

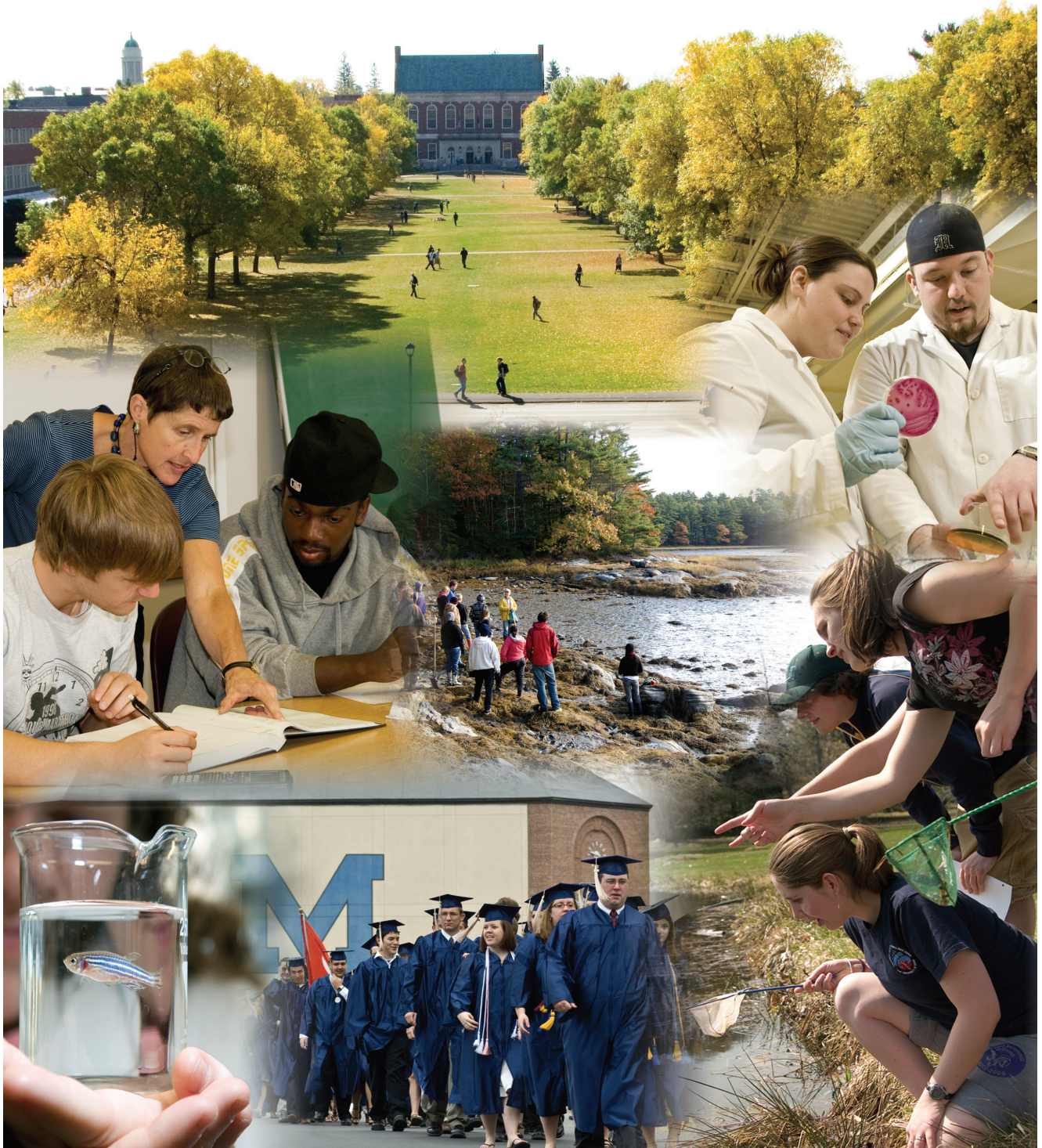


THE UNIVERSITY OF

MAINE

Self Study Report 2009

Prepared for the New England Association of Schools and Colleges



April 19 – 22, 2009



Narrative--Standard One

Standard One Mission and Purposes

Description

We list the current University of Maine mission statement at <http://www.umaine.edu/about/mission.htm> and in Appendix F.1.

Appraisal

In the dozen years since the development of the University of Maine's most recent mission statement, the institution has experienced dramatic growth in research and the strengthening of many of its core programs. At the same time, the university's role in Maine's economy has become more significant. These changes led to recognition of the need for a new mission statement.

This process began in 2004 during the development of UMaine's new faculty-driven strategic plan. This plan, developed with collaboration among faculty, professionals and students, along with community representatives, was implemented in 2007. Review of the mission statement was part of the strategic planning process and UMaine's preparation for reaccreditation review.

Projection

Using the strategic plan and existing mission statement as a foundation, a university committee this year drafted a new mission statement for review and implementation. The committee included faculty representatives from UMaine's five degree-granting colleges. The University of Maine Faculty Senate has approved the draft; it faces further review by the provost, president and University of Maine System Board of Trustees.

NEW DRAFT OF UNIVERSITY OF MAINE MISSION STATEMENT:

Mission

Founded in 1865, the University of Maine is a land- and sea-grant institution, and the flagship university of the University of Maine System. The University of Maine fosters learning and discovery through excellence in undergraduate and graduate academic programs, addresses local and global needs through basic and applied research, and contributes research-based knowledge to improve people's lives.

Core Values

The University of Maine is committed to providing opportunity to all university constituencies, including students, research partners and collaborators, regardless of background, by welcoming them into an atmosphere that honors and reflects the values and heritage of our state and nation.



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The university is dedicated to improving the quality of life for people in Maine and around the world. It promotes responsible stewardship of human, natural and financial resources, now and in the future.

Integrated Teaching, Research, and Outreach

Committed *teaching* propels students into new fields of learning and promotes interdisciplinary understanding, along with disciplinary knowledge. UMaine's educational goal is to develop students' critical and creative abilities, their analytic and communication skills, and their 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 in our mission.

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

Through its acclaimed programs in teaching, research and outreach, the University of Maine serves the residents of Maine, the nation and the world.

Upon final approval by the University of Maine System Board of Trustees, the mission statement will become UMaine's formally adopted guide for conducting its day-to-day activities and its planning to find ways to meet state and student needs, while more effectively reacting to emerging concerns and opportunities. It also will provide integrated guidance for determining the most effective ways to allocate resources.

INSTITUTIONAL EFFECTIVENESS

The University of Maine will continue to review its mission statement and its activities related to the mission, strategic plan and state needs regularly. The mission statement will continue to serve as UMaine's primary guide as it moves toward its goals related to enhanced student opportunities and impact on society.



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Standard Two Planning and Evaluation

Description

The University of Maine undertakes planning and evaluation in a serious and sustained manner to:

- identify strategic goals,
- identify opportunities for and barriers to improvement,
- evaluate progress toward strategic goals and
- foster communication among stakeholders.

Institutional Planning and Evaluation

The president oversees planning and evaluation efforts initiated and maintained by the vice presidential divisions and athletics. Several of the efforts (e.g. budget planning, master planning) involve specified coordination across divisions. Involved individuals and groups participate in planning efforts. UMaine facilitates planning through regular organizational meetings (e.g., the Faculty Senate, the Academic Affairs Budget Advisory Team), online communications and town meetings, all of which elicit participation and provide mechanisms for reporting results. (Standard 2.1)

UMaine's 2006 strategic plan was released to the community through public forums. The document and related appendices are on the university's Web site at: <http://www.umaine.edu/strategicplan/>. President Kennedy has reported on progress in his public talks to faculty and staff members, in monthly "Go Blue" emailed-mail messages distributed to the UMaine community and numerous presentations to external constituencies (<http://www.umaine.edu/president/speeches.htm>). This plan continues the strategic planning effort begun with the 2000-2005 strategic plan. (Standard 2.1)

The strategic plan provides for annual presidential reports on its progress, due each September. Since some key informational components were not available until late fall, the first year's progress (<http://www.umaine.edu/strategicplan/implementation>) was posted in February 2008. Subsequent reports are anticipated in January of each year. The strategic plan and annual progress reports provide the foundation for many of the planning and evaluation processes reported under this standard. (Standard 2.1)

In addition to strategic plan implementation reports, updates on other planning efforts are routinely posted on the Web, on UMaine's FirstClass intranet and/or through reports to the Faculty Senate. Examples include reports online at http://www.umaine.edu/provost/committees/AABAT/annual_rpt07.htm; <http://www.umaine.edu/campusplanning/>; <http://www.umaine.edu/research/admin.htm>; <http://www.umaine.edu/studentaffairs/>). (Standard 2.1)

Vice presidential units each have a planning and evaluation function. Reporting to the vice president for academic affairs and provost, the Office of Institutional Studies (OIS) (<http://www.umaine.edu/ois/>) focuses on academic planning and works to provide data and trend reports to facilitate data-informed decision processes. OIS collaborates with other UMaine offices and it has recently taken over support of the faculty reporting database



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(<https://library.umaine.edu/fsprofile/login.aspx>). OIS analyzes admissions and financial aid data to guide enrollment management activities (Standards 2.1, 2.2)

The Office of the Vice President for Research (VPR) established the University Research Council (URC) to provide input to the vice president on strategic planning issues related to research and scholarship activity. Although the URC is not directly involved in policy making, it makes recommendations to the VPR on short-term and long-term research priorities, as well as on such topics as indirect cost recovery; research faculty; postdoctoral, graduate and undergraduate research activities; intellectual property and technology transfer; Office of Research and Sponsored Programs; and publicizing research successes. Also reporting to the VPR, the Office of Research and Sponsored Programs (<http://www.orsp.umesp.maine.edu/>) provides planning support and evaluation of funded research. (Standards 2.1, 2.2)

The Office of the Vice President for Administration and Finance oversees all fiscal, personnel, physical plant and administrative services planning and evaluation (http://www.umaine.edu/admin_finance/). (Standard 2.1)

All Division of Student Affairs departments are reviewed every three years by a team composed of division staff members and outside reviewers. The reviews look at best practices, comparison to Council of Advancement Standards guidelines, issues, concerns and recommendations for future operations. Staff members also collect data using an online survey to determine trends and interests. Most offices collect data on satisfaction and utilization and routinely assess the community for high-risk substance use behaviors. Additionally, UMaine uses institution-wide data to determine effectiveness and trend analysis. Two annual planning senior staff retreats cover future projections, expectations and student needs. (Standard 2.5)

UMaine also requires faculty members, staff members and administrators to collect data and prepare annual reports and strategic plans. This consumes significant institutional time and effort. (Standard 2.1)

Faculty members at other institutions provide academic evaluation for UMaine, and UMaine faculty members serve as external reviewers for other institutions. This includes reviews for promotion and tenure, service on Ph.D. and other graduate committees, and reviews of research proposals and other scholarly work. (Standard 2.1)

Recommendations: The president should report on progress toward the strategic plan's goals each January. Reports of other key goals currently made by electronic posting should be made accessible and proactively identified to the faculty, not just passively posted on Web sites. Results of time and effort reports should be summarized and widely available, especially to the Faculty Senate.

Planning

Long- and Short-Term Planning The strategic plan is central to the university's long-term planning efforts. UMaine's mission guides this plan, which is shaped by its budget resources. Finances have long been challenging and are now especially strained. All other planning efforts strive to achieve strategic plan goals.



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UMaine's mission is defined by state and University of Maine System (UMS) requirements, as well as by local administrative, faculty, staff and student input. The overall mission of the University of Maine encompasses its traditional education, research and service roles as the state's land-grant, sea-grant institution. (Standard 2.2)

Systematic Collection and Use of Data for Planning and Short Term Planning OIS compiles external agency reporting requirements and responds to special requests for information from the campus community. It also works to:

Create, maintain and update longitudinal institutional databases for the tracking of student persistence, graduation rates, degree conferral, credit hour delivery, faculty resources, admission data and institutional enrollment.

Communicate timely data and policy analyses to executive decision makers (e.g., president, provost, vice presidents, deans and directors) in areas important to the implementation of the UMaine strategic plan.

Develop, maintain and update a faculty-resource database in concert with the Office of Human Resources, colleges and departments.

Collect longitudinal data describing the employment and educational status of UMaine baccalaureate recipients.

Maintain an archival system for data collected from student evaluations of teaching for use in the promotion and tenure process.

Submit reports to external organizations (e.g., IPEDS, NCAA, Common Data Set, Delaware Instructional Workload Study, Consortium for Student Retention Data Exchange, U.S. News & World Report).

Provide consultative assistance and technical support to campus units regarding assessment and evaluation. (Standards 2.1, 2.2)

To facilitate short-term college and research unit planning, to align planning and evaluation processes and to foster data-informed decision making, UMaine's Academic Affairs Division, including the Office of the Vice President for Research, has worked with the vice president for administration and finance and faculty members from each college to create a standard annual report and review process. Initiated in 2007, the Academic Affairs Budget Advisory Team (AABAT) developed a year-round, evolving process to advise the provost on unit performance and the allocation of resources in academic units, including the colleges and research units. This process has standardized annual department, college and research unit reports; provided for regular review and feedback from faculty and administrators and aligned reports with those required for periodic external reviews. The strategic plan, student learning outcome assessment and regular external academic program reviews all influence unit annual reports. AABAT members, deans and other administrators can review annual reports posted in a secure FirstClass folder. (Standards 2.1, 2.2, 2.4, 2.6)



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The Graduation and Retention Rate Improvement Team (GRRIT)

(<http://www.umaine.edu/provost/committees/GRRIT/index.htm>) is also involved in short-term planning. Formed in 2006, GRRIT is a group of faculty members and leaders from academic affairs, student affairs and institutional studies. The provost leads this group, which works to plan and evaluate efforts to increase student success.

Extensive discussion of disaggregated data identified students with significantly lower retention and graduation rates and led GRRIT members to recommend Transitions, a new, structured first-year program for UMaine's most at-risk students. In addition, the group recommended separate treatment of redirected and true undecided students in UMaine's Explorations Program. Preliminary review of initial results suggests that both efforts are working well. More details on Explorations and Transitions:

Explorations provides first-year students who are undecided about their major an opportunity to investigate degree programs, campus resources and career options. Preliminary review of initial results suggests that the Explorations effort is working well.

Transitions is an experimental pilot program developed to offer an alternative means of gaining admission to the University of Maine for students who are academically underprepared. The program provides each student with the support necessary to succeed at the university, including tutoring; academic, career and personal counseling; study skills support; staff, faculty and peer support; and more (see Standard 6). An exhaustive analysis of program outcomes to date yielded the conclusion that the Transitions program should be discontinued in Academic Year 2010. Although the model has been successful in guiding students through its academic program, the retention rate has not been adequate to support continuation of the program.

GRRIT continues to address the relationship between admissions profiles and first -semester performance. Other programs developed in consultation with GRRIT were the First Year Residential Experience and the academically oriented living-learning communities. GRRIT continues to evaluate these programs and make recommendations for improvement as needed. (Standards 2.2, 2.3, 2.4, 2.6)

All UMaine units engage in annual planning processes related to budget planning. The vice president for administration and finance oversees these processes. (Standard 2.2)

Planning for the Future and Setting Priorities The University of Maine and UMS collaborate, to some extent, on planning for budgetary contingencies and the related planning. UMS' 2007 Agenda for Action includes financial sustainability as one of five primary focus areas. This plan calls for a multiyear planning process that includes "prudent financial controls, cost containment, revenue enhancement, and optimal sizing of the institutions, functions, and activities." See <http://www.maine.edu/chancellor/AgendaforAction.php> (Standard 2.2)

In order to address the university's fiscal stability, UMaine's president and senior leadership in 2006 began developing a growth plan that would provide fiscal stability and resources to better achieve UMaine's mission. For the next year, staff members and some faculty studied the university's economic development accomplishments and potential; tuition and aid policies; and demographic trends. The president presented a draft to the Board of Visitors in late 2007 and to the Board of Trustees and faculty in 2008. It calls for an increase of approximately 2,000 students and 75 faculty members over five years, with emphasis on research and state economic development needs. It also proposes increases



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in the percent of out-of-state and graduate students. Plans call for assessing further stakeholder input in the upcoming months, particularly in light of new and emerging budget realities. (Standards 2.1, 2.2)

Response to Financial Contingencies and Consistency of Resource Allocation with Planning Priorities UMaine’s fiscal challenges, which were noted in the 1999 self-study, have caused nearly annual budget cuts. In order to promote consistency of resource allocation with planning priorities, the provost and the vice president for administration and finance developed an academic affairs budget planning process in 2007. Approved by the president and involving AABAT, the process has been refined for current fiscal planning (http://www.umaine.edu/provost/committees/AABAT/budget_plan.htm). The plan limits hiring of most ongoing faculty and staff positions to once a year, because of the need for planning within in a time frame dictated by the legislative process. It states criteria governing priorities, provides for rolling priorities from year to year and allows for resource allocation adjustments due to multiyear enrollment trends and new programs that would benefit the state. Other divisions have similar processes. (Standard 2.2)

Demonstrable Record of Success in Implementing Planning The university has maintained momentum over the past ten 10 years, despite annual budget shortfalls related to Maine’s struggling economy. The self-study provides ample evidence of the results of continued planning efforts. For example, enrollment has increased consistently, reaching an all-time high in 2007 (<http://www.umaine.edu/ois>). Additionally, the institution has built new facilities to address growing needs and mounted a strategic effort to address deferred maintenance. The first annual report of the current strategic plan (<http://www.umaine.edu/strategicplan/implementation>) provides more detail on the results of planning.

UMaine initiated its Honors College in 2002, implementing the plan set forth in the “Provost’s Commission Report on an Honors College, Toward a Century of Honors at Maine.” That blueprint recommended the transition to a college from the university-wide Honors Program, founded in 1935. The number of UMaine students involved in Honors has grown from 225 in 1997 to more than 400 when it became a college to a stable population of nearly 700 today. (Standard 2.3)

Evaluation

All of the University of Maine’s vice presidential divisions and its athletics department engage in evaluation activities related directly to planning, resource allocation and mission achievement. These evaluation activities converge in the annual strategic plan progress reports and in the annual budget planning exercise. Further, they inform the periodic external reviews by specialized and regional accrediting bodies as well as by government granting agencies. (Standard 2.4)

Internal Systems for Academic Program Evaluation AABAT and GRRIT have significant evaluative components. Both rely on data provided by the Office of Institutional Studies. Staff members use other sources to check the data and data-based reports from OIS, and the colleges verify their accuracy. (Standard 2.4)

AABAT reviews department, college and research unit annual reports, which contribute to the annual report on strategic plan progress. This reporting system includes annual reports on student outcome assessment at the departmental and college level. OIS compiles and reviews these reports annually.



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The Provost's Committee on Student Learning Outcomes Assessment and Improvement (<http://www.umaine.edu/provost/committees/SLOA/index.htm>) oversees this review process and advises on improvement as needed. (Standard 2.4)

Periodic Review with External Perspectives Periodic academic and other program review includes external perspectives. All academic programs are reviewed (based on a new policy decision) at least every seven years per UMS requirements (<http://www.maine.edu/system/asa/adminprocman.php#Review>). The university guidelines for program review (http://www.umaine.edu/provost/program_criteria.html) were aligned with the AABAT annual report format. Academic program reviews, which include self-studies and external review teams, are used to promote periodic reflection and as necessary program improvement. They are also used to examine possible resource investments. For example, a recent review of the Theatre program was requested in order to assure that the program would remain viable with the investment. As a result of the review, a faculty search was authorized. (Standard 2.5)

A number of specialized accrediting bodies periodically review UMaine academic programs. (Appendix F.2).

The vice president for research uses external reviews for federal solicitations that permit only a limited number of applications per institution. An ad hoc committee composed of two deans, two research unit directors and the previous year's faculty Presidential Research and Public Service Award winner conducts internal reviews, using a standardized scoring sheet. External reviews of science and technology are utilized for NSF EPSCoR proposals. UMaine has contracted with AAAS for these reviews. (Standard 2.5)

The vice president for administration and finance regularly uses external consultants and auditors to evaluate various aspects of the division. (Standard 2.5)

Planning and Evaluation in Student Affairs In addition to periodic program reviews, the Division of Student Affairs collects data on student trends and interests using a Web survey instrument. The campus activities division maintains an annotated extracurricular transcript for students. The Counseling Center measures improvement within sessions. Additionally, the division uses institution-wide data to determine effectiveness and examine trends. The division routinely uses internal and external consultants to assure that measurement techniques and tools are effective. The divisional strategic plan ties measurement to strategy and to funding. (Standards 2.2, 2.4, 2.6)

The Vice President for Research (VPR) and the University Research Council The VPR Office (<http://www.umaine.edu/research/admin.htm>) oversees a number of units involved in promoting and evaluating the research enterprise. Included in the area are the units that evaluate and monitor compliance with federal regulations. These include Institutional Animal Care and Use Committee (<http://www.umaine.edu/research/IACUC.htm>), the Institutional Review Board for the Protection of Human Subjects (<http://www.umaine.edu/research/HumanSubjects.htm>), the Institutional Biosafety Committee (<http://www.umaine.edu/research/Biosafety.htm>), the Financial Disclosure Review Committee (<http://orspdocs.umesp.maine.edu/Policies/ConflictofInterestinResearch.htm>) and the Committee on Scientific Misconduct (<http://www.umaine.edu/research/committeescien.htm>).

The VPR office completes annual reports that show achievement in relation to the strategic plan. These reports have been folded into the AABAT annual report system and are now kept in a secure FirstClass folder. (Standards 2.3, 2.4, 2.6)



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In 1997, the state committed to regular R&D investment, specifically to provide the University of Maine with required matching funds for grants from federal agencies. The state legislated the Maine Economic Improvement Fund (MEIF) and identified seven sectors for investment: marine sciences and aquaculture; forestry and agriculture; precision manufacturing; composites and advanced materials; information technology; environmental technology; and biotechnology. The university incorporated this opportunity into its institutional planning. Capital expenditures, matching funds, start-up funds and salaries were carefully configured around university priorities and the seven designated sectors. UMaine strengths have emerged from these investments in such areas as marine sciences, composites, climate change, spatial and informational processes, forest bioproducts and advanced materials at the nano level.

This fund has grown to a base commitment of \$11 million and the return on investment, generally 5 to 1, is reported annually to the Legislature. That report includes details related to the amount of federal grants and contracts leveraged, positions leveraged, number of professional publications, facilities and equipment, increased student involvement in research and technology transfer and commercialization.

The University Research Council (URC) undertook further institutional planning for MEIF fund utilization when it developed a Strategic Implementation Plan for Enhancement of Research, Scholarship and Creative Activity, codifying the planning process for future investments. The URC also developed criteria for reviewing internal research proposals involving MEIF funds and it created, in coordination with the provost, an automated annual faculty activity reporting system. The URC has recommended innovative ways to increase the number of doctoral graduate students and it is now exploring ways to reduce the bureaucratic burden that accompanies research activities.

The VPR office has developed policies for “Internal Competitions for Limiting the Number of Proposals in Response to Solicitations from Federal Agencies” and, with the research unit directors, developed “Guidelines for Appointments of Joint Peer Review Committees that Involve Research Units.”

Office of the Vice President for Research expectations have been developed and periodic assessments of accomplishments are reported.

Planning and Evaluation in Athletics The University of Maine Department of Athletics has established both short- and long-term planning processes for internal and external areas of the department. Internally the department plans budgetary and facility needs along with a wide variety of student-athlete initiatives including academic success, life skills, health and NCAA compliance. Externally, the department has developed plans for development, multimedia, retail, licensing and ticket sales. Planning focuses on addressing current and future athletics department needs. (Standard 2.2)

The senior staff directs the athletics department’s ongoing evaluation processes. Every area of the department is evaluated on a biweekly basis as senior staff members meet with department heads and coaches to monitor progress and assess concerns. Issues that need immediate attention are discussed at biweekly senior staff meetings or in one-on-one meetings with the athletic director. (Standards 2.4, 2.6)

Similarly, UMS audits every area of athletics every four years. Further, the athletics department must file periodic reports with the NCAA http://web1.ncaa.org/app_data/apr2006/380_2006_apr.pdf; http://web1.ncaa.org/app_data/inst2007/380.pdf). (Standard 2.5)



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Planning and Evaluation in Development The Office of University Development has a comprehensive, integrated planning and evaluation process to guide it on a path of steady growth, essential to long-term viability and successful accomplishment of its mission to raise funds in support of the university's goals, initiatives and strategic vision.

Short-term planning is undertaken annually. The associate vice president for development coordinates the process, which engages the entire staff through a systematic process initiated each spring with the Memorandum of Departmental Planning distributed to all managers. The guidelines require each manager's annual report and action plan to establish goals specifically related to the mission and purpose of his/her area. The annual plans are intended to guide activity and also to serve as a basis for performance evaluation. They can be modified as required by circumstances. Managers are allowed to reallocate funds within approved budgets based upon changed circumstances

Annual plans are shared among departmental managers and a summary of these plans is presented to President's Development Council at its fall meeting. The vice president for development also shares these plans with the president and his executive staff.

Long-term strategic planning and the determination of long-term office goals were done in the context of Campaign Maine, a six-year, \$150 million fundraising initiative to support the university's strategic vision. A campaign plan, drafted with the input of a volunteer Campaign Planning Committee, identified the structure and strategies necessary to raise the funds and to broaden the university's base of support.

The campaign plan includes financial goals to fund identified institutional priorities, including:

- Growth in the faculty (\$50 million for professorships, endowed chairs and faculty support funds);
- Growth in undergraduate and graduate admissions (\$50 million for student financial aid and graduate fellowships);
- Improving teaching facilities (\$40 million for construction and renovations); and
- Enhancing financial flexibility and stability (\$10 million for annual giving and excellence funds).

The campaign plan also includes strategies to accomplish these goals involving:

Executive volunteers;

- Naming gift opportunities;
- Gift acceptance and counting policies;
- Campaign marketing and communications; and
- Case for support.

The Office of University Development evaluation is both quantitative and qualitative. The department as a whole is accountable for raising, with its fundraising partners, \$150 million over a six-year period. A timeline with monthly, quarterly and annual benchmarks has been articulated. A biweekly emailed-mail "newsletter" to campaign volunteers and institutional stakeholders reports progress toward the overall goal. Individuals are accountable for their fundraising activities. In particular, major gifts officers have annual goals of between 125 and 150 face-to-face visits with qualified, assigned prospects. They are responsible for monthly and annual gift-closing forecasts and for strategy sheets for their top 40



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prospects. Each is assigned a region and a particular college and each is responsible for establishing and maintaining communications and fundraising activities with the deans. Progress toward individual action plans is reviewed quarterly, and annual evaluations take into account success or lack thereof in each of the above areas. The department monitors success by measuring progress against specific campaign goals.

The office also receives regular qualitative evaluations from consultants it hires to review such things as departmental structure, communications plans, collection and use of data and reporting functionality. The objective is to build departmental capacity in order to prepare for the university's financial needs beyond the current campaign. Quarterly newsletters and a regularly updated Web site (<http://www.umaine.edu/development/newsletter.html>) communicate success stories and build momentum. The vice president delivers a campaign and development office success evaluation to the president and his executive staff, as well as to three volunteer oversight groups: the President's Development Council, the National Campaign Leadership Council and the Board of Visitors. (Standards 2.2, 2.4, 2.6)

Financial and Capital Planning

UMaine has approached the financial and capital-planning process through a series of strategies.

The Office of Vice President for Administration and Finance has improved data- and information-collection processes by implementing new data, general ledger, procurement and payroll and position management systems. In Auxiliary Services, new automation enables more detailed information collection regarding student transactions for on-campus dining, housing and retail activities. Additional automation in admissions, student records and financial aid, sponsored programs, and development will also strengthen the base data for planning. New processes allow for more details and consistent data, budget and transactional information. (Standard 2.2)

Deferred maintenance issues on campus have been better identified by building a new facilities work order system, implemented along with an accounting system for capital budgeting, identification and mapping of campus physical infrastructure and natural resources. These all support identified needs and segregate information into key priority areas for planning purposes. Emergency management and safety systems capture areas for remediation by department and location and action taken to improve safety, provide incident tracking and emergency information for emergency planning. (Standard 2.2)

The division has conducted specialized studies from which to identify priorities for action. These include: a historic preservation assessment and plan; a physical assets inventory and assessment review; a space utilization plan; a dining plan; and a comprehensive campus master plan. Additional work includes a housing study. (Standard 2.2)

In order to compare and benchmark progress, the division has developed ratios to measure progress as compared against other institutions. Many ratios have been developed in all areas. (Standard 2.4)

Finally, the development of a financial forecasting model and the campus master plan with the President's Climate Commitment plan enable multiyear financial planning and campus-wide planning at a very sophisticated level (Standards 2.1, 2.2, 2.3, 2.4, 2.6)



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Appraisal

At the last review, it was noted that UMaine was engaged only in limited institutionalized, long-range planning. There has been an increase in planning in all divisions, there is coordination across divisions and capital planning is better coordinated with academic planning.

The provost's office has assumed responsibility for strategic plan reporting, the annual report and review process of AABAT, GRRIT and periodic external program reviews. In addition, OIS, which reports to the provost, oversees the annual assessment of student learning outcomes along with several reports required by university divisions and outside agencies.

Program review is now explicitly tied to the strategic plan. Budget decisions are also tied to the strategic plan. The AABAT advisory process has added specificity to that connection.

In recent years, there has been a considerable move toward more data-informed decision making, especially in the Office of the Vice President for Administration and Finance and the Office of the Vice President for Academic Affairs and Provost.

Progress in the assessment of student learning outcomes has been slower. This area is covered more fully in Standard 4. However, three factors lead to optimism. First, this requirement was included in the annual AABAT report requirement for departments and colleges. Second, OIS has been given responsibilities for overseeing the process. Third, the Provost's Committee on Student Learning Outcomes Assessment and Improvement is under way. This committee is chaired by the OIS director and has membership from the provost's office, from the colleges and from the Faculty Senate.

Projections

It is expected that the University of Maine will continue to tighten its annual planning and evaluation processes and improve the consistency of communication. There is a need for improvement in linking the various annual reporting processes to the annual strategic plan report. This improvement should occur as the university proceeds with its annual strategic planning report process.

UMaine continues to improve its planning and evaluation activities. As a result of preparing this document, the need to link planning and evaluation across divisions was highlighted. The Office of Institutional Studies (OIS) is developing a clearinghouse for division planning and evaluation reports on a secure Web site or FirstClass folder. In addition, the director of OIS is tasked with convening and chairing an institution-wide planning and evaluation committee that will include representatives from each of the vice presidential divisions as well as athletics. The director and committee will meet annually to review the institutional planning and evaluation efforts and prepare a summary briefing for the president and the president's executive staff on the adequacy and findings of these processes and reports.

Several committees have been formed to bring additional transparency and voice to important decisions, including the Academic Affairs Budget Advisory Team (AABAT) and an advisory committee with substantial faculty membership to review all tenure and reappointment documents. The Faculty Senate's finance committee also reviews university financial issues. All program elimination, creation and reorganization proposals go to the senate's program creation and reorganization committee for faculty recommendation. President Robert Kennedy agreed to the specific duties of this newly created Faculty Senate committee in 2007. Other Faculty Senate committees involved in the planning and evaluation processes across campus can be found at <http://www.umaine.edu/facultysenate/committees.htm>.



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Our current effort and future hope is to clarify decision-making processes and bring additional voices to the table, thereby enhancing trust.

INSTITUTIONAL EFFECTIVENESS

UMaine engages in multiple planning and evaluation processes. A number of these are new within the last ten 10 years, and many (AABAT is a good example) involve periodic review of the evaluation process. Ultimately, the effectiveness of all processes is evaluated against the institution's achievements within the context of its budget constraints. These are tracked annually in the reports of the various processes listed in this section along with the annual strategic plan reports. (Standard 2.7)

Standard Three Organization and Governance

Description

The University of Maine is the largest of seven universities in the University of Maine System (UMS). The State of Maine chartered (<http://www.mainelegislature.org/legis/statutes/20-A/title20Ach411sec0.html>) UMS to govern and administer these seven universities through a Board of Trustees (<http://www.maine.edu/board/index.php?section=3>) (BOT) and a chancellor (<http://www.maine.edu/chancellor/index.php?section=4>). The BOT has adopted policies (http://www.maine.edu/system/policy_manual/policy_manual.php?section=3) and bylaws (http://www.maine.edu/system/policy_manual/policy_section103.php) that define its governance authority, responsibilities and procedures. Each university has a president who reports to the chancellor. The UMaine president's administration is organized to address the university's academic, research, administrative, finance and development functions. The UMaine Faculty Senate (<http://www.umaine.edu/facultysenate/>) represents the faculty in development of university-wide policies and elects a BOT faculty representative (http://www.maine.edu/board/student_faculty_reps.php?section=3). The Associated Faculties of the University of Maine (<http://www.afum.org/>) (AFUM) bargaining unit negotiates salaries for faculty members at all seven universities. Academic departments develop tenure and appointment criteria, which are then approved by the provost's office. The UMaine Student Government (<http://www2.umaine.edu/StudentGovernment/home.htm>) and Graduate Student Board elect representatives to the UMaine Faculty Senate and BOT.

Appraisal

BOT policies and bylaws outline authority and responsibility. One faculty representative and one student representative from each university are nonvoting participants on board committees. The chancellor has overall system governance and administration responsibility for statewide services operation involving the seven universities.

Through the years, the relationship between UMS and UMaine has been dynamic. The University of Maine was founded in 1865 as Maine's land-grant university. In 1968, the colleges and universities under the state's purview became a single system. Since then, the University of Maine has



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sought as much independence as possible, while the system has been seeking consistency among universities. More recently, BOT has recognized the distinct mission of each of the seven universities, while working to unite them in a common purpose — providing quality education at an affordable cost.

An example of the dynamic tension between UMaine and the UMS is illustrated by the development of an integrated information system, “PeopleSoft,” which includes a multi-university student record and enrollment software module, “MaineStreet,” (https://peportal.maine.edu/psp/PAPRD89/EMPLOYEE/EMPL/h/?tab=PAPP_GUEST) which does not have the flexibility to handle different criteria for different campuses. For example, the definition of qualifications for naming students to the dean’s list has been taken from UMaine. The UMaine faculty fears that System-wide, rigid adoption of this software will homogenize the seven universities to UMaine’s detriment. (Standard 3.10)

The Board of Trustees is the legally constituted body responsible for the quality and integrity of UMS universities. (Standard 3.1)

The BOT policy manual (http://www.maine.edu/system/policy_manual/policy_section301.php) explicitly recognizes these missions. Policies and initiatives are considered regularly at BOT meetings. Each UMS university, including UMaine, periodically reviews its success in fulfilling its mission through self-study accreditation documentation and strategic plan development. Each academic program at UMaine completes a review as prescribed by the UMS policy (<http://www.maine.edu/system/asa/adminprocman.php#Anchor7>). (Standard 3.3)

The BOT includes on its yearly agenda a review of UMS universities’ academic and fiscal affairs. (Standard 3.4)

The board operates on a regular schedule and through its committees. Faculty and student representatives participate in discussions, and university administrators provide information and propose changes. (Standard 3.5)

The board appoints the chancellor, who is responsible for UMS governance and administration. He or she seeks consultation and advice from the presidents on UMS matters. The chancellor also nominates presidents and reviews their performance.

The president is UMaine’s chief executive officer. At UMaine, authority and responsibilities of the president, provost and vice presidents are largely established through institutional memory, tradition and evolution. Job advertisements constitute starting points of these positional responsibilities, but it is well understood that change is inevitable, with many job descriptions including “other duties as assigned.” The organizational chart (Appendix F.3) is continually in flux, with some reporting lines changing each year. (Standard 3.6)

The president’s executive staff meets weekly to consider key administrative issues and to advise the president. The executive staff includes the vice president for academic affairs and provost, vice president for administration and finance, vice president for development, vice president for research, vice president for student affairs and dean of students, executive director of facilities, real estate and planning, senior adviser to the president and director of university relations. Monthly, the executive staff expands to include the director of equal opportunity, director of athletics, dean and associate provost for graduate studies, associate provost and dean for undergraduate education, and the assistant vice president for research, economic development and government relations. (Standard 3.7)



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The UMaine faculty establishes the curriculum and sets academic standards for academic units. They initiate the creation and elimination of courses and programs. The Faculty Senate represents faculty in making recommendations and decisions regarding program creation and elimination.

Although the president makes final decisions, academic hiring is usually based on the department-level faculty searches. Reappointment, promotion and tenure decisions are made with substantial faculty input based on student, peer and self- evaluations of teaching, research and service.

There is no faculty handbook or policy manual for UMaine. Individual policies do exist, but are not collected in a single location. Several proposals have been suggested to correct this deficiency but to date, none have been implemented and completed. (Standard 3.8)

Because there is no university policy manual, the division of authority and responsibility is continually debated and tested. Borders between the academic prerogatives of faculty and the managerial and operational duties of administrators are often unclear. These boundaries are contested particularly in times of financial distress. Several committees have been formed to bring additional transparency and voice to important decisions, including the Academic Affairs Budget Advisory Team (AABAT) and a provost's advisory committee with substantial faculty membership to review all tenure and reappointment documents. The Faculty Senate's finance committee also reviews university financial issues. All program elimination, creation and reorganization proposals go to the senate's program creation and reorganization committee for faculty recommendation. The Faculty Senate hopes to clarify decision-making processes and bring additional voices to the table, thereby enhancing trust.

UMaine's relationship with American University in Bulgaria (AUBG) was a matter of interest in the 1999 NEASC review. UMaine assisted in AUBG's creation, lending (with NEASC approval) its accreditation to that effort, with the understanding that AUBG would seek its own NEASC accreditation. It was accredited in 2001 and again in 2007.

UMaine continues the relationship with a seat on the AUBG Board. There also is an active academic exchange agreement between the institutions. (Standard 3.9)

At UMaine, requests for new courses proceed to college and university curriculum committees before final approval by upper administration. The Faculty Senate also reviews the addition, modification or elimination of programs.

As presidents and provosts have changed, so have the details of interaction between the executive administration and Faculty Senate leadership. At times, the Faculty Senate president has met regularly with the provost, the Provost's Council and the Provost's executive staff. The senate president and the Executive Committee of the Senate meet with the provost and with the president when schedules permit. The Academic Affairs Committee chair, or designee, is on the Undergraduate Program Curriculum Committee, adding the senate's voice to curriculum discussions. The Senate President serves on AABAT and on the Provost's Council. The associate provost and dean for undergraduate education serves on the senate's Academic Affairs Committee, the vice president for research is on the senate's Research and Scholarship Committee and the vice president for administration and finance is on the senate's University Environment, Finance and Institutional Planning Committee. The UMaine president has not appointed the leadership of the Faculty Senate or the Professional and Classified Employee Advisory Committees to his executive staff, as the last visiting team recommended, although he does meet with them occasionally.



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UMaine's Student Government president meets regularly with the upper administration, as well as with the Faculty Senate. The Graduate Student Government (GSG) president works with the vice president for research, the dean and associate provost for graduate studies, and the Graduate Board. A representative from Student Government and one from GSG serve on the Faculty Senate. There is a monthly meeting of the president, provost, vice president for finance and administration, and vice president for student affairs, with the presidents and vice presidents of the undergraduate and graduate student government organizations.

Since the last accreditation, the GSG president reports that the graduate school has identified student concerns and advocated for change. This was an area of concern expressed by the visiting team. These changes include the addition of graduate students to committees and the creation of new committees that allow for promotion of graduate student issues and opinions, while developing an open dialogue with Graduate Student Government. With respect to the university administration, graduate students feel that positive strides are being made. However, they also note that their academic departments and the Graduate School understand their concerns best. (Standard 3.11)

In March 2007, the BOT adopted a Statement on Shared Governance (<http://www.maine.edu/pdf/SharedGovernanceStatementMarch2007.pdf>) to promote a trusting atmosphere, and to enhance and encourage communication, participation and efficiency at the university level. According to the statement: "Each university is expected to have in place a policy that clearly outlines how collaborative discussion of critical academic issues occurs at the university." In fall 2007, the Faculty Senate, with provost support, invited an expert on shared governance to initiate the discussion; in 2008, he returned to follow up. A group of faculty and administrators is now collaborating to draft a UMaine statement on shared governance.

In another initiative, the president announced in early 2008 a Presidential Task Force on Institutional Governance, whose membership includes the president and senior staff, and representatives of college and unit governance, Faculty Senate and Student Government. It was to have a dean, two central administrators and four faculty members, chosen by the president from six senate nominees. The group was not convened. In its place, the small, shared governance group mentioned in the previous paragraph was formed. A governance consultant associated with Association of Governing Boards of Universities and Colleges served as a facilitator and resource. A document produced by this group is forthcoming delineating policies and practices regarding the ongoing assessment of its governance structures, which was a concern of the last NEASC visiting team. (Standard 3.12)

Projections

The primary way to improve UMaine governance is to agree on a functional shared structure. Development of a Statement on Shared Governance in response to the BOT directive will define the principles of shared government. The Statement on Shared Governance is in its final stage. In addition to establishing a shared governance document, its principles must be followed and its effectiveness carefully monitored.

From this, the Task Force on Shared Governance will need to inventory the existing decision-making policies, and review administration and Faculty Senate policies for completeness and consistency. The task force also will need to identify what is needed to bring the set of existing policies up to contemporary shared governance standards.



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A final step will be to designate a set of policies that define who can initiate a governance action (e.g. a new program), who can comment on the proposed action, who must provide a recommendation and who has authority to approve or reject the proposed action. (Standard 3A)

Some organizational and procedural factors that likely limit Faculty Senate effectiveness: 1) Its members are primarily on nine-month contracts so, while university business continues all year, the Faculty Senate does not. 2) The senate president serves for a year, senators serve for three years, inhibiting institutional memory and long-term action. As a result, the senate tends to be reactive rather than proactive. This year, the senate has taken steps to mitigate this problem. 3) There are no institutional rewards for serving on the Faculty Senate. Consequently, it is not unusual for faculty members, particularly senior faculty who have much to contribute, to refuse to serve; leaving the senate without the respect it might otherwise command. (Standard 3B)

The Division of Lifelong Learning (DLL) (<http://dll.umaine.edu/>) offers the majority of summer, and evening, and distance education courses. Most courses funded by DLL emanate from college departments and are taught by their approved faculty or adjuncts. However, some academic programs are housed within DLL (e.g., Bachelor of University Studies, Maine Studies Certificate, Peace Studies). Some faculty are concerned that these programs are not housed in one of the five degree-granting colleges and therefore lack proper academic oversight. However, all programs sponsored by the DLL do have faculty oversight. For example, the Bachelor of University Studies program has an advisory committee with faculty members from all of the colleges (appointed by the president). The DLL follows institutional procedures for course approvals including those offered as distance-delivered courses. The DLL also has its own Curriculum Committee with tenured faculty represented. However, no faculty members are permanently associated with the Bachelor of University Studies as there are with all other degrees. More detail about this program follows later in this document.

Since the DLL is not categorized as a college, and since DLL operations are somewhat different from those of the academic colleges, faculty have expressed concern related to the DLL's identity as an academic unit. Faculty Senate is concerned that some faculty are not clearly identified with one of the five academic colleges, raising issues about the need to protect the faculty member. Clearer and more regular communications between the DLL and Faculty Senate would doubtless rectify misconceptions and allay these concerns. (Standard 3D)

INSTITUTIONAL EFFECTIVENESS

The University of Maine recognizes the need for policies and procedures that allow it to complete its mission. UMaine's strategic plan for 2006-2011 includes Strategic Goal 2: "The University of Maine's policies and organizational culture will sustain an engaged and supportive learning community characterized by transparency, efficiency and accountability."

The lack of an adequate set of policies and procedures hinders mission achievement and allows initiatives and changes that can bypass certain faculty groups and administrative units. In past years, the faculty has often expressed its frustration about not knowing of a program change or creation until after it was completed.

Several recent initiatives have improved the definition of procedures and policies, including the development of a Faculty Senate process for reviewing program creation and elimination and reorganization proposals. Additionally, the faculty and administration are developing a statement on shared governance, which should be available in early 2009.



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Standard Four The Academic Program

Description

As the state's land-grant university and the flagship institution in the University of Maine System, UMaine has a specific and vital role in Maine public education. It is responsible for offering a wide array of undergraduate programs in a comprehensive university setting, along with graduate education and research programs that capitalize on UMaine's core strengths, serve specific needs and are, generally speaking, found nowhere else in Maine. UMaine awards virtually all of the state's doctoral degrees. It is the state's largest educational institution of any kind.

Appraisal

Undergraduate Degree Programs

General Education Components Common to Degree Programs Prior to 1997, the University of Maine had no institution--wide general education requirements. By the time of the last NEASC self-study report, UMaine graduated its first cohort of students who had the current general education component incorporated into their degree programs. The philosophical underpinnings of the general education curriculum are firmly rooted in the traditional concept of a liberal education. Its goal is to achieve a balance among the sciences, arts and humanities, and social sciences in each degree program. However, it strives to achieve that goal in nine areas that address the special concerns of our time — e.g. the requirement for a course addressing population and the environment, and a capstone experience.

Students must select approved courses (typically three credits or three contact hours/week) from each of the nine areas, and complete a capstone experience in their major. A detailed description of the categories is on the Web (www.catalog.umaine.edu/content.php?catoid=47&navoid=524).

Mathematics (or quantitative reasoning, which may include computer science) Science (including at least one course with a laboratory) Writing Competency (one basic course — ENG101 College Composition — and two courses designated writing intensive, one of which is in the student's major) Ethics Artistic and Creative Expression Population and the Environment Social Contexts and Institutions Cultural Diversity and International Perspectives Western Cultural Tradition Capstone

The strategy in implementing this general education component has been to draw on existing courses, although often with curricular modifications to meet general education guidelines, rather than to create a curriculum in general education *de novo*. However, several new courses have been developed specifically for general education, particularly for the Population and the Environment, and Creative Expression categories. Most of the capstone experiences are newly developed, and many have been modified to also make them writing intensive. The capstone experience is meant to ensure that students



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draw on the experience and knowledge they gained through previous years of study. Capstone requirements are fulfilled in a variety of ways: formal courses, independent study, student teaching and, in the Clinical Laboratory Sciences degree, the clinical practicum.

When the Faculty Senate adopted the general education component, some faculty members expressed concern that the guidelines sacrificed depth for breadth, and would leave students in professional programs virtually no choice in course selection because of the challenges related to meeting accreditation-imposed requirements. Both of these concerns were addressed when the program was implemented by allowing the Undergraduate Program Curriculum Committee to approve course syllabi in more than one general education category. For example, a three-credit-hour course in art history might be approved for the Western Culture Tradition, as well as the Artistic and Creative Expression categories, and might also satisfy one of the Writing Intensive requirements. In this way, a student may use this one course to satisfy three general education categories. However, the student may not count the credits earned in the course more than once toward the total number of credits required for the program (three credit hours). This arrangement allows students greater flexibility in the selection of their courses in programs that are already heavily burdened by requirements, and it permits students them to pursue an area in greater depth within a particular general education category by counterbalancing several courses that meet the same general education requirement with one that satisfies several.

The total number of credit hours a student devotes to his or her general education component can vary depending on the specific course choices and whether writing-intensive courses also fulfill other general education requirements. Careful analysis of the general education program shows that the minimum number of credits needed to meet all category requirements is 37 instead of 40, but this theoretical minimum could only be achieved through the most meticulous planning, coupled with considerable luck in scheduling. Typically, students devote 40 to 45 credit hours to their general education curriculum. This equals more than a third of the minimum 120-credit-hour requirement for obtaining an undergraduate degree. (Standards 4.14-4.18)

Number and Areas of Degree Programs All UMaine baccalaureate programs share a common structural framework, consisting of introductory and advanced courses in the major discipline, a core of general education requirements (described above), as well as unrestricted elective courses in and out of the major. The curriculum for each academic major provides students with a series of courses of increasing depth and sophistication in the selected area of study. In the course numbers, the 100-level are introductory; 200-, 300- and 400-level are more sophisticated and specialized. The 500-level are graduate courses, but may be taken by advanced undergraduate students with instructor permission. Course prerequisites also control entry into many of the advanced undergraduate courses.

Students can choose from more than 75 majors. The largest number of options for majors is offered by the College of Liberal Arts and Sciences. (A complete listing of these majors and related fact sheets are on the Web: (<http://www.umaine.edu/about/academicprograms/libarts.htm>)). Similarly, a listing of majors and links to fact sheets about each major can be found for the College of Business, Public Policy, and Health (<http://www.umaine.edu/about/academicprograms/buspubhealth.htm>); College of Education and Human Development (<http://www.umaine.edu/about/academicprograms/edudevelop.htm>); College of Engineering (<http://www.umaine.edu/about/academicprograms/engineering.htm>); and College of Natural Sciences, Forestry, and Agriculture (<http://www.umaine.edu/about/academicprograms/natsci.htm>).



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Students living in Maine's midcoast region can take a wide variety of courses at UMaine's Hutchinson Center in Belfast (<http://www.hutchinsoncenter.umaine.edu>).

Many courses are taught live at the Hutchinson Center, and students have access to numerous other courses delivered through the University of Maine System Information Technology Services. Currently, Hutchinson Center students can earn UMaine bachelor's degrees in several disciplines, including Business Administration, Psychology, Social Work and University Studies. Students majoring in other disciplines can make significant progress toward their bachelor's degree at the Hutchinson Center by taking electives or courses in their major or to fulfill general education requirements. They then complete their degree, often with advanced courses within their major area, in Orono. One may also earn a Certificate in Tourism at the Hutchinson Center. In addition, the Hutchinson Center offers graduate-degree programs in which students can earn an MSW, Master of Science in Information Systems or M.Ed. in Special Education. (Standard 4.19)

Types of Degree Programs Most UMaine undergraduate students pursue either a Bachelor of Arts or a Bachelor of Science degree. In some areas (e.g., Biology, Botany, Chemistry, Computer Science, Earth Sciences, Physics, Zoology), students can choose to pursue either a B.A. or a B.S. In addition, the Bachelor of Music degree is offered in Music Education and in Performance, and the Department of Art offers either a Bachelor of Arts or a Bachelor of Fine Arts in Studio Art. Except for the Bachelor of University Studies (BUS), all UMaine degree programs are based on a specific major area of study. The BUS, offered only through the Continuing Education Division, is designed particularly for highly motivated, part-time students (<http://dll.umaine.edu/bus/>). In consultation with a BUS adviser, students design a program based on specific educational goals, but not necessarily within any one department, division, school or college. This degree is designed to be flexible and adaptable to the needs of each part-time student. Like all bachelor degrees at UMaine, BUS majors must satisfy the university's general education requirements as a condition for graduation. UMaine also offers a variety of certificates through its Continuing Education Division (e.g. certificates in Classical Studies, Equine Studies, Ornamental Plant Materials, Maine Studies, Peace and Reconciliation Studies, School-Based Adventure Education and Tourism. A listing is at http://catalog.umaine.edu/preview_program.php?catoid=49&poid=4286&bc=1. (Standard 4.19)

Minors and Concentrations In addition to majoring in a particular discipline, students may elect to minor in a specific area of study. Currently, students have the option of selecting from more than 80 minor areas. A full listing is on the Web (<http://factsheets.umaine.edu/UWP/8-Minors.pdf>). A minor typically requires a minimum of 18 credits in an area, although some require more (e.g., Music, 20 credits). For some minors, there are specific required courses in the discipline; for others, completion of any 18 credits in an academic area satisfies the requirement, although in almost all cases, students must take an introductory-level course (e.g., Psychology 100) as a prerequisite for any upper-level courses in the discipline. In some majors, students have the option — or a requirement — to concentrate in a particular sub-discipline as a way to achieve both breadth and depth of knowledge in their chosen discipline of study. (See Appendix 4.A for a listing of areas of concentration.)

Elements Specific to the Various Major Programs Each major has its unique requirements and demands. The specific requirements for each major are communicated in the course catalog (<http://catalog.umaine.edu>) and on the fact sheets (p. 21) offered by the colleges.

Some UMaine majors require more than 120 credit hours to earn a degree. For example, the minimum number of credits required to earn a degree in any College of Engineering major ranges from 126



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(Construction Management and Technology) to 132 (Pulp and Paper Technology). Other majors that require the completion of more than 120 credits include Nursing (123); Parks, Recreation and Tourism (124); Wildlife Ecology (125); Art Education (125); Forestry (128); Animal and Veterinary Sciences (130); Forest Operations Science (130); and Music Education (135).

Within many majors, students are required to take specific types of courses outside their discipline to satisfy requirements. For example, Business Administration and Elementary Education majors are required to take at least half their credits in the liberal arts and sciences. Additional 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 the College of Liberal Arts and Sciences. In the College of Liberal Arts and Sciences, some majors require that students master a certain level of proficiency in a foreign language.

In numerous UMaine majors, undergraduate students have the option to become involved in research. In 2008, UMaine established the Center for Undergraduate Research (CUGR) whose primary mission is to facilitate and enhance research and research opportunities for undergraduates across the university. The ultimate goal is to involve students in research in fields not traditionally associated with extensive undergraduate research. The range of current opportunities is extensive and includes fields such as engineering, wood science and technology (with opportunities to work at the world-class Advanced Engineered Wood Composites Center, Advanced Structures & Composites Center), Earth Science (with opportunities to work with faculty at the renowned Climate Change Institute), aquaculture, marine sciences, biology, chemistry, physics, psychology, neuroscience, communication sciences, anthropology, nutrition and education. Students collaborate with faculty members and often develop their own research projects, which may fulfill their senior capstone experience. Notably, about 14 percent of all undergraduate course credit hours earned derive from students' involvement in independent study. These research opportunities provide unique educational value and are excellent preparation for graduate study.

Another way in which students' educational experiences are enhanced in many majors is through various types of internship opportunities (see Appendix F.4.b for examples). Approximately two 2 percent of all undergraduate course credit hours are from students' participation in field experience courses, with great variations among certain programs of study.

Academically motivated students in any major may choose to enhance their educational experience in the Honors College (<http://www.umehon.maine.edu>). The Honors College curriculum emphasizes learning that both broadens and deepens students' perspectives by providing the opportunity to explore areas of thought not closely related to their primary disciplines of study. Students participate in small group preceptorials during their first and second years in the program, and in tutorials during their third year. Their fourth year is primarily devoted to completing an honors thesis in their major area of study, culminating in the defense, as well as discussion of a reading list, before a five-member thesis committee. Throughout their years in the Honors College, students are challenged in a supportive, intellectual environment, and are strongly encouraged to engage their peers and faculty members in thoughtful, provocative discussion.

Regardless of their major, UMaine students may elect to supplement their educational experience by spending a semester or an academic year at another university. Students at UMaine have options to earn academic credit by studying overseas or at another university in the United States. Both of these opportunities are coordinated at UMaine by the Office of International Programs. UMaine has 18 bilateral



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exchange agreements with partner institutions around the world. There also are memberships with study abroad consortia making academic programs available worldwide. Students may study in another language or in English. International Programs hosts a Study Abroad Fair each fall and offers a resource room of informational materials. The Study Abroad adviser gives presentations in classrooms classes and during UMaine open houses to communicate the many exchange opportunities. Students meet with their academic advisers in addition to the Study Abroad adviser to select courses and ensure transfer credit evaluation. The Office of International Programs runs a pre-departure orientation seminar for all students going abroad, and endorses policies to ensure their health and safety (<http://www.umaine.edu/international>).

There are many unique aspects of majors offered at UMaine. A few have been chosen as examples. UMaine is the most forested state in the country; Maine provides an ideal living laboratory for studies in Forestry, Forest Ecosystem Science and Conservation, and Forest Operations Science. Courses and work opportunities take students into the Maine woods as an integral part of their education. Notably, UMaine has the longest continuously accredited professional forestry program in the U.S. The Animal and Veterinary Sciences bachelor's degree has a pre-veterinary option. This program also provides an opportunity for students to be certified to teach high school biology and agriculture. The department highlights its "hands-on" courses that allow students to work with animals in a laboratory setting. Affiliations with the small animal facility and the J.F. Witter Agricultural Research Center make these unique opportunities possible.

For Chemical Engineering majors, classes stress group and individual assignments, with many opportunities to hone skills in presentation, analysis, and application of mathematics and computers. Students are encouraged to collaborate, especially as juniors and seniors, to address challenging problems. The department has excellent computing facilities, where students become skilled at using the latest professional software. Undergraduate student laboratories are among the most modern in the country. A learning center with multimedia presentation capabilities provides students with opportunities to develop state-of-the-art communication skills.

In the Department of Modern Languages, students majoring in French, German, Latin, Modern Languages, Romance Languages and Spanish are strongly encouraged to participate in a semester (or full year) abroad. Students can study in French, Spanish, or German via direct exchange agreements between the University of Maine and partner institutions in France, Spain, Chile, and Austria. The university partners with study abroad organizations, enabling students to study around the globe in accredited programs.

The College of Liberal Arts and Sciences (CLAS) offers an Interdisciplinary Bachelor of Arts degree. This program provides an opportunity for highly motivated students who have specific academic goals that can be achieved most effectively by combining disciplines. These students design their own curriculum with the guidance of a three-member faculty committee from the disciplines representing the students' areas of interest. At least two-thirds of the credits and at least two of the committee members are from CLAS. The student's committee-approved proposal also must be accepted by the CLAS Interdisciplinary Committee. The student may declare Interdisciplinary Studies as a major only after the proposal has been approved at the college level. One of UMaine's newer majors is New Media, which offers an interdisciplinary course of study in the systems, technologies, history, theory and design of information. Majors concentrate their studies in a minimum of two of the following five sequences: (1) Digital Reporting and Documentary Production, (2) Informational and Interaction Design, (3) Digital Narrative and Hypertext, (4) Time Art and Design and (5) Distributed Creativity.



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This major emphasizes hands-on experiential learning. Portfolio development is a high priority. Creation of a professional portfolio is likewise a key requirement for the Elementary Education and Secondary Education majors. Students develop an e-portfolio that documents their learning and professional growth, and serves as a valuable self-marketing tool as they work to secure a teaching position following graduation.

UMaine has several accelerated programs that allow highly motivated students to obtain a baccalaureate degree in conjunction with their first year of professional school study, thereby shortening up the total process of obtaining 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; and 3+4 Agreement with Logan College of Chiropractic Medicine. (Detailed information about these programs is at: <http://www.umaine.edu/healthcareers/special.htm>.) Further, Bowdoin College and the University of Maine have announced an innovative new engineering education partnership involving a five-year program of study, with the first three years at Bowdoin. A similar articulation agreement is being formulated with Colby College.

Graduate Degree Programs

Mission, Scope, and Governance of Graduate Education at the University of Maine

The University of Maine Graduate School's mission is to articulate "a vision of excellence" for the University of Maine graduate community. The school is charged with serving as an advocate for graduate education in the campus community and beyond, ensuring quality and equity across all graduate disciplines; supporting the academic and nonacademic interests of graduate students; promoting the synergy between graduate education and research, teaching and outreach; and ensuring that all graduate students are prepared for future professional pursuits.

Graduate education at the University of Maine is divided between professional programs (generally at the master's level) and academic/research programs (generally at the doctoral level) (<http://www2.umaine.edu/graduate/article.php?id=137>). UMaine offers 65 master's degrees and 26 doctoral degrees, including one humanities doctorate (History), one social science doctorate (Psychology), doctorates in education, and a variety of doctorates in science and engineering. UMaine also offers six graduate certificates and 12 Certificates of Advanced Study (post--master's certificates). Governance of graduate studies is through the leadership of the Graduate School (<http://www2.umaine.edu/graduate/office/>) and the Graduate Board (http://gradcatalog.umaine.edu/content.php?catoid=21&page=faculty_grad_board.html).

The essential functions of the UMaine Graduate School include: ensuring the quality of graduate education, setting and implementing graduate policy, establishing and maintaining graduate student records, providing and/or coordinating graduate student services, and overseeing the graduate admissions process, including data entry and application tracking. The dean and associate provost for graduate studies heads up the Graduate School. The associate dean of the Graduate School is responsible for the day-to-day management of operations in the Graduate School related to admissions, records, and graduate student services and support. The coordinator of graduate services assists the associate dean in managing the Graduate School office. The main function of the coordinator is to oversee the benefits that graduate students receive through assistantships and fellowship appointments, including tuition and health insurance. In addition, the coordinator is responsible for collecting data for national surveys and helping administer the Master of Arts in Liberal Studies and Interdisciplinary Doctor of Philosophy programs.



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Graduate policy is detailed in the Constitution of the Graduate School (<http://www2.umaine.edu/graduate/content/File/constitution.pdf>) and in the Graduate School Policies and Regulations (<http://www2.umaine.edu/graduate/content/File/Policies.pdf>). New policies and amendments to the Constitution and to the Policies and Regulations are considered and approved by the Graduate Board, composed of faculty representatives from each of the graduate units at UMaine (http://gradcatalog.umaine.edu/content.php?catoid=21&page=faculty_grad_board.html) and the president of Graduate Student Government (<http://www2.umaine.edu/gsg/>). The dean and associate provost for graduate studies, who is advised by the board's executive committee, leads the Graduate Board. The executive committee consists of the dean and associate provost, the associate dean, and one Graduate Board representative from each of the five academic colleges (http://gradcatalog.umaine.edu/content.php?catoid=21&page=faculty_exec_committee.html). (Standards 4.20-4.28)

The Graduate Faculty Current full and associate graduate faculty members affiliated with each graduate program are listed under their programs in the Graduate Catalog (<http://gradcatalog.umaine.edu/>). To ensure that the graduate faculty are qualified to teach graduate courses and direct the research of graduate students, they must submit a curriculum vitae (CV) and record of qualifications (ROQ) form signed by their unit's graduate coordinator, unit head, and the dean and associate provost for graduate studies.

Since November 2005, there are five categories of graduate faculty:

Full graduate faculty: UMaine faculty members authorized to teach graduate courses, sit on graduate committees and chair graduate committees.

Associate graduate faculty: UMaine faculty members who do not meet the criteria for full graduate faculty, authorized to teach graduate courses, sit on graduate committees and co-chair graduate committees with a full graduate faculty member.

External graduate faculty: Scholars, who are not part of the University of Maine, authorized to teach graduate courses, sit on graduate committees and co-chair graduate committees with full graduate faculty members.

Graduate instructors: Individuals authorized to teach specific graduate courses.

Ex-officio graduate faculty: UMaine administrators authorized to sit on graduate committees.

Since November 2005, each graduate unit has established discipline-appropriate criteria for appointment and reappointment to the different categories of graduate faculty. The dean and associate provost for graduate studies approves these criteria. Newly hired faculty members are appointed as full graduate faculty on the submission of a CV and ROQ, based on the assumption that selection for hiring indicates sufficient promise of scholarly productivity. Initial appointments run for five years or until the completion of the tenure process, whichever is longer. Following the initial appointment, each graduate faculty member must be reappointed every five years based on his or her unit's criteria. (Standard 4.22)

Graduate Admissions Graduate admission at the University of Maine is competitive and generally granted to students who have performed very well in their previous studies. The overall acceptance rate is 56 percent for master's programs; 29 percent for doctoral programs. Although admission to graduate programs is formally granted by the Graduate School, those decisions are decentralized; each graduate unit has a graduate coordinator who oversees the unit's admissions process. Graduate coordinators also are responsible for their unit's programs, curricula, faculty and students.



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University of Maine Graduate School applicants must hold a bachelor's degree from an accredited institution or equivalent. The application package requires biodemographic data, an essay, academic transcripts, GRE or other entrance examination scores, and three letters of recommendation. Each unit determines the appropriate standards for admission and may ask for additional information. International students must meet a minimum standard of English proficiency as measured by the TOEFL test, with a higher standard for those who will be appointed as teaching assistants (<http://gradcatalog.umaine.edu/content.php?catoid=21&navoid=138>).

Graduate Students There are several ways to characterize the UMaine graduate student population: a) doctoral (19.6 percent), master's (53.2 percent), CAS (3.0 percent) and nondegree (24.2 percent),

b) among the degree-seeking students, full -time (61.2 percent) and part -time (38.8 percent), and

c) among the degree-seeking students, in -state (74.3 percent) and out of state (25.7 percent).

All graduate students receive central services from the Graduate School (admission, class registration, thesis review, problem mediation and resolution). Graduate students also can access other services from the Division of Student Affairs (<http://www.umaine.edu/studentaffairs/>), which has recently assigned a liaison officer to handle graduate student issues. Degree-seeking students interact most frequently with their adviser, committee, graduate coordinator and home unit. Graduate student governance operates through the Graduate Student Government, composed of elected senators from each graduate unit and led by officers elected annually from among the senators. GSG is funded through fees assessed to graduate students. The funds support a competitive grant program, the University of Maine's Research and Creative Achievement Week and, the graduate hooding ceremony, and other activities geared to enhance social aspects of graduate life.

Full-time graduate students are eligible for full support (stipend, tuition and half health insurance premium) as base-funded teaching assistants (224), Maine Agriculture and Forestry Experimental Station (MAFES) assistants (53), base-funded competitive graduate fellows (10), doctoral fellows in the Maine Economic Improvement Fund (MEIF) areas (5), University of Maine Doctoral Research Fellows (5-6), and base-funded Provost's Fellows for entering students (4-7). There also are 25—40 federal work-study assistantships, 18 Trustee Tuition fellowships, and 20 International Tuition Fellowships. Annually, approximately 330 graduate students are supported by external grants.

The Graduate School plays a central role in the recruitment of a diverse graduate student body. UMaine has 200 international graduate students representing up to 60 foreign countries. However, Maine's geographic location and demographic makeup (96 percent Caucasian) present challenges with regard to recruiting U.S. minority students. The Graduate School is part of a 10-institution alliance (Northeast Alliance for Graduate Education and the Professoriate; <http://www2.umaine.edu/graduate/article.php?id=98>) to enhance recruitment of underrepresented doctoral students in Science, Technology, Engineering and Mathematics (STEM) disciplines. The Graduate School also is a consortium member in the Institute for the Recruitment of Teachers (<http://www.andover.edu/irt/home.htm>) and in the Council of Graduate School's efforts to recruit Mc-Nair Research Scholars. Awards of financial assistance made through the Graduate School (Provost Fellowships, Trustee Tuition Scholarships and particularly Thurgood Marshall Tuition Scholarships) include student diversity as a selection criterion. (Standard 4.23)



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Graduate Programs and Courses UMaine reviews graduate programs individually as part of unit reviews, formerly on a 10-year cycle, but in the future on a seven-year cycle. In addition, the Graduate School contracted with Peterson's Academic Services in 2002 to review all UMaine doctoral programs. Graduate programs are described in fact sheets on the Graduate School Web site (<http://www2.umaine.edu/graduate/article.php?id=137>); in the graduate catalog, and on individual program Web sites.

Graduate courses are detailed in the graduate catalog. Average class size for graduate classes is smaller than for undergraduate classes, and greater rigor is expected. Graduate students must maintain a grade point average (GPA) of 3.0 or better to remain in good academic standing.

Graduate students in professional programs generally participate in internships or other practice-based learning (e.g., Master of Social Work internships <http://www.umaine.edu/socialwork/tables/grad-curriculum.htm#field>) and must pass national accreditation exams.

Graduate students in academic (thesis or dissertation) programs are required to produce original research, and are strongly encouraged to present and publish their work. Many research-based programs hold annual symposia at which faculty and students are required to present their current research (e.g., the Climate Change Institute's annual Borns Symposium: <http://www.climatechange.umaine.edu/grad/events.html>). Annually the Graduate Student Government holds a juried Graduate Research Exposition as part of the university's Research and Creative Achievement Week (<http://www2.umaine.edu/gsg/expo.php>), with prizes awarded to best projects in multiple categories. Graduate students in thesis master's programs must pass a defense and, in some units, additional exams. Doctoral students must pass the comprehensive exam in order to become doctoral candidates, and must subsequently pass an oral defense on completion of the dissertation.

New degree proposals pass through a rigorous review process beginning at the unit level and advancing through the college dean, the graduate dean and Graduate Board, the provost, the president, the Board of Visitors and the University of Maine System (chief academic officers for the first stage; Intent to Plan and Board of Trustees for the final stage plan). In 2008, the Faculty Senate established the Program Creation and Reorganization Review Committee (PCRRC), which has the responsibility to receive and review proposals for the creation and reorganization of academic programs. In addition to demonstrating graduate-level rigor, degree proposals must successfully address need and resources, such as personnel, facilities and finances. Proposals currently at various stages of review include adding a Ph.D. in Education, a Ph.D. in Curriculum and Instruction, a Ph.D. in Anthropology and Environmental Policy, a Professional Science Master's and, an M.A. in Global Policy. The Board of Trustees recently approved an MFA in New Media. New graduate course proposals are reviewed by the Graduate Curriculum Committee, and discussed and approved by the Graduate Board and the dean and associate provost for graduate studies. Criteria include a written syllabus, demonstration of adequate faculty and library resources to offer the course, and a description of course need (<http://www2.umaine.edu/graduate/content/File/PROPOSAL.doc>). (Standards 4.20, 4.21, 4.24-4.28)

Integrity in the Award of Academic Credit

The University of Maine adheres to the highest ethical standards in the development and oversight of its degree programs. It offers baccalaureate, master's and doctoral degree programs following customs and nomenclature common to American institutions of higher education.

Overall responsibility for academic planning resides with the vice president for academic affairs and



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provost, although the planning and review process are centered with the faculty. Departments identify areas of new focus, as well as curricular areas that need strengthening or modification. Deans play a substantial and early role in the planning of new or modified departments or degree programs, while departments are responsible for modifying and developing new courses. The deans' authority to develop budgets, allocate positions, approve position descriptions and recommend appointments allows them to set overall direction and priorities in their colleges.

The provost exercises authority over the colleges. Initiative development by individual units is encouraged, while the approval and final decision-making authority resides at the levels of dean and provost, respectively.

Curricular information Academic departments specify degree requirements in the university catalog (<http://catalog.umaine.edu/>). Department and unit Web sites specify information about requirements for majors and minors. The schedule of classes (https://portal.umaine.edu/psp/PAPRD89/EMPLOYEE/CSPRD/c/ESTABLISH_COURSES.CLASS_SEARCH.GBL?FolderPath=PORTAL_ROOT_OBJECT.UM_CLASS_SEARCH&IsFolder=false&IgnoreParamTempl=FolderPath) is searchable by department, as well as by specific general education requirements. Although many degrees have some fixed course sequences, the latitude in offerings to meet the general education requirements provides flexibility for student course scheduling. A minimum of 30 credits originating from the University of Maine campus is required for any bachelor's degree. This regulation can be fulfilled in one of two ways: 1) by taking 30 credits in the senior year or 2) by taking 30 credits at the 300 to 400 level during any year of study. Limited exemptions from this rule are possible and are described online (http://catalog.umaine.edu/content.php?catoid=47&page=ap_award_degrees.html) (Standards 4.30, 4.31, 4.42)

Academic Policies The undergraduate catalog contains academic policies (<http://catalog.umaine.edu/content.php?catoid=47&navoid=514>) covering enrollment status, grading system and examinations, academic standing and process for appealing academic suspension, transfer of academic credit, procedures for assessment of prior learning, and policies and practices in handling student records.

UMaine is committed to accepting as much transfer credit as possible and endorses the University of Maine System Transfer Policies specified in the undergraduate catalog (http://catalog.umaine.edu/content.php?catoid=47&page=ap_transfer_credit.html).

UMaine normally accepts all credit earned with grades of C- or above at any University of Maine System institution. A few exceptions do exist, usually because a particular course is not applicable to any UMaine program of study. Grades and grade point averages do not transfer. Semester and cumulative grade point averages reflect only those courses taken at the home institution. Credit earned with lower than C grades may need to be repeated (as with English 101) or counted as elective courses since many majors require a C or better in core curriculum courses.

The Maine Community College System and UMS have created a far-reaching transfer agreement: Advantage U. This program provides a seamless pathway to baccalaureate-degree programs between Maine's community colleges and the University of Maine System. A student earning an Associate of Arts in Liberal Studies at any of the community colleges is guaranteed admission to a University of Maine System university. Admission to the University of Maine via Advantage U requires a GPA of 2.5. (Detailed information is available online http://advantageu.me.edu/how_au_works.html.) Evaluation of transfer credit occurs in the Office of Student Records, with frequent consultation to the academic dean and/or department (Standards 4.30, 4.31, 4.42).



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Evaluation of courses Formalized evaluation of courses and instructors must occur in every section of every course. Most faculty members use the standardized form developed in 1970s. Based on a psychometric analysis conducted by members of the University Teaching Council in 2006 and 2007, a shorter and leaner form is now used by many instructors. Departments and individual faculty members also may develop their own stand-alone assessment tool or one that is used in conjunction with the university's standard model. The course evaluation data are not published; they are included in a faculty member's personnel file, and department chairs, deans and directors receive summary reports of unit performance. Teaching evaluations are carefully reviewed in the promotion and tenure process, and also during post-tenure review. (Standard 4.31)

Curricular Planning UMaine follows well-established procedures for new course or degree program review and approval. Proposals for new undergraduate courses originate in an academic unit. The department, a college-level curriculum committee and UMaine's Undergraduate Program Curriculum Committee (UPCC) review proposals. Recommendation is required at all levels in order for the proposals to be forwarded to the associate provost and dean for undergraduate education, who has final authority. Factors considered in review of a new course are the need for the course within the curriculum or to serve a particular student population; degree of duplication with existing courses; intellectual rigor of the course; appropriate credit assignment and course level; articulated student learning outcomes and assessment procedures; adequacy of departmental, library and other resources to support student scholarship. Proposals for new graduate courses follow a similar approval process, except that the Graduate Board acts in place of the UPCC, and approval authority rests with the dean and associate provost for graduate studies. Course modifications go directly to the appropriate associate provost, who refers back to the curriculum committees only if the changes are substantive enough that they constitute creation of a new course.

UPCC maintains a folder on the university's FirstClass e-mail and conferencing system, containing the general education guidelines, syllabus checklist, course proposal/modification/elimination form, course fee request form, and examples of completed and approved course proposals from some departments. (Standards 4.31-4.33)

Program Planning Proposals for new programs can originate with departments, interdisciplinary groups, colleges or even the university level. All proposals are formalized in the Intent to Plan (ITP) document, which is required by the University of Maine System. (Information about the UMS academic program approval process is at <http://www.maine.edu/system/asa/adminprocman.php#Anchor7>.) The ITP outlines program objectives, need for the program, planning for development and review, and resources needed for implementation, as well as how they will be obtained. At the University of Maine, the ITP is reviewed and revised by the appropriate curriculum committees and administrators of the associated departments and colleges. UPCC or the Graduate Board provides university-level review. The committees assess the justification of need, potential overlap with existing programs, adequacy of faculty and library resources or plans to enhance these resources, adequacy of facilities and intellectual rigor of the proposed program. Proposals that successfully pass these levels of review go forward to the provost, who makes the final decision to forward to the chancellor. A decision not to forward a recommended proposal would be rare, since extensive discussion with the involved deans, associate provosts and provost has occurred during the committee review stage. In its advisory role, the University of Maine Board of Visitors also contributes to the deliberative process.

At the UMS level, chief academic officers review and vote on ITP documents. Units making approved proposals have one year to develop and submit a formal detailed program plan. At UMaine, the formal



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plan goes through the same review cycle as the ITP, except that the provost makes a recommendation to the president, who makes the final decision to forward to the chancellor. At the UMS level, the plan is considered by the University of Maine System Vice Chancellor of Academic Affairs, in consultation with the Chief Academic Officers, who make a recommendation to the chancellor, who has the final authority to recommend it to the Board of Trustees (BOT). BOT has the final approval authority for all new programs.

A recent addition to the academic unit creation or reorganization process at the University of Maine is the review of proposals by the Faculty Senate Program Creation and Reorganization Review Committee (PCRRC). This committee was created in 2006 and formally reauthorized in December 2007. Its impetus came from Faculty Senate, which advocated a more formal role in academic unit creation to ensure its appropriate voice in academic planning. PCRRC reviews the complete, detailed unit plan; its recommendation is sent to the president and provost, and appended to the document that the president submits to the chancellor and BOT. (Standard 4.31)

Assessment of Student Learning

The 1999 NEASC self-study report (<http://www.umaine.edu/provost/Self-Study%20Report%20April%201999.pdf>) made a clear distinction between assessment activities in professional programs versus those in more traditional academic programs. Unlike the former, with the attending influences of accreditation groups, “the traditional disciplines . . . remain unclear about the nature of outcomes assessment and may conflate the assessment of individual students in a course for grading purposes with the assessment of the extent to which the program overall is achieving its intended outcomes” (p. 31). Since 1999, UMaine has demonstrated an increased commitment to the assessment of student learning across the board. Although there is considerable progress still to be made, this increased commitment can be seen in (a) assessment-related leadership provided by the provost; (b) articulated student learning outcomes and corresponding assessment plans of various degree programs across campus; (c) “indirect evidence” of student learning that is being collected by academic units; and (d) data collection at the institutional level.



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Provost leadership Through the provost's leadership, the general guiding principles of program review were revised in April 2007 (http://www.umaine.edu/provost/program_criteria.html#General_Guiding_Principles). Of particular relevance to the assessment of student learning, an academic unit undergoing program review is now required to incorporate the following in its self-study document:

- Goals and student learning outcomes for all degree programs in the unit.
- For each degree program, (a) the assessment plan for student learning outcomes, (b) results of assessments, (c) evidence of review of assessment results by the unit, and (d) evidence of the use of assessment results for program improvement.
- Evidence that curricula are periodically reviewed and revised as needed to maintain currency in the discipline and program quality.
- All course syllabi (explicitly listing student learning outcomes associated with the course);
- A matrix for each degree program showing the relationship of courses in the program to student learning outcomes and, if applicable, to general education student learning outcomes.

In its self-study document, each academic unit also is required to provide indirect evidence of student learning:

- Surveys of current students to address perceptions of advising and program quality.
- Survey of graduates regarding current employment and the quality of the program.

The provost's commitment to the assessment of student learning also is evident in the August 2007 request of deans that they address the following in their annual reports:

A mission for the college consistent with the campus mission and stated college-level student learning outcomes.

Goals and student learning outcomes for all degree programs in the unit.

For each degree program, (a) an assessment plan for student learning outcomes, (b) the results of assessments, (c) evidence of review of assessment results by the unit, and (d) evidence of the use of assessment results for program improvement.

Evidence that curricula are periodically reviewed and revised as needed to maintain currency in the discipline and program quality.

Syllabi that explicitly list the student learning outcomes associated with the course and available on-line (preferably) and in the department office.

A matrix for each degree program shows the relationship of courses to the program's student learning outcomes and, if applicable, to general education student learning outcomes.

Since summer 2008, deans have been expected to report on oversight of student learning outcomes assessment and improvement at the program and college level.

In spring 2008, in an effort to facilitate university-wide discussion, support and monitoring of the assessment of student learning, the provost established the Provost's Committee on Student Learning Outcomes Assessment and Improvement (SLOA&I; <http://www.umaine.edu/provost/committees/SLOA/index.htm>). With university-wide representation from faculty and administration, the charge of this committee "is to coordinate across the various levels of student learning outcomes assessment to support and ensure continual assessment and improvement of student learning." The committee also will work with the Department of Information Technologies and others as necessary to develop department-friendly ways of organizing, documenting,

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displaying and storing assessment-related information. Each year, the committee prepares a report that includes (a) the status of the process and documentation for each program, (b) challenges encountered and support provided, and (c) recommendations. (The SLOA&I 2008 annual report is presented in Appendix G. Summaries of each SLOA&I meeting can be found on the SLOA&I Web site.)

With the May 2007 retirement of the former director of the Office of Institutional Studies (OIS), the provost expanded the position to take an active role in assessment practices and policy at UMaine. SLOA&I is co-chaired by the Director of Institutional Studies and a member of the Faculty Senate Academic Affairs Committee.

Student learning outcomes and assessment plans UMaine course syllabi invariably include the intended student learning outcomes of the respective course. This is particularly true with courses approved since 2003, when the Undergraduate Program Curriculum Committee began requiring the specification of student learning outcomes in any new course proposals. As for degree programs, most have added their student learning outcomes (in some form), as well as developed a matrix showing how the program's courses map onto these outcomes.

In its review of degree-program documents submitted in 2007 and again in 2008, SLOA&I found that assessment plans vary considerably across degree programs. (In 2008, each degree program was asked to complete the NEASC E-series form(s), which SLOA&I subsequently reviewed. These completed forms can be found in Appendix E.) At one extreme, for example, is a passing reference to the minimum grade required in each course. Other programs also draw on course-embedded assessments. For example, since fall 2007, the School of Social Work has administered an outcomes-aligned instrument at the conclusion of every course. Many degree programs tie assessments to the capstone experience, thereby introducing an important summative component into their assessment plans. For example, all outcome goals for the interdisciplinary Ecology and Environmental Sciences program are assessed in the two required capstone courses. In the psychology capstone course, seniors complete a 29-item scale that is aligned with 10 goals articulated by the American Psychological Association. Still other programs incorporate in their assessment plans, including student performance on external standardized tests, such as PRAXIS I and II (teacher education), N-CLEX (nursing), the Fundamentals of Engineering exam (e.g., chemical engineering), and the Registration Exam (dietetics). Not surprisingly, programs that undergo review by accrediting agencies tend to have the most clearly articulated student learning outcomes and have designed assessment plans that draw on multiple measures.

Accrediting agencies indeed influence the conduct of assessment in the programs they regulate. Nevertheless, there are encouraging examples at UMaine of assessment activity in the absence of accreditation pressures. In spring 2008, the Honors College dean formed a working group to develop and pilot a rubric for evaluating honors theses and oral examinations. Such a rubric will play an important role in the summative evaluation of Honors College students vis-à-vis program outcomes. It also will be formatively helpful. For example, this rubric that students will have at the outset will facilitate their self-assessment as they progress on their theses and, ultimately, anticipate the oral examination. Further, this rubric will provide an important framework for the thesis adviser and student to discuss the progress.

As another example of encouraging activity in assessment, papers written by philosophy students in the capstone course are evaluated vis-à-vis the articulated student learning outcomes. To establish reliability, the department chair and capstone instructor independently rated these papers and then examined an interrater agreement. Although they were disappointed in the amount of nonagreement, this

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important exercise heightened awareness of the need to clarify their standards for evaluation. In the English Department, value added soon will be determined by comparing student papers written at the beginning of the program with work in the capstone course. A similar approach soon will be taken in the Department of Animal and Veterinary Sciences, where student performance on a basic knowledge exam given in the introductory course will be compared to performance on a similar test in the senior year. And the School of Biology and Ecology recently formulated a particularly cogent set of learning goals and objectives for its degree programs in biology, zoology and botany, and developed a Web application linking courses to specific learning outcomes. SBE is now positioned to collect, record and report outcome-level data from each course.

General Education In 2003 and 2004, the faculty expended considerable effort to create educational goals and specific learning outcomes for each of the nine categories of the general education curriculum. Of the nine categories, about a third created specific learning outcomes; another third accomplished general learning goals; and the remaining third made more modest progress. The goal was to follow up this promising start with additional faculty meetings that would complete the task for all nine categories, as well as begin the assessment process and subsequent curricular evaluation and change. Unfortunately, this good initial work was not completed.

This lost opportunity can be attributed to a number of factors that have now been identified and are being remedied. The general education curriculum has no home in a single department, school or college. The Faculty Senate has authority over the general education curriculum, but no senate member has the authority to act, and new officers are elected annually. This turnover and diffusion of responsibility contributed to the hiatus in general education assessment activity in the past few years.

However, climate and structures have improved. In fall 2007, the Faculty Senate Academic Affairs Committee identified and designated a faculty facilitator/coordinator for each of the nine general education areas. Each general education area is expected to create an assessment plan parallel to that required for degree programs (see I–IV in projections below). To this end, each general education area will complete the NEASC E-series form in which central components of the assessment plan are specified. Further, the Faculty Senate approved in fall 2008 the formation of a General Education Committee to coordinate, facilitate, and authorize ongoing efforts regarding general education assessment. This committee will work in conjunction with the Provost’s Committee on Student Learning Outcomes Assessment and Improvement to ensure a coordinated and coherent approach to outcomes-based assessment at UMaine.

To be sure, considerable work remains to be done regarding general education assessment. But unlike earlier years, structures are being established, and substantive conversations are being held, that will ensure meaningful progress in general education assessment. Toward that end, the Associate Dean of the College of Arts and Sciences and the Director of the Center for Teaching Excellence are collaborating to seek funding from the Teagle Foundation to develop a model for general education assessment at UMaine, as well as at other campuses in the University of Maine System. The model will build on the work of faculty in the Population and Environment area of general education.

Indirect evidence of student learning Most degree programs collect, and make use of, use additional indirect evidence of student learning through exit surveys/interviews, alumni surveys, admission to graduate school, employment upon graduation and employer surveys.



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Institutional-level data collection Additional evidence of student learning — mostly indirect — is collected at the institutional level. For example, the Office of Institutional Studies through its annual “Life After UMaine” survey (http://www.umaine.edu/ois/life_after_umaine/index.htm), collects information from UMaine graduates regarding their employment status (and salary, if employed), enrollment in graduate school, and perceived value of their UMaine undergraduate experience at UMaine. On another front, either the College Student Inventory or the UMaine-developed New Student Questionnaire is given annually to new students prior to their first semester. The resulting data are used to flag students who may be at risk of experiencing academic or adjustment difficulties. Those students are then offered special assistance through UMaine’s Connections program. In spring 2007, the Office of Institutional Studies (OIS) also administered an advising survey to a sample of roughly 1,000 undergraduates. That same year, 296 graduate students and 1,014 undergraduate students completed the online LibQUAL+ survey (Association of Research Libraries) to provide data regarding their library-related use and perceptions. OIS conducted a year-long (2007–2008), multifaceted evaluation of the first-year experience at UMaine. Toward that end, OIS collected data bearing on the First Year Residential Experience (<http://www.umaine.edu/newumaine/fyre.htm>), the Connections Program (<http://www.umaine.edu/studentaffairs/connections/>), Transitions (<http://www.umaine.edu/transitions>), and Explorations (<http://www.umaine.edu/exp/>). The results of subsequent analyses were fed back to the respective program and used as a frame for discussion of program quality and improvement.

UMaine periodically participates in the National Survey of Student Engagement. In spring 2007, the Measure of Academic Proficiency and Progress and Collegiate Assessment of Academic Proficiency were administered to two samples of undergraduates to determine the strengths and weaknesses of each as applied to UMaine. This exercise was conducted in preparation for UMaine’s possible membership in the Voluntary System of Accountability.

There is considerable variability among degree programs in the explicitness and clarity with which student learning outcomes are presented. Programs also vary in how they assess their outcomes and, further, in the extent to which they provide evidence that assessment results are used to improve student learning. Predictably, programs that undergo review by accreditation agencies tend to be much further along than those that do not. In short, outcomes-based assessment is new to many UMaine disciplines, which are in the early stages of implementation. Similarly, assessment vis-à-vis the general education requirements is under development, both conceptually and operationally. In summary, although UMaine has made marked progress since the 1999 NEASC review, there is considerable progress still to be made. The projections that follow are intended to move UMaine to full implementation of outcomes-based assessment by fall 2012. (Standards 4.44 – 4.50)

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Projections

UMaine projections regarding the assessment of student learning are offered in the context of a logical sequence of developments. This sequence comprises program goals/objectives; the relationship between courses and program goals/objectives; student learning outcomes for each course; the alignment of course-embedded assessments with student learning outcomes and program goals/objectives; the menu of assessments employed for monitoring program effectiveness; and use of assessment results for program improvement. Expressed in outline form, this sequence of developments is:

- I For each degree program:
 - A. Program goals/objectives: “What should program graduates know, understand and be able to do?”
 - 1. Goals: general statements of student learning outcomes. (e.g., “*Students will become critical thinkers.*”)
 - 2. Objectives (a.k.a., student learning outcomes): more specific, assessable expressions of the general goals. (e.g., “*Students can evaluate the validity of scientific claims based on empirical research.*”) (For accreditation programs, these will correspond to the targeted proficiencies, outcomes, etc.)
 - B. Matrix showing the program goals/objectives to which each course corresponds.
- II For each course in the degree program, a syllabus listing:
 - A. Student learning outcomes

(Note: Student learning outcomes derive from the general program goals and are consistent with the more specific program objectives. There likely will be more student learning outcomes for a course than there are program goals/objectives.)
 - B. Student assessments

(Note: Assessments are designed to align with the student learning outcomes. Student performance is evaluated to yield scores, ratings or judgments relevant to the outcomes.)
- III Program-wide assessments (examples):
 - A. Course-embedded assessments
 - B. Summative assessments tied to capstone course(s)
 - C. External exams (e.g., accreditation-related exams)
 - D. Exit exams/surveys/interviews



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- E. Alumni surveys
- F. Employer surveys
- G. Portfolios
- H. Other

Using assessment results for program improvement:

- A. Processes are in place for systematically reviewing assessment results.
- B. Program modifications/actions are based on assessment results.
- C. Subsequent assessment results are examined: Did modifications/actions have intended effects?

With the above framework as a guide, UMaine projections regarding the assessment of student learning are:

By fall 2009:

Two-thirds of the 75 degree programs and the 10 general education areas have documented assessment components I and II, and have begun to work on assessment components III and IV.

The provost or his/her designee (e.g., the Provost's Committee on Student Learning Outcomes Assessment and Improvement) oversees all campus assessment plans.

By fall 2010:

90 percent of all degree programs and the general education areas have documented assessment components I – IV; the remaining have accomplished assessment components I and II, and begun to work on assessment components III and IV.

Assessment appears on the agendas of all key institutional groups (e.g., UMaine Board of Visitors, Faculty Senate Executive Committee, department/school faculty meetings).

By fall 2011:

All degree programs and the general education areas have documented assessment components I – IV. Mechanisms are developed for the systematic review of individual programs' assessment related processes and actions.

By fall 2012: All academic degree programs and the general education areas have documented assessment components I – IV completed.



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Systematic review of individual programs' assessment-related processes and actions begins. Degree programs will be reviewed on a five-year rotation: 20 percent of all programs are reviewed each year, beginning with programs that are further along in their assessment-related progress.

The Committee on Student Learning Outcomes Assessment and Improvement endorsed these projections on Oct. 24, 2008. Carrying out this work will be accomplished through the coordinated efforts of the Committee on Student Learning Outcomes Assessment and Improvement, the Faculty Senate General Education Committee (and related subcommittees), the Undergraduate Policy and Curriculum Committee, and the Center for Teaching Excellence.

A SLOA&I subcommittee analyzed the information contained in the E1a and E1b forms filled out for all undergraduate degree programs, as well as the 10 General Education curricula. The worksheet and graph found in the first three pages of Appendix C summarize where UMaine is today toward “completing the loop” — using student learning outcomes and assessments for improving our undergraduate degree programs and curricula. Although 97% percent of these 98 programs currently have student learning outcomes, less than 70% percent are using them to improve curricula and teaching. We are determined to reach our goal of 100 percent in this category by fall 2012, as projected above.

INSTITUTIONAL EFFECTIVENESS

The University of Maine has well-established procedures in place for reviewing and approving new undergraduate and graduate courses and degree programs. These procedures have only strengthened since the 1999 self-study, as illustrated by the conduct of the Undergraduate Program Curriculum Committee (UPCC) and the more recently formed provost's committee on Student Learning Outcomes Assessment and Improvement (SLOA&I).



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Standard Five Faculty

Description

The University of Maine is Maine's land-grant university and sea-grant college, and its principal research and graduate institution. The university is responsible for a full range of academic offerings, including undergraduate, graduate, professional, continuing and Cooperative Extension education. UMaine's faculty members are central to the success of the university's unique statewide role. They include a variety of distinguished scholars, creative artists and scientists intent on carrying out UMaine's mission to create and disseminate knowledge to improve the lives of its students and citizens in their full social, economic and cultural diversity. UMaine recognizes that the true backbone of any institution of higher learning is the quality, knowledge base, compassion, dedication and loyalty of the faculty.

Appraisal

Faculty Composition, Size and Qualifications

Faculty structure at the University of Maine encompasses the usual ranks of tenure stream (tenured and tenure-eligible) assistant, associate and full professors, and Extension professors (continuing contract), as well as an increasing number of nontenure stream part- and full-time lecturers and instructors, and research professors, as well as adjuncts. These titles are listed under Article 8 in the Agreement between the University of Maine System and the Associated Faculties of the University of Maine System (AFUM) (http://www.afum.org/documents/AFUM_K_2007-2009_complete.pdf), but are not formally defined by the institution. The AFUM contract represents tenure-stream faculty, full-time lecturers and instructors and part-time regular lecturers. Part-time temporary lecturers and adjuncts are represented by the Part Time Faculty Association contract.

There were 802 faculty members in fall 2007, comprised of 544 tenure-stream faculty and 258 nontenure-stream faculty (Table 1). These headcount numbers include all faculty — those associated with academic units and involved in student credit-hour teaching, and those not associated with academic units, such as coaches and Cooperative Extension faculty, and therefore not necessarily involved in student credit hour teaching. Since the last NEASC review, faculty numbers have increased 16.2 percent, solely attributable to a 76.7 percent increase in nontenure-stream faculty.

Looking at Faculty Teaching Equivalents (FTEs) for 2002-07, the only years during which such data have been tabulated, total FTEs for all categories have decreased. During this time student enrollment has increased 29.3 percent and student credit hours taught have increased 34 percent. This indicates that while student enrollment and student credit hours have increased, the number of teaching faculty members has decreased.

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Table 1. Number of Faculty¹

AY	NTS₂ Faculty₄	TS₃ Faculty₄	Total Faculty₄	NTS₂ FTE₅	TS₃ FTE₅	Total FTE₅	Student Enrollment₆	Student Credit Hours AY
2007	258	544	802	109.7	439.7	549.4	11,912	262,913
2006	238	557	795	104.5	456.1	560.6	11,797	258,270
2005	255	545	800	118	441.8	559.8	11,435	252,992
2004	213	557	770	92.6	459.2	551.8	11,358	248,663
2003	210	563	773	96.1	468.7	564.8	11,222	246,599
2002	184	616	800	119.6	469.7	589.3	11,135	242,672
2001	190	617	807	Na	Na	Na	10,698	231,219
2000	147	595	742	Na	Na	Na	10,282	220,809
1999	164	571	735	Na	Na	Na	9945	213,103
1998	151	581	732	Na	Na	Na	9451	201,987
1997	146	544	690	Na	471.7*	604.7*	9213	196,244
%Change	76.7%	0%	16.2%	-8.3%**	-6.4%**	-6.8%**	29.3%	34.0%

1 = Data obtained from the Office of Institutional Studies

2 = Includes Instructors, Lecturers, Research Professors and Other

3 = Includes Assistant, Associate and Full Professors

4 = Includes faculty associated with academic units and others not affiliated (coaches, Cooperative Extension faculty)

5 = Includes only faculty associated with academic units

6 = Data from beginning of fall semesters

* = Data from 1999 NEASC Self Study Report, unknown which faculty categories are included, therefore data is excluded from percentile analyses

**=Including data from AY2002-07



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UMaine takes pride in the quality and dedication of its faculty. Most tenure-stream faculty members hold Ph.D. or terminal degrees, and 75 percent are appointed to the graduate faculty, a five-year renewable status dependent on discipline-specific performance. These data reflect the ability of the university to recruit top-quality researchers and teachers interested in furthering their own academic aspirations, as well as those of the collective institution.

Adjuncts, lecturers and instructors facilitate the university's teaching mission. UMaine hires adjuncts on a course-by-course basis. Lecturers and instructors have faculty contracts and may be either full or part time. Their pay increases as the number of courses they teach increases. Although their role is instruction, many hold advanced or terminal degrees, and participate in research and creative achievements related to their disciplinary interests. In some units, lecturers and instructors may perform advising, university service and outreach, although tenure-stream faculty members usually undertake these duties. The responsible department or other unit approves all adjunct, lecturer and instructor credentials.

Research professors are another important, yet small, faculty group at UMaine (2.2 percent). Those appointments range from 0-100 percent soft money generated from external grants and contracts. Research professors usually have no teaching roles, although they may, depending on their academic unit, be involved in advanced education outside the classroom. The expanding role of research professors aligns with the growing understanding of the importance of the university's research and development role in the economy and well-being of the state of Maine, as pointed out in the university's strategic plan (www.umaine.edu/strategicplan/StrategicPlan51506b.pdf) (Standards 4 and 5.2)

Faculty Selection and Terms and Conditions of Employment

Faculty Recruitment, Appointment and Review The university follows specified procedures in recruiting and appointing new faculty members. Faculty members from the unit authorized to fill a position take search process responsibility, while the Office of Equal Opportunity (OEO) provides oversight and guidance. The OEO search and selection guide for initiating, conducting and concluding a search is online (<http://www.umaine.edu/eo/searchinfo.htm>). The Web site also includes samples of comparative applicant rating sheets and letters to applicants.

UMaine attracts faculty who are productive in teaching, research and creative achievement, and public service, despite the fact that the average faculty salaries for assistant/associate professors are around 80 percent of the national average for a doctoral institution (The Chronicle of Higher Education, 2007-08 Almanac Issue). At the full-professor level, salaries at the University of Maine are 66 percent of that average.

The Office of Human Resources maintains equity and rigor in making faculty and other university appointments. The same form is used for all appointments (<http://www.umaine.edu/hr/forms/tool>), maintaining uniformity across the system. However, such appointment forms do not delineate the duties of each faculty member. Instead, letters of appointment from units hiring new faculty members stipulate, either in a percentage distribution or in more general terms, the amount allocated to teaching, conducting research or creative achievement, and carrying out service. Peer review and tenure and promotion (T&P) decisions are based on these distributions of responsibility, in accordance with the departmental or unit T&P guidelines.



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The Associated Faculties of the University of Maine System, MEA/NEA Contract (AFUM Contract 2007-09) governs conditions of faculty employment. A Faculty Handbook was available in 1983, but is no longer distributed. The Faculty Senate has made unsuccessful attempts to create a new handbook, and the administration has committed to putting all policies on one Web site as one form of a faculty handbook.

Departmental T&P guidelines (http://www.umaine.edu/provost/eval_criteria.html) are the basis for all reappointments, T&P decisions and post-tenure reviews. Faculty in their sixth year of service are evaluated for T&P or for a continuing contract by submitting their request in writing to the chairperson or unit administrator according to procedures in Article 9 of the AFUM Contract. Faculty reviews and reappointments are conducted according to a uniform timeframe (<http://www.umaine.edu/hr/faculty/reappt/table07.htm>) and criteria stipulated in Articles 7 and 10 of the AFUM contract.

Post-tenure faculty members are reviewed every four years; a post-tenure compensation process was initiated in 2003. Under post-tenure compensation guidelines, a satisfactory or better rating in dean/director reviews, following faculty peer reviews, warrants an automatic 3.5 percent adjustment to base salary (AFUM Contract Article 20.I.4.). The University of Maine System provides these funds. Following the same review process, the dean/director may, following the same review process, request up to an additional 3.5 percent for extraordinary merit, equity or salary compression, but a local source of funds is required. Regimentation of faculty reviews and reappointments, and mechanisms for compensating excellent tenured faculty were developed in answer to a concern expressed during the last NEASC review.

All other faculty are evaluated and recommended for reappointment (or otherwise) annually or biannually by the unit peer review committee and the department chair or unit administrator, followed by the dean or director, provost and president. In addition, the Board of Trustees acts on all T&P recommendations. Grievances on any grounds are addressed in AFUM contract Article 15. (Official grievance forms are available from Human Resources (<http://www.maine.edu/pdf/afumgriev2E1.pdf>; <http://www.maine.edu/pdf/afumstepone.pdf>.) Some recent additions to the AFUM contract are discussed in Appendix F.5.a.

Diversity The UMS Equal Opportunity Policy (www.umaine.edu/eo/Policy/equalop.htm) states that the system “shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status or gender expression, national origin, citizenship status, age, disability, or veterans status in employment, education, and all other areas of the University System.”

UMaine’s Diversity Action Plan, 2003-05, (www.umaine.edu/diversity/Publication/Diversity%20Action%20Plan%202003-%202005.htm) set the framework for achieving a more diverse, inclusive campus community. One of the Diversity Action Plan objectives was to integrate diversity goals into the Strategic Plan beyond 2005 for the second half of the decade. So far, this has not happened. With regard to the retention and increase of women faculty, the administration and faculty union recently undertook a study on gender equity in faculty salaries, the results of which fostered an across-the-board salary equity adjustment. NEASC expressed concern about faculty salary inequity in its last review.

Efforts to build on endeavors to promote a diverse faculty should continue. Of the total faculty, 39.3 percent (n=315) are female, up from 35 percent in 1997 (see Table 1, Appendix F.5.b). During this period, nontenure-stream female faculty increased 68.3 percent (n=56) and tenure-stream female faculty

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increased 10.6 percent (n=17). A small number of faculty members identify themselves as ethnic minorities (5.7 percent), although 7.4 percent of the faculty population is of unknown ethnicity. (Standards 5.4, 5.6, 5.9-5.11, 5.14)

Workload Article 11 of the AFUM contract lists teaching, research, and university and public service as faculty workload components. In addition, the university's mission statement indicates that teaching and advising, research and public service are the university's central goals. Tenure-stream faculty members participate to differing degrees in each of these areas, and their workloads, described through appointment letters, respective departments and peer reviews, reflects these differences. In general, faculty who have a lower teaching load are expected to have a larger research and/or service component; lecturer and instructor workload centers on teaching; research professor workload centers on research; and Extension professor workload centers on service and community outreach.

Tenure-stream faculty teaching load in UMaine's five academic colleges varies by unit and appointment. Teaching loads in all colleges range from three courses each semester to one course per year, depending on the percentage each appointment is assigned to teaching and research. The normal teaching load in departments may vary, with some faculty members having a lighter teaching load if the research or service component of their position is heavier. Faculty members appointed as undergraduate or graduate coordinators, jointly appointed in research units or who bought out their teaching time through Extension contracts or external grants may not have teaching loads. In contrast, teaching load also can increase from the unit norm if a tenured faculty member decides to focus on teaching instead of research.

Faculty workload is changing in ways not necessarily reflected in contracts and appointment letters, but revealed during peer review assessments and annual reports. These changes are obvious because there are fewer teaching faculty members and more students to teach and advise. The decline in tenure-stream faculty means each member of a department is carrying a greater share of departmental administrative responsibilities. In addition, with increasing competition for external funding, faculty members spend more time submitting multiple grant applications. An increased discussion of faculty workload is in Appendix F.5.c, including information on the Honors College, with particular emphasis on diverse service and outreach in various colleges and units. (Standard 5.7)

Academic Freedom Academic freedom, the cornerstone of academic enterprise, is effectively detailed in the 1940 Statement of Principles on Academic Freedom and Tenure, formulated by the Association of American Colleges and the American Association of University Professors (www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm). Faculty members are entitled to full freedom in research, publication and creative expression, as well as in teaching their subject in the instructional setting. Article 2 of the AFUM Contract addresses academic freedom. UMaine is committed to providing an atmosphere of confidence and freedom, accompanied by an understanding of faculty responsibility to the university and students to develop and maintain professional relationships that reflect courtesy and mutual respect. (Standard 5.13, 5.21)

Integrity Faculty members address academic integrity issues through a number of venues, specifically through service on the Faculty Senate, which communicates with the provost. Faculty committees, such as the Undergraduate Program Curriculum Committee (UPCC), chaired by a faculty member, also address academic integrity. The committee advises the associate provost and dean for undergraduate education. Similarly, the Graduate Board, chaired by the dean and associate provost for graduate studies, includes faculty representation. These two committees approve and oversee UMaine's undergraduate and graduate curriculum and programs. (Standard 5.18)



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Teaching and Advising

The number of UMaine student credit hours has increased every year since the last NEASC review. The overall increase is 34.0 percent, with undergraduate credit hours increasing 35.6 percent; graduate credit hours increasing 17.7 percent. Student enrollment has increased by 2,699 students (29.3 percent; as illustrated in Table 1). In contrast, there has been a decrease in FTEs for both tenure-stream and nontenure-stream teaching faculty (as illustrated in Table 1). To accommodate these trends, faculty members are teaching more and advising an increasing number of students. To maintain programmatic offerings with fewer faculty members, overload teaching also is increasing. In addition, adjunct faculty members, who are not included in current faculty data analyses (as in Table 1), are more frequently teaching courses funded by both the central university and Continuing and Distance Education (CED) budgets. (Standard 5.15)

Table 2: Student Credit Hours¹

Year	Total ²	Undergrad	Grad	CED*
2007-2008	262,913	241,504	21,409	50,401
1997-1998	196,244	178,055	18,189	11,496
% Increase	34.0%	35.6%	17.7%	338.4%

1 = Data obtained from the Office of Institutional Studies (excludes summer)

2 = Expanded data available in Table 1.

* = Continuing and Distance Education Credit Hours Included in Total. Data found at http://www.umaine.edu/ois/fact_book/factbook.htm.

Continuing and Distance Education The Division of Lifelong Learning (DLL) administers Continuing and Distance Education (CED). DLL generates approximately 70,000 credit hours or 26 percent of the university's annual total. This figure includes credit hours generated during the summer, which are not included in numbers in Tables 1 and 2. The greatest increase in student credit hours since the last NEASC review is in CED, which saw a 338.4 percent increase in the past 10 years. This significant growth is due in part to the university-wide CED Section Project implemented in 2003-04. Under this initiative, designed to deal with increasing student enrollment, extra daytime (500-section designation) and evening (700-section designation) courses were added through CED. In 2003-04, 197 courses representing 13,649 student credit hours were taught as 500 and 700 section designations. In 2007-08, 290 courses representing 20,103 student credit hours were taught as 500 and 700 section designations.

CED Section Project instructional needs are satisfied with AFUM/Non-Rep Faculty (9 percent), PATFA (74 percent), professional employees appointed by departments (7 percent) and graduate students (11 percent). Instructors from several categories: AFUM/non-represented faculty (45 percent), PATFA faculty (40 percent), professional employees appointed by departments (11 percent) and graduate students (4 percent) teach regular CED courses. Some 73 percent of the faculty members teaching in Summer University are AFUM/nonrepresented faculty, mainly teaching overloads. Faculty members are compensated according to past practice and compliance with contracted compensation schedules. See Appendix F.5.d.

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Graduate Teaching Assistants Graduate Teaching Assistants (TAs) are pursuing graduate training as either master's or doctoral students. Classroom instruction by graduate teaching assistants may occur in conjunction with tenure-stream faculty members teaching core courses with large enrollments, multiple laboratory sections or general education courses. TAs also may independently teach larger classes after they have passed their comprehensive exams, as is observed in the large number of English composition and public speaking courses in which a TA is the sole instructor to a small number of students.

The Graduate School fully supports 236 TA positions (stipend, tuition, 50 percent of medical insurance), and an additional 51 TAs partially (tuition and/or 50 percent of medical insurance). The Graduate School has funded no new TAs since before 2000, although research assistantships (RAs) have been added in the form of Provost's Fellowships, the newly implemented MEIF (Maine Economic Investment Funds) Fellowships and UMDRF (University of Maine Doctoral Research Fellowships). There is a great disparity in the number of TAs (ranging from 17 to 0) allocated to departments that grant graduate degrees. In many departments, the number of allocated TAs is significantly lower than peer institutions. Overall, there are 647 TAs and RAs (Graduate Research Assistants) at UMaine, most of them supported through external grants and contracts. (See Appendix F.5.) (Standard 5.5)

Faculty Development The UMaine Center for Teaching Excellence (CTE) opened in 1999 under the Office of Academic Affairs. The Adelaide C. and Alan L. Bird Fund for Instructional and Faculty Development provides some of the CTE workshop funding. CTE promotes continued improvement in the quality of teaching and learning, and offers courses, seminars and workshops on how to teach effectively in different environments. The center has fostered opportunities for tenured faculty members to mentor new faculty in other units, addressing a concern expressed during the last NEASC review.

The Information Technologies (IT) Faculty Development Center helps faculty implement new technology in their courses. IT offers instructional workshops, provides faculty technology stipends and oversees the Faculty Laptop Incentive Program, providing all or most of the funding to purchase laptop computers for teaching faculty.

Student course evaluations provide input on how faculty can improve teaching. Student evaluations, in conjunction with Learning Outcomes Assessments (being developed at varying rates by different departments) also help guide teaching. Since the last NEASC accreditation, the university has established the University Teaching Council (UTC) to assess and promote best practices in university teaching (2005). UTC designed a new version of the student evaluation instrument in 2007.

Research development is encouraged through the Faculty Research Fund Program provided by the vice president for research to establish and maintain high-quality research and creative achievement. These funds are open to all full-time faculty, but are specifically aimed at untenured faculty members or those who are developing new lines of research, along with investigators outside areas in which the university already has substantial funds to invest from state funding for targeted R&D sectors. Three annual competitions are funded through this program: the Regular Faculty Research Funds, open to all research projects; Scholarly Materials and Equipment, which provides funding for items of equipment and library collections related to faculty research; and the Summer Faculty Research Fund, providing summer salary for time to conduct research or writing.

Sabbatical leaves to conduct research and/or writing are an important component of faculty development. AFUM Contract Article 19.B stipulates timing and requests for sabbatical leaves. Tenured faculty members may apply for sabbaticals every six years for associate professors and every five years for



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full professors. Five University Sabbaticals (in which the unit is compensated for the loss of faculty teaching) and at least 20 additional sabbaticals are awarded each year. The system provides full compensation for one semester or half-year sabbaticals, and 50 percent for two semester or full-year sabbaticals. (Standards 5.12, 5.16)

Advising In keeping with UMaine Strategic Plan Goal 1.2.3 to foster mentoring relationships between faculty and students, student advising has become an increasingly important component of faculty workload as the university strives to recruit, maintain and graduate an educated workforce and citizenry for the state of Maine and beyond. However, student advising is not listed as a faculty workload component in the AFUM contract.

Since the last NEASC review, the university has added an advising component to the tenure-stream faculty annual review process. In addition, each departmental and college annual review includes an advising section as the university strives to increase faculty participation in, and understanding of, the important role of advising in maintaining an involved and enlightened student body. This annual review component also serves to assess the less tangible aspects of advising as a component of faculty workload. (See Appendix F.5.) (Standard 5.17)

Scholarship, Research and Creative Activity

UMaine scholarship, research and creative activities have pushed back the boundaries of knowledge for the benefit and general welfare of society, while creating economic opportunity for Maine. UMaine research generates patents, scholarly publications in books, journals and other venues; submissions and awards of internal and external grants and contracts; and distributions and displays of creative works, including plays, performances and exhibitions. Strategic Plan Goal 5.1 states that such creative expressions are integral to increasing discovery and scholarship, and they are evaluated as important faculty workload components during review and T&P decisions. Research promotes teaching and public service that stays at the cutting edge of knowledge. It also fosters the education of graduate and undergraduate students involved in the creative generation of new knowledge.

Because of faculty productivity in all academic disciplines, UMaine is now ranked as a Carnegie Research (high research activity) Institution. (See Table 2 in Appendix F.5.) (Standards 5.19-5.21)

Institutional Expectation Research is a key component of UMaine's land-grant and sea-grant mission. For tenure-stream faculty, the institutional expectation for research is formulated by each department, with administrative approval, as an element of T&P criteria.

The degree-granting authority of each department varies from the bachelor's level (B.S., B.A.) up to the master's (M.S., M.A., etc.) and doctorate. Some units grant only graduate degrees. Since much of the sponsored research occurs in units offering graduate degrees and training graduate students, the degree-granting ability of the department affects its ability to conduct research. (Standard 5.19)

Resources UMaine is becoming a more research-oriented university, which means altering the research funding formula, moving from a former reliance on base budget money for a substantial underwriting of faculty research to dependence on funds primarily from outside sources. Some of the research-dedicated funds, such as external grants, endowments and U. S. Department of Agriculture matching funds, were present at the last accreditation, but through the effort of faculty, these funds have increased substantially. In addition, there have been new base budget R&D funds provided by the state, as well as funding from bond

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issues and special appropriations for infrastructure, buildings and equipment. These increased research endeavors have provided many new opportunities for graduate and undergraduate student participation in research.

The central budget still underwrites research through its support of most tenure-stream faculty who are expected to contribute scholarship, research and creative activity to achieve T&P. There is no accounting of this research contribution within the instruction budget, so it is not possible to indicate how much the central budget contributes in salaries to research. It is certainly a significant source.

The annual amount of externally funded research (shown in Table 3) has increased 106 percent, even though the number of tenure-stream faculty members has not increased. The largest amount is funded through the Office of Research and Sponsored Programs (ORSP) (www.orsp.umesp.maine.edu). Industrial research through the Department of Industrial Cooperation (DIC) and the U.S. Department of Agriculture (USDA) match for MAFES (Maine Agricultural and Forestry Experiment Station) comprise the rest. On a per-faculty basis (total FTE = 637.4, including collegiate plus research outside the colleges), this is a 90.9 percent increase since the university’s last NEASC review, compared to a 30 percent rise in the Consumer Price Index in the same interval. The average size and numbers of awards have also increased substantially.

Table 3. External Funding

Year	Total, M\$ ¹	# of Awards ¹	Per Fac, \$	ORSP, M\$ ¹	DIC, M\$ ²	USDA, M\$ ²
2006-2007	54.4	397	79,071	47.6	2.8	4.0
1997-1998	26.4	333	41,417	-	-	-
% Increase	106%	19.2%	90.9%			

1 = Data obtained from the Office of Research and Sponsored Programs

2 = Data obtained from the Office of the Vice President for Research

MAFES received \$4 million in 2007 in base-budget funds, which were then matched by a like amount of USDA federal funds. MAFES then supports research for faculty primarily from the College of Natural Sciences, Forestry and Agriculture. MAFES funds about 34 percent of that college’s FTE’s, contributing significantly to UMaine research.

Increasingly, UMaine is using endowed funds to support research. In the 10-year period ending in 2007, there was a large principal value increase of \$69.8 million, with \$3.1 million benefiting faculty/staff salaries through endowed chairs, named professorships and other endowments. Endowments for laboratories are a newer phenomenon, and UMaine has already acquired them to provide maintenance and operation funds for 11 labs. In 2007, the university received its largest single gift of \$12 million, funding an endowment to support undergraduate and graduate students in the forestry area.

Through efforts of the administration and faculty at educating legislators on the economic benefits of university-based research to Maine, the legislature began appropriating special funds for research in



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1997 with \$500,000 to the University of Maine System (www.maine.edu/pdf/MEIFFINAL.pdf). These extra base-budget funds, known as Maine Economic Investment Funds (MEIF), are appropriated for research in seven areas of strategic economic importance and potential: Aquaculture and Marine Sciences; Environmental Technologies; Biotechnology; Information Technologies; Composites and Advanced Materials; Advanced Technologies for Forestry and Agriculture; and Precision Manufacturing. In 2007, MEIF totaled \$11 million, contributing funds to more than 100 FTE (faculty, technicians, staff, etc.), as well as infrastructure improvement, matching funds for proposals and startup packages for new hires with potential for developing sponsored research. UMaine's Office of the Vice President for Research (VPR) administers these funds.

The VPR also funds certain positions at research facilities such as the Laboratory for Surface Science Technology (LASST), Advanced Engineered Wood Composites (AEWC) Center, the Climate Change Institute (CCI) and the Advanced Manufacturing Center (AMC), while also providing money for faculty research competitions on campus. Although some of this money comes from base budget funds, most is from MEIF.

The VPR also oversees grant proposal submissions with set university standards and requirements. (See Appendix F.5.)

Since the university's last NEASC review, the building, laboratory and equipment infrastructure has been significantly expanded by the use of bond funds voters approved in 1998, 1999, 2002, 2003, 2005 and 2007. These bonds have provided funds for the new Engineering and Science Research Center housing LASST; AMC; the Foster Student Innovation Center; and the Witter Farm building. In addition, there have been major expansions of Hitchner Hall, AEW, Lord Hall (Art) and Aubert Hall (Chemistry). Although these infrastructure changes are vital to maintain research competitiveness, new buildings require new maintenance and utilities funding, competing for base-budget funds.

Externally sponsored research brings in money for funding students, faculty summer salaries and equipment. However, the burden of equipment maintenance, departmental management of grants, and conference travel falls on the department as an unfunded cost as indirect costs are in no part returned to units or researchers. Over time, insufficient funding in these areas will have a detrimental effect on research. (Standard 5.20)

Projections

The University of Maine faculty will continue to be the focal point of teaching, research, creative expression and community outreach as UMaine fulfills its mission. Faculty members are committed to the education and growth of the geographically and economically diverse student population, and continue to advance an understanding and acceptance of diversity in all its forms. They will continue to be at the forefront of developing and fostering a culture of creative expression, as well as community outreach, and will enhance the university's research and development mission as they help Maine's economy grow.

The last NEASC review indicated areas of concern, which have been addressed with several initiatives and modifications:

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- Mentoring of untenured faculty is mainly conducted in disparate ways by different departments. The Center for Teaching Excellence has provided excellent venues for mentoring new faculty, as well as assistance with more traditional teaching and the increased role of technology in teaching venues.
- Annual faculty review has been regimented. All faculty members are reviewed in accordance to AFUM guidelines in conjunction with departmental and unit T&P guidelines.
- Additional base salary compensation of satisfactory and outstanding tenured faculty has been implemented at the fourth-year post-tenure review.
- As a result of the gender equity study, the university implemented an across-the-board salary equity adjustment.
- Issues of increasing diversity have been discussed and implemented with the Diversity Action Plan and the increased role of the Office of Equal Opportunity in searches, as well as through various college initiatives.

Nevertheless, there are areas of concern that must be addressed moving forward:

Faculty Workload A new area of concern is the increase in student enrollment and student credit hours, as compared with the decrease in tenure-stream faculty FTEs. Colleges and departments have not been provided the increased resources to either hire more faculty members or offer more sections. Units have adapted in two ways. Some offer courses through the CED Sections Project, implemented in an attempt to fund increased sections of basic departmental and programmatic classes. Adjunct faculty members teach the majority of these courses. Other units offer larger and larger sections. Neither option guarantees successful student development.

For many disciplines, faculty growth has not kept pace with growth in teaching demands or research production. An area of continued concern is the inequitable faculty workload distribution on campus, particularly with regard to teaching requirements. Better and more efficient faculty allocation mechanisms should be available for responding to workload inequities. This issue was addressed by a subcommittee of AABAT addressed this issue. The committee recommends that the percentage of research/creative activity and teaching be defined in the initial letter of appointment and may be adjusted at each quadrennial post-tenure review. This provides a better monitoring and comparison standard for workload but it is important that the results be used to make workload more equitable.

Faculty Productivity. Faculty scholarship and research productivity, in the form of publications and grants, have continued to increase and diversify. This illustrates the successful involvement of faculty in the generation and dissemination of knowledge.

Investment should be made in more and better-paid teaching and research assistants to help units become increasingly successful in teaching by helping faculty educate the growing numbers of students, and in research by stimulating new ideas and providing educated assistants for all stages of data collection, analysis and interpretation. TA positions also provide recruitment incentives for the institution to bring in the best-qualified graduate students, enhancing the positive research/teaching/knowledge generation cycle.

Additional TAs will improve workload (5.7), teaching (5.15), graduate teaching assistants (5.5) and scholarship resources (5.20). In the next 10 years, a focus of fundraising campaigns for endowed teaching assistant positions should be made to significantly increase the total number of fully funded TAs. The graduate research, education, and scholarship appendix of the strategic plan



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(<http://www.umaine.edu/strategicplan/GradStratPlanFinalMay8.pdf>) states that there should be an increase in university funded TAs and RAs across campus, and that “At the very least, . . . rapidly recover(ing) the 47 centrally -funded TA positions that were lost to budget cuts over the past 15 years.” (p. 58).

Research and Laboratory Support The advent of MEIF funding and other legislative bond issues have infused the university’s research component with much-needed capital for technological, developmental and personnel investment. The continued importance of university R&D to stimulate and advance the state’s economic growth cannot be overstated. Yet funding for equipment maintenance, departmental management of grants and conference travel often falls on the department as an unfunded cost. In a similar way, equipment maintenance, operating supplies and laboratory technicians for undergraduate laboratories are underfunded.

These items should be partially funded through indirect cost returns from grants and contracts provided to researchers and their units. The graduate research, education, and scholarship appendix of the strategic plan states that a substantial portion of indirect costs should be “distributed by rigidly proscribed formula in such a manner as to provide faculty and research programs with strong direct incentives to increase their numbers of graduate students and amount of research funding” (p. 42).

Additionally, UMaine should seek endowed funds for all undergraduate and graduate laboratories on campus. Endowed funds provide an income for supplies, equipment maintenance and contributions to support laboratory technicians. This improves research resources (5.20), faculty workload (5.7) and teaching (5.15). In the next 10 years, more laboratories should be funded by and named for private donors.

The university must maintain the vigorous recruitment of new faculty, the rigorous review of candidates for P&T and the careful attention to retaining its current exceptional faculty in times of growth, as well as retrenchment. The recruitment of faculty, as well as considerations related to retrenchment, should reflect the areas of growth in teaching and research. It is proposed that four faculty hires per year shall respond to inequity in teaching and research workload. This will improve research resources (5.20), faculty workload (5.7) and teaching (5.15). The overall quality of the principal research and graduate institution in the state rests solely on the excellence of its faculty.

INSTITUTIONAL EFFECTIVENESS

Regular review of faculty, with regard to differing roles in teaching, research and creative achievement, and service are an important component of the University of Maine. Reappointment, T&P and merit raises for outstanding tenured faculty are associated with these reviews. In addition, faculty members submit annual reviews, chairpersons submit departmental or unit reviews, and colleges submit annual reviews. Through strategic planning and annual staffing reviews, college deans monitor the allocation of faculty in their college and make requests for additional faculty resources to the provost, who authorizes searches, pending availability of resources. Rigorous procedures for faculty searches and T&P ensure the quality of faculty. (Standard 5.22)



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Standard Six Students

Description

As the state's flagship university, UMaine is committed to providing a high-quality, broad-based academic experience for those Maine citizens who possess the capabilities and academic backgrounds necessary for success in the collegiate environment. As a truly student-centered university, UMaine strives to offer the appropriate range of academic opportunities, social and extracurricular activities and support services to help assure each student's success.

Appraisal

Admissions

Admissions Overview The University of Maine adheres to the highest ethical standards in its admissions and retention policies. UMaine does not discriminate on the basis of race, gender, age, ethnicity, religion, economic status or sexual orientation. 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.

Admission is based on a combination of factors that demonstrate potential for academic success in the requested program. Criteria include academic credentials, scholastic achievement and personal motivation. Twenty-two percent of UMaine's undergraduate students entering in fall 2007 were from the top 10 percent of their high school class; 85 percent were from the top half. Their average SAT score was 1080 (http://www.umaine.edu/ois/fact_book/factbook.htm). The distribution by high school rank of entering students has remained fairly consistent over time, while average SAT scores have declined 11 points since 1997. UMaine is a moderately selective institution in terms of its admission standards with approximately 86 percent of its undergraduate population coming from Maine. This is consistent with the mission and goals of the institution and its position as the flagship university of the publicly funded University of Maine System. UMaine provides very limited opportunities for remedial education, and therefore, except through the Onward Program, seeks to admit only students fully prepared for college-level work. (The Onward Program is a federally funded TRIO program that focuses on disadvantaged and nontraditional students of promise, providing remedial courses in English, math and science).). (Standards 6.1, 6.2)

The Office of Admissions and the Office of International Programs determine admissibility of domestic and international students, respectively, to all undergraduate programs, according to criteria developed in consultation with academic deans. Admissions counselors generally consult with associate deans about students that the counselors deem borderline for admission to a particular college. The Graduate School governs graduate admissions in consultation with the graduate coordinators of the various programs (<http://www.go.umaine.edu>, <http://www.umaine.edu/international/> and <http://www2.umaine.edu/graduate/>). (Standards 6.1, 6.2)

Enrollment Trends and Programs In the past decade, the University of Maine has experienced a substantial increase in undergraduate enrollment. First-year new student enrollment increased from 1,160 in fall 1997 to 1,972 in fall 2007 (http://www.umaine.edu/ois/fact_book/factbook.htm). This 70 percent



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increase occurred through enhanced and better-coordinated efforts university-wide. The increase has included an 80 percent increase in in-state enrollment and a 36 percent increase in out-of-state enrollment. The out-of-state increase may be misleading. There was a dramatic decline in out-of-state enrollment between 2006 and 2007, likely due to major issues with the adoption of MaineStreet and the University System Shared Processing Center. As of fall 2006, out-of-state enrollment increased by 68 percent compared to fall 1997. The university expects to be able to maintain or surpass fall 2006 levels.

Collaboration among the Admissions Office, Department of University Relations and the colleges has significantly improved general marketing materials and recruiting efforts. New Student Programs has dramatically enhanced open house and orientation programs (<http://www.go.umaine.edu/events.htm>). UMaine also developed several programs to allow academically capable high school students to pursue college-level coursework and earn college credit while they are still in high school (<http://factsheets.umaine.edu/UWP/5-Enroll%20HS.pdf> and <http://www.umaine.edu/academ-e/>). In addition, the Admissions Office's Merit Scholarship program was revised and has been very successful. Merit Scholarships include: Top Scholar Awards, Presidential Distinguished Scholar Awards, Presidential Scholars Award, Dean's Scholar Award, and National Merit Finalists and Outstanding Academic Students Award. The Top Scholar Awards have assisted UMaine in attracting more of the state's valedictorians and salutatorians than all other universities in Maine combined. The Presidential Scholar Award has allowed UMaine to compete for excellent out-of-state students.

Another significant change contributing to UMaine's enrollment growth is the Honors College, created from the Honors Program in 2002 with expanded programming and visibility. UMaine's Honors College provides a unique opportunity for a community of nearly 700 motivated students to investigate diverse academic areas of the university, be challenged in a supportive, intellectual environment, and critically engage fellow students and enthusiastic, distinguished faculty in thoughtful, provocative discussion. The benefits and rewards are substantial, and the program is flexible enough to be tailored to an individual student's needs and interests.

UMaine Honors is founded on the belief that genuine excellence in college-level studies means substantial understanding and informed appreciation of areas outside a major field of specialization, as well as focused excellence in it. With an emphasis on learning, which both broadens and deepens, the Honors College expands students' perspectives by exploring areas of thought not closely related to their disciplines, allowing them to work in their majors with greater intensity than would be possible in a conventional course pattern.

Small classes and individualized contact characterize the Honors academic experience. First- and second-year Honors preceptorials typically have 12 students, while third-year Honors tutorials are even smaller. The Honors curriculum culminates with a yearlong thesis or project in which each Honors student works individually with a faculty member investigating a subject of mutual interest (<http://www.honors.umaine.edu>).

Most UMaine undergraduate students are admitted directly to one of the five baccalaureate colleges. Approximately 8 percent of newly admitted students choose to enter the Explorations program rather than one of the colleges, enabling them to spend up to two semesters deciding which college to enter while exploring their interests and completing general education requirements. In addition, Explorations staff members provide an initial academic home for students not meeting the academic requirements for their chosen college. This program introduced in 2008 is called Foundations. The size



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of this population has varied annually since the inception of this process, (originally referred to as “redirects”), in 1999, when 134 students were redirected. However, the trend is distinctly upward, particularly the last three years with 202, 172 and 256 students being redirected. Explorations requires participation in a first-year seminar and provides intensive advising while the student decides upon a major and a college. (Standards 6.1, 6.2, 6.3)

UMaine also presents an opportunity to highly motivated, part-time students through the Bachelor of University Studies (BUS). It allows a student to coordinate offerings of the Continuing Education Division (CED) and Summer University into an individualized degree program.

The BUS degree program is available for individuals who: 1) did not continue directly to higher education after high school, and find that family, job and other responsibilities do not allow a full-time program of study; 2) have discontinued college or university programs and now wish to re-enter a degree program; or 3) have associate degrees and wish to pursue a broader-based baccalaureate program (<http://dll.umaine.edu/bus/>).

Student Information Policies The Office of Student Records (OSR) has clear policies to keep student information secure in compliance with the federal Family Educational Rights and Privacy Act of 1974 (FERPA). OSR maintains in perpetuity each student’s official academic record and the data needed to rebuild it. Data are kept on microfilm and in an online database, backed up nightly. The records are maintained according to guidelines established by the American Association of College Registrars and Admissions Officers. OSR is in the process of setting up document imaging and a plan is in place to move all hard copy and microfilm to this new medium. OSR exercises oversight to ensure that all university offices and personnel follow proper confidentiality procedures. This includes publishing security requirements faculty members must follow if they choose to post student grades in public areas.

Some information about students is considered directory information. The institution may share directory information unless the student has taken formal action to restrict its release. Directory information includes: name, address (excludes e-mail), phone, program of study, participation in officially recognized activities and sports, appropriate personal athletic statistical data, most recent previous educational institution attended, dates of attendance, degrees and awards received (including dates), enrollment status (full/part-time), class level and date of birth. Students can request that their directory information not be released at any time. This information is also located in the MaineStreet student record information system.

Student records exist in many offices. These records include admission data, health records, financial aid data and disciplinary information. Each office is guided by FERPA and follows the university’s “Policies and Practices in Handling Student Records,” a compilation of office guidelines updated in 2008 by the vice president for student affairs and dean of students. These procedures are referenced in the Student Handbook (<http://www.umaine.edu/handbook/default.htm>), which directs students to the Office of the Vice President for Student Affairs and Dean of Students or OSR for the full policy. None of these records form part of the permanent record; data are expunged at intervals defined by each office. For example, the Counseling Center does not destroy records until 12 years after the student leaves the university.

Current technology allows numerous points of access to student records. Academic departments can register students online using MaineStreet, an Oracle product, which was phased into registration starting March 2008. This product allows much more access to information by students, faculty members



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and staff members.

All of this technology raises new privacy concerns. To ensure privacy, security and record integrity in this environment, OSR determines who may have access to the student information system and defines the level of access. MaineStreet provides the ability to limit access to students' personal information (e.g., Social Security numbers will be hidden from 95 percent of users). (Standard 6.16)

Student Orientation Reporting to the Office of Admissions, the Office of Student Orientation hosts orientation activities in summer, fall and spring. (See <http://www.umaine.edu/orientation/>.)

Graduation and Retention Overview

In the past five years, the University of Maine has put increasing emphasis on retention and graduation rates. UMaine has expanded and created Student Affairs programs to increase student engagement and provide students with needed services. New points of emphasis in Academic Affairs focus on holistic advising and early intervention with struggling students. There also has been a concerted effort to better coordinate Student Affairs with Academic Affairs.

Retention Policies The university states its policies on continued enrollment and academic suspension, dismissal and graduation in its Undergraduate Catalog (<http://catalog.umaine.edu/>). The catalog explains categories of dismissal, suspension and probation; outlines appeal procedures; and describes academic activity allowed during suspension/dismissal. It also explains procedures and conditions for readmission. Currently, students seeking readmission apply directly to the college of their choice rather than the Office of Admissions. (Standard 6.5)

The Faculty Senate determines academic retention standards, applied by the Academic Standing Committee. The associate provost and dean for undergraduate education chairs that committee. The criteria are the same for all programs and colleges, and are published in the Undergraduate Catalog and the Student Handbook (<http://www.umaine.edu/handbook/default.htm>). The associate deans of the academic colleges and directors of the School of Engineering Technology, Explorations Program and Onward Program recommend academic actions to the Academic Standing Committee based on each 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 e-mail. Students have the right to appeal to the associate provost and dean for undergraduate education if new information is available or based on an error in process. (Standard 6.5)

Retention and Graduation Performance and Recent Initiatives The University of Maine's first-year student retention rate has remained between 78 percent and 80 percent for the past five years. About one-third of the attrition is attributable to poor academic performance; on average, UMaine suspends or dismisses approximately 7 percent of first-year students (http://www.umaine.edu/ois/fact_book/factbook.htm). Six-year graduation rates are more variable. The rates for the four most recent cohorts have been 56, 52, 59, and 59 percent, respectively. Center for Institutional Data Exchange and Analysis data reveal that UMaine's retention and six-year graduation rates are significantly better than those of institutions with similar student profiles. (Standard 6.4)

In support of the University of Maine's retention effort, the Tutor Program, a "learn-how-to-learn"



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study skills-based tutorial, serves more than 800 students each academic year. The Tutor Program provides small group peer tutoring for students who need academic assistance in 100- and 200-level courses. By working together, students learn how to process course material and sharpen reasoning and questioning skills. Tutoring sessions are learner-centered and require the active involvement of each student. In an effort to help first-year students make the transition from high school to college learning, the Tutor Program staff members have developed a study skills presentation, which more than 30 professors and instructors request for their first-year orientation classes each fall. The Tutor Program also posts study tips and timely resources to a public intranet conference, in order to reach the entire University of Maine community.

UMaine continues to focus and enhance its efforts to improve its student success rates. UMaine has received a College Success Grant from the Maine Educational Loan Marketing Corporation (MELMAC). Through this grant, UMaine administered the College Student Inventory (CSI) to all first-year students. Results of the CSI, which was built from and normed using data that identify the strengths and needs of incoming students, were shared with advisers and academic deans, in addition to the student affairs staff, in an effort to intervene sooner and more relevantly with students, before they decide to leave. Other College Success Grant initiatives include increased tutoring hours, additional student academic success workshops (e.g., reading the college text, time management, etc.), work with faculty whose courses enroll large numbers of first-year students. Also available is an online referral system for faculty and staff members to use to refer students to the Office of First and Second Year Programs, which provides students at high risk for dropping out with counseling, support, referral and study skills programs, as well as programs designed to connect these students to UMaine. Guided by an advisory committee comprised of people from both academic affairs and student affairs, some programs in the MELMAC grant have changed over time in consultation with the MELMAC Education Foundation, but the goal of improving UMaine's graduation and retention rates remains the same. In Spring 2009, the University of Maine launched a new initiative, Academic Recovery Program, for all first-year students with a fall semester GPA of 1.5 or below. The one credit hour pass/fail course must be passed in order for students to continue at the University of Maine and/or change their major. (Standards 6.4, 6.6)

The First-Year Residential Experience (FYRE) program started in 2007 builds on MELMAC grant-related initiatives. First-year residential students now live in one area of campus, where they are provided with enhanced programming. Initiatives include weekly question-and-answer sessions with Biology 100 faculty tutors in the residence halls, book clubs and research fairs. (Standards 6.3, 6.4, 6.6)

UMaine also created a pilot program called the Transitions Program in 2007 to provide intensive intervention to a group of 52 students with marginal academic preparation. Students participated in a special orientation; took a required set of courses for 10 credits their first semester and 12-15 credits of general education courses in their second semester; and received a minimum of 30 hours of contact with Transitions Program staff. Students who successfully completed the program with a 2.0 grade point average transferred to one of the five colleges. Those who did not were suspended with counseling and possible referral to other academic institutions. The program was continued through AY09 while the new Foundations program was being fully implemented. (Standards 6.3, 6.4, 6.6)

In 2006, UMaine established the Graduation and Retention Rate Improvement Team (GRRIT). GRRIT includes associate provosts, academic and student services deans, an associate dean and Faculty Senate representative. This group reviews data on student recruitment, admissions, retention and graduation



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rates, along with academic and demographic data. They also discuss and plan needed interventions and review annual evaluations of the impact of such interventions. More thorough data analysis has highlighted a number of issues. Using multivariate probit and logit models, the group attempts to forecast, with substantial success, which individuals will be retained. The traditional expected variables, such as admissions score, high school rank, etc., are statistically significant, but still do not give enough predictive accuracy to better focus resources. However, the stratified matrix of UMaine students with high school rank and SATs does show significantly lower retention rates in students with poorer academic preparation. Examining the performance of students redirected to the Explorations Program (students individual colleges believe to be below their admissions standards) offers further insight into the graduation and retention issue with respect to these students and those minimally meeting individual college standards (Table 1). Both retention and graduation rates for these students are dramatically below university averages. In context of overall university averages, eliminating this group from the data would only increase retention by 1 percent and the six-year graduation rate by 2 percent. However, this group of students does tend to require significant university resources and raises the question as to whether moving those resources to other groups would be more successful in raising overall university retention. For example, a recent analysis of UMaine’s Honors College indicates a significant impact on retention. GRRIT is fostering more thorough analysis and evaluation of programs and services moving forward. (Standards 6.6, 6.18))

Table 1. Summary of First-Year Retention and Six-Year Graduation

	Retention After One Year				Graduation in Six Years			
	03 Cohort	04 Cohort	05 Cohort	06 Cohort	98 Cohort	99 Cohort	00 Cohort	01 Cohort
Total Institution	80%	79%	80%	78%	56%	52%	59%	59%
Explorations Program (ACE) Total Program	75%	71%	72%	71%	50%	34%	47%	44%
Explorations Directs	77%	74%	81%	75%	52%	41%	56%	54%
Explorations Re-Directs	72%	68%	62%	64%	33%	27%	34%	34%

Student Services

Student Affairs Overview

The University of Maine offers an array of student services consistent with the institutional mission and student needs. The vice president for student affairs and dean of students heads the division. The vice president, the senior associate dean, the associate dean and the director of student and administrative support services comprise the central Student Affairs Office and, like other members of the division, they 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 close relationship between the student affairs and academic



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affairs operations, which have done a great deal to establish a seamless learning environment. The division's efforts are intended to create an engaging, exciting and purposeful program of campus life where students feel part of the community, empowered to be catalysts for change and committed to making the campus a vibrant place to live. The entire student affairs staff works deliberately to involve students in community life to maximize their impact in the world.

Student Affairs follows the National Association of Student Personnel Administrators (NASPA) Standards of Practice (http://www.umaine.edu/studentaffairs/forms/Naspa_Programs.pdf). 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 and responsibilities are in the Student Code of Conduct and in the Student Handbook. These are easily accessible and fairly administered (<http://www.umaine.edu/handbook/>). (Standard 6.18)

Students also are offered a way to keep track of their extracurricular involvement. Each student can create a profile for himself or herself and or his or her groups through the online "Black Bear Link." At the end of their college career, students can print an "extracurricular transcript" to attach to their academic transcript. This program serves as a database for student organizations, and allows students and the university to track of student volunteer hours. (Standard 6.7, 6.8, 6.15, 6.17)

Student affairs staff members are problem-solvers and advocates who care deeply about students and the quality of their lives. The division employs some 400 students, 30 graduate assistants, 12 support staff members and 48 professionals. Student service personnel are highly trained and well credentialed. In the Division of Student Affairs, the minimum degree requirement for professional staff is the master's degree. The Division of Student Affairs and other student services offices are funded in such a way as to ensure appropriate delivery of a robust program of student life and services. Facilities — from residence halls to office space to recreation space — are appropriate to the division's mission. The Student Affairs Mission and Vision is online (<http://www.umaine.edu/studentaffairs/vision.asp>) and full description of all student services is on the university's Web site (<http://www.umaine.edu/studentaffairs/>).

Student Life Services and Opportunities

The university provides a large complement of expected and necessary student life and services programs: (For more details, see Appendix F.6.)

The Barbara Higgins Bodwell '45 Center for Service and Volunteerism supports and develops activities related to community service, volunteerism, service learning and philanthropy (<http://www.umaine.edu/volunteer/index2.asp>).

Campus Recreation works to create a community that is healthy, engaged and physically active (<http://www.umaine.edu/campusrecreation/>).

Gay, Lesbian, Bi-Sexual, Transgender, and Questioning Services (GLBTQ) runs the Rainbow Resource Center, which hosts a lending library of books and videos available to the university community. The center is a safe and welcoming place for students to gather (<http://www.umaine.edu/glbt/>).



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Community Standards, Rights and Responsibilities promotes personal responsibility through educational outreach to the university community and the enforcement of the Student Conduct Code (<http://www.maine.edu/pdf/0609conductcodebookcleancopyfinal052206.pdf>).

First and Second Year Programs serves first-year and second-year students to maximize their academic and social potential, with specific emphasis placed on transitions and problem solving (<http://www.umaine.edu/studentaffairs/firstandsecond/>).

Health and Legal Professions Advising assists students in planning for their professional future by working with those who anticipate attending graduate school in order to become a healthcare provider, and those who wish to attend law school (<http://www.umaine.edu/healthcareers/> and <http://www.umaine.edu/career/prelaw.html>).

The Career Center provides career services and programs for students and alumni to enable them to successfully identify and pursue career goals (<http://www.umaine.edu/career/>).

Residence Life houses approximately 3,830 residents in 18 halls, intentionally fostering communities that instill a sense of belonging and providing active learning environments that enhance student engagement in personal development and academic success (<http://www.umaine.edu/rlp/>).

Public Safety at the University of Maine is a full-service police department, staffed by 35 state-certified police officers, security officers and support personnel (<http://www.umaine.edu/publicsafety/>)

Crisis Management is a divisional function that involves managing emergency situations and appropriately notifying the community of threats, concerns and remediation.

Multicultural Programs is committed to planning, developing and implementing programs and services to meet the needs of African, African American, Latino/a, Asian and Native American students (<http://www.umaine.edu/multicultural/>).

Intensive English Institute offers a year-round focal skills design core-intensive program, as well as semester and summer courses in ESL education and shorter-term programs, workshops and tutorials (<http://www.umaine.edu/iei/default.htm>).

Student and Administrative Support Services assures student access to services while fostering student access to, and involvement with, distribution of programming funds (<http://www.umaine.edu/studentaffairs/advocacy.asp>).

Alcohol and Drug Education Programs offers 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 (<http://www.umaine.edu/aod/>).

Counseling Center and Peer Education Programs promotes community-wide health and wellness through prevention and educational programs and confidential counseling and psychological services (<http://www.umaine.edu/counseling/> and <http://www.umaine.edu/peered/>).

Disability Support Services, part of the Division of Lifelong Learning, works to create educational access for UMaine students with disabilities by providing a point of coordination, information and education for those students and the campus community (<http://www.umaine.edu/disability/>).

Information Technologies, which reports to the vice president for administration and finance, manages FirstClass, UMaine's official intranet communications system, providing the university community



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with the ability to effectively communicate and share valuable resources and information via e-mail, conferencing (public, private or courses), directories, individual and shared calendars and online chats (<http://www.umaine.edu/it/>).

The IT Help Center mission is to provide first-level computing support to the UMaine community (<http://www.umaine.edu/it/helpcenter/>).

Greek Life supports about 800 students participating in one of the 15 men's fraternities or seven women's sororities (<http://www.umaine.edu/greek/index2.asp>).

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 (<http://www.umaine.edu/cntsp/>).

UMaine Health Services, an outsourced auxiliary enterprise, offers appointment-based medical care during the academic year (<http://www.umaine.edu/cutler/>).

The Office of Student Financial Aid administers more than \$75 million in university, state, federal and private assistance for more than 9,000 students (<http://www.umaine.edu/stuaid/>).

Campus Activities and Engagement stimulates and encourages social, cultural, intellectual and recreational interaction by providing learning experiences outside of the classroom (<http://www.umaine.edu/campusevents/index2.asp>).

Student Organizations and Leader Development provides leadership, direction, advice and development resources for students, student organizations, student leaders and organization advisers in an effort to positively affect and influence the University of Maine student culture and experience (<http://www.umaine.edu/sold/index2.asp>).

The University of Maine Department of Athletics administers the university's 19 Division I sports programs (<http://www.goblackbears.com>).

Projections

The University of Maine is positioned for further enrollment growth. The in-state perception of the university significantly improved over the decade. Even with declining numbers of high school graduates in Maine, the university expects to be able to attract an increasing percentage of those graduates while hoping that the percentage of graduates going on to higher education increases. Further increases in out-of-state enrollment are possible, but will require considerably more effort and resources. The University of Maine has the quality programs to attract increased numbers, but needs to enhance its visibility and the perceptions of students in this competitive market.

The improvement of retention and graduation rates remains a priority. Further analysis of the student population and its needs, and more thorough evaluation of programs supporting UMaine's students, will allow the university to better serve students with limited resources. Any dramatic improvement in retention and graduation rates is unlikely without a more selective admissions process and expanded resources. However, the university expects to slightly increase both retention and graduation rates in the next three years with the adoption of two new programs. Beginning in fall 2009, students who would have been previously redirected from the colleges to Explorations will be offered entrance to the new Foundations Program.



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Foundations will provide students who do not meet the admissions standards for their chosen major an opportunity to matriculate on an academic contract with a restricted class schedule. This one-year program is designed to allow students to adjust to the college environment and the University of Maine's academic rigor. Students enroll in a first-year seminar and courses that fulfill the general education requirements. Those with a GPA of 1.0 or lower will be suspended after the fall semester. Those with a 2.5 GPA or higher may request transfer to appropriate colleges. Students completing the year with an overall GPA below 1.5 also will be suspended.

In addition to the Foundations Program, the university will initiate a new academic recovery course beginning in spring 2009. All first-year students with a first-semester GPA of 1.5 or below will be required to pass a one-credit pass/fail course to continue at UMaine. Explorations staff members will teach the course. The course enrollment will be limited to 20 students in each section. The Explorations director, in collaboration with the associate deans and faculty, will receive regular updates on student progress during the spring semester. The Tutor Program will provide services in one additional course for all students enrolled in this program. The course will include one-on-one meetings with the academic recovery course instructor, as well as focus on learning strategies and styles, time management, career decision-making, campus resources and self-responsibility. It will require additional meetings with the student adviser and will strongly encourage use of institutional resources to assist in personal or medical issues.

With the activation of these programs, the university hopes to increase the retention rates for first-year students entering fall 2009 to 82 percent. It also expects to increase the six-year graduation rate to 65 percent.

Student services programs are operating at maximal efficiency. Over the years in response to budget difficulties, the Division of Student Affairs has realigned staff and maintained services and standards within the confines of current resources. This has been effective, but further cuts will erode essential services, access to engaging programs and, ultimately, will lead to a campus community less engaged. The division recently launched its successful first-year residence program, opened a new recreation center and launched an office of second-year programs. In 2007-08 the division also opened two new dining venues on campus, resulting in increased access and high student satisfaction. The Martin Luther King Jr. and Coretta Scott King Memorial Plaza, a place for student introspection and engagement, opened in October 2008. UMaine will look to the future to establish new housing options suited to student needs. UMaine is seriously considering public/private partnerships to make this a reality, while also working with the Department of Information Technologies and Housing Services to ensure wireless capability in all residence halls. The university is raising funds to improve campus athletic facilities, including the Memorial Gymnasium and Field House, playing fields and the Alford Sports Arena. Another area of interest, which has been included in the university's comprehensive campaign, is improvement of the fourth floor of the Memorial Union for student use. UMaine will continue to address the ever-changing face needs and expectations of the modern student. This is a challenge the University of Maine welcomes.

INSTITUTIONAL EFFECTIVENESS

A team of internal divisional members and external experts reviews the Division of Student Affairs and its departments every three years. The reviews look at best practices, comparison to CAS standards, issues, concerns and recommendations for future operations. Division leaders and staff also collect data using an online Web survey tool to determine trends and interests. Most offices collect data on satisfaction



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and utilization, and staff routinely assess the community for high-risk substance use behaviors. Additionally, institution-wide data are used to determine effectiveness and trend analysis. UMaine has an ongoing contract for six annual studies of different Student Affairs interest areas, including the profile of the American College Student. (Standards 6.7, 6.8, 6.10, 6.14, 6.15, 6.17, 6.18)

Standard Seven Library and Other Information Resources

Description

The Raymond H. Fogler Library (<http://library.umaine.edu/>) and the Department of Information Technologies (<http://www.umaine.edu/it/>) support the University of Maine's academic and research programs. Fogler Library and Information Technologies (IT) complement each other in important ways. IT helps deliver the information resources collected or created by the library. The library provides space for the Collaborative Media Lab and other computers and services provided by IT. The units have collaborated to create a library Information Commons using the research computers from the library and the cluster computers from IT. This collaboration allowed for an increase in the number of computers and enhanced service by creating one service desk for both staffs.

Appraisal

Raymond H. Fogler Library

The library serves the University of Maine and users statewide. The library provides efficient and effective access to the information, and library resources needed to support the UMaine teaching, research and public service goals (<http://www.library.umaine.edu/about/mission.htm>). Fogler Library is the state's official Science, Technology and Business Library.

Fogler Library is a comprehensive central library; there are no officially supported departmental libraries on the campus. Fogler Library also manages the Darling Marine Center library (<http://server.dmc.maine.edu/library.html>) in Walpole. Fogler Library reports to the vice president for academic affairs and provost, and is managed through department heads: Collection Services, Government Publications, GIS and Microforms, Interlibrary Loan, Networking, Reference, Science and Engineering, Special Collections and Technical Services. The assistant to the dean manages the library's finances. Fogler Library is in a consortium that includes the libraries of the University of Maine System, Bangor Public Library, the Maine State Library and the Maine State Law and Legislative Research Library. Fogler Library administratively supports Maine InfoNet (<http://www.maine.gov/infonet/index.shtml>), which manages the shared online catalog URSUS (<http://ursus.maine.edu/>), Web servers and other technical functions.

Resources The library develops and maintains collections in appropriate formats to support the university's academic programs and research. As the largest library in Maine, it has approximately 1.1 million volumes, 2.3 million government publications, 1.65 million microforms, more than 200 databases (<http://library.umaine.edu/indexesdb/Indexes.asp>), more than 3,500 journal subscriptions and access to more than 39,000 online journals (<http://library.umaine.edu/ejournals/>). (Standard 7.7)



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The library acquires approximately 7,000 books annually through two approval plans, based on profiles tailored to programs offered at the university. These include university presses and other scholarly publishers from the U.S., Canada and abroad. The library also purchases approximately 6,000 books recommended by members of the university community. The library participates in resource sharing with the University of Maine System (UMSW) libraries and the Maine State Library. The state funds MARVEL! (<http://libraries.maine.edu/mainedatabases/>) and UMS provides funding for databases shared by the university libraries. Fogler Library creates digital collections (<http://libraries.maine.edu/gateway/>), including the Prism yearbook collection and the Maine town reports. Other digital collections include: Electronic Theses and Dissertations; Maine Music Box; the William P. Palmer III Collection, and the Robert Venn Carr Jr. Collection. The library also provides access to other noteworthy collections. (Appendix F.7.a) (Standard 7.1, 7.7)

Authentication and other safeguards are in place, maintained by the manager of networking and technology, and Maine InfoNet staff. Breaches of access to licensed databases are resolved quickly to maintain those resources and the library's integrity. (Standard 7.6)

The library has added more than 189,000 monograph and journal volumes since 1999. Journal access has increased and is changing from paper subscriptions to online formats. The library has purchased Portico to maintain access to back -files in the event of subscription loss. The library has many collection strengths, but is also deficient in some holdings. The Collections Department maintains a list (<http://www.library.umaine.edu/colldev/j&dreq-web.xls>) of the requested, but as yet unfilled, needs of the faculty. The library and the Faculty Senate developed a Process for Reviewing and Updating the Fogler Library Journal Collection (<http://library.umaine.edu/colldev/motion.htm>) to help deal with the impact of increasing journal costs on the acquisitions budget. It is recognized that, as new programs and courses are created, the library usually does not receive funding to support related acquisitions. The results from the 2007 LibQual survey on library quality noted faculty and student concerns regarding the depth of the collection.

Services Fogler Library provides a full range of user services: circulation, reserve, social science and humanities reference, science and engineering reference, interlibrary loan and media resources. The library staff makes collections available to off-campus students and faculty members. Material is delivered both electronically and via the delivery service contracted by UMS. (Appendix F.7.b) (Standard 7.9)

Fogler Library continues to lead the state in the provision of information services, both within and outside the university system. Library staff manages the purchase of databases at the UMS and state levels, and provides leadership for Maine InfoNet.

The library Web page offers subject portals through which users can easily find resources in their field of study and use the Ask-A-Librarian service for more assistance. The library implements new digital technologies when possible, including the first RSS feed at UMaine (http://www.library.umaine.edu/rss_info.htm), a blog (<https://blogs.umaine.edu/fogler/index.php>), and podcasts (<http://library.umaine.edu/podcasts/default.htm>). The library meets the current standards for Web accessibility and ADA compliance. (Standards 7.3, 7.10)

Managers at the public service points work diligently to ensure proper staffing levels, but this has been made more difficult with the decrease in both professional and student staffing. Staffing challenges also limit the library's ability to meet requests for additional hours or service times. Interlibrary loan



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processes requests efficiently, but often cannot supply hundreds of journal articles because of the fair use annual borrowing limit.

Financial Support The acquisitions budget has increased in the past four years and there have been no cancellations of journals or databases, but the funding has not allowed growth for needed resources to support both existing and new programs. In FY08, the library spent approximately \$4.8 million on library materials. The majority (83 percent) went to journals, back- files, microforms and databases. The monograph collection (14 percent) is allocated to subject areas that correspond to the university’s academic departments, colleges and/or schools. The library relies on funding beyond the University of Maine budget for access to essential electronic resources. Those funding sources are:

- Maine Economic Improvement Fund — \$150,000/year; the library applies for this fund
- Coca-Cola (pouring rights) funds — \$80,000/year, funding ends in 2009
- UMS Libraries budget — \$221,730 in FY08
- Federal funding, Public Utilities Commission — \$500,000/year
- State Research — \$175,000/year
- State Library — \$300,000 in FY08, reduced to \$275,000 in FY09

The operating budget includes salaries and wages, plus the funds for equipment, maintenance and supplies. It is separate from the acquisitions budget.

Formal reports on the library’s fiscal status are made each year to the vice president for administration and finance and to the provost.

The acquisitions budget has increased in the past four fiscal years:

FY1999	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008
2,836,530	2,840,330	3,040,330	3,040,330	2,924,362	2,924,362	3,724,362	4,124,362	4,474,362	4,824,362

The operating budget has suffered decreases, straining the library’s ability to purchase equipment and maintain contracts. Staff salaries have increased with collective bargaining, continuing appointments and promotions. Decreasing staffing levels make the operation and provision of services difficult.

	FY1999	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008
Salaries & Wages (excl benefits)	1,767,209	1,811,398	1,891,897	1,940,098	1,909,767	1,940,151	1,937,870	1,969,931	1,956,845	2,093,290
Student Wages	76,657	76,657	76,657	76,657	76,657	76,657	76,657	76,657	71,657	71,657
Operations	156,892	146,892	156,669	156,669	141,669	141,669	141,669	141,669	104,809	104,809

An increase in funding would enable the library to hire staff and increase the operating budget to support equipment and maintenance contracts, increasing its ability to offer more services and create additional digital collections. (Standard 7.2)

Library Staffing There are 60 staff members (<http://library.umaine.edu/staff/staffdept.htm>): 17 librarians, 38 classified (hourly) staff, and five non-librarian professionals, including archivists, a network manager, a public relations specialist and a business manager. Two librarians are on 10-month appointments, one is part-time, and one archivist is on soft money. Three classified staff members work part time. There are 11.3 full-time equivalent student assistants. Members of the professional staff have the appropriate degree and some classified



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staff members have master's degrees. Professional staff are hired from a national pool and often come with experience gained at similar university libraries. The library has been fortunate to hire qualified, experienced professionals and has been generally effective in retaining them. (Standard 7.4)

Fogler Library has 10 fewer staff members than it did in 1999. The decrease has resulted in a flat organization that is stretched if there are any staffing absences, making it difficult to move forward on initiatives and projects without sacrificing other work. A loss of a classified staff position resulted in a decrease in hours of operation, and recent funding cutbacks eliminated the ability to create positions.

Changes in the technologies necessary for library services have meant a change in staff skills and expertise. Professional development for staff has been difficult since the budget for travel and training does not allow for full reimbursement of travel costs. An increase in this budget is necessary if the staff members are to be leaders in the digital library.

Fogler Library has an internal group to assess the professional staff. The Professional Personnel Council makes recommendations pertaining to appointments, continuing appointments, non-appointments or changes in administrative responsibility of professional staff members to the dean.

Training and Support in the Use of the Resources Fogler Library's staff conducts a variety of library instruction sessions. The library has one 20-seat classroom; sessions also are taught in classes outside of the library. In the 2007-08 academic year, library staff conducted 241 sessions with 5,632 participants. This total includes 224 subject-based class instruction sessions for 5,264 participants and 19 sessions (368 participants) devoted to Web authoring, GIS and other workshops. (Standards 7.5, 7.8)

Fogler Library offers LBR200, Information Literacy, a three-credit course that meets the university's general education requirement for Human Values and Social Context. Three sections are offered each academic year, with enrollment capped at 20 students per class. In the 2007-08 academic year, 57 students enrolled in the three sections. The course is required for the Ecology and Environmental Sciences Program and for majors in Communication Science and Disorders.

Reference staff personnel provide one-on-one assistance at the reference desks and by appointment. They also use e-mail and live chat of the Ask-A-Librarian (http://maine.cb.docutek.com/um/vr1_entry.asp) software. During 2007-08, this service provided answers to 28,380 reference questions, and online users visited subject guides and other resources developed by the librarians 258,469 times. (Standard 7.5,7.8)

A number of faculty members request specific instruction, indicating the impact of library staff training and support. In addition, there is increased use of library-generated electronic guides and demand for LBR 200 is significant. There is a need for another classroom in the library. At times, classes have been denied because of the lack of on-site space and/or the lack of available staff to teach.

Physical Environment The Fogler Library core building, constructed in 1946, has three main floors surrounding six levels of fixed stacks. A 1976 addition matched the main floors of the 1946 building. The building is approximately 140,000 gross square feet. The library began experiencing space problems in the early 1990s and addressed this by using off-site storage. In 1995, a 15,000-square-foot storage building with air conditioning and humidity control was added. That building is now full, although plans to increase the storage capacity are under way. The main library building has no climate control and has become increasingly hot and humid during the summer months. During summer 2007, two levels of the library exceeded OSHA heat and



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humidity standards for a number of days. Anecdotal and survey responses from the users have indicated a dissatisfaction with building conditions during the summer months. In winter, the 1946 section of the building is often too hot and windows are sometimes opened to help cool areas. At the same time, students have indicated that the 1976 section is too cold. Lack of climate controls affect library staff and users, in addition to equipment, books, journals and archives. Plans to install air conditioning are in development.

The library has had wireless access for five years and, along with Information Technologies, provides computers for general and research use. The library provides space for the Collaborative Media Lab and media equipment in the Media Resource Center. The library has provided spaces for the Oakes Room Café and the University Club (<http://library.umaine.edu/universityclub/>). (Standard 7.11)

The 1999 NEASC report noted that the library was pressed for collection space and user seating. These issues remain. The library has removed more than 200 seats in the past 10 years and the stacks are filled to overflowing. There are now about 845 useable seats based on typical user patterns. The stacks on levels two and three have been placed near the windows where sunlight contributes to the deterioration of the books. This also moved seating way from the natural lighting desirable for a pleasant study atmosphere.

To alleviate some crowding of volumes and return seating to the library, there is a project under way to expand the storage capacity of the annex. There also are discussions taking place to look at storage of bound volumes duplicated in digital collections.

It is difficult to provide the type of seating that users requested. There are no group study rooms and no faculty or graduate carrels. The library has responded to some requests by helping create the Information Commons, providing space for the Collaborative Media Lab, providing a café and making space for the University Club. The library also has participated in discussions regarding a state storage and retrieval center. Such a facility would alleviate some of the library space issues. (Standard 7.10)

Department of Information Technologies

The University of Maine's Department of Information Technologies (IT) reviewed and revised its mission statement (<http://www.umaine.edu/it/policies/mission.php>) in the fall 2006 semester with input from the Information Technology Advisory Council, which has representatives from each of the university's colleges and administrative units. (Standard 7.1)

Information resources and services IT is comprised composed of several services areas (for more details, See Appendix F.7.c)

Audio Visual Services (<http://www.umaine.edu/it/services/av/>) provides AV equipment (color television monitors, video tape players, computer/video projection devices, overhead projectors, slide projectors, public address systems, laptop computers, etc.) for classroom and department use while also providing support for the Donald P. Corbett Business Building high-tech classrooms.

Computer Connection (<http://cc.its.maine.edu/~maine/index.php>) is a retail sales center for high-tech gadgets, software and computers.

Computer Repair (<http://www.umaine.edu/it/services/repair/>) services all university-owned computer equipment, as well as computer equipment owned by staff members and students affiliated with the university.



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IT Help Center (<http://www.umaine.edu/it/helpcenter/>) provides walk-in, telephone and emailed-mail assistance regarding the use of the FirstClass emailed-mail/conferencing system, UMaineNet (residence hall network), UMS accounts (PeopleSoft, Wireless wireless access, WebCT, Blackboard, Dial-Up), software applications and all operating systems.

Public Computer Clusters provide Memorial Union and Fogler Library space for students and others to access computers and printers.

Faculty Development Center (<http://www.umaine.edu/it/fdc/>) assists the faculty in implementing new technologies into courses.

Campus Networking (<http://www.umaine.edu/it/services/networking/>) assists with setting up, installing and running networks, accessing the campus-wide network and the Web.

Telecommunications (<http://www.umaine.edu/it/services/telecom/>) provides telecommunication services UMaine.

Video Services (<http://www.umaine.edu/it/services/video/>) provides use of a television studio and production suite for programming on the campus cable student access channels. (Standard 7.4)

IT has changed considerably in the last decade. In 1999, part of the campus network was managed by the UM System IT group and part by the campus IT group. Today a service level agreement defines each organization's role, leading to a well-defined management structure and collaborative work. (Standard 7.12)

Eighty percent of UMaine's classrooms are equipped with technology today, as opposed to fewer than ten 10 percent a decade ago. That percentage is growing as UMaine upgrades classroom technology on a regular basis. (Standards 7.7, 7.10)

For the last six years UMaine has offered a Faculty Laptop Incentive Program (<http://www.umaine.edu/it/grants/downloads/LaptopIncentive.pdf>) providing matching funds to academic departments that purchase laptop computers for faculty members. To date, nearly 520 laptops have been acquired through this program. (Standard 7.7)

The IT department has created a Faculty Development Center to help faculty members integrate technology into their courses. The center also provides stipend grants to fund faculty work with new technologies. (Standard 7.5)

Financial Support UMaine funds IT through its based (E&G) budget, revenue from services provided (charge backs) and a technology fee. (Standard 7.2)

IT's Fiscal Year 2007 budget of \$2,896,852 provided the base for all departmental units, mostly covering salaries.

IT uses technology fee funds, \$872,920 in FY07, to support the Help Center, refresh technology classroom and computer cluster equipment, maintain major education resources, support the Faculty Laptop Incentive Program and provide funds for software with university-wide applications (e.g., Symantec Anti-Virus).



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Telecommunications, supported by IT repair and networking staff to help offset operational costs, brought in some \$754,308 for services provided to university units during FY07.

Because networking staff time is largely applied to serving departmental and other contracted support service, little time is left over for work on projects such as LDAP directories and podcasting services. (Standard 7.2)

Technology Utilization UMaine makes use of many technologies in the support of its academic mission. The FirstClass collaboration system provides e-mail accounts and conferencing for students. The number of accounts has risen from 9,000 to 20,000 in ten 10 years. More than 400 courses make use of FirstClass conferences to provide a collaborative learning environment. (Standards 7.7, 7.8)

The university provides a WebCT course management system for use in local and distance education courses. Some 291 courses have been developed on the WebCT system. (Standards 7.7, 7.8, 7.9)

UMaine has an instructional television room for delivering and receiving distance education courses. Recently, UMaine created a streaming classroom for use in capturing live classroom sessions for Internet streaming, either for remote students or class review. Eighty percent of the campus classrooms have video projection capability and wireless Internet access is available in all learning spaces (Standards 7.7, 7.8, 7.9)

A new text alert system was introduced in the fall of 2007 to send emergency text messages to community members' cell phones. Some 5,000 individuals subscribe to this service.

The University of Maine has never been shy about exploring new technologies to aid in the teaching-learning process. UMaine has high technology usage rates because it adopted new technology early and standardizing standardized it. UMaine does need to improve integration of its adopted systems to provide a seamless environment for the students (e.g., single login for secured systems). (Standard 7.3)

Technologies Staffing IT has a staff of 40 full-time equivalent employees:

- Administration 3
- Audio Visual Services 3
- Computer Connection 9
- Computer Repair 3
- User Services 5
- Networking 8
- Telecommunications 7
- Video Services 1

Approximately 50 student employees, primarily employed in the Help Center, supplement the professional staff. (Standard 7.4)



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Training and Support in the Use of Resources UMaine Faculty faculty members, staff members and students are provided a variety of training and support opportunities related to the use of educational technology. The Faculty Development Center provides specific support for faculty members, working directly with professors, assisting in the use of course management systems, providing a series of stipend grants each year to promote technology use in the classroom and offering seminars on the use of various technologies. UMaine also has a Center for Teaching Innovation which offers seminars, some of which are related to effective use of information resources. (Standard 7.5)

The Faculty Development Center and the IT instructional coordinator also provide seminars every semester, specifically for staff. (Standard 7.5)

The help center provides one-on-one assistance for students, in addition to a series of handouts and online guide sheets. The answers to many common questions are available to all members of the university community in the help center's FirstClass conference (Standard 7.8)

The University of Maine's Electronic Communications Policy (ECP) (<http://www.umaine.edu/it/policies/communication.php>), developed in 1999 and amended in 2000, has served the university well. This policy is instrumental in gaining compliance with the Digital Millennium Copyright Act. The university follows up on each copyright infringement complaint, often using the ECP as a guide in resolving those issues. Additionally, UMaine provides access to the Turnitin (<http://www.turnitin.com/static/home.html>) system to faculty and student use in minimizing plagiarism. More than 130 faculty members made use of the resource last year. (Standards 7.1,7.6,7.7)

The university has a large continuing education program that makes innovative use of technology applications. A decade ago most distance learning was done via instructional television. Today, while ITV is still in use, many more courses are offered via video streaming and course management systems utilizing the Web, the FirstClass conferencing system and podcasts. (Standards 7.9)

The University of Maine provides wired and wireless networking everywhere on campus. UMaine is the first institution in Maine to provide Internet2 access to the research community and it is in the process of enhancing the research community's networking by moving to the next generation of networking (the National Lambda Rail). This network will provide a minimum of 10Gbs/second data transfer speeds to the research community and it will provide connectivity with strategic research partners, such as the Jackson Laboratory, in various parts of Maine. (Standard 7.10, 7.12)

Projections

Raymond H. Fogler Library

Fogler Library has a strategic plan (<http://www.umaine.edu/strategicplan/Fogler%20Library%20Strat%20Plan.pdf>) that addresses the challenges the library faces.

Challenges Primary issues that continue to require attention are climate control, space and the budget. The library does not have an adequate HVAC system and the building is often too hot in the summer and in some areas too cold in the winter and there is a lack of space for both materials and users. The acquisitions budget has not grown so that it can easily support new programs and the requests from a research-intensive faculty. The operating budget and staff numbers have both decreased to the extent that it is difficult to offer the services the users require.



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Plans to solve the problems UMaine's comprehensive fundraising campaign aims to raise funds for capital projects, hopefully including money for a south side addition and for a digital resources endowment. Achieving this will depend upon the continued success of the campaign, which ends on Dec. 31, 2011. A project to expand the capacity of the annex is underway, helping to alleviate the space and seating problems in Fogler Library. Work has begun to assess the library for climate control and energy use with a plan to install some climate control by summer 2009. The operating budget and staffing levels may continue to be challenges in to the future.

Department of Information Technologies

The Department of Information Technologies is housed in six locations, creating challenges for those who might require help from more than one of the department's units. It also makes it difficult to maintain a team spirit among the IT staff, some of whom rarely collaborate or even see each other. (Standard 7.2)

Financial support Information Technologies IT remains dependent on the charge back system to maintain its salaries budget. This limits opportunities to expand staffing as new services are required to deal with issues such as network security attacks and Recording Industry Association of America complaint processing (Standard 7.2)

The university needs to address its networking funding mechanisms. Most departments pay a fee for their network access but there are numerous models for how the fees are set. A standardized fee structure, which treats computer networking like any other utility, seems appropriate. (Standard 7.7)

Projections of Information Technology Utilization As information technologies are used to a greater degree in courses, demands for related IT services will increase, requiring more financial and human resources. One possibility under consideration involves connecting FirstClass and WebCT to People-Soft ERP, permitting the seamless transfer of information such as course enrollments and grades. (Standards 7.2, 7.4)

INSTITUTIONAL EFFECTIVENESS

Fogler Library participated in the LibQUAL+ survey in spring 2007. LibQUAL+ is a survey that libraries use to solicit, track, understand and act upon users' opinions of service quality. The survey is available from the Association of Research Libraries (<http://www.libqual.org/>). The library has maintained focus groups over the past few years to help assess changes in the Web pages or other services. (Standards 7.11, 7.12)

Fogler Library will continue the ongoing evaluation of the availability and delivery of resources at both the University of Maine System and Maine InfoNet, as well as locally. However, it is recognized that the need to continue to provide traditional campus-based resources, along with e-resources, will continue for the foreseeable future.

The Department of Information Technologies is guided by input from an IT Advisory Council, which meets monthly and includes representatives from each of the colleges and administrative units. (Standard 7.12)



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Since the EDUCAUSE Core Data Survey's inception, UMaine has participated in this information technology resources and services benchmarking activity. In 2007 the IT Advisory Council conducted an IT benchmarking study to compare the quality, quantity and cost of IT initiatives at UMaine with eight peer institutions. The IT Advisory Council is drafting recommendations based on this study. (Standards 7.11, 7.12)

The Information Technologies Department, with the assistance of the IT Advisory Council, will update the University Technology Plan (<http://dll.umaine.edu/cd/PDF/CIT.pdf>). The last revision of the plan in 2003 involved surveying the campus for input to determine university-wide technology and support requirements. (7.12)



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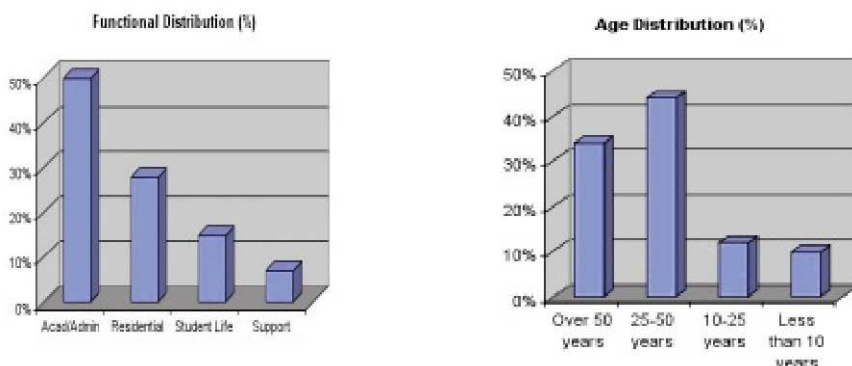
Standard Eight Physical Resources

Description

The University of Maine consists of a primary campus in Orono as well as six farms, two research facilities and 13 leased facilities throughout the state. The university as a whole encompasses 345 buildings totaling 4,760,020 gross square feet. The two hundred eleven (211) buildings located on the primary campus include 4,420,580 gross square feet, or 92.9 percent of the University's total square footage. The university's asset portfolio is valued at \$890,593,024 with the primary campus making up 92.0 percent of the total value or \$719,345,582. Contents are valued at \$290,793,834 in total with \$279,452,874 or 96.1 percent of the value residing in the primary campus buildings. (8.1)

Appraisal

The functional and age distribution of space are presented in the following graphs.



Since the 1999 NEASC self-study, the University of Maine has made a number of asset portfolio additions and improvements. Projects that have been completed, are under construction or have been approved and funded are listed in Appendix F.8.a.

UMaine has extensive infrastructure assets that total \$117,374,509. Most of the infrastructure is underground on the primary campus. (Appendix F.8.b)

The university land holdings of 7,093 acres include 627 acres on the primary campus, 1,147 acres on the farms, 194 acres at research facilities and 5,125 acres of forest. (Standard 8.1)

The university's technology infrastructure includes two 500 Mbps Internet1 connections, one from Time Warner Cable and the other from Cogent. UMaine's Internet2 connection is 150Mbps via the NoX.

The fiber backbone is made up of the original 72 strand multimode circular ring from a 1991 project and a newer 48 strand hybrid (24 multi-mode and 24 single mode) star topology placed in service in the past few years.



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Only 35 buildings are currently wired to Category 5 or better standards. The remaining buildings are still running on Category 3 cable.

The university's Ethernet network is made up of Cisco equipment. The campus network switches are valued at \$1,100,000. The connections to the desktop vary from 10Mbps to 1Gbps, depending in the wiring within the building.

UMaine also has deployed more than 300 wireless access points on campus, providing wireless access to the Internet from all classroom and office buildings as well as the Fogler Library.

Classrooms and Other Facilities

As of October 2008, UMaine has equipped 61 of its general-purpose classrooms with technology. During the past four years, UMaine has undertaken a concerted effort to place technology in most classrooms. A classroom committee and the Office of Student Records provide guidance to UMaine's Department of Information Technologies (IT) with regard to specific classroom technology needs. Classrooms that have been outfitted with technology range in size from 30 seats to 350 seats. IT also has offered a Faculty Laptop Incentive Program for five years, providing matching funds to departments to help professors maximize the use of technology-equipped classrooms. In addition to the technology in general-purpose classrooms, UMaine maintains seven computer classrooms (four Windows and three Macintosh). The computer classrooms typically have 20-plus student workstations and an instructor's workstation. A listing of all classrooms with technology is online (<http://www.umaine.edu/it/access/classrooms.php>).

The university also maintains open workstation clusters for students to use and wireless Internet access is available in all campus classrooms. One of UMaine's largest lecture halls (Donald P. Corbett Business Building Room 100, which seats 350) is equipped with RF clicker technology that is used to foster interactivity. UMaine also makes extensive use of videoconferencing for distance education and research collaboration. The most common format for video conferencing is H323 Polycom. Another videoconferencing standard used at UMaine, particularly by the research community, is MPEG2. UMaine also maintains a video classroom that is used for video streaming. Live classes are offered in this facility and digitized for later playback off the Web for distance education. Two computer labs also provide 48 computer stations with up-to-date software. (Standards 8.1, 8.2)

The Hutchinson Center in Belfast, located in the midcoast area, provides classroom and meeting space with state-of-the-art technology. In each room, the technology is housed in a podium, which includes Internet access, Windows programs (including PowerPoint), video replay, CD and audiotape units. (Standards 8.21, 8.2)

Reporting to the vice president for administration and finance (VPAF), UMaine's Department of Facilities Management is responsible for the operation and maintenance of the university's physical plant. It is responsible for custodial services, facilities planning, engineering design and support, project management, permitting and regulatory compliance, infrastructure and utility operation and management, and general maintenance. Facilities management is composed of some 20 units, including budget and administration, carpentry, electrical, plumbing, paint, locksmith and HVAC shops, engineering and project management, sustainability, grounds, asbestos/lead management, motor pool, custodial and steam plant. In addition, Auxiliary Services, also part of the VPAF portfolio, includes a property management unit that oversees and manages custodial and maintenance services for housing, dining, bookstore, health services and other auxiliary programs.



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Safety, Access, Security, Health and Sustainability

The University of Maine strives to comply with all applicable federal, state and local codes, regulations and ordinances regarding building design, construction and operation. The institution is subject to the International Building Code (IBC) for architectural and structural, National Fire Protection Code (NFPA) for mechanical, electrical and fire, and Uniform Plumbing Code (UPC) for plumbing. The Office of Disability Support Services coordinates Americans with Disabilities Act (ADA) compliance. ADA improvements are incorporated as part of all capital projects. A recent example is the renovation to the Maine Center for the Arts, where improved accessibility to the stage area, seating and restrooms is a major priority. UMaine's Center for Community Inclusion and Disability Studies (<http://www.ccids.umaine.edu/default.htm>) provides a wide range of education, research and community service. Student research projects have assisted the university in evaluating and improving its facilities, programs and events. (Standards 8.1, 8.3)

The university follows state regulations regarding recycling and maintains a number of permits that regulate how the university handles its waste and storm water discharge, and air emissions while also guiding its construction and infrastructure activities to assure ongoing compliance. (See Appendix F.8.c)

An initiative to install sprinkler systems in residence facilities is nearly complete. In excess of 85 percent of all residence halls are now sprinkled. The project is due for completion in 2009. The University has taken advantage of the sprinkler projects to simultaneously upgrade alarm systems, install energy management controls, and remediate asbestos in the affected areas.

The University of Maine is a charter member of the American College and University Presidents Climate Commitment and the State of Maine Governor's Carbon Challenge. UMaine's Sustainability Office spearheads these efforts. An energy management team, consisting of the associate executive director of facilities management for infrastructure, energy and utilities and the new positions of energy and utility manager and sustainability manager, has been created to manage energy costs and work toward reducing the university's carbon footprint. Several projects have been initiated at the steam plant including conversion of a boiler to allow for the use of natural gas, installation of a back-pressure turbine and the replacement of antiquated boilers. Plans are under development for a dual fuel oil/natural gas cogeneration facility. The university also has voluntarily undertaken Leadership in Energy and Environmental Design (LEED) certification on select capital construction projects. (Standard 8.3)

The Department of Safety and Environmental Management (SEM) and the Department of Public Safety (DPS) support the University of Maine's mission by providing training, guidance and consultation services to the UMaine community on matters related to security, safety and environmental health. Their respective policies are drafted to foster a safe and healthful campus environment and to comply with various regulatory and statutory requirements. These departments provide effective security, safety and environmental management services for a diverse university community by protecting life and property on the university campus while supporting an atmosphere conducive to scholarly learning and research. SEM and DPS have developed structured safety and environmental management systems in the areas of injury and illness prevention programs, community policing, bomb threat assessment and response, SEM metrics and report programs, SEM administrative audit programs, and new and revised data management systems. SEM also manages a laboratory safety program and has developed structured training systems for aspects of workplace safety. (Standards 8.1, 8.3)



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The university maintains a master Emergency Response and Contingency Plan (ERCP) to provide response and recovery related to a variety of emergency situations. An Emergency Response Committee constantly assesses the policy and works closely with other university departments and local, state and federal agencies to maintain accurate and effective response procedures designed to immediately react to university and community-related needs. UMaine also utilizes the National Incident Management System (NIMS) to help prepare for, respond and recover from emergency events. Specific information about these policies and procedures is available online (<http://www2.umaine.edu/SEM/policiesguides.htm>). (Standard 8.3)

The UMaine Department of Public Safety is a full-service police department, staffed by state-certified police officers, security officers and support personnel. UMaine's officers meet the same training and professional standards as those required in any municipality in the state. At UMaine, the Department of Public Safety employs the principles of the community policing philosophy based on communications, partnerships and collaborative problem solving. The university maintains 24-hour police and 911 dispatch coverage. It also provides 33 emergency call boxes, a night walking escort service, electronically locking and monitored residence halls, personal safety training for students and staff, and a newly implemented emergency text message, Web site and mass notification system. In a first-of-its-kind innovative partnership, the campus police will work with "host" municipal agencies in pursuit of national accreditation through the Commission on Accreditation for Law Enforcement Agencies. (Standard 8.3)

Discrimination, harassment and workplace violence policies and procedures are administered through various offices including Equal Opportunity, Human Resources and Judicial Affairs. A list of UMaine resources and the type of help each provides is available at: (http://www.umaine.edu/hr/policies/resource_list.html). The university has established a Workplace Threat Assessment Team comprised of senior managers from Human Resources, Equal Opportunity, Employee Assistance and Public Safety who meet to discuss cases of potential workplace violence.

Planning

In fall 2004, the University of Maine received a \$175,000 grant from the Getty Grant Program's Campus Heritage Initiative to fund a preservation plan for the buildings and landscapes included in UMaine's National Register Historic District. This project also helped to ensure the preservation of UMaine's distinctive and beautiful New England land-grant campus. The resulting plan is recognized as a model for incorporating historic preservation into a campus master plan. The buildings in the National Register Historic District were extensively analyzed. A team consisting of historical architects, a structural engineer, a mechanical engineer and an electrical engineer evaluated each building or structure to determine existing conditions of building elements and systems. Landscape architects examined and reviewed landscape resources. Documentation included site analysis of existing conditions. Architects prepared diagrams and a campus landscape history narrative, including any landscape resources found to be associated with important people or groups. They also prepared a visual analysis of existing conditions. As a result, this study has provided the foundation for a proposed state bond for renovation of four historic buildings.

The university also is undergoing an assessment of its physical resources, including a space use audit of all base budget-supported buildings. A review of its maintenance and custodial services is under way to establish and implement best practices and to better determine deferred maintenance needs. Consultants



Narrative

Rickes Associates, Sightlines and FM² are reviewing various aspects of the issue. Benchmarking against other institutions will provide valuable comparisons. A campus master plan is currently being finalized, in collaboration with the planning firm Sasaki Associates. The plan will provide a map for capital, financial, environmental and physical resource planning for the next 20 years. (Standard 8.4)

Reliability of Systems, Integrity and Security of Systems, and Privacy

Several university departments are involved with protecting UMaine's information systems and ensuring the privacy of individuals. The university also maintains an Electronic Communications Policy (<http://www.umaine.edu/it/policies/communication.php>).

UMaine's Office of Student Records monitors compliance with the Family Educational Rights and Privacy Act (FERPA). Personnel in all offices working with student data are responsible for compliance with the confidentiality policy (<http://studentrecords.umaine.edu/records/confidentiality.htm>). (Standard 8.5)

UMaine is in compliance with the Payment Card Industry Data Security Standard (PCI). Coordinated by the Bursar's Office, UMaine has conducted required self-audits to comply with the PCI standard, and is working with the University of Maine System on the deployment of TouchNet, a service that will eliminate the need for any UMaine personnel to directly handle credit card data. (Standard 8.5)

The University of Maine System provides coordination to ensure all administrative systems are in compliance with the Health Insurance Portability and Accountability Act (HIPAA).

The University of Maine System is in the final stages of deploying a PeopleSoft administrative system. This system, the Oracle database on which it is built, and the hardware and network on which it runs are designed to provide the highest levels of security to the data contained in the system. (Standard 8.5)

UMaine also has developed a secure user group for campus users of sensitive data that encrypts all e-mail and attachments that may contain sensitive data. (Standard 8.5)

The university's Department of Information Technologies (IT) has an IT Advisory Council (ITAC) with representatives from every college and the administration. This group meets monthly to offer ideas and suggestions on how IT use and deployment can be improved. The ITAC reports to the provost and the vice president for administration and finance.

The university's technology plan (<http://dll.umaine.edu/cd/PDF/CIT.pdf>) is based on the work of this campus wide commission and its work surveying the UMaine community to develop a long-range IT plan. This report serves as the primary roadmap for university use in planning for future IT needs. (Standard 8.6)

While the University of Maine has seen recent improvements to its physical plant, it continues to carry a significant amount of deferred maintenance and many facilities remain functionally deficient. Historically, UMaine has not had an adequate annual funding mechanism for asset reinvestment. Instead, UMaine has relied on one-time monies, generally through the sale of bonds, to address capital renewal issues. Consequently, long-term programmatic renewal efforts have been hampered and generally the university has operated reactively to the most critical needs at the time the funding becomes available. (Standards 8.1, 8.4)



Narrative

Annually, the University of Maine spends \$0.60 per gross square foot (gsf) on the stewardship of its physical asset portfolio. This is 16.2 percent of a targeted value of \$3.73. This results in a deferral rate of \$1.29/gsf per annum. Currently, deferred maintenance is backlogged at a value of \$375 million. This equates to a Facilities Condition Index (FCI) of .450. (Standard 8.4)

The age profile and sporadic nature of renewal funding creates an environment that defers maintenance regularly and increases the life-cycle costs of the asset portfolio. The University of Maine System recently has mandated that the university assume responsibility for funding depreciation expense. This has created an incentive for the university to expend funds on capital renewal to avoid incurring the cost of depreciation. Consequently, a 10-year “ramp up period” has been implemented in which the university will gradually bear more of the cost of depreciation on its books and have the opportunity to defray that expense via recapitalization. (Standard 8.4)

The UMaine space profile continues to be a challenge. The asset portfolio is generally made up of smaller buildings that average approximately 60 buildings per million gsf of space, compared to a peer group that averages 39 buildings per million gsf. In addition, the density of use (users/100,000 gsf) is below the average of the same peer group. These factors combine to depress UMaine’s ability to gain economies of scale with respect to operations and maintenance, driving up the total cost of ownership. (Standard 8.4)

UMaine’s total spending and maintenance profiles are similar to those of its peers. Maintenance work order production and building cleanliness, however, are higher than those of peer institutions. Grounds staffing continues to be very thin, relative to UMaine’s peer group. UMaine’s energy profile is steady, with fuel consumption slightly above its peers, with growing unit costs. The university’s recent conversion to natural gas for a portion of the steam plant’s fuel requirements and the scheduled installation of a back-pressure turbine, however, will reduce fuel cost and emissions. The planned installation of a cogeneration facility will further reduce UMaine’s energy costs and carbon footprint. (8.4)

The university’s service profile is generally slightly below the average of its peers. A campus inspection conducted during a current benchmarking effort indicated that the campus was quite clean (82.5 percent) and well above peer averages. In addition, the general repair of the campus was comparable to a peer group. Mechanical systems and building exteriors were slightly below average and grounds were approximately 20 percent below peers. A campus customer survey revealed that 75 percent of customers feel their expectations are met, but in general only 65 percent feel generally satisfied with the maintenance of the asset portfolio. UMaine has set a service quality target of 85 percent, with the current service quality at 71 percent. (Standard 8.4)

Technological resources have continued to improve. Classroom technology upgrades continue, and the university and the University of Maine System continue to invest in software, hardware and infrastructure upgrades. The System has issued an RFP to acquire dark fiber from Bar Harbor to Bangor, and then south through Portland to Boston via the I-95 corridor. A more coastal route also has been requested in order to create a fiber ring within Maine. The fiber acquired through this RFP will become the basis on which UMaine will build a new DWDM-based network in support of research and education (K-12, plus higher education) in Maine. In addition, the university continues to utilize a technology fee to enhance the resources on campus. These proceeds fund the technology installed in classrooms, the workstations in labs, computer clusters, classrooms and much of the required software licensing. (Standard 8.1, 8.4)



Narrative

Projections

Master plan implementation will create the foundation and focus related to the university's physical resources. The master plan provides a realistic view of the institution's needs, and it will allow for establishment of short- and long-term priorities in line with the university's vision and strategic plan. The master plan's primary focus on sustainability and stewardship, in line with the land-grant mission, will set the tone for sound management of physical resources. This commitment to sustainability, including a renewed emphasis on energy management and a compact land-use pattern, will provide more efficient use of resources and more accurate planning. It will be important to develop sustainable funding mechanisms that allow the institution to meet its most pressing needs without distracting from its larger mission. Recent voter-approved bonds for classroom and laboratory upgrades, as well as information/technology infrastructure improvements, indicate support for higher education in Maine. As part of a \$50 million voter-approved 2007 bond, UMaine has been awarded \$12.4 million for construction, expansion or renovation of university research facilities. This has enhanced the opportunities for developing public/private partnerships that may generate additional funding sources. The university also may need to develop public/private partnerships in areas such as maintenance and auxiliary services facilities including residence halls in order to continue to upgrade and improve physical resources, while minimizing capital investment.

A significant reorganization in facilities management will allow for increased strategic planning, oversight and supervision of this area. In 2008, creation of separate management positions for maintenance/operations and infrastructure, energy and utilities will allow greater focus on each of these crucial areas. Consolidation of planning, design and construction functions for capital construction projects under a single manager will also provide better oversight and coordination. The new energy and utility manager position will provide better management, monitoring, forecasting and coordination of the university's energy and utility program. The addition of a sustainability officer will provide strategic direction and leadership for institutional sustainability initiatives.

INSTITUTIONAL EFFECTIVENESS

The university has an ongoing commitment to evaluate and improve its physical and technological resources as evidenced by the numerous assessments that have been cited. Planning tools have been put in place, including the master plan and a pilot program to track capital assets in a way that will allow raw operating data to be used to drive sustainable financial decisions. The university has developed an extensive bond package for capital asset improvement for consideration by the governor and legislature in FY 2009, along with a package of "shovel ready" projects has been submitted for possible inclusion in a state or federal economic stimulus package. The establishment of benchmarks and best practices will allow for regular verification of the program's effectiveness. This information is an integral part of the development of maintenance and capital planning, the allocation of human and financial resources, and provides the foundation for the campus master plan. (Standard 8.6)



Narrative

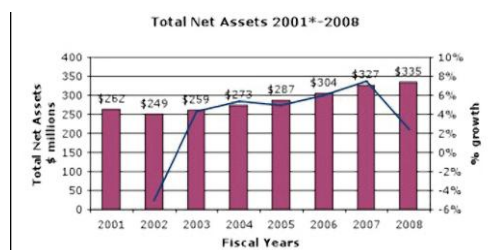
Standard Nine Fiscal Resources

Description

The University of Maine has steadily improved its financial condition since the last NEASC accreditation review a decade ago.

During the past seven years, the university's underlying financial condition has improved significantly. UMaine has balanced budgets by strategically pursuing revenue growth, while targeting expenditures to meet the institution's commitment to its unique statewide mission. Highlights include greater investments in research, increased private giving and appropriately aligned auxiliary operations.

The past six years have seen an increase in total net assets, which represent the overall wealth of an institution



*Note: 2001 first year that new assets tracked at campus level.

Total net assets increased 2.4 percent in FY08, a positive result that represented a slower rate than the 7.5 percent increase of the previous year. This progression reflects an effort to achieve the goals stated in the 1998 NEASC self-study: restoring faculty, staff and facility resources. This trend demonstrates the university's commitment to providing a solid financial foundation to support UMaine's mission.

Maine's strained economy, exemplified by a downturn in state revenues, threatens this commitment. These economic conditions affect state appropriations, make it difficult for students to afford tuition and fees, diminish their employment prospects and hamper financing and fundraising opportunities. Prudent fiscal management and creative efforts to maximize resources are not enough to offset these conditions and threaten the institution's financial progress, increase the reliance on tuition and fee revenues, and jeopardize fundamental efforts to fulfill the university's mission. (Standards 9.1, 9.2, 9.4, 9.8, 9.14)

Appraisal

Balanced Budget

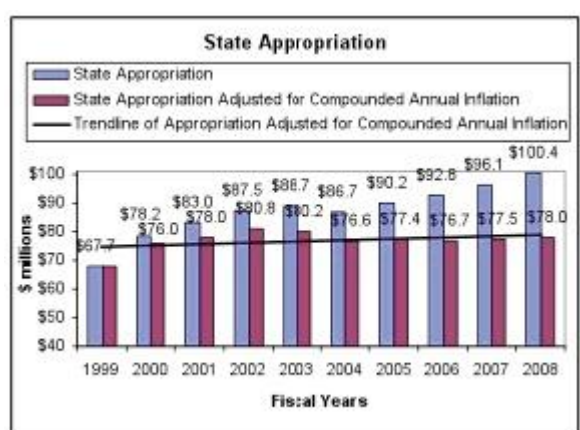
UMaine's financial health has improved each year, but the university faces mounting challenges to bring expenditures into alignment with revenues while sustaining the complex needs of a land and sea grant research institution. Inflation, national and regional market conditions and a growing research enterprise all are factors leading to rapidly escalating costs.

Narrative

By extensively reallocating resources during the annual budget-setting process, the university has balanced its base (educational and general) budget, its auxiliary budget and other fund budgets. This recurring struggle has required annual position reallocation and program reductions resulting in unmet operational needs, deficient incentive structures, inadequate compensation levels and deferred physical plant and equipment capital investment. Compensation and benefits have increased as a percentage of budgets, crowding out operational support and capital expenditures. Pressure from energy and utilities costs has diminished other spending. (Standards 9.1, 9.2, 9.8)

State Support

Eroding state support has exacerbated UMaine’s funding issues. The non-capital state appropriation, adjusted for compounded annual inflation, (as defined by the Consumer Price Index) has remained relatively flat.



In FY09, UMaine and the University of Maine System face even greater state appropriation reductions based on declining state revenues. Insufficient public support and inflationary increases result in annual base budget reallocations, increasing pressure on tuition and fee revenue. As a result, UMaine has become more dependent on tuition revenues. In 2008, tuition and fees accounted for 29 percent of operating and appropriation revenue, up from 20 percent in 1999.

To offset increases in tuition and fees, UMaine routinely increases financial aid allocations. (Standards 9.1, 9.5)

Revenue and Expense Trends

UMaine has exercised creativity in meeting its ongoing budget challenges. Initiatives include increased marketing and recruitment efforts, the strategic use of debt capacity for capital improvements, and a variety of efficiency efforts. The institution is engaged in long-term planning, including master planning, to address the evolving needs of students and the state.

Various public and private sources provide funding supporting UMaine’s teaching, research and public service mission. Scholarship funds come primarily from endowment income and base budget funds. Federal and state agencies, as well as private companies and foundations, provide research and development funds.



Narrative

Institutional operating revenues, in addition to the state noncapital appropriation, grew 74 percent between FY99 and FY08, rising from \$193 million to more than \$336 million. Creative initiatives and growth have fueled these increases:

Full-time equivalent enrollment has grown 30 percent, from 7,356 to 9,548 students.

Tuition and fee revenues have grown 149 percent, from \$39.1 million to \$97.4 million. Financial aid awards grew 85 percent over that same period.

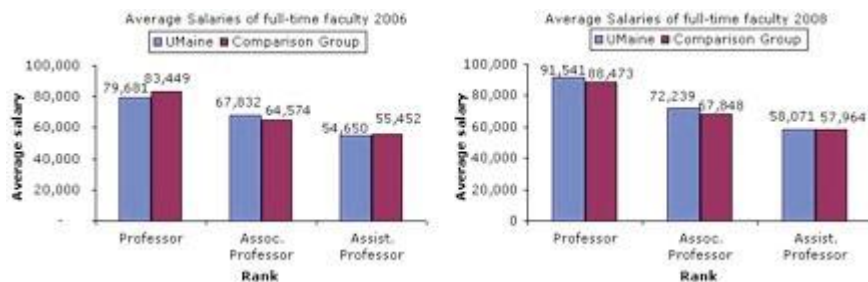
Combined auxiliary and sales and services revenue grew 86 percent, from \$37.6 million to \$70.0 million.

Research awards and indirect cost recovery have grown over 40 percent, from \$48.2 million to more than \$67.8 million.

UMaine's Statement of Revenues, Expenses and Changes in Net Assets shows that operating expenditures increased 63 percent, from \$174.4 million in FY99 to \$284.3 million in FY08.

Salaries, wages, and benefits make up approximately 63 percent of the total FY08 institutional (all funds) budget, and 69 percent of the unrestricted education and general budget. Total operating expenses increased 7.5 percent from FY07 to FY08. While operating revenue grew faster (8.5 percent) than expenses, the university's operating loss is increasing and is not covered by the state noncapital appropriation. As a result, UMaine increasingly relies on gifts, endowment distributions and investment income to achieve positive net asset returns.

Comparing UMaine's average salaries to Integrated Postsecondary Education Data System (IPEDS) salary data shows the university's progress in bringing compensation levels above industry averages, enabling the institution to continue to attract and retain top faculty members. The following charts compare average salaries for full-time faculty compared to a peer group¹. (Standards 9.1, 9.3-9.5,9.8,9.9)



¹ The comparison group was selected by IPEDS. All universities in the cohort are public, four year, degree-granting, Carnegie Classification of Doctoral/Research Universities - Extensive, research expenditures of \$100 million or less, and enrollment of a similar size to UMaine. In 2005, 23 institutions were included in the comparison group. In 2007 there were 37 universities in the comparison group.



Narrative

The university annually increases its investment in physical plant maintenance and operations. In compliance with general accounting standards, UMaine's financial statements include annual depreciation as an operating expense. UMaine is committed to including depreciation costs in its capital and operating budgets so that it can address ongoing facility renewal and replacement, in addition to its repair and modernization needs. UMaine has added new facilities and made significant progress on deferred maintenance projects in its auxiliary areas.

Projections

As indicated on the state appropriations graph (p. 84), UMaine's support from this critical sector has been flat for about the last decade. While UMaine is grateful for its public support, it will be a challenge to sustain this appropriation at its current level. To maintain, or perhaps even increase state funding, UMaine must continue to maximize resources while delivering on the high expectations of the people of Maine. UMaine must carry out all of its missions, including those to engage "learners of all ages by improving their lives and their communities. Using research-based knowledge, outreach efforts promoting sustainable use of Maine's abundant natural resources, and building intellectual, cultural, economic capacity throughout the state and beyond." If UMaine continues to do these things well, it will be rewarded with generous public support. This self-report describes various ways in which UMaine is poised to fulfill its mission.

To help assure its destiny and meet critical needs, UMaine launched its largest-ever comprehensive fundraising campaign in 2005. To date, alumni, friends, corporations and foundations have pledged approximately \$100 million in support of the campaign. (Standards 9.3, 9.9, 9.12)

INSTITUTIONAL EFFECTIVENESS

The University of Maine consults with relevant constituencies, both internal and external, in establishing and implementing its budgets. All financial operations comply with state and federal regulations. UMaine's fiscal policies, formalized and readily available, are rooted in sound ethical and financial practices. Similar policies, which all members of the UMaine community are required to follow, govern risk management, contracts and grants, inter-fund borrowing and fundraising. The University of Maine System Board of Trustees has final authority over financial policy and operations.

UMaine engages in financially grounded strategic planning, risk assessment, remediation, prevention and financial audits. Multi-faceted control mechanisms provide for annual financial and program audits, which increase accountability and strengthen controls by supplementing University of Maine System audit procedures. (Standards 9.2, 9.3, 9.6-9.8, 9.10, 9.11, 9.13, 9.14)



Narrative

Standard Ten

Public Disclosure

Description

The University of Maine's Department of University Relations has general responsibilities for matters concerning public disclosure of information. Other UMaine administrative units, such as the Office of Student Records, the Office of the Vice President for Administration and Finance, the Office of Institutional Studies, the Office of Equal Opportunity, the Department of Public Safety (particularly with regard to Clery Act compliance), the Division of Student Affairs and the Department of Athletics, are responsible for various aspects of the university's interface with members of the public seeking information about the university, its programs, its activities and its mission.

Increasingly, these units work in a collaborative way to ensure consistent, coordinated message delivery that presents an accurate portrayal of the University of Maine. As the demand for information increases at the same time the university grows and diversifies, those who engage in UMaine communication activities are increasingly aware of the need to work together in ways that maximize resources and assure the availability of consistent information.

As a public university with a 143-year tradition of public engagement on various levels, the University of Maine works diligently to adhere to the accountability standards that come with the trust established between the university and the public it serves.

Changes in communications practices, accelerating over the past decade more quickly than at any other time in history, have brought new opportunities that outweigh the inherent challenges. Like most colleges and universities, UMaine is increasingly reliant — in response to the needs of those who seek information about it — on electronic means of communications. This goes beyond the critical need for an accessible, highly functional and attractive Web site to include other contemporary ways of relaying information, such as Podcasting, social networking mechanisms, blogging and the timely delivery of e-mail messages through such services as GoalQuest (for prospective students) and the UMaine Advocacy Network (for opinion leaders and others who have indicated willingness to advocate for the university).

In this context, it is critical that UMaine communicators recognize that Maine does not have universal broadband Internet access, and that some UMaine constituents either have dial-up connections or no Internet access at all. Because of those concerns and other considerations, UMaine's communications professionals remain focused on the production of high-quality materials of a more traditional nature, such as magazines, viewbooks, television and radio commercials and newsletters. A contemporary approach to media relations incorporates several communications strategies and takes into account the high level of statewide interest that news organizations have in the University of Maine.



Narrative

Appraisal

Sources and Content

The University of Maine produces descriptive and promotional publications of various size and nature. The overarching goal is to create accurate, accessible, complete descriptions of the university and its characteristics, so readers can understand the university's functions and make appropriate decisions related to enrollment, support, advocacy or critical comment.

Web Communications The Department of University Relations, specifically its four-person (two of them student employees) Electronic Communications unit, oversees content and management of UMaine's primary Web page (<http://www.umaine.edu>). As the Web serves as the initial contact point for most people who wish to interface with the institution, that page, and those that link to it directly, provide specific information about how to contact the university by mail or telephone, along with an e-mail link that creates access to the UMaine Webmaster (the Manager of Electronic Communications), who can forward those inquiries as appropriate. (Standards 10.2, 10.11, 10.13)

The electronic communications staff also provides, at no cost, Web redesign services for any UMaine units that wish to upgrade their sites, assure those sites' uniformity with UMaine's institutional Web presentation and to gain compliance with federal regulations regarding users who have disabilities. Since November 2008, some 400 UMaine Web sites have been redesigned according to these protocols and returned to the originating unit for ongoing maintenance (with training provided as necessary).

Printed Publications (News and Information) The University of Maine's primary printed news and information publication is *UMaine Today*, a high-quality magazine detailing scholarly achievement in the UMaine community. Published five times per year, *UMaine Today* is mailed to some 14,000 subscribers, including statewide opinion leaders, every Maine high school (and an increasing number of schools outside Maine), all Maine libraries, all Maine physicians' offices, attorneys' offices and several high-profile businesses. *UMaine Today* also has an accompanying Web site (<http://www.umainetoday.umaine.edu>) that features the magazine's printed content and associated video features. Additionally, the Department of University Relations updates "Inside UMaine" (<http://www.umaine.edu/insideumaine>), an employee-oriented Web site several times each month with current news and information. (Standard 10.2)

Electronic Communications (News and Information) Since March 1995, university relations elations has provided, via e-mail, a daily news and information update for Listserv subscribers or those who wish to visit a Web site (<http://www.umaine.edu/umainetoday>), or the university's e-mail conferencing system (FirstClass) to read the update. Known as UMaine Today Online, this service provides brief descriptions of upcoming events or other items of general interest, along with summaries (and links to online stories when possible) related to news stories involving UMaine or members of its community. In addition, UMaine publishes all of its news releases on the Web (<http://www.umaine.edu/news>) and continuously draws attention to those stories through the "News and Events" and "Spotlight" features on <http://www.umaine.edu>. The president's monthly e-mail news update, known as the "Go Blue" message, goes by e-mail to all UMaine faculty and staff members. In addition, a link to that message on the Web (<http://www.umaine.edu/goblue>) goes by e-mail to members of UMaine's Advocacy Network, a group of people that has expressed willingness to advocate on behalf of the university's needs. UMaine also uses the Advocacy Network (<http://universityadvocacy.org/umaine/home.html>) to relay important and timely information to that group, so that members can express their thoughts to opinion leaders and



Narrative

policymakers at specific points during the legislative cycle and other timely events as they occur. The university makes available to the general public and the university community an online calendar of events (<http://www.calendar.umaine.edu>). In October 2008, the University Relations staff members created online Facebook (social networking) and Twitter (micro-blogging) sites related to both its news activities and its Advocacy Network.

Printed Publications (Admissions and Recruitment) UMaine makes contact with prospective students when those people are high school juniors or younger, through a “First Impressions” mailing, which describes the university in general terms and attempts to create general interest in eventual enrollment. The university’s admissions staff follows that with a comprehensive viewbook that which is mailed to student prospects at the beginning of their senior year in high school and is published on the Web (<http://www.umaine.edu/viewbook/>). Students in that pipeline also receive a series of letters and, in some cases, specific brochures or other contacts in the form of post cards and the like, through the enrollment decision-making process. Separate publications are created to communicate with prospective transfer students. In addition, the UMaine Office of Admissions prints and distributes “Bearings,” a twice-a-year newsletter sent to Maine’s guidance counselors. “Parent Link,” created and distributed by the Department of University Relations, is sent to a list of UMaine students’ parents at the beginning of each academic semester. (Standard 10.4, 10.7, 10.9, 10.11)

Electronic Communications (Admissions and Recruitment) In addition to printed materials, students who have expressed an interest in UMaine and are willing to provide a means of electronic communications are contacted on a regular schedule through GoalQuest, an outside contractor with which UMaine works to reach student prospects, offering regular updates on the university, links to information provided by current students (blogs, etc.), ways for those students to communicate with each other during the process, and other forms of information packaged in a way that is intended to be appealing and useful to those considering colleges for application and enrollment. The Department of University Relations and the UMaine admissions staff have also collaboratively created an extensive, dynamic admissions and recruitment Web site (<http://www.go.umaine.edu>). Communications between the university and prospective students encourages those individuals to access additional information at this site. (Standards 10.1, 10.3)

Video and Audio Productions UMaine admissions staff and recruiters use a high-quality recruitment video to describe the university to prospective students encountered during the recruitment process. The university also advertises on commercial television and radio, mostly in Maine, during the fall and spring of each year. This advertising promotes both student recruitment and building the university’s statewide image with opinion leaders and others throughout the state. Two Maine television stations also broadcast “UMaine Today On Air,” a weekly updated, one-minute spot hosted by students, describing upcoming events and activities at the university. UMaine also broadcasts news-style vignettes about student and faculty achievement during halftime or intermission breaks of Black Bear sports contests that are broadcast on Maine television stations. These products are routinely re-purposed for placement on UMaine’s Web site (<http://www.umaine.edu/videos/index.htm>), so that interested individuals may view them on demand. News-type interviews with UMaine experts commenting on contemporary issues also are prominently featured on the university’s primary Web page (<http://www.umaine.edu>).

Podcasting In February 2008, UMaine became one of the first 40 higher educational institutions to participate in Apple, Inc.’s iTunes U program. Participation gives UMaine access to the iTunes Music Store, a site that is visited some 30 million times daily through the popular iTunes music and video



Narrative

download program. The iTunes U link directs users to places to download promotional, informational and educational programming about participating universities, primarily for use with handheld devices.

Catalog UMaine's undergraduate catalog is published online (<http://catalog.umaine.edu/>) only. It features the academic calendar, academic policies, course descriptions, information about expenses and fees, financial aid details, general education requirements, course descriptions, a list of officers and faculty and information about student services. UMaine academic departments maintain printed program fact sheets, easily available to any student or prospective student upon request. The graduate catalog (<http://gradcatalog.umaine.edu/>), linked to the undergraduate catalog, provides analogous information for graduate students and prospective graduate students. Printed fact sheets also are available for graduate programs. (Standard 10.3, 10.6, 10.7, 10.13)

Emergency Communications Through summer and fall 2007, UMaine undertook a concerted effort to develop a comprehensive emergency communications system. In place since October 2007, the multi-layered system's centerpiece is a Web-based mechanism that allows for the instant communication of emergency messages through cell phone text messaging technology. As the text messages are issued, the same information is communicated under the new format via UMaine's Web site and FirstClass (intranet) folders, and is recorded on a telephone message accessible by calling 581-INFO. A series of three sirens signals those in the UMaine community that an emergency exists and that they should seek additional information.

Other Forms of Communication

Several UMaine departments and other units produce communications materials, including publications and electronic communications, for various purposes. The Department of Athletics, which is governed by NCAA regulations, is a good example. UMaine Cooperative Extension, which has a unique statewide outreach mission and an expectation among the public that it will provide informational materials for specific purposes, has an extensive publications production operation. The Dean of Students' Office and the Department of Athletics distribute information about the student code of conduct and the student-athlete code of conduct, respectively, and their staffs work with the Department of University Relations to respond, as legally permissible, to inquiries about those standards and how they are applied in specific situations. The Office of Equal Opportunity and the Department of Public Safety communicate specific information about the rights of individuals in the UMaine community, and about the appropriate ways to report alleged violations of those individual rights and the mechanisms for seeking redress.

Communications with the News Media

The people of Maine and, by extension, the news organizations that serve that audience, are highly interested in the University of Maine and its activities. UMaine is in an enviable position in this regard, as it has little trouble drawing media interest to the achievements of its students, faculty and staff. UMaine's student-athletes and coaches enjoy celebrity status, particularly in the greater Bangor region, and coverage of Black Bear sports, including broadcasts on a statewide radio network, is extensive. There also is particular interest in news reports about the university's operation, as it is one of Maine's largest enterprises and enjoys substantial public financial support. Additionally, stories about research, teaching and public service activities are common and are of significant interest to journalists throughout Maine. Several UMaine faculty members also have established themselves as content-area



Narrative

experts who are called upon to provide commentary for journalists working for national or international news organizations, such as the British Broadcasting Company (<http://news.bbc.co.uk/2/hi/science/nature/7733509.stm>), *Christian Science Monitor*, *New York Times* (http://www.nytimes.com/2008/09/02/us/02lobster.html?_r=1&adxnnl=1&oref=slogin&ref=business&adxnnlx=1220356926-uJfB2M6FPAMV5IFcI33FXg) and similar publications. To help make it easier for journalists to identify and reach UMaine experts, the Department of University Relations operates a fledgling searchable experts guide Web site (<http://www.umaine.edu/mediaresources/expertsearch.asp>). Since September 2008, UMaine also has made available extensive information for journalists, including timely story suggestions with appropriate UMaine expert comment, on a reporter-oriented Web site at <http://www.umaine.edu/newsdesk>. UMaine is committed to providing timely, accurate and complete responses to journalist inquiries. This philosophy is rooted in an institutional respect for the role the press plays in society, and in the inherent accountability that comes with being a public institution that relies on the ongoing trust and support of the public. In all cases involving news inquiries about UMaine students or employees, the primary consideration is guarding privacy rights that members of the UMaine community enjoy through legal and/or policy protection. (Standard 10.2)

Projections

As UMaine formalizes its new mission statement, it also continues to clearly describe goals and student learning outcomes. Academic leaders are working, at the same time the mission is finalized, to assure a newly integrated set of standards and missions, which will go a long way toward codifying and communicating what students may expect from the university, and what the university expects of its students. This effort will significantly improve an important area of university-student communication while providing a mission-based framework from which all members of the UMaine community, and those in the public who are interested in the university's focus and goals, may work to understand UMaine's core philosophy. This also will represent a significant improvement over the current mechanisms that are in place to describe UMaine's mission and expected outcomes. (Standards 10.5, 10.12)

The lingering effects of UMaine's long-held tradition of decentralized communication activities continue to have a negative impact on UMaine's ability to present a totally integrated, consistent face to the public. The widespread adoption of UMaine's Web style and standards, applied through the Department of University Relations' free redesign service, has significantly improved the university's Web presence in this regard, but there is still a long way to go. Similar issues exist with some printed publications, departmental and unit logos, and other items that represent part of the university in the public eye. As a unified, integrated visual identity is an important part of an institution's brand, efforts like the Web redesign service should be expanded and extended to other forms of communication, with the support of institutional leadership. Toward that goal, the Department of University Relations is in the final stages of developing an updated, user-friendly Branding and Style Guide, for distribution to university units in early 2009.

Additionally, UMaine is just beginning a process of developing integrated communications strategies in three primary areas: undergraduate student recruitment, legislative relations and private fundraising. These plans will replace current practices that are less strategic and formal. This approach is necessary to maximize available resources and to communicate in an effective way with those groups that serve, in various ways, to provide the funding that operates the university.



Narrative

To assure consistency and quality of communications materials, UMaine will develop a formalized system for annual review of the university's primary communications mechanisms, including the online catalog, news and information publications, online news and information publications, unit Web sites and selected publications created by individual UMaine units. (Standard 10.14)

The university also will work to make financial statements and related summaries easily accessible and available online, while working to assure that the university's catalog is consistent with the institution's modified mission. The updated catalog will provide detailed information relative to expected outcomes, student success, retention and licensure examination passage rates. (Standards 10.2, 10.3, 10.5, 10.10)

Other communication goals include improved presentation about the availability of courses during a given academic year and plans for offering those courses over a three-year period. (Standards 10.8, 10.9)

INSTITUTIONAL EFFECTIVENESS

As societal demands and technological capabilities continue to evolve, the University of Maine is challenged to maintain the level of responsiveness and operational transparency that the public has come to expect, and that UMaine delivers on a regular basis.

UMaine will continue to focus much of its energy and resources on further developing electronic means of communication, particularly as communication relates to students and prospective students. E-mail and Web communications have become institutional staples over the past decade, but UMaine will be challenged to maintain and enhance its abilities in these areas as technology changes and as user needs evolve. This will require close attention to current thinking in communication dynamics, along with individual and institutional commitments to keeping university processes current and effective. The lack of universal broadband access mandates retention of paper copies of these materials, as well.



Narrative

Standard Eleven Integrity

Description

The University of Maine works continuously to monitor, support and recognize the standards of honesty, integrity and ethics in dealing with both internal and external stakeholders. The university has accepted the *Statement of Governance of Colleges and Universities*, the *Statement of Professional Ethics*, and the *Statement of Principles on Academic Freedom* published by the American Association of University Professors (AAUP). Components of the latter document are incorporated into the collective bargaining agreement between the University of Maine System (UMS) and the Associated Faculties of the University of Maine (AFUM). (Standard 11.1)

Appraisal

UMaine has several Web sites that highlight its commitment to integrity (Standards 11.1, 11.2, 11.3, 11.5, 11.6, 11.8). (A partial listing is in Appendix F.11)

The majority of institutional policies regarding nondiscrimination and equitable treatment of all members of the university are available online at <http://www.umaine.edu/eo/> and <http://www.umaine.edu/eo/policiesprocedures.htm>. Specific policies on human resources and equal opportunity come from the University of Maine System (UMS) and are available either on these sites or in UMS printed policies and procedures. (Standard 11.5).

UMaine is responsible for implementing these policies and educating the university community about them, and it takes this charge seriously. The UMaine Office of Human Resources mission statement notes intentions to administer “fair and equitable management practices that respect the worth and dignity of all employees while ensuring that the university complies with all applicable employment laws and policies.” Grievance and complaint procedures are specified in detail and widely distributed. Policy and educational material on harassment and disability accommodation are distributed to students, faculty and staff on a routine basis, both electronically and in paper format. The university has a program to periodically assess these policies and their adequacy and make changes where appropriate and necessary. (Standards 11.5, 11.8)

The Employee Assistance Program (<http://www.umaine.edu/eap/>) provides confidential assistance to all employees, retirees and members of their households who are dealing with personal and work-related problems, in order to enhance the quality of their lives, improve personal and organizational effectiveness, and create a healthier university community. EAP regularly distributes a newsletter that includes suggestions for wellness and useful information about that program and EAP resources. (Standards 11.1, 11.2, 11.4, 11.5)

The Office of Equal Opportunity (OEO) is responsible for the development of the university’s Affirmative Action Plan (<http://www.maine.edu/system/hr/eo.php>) and for updating goals for women and minorities.

The Director of Equal Opportunity approves all job announcements and recruiting strategies for professional and faculty searches. An Office of Equal Opportunity staff member is readily available to advise search committees throughout the search process. (Standards 11.2, 11.5).



Narrative

The Women's Resource Center (WRC) is a resource for all women on campus with a stated mission "to promote and maintain a positive and supportive climate for women at the University and to provide linkages with women and women's organizations throughout the state of Maine." The center does this by promoting educational access and equity for all women, providing alternatives and complements to existing services and facilities, and furthering the collective and individual goals of women regardless of race, national origin, ethnicity, color, age, physical ability, sexual orientation, religious or political beliefs, social or economic status or occupation. (Standards 11.3, 11.4, 11.5).

The WRC serves not only the women of the University of Maine, but also, to the extent possible, women throughout the state. Furthermore, the center provides services and programs to promote and maintain a positive and supportive climate conducive to women's personal and professional development. More information is online (<http://www.wrc.umaine.edu/>). (Standards 11.2, 11.3, 11.4, 11.7)

Recently, the Faculty Senate and the president's office established a Committee on Procedures for Program Creation and Reorganization, allowing for greater consultation on the establishment of new programs and administrative structures throughout the university (<http://www.umaine.edu/facultysenate/committees.htm>). The existence of this committee reaffirms the university's commitment to shared governance, academic freedom, affirmative action and accountability. (Standards 11.1, 11.11).

The university has a process that evaluates the performance of all faculty and staff. A peer review committee evaluates non-tenured faculty members each year until the award of tenure. This review takes into account issues of integrity in research, teaching and service. Tenured faculty members undergo a similar post-tenure review process every four years (Standard 11.1, 11.2, 11.3, 11.6).

In recent years, the university has engaged in a wide-ranging strategic planning process, leading to an institutional strategic plan, a strategic plan for research, a strategic plan for graduate education, a strategic plan for the library and a strategic plan for distance education and learning. This process has involved an enormous number of faculty members, committees, outside constituents and others; most of the documentation for these plans is available in the president's office and the provost's office. The president provides an annual report on strategic plan progress. (Standards 11.1, 11.2, 11.3, 11.6, 11.11).

Excerpts from Institutional Policy Related to Community Integrity

Student Conduct Code Policy Statement <http://www.umaine.edu/studentaffairs/jad/honesty.asp>

"It is the purpose of the University of Maine System Student Conduct Code to promote the pursuit of activities that contribute to the intellectual, ethical and physical development of the individuals under the auspices of the University of Maine System and the individual universities in the system. It is also the purpose of this code to ensure the safety of persons engaging in those pursuits; to protect the free and peaceful expression of ideas; and to assure the integrity of various academic processes.

"It is expected that students will conduct their affairs with proper regard for the rights of others and of the university. All members of the university community share a responsibility for maintaining an environment where actions are guided by mutual respect, integrity and reason. (Standards 11.1, 11.2, 11.3, 11.5, 11.6, 11.8)



Narrative

“All members of the university community are governed by university policies, local ordinances, state laws and federal laws. For specific governing documents, students and/or university organizations may refer to the University Policies and Procedures manual; campus student handbooks; campus residence hall agreement and manual; and related notices and publications. Individuals in violation of state and federal law are subject to prosecution by appropriate state and federal authorities regardless of whether the activity occurs on or off the campus. In addition, the student may be subject to disciplinary action by the university pursuant to this code.” (Standards 11.1, 11.2, 11.4).

Policy on Academic Dishonesty <http://www.umaine.edu/studentaffairs/jad/honesty.asp>

“UMaine students are expected to be honest and forthright in their academic endeavors. To falsify the result of one’s research, to steal the words of another or to cheat on an examination corrupts the essential process by which knowledge is advanced. Such cheating and plagiarism are violations of the Student Conduct Code.” (<http://www.maine.edu/pdf/0609conductcodebookcleancopyfinal052206.pdf>).

Free Speech and Assembly Policy http://www.umaine.edu/handbook/PolReg/free_speech_and_assembly_policy.htm “According to UMaine policy, there shall be no restrictions placed on the fundamental rights to free speech and assembly except those necessary to protect the rights of others and to preserve the order necessary for the university to function as an institution of higher learning.” (Standards 11.1, 11.3, 11.4)

Policy on Sexual Harassment <http://www.umaine.edu/eo/Policy/sexualharassment.htm> “Sexual harassment of either employees or students is a violation of federal and state laws. It is the policy of the University of Maine System that no member of the University System community may sexually harass another. In accordance with its policy of complying with non-discrimination laws, the University System regards freedom from sexual harassment as an individual employee and student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy.” (Standards 11.1, 11.2, 11.4, 11.5, 11.6, 11.8).

Nonsexist Language Policy <http://www.umaine.edu/wic/> “The University of Maine, as an equal opportunity educational institution, is committed to both academic freedom and the fair treatment of all individuals. It therefore discourages the use of sexist language. Language that reinforces sexism can arise from imprecise word choices that may be interpreted as biased, discriminatory or demeaning, even if they are not intended to be. Accordingly, all university communications, whether delivered orally or in writing, shall be free of sexist language.” (Standards 11.1, 11.2, 11.3, 11.4, 11.5, 11.8)

Student Organization Administration Policy <http://www.umaine.edu/handbook/studentorg.htm> “The University of Maine herein establishes a system of recognition for student organizations to insure the rights of students to freely form associations; to maintain the right of the university to choose which student organizations it will recognize; to define the relationship between the university and the student organizations; and to insure that requirements for recognition, the privileges received through recognition, and the policies and procedures that govern student organizations are administered in a fair and equitable manner. (Standards 11.1, 11.2, 11.3, 11.5, 11.6, 11.7).

Hazing Policy http://www.maine.edu/system/policy_manual/policy_section503.php “In accordance with the policy of the State of Maine as set forth in Chapter 159 of the Public Laws of 1983 (20-A M.R.S.A. 10004), the Board of Trustees of the University of Maine System reaffirms its policy that the



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injurious hazing of any student enrolled at any institution of the University of Maine System is prohibited. In order to implement that policy and comply with state law, the Board of Trustees of the University of Maine System adopted these rules.” (Standards 11.4, 11.5, 11.6, 11.7).

Projections

The NEASC self-study process has helped the university focus on several areas and reflect on actions taken since the last review.

The faculty handbook remains incomplete and has been a work in progress for some time. Although most if not all policies and procedures can be found in other documents and places, the lack of an updated, single reference source is an issue requiring more attention. More work is necessary to bring this to completion, and it is being pursued.

A great deal of work has been done with regard to gender equity, but this is an area of ongoing concern. The president has been making annual reports on gender equity and there is a Provost’s Task Force on the Status of Women that has met and made recommendations. This particular committee has been reconstituted as the President’s Council on Women, and members continue to meet with the president and the provost to advise them on issues of concern to women. There continues to be under-representation of women in several academic areas and there is some concern over women in leadership positions within the university.

Diversity continues to be a challenge for the university, as it is for the entire state of Maine. One reasoned concern is how diversity is defined. If diversity is defined as economic diversity (that is, a measurable distinction in economic status, resources and the like) the university is, in fact, diverse. If diversity is defined on the basis of ethnicity, then the university has clearly made progress. If diversity is defined more narrowly, as based on color, progress has been slow in this critical area and is hindered by the lack of diversity in the surrounding region and in the state as a whole. Recruiting certain minorities must necessarily come from out-of state, which carries additional challenges. Both academic and athletic scholarships may be needed to augment the standard financial support. Without first reaching a “critical mass”, the recruitment of minority students continues to be challenging. We are committed toward becoming more diverse as a center of learning and in all other missions.

The university has made a tangible commitment to gender orientation diversity in its support of a Gay, Lesbian, Bi-Sexual and Transgender community organization.

In the fall 2007 semester, a survey was administered to first-year students living in the UMaine residence halls. Some 994 students, representing 58 percent of the residence halls population, provided usable responses. Among other issues, students were asked if they had observed discriminatory or harassing behavior at UMaine based on:

Gender	70% responded never
Race/Ethnicity	73% responded never
Sexual Orientation	70% responded never
Social Class	78% responded never
Disability	80% responded never

In addition they were asked if they had ever personally experienced discriminatory/harassing behavior at UMaine based on:

Gender	89% responded never
Race/Ethnicity	93% responded never



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Sexual Orientation	94% responded never
Social Class	94% responded never
Disability	95% responded never

Recruitment of African-American faculty members and students remains a constant challenge. The provost has established an executive level diversity leadership team to address these issues of diversity at UMaine, where there is also a substantial disabilities studies program and several programs that address women and Native American issues. Recently the Native American Studies Program and the Wabanaki Center have decided to cooperate more closely and to co-locate so as to better serve the university's Native American population. The university is justifiably proud of its scholarship program for Native Americans.

An enormous amount of effort has been spent in the development, monitoring and alteration of general-education requirements that are aimed at encouraging ethical conduct and understanding, as well as other broad educational areas for all students. More information can be found in Standard 4 in the discussion on general education requirements.

The university advances its educational mission through the activities of its departments, schools, research centers and institutes. These activities include research and conferences, institutes and workshops. A Conference Services division and the Division of Lifelong Learning assist units in the organization and delivery of such programs. Examples of such programs can be found on the Web at <http://www.umaine.edu/conferences/>. (Standards 11.1, 11.2, 11.3, 11.7)

UMaine has demonstrated honesty and integrity in its dealings with the Commission on Institutions of Higher Education and it complies with all the commission's standards, policies, requirements of affiliation and requests (Standard 11.9).

INSTITUTIONAL EFFECTIVENESS

The three-page preface (preceding the Narrative and Institutional Overview) outlines the process UMaine established for producing this self study. The task force structure and seven-stage process document the university's commitment to ensuring the integrity of this self-study. This is important since it will become a blueprint for improvements.

As between the branches of the federal government, UMaine has numerous checks and balances. The Board of Trustees, Board of Visitors, chancellor and the University of Maine System office are external checks and balances. The UMaine president, provost and the other administrative staffs, including other vice-presidents, provide internal administrative checks and balances. The Faculty Senate, with standing committees concerned with Finance & Institutional Planning; Academic Affairs; Research & Scholarship; University Environment; Library Advisory; Service and Outreach; and the new Program Creation, Review, and Reorganization Committee, can be considered another internal check and balance independent from the administrative branch. Each of these organizations and branches, and others, provide independent oversights on all UMaine structures and functions ensuring that the institution's mission is and will be carried out with foresight and integrity.

In summary, to be permanent and guaranteed, assurance for the integrity of an institution of higher learning cannot reside solely within a single individual, office, committee or single branch of the organization. To ensure institutional integrity, responsibility must be structurally embedded in its various components, both internal and external. UMaine possesses such an interdependent and balanced structure and continually renews its commitment to integrity.



Appendix F

Appendix F.1

Current Mission Statement: University of Maine

The University of Maine is the principal research and graduate institution of the state of Maine. It offers a comprehensive program of undergraduate study that is enriched by the resources of its university setting. The university is one of seven institutions in the University of Maine System; each institution complements and collaborates with the others in the System to fulfill the needs of public higher education in the state of Maine. The University of Maine has statewide responsibility for those educational, research, and public service programs associated with its designation as Maine's land-grant university and sea-grant college. In the spirit of its land-grant heritage, the university is committed to the creation and dissemination of knowledge to improve the lives of its students and Maine citizens in their full social, economic, and cultural diversity.

The University of Maine offers a competitive and intellectually challenging experience for its students in degree programs from the baccalaureate level through the doctorate. Undergraduate education, with a foundation in the liberal arts and sciences that guides the intellectual and ethical development of the university's students, continues to be central to its teaching mission. Professional education in a wide range of disciplines, including programs unique within the state in engineering, the sciences, natural resources, teacher education, business, and human resources, meets student and societal needs. Graduate education, with special emphasis on programs that address the current and future needs of Maine citizens, and in selected areas in which the University of Maine can make significant national and international contributions, supports the research missions of the university, provides advanced training, and educates the next generation of teachers and researchers.

The university recognizes the increasingly global context of economic, social, scientific, technological, and political issues, as well as the evolving multicultural dimensions of contemporary society. Through teaching, basic and applied research, and public service activities, the University of Maine contributes to the economic, social and cultural life of Maine citizens. With programs that are national and international in scope, the university is also a major resource for Maine in the increasingly interdependent world community.

The university is committed to developing and sustaining a multicultural and pluralistic educational community that encourages the full participation of all of its members. An attractive campus and quality cultural, social, recreational, and athletic programs are offered to complement and extend the learning environment.



Appendix F

Appendix F.2

Accreditation Review Organizations

Accreditation Board of Engineering and Technology, Inc.

Engineering Programs

Technology Programs

Computer Science

American Assembly of Collegiate Schools of Business

Maine Business School

American Dietetic Association

Didactic Program in Dietetics

Dietetic Internship Program

American Psychological Association

Clinical Psychology

American Speech-Language-Hearing Association

Communication Sciences and Disorders – Master’s

Council on Social Work Education

Master’s in Social Work

Commission on Collegiate Nursing Education

State of Maine Board of Nursing

National Association of Schools of Art and Design

Art

National Association of Schools of Music

Music Programs

National Association of Schools of Public Affairs and Management

Public Administration – Master’s

National Council for Accreditation of Teacher Education

Education Programs

Society of American Foresters

Forestry

Master of Science in Forestry

Forest Operations Science

Society of Wood Science and Technology

Wood Science and Technology

Forest Operations Science

U.S. Department of Agriculture Cooperative State Research, Education and Extension Service (CSREES)

Most of the College of Natural Sciences, Forestry and Agriculture



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Appendix F.3

The University of Maine System Board of Trustees (<http://www.maine.edu/board/index.php?section=3>) governs the system. The board consists of 16 members: Maine's Commissioner of Education and Cultural Services, a student member and 14 members appointed by the governor for five-year terms. Seven of the 14 gubernatorial appointees must be alumni of one of the seven UMS universities.

The board's policy manual (http://www.maine.edu/system/policy_manual/policy_manual.php?section=3) and bylaws, in addition to the system's charter, guide the board's governance structure. These documents define the authority and responsibility of the board, the chancellor and the seven university presidents.

The Board of Trustees appoints the chancellor (http://www.maine.edu/system/policy_manual/policy_section203.php), a chief administrative and education officer who serves at the board's pleasure. The chancellor is accountable to the board for making certain that the system operates in accordance with Maine statutes and system policies. The chancellor takes an active role in selecting and evaluating the chief administrative officer of each university but is not involved in general institutional operations. The chancellor represents the interests of the system and each university to the Maine Legislature.

The presidents of the seven UMS universities report to the chancellor. The chancellor conducts informal annual reviews and formal five-year presidential reviews.

Two external boards advise UMaine's president: the Board of Visitors (BOV) (<http://www.umaine.edu/bov>) and the President's Development Council (<http://www.umaine.edu/development/dev-council.html>). Both include alumni and business and community leaders. The president nominates BOV members, subject to BOT approval. A President's Development Council nominating committee works with the president to select members of that group. The BOV's charge includes advising the president on UMaine's role and mission, public advocacy, budget and academic programs. The President's Development Council advises the president and the vice president for development on matters relating to private fundraising.

The vice president for academic affairs and provost (<http://www.umaine.edu/provost/>) is the chief academic officer. Direct reports include the vice president for research, the dean and associate provost for graduate studies, the associate provost and dean of undergraduate education and the associate provost and dean of lifelong learning, along with the deans of the five academic colleges, Cooperative Extension, libraries, and the Honors College. Other direct reports are the director of institutional studies and the William S. Cohen Center for International Policy program director. The provost meets regularly with her Executive Staff, the Provost's Council, the college deans, the Academic Affairs Budget Advisory Team and the Graduation Rate and Retention Improvement Team to discuss areas of interest and concern relative to the university's teaching, research, and service mission.

The associate provost and dean of undergraduate education oversees the Explorations Program, (<http://www.umaine.edu/exp/>) Academic Support Services for Student Athletes (<http://goblackbears.cstv.com/athleteservices/main-academic-support.html>), the Center for Teaching Excellence (<http://www.umaine.edu/teaching/>), the Office of International Programs (<http://www.umaine.edu/international/>), the Office of Student Financial Aid (<http://www.umaine.edu/stuaid/>), student records (<http://studentrecords.umaine.edu/>), undergraduate

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admissions (<http://www.go.umaine.edu>) and New Student Programs (<http://www.umaine.edu/orientation/>). The associate provost chairs the regular meetings of the associate deans and directors, the Academic Policy Planning and Implementation Committee and the Academic Action Committee. As associate provost, the dean undertakes many additional duties both related and unrelated to undergraduate studies, as assigned by the provost. The position requires participation in meetings of the Faculty Senate Academic Affairs Subcommittee and the Faculty Senate Finance Committee.

The vice president for student affairs and dean of students (<http://www.umaine.edu/studentaffairs/>) is responsible for a range of student services and programs through the Division of Student Affairs. (3.7, 3.8)

The vice president for research (<http://www.umaine.edu/research/admin.htm>) is responsible for developing and implementing strategies for achieving the university's research mission; overseeing compliance with regulatory mandates; actively representing the university's research interests to state and federal governments, to industry, to other state and national constituencies, foundations and consortia; and overseeing all policies and procedures relating to research, technology transfer and economic development. (3.7, 3.8)

The vice president for administration and finance (http://www.umaine.edu/admin_finance/) is responsible for all administrative and financial units, human resources and facilities.

The dean and associate provost for graduate studies is the Graduate School's chief administrative officer (<http://www2.umaine.edu/graduate/>), responsible for leading the graduate faculty and setting graduate studies policy. The associate dean of the graduate school, the director of the Graduate School of Biomedical Sciences (<http://www.biomedsci.umaine.edu/>) and the Director of the School of Policy and International Affairs (<http://www.spia.umaine.edu/>) report to the dean and associate provost. As associate provost, the dean has additional duties unrelated to graduate studies, as assigned by the provost.

The deans of the five academic colleges and the Honors College report to the provost. Each academic college has one or more associate dean. Associate deans, department chairs, school directors, and committees specific to each college all advise the deans. The terms, selection and function of department chairs are defined in Appendix D of the AFUM (Associate Faculties of the University of Maine System) Contract.

The associate provost and dean of lifelong learning heads the Division of Lifelong Learning (DLL) (<http://dll.umaine.edu/>). The division includes a variety of units. Continuing and Distance Education (CED) is the largest, incorporating summer session, evening and weekend programs.

The director of university relations (<http://www.umaine.edu/relations/>) works with university personnel to develop and execute marketing, branding and public relations strategies. These efforts are expected to raise UMaine's level of visibility among external and internal stakeholders.

The vice president for development (<http://www.umaine.edu/development>) is responsible for ensuring the growth and stewardship of UMaine's philanthropic resources.

The Faculty Senate (<http://www.umaine.edu/facultysenate/>) represents the faculty in development of university policies. Its authority derives from its constitution (<http://www.umaine.edu/facultysenate/constitution.html>) and bylaws (<http://www.umaine.edu/facultysenate/Bylaws.htm>). It acts on behalf of the faculty in establishing university-wide degree require-



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ments. Unless disapproved by the president, the senate's recommendations on the following become university policy: academic freedom; free speech and assembly; student academic standards and performance; the definition of academic titles and general criteria for ranks; standards for actions on the academic standing of students; and curriculum matters involving two or more colleges. The Faculty Senate reviews and makes recommendations regarding all other academic matters, or any matter affecting the academic environment including institutional plans and priorities; the allocation of the university's financial resources; academic organization; the library; the award of honorary degrees; admission policies and standards; and assessing academic outcomes.

The senate meets twice monthly, once in closed session. It includes one elected senator for each ten full-time faculty members in each of the five academic colleges, along with two senators representing the Cooperative Extension faculty. The provost and one dean represent the administration. Two undergraduate students (selected by UMaine Student Government) and one graduate student (selected by the Graduate Student Government) serve as members. The university's president is a non-voting member. Representatives of the Classified Employees' (COLT), the Professional Employees' (UMPSA), the NCAA, and the Division of Lifelong Learning have liaison status, granted upon request to unrepresented groups.

The Academic Affairs Budgetary Advisory Team

(<http://www.umaine.edu/provost/committees/AABAT/index.htm>) was created to provide transparency and input to the budgetary process. It has a broad membership including administrators and faculty members. Deans prepare presentations describing and defending the needs of their units and the committee makes recommendations on funding according to specified criteria. The Faculty Senate nominates six faculty members, from which the provost chooses four for membership.

University of Maine Student Government (<http://www.umainesg.org/>), Inc. represents undergraduate students. Its responsibilities include representing the general student population to state government, the Board of Trustees, the chancellor and the UMaine administration. Student government takes an active role in shaping the university's social, cultural and educational programs.

Graduate Student Government (GSG) (<http://www2.umaine.edu/gsg/>) supports the academic and non-academic activities of the graduate student population, acting as a liaison between grad students and the administration, faculty and staff. It represents graduate student interests to the university community, state government and national organizations.

Several unions represent UMaine constituencies: AFUM (Associated Faculties of the University of Maine System); Universities of Maine Professional Staff Association, MEA/NEA (UMPSA); Associated C.O.L.T. (Clerical, Office, Laboratory and Technical Unit) Staff of the Universities of Maine; Maine Part-Time Faculty Association (PATFA); American Federation of Teachers Local #4593 AFT-Maine, AFL-CIO, Teamsters Union Local #340, Service & Maintenance Unit; and the Teamsters Union Local #340, Police Unit. These unions and others negotiate Collective Bargaining Agreements (http://www.maine.edu/system/lr/labor_relations.php?section=10) on behalf of system employees, setting of terms and conditions of employment.

Appendix F

Appendix F.4.a

Areas of Academic Concentration Within Majors

- Aquaculture (required concentration)
 - Aquaculture Technology
 - Aquaculture Science
- Art Education (optional concentration)
 - Developmental Disabilities
- Business Administration (required concentration)
 - Accounting
 - Finance
 - Management
 - Marketing
 - International Business (may be a second area of concentration, but not a sole area)
- Clinical Laboratory Sciences (required concentration)
 - Medical Technology
 - Cytotechnology
- Ecology and Environmental Sciences (required concentration)
 - Ecology
 - Environmental Sciences
 - Soil and Water Sciences
 - Wetland and Aquatic Ecology
 - Resource and Environmental Policy
 - Land Use Planning
 - Natural History
 - Entomology
 - Natural Resource Management
 - International Conservation
 - Individualized
- English (required writing concentration)
 - Creative Writing
 - Literary Critical Writing
 - Technical Professional Writing
- Environmental Management and Policy (required concentration)
 - Environmental Pre-Law
 - Adventure Recreation Business Management
- Food Science and Human Nutrition (required concentration)
 - Human Nutrition and Dietetics
 - Food Management
 - Nutrition Science
- Forest Ecosystem Science and Conservation (required concentration)
 - Forest Ecosystem Science
 - Forest Conservation

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International Affairs (required concentration)

- Anthropology
- History
- Modern Languages
- Political Science
- Women's Studies

Journalism (required concentration)

- Advertising
- Broadcast Journalism
- News Editorial

Marine Sciences (optional concentration)

- Aquaculture
- Marine Biology
- Physical Science

Music Education (required concentration)

- Instrumental
- Voice/Choral
- Piano

Psychology majors (required concentration)

- Abnormal/Social
- Biological/Cognitive
- Developmental

Resource and Agribusiness Management (required concentration)

- Agribusiness Administration
- Equine Business Management
- International Concentration

Sociology (optional concentration)

- Crime, Law and Deviance
- Race, Class and Gender

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Appendix F.4.b

Examples of Internship Opportunities

Chemical Engineering, Civil Engineering, Electrical Engineering and Mechanical Engineering: Co-op opportunities are available that allow majors to apply the skills and ideas they have learned at UMaine and to further explore career options.

Elementary Education: For most majors, their capstone course involves student teaching at the K-8 level. Secondary Education: For most majors, who are also required to have an academic specialization area (English, Mathematics, Modern Languages or Social Sciences), their capstone course involves student teaching in grades 7-12. Student teaching provides education majors with a valuable opportunity to apply their educational knowledge, strategies and philosophy and is a critical aspect of professional development for these future teachers.

Public Administration: The senior capstone course consists of an internship in either public administration or municipal government.

Political Science: Majors have the opportunity to participate in internships with state, national and international agencies. There is also the opportunity to take part in the Congressional Internship Program in Washington, D.C. This internship allows students to work for a member of the Maine delegation on Capitol Hill during the spring semester.

Social Work: Internships are completed during the junior and senior years. Students have the opportunity to work in fields of practice such as child welfare, youth services, medical social work, community mental health and geriatric social work.



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Appendix F.5.a

Recent Additions to AFUM Contract

The most recent AFUM contract (Article 10.B.3.) states that if departmental T&P guidelines change, then faculty in their first- and second-year appointments must adhere to the newest guidelines; faculty in their fourth year or above must adhere to the older guidelines; and faculty in their third year may choose which guidelines to follow. Departmental T&P guidelines must now be included in faculty dossiers as a part of the overall evaluation packet (Article 10.B.3.g.).

The most recent AFUM contract (Article 9.B.3.) states that faculty may request up to two years' extended time to tenure or contract due to childbirth, child rearing, adoption or other exceptional life circumstances.

Faculty may reply to the peer review committee within one week of their receipt of the committee's letter. A recent AFUM contract addition (Article 7.C.5.) states that faculty may reply to the penultimate level recommendation five days from receipt of that decision. In addition, since the last NEASC review, the Provost T&P Advisory Committee now includes faculty members, not just administrators, and, in the case of a negative tenure decision at any level, the provost and the Provost T&P Advisory Committee meet with the peer review committee for discussion and clarification.

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Appendix F.5.b

Faculty Diversity

Table 1. Faculty Diversity¹

AY	NTS Faculty ²		TS Faculty ³			
	Female	Male	Minority	Female	Male	Minority
2007	138	120	15	177	367	31
2006	135	103	6	180	377	23
2005	139	116	9	166	379	29
2004	116	97	6	174	383	23
2003	111	99	9	172	391	24
2002	111	73	8	204	412	27
2001	120	70	10	209	408	31
2000	95	52	9	197	288	30
1999	92	72	7	178	393	26
1998	86	65	16	186	395	22
1997	82	64	6	160	384	17
% Change	68.3%	87.5%	150.0%	10.6%	-4.4%	82.4%

1 = Data obtained from the Office of Institutional Studies

2 = Includes Instructors, Lecturers, Research Professors and Other

3 = Includes Assistant, Associate and Full Professors

Promoting a campus climate supportive of equity and diversity through advice, education and intervention is the purview of the Office of Equal Opportunity (OEO). The United States Census reports that the state of Maine is 96.7 percent Caucasian and the university is 86.91 percent Caucasian. While TS faculty have decreased overall, minority TS faculty have increased by 14 individuals. In addition, while NTS faculty have increased, minority NTS faculty have increased with the greatest percentage, although this only represents nine individuals.

Attracting and retaining a qualified and diverse faculty is Goal 1.3.1 of the strategic plan. OIP has primary responsibility for administering the University of Maine's J-1 Exchange Visitor Program and for processing all nonimmigrant employment-based immigration petitions (H-1B, TN, O, P, etc.). Immigrant (green card) petitions for foreign nationals are processed by a private attorney. However, there is no framework in place to oversee citizenship and visa applications and questions for international faculty.

An understanding of the importance of increasing diversity can be seen through various initiatives of the academic colleges. The College of Natural Sciences, Forestry and Agriculture instigated an Equal Opportunity and Affirmative Action Plan in 2004. The College of Education and Human Development implemented a Diversity Strategic Plan in 2006, and created a standing committee whose sole focus is increasing diversity and difference in the college. In September 2006 as part of this plan, the faculty adopted and implemented a Faculty Recruitment and Retention Plan (<http://coehd.ume.edu/~ncate/pdf/divfacrecruitment.pdf>).



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Appendix F.5.c

Faculty Workload

Many faculty have a high service component to their workload. For example, Cooperative Extension faculty are university educators who work in Maine communities conducting applied research and educational outreach. Cooperative Extension has an office and outreach program in every Maine county, conducting educational programs to help Maine residents solve problems at home and work, on farms and in communities. One successful outreach project is the award-winning organic dairy research program, which helps facilitate collaborations between USDA agencies and organic dairy farmers. Cooperative Extension also coordinates the state's extensive 4-H program, offering a number of educational clubs, camps and school activities for young people. Many Extension professors have joint appointments in NSFA.

Maine Agricultural and Forest Experiment Station (MAFES) faculty also have high service components to their workload, conducting research that focuses on the natural resource areas important to Maine's economy, such as agriculture, forestry and wildlife, marine fisheries and aquaculture, and tourism. MAFES faculty apply the techniques of modern scientific research to solving problems important to Maine and to improving the quality of life for Maine people. MAFES faculty conduct research in laboratories across the campus, in the forests and fields of Maine, on and in the ocean, and in Maine communities at a number of research farms, forests and experiment stations. Most MAFES faculty have joint appointments in NSFA.

Faculty in the College of Education and Human Development (EHD) conduct similar community outreach and service. The Center for Adult Learning and Literacy provides staff development for the Maine Adult Education System, and the Maine Literacy Partnership and Reading Recovery, in cooperation with the Maine Department of Education, provide support for literacy education statewide. The Child Development and Learning Center, overseen by EHD faculty, provides quality preschool education and state-approved pre-K and kindergarten education. The Maine Center for Sport and Coaching provides professional development to improve the quality of coaching and foster initiatives for positive sports experiences for Maine youth. This program also oversees the Sports Done Right project.

Faculty in the College of Liberal Arts and Sciences (LAS) serve and enrich the community through theater performances, dance exhibitions, literary magazines, public concerts, and juried art exhibits. The Child Study Center, overseen by Department of Psychology faculty, professional staff and graduate teaching assistants, also offers a developmentally appropriate preschool for community children. The Maine Folklife Center is a proud sponsor of and contributor to the renowned National Folk Festival (from 2002-04) and the American Folk Festival (2005-present), held in Bangor and drawing over 100,000 people each year.

Many faculty also provide outreach to local primary and secondary schools in the form of classroom lectures, exhibitions and demonstrations, as well as on-campus tours. One example is the newly organized Climate Change Institute Science Day, in which 160 middle and high school students visit campus to listen to demonstrations about climate change while touring ice core, paleoecology, Earth science and archaeology laboratories.

The Honors College functions solely as a teaching unit for educating students interested in a more rigorous academic environment featuring smaller, seminar-style, interactive classroom situations. Honors

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courses are facilitated by a mix of TS faculty members, full-time Honors College preceptors, and adjunct and emeritus/a faculty, who have the qualifications and experience to engage these motivated students in active and independent learning. The Honors College has just been assigned two lecturer positions. This past year, AY 2007-2008, 70 students defended Honors theses. Faculty members from the College of Liberal Arts and Sciences and from the College of Natural Sciences, Forestry and Agriculture had oversight roles for most (43 percent in each case) of those thesis projects. Appendix F.5.d

Teaching and Advising

DLL Teaching

Course offerings through Continuing and Distance Education have increased 338 percent since the last NEASC review. Continuing Education Division (CED) courses are offered through the Division of Lifelong Learning (DLL). DLL courses and programs are offered at nontraditional times (i.e., evening, embedded calendars, online and hybrid models); at nontraditional locations (i.e., off campus UMS centers across the state, the Hutchinson Center, public and private venues), and in nontraditional formats (i.e., three-week summer courses, synchronous and asynchronous distance education courses, certificate programs and cohort graduate degree programs).

In addition, since the last review, the university opened the Hutchinson Center in Belfast to be the midcoast region's connection to Orono, providing access to courses and certificate programs for that area of the state. The broad array of CED offerings helps fulfill Goal 3 of the strategic plan, encouraging and fostering statewide access to higher education.

DLL works directly with faculty, departments and deans in the development of courses and programs offered, including needs assessment, scheduling, faculty development, marketing and technical support. It also cultivates partnerships with both public and private off-campus entities. DLL's CED provides a faculty development grant program in support of its distance education programming. Approximately 10 grants are awarded each year for the development of and/or conversion to online format courses offered through DLL. Faculty selected for the grants also receive one-on-one support from CED's technical team for course development and offering.

The university also is increasing high school student access to classes, as stipulated in Goal 1.2.4 of the strategic plan, through the early college Academ-e and Aspirations programs. Academ-e, overseen by CED, offers free and reduced-tuition online university courses to high-performing high school students, enabling access to university classes for students in the farther reaches of the state. The Aspirations Program offers free or reduced-tuition on-campus courses, usually taken by students living closer to Orono.

Graduate TAs

The Graduate School provides a one-day orientation program for all teaching assistants (with a second day of orientation for all new graduate students) just before the beginning of the new academic year. They coordinate a TA support network, which meets about once a month and provides a forum through which TAs may share their experiences. Some TA-intensive programs, such as English and Communication and Journalism, also provide more comprehensive departmental TA orientation programs, which last about a week. The Graduate School also is developing a graduate certificate in college teaching, which will be available to all graduate students interested in teaching careers. In addition, there is an official TA handbook produced through the Graduate School (www.umaine.edu/teaching/pdf/tahandbook2004.pdf).

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Advising

Student advising is not uniformly implemented across the different academic colleges. In CLAS, BPPH and COE, student advising is usually the purview of faculty, each major being assigned an individual faculty adviser and, in COE, an undergraduate mentor. Many colleges have special advising sessions and classes developed specifically for first-year students. For example, the College of Liberal Arts and Sciences offers LAS 100 for first-year students. In the Education and Human Development Advising Center (in EHD) and the School of Economics Lab and Advising Center (in BPPH), senior staff and/or graduate assistants oversee student advising. NSFA has developed specialized first-year seminars for all majors, and each unit has a program coordinator whose major responsibilities are recruitment, advising and overall student services.

The College Success Programs' Onward Program and Tutor Program assign peer advisers to students who need to increase their academic background before enrolling in classes, or who need extra help in 100- and 200-level courses. The Explorations Program is for students who have yet to decide on a college or major when they enroll at the university. Last year, the provost held "town meetings" on advising with undergraduate students. One result of those meetings was to add an extra adviser for students in the Explorations Program to provide them with specific help in choosing diverse classes on their way toward deciding on a major.

Scholarship, Research and Creative Activity

Table 2: Scholarship¹

College (FTE)(a) ²	Journal Articles(b)	Other Articles(c)	Performances(d)	Presentations(e)
CLAS (224.0)	320	132	252	505
NSFA (163.6)	411	146	-	466
COE (68.3)	98	71	-	143
BPPH (45.3)	51	43	-	138
EDH (59.4)	58	35	-	N.G.
TOTALS (560.6)	938	427	252	1252+

1 = Data obtained from 2007 College Annual Reports

2 = Data obtained from the Office of Institutional Studies

(a) FTE are all faculty attached to a college

(b) Includes journals, books, book chapters, plays, musical compositions and patents

(c) Includes conference papers, reports

(d) Includes theater presentations, music recitals, artist showings

(e) Includes presentations at conferences, state organizations

N.G. is "not given in data."



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The Vice President for Research office sets standards for use of human subjects (<http://www.orsp.umesp.maine.edu/HumanSubjects.htm>), animal subjects (<http://www.orsp.umesp.maine.edu/IACUC.htm>), recombinant DNA or infectious agents (<http://www.orsp.umesp.maine.edu/Biosafety.htm>), and use of radiation and other items. It also provides start-up research funds for new faculty who have the potential for significant outside funding and match money required by many proposals. To ensure continued confidence of the people of Maine in the university, there is a Financial Disclosure Review Committee (<http://orspdocs.umesp.maine.edu/Policies/ConflictofInterestinResearch.htm>), and a Committee on Scientific Misconduct (<http://www.umaine.edu/research/committeescien.htm>).



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Appendix F.6

Student Life Services and Opportunities

The university provides a large complement of expected and necessary student life and services programs. Descriptions follow:

The Barbara Higgins Bodwell '45 Center for Service and Volunteerism supports and develops activities that are related to community service, volunteerism, service learning and philanthropy. Its goal is to encourage a passion for service with a focus on creating civic mindedness. Through programs such as Alternative Spring Break and the Black Bear Mentors, the center's goal is an engaged community of productive global citizens.

Campus Recreation works to create a community that is healthy, engaged and physically active. UMaine nurtures this vision by offering fun and challenging recreational programs supported by world-class customer service, a universally welcoming environment and exceptional facilities. Campus Recreation provides a wide array of health-related cocurricular activities. These include fitness and wellness programs and seminars, personal training and fitness assessments, athletic training services and open recreation opportunities. Campus Recreation also offers intramural sports, sport clubs, adventure education programs, leadership training and team-building programs. UMaine's Student Recreation and Fitness Center, including eight tennis courts, opened in September 2007. This \$25 million state-of-the-art facility, which serves approximately 2,200 users daily, has become a new campus hub.

Gay, Lesbian, Bi-Sexual, Transgender and Questioning Services (GLBTQ) GLBTQ runs the Rainbow Resource Center, which hosts a lending library of books and videos available to the university community. The center is a safe, welcoming place for students to gather. Its staff organizes and implements many events throughout the school year to give GLBTQ students a sense of place, and to help the wider community appreciate and celebrate difference. Staff and students also work to break stereotypes in the UMaine community. The GLBTQ liaison provides support and mentoring services, ensuring that referrals for other UMaine community services are made in a discreet, timely fashion. The GLBT Allies Council rounds out these efforts and serves in an advisory capacity to the vice president for student affairs.

Community Standards, Rights and Responsibilities promotes personal responsibility through educational outreach to the university community and the enforcement of the student conduct code. The staff works to redirect the behavior of conduct code violators into acceptable behavior patterns, and to protect the rights of the community. The director staffs the office; seven other hearing officers work throughout the Division of Student Affairs. In the event of an appeal, a Student Conduct Committee composed of trained faculty, staff and students reviews the case. The conduct code is online (<http://www.maine.edu/pdf/0609conductcodebookcleancopyfinal052206.pdf>).

First and Second Year Programs serves first-year and second-year students to maximize their academic and social potential, with specific emphasis on transitions and problem solving. The staff's goal is to improve the overall quality of the experience for these students. A major aspect of the first-year program is the First Year Residential Experience (FYRE), an intentional living and learning environment for students. Students living in one of the nine FYRE halls receive academic, social and develop-

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mental enrichment programs, and easy access to all university services. UMaine has reconfigured facilities and spaces to promote interaction among students, faculty and other campus community members. Mentoring and peer facilitation are key mechanisms for student-to-student learning; they are a regular and scheduled part of FYRE's monthly calendar of activities and events. Quality study spaces and times are available throughout the FYRE halls. Most important is the regular infusion of faculty into the culture of FYRE.

The second-year student program is not residentially based, but it exists to support second-year students, engaging them further in the life of the community and ensuring a smooth transition out of FYRE. Students are supported primarily through programming options, mentoring, engagement activities, career explorations and management of poor academic performance.

Health and Legal Professions Advising helps students plan for their future in law school or graduate school to become a healthcare provider. Approximately 1,200 student contacts are made annually. The office offers mentor programs that connect students with professionals in their field of interest, medical mission trips, dental outreach programs, professional development programs and an introduction to health professions course. The office also advises the Health Professions Club and Pre-Law Society.

The Career Center provides career services and programs that help students and alumni successfully identify and pursue career goals. This is a collaborative effort among staff, students, faculty, employers and alumni. The Career Center staff has expertise in counseling, employer relations, technology, teaching/public speaking, program planning and collaboration. The center offers career counseling and information resources, experiential education opportunities and job search skills programs.

Residence Life houses some 3,800 students in 18 halls, intentionally fostering communities that instill a sense of belonging and provide active learning environments. Those environments are designed to enhance student engagement in personal development and academic success. Residence Life has a highly trained professional staff of seven community coordinators. An assistant community coordinator and resident assistants (RA) serve in each hall as resources, mentors and community builders. All staffers live in the halls. If a student is struggling, or if a community is not coming together in a positive way, RAs help residents work through challenges and learn about themselves in the process. This unit offers a variety of structured programs in the halls, as well as themed communities based on academic and social interest, including: engineering; outdoor adventures; wellness; choice housing (chemical free); quiet study; and the green hall (sustainability). UMaine also has four living-learning communities, S³, (sciences) engineering, innovations (creative innovation) and Honors housing.

Public Safety at the University of Maine is a full-service police department, staffed by 35 state-certified police officers, security officers and support personnel. Because of the unique nature of a university community, UMaine police officers are specialists in the principles of community policing, which focuses on partnerships across the community to prevent and reduce crime. The department uses a comprehensive incident command structure in case of on-campus emergencies. This system involves an emergency operations center — an executive command center headed by the president, with a tight link between the police chief, the university's environmental health and safety director, and the vice president for student affairs. Public Safety reports to the vice president for finance and administration, with a dotted-line reporting relationship to the Division of Student Affairs.

Crisis Management The centerpieces for notifying the community in case of an emergency include a centrally located audible outdoor siren, a cell phone text messaging system, an immediate all-accounts

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e-mail alert system and high levels of staff training. UMaine also uses indoor and outdoor emergency telephones that link directly to the Department of Public Safety to provide fast, efficient response via Enhanced 911. Electronic alarm systems include a sophisticated computer-based electronic monitoring system, located at the Department of Public Safety, where staff monitor a comprehensive network of panic, environmental, intrusion, robbery and fire alarms. These mechanisms are a central component of campus safety. The vice president for student affairs has a student behavior review team that meets weekly to discuss students at high risk. The vice president also has appointed a “case manager,” who maintains files and contacts with students who have had behavioral concerns that put them or the community at risk. UMaine also uses crowd control management techniques for large campus celebratory events.

Multicultural Programs is committed to planning, developing and implementing programs and services to meet the needs of African, African American, Latino/a, Asian and Native American students. These initiatives empower students of color to become leaders in academics and social programs. The staff of the Office of Multicultural Programs consists of a director, a graduate student and several student employees. The staff provides support services, advocacy and a “home away from home.” In addition, the Multicultural Center, which is home to multicultural programs, acts as the focal point of cultural enrichment and diversity, a place where students gather formally and informally to share programs, experiences and friendship. In addition to the programmatic efforts of the Office of Multicultural Programs, the Multicultural Student Center houses the offices for minority student organizations. In addition, the Office of Equal Opportunity, the University of Maine Diversity Leadership Institute and the Provost’s Executive Committee on Diversity work in concert to improve diversity efforts on campus.

Intensive English Institute offers a year-round, intensive program; semester and summer courses in ESL education; and shorter-term programs, workshops and tutorials. The core intensive program develops English language skills for success in school, business and social communication. The English for Special Purposes (ESP) short courses, workshops and tutorials address specific needs in a shorter-term format. In addition, staff members teach ESL/EFL and customize other language training programs to meet the needs of institutions and businesses.

Student and Administrative Support Services ensures student access to services while fostering student access to, and involvement with, distribution of programming funds. The unit also offers advocacy services by proactively addressing potential obstacles in student life. Direct, one-to-one mentoring is utilized with students to address personal, social or academic issues that may be creating obstacles to a student’s success. Special attention is given to supporting students at high risk of academic and/or social failure. These students are referred from offices across the university. The director serves as the graduate student liaison to address issues of campus climate, and general concerns or needs of graduate students. The director also serves as the case manager for students at high risk of ongoing behavioral difficulties.

Alcohol and Drug Education Programs offers students opportunities to look at personal substance use behaviors and options for healthy lifestyles. These are grounded in moderation and the acceptance of personal responsibility for actions. The unit’s mission is to change the campus drinking and drug use culture, and gain a greater understanding of the university community dynamics; to provide substance use and abuse-related education, and resources to individuals and groups; to empower students to make healthy choices around the issue of alcohol and other drugs; to encourage an environment conducive to academic success where substance abuse is not tolerated; and to continually monitor, meas-



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ure and improve its approaches to increase safety and reduce risks through primary prevention of substance abuse. A community coalition of on- and off- campus members advises the director and staff.

Counseling Center and Peer Education Programs promotes community-wide health and wellness through prevention and educational programs, and confidential counseling and psychological services. Staff members, including a large contingent of Counseling Center peer educators, work closely with university departments, state agencies, community agencies and area hospitals to provide comprehensive services and referral for students. The Counseling Center staff works with students, faculty, staff and administrators to create a community environment that fosters academic success and personal growth. Some 5,000 students attend 125 prevention programs on topics ranging from suicide prevention to healthy communications. Counseling services are delivered to nearly 1,000 students annually. The director serves as chair of the Student Behavior Review Team, which advises the vice president for student affairs.

Disability Support Services (DSS), part of the Division of Lifelong Learning, works to create educational access for UMaine students with disabilities by providing a point of coordination, information and education for those students and the campus community. Approximately 400 students are served annually. Some of the services provided or coordinated for students with disabilities include advising, special orientation to campus, readers, tape recorders, note-takers, alternative format texts, classroom relocation, priority registration, mediation and advisement on disability issues and classroom accommodations, as well as personal, educational and vocational counseling. DSS promotes self-determination and personal responsibility for students with disabilities by educating them about their rights and responsibilities so that they can make informed choices in order to meet or exceed the standards expected of all students at UMaine.

Instructional Technology reports to the vice president for administration and finance and manages FirstClass, which is UMaine's official communications intranet system. FirstClass proves the university community with the ability to effectively communicate and share valuable resources and information via e-mail, conferencing (public, private or courses), directories, individual and shared calendars, and online chats. Users also have the ability to build their own Web pages, whether personal or course related, and to share documents and files.

The IT Help Center mission is to provide first-level computing support to the UMaine community. The Help Center specifically provides support regarding the use of the FirstClass e-mail/conferencing system, UMaineNet (residence hall network), WebCT, software applications and operating systems. The Help Center is available to all students; and computer repair service also is available.

Greek Life supports about 800 students participating in one of the 15 men's fraternities or seven women's sororities. The Greek Life Office advises all Greek organizations, developing programming to enhance personal growth, health and safety, chapter management, recruitment, new member education, leadership, scholarship, friendship and service to UMaine and the surrounding community.

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. The program helps commuter and nontraditional students connect with UMaine and successfully pursue academic goals. This office collaborates with other university departments and local communities to raise awareness of the specific needs and concerns of these student populations.



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UMaine Health Services, an outsourced auxiliary enterprise, reports to the vice president for administration and finance, with a dotted line reporting relationship to the vice president for student affairs. The health center offers appointment-based medical care during the academic year. The Cutler Health Center staff holds same-day appointments for urgent cases. A triage nurse evaluates students who come in without an appointment and determines the next step of care. Clinical services include allergy injections/ immunizations, routine health check-ups, women's health exams, treatment of acute injuries/illness, minor surgery procedures and rehabilitation of injuries. The health center offers clinics to students for eye care, orthopedics, podiatry, HIV testing, gynecology and massage therapy. The health center supports clinical services with onsite x-ray, pharmacy and point-of-care laboratory. For after hours, the health center offers a clinician on-call service. The health center operates the fully licensed University Volunteer Ambulance Corps (UVAC).

Financial Aid The Office of Student Financial Aid (OSFA) reports to the associate provost and dean for undergraduate education. The office administers more than \$75 million in university, state, federal and private assistance for more than 9,000 students. OSFA maintains a policy and procedures manual to ensure compliance with regulations. The manual, updated throughout the year, describes student eligibility and filing requirements, as well as the application review and verification process. Each year the OSFA director consults with central administration to establish award parameters that ensure the equitable distribution of available student financial aid. UMaine also allocates student aid funds for specific student populations, including talent and merit scholarship recipients, athletes, Native Americans and students in the Onward Program. The Office of Admissions administers the merit scholarship programs.

OSFA undergoes annual audits (A-133 report) and files the Fiscal Operations Report in compliance with federal regulations. The University of Maine Foundation conducts an annual audit of UMaine's administration of foundation scholarship funds, and the NCAA regularly audits compliance with its regulations. In 1994-95, UMaine implemented NCAA compliance software to improve coordination and record keeping.

Campus Activities and Engagement stimulates and encourages social, cultural, intellectual and recreational interaction by providing learning experiences outside of the classroom. Opportunities for citizenship, community development, leadership development and professional growth are the major thrust of the unit's focus as personnel interact daily with students. Some 38,000 student visits occur each year through weekly events, and a significant group of students are affected through program planning and execution. The unit also serves as the advising body to the Campus Activities Board, a group of about 50 students that works as a sounding and programming board with professional staff. Campus Activities offers programs six nights a week, in addition to special events programming such as campuswide celebrations.

Student Organizations and Leader Development provides leadership, direction, advice and development resources for students, student organizations, student leaders and organization advisers in an effort to positively affect and influence the student culture and experience at the University of Maine. As part of leadership development, staff members offer students the opportunity to participate in numerous developmental workshops, such as leadership conferences and adviser training. The management of the Wade Center for Student Leadership, where 46 student groups have offices, also falls in this administrative area. As part of this effort, the campus activities director serves as the adviser to Student Government Inc. Student Government's mission, through a 35-member Student Senate, is to serve the general student population of the University of Maine by providing social, cultural and educational



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programs and activities to expand the scope of the educational experience. Student Government has ongoing and regular contact with the university's president and its vice president for student affairs.

The University of Maine Department of Athletics reports to the president and is well managed, fiscally responsible and accountable. The university successfully completed the NCAA Division I certification process in 2006. This comprehensive self-analysis confirmed the positive role that athletics plays in the university environment at UMaine. Black Bear athletics adheres to the highest standards of sporting conduct and fair play, both on and off the field. The university is committed to institutional oversight to ensure full compliance with conference and NCAA Division I rules that govern intercollegiate athletics. UMaine is committed to offering a comprehensive academic support program in conjunction with other UMaine resources to assist student-athletes in succeeding in their studies. Services include a variety of progressive and proactive support programs that can assist the student-athlete in developing academically, professionally and personally throughout his or her college years. Student-athletes are held to the same admission and persistence expectations as all other UMaine students. The director of athletics has a close working relationship and ongoing weekly meetings with the vice president for student affairs to discuss ongoing matters of importance to the campus community.

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Appendix F.7.a

Collections

Fogler Library provides collections in support of the university, the university system and the state, available through URSUS (<http://ursus.maine.edu/>). Other collections are noted on our resources page: <http://library.umaine.edu/resources.htm>, highlights are:

U.S. Patent and Trademark Depository Library (<http://library.umaine.edu/patents/default.htm>). The Patent and Trademark Depository Library service of Fogler Library, in partnership with the U.S. Patent and Trademark Office. Fogler Library has been a PTDL since 1993.

Canadian Collection (<http://library.umaine.edu/canstudies/>), jointly funded by Fogler Library and the Canadian-American Center. Fogler Library acquires more than 90 percent of all Canadian government publications published in English and makes an effort to collect Canadian provincial publications. There are approximately 201,000 government publications in this collection, some of which are not owned by any other library in the United States. The collection also contains monographs, microfilm, newspapers and maps.

Tri-State Regional Depository for U.S. Government Documents

(<http://www.library.umaine.edu/govdoc/usfeddoc.htm>). Fogler Library has been a United States Government Documents Depository since 1907 and a regional (complete) depository since 1963, the only one in northern New England. Of the 1,260 Federal Depository Libraries, there are only 50 with this distinction. Also, the library is an official depository for Canadian federal government publications, making it one of only 40 such depositories on U.S. soil, and therefore also one of the very few binational depositories in the country.

William S. Cohen Papers (<http://library.umaine.edu/cohen/default.htm>). The William S. Cohen Papers consist of the records created by Cohen and his staff in the course of his duties as a member of the U.S. House of Representatives from 1973-79 and as a U.S. senator from 1979-97.

Electronic Theses and Dissertations, (<http://library.umaine.edu/theses/index.htm>). The University of Maine Electronic Theses and Dissertations (ETD) project is a joint effort of

Maine Town Reports. (<http://library.umaine.edu/townreport/>) A database of the annual reports of towns in each county dating from the mid-19th century to present.

Maine Music Box, (<http://mainemusicbox.library.umaine.edu/>). Approximately 22,000 pieces of historical and popular sheet music published and widely played from the mid-19th century until around 1990. Selected scores may have an associated computer-generated sound files or Scorch (digital sheet music) files. The database is produced by Fogler Library in partnership with the Bagaduce Music Lending Library.

Maine Government Documents, <http://development.library.umaine.edu/speccoll/statdocs.htm> Publications in the collection date from 1820 to the present, and include information on all aspects of Maine history, culture, natural resources and commerce. This collection of 12,568 titles contains about 71,000 documents.



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Maine Census Date: Population Totals (<http://library.umaine.edu/census/>) A time series of Maine population figures for towns and counties in Maine.

Prism Yearbook. (<http://library.umaine.edu/yearbooks/>). UMaine's yearbooks, 1895- 1997, were scanned and are available online.

Appendix F

Appendix F.7.b

Description of Services

Fogler Library offers many user services (<http://library.umaine.edu/services.htm>). Some highlights are:

Circulation and Reserve (<http://library.umaine.edu/circ/>). Available whenever the library is open. Reserves are both traditional and electronic. The library uses Docutek Eres, a Web-based electronic reserves system that allows for 24/7 access to online reserve materials. Circulation provides the retrieval and delivery of the materials borrowed and loaned via the request function in the URSUS consortium and via the INN-reach system in the Maine InfoNet consortium.

Collections Services (<http://library.umaine.edu/colldev/>). Responds to the resource needs of the university community and works with the faculty on collection decisions.

Fogler Library is Maine's Science, Technology and Business Research Library

(<http://library.umaine.edu/scitechbus/>). Fogler Library collects, evaluates, organizes and disseminates science, technology and business information resources to citizens of Maine, by legislative order.

Interlibrary Loan (<http://library.umaine.edu/ill/>). Borrows material for users outside of consortia limits and is the source for journal literature beyond the collections accessible by Fogler Library. Interlibrary Loan uses ILLiad, a Web-based, single interface for borrowing, lending and document delivery that allows users to submit and track their own requests.

Reference Department (<http://library.umaine.edu/reference/>). The primary information center for Fogler Library and the location of the Information Commons. Staff members offer instruction classes, and research assistance via the reference desk, appointment and Ask-A-Librarian email and chat.

Science and Engineering Center (<http://library.umaine.edu/sec/>) Staff offer instruction classes and research assistance in the science and technology disciplines and services related to the Patent and Trademark Depository collection housed there.

Special Collections (<http://library.umaine.edu/speccoll/>). Collects, archives and provides access to materials on Maine, the UMaine collection and rare books. Manages the William S. Cohen Papers. (<http://library.umaine.edu/cohen/>).

Government Publications, Maps, GIS & Microforms Department (<http://library.umaine.edu/govdoc>) Collects, processes and makes available public documents of the U.S. and Canadian and provincial governments, and publications of Agricultural Experiment Stations of the 50 states and territories. The GeoStats (<http://library.umaine.edu/geoscan/>) service provides access to spatial and numeric information, including several databases, more than 100,000 sheet maps, and several hundred atlases and gazetteers. A spatial and socioeconomic data workstation serves the databases and allows for map creation.

Media Resource Center (<http://library.umaine.edu/mrc/>). Houses collections of CDs, DVDs and other media; offers course reserves; loans laptops, cameras and recorders; provides access to equipment for the production of multimedia presentations. The center is open during all building hours.

Learning Materials Center (<http://library.umaine.edu/lmc/>). Provides resources to support teacher preparation programs of the College of Education and Human Development.

Fogler Library Friends (<http://library.umaine.edu/friends/default.htm>)

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Appendix F.7.c

The Department of Information Technologies is comprised of several services areas including:

Audio Visual Services (<http://www.umaine.edu/it/services/av/>). Located in Shibles Hall, Audio Visual Services provides equipment (color television monitors, video tape players, computer/video projection devices, overhead projectors, slide projectors, public address systems, laptop computers, etc.) for classroom and department use on campus. It also support the high-tech classrooms in the Donald P. Corbett Business Building.

Computer Connection (retail sales) (<http://cc.its.maine.edu/~maine/index.php>). The Computer Connection is the on-campus shopping center for the latest tech related gadgets, software and computers. The Computer Connection supplies both Macintosh and Windows related products. The store is located in the Memorial Union.

Computer Repair (<http://www.umaine.edu/it/services/repair/>). Located in York Village, Computer Repair services all university-owned computer equipment, as well as computer equipment owned by UMaine staff members and students. It provides warranty service on Apple, Dell and IBM/Lenovo personal computers. Computer Repair also works on most Hewlett-Packard LaserJet-series printers.

Help Center (<http://www.umaine.edu/it/helpcenter/>). The IT Help Center in Shibles Hall provides walk-in, telephone and e-mail assistance for UMaine users of the FirstClass e-mail/conferencing system, UMaineNet (residence hall network), UMS accounts (PeopleSoft, Wireless access, WebCT, Blackboard, Dial-Up), software applications and all operating systems. The Help Center also is an excellent resource for the detection and removal of computing viruses and malware, and for disc recovery. The Help Center provides on-site support (house calls) for software configuration problems, software installations, network connectivity and UMaineNet setup.

Public Computer Clusters. Windows and Macintosh computers are available in the Memorial Union cluster; Windows computers are available in the Fogler Library Information Commons. All clusters provide a wide variety of software and Internet applications, including academic-related software, Microsoft Office, FirstClass, Internet Explorer, URSUS and Web DSIS. Scanners and Black/White printers are available in each cluster. The Memorial Union cluster also provides a “quick print” station. E-mail/Web browser only stations (eMacs) are available in Memorial Union.

Faculty Development Center (<http://www.umaine.edu/it/fdc/>). The Faculty Development Center was created to assist the faculty in implementing new technologies in courses. Staff explain the benefits of implementing new technologies into the learning process and demonstrate all the tools available, helping faculty gain the skills needed to implement their vision.

Campus Networking (<http://www.umaine.edu/it/services/networking/>). Networking assists with setting up, installing and running Novell, AppleShare, Windows NT and UNIX networks; and accessing the campuswide network and the World Wide Web. Networking also offers a connectivity program, UMaineNet, in residence halls, and maintains the FirstClass conferencing system, UMaine’s Web servers, calendar servers and software key servers, providing software to computer classrooms and clusters.



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Telecommunications (<http://www.umaine.edu/it/services/telecom/>). The telecommunications group provides telecommunication services to the University of Maine. The university has more than 6,200 phone lines with an average of 130,000 calls a day. Telecommunications also maintains the telephone switch and voice mail systems, and coordinates the cabling underground and in buildings.

Video Services (<http://www.umaine.edu/it/services/video/>). Located in Alumni Hall, Video Services provides use of a television studio and production suite for programming on the campus cable student access channels. Video Services is responsible for reception of analog satellite programming to select classrooms that have been added to the campus cable television network. Video Services also provides media duplication services with equipment for DVD, VCD, CD, VHS, S-VHS and mini-DV formats.



Appendix F

Appendix F.8.a

PROJECT:

Advanced Manufacturing Center

A 33,500-square-foot structure to house campus research and development activities in support of the Maine economy. The building houses a high-tech, computer-driven machine tool facility and associated support space.

Budget \$6,060,000

Franklin Center for Cooperative Aquaculture Research

Located in Franklin, Me., this 24,000-square-foot facility houses a marine cold water finfish hatchery. Treated and conditioned seawater is supplied to the hatchery and, following further treatment, is discharged to Taunton Bay.

Budget \$2,600,000

Foster Student Innovation Center

Funded by a June 2003 bond and private funding, this 6,000-square-foot facility provides academic programming and activities related to entrepreneurship and innovation.

Budget \$1,700,000

Hilltop and Wells Commons Renovations

Complete renovation of two facilities totaling 72,800 square feet to accommodate up-to-date dining programs, including retail and meal plan options, as well as significantly expanded conference and catering facilities.

Budget \$19,000,000

Patch Hall

Edith Patch Hall is a 54,900-square-foot, 200-student residence hall featuring apartment-style living accommodations.

Budget \$8,000,000

Student Recreation and Fitness Center

The 87,000-square-foot recreation and fitness center provides a setting for many physical and social activities to enhance the lives of students. Intramural, fitness, conference areas, noncredit instruction, sport clubs and open recreation are offered in this facility.

Budget \$25,000,000

AEWC Expansion

Funded by a June 2003 bond, this project includes an expansion (6,880 gross square ft.) of the Advanced Engineered Wood Composite (AEWC) manufacturing facility and the addition of an office wing.

Budget \$3,000,000

AEWC Equipment

AEWC capital equipment

Budget \$1,348,003

Appendix F

Engineering and Science Research Building

A 52,000-square-foot laboratory and office addition to Barrows Hall to house research activities of the College of Engineering and the Laboratory for Surface Science Technology. Project includes a 3,000-square-foot Class 1000 clean room.

Budget \$16,000,000

Hitchner Hall Addition

Includes a Hitchner Hall addition that provides 13 new research laboratories and support spaces, as well as offices. A second addition houses a production facility to support food development research. Renovations to the original building include office and laboratory improvements. The additions create 51,000 square feet of additional space.

Budget \$12,502,965

Aubert Hall

Phase I

Renovation of approximately 35,000 square feet of the east wing of Aubert Hall to create laboratory, office and administrative space for chemistry and marine sciences programs.

Budget \$10,560,000

Phase II

Additional renovation to provide three chemistry teaching labs, faculty research space and laboratory space for the School of Marine Science.

Budget \$6,000,000

Balentine Hall Renovation

Phase I renovations to this 34,568-square-foot residence hall addressed accessibility and life safety issues.

Phase II renovation will focus on room upgrades. This residence hall is a companion living facility to Colvin Hall, both of which will house students from the Honors College.

Budget \$2,600,000

Lord Hall Renovation

The renovation of this 30,000-square-foot historic campus building provides classrooms, a lecture hall, offices, galleries, design studios and teaching laboratories for the Art Department.

Budget \$5,350,000

Oak Hall

Oak Hall, vacant for a decade, was returned to service as a residence hall. Renovations to this 24,460-square-foot facility addressed life safety and code compliance issues, as well as renewal of interior spaces.

Budget \$2,220,000

Stevens Hall

Provided ADA-accessibility to Stevens Hall by installing an elevator, and improved life-safety with the installation of a new sprinkler system and updated fire alarm system.

Budget \$1,800,000



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Shawn Walsh Hockey Center/Alfond Arena Addition

7,587 gross square ft. of renovated space and 7,753 gross square ft. of new space, including new offices and locker rooms for athletics purposes at Alfond Arena.

Budget \$3,100,198

Fogler Library Terrace Plaza

The Fogler Library terrace was rebuilt with an improved drainage system and granite replacement for the failed limestone of the original terrace area. This project was a collaborative effort between the University of Maine and H.E. Sargent, a local construction firm that demonstrated significant leadership in arranging for gifts of services and materials from the construction community for this highly visible project.

Budget \$1,000,000

Colvin Hall

Phase II

Home of the Honors College and a residence facility, Phase II will involve renovations to approximately 12,000 square feet of space, including two floors for residential living and teaching and lecture areas on the fourth floor.

Budget \$2,300,000

Stodder Hall

Renovation of this former undergraduate residence and dining facility will transform 56,159 square feet of space into the new home for the Graduate School and provide improved housing for our graduate population.

Budget \$2,000,000

Residence Hall Sprinkler Project

Funded by state and revenue bonds, sprinklers are being installed in all residence facilities. Asbestos abatement and upgrades to alarm systems and other life-safety improvements are included. To date, 86 percent of residence hall rooms have sprinklers with completion anticipated by 2009. \$19,000,000
Hutchinson Center Addition

The new 14,000-square-foot wing will double classroom space at the **Hutchinson Center**, while adding science labs and other facilities critical to the center's future as UMaine's primary educational and outreach connection point with the people of midcoast Maine.

Budget \$4,500,000

Maine Center for the Arts

The MCA Renovation will bring this 46,598- square-foot facility into ADA compliance, allow the Hudson Museum and the performance hall to meet industry standards in their fields, enhance the visitor experience by broadening the range of artistic and cultural offerings, and provide visitor amenities, including improved facilities, conference rooms, a café, and expanded box office and shop.

Budget \$11,000,000

Alumni Hall

Renovation (through a public/private partnership) to consolidate all of the studios of the Art Department.

Budget \$2,600,000



Appendix F

Classroom Upgrades

Renovation and technological upgrades to various classrooms. \$1,000,000

Coburn Hall Repair and stabilization of the building envelope of this 18,550-square-foot Historic District building.

Budget \$800,000

Fogler Library

Upgrade to HVAC systems.

BUDGET \$1,500,000

AEWC Building Addition

A 4,000-square-foot laboratory addition to support processing nanocomposites from cellulose fiber and a 10,000-square-foot laboratory addition for pilot manufacturing and large-scale structural testing of advanced composite structures for the energy and transportation industry.

BUDGET \$4,999,900

FBRI Technology Center

Renovation of facilities and purchasing equipment to create a Forest Bioproducts Research Initiative (FBRI) Technology Center at the site of the former Georgia-Pacific paper mill in Old Town. FBRI is a world-class UMaine research institute. The technology center will be designed to develop and demonstrate emerging biomass conversion technologies.

BUDGET \$4,800,000

CCAR Upgrades

Center for Cooperative Aquaculture and Research (CCAR) in Franklin, this initiative involves upgrading two of the largest tanks at the CCAR facility by covering them, and upgrading the related water treatment and pumping systems. These infrastructure upgrades will create facilities for seaweed seeding and cod brood stock, thereby diversifying Maine's aquaculture industry in important ways.

Budget \$2,219,808

Athletic Field Turf

Installation of synthetic turf and related infrastructure on football, field hockey and baseball fields.

BUDGET \$3,100,000

TOTALS

New or renovated square footage – 1,434,927

(excludes HVAC and exterior improvements at Fogler Library)\$187,660,874



Appendix F

Appendix F.8.b

The University of Maine has extensive infrastructure assets that total \$117,374,509, the vast majority of which are underground on the primary campus. The table below provides a listing of this class of asset.

Infrastructure Summary

Paved Surfaces (3,592,248 sq ft)	\$7,184,496
Water Lines (37,069 ft)	\$3,706,900
Fire Hydrants (51)	\$76,500
Sanitary Sewer (48,763 ft)	\$4,876,300
Sanitary Manholes (217)	\$434,000
Storm Sewer (63,110 ft)	\$6,311,000
Storm Manholes (721)	\$1,442,000
Electric Lines (55,351 ft)	\$4,151,325
Electric Pits (66)	\$132,000
Telecom Lines (185,418 ft)	\$18,541,800
Telecom Pits (49)	\$1,225,000
Steam Lines (28,776 ft)	\$23,020,800
Steam Pits (105)	\$5,250,000
Outdoor Lighting (473 poles, 761 lamps, 439,680 ft wire)	\$4,637,388
Landscape (627 acres)	\$34,485,000
Exterior Accessibility Features	\$1,750,000
Signage	\$100,000
Ext. Accessories (benches, trash receptacles, tables, etc.)	\$50,000
Total	\$117,374,509



Appendix F

Appendix F.11

- University of Maine Student Handbook <http://www.umaine.edu/handbook>
- Office of Community Standards, Rights and Responsibilities
<http://www.umaine.edu/studentaffairs/jad/default.asp>
- Student Conduct Code <http://www.maine.edu/pdf/06-09conductcodebookcleancopyfinal052206.pdf>
- Center for Teaching Excellence <http://www.umaine.edu/teaching/>
- Teaching Assistant's Handbook <http://www.umaine.edu/teaching/pdf/tahandbook2004.pdf>
- Peer Consulting Program <http://www.umaine.edu/teaching/consulting.htm>
- Graduate Student Government <http://www2.umaine.edu/gsg/>
- Office of Human Resources with links to other relevant programs <http://www.umaine.edu/hr/>
- Employee Information and Resource Guide, with links to university policies and other procedures:
<http://www.umaine.edu/hr/>.