No need to amend the CIR application. New information need to be included in the CIR report. Provide an update on progress to date.

Ivan noted the timeline is aggressive. If this plan goes forward within one year, does it need to be reported? Yes, AACSB should be kept informed as progress is made the organizational structure and program take shape. Suzanne indicated that it may be that the UMaine visit will include visits to both Portland and Orono. She would support leaving it up to the chair of the review team to decide.

Suzanne noted that AACSB accreditation is mission driven. How a school deals with the mission, through its adherence to the standards, impacts accreditation decisions. Faculty qualifications are an example.

Provost Hecker asked what will be the best way to maintain communication with AACSB as we develop, the organization structure, and the relevant policies so that we avoid the “all hell breaking loose” scenario (i.e., learning that a decision we made jeopardizes accreditation of one or both institutions). Suzanne indicated that both USM and UMaine will need to submit Substantive Change requests to the CIR Committee. There are guidelines for what to include. The next meeting is Jan 12th, 2018, so they will need to receive the Substantive Change requests by December to get on the agenda. This allows full disclosure so there are no surprises. Ivan noted that this should happen before the change is carried out.

Nic asked for clarification on why Rachel and Suzanne recommended accreditation at the institutional level that will be an umbrella for both the graduate and undergraduate programs. They offered the following reasons:

- Branding – do not anticipate a high level of differentiation between the graduate and undergraduate programs with respect to mission.
- Faculty sharing – between undergraduate and graduate programs
- Both UMaine degree

Suggestion to go onto AACSB website and look at application to proceed as a unit. The case does not appear to be strong enough for separate accreditations at this point.

from University of Southern Maine

Questions:

3. Does this qualify as a "substantive change event" for USM? Yes
4. Does the proposed program fall under USM's scope of review? Not under USM's review. In the CIR report, USM should talk about the changes and faculty involvement.

Question raised about the implications for USM accreditation of USM faculty teaching in load in the Graduate School of Business? A determination would have to be made about the portion of the faculty members' work load assigned to USM's undergraduate program and the Graduate School of Business. USM would count the portion assigned to the undergraduate program for accreditation purposes. For example, a faculty member who teaches a single course in the graduate program, might be counted as .80 FTE for purposes of USM accreditation.

Questions to ask if the program does not fall under USM's scope of review:

4. How critical is it that USM re-evaluates the mission of the School of Business? If so, what are some key items that we might want to consider when reviewing our mission? USM should reevaluate due to being undergraduate only moving forward.

5. How critical is it that USM reconsider the peer and aspirant institutions they selected? If so, what are some key items that we might want to consider when reviewing our peer and aspirant schools? USM should look at peer/aspirant schools. Some may change, but some may not. It merits reviewing.
ACTION – Rachel will send a list of undergraduate-only accredited institutions.
6. What suggestions do you have for dealing with potentially diverging standards for Scholarly Academic between USM and the UMaine GSOB? If USM becomes undergraduate-only, Scholarly Academic definitions between the two universities might diverge further than they are at this point in time. Faculty will need to meet the UMaine Scholarly Academic standard to teach at the Graduate School of Business.

Questions to ask if the program does fall under USM's scope of review:

6. What recommendations do you have for reporting the deployment of faculty? Do you have any examples? Include in review, since it impacts your school/faculty. There is a section of the CIR report that asks about changes.
7. Do you know of any examples of a joint/partner program where the partner never awards the degree yet uses the program in their accreditation review?
8. Should both institutions revisit their missions and attempt to improve mission alignment?
9. Should both institutions re-evaluate their peer and aspirant schools?
10. Should both institutions have some shared peer and aspirant schools?

Finishing questions:

3. What key issues might this raise for USM's next accreditation review?
4. What other advice do you have for USM as they prepare for their next visit that is specific to this event?

Rachel and Suzanne noted that they are happy to meet/call again as the plan is more fully developed. Suzanne wanted to give one note of caution: when under one accreditation, if one unit has problems, it impacts the other unit. For UMaine, this means that problems with the graduate program would impact accreditation of the undergraduate program and visa-versa.

AACSB Conference Call Follow-up Emails

Good afternoon Jeff,

I hope this note finds you well and having a great day. I just wanted to follow up with you since our conference call, and see if there is any additional information you may need from me or any questions I can answer. I am happy to help if I can. Have a great day.

Regards,

Rachel
Rachel Dixon-Zudar
Manager, Accreditation Services

From: Jeffrey Hecker [mailto:hecker@maine.edu]
Sent: Wednesday, July 5, 2017 9:33 AM
To: Rachel Dixon-Zudar <rachel.dixonzudar@aacsb.edu>
Cc: Jeannine Diddle Uzzi <jeannine.uzzi@maine.edu>; Suzanne.Mintz@aacsb.edu

Jeffrey Hecker <hecker@maine.edu>

Jul
31

to Rachel

Rachel,

Thanks for the note. No questions right now but I'm sure we will have more as we progress.

In the mean time, I have attached the notes from the conference call we had earlier this month. Please look this over and please let me know if you think the summary is missing anything important or if I've misrepresented anything.

Thanks

Jeff

Attachments area



Rachel Dixon-Zudar

Aug
4

to me

Dear Jeff,

This summary matches my notes; thank you for sending it. As mentioned on the call, there are some similar examples of schools with two separate/distinct schools under one accreditation. Although these are all outside of the United States, they are good examples. To note, they are not all divided along the lines of undergraduate programs and graduate programs.

- 🏢 The University of Melbourne Faculty of Business and Economics **and** Melbourne Business School (MBA)
- 🏢 University of Antwerp Faculty of Economics (UG, masters, and PhD) **and** Antwerp Management School (only graduate programs)
- 🏢 Putra Business School (MBA program) **and** University Putra Malaysia Faculty of Economics and Management
- 🏢 Tilburg University TIAS School for Business and Society(masters and PhD programs) **and** Tilburg University Tilburg School of Economics and Management (undergraduate and masters programs)
- 🏢 University of Porto School of Economics and Management **and** Porto Business School

If you have any questions, please let me know. Have a great weekend!

Regards,

Rachel
Rachel Dixon-Zudar
Manager, Accreditation Services

From: Jeffrey Hecker [mailto:hecker@maine.edu]
Sent: Monday, July 31, 2017 4:26 PM
To: Rachel Dixon-Zudar <rachel.dixonzudar@aacsb.edu>

Jeffrey Hecker <hecker@maine.edu>

Aug
4

to Rachel

Thank you very much Rachel.

This is very helpful. Have a good weekend

3.9 On-Leave Registration

If a graduate student in good standing is to be away from the University and out of contact with the University faculty and facilities for a specific period of time, usually not to exceed two (2) successive semesters, the student must request “On-Leave” status.

Time spent in on-leave status (for a maximum of one (1) year) is not considered part of the time limit for completion of degree. The student must petition for on-leave status and obtain the approval of his/her advisor and the Dean of the Graduate School. On-leave status will be granted only under extenuating circumstances. This type of enrollment maintains a place for the student as a member of the Graduate School but does not entitle the student to any other University privileges of a regularly enrolled full-time student, or part-time student.

3.9.1 Full-time Students

On leave approval covers two (2) consecutive academic year semesters or any part thereof. An on-leave student returning to the University on or before the termination of the period of the approved leave of absence should register in the usual way. This registration will cancel any remaining leave period. If circumstances require a later leave of absence, the student must petition and proceed again in the same manner as for an initial leave of absence.

3.9.2 Part-time Students

On leave approval covers one (1) twelve-month period or any single part thereof. On-leave students returning to the University on or before the termination of the period of their approved leave of absence should register in the usual way and by this registration will cancel any remaining leave period



STOP THE TENURE CLOCK

The university recognizes the value of providing flexibility during the probationary period for tenure-track faculty due to childbirth, child rearing, adoption and other exceptional life circumstances. A faculty member may extend her or his probationary period more than once, not to exceed two years in total. Any extension has no impact on the normal pre-tenure reappointment, and evaluation process and timetable. A faculty member is not required to take a leave of absence to stop the tenure clock.

When preparing the tenure document, individuals who have stopped the tenure clock should include work from the start of their tenure/probationary period rather than only the work from the last five years.

Grants and Work/Life Balance

Grants from the National Science Foundation, for example, include policies aimed at promoting career-life balance, such as no-cost extensions. For more information, contact the Office of Research and Sponsored Programs, 207.581.1484.



“You shouldn’t be penalized or lose a chance to advance in your career because you are taking care of a new child or a mom or dad who’s gotten sick. We all know that when you take steps to make life easier for working parents, it’s a win for everyone.”

First Lady Michelle Obama



5717 Corbett Hall
Orono, ME 04469-5717
207.581.1581
hr-um@maine.edu

The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information or veteran status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding nondiscrimination policies: Director, Office of Equal Opportunity, 101 North Stevens Hall, 207.581.1226.



WORK/LIFE RESOURCES

A guide to family-friendly policies for
University of Maine faculty

umaine.edu/hr



WORK/LIFE RESOURCES



A guide for University of Maine employees on family-friendly policies

The University of Maine is committed to helping faculty find balance in their work and lives. Whether it's a longer tenure clock, a break from teaching, leaves, changes in how one uses a grant or other policies, the university offers means of pursuing work-family balance.

The university provides programs and a culture that support faculty when they need extra time. These programs help faculty members, their departments and the University of Maine move forward together. Questions about policies can be answered by Human Resources, 207.581.1581 or umaine.edu/hr/family.

A Break from Teaching

The university has an Alternatives to Teaching Policy for faculty who have had a new child come into their lives. The alternative assignment may substitute for up to the faculty member's full teaching load.

Tenure-track and tenured academic-year faculty who have substantial responsibility for the care of a newborn or newly adopted child may request an alternative work assignment for one semester or the balance of the semester in which the birth or adoption occurs. The alternative assignment may begin three months before the birth or adoption, but must conclude within 12 months of the birth or adoption.

In anticipation of using this program, faculty should develop a plan with their chair or director. Units receive assistance in covering courses, including financial assistance from the Provost's Office, in some circumstances.

Child Care

The university operates child care facilities for children, infant to preschool. It also cares for young children in its child study programs and maintains a list of off-campus child care providers. See umaine.edu/childrencenter and umaine.edu/cntsp/childcare for more information.

Lactation Space for Nursing Mothers

The university is committed to assisting nursing mothers in the workplace. In addition to providing a conveniently located lactation room on the first floor of the Memorial Union with couches, a small refrigerator and children's toys, the university will work with employees to identify private rooms in campus buildings to use as lactation rooms. For more information, call 207.581.1581.

Partner Accommodation

The university recognizes that supporting the employment goals of the spouses and partners of job finalists and employees can be essential to a successful transition. In addition to the university's Partner Accommodation Policy, Shared Appointment Policy, and Faculty Partner Accommodation Program, the Office of Human Resources provides assistance to the employment-seeking spouses and partners of job finalists and employees in the following areas:

- Navigating the application process at the University of Maine
- Finding information about posted UMaine vacancies
- Informal networking support for exploring potential employment opportunities on campus

Maine Career Connect is available to help newly relocated professionals and their families assimilate by assisting them with focused dual-career support, and family and cultural transitions. Services range from finding swimming lessons to special needs resources for children, to finding a veterinarian, realtor, bank, health food store, doctor, dentist and fitness center for adults. A Maine Career Connect coordinator is on call to address each family's specific transition needs to make their move stress-free and to offer networking opportunities that can lead to professional employment. Call Human Resources at 207.581.1581 and visit mainecareerconnect.org to find out more.

Leaves

A variety of leave options exist to help all employees balance their work and family responsibilities. Academic-year faculty who need leave for the birth or adoption of a child, to care for a sick family member or for other family responsibilities, for example, may take leave under the Family and Medical Leave Act if they meet the criteria under federal or state law. These are unpaid leaves but, depending on the situation, faculty can continue to be paid through the use of sick days or disability benefits. While an employee is on any paid leave, benefit coverage continues with no additional cost to the employee. During an unpaid leave of absence that qualifies as a family medical leave, health insurance coverage continues on the same terms as during active employment, with the university and the employee each paying the customary share of premiums. For more information, contact Human Resources, 207.581.1581 or visit umaine.edu/hr/hr-resources/policiesinformation/altteach/family-leave-options.

Employee Assistance Program

The Employee Assistance Program is a strictly confidential resource for faculty and staff and their household members seeking to resolve personal or work-related concerns. CIGNA offers a 24/7 telephone helpline for referrals to qualified local providers who offer up to six free counseling sessions per issue, per year. Other services include crisis intervention, Web chats, free 30-minute legal and financial consultations, and a variety of online resources covering topics from parenting and adoption to elder care and identity theft.

Call CIGNA at 877.622.4327 or login at cignabehavioral.com using the Employer ID "ums" to find resources and support for you and your family members.



umaine.edu/hr