University of Maine Self Study
2009–2019
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University of Maine Self Study  
2009–2019
1. Corporate name of institution: University of Maine

2. Date institution was chartered or authorized: 1865

3. Date institution enrolled first students in degree programs: 9/21/1868

4. Date institution awarded first degrees: 1872

5. Type of control:

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>X State</td>
<td>□ Independent, not-for-profit</td>
</tr>
<tr>
<td>□ City</td>
<td>□ Religious Group (Name of Church)</td>
</tr>
<tr>
<td>□ Other (Specify)</td>
<td>□ Proprietary</td>
</tr>
<tr>
<td>□ Other: (Specify)</td>
<td></td>
</tr>
</tbody>
</table>

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

__________________________________________________________________
__________________________________________________________________

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

   □ Less than one year of work
   □ At least one but less than two years
   □ Diploma or certificate programs of at least two but less than four years
   □ Associate degree granting program of at least two years
   X Four- or five-year baccalaureate degree granting program
   X First professional degree
   □ Master’s and/or work beyond the first professional degree
   X Work beyond the master’s level but not at the doctoral level (e.g., Specialist in Education)
   X A doctor of philosophy or equivalent degree
   □ Other doctoral programs
   □ Other (Specify)

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

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

   ________________________________

9. The calendar system at the institution is:

   X Semester
   □ Quarter
   □ Trimester
   □ Other ____________________________________________

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

   a) Undergraduate 12 credit hours
   b) Graduate 6 credit hours
   c) Professional __ credit hours

11. Student population:

   a) Degree-seeking students:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>8158</td>
<td>1004</td>
<td>9162</td>
</tr>
<tr>
<td>Part-time students</td>
<td>1207</td>
<td>1035</td>
<td>2242</td>
</tr>
<tr>
<td>FTE</td>
<td>8617.59</td>
<td>1132.11</td>
<td>9749.70</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Agency</th>
<th>Accredited Since</th>
<th>Last Reviewed</th>
<th>Next Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education, B.A.</td>
<td>National Association of Schools of Art &amp; Design (NASAD)</td>
<td>2013</td>
<td>2010</td>
<td>2020</td>
</tr>
<tr>
<td>Art History, B.A.</td>
<td>National Association of Schools of Art &amp; Design (NASAD)</td>
<td>2013</td>
<td>2010</td>
<td>2020</td>
</tr>
<tr>
<td>Studio Art, B.A.</td>
<td>National Association of Schools of Art &amp; Design (NASAD)</td>
<td>2013</td>
<td>2010</td>
<td>2020</td>
</tr>
<tr>
<td>Studio Art, B.F.A.</td>
<td>National Association of Schools of Art &amp; Design (NASAD)</td>
<td>2013</td>
<td>2010</td>
<td>2020</td>
</tr>
<tr>
<td>Music, B.A.</td>
<td>National Association of Schools of Art &amp; Design (NASAD)</td>
<td>1969</td>
<td>2015</td>
<td>2024</td>
</tr>
</tbody>
</table>
12. List all programs accredited by a nationally recognized, specialized accrediting agency continued

<table>
<thead>
<tr>
<th>Program</th>
<th>Agency</th>
<th>Accredited Since</th>
<th>Last Reviewed</th>
<th>Next Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Education, B.M.</td>
<td>National Associate Schools of Art &amp; Design (NASAD)</td>
<td>1969</td>
<td>2010</td>
<td>2024</td>
</tr>
<tr>
<td>Music Performance, B.M.</td>
<td>National Association of Schools of Art &amp; Design (NASAD)</td>
<td>1969</td>
<td>2010</td>
<td>2024</td>
</tr>
<tr>
<td>Engineering Physics, B.S.</td>
<td>Accreditation Board of Engineering and Technology (ABET)</td>
<td>1949</td>
<td>2012</td>
<td>2018</td>
</tr>
<tr>
<td>Computer Science, B.S.</td>
<td>Accreditation Board of Engineering and Technology (ABET)</td>
<td>2012</td>
<td>2012</td>
<td>2018</td>
</tr>
<tr>
<td>Psychology, PhD</td>
<td>American Psychological Association (APA)</td>
<td>1975</td>
<td>2012</td>
<td>2019</td>
</tr>
<tr>
<td>Forestry, B.S.</td>
<td>Society of American Foresters (SAF)</td>
<td>1937</td>
<td>2013</td>
<td>2023</td>
</tr>
<tr>
<td>Forestry, M.E.</td>
<td>Society of American Foresters</td>
<td>1989</td>
<td>2013</td>
<td>2023</td>
</tr>
<tr>
<td>Nursing, B.S.</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>2003</td>
<td>2017</td>
<td>2027</td>
</tr>
<tr>
<td>Food Science and Human Nutrition, B.S.</td>
<td>Accredited Council for Education in Nutrition and Dietetics (ACEND)</td>
<td>1920’s</td>
<td>2012</td>
<td>2022</td>
</tr>
<tr>
<td>Food Science and Human Nutrition, M.S.</td>
<td>Accredited Council for Education in Nutrition and Dietetics (ACEND)</td>
<td>1993</td>
<td>2012</td>
<td>2022</td>
</tr>
<tr>
<td>Speech-Language Pathology, M.A.</td>
<td>Council on Academic Accreditation (CAA)</td>
<td>1988</td>
<td>2014</td>
<td>2021</td>
</tr>
<tr>
<td>Business Administration in Accounting, B.S.</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>1974</td>
<td>2015</td>
<td>2020</td>
</tr>
<tr>
<td>Business Administration in Finance, B.S.</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>1974</td>
<td>2015</td>
<td>2020</td>
</tr>
<tr>
<td>Business Administration in Management, B.S.</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>1974</td>
<td>2015</td>
<td>2020</td>
</tr>
<tr>
<td>Business Administration in Marketing, B.S.</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>1974</td>
<td>2015</td>
<td>2020</td>
</tr>
<tr>
<td>Business Administration, M.B.S.</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>1974</td>
<td>2015</td>
<td>2020</td>
</tr>
<tr>
<td>Elementary Education, B.S.</td>
<td>Council for the Accreditation of Educator Preparation (CAEP)</td>
<td>1987</td>
<td>2014</td>
<td>2020</td>
</tr>
<tr>
<td>Art Education, B.S.</td>
<td>Council for the Accreditation of Educator Preparation (CAEP)</td>
<td>1987</td>
<td>2014</td>
<td>2020</td>
</tr>
<tr>
<td>Athletic Training, B.S.</td>
<td>Commission on Accreditation of Athletic Training Education (CAATE)</td>
<td>2005</td>
<td>2010</td>
<td>2020</td>
</tr>
<tr>
<td>Chemical Engineering, B.S.</td>
<td>Accreditation Board of Engineering and Technology, ABET</td>
<td>2012</td>
<td>2018</td>
<td>2024</td>
</tr>
<tr>
<td>Civil Engineering, B.S.</td>
<td>Accreditation Board of Engineering and Technology, ABET</td>
<td>1936</td>
<td>2018</td>
<td>2024</td>
</tr>
<tr>
<td>Electrical Engineering, B.S.</td>
<td>Accreditation Board of Engineering and Technology, ABET</td>
<td>1936</td>
<td>2018</td>
<td>2024</td>
</tr>
<tr>
<td>Computer Engineering, B.S.</td>
<td>Accreditation Board of Engineering and Technology, ABET</td>
<td>1991</td>
<td>2018</td>
<td>2024</td>
</tr>
<tr>
<td>Mechanical Engineering, B.S.</td>
<td>Accreditation Board of Engineering and Technology, ABET</td>
<td>1979</td>
<td>2018</td>
<td>2024</td>
</tr>
<tr>
<td>Construction Engineering Technology, B.S.</td>
<td>Accreditation Board of Engineering and Technology, ABET</td>
<td>1989</td>
<td>2018</td>
<td>2024</td>
</tr>
<tr>
<td>Electrical Engineering Technology, B.S.</td>
<td>Accreditation Board of Engineering and Technology, ABET</td>
<td>1983</td>
<td>2018</td>
<td>2024</td>
</tr>
<tr>
<td>Mechanical Engineering Technology, B.S.</td>
<td>Accreditation Board of Engineering and Technology, ABET</td>
<td>1979</td>
<td>2018</td>
<td>2024</td>
</tr>
<tr>
<td>Survey Engineering Technology, B.S.</td>
<td>Accreditation Board of Engineering and Technology, ABET</td>
<td>2005</td>
<td>2018</td>
<td>2024</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Location</th>
<th>Full Degree</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. In-state Locations</td>
<td></td>
<td>50%—90%</td>
<td>FTE</td>
</tr>
<tr>
<td>The Hutchinson Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Out-of-state Locations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name of program(s)</th>
<th>Location</th>
<th>Headcount</th>
</tr>
</thead>
</table>

4

5
15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year.

<table>
<thead>
<tr>
<th>Name of program(s)</th>
<th>Degree level</th>
<th>% on-line</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science</td>
<td>Bachelor’s</td>
<td>100%</td>
<td>4.8</td>
</tr>
<tr>
<td>Surveying Engineering Technology</td>
<td>Bachelor’s</td>
<td>100%</td>
<td>15.13</td>
</tr>
<tr>
<td>University Studies</td>
<td>Bachelor’s</td>
<td>100%</td>
<td>15.00</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Master’s</td>
<td>100%</td>
<td>26.82</td>
</tr>
<tr>
<td>Master of Education, Curriculum, Assessment and Instruction</td>
<td>Master’s</td>
<td>100%</td>
<td>19.33</td>
</tr>
<tr>
<td>Master of Education, Instructional Technology</td>
<td>Master’s</td>
<td>100%</td>
<td>13.72</td>
</tr>
<tr>
<td>Master of Education, Instructional Technology</td>
<td>Master’s</td>
<td>100%</td>
<td>0.67</td>
</tr>
<tr>
<td>Master of Education, Literacy: Individualized</td>
<td>Master’s</td>
<td>80%</td>
<td>0.33</td>
</tr>
<tr>
<td>Master of Education, Special Education - Dual High Incidence + Low Incidence</td>
<td>Master’s</td>
<td>100%</td>
<td>1.33</td>
</tr>
<tr>
<td>Master of Education Special Education – Low Incidence</td>
<td>Master’s</td>
<td>100%</td>
<td>4.56</td>
</tr>
<tr>
<td>Master of Education Special Education – High Incidence</td>
<td>Master’s</td>
<td>100%</td>
<td>27.67</td>
</tr>
<tr>
<td>Master of Education Special Ed – Early Intervention</td>
<td>Master’s</td>
<td>100%</td>
<td>25.33</td>
</tr>
<tr>
<td>Certificate of Advanced Study Special Education</td>
<td>Master’s</td>
<td>100%</td>
<td>1.33</td>
</tr>
<tr>
<td>Master of Arts in Teaching Secondary Education</td>
<td>Master’s</td>
<td>90%</td>
<td>35.17</td>
</tr>
<tr>
<td>M.A. Interdisciplinary Studies (Maine Studies)</td>
<td>Master’s</td>
<td>100%</td>
<td>4.11</td>
</tr>
<tr>
<td>Master of Social Work</td>
<td>Master’s</td>
<td>90%</td>
<td>35.17</td>
</tr>
<tr>
<td>Master of Science in Information Systems</td>
<td>Master’s</td>
<td>100%</td>
<td>0.83</td>
</tr>
<tr>
<td>Master of Science in Spatial Informatics</td>
<td>Master’s</td>
<td>100%</td>
<td>0.33</td>
</tr>
<tr>
<td>Professional Science Master of Bioinformatics</td>
<td>Master’s</td>
<td>100%</td>
<td>4.00</td>
</tr>
<tr>
<td>Professional Science Master of Engineering Business</td>
<td>Master’s</td>
<td>100%</td>
<td>6.78</td>
</tr>
<tr>
<td>Ph.D. Biomedical Engineering</td>
<td>Doctoral</td>
<td>80%</td>
<td>0</td>
</tr>
<tr>
<td>Ph.D. Biomedical Science</td>
<td>Doctoral</td>
<td>80%</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name of contractor</th>
<th>Location</th>
<th>Name of program</th>
<th>Degree or certificate</th>
<th># of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

17. List by name and title the chief administrative officers of the institution. (See table on the following page.)

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

a.) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

b.) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

c.) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

d.) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

19. Record briefly the central elements in the history of the institution:

The University of Maine was established in Orono in 1865 under the provisions of the Morrill Act. The Maine legislature passed a bill to create the state’s land grant institution on Feb. 24, 1865. Gov. Samuel Cuny signed it the next day. The first board of trustees, chaired by Hannibal Hamlin of Bangor, addressed the Maine people three months late, noting that “it is by the union of scientific knowledge with physical industry, that labor becomes most productive, and the laborer gains.” The then Maine State College of Agriculture and the Mechanic Arts welcomed its first class of 12 students in September 1868; the first graduation was held in 1872. In 1897, the name was changed to the University of Maine.

Founded in 1909, the university of Maine at Machias is Maine’s coastal university. Its core curriculum focuses on the environmental liberal arts. Serving approximately 800 students, UMM provides an affordable, hands-on, experiential learning opportunity to its students through two- and four-year programs, the largest of which is psychology and community studies. UMM is located in Down East Maine and is the easternmost university in the nation. On July 1, 2017 the university of Maine at Machias became a regional campus of UMaine to ensure continued access to public higher education in Down East Maine, and to promote enrollment growth, increase efficiencies, and advance program and research opportunities for students, faculty and the communities served by both institutions.

In the year since the primary partnership was introduced, UMaine and UMM have worked diligently to bring forward strategic goals in administrative integration, curriculum and program alignment, and structure and governance. UMM’s faculty reports to a Vice President for Academic Affairs and Campus Head who serves as the head of the Machias campus while also serving on the cabinet and the Deans’ and Provost’s Councils at UMaine.

For students on both campuses, the partnership will broaden the portfolios of academic and research opportunities — from shared courses and transfer programs to advanced degree pathways. Initiatives are already underway to expand opportunities in engineering and nursing education, two areas facing critical workforce shortages in the Maine economy.

As Maine’s land grant and sea grant Institution with a statewide mission of teaching, research and community engagement, the university extends the resources of its learning community to address the educational, economic, cultural and social needs of Maine. For more than 150 years, the University of Maine has had a leadership role in the state. Because Maine’s potential is our purpose, UMaine serves as the state’s major research institution and a culture hub, linking our resources with the needs of industries and businesses, schools, cultural organization, state government and communities.
### CIHE Action Items of special attention or concerns

<table>
<thead>
<tr>
<th>Date of CIHE Letter</th>
<th>Detailed Actions, Items of Special Attention or Concerns</th>
<th>Action</th>
<th>Standard</th>
<th>Self study page number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continued implementation of a comprehensive approach to the assessment of student learning, including assessment initiatives identified for 2015-2020</td>
<td>Pathway Four of our Blue Sky Strategic Plan prioritized the establishment of campus-wide outcomes assessment of academic programs. UMaine created the Office of Assessment, Assessment Advisory Board, and participated in the Multi-State Collaborative to Advance Quality Student Learning.</td>
<td>8</td>
<td>80ish</td>
</tr>
<tr>
<td></td>
<td>Maintaining fiscal stability through the diversification of revenue and the achievement of our goals for enrollment and retention.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Securing faculty with appropriate qualifications to teach at off-site instructional locations where the CAS and M.ED. in Educational Leadership are offered.</td>
<td>Qualification of all faculty teaching in the programs are carefully reviewed.</td>
<td>5</td>
<td>44ish</td>
</tr>
<tr>
<td></td>
<td>Providing appropriate financial support for the Brunswick instructional location.</td>
<td>Due to low enrollment, this location closed in 2015. First-year Engineering students were offered a $10,000 scholarship as compensation for relocating.</td>
<td>5</td>
<td>48ish</td>
</tr>
<tr>
<td></td>
<td>Progressing in meeting the goals of the Primary Partnership, including measuring financial stability for both campuses.</td>
<td>UMaine now supports core UMM administrative functions (e.g. student financial aid and enrollment management). Faculties have developed 1=3 and 2=2 agreements permitting students to begin studies at UMM and transfer to UMaine.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### FISCAL STABILITY

<table>
<thead>
<tr>
<th>Issue</th>
<th>Action</th>
<th>Standard</th>
<th>Self study page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensuring congruence with CIHE standards re. a) the reporting relationships for the Chief Business Officer and b) delivery and accountability for collaborative academic programs.</td>
<td>a.) The Chief Business Officer now reports to the President of UMaine and the Vice Chancellor for Finance Administration at the University of Maine System. b.) An administrative task force and a faculty/administrative task force to ameliorate obstacles to collaboration has been developed and guidelines for collaborations are being drafted as well as recommendations to revise the definition of “multi-campus.”</td>
<td>3 and 7</td>
<td>12ish and 70ish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue</th>
<th>Action</th>
<th>Standard</th>
<th>Self study page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued implementation of the Maine Business School reorganization, including a.) engaging faculty in the work of implementation b.) ensuring that the reporting relationships of the undergraduate and graduate faculty at the University of Maine and the graduate faculty at the University of Southern Maine are clear and productive c.) further developing an implementation plan, including the identification of realistic priorities to advance the institution’s agenda for innovation and greater service to the Maine business economy, and fostering productive relationships between MBS, the University of Southern Maine Law School, and the Muskie School of Public Service; and d.) further developing a financial plan for the Maine Business School, taking into account realistic projections for multiple sources of funding.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In our self-study process, we seek to present a clear, accurate picture of the University of Maine (UMaine) at this moment in time. We further seek to demonstrate self-reflection, identification of best practices and areas of concern, and the ability to use results for continuous improvement in all areas of our work. The self-study process was launched in December 2016 as the institution’s five-year strategic plan was drawing to a close, an opportune time to review outcomes and shortcomings and to lay the foundation for ongoing planning and visioning. Indeed, the strategic plan’s five pathways have been integral in the self-evaluation efforts, as has our comprehensive assessment of the newly completed plan in the Blue Sky Outcomes report. Additionally, the self-study was constructed during a unique transition for the University of Maine and the University of Maine at Machias. Shortly after the University of Maine began the initial planning and design of its NECHE self-study, the Board of Trustees formally approved that the University of Maine at Machias would become a regional campus of the University of Maine, effective July 1, 2017. NECHE-CIHE was notified in March 2017 of this development and has continued to offer guidance on the best ways to document this new “Primary Partnership.”

The previous Director of Assessment was charged with the task of coordinating the self-study process. In April 2017, more than 50 UMaine administrators, faculty and staff were identified and recruited to investigate each of the nine standards for accreditation. This group was then divided into nine individual writing teams. Within each of the teams, members were expected to understand their designated standard and then brainstorm, collaborate, and produce a thoughtful and thorough narrative in response to all elements of that standard. Strong effort was made to recruit a diverse pool of individuals for the writing teams in order to represent a broad set of perspectives and knowledge on campus functions and processes. The chairs worked in conjunction with the Director of Assessment who provided guidance as he oversaw the process under the direction of the Senior Associate Provost for Academic Affairs (and NECHE Accreditation Liaison Officer).

The nine teams submitted working drafts to the Office of Assessment from September 2017 to March 2018. A final draft containing all of the standards was then built in April 2018 and revisions continued to be made through December 2018. Additionally, a three-member Steering Committee was formalized in late Spring 2018. It was comprised of the Senior Associate Provost as chair; the Assessment Coordinator; and the Associate Director of Institutional Research. The Steering Committee was expanded to include two University of Maine faculty members and University of Maine Machias’s Vice President for Academic Affairs and Head of Campus in Fall 2018.

In September 2018, the NECHE-CIHE Vice President Carol Anderson reviewed a draft of the self-study narrative and provided pertinent feedback. Using this feedback, further revisions were made to the document before it was presented to the wider university community for comment. A public announcement was also released statewide to solicit relevant comments to the Commission in preparation for the Spring 2019 visit. This announcement was posted in several major newspapers around the state and is featured prominently on the homepage of the University of Maine’s website.

The self-study process has been a time of collaboration and reflection on all aspects of UMaine. The writing teams have worked hard to describe the university’s institutional “story” during a time of transition to a new President and the absorption of the Machias campus.

Institutional Overview

The University of Maine has played a leadership role in the state of Maine for over 150 years, and has continued to build on this legacy since the last comprehensive NECHE review in 2009. Focused strategic planning has led to targeted improvements in the ownership and celebration of the flagship campus of the University of Maine System, enrollment and student success, and research and economic development.

UMaine: Embracing Change and Advancing Excellence

The University of Maine recognizes the rapidly changing context in which it operates. Instead of adopting the posture of reacting, the University of Maine endeavors to embrace change and produce thought leaders that respond to pressing challenges in Maine and beyond. In order to continue to advance excellence, the University of Maine has undergone a number of significant changes since its last comprehensive review.

Primary Partnership: On July 1, 2017 the university of Maine at Machias became a regional campus of the University of Maine to ensure continued access to public higher education in Down East Maine, and to promote enrollment growth, increase efficiencies, and advance program and research opportunities for students, faculty and the communities served by both institutions. In the year since the primary partnership was introduced, both campuses have worked diligently to bring forward strategic goals in administrative integration, curriculum and program alignment, and structure and governance. University of Maine at Machias faculty report to a Vice President for Academic Affairs who serves as the head of the Machias campus while also serving on the cabinet and the Deans’ and Provost’s Councils at UMaine.

For students on both campuses, the partnership will broaden the portfolios of academic and research opportunities — from shared courses and transfer programs to advanced degree pathways. Initiatives are already underway to expand opportunities in Engineering and Nursing Education, two areas facing critical workforce shortages in the Maine economy. For graduate students, the partnership is expected to expand teaching opportunities.

Strategic plans: In 2011, a new strategic plan was developed through an intentionally broad and consensus-driven process led by President Paul W. Ferguson. Organized around five pathways, the Blue Sky plan was designed around the following vision: The University of Maine aspires to be the most distinctive student centered and community engaged of the American Research Universities. The plan continued to serve as strategic guide under the leadership of Susan J. Hunter, whose presidency started in 2014 and encompassed most of the plan’s life though 2017. In 2017, President Hunter charged Provost Jeffrey E. Hecker with developing a process whereby UMaine could engage in self-reflection and assess progress toward the goals of the Blue Sky Plan. The Blue Sky assessment process mirrored the plan’s formation in transparency and inclusiveness and laid the foundation the UMaine’s next strategic plan.
In November 2018, President Ferrini-Mundy and Provost Hecker introduced a new Strategic Vision and Values initiative for UMaine and UMaine at Machias: Defining Tomorrow at the University at Maine. The goal of the initiative is to engage the UMaine community in a dialogue regarding the strategic values of the institution through a series of structured conversations and forums. These conversations and forums are structured around three core areas: Fostering Learner Success, Creating and Innovating for Maine and Beyond, and Growing and Stewarding Partnerships. The outcome of these dialogues will be used in spring 2019 to articulate a set of goals, strategies, and indicator measures to guide UMaine toward the future. The final strategic vision plan will be presented to the Board of Trustees in May 2019.

Enrollment: Since 2012, enrollment at UMaine has steadily increased. This is perhaps because UMaine has substantially improved its approach to enrollment and enrollment management over the last six years. In 2012 first Vice President for Enrollment Management was hired to lead the Division of Enrollment Management which encompasses Admissions and Recruitment, Financial Aid, New Student Programs and Orientation, and Student Employment. The division provides leadership in university-wide efforts to achieve optimal enrollment through data-driven recruitment and retention strategies, and enhanced student learning and success by providing outstanding services and supporting the goals outlined in the university’s strategic plan. Degree-seeking enrollment in fall 2018 was 7% higher than fall 2012. Further, UMaine has seen improvement in the diversity of the student population. The percentage of degree-seeking students from an underrepresented minority group increased from 5% in 2012 to 7% in 2018, further the number of Hispanic students has more than doubled during this time.

UMaine has completed the second year of a new campaign to grow first-year enrollment. The campaign, the Flagship Match program, has resulted in back-to-back record incoming classes. Flagship Match is a competitive scholarship program that guarantees academically qualified first-year students from several states will pay the same tuition and fee rate as their home state’s flagship institution. All other incoming students receive a significant and competitive grant that will offset the cost of nonresident tuition and fees at UMaine. On census day in fall 2018, UMaine’s total enrollment was 11,404 undergraduate and graduate students. Students who were residents of Maine made up 7,351 of the population and 4,053 students were nonresidents.

The Maine Matters scholarship program continues to guarantee that all Maine students will receive some form of scholarship to attend the university of Maine. In addition, the Maine Top Scholars program was launched with the goal of attracting a group of 20 of Maine’s strongest academic students. The program resulted in nearly twice the enrollment expected with 38 of the state’s best and brightest choosing to attend UMaine.

Financial Transparency and Sustainability: UMaine has improved its financial position since the last NECHE accreditation review a decade ago. The audited financial statements for UMaine as of June 30, 2017 reflect an institution whose financial condition has improved since the last NECHE accreditation review in 2009. The University of Maine and the University of Maine Foundation are currently collaborating on a $200 million dollar “Vision for Tomorrow” comprehensive campaign. Recent donations to the Vision for Tomorrow campaign have greatly exceeded projections. The success of the public campaign launch, coupled with changes in tax laws and very strong support for the Vision for Tomorrow matching gift program have led to the outstanding totals. The campaign is now at 80% of the $200M goal. In 2016, the University of Maine established a “Gift Processing and Advancement Services Agreement” with the University of Maine Foundation whereby the Foundation processes, receipts, and acknowledges all gifts to UMaine and provides all fundraising services. This was accomplished by transferring all University personnel, who had previously performed these functions, along with operational budgets, to the University of Maine Foundation. The arrangement provides for one ‘giving’ umbrella and is less cumbersome to a potential donor.

In fiscal year 2018, the university of Maine had an annual unrestricted operating budget, including auxiliaries, of approximately $323.9 million. This includes $83.9 million in budgeted unrestricted state of Maine appropriation. Tuition and fees comprise 49 percent of total revenue. In addition, the state of Maine provides $12.3 million in restricted funding for the Maine Economic Improvement Fund (MEIF) to the University of Maine. UMaine’s budgeting process reflects the institution’s strategic goals and, further, has become more transparent. The President, Provost, and Chief Business Officer hold an open forum for the campus community once in the fall semester and twice in the spring semester to review the budget and institutional planning process. In the intervening period, UMaine’s senior leadership meets weekly with the Chief Business Officer to help ensure that university budgeting is consistent with the most significant priorities of UMaine. The fiscal year (FY) ’18 budget was the first prepared under the University of Maine System’s unified budget plan, although the impact on UMaine’s budget planning was minimal. Efforts are
underway within the University of Maine System to benchmark the operating expenses of each of the seven University of Maine System institutions to a set of peers to help ensure appropriate, mission-driven administrative budgets.

UMaine is incorporating the Total Cost of Ownership (TCO) approach to the management of our asset portfolio; measuring the sustainability of the sum of all investments in a given asset while considering the capacity to afford that asset relative to its role in fulfilling the mission of the institution. Adopting the TCO will have at least two benefits. First, it will help UMaine ensure it can afford any new structures it proposes to construct or acquire. At a minimum, the process will make clear any gap between UMaine’s aspirations and the reality of the resources available at the time decisions are made rather than only after those decisions are made. Second, adopting TCO will help the University better understand its funding for facilities management. It will allow UMaine to address those areas better where gaps exist between the need for funding and the availability of funding. Understanding the connection between funding sources and types of facilities costs could be key to steering a long-term sustainable path for net asset value and for identifying and targeting those areas of cost where the resource gap is greatest.

**Research and Education:** The University of Maine conducts nationally and internationally recognized research, and is in partnership with the private and public sectors to stimulate and support the state’s economic growth and development. The university makes an impact on Maine’s quality of life through basic and applied research in venues from the Gulf of Maine and Maine’s forestlands to the high-tech laboratories. The University of Maine is consistently ranked among the top third of public universities engaged in research through the NSF Higher Education Research and Development (HERD) Survey and is classified as a Higher Research Activity Institution by Carnegie. At the university, research extends beyond departmental boundaries. Graduate students are encouraged to bring ideas from across academic disciplines to develop original, interdisciplinary work. Our graduate students use forest bioproducts to help reinvent space travel; electrical engineering complements psychology; climate change is visualized through the arts; and mechanical engineering research leads to innovations in medical treatment.

UMaine also strives to provide excellent educational opportunities inside and outside of the classroom. To support teaching innovation by providing guidance on instructional design and technology, the Center for Innovation in Teaching and Learning was launched in 2016. Further, several key areas of emphasis are evident of the rich culture of learning evidenced by the University of Maine.

Notably, the identification and promotion of Signature and Emerging Areas of excellence in research and education catalyzed integrated planning across numerous University divisions to strategically focus and strengthen the institution’s service to the State of Maine, financial sustainability, and culture of excellence. An inclusive campus dialogue and proposal process informed the selection of these areas which represent existing and developing strengths in research and education where UMaine has achieved statewide, national, and in some cases, global impact. The interdisciplinary nature of many efforts associated with these areas further strengthened collaborations and planning across units. The designation of Signature and Emerging Areas of excellence in research and education represents a significant commitment by the University to strategically align financial and human resources with its academic and research missions.

The Signature Areas, identified by their strengths in research and education: Forestry and the Environment, Marine Sciences, College of Engineering, Advanced Materials for Infrastructure and Energy, Climate Change, STEM Education, and Honors College. These interdisciplinary Signature Areas are world-class and will feature prominently in UMaine planning for the Future. Emerging Areas represent those programs that may have not yet achieved critical mass or reputation, but have begun to capitalize on interdisciplinary collaboration; have a track record of success with external support from a variety of sources; and involve integration of the research, teaching and service missions. They are: the Graduate School of Biomedical Science and Engineering; Northeastern Americas: Humanities Research and Education; Data Science and Engineering; Sustainability Solutions and Technologies; Aging Research; and Finance Education.

The University of Maine is committed to providing high-quality education at a cost that is within reach of families with college-bound students. The Think 30 campaign, implemented in 2015, encourages students to take the necessary credits each year to lead to graduation in four years. A key component of the campaign was the re-introduction of the Winter Session, which provides opportunities for students to catch up or get ahead through three-week online courses. In spring 2018, 28 online courses were offered: 23 lower-division and 5 upper-division. Enrollment in the Winter Session grew from 673 students the first year to 1,165 the second year, a 73% increase.

Many students are encouraged to use UMaineOnline to complete their 30 credits each year. UMaineOnline is the premier source for online education in Maine. Students can choose from over 500 courses each year, many of which are taught by lead faculty. Recognizing a continued demand for online education at the graduate level as well, a new collaboration between the Graduate School and Division of Lifelong Learning has been created. UMaine GOLD (Graduate Online Degrees) was implemented in 2018 and intends to make more high-quality online graduate programs available.

Since the last NECHE review, UMaine and UMM have undertaken efforts to ensure congruence with CHE standards for the delivery and accountability for collaborative academic programs. An administrative task force has been created to ameliorate administrative obstacles to collaboration. This task force is currently in the process of developing guidelines for collaborations specific to multi-campus programs and have sub-teams working in the areas of cross-listing, tuition and revenue sharing, student policies and procedures, and governance.

Two examples of academic collaborations involving UMaine and UMM are the Masters of Education in Instructional Technology (MEdIT) and the Maine Geospatial Institute (MGI). The MEdIT involves UMaine, the University of Southern Maine (USM) and the University of Maine Farmington (UMF). The MGI involves all seven campuses in a statewide collaboration for workforce development, education, and research to facilitate economic growth. Other efforts not quite off the ground include a graduate certificate in Trauma and Emergency Response Management and a master’s in Athletic Training involving UMaine and USM. The Trauma and Emergency Response group has developed a draft graduate certificate that will be revised and ready for Spring 2019.
Strengthening the Student Experience: The University of Maine is a student-centered institution committed to community engagement. As part of the UMaine experience, undergraduate students are involved in real-world enterprises that inform their academic work and provide growth opportunities. These opportunities include study abroad, Center for Undergraduate Research initiatives, co-ops and internships. UMaine also received the 2015 Community Engagement Classification of the Carnegie Foundation for the Advancement of Teaching. Among the newest UMaine programs is the Flagship Internship, launched last year to introduce students to career opportunities and young business leaders in Maine.

UMaine’s Bodwell Center for Service and Volunteerism is dedicated to creating a civic-minded, engaged campus through the promotion of service learning and volunteerism to students, faculty and staff. e center’s efforts start the day after students move in. Last year’s Welcome Weekend Day of Service involved 2,200 first-year students and their resident assistants in projects on and off campus. The Bodwell Center also offers Alternative Breaks.

Consistent with the goal of strengthening the student experience, Provost Hecker led a group that issued the 2014 Action Plan for Retention and Graduation, which ultimately resulted in new initiatives such as the Think 30 campaign to encourage undergraduate student retention and degree completion and the Flagship Internship Program to enhance students’ educational experiences and better prepare them for future professional careers. The first year student experience has been augmented by the establishment of student advising centers in the College of Liberal Arts and Sciences and the College of Education and Human Development. Since the 2009 self-study, the position of Director of Assessment was created to promote outcomes-based, campus-wide assessment of academic programs. Related student-centered initiatives include expanding undergraduate research opportunities through the Center for Undergraduate Research and the Honors College, increasing the number of fellowships and assistantships for graduate students, and improving the residence hall experience for both undergraduate and graduate students.

As student success is a big priority for Academic Affairs and Student Affairs, the Provost launched the First Year Student Success Initiative in September 2018. Several working groups have begun to investigate the various elements that challenge first year retention. Throughout Spring 2019, a list of specific actions to address these challenges will be developed with the hopeful result of improving student success and increasing first year retention.

Since the last NECHE review, the Engaged Black Bear (EBB) program has been developed. It is a comprehensive initiative that has the potential to transform the learning environment for UMaine students. The project seeks to create an interconnected digital badging ecosystem that helps to: (1) build a pipeline to higher education; (2) capture and share learning experiences on campus not traditionally recognized on transcripts; (3) develop a pipeline to employment opportunities; and (4) assess impacts and learning outcomes. Through the EBB program, badges will create a verifiable record of student skills and engagement activities within a system of learning pathways that are aligned with the Association of American Colleges & Universities learning outcomes. Monitoring Institutional Progress: Directly following the previous NECHE review, UMaine appeared to exhibit sluggish development in creating a culture of assessment on campus. However, since the establishment of the Office of Assessment in 2014, assessment activity on campus has steadily been growing. This is evidenced not only by the increase in academic programs that are now regularly assessing student learning objectives but also by different departments and initiatives that have used various assessment processes to monitor institutional progress. For example, the Rising Tide Center is dedicated to creating and supporting gender equity at UMaine. Among other activities, Center staff annually examines faculty data for gender disparities, by discipline, with respect to rank, time in rank, and tenure/tenure-eligibility, as well as considering data regarding new hires and attrition. In another example, in 2014 the UMaine Office of the Vice President for Research commissioned the National Council of University Research Administrators to carry out a comprehensive peer review, which provided useful feedback to the university.

There has also been a growing priority on assessing initiatives after they are launched. The Think 20 initiative is already being assessed. Additionally, as stated earlier the Blue Sky strategic plan was assessed in 2017 and feedback from that assessment is informing the next strategic plan. Specifically, after assessing the Blue Sky Plan, it was determined that elements of the new strategic plan should be assessed for progress on an ongoing basis, rather than waiting until the termination of the plan to do a comprehensive assessment. This is likely to be a priority with the new strategic plan being launched Spring 2019.

To promote the more effective use of student evaluations of teaching, the Blue course evaluation platform was implemented in Spring 2018. This system allows faculty to customize questions, adjust the evaluation schedule, and ensure access for all enrolled students. The design of the system promotes the use of student feedback to inform instruction. It also allows departments and colleges to examine trends in the data including issues of inherent bias.

Perhaps the most notable change to highlight is the recent reorganization of the Office of Institutional Research and the Office of Assessment. Reflective of the University of Maine’s growing commitment to data-informed planning/decision-making in all areas, this merger is expected to better expand the data available throughout campus for examining student outcomes and university initiatives.
Standard One: Mission and Purpose

DESCRIPTION

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

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

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

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

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

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

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

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

Approved two years later by the Board of Trustees in July 2012, the current mission statement for the University of Maine at Machias can be found under the About UMM tab on the university home page and reads:

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

APPRAISAL

As UMaine’s major land and sea grant university, the mission statement guides activities and scholarship that are recognized throughout the state. In the period since our 2014 5th-year interim report, the University of Maine has invested and engaged concretely with respect to two significant influences on the mission and purposes.

First, we have responded strategically to priorities identified in 2016 by the Board of Trustees:

“[I]ncrease enrollment; improve student success and completion; enhance the fiscal positioning of the University of Maine System; and support Maine research and economic development.” These priorities align strongly with our continuing land grant, sea grant mission: “Through integrated teaching, research and outreach, the University of Maine improves the quality of life for people in Maine and around the world, and promotes responsible stewardship of human, natural, and financial resources.” Completed and ongoing initiatives in and across the four areas are identified and assessed throughout the Self-Study.

Second, we have pursued the crucial work of integrating the University of Maine at Machias (UMM) as a regional campus of the University of Maine (UMaine). As one facet of its response to the demographic challenges facing the state of Maine, the Chancellor and Board of Trustees asked UMaine to enter into a “primary partnership” with UMM in early 2016. Careful, collaborative groundwork was laid throughout 2016 and early 2017 by faculty, administrators, staff, System officials, student leaders, and community partners on the two campuses, culminating in the Board’s formal approval of the integration in March 2017. UMaine now supports several core UMM administrative functions, including student financial aid and enrollment management, and the two institutions’ faculties have developed a number of 1+3 and 2+2 agreements (and similar models) permitting students to begin their undergraduate studies at UMM and transfer to a desired UMaine program after one or two years. All of our correspondence with the Commission on this subject can be found in the electronic workroom.

In November 2018, President Ferrini-Mundy and Provost Hecker introduced a new Strategic Vision and Values initiative for UMaine and UMM at Machias: Defining Tomorrow at the University at Maine. The goal of the initiative is to engage the UMaine community in a dialogue regarding the strategic values of the institution through a series of structured conversations and forums. These conversations and forums are structured around three core areas: Fostering Learner Success, Creating and Innovating for Maine and Beyond, and Growing and Stewarding Partnerships. The outcome of these dialogues will be used in spring 2019 to articulate a set of goals, strategies, and indicator measures to guide UMaine toward the future. The final strategic vision plan will be presented to the Board of Trustees in May 2019.

PROJECTION

Following the conclusion of UMaine’s 2012-2017 Blue Sky Strategic Plan, the university conducted a year-long assessment of the Plan’s process, structure, outcomes, capacity to inform our next strategic planning process, and relationship to our ongoing mission and purposes. Data-guided analysis and a wealth of invaluable inputs from campus and community stakeholders helped us identify areas of success as well as areas where improvement is needed, and ensured that we will begin our next planning process with the fundamental commitments articulated in our mission statement clearly in view. For example, the Blue Sky Outcomes Report notes three distinct lessons that were learned and will inform the next strategic plans. First, clearly defined goals and a firm understanding of an institution’s starting points are imperative to an informative strategic plan. Second, the creation of a strategic plan is only one part of the process; attention to all stages of its implementation should be monitored closely. Third, a strategic plan must be a living document that can be appropriately modified as changes are made within the University of Maine System.

UMaine and UMM will continue to review their mission statements and activities related to mission, strategic planning, and statewide needs regularly. These respective statements will continue to serve as UMaine’s and UMM’s primary guides as we pursue our distinct yet complementary missions of teaching, research, and engaged public outreach and service. Currently, UMaine and UMM are jointly involved in developing the next strategic plan.
DESCRIPTION

Since UMaine’s last NECHE accreditation review, the institution has allocated significant resources to the development, implementation, and assessment of UMaine’s Blue Sky Strategic Plan. This plan increasingly guides the growth and sustainability of the institution’s tripartite mission of teaching, research, and service and informs decision-making in all University divisions. In 2011, President Paul Ferguson convened a 26-member leadership team of faculty, staff, students, alumni and external stakeholders to develop a strategic plan. The planning group met weekly over the 2011-12 academic year, and the planning process involved more than 30 public forums, where campus and external participants engaged with the planning group and provided feedback. The plan, which was formally accepted by the University of Maine System Board of Trustees in July 2012, defines five pathways that align with the institution’s vision and mission and respond to the concerns emphasized in the 11.17.09 NECHE letter to President Robert Kennedy. Specifically, NECHE asked that, in subsequent interim reports, UMaine speak to successes in (a) completing its strategic planning process, (b) implementing a comprehensive approach to the assessment of student learning, (c) implementing UMaine’s plans to address deferred maintenance and improve its physical facilities, (d) implementing a coordinated approach to enrollment planning and management, and (e) setting academic priorities consistent with UMaine’s mission and purposes. UMaine’s Blue Sky Strategic Plan organizes planning and evaluation priorities and processes and pursues them using five pathways:

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

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

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

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

Pathway 5. Restoring the Dream: Renewing Pride and Stewardship of Place – Restores and creates UMaine’s physical plant and technology infrastructure to ensure a vibrant place of learning and discovery. Initiatives include a Total Cost of Ownership (TCO) approach to managing UMaine’s $1 billion in infrastructure and real estate, fully funding appropriate levels of campus upkeep and beautification, and continuing to implement campus sustainability initiatives. Following the adoption of the Blue Sky Strategic Plan, President Ferguson established an implementation steering committee comprised of faculty, staff and external constituants along with individual working committees to oversee progress along each of the five pathways of the strategic plan through academic year (AY) 2012-13. Presidential cabinet members continued work to ensure integration of the primary goals of the strategic plan within the organizational structure of each of the University’s primary divisions. Following the departure of President Ferguson in 2014, this work has continued successfully under the leadership of President Susan Hunter and Executive Vice President and Provost Jeffrey Hecker. Over the past five years, the Blue Sky Strategic Plan has played a significant role in providing a guiding vision for all aspects of UMaine’s short-range and long-range planning efforts.

APPRASAL

UMaine has realized numerous achievements related to the Blue Sky Strategic Plan over the past five years. Notably, the identification and promotion of Signature and Emerging Areas of excellence in research and education catalyzed integrated planning across numerous University divisions to strategically focus and strengthen the institution’s service to the State of Maine, financial sustainability, and culture of excellence (Pathways 1, 2, and 3). An inclusive campus dialogue and proposal process (e.g., 58 pre-proposal and 20 full proposal submissions) informed the selection of these areas which represent existing and developing strengths in research and education where UMaine has achieved statewide, national, and in some cases, global impact. The interdisciplinary nature of many efforts associated with these areas further strengthened collaborations and planning across units. The designation of Signature and Emerging Areas of excellence in research and education represents a significant commitment by the University to strategically align financial and human resources with its academic and research missions.

Consistent with the objectives of Pathway 4, strengthening the student experience, Provost Hecker led a group that issued the 2014 Action Plan for Retention and Graduation, which ultimately resulted in new initiatives such as the Think 30 campaign to encourage
undergraduate student retention and degree completion and the Flagship Internship Program to enhance students’ educational experiences and better prepare them for future professional careers. The first-year student experience has been augmented by the establishment of student advising centers in the College of Liberal Arts and Sciences and the College of Education and Human Development. Since the 2009 self-study, the position of Director of Assessment was created to promote outcomes-based, campus-wide assessment of academic programs. With the departure of the previous director, the Office of Assessment is now managed by an Assessment Coordinator. Related student-centered initiatives include expanding undergraduate research opportunities through the Center for Undergraduate Research and the Honors College, increasing the number of fellowships and assistantships for graduate students, and improving the residence hall experience for both undergraduate and graduate students. However, much work remains, including revising the General Education curriculum in accord with 21st-century liberal education and continuing progress towards creating a more focused international and multicultural environment on the UMaine campus.

UMaine’s Think 30 campaign, encouraging students to complete 30 credits of coursework per academic year in order to graduate on time in four years, has increased the percentage of students taking 30 credits per year, and the percentage taking 15 credits in the fall and spring semesters (data shown in Standard 8). The campaign has not improved our retention rates, particularly first-to-second year. With the goal of improving first-to-second year retention and four- and six-semester graduation rates, Academic Affairs has announced a comprehensive initiative addressing the First-Year Student Experience beginning in Fall 2018. Key projects include significant changes to the math placement exam and first-year calculus instruction, and the rollout of a campus-wide early-alert advising system.

UMaine has also prioritized integration of enrollment management and financial planning. Planning processes associated with Pathway 2 proposed a number of strategies to ensure UMaine’s financial sustainability, and one of the most important goals was to increase student enrollment, particularly among out-of-state and international students. Since the 2009 self-study, UMaine created the office of the Vice President for Enrollment Management (VPENM) to lead this effort. A number of strategies implemented by the VPEM, including the Flagship Match program, have proven very effective at attracting out-of-state students, resulting in record first-year student enrollments in the past two years with nearly half of new first-year students coming from outside Maine. UMaine’s recruitment efforts have been significantly aided by enhanced marketing and branding activities (Pathway 3), “paint and polish classroom modernization,” and improvements in technology infrastructure throughout the campus (Pathway 5). The rollout of a campus-wide early-alert advising system.

In addition to these student enrollment activities, UMaine has implemented organizational changes, consolidation efforts, and revised budget processes to improve the University’s financial sustainability (Pathway 2). The Development Office and the University of Maine Foundation were administratively combined to increase transparency for alumni and other donors who wished to support UMaine. The University has recently launched the Vision for Tomorrow comprehensive campaign, with $131 million already raised by the public launch date. Similarly, the Office of the Vice President for Research and the Graduate School were joined under the leadership of a single vice president and dean to better promote the synergy between research and graduate studies, with a goal of increasing the University’s research efforts and growing graduate enrollment. UMaine also established the office of the Vice President for Innovation and Economic Development to help with the commercialization of university research and to foster entrepreneurial engagement among undergraduate and graduate students. Although it has come with some changes in how the University conducts its business, many “back office” functions in the areas of information technology, facilities management, human resources, procurement and travel, and finance and budgeting have been consolidated within the University of Maine System to reduce the administrative overhead costs per full-time equivalent (FTE) student. UMaine’s budgeting process reflects the institution’s strategic goals and, further, has become more transparent. The President, Provost, and Chief Business Officer hold an open forum for the campus community once in the fall semester and twice in the spring semester to review the budget and institutional planning process. In the intervening period, UMaine’s senior leadership meets weekly with the Chief Business Officer to help ensure that university budgeting is consistent with the most significant priorities of UMaine. The fiscal year (FY) ’18 budget was the first prepared under the University of Maine System’s unified budget plan, although the impact on UMaine’s budget planning was minimal. Efforts are underway within the University of Maine System to benchmark the operating expenses of each of the seven University of Maine System institutions to a set of peers to help ensure appropriate, mission-driven administrative budgets.

UMM engaged to a lesser degree in strategic planning since its 2014 accreditation review. While the institution developed a strategic plan for 2015-2017, much of it was preempted by the movement toward a strategic alliance with UMaine. Priorities developed in 2014 were not always relevant during what would have been the implementation and assessment processes. Other subsequent initiatives focused on furthering the Primary Partnership rather than the institution’s previously identified priorities. Additionally, there has been considerable turnover of staff and leadership in areas that were responsible for implementing and monitoring strategic priorities. Consequently, the 2015 plan was often neglected resulting in partial and ad hoc implementation of priorities and action steps.
EVALUATION

DESCRIPTION

In spring 2017, President Hunter directed Provost Hecker to develop a plan to assess UMaine’s progress with respect to the 2012-2017 Blue Sky Strategic Plan. Specific actions have been taken in support of each pathway’s various initiatives to assess their impact on UMaine’s educational objectives. The provost and faculty senate president co-chaired the steering committee for this endeavor, which was comprised of senior administrators from the Office of Innovation and Economic Development, University of Maine Foundation, Division of Lifelong Learning, Division of Student Life, and Facilities and Capital Management Services. Further, there were five pathway teams comprising senior administrators, faculty, and members of the Board of Visitors. Each team was charged with carrying out the assessment of their respective pathway through summer 2017. In fall 2017, each team shared its processes and findings in a series of UMaine community forums, the results of which are addressed above.

Planning at UMaine is informed by the work of the Office of Institutional Research (OIR), and this office naturally plays an important and ongoing role in monitoring the University’s standing and progress with respect to myriad considerations. In addition to completing the usual surveys for external agencies (e.g., USNEWS, Integrated Postsecondary Education Data System (IPEDS)), OIR monitors and reports internally on such student-related metrics as enrollment, student credit hours, admissions, and degrees conferred. Further, OIR regularly draws on the National Student Clearinghouse to conduct analyses of nonmatriculating admitted freshmen and members of the first-time full-time cohort who do not return for their second year. A comprehensive accounting of retention and graduation rates is provided for each cohort of first-time full-time students, which entails UMaine statistics in isolation as well as within the context of benchmark comparisons. On a related note, UMaine has participated in the Student Achievement Measure (SAM) initiative from the outset, which provides UMaine with a far more inclusive and meaningful portrait of continuation and graduation rates of its students than the federal definition affords.

In the annual Life After UMaine survey, UMaine monitors recent baccalaureates’ employment and educational status as well as how well these alumni believe UMaine prepared them for their present role. The entering class of undergraduates is surveyed each year during summer experience, including the quality of their education and how they spend their time. UMaine and UMM occasionally participate in the National Study of Student Engagement (NSSE), the well-known survey designed to assess undergraduate students’ views of their educational environment, which affords.

The enrollment and credit-hour projections regularly conducted by OIR inform the building of the annual life cycle, which allows for more efficient scheduling decisions. UMaine and UMM most recently administered NSSE in 2017 as part of a System-wide initiative. Earlier NSSE administrations for UMaine were in 2005, 2007, and 2011, and in 2008, 2010, 2012, and 2014 for UMM. Regular participation in NSSE is now anticipated as an ongoing system-wide initiative.

Another system-wide initiative was the 2018 participation in the Delaware Cost Study, which allows for benchmarking an institution’s instructional costs, research, and public service expenditures at the academic discipline level.

APPRaisal

At UMaine, data are regularly used for monitoring institutional progress. One example is the seven-year review of academic programs. This process entails a self-study by the academic unit incorporating data regarding student learning outcomes (and evidence of their use for program improvement), enrollment, credit hour production, degree conferrals, extramural funding of faculty research, and other considerations discussed more fully in the Standard 4 section. The self-study is followed by an external review, the unit’s response to the external review, the respective dean’s evaluative report to the provost, and the institutional report of the review (a summary by the provost, approved by the president, and forwarded to the chancellor’s office).

Despite our best efforts to maintain in compliance, UMaine has experienced an uneven implementation of the program review cycle. While externally-accredited programs and some non-accredited programs remain on schedule, some programs without an external accreditor are behind schedule. There are potential explanations for this. First, UMaine lacks a centralized data storage system that is accessible to departments and administrators for the collection of all program review data. Second, information regarding program review is not communicated through a centralized channel, thus allowing for elements of the process to be overlooked or not redirected properly. UMaine is currently investigating technological solutions to this problem. The benefits and feasibility of implementing a comprehensive data management software to increase accountability and centralize communication are being evaluated.

In addition to regular program evaluation similar to UMaine, UMM develops an annual profile for each academic program and engages in an annual program assessment process that guides program planning efforts for the following year. The data gathered aligns with the provost’s annual report at UMaine as outlined on page 22.

The provost’s annual report similarly is informed by data—enrollment, student credit hour production, retention and graduation rates, and degrees conferred, among many other considerations—as is the annual report provided by each dean. It is anticipated that the deans’ annual reports ultimately will be enhanced by incorporating data from the Delaware Cost Study, which allows for benchmarking an institution’s instructional costs, research, and public service expenditures at the academic discipline level.
Planning and Evaluation

Cost Study. These data also should prove helpful in informing decisions by the executive leadership regarding the strategic allocation of resources.

Another example of monitoring institutional progress is found in the work of the Rising Tide Center, dedicated to creating and supporting gender equity at UMaine. Among other activities, Center staff annually examines faculty data for gender disparities, by discipline, with respect to rank, time in rank, and tenure/tenure-eligibility, as well as considering data regarding new hires and attrition.

To benchmark its research administration infrastructure against national standards, the UMaine Office of the Vice-President for Research (VPR) commissioned the National Council of University Research Administrators (NCURA) to carry out a comprehensive peer review. In July 2014, a three-member NCURA team conducted a site visit and issued a report the following September. The report comprised 86 recommendations across eight themes: role of research, organizational structure, rules and responsibilities, communications, policy, functional training, electronic tools, and miscellaneous. The VPR’s office developed a comprehensive strategy to prioritize these recommendations, formulate appropriate actions, and then implement them. Significant improvements in research administration infrastructure and function were realized as a result of the effort including:

• Complete overhaul of the subrecipient award process to ensure proper oversight and reduced institutional risk.
• Assignment of additional personnel to award review and negotiation such that the time necessary for review and set-up has been dramatically decreased.
• Improved communication between the Office of Research Administration (ORA), Office of Research Compliance (ORC) and the Grant Development Office (GDO) through regular weekly managers’ meetings and bi-weekly all-staff meetings.
• Establishment of the Research Administrator’s Network, an initiative aimed to improve communication and evaluation of these ORA and GDO staff, and to provide a means for research administrators to share expertise and best practices.
• Improved cross-training of ORA staff in order to ensure backup support is available to handle work overloads and/or staff absences and/or temporary vacancies.
• Development and wide communication of a Proposal Submission Policy & Timeline.

In addition to monitoring institutional progress, data regularly are used to monitor the impact of new initiatives. For example, the nascent impact of the aforementioned Think 30 initiative is being assessed by monitoring the credit-hour-taking behavior of students in their first year, before and after the introduction of Think 30. A similar approach is being taken with respect to the recent introduction of a winter session. So far, results are encouraging in both cases: enrollment in Winter Session increased 73% between the first and third years, and the percentage of returning first-year students who earned 30 or more credits during their first year increased 10 percentage points.

Historically, UMaine has not exploited the potential of NSSE data for institutional improvement initiatives. Results have been presented to the University community, UMaine-wide and disaggregated by college. Further, several items and composite scores were correlated with retention. In contrast, UMaine is committed to making much greater use of the 2017 results (e.g., as a basis for a targeted intervention for first year student experience). UMM has often used NSSE data for tracking retention initiatives as well as informing program outcomes and curricula, and will continue to do so in conjunction with more targeted use of Educational Advisory Board initiatives.

The Blue Sky Strategic Plan assessment was designed to provide a candid look at what has—and has not—been accomplished, and, further, what the UMaine community needs to do collectively to move forward. The monitoring of plan-related progress and accomplishments should be established as an ongoing activity of UMaine. Further, feedback from participants in the Blue Sky Strategic Plan assessment suggests that such monitoring would benefit from the delineation of more specific and measurable goals related to the strategic plan. This will provide a more meaningful basis for UMaine to build on its successes and simultaneously address where progress has fallen short. With the retirement of President Susan Hunter in 2018, the insights gained from this assessment will inform the development of the next strategic plan to be crafted under the leadership of the UMaine’s 21st president. UMM also underwent an extensive assessment process of its strategic plan in spring 2018 and produced a set of strategic recommendations for the new President and Head of Campus to guide them in the next planning process.

PROJECT

UMaine concluded its search for a new President in Spring 2018 and has installed Dr. Joan Ferrini-Mundy. A number of challenges face the new leader. Sustaining enrollment growth in the face of a declining number of graduating high school students in the Northeast coupled with public institutions’ efforts to retain students in their home states will continue to represent a challenge in enrollment management planning. UMaine’s five-year enrollment projection for fall 2023 is 5% higher than fall 2018. Just as the Blue Sky Strategic Plan called for identification of new revenue streams, enrollment growth will depend on the diversification of student pipelines to include more international students, more online students, and more professionally-focused graduate students. In order to achieve these goals, additional investments will need to be made in growing high demand academic programs and the recruitment, admissions and advising functions that support them. The recently launched UMaineGOLD initiative, which will enhance UMaine’s efforts to provide graduate online education, reflects this adaptation in enrollment management strategy. Further, a first-year retention initiative was introduced in September 2018, which will result in an action plan for increasing retention among first-year students. More information about the plan is provided under Standards 4 and 8. Critical to the planning and evaluation of these initiatives ORA and local research and data will be data analysis and assessment, both at the institutional and academic unit levels. In January 2019, UMaine will merge the Office of Institutional Research and Office of Assessment into one Office of Institutional Research and Assessment. The resulting synergy is expected to better position the office to support data-informed planning and forecasting, expand the data available throughout campus for examining student outcomes, and analyze the impacts of institutional initiatives.

Dr. Andrew Egan, the new UMM Vice President of Academic Affairs and Head of Campus, will also face challenges during his first year, which is the second year of the implementation of the Primary Partnership. Leadership at both institutions have engaged in an assessment process to evaluate the first year of the Partnership and outline next steps. A number of issues remain unresolved including budget impacts, curricular alignments, revised mission statements, and final reporting structure.

In addition to the Strategic Visioning plan for UMaine and UMM at Machias introduced in November 2018, the University of Maine System’s One University initiative will also impact how the University operates moving into the future. Steps related to the initiative that have already been mentioned in this narrative include the strategic integration of a number of administrative functions and unified budgeting. Academic program integration within the University of Maine System will have an effect on both university planning and evaluation — specifically where UMaine invests in academic resources, how it delivers its programs, in what manner students engage in UMaine’s courses and programs; and how student learning will be evaluated. The primary partnership between UMaine and UMM reflects a new model of academic and administrative cooperation and collaboration between two separate UMS institutions with important implications for the One University initiative. How this partnership develops over the next few years could represent both challenges and opportunities for UMaine and its new president as well as for the entire University of Maine System.
GOVERNING BOARD

DESCRIPTION

The University of Maine is the largest of seven universities in the University of Maine System (UMS). The State of Maine chartered UMS to govern and administer these seven universities through a Board of Trustees (BOT) and a Chancellor. The BOT has adopted policies and bylaws that define its governance authority, responsibilities and procedures. Each university has a president who reports to the chancellor. The structure of UMaine is reflected in organization charts that display the working order of the institution. The President of UMaine’s administration addresses the university’s academic, research, administrative, finance and development functions. The UMaine Faculty Senate represents the faculty in development of university-wide policies and elects a BOT faculty representative. The Associated Faculties of the University of Maine (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 and Graduate Student Government elect representatives to the UMaine Faculty Senate and BOT.

The University of Maine at Machias, conversely, is the smallest of the seven institutions. The Head of Campus serves on the president’s cabinet and handles all functions related to UMM. There is no faculty senate, but rather a meeting of the whole with faculty representation on the Planning and Budget Advisory Committee and campus Leadership Committee as part of the institution’s support of shared governance. The Head of Campus routinely reports on campus, Partnership, and System developments to the faculty and staff through monthly meetings, annual reports, and emailed updates. UMM and UMaine share a Chief Budget Officer who is based in Orono and has a dual direct reporting relationship to the Vice Chancellor for Finance and Administration and a solid reporting line to the President. The base budgets of UMM and UMaine are managed separately. Each campus’s needs and aspirations are well represented in annual budgeting processes, one-time allocation decisions, and short- and long-term fiscal planning. UMM tuition revenue, state appropriation, research dollars, and other sources of revenue are carefully managed in support of UMM’s teaching, research, and service mission.

UMaine has an organizational structure, decision-making process, and policies that clearly define its mission and support institutional effectiveness. The institution’s system of governance involves the participation of all appropriate constituencies and includes regular communication among them. Specifically, UMaine has a published mission statement approved by the Board of Trustees. Consistent with this statement, each College of UMaine follows Bylaws and both the University of Maine System and the University of Maine have published statements on shared governance. Regular communications flow among the various faculty and administrative organizations through representatives serving on or invited to participate in regular meetings of each group as noted above. Further forums for exchange on important topics are regularly hosted by the campus administration. Operation policy documents and/or bylaws exist for some departmental units, but this is not uniform across the campus. One example of shared governance with faculty that has been institutionalized is the review of proposals for the creation, elimination and reorganization of academic programs which is regularly and consistently accomplished by the Faculty Senate (See the Policies and Procedures Manual).

The UMS Board of Trustees is the legally constituted body ultimately responsible for UMaine’s quality and integrity. This authority and responsibility is vested through State statutes and Section 4 of the Charter of the University of Maine System. The University of Maine System Board of Trustees consists of 16 members, 15 of which are appointed by the Governor and are approved by the Maine Legislature through a public confirmation process. This appointment process is meant to ensure that the UMS Board of Trustees is sufficiently independent to ensure it acts in the best interests of all University of Maine System campuses including the University of Maine.

Article 1, Section 1.2c of the University of Maine System Policy Manual states “A Board member shall not vote on a matter in which he or she has a financial interest and each Trustee shall be bound by an appropriate code of ethics, as adopted by the Board of Trustees.” In addition the University of Maine System Board of Trustees’ Operation Principals state (in part):

Expectations of Board Members

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

The University of Maine System Board of Trustees Operation Principals state:

Role of the Board of Trustees The Board makes policy for the System and oversees the implementation of its policies. It provides leadership within the System and the State and is committed to strengthening post secondary education, the unique characteristics of each University, and the System as a whole. The Board advocates aggressively for resources to support the System and is responsible and accountable for the stewardship of those resources. It is responsible for hiring the Chancellor and plays a central role in the hiring of campus Presidents. It is the role of the Board to represent the entire state and all constituents. The Board is committed to inclusive, student-centered decision making. The Board seeks and values input from all of its constituents both internal and external.

Further:

Guidelines for Effective Board Participation

● The Board acts as one to exercise the authority it has to develop policy for the University of Maine System and to carry out its duties. The duly elected Chair and Vice Chair of the Board and the Committee Chairs who serve as the Executive Committee of the Board organize the work of the Board and represent the Board, as required.
● The Board uses and respects an inclusive process and develops consensus collectively. On major policy decisions – hiring a chancellor or president, approving the budget or a tuition increase, altering a university mission, for example – the Board acts only after a thorough process has been followed. All Trustees are represented in our deliberations and all views are respected.
APPRaisal

It is evident that UMS Board of Trustees is responsible for developing (via inclusive processes) and implementing system-level policies and reviewing and approving major policy decisions that affect its member universities (e.g., alteration of university mission). However, a clear demarcation of responsibilities exists wherein individual universities are responsible for setting and meeting their institutional goals. Within UMaine, a clear and well-defined system of shared governance exists. Several examples of well-functioning shared system and campus governance exist, most notably the University of Maine/UMS budget and finance committee that comprises the UMaine President, Provost and VPR, along with the UMS Chief Business Officer for UMaine. This shared governance committee works in concert to develop, present to the UMS Board of Trustees for approval, and implement the annual UMaine budget; a budget which is invariably balanced.

Implementation of One University (and other system-wide initiatives) has created some challenges to shared governance as roles between System and campus have been renegotiated. For example, shared governance between the System and campus of IT and review of programs exist, most notably the University of Maine/UMS budget and finance committee that comprises the UMaine President, Provost and VPR, along with the UMS Chief Business Officer for UMaine. These challenges and tensions are evident in various cross-system policies such as budget allocation formulas, IT support, purchasing, travel and human resources. Recognition of the UMaine’s research and flagship mission has improved as evidenced by the proposed revision of the System institutional allocation budget formula that recognizes mission differentiation within One University.

The UMS provides all new Trustees with an Orientation. This varies from a half-day to a full-day session. The UMS also maintains a comprehensive Orientation Manual for Trustees and Presidents, which is available in the electronic Board Portal. Professional development opportunities have been provided to Board members periodically at Board retreats and attendance at the Association of Governing Boards’ (AGB) Annual Conference for Trusteeship. The Board Chair is evaluated on an annual basis. In addition, there is a Trustee practice of an annual self-assessment. These two practices are referenced in the Board Bylaws under Article II, Section 2.3 and Section 2.6. A copy of the Board Bylaws, the Trustee practice on annual assessment of the Board and the Trustee practice on annual evaluation of the chair are attached in the Data First Forms. Board of Trustee members meet in person monthly. Communication with the Board of Trustees occurs through the chancellor and staff via monthly meetings. In addition, Offices of the President and Provost respond to direct inquiries from Board of Trustee members.

In response to challenges experienced with these processes (e.g., delays in information dissemination, or lack of full information on system policies and initiatives), the Faculty Senate has from time to time formally requested improved communications from the campus and system administration. In their April 6, 2016 meeting, the Faculty Senate approved a formal letter to the Board of Trustees chair requesting that the “Board of Trustees put into place a synchronous notification system whereby the Faculty Senate of each campus is provided information in a form as complete as possible concerning proposed or pending academic policies in a timely fashion”. More recently, the Faculty Senate discussed in their Nov. 16, 2016 meeting the need to obtain clear information from the Chancellor’s office about the System’s proposed Strategic Resource Allocation Plan and deliberated how to engage most effectively with the system office to this end. In their April 5, 2017 meeting, the Faculty Senate approved a motion requesting the “University Administration to react to the results of a survey conducted by the Faculty Senate Committee on Research and Scholarship”. These examples provide evidence that concerns about timely and clear communication from the campus and system administration have been on-going issues.

The Chancellor conducts an annual review of the President. Comprehensive reviews are conducted in the third year of the President’s term and every fourth year thereafter. The Chancellor reports the outcome of the review to the Board of Trustees. Details of the review process are specified in Section 204.1 Presidents - Evaluation Process of the UMaine Policy Manual.

The President is charged with five responsibilities: academics, research, finances, infrastructure, and public service/community engagement. The University of Maine System has responsibility for safety, procurement, travel, human resources and facilities. Consolidation of such responsibilities for campuses at the UMS level came about in response to fiscal challenges. Centralization of such responsibilities has resulted in some policies/practices that conflict with UMaine’s priorities, needs, and the President’s ability to meet her assigned responsibilities. Adjustments to fiduciary centralization are in progress. The Board of Trustees has the responsibility to negotiate aspects of the centralized services with campus presidents.
INTERNAL GOVERNANCE

DESCRIPTION

Various formal structures and informal practices provide opportunity for faculty, students, and others to have input into campus-level decisions. In terms of faculty involvement, each campus in the system currently has one faculty representative who attends the System’s Board of Trustee meetings. However, these faculty are not voting members of that Board, and thus have less impact on the Board’s deliberations and decisions. At the campus level, UM has numerous standing and ad hoc Committees of the Administration to consider various areas of decision-making. The process outlined in the UMaine Policy on Shared Governance requires the administration to notify the Faculty Senate for faculty nominees for administrative committees. The Senate offers names of nominees from which the administration may select the necessary number of faculty representatives. The Faculty Senate is also organized by several standing and ad hoc committees. These committees meet periodically with senior campus administrators on areas of shared responsibility, such as campus facilities and space, fiscal and budgetary matters, research and scholarship, and academic programs. In addition, the Executive Committee of the Faculty Senate, composed of Senate leadership and committee chairs, meets monthly with the Provost or President. Full Senate meetings that include senior campus administrators occur monthly. Deans meet monthly with the Provost. These formal structures and practices allow for faculty and administrators to communicate their concerns and have substantive input into shaping important decisions and policies.

UMM faculty serve on four standing committees, and participate in two advisory groups. The faculty standing committees (Professional Relations, Curriculum, Program Review and Evaluation, and Academic Affairs) allow ongoing faculty governance of curricular and evaluative matters vital to the institutional commitment to shared governance. The two advisory groups (Leadership, and Planning and Budget) have faculty representatives as part of both institutional governance and communications. There are multiple informal opportunities for faculty and staff involvement in institutional affairs beyond the above structure including ad hoc committees and work groups charged with strategic planning, assessment, facilities, community engagement, and other shared concerns.

Formal policies, such as the Faculty Senate Constitution, UMaine Policy and 15-step Process on Program Creation, Review and Reorganization, the AFUM contract, and Policies on Shared Governance, articulate the primary responsibility for academic programs and hiring to reside with the faculty within their departments. From the UMaine Policy on Shared Governance:

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

The principle of faculty participation in decisions can be traced back to the legislative statute and charter creating the University of Maine System. Structures that facilitate this process include the curriculum committees within colleges and units and committees of the Faculty Senate (i.e., Academic Affairs Committee and Program Creation, Review and Reorganization Committee). Despite existing policies that articulate faculty responsibility for academic programs, System initiatives in recent years to share or merge academic programs across campuses (e.g., the recent proposal for a reorganized Maine Business School, and the unique partnership between UMM and UMaine), have in practice blurred the lines over who is responsible for these programs and faculty. The merger of faculty into a single program or unit, as with the proposed Maine Business School, raises questions about criteria for faculty appointment to the graduate faculty of each respective campus, promotion and tenure criteria, and other matters. The sharing of programs across campuses creates challenges of developing consistent requirements for student acceptance into programs, programs of study and degree credits, and academic standards for courses and student work.

There are many opportunities for students to impact campus decisions, through formal structures and informal practices. Both undergraduate and graduate students at UMaine have a system of student government through which their representatives have formal channels to communicate student needs and feedback to faculty and senior administrators. At the system level, there is a student representative to the Board of Trustees. At the campus level, there is an undergraduate and graduate student representative to the Faculty Senate. The Vice President for Student Life and Dean of Students meets regularly with the student government bodies and their presidents, and student government officers also meet monthly with the campus President, Provost and other senior administrators. Student government representatives also attend the Student Affairs Directors’ meetings to provide input into decisions about student life. They also meet with Auxiliary Services to provide input into decisions such as the cost of food offered in the student dining areas. Student government representatives are also engaged with various student associations, such as the Residential Hall Association and the Non-Traditional and Commuting Students Council for example. Many other committees solicit student input into decisions that impact their lives on campus and off campus.

The Dean of Students and his staff meet with students in small groups to discuss various topics that arise. For example, relocation of some campus program offices this past year involved a process of multiple focus groups to solicit input from faculty and students about their space needs. The Dean’s office also conducts formal surveys of students on topics ranging from climate and safety, to alcohol and drug use, and the National Survey on Student Engagement (NSSE), among others. Within the timeframe available, the writing committee was not able to interview members of student government nor review the results of student surveys to assess how satisfied students feel with their involvement in decision making and the responsiveness of campus administrators to their concerns. A more systematic review of this information would inform future efforts to improve on communications with students.
Student representatives at UMM are invited to serve on both the Academic Affairs and Curriculum standing committees, although they seldom take advantage of those opportunities. The Head of Campus has been working much more closely with the Student Senate to boost participation on those committees as well as to maintain student representation at the faculty and Board of Visitors meetings. The Head of Campus also meets regularly with the Senate president, and provides reports to and addresses concerns with the Senate itself. Additionally the UMM Dean of Students and his Student Life staff regularly meet with student groups on campus.

APPRAISAL

Beyond structures and practices, policies for shared governance are also key to ensuring full participation of faculty in decision making. UMS approved a shared governance policy statement in 2007. Since the last NECHE self-study, the UMaine campus also developed a shared governance policy statement which was signed by a former President and Faculty Senate President in 2009. More recently, the colleges and the Maine Business School approved their own bylaws that describe shared governance within these units. The Faculty Senate created an ad hoc Committee on Shared Governance to help support this process.

While there is evidence of progress on shared governance through the continued development of policies, adherence to the process and spirit of these policies in practice has been an ongoing subject of discussion within the Faculty Senate and a point of tension between faculty and campus or system administration. Results from a spring 2017 survey of UMaine faculty conducted by the Faculty Senate’s Ad Hoc Committee on Shared Governance also identified areas needing improvement for communication and engagement of faculty in decision-making in a substantive and timely way. A specific issue that has surfaced in discussions of the Faculty Senate with campus administration is the practice of creating and appointing senior administrative positions without adequate consultation with faculty. Another recurring complaint is the administration’s failure to consistently follow policy for the process of soliciting faculty nominees for committees through the Faculty Senate, as outlined in the UMaine Policy on Shared Governance. More broadly, the Senate and AFUM have noted the repeated practice of campus and System administrative decision-making that does not allow sufficient time for faculty input prior to the decisions, which both ignores and undermines existing policies and process. Faculty describe their position as being “reactive” to top down decisions, rather than being involved early on in a collaborative process of shaping policies and initiatives. One recent example is the campus announcement from the Provost’s office that candidates for the position of dean in the newly reorganized Maine Business School would be visiting campus for interviews in the week following Thanksgiving 2017. This announcement was made just days after the Faculty Senate voted down the proposal offered by the Provost. Hence, it became clear that the campus administration had been moving forward on this initiative long before the Senate’s vote, and irrespective of the outcome of that vote. Further, an alternative proposal developed by UMaine Business faculty was not given a public hearing or vote. The series of administrative actions in this case was inconsistent with the policies on shared governance as well as the accepted principle of faculty responsibility for developing and revising academic programs.

Members of the Management Group (comprised of Cabinet Members and Deans) are reviewed every three years. That review typically involves interviews with other members of the management group, direct reports, and everybody else with whom the person works. This is under the direction of the campus President. There is ongoing review and consideration of staffing levels and hiring needs. This process is strongly empirical. For example, deans are called to put forward projections, gains/losses of faculty, enrollment trends over time, etc., as part of an evidence-based process. Currently, however, staffing shortages are felt across many aspects of campus operations. For example, since the last NECHE review, we experienced a significant reduction in the number of collegiate tenure and tenure-eligible faculty. Recent increases in hiring has reversed this trend, however, compared to 2003/4 we have 84 fewer tenured/tenure-eligible faculty (an 18% reduction from 2003/4) and 34 fewer than at the time of the 2009 review (an 8% reduction from 2003/4).

This contraction in the number of faculty has occurred during a period of time (2003-2017) when student enrollment has fluctuated some, but as of 2017 it is nearly identical to what it was both in 2003 and 2009. This means that the overall student-to-faculty ratio has increased. As part of fiscal planning, there are also efforts in place to increase enrollment in coming years. In addition, reduction in staffing, such as in Human Resources, has negatively impacted campus function responsiveness during faculty searches, capacity to provide training on hiring policies, and hiring timelines. This reduction in numbers of faculty and staff relative to student enrollment has interfered with our ability to meet departmental/unit-level missions related to teaching, research and service.

The System’s budgeting timeline constrains the chief executive’s ability to authorize timely faculty searches; however, the proposed changes to UMS budgetary processes may improve UMaine’s and UMM’s ability to hire effectively. The system and campuses are seeking to enhance external funding via public-private partnerships (as stated by the Provost at the Dec. 6, 2017 Academic Affairs Faculty Forum. In light of this, it is important that stakeholders are involved in the development of policies to guide such arrangements and that stakeholders at all levels are aware of and involved in the decision- and policy-making processes.
The organizational chart for UMaine and formal job descriptions articulate the Provost's broad responsibility for academic programs delivered on campus, off campus, or online and that this position reports directly to the campus President. There is a formal process for review and evaluation of the Provost every three years that includes broad participation of faculty and professional staff. Coordination and oversight of academic programs are established through formal policies, with departments largely responsible for developing and implementing programs and courses, as well as revising and eliminating them as needed. One area of improvement since the last NECHE review is the creation of the Office of Assessment which provides for a structure and personnel to assist with review of academic programs and student learning. The core values for assessment at UMaine are:

- Assessment is important at the undergraduate, and graduate levels
- Learning outcomes are created and endorsed by faculty and are reflections of what students know and can do
- Student learning outcomes are measurable and reflect specific demonstrated skills that help us improve what and how we teach and how programs can best serve the needs of students
- The data collected, the measures used, and the review process employed for decision-making lead to actionable results (i.e., data is collected to serve the purpose of improving future student & program outcomes)
- The experiences of students after they graduate are a valuable source of information that can be used to reflect on curriculum and instruction

UMaine maintains a hierarchical chain of consultation but contact occurs in several forms between levels of the institution. Departments and Programs meet regularly as groups with Deans, and Deans meet monthly with the Provost. The Faculty Senate’s membership is voted up from across all the faculty, as stated in the Faculty Senate Bylaws. The President and Provost meet with the Senate monthly, providing direct consultation and feedback between faculty and upper administration. The current Provost has instituted periodic forums on issues of campus-wide significance such as assessment, budget, and signature and emerging areas of distinction. The Provost recruits relevant expertise from among the faculty for these forums. Major policy initiatives such as the Signature and Emerging designation are revisited at the time of drafting new strategic plans. The Provost and President meet regularly with the Board of Trustees and have continuous contact with the Chancellor’s office and the Board. System representatives participate on a number of University of Maine committees such as the IT Strategic Council.

Existing modes of consultation have had mixed success regarding decision-making; in particular, the informal modes of communication are often more effective than the formal ones. In many cases, communication is clear and timely, particularly regarding critical situations involving students, faculty, and staff. We are particularly proud of the “flat” landscape of contact such that Chairs can call the Provost’s office directly if needed. In other cases, such as with implementation of new systems such as the Infosilem scheduling software or the Concur travel software, consultation is limited or inconsistent and the preparation and training to efficiently implement the new system is not adequate, as evidenced by lost productivity and confusion as UMaine adjusts.

**PROJECTION**

We note that the 2009 self-study report remarked on 1) a need to agree on a structure of shared governance, and 2) a need to clarify the Division of Lifelong Learning’s (DLL) relationship to the Colleges and the Graduate School.

The University has made major steps forward in addressing shared governance although challenges remain as indicated in responses to Standard 3. Specifically, since the 2009 report, policies on shared governance have been adopted at the System and campus levels, and more recently Bylaws have been adopted at the College/unit level (although not uniformly by unit). The centralization within the System has changed the landscape for policy and practice and created some new challenges in communication and participation of faculty and other constituents in decision-making. The chief concern or challenge remaining is achieving clarity of, and adherence to, the governance structure under One University. In particular, we see a need to continue establishing appropriate campus independence on governance that pertains to UMaine’s distinctive mission and to strengthen the effectiveness of campus feedback to the System and the Board of Trustees on policy decisions. In general, communication around policy deliberation and implementation can and should be improved at all levels but especially between the campus and System.

We note that since 2009, the Division of Lifelong Learning (DLL) has undergone substantial changes in its management and mission focus, including the structure of its leadership, the organization of Summer school sessions, and the addition of a Winter term. The structural relationship of DLL to academic units and development of new online programs continue to evolve.

Finally, a governance challenge that is not addressed directly under any standard is the difficulties that have arisen around decision-making about and adaptation to new policies made as cost-cutting measures within the System. In anticipation of a new funding formula for the System (replacing the outcomes-based funding formula that was so detrimental to UMaine’s and UMM’s mission-specific interests), renewed attention to distribution of revenue and priority of expenditures is needed. As UMaine and UMM move forward, their leadership teams need more appropriate resource support, clarity on funding levels over several years to enable long-term planning, and discretion in rebuilding their human and infrastructural resources.
OVERVIEW

The University of Maine, Maine’s land-grant, sea-grant, research institution (Carnegie R2 with community engagement classification), offers students the opportunity to pursue a wide array of four-year undergraduate and graduate degrees in a comprehensive university setting that reflects the institution’s identity. The University of Maine offers 82 bachelor’s degrees across 74 disciplines, and awards degrees through five degree-granting colleges and the Division of Lifelong Learning. Most students pursue a Bachelor of Arts or Bachelor of Science degree through Bachelor of Fine Arts, Bachelor of Music, and Bachelor of University Studies degrees are also offered. In 2017-18, UMaine awarded 1,760 bachelor’s degrees; the College of Natural Sciences, Forestry, and Agricultural (NSFA) totaled 29%, the College of Liberal Arts and Sciences (CLAS) 23%, and the College of Engineering (COE) 21%.

As described in the UMaine undergraduate catalog, most undergraduate degree programs require 120 credits, with a few requiring more; none requires more than 130. Some majors include concentrations for students who desire to focus on an academic subfield. Students may pursue multiple degrees or declare a double major. The dual degree requires the completion of at least 30 credits beyond the number required by the primary degree; a double major requires students to satisfy the specific requirements for the second major. In fall 2018, 6% of degree-seeking undergraduates had declared a second major or degree. Undergraduates have the option of choosing among over 100 minors. Fifteen percent of the fall 2018 degree-seeking undergraduate population had declared at least one minor; BA students in the College of Liberal Arts and Sciences must complete a minor or second major. The most popular minors in fall 2018 were Business Administration, Psychology, Child Development and Family Relations, and Neuroscience. Presently, student selection of a minor area of study is solely a function of student interest and/or individual advising.

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

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

Program descriptions, including requirements, are published in the undergraduate and graduate catalogs posted on the website. The colleges also post program fact sheets, usually including curriculum checklists or sample four-year completion plans, on their websites: Education and Human Development; Engineering; Honors; Liberal Arts and Sciences; Natural Sciences, Forestry, and Agriculture; Business; and Lifelong Learning.

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

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

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

UMM offers 15 certificates in Audio & Media Production, Book Arts, Elementary Education Teacher, Entrepreneurship, Family Studies, Geographic Information Systems, Human Resource Management, Marketing, Mental Health and Rehabilitation Technician Certification, Psychology for High School Teachers, Secondary Education Teacher, Service Learning/Community Engagement, Special Education Teacher, Sustainability, and Wilderness. Credit requirements for certificates range from 5 to 30, of which at least 12 must be from UMM. UMM also offers one class, PSY 200 Behavioral Health Professional, that provides state certification upon successful completion of the 4-credit course taught by a state-certified instructor.

UMM offers an additional eight certificates exploring career and college options to Early College students who attend our classes on campus or take courses at a distance. All these certificates follow a similar format with five courses (15-16 credits) at the introductory level in various areas of interest. The courses are already offered in the various programs that house them; e.g., “Exploring Psychology” offers courses that encourage further study in the area and that are currently required for all Psychology & Community Studies majors. It is possible that students who are matriculated for a baccalaureate degree, but as yet undeclared, may initially pursue one of these certificates as well.

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

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

ASSURING ACADEMIC QUALITY

DESCRIPTION

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

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

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

At UMaine, assessment of student learning outcomes for each degree program is conducted on a continuous basis, using a new process designed in 2014-15 under the leadership of the previous Director of Assessment. Design and implementation of individual programs’ assessment plans was undertaken by program faculty in the subsequent two years. Required plan elements include setting measurable targets that are linked to specific program learning outcomes, identifying key assessments, developing a schedule of data collection and review, and a specific interval for faculty to “close the loop” and use these results to inform the design of courses and curriculum. Using the Association of American Colleges and Universities (AAC&U) value rubrics as a guide, consideration was also given to fundamental skills in quantitative literacy, writing, and critical thinking during development of the assessment plans. Each academic unit (department, division, school) as well as each college, submits an annual report of activities, accomplishments, and challenges faced. Data and analysis provided by the Office of Institutional Research underlies these reports. The reports contribute to the Academic Affairs Annual Report, published each summer by the Provost’s Office.

UMM maintains a Memorandum of Agreement with the Downeast Institute for Applied Marine Research and Education, governing the use of its facilities as UMM’s Marine Science Field Station for research, field work, and student projects. A Memorandum of Agreement also exists with the Eagle Hill Institute to allow students who take Eagle Hill’s intensive field seminars to receive credit through UMM. Additionally, UMM programs also collaborate with departments at UMaine that include Math, Marine Sciences, Environmental Studies, Biology, Business, Education, English, Psychology, and Social Work. UMM also collaborates with UMaine-Augusta for Special Education and the Aviation program uses our Meteorology course; UMaine Presque Isle on teaching Education and Special Education courses; and UMaine Fort Kent’s Rural University program for early college students with UMM faculty offering courses at a distance. Finally, UMM faculty support a cross-campus Baccalaureate Program, The Maine Geospatial Institute.

Finally, the libraries of an institution are an important element of assuring academic quality by providing access to a wide variety of literature and research. Fogler Library at UMaine supports all academic programs and develops and maintains collections in appropriate formats for both undergraduates and graduates with many collections available online, 24/7. Merrill Library provides similar services and collections to support UMM’s undergraduate programs, with many resources available 24/7 online. As the largest library in Maine, Fogler has 3.6 million print volumes, 117,000 e-journals, 850,047 e-books, and 379 research databases. Collection development is done collaboratively with input from academic units so that all fields and subject areas are addressed. Both the Fogler and the Merrill Libraries work to support distance education by providing online access to resources, course and subject guides. The library also works to support distance education by providing online access to resources, course and subject guides, plus chat and text communication with librarians. Merrill Library at UMM also supports all academic programs and develops and maintains collections in appropriate formats for undergraduates. The most recent Information Literacy Reports for Fogler Library and Merrill Library can be found in the electronic workroom.
APPRAISAL

From 2012 through 2017, UMaine was guided by the Blue Sky Strategic Plan. Consequently, the establishment of the seven Signature and six Emerging Areas of Excellence and the publication of the 2014 Action Plan for Retention and Graduation have focused academic efforts within the broad framework of the Blue Sky Plan. In particular, central investments in faculty positions have been directed primarily to support and develop the Signature and Emerging Areas.

New majors and degree programs developed over the past eight years are currently in the planning stages being designed to operate mainly with existing resources or with modest additions. UMaine has approached substantive changes cautiously. The overall shape of the curriculum has remained stable throughout the past decade. UMaine delivers an increasing number of student credit hours online. Overall, online credit hours have increased by 64% over the past 10 years (22,890 in 2008-2009 to 37,575 in 2017-2018). However, few degree programs have been developed for or shifted to exclusively online delivery, and many online courses continue to be taught by full-time faculty members as compensated overload. When substantive changes are made, the planning process has been deliberate. The transformation of the UMM from an independent institution within UMS to a regional campus of UMaine has been undertaken in frequent and detailed consultation with the Commission.

When programs are discontinued, short-term alternatives are presented to meet students’ immediate needs. In eliminating Foundations, for example, students already admitted were given a full year in the program, with no diminution of support—sufficient time to enable them to enter the major of their choice. In subsequent years, students who would have been eligible for Foundations and met admission requirements at UMM were offered a place there. Starting in fall 2018, a collaboration with the University of Maine at Augusta (UMA) enables such students to choose either UMA or UMM. When the graduate program in Counselor Education was closed in September 2015 due to lack of available faculty, a three-year “teach-out” was implemented for existing students. This process included a continuation of coursework provided through our counselor education faculty and facilitating access to off-campus programs, such as those offered through USM. Although most students completed the program within the three-year plan, coursework was offered beyond that time to ensure that everyone that wanted to, had a chance a chance to complete their degree.

In these instances and others, UMaine and UMM rely on relationships with other UMS institutions and with the System itself. Key UMaine functions depend upon a shared services model. These include Human Resources, Information Technology, and Procurement, among others. Further, an array of vendors supplies crucial elements of academic infrastructure. In Information Technology (IT) alone, examples include learning management systems and software for video-conferencing, course scheduling and registration, assessment, document sharing and storage, statistical analysis, and many other purposes. Written agreements, either with UMS or UMaine, define access to these resources.

Since the last NECHE review, UMaine and UMM have undergone efforts to ensure congruence with CHEE standards for the delivery and accountability for collaborative academic programs. An administrative task force has been created to ameliorate administrative obstacles to collaboration. This task force is currently in the process of developing guidelines for collaborations specific to multi-campus programs and have sub-teams working in the areas of cross-listing, tuition and revenue sharing, student policies and procedures, and governance. Additionally, a faculty/administrative task force to consider a single academic approval mechanism for multi-campus courses has been developed. The group has generated a draft of recommendations that are now being considered at the CAOC level. A small subset of the CAOC is also working to refine the definition of a “multi-campus” program.

Willing university partners have also had the opportunity to implement a cross-listing methodology. Currently this is mostly limited to UMM and the University of Maine Augusta (UMA). A one-course pilot between UMM and UMA in Fall 2018 and will continue to Spring 2019, however two issues emerged: bookstore access and the need to manually merge the class rosters on Blackboard. Both issues have been corrected. The geospatial group across all seven University of Maine System campuses hopes to cross-list courses beginning Spring 2019.

Two examples of academic collaborations involving UMaine and UMM are the Masters of Education in Instructional Technology (MEdIT) and the Maine Geospatial Institute (MGI). The MEdIT involves UMaine, the University of Southern Maine (USM) and the University of Maine Farmington (UMF). The MGI involves all seven campuses in a statewide collaboration for workforce development, education, and research to facilitate economic growth. Other efforts not quite off the ground include a graduate certificate in Trauma and Emergency Response Management and a master’s in Athletic Training involving UMaine and USM. The Trauma and Emergency Response group has developed a draft graduate certificate that will be reviewed and ready for Spring 2019. The Athletic Training collaboration is currently not making much progress. (Jeff Hecker can give update?)

All UMM programs are based at the campus in Machias, but UMM has expanded the number of online and hybrid course offerings over the past several years. Three baccalaureate degree programs can now be completed entirely online: Psychology and Community Studies, Business and Entrepreneurial Studies, and the Bachelor of College Studies degree. The Certificates for Entrepreneurship, Human Resources Management, Marketing, Special Education Teachers, and High School Psychology Teachers are also available at a distance. Online coursework and degrees are subject to the same policies and requirements as traditional face-to-face curricula. Distance classes are supported by the Blackboard course management, interactive television, and compressed video capabilities. UMM’s Distance Learning Supports, University College (the UMS distance education support center), and UMaine’s Center for Innovation in Teaching and Learning provide support to both faculty and students. Advising and other student services, such as support for students with disabilities, are made available to distance students through UMM and UMaine.

English language skills are assessed and developed at multiple levels throughout a student’s academic career at UMM. Entering students with SAT scores below 520 on the writing section or the American College Test (ACT) scores below 21 on the English section are required to take the Accuplacer exam to determine whether developmental coursework is needed before ENG 101 Composition. All baccalaureate and associate degree candidates must pass ENG 101 and more advanced writing courses built into the general education curriculum and degree programs, as well as either a public speaking or professional communications course. UMM’s academic programs adhere to widely accepted credit and GPA requirements. Faculty have substantial voice and oversight regarding program design and quality. All programs go through a rigorous periodic review process that includes
external input. Assessment of learning outcomes at the level of the core curricula and individual programs is making progress in its implementation.

UMM maintains a commitment to the quality of its educational programs as it grapples with below-target enrollments and financial constraints but continues to serve residential, commuter, and distance students. Several academic programs offer the flexibility of online or hybrid classes. UMM has streamlined some programs recently (e.g., Elementary and Secondary Education and Environmental Recreation and Tourism Management) to facilitate student completion and scheduling, as well as to reduce costs. UMM faculty and administrators are collaborating to integrate distance courses into multiple campus programs. Those efforts will help sustain a variety of specialized course offerings while keeping costs to a minimum. UMM continues to seek ways to efficiently offer quality educational programs to multiple student segments.

The UMM student body includes in-state and out-of-state students; traditional-age and nontraditional students; residential, commuter, and distance students; and non-degree-seeking students. As a public, regional university, UMM’s mission first and foremost is to serve the state of Maine and the eastern Maine region in particular. UMM recruits out-of-state students as well, in order to create a more diverse student body and to maintain viable enrollment levels to support a range of programs. While seeking to provide a small, residential college experience for traditional-age students, UMM also responds to the needs of nontraditional-age adult learners. Nearly half of UMM students fall into this latter category. Although tapping into multiple student markets can help UMM maintain viable student numbers, it creates challenges for designing and delivering programs that can serve these different markets simultaneously well. Educational processes designed to serve adult learners at a distance may not be the best options for serving traditional-age students living on campus, and vice versa. With enrollment numbers around 500 FTE, offering multiple program variations to optimally serve different student segments is not always financially viable.

When enrollment numbers are sufficient, many UMM programs offer classes both at a distance and face-to-face in the classroom. One of UMM’s largest majors, Psychology and Community Studies, now offers students two tracks: a traditional face-to-face track and a track that can be completed at a distance. The Business and Entrepreneurial Studies degree also can be completed at a distance, but traditional-age, on-campus students are pooled together with distance students and take many classes online. The business program is starting to offer more of its classes as hybrids, a single section that students can take either in the classroom or at a distance. The small number of full-time faculty in each program creates challenges for offering multiple concentrations within each major and a full range of specialized courses. Also, faculty turnover in small departments can strain program stability. UMM continues to seek ways to efficiently offer quality educational programs to multiple student segments.

Students at UMaine study broad areas of knowledge across 75 undergraduate majors offered by the five degree-granting colleges and the Division of Lifelong Learning. Some degree programs offer further specialization through concentrations within the degree or through a required minor. University, college, and departmental requirements for majors and minors are described in the undergraduate catalog. Academic record policies are posted by the Office of Student Records. For current students, academic records, including unofficial transcripts, are accessible via MaineStreet.

UMaine undergraduate degree programs contain foundational and supportive coursework (100- and 200-level courses) progressing to advanced courses (300- and 400-level) within a major discipline. Prerequisite courses, specified in the catalog’s course descriptions, control the entry into advanced courses. The sequencing of course requirements within a major allows progression of learning and skill development, culminating in a required capstone experience course. All degree programs also require general education courses designed to ensure that graduates are broadly educated to appreciate the achievements of civilization, understand the tensions within it, and contribute to resolving them. General education coursework makes up about a third of the degree program. Required or elective courses within the major may also meet general education requirements. For example, the general education requirement for two courses in the physical or biological sciences is met by required coursework in the Biology major. Remaining credits are allotted to elective courses within and outside the major. In many degree programs, unrestricted electives can be used to complete a minor area of study to complement the major. UMaine offers 110 minors consisting of at least 18 credits within a topic area. Overviews of each degree program, including rationale for the major, career options, and specific course requirements are outlined in the catalog. Program fact sheets are also available for prospective students on the website.

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

UMM students can choose from 33 undergraduate majors or concentrations offered by the three degree-granting Divisions. Requirements for majors and minors are described in the undergraduate catalog. Academic record policies are posted by the Office of the Registrar. For current students, academic records, including unofficial transcripts, are accessible via MaineStreet. All baccalaureate degrees require a 2.0 minimum GPA and the completion of 120 credits. UMM’s general education requirements consist of 41–49 credits of liberal arts coursework. Most major program requirements range from 50 to 82 credits, but allow
three to twelve credits of coursework to fulfill both program and core requirements. The Bachelor of Arts in Interdisciplinary Studies and the Bachelor of College Studies program requirements are 39 credits each, but those two programs do not allow overlap with the core requirements. All baccalaureate degree programs require at least nine credits at the 300 level or above. Students in all majors have the opportunity to take some unrestricted electives. The associate degree programs require a 2.0 minimum GPA and the completion of at least 60 credits. Students take a balanced mix of liberal arts courses and specialized courses that fulfill a particular concentration.

The UMM mission emphasizes exploration, leadership, collaboration, and interdisciplinary problem solving in the student experience. For example, ELA classes, such as ELA 101 Recreation & Wellness and ELA 112 Community & Place, take students outside the classroom to explore the Downeast region on kayak trips, hikes, and visits to a tidal power project and wreath manufacturing facility. Science classes at UMM routinely include a significant field component, exploring saltwater, freshwater, and forest ecosystems. UMM supports the development of student leadership skills and encourages collaborative learning. Leadership skills are the major focus of classes such as MAN 313 Managerial Decision Making, MAN 321 Operations & Project Management, and REM 230 Outdoor Leadership. Teamwork and student collaboration are central components of several classes, including REM 226 Recreation Program Planning, SSC 420 Research Methods & Design, and BEH 450 Senior Project. Students also have opportunities to practice leadership skills and collaborate with peers by participating in one of the more than 20 student clubs and organizations, through work-study opportunities, and through intercollegiate and intramural athletics. Collaborations with community organizations occur frequently in several programs, including Psychology and Community Studies, Recreation and Tourism Management, and the Education program.

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

APPRAISAL
In recent years, UMaine has undertaken a number of institutional initiatives designed to improve undergraduate academic experience and success. These include:

- The Office of Assessment, introduced in 2014, offers professional development opportunities geared toward student assessment, and provides faculty and staff support in developing program and general education assessment plans. Assessment efforts have been largely successful in building the structures needed to conduct program and General Education assessment, however, much work remains to be done in the area of course-based assessment and progress monitoring.

- The Think 30 campaign, implemented in 2015 in keeping with the Provost’s Action Plan for Retention and Graduation, encourages students to take the necessary credits each year to lead to graduation in four years. A key component of the campaign was the re-introduction of the Winter Session, which provides opportunities for students to catch up or get ahead through three-week online courses. In spring 2018, 28 online courses were offered: 23 lower-division and 5 upper-division. Enrollment in the Winter Session grew from 673 students the first year to 1,165 the second year, a 73% increase.

- In 2016, the Center for Innovation in Teaching and Learning launched, with the aim of supporting teaching innovation by providing guidance on instructional design, technology, and related topics.

The approval process for the creation, elimination, or revision of revised degree programs operates through the Program Creation and Reorganization Review Committee (PCRRC) of the Faculty Senate, as well as the UPC and the Graduate Board. Among the considerations taken into account throughout the approval process are: alignment with institutional mission, program quality, program demand, public service productivity, cost effectiveness, and availability of resources. Processes and criteria are described in the PCRRC manual, and on the UPC and Graduate Board websites. All review of curriculum proposals by UPC is attentive and rigorous.

With the support of the Office of Assessment, academic programs campus-wide have written or revised their assessment plans to articulate student learning outcomes, and to identify, collect, and evaluate direct evidence of student learning. Assessment plans also include a regular process of analysis and reflection, leading to recommendations for and implementation of changes with the goal of enhancing student achievement. A comprehensive plan for assessment of general education courses has been developed with Faculty Senate support; data collection began in Spring 2018.

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

UMM’s 12 baccalaureate degree programs undergo a formal program review on a seven-year cycle in a similar manner UMaine as this is a UMaine System Policy. The program review and evaluation process starts with a program self-study and review by external evaluators. Additional review is made by the program and division faculty, PREC, and campus administration before a summary of key findings is provided to the UMS Vice Chancellor for Academic Affairs and Board of Trustees. Some programs due to external accreditation are reviewed every five years, the Education Programs through Maine’s Department of Education and the Environmental Recreation Tourism Management Program
The Academic Program

Some sections of the core give students choice among a variety of course options. Students must also take a course with a global perspective and meet requirements in advanced writing (within their major) and service. The general education component of the core focuses on skills, including communication and mathematical literacy, and key disciplinary perspectives including the arts, history, literature, social sciences, and natural sciences. Students must also take a course with a global perspective and meet requirements in advanced writing (within their major) and service. Some sections of the core give students choice among a variety of course options.

GENERAL EDUCATION

DESCRIPTION

In 2012, the UMaine Faculty Senate adopted attributes for all nine categories of General Education courses, updating the 1996 language to identify the broad purpose and specific student learning outcomes for courses in each category. General education requirements also include a capstone experience course. Capstone courses are unique to each program and do not share common learning outcomes. By completing up to 46 credits in general education, students are assured exposure to a variety of topics and methods in the arts, humanities, social sciences, natural sciences, and mathematics. An articulation agreement with Eastern Maine Community College (EMCC), signed in 2017, facilitates transfer of EMCC credit for UMaine general education.

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

APPRAISAL

Since their adoption, the general education attributes have been used by UPCC and by college- and unit-level curriculum committees to evaluate the suitability of a proposed course to be included in general education. A given course may be used to satisfy two general education categories if UPCC has approved it as meeting those categories. Per the 2017-18 catalog, the number of approved courses in each category is as follows:

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

Prior to fall 2016, there was no agreed-upon mechanism to evaluate student outcomes for general education, although other processes (e.g., accreditation review) did prompt evaluation and revision of certain courses. In fall 2016, a General Education subcommittee of the Faculty Senate’s Academic Affairs committee was charged with developing a method of assessing general education course alignment and student outcomes. The method finally approved entails a four-year cycle of review based on rubrics developed by faculty working groups to examine samples of student work taken from regularly offered general education courses.

Currently we have limited evidence about the effectiveness of the curriculum at facilitating student achievement of the learning outcomes at UMM. Overall, their assessment culture has been growing. Early emphasis was placed on developing and implementing assessment plans for the nine program areas. General education learning outcomes were crafted by faculty before revision of the core curriculum in 2010. Assessment of the core curriculum began with a subset of learning outcomes using a rubric to assess primarily writing, analytical and research skills using the final project in the capstone seminar, ELA 342 Humans and Nature. This rubric-based assessment was tested for the first time in May 2014, and data has been collected most semesters since.
The Academic Program

Standard Four:
The Academic Program

A First-Year Experience Survey completed at UMM annually, until two years ago when all programs integrated the first-year seminar into their curriculum, the National Survey of Student Engagement (NSSE), and a Graduates’ Satisfaction Survey provide information about student experiences related to general education. Beyond these, however, there is no systematic process for regular use of survey results to guide adjustments to the core curriculum.

The Major or Concentration

Description

Most undergraduate students at UMaine pursue either a Bachelor of Arts or a Bachelor of Science degree. In some disciplines (e.g., Biology, Botany, Chemistry, Computer Science, Earth Sciences, Economics, Physics, Zoology), students can choose to pursue 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 BA 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. For the BUS, offered through the Division of Lifelong Learning, students design a program based in consultation with an advisor on specific educational goals, or complete designated focus areas and a capstone within the CLAS pathway of the BUS.

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

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

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

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

Opportunities to enhance the undergraduate educational experience included participation in research, taking advantage of internship opportunities, joining the Honors College, and studying abroad. The Center for Undergraduate Research (CUGR) helps to facilitate and enhance research for undergraduates. Students collaborate with faculty members and often develop their own research projects, which may extend into their senior capstone experience. Some programs have internships or field experience built into the curriculum. Academically motivated students in any major may participate in the Honors College. The Honors College curriculum is characterized by a unified approach to general education in the liberal arts, accompanied by a sequence of inquiry-based, topic courses that provide intellectual preparation for the honors thesis project, completed in the final year. Overseas opportunities for undergraduates are coordinated by the Office of International Programs.

Several accelerated programs enable 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; 3+4 Agreement with Logan College of Chiropractic Medicine and 3+5 program for a Bachelor of Veterinary Medicine and Surgery from the University of Glasgow.

There are campus-based 4+1 programs in about a dozen disciplines. The College of Liberal Arts and Sciences permits BA students to earn a minor with a defined group of pre-MBA courses, totalling 18 credits, so as to enable students to complete the MBA in just one additional year.

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

Appraisal

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

All baccalaureate programs at UMM are reviewed periodically following established guidelines. The review process is thorough and rigorous. It begins with a self-study outlining the program’s purpose and ongoing need, student learning outcomes, content and curriculum. It includes a sample four-year student plan of study, a matrix showing the connection of each course to program learning outcomes, and a comparison to comparable programs at peer institutions. Outside evaluators review the self-study, visit the campus for two days, and submit an evaluation report. Program changes are made in response to the review and sometimes more frequently in between reviews. The reviews lead to changes in direction, emphasis, and curriculum. Faculty, the Program Review and Evaluation University of Maine Self Study, 2009–2019
The Academic Program

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Established learning outcomes and no recent program-level assessment make it difficult to appraise the effectiveness of those programs. The associate degrees had been phased out for several years at UMM, but were recently reintroduced in response to local needs. Since their reintroduction, the associate degree programs have not gone through the same program review process as the baccalaureate programs. A lack of established learning outcomes and no recent program-level assessment make it difficult to appraise the effectiveness of those programs.

GRADUATE DEGREE PROGRAMS

DESCRIPTION

At the graduate level, UMaine offers 81 master’s programs, 31 doctoral programs, 9 post-master’s certificates, and 21 post-bachelor’s certificates. In addition to offering graduate programs in the five degree-granting colleges, UMaine offers a number of interdisciplinary programs. For example, students in the Interdisciplinary PhD design a unique program of study under the direction of an Academic Advisory Committee. The Graduate School of Biomedical Science and Engineering, which sits outside of the five degree-granting colleges, offers graduate programs with support from UMaine faculty, as well as faculty and staff from five cooperating academic and research institutions in Maine. GSBSE offers PhD degrees in Biomedical Science and Biomedical Engineering, as well as a Professional Science Master’s degree in Bioinformatics.

Master’s degrees typically require a minimum of 30 credits, with some requiring more. For example, the Intermedia Master of Fine Arts, a terminal degree, requires 60 credits. The requirements for doctoral and certificate of advanced study programs vary, though most require at least 30 credits beyond the master’s degree. Credit requirements for post-baccalaureate certificates vary from 9 to 18. All MS and MFA programs require a thesis. The graduate program structures vary, depending on the degree being earned. By the time they complete 12 credit hours or register for their third term, graduate students submit a program of study demonstrating their plan for meeting the requirements of the program.

In 2017-18, UMaine awarded 375 master’s degrees, 55 doctoral degrees, 67 post-bachelor’s certificates, and 23 post-master’s certificates. The most prevalent master’s degrees were Social Work (10%), Special Education (8%), and Business Administration (8%). The most prevalent doctoral degrees were Biomedical Sciences (9%), Interdisciplinary PhD (9%), Forest Resources (7%), and Marine Biology (7%). Following a decline between 2009 and 2014, degree-seeking graduate enrollment has increased 14% over the past five years.

APPRaisal

UMaine has introduced multiple initiatives for broadening access to graduate education at UMaine, especially online. UMaine Online includes 11 master’s degrees, two doctoral degrees, and 15 post-bachelor’s certificates. Enrollment in online-only graduate programs has increased 80% over the last two years. Much of the growth can be attributed to the introduction of the online MBA program and to increased enrollment in the Social Work and Special Education programs. Implementation and continued planning has begun for UMaine GOLD, a collaboration between the Graduate School and the Division of Lifelong Learning intended to make higher education more accessible online.

online graduate programs available. The UMaine Online comprehensive website provides current and prospective students information about online-only programs and requirements, student support services, and technological assistance. A second initiative for graduate education, Double Up, offers current undergraduates the opportunity to combine their bachelor’s degree with one of 20 master’s degree programs and earn both degrees with only one year, or in a few cases two years, of additional coursework. The University of Queensland “Three Minute Thesis” competitions have also been implemented by the Graduate School, challenging students to explain their research to a non-specialist audience in only three minutes. The first competition was held in Spring 2018.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

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

Previous and current course offerings are published online in UMaine’s undergraduate and graduate catalogs. Likewise, at UMM they can be found in the undergraduate catalog. Through the catalogs and through MaineStreet, several tools are available to help undergraduates create realistic four-year graduation plans and evaluate their progress toward degree completion. Starting in 2016, UMaine adopted a course scheduling software production, Infosilem, in part to diminish course conflicts that could slow students’ progress. At UMM, faculty design academic programs to sequentially build knowledge from lower-level to upper-level coursework. Prerequisites are used to define foundational
knowledge expected before taking upper-level courses. Certificate programs depend on the same for-credit courses that count toward UMM’s degree programs.

Both UMaine and UMM students may transfer courses from other accredited US institutions, whether through individual course-by-course review or institutional articulation agreements. In the case of transfer from non-US institutions, UMaine accepts credit from international institutions, both for international students and for domestic students participating in study abroad programs. UMaine awards credit to students who have earned the international Baccalaureate diploma and scored five, six, or seven on the higher level examinations. Transfer equivalency of courses that have already been evaluated is publicly posted; students may also request a review of credits and courses already evaluated. In all cases, review of the requested course by an appropriate UMaine faculty member or administrator ensures continued authority and oversight of credit awarded for transferred courses. In internships and other off-campus experiences where a field supervisor contributes to the evaluation of student work, a faculty supervisor retains responsibility for final grading decisions. Per the AFUUMB/UMMS collective bargaining agreement, full-time faculty members participate in the selection and review of part-time faculty, again ensuring appropriate oversight.

Admission criteria are established for individual colleges at UMaine, and often for individual programs as well. At the program level especially, faculty involvement is central to the process. Undergraduate advising and registration are managed in the colleges, with participation by professional staff members and administrators supplementing faculty contributions. Advising of graduate students is handled wholly in the units.

UMain participates in several “early college” initiatives, including Bridge Year, Academ-e, and Aspirations. Collaborative degree programs are few; one example is the online master’s degree in instructional technology, in which UMaine is joined by the University of Southern Maine and the University of Maine at Augusta.

UMM has an Early College Program that enables high school students to enroll in university classes. This dual enrollment program involves classes that are part of UMM’s regular curriculum and are taught face-to-face or via distance delivery by UMM faculty. All the courses enroll both university students and dual enrollment high school students, with the exception of our summer offering of ENV 103 to students participating in the Acadia Marine Institution. That course, taught by an instructor selected by the University, is taught in close coordination with, and the participation of, the university Marine Program. The Early College Program is administered by the first year student success coordinator who works closely with the individual students, and involves instructors, school counselors, and parents. Since 2009 there have been 645 Early College students have enrolled in UMM courses. In the first 10 years 84% earned a B- or better. In a study conducted a few years ago (link), more than 90% pursued post-secondary education, compared with a statewide average just below 60%, and a regional college-going rate at just over 50% (varying by year). Increasingly, Early College students are enrolling in UMM online courses and we do work with UMaine Fort Kent’s “Rural U” program offering distance courses to early college students in their region as well. UMM partners with the sending schools to assure that these students have academic supports and build connections with faculty and fellow students in ways similar to the Early College students enrolled in face-to-face courses. In a recent UMS report (link), UMM has the highest percent of campuses enrolling.” Analysts studying work at UMaine in the Fall 2016 and comparing them to Fall 2017 enrollments, anywhere from 61 percent (UMA) to 23.1 percent (UMM) went on to enroll at the same institution where they completed some or all of their Early College work (10.8 percent system-wide).” Analysts studying work at UMaine in the Fall 2016 and comparing them to Fall 2017 enrollments, anywhere from 61 percent (UMA) to 23.1 percent (UMM) went on to enroll at the same institution where they completed some or all of their Early College work (10.8 percent system-wide).”

UMM developed a credit hour definition that is consistent with the federal definition. The credit-hour policy is referenced in the faculty handbook, and the full-time faculty orientation includes a discussion of the credit-hour policy in the context of learning outcomes and student work expectations. All new catalog courses are reviewed by the faculty’s Curriculum Committee, which evaluates the appropriateness of the level and credits in light of the learning outcomes and workload. The Vice President of Academic Affairs and division chairs review course syllabi and work with instructors to help ensure that course content and learning activities are appropriate for the amount of credit awarded. The university offers some short-course options, including a winter term and a May term. Shorter courses typically are more intensive during the time period of the course and assign work that extends beyond the actual class meeting dates. The Vice President of Academic Affairs has focused recent efforts to ensure compliance with the credit hour definition on these short courses. Course syllabi from Spring 2014, including May Term, are available in the workroom.

New course proposals are reviewed by the UPCC with reference to this standard to ensure that credit hour designations accurately reflect student academic engagement. Syllabi supplied as part of new course proposals are not already evaluated. All new courses must include appropriate student learning outcomes as well as all required academic policies and information. Individual faculty members may subsequently adjust their syllabi, based on their pedagogical approach, as long as the required policies and information remain included. At UMaine, proposals reach UPCC after approval by committees and administrators at the unit and college level. UPCC reports to the Senior Associate Provost for Academic Affairs. Faculty oversight is also provided through the Faculty Senate, which “represents the Faculty of the University of Maine in developing and overseeing policies affecting academic mission of the University of Maine.” Collectively, these approval pathways ensure adequate oversight over the development of credit-bearing courses.

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

In terms of degree and graduation requirements, students of UMaine and UMM must earn a minimum of 30 undergraduate credits, at the 300 level or higher, from UMaine in order to receive a bachelor’s degree. This requirement ensures that substantial advanced coursework is completed by each student, regardless of transferred credit. Students who have already completed 90 or more credits from UMaine may be permitted to finish their final 30 credits at another higher education institution.

UMaine’s transfer evaluation process is maintained through the Office of Student Records (OSR), complemented by University of Maine System (UMS) online transfer tools. All official evaluations of transfer credit are completed following the admission of transfer students to UMaine and are posted on a student’s Transfer Credits Report. Transfer Credits Reports provide information on course equivalencies, including fulfillment of general education requirements. Students may appeal a transfer equivalency decision by submitting a course description and syllabus for departmental review. Courses of students out of all possible equivalence must be completed with grades of “C” or better at regionally accredited institutions of higher education; English 101, which requires a grade of “C” or better, is the exception. Grades and grade point averages do not transfer. Credit is not awarded for institutionally based exams, including CLEP and placement exams, taken at other institutions. Individual exceptions to standard equivalencies may be made with department and college approval; OSR records these in the individual student’s record only.

UMM also awards transfer credit for work done at foreign institutions based on evaluations conducted by two credentialing agencies, World Educational Services and the Centre for Educational Documentation. Policies for credit transfer are articulated on the university’s
Standard Four: The Academic Program

The academic integrity of UMaine graduate courses and programs (degrees and certificates) lies in the same student who engages in the course and receives academic credit. UMS Information Technology Services is responsible for ID management and requires passwords to be changed at least every six months. Students must use a UMS username and password to access online courses. Transfer courses are limited to 6 credits for master’s students and 3 credits beyond the bachelor’s degree for doctoral students; they may never constitute more than 50% of the UMaine degree. Transfer courses must originate at an accredited institution and be approved by the department and the Graduate School. In the case of transfer from an international institution, the Office of International Programs may provide administrative assistance.

Conditions for good standing, probation, suspension, and readmission are clearly explained in the Admission and Academic Standing sections of the undergraduate catalog for both Universities. A full review of students whose performance may require "academic action" is conducted at the end of each spring semester, with a more selective review undertaken at the end of each fall. Each college is responsible for review of its own students, consistent with the standards described in the catalog. Suspension actions may be appealed to the Senior Associate Provost for Academic Affairs, whose decision is final.

For both UMaine and UMM, the requirements for undergraduate degrees are published in the catalog. For each major, minor, or certificate, the coursework, grades, and residency requirements are stipulated. General education requirements are also described. Students can monitor their progress towards graduation through the degree progress report. For graduate degrees and certificates, completion is confirmed by the department and the Graduate School.

The assignment of grades is solely the purview of the instructing faculty, although others (teaching assistants, primarily) may contribute to evaluation. The faculty enter their own course grades in MaineStreet. The faculty and administration work together to ensure academic integrity. While official incidences of cheating and plagiarism are low (19 and 29, respectively in 2016), the trend is upward. Existing deterrents include sanctions as described by the Student Life website. Recently UMaine has required the inclusion of a mandatory cheating/plagiarism statement on all syllabi. These academic integrity statements are also included in all syllabi at UMM. To deter cheating and plagiarism, many faculty members check written work for originality with systems (e.g. SafeAssign in BlackBoard) or use exam question randomization, timed questions, browser lockdowns, web conferencing and screen sharing during exams, official university testing centers (available at UMS campuses), and other methods. The Academic dishonesty policy of UMaine, which is part of the Student Code of Conduct, is implemented by faculty in collaboration with the Office of Community Standards, Rights, and Responsibilities. Disciplinary action, up to and including dismissal from UMaine, may be taken when students are found responsible for academic dishonesty. Starting in 2014, graduate students completing a thesis or participating in sponsored research have been required to complete a 1-credit course, INT 601 Responsible Conduct of Research. UMaine is also hoping to develop a positive deterrent by expanding the dissemination of materials and programs from their partnership with Academic Integrity Seminar.

University of Maine Self Study, 2009–2019

Dean of the Graduate School. Graduate School operations are described in the Graduate School Policies and Regulations. Readmission procedures are also explained in this document. Requirements for transfer students are published in the graduate catalog. Transfer courses are limited to 6 credits for master’s and 3 credits beyond the bachelor’s degree for doctoral students; they may never constitute more than 50% of the UMaine degree. Transfer courses must originate at an accredited institution and be approved by both the department and the Graduate School. In the case of transfer from an international institution, the Office of International Programs may provide administrative assistance.

The Academic Program

The Academic Program
any academic decision, including those arising from the academic integrity policy, through the established academic appeals process.

All degree requirements, program learning outcomes, transfer equivalencies, course offerings, and academic policies are readily available to students and the general public on the university website. The university has well-established systems for maintaining student records, evaluating credit for learning outside of college courses, providing considerable support for distance education, and evaluating courses, programs, and faculty. The university protects student privacy and validates student identity in distance courses by requiring a secure login with a UMS username and password that must be changed periodically.

APPRAISAL

To ensure the integrity of courses and programs regardless of delivery method or schedule, all changes to curricula and courses, including course format, move through the following academic chain of command. Proposals for new courses and course modifications (including to move a course online) begin with the approval at the department/school level. Next, the college curriculum committee, and the college associate dean, review and approve the new format. The final step before the course could be listed in the catalog and taught is the approval by the UPCC and Senior Associate Provost for Academic Affairs. In order to be approved, a request must include a fully developed syllabus, including student learning outcomes. A similar process is in place at UMM. All distance courses and other credit-bearing courses with non-traditional time periods and modalities are subject to these same approval steps, which helps assure that these courses meet the minimum levels of knowledge, understanding, and competencies as courses taught by more traditional methods. In addition, each term’s schedule of classes is reviewed and approved by the department and the college dean’s office. For distance (whether online or at a remote site), summer, and winter courses, the approval chain includes DLL. UMaine does not offer correspondence courses. Through the Center for Innovative Teaching and Learning, DLL also helps faculty who are teaching online adopt best practices in their course design and delivery. In the three-week winter term, which is entirely online, students are limited to a single course, so as to ensure that they have adequate time to assimilate the material.

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

Sufficient opportunity for faculty contact is expected in all courses, regardless of delivery method. The University of Maine faculty handbook calls for all faculty to schedule regular availability and make known when and how students can contact them. The handbook further states that for online courses faculty normally should set up chat rooms, Zoom, Skype sessions, or email arrangements, and when possible, also supplement with face-to-face office hours if there are students who desire such meetings and can attend. UPCC reviews initial course syllabi to ensure that this information is present. The UPCC is successful in providing guidelines that academic departments and colleges must follow when modifying and/or proposing new programs or courses. Members—including the Senior Associate Provost for Academic Affairs, the Registrar, the Director of Assessment, and representatives of each college as well as DLL and the library—make sure all guidelines are met. However, oversight by the UPCC ends once a proposal is approved. Instead, individual academic departments oversee individual assessment of their programs and courses. Future processes for curriculum development and review should incorporate a system of ongoing review for approved courses including the alignment to program and/or General Education outcomes.

All academic programs at UMM, except the Bachelor of College Studies degree, have set objectives for student learning. Annual assessment of student learning at the program level has been implemented. The university has a robust system of oversight and regular review of most academic majors. The less traditional (and more flexible) majors, the Bachelor of Arts in Interdisciplinary Studies, as well as the associate degree programs, have not undergone a thorough review in recent years. The Bachelor of College Studies is completing a review in 2018. All degree programs meet standard expectations of 120 credits for baccalaureate degrees and 60 credits for associate degrees, and have a residency requirement. As described above, the review process includes a self-study by program faculty involving significant input from students and alumni, input from peer faculty at other institutions, and sometimes feedback from industry practitioners. The process is designed to ensure that degrees awarded reflect regional and industry needs and appropriate content and levels of student learning.

Each program’s graduation requirements are clearly stated in the Undergraduate Catalog and on the university website. The MaineStreet degree audit process evaluates degree progress and identifies completed and missing requirements for each student. The Registrar oversees the maintenance of academic records and verifies that graduates have completed
all degree requirements. The Registrar and Vice President of Academic Affairs oversee the adherence to academic policies. The Academic Affairs Committee works together with the Registrar and Vice President of Academic Affairs to routinely review and update academic policies and procedures.

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

Program faculty and division chairs work carefully to make sure required and elective courses are offered frequently enough for students to earn a baccalaureate degree within four years and an associate degree within two years. Full course listings are available to the public through the Registrar’s Office where record of the usual frequency of course offerings is maintained. The class search function in the university’s MaineStreet Portal is available to the public (i.e., without needing a login identification or password).

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

1. The Academic Program

PROJEC TION

UMaine will comprehensively assess the General Education program over the next four years. The proposed approach uses these rubrics in an annual scoring session to ensure a more consistent framework through which to view student achievement. Specifically, 1) faculty will collect work that reflects the general education area being measured; 2) this work will be uploaded into an online database for scoring; 3) annually or biannually, faculty with familiarity in particular general education areas will score student work; 4) scores will be summarized by the Office of Assessment and reported to Individual Faculty, the Faculty Senate, and the Office of the Provost. The anticipated timeline is:

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

The cycle begins to repeat in spring 2022.

The assessment method is as follows: 20 course sections from a stratified random sample from the Registrar’s list of course sections that include the targeted general education area will be identified. To qualify, courses must have at least 10 students enrolled. The final selection of courses will include 10 lower-division and 10 upper-division sections, with 10 students’ work randomly selected from each section and de-identified. Participation in the general education assessment is expected of all units from which a course is randomly selected. Faculty involved in scoring student work will be prepared through workshops/webinars to participate in scoring sessions held in May. Course- and student-level results will be reported to individual faculty members. Aggregate results by general education category will be reported through the Faculty Senate and Office of Assessment websites.

While UMaine currently holds articulation agreements with all of Maine’s community colleges, the process has begun for creating an umbrella Memorandum of Understanding (MOU) between UMaine and Maine’s community colleges that allows institutions to work together to build better pathways for transferring credits and allowing students to continue their programs of study as seamlessly as possible. Currently, UMaine holds an MOU with Eastern Maine Community College and Southern Maine Community College as well as a draft with Kennebec Community College. The goal of UMaine is to have a Memorandum of Understanding with all community colleges in Maine.

One area in which UMaine and UMM are working to improve is in the establishing and publishing of learning goals and requirements for each program. While many programs possess learning goals and requirements that drive the curriculum, in some cases they are not made public. Additionally, other programs that have undergone staffing and curriculum changes have been slow to update changes in learning goals. Before the next NECHE review, UMaine and UMM will encourage all programs to publish explicit learning goals on the individual program websites.

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

DESCRIPTION

As the State’s flagship university, UM maine is committed to providing a high-quality, broad-based academic experience for people who possess the capabilities and academic backgrounds necessary for success in the collegiate environment. As a truly student-centered university, UM maine strives to offer the appropriate range of academic opportunities, social and extracurricular activities and support services to help assure each student’s success. In fall 2018, UM maine’s enrollment was 11,404 students (9,365 undergraduate, 2,039 graduate.) The table below shows a snapshot of UM maine’s current enrollment.

UM maine offers 90 undergraduate major programs organized in five units: the Maine Business School; the College of Education and Human Development; the College of Engineering; the College of Liberal Arts and Sciences; and the College of Natural Sciences, Forestry and Agriculture. UM maine also is home to one of the nation’s oldest programs called the Honors College. The Honors College offers academically qualified students an opportunity for intensive, interdisciplinary study. Based on their SAT/ACT scores and high school GPA, students are invited to become part of the Honors College during the admissions review process. UM maine’s Honors College provides a distinctive general education curriculum as well as small upper-division courses based on active learning and critical engagement. UM maine also offers a wide array of graduate programs, including more than 70 master’s degree programs and 30 doctoral programs.

UM maine and UMM adhere to the highest ethical standards in their admissions and retention policies. Additionally, UM maine regards student privacy as an essential value. The Family Educational Rights and Privacy Act of 1974 protects the privacy of students. Under this Act, students have the right to inspect and review their education records and have the right to challenge records when they are inaccurate, misleading, or otherwise in violation of the student’s privacy rights. The Office of Student Records is the primary resource for issues related to student privacy.

UM maine and UMM do not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information or veteran’s status in employment, education, and all other programs and activities. Every effort is made to ensure the success of admitted students and to retain them to graduation. UM maine is careful not to mislead students regarding the nature of its programs, the level of performance required, the cost of attendance, the academic and social services provided to them or the financial aid available. We have intensive opportunities for advising, support services, academic services, and in- class and out-of-class opportunities for enhancement and engagement. We have a robust program of campus life and there are numerous on-campus events focused on culture, the arts, politics, leadership, and citizenship.

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. Eighteen percent of UM maine’s undergraduate students entering in fall 2018 were from the top 10 percent of their high school class; 76 percent were from the top half. Their average SAT score was 1159. The distribution by high school rank of entering students has remained fairly consistent over time, and average SAT scores have remained stable over time. UM maine is a selective research institution in terms of its admission standards with approximately 50 percent of its recent undergraduate classes 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. UM maine provides very limited opportunities for remedial education, and therefore seeks to admit only students fully prepared for college-level work.

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. Reporting to the Office of Admissions, the Office of Student Orientation hosts a comprehensive student orientation program with activities in summer, fall and spring. Seventy-three percent of incoming first-year, fall students participated in the summer orientation programs in 2016 through 2018. Orientation programs are also held for graduate students and International students. Similarly, UMM’s Office of Student Engagement hosts summer, fall and spring orientations for its students.

UM maine seeks to meet the needs of a variety of students by providing courses in off-site instructional locations. The sequence of Masters and Certificate of Advanced Studies (CAS) courses delivered as part of the Education Leadership’s cohort-based graduate programs (“traveling Masters and CAS”) in Aroostook County and Central Maine (Kennebec Valley Community College) were designed to lead to a Masters and/or Certificate of Advanced Studies (CAS) in Educational Leadership as well as Maine Department of Education certification as an assistant principal, principal, Assistant Superintendent, Superintendent and/or Curriculum Coordinator. To help ensure the quality of education in these locations, the qualifications of all faculty teaching in the programs are carefully reviewed and can be found in the electronic workroom.

APPRAISAL

UM maine substantially improved its approach to enrollment and enrollment management in 2012 with the hire of our first Vice President for Enrollment Management. This position has led to innovative changes in recruitment, admissions, financial aid, marketing, and strategic assessment and analysis of major distribution, class size, utilization of scholarship and innovative approaches to building and supporting new classes. The mission of the
Division of Enrollment Management is to strategically plan, implement, and assess services and programs that allow UMaine to shape the size, academic quality and diversity of the student body and improve student success. The division provides leadership in university-wide efforts to achieve optimal enrollment through data-driven recruitment and retention strategies, and enhanced student learning and success by providing outstanding services and supporting the goals outlined in the university’s strategic plan. As highlighted in Standard 2, enrollment has steadily increased since 2012: degree-seeking enrollment (undergraduate and graduate combined) in fall 2018 is 7% higher than fall 2012. Further, UMaine has seen improvement in the diversity of the student population. The percentage of degree-seeking students from an underrepresented minority group increased from 5% in 2012 to 7% in 2018, further the number of Hispanic students has more than doubled during this time.

The enrollment division comprises the following departments:

- Admissions and Recruitment
- Financial Aid
- New Student Programs and Orientation
- Student Employment

Increased collaboration between Enrollment Management and Academic Affairs on student recruitment has produced significant undergraduate enrollment growth. The most notable change was the introduction of the Flagship Match program, a scholarship program that allows students to pay the equivalent of the in-state tuition for the flagship institution in their home state, depending on specific academic criteria. In the second year of the program, fall 2017, UMaine experienced the largest number of applications, and the largest number of incoming first-year students in the institution’s history. Students from eligible states qualify for the Flagship Match award (Tier 1) with at least a 3.0 GPA and an 1120 SAT score. Out-of-state students who do not qualify are eligible for a lower Tier 2 award. The number of students from the Flagship states who qualified for the Tier 1 award increased 55% between 2016 and 20181. Starting in 2019, the Tier 1 and Tier 2 Awards will be referred to as the Flagship and Leadership awards, respectively.

In addition to the innovative institutional aid program, a number of collaborations have had positive impacts on enrollment. A partnership between the Division of Lifelong Learning, Enrollment Management, and the Graduate School was created to implement the Customer Relationship Management software Target X to better serve prospective graduate students. The capacity to communicate with prospective students via this platform has been bolstered by an increase from 0.5 to 2.5 FTE in recruitment staff. Additionally, for the first time this year doctoral level stipends ($16,000) have been differentiated from masters level stipends ($15,600). Both are still nine month appointments.

The Division of Lifelong Learning, Enrollment Management, and the Graduate School collaborated to create a recruitment initiative involving Cooperative Extension and working with Admissions staff during this year’s 4-H/UMaine Weekend. This initiative enabled more than 20 high school students to apply. A new Visual and Performing Arts scholarship program proved successful with Fall 2016 enrollments in Studio Art and Theatre reaching a five-year high. Enrollment in the College of Education and Human Development was 52% larger in the entering class of Fall 2017, as compared to Fall 2016. The Maine Business School experienced an increase in enrollment for the fifth year in a row in Fall 2016, representing a 26% enrollment increase over that time period. Natural Sciences, Forestry and Agriculture continues to attract significant numbers of out-of-state students to UMaine, with 75% of students applying for Fall 2017 being from out-of-state. Other examples of this work include Engineering’s weekly tours for prospective students led by the dean or associate dean, introducing hundreds of high school students to the college. In the past year, nearly 2,000 K–12 students participated in the college’s outreach programs.

An additional initiative includes a collaboration between the Graduate School and Enrollment Management to launch a new online application and decision-making software suite designed to make the graduate admissions process simpler and more efficient. UMaine also supports outreach and service. For example, the Fred Hutchinson Center initiated a statewide marketing campaign aimed at adult degree completion for students who may be positioned to complete a B.A. or B.S. through the Bachelor of University Studies. The Cohen Institute offered a Fall 2016 course, Leadership and Public Service, taught by a senior political official who served as chief of staff for three United States senators.

In an effort to better support faculty, the Center for Innovation in Teaching and Learning (CITL) was launched in September 2016. CITL currently develops and delivers a series of workshops, programs and trainings for faculty and graduate students. Their focus is in areas relating to research and innovation in teaching and learning, including the use of new technologies in support of teaching.

UMaine has also worked to meet the needs of students through innovative academic offerings. In Fall 2016, the highly successful Phage Genomics courses, developed as a...
Students previous academic history and any extenuating circumstances. The committee either approves the actions to the Academic Standing Committee based on each student's grade point average, Handbook as noted above. The associate deans of the academic colleges recommend academic programs and colleges, and are published in the Undergraduate Catalog and the Student The Faculty Senate determines academic retention standards, applied by the Academic Standing readmission apply directly to the college of their choice rather than the Office of Admissions. It also explains procedures and conditions for readmission. Currently, students seeking outlines appeal procedures and describes academic activity allowed during suspension/dismissal. Undergraduate Catalog. The catalog explains categories of dismissal, suspension and probation; is an ongoing effort to coordinate Student Life with Academic Affairs on many fronts (information related to graduation and retention is presented in detail in Standard 8). UMaine states its policies on continued enrollment and academic suspension, dismissals and graduation in its Academic Affairs focus on holistic advising and early intervention with struggling students. There is an ongoing effort to coordinate Student Life with Academic Affairs on many fronts (information related to graduation and retention is presented in detail in Standard 8). UMaine states its policies on continued enrollment and academic suspension, dismissals and graduation in its Undergraduate Catalog. 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. The Faculty Senate determines academic retention standards, applied by the Academic Standing Committee. The Senior Associate Provost chairs that committee. The criteria are the same for all programs and colleges, and are published in the Undergraduate Catalog and the Student Handbook as noted above. The associate deans of the academic colleges recommend academic actions to the Academic Standing Committee based on 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 the Senior Associate Provost if new information is available or based on an error in process. The University of Maine's first-year, full-time student retention rate has held steady between 75% and 81% for the past five years. Four-year and six-year graduation rates have ranged from 33% to 40% and 56% to 60%, respectively. (More detail on retention and graduation rates can be found in Standard Eight.) Benchmark data from the Consortium for Student Retention Data Exchange and IPEDS reveal that UMaine's graduation rates generally compare favorably to similar selective public higher/moderate research universities and rural land grant institutions. The Think 30 initiative, established in 2015, encourages students to enroll in enough credits each year to graduate in four years, and with lower levels of debt. In addition to communication materials and financial aid incentives, the initiative has expanded opportunities for students to earn credits through winter or summer sessions, as well as online courses. Sixty-five percent of all degree-seeking undergraduates took 15 or more credits in fall 2017, five percentage points higher than in fall 2016 and 14 percentage points higher than in the fall 2015, the year before the introduction of Think 30. Increases for first-year students were even more dramatic, with 80% taking 15 or more credit hours in the fall semester, compared with only 60% of the incoming class of 2015. Additional detail on Think 30 and its impact can also be found in Standard Eight. In addition, there have been changes to a number of other campus initiatives aimed at increasing student success. The Explorations Program migrated to the College of Liberal Arts and Sciences where students benefit from the college's advising center and enhanced curricular planning. The Division of Lifelong Learning enhanced support services for students in Bachelors of University Studies programs, particularly for students completing the degree online. Winter session was initiated and during year three, 1,161 students enrolled in three-credit hour Winter session courses, representing a 65% increase over year one. Engineering created a new position, the Undergraduate Advising and Internship Coordinator to provide additional academic and advising support for students. The Engaged Black Bear Program was launched with seven learning pathways and 28 badges developed. Eighty-four e-badges were issued in the first year of this innovative student engagement initiative funded by the Davis Educational Foundation. Badges range from internship expertise, to service, to leadership. Natural Sciences, Forestry, and Agriculture piloted a communication initiative with incoming students in which students received texts periodically throughout the summer to provide information and support. The College of Education and Human Development administers the Maine Educational Talent Search and promotes the Maine Educational Opportunity Center, two federally funded TRIO programs that exist to encourage success in post-secondary education among low-income or first-generation college families. UMaine has also worked to create processes and supports to encourage increased student success. For example, the Provost's Retention and Student Success Committee was formed to track and improve retention rates, graduation rates, and overall student success. The degree progress report is an online self-service tool for matriculated undergraduates. It is designed to help students and advisors plan course selection each semester and keep track of the fulfillment of degree requirements. One final example is the leadership of the College of Liberal Arts and Sciences which provides the Academic Advising Conference each fall. Upon reflection of a standing expectation of staff to advise but a lack of formal training, this conference was designed to support faculty and staff in their advising roles and encourage good practices. It includes presentations on advising international and transfer students, FERPA, how to identify students of concern, the Tutor Program, etc. The annual conference helps centralize the topic of advising on campus as a means to ensure student success in postsecondary education.
Students

UMaine has clarified and strengthened its Explorations program for undecided students. Through a special first-year seminar and close contact with advisors, students in Explorations engage in structured activities that enable them to make informed choices for a major or potential career. By the end of the first year, students generally feel more confident in identifying an academic program, which suits their abilities and intellectual or career interests. At the time of declaration of major or transfer to a college, students must meet the eligibility requirements (e.g., GPA) of the particular major or college of interest. Undecided students are assigned an advisor and placed into an FYE 100 first-year seminar course to help support their decision-making and academic success.

With regard to off-site instructional locations, the Educational Leadership program cohort outreach offerings in Aroostook County and Central Maine have been successful in staying true to the philosophy and attracting students to the programs across the state. In part, this is because the model of leadership development hinges on the skills inherent in the leader’s knowledge of how she/he understands his/her school and community, communicates with others, forms working relationships with others, and contributes to their mobilization. The cohort experience mirrors and practices this value in developing genuine, meaningful and long-standing face-to-face relationships among students and faculty. Another key reason that the Educational leadership “off-campus traveling Master’s degree and CAS programs” have been extremely successful is that the graduates are increasingly assuming leadership roles in their respective communities.

In the previous reporting cycle, UMaine was providing support for an instructional location in Brunswick, Maine. Due to low enrollment, this location closed in 2015. Each of the five Engineering students who were currently in their first year were offered a $10,000 scholarship as compensation for relocating, evidence of which can be found in the electronic workroom.

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

DESCRIPTION

UMaine offers an array of student services consistent with the institutional mission and student needs. The Vice President for Student Life and Dean of Students heads the division. The Vice President, the Senior Associate Dean, and the Assistant Dean and Director of Student and Administrative Support Services comprise the central Student Life 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 Life and Academic Affairs operations, which have done a great deal to establish a united and enriched 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 Life staff works deliberately to involve students in community life while ensuring a safe and productive learning environment. There is a liaison to graduate students through the Student Life office and the Associate Dean of Graduate Programs and his staff provide day-to-day support for graduate students. The undergraduate and graduate student governments have a close working relationship with university administrators meeting bi-weekly with the Vice President for Student Life, the Dean of the Graduate School and monthly with the President and other university administrators.

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

Students at UMaine are also offered a large number of out-of-class experiences through 200+ student clubs and organizations, campus leadership opportunities, intramurals, sports clubs, volunteer, and travel opportunities. The Campus Activities and Student Engagement Office has a clear focus on student organization development, leader training, and out-of-classroom experiences. Another example is the CareerFest and the Career Ready program offered by the Career Center which also offers an annual Engineering and general Career Fair. They are joined in this effort by the University of Maine Student Government student organization arm. At UMM, students can participate in 14 student clubs and organizations, Greek Life, and intramural sports.

Student Life staff members are problem-solvers and advocates who care deeply about students and the quality of their lives. The division employs some 400 students, 25 graduate assistants, 11 support staff members and 73 professionals. Student service personnel are highly trained and well credentialed. In the Division of Student Life, the typical minimum degree requirement for professional staff is the master’s degree. The Division of Student Life and other student services offices are funded 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 Handbook is the official Student Handbook of The University of Maine and is maintained electronically by the Division of Student Life. It is a companion to the UMaine Undergraduate Catalog. These documents contain all information focused on university policy and student success. The Student Life Mission and Vision is online and full description of all student services is on the University’s website.
UMaine provides a large complement of expected and necessary student life and services programs. For example, Athletics administers UMaine’s 17 Division I sports programs. Athletics reports directly to the President and adheres to all NCAA policies and standards. Student athletes are treated in the same manner as all other students and, while critically important, the athletic emphasis is clearly subordinate to the institution’s academic mission. The Alcohol and Drug Education Programs within the Student Wellness Resource Center offer students opportunities to look at personal substance use behaviors and options to choose healthy lifestyles, grounded in moderation and the acceptance of personal responsibility for actions. UMaine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information or veteran’s status in employment, and all other programs and activities. The Bias Response Team monitors and responds to instances of bias and hate within the UMaine community. UMaine considers acts of hate and bias unacceptable and antithetical to its commitment to an inclusive and respectful community. The Barbara Higgins Bodwell U(Maine) Center for Service and Volunteerism supports and develops activities related to community service, volunteerism, service learning and philanthropy; and operates a food pantry and thrift shop on campus. The Campus Activities and Student Engagement, a unit of Campus Life, stimulates and encourages social, cultural, intellectual and recreational interaction by providing learning experiences outside of the classroom while Campus Recreation works to create a community that is healthy, engaged and physically active.

UMaine also works to support students in post graduation transitions, and in managing other challenges they may face. For example, the Career Center provides career services and programs for students and alumni to enable them to successfully identify and pursue career goals. The Community Standards, Rights, and Responsibilities initiative promotes personal responsibility through educational outreach to the university community and the enforcement of the Student Conduct Code. The Commuter and Non-Traditional Students Program provides comprehensive programs and services for UMaine’s nontraditional and commuting students to enhance their educational experience and success. Fogg Library and Campus Life upheld their programming. A Bias Response Team was established to help others respond to instances of bias and hate. Per semester or as cases arise, the team meets to not only review the case but also consider how to better educate the campus on how to prevent bias and hate.

The UMaine Career Center is another excellent resource for students. During the last academic year, career counselors met with 5,485 students and expanded their reach to more students through social media. The Career Center also held the largest Engineering Job Fair and Career Fair in Maine with over 301 registered employers. In their evolving relationship with UMM, students from both campuses can be involved in events that take place in the Career Center Library since it has become an interactive technology center over the past year. Additionally, UMM students are included in the online job listings database, CareerLink and several staff members from UMaine visit UMM to meet with students and staff.

Future goals should focus on continuous transformation of the student experience at UMaine. Currently UMaine is at a point where we can begin considering new options and opportunities for students. Chief amongst these is the creation of a student success center where students can experience one stop shopping to access academic information and support, personal and social guidance, and referral and support for any sort of concern, plus an entree to engagement experiences for both academic and co-curricular areas. The First-Year and Transfer Student Center centrally located in the Memorial Union could be expanded to round out its services and become a center where all students experience a low barrier and easy access to critical services. The University should continue to expand living learning opportunities for resident students and prioritize the creation and development of a program in leadership with academic and social components. Another area of critical interest is internship opportunities and the collaboration between the Innovation Center, Academic Affairs, and the Career Center currently underway around the Flagship Internship, a value-added and high quality internship program, could effectively be...
Students

UMaine's students, will allow the university to better serve students with limited resources. Any

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current projection is that UMaine will experience a five percent growth rate by 2023. Enrollment numbers being within two percent of the projection, which extend out five years. The

in this competitive market. Goals concerning enrollment are driven by the build of the budget, and while continuing to increase the number of out-of-state students through the Flagship Match.

The University of Maine has an internal assessment process that reviews each department every three years. The review looks at best practices of the discipline, comparison to CAS standards, evidence-based practices, promising strategies, issues, concerns and recommendations for future operations. Division leaders and staff also collect data using on-line web survey tools, self-assessments, and external assessments conducted through the graduate program in Higher Education, to determine trends and interests. Offices collect data on participation, satisfaction and utilization of services and resources and the LGBTQ Center completed a climate assessment in 2017. A biennial climate survey assesses student knowledge, perceptions, and experience of issues of sexual assault and all forms of sexual violence. Finally, we enlist student voices and input via the LeadWell Peer educator program, LiveWell Student Wellness Coaches, the LGBTQ and Allies Council, the University of Maine Veterans Association and the Veteran Student Advisory Committee.

Additionally, institution-wide data from the Office of Institutional Research are used to determine effectiveness and trend analysis. Currently UMaine is using the NSSE instrument, and will conduct the CORE survey for substance use and abuse and the biennial Drug Free Schools and Community Act required review of substance abuse services is completed every other year.

PROJECTION

The University of Maine is positioned for further enrollment growth through careful attention to recruiting and supporting in-state students and attracting out-of-state students through our Flagship Match Program. The in-state and out-of-state awareness of what UMaine has to offer has broadened through increases in acceptance standards, a broader national marketing program, and availability of relevant programs and services. Even with declining numbers of high school graduates in Maine, the University expects to attract an increasing percentage of those graduates while continuing to increase the number of out-of-state students through the Flagship Match. UMaine has the quality programs to attract increased numbers, and has expanded its visibility and in this competitive market. Goals concerning enrollment are driven by the build of the budget, and take into account the incoming class size and the retention rate. There is a strong history of actual enrollment numbers being within two percent of the projection, which extend out five years. The current projection is that UMaine will experience a five percent growth rate by 2023.

The improvement of retention and graduation rates remains a priority. Further analysis of the student population and its needs, and more thorough evaluations 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, UMaine expects to slightly increase both retention and graduation rates in the next three years with the adoption of programs in early warning, college-based advising centers, and a clear emphasis on completing college in 4 years through the Think 30 initiative.

For students experiencing academic difficulty, UMaine has initiated an academic recovery course. All first-year students with a first-semester GPA of 1.5 or below will be required to pass a one-
Faculty categories and definitions are outlined in the AFUM Contract. There are three kinds of academic ranks at UMaine: Academic Ranks, Extension Ranks, and Research Ranks. Academic Ranks include Lecturer, Instructor, Assistant Professor, Associate Professor, and Professor; all except Lecturer and Instructor ranks are tenure-track. Faculty appointments, tenure, and promotion decisions at UMaine are all reflective of those normally found at major research institutions in the United States, and are identified in the AFUM Contract. The evaluation criteria utilized in such decisions are developed at the appropriate departmental or divisional level, and include teaching (instruction, student advising, course and curricular development, etc.), research and scholarship (including creative works in the discipline, publications and presentations, research, and scholarly writing), and service (to the department, college, campus and university, as well as professional activities and public service related to the discipline). The focus is on teaching, research and service. While the focus is on teaching rather than research, UMM still has the same three evaluation criteria.

Faculty rights and responsibilities are outlined not only in the AFUM Contract, but also in the University’s governance documents and procedures (the Faculty Senate Constitution and By-Laws, the By-Laws of each of the academic colleges, and the Faculty Handbook). All members of the University Community enjoy and exercise academic freedom, as it is generally understood in higher education. At UMaine, academic freedom is defined as the freedom to discuss, meet with others and present scholarly and personal opinions and conclusions regarding all matters in the classroom and in public, to explore all avenues of scholarship, research, and creative expression, and to reach conclusions according to one’s scholarly discretion and according to one’s own conscience on all matters, including university operations, policies and employment practices without any institutional censure, discipline or restraint. UMM has a separate Faculty Handbook from the University of Maine but shares a similar definition of academic freedom.

Faculty workload at UMaine, which includes teaching, research, and University and public service, is determined primarily at the faculty member’s departmental level (or other appropriate unit), and is based on departmental responsibilities and needs, college needs, individual competencies, and the faculty member’s past workload. Individual workload assignments are made in consultation with the faculty member. As a result, faculty workloads vary from college to college, and in some instances within a college. The most common teaching load at UMaine for tenure-track faculty members is 2-2. At UMM, the faculty teaching workload is primarily 12 credits per semester due to the focus on teaching and not research. Additionally, student advising at UMM is part of the faculty’s teaching responsibilities. Faculty are encouraged to develop strong ongoing relationships with advisees, adhering to a “relational advising” model. Faculty are assigned advisees in their major and the range can be from 10 to 50 depending on the program. There is an additional First Year Student Advisor and an Adult Learning Advisor for those student populations.
In the state of Maine, salaries at UMaine are higher than at any other public institutions, though they are significantly lower than at the private liberal arts universities in the state (Bates College, Bowdoin College, and Colby College). Data included in the NEA’s Higher Education Advocate May 2017 publication indicated the salaries at UMM were lower than most other higher education institutions in Maine.

The recruitment of historically underrepresented groups and women for faculty positions at UMaine remains a matter of serious concern. In 2017-2018, 61% of full-time faculty were male and 82% who reported their race were white. With respect to issues of women faculty and staff, the Rising Tide Center at the University, which has as its core mission advancing gender equity at the institution, released its Comparative Study of Gender Differences in Perceptions of Faculty Work-Life, 2011 & 2015 in 2016, which has helped to identify some of the issues faced by women faculty at the University. In addition, the Provost’s Council on Advancing Women Faculty, formed in March 2009 and renamed the Provost’s Council on the Advancement of Women Faculty in Fall of 2016, serves as an internal advisory committee for the ADVANCE project at the University.

TEACHING AND LEARNING

DESCRIPTION

UMaine engages in a broad array of initiatives to ensure that instructional methods are aligned with best practices, and that student learning is measured through reliable and valid methods driven by faculty input and participation. These initiatives include both instructional interventions/professional development and quality assurance methods such as program accreditation and review processes. A major focus during the past five years is a campus-wide implementation of program and general education assessment. Created in 2014, the Office of Assessment works with faculty and the Provost’s office to design a campus assessment plan, create common protocols for program assessment, and assist in the formation of a Faculty Senate motion governing the assessment of general education courses.

Individual colleges and programs also undergo specialized accreditation and review. Over 50 programs of study at UMaine have earned and maintained specialized accreditation in good standing. Major units include the College of Engineering, which has continuously maintained ABET accreditation since 1936; the Maine Business School, which has been fully accredited through the Association to Advance Collegiate Schools of Business (AACSB) since 1974; and the College of Education and Human Development. The University of Maine is proud of its 56 year National Council for the Accreditation of Teacher Education (NCATE) accreditation history and is prepared to meet the renewed rigor and relevance of excellence by seeking accreditation based on the Council for the Accreditation of Educator Preparation (CAEP) standards in 2020. CAEP accreditation-eligible EPPs take steps to maintain gapless national accreditation for educator preparation. Additionally, UMaine and UMM’s commitment to quality extends beyond professional accreditors with all programs of study undergoing review every seven years.

Advisory committees also play a significant role in program development. Dozens of advisory groups help guide academic and research centers across UMaine. For example, the professional advisory committee for the Cooperative Forestry Research Unit helps guide the focus and scope of collaborative research activities focused on improving tree species and wildlife management practices. Another example is UMaine Graduate School of Biomedical Science and Engineering that was established in 2006 as a collaborative effort between the University, The Jackson Laboratory, Mount Desert Island Biological Laboratory, Maine Medical Center Research Institute, University of Southern Maine and University of New England. The External Advisory Board provides external counsel and perspective regarding...
Teaching, Learning and Scholarship

Standard Six: Centered, evidence-based teaching practices at the departmental level. There are several Faculty program, which sent trained ambassadors to UMaine to help biology faculty develop student-assessment has been used by UMaine faculty to highlight program successes and discuss ways to measure differences in student thinking when administered at multiple time-points during an undergraduate program—such as when students enter the major, after the introductory course. Faculty are also leading efforts to design new assessment instruments that are intended to change by embedding service-learning projects into courses, and strengthening teaching/curriculum, student learning outcomes and interdisciplinary approaches to education.

One major focus is in the area of STEM instructional transformation. For example, faculty in the School of Biology and Ecology (SBE), and Department of Physics and Astronomy created the NSF-supported University Classroom Observation Program where 117 middle and high school teachers have observed 535 STEM courses and provided faculty with feedback on their instruction. The feedback includes information on which instructional practices are being used, and provides connections between UMaine and secondary schools throughout the state. To date, research from this program has been published in three peer-reviewed publications and received additional NSF funding to focus on the student transition from high school to first-year university STEM courses.

The Campuses for Environmental Stewardship (CES) program awarded grants to 4-year baccalaureate granting Campus Compact member campuses in Maine, Massachusetts, New Hampshire, and Vermont who recognized the importance of addressing important societal issues, in this instance environmental stewardship, and who are committed to creating institutional changes that incorporate service-learning, and strengthening teaching/curriculum, student learning outcomes and interdisciplinary approaches to education.

Faculty are also leading efforts to design new assessment instruments that are intended to measure differences in student thinking when administered at multiple time-points during an undergraduate program—such as when students enter the major, after the introductory course series, and just prior to graduation. For example, faculty in the School of Biology and Ecology (SBE) have led the design of the Bio-MAPS (Biology-Measuring Achievement and Progression in Science) suite of assessments which are aligned with the core concepts of biology outlined in the Vision and Change report and supported through funding from the NSF. Information from the assessment has been used by UMaine faculty to highlight program successes and discuss ways to address concepts where students are struggling. SBE also participated in the PULSE ambassador program, which sent trained ambassadors to UMaine to help biology faculty develop student-centered, evidence-based teaching practices at the departmental level. There are several Faculty Learning Communities in SBE that are focused on assessment.

UMM has several programs that have been developed to transform the learning environment for students. The STEM Bridge Program (Fall 2015 to present) is a nine-day program prior to the start of the fall semester for students with a weak background in mathematics. It mixes math support, growth mindset development, along with hands-on activities pertinent to the science program. The Peer Educator Program (Spring 2015 to present) consists of Supplemental Instructors (trained in the UMKC model), trained embedded tutors, and regular Study Center tutors all matched with courses based on academic need. Family Futures Downeast (Summer 2016 to present) is a one-year program that provides access to education and employment opportunities for parents with young children, and uses a two generation approach combining post-secondary education and workforce development with high quality early education for the children.

Another area of excellence is the UMaine’s work in providing authentic research experiences to students enrolled in classes such as HON 150 Genome Discovery 1: From Dirt to DNA where students answer novel research questions and receive high levels of mentoring from professors and teaching assistants. Another example of innovative practices is the use of Teach Live, an avatar-based teaching simulation. Students in the College of Education and Human Development receive real-time feedback about the quality and appropriateness of their teaching strategies in a highly realistic mixed-reality environment. For undergraduate research experiences, UMM has a first year Phage Hunters program, a Senior Theses for all science students, and specific undergraduate research courses.

UMaine also has a Faculty Course Modification Incentive Grant-Maine Learning Assistant (FIG-MLA) Program, which is an innovative program that improves undergraduates’ STEM course experiences and outcomes while providing a rewarding professional development opportunity for exemplary STEM majors and STEM faculty. Through the program, STEM faculty receive assistance in planning and implementing course modifications that incorporate research-based techniques for STEM instruction, including those that promote active learning. As of 2017, 38 instructors in 14 departments have received awards. Maine Learning Assistants are undergraduates hired to assist with the faculty course modifications and receive professional development through a seminar course. In total 238 undergraduate students have had the opportunity to be MLAs. Last year, 77% of incoming STEM majors took at least one FIG-MLA course and undergraduates in these classes showed higher retention rates. The RISE Center was formed to advance the research and practice of teaching and learning in science, technology, engineering, and mathematics, the STEM disciplines, and regularly contributes through publications and presentations on the scholarship of teaching and learning in STEM. The FIG-MLA program is coordinated by the RISE Center. Faculty in this center regularly publish manuscripts and provide workshops, and have received over one million dollars in funding.

UMaine also supports a variety of other teaching/learning initiatives. The Cooperative Extension 4-H STEM Ambassadors are undergraduate students who facilitate hands-on science, technology, engineering, and math (STEM) activities with youth 8–14 years old throughout Maine. The Foster Center for Innovation offers a minor in Innovation Engineering that gives students a complete array of tools and a systematic approach to creating, communicating and commercializing ideas in response to problems and opportunities in any field; they also learn how to lead the process of innovating within organizations- businesses, nonprofits, governments, educational institutions, arts organizations, and other applications. Students and faculty have access to prototyping and small-scale production facilities in the IMRC and the Advanced Manufacturing Center. Annually, the Division of Lifelong Learning in conjunction with faculty from the College of
Liberal Arts and Sciences offer students the opportunity to attend the Camden International Film Festival and engage with filmmakers from around the world. This week-long intensive course provides students with an insider view of the film industry. The Darling Marine Center, in cooperation with the School of Marine Sciences offers students a Semester by the Sea where they live and study the complex marine environment and learn to apply the foundational skills they have acquired in their preparatory coursework. The Hutchinson Center hosts the Midcoast Leadership Academy where participants from the midcoast region of Maine develop the management and leadership skills of emerging and established individuals in the area. UMM has a faculty “Let’s Talk Teaching” program that has been in place since Fall 2011. This is in-house professional development where different best practices in teaching, advising, and assessment are presented and discussed two to three times per semester.

The Center for Innovation in Teaching and Learning (CITL) provides support for innovative pedagogical efforts and promotes excellent teaching and learning at UMaine. Together with our partner centers and departments on campus, the CITL works to create and sustain a culture of innovation in teaching through workshops and personalized consulting on curricular and instructional design, educational software, technologies for instruction, and related efforts to support 21st century information and learning cultures. In order to support an increasingly diverse faculty and student body, The Rising Tide Center was established with support from the National Science Foundation’s ADVANCE Institutional Transformation program to create an equitable environment for faculty with a “rising tide that lifts all boats.” The data-driven methods used to implement and sustain positive change at UMaine include offering professional development opportunities for faculty, encouraging utilization of family-friendly policies, establishment of a dual-career support system to attract and retain faculty talent, introduction of a targeted mentoring program, and offering best-practices training for administrators and search and peer committee members.

To promote the more effective use of student evaluations of teaching, the Blue course evaluation platform has been implemented. This system allows faculty to customize questions, adjust the evaluation schedule, and ensure access for all enrolled students. The design of the system promotes the use of student feedback to inform instruction. It also allows departments and colleges to examine trends in the data including issues of inherent bias. UMaine is also partnering with TaskStream to implement two major assessment tracking and reporting systems. The first, Learning Achievement Tools (LAT), is a portfolio-based system that will help the College of Education and Human Development make the transition from NCATE to CAEP accreditation. The second, Accountability Management System (AMS), will help academic programs campus-wide to set assessment goals, track data, and visualize their results. Both systems are administered through the Office of Assessment and coordinate the release of results with each of the academic colleges, individual departments and programs, and individual faculty. These systems will deepen the culture of assessment that has been fostered over the past several years and facilitate maintaining the momentum for high-quality assessment of student learning during changes in departmental and college leadership.

A hallmark of UMaine’s Honors College is its interdisciplinary faculty, students, and core curriculum. Students in the small seminars (12-15 students) come from all of the University’s colleges and read a common, great books curriculum guided by faculty from the colleges of Liberal Arts and Sciences, Natural Science, Forestry and Agriculture, Education, and Honors with the primary goal of exploring different perspectives and interpretations of events throughout (primarily) Western civilization. The learning is student-centered, with a strong emphasis on critical thinking and writing, independent undergraduate research projects, and student engagement in and outside of the classroom. The culminating Honors thesis is done under the supervision of a mentor in the student’s major, but with a committee that includes members from outside of the discipline.

UMaine uses a variety of supports and scaffolds to help ensure student success and provides guidance throughout their academic careers. The primary vehicles for advising are the college and department-based units that support undergraduate students. For example, the College of Liberal Arts and Sciences (CLAS) has several models of academic advising. These include, 1) faculty advisors for students within their declared majors, 2) academic advisors from the CLAS Advising and Student Services Center, and 3) co-advisors (both faculty and academic advisors) for students who are either new transfers (during their first two semesters) and students on academic probation. Alternatively, most academic units in the College of Natural Sciences, Forestry and Agriculture have an undergraduate program coordinator who has the primary responsibility of advising new first-year and new transfer students matriculating into undergraduate majors. Frequently, these program coordinators advise the new students for a semester or two, and then the new students are transferred to another faculty advisor. While NSFA does not have an advising center, there is an Associate Dean of Instruction office where students can seek answers to general questions and be directed to the appropriate offices for help. NSFA also has an advisor who advises those who have not declared a major. In the College of Education and Human Development, the centrally organized Advising Center handles all aspects of advising, the Teacher Candidacy process, academic support and information distribution. Students in the College of Engineering primarily receive advising through designated faculty advisors. In addition to traditional academic advising, UMaine provides a broad range of specialized advising and support services to students. In the College of Natural Sciences, Forestry, and Agriculture, at-risk students (including all transfer students) are invited to participate in an “intrusive advising” program where they meet weekly with a highly performing peer to examine their dispositions and behaviors as a student and receive guidance on how to improve those skills. In the Honors College, students writing a thesis work with a mentor in their major and a committee of four other members that help guide the research and writing. While Honors students are assigned advisors in the college of their major, the Dean and Associate Dean’s office, along with the Honors Associates, recent graduates of the Honors College, are available to advise all students and meet individually with all thesis students. Honors students on caution status meet individually twice/semester with the Associate Dean where they are advised on strategies to improve academic success. Student Accessibility Services facilitates educational access for students with disabilities at UMaine by providing or coordinating disability accommodations, giving information about UMaine and available resources to students and families and educating the campus community.
The institution supports scholarship, research, and creative work through a broad range of internal funding opportunities and administrative support for students, faculty, and staff seeking external support. Students are supported through a variety of means, especially through the multiple research grants in each of the major units. The institution also supports student scholarship through several internal and external funding and support mechanisms. The mission of the Center for Undergraduate Research is to increase, improve and enhance undergraduate students’ participation and experiences in research, scholarship and creative activity. The newly created Undergraduate Research Collaboratives Program seeks to support undergraduate students who are interested in conducting research across multiple disciplines. Units within UMaine also award support for research and travel activities of students. For example, the Linda Lancaster Fund is awarded to graduate students in the College of Education and Human Development to support professional development and travel costs related to their research. Similarly, the Leitch Fund supports travel costs for honors students to attend professional meetings and conferences. The recently created Office of Major Scholarships assists students in competing for prestigious national merit-based awards such as the Udall, Fulbright, Goldwater, and Rhodes scholarships. Annually, students are invited to present their work at the Student Research Expo.

The Grants productivity report indicates the numbers of extramural proposals and their dollar amounts as well as detailed information on awards for individual projects. In 2016-2017, nearly $57 million was granted to 353 awards, involving 266 faculty and staff in 53 departments. Faculty seeking external funds are supported through the Grant Development Office whose mission is to enhance grant seeking activities and facilitate grant collaborations across units and around the state in order to promote a culture of research excellence. In addition to support for external funding, UMaine also administers a number of internal competitions for faculty research, artistic work, travel, and professional development. The Faculty Research Funds Program is administered by the University Research Council and seeks to stimulate and facilitate faculty research and scholarship and to further the long-range goals of UMaine by supporting the research of full-time faculty. Similarly, the Research Reinvestment Fund was created to strengthen research, development and commercialization activities that are tied to Maine businesses and to industries that are critical to the future of Maine. Additional funding opportunities for Faculty in the humanities are available from the Clement and Linda McGillicuddy Humanities Center Faculty Grant Program which seeks to support research, community engagement, and innovative teaching proposals. The Maine PSP-Faculty Incentive Grants help faculty strengthen instruction and learning outcomes in undergraduate science, technology, engineering, and mathematics (STEM) courses.

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

APPRAISAL

UMaine is increasing efforts to explore innovative technologies for teaching and learning. The Maker/Hacker space supports students in accessing the contemporary technologies (e.g., Arduinos, 3-D printers, pattern-makers) in order to explore new ways of thinking. Working alone, in teams, or as part of a course, students develop new approaches to old tasks. They also test the limits of new technologies by creating their own Rube Goldberg machines or printing simple, 3D widgets. The Virtual Environment Multimodal Interaction Laboratory (VEMI) is a collaborative educational, research, and development facility where faculty, undergraduate, and graduate students across more than a dozen disciplines come together to learn about scientific research, creative design, and technical skills using the latest virtual and augmented reality technologies. The institution has also implemented structural improvements to classrooms and technologies to promote and support research-based instructional improvements. First initiated in 2011, active learning classrooms have been added around the campus in response to faculty and program needs. These classrooms are distributed around the campus and vary in size and configuration in order to meet the needs of multiple disciplinary uses. Faculty can access professional development on how to utilize these spaces to the maximum instructional benefit. Finally, UMaine has focused on improvements to the physical plant, including upgrades and improvements to many of the learning spaces on campus. Since its inception in 2012, the Paint and Polish initiative has addressed many of the most significant needs on the campus, but many more remain. A recent report showed significant progress as of the summer of 2017, and more than 50 classrooms received information technology upgrades. A key strategy of this initiative is to coordinate as many physical plant upgrades with complementary IT improvements as possible. In doing so, best practices for instructional design are coordinated with the appropriate technologies to support the learning space.

Upon reflection of how to improve teaching and learning in the Honors College, research collaboratives have been developed, building on the strengths of the College while responding to student and faculty research interests and expertise. These collaboratives include the Sustainable Food Systems Research Collaborative and the Servant Heart Research Collaborative. They include interdisciplinary faculty, students, and often community stakeholders who use a knowledge-to-action model to address intractable socio-economic problems such as food systems in Maine or educational challenges facing traumatized children in Sierra Leone. Students are taking leadership roles here in the development, research, coordination and production of outputs generated by the collaboratives, and multiple presentations, publications, and other scholarly and applied products have resulted.
A comprehensive analysis of academic advising and student supports was conducted in 2017 and examined the practices and impact of academic advising, Think 30, and Winter/Summer session on student success. The complete results of this analysis are examined in more detail in Standard Eight.

UMaine has made demonstrable progress in increasing the supports for faculty and others to improve the educational program. Specifically, the creation of the Office of Assessment and more significantly, the Center for Innovation in Teaching and Learning, demonstrate the substantial institutional investment in this work. Both offices have created a significant set of resources to assist faculty and Department Chairs in the review of their curriculum, teaching methods, and learning opportunities.

For example, UMaine examines the effectiveness of its practices through critical review and reflection. As a member of the Multi-State Collaborative to Advance Quality Student Learning, UMaine has examined evidence of student learning in a broad range of courses related to General Education outcomes. Student papers (artifacts) were gathered from normally-administered assignments and uploaded for scoring by faculty at other institutions. These results are regularly reviewed with contributing faculty and shared with leadership in the Faculty Senate and the Provost’s office. The results are also connected to regular professional development sessions on the use of the AAC&U VALUE rubrics for evaluating student learning in foundational areas. Four such review sessions have taken place annually since 2015 focusing on Critical Thinking, Writing, and Quantitative Literacy.

The University of Maine engages in a number of different organizational efforts to improve teaching and instruction. An excellent example of such efforts was the creation of the Center for Innovation in Teaching and Learning (CITL), which is a new effort to coordinate support for both faculty members and graduate students who wish to learn about, experiment with, adopt, and assess new approaches to teaching and learning at UMaine. CITL develops and delivers workshops, programs and trainings for faculty, focusing on areas relating to research and innovation in teaching and learning, including the use of new technologies in support of teaching. CITL also has design studios staffed with instructional designers and outfitted with video and audio production facilities, and resources for developing animations, graphics, and for experimenting with new technologies. Training specifically targeting graduate teaching assistants is also provided at the departmental level, especially in departments in which teaching assistants are extensively utilized.

Similar to many of its peers, in AY 2015 UMaine still differentiated between online and face-to-face learning. But when it began the assessment of its support services and resources for faculty teaching, which resulted in the creation of CITL, these boundaries began to weaken.

In practice, faculty and students had long ago adopted digital tools and services for their in-person classes, such as learning management systems, web conferencing, and other technologies that facilitated communication and collaboration. What UMaine began to do with CITL, however, was to provide face-to-face courses the same level of instructional design support and curricular materials planning and development once reserved for online courses. Of course, faculty had already begun to use materials and services created for online courses in their campus-based courses. But now we do this deliberately.

This has led to planning of instructional spaces in the context of all of the communication, collaboration, media, and analytical technologies now in use throughout academic and non-academic work. For example, rather than simply outfit classrooms, as 21st century versions of 19th century lecture-style classrooms, UMaine through CITL and other groups collaborates with faculty to take account of the pedagogical strategies that we can now employ. UMaine now has a growing number of active-learning/team-based-learning classrooms. Similarly, 21st century pedagogy and technology is at the heart of our planning for our new Engineering Education and Design Center building.

CITL helps UMaine and the University of Maine System make pedagogy-informed decisions about services used in teaching, ranging from student response systems, video services, web collaboration platforms, learning analytics, and more.

After decades of apparent stagnation, we now perceive university-level teaching as evolving and dynamic. With that, we are unpacking practices that had been codified over the decades.

Recent efforts to implement online student evaluations of teaching for online and blended courses have been highly successful. UMaine has improved response rates from 18+/-% to approximate 66% through the use of contemporary technologies coupled with best practices in survey administration. Paper-based evaluations of teaching enjoy even higher return rates (80+/-%). Despite these notable strides, there remain many areas for improvement in the evaluation of teaching. One priority is the adoption of a consistent campus-wide method to administer the Student Evaluation of Teaching. The current paper-based method yields excellent response rates, but does not support useful disaggregation of the data to detect potential differences in student experiences related to race, gender, or course performance. Another area of concern is the lack of a consistent peer evaluation of the teaching process. Currently, programs utilize a broad array of approaches to peer observation ranging from no observation to multiple observations per semester. Similarly, there is not a consistent framework across academic programs for the consideration of teaching effectiveness with the promotion and tenure review process. Currently, UMaine is formulating plans to address both issues (see Projections, below).

The implementation of College-based advising has ensured access to high-quality advising for most students campus-wide, however, gaps still remain. The implementation of advising centers in the College of Education and Human Development and the College of Liberal Arts and Sciences has ensured that students in those units have ongoing access to a variety of advising supports including degree planning, financial advising, and support service referrals for struggling students. Similarly, the intrusive advising approach piloted by the College of Natural Sciences Forestry and Agriculture has produced solid indicators of impact for students. However, despite these efforts, there remains an ongoing need for improved advising supports for students- especially in the area of communication.
surrounding students at risk. Presently, there are few channels for communication between students, instructors, faculty advisors, professional advisors, Student Life personnel, and other administration. These limited communication pathways decrease the likelihood that issues facing students at risk will be communicated in as rapid a manner as would be optimal. Under projections (below) are listed several initiatives in the planning/implementation phase designed to address the need for more timely information about students at risk and approaches to help them. At UMM, faculty are assigned students for Relational Advising that consists of academic support, career planning, and enrollment assistance.

UMaine recently restructured the research office to align with national trends of how modern university research offices are organized with the ultimate goal of delivering outstanding service to faculty. Three units emerged from this reorganization: the Office of Research Administration (ORA), the Office of Research Compliance (ORC), and the Office of Research Development (ORD). Specifically, ORA is dedicated to pre- and post-award of grants, ORC handles research integrity and compliance, and ORD concentrates on proposal writing services, grant workshops, and research infrastructure development. Policies, procedures, and information are distributed to the university community via multiple communication channels, including a newly established monthly research newsletter and improved departmental websites.

The institution’s commitment to supporting faculty research success is being realized through increased grantsmanship services and outreach to faculty, especially those in early stages of their careers. A “New Researcher Orientation (NRO)” was established in AF 1718 to complement UMaine’s general faculty orientation held at the beginning of the fall semester. NRO connects faculty to the research offices and staff to raise awareness of services and trainings available as well as new initiatives aimed at growing the research enterprise. Examples of trainings include: Academic Year Fellowships, Summer Fellowships, Research Fellows Program, Travel Grants, and the UMaine Student Symposium. All of these programs are funded by the office of the Vice President for Research and supplemented by external funding from federal and state agencies, and private industry.

CUGR has improved students’ participation in research and creative activities as evident by the increased number of undergraduate student participation in the 2018 UMaine Student Symposium (UMSS) to 756 as compared to the 2017 event with 539 student authors and presenters (an order of magnitude increase from the 1st event in 2010 with only 68 students). In addition to internally funded fellowships, CUGR has doubled NASA/MSGC funding from $60K in 2017 to $127K in 2018 for student fellowship and scholarships and increased sponsorship from private industry from $500 in 2015 to $30,000 in 2018. Upon running a successful pilot program in 2014-17, the 2018-2020 CUGR Faculty Fellows program recruited the second cohort of 20 faculty fellows and provided them with professional development workshops focused on training faculty on mentoring and utilizing UG student researchers.

In the area of teaching and learning, UMaine has made substantial progress however, there remain several areas for focus in the coming years including increased supports for student advising, additional focus on the evaluation and support of high-quality teaching, and the further development of the Center for Innovation in Teaching and Learning to fully support high-quality instruction and pedagogical development of regular and part-time faculty alike. UMaine will also increase support for grant development and submission to become more competitive in national competitions.
HUMAN RESOURCES

DESCRIPTION

The Office of Human Resources’s mission is to recruit, train, inspire, develop, incentivize, and retain employees committed to UMaine and its student-centered mission. By partnering with all departments on campus via our business partner model, HR helps employees at all levels of the organization align individual and departmental goals with institutional goals. UMaine employs 2,678 employees (2,146 full-time and 532 part-time), including 499 full-time faculty and 244 adjunct faculty. UMaine also employs approximately 600 graduate students and 2,500 undergraduate students. UMaine has six collective bargaining agreements, covering a majority of employees. Non-represented employees are provided resources and advocacy through the University Supervisors/Confidential Employees Advisory Council and the Office of Human Resources. Terms of employment are made available to faculty and staff in their individual contracts. All terms of employment are also included in employee offer letters. Grievance procedures are set in collective bargaining agreements. Non-represented employees can file grievances through the Office of Human Resources.

Requirements to qualify for tenure-track faculty positions and other staff positions are outlined on the Office of Human Resources website. All policies regarding Human Resources and Labor Relations are also available on the Office of Human Resources website. UMaine strives to remain competitive in compensation for faculty, staff, and administrators. Our baseline salaries are not as high as some peer institutions, but we offer robust benefits as part of the total compensation package. All full-time regular and part-time regular employees working at least half time are eligible for benefits, including health care, educational opportunities, Veterans benefits, paid leave, disability benefits, family leave, dependent tuition, retirement, and an Employee Loan Fund among others. Benefits can be managed through a convenient online portal. These benefits have a positive impact on employee retention as well as physical and financial well-being. UMaine’s Intellectual Property policy also helps attract and retain talent. The Office of Innovation & Economic Development (OIED) facilitates the technology transfer and the commercialization of inventions produced at UMaine. Researchers retain ownership of their intellectual property and revenue is shared between UMaine and the researchers. This policy serves as an incentive for continued research and development which has economic impact beyond just the UMaine community.

All faculty and staff are evaluated on a yearly basis, according to the provisions of their collective bargaining agreement. Faculty and staff continue their professional development through attendance of trainings, conferences, and networking events. Fogler Library employs 52 staff, including 18 professional librarians, 4 non-MLS professionals, and 30 library support staff. Students are employed in all of the library departments and their work hours ensure that the library can be open the hours needed and they help provide the services to keep the library functioning. One part-time support staff member works at the Darling Marine Center. The non-MLS professionals are as follows: an archivist, a financial manager, a public relations manager, and a circulation manager. There has been a decrease in the number of library staff since 2009 due in part to a reorganization that removed two staff from the library and to internal departmental reorganizations. The library works closely with the assigned Human Resources Partner so that all personnel actions follow established guidelines and union contracts. All library staff are evaluated yearly to determine effectiveness in all aspects of job performance including teaching, service, research, and creative activity. Evaluations are administered by the appropriate Department Head and the Department Heads are evaluated by the Dean. All evaluations are submitted to the Human Resources Department. The library has a peer review committee and a career ladder for the professional staff. Professional staff who are seeking continuing appointment or advancement must present a portfolio to the committee for consideration. Professional development funding for all staff is administered by two committees, the Professional Personnel Committee (PPC) and the Library Advisory Council (LAC). The PPC has a travel budget that allows for partial funding for travel to conferences and workshops for professional staff. The LAC provides partial travel funds for the library support staff.

APPRAISAL

Since the 2009 study, UMaine has been undergoing restructuring as part of the University of Maine System’s “One University for all of Maine” initiative. This initiative has caused a reduction in staff/administrators through administrative integration. Some previous UMaine employees are now University of Maine System Employees in an attempt to streamline services. UMaine still benefits from these employees, but they are no longer on our payroll. The University of System is concentrating headcount on areas identified as highly critical and that require a high degree of specialization for superior service delivery. This concept will require a redirection of headcount and salary to Centers of Excellence (COE), including labor relations, recruiting/talent acquisition, learning and organizational development, compensation/data analytics, equal opportunity, benefits administration, project management, and communications.

In 2010, the Rising Tide Center was founded at UMaine with $3.3 million in funding from the National Science Foundation ADVANCE Institutional Transformation program. The Center is focused on recruiting, retaining, and advancing women faculty in the sciences. While the grant has terminated, we continue this work at UMaine and beyond by engaging our community around gender equity issues. Rising Tide research, outreach, and programming efforts support the academic tenets of our partner academic program, Women’s Gender and Sexuality Studies. With this support, UMaine has succeeded in meeting or exceeding most targets for recruitment, retention and advancement of women faculty in STEM fields at UMaine, fostering changes in workplace policies and campus climates, increasing job satisfaction among women STEM faculty, and serving more than 80% of UMaine faculty through voluntary participation in one Rising Tide Center event. The data-driven methods used to implement and sustain these positive changes at UMaine include offering professional development opportunities for faculty, encouraging utilization of family-friendly policies, establishing a system to attract and retain faculty talent, introducing a targeted mentoring program, and offering best-practices training for administrators and search and peer committee members. This work has produced more than 20 peer-reviewed publications and over 20 national and international presentations that serve as a resource for the UMaine system, and other academic institutions. In recognition of the success of ADVANCE initiatives implemented at UMaine and exemplifying the Center’s partnership with administration, the Provost provides oversight and financial support for the Rising Tide Center. As the Center continues to evolve, we seek to serve a broader stakeholder base with a renewed focus on creating and supporting gender equity at UMaine.

A search for the twenty-first President of the University of Maine was launched by the University of Maine System Board of Trustees in July 2017. The search was conducted through an 18 member search committee under the oversight and procedures of the Board of Trustees of the University of Maine System. The search committee included representatives of the faculty, students, staff, Trustees, Board of Visitors, and community. The University of Maine at Machias regional campus was represented by three members of the committee. The committee was chaired by Trustee Gregory Johnson. The search committee was assisted in this work by Storbeck-Pimentel and Associates, executive search consultants. Shelly Weiss Storbeck, Managing Partner, served as lead consultant, assisted by Ethan Dubov, Associate. The results of this search culminated in the selection of former Chief Operating Officer of the National Science Foundation in Virginia, Dr. Joan Ferrini-Mundy.
FINANCIAL RESOURCES

DESCRIPTION

UMaine and its financial resources are guided by "The Vision for the University of Maine System":

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

The Chancellor's January 2015, "One University for all of Maine," document led to a Unified Budget Implementation Plan approved by the Board of Trustees in September of 2016. That implementation plan, included in the appendix, includes five key financial areas: that each of the campuses are working on collaboratively: 1) Tuition & Fees, 2) State Allocation Model, 3) Institutional Aid/Waivers, 4) Reserves, and 5) Capital Project funding. Although not completely realized, the University of Maine System campuses are working together to fully implement the recommendations. While the term Unified Budget is used throughout the document, the approach is NOT to unify resources, but rather to merge financial policies and procedures across the seven sister institutions. The goal of the Unified Budget is to enhance transparency, ensure appropriate fiscal controls, and make possible comprehensive, system-wide collaboration. All administrative functions will be integrated and managed as a single, geographically distributed unit, reducing redundancies and ensuring that every corner of the University of Maine System benefits from the expertise and efficiency that can only be achieved through true cooperation and scale.

The Chief Business Officer is the University’s chief financial officer reporting to both the President of UMaine and to the Vice Chancellor for Finance and Administration at the University of Maine System. UMaine’s Budget Office is comprised of a Director of Budget and Business Services, a Senior Budget Analyst, and an Accounting Specialist. Each college and major functional area within UMaine also have financial staff who report directly to their individual area and work closely with the Budget Office in the preparation of the annual budget and other campus-based financial reporting requirements, as needed.

APPRaisal

Revenue from Tuition and Fees: For a period of six years (FY 2012 through FY 2017), as mandated by the State of Maine, the University of Maine's in-state tuition was held constant. Over the past ten years, net tuition and fee revenue became a higher percentage of overall operating revenues as stated in UMaine’s audited Statements of Revenues, Expenses, and Changes in Net Assets. At the same time, due to regional and state demographic projections, UMaine increased recruitment of out-of-state undergraduate degree-seeking students. The fall 2017 first-year class profile was 51% in-state and 49% out-of-state. Even with the decline of in-state students and tuition held constant as described above, net revenue from tuition and fees has risen significantly as seen in the following graph.

Appropriations: In FY 2017, the last year of flat-in-state tuition, the non-capital state appropriation was raised to equal the amount that would have been secured through an increase in tuition in that year. For the purpose of financial statements, State appropriations are considered non-operating revenues. It should be noted that non-capital state appropriations include an amount for the Maine Economic Improvement Fund (MEIF). The State of Maine makes contributions to UMaine through state appropriations. The following tables show adjustments in both non-capital and capital state appropriations that were made during the time period indicated:

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Capital State of Maine Appropriations</th>
<th>Capital State of Maine Appropriations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>$100,303</td>
<td>$2,193</td>
</tr>
<tr>
<td>2009</td>
<td>$99,005</td>
<td>$2,211</td>
</tr>
<tr>
<td>2010</td>
<td>$98,504</td>
<td>$2,347</td>
</tr>
<tr>
<td>2011</td>
<td>$96,596</td>
<td>$2,631</td>
</tr>
<tr>
<td>2012</td>
<td>$94,230</td>
<td>$2,841</td>
</tr>
<tr>
<td>2013</td>
<td>$103,340</td>
<td>$3,000</td>
</tr>
<tr>
<td>2014</td>
<td>$104,546</td>
<td>$3,150</td>
</tr>
<tr>
<td>2015</td>
<td>$102,130</td>
<td>$3,190</td>
</tr>
<tr>
<td>2016</td>
<td>$92,730</td>
<td>$3,150</td>
</tr>
<tr>
<td>2017</td>
<td>$97,962</td>
<td>$3,902</td>
</tr>
</tbody>
</table>
Commitment to Instruction, Research, and Public Service: The Finance Survey Summary Page of the most recent IPEDS Data submission for the year ending June 30, 2017 shows that the UMaine is expending two-thirds of its total resources in support of instruction, research and public service:

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

In a 2015 address regarding UMaine’s 150th anniversary, President Hunter stated, “UMaine serves as the state’s major research and cultural hub, linking our resources with the needs of industries and businesses, schools, cultural institutions, Maine government, and communities.” As a land-grant University, we have a strong commitment to instruction, research, and public service, and the budget reflects that commitment.

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

\[
\text{Expendable Net Position} = \frac{\text{Total Expenses} - \text{Primary Reserve Ratio}}{\text{Total Expenses}}
\]

UMaine has maintained a ratio equal to or greater than both the benchmark value and the University of Maine System ratio for the past seven years.

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

A budget planning committee meets on a weekly basis throughout the fiscal year to discuss current and future budgetary issues. The committee consists of the President, the Executive Vice President for Academic Affairs and Provost, the Vice President for Research and Dean of the Graduate School, the Chief Business Officer, and the Chief of Staff. At various times during the course of the academic year, the head of the finance and Institutional Planning Committee of the Faculty Senate joins the group. At least three times during the year, the committee engages the campus in broad discussions via powerpoint presentations. The community is notified of these meetings and encouraged to attend. The budget planning committee works with the Vice President for Enrollment Management and the Institutional Research Office to refine enrollment and retention numbers.

The University of Maine’s fiscal policies are included, in part, on multiple websites and linked to the University of Maine System’s full complement of policies, reports, and procedures.

The University of Maine System has created a Unified Budget Timeline for the fiscal year. This timeline combines enrollment updates, census updates, forecasts presented to the Board of Trustees, as well as budget planning deadlines.

In 2016, the University of Maine established a “Gift Processing and Advancement Services Agreement” with the University of Maine Foundation whereby the Foundation processes, receipts, and acknowledges all gifts to UMaine and provides all fundraising services. This was accomplished by transferring all University personnel, who had previously performed these functions, along with operational budgets, to the University of Maine Foundation. The arrangement provides for one ‘giving’ umbrella and is less cumbersome to a potential donor.

The University of Maine and the University of Maine Foundation are currently collaborating on a $200 million dollar “Vision for Tomorrow” comprehensive campaign. Recent donations to the Vision for Tomorrow campaign have greatly exceeded projections. In fact, the Foundation’s fourth quarter gift totals were historically large, with over $13M in donations, a 67% increase over the prior year, bringing the campaign total over $134M as of December 31, 2017. The success of the October public campaign launch, coupled with changes in tax laws and very strong support for the Vision for Tomorrow matching gift program led to the outstanding totals. The campaign is now at nearly 70% of the $200M goal.

The matching gift program has leveraged over $3M with 25 new funds and increases to existing funds. This investment was possible due to an anonymous donor who made a generous estate gift which created the matching program. There are still limited matching funds available for those who would like to take advantage of the program.

UMaine has improved its financial position since the last NECHE accreditation review a decade ago. The audited financial statements for UMaine as of June 30, 2017 reflect an institution whose financial condition has improved since the last NECHE accreditation review in 2009. At the end of fiscal year 2017, total net position of $464.8 million exceeded total liabilities of $95.9 million. Endowment assets held by the University of Maine System for UMaine equals $63.5 million, with $203 million held by the University of Maine Foundation, for a total of $266 million.
The financial health of the University of Maine, as published in the Report on Core Financial Ratios and Composite Financial Index, is evaluated through the use of industry benchmarks and ratios. The four ratios UMaine used to develop our Composite Financial Index (CFI) are the Primary Reserve Ratio, the Return on Net Position, the Net Operating Revenues Ratio, and the Viability Ratio.

UMaine has exercised creativity in meeting its ongoing budget challenges. Initiatives include increased marketing and recruitment efforts like the Flagship Match Program. The Flagship Match Program is a competitive scholarship program that guarantees academically qualified, first-year students from several states will pay the same tuition and fee rate as their home state’s flagship institution. All other students entering Fall 2018 will receive a significant and competitive grant that will offset the cost of non-resident tuition and fees at UMaine. Demographically, Maine is graduating fewer high school seniors than in previous years, and the Flagship Match Program makes UMaine an appealing choice for out-of-state students, leading to the two largest incoming first-year classes in UMaine history in 2016 and 2017.

INFORMATION, PHYSICAL, AND TECHNOLOGICAL RESOURCES

DESCRIPTION

Information Technology

The University of Maine System’s Department of Information Technologies (US:IT) is committed to providing and supporting the highest quality technology-based services for UMaine faculty, staff, and students. As UMaine’s central technology support agency, US:IT strives to perform in the most timely and cost effective manner. US:IT supports UMaine’s land-grant and sea-grant mission of creating and disseminating knowledge to improve the lives of its students and Maine citizens through teaching, basic and applied research, and public service activities. US:IT is also responsible for coordinating technology services provided to the UMaine campus by the University of Maine System. Information Technologies, in conjunction with the IT Steering Committee (ITSC), will develop sound policy for the management of technology; address the needs of academic, administrative, and research users of technology; and provide ongoing planning for technology to meet the changing needs of UMaine. US:IT supports strategic planning, operations and provision of collaborative leadership at the campus IT level to set priorities, oversee initiation and implementation of technology projects, and supports UMS academic, research, and administrative operations. US:IT provides an array of technology services, infrastructure and expertise to the University System, the Maine School and Library Network, the Department of Education, and the Maine State Government.

Library

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

Fogler Library is a comprehensive central library; there are no officially supported departmental libraries on the campus. Fogler Library also manages the Darling Marine Center library in Walpole. Fogler Library reports to the Executive Vice President for Academic Affairs and Provost, and is managed through department heads: Circulation, Collection Services, Regional Federal Documents and Interlibrary Loan, Reference and Information Literacy, Special Collections, Financial, Public Relations, and Technical Services. Merrill Library reports to the Head of Campus, and is managed through the library director. Fogler Library partners with Information Technology for support of computing infrastructure and help desk functions. The Fogler library also partners with the Writing Center and the Tutor Program by providing space for those units to meet their students. It also provides space for the Scholarship Office which assists students with their discovery of opportunities and applications.

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

Fogler and Merrill Libraries are in a consortium that includes the 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 helps support and is a member of the Maine InfoNet Board which manages the integrated library systems for many of the libraries in the state. Fogler Library also participates in the Larger Libraries Group which includes the University of Southern Maine, Portland Public Library, Bangor Public Library, the University of New England, the Maine State Library, Bates College, Bowdoin College, and Colby College.

Fogler Library provides a welcoming physical environment conducive to study groups as well as individual study. It is open 102.5 hours per week during the academic year and during finals weeks closes at 2:30 am. Merrill Library is open 79 hours per week during the semester with additional hours during finals. Fogler has more than 1,180 seats available, these range from group seating to individual carrels. Library staff continually assesses and upgrade the seating and various environments within the library to provide for both individual and group study. Each year there are changes in seating or stack arrangements to make the building as welcoming as possible. The library has three group study rooms on the first level that groups can schedule. The electronic environment provides 24/7 access to course and subject guides, and e-resources. Equipment such as digital cameras and recorders are available for loan as well as about 30 laptop computers. Reference staff are available during most building hours by chat, email, text, or in person. Merrill Library also loans similar equipment, and a librarian is available to answer reference questions in a variety of formats - email, phone, chat, and in person - during all open hours. Fogler Library is also home to a Media Lab where students can access software such as Adobe Design Premium CS5, Microsoft Office, Microsoft Expression, Sound Forge Audio Studio 10.0 (digital audio recording/editing software), Adobe LiveCycle ES2, Adobe Design Premium CS5, EPSON Scan, Adobe Premiere Pro CS4 (video editing software), ABBYY PDF Transformer 1.0, among others.
Physical Plant
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. UMaine as a whole encompasses 368 buildings totaling 4,848,674 gross square feet. The hundred eleven (211) buildings located on the primary campus include 4,420,580 gross square feet, or 91.2 percent of UMaine’s total square footage. UMaine’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. UMaine provides all necessary support services, i.e. utilities, infrastructure, IT and operational services, for approximately 11,733 research lab and support spaces consisting of approximately 547,337 square feet. Support for the operation of UMaine campus is provided by the Facilities Management department according to industry best practices and regulatory requirements.

APPRAISAL

In 2015, the State of IT report presented to the Board of Trustees outlined several capital investment projects designed to enhance IT infrastructure, delivery systems, and improved services in support of the One University initiative. The Board of Trustees fully endorsed the initiatives presented and authorized $20 million in bond investments to support modernization of classroom technology, rebuilding wireless infrastructure, and improvements in the MaineStreet ERP environment. UMaine received $3.3 million to upgrade wireless infrastructure in 34 buildings.

Fogler Library devotes, as does the Merrill Library, all of its resources to support the educational mission, research, and service programs. The library’s acquisition budget is more than $6 million per year and is expected to support the education, public service, and research missions of the University. The current collection is 3.6 million print volumes, 117,000 e-journals, 850,047 e-books, and 379 research databases. Merrill Library’s acquisition budget and collections are much smaller, but are adequate for an undergraduate library that serves, supports and extends the curriculum of a small liberal arts university. In response to the need of all users, the library is working to make most of the collection available 24/7. The library’s operating budget of more than $3 million supports the staff and the furnishings and equipment for the needs of the university community. Both libraries have input on the budget process to enable the funding needed to support collection acquisitions and staffing to support and advance the educational objectives of the institution.

UMaine has taken important steps to improve the quality of buildings across campus within budget constraints. Since the 2009 NECHE self-study, the University of Maine has developed the Blue Sky Project, Pathway 5 of which is “Restoring the Dream: Renewing Pride and Stewardship of Pride.” A major goal of this plan is to restore and create UMaine’s physical plant and technology infrastructure to ensure a vibrant place of learning and discovery. We will restore the dream of the Place.” A main goal of this plan is to restore and create UMaine’s physical plant and technology infrastructure to ensure a vibrant place of learning and discovery. We will restore the dream of the Place.”

In 2012, the University of Maine partnered with Sightlines LLC to perform an integrated facilities plan (IFP) for the Orono campus. The IFP created a comprehensive facilities condition assessment and identification of campus building needs and the assignment of preliminary budgetary values for renewal costs. The completed IFP includes 80% of the total campus square footage of both Education and General facilities and Auxiliary facilities on campus. In early 2013, UMaine partnered with Sightline LLC to perform a campus assessment study. The study complemented the campus IFP study and provided an additional layer of detail with respect to the technology and indoor environmental quality needs of campus classrooms.

In 2014, UMaine implemented a comprehensive Space Planning and Management Policy to ensure best space management practices and support the University of Maine System’s initiative to reduce square footage and increase space use rates and net asset values and reflected by the Facilities Management Review Process and Report. Also in 2014, UMaine engaged Malcolm L. Collins, AIA, NCARB, LEED AP (Maine Licensed Architect and Historical Architect), to renew the campus Tier 1 Historic District Restoration Plan by creating design guidelines for each Tier 1 building. The guidelines incorporate prospective general uses for the spaces within buildings and inventory the optimum space purpose and utilization of each respective building.

PROJECTION

Human Resources:
UMaine is currently developing the “UMaineGOLD” program for graduate online degrees. This new initiative will require adjustments to support faculty in teaching online courses. We will also be hiring new academic advisors and support staff to support the UMаЅimeGOLD initiative as the program grows.

The next iteration of the strategic plan is also in the initial phases of development and the efforts outlined in this plan will drive HR initiatives over the next five years. Add to after attending strategic vision forum.

Financial Resources:
Although well-positioned to move forward financially, UMaine is mindful that it must continue to develop and/or focus on delivering academic programs that will attract incoming undergraduate and graduate students. With continued declining state and regional high school student demographics, outreach to out-of-state and non-traditional students, as well as providing relevant online undergraduate and graduate degree programs, will become increasingly important. Net tuition and fees will continue to be the primary revenue driver.

With a new evolving methodology to allocate new state appropriation funding, UMaine should not be losing ground in its share of the subsidy. Difficult decisions will continue to be made to reallocate resources to strategic and emerging areas of excellence in all sectors of the land grant mission, instruction, research and public service.

Who will be making these decisions and what process is in place to make sure these decisions occur?

Informational, Physical, and Technological Resources:

Information Technology
US:IT has established a goal of developing a comprehensive strategic plan prior to the start of the Fall 2018 semester. It is anticipated that the US:IT strategic plan will provide a three to five-year roadmap designed to enhance the technology and information support services the unified US:IT division provides to the campus and system communities. US:IT is also revising its shared governance structure and is seeking full implementation during the Spring and Summer 2018 months to coincide with and inform the annual budget planning cycle.

The 2012 IT Strategic Plan included establishing an IT governance structure for UMaine and establishing residence hall wireless service, both of which were completed. What’s next?
DESCRIPTIO N

UMaine broadly shares measures of student learning and the student experience with the campus community for the purposes of celebrating success, identifying gaps, and engaging in self-reflection. Multiple offices under the Office of the Provost share responsibility for the collection and distribution of data on student success including the Office of Institutional Research, the Office of Assessment, Enrollment Management, and the Office of Financial Aid. The Office of Assessment, staffed by a full-time director, full-time data specialist, and a graduate assistant, provides support to the campus community for the development of program and general education assessment, student evaluations of teaching, and assessment-related professional development opportunities. At UMM, assessment is a shared responsibility that falls under the Office of the Head of Campus and VPAA. Collaboration between UMM and different offices or programs at UMaine has been increasing with the development of the Primary Partnership.

The assessment of student learning was identified as an area of concern in the Commission’s response to UMaine’s 2009 self-study. Specifically, the Commission noted: “Learning outcomes assessment needs to be emphasized among other aspects of planning and evaluation and a more robust toolkit of student success criteria needs to be developed. In a context of a decision not to use the Voluntary System of Accountability, UMaine needs a plan for how to communicate student learning successes for public accountability.” That letter also noted: “The General Education Program may not be meeting institutional needs. Assessment of this program is less well developed than assessment of the undergraduate curriculum in general.” Over the course of the past decade, UMaine has worked steadily to address these areas of concern by incorporating these concerns into Pathway Four of our Blue Sky Strategic Plan that prioritized the establishment of campus-wide outcomes assessment of academic programs. Specifically, UMaine has taken action by building institutional capacity through increased personnel (e.g., the creation of a Director of Assessment position in 2013; creation of an Assessment Advisory Board in 2014), strategic initiatives (e.g., Provost’s forum on Foundational Competencies in 2014; participation in the Multi-State Collaborative to Advance Quality Student Learning, AQA, in 2015), and new policies to encourage a robust system of assessment for individual programs and the general education curriculum (e.g., University Assessment Plan in 2014; Faculty Motion on the Assessment of General Education in 2017). Current initiatives include exploring software that provides a campus-wide assessment management system to track program and general education assessment data and an expansion of assessment activities to include the Graduate School.

Expand on institution’s approach to assessment and give an overview of the E forms

APPRAISAL

Program Assessment. The mission statement of the University of Maine Faculty Senate states: “Our education goal is to help students develop their creative abilities, communication and critical thinking skills, and understanding of traditions in ethics and rationality within the arts, sciences, and professions. To this end, UMaine has implemented several structures to support the assessment of student learning. Concurrent with the creation of the Office of Assessment, UMaine formed an Assessment Advisory Board with representation from each academic unit on campus. This board meets bi-monthly with the Senior Associate Provost for Academic Affairs and the Assessment Coordinator and is providing guidance on the formation of the University’s assessment plan, the requirements for program assessment reporting, and on the design of the general education assessment program. These policies guide the formulation of program and general education assessment and help to ensure that programs collect and use actionable data as part of a campus-wide culture of assessment. The initial work on Program Assessment used a reporting template that was patterned after the E1a and E1b reporting forms but enhanced these forms by embedding additional information about the process used for assessment and the impacts that have been observed. Units are required to complete a three-year assessment cycle using this planning template. At the end of this three-year process, programs must submit a brief status report to the Office of Assessment. This report emphasizes the ways in which the program has made sense of assessment data and used it to inform curriculum, teaching, and other elements of the course of study. The conclusion of this report asks programs to use these data to identify specific next steps for their program of study and for their approach to program assessment. This final step is especially important for the many programs with nascent assessment plans that may need revision to function well. Programs at the University have been divided into cohorts A, B, and C with cohort A three-year reports were due in the spring of 2018, evidence of which can be found in the electronic workroom. Members of the Assessment Advisory Board review program assessment plans in coordination with the Senior Associate Provost for Academic Affairs and the Assessment Coordinator. Examples of program assessment plans can be seen on the program assessment reports document library and in the three examples of “recommendations and next steps” from Program Assessment reports below.

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

One capstone professor has modified her assignments for the research paper. The research proposal now requires delineating the research topic, research question and methodology. (Department of Political Science)

Students are meeting the benchmarks across all the competencies. However, we have been working to increase student outcomes for several competencies: Engage in Research informed practice/practice informed research (currently 80% of students meet the benchmark) and Practice evaluation (currently 75% of students meet the benchmark). Research and evaluation are usually the most difficult areas of the curriculum for MSW students. Our research faculty continue to work on curriculum changes. This is an ongoing process. It will also be helpful when our full-time research faculty are up to full strength (see lost one assistant professor but have a new assistant professor starting in Sept. 2017). In the meantime, many of the research sections are taught by part-time faculty. (School of Social Work)
In an analogous manner, at UMaine learning outcomes for every program are approved by the program faculty. Ten academic program areas have developed a process for assessing student learning outcomes. The Individualized Bachelor of College of Education and Human Development and the Bachelor of Interdisciplinary Studies have student plans approved such that the courses a student takes matches the individualized learning outcomes. Annual assessment of learning outcomes in UMaine’s academic programs is reported annually. The depth, effectiveness, and continuity of the assessment varies across the programs. Academic programs annually submit an assessment report to the VPAA office. This report emphasizes the ways the program is collecting and compiling assessment data in order to inform the curriculum, teaching and other elements of the program. The report includes a summary of the specific next steps for their approach to program assessment, and the plan for the next steps.

UMaine communicates the results of the assessment process through several coordinated processes. First, Deans and Associate Deans are provided a quarterly update on the broad status of programs in their unit through a comprehensive Program Assessment Dashboard. This dashboard shows the current state of completion for each program of study with specific ratings for the inclusion of measurable learning objectives, a stated plan for implementation, reporting of current assessment results, and a plan for how these results will be used. Administrators can quickly review the status of units and understand the specific gaps that may be present in their unit.

Copies of three-year program reports and feedback are also shared with Deans and Associate Deans for review. Finally, programs are encouraged to share their assessment plans on their departmental websites. All program assessment plans are also publicly posted on the Office of Assessment website.

Programs are encouraged to examine post-graduation outcomes such as job placement patterns through graduate (and employer) surveys. For example, the School of Forest Resources conducted focus groups with the top employers of their Forestry graduates. In these sessions they gathered data about the most effective elements of their program as well as gaps that needed attention. The College of Education and Human Development regularly assesses the effectiveness of its graduates through surveys of Maine Principals and Superintendents. Additionally, UMaine has implemented an assessment management system in cooperation with TaskStream/TK20.

Specifically, two systems have been implemented. The first system (Learning Achievement Tools) is specific to certain units (e.g., the College of Education and Human Development) to manage portfolio assessment data. The second system (Assessment Management System) is a campus-wide solution that houses all program and general education assessment data. Despite efforts to pilot this second system on campus, the future of its value to UMaine is unclear. Conversations are currently underway about the widespread implementation of this system or the exploration of a new system.

Members of UMaine have worked diligently in conjunction with leadership by the Provost, to implement the pilot stages of a system of assessment for departmental and general learning outcomes at the university. The assessment plan for UMaine has been widely disseminated across the UMaine community with positive response. UMaine’s involvement in the Gates Foundation-sponsored national implementation study of the AAC&U VALUE rubrics will effectively position our campus to bring our assessment plan to fruition. Under the leadership of the previous Director, and in conjunction with effective organization from our data specialist, and excellent research and analysis from our graduate assistant, the Office of Assessment has encouraged significant and tangible progress towards the goal of implementing assessment at UMaine. Specifically, sixty-two academic programs of study have created assessment plans aligned to a common framework based upon the program effectiveness forms E1A. While almost all programs have now produced high quality plans for assessment, fewer have instituted regular data collection and review processes, and fewer yet have shown evidence of closing the loop and using evidence of student learning to guide changes to the curriculum.

The foundation for assessment laid in the past five years provides a solid basis upon which to build future work, however it will be critical to engage a larger proportion of the faculty in this work, and to promote the use of assessment results in an ongoing cycle of improvement at the program, department, school, college, and university level. In order to accomplish this, there are several barriers that must be addressed. The provision of time, resources, and formal recognition for faculty engaged in this work will promote broader participation as well as the use of these outcomes in determining institutional priorities. For example, determining reward and incentive systems for faculty who choose to engage in assessment would increase the value of participation for individuals. In addition to the challenges of time and faculty incentives to do this work, there is also a need to implement an organizational framework to store, track, and report assessment outcomes. Specifically, the current system (Google Docs) used to house assessment plans is lacking features that will allow UMaine to better use assessment results. While the current approach represents an innovative solution using available no-cost-added resources, it is lacking in several important ways. First, UMaine needs to be able to aggregate and report assessment outcomes at several organizational levels. Second, units should be able to track changes over time without starting an entirely new plan for each assessment cycle. Third, individually accredited units (e.g., Education, Engineering, Nursing) should not have to maintain two assessment processes. That is, these units should have a system that allows them to enter information once and use it for multiple purposes. Fourth, the work of assessment would be simplified if individual units could import data directly from existing sources where appropriate. Finally, unit-based assessment work should help support more responsive decision-making to lower students risk factors (e.g., use of key assessment data to flag at-risk students).

To better understand how to move assessment work forward on campus, UMaine is actively engaging in external assessment resources. A representative from the National Institute for Learning Outcomes Assessment (NILOA) has come to campus twice to run workshops of various aspects of assessment. Additionally, UMaine applied for the Excellence in Assessment designation, a nationally recognized program committed to encouraging strong assessment practices on university campuses. The application was not successful, but helpful feedback was given and UMaine intends to work toward the designation in the next couple of years.
General Education

The Undergraduate Program Curriculum Committee reviews all proposals for new and revised courses. This committee has specific requirements for the design of general education courses that ensure that these courses are adequately aligned to the general education area, and include substantial assessment of student learning outcomes related to that area. For direct assessment, UMaine uses a similar approach to that of the MultiState Collaborative project and has designed a customized version of the AAC&U VALUE Rubrics to assess student learning outcomes in General Education courses. Specifically, the process uses a sampling approach where 25 General Education courses for a specified learning outcome are randomly sampled each semester. Student assignments from these courses are then randomly selected and de-identified. These papers are then distributed to faculty scorers who attend a half-day scoring Engaged session. During this session, faculty discuss the general education outcome and score the collected student work samples. In this manner, all General Education learning outcomes are assessed over the course of a four-year timespan. Each year, the General Education Subcommittee of the Faculty Senate reviews the results from the group scoring session to identify areas of strength and need in student achievement, to determine the extent to which assignments (and courses) are aligned with the stated goals of the general education area, and to make recommendations to faculty teaching courses in that area.

The plan to assess General Education borrows heavily from UMaine’s approach to Program Assessment, and from the work of the MultiState Collaborative described earlier. This approach provides a solid foundation for the assessment of General Education outcomes and is the first time UMaine has attempted to systematically assess General Education outcomes. The issues related to tracking and reporting General Education outcomes are similar to those described for Program assessment. In addition, the process for assessing General Education is not yet well established. As of this report, only one General Education outcome (Western Cultural Tradition) has been evaluated with eight other areas to be assessed over the next four years. It remains to be determined if the current process will provide adequate data about the effectiveness of the General Education curriculum of UMaine’s General Education requirements result in students achieving an adequate grounding in foundational competencies. One major question remains whether the current number of General Education outcomes (10 total) are aligned with high impact practices such as shared intellectual experiences.

At UMM, the general education curriculum has a defined set of learning outcomes. ELA 342 Humans and Nature is considered analogous to a capstone of the curriculum. A subset of the general education learning outcomes are assessed using the required final project in the course, using a rubric approved by faculty. Prior to teaching the course, all faculty teaching the course participate in a workshop to normalize using the rubric. As the course instructor grades the final projects, they also assess the project using the rubric and submit these results to the Program Review and Evaluation Committee. These results are compiled and periodically reviewed to be used as a starting place for UMM to consider the current achievement of undergraduate students in the subset of learning outcomes. These data will also provide a frame of reference for future General Education assessment activities.

In addition to this quantitative data, qualitative survey data has also been collected at UMM. In Fall 2016, a survey on the Environmental Liberal Arts section of the curriculum was sent to all junior and senior students. This data demonstrated that there were mixed opinions about the effectiveness of the area. ELA 342. The course outcome is an effective starting point for future assessment.

Co-Curricular Experiences

UMaine also assesses student attainment of co-curricular learning outcomes including informal and informal learning experiences, internships, digital badges, and first-year-student experiences. The Food Service Center for Service and Volunteerism engaged some 2,285 students participating in 245 projects for 103 community organizations totaling more than 21,000 hours of services. The University of Maine’s Career Center hosts an Engineering Job Fair and a Career Fair, both the largest in the state, bringing together employers with students at the event, through employer information sessions and on campus recruiting. The Career Center Library is being updated to model an interactive classroom platform which will allow employers worldwide to engage with our students without the cost of long distance travel and time. The Black Bear Exchange houses the campus food pantry and clothing exchange to support our campus and local community and address food insecurities and other needs. UMaine also took initial steps to develop the departmental programmatic approach to specific, measurable learning outcomes for the Student Life experience, with an accompanying assessment regimen. The Foster Center for Student Innovation provided counseling to 78 student entrepreneurs and as a measure of the success of this program, provided business workspace for five startup companies. The Engaged Black Bear (BBB) digital badges initiative includes a number of measures of student learning outcomes. EBB comprises a constellation of learning pathways mapped to AAC&U learning outcomes. A pathway consists of three badge levels and a culminating meta-badge, taking a student from participant to leader over the course of time. Evidence is embedded in the badges, hard-coding metadata to signify its value and authenticity to employers and other stakeholders. This system expands upon the traditional transcript and resume, allowing for a holistic view of student learning, accomplishments, and skill development. Currently, 15 leadership pathways (60 badges) have been developed, with several more to come. Students who complete a learning pathway (4 badges), will have a collection of evidence to demonstrate their competencies in both “soft” (21st century) and “hard” skills (i.e., technology, research, web design). This combination of academic, co-curricular, and work skill development will better position our students to gain employment after graduation while helping to meet the economic needs of the State of Maine.

While these diverse experiences have been successful in engaging a large percentage of our students, they are not currently well-integrated or coordinated at the campus level. Presently, there are several partnerships forming between these initiatives (for example the creation of a co-curricular digital badges system, or if the current composition of the General Education program) but there is no central office or organization responsible for coordinating these opportunities. As a result, students who are engaged in the various co-curricular experiences report positive outcomes, but may not be aware of the range of other opportunities available or are they likely to engage with students involved in these other projects.

UMM has a student programming group on campus, the Student Activities Involvement and Leadership (SAIL). The Mission Statement of SAIL is, “provides students the opportunity to socialize and interact through fun, recreational events that also support learning, enhance student achievement, to determine the extent to which assignments (and courses) are aligned with the stated goals of the general education area, and to make recommendations to faculty teaching courses in that area.”

The University of Maine self-study, 2009-2019
the student experience, and strengthen University retention through inclusion. SAIL aims to support involvement by collaborating with other student organizations to co-sponsor activities and encourage students to become active on campus while promoting participation as a learning experience. We cultivate leadership by acting as campus leaders, promoting leadership development within the student body through activities, trainings, and other opportunities for personal, student development.” The organization has three stated learning outcomes, but as of yet there is no formal assessment of these outcomes.

Student Success
UMaine draws upon a wide range of direct and indirect measures of student success which inform academic planning and student supports. In addition to the direct measures of student learning conducted as part of Program and General Education assessment, UMaine also gathers a number of other measures of student success including attitudinal data (e.g., Climate Surveys, participation in the MultiState Collaborative (MSC), the American College Health Survey (ACHS), and through efforts to engage students in voter registration through the National Study of Learning, Voting, and Engagement (NSLVE). Data from the MSC project provides comparative information about the performance of students in comparison to a set of national benchmarks. UMaine has submitted artifacts in the areas of Written Communication, Quantitative Literacy, and Critical Thinking. These results, while preliminary, provide a starting place for UMaine to consider UMMAE's approach to improving student retention, graduation, and time to degree are all central features of the Provost’s Action Plan for Retention and Graduation. This plan, finalized in 2014, was implemented over two years and included six components reflecting best practices: ensuring oversight and responsibility through the Retention and Student Success Committee (now defunct), taking early action for first-year students including the implementation of an early alert system, creating intensive campus and community focused events to promote student engagement, creating enhanced learning communities, providing strategic academic supports, and developing and maintaining relationships with students upon graduation and throughout their lives.

First-year retention rates have ranged from 75% to 81%, four-year graduation rates from 33% to 40%, and six-year graduation rates from 55% to 60%. The Office of Institutional Research also tracks the success of targeted populations such as PELL recipients, STEM majors, minority status students, and out-of-state students. The figure below shows the most recent retention and graduation rates for these target populations.

UMaine is performing well and areas for improvement as well. Student responses indicate strong experiences with the senior capstone and interaction with faculty on undergraduate research, but significant deficits remain in students’ opportunities to have contact with individuals of a different race or ethnicity. Responding students rate the institution’s emphasis on hosting events related to important social, economic, and political issues significantly lower than do students attending other New England Public institutions. UMaine’s highest and lowest ratings by seniors relative to other New England Public institutions are shown in on the next page. The highest rated areas at
At the graduate level, the first-to-second year retention rate for the most recent three cohorts ranged from 84% to 86% for master’s students and 91% to 95% for doctoral students. The average time to degree for master’s students who graduated in 2014-2015 through 2016-2017 was 2.5 years; for doctoral students the average was 5.4 years.

UMaine also participates in the Student Achievement Measure (SAM) Project, which collects retention and graduation rate information on not only first-time, full-time students, but also transfer and part-time students. Further, SAM requires institutions to report the percentage of students who go on to graduate at other institutions. UMaine’s most recent data shows that 69% of our 2011 first-time full-time cohort graduated from UMaine or another institution within six years, and 75% of our transfer, full-time students did so.

At UMM, the VPAA office annually provides each program a profile of the official headcount, retention, number of degrees, graduate responses, and faculty information. The data is split between on-campus and distance students for the program that include both tracks of students. This allows for programs to track and monitor retention rates and track the number of students in the program.

More recently, UMaine and UMM have implemented the Student Success Collaborative software from the Education Advisory Board (EAB). This software allows programs to better use student success rates, such as overall retention rates and success rates of courses. This data is being used by programs to identify bottlenecks or barriers to student success. For example, at UMM the Biology program just recently changed the prerequisite of the second-semester Biology course (BIO 118 or 119) to a course grade of C or higher in the first semester Biology course (BIO 117). This change was made as the data demonstrated that no student had graduated the Biology program in the past 10 years if they earned a grade lower than a C in BIO 117. This early intervention will either help the student better succeed or more quickly decide to change their major.

Retention and Graduation Initiatives

Think 30. The Think 30 initiative was introduced in fall 2015, and the results to date are encouraging. The table on page 103 shows the credit-taking behavior of first-time full-time (FTFT) students who (a) attempted credits in both fall and spring of their first year and (b) returned the following fall—arguably the most relevant group for assessing the impact of Think 30. With the introduction of Think 30, the percentage of returning first-time, full-time students who attempted 15 or more credits in their first fall semester increased 18 percentage points: from 64% for the fall 2014 cohort to 82% for the fall 2017 cohort. An even larger increase was seen with respect to the spring semester: a 22-point increase from 58% to 80%. The percentage who had attempted 30 or more credits by the beginning of their second year increased from 66% to 82%. Notable gains were also seen in the percentage of students who had earned 30 or more credits during the year. By the beginning of the second year, the percentage of returning first-time, full-time students who had earned 30 or more credits during their first year increased 12 percentage points: from 50% for the fall 2014 cohort to 62% for the fall 2017 cohort. With prior credits taken into consideration (e.g., AP credits, summer credits preceding the first semester), 74% of the returning 2016 cohort had earned 30 or more credits by the beginning of the second year, 9 percentage points higher than that for the fall 2014 cohort.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Cohort size</th>
<th>% attempted 30+ credits first year</th>
<th>% attempted winter courses</th>
<th>% attempted summer courses</th>
<th>% earned 15+ credits first fall</th>
<th>% earned 30+ credits first year</th>
<th>% earned 30+ credits by beginning of second year (inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>1,528</td>
<td>66%</td>
<td>--</td>
<td>17%</td>
<td>52%</td>
<td>50%</td>
<td>65%</td>
</tr>
<tr>
<td>2015</td>
<td>1,510</td>
<td>68%</td>
<td>7%</td>
<td>19%</td>
<td>53%</td>
<td>51%</td>
<td>68%</td>
</tr>
<tr>
<td>2016</td>
<td>1,614</td>
<td>79%</td>
<td>7%</td>
<td>18%</td>
<td>63%</td>
<td>60%</td>
<td>71%</td>
</tr>
<tr>
<td>2017</td>
<td>1,745</td>
<td>82%</td>
<td>9%</td>
<td>17%</td>
<td>67%</td>
<td>62%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Note:
1. Credits earned in fall, spring, or the subsequent summer; excludes credits earned in the preceding summer and test or transfer credits earned in high school.
2. Credits earned by beginning of second year, including those earned in the preceding summer and test or transfer credits earned in high school.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Cohort size</th>
<th>First-year retention rate</th>
<th>4-year graduation rate</th>
<th>5-year graduation rate</th>
<th>6-year graduation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>2,192</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>2,012</td>
<td>76%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>2,021</td>
<td>76%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>2,120</td>
<td>77%</td>
<td>38%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>1,919</td>
<td>81%</td>
<td>40%</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>1,735</td>
<td>76%</td>
<td>38%</td>
<td>55%</td>
<td>58%</td>
</tr>
<tr>
<td>2010</td>
<td>1,717</td>
<td>78%</td>
<td>36%</td>
<td>55%</td>
<td>50%</td>
</tr>
<tr>
<td>2009</td>
<td>1,604</td>
<td>79%</td>
<td>33%</td>
<td>52%</td>
<td>55%</td>
</tr>
<tr>
<td>2008</td>
<td>1,936</td>
<td>79%</td>
<td>37%</td>
<td>56%</td>
<td>60%</td>
</tr>
<tr>
<td>2007</td>
<td>1,817</td>
<td>76%</td>
<td>36%</td>
<td>51%</td>
<td>56%</td>
</tr>
</tbody>
</table>
Think 30 has had an impact on the credit-taking behavior of all levels, not just incoming students. The figure below shows the percentage of all degree-seeking undergraduates taking 15 or more credits, broken down by class level. There has been consistent growth at all levels, though particularly for first-years and sophomores, which have shown increases of 23% and 19%, respectively.

The Think 30 initiative has been effective in increasing the number of credits earned by students each academic year. While it is too early to attribute this to earlier graduation of students or greater numbers of students completing on time, trends suggest both outcomes should be positively impacted. Likewise, early efforts at College-based and intrusive advising indicate some positive anecdotal impacts, however, the ultimate measure will be reflected in the percentage of students successfully completing their academic programs on time. More concerning are the ongoing statistics associated with first-year to second-year student retention. Over the past 10 years, the percentage of students retained has remained relatively flat despite the initiatives described here. As shown on page 71 in Standard 6, the percentage of out-of-state students has increased significantly. The needs of these students may differ from those of traditional in-state students. The need to find additional ways to improve the first-year to second-year retention rate is evident.

Winter Session: Examining the 2016 re-introduction of a Winter Session shows positive results to date. In spring 2016, 639 degree-seeking undergraduates took Winter Session courses. The number increased to 880 in spring 2017 and 1,113 in spring 2018, a 74% increase over the first year. Consistent with such increases, we see that the percentage of degree-seeking undergraduates taking 15 or more credits in the spring term has steadily improved from 46% in 2015 to 61% in 2018.

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

College-based intrusive advising model. Each of the academic colleges employs an academic advising and support model for students. What follows is an example of the intrusive advising model used in one college. The Academic Improvement Program (AIP) in the College of Natural Sciences, Forestry, and Agriculture (NSFA) was created in response to College undergraduate program coordinators suggesting that an increasing number of students seemed to have inadequate academic preparation. They reported that many students did not know how to study, lacked time management skills, and did not wish to engage in course-related activities. This lack of preparedness was thought to contribute to poor academic performance. In an effort to help these students, the college’s Associate Dean of Instruction’s office investigated models designed to help students and then created the Academic Improvement Program (AIP). The program was designed to help students improve study and time management skills, discuss their academic progress with an advisor, increase student awareness of resources, and improve the college’s ability to identify students at risk.

The core of the AIP program is a weekly meeting between the student and a student mentor. The student mentors were carefully selected and then trained on mentoring basics such as how to maintain confidentiality and what resources are available on campus. The student mentor approach was selected since a review of literature suggested that student mentors can be effective in helping other students improve their academic performance, and creating such a program would be relatively easy and inexpensive to develop. The student mentors believe that because they have had many of the courses the first-year students are struggling with (e.g. biology, chemistry, mathematics), the mentors have a good degree of credibility in suggesting strategies for academic success. The program begins with an orientation where students provide information on: where they normally study, how they study, how many hours they work per week, what type of calendar they use, and what problems they feel are currently barriers to their success. The mentors have materials with study tips and campus resources. All meetings between the student and the student mentor are held in the Associate Dean’s main office. The meetings take place at a desk that is partially secluded, but within sight and earshot of office staff. During these weekly meetings, the student mentor completes a form detailing the student’s response to various questions including how things are going, what grades the student has received, and if the student is having particular problems. Depending on the answers, a student may be encouraged to visit a resource center such as the Math and Statistics Lab, Student Accessibility Services, or the Writing Center. The student mentor also collects information about homework, exam and quiz scores. There are several red-flags that may compel the student mentors to involve the Associate Dean or other staff. Students with personal problems are directed to staff and students who miss multiple meetings or are generally not engaging in the meetings, receive a note from the Associate Dean to visit for a discussion.

Student-athlete Advising Center: The academic plan for student-athletes begins with the premise of a four-year graduation plan. The NCAA requires academic progress for eligibility on a five-year clock (five years to play four). We encourage planning to graduate in four and then be in graduate school the fifth year in order to compete. For some sports, i.e., football, UMaine tries to do a four and a half-year plan, with December graduation, because they may have red-shirted the first year or had a medical year. Still, some others prefer a five-year plan for their bachelor’s degree. Some have the benefit of an athletic scholarship to do so.

Student Accessibility Services. Student Accessibility Services (SAS) mission is to create educational access for students with disabilities at UMaine by providing or coordinating disability accommodations, giving information about the University and available resources to students and families and educating the campus community. SAS works to increase the success, persistence and retention of enrolled students with disabilities by coordinating or providing accommodations to over 350 students with permanent and temporary disabilities. Many students with disabilities are at higher risk and struggle with academic, social and/or emotional challenges that lead to reduced persistence and potentially lower graduation rates.
Post-graduation data. Annually, UMaine conducts the Life after UMaine Survey where it queries recent graduates about employment, salary, location, and graduate study. The brief survey concludes with a self-appraisal of how well UMaine prepared them for their job or graduate school. The majority of employed respondents indicated they were Very Well (42%) or Moderately Well (49%) prepared for their job. Those attending graduate school indicated even higher levels of preparation with half (50%) reporting they were Very Well or Moderately Well (38.2%) prepared. There were substantial differences by college in the proportion of students attending graduate school. While just 5% of Engineering graduates went on to graduate study, nearly 31% of Natural Science, Forestry, and Agriculture (NSFA) students did so. Similarly, there were differences between colleges in the percentage of students finding full-time employment following graduation. For example, students in NSFA were least likely to be employed full-time (68.1%) but the most likely to attend graduate school (31%). Engineers (90%) and Business graduates (91%) were most likely to be employed, but least likely to attend graduate school full time (5% and 7% respectively). Overall, very few graduates (4%) were unemployed.

Figure 1. Current Status of Recent Graduates

The Office of Assessment will merge with the Office of Institutional Research to officially become the Office of Institutional Research and Assessment. This merger is expected to help centralize and better support assessment work on campus. Additionally, this consolidated office will be overseen by an Assistant Provost of Institutional Research and Assessment. This reflects the University’s growing commitment to data-informed planning/decision-making in all areas.

Student Recruitment, Retention, and Graduation

Current efforts to increase the number of credit hours taken by students in an effort to reduce the time to graduation and students total debt appear to have had their intended effect. As reviewed above, Think 360, and Winter/Summer Session have clearly increased the number of students who are earning 15 credits per semester. This should translate into improved graduation rates and more students graduating on time. Given these results, the continuation of these efforts will be critical in supporting the success of students. Similarly, the college-based and intrusive advising models currently in use appear to be having a positive effect. It will be critical to collect ongoing data on the kinds of advising/learning supports students use in order to understand the impact of those strategies. Despite these initiatives, the ongoing first-year to second-year retention rate remains flat. It is not clear what factors may be playing a role in students’ decision to leave. Results from the NSSE indicate UMaine has room to improve in its communication with first-year students, especially in the context of the academic environment. To this end, UMaine is partnering with the Education Advisory Board to develop markers of student engagement that allow the University to better identify students at risk and connect those students to the types of academic and social supports that will help them stay enrolled and on track to graduate. Although the EAB collaboration will provide a solid starting place for this work, the coordination of student success initiatives will be key to improving student retention and, ultimately, success.

These efforts at improving student success also need to target students’ co-curricular learning experiences including those taking place in on campus living, internships, and other learning initiatives such as the Engaged Black Bear project. Taken together, these represent a significant component of a student’s educational experience. As mentioned previously, these successful efforts are not currently fully coordinated at the campus level. To address this, UMaine is examining an integrated living-learning center housed centrally on campus. Such a center would seek to bring together the multiple co-curricular providers on campus such as the Career Center, Cooperative Extension, the Bodwell Center, the Foster Center for Student Innovation, various residential life initiatives, and of course the Engaged Black Bear initiative. This coordinated effort would allow students to be exposed to, and engaged in, a broad range of active learning and community engaged projects.

Add Provost’s new plan?
INTEGRITY

DESCRIPTION

UMaine and UMM work continuously to monitor, support and recognize the standards of honesty, integrity and ethics in dealing with both internal and external stakeholders. Both have 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). UMaine and UMM have demonstrated honesty and integrity in their dealings with the Commission on Institutions of Higher Education and they comply with all the commission’s standards, policies, requirements of affiliation and requests.

Policies on student rights and responsibilities are in the Student Code of Conduct and in the Student Handbook. These are easily accessible, updated annually, and fairly administered. In addition, UMaine has policies and procedures, including academic honesty, pertaining to the management of its relations with students as outlined in the Undergraduate Catalog, Graduate Catalog, Student Handbook and Student Code of Conduct. Fairness and truthfulness pertaining to staff are outlined in the various collective bargaining agreements and support a grievance process for non-represented individuals. These standards are widely distributed and shared with all members of the UMaine community.

The Office of Research Administration houses the Office of Innovation & Economic Development which facilitates the technology transfer and the commercialization of inventions produced at UMaine. Faculty and staff interested in protecting and licensing their inventions, technologies, processes, software, trademarks or other intellectual property are supported and guided by area experts. Additionally, the Office of Research Compliance guides the campus in all matters of ethical research and responds to cases of research misconduct.

The University of Maine’s revised Policies and Procedures for Financial Disclosures and Conflicts of Interest in Extramurally Sponsored Activities, applies to all University employees and students who serve as investigators on proposals submitted to external sponsors. As described in the memo UMaine Conflicts of Interest Training Requirements, the policy applies equally to UMaine investigators, and investigators at other University of Maine System campuses who wish to submit through, or collaborate with, UMaine.

The Office of Equal Opportunity (OEO) is responsible for the development of UMaine’s Affirmative Action Plan and for updating goals for women and minorities. The Office of Human Resources approves all job announcements and recruiting strategies for professional and faculty searches, including requirements to advertise in ways that promote a diverse pool of candidates. UMM’s HR Partner does the same for the Machias campus. In addition, an Office of Equal Opportunity staff member is readily available to advise search committees throughout the search process.

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 UMaine. The existence of this committee reaffirms the University’s commitment to shared governance, academic freedom, affirmative action and accountability. Both campuses have a process that evaluates the performance of all faculty and staff. A peer review committee evaluates non-tenured faculty members for 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.

UMaine and UMM regard student privacy as an essential value. The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of students. Under this Act, students have the right to inspect and review their education records and have the right to challenge records when they are inaccurate, misleading, or otherwise in violation of the student’s privacy rights. The Office of Student Records at UMaine and the Registrar’s Office at UMM are the primary resources for issues related to student privacy. Additional excerpts from institutional policies related to community integrity can be found in the electronic workroom.

APPRaisal

UMaine embarked on a mission to develop a plan to assess the 2012-2017 Blue Sky Strategic Plan. A steering committee and five pathway teams were formed to oversee the process. As a campus, significant strides have been made and much has been accomplished. The assessment was designed to evaluate what we have done, what we have not done, and what we need to do as we collectively move forward. The findings from the Blue Sky assessment have formed a solid foundation upon which the next strategic plan can be developed. Throughout the lifespan of UMaine’s Blue Sky Strategic Plan, the focus has been on integrating the plan’s strategies and goals into the organizational structure of UMaine. Just as the Blue Sky Strategic Plan was developed through an inclusive process, the task force members are committed to providing the UMaine community an opportunity to share insights and celebrate successes as we reflect on the effectiveness and approach of the Blue Sky Plan. Over the course of the assessment, a series of Blue Sky Strategic Plan Assessment Forums, designed to create a venue for meaningful sharing of ideas about the progress we have made, lessons learned about the process, and contextual understanding of goals not realized, were held for input from all members of the community. The President’s Office has provided annual reports on the strategic plan process.

Although influenced by the Primary Partnership, UMM undertook a parallel process with its Strategic Plan as discussed earlier. The assessment process included an evaluation of the action steps in the plan, and incorporated widespread input from multiple constituencies into a set of recommendations for incoming leadership as a basis for the next strategic planning process.

To support UMaine’s vision to be a world-class research university, all instances of research misconduct undergo a confidential and robust review process. Given that true cases of research misconduct are few within UMaine, all policies are informally reviewed as they are implemented. UMaine also abides by all federal changes to policy concerning research misconduct, and an annual federal report is prepared online each April. The majority of institutional policies regarding nondiscrimination and equitable treatment of all members of the university are available online through the Office of Equal Opportunity. 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. UMaine and UMM are responsible for implementing these policies and educating the university community about them, and they take this charge seriously. The UMaine Office of Human Resources mission statement notes intentions to administer a fair and respectful work culture which recognizes and rewards the contributions and value of all employees, complies with employment policies, best practices and laws. 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. All policies are periodically assessed and, if needed, adjusted by the Student Accessibility Services Director and the Equal Opportunities Directors.
The University of Maine goes beyond meeting legal requirements for nondiscrimination, and actively works to promote equality across campus. The Rising Tide Center for Gender Equity was originally created with the support of the National Science Foundation and has become a central support for campus equity even beyond their mission to recruit, retain, and advance women faculty in the sciences. 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. Comparatively, UMM does not lack gender equity, but does have difficulty in recruiting and retaining diverse faculty and staff. This remains an area of concern and is part of a broader campus-wide diversity effort.

Diversity continues to be a challenge for UMaine, 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. UMaine has made a tangible commitment to gender orientation diversity in its support of a Lesbian, Gay, Bi-Sexual and Transgender community. The LGBTQ Services and Rainbow Resource Center are committed to building an inclusive campus community that does not merely tolerate, but respects and honors all individuals at UMaine. We envision a community where all live in equality through empowering and increasing the visibility of LGBTQ people by promoting equality and inclusiveness at UMaine. The office strives to maintain an open, safe, and supportive environment for all students, staff, faculty and alumni and provides educational opportunities, information, and advocacy services. UMM faculty and staff have worked closely with student organizations to provide an open and affirming presence backed by concrete supports for LGBTQ students through sponsorship of and participation in numerous events and workshops on gender issues. UMM has also recently reconstituted the Diversity Committee to help address campus issues.

On April 2017 the Office of LGBTQ Services conducted a survey to assess student attitudes on campus towards the LGBTQ community. The survey found that 84% of the nearly 2,100 students surveyed reported welcoming attitudes toward the lesbian, gay, bisexual, and queer community and that 78% of the surveyed students reported welcoming attitudes towards the transgender community. Recruitment of African-American faculty members and students remains a constant challenge for both institutions. 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 UMaine’s Native American population. This cooperation resulted in a National Science Foundation funded project designed to facilitate cooperation between UMaine researchers and tribe members to promote Wabanaki youth in STEM fields. UMaine is justifiably proud of its scholarship program for Native Americans. UMaine 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 website.

As between the branches of the federal government, UMaine and UMM have numerous checks and balances. The Board of Trustees, Boards 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, as the Head of Campus, Administrative Council, and various department heads do for UMM. The UMaine Faculty Senate, with standing committees concerned with Finance & Institutional Planning, Academic Affairs, Research & Scholarship, University Environment, Library Advisory, Service and Outreach, and the 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, as well as parallel structures at UMM, provide independent oversight on all UMaine and UMM structures and functions ensuring that the institution’s mission is and will be carried out with foresight and integrity.

TRANSPARENCY

DESCRIPTION

UMaine and UMM are public universities committed to being accountable and transparent in fulfilling their statewide and regional mission and responsibilities to constituents. Transparency is at the heart of UMaine’s multifaceted, multi-platform communication efforts led by the Division of Marketing and Communications, which is responsible for presenting UMaine’s story to internal and external audiences. The division is a central hub of UMaine news and information and manages the institutional brand. Its Policies and Procedures help guide institutional information dissemination by establishing lines of responsibility for, and the standard of, UMaine’s branding, marketing and communication efforts.

The Division of Marketing and Communications guides and partners with all UMaine communicators and other members of the University community, including UMM, providing counsel and services in newswriting and media relations, marketing (including email marketing), graphic design, photography and video production, crisis communication and web-based services, with the goal of producing internal and external high-quality messaging consistent with UMaine positioning, branding and strategic priorities.
In 2011, improved marketing and communications was identified as one of the priorities of UMaine’s five-year Blue Sky strategic plan. The following year, the UMaine community responded by implementing a series of marketing initiatives in the first phase of Blue Sky Pathway 3: Embracing a Culture of Excellence: Promoting Spirit, Community and Collaboration.

Since 2012, the UMaine Marketing and Communications Policies and Procedures have guided the UMaine community in its marketing and communications activities. These policies and procedures are designed to enhance UMaine's image and message through a stronger and more defined relationship between the Division of Marketing and Communications and the evolving network of UMaine communicators. The goal is to produce high-quality internal and external messages that are consistent with UMaine’s mission, institutional identity (branding), positioning and strategic priorities.

These policies and procedures are intended to:

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

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

UMaine’s Creative Services designers serve the University’s needs across the communications spectrum. Along with publication design, signage, graphics, banners and a wide range of other collateral materials, all UMaine branding oversight and branding reviews are provided through this office for the UMaine community. For members of the UMaine community, a branding toolbox is available. Creative Services also works as the liaison and brand review channel for more than 200 licensed vendors in partnership with the University of Maine’s licensing partner, Licensing Resource Group (LRG). UMaine and UMM comply with all applicable federal and state laws regarding the retention and release of public information, and personal and/or educational records of all current employees and students. Freedom of Information Act and/or Maine Freedom of Access Act requests are directed to the UMaine FOIA/FOAA Office in the Office of the President; Marketing and Communications provides support for those requests. UMM directs those inquiries to the Public Relations Office or to the Registrar’s Office depending on the nature of the request.

The division’s Digital Communications team is responsible for the quality and effectiveness of UMaine’s website - umaine.edu, UMaine’s principal marketing channel. In the 2016-17 academic year, the primary umaine.edu website was visited over 4.8 million times, with over 11 million pages viewed. By providing members of UMaine's community with website resources and the guidance to use them, UMaine’s constituents recognize the institution’s vision and commitment to excellence. Digital Communications ensures UMaine’s website is student-centered and community-engaged by providing best-practice guidance for departments and staff via management of website policies, procedures and training.

The UMaine website (umaine.edu) underwent a significant redesign in 2014-15, and this redesign was launched by fall 2015. The primary goal of this work was to realize the vision of UMaine’s Blue Sky Strategic Plan for umaine.edu to be student-centered; increase the website’s usability, improve the experience for mobile devices, and modernize our adherence to accessibility requirements to focus on WCAG 2.0 AA-level guidelines. In 2017, the U.S. General Services Administration Access Board’s updated requirements used WCAG 2.0 to adapt existing Section 508 standards to reflect newer technologies in smartphones and related software.

Post-launch, Digital Communications adopted a proactive approach toward web accessibility guidance. Team members offer weekly training for all students, faculty and staff who work with umaine.edu websites, and web accessibility is an integral part of that training. All new websites are reviewed for quality assurance, and web accessibility of content must be compliant for a website to be launched. In FY17, the University of Maine System adopted a web governance tool (Monsido) that UMaine now uses to identify issues that may hinder accessibility. This tool actively monitors UMaine web content and identifies new accessibility issues that arise from ongoing content creation for existing sites.

UMM’s website was also significantly redesigned to be more outward facing in 2014-15. Subsequent work including hiring a part-time webmaster in IT to make sure that the site was more user-friendly, included correct information for all departments, and was updated regularly.
UMaine’s five colleges, the Maine Business School and UMaine Online all offer current and prospective students detailed academic information. Each has its own website for ease of navigation, Admissions and the UMaine homepage provide access to these sites.

The umaine.edu template provides top-level navigation on Admissions, Campus Life, Academics, Research and UMaine information. Also part of the template navigation is a Quicklinks dropdown menu featuring an A to Z Directory, UMaine Map, UMaine Calendar, UMaine Portal, Faculty and Staff Resources, Student Resources, Emergency Information and UMaine Police. UMM’s website is similarly designed with dropdown menus that address major inquiries.

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

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

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

UMM also provides online versions of the Student Handbook, Clery reports, and Faculty Handbook. UMM Admissions information and all academic policies and procedures are also publicly available, as are job postings and application information. Furthermore, the UMaine Student Consumer Information exists to direct students to all current information regarding a variety of topics related to student policies, financial aid, loan information, health and safety, and student outcomes.

The Division of Marketing and Communications has overall institutional quality control of and branding responsibility for the UMaine web presence, with 270 sites now in the current template (as of Dec. 15, 2017), including some significant UMaine units- Fogler Library, the School of Marine Sciences, Center on Aging, and Graduate School of Biomedical Science and Engineering, in the UMaine brand online for the first time. In addition, there are 76 websites in the previous branded template, the majority of which have begun migrating to the current template. These are specialized, small sites that, combined, account for less than three percent of UMaine’s web traffic.

Each UMaine unit oversees the content management of its branded university website. Primary and secondary institutional publications and materials produced by Marketing and Communications are subjected to rigorous quality standards to effectively, accurately, and responsibly represent UMaine.

APPRAISAL

As the state’s flagship public university, UMaine understands the importance of transparency and its role in fulfilling the institutional mission to benefit constituents. To ensure success, the University’s communication efforts across multiple platforms focus on, and are constantly informed by, best practices, quality assurance, accessibility policies and procedures, and constituent needs.

It is difficult to avoid the challenges of misbehavior that often befall an institution of significant size. Despite the occurrence of unfortunate events, UMaine has been transparent with occasional incidents of sexual harassment, mistreatment of personnel, and financial impropriety. After investigations take place, all appropriate details are publicly disclosed.

The UMaine website is also a prime example of UMaine’s transparency. As UMaine’s principal marketing tool, umaine.edu needs to demonstrate the highest levels of accessibility, branding, quality and reliability. The institutional decision to invest in rebranding the UMaine WordPress-based website had multiple long-lasting, far-reaching benefits for internal and external constituents, and ultimately provided a higher-quality, more effective communication platform for Maine’s research university. Those benefits ranged from members of the UMaine community being trained in best practices and institutional branding to undertake the content management on their websites to empowering a campus-wide Web Advisory Council and ensuring the best communication possible- from student recruitment to UMaine Cooperative Extension outreach efforts. Leadership for taking umaine.edu to the next level of quality and transparency came from the Division of Marketing and Communications Digital Communications team. It is an ongoing priority of the entire Marketing and Communications division.

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

PUBLIC DISCLOSURE

DESCRIPTION

The University of Maine’s Division of Marketing & Communications has general responsibilities for matters concerning public disclosure of information. Other UMaine administrative units, such as the Office of Student Records, the Business Office, the Office of Institutional Research, 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 UMaine’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 UMaine. 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.

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 communication. This goes beyond the critical need for an accessible, highly functional and attractive Web site to include the contemporary ways of relaying information, such as Podcasting, social networking mechanisms, blogging and the timely delivery of e-mail messages.
In this context, it is critical that UMaine communicators continue to recognize that Maine does not have universal broadband Internet access, and that some UMaine constituents either have dial-up connections or no Internet access at all. Because of those concerns and other considerations, UMaine’s communications professionals still produce high-quality materials of a more traditional nature, such as magazines, viewbooks, television and radio commercials and newsletters. A contemporary approach to public disclosure incorporates several communications strategies and takes into account the high level of statewide interest that news organizations have at UMaine. In preparation for the NECHE visit in Spring 2019, a statewide notice for public comment on the self-study was published in several newspapers throughout Maine as well as on the home page of UMaine’s and UMM’s website.

APPRaisal

UMaine successfully discloses information publicly. In an attempt not to be duplicative of the information in the previous section on Transparency that is also supportive of the Public Disclosure Standards, the following information is provided.

UMaine’s online undergraduate and graduate catalogs, as well as UMM’s undergraduate catalog, describe the institutions consistent with their mission statements and are clear in establishing the obligations and responsibilities of students, faculty and staff. The catalogs contain information concerning the Universities’ missions, objectives, expected educational outcomes, public status, admissions and transfer requirements and procedures, student fees, charges, refunds, student conduct rules and regulations (also in the Student Conduct Code), procedures for student appeals and complaints (also in the Student Conduct Code), withdrawals, academic programming, courses, educational opportunities, academic policies and degree completion requirements.

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

Information about faculty is located in the catalog and on the departmental websites (which can be accessed through the University website), as are administrative officers and the governing Board of Visitors. Information on the Hutchinson Center, Darling Marine Center and offices of Cooperative Extension are also available through the University website. Information on UMM, a regional campus of UMaine can be found on their website, UMM Website.

The information in standard 9.23 can be found under the Campus Life heading on the University website, specifically tabs labeled Division of Student Life and Student Consumer Information. More detailed information is available from the Office of Institutional Research (also located on the OIR website).

Institutional goals for student’s education is located on the Office of Assessment website. The Office of Institutional Research produces Retention and Graduation Rates, which can be found on that website.

Student Financial Aid offers numerous online resources for current and prospective students, and the website, including costs at UMaine and SALT financial literacy information, and a net price calculator. Since 2015, UMaine started the Think 30 initiative that encourages undergraduates to take 30 credits each academic year to graduate in four years to save money and reduce debt. Debt

upon graduation, cohort default and loan repayment rates are not available on the website, however are available in the Common Data Set reports.

UMaine’s statement about accreditation is located under the Office of Assessment - Accreditation.

As the state’s flagship public university, UMaine understands the importance of public disclosure and its role in fulfilling the institutional mission to benefit constituents. To ensure success, the University’s efforts across multiple platforms focus on, and are constantly informed by, best practices, quality assurance, accessibility policies and procedures, and constituent needs.

PrOJEcTIONS

The NECHE self-study process has helped UMaine focus on several areas and reflect on actions taken since the last review as well as areas of concern that should be addressed moving forward.

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. UMM’s Faculty Handbook was recently updated, but should be annually reviewed for accuracy.

In summary, to be permanent and guaranteed, assurance for the integrity, transparency and public disclosure of an institution of higher learning cannot reside solely within a single individual, office, committee or single branch of the organization. To ensure institutional honesty, responsibility must be structurally embedded in its various components, both internal and external. UMaine and UMM possess such interdependent and balanced structures and continually renew their commitment to integrity and transparency.
AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

Print Publications
Self-study/Interim Report Page Reference

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

Print Publications
Self-study/Interim Report Page Reference

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

Print Publications
Self-study/Interim Report Page Reference

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

Method(s) used for verification
Self-study/Interim Report Page Reference

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

Print Publications
Self-study Page Reference

The undersigned affirms that __________________________________________________________________________________ (institution name)
meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: ___________________________ Date: ___________________________
<p>| Category                              | At the institutional level:                                                                                                                                                                                                 | B.A. Art Education                                                                 | B.A. Art History                                                                 | B.A. Studio Art                                                                 | B.A. Studio Art                                                                 | B.A. Chemistry                                                                 | B.A. Communications                                                                 | B.A. Media Studies                                                                 |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Category                            | (2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | Portfolio review, exit interview, student teaching, courses based on instructional aide and lesson plan development | Classroom discussion, public presentation, research papers, capstone research and presentations, course based on assessment peer-reviewed sources and playing attention to methodology. | Final portfolio submissions for classes cumulative project, workshops, specialized courses for digital and physical tools, capstone, interview, final assessment | Final portfolio submissions for classes cumulative project, workshops, specialized courses for digital and physical tools, capstone, interview, final assessment | Final exam. course instructors grade conduct and interpret work. Changes to curriculum were approved and effective for students entering Fall 2017. More results will not be known for a few years. | Capstone, senior seminar in communications and media ethics. | Capstone, senior seminar in communications and media ethics. |
| Category                            | (3) Who interprets the evidence? (e.g., annually by the curriculum committee)                                                                                                                                              | Instructors for each course, faculty, field instructor for teaching.               | History of art faculty use the general rubric for the Association of American Colleges and Universities | Instructors, N/A                                                               | Instructors, N/A                                                               | Instructors.                                                                 | Instructors.                                                                 | Instructors.                                                                 |
| Category                            | (4) What changes have been made as a result of the data/evidence?                                                                                                                                                         | N/A                                                                             | N/A                                                                             | N/A                                                                             | N/A                                                                             | N/A                                                                             | N/A                                                                             | N/A                                                                             |
| Category                            | (5) Date of most recent program review (for general education and each degree program)                                                                                                                                     | 2018                                                                            | 2018                                                                            | 2018                                                                            | 2018                                                                            | 2018                                                                            | 2018                                                                            | 2018                                                                            |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>At the institutional level:</th>
<th>(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.</th>
<th>(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</th>
<th>(3) Who interprets the evidence? (e.g. annually by the curriculum committee)</th>
<th>(4) What changes have been made as a result of using the data/evidence?</th>
<th>(5) Date of most recent program review (for general education and each degree program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. Journalism</td>
<td><a href="http://www.umaine.edu/las/majors-minors-2/a-sampling-of-career-path/learning-goals-for-undergraduates/communication-and-journalism">www.umaine.edu/las/majors-minors-2/a-sampling-of-career-path/learning-goals-for-undergraduates/communication-and-journalism</a></td>
<td>Capstone, senior seminar in communications and media ethics. Instructors <strong>Continued to adapt learning outcomes and assessment dimensions to final projects, engage in more depth of discussion for capstone(s), greater qualitative assessment</strong>.</td>
<td>2018 <strong>Writing samples from capstone courses showing application of mathematical proofs. Survey exit survey. Capstone.</strong></td>
<td>Faculty <strong>Use of senior survey to investigate the benefit of an extra semester of computer science.</strong></td>
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<td>B.A. English</td>
<td><a href="http://www.umaine.edu/las/majors-2/a-sampling-of-career-path/learning-goals-for-undergraduates/communications-and-media-ethics">www.umaine.edu/las/majors-2/a-sampling-of-career-path/learning-goals-for-undergraduates/communications-and-media-ethics</a></td>
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<tr>
<td>B.A. Computer Science</td>
<td><a href="http://www.umaine.edu/las/majors-minors-2/a-sampling-of-career-path/learning-goals-for-undergraduates/computer-science">www.umaine.edu/las/majors-minors-2/a-sampling-of-career-path/learning-goals-for-undergraduates/computer-science</a></td>
<td>ACM-IEEE courses, exams, capstone following AAC&amp;U rubrics, oral presentations Course instructors, instructors interpret and evaluate students <strong>Analytic of data displays thematic improvement of student success for each class</strong>.</td>
<td>2018 <strong>Writing samples from capstone courses showing application of mathematical proofs. Survey exit survey. Capstone.</strong></td>
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<td>B.S. Computer Science</td>
<td><a href="http://www.umaine.edu/las/majors-minors-2/a-sampling-of-career-path/learning-goals-for-undergraduates/computer-science">www.umaine.edu/las/majors-minors-2/a-sampling-of-career-path/learning-goals-for-undergraduates/computer-science</a></td>
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<td>B.A. New Media</td>
<td><a href="http://www.umaine.edu/las/majors-minors-2/a-sampling-of-career-path/learning-goals-for-undergraduates/new-media">www.umaine.edu/las/majors-minors-2/a-sampling-of-career-path/learning-goals-for-undergraduates/new-media</a></td>
<td>- <strong>B.A. English</strong> <a href="http://www.umaine.edu/las/majors-minors-2/a-sampling-of-career-path/learning-goals-for-undergraduates/english">www.umaine.edu/las/majors-minors-2/a-sampling-of-career-path/learning-goals-for-undergraduates/english</a></td>
<td>Final papers, writing seminars Course instructors <strong>Year-end discussion of the assessment focused on procedures for next year’s implementation and the need for integration of the rubric itself in future syllabi and teaching. It was decided that a full report on the assessment would be prepared for English Faculty, with discussion of the scores to be held at the beginning of Autumn 2018.</strong></td>
<td>2018 <strong>Writing samples from capstone courses showing application of mathematical proofs. Survey exit survey. Capstone.</strong></td>
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<td>Course instructors <strong>Year-end discussion of the assessment focused on procedures for next year’s implementation and the need for integration of the rubric itself in future syllabi and teaching. It was decided that a full report on the assessment would be prepared for English Faculty, with discussion of the scores to be held at the beginning of Autumn 2018.</strong></td>
<td>Faculty <strong>Rubric used to assess capstone papers utilized by two philosophy faculty members.</strong></td>
<td>30% of students evaluated over the last three years scored “fair”.</td>
<td>2018 <strong>Rubric used to determine student performance.</strong></td>
<td></td>
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<tr>
<td>B.A. French</td>
<td><a href="http://www.umaine.edu/las/majors-minors-2/a-sampling-of-career-path/learning-goals-for-undergraduates/modern-languages-classes">www.umaine.edu/las/majors-minors-2/a-sampling-of-career-path/learning-goals-for-undergraduates/modern-languages-classes</a></td>
<td>Course instructors, instructors interpret and evaluate students <strong>Analytic of data displays thematic improvement of student success for each class</strong>.</td>
<td>Capstone, term paper in courses, and oral presentation. Faculty <strong>Use of senior survey to investigate the benefit of an extra semester of computer science.</strong></td>
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<td>B.A. Romance Languages</td>
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<td>ETS Field Test for 400-level courses to assess student performance, Holmes-Wieman Laboratory Diagnostic to evaluate student understanding and knowledge of lab skills, courses on ethics, lifelong learning, and contemporary issues with oral and written components, longitudinal study on majors at 3rd semester, 4th and 5th. Faculty <strong>Use AAC&amp;U Rubric to determine student performance.</strong></td>
<td>2018 <strong>Use of senior survey to investigate the benefit of an extra semester of computer science.</strong></td>
<td>2018 <strong>Use of senior survey to investigate the benefit of an extra semester of computer science.</strong></td>
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*The faculty discussed assessment within the major and agreed to select several students in each language to take the ACTFL Oral Proficiency Interview or Oral Proficiency Interview by Computer and the Writing Proficiency Test. The results would be used as benchmarks for courses satisfying specific requirements in the major: FRE 305 or SPA 305 or 306 and/or upper level language or content courses. We will also discuss and plan to develop our own means of assessing content knowledge in addition to linguistic proficiency.*

**Quantitative results are presented in an accompanying tab of this spreadsheet. ETS Field Test results. Overall, one area is consistently strong (E&M), telling us that students are approaching the test seriously. Results are also consistent with our program’s emphasis on E&M. Thus, performance in other areas can be used to measure our program performance. In QM, percentiles are variable around the 50th percentile average. In mechanics, scores have been declining over time, which is concerning. In Thermo/Op/Rel/Ones, scores are very low, at times, which might be because thermo and optics are elective courses not taken by all students. It’s also possible that instruction in some areas is weak.**

continued
**B.A. Physics**

- **B.A. Physics**: Emerging areas and understanding of lab skills, courses on ethics, learning, and contemporary issues with oral and written components, longitudinal study on majors at 3rd semesters, 4th, and 5th.

- **ETS Field Test** for 400 level courses in physics and astronomy.

- **Quantitative results** are presented in an accompanying tab of this spreadsheet, ETS Field Test results.

- **Overall**: one area is consistently strong (E&M), telling us that students are approaching the test seriously. Results are also consistent with our program’s emphasis on E&M.

- **Performance in other areas** can be used to measure our program performance. In QM, percentiles are variable around the 50th percentile average. In mechanics, scores have been declining over time, which is worrisome. In Thermodynamics/Waves, scores are very low at times, which might be because theme and optics are elective courses not taken by all students. It’s also possible that instruction in some areas is weak.

- **Declining over time**, very low, at times, because thermo and optics are elective courses not taken by all students. It’s also possible that instruction in some areas is weak.

**Notes**

- **See note below**

**Capstone**

- Faculty: AAC&U Rubric to determine student performance.

- **Faculty** is responsible for scoring.

- Course is scored on a three-point scale, with three representing good, two representing acceptable, and one representing unacceptable. Scores will be awarded on a fixed scale, ranging from 1 to 100 basis.

- **Attendance** and **paperwork** will be graded based on a rubric.

- **Instructors** will grade the capstone to a common rubric.

- **Faculty** can make recommendations based on a rougher guide.

**Exit Survey**

- All POS students enrolled in Senior Capstone Seminar will be administered an exit survey.

- The exit survey is mandatory; students will be advised in course syllabi.

**Future**

- Plan to continue trial in music theory tutoring with qualified music majors.

**B.A. Women’s, Gender, and Sexuality Studies**

- **Faculty** or one other faculty member in Political Science for evaluation.

- This representative sample will be scored on a simple three-point scale, with three representing good, two representing acceptable, and one representing unacceptable. Scores will be awarded on a fixed scale, ranging from 1 to 100 basis.

- **Attendance** and **paperwork** will be graded based on a rubric.

- **Instructors** will grade the capstone to a common rubric.

- **Faculty** can make recommendations based on a rougher guide.

- **Exit Survey**

- All POS students enrolled in Senior Capstone Seminar will be administered an exit survey.

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- **Future**

- Plan to continue trial in music theory tutoring with qualified music majors.
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#### At the institutional level:

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<th>(1) Where are the learning outcomes for this level/program work in closed? (please specify)</th>
<th>(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</th>
<th>(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)</th>
<th>(4) What changes have been made as a result of using the data/evidence?</th>
<th>(5) Date of most recent program review (for general education and each degree program)</th>
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<tr>
<td>B.S. Business Administration in Accounting</td>
<td>umaine.edu/business/degrees-and-programs</td>
<td>Demonstrate skills in written communication, teamwork, ethics and global perspectives, ENTS exam administered in global perspectives used to aid assessment</td>
<td>faculty review skills pertaining to oral communication, written communication, team work, ethics, and global perspective. Expand instruction in courses, more discussions with instructors to ensure proficiency, reviewing courses, spending more time discussing work in class. Express faculty to online assessment.</td>
<td>2016</td>
</tr>
<tr>
<td>B.S. Business Administration in Finance</td>
<td>umaine.edu/business/degrees-and-programs</td>
<td>Demonstrate skills in written communication, teamwork, ethics and global perspectives.</td>
<td>faculty review skills pertaining to oral communication, written communication, team work, ethics, and global perspective. Expand instruction in courses, more discussions with instructors to ensure proficiency, reviewing courses, spending more time discussing work in class. Express faculty to online assessment.</td>
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<td>umaine.edu/business/degrees-and-programs</td>
<td>Demonstrate skills in written communication, teamwork, ethics and global perspectives.</td>
<td>faculty review skills pertaining to oral communication, written communication, team work, ethics, and global perspective. Expand instruction in courses, more discussions with instructors to ensure proficiency, reviewing courses, spending more time discussing work in class. Express faculty to online assessment.</td>
<td>2016</td>
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<tr>
<td>B.S. Elementary Education</td>
<td>umaine.edu/edhd/undergraduate/elementary-education</td>
<td>Course-based assessment, GPA minimums, PRAXIS test</td>
<td>Faculty, department</td>
<td>Program committee uses data to inform program evaluation identifying individual students requiring support is being developed.</td>
</tr>
<tr>
<td>B.S. Secondary Education</td>
<td>umaine.edu/edhd/undergraduate/elementary-education</td>
<td>Course-based assessment, GPA minimums, PRAXIS test</td>
<td>Faculty, department</td>
<td>Program committee uses data to inform program evaluation identifying individual students requiring support is being developed.</td>
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</table>
| B.S. Kinesiology and Physical Education | umaine.edu/edhd/undergraduate/kpe | Analyze teacher pedagogical behavior, conduct video analyses, demonstrate testing, assessing, and designing programs for persons with disabilities, analyze motion on exams and reports. | Instructors and KPE faculty during annual assessment meetings | | 2016 |}

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<td>B.S. Child Development and Family Relations</td>
<td>umaine.edu/child/undergraduate/fdr</td>
<td>key assessment in classes, tests, and essay, GPA minimums, mentor teaching</td>
<td>Instructors, Faculty</td>
<td>Program committee reviews data annually. Program committed to provide data to inform programs to identify individual students. Identifying individual students requiring support is a current goal.</td>
</tr>
<tr>
<td>B.S. Athletic Training</td>
<td>umaine.edu/edhd/undergraduate/athleti-training</td>
<td>Analyze teacher pedagogical behavior, conduct video analyses, demonstrate testing, assessing, and designing programs for persons with disabilities, analyze motion on exams and reports.</td>
<td>Instructors and KPE faculty during annual assessment meetings</td>
<td></td>
</tr>
<tr>
<td>B.S. Biomedical Engineering</td>
<td>umaine.edu/edhd/overview</td>
<td>Class project designs, assessment through homework assignments, presentation and design calculations for projects, written reports, preparing plots, and use of software for system design</td>
<td>Assessment annually by faculty, external advisory board, program committee process review by ABET</td>
<td></td>
</tr>
<tr>
<td>B.S. Civil and Environmental Engineering</td>
<td>civil.umaine.edu/program-accreditation</td>
<td>Final exams designed to assess students ability to apply mathematics, science and engineering principles. Exams also designed for students apply their knowledge to identify, formulate, and solve engineering problems. Last test questions designed to assess students ability to use techniques, skills, and engineering tools.</td>
<td>Scores determined by class instructors.</td>
<td>Through this year, the percentage attainment has been increasing, and has now stabilized. Student survey comments from 2017 indicated that students felt like they spent too long waiting for their questions to be answered in class. They are still some what split on the flipped classroom style, but more were positive than negative this year.</td>
</tr>
<tr>
<td>B.S. Computer Engineering</td>
<td>umaine.edu/accredit/acc-student-outcomes</td>
<td>Graduated tasks to assessment class outcomes. Exams and lab work.</td>
<td>Results are reviewed and interpreted by a committee of faculty members. Students meet requirements and monitoring for student outcomes are still going.</td>
<td></td>
</tr>
<tr>
<td>B.S. Construction Engineering Technology</td>
<td>umaine.edu/construction-technology</td>
<td>Classroom designed proposed solutions to real construction engineering problems such as community service work. Peer evaluations, student capstone, management exercises.</td>
<td>Instructors evaluate coursework</td>
<td>Last spring semester students worked harder in a way to emphasize the important of developing good proposals.</td>
</tr>
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Quantitative results are presented in an accompanying tab of this spreadsheet, "ETS Field Test results." Overall, one area is consistently strong (E&M), telling us that students are approaching the test seriously. Results are also consistent with our program’s emphasis on E&M. Thus, performance in other areas can be seen as possibilities that instruction in some areas is weak.

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<td>not among/adequate accreditation/ student-outcomes</td>
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<td></td>
<td>Graded tasks to assessment class outcomes, Exams and lab work.</td>
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<td></td>
<td>Students meet and interpret by a committee of faculty members.</td>
</tr>
<tr>
<td></td>
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</table>

| B.S. Engineering | not among/adequate accreditation/ student-outcomes |
|                 | Lab work, capstone, course outcome surveys, oral presentations |
|                 | Faculty instructors |
|                 | Additional module planned for lab work, more code examples within lab work, more structure to courses with oral presentation. |
|                 | 2016 |

| B.S. Mechanical Engineering | not among/adequate accreditation/ student-outcomes |
|                            | Reflection papers on global, political, and societal factors that changes their experiment design, outcome-based class work for functioning in multi-disciplinary teams and conducting experiments, class exams |
|                            | MIE faculty members and instructors |
|                            | More revision to reflection papers, rubric design to assess, student outcomes, better questions to assess performance indicators |
|                            | 2016 |

| B.S. Survey Engineering Technology | Not listed |
|                                   | NCEES fundamentals of surveying, employer evaluations, outside review from “Grants” for capstone, numerical tests, field exercises, survey parts of local town for boundary surveys, GPS project planning |
|                                   | Faculty member and outside reviewers |
|                                   | No changes |
|                                   | 2016 |

| B.S. Animal and Veterinary Sciences | Not listed |
|                                    | Oral presentations, case-based animal disease review |
|                                    | Faculty, instructors |
|                                    | Assessment shows more problems on how to properly address, what appropriate sources are, and work on writing skills. The importance of checking one’s work for grammatical errors is stressed |
|                                    | 2017 |

*Quantitative results are presented in an accompanying tab of this spreadsheet, "ETS Field Test results." Overall, one area is consistently strong (E&M), telling us that students are approaching the test seriously. Results are also consistent with our program’s emphasis on E&M. Thus, performance in other areas can be seen as possibilities that instruction in some areas is weak.
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<th>(3) List key issues for continuing accreditation identified in accreditation action letter or report.</th>
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<td>B.A. Music; BM Music Education; BM Music Performance</td>
<td>National Association of Schools of Music (NASM) 2015</td>
<td>First, the institution shall offer regular classes in such areas as theory, history, and appropriate repertoire of music, as well as instruction in performance. Second, the institution shall maintain a curricular program in musicianship skills at various levels appropriate to the needs of its students. Third, the institution shall offer instruction in and opportunities for ensemble performance. Fourth, the institution shall offer at least one complete curriculum that meets all applicable standards. Fifth, baccalaureate degree-granting institutions shall have graduated from at least one curricular program that meets all applicable standards at least one senior class with a minimum of these students, and another class shall be in readiness subject to examination. Sixth, institutions offering one or more graduate programs as their only degree programs shall have graduated at least two students from at least one graduate program that meets all applicable standards, and shows evidence of continuous enrollment. Seventh, the institution’s legal authority shall be stated clearly in its published materials as identified by its charter, authority to grant degrees, structure of control, profit or non-profit status, and affiliation, if any, with a parent or sibling organization. Eighth, all policies regarding the admission and retention of students, as well as those pertaining to the school’s evaluation of progress through the educational program, shall be clearly defined in literature published by the institution. Ninth, all tuition, fees, and other charges, as well as all policies pertaining thereto, shall be clearly described in the institution’s published literature. Tenth, faculty members shall be qualified by educational background and/or professional experience for their specific teaching assignments. The institution shall list its faculty in its published literature. Eleventh, the institution shall have facilities and equipment adequate to the needs of its educational program. Twelfth, it shall have library space and holdings adequate to the needs of its educational program. Thirteenth, the institution shall be licensed or chartered to operate as required by local and state legal codes. Fourteenth, the institution shall provide and be responsible for all coursework or educational services to support its educational programs, or demonstrate that any cooperative or contracted coursework or educational services are provided by an outside institution or organization having accreditation as an entity by a nationally recognized accrediting agency. Fifteenth, the institution shall demonstrate a commitment to a program of continuous self-evaluation</td>
<td>2018</td>
<td>2018</td>
<td></td>
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<tr>
<td>B.S. Chemistry</td>
<td>American Chemical Society (ACS) 2012</td>
<td>First, the institution to the program must be accredited by the respective regional accrediting body. Furthermore, the administration of the program should not be in a chemistry department organized as an independent unit with control over an adequate budget, faculty selection and promotion, curriculum development, and assignment of teaching responsibilities. Second, faculty members are responsible for defining and executing the overall goals of the program. Third, faculty members to an approved program should have a range of education backgrounds and the expertise to provide a sustainable, robust, and engaging environment in which to educate students. Fourth, a modern and comprehensive infrastructure is essential to a vigorous undergraduate program including classroom, teaching labs, research offices, and common space alongside appropriate laboratory equipment. Fifth, the curriculum of an approved program provides a broad background in chemical principles and in depth study of chemistry. Sixth, program must support undergraduate research to allow students to integrate and reinforce chemistry knowledge from coursework. Seventh, the development of student skills is necessary from an approved program to prepare students to enter the workforce or postgraduate education. Eighth, an approved program should evaluate its curriculum and pedagogy relative to the program’s teaching and research mission. Nineth, the chair of an approved program certifies those who graduate.</td>
<td>2018</td>
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---|---|---|---|---|---
Ph.D. Psychology American Psychological Association (APA) | The program is consistent with the majority of the provisions within the several criteria. Areas of concern include ensuring students demonstrate a thorough understanding of curriculum, clarification of student retention rates, and a narrative response on its mentoring model. All of which the program has responded to. | The program offers training that leads to doctoral degree. Program purpose must be proposed in an institutional setting appropriate for doctoral education. Standards relating to administrative responsibilities related to cultural and individual experiences and diversity; program length; adherence to formal written policies and procedures of institutions; program must provide information on the program. Standards also relate to discipline-specific knowledge and competency; curriculum standards, required internship training, evaluation of student and program competencies, documenting student and program effectiveness; support learning environments and student success; faculty standards related to individual differences and diversity. Public disclosure of accreditation status. | 2018-2019 | | 
M.A. Speech-language Pathology Council on Academic Accreditation in Audiology and Speech Language Pathology | Compliance of applicable and equal opportunity laws. Program provides information about the program and institution to students that is publicly and readily available. Student outcome measures must be recorded. Programs use the applicable accreditation statement on their website. Clinical education obtained in external placements must be governed by agreements between program and external faculty. At least 80% of students must have completed the program within the program’s published time frame. 80% of students must pass the Praxis subject assessment examination. | Program must have a clearly defined and publicly stated mission, goals, and objectives. Program must include understanding of renewable materials. Fundamental to the discipline is basic materials science, including raw materials biology, physical properties, mechanical properties, and chemical characteristics and properties. Program must be administered by a person carrying the equivalent title and authority of administrators of comparable units in the institution. Faculty must provide high quality instruction, keep curriculum current and in concert with program’s goals. Program must follow institution’s policies that reflect cultural, ethnic, and gender diversity. Program must demonstrate a commitment to students through a well planned effort to provide a broad range of academic programs from recruitment activities to job placement programs. | 2021 | | 
B.S. Forestry, Parks, Recreation, and Tourism; MS Forestry Society of American Foresters (SAF) | Program must have a clearly defined and publicly stated mission, goals, and objectives. Program must include understanding of renewable materials. Fundamental to the discipline is basic materials science, including raw materials biology, physical properties, mechanical properties, and chemical characteristics and properties. Program must be administered by a person carrying the equivalent title and authority of administrators of comparable units in the institution. Faculty must provide high quality instruction, keep curriculum current and in concert with program’s goals. Program must follow institution’s policies that reflect cultural, ethnic, and gender diversity. Program must demonstrate a commitment to students through a well planned effort to provide a broad range of academic programs from recruitment activities to job placement programs. | Program must have a clearly defined and publicly stated mission, goals, and objectives. Program must include understanding of renewable materials. Fundamental to the discipline is basic materials science, including raw materials biology, physical properties, mechanical properties, and chemical characteristics and properties. Program must be administered by a person carrying the equivalent title and authority of administrators of comparable units in the institution. Faculty must provide high quality instruction, keep curriculum current and in concert with program’s goals. Program must follow institution’s policies that reflect cultural, ethnic, and gender diversity. Program must demonstrate a commitment to students through a well planned effort to provide a broad range of academic programs from recruitment activities to job placement programs. | 2023 | | 
B.S. in Forest Operations, Bioproducts and Bioenergy Society of Wood Science and Technology (DWST) | Program must have a clearly defined and publicly stated mission, goals, and objectives. Program must include understanding of renewable materials. Fundamental to the discipline is basic materials science, including raw materials biology, physical properties, mechanical properties, and chemical characteristics and properties. Program must be administered by a person carrying the equivalent title and authority of administrators of comparable units in the institution. Faculty must provide high quality instruction, keep curriculum current and in concert with program’s goals. Program must follow institution’s policies that reflect cultural, ethnic, and gender diversity. Program must demonstrate a commitment to students through a well planned effort to provide a broad range of academic programs from recruitment activities to job placement programs. | Program must have a clearly defined and publicly stated mission, goals, and objectives. Program must include understanding of renewable materials. Fundamental to the discipline is basic materials science, including raw materials biology, physical properties, mechanical properties, and chemical characteristics and properties. Program must be administered by a person carrying the equivalent title and authority of administrators of comparable units in the institution. Faculty must provide high quality instruction, keep curriculum current and in concert with program’s goals. Program must follow institution’s policies that reflect cultural, ethnic, and gender diversity. Program must demonstrate a commitment to students through a well planned effort to provide a broad range of academic programs from recruitment activities to job placement programs. | 2024 | |
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<th>(3) List key issues for continuing accreditation identified in accreditation action letter or report.</th>
<th>(4) Key performance indicators as required by agency or selected program (licensure, board, or bar pass rates, employment rates, etc.) *</th>
<th>(5) Date and nature of most scheduled review</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. Bioengineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Computer Engineering, Mechanical Engineering, Construction Engineering, Technology, Electrical Engineering, Technology, Mechanical Engineering Technology, Survey Engineering Technology</td>
<td>Engineering Accreditation Commission (ECA - ABET) 2018</td>
<td>Bioengineering, Chemical Engineering received one concern relating to institutional support due to the strain on staff for further growth. Civil: no concern, weakness, or deficiencies. Electrical, Computer: one weakness related to statistics and math requirements do not appear to be integrated into engineering. Engineering Physics: Weakness in continuous improvement, deficiency in curriculum due to a lack of credits offered related to engineering topics. Mechanical: no concerns, weaknesses, or deficiencies.</td>
<td>General program criteria for engineering programs require eight separate standards: First, student performance must be evaluated and monitored to foster success. Second, the program must have published program educational objectives that are consistent with the mission of the institution. Third, the program must have documented student outcomes that prepare graduates to attain the educational objectives. Fourth, the program must regularly use appropriate, documented processes for assessing and evaluating student outcomes. Fifth, the curriculum requirements must specify subject areas appropriate to engineering courses but not prescribe specific courses. Sixth, faculty members must have the competencies to cover all of the curricular areas of the program and be in sufficient number. Seventh, facilities in the program must be adequate to support student outcomes and an environment conducive to learning. Eighth, Institutional support and leadership must be adequate to ensure the quality and continuity of the program.</td>
<td>*Record results of key performance indicators in form 8.3 of the Data First Forms.</td>
<td>2020</td>
</tr>
</tbody>
</table>

*Most Recent Audited Financial Statements
**Auditor's management letter
***List of supporting documents from Electronic Workroom