

University of Maine Self-Study

2019



Table of Contents

Institutional Characteristics form	II
Chief Institutional Officers	VIII
Table of CIHE Actions, Items of Special Attention, or Concerns	XIII
Introduction	XVI
Institutional Overview	XIX
Standard One: Mission and Purpose	1
Standard Two: Planning and Evaluation	3
Standard Three: Organization and Governance	13
Standard Four: The Academic Program	21
Standard Five: Students	44
Standard Six: Teaching, Learning, and Scholarship	54
Standard Seven: Institutional Resources	67
Standard Eight: Educational Effectiveness	77
Standard Nine: Integrity, Transparency, and Public Disclosure	87
Appendix A: Affirmation of Compliance	A1–A2
Appendix B: E-Series Forms	B1–B13
Appendix C: Audited Financial Statements	C1–C7
Appendix D: Electronic Workroom Documents	D1–D5

University of Maine Self-Study

2019



Institutional Characteristics Form

Date: 2/15/2019

1. **Corporate name of institution:** University of Maine
2. **Date institution was chartered or authorized:** 1865
3. **Date institution enrolled first students in degree programs:** 9/21/1868
4. **Date institution awarded first degrees:** 1872

5. Type of control:

Public

State

City

Other (Specify)

Private

Independent, not-for-profit

Religious Group (Name of Church)

Proprietary

Other: (Specify)

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

The University of Maine System of Trustees are authorized to grant bachelors, masters and doctoral degrees by acts of the Legislature of the State of Maine: 1865 P&S.L.C.532, and 1967 P&S.L.C.229, as amended, 1969 P&S.L.C.238.

7. Level of postsecondary offerings (check all that apply)

Less than one year of work

At least one but less than two years (UMM)

Diploma or certificate programs of at least two but less than four years

Associate degree granting program of at least two years (UMM)

Four- or five-year baccalaureate degree granting program

First professional degree

Master's and/or work beyond the first professional degree

Work beyond the master's level but not at the doctoral level
(e.g., Specialist in Education)

A doctor of philosophy or equivalent degree

Other doctoral programs

Other (Specify)

8. Type of undergraduate programs (check all that apply)

- Occupational training at the crafts/clerical level (certificate or diploma)
- Occupational training at the technical or semi-professional level (degree)
- Two-year programs designed for full transfer to a baccalaureate degree
- Liberal arts and general
- Teacher preparatory
- Professional
- Other _____

9. The calendar system at the institution is:

- Semester
- Quarter
- Trimester
- Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate 15 credit hours/minimum of 12 credits
- b) Graduate 9 credit hours/minimum of 6 credits
- c) Professional N/A

11. Student population:

a) Degree-seeking students:

	Undergraduate		Graduate	UMaine/UMM Total
	UMaine	UMM	UMaine	
Full-time student headcount	8126	343	994	9,463
Part-time student headcount	735	137	679	1,551
FTE	8,463.3	374	1,016.1	9,853.4

b) Number of students in non-credit, short-term courses: 90

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited Since	Last Reviewed	Next Review
Art Education, B.A.	National Association of Schools of Art & Design (NASAD)	2013	2010	2020
Art History, B.A.	National Association of Schools of Art & Design (NASAD)	2013	2010	2020
Studio Art, B.A.	National Association of Schools of Art & Design (NASAD)	2013	2010	2020
Studio Art, B.F.A.	National Association of Schools of Art & Design (NASAD)	2013	2010	2020
Music, B.A.	National Association of Schools of Art & Design (NASAD)	1969	2015	2024

12. List all programs accredited by a nationally recognized, specialized accrediting agency *continued*

Program	Agency	Accredited Since	Last Reviewed	Next Review
Music Education, B.M.	National Association of Schools of Music (NASAM)	1969	2010	2024
Music Performance, B.M.	National Association of Schools of Music (NASAM)	1969	2010	2024
Music Education, M.M.	National Association of Schools of Music (NASAM)	1969	2015	2024
Music Performance, M.M.	National Association of Schools of Music (NASAM)	1969	2015	2024
Engineering Physics, B.S.	Accreditation Board of Engineering and Technology (ABET)	1949	2012	2018
Computer Science, B.S.	Accreditation Board of Engineering and Technology (ABET)	1995	2018	2024
Psychology, Ph.D.	American Psychological Association (APA)	1975	2012	2019
Forestry, B.S.	Society of American Foresters (SAF)	1937	2013	2023
Forest Operations,	Society of American Foresters (SAF)	1937	2013	2023
Bioproducts, and Bioenergy, B.S.	Society of Wood Science Technology (SWST)	1993	2013	2024
Forestry, M.F.	Society of American Foresters	1989	2013	2023
Nursing, B.S.	Commission on Collegiate Nursing Education (CCNE)	2000	2010	2020
Social Work, B.A.	Council on Social Work Education	1990	2012	2019
Social Work, M.A.	Council on Social Work Education	1990	2012	2019
Food Science and Human Nutrition, B.S.	Accredited Council for Education in Nutrition and Dietetics (ACEND)	1920s	2012	2022
Food Science and Human Nutrition, M.S.	Accredited Council for Education in Nutrition and Dietetics (ACEND)	1993	2012	2022
Speech-Language Pathology, M.A.	Council on Academic Accreditation (CAA)	1988	2014	2021
Business Administration in Accounting, B.S.	Association to Advance Collegiate Schools of Business (AACSB)	1974	2015	2020
Business Administration in Finance, B.S.	Association to Advance Collegiate Schools of Business (AACSB)	1974	2015	2020
Business Administration in Management, B.S.	Association to Advance Collegiate Schools of Business (AACSB)	1974	2015	2020
Business Administration in Marketing, B.S.	Association to Advance Collegiate Schools of Business (AACSB)	1974	2015	2020
Business Administration, M.B.S.	Association to Advance Collegiate Schools of Business (AACSB)	1974	2015	2020
Elementary Education, B.S.	Council for the Accreditation of Educator Preparation (CAEP) formerly known as National Council for Accreditation of Teacher Education	1987	2014	2020
Secondary Education, B.S.	Council for the Accreditation of Educator Preparation (CAEP) formerly known as National Council for Accreditation of Teacher Education	1987	2014	2020
Early Childhood Education, B.S.	Council for the Accreditation of Educator Preparation (CAEP) formerly known as National Council for Accreditation of Teacher Education	1987	2014	2020
Physical Education, B.S.	Council for the Accreditation of Educator Preparation (CAEP) formerly known as National Council for Accreditation of Teacher Education	1987	2014	2020
Art Education, B.S.	Council for the Accreditation of Educator Preparation (CAEP) formerly known as National Council for Accreditation of Teacher Education	1987	2014	2024
Athletic Training, B.S.	Commission on Accreditation of Athletic Training Education (CAATE)	2005	2010	2021
Bioengineering, B.S.	Accreditation Board of Engineering and Technology, ABET	2012	2018	2024
Chemical Engineering, B.S.	Accreditation Board of Engineering and Technology, ABET	1950	2018	2024
Civil Engineering, B.S.	Accreditation Board of Engineering and Technology, ABET	1936	2018	2024
Electrical Engineering, B.S.	Accreditation Board of Engineering and Technology, ABET	1936	2018	2024
Computer Engineering, B.S.	Accreditation Board of Engineering and Technology, ABET	1991	2018	2024
Mechanical Engineering, B.S.	Accreditation Board of Engineering and Technology, ABET	1936	2018	2024
Construction Engineering Technology, B.S.	Accreditation Board of Engineering and Technology, ABET	1989	2018	2024
Electrical Engineering Technology, B.S.	Accreditation Board of Engineering and Technology, ABET	1983	2018	2024

Program	Agency	Accredited Since	Last Reviewed	Next Review
Mechanical Engineering Technology, B.S.	Accreditation Board of Engineering and Technology, ABET	1979	2018	2024
Survey Engineering Technology, B.S.	Accreditation Board of Engineering and Technology, ABET	2005	2018	2024
Engineering Physics, B.S.	Accreditation Board of Engineering and Technology, ABET	1949	2018	2024
Chemistry, B.S.	American Chemical Society (ACS)	1941	2014	2019
University of Maine at Machias				
Environmental Recreation and Tourism Management, B.S.	National Recreation and Parks Association	1990	2014	2019
Elementary Education, B.S.; Secondary Education, B.S.	Maine Department of Education	1909	2014	2019

13. Off-campus Locations. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full Degree	50%–90%	FTE
A. In-state Locations			
The Hutchinson Center (remote instructional location)		X	67.9
Maine Business School (Graduate School of Business), Portland	X		52
B. Regional Branch Campus			
University of Maine at Machias	X		424.8

14. International Locations: International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally online program.” Do not include study abroad locations.

Name of program(s)	Location	Headcount
N/A		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed online, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program(s)	Degree level	% on-line	FTE
UMaine Online Programs			
Political Science	Bachelor's	100%	4.8
Surveying Engineering Technology	Bachelor's	100%	15.13
University Studies	Bachelor's	100%	15.00
Master of Business Administration	Master's	100%	26.83
Master of Education, Curriculum, Assessment and Instruction	Master's	100%	19.33
Certificate of Advanced Study, Curriculum Assessment and Instruction	CAS	100%	2.66
Master of Education, Instructional Technology	Master's	100%	13.72
Certificate of Advanced Study, Instructional Technology	Certificate of Advanced Study	100%	0.67
Master of Education, Literacy: Individualized	Master's	80%	0.33
Master of Education, Special Education — Dual High Incidence + Low Incidence	Master's	100%	1.33
Master of Education Special Education – Low Incidence	Master's	100%	4.56
Master of Education Special Education – High Incidence	Master's	100%	21.67
Master of Education Special Education – Early Intervention	Master's	100%	25.33
Certificate of Advanced Study Special Education	Certificate of Advanced Study	100%	1.33
Master of Arts in Teaching Secondary Education	Master's	≈ 70%	0
Master of Arts Interdisciplinary Studies (Maine Studies)	Master's	100%	4.11
Master of Social Work	Master's	90%	35.17
Master of Science in Information Systems	Master's	100%	0.83
Master of Science in Spatial Informatics	Master's	100%	0.33
Professional Science Master of Bioinformatics	Master's	100%	4.00
Professional Science Master of Engineering and Business	Master's	100%	6.78
Ph.D. Biomedical Engineering	Doctoral	80%	0
Ph.D. Biomedical Science	Doctoral	80%	0
UMM Online Programs			
Psychology and Community Studies	Bachelor's	100%	13.53
Business and Entrepreneurial Studies	Bachelor's	100%	9.20
Bachelor of College Studies	Bachelor's	100%	6.67
Teacher Education	Certificate	100%	5.87

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
N/A				

17. List by name and title the chief administrative officers of the institution. See table on p. VIII.

18. Supply a table of organization for the institution. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization: See tables on pages IX to XII.

19. Record briefly the central elements in the history of the institution: The University of Maine was established in Orono in 1865 under the provisions of the Morrill Act. The Maine legislature passed a bill to create the state's land grant institution on Feb. 24, 1865. Gov. Samuel Cony signed it the next day. The first board of trustees, chaired by Hannibal Hamlin of Bangor, addressed the Maine people three months later, noting that "it is by the union of scientific knowledge with physical industry, that labor becomes most productive, and the laborer gains." The then Maine State College of Agriculture and the Mechanic Arts welcomed its first class of 12 students in September 1868; the first graduation was held in 1872. In 1897, the name was changed to the University of Maine. The University of Maine at Machias became a regional campus of the University of Maine on July 1, 2017.

As Maine's land grant and sea grant institution with a statewide mission of teaching, research and community engagement, the university applies the resources of its learning community to meet the educational, economic, cultural and social needs of Maine. For more than 150 years, the University of Maine has held a leadership role in the state. Because Maine's potential is our purpose, UMaine serves as the state's major research institution and as a culture hub, linking our resources with the needs of industries and businesses, schools, cultural organizations, state government and local communities.

The University of Maine has been accredited by NECHE since 1929.

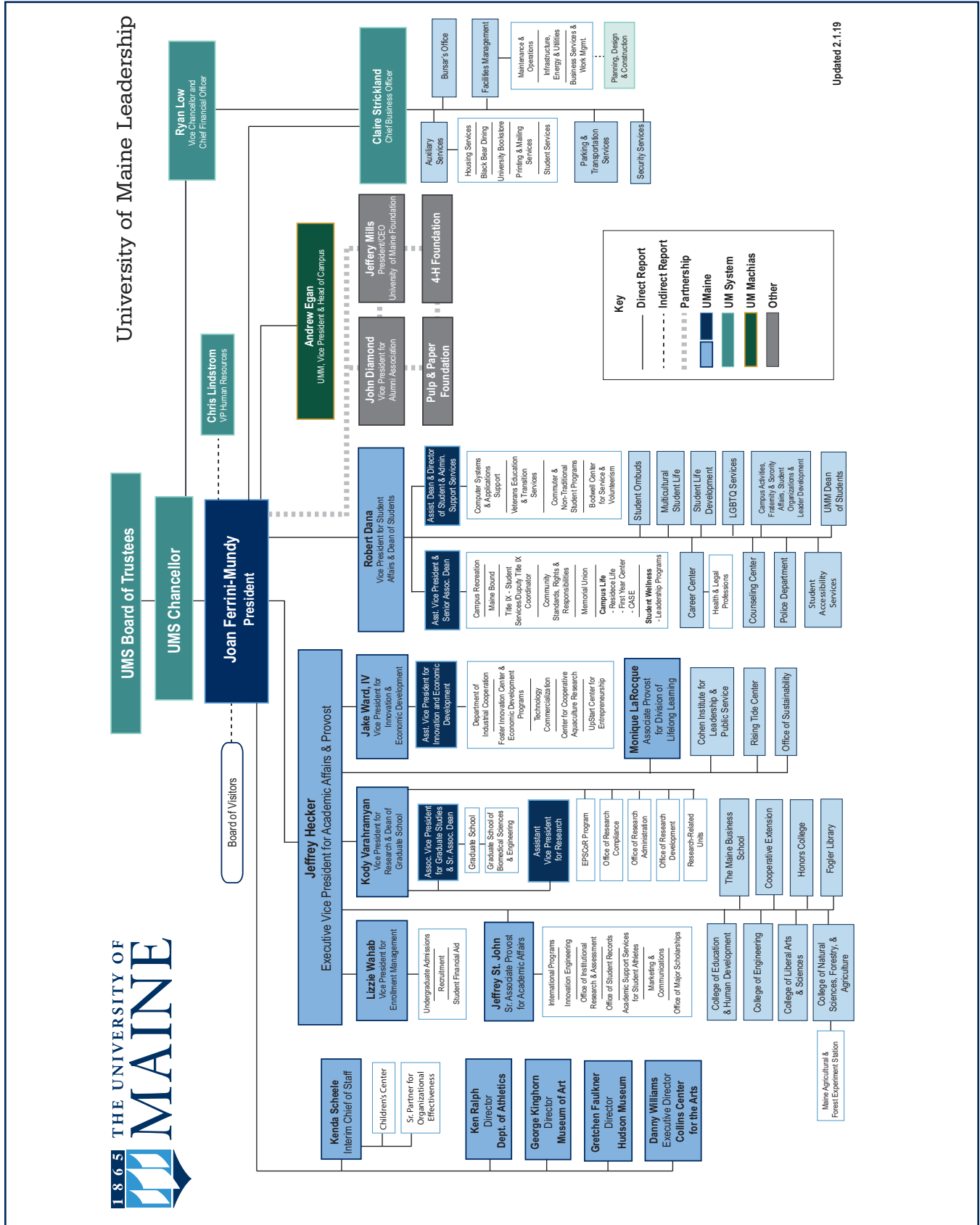
Chief Institutional Officers



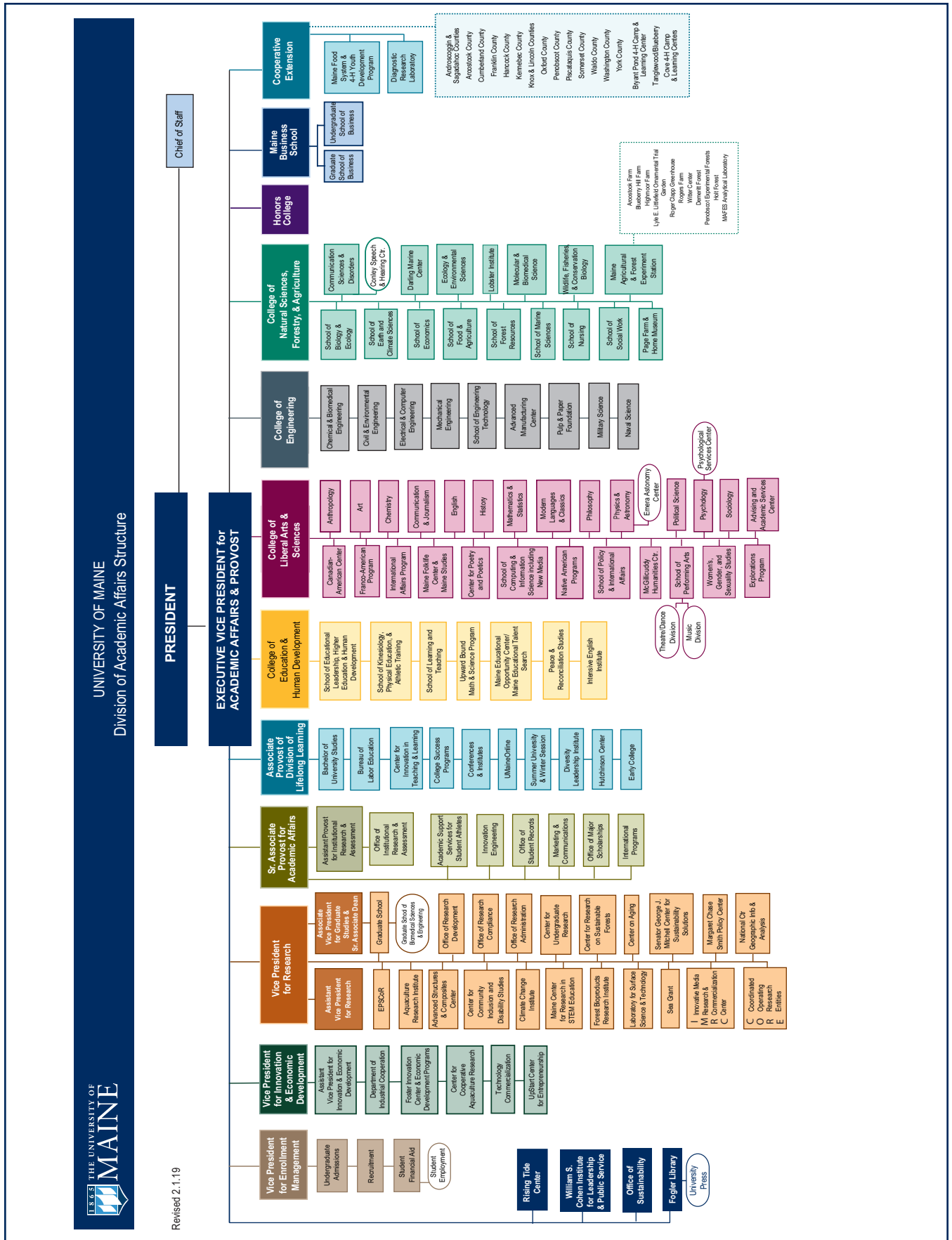
Function of Office	Name	Exact Title	Year of Appointment
Chair, Board of Trustees	James Erwin	Chair, Board of Trustees	2017
Chancellor	James Page	Chancellor	2012
President	Joan Ferrini-Mundy	President	2018
Executive Vice President	Jeffrey Hecker	Exec. Vice President for Academic Affairs and Provost	2013
Chief Academic Officer	Jeffrey Hecker	Exec. Vice President for Academic Affairs and Provost	2013
Vice Presidents			
	Andrew Egan	Vice President and Head of Campus, University of Maine at Machias	2018
	R. Lizzie Wahab	Vice President for Enrollment Management	2018
	James Ward IV	Vice President for Innovation and Economic Development	2012
	Kody Varahramyan	Vice President for Research and Dean of Graduate School	2017
	Robert Dana	Vice President for Student Affairs and Dean of Students	2007
	Chris Lindstrom	Vice President of Human Resources	2017
Senior Associate Provost for Academic Affairs	Jeffrey St. John	Senior Associate Provost for Academic Affairs	2013
Associate Provost	Monique LaRocque	Associate Provost for the Division of Lifelong Learning	2014
Assistant Provost	Debra Allen	Assistant Provost for Institutional Research and Assessment	2019
Deans of Schools and Colleges			
	Timothy Reagan	Dean, College of Education and Human Development	2016
	Dana Humphrey	Dean, College of Engineering	2006
	Faye Gilbert	Dean, Undergraduate School of Business	2019
	J. Michael Weber	Dean, Graduate School of Business	2018
	Frederick Servello	Dean, College of Natural Sciences, Forestry, and Agriculture	2017
	Emily Haddad	Dean, College of Liberal Arts and Sciences	2014
	François Amar	Dean, Honors College	2013
	Hannah Carter	Dean, Cooperative Extension	2019 (May 1)
Chief Financial Officer	Claire Strickland	Chief Business Officer	2015
Chief Student Services Officer	Robert Dana	Vice President for Student Life and Dean of Students	2007
Planning	Jeffrey Hecker, Jeffrey St. John, Claire Strickland	Executive Vice President for Academic Affairs and Provost; Senior Associate Provost for Academic Affairs; Chief Business Officer	2013 2013 2015
Athletics	Ken Ralph	Director of Athletics	2018
Development	Jeffery Mills	President/CEO of the University of Maine Foundation	2012
Library	Joyce Rumery	Dean of Libraries	2005
Chief Information Officer	Robin Sherman	Campus IT Officer and Director of Project Management	2016
Continuing Education	Monique LaRocque	Associate Provost for the Division of Lifelong Learning	2014
Grants/Research	Kody Varahramyan	Vice President for Research and Dean of the Graduate School	2017
Recruitment	Christopher Richards	Director of Recruitment	2016
Registrar	Kimberly Page	Registrar	2012
Financial Aid	Connie Smith	Director of Student Financial Aid	2018
Public Relations	Margaret Nagle	Senior Director of Public Relations and Operations	2011
Alumni Association	John Diamond	President/Executive Director, UMaine Alumni Association	2015

Organizational Charts

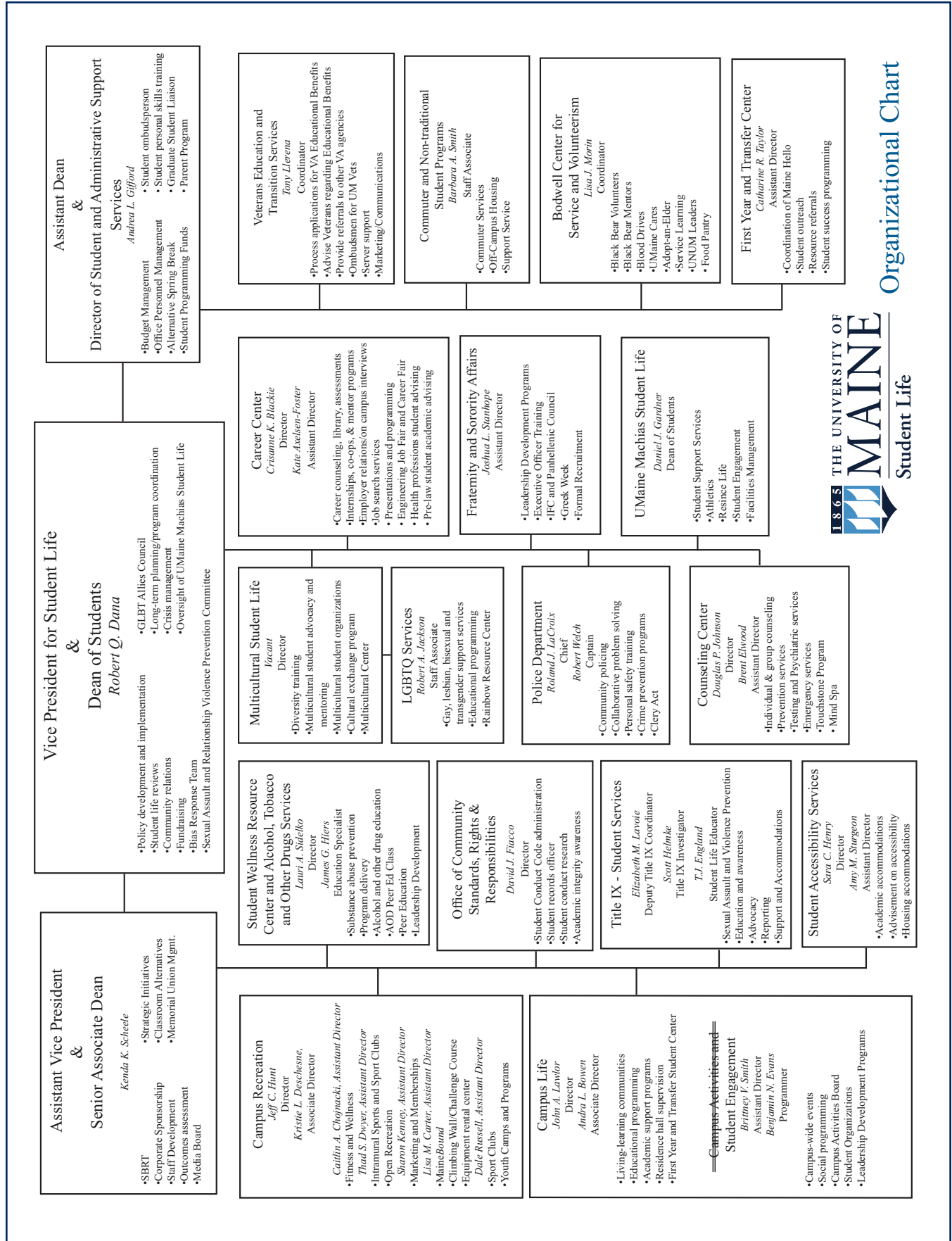
University of Maine Leadership



Division of Academic Affairs Structure

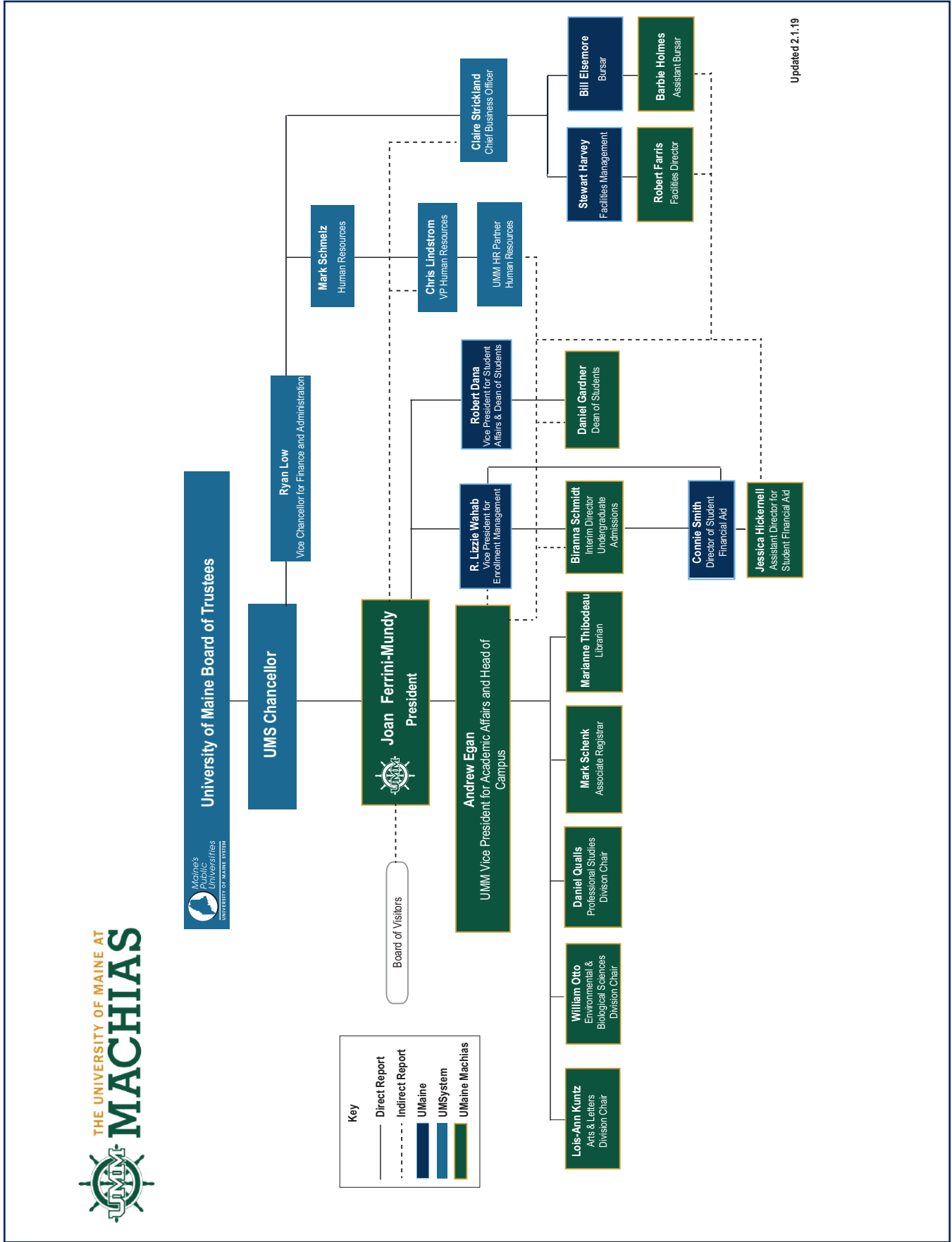


Student Life Organizational Structure



Organizational Chart

University of Maine at Machias Structure



CIHE
Actions,
Items of Special
Attention,
or Concerns



Date of CIHE Letter	Detailed Actions, Items of Special Attention or Concerns			
	Issue	Action	Standard	Self-Study page number
June 26, 2014 and November 17, 2015	Continued implementation of a comprehensive approach to the assessment of student learning, including assessment initiatives identified for 2015–2020	In 2015–2017, UMaine established a campuswide system of program assessment on a three-year cycle. Early outcomes from units completing an initial cycle and using assessment data to improve curricula and student learning are described in Standard Eight. In 2018, UMaine adopted a faculty-led plan for the comprehensive review of General Education. Data from the pilot assessment will be reported in spring 2019.	4, 8	33, 77–79, 81, 86
June 26, 2014	Maintaining fiscal stability through the diversification of revenue and the achievement of our goals for enrollment and retention.	<p>UMaine has achieved significant undergraduate enrollment growth through our Flagship Match program, and recent growth in graduate enrollment through UMaineOnline. To improve access to Nursing education for learners in Down East Maine (Washington and Hancock counties), we expect to launch a Nursing program at UMM in 2019–2020.</p> <p>Since 2016, we have seen steady growth in the number of students taking 30 credits or more per year in response to our Think 30 initiative; we project a corresponding improvement in retention rates and time-to-degree in the next 2–3 years.</p>	7	5–6, 10–11, 35, 45–46, 47–48

CIHE Action Items

Date of CIHE Letter	Detailed Actions, Items of Special Attention or Concerns			
	Issue	Action	Standard	Self-Study page number
January 28, 2014	Securing faculty with appropriate qualifications to teach at off-site instructional locations where the CAS and M.Ed. in Educational Leadership are offered.	The qualifications of all faculty in the two programs are carefully reviewed and approved. Courses have not been offered at these locations since 2016.	4	41
January 28, 2014	Providing appropriate financial support for the Brunswick instructional location.	Due to low enrollment, this instructional location was closed in 2015.	4	42
April 11, 2018	Progressing in meeting the goals of the Primary Partnership, including measuring financial stability for both campuses.	We expect to achieve financial stability at UMM through a combination of enrollment growth, academic collaborations with UMaine and other partners, and operational efficiencies. Our plan addressing UMM's fiscal health will be completed in spring 2019.	7	71–72 76
May 18, 2018*	Ensuring congruence with CIHE standards regarding a) the reporting relationships for the Chief Business Officer; and b) delivery and accountability for collaborative academic programs.	<p>a) As of fall 2018, the Chief Business Officer reports jointly to the UMaine President and to the Vice Chancellor for Finance and Administration of the University of Maine System.</p> <p>b) In early 2018, a systemwide task force comprising faculty and administrators was charged with ameliorating obstacles to academic collaboration. Sub-teams are addressing elements of collaborative programs (e.g. course cross-listing; governance), and the University of Maine System Vice Chancellor for Academic Affairs and the campus Chief Academic Officers are working to operationalize a definition of "multicampus" courses and programs.</p>	3, 7 4	13, 68 25

Date of CIHE Letter	Detailed Actions, Items of Special Attention or Concerns	Action	Standard	Self-Study page number
August 8, 2018	<p>Continued implementation of the Maine Business School reorganization, including</p> <p>a) engaging faculty in the work of implementation</p> <p>b) ensuring that the reporting relationships of the undergraduate and graduate faculty at the University of Maine and the graduate faculty at the University of Southern Maine are clear and productive</p> <p>c) further developing an implementation plan, including the identification of realistic priorities to advance the institution’s agenda for innovation and greater service to the Maine business economy, and foster productive relationships between MBS, the University of Southern Maine Law School, and the Muskie School of Public Service; and</p> <p>d) further developing a financial plan for the Maine Business School, taking into account realistic projections for multiple sources of funding.</p>	<p>UMaine and University of Southern Maine graduate business faculty have jointly developed and agreed, in principle, to a governance document for graduate faculty and instructor appointments; rules of order; voting; and related points of operation. The agreement establishes committees addressing coordination (to deliver the graduate and undergraduate programs); steering (faculty advising the Graduate Dean on matters of budget management, course scheduling, faculty teaching assignments, and accreditation); and graduate curriculum and learning (“devises a formal process for planning, evaluating, and revising the graduate curriculum”; reviews admissions policies; and ensures that the Graduate School has a “well-documented and systematic process for determining, revising, and assessing degree program learning goals”). The agreement affirms that the graduate faculty are the unit’s policy-making authority with respect to curriculum. Amendments to the body of the document are under discussion as of February 2019. See Standard Three.</p> <p>Detailed information about further implementation plans and financial planning is provided in Standard Six.</p>	3, 6	20 65–66
December 6, 2018	<p>Provide an update on the contractual arrangement with Eagle Hill Institute, with particular emphasis on the University’s success in achieving the financial goals of the program.</p>	<p>UMM faculty and administrators are pursuing a plan responsive to the Commission’s directive and expect to identify next steps during the spring 2019 semester.</p>	4	42

Introduction: The Self-Study Process

We seek to present a clear and comprehensive picture of the University of Maine (Orono and Machias) demonstrating self-reflection, identifying outcomes and areas of concern, and documenting our use of results for the continuous improvement of what we do.

We began the self-study process in December 2016 as our five-year strategic plan was drawing to a close: an opportune moment to review outcomes and prepare a foundation for ongoing planning. The self-study has taken shape during a unique transition for the University of Maine (UMaine) and the University of Maine at Machias (UMM). Shortly after UMaine began initial work on the self-study, the University of Maine System Board of Trustees (BOT) formally approved UMM's new status as a regional campus of the University of Maine, effective July 1, 2017. We notified NECHE of this change in March 2017 and provided a detailed progress report later that year. The Commission has offered welcome guidance about how we might best foster a thriving relationship between the two campuses. UMM has been accredited under UMaine's accreditation since July 1, 2018.

In April 2017, more than 50 Orono faculty, administrators, and staff were recruited to examine and discuss the Standards for Accreditation. Dividing into nine writing teams, these members of the university community collaborated in drafting thoughtful, thorough narratives responsive to the standards. Care was taken to recruit a diverse pool of participants and, thereby, engage a wide range of perspectives and knowledge about campus functions, processes, and outcomes. Team chairs worked closely with Assessment staff at the direction of the Senior Associate Provost for Academic Affairs (our NECHE Accreditation Liaison Officer).

The writing teams submitted their drafts between September 2017 and March 2018. A full initial narrative was woven together from those drafts in April–May 2018, with further revisions made across multiple iterations of the document through the summer and fall, including incorporation of material addressing the University of Maine at Machias drafted by a group of UMM faculty and administrators. The Data First Forms and related data; documentation for the electronic workbook; in-text graphs and tables; and additional revisions to the narrative were produced between late spring 2018 and January 2019. A three-member Steering Committee comprising the Senior Associate Provost, the Assessment Coordinator, and the Assistant Provost for Institutional Research and Assessment formed in spring 2018. That group was expanded in early fall 2018 to include two Orono faculty and UMM's Vice President for Academic Affairs and Head of Campus.

In September 2018, NECHE Vice President Carol Anderson reviewed the narrative in draft and provided invaluable feedback. A subsequent draft was shared with the university community in Orono and Machias for comment and feedback in December 2018. The university filed its Notice for Public Comment in the state's seven largest newspapers in November 2018, and also posted the Notice on the UMaine and UMM websites on pages devoted to the Self-Study process.

President Ferrini-Mundy, UMaine Provost Hecker, and UMM Head of Campus Egan engaged in multiple conversations about the self-study process with the Steering Committee chair, read the penultimate draft, and supplied key clarifications and additions throughout. University of Maine System Vice Chancellor for Academic Affairs Robert Neely, and UMaine Dean of Liberal Arts and Sciences Emily Haddad also read the penultimate draft and provided valuable feedback.

While the Self-Study has been the work of many hands, the following members of the university community played specific roles in its design, development and completion:

The draft writing teams

Standard One: Mission and Purpose

Jeffrey St. John (chair)	Academic Affairs
Rick Borgman	Maine Business School
Amy Blackstone	College of Liberal Arts and Sciences
Linda Reid	Office of Student Records
Jim Artesani	College of Education and Human Development

Standard Two: Planning and Evaluation

Scott Delcourt (chair)	Graduate School
Greg Zaro	College of Liberal Arts and Sciences
Eric Landis	College of Engineering
Elaine Bartley	College of Education and Human Development
Kathleen Bell	College of Natural Sciences, Forestry, and Agriculture
Ted Coladarci	Institutional Research and Assessment

Standard Three: Organization and Governance

Dave Neivandt (chair)	College of Engineering
Harlan Onsrud	School of Computing and Information Science
Natasha Speer	The Maine Center for Research in STEM Education
Janet Fairman	College of Education and Human Development
Nathan Stormer	College of Liberal Arts and Sciences

Standard Four: The Academic Program

Emily Haddad (chair)	College of Liberal Arts and Sciences
Farahad Dastoor	College of Natural Sciences, Forestry, and Agriculture
Sue Sullivan	College of Natural Sciences, Forestry, and Agriculture
John Mascetta	College of Liberal Arts and Sciences
George Criner	College of Natural Sciences, Forestry, and Agriculture

Standard Five: Students

Robert Dana (chair)	Division of Student Life
Jason Bolton	Foster Center for Student Innovation
Len Kaye	College of Natural Sciences, Forestry, and Agriculture
Ellie Groden	College of Natural Sciences, Forestry, and Agriculture
Kim Page	Office of Student Records
Mary Mahoney-O'Neil	College of Education and Human Development

Standard Six: Teaching, Learning, and Scholarship

Brian Doore (chair)	Institutional Research and Assessment
John Allen	College of Engineering
Michelle Smith	College of Natural Sciences, Forestry, and Agriculture
Steven Evans	College of Liberal Arts and Sciences
Dan Dixon	Office of Sustainability
Melissa Ladenheim	Honors College
Timothy Reagan	College of Education and Human Development

Standard Seven: Institutional Resources

Claire Strickland (chair)	Office of Budget and Business
Stewart Harvey	Facilities Management
Joyce Rumery	Fogler Library
Chris Lindstrom	Office of Human Resources
Robin Sherman	Information Technology
Kim Stewart	Office of Budget and Business

Standard Eight: Educational Effectiveness

Brian Doore (chair)	Institutional Research and Assessment
Claire Sullivan	College of Liberal Arts and Sciences
Jason Harkins	Maine Business School
Mimi Killinger	Honors College
Kenda Scheele	Division of Student Life
Mohamad Musavi	College of Engineering

Standard Nine: Integrity, Transparency, and Public Disclosure

Jim Settele (chair)	School of Policy and International Affairs
Andrea Gifford	Division of Student Life
Jordan LaBouff	College of Liberal Arts and Sciences
Margaret Nagle	Division of Marketing and Communications
Mike Scott	College of Liberal Arts and Sciences

University of Maine at Machias Writing Team

Karen Kimball (chair)	[former] V.P. for Academic Affairs and Head of Campus
William Otto	Environmental and Biological Sciences Division
Dan Gardner	Dean of Students
Marianne Thibodeau	Director of Merrill Library
Lois-Ann Kuntz	Arts and Letters Division
Dan Qualls	Professional Studies Division

Steering Committee

Jeffrey St. John (chair)	Academic Affairs
Andrew Egan	Vice President and Head of Campus (UMM)
Debra Allen	Institutional Research and Assessment
Amanda Barrington	Institutional Research and Assessment
Sid Mitchell	College of Education and Human Development
Susan Sullivan	College of Natural Sciences, Forestry, and Agriculture

Data Collection/Organization and Document Preparation Team

Debra Allen	Institutional Research and Assessment
Amanda Barrington	Institutional Research and Assessment
Claire Strickland	Office of Budget and Business
Kim Stewart	Office of Budget and Business
Darla Reynolds	Director of Accounting, University of Maine System
Melinda Pelletier	Academic Affairs
Elena Smith	Institutional Research and Assessment

Creative Design, Web Services, and Draft Reviewers

Valerie Ireland	Division of Marketing and Communications
Mike Kirby	Division of Marketing and Communications
Margaret Nagle	Division of Marketing and Communications

Institutional Overview

As the land grant, sea grant institution of the University of Maine System, the University of Maine has played a leadership role in the state of Maine for over 150 years, and we have continued to build on that role since our last comprehensive review in 2009. Focused strategic planning and corresponding investments in our students, faculty, and facilities have led to demonstrable gains in teaching, research, and service outcomes. We have sought at all times to sustain excellence in the fulfillment of our core mission while capitalizing on opportunities to break new ground as a leading educational, cultural, and economic engine for the state of Maine.

At UMaine, we recognize and are actively engaged with the shifting regional and national context in which we operate. We seek to embrace constructive change and produce leaders who respond to pressing challenges in Maine and beyond. To continue advancing excellence, we have undertaken a number of significant changes since our last comprehensive review.

Partnering with the University of Maine at Machias

As noted above, the University of Maine at Machias (UMM) became a regional campus of the University of Maine in 2017, a move aimed at ensuring continued access to public higher education in Down East Maine, promoting enrollment growth, increasing operational efficiencies, and strengthening academic and research opportunities for students, faculty, and the communities served by both institutions. In the year and a half since this relationship was forged, the two campuses have worked toward administrative integration, some curriculum and program alignment, and an effective governance structure. (For example, UMM faculty report to a Vice President for Academic Affairs who serves as the head of the Machias campus while also serving on the UMaine Cabinet, Deans' Council, and Provost's Council, and reporting directly to the President. In this way, UMM's chief academic officer is fully integrated in UMaine's leadership.)

Cross-campus collaborations have produced some shared courses, transfer programs to advanced degree pathways, and integration of enrollment management operations. Initiatives are underway to grow UMM engineering and nursing education, two fields facing workforce shortages in the Maine economy and in Down East Maine (Washington and Hancock counties), in particular. For graduate students, the UMaine-UMM partnership expects to expand teaching opportunities and engaged research in areas of existing strength, especially the marine sciences.

Planning strategically for our future

In 2011–2012, a new comprehensive strategic plan was developed through a consensus-driven process led by former President Paul Ferguson. Organized around five pathways, the Blue Sky Plan was grounded in the following vision: The University of Maine aspires to be the most distinctively student-centered and community engaged of the American Research Universities. The plan continued to serve as the university's strategic guide under former President Susan Hunter, whose four-year tenure began in 2014 and encompassed most of the plan's lifespan. In 2017, President Hunter charged Provost Jeffrey Hecker with leading a year-long assessment of the Plan — its outcomes, its efficacy, its shortcomings — to prepare us for our next planning process. The Blue Sky Outcomes process mirrored the Plan itself in its transparency and inclusiveness, and succeeded in readying the university for our next strategic direction.

On July 1, 2018, Joan Ferrini-Mundy became the 21st president of the University of Maine. In November 2018, President Ferrini-Mundy and her leadership team introduced a Strategic Vision and Values initiative: *Defining Tomorrow at the University at Maine*. Its central goal is to engage the campus communities in a dialogue about our strategic values through a set of conversations and public fora addressing three core areas of our mission and work: *Fostering Learner Success, Creating and Innovating for Maine and Beyond, and Growing*

and Stewarding Partnerships. The outcomes of these dialogues will be used in spring 2019 to articulate a set of goals, strategies, and benchmarks guiding UMaine into its future. A resultant strategic plan will be presented to the University of Maine System Board of Trustees in May 2019.

Shaping enrollment: initiatives and growth

Since 2015, undergraduate enrollment, followed by graduate enrollment, has steadily increased, in large measure because we have substantially strengthened our strategic and operational approach to enrollment management. In 2012, a Vice President for Enrollment Management was hired to lead a Division of Enrollment Management encompassing Admissions and Recruitment, Financial Aid, New Student Programs and Orientation, and Student Employment. The division shapes and leads university-wide efforts to grow enrollment through data-driven recruitment in alignment with the strategic priorities of the university and UMS BOT. This investment has borne fruit: total degree-seeking enrollment in fall 2018 was 7% higher than in fall 2012, representing a net increase of 650 degree-seeking students and 21,520 credit hours generated between 2012–2013 and 2017–2018. Further, we have seen increasing diversification of our student demographics. For example, the percentage of degree-seeking students from an underrepresented minority group increased from 5% in 2012 to 7% in 2018; the number of Hispanic students has more than doubled during this time.

UMaine is in the fourth year of a new campaign to grow first-year enrollment. Its centerpiece, the Flagship Match, is a competitive scholarship program guaranteeing that academically qualified first-year students from select states will pay the same tuition and fee rate at UMaine as they would at their own state flagship institution. The Flagship Match has produced a series of sizable incoming classes, including record-breaking ones in 2016 (2,230) and 2017 (2,299). All other incoming students receive a competitive grant to offset the cost of nonresident tuition and fees.

The Maine Top Scholars program, a four-year, full-tuition scholarship program, was launched in 2017 with the goal of attracting Maine’s strongest academic performers. The program produced nearly twice the yield expected in its first year, with 38 of the state’s highest academic achievers choosing to attend UMaine. Over the past two years, the mean SAT score for incoming first-year students has increased by 11 points, and the mean high school GPA from 3.2 to 3.3.



On census day in fall 2018, UMaine's total enrollment was 11,404 undergraduate and graduate students. Maine residents made up 7,351 of our overall student body (64%), while 4,053 students were nonresidents (36%). The resident/nonresident mix has notably changed since 2009, when 84% of our enrollment was from Maine.

Ensuring financial sustainability and transparency

UMaine has improved its financial position since the last NECHE accreditation review a decade ago. In fiscal year 2018, the university had an annual unrestricted operating budget, including auxiliaries, of approximately \$323.9 million. This includes \$83.9 million in budgeted unrestricted state of Maine appropriation. Tuition and fees comprise 49 percent of total revenue. In addition, the state legislature provides UMaine with \$12.3 million in restricted funding for the Maine Economic Improvement Fund (MEIF), a program promoting economic growth through research and development in seven key sectors of the Maine economy. As a percentage of total operating budget, state appropriation to UMaine has decreased 9.8% since 2009, while increasing 6.0% at UMM over the same span.

UMaine's budgeting process reflects the institution's commitment to transparent practices. The President, Provost, and Chief Business Officer hold an open forum once each fall and twice each spring to review the budget and our institutional planning process. The budget "build" is verbally and visually presented in considerable detail, and is followed by an open-ended Q&A with faculty, administrators, students, community members, and other attendees.

Each spring, UMaine's senior leadership, including the Chief Business Officer, begins meeting weekly to ensure that university budgeting for the following fiscal year is consistent with the institution's needs and priorities. The FY2018 budget was the first prepared under the University of Maine System's (UMS) unified budget plan process, and the impact on UMaine's budget planning was minimal. In 2017–18, UMS benchmarked the operating expenses of each of the universities against a set of external (non-UMS) peers to ensure appropriate, mission-driven budgeting.

Advancing research and learning

UMaine conducts nationally and internationally recognized research, and partners with private and public sector entities to stimulate and support the state's economic growth and development. The university contributes to Maine's quality of life through basic and applied research in venues from the Gulf of Maine and Maine's forestlands to high-tech campus laboratories. The university is consistently ranked among the top third of public universities engaged in research through the National Science Foundation (NSF) Higher Education Research and Development (HERD) Survey, and is classified as a Higher Research Activity Institution by Carnegie. Research at UMaine extends beyond departmental boundaries. Graduate students are encouraged to bring ideas from across academic disciplines to develop original, interdisciplinary work. Our students use forest bioproducts to help reinvent space travel; electrical engineering research complements neuropsychological research; climate change is visualized through the arts; and mechanical engineering research is leading to innovative medical treatment.

The university is committed to providing high-quality education at a cost within reach of families with college-bound students. In addition, we have made structural changes aimed at improving student success, including the re-introduction of Winter Session in 2016. Student can take a three-week online course delivered over winter break, taught by experienced online instructors. In 2018, 28 Winter Session courses were offered: 23 lower-division and 5 upper-division. Enrollment in Winter Session grew from 673 students the first year to 1,165 the second year, a 73% increase.

A growing number of students are using UMaineOnline to complete their 30 credits each year. UMaineOnline is the premier source for online education in Maine. Students may choose from over 500 courses each year. Recognizing a continued demand for online education at the graduate level as well, a new collaboration between the Graduate School



and Division of Lifelong Learning, UMaineGOLD (Graduate Online Degrees), was launched in 2018 to make high-quality online graduate programs available to adult and nonresidential learners.

Since 2009, the university has worked with UMS staff and the other UMS institutions to ensure congruence with NECHE standards for delivery and accountability for collaborative academic programs. A Systemwide administrative task force was created in early 2018 and charged with ameliorating obstacles to collaboration and ensuring integrity of academic offerings. In June 2018, that body preliminarily recommended: a) a two-level (governance and resources) committee structure for overseeing multicampus programs; and b) revision of BOT policy to effect a streamlined Intent to Plan process, and program approval process, for multicampus programs; and, a process for expedited program review. The task force includes faculty and administrators working at the direction of the UMS Vice Chancellor for Academic Affairs and the campus Chief Academic Officers in sub-teams addressing course cross-listing, tuition and revenue sharing; student policies and procedures; and governance. The task force will update the BOT on its progress in spring 2019.

Strengthening the student experience

UMaine is a student-centered institution committed to academic opportunity and community engagement. As part of the UMaine experience, undergraduates are involved in real-world enterprises that inform their academic work and provide contexts for growth. Opportunities include study abroad; Center for Undergraduate Research; lab, studio, and field research; Bodwell Center for Service and Volunteerism; co-ops and internships; and UMM's SAIL program. Among the newest student engagement opportunities is the UMaine Flagship Internship program, launched last year to introduce students to careers in a range of fields while cultivating young business leaders for the Maine workforce.

UMaine is active in badging and credentialing. An outgrowth of the Blue Sky Plan, the Engaged Black Bear program is a digital badging initiative with a fourfold mission: (1) to build a pipeline to higher education; (2) to capture and share learning experiences on campus not traditionally recognized on transcripts; (3) to develop a pipeline to employment opportunities; and (4) to assess impacts and learning outcomes. Through the program, badges create a verifiable record of student skills and engagement activities in a system of learning pathways formally aligned with Association of American Colleges & Universities learning outcomes. (See also Standard Eight.)

Student success is paramount and is a joint responsibility of Academic Affairs and Student Life. With leadership from Vice President for Student Life Robert Dana and other Student Life personnel, Provost Hecker launched UMaine's First-Year Student Success Initiative in September 2018 with a principal focus on first-to-second year retention and ongoing academic success. Ten working groups are leading data-informed investigations of key challenges to retention and student success, including preparation, first-year advising, math placement and first-year math outcomes, and early intervention. Their findings will culminate in a report used to guide resource allocation, administrative improvements, and improved communication in 2019–2020 and beyond.

Key findings

In preparing the Self-Study, we have identified four institutional goals reflecting areas NECHE has asked us to consider, along with other areas central to our ongoing mission and engagement with stakeholders — students, faculty, staff, alumni, legislators, donors, research and economic development partners, and community members:

1. We will continue to build relationships and alignments between the Orono and Machias campuses as we shape a unified University of Maine. We are focused on ensuring UMM's fiscal stability, integrating the campuses administratively and academically, growing enrollment at UMM, and fostering academic and community relationships between the two campuses to promote shared identity and shared purpose.
2. We will continue to partner with the University of Maine System (UMS) and our faculty to achieve alignment with UMS priorities and clear, timely communication about academic programming, UMS and campus initiatives, resource allocation, and shared governance.
3. We will continue to assess UMaine's General Education program in work led by faculty with support from the administration. The outcomes of these assessments, and similar efforts at UMM, will inform curricula and programs on both campuses for the continuous improvement of student learning.
4. We will seek to continue UMaine's successes in undergraduate and graduate enrollment growth; in strategic expansion of program delivery through UMaineOnline; in fiscal and structural planning for the future of the Maine Business School; and in ongoing initiatives aimed at increasing retention and related academic outcomes while improving the student experience, particularly for our first-year and transfer students.

Taken together, measurable achievement in these areas will help to ensure that we appropriately diversify our sources of revenue, meet our goals for enrollment and retention, and expand avenues for partnering with and supporting UMM.

Moving forward

Fostering a culture of inquiry requires that the members of a learning community be willing to address and resolve challenges new and old. The honest and rigorous reflection encouraged by this Self-Study process has revealed some areas requiring improvement so that the University of Maine can maximize its potential. The process has also helped us see more clearly the things we believe we are doing well. We look forward to the feedback and insights of the review team and the Commission, and we trust you will enjoy learning about Maine's flagship university, and why we are so proud of it.



Institutional Overview: University of Maine

DATA FIRST FORMS				
GENERAL INFORMATION				
Institution Name:		University of Maine		
OPE ID:	?	205300		
			Annual Audit	
	?		Certified:	Qualified
Financial Results for Year Ending:	?	06/30	Yes/No	Unqualified
Most Recent Year	?	2018	Yes	Unqualified
1 Year Prior		2017	Yes	Unqualified
2 Years Prior		2016	Yes	Unqualified
Fiscal Year Ends on:		06/30	(month/day)	
Budget / Plans				
Current Year		2019		
Next Year		2020		
Contact Person:	?	Debra Allen		
Title:		Assistant Provost for Institutional Research and Assessment		
Telephone No:		207-581-1461		
E-mail address		debra.allen@maine.edu		

Institutional Overview: University of Maine at Machias

DATA FIRST FORMS				
GENERAL INFORMATION				
Institution Name:		University of Maine at Machias		
OPE ID:	?	002055-00		
			Annual Audit	
	?		Certified:	Qualified
Financial Results for Year Ending:	?	06/30	Yes/No	Unqualified
Most Recent Year	?	2018	Yes	Unqualified
1 Year Prior		2017	Yes	Unqualified
2 Years Prior		2016	Yes	Unqualified
Fiscal Year Ends on:		06/30	(month/day)	
Budget / Plans				
Current Year		2019		
Next Year		2020		
Contact Person:	?	Debra Allen		
Title:		Assistant Provost for Institutional Research and Assessment		
Telephone No:		207-581-1461		
E-mail address		debra.allen@maine.edu		

Standard One:

Mission
and
Purpose**Description****Mission statement**

The current University of Maine mission statement was approved by the University of Maine System Board of Trustees in November 2010 and is available under the “About Us” tab on the home page of the university website. It reads:

The University of Maine advances learning and discovery through excellence and innovation in undergraduate and graduate academic programs while addressing the complex challenges and opportunities of the 21st century through research-based knowledge.

Opportunity for all members of the University of Maine community is a cornerstone of our mission. The university welcomes students, research partners and collaborators into an atmosphere that honors the heritage and diversity of our state and nation.

Founded in 1865, the University of Maine is a land and sea grant institution and the flagship campus of the University of Maine System. This vibrant and dynamic university serves the residents of Maine, the nation, and the world through our acclaimed programs in teaching, research, and outreach.

Inspiring and dedicated teaching propels students into new fields of learning and promotes interdisciplinary understanding. Our educational goals are to help students develop their creative abilities, communication, and critical thinking skills, and understanding of traditions in ethics and rationality within the arts, sciences, and professions.

Internationally recognized research, scholarship, and creative activity distinguish the University of Maine as the state’s flagship university, where faculty and students contribute knowledge to issues of local, national, and international significance. As the state’s doctoral-granting institution, research and education are inextricably linked.

Comprehensive outreach, including public service, Cooperative Extension, continuing education, and distance learning, engages learners of all ages in improving their lives and communities. Using research-based knowledge, outreach efforts promote sustainable use of Maine’s abundant natural resources and build intellectual, cultural, and economic capacity throughout Maine and beyond.

Through integrated teaching, research, and outreach, the University of Maine improves the quality of life for people in Maine and around the world, and promotes responsible stewardship of human, natural, and financial resources.

Approved by the UMS BOT in July 2012, the mission statement for the University of Maine at Machias can be found under the “About UMM” tab on the university home page. It reads:

Through our Environmental Liberal Arts core, distinctive baccalaureate programs, and student-centered community, the University of Maine at Machias creates enriching educational opportunities that prepare graduates for professional success and lifelong engagement with the world. UMM embodies an active community of diverse learners who share a commitment to exploration, leadership, collaboration, and interdisciplinary problem solving. Inspired by our unique coastal location, UMM’s creative energy, applied research, and community engagement enhance the social, cultural, economic, and natural environments of the State of Maine.

Appraisal

The UMaine and UMM missions guide our academic programming, research and creative activity, and community-engaged service. Since UMaine’s 2014 fifth-year interim report, the university has invested concretely with respect to two significant influences on our mission.



Advancing our strategic priorities

First, we have responded strategically to priorities identified in 2016 by the Board of Trustees: “(I)ncrease enrollment; improve student success and completion; enhance the fiscal positioning of the University of Maine System (UMS); and support Maine research and economic development.” These priorities — updated and affirmed in the Board’s December 2018 Declaration of Strategic Priorities — align strongly with our continuing land grant, sea grant mission: “Through integrated teaching, research and outreach, the University of Maine improves the quality of life for people in Maine and around the world, and promotes responsible stewardship of human, natural, and financial resources.”

The addition of UMM as a regional campus of UMaine reflects University of Maine System Board of Trustees (BOT) priorities for enrollment and student success under the aegis of One University, a concept first announced in 2014. One University has never been explicitly defined. It has been invoked in cases where UMS-initiated centralization or partnerships among UMS institutions have led to administrative efficiencies, cost reductions, or increased access for students pursuing coursework at two or more campuses. In its December 2018 Declaration of Strategic Priorities to Address Critical State Needs, the BOT described One University as a commitment to “making all UMS university resources available to support Maine families, businesses and communities regardless of location.” The ongoing effort to align resources and opportunities for students, faculty, staff, and community partners at UMaine and UMM has been cited as a One University initiative, mostly recently in Chancellor Page’s March 16, 2018 letter to NECHE.

UMaine now supports several core UMM administrative functions, including student financial aid and enrollment management, and the two institutions’ faculties have developed a number of 1+3 and 2+2 agreements (and similar models), permitting students to begin their undergraduate studies at UMM and transfer to a desired UMaine program after one or two years.

Second, UMaine began redirecting a subset of applicants from its admissions funnel in spring 2018 to support a new partnership with the University of Maine at Augusta (UMA) called UMA Foundations. UMA admitted qualified applicants from that pool, and the two institutions jointly offered those students a four-semester term as UMA students taking UMA course while residing on the UMaine campus in Orono. Students meeting UMaine requirements may transfer at the end of the fourth semester and continue their education as UMaine students.

Thirty-four students matriculated in the fall 2018 UMA Foundations cohort. Our enrollment target for the fall 2019 cohort is 50. A joint UMA-UMaine oversight team meets each semester to review academic and student-life outcomes for Foundations students, and adjust communications, services, or academic support structures as needed.

Projection

The Blue Sky Outcomes Report identifies three lessons learned that will inform our next strategic plan. First, clearly defined goals and a firm understanding of our starting point(s) are imperative. Second, developing a strategic plan is only the first step in the process, and not the most important one; effective implementation and assessment are critical. Third, a strategic plan must be a living document, changing as needed to allow the institution to be nimble, responsive, and opportunistic.

UMaine and UMM will continue to review regularly our mission statements and our teaching, research, and service relative to mission fidelity, strategic planning, and our obligation to meet statewide needs. The statements continue to serve as UMaine’s and UMM’s primary guides as we pursue our distinctive yet complementary missions. The UMaine and UMM communities are jointly defining our strategic values and shaping our next strategic plan.



Standard One: University of Maine

Standard 1.1: Mission and Purposes		
Attach a copy of the current mission statement.		
Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	umaine.edu/about/mission-2/	11/15/10
Mission Statement published		
University Website	umaine.edu/about/mission-2/	
Related statements		
College Mission Statements		
College of Liberal Arts and Sciences	umaine.edu/las/deans-office/mission-statement/	
Honors College	honors.umaine.edu/prospective-students/mission-statement/	
College of Education and Human Development	umaine.edu/edhd/about/	
College of Engineering	engineering.umaine.edu/	
Maine Business School	umaine.edu/business/undergraduate-programs/	
Graduate School	umaine.edu/graduate/about/	
Other		
Student Life	umaine.edu/studentlife/about-us/vision-and-mission/	
Division of Lifelong Learning	dll.umaine.edu/about-us/	
Career Center	umaine.edu/career/about-us/	
Raymond H. Fogler Library	library.umaine.edu/about/mission-statement/	
Please enter any explanatory notes in the box below		

Standard One: University of Maine at Machias

Standard 1.1: Mission and Purposes		
Attach a copy of the current mission statement.		
Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	machias.edu/about-umm/our-mission/	July 2012
Mission Statement published		
UMM Strategic Plan	machias.edu/academics/wp-content/uploads/sites/20/2016/11/UMM-Strategic-Plan-2015.pdf	
UMM Catalog	machias.edu/academics/course-catalog/	
Related statements		
Strategic Plan	machias.edu/academics/wp-content/uploads/sites/20/2016/11/UMM-Strategic-Plan-2015.pdf	
ELA Core	catalog.umaine.edu/preview_program.php?catoid=76&pooid=11292	
Mission statement of the Residential Education and Commuter Life Division	machias.edu/campus-life/living-on-campus/	
Campus Activities Mission	machias.edu/campus-life/student-engagement/	
Please enter any explanatory notes in the box below		

Standard Two:

Planning and Evaluation

I. Planning

Description

The Blue Sky Planning Process

Since 2011–2012, UMaine has allocated significant resources to develop, implement, and (more recently) assess our 2012–2017 Blue Sky Strategic Plan. The plan has guided growth and has informed decision-making in all campus units.

In fall 2011, former UMaine President Paul Ferguson convened a 26-member leadership team of faculty, staff, students, alumni, and external stakeholders to develop a strategic plan. The planning group met weekly over the academic year. Ultimately, the planning process involved more than 30 public fora, where campus and external participants engaged with the planning group and provided feedback. Formally accepted by the UMS BOT in July 2012, the plan defined five pathways aligned with UMaine’s mission and responsive to emergent opportunities and concerns emphasized in a November 2009 NECHE letter to former President Robert Kennedy.

Specifically, NECHE asked in 2009 that subsequent interim reports address our successes in (a) completing our strategic planning process, (b) implementing a comprehensive approach to the assessment of student learning, (c) implementing plans to address deferred maintenance and improve our physical facilities, (d) implementing a coordinated approach to enrollment planning and management, and (e) setting academic priorities consistent with our mission and purposes.

UMaine’s Blue Sky Strategic Plan organized institutional planning and priorities on the following model:

Pathway 1. Serving Our State: Catalyzing Maine’s Revitalization Ensures UMaine teaching, research, outreach, and workforce and economic development are in close alignment with Maine’s priority needs, and are developing initiatives to enable UMaine to enhance technology transfer and commercialization, and support use-inspired research for the public good of Maine.



Pathway 2. Securing Our Future: Ensuring Financial Sustainability Optimizes operating efficiencies and control expenditures in a financially sustainable business model, and seeks new and entrepreneurial revenue sources. Initiatives include new advancement and research, and a new enrollment management unit with a plan to potentially increase enrollment to 15,000, increasing the number of out-of-state and international students, and increasing academic partnerships with Maine's sister universities and community colleges.

Pathway 3. Embracing a Culture of Excellence: Promoting Spirit, Collaboration, and Community Invests in faculty and staff professional development, refreshes the UMaine brand, and improves communication among all constituencies. Initiatives include establishing consistent and high-quality brand standards to better promote UMaine, harnessing the goodwill of alumni for student internships and career networking, and promoting UMaine's role in athletics as the state's only NCAA Division I university.

Pathway 4. Transforming Lives: Strengthening the Student Experience Promotes undergraduate and graduate opportunities for student success, including value-added residential life, research fellowships, internships, and more effective advising and learning environments. Initiatives include developing new models for learning to better prepare graduates for meaningful jobs and lives, establishing an outcomes-based assessment of all academic programs, and increasing the number of externally funded opportunities for student research.

Pathway 5. Restoring the Dream: Renewing Pride and Stewardship of Place Restores and creates UMaine's physical and technology infrastructure to ensure a vibrant place of learning and discovery. Initiatives include a Total Cost of Ownership approach to managing UMaine's \$1 billion in infrastructure and real estate, fully funding appropriate levels of campus upkeep and beautification, and continuing to implement campus sustainability initiatives.

Following adoption of the Plan, President Ferguson established an implementation Steering Committee comprising faculty, administrators, staff, and external constituents, along with individual working committees, to track progress in each of the pathways



through the 2013–2014 academic year. The President’s Cabinet and the college deans led efforts to implement goals in each of UMaine’s primary academic and administrative divisions. This work continued under former President Hunter and Provost Jeffrey Hecker. Between 2012 and 2017, the Blue Sky Plan was the guide and driver for all aspects of short-range and long-range planning, with successes defined in relation to the enactment of the plan’s major and corollary goals.

As noted earlier, the Blue Sky Plan was evaluated in 2017–2018 through the Blue Sky Outcomes process, followed in turn by the Strategic Vision and Values process begun in fall 2018 (see Institutional Overview).

Appraisal

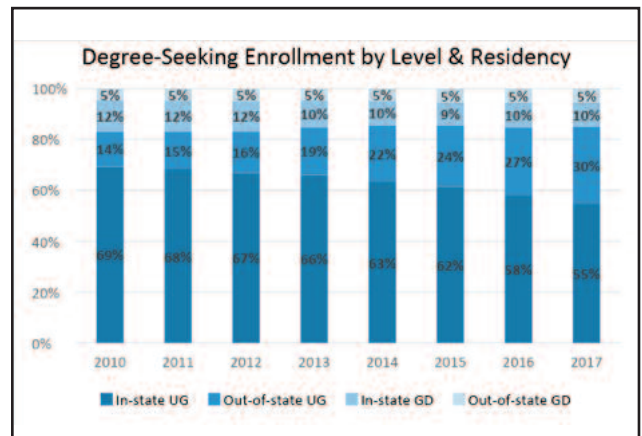
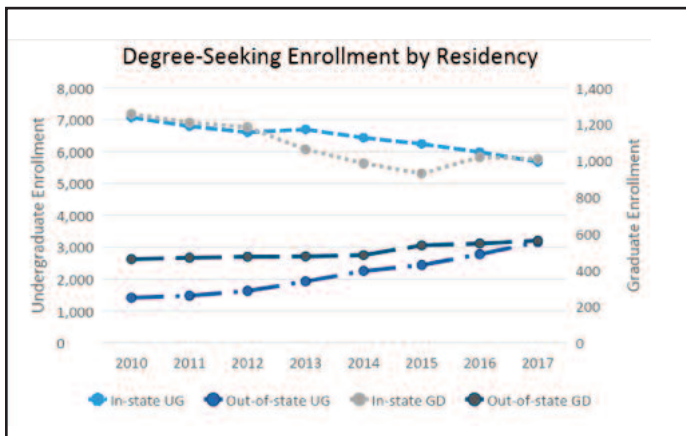
UMaine has achieved several major Blue Sky Strategic Plan goals since 2012. Notably, the identification and promotion of Signature and Emerging Areas of Excellence in research and education have catalyzed planning across the colleges, research centers, Academic Affairs, and the Office of the Vice President for Research and Dean of the Graduate School. An inclusive campus dialogue and proposal process (58 pre-proposals and 20 full proposal submissions) informed the selection of our Signature and Emerging Areas, representing existing and developing strengths in research and education where UMaine has achieved statewide, national, and, in some cases, global impact. The designation of these areas entailed a tangible commitment to align fiscal and human resource investments with our academic and research strengths.

Retention and graduation initiatives

Consistent with objectives in Pathway 4 — Strengthening the Student Experience — Provost Hecker formed a year-long advisory/investigatory group on retention and graduation. Its work produced the 2014 Action Plan for Retention and Graduation and spawned a coordinated set of initiatives, including: the Think 30 campaign to encourage undergraduate student retention and degree completion (see also Standards Five and Eight); expansion of internship opportunities through the Flagship Internship Program (see also Standard Five); expansion of first-year success course offerings (see also Standard Four); creation of a first-year and transfer student center (see also Standard Five); expanded use of Maine Learning Assistants for supplemental instruction in high-demand courses (see also Standard Six); and the creation of the Engaged Black Bear Initiative (see also Standard Five).

Enrollment planning

UMaine has strongly prioritized integration of enrollment management and financial planning. Planning processes shaped by the Blue Sky Plan’s Pathway 2 produced a number of strategies to ensure financial sustainability. Among the most important was





to increase enrollment among out-of-state students (see also Standard Five). UMaine's recruitment efforts have been significantly aided by enhanced marketing and branding activities (Pathway 3), and Division of Marketing and Communications policies and procedures, "paint and polish classroom modernization," and technology infrastructure upgrades on the Orono and Machias campuses and at UMaine's Darling Marine Center in Walpole, Maine (Pathway 5).

The development and launch of new online programs through the Division of Lifelong Learning (DLL), and expansion of student recruitment activities in the Office of International Programs (OIP) and the Graduate School have yielded clear growth, particularly in online enrollment. The UMaine community as a whole has increased its engagement in enrollment management-led student recruitment and yield activities, including weekend Open House and Accepted Student Day events staffed by faculty and professional advisors in the academic colleges.

Administrative restructuring

Since 2009, we have made several organizational changes, including some consolidations, and have revised our institutional budget process. The former Development Office and the University of Maine Foundation merged on July 1, 2016 to increase transparency and brand recognition for alumni and other donors seeking to support UMaine. In 2017, the university and the Foundation launched the Vision for Tomorrow comprehensive campaign, with \$121 million raised by the public launch date and \$161 million of the overall \$200 goal raised by January 2019.

The Offices of the Vice President for Research and the Graduate School were consolidated under a single vice president and dean in 2014 to align research and graduate studies, and with the twin goals of increasing research productivity and growing graduate enrollment. UMaine named a Vice President for Innovation and Economic Development in 2012 to commercialize university research and foster entrepreneurship among undergraduate and graduate students. In addition, back-office functions in information technology, facilities management, human resources, procurement and travel, and finance and budgeting have been centralized in the University of Maine System to reduce administrative costs.

II. Evaluation

Description

Institutional Planning

Planning and evaluation at UMaine is informed by the work of the Office of Institutional Research and Assessment (OIRA). OIRA plays an important and ongoing role in monitoring the university's standing and progress in multiple arenas. In addition to completing external surveys (e.g., U.S. News & World Report, IPEDS), OIRA monitors and reports internally on student-related metrics: enrollment, student credit hours, admissions, and degrees conferred. Further, OIRA draws on National Student Clearinghouse data to conduct analyses of nonmatriculating admitted freshmen and members of the first-time full-time cohort who do not return for their second year. A comprehensive accounting of retention and graduation rates is provided for each cohort of first-time full-time students, reflecting UMaine statistics in isolation and in the context of benchmark comparisons. UMaine has also participated in the Student Achievement Measure (SAM) from the initiative's onset, providing us with a more inclusive and meaningful portrait of continuation and graduation rates than the federal definition affords (see also Standard Eight). OIRA also reports internally on faculty in a way that allows for monitoring of changes in faculty composition over time. These data contribute along with other factors to decisions about faculty hiring.

Much of the data above is disaggregated by academic unit and regularly used in the seven-year review of academic programs. That process entails a self-study by the unit incorporating data about student-learning outcomes and evidence of their use for program improvement, enrollment, credit hour production, degree conferrals, extramural funding of faculty research, and other considerations discussed more fully in Standard Four. The self-study is followed by an external review, the unit's response to the external review, the respective dean's evaluative report to the Provost, and the institutional report of the review (a summary by the Provost, approved by the President, and forwarded to the Chancellor's office).

OIRA regularly conducts enrollment and credit-hour projections that inform UMaine's annual budgeting process and its Multi-Year Financial Analysis. OIRA also conducts course-enrollment projections, allowing for more efficient scheduling decisions. The Senior Associate Provost and the college associate deans use these projections each summer to ensure that sufficient seats exist in high-demand fall courses (e.g. Calculus, introductory Chemistry, introductory Biology) to meet the needs of incoming STEM students and other students campuswide.

Institutional assessment

UMaine and UMM have occasionally participated in the National Study of Student Engagement (NSSE), the survey designed to assess undergraduate students' views of their educational experience, including the quality of their education and how they spend their time. UMaine and UMM most recently administered NSSE in 2017 as part of a Systemwide initiative. Earlier NSSE administrations for UMaine were in 2005, 2007, and 2011, and in 2008, 2010, 2012, and 2014 for UMM. Future regular participation in NSSE will occur as part of UMaine's and UMM's participation in an ongoing system-wide initiative.

A related UMS initiative was UMaine's 2018 participation in the Delaware Cost Study, which allows for benchmarking an institution's instructional costs, research, and public service expenditures at the academic discipline level. UMaine will use the Delaware data to improve its processes for academic resource allocations at the college level.

In 2015, UMaine contracted with EAB to implement the Academic Performance Solutions (APS) platform, which provides administrators ready access to institutional

data on enrollment, credit hours, faculty workload, course capacity, and completion rates. The UMaine platform has been rolled out to deans, associate deans, and a subset of department chairs and professional advisors. Campuswide training and adoption are planned for 2019.

Appraisal

UMaine academic program assessment

While data collection and tracking for strategic institutional planning purposes are regular and effective, UMaine's implementation of the review cycle for academic program assessment has been uneven. Externally accredited programs and some nonaccredited programs remain on a consistent schedule of review, but some programs that do not respond to an external accreditor are behind schedule. There are reasons for this: The process is relatively new to some faculty; UMaine currently lacks (and is pursuing) a centralized data storage system, accessible to departments and administrators, for the collection of program review data; and information about program review is not yet communicated through a consistent, centralized channel, thus allowing some elements of the process to be overlooked or redirected improperly.

Solutions for challenges in UMaine program assessment

The university is responding concretely to each of the three challenges. First, UMaine merged its offices of Institutional Research and Assessment in January 2019 under the leadership of a new Assistant Provost. The merger comes with resources for hiring additional assessment staff in spring 2019 and refocusing the work of existing assessment staff on program and General Education review/assessment (in partnership with Faculty Senate and faculty in academic units).

Second, we anticipate resolving data storage and communication concerns over the coming year through the adoption of a software system capable of streamlining our management of program review data, and improving attendant communication with deans, faculty, and academic unit staff.

UMM academic program review

In addition to regular program evaluation similar to UMaine's model, UMM develops an annual profile for each academic program and engages in an annual program assessment process that guides planning efforts for the next academic year. The data gathered feed into the Head of Campus' annual report (akin to UMaine's annual academic reporting as outlined below).



UMaine academic and campus climate reporting

The Provost’s Annual Report is data-informed, reflecting enrollment data, student credit hour production, retention and graduation rates, and degrees conferred, and other areas of academic output. So, too, are the annual reports provided by each dean. We expect the deans’ annual reports and planning processes to be enhanced by data incorporated from the Delaware Cost Study and by increasing use of the Academic Performance Solutions platform campuswide. These data streams should prove helpful in decisions about strategic resource allocation, course scheduling, and hiring, particularly with respect to high-demand and/or gateway courses.

Another example of data used to monitor and support institutional progress is found in the work of the Rising Tide Center, the outgrowth of an NSF ADVANCE grant promoting gender equity with a focus on STEM and the social-behavioral sciences. Among other activities, Rising Tide staff annually examine faculty data for gender disparities by discipline, rank, time in rank, and tenure/tenure-eligibility. They also collect and evaluate data about new hires and attrition. The center’s director reports to the Provost, who applies Center data to academic resource decisions in tandem with guidance and recommendations from the Center Director and the Provost’s Council on Advancing Women Faculty, a group with campuswide faculty and administrative representation.

Using data to improve UMaine research administration

To benchmark its research administration infrastructure against national standards, the Office of the Vice President for Research and Dean of the Graduate School commissioned the National Council of University Research Administrators (NCURA) to carry out a comprehensive peer review. In July 2014, a three-member NCURA team conducted a site visit and issued a report the following September. The report comprised 86 recommendations across eight themes: role of research, organizational structure, roles and responsibilities, communications, policy, functional training, electronic tools, and miscellaneous.



The Vice President for Research and Dean of the Graduate School developed a comprehensive strategy to prioritize these recommendations, formulate appropriate actions, and implement them. Significant improvements in research administration infrastructure and function made since 2014 include:

- Complete overhaul of the sub-recipient award process to ensure proper oversight and reduced institutional risk.
- Assignment of additional personnel to award review and negotiation, such that the time needed for review and setup has been dramatically decreased.
- Improved communication among the offices of Research Administration, Research Compliance, and Grant Development through weekly managers' meetings and biweekly all-staff meetings.
- Establishment of the Research Administrators' Network, an initiative aimed to improve communication between the central office and local research administrators to provide a means for sharing expertise and best practices.
- Improved cross-training of ORA staff to ensure that backup support is available for work overloads and/or staff absences and/or temporary vacancies.
- Development and wide dissemination of a Proposal Submission Policy and Timeline.

Using data to support UMaine and UMM academic and student success initiatives

In addition to monitoring institutional progress, data regularly are used to assess the impact of new initiatives. For example, UMaine is assessing early outcomes of the Think 30 initiative by monitoring average debt levels, as well as the credit-hour-taking behavior of students in their first year, before and after the start of Think 30. We have taken a similar approach in evaluating UMaine's Winter Session (reintroduced as a three-week, wholly online academic term). Initial results are encouraging in both cases: enrollment in Winter Session increased 73% between the first and third years, and the percentage of returning first-year students who earned 30 or more credits during their first year increased 12 percentage points since the beginning of the initiative in 2015.

In 2017, UMaine and UMM each identified a set of peer institutions to be applied in the UMS Appropriation Allocation Model (see also Standard Seven), and included in benchmark analyses of academic programs and other areas of operation.

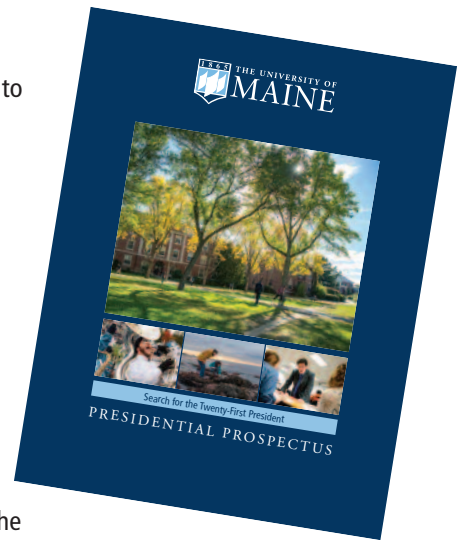
UMM also undertook an extensive assessment of its strategic plan in spring 2018 and produced a set of strategic recommendations for UMaine's incoming President and UMM's incoming Vice President for Academic Affairs and Head of Campus to guide them in UMM's and UMaine's Strategic Vision and Values planning process.

Projection

Sustaining and growing enrollment in the Northeast present manifold challenges. Numbers of high school graduates are declining and are projected to drop precipitously in the mid-2020s. In addition, the New England states are in increasingly fierce competition (and under increasing political pressure) to persuade their own high school graduates to remain in state for college, while encouraging other states' student to come to their respective institutions.

Achieving enrollment targets

Despite these challenges, UMaine's five-year enrollment projection for fall 2023 is 3% higher than fall 2018, due principally to planned increases in undergraduate (including out-of-state) and graduate enrollment. Just as the Blue Sky Plan called for identification of new revenue streams, the projected enrollment growth will depend on



the diversification of student pipelines to include more international students, more online students, and more professionally focused graduate students. To achieve these goals, UMaine will need to make additional investments in growing high-demand academic programs, and in the recruitment, admissions, and advising functions that support them.

The recently launched UMaineGOLD initiative will enhance efforts to provide graduate online education; it reflects this adaptation in enrollment management strategy. UMaineGOLD is projected to increase online enrollment by at least 25% by FY2020.

Investing in student success

UMaine’s ongoing First-Year Student Success Initiative will culminate in a comprehensive action plan to improve the first-year student experience. Ten working groups will recommend actions addressing living-learning communities, faculty development for first-year course instruction, improving first-year success courses, placement exams, new student orientation, student services, and summer preparation. Final working groups will be submitted to Provost Hecker in May 2019. Investments and structural improvements tied to goals in the comprehensive plan will be implemented over the next five years.



UMaine and UMM academic collaboration and program integration

Active academic program collaborations between UMaine and UMM include efforts to bring engineering and nursing education to UMM, as well as continued development and approval of 2+2 agreements for eligible students to begin their careers at UMM and transfer to UMaine after four semesters. University of Maine System (UMS) academic initiatives, particularly efforts to establish multicampus degree programs, will influence UMaine and UMM planning and evaluation: specifically, where we invest academic resources, how we deliver programs, how students engage in our courses and programs, and how student learning will be evaluated. The partnership between UMaine and UMM reflects a new model of academic and administrative cooperation and collaboration with important implications for both campuses and, ultimately, for UMS. Strategic development of academic ties between UMaine and UMM will present opportunities and challenges for both campuses, and will likely serve as a model for future collaborations and partnerships elsewhere in UMS.

Expanding access to data

OIRA, which began providing institutional research services for UMM in fall 2018, has three goals for the next two years:

- Collaborate with the UMS Data Analytics and Report Technology Services group to develop an expanded set of data extraction and reporting tools to create efficiencies for standard reporting. This will, in turn, provide OIRA the opportunity to allocate more resources for modeling and other comprehensive analyses.
- Supplement the data offered in the APS platform with additional dynamic reports to give deans, associate deans, chairs, and other stakeholders ready access to broader sets of data.
- Expand retention and graduation rate reporting for graduate and online students.

Standard Two: University of Maine

Standard 2.1: Planning and Evaluation				
PLANNING	Year approved by governing board	Effective Dates	Website location	
Strategic Plans				
Immediately prior Strategic Plan	2006	2006-2011	see electronic workroom	
Current Strategic Plan	2012	2012-2017	umaine.edu/bluesky/	
Next Strategic Plan	Pending		umaine.edu/strategic-visioning/	
	Year completed	Effective Dates	Website location	
Other institution-wide plans*				
Master plan	2009	2009-2029	umaine.edu/campusplanning/campus-master-plan/	
Academic plan	2014	2014-	umaine.edu/provost/academic-affairs-faculty-forums/action-plan-on-retention-and-graduation-implementation-update/	
Financial plan (Five-year financial analysis)	2018		See electronic workroom	
Financial plan (FY '20 budget plan)	2019		See electronic workroom	
Technology plan	2012	2012-	umaine.edu/facultysenate/wp-content/uploads/sites/2/18/2012/04/UMaine-Strategic-IT-Plan_FinalDraft_2-23-2012.pdf	
Enrollment plan	2012	2012-2017	umaine.edu/wp-content/uploads/sites/2/2018/05/Initiatives-Accomplishments-PW2.pdf	
Development plan		2017-	umaine.edu/visionfortomorrow/	
Plans for major units (e.g., departments, library)*				
College of Liberal Arts and Sciences	Current	2012-2017	umaine.edu/las/strategic-plan/	
Communication Sciences and Disorders		2009-	umaine.edu/comscidis/our-mission/	
Paint and Polish Classroom Modernization	Current		umaine.edu/provost/wp-content/uploads/sites/14/2017/09/PP-2017-List-of-completed-rooms-8-31-17-1.pdf	
EVALUATION			Website location	
Academic program review				
Program review system (colleges and departments). System last updated:			umaine.edu/provost/program-review-criteria/	
Program review schedule (e.g., every 5 years)			See electronic workroom	
Sample program review reports (name of unit or program)*				
School of Forest Resources			See electronic workroom	
Communication Science and Disorders			See electronic workroom	
Sociology			See electronic workroom	
International Affairs			See electronic workroom	
System to review other functions and units				
Program review schedule (every X years or website location of schedule)			N/A	
Sample program review reports (name of unit or program)*				
Student Wellness Resource Center			See electronic workroom	
Counseling Center			See electronic workroom	
Other significant institutional studies (Name and web location)*				
			Date	
Clery Annual Security and Fire Safety Report (umaine.edu/police/clery-annual-safety-report/)			2017	
Student Life Annual Report (umaine.edu/studentlife/annual-report/)			2017-2018	
Office of Innovation and Economic Development (See electronic workroom)			2017	
Office of Sustainability (See electronic workroom)			2016-2017	
Fogler Library (See electronic workroom)			2016-2017	
Life After UMaine (umaine.edu/oir/wp-content/uploads/sites/205/2018/04/LAUM-15-16-4.5.18.pdf)			2015-2016	
National Study of Student Engagement (NSSE) (See electronic workroom)			2017	
New Student Survey (umaine.edu/oir/wp-content/uploads/sites/205/2018/01/Final-Fall-2017-New-Student-Survey-report-1.17.182.pdf)			2017	
Initiatives				
UMaine GOLD Program (umaine.edu/gold/)			2017	
Vision for Tomorrow (umaine.edu/visionfortomorrow/)			2017	
First-Year Success (umaine.edu/first-year/)			Current	
Please enter any explanatory notes in the box below				

Standard Two: University of Maine at Machias

Standard 2.1: Planning and Evaluation			
PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans			
Immediately prior Strategic Plan		2013-2016	machias.edu/academics/wp-content/uploads/sites/20/2016/11/UMM-Strategic-Plan-2015.pdf
Current Strategic Plan			N/A
Next Strategic Plan	Pending		umaine.edu/strategic-visioning/
Other institution-wide plans*	Year completed	Effective Dates	Website location
Master plan			N/A
Academic plan			N/A
Financial plan (5-year Financial Analysis)	2018		See electronic workroom documents
Financial plan (FY '20 Budget)	2019		See electronic workroom documents
Technology plan			N/A
Enrollment plan			N/A
Development plan			N/A
Plans for major units (e.g., departments, library)*			
N/A			
EVALUATION			Website location
Academic program review			
Program review system (colleges and departments). System last updated:			2009 - drive.google.com/file/d/0B1KinnUCN6TleVE0ZE5vbFFVLWM/edit?usp=sharing
Program review schedule (e.g., every 5 years)			drive.google.com/file/d/0B1KinnUCN6TlaXluMTREWTFoQ1U/edit?usp=sharing
Sample program review reports (name of unit or program)*			
Program Review Summaries			drive.google.com/file/d/0B1KinnUCN6Tlb21rVy1MMUYwNGc/edit?usp=sharing
Academic Program Reviews folder			drive.google.com/folderview?id=0B0CyKN5a9ZsfaXV4N2Y4eERDaTg&usp=sharing
Program Data Profiles			drive.google.com/drive/folders/0B52leiG4hh9Y19DS0t0T91YzQ
System to review other functions and units			
Program review schedule (every X years or website location of schedule)			
Sample program review reports (name of unit or program)*			
N/A			
Other significant institutional studies (Name and web location)*			Date
N/A			

Standard Three:

Organization and Governance

I. Governing Board

Description

UMS and campus governance structures

UMaine is the largest of the six universities in the University of Maine System (UMS). The state of Maine chartered UMS to govern and administer the universities through a Board of Trustees (BOT) and a Chancellor. The BOT has adopted policies and bylaws defining its governance authority, responsibilities, and procedures. Each university has a president who reports to the chancellor. The structure of UMaine is supplied in organizational charts that display the working order of the institution. The President oversees the university's academic, research, administrative, finance, and development functions. The UMaine Faculty Senate represents the faculty in the development of university-wide policies and elects a BOT faculty representative. The Associated Faculties of the University of Maine (AFUM) bargaining unit negotiates salaries and other considerations for faculty Systemwide. Academic departments develop tenure and appointment criteria, which are approved by Academic Affairs. The UMaine Student Government and Graduate Student Government elect representatives to the UMaine Faculty Senate and to the BOT.

The UMM Vice President for Academic Affairs and Head of Campus serves on the UMaine's President's Cabinet and is the primary UMM administrator. There is no UMM faculty senate, but rather a meeting of the whole, with faculty representation on the Planning and Budget Advisory Committee and campus Leadership Committee as part of shared governance. The Head of Campus routinely reports on campus, Orono, and System developments to the UMM faculty and staff through email updates, monthly meetings, and annual reports.

UMM and UMaine share a Chief Business Officer, based in Orono, who has a dual direct reporting relationship to the Vice Chancellor for Finance and Administration and the President. The base budgets of UMM and UM are managed separately. The needs and aspirations of each campus are represented in annual budgeting processes, one-time allocation decisions, and short- and long-term fiscal planning. UMM tuition revenue, state appropriation, research dollars, and other sources of revenue are carefully managed in support of UMM's teaching, research, and service mission.

UMaine has an organizational structure, decision-making processes, and policies that reflect its mission and support institutional effectiveness. UMaine's system of governance involves the participation of all appropriate constituencies and includes regular communication among them. UMaine has a published mission statement approved by the Board of Trustees (see Standard One). Consistent with this statement, each UMaine college follows bylaws, and both the University of Maine System and the University of Maine have published statements on shared governance.

Regular communication flows among various faculty and administrative organizations through representatives serving on, or invited to participate in, regular meetings of each group, as noted above. Further forums for exchange on important topics are regularly hosted by the campus administration. (Operations policy documents and/or bylaws exist for some departmental units, but these are not uniform across the campus.) An example of faculty shared governance at UMaine is the review of proposals for the creation, elimination, and reorganization of academic programs, a process followed consistently by the Faculty Senate (see its Policies and Procedures Manual).

The UMS Board of Trustees is the legally constituted body ultimately responsible for UMaine's quality and integrity. This authority and responsibility are vested through Maine state statutes and Section 4 of the UMS charter. The Board of Trustees comprises 16 members, 15 of whom are appointed by the Governor and approved by the Maine legislature through a public confirmation process. The appointment process is meant to ensure that the UMS Board of Trustees is sufficiently independent to act in the best interests of all UMS institutions.

BOT members are formally bound by a code of ethical conduct. Article 1, Section 1.2c of the UMS policy manual reads: "A Board member shall not vote on a matter in which he or she has a financial interest and each Trustee shall be bound by an appropriate code of ethics, as adopted by the Board of Trustees." In addition, the BOT's operating principles require that its members:

- Be accountable for governance, policy-making, and making decisions that are the responsibility of the Board of Trustees.
- Understand and respect the public's need for trust in office holders. Avoid conflict of interest concerns, both real conflict and the possibility of perceived conflict.
- Understand UMS finances.
- Be forthright with concerns. Concerns should be brought forward as they arise to the Board Chair, the Chancellor or the appropriate committee chair.
- Advocate for higher education with the public and elected officials in coordination with, and awareness of, the Chair, Chancellor, and System senior staff.

The BOT makes policy for UMS and oversees its implementation. The BOT provides leadership in UMS and in the state, and is committed to strengthening postsecondary education, the unique characteristics of each UMS university, and UMS as a whole. It is responsible for hiring the Chancellor and plays a central role in the hiring of campus presidents. The BOT advocates aggressively for resources to support the System and is responsible and accountable for the stewardship of those resources. Reflective of its thinking about current and future UMS needs and aspirations, the BOT recently released a Declaration of Strategic Priorities to Address Critical State Needs that will guide UMS resource allocation and investment until 2021.

The elected Chair and Vice Chair of the Board and Committee chairs comprise the Executive Committee of the Board. They organize the BOT's work and represent the broader body as required. The Board applies an inclusive process and develops consensus collectively. On major policy decisions (e.g. hiring a Chancellor or President, approving a budget or a tuition increase, altering an institution's mission), the Board acts through deliberative process.

The Board Chair is evaluated annually, and there is an annual self-assessment for other Board members. These two practices are referenced in the Board Bylaws under Article II, Section 2.3 and Section 2.6. (A copy of the Board Bylaws, the trustee practice on annual assessment of Board members, and the trustee practice on annual evaluation of the Chair are attached in the Data First Forms.) The BOT meets in person monthly. Regular communication with the Board of Trustees is conducted through the Chancellor and senior staff, though the offices of the UMaine President and Provost do respond to direct inquiries from BOT members.



Appraisal

Shared governance between the University of Maine System and UMaine

At UMaine and UMM, a clear and well-defined system of governance is in place, including areas of shared System-campus governance. For example, the UMaine budget team comprises the President, Provost, Vice President for Research and Dean of the Graduate School, Chief of Staff, and Chief Business Officer. The first four are UMaine employees; the fifth is a UMS employee. This group develops, presents to the BOT for review and approval, and implements the annual (balanced) UMaine budget via a collaborative and thoughtful process.

II. Internal governance

Description

The President

The UMaine President is responsible for five major areas of campus governance: academics, research, finances, infrastructure, and public service/community engagement. (Following a recent multistage service centralization process, UMS is responsibility for environmental safety, procurement, travel, human resources, and facilities maintenance.) The President's portfolio is detailed in the UMaine organizational chart.

The President is advised and supported by the Chief of Staff, the President's Cabinet, and the UMaine and UMM Boards of Visitors, who meet regularly to discuss institutional planning, outcomes, and future direction for Orono and Machias.



The Chancellor conducts an annual review of the President. Comprehensive reviews are conducted in the third year of the President's initial term and every fourth year thereafter. The Chancellor reports the outcome of the President's review to the Board of Trustees. Details of the review process are specified in Section 204.1 Presidents — Evaluation Process of the Board of Trustees policy manual.

The Executive Vice President for Academic Affairs and Provost

As the institution's Chief Academic Officer, the UMaine Provost has broad and significant responsibility for academic programs delivered on campus, off campus, and online. The Provost sits on the President's Cabinet and is active in nearly all academic, research, and economic/workforce development initiatives involving UMaine. The Provost chairs the UMaine Deans' Council, represents the university on the UMS Chief Academic Officers Council, and works closely with the President and UMM's Head of Campus on a range of academic and institutional planning efforts. There is a formal process for review and evaluation of the Provost every three years. It includes wide participation of faculty and staff.

The Management Group

Members of the Management Group (comprising Cabinet members, Deans, Senior Associate Provost, and Associate Provost) are reviewed every three years (each on a cycle established by her or his date of hire for the management position). Reviews typically involve interviews with other members of the Management Group, direct reports, and anyone else with whom the person works who wishes to provide input, including donors, external research partners, and economic and workforce development partners. These reviews ultimately fall under the direction and authority of the President. Management Group members who report to the Provost discuss the completed evaluation process in detail, and receive a letter summarizing the evaluation feedback, outlining the appraisal of that person's performance in the period under review, and identifying strengths and areas for improvement.

Faculty governance roles

Each UMS institution has one faculty representative (nonvoting) on the BOT. At the campus level, UMaine has numerous standing and ad hoc Committees of the Administration reflecting a number of decision-making arenas.

The process outlined in the UMaine Policy on Shared Governance requires the administration to contact the Faculty Senate for faculty nominees for administrative committees. The Senate offers names of nominees from which the administration may select the necessary representatives. The Senate is organized by several standing and ad hoc committees. They meet periodically with senior campus administrators on areas of shared responsibility, such as campus facilities and space, fiscal and budgetary matters, research and scholarship, and academic programs.

In addition, the Executive Committee of the Faculty Senate, comprising Senate leadership and committee chairs, meets monthly with the Provost or President. Full Senate meetings that include senior campus administrators occur monthly. Deans meet monthly with the Provost. These formal structures and practices allow for faculty and administrators to share information, resolve concerns, and provide substantive input shaping important decisions and policies.

UMM faculty serve on four standing committees and participate in two advisory groups. The standing committees (Professional Relations, Curriculum, Program Review and Evaluation, and Academic Affairs) allow ongoing faculty governance of curricular and evaluative matters. The two advisory groups (Leadership and Planning and Budget) have faculty representatives as part of both institutional governance and communications. There

are multiple informal opportunities for faculty and staff involvement in institutional affairs beyond the above structure, including ad hoc committees and working groups for strategic planning, assessment, facilities, community engagement, and other shared areas of activity.

Formal policies and agreements, such as UMaine's Faculty Senate Constitution, the AFUM contract, and Policies on Shared Governance, affirm that the primary responsibility for academic programs and hiring reside with the faculty in their academic units. From the UMaine shared governance policy:

The areas of shared governance within the academic area include, but are not limited to, the following: (a) graduation requirements at all levels of matriculation; (b) the academic calendar; (c) the undergraduate General Education curriculum; (d) academic program reviews; (e) the establishment, merger, or discontinuation of departments, schools, and colleges; (f) the establishment of new degree programs (including online programs); (g) the establishment of or substantive changes to majors; (h) the elimination or consolidation of degree programs; (i) overarching undergraduate admissions policies; (j) overarching attendance and grading policies; and (k) oversight of requirements regarding academic standing (e.g. policies related to add-drop, course-repeat, Student Conduct Code, grade appeal, honors program, probation, suspension, and dismissal).

UMaine and UMM student participation in decision-making

UMaine students impact campus decisions through formal structures and informal practices. Both undergraduate and graduate students have a system of government through which their representatives communicate needs and share feedback with faculty and administrators.

At the UMS level, there is a BOT student representative. At the campus level, there is an undergraduate and graduate student representative to the Faculty Senate and to the Provost's Council. The Vice President for Student Life and Dean of Students meets regularly with the student governing bodies and their presidents, and student government officers meet monthly with the campus President, Provost and other senior administrators. Student government representatives also attend the Student Affairs Directors' meetings and meet with Auxiliary Services to provide input on student life and food services. Student government representatives are engaged with various student associations, such as the Residential Hall Association and the Non-Traditional and Commuting Students Council. In addition, many other committees (at all levels) solicit student participation and/or input into decisions impacting their lives on and off campus.

The UMM Dean of Students and staff meet with students in small groups to discuss issues as they arise. For example, the relocation of some campus program offices in 2017–2018 involved multiple focus groups to secure input from students about their space needs. The Dean's Office also conducts formal surveys of students on topics ranging from climate and safety to alcohol and drug use, among others.

Student representatives at UMM are invited to serve on the Academic Affairs and Curriculum standing committees, though they do not regularly choose to do so. Vice President for Academic Affairs and Head of Campus Egan has worked closely with the Student Senate to boost participation on those committees and ensure student representation at faculty and Board of Visitors meetings. The Head of Campus also meets regularly with the Student Senate president, and provides reports to (and addresses concerns with) the Senate itself.

Appraisal

UMS approved a shared governance policy statement in 2007. Since the last NECHE self-study, the UMaine campus also developed a shared governance policy statement signed by former President Kennedy and the Senate president in 2009. More recently, the academic

colleges approved their own bylaws that describe shared governance with those units. In addition, the Faculty Senate created an ad hoc Committee on Shared Governance in 2017 to facilitate communication and action in this area.

Faculty concerns about communication and shared governance

Shared governance has been a subject of discussion in the UMaine Faculty Senate with regard to the UMaine and UMS administrations. Results from a spring 2017 survey of UMaine faculty conducted by the Senate's Ad Hoc Committee on Shared Governance identified improvements needed in communication, and in substantive, timely engagement of faculty in decision-making.

Some faculty have reported concerns about delays in information-sharing, lack of information, or short deadlines for feedback with respect to UMS policies and initiatives. The UMaine Faculty Senate has, on occasion, requested improved communications from the UMS or UMaine administrations. For example, at its April 6, 2016 meeting, the Senate approved a letter to the BOT Chair requesting that the "Board of Trustees put into place a synchronous notification system whereby the Faculty Senate of each campus is provided information in a form as complete as possible concerning proposed or pending academic policies in a timely fashion." More recently, the Senate discussed in a Nov. 16, 2016 meeting its desire to obtain clear information from the Chancellor's office about the BOT's proposed Strategic Resource Allocation Plan, and deliberated how best to engage with UMS to this end.

Since our 2009 NECHE review, one concern discussed by the Senate with campus administration was the creation and appointment of senior administrative positions without adequate faculty consultation. Another is the contention that the administration has not consistently followed policy in soliciting faculty nominees for committees through the Faculty Senate, as outlined in the UMaine Policy on Shared Governance.

In recent years, and particularly since 2014, these concerns have been concretely addressed. For example, UMaine hired four senior administrators between July 2018 and January 2019: Vice President for Enrollment Management, Dean of the Undergraduate School of Business, Dean of Cooperative Extension, and Assistant Provost for Institutional Research and Assessment. In each case, the administration a) requested and secured Faculty Senate representation on the search committee; b) invited all faculty (senators and non-senators) to attend a public forum for each finalist; and c) solicited faculty feedback about the finalists before making hiring decisions. The President or Provost also shared periodic updates on these searches with the full Faculty Senate, the Senate's Executive Committee, and/or the Senate President.



The Senate and the faculty union have asserted instances of UMaine and UMS decision-making that have not allowed sufficient time for faculty input prior to implementation. An example is a campus announcement from Academic Affairs that candidates for the position of Dean of the Graduate School of Business in the reorganized Maine Business School would be visiting campus for interviews in the week following Thanksgiving 2017. This announcement was made shortly after the Faculty Senate voted down the proposal offered by the Provost regarding the reorganization. From the perspective of some faculty, the timing indicated that the administration had been moving forward with the Dean position with the intent of filling it irrespective of the outcome of that vote.

Notwithstanding policies that articulate faculty responsibility for academic programs, some UMaine faculty contend that recent UMS initiatives to share or merge programs across campuses, including the unique partnership between UMM and UMaine, have, in practice, blurred the lines of responsibility for programs and faculty. For example, the merger of faculty from more than one UMS campus into a single program or unit has raised questions about criteria for faculty appointment to the graduate faculty of each campus, promotion and tenure criteria, and other matters. Regarding the Maine Business School, these concerns have been addressed, in part, by UMaine and University of Southern Maine graduate faculty's December 2018 adoption, in principle, of a governance document for the Graduate School of Business establishing faculty authority over curricula and other academic elements of the graduate program (see below).

Staffing levels and hiring procedures

There is ongoing review and consideration of staffing levels and hiring needs in all divisions at UMaine and UMM. The process is strongly empirical. For example, UMaine's Deans put forward projections, gains/losses of faculty, enrollment trends over time, and other data as part of an evidence-based assessment of faculty hiring needs. Similarly, professional staff hiring is tied to enrollment gains or losses; areas of academic and research program investment, need, and/or growth; student success initiatives; and related considerations.

Enhancing public-private partnerships

UMS and UMaine are enhancing external funding via public-private partnerships (as stated by the Provost at the Dec. 6, 2017 Academic Affairs Faculty Forum). It is important that campus stakeholders are involved in developing policies guiding such arrangements, and that stakeholders at all levels are aware of, and are involved in, decision- and policy-making processes.

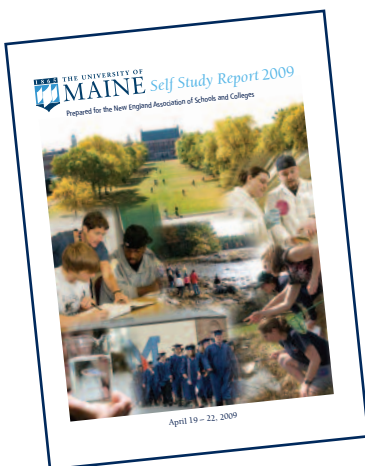
Projection

UMaine's 2009 NECHE evaluation noted a need to agree on a structure of shared governance, and to clarify the Division of Lifelong Learning's relationship to the colleges and the Graduate School. As noted above, some faculty remain concerned about shared governance. We share an example of progress in this arena below.

Development of governance structures in the Maine Business School

In its August 8, 2018 letter to UMaine, NECHE asked us to report on elements of faculty engagement and implementation planning in the Maine Business School. (Academic and fiscal planning for the Maine Business School are addressed in Standard Six.)

In 2017, UMaine, in collaboration with the University of Maine System and the University of Southern Maine (USM), reorganized the Maine Business School to comprise the Graduate School of Business and the Undergraduate School of Business. The Graduate School offers an MBA in Portland and Orono and online, and will house planned future graduate programs in business for universities in the System. Graduate School of Business faculty include UMaine faculty with graduate appointments, and USM faculty with graduate appointments in the Maine Business School. The Graduate School of Business is led by a Dean based in Portland who reports to the UMaine Provost. The Undergraduate School of Business is led by a Dean based in Orono who



also reports to the UMaine Provost. Business faculty who do not hold graduate appointments report to their respective Dean at UMaine or USM.

In December 2018, Graduate Dean Michael Weber and the Graduate School of Business faculty at Orono and Portland agreed, in principle, to a Cooperating Agreement and Operating Guidelines document. The document reflects substantive faculty engagement in establishing a) process and criteria for appointment and reappointment; b) participation, including voting, in matters of Graduate School of Business curriculum and governance, meetings, rules of order, quorum, and agenda setting; and c) committees. The committee structures establish faculty governance roles in the coordination and delivery of Business programs; budget management, course scheduling, faculty teaching assignments, and matters of accreditation; and curriculum, including assurance of “a well-documented and systematic process for determining, revising, and assessing degree program learning goals.” Amendments put forward by UMaine and University of Southern Maine graduate faculty remain under discussion as of February 2019.

The Division of Lifelong Learning

DLL has seen substantial changes in management and mission in the past decade, including the structure of its leadership, the organization of its Summer University course delivery, and the revival of Winter Session. The academic colleges have begun to use enrollment data from Winter Session to shape fall and spring course scheduling, with the goal of reducing barriers for students and improving time-to-degree.

DLL worked productively with Maine Business School faculty and administration in developing the online MBA. In addition, DLL’s Associate Provost for Lifelong Learning has spearheaded the buildout of UMaine’s Center for Excellence in Teaching and Assessment, a resource for faculty and graduate teaching assistants, and a key contributor to improving classroom design and technology at UMaine and UMM. Further, the Associate Provost and her staff work closely with colleges, using data on enrollment changes and programmatic shifts or emphases, to align Summer University and Winter Session offerings with known undergraduate and graduate student needs. This data-informed approach to course scheduling has also helped to reduce the number of low-enrollment sections of courses taught in the colleges and in DLL through advance comparison of projected schedules.



Standard Three: University of Maine

Standard 3.1: Organization and Governance (Board and Internal Governance)	
Please attach to this form:	
1) A copy of the institution's organization chart(s).	
2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.	
If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.	
Name of the sponsoring entity	University of Maine System
Website location of documentation of relationship	maine.edu/universities/
Governing Board	
	Website location
By-laws	maine.edu/about-the-system/board-of-trustees/policy-manual/section103/
Board members' names and affiliations	maine.edu/about-the-system/board-of-trustees/board-membership/
Board committees *	Website location or document name for meeting minutes
Board of Visitors Executive Committee	* umaine.edu/bov/committees/
Board of Visitors Nominating/Governance Committee	* umaine.edu/bov/committees/
Finance/Facilities/Technology Committee	www.maine.edu/about-the-system/board-of-trustees/meeting-agendas/finance-facilities-committee/
Executive Committee	www.maine.edu/about-the-system/board-of-trustees/meeting-agendas/executive-committee/
Academic & Student Affairs Committee	www.maine.edu/about-the-system/board-of-trustees/meeting-agendas/academic-student-affairs-committee/
Audit Committee	www.maine.edu/about-the-system/board-of-trustees/meeting-agendas/audit-committee/
Human Resources Committee	www.maine.edu/about-the-system/board-of-trustees/meeting-agendas/human-resources-labor-relations/
Investment Committee	www.maine.edu/about-the-system/board-of-trustees/meeting-agendas/investment-committee/
Subcommittee for Nomination of Officers	* staticweb.maine.edu/wp-content/uploads/2013/06/Subcommittee-for-Nomination-of-Officers-Charge.pdf?0d0f03
Subcommittee for Chancellor Searches	* staticweb.maine.edu/wp-content/uploads/2013/06/Subcommittee-for-Chancellor-Searches-Charge.pdf?0d0f03
Presidential Search Committees	* staticweb.maine.edu/wp-content/uploads/2013/06/Presidential-Search-Committee-Charge.pdf?0d0f03
UMS Representative to the Maine Public Broadcasting Corp.	* www.maine.edu/about-the-system/board-of-trustees/committee-membership/
Pulp and Paper Foundation	* www.maine.edu/about-the-system/board-of-trustees/committee-membership/
University of Maine Foundation	* www.maine.edu/about-the-system/board-of-trustees/committee-membership/
Major institutional faculty committees or governance groups*	
	Website location or document name for meeting minutes
Faculty Senate	https://umaine.edu/facultysenate/senate-minutes/
University Research Council	* umaine.edu/research/university-research-council/
Cultural Affairs Committee	* umaine.edu/president/culturalaffairs/
Committees of the Administration	* umaine.edu/provost/committees/
Major institutional student committees or governance groups*	
	Website location or document name for meeting minutes
University of Maine Student Government, Inc.	* umaine.edu/umsg/
Graduate Student Senate	https://umaine.edu/gss/meeting-minutes/
General Student Senate	* umaine.edu/umsg/general-student-senate/
Other major institutional committees or governance groups*	
	Website location or document name for meeting minutes
Faculty Senate Committees	umaine.edu/facultysenate/committees/
Undergraduate Program Curriculum Committee	* umaine.edu/provost/undergraduate-program-curriculum-committee/
Campus Planning	* umaine.edu/campusplanning/committee-members/
Retention and Student Success Committee	* umaine.edu/provost/retention-student-success-committee/
SAVRP Committee	* umaine.edu/osavp/savrp-committee/
*Insert additional rows as appropriate.	
Please enter any explanatory notes in the box below	
University of Maine Organizational Charts: (see electronic workroom)	
Copy of Degree granting status: (see electronic workroom)	
*Meeting minutes unavailable	

Standard Three: University of Maine

Standard 3.2: Organization and Governance						
(Locations and Modalities)						
Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)						
(Insert additional rows as appropriate.)				Enrollment*		
	Location (City, State/Country)	Date Initiated	2 years prior (FY 2016)	1 year prior (FY 2017)	Current year (FY 2018)	
	Orono, Maine/U.S.	2/25/1865	12,488	12,693	12,722	
	N/A					
	Machias, Maine/U.S.	2/27/1909	1,007	992	980	
	Belfast, Maine/U.S.	2000	152	154	172	
	N/A					
	N/A					
Educational modalities				Enrollment*		
	Number of programs	Date First Initiated	2 years prior (FY 2016)	1 year prior (FY 2017)	Current year (FY 2018)	
Distance Learning Programs						
Programs 50-99% on-line	6	8/1/2011	38	57	49	
Programs 100% on-line	29	8/1/2011	283	387	474	
Correspondence Education	N/A					
Low-Residency Programs	N/A					
Competency-based Programs	N/A					
Dual Enrollment Programs	Aspirations, Academ-e, Bridge Year	2004, 2006, 2013	308	296	222	
Contractual Arrangements involving the award of credit	N/A					
*Enter the annual unduplicated headcount for each of the years specified below.						
Please enter any explanatory notes in the box below						
- Online degree programs started in 2011. Additional programs developing yearly. Dual enrollment programs include UMaine's three programs offered to high school students: Academ-e, Aspirations, and the Bridge Year programs. - Number of on-line programs and enrollment in on-line programs include bachelor's and master's degrees, as well as Title IV and non-Title IV certificate programs. - Hutchinson Center enrollment reflects the 12-month unduplicated count of students enrolled in at least one course at the location.						

Standard Three: University of Maine at Machias

Standard 3.1: Organization and Governance	
(Board and Internal Governance)	
Please attach to this form:	
1) A copy of the institution's organization chart(s).	
2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.	
If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.	
Name of the sponsoring entity	University of Maine System
Website location of documentation of relationship	maine.edu/universities/
Governing Board	
	Website location
By-laws	maine.edu/about-the-system/board-of-trustees/policy-manual/section103/
Board members' names and affiliations	maine.edu/about-the-system/board-of-trustees/board-membership/
Board committees *	Website location or document name for meeting minutes
? Executive	staticweb.maine.edu/wp-content/uploads/2013/06/Executive-Committee.pdf?0d0f03
Academic Affairs & Student Affairs	staticweb.maine.edu/wp-content/uploads/2013/06/Academic-Affairs-and-Student-Affairs-Charge.pdf?0d0f03
Audit	staticweb.maine.edu/wp-content/uploads/2013/06/Audit-Committee-Charge.pdf?0d0f03
Finance/Facilities/Technology	staticweb.maine.edu/wp-content/uploads/2013/06/Finance-Facilities-Technology-Committee-duties-responsibilities-FY2015.pdf?0d0f03
Human Resources/Labor Relations	staticweb.maine.edu/wp-content/uploads/2013/06/Finance-Facilities-Technology-Committee-duties-responsibilities-FY2015.pdf?0d0f03
Investment	staticweb.maine.edu/wp-content/uploads/2013/06/Investment-Committee2.pdf?0d0f03
Major institutional faculty committees or governance groups*	
	Website location or document name for meeting minutes
Academic Affairs	machias.edu/academics/faculty-handbook/section-ii-organizational-structures-relationships/academic-affairs-committee/
Curriculum	machias.edu/academics/faculty-handbook/section-ii-organizational-structures-relationships/curriculum-committee/
Professional Relations	machias.edu/academics/faculty-handbook/section-ii-organizational-structures-relationships/professional-relations-committee/
Program, Review, and Evaluation	machias.edu/academics/faculty-handbook/section-ii-organizational-structures-relationships/program-review-committee/
Major institutional student committees or governance groups*	
	Website location or document name for meeting minutes
Student Senate	machias.edu/campus-life/student-engagement-inclusion/student-senate/
Other major institutional committees or governance groups*	
	Website location or document name for meeting minutes
Administrative Council	
Leadership Committee	
Planning and Budget Advisory Committee	
Board of Visitors	machias.edu/about-umm/board-of-visitors/
Please enter any explanatory notes in the box below	

Standard Three: University of Maine at Machias

Standard 3.2: Organization and Governance						
(Locations and Modalities)						
Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)						
<i>(Insert additional rows as appropriate.)</i>				Enrollment*		
	Location (City, State/Country)	Date Initiated	2 years prior (FY2016)	1 year prior (FY 2017)	Current year (FY 2018)	
U	Main campus	Machias, Maine	1909	1,007	992	980
U	Other principal campuses					
U	Branch campuses (US)					
U	Other instructional locations (US)					
U	Branch campuses (overseas)					
U	Other instructional locations (overseas)					
Educational modalities			Enrollment*			
	Number of programs	Date First Initiated	2 years prior (FY2016)	1 year prior (FY 2 017)	Current year (FY 2018)	
	Distance Learning Programs					
	Programs 50-99% on-line					
	Programs 100% on-line	4	9/1/97	209	221	200
	Programs 100% on-line					
	Programs 100% on-line					
U	Correspondence Education					
	Low-Residency Programs					
	Competency-based Programs					
	Dual Enrollment Programs					
	Contractual Arrangements involving the award of credit	1	5/28/2016	-	4	1
*Enter the annual unduplicated headcount for each of the years specified below.						
Please enter any explanatory notes in the box below						
University of Maine at Machias became a regional campus of the University of Maine on July 1, 2017. Unduplicated headcount for years mentioned above is from IPEDS 12-Month Enrollment Surveys. UMM offers three online baccalaureate programs in Psychology & Community Studies, Business & Entrepreneurial Studies and Bachelor of College Studies and one certificate program for baccalaureate degree holders in Teacher Certification - Special Education. Enrollment is for students who completed those programs as distance students. UMM offers credit for selected summer workshops offered by the Eagle Hill Institute in Steuben, Maine.						

Standard Four:

The Academic Program

Overview

UMaine offers students the opportunity to pursue a wide array of four-year undergraduate and graduate degrees in a comprehensive university setting and reflecting the institution's identity. The University of Maine offers 90 bachelor's degrees across 74 disciplines, and awards degrees through five degree-granting colleges and the Division of Lifelong Learning. Most students pursue a Bachelor of Arts or Bachelor of Science. Bachelor of Fine Arts, Bachelor of Music, and Bachelor of University Studies degrees are also offered. In 2017–2018, UMaine awarded 1,760 bachelor's degrees; the College of Natural Sciences, Forestry, and Agriculture totaled 29%, the College of Liberal Arts and Sciences 23%, and the College of Engineering 21%.

UMaine undergraduate degree programs

As described in the UMaine undergraduate catalog, most undergraduate degree programs require 120 credits, with a few requiring more; none requires more than 130. Some majors include concentrations for students focusing on an academic subfield. Students may pursue multiple degrees or declare a double major. The dual degree requires the completion of at least 30 credits beyond the number required by the primary degree; a double major requires students to satisfy the specific requirements for the second major. In fall 2018, 6% of degree-seeking undergraduates had declared a second major or degree.

Undergraduates have the option of choosing from over 100 minors. Fifteen percent of the fall 2018 degree-seeking undergraduate population had declared at least one minor; B.A. students in the College of Liberal Arts and Sciences must complete a minor or second major. The most popular minors in fall 2018 were Business Administration, Psychology, Child Development and Family Relations, and Neuroscience. Presently, student selection of a minor area of study is solely a function of student interest and/or individual advising.

Following a decline from 2009 to 2012, UMaine enrollment rebounded with a 3% increase in degree-seeking undergraduates between 2013 and 2018. Among the majors experiencing the steadiest growth are Ecology and Environmental Sciences, Marketing, Forestry, Finance, and Biochemistry. Human Dimensions of Climate Change is the newest major on campus.

Program descriptions, including requirements, are published in the online undergraduate and graduate catalogs. The colleges also post program fact sheets, usually including curriculum checklists or sample four-year completion plans, on their websites.

UMaine baccalaureate programs share a common structure. At least 30 upper-division credits must be earned at UMaine, and a minimum GPA of 2.0 is required for graduation. Roughly one-third of every program consists of a General Education foundation encompassing six areas of the liberal arts and sciences (see General Education below). The General Education learning goals are published by the Undergraduate Program Curriculum Committee. The remaining credits comprise introductory and advanced courses in the major and elective courses in and out of the major, and — depending on the major and degree — related coursework and/or a minor. Students benefit from opportunities to gain practical experience through independent research, internships, clinicals, and field-experience, and service-learning courses. Further, students may choose to study abroad through one of many programs offered through the Office of International Programs. The Student Handbook provides comprehensive information on policies, procedures, and General Education requirements. Undergraduate admission criteria and graduate application information is available on the website.

UMM undergraduate degree programs and certificates

UMM offers 12 baccalaureate degree majors, three associate degrees, 15 certificates and 8 certificates for Early College Students. It offers a variety of minors and concentrations within degree programs. The degrees and certificates fall in 9 established fields of study or academic program areas and are described in the catalog.

For the Bachelor of Arts degree at UMM, students can major in Biology; English, Creative Writing, and Book Arts; Interdisciplinary Fine Arts; Interdisciplinary Studies; and Psychology and Community Studies. For the Bachelor of Science degree, students can major in Business and Entrepreneurial Studies; Elementary Education; Environmental Recreation and Tourism Management; Environmental Studies; Marine Biology; or Secondary Education. The Bachelor of College Studies degree allows students to design their own major, subject to faculty approval. All baccalaureate degree students must complete UMM's General Education curriculum, with some exceptions made for students transferring with an associate degree or 60 credits from another university. All baccalaureate degrees require the completion of 120 credits and a minimum GPA of 2.0, and at least 30 of those credits must be from UMM.

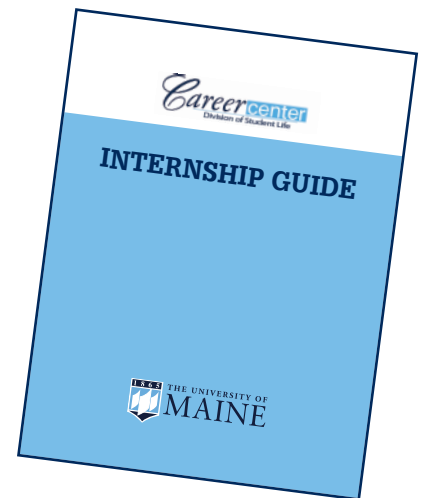
The Associate of Art degree requires the completion of 60 credits and a minimum GPA of 2.0. At least 15 of those credits must be from UMM. The Associate of Science degree has the same requirements except that students must complete 65 credits.

UMM offers 15 certificates in Audio and Media Production, Book Arts, Elementary Education Teacher, Entrepreneurship, Family Studies, Geographic Information Systems, Human Resource Management, Marketing, Mental Health and Rehabilitation Technician Certification, Psychology for High School Teachers, Secondary Education Teacher, Service Learning/Community Engagement, Special Education Teacher, Sustainability, and Wilderness Therapy. Credit requirements for certificates range from 5 to 30, of which at least 12 must be from UMM. UMM also offers one class, PSY 200 Behavioral Health Professional, that provides state certification upon successful completion of the four-credit course taught by a state-certified instructor.

UMM offers an additional eight certificates exploring career and college options to Early College students who attend classes on campus or online. All follow a similar format, with five courses (15–16 credits) at the introductory level in various areas of interest. The courses are offered in the various programs that house them. For example, Exploring Psychology offers courses encouraging further study in psychology, and that are currently required for all Psychology and Community Studies majors. It is possible that students who are matriculated for a baccalaureate degree, but undeclared, may initially pursue one of these certificates, as well.

UMM's programs are consistent with its mission as a regional baccalaureate university and its Environmental Liberal Arts identity. Most academic programs at UMM include significant community engagement and experiential learning components through applied research, field work, internships, practicums, service-learning projects, and international learning opportunities. Programs in Education, Business, Biology, and Psychology and Community Studies are in-demand pre-professional majors. Majors such as Marine Biology, and Environmental Recreation and Tourism Management are closely linked to the coastal Maine region. Most UMM programs use the surrounding natural and social environments, carrying their classroom learning off campus to be applied to regional issues.

UMM also offers three associate degrees with a total of eight specializations. For the Associate of Arts degree in Liberal Studies, students can specialize in Allied Health, Marine Biology, Mental Health and Rehabilitation, Music, Psychology, and Visual Arts. There is also the Associate of Arts degree in Business and Entrepreneurial Studies, and the Associate of Science in Recreation Management. Ten academic program areas at UMM correspond to the baccalaureate degrees in established fields of study with mostly prescribed curricula. The Bachelor of Arts degree in Interdisciplinary Studies and the Bachelor of College Studies degree have largely self-designed curricula and are not typically counted as separate program areas. UMM also offers 29 minors. Admission criteria are available on the UMM website. Program descriptions, including requirements, are published in the online catalog. Program fact sheets, usually including curriculum checklists, are also available on the website. UMM does not offer graduate programs.



1. Ensuring Academic Quality

Description

Academic quality at UMaine is ensured through ongoing collaboration between faculty and administrators at all levels. Proposals to add, eliminate, or modify aspects of the curriculum progress through well-defined stages of review, originating with faculty in the unit, moving through the college, and then to one of two university-wide committees: UPCC for undergraduate curriculum and the Graduate Board for graduate curriculum. Proposals involving new degree programs also require review and approval by the Faculty Senate, the UMS Vice Chancellor for Academic Affairs, and the Board of Trustees.

Oversight, assessment, and learner resources

At UMM, oversight for the quality and delivery of all programs is a shared responsibility of the administration and faculty, and occurs at multiple levels. The UMM Curriculum Change Flow Chart shows the approval process for different types of curricular changes. Proposals for new courses or programs, and changes to existing courses or programs, are initiated by faculty. These proposals must be approved by the relevant division, either the Program Review and Evaluation Committee (PREC) or the Curriculum Committee (comprising faculty from the three divisions), the full faculty, and the Head of Campus. PREC is responsible for oversight and review of the General Education curriculum, program reviews, and program changes. In the rare instances when programs are eliminated, UMM continues to offer the required courses or the appropriate substitution so that students are able to progress through their curriculum in a reasonable manner.

Degree programs and minors at UMM are housed in three interdisciplinary divisions: Arts and Letters, Environmental and Biological Sciences, and Professional Studies. The chair of each division reports to the Head of Campus and serves on the PREC and the Bachelor of College Studies Committee. Learning outcomes for every program are developed and approved by the program faculty. Curricular requirements and learning outcomes for each program are published on the university website. All academic program areas have developed a process for assessing student learning outcomes.

At UMaine, assessment of student learning outcomes for each degree program is conducted on a continuous basis, using a new process designed in 2014–2015 under the leadership of the former Director of Assessment. In the subsequent two years, design and implementation of individual programs' assessment plans was undertaken by program faculty. Required plan elements include setting measurable targets linked to specific program learning outcomes, identifying key assessments, developing a schedule of data collection and review, and a specific interval for faculty to use assessment results to inform the design or redesign of courses and curriculum. Using the Association of American Colleges and Universities (AAC&U) VALUE rubrics as a guide, consideration was also given to fundamental skills in quantitative literacy, writing, and critical thinking during development of the assessment plans.

Each academic unit (department, division, school), as well as each college, submits an annual report of assessment activities, accomplishments, and challenges faced. Data and analysis provided by the Office of Institutional Research and Assessment inform these reports, which contribute to the Academic Affairs annual report published each summer by the Provost's Office.

UMM maintains a Memorandum of Agreement with the Downeast Institute for Applied Marine Research and Education, governing the use of its facilities as UMM's marine science field station for research, field work, and student projects. A Memorandum of Agreement also exists with Eagle Hill Institute to allow students who take its intensive field seminars to receive credit through UMM. UMM programs also collaborate with UMaine academic units or programs, including Mathematics and Statistics, School of Marine

Sciences, Ecology and Environmental Sciences, School of Biology and Ecology, Maine Business School, College of Education and Human Development, English, Psychology, and Social Work. UMM partners with the University of Maine at Augusta for both Special Education and Aviation program delivery; with the University of Maine at Presque Isle (UMPI) on Teacher Education and Special Education courses; and with the University of Maine at Fort Kent's (UMFK) Rural University program for early college students. Additionally, UMM faculty support a cross-campus baccalaureate program, the Maine Geospatial Institute.

UMaine and UMM online and hybrid distance education students have access to nearly all of the same resources, and in most of the same modalities or formats as face-to-face and residential students do. Beginning in 2014, UMaine's Division of Lifelong Learning has invested significant personnel resources in its full-service Center for Innovation in Teaching and Learning, supporting faculty in pedagogical design for online and hybrid courses and instructional technology; and UMaineOnline advisors serving students enrolled in online/hybrid courses offered through DLL (see also Standard Six).

Appraisal

UMaine has tried to approach major changes judiciously. The overall shape of the curriculum has remained stable throughout the past decade. UMaine delivers an increasing number of student credit hours online. Overall, online credit hours have increased by 64% in the past 10 years (22,890 in 2008–2009 to 37,575 in 2017–2018). However, relatively few degree programs have been developed for, or shifted to, exclusively online delivery, and many online courses continue to be taught by full-time faculty members as compensated overload. When significant changes have been made, the planning process has been deliberate. The transformation of UMM from an independent institution within UMS to a regional campus of UMaine has been undertaken in frequent and detailed consultation with the Commission.

When programs are discontinued, short-term alternatives are presented to meet students' immediate needs. For example, when UMaine's graduate program in Counselor Education was closed in September 2015 due to lack of available faculty, a three-year teach-out was delivered for existing students. This included a continuation of coursework provided through the Counselor Education faculty and facilitating access to off-campus programs. Although most students completed the program within the three-year plan, coursework was offered beyond that time to ensure that every student who wanted to had a means to complete her or his degree.

In these instances and others, UMaine and UMM rely on relationships with other UMS institutions. As noted in Standard Seven and elsewhere, key UMaine functions depend on a shared services model. These include Human Resources, Information Technology, and



Procurement, among others. Further, an array of vendors supplies crucial elements of academic infrastructure. In IT alone, examples include learning management systems and software for video conferencing, course scheduling and registration, assessment, document sharing and storage, and statistical analysis. Written agreements, either with UMS or UMaine, define access to these resources.

In summer 2018, the Chief Academic Officers Council (CAOC) began work with UMS Vice Chancellor Neely on a Process for Examination for undergraduate and graduate programs with low numbers of matriculated students, low numbers of graduates over a three-year period, and related indicators. Of 130 programs originally identified for examination, 33 remain candidates for further discussion as of February 2019. Recommendations regarding these programs will be made to the BOT in May 2019.

Ensuring congruence with NECHE standards for collaborative programs

Since 2009, UMaine and UMM have worked to ensure congruence with NECHE standards for the delivery and accountability for collaborative academic programs. A Systemwide task force was created in early 2018 to ameliorate administrative obstacles to collaboration. That group is developing guidelines for collaborations specific to multicampus programs; sub-teams are addressing cross-listing, tuition and revenue sharing, student policies and procedures, and governance. At the November 2018 Board of Trustees meeting, revisions to UMS Policy 311 (on intercampus/multicampus students) were adopted to allow more seamless "Systemwide access to academic coursework through cross-listing and cross-registration." The Chief Academic Officers Council (CAOC) has been tasked with exploring methods to encourage "program sharing between the university system's campuses." Additionally, a subset of the CAOC is working to operationalize "multicampus" programs.

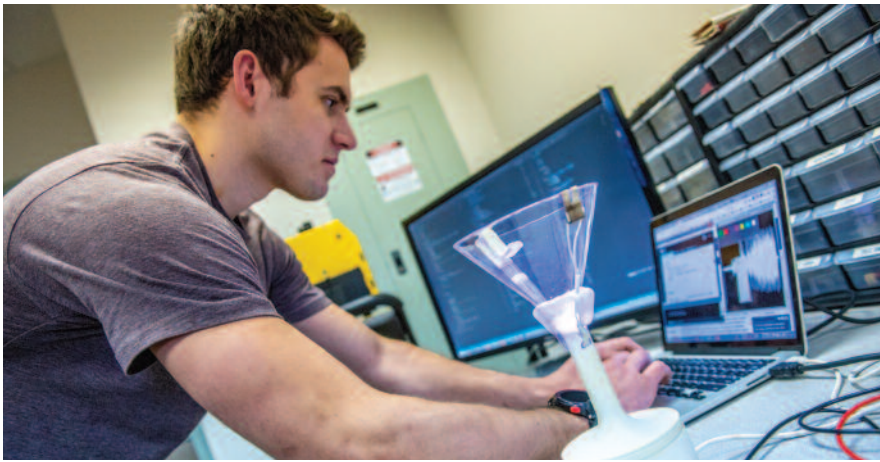
Willing university partners have also had the opportunity to create a cross-listing methodology. Currently, this is mainly limited to UMM and UMA. A one-course pilot between UMM and UMA in fall 2018 will continue in spring 2019. Two issues emerged: bookstore access, and the need to manually merge class rosters on Blackboard. Both have been corrected.

Program delivery modalities: online and face-to-face

All UMM programs are based at the campus in Machias, but UMM has expanded the number of online and hybrid course offerings over the past several years. Three baccalaureate degree programs can now be completed entirely online: Psychology and Community Studies, Business and Entrepreneurial Studies, and the Bachelor of College Studies degree. The certificates for Entrepreneurship, Human Resources Management, Marketing, Special Education Teachers, and High School Psychology Teachers are also available at a distance.

Several UMM academic programs offer online or hybrid classes. UMM has streamlined some programs recently (e.g. Elementary and Secondary Education, and Environmental Recreation and Tourism Management) to facilitate student completion and scheduling, and to reduce costs. UMM faculty and administration continue to integrate distance courses into multiple campus programs. These efforts will help sustain specialized course offerings while keeping costs to a minimum.

When enrollments allow, many UMM programs offer classes both at a distance and face-to-face. One of UMM's largest majors, Psychology and Community Studies, offers tracks in each of those modalities. The Business and Entrepreneurial Studies degree also can be completed at a distance, but traditional-age, on-campus students are pooled with distance students and take many classes online. The small number of full-time faculty in each program creates challenges for delivering multiple concentrations in each major and a full range of specialized courses. Faculty turnover in small departments can strain program stability. UMM continues to seek efficient ways to offer quality educational programs to diverse student populations.



Language skills assessment

English language skills are assessed and developed at multiple levels throughout a student's academic career at UMM. All baccalaureate and associate degree candidates must pass ENG 101, and more advanced writing courses built into the General Education curriculum and degree programs, as well as either a public speaking or professional communications course. UMM's academic programs adhere to widely accepted credit and GPA requirements. Faculty have substantial voice and oversight regarding program design and quality. All programs go through a rigorous periodic review process that includes external input. Assessment of learning outcomes at the level of the core curricula and individual programs is progressing.

II. Undergraduate degree programs

Description

UMaine programs

Students at UMaine study across 90 undergraduate majors offered by five degree-granting colleges and the Division of Lifelong Learning. Some degree programs offer specialization through concentrations within the degree or through a required minor. University, college, and departmental requirements for majors and minors are described in the undergraduate catalog. Academic record policies are posted by the Office of Student Records. For current students, academic records, including unofficial transcripts, are accessible via MaineStreet.

UMaine undergraduate degree programs contain foundational and supportive coursework (100- and 200-level courses) progressing to advanced courses (300- and 400-level) within a major discipline. Prerequisite courses, specified in the catalog's course descriptions, control the entry into advanced courses. The sequencing of course requirements within a major allows for progression of learning and skill development, culminating in a required capstone experience course. All degree programs also require General Education courses designed to ensure that graduates are broadly educated to appreciate the achievements of civilization, understand the tensions within it, and contribute to resolving them.

General Education coursework makes up about a third of the degree program. Required or elective courses within the major may also meet General Education requirements. For example, the General Education requirement for two courses in the physical or biological sciences is met by required coursework in the Biology major. Remaining credits are allotted to elective courses in and out of the major. In many degree programs, unrestricted electives can be used to complete a minor area of study to complement the major. UMaine offers over 100 minors comprising at least 18 credits in a topic area. Overviews of each degree

program, including rationale for the major, career options, and course requirements, are outlined in the catalog. Program fact sheets are also available for prospective students on the website.

UMaine requires students to write throughout their academic careers, with experiences both in general-purpose academic writing and professional writing in their majors, to ensure competency of graduates of its undergraduate programs. Students must complete a course in composition (ordinarily ENG 101) with a grade of C or better. Students must also complete at least two courses designated as writing-intensive, at least one of which must be in the academic major. General Education courses in scientific and quantitative reasoning are required of every undergraduate. Course requirements in the major build skills in oral communication, critical analysis, and logical thinking, as delineated in student learning outcomes listed on each syllabus. The Undergraduate Program Curriculum Committee (UPCC) website provides syllabus guidelines for faculty and student learning outcomes for General Education. Students may choose from a wide variety of courses to meet General Education requirements in Human Values and Social Contexts (at least one course from each of five categories: Western Cultural Tradition, Social Contexts and Institutions, Cultural Diversity and International Perspectives, Population and the Environment, and Artistic and Creative Expression) and in Ethics.

UMM programs

UMM students can choose from 12 baccalaureate and three associate degree majors offered by the three degree-granting Divisions. Requirements for majors and minors are described in the undergraduate catalog. Academic record policies are posted by the Office of the Registrar. For current students, academic records, including unofficial transcripts, are accessible via MaineStreet.

All baccalaureate degrees require a 2.0 minimum GPA and the completion of 120 credits. UMM's General Education requirements consist of 41 to 49 credits of liberal arts coursework. Most major program requirements range from 50 to 82 credits, but allow 3 to 12 credits of coursework to fulfill both program and core requirements. The Bachelor of Arts in Interdisciplinary Studies and the Bachelor of College Studies program requirements are 39 credits each, but those two programs do not allow overlap with the core requirements. All baccalaureate degree programs require at least 9 credits at the 300 level or above. Students in all majors have the opportunity to take some unrestricted electives. The associate degree programs require a 2.0 minimum GPA and the completion of at least 60 credits. Students take a balanced mix of liberal arts courses and specialized courses that fulfill a particular concentration.



The UMM mission emphasizes exploration, leadership, collaboration, and interdisciplinary problem solving. For example, Environmental Liberal Arts classes, such as ELA 101 Recreation and Wellness and ELA 112 Community and Place, take students out of the classroom to explore the Down East region on kayak trips, hikes, and visits to a tidal power project and wreath manufacturing facility. UMM science classes routinely include a significant field component, exploring saltwater, freshwater, and forest ecosystems. UMM supports the development of student leadership skills and encourages collaborative learning. Leadership skills are the major focus of classes such as MAN 313 Managerial Decision Making, MAN 321 Operations and Project Management, and REM 230 Outdoor Leadership.

Teamwork and student collaboration are central components of several classes, including REM 226 Recreation Program Planning, SSC 420 Research Methods and Design, and BEH 450 Senior Project. Students have opportunities to practice leadership skills and collaborate with peers by participating in one of more than 20 student clubs and organizations, through work-study opportunities, and through intercollegiate and intramural athletics. Collaborations with community organizations are frequent in several programs, including Psychology and Community Studies, Recreation and Tourism Management, and the Education program.

All UMM baccalaureate and associate degree programs provide students with depth and breadth. Coursework includes core liberal arts requirements and in-depth study in at least one disciplinary or interdisciplinary area. Interdisciplinary problem solving figures prominently in programs such as Environmental Studies, Interdisciplinary Fine Arts, and Psychology and Community Studies. The Environmental Studies program combines coursework from the social sciences and physical sciences in studying environmental issues and allows students to choose a concentration based on any minor at UMM. The Psychology and Community Studies program combines coursework from psychology, sociology, anthropology and economics and features an interdisciplinary capstone project course.

Appraisal

In recent years, UMaine has enacted a number of initiatives to improve undergraduate academic experience and success.

Supporting first-year student success: First-year courses in the colleges

As of 2017, all first-year students have the opportunity to enroll in a first-year success course in their college. In 2017–17, 95% of fall 2018 first-time students participated in a first-year success course in their first semester. (In 2014, the percentage was 77%.) Content varies by college, but most courses entail information and guidance about study skills, time management, and adjusting to life at the university. These courses are routinely visited by staff from Student Financial Aid, who share resources on financial literacy; Student Life, including drug and alcohol counselors; and various student- and faculty-led groups, who provide information about co-curricular activities.

Supporting students seeking nationally competitive awards: Office of Major Scholarships

In 2017, UMaine established the Office of Major Scholarships (OMS), whose focus is to recruit and guide high-achieving undergraduate and graduate students applying for nationally competitive awards (e.g. Fulbright, Truman, Udall, Mitchell, and others). In its first 18 months of operation, OMS increased the number of undergraduate applicants for such awards by 28 students (as compared with available data for the prior five years). In August 2018, OMS will begin delivering workshops and training for Maine Top Scholars, undergraduate recipients of UMaine's most competitive academic merit scholarship. In providing these students with regular opportunities to interact with OMS staff, UMaine seeks to cultivate additional opportunities for academically high-achieving students to prepare for, apply for, and secure nationally competitive scholarships. (See also Standard Six.)

Supporting undecided students: The Explorations Program

UMaine delivers a program for undecided first-year students called Explorations. Explorations is housed in Liberal Arts and Sciences and supported by the dean's office and staff in the college's Advising Center. Through a tailored first-year seminar and regular contact with professional advisors, Explorations students take on a course schedule and a structured activities designed to help them to make informed choices about a major or potential career. By the end of the first year, students generally report greater confidence in identifying an academic program suiting their abilities and intellectual or career interests. At the time of declaration of major or transfer to a college, Explorations students (and all students) must meet the eligibility requirements (e.g. GPA) of their intended major or college.

For students experiencing academic difficulty, UMaine has initiated an academic recovery course. All first-year students with a first-semester GPA of 1.5 or below are required to pass a 1-credit pass/fail course, taught by Explorations staff. Course enrollment is limited to 20 students per section. The Tutor Program provides support in one additional course for all students enrolled in this program. The recovery course includes one-on-one meetings with the instructor, a strong focus on learning strategies and styles, time management, career decision-making, campus resources, and self-responsibility. UMaine also provides a Writing Center, a Math Lab and Math Den to support first-year and overall success for its undergraduate students.

Program reviews

All academic programs undergo an external review every seven years, and new programs undergo an abbreviated review after two years. UMS policy governs the academic review process, supplemented by national accreditation standards, where applicable. At UMaine, units prepare a self-study that is submitted to an external review team. The team conducts a visit and submits a report to the Dean, who then prepares an evaluative report submitted to the Provost. A brief summary from the Provost is sent to the President for approval. Details of the academic review process are available on the Academic Affairs website.

UMM's 12 baccalaureate degree programs undergo a formal program review on a seven-year cycle in a manner similar to UMaine's programs per UMaine System Policy. The program review and evaluation process starts with a self-study and review by external evaluators. Additional review is made by program and division faculty, PREC, and campus administration before a summary of key findings is provided to the Vice Chancellor for Academic Affairs and BOT. Due to external accreditation, some programs are reviewed



every five years: the Education programs through the Maine Department of Education and the Environmental Recreation Tourism Management Program through the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions.

At UMM, regular program reviews, including external evaluation, document and enhance the quality of each program. A program of study for each major is described on the UMM website.

III. General Education

Description

UMaine's General Education program

In 2012, the UMaine Faculty Senate adopted a defined set of attributes for all nine categories of General Education courses, updating its 1996 language to identify a broad purpose and specific learning outcomes for courses in each category. General Education requirements also include a capstone experience course. Capstone courses are unique to each program and do not share common learning outcomes. By completing up to 46 credits in General Education, students are ensured exposure to a variety of topics and methods in the arts, humanities, social sciences, natural sciences, and mathematics. A 2017 articulation agreement with Eastern Maine Community College (EMCC) facilitates transfer of EMCC credit for fulfillment of UMaine General Education requirements. Earlier articulation agreements were based on course-by-course equivalencies.

UMM's General Education program

UMM's General Education is "designed to provide a foundation in general education along with an introduction to a wide variety of academic disciplines important for professional growth and lifelong learning." The current core curriculum was developed in 2010 after a lengthy and inclusive process building on a newly crafted UMM mission and revised learning outcomes. It has two components: the Environmental and Liberal Arts seminars and the General Education courses. Students matriculated in a series of three seminars anchored in Down East Maine that explore relationships between people and environments, and highlight the ways in which multiple disciplines guide our understanding of those relationships. The General Education component of the core focuses on skills, including communication and mathematical literacy, and key disciplinary perspectives, including the arts, history, literature, social sciences, and natural sciences. Students must also take a course with a global perspective and meet requirements in advanced writing (within their major) and service. Some sections of the core give students choice among a variety of course options.

The core curriculum for UMM's baccalaureate degree comprises 41 to 49 credits of coursework. For some majors, as many as 12 credits may count for both the core and program requirements. General Education requirements for the associate degrees vary greatly. For the Associate of Arts degree in Liberal Studies, 44 credits of prescribed General Education coursework are required. For the Associate in Science, Recreation Management specialization, 19 to 24 credits of prescribed General Education coursework are required. For the Associate in Science Small Business specialization, 15 to 18 credits of prescribed General Education coursework, plus six general elective credits are required.

Although the majority of UMM core courses are introductory (100 level), 200- and 300-level courses may be used to fulfill requirements in history, social sciences, and global perspectives. In 2013, the faculty raised the level of the core's culminating seminar, *Humans and Nature*, to the 300 level to better reflect its role as the core capstone, and to make clear the progressive and integrative nature of an UMM education.

Appraisal

Since their adoption, UMaine's General Education attributes have been used by UPCC and by college- and unit-level curriculum committees to evaluate the suitability of a proposed course to "carry" General Education. A course may be used to satisfy two General Education categories if determined to meet those categories. Per the 2018–2019 catalog, the number of approved courses in each category is as follows:

- Human Values and Social Contexts
 - Western cultural tradition — 56 courses
 - Social contexts and institutions — 80 courses
 - Cultural diversity and international perspectives — 90 courses
 - Population and the environment — 34 courses
 - Artistic and creative expression — 61 courses
- Ethics — 35 courses
- Quantitative Literacy — 19 courses
- Writing — 83 courses
- Science Foundations — 12 courses (41 sections)
 - Lab — 25 courses (256 sections)

A First-Year Experience Survey completed at UMM annually (until two years ago, when all programs integrated the first-year seminar into their curricula); the National Survey of Student Engagement (NSSE); and a Graduates' Satisfaction Survey provide information about student experiences related to UMM General Education.

IV. The major or concentration

Description

The major at UMaine

Most undergraduate students at UMaine pursue a Bachelor of Arts or a Bachelor of Science degree. In some disciplines (e.g. Biology, Botany, Chemistry, Computer Science, Earth Sciences, Economics, Physics, Zoology), students can choose to pursue a B.A. or B.S. In addition, the Bachelor of Music degree is offered in Music Education and in Performance, and Art offers either a B.A. or a Bachelor of Fine Arts in Studio Art. Except for the Bachelor



of University Studies (B.U.S), all UMaine degree programs are based on a specific major area of study. For the B.U.S, offered through the Division of Lifelong Learning, students design a program in consultation with an advisor, based on specific goals, or complete designated focus areas and a capstone within a CLAS pathway of the B.U.S developed in 2016.

Each major has unique requirements and demands. In some majors, students may or must concentrate in a specific sub-discipline as a way to achieve breadth and depth of knowledge in their discipline of study. The English major, for example, requires each student to select from among three writing concentrations: creative, analytic, or technical/professional. The specific requirements for each major are communicated in the undergraduate catalog, and on fact sheets offered by the colleges. Through the catalog, students and advisors can print a Degree Planner worksheet specific to any major or minor. The catalog is updated each summer, and earlier catalogs are archived online. Current students can also use the Degree Progress Report tool in MaineStreet to evaluate their progress toward their degree.

Degree requirements and course sequencing for each major are determined by the unit where the major is housed to ensure proper progression from introductory to advanced levels. Units determine program outcomes for each major to address the knowledge and skills necessary for the discipline. Faculty in the units review their catalog entries annually and revise content as needed. Revisions to curriculum requirements and specific courses in a major or minor are reviewed and approved first by college-level curriculum committees, then by UPCC.

Upper-division courses at the 300 and 400 level are typically taken by juniors and seniors and feature hands-on activities to foster application of concepts to real-world situations. Hands-on activities may include case-based learning, presentations, or performances by students, laboratory experiences, practicums, and field experiences. Such activities may also be incorporated in courses intended for first- and second-year students. The Honors College, for instance, offers a two-semester phage genomics research course for first-year students. Professional degree programs, such as Nursing or Teacher Education, provide didactic and experiential components to meet accrediting agency stipulations and apply best practices in the field.

Many majors require students to take specific courses outside their discipline. For example, Business Administration and Elementary Education majors emphasize a diverse liberal arts background. Science and math courses beyond those needed to fulfill the General Education requirements are required for students in the College of Engineering; the College of Natural Sciences, Forestry, and Agriculture; and several majors in the College of Liberal Arts and Sciences. Foreign language proficiency is required for International Affairs majors. Taking courses from other disciplines allows students from different majors to interact in the classroom and broaden their perspectives. Minors, which are required for most B.A. degrees, also help ensure that students' knowledge and abilities extend beyond their major disciplines.

Opportunities to enhance the undergraduate educational experience include participation in research, taking advantage of internship opportunities, joining the Honors College, and studying abroad. The Center for Undergraduate Research (CUGR) helps to facilitate and enhance research for undergraduates. Students collaborate with faculty members and often develop their own research projects, which may extend into their senior capstone experience (see also Standard Five). Some programs have internships or field experience built into the curriculum.

Academically motivated, qualified students in any major may participate in the Honors College. Based on their SAT/ACT scores and high school GPAs, students are invited to become part of the college during the admissions process. The Honors curriculum is

characterized by a unified approach to General Education in the liberal arts, accompanied by a sequence of inquiry-based topical courses providing intellectual preparation for the Honors thesis project, completed in the final year. The learning is student-centered, with a strong emphasis on critical thinking and writing, independent undergraduate research projects, and student engagement in and outside of the classroom. The culminating Honors thesis is developed under the supervision of a mentor in the student's major, but with a committee that includes members from outside of the discipline.

Several accelerated programs enable motivated students to obtain a baccalaureate degree in conjunction with their first year of professional school study, thereby shortening the process to obtain both degrees by one year: 3+4 Fast Track to Osteopathic Medicine with the University of New England; 3+4 Agreement with New England College of Optometry; 3+4 Agreement with Logan College of Chiropractic Medicine, and 3+5 program for a Bachelor of Veterinary Medicine and Surgery from the University of Glasgow. There are also campus-based 4+1 programs in about a dozen disciplines. The College of Liberal Arts and Sciences permits B.A. students to earn a minor with a defined group of pre-MBA courses, totalling 18 credits, to enable students to complete the MBA in just one additional year.

The major at UMM

Each of UMM's 12 baccalaureate majors has a clearly outlined program of study and an established set of learning outcomes (except for the individualized Bachelor of College Studies degree, in which outcomes are identified for each student). A Program of Study document and a Learning Outcomes document are located on each program's website under Majors and Programs. Most programs have options for different concentrations within a major. UMM's associate degree programs have a clearly outlined program of study, but do not have established learning outcomes. An examination of learning outcomes for baccalaureate programs finds clear articulation of assessable objectives. All programs show a progression from introductory-level to upper-level classes. All baccalaureate programs require at least 9 credits at the 300 level or above and a culminating, integrative experience or capstone class at the 400 level.

Appraisal

A full external review of each academic program occurs on a seven-year cycle as mandated by UMS. National accrediting agencies, including the Accreditation Board for Engineering and Technology, Council for the Accreditation of Educator Preparation, Association to Advance Collegiate Schools of Business, and others, also review programs and conduct visits, conferring with senior administrators and with faculty, staff, and students in the programs. Numerous UMaine units maintain close contact with external advisory groups that provide guidance and informal evaluation; examples include the College of Engineering, College of Education and Human Development, Maine Business School, and many individual programs campuswide.

All UMM programs are reviewed periodically following established guidelines. The review process is thorough and rigorous. It begins with a self-study outlining the program's purpose and ongoing need, student learning outcomes, content, and curriculum. It includes a sample four-year student plan of study, a matrix showing the connection of each course to program learning outcomes, and a comparison to comparable programs at peer institutions. Outside evaluators review the self-study, visit the campus, and submit an evaluation report. Program changes are made in response to the review and sometimes more frequently between reviews. The reviews lead to changes in direction, emphasis, and curriculum. Faculty, the Program Review and Evaluation Committee, Head of Campus, and UMS provide effective oversight regarding the creation, revision, and elimination of programs.

V. Graduate degree programs

Description

UMaine programs: overview and characteristics

The University of Maine Graduate School's mission is to *produce engaged scholars and professionals by promoting excellence in all aspects of the graduate student experience*. The School provides advanced education and professional training through innovative teaching, mentorship, research, and creative activity in established and emerging areas. This rigorous education prepares students to contribute meaningfully to the advancement of the state of Maine, the nation, and the global community.

UMaine offers 81 master's programs, 31 doctoral programs, 9 post-master's certificates, and 21 post-bachelor's certificates. Acceptance to the Graduate School is competitive, though entrance requirements vary across programs. The Graduate School manages the recruitment process and officially grants admission; decisions about acceptance into programs are made at the program level and are overseen by graduate coordinators in the academic units. The most recent three-year average acceptance rates for master's and doctoral applicants who completed the application are 68% and 31%, respectively.

In addition to graduate programs in the five degree-granting colleges, UMaine offers a number of interdisciplinary programs. For example, students in the Interdisciplinary Ph.D. design a unique program of study under the direction of an Academic Advisory Committee. The Graduate School of Biomedical Science and Engineering (GSBSE) reports to the Vice President for Research and Dean of the Graduate School, and offers doctoral degrees in biomedical science and biomedical engineering, and a professional science master's degree in bioinformatics. The GSBSE teaching faculty comprise faculty from UMaine, the University of Southern Maine, Jackson Laboratories, the University of New England, Mount Desert Island Biological Laboratories, and the Maine Medical Center Research Institute.

UMaine master's degrees typically require a minimum of 30 credits. Some programs, such as the Intermedia Master of Fine Arts, a terminal degree, require 60 credits. Requirements for doctoral and certificate of advanced study programs vary, though most require at least 30 credits beyond the master's degree. Credit requirements for post-baccalaureate certificates vary from 9 to 18. Graduate program structures vary, depending on the degree being earned. By the time they complete 12 credit hours, or register for their third term, graduate students submit a program of study detailing a plan for meeting program requirements.

Students in professional programs participate in internships or field experience courses, and some must pass national accreditation exams. All students in M.S., M.F.A., Ed.D., and Ph.D. programs require a thesis or dissertation. Doctoral students must pass a comprehensive exam, and all students submitting a thesis or dissertation must pass a defense.

To ensure that graduate faculty are qualified to teach graduate courses and direct the research of graduate students, appointment and reappointment to the UMaine Graduate Faculty is contingent on the recommendation of the institutional unit graduate committee, academic unit chair or director, and the Graduate School. Criteria for appointment and reappointment include expectations of scholarship, teaching, and service, and are defined by the academic unit and approved by the relevant college Dean and Executive Committee of the Graduate Board. Graduate faculty are classed in six categories: full graduate faculty, associate graduate faculty, external graduate faculty, emeritus faculty, graduate instructors, and ex officio members. The category assigned determines the faculty member's ability to chair or co-chair a graduate committee, serve on a committee, or teach a graduate course.



In 2017–2018, UMaine awarded 375 master's degrees, 55 doctoral degrees, 67 post-bachelor's certificates, and 23 post-master's certificates. The most prevalent master's degrees were Social Work (10%), Special Education (8%), and Business Administration (8%). The most prevalent doctoral degrees were Biomedical Sciences (9%), Interdisciplinary Ph.D. (9%), Forest Resources (7%), and Marine Biology (7%). Following a decline between 2009 and 2014, degree-seeking graduate enrollment has increased 14% over the past five years.

Appraisal

UMaine has introduced multiple initiatives for broadening access to graduate education at UMaine, especially online. UMaineOnline includes 11 master's degrees, two doctoral degrees, and 15 post-bachelor's certificates. Enrollment in online-only graduate programs has increased 80% over the last two years (see also Standard Six). Much of the growth can be attributed to the introduction of the online M.B.A program and to increased enrollment in the Social Work and Special Education programs.

The UMaineOnline website provides current and prospective students information about online-only programs and requirements, student support services, and technological assistance. A second initiative for graduate education, Double Up, offers current undergraduates the opportunity to combine their bachelor's degree with one of 20 master's degree programs and earn both degrees with only one year, or, in a few cases, two years of additional coursework.

Implementation has begun for UMaineGOLD, a collaboration between the Graduate School and the Division of Lifelong Learning intended to make more high-quality online graduate programs available to diverse populations. Qualifying programs must meet established standards in 15 areas of excellence, including marketing, student advising and success, recruitment, admissions, course design and curriculum planning, and faculty development. Six online graduate programs were approved for UMaineGOLD development in 2017–2018, and 7 more programs have been approved in 2018–2019.

VI. Integrity in the award of academic credit

Policies on credits, degrees, and prior learning

Most undergraduate degrees awarded by UMaine and UMM require 120 credits and are designed to be completed in four years. A few, primarily in the College of Engineering, exceed 120 credits and are designed to be completed in four to five years, depending on summer- and winter-term courses. Graduate degrees require a minimum of 30 credits, with terminal degrees typically requiring at least 30 additional credits beyond the master's. UMaine's procedures align with NECHE's Policy on Credits and Degrees. The Division of Lifelong Learning posts information about the award of academic course credit for prior learning. UMaine and UMM do not offer competency-based degrees, and UMaine does not offer or accept credit for remedial coursework. UMM has phased out developmental courses over the past year. At UMM, new program proposals are developed by faculty and must be approved by the division, curriculum committee, PREC, faculty as a whole, and Head of Campus before being sent to the Board of Trustees. The Curriculum Change Flow Chart outlines the process. All UMM baccalaureate degrees require 120 credits, and all associate degrees require 60 credits.

The UMaine and UMM catalogs

Previous and current course offerings are published online in UMaine's undergraduate and graduate catalogs. At UMM they can be found in the undergraduate catalog. Via the catalogs and MaineStreet, several tools are available to help undergraduates form realistic four-year graduation plans and evaluate their progress toward degree completion. (In 2016, UMaine adopted a course scheduling software, Infoslem, in part to reduce course conflicts that could slow students' progress. Between fall 2016 and fall 2018, course

conflicts were reduced by 90%.) At UMM, faculty design academic programs to build knowledge from lower- to upper-level coursework. Prerequisites define foundational knowledge students are expected to master before taking upper-level courses. Certificate programs depend on the same for-credit courses that count toward UMM's degree programs.

Transfer activity

Both UMaine and UMM students may transfer courses from other accredited U.S. institutions through individual course-by-course review or institutional articulation agreements. UMaine accepts credit from international institutions, both for international students and for domestic students participating in study abroad programs. UMaine awards credit to students who have earned the International Baccalaureate diploma and scored 5, 6, or 7 on the higher level examinations. Transfer equivalency of courses that have already been evaluated is publicly posted; students may also request and receive review of courses not already evaluated. In all cases, review of the requested course by an appropriate UMaine faculty member or administrator ensures continued authority and oversight of credit awarded for transferred courses. This work is administered by the Office of International Programs. (For further information about transfer policy, see below under "Adherence to the federal definition of the credit hour.")

Evaluation of internships and field experiences

In internships and other off-campus experiences where a field supervisor contributes to the evaluation of student work, a faculty supervisor retains responsibility for final grading decisions. Per the AFUM/UMS collective bargaining agreement, full-time faculty members participate in the selection and review of part-time faculty, including those involved in Early College programs, again ensuring appropriate oversight. Evaluation feedback from classroom placements for students in Teacher Education is used by the Director of Field Experience in UMaine's College of Education and Human Development to shape the criteria governing, and the structure of, future placements.

Oversight of admission criteria

Admission criteria are established for individual colleges at UMaine and often for individual programs. Faculty involvement is central at the program level. Undergraduate advising and registration are managed in the colleges, with participation by professional staff members and administrators supplementing faculty contributions. Advising of graduate students is handled wholly in the units. (See Standard Five for additional information about admissions criteria)



Early College: programs and oversight

UMaine participates in several initiatives, including Bridge Year, Academ-e, and Aspirations. Enrollment in these programs at UMaine has grown dramatically over the past 10 years: In fall 2018, 246 students participated in one of UMaine's programs, which is 73% higher than the number who participated fall 2009. UMM has an Early College Program, enabling high school students to enroll in university classes. UMM's program is administered by a first-year student success coordinator who works closely with students and involves instructors, school counselors, and parents. Since 2009, 645 Early College students have enrolled in UMM courses. For both campuses, the Early College programs involve classes that are part of UMaine's and UMM's regular curriculum and are taught face-to-face or online, or via another form of distance delivery. A UMS report, which includes detailed information on fall 2016 participants in Early College programs, shows that the rate of subsequent enrollment at one of the UMS institutions for UMaine and UMM Early College participants was 34% and 46%, respectively.

Adherence to the federal definition of the credit hour

UMaine and UMM adhere to a credit hour definition consistent with the federal definition. The credit-hour policy is referenced in the UMaine Faculty Handbook, and the full-time faculty orientation includes a discussion of the credit-hour policy in the context of learning outcomes and student work expectations.

All new courses are reviewed by the UMM Curriculum Committee, which evaluates the appropriateness of the level and credits in light of the learning outcomes and workload. The Head of Campus and division chairs review course syllabi and work with instructors to ensure that course content and learning activities are appropriate for the credit awarded. UMM offers some short-course options, including a winter term and a May term. Shorter courses are typically intensive and may entail work that extends beyond class meeting dates. The Head of Campus has focused recent efforts to ensure compliance with the credit hour definition on these short courses.

New course proposals at UMaine initiate in individual units and move through college-level review. They are then reviewed and approved by the University Program Curriculum Committee (UPCC), with reference to the federal credit-hour standard to ensure that course credit hour designations reflect student academic engagement. Syllabi supplied as part of new course proposals must include appropriate student learning outcomes, and required academic policies and information. UPCC is chaired by the Senior Associate Provost for Academic Affairs, and comprises faculty, professional staff, and administrators. Faculty oversight is also provided through the Faculty Senate, which "represents the Faculty of the University of Maine in developing and overseeing policies affecting academic mission of the University of Maine." Collectively, these approval pathways ensure strong oversight of credit-bearing course creation.

Matriculated students may be awarded credit for prior learning for subjects comparable or equivalent to courses at UMaine and UMM. Requests for the award of credit for prior learning are completed by academic departments at their discretion. No more than 15 credits per student may be awarded for prior learning. In addition, students may be awarded credit through the College Level Examination Program (CLEP) and Advanced Placement (AP), among other means. Additionally, UMM has a process for evaluating experiences such as military training and other specialty credentials. Students who come to UMM with significant prior learning, often through work experiences or work-related training, may apply for credit for prior learning based on a portfolio assessment. In those cases, a faculty committee is formed to evaluate whether the student's portfolio demonstrates achievement of learning outcomes established for a particular course.

In terms of degree and graduation requirements, students of UMaine and UMM must earn a minimum of 30 undergraduate credits at the 300 level or higher to earn a bachelor's degree. This requirement ensures that substantial advanced coursework is completed,

regardless of transferred credit. Students who have completed 90 or more credits from UMaine may be permitted to finish their final 30 credits at another higher education institution under certain circumstances.

UMaine's transfer evaluation process is maintained by Student Records and complemented by UMS online transfer tools. All official evaluations of transfer credit are completed following the admission of transfer students to UMaine and are posted on a student's Transfer Credit Report. Transfer Credit Reports provide information on course equivalencies, including fulfillment of General Education requirements. Students may appeal a transfer equivalency decision by submitting a course description and syllabus for departmental review. Courses eligible for equivalence must be completed with grades of C- or better at regionally accredited institutions of higher education; English 101, which requires a grade of C or better, is the exception. Grades and grade point averages do not transfer. Credit is not awarded for institutionally based exams, including CLEP and placement exams, taken at other institutions. Individual exceptions to standard equivalencies may be made with department and college approval.

UMM also awards transfer credit for work done at foreign institutions based on evaluations by two credentialing agencies: World Educational Services, and the Centre for Educational Documentation. Policies for credit transfer are articulated on the university's website. Students can check for established course equivalencies on MaineStreet. To be accepted as equivalent to a UMM course, transfer courses are evaluated by the Associate Registrar and faculty in the appropriate subject area to ensure the same learning outcomes are met. UMM's residency requirement mandates at least 30 credits of coursework be completed at UMM for a baccalaureate degree. At least 15 credits must be completed at UMM for an associate degree, and at least 12 credits must be completed at UMM for a certificate. In all cases, at least one-fourth of a student's undergraduate program must be credit earned at UMM.

UMaine and UMM have both established transfer agreements with other UMS institutions, the Maine Community College System, and other institutions. Transfer credit policies and procedures are published online in the UMaine undergraduate catalog; further guidance is available on the Admissions website. Over the past five years, an average of 442 students have transferred annually to UMaine. All current articulation agreements for UMaine are listed on the UMaine Admissions webpage. Additionally, UMM maintains transfer agreements with several Maine community colleges. These agreements facilitate transfer of students completing certain community college programs into UMM programs in Business and Entrepreneurial Studies, Education, Environmental Recreation and Tourism Management, and Marine Biology.

While UMM's articulation agreements are not published online, information about them can be found in the electronic workroom. Because UMS is a member of the National Council for State Authorization Reciprocity Agreements, UMM and UMaine are authorized to offer distance courses and degrees in all other states except California. However, most UMM distance students reside in Washington County, Maine.

UMaine and UMM offer distance courses online and via interactive television (ITV) or compressed video (CV). University College, the UMS support center for distance education, provides training and technical support for instructors, and a variety of support services for students. UMaine's Center for Innovative Teaching and Learning also supports training and instructional design services for UMM faculty (see also Standard Six). At UMM, a Distance Education Technician provides additional support for distance students and instructors. Distance students have access to a similar range of services (academic advising, library resources, financial aid, writing help) as campus-based students.

UMM's distance courses and online programs have the same system of oversight as campus-based programs. A secure login protects student privacy and establishes that the



student who registers for the course is the same student who engages in the course and receives academic credit. UMS Information Technology Services is responsible for ID management and requires passwords to be changed at least every six months. Students must use a UMS username and password to access online courses. Similarly, UMaine follows an established procedure for verifying the identity of students taking online courses.

Academic integrity

The assurance of academic integrity of UMaine graduate courses and programs (degrees and certificates) lies with the academic units and the Graduate School. The academic unit graduate faculty are overseen by the Graduate Board, and the Vice President for Research and Dean of the Graduate School. Graduate School operations are described in the Graduate School Policies and Regulations. Readmission procedures are also explained in this document. Requirements for graduate degrees are published in the graduate catalog. Transfer courses are limited to 6 credits for master's students and 30 credits beyond the bachelor's degree for doctoral students, and may not constitute more than 50% of the UMaine degree. Transfer courses must originate at an accredited institution, and be approved by the academic unit and the Graduate School. In the case of transfer from an international institution, the Office of International Programs may provide administrative assistance.

Conditions for good standing, probation, suspension, and readmission are clearly explained in the Admission and Academic Standing sections of the undergraduate catalog for both universities. At UMaine, the Faculty Senate determines academic retention standards, applied by the Academic Standing Committee. The Senior Associate Provost chairs that committee. The criteria are the same for all programs and colleges, and are published in the undergraduate catalog and the Student Handbook, as noted above. The associate deans of the academic colleges recommend academic actions to the Academic Standing Committee based on a student's grade point average, previous academic history, and any extenuating circumstances. The committee either approves the action or, infrequently, modifies the recommended action.

Deans or program directors notify students of academic action by letter and/or email. Students have the right to appeal to the Senior Associate Provost if new information is available or based on an error in process. Undergraduate degree requirements for UMaine and UMM programs are published in the campuses' respective catalogs. For each major, minor, or certificate, the coursework, grades, and residency requirements are stipulated and General Education requirements are described. Students can monitor their progress toward graduation through the degree progress report. Completion is ensured through a multistage verification process in which the department, college, and OSR confirm that the requirements have been fulfilled before any undergraduate degree is posted. For graduate degrees and certificates, completion is confirmed (certified) by the department and the Graduate School.

The assignment of grades is solely the purview of the instructor of record, though others (teaching assistants, primarily) may contribute to evaluation. Faculty enter their own course grades in MaineStreet.

The faculty and administration work together to ensure academic integrity. Existing deterrents include sanctions as described in the Student Conduct Code on the Student Life website. UMaine requires that the university's cheating/plagiarism statement appear on all syllabi. These academic integrity statements are also included in all UMM syllabi. To deter cheating and plagiarism, many faculty members check written assignments with computerized originality checking systems (e.g. SafeAssign in Blackboard) and use exam question randomization, timed questions, browser lockdowns, web conferencing and screen sharing during exams, official university testing centers (available at UMS campuses), and other methods. Disciplinary action, up to and including dismissal from UMaine or UMM, may be taken when students are found responsible for academic misconduct.



UMaine's academic dishonesty policy, which is part of the Student Code of Conduct, is implemented by faculty in collaboration with the Office of Community Standards, Rights, and Responsibilities. With representation from each UMS campus, work began on a unified Academic Integrity Policy in fall 2018.

Starting in 2014, graduate students completing a thesis or participating in sponsored research have been required to complete a 1-credit course, INT 601 Responsible Conduct of Research. UMaine is also hoping to develop a positive deterrent by expanding the dissemination of materials and programs from their partnership with Academic Integrity Seminar.

At UMM, the university administration and faculty collaborate to ensure the academic integrity of credit awarded. The academic integrity policy is available on the UMM website and is referenced on all course syllabi. The policy defines types of academic dishonesty and describes measures that may be taken by faculty, the Head of Campus, and the Student Conduct Officer in cases of integrity violations. Instructors have flexibility in determining appropriate penalties for integrity violations, but all suspected cases must be reported to Head of Campus. In the case of multiple infractions by a student, the Head of Campus passes the information to the Student Conduct Committee for appropriate action. The student has the right to appeal any academic decision, including those arising from the academic integrity policy, through the established academic appeals process.

All degree requirements, program learning outcomes, transfer equivalencies, course offerings, and academic policies are readily available to students and the general public on the university website. UMaine and UMM have well-established systems for maintaining student records; evaluating credit for learning outside of college courses; providing ample support for distance education; and evaluating courses, programs, and faculty. UMaine and UMM follow all administrative guidelines for records retention and data security established by UMS.

Appraisal

Ensuring academic quality for all students in all course modalities

Online degree programs are subject to the same annual assessment and periodic program review as an on-campus program. These include the online Bachelor of University Studies, which is offered through DLL primarily for nontraditional students returning to college. Online students are able to access essential services such as advising and online writing tutoring through UMaine. Topics commonly addressed by distance advisors include: course registration, using the "start-up guide" that describes resources for online courses, readmission after suspension or voluntarily stopping out, enrollment at UMaine's Hutchinson Center, transfer and course equivalency, and Early College opportunities for high school students. Many on-campus students at UMaine also choose to take courses online and may work with a distance advisor at DLL. Such distance advising serves important purposes for both recruitment and retention for the university as a whole.

Sufficient opportunity for faculty contact is expected in all courses, regardless of delivery method. The University of Maine Faculty Handbook calls for all faculty to schedule regular availability, and make known when and how students can contact them. The handbook states that for online courses, faculty should set up chat rooms, Zoom, Skype sessions, or email arrangements, and, when possible, supplement with face-to-face office hours if there are students who desire such meetings and can attend. UPCC reviews syllabi for proposed new courses to ensure this information is present.

UPCC provides guidelines departments and colleges follow when modifying and/or proposing new programs or courses. However, direct oversight by UPCC ends once a new course is approved, and departments (and colleges) oversee individual assessment of programs and courses. Future processes for curriculum development and review should



incorporate a system of ongoing review for approved courses, including alignment to program and/or General Education outcomes.

All academic programs at UMM, except the Bachelor of College Studies degree, have set objectives for student learning. Annual assessment of student learning at the program level has been implemented. UMM has a robust system of oversight and regular review of most academic majors. The Bachelor of College Studies is completing a review in 2018. All degree programs meet standard expectations of 120 credits for baccalaureate degrees and 60 credits for associate degrees, and have a residency requirement. As described above, the review process includes a self-study by program faculty involving significant input from students and alumni, input from peer faculty at other institutions, and sometimes feedback from industry practitioners. The process is designed to ensure that degrees awarded reflect regional and industry needs, and appropriate content and levels of student learning.

Graduation requirements for each UMM program are clearly stated in the undergraduate catalog and on the UMM website. The MaineStreet degree audit process evaluates degree progress, and identifies completed and missing requirements for each student. The Associate Registrar maintains academic records and verifies that students filing for graduation have completed all degree requirements. The Associate Registrar and the Head of Campus work with faculty and division chairs to ensure adherence to academic policies. The Academic Affairs Committee works with the Associate Registrar and the Head of Campus to routinely review and update academic policies and procedures.

New courses must be approved by the division faculty, the curriculum committee, the faculty as a whole, and the Vice President of Academic Affairs. The Curriculum Change Flow Chart outlines the process. Every instructor is expected to design course syllabi following a Course Syllabus Outline created by the Vice President for Academic Affairs. All syllabi must summarize course content, list learning outcomes, describe learning activities and assignments, and state time expectations consistent with the university's definition of a credit hour.

Program faculty and division chairs work carefully to ensure required and elective courses are offered frequently enough for students to earn a baccalaureate degree within four years and an associate degree within two years. Full course listings are available to the public through the Associate Registrar's office, where record of the frequency of course offerings is maintained.

UMM adopts a holistic review process for applications for admission and lists criteria for judging applications. UMM views retention as a multifaceted concept, including student life, campus activities, and student support, but also has clear standards of academic performance and consequences for not meeting them (see Suspension Policy). Certain academic programs have academic performance requirements beyond the standard university requirements. For example, the Education program requires maintaining a GPA of 2.5 in certain courses and passing the Educational Testing Service's Praxis I and II exams. Faculty mentors and the Academic Advising Coordinator are available to help guide students toward degree completion. The Academic Advising Coordinator works closely with students on probation and those who receive academic warnings. Students who are suspended or who choose to leave the university can apply for readmission and will be considered by the admissions team (and by the Head of Campus in the case that the student was suspended).

Status of UMaine remote instructional locations

In January 2014, the Commission asked UMaine to ensure that faculty assigned to teach at off-site instructional locations where the CAS and M.Ed. in Educational Leadership are offered be appropriately qualified to do so. The College of Education and Human Development has provided ample evidence confirming that faculty at those locations have been well credentialed. Courses have not been offered at these locations since 2016.



In the same 2014 letter, the Commission asked us to ensure that we provided appropriate financial support for our Brunswick instructional location. Due to low enrollment, that location was closed the following year.

Update on UMM Eagle Hill partnership

In December 2018, the Commission asked us to provide an update on UMM's contractual arrangement with the Eagle Hill Institute, with particular emphasis on success in achieving the financial goals of the program. In spring 2019, UMM's leadership — the Head of Campus, the division chair of the academic unit partnering with the Institute, and faculty — expect to work with Eagle Hill on a mutually satisfactory plan for fulfilling those goals.

Projection

UMaine's comprehensive review of General Education categories (2018–2022)

UMaine will comprehensively assess the General Education program over the next four years. The proposed approach uses the AAC&U value rubrics in an annual scoring session to ensure a more consistent framework through which to view student achievement. Specifically, a) faculty will collect work that reflects the General Education area being measured; b) this work will be uploaded into an online database for scoring; c) annually or biannually, faculty with familiarity in particular General Education areas will score student work; d) scores will be summarized by the Office of Institutional Research and Assessment and reported to individual faculty, the Faculty Senate, and Academic Affairs. The anticipated timeline is:

- Spring 2018: Western cultural tradition (pilot)
- Spring 2019: Social contexts and institutions
- Spring 2019: Artistic and creative expression
- Spring 2019: Ethics
- Fall 2019: Population and the environment
- Spring 2020: Quantitative literacy
- Fall 2020: Writing
- Spring 2021: Cultural diversity and international perspectives
- Fall 2021: Science

The cycle repeats in spring 2022.

The assessment method is as follows: 20 course sections from a stratified random sample



from the Registrar's list of course sections that include the targeted General Education area will be identified. To qualify, courses must have at least 10 students enrolled. The final selection of courses will include 10 lower-division and 10 upper-division sections, with 10 students' work randomly selected from each section and de-identified. Participation in the General Education assessment is expected of all units from which a course is randomly selected. Faculty involved in scoring student work will be prepared through workshops/webinars to participate in scoring sessions held in May. Course- and student-level results will be reported to individual faculty members. Aggregate results by General Education category will be reported through the Faculty Senate and Office of Institutional Research and Assessment websites. (See also Standard Eight.)

Updating and publishing learning goals and program requirements

UMaine and UMM are working to publish learning goals and requirements for each program. While many programs possess learning goals and requirements that drive the curriculum, in some cases they are not made public. Other programs that have undergone staffing and curriculum changes have been slow to update changes in learning goals. Programs will continue to be encouraged to publish explicit student learning outcomes on program websites.

Examining first-year curricula in undergraduate degree programs

Within the scope of the First-Year Student Success Initiative, the Provost has charged the deans of the degree-granting colleges with examining first-year curricula for each major and recommending changes necessary to improve first-year success. Further, working groups are examining such areas as summer programming, living-learning communities, and placement exams to improve the academic experience for first-year students. These initiatives will result in action plans for improving the academic experience for UMaine undergraduates (see also Standard Two).



Standard Four: University of Maine

Standard 4.1: The Academic Program								
(Summary - Degree-Seeking Enrollment and Degrees)								
Fall Enrollment* by location and modality, as of Census Date								
Fall 2018								
Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT		8,120	581			0	234	8,935
Main Campus PT		650	197			15	196	1,058
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT*								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT		6	164					170
Distance education PT		85	182					267
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	8,861	1,124	0	15	0	430	10,430
Total FTE		8,463.32	762.11		5.33		208.11	9,438.87
Enter FTE definition:		Total credits/15	Total credits/9		Total credits/9		Total credits/9	
Degrees Awarded, Most Recent		1,760	375				55	2,190
Notes:								
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.								
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."								
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.								
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.								
Please enter any explanatory notes in the box below								
- Data for Machias as a "Branch Campus" is located on the UMM Data First Form								
- Distance: Students taking only online courses.								

Standard Four: University of Maine

Standard 4.2: The Academic Program						
(Summary - Non-degree seeking Enrollment and Awards)						
Fall Enrollment* by location and modality, as of Census Date Fall 2018						
Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	8	15	26	49	8,935	8,984
Main Campus PT	21	822	1	844	1,058	1,902
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT*				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT		8		8	170	178
Distance education PT		73		73	267	340
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	29	918	27	974	10,430	11,404
Total FTE	13.33	273.92	23.57	311	9,438.87	9,749.69
	Total credits/15	Total credits/9		Total credits/9		Total credits/9
Enter FTE definition:						
Certificates Awarded, Most	23					
Notes:						
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.						
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."						
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.						
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.						
Please enter any explanatory notes in the box below						
* Data for the branch campus at Machias is captured in the UMM Data First Form.						

Standard Four: University of Maine

Standard 4.3: The Academic Program						
(Headcount by UNDERGRADUATE Major)						
	Number	3 Years	2 Years	1 Year	Current	Next Year
	of	Prior	Prior	Prior	Year	Forward (goal)
	credits*	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)
Baccalaureate (add more rows as needed)						
Maine Business School						
Accounting	120	154	170	136	130	131
Business Administration	N/A	128	143	173	236	237
Finance	120	201	239	238	240	241
Management	120	306	336	370	375	377
Marketing	120	234	288	292	266	268
Pre-Business	N/A	55	48	101	101	102
Undeclared	N/A	-	1	-	-	-
Division of Lifelong Learning						
Bachelor of University Studies	120	42	49	50	59	59
Education & Human Development						
Athletic Training	125	57	52	80	67	67
Child Development/Family Relations	120	179	185	176	166	167
Elementary Education	120	202	198	201	192	193
Kinesiology & Physical Education	120	254	268	248	244	245
Secondary Education	120	155	133	135	119	120
Undeclared	N/A	13	5	9	30	30
Engineering						
Biomedical Engineering	130	133	122	117	125	126
Chemical Engineering	130	210	198	185	185	186
Civil Engineering	129	290	259	272	281	283
Computer Engineering	124	106	101	102	99	100
Electrical Engineering	124	101	110	131	127	128
Engineering Physics	122	38	41	39	37	37
Mechanical Engineering	130	439	408	388	422	425
Undeclared	N/A	47	94	67	52	52
Engineering Technology (School of)						
Construction Mgmt Technology	120	140	142	152	152	153
Electrical Eng. Technology	120	98	95	97	78	78
Mechanical Eng. Technology	128	213	200	170	169	170
Surveying Eng. Technology	126	44	48	69	91	92
Undeclared	N/A	-	-	-	4	4
Liberal Arts & Sciences						
Anthropology	120	73	66	64	69	69
Art Education	125	34	36	38	35	35
Art History	120	9	11	7	7	7
Bachelor of University Studies - LAS	120	4	9	8	9	9
Chemistry	120	60	60	60	59	59
Communication	120	112	113	111	105	106
Computer Science	120	193	182	191	185	186
English	120	137	118	117	127	128
French	120	16	16	14	10	10
German	120	-	-	-	-	-
History	120	76	77	75	86	87
Human Dimensions of Climate Change	120	2	4	6	11	11
International Affairs	120	93	86	74	72	72
Journalism	120	76	82	65	61	61
Latin	120	-	-	-	-	-
Media Studies	120	44	53	52	43	43
Mathematics	120	57	58	56	68	68
Music	120	11	13	16	21	21
Music Education	130	73	66	66	63	63
Music Performance	120	23	21	22	18	18
New Media	120	98	109	126	117	118

continued next page

Standard Four: University of Maine

Standard 4.3: The Academic Program (Headcount by UNDERGRADUATE Major)						
	Number	3 Years	2 Years	1 Year	Current	Next Year
	of	Prior	Prior	Prior	Year	Forward (goal)
For Fall Term, as of Census Date	credits*	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)
Baccalaureate (add more rows as needed)						
Philosophy	120	29	35	30	25	25
Physics	120	40	43	45	57	57
Political Science	120	139	155	186	202	203
Psychology	120	456	458	426	399	401
Romance Languages	120	1	3	4	1	1
Sociology	120	69	64	70	91	92
Spanish	120	12	21	21	15	15
Studio Art	120	62	80	73	76	76
Theatre	120	26	36	31	32	32
Undeclared	120	157	214	169	116	117
Women's, Gender, & Sexuality Studies	120	12	14	22	24	24
Pre-Business Foundations	120	32	14	-	-	-
Pre-Engineering Explorations	120	73	138	181	131	132
Undeclared Explorations	120	213	174	319	337	339
Undeclared Foundations	120	181	123	-	-	-
Natural Sciences, Forestry, & Agriculture						
Animal & Vet Sciences	120	173	165	179	180	181
Biochemistry	120	75	81	88	87	88
Biology	120	352	315	290	314	316
Botany	120	11	13	15	15	15
Communication Sci. and Disorders	120	109	119	127	109	110
Earth Sciences	120	37	36	42	39	39
Economics	120	83	88	86	100	101
Ecology & Environmental Sciences	120	118	131	147	172	173
Environmental Horticulture	120	32	32	32	39	39
Forest Ecosystem Science	120	-	-	-	-	-
Forest Oper, Bioproducts, & Bioenergy	120	14	10	11	5	5
Financial Economics	120	19	25	33	54	54
Food Science & Human Nutrition	120	184	148	132	113	114
Forest Operations Science	120	-	-	-	-	-
Forestry	120	77	98	100	93	94
International Affairs (Economics)	120	1	3	5	8	8
Marine Science	120	232	252	242	264	266
Medical Laboratory Sciences	120	33	34	34	36	36
Microbiology	120	45	50	53	46	46
Molecular & Cellular Biology	120	32	33	34	30	30
Nursing	121	393	387	424	408	410
Parks, Recreation & Tourism	120	42	56	53	56	56
Social Work	120	146	137	121	139	140
Sustainable Agriculture	120	37	33	30	26	26
Undeclared	120	27	27	19	24	24
Wildlife Ecology	121	182	180	176	186	187
Zoology	120	117	139	125	115	116
Onward		24	-	-	-	
NonDegree Programs						
Academic	N/A	118	121	125	171	171
Aspiration Incentive Program	N/A	20	20	17	51	51
Bridge Year Program	N/A	97	90	6	19	19
Intensive English Institute	N/A	28	42	21	10	10
Non-Degree Undergraduate	N/A	253	267	247	227	227
Pathways-Business	N/A	13	-	-	-	-
Pathways-Engineering	N/A	20	-	-	-	-
Visiting Students	N/A	72	27	31	27	27
Total duplicated majors		9,748	9,844	9,788	9,882	9,939
Total Undergraduate (Unduplicated)		9,297	9,323	9,279	9,365	9,419
* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)						
Please enter any explanatory notes in the box below						
Students with multiple majors are counted in each.						

Standard Four: University of Maine

Standard 4.4: The Academic Program (Headcount by GRADUATE Major)						
For Fall Term, as of Census Date	Number	3 Years	2 Years	1 Year	Current	Next Year
	of	Prior	Prior	Prior	Year	Forward (goal)
	credits*	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)
Master's						
Maine Business School						
Master of Business Administration	at least 30	45	61	67	82	155
Education & Human Development						
Counselor Education	at least 30	29	16	4	0	0
Secondary Ed (Curr. Assmt and Instr.)	at least 30	14	13	20	23	23
Elem Ed (Curr. Assmt and Instr.)	at least 30	28	25	22	27	27
Educational Leadership	at least 30	24	45	37	38	39
Secondary Education	at least 30	0	0	0	6	6
Instructional Technology	at least 30	15	15	28	39	40
Individualized Program	at least 30	2	1	3	6	6
Science Education	at least 30	2	0	0	0	0
Social Studies Education	at least 30	1	1	1	0	0
Student Development In Higher Education	at least 30	29	25	26	34	34
Human Development	at least 30	8	7	10	13	13
Kinesiology & Physical Education	at least 30	17	14	11	11	11
Literacy Education	at least 30	29	50	47	62	63
Special Education	at least 30	38	69	72	97	98
Engineering						
Biological Engineering	at least 30	7	7	4	10	10
Computer Engineering	at least 30	7	6	6	5	5
Chemical Engineering	at least 30	7	11	10	6	6
Civil Engineering	at least 30	28	22	30	24	24
Electrical Engineering	at least 30	13	10	8	5	5
Engineering Physics	at least 30	2	2	4	3	3
Mechanical Engineering	at least 30	12	19	23	26	26
Professional Science Master's - Engineering & Business	at least 30	21	22	24	17	17
Liberal Arts & Sciences						
Anthropology & Environmental Policy	at least 30	-	-	1	2	2
Chemistry	at least 30	1	3	2	4	4
Communication	at least 30	11	11	9	11	11
Computer Science	at least 30	4	3	3	1	1
English	at least 30	29	31	27	23	23
French	at least 30	4	3	4	4	4
Global Policy	at least 30	26	32	20	16	16
History	at least 30	8	7	13	12	12
Information Systems	at least 30	12	16	10	4	4
Mathematics	at least 30	13	10	12	11	11
Music Education	at least 30	3	3	2	2	2
Music Performance	at least 30	7	7	5	5	5
Physics	at least 30	6	6	3	2	2
Psychology	at least 30	5	5	3	4	4
Spatial Information Science & Engineering	at least 30	9	7	4	4	4
Spanish	at least 30	5	0	2	4	4
Natural Sciences, Forestry, & Agriculture						
Animal Sciences	at least 30	2	3	5	4	4
Aquaculture & Aquatic Resources	at least 30	-	-	-	1	1
Biochemistry	at least 30	5	6	4	8	8
Botany and Plant Pathology	at least 30	3	0	4	4	4
Communication Science and Disorders	at least 30	33	32	32	31	31
Economics	at least 30	18	9	14	16	16
Entomology	at least 30	2	3	5	4	4
Earth Sciences	at least 30	13	17	20	21	21
Financial Economics	at least 30	1	1	3	4	4
Forest Resources	at least 30	21	21	15	18	18
Food Science & Human Nutrition	at least 30	31	34	34	34	34
Forestry	at least 30	8	4	5	14	14
Horticulture	at least 30	1	1	1	0	0
Marine Biology	at least 30	21	23	16	19	19
Marine Policy	at least 30	9	11	9	9	9
Marine Bio Resources	at least 30	2	2	0	0	0
Microbiology	at least 30	4	3	5	5	5
Nursing	at least 30	14	22	36	41	42
Oceanography	at least 30	7	10	4	5	5
Plant, Soil, & Environ. Science	at least 30	5	7	7	7	7
Professional Science - Marine Sciences	at least 30	0	1	1	3	3
Resource Economics & Policy	at least 30	7	12	6	5	5
Social Work	at least 30	114	113	123	127	129
Wildlife Conservation	at least 30	3	2	3	1	1
Wildlife Ecology	at least 30	10	8	6	11	11
Zoology	at least 30	5	7	6	6	6
Other						
Intermedia	at least 30	25	22	32	25	25
Interdisciplinary Studies (MA)	at least 30	12	16	16	20	23
Multidisciplinary Programs						
Ecology & Environmental Sciences	at least 30	16	18	21	20	20
Master of Science in Teaching	at least 30	29	23	23	20	20
Professional Science - Bioinformatics	at least 30	1	3	4	8	8
Quaternary & Climate Studies	at least 30	9	12	9	11	11
Total (Duplicated)		952	1,031	1,046	1,145	1,228

Standard Four: University of Maine

Standard 4.4: The Academic Program (Headcount by GRADUATE Major)						
For Fall Term, as of Census Date						
	Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2018)	Next Year Forward (goal) (Fall 2019)
Doctorate						
Education & Human Development						
Educational Leadership	Varies**	6	4	3	13	13
Education PhD		37	49	45	51	52
Individualized Program		1	1	1	1	1
Higher Educational Leadership		2	2	1	1	1
Literacy Education		2	1	0	0	0
Engineering						
Chemical Engineering		8	8	7	8	8
Civil Engineering		17	16	15	16	16
Electrical and Computer Engineering		9	6	4	3	3
Mechanical Engineering		16	15	16	18	18
Liberal Arts & Sciences						
Anthropology & Environmental Policy		8	8	8	9	9
Chemistry		22	31	36	34	34
Communication		6	7	6	7	7
Computer Science		5	5	4	6	6
History		35	29	27	29	29
Physics		28	27	20	21	21
Psychology		27	20	23	23	23
Spatial Information Sci. & Engineering		12	11	10	7	7
Natural Sciences, Forestry, & Agriculture						
Aquaculture & Aquatic Resources		0	1	2	1	1
Biochemistry & Molecular Biology		9	9	7	5	5
Biological Sciences		5	3	2	3	3
Earth Sciences		14	19	18	18	18
Food & Nutrition Sciences		10	10	12	10	10
Forest Resources		15	19	19	17	17
Marine Biology		15	15	13	13	13
Marine Bio Resources		3	2	2	1	1
Microbiology		4	4	7	7	7
Oceanography		8	6	10	8	8
Plant Science		3	2	2	2	2
Wildlife Ecology		11	10	10	7	7
Zoology		0	1	1	1	1
Multidisciplinary Programs						
Biomedical Engineering		5	5	7	7	7
Biomedical Sciences		36	35	38	37	38
Ecology & Environmental Sciences		32	33	44	45	46
Interdisciplinary Studies (PhD)		27	20	22	19	19
Total (Duplicated)		438	434	442	448	451
Post Baccalaureate						
Maine Business School						
Business Administration	15	9	19	19	15	15
Education & Human Development						
Autism Spectrum Disorders	12	6	8	7	11	11
Classroom Technology Integrationist	12	8	10	11	11	11
Early Childhood Teacher	12	5	3	1	6	6
English as a Second Language	15	0	4	0	0	0
Educational Technology Coordinator	9	1	1	0	0	0
Instructional Design	12	0	2	6	8	8
Response to Intervention for Behavior	9	6	8	11	8	8
Engineering						
Aerospace Engineering	12	0	0	0	2	2
Surveying Engineering	12				1	1
Liberal Arts & Sciences						
Digital Curation	12	20	9	8	7	7
Geographic Information Systems	15	3	5	4	6	6
Information Systems	15	0	1	0	0	0
Natural Sciences, Forestry, & Agriculture						
Food Science & Human Nutrition	2	0	0	0	0	0
Gerontology (Interprofessional)	9	4	1	4	8	8
Interdisciplinary Climate Studies	9	0	1	2	4	4
Nursing Education Certificate	10	1	5	0	0	0
Other						
Interdisciplinary Disability Studies	9	1	3	7	7	7
Innovation Engineering Certificate	9	0	1	4	6	6
Total (Duplicated)		66	81	84	100	100

continued next page

Standard Four: University of Maine

Standard 4.4: The Academic Program (Headcount by GRADUATE Major)						
For Fall Term, as of Census Date						
	Number	3 Years	2 Years	1 Year	Current	Next Year
	of	Prior	Prior	Prior	Year	Forward (goal)
	credits*	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)
Doctorate						
Post Master's						
Education & Human Development						
Counselor Education	at least 30	3	4	3	0	0
Secondary Ed (Curr Assmt and Instr.)	at least 30	0	2	3	2	2
Elem Ed (Curr, Assmt and Instr.)	at least 30	1	1	2	2	2
Educational Leadership	at least 30	24	21	9	6	6
Individualized Program	at least 30	2	5	1	4	4
Instructional Technology	at least 30	0	0	0	2	2
Literacy Education	at least 30	7	12	16	10	10
Special Education	at least 30	4	6	3	4	4
Natural Sciences, Forestry, & Agriculture						
Nursing	at least 30	1	2	0	0	0
Total (Duplicated)		42	53	37	30	30

Standard 4.4: The Academic Program (Headcount by GRADUATE Major)						
For Fall Term, as of Census Date						
	Number	3 Years	2 Years	1 Year	Current	Next Year
	of	Prior	Prior	Prior	Year	Forward (goal)
	credits*	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)
Non-Degree						
Division of Life Long Learning Pathways	N/A	3	0	0	0	0
Education Non-Degree	N/A	111	263	341	322	322
Bridge-Year Graduate	N/A	6	1	0	0	0
Visiting	N/A	0	0	2	1	1
Non-Degree	N/A	41	68	48	43	43
Total		161	332	391	366	366
Total Duplicated Majors			1,659	1,931	2,000	2,088
Total graduate (Unduplicated)			1,625	1,896	1,961	2,039
* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)						
Please enter any explanatory notes in the box below						
<p>** In many STEM disciplines, the course work required for the master's degree is identical to that required for the Ph.D. degree, with the primary difference being the depth and scope of the dissertation and the time required to successfully complete it. Many non-STEM doctoral programs require additional course work beyond the master's degree in addition to the dissertation. The average number of credit hours to complete a dissertation at the University of Maine falls between 45 and 60 credits including transfer credit from the master's degree.</p> <p>- Students enrolled in multiple programs are counted in each.</p>						

Standard Four: University of Maine

Standard 4.5: The Academic Program					
(Credit Hours Generated and Information Literacy)					
Credit Hours Generated By Department or Comparable Academic Unit					
	3 Years	2 Years	1 Year	Current	Next Year
	Prior	Prior	Prior	Year	Forward (goal)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)*	(FY 2020)
Undergraduate (add more rows as needed)					
College of Education & Human Development					
School of Ed Leadership, Higher Education, & Human Development	6,930	6,883	6,701	6,074	6,163
School of Kinesiology, Physical Education, & Athletic Training	5,642	4,745	4,306	4,356	4,419
School of Learning & Teaching	4,820	5,826	5,551	5,627	5,709
EHD Other	868	848	639	562	571
Total	18,259	18,302	17,197	16,618	16,862
College of Engineering					
Chemical & Biological Engineering	3,716	3,339	3,215	3,270	3,318
Civil & Environmental Engineering	4,617	4,470	4,386	4,170	4,232
Electrical & Computer Engineering	3,528	3,580	3,747	3,692	3,746
Mechanical Engineering	7,871	7,515	6,950	7,562	7,673
School of Engineering Technology	8,250	8,177	8,205	8,174	8,294
Brunswick Engineering Program	--	--	--	--	--
Total	27,982	27,081	26,503	26,868	27,262
College of Liberal Arts & Sciences					
Anthropology	6,446	6,627	7,114	6,379	6,472
Art	4,104	4,236	4,225	4,184	4,246
Chemistry	7,999	7,822	7,832	7,984	8,101
Communication & Journalism	6,764	6,798	7,126	7,463	7,572
English	13,170	13,204	13,208	13,303	13,498
Explorations & Foundations	835	729	625	557	565
History	4,758	4,734	4,443	4,583	4,650
Mathematics & Statistics	22,033	22,449	22,935	22,606	22,937
Modern Languages & Classics	3,107	2,913	3,062	3,046	3,091
New Media	1,333	1,781	2,084	1,993	2,022
Philosophy	2,622	2,853	2,784	2,835	2,877
Physics & Astronomy	9,475	9,672	9,995	10,301	10,452
Political Science	5,008	5,739	6,072	6,926	7,028
Psychology	11,143	11,183	11,287	10,598	10,754
School of Computing & Information Science	4,223	4,101	3,782	3,634	3,687
Music	5,457	5,323	5,747	5,315	5,393
Theatre	1,564	1,666	1,557	1,489	1,511
Sociology	2,979	2,775	3,303	4,189	4,251
Women's, Gender, & Sexuality Studies	1,848	1,911	1,820	2,026	2,055
LAS Other	2,402	2,838	2,684	2,725	2,765
Total	117,270	119,354	121,684	122,137	123,928
Maine Business School					
MBS College Total	16,773	18,564	19,664	19,098	19,378
College of Natural Sciences, Forestry & Agriculture					
Communication Sciences & Disorders	1,436	1,530	1,473	1,191	1,208
Molecular & Biomedical Sciences	5,270	5,277	5,329	4,957	5,030
School of Biology & Ecology	11,212	12,050	12,163	12,886	13,075
School of Earth & Climate Sciences	4,095	4,447	4,499	4,472	4,538
School of Economics	7,670	8,633	9,269	10,072	10,219
School of Food & Agriculture	8,302	8,183	7,820	7,130	7,234
School of Forest Resources	4,599	4,559	4,748	4,290	4,353
School of Marine Sciences	3,484	4,032	4,049	4,038	4,097
School of Nursing	6,401	5,983	6,061	5,987	6,074
School of Social Work	2,144	1,809	2,076	2,351	2,386
Wildlife, Fisheries, & Conservation Biology	1,874	2,052	2,248	2,192	2,224
Total	56,486	58,553	59,734	59,565	58,215
Honors College					
Honors College Total	5,320	4,752	4,753	4,967	5,040
Other Programs					
Innovation Engineering	459	486	803	716	727
Intermedia Program	21	36	48	48	49
International Study Center	273	-	-	-	-
Onward Program	-	-	-	-	-
ROTC, Army	352	349	411	484	491
ROTC, Navy	117	108	142	121	123
University Studies	188	223	174	208	211
Other	267	255	270	239	243
Total	1,677	1,457	1,848	1,817	1,844
Division of Lifelong Learning Summer					
Total	10,495	10,037	9,634	9,453	9,645
Total Undergraduate	254,262	258,098	261,017	260,523	262,173

Standard Four: University of Maine

Standard 4.5: The Academic Program					
(Credit Hours Generated and Information Literacy)					
Credit Hours Generated By Department or Comparable Academic Unit					
	3 Years	2 Years	1 Year	Current	Next Year
	Prior	Prior	Prior	Year	Forward (goal)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)*	(FY 2020)
Graduate (add more rows as needed)					
College of Education & Human Development					
School of Ed Leadership, Higher Education, & Human Development	1,185	1,009	995	1,264	1,282
School of Kinesiology, Physical Education, & Athletic Training	620	442	153	105	107
School of Learning & Teaching	3,851	2,598	3,841	4,385	4,445
EHD Other	18	51	61	15	15
Total	5,674	4,100	5,050	5,770	5,849
College of Engineering					
Chemical & Biological Engineering	263	281	349	213	216
Civil & Environmental Engineering	432	397	341	404	410
Electrical & Computer Engineering	248	336	283	227	230
Mechanical Engineering	236	229	308	322	327
School of Engineering Technology	75	54	79	67	68
Brunswick Engineering Program	0	--	--	--	--
Total	1,254	1,297	1,360	1,232	1,249
College of Liberal Arts & Sciences					
Anthropology	158	157	194	215	218
Art	33	42	22	13	13
Chemistry	219	344	402	337	342
Communication & Journalism	258	240	279	302	307
English	334	336	324	236	239
History	321	290	249	244	247
Mathematics & Statistics	312	271	189	251	254
Modern Languages & Classics	109	82	65	56	57
New Media	165	135	48	80	81
Philosophy	3	27	6	12	12
Physics & Astronomy	409	495	416	365	370
Political Science	18	12	21	42	43
Psychology	346	406	398	383	388
School of Computing & Information Science	538	651	821	644	652
Music	121	127	128	97	98
Theatre	0	3	0	0	0
Sociology	15	12	0	15	15
Women's, Gender, & Sexuality Studies	45	37	33	21	21
LAS Other	216	396	405	273	276
Total	3,620	4,063	4,000	3,584	3,633
Maine Business School					
MBS College Total	553	739	818	984	1,846
College of Natural Sciences, Forestry & Agriculture					
Communication Sciences & Disorders	646	709	705	610	618
Molecular & Biomedical Sciences	341	262	153	259	262
School of Biology & Ecology	577	495	490	762	773
School of Earth & Climate Sciences	287	272	477	463	469
School of Economics	343	333	327	285	289
School of Food & Agriculture	672	754	761	801	812
School of Forest Resources	478	520	499	505	512
School of Marine Sciences	548	610	721	682	692
School of Nursing	320	265	362	538	545
School of Social Work	2,182	2,052	2,033	2,326	2,357
Wildlife, Fisheries, & Conservation Biology	196	156	110	131	133
Total	6,590	6,429	6,637	7,361	7,462
Other Programs					
University Studies	6	12	0	0	0
Graduate	82	50	30	23	24
Graduate School of Biomedical Science & Engineering*	76	59	162	279	283
Innovation Engineering	27	54	62	73	74
Internmedia Program	431	373	320	277	281
Quaternary Studies*	39	7	4	0	0
Other	63	33	75	82	83
Total	724	588	653	755	745
Division of Lifelong Learning Summer					
Total	3,196	3,310	3,405	3,435	3,555
Total Graduate	21,611	20,526	21,924	23,122	24,339
Information Literacy Sessions					
Main campus					
Sessions embedded in a class	343	359	422	422	422
Free-standing sessions	344	412	516	516	516
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions					
URL of Information Literacy Reports:	see electronic workroom				
Please enter any explanatory notes in the box below					
* FY 2019 projected; Summer and fall 2018 actuals and spring 2019 projected. (Spring was projected using fall credit hours and spring-to-fall ratios.)					

Standard Four: University of Maine at Machias

Standard 4.1: The Academic Program								
(Summary - Degree-Seeking Enrollment and Degrees)								
Fall Enrollment* by location and modality, as of Census Date								
Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT								0
Main Campus PT								0
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT*	31	281	-	-	-	-	-	312
Branch campuses PT	21	47	-	-	-	-	-	68
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT	5	24						29
Distance education PT	7	42						49
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	64	394	0	0	0	0	0	458
Total FTE	45.40	319.93						365
Enter FTE definition:	Credit Hours / 15	Credit Hours / 15						
Degrees Awarded, Most Recent Year	9	76						85
Notes:								
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.								
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."								
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.								
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.								
Please enter any explanatory notes in the box below								
*Machias as "Branch Campus" of UMaine. Enrollments represent Fall 2017 data at census. Degrees Awarded from IPEDS Completions (2016-2017).								

Standard Four: University of Maine at Machias

Standard 4.2: The Academic Program						
(Summary - Non-degree seeking Enrollment and Awards)						
Fall Enrollment* by location and modality, as of Census Date						
Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT				0		0
Main Campus PT				0		0
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT	1	1	0	2	312	314
Branch campuses PT	3	34	4	41	68	109
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT	1	0	1	2	29	31
Distance education PT	17	97	58	172	49	221
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	22	132	63	217	458	675
Total FTE	8.67	32.00	18.80	59	365.33	424.80
Enter FTE definition:	Credit Hours / 15	Credit Hours / 15	Credit Hours / 15	Credit Hours / 15		
Certificates Awarded, Most	5					
Notes:						
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.						
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."						
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.						
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.						
Please enter any explanatory notes in the box below						

Standard Four: University of Maine at Machias

Standard 4.3: The Academic Program						
(Headcount by UNDERGRADUATE Major)						
	Number	3 Years	2 Years	1 Year	Current	Next Year
	of	Prior	Prior	Prior	Year	Forward (goal)
	credits*	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)
Certificate (add more rows as needed)						
?	Book Arts	27	-	1	-	-
	Entrepreneurship	18	1	1	-	-
	GIS Applications	15	3	2	2	2
	GIS Applications, Advanced Certificate	24	1	2	-	-
	Human Resource Management	18	-	1	2	2
	Mental Health/Rehab Tech/Cmyy	30	2	4	1	2
	Teacher Education***	36-45	19	16	21	18
	Total		26	27	26	24
Associate (add more rows as needed)						
?	Business & Entrepreneurial Studies	60	10	12	10	8
	Liberal Studies	60	22	28	47	53
	Recreation & Tourism Management	60	1	3	2	3
?						
	Total		33	43	59	64
Baccalaureate (add more rows as needed)						
	Bachelor of College Studies	120	18	25	20	21
	Biology	120	51	57	53	40
	Business Administration	120				1
	Business & Entrepreneurial Studies	120	61	59	46	45
	Elementary Education	120	35	34	32	39
	English, Creative Writing & Book Arts	120	25	24	21	18
	Environmental Studies	120	15	14	12	14
	Foundations Program	**			4	-
	Interdisciplinary Fine Arts	120	25	21	13	13
	Interdisciplinary Studies	120	1	1	2	3
	Marine Biology	120	55	50	47	46
	Psychology & Community Studies	120	97	109	89	83
	Recreation & Tourism Management	120	51	53	52	41
	Secondary Education	120	24	20	21	15
	Transitions Program**	**	6	3	1	2
	Undeclared		24	23	26	13
	Total		488	493	439	398
Nondegree Programs						
	Nondegree students	**	76	50	37	35
	Early college program	**	89	70	69	93
	Away students	**	74	62	71	65
* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)						
	Total Undergraduate		786	745	701	675
Please enter any explanatory notes in the box below						
** These programs are preparatory and do not lead to a degree.						
*** The number of credits required for this certificate depends on the track (elementary, secondary or special education).						

Standard Four: University of Maine at Machias

Standard 4.4: The Academic Program (Headcount by GRADUATE Major)						
For Fall Term, as of Census Date						
	Number	3 Years	2 Years	1 Year	Current	Next Year
	of	Prior	Prior	Prior	Year	Forward (goal)
	credits*	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)
Master's (add more rows as needed)						
?	N/A					
	Total	0	0	0	0	0
Doctorate (add more rows as needed)						
?	N/A					
	Total	0	0	0	0	0
First Professional (add more rows as needed)						
?	N/A					
	Total	0	0	0	0	0
Other; specify (add more rows as needed)						
?	N/A					
	Total	0	0	0	0	0
	Total Graduate	0	0	0	0	0
* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)						
Please enter any explanatory notes in the box below						

Standard 4.5: The Academic Program (Credit Hours Generated and Information Literacy)						
Credit Hours Generated By Department or Comparable Academic Unit						
	3 Years	2 Years	1 Year	Current	Next Year	
	Prior	Prior	Prior	Year	Forward (goal)	
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)*	(FY 2020)	
Undergraduate (add more rows as needed)						
?	Arts & Letters Division	6,511	6,814	5,643	5,619	5,690
	Environmental & Biological Sciences Division	4,171	4,139	4,205	3,840	3,888
	Professional Studies Division	4,510	4,170	4,219	3,971	4,021
	Student Life					
	Total	15,192	15,123	14,067	13,430	13,599
Graduate (add more rows as needed)						
	N/A					
	Total	0	0	0	0	0
Information Literacy Sessions						
	Main campus					
	Sessions embedded in a class	0	0	8	11	16
	Free-standing sessions	26	19	31	20	25
	Branch/other locations					
	Sessions embedded in a class					
	Free-standing sessions					
	Online sessions	4	4	5	n/a	5
URL of Information Literacy Reports:		see electronic workroom				
Please enter any explanatory notes in the box below						
Info Literacy data is compiled at the close of the fiscal year. No data in FY2019 as we are in the second week for this FY. * FY 2019 projected: Summer and fall 2018 actuals and spring 2019 projected. (Spring was projected using fall credit hours and spring-to-fall ratios.)						

Standard Five:

Students

I. Admissions

Description

In fall 2018, the combined enrollment for UMaine and UMM was 12,079 (10,040 undergraduate and 2,039 graduate). Of those, 66% of students are Maine residents and 3% are international students; 85% of students who reported ethnicity are white. This table shows a snapshot of current enrollment.

UMaine and UMM Fall 2018 Enrollment Snapshot

	UMaine			UMM
	Undergraduate	Graduate	Total	Undergraduate
Overall enrollment	9,365	2,039	11,404	675
Male	4,951	687	5,638	196
Female	4,414	1,352	5,766	479
Only online courses	446	424	870	252
Living on campus	3,433	34	3,467	165
International students	207	190	397	3
Maine resident	5,892	1,459	7,351	611
Maine nonresident	3,473	580	4,053	64

UMaine offers 90 undergraduate major programs organized in five degree-granting colleges: the Maine Business School, the College of Education and Human Development, the College of Engineering, the College of Liberal Arts and Sciences; and the College of Natural Sciences, Forestry and Agriculture. (As noted in Standard Four, the Bachelor of University Studies is housed in the Division of Lifelong Learning.) UMaine also is home to one of the nation's oldest Honors programs, the Honors College.

Records retention and student privacy

UMaine and UMM adhere to the highest ethical standards in their admissions and retention policies, with records retention and related information safeguarding policies modeled after and aligned with University of Maine System policies. Additionally, UMaine regards student privacy as a core value. The Family Educational Rights and Privacy Act of 1974 protects the privacy of students. Under this Act, students have the right to inspect and review their education records and have the right to challenge records when they are inaccurate, misleading, or otherwise in violation of the student's privacy rights. The Office of Student Records is the primary resource for issues related to student privacy.

Nondiscrimination policy and student-facing information

UMaine and UMM do 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's status in employment, education, and all other programs and activities. The Bias Response Team monitors and responds to instances of bias and hate in the UMaine community. UMaine considers acts of hate unacceptable and antithetical to its commitment to an inclusive and respectful community.

Every effort is made to ensure the success of admitted students and to retain them to graduation. UMaine is careful not to mislead students regarding the nature of its programs, the level of performance required, the cost of attendance, the academic and social services provided to them, or the financial aid available. We have intensive opportunities for advising, support

services, academic services, and in- and out-of-class opportunities for enhancement and engagement. We have a robust program of campus life and there are numerous on-campus events focused on culture, the arts, politics, leadership, citizenship, intramural athletics, and recreation.

Admissions criteria

Admission is based on a combination of factors that demonstrate potential for academic success. Criteria include academic credentials, scholastic achievement, and personal motivation. Eighteen percent of UMaine's undergraduate students entering in fall 2018 were from the top 10 percent of their high school class; 76 percent were from the top half. Their average SAT score was 1159. The distribution by high school rank of entering students has remained fairly consistent over time. The overall (Evidence-Based Reading and Writing and Math) average SAT score increased 11 points between fall 2016 and fall 2018.

UMaine's Office of Admissions and Office of International Programs determine admissibility of domestic and international students, respectively, to all undergraduate programs, using criteria developed in consultation with the academic colleges. Admissions counselors generally consult with Associate Deans about applicants who counselors deem borderline for admission. The Graduate School governs graduate admissions in consultation with the graduate coordinators of the various programs. (See Standard Four for additional information about admissions criteria)

Reporting to Admissions, UMaine's Student Orientation program hosts a comprehensive student orientation program in summer, fall, and spring. Between 2016 and 2018, 73% percent of incoming first-year students participated in summer orientation programs. Orientations are also held for graduate students and international students. Similarly, UMM's Office of Student Engagement hosts summer, fall, and spring orientations. (See Standard Four for additional information about admissions criteria)

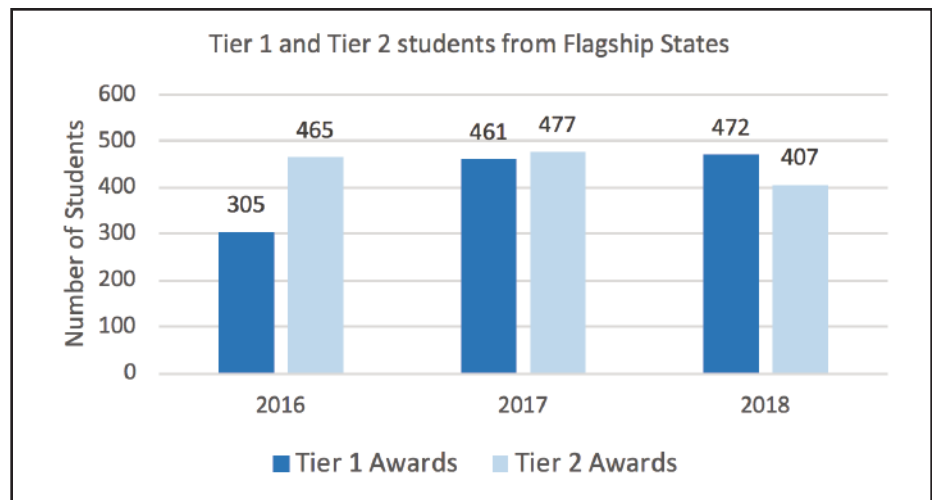
Appraisal

Enrollment growth

To promote enrollment growth, Enrollment Management has increased its recruiting activities over the last five years. The division has 10 full-time fall recruiters who visit 14 states (Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, Pennsylvania, New Jersey, New York, Virginia, Delaware, Maryland, Florida, and California) and average about 900 high school visits each year. Further, the recruiting staff coordinate or participate annually in 300 college fairs, 45 application review days, 40 transcript review days, 12 guidance counselor updates, 10 accepted student receptions, four on-campus accepted student days, and four on-campus open houses. By the end of the cycle, the number of recruiting events typically averages 1,400.

The Flagship Match program

Increased collaboration between Enrollment Management and Academic Affairs on student recruitment has produced significant undergraduate enrollment growth. The most notable change was the introduction of the Flagship Match, a scholarship program that allows students to pay the equivalent of the in-state tuition for the flagship institution in their home state, depending on specific academic criteria. In fall 2017, the second year of the program, UMaine experienced the largest number of applications and the largest number of incoming first-year students in the institution's history. Students from eligible states qualify for the Flagship Match award (Tier 1) with at least a 3.0 GPA and an 1120 SAT score. Out-of-state students who do not qualify are eligible for a lower Tier 2 award. The



number of students from the Flagship states who qualified for the Tier 1 award increased 55% between 2016 and 2018.

The Flagship Match program has produced increasing first-year class sizes for four of the five degree-granting colleges. The College of Education and Human Development, and the Maine Business School, experienced the largest growth in first-year classes between 2015 and 2018: 36% and 59%, respectively. The size of the incoming class for the College of Liberal Arts and Sciences has remained steady, while the College of Engineering and the College of Natural Sciences, Forestry, and Agriculture have experienced modest growth (7% and 6%, respectively.)

Graduate enrollment initiatives: Target X, growth in recruitment staffing

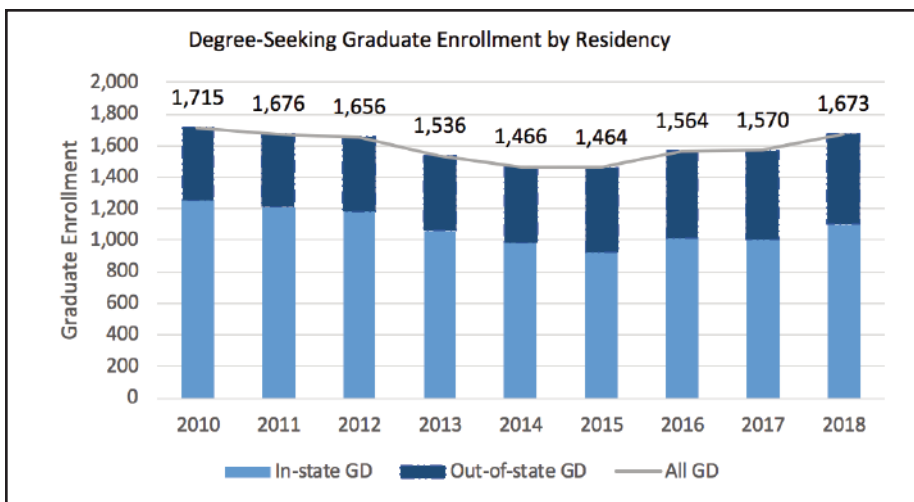
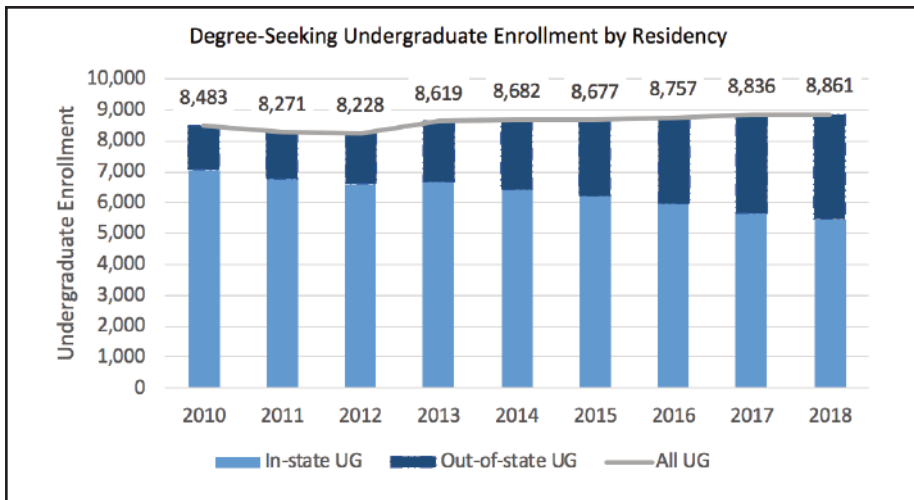
A number of collaborations have also had positive impacts on enrollment. The Division of Lifelong Learning, Enrollment Management, and the Graduate School jointly adopted the customer relationship management software Target X to better serve prospective graduate students. The capacity to communicate with prospective students via this platform has been bolstered by an increase from 0.5 to 2.5 FTE in recruitment staff. Graduate recruitment activities include undergraduate student outreach, and participation in international and domestic graduate fairs, as well as outreach to businesses and other universities. Additionally, for the first time this academic year, doctoral level stipends (\$16,000) have been differentiated from master's level stipends (\$15,600). Both are nine-month appointments.

Youth outreach

The Division of Lifelong Learning, Enrollment Management, and the Graduate School collaborated on a recruitment initiative involving Cooperative Extension and Admissions staff during our 2018 4-H@UMaine weekend. The event resulted in more than 20 high school students applying to UMaine. A new Visual and Performing Arts Scholarship program proved successful, with fall 2016 enrollments in Studio Art and Theatre reaching a five-year high. Other collaborations include Engineering's weekly tours for prospective students, which introduce hundreds of high school students to the college and to the university as a whole. In the past year, nearly 2,000 K–12 students participated in Engineering's campus outreach programs.

UMaine undergraduate and graduate enrollment growth

The initiatives cited above have led to recent growth in undergraduate and graduate enrollments, as highlighted in the figures below. However, increased enrollment has been met with modest diversity growth. See Standard Nine for information on UMaine's Diversity Action Plan.



Retention, graduation, and student success initiatives

UMaine’s first-year, full-time student retention rate has held steady — between 75% and 81% — between 2014 and 2018. Four-year and six-year graduation rates have ranged from 33% to 40% and 56% to 60%, respectively. (More detail on retention and graduation rates can be found in Standard Eight.) Benchmark data from the Consortium for Student Retention Data Exchange and IPEDS reveal that UMaine’s graduation rates generally compare favorably to similarly selective public higher/moderate research universities and rural land grant institutions. UMaine has placed increasing emphasis on improving retention and graduation while expanding or creating Student Life programs to grow student engagement and provide students with needed services. New points of emphasis in Academic Affairs focus on holistic advising and early interventions with struggling students, particularly through our adoption of the Navigate early-alert/retention software system.

Think 30

The Think 30 initiative encourages students to enroll in 30 credits per academic year to graduate in four years, and with lower levels of debt. In addition to its financial incentives, the

initiative has expanded opportunities for students to earn credits through winter and summer sessions, and through other online courses. Sixty-five percent of all degree-seeking undergraduates took 15 or more credits in fall 2018, 5 percentage points higher than in fall 2016 and 14 percentage points higher than in the fall 2015, the year before the introduction of Think 30. Increases for first-year students were even more dramatic, with

83% taking 15 or more credit hours in fall 2018, compared with only 60% of the incoming class of 2015. More information on results to date can be found in Standard Eight.

A number of additional campus initiatives are aimed at increasing student success. The Division of Lifelong Learning has augmented its support services for students in the Bachelor of University Studies, particularly those completing the degree online. Examining the 2016 re-introduction of a Winter Session shows positive results to date. In spring 2016, 673 undergraduates took Winter Session courses. The number increased to 931 in spring 2017 and 1,161 in spring 2018, a 73% increase over the first year. Consistent with such increases, we see that the percentage of degree-seeking undergraduates taking 15 or more credits in the spring term has steadily improved from 46% in 2015 to 61% in 2018.

In 2016, Engineering created an Undergraduate Advising and Internship Coordinator position to provide additional academic and advising support. That same year, the Engaged Black Bear Program launched with seven learning pathways and 28 badges. Eighty-four e-badges were issued in the first year of this student engagement initiative funded by the Davis Educational Foundation. Badges range from internship expertise to service to leadership. Natural Sciences, Forestry, and Agriculture recently piloted a communication initiative in which incoming students received texts periodically over the summer to provide information and support as they prepare to start college. Finally, Education and Human Development administers the Maine Educational Talent Search and the Maine Educational Opportunity Center, two federal TRIO programs encouraging success in postsecondary education among low-income or first-generation college families. (Additional information about academic advising can be found in Standard Six.)

Our principal academic initiative for student success is the Provost's First-Year Student Success Initiative (see Standard Two).

Student services and co-curricular experiences

Description

UMaine offers an array of student services consistent with the institutional mission and student needs. The Vice President for Student Life and Dean of Students heads the division. The Vice President, the Senior Associate Dean, and the Assistant Dean and Director of Student and Administrative Support Services comprise the central Student Life leadership and, like other members of the division, are primarily concerned about life on campus and providing support services to help students succeed. For campus or personal emergencies, the deans are on call 24 hours a day and walk-in services are available throughout each business day. There is a liaison for graduate students through the Student Life office, and the Associate Dean of Graduate Programs and his staff provide day-to-day support for graduate students. The undergraduate and graduate student governments have a close working relationship with the administration, meeting biweekly with the Vice President for Student Life, and monthly with the President and other senior administrators.

Student Life employs some 400 students, 25 graduate assistants, 11 support staff members, and 73 professionals. Student service personnel are highly trained and well credentialed. The typical minimum degree requirement for professional staff is the master's degree. Student Life and other student services offices are funded at levels ensuring appropriate delivery of a robust program of services. Student facilities, from residence halls to office space to recreation space, are appropriate to the division's mission and high-quality student experiences. The Student Handbook is the official student guide; it is maintained electronically by Student Life and is a companion to the UMaine Undergraduate Catalog. These two resources contain detailed information about university policies and student success. The Student Life Mission and Vision is online and full description of all student services can be found on the UMaine website.



Student Life follows the National Association of Student Personnel Administrators Standards of Practice. These standards promote student personnel work as a profession, which requires personal integrity, belief in the dignity and worth of individuals, respect for individual differences and diversity, a commitment to service, and dedication to the development of individuals and the university community through education. Policies on student rights, including complaint procedures, and responsibilities are in the Student Code of Conduct and in the Student Handbook. These are easily accessible, updated annually, and fairly administered.

Co-curricular opportunities

UMaine students are also offered a large number of co-curricular experiences through 200+ student clubs and organizations, campus leadership opportunities, intramurals, sports clubs, volunteer, and travel opportunities. The Campus Activities and Student Engagement office has a clear focus on student organizations, leader training, and out-of-classroom experiences, including cross-country skiing, hiking, mountain-climbing, and related opportunities delivered through the Maine Bound program.

Career planning and placement supports

The UMaine Career Center is another excellent resource for students. In 2017–2018, career counselors met with 5,485 students and reached additional students through social media. The Career Center also held the largest annual Engineering Job Fair and Career Fair in Maine, with a total of over 301 registered employers in attendance. The Career Center's online resource library is available to both UMaine and UMM students. UMM students are included in our online job listings database, CareerLink. UMM students can participate in 14 student clubs and organizations, Greek Life, and intramural sports.

UMaine also works to support students in post-graduation transitions and in managing other challenges they may face. For example, the Career Center provides career services and programs for students and alumni to enable them to successfully identify and pursue career goals. The Community Standards, Rights, and Responsibilities initiative promotes



personal responsibility through educational outreach to the university community and the enforcement of the Student Conduct Code. The Commuter and Non-Traditional Students Program provides comprehensive programs and services for UMaine's nontraditional and commuting students to enhance their educational experience, and support their retention and success. Fogler Library provides information and services that help ensure students' educational success. (In the past year, reference staff answered more than 16,600 questions, and their web-based resources had more than 236,800 hits.) The library also partners with the Tutor Program and with the Writing Center to provide space in the building for their work with students.

Athletics

UMaine provides a large complement of expected and necessary student life and services programs. For example, Athletics administers UMaine's 17 Division I sports programs. Athletics reports to the President and adheres to all NCAA policies and standards. Student-athletes are treated in the same manner as all other students and, while important, the athletic emphasis is subordinate to the institution's academic mission.

Drug and alcohol education resources

The Alcohol and Drug Education programs within the Student Wellness Resource Center offer students opportunities to look at personal substance use behaviors and options to choose healthy lifestyles, grounded in moderation and the acceptance of personal responsibility for actions.

Volunteerism

The Barbara Higgins Bodwell '45 Center for Service and Volunteerism supports and develops activities related to community service, volunteerism, service learning, and philanthropy; and operates a food pantry and thrift shop on campus. Campus Activities and Student Engagement, a unit of Student Life, stimulates and encourages social, cultural, intellectual and recreational interaction by providing learning experiences outside of the classroom.

Counseling and wellness supports

To promote the success of some of the most vulnerable students on campus, the Counseling Center promotes community-wide health and wellness through prevention and educational programs, and confidential counseling and psychological services. The Center recently received full re-accreditation by the International Association of Counseling



Services and the American Psychological Association. The Center's Office of Outreach, Education and Prevention is a "safe space" and is home to the Mind Spa, whose programs include mind-body interventions, such as guided meditation and mindful yoga, and workshops and presentations focusing on symptom reduction and quality of life improvement, such as mindfulness, cultivating calm, self-compassion, resilience, grit, growth through adversity, and gratitude.

The percentage of degree-seeking undergraduate and graduate students who received counseling services last year was 6.74% and 5.32%, respectively. The number of students receiving clinical services has increased steadily over the past four years; in 2018, the Center served 1,027 students. In addition, the number of students asking for crisis appointments increased from 196 in 2015 to 359 in 2018. The university is highly conscious of students' social-emotional and mental health needs, and carefully monitors staffing levels in the Counseling Center and related student service offices.

Student financial aid

The Office of Student Financial Aid at UMaine and Financial Aid Office at UMM assist students and families with the process of funding their education. In addition to advising families and disbursing aid and work-study, the offices, which share a director, provide students information on costs, types of financial aid, completing the FAFSA, and debt.

UMaine has significantly increased its investment in financial aid in recent years. Between FY2012 and FY2019, overall institutional financial aid spending grew by 84%. Spending on institutional grant and scholarships was the largest contributor to this growth: UMaine increased institutional grants and scholarships by \$22 million over that period.

Roughly three-quarters of baccalaureate graduates from UMaine and UMM graduate with debt. The past three years, UMaine's cohort default rates have ranged between 5% and 6.6%, and UMM's have ranged from 11.6% to 16.8%.

Student disability accommodations and support

Student Accessibility Services' (SAS) mission is to create educational access for students with disabilities at UMaine by providing or coordinating disability accommodations, sharing information about the university and its resources with students and families, and educating the campus community. SAS works to increase success, persistence, and retention of enrolled students with disabilities, and annually supports over 550 students with permanent or temporary disabilities.

Appraisal

Several changes and additions have been made in Student Life since 2009 to improve resources and outcomes for student success.

Investments in student safety

The Student Behavior Review Team (SBRT) was established in 2008. Meeting weekly, SBRT responds to — and trains others how to respond to — student behavioral issues. Last year, over 100 cases were brought before SBRT, and students received targeted interventions by a team of professionals. Additionally, in 2016 the Office of Sexual Assault and Violence Prevention, with a Deputy Title IX Coordinator, was established. In 2017, a Title IX substance abuse educator was hired.

Numbers from our 2017 Clery Report data indicate a spike in substance abuse cases. This was expected; more resources promote exposure of otherwise-hidden cases. In the 2017–2018 academic year, education and prevention outreach activities increased via visits to first-year student success courses. Over 1,108 first-year students were reached this way. Additional outreach has been shared by Residence Life staff, sociology majors, Greek Life students, first-year athletes, and Introduction to Family Studies students.



The Memorial Union

The Memorial Union is home to centrally located, student-focused centers and operations. A full-service Student Wellness Resource Center has expanded to include the Alcohol and Other Drug Prevention program, as well as Lead Well peer wellness educators. Bystander Intervention training has also been heavily emphasized by the Student Wellness Resource Center using the slogan “see something, say something.”

The Veterans Education and Transition Services was established in 2009. It is centrally located and staffed and is resourced appropriately. The First-Year Center was relocated to the Memorial Union and reorganized to become the First-Year and Transfer Student Center.

The Office of Multicultural Student Life brought the LGBTQ Rainbow Resource Center under its auspices and was up-staffed to accommodate growing interest and student demand. The Student Women’s Resource Center, Wade Leadership Center, Non-Traditional and Commuting Students Lounge, newspaper, WMEB (radio), Representative Student Boards, Student Government Inc., and Greek Life Center are also housed in Memorial Union.

Student housing and recreation facilities

Future housing options should be suited to student needs and UMaine will continue to explore and develop public/private partnerships to make this a reality. These initiatives and possibilities will be discussed and explored through the 2019–2022 Division of Student Life Strategic Plan (in process). In that plan, this type of expansion may also be considered for the New Balance Campus Recreation Center, a nationally recognized facility that enjoys some 2,200 visitors daily and has been noted as a transformational aspect of the campus. The 86,000 square-foot facility is home to student-centered and community-engaged programs and services. Campus Recreation works to create a community that is healthy, engaged, and physically active.

Intramural Sports runs five nights a week and has over 40 events and leagues. Student participation is high, with 15,000 participants per year. Our Fitness programs offer over 40 classes a week, and when combined with personal and group training, help support the wellness goals of over 10,000 faculty, staff, and student participants annually. The New Balance Recreation Center also supports the Maine Bound Adventure Center that has over 11,000 student uses of the indoor climbing wall, and outdoor adventure programs and services per year.

FERPA process improvements

Finally, the Office of Student Records is currently providing input on a new University of Maine System training initiative that will include a FERPA training module. UMS recently upgraded its document imaging system, and steps are being taken to provide UMaine a process to purge records in accordance with the Record Retention Practices. UMaine’s Associate Registrar provides a periodic training on FERPA for administrators and professional and clerical staff.

Student Life self-assessments

The Division of Student Life has an internal assessment process that reviews each department every three years. The review looks at best practices of the discipline, comparison to CAS standards, evidence-based practices, promising strategies, issues, concerns and recommendations for future operations. Division leaders and staff also collect data using on-line web survey tools, self-assessments, and external assessments, conducted through the graduate program in Higher Education, to determine trends and interests. Offices collect data on participation, satisfaction and use of services and resources.

The LGBTQ Center completed a climate assessment in 2017. A biennial climate survey assesses student knowledge, perceptions, and experience of issues of sexual assault and all forms of sexual violence. We also enlist student voices and input via the LeadWell Peer educator program, LiveWell Student Wellness Coaches, the LGBTQ and Allies Council, the



University of Maine Veterans Association, and the Veteran Student Advisory Committee. Additionally, institutional data from the Office of Institutional Research and Assessment are used to determine effectiveness and trend analysis. Currently, UMaine and UMM use the NSSE instrument, and UMaine will conduct the CORE survey for substance use and abuse. UMaine also conducts the biennial Drug Free Schools and Community Act review of substance abuse services.

Diversity efforts are reported in the Dean of Students' Diversity and Inclusion Plan. (See Standard Nine.)

Projection

Enrollment growth

The University of Maine is positioned for further enrollment growth through careful attention to recruiting and supporting in-state students and attracting out-of-state students through our Flagship Match program. The in-state and out-of-state awareness of what UMaine has to offer has broadened through increases in acceptance standards, a broader national marketing program, and availability of relevant programs and services. Even with declining numbers of high school graduates in Maine, the university expects to attract an increasing percentage of those graduates while continuing to increase the number of out-of-state students through the Flagship Match program. UMaine has the quality programs to attract increased numbers, and has expanded its visibility in this competitive market.

UMaine has set a goal to increase the incoming class size for both UMaine and UMM: An increase of 5% for UMaine and 43% for UMM. To that end, UMaine has extended its Flagship Match program to three additional states — Minnesota, Virginia, and Michigan — and has waived all application fees to remove barriers to financially stressed families. UMaine has also taken on an expanded role in UMM recruitment and admissions. UMaine is directing and assisting with travel, application review, on- and off-campus recruitment events, application-generation campaigns, marketing material design, and trainings to increase efficiency in all areas of the enrollment operation, while offering numerous mentoring and professional development opportunities to UMM staff.

The UMaineGOLD program is projected to increase online enrollment by at least 25% between FY2019 and FY2020. (See Standard Four for a description of this program.) UMaine projects a 3 percent increase in total enrollment over the next five years.

Retention and graduation

Improving retention and graduation rates is a key priority. Further analysis of our student populations and their needs, and more thorough evaluations of programs supporting them, will allow us to better serve students with the resources we have. UMaine aims to increase retention and graduation rates by 5% over the next five years through a combination of an early-alert advising tool (EAB Navigate), college-based advising centers, first-year success courses, and our continuing emphasis on completing college in four years through the Think 30 initiative.

Student services

Student services programs are operating at maximal efficiency. Over the years in response to budget constraints, the Division of Student Life has realigned staff, and maintained services and standards within the confines of current resources. This has been effective, but infusion of financial resources in 2017, 2018, and 2019 has enhanced the student experience through the expansion of critical services and programs improvements. Counselors, preventionists, and programmers have also been added to the staff.

Standard Five: University of Maine

Standard 5.1: Students						
(Admissions, Fall Term)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
						P
Credit Seeking Students Only - Including Continuing Education						
		3 Years	2 Years	1 Year	Current	Goal
		Prior	Prior	Prior	Year	Goal
		(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)	(specify year) (Fall 2019)
Freshmen - Undergraduate	P					
Completed Applications	P	11,044	12,952	13,231	12,457	13,161
Applications Accepted	P	10,073	11,625	12,207	11,503	12,153
Applicants Enrolled	P	2,047	2,230	2,299	2,248	2,375
% Accepted of Applied		91.2%	89.8%	92.3%	92.3%	92.3%
% Enrolled of Accepted		20.3%	19.2%	18.8%	19.5%	19.5%
Percent Change Year over Year						
Completed Applications		N/A	17.3%	2.2%	-5.8%	5.6%
Applications Accepted		N/A	15.4%	5.0%	-5.8%	5.7%
Applicants Enrolled		N/A	8.9%	3.1%	-2.2%	5.6%
Average of statistical indicator of aptitude of enrollees: (define below)	P					
Mean SAT Score (2016 scale)		1158	1148	1152	1159	1159
Transfers - Undergraduate	P					
Completed Applications		938	954	1,017	1,027	1,130
Applications Accepted		868	855	844	863	950
Applications Enrolled		466	418	405	409	450
% Accepted of Applied		92.5%	89.6%	83.0%	84.0%	84.1%
% Enrolled of Accepted		53.7%	48.9%	48.0%	47.4%	47.4%
Master's Degree	P					
Completed Applications		1,421	1,044	923	1,000	1,179
Applications Accepted		637	681	636	722	851
Applications Enrolled		356	411	389	424	500
% Accepted of Applied		44.8%	65.2%	68.9%	72.2%	72.2%
% Enrolled of Accepted		55.9%	60.4%	61.2%	58.7%	58.8%
First Professional Degree	P					
Completed Applications		N/A	N/A	N/A	N/A	N/A
Applications Accepted		N/A	N/A	N/A	N/A	N/A
Applications Enrolled		N/A	N/A	N/A	N/A	N/A
% Accepted of Applied						
% Enrolled of Accepted						
Doctoral Degree	P					
Completed Applications		470	379	342	423	476
Applications Accepted		112	125	102	126	142
Applications Enrolled		72	73	69	79	89
% Accepted of Applied		23.8%	33.0%	29.8%	29.8%	29.8%
% Enrolled of Accepted		64.3%	58.4%	67.6%	62.7%	62.7%
Please enter any explanatory notes in the box below						
- Mean SAT Score: Evidence-based Reading & Writing + Math (Scores from the pre-2016 SAT have been converted to the new scale using concordance tables provided by The College Board.) - Master's degree admissions numbers include Master's and Certificate of Advanced Study						

Standard Five: University of Maine

Standard 5.2: Students						
(Enrollment, Fall Term)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
						?
Credit-Seeking Students Only - Including Continuing Education						
		3 Years	2 Years	1 Year	Current	Goal
		Prior	Prior	Prior	Year	(specify year)
		(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)
UNDERGRADUATE						
First Year	Full-Time Headcount	2,210	2,319	2,361	2,354	2,406
	Part-Time Headcount	65	61	51	49	50
	Total Headcount	2,275	2,380	2,412	2,403	2,456
	Total FTE	2,214	2,374	2,433	2,418	2,477
Second Year	Full-Time Headcount	2,049	2,007	2,078	2,082	2,061
	Part-Time Headcount	116	117	109	114	113
	Total Headcount	2,165	2,124	2,187	2,196	2,174
	Total FTE	2,064	2,057	2,150	2,163	2,146
Third Year	Full-Time Headcount	1,800	1,763	1,751	1,788	1,780
	Part-Time Headcount	108	134	116	135	134
	Total Headcount	1,908	1,897	1,867	1,923	1,914
	Total FTE	1,810	1,808	1,802	1,845	1,841
Fourth Year	Full-Time Headcount	1,942	1,993	1,971	1,902	1,928
	Part-Time Headcount	387	363	398	437	443
	Total Headcount	2,329	2,356	2,369	2,339	2,371
	Total FTE	2,039	2,110	2,096	2,039	2,072
Unclassified	Full-Time Headcount	119	43	43	32	32
	Part-Time Headcount	501	523	401	472	472
	Total Headcount	620	566	444	504	504
	Total FTE	251	177	153	154	154
Total Undergraduate Students						
	Full-Time Headcount	8,120	8,125	8,204	8,158	8,207
	Part-Time Headcount	1,177	1,198	1,075	1,207	1,212
	Total Headcount	9,297	9,323	9,279	9,365	9,419
	Total FTE	8,378	8,526	8,634	8,619	8,690
	% Change FTE Undergraduate	na	1.8%	1.3%	-0.2%	0.8%
GRADUATE						
	Full-Time Headcount	359	327	310	323	338
	Part-Time Headcount	1,266	1,569	1,651	1,716	1,797
	Total Headcount	1,625	1,896	1,961	2,039	2,135
	Total FTE	993	1,068	1,085	1,132	1,194
	% Change FTE Graduate	na	7.6%	1.6%	4.3%	5.5%
GRAND TOTAL						
	Grand Total Headcount	10,922	11,219	11,240	11,404	11,554
	Grand Total FTE	9,371	9,594	9,719	9,751	9,884
	% Change Grand Total FTE	na	2.4%	1.3%	0.3%	1.4%
Please enter any explanatory notes in the box below						
- Unclassified: Nondegree students taking credit-bearing courses						

Standard Five: University of Maine

Standard 5.3: Students					
(Financial Aid, Debt, Developmental Courses)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Where does the institution describe the students it seeks to serve?					
umaine.edu/about/					
	(FY 2016)	(FY 2017)	(FY 2018)		
Three-year Cohort Default Rate	5%	5.50%	6.70%		
Three-year Loan repayment rate (from College Scorecard)	74%	72%	**		
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year (as of January 15)	Goal (specify year)
Fiscal Year	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Aid Year	(AY 2015-2016)	(AY 2016-2017)	(AY 2017-2018)	(AY 2018-2019)	(AY 2019-2020)
Student Financial Aid					
Total Federal Aid	\$70,116	\$70,815	\$72,621	\$60,570	\$75,590
Grants	\$15,450	\$14,697	\$15,888	\$12,800	\$15,998
Loans	\$52,385	\$54,267	\$55,054	\$46,937	\$57,908
Work Study	\$2,281	\$1,851	\$1,679	\$833	\$1,184
Total State Aid	\$3,208	\$3,243	\$2,491	\$2,289	\$2,370
Total Institutional Aid	\$41,026	\$41,711	\$49,353	\$49,933	\$52,506
Grants	\$40,866	\$41,560	\$49,222	\$49,903	\$52,402
Loans	\$160	\$151	\$131	\$29	\$110
Total Private Aid	\$18,515	\$21,087	\$21,746	\$16,033	\$25,301
Grants	\$3,834	\$3,922	\$3,853	\$2,442	\$3,898
Loans	\$14,681	\$17,164	\$17,894	\$13,591	\$21,403
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	77%	77%	78%	**	tbd
Graduates	38%	37%	33%	**	tbd
First professional students	N/A	N/A	N/A	N/A	N/A
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	\$33,877	\$33,702	\$32,914	**	tbd
Graduates	\$37,344	\$34,637	\$36,732	**	tbd
First professional students	N/A	N/A	N/A	N/A	N/A
Average amount of debt for students leaving the institution without a degree					
Undergraduates	\$15,802	\$17,394	\$16,051	**	tbd
Graduate Students	\$23,410	\$29,426	\$23,731	**	tbd
First professional students	N/A	N/A	N/A	N/A	N/A
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
English as a Second/Other Language	N/A	N/A	N/A	N/A	N/A
English (reading, writing, communication skills)	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A
Please enter any explanatory notes in the box below					
<p>- Aid totals include all aid disbursed via the Financial Aid office, as well as Institutional Waivers disbursed through the Bursar's office. Totals include aid disbursed to Undergraduate, Graduate, Degree-Seeking, and Non-Degree Seeking students. Aid totals are presented in thousands.</p> <p>- Institutional Grant aid includes grants, scholarships, and waivers.</p> <p>- Loan totals include parent loans, however student debt averages exclude parent PLUS loans.</p> <p>- FY 2019 currently includes aid disbursed for the Fall and Spring semesters, as of 1.15.19.</p> <p>- Post-baccalaureate certificate only students are excluded from the degree debt calculations.</p> <p>- Students leaving the institution without a degree are defined as students who were enrolled in courses in the Fall, Spring, or Summer term of the year prior to the year listed, did not earn a degree, and were not enrolled in the year listed.</p> <p>- Average Debt includes only those students who borrowed.</p> <p>- Dollars represented in thousands.</p> <p>** This information is not yet available to report on.</p> <p>Datasource: Campus Solutions Reporting DB</p> <p>Three year loan repayment rate (from College Scorecard) definition: Fraction of repayment cohort who are not in default, and with loan balances that have declined three years since entering repayment, excluding enrolled and military deferment from calculation. (rolling averages)- DataSource NSLDS</p>					

Standard Five: University of Maine

Standard 5.4: Students					
(Student Diversity)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.					
Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
Male	6,364	5,802	1,408		
Female	7,120	6,564	1,249		
International	325	265	45		
White	10,587	9,916	2,258		
Black	517	379	55		
Hispanic	987	867	133		
Asian	323	302	34		
Native American	53	32	11		
Not Specified	165	155	34		
Pacific Islander	8	8	2		
Multi-Ethnic	519	442	85		
In-state	4,771	4,250	1,490		
Out-of-state	8,713	8,116	1,167		
Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
Male	567	346	195		
Female	977	616	382		
International	265	122	45		
White	990	667	431		
Black	26	16	8		
Hispanic	34	17	9		
Asian	33	15	10		
Native American	15	14	11		
Not Specified	156	99	56		
Multi-Ethnic	25	12	7		
In-state	627	540	402		
Out-of-state	917	422	175		
Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (Fall 2019)
Category of Students (e.g., male/female); add more rows as needed					
Male	4,338	613	4,951	4,577.93	4,980
Female	3,820	594	4,414	4,039.65	4,439
International	191	16	207	182.60	208
White	6,889	819	7,708	7,241.12	7,752
Black	154	23	177	159.40	178
Hispanic	334	37	371	348.93	373
Asian	119	18	137	129.60	138
Native American	58	25	83	67.47	83
Not Specified	143	238	381	203.27	383
Pacific Islander	2	0	2	1.87	2
Multi-Ethnic	268	31	299	283.33	301
In-state	4,909	983	5,892	5,259.45	5,926
Out-of-state	3,249	224	3,473	3,358.13	3,493
Pell recipient	2,366	197	2,563	2,451.40	2,578
First generation	2,094	318	2,412	2,215.73	2,426
Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (Fall 2019)
Category of Students (e.g., male/female); add more rows as needed					
Male	391	296	687	391.33	719
Female	613	739	1,352	740.78	1,416
International	143	47	190	117.89	199
White	691	788	1,479	814.44	1,549
Black	15	1	16	12.11	17
Hispanic	19	17	36	19.89	38
Asian	22	13	35	22.33	37
Native American	15	11	26	14.56	27
Not Specified	84	151	235	115.22	246
Pacific Islander	0	0	0		
Multi-Ethnic	15	7	22	15.67	23
In-state	576	883	1,459	749.89	1,528
Out-of-state	428	152	580	382.22	607
Please enter any explanatory notes in the box below					
- Undergraduate admissions information include first-year and transfer students.					
- Graduate admissions information includes master's, certificate of advanced study, doctoral, and post-baccalaureate certificates.					
- First-generation: Neither parent obtained a bachelor's degree					

Standard Five: University of Maine at Machias

Standard 5.1: Students						
(Admissions, Fall Term)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
					?	
Credit Seeking Students Only - Including Continuing Education						
	3 Years	2 Years	1 Year	Current	Goal	
	Prior	Prior	Prior	Year	(specify year)	
	(Fall 2015)	(Fall 2016)	Fall 2017)	(Fall 2018)	(Fall 2019)	
Freshmen - Undergraduate						
Completed Applications	u	449	1,005	526	595	858
Applications Accepted	u	389	973	478	584	842
Applicants Enrolled	u	131	129	102	105	150
% Accepted of Applied		86.6%	96.8%	90.9%	98.2%	98.1%
% Enrolled of Accepted		33.7%	13.3%	21.3%	18.0%	17.8%
Percent Change Year over Year						
Completed Applications			123.8%	-47.7%	13.1%	44.2%
Applications Accepted			150.1%	-50.9%	22.2%	44.2%
Applicants Enrolled			-1.5%	-20.9%	2.9%	42.9%
Average of statistical indicator of aptitude of enrollees: (define below)	u					
Transfers - Undergraduate						
Completed Applications	u	87	71	72	62	62
Applications Accepted		75	59	59	58	58
Applications Enrolled		43	51	32	35	35
% Accepted of Applied		86.2%	83.1%	81.9%	93.5%	93.5%
% Enrolled of Accepted		57.3%	86.4%	54.2%	60.3%	60.3%
Master's Degree						
Completed Applications	u	N/A				
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
First Professional Degree						
Completed Applications	u	N/A				
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree						
Completed Applications	u	N/A				
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Please enter any explanatory notes in the box below						

Standard Five: University of Maine at Machias

Standard 5.2: Students						
(Enrollment, Fall Term)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
						?
Credit-Seeking Students Only - Including Continuing Education						
		3 Years	2 Years	1 Year	Current	Goal
		Prior	Prior	Prior	Year	(specify year)
		(FY 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)
UNDERGRADUATE						
First Year	Full-Time Headcount	164	163	127	122	153
	Part-Time Headcount	28	31	35	30	34
	Total Headcount	192	194	162	152	187
	Total FTE	158	158	132	124	154
Second Year	Full-Time Headcount	71	100	88	90	88
	Part-Time Headcount	18	19	25	20	20
	Total Headcount	89	119	113	110	108
	Total FTE	76	102	91	93	88
Third Year	Full-Time Headcount	85	70	78	51	50
	Part-Time Headcount	20	19	20	12	12
	Total Headcount	105	89	98	63	62
	Total FTE	89	74	84	53	50
Fourth Year	Full-Time Headcount	84	83	70	78	76
	Part-Time Headcount	51	51	55	55	54
	Total Headcount	135	134	125	133	130
	Total FTE	100	99	91	95	90
	Title IV Eligible Certificate Full-Time Headcount	2	2	3	2	2
	Part-Time Headcount	23	22	21	20	20
	Total Headcount	25	24	24	22	22
	Total FTE	10	9	9	9	9
	Non-Title IV Eligible Certificate Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	1	3	2	2	2
	Total Headcount	1	3	2	2	2
	Total FTE	0	1	1	1	1
Unclassified	Full-Time Headcount	3	2	1	2	2
	Part-Time Headcount	236	180	176	191	187
	Total Headcount	239	182	177	193	189
	Total FTE	60	49	44	50	47
Total Undergraduate Students						
	Full-Time Headcount	409	420	367	345	370
	Part-Time Headcount	377	325	334	330	327
	Total Headcount	786	745	701	675	697
	Total FTE	493	492	452	425	438
	% Change FTE Undergraduate	-	-0.1%	-8.1%	-6.1%	3.1%
GRADUATE						
	Full-Time Headcount	N/A				
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
	% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL						
	Grand Total Headcount	786	745	701	675	697
	Grand Total FTE	493	492	452	425	438
	% Change Grand Total FTE	N/A	-0.2%	-8.1%	-6.0%	3.1%
Please enter any explanatory notes in the box below						

Standard Five: University of Maine at Machias

Standard 5.3: Students					
(Financial Aid, Debt, Developmental Courses)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Where does the institution describe the students it seeks to serve? machias.edu/about-umm/					
	(FY 2016)	(FY 2017)	(FY 2018)		
Three-year Cohort Default Rate	11.70%	12.30%	16.80%		
Three-year Loan repayment rate (from College Scorecard)	55%	54%	**		
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year (as of January 15)	Goal (2020)
Fiscal Year	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Aid Year	(AY 2015-2016)	(AY 2016-2017)	(AY 2017-2018)	(AY 2018-2019)	(AY 2019-2020)
Student Financial Aid					
Total Federal Aid	\$4,402	\$4,088	\$3,813	\$2,673	\$3,969
Grants	\$1,894	\$1,699	\$1,805	\$1,389	\$1,817
Loans	\$2,359	\$2,222	\$1,831	\$1,227	\$1,925
Work Study	\$149	\$167	\$178	\$57	\$125
Total State Aid	\$387	\$448	\$472	\$441	\$449
Total Institutional Aid	\$1,448	\$1,502	\$1,232	\$983	\$1,411
Grants	\$1,448	\$1,502	\$1,232	\$983	\$1,412
Loans	-	-	-	-	-
Total Private Aid	\$169	\$211	\$212	\$90	\$247
Grants	-	-	-	-	-
Loans	\$169	\$211	\$212	\$90	\$254
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	-	-	77%	**	TBD
Graduates	-	-	N/A	N/A	N/A
First professional students	-	-	N/A	N/A	N/A
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	-	-	\$23,728	**	TBD
Graduates	-	-	N/A	N/A	N/A
First professional students	-	-	N/A	N/A	N/A
Average amount of debt for students leaving the institution without a degree					
Undergraduates	-	-	\$11,907	\$15,084	TBD
Graduate Students	-	-	N/A	N/A	N/A
First professional students	-	-	N/A	N/A	N/A
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
English as a Second/Other Language	-	-	-	-	-
English (reading, writing, communication skills)	-	-	0%	0%	-
Math	-	-	23%	0%	-
Other	-	-	-	-	-
Please enter any explanatory notes in the box below					
<p>- Aid totals include all aid disbursed via the Financial Aid office, as well as Institutional Waivers disbursed through the Bursar's office. Totals include aid disbursed to Undergraduate Degree-Seeking, and Non-Degree Seeking students.</p> <p>- Institutional Grant aid includes grants, scholarships, and waivers.</p> <p>- Loan totals include parent loans, however student debt averages exclude parent PLUS loans.</p> <p>- FY 2019 includes only aid disbursed for the Fall and Spring semesters, as of 1.15.19.</p> <p>- Students leaving the institution without a degree are defined as students who were enrolled in courses in the Fall, Spring, or Summer term of the year prior to the year listed, did not earn a degree, and were not enrolled in the year listed.</p> <p>- Dollars represented in thousands</p> <p>- Average debt includes only those students who borrowed.</p> <p>** This information is not yet available to report on.</p> <p>Datasource: Campus Solutions Reporting DB</p> <p>Three year loan repayment rate (from College Scorecard) definition: Fraction of repayment cohort who are not in default, and with loan balances that have declined three years since entering repayment, excluding enrolled and military deferment from calculation. (rolling averages)- DataSource NSLDS</p>					

Standard Five: University of Maine at Machias

Standard 5.4: Students					
(Student Diversity)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.					
Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
Male	288	221	42		
Female	429	421	98		
International	8	5	2		
White	456	449	116		
Black	66	64	5		
Hispanic	61	61	5		
Asian	10	10	1		
Native American	15	14	4		
Not Specified	7	7	3		
Multi-Ethnic	34	32	4		
In-state	407	400	120		
Out-of-state	250	242	20		
Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
N/A					
Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (Fall 2019)
Category of Students (e.g., male/female); add more rows as needed					
Male	124	72	196	136.67	202
Female	221	258	479	288.13	495
International	2	1	3	2.27	3
White	288	227	515	344.53	532
Black	9	3	12	9.27	12
Hispanic	14	9	23	16.13	24
Asian	2	1	3	2.20	3
Native American	11	8	19	12.27	20
Not Specified	9	80	89	28.73	92
Pacific Islander	1	0	1	0.80	1
Multi-Ethnic	9	1	10	8.60	10
In-state	297	314	611	373.67	631
Out-of-state	48	16	64	51.13	66
Pell eligible	205	68	273	217.67	282
First generation	192	137	329	226.47	340
Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (Fall 2019)
Category of Students (e.g., male/female); add more rows as needed					
N/A					
Please enter any explanatory notes in the box below					
- Data represent fall 2018					
- Undergraduate admissions information includes first-year and transfer students.					

Standard Six:

Teaching, Learning and Scholarship

I. Faculty and Academic Staff

Description

In fall 2018, UMaine employed 888 faculty and UMM employed 64. The table below provides a summary of current faculty for UMaine and UMM.

UMaine and UMM Fall 2018 faculty snapshot

	UMaine				UMaine at Machias			
	Regular appointments		Adjunct faculty	Total faculty	Regular appointments		Adjunct faculty	Total faculty
	Tenured/ tenure-stream	Non-tenured/ /tenure-stream			Tenured/ tenure-stream	Non-tenured/ tenure-stream		
Full-time	426	186	6	618	25	3	0	28
Part-time	22	17	231	270	0	33	7	40
Total	448	203	237	888	25	36	7	68

UMaine faculty establish the curriculum and academic standards for academic units, and initiate the creation and elimination of courses and programs. The Faculty Senate represents the faculty in making recommendations and decisions about program creation and elimination. At UMM, the faculty meet as a whole and oversee the curricular and academic standards for the programs in Machias. Although the President of UMaine makes final decisions, academic hiring is normally based on department-level faculty searches.

Appointment, promotion, and tenure

Faculty appointments, tenure, and promotion decisions at UMaine reflect those normally found at major research institutions in the United States, and are identified in the AFUM contract. Reappointment, promotion, and tenure decisions are made with substantial faculty input based on student, peer and self-evaluations of teaching, research, and service.

Evaluation criteria are developed at the appropriate departmental or divisional level, and address teaching (instruction, student advising, course/curricula development, etc), research and scholarship (including creative work in the discipline, publications and presentations, research, and scholarly writing), and service (to the department, college, campus and university, and to professional activities and service related to the discipline, the state, and beyond). At UMM, while the focus is on teaching rather than on research, the same areas of evaluation criteria are applied.

Faculty rights and responsibilities

UMaine and UMM faculty rights and responsibilities are delineated in the AFUM contract. At UMaine, they are also reflected in campus governance policies (the Faculty Senate Constitution and Bylaws, the bylaws of each of academic college, and the Faculty Handbook). All members of the university community enjoy and exercise academic freedom as generally understood in higher education. At UMaine, academic freedom is defined as the freedom to discuss, meet with others, and present scholarly and personal opinions and conclusions regarding all matters in the classroom and in public; to explore all avenues of scholarship, research, and creative expression; and to reach conclusions according to one's scholarly discernment and according to one's own conscience on all matters, including university operations, policies and employment practices without any institutional censure, discipline or restraint. UMM has a Faculty Handbook distinct from UMaine's, but with a similar definition of academic freedom.

Faculty workload at UMaine, which includes teaching, research, and university and public service, is determined primarily at the department level (or other appropriate unit), and is based on departmental responsibilities and needs, college needs, individual competencies, and past workload. Individual workload assignments are made in consultation with the faculty member. Faculty workloads vary by college and in some instances within a college. The most common teaching load at UMaine for tenure-track faculty members is 2-2.

At UMM, the faculty teaching workload is primarily 12 credits per semester (4-4) due to the

campus focus on teaching. Student advising at UMM is also part of the faculty's teaching responsibilities. UMM faculty are encouraged to develop strong ongoing relationships with advisees, adhering to a "relational advising" model. Faculty are assigned advisees in their major and the number of advisees per faculty member varies by program. At UMM, there is an additional first-year student advisor and an adult learning advisor for those student populations.

Faculty expertise

Faculty at UMaine typically hold terminal degrees in their disciplines from a wide array of respected institutions. The nature of UMaine as a research institution means that faculty members are recruited, evaluated, and retained based not only on their teaching competence, but also on scholarly and research productivity and potential. The faculty database provides a central clearinghouse for ongoing information about the expertise and productivity of faculty members. Further, in different colleges and program areas, specialized accreditation also works to ensure that teaching is done by qualified and competent instructors, whether faculty, graduate students, or adjunct faculty. Specialized accreditation applies a corresponding standard at UMM, with the addition of outside program reviews also ensuring the quality of faculty.

Academic ranks and faculty categories

Faculty categories and definitions are outlined in the AFUM contract. There are three kinds of ranks at UMaine: Academic Ranks, Extension Ranks, and Research Ranks. Academic Ranks include Lecturer, Instructor, Assistant Professor, Associate Professor, and Professor; all except Lecturer and Instructor ranks are tenure-track. Extension Ranks include Extension Instructor, Assistant Extension Professor, Associate Extension Professor, and Extension Professor. Research Ranks include Assistant Research Professor and Research Professor.

After six years of service, appointment of faculty members holding special or research appointments can be discontinued only for just cause (e.g. a lack of funding). With respect to graduate faculty, six categories of membership exist: full graduate faculty, associate graduate faculty, external graduate faculty, emeritus graduate faculty, graduate faculty, and ex officio members. The level of membership on the graduate faculty corresponds to the ability to chair a graduate committee, cochair a graduate committee, serve on a graduate committee, and teach a graduate-level course. Training specifically targeting graduate teaching assistants is also provided at the departmental level, especially in units in which teaching assistants are used extensively. All faculty members at UMaine must hold an appointment in a home department. UMM has the same rank structure and tenure process, minus the Extension Ranks and with Research Ranks being rare.

UMaine Faculty (inclusive): Headcount and FTE, 2008–2009 to 2017–2018

academic year	tenured/ tenure-stream		regular appointment not tenured/tenure-stream		adjunct faculty		total	
	headcount	FTE	headcount	FTE	headcount	FTE	headcount	FTE
2008–2009	475	467.3	211	197.6	259	79.4	945	744.4
2009–2010	463	454.8	199	186.2	254	75.1	916	716.1
2010–2011	445	441.2	200	187.8	220	61.3	865	690.2
2011–2012	442	432.4	208	195.4	303	75.3	953	703.2
2012–2013	426	410.9	213	197.1	321	81.0	960	689.0
2013–2014	438	420.4	196	183.8	326	79.4	960	683.6
2014–2015	429	417.5	193	184.1	312	76.4	934	678.0
2015–2016	423	407.3	193	186.5	305	77.4	921	671.2
2016–2017	437	418.4	201	190.5	265	76.4	903	685.2
2017–2018	442	428.7	197	186.0	295	75.8	934	690.5

Note. This table includes all active UMaine employees having an employee classification of "faculty." This inclusive group comprises faculty affiliated with an academic unit or the Division of Lifelong Learning, as well as associate deans and coaches, and appointments in Cooperative Extension and policy- and research-related centers (e.g. Climate Change Institute, Margaret Chase Smith Policy Center).

Adjunct faculty

An important cadre at UMaine is our adjunct faculty, whose employment conditions are outlined in the Part-Time Faculty Association (PATFA) contract. A full count of tenure/tenure-track and not tenured/tenure-track faculty and adjunct appointments is provided below. In addition to adjunct faculty, who taught 15% of class sections in 2017–2018, courses are also taught by graduate teaching assistants. In 2017–2018, UMaine employed 639 graduate assistants, who taught 12% of class sections (57% were labs, 22% recitations, and 21% lectures or seminars).

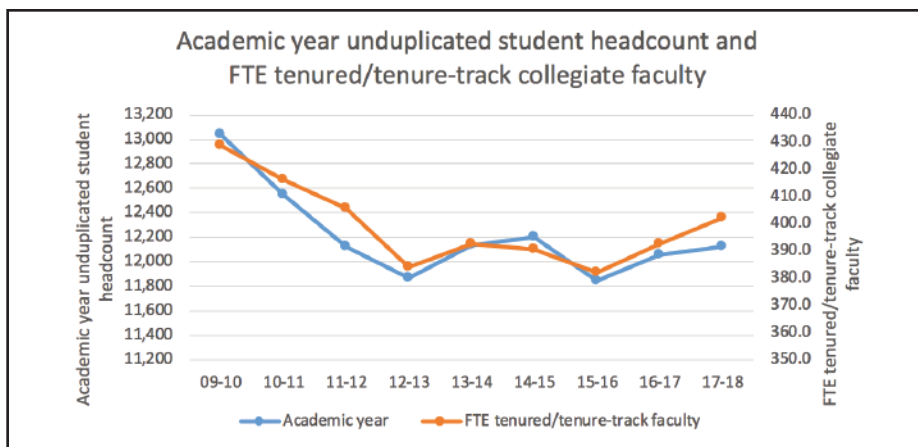
UMaine’s University Teaching Council, a faculty-led group that advises the Provost on matters of pedagogy, curricular innovation, and classroom best practices, conducted a two-year study of adjunct faculty resource needs in 2015–17. An end-of-summer Adjunct Faculty Orientation, organized and led by staff in the Center for Innovation in Teaching and Learning, was an outgrowth of that work. The orientation shares information with new and returning adjunct faculty about Human Resources, library access, departmental cultures and expectations, and other facets of their work at the university.

Faculty recruitment

In recruiting new faculty and staff members, UMaine and UMM both adhere to an open and consistent search process using HireTouch software. Recruitment is the shared responsibility of the recruiting department and Human Resources. The selection of the search committee and the search chair is determined at the unit level, but it is UMaine’s policy that the search committee should be diversified to the degree possible by race, gender, culture, and in other appropriate ways. It is also UMaine’s expectation that both men and women will participate on each search committee, and, where necessary, the Office of Equal Opportunity assists search committees in this regard.

All units at UMaine are assigned a Human Resources Partner (HRP) who works as a liaison between the unit and HR in all searches. Once the search for a position has been approved by the Provost and the college Dean, a job description is prepared. This job description is then approved by the Dean’s Office and HR.

Typically, an initial short list is developed from the applicant pool by the search committee, and candidates are interviewed by phone or videoconference. After initial interviews, the search committee proposes a list of finalists. For faculty hires, the list of finalists must be approved by HR and the college dean. Under normal circumstances, a minimum of two candidates are brought to campus as finalists for any position. The search committee sends a list of finalists to the dean with narrative of the finalists’ strengths and weaknesses, consistent with the identified criteria for the position. The dean makes a decision about what offer should be made and to whom. UMM searches (and other HR functions) are supported by UMaine HRPs. A similar process is followed at UMM, with the Head of Campus making the final hiring decision.



Appraisal

The number of FTE faculty at UMaine showed an overall drop between 2009–2010 and 2015–2016, with tenured/tenure-track faculty experiencing the largest drop (-13%). This occurred during a period of enrollment decline (see figure above). Recent growth in enrollment has led to a reversal of the trend, with increased investment in tenured/tenure-track faculty in recent years. UMaine appointed 93 tenured/tenure-track faculty between 2015 and 2018, which is almost twice the number of faculty who departed in the same period.

Salaries

Data from the 2017–2018 American Association of University Professors’ Annual Report on the Economic Status of the Profession indicate that average salaries at UMaine and UMM are lower than the national averages for their respective institutional peer groups.

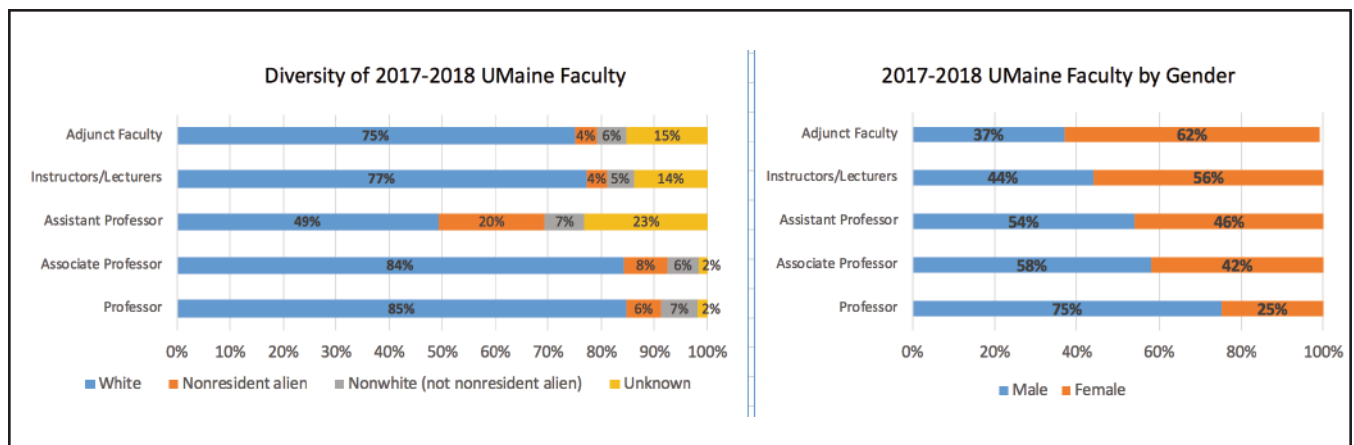
Rank	University of Maine		University of Maine at Machias	
	National Average Public Doctoral	UMaine	National Average Baccalaureate	UMM
Professor	\$141,476	\$112,700	\$90,879	\$69,200
Associate Professor	\$99,820	\$85,500	\$73,387	\$58,400
Assistant Professor	\$87,043	\$68,500	\$63,616	\$48,400
Instructor	\$65,606	\$54,400	\$57,222	*
Lecturer	\$64,614	\$56,800	\$52,807	*

*The number of instructors and lecturers included in the salary data reported for UMM was too small to be included in the averages.

In the state of Maine, average salaries at UMaine are higher than at all other public institutions, though they are lower than at the private liberal arts universities in the state (Bates College, Bowdoin College, and Colby College). Data included in the NEA’s Higher Education Advocate May 2017 publication indicated the salaries at UMM were lower than at most other higher education institutions in Maine.

Faculty diversity

The recruitment of historically underrepresented groups and women for faculty positions at UMaine remains a matter of attention and concern. See chart below for data by faculty rank. With respect to issues UMaine women faculty face, the UMaine Rising Tide Center, established to advance gender equity on campus, released its Comparative Study of Gender Differences in Perceptions of Faculty Work-Life, 2011 & 2015 in 2016. In addition, the Provost’s ADVANCE Initiative Council was formed in March 2009 (renamed the Provost’s Council on the Advancement of Women Faculty in fall 2016). This council serves as an internal advisory committee on matters related to gender equity.



Rising Tide's work on gender equity has produced more than 20 peer-reviewed publications, and over 20 national and international presentations that serve as a resource for UMS, and other academic institutions.

II. Teaching and learning

Description

UMaine engages in a broad array of efforts to ensure that instructional methods are aligned with best practices, and that student learning is measured through reliable and valid methods driven by faculty input and participation. These include both instructional interventions/professional development and quality assurance methods, such as program accreditation and review processes. A major focus during the past five years has been a campuswide implementation of program and General Education assessment (see also Standard Eight). The Office of Institutional Research and Assessment has worked with faculty to design a campus assessment plan, common protocols for program assessment, and a plan for the assessment of General Education courses.

Accreditation and advisory committees

Individual colleges and programs also undergo specialized accreditation and review. Over 50 programs of study at UMaine have earned and maintained specialized accreditation in good standing. Major units include the College of Engineering, which has continuously maintained ABET accreditation since 1936; the Maine Business School, fully accredited through the Association to Advance Collegiate Schools of Business (AACSB) since 1974; and the College of Education and Human Development (currently NCATE-accredited; seeking CAEP accreditation in 2020).

Advisory committees also play a significant role in program development. Dozens of advisory groups help guide academic and research centers across UMaine. For example, the professional advisory committee for the Cooperative Forestry Research Unit helps guide the focus and scope of collaborative research activities focused on improving tree species and wildlife management practices. Another example is UMaine's Graduate School of Biomedical Science and Engineering, established in 2006 as a partnership among UMaine, Jackson Laboratory, Mount Desert Island Biological Laboratory, Maine Medical Center Research Institute, the University of Southern Maine, and the University of New England. The External Advisory Board provides external counsel and perspective regarding scientific direction and curricula, assists in identifying and securing external funding, aids in networking for students and faculty, and serves in an advocacy role both internal and external to the university.

UMM has several standing advisory committees, including Education, Recreation & Tourism, Management, Conservation Law, the Early Maine Literature Advisory Board, and two ad hoc advisory committees, Psychology & Community Studies and Business Studies.

Examples of UMaine and UMM course and program innovation

UMaine has worked consistently to meet the needs of students through innovative academic offerings and instructional practices. Below are several examples:

In fall 2016, a set of successful Phage Genomics courses, developed as a collaboration between the Honors College and Molecular and Biomedical Sciences (MBMS), were expanded to include all MBMS entering students. The Maine Business School faculty has introduced several new courses in recent years, including new MBA offerings in Managerial Marketing and Socially Responsible Investing. Leadership in Chaotic Times, a Washington, D.C. travel course, has offered as part of UMaine's Leadership Studies program, and includes meetings with members of Congress, ambassadors, lobbyists, military leaders, congressional staffers, and others. And in 2016 and 2017, the School of Nursing led community health

disaster simulations in partnership with UMaine students, UMaine police, local fire and rescue personnel, area nurses, and the UMaine Volunteer Ambulance Corps. In 2017, UMaine developed a regional course on family forests in conjunction with the University of Massachusetts at Amherst and the University of Vermont through a grant from the New England Society of American Foresters. Thirty-two undergraduate forestry students — 11 from UMaine — participated. A major assignment required students to prepare, working in inter-university groups, a syllabus for future family forests classes, with reading lists addressing family forest outreach and education, outdoor recreation management, invasive plants and pests, regional silviculture, maple syrup production, small scale timber harvesting, succession and legacy planning, and consulting forestry.

Each year, a Division of Lifelong Learning course offers students the chance to attend the Camden International Film Festival and engage with filmmakers from around the world. The course provides students with an insider view of the film industry. The Darling Marine Center, in cooperation with the School of Marine Sciences, offers students a Semester by the Sea experience to study complex marine environments and apply foundational skills acquired in preparatory coursework. And UMaine's Hutchinson Center hosts the Midcoast Leadership Academy, where participants from the midcoast region of Maine develop management and leadership skills.

Two examples of innovative applied practice are the use of TeachLivE, an avatar-based simulator by UMaine Education and Human Development students, who receive real-time feedback about the quality and appropriateness of their teaching strategies in a mixed-reality environment; and UMaine's Cooperative Extension 4-H STEM Ambassadors: undergraduate students who facilitate STEM activities with Maine youth ages 8–14.

UMaine's Foster Center for Student Innovation offers a minor in Innovation Engineering emphasizing a systematic approach to creating, communicating, and commercializing ideas in any field. Students learn how to innovate in a range of organizations: businesses, nonprofits, government agencies, educational institutions, arts organizations, and others. Innovation Engineering students use prototyping and small-scale production facilities in UMaine research centers, including the Innovative Media, Research and Commercialization Center and the Advanced Manufacturing Center.

A major focus at UMaine is STEM instructional transformation. Faculty in Biology and Ecology, and Physics and Astronomy created an NSF-supported University Classroom Observation Program, where 117 middle and high school teachers have observed 535 STEM courses and provided faculty with feedback on their instruction. To date, research from this program has been published in three peer-reviewed publications and has garnered additional NSF funding to examine the student transition from high school to first-year university STEM courses.

UMaine also delivers the Faculty Course Modification Incentive Grant-Maine Learning Assistant (FIG-MLA) Program, aimed at improving undergraduates' STEM course experiences and outcomes while providing professional development opportunities for exemplary STEM majors and STEM faculty. Through the program, STEM faculty receive assistance in planning and enacting course modifications that incorporate research-based techniques for STEM instruction, including those that promote active learning. As of 2017, 38 instructors in 14 departments have received these grants.

Maine Learning Assistants (MLA) are undergraduates hired to assist with faculty course modifications. In total, 238 undergraduate students have worked as MLAs. In 2017–2018, 77% of incoming STEM majors took at least one MLA-supported course, and undergraduates in these classes showed higher retention rates than students in non-MLA supported courses. The program is coordinated by UMaine's Center for Research in STEM Education (RISE Center), which was formed to advance the research and practice of teaching and learning in STEM fields through research, graduate education, and



professional development, and community partnerships focused on improving the research and research-based practice of STEM education at all levels of instruction.

Several UMM programs have been developed to transform the learning environment for students. Launched in fall 2015, STEM Bridge is a nine-day program offered prior to the start of the fall semester for students with a weak background in mathematics. It mixes mathematics support, growth mindset development, and hands-on activities salient to the UMM science program. The Peer Educator Program, begun in spring 2015, comprises supplemental instructors, trained embedded tutors, and regular Study Center tutors matched with courses based on academic need. Finally, the Family Futures Downeast is a one-year program providing access to education and employment opportunities for parents with young children by combining postsecondary education and workforce development with high-quality early education for the children.

Program assessment

UMaine faculty are leading efforts to design new assessment instruments intended to measure differences in student thinking when administered at multiple time-points during an undergraduate program: e.g. when students enter the major; after the introductory course series; just prior to graduation. For example, faculty in Biology and Ecology have led the design of the Bio-MAPS (Biology-Measuring Achievement and Progression in Science) suite of assessments, which are aligned with core concepts of Biology outlined in the American Association for the Advancement of Science's 2009 Vision and Change report, and supported by NSF funding. Outcomes from these assessments have been used by UMaine faculty to highlight program successes, and to develop ways to address challenging concepts for students. In addition, there are several faculty learning communities in Biology and Ecology focused on outcomes assessment.

Support for faculty and graduate teaching assistants

The Center for Innovation in Teaching and Learning (CITL) provides support for innovative pedagogical efforts, and promotes excellent teaching and learning at UMaine. Together with partner centers and academic units, CITL works to create and sustain a culture of innovation in teaching through workshops and personalized consulting on curricular and instructional design, educational software, technologies for instruction, and related efforts to support 21st-century information and learning cultures. CITL has studios staffed with instructional designers, and outfitted with video and audio production facilities, and resources for developing animations, graphics, and experimenting with new technologies. Training specifically targeting graduate teaching assistants is also provided at the departmental level, especially where teaching assistants are extensively used. In addition, CITL staff help UMaine and UMM make pedagogy-informed decisions about services used in teaching, including student response systems, video services, web collaboration platforms, learning analytics, and more.

In 2017–2018, CITL helped faculty develop technology solutions for 157 undergraduate and graduate courses in Business, Education and Human Development, New Media, and other programs; delivered 18 training workshops for faculty and students; and provided tours for Admissions, 4–H, and others.



To support an increasingly diverse faculty and student body, the Rising Tide Center was established with initial support from an NSF ADVANCE Institutional Transformation grant to create an equitable environment for faculty with the view that a “rising tide lifts all boats.” Data-driven methods used to create and sustain positive change at UMaine include professional development opportunities for faculty, encouraging the use of family-friendly policies, establishment of a dual-career support system to attract and retain faculty talent, the introduction of a targeted mentoring program, and best-practices training for administrators and search and peer committee members.

Faculty research

UMaine consistently ranks among the top third of public universities engaged in research through the NSF Higher Education Research and Development (HERD) Survey. We are classified as a Higher Research Activity Institution by Carnegie. In FY2018, UMaine received a total of \$72.8 million in awards, and research expenditures reached \$129.9 million.

Recent institutional investments have been made to increase faculty support for proposal development, assistance with grant submissions, and professional development related to grant writing, all in an effort to increase the number and quality of grant submissions to external sponsors. Additionally, UMaine offers several internal funding programs for faculty research, artistic work, travel, and professional development. The Faculty Research Funds Program is administered by the Office of the Vice President for Research and Dean of the Graduate School. It seeks to stimulate and facilitate faculty research and scholarship.

Similarly, the Research Reinvestment Fund was established by the University of Maine System Board of Trustees to strengthen research, development, and commercialization activities tied to Maine businesses and to industries critical to the future of Maine. Additional funding opportunities for faculty in the Humanities are available from the Clement and Linda McGillicuddy Humanities Center Faculty Grant Program, which seeks to support research, community engagement, and innovative teaching proposals.

UMaine also offers targeted internal funds to encourage progress and faculty engagement in institution-wide goals. The Innovation in Assessment Grant Program supports assessment-related projects and initiatives directly impacting student-learning outcomes and assessment processes for undergraduate, graduate, or certificate programs. Rising Tide Leadership Grants provide support for faculty who seek to advance their academic careers, and benefit the larger campus through work on equity and inclusive excellence.

Outreach and service

UMaine also supports outreach and service. UMaine’s Cooperative Extension has a physical presence in all 16 Maine counties. It provides educational outreach and youth development programming, and connects local businesses to state and regional research expertise and other resources. UMaine’s Hutchinson Center has initiated a statewide marketing campaign aimed at adult degree completion for students who may be positioned to complete a B.A. or B.S. through the Bachelor of University Studies, and UMaine’s Cohen Institute offered a fall 2016 course, Leadership and Public Service, taught by a senior public servant who worked as chief of staff for three United States senators. To name just three examples of faculty volunteerism: UMaine faculty present original research to Maine historical societies and museums; serve as presenters at the Maine Science Festival; and serve as scholarship judges at the Maine State Science Fair.

Academic policies

UMaine and UMM publish their policies on continued enrollment and academic suspension, dismissal and graduation in their respective undergraduate catalogs (UMaine and UMM). Each catalog explains categories of dismissal, suspension and probation; outlines appeal procedures; and describes the academic activity allowed during suspension and/or dismissal. Each catalog also explains procedures and conditions for readmission. Potential UMaine academic policy changes are discussed in a monthly Associate Deans’

working group chaired by the Senior Associate Provost, who also sits on the Faculty Senate's Academic Affairs Committee at the Senate's invitation. With key input from faculty and professional advising staff, the Associate Deans' group completed a two-year reassessment and revision of UMaine's undergraduate probation and suspension policy in November 2018.

UMaine and UMM advising

The chief vehicles for UMaine advising are faculty advisors in the academic units and college advising staff (in the deans' offices and/or in advising centers). For example, Liberal Arts and Sciences (CLAS) provides several forms of academic advising. These include faculty advisors for students in their declared majors, academic advisors from the CLAS Advising and Student Services Center, and co-advisors (faculty and academic advisors) for students who are new transfers (in their first two semesters) or on academic probation.

Most units in Natural Sciences, Forestry, and Agriculture have an undergraduate program coordinator with primary responsibility for advising first-year and new transfer students matriculating into undergraduate majors. In Education and Human Development, a central Advising Center manages advising and the teacher candidacy process. Students in the College of Engineering are primarily advised by faculty with support from Dean's office staff.

Liberal Arts and Sciences hosts a campuswide Academic Advising Conference each fall to support faculty and staff in their advising work and to share best practices. The conference includes presentations on advising international and transfer students, FERPA, how to identify students of concern, tutoring resources, and related topics.

UMM students are advised principally by faculty. UMM also employs a High School Transitions/Early College Advisor who works with early college and first-year students, and coordinates UMM's use of the Navigate early-alert/retention software system.

Support for student scholarship and creative activity

UMaine supports scholarship, research, and creative work through a broad range of internal funding opportunities and administrative assistance for students, faculty, and staff seeking external support. Students are supported through a variety of means, especially research grants in the major units. The institution also supports student scholarship through several internal and external funding mechanisms.



The newly created Undergraduate Research Collaboratives Program supports undergraduates interested in conducting cross-disciplinary research. UMaine units also award support for student research and travel activities. For example, the Linda Lancaster Fund supports professional development and research travel costs for graduate students in Education and Human Development. Similarly, the Leitch Fund supports travel costs for Honors students to attend professional meetings and conferences.

The Office of Major Scholarships, established in 2018, assists students in competing for prestigious national merit-based awards such as the Udall, Fulbright, Goldwater, Truman, and Rhodes scholarships. The number of student submissions per year has already increased in multiple award categories. (See also Standard Four.)

Appraisal

Innovative technologies, innovative learning spaces

Since its last comprehensive review in 2009, UMaine has pursued innovative technologies for teaching and learning on several fronts. Launched in spring 2017, the university's Hackerspace gives students access to contemporary technologies (e.g. Arduinos, 3D printers, patternmakers) and supports exploration of new ways of thinking. Working independently, in teams, or as part of a course, students develop new approaches to traditional tasks. They also test the limits of new technologies by creating their own Rube Goldberg machines or by printing simple 3D widgets.

The Virtual Environment Multimodal Interaction Laboratory (VEMI) is a collaborative UMaine educational, research, and development facility where faculty and undergraduate and graduate students from more than a dozen disciplines conduct research and hone technical skills using the latest virtual and augmented reality technologies. VEMI staff also provide guidance on structural improvements to classrooms and technologies to promote research-based instruction.

Since 2011, five active learning classrooms have been developed at UMaine in response to faculty and programmatic needs. The classrooms are distributed around the campus, and vary in size and configuration to meet the needs of courses in multiple disciplines. Through the Center for Innovation in Teaching and Learning, faculty have access to professional development and training about how to use these spaces to the maximum instructional benefit of their students. In fall 2018, 47 instructors taught a total of 2,221 students in UMaine's active learning classrooms. In spring 2019, 37 instructors are teaching 1,865 students in those classrooms.

UMaine has also made physical investments in traditional classrooms throughout the Orono campus. Since its inception in 2012, the Paint and Polish initiative, a faculty-guided effort to align US:IT, Facilities Management, and Academic Affairs resources for classroom upgrades at UMaine and UMM, has been a clear success. In summer 2017, for example, 39 classrooms were upgraded or renovated, and 50 classrooms received information technology upgrades. A core Paint and Polish strategy has been to coordinate as many physical upgrades as possible with complementary IT improvements. In this way, best practices for instructional design are met, with appropriate technologies and environmental enhancements made to support these learning spaces.

Evaluating student success initiatives

A comprehensive analysis of academic advising and student supports was conducted in 2017, examining the practices and impact of academic advising, UMaine's Think 30 initiative, and our Summer University and Winter Session course offerings on student success. The Think 30 results are also examined in detail in Standard Eight.

Adoption of an online modality for student evaluations of teaching

Efforts since spring 2017 at UMaine and UMM to shift to online student evaluations of

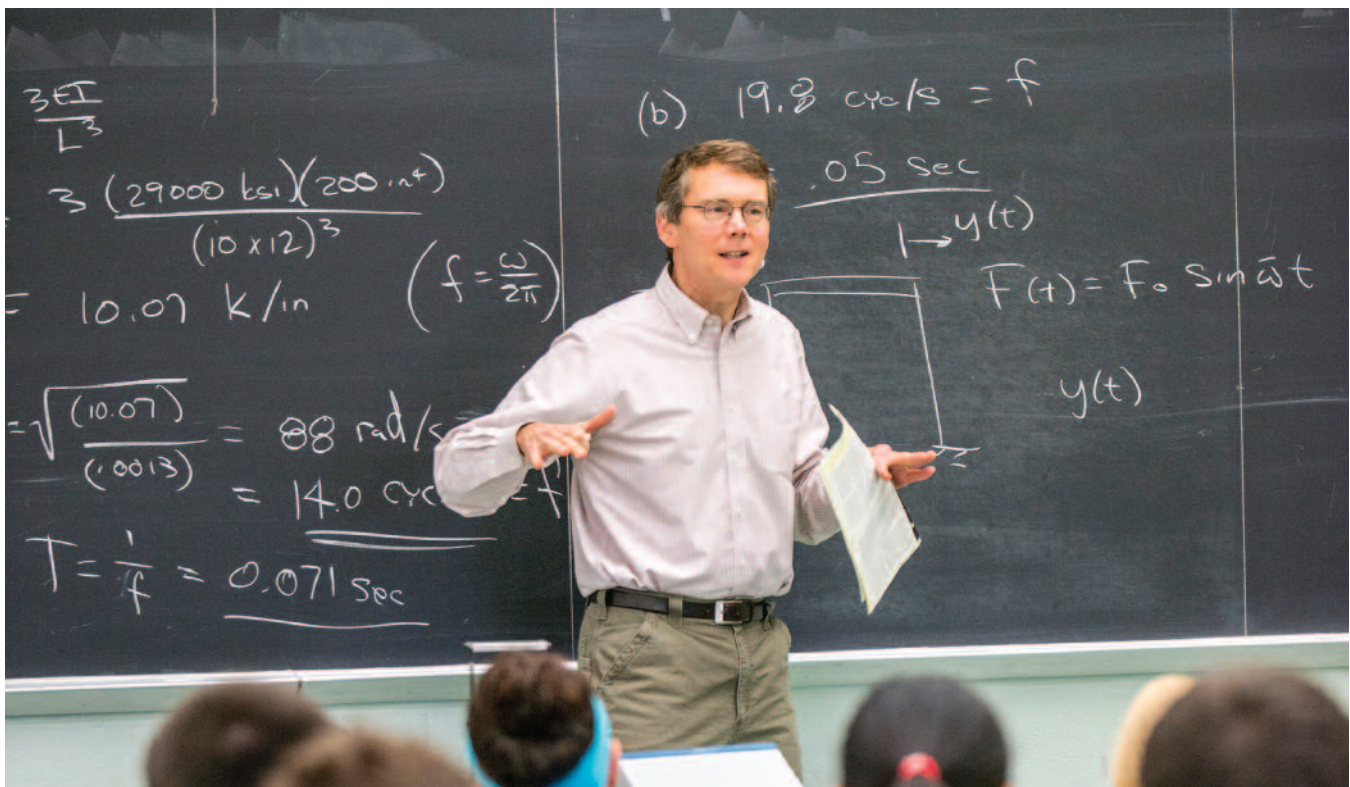
teaching in online and blended courses have been successful. UMaine has improved response rates from as low as 10% (on paper-based evaluations of online courses) to approximately 66% (for a mix of online and face-to-face courses) using a software platform (Blue), coupled with best practices in survey administration. As paper-based evaluations in face-to-face courses typically see return rates above 80%, UMaine is seeking to secure an equal or higher rate for online evaluations. While paper-based evaluation yields strong response rates, it does not support useful disaggregation of data to detect potential differences in student experiences related to race, gender, or course performance. The online system allows faculty to customize questions, adjust the evaluation schedule, and ensure access for all enrolled students. The design of the system promotes the use of student feedback to inform instruction. The number of UMaine academic units moving from paper-based to online evaluations continues to grow each semester.

Grant training and support

UMaine has supported faculty research success through increased grantsmanship services and outreach, especially to early-career faculty. In 2017–2018, a New Researcher Orientation (NRO) was established to complement UMaine’s general faculty orientation held at the beginning of the fall semester. NRO connects faculty to research offices and staff to raise awareness of available services and trainings, as well as initiatives aimed at growing the research enterprise. Examples of trainings include program-specific grant writing workshops; introduction to research commercialization; and a basic Grants 101 training held twice per semester in collaboration with Fogler Library. Examples of faculty support include 1:1 proposal development assistance, facilitation and support of large interdisciplinary center grant writing teams, and customized funding searches/alerts, including raising awareness of nonfederal funders. Efforts are underway to further grow staffing in the research offices to enhance the institution’s national standings.

Faculty student collaborations and mentoring partnerships

Through the Center for Undergraduate Research (CUGR), students develop tools and resources needed to achieve an authentic understanding of the research endeavor. CUGR sponsors academic-year fellowships, summer fellowships, a research fellows program,



travel grants, and the annual UMaine Student Symposium. All of these programs are funded by the Vice President for Research and Dean of the Graduate School, and supplemented by external funding from federal and state agencies and private industry.

CUGR has significantly expanded students' participation in research and creative activities, as evident by the number of undergraduate authors and presenters at the 2018 UMaine Student Symposium (756) as compared to the 2017 event (539) (an order of magnitude increase from the first event in 2010, which drew 68 students). In addition to internally funded fellowships, CUGR has doubled NASA/MSGC funding from \$60,000 in 2017 to \$127,000 in 2018 for student fellowship and scholarships, and has increased sponsorship from private industry from \$500 in 2015 to \$30,000 in 2018. After completing the pilot phase of the program in 2017, the 2018–2020 CUGR Faculty Fellows program recruited its second cohort of 20 faculty participants and provided them with professional development workshops focused on mentoring student researchers.

In 2019, the UMaine Graduate School and UMaine's Graduate Student Government will pilot UMaineGRAD (Growth, Resilience, Advancement, and Delivery). The program will focus on teaching skills, research skills, career development skills, and health and wellness, and will permit graduate students to earn digital badges for different skills and competencies through UMaine's Engaged Black Bear digital badging initiative.

Projection

There are several areas of focus for additional support of UMaine faculty, including a) increased support for student advising; b) continued hiring of tenure-track faculty; and c) strategic and fiscal planning for innovative units, including the reorganized Maine Business School.

Advising and early-alert support: Navigate

UMM implemented the EAB advising platform Navigate in fall 2018. A team of UMaine faculty and staff are working with EAB to prepare for UMaine's adoption of the platform, in stages, in 2019–2020. UMaine's goals for Navigate focus on timely, intentional communication with students, particularly those at risk, leading to better academic outcomes, including first- to second-year retention; and, providing a high-quality resource for faculty seeking more complete information about their students' (and assigned advisees') academic and student-life strengths and challenges. UMaine plans to train faculty and professional advisors on Navigate beginning fall 2019, and expects to introduce Navigate's student-facing app to incoming and returning students beginning summer 2019.

Future faculty hiring

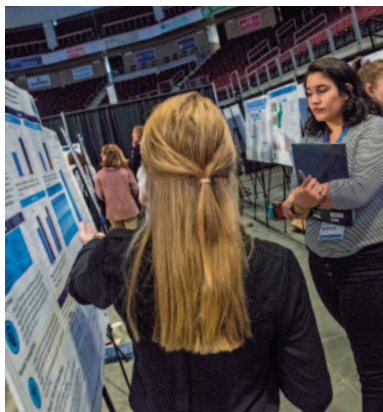
Since 2014, faculty hiring priorities at UMaine have responded in general to a) demonstrated areas of enrollment growth, and b) replacement needs (for retiring or departing faculty) and opportunity hires (including spousal/partner accommodation). For example, tenure-track hires in the College of Engineering, and in select units in the College of Natural Sciences, Forestry, and Agriculture, have been driven by sustained enrollment growth and a corresponding need to grow the faculty in those areas. The administration anticipates a continued emphasis on enrollment-driven hiring, along with consideration of replacement needs and opportunity hires, over the next three to five years.

Continued implementation work and fiscal stability for Maine Business School

Since summer 2018, MBS administrators and faculty have had more than 225 meetings with various representatives from the Maine business community, political leaders, and the UMS. In addition, they have also conducted a competitive analysis, and have received market research reports from the Association for University Professional and Continuing Education and EAB. They are using the information from this comprehensive market analysis to develop a variety of innovative and collaborative degree options. The following

list illustrates the unit’s collaboration partners, and the various degree options it is working on:

- **University of Maine Law School**
 - Rebuild and rebrand the JD/MBA.
 - Developing a concentration in Transaction Law for the MBA program.
- **Muskie School of Public Service (University of Southern Maine)**
 - Developing a dual degree in MPPM/MBA.
 - Developing a dual degree in MPH/MBA.
 - Developing dual degree in MSW/MBA.
- **University of Maine at Farmington**
 - Developing a concentration in Outdoor Sports Management for the MBA program.
- **University of Maine at Presque Isle (UMPI)**
 - Developing a 4 +1 program for UMPI Business undergraduates to join the MBA program.
- **University of Maine**
 - Developing a concentration in Forestry Business for the MBA program.
 - Developing a concentration in Aquaculture for the MBA program.
 - Working with the Foster Center for Student Innovation to develop a concentration in Innovation for the MBA program.
- **University of Southern Maine**
 - Developing a concentration in Food Studies for the MBA program.

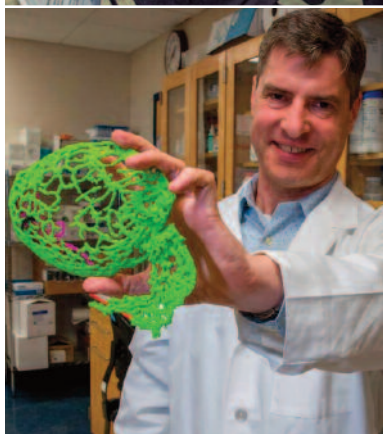


In addition, MBS is working on a variety of MBA concentrations that will likely include Analytics, Finance, Marketing, and Healthcare Management. And within the next two years, MBS foresees launching an M.S. in Accounting and an M.S. in Analytics.

MBS has developed a 5-year budget analysis for the Graduate School of Business outlining projected growth in enrollments and revenue. The university believes innovative curriculum enhancements, planned partnerships, and the addition of new graduate programs for the MBA (as described above) will be significant drivers of enrollment growth. The Graduate School of Business is projected to be self-sustaining at the end of fiscal year 2023. See the enrollment and revenue analysis below:

Graduate School of Business enrollment and revenue analysis

		Evening/Online MBA	M.S. Bus Analytics	M.Acc	F.T.MBA	Fees	Total Revenue
FY 19	Headcount	88					88
	Gross Tuition	\$463,584				\$104,016	\$567,600
FY 20	Headcount	160					160
	Gross Tuition	\$842,880				\$189,120	\$1,032,000
FY 21	Headcount	175	20				195
	Gross Tuition	\$1,152,375	\$263,400			\$230,490	\$1,646,265
FY 22	Headcount	200	25	20			245
	Gross Tuition	\$1,317,000	\$329,250	\$131,700		\$289,590	\$2,067,540
FY 23	Headcount	220	25	40	25		310
	Gross Tuition	\$1,448,700	\$329,250	\$263,400	\$395,100	\$366,420	\$2,802,870



Standard Six: University of Maine

Standard 6.1: Teaching, Learning, and Scholarship				
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)				
	3 Years	2 Years	1 Year	Current Year
	Prior	Prior	Prior	
	Fall 2015	Fall 2016	Fall 2017	Fall 2018
? Number of Faculty by category				
Regular appointment, Tenured/Tenure-Eligible -- FULL TIME	390	395	418	426
Regular appointment, Tenured/Tenure-Eligible -- PART TIME	26	37	21	22
Regular appointment, non-TTE -- FULL TIME	178	177	175	186
Regular appointment, non-TTE -- PART TIME	15	21	22	17
Temporary appointment ("adjunct") -- FULL TIME	4	6	6	6
Temporary appointment ("adjunct") -- PART TIME	234	208	207	231
Other; specify below:				
Total	847	844	849	888
Percentage of Courses taught by REGULAR faculty	68%	70%	68%	70%
? Number of Faculty by rank, if applicable				
Professor -- FULL TIME	202	183	187	188
Professor -- PART TIME	28	35	28	28
Associate -- FULL TIME	150	140	143	139
Associate -- PART TIME	24	21	15	18
Assistant -- FULL TIME	96	122	139	155
Assistant -- PART TIME	35	23	26	27
Instructor or Lecturer -- FULL TIME	109	115	113	124
Instructor or Lecturer -- PART TIME	187	182	175	193
Other; specify below:				
Research Professor -- FULL TIME	2	3	2	2
Research Professor -- PART TIME	0	0	1	0
Associate Research Professor -- FULL TIME	6	6	5	3
Associate Research Professor -- PART TIME	0	1	1	1
Assistant Research Professor -- FULL TIME	7	9	10	7
Assistant Research Professor -- PART TIME	1	4	4	3
Total	847	844	849	888
? Number of Academic Staff by category				
Librarians	17	16	17	17
Advisors	28	20	21	20
Instructional Designers	1	2	4	5
Other; specify below:				
Library Public Relations	1	1	1	1
Library Finance/Facilities	1	1	1	1
Library Circulation Manager	1	1	1	1
Library Archivist	2	2	2	2
IT (Library)	1			
Other Academic Support	43	38	31	31
Athletic Academic Counselors	4	4	3	4
Total	99	85	81	82
Please enter any explanatory notes in the box below				
<p>-The faculty counts above include all employees having an employee classification of 6, 7, or 9 ("faculty"). This includes associate deans, coaches, faculty in the Cooperative Extension Service, and research faculty whose entire appointment is in a research or policy center.</p> <p>- The <i>percentage of courses taught by regular faculty</i> includes all course sections except recitations. Regular faculty are faculty on a continuing contract.</p>				

Standard 6.2: Teaching, Learning, and Scholarship						
(Highest Degrees, Fall Term)						
			3 Years	2 Years	1 Year	Current Year
			Prior	Prior	Prior	
			Fall 2015	Fall 2016	Fall 2017	Fall 2018
Highest Degree Earned: Doctorate or terminal degree						
Faculty	Professor		211	203	197	195
	Associate		158	147	145	142
	Assistant		103	128	140	141
	Instructor or Lecturer		43	49	44	47
	No rank					
	Department Head (CITL)			1	1	1
	Total		515	528	527	526
Academic Staff	Librarians		1	1	1	1
	Advisors		1	2	2	1
	Inst. Designers		0	0	1	
	Other Academic Support		4	4	4	4
Other, specify*	Faculty Workshops/Trainer		0	0	1	1
Highest Degree Earned: Master's						
Faculty	Professor		17	15	17	18
	Associate		19	17	16	13
	Assistant		22	18	18	17
	Instructor or Lecturer		110	117	116	123
	No rank					
	Other					
	Total		168	167	167	171
Academic Staff	Librarians		16	15	16	16
	Advisors		14	12	11	10
	Inst. Designers		1	2	2	3
Other, specify*	Athletic Academic Counselors		3	3	2*	3
	Library Public Relations		1	1	1	1
	Library Finance/Facilities		1	1	1	1
	Library Archivist		2	2	2	2
	Library IT		1	0	0	0
	Other Academic Support		20	15	11	9
Highest Degree Earned: Bachelor's						
Faculty	Professor					
	Associate					
	Assistant		2	1	1	3
	Instructor or Lecturer		49	50	42	46
	No rank					
	Other					
	Total		51	51	43	49
Academic Staff	Librarians					
	Advisors		7	2	2	1
	Inst. Designers				1	
Other, specify*	Faculty Tech Support				5	5
	Athletic Academic Counselors		1	1	1*	1
	Library Circulation Manager		1	1	1	1
	Other Academic Support		7	6	6	6
Highest Degree Earned: Professional License						
Faculty	Professor		N/A			
	Associate					
	Assistant					
	Instructor or Lecturer					
	No rank					
	Other					
	Total		0	0	0	0
Academic Staff	Librarians					
	Advisors					
	Inst. Designers					
Other, specify*						
* Please insert additional rows as needed						
2*(2 Masters full year and 1 Masters 1/2 year) 1* (1 Bachelors full year and 1 Bachelors 1/2 year)						

Standard Six: University of Maine

Standard 6.3: Teaching, Learning, and Scholarship									
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)									
		3 Years		2 Years		1 Year		Current Year	
		Prior		Prior		Prior			
		(FY 2015)		(FY 2016)		(FY 2017)		(FY 2018)	
		FT	PT	FT	PT	FT	PT	FT	PT
32	Number of Faculty Appointed								
	Professor			1		3		1	
	Associate			2		3		1	
	Assistant	9		25	2	30	3	22	
	Instructor or Lecturer	9	1	12	2	11		10	1
	No rank								
	Other				1				
	Total	18	1	40	5	47	3	34	1
33	Number of Faculty in Tenured Positions								
	Professor	191	16	181	18	166	24	170	16
	Associate	145	9	125	8	118	11	123	4
	Assistant	65	0	84	0	111	2	125	1
	Instructor or Lecturer								
	No rank								
	Other								
	Total	401	25	390	26	395	37	418	21
34	Number of Faculty Departing								
	Professor	1		3		1		1	
	Associate	1		4				1	
	Assistant	7	1	6		4		4	2
	Instructor or Lecturer	7	2	8	1	7		6	1
	No rank								
	Other								
	Total	16	3	21	1	12	0	12	3
35	Number of Faculty Retiring								
	Professor	8	2	21	3	7	5	6	4
	Associate	6	3	7	1	5		5	
	Assistant	1	1				1		
	Instructor or Lecturer		1	1	3	1			2
	No rank								
	Other								
	Total	15	7	29	7	13	6	11	6
Fall Teaching Load, in credit hours									
		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
		FT	PT	FT	PT	FT	PT	FT	PT
Professor	Maximum	1,418	1,735	1,394	1,641	1,457	2,172	1,375	1,963
	Median	79	50	82	35	90	76	80	85
Associate	Maximum	931	363	1,168	557	1,199	297	823	351
	Median	108	50	114	56	93	50	83	60
Assistant	Maximum	1,084	663	1,309	427	1,023	534	1,098	678
	Median	116	81	93	93	96	79	95	90
Instructor/Lecturer	Maximum	2,324	1,005	2,492	748	1,956	668	1,340	1,276
	Median	221	54	246	57	222	57	194	55
No rank	Maximum								
	Median								
Other	Maximum								
	Median								
Explanation of teaching load if not measured in credit hours									
- Teaching load is measured in total student credit hours Other notes: - The faculty appointed, tenured, departed, and retired reflect regular faculty only. - The fall teaching load credit hours include regular and temporary faculty. Excluded are associate deans, coaches, faculty in the Cooperative Extension Service, and research faculty whose entire appointment is in a research or policy center.									

Standard Six: University of Maine

Standard 6.4: Teaching, Learning, and Scholarship								
(Number of Faculty by Department or Comparable Unit, Fall Term)								
	3 Years		2 Years		1 Year		Current Year	
	Prior		Prior		Prior			
	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
College of Educ & Human Dev								
School of Ed Ldr, Higher Ed, & Human Dev	11	6	13	5	12	0	13	1
School of Kinesiology, Phy Ed, & Ath Training	6	5	7	5	8	5	8	4
School of Learning & Teaching	19	25	20	35	22	34	25	44
College of Engineering								
Chemical & Biomedical Engineering	13	0	13	0	15	0	17	0
Civil Engineering	12	1	13	0	14	0	14	1
Electrical & Computer Engineering	12	0	12	0	12	0	12	0
Mechanical Engineering	13	4	14	5	17	3	16	5
School of Engineering Technology	15	5	15	4	16	2	16	2
College of Liberal Arts & Sciences								
Anthropology	12	1	10	3	11	1	11	1
Art	8	12	8	10	8	11	8	13
Chemistry	14	1	14	1	14	0	14	0
Communication & Journalism	9	10	10	7	10	10	10	7
English	22	19	23	22	21	26	21	21
History	15	5	15	3	14	4	15	4
Mathematics & Statistics	25	6	24	6	25	6	27	9
Modern Languages & Classics	5	5	5	5	6	3	6	5
Music	8	7	9	11	9	5	10	5
New Media	4	5	5	2	5	2	4	2
Philosophy	4	3	6	1	5	1	6	2
Physics & Astronomy	14	1	16	0	16	1	17	1
Political Science	7	6	7	5	8	4	8	3
Psychology	12	6	14	4	12	6	12	4
School of Computing & Information Science	13	1	13	0	12	0	16	1
Sociology	3	3	3	2	4	1	5	0
Theater	4	7	4	6	4	5	4	7
Women's, Gender, & Sexuality Studies	2	6	2	5	2	4	2	1
LAS other	7	5	9	5	7	6	8	3
College of Natural Sciences, Food, & Agric.								
Communication Sciences & Disorders	7	5	7	4	7	4	9	2
Ecology & Environmental Sciences	0	1	0	0	0	0	0	0
Molecular & Biomedical Sciences	12	4	12	0	13	0	13	0
School of Biology & Ecology	25	3	25	3	28	3	27	5
School of Earth & Climate Sciences	17	0	18	0	17	0	18	1
School of Economics	17	1	15	4	16	1	14	2
School of Food & Agriculture	31	2	34	2	33	2	32	4
School of Forest Resources	22	0	20	3	18	3	21	1
School of Marine Sciences	25	4	27	2	30	1	28	1
School of Nursing	13	37	14	29	15	28	12	33
School of Social Work	7	10	7	8	9	6	9	2
Wildlife, Fisheries, & Conservation Biology	5	2	7	4	7	3	7	3
Honors College								
	7	18	7	18	7	14	8	15
Maine Business School								
	23	5	23	7	23	12	27	12
Division of Lifelong Learning								
	1	88	2	69	1	62	1	57
Intermedia								
	0	0	0	0	0	0	1	0
Total (unduplicated)	485	275	495	262	518	245	536	264
Please enter any explanatory notes in the box below								
A full-time regular faculty member having a joint appointment in two units, is (a) counted in both units and (b) treated as full-time.								
This table is restricted to faculty having an appointment in one of the six colleges or the Division of Lifelong Learning. Excluded, therefore, are associate deans, coaches, faculty in the Cooperative Extension Service, and research faculty whose entire appointment is in a research or policy center.								

Standard Six: University of Maine

Standard 6.5: Teaching, Learning, and Scholarship				
(Faculty and Academic Staff Diversity)				
For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data. Fall 2018				
Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (Fall 2019)
? Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Male	365	109	474	*tbd
Female	253	161	414	tbd
White	473	188	661	tbd
Non-white	58	15	73	tbd
Unspecified	87	67	154	tbd
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (Fall 2019)
? Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Library-Female	13	2	15	tbd
Library-Male	6	1	7	tbd
Library-White	18	3	21	tbd
Library-Asian	1		1	tbd
Advisors-Female	14	1	15	tbd
Advisors-Male	5	0	5	tbd
Advisors-White	13	1	16	tbd
Advisors Non-white (not unspecified)	1	0	1	tbd
Other academic support-Female	22	4	26	tbd
Other academic support-Male	4	1	5	tbd
Other academic support-White	24	3	27	tbd
Other academic support Non-white (not unspecified)	0	1	1	tbd
Please enter any explanatory notes in the box below				
<p><u>Note.</u> The faculty counts above include all employees having an employee classification of 6, 7, or 9 ("faculty"). This includes associate deans, coaches, faculty in the Cooperative Extension Service, and research faculty whose entire appointment is in a research or policy center.</p>				
*To be determined				

Standard Six: University of Maine at Machias

Standard 6.1: Teaching, Learning, and Scholarship				
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)				
	3 Years	2 Years	1 Year	Current Year
	Prior	Prior	Prior	
	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
?	Number of Faculty by category			
	31	28	29	28
	35	39	38	33
	2	3	5	7
	68	70	72	68
	Percentage of Courses taught by full-time faculty			
	71%	68%	65%	66%
?	Number of Faculty by rank, if applicable			
	10	10	9	10
	13	14	15	15
	23	20	18	14
	22	26	30	29
	68	70	72	68
?	Number of Academic Staff by category			
	2	2	2	2
	1	1	1	1
	3	3	2	3
	6	6	5	6
Please enter any explanatory notes in the box below				

Standard Six: University of Maine at Machias

Standard 6.2: Teaching, Learning, and Scholarship						
(Highest Degrees, Fall Term)						
			3 Years	2 Years	1 Year	Current Year
			Prior	Prior	Prior	
?			(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
Highest Degree Earned: Doctorate						
Faculty	Professor		9	8	7	8
	Associate		8	8	9	9
	Assistant		10	11	8	5
	Instructor					
	No rank					
	Other					
	Total		27	27	24	22
Academic Staff	Librarians					
	Advisors					
	Inst. Designers					
Other; specify*	Academic Staff Leads		2	1		
Highest Degree Earned: Master's						
Faculty	Professor		1	2	2	2
	Associate		2	2	2	2
	Assistant		8	6	4	4
	Instructor		5	7	6	7
	No rank					
	Other					
	Total		16	17	14	15
Academic Staff	Librarians		2	2	2	2
	Advisors					
	Inst. Designers					
Other; specify*	Academic Staff Leads		1	2	2	2
Highest Degree Earned: Bachelor's						
Faculty	Professor					
	Associate					
	Assistant		1	1	1	2
	Instructor		5	5	6	6
	No rank					
	Other					
	Total		6	6	7	8
Academic Staff	Librarians					
	Advisors		1	1	1	1
	Inst. Designers					
Other; specify*	Academic Staff Leads					1
Highest Degree Earned: Professional License						
Faculty	Professor					
	Associate					
	Assistant					
	Instructor					
	No rank					
	Other		9	8	5	5
	Total		9	8	5	5
Academic Staff	Librarians					
	Advisors					
	Inst. Designers					
Other; specify*						

Standard Six: University of Maine at Machias

Standard 6.3: Teaching, Learning, and Scholarship									
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)									
		3 Years		2 Years		1 Year		Current Year	
		Prior		Prior		Prior			
		(Fall 2015)		(Fall 2016)		(Fall 2017)		(Fall 2018)	
		FT	PT	FT	PT	FT	PT	FT	PT
?	Number of Faculty Appointed								
	Professor								
	Associate			1					1
	Assistant	2	2	1		4		1	
	Instructor		2		6	1	5		5
	No rank								
	Other								
	Total	2	4	2	6	5	5	1	6
?	Number of Faculty in Tenured Positions								
	Professor	10		10		9		10	
	Associate	7		5	1	9	1	9	
	Assistant					1		1	
	Instructor								
	No rank								
	Other								
	Total	17	0	15	1	19	1	20	0
?	Number of Faculty Departing								
	Professor			1			1	1	
	Associate	1							
	Assistant	2	1	1	1		1	2	1
	Instructor		6		8		5		2
	No rank								
	Other								
	Total	3	7	2	9	0	7	3	3
?	Number of Faculty Retiring								
	Professor			1		1			
	Associate	2		1					
	Assistant								
	Instructor								
	No rank								
	Other								
	Total	2	0	2	0	1	0	0	0
Fall Teaching Load, in credit hours									
	Professor	Maximum	300	--	312	--	267	--	240
		Median	130	--	156	--	100	--	133
	Associate	Maximum	248	180	279	140	270	176	261
		Median	141	74	167	82	177	65	186
	Assistant	Maximum	315	141	303	90	264	111	330
		Median	197	69	195	51	192	60	183
	Instructor	Maximum	324	135	216	126	180	114	264
		Median	236	27	161	50	164	43	192
	No rank	Maximum							
		Median							
	Other	Maximum							
		Median							
Explanation of teaching load if not measured in credit hours									
Teaching load is measured in total student credit hours.									

Standard Six: University of Maine at Machias

Standard 6.4: Teaching, Learning, and Scholarship								
(Number of Faculty by Department or Comparable Unit, Fall Term)								
	3 Years		2 Years		1 Year		Current Year	
	Prior		Prior		Prior			
	(Fall 2015)		(Fall 2016)		(Fall 2017)		(Fall 2018)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
Admissions Office				1				
Arts and Letters Division	12	21	10	21	9	22	10	18
Athletics		1		1		5		7
Environmental & Biological Sci	10	4	10	5	11	5	9	4
President's Office	1		1					
Rec Mgmt & Business Admin	9	10	8	13	9	11	9	11
Total	32	36	29	41	29	43	28	40
Please enter any explanatory notes in the box below								

Standard 6.5: Teaching, Learning, and Scholarship						
(Faculty and Academic Staff Diversity)						
For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.						
Faculty	3 Years Prior	Full-time	Part-time	Total Headcount	Headcount Goal (Fall 2019)	
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed						
Female	54.40%	12	25	37	*tbd	
Male	45.60%	16	15	31	tbd	
					tbd	
Hispanic/Latino	2.90%		1	1	tbd	
Multi	1.50%		1	1	tbd	
Not Specified	2.90%	1	5	6	tbd	
White	92.60%	27	33	60	tbd	
Academic Staff	3 Years Prior	Full-Time	Part-Time	Total Headcount	Headcount Goal (2021)	
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed						
Female	50.00%	3		3	tbd	
Male	50.00%	2	1	3	tbd	
				0	tbd	
White	100.00%	5	1	6	tbd	
Please enter any explanatory notes in the box below						
*To be determined						

Standard Seven:

Institutional Resources

I. Human Resources

Description

The Office of Human Resources (serving UMaine and UMM) recruits, trains, develops, incentivizes, and retains employees committed to our student-centered mission. Partnering with all departments via a business partner model, HR helps employees throughout the organization align individual and unit goals with institutional goals.

In fall 2017, UMaine employed 2,720 employees (2,131 full-time and 589 part-time), including 505 full-time faculty and 305 adjunct faculty. UMaine also employs approximately 600 graduate students and 2,500 undergraduate students. The University of Maine System has six collective bargaining agreements, covering a majority of employees; the agreements apply to the UMaine and UMM workforces. Nonrepresented employees are provided resources and advocacy through the University Supervisors/Confidential Employees Advisory Council and HR. Terms of employment are made available to faculty and staff in their individual contracts. All terms of employment are also included in employee offer letters. Grievance procedures are set in collective bargaining agreements, and nonrepresented employees can file grievances through HR.

Requirements to qualify for tenure-track faculty positions and other staff positions are outlined on the HR website. All policies regarding human resources and labor relations are also available on the HR site. UMaine strives to remain competitive in compensation for faculty, staff, and administrators. Our baseline salaries are not as high as some peer institutions, but we offer robust benefits as part of total compensation packages. All full-time regular and part-time regular employees working at least half time are eligible for benefits, including health care, educational opportunities, veteran benefits, paid leave, disability benefits, family leave, dependent tuition, retirement, and an Employee Loan Fund, among others.

Benefits, which can be managed through a convenient online portal, have a positive impact on employee retention, and physical and financial well-being. UMaine's Intellectual Property policy also helps attract and retain talent. The Office of Innovation and Economic Development facilitates technology transfer and the commercialization of inventions produced at UMaine. Researchers retain ownership of their intellectual property and revenue is shared between UMaine and the researcher.

All faculty and staff are evaluated according to the provisions of their collective bargaining agreements. Faculty and staff are encouraged to continue developing professionally through participation in trainings, conferences, and networking events.

Appraisal

Since our 2009 review, UMaine has experienced restructuring as some former campus services have been centralized within the University of Maine System (UMS). Some former UMaine employees are now UMS employees. UMaine still benefits from the work they do, but those employees are no longer counted in UMaine's employee FTE total. Some centralized staff now work in UMS Centers of Excellence, such as labor relations, recruiting and talent acquisition, learning and organizational development, compensation and data analytics, Equal Opportunity, benefits administration, project management, and communications.

UMaine has met or exceeded some targets for recruitment, retention, and advancement of women faculty in STEM fields; fostering changes in workplace policies and campus climates; increasing job satisfaction among women STEM faculty; and serving more than 80% of UMaine faculty through voluntary participation in at least one event sponsored by the Rising Tide Center.

II. Financial resources

Description

UMaine and its financial resources are guided in part by a 2016 Board of Trustees strategic outcomes document:

The University of Maine System is an integrated system of distinct campuses, centers, and other facilities operating in concert to provide high-quality educational undergraduate and graduate opportunities that are accessible, affordable, and relevant to the needs of Maine students, businesses, and communities. It drives economic development by conducting world-class research, commercializing valuable ideas, and partnering successfully with businesses and industries throughout Maine and beyond. It is the state's most engaged and responsive institution working on behalf of all Maine citizens, communities, and institutions. It is Maine's most important public asset.

The BOT approved a Unified Budget Implementation Plan in September 2016. That plan identified five financial areas for (ongoing) collaboration among UMS institutions: a) tuition and fees, b) state allocation model, c) institutional aid/waivers, d) reserves, and e) capital project funding.

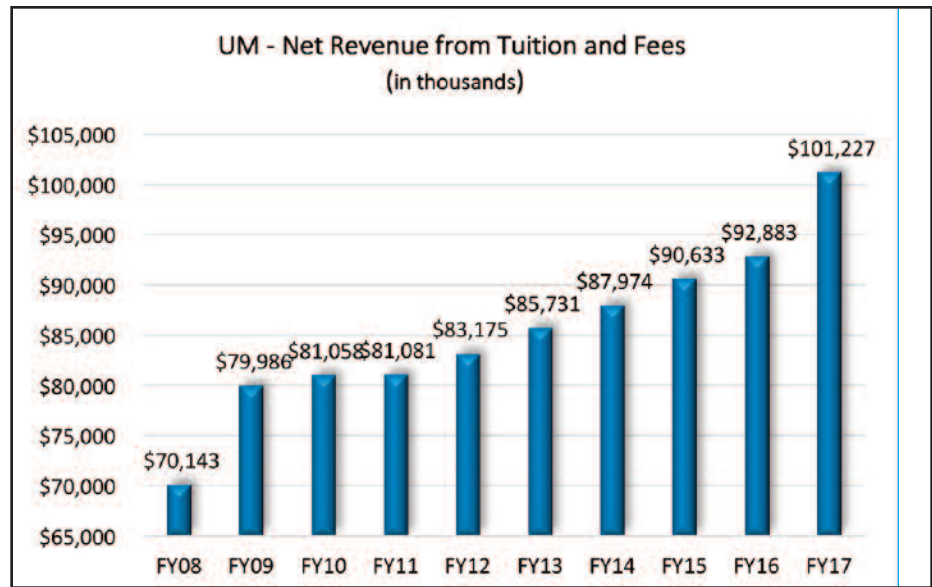
"Unified budget" does not signal the unifying of resources, but rather the alignment of financial policies and procedures across UMS institutions. The goal of the unified budget work is to enhance transparency, ensure appropriate fiscal controls, and make possible comprehensive, Systemwide collaboration. Fiscal administrative functions have been integrated and managed as a single, geographically distributed unit, reducing redundancies and ensuring that every corner of the UMS benefits from expertise and efficiency achieved through true cooperation and scale. UMaine's fiscal policies are linked to a full complement of UMS policies, reports, and procedures. Additionally, UMS has created a Unified Budget Timeline for the fiscal year. The timeline entails enrollment updates, census updates, forecasts presented to the BOT, and budget planning deadlines.

As of fall 2018, the shared Chief Business Officer for UMaine and UMM reports jointly to the UMaine President and to the UMS Vice Chancellor for Finance and Administration. UMaine's Budget Office comprises a Director of Budget and Business Services, a Senior Budget Analyst, and an Accounting Specialist. Each UMaine college and major functional area also has financial staff who report in those areas, and work closely with the Budget Office to prepare the annual budget and other campus-based financial reporting requirements, as needed.

Appraisal

Revenue from tuition and fees

For six years (FY2012 through FY2017), the Board of Trustees held constant the in-state tuition rate of all UMS institutions. Over the past 10 years, net tuition and fee revenue became a higher percentage of overall operating revenues, as indicated in UMaine's audited Statements of Revenues, Expenses, and Changes in Net Assets. At the same time, due to regional and state demographic projections, UMaine increased its recruitment of out-of-state undergraduate degree-seeking students. The fall 2018 first-year class profile was 54% in-state and 46% out-of-state. Despite the decline of in-state students and the period of unchanged tuition, net revenue from tuition and fees has risen significantly as seen in the following graph.



State appropriations

In FY2017, the last year of flat in-state tuition, the noncapital state appropriation was raised to equal the amount that would have been secured through an increase in tuition in that year. (For the purpose of financial statements, state appropriations are considered nonoperating revenues.) It should be noted that noncapital state appropriations include an amount for the Maine Economic Improvement Fund. The state of Maine makes contributions to UMaine through state appropriations. The following tables show adjustments in both noncapital and capital state appropriations that were made during the time period indicated:

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Non-Capital State of Maine Appropriations	100,383	95,695	94,204	95,764	94,923	93,849	94,946	93,139	92,139	97,527
Capital State of Maine Appropriations	2,753	3,715	4,197	2,047	3,037	5,867	1,780	7,770	8,170	3,962



Commitment to instruction, research, and public service

The Finance Survey Summary Page of the most recent IPEDS data submission for the year ending June 30, 2018 shows that the UMaine expends two-thirds of its total resources in support of instruction, research and public service:

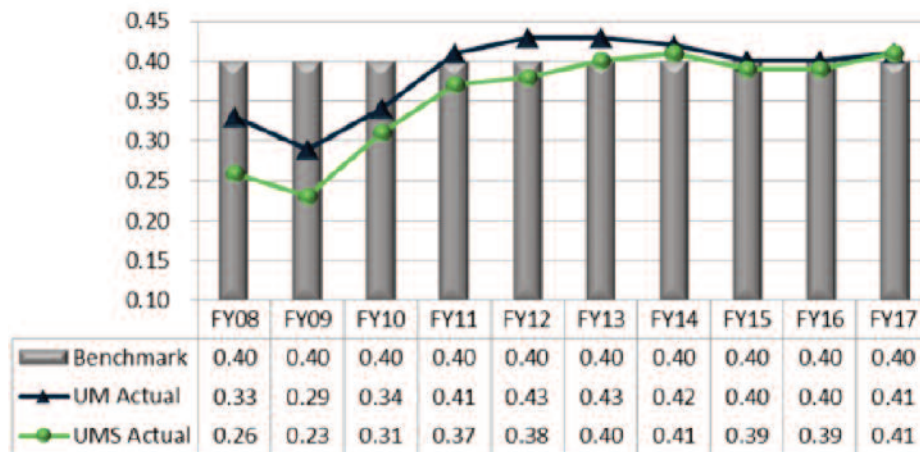
Core Expenses	Amount	Expense Per FTE	% of Total
Instruction	94,435,000	9,922	30%
Research	74,790,000	7,858	23%
Public Service	39,922,000	4,194	12%
Academic Support	35,952,000	3,777	11%
Institutional Support	33,649,000	3,535	11%
Student Services	27,182,000	2,856	8%
Other Core Expenses	10,779,000	1,132	3%
Total Core Expenses	316,709,000	33,275	100%

UMaine budget planning

UMaine’s leadership team has consistently made budget decisions to control expenses and increase the university’s financial health during challenging economic times. Such decisions have enabled UMaine to increase its primary reserve ratio. The primary reserve ratio provides a snapshot of financial strength and flexibility by indicating how long the institution could function using its expendable net position (both unrestricted and restricted, excluding net position restricted for capital investments) without relying on additional net position generated by operations. This ratio is calculated as follows:

$$\frac{\text{Expendable Net Position}^*}{\text{Total Expenses}}$$

Primary Reserve Ratio



Over the past 10 years, UMaine has maintained a ratio equal to or greater than both the benchmark value and UMS several times. The significant reduction in UMaine’s expendable net position pursuant to the implementation of Governmental Accounting Standards Board (GASB) Statement No. 75 resulted in UMaine’s FY2017 primary reserve ratio falling below the industry benchmark of .40x for the first time since FY2011. UMaine’s FY2018 ratio of 0.31x is slightly improved from the FY2017 restated ratio of .30x and provides the university with just under four months of expense coverage.

Adoption of new accounting standards

As required by generally accepted accounting principles, in FY2018 UMS adopted GASB Statement No. 75 (Accounting and Financial Reporting for Postemployment Benefits Other than Pensions) pursuant to its post-employment health plan; UMS and each of its institutions restated their FY2017 financial statements to reflect the retroactive application of the accounting change. The overall impact on UMaine's FY2017 financial statements was a \$41.5 million decrease in the previously reported FY2017 beginning of year expendable net position, and a corresponding increase in noncurrent liabilities as UMaine recognized its share of the funding obligation related to the \$102 million unfunded actuarial accrued liability recorded by UMS as of July 1, 2016. There was no impact on UMaine's previously reported FY2017 revenues and expenses.

As noted above, the unified budget process has developed sufficiently over the past three years to provide a Unified Budget Timeline for UMS. The process not only provides for a set budget development focus, but also includes an emphasis on enrollment projections and student census data gathering, as well as a requirement for three current-year financial forecasts, and a multiyear financial analysis (MYFA) projection for both enrollment and budget needs.

A budget planning team meets regularly across the fiscal year to address current and projected budgetary issues (see also Standard Two). The team comprises the President, the Executive Vice President for Academic Affairs and Provost, the Vice President for Research and Dean of the Graduate School, the Chief Business Officer, and the Chief of Staff. At various times during the academic year, the head of the Finance and Institutional Planning Committee of the Faculty Senate joins the group. At least three times during the year, the committee engages the campus in broad discussions. The community is notified of these meetings and encouraged to attend. The budget team works with the Vice President for Enrollment Management and the Office of Institutional Research and Assessment to refine enrollment and retention numbers.

In 2016, UMaine established a Gift Processing and Advancement Services Agreement with the University of Maine Foundation for processing receipts, acknowledging all gifts to UMaine, and fundraising services. This was accomplished by transferring university personnel who had performed these functions, along with operational budgets, to the Foundation. The arrangement provides one "giving" mechanism and is less cumbersome for potential donors.

Audited financial statements for UMaine as of June 30, 2018 reflect an institution whose financial condition has improved since the last NECHE accreditation review in 2009. At the end of fiscal year 2018, total net position of \$433.1 million exceeded total liabilities of \$132.5 million. Endowment assets held by UMS for UMaine equal \$79.6 million, with \$221 million also held by the University of Maine Foundation, for a total of \$300.6 million.

UMaine's financial health, as published in the Report on Core Financial Ratios and Composite Financial Index, is evaluated through the use of industry benchmarks and ratios. The four ratios UMaine used to develop our Composite Financial Index (CFI) are the Primary Reserve Ratio, the Return on Net Position, the Net Operating Revenues Ratio, and the Viability Ratio.

UMM financial resources and planning

Financial oversight for the UMM campus became the responsibility of the UMaine President and the Chief Business Officer on July 1, 2017 (FY2018).

In FY2018, UMaine was seeking a new President — a nearly year-long process — and UMM was seeking a new Head of Campus. With the new UMM reporting structure in its implementation stage, no major changes involving academic and support programs, enrollment, or finances were made, although UMaine provided substantial assistance to UMM in areas such as budgeting, admissions, and administration of student financial aid.

In the current fiscal year (FY2019), with essential reporting structures secured, emphasis has been placed on safeguarding UMM's financial future through a) increased focus on UMM's academic programs and their relationship to the UMaine campus and its programs; b) reversing UMM's declining enrollment; and c) consolidating nonacademic support programs and positions at UMM to capture efficiencies and corresponding salary savings.

Given enrollment declines, a balanced UMM operating educational and general (E&G) budget is not projected for FY2020. UMaine will direct UMaine reserves as a loan to UMM to be repaid in three years. Anticipated gains related to academic program decisions, and securing a solid enrollment plan for UMM, in addition to strong collaborative efforts and oversight with UMaine, will create a fiscally sound future for UMM.

UMM will receive \$3.051 million of a \$49 million infrastructure bond approved by Maine voters in November 2018. These funds will be used to repair and renovate academic buildings and residence halls.

The FY2018 Core Financial Ratios and Composite Financial Index reports for UMaine and UMM, which contain data from prior years, can be found in the electronic workroom.

III. Information, physical, and technological resources

Description

Information technology

Information Technologies (US:IT) is a UMS central service providing technology-based services and support for UMaine and UMM faculty, staff, and students. As UMaine's central technology support agency, US:IT partners with a UMaine IT Strategic Council (ITSC) comprising faculty, staff, administrators, and US:IT personnel. US:IT works with its UMaine and UMaine campus partners to develop sound policy for the management of technology; address the needs of academic, administrative, and research users of technology; and provide ongoing planning for technology to meet the changing needs of the two campuses.



US:IT supports strategic planning, operations and provision of collaborative leadership at the campus IT level to set priorities; oversee initiation and implementation of technology projects; and support academic, research, and administrative operations. US:IT also provides an array of services, infrastructure, and expertise to the Maine School and Library Network, Maine Department of Education, and Maine state government.

UMaine and UMM library resources

UMaine's Raymond H. Fogler Library and UMM's Merrill Library support UMaine and UMM academic and research programs by providing efficient and effective access to the information and library resources needed to meet teaching, research, and public service goals. Fogler Library is the state of Maine's official Science, Technology, and Business library, the Tri-State Regional Depository for federal documents, and a Patent and Trademark Resource Center.

Fogler Library is a comprehensive central library; there are no officially supported departmental libraries on campus. Fogler Library also manages the Darling Marine Center library in Walpole, Maine. Fogler Library is led by its Dean, who reports to the Executive Vice President for Academic Affairs and Provost, and is managed through department heads in Circulation, Collection Services, Regional Federal Documents and Interlibrary Loan, Reference and Information Literacy, Special Collections, Financial, Public Relations, and Technical Services. Merrill Library reports to the Head of Campus and is managed through the library director. Fogler Library partners with US:IT to support computing infrastructure and help desk functions. Fogler also partners with the Writing Center and the Tutor Program by providing space for those units to meet their students. It also provides space for the Office of Major Scholarships (see also Standard Five).

Fogler Library and Merrill Library develop and maintain collections in appropriate formats to support their respective campuses' academic programs and research. Fogler is the largest library in Maine with approximately 1.2 million volumes, 2.4 million government publications, 1.67 million microforms, more than 379 online databases, 3,430 journal subscriptions, 850,047 e-books, and access to more than 117,000 e-serials. The libraries participate in resource sharing with other UMS libraries and with Maine State Library. This has increased the ability to offer databases to users that would otherwise be unaffordable. The collection of databases provided by state funding is available to the university community.

Fogler and Merrill libraries are in a consortium that includes the other UMS libraries, Bangor Public Library, the Maine State Library, and the Maine State Law and Legislative Research Library. Fogler Library helps support, and is a member of, Maine InfoNet Board,



which manages the integrated library systems for many of the libraries in the state. Fogler Library also participates in the Larger Libraries Group, which includes the University of Southern Maine, Portland Public Library, Bangor Public Library, the University of New England, the Maine State Library, Bates College, Bowdoin College, and Colby College.

Fogler Library provides a welcoming physical environment conducive to individual and group study. It is open 102.5 hours per week during the academic year, and during finals weeks closes at 2:30 a.m. Merrill Library is open 79 hours per week during the semester, with additional hours during finals. Fogler has more than 1,180 seats available, from group seating to individual carrels. Library staff continually assesses and upgrades the seating and various environments in the library to provide for both individual and group study. Each year, there are changes in seating or stack arrangements to make the building as welcoming as possible.

The electronic environment provides 24/7 access to course and subject guides, and e-resources. Equipment such as digital cameras and recorders are available for loan, as are about 30 laptop computers. Reference staff are available during most building hours by chat, email, text, or in person. Merrill Library also loans similar equipment, and a librarian is available to answer reference questions in a variety of formats during all open hours. Fogler Library is also home to a Media Lab where students can access software such as Adobe Design Premium CS5, Microsoft Office, Microsoft Expression, Sound Forge Audio Studio 10.0 (digital audio recording/editing software), Adobe LiveCycle ES2, Adobe Design Premium CS5, EPSON Scan, Adobe Premiere Pro CS4 (video editing software), ABBYY PDF Transformer 1.0, among others.

Fogler Library employs 52 staff, including 18 professional librarians, four non-MLS professionals, and 30 library support staff. Students are employed in all of the library departments. One part-time support staff member works at the Darling Marine Center. The non-MLS professionals are an archivist, a financial manager, a public relations manager, and a circulation manager. There has been a decrease in the number of library staff since 2009 due, in part, to a reorganization that removed two staff from the library and in part to internal reorganizations.

Both Fogler and Merrill libraries work to support distance education by providing online access to resources, course, and subject guides. Fogler also works to support distance education by providing online access to resources, course and subject guides, and chat and text communication with librarians. Merrill Library also supports all academic programs and develops and maintains collections in appropriate formats for undergraduates. The most recent information literacy reports for Fogler Library and Merrill Library can be found in the electronic workroom.

UMaine physical assets and infrastructure

UMaine consists of a primary campus in Orono, as well as six farms, two research facilities and 13 leased facilities throughout the state. UMaine as a whole encompasses 368 buildings totaling 4,848,674 gross square feet. The 211 buildings located on the primary campus include 4,420,580 gross square feet, or 91.2% of UMaine's total square footage. UMaine's asset portfolio is valued at \$890,593,024 with the primary (Orono) campus making up 92.0% of the total value or \$719,345,582. Contents are valued at \$290,793,834 in total with \$279,452,874 or 96.1% of the value found in the primary campus buildings. UMaine provides all necessary support services (e.g. utilities, infrastructure, IT and operational services), for approximately 1,173 research labs and support spaces consisting of approximately 547,237 square feet. Support for the operation of UMaine campus is provided by Facilities Management following industry best practices and all regulatory requirements.

The Office of Sustainability supports UMaine constituents in efforts to reduce the institution's environmental footprint. UMaine strives to ensure that all new construction on the campus is built to the equivalent of LEED Silver standards or higher. We currently have five LEED Certified buildings on campus. The Facilities Management custodial department uses over

60% green-certified products. Since 2007, UMaine has diverted 48% of campus waste from landfills and has reduced water use by 20%. All campus grounds are managed organically using compost generated on-site from Dining Services kitchen waste, and over 20% of Dining Services food purchases are locally sourced.

UMM physical assets and infrastructure

The University of Maine Machias (UMM) consists of a primary campus in Machias, comprising 10 buildings totaling approximately 266,000 gross square feet located on a footprint of 243.9 acres. UMM's building asset portfolio is valued at \$71,086,101. Support for the operation of the Machias campus is provided by Facilities Management following industry best practices and all regulatory requirements.

Appraisal

In 2015, a State of IT report presented to the BOT outlined several capital investment projects designed to enhance IT infrastructure, delivery systems, and improved services in support of the One University initiative. The Board of Trustees fully endorsed the initiatives presented and authorized \$20 million in bond investments to support modernization of classroom technology, rebuilding wireless infrastructure, and improvements in MaineStreet. UMaine received \$3.3 million to upgrade wireless infrastructure in 34 buildings. The 2012 UMaine IT Strategic Plan included establishing a campus IT governance structure and establishing residence hall wireless service. Both objectives were met.

Fogler Library and Merrill Library direct their resources to support the educational mission, research, and service programs of UMaine and UMM. Fogler's acquisition budget is more than \$6 million per year. Merrill Library's acquisition budget and collections are much smaller, but are adequate for an undergraduate library that serves, supports, and extends the curriculum of a small liberal arts university. In response to the needs of their respective users, each library works to make most of its collections available 24/7, as outlined above. Fogler's operating budget of more than \$3 million per year supports the staff, furnishings, and equipment for the needs of the university community. Both libraries have input on the budget process to ensure appropriate funding to support collection acquisitions and appropriate staffing to advance the educational objectives of the campuses.

UMaine has taken important steps to improve the quality of buildings across campus within budget constraints. Pathway 5 (Restoring the Dream: Renewing Pride and Stewardship of Place) of the university's 2012–17 Blue Sky strategic plan identified a central goal of restoring and sustaining UMaine's physical and technology infrastructure to ensure a vibrant place of learning and discovery. In 2012, UMaine partnered with Sightlines LLC to perform an integrated facilities plan (IFP) for the Orono campus. The IFP created a comprehensive facilities condition assessment and identification of campus building needs, and the assignment of preliminary budgetary values for renewal costs. The completed IFP includes 80% of the total campus square footage of both Education and General (E&G) facilities and Auxiliary facilities on campus.

In early 2013, UMaine also partnered with Sightlines to perform a classroom assessment study. The study complemented the campus IFP study and provided an additional layer of detail focused on the technology and indoor environmental quality needs of campus classrooms.

In 2014, UMaine created a comprehensive Space Planning and Management Policy to ensure best space management practices, and to support a UMS initiative to reduce square footage and increase space use rates and net asset values. (The policy is now out of date in some areas; it will be revised in summer 2019 by the Senior Associate Provost and Facilities Management staff.) Also in 2014, UMaine engaged Malcolm L. Collins, AIA, NCARB, LEED AP (Maine Licensed Architect and Historical Architect), to renew the campus Tier 1 Historic District Restoration Plan by creating design guidelines for each Tier 1 building. The guidelines incorporate prospective general uses for space in buildings, and inventory the optimum purpose and use of each building.

Projection

Human Resources

UMaine's and UMM's next strategic plan, as emerging from the current Strategic Vision work being led by President Ferrini-Mundy and Provost Hecker, will shape HR initiatives and areas of emphasis over the next several years. The strategic areas now under discussion — Fostering Learner Success, Creating and Innovating for Maine and Beyond, and Growing and Stewarding Partnerships — will demand new human resources to ensure success of the initiatives. UMaine and UMM will continue to partner with UMS leaders on an HR model that best serves the needs of our students, faculty and staff.

Financial resources

Though well-positioned financially as we move forward, UMaine is mindful that we must continue to develop and refine face-to-face and online academic programs attracting qualified undergraduate and graduate students, including adult and nontraditional learners. With continued decline in the numbers of state and regional high school graduates, outreach to out-of-state and international students is also increasingly important.

Net tuition and fees continue to be UMaine's primary revenue driver. As noted above, the new methodology applied to the allocation of new state appropriation funding should not result in UMaine losing ground in its share of that appropriation. As short-term and long-term budget planning continues through the collaborative work of Budget and Business Services, the Chief Business Officer, the Provost, the President, the BOT, and campus constituents, decisions will continue to be made collaboratively at UMaine and across UMS to realign resources in support of campus and Board of Trustees priorities.

NECHE has asked us to address our progress on meeting the goals of the "Primary Partnership," and ensuring UMM's financial stability. UMaine now supports UMM enrollment management functions, including recruitment and marketing; web content and management; and all facets of student financial aid. Academic collaborations, including those projected to meet local or statewide workforce needs (e.g. engineering, nursing education) are at various stages of development. In addition, UMaine Provost Hecker and UMM Head of Campus Egan have agreed in principle to a dual reporting line for UMM's Student Records officer (Associate Registrar). We expect that the Associate Registrar will report jointly to the Head of Campus and to UMaine's Registrar by May 2019, in a reporting structure governed by an MOU. This alignment will bring additional records management resources and course-scheduling resources to UMM and its students.

UMM Head of Campus Egan is working with President Ferrini-Mundy and the UMaine budget team on a plan for fiscal stability and accountability. The plan will entail UMM identifying a path to independent fiscal health through a combination of undergraduate (domestic and international) enrollment growth, online enrollment growth, targeted research and programmatic partnerships with UMaine and other research institutions, participation in collaborative (multicampus) degree programs, and related measures. The plan will be completed in spring 2019 and implemented beginning with the new fiscal year (July 1, 2019).

Informational, physical, and technological resources

Work is underway on a comprehensive strategic planning process for US:IT. It is expected that the plan will provide a three- to five-year road map aimed at enhancing the technology and information support services the division provides to UMaine and UMM, along with other UMS campuses. In 2019, a significant focus of US:IT is the upgrade of our PeopleSoft Campus Solutions system from version 9.0 to 9.2. Testing will take place throughout spring 2019, with an anticipated launch in June. The upgrade will improve accessibility, attractiveness, and some functional elements.

Standard Seven: University of Maine

Standard 7.1: Institutional Resources												
(Headcount of Employees by Occupational Category)												
For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.												
If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf												
	3 Years			2 Years			1 Year			Current Year		
	Prior			Prior			Prior			Current Year		
	(FY 2015)			(FY 2016)			(FY 2017)			(FY 2018)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	486	289	775	480	277	757	499	244	743	505	305	810
Research Staff	18	4	22	16	0	16	21	0	21	19	4	23
Public Service Staff	47	2	49	45	1	46	39	3	42	42	3	45
Librarians	20	3	23	18	2	20	22	0	22	24	2	26
Library Technicians	30	0	30	29	0	29	27	0	27	0	0	0
Archivists, Curators,	6	0	6	6	0	6	5	0	5	6	0	6
Student and Academic	77	34	111	83	42	125	88	30	118	141	44	185
Management Occupations	31	0	31	30	0	30	29	0	29	61	1	62
Business and Financial	131	4	135	120	2	122	120	5	125	141	12	153
Computer, Engineering and Science	229	71	300	200	78	278	273	61	334	265	120	385
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	251	98	349	248	85	333	244	108	352	159	26	185
Healthcare Practitioners and	21	3	24	17	1	18	8	0	8	9	0	9
Service Occupations	328	47	375	320	48	368	367	19	386	351	14	365
Sales and Related	11	2	13	11	7	18	12	8	20	5	0	5
Office and Administrative	269	59	328	251	78	329	255	51	306	280	58	338
Natural Resources,	113	12	125	108	9	117	122	3	125	111	0	111
Production, Transportation,	11	0	11	13	0	13	15	0	15	12	0	12
Total	2,079	628	2,707	1,995	630	2,625	2,146	532	2,678	2,131	589	2,720
Please enter any explanatory notes in the box below												
The University of Maine System reviewed the categorization of each employee's position, and made modifications to more accurately align with the IPEDS occupational categories. Consequently, there are notable changes between FY 2018 and the earlier years for some categories.												

Standard Seven: University of Maine

Standard 7.2: Institutional Resources						
(Statement of Financial Position/Statement of Net Assets)						
Fiscal Year ends - month & day: (6/30)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017) As Restated	Most Recent Year (FY 2018)	Percent Change		
				2 yrs-1 yr prior	1 yr-most recent	
ASSETS (in 000s)						
P Cash and Short Term Investments	\$71,993	\$82,491	\$84,951	14.6%	3.0%	
P Cash held by State Treasurer	\$0	\$0	\$0	-	-	
P Deposits held by State Treasurer	\$0	\$0	\$0	-	-	
P Accounts Receivable, Net	\$25,637	\$22,680	\$22,508	-11.5%	-0.8%	
P Contributions Receivable, Net	\$2,714	\$1,753	\$355	-35.4%	-79.7%	
P Inventory and Prepaid Expenses	\$3,350	\$2,754	\$2,948	-17.8%	7.0%	
P Long-Term Investments	\$71,567	\$76,881	\$79,630	7.4%	3.6%	
P Loans to Students	\$21,542	\$21,731	\$21,572	0.9%	-0.7%	
P Funds held under bond agreement	\$0	\$2,405	\$898	-	-62.7%	
P Property, plants, and equipment, net	\$357,642	\$349,970	\$350,082	-2.1%	0.0%	
P Other Assets	\$0	\$1,602	\$1,673	-	4.4%	
Total Assets	\$554,445	\$562,267	\$564,617	1.4%	0.4%	
LIABILITIES (in 000s)						
P Accounts payable and accrued liabilities	\$7,503	\$8,998	\$7,552	19.9%	-16.1%	
P Deferred revenue & refundable advances	\$3,700	\$5,354	\$5,250	44.7%	-1.9%	
P Due to state	\$0	\$0	\$0	-	-	
P Due to affiliates	\$0	\$0	\$0	-	-	
P Annuity and life income obligations	\$0	\$0	\$0	-	-	
P Amounts held on behalf of others	\$133	\$65	\$62	-51.1%	-4.6%	
P Long-term investments	\$73,038	\$70,529	\$64,588	-3.4%	-8.4%	
P Refundable government advances	\$12,647	\$12,539	\$12,582	-0.9%	0.3%	
P Other long-term liabilities	\$0	\$41,488	\$41,488	-	0.0%	
Total Liabilities	\$97,021	\$138,973	\$131,522	43.2%	-5.4%	
NET ASSETS (in 000s)						
Unrestricted net assets						
Institutional	\$361,812	\$324,529	\$333,303	-10.3%	2.7%	
P Foundation				-	-	
Total	\$361,812	\$324,529	\$333,303	-10.3%	2.7%	
Temporarily restricted net assets						
Institutional	\$64,901	\$67,507	\$67,976	4.0%	0.7%	
P Foundation				-	-	
Total	\$64,901	\$67,507	\$67,976	4.0%	0.7%	
Permanently restricted net assets						
Institutional	\$30,711	\$31,258	\$31,816	1.8%	1.8%	
P Foundation				-	-	
Total	\$30,711	\$31,258	\$31,816	1.8%	1.8%	
Total Net Assets	\$457,424	\$423,294	\$433,095	-7.5%	2.3%	
TOTAL LIABILITIES and NET ASSETS	\$554,445	\$562,267	\$564,617	1.4%	0.4%	
Please enter any explanatory notes in the box below						
Line 19 above for deferred revenue & refundable advances, includes deferred inflows of \$1,602 and \$1,673 for FY2017 and FY2018, respectively. Line 30, unrestricted institutional net assets, has been restated for the impact of adopting GASB 75, "Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions" (GASB 75), which reduced this line by \$41,488. Line 26-other long-term liabilities of \$41,488 for FY2017 and FY2018, represents a funding obligation to the System Office of the University of Maine System for the University of Maine's share of the impact of implementing GASB 75.						

Standard Seven: University of Maine

Standard 7.3: Institutional Resources						
(Statement of Revenues and Expenses)						
Fiscal Year ends - month& day: (6/30)	3 Years Prior (FY2016)	2 Years Prior (FY2017) As Restated	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)	
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$141,720	\$151,223	\$164,666	\$171,500	\$174,000
?	Room and board	\$36,783	\$37,645	\$39,279	\$40,000	\$41,000
?	Less: Financial aid	-\$51,407	-\$52,627	-\$59,568	-\$64,000	-\$66,750
	Net student fees	\$127,096	\$136,241	\$144,377	\$147,500	\$148,250
?	Government grants and contracts	\$55,161	\$52,620	\$52,219	\$54,000	\$54,500
?	Private gifts, grants and contracts	\$8,566	\$10,682	\$11,897	\$12,500	\$12,600
?	Other auxiliary enterprises	\$12,777	\$13,274	\$12,789	\$13,000	\$13,200
	Endowment income used in operations	\$3,291	\$3,407	\$3,356	\$3,500	\$3,600
?	Other revenue (specify): Recovery of indirect costs	\$7,363	\$8,070	\$8,172	\$8,300	\$8,800
	Other revenue (specify): Sales and services and other	\$23,955	\$23,672	\$23,283	\$23,500	\$23,750
	Net assets released from restrictions					
	Total Operating Revenues	\$238,209	\$247,966	\$256,093	\$262,300	\$264,700
OPERATING EXPENSES (in 000s)						
?	Instruction	\$77,282	\$77,842	\$80,383	\$83,000	\$84,250
?	Research	\$58,108	\$63,603	\$65,861	\$66,300	\$66,750
?	Public Service	\$35,241	\$34,300	\$32,677	\$33,000	\$33,100
?	Academic Support	\$31,030	\$31,994	\$33,159	\$33,500	\$33,700
?	Student Services	\$23,906	\$23,506	\$24,975	\$25,200	\$25,300
?	Institutional Support	\$26,423	\$31,372	\$31,653	\$31,900	\$32,000
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	\$24,951	\$26,371	\$25,934	\$26,750	\$26,900
?	Scholarships and fellowships (cash refunded by public institution)	\$12,058	\$10,779	\$12,201	\$13,000	\$13,100
?	Auxiliary enterprises	\$38,425	\$39,368	\$40,135	\$40,300	\$40,400
?	Depreciation (if not allocated)	\$19,573	\$19,909	\$20,597	\$21,000	\$21,100
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	\$346,997	\$359,044	\$367,575	\$373,950	\$376,600
	Change in net assets from operations	-\$108,788	-\$111,078	-\$111,482	-\$111,650	-\$111,900
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$92,139	\$97,527	\$98,051	\$98,400	\$98,500
?	Investment return	\$59	\$115	\$310	\$320	\$325
?	Interest expense (public institutions)	-\$2,275	-\$2,158	-\$1,923	-\$2,000	-\$2,000
	Gifts, bequests and contributions not used in operations	\$13,693	\$9,939	\$11,139	\$11,250	\$11,350
?	Other (specify): Support from System Office/Other Campuses	\$2,919	\$2,027	\$2,607	\$2,607	\$2,607
	Other (specify):					
	Other (specify):					
	Net non-operating revenues	\$106,535	\$107,450	\$110,184	\$110,577	\$110,782
	Income before other revenues, expenses, gains, or losses	-\$2,253	-\$3,628	-\$1,298	-\$1,073	-\$1,118
?	Capital appropriations (public institutions)	\$8,170	\$3,962	\$4,219	\$4,250	\$4,250
	Other (specify): Capital grants and gifts	\$2,747	\$1,634	\$4,176	\$4,200	\$4,300
	Other (specify): Endowment returns, net of amount used for operations	-\$4,842	\$4,519	\$1,871	\$2,000	\$2,250
	Other (specify): Additions to endowments	\$678	\$792	\$555	\$600	\$600
	Other (specify): Gain (loss) on disposal of capital assets	-\$1,358	\$1	-\$14	\$0	\$0
?	Other (specify): Capital transfers from System Office	\$610	\$78	\$292	\$200	\$200
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$3,752	\$7,358	\$9,801	\$10,177	\$10,482

Standard Seven: University of Maine

Standard 7.4: Institutional Resources						
(Statement of Debt)						
FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2016)	2 Years Prior (FY2017) As Restated	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)	
Long-term Debt						
Beginning balance	\$78,081	\$73,038	\$70,529	\$64,588	\$58,488	
Additions	\$0	\$2,519	\$353	\$400	\$450	
Reductions	(\$5,043)	(\$5,028)	(\$6,294)	(\$6,500)	(\$7,000)	
Ending balance	\$73,038	\$70,529	\$64,588	\$58,488	\$51,938	
Interest paid during fiscal year	\$3,069	\$2,973	\$2,768	\$2,600	\$2,500	
Current Portion	\$5,208	\$5,719	\$5,565	\$5,300	\$5,200	
Bond Rating	See below	See below	See below	See below	See below	
Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	-0.27	-0.42	-0.16	-0.14	-0.15	
Debt to Net Assets Ratio Long-term Debt / Total Net Assets	16.0%	16.7%	14.9%	13.2%	11.4%	
Debt to Assets Ratio Long-term Debt / Total Assets	13.2%	12.5%	11.4%	10.3%	9.1%	
Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.						
Debt is comprised of a few small capital leases, tax-exempt bonds payable, and a loan from the University of Maine Foundation. The University of Maine is part of the UMS which is the legal entity that issues the tax-exempt bonds. The UMS' bond rating from S&P Global Ratings (formerly Standard and Poor's) was AA-/Negative, AA-/Stable, and AA-/Stable for the respective fiscal years FY16, FY17, and FY18. In August 2018, S&P Global Ratings again rated the UMS as AA-/Stable.						
Line(s) of Credit: List the institutions line(s) of credit and their uses.						
The University of Maine and the other universities within the University of Maine System have access to a \$10 million master lease-purchase agreement between Bank of America Capital Corp and the University of Maine System. The University of Maine is utilizing this agreement to strategically replace its aging fleet of vehicles.						
Future borrowing plans (please describe).						
The University of Maine will incur additional unrestricted debt service (\$500K/year) as it constructs the new Engineering Education Design Center scheduled to be completed in the Fall of 2022. There are also beginning discussions regarding the construction of an energy center which would include the creation of a new biomass-fueled Combined Heat and Power plant. The University is reviewing a number of funding options, including the University's own bond capacity, to pay for the improvements.						

Standard Seven: University of Maine

Standard 7.5: Institutional Resources						
(Supplemental Data)						
FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2016)	2 Years Prior (FY2017) As Restated	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)	
NET ASSETS						
Net assets beginning of year	\$453,672	\$415,936	\$423,294	\$433,095	\$443,272	
Total increase/decrease in net assets	\$3,752	\$7,358	\$9,801	\$10,177	\$10,482	
Net assets end of year	\$457,424	\$423,294	\$433,095	\$443,272	\$453,754	
FINANCIAL AID						
Source of funds						
Unrestricted institutional	\$39,028	\$41,162	\$49,067	\$53,500	\$55,000	
Federal, state and private grants	\$17,599	\$16,845	\$17,119	\$17,500	\$17,900	
Restricted funds	\$6,838	\$5,399	\$5,583	\$6,000	\$6,950	
Total	\$63,465	\$63,406	\$71,769	\$77,000	\$79,850	
% Discount of tuition and fees	44.8%	41.9%	43.6%	44.9%	45.9%	
? % Unrestricted discount	27.5%	27.2%	29.8%	31.2%	31.6%	
Net Tuition Revenue per FTE (NOT ROUNDED)	\$9,949	\$10,635	\$11,226	\$11,522	\$11,608	
? FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	N/A	N/A	N/A	N/A		
Please indicate your institution's endowment spending policy:						
The expendable income objective is 4.5% for FY16 - FY18.						
Please enter any explanatory notes in the box below.						
FY2017 beginning of year net assets has been restated to reflect the adoption of GASB 75, "Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions", which resulted in a \$41,488 reduction of net assets.						

Standard Seven: University of Maine

Standard 7.5a: Institutional Resources					
(Liquidity)					
FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
CASH FLOW					
Cash and Cash Equivalents beginning of	\$72,596	\$71,993	\$82,491	\$84,951	\$85,500
Cash Flow from Operating Activities	See note below	See note below	See note below	See note below	See note below
Cash Flow from Investing Activities	See note below	See note below	See note below	See note below	See note below
Cash Flow from Financing Activities	See note below	See note below	See note below	See note below	See note below
Cash and Cash Equivalents	\$71,993	\$82,491	\$84,951	\$86,000	\$86,800
LIQUIDITY RATIOS					
Current Assets	\$101,765	\$106,933	\$110,550	\$112,000	\$114,000
Current Liabilities	\$16,543	\$18,503	\$16,754	\$17,000	\$17,500
Current Ratio	6.15	5.78	6.60	6.59	6.51
Days Cash on Hand	See note below	See note below	See note below	See note below	See note below
<p>Please enter any explanatory notes in the box below that may impact the institution's cash flow.</p> <p>With the exception of some very small petty cash balances, cash and cash equivalents represent the University of Maine's share of cash and operating investments held by and managed by the System Office of the University of Maine System (UMS). Investment earnings are generally kept by the System Office although a modest amount is distributed as 'temporary investment income' on unspent gift balances held by the University of Maine and other universities within the UMS. The UMS Controller's Office prepares a Statement of Net Position and a Statement of Revenues, Expenses, and Changes in net position for each university within the UMS; however, it only prepares a cash flow statement for the UMS as a whole for inclusion in the UMS' audited financial statements.</p>					
<p>Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.</p> <p>Operating expenses include those funded from unrestricted operations and those related to expenditure of restricted grants and contracts and gifts, etc. If the University is unable to spend a restricted gift in the year received, the University's practice is to spend it in accordance with donor restrictions in the next fiscal year(s). The University of Maine does not need to seek approval from the State of Maine to utilize its own reserves.</p>					
<p>Please enter any explanatory notes in the box below.</p>					

Standard Seven: University of Maine

Standard 7.6: Institutional Resources						
(Information Resources)						
	4 Years Prior	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
Total Expenditures						
Materials	\$5,996,872	\$6,006,416	\$6,013,178	\$6,138,416	\$6,261,184	\$6,512,165
Salaries & wages (permanent staff)	\$2,172,422	\$2,155,823	\$2,125,878	\$2,185,313	\$2,239,946	\$2,431,049
Salaries & wages (student employees)	\$123,330	\$121,693	\$143,287	\$148,861	\$154,000	\$159,128
Other operating expenses	\$418,389	\$421,621	\$360,257	\$360,257	\$478,995	\$397,182
Expenditures/FTE student						
Materials	\$630	\$641	\$627	\$632	\$644	\$670
Salaries & wages (permanent staff)	\$228	\$230	\$222	\$225	\$230	\$250
Salaries & wages (student employees)	\$13	\$13	\$15	\$15	\$16	\$16
Other operating expenses	\$44	\$45	\$32	\$49	\$49	\$41
Collections						
Percent available physically	85%	83%	83%	82%	79%	notes
Percent available electronically	15%	17%	17%	18%	21%	notes
Number of digital repositories	1	1	1	1	1	notes
Personnel (FTE)						
Librarians - main campus	17	16	17	17	17	17
Librarians - branch /other locations						
Other library personnel - main campus	36	35	35	35	35	35
Other library personnel - branch/other locations	1	1	1	1		
Availability/attendance						
Hours of operation/week main campus	103	103	103	103	103	103
Hours of operation/week branch/other locations	30	30	30	30	30	6
Consortia/Partnerships						
URSUS Library Consortia (includes the University of Maine System Libraries, Bangor Public Library, Maine State Library, Maine State Law and Legislative Library)						
Maine InfoNet (a collaborative of academic, public, school, and special libraries that provides leadership in resource sharing, promotes cost effective solutions for quality library information services, and supports the cultural,						
Larger Libraries Group (includes University of Maine, University of Southern Maine, Bangor Public Library, Maine State Library, Portland Public Library, University of New England, Colby College, Bates College, Bowdoin College)						
Maine Shared Collections Cooperative comprises more than 35 Maine libraries plus Maine InfoNet; together these libraries implement a shared approach to the management of print collections in the state.						
NERL (NorthEast Research Libraries) consortium of ~120 research libraries, including University of Maine, supports the educational and research missions of its member institutions by coordinating, consolidating, and negotiating the						
WALDO (Westchester Academic Library Directors Organization) is a membership organization supporting the procurement and administration of electronic information services for more than 1,000 libraries.						
SCOAP3 is a partnership of over three thousand libraries, key funding agencies and research centers in 44 countries and 3 intergovernmental organisations. Working with leading publishers, SCOAP3 has converted key journals in the field of High-Energy Physics to Open Access at no cost for authors.						
URL of most recent library annual report:	library.umaine.edu/content/bpl/FoglerandPressAnnualReport2					
Please enter any explanatory notes in the box below	Employee benefits excluded from salaries & wages and is not included in total expenditures. Lines 19 and 20, FY18. Library does not set goal for physical vs. digital format. Line 21. Number of digital repositories: The library manages one institutional repository, DigitalCommons@Umaine. As of end of FY17 it had 45,784 digital objects.					

Standard Seven: University of Maine

Standard 7.8: Institutional Resources						
(Physical Resources)						
Campus location		Serviceable Buildings	Assignable Square Feet			
Main campus		229	2,824,650			
Other U.S. locations		145	329,700			
International locations		0	0			
			3 Years	2 Years Prior	1 Year Prior	Current Year
			(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
						Next Year
						(FY 2019)
Revenue (\$000)						
Capital appropriations (public institutions)						
Operating budget						
Gifts and grants						
Debt						
Total			\$0	\$0	\$0	\$0
Expenditures (\$000)						
New Construction			\$6,292,425	\$3,758,417	\$4,218,362	\$4,187,799
Renovations, maintenance and equipment			\$11,017,044	\$11,803,370	\$6,049,318	\$6,407,472
Technology			\$0	\$0	\$289,255	\$572,597
Total			\$17,309,469	\$15,561,787	\$10,556,935	\$11,167,868
						\$2,200,000
Assignable square feet (000)						
		Main campus	Off-campus	Total		
Classroom		123,650	13,600	137,250		
Laboratory		546,500	232,000	778,500		
Office		542,000	24,000	566,000		
Study		120,500	4,600	125,100		
Special		0	0	0		
General		3,500	3,000	6,500		
Support		873,000	20,000	893,000		
Residential		600,500	22,500	623,000		
Other		15,000	10,000	25,000		
Major new buildings, past 10 years (add rows as needed)						
Building name	Purpose(s)	Assignable Square Feet			Cost	Year
Hutchinson Center Expansion	Academic	11,450.00			4,352,301.25	2009
Cooperative Extension Diagnostic & Research Labs (PAIL)	Research	14,449.00			9,400,000.00	2018
Purchase of 2 Tidewater Units	Office	4,404.00			989,059.00	2011
ASCC Offshore Wind Lab	Research	35,127.00			17,421,708.00	2012
Forest Bioproducts Research Institute	Office/Research	2,500.00			1,317,831.00	2012
Compost Facility	Support	1,010.00			392,097.97	2013
HLC Center for Equine Research (Equine Isolation Shltr)	Research	7,121.00			349,548.77	2013
Mitchell Batting Pavilion	Athletics	3,570.00			471,463.00	2013
Cutler UVAC Expansion	Support	1,028.00			223,959.75	2014
Emera Astronomy Ctr. & Observatory	Academic	4,440.00			5,085,841.00	2014
Maine Aquaculture Tech Lab (CCAR Tank Building)	Research	15,857.00			1,818,710.00	2014
E3RB	Support	2,837.00			492,175.55	2017
ASCC Wind And Wave Addition	Research	12,102.00			8,873,797.84	2015
DMC Pedestrian Pier	Academic/Research	200.00			84,460.05	2018
Clark Telescope Observatory	Academic	212.00			427,698.00	2018
New buildings, planned for next 5 years (add rows as needed)						
Building name	Purpose(s)	Assignable Square Feet			Cost	Year
Engineering Education and Design Center	Academic	55,000.00			\$80,000,000	2024
Darling Marine Center Seawater Pump Station	Academic/Research	200.00			\$300,000	2018
Darling Marine Center Pier	Academic	1,824.00			\$1,765,024	2018

continued

Standard Seven: University of Maine

Standard 7.8: Institutional Resources					
(Physical Resources)					
<i>continued</i>					
Major Renovations, past 10 years (add rows as needed)					
The list below includes renovations costing 500,000 or more					
Building name	Purpose(s)	Assignable Square Feet	Cost	Year In Service	
Androscoggin Sprinklers	Residential	33,668.00	1,602,835.00	2009	
Stewart New Media	Academic	30,054.00	10,296,900.00	2013	
FBRI Tech Center	Research	35,901.00	1,855,626.82	2012	
Colvin Hall Renovation	Residential	9,764.00	1,893,557.96	2009	
Stodder Hall Sprinkler	Residential	32,312.00	1,390,008.70	2009	
Aubert Hall Laboratory Renov	Classroom/Lab	2,868.00	5,736,225.81	2010	
Coburn Hall Renovations	Support	13,913.00	861,356.34	2010	
Heat Plant Backpressure Turb	Infrastructure	200.00	1,248,123.92	2010	
MCA Renovation	Other	41,074.00	10,944,364.50	2009	
Stodder Hall Grad Center	Office	11,488.00	2,049,882.28	2009	
Alfond Arena Renov & Upgrade	Athletics/Recreation	37,766.00	4,993,676.98	2011	
Fogler Library HVAC Upgrades	Library	6,000.00	1,292,642.39	2011	
Nutting Hall Energy Renovation	Academic/Office/Classroom/Lab	37,529.00	3,908,700.39	2013	
Univ Park Sprinkler Inst/ Renov	Residential	48,855.00	1,168,285.00	2013	
Estabrooke 3rd&4th floor renov	Residential	22,195.00	4,447,510.26	2015	
Estabrooke Renovation	Office/Classroom	2,098.00	4,195,289.77	2014	
Memorial Gym Fieldhouse Renov	Athletics/Recreation	76,155.00	15,653,414.70	2014	
Aubert STEM Classroom Reno	Classroom	8,600.00	2,593,598.72	2016	
Boardman STEM Lab Reno	Classroom	1,211.00	544,441.10	2016	
Little Hall STEM Clsrm Reno	Classroom	1,933.00	1,586,909.76	2016	
Wells Dish Room Renovation	Dining	3,750.00	810,283.89	2016	
Bears Den Renovation	Dining	9,972.00	3,437,989.34	2018	
Heating Plant Boiler8(Rplc3&4)	Infrastructure	1,200.00	3,174,937.27	2013	
Barrows ESRB Renovation	Research	4,510.00	1,900,000.00	2018	
Tennis Courts	Athletics/Recreation	55,378.00	1,017,033.60	2009	
Morse Field Turf Replacement	Athletics/Recreation	74,775.00	600,608.66	2009	
Women's Field Hockey Turf	Athletics/Recreation	53,952.00	994,480.86	2010	
Mahaney Diamond Turf	Athletics/Recreation	140,535.00	1,419,370.75	2009	
Bike Path Rehab	Infrastructure	107,408.00	499,566.45	2012	
Steam Plant Upgrades	Infrastructure	3,389.00	588,853.09	2009	
Steam Line and Pit Repairs 2009 - 2017	Infrastructure	N/A	2,572,106.30	2013	
Jenness Façade Recon	Research	16,454.00	1,036,931.32	2010	
Aquatic Animal Health Facility	Research	2,050.00	2,800,000.00	2018	
Darling Marine Center Flowing Sea Water Lab	Research	5,240.00	\$1,000,000	2018	
Renovations planned for next 5 years (add rows as needed)					
The list below includes renovations costing 500,000 or more					
Building name	Purpose(s)	Assignable Square Feet	Cost	Year	
ALUMNI HALL	Office	2,500.00	\$500,000	2023	
BENNETT HALL	Classroom	10,000.00	\$2,000,000	2020	
BOARDMAN HALL	Academic	33,590.00	\$6,718,000	2023	
BRYAND GLOBAL SCIENCES CENTER	Academic/research	6,250.00	\$1,250,000	2019	
GANNETT HALL	Residential	43,280.00	\$8,656,000	2022	
HART HALL	Residential	41,105.00	\$8,221,000	2023	
HITCHNER HALL	Academic/research	7,500.00	\$1,500,000	2019	
JENNESS HALL	Academic/research	25,000.00	\$5,000,000	2021	
LIBBY HALL	Office	2,500.00	\$500,000	2019	
MEMORIAL UNION	Student Center	15,000.00	\$3,000,000	2022	
SAWYER ENV. RESEARCH BLDG	Research	6,250.00	\$1,250,000	2020	
YORK HALL	Dining/Residential	62,120.00	\$12,076,000	2020	
CROSBY LAB	Academic/Lab	12,651.00	\$5,500,000	2021	
DEERING HALL	Academic/Research	32,009.00	\$11,993,000	2023	
HANCOCK HALL	Residential	51,458.00	\$6,000,000	2020	
MACHINE TOOL LAB	Academic/Lab	10,747.00	\$3,715,000	2020	
Please enter any explanatory notes in the box below					

Standard Seven: University of Maine at Machias

Standard 7.1: Institutional Resources													
(Headcount of Employees by Occupational Category)													
For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.													
If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf													
	3 Years			2 Years			1 Year			Current Year			
	Prior			Prior			Prior			Current Year			
	(FY 2015)			(FY 2016)			(FY 2017)			(FY 2018)			
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	
Instructional Staff	31	41	72	30	36	66	28	45	73	29	39	68	
Research Staff			0			0			0			0	
Public Service Staff			0			0			0			0	
Librarians	1	1	2	2	1	3	2	1	3	1	1	2	
Library Technicians	1	1	2	0		0			0			0	
Archivists, Curators,			0			0			0			0	
Student and Academic	7	1	8	6	2	8	6	0	6	3	2	5	
Management Occupations	3	0	3	3	0	3	2	0	2	4	1	5	
Business and Financial	2	0	2	1	0	1	2	0	2	3	0	3	
Computer, Engineering and Science	1	0	1	0	0	0	0	1	1	3	0	3	
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	9	3	12	6	2	8	6	8	14	5	7	12	
Healthcare Practitioners and	0	3	3	0	1	1	1	0	1	1	0	1	
Service Occupations	13	0	13	12	1	13	13	0	13	13	0	13	
Sales and Related			0			0			0			0	
Office and Administrative	9	4	13	8	8	16	6	3	9	8	7	15	
Natural Resources,	1	0	1			0			0			0	
Production, Transportation,			0			0			0			0	
Total	78	54	132	68	51	119	66	58	124	70	57	127	
Please enter any explanatory notes in the box below													

Standard Seven: University of Maine at Machias

Standard 7.2: Institutional Resources						
(Statement of Financial Position/Statement of Net Assets)						
Fiscal Year ends - month & day: (6/30)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017) As Restated	Most Recent Year (FY 2018)	Percent Change		
				2 yrs-1 yr prior	1 yr-most recent	
ASSETS (in 000s)						
☺ Cash and Short Term Investments	\$1,214	\$2,236	\$2,666	84.2%	19.2%	
☺ Cash held by State Treasurer	\$0	\$0	\$0	-	-	
☺ Deposits held by State Treasurer	\$0	\$0	\$0	-	-	
☺ Accounts Receivable, Net	\$883	\$887	\$774	0.5%	-12.7%	
☺ Contributions Receivable, Net	\$0	\$0	\$0	-	-	
☺ Inventory and Prepaid Expenses	\$15	\$0	\$2	-100.0%	-	
☺ Long-Term Investments	\$2,210	\$2,445	\$2,512	10.6%	2.7%	
☺ Loans to Students	\$390	\$389	\$339	-0.3%	-12.9%	
☺ Funds held under bond agreement	\$245	\$1,075	\$208	338.8%	-80.7%	
☺ Property, plants, and equipment, net	\$14,175	\$13,891	\$14,029	-2.0%	1.0%	
☺ Other Assets	\$0	\$0	\$0	-	-	
Total Assets	\$19,132	\$20,923	\$20,530	9.4%	-1.9%	
LIABILITIES (in 000s)						
☺ Accounts payable and accrued liabilities	\$308	\$254	\$363	-17.5%	42.9%	
☺ Deferred revenue & refundable advances	\$225	\$398	\$396	76.9%	-0.5%	
☺ Due to state	\$0	\$0	\$0	-	-	
☺ Due to affiliates	\$0	\$0	\$0	-	-	
☺ Annuity and life income obligations	\$0	\$0	\$0	-	-	
☺ Amounts held on behalf of others	\$95	\$112	\$114	17.9%	1.8%	
☺ Long-term investments	\$5,082	\$5,728	\$5,303	12.7%	-7.4%	
☺ Refundable government advances	\$401	\$398	\$366	-0.7%	-8.0%	
☺ Other long-term liabilities	\$0	\$1,434	\$1,434	-	0.0%	
Total Liabilities	\$6,111	\$8,324	\$7,976	36.2%	-4.2%	
NET ASSETS (in 000s)						
Unrestricted net assets						
Institutional	\$9,682	\$9,704	\$9,375	0.2%	-3.4%	
☺ Foundation				-	-	
Total	\$9,682	\$9,704	\$9,375	0.2%	-3.4%	
Temporarily restricted net assets						
Institutional	\$1,603	\$1,067	\$1,360	-33.4%	27.5%	
☺ Foundation				-	-	
Total	\$1,603	\$1,067	\$1,360	-33.4%	27.5%	
Permanently restricted net assets						
Institutional	\$1,736	\$1,828	\$1,819	5.3%	-0.5%	
☺ Foundation				-	-	
Total	\$1,736	\$1,828	\$1,819	5.3%	-0.5%	
Total Net Assets	\$13,021	\$12,599	\$12,554	-3.2%	-0.4%	
TOTAL LIABILITIES and NET ASSETS	\$19,132	\$20,923	\$20,530	9.4%	-1.9%	
Please enter any explanatory notes in the box below						
Line 19 above for deferred revenue & refundable advances, includes deferred inflows of \$171 and \$152 for FY2017 and FY2018, respectively. Line 30, unrestricted institutional net assets, for FY17 has been restated for the impact of adopting GASB 75, "Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions" (GASB 75), which reduced this line by \$1,434. Line 26-other long-term liabilities of \$1,434 for FY2017 and FY2018, represents a funding obligation to the System Office of the University of Maine System for the University of Maine's share of the impact of implementing GASB 75.						

Standard Seven: University of Maine at Machias

Standard 7.3: Institutional Resources						
(Statement of Revenues and Expenses)						
Fiscal Year ends - month& day: (6/30)	3 Years Prior (FY2016)	2 Years Prior (FY2017) As Restated	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)	
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$4,716	\$4,819	\$4,490	\$4,300	\$4,400
?	Room and board	\$1,808	\$1,904	\$1,534	\$1,450	\$1,500
?	Less: Financial aid	-\$2,901	-\$2,807	-\$2,693	-\$2,625	-\$2,700
	Net student fees	\$3,623	\$3,916	\$3,331	\$3,125	\$3,200
?	Government grants and contracts	\$2,368	\$2,339	\$2,251	\$2,260	\$2,300
?	Private gifts, grants and contracts	\$130	\$0	\$106	\$100	\$100
?	Other auxiliary enterprises	\$22	\$17	\$5	\$5	\$7
	Endowment income used in operations	\$89	\$82	\$82	\$82	\$82
?	Other revenue (specify): Recovery of indirect costs	\$93	\$61	\$85	\$75	\$75
	Other revenue (specify): Sales and services and other	\$357	\$359	\$354	\$350	\$350
	Net assets released from restrictions					
	Total Operating Revenues	\$6,682	\$6,774	\$6,214	\$5,997	\$6,114
OPERATING EXPENSES (in 000s)						
?	Instruction	\$3,365	\$3,272	\$3,348	\$3,350	\$3,400
?	Research	\$660	\$514	\$706	\$700	\$710
?	Public Service	\$84	\$50	\$59	\$55	\$60
?	Academic Support	\$1,105	\$1,195	\$1,201	\$1,200	\$1,225
?	Student Services	\$1,599	\$1,638	\$1,669	\$1,670	\$1,675
?	Institutional Support	\$1,309	\$1,350	\$980	\$975	\$990
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	\$1,688	\$1,743	\$1,473	\$1,500	\$1,525
?	Scholarships and fellowships (cash refunded by public institution)	\$552	\$838	\$804	\$900	\$900
?	Auxiliary enterprises	\$1,481	\$1,426	\$1,353	\$1,300	\$1,325
?	Depreciation (if not allocated)	\$653	\$715	\$743	\$743	\$743
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	\$12,496	\$12,741	\$12,336	\$12,393	\$12,553
	Change in net assets from operations	-\$5,814	-\$5,967	-\$6,122	-\$6,397	-\$6,439
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$5,022	\$5,181	\$6,022	\$6,022	\$6,100
?	Investment return	\$2	\$3	\$9	\$9	\$9
?	Interest expense (public institutions)	-\$125	-\$125	-\$154	\$140	\$135
	Gifts, bequests and contributions not used in operations	\$32	\$26	\$74	\$50	\$50
?	Other (specify): Support from System Office/Other Campuses	\$736	\$1,033	\$105	\$100	\$100
	Other (specify):					
	Other (specify):					
	Net non-operating revenues	\$5,667	\$6,118	\$6,056	\$6,321	\$6,394
	Income before other revenues, expenses, gains, or losses	-\$147	\$151	-\$66	-\$76	-\$45
?	Capital appropriations (public institutions)	\$10	\$0	\$176	\$0	\$150
	Other (specify): Capital grants and gifts	\$0	\$0	\$0	\$0	\$0
	Other (specify): Endowment returns, net of amount used for operations	-\$136	\$162	\$82	\$75	\$60
	Other (specify): Additions to endowments	\$42	\$32	\$34	\$33	\$32
	Other (specify): Gain (loss) on disposal of capital assets	\$0	\$0	-\$174	\$0	\$0
	Other (specify): Forgiveness of debt	\$1,068	\$0	\$0	\$0	\$0
?	Other (specify): Capital transfers from System Office	\$111	\$667	-\$97	\$0	\$0
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$948	\$1,012	-\$45	\$33	\$197

Standard Seven: University of Maine at Machias

Standard 7.4: Institutional Resources						
(Statement of Debt)						
FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2016)	2 Years Prior (FY2017) As Restated	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)	
Long-term Debt						
Beginning balance	\$6,441	\$5,082	\$5,728	\$5,303	\$4,863	
Additions	\$0	\$975	\$0	\$0	\$0	
? Reductions	(\$1,359)	(\$329)	(\$425)	(\$440)	(\$450)	
Ending balance	\$5,082	\$5,728	\$5,303	\$4,863	\$4,413	
Interest paid during fiscal year	\$176	\$174	\$198	\$199	\$200	
Current Portion	\$330	\$466	\$456	\$440	\$430	
Bond Rating						
	See below	See below	See below	See below	See below	
Debt Service Coverage						
Operating Income / (Annual Interest + Current Portion of Debt)	-0.29	0.24	-0.10	-0.12	-0.07	
Debt to Net Assets Ratio						
Long-term Debt / Total Net Assets	39.0%	45.5%	42.2%	38.6%	34.5%	
Debt to Assets Ratio						
Long-term Debt / Total Assets	26.6%	27.4%	25.8%	23.8%	21.3%	
Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.						
Debt is comprised of a few small capital leases, tax-exempt bonds payable, and a loan from the System Office of the University of Maine System (UMS). The University of Maine at Machias is part of the UMS which is the legal entity that issues the tax-exempt bonds. The UMS' bond rating from S&P Global Ratings (formerly Standard and Poor's) was AA-/Negative, AA-/Stable, and AA-/Stable for the respective fiscal years FY16, FY17, and FY18. In August 2018, S&P Global Ratings again rated the UMS as AA-/Stable.						
Line(s) of Credit: List the institutions line(s) of credit and their uses.						
The University of Maine at Machias and the other universities within the University of Maine System have access to a \$10 million master lease-purchase agreement between Bank of America Capital Corp and the University of Maine System. The University of Maine at Machias is utilizing this agreement to strategically replace some of its aging vehicles.						
Future borrowing plans (please describe).						
N/A						

Standard Seven: University of Maine at Machias

Standard 7.5: Institutional Resources						
(Supplemental Data)						
FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2016)	2 Years Prior (FY2017) As Restated	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)	
NET ASSETS						
Net assets beginning of year	\$12,073	\$11,587	\$12,599	\$12,554	\$12,587	
Total increase/decrease in net assets	\$948	\$1,012	(\$45)	\$33	\$197	
Net assets end of year	\$13,021	\$12,599	\$12,554	\$12,587	\$12,784	
FINANCIAL AID						
Source of funds						
Unrestricted institutional	\$1,236	\$1,429	\$1,272	\$1,300	\$1,350	
Federal, state and private grants	\$2,106	\$2,029	\$1,934	\$1,930	\$1,955	
Restricted funds	\$111	\$187	\$291	\$295	\$295	
Total	\$3,453	\$3,645	\$3,497	\$3,525	\$3,600	
% Discount of tuition and fees	73.2%	75.6%	77.9%	82.0%	81.8%	
P % Unrestricted discount	26.2%	29.7%	28.3%	30.2%	30.7%	
Net Tuition Revenue per FTE (NOT ROUNDED)	\$4,103	\$4,494	\$4,345	\$4,326	\$4,333	
P FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	N/A	N/A	N/A	N/A	N/A	
Please indicate your institution's endowment spending policy:						
The expendable income objective is 4.5% for FY16 - FY18.						
Please enter any explanatory notes in the box below.						
FY2017 beginning of year net assets has been restated to reflect the adoption of GASB 75, "Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions", which resulted in a \$1,434 reduction of net assets.						

Standard Seven: University of Maine at Machias

Standard 7.5a: Institutional Resources					
(Liquidity)					
FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
CASH FLOW					
Cash and Cash Equivalents beginning of	\$0	\$1,214	\$2,236	\$2,666	\$2,600
Cash Flow from Operating Activities	See note below	See note below	See note below	See note below	See note below
Cash Flow from Investing Activities	See note below	See note below	See note below	See note below	See note below
Cash Flow from Financing Activities	See note below	See note below	See note below	See note below	See note below
Cash and Cash Equivalents	\$1,214	\$2,236	\$2,666	\$2,600	\$2,650
LIQUIDITY RATIOS					
Current Assets	\$2,113	\$3,124	\$3,442	\$3,500	\$3,600
Current Liabilities	\$958	\$1,048	\$1,176	\$1,200	\$1,225
Current Ratio	2.21	2.98	2.93	2.92	2.94
Days Cash on Hand	See note below	See note below	See note below	See note below	See note below
<p>Please enter any explanatory notes in the box below that may impact the institution's cash flow.</p> <p>With the exception of some very small petty cash balances, cash and cash equivalents represents the University of Maine at Machias' share of cash and operating investments held by and managed by the System Office of the University of Maine System (UMS). Investment earnings are generally kept by the System Office although a modest amount is distributed as 'temporary investment income' on unspent gift balances held by the University of Maine at Machias and other universities within the UMS. The UMS Controller's Office prepares a Statement of Net Position and a Statement of Revenues, Expenses, and Changes in net position for each university within the UMS; however, it only prepares a cash flow statement for the UMS as a whole for inclusion in the UMS' audited financial statements.</p>					
<p>Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.</p> <p>Operating expenses include those funded from unrestricted operations and those related to expenditure of restricted grants and contracts and gifts, etc. If the University is unable to spend a restricted gift in the year received, the University's practice is to spend it in accordance with donor restrictions in the next fiscal year(s). The University of Maine at Machias does not need to seek approval from the State of Maine to utilize its own reserves.</p>					
<p>Please enter any explanatory notes in the box below.</p>					

Standard Seven: University of Maine at Machias

Standard 7.6: Institutional Resources						
(Information Resources)						
	4 Years Prior	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
Total Expenditures						
Materials	\$58,688	\$57,560	\$63,049	\$63,049	\$63,049	\$63,049
Salaries & wages (permanent staff)	\$172,380	\$173,383	\$172,184	\$176,231	\$176,684	\$180,132
Salaries & wages (student employees)	\$3,600	\$3,600	\$3,600	\$3,600	\$6,400	\$3,600
Other operating expenses	\$16,351	\$14,690	\$9,416	\$10,530	\$12,500	\$12,500
Expenditures/FTE student						
Materials	\$126	\$128	\$128	\$140	\$148	\$148
Salaries & wages (permanent staff)	\$235	\$345	\$350	\$390	\$424	\$424
Salaries & wages (student employees)	\$7	\$7	\$8	\$8	\$8	\$8
Other operating expenses	\$29	\$26	\$26	\$23	\$29	\$29
Collections						
Percent available physically	23%	18%	19%	17%	15%	15%
Percent available electronically	77%	82%	81%	83%	85%	85%
Number of digital repositories	0	0	0	1	1	1
Personnel (FTE)						
Librarians - main campus	2	2	2	2	2	3
Librarians - branch /other locations	N/A	N/A	N/A	N/A	N/A	N/A
Other library personnel - main campus	1	1	1	1	1	1
Other library personnel - branch/other locations	N/A	N/A	N/A	N/A	N/A	N/A
Availability/attendance						
? Hours of operation/week main campus	80	80	80	80	80	80
? Hours of operation/week branch/other locations	N/A	N/A	N/A	N/A	N/A	N/A
? Consortia/Partnerships						
URSUS is the consortia to which the Merrill Library at the University of Maine is a part. URSUS consists of the seven libraries of the University of Maine System. It includes in addition to the UMS academic libraries, the Maine Law School Library, the Maine Law and Legislative Library, the Maine State Library, and the Bangor Public Library.						
URL of most recent library annual report:	machias.edu/library/merrill-library-annual-report/					
Please enter any explanatory notes in the box below						

Standard Seven: University of Maine at Machias

Standard 7.7: Institutional Resources						
(Technological Resources)						
		3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
		(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
?	Course management system	Blackboard, Q2 2018 (There are instances of other course management systems across campus, but Blackboard is the standard system)				
	Number of classes using the system	Moved to Bb. Managed Hosting FY 17. Do not have data prior to the move.	210	220	230	235
	Bandwidth					
	On-campus network	1 Gbps	1 Gbps	10 Gbps	10 Gbps	10 Gbps
	Off-campus access					
?	commodity internet (Mbps)	10 Gbps	10 Gbps	10 Gbps	10 Gbps	10 Gbps
?	high-performance networks (Mbps)	10 Gbps	10 Gbps	10 Gbps	10 Gbps	10 Gbps
?	Wireless protocol(s)	802.11b/g/n	802.11b/g/n	802.11a/g/n/ac-wave2 (partial deployment)	802.11a/g/n/ac-wave2	802.11a/g/n/ac-wave2
	Typical classroom technology					
	Main campus	Projector, Screen, controller, connection plate, speakers, amp, Assorted HDMI video adapters				
	Branch/other locations	N/A				
	Software systems and versions					
	Students	See UMaine DFF				
	Finances	See UMaine DFF				
	Human Resources	See UMaine DFF				
	Advancement	See UMaine DFF				
	Library	BlackBoard CMS, Google File Stream, SigmaPlot 14.0, Adobe Reader DC, GIMP 2, Microsoft Office 2013, Minitab 18				
	Website Management	See UMaine DFF				
	Portfolio Management	See UMaine DFF				
	Interactive Video Conferencing	See UMaine DFF				
	Digital Object Management	See UMaine DFF				
	Website locations of technology policies/plans					
	Integrity and security of data	UMS Information Security Policies APL				
	Privacy of individuals	machias.edu/compliance/privacy-disclosure/				
	Appropriate use	N/A				
	Disaster and recovery plan	N/A				
	Technology replacement	N/A				
	Please enter any explanatory notes in the box below					
	UMM's Acceptable Use policy is needing to be updated.					

Standard Seven: University of Maine at Machias

Standard 7.8: Institutional Resources								
(Physical Resources)								
Campus location			Serviceable Buildings	Assignable Square Feet				
Main campus			10	266,277				
Other U.S. locations			0	0				
International locations			0	0				
				3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
				(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
Revenue (\$000)								
Capital appropriations (public institutions)								
Operating budget								
Gifts and grants								
Debt								
Total				\$0	\$0	\$0	\$0	\$0
Expenditures (\$000)								
New Construction				\$0	\$0	\$0	\$0	\$0
Renovations, maintenance and equipment				\$1,709,789	\$1,764,075	\$508,964	\$1,330,542	\$632,368
Technology						\$277,933	\$366,034	\$112,363
Total				\$1,709,789	\$1,764,075	\$786,897	\$1,696,576	\$744,731
Assignable square feet			Main campus	Off-campus	Total			
Classroom					0			
Laboratory					0			
Office					0			
Study					0			
Special					0			
General					0			
Support					0			
Residential					0			
Other					0			
Major new buildings, past 10 years (add rows as needed)								
	Building name	Purpose(s)		Assignable Square Feet		Cost	Year In Service	
	NONE							
						\$0		
New buildings, planned for next 5 years (add rows as needed)								
	Building name	Purpose(s)		Assignable Square Feet		Cost	Year	
	NONE							

continued

Standard Seven: University of Maine at Machias

Major Renovations, past 10 years (add rows as needed)						
The list below includes renovations costing				100,000	or more	
Building name	Purpose(s)	Assignable Square Feet	Cost	FY In Service		
Kilburn Commons (Heating System)	Dining	9,555	\$199,644	2012		
Kilburn Commons (Roof Rplc)	Dining	9,555	\$172,152	2018		
Kilburn (Sodexo Dining Phase I)	Dining	9,555	\$173,639	2017		
Science Building Renovation	Academic/Classroom	21,183	\$168,191	2009		
Torrey Hall Renovation	Academic/Classroom	40,728	\$2,158,991	2009		
Powers Hall (Ext&Masonry Repair)	Administration/Office	33,525	\$1,556,039	2016		
Science Building (Labs Upgrade)	Academic/Classroom	21,183	\$606,164	2015		
CNG Heating Conversion	Infrastructure	N/A	\$1,509,142	2106		
Merrill Library (ADA Entrance)	Library	40,728	\$149,978	2018		
Reynolds (Boiler)	Athletic	53,460	\$202,446	2014		
Dorward & Sennett (Resident Halls Card Access)	Residential	96,006	\$453,102	2018		
All E&G Building Card Access	Administration/Office	170,221	\$119,137	2018		
Kilburn Commons (Maj Maint Proj)	Dining	9,555	\$210,692	2012		
ADA Walkway Improvements	Infrastructure	N/A	\$221,913	2018		
Renovations planned for next 5 years (add rows as needed)						
The list below includes renovations costing				100,000	or more	
	Purpose(s)	Assignable Square Feet	Cost	Year		
Powers Hall	Administration	33,525	\$400,000	2020		
Campus	Infrastructure		\$344,621	2020		
Dorward Hall	Auxiliaries	60,278	\$125,000	2020		
Dorward Hall	Auxiliaries	60,278	\$125,000	2020		
Campus	Infrastructure		\$470,000	2020/2021		
Science Bldg	Academic	21,183	\$850,000	2020/2021		
Science Bldg	Academic	21,183	\$200,000	2020		
Science Bldg	Academic	21,183	\$175,000	2020		
Sennett Hall	Auxiliaries	35,728	\$150,000	2020		

Standard Eight:

Educational Effectiveness

Description

UMaine shares measures of student learning and the student experience to celebrate success, identify gaps, and, above all, improve learning outcomes for our students. Multiple offices share responsibility for the collection and distribution of data on student outcomes and success, including the Office of Institutional Research and Assessment (OIRA), Enrollment Management, and the Office of Student Financial Aid. At UMM, assessment is a joint responsibility with faculty under the leadership of the Head of Campus. Collaboration between UMM and offices and academic units at UMaine has increased since UMM became a regional campus of UMaine; we expect this to be true of assessment-related work also, particularly as academic collaborations also increase.

Assessment of student learning at UMaine

The assessment of student learning was identified as an area of focus in the Commission's response to UMaine's 2009 self-study. Specifically, the Commission noted: "Learning outcomes assessment needs to be emphasized among other aspects of planning and evaluation and a more robust toolkit of student success criteria needs to be developed. In a context of a decision not to use the Voluntary System of Accountability, UMaine needs a plan for how to communicate student learning successes for public accountability." That response also noted: "The General Education Program may not be meeting institutional needs. Assessment of this program is less well developed than assessment of the undergraduate curriculum in general."

UMaine has directly addressed these concerns. First, we incorporated them in Pathway Four of our Blue Sky Strategic Plan, prioritizing campuswide programmatic assessment founded on a cycle of review. Second and relatedly, we grew institutional capacity by forming an Assessment Advisory Board in 2014, and by advancing strategic assessment initiatives (e.g. the Provost's Forum on Foundational Competencies in 2014; participating in the Multi-State Collaborative to Advance Quality Student Learning since 2015). These commitments drew faculty from each college into assessment work, trainings, and discussions, and gave rise to an environment in which assessment is discussed substantively and taken seriously.

Crucially, we have achieved our Pathway Four goal of implementing a system of assessment for individual programs. We have also established a system for assessing our General Education curriculum (see the University Assessment Plan of 2014, and the Faculty Motion on the Assessment of General Education in 2017). Related initiatives include identifying software for tracking and housing program and General Education assessment data, and an expansion of assessment activity to include the Graduate School. Since 2014 in particular, the combination of assessment staffing, programming, oversight, faculty training and buy-in, and implementation has produced an active and growing culture of effective assessment at UMaine.

With support from the Office of Institutional Research and Assessment, assessment plans campuswide have been written or revised to articulate student learning outcomes and to identify, collect, and evaluate artifactual evidence of student learning. Initial work on program assessment used a reporting template patterned on the E1a and E1b reporting forms, enhanced by embedding additional information about the process used for assessment and the impacts observed. Used by a majority of programs, the template asks units to report learning outcomes, data (evidence), how the data/evidence was collected and by whom, and what changes and impacts have been made. Additionally, we have begun collection of information required for the E1b series for disclosure on the OIRA website.

Assessment of student learning at UMM

At UMM, learning outcomes for every program are approved by program faculty. Ten academic program areas have developed a process for assessing student learning outcomes. The individualized Bachelor of College Studies and B.A in Interdisciplinary Studies feature student plans approved such that the courses a student takes match the individualized learning outcomes. Assessment of learning outcomes in UMM's academic programs is reported annually.



The depth, effectiveness, and continuity of UMM assessment activity varies across programs. Annual reports on assessment emphasize the ways each program is collecting and compiling assessment data to inform the curriculum, teaching, and other program elements. The report includes a summary of next steps for a program's approach to assessment, and its plan for fulfilling them.

Student retention, time-to-degree, and graduation

UMaine's approach to improving student retention, graduation, and time-to-degree are central features of the 2014 Provost's Action Plan for Retention and Graduation and the Think 30 initiative (see also Standard Two). To assess progress on these initiatives, UMaine tracks retention and graduation rates at the institution and program level, and assesses the credit hour progress of student cohorts. UMaine also participates in the Student Achievement Measure Project (SAM), which collects retention and graduation rate information on first-time, full-time, transfer, and part-time students.

Appraisal

Program assessment

The UMaine Faculty Senate mission statement reads: "Our education goal is to help students develop their creative abilities, communication and critical thinking skills, and understanding of traditions in ethics and rationality within the arts, sciences, and professions." To these ends, as noted above, UMaine has implemented several structures to support the assessment of student learning. For example, the Assessment Advisory Board meets regularly to provide guidance on the university's assessment plan, requirements for [program assessment reporting, and the design of the General Education assessment program](#). Input from faculty and administrators comprising the Board guides the formulation of program and General Education assessment, and helps to ensure that units collect and use actionable data as part of a campuswide culture of assessment.

Examples of assessment plans are available in the program assessment reports document library and in two examples of "recommendations and next steps" from assessment reports below.

Every year, the undergraduate committee looks at the outcome assessments for HTY 498 and discusses at length what is working and what is not. In order to improve assessment scores, i.e. improve the ability of our majors to write, discuss, revise and organize and produce a major paper, it was suggested [that we] implement two new required courses which will teach them essential skills earlier in their college career. HTY 130 is a required course which was first offered in spring 2016. HTY 311 became a requirement in fall 2015. Both courses employ self-assessments. The undergraduate committee looks annually at the results. The dataset for these courses is still too small to determine the impact of these changes. We plan on collecting data for two years and then implementing a rubric similar to the one we currently use to assess our students after taking HTY 498. (Department of History)

Students are meeting the benchmarks across all the competencies. However, we have been working to increase student outcomes for several competencies: Engage in research informed practice/practice informed research (currently 80% of students meet the benchmark) and Practice evaluation (currently 75% of students meet the benchmark). Research and evaluation are usually the most difficult areas of the curriculum for MSW students. Our research faculty continue to work on curriculum changes. This is an ongoing process. It will also be helpful when our full-time research faculty are up to full strength (we lost one assistant professor but have a new assistant professor starting in Sept. 2017). In the meantime, many of the research sections are taught by part-time faculty. (School of Social Work)

UMaine communicates the results of its assessment process through several coordinated avenues. First, Deans and Associate Deans are provided a quarterly update on the status of programs in their unit through a comprehensive Program Assessment Dashboard. The dashboard shows the state of completion of each program, with ratings for the inclusion of measurable learning objectives, a stated plan for implementation, reporting of current assessment results, and a plan for how results will be used. Administrators can review the status of units and identify any gaps. Second, copies of three-year program reports and feedback are also shared with Deans and Associate Deans. Finally, programs are encouraged to share their plans on their departmental websites. All program assessment plans are also posted on the Office Institutional Research and Assessment website.

Programs are encouraged to examine post-graduation outcomes, such as job placement patterns through graduate (and employer) surveys. For example, the School of Forest Resources has conducted focus groups with top employers of their graduates. These sessions yielded data about the most effective program elements, as well as gaps requiring attention. Similarly, Education and Human Development regularly assesses the effectiveness of its graduates through surveys of Maine principals and superintendents. The college's Director of Field Experience uses data from the surveys to inform future student placements for Teacher Candidacy.

UMaine has implemented assessment management in cooperation with TaskStream/TK20. Two systems have been developed. The first, Learning Achievement Tools, is used by some units (e.g. Education and Human Development) to manage portfolio assessment data. The second, Assessment Management System, is a campuswide solution housing program and General Education assessment data. UMaine is inviting vendor presentations in spring 2019 as move to adopt a single system for campuswide assessment data needs. This system and its resources will be shared with UMM.

UMaine General Education

The Undergraduate Program Curriculum Committee reviews all proposals for new and revised courses. The committee has specific requirements for the design of General Education courses that ensure these courses a) are adequately aligned to the General Education area and b) include substantial assessment of student learning outcomes related to that area.

Prior to fall 2016, UMaine had no agreed-upon mechanism for evaluating General Education outcomes, although other processes (e.g. accreditation review) did prompt evaluation and revision of certain courses. To close this gap, a General Education subcommittee of Faculty Senate's Academic Affairs Committee developed a method of assessing General Education course alignment and student outcomes entailing a cycle of review using customized versions of the AAC&U VALUE Rubrics developed by faculty working groups, and used to examine samples of student work taken from regularly offered General Education courses.

The process uses a sampling approach in which 25 General Education courses with specific learning outcomes are randomly sampled each semester. Student assignments from these courses are randomly selected and de-identified, and the assignments are distributed to faculty scorers, who attend a half-day scoring and professional development training session.

During the session, faculty discuss the General Education outcome and score the samples. Each year, the General Education Subcommittee of the Faculty Senate will review the results from the group scoring session to identify areas of strength, and need in student achievement to determine the extent to which assignments and courses are aligned with the stated goals of a given General Education area, and make recommendations to faculty teaching courses in that area. As of spring 2019, one General Education outcome (Western Cultural Tradition) has been evaluated; data will be reported by May 2019. The remaining eight areas are to be assessed over the next four years.

UMM General Education

We have partial evidence of UMM curricula's effectiveness at facilitating student achievement of learning outcomes. However, UMM's assessment culture has been growing. UMM's General Education curriculum has a defined set of learning outcomes, crafted by faculty before the 2010 revision of the core curriculum. Using a faculty-approved rubric, a subset of General Education learning outcomes is assessed through a required final project in Environmental Liberal Arts 342, a course analogous to a capstone. Prior to teaching the course, all ELA 342 instructors participate in a workshop to normalize use of the rubric. As instructors grade final projects, they also assess them using the rubric, and submit the results to UMM's Program Review and Evaluation Committee. Results are compiled and periodically reviewed as UMM evaluates student performance in a subset of learning outcomes. This rubric-based assessment was tested for the first time in May 2014, and data have been collected in most semesters since.



In addition to quantitative data, UMM has collected qualitative survey data. In fall 2016, a survey on the Environmental Liberal Arts section of the curriculum was sent to all junior and senior students. Responses showed mixed opinions about the curriculum. Similarly, in spring 2018, faculty were surveyed about their perceptions of the General Education curriculum. These data will be used as the General Education curriculum is reviewed over the next two years by faculty with input from the Head of Campus.

Evaluation of co-curricular learning

UMaine also assesses student attainment of co-curricular learning outcomes, including formal and informal learning experiences, internships, digital badges, and first-year student experiences. For example, UMaine’s Engaged Black Bear digital badging initiative offers students a set of “learning pathways” entailing three levels of badges and corresponding learning objectives, including recognizing and verifying student engagement experiences on campus, at work, and in the community; providing evidence of 21st century skill development; giving students a competitive edge when seeking internships, employment, graduate school, and other workforce development opportunities; guiding students in becoming leaders, prepared employees, active citizens, and lifelong learners; and increasing college access and student success by building a pipeline to UMaine.

UMM’s student programming group, the Student Activities Involvement and Leadership (SAIL), provides opportunities for students to engage in the college experience in a way that promotes leadership development and strengthens retention. The organization has several stated learning outcomes. The assessment of outcomes to date has been informal.

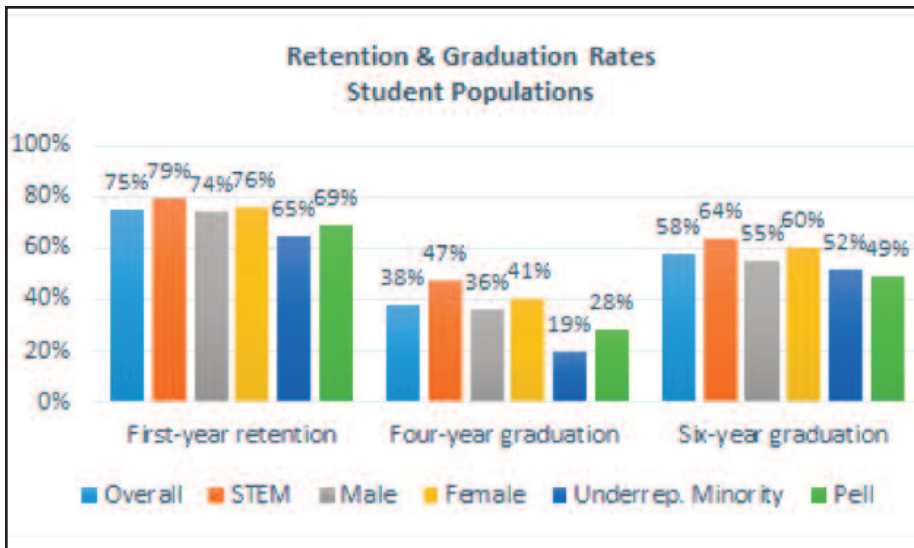
Retention and graduation

As seen in the table below, UMaine’s first-year retention rates have ranged from 75% to 81%, four-year graduation rates from 33% to 40%, and six-year graduation rates from 55% to 60%.

Retention and graduation rates by cohort

Cohort	Cohort Size	First-year retention rate	4-year graduation rate	5-year graduation rate	6-year graduation rate
Fall 17	2,254	78%			
Fall 16	2,192	75%			
Fall 15	2,012	76%			
Fall 14	2,021	76%	40%		
Fall 13	2,120	77%	38%	54%	
Fall 12	1,919	81%	40%	57%	60%
Fall 11	1,735	76%	38%	55%	58%
Fall 10	1,717	78%	36%	55%	59%
Fall 09	1,654	79%	33%	52%	55%
Fall 08	1,936	79%	37%	56%	60%
Fall 07	1,817	76%	36%	51%	56%

OIRA also tracks the success of targeted populations, such as PELL recipients, STEM majors, minority status students, and out-of-state students. The figure below shows the most recent retention and graduation rates for these populations. UMaine also monitors the percentage of students who go on to graduate at other institutions: 70% of our 2012 first-time full-time cohort graduated from UMaine or another institution within six years, and 72% of our transfer, full-time students did so.



At the graduate level, the first- to second-year retention rate for the most recent three cohorts ranged from 84% to 86% for master’s students and 91% to 95% for doctoral students. Average time to degree for master’s students who graduated in 2014–2015 through 2017–2018 was 2.6 years; for doctoral students it was 5.4 years.

At UMM, the Head of Campus annually provides each program a profile of official headcount, retention, number of degrees, graduate responses, and faculty information. The data are split between on-campus and distance students for the programs delivered through both modalities. This allows for programs to set and monitor retention rates and track the number of students in the program.

More recently, UMM implemented EAB Student Success Collaborative software. The software allows programs to use data on student success rates, such as overall retention rates and success rates of courses, to identify bottlenecks or barriers to success. For example, the Biology program recently changed the prerequisite of the second-semester course (BIO 118 or 119) to a course grade of C or higher in its first-semester course (BIO 117). This change was made when data showed that no student had graduated from the Biology program in the past 10 years after earning a grade lower than a C in BIO 117.



Think 30

UMaine’s Think 30 results are encouraging. The table below shows the credit-taking behavior of first-time full-time students who a) attempted credits in both fall and spring of their first year, and b) returned the following fall (the most relevant group for assessing the impact of Think 30). Following the introduction of Think 30, the percentage of returning first-time, full-time students who earned 15 or more credits in their fall semester increased 15 percentage points, from 52% for the fall 2014 cohort to 67% for the fall 2017 cohort.

An even larger increase was seen in spring semester: a 22-point increase from 58% to 80%. The percentage who had attempted 30 or more credits by the beginning of their second year increased from 66% to 82%. Notable gains were also seen in the percentage of students earning 30 or more credits across the calendar year. By the beginning of the second year, the percentage of returning first-time, full-time students who had earned 30 or more credits during their first year increased 12 percentage points, from 50% for the fall 2014 cohort to 62% for the fall 2017 cohort. With prior credits accounted for (e.g. AP credit, summer credits preceding the first fall semester), 74% of the returning 2017 cohort had earned 30 or more credits by the beginning of the second year, 9 percentage points higher than that of the fall 2014 cohort.

Credits attempted and earned: Returning first-time, full-time students

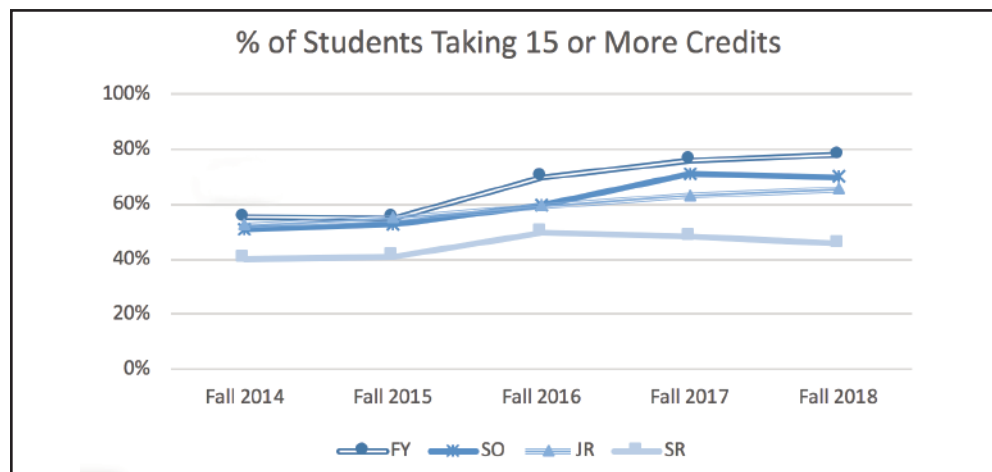
Cohort	Cohort size	% attempted 30+ credits first year	% attempted winter courses	% attempted summer courses	% earned 15+ credits first fall	% earned 30+ credits first year ^a	% earned 30+ credits by beginning of second yr. (inclusive) ^b
2014	1,528	66%	—	17%	52%	50%	65%
2015	1,510	68%	7%	19%	53%	51%	68%
2016	1,614	79%	7%	18%	63%	60%	71%
2017	1,745	82%	9%	17%	67%	62%	74%

Note:

^aCredits earned in fall, spring, or the subsequent summer; excludes credits earned in the preceding summer, and test or transfer credits earned in high school.

^bCredits earned by beginning of second year, including those earned in the preceding summer, and test or transfer credits earned in high school.

Think 30 has had a tangible impact on credit-taking behavior at all undergraduate levels. The figure below shows the percentage of all degree-seeking undergraduates taking 15 or more credits, broken down by class level. There has been consistent growth at all levels, though particularly for first-years and sophomores, which have shown increases of 23% and 19%, respectively.



First-year student success courses

All academic colleges at both campuses now provide a first-year seminar to orient students to their field of study, to UMaine, and to college life. For example, beginning in fall 2015, Liberal Arts and Sciences (CLAS) offered LAS 150 (Success in College), a first-year seminar course for CLAS students whose major does not already offer a required first-year seminar. LAS 150 is a one-credit course taught once a week for 50 minutes. Instructors include advisors in the CLAS Advising and Student Services Center, and professional staff who have a student affairs and/or student services background. At UMM, all programs have a first-year seminar embedded in the program.

Post-graduation data

The Life After UMaine Survey provides useful insights into the activity of our graduates. Seventy-seven percent of respondents to the 2014-2015 Life After UMaine survey reported full-time employment. The majority of employed respondents indicated they were very well (42%) or moderately well (49%) prepared for their job. Those attending graduate school indicated even higher levels of preparation, with half (50%) reporting they were very well or moderately well (38.2%) prepared. There were substantial differences by college in the proportion of students attending graduate school. While just 5% of Engineering graduates went on to graduate study, nearly 31% of Natural Science, Forestry, and Agriculture (NSFA) students did so. Similarly, there were differences among colleges in the percentage of students finding full-time employment after graduation. For example, students in NSFA were least likely to be employed full time (68%), but the most likely to attend graduate school (31%). Engineers (90%) and Business graduates (91%) were most likely to be employed and least likely to attend graduate school full time (5% and 7%, respectively). Overall, very few graduates (4%) were unemployed.

Evaluation of student success

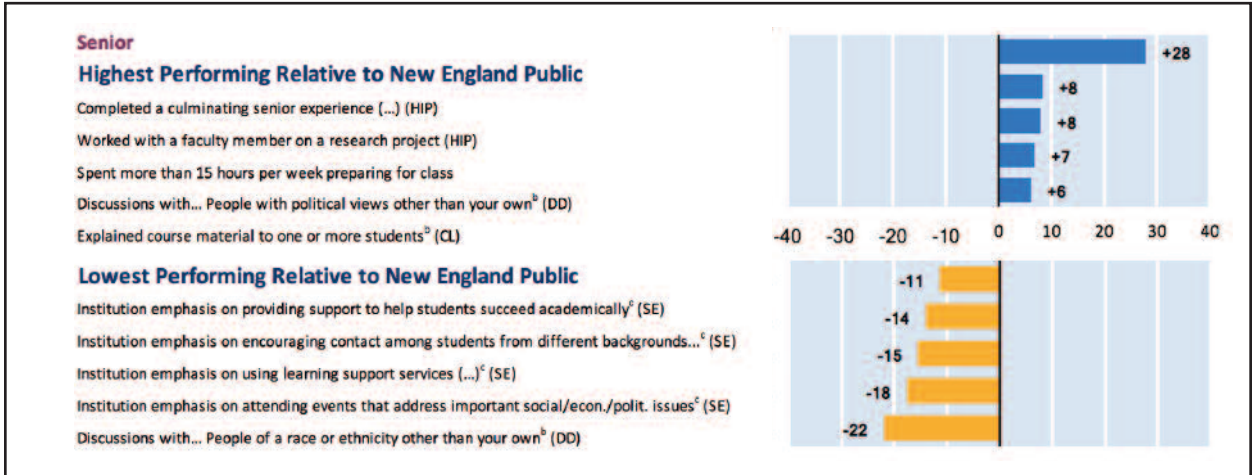
UMaine uses a wide range of direct and indirect measures of student success that informs academic planning and student supports. In addition to direct measures of student learning conducted as part of program and General Education assessment, the university gathers attitudinal data (e.g. climate surveys, the American College Health Survey).

UMaine and UMM also examine indirect measures of student success and engagement, such as the National Survey of Student Engagement (NSSE). In the most recent NSSE administration (2017), student responses at UMaine indicated strong experiences with the senior capstone and interaction with faculty on undergraduate research, but deficits remain in students' opportunities to interact with persons of a different race or ethnicity.

Responding students rate the university's emphasis on hosting events related to important social, economic, and political issues lower than do students attending other New England Public institutions. UMaine's highest and lowest ratings by seniors relative to other New England public institutions are shown in the figure below. UMM's highest-rated areas are quality of interactions with faculty and number of High Impact Practices. Results of survey instruments like NSSE are typically shared with campus staff and offices with responsibility for student success, and with the broader campus community, to inform planning, goal setting, and resource allocation.



National Survey of Student Engagement (NSSE) Student Responses



Using assessment data to improve student learning

As noted above, the majority of UMaine programs have assessment plans in place. We continue to promote expanded use of assessment data to improve programs. Two units have done this exceptionally well: the Maine Business School and the School of Marine Sciences. The Maine Business School collected assessment data over a two-year period and used it to drive program changes, such as providing more practice for creative problem-solving, and spending more time addressing global perspectives on business-related issues. The School of Marine Sciences has spent the last two years collecting data, and faculty are discussing potential curriculum changes to improve student learning outcomes. Marine Sciences has also worked closely with its college (Natural Sciences, Forestry, and Agriculture); the Center for Innovation in Teaching and Learning; US:IT and Facilities Management; and Academic Affairs, to improve classrooms integral to the unit's curriculum, course delivery (including online and videoconference), and statewide outreach.

Projection

Program and General Education assessment

UMaine has made significant progress in implementing program assessment. Markers of success include plan completion and use of assessment data to refine curriculum, course sequences, and learning outcomes to match the needs of students in post-graduation settings. In UMaine's cycle of program review, the following units, among others, are on track to use their assessment processes to inform curricula and improve student learning outcomes: the Bachelor of University Studies, Communication and Journalism, Sociology, Psychology, English, Computer Science, Art, and Biology.

As noted above, UMaine efforts for General Education assessment are ongoing. The faculty-led creation of a multi-year plan for the category-by-category review of General Education learning outcomes was a critical first step; it was followed by the Faculty Senate's support of a May 2018 faculty-led examination of the first category under review. UMaine General Education work remaining includes refinement of the assessment process; review of current General Education course offerings; analysis of the types of learning activities associated with these courses; and, as guided by our faculty, a comprehensive review of the design of the General Education program itself. Data from our 2018 General Education pilot assessment are being analyzed and will be reported in spring 2019.

Student retention, time-to-degree, and graduation

UMaine's efforts to increase the number of credit hours taken by students per calendar year, thereby reducing time-to-degree and total debt, are succeeding. As noted above, the Think 30 campaign, operationalized in part by Winter Session and Summer University credit-taking, has increased the number of students earning 15 credits per semester and 30 credits per year. We believe this activity will result in improved graduation rates, and more students graduating on time. Given these outcomes, continuing our efforts will be critical in supporting student success. Similarly, increased investments in college-based advising appear to be having a positive effect. It will be critical to collect ongoing data on the kinds of advising/learning supports students use to understand the continuing impact of those strategies.

Finally, as described in Standard Two and earlier in this standard, UMaine launched a broad-scale First-Year Student Success Initiative in fall 2018. Improved retention among first-year students will be a main indicator of success as the initiative is assessed. Our goal is to increase first- to second-year retention by 5% over the next three to five years, and sustain that improvement.

Standard Eight: University of Maine

Standard 8.1: Educational Effectiveness (Undergraduate Retention and Graduation Rates)						
Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)	
IPEDS Retention Data						
Cohort	2014	2015	2016	2017	Next Year Forward 2018	
Associate degree students						
Bachelors degree students	76%	76%	75%	78%	79%	
IPEDS Graduation Data (150% of time)						
Cohort	2009	2010	2011	2012	Next Year Forward 2013	
Associate degree students						
Bachelors degree students	55%	59%	58%	60%	60%	
IPEDS Outcomes Measures Data						
Cohort	2007-2008	2008-2009	2009-2010	2010-2011	Next Year Forward 2011-2012	
First-time, full time students						
Awarded a degree within six years	56%	60%	55%	58%	58%	
Awarded a degree within eight years	58%	61%	57%	60%	60%	
Not awarded within eight years but still enrolled	1%	1%	1%	1%	1%	
First-time, part-time students						
Awarded a degree within six years	39%	29%	29%	26%	28%	
Awarded a degree within eight years	44%	30%	29%	29%	31%	
Not awarded within eight years but still enrolled	1%	1%	0%	3%	3%	
Non-first-time, full-time students						
Awarded a degree within six years	59%	65%	56%	58%	58%	
Awarded a degree within eight years	62%	66%	57%	59%	59%	
Not awarded within eight years but still enrolled	0%	0%	2%	1%	1%	
Non-first-time, part-time students						
Awarded a degree within six years	45%	39%	43%	43%	43%	
Awarded a degree within eight years	47%	41%	44%	44%	44%	
Not awarded within eight years but still enrolled	2%	0%	2%	0%	0%	
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in # 2 below)						
Cohort	2014	2015	2016	2017	Next Year Forward 2018	
1 Pell recipient	73%	70%	69%	72%	73%	
2 Male	74%	75%	74%	76%	77%	
3 Female	79%	76%	76%	80%	81%	
4 STEM	79%	79%	79%	84%	85%	
5 In-state	77%	77%	77%	78%	79%	
6 Out-of-state (Domestic)	75%	73%	72%	78%	79%	
7 International students	67%	83%	81%	81%	82%	
8 Underrepresented minority	70%	69%	69%	73%	74%	
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)						
Cohort	2009	2010	2011	2012	Next Year Forward 2013	
1 Pell recipient	47%	48%	48%	51%	51%	
2 Male	55%	57%	55%	59%	59%	
3 Female	55%	60%	60%	61%	61%	
4 STEM	62%	65%	64%	67%	67%	
5 In-state	56%	58%	57%	60%	60%	
6 Out-of-state (Domestic)	53%	59%	58%	59%	59%	
7 International students	71%	62%	73%	68%	68%	
8 Underrepresented minority	37%	51%	53%	45%	45%	
Definition and Methodology Explanations						
4 STEM: Include students entering UMaine in majors classified in the following science, technology, engineering, or math two-digit CIP codes - 03, 11, 14, 15, 26, 27, 40, as well as students in majors classified as 01.0000, 01.0801, 01.09, or 30.1901.						
5 In-state: Students who started at UMaine as residents of Maine.						
6 Out-of-state (domestic): Domestic students who started at UMaine as nonresidents of Maine.						
7 International students: Students who enter UMaine as an international student						
8 Underrepresented minority: Hispanic, Black, Native American, Multi-Ethnic, Pacific Islander						

Standard Eight: University of Maine

Standard 8.2: Educational Effectiveness (Student Success and Progress Rates and Other Measures of Student Success)						
?	Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering		
		6 years ago	4 years ago	6 years ago	4 years ago	
		2012 Fall Cohort	2014 Fall Cohort			
?	First-time, Full-time Students					
	Degree from original institution	60%	40%	N/A	N/A	
	Not graduated, still enrolled at original institution	2%	20%	N/A	N/A	
	Degree from a different institution	10%	6%	N/A	N/A	
	Transferred to a different institution	14%	18%	N/A	N/A	
	Not graduated, never transferred, no longer enrolled	14%	16%	N/A	N/A	
?	First-time, Part-time Students					
	Degree from original institution	24%	0%	N/A	N/A	
	Not graduated, still enrolled at original institution	2%	32%	N/A	N/A	
	Degree from a different institution	13%	5%	N/A	N/A	
	Transferred to a different institution	26%	32%	N/A	N/A	
	Not graduated, never transferred, no longer enrolled	35%	32%	N/A	N/A	
?	Non-first-time, Full-time Students					
	Degree from original institution	61%	54%	N/A	N/A	
	Not graduated, still enrolled at original institution	1%	8%	N/A	N/A	
	Degree from a different institution	11%	6%	N/A	N/A	
	Transferred to a different institution	14%	12%	N/A	N/A	
	Not graduated, never transferred, no longer enrolled	14%	19%	N/A	N/A	
?	Non-first-time, Part-time Students					
	Degree from original institution	36%	31%	N/A	N/A	
	Not graduated, still enrolled at original institution	3%	11%	N/A	N/A	
	Degree from a different institution	10%	13%	N/A	N/A	
	Transferred to a different institution	21%	13%	N/A	N/A	
	Not graduated, never transferred, no longer enrolled	30%	33%	N/A	N/A	
Measures of Student Achievement and Success/Institutional Performance and Goals						
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(12-13 Graduates)	(13-14 Graduates)	(14-15 Graduates)	(15-16 Graduates)	(16-17 Graduates)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)						
1	Percent of students attending graduate school (self reported)	23%	21%	23%	23%	23%
Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)						
		2014 Cohort	2015 Cohort	2016 Cohort	2017 Cohort	Next Year Forward (2018 Cohort)
2	At least 30 credits earned by second year	65%	68%	71%	74%	74%
		2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	Next Year Forward (2017 Cohort)
3	At least 60 credits earned by third year	**	64%	65%	67%	67%
Definition and Methodology Explanations						
1	Percent of students attending graduate school was calculated using UMaine's postgraduate survey (Life After UMaine).					
2&3	To evaluate the Think30 initiative, UMaine tracks the percentage of first-year students returning their second year with at least 30 credits and those returning in their third year with at least 60 credits.					
	Other notes: The National Student Clearinghouse was used to compile the graduation and retention data from other institutions. **Not tracked for this cohort					

Standard Eight: University of Maine

Standard 8.4: Educational Effectiveness (Graduate Programs, Distance Education, Off-Campus Locations)					
Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Next Year Forward (goal) (FY 2020)
Master's Programs (Add definitions/methodology in #1 below)					
Retention cohort year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19
Graduation cohort year	AY11-12	AY12-13	AY13-14	AY14-15	AY15-16
Time to degree year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19
Retention rates first-to-second year	88%	88%	86%	86%	86%
Graduation rates @ 150% time (3 years)	72%	70%	72%	72%	72%
Average time to degree	2.6	2.6	2.4	2.6	2.6
Other measures, specify:					
Doctoral Programs (Add definitions/methodology in #2 below)					
Retention cohort year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19
Graduation cohort year	AY06-07	AY07-08	AY08-09	AY09-10	AY10-11
Time to degree year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19
Retention rates first-to-second year	95%	91%	92%	97%	97%
Graduation rates @ 150% time (9 years)	47%	54%	52%	49%	49%
Average time to degree	5.3	5.6	5.4	5.4	5.4
Other measures, specify:					
First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year	N/A	N/A	N/A	N/A	N/A
Graduation rates @ 150% time	N/A	N/A	N/A	N/A	N/A
Average time to degree	N/A	N/A	N/A	N/A	N/A
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Years	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19
1 Course completion rates	93%	94%	94%	95%	95%
Cohorts	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19
2 Retention rates (Bachelor's and Master's)	86%	86%	88%	89%	89%
3 Graduation rates (Bachelor's and Master's)	53%	53%	N/A	N/A	N/A
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Years	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19
1 Course completion rates (Hutchinson Center)	90%	93%	90%	93%	93%
2 Retention rates	N/A	N/A	N/A	N/A	N/A
3 Graduation rates	N/A	N/A	N/A	N/A	N/A
Other measures, specify:					
Definition and Methodology Explanations					
1	<i>Course completion rates</i> reflect the percentage of students still enrolled in distance courses after the add/drop period who did not withdraw, receive an incomplete, or receive a grade of "L" for lack of participation (i.e., participated in less than 50% of the class).				
2	<i>Distance retention rates:</i> The percentage of students who entered UMaine in an online-only program (in the summer, fall, or spring terms) who returned at least once over the period of three semesters. Included are students in the online bachelor's and master's degree programs. Tracking for these students began with the fall 2014 cohort.				
3	<i>Distance graduation rates:</i> The percentage of students who entered UMaine in an online-only program (in the summer, fall, or spring terms of the cohort year) who graduated. Included are students in the online bachelor's and master's degree programs. Tracking for these students began with the fall 2014 cohort.				
Other notes. - Included in the master's and doctoral retention and graduation rates are master's or doctoral students who were enrolled full time in their first semester (i.e., taking 6 or more credit hours). Average time to degree is based on all students who completed the degree in the given year, and calculated using their admit term into the program. - Students taking courses at the Hutchinson Center (separate instructional location) are not tracked separately for retention and graduation.					

Standard Eight: University of Maine at Machias

Standard 8.1: Educational Effectiveness (Undergraduate Retention and Graduation Rates)						
Student Success Measures/ Prior Performance and Goals		3 Years Prior (FY 2016)	2 Years Prior (FY2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Next Year Forward (goal) (FY 2020)
IPEDS Retention Data						
Cohort		2014	2015	2016	2017	2018
Associate degree students		36%	55%	47%	56%	56%
Bachelors degree students		63%	64%	63%	55%	55%
? IPEDS Graduation Data (150% of time)						
Cohort		2009	2010	2011	2012	2013
Associate degree students		N/A	67%	8%	25%	25%
Bachelors degree students		29%	27%	34%	30%	30%
? IPEDS Outcomes Measures Data						
Cohort		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
First-time, full time students						
Awarded a degree within six years		31%	31%	28%	29%	29%
Awarded a degree within eight years		35%	35%	34%	31%	31%
Not awarded within eight years but still enrolled		1%	0%	3%	3%	3%
First-time, part-time students						
Awarded a degree within six years		0%	25%	0%	8%	8%
Awarded a degree within eight years		0%	33%	13%	17%	17%
Not awarded within eight years but still enrolled		0%	0%	0%	8%	8%
Non-first-time, full-time students						
Awarded a degree within six years		31%	31%	36%	31%	31%
Awarded a degree within eight years		38%	34%	38%	33%	33%
Not awarded within eight years but still enrolled		3%	0%	0%	0%	0%
Non-first-time, part-time students						
Awarded a degree within six years		11%	19%	60%	31%	31%
Awarded a degree within eight years		11%	19%	60%	38%	38%
Not awarded within eight years but still enrolled		0%	0%	0%	0%	0%
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)						
1						
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)						
		2009	2010	2011	2012	2013
Male (Bachelor's)		26%	26%	29%	30%	30%
Female (Bachelor's)		30%	28%	36%	30%	30%
Pell recipients (Bachelor's)		**	22%	30%	25%	25%
Definition and Methodology Explanations						
1	** Data not available					

Standard Eight: University of Maine at Machias

Standard 8.2: Educational Effectiveness (Student Success and Progress Rates and Other Measures of Student Success)					
		Bachelor Cohort Entering		Associate Cohort Entering	
Category of Student/Outcome Measure		6 years ago	4 years ago	6 years ago	4 years ago
Cohort		Fall 2012	Fall 2014	Fall 2012	Fall 2014
?	First-time, Full-time Students				
	Degree from original institution	30%	16%	25%	11%
	Not graduated, still enrolled at original institution	5%	18%	0%	22%
	Degree from a different institution	14%	2%	17%	0%
	Transferred to a different institution	19%	23%	17%	0%
	Not graduated, never transferred, no longer enrolled	32%	42%	42%	67%
?	First-time, Part-time Students				
	Degree from original institution	13%	0%	100%	na
	Not graduated, still enrolled at original institution	25%	14%	0%	na
	Degree from a different institution	25%	0%	0%	na
	Transferred to a different institution	0%	14%	0%	na
	Not graduated, never transferred, no longer enrolled	38%	71%	0%	na
?	Non-first-time, Full-time Students				
	Degree from original institution	40%	28%	100%	100%
	Not graduated, still enrolled at original institution	7%	9%	0%	0%
	Degree from a different institution	4%	3%	0%	0%
	Transferred to a different institution	20%	16%	0%	0%
	Not graduated, never transferred, no longer enrolled	29%	44%	0%	0%
?	Non-first-time, Part-time Students				
	Degree from original institution	31%	11%	0%	0%
	Not graduated, still enrolled at original institution	8%	22%	100%	0%
	Degree from a different institution	0%	0%	0%	0%
	Transferred to a different institution	15%	22%	0%	0%
	Not graduated, never transferred, no longer enrolled	46%	45%	0%	100%
Measures of Student Achievement and Success/Institutional Performance and Goals					
		3 Years	2 Years	1 Year	Current Year
		(FY 2)	(FY2)	(FY 2)	(FY 2)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1					
	Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)				
1					
	Definition and Methodology Explanations				
1					

Standard Eight: University of Maine at Machias

Standard 8.3: Educational Effectiveness (Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)										
		3-Years Prior		2 Years Prior		1 Year Prior		Most Recent Year		
		(FY 2015)		(FY 2016)		(FY 2017)		(FY 2018)		
State Licensure Examination Passage Rates										
	Name of exam	# who took	# who passed	# who took	# who passed	# who took	# who passed	# who took	# who passed	
1	Praxis	11	11	5	5	7	7	Pending		
National Licensure Passage Rates										
	Name of exam	# who took	# who passed	# who took	# who passed	# who took	# who passed	# who took	# who passed	
1	N/A									
Job Placement Rates										
	Major/time period	* # of grads	# with	# of grads	# with	# of grads	# with	# of grads	# with	
1	English, Creative Writing, & Book Arts	10	4	4	0	4	unknown	4	unknown	
2	Interdisciplinary Fine Arts	5	0	6	4	1	unknown	3	unknown	
3	Psychology & Community Studies	15	2	19	13	21	unknown	10	unknown	
4	Biology	15	10	9	1	5	unknown	11	unknown	
5	Environmental Studies	4	3	5	5	0	unknown	3	unknown	
6	Marine Biology	6	6	7	0	7	unknown	8	unknown	
7	Business and Entrepreneurial Studies	16	11	11	4	9	unknown	10	unknown	
8	Education	9	9	3	0	8	unknown	5	unknown	
9	Recreation and Tourism Management	8	7	4	3	8	unknown	8	unknown	
* Check this box if the program reported is subject to "gainful employment" requirements.										
Web location of gainful employment report (if applicable)										
Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid										
						3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
						(FY 2016)	(FY2017)	(FY 2018)	(FY 2019)	(FY 2020)
Completion Rates										
1	GIS (2 yr. Normal Completion)					2	1	1	0	*tbd
2	Sustainability (1 yr. normal completion)					0	0	0	0	*tbd
3	MHRT (2 yr. normal completion)					1	4	1	1	*tbd
4	Teacher Certification (34-45 credits)					3	0	1	1	*tbd
5	Audio/Media-NOTE: Very recent addition					0	0	0	0	*tbd
6	Book Arts					0	1	0	0	*tbd
7	Entrepreneurship					0	1	0	0	*tbd
8	Advanced GIS Applications					2	1	0	0	*tbd
9	Human Resource					0	0	0	1	*tbd
10	Marketing					0	0	0	0	*tbd
11	Teach Service Learning- NOTE: BRAND NEW PROGRAM THIS YEAR					0	0	0	0	*tbd
12	Wilderness Therapy- NOTE: BRAND NEW PROGRAM THIS YEAR					0	0	0	0	*tbd
Placement Rates										
					2015	2016	2017	2018	2019	*tbd
1	English, Creative Writing, & Book Arts				40%	0%	unknown	unknown	unknown	*tbd
2	Interdisciplinary Fine Arts				0%	67%	unknown	unknown	unknown	*tbd
3	Psychology & Community Studies				13%	67%	unknown	unknown	unknown	*tbd
4	Biology				67%	11%	unknown	unknown	unknown	*tbd
5	Environmental Studies				67%	100%	unknown	unknown	unknown	*tbd
6	Marine Biology				100%	0%	unknown	unknown	unknown	*tbd
7	Business and Entrepreneurial Studies				67%	33%	unknown	unknown	unknown	*tbd
8	Education				100%	0%	unknown	unknown	unknown	*tbd
9	Recreation and Tourism Management				83%	67%	unknown	unknown	unknown	*tbd
10	Teach Service Learning- NOTE: BRAND NEW PROGRAM THIS YEAR					N/A	N/A	N/A	N/A	N/A
11	Wilderness Therapy - NOTE: BRAND NEW PROGRAM THIS YEAR					N/A	N/A	N/A	N/A	N/A
Please enter any explanatory notes in the box below										
*To be determined.										

Standard Eight: University of Maine at Machias

Standard 8.4: Educational Effectiveness (Graduate Programs, Distance Education, Off-Campus Locations)					
Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	N/A				
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year	N/A				
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year	N/A				
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Year	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
1 Course completion rates	96%	96%	96%	94%	95%
2 Retention rates	44%	53%	55%	46%	46%
3 Graduation rates	22%	23%	13%	22%	22%
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates	N/A				
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
1	Distance ed course completion rates: the percentage of students still enrolled in distance courses after the add/drop period who did not withdraw, receive an incomplete, or receive a grade of "L" for lack of participation (i.e., participated in less than 50% of the class).				
2	Distance ed retention rates: Percentage of matriculated students taking all distance courses one fall who are enrolled the following fall.				
3	Distance ed graduation rates: Percentage of students in online bachelor's degree programs taking all distance courses one or more semesters during the year, who complete degrees during the same year.				

Standard Nine:

Integrity, Transparency and Public Disclosure

I. Integrity

Description

UMaine and UMM continuously monitor and uphold standards of honesty, integrity, and ethics in our dealings with internal and external stakeholders. Both campuses have accepted the Statement of Governance of Colleges and Universities, Statement of Professional Ethics, and Statement of Principles on Academic Freedom published by the American Association of University Professors (AAUP). Elements of the last document are found in the collective bargaining agreement between UMS and the Associated Faculties of the Universities of Maine (AFUM). UMaine and UMM are open and transparent in our communications with NECHE in complying with the Commission's standards, policies, requirements of affiliation, and requests.

Rights and responsibilities, and policies pursuant to student conduct are detailed in the Student Code of Conduct and Student Handbook. These are easily accessible, updated annually, and fairly administered. In addition, UMaine follows written policies and procedures governing administrative treatment of students as outlined in the undergraduate catalog, graduate catalog, Student Handbook, and Student Code of Conduct. Fairness and truthfulness regarding professional treatment of staff are outlined in the various collective bargaining agreements. UMS policy supports a grievance process for represented and nonrepresented employees. These policies and standards are widely distributed and shared with members of the UMaine and UMM communities.

Faculty and staff seeking protection of, and licensing for, inventions, technologies, processes, software, trademarks, or other intellectual property are supported and guided by area experts. Additionally, UMaine's Office of Research Compliance guides the campus in ethical research, and responds appropriately to cases of research misconduct.

UMaine's Policies and Procedures for Financial Disclosures and Conflicts of Interest in Extramurally Sponsored Activities apply to all employees and students serving as investigators on proposals submitted to external sponsors. As described in UMaine Conflicts of Interest Training Requirements, the policy applies equally to UMaine investigators and investigators at other UMS campuses who wish to submit through, or collaborate with, UMaine.

The Office of Equal Opportunity (OEO) develops and maintains UMaine's Affirmative Action Plan, and updates goals for women and minorities. The Office of Human Resources approves all job announcements and recruiting strategies for professional and faculty searches, including requirements to advertise in ways that promote a diverse pool of candidates. UMM's HR Partner does the same for the Machias campus. OEO staff are available to advise search committees throughout the search process.

UMaine's Faculty Senate administers a Committee on Program Creation, Review and Reorganization (PCRRC), encouraging broad consultation on the establishment of new programs and administrative structures. The committee's work affirms the university's commitment to shared governance, academic freedom, affirmative action, and accountability.

UMaine and UMM employ a formal process for performance evaluations of all faculty and staff. A peer review committee evaluates nontenured faculty members each year until the award of tenure. This review takes into account integrity in research, teaching, and service. Tenured faculty members go through a post-tenure review process every four years.

UMaine and UMM regard student privacy as essential. The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of students. Under FERPA, students have the right to inspect and review their educational records, and have the right to challenge records when they are inaccurate, misleading, or otherwise in violation of privacy rights. UMaine's Office of Student Records, and UMM's Associate Registrar, are key resources for oversight and management of records retention and student information privacy. Additional excerpts from institutional policies related to community integrity can be found in the electronic workroom.

Appraisal

Instances of research misconduct undergo a confidential, robust review. Research misconduct at UMaine is rare. Policies pertaining to misconduct are informally reviewed and assessed as they are implemented. UMaine abides by all federal policy concerning research misconduct, and an annual federal report is prepared and submitted each April.

Nondiscrimination, equal opportunity, grievance, harassment, and accommodation policies

The majority of UMaine's institutional policies on nondiscrimination and equitable treatment of all members of the university are available online through the Office of Equal Opportunity. UMS policies on human resources and equal opportunity are available on UMaine sites or in UMS printed policies and procedures. UMaine and UMM are responsible for implementing these policies and educating the university community about them. We take this charge seriously.

Human Resources' mission statement affirms its obligations to administer a fair, respectful work culture, one that recognizes and rewards the contributions and value of all employees, and which complies with all employment policies, best practices, and laws. Grievance and complaint procedures are detailed and widely disseminated. Policy and educational material on harassment and disability accommodation are distributed to students, faculty, and staff on a routine basis, electronically and in paper format. All policies are periodically assessed and, if needed, adjusted by the Student Accessibility Services Director and the Equal Opportunities Director.

Diversity and inclusivity

In 2018, UMaine's Vice President for Student Life and Dean of Students prepared a comprehensive report outlining UMaine statistics on diversity and inclusion; partners and initiatives aimed at creating a more diverse and inclusive environment; and an action plan for achieving key goals, including communicating clearly and affirmatively our commitment to diversity; valuing diversity as an essential component of the curriculum; and increasing the percentage of undergraduate and graduate students of color.

UMaine has made a firm commitment to gender orientation diversity in its support of its lesbian, gay, bisexual and transgender community. LGBTQ Services and the Rainbow Resource Center are committed to building an inclusive campus community that does not merely tolerate, but respects and honors all members of the university community. The Center is a safe, supportive environment for all students, staff, faculty, and alumni. It provides educational opportunities, information, and advocacy services.

UMM faculty and staff have worked closely with student organizations to provide an open and affirming presence, backed by concrete supports for LGBTQ students through sponsorship of, and participation in, regular events and programming on gender issues. UMM also recently reconstituted its Diversity Committee to address campus concerns actively and skillfully.

In April 2017, LGBTQ Services surveyed student attitudes toward the LGBTQ community. The survey found that 84% of the nearly 1,200 UMaine students polled reported welcoming attitudes toward the lesbian, gay, bisexual, and queer community, and that 78% of the surveyed students reported welcoming attitudes toward the transgender community.

Recruitment of African-American faculty members and students remains a constant challenge at UMaine and UMM. UMaine has a substantial Disabilities Studies program, with graduate and undergraduate offerings and faculty engaged in active research, as well



as several programs addressing women and Native American issues. In 2016, UMaine's Native American Studies Program and Wabanaki Center elected to colocate on campus in order to cooperate more closely and better serve UMaine's Native American populations. This decision resulted in an NSF-funded project designed to facilitate cooperation between UMaine researchers and tribe members to promote the entry of Wabanaki youth into STEM fields. UMaine is proud of its scholarship program and related supports for Native American students.

Integrity of the educational mission

UMaine advances its educational mission through its departments, schools, research centers, and institutes. Their activity includes teaching and advising, research and conferences, institutes, and workshops. UMaine's Conference and Institutes staff assist units in the organization and delivery of academic and research programming. Examples can be found on the Conferences and Institutes website.

To ensure integrity, UMaine and UMM employ numerous internal and external administrative checks and balances. The BOT, the UMaine and UMM Boards of Visitors, the Chancellor, and UMS staff are strong external monitors of protocols and practices on our campuses. President Ferrini-Mundy and her leadership team, including the Provost, other vice presidents, UMM Head of Campus, Deans, Senior Associate Provost, Associate Provost, and Assistant Provost, provide internal administrative checks and balances. UMaine's Faculty Senate, with standing committees on Finance and Institutional Planning; Academic Affairs; Research and Scholarship; University Environment; and Program Creation, Review, and Reorganization, among others, is another form of internal oversight independent of the administration. These entities, and some parallel bodies at UMM, provide oversight of UMaine and UMM structures and functions, and help to ensure that our work is carried out with care and integrity.

II. Transparency

Description

UMaine and UMM are public universities committed to accountability and transparency in fulfilling their statewide and regional obligations, and their responsibilities to their constituents. Transparency is at the heart of UMaine's multifaceted, multiplatform communication efforts led by the Division of Marketing and Communications, which is responsible for presenting UMaine's story to internal and external audiences. The division is



a central hub of UMaine news and information, and manages the institutional brand. Its Policies and Procedures help guide information dissemination by establishing lines of responsibility for, and the standard of, UMaine's branding, marketing and communication efforts. UMaine is now collaborating and coordinating with UMM on institutional messaging.

Internal communications

In 2012, improved marketing and communications was identified as a priority in the Blue Sky strategic plan. Since then, the unit's Policies and Procedures have guided the university in its marketing and communications activities. They are designed to enhance UMaine's image and message through a stronger, more defined relationship between Marketing and Communications and an evolving network of UMaine communicators distributed among the academic colleges, research centers, and vice presidents' staffs. Their intent is to ensure high-quality internal and external messages consistent with our mission, institutional identity (branding), positioning, and strategic priorities. They include:

- Maximize opportunities to enhance visibility or stories.
- Ensure all information is consistent with design and editorial standards.
- Provide central resources to assist all UMaine and UMM divisions, colleges, departments, and programs.
- Integrate efforts between Marketing and Communications and other communicators to optimize creativity in design and message, as well as to improve information flow, ensuring compliance.
- Ensure UMaine and UMM are efficiently leveraging marketing and advertising investments at all levels and in all areas.
- Make information flow most efficiently.
- Reduce miscommunication.



Resources in editorial, media, creative, and web communications

In Marketing and Communications, all four primary areas — News Services, Visual Media, Creative Services and Digital Communications — are coordinated and collaborative. Members of the News Services and Visual Media teams communicate and promote news and information on academic research, scholarship, and creative achievement; the undergraduate and graduate student experience; and teaching and outreach efforts. Editorial staff offer media relations coordination, including linking media representatives to university expertise, and helping campus constituents effectively promote events and achievements. Primary platforms for UMaine communication include the UMaine News website, UMaine Today magazine, UMaine calendar and social media pages.

UMaine and UMM comply with all applicable federal and state laws regarding the retention and release of public information, and personal and/or educational records of all current employees and students. Freedom of Information Act and/or Maine Freedom of Access Act requests are directed to the UMaine FOIA/FOAA officer in the Office of the President; Marketing and Communications provides support for those requests. UMM directs those inquiries to the Public Relations Office or to the Associate Registrar, depending on the nature of the request.

The Digital Communications team is responsible for the quality and effectiveness of UMaine's website — umaine.edu — UMaine's principal marketing channel. In the 2016–2017 academic year, the umaine.edu website was visited over 4.8 million times, with more than 11 million pages viewed.

The UMaine website underwent a significant redesign in 2014–2015, and the improved site was launched in fall 2015. In 2017, the U.S. General Services Administration Access Board's updated requirements used WCAG 2.0 to adapt existing 508 standards to reflect newer technologies in smartphones and related software.

Post-launch, Digital Communications adopted a proactive approach to web accessibility guidance. Team members offer weekly training for all students, faculty, and staff who work with umaine.edu websites, and web accessibility is an integral part of that training. All new websites are reviewed for quality assurance, and web accessibility of content must be compliant for a website to be launched. In 2017, UMS adopted a web governance tool (Monsido) that UMaine uses to identify issues that may hinder accessibility. This tool actively monitors UMaine web content and identifies accessibility issues arising from ongoing content creation for existing sites.

Web access and transparency

UMM's website was also significantly redesigned to be more outward facing in 2014–2015. Subsequent work, including hiring a part-time webmaster in IT to ensure that the site was more user-friendly, included correct information for all departments, and is updated regularly. In fall 2018, UMM's site came under the direct oversight of UMaine's web manager.

UMaine's academic colleges and UMaineOnline offer current and prospective students detailed academic information. Each has its own website. For ease of navigation, Admissions and the UMaine homepage provide access to these sites.

The umaine.edu template provides top-level navigation on Admissions, Campus Life, Academics, Research, and general UMaine information. Also part of the template navigation is a Quicklinks dropdown menu featuring an A to Z Directory, UMaine Map, UMaine Calendar, UMaine Portal, Faculty and Staff Resources, Student Resources, Emergency Information and UMaine Police. Further, the UMaine Student Consumer Information exists to direct students to all current information on student policies, financial aid, loan information, health and safety, and student outcomes. UMM's website is similarly designed with dropdown menus.

UMaine's policies and reports online include the Student Handbook, which outlines processes for conduct; the annual Clery security and fire safety report; audited statements of UMaine's Office of Budget and Business Services; the university's grades and grading policy; accreditation, NC-SARA and other Office of Institutional Research Assessment resources; UMaine employment processes, including those for hiring students; and processes for considering complaints and appeals. Office of Institutional Research and Assessment also collects, maintains and analyzes university data.

UMaine's online undergraduate and graduate catalogs are updated annually and archived, as is UMM's undergraduate catalog.

Content for academic fact sheets used by UMaine Admissions is compiled in collaboration with colleges, schools, departments, divisions, and programs to ensure quality, accuracy, and consistency. Information about UMaine academic programs, learning outcomes, student success, and achievements of community members is imparted centrally on the UMaine news website and by the colleges and schools. Examples of college news sources include the College of Education and Human Development; College of Liberal Arts and Sciences; College of Engineering; College of Natural Sciences, Forestry, and Agriculture; Maine Business School; Honors College; and the Division of Lifelong Learning.

UMM also provides online versions of the Student Handbook, Clery reports, and Faculty Handbook. UMM Admissions information, and all academic policies and procedures are also publicly available, as are job postings and application information.

Appraisal

As the state's flagship university, UMaine recognizes the importance of transparency in fulfilling its mission. To ensure success, our communication efforts across multiple platforms emphasize, and are constantly informed by, best practices, quality assurance, accessibility policies and procedures, and constituent needs.

UMaine has been transparent regarding incidents of sexual harassment, mistreatment of personnel, and financial impropriety. After investigations are complete, all appropriate details about such incidents are publicly disclosed.

UMaine's and UMM's commitment to transparency are unwavering. Continued awareness of, and adherence to, marketing and communications policies and procedures will help ensure the most effective institutional communication efforts possible.

III. Public disclosure

Description

Marketing and Communications has general responsibilities for public disclosure of information. Other UMaine administrative units, such as Student Records, Budget and Business Services, Institutional Research and Assessment, Equal Opportunity, Public Safety (particularly with regard to Clery Act compliance), Student Life, and Athletics are responsible for various aspects of our interface with members of the public seeking information about our programs, activities, and mission. Increasingly, these units work together to ensure consistent, coordinated message delivery that presents an accurate portrayal of UMaine.



Changes in communications practices, accelerating over the past decade more quickly than at any other time in UMaine's history, have brought new opportunities. In response to the needs of those who seek information about us, we are increasingly reliant on electronic means of communication. This goes beyond the critical need for an accessible, highly functional and attractive website to include contemporary ways of relaying information, such as podcasting, social networking mechanisms, blogging and the timely delivery of email messages.

In this context, it is critical that UMaine communicators continue to recognize that Maine does not have universal broadband internet access, and that some UMaine constituents, especially those in rural areas, have dial-up connections or no web access. Given these considerations, UMaine's communications professionals continue to produce high-quality materials of a more traditional nature, such as magazines, viewbooks, television and radio commercials, and newsletters. Our approach to public disclosure incorporates several communications strategies and takes into account the high level of statewide interest news organizations have in UMaine.

In preparation for our spring 2019 NECHE review, a statewide notice for public comment on the self-study was published in November 2018 in newspapers throughout Maine, and on the UMaine and UMM websites.

Appraisal

UMaine's online undergraduate and graduate catalogs and UMM's undergraduate catalog describe the obligations and responsibilities of students, faculty, and staff. The catalogs contain information about objectives, expected educational outcomes, public status, admissions and transfer requirements and procedures, student fees, charges, refunds, student conduct rules and regulations (also found in the Student Conduct Code), procedures for student appeals and complaints (also found in the Student Conduct Code), withdrawals, academic programming, courses, educational opportunities, academic policies, and degree completion requirements.

UMaine's and UMM's websites are another primary source of information for students, prospective students, and parents. UMaine's homepage and the Office of Admissions and Graduate School websites provide content ranging from stories about the UMaine student experience, and the breadth and depth of the state's flagship, to details about scholarships and admissions criteria. Admissions information is provided for undergraduate, transfer, international, lifelong learning and graduate students, and student veterans. The UMaine viewbook is online, as are resources for admitted students, parents and families, and guidance counselors. UMM's website contains similar information for prospective and continuing students, and their families.

Information about faculty is located in the catalog and on departmental websites (which can be accessed through the university website), as is information about administrative officers and the Board of Visitors. Information about UMaine's Hutchinson Center, Darling Marine Center, other research facilities, and Cooperative Extension are also available through the university website. Information about UMM faculty, programs, and administrators can be found on its website.

Information about the UMaine student body, campus settings, support services, and opportunities for students can be found under the Campus Life heading on the university website, specifically tabs labeled Division of Student Life and Student Consumer Information. More detailed information is available from the Office of Institutional Research and Assessment. Institutional goals for student's education are also located on the OIRA website.

Student Financial Aid offers numerous online resources for current and prospective students, and parents, including costs at UMaine, financial literacy information, and a net

price calculator. Debt upon graduation is available in the Common Data Set. Cohort default and loan repayment rates are available on the Office of Student Financial Aid website. UMaine's statement of accreditation is located on the OIRA site.

Projection

Communications with students

Effective communication with internal and external constituents is a constant goal and challenge. UMaine is currently focused on ensuring the successful adoption of its early-alert and student advising resource, Navigate, in the 2019–2020 academic year (see also Standard Six). The student-facing Navigate app may provide a single, shared medium through which the university communicates with its undergraduate and, potentially, graduate student populations. Managing the sources, volume, content, and timing of those communications will be a challenge.

In spring 2019, Academic Affairs and Student Affairs began informal discussions about the use of Navigate for shared, campuswide student communications. We expect to form a joint working group — partnering with our current Navigate implementation team — to establish a protocol and workflow for those communications.

The faculty handbooks

The UMaine Faculty Handbook has been a work in progress for several years. Although faculty-related policies and procedures can be found in other documents or on web pages, an updated, single-reference source would be a welcome development. UMM's Faculty Handbook was recently updated, but should be annually reviewed for accuracy.

Assurances of the integrity, transparency, and public disclosure of an institution of higher learning cannot reside solely with one person, office, committee, or branch of the organization. To ensure institutional honesty, responsibility must be structurally embedded in its various components, both internal and external. UMaine and UMM possess such interdependent and balanced structures, and thereby continually safeguard their integrity and transparency.



Standard Nine: University of Maine

Standard 9.1: Integrity, Transparency, and Public Disclosure			
(Integrity)			
?	Last Updated	Website location where policy is posted	Responsible Office or Committee
Policies			
Academic honesty	5/18/2015	https://www.umaine.edu/communitystandards/academic-integrity/	Academic Affairs
Intellectual property rights	5/21/2001	www.maine.edu/about-the-system/board-of-trustees/policy-manual/section209	Office of Research Administration
Conflict of interest	10/22/2013	www.maine.edu/about-the-system/board-of-trustees/policy-manual/section410/	Human Resources and Labor Relations (UMaine System)
Privacy rights	04/10/2014	studentrecords.umaine.edu/home/confidentiality/policies-and-practices-in-handling-student-records/	Student Records
Fairness for students	5/18/2015	staticweb.maine.edu/wp-content/uploads/2019/01/Student-Conduct-Code-2018-Complete-accessible.pdf-correctedByPAVE.pdf?0d0f03	Student Life
Fairness for faculty	2017	umaine.edu/eo/resources/	Equal Opportunity
Fairness for staff	2017	umaine.edu/eo/policies-procedures/	Equal Opportunity
Academic freedom	2017	www.maine.edu/about-the-system/board-of-trustees/policy-manual/section212/	Associated Faculties of the University of Maine
Research	2006	umaine.edu/research-compliance/responsible-conduct-research/	Office of Research Administration
Title IX	2015	umaine.edu/titleix/policy/	Office of Equal Opportunity
Other; specify			
FERPA	2014	studentrecords.umaine.edu/home/confidentiality/	Student Records
Non-discrimination policies			
Recruitment and admissions	2017	www.maine.edu/about-the-system/board-of-trustees/policy-manual/section401/	Office of Human Resources (UMaine System)
Employment	2017	www.maine.edu/about-the-system/board-of-trustees/policy-manual/section401/	Office of Human Resources (UMaine System)
Evaluation	2017	www.maine.edu/about-the-system/board-of-trustees/policy-manual/section401/	Office of Human Resources (UMaine System)
Disciplinary action	2017	www.maine.edu/about-the-system/board-of-trustees/policy-manual/section401/	Office of Human Resources (UMaine System)
Advancement	2018	www.maine.edu/about-the-system/system-office/human-resources/labor-relations/	Associated Faculties of the University of Maine
Other; specify			
Resolution of grievances			
Students	2017	www.maine.edu/about-the-system/system-office/human-resources/equal-opportunity-complaint-procedure-cases-9212017/	Office of Human Resources (UMaine System)
Faculty	2015	www.maine.edu/about-the-system/system-office/human-resources/equal-opportunity-complaint-procedure-cases-9212017/	Associated Faculties of the University of Maine
Staff	2017	www.maine.edu/about-the-system/system-office/human-resources/equal-opportunity-complaint-procedure-cases-9212017/	Universities of Maine Professional Staff Association
Other; specify			
Clerical, Office, Laboratory and Technical Unit Staff	2017	see electronic workroom	Associated C.O.L.T. Staff of The Universities of Maine
?	Last Updated	Website location or Publication	Responsible Office or Committee
Other			
Ethics Code and Conflict of Interest (for Board of Trustees)	7/13/09	www.maine.edu/about-the-system/board-of-trustees/policy-manual/section206/	Board of Trustees

Standard Nine: University of Maine

Standard 9.2: Integrity, Transparency, and Public Disclosure	
(Transparency)	
Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	umaine.edu/
Notice of availability of publications and of audited financial statement or fair summary	umaine.edu/obbs/audited-statements/
Processes for admissions	go.umaine.edu/apply/
Processes for employment	extension.umaine.edu/plugged-in/hr/hiring/steps-in-the-hiring-process/
Processes for grading	studentrecords.umaine.edu/home/grades-and-grading-policy/
Processes for assessment	umaine.edu/assessment/
Processes for student discipline	umaine.edu/handbook/policies-regulations/student-conduct-code/
Processes for consideration of complaints and appeals	www.maine.edu/about-the-system/system-office/human-resources/equal-opportunity-complaint-procedure-cases-9212017/
List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
College of Education and Human Development	
"At the University of Maine College of Education and Human Development we lead through research service, and innovation."	umaine.edu/edhd/
"...breaking new ground in educator preparation."	umaine.edu/edhd/about/
College of Liberal Arts	
"It's learning that lasts a lifetime."	umaine.edu/las/
College of Natural Sciences, Forestry, and Agriculture	
"...prepare students for careers that will define tomorrow."	nsfa.umaine.edu/
College of Engineering	
"As Maine's leading engineering program, the college prepares an educated workforce, conducts research that turns knowledge into innovative solutions, and provides outreach that includes STEM initiatives."	engineering.umaine.edu/
School of Economics	
"An economics degree can lead you anywhere."	umaine.edu/soe/
School of Marine Sciences	
"...the School of Marine Sciences represents the largest concentration of marine experts in the state of Maine and one of the strongest programs in the United States."	umaine.edu/marine/
School of Nursing	
"Preparing nurses for the increasingly diverse and global health care system, where change is rapid and constant, is a challenge recognized and embraced by the University of Maine School of Nursing."	umaine.edu/nursing/undergraduate-program/
School of Social Work	
"We provide the highest quality of education..."	umaine.edu/socialwork/
"We educate at the Baccalaureate and Master's level in an atmosphere of individualized learning, respect for individual rights, and a celebration of diversity."	umaine.edu/socialwork/
"...you will transform your commitment to improving the quality of life for people into professional knowledge and skills."	umaine.edu/socialwork/
"You will be poised for a successful and personally rewarding career"	umaine.edu/socialwork/
Date of last review of:	
Print publications	See note
Digital publications	See note
Please enter any explanatory notes in the box below	
Individual publications are updated on a regular basis.	

Standard Nine: University of Maine

Standard 9.3: Integrity, Transparency, and Public Disclosure	
(Public Disclosure)	
Information	Website location
Institutional catalog	catalog.umaine.edu/index.php?catoid=70
Obligations and responsibilities of students and the institution	umaine.edu/studentlife/wp-content/uploads/sites/16/2018/10/2018-Student-Handbook-WEB-1.pdf
Information on admission and attendance	go.umaine.edu/
Institutional mission and objectives	umaine.edu/about/mission-2/
Expected educational outcomes	umaine.edu/about/mission-2/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://umaine.edu/about/
Requirements, procedures and policies re: admissions	catalog.umaine.edu/content.php?catoid=73&navoid=2607
Requirements, procedures and policies re: transfer credit	catalog.umaine.edu/content.php?catoid=73&navoid=2568
A list of institutions with which the institution has an articulation agreement	www.maine.edu/transfer-students/current-college-student/mcc-student/articulation-agreements/articulation-agreements-list/ studentrecords.umaine.edu/home/records/general-education-transfer-block/
Student fees, charges and refund policies	umaine.edu/bursar/
Rules and regulations for student conduct	staticweb.maine.edu/wp-content/uploads/2019/01/Student-Conduct-Code-2018-Complete-accessible.pdf-correctedByPAVE.pdf?0d0f03
Procedures for student appeals and complaints	https://umaine.edu/eo/complaints/
Other information re: attending or withdrawing from the institution	umaine.edu/stuaid/resources/policies/withdrawing/
Academic programs	umaine.edu/find-a-major/
Courses currently offered	catalog.umaine.edu/content.php?catoid=70&navoid=2347
Other available educational opportunities	umaine.edu/current/
Other academic policies and procedures	studentrecords.umaine.edu/home/academics/
Requirements for degrees and other forms of academic recognition	catalog.umaine.edu/preview_program.php?catoid=73&poid=10700
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://catalog.umaine.edu/content.php?catoid=73&navoid=2575
Names and positions of administrative officers	umaine.edu/president/cabinet/
Names, principal affiliations of governing board members	umaine.edu/bov/home/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	N/A
Programs, courses, services, and personnel not available in any given academic year.	N/A
Size and characteristics of the student body	umaine.edu/about/quick-facts/
Description of the campus setting	umaine.edu/about/
Availability of academic and other support services	umaine.edu/sss/
Range of co-curricular and non-academic opportunities available to students	umaine.edu/case/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	umaine.edu/case/resources/
Institutional goals for students' education	umaine.edu/about/mission-2/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	umaine.edu/oir/rates/
Total cost of education and net price, including availability of financial aid and typical length of study	umaine.edu/stuaid/aid-basics/costs-at-umaine/
Expected amount of student debt upon graduation and loan payment rates	umaine.edu/oir/common-data-sets/
Statement about accreditation	umaine.edu/assessment/accreditation-new/

Standard Nine: University of Maine at Machias

Standard 9.1: Integrity, Transparency, and Public Disclosure (Integrity)			
Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2004	machias.edu/academics/faculty-handbook/section-iv-academic-pol/student-academic-integrity-policy/	Office of Student Life
Intellectual property rights	2002	staticweb.maine.edu/wp-content/uploads/2013/08/intprop.pdf?0d0f03	UMS University Counsel
Conflict of interest	1998	www.maine.edu/about-the-system/board-of-trustees/policy-manual/section410/	UMS Human Resources
Privacy rights		machias.edu/compliance/privacy-disclosure/	UMM Registrar's Office; UMM Business Office; Student Health Office; UMS FERPA Guidelines
Fairness for students			
Fairness for faculty	2017	staticweb.maine.edu/wp-content/uploads/2013/08/AFUM_2015-2017.pdf?0d0f03 staticweb.maine.edu/wp-content/uploads/2018/07/PATFA-CBA-2017-2019.pdf?0d0f03	UMS & AFUM; UMS & PATFA
Fairness for staff	2017	staticweb.maine.edu/wp-content/uploads/2017/09/2017-2019-ACSUM-CBA-final-09.12.2017.pdf?0d0f03 staticweb.maine.edu/wp-content/uploads/2017/09/UMPSA-2017-2019-final-MS.ks.-09.06.17.pdf?0d0f03	UMS & ACSUM; UMS & UMPSA
Academic freedom	2017	Article 2 of AFUM Contract staticweb.maine.edu/wp-content/uploads/2013/08/AFUM_2015-2017.pdf?0d0f03	UMS & AFUM
Research	2009	www.maine.edu/about-the-system/board-of-trustees/policy-manual/section601/ maine.edu/about-the-system/board-of-trustees/policy-manual/section402/	UMS Policy Manual
Title IX	2015	machias.edu/human-resources/	UMM Human Resources; UMS Policy Manual
Other; specify			
Non-discrimination policies			
Recruitment and admissions	2017	maine.edu/about-the-system/board-of-trustees/policy-manual/section401 machias.edu/compliance/equal-opportunity/	Admissions Office
Employment	2007	www.maine.edu/about-the-system/board-of-trustees/policy-manual/section407/	UMS Human Resources and Labor Relations
Evaluation			
Disciplinary action		machias.edu/compliance/student-conduct-code/	Office of Student Life
Advancement			
Other; specify			
Resolution of grievances			
Students	2018	machias.edu/academics/academics/registrar-office/academic-appeal-procedures/ machias.edu/compliance/student-conduct-code/ machias.edu/academics/wp-content/uploads/sites/20/2016/09/Financial-Aid-2016-2018.pdf	Academic Affairs Office; Student Affairs Office; Financial Aid Office
Faculty	2017	staticweb.maine.edu/wp-content/uploads/2013/08/AFUM_2015-2017.pdf?0d0f03 staticweb.maine.edu/wp-content/uploads/2018/07/PATFA-CBA-2017-2019.pdf?0d0f03	UMS & AFUM; UMS & PATFA
Staff	2017	staticweb.maine.edu/wp-content/uploads/2017/09/2017-2019-ACSUM-CBA-final-09.12.2017.pdf?0d0f03 staticweb.maine.edu/wp-content/uploads/2017/09/UMPSA-2017-2019-final-MS.ks.-09.06.17.pdf?0d0f03 staticweb.maine.edu/wp-content/uploads/2013/08/2015-2017-SM-FINAL2.pdf?0d0f03	UMS & ACSUM; UMS & UMPSA; UMS & Service & Maintenance
Other; specify			
Other	Last Updated	Website location or Publication	Responsible Office or Committee
Political Activity	2018	www.maine.edu/about-the-system/board-of-trustees/policy-manual/about-the-systemboard-of-trusteespolicy-manualsection214/	UMS Human Resources
Strategic Procurement	2012	staticweb.maine.edu/wp-content/uploads/2018/07/VII-B-Procurement-Standards-of-Conduct-APR2012-FINAL.docx.pdf?0d0f03	UMS Office of Strategic Procurement
Financial Adjustments	2018	staticweb.maine.edu/wp-content/uploads/2018/06/IX-A-Financial-Adjustments-Approved-by-SSAC-1115122.pdf?0d0f03	UMS Chief Financial Officer; UMM Business Office
Human Subjects Research	2013	www.maine.edu/about-the-system/system-office/academic-affairs/administrative-procedures-manual/#601 www.maine.edu/about-the-system/system-office/academic-affairs/administrative-procedures-manual/#601-1	UMS Policy Manual
Athletic Eligibility	2016	see electronic workroom: Student-Athlete Handbook	Athletic Director; Registrar
Diversity		machias.edu/compliance/diversity-statement/	UMM Diversity Committee
Accessibility of Services, Programs & Facilities	2006	staticweb.maine.edu/wp-content/uploads/2013/11/IV-A-Accessibility-of-Programs-and-Facilities.pdf?0d0f03	Academic Affairs; Student Life; Information Technology; Physical Facilities

Standard Nine: University of Maine at Machias

Standard 9.2: Integrity, Transparency, and Public Disclosure	
(Transparency)	
Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	machias.edu/about-umm/contact-us/ machias.edu/admissions/get-info/
Notice of availability of publications and of audited financial statement or fair summary	See electronic workroom
Processes for admissions	machias.edu/admissions/
Processes for employment	machias.edu/human-resources/employment/
Processes for grading	machias.edu/academics/academics/registrars-office/grading-policy/ machias.edu/academics/academics/registrars-office/prior-learning-assessment/ machias.edu/academics/faculty-handbook/section-iv-academic-pol/pro
Processes for assessment	machias.edu/academics/academics/planning-assessment/
Processes for student discipline	machias.edu/campus-life/wp-content/uploads/sites/23/2017/09/Student-Guide.pdf
Processes for consideration of complaints and appeals	machias.edu/academics/academics/registrars-office/academic-appeal-procedures/ machias.edu/campus-life/wp-content/uploads/sites/23/2017/09/Student-Guide.pdf
List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
"The Downeast Promise guarantees that all first year, full-time, Pell Grant eligible Maine residents receive sufficient grant and/or scholarship funding to cover 30 credits per year of tuition and standard fees."	machias.edu/admissions/downeast-promise/
"We provide students technical excellence and entrepreneurial spirit in a small-college atmosphere."	machias.edu/academics/majors-programs/business/
"Our graduates become highly qualified teachers with strong educational foundation in content and pedagogy."	machias.edu/academics/majors-programs/education/
"The program also successfully prepares students for graduate school."	machias.edu/academics/majors-programs/ifa/
UMM's program in Marine Biology offers you a hands-on approach to the fascinating field of marine science. These experiences will provide you with skills highly valued by employers.	machias.edu/academics/majors-programs/marinebiology/
"Psychology & Community Studies students graduate not only with the knowledge and skills they need to compete in the job market or go on to graduate school, but also with a set of tools that they can use to meet and greet many of life's opportunities and challenges."	machias.edu/academics/majors-programs/psychology/
"Every student has an internship in a field related to their interest in order to gain experience, network, and inform career decisions. Every student works in a small group to conduct research with a community partner who needs information."	machias.edu/academics/majors-programs/psychology/
"The Recreation and Tourism Management curriculum is designed and selected with the expectation that graduates will leave the University of Maine at Machias with a solid foundation of knowledge and skills pertinent to all areas within the leisure service industry (as "generalists", rather than "specialists")."	machias.edu/academics/majors-programs/ertm/
"The Downeast Promise promotes access to higher education, and increases affordability so more Maine students can earn a college degree."	machias.edu/admissions/downeast-promise/
"Unlike other universities, UMM wants you to be able to pursue your education when you want to."	machias.edu/admissions/apply/
Date of last review of:	
Print publications	Individual publications are updated on a regular basis.
Digital publications	Individual publications are updated on a regular basis.
Please enter any explanatory notes in the box below	

Standard Nine: University of Maine at Machias

Standard 9.3: Integrity, Transparency, and Public Disclosure (Public Disclosure)	
Information	Website location
Institutional catalog	machias.edu/academics/course-catalog/
Obligations and responsibilities of students and the institution	machias.edu/academics/course-catalog/
Information on admission and attendance	machias.edu/academics/course-catalog/
Institutional mission and objectives	machias.edu/about-umm/our-mission/
Expected educational outcomes	machias.edu/about-umm/our-mission/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	machias.edu/academics/wp-content/uploads/sites/20/2016/12/CDS_2016-2017.pdf
Requirements, procedures and policies re: admissions	machias.edu/admissions/
Requirements, procedures and policies re: transfer credit	machias.edu/academics/academics/registrars-office/transfer-policies/
A list of institutions with which the institution has an articulation agreement	www.maine.edu/transfer-students/current-college-student/mcc-student/articulation-agreements/articulation-agreements-list/
Student fees, charges and refund policies	machias.edu/admissions/tuition-fees/
Rules and regulations for student conduct	machias.edu/compliance/student-conduct-code/
Procedures for student appeals and complaints	machias.edu/academics/academics/registrars-office/academic-appeal-procedures/
Other information re: attending or withdrawing from the institution	machias.edu/academics/academics/registrars-office/withdrawal/
Academic programs	machias.edu/academics/majors-programs/
Courses currently offered	machias.edu/academics/course-catalog/
Other available educational opportunities	machias.edu/distance-learning/academic-support-services/
Other academic policies and procedures	machias.edu/academics/wp-content/uploads/sites/20/2016/09/Academic-Standards-and-Policies_2016_2018.pdf
Requirements for degrees and other forms of academic recognition	machias.edu/academics/course-catalog/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	machias.edu/about-umm/staff-faculty-directory/
Names and positions of administrative officers	umaine.edu/president/cabinet/
Names, principal affiliations of governing board members	machias.edu/academics/wp-content/uploads/sites/20/2016/09/Directory-2016-2018.pdf
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	machias.edu/academics/distance-degree-programs/
Programs, courses, services, and personnel not available in any given academic year.	machias.edu/academics/course-catalog/
Size and characteristics of the student body	machias.edu/academics/wp-content/uploads/sites/20/2016/12/CDS_2016-2017.pdf
Description of the campus setting	machias.edu/about-umm/umm-facts/
Availability of academic and other support services	machias.edu/campus-life/
Range of co-curricular and non-academic opportunities available to students	machias.edu/academics/wp-content/uploads/sites/20/2016/12/CDS_2016-2017.pdf
Institutional learning and physical resources from which a student can reasonably be expected to benefit	machias.edu/campus-life/student-services/
Institutional goals for students' education	machias.edu/academics/wp-content/uploads/sites/20/2016/11/UMM-Strategic-Plan-2015.pdf
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	machias.edu/academics/wp-content/uploads/sites/20/2016/12/CDS_2016-2017.pdf
Total cost of education and net price, including availability of financial aid and typical length of study	machias.edu/admissions/tuition-fees/
Expected amount of student debt upon graduation and loan payment rates	machias.edu/academics/wp-content/uploads/sites/20/2016/12/CDS_2016-2017.pdf
Statement about accreditation	machias.edu/compliance/accreditation/

Appendix



**COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES**
3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785 • Fax: (781) 425 1001 • Web: cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. Credit Hour: Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also Standards for Accreditation 4.34.)

URL: umaine.edu/provost/policies

umaine.edu/wintersession/policy-on-the-definition-of-a-credit-hour

umaine.edu/graduate/students/enrollment-information

umaine.edu/stuaid/resources/credithour

catalog.umaine.edu/content.php?catoid=73&navoid=2564

catalog.umaine.edu/content.php?catoid=76&navoid=2757&hl=%22Credit+Hour%22&returnto=search

Print Publications: N/A

Self-Study/Interim Report Page Reference: 37

2. Credit Transfer Policies. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also Standards for Accreditation 4.38, 4.39 and 9.19.)

URL: catalog.umaine.edu/content.php?catoid=73&navoid=2568

maine.edu/transfer-students/transfer-course-equivalencies

machias.edu/academics/academics/registrars-office/transfer-policies

Print Publications: N/A

Self-Study/Interim Report Page Reference: 36,38

3. Student Complaints. "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (Standards for Accreditation 5.18, 9.8, and 9.19.)

URL: umaine.edu/eo/complaintsandconcerns
machias.edu/campus-life/equity-inclusion

Print Publications: N/A

Self-Study/Interim Report Page Reference: 48–49, 93

4. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also Standards for Accreditation 4.48.)

Method(s) used for verification: online.umaine.edu/online-student-verification
machias.edu/academics/distance-degree-programs

Self-study/Interim Report Page Reference: 38–39

5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL: umaine.edu/eo/accreditation
machias.edu/accreditation

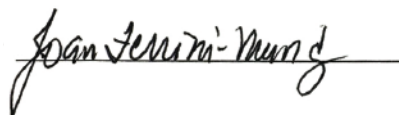
Print Publications:

Machias Valley News Observer
 Bangor Daily News
 Kennebec Journal
 Lewiston Sun Journal
 Penobscot Times
 Portland Press Herald
 Star herald

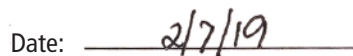
Self-Study/Interim Report Page Reference: 93

The undersigned affirms that University of Maine meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer:



Date:



E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
Option E1: Part a. Inventory of Educational Effectiveness Indicators

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
UNIVERSITY OF MAINE					
General Education	https://umaine.edu/facultysenate/committees/general-education-committee/	Student artifacts (papers from a variety of General Education courses in the same Gen Ed "block," e.g. Western Civilizations)	Faculty	To date, one Gen Education area has been assessed and efforts are currently underway to analyze data and produce a report for subsequent changes to be made to the curriculum.	N/A
B.S. Biology	https://sbe.umaine.edu/undergraduate-2/goals-and-objectives/	Curriculum maps identify skills and learning progressions in coursework, BioMAPS assessment for long term performance, active learning classrooms, capstone	Faculty	Data is being analyzed by faculty.	2017
B.S. Zoology	https://sbe.umaine.edu/undergraduate-2/goals-and-objectives/	Curriculum maps identify skills and learning progressions in coursework, BioMAPS assessment for long term performance, active learning classrooms, capstone	Faculty	Data is being analyzed by faculty.	2017
B.S. Botany	https://sbe.umaine.edu/undergraduate-2/goals-and-objectives/	Curriculum maps identify skills and learning progressions in coursework, BioMAPS assessment for long term performance, active learning classrooms, capstone	Faculty	Data is being analyzed by faculty.	2017
B.S. Medical Lab Sciences	https://sbe.umaine.edu/undergraduate-2/goals-and-objectives/	Established learning objects relating to academic subdisciplines in biology.	Faculty	No notes on discussion of assessment outcomes	2018
B.A. Communication Sciences & Disorders	https://umaine.edu/comscidis/about/#data	Research papers on foundational knowledge and skill, literature review, self-reflection assignment, oral presentation of research	Faculty	No notes on discussion of assessment outcomes	2014
B.S. Earth Sciences	https://umaine.edu/earthclimate/about-us/mission/	Laboratory work, capstone	Faculty	No notes on discussion of assessment outcomes	2018
B.S. Ecology and Environmental Sciences	https://sbe.umaine.edu/undergraduate-2/goals-and-objectives/	Course-based program assessment, internship experiences, post-graduation interviews	Instructors	No notes on discussion of assessment outcomes	2017
B.A. Economics	https://umaine.edu/soe/	Capstone project, technical paper and policy brief, academic poster and presentation, pre and post assessment tests	Instructors	In process	2018
B.S. Economics	https://umaine.edu/soe/	Capstone project, technical paper and policy brief, academic poster and presentation, pre and post assessment tests	Instructors	In process	2018
B.S. Environmental Horticulture	https://umaine.edu/foodandagriculture/bs-envhort/	Comprehensive research paper on collected data, capstone, empirical based classes for applying knowledge	Instructors	No notes on discussion of assessment outcomes	2016
B.S. Financial Economics	https://umaine.edu/soe/	Capstone project, technical paper and policy brief, academic poster and presentation, pre and post assessment tests	Instructors	In process	2018
B.S. Food Science and Human Nutrition	https://umaine.edu/foodandagriculture/	Evaluate professional literature, performance on nutritional topic case studies, conducting counseling sessions, performance to community, field experience, planning assignments for restaurants, food safety certification exam, reflection papers.	Instructor, field experience supervisors	For videotaped assignments, statistics of passing grades are given. Proficiency statistics for restaurant planning assignment, and passing rates for the food safety manager certification exam are supplied.	2015
B.S. Forest Operations, Bioproducts & Bioenergy	https://forest.umaine.edu/undergraduate/student-success-after-graduation/	Capstone	Faculty	No notes on discussion of assessment outcomes	2016
B.S. Forestry	https://forest.umaine.edu/undergraduate/student-success-after-graduation/	Capstone	Faculty	No notes on discussion of assessment outcomes	2016
B.S. Biochemistry	https://umaine.edu/biomed/wp-content/uploads/sites/282/2011/03/Assessment-Matrix.pdf	Course-projected developmental assessment, year-long research, independent and group lab work, capstone course	Assessment in laboratory by instructors, assessment of final paper by instructor	No notes on discussion of assessment outcomes	2018
B.S. Microbiology	https://umaine.edu/biomed/wp-content/uploads/sites/282/2011/03/Assessment-Matrix.pdf	Course-projected developmental assessment, year-long research, independent and group lab work, capstone course	Assessment in laboratory by instructors, assessment of final paper by instructor	No notes on discussion of assessment outcomes	2018

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
UNIVERSITY OF MAINE					
B.S. Molecular and Cellular Biology	https://umaine.edu/biomed/wp-content/uploads/sites/282/2011/03/Assessment-Matrix.pdf	Course-projected developmental assessment, <u>year long</u> research, independent and group lab work, capstone course	Assessment in laboratory by instructors, assessment of final paper by instructor	No notes on discussion of assessment outcomes	2018
B.S. Marine Science	https://umaine.edu/marine/resource/alumni-survey-full/	Capstone project	Instructor	Data currently being evaluated by SMS faculty	2014
B.S. Nursing	https://umaine.edu/nursing/undergraduate-program/bsn-learning-outcomes/	Case study work, practicum papers and exams	Instructors of courses	No notes on discussion of assessment outcomes	2010
B.S. Parks, Recreation and Tourism	https://forest.umaine.edu/undergraduate-programs/parks-recreation-and-tourism/	Capstone	Faculty	No notes on discussion of assessment outcomes	2013
BSW Social Work	https://umaine.edu/socialwork/resource/assessment-bsw-learning-outcomes/	Field evaluation	Full-time research faculty	Field instructor, faculty	2012
B.S. Sustainable Agriculture	https://umaine.edu/foodandagriculture/	Comprehensive research paper on collected data, capstone, empirically based classes for applying knowledge	Instructors	No notes on discussion of assessment outcomes	2016
B.S. Wildlife Ecology	https://umaine.edu/wle/undergraduate-program/	Course-based program assessment, internship experiences, post-graduation interviews	Field instructor, faculty	No notes on discussion of assessment outcomes	2005
B.A. Anthropology	http://umaine.edu/anthropology/wp-content/uploads/sites/243/2014/01/Anthropology-Learning-Outcome-Assessment.pdf	Capstone course, exit survey	Instructor for course, faculty	Program assessment led to creation of new classes and continuing the development of learning outcomes.	2018
B.A. Human Dimensions of Climate Change	https://umaine.edu/anthropology/ba-human-dimensions-climate-change-hdce/	Capstone course, exit survey	Instructor for course, faculty	Added classes and continued development of learning outcomes	*new program, not yet reviewed
B.A. Art Education	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/art/	Portfolio review, exit interview, student teaching, courses based on instructional aide and lesson plan development	Instructors for each courses, faculty, field instructor for teaching	No notes on discussion of assessment outcomes	2015
B.A. Art History	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/art/	Classroom discussion, public presentation, research papers, capstone research and presentation, <u>course based</u> work on assessment peer-reviewed sources and paying attention to methodology.	Faculty with the use of the general rubric from the Association of American Colleges and University	Plan implementation to shift to a broader history of global coverage, preparing for new courses in light of this shift. Continuing emphasis on historiographic and methodological awareness, modelling proficiency in synthesizing ideas throughout all courses.	2018
B.A. Studio Art	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/art/	Final portfolio submissions for classes, cumulative project, workshops, specialized courses for digital and physical tools, <u>capstone</u> , interview, final assessment	Instructors	No notes on discussion of assessment outcomes	2018
B.F.A. Studio Art	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/art/	Final portfolio submissions for classes, cumulative project, workshops, specialized courses for digital and physical tools, <u>capstone</u> , interview, final assessment	Instructors	No notes on discussion of assessment outcomes	2018
B.S. Chemistry	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/chemistry/	Introductory <u>concept</u> , reinforcement, and application courses. Lab and oral reports, and exams.	Course instructors grade conduct and interpret work.	Changes to curriculum were approved and effective for students entering in Fall 2017. More results will not be known for a few years.	2016
B.A. Communications	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/communication-and-journalism/	Capstone, senior seminar in communications and media ethics.	Instructors	Continued to adapt learning outcomes and assessment dimensions to final projects, engage in more depth of discussion for capstones for greater qualitative assessment	2014
B.A. Media Studies	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/communication-and-journalism/	Capstone, senior seminar in communications and media ethics.	Instructors	Continued to adapt learning outcomes and assessment dimensions to final projects, engage in more depth of discussion for capstones for greater qualitative assessment	2016
B.A. Journalism	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/communication-and-journalism/	Capstone, senior seminar in communications and media ethics.	Instructors	Continued to adapt learning outcomes and assessment dimensions to final projects, engage in more depth of discussion for capstones for greater qualitative assessment	2017
B.A. Computer Science	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/computer-science/	ACM-IEEE courses, exams, capstone following AAC&U rubrics, oral presentations	Course instructors, instructors interpret and	Analysis of data displays the improvement of student success for each class	2016

elevate students

May 2016

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
UNIVERSITY OF MAINE					
B.S. Computer Science	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/computer-science/	ACM-IEEE courses, exams, capstone following AAC&U rubrics, oral presentations	Course instructors, instructors interpret and evaluate students	Analysis of data displays the improvement of student success for each class	2018
B.A. New Media	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/new-media/	In process of designing student learning outcomes.	In progress of designing tools for assessment.	No notes on discussion of assessment outcomes presently available.	2016
B.A. English	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/english/	Final papers, writing seminars.	Course instructors	Year-end discussion of the assessment focused on procedures for next year's implementation and the need for integration of the rubric itself in future syllabi and teaching. It was decided that a full report on the assessment would be prepared for English faculty in AY2018-19.	2006
B.A. Franco-American Studies	https://umaine.edu/francoamerican/studies/	Capstone.	Faculty	No notes on discussion of assessment outcomes.	*not yet reviewed
B.A. History	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/history/	Senior seminar.	Faculty	The chair and undergraduate committee decided that there is not enough data yet to determine the changes were impacting the program. Classes are also better preparing students for upper level courses.	2015
B.S. Mathematics	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/mathematics-and-statistics/	Writing samples from core courses showing application of mathematical proofs, survey exit survey, and capstone.	Faculty	Use of senior survey to investigate the benefit of an extra semester of MAT 426/MAT 464.	2014
B.A. Mathematics	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/mathematics-and-statistics/	Writing samples from core courses showing application of mathematical proofs, exit survey, and capstone.	Faculty	Use of senior survey to investigate the benefit of an extra semester of MAT 426/MAT 464.	2014
B.A. French	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/modern-languages-classics/	Capstone, term paper in courses, and oral presentation.	Faculty	Faculty discussed assessment and agreed to select several students to take the ACTFL Oral Proficiency Interview or Oral Proficiency Interview by Computer and the Writing Proficiency Test. Results would be used as benchmarks for courses satisfying specific requirements in the major: FRE 305 or 306 and/or upper level language or content courses. Faculty also discussed and planned to develop other means of assessing content knowledge in addition to linguistic proficiency.	2018
B.A. Spanish	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/modern-languages-classics/	Capstone, term paper in courses, and oral presentation.	Faculty	Faculty discussed assessment and agreed to select several students to take the ACTFL Oral Proficiency Interview or Oral Proficiency Interview by Computer and the Writing Proficiency Test. Results would be used as benchmarks for courses satisfying specific requirements in the major: SPA 305 or 306 and/or upper level language or content courses. Faculty also discussed and planned to develop other means of assessing content knowledge in addition to linguistic proficiency.	2018
B.A. Romance Languages	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/modern-languages-classics/ https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/philosophy/	Capstone, term paper in courses, and oral presentation.	Faculty	Faculty discussed assessment and agreed to select several students to take the ACTFL Oral Proficiency Interview or Oral Proficiency Interview by Computer and the Writing Proficiency Test. Results would be used as benchmarks for courses satisfying specific requirements in the major: FRE 305 or 306/SPA 305 or 306 and/or upper level language or content courses. Faculty also discussed and planned to develop other means of assessing content knowledge in addition to linguistic proficiency.	2018

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
UNIVERSITY OF MAINE					
B.A. Philosophy	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/philosophy/	Capstone.	Rubric used to assess capstone papers utilized by two philosophy faculty members.	60% of students evaluated over the past three years scored "fair." Faculty currently considering what this means for program.	2013
B.A. Physics	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/physics-and-astronomy/	ETS Field Test for 400-level courses to assess student performance, Holmes-Wieman Laboratory Diagnostic to evaluate student understanding and knowledge of lab skills, courses on ethics, lifelong learning, and contemporary issues with oral and written components, longitudinal study on majors at 3rd, 4th, and 5th semester.	Faculty use AAC&U VALUE rubric to determine student performance.	Overall, one area is consistently strong (E&M), telling us that students are approaching the test seriously. Results are also consistent with our program's emphasis on E&M. Thus, performance in other areas can be used to measure our program performance. In mechanics, scores have been declining over time, which is worrisome. In Thermo/Optics/Waves, scores are very low, at times, which might be because thermo and optics are elective courses not taken by all students. It's also possible that instruction in some areas is weak.	2012
B.S. Physics	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/physics-and-astronomy/	ETS Field Test for 400-level courses to assess student performance, Holmes-Wieman Laboratory Diagnostic to evaluate student understanding and knowledge of lab skills, courses on ethics, lifelong learning, and contemporary issues with oral and written components, longitudinal study on majors at 3rd semester, 4th, and 5th.	Faculty use AAC&U VALUE rubric to determine student performance.	Overall, one area is consistently strong (E&M), telling us that students are approaching the test seriously. Results are also consistent with our program's emphasis on E&M. Thus, performance in other areas can be used to measure our program performance. In mechanics, scores have been declining over time, which is worrisome. In Thermo/Optics/Waves, scores are very low, at times, which might be because thermo and optics are elective courses not taken by all students. It's also possible that instruction in some areas is weak.	2012
				because thermo and optics are elective courses not taken by all students. It's also possible that instruction in some areas is weak.	
B.A. Political Science	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/political-science/	Representative sample of the capstone seminar papers of all POS seniors enrolled in the seminar will be submitted to both the capstone instructor and one other faculty member for evaluation. This sample will be scored on a simple three-point scale, with three representing good, two representing acceptable, and one representing unacceptable. POS students enrolled in the seminar are administered an exit survey to assess student perceptions of the overall learning experience. The exit survey is mandatory. Results from the exit survey generate quantifiable data and qualitative comments and suggestions.	Capstone instructor, department head.	No notes on discussion of assessment outcomes	2018
B.A. Psychology	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/psychology/	Capstone, beginning assessment in introductory courses as per the American Psychological Association Guidelines for the Undergraduate Psychology Major and the American Association for Colleges and Universities LEAP rubrics. Research paper. Exit survey.	Faculty	We have streamlined our rubric and will also make recommendations for PSY 491 assignments that will ensure the rubric is appropriate for them.	2017
B.A. Music	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/school-of-performing-arts/	Junior standing exams on applied study. Performance exam in front of faculty. Junior recital in front of three faculty members and students. Course based work for the organizational patterns of music and the interaction.	Faculty	Plan to take assessment from the final exam in MUJY 212, the end of the traditional "harmony" sequence in music theory. Also plan to continue current trial in music theory tutoring with qualified work-study upper class music majors.	2015
B.M. Music Education	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/school-of-performing-arts/	Essays and tests are used to demonstrate learner development theories and practices, adapting instruction such as the creation of lesson plans, demonstrate an understanding of the needs of students, student teaching, applying learning theories.	Faculty, field instructor	No notes on discussion of assessment outcomes.	2015

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
UNIVERSITY OF MAINE					
B.M. Music Performance	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/school-of-performing-arts/	Junior standing exams on applied study. Performance exam in front of faculty. Junior recital in front of three faculty members and students. Course based work for the organizational patterns of music and the interaction.	Faculty	Plan to take assessment from the final exam in MUY 212, the end of the traditional "harmony" sequence in music theory. Also plan to continue current trial in music theory tutoring with qualified work-study upper class music majors.	2015
B.A. Theatre	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/school-of-performing-arts/	Participation in at least one area for live performance: acting, directing, design, or theatre technology. Proficiency in each role assessed.	Faculty meet together to examine the participation levels of students.	No notes on discussion of assessment outcomes.	2014
B.A. Sociology	https://umaine.edu/sociology/academics/department-of-sociology-learning-goals/	Research paper on a sociological theorist scored by AAC&U rubric. Capstone scored by AAC&U rubric. Writing intensive courses with literature review and analytics.	Faculty	Evaluated courses such as 499 shows that students seemed to struggle with department's critical thinking indicators and now considering how to adjust.	2014
B.A. International Affairs	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/political-science/	Capstone course.	Instructors grade the capstone to a common rubric	No notes on discussion of assessment outcomes.	2012
B.A. Women's, Gender, and Sexuality Studies	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/womens-studies/	Final exam and papers. Senior seminar. Class paper and discussion on the experiences and take-aways from each core course and gave an assessment.	Faculty	Future implementation of feedback and assessment results	2012
B.S. Business Administration in Accounting	https://umaine.edu/business/degrees-and-programs/	Demonstrate skills in written communication, teamwork, ethics, and global perspectives, ETS exam administered in global perspectives used to aid assessment.	Faculty oversee skills pertaining to oral communication, written communication, team work, ethics, and global perspective.	Expand instruction in classes, more discussions with instructors to ensure proficiency...reviewing courses, spending more time discussing work in class. Expose faculty to online assessment.	2015
B.S. Business Administration in Finance	https://umaine.edu/business/degrees-and-programs/	Demonstrate skills in written communication, teamwork, ethics, and global perspectives.	Faculty oversee skills pertaining to oral communication, written communication, team work, ethics, and global perspective.	Expand instruction in classes, more discussions with instructors to ensure proficiency...reviewing courses, spending more time discussing work in class. Expose faculty to online assessment.	2015
B.S. Business Administration in Management	https://umaine.edu/business/degrees-and-programs/	Demonstrate skills in written communication, teamwork, ethics, and global perspectives.	Faculty oversee skills pertaining to oral communication, written communication, team work, ethics, and global perspective.	Expand instruction in classes, more discussions with instructors to ensure proficiency...reviewing courses, spending more time discussing work in class. Expose faculty to online assessment.	2015
B.S. Business Administration in Marketing	https://umaine.edu/business/degrees-and-programs/	Demonstrate skills in written communication, teamwork, ethics, and global perspectives.	Faculty oversee skills pertaining to oral communication, written communication, team work, ethics, and global perspective.	Expand instruction in classes, more discussions with instructors to ensure proficiency...reviewing courses, spending more time discussing work in class. Expose faculty to online assessment.	2015
B.S. Elementary Education	https://umaine.edu/edhd/undergraduate/elementary-education/	Course-based assessment, GPA minimums, PRAXIS test.	Faculty, department	Program committee uses data to inform program evaluation. Identifying individual students requiring support is being developed.	2015
B.S. Secondary Education	https://umaine.edu/edhd/undergraduate/secondary-education/	Course-based assessment, GPA minimums, PRAXIS test.	Faculty, department	Program committee uses data to inform program evaluation. Identifying individual students requiring support is being developed.	2015
B.S. Kinesiology and Physical Education	https://umaine.edu/edhd/undergraduate/kpe/	Analyze pedagogical behavior, conduct video analyses, demonstrate testing, assessing, and designing programs for persons with disabilities, analyze motion on exams and reports.	Instructors and KPE faculty during annual assessment meetings	No notes on discussion of assessment outcomes	2015
B.S. Child Development and Family Relations	https://umaine.edu/edhd/undergraduate/cdf/	Key assessment in classes (tests and essays), gpa minimums, mentor teaching.	Instructors, Faculty	Program committee reviews data annually. Program committee uses data to inform programs.	2018
B.S. Athletic	https://umaine.edu/edhd/undergraduate/athl	Analyze teacher pedagogical behavior.	Instructors and	No notes on discussion of	2015

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
UNIVERSITY OF MAINE					
B.S. Athletic Training	https://umaine.edu/edhd/undergraduate/athletic-training/	Analyze teacher pedagogical behavior. conduct video analyses, demonstrate testing, assessing, and designing programs for persons with disabilities... analyze motion on exams and reports.	Instructors and KPE faculty during annual assessment meetings	No notes on discussion of assessment outcomes	2015
B.S. Biomedical Engineering	https://umaine.edu/chb/overview/	Class project designs, course work, presentation and design calculations for projects, written reports, preparing plots, and use of software for system design.	Assessment annually by faculty, external advisory board, faculty, assessment process review by ABET	No notes on discussion of assessment outcomes	2018
B.S. Chemical Engineering	https://umaine.edu/chb/overview/	Class project designs, course work, presentation and design calculations for projects, written reports, preparing plots, and use of software for system design.	Assessment annually by faculty, external advisory board, faculty, assessment process review by ABET.	No notes on the discussion of assessment outcomes	2018
B.S. Civil and Environmental Engineering	https://civil.umaine.edu/program-accreditation/	Final exams designed to assess students' ability to apply mathematics, science and engineering principles. Exams also designed for students to apply their knowledge to identify, formulate, and solve engineering problems. Lastly, test questions designed to assess students' ability to use techniques, skills, and engineering tools.	Scores determined by class instructors.	Through 2019, the percentage attainment had been increasing, and has now stabilized. Student survey comments from 2017 indicated that students felt like they spent too long waiting for their questions to be answered in class. Students somewhat split on the flipped classroom style, but more were positive than negative this year.	2018
B.S. Computer Engineering	https://ece.umaine.edu/accreditation/ece-student-outcomes/	Graded tasks to assessment class outcomes. Exams and lab work.	Results are reviewed and interpreted by a committee of faculty members.	Students achieve program requirements. Program is still monitoring for student learning outcomes.	2018
B.S. Construction Engineering Technology	https://umaine.edu/construction-engineering/educational-objectives-and-student-outcomes/	Classwork designed proposed solutions to real construction engineering problems such as community service work. Peer evaluations, senior capstone, management exercises.	Instructors	No notes on the discussion of assessment outcomes.	2015
B.S. Electrical Engineering	https://ece.umaine.edu/accreditation/ece-student-outcomes/	Graded tasks to assessment class outcomes. Exams and lab work.	Results are reviewed and interpreted by a committee of faculty members.	Students achieve program requirements. Program is still monitoring for student learning outcomes.	2015
B.S. Electrical Engineering Technology	https://umaine.edu/eet/mission/	Lab work, capstone, course outcome surveys, oral presentations	Faculty, instructors	Additional modules planned for lab work, more code examples within lab work, more structure to courses with oral presentation	2015
B.S. Engineering Physics	https://umaine.edu/las/majors-and-minors-2/a-sampling-of-career-paths/learning-goals-for-undergraduates/physics-and-astronomy/	ETS Field Test for 400-level courses to assess student performance, Holmes-Wigman Laboratory Diagnostic to evaluate student understanding and knowledge of lab skills, courses on ethics, lifelong learning, and contemporary issues with oral and written components, longitudinal study on majors at 3rd semester, 4th, and 5th.	Faculty use AAC&U VALUE rubric to determine student performance.	Overall, one area is consistently strong (E&M), implying that students are approaching the test seriously. Results are consistent with our program's emphasis on E&M. Thus, performance in other areas can be used to measure our program performance. In mechanics, scores have been declining over time, which is worrisome. In Thermo/Optics/Waves, scores are very low, at times, which might be because thermo and optics are elective courses not taken by all students. It's also possible that instruction in some areas is weak.	2018
B.S. Mechanical Engineering	https://umaine.edu/mecheng/program-educational-objectives/	Reflection papers on global, political, and societal factors that changes their experiment design... outcome-based class work for functioning in multi-disciplinary teams and conducting experiments, class exams	MEE faculty members and instructors	More revision to reflection papers, rubric design to assess student learning outcomes, and better questions to assess performance indicators.	2018
B.S. Mechanical Engineering Technology	https://umaine.edu/met/program-information/	Understanding designs and basic theory, application of engineering materials, performance of ASTM standard materials in texts and lab work... capstone project, student work on industry, community outreach, and research projects.	Faculty members and supervisors,	Study developments in industrial and academic teamwork for updates to improve outcomes.	2015

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
UNIVERSITY OF MAINE					
B.S. Survey Engineering Technology	Not listed	NCEES fundamentals of surveying, employer evaluations, outside review from "clients" for capstone, numerical tests, field exercise, survey parts of local town for boundary surveys, GPS project planning	Faculty members and outside reviewers	No changes	2015
B.S. Animal and Veterinary Sciences	Not listed	Oral presentations, case-based animal disease problems, Literature review	Faculty, instructors	Assessment shows more practice on how to cite properly, what appropriate sources are, and more work on writing skills. Students now stressed on the importance of checking one's work for grammatical errors.	2017
Bachelor of University Studies	http://catalog.umaine.edu/preview_program.php?catoid=67&poid=8857&returnto=2162	Final papers, Capstone	Faculty	Faculty currently discussing results	currently underway

UNIVERSITY OF MAINE AT MACHIAS					
B.S. Education	Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. http://programs.ccsso.org/projects/interstate_new_teacher_assessment_and_support_consortium/#resource	These are the following assessment activities utilized by the program: 1.) Cooperating Teacher Evaluations from field placements. 2.) Student Teacher Portfolio Defense, and 3.) Senior Student Program Evaluations.	The three full-time education faculty.	As of Spring 2018: 1.) Redesigning the internships to include a separate seminar. 2.) We are continuing to develop the new format for student teaching portfolio defenses. 3.) We are redesigning the program evaluation instrument to attempt to gather more pertinent information. We are also looking for more support for students in preparing for the Praxis exams.	Dec. 2014
B.S. Business & Entrepreneurial Studies	1.) Demonstrate knowledge and display skills in marketing, management, accounting and finance. 2.) Use computers and information technology with business applications. 3.) Analyze the influence of factors in the business environment, including the legal, political, economic, socio-cultural, technological, and natural environment. 4.) Demonstrate knowledge of statistical inference and the use of quantitative information and analysis. 5.) Demonstrate verbal and written communication skills important for various business purposes. 6.) Explain how certain variables and policies affect supply, demand, and market outcomes. 7.) Explain how variables and policies affect the economy and economic development. 8.) Apply economic concepts and principles to the analysis of quantitative problems. 9.) Incorporate business ethics and social responsibility into business practices. 10.) Discuss the sacrifices and potential rewards of owning and managing one's own business. 11.) Explain the process of entrepreneurship, and the roles and responsibilities of entrepreneurs. 12.) Formulate and analyze strategies for managing risk. 13.) Synthesize and apply business knowledge in strategically planning a business enterprise. 14.) Evaluate strategic business plans.	Student business plans written in the capstone course, MAN406 Entrepreneurship, are the primary student artifacts used for program assessment. Business faculty have not reviewed business plans due to faculty resigning and program integration efforts. However, this Fall a new database of business plans will be kept by William Driscoll (instructor of MAN 406).	The three full-time education faculty.	To address student weakness in financial analysis, we proposed offering a new class BUS1XX Intro to Personal & Business Finance. More quantification skills (via software such as Excel) will be added in courses like BUS 1XX and MAN 325). To address a perceived weakness in collaboration & teamwork, partnerships versus groups of 3-5 students will be incorporated to help facilitate distance students who have had difficulty working in larger groups online.	August, 2016
B.A. English, Creative Writing, & Book Arts	https://machias.edu/academics/majors-programs/ecwba/ecb-learning-outcomes/	Junior-Level Portfolio Review, a degree requirement. For some students completing a secondary education minor or major, the PRAXIS subject exam is another indicator that graduates have achieved stated outcomes. UMS Program Integration Committee review of and recommendations for the ECB Program.	The ECB Faculty review each portfolio each spring and communicate to each student the results.	Program faculty added more rigor and training in literary critiques as a result of poor results in this area of the portfolio. Add industry-standard software in the editing and book design courses.	2011
B.A. Psychology and Community Studies	https://machias.edu/academics/majors-programs/psychology/	Annual surveys beginning and end of student careers. Every 3-5 years we also survey our Alumni about their feedback on the program and its preparation for their careers as well as collecting information about jobs, lifelong learning experiences, graduate school (and our preparation for them).	Annually by faculty	N/A	N/A

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
UNIVERSITY OF MAINE					
B.A. Interdisciplinary Fine Arts	http://catalog.umaine.edu/preview_program.php?catoid=76&pooid=11250&returnto=2756	Senior seminar and capstone project, project exhibition, creative project defense and inventory of student service experiences. Other metrics such as student exit interviews, praxis scores if student pursues an art education career, student intern input, and alumni surveys.	The IFA faculty and Senior Project faculty committee	The degree of readiness of the student to address their art in a mature way has led to closer attention in advising students as they begin the program. Increase	The IFA program is undergoing a Program Review at this time. (Start date 2018.)
B.S. Biology	1.) Development of lifelong learning skills: Students will be able to collect, understand, evaluate, and apply information regarding biological topics from a variety of primary and secondary sources including but not limited to peer-reviewed and gray literature, texts, posters, group meetings, and presentations. 2.) Development of excellent written and verbal communication skills. 3.) Development of experimental design and critical thinking skills. 4.) Acquisition of technical skills. 5.) Preparation for graduate or other professional studies in Biology. 6.) Acquisition of discipline-specific knowledge. 7.) Acquisition of mathematical literacy.	1.) Student writing using rubric when we grade final papers for BIO 117 This Is Life and BIO 410 Senior Seminar in biology. 2.) Major Field Test in Biology to assess content knowledge	Program faculty and department chair.	Started talking about requiring a technology based course in the program, with a particular focus on bioinformatics. We have developed a concept map for the major to identify where we reinforce a few topics the students are surprisingly struggling in.	2011
B.S. Marine Biology	1.) Development of lifelong learning skills: Students will be able to collect, understand, evaluate, and apply information regarding biological topics from a variety of primary and secondary sources including but not limited to peer-reviewed and gray literature, texts, posters, group meetings, and presentations. 2.) Development of excellent written and verbal communication skills. 3.) Development of experimental design and critical thinking skills. 4.) Acquisition of technical skills. 5.) Preparation for graduate or other professional studies in Marine Biology. 6.) Acquisition of discipline-specific knowledge. 7.) Acquisition of mathematical literacy.	Comprehensive senior exam that was given to students in the senior seminar course (BIO 460 or 482). Faculty collected written research reports from students in ENV 103 Oceanography, the first year marine biology course, and BIO 460 Senior Seminar in Marine Biology.	Program faculty and department chair.	Revised the content in the first year Oceanography and second year Intro to Marine Biology to prevent overlap of content that was being covered. We are currently using the information to help inform a proposed change to the program structure.	Currently underway.
B.S. Environment Studies	1.) Development of lifelong learning skills: Students will be able to collect, understand, evaluate, and apply information regarding biological topics from a variety of primary and secondary sources including but not limited to peer-reviewed and gray literature, texts, posters, group meetings, and presentations. 2.) Development of excellent written and verbal communication skills. 3.) Development of experimental design and critical thinking skills. 4.) Acquisition of technical skills. 5.) Preparation for graduate or other professional studies in Environment Studies. 6.) Acquisition of discipline-specific knowledge. 7.) Acquisition of mathematical literacy.	A project based course.	Program faculty	Discussion led to changing the learning outcomes to better reflect what we want from students. Developed a new set of learning outcomes and will be changing the program structure to reflect the new learning outcomes.	Currently underway.
B.S. Recreation and Tourism Management	1.) Students will develop an understanding of current and changing techniques and processes used by workers within the broad range of professional positions and organizations housed in the industry. 2.) Students will demonstrate knowledge of concepts and skills necessary for the design, implementation, and evaluation of comprehensive recreational programs tailored to a great variety of individual and group needs. 3.) Students will understand and develop techniques that enable the implementation of appropriate operational and strategic management practices.	1.) REM 201 Leisure Activities Final Exam One faculty member developed this exam in 2012. 2.) REM 226 Recreation Program Planning Program Evaluation Assignment. 3.) REM 314 (Formerly REM 301) Facilities Operations & Design Maintenance Plans.	Faculty of courses and department head.	N/A	N/A

**The College Studies and Engineering Pathways programs do not currently have an assessment plan.

Institutions selecting E1a should also include E1b.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
Option E1: Part b. Inventory of Specialized and Program Accreditation

PROGRAM	(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) List 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.
UNIVERSITY OF MAINE					
B.A. Art Education, Art History, Studio Art; B.F.A. Studio Art	National Association of Schools of Art and Design (NASAD)	2013	All art degrees within the program remain in good standing with NASAD.	1.) Institution shall maintain a curricular program in studio art or design at various levels according to the needs of its students. 2.) The institution shall offer studies reflecting attention to such areas as art/design history and criticism. 3.) The institution offering post-secondary professional education and training programs must offer at least one non-degree curricular program at the undergraduate level requiring at least 30 semester hours or the equivalent, or one non-degree curricular program at the graduate level requiring at least 15 semester hours or the equivalent. 4.) The institution shall have been in operation for at least three consecutive years and shall maintain its programs on a regular academic-year or year-round basis. 5.) The institution's legal authority shall be stated clearly in its published materials as identified by its charter, authority to offer curricular programs, structure of control, profit or non-profit status, and affiliation, if any, with a parent or sibling organization. 6.) All policies regarding the admission and retention of students shall be clearly defined. 7.) All tuition, fees, and other charges, as well as all policies pertaining thereto, shall be clearly described in the institution's published literature. 8.) Faculty members shall be qualified for their specific teaching assignments by educational background and/or professional experience. The institution shall list its faculty in its published literature. 9.) The institution shall provide in its institutional catalog a complete description of each course or program offered. 10.) The institution should develop an appropriate code of ethical standards governing institutional and programmatic practices that recognizes social concerns relevant to quality education. 11.) The institution shall have facilities and equipment adequate to the needs of its educational program. 12.) The institution shall have either library space or holdings adequate for its educational programs, or shall have made arrangements for its students and faculty to have access to appropriate library facilities in the immediate area. 13.) The institution demonstrates commitment to a program of continuous self-evaluation. 14.) The institution shall be licensed or chartered to operate as required by local and state legal codes. The institution shall meet all legal requirements to operate wherever it conducts its activities. 15.) The institution shall provide and be responsible for all coursework or educational services to support its educational programs, or demonstrate that any cooperative or contracted coursework or educational services are provided by an outside institution or organization having accreditation as an entity by a nationally recognized accrediting agency.	2020
B.A. Music; B.M. Music Education, Music Performance; M.M. Music Education, Performance	National Association of Schools of Music (NASAM)	2015	Progress report was voted to accept by accreditation committee. Found diligent efforts to address graduate enrollment and recruitment. Also commended for undertaking cooperative graduate education initiatives with other institutes in Maine and Division of Lifelong Learning.	1.) The institution shall offer regular classes in such areas as theory, history, and appropriate repertoires of music, as well as instruction in performance. 2.) The institution shall maintain a curricular program in musicianship skills at various levels appropriate to the needs of its students. 3.) The institution shall offer instruction in and opportunities for ensemble performance. 4.) The institution shall offer at least one complete curriculum that meets all applicable standards. 5.) Baccalaureate degree-granting institutions shall have graduated from at least one curricular program that meets all applicable standards at least one senior class with a minimum of three students, and another class shall be in readiness subject to examination. 6.) Institutions offering one or more graduate programs as their only degree programs shall have graduated at least two students from at least one graduate program that meets all applicable standards, and shows evidence of continuing enrollment. 7.) The institution's legal authority shall be stated clearly in its published materials as identified by its charter, authority to grant degrees, structure of control, profit or non-profit status, and affiliation, if any, with a parent or sibling organization. 8.) All policies regarding the admission and retention of students, as well as those pertaining to the school's evaluation of progress through its educational program, shall be clearly defined in literature published by the institution. 9.) All tuition, fees, and other charges, as well as all policies pertaining thereto, shall be clearly described in the institution's published literature. 10.) Faculty members shall be qualified by educational background and/or professional experience for their specific teaching assignments. The institution shall list its faculty in its published literature. 11.) The institution shall have facilities and equipment adequate to the needs of its educational program. 12.) The institution shall have library space and holdings adequate to the needs of its educational program. 13.) The institution shall be licensed or chartered to operate as required by local and state legal codes. 14.) The institution shall provide and be responsible for all coursework or educational services to support its educational programs, or demonstrate that any cooperative or contracted coursework or educational services are provided by an outside institution or organization having accreditation as an entity by a nationally recognized accrediting agency. 15.) The institution shall demonstrate a commitment to a program of continuous self-evaluation.	2024

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part b.

PROGRAM	(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) List 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.
UNIVERSITY OF MAINE					
B.S. Chemistry	American Chemical Society (ACS)	2014	Accreditation through ACS did not disclose reasons for the continuation of program accreditation. Accreditation began from February 1941.	1.) The institution to the program must be accredited by the respective regional accrediting body, furthermore the administration of the program should rest in a chemistry department organized as an independent unit with control over an adequate budget, faculty selection and promotion, curriculum development, and assignment of teaching responsibilities. 2.) Faculty members are responsible for defining and executing the overall goals of the program. 3.) Faculty members to an approved program should have a range of education backgrounds and the expertise to provide a sustainable, robust, and engaging environment in which to educate students. 4.) A modern and comprehensive infrastructure is essential to a vigorous undergraduate program including classroom, teaching labs, research offices, and common space alongside appropriate laboratory equipment. 5.) The curriculum of an approved program provides a broad background in chemical principles and in-depth study of chemistry. 6.) Program must support undergraduate research to allow students to integrate and reinforce chemistry knowledge from coursework. 7.) The development of student skills is necessary from an approved program to prepare students to enter the workforce or postgraduate education. 8.) An approved program should evaluate its curriculum and pedagogy relative to the program's teaching and research mission. 9.) The chair of an approved program certifies those who graduate.	2019
B.S. Computer Science	Computing Accreditation Commission of Accreditation Board for Engineering and Technology (CAC-ABET)	2018	Previous program concern was with faculty. The reasoning for the concern is stated here: "While the faculty is currently sufficient in number, unsuccessful faculty searches to fill vacancies and increasing demand for elective and concentration courses have the potential to affect continuity, stability, and oversight of the program." Program concern for this visit: Required for accreditation is that student progress must be	1.) Student performance and progress must be evaluated and monitored to foster success in attaining learning outcomes. 2.) Program must have published program educational objectives congruent to the mission of the institution. Must be a documented, systematically utilized, and effective process for the periodic review of these program objectives. 3.) The program must have documented student outcomes that prepare graduates to attain the program educational objectives. 4.) Program must regularly use appropriate, documented processes for assessing and evaluating the extent to which student outcomes are attained. 5.) Each faculty member teaching must have expertise and an educational background consistent with the contributions to the program expected from the faculty member. 6.) Department equipment must be adequate to support attainment of the student learning outcomes and provide an environment conducive to learning. 7.) Institutional support and leadership must be adequate to ensure the quality and continuity of the program.	2018
			monitored to attain outlined student outcomes. The team observed many pre-requisite violations in the student transcripts. The team established that these pre-requisite exemptions were duly authorized by the students' advisors and instructors but the process for granting such exemptions is not documented.		
PhD Psychology	American Psychological Association (APA)	2012	The program is consistent with the majority of the provisions within the several criteria. Areas of concern relate to ensuring students demonstrate substantial understanding of curriculum, clarification of student retention rates, and a narrative response on its mentoring model; all of which the program has responded to.	1.) Program offers training that leads to doctoral degree. 2.) Programs purpose must be proposed in an institutional setting appropriate for doctoral education. 3.) Standards relating to: administrative responsibilities related to cultural and individual differences and diversity; program length requires; adherence to formal written policies and procedures of institution; program must provide information on the aids of the program. 4.) Standards also related to discipline specific wide knowledge and competence; curriculum standards, required internship training, evaluation of student and program competencies, documenting student and program effectiveness; support learning environments and student success; faculty standards related to individual differences and diversity. 5.) Public disclosure of accreditation status.	2019
M.A. Speech-language Pathology	Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (CAA)	2014	CAA found the program to have no areas of non-compliance with standards. Partial compliance in standard 1.9 due to old recent program outcome data and some faculty not having doctoral degrees.	1.) Compliance of applicable and equal opportunity laws. 2.) Program provides information about the program and institution to students that is publicly and readily available. 3.) Student outcome measures must be recorded. 4.) Programs use the applicable accreditation statement on their website. 5.) Clinical education obtained in external placements must be governed by agreements between program and external faculty. 6.) At least 80% of students must have completed the program within the program's published time frame. 80% of students must pass the Praxis subject assessment examination.	2021
B.S. Forestry, Parks, Recreation, and Tourism; M.S. Forestry	Society of American Foresters (SAF)	2013	Summary findings from 2015 assessment report shows that under standard III, program made substantive changes to assess student learning and met the standard; under standard IV, proper replacements from retirees were added and thus met the standard.	1.) Program must have a clearly defined and publicly stated mission, goals, and objectives. 2.) Program must include understanding of renewable materials. 3.) Fundamental to the discipline is basic materials science, including raw materials biology, physical properties, mechanical properties, and chemical characteristics and properties. 4.) Program must be administered by a person carrying the equivalent title and authority of administrators of comparable units in the institution. 5.) Faculty must provide high quality instruction, keep curriculum current and in concert with program's goals. 6.) Program must follow institution's policies that reflect cultural, ethnic, and gender diversity. 7.) Program must demonstrate a commitment to students through a well-planned effort to provide a broad range of academic programs from recruitment activities to job placement programs.	2023

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part b.

PROGRAM	(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) List 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.
UNIVERSITY OF MAINE					
B.S. in Forest Operations, Bioproducts and Bioenergy	Society of Wood Science and Technology (SWST)	2013	Accreditation report found that the FBB program positioned for growth in student numbers and excellence in outcomes. Program offered in a supportive university and can play a significant role in the education of wood sciences. School as the competencies and breadth required.	1.) Program must have a clearly defined and publicly stated mission, goals, and objectives. 2.) Program must include understanding of renewable materials. 3.) Fundamental to the discipline is basic materials science, including raw materials biology, physical properties, mechanical properties, and chemical characteristics and properties. 4.) Program must be administered by a person carrying the equivalent title and authority of administrators of comparable units in the institution. 5.) Faculty must provide high quality instruction, keep curriculum current and in concert with program's goals. 6.) Program must follow institution's policies that reflect cultural, ethnic, and gender diversity. 7.) Program must demonstrate a commitment to students through a well-planned effort to provide a broad range of academic programs from recruitment activities to job placement programs.	2024
B.S. Nursing, M.S. Nursing	Commission on Collegiate Nursing Education (CCNE), Maine State Board of Nursing	2010	CCNE: Follow up report was accepted by CCN for the baccalaureate and master's degree program in nursing and demonstrated compliance with key element IV-F and III-E.	CCNE: 1.) Program Mission and Governance; 2.) Institutional Commitment and Resources; 3.) Curriculum and Teaching-Learning Practices; 4.) Assessment and Achievement of Program Outcomes Maine Board: Sound organizational pattern, faculty qualifications to ensure effective performance, student rights accessible, qualified applicants admitted <u>equally</u> , transfer, readmission and advanced standing standards, curriculum standards	2020
B.A. Social Work, M.A. Social Work	Council on Social Work Education	2012	Both the bachelor's and master's of social work program to be in line of all accreditation standards, but some issues arose in terms of a lack of clarity for faculty assignments and that there is not clear identification in support staff and resources.	1.) Demonstrate Ethical and Professional Behavior; 2.) Engage Diversity and Difference in Practice; 3.) Advance Human Rights and Social, Economic, and Environmental Justice; 4.) Engage In Practice-informed Research and Research-informed Practice; 5.) Engage in Policy Practice; 6.) Engage with Individuals, Families, Groups, Organizations, and Communities; 7.) Assess Individuals, Families, Groups, Organizations, and Communities; 8.) Intervene with Individuals, Families, Groups, Organizations, and Communities; 9.) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	2019
B.S. Business Administration in Accounting, Business Administration in Finance, Business Administration in Management, Business Administration in Marketing	Association to Advance Collegiate Schools of Business (AACSB)	2015	The Business School remains in good standing with AACSB and was encouraged to improve in six areas following the 2015 review: mission statement <u>revision</u> , strategic planning, impact metrics, integrating assurances of learning, refining faculty qualifications, and implementation of 2013 Standards.	1.) Schools must encourage and support ethical behavior by students, faculty, administrators, and professional staff. 2.) School must maintain a collegiate environment in which students, faculty, administrators, and staff interact in support of learning, scholarship and community engagement. 3.) Schools must also show commitment to corporate and social responsibility. 4.) Next, broad standards related to student admissions, staff development and faculty management; curriculum management and assurance of learning, degree program structure standards, professional and academic engagement.	2019/2020
B.S. Elementary Education, Early Childhood, Secondary Education, Kinesiology and Physical Education, Child Development and Family Relations, Art Education, Music Education; M.Ed. Science Education, Literacy Education, Counselor Education, Special Education, Education Leadership, Instructional Technology, Curriculum, Assessment, and Instruction; M.S.T. Teaching; C.A.S. Education	Before 2015: National Council for the Accreditation of Teacher Education (NCATE) After 2015: Council for the Accreditation of Educator Preparation (CAEP) Maine Board of Education (BOE)	2014	NCATE Board of Examiners Report 2014 Areas for Improvement 1.3.c What new AFIs are recommended? AFI Data provided for key unit assessments indicated candidates at both the initial and advanced levels, but especially at the initial level, are not able to meet the expectations set for them on identified proficiencies. AFI Rationale The data tables provided by the unit at the time of the onsite visit were organized by program and proficiency. The data <u>were a reflection of a small sample size</u> for each assessment when considering the program and proficiency. The manner the data were presented – by program and proficiency – made for small sample sizes that may have skewed the data. The data provided was not disaggregated so that the team could make judgments about the student performance levels meeting expectations. The Elementary Education programs and Secondary Education programs continue to have multiple proficiencies that have not shown student success rates that are acceptable against several proficiencies as described in 1.1.3. 6.3.c What new AFIs are recommended?	1.) Program ensures student develop an understanding of their discipline's content and pedagogical knowledge. 2.) Program ensures effective and <u>high quality</u> clinic practice to prepare students develop knowledge, skills, and professional dispositions. 3.) Program demonstrates that the quality of students is a continuing and purposeful part of its responsibility from recruitment. 4.) Program demonstrates the impact of its completers on P-12 student learning and development. 5.) Program must lastly maintain a quality assurance system comprised of valid data from multiple measure such as evidence of candidates impact on student learning and development.	2024

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part b.

PROGRAM	(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) List 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.
UNIVERSITY OF MAINE					
			<p>AFI Collaboration between College of Liberal Arts and Sciences and unit faculty is not systematically enhanced through effective communication.</p> <p>AFI Rationale Although there are many examples of increased collaboration between the unit and the College of Liberal Arts and Sciences (CLAS), there remain communication issues between specific programs in CLAS and the unit.</p>		
B.S. Bioengineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Computer Engineering, Mechanical Engineering, Engineering Physics, Construction Engineering Technology, Electrical Engineering Technology, Mechanical Engineering Technology, Survey Engineering Technology	Engineering Accreditation Commission - (ECA - ABET)	2018	<p>Bioengineering, Chemical; received one concern relating to institutional support due to the strain on staff for further growth. Civil: no concern, weakness, or deficiencies. Electrical, Computer: one weakness related to statistics and math requirements do not appear to be integrated into engineering. Engineering Physics: Weakness in continuous improvement, deficiency in curriculum due to a lack of credits offered related to engineering topics. Mechanical: no concerns, weaknesses, or deficiencies.</p>	General program criteria for engineering programs require eight separate standards. 1.) Student performance must be evaluated and monitored to foster success. 2.) The program must have published program educational objectives that are consistent with the mission of the institution. 3.) The program must have documented student outcomes that prepare graduates to attain the educational objectives. 4.) The program must regularly use appropriate, documented processes for assessing and evaluating student outcomes. 5.) The curriculum requirements must specify subject areas appropriate to engineering courses but not prescribe specific courses. 6.) Faculty members must have the competencies to cover all of the curricular areas of the program and be in sufficient number. 7.) Facilities in the program must be adequate to support student outcomes and an environment conducive to learning. 8.) Institutional support and leadership must be adequate to ensure the quality and continuity of the program.	2024
B.S. Food Science and Human Nutrition, M.S. Food Science and Human Nutrition	Accredited Council for Education in Nutrition and Dietetics (ACEND)	2012	<p>In 2018, ACEND received documentation demonstrating that sufficient changes to be compliant with Standard 5, Elements 5.1 and 5.2; and Standard 6, Element 6.1 and 6.2. Program is now in good standing with the Accredited Council for Education in Nutrition and Dietetics.</p>	<p>1.) Programs must meet requirements include oversight by agencies, organizational structure, financial stability, sufficient resources, award degrees, sufficient length and management; 2.) program consortium must meet additional organizational structure criteria; 3.) program must have a clearly formed and publicly stated mission with supporting goals and congruent to the program's values and objectives; 4.) program must continuously evaluate the achievement of its mission, goals, and objectives; 5.) Core Knowledge and Competencies must be the basis on which the program curriculum are built upon; 6.) program must continuously assessment achievement of student learning outcomes; 7.) program must have a sufficient number of qualified faculty and preceptors to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice; 8.) program must have policies and procedures to maintain written agreements with institutions, organizations and/or agencies providing supervised practice experiences to meet further competencies; 9.) program must provide clear, consistent, and accurate information about all program requirements to prospective students and the public; 10.) program must have written policies and procedures that protect the rights of students and are consistent with institutional practices.</p>	2022
B.S. Athletic Training	Commission on Accreditation of Athletic Training Education (CAATE)	2010	<p>The program is currently in good standing with the Commission on Accreditation of Athletic Training Education.</p>	<p>1.) Sponsoring institution must be accredited by an agency recognized by the US Department of Education or Council for Higher Education Accreditation and authorized to provide post-secondary education; 2.) Develop a plan and establish assessment measures for student learning outcomes; 3.) Program director must be a full-time employee of the sponsoring institution with faculty status, rights, and responsibilities defined by institution policy; 4.) Program delivery and content of core curriculum must include formal instruction of athletic training knowledge, field work, interaction with other medical and health care personnel, clearly written course syllabi, and education must follow a logical progression for increasing amounts of clinically supervised responsibility leading to autonomous practice upon graduation; 5.) technical standards for completion of program must be clearly defined, published, approved by appropriate institutional representatives; 6.) Financial resources including adequate available resources necessary to meet the program's size and documented mission and outcomes for supplies, maintenance, instruction, operation cost, professional development, and capital costs; 7.) Facilities and instructional resources must be sufficient to deliver the curriculum and must be available for exclusive use for class times; 8.) Operational policies and fair practices must be identified and publicly accessible, program documents must use accurate terminology of the profession; 9.) Student records must maintain appropriate progression through curriculum of program; 10.) all distance learning sites must provide comparable and equally accessible learning and instructional equipment and supplies for classroom and laboratory use.</p>	2020

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part b.

PROGRAM	(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) List 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.
UNIVERSITY OF MAINE AT MACHIAS					
B.S. Recreation and Tourism Management	Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)	2014	<p>In 2014, documentation was received to improve the following items. 1.) Provide evidence that the mission, vision, and value statements were visible. 2.) Supply evidence that assessment data is used strictly for improvement and not faculty evaluation. 3.) Ensure consistent consultation with practitioners that influences curriculum decisions. 4.) Provide evidence of formal and ongoing consideration of student input relative to the units for those aspects of student professional preparation.</p> <p>Action has been taken the program is in good standing with COAPRT.</p>	A program must: 1.) Demonstrate an understanding of recreation as a profession; 2.) demonstrate leadership and facilitation skills; 3.) understand and develop techniques that enable the implementation of appropriate practices,	2020
B.S. Elementary Education, Secondary Education	Maine Department of Education	2014	Both programs are in good standing with the Maine Department of Education.	A program must meet criteria in each of the following standards: 1.) Initial Teacher Candidate Performance, 2.) Assessment System and Unit Evaluation, 3.) Field Experience and Clinical Practice, 4.) Diversity, 5.) Faculty Qualifications, Performance and Development, 6.) Unit Governance and Resources.	2019

AUDITED FINANCIAL STATEMENTS
University of Maine at Machias

Layout Name: UMS_YESRECNP_CC_101217

Run: October 02, 2018

Univ of Maine at Machias
 Statements of Revenues, Expenses, and Changes in Net Position
 For the Years Ended June 30, 2018 and 2017
 (\$ in thousands)

	<u>2018</u>	<u>2017</u>	<u>\$ Variance</u>	<u>% Variance</u>
<u>OPERATING REVENUES</u>				
Tuition and fees	\$ 4,489	\$ 4,819	\$ (330)	-6.85%
Residence and dining fees:	1,534	1,904	(370)	-19.43%
Less: scholarship allowances:	<u>(2,693)</u>	<u>(2,807)</u>	<u>114</u>	<u>-4.06%</u>
Net student fees	3,331	3,916	(585)	-14.94%
Federal, state, and private grants and contracts	2,357	2,339	18	0.77%
Recovery of indirect costs	85	61	24	39.34%
Educational sales and service	345	354	(9)	-2.54%
Other auxiliary enterprises	5	17	(12)	-70.59%
Interest income on loans	9	5	4	80.00%
Total Operating Revenues	<u>6,132</u>	<u>6,691</u>	<u>(559)</u>	<u>-8.35%</u>
<u>OPERATING EXPENSES</u>				
Instruction	3,348	3,272	76	2.32%
Research	706	514	192	37.35%
Public service	59	50	9	18.00%
Academic support	1,201	1,195	6	0.50%
Student services	1,669	1,638	31	1.89%
Institutional support	980	1,350	(370)	-27.41%
Operation and maintenance of plant	1,473	1,743	(270)	-15.49%
Depreciation and amortization	743	715	28	3.92%
Student aid	804	838	(34)	-4.06%
Auxiliary	1,353	1,426	(73)	-5.12%
Total Operating Expenses	<u>12,336</u>	<u>12,741</u>	<u>(405)</u>	<u>-3.18%</u>
Operating Income (Loss)	<u>(6,204)</u>	<u>(6,050)</u>	<u>(154)</u>	<u>2.55%</u>
<u>NONOPERATING REVENUES (EXPENSE)</u>				
Noncapital State of Maine appropriations	6,022	5,181	841	16.23%
Gifts currently expendable	74	26	48	184.62%
Endowment income distributed for operations	82	82	-	0.00%
Investment income	9	3	6	200.00%
Interest expense	(154)	(125)	(29)	23.20%
Noncapital transfers (to) from system/other campuses	105	1,033	(928)	-89.84%
Net Nonoperating Revenue (Expense)	<u>6,138</u>	<u>6,201</u>	<u>(63)</u>	<u>-1.02%</u>
Income Before Other Changes in Net Position	<u>(66)</u>	<u>151</u>	<u>(217)</u>	<u>-143.71%</u>

AUDITED FINANCIAL STATEMENTS
University of Maine at Machias

Layout Name: UMS_YESNP_CC_090618

Run: October 02, 2018

Univ of Maine at Machias
 Statements of Net Position
 As of June 30, 2018 and 2017
 (\$ in thousands)

	RESTATED		\$ Variance	% Variance
	2018	2017		
ASSETS				
Current Assets				
Cash and cash equivalents	\$ 2,666	\$ 2,236	\$ 430	19.23%
Operating investments	-	-	-	-
Accounts, grants and pledges receivable, net	774	887	(113)	-12.74%
Inventories and prepaid expenses	2	-	2	0.00%
Notes and leases receivable, net	-	-	-	-
Internal loans to campuses	-	-	-	-
Total Current Assets	<u>3,442</u>	<u>3,124</u>	<u>318</u>	10.18%
Noncurrent Assets				
Deposits with bond trustees	208	1,074	(866)	-80.63%
Accounts, grants and pledges receivable, net	-	-	-	-
Notes and leases receivable, net	339	389	(50)	-12.85%
Endowment investments	2,512	2,445	67	2.74%
Capital assets, net	14,029	13,890	139	1.00%
Split interest agreements	-	-	-	-
Internal loans to campuses	-	-	-	-
Campus funding commitment	-	-	-	-
Total Noncurrent Assets	<u>17,088</u>	<u>17,799</u>	<u>(711)</u>	-3.99%
TOTAL ASSETS	<u>20,529</u>	<u>20,923</u>	<u>(394)</u>	-1.88%
DEFERRED OUTFLOWS OF RESOURCES	<u>(1)</u>	<u>(1)</u>	<u>-</u>	0.00%
TOTAL ASSETS AND DEFERRED OUTFLOWS	<u>\$ 20,529</u>	<u>\$ 20,922</u>	<u>\$ (393)</u>	-1.88%
LIABILITIES				
Current Liabilities				
Accounts payable	\$ 298	\$ 186	\$ 112	60.22%
Unearned revenue and deposits	244	227	17	7.49%
Accrued liabilities - current portion	64	58	6	10.34%
Funds held for others - current portion	114	112	2	1.79%
Long-term debt - current portion	416	426	(10)	-2.35%
Loans from University Services - current portion	40	40	-	0.00%
Total Current Liabilities	<u>1,176</u>	<u>1,048</u>	<u>128</u>	12.21%
Noncurrent Liabilities				
Accrued liabilities	3	10	(7)	-70.00%
Funds held for others	-	-	-	-
Long-term debt	4,724	5,101	(377)	-7.39%
Loans from University Services	122	162	(40)	-24.69%
Funding obligation	1,434	1,434	-	0.00%
Government advances refundable	366	398	(32)	-8.04%
Total Noncurrent Liabilities	<u>6,647</u>	<u>7,104</u>	<u>(457)</u>	-6.43%
TOTAL LIABILITIES	<u>7,823</u>	<u>8,152</u>	<u>(329)</u>	-4.04%
DEFERRED INFLOWS OF RESOURCES	<u>152</u>	<u>171</u>	<u>(19)</u>	-11.11%
NET POSITION				
Net investment in capital assets	9,562	9,101	461	5.07%
Restricted:				
Nonexpendable	1,818	1,828	(10)	-0.55%
Expendable	1,360	1,067	293	27.46%
Unrestricted	(187)	603	(790)	-131.01%
Commitments and contingencies	-	-	-	-
TOTAL NET POSITION	<u>12,554</u>	<u>12,599</u>	<u>(45)</u>	-0.36%
TOTAL LIABILITIES, DEFERRED INFLOWS AND NET POSITION	<u>\$ 20,529</u>	<u>\$ 20,922</u>	<u>\$ (393)</u>	-1.88%

Note: The above totals have not been adjusted for rounding.

Note: FY17 has been restated for the implementation of GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, and GASB Statement No. 81, *Irrevocable Split-Interest Agreements*.

AUDITED FINANCIAL STATEMENTS

University of Maine

Layout Name: UMS_YESNP_CC_090618

Run: October 02, 2018

University of Maine
Statements of Net Position
As of June 30, 2018 and 2017
(\$ in thousands)

	RESTATED		\$ Variance	% Variance
	2018	2017		
ASSETS				
Current Assets				
Cash and cash equivalents	\$ 84,951	\$ 82,491	\$ 2,460	2.98%
Operating investments	-	-	-	-
Accounts, grants and pledges receivable, net	22,652	21,689	963	4.44%
Inventories and prepaid expenses	2,948	2,754	194	7.04%
Notes and leases receivable, net	-	-	-	-
Internal loans to campuses	-	-	-	-
Total Current Assets	<u>110,550</u>	<u>106,933</u>	<u>3,617</u>	3.38%
Noncurrent Assets				
Deposits with bond trustees	898	2,405	(1,507)	-62.66%
Accounts, grants and pledges receivable, net	212	2,744	(2,532)	-92.27%
Notes and leases receivable, net	21,572	21,731	(159)	-0.73%
Endowment investments	79,630	76,881	2,749	3.58%
Capital assets, net	350,082	349,970	112	0.03%
Split interest agreements	1,673	1,602	71	4.43%
Internal loans to campuses	-	-	-	-
Campus funding commitment	-	-	-	-
Total Noncurrent Assets	<u>454,067</u>	<u>455,334</u>	<u>(1,267)</u>	-0.28%
TOTAL ASSETS	<u>564,617</u>	<u>562,267</u>	<u>2,350</u>	0.42%
DEFERRED OUTFLOWS OF RESOURCES				
	<u>2,602</u>	<u>2,771</u>	<u>(169)</u>	-6.10%
TOTAL ASSETS AND DEFERRED OUTFLOWS	<u>\$ 567,219</u>	<u>\$ 565,039</u>	<u>\$ 2,180</u>	0.39%
LIABILITIES				
Current Liabilities				
Accounts payable	\$ 6,583	\$ 8,003	\$ (1,420)	-17.74%
Unearned revenue and deposits	3,577	3,752	(175)	-4.66%
Accrued liabilities - current portion	967	965	2	0.21%
Funds held for others - current portion	62	65	(3)	-4.62%
Long-term debt - current portion	5,565	5,719	(154)	-2.69%
Loans from University Services - current portion	-	-	-	-
Total Current Liabilities	<u>16,754</u>	<u>18,503</u>	<u>(1,749)</u>	-9.45%
Noncurrent Liabilities				
Accrued liabilities	1	31	(30)	-96.77%
Funds held for others	-	-	-	-
Long-term debt	61,625	67,581	(5,956)	-8.81%
Loans from University Services	-	-	-	-
Funding obligation	41,488	41,488	-	0.00%
Government advances refundable	12,582	12,539	43	0.34%
Total Noncurrent Liabilities	<u>115,696</u>	<u>121,640</u>	<u>(5,944)</u>	-4.89%
TOTAL LIABILITIES	<u>132,450</u>	<u>140,143</u>	<u>(7,693)</u>	-5.49%
DEFERRED INFLOWS OF RESOURCES				
	<u>1,673</u>	<u>1,602</u>	<u>71</u>	4.43%
NET POSITION				
Net investment in capital assets	286,105	281,598	4,507	1.60%
Restricted:				
Nonexpendable	31,816	31,258	558	1.79%
Expendable	67,976	67,507	469	0.69%
Unrestricted	47,198	42,931	4,267	9.94%
Commitments and contingencies	-	-	-	-
TOTAL NET POSITION	<u>433,095</u>	<u>423,294</u>	<u>9,801</u>	2.32%
TOTAL LIABILITIES, DEFERRED INFLOWS AND NET POSITION	<u>\$ 567,219</u>	<u>\$ 565,039</u>	<u>\$ 2,180</u>	0.39%

Note: The above totals have not been adjusted for rounding.

Note: FY17 has been restated for the implementation of GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, and GASB Statement No. 81, *Irrevocable Split-Interest Agreements*.

AUDITED FINANCIAL STATEMENTS
University of Maine

University of Maine
Statements of Revenues, Expenses, and Changes in Net Position
For the Years Ended June 30, 2018 and 2017
(\$ in thousands)

	<u>2018</u>	<u>2017</u>	<u>\$ Variance</u>	<u>% Variance</u>
<u>OPERATING REVENUES</u>				
Tuition and fees	\$ 164,666	\$ 151,223	\$ 13,443	8.89%
Residence and dining fees:	39,279	37,645	1,634	4.34%
Less: scholarship allowances:	<u>(59,568)</u>	<u>(52,627)</u>	<u>(6,941)</u>	13.19%
Net student fees	144,377	136,241	8,136	5.97%
Federal, state, and private grants and contracts	64,116	63,302	814	1.29%
Recovery of indirect costs	8,172	8,070	102	1.26%
Educational sales and service	22,899	23,330	(431)	-1.85%
Other auxiliary enterprises	12,789	13,274	(485)	-3.65%
Interest income on loans	<u>384</u>	<u>342</u>	<u>42</u>	12.28%
Total Operating Revenues	<u>252,738</u>	<u>244,559</u>	<u>8,179</u>	3.34%
<u>OPERATING EXPENSES</u>				
Instruction	80,383	77,842	2,541	3.26%
Research	65,861	63,603	2,258	3.55%
Public service	32,677	34,300	(1,623)	-4.73%
Academic support	33,159	31,994	1,165	3.64%
Student services	24,975	23,506	1,469	6.25%
Institutional support	31,653	31,372	281	0.90%
Operation and maintenance of plant	25,934	26,371	(437)	-1.66%
Depreciation and amortization	20,597	19,909	688	3.46%
Student aid	12,201	10,779	1,422	13.19%
Auxiliary	<u>40,135</u>	<u>39,368</u>	<u>767</u>	1.95%
Total Operating Expenses	<u>367,574</u>	<u>359,044</u>	<u>8,530</u>	2.38%
Operating Income (Loss)	<u>(114,837)</u>	<u>(114,486)</u>	<u>(351)</u>	0.31%
<u>NONOPERATING REVENUES (EXPENSE)</u>				
Noncapital State of Maine appropriations	98,051	97,527	524	0.54%
Gifts currently expendable	11,139	9,939	1,200	12.07%
Endowment income distributed for operations	3,356	3,407	(51)	-1.50%
Investment income	309	115	194	168.70%
Interest expense	(1,923)	(2,158)	235	-10.89%
Noncapital transfers (to) from system/other campuses	<u>2,607</u>	<u>2,027</u>	<u>580</u>	28.61%
Net Nonoperating Revenue (Expense)	<u>113,540</u>	<u>110,858</u>	<u>2,682</u>	2.42%
Income Before Other Changes in Net Position	<u>(1,297)</u>	<u>(3,628)</u>	<u>2,331</u>	-64.25%

AUDITORS MANAGEMENT LETTER



INDEPENDENT AUDITOR'S REPORT

The Board of Trustees
University of Maine System

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities and the discretely presented component unit of the University of Maine System (the System), a component unit of the State of Maine, as of and for the years ended June 30, 2018 and 2017, and the related notes to the financial statements, which collectively comprise the System's basic financial statements, as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the financial statements of the discretely presented component unit. Those statements were audited by another auditor, whose reports have been furnished to us, and our opinions, insofar as they relate to the amounts included for the discretely presented component unit, are based solely on the reports of the other auditor. We conducted our audits in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. The financial statements of the discretely presented component unit were not audited in accordance with *Government Auditing Standards*.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

AUDITORS MANAGEMENT LETTER

Opinions

In our opinion, based on our audits and the reports of the other auditor, the financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities and the discretely presented component unit of the System as of June 30, 2018 and 2017, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with U.S. generally accepted accounting principles.

Emphasis of a Matter

Adoption of New Accounting Pronouncements

As discussed in Note 1 to the financial statements, in 2018, the System adopted Governmental Accounting Standards Board (GASB) Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* and GASB Statement No. 81, *Irrevocable Split-Interest Agreements*. The 2017 financial statements have been restated for the retrospective application of the new accounting guidance. Our opinion was not modified with respect to these matters.

Other Matters

Required Supplementary Information

U.S. generally accepted accounting principles require that the Management's Discussion and Analysis and the required supplementary information related to the System's retirement plans as be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by GASB, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with U.S. generally accepted auditing standards, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audits were conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The supplementary information presented in the Schedules of Activities is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from, and relates directly to, the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audits of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole.

AUDITORS MANAGEMENT LETTER

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2018 on our consideration of the System's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the System's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the System's internal control over financial reporting and compliance.

Berry Dunn McNeil & Parker, LLC

Bangor, Maine
October 29, 2018

Introduction

1865 Legislative Act P&S.L.C.532
1967 Legislative Act P&S.L.C.229
1969 Legislative Act P&S.L.C.238
Blue Sky Plan
Defining Tomorrow at the University of Maine
First-Year Student Success Initiative
Notice for Public Comment
State's Seven Largest Newspapers

Standard One

Blue Sky Outcomes Report
Board of Trustees Meeting July 2012
Campus Activities Mission Statement
Career Center Mission Statement
College of Education and Human Development Mission Statement
College of Engineering Mission Statement
College of Liberal Arts and Sciences Mission Statement
Declaration of Strategic Priorities to Address Critical State Needs
Division of Lifelong Learning Mission Statement
ELA Core
Fogler Library Mission Statement
Graduate School Mission Statement
Honors College Mission Statement
Maine Business School Mission Statement
Primary Partnership Communication with Commission
Residential Education and Commuter Life Division Mission Statement
Student Life Mission Statement
UMM Catalog
UMM Strategic Plan
University of Maine Machias Mission Statement
University of Maine Mission Statement

Standard Two

2014 Action Plan for Retention and Graduation
2015 Strategic Plan for the UMM
Academic Program Review Folder-UMM
Admissions
Analyses of Nonmatriculating Admitted Freshmen
Benchmark Comparisons
Blue Sky Strategic Plan
Branding Activities
Campus Master Plan
Clergy Annual Security and Fire Safety Report
College of Liberal Arts Strategic Plan
Communication and Sciences Disorders Program Review
Communication Sciences and Disorders Mission and Strategic Plan

Counseling Center Program Review
Dean's Annual Reports
Defining Tomorrow (next strategic vision)
Degrees Conferred
Development Plan
Division of Marketing and Communications Policies and Procedures
Enrollment
Enrollment Plan
First Year Success Initiative
Five-year Financial Analysis
Fogler Library Annual Report
FY20 Budget Plan
Life After UMaine
Information Technology Strategic Plan
Internal Faculty Reports
International Affairs Program Review
National Council of University Research Administrators (NCURA) Report
National Study of Student Engagement-Select Data
New Student Survey
Nonreturning Students from Fall 2016 Cohort
Office of Innovation and Economic Development Annual Report
Office of Institutional Research and Assessment
Office of Sustainability Annual Report
Online Programs
Paint and Polish Classroom Modernization
Program Data Profiles — UMM
Program Review
Program Review Content — UMM
Program Review Schedule
Program Review Schedule — UMM
Program Review Summaries — UMM
Provost's Annual Report
Retention and Graduation Rates
Rising Tide Center
Rising Tide Center Faculty Data
School of Forest Resources Program Review
Signature and Emerging Areas of Excellence
Sociology Program Review
Student Achievement Measure (SAM)
Student Credit Hours
Student Life Annual Report
Student Wellness Resource Center Program Review
Think 30-Average Debt Levels
UMaine LEADS (Prior strategic plan)
UMaineGOLD Initiative
UMM Strategic Recommendations
Vision for Tomorrow

Standard Three

Academic Affairs Faculty Forum-Dec. 6, 2017
 Academic Faculty Forums
 Associated Faculties of the University of Maine (AFUM)
 Board of Trustees (BOT) Executive Committee Meeting Minutes
 Board of Trustees Bylaws
 Board of Trustees Faculty Representative
 Board of Trustees Policies
 Board of Visitors (BOV) Executive Committee
 BOT Academic & Student Affairs Committee Meeting Minutes
 BOT Audit Committee Meeting Minutes
 BOT Finance/Facilities/Technology Committee Meeting Minutes
 BOT Human Resources Committee Meeting Minutes
 BOT Investment Committee Meeting Minutes
 BOT Presidential Search Committees
 BOT Subcommittee for Nomination of Officers
 BOT Subcommittee for Chancellor Services
 BOV Nominating/Governance Committee
 Campus Planning Committee
 Charter of the University of Maine System
 College Bylaws
 Committees of the Administration
 Cultural Affairs Committee
 Declaration of Strategic Priorities to Address Critical State Needs
 Dual Direct Reporting Relationship for Chief Business Officer
 Faculty Senate Meeting Minutes
 Faculty Senate
 Faculty Senate Committees
 Faculty Senate Committees Meeting Minutes
 Faculty Senate Constitution
 Faculty Senate Meeting — April 6, 2016
 Faculty Senate Meeting — Nov. 16, 2016
 Faculty Senate Policies and Procedures Manual
 Faculty Senate Vote on Maine Business School Reorganization
 General Student Senate
 Graduate School of Business Cooperating Agreement and
 Operating Guidelines
 Pulp and Paper Foundation
 Retention and Student Success Committee
 SAVRP Committee
 State of Maine Charter — Degree Granting Status
 Tenure and Appointment Criteria
 UMaine and UMM Organizational Charts
 UMaine Committees of the Administration
 UMaine Graduate Student Government
 UMaine Graduate Student Government Meeting Minutes
 UMaine Mission Statement
 UMaine Policy Manual - Section 204.1 — President’s
 Evaluation Process
 UMaine Policy on Shared Governance

UMaine Student Government
 UMM Board of Visitors
 UMM Committee — Academic Affairs
 UMM Committee — Curriculum
 UMM Committee — Professional Relations
 UMM Committee — Program Review and Evaluation
 UMM Student Senate
 UMS Board of Trustees
 UMS Board of Trustees Membership
 UMS Chancellor
 UMS Representative to the Maine Public Broadcasting Corp.
 UMS Statement of Shared Governance
 UMS Universities
 Undergraduate Program Curriculum Committee
 University of Maine Foundation
 University Research Council

Standard Four

Academ-e
 Academic Appeals Process
 Academic Integrity Seminar
 Admission Criteria
 Aspirations
 Association of American Colleges and Universities VALUE Rubrics
 Bachelor of University Studies
 Board of Trustees Meeting — November 2018
 Bridge Year
 Campus-based 4+1 Programs
 Center for Undergraduate Research
 CLAS Pathway of the BUS
 Credit Hour Policy
 Degree and Graduation Requirements
 Degree Progress Report
 Double Up
 Faculty Credentialing at Off-site locations for COEHD
 Graduate Application Information
 Graduate Board
 Graduate Catalog
 Graduate School Degree Programs
 Graduate School of Biomedical Science and Engineering
 Graduate School Policies and Regulations
 Honors College
 Office of Community Standards, Rights, and Responsibilities
 Office of Student Records
 Office on International Programs
 Online Student Verification
 Online Transfer Tools
 Prior Learning Assessment - Credit for Prior Learning
 Procedures for Transfer of Academic Credit
 Program Review- Overview of the Process

Requirements for Graduate Degrees
Student Conduct Code
Student Handbook
Suspension Policy
Syllabus Guidelines for Faculty
UMaine Academic Divisions
UMaine Faculty Handbook
UMaine Faculty Senate
UMaine Faculty Senate General Education Committee
UMaine Graduate School's Mission
UMaine Information Literacy Report
UMaine Majors and Minors
UMaine Online
UMaine Program Fact Sheets
UMaine Required Syllabus Information
UMaine Transfer Agreements
UMaineGOLD
UMM Academic Integrity Policy
UMM Articulation Agreements
UMM Course Syllabus Outline
UMM Curriculum Change Flow Chart
UMM Definition of a Credit Hour
UMM Early College Students
UMM Information Literacy Report
UMM Majors and Programs
UMM Office of the Registrar
UMM Program Review
UMM University Catalog
UMS Policy on Academic Program Review
UMS Report — High School Student Enrollment in UMS Early College Programs
Undergraduate Catalog
Undergraduate Program Curriculum Committee

Standard Five

2017 Clery Report
About University of Maine
About University of Maine Machias
Admissions — Application Information
Alcohol and Drug Education Programs
Barbara Higgins Bodwell '45 Center for Service and Volunteerism
Bias Response Team
Campus Activities and Student Engagement
Campus Recreation
Career Center
Community Standards, Rights, and Responsibilities Initiative
Commuter and Non-Traditional Students Program
Diversity and Inclusion Plan
Division of Student Life Internal Assessment Process
Maine Bound Program

National Association of Student Personnel Administrators Standards of Practice
Student Average SAT Score
Student Code of Conduct
Student Handbook
Student Life Mission and Vision
Student Orientation Program
Student Privacy Policy
Student Services
UMaine Undergraduate Catalog

Standard Six

Advanced Manufacturing Center
Advisory Committee for Cooperative Forestry Research
American Association of University Professors' Annual Report on the Economic Status of the Profession (2017/18)
Center for Innovation in Teaching and Learning (CITL)
CLAS Advising and Student Services Center
Classroom Paint and Polish Projects
Clement and Linda McGillicuddy Humanities Center Faculty Grant Program
College of Education and Human Development Advising Center
Comparative Study of Gender Differences in Perceptions of Faculty Work-Life, 2011 & 2015
Cooperative Extension 4-H STEM Ambassadors
Faculty Professional Development on Active Learning Classroom Use
Faculty Research Funds Program
Faculty Senate Bylaws
Faculty Senate Constitution
Family Futures Downeast
Graduate School of Biomedical Science and Engineering External Advisory Board
Information Technology Upgrades
Innovation Engineering Minor (Foster Center for Student Innovation)
Innovation in Assessment Grant Program
Innovative Media, Research and Commercialization Center
Leitch Fund
Linda Lancaster Fund
Midcoast Leadership Academy
NEA's Higher Education Advocate May 2017 Publication
Office of Major Scholarships
Part-Time Faculty Association Contract
Peer Educator Program
Program Assessment Reporting Template
Research in STEM Education (RiSE) Center
Research Reinvestment Fund
Rising Tide Center
Rising Tide Leadership Grants

Semester by the Sea
 Student Submissions per year for Major Scholarships
 TeachLivE
 Think 30 Analysis Results
 UMaine Accredited Programs
 UMaine Campus Assessment Plan
 UMaine College Bylaws
 UMaine Faculty Handbook
 UMaine Undergraduate Catalog
 UMM Faculty Handbook
 UMM Undergraduate Catalog
 Undergraduate Research Collaboratives Program
 University of Maine System Advisory Groups
 Virtual Environment Multimodal Interaction Laboratory (VEMI)
 Vision and Change Report

Standard Seven

2015 State of IT Report
 Acceptable Use Policies
 Fogler Library Annual Report
 FY2018 Core Financial Ratios and Composite Financial Index Report — UMaine
 FY2018 Core Financial Ratios and Composite Financial Index Report — UMM
 Handbook for University Supervisors and Confidential Employees
 Information Literacy Reports
 Intellectual Property Policy
 Merrill Library Annual Report
 Privacy Policy
 Requirements to Qualify for Tenure-Track
 UMaine’s Statements of Revenues, Expenses, and Changes in Net Assets
 UMM FERPA & Privacy Disclosure
 UMM Financial Statements
 UMS Policies, Reports, and Procedures
 UMS Security Policies
 Unified Budget Timeline
 Unified Budget Implementation Plan

Standard Eight

Accreditation Information
 Assessment Advisory Board
 Customized AAC&U VALUE Rubrics
 Faculty Motion on General Education
 Faculty Senate Mission Statement
 Maine Business School Assessment Report
 Multi-State Collaborative to Advance Quality Student Learning
 Pathway Four of Blue Sky Strategic Plan
 Program Assessment Dashboard
 Program Assessment Plans

Program Assessment Reports
 Provost’s Action Plan for Retention and Graduation
 Provost’s Forum on Foundational Competencies
 Requirements for General Education
 Requirements for Program Assessment Reporting
 School of Marine Sciences Assessment Plan
 UMM General Education Learning Outcomes
 University Assessment Plan

Standard Nine

2017 Clery Report
 About UMaine
 Academic Appeal Procedures — UMM
 Academic Fact Sheets
 Academic Honesty Policy — UMM
 Academic Honesty Policy — UMaine
 Academic Standards and Policies — UMM
 Academic Support Services — UMM
 Accessibility of University Programs, Services, and Facilities — Administrative Practice Letter
 Administrative Officers — List
 Admissions Procedures
 Admissions — UMM
 Affirmative Action Plan
 AFUM Agreement
 Audited Financial Statements — UMaine
 Audited Financial Statements — UMM
 Board of Visitors (BOV) — UMaine
 BOT Ethics Code and Conflict of Interest Policy
 Campus Activities
 Clerical, Office, Laboratory and Technical Unit Staff (C.O.L.T.)
 COLT Agreement
 Common Data Set 16/17 — UMM
 Conflict of Interest Policy — UMS
 Costs at UMaine — Student Financial Aid
 Degree/Graduation Requirements
 Disability Accommodation Policies
 Distance Degree Programs — UMM
 Diversity & AA Statement — UMM
 Diversity and Inclusion Report
 Division of Marketing and Communication
 Division of Marketing and Communication Policies and Procedures
 Employment — UMM
 Equal Opportunity Complaint Procedure
 Excerpts from Institutional Policies Related to Community Integrity
 Faculty and Staff Resources
 Faculty Senate Committee on Program Creation, Review, and Reorganization

FERPA & Privacy Disclosure — UMM	Student Conduct Code — UMM
FERPA Policy	Student Consumer Information
Financial Adjustments — Tuition, Fees, and Room & Board — Administrative Practice Letter	Student Employment
Financial Disclosures and Conflicts of Interest in Extramurally Sponsored Activities Policies and Procedures	Student Guide — UMM
Free Speech, Academic Freedom, and Civility Policy	Student Handbook
Full Time Faculty — List	Student Privacy Policy
General Education Transfer Block	Student Privacy Policy
General Equal Opportunity Policy — UMS	Student Resources
Grades and Grading Policy	Student Resources List
Grading Policy — UMM	Student Resources — Additional
Graduate Catalog	Student Support Services
Harassment Policies	Title IX Policy
Human Subject Research Policy	Transfer Credit Procedures and Policies
Institutional Authority on Political Matters Policy — UMS	Tuition and Fees — UMM
Intellectual Property Rights — UMS	UMaine Academic Programs
Labor Relations Policy — UMS	UMaine Admissions
Majors and Programs — UMM	UMaine Common Data Sets
Net Price Calculator	UMaine Conferences and Institutes
Nondiscrimination Policies	UMaine Conflicts of Interest Training Requirements
Office of Equal Opportunity	UMaine Employment Processes
Office of Equal Opportunity Complaints	UMaine Mission Statement
PATFA Agreement	UMaine Promise Statements
Planning an Assessment — UMM	UMaine Quick Facts
President's Cabinet	UMaine Social Media Pages
Prior Learning Assessment — UMM	UMaine Withdrawal Procedure
Procurement Standards of Conduct — Administrative Practice Letter	UMM Academic Policies and Procedures
Professional Staff Association Agreement	UMM Clery Reports
Program Review and Assessment — UMM	UMM Facts
Responsible Conduct of Research Policy	UMM Faculty Handbook
Retention and Graduation Rates	UMM Financial Aid Policies
Sexual Harassment Policy	UMM Mission Statement
Staff and Faculty — UMM	UMM Promise Statements
Statement of Accreditation	UMM Strategic Plan
Statement of Governance of Colleges and Universities	UMM Student Handbook
Statement of Principles on Academic Freedom	UMM University Catalog
Statement of Professional Ethics	UMM Withdrawal Procedure
Statewide Notice for Public Comment on NECHE Draft	UMM's Undergraduate Catalog
Student Athlete Handbook — UMM	UMS Articulation Agreements
Student Code of Conduct	UMS Policies on Human Resources and Equal Opportunity
	UMS Service & Maintenance Unit Agreement
	Undergraduate Catalog
	University of Maine System Nondiscrimination Policy

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