



## **Example collaborations in the UMS version 2/16/15**

### **UMS Libraries—a collaborative network**

The seven campus Libraries of the University of Maine System have a long history of collaboration dating back at least to the early 1980s. There are several ways this collaboration occurs and is encouraged. The seven campuses share an integrated library system, URSUS, that presents the holdings of all the campuses in a single catalog with all materials available to students and faculty on any campus. In addition, the URSUS system is a shared library management tool for back end operations. Philosophically the Libraries say we are one collection at eleven libraries (URSUS contains other libraries besides the seven campuses). As library technology has evolved the campuses evolved with this same collaborative spirit, sharing databases, discovery tools, and other software which is efficiently managed by the state-wide library consortium, Maine InfoNet.

There has also been a conscious effort to create a culture of collaboration from all levels of staff. The URSUS Library Directors meet 10 times a year to discuss issues including an annual day and a half planning retreat that rotates between campuses. Collaboration works best when there is trust and getting to know each other is an important element of that trust. Besides the Directors, here are a sample of the other committees that meet on a regular basis including URSUS Reference Department Heads, Cataloging Standards Committee, Circulation Heads, and the Databases and Collections Committee.

The library profession in general is one in which cooperation and collaboration are commonplace and valued. Libraries in Maine have worked together historically for decades and across library types in ways uncommon to other states. Through a combination of cultural and geographic factors, policy decisions, technology and strategic leadership, the UMS Libraries operate in a state-wide culture that encourages collaboration.

Through the sharing of resources and expertise, seeking win-win situations regardless of the size of the library, and keeping our users at the core of our work, the UMS Libraries have been successful in demonstrating how the sum of the parts is definitely greater than the individual campus library.

### **BSIT-a degree program designed with multiple community college and industry partners**

Information technology as an educational discipline is the study of specifying, designing, constructing, operating and maintaining computer-based information systems. The new

baccalaureate degree in Information Technology, offered by USM, is a 2+2 program closely coordinated with three area community colleges and a 4-year option based mostly on existing USM courses. The three partner community colleges are Southern Maine Community College (SMCC), York County Community College (YCCC) and Central Maine Community College (CMCC).

The program prepares students to fill a gap in the workforce of Maine's IT cluster and to provide a smooth, articulated path from Maine's community college system to an accredited Bachelors degree from USM. This is a practice-oriented program with opportunities for internships and a significant capstone project. The program has been designed based on the Association for Computing Machinery/Electrical and Electronics Engineers (ACM/IEEE) 2008 IT Guidelines (ACM, IEEE Comp. Soc., 2008). It is being designed to eventually gain accreditation by the Accreditation Board for Engineering and Technology (ABET), as have been 21 other similar programs in the U.S.

Graduates from the program will fill an important gap in Maine's IT workforce, significantly improving the statewide prospect for excellence in the computer-based delivery of services and information. Local industry and state government are asking for this program. Almost all of the topics covered in this program have been or are already being taught at USM, SMCC, YCCC and CMCC by existing faculty. The initial requirement for new resources was very modest. Accordingly, the financial analysis is strongly positive.

#### **Aviation—a UMA degree program that requires a UMM course**

The University of Maine at Machias gives priority to a certain number of UMA Aviation students to enroll in UMM's MTR 101 course (a course that involves expertise not available within the UMA faculty). UMA students enroll in the course via standard distance enrollment methods and are subject to UMM's tuition, fees and student policies.

Both institutions agree to consult on course and program curriculum aspects in order to serve the educational needs of Aviation students. Any significant changes to the course syllabus or learning outcomes proposed by UMA must be approved through the normal UMM Curriculum approval process.

#### **Nursing—implementing a curriculum developed by one campus on another campus**

UMA is phasing out its 2 year program in nursing and is beginning to offer UMFK's 4 year degree. Initiated by the campus presidents, this partnership is an example of how one campus can offer a degree program developed at another campus. External accreditation may help to smooth transition due to shared expectations by faculty at both sites but it also requires clarity regarding the locus of administrative control for the program. This collaboration underscores the need to make explicit what collaboration means. Details of decisions continue to be documented through an MOU between the campuses, addressing details regarding advising, student services, faculty sharing, enrollment, general education requirements, culture differences, student registration, course scheduling and the like. Implementing this collaboration has required a lot of time and energy especially from the coordinators. MaineStreet was not designed to facilitate cross-campus collaboration. UMS provided some seed money to support the need for additional assigned time

and travel support for coordinators. Establishing block transfer for CORE curriculum requirements would resolve some student concerns. Collaboration has improved access to nursing curriculum for students in the Augusta region. For enrollment to grow, additional faculty will be needed to maintain the faculty-to-student ratios required by the accreditors. Adopting the existing curriculum was less costly than developing a new program.

### **Cyber Security – a new BS degree program delivered on line from any UMS institution.**

The Bachelor of Science in Cybersecurity Online Consortium engages all 7 UMS institutions in offering a program leading to a baccalaureate degree in cybersecurity. The BS is a closely coordinated 4-year program that is based on existing curriculum. The Consortium is governed by a leadership committee. Each student in the program is expected to abide by the academic policies of his or her home campus. Tuition and fees are set by UMS. Each institution in the consortium will identify a concentration and elective courses to contribute to the program. The student's home institution is the degree-awarding institution.

The curriculum has recently achieved recognition by the National Security Agency as a component of a UMS distributed Center of Academic Excellence in Information Assurance/Cyber Defense (NSA CAE/IAE). The program will prepare students to fill a gap in Maine's workforce and provide a smooth articulated path from Maine's community colleges to an accredited Bachelors degree. This is a practice-oriented program with opportunities for internships and significant capstone projects. The program has been designed to meet the stringent academic standards of the National Security Agency (NSA) and the Department of Homeland Security (DHS) which jointly sponsor National Centers of Academic Excellence in IA/CD program. The DHS/NSA CAE/IA designation serves as the de facto accreditation standard. The trajectory of cyber security human resource needs continues to escalate very rapidly.

Graduates from the program will fill an important gap in Maine's IT workforce and beyond, significantly improving the statewide prospect for excellence in the computer-based delivery of information security services. Local industry and state government advocated for this program with its education and training components including laboratory opportunities and experiential education initiatives. All of the topics covered in this new program have been and continue to be taught among the partnering institutions by existing faculty. The financial analysis is strongly positive given that no new resources are required. New-found synergy among the partnering institutions and optimized sharing of existing resources are expected to yield savings while extending the reach and market potential for this program and provide the citizens of Maine with both workforce and economic development advantages.

### **BS in Rehabilitation Sciences & MSC Rehabilitation Counseling--Accelerated 3-2 Degree Option**

Beginning in the Fall 2015, students will be able to earn both their BS in rehabilitation services and masters degree in counseling in five years (rather than the usual 6) as a result of this collaboration between USM and UMF. Enrolled students complete their BS at UMF in three years. A streamlined graduate application process provides early acceptance to the USM graduate program. Graduates of the 5 year program can qualify for state licensing for counseling and

national certification for rehabilitation counseling. Much of the graduate-level coursework is available on line. The program is accredited by the Council for the Accreditation of Counseling and Related Education Programs and the Council on Rehabilitation Education.

This partnership has involved faculty from both programs who have been sharing duties on each other's advisory boards for years. Dr. Murphy and Dr. Bernacchio from USM initiated the formal relationship under the USDOE grant for Rehabilitation Counseling in 2000 that converted on-campus classes to delivering the degree over distance education and Dr. Barrett from UMF was invited to teach the newest course in the master's curriculum. The faculty helped support each program during this period which resulted in the UMF program receiving its USDOE grant for undergraduate rehabilitation training in 2002. Formal conversations evolved in a period of several years that resulted in Dr. Bernacchio conducting an external review of the UMF curriculum in 2012 at which point faculty realized how familiar they were with each other's curriculum. Dr. Jones at UMF and Dr. Bernacchio at USM recognized what the advantages would be for students who pursued this type of fast track for these degrees which were very congruent with each other's professional principles, philosophy and content. It would allow students to move through the BS degree earlier and set them up for an early admission into graduate studies. As the process and review of student progress was designed it made sense that these students would also be more clearly prepared and assessed that their graduate candidacy could be streamlined and entrance exam requirements waived because of their strong academic standing. This would save time, and reduce financial debt students would assume while preparing/advising strong graduate candidates for admission in annual cohorts.

The outline for the dual degree option was drafted and conversations occurred between the campus administrations and faculty including the 2 institutional curriculum committees and the USM Graduate Council. Over the next 2 years a draft proposal was developed and shared between campuses. In 2013, faculty from both programs brought together the UMF Provost, Dan Gunn and the School of Education & Development's (SEHD) Associate Dean, Cathy Fallona to review the proposal in greater detail to prepare for a submission in 2014. Steps were then taken to review the formal process with USM President Kallikow's office after it was determined that the proposal should take the form of a memo of understanding (MOU). The faculty and administration recognized the formal partnership would be a "win-win" situation for both programs. The MOU secured approval from the Counselor Education faculty in the fall of 2013, and then it received the okay by Dean McDonnell of the College of Management & Human Services. It was then cleared by the Associate Provost, Langley-Turnbaugh and approved by Provost Stevenson getting the USM final authorization from the President's office. Then the signed MOU with proposal was processed by the RS faculty coordinator, Dr. Jones, the department chair, Dr. Kathy Yardley and the UMF Provost Dan Gunn. The formal approval was in place by the end of spring semester 2014.

The collaboration occurred more specifically at the faculty level, based upon faculty knowledge and expertise of the RS and MSC curriculum. Most of the design work was completed between Dr. Jones and Dr. Bernacchio with an initial outline structure then exchanges between faculty that included a review of similar degree options that had been developed in nursing and engineering from the literature. Dr. Bernacchio's knowledge from the formal review of the RS curriculum in 2012 was quite beneficial. Dr. Jones and Dr. Barrett have also been adjunct

instructors for the MSC concentration in rehabilitation counseling (RC). Dr. Jones has also served on the RC advisory board for several years. The partnership seemed to be a natural evolution of the collaborative work that faculty have performed over the years. In fact, both Dr. Barrett and Dr. Bernacchio currently are serving terms on their Council on Rehabilitation Education (CORE) accreditation commission in their respective disciplines that provided considerable expertise and knowledge of where both curriculums dovetail across the degrees.

The immediate challenges involved getting the trust established between the faculty that the proposed option could be designed. Learning about the potential and needs of each other's programs was important. If there would be decisions and roles that had to be shared, identifying where these would occur and defining responsibilities from admissions, to advising, to candidacy, to graduation were all the duties which needed to be clearly identified and assigned. Another challenge involved the levels of approval that are required and where faculty had to be flexible and responsive to each other's internal administrative processes. The shared faculty leadership was critical to making sure that both campuses were being brought along in the process. Repeatedly, both faculty coordinators had to run the many revisions and adjustments by their faculty, their department colleagues, curriculum committees, and administration to be clear as the proposal was being strengthened. It was incumbent upon faculty to anticipate questions relative to the proposal's impact on staffing and faculty load, as well as where there could be associated costs or potentially any lost revenue which might be of immediate concern. The importance of clear, open communications across campuses and between staff, faculty and administration cannot be overstated.

It will be an important advising function when counting graduate courses should students decide to enroll in them as electives in the senior year. There can be financial aid challenges should students take courses at dual campuses especially if these campuses are not on the same credit system (e.g., 3 credit v. 4 credit). Also, it is important to work with marketing and communications offices across campuses on accuracy of naming the program (e.g., accelerated v. 3+2) to advance marketability. It is important to work closely with campus marketing and admissions departments throughout the process.

This degree option is being newly implemented. It will take time to ascertain all the benefits to these 2 programs. It could have an immediate impact on recruitment for the RS major at UMF that will be assessed by the end of this academic year. Over time there will be cohorts being established that will serve to feed solid RS majors who hold promise for the RC concentration, and who are earning graduate MSC degrees. More analysis of financial data will also likely provide evidence of how these students are acquiring both degrees in a cost-effective and abbreviated educational period. There have been steps built into the process which permit students to enroll in graduate level courses which can be used for electives in the BS degree, and also count again towards their master's in counseling degree. These 3-2 cohorts will also have a streamlined admissions process that waives the required entrance exam, and will allow the students to start matriculating as they officially graduate at the end of year 3 in their program. The faculty who created the design for this model are now collaborating on a manuscript that they intend to publish in a scholarly journal this year.

Based upon the experience of the faculty from both UMF and USM, we realize how much of an investment it is to collaborate and be focused on creating a proposal that would get the support across campuses and at the various levels of approval that has been required. This requires being open to learning in the process and building upon the experiences of colleagues who have piloted similar types of initiatives from whom there are lessons to be learned. Gaining the confidence of peers and administrators necessary to be able to anticipate as best as you can where pitfalls exist and making the commitment to find resolutions in order to move forward. There will be a repeated need to educate parties involved about the intent and building a consensus on how the program can be operationalized across campuses. The faculty collaboration must be established within a strong level of trust.

### **Distance Education MSC in Rehabilitation Counseling—Machias Cohort in USM program**

In this collaboration all courses necessary to complete a USM Masters Degree in Counseling are offered to a cohort at UMM via ITV, videoconferencing, online, or on campus at UMM. Students in a cohort of 10 to 12 students take a specifically designed and sequenced curriculum consisting of 6 credits per semester, including summers. The program can be completed in 4 years and includes the Mental Health Rehabilitation Technician/Community (MHRT/C) certification.

Dr. Murphy and Dr. Bernacchio from USM initiated the formal relationship under a USDOE grant for Rehabilitation Counseling in 2005 that converted on-campus classes to delivering the degree over distance education. Dr. Murphy forged this relationship while Dr. Bernacchio was at UNC-Chapel Hill. Dr. Murphy and Dr. Meghan Duff created the proposed plan and started to recruit the first cohort in 2009-2010. Part of the history involved the former Dean of the College of Education & Human Development (now SEHD) that would be managed from the Professional Development Center (PDC). An initial cohort was admitted for matriculation in 2010-2011, that coincided with Dr. Murphy's announcement to retire. Dr. Bernacchio returned to USM in 2011-12 to take over the duties as the coordinator of the RC concentration and inherited the delivery of this pilot initiative after the cohort had completed a year of studies.

There has been a base of interest from the former graduates of UMM and other professional personnel in eastern Maine who had no access to graduate level studies in counseling unless they accessed the degree from UM which would be at least a 2 hour commute. The master's in counseling from USM's Rehabilitation Counseling concentration has been a viable option for many distance students across rural Maine. Since the RC masters degree had been available over the distance education system, this allowed the CE graduate studies to consider the plan and prepare to admit a cohort of students under this proposal. Through its relationship with UMM faculty, this model was implemented through the CE program with assistance from PDC.

The curriculum is designed to allow students to begin matriculating in the summer of their first year, taking 2 courses per semester (including summers) that spans over a three-year schedule. Two of these courses have had to be delivered off-campus (on the UMM campus location) that are not conducive to a distance delivery (one in the summer of year 1; and the second in the summer of year 2). The UMM faculty who are qualified to teach the classes have been serving as adjunct instructors for the USM courses for these 2 summers. In addition to the master's concentration in RC, the first cohort was also permitted to extend their program to access 3

additional classes needed in order to qualify for their counseling license in Maine. In 2013-14 the first members of the cohort graduated and have successfully entered the field of counseling (one graduated through online delivery of certain clinical classes while finishing her program from New Jersey). All 4 who have graduated are in conditional status for their state counseling license or have earned their Certification for Rehabilitation Counseling-CRC (passing national competency exams).

Faculty from both campuses have worked hard to help the remaining student from this first cohort to graduate (he will finish his remaining 200+ hrs. of internship this spring) who happens to be a Native American student and an alumnus of UMM. The program has admitted its second cohort (5 students) which has finished its first full year of classes in fall 2014. This student cohort has chosen to pursue the new psychiatric rehabilitation counseling track which will automatically lead to both their clinical counseling license in Maine as well as the CRC over their three-year schedule. In addition to the four students from the Washington County area in this second cohort, there is another student who's been included in the cohort who attends from Presque Isle and is a Native American student who needs her degree in order to retain her position in the tribal vocational rehabilitation services for Maine.

A major challenge for this program has been the verbal agreement that was reached that isn't clearly stipulated in a formal proposal which faculty have had to fulfill on good faith. There have been discussions with CE faculty from USM and UMM faculty that should help lead to developing a more formal agreement to guide the duties and functions of those who've been involved with delivering this innovative graduate degree option. Plans have been made for an information session in late February to speak with another interested group of students (estimates are now that another 12 prospective students are in the wings from both UMM & UMFK who wish to apply in fall 2015) to recruit the third cohort for a 2016 admission.

Through the formal agreement that we expect to develop, faculty hope that a more strategic level of planning and shared responsibilities (e.g., advising, off-campus instruction and clinical placements) can be efficiently managed across campuses. There may be inherent challenges to a three-year distance model for those students who will want to start at their convenience, until a more fully integrated online degree delivery can be offered in the future.

The benefit for these cohort students from Maine rural areas is enormous. Most in the cohorts are presently working in human services and can expect to advance in their careers with an earned MSC that leads to both the state license as well as the national CRC credential. Opportunities to practice therapy and rehabilitation in the regions where they live are only available with the MSC and required credentials. Maine also has a workforce shortage of mental health and vocational rehabilitation practitioners especially in rural areas that the delivery of this degree is helping to address. Faculty from both USM & UMM recognize the significance of building upon this type of partnership that helps foster a career pathway for UMS undergraduate human service majors who remain in rural Maine and need to access to advanced professional graduate degrees.

We realize how much of an investment it is to collaborate and be focused on creating a cross-campus proposal that require support within both campuses and realize that formal approval will also be required. Again much of our work, requires being open to learning in the process and

building upon our experience now having piloted 2 cohorts through UMM. Several lessons learned include the importance of having consistent communications and doing needed outreach for effective advising. The faculty are committed to building the key relationships necessary to help in the retention of these graduate students. Only one student out of the dozen or so who have been admitted has left before finishing. Gaining the confidence of peers and administrators necessary to be able to anticipate as best as you can where any pitfalls exist is critical. Dr. Duff and Dr. Bernacchio are making the commitment to find resolutions in order to move ahead from this pilot phase and into a more formal agreement for the future.

### **Medical Lab Technician Program**

The Medical Laboratory Technology (MLT) Program of Maine is a collaborative effort of the University of Maine at Augusta (UMA) and the University of Maine at Presque Isle (UMPI) in cooperation with hospitals throughout the state that serve as clinical affiliates. Our goal is to provide statewide accessibility to individuals interested in obtaining an Associate of Science degree in Medical Laboratory Technology. With this program, students throughout the state can take their general education and science course from any one of the seven University of Maine System campuses or the University College Centers. All MLT courses are available via videoconferencing at different sites across the state. Each MLT course has web-enhanced learning and requires three intensive laboratories to be held at UMA and UMPI each semester. UMPI offers half of the courses and UMA offers the other half. Both UMPI and UMA offer the clinical training courses as it does involve working with local hospitals. The program ends with a 20-week (5 day/week, 8 hours/day) hospital practicum that will be offered at local hospitals.

Clinical affiliates include:

Cary Medical Center in Caribou

Houlton Regional Hospital

MaineGeneral Medical Center in Augusta

Northern Maine Medical Center in Fort Kent

Penobscot Valley Hospital in Lincoln

St Joseph's Hospital in Bangor

The Aroostook Medical Center in Presque Isle

Blue Hill Memorial Hospital

Mid Coast Hospital in Brunswick

NorDx Laboratories (Maine Medical Center, Miles Hospital, Penobscot Bay Medical Center)

St. Mary's Regional Medical Center

Central Maine Medical Center

One of the benefits for the hospital labs that act as our clinical affiliates is they get to know the students during the training period. The majority of our students are hired by the labs they train in following graduation.

This successful collaboration has not been without challenges. Students taking courses at two different campuses may not meet the credit hour requirements at any one campus to qualify for the Dean's list regardless of their grades. Transferring financial aid between campuses requires extra administrative support. Admission and course registration requires negotiating processes



associated with both campuses that may not be on the same schedule or follow the same policies. Class meetings and exam times are sometimes impacted by differences in the academic calendars of participating campuses. Teaching labs and other facilities may not be resourced at the same level.

### **Southern Maine Area Resource Team (SMART) for Schools**

Dr. Rachel Brown developed the [Southern Maine Area Resource Team \(SMART\) for Schools](#) in 2009. This outreach program offers assessment, consultation, and professional development services for teachers and children in Maine. Since 2009, SMART for Schools has collaborated with 19 school districts and contracted for grants and services over \$500,000. In addition to direct student services and professional development for teachers, SMART offers free online webinars for teachers. These webinars are first offered live, and then archived so that all teachers can access them at a later time. In 2013 Dr. Brown received a grant from the Reading Matters to Maine Fund of the Maine Community Foundation to open and operate an after school tutoring program for elementary grade students on the Gorham campus. That program is called the SMART for Schools Learning Lab and is in its second year of operation. The Lab has provided low-cost and free tutoring for students in many southern Maine towns. More information about the Lab, including data showing student outcomes, can be found at: <http://smartlearninglab.org>. Currently, the Lab is exploring ways it might collaborate with southern Maine schools to offer services in the schools.

Dr. Brown will be leaving USM in May 2016 and will move to her home state of Alaska in 2017. At this time, the Educational and School Psychology programs, in which Dr. Brown is a tenured faculty member, are down by one full-time tenure-track faculty member. It is not clear if Dr. Brown's position will be filled when she leaves. If the position is not filled, and/or the doctoral program in School Psychology is eliminated, the SMART for Schools programs are not likely to continue.

SMART for schools has two major benefits. First, it provides USM graduate students in Literacy, School Psychology, and Special Education with the opportunity to practice skills they have learned in their USM classes, thus strengthening their readiness for practice in schools. Second, the Learning Lab and school-based services provided by SMART have led to improved learning outcomes for Maine public school students.

If the collaboration fills a community need, it will grow over time. So, start small and be persistent. SMART has been able to meet the needs of both schools and students by providing evidence-based reading instruction and training to implement Multi-Tier Systems of Support (MTSS) in Maine schools. Due to funding challenges, Maine's public schools and students need professional development that is based in sound scientific practices. SMART for Schools and its Learning Lab provide only scientifically-validated and evidence-based instruction. The outcomes of Learning Lab students can be seen at: <http://smartlearninglab.org/wp-content/uploads/2014/05/Student-Progress-Spring-2014.pdf>.

The SMART for Schools program has collaborated with both Maine and Alaska schools and students to provide needed services at a lower cost than would otherwise be available. By

including graduate students with faculty supervision in service delivery, SMART for Schools harnesses the intellectual potential of USM's faculty and students in a way that can make possible cost-effective services for schools and the students they serve.

### Other UMaine Collaborations Across the UMS

*College of Liberal Arts and Sciences:* Among CLAS faculty's numerous cross-campus collaborations are the Citizen Science project with USM; the online M.A.T. Programs in French and Spanish and the Sustainability Solutions Initiative, which involve all of the sister campuses as well as the private colleges; the New England Sustainability Consortium (UMaine, USM, UNE, and COA); the UMS Major-to-Major Working Group on Computer Science and Information Technology Programs. Our Native American Programs manage the system-wide Native American Waiver and Education Program involving 500 students.

#### *College of Engineering*

<b>Activity Description</b>	<b>Campus</b>	<b>Unit</b>
Faculty continues to collaborate with Maine Maritime Academy on the development of offshore wind, marine hydrokinetic energy, and the new wind-wave basin to be constructed at UMaine.	MMA	CIE MEE
Research and teaching collaboration between Roberto Lopez-Anido and Andrew Schoenberg of Composites Science and Manufacturing at SMCC	SMCC	CIE
Multiple collaborations with UMM, UMF, USM and UMFK to develop proposals directed toward infrastructure development within the UMaine System. The efforts include a first-of-its-kind infrastructure proposal now under consideration by NSF with D. Thompson (PI), S. Hunter (co-PI) and all of the CAOs from the seven campuses as senior personnel. (B. Segee)	UMS campuses	ECE
Working in the Project Login Retention and Student Success subcommittee. (D. Hummels)	Proj. Login	ECE
Service on EMCC Advisory Board for Elec. Aut. Program and KVCC Renewable Energy Program Panel (S. Dunning)	EMCC & KVCC	SET
Course instructor and Advisor for EMCC CET program (G. Dunn)	EMCC	SET
Collaborate with USM's Manufacturing Applications Center on numerous projects including wrapping up a very successful cluster grant from MTI.	USM	AM C
Collaborate extensively with Cooperative Extension on food manufacturing companies.	Coop Ext.	AM C

*College of Education and Human Development:* Faculty members from all departments in COEHD interact with faculty from other UMS campuses. This occurs through a wide variety of discipline-specific professional associations and committees. Specific examples of collaborative work includes: Teacher Education Alliance of Maine (TEAMe), which is an alliance of all Teacher Education Programs in the state of Maine, including both state and private institutions; the Maine Leadership and Policy Development Council, which is a UMS-approved consortium

of faculty members from Southern Maine, Farmington, and UM to promote the implementation of PBIS in Maine schools. Another example is the Maine State Personnel Development Grant (SPDG), which involves faculty and administrators from five of the UMS campuses. This group works closely with the Maine Department of Education to coordinate and set policy regarding professional development and certification in the area of special education. The Counselor Education program recently established a student organization that is affiliated with the national accreditation organization. Because USM's chapter has become inactive, their students have joined the UM chapter. They currently have four collaborative projects engaging USM and UM graduate students. John Maddaus, Gail Garthwait, and Vi Thai are part of the MLTI Teacher-Preparation Collaborative. This effort includes UMF and USM, as well as some private colleges. Annette Nelligan served on a conference planning committee with faculty members in Counselor Education from USM, and with faculty from USM and Husson regarding the credential review process for the Maine DOE. Richard Kent collaborates with faculty from UMA in supporting high school writing centers in Maine schools. The College has also engaged in several conversations with USM and UMF to explore collaborative degrees in Instructional Technology. The Higher Education program has also begun to explore conversations with the Maine Community College System (MCCS) in order to provide a collaborative doctoral program with special emphasis on community colleges.

*Maine Business School:* Professor Robert Strong and Dean Ivan Manev represented the Maine Business School on a working group to study the feasibility of a new Graduate and Professional Program Center. The plan is that this future center will be funded by private money and will be based in Portland. It will offer a University of Maine MBA degree as well as the law degree. A report from consultants is due to the USM Board of Trustees this summer.

*College of Natural Sciences, Forestry, and Agriculture:* During the past year, NSFA faculty collaborated with UMS faculty from each campus. Selected examples are provided below.

- Alan White (SFR) and a faculty member at UMF co-authored a book entitled "The Changing Nature of Maine's Woods."
- SBE is developing online courses that are taken by students at other UMS campuses. This past year, BIO 465 enrolled students from four USM campuses, the online version of BIO377 enrolled students from UM and UMF, and BIO 574 is also being modified for online offering.
- NSFA faculty collaborate with USM, UMM, COA, and UNE faculty on the SSI project.
- SOE faculty are working with USM to develop an undergraduate program in health management and policy. In addition, SOE partners with Bates, Bowdoin, and Colby Colleges on the annual Maine Economics Conference.
- SON faculty representatives are active members of the Maine Nursing Education Collaborative, working with faculty from all 13 nursing programs in Maine for the purpose of smoothing the ability of associate-degree RN graduates from community colleges to transfer credits to BSN programs.
- SSW coordinates with the UMPI in the scheduling of classes for our three-site videoconference weekend MSW program. The majority of our Presque Isle MSW students are graduates of UMPI. In addition, online MSW electives are available to MSW students at USM.
- Several NSFA faculty have active collaborations with UMS faculty at various campuses.
- A number of UMS groups use the DMC for meetings and classes.

- NSFA faculty were actively involved in establishing the credit transfer policies adopted by UMS.

*Graduate School:* There are several graduate programs that involve other UMS campuses: the Graduate School of Biomedical Sciences (USM is a partner), the Cooperative Ph.D. in Biological Sciences (USM is a partner), and the MAT in French (USM is a partner). The Graduate School has also appointed faculty from every other System campus except Fort Kent to Graduate Faculty status at UMaine so that they can participate in graduate programs:

Campus	Full Graduate Faculty (GF)	Assoc GF	External GF	Instructor
Augusta				1
Farmington			2	
Machias			3	
Presque Isle			1	
USM	3	1	17	1

*Cooperative Extension:* For the past few years our 4-H program has held a *Robotics Expo* on both the UM Machias and the USM campuses. Both campuses have provided educational programming space; and faculty, staff, and undergraduate and graduate students from both campuses have participated as presenters and volunteers for events. We have also had UMaine faculty, staff, undergraduate and graduate students support this annual program as well. Educational programming for the events have included workshops to promote robotics and STEM careers and a robotics team challenge for youth that includes hands on learning opportunities. Short-term impacts have included raising awareness about career opportunities in STEM and promoting UMaine System academic programs in Engineering. We have had more than 300 youth between 9-15 participate in this program.

In March 2014 the Maine 4-H STEM Initiative three-year strategic plan was launched. Key components of the plan include promoting career aspirations and campus connections and recruiting more UMaine System faculty and staff to provide training and instructions for 4-H volunteers and youth. Another major component of the plan is to involve more UM System-wide undergraduate and graduate students with outreach and educational programming for youth through the 4-H STEM Ambassadors Program.

*Division of Lifelong Learning:* The Division of Lifelong Learning participates in several UMS initiatives related to academic outreach, particularly outreach to adult, part-time and distance education students. DLL representatives served on the ABCDE Committee, the Distance Education Steering Committee, the University College Campus Liaisons Committee, the Concierge Adult Advising Committee, and the University College Faculty Development Day Planning Committee.

- The Hutchinson Center collaborated with the University of Maine at Presque Isle and the UMaine School of Social Work to offer the UMaine MSW to a cohort of students in northern Maine using distance technology.
- Maine Studies students may take up to two elective courses from another institution in the system when those courses are relevant to their research interests and program of study.
- The Peace and Reconciliation certificate and minor are completely online, as is the graduate specialization. The certificate is available to non-matriculating students and the undergraduate minor and the graduate concentration are available through Online Maine to multi-campus students.
- The WRC has numerous collaborations across the state and with UMS campuses including members from other colleges serving on WRC committees and boards and the director and staff of the WRC provide leadership and presentations beyond this campus.

### **Other USM collaborations**

**Project Reach** offers an ESL endorsement for teachers completing ETEP and previous UM graduate teacher certification (currently suspended). USM students received scholarships and took courses from both USM and UM. UM suspended its graduate teacher cert program so USM has the only pre-service eligible students in the system. Students are grant funded for courses to meet state labor needs. They can take courses and transfer across campus for the same certification. Project Reach often funds USM students to take USM ESL courses. Contact: Andrea Stairs, Alec Lapidus, Flynn Ross, Linda Evans, Shelly Chasse  
<http://www.umaine.edu/projectreach/>

The **Outreach Masters** through Ed Leadership involved collaboration with other campuses. For example, faculty from Machias taught courses in that program. It was a one-time cohort but successful in terms of providing access to teachers in rural Maine to a master's degree. Contact Jeff Beaudry.

The **Southern Maine Writing Project** collaborates with the Maine Writing Project at UM. For example, they collaborated on a technology workshop. Contact Denise Enrico.

The **Maine Education Policy Research Institute** provides policymakers with objective data, policy research and evaluation to define and evaluate educational needs, services and impact. It analyzes trends in K-12 data and performs targeted research. Established by the Legislature in 1995, the Maine Education Policy Research Institute is a cooperative effort of the University of Southern Maine's CEPARE and the University of Maine.

**MMSTEC (Maine Mathematics and Science Teaching Excellence Collaborative)** focused on increasing the number and quality of STEM teachers and was grant funded. Cocontact: Bob Kuech or Amy Johnson

**Positive Behavioral Interventions and Supports (PBIS)** Collaboration started in 2010 because of common work across the state supporting schools as they implement School Wide Positive Behavioral Supports as well as teaching courses and providing professional development. In 2011, the process was branded at USM as a University

collaboration. This year's (5<sup>th</sup>) annual state wide PBIS Conference served 300 or more attendees. 100 schools in Maine are implementing PBIS yet the DOE does not support or endorse it. The collaboration created a stronger and more durable implementation framework, and provided support across the state. In addition to the annual conference, the collaboration includes workshops and trainings and planning of PBIS courses and endorsements. The Maine Positive Behavioral Interventions and Supports Leadership and Policy Council (PBIS LPC) guides the work and is affiliated with the Association of Positive Behavior Supports (ABPS) (<http://www.apbs.org/about-apbs.html#mission>). The collaboration helps schools implement School Wide Positive Behavioral Supports (SWPBS). A NING (professional network) and a webpage facilitate communication <http://usm.maine.edu/smart/mainetac-behavior>. With the elimination of staff, programs and centers, generated revenue (e.g., from the conference) may not cover costs of these state wide efforts. Collaborations such as this also takes time. We are all very busy and have to take time. Access to google hang outs has helped by sometimes technology has it flaws. SWPBS is one of the systems that schools employ to meets state requirements for addressing behavior concerns. 100 schools are currently implementing and requesting facilitators to help implement SWPBS. Positive management strategies are also an integral element of teacher preparation and a skill demanded by administrators. Classroom PBIS is also a part of the training offered in SWPBS as well as part of the teacher preparation offered by this facility in conjunction with the PBIS training. Successful collaboration requires a common vision and staff who want to work together. Upper level support and acknowledgement is also helpful and welcome. Contacts: James Artesani (UMaine), Brian Cavanaugh (UMF), Pat Red (USM).