

MAINE STATE LEGISLATURE

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MAINE MARITIME ACADEMY
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OFFICE OF THE PRESIDENT

November 1, 2009

Senator Justin L. Alford
Representative Patricia B. Sutherland
Members, Joint Standing Committee on Education and Cultural Affairs

Re: Government Evaluation Act Review

Dear Senator Alford, Representative Sutherland and Members of the Joint Standing Committee on Education and Cultural Affairs:

In accordance with the provisions of Chapter 35 of Title 3 of the Maine Revised Statutes, and in response to your June 13, 2009 letter to me on this subject, I am pleased to transmit herewith Maine Maritime Academy's program evaluation report on behalf of the Academy's Board of Trustees.

We have attempted to provide you with all relevant information required by statute as well as a variety of related material which we hope will assist in your review of the Academy's past, continuing and expected future contributions to the citizens of Maine in general and, in particular, to the young men and women of this state for whose benefit we continue to strive to provide the highest possible quality of education.

After the Committee has had time to review these materials, I trust we will have an opportunity to discuss ways in which you feel we can further refine and/or strengthen our efforts to fulfill Legislative expectations for the college.

Respectfully Submitted,



Leonard H. Tyler
President

LHT/jad

INTRODUCTION

Maine's seafaring heritage thrives at Maine Maritime Academy, a coeducational Maine public college where more than 900 students from throughout the world pursue associate's, bachelor's, and master's degrees. Specializing in ocean- and marine-oriented programs at the undergraduate and graduate levels, with emphasis on engineering, transportation, management, and ocean sciences, the college is committed to serving Maine students and to meeting educational and training needs critical to the state's economic vitality. Furthering Maine's contributions to world trade and national security, the college also prepares officers for the U.S. Merchant Marine and the uniformed services of the United States.

Since its founding by the 90th Maine Legislature in 1941, the Academy has established itself as a jobs-centered, career-oriented institution, consistently placing its graduates in professional employment. For example, despite an extremely challenging job market for graduates due to the dramatic downturn in the U.S. and international economies, more than 80 percent of the Academy's Class of 2009 male and female graduates obtained rewarding jobs in the fields for which they were trained. The college actually considered this to be its worst placement record in history, regularly claiming greater than 90 percent professional placement within six months of graduation.

With the launch of its 68th academic year in the fall of 2009, Maine Maritime Academy welcomed the largest undergraduate student enrollment and one of the largest entering classes in the institution's history. High enrollment figures not only attest to the college's outstanding career placement record despite a slumping U.S. economy, but further support Maine Maritime's Academy's growing reputation for academic excellence and its successful career-oriented approach to higher education.

The college has also realized tremendous growth in academic reputation and undergraduate success, as reflected in strong retention and graduation rates, while simultaneously improving career aspirations for Maine's youth. This is particularly significant upon consideration that in any given academic year, approximately 65% of our undergraduates are Maine residents. For example, the college has documented a greater than 70 percent graduation rate, surpassing most rates realized by regional public colleges and rivaling some of the best private colleges in Maine.

In recent years, Maine Maritime Academy has been listed in the rankings of the nation's top baccalaureate colleges for the northern region in editions of "America's Best Colleges" by *U.S. News & World Report*. This independent source, largely reliant upon peer assessments, ranked the college for the third consecutive year in the section titled, "Best Baccalaureate Colleges (By Region)". MMA was placed as 10th overall in the listing of public and private colleges located in the north, a region defined in the publication as spanning from Maine to Maryland. Last year MMA was placed at 10th and the previous year at 14th within the overall regional category. In all

three editions, MMA has held on to the third position within the regional list as a top public college within its regional category. Placing behind two federally run academies, Maine Maritime Academy was the first state-funded college to appear on that list in each of the three most recent editions.

The college was also listed in a number of sub-categories for the region: the 10th ranked school in the category entitled, “Best Values: Baccalaureate Colleges (North)”; a 6th place ranking in the category “Economic Diversity Among Top-Ranked Schools: Baccalaureate Colleges (North)”, moving the college up four spots from its placement last year. MMA also improved this year in the areas of freshmen retention and graduation rate. The college gained by one step in the category titled, “Average Freshmen Retention Rates: Baccalaureate Colleges (North)”, moving from 7th to 6th place. MMA placed number 10 among its northern baccalaureate colleges in the category “Highest Graduation Rate”.

Maine Maritime Academy is committed to the importance of experiential learning, an historic hallmark of learning and personal development at the college. A low student/faculty ratio of 16/1 is critical to this teaching and learning method and has been maintained despite ongoing restrictions in state funding. The college has pursued and realized growth in private giving, particularly in the past five years and from alumni, thereby enabling the college to offset annual operating expenses and mitigate tuition increases. More than 40 percent of all Maine Maritime Academy alumni, many of whom can live anywhere in the world as their jobs are transient in nature, continue to reside in Maine, pay income and property taxes, contribute to their communities, and support their alma mater.

In the past ten years, the Academy launched and completed its second comprehensive capital campaign, raising more than \$22 million through public and private sources. These funds have been applied toward modernization and renovations completed in the college’s main residence hall, and have been used to upgrade and expand key academic facilities. For example, an expansion of the college’s student center has been completed to include high-tech classrooms and meeting spaces, and expanded dining facilities. Key learning technologies, such as the college’s navigation and ship-handling simulator, as well as other simulation labs, have been enhanced and modernized. The college continues to aggressively pursue public and private funding to enhance technological capabilities as well as maintain campus infrastructure, and recently secured a private gift from the corporate shipping industry to build a state-of-the-art center for applied engineering and research. Already actively engaged in a public-private partnership to explore tidal energy, the college plans to further explore educational opportunities and partnerships for its students in renewable energy through the creation of this center.

A special feature of student life at Maine Maritime Academy recalling the college’s traditions of service, honor, integrity, and a strong work ethic continues to be the college’s mix of uniformed midshipmen and students who follow a traditional college lifestyle. Participation in the college’s uniformed Regiment of Midshipmen, a respected student-run leadership training model, is a

federal requirement for students seeking an unlimited license in the U.S. Merchant Marine but is available to all students. The Regiment's major emphasis is to provide students with the basic management and leadership training and experience necessary to meet the demands of today's business environment. This leadership model, coupled with extensive cooperative education requirements and support, has enabled Maine Maritime Academy to maintain an impressive list of regional employment relationships for undergraduates and graduates alike.

The list of employers of our graduates has included Maine organizations such as Central Maine Power Co., Cianbro, Verso Paper Corp., Hannaford Corp., Fairchild Semiconductor Corp., National Semiconductor Corp., the Maine Port Authority, and, by far the largest single employer of our graduates, General Dynamics - Bath Iron Works. Other national companies with Maine locations that hire Maine Maritime Academy graduates include Target and Wal-Mart.

Other graduates, who are pursuing merchant shipping careers and live in Maine, are employed by companies such as OSG America, Liberty Maritime, Maersk Line, Ltd., Sea River Maritime, Transocean, Ltd., K-Sea Transportation, Crowley Maritime, Military Sealift Command, and the national maritime labor unions American Maritime Officers and Marine Engineers Beneficial Association.

In the following pages of this submission are various materials illustrating Maine Maritime Academy's sense of mission and its role in the broad spectrum of public higher education.

Enabling Legislation

Maine Maritime Academy was established by the Maine State Legislature in 1941 under Private and Special laws of Maine (Chapter 37).

Over the years since that time, a variety of legislation has been enacted in order to direct/reflect changes as the institution has evolved.

Following is a compilation of that legislation.

Chapter 37

AN ACT Creating the Maine Nautical School.

Be it enacted by the People of the State of Maine, as follows:

Sec. 1. Maine Nautical Training School. There is hereby created "Maine Nautical Training School", which shall be a body corporate and politic, having the same rights, privileges and powers as have corporations

MAINE NAUTICAL SCHOOL

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organized under the general law, with the right to adopt a common seal and to establish by-laws and regulations for the management of its affairs not repugnant to its charter and the laws of the state of Maine, and with the principal location of its school in the state of Maine.

The affairs of the school shall be controlled by a board of 9 trustees, all residents of the state of Maine, who, together with their successors, shall be appointed by the governor of the state of Maine, with the advice and consent of his council. In the first instance, 3 trustees shall be appointed for terms of 1 year, 3 for terms of 2 years and 3 for terms of 3 years. Thereafter 3 shall be appointed annually to serve for terms of 3 years, or until their successors are duly appointed and qualified. Any vacancy in the board shall be filled by appointment by the governor for the remainder of the unexpired term, but the majority of the board shall carry on business during the existence of any vacancy on the board.

Sec. 2. Powers. Said trustees shall provide and maintain a nautical school for the instruction of students in the science and practice of navigation and in practical seamanship, steam, diesel and electrical engineering, radio and radio communication, and of ship operation, ship construction and ship and boat design, provide books, stationery, apparatus and other supplies, and equipment needed in the work thereof. The board may appoint and remove necessary instructors and other employees, determine their compensation, fix the terms upon which students shall be received and instructed therein and discharged therefrom, and make all regulations convenient or necessary for the management of said school and provide from time to time for actual sea experience for its students.

Sec. 3. Collection and disposition of income. The trustees shall have the power to receive and fix tuition fees, and other charges, including charges for board and lodging of the students while attending the school or any of its activities. The trustees may receive in behalf of the school grants from any federal government agency and/or from any of the several states and/or from any other source. They shall invest such monies as in the opinion of the majority of said trustees shall be for the best interest of said school, unless any such money is given for any particular purpose. The said trustees shall render an account annually to the state controller of all money received and spent during the current year by the trustees, a summary of which report shall be included in the reports published by the state of Maine.

Sec. 4. State aid. In addition to the income provided by the provisions of section 3, there is hereby appropriated the sum of \$30,000 biennially from which the treasurer of state or his successor shall, upon request of the trustees, make advances for the operation of the school not to exceed

\$15,000 per annum to the treasurer of the school, who shall give bond in an amount to be set by the governor and council, but not less than \$15,000, with sureties approved by the governor and council, for its proper disbursement. Said advance shall be accounted for by properly approved vouchers within 60 days after the close of the fiscal year.

Sec. 5. Right of non-residents to attend school. The trustees may, upon application of out-of-state agencies or students, admit such students in accordance with such rules as the trustees may set up, provided the said non-resident students pay the same fees as the state of Maine students, plus the pro rata cost of the state aid furnished by the state, over and above the regular charges, and also provided that their admittance to the school in no way deprives a Maine student with sufficient funds and who is eligible for admittance from attendance at the school.

Approved March 21, 1941

Private and Special Laws
Laws of Maine, 1942
Ch. 97

Chapter 97

AN ACT Providing for Transfer of Certain State Property to the Maine
Nautical Training School or Maine Maritime Academy.

Emergency preamble. Whereas, a state of war exists between the United States and Germany, Italy, Japan and other foreign countries; and

Whereas, in the judgment of the legislature this fact creates an emergency within the meaning of section 16 of Article XXXI of the constitution of Maine and requires the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore,

Be it enacted by the People of the State of Maine, as follows:

P. & S. L., 1941, c. 37, additional. Chapter 37 of the private and special laws of 1941 is hereby amended by adding thereto a new section to be numbered section 6, and to read as follows:

Sec. 6. Transfer of property authorized. The board of normal school trustees is authorized to discontinue the use of Eastern State Normal School as an elementary teacher training institution when and if, in the judgment of the said board, the enrolment reaches the point where the maintenance of the school is no longer considered to be educationally profitable. The land with the buildings thereon and equipment connected

AMENDING CHARTER OF LEWISTON

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CHAP. 98

therewith hitherto occupied by the Eastern State Normal School, and not essential to other teacher training institutions, may be leased to the Maine Maritime Academy for such period of time and for such rental, not less than \$1 per year, as may be agreed upon by the board of normal school trustees and the trustees of the Maine Maritime Academy; any such lease shall be executed on the part of the state of Maine by the chairman of the board of normal school trustees and on the part of the Maine Maritime Academy by the chairman of its board of trustees and shall contain a provision that the lessee shall keep the buildings adequately insured against fire, shall keep them in good repair and shall deliver them up to the state of Maine at the expiration of the term of such lease in as good condition as they were at the commencement thereof. Upon the execution and delivery of such a lease, at any time prior to the 30th day of June, 1943, $\frac{1}{2}$ of the amount apportioned by the board of normal school trustees for the operation of the Eastern State Normal School for the fiscal year ending June 30, 1943, shall be transferred to the general funds of the state for the use of the Maine Maritime Academy as provided by law.

Emergency clause. In view of the emergency cited in the preamble, this act shall take effect when approved.

Effective January 23, 1942

Chapter 102

AN ACT Amending the Law Relating to the Maine Nautical School to
Provide for War Emergency.

Emergency preamble. Whereas, a state of war exists between the United States and Germany, Italy, Japan and other foreign countries; and

Whereas, in the judgment of the legislature this fact creates an emergency within the meaning of section 16 of Article XXXI of the constitution of Maine and requires the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore,

Be it enacted by the People of the State of Maine, as follows:

Sec. 1. Maine Maritime Academy. Section 1 of chapter 37 of the private and special laws of 1941 is hereby amended to read as follows:

'Sec. 1. Maine Maritime Academy. There is hereby created "~~Maine Nautical Training School~~", "Maine Maritime Academy", which shall be a body corporate and politic, having the same rights, privileges and powers as have corporations organized under the general law, with the right to adopt a common seal and to establish by-laws and regulations for the management of its affairs not repugnant to its charter and the laws of the state of Maine, and with the principal location of its school in the state of Maine.

80. AMENDING LAW RELATING TO MAINE NAUTICAL SCHOOL
CHAP. 102

The affairs of the school shall be controlled by a board of 9 trustees, all residents of the state of Maine, who, together with their successors, shall be appointed by the governor of the state of Maine, with the advice and consent of his council. In the first instance, 3 trustees shall be appointed for terms of 1 year, 3 for terms of 2 years and 3 for terms of 3 years. Thereafter 3 shall be appointed annually to serve for terms of 3 years, or until their successors are duly appointed and qualified. Any vacancy in the board shall be filled by appointment by the governor for the remainder of the unexpired term, but the majority of the board shall carry on business during the existence of any vacancy on the board.'

Sec. 2. P. & S. L., 1941, c. 37, § 2, amended. Section 2 of chapter 37 of the private and special laws of 1941 is hereby amended by adding at the end thereof the following:

'The trustees shall appoint a board of visitors composed of not less than 8 nor more than 12 members. So far as practicable the trustees shall appoint: 1 person from the shipping industry; 1 person actively engaged in the shipbuilding or ship-repairing industry; 1 merchant marine master mariner possessing an active license; 1 merchant marine chief engineer possessing an active license; 1 person from the alumni of the academy; 1 officer of the United States navy, active or retired, designated by the Commandant of the First Naval District; 1 person from the state department of education or other state department, bureau or agency; and 1 representative of the Maritime Commission designated by the Commission. Members of the board of trustees qualifying under any of the above categories may have the dual capacity of trustee and member of the board of visitors. The board of visitors shall act in an advisory capacity only and shall meet at least once a year.'

Sec. 3. P. & S. L., 1941, c. 37, § 3, amended. Section 3 of chapter 37 of the private and special laws of 1941 is hereby amended to read as follows:

'Sec. 3. Collection and disposition of income. The trustees shall have the power to receive and fix tuition fees, and other charges, including charges for board and lodging of the students while attending the school or any of its activities. The trustees may receive in behalf of the school grants from any federal government agency and/or from any of the several states and/or from any other source. They shall invest such monies as in the opinion of the majority of said trustees shall be for the best interest of said school, unless any such money is given for any particular purpose. ~~The said trustees shall render an account annually to the state controller of all money received and spent during the current year by the trustees, a summary of which report shall be included in the reports published by the state of Maine.~~

INCREASED COMPENSATION TO SHERIFFS AND DEPUTIES 81
CHAP. 103

Sec. 4. P. & S. L., 1941, c. 37, § 4, amended. Section 4 of chapter 37 of the private and special laws of 1941 is hereby amended to read as follows:

'Sec. 4. State aid. In addition to the income provided by the provisions of section 3, there is hereby appropriated the sum of ~~\$30,000~~ \$100,000 biennially from which the treasurer of state or his successor shall, upon request of the trustees, make advances for the operation of the school not to exceed ~~\$15,000~~ \$50,000 per annum to the treasurer of the school, who shall give bond in an amount to be set by the governor and council, but not less than \$15,000, with sureties approved by the governor and council, for its proper disbursement. ~~Said advance shall be accounted for by properly approved vouchers within 60 days after the close of the fiscal year.~~

Sec. 5. P. & S. L., 1941, c. 37, additional. Chapter 37 of the private and special laws of 1941 is hereby amended by adding thereto a new section to be numbered section 6 and to read as follows:

'Sec. 6. Audit of expenditures provided for. The department of audit shall perform a post audit of all accounts and other financial records of transactions performed under the provisions of this act and shall report annually on this audit and at such other times as the legislature may require.'

Emergency clause. In view of the emergency cited in the preamble, this act shall take effect when approved.

Private and Special Laws
Laws of Maine, 1943
Ch: 16

Chapter 16

AN ACT Relating to the Appropriation for and Assistance to the Maine Maritime Academy.

Be it enacted by the People of the State of Maine, as follows:

Sec. 1. P. & S. L., 1941, c. 37, § 4, amended. Section 4 of chapter 37 of the private and special laws of 1941, as amended by section 4 of chapter 102 of the private and special laws of 1941, is hereby further amended to read as follows:

'Sec. 4. State aid. In addition to the income provided by the provisions of section 3, there is hereby appropriated the sum of \$100,000 biennially from such sums as shall be appropriated biennially for the operation of the school the treasurer of state or his successor shall, upon request of the trustees, make advances grants for the such operation of the school not to exceed \$50,000 per annum to the treasurer of the school, who shall give bond in an amount to be set by the governor and council, but not less than \$15,000 with sureties approved by the governor and council, for its proper disbursement.'

Sec. 2. P. & S. L., 1941, c. 37, § 6, amended. Section 6 of chapter 37 of the private and special laws of 1941, as enacted by section 5 of chapter 102 of the private and special laws of 1941, is hereby amended by adding at the end thereof a new paragraph to read as follows:

'Every department and agency of the state, when requested, may furnish such assistance, counsel, or advice as the frustees may require in the discharge of their duties.'

Effective July 9, 1943

Private and Special Laws
Laws of Maine, 1943
Ch. 20

Chapter 20

AN ACT Providing for Transfer of Property to State of Maine by the
Maine Maritime Academy on Dissolution.

Be it enacted by the People of the State of Maine, as follows:

P. & S. L., 1941, c. 37, additional. Chapter 37 of the private and special laws of 1941, as amended, is hereby further amended by adding thereto a new section to be numbered section 7, and to read as follows:

'Sec. 7. Transfer of property on dissolution. Whenever the Maine Maritime Academy is dissolved, its real and personal estate shall vest in the state of Maine.'

Effective July 9, 1943

Private and Special Laws
Laws of Maine, 1945
Ch. 87

Chapter 87

AN ACT Providing Authority to the Board of Trustees of the Maine Maritime Academy to Confer the Degree of Bachelor of Science.

Be it enacted by the People of the State of Maine, as follows:

P. & S. L., 1941, c. 37, § 8, additional. Chapter 37 of the private and special laws of 1941, as amended, is hereby further amended by adding thereto a new section to be numbered 8, to read as follows:

‘Sec. 8. Power to confer degrees. The board of trustees of the Maine Maritime Academy shall have the power to confer the Bachelor of Science Degree to graduates who have fulfilled requirements of 128 semester hours of prescribed collegiate work subsequent to graduation from a standard secondary school when, in the opinion of the board of trustees, the academy shall have met the prevailing standards of degree-granting institutions with respect to the academic and vocational preparation of its faculty and the adequacy of its educational facilities.’

Effective July 21, 1945

Private and Special Laws
Laws of Maine, 1947
Ch. 24

Chapter 24

AN ACT Declaring Maine Maritime Academy as a State Agency.

Be it enacted by the People of the State of Maine, as follows:

P. & S. L., 1941, c. 37, additional. Chapter 37 of the private and special laws of 1941, as amended, is hereby further amended by adding thereto a new section to be numbered 1-A, to read as follows:

'Sec. 1-A. Maine Maritime Academy as state agency. The Maine Maritime Academy is declared to be a public agency of the state of Maine for the purposes for which it was established under the provisions of this chapter.'

Effective August 13, 1947

Private and Special Laws
Laws of Maine, 1949
Ch. 39

Chapter 39

AN ACT Increasing the Number of Trustees for the Maine Maritime
Academy.

Be it enacted by the People of the State of Maine, as follows:

P. & S. L., 1941, c. 37, § 1, amended. The 2nd paragraph of section 1 of chapter 37 of the private and special laws of 1941 is hereby amended to read as follows:

The affairs of the school shall be controlled by a board of 9 12 trustees, all residents of the state of Maine, who, together with their successors, shall be appointed by the governor of the state of Maine, with the advice and consent of his council. In the first instance, 3 trustees shall be appointed for terms of 1 year, 3 for terms of 2 years and 3 for terms of 3 years. The appointment of the 3 additional trustees shall be as follows: 1 trustee shall be appointed for a term of 1 year, 1 for a term of 2 years and 1 for a term of 3 years. Thereafter 3 4 of the 12 trustees shall be appointed annually to serve for terms of 3 years, or until their successors are duly appointed and qualified. Any vacancy in the board shall be filled by appointment by the governor for the remainder of the unexpired term, but the majority of the board shall carry on business during the existence of any vacancy on the board.

Effective August 6, 1949

Private and Special Laws
Laws of Maine, 1959
Ch. 68

SUPERINTENDING SCHOOL COMMITTEE OF FALMOUTH
PRIVATE AND SPECIAL, 1959.

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CHAP. 69

Chapter 68

AN ACT Relating to Location of Maine Maritime Academy.

Be it enacted by the People of the State of Maine, as follows:

P. & S. L., 1941, c. 37, § 1, amended. The 1st paragraph of section 1 of chapter 37 of the private and special laws of 1941, as amended by section 1 of chapter 102 of the private and special laws of 1941, is further amended to read as follows:

'There is hereby created "Maine Maritime Academy," which shall be a body corporate and politic, having the same rights, privileges and powers as have corporations organized under the general law, with the right to adopt a common seal and to establish by-laws and regulations for the management of its affairs not repugnant to its charter and the laws of the State of Maine, and with the principal location of its school in Castine, Hancock County, the State of Maine. The principal location shall not be changed without an act of the Legislature.'

Effective September 12, 1959

Private and Special Laws
Laws of Maine, 1959
Ch. 145

Chapter 145

AN ACT Relating to Powers of Board of Trustees of Maine Maritime Academy.

Be it enacted by the People of the State of Maine, as follows:

P. & S. L., 1941, c. 37, § 2, amended. The first paragraph of section 2 of chapter 37 of the private and special laws of 1941 is amended to read as follows:

Said trustees shall provide and maintain a nautical school for the instruction of students in the science and practice of navigation and in practical seamanship, steam, diesel and electrical engineering, radio and radio communication, and of ship operation, ship construction and ship and boat design, provide books, stationery, apparatus and other supplies and equipment needed in work thereof. The board may appoint and remove necessary instructors and other employees, determine their compensation, fix the terms upon which students shall be received and instructed therein and discharged therefrom, and make all regulations con-

ALLOCATIONS FROM GENERAL HIGHWAY FUND 879
PRIVATE AND SPECIAL, 1959 CHAP. 146

venient or necessary for the management of said school and provide from time to time for actual sea experience for its students.

The board may borrow money, not in excess of \$1,000,000 in the aggregate, make and issue negotiable notes, bonds and other evidences of indebtedness or obligations of the school for the construction of dormitories with kitchen facilities and secure the payments of such obligations or any part thereof by pledge of any part of the revenue of the school, and do all other lawful things necessary and incidental to the foregoing powers.

Bonds, notes and other evidences of indebtedness issued under this section shall not be deemed to constitute a debt of the State of Maine, nor a pledge of the credit of the State, but shall be payable solely from funds of the school.

Effective September 12, 1959

Private and Special Laws
Laws of Maine, 1961
Ch. 71

"ATLAS LOAN CO."

855

PRIVATE AND SPECIAL, 1961

CHAP. 72

Chapter 71

AN ACT Providing for Transfer of Certain State Property to Maine Maritime Academy.

Be it enacted by the People of the State of Maine, as follows:

P. & S. L., 1941, c. 37, § 6, repealed and replaced. Section 6 of chapter 37 of the private and special laws of 1941, as enacted by chapter 97 of the private and special laws of 1941, is repealed and the following enacted in place thereof:

'Sec. 6. Transfer of property authorized. Whereas the land and buildings formerly occupied by Eastern State Normal School in Castine, Maine, in the judgment of the State Board of Education, are no longer considered necessary for teacher training purposes, the Commissioner of Education, on approval of the State Board of Education, is authorized to transfer the custody and control of said property to the Maine Maritime Academy.'

Effective September 16, 1961

Private and Special Laws
Laws of Maine, 1965
Ch. 164

Chapter 164

AN ACT Relating to Powers of Board of Trustees of Maine Maritime Academy.

Emergency preamble. Whereas, Acts of the Legislature do not become effective until 90 days after adjournment of the Legislature unless enacted as emergencies; and

Whereas, the people of Maine in November, 1964, authorized the trustees of the Maine Maritime Academy to borrow funds for a dining hall; and

Whereas, the trustees cannot borrow from time to time on temporary notes but must be ready to place a loan for the full amount; and

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CHAP. 165.

KITTERY, BRUNSWICK SEWER DISTRICTS

PRIVATE AND SPECIAL, 1965

Whereas, the following legislation is vitally necessary for the health and welfare of the students at the Maine Maritime Academy; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine, and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore,

Be it enacted by the People of the State of Maine, as follows:

P. & S. L., 1941, c. 37, § 2, amended. The 2nd paragraph of section 2 of chapter 37 of the private and special laws of 1941, as enacted by chapter 145 of the private and special laws of 1959, is amended to read as follows:

'The board may borrow money, not in excess of \$1,000,000 in the aggregate, make and issue negotiable notes, bonds and other evidences of indebtedness or obligations of the school for the construction of dormitories with kitchen facilities, dining facilities, student union, or any other self-amortizing public improvement, including land acquisition in connection therewith, or in anticipation of appropriated state or federal funds and secure the payments of such obligations or any part thereof by pledge of any part of the revenue of the school, and do all other lawful things necessary and incidental to the foregoing powers. Such construction shall be under the supervision of the Bureau of Public Improvements.'

Emergency clause. In view of the emergency cited in the preamble, this Act shall take effect when approved.

Effective June 2, 1965.

Private and Special Laws
Laws of Maine, 1967
Ch. 118

Chapter 118

AN ACT Increasing Borrowing Power of Maine Maritime Academy.

Emergency preamble. Whereas, Acts of the Legislature do not become effective until 90 days after adjournment of the Legislature unless enacted as emergencies; and

MT. DESERT REGIONAL SCHOOL DIST. 1125
PRIVATE AND SPECIAL, 1967 CHAP. 119

Whereas, the trustees cannot borrow from time to time on temporary notes but must be ready to place a loan for the full amount; and

Whereas, the following legislation is vitally necessary for the health and welfare of the students at the Maine Maritime Academy; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore,

Be it enacted by the People of the State of Maine, as follows:

P. & S. L., 1941, c. 37, § 2, amended. The 2nd paragraph of section 2 of chapter 37 of the private and special laws of 1941, as enacted by chapter 145 of the private and special laws of 1959 and amended by chapter 164 of the private and special laws of 1965, is further amended to read as follows:

The board may borrow money, not in excess of ~~\$7,000,000~~ \$2,000,000 in the aggregate, make and issue negotiable notes, bonds and other evidences of indebtedness or obligations of the school for the construction of dormitories, dining facilities, student union, or any other self-amortizing public improvement, including land acquisition in connection therewith, or in anticipation of appropriated state or federal funds and secure the payments of such obligations or any part thereof by pledge of any part of the revenue of the school, and do all other lawful things necessary and incidental to the foregoing powers. Such construction shall be under the supervision of the Bureau of Public Improvements.

Emergency clause. In view of the emergency cited in the preamble, this Act shall take effect when approved.

Effective May 25, 1967

Private and Special Laws
Laws of Maine, 1967
Ch. 135

EXTENDING LIFE OF STATE TRANSPORTATION COMM.
PRIVATE AND SPECIAL, 1967

1213
CHAP. 136

Chapter 135

AN ACT Increasing Number of Visitors for Maine Maritime Academy.

Be it enacted by the People of the State of Maine, as follows:

P. & S. L., 1941, c. 37, § 2, amended. The first sentence of the last paragraph of section 2 of chapter 37 of the private and special laws of 1941, as enacted by section 2 of chapter 102 of the private and special laws of 1941, is amended to read as follows:

The trustees shall appoint a board of visitors composed of not less than 8 nor more than ~~12~~ 16 members.

Effective October 7, 1967

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Chapter 177

AN ACT Increasing the Terms of Trustees for the Maine Maritime Academy.

Be it enacted by the People of the State of Maine, as follows:

Sec. 1. P. & S. L., 1941, c. 37, § 1, amended. The 2nd paragraph of section 1 of chapter 37 of the private and special laws of 1941, as amended by chapter 39 of the private and special laws of 1949, is repealed and the following enacted in place thereof:

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The affairs of the school shall be controlled by a board of 12 trustees, as heretofore appointed, all residents of the State of Maine, who, together with their successors, shall be appointed by the Governor with the advice and consent to the Council. All trustees appointed after the effective date of this Act shall serve for terms of 5 years and until their successors are duly appointed and qualified. Any vacancy on the board shall be filled by appointment by the Governor with the advice and consent of the Council for the remainder of the unexpired term, but the majority of the board shall carry on business during the existence of any vacancy on the board.

Sec. 2. Effective date. The effective date of this Act shall be January 1, 1967.

Effective October 7, 1967

Chapter 57

AN ACT Relating to the Borrowing Power of Maine Maritime Academy.

Emergency preamble. Whereas, Acts of the Legislature do not become effective until 90 days after adjournment of the Legislature unless enacted as emergencies; and

Whereas, the borrowing capacity of Maine Maritime Academy is limited to \$2,000,000 in the aggregate, and to the issue of obligations for the construction of dormitories, dining facilities, student union and other self-amortizing public improvements; and

Whereas, the \$2,000,000 limitation on the borrowing capacity of Maine Maritime Academy is inadequate and insufficient for its purposes, and a clarification of its borrowing powers is necessary in order for it to take full advantage of various federal programs; and

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Whereas, the following legislation is vitally necessary for the health and welfare of the students of the Maine Maritime Academy; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore,

Be it enacted by the People of the State of Maine, as follows:

P. & S. L., 1941, c. 37, § 2, amended. The 2nd paragraph of section 2 of chapter 37 of the private and special laws of 1941, as enacted by chapter 145 of the private and special laws of 1959 and amended by chapter 164 of the private and special laws of 1965, and by chapter 118 of the private and special laws of 1967, is further amended to read as follows:

The Maine Maritime Academy by action of its board may borrow money, not in excess of ~~\$2,000,000~~ \$4,000,000 in the aggregate at any one time outstanding, make and issue negotiable notes, bonds and other evidences of indebtedness or obligations of the ~~school~~ academy for the construction of dormitories, dining facilities, student union, ~~or~~ and any other self-amortizing public improvement buildings and improvements, including land acquisition in connection therewith, and equipment and furnishings therefor, or in anticipation of appropriated state or federal funds, and secure the ~~payments~~ payment of such obligations or any part thereof by ~~pledge of~~ mortgaging its properties or pledging any part of the ~~revenue of the school~~ its revenues, and do all other lawful things necessary and incidental to the foregoing powers. Maine Maritime Academy may borrow money or accept grants from federal and state governments and agencies thereof and from any other sources, or both. Such construction shall be under the supervision of the Bureau of Public Improvements.

Emergency clause. In view of the emergency cited in the preamble, this Act shall take effect when approved.

CHAPTER 99

AN ACT Increasing State, Maine Maritime Academy and Classified University of Maine Employees' Pay.

Emergency preamble. Whereas, Acts and resolves passed by the Legislature do not become effective until 90 days after adjournment, unless enacted as emergencies; and

Whereas, the 90-day period may not terminate until after the beginning of the next fiscal year; and

Whereas, the following legislation is vitally necessary to provide a cost-of-living salary increase for State, Maine Maritime Academy and classified University of Maine employees; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore,

Be it enacted by the People of the State of Maine, as follows:

Sec. 1. Salary increases. An amount of \$8 or 5%, whichever is greater, shall be added to the weekly dollar amount of each step of the current State Salary Plan up to 5% of range 30, step A. All other steps shall be increased 5% of range 30, step A, and new hourly rates shall be computed to reflect these increases, based on a 40-hour week. Similar adjustments shall be added on the same basis in the second year of the biennium. Weekly amounts shall be rounded to the nearest 10 cents.

Sec. 2. Unclassified employees subject to Governor and Council determination. With respect to unclassified employees whose wage rates are subject

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to Governor and Council determination, the Governor and Council shall grant similar and equitable treatment to individuals currently holding such position.

Sec. 3. Unclassified employees not subject to Governor and Council determination. With respect to unclassified employees whose wage rates are not subject to determination by the Governor and Council, the authorities responsible for determining the wage rates of such employees shall grant similar and equitable treatment.

Sec. 4. Utilization by other funds. Wages of employees in departments supported by the Highway Fund, Special Revenue Funds or other funds shall not be adjusted from moneys provided for the General Fund Salary Plan Fund, but shall be adjusted from funds available to the department from their own sources.

Sec. 5. University of Maine and Maine Maritime Academy. Wages of the University of Maine and the Maine Maritime Academy shall be adjusted in the same manner as state employees. Funds appropriated shall be paid to the University of Maine for classified employees and the Maine Maritime Academy on a quarterly basis according to a plan approved by the State Budget Officer and on the basis of detailed justification furnished to the State Controller.

Sec. 6. Effective date. The first adjustment of the salary plan shall be effective with the first pay period in July, 1973, and the second adjustment with the first pay period in July, 1974.

Sec. 7. Appropriations. There is appropriated from the General Fund the sum of \$2,501,277 for the fiscal year ending June 30, 1974 and the sum of \$5,001,554 for the fiscal year ending June 30, 1975. The breakdown shall be as follows:

	1973-74	1974-75
SALARY PLAN FUND		
State Employees Fund		
Personal Services	\$1,810,553	\$3,621,106
University of Maine—Classified Employees		
All Other	634,000	1,267,000
Maine Maritime Academy		
All Other	56,724	113,448
	<u>\$2,501,277</u>	<u>\$5,001,554</u>

Any balance remaining in this fund shall carry forward until June 30, 1975 to be used for the same purposes.

Sec. 8. P. & S. L., 1971, c. 117, Section A, amended. That part of section A of chapter 117 of the private and special laws of 1971 under the caption

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“State Employees’ Salaries” is amended by inserting after the last paragraph the following new paragraph:

Any unexpended balance at June 30, 1973 shall not lapse but shall carry forward to June 30, 1975 to be expended for the same purposes.

Emergency clause. In view of the emergency cited in the preamble, this Act shall take effect July 1, 1973.

Effective July 1, 1973

Private and Special Laws
Laws of Maine, 1973
Ch. 174

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CHAPTER 174

AN ACT to Authorize Maine Maritime Academy to Grant Honorary Degrees.

Emergency preamble. Whereas, Acts of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

Whereas, it is desirable that the Maine Maritime Academy has positive power to grant honorary degrees; and

Whereas, the academy should have such power as soon as possible in order to grant such honorary degrees for the benefit of the academy in the spring of 1974; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore,

Be it enacted by the People of the State of Maine, as follows:

P. & S. L., 1941, c. 37, § 8, amended. Section 8 of chapter 37 of the private and special laws of 1941, as enacted by chapter 87 of the private and special laws of 1945, is amended by adding at the end a new sentence to read as follows:

The board may grant such honorary degrees to such individuals as it may deem proper.

Emergency clause. In view of the emergency cited in the preamble, this Act shall take effect when approved.

Effective January 25, 1974

CHAPTER 209

AN ACT Advancing the Effective Date of a Pay Adjustment for State, Maine Maritime Academy and Classified and Unclassified University of Maine Employees and State Officers and Judges.

Emergency preamble. Whereas, Acts of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

Whereas, the Legislature has granted a cost-of-living salary adjustment to take effect July 1, 1974; and

Whereas, it is important to immediately bring employees' salaries to a level consistent with competitive salaries and the increased cost of living; and

Whereas, the following legislation is vitally necessary to prevent undue hardship on the State's invaluable employees; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore,

Be it enacted by the People of the State of Maine, as follows:

Sec. 1. P. & S. L., 1973, c. 99, sec. 6, amended. Section 6 of chapter 99 of the private and special laws of 1973 is amended to read as follows:

Sec. 6. Effective date. The first adjustment of the salary plan shall be effective with the first pay period in July, 1973, and the second adjustment with the first pay period in July April, 1974.

Sec. 2. Intent. It is the intent of the Legislature that up to \$158,250 for University of Maine classified employees, \$302,619 for University of Maine professional employees and \$14,181 for Maine Maritime Academy employees will be funded from funds available in the State Employees Salary Plan Fund for the fiscal year ending June 30, 1974 to cover this additional 3 months' cost.

Sec. 3. Retired state employees. All members of the State Retirement System, notwithstanding the provisions of the Revised Statutes, Title 5, section 1128 to the contrary, and eligible to retire on April 1, 1974, who retire within 45 days of the effective date of this Act, shall be entitled to similar and equitable treatment, effective the first pay period in April of 1974 or upon their retirement date whichever is later, in the form of retirees' cost-of-living adjustment originally scheduled to be put into effect July 1, 1974.

Notwithstanding anything to the contrary, any teacher who is teaching under a valid contract and is eligible to retire on April 1, 1974, may continue to teach until such time as said contract is fulfilled and may then apply for a retirement allowance, the effective date of which can be no earlier than the day following completion of the contractual obligations. The amount of the retirement allowances shall be increased by that percentage that had been applied to retirement allowances during 1974, provided that the teacher shall have submitted a letter of intent, countersigned by the superintendent, head-

master of an academy or other comparative appointing authority, and in possession of the Board of Trustees no later than 45 days after the effective date of this Act.

Sec. 4. R. S., T. 2, § 6, amended. The first paragraph of section 6 of Title 2 of the Revised Statutes, as last repealed and replaced by section 2 of chapter 509 of the public laws of 1973, is amended to read as follows:

Notwithstanding any other provision of law, the Governor, with the advice and consent of the Council, is authorized to adjust the salaries of the following state officials as indicated and, it being further provided that any such adjustment will not exceed \$7,000 per year until the maximum is reached:

Sec. 5. R. S., T. 4, § 4, amended. The first sentence of section 4 of Title 4 of the Revised Statutes, as amended, is further amended to read as follows:

The Justices of the Supreme Judicial Court shall each receive an annual salary of ~~\$25,000 for 1973-74~~ and \$26,000 thereafter; and the Chief Justice of the Supreme Judicial Court shall receive an annual salary of ~~\$26,500 for 1973-74~~ and \$27,500 thereafter.

Sec. 6. R. S., T. 4, § 102, amended. The first sentence of section 102 of Title 4 of the Revised Statutes, as amended, is further amended to read as follows:

Each of the Justices of the Superior Court shall receive an annual salary of ~~\$24,500 for 1973-74~~ and \$25,500 thereafter.

Sec. 7. R. S., T. 4, § 157, amended. The 4th sentence of section 157 of Title 4 of the Revised Statutes, as last repealed and replaced by section 6 of chapter 509 of the public laws of 1973, is amended to read as follows:

Each judge shall receive a salary of ~~\$22,000 for 1973-74~~ and an annual salary of \$23,000 thereafter; and the Chief Judge shall receive a salary of ~~\$23,000 for 1973-74~~ and \$24,000 annually thereafter.

Emergency clause. In view of the emergency cited in the preamble, this Act shall take effect when approved.

Effective March 19, 1974

CHAPTER 771

AN ACT Redistributing the Powers of the Executive Council.

Be it enacted by the People of the State of Maine, as follows:

Sec. 428. P&SL 1941, c. 37, § 1, 2nd ¶, 1st and 3rd sentences, as repealed and replaced by P&SL 1967, c. 177, § 1, are amended to read:

The affairs of the school shall be controlled by a board of 12 trustees, as heretofore appointed, all residents of the State of Maine, who, together with their successors, shall be appointed by the Governor, with the advice and consent of the Council subject to review by the Joint Standing Committee on Education and to confirmation by the Legislature.

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Any vacancy on the board shall be filled by appointment by the Governor with the advice and consent of the Council, subject to review by the Joint Standing Committee on Education and to confirmation by the Legislature, for the remainder of the unexpired term, but the majority of the board shall carry on business during the existence of any vacancy on the board.

CHAPTER 68

AN ACT to Authorize a Bond Issue in the Amount of \$300,000 for use in
Conjunction with Approximately \$600,000 to be Raised by the Maine Mari-
time Academy for the Renovation of Leavitt Hall at the academy.

Preamble: Two-thirds of both Houses of the Legislature deeming it nec-
essary in accordance with Section 14 of Article IX of the Constitution to
authorize the issuance of bonds on behalf of the State of Maine to provide
for capital improvements, construction, renovations, equipment and furnish-
ings for the Maine Maritime Academy.

Be it enacted by the People of the State of Maine, as follows:

Sec. 1. Issue of bonds to provide for capital improvements, construction,
renovations, equipment and furnishings for the Maine Maritime Academy.
The Treasurer of State is authorized, under the direction of the Governor, to
issue from time to time serial coupon bonds in the name and on behalf of the
State to an amount not exceeding \$300,000 for the purpose of raising funds
to provide for the capital improvements, construction, renovations, equipment
and furnishings as authorized by section 6. The bonds shall be deemed a pledge
of the faith and credit of the State. The bonds shall run for a period not
longer than 20 years from the date of the original issue thereof. Any issuance
of bonds may contain a call feature at the discretion of the Treasurer of State
with the approval of the Governor.

Sec. 2. Records of bonds issued to be kept by State Auditor and Treasurer
of State. The State Auditor shall keep an account of the bonds, showing the
number and amount of each, the date when payable and the date of delivery

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thereof to the Treasurer of State, who shall keep an account of each bond,
showing the number thereof, the name of the person to whom sold, the
amount received for the same, the date of sale and the date when payable.

Sec. 3. Sale, how negotiated; proceeds appropriated. The Treasurer of
State may negotiate the sale of the bonds by direction of the Governor; but
no such bond shall be loaned, pledged or hypothecated in behalf of the State.
The proceeds of the sales of the bonds, which shall be held by the Treasurer
of State and paid by him upon warrants drawn by the Governor, are appro-
priated to be used solely for the purposes set forth in this Act. Any unen-
cumbered balances remaining at the completion of the project listed in section
6 shall lapse to the debt service account established for the retirement of these
bonds.

Sec. 4. Interest and debt retirement. Interest due or accruing upon any
bonds issued under this Act and all sums coming due for payment of bonds
at maturity shall be paid by the Treasurer of State from any money in the
treasury not otherwise appropriated.

Sec. 5. Disbursement of bond proceeds. The proceeds of the bonds shall
be expended under the direction and supervision of the Maine Maritime Acad-
emy.

Sec. 6. Allocations from General Fund bond issue.

MAINE MARITIME ACADEMY

Renovations to Leavitt Hall

\$300,000

Sec. 7. Contingent upon ratification of bond issue. Sections 1 to 6 of this Act shall not become effective unless and until the people of the State of Maine have ratified the issuance of bonds as set forth in this Act.

Sec. 8. Referendum for ratification. The aldermen of cities, the selectmen of towns and the assessors of the several plantations of this State are empowered and directed to notify the inhabitants of their respective cities, towns and plantations to meet in the manner prescribed by law for calling and holding biennial meetings of the inhabitants for the election of Senators and Representatives, at the next special or statewide election to give in their votes upon the acceptance or rejection of the foregoing Act, and the question shall be:

"Shall 'An Act to authorize a bond issue in the amount of \$300,000 for use in conjunction with approximately \$500,000 to be raised by the Maine Maritime Academy for the renovation of Leavitt Hall at the academy,' as approved by the First Regular Session of the 108th Legislature, be accepted?"

The inhabitants of the cities, towns and plantations shall indicate by a cross or check mark placed within a square upon their ballots their opinion of the same, those in favor of ratification voting "Yes" and those opposed to ratification voting "No" and the ballots shall be received, sorted, counted and declared in open ward, town and plantation meetings, and return made to the office of the Secretary of State in the same manner as votes for Governor.

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and Members of the Legislature, and the Governor shall review the same and if it shall appear that a majority of the inhabitants voting on the question are in favor of said Act, the Governor shall forthwith make known the fact by his proclamation, and the Act shall thereupon become effective in 30 days after the date of the proclamation.

Secretary of State shall prepare ballots. The Secretary of State shall prepare and furnish to the several cities, towns and plantations ballots and blank returns in conformity with the foregoing Act, accompanied by a copy thereof.

Effective as Provided by the Act

CHAPTER 77

AN ACT Relating to Representation of Maine Maritime Academy on the
Post-secondary Education Commission of Maine.

Be it enacted by the People of the State of Maine, as follows:

Sec. 1. 20 MRSA § 76, sub-§ 1, ¶ E, 1st 2 sentences, as enacted by PL 1975, c. 601, § 1, are repealed and the following enacted in their place:

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One position for a member of the Board of Trustees of the Maine Maritime Academy.

Sec. 2. 20 MRSA § 76, sub-§ 1, ¶ E, 2nd ¶, as enacted by PL 1975, c. 601, § 1, is amended to read:

The representatives of the Board of Trustees of the University of Maine, the Board of Trustees of the Maine Maritime Academy, the State Board of Education, the Maine delegation to the New England Board of Higher Education and the Maine Advisory Council on Vocational Education shall be selected in accordance with the procedures of the respective body.

Sec. 3. 20 MRSA § 76, sub-§ 1, ¶ E, 3rd ¶, as enacted by PL 1975, c. 601, § 1, is amended by adding at the end the following new sentence:

The term of the member of the Maine Maritime Academy Board of Trustees shall be for 4 years.

Sec. 4. 20 MRSA § 76, sub-§ 1, ¶ E, 4th ¶, as enacted by PL 1975, c. 601, § 1, is amended to read:

There shall be no limitation on the number of terms a person may serve in one of the positions on PECOM assigned to these bodies, except at the time of expiration of a person's membership on the Board of Trustees of the University of Maine, the Board of Trustees of the Maine Maritime Academy, the State Board of Education, the Maine delegation to the New England Board of Higher Education, or the Maine Advisory Council on Vocational Education, such a person shall be ineligible to be appointed to, or to continue to serve as a member of, PECOM.

Sec. 5. 20 MRSA § 77, as enacted by PL 1975, c. 601, § 1, is repealed and the following enacted in its place:

§ 77. Appointment of the chairman and vice-chairman

The chairman and vice-chairman of PECOM shall be appointed by the members of the commission from among the 4 public members. Appointment of the chairman and vice-chairman shall be in accordance with procedures adopted by PECOM. The term of the chairman and vice-chairman shall be coterminous with that member's term on the commission. There shall be no limitation on the number of terms as chairman or vice-chairman an individual may serve, provided that such a person continues to be a member in good standing of PECOM.

Sec. 6. 20 MRSA § 78, last ¶, as enacted by PL 1975, c. 601, § 1, is repealed and the following enacted in its place:

Meetings shall be held at least quarterly or upon call of the chairman of the commission on 5 days' written notice to the members. If the chairman shall be absent or refuses to call a meeting, any 4 members of the commission may call a meeting by similar notices in writing.

Effective October 24, 1977

CHAPTER 164

AN ACT to Require Committees and Subcommittees of the Board of Trustees of the University of Maine and of the Maine Maritime Academy to Hold Open Meetings.

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Be it enacted by the People of the State of Maine, as follows:

Sec. 1. 1 MRSA § 402, sub-§ 2, ¶ B, as enacted by PL 1975, c. 758, is amended to read:

B. Any board or commission of any state agency or authority, the Board of Trustees of the University of Maine and any of its committees and subcommittees, the administrative council of the University of Maine, the Board of Trustees of the Maine Maritime Academy and any of its committees and subcommittees; and

Sec. 2. 1 MRSA § 402, sub-§ 3, ¶ E, as enacted by PL 1975, c. 758, is amended to read:

E. Records, working papers, interoffice and intraoffice memoranda used by or prepared for subcommittees of the University of Maine Board of Trustees, Board of Trustees of the Maine Maritime Academy, or faculty and administrative committees of both institutions the Maine Maritime Academy and the University of Maine. The provisions of this paragraph do not apply to the boards of trustees, the committees and subcommittees of those boards, and the administrative council of the University of Maine, which are referred to in section 402, subsection 2, paragraph B.

Effective October 24, 1977

CHAPTER 581

AN ACT to Provide a Uniform Basis for Recognizing the Right of the University of Maine Employees, Maine Maritime Academy Employees, Vocational-Technical Institute Employees and State Schools for Practical Nursing Employees to Join Labor Organizations.

Be it enacted by the People of the State of Maine, as follows:

Section 1. 26 M.R.S.A. § 1021, as enacted by PL 1975, c. 603, § 1, and as amended by PL 1975, c. 671, § 1, is further amended to read:

§ 1021. Purpose

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It is declared to be the public policy of this State and it is the purpose of this chapter to promote the improvement of the relationship between public employers and their employees by providing a uniform basis for recognizing the right of the University of Maine employees and, Maine Maritime Academy employees, vocational-technical institute employees and state schools for practical nursing employees to join labor organizations of their own choosing and to be represented by such organizations in collective bargaining for terms and conditions of employment.

Sec. 2. 26 M.R.S.A. § 1022, sub-§ 1-C is enacted to read:

1-C. Vocational-technical institute. "Vocational-technical institute" shall mean the Maine State vocational-technical institutes and state schools for practical nursing and its activities and functions supervised by the State Board of Education or their designee. In furtherance of this chapter, the vocational-technical institutes and state schools for practical nursing shall be considered as a single employer; and employment relations, policies and practices throughout the vocational-technical institutes shall be as consistent as possible. It is the responsibility of the State Board of Education or its designee to negotiate collective bargaining agreements and administer these agreements. The State Board of Education or its designee is responsible for employer functions of the vocational-technical institutes and state schools for practical nursing under this chapter; and shall coordinate its collective bargaining activities with campuses or units on matters of vocational-technical institute concern. In addition to its responsibilities to the public generally, the vocational-technical institutes shall have the specific responsibility of considering and representing the interests and welfare of the students in any negotiations under this chapter. The State Board of Education shall utilize the Office of State Employee Relations for the purposes of this chapter.

Section 3. 26 M.R.S.A. § 1022, sub-§ 11, 1st ¶, as enacted by PL 1975, c. 603, § 1, and as amended by PL 1975, c. 671, § 6, is repealed and the following enacted in its place:

11. University, academy, vocational-technical institute or state schools for practical nursing employee. "University, academy, vocational-technical institute or state schools for practical nursing employee" means any regular employee of the University of Maine, the Maine Maritime Academy, vocational-technical institutes or state schools for practical nursing performing services within a campus or unit, except any person:

Sec. 4. 26 MRSA § 1023, as enacted by PL 1975, c. 603, § 1, and as amended by PL 1975, c. 617, § 7, is repealed and the following enacted in its place:

§ 1023. Right of university, academy, vocational-technical institute or state schools for practical nursing employees to join labor organizations

No one shall directly or indirectly interfere with, intimidate, restrain, coerce or discriminate against university, academy, vocational-technical institute or state schools for practical nursing employees or a group of university, academy, vocational-technical institute or state schools for practical nursing employees in the free exercise of their rights, hereby given, voluntarily to join, form and participate in the activities of organizations of their own choosing for the purposes of representation and collective bargaining, or in the free exercise of any other right under this chapter.

Sec. 5. 26 MRSA § 1024, sub-§ 1-B is enacted to read:

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1-B. Vocational-technical institute and state schools for practical nursing units. It is the express legislative intent to foster meaningful collective bargaining for employees of the vocational-technical institutes and state schools for practical nursing. Therefore, in accordance with this policy, the bargaining units shall be structured with one unit in each of the following occupational groups:

- A. Faculty and instructors;
- B. Administrative staff; and
- C. Classified employees.

Sec. 6. 26 MRSA § 1024, sub-§ 2, as enacted by PL 1975, c. 603, § 1, and as repealed and replaced by PL 1975, c. 671, § 8, is amended to read:

2. Assignment to bargaining units. In the event of a dispute over the assignment of jobs or positions to a unit, the executive director shall examine the community of interest, including work tasks among other factors, and make an assignment to the appropriate statutory bargaining unit set forth in subsections 1 ~~or~~, 1-A or 1-B.

Sec. 7. 26 MRSA § 1024, sub-§ 3, 1st and 2nd sentences, as enacted by PL 1975, c. 603, § 1, and as repealed and replaced by PL 1975, c. 671, § 8, are amended to read:

Notwithstanding subsections 1 ~~or~~, 1-A or 1-B, the Legislature recognizes that additional or modified university system-wide units ~~or~~, academy units, vocational-technical institute units or state schools for practical nursing units may be appropriate in the future. Therefore, the employer or employee organizations may petition the executive director for the establishment of additional or modified university system-wide units ~~or~~, academy units, vocational-technical institute units or state schools for practical nursing units.

Sec. 8. 26 MRSA § 1025, sub-§ 1, as enacted by PL 1975, c. 603, § 1, and as amended by PL 1975, c. 671, § 9, is further amended to read:

I. Voluntary recognition. Any employee organization may file a request with the university or, academy, vocational-technical institutes or state schools for practical nursing alleging that a majority of the university employees or, academy, vocational-technical institute or state schools for practical nursing employees in an appropriate bargaining unit as established in section 1024, wish to be represented for the purpose of collective bargaining between the university or, academy, vocational-technical institutes or state schools for practical nursing and the employees' organization. Such request shall describe the grouping of jobs or positions which constitute the unit claimed to be appropriate and shall include a demonstration of majority support. Such request for recognition shall be granted by the university or, academy, vocational-technical institutes or state schools for practical nursing unless the university or, academy, vocational-technical institutes or state schools for practical nursing desires that an election determine whether the organization represents a majority of the members in the bargaining unit. In the event that the request for recognition is granted by the university or, academy, vocational-technical institutes or state schools for practical nursing, the executive director shall certify the organization so recognized as the bargaining agent.

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Sec. 9. 26 MRSA § 1025, sub-§ 2, §§ A and B, as enacted by PL 1975, c. 603, § 1, and as amended by PL 1975, c. 671, § 10, are further amended to read:

A. The executive director of the board, upon signed request of the university or, academy, vocational-technical institutes or state schools for practical nursing alleging that one or more university employees or, academy, vocational-technical institutes or state schools for practical nursing employees or employee organizations have presented to it a claim to be recognized as the representative of a bargaining unit of university employees or, academy, vocational-technical institute or state schools for practical nursing employees, or upon signed petition of at least 30% of a bargaining unit of university employees or, academy, vocational-technical institutes or state schools for practical nursing employees that they desire to be represented by an organization, shall conduct a secret ballot election to determine whether the organization represents a majority of the members of the bargaining unit.

B. The ballot shall contain the name of such organization and that of any other organization showing written proof of at least 10% representation of the university employees or, academy, vocational-technical institute or state schools for practical nursing employees within the unit, together with a choice for any university employee or, academy, vocational-technical institutes or state schools for practical nursing employee to designate that he does not desire to be represented by any bargaining agent. Where more than one organization is on the ballot, and no one of the 3 or more choices receives a majority vote of the university employees or, academy, vocational-technical institute or state schools for practical nursing employees voting, a run-off election shall be held. The run-off ballot shall contain the 2 choices which received the largest and 2nd largest number of votes. When an organization receives the majority of votes of those voting, the executive director shall certify it as the bargaining agent. The bargaining agent certified as representing a bargaining unit shall be recognized by the university or, by the, academy, vocational-technical institutes or state schools for practical nursing as the sole and exclusive bargaining agent for all of the employees in the bargaining unit unless and until a decertification election by secret ballot shall be held and the bargaining agent declared by the executive director as not representing a majority of the unit.

Sec. 10. 26 MRSA § 1026, sub-§ 1, 1st ¶, as enacted by PL 1975, c. 603, § 1, and as amended by PL 1975, c. 671, § 11, is further amended to read:

It shall be the obligation of the university ~~or the~~, academy, vocational-technical institutes or state schools for practical nursing and the bargaining agent to bargain collectively. "Collective bargaining" means, for the purpose of this chapter, their mutual obligation:

Sec. 11. 26 MRSA § 1026, sub-§ 1, as amended by PL 1975, c. 671, § 11, is further amended by adding at the end the following new paragraph:

Cost items in any collective bargaining agreement of vocational-technical institutes or state schools for practical nursing employees shall be submitted for inclusion in the Governor's next operating budget within 10 days after the date on which the agreement is ratified by the parties. If the Legislature rejects any of the cost items submitted to it, all cost items submitted shall be returned to the parties for further bargaining. Cost items shall include salaries, pensions and insurance.

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Sec. 12. 26 MRSA § 1026, sub-§ 4, ¶ C, sub-¶ (1), as enacted by PL 1975, c. 603, § 1, and as amended by PL 1975, c. 671, § 15, is further amended to read:

(1) The interests and welfare of the students and the public and the financial ability of the university ~~or~~, academy, vocational-technical institutes or state schools for practical nursing to finance the cost items proposed by each party to the impasse;

Sec. 13. 26 MRSA § 1026, sub-§ 4, ¶ C, sub-¶¶ (5), (6) and (7), as enacted by PL 1975, c. 603, § 1, and as amended by PL 1975, c. 671, § 16, are further amended to read:

(5) The need of the university ~~or the~~, academy, vocational-technical institutes or state schools for practical nursing for qualified employees;

(6) Conditions of employment in similar occupations outside the university ~~or the~~, academy, vocational-technical institutes or state schools for practical nursing;

(7) The need to maintain appropriate relationships between different occupations in the university ~~or the~~, academy, vocational-technical institutes or state schools for practical nursing;

Sec. 14. 26 MRSA § 1027, sub-§ 1, 1st ¶, as enacted by PL 1975, c. 603, § 1, and as amended by PL 1975, c. 671, § 17, is repealed and the following enacted in its place:

1. University, academy, vocational-technical institutes and state schools for practical nursing prohibitions. The university, its representatives and agents, the academy, its representatives and agents, the vocational-technical institutes, their representatives and agents and the state schools for practical nursing, their representatives and agents are prohibited from:

Sec. 15. 26 MRSA § 1027, sub-§ 2, as enacted by PL 1975, c. 603, § 1, and as amended by PL 1975, c. 671, §§ 18, 19 and 20 and by PL 1977, c. 78, § 165, is repealed and the following enacted in its place:

2. University, academy, vocational-technical institutes and state schools for practical nursing prohibitions. University employees, university employee organizations, their agents, members and bargaining agents; academy employees, academy employee organizations, their agents, members and bargaining agents; vocational-technical institute employees, vocational-technical institute employee organizations, their agents, members and bargaining agents; and state schools for practical nursing employees, state schools for practical nursing employee organizations, their agents, members and bargaining agents are prohibited from:

A. Interfering with, restraining or coercing employees in the exercise of the rights guaranteed in section 1023 or the university, academy, vocational-technical institutes and state schools for practical nursing in the selection of their representatives for the purposes of collective bargaining or the adjustment of grievances;

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PUBLIC LAWS, 1977

B. Refusing to bargain collectively with the university, academy, vocational-technical institutes and state schools for practical nursing as required by section 1026; and

C. Engaging in:

(1) A work stoppage, slowdown or strike; and

(2) The blacklisting of the university, academy, vocational-technical institutes or the state schools for practical nursing for the purpose of preventing them from filling employee vacancies.

Sec. 16. 26 MRSA § 1029, sub-§ 1, 1st sentence, as enacted by PL 1975, c. 603, § 1, and as amended by PL 1975, c. 671, § 22, is further amended to read:

The board is empowered, as provided, to prevent any person, the university, any university employee, any university employee organizations, the academy, any academy employees, any academy employee organizations, the vocational-technical institutes, any vocational-technical institute employee, any vocational-technical institute employee organizations; the state schools for practical nursing, any state schools for practical nursing employee, any state schools for practical nursing employee organizations or any bargaining agent from engaging in any of the prohibited acts enumerated in section 1027.

Sec. 17. 26 MRSA § 1029, sub-§ 2, 1st sentence, as enacted by PL 1975, c. 603, § 1, and as amended by PL 1975, c. 697, § 18, is further amended to read:

The university, any university employee, any university employee organization, the academy, any academy employee, any academy employee organization, the vocational-technical institutes, any vocational-technical institute employee, any vocational-technical institute employee organization, the state schools for practical nursing, any state school for practical nursing employee, any state school for practical nursing employee organization or any bargaining agent which believes that any person, the university, any university employee, any university employee organization, the academy, any academy employee, any academy employee organization, the vocational-technical institutes, any vocational-technical institute employee, any vocational-technical institute employee organization, the state schools for practical nursing, any state school for practical nursing employee, any state school for practical nursing employee organization or any bargaining agent has engaged in or is engaging in any such prohibited practice may file a complaint with the executive director of the board stating the charges in that regard.

Sec. 18. 26 MRSA § 1029, sub-§ 6, as enacted by PL 1975, c. 603, § 1, and as amended by PL 1975, c. 671, § 24, is repealed and the following enacted in its place:

6. Simultaneous injunctive relief. Whenever a complaint is filed with the executive director of the board alleging that the university, academy, vocational-technical institutes or state schools for practical nursing have violated section 1027, subsection 1, paragraph F, or alleging that an employee, employee organization or bargaining agent of the university, academy, vocational-technical institutes or state schools for practical nursing have violated section

PUBLIC LAWS, 1977

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CHAP. 582

1027, subsection 2, paragraph C, the party making the complaint may simultaneously seek injunctive relief from the Superior Court in the county in which the prohibited practice is alleged to have occurred pending the final adjudication of the board with respect to such matter.

Sec. 19. 26 MRSA § 1031, 1st sentence, as enacted by PL 1975, c. 603, § 1, and as amended by PL 1975, c. 671, § 26, is further amended to read:

A collective bargaining agreement between the university or the academy, the vocational-technical institutes or the state schools for practical nursing and a bargaining agent may provide for binding arbitration as the final step of a grievance procedure but the only grievances which may be taken to such binding arbitration shall be disputes between the parties as to the meaning or application of the specific terms of collective bargaining agreement.

Sec. 20. 26 MRSA § 1034, sub-§ 2, as enacted by PL 1975, c. 603, § 1, and as amended by PL 1975, c. 671, § 27, is further amended to read:

2. No restriction on eligibility for federal grant-in-aid or assistance programs. Nothing in this chapter or any contract negotiated pursuant to this chapter shall in any way be interpreted or allowed to restrict or impair the eligibility of the university, any of its campuses or units or the academy, vocational-technical institutes or state schools for practical nursing in obtaining the benefits under any federal grant-in-aid or assistance programs.

Sec. 21. Appropriation. There is appropriated from the General Fund to the Executive Department, Office of State Employee Relations, the sum of \$29,000 for the fiscal years 1977-78 and 1978-79 to carry out the purposes of this Act. The breakdown shall be as follows:

	1977-78	1978-79
EXECUTIVE DEPARTMENT		
Office of State Employee Relations		
Positions	(1)	(1)
Personal Services	\$12,000	\$17,000

Effective October 24, 1977

CHAPTER 106

H. P. 1757 — L. D. 1887

AN ACT to Authorize Bond Issue in the Amount of \$8,000,000 for Improvements to Vocational-technical Institutes and the Maine Maritime Academy.

Emergency preamble. Whereas, Acts of the Legislature do not become effective until 90 days after adjournment unless enacted as an emergency; and

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CHAP. 106

Whereas, vocational-technical institutes throughout the State and the Maine Maritime Academy are in immediate need of capital construction and improvements; and

Whereas, there is already scheduled an election in June, 1980, at which time the electorate could vote upon ratification of the bond issue authorized in this Act; and

Whereas, if the bond issue is ratified in June, 1980, construction could begin during the 1980 construction season; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore,

Preamble. Two-thirds of both Houses of the Legislature deeming it necessary in accordance with Constitution of Maine, Article IX, Section 14, to authorize the issuance of bonds on behalf of the State to provide the capital improvements, construction, renovations, equipment and furnishings.

Be it enacted by the People of the State of Maine, as follows:

Sec. 1. Issue of bonds to provide for capital improvements, construction, renovation, equipment and furnishings. The Treasurer of State is authorized, under the direction of the Governor, to issue from time to time serial coupon bonds in the name and behalf of the State to an amount not exceeding \$8,000,000 for the purpose of raising funds to provide for such capital improvements, construction, renovations, equipment and furnishings as authorized by section 6. Any bonds issued pursuant to this authorization shall be issued prior to July 1, 1985. These bonds shall be deemed a pledge of the faith and credit of the State. The bonds shall not run for a longer period than 20 years from the date of the original issue thereof. Any issuance of bonds may contain a call feature at the discretion of the Treasurer of State, with the approval of the Governor.

Sec. 2. Records of bonds issued to be kept by State Auditor and Treasurer of State. The State Auditor shall keep an account of the bonds, showing the number and amount of each, the date when payable and the date of delivery thereof to the Treasurer of State, who shall keep an account of each bond, showing the number thereof, the name of the person to whom sold, the amount received for the same, the date of sale and the date when payable.

Sec. 3. Sale, how negotiated; proceeds appropriated. The Treasurer of State may negotiate the sale of these bonds by direction of the Governor; but no such bond shall be loaned, pledged or hypothecated in behalf of the State. The proceeds of the sales of these bonds, which shall be held by the Treasurer of State and paid by him upon warrants drawn by the Governor, are appropriated to be used solely for the purposes set forth in this Act. Any unencumbered balances remaining at

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PRIVATE AND SPECIAL LAWS, 1979

the completion of the projects in section 6 shall lapse to the debt service account established for the retirement of these bonds.

Sec. 4. Interest and debt retirement. Interest due or occurring upon any bonds issued under this Act and all sums coming due for payment of bonds at maturity shall be paid by the Treasurer of State.

Sec. 5. Disbursement of bond proceeds. The proceeds of the bonds shall be expended under the direction and supervision of the Director of Public Improvements.

Sec. 6. Allocations from General Fund bond issue.

1980-81

EDUCATIONAL AND CULTURAL SERVICES,
DEPARTMENT OF

Kennebec Valley Vocational-Technical
Institute

Industrial Trades Building \$1,980,000

Northern Maine Vocational-Technical
Institute

Mechanics Trade Building 1,635,600

Southern Maine Vocational-Technical
Institute

Machine Tool Mechanics Building 2,384,400

Eastern Maine Vocational-Technical
Institute

Renovations to roofs 1,000,000

MAINE MARITIME ACADEMY

Engineering and Small Boat
Maintenance Facility

1,000,000

Total

\$8,000,000

The amount listed after each project is to be construed as a guide and, within departments or agencies any one or more amounts may be exceeded with the

approval of the Governor by transfer from one project to another, but in no instance shall a project be reduced by more than 10% of the amount listed.

Sec. 7. Contingent upon ratification of bond issue. Sections 1 to 6 shall not become effective unless and until the people of the State have ratified the issuance of bonds as set forth in this Act.

Statutory referendum procedure; submission at special statewide election; effective date. This Act shall be submitted to the legal voters of the State of Maine at a special statewide election to be held on June 10, 1980. The city aldermen, town selectmen and plantation assessors of this State shall notify the inhabitants of their respective cities, towns and plantations to meet, in the manner prescribed by law for holding a statewide election, to vote on the acceptance or rejection of this Act by voting on the following question:

Shall a bond issue be ratified in the amount of \$8,000,000 for improvements to vocational-technical institutes and the Maine Maritime Academy?

The legal voters of each city, town and plantation shall vote by ballot on this question, and shall designate their choice by a cross or check mark placed within a corresponding square below the word "Yes" or "No." The ballots shall be received, sorted, counted and declared in open ward, town and plantation meetings and returns made to the Secretary of State in the same manner as votes for members of the Legislature. The Governor shall review the returns and, if it appears that a majority of the legal votes are in favor of the Act, the Governor shall proclaim that fact without delay, and the Act shall become effective 30 days after the date of the proclamation.

The Secretary of State shall prepare and furnish to each city, town and plantation all ballots, returns and copies of this Act necessary to carry out the purposes of this referendum.

Emergency clause. In view of the emergency cited in the preamble, this Act shall take effect when approved.

Effective pending referendum

APPROVED

MAR 30 '83

BY GOVERNOR

CHAPTER

16

P & S LAW

STATE OF MAINE

IN THE YEAR OF OUR LORD
NINETEEN HUNDRED AND EIGHTY-THREE

H.P. 541 - L.D. 734

AN ACT Relating to Powers of the Board
of Trustees of the Maine Maritime
Academy and to Authorize Conferral
of the Master of Science Degree
in Maritime Management.

Be it enacted by the People of the State of Maine as follows:

Sec. 1. P&SL 1941, c. 37, §2, first ¶, as amended by P&SL 1959, c. 145, is further amended by adding after the first sentence a new sentence to read:

The trustees may further provide for post baccalaureate instruction in the fields of management, economics, marine science, international and maritime law and such other subject courses as in their judgment are necessary to support advanced studies in the fields of the maritime sciences.

Sec. 2. P&SL 1941, c. 37, §8, as amended by P&SL 1973, c. 174, is further amended by adding after the first sentence a new sentence to read:

The board of trustees shall have the power to confer the degree of Master of Science in Maritime Management upon all candidates who shall satisfactorily complete a minimum of 50 credit hours of post baccalaureate studies in the fields of the maritime sciences in accordance with the curriculum prescribed by the board of trustees.

APPROVED

APR 11 '85

BY GOVERNOR

CHAPTER

6

B & S LAW

STATE OF MAINE

IN THE YEAR OF OUR LORD
NINETEEN HUNDRED AND EIGHTY-FIVE.

S.P. 20 - L.D. 24

AN ACT Concerning the Maine Maritime Academy
Board of Visitors.

Be it enacted by the People of the State of Maine as follows:

P&SL 1941, c. 37, §2, last ¶, first sentence, as amended by P&SL 1967, c. 135, is further amended to read:

The trustees shall appoint a board of visitors composed of not less fewer than 12 nor more than 16 25 members.

CHAPTER 86

S.P. 755 - E.D. 1919

AN ACT to Allow the Maine Maritime Academy to
Participate in the New England
Regional Student Program.

Be it enacted by the People of the State of Maine as
follows:

P.S.L. 1941, c. 37, §5 is amended by adding at the
end a new paragraph to read:

Nothing in this section may be construed to pre-
vent the Maine Maritime Academy from adhering to the
policies adopted by the New England Board of Higher
Education pursuant to the New England Higher Educa-
tion Compact, Maine Revised Statutes, Title 20-A,
chapter 413, or from charging eligible New England
residents the tuition rates recommended under the New
England Regional Student Program.

Effective July 16, 1986.

PRIVATE & SPECIAL LAWS, FIRST REGULAR SESSION — 1987

CHAPTER 26

H.P. 530 — L.D. 714

AN ACT to Allow the Maine Maritime Academy to
Award an Associate of Science Degree.

Be it enacted by the People of the State of Maine as
follows:

Maine Maritime Academy; Associate degree. The
Maine Maritime Academy, as established by Private and
Special Law 1941, chapter 37, shall have the power to
confer the degree of Associate of Science as is usually
conferred by like institutions.

Effective September 29, 1987.

CHAPTER 41

H.P. 1208 — L.D. 1648

AN ACT Relating to Powers of the Board of Trustees of the Maine Maritime Academy and to Authorize Conferral of the Master of Science Degree in Maritime Management.

Be it enacted by the People of the State of Maine as follows:

Sec. 1. P&SL 1941, c. 37, §2, first ¶, as amended by P&SL 1983, c. 16, §1, is further amended by adding after the 2nd sentence a new sentence to read:

The trustees may further provide for the publication of scholarly writings in the field of maritime and related studies and, in furtherance of that end, they may establish the Maine Maritime Press.

Sec. 2. P&SL 1941, c. 37, §8, 2nd sentence, as enacted by P&SL 1983, c. 16, §2, is amended to read:

The board of trustees shall have the power to confer the degree of Master of Science in Maritime Management upon all candidates who shall satisfactorily complete a minimum of 50 credit hours of post baccalaureate studies all post baccalaureate degree requirements in the fields of the maritime sciences in accordance with the curriculum prescribed by the board of trustees.

Effective September 29, 1987.

CHAPTER 27

S.P. 359 - L.D. 1073

An Act to Create a Student Seat on the Board of Trustees of the Maine Maritime Academy

Be it enacted by the People of the State of Maine as follows:

Sec. 1. P&SL 1941, c. 37, §1, 2nd ¶, as amended by PL 1975, c. 771, §428, is further amended to read:

The affairs of the school shall be controlled by a board of ~~12~~ 13 trustees, as heretofore appointed, ~~11~~ 11 of whom are residents of the State of Maine, who, together with their successors, shall be appointed by the Governor, subject to review by the Joint Standing Committee on Education and to confirmation by the Legislature. All trustees appointed after the effective date of this Act shall October 7, 1967 serve for terms of 5 years and until their successors are duly appointed and qualified. ~~Any~~ A vacancy on the board shall ~~must~~ be filled by appointment by the Governor, subject to review by the Joint Standing Committee on Education and to confirmation by the Legislature, for the remainder of the unexpired term, but the majority of the board shall carry on business during the existence of ~~any~~ a vacancy on the board. A student trustee, who must be a member of the student body at the time of appointment and a permanent resident of the State, must be appointed. To be eligible for appointment as a student member, a student must be enrolled for a minimum of 12 credit hours per semester. The student member is a full voting member of the board of trustees and serves for a one-year term until a successor is qualified. By January 1st of every year, the president of the academy shall solicit a list of 5 eligible students from the student government of the academy. The Governor shall nominate a student trustee from the list of students within 30 days of receiving the list. The nomination is subject to review by the Joint Standing Committee on Education and to confirmation by the Legislature.

See title page for effective date.

October 13, 1993

APPROVED

CHAPTER

APR 29 '04

673

BY GOVERNOR

PUBLIC LAW

STATE OF MAINE

IN THE YEAR OF OUR LORD
TWO THOUSAND AND FOUR

H.P. 1420 - L.D. 1919

An Act To Make Supplemental Appropriations and Allocations
for the Expenditures of State Government and To Change
Certain Provisions of the Law Necessary to the Proper
Operations of State Government for the Fiscal Years Ending
June 30, 2004 and June 30, 2005

Be it enacted by the People of the State of Maine as follows:

PART A

Sec. A-1. Supplemental appropriations and allocations. There are appropriated from various funds for the fiscal years ending June 30, 2004 and June 30, 2005, to the departments listed, the following sums.

ADMINISTRATIVE AND FINANCIAL SERVICES, DEPARTMENT OF

Accounts and Control - Bureau of 0056

Initiative: Provides funding to reorganize a vacant Data Entry Operator position, currently 64 hours biweekly, to a full-time Internal Control Specialist, Public Service Coordinator I position in the Accounts and Control operations account. This reorganization will be self-funded through a permanent reduction to All Other in both the Accounts and Control operations account and the Accounts and Control systems account.

1-2833(67)

General Fund	2003-04	2004-05
Personal Services	\$0	\$39,311
All Other	0	(16,905)
General Fund Total	0	22,406

Accounts and Control - Bureau of -
Systems Project 0058

Initiative: Provides funding to reorganize a vacant Data Entry Operator position, currently 64 hours biweekly, to a full-time Internal Control Specialist, Public Service Coordinator I position in the Accounts and Control operations account. This reorganization will be self-funded through a permanent reduction to All Other in both the Accounts and Control operations account and the Accounts and Control systems account.

General Fund	2003-04	2004-05
All Other	0	(22,406)
General Fund Total	0	(22,406)

Central Services - Purchases 0004

Initiative: Provides for the elimination of one vacant Central Services Supervisor position from the Bureau of General Services - Central Services Internal Services Fund for the purpose of providing a headcount in the Workers' Compensation Management Fund for the continuation of one Employment Benefits Technician position established by Financial Order 00317F4, in accordance with Public Law 2003, chapter 20, Part D, section 14. This position will help staff an in-house claims management system resulting in a reduction in contracted services.

Postal, Printing and Supply Fund	2003-04	2004-05
Positions - Legislative Count	(0.000)	(-1.000)
Personal Services	0	(52,063)
Postal, Printing and Supply Fund Total	0	(52,063)

Central Motor Pool 0703

Initiative: Provides for the allocation of funds to reorganize one Central Fleet Manager position to a Public Service Manager II position and one Statistician II position to a Statistician III position, the result of a reorganization of duties within the Bureau of General Services.

Central Motor Pool	2003-04	2004-05

2-2833(67)

Sec. P-2. Use of funds. Notwithstanding any provision of law, the Chief Justice of the Supreme Judicial Court is authorized to use 3,000 of General Fund appropriations in fiscal year 2004-05 to cover a shortage in the Judicial Department bail account.

PART Q

Sec. Q-1. 26 MRSA §51, sub-§2, as amended by PL 1991, c. 93, §2, further amended to read:

2. Duties. The commission shall conduct studies and hold public meetings as necessary to develop findings and recommendations respecting each of the following issues:

A. Evaluation of the effectiveness of current worker safety efforts, practices and programs in the State and the attitudes of employers and workers toward safety;

B. Identification of the best-practice safety programs in the State and elsewhere, whose widespread adoption would reduce the incidence, severity and cost of workplace accidents and illnesses;

C. Identification of emerging occupational safety and health issues that will be of importance in the future and assessment of their policy implications; and

D. Determination of existing statistical information on accidents and illnesses and reliability and adequacy to monitor trends and to support effective safety rehabilitation and compensation programs.

~~the commission shall also review occupational safety loan requests as provided for in section 63.~~

Sec. Q-2. 26 MRSA §62, as amended by PL 2003, c. 451, Pt. 0, §1, is repealed.

Sec. Q-3. 26 MRSA §63, as amended by PL 2003, c. 451, Pt. 0, §§2 and 3, is repealed.

Sec. Q-4. 39-A MRSA §401, sub-§5, ¶D, as enacted by PL 1991, c. 885, Pt. A, §8 and affected by §§9 to 11, is amended to read:

D. The Department of Labor shall notify the Superintendent of Insurance of any employer that fails to complete the workplace health and safety program as required by this

section and the rules adopted pursuant to paragraph A. The Superintendent of Insurance shall assess a surcharge of 10% on that employer's workers' compensation insurance premium or the imputed premium for self-insurers, which must be paid to the Treasurer of State, who shall credit 1/2 of that amount to the Safety Education and Training Fund, as established by Title 26, section 61, and 1/2 to the Occupational Safety Loan Fund, as established by Title 26, section 62. Employers who fail to complete a required workplace health and safety program and who are assessed a surcharge prior to January 1, 1994, must be assessed a surcharge of 5%. Employers who fail to complete a required workplace health and safety program and who are assessed a surcharge after January 1, 1994, must be assessed a surcharge of 10%.

Sec. Q-5. Transfer of funds. Any funds received as repayment of the principal and interest on outstanding loans originated with funds from the previously authorized Occupational Safety Loan Fund in the Maine Revised Statutes, Title 26, former section 62 must be transferred and be deposited in the Safety Education and Training Fund under Title 26, section 61 and must be used to reduce the annual assessment on workers' compensation insurers and self-insurers.

The remaining amounts in the Occupational Safety Loan Fund may be used only to pay administrative expenses of the Finance Authority of Maine for the administration of outstanding loans originated with proceeds of the Occupational Safety Loan Fund. Upon the repayment of all such outstanding loans, any remaining funds must be deposited in the Safety Education and Training Fund and used to reduce the annual assessment on workers' compensation insurers and self-insurers. In the event there are insufficient funds for all costs of administering the current loans outstanding for the life of such loans, the Department of Labor will provide funding for the costs of administering the loans made with proceeds from the Safety Education and Training Fund.

PART R

Sec. R-1. P&SL 1941, c. 37, §2, 2nd ¶, as amended by P&SL 1969, c. 57, is further amended to read:

The Maine Maritime Academy by action of its board may borrow money, not in excess of \$4,000,000 ~~\$10,000,000~~ in the aggregate at any one time outstanding, make and issue negotiable notes, bonds and other evidences of indebtedness or obligations of the academy for the construction of dormitories, dining facilities, student union, and any other buildings and improvements,

including land acquisition in connection therewith, and equipment and furnishings therefor, or in anticipation of appropriated state or federal funds, and secure the payment of such obligations or any part thereof by mortgaging its properties or pledging any part of its revenues, and do all other lawful things necessary and incidental to the foregoing powers. Maine Maritime Academy may borrow money or accept grants from federal and state governments and agencies thereof and from any other sources, or both. Such construction shall be under the supervision of the Bureau of Public-Improvements General Services.

PARTS

Sec. S-1. 25 MRSA §52, as enacted by PL 1987, c. 519, §10, is amended to read:

§52. State Nuclear Safety Advisor

1. State Nuclear Safety Advisor position established. There is established within the ~~State-Planning Office of the Public Advocate~~ a State Nuclear Safety Advisor position, ~~which shall be that is~~ an unclassified, confidential position. ~~The State Nuclear Safety Advisor serves at the pleasure of the Governor.~~ The State Nuclear Safety Advisor shall must be an individual knowledgeable in the field of nuclear ~~power-production waste disposal at the federal and state levels.~~

2. Duties. The State Nuclear Safety Advisor shall ~~have~~ has the following duties:

- A. To advise the Governor and the Legislature on issues pertaining to the safe operation of nuclear facilities and the safe transportation and storage of nuclear waste;
- B. To consult with other agencies of State Government or Federal Government whose activities pertain to the issues in paragraph A;
- C. To review and evaluate and to advise the Governor and the Legislature on activities conducted by other states to inspect and monitor the safe operation of nuclear facilities and the safe transportation and storage of nuclear waste; and
- D. To prepare a report of his the State Nuclear Safety Advisor's activities under this section to be submitted ~~January-15th March 30th~~ of each year to the Governor and the Legislature.

For purposes of this section, "commercial nuclear power facility" or "facility" means a utilization facility situated in this ~~which that~~ holds an operating permit or license issued by United States Nuclear Regulatory Commission.

3. Fees. In addition to the fee provided in Title section 664, each nuclear power plant licensee whose operations are monitored under this chapter shall pay a fee to the permanent fund established in Title 22, section 680, subsection 7. amount of the fee for each licensee shall must be calculated by multiplying the total allocation to the ~~State-Planning-Office~~ Public Advocate for the fiscal year from the fund established in Title 22, section 680, subsection 7, for the full cost of State Nuclear Safety Advisor, including the cost to the State personnel and fringe benefits, by the licensee's proportionate ~~the total-electric-generating-capacity-of amount of nuclear v stored or generated by~~ all licensees subject to this chapter. The cost must include an annual amount not to exceed \$10,000 support functions associated with this position.

Sec. S-2. Appropriations and allocations. The following appropriations and allocations are made.

EXECUTIVE DEPARTMENT

State Planning Office 0082

Initiative: Provides for the transfer of one Public Services Coordinator III position, associated All Other and revenue from the State Planning Office to the Office of the Public Advocate.

Other Special Revenue Funds	2003-04	2004-
Positions - Legislative Count	(0.000)	(-1.0)
Personal Services	\$0	(\$92,000)
All Other	0	(21,100)
Other Special Revenue Funds Total	\$0	(\$114,000)

Public Advocate 0410

Initiative: Provides for the transfer of one Public Services Coordinator III position, associated All Other and revenue from the State Planning Office to the Office of the Public Advocate.

Other Special Revenue Funds	2003-04	2004-
Positions - Legislative Count	(0.000)	(1.0)
Personal Services	\$0	\$112,600
All Other	0	211,300
Other Special Revenue Funds Total	\$0	\$324,000

APPROVED CHAPTER

STATE OF MAINE

JUN 07 '07 240

BY GOVERNOR PUBLIC LAW

IN THE YEAR OF OUR LORD

TWO THOUSAND AND SEVEN

H.P. 383 - L.D. 499

An Act Making Unified Appropriations and Allocations for the Expenditures of State Government, General Fund and Other Funds, and Changing Certain Provisions of the Law Necessary to the Proper Operations of State Government for the Fiscal Years Ending June 30, 2007, June 30, 2008 and June 30, 2009

Mandate preamble. This measure requires one or more local units of government to expand or modify activities so as to necessitate additional expenditures from local revenues but does not provide funding for at least 90% of those expenditures. Pursuant to the Constitution of Maine, Article IX, Section 21, 2/3 of all of the members elected to each House have determined it necessary to enact this measure.

Emergency preamble. Whereas, acts and resolves of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

Whereas, the 90-day period may not terminate until after the beginning of the next fiscal year; and

Whereas, certain obligations and expenses incident to the operation of state departments and institutions will become due and payable immediately; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore,

Be it enacted by the People of the State of Maine as follows:

PART A

Sec. A-1. Appropriations and allocations. The following appropriations and allocations are made.

ADMINISTRATIVE AND FINANCIAL SERVICES, DEPARTMENT OF

Accident - Sickness - Health Insurance 0455

Initiative: BASELINE BUDGET

	2007-08	2008-09
RETIREE HEALTH INSURANCE FUND		
All Other	\$48,400,235	\$48,400,235
RETIREE HEALTH INSURANCE FUND TOTAL	\$48,400,235	\$48,400,235

	2007-08	2008-09
ACCIDENT, SICKNESS AND HEALTH INSURANCE INTERNAL SERVICE FUND		
POSITIONS - LEGISLATIVE COUNT	14,000	14,000
Personal Services	\$864,329	\$889,351
All Other	\$741,289	\$741,289
ACCIDENT, SICKNESS AND HEALTH INSURANCE INTERNAL SERVICE FUND TOTAL	\$1,605,618	\$1,630,640

	2007-08	2008-09
FIREFIGHTERS AND LAW ENFORCEMENT OFFICERS HEALTH INSURANCE PROGRAM FUND		
POSITIONS - LEGISLATIVE COUNT	1,000	1,000
Personal Services	\$52,209	\$54,660
All Other	\$55,000	\$55,000
FIREFIGHTERS AND LAW ENFORCEMENT OFFICERS HEALTH INSURANCE PROGRAM FUND TOTAL	\$107,209	\$109,660

Accident - Sickness - Health Insurance 0455

Initiative: Provides funding for general operations based on actual expenditures in fiscal year 2005-06 and anticipated operational needs.

	2007-08	2008-09
ACCIDENT, SICKNESS AND HEALTH INSURANCE INTERNAL SERVICE FUND		
All Other	\$30,000	\$30,000
ACCIDENT, SICKNESS AND HEALTH INSURANCE INTERNAL SERVICE FUND TOTAL	\$30,000	\$30,000

PART VVV

Sec. VVV-1. 20-A MRSA §4771, as amended by PL 2003, c. 20, Pt. OO, §2 and affected by §4, is further amended to read:

§4771. Eligible institution and semester; defined

As used in this chapter, unless the context otherwise indicates, "eligible institution" means the institutions of the University of Maine System, the Maine Community College System and the Maine Maritime Academy. "Semester" means the fall, spring or summer term of an academic year.

Sec. VVV-2. 20-A MRSA §4776 is enacted to read:

§4776. Distribution of available funding

Not more than 10% of the total funding available to the department for postsecondary education, either through a direct appropriation for postsecondary education under this chapter or as part of the ongoing funds included in the appropriation for general purpose aid for local schools, may be used for secondary students to take a postsecondary course during the summer term.

PART WWW

Sec. WWW-1. Adoption of emergency rules. In implementing the provisions included in Part A related to prior authorization for MaineCare-radiology services, the Department of Health and Human Services is authorized to adopt rules on an emergency basis for a 90-day period. During the 90-day period and prior to final adoption of rules, the department shall solicit comments from physicians, hospitals, imaging facilities and other interested parties in order to ensure that the responsibilities for compliance are appropriately assigned.

Sec. WWW-2. Routine technical designation. Rules adopted pursuant to this Part are routine technical rules as defined in the Maine Revised Statutes, Title 5, chapter 375, subchapter 2-A.

PART XXX

Sec. XXX-1. P&SL 1941, c. 37, §1, 2nd ¶, as amended by P&SL 1993, c. 27, §1 is further amended to read:

The affairs of the school are controlled by a board of ~~13~~ 16 trustees, as appointed, at least 11 of whom are residents of the State, who, together with their successors, are appointed by the Governor, subject to review by the ~~Joint Standing Committee on Education~~ joint standing committee of the Legislature having jurisdiction over education matters and to confirmation by the Legislature. All trustees ~~appointed after October 7, 1967~~ serve for terms of 5 years and until their successors are duly appointed and qualified. A vacancy on the board must be filled by appointment by the Governor subject to review by the ~~Joint Standing Committee on Education~~ joint standing committee of the

Legislature having jurisdiction over education matters and to confirmation by the Legislature for the remainder of the unexpired term, but the majority of the board shall carry on business during the existence of a vacancy on the board. A student trustee, who must be a member of the student body at the time of appointment and a permanent resident of the State, must be appointed. To be eligible for appointment as a student member, a student must be enrolled for a minimum of 12 credit hours per semester. The student member is a full voting member of the board of trustees and serves for a one-year term until a successor is qualified. By January 1st of every year, the president of the academy shall solicit a list of 3 eligible students from the student government of the academy. The Governor shall nominate a student trustee from the list of students within 30 days of receiving the list. The nomination is subject to review by the ~~Joint Standing Committee on Education~~ joint standing committee of the Legislature having jurisdiction over education matters and to confirmation by the Legislature.

PART YYY

Sec. YYY-1. 4 MRSA §17, sub-§17, as enacted by PL 1993, c. 675, Pt. C, §9, is amended to read:

17. Statement of fiscal effect on judicial system. Apply the following requirements when the State Court Administrator prepares statements pertaining to the impact that executive orders and proposed legislation have upon judicial system resources, including the cost or savings to the judicial system. The State Court Administrator, in preparing such impact statements, shall make inquiry of the Chief Justice of the Superior Court, the Chief Judge of the District Court, a statewide association of prosecuting attorneys, a statewide association of criminal defense attorneys, a statewide association of trial attorneys and any other parties, as appropriate, in order to provide the most accurate estimate of the judicial branch legislation, by fiscal year.

A. The State Court Administrator shall furnish the statements to 1 office designated to collect and assemble fiscal information for committees under Title 3, section 163-A, subsection 10 and to:

- (1) The Governor for judicial impact statements on executive c
- (2) The appropriate committee of the Legislature for the members for proposed legislation.

B. The statement on a particular executive order prepared by Administrator must be included in the executive order if the executive order has a fiscal impact on the judicial system, as determined by the State Cou

C. The statement on proposed legislation prepared by the State Co must be considered in the preparation of the fiscal note include amendment or other amendment if the legislation or amendment h on the judicial system, as determined by the State Court Administrat

Sec. YYY-2. 34-A MRSA §1402, sub-§9, as enacted by PL 19 amended to read:

PROGRAM EVALUATION REPORT

Maine Maritime Academy is a unique college in many respects. The Academy fills an exclusive niche in the Maine Higher Education environment by providing accredited degrees at the Associate, Bachelors and Masters level and by combining both academic and hands-on training. The college offers career oriented education in a variety of fields primarily focused on marine related programs. Students graduating from Maine Maritime Academy have played a leadership role in numerous career paths including business, science, education, politics and general entrepreneurship. The success of MMA alumni is no accident and can be attributed to several unique aspects of the Academy's philosophy and programs. The singular characteristics of our educational matrix combine leadership training, on the job experience and responsibility based on a sound academic foundation.

While the Academy was founded as a nautical training school by an act of the Maine Legislature on March 21, 1941, it has evolved into a college offering three degrees and 19 undergraduate and graduate majors. The present offerings include:

Associate in Science

- Small Vessel Operations
- Ship Design¹
- Ship Production¹
- Small Craft Design²
- Small Vessel Systems²

¹ available only to employees of General Dynamics Corporation's Bath Iron Works Shipyard in Bath, Maine.

² joint degree program with The Landing School of Boatbuilding and Design in Kennebunkport, Maine

Bachelor of Science

- Interdisciplinary Studies
- International Business and Logistics
- Marine Biology
- Marine Engineering Operations³
- Marine Engineering Technology³
- Marine Systems Engineering (Non-License Track)⁴
- Marine Systems Engineering (License Track)³
- Marine Transportation Operations³

- Marine Science
- Power Engineering Operations
- Power Engineering Technology
- Small Vessel Operations

³ These majors may lead to a U.S. Coast Guard unlimited license and require participation in the Regiment of Midshipmen. See the catalog section entitled Student Life (<http://dean.mma.edu/newcatalog/student.htm>) for information on the Regiment.

⁴ This major requires first year students to participate in the Regiment and the first-year cruise.

Master of Science

- Global Supply Chain Logistics
- Maritime Management

ACCREDITATION

Maine Maritime Academy is accredited by the New England Association of Schools and Colleges, Inc., 209 Burlington Road, Bedford, MA 01730; telephone (781) 271-0022.

The International Business & Logistics program is accredited by the International Assembly for Collegiate Business Education, P.O. Box 3960, Olathe, KS 66063; telephone (913) 631-3009.

The Marine Engineering Technology program is accredited by the Technology Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; telephone (410) 347-7700.

The Power Engineering Technology program is accredited by the Technology Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; telephone (410) 347-7700.

The Marine Systems Engineering program is accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; telephone (410) 347-7700.

MISSION STATEMENT

The mission of Maine Maritime Academy is to provide a quality education primarily focused on marine related programs. The curriculum will empower students to take on leadership roles, encourage rigorous self-discipline, promote curiosity, and provide graduates with the skills and knowledge needed to succeed in the global economy.

VISION STATEMENT

Maine Maritime Academy is a career-oriented college that strives to continue to be the globally recognized leader in providing the highest quality maritime, engineering, engineering technology, marine science, and logistics education with facilities and laboratories that are at the leading edge of technological innovation.

OBJECTIVES

The objectives of the Academy Program are:

- Demonstrate competency in written and spoken English
- Apply scientific methodology, apply basic concepts of mathematics and science, and be computer proficient
- Gain a perspective of the social sciences, including knowledge about the interaction of human groups, of world and U.S. history, institutions, and economic systems
- Demonstrate an ability to reflect on the impact of technology on society, which should inform intelligent action
- Acquire a basic knowledge of the humanities, such as literature, art, and music, and appreciate their impact on the individual and on society
- Gather, analyze, and interpret information
- Demonstrate competency in a major field and understand its relevance to a profession

Furthermore, a baccalaureate degree assumes a capability to:

- Deal creatively and realistically with personal, community, national, and international concerns
- Think logically, act rationally, and make appropriate decisions about the future based on past and present conditions and circumstances
- Understand ethics and aesthetics that provide a foundation for the development of a value system that can be translated into effective social action
- Cultivate a sense of curiosity, a sense of beauty and practical wisdom in life

ATTACHMENTS:

1. Academy Strategic Plan
2. Accreditation Reports –
 - a. New England Association of Schools and Colleges – Institutional Accreditation
 - b. ABET – Programmatic Accreditation for Power Engineering Technology; Marine Engineering Technology and Marine Systems Engineering
 - c. International Assembly for Collegiate Business Education- Programmatic Accreditation for the International Business & Logistics program at both the MS and BS degree level
3. US Coast Guard approvals for Unlimited License Programs and Limited License Programs
4. View books describing the various academic majors
5. Excerpt from catalog describing the Academic Division mission, departmental missions and majors. (On line version available at www.mma.edu has active links to each curriculum)
6. Synopsis of Student Satisfaction Inventory (SSI) Report 2009
7. US News and World Report ratings for the past 5 years.
8. MMA graduation, retention and job placement rates
9. The Academy catalogs were all converted this past year to “online catalogs” and are currently no longer available in hard copy. The Link for the undergraduate academic catalog is:

<http://dean.mma.edu/newcatalog/default.htm>

The link for the graduate catalog is:

<http://ibl.mma.edu/>

The link for the continuing education catalog is:

<http://conted.mainemaritime.edu/>

In addition to a student body of 923 (head count) or 1,204.66 (FTE) undergraduate students and 18 graduate students on the Castine campus Maine Maritime Academy serves 94 students enrolled in the Apprenticeship program at Bath Iron Works Shipyard.

Dear Barbara
PS - optimal size from
- was 800 → 650
- now @ 929 kb
18 MS

MAINE MARITIME ACADEMY STRATEGIC PLAN AS OF MAY 4, 2007

VISION

Maine Maritime Academy is a career-oriented college that strives to be the globally recognized leader in providing the highest quality maritime, engineering, engineering technology, marine science and logistics education with facilities and laboratories that are at the leading edge of technological innovation.

MISSION

The mission of Maine Maritime Academy is to provide a quality education primarily focused on marine related programs. The curriculum will empower students to take on leadership roles, encourage rigorous self-discipline, promote curiosity, and provide graduates with the skills and knowledge needed to succeed in the global economy.

STRATEGIC GOALS

“IMPROVE THE QUALITY OF STUDENT LEARNING AND LIFE.”

“MAINTAIN A DIVERSIFIED AND OPTIMALLY SIZED STUDENT BODY WHILE CONTINUING A STRONG ACADEMIC PROFILE.”

“BALANCE FINANCIAL VIABILITY, AFFORDABILITY, AND STABILITY TO ENSURE A SOLID FOUNDATION FOR THE FUTURE.”

“ENHANCE AND STRENGTHEN THE SENSE OF COMMUNITY AMONG STUDENTS, FACULTY, STAFF, TRUSTEES, ALUMNI AND PARENTS.”



GOAL #1
“IMPROVE THE QUALITY OF STUDENT LEARNING AND LIFE.”

OBJECTIVES

- strive to be the world leader in educational options we offer,
- seek learning and training opportunities in and out of the classroom,
- promote an academic culture where all students feel respected by their faculty and peers, empowered to inquire and act, and challenged by themselves and others,
- encourage personal growth to improve skills and leadership abilities,
- offer a high level of hands-on training including cooperatives and internships as well as post graduate job placement,
- promote diversity through education and actions,
- maintain a clear academic focus on career oriented education,
- provide students with the best possible educational technologies, training platforms, classrooms, and laboratories, and
- explore how scholarship and research can enhance the educational mission of the Academy.

Strategies and Measures

Maintain accreditation (A)

NEASC, ABET, STCW and other accrediting agencies continue to provide positive evaluation and feedback on MMA and its programs

Continue efforts to develop means of attracting qualified faculty in highly competitive fields (HR, A)

Number of faculty with terminal degrees and/or professional licenses increases by 20%

Increase opportunities and requirements for faculty to maintain currency with industry and/or academic standards through an active professional development program and scholarship requirements for retention and promotion (A)

100% of faculty will actively pursue and participate in content development by attending workshops, conferences and other activities to become familiar with the latest in teaching methodologies and technologies

All associate and full professor level faculty will demonstrate appropriate scholarship as required in the policy for retention and promotion

Incorporate and expand, where necessary, student academic/tutoring assistance programs to complement classroom and laboratory experiences (A, DS)

Tutor assistance programs available in all areas where needed

Provide training and support to assist faculty with the utilization and development of distance education courses (A)

10% of faculty utilizing and/or participating in the delivery of distance education courses

Maintain sufficient technical support for laboratory and classroom activities (A, CTO)

Student support for computer setup and troubleshooting will be available through the IS department

Continue to upgrade all classrooms and laboratories for the use of computer projection, wireless internet connections and other state-of-the-art simulation technology (CTO, B)

Equip two to three on-campus classrooms and labs with the appropriate technology annually

Upgrade all T. V. State of Maine classrooms to same standards as shore side classrooms

Replace AV support department with a combination of technical hardware and software support for classroom computers and projection, etc.

All students will actively utilize e-mail and Blackboard systems for official communications between themselves, instructors and various administrative offices

Provide opportunities for all students to participate in some form of leadership program (S, DS)

100% of students graduating have completed some form of leadership training

Expand the personal career enhancement, life and social skills training development program for all students (S, DS)

100% of students graduating have participated in training

100% of MMA students required to participate in internship/co-op program

95% student post graduate job placement rates

Create an image and reputation for leadership and training within the Regiment that encourages participation (S)

% of participation in Regiment remains at least at current level

Encourage participation in Students in Free Enterprise (SIFE) program (G)
Support for and participation in SIFE continues to expand

Re-develop leadership curriculum within the personal development framework (S, DS)
Growth in leadership program participation
Leadership training is an integral part of life and academics at MMA
MMA leadership program is nationally recognized

Incorporate the leadership program's importance in to our admission message (S, DS)

Develop a leadership brochure which highlights successful MMA graduates in leadership roles (S, DS)

Connect the importance of leadership training and career opportunities (S, C, DS)

Create a leadership forum within MMA consisting of two regimental students, two non-regimental students, two faculty, and two staff members whose purpose is to develop ideas and focus on national recognition for the MMA leadership program (S, DS, G)

Continue to have both regimental and non-regimental students participate in national leadership and ethics conferences (S, DS)

Publish papers on leadership and ethics within the maritime industry or other subject pertinent to course of study at MMA (S, DS, A)

GOAL #2

"MAINTAIN A DIVERSIFIED AND OPTIMALLY SIZED STUDENT BODY WHILE CONTINUING A STRONG ACADEMIC PROFILE."

OBJECTIVES

- maintain full-time undergraduate and graduate student enrollment levels which are compatible with existing facilities and resources while continuing a strong academic profile,
- maintain optimally balanced enrollment levels in all majors,
- explore and expand other outreach and distance education opportunities, and
- improve student retention and quality.

Strategies and Measures

Continue efforts to increase the scholarship endowment to a level that will allow the Academy to use financial aid in the most effective way to ensure that every qualified student, regardless of financial means, can attend if they so desire, as well as to inspire students with outstanding academic achievement, regardless of financial need or background, to apply and enroll (S, DS, DEV)

Scholarship endowment continues to be a major component of current and future capital fund raising initiatives

Increase in overall enrollment, as well as diversification and specific undergraduate major target, is achieved

Assess success and focus on most successful recruitment strategy

Systematically review each undergraduate and graduate program (major) for relevancy, career opportunities, effectiveness, viability, and popularity among prospective students (A, S)

Periodic program evaluation is established, including an analysis of cost and benefits, which reviews all undergraduate majors by the fall of 2009

At least one new program that uniquely connects Maine's young people to our shipping, marine science, and/or logistics academic programs is developed

Develop articulation and/or exchange agreements with other academic institutions for coordinating transfers of academic credit as a new student feeder system (A, S)

At least one new source for transfers is identified

Effectively utilize every unique asset of the Academy (Discovery Voyage program, ATM remote classroom broadcasting, waterfront, training ship, boats, simulators, etc.) to publicize and promote the Academy to the widest possible market (S, DS)

Market surveys indicate better public recognition of MMA

Ensure that there are adequate resources to provide the most effective recruitment program possible in terms of staffing, quality promotional literature, web pages, travel, etc. (S, DS)

Promotional budget is maintained at least at current level

Maintain recruitment efforts through a high level of faculty, staff and alumni involvement and by enhancing, prioritizing and reviewing the effectiveness of all recruiting initiatives (S, DS, A)

Expanded faculty, staff and alumni participation in recruitment efforts

Develop and adopt comprehensive retention improvement program
*Program is adopted and student retention/graduation rate
improves from 69% to 83%*

GOAL #3

“BALANCE FINANCIAL VIABILITY, AFFORDABILITY, AND STABILITY TO ENSURE A SOLID FOUNDATION FOR THE FUTURE.”

OBJECTIVES

- maintain balanced operating budgets and fiscally sound resource allocation and investment strategies,
- use campus master planning, strategic planning and the accreditation process to identify goals and financial objectives for fundraising campaigns and initiatives,
- build the endowment to support academic programs, student scholarships and general operations,
- maximize existing revenue sources and identify and pursue alternative sources of revenue,
- allocate resources to the highest priorities consistent with the long range strategic plan,
- develop and implement a campus master facilities plan, and
- implement an improved coordinated campus information technology system which supports administrative systems, security, teaching and learning in all environments.

Strategies and Measures

Develop comprehensive legislative strategy and organize program to increase visibility and strengthen the reputation of the Academy in order to positively influence State budget process

(P, B, DEV)

Heightened awareness about MMA programs and needs among legislative and executive branch members

Growth in State support at least equal to the level of other higher education entities

Initiate bond request each biennium (P, B)

Bond request is initiated

Increase the percentage of total revenue that is derived from sources other than tuition, fees and state support (P, B, DEV)

All Other revenue source increases from XXX% to XXX%

Outline, propose and strategize appropriate funding priorities with Board input (P, B)

Discretionary funding is allocated using established priorities

Undertake fund raising, borrowing, and budget development in a manner consistent with facility priorities and within reasonable fiscal means (P, B)

Allocate all indirect costs to appropriate academic programs (B, A)

Realization/understanding of the full cost per student per major

Finalize the Campus Master Plan in consultation with the Facilities Committee and other appropriate campus representatives (F, B, A)

Presentation of a formal master plan to the MMA Board, campus community and the Town of Castine, including acceptance by the Board of Trustees

Work in conjunction with the campus master plan and the Town of Castine on mutual planning issues, including land use, conservation, parking, housing and zoning issues (P, F, B)

Improvement in space and grounds utilization

Upon completion of the master plan, develop costing models for each of the major components of the master plan (F, B)

Cost model is developed and put in place

Consistent with the master plan, develop resource models for fund-raising, potential borrowings, and institutional capital and operating budgets (B, F)

Measurable progress in the development of a long term funding plan

Seek additional funding from state and private sources to finance construction of additional and/or improved space for classrooms and student housing (P, B, DEV)

Develop and implement legislative action plan

Develop strategy and continue working on adopting and improving a comprehensive Information Technology plan which addresses the needs of the entire Academy community (B)

IT plan is developed and adopted

GOAL #4
**“ENHANCE AND STRENGTHEN THE SENSE OF
COMMUNITY AMONG STUDENTS, FACULTY, STAFF,
TRUSTEES, ALUMNI AND PARENTS.”**

OBJECTIVES

- encourage personal growth through staff skills training opportunities,
- increase opportunities for collaboration in and outside of the classroom, and
- improve communication and enhance dialogue among members of the Academy community.

Strategies and Measures

Ensure that each vice president, dean, and manager/supervisor sees staff development as a significant component of his/her responsibilities (P)
Number of employees participating in staff development programs

Stress the importance of staff development and growth (P, HR)
Development opportunities are encouraged

Encourage academic department chairs and administrative supervisors to participate in management development programs (A, B, S, HR)
At least 10% participate in a program

Recognize the significant staff development opportunities provided through the employee tuition reimbursement program (B, S, HR)
Continue to provide release time for appropriate training

Investigate the possibility of sabbatical leaves for administrators (B, S, HR)

Encourage staff, faculty and administrators to collaborate with and assist state and local government and non-profit organizations (P, B, A, S, HR)
Provide release time for appropriate non-profit volunteer

Develop opportunities for dialogue (at least one general meeting per term) between the administration, staff, faculty and students (P, A, B, S)
Joint meetings are well publicized to entire community with mandatory attendance required if necessary

Events are developed and held to enhance unity and tradition (P, S, DS)
At least one new event scheduled annually

Maintain additional display areas on campus to highlight and/or recognize faculty, student, staff and alumni accomplishments (P, F)

Develop additional opportunities for alumni/student interaction (P, S)

Number of alumni/ student mentoring opportunities created

Continue to regularly communicate campus news and/or information, such as the President's letter, discussed through weekly Executive Committee meetings (P, A, B, S)

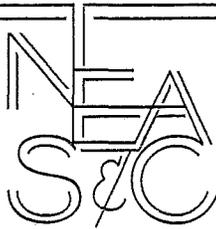
Continue to have an "open door" policy through President's and/or Dean's offices (P, A, B, S)

Continue publicizing Faculty chair meeting minutes and information (A)

These are the four overarching goals and the objectives associated with the goals. Each objective has been broken down through a list of strategies intended to help us achieve the outlined goals and objectives. Specific, key performance measures are being developed to enable us to monitor our achievements, as well as to lay out a detailed action plan for periodic performance reporting. Responsibility for managing the results of the strategic plan is assigned according to the following legend:

President Len Tyler	(P)
Academic Dean	(A)
V.P. Administration	(B)
V.P. Enrollment	(S)
Facilities	(F)
Human Resources	(HR)
Dean of Students	(DS)
Development	(DEV)
Technology	(CTO)
Graduate School	(G)
Career Development	(C)

Key performance measures are being defined and benchmarked for quarterly reporting to the Board and academic community in order to monitor progress on the outlined goals.



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

JUDITH R. GORDON, Chair (2008)
Boston College

ELSA NUNEZ, Vice Chair (2010)
Eastern Connecticut State University

PAUL J. LeBLANC (2007)
Southern New Hampshire University

IRVIN BELANGER (2008)
Gouldsboro, ME

MARY L. FIFIELD (2008)
Bunker Hill Community College

KARLA H. FOX (2008)
University of Connecticut

MARY JO MAYDEW (2008)
Mount Holyoke College

WILLIAM A. McINTYRE (2008)
New Hampshire Community Technical College

JOSEPH W. McNABB (2008)
Coritas Laboure College

JILL N. REICH (2008)
Bates College

DORIS B. ARRINGTON (2009)
Capital Community College

GAI CARPENTER (2009)
Hampshire College

LAURA M. DISANO (2009)
Warwick, RI

KIRK D. KOLENBRANDER (2009)
Massachusetts Institute of Technology

JAMES LEHENY (2009)
University of Massachusetts Amherst

PETER NESSEN (2009)
Boston, MA

KATHERINE H. SLOAN (2009)
Massachusetts College of Art

KATHRYN T. SPOEHR (2009)
Brown University

BETTY J. STERNBERG (2009)
Greenwich, CT

STACY L. SWEENEY (2009)
New England Institute of Art

REV. JEFFREY P. VON ARX, S.J. (2009)
Fairfield University

HUBERT D. MAULTSBY (2010)
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April 18, 2007

Mr. Leonard H. Tyler
President
Maine Maritime Academy
Pleasant Street
Castine, ME 04420

Dear President Tyler:

I am pleased to inform you that at its meeting on March 2, 2007, the Commission on Institutions of Higher Education took the following action with respect to Maine Maritime Academy:

Deny
copy
EOL

that Maine Maritime Academy be continued in accreditation;

that the institution submit a progress report in Spring 2010 giving emphasis to the Academy's success in:

- 1) demonstrating significant progress in building the institution's capacity in information technology and information systems;
- 2) using the results of integrated planning and assessment activities to inform and improve institutional effectiveness and decision-making;
- 3) ensuring that the electronic and print information available to its own community and to the public is consistent and up to date;

that the next comprehensive evaluation be scheduled for Fall 2016.

The Commission gives the following reasons for its action.

Maine Maritime Academy is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation* and has made significant progress since the last comprehensive evaluation in addressing the areas of concern raised by the Commission.

We commend the Maine Maritime Academy for dedication to its historic mission and special strength in preparing students through experiential learning for the major maritime industries of Maine. The institution appears to have attained some financial resilience by leveraging funding from the private sector and from entrepreneurial activities. The success of the recent capital campaign, which raised \$20 million, is especially commendable for a small, public college.

The Commission wishes to be updated, in the 2010 report, on matters related to our standards on *Library and Information Resources*, *Planning and Evaluation*, and *Public Disclosure*.

While the Academy has made significant progress in implementing assessment activities that promise to improve institutional effectiveness, we concur with the visiting team that the institution will find it extremely difficult to progress further in this important area without a reliable and user-friendly information system. The current homegrown system using Microsoft Access has outlived its usefulness. As the Academy works to increase faculty buy-in to systematic, broad-based, ongoing assessment of student learning, it is critical to be able to provide the entire community with data in which they can have confidence. We agree with the assertions of the Academy's self-study and the visiting team that improving the capacity for collecting, storing, and retrieving reliable data needs to be of highest priority for the institution.

A reliable, integrated data system will require a significant financial investment and leadership commitment. We look forward to learning, in Spring 2010, of the Academy's success in assuring that its capacity for data collection is in keeping with our standards on *Library and Information Resources* and *Planning and Evaluation*:

The institution articulates a clear vision of the level and breadth of information resources and services and of instructional and information technology appropriate to support its academic mission and its administrative functions. Through strategic, operational, and financial planning, it works to achieve that vision (7.1).

The institution uses information technology sufficient to ensure its efficient ability to plan, administer, and evaluate its program and services (7.11).

The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness (2.2).

Despite some progress in the area of assessment, most notably, in the experiential learning portion of the curriculum, the current lack of coordinated data collection and reporting prevents the institution from assessing its own institutional effectiveness. Deploying a robust system that can provide consistent data will have a positive impact on all aspects of decision-making. The Academy would benefit from integrated, evidence-based efforts to assess student success throughout the curriculum. Results from these assessments should be communicated widely across programs and used for improvement, as required in our standard on *Planning and Evaluation*:

The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods (2.4).

Evaluation enables the institution to demonstrate through verifiable means its attainment of purposes and objectives both inside and outside the classroom. The results of evaluation are used systematically for improvement and to inform institutional planning, especially as it relates to student achievement and resource allocation (2.6).

Academic information on the Academy's website is comprehensive and clear. We concur with the visiting team, however, that the community and members of the public may have difficulty locating other information about the institution, even matters of public record. Furthermore, the decentralized approach to the website means that information may be outdated or incomplete. Systematic coordination between the website and print publications would provide a more consistent visual identity and tighter control over currency and accuracy of information, as required by our standard on *Public Disclosure*:

The institution informs the public of the information available about itself and how inquiries can be addressed. It is also responsive to reasonable requests for information about itself. The institution provides notice as to the availability upon request of its publications and its most recent audited financial statement or a fair summary thereof (10.2).

Through a systematic process of periodic review, the institution ensures that its print and electronic publications are complete, accurate, available, and current. The results of the review are used for improvement (10.14).

The scheduling of a comprehensive evaluation in Fall 2016 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive visit at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

The Commission expressed appreciation for the self-study prepared by Maine Maritime Academy and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you and Dr. Thomas J. Haas, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Ward I. Graffam. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, Director of the Commission.

Sincerely,



Judith R. Gordon

JRG/slo

Enclosures

cc: Mr. Ward I. Graffam
Visiting Team

Maine Maritime Academy

8/14/2009

ABET, Inc.

Technology Accreditation Commission
Summary of Accreditation Actions
for the
2008-2009 Accreditation Cycle

Maine Maritime Academy
Castine, ME

Power Engineering Technology (BS)

Accredit to September 30, 2015. A request to ABET by January 31, 2014 will be required to initiate a reaccreditation evaluation visit. In preparation for the visit, a Self-Study Report must be submitted to ABET by July 01, 2014. The reaccreditation evaluation will be a comprehensive general review.

Marine Engineering Technology (BS)

Accredit to September 30, 2011. A request to ABET by January 31, 2010 will be required to initiate a reaccreditation report evaluation. A report describing the actions taken to correct shortcomings identified in the attached final statement must be submitted to ABET by July 01, 2010. The reaccreditation evaluation will focus on these shortcomings. Please note that a visit is not required.

ABET, Inc.

Engineering Accreditation Commission
Summary of Accreditation Actions
for the
2007-2008 Accreditation Cycle

Maine Maritime Academy
Castine, ME

Marine Systems Engineering (BS)

Accredit to September 30, 2012. A request to ABET by January 31, 2011 will be required to initiate a reaccreditation evaluation list. In preparation for the visit, a Self-Study Report must be submitted to ABET by July 01, 2011. The reaccreditation evaluation will be a comprehensive general review.



**INTERNATIONAL ASSEMBLY
for COLLEGIATE BUSINESS EDUCATION**

May 30, 2007

Mr. Leonard H. Tyler, President
Maine Maritime Academy
67 Pleasant Ave
Castine, ME 04420

Dear President Tyler:

The IACBE's Board of Commissioners met on April 10, 2007 to consider your request for accreditation of Maine Maritime Academy's business and business-related degree programs. I am pleased to report that the Board of Commissioners approved your accreditation subject to the notes and observations discussed later in this letter.

The commissioners endorsed the commendation of the site visit team concerning the commitment of your administration, faculty, and staff to your students. The leadership of academy is also commended for your commitment to continuous quality improvement.

This letter uses the numbering found in the new IACBE *Accreditation Manual*, which was adopted by the membership at the April 2007 general meeting of the assembly. The numbering from the former manual—the one used by your business programs in preparing your self-study—is noted parenthetically. This has been done so that external parties, such as the public and the Council for Higher Education Accreditation, are able to refer to a single numbering scheme.

Note

Notes represent areas where the IACBE accreditation principles have not been fully met. Your institution is required to address the concerns identified in the notes and provide an update on progress toward meeting the notes in your annual report to the IACBE. Your institution has three years to eliminate the deficiencies identified in the notes.

Principle 1 – Outcomes Assessment (Expectation 1).

You have identified two direct and two indirect measures of student learning for the graduate program and the undergraduate program. These should be incorporated into the outcomes assessment plan. Please provide the IACBE with a revised outcomes assessment plan, including all measures and rubrics. The rubric for the cooperative education project should include evaluation criteria that are explicitly tied to program-level outcomes.

Please forward your completed and revised outcomes assessment plan, including all measures and rubrics, to the IACBE headquarters by October 1, 2007.

Your revised plan must then be fully implemented and the results used to make needed changes and improvements in your business programs.

Observation

An observation is a recommendation by the IACBE Board of Commissioners that it believes would be helpful to your institution in achieving excellence in business education. Action on observations is highly recommended, but is not required.

Principle 4.1 – Faculty Qualifications (Expectation B-1). The percentage of doctorally qualified faculty in the master degree program (54 percent) is low when compared to masters programs in business. The IACBE understands that the field of maritime business education is an emerging field. It is also understood that hiring and retaining doctorally qualified faculty is difficult in your institution's location. The commissioners encourage you to continue to seek doctorally qualified faculty. Please provide a progress report with your annual report on increasing the percentage of credit hours taught by doctorally-qualified faculty.

Accreditation represents a continuing relationship between an institution and its accrediting organization. Specialized accreditation by the IACBE is dependent on your institution remaining in good standing with your regional accrediting body and staying in full compliance with the IACBE's accreditation principles and policies as set forth in the *IACBE Bylaws*, the *Accreditation Process Manual*, and the *Accreditation Manual*. Your accreditation will need to be reaffirmed within one year following your next regional accreditation reaffirmation visit.

The following notice should be used in your official publications concerning your accreditation status with the IACBE:

Maine Maritime Academy has received specialized accreditation for its business and business-related programs through the International Assembly for Collegiate Business Education (IACBE), Olathe, Kansas. The following degree programs are accredited by the IACBE:

- *Bachelor of Science degree in International Business and Logistics*
- *Master of Science degree in Global Supply Chain Management, Maritime Management, and International Business*

We encourage your business faculty to be actively involved in the IACBE professional development programs and activities, including participating in the annual conference, regional meetings, and workshops, and serving as site evaluators.

Should you have any questions or if I can be of assistance to you, please contact me through the IACBE headquarters office.

Sincerely,

A handwritten signature in black ink, appearing to read "Terry Girdon". The signature is fluid and cursive, with a large loop at the beginning.

Dr. Terry Girdon
Chair, Board of Commissioners

Xc: Dr. John Barlow, Dean and Vice President of the Academy
Mr. George Schatz, Acting Associate Dean

Maine Maritime Academy

IACBE Accredited Degrees

Bachelor of Science

- International Business and Logistics

Master of Science

- Global Supply Chain Management
- Maritime Management
- International Business

U.S. Department of
Homeland Security

United States
Coast Guard



Commanding Officer
United States Coast Guard
National Maritime Center

100 Forbes Drive Attachment 3
Martinsburg, WV 25404
Staff Symbol: NMC-2
Phone: (304) 433-3720
FAX: (304) 433-3804

16720/4

RADM Leonard Tyler, USMS
President
Maine Maritime Academy
Castine, ME 04420

APR 28 2008

Dear Admiral Tyler:

We write concerning the renewal of the approval of your Third Mate and Third Assistant Engineer programs. We have determined that your programs continue to meet all applicable requirements and are renewing the approval of the programs.

Congratulations to you and your staff for this significant accomplishment. You are encouraged to contact National Maritime Center staff and the local Coast Guard Regional Examination Center at any time to discuss items that may need clarification or discussion now or in the future.

The specific approvals awarded each program, as well as the approvals awarded elective and "stand-alone" courses, are contained in Enclosures (1) through (4). The requirements for sea service are specified in Enclosure (4).

This approval is effective July 1, 2007 and will expire July 31, 2013. Subsequent renewals will be evaluated following the next audit of your programs by the Review Committee.

Sincerely,

A handwritten signature in black ink, appearing to read "D.C. Stalfort".

D.C. STALFORT
Captain, U.S. Coast Guard

Encl: (1) Deck Program Approval
(2) Engine Program Approval
(3) Elective and Stand-Alone Course Approvals
(4) Sea Service Requirements

Copy: REC Boston
COMDT (CG-5434)
MARAD

Maine Maritime Academy
Third Mate Program

Any deck cadet successfully completing the entire four-year undergraduate Third Mate program presenting your Training Record Book with all required assessments and entries completed will:

- 1) Satisfy the training requirements of 46 CFR 10.901(c)(1) and Table A-II/1 of the STCW Code for Officer in Charge of a Navigational Watch on Ships of 500 Gross Tonnage or More provided that they have acquired at least 360 days of sea service; AND
- 2) Satisfy the training requirements of 46 CFR 12.05-3(c) and Table A-II/4 of the STCW Code for Rating Forming Part of a Navigational Watch; AND
- 3) Satisfy the Basic and Advanced Fire Fighting training requirements of 46 CFR 10.205(g) and 10.401(g)(1) for a license; the Advanced Fire Fighting training requirements of Section A-VI/3 and Table A-VI/3 of the STCW Code; and the Fire Fighting training requirements of 46 CFR 13.113(d)(2)(i)(A), 13.113(e)(1)(i)(A) or (B), 13.201(e), 13.301(e), 13.401(e) or 13.501(e) for any tankerman endorsement; AND
- 4) Satisfy the First Aid & CPR training requirements of 46 CFR 10.205(h)(1)(ii) and (h)(2)(iii); AND
- 5) Satisfy the sea service requirements of 10.407(a)(2)(i) and may examine for a license as Third Mate of Ocean Steam or Motor Vessels of Any Gross Tons, provided that all other requirements, including, but not limited to citizenship, physical standards, and character and background checks, have also been satisfied; AND
- 6) Satisfy the service requirements of 46 CFR 12.05-7(b)(1) and the written and practical examination requirements of 46 CFR 12.05-9 and may be issued an endorsement as Able Seaman - Unlimited, provided that all other requirements, including, but not limited to citizenship, physical standards, and character and background checks, have also been satisfied; AND
- 7) Satisfy the Bridge Team Work training requirements of 46 CFR 10.205(o); AND
- 8) Satisfy the ARPA training requirements of 46 CFR 10.205(m)(1); AND
- 9) Satisfy the GMDSS training requirements of 46 CFR 10.205(n) and Table A-IV/2 of the STCW Code; AND
- 10) Satisfy the training requirements of 46 CFR 10.480 for endorsement as Radar Observer (Unlimited); AND
- 11) Satisfy the Personal Survival training requirements of Section A-VI/1 of the STCW Code and 46 CFR 10.205(l)(1); AND
- 12) Satisfy the Fire Prevention and Fire Fighting training requirements of Section A-VI/1 of the STCW Code and 46 CFR 10.205(l)(2); AND
- 13) Satisfy the Elementary First Aid training requirements of Section A-VI/1 of the STCW Code and 46 CFR 10.205(l)(3); AND
- 14) Satisfy the Personal Safety & Social Responsibilities training requirements of Section A-VI/1 of the STCW Code and 46 CFR 10.205(l)(4); AND
- 15) Satisfy the Medical First Aid training requirements of Section A-VI/4 and Table A-VI/4-1 of the STCW Code; AND

Maine Maritime Academy
Third Mate Program

16) Satisfy the training and examination requirements of 46 CFR 12.10-3(a)(6) and 12.10-5 for an endorsement as Lifeboatman and the Proficiency in Survival Craft training requirements of Section A-VI/2 and Table A-VI/2-1 of the STCW Code; AND

17) Satisfy the service requirements of 46 CFR 13.403(2) and the training requirements of 46 CFR 13.409 for an original endorsement as Tankerman-Assistant DL and may be issued an endorsement as Tankerman-Assistant DL; AND

18) Satisfy the training requirements of 46 CFR 13.509 for an endorsement as Tankerman-PIC and receive credit for two loadings and two discharges which may be applied toward satisfying the cargo transfer requirements of 46 CFR 13.203(b)(1) and one commencement of loading and one completion of loading which may be applied toward satisfying the requirements in 46 CFR 13.203(b)(2); and one commencement of discharge and one completion of discharge which may be applied toward satisfying the requirements in 46 CFR 13.203(b)(3). In order to qualify for an endorsement as Tankerman-PIC, a Cadet must provide evidence that the service and cargo transfer requirements of 46 CFR 13.203, 13.205, 13.303, and/or 13.305 have been satisfied. In addition, cadets who completed the elective course NS-412 will receive additional credit for two loadings and two discharges which may be applied toward satisfying the requirements of 46 CFR 13.203(b)(1).

Maine Maritime Academy
Third Assistant Engineer Program

Any engine cadet successfully completing the entire four-year undergraduate Third Assistant Engineer program presenting your Training Record Book with all required assessments and entries completed will:

- 1) Satisfy the training requirements of 46 CFR 10.901(c)(2) and Table A-III/1 of the STCW Code, for Officer in Charge of a Engineering Watch in a Manned Engine Room or Designated Duty Engineer in a Periodically Unmanned Engine Room; AND
- 2) Satisfy the training requirements of 46 CFR 12.15-3(e) and Table A-III/4 of the STCW Code for Rating Forming Part of an Engineering Watch; AND
- 3) Satisfy the Basic and Advanced Fire Fighting training requirements of 46 CFR 10.205(g) and 10.401(g)(1) for a license; the Advanced Fire Fighting training requirements of Section A-VI/3 and Table A-VI/3 of the STCW Code; and the Fire Fighting training requirements of 46 CFR 13.113(d)(2)(i)(A), 13.113(e)(1)(i)(A) or (B), 13.201(e), 13.301(e), 13.401(e) or 13.501(e) for any tankerman endorsement; AND
- 4) Satisfy the First Aid & CPR training requirements of 46 CFR 10.205(h)(1)(ii) and (h)(2)(iii); AND
- 5) Satisfy the requirements of 10.516(a)(3)(iv) and may examine for a license as Third Assistant Engineer Mate of Steam, Motor, or Gas Turbine Vessels of Any Horsepower. Only cadets completing the optional course EG 431 – Gas Turbines will be eligible for gas turbine endorsements to their license and STCW certificate; AND
- 6) Satisfy the service requirements of 46 CFR 12.15-7(b)(1) and the examination requirements of 46 CFR 12.15-9 and may be issued an endorsement as Qualified Member of the Engine Department – Any Rating; AND
- 7) Satisfy the Personal Survival training requirements of Section A-VI/1 of the STCW Code and 46 CFR 10.205(l)(1); AND
- 8) Satisfy the Fire Prevention and Fire Fighting training requirements of Section A-VI/1 of the STCW Code and 46 CFR 10.205(l)(2); AND
- 9) Satisfy the Elementary First Aid training requirements of Section A-VI/1 of the STCW Code and 46 CFR 10.205(l)(3); AND
- 10) Satisfy the Personal Safety & Social Responsibilities training requirements of Section A-VI/1 of the STCW Code and 46 CFR 10.205(l)(4); AND
- 11) Satisfy the Medical First Aid training requirements of Section A-VI/4 and Table A-VI/4-1 of the STCW Code; AND
- 12) Satisfy the training and examination requirements of 46 CFR 12.10-3(a)(6) and 12.10-5 and may be issued an endorsement as Lifeboatman and the Proficiency in Survival Craft requirements of Section A-VI/2 and Table A-VI/2-1 of the STCW Code; AND
- 13) Satisfy the training requirements of 46 CFR 13.509 for an endorsement as Tankerman-Engineer *provided* that they took the elective course NS-210 Tanker Operations. It will be necessary to provide evidence that the service requirements of 46 CFR 13.505 have been satisfied before issuance of a Tankerman-Engineer endorsement.

ENCLOSURE (2)

Maine Maritime Academy
Elective and Stand-Alone Course Approvals

NS-210 Tanker Operations

Any applicant successfully completing your NS-210 Tanker Operations course will:

1. Satisfy the service requirements of 46 CFR 13.403(2) and the training requirements of 46 CFR 13.409 for an original endorsement as Tankerman-Assistant DL and may be issued an endorsement as Tankerman-Assistant DL; AND
2. Satisfy the training requirements of 46 CFR 13.509 for an endorsement as Tankerman-Engineer. It will be necessary to provide evidence that the service requirements of 46 CFR 13.505 have been satisfied before issuance of a Tankerman-Engineer endorsement; AND
3. Satisfy the training requirements of 46 CFR 13.209 or 13.309 for an endorsement as Tankerman-PIC (DL) or Tankerman-PIC (Barge)(DL). It will be necessary to provide evidence that the service and cargo transfer requirements of 46 CFR 13.203, 13.205, 13.303, and/or 13.305 have been satisfied before issuance of a Tankerman-PIC endorsement; AND
4. Receive credit for:
 - a) two loadings and two discharges which may be applied toward satisfying the requirements of 46 CFR 13.203(b)(1); AND
 - b) one commencement of loading and one completion of loading which may be applied toward satisfying the requirements in 46 CFR 13.203(b)(2); AND
 - c) one commencement of discharge and one completion of discharge which may be applied toward satisfying the requirements in 46 CFR 13.203(b)(3).

NS-412 Advanced Tanker Operations

Any applicant successfully completing your NS 412 Advanced Tanker Operations course will receive credit for two loadings and two discharges which may be applied toward satisfying the requirements of 46 CFR 13.203(b)(1).

MD 311 Advanced Ship's Medicine

Any applicant successfully completing your MD 311 Advanced Ship's Medicine will satisfy the *Medical Care Person In Charge* training requirements of Section A-VI/4 and Table A-VI/4-2 of the STCW Code.

Radar Observer

Any applicant successfully completing *both* NS 292 – Electronic Navigation *and* NS 498 – Watchkeeping will satisfy the training requirements of 46 CFR 10.480 for endorsement as Radar Observer (Unlimited).

Maine Maritime Academy
Sea Service Requirements

Program	Commercial Ships ¹ and Training Ship Cruises ²	Simulator Training	In-Port Watchkeeping & Maintenance ³	Minimum Total
DECK	At least 270	30	Up to 75	360
ENGINE	At least 240	0	Up to 75	305

¹ Service on sea-going commercial ships is credited at 1:1.

² Service on training ship cruises is credited at 1.5:1, the reported totals represent the total service after application of this ratio.

³ In-port watchkeeping and maintenance on sea-going ships is credited at 1:1. May not exceed 75 days.

U.S. Department of
Homeland Security

United States
Coast Guard



Commanding Officer
United States Coast Guard
National Maritime Center

100 Forbes Drive
Martinsburg, WV 25404
Staff Symbol: NMC-2
Phone: (304) 433-3720
FAX: (304) 433-3804

16720/4

FEB 20 2009

Captain Ralph Pundt
Maine Maritime Academy
107 Leavitt Hall
Castine, ME 04420

Dear Captain Pundt:

We write in response to your letter of January 16, 2009, requesting renewal of the approval of your 4-year Mate 500 Gross Ton Oceans and Near Coastal Program.

The program satisfies applicable requirements, and the approval specified in Enclosure (1) is granted. This approval is subject to the conditions listed below and in Enclosure (2).

1. Your certificate of training must state the name of the program as *4-Year Mate 500 Gross Tons Oceans and Near Coastal Program*.
2. This program is approved to be presented at your facilities in Castine, Maine. In order to present this program at any other location, you must submit a request to the REC in whose zone the training is to be given at least 21 days in advance. An informational copy of this request should be sent to REC Boston.

This approval is effective March 1, 2009, and expires on March 31, 2014. Subsequent five-year renewals may be granted upon a written request to this office made at least 30 days before this approval expires.

Sincerely,

A handwritten signature in black ink, appearing to read "J. D. Cavo".

JAMES D. CAVO
Chief, Mariner Training and Assessment Division
U.S. Coast Guard
By direction

Encl: (1) Program Approval
(2) Terms of Approval

Copy: REC Boston

Program Approval
Maine Maritime Academy
4-Year Mate 500 Gross Tons Oceans and Near Coastal Program

Any applicant who has successfully completed your four-year Mate 500 Gross Tons Oceans and Near Coastal Program presenting your Training Record Book with all required assessments and entries completed will:

1. Satisfy the training requirements of 46 CFR 10.901(c)(1) and Table A-II/1 of the STCW Code, *Specification of Minimum Standard of Competence for Officers in Charge of a Navigational Watch on Ships of 500 Gross Tonnage of More*, restricted to service on vessels of not more than 500 gross registered tonnage; AND
2. Satisfy the training requirements of 46 CFR 12.05-3(c) and Table A-II/4 of the STCW Code, *Specification of Minimum Standard of Competence for Ratings Forming Part of a Navigational Watch*; AND
3. Satisfy the Basic and Advanced Fire Fighting training requirements of 46 CFR 10.205(g) and 10.401(g)(1) for a license; the Advanced Fire Fighting training requirements of Section A-VI/3 and Table A-VI/3 of the STCW Code; and the Fire Fighting training requirements of 46 CFR 13.113(d)(2)(i)(A), 13.113(e)1(i)(A) or (B), 13.201(e), 13.301(e), 13.401(e), or 13.501(e) for any tankerman endorsement:
4. Satisfy the First Aid & CPR training requirements of 46 CFR 10.205(h)(1)(ii) and (h)(2)(iii); AND
5. Earn two-thirds of the service requirements for a license as Mate of Steam and Motor Vessels of not more than 500 Gross Tons, Near Coastal; and, upon presentation of 240 days of qualifying sea service, of which 30 days must be as able seaman, boatswain, quartermaster, or equivalent on vessels over 50 gross tons while holding a certificate as able seaman, will be eligible for examination for Mate of Steam and Motor Vessels of not more than 500 Gross Tons, Near Coastal, AND
6. Earn two-thirds of the service requirements for a license as Mate of Steam and Motor Vessels of not more than 500 Gross Tons, Oceans; and, upon presentation of 240 days of qualifying sea service, of which 120 days must be as Master, Mate, or equivalent supervisory position while holding a license as Master, Mate, OUTV or OUPV, on vessels of at least 50 gross tons, will be eligible for examination for Mate of Steam and Motor Vessels of not more than 500 Gross Tons, Oceans; AND
7. Satisfy the sea service, written and practical examination requirements for Able Seaman-Limited; AND
8. Satisfy the Bridge Team Work training requirements of 46 CFR 10.205(o); AND
9. Satisfy the ARPA training requirements of 46 CFR 10.205(m)(1); AND
10. Satisfy the GMDSS training requirements of 46 CFR 10.205(n) and Table A-IV/2 of the STCW Code; AND
11. Satisfy the training requirements of 46 CFR 10.480 for endorsement as Radar Observer (Unlimited); AND
12. Satisfy the Basic Safety Training requirements of 46 CFR 10.205(l)(1) through (4) and Section A-VI/1 and Tables A-VI/1-1 through A-VI/1-4 of the STCW Code; AND

Program Approval
Maine Maritime Academy
4-Year Mate 500 Gross Tons Oceans and Near Coastal Program

13. Satisfy the *Medical First Aid* training requirements of Section A-VI/4 and Table A-VI/4-1 of the STCW Code and 46 CFR 12.13-1;
14. Satisfy the training and examination requirements of 46 CFR 12.10-3(a)(6) and 46 CFR 12.10.5 and may be issued an endorsement as Lifeboatman; AND
15. Satisfy the requirements of Section A-VI/2 and Table A-VI/2-1 of the STCW Code, Specification of the Minimum Standard of Competence in Survival Craft and Rescue Boats Other Than Fast Rescue Boats; AND
16. Satisfy the examination requirements of 46 CFR 10.205(i) for an Auxiliary Sail endorsement to any deck license up to 200 gross tons, *provided* that they have completed the elective course *NS341 Auxiliary Sail Vessel Operations*.

Terms of Approval
Maine Maritime Academy
4-Year Mate 500 Gross Tons Oceans and Near Coastal Program

1. All examinations the student takes to successfully pass the program must be different from any examination he or she has previously taken or did not pass. (46 CFR 10.303(c)).
2. For at least one year after the end of each student's enrollment, you must maintain on file their examinations, a report of practical tests administered, and a record of their classroom attendance. (46 CFR 10.303(d)).
3. Any proposed change to the program, including a change of simulators or training aids, or changes or additions of instructors must be submitted to this office for evaluation and written approval. (46 CFR 10.303(e)).
4. Any proposed modifications to your approved training facility must be submitted to the REC Boston.
5. You must allow, at any time, the National Maritime Center, or a designated representative, to:
 - a. Inspect your facilities, equipment and records, including scholastic records;
 - b. Interview and survey students to aid in program evaluation;
 - c. Assign personnel to observe or participate in the program of instruction, with or without prior notification; and,
 - d. Supervise or administer the required examinations or practical demonstrations. (46 CFR 10.303(f)).

U.S. Department of
Homeland Security

United States
Coast Guard



Commanding Officer
United States Coast Guard
National Maritime Center

4200 Wilson Blvd. Suite 630
Arlington, VA 22203-1804
Staff Symbol: NMC-2
Phone: (202) 493-1024
FAX: (202) 493-1062

16720/4

John Barlow, Ph.D.
Vice President of Academic Affairs
Maine Maritime Academy
Castine, ME 04420

OCT 19 2006

Dear Dr. Barlow:

This is in response to your letter of September 5, 2006, requesting renewal of the approval of your Mate 200 Gross Tons Near Coastal Program.

The program meets applicable requirements, and is being approved. The specific approval awarded the program is contained in Enclosure (1). The terms of the approval are specified in Enclosure (2).

This program may be offered as a 2-year undergraduate degree program, or as an option in the graduate Master of Science in Maritime Management (MSMM) program.

This approval is effective November 1, 2006, and expires on November 30, 2011. Subsequent five-year renewals may be granted upon a written request to this office made at least 30 days before this approval expires.

Sincerely,

A handwritten signature in black ink, appearing to read "Perry A. Stutman", written over a horizontal line.

PERRY A. STUTMAN

Chief, Training and Assessment Division
U.S. Coast Guard
By direction

Encl: (1) Program Approval
(2) Terms of Approval
(3) Certificate of Approval

Copy: REC Boston

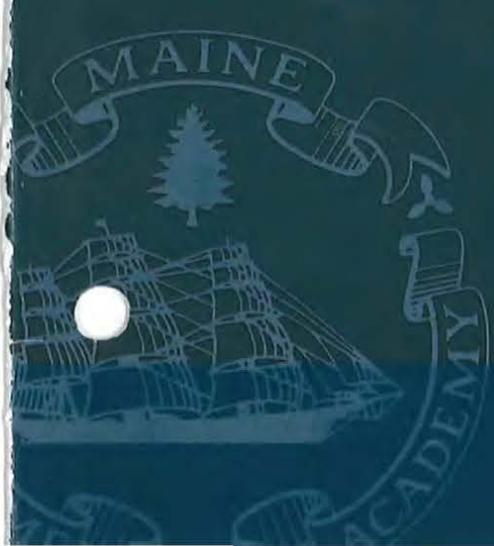
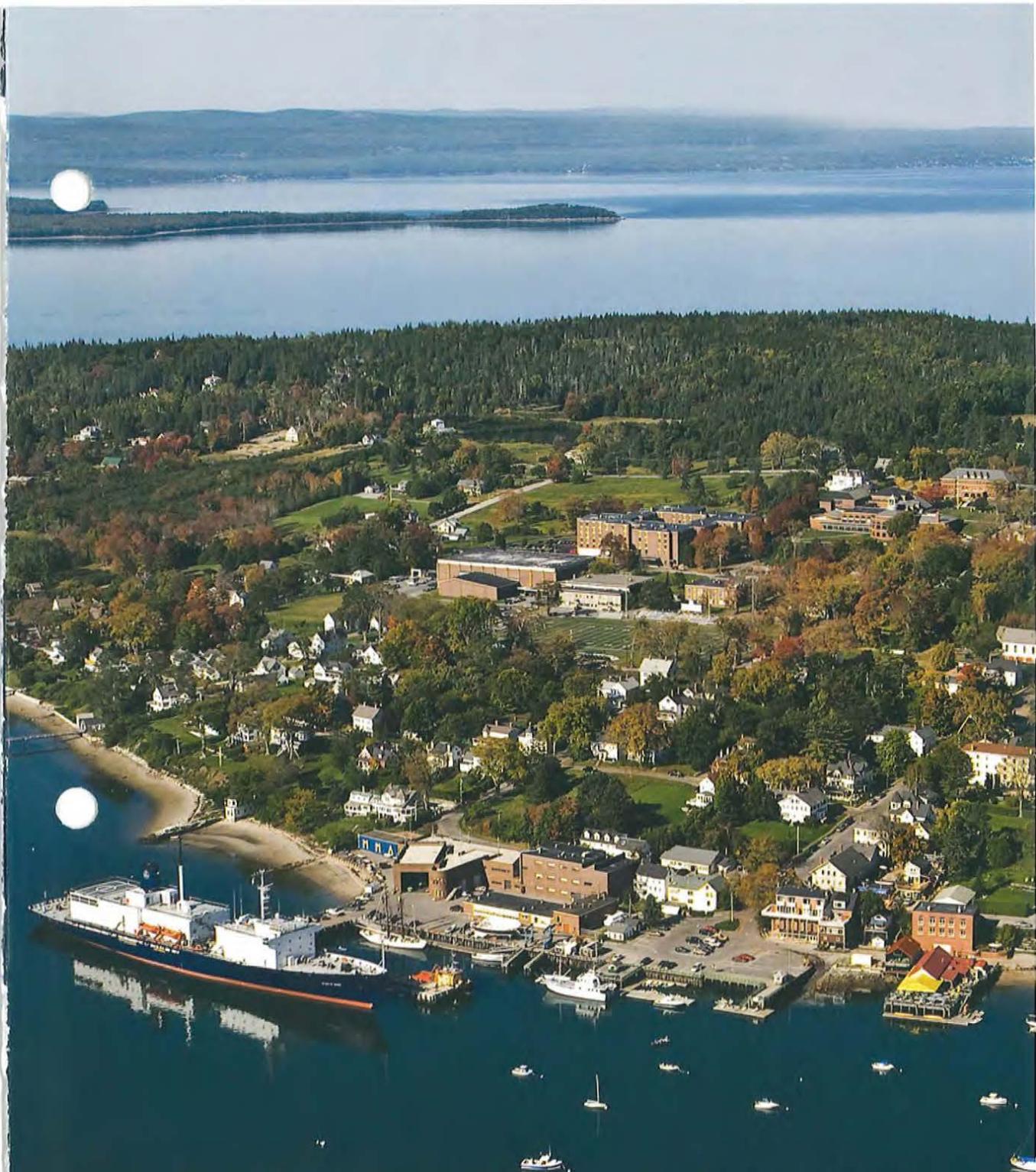
Program Approval
Maine Maritime Academy
Mate 200 Gross Tons Near Coastal Program

Any applicant who has successfully completed your Mate 200 Gross Tons Near Coastal Program will:

- 1) Earn two-thirds (240 days) of the service requirements for a license as Mate of Steam and Motor Vessels of not more than 200 Gross Tons, Near Coastal, and upon the presentation of 120 days of qualifying sea service, will be eligible to examine for Mate of Steam and Motor Vessels of not more than 200 Gross Tons, Near Coastal;
- 2) Satisfy the sea service and written and practical examination requirements for Able Seaman-Limited;
- 3) Satisfy the examination requirements of 46 CFR 10.205(i) for original of a license as Mate of Steam or Motor Vessels of Not More Than 200 Gross Near Coastal;
- 4) Satisfy the training and assessment requirements of 46 CFR 12.05-3(c) and Section A-II/4 and Table A-II/4 of the STCW Code, *Specification of Minimum Standard of Competence for Ratings Forming Part of a Navigational Watch*;
- 5) Satisfy the Personal Survival training requirements of Section A-VI/1 and Table A-VI/1-1 of the STCW Code and 46 CFR 10.205(l)(1);
- 6) Satisfy the Basic Safety Fire Prevention and Fire Fighting training requirements of Section A-VI/1 and Table A-VI/1-2 of the STCW Code and 46 CFR 10.205(l)(2);
- 7) Satisfy the Basic Fire Fighting training requirements of 46 CFR 10.205(g) and 10.401(g)(1) for a license;
- 8) Satisfy the Fire Fighting training requirements of 46 CFR 13.113(d)(2)(i)(A), 13.113(e)(1)(i)(A) or (B), 13.201(e), 13.301(e), 13.401(d) or 13.501(e) for any tankerman endorsement;
- 9) Satisfy the Basic Safety - Elementary First Aid training requirements of Section A-VI/1 and Table A-VI/1-3 of the STCW Code and 46 CFR 10.205(l)(3);
- 10) Satisfy the First Aid & CPR training requirements of 46 CFR 10.205(h)(1)(ii) and 10.205(h)(2)(iii) for original issuance of a license;
- 11) Satisfy the Personal Safety & Social Responsibilities training requirements of Section A-VI/1 and Table A-VI/1-4 of the STCW Code and 46 CFR 10.205(l)(4);
- 12) Satisfy the training requirements of 46 CFR 10.480 for endorsement as Radar Observer (Unlimited);
- 13) Satisfy the training and examination requirements of 46 CFR 12.10-3(a)(6) and 46 CFR 12.10-5 and may be issued an endorsement as Lifeboatman;
- 14) Satisfy the requirements of Section A-VI/2 and Table A-VI/2-1 of the STCW Code, *Specification of the Minimum Standard of Competence in Survival Craft and Rescue Boats Other Than Fast Rescue Boats*;
- 15) Satisfy the examination requirements of 46 CFR 1010.205(i) for an Auxiliary Sail endorsement to any deck license up to 200 gross tons, provided that they have completed the elective course NS341 Auxiliary Sail Vessel Operations.

Terms of Program Approval
Pacific Maritime Institute
Mate 500/1600 Gross Tons Program

1. All examinations the student takes to successfully pass the course must be different from any examination he or she has previously taken or did not pass. (46 CFR 10.303(c)).
2. For at least one year after the end of each student's enrollment, you must maintain on file their examinations, a report of practical tests administered, and a record of their classroom attendance. (46 CFR 10.303(d)).
3. Any proposed change to the course, including a change of simulators or training aids, or changes or additions of instructors must be submitted to this office for evaluation and written approval. (46 CFR 10.303(e)).
4. Any proposed modifications to your approved training facility must be submitted to the Officer in Charge, Marine Inspection (OCMI), Boston.
5. You must allow, at any time, the OCMI, Boston, or a designated representative, to:
 - a. Inspect your facilities, equipment and records, including scholastic records;
 - b. Interview and survey students to aid in course evaluation;
 - c. Assign personnel to observe or participate in the course of instruction, with or without prior notification; and,
 - d. Supervise or administer the required examinations or practical demonstrations. (46 CFR 10.303(f)).



MAINE Maritime Academy

www.mainemaritime.edu

Admissions Office
Maine Maritime Academy
Castine, Maine 04420
207/326-2206
1-800/464-6565 Maine
1-800/227-8465 Out-of-State
www.mainemaritime.edu

VISION STATEMENT

Maine Maritime Academy is a career-oriented college that strives to continue to be the globally recognized leader in providing the highest quality maritime, engineering, engineering technology, marine science, and logistics education with facilities and laboratories that are at the leading edge of technological innovation.

MISSION STATEMENT

The mission of Maine Maritime Academy is to provide a quality education primarily focused on marine related programs. The curriculum will empower students to take on leadership roles, encourage rigorous self-discipline, promote curiosity, and provide graduates with the skills and knowledge needed to succeed in the global economy.

INSTITUTIONAL OBJECTIVES

To qualify for the baccalaureate degree, students should, at the appropriate level:

- Demonstrate competency in written and spoken English
- Apply scientific methodology, apply basic concepts of mathematics and science, and be computer proficient
- Gain a perspective of the social sciences, including knowledge about the interaction of human groups, of world and U.S. history, institutions, and economic systems
- Demonstrate an ability to reflect on the impact of technology on society, which should inform intelligent action
- Acquire a basic knowledge of the humanities, such as literature, art, and music, and appreciate their impact to the individual and to society
- Gather, analyze, and interpret information
- Demonstrate competency in a major field and understand its relevance to a profession

Furthermore, a baccalaureate degree assumes a capability to:

- Deal creatively and realistically with personal, community, national, and international concerns
- Think logically, act rationally, and make appropriate decisions about the future based on past and present conditions and circumstances
- Understand ethics and aesthetics that provide a foundation for the development of a value system that can be translated into effective social action
- Cultivate a sense of curiosity, and a sense of beauty and practical wisdom in life

ACCREDITATION

Maine Maritime Academy is accredited by the New England Association of Schools and Colleges, Inc.

The International Business & Logistics program is accredited by the International Assembly for Collegiate Business Education.

The Marine Engineering Technology program is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC of ABET).

The Power Engineering Technology program is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC of ABET).

The Marine Systems Engineering program (License Track only) is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC of ABET).

New England Association of Schools and Colleges can be reached at 209 Burlington Road, Bedford, MA 01730; telephone (781) 271-0022

The International Assembly for Collegiate Business Education can be reached at P.O. Box 25217, Overland Park, KS 66225; telephone (913) 631-3009.

The Accreditation Board for Engineering and Technology (ABET) can be reached at 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; telephone (410) 347-7700.

Maine Maritime also holds membership in the American Association of State Colleges and Universities, the Council for the Advancement and Support of Education, the Downeast College Consortium, and the International Association of Maritime Universities. The Academy is authorized under federal law to enroll non-immigrant alien students.

It is the policy of Maine Maritime Academy to provide equal opportunity and treatment to all students, employees, and applicants in all areas of the Academy. No person shall be discriminated against because of race, religion, color, gender, age, sexual orientation, national origin, handicap, or veteran's status.

Maine Maritime Academy subscribes to the principles and policies encompassed by the Uniform Campus Crime Reporting Act. A general overview of campus safety and security issues is made available to all students and employees.

An audited Financial Statement is produced following the end of each fiscal year. For a copy, please request one by writing to the Maine Maritime Academy, Office of Administration, Finance, and Governmental Relations.

The Academy reserves the right to make changes in its rules, regulations, procedures, degree requirements, and fees. Our online catalog is regularly updated with contemporary information and should be referred to for complete programming facts. Please visit www.mainemaritime.edu

Published in 2008 by Maine Maritime Academy, Castine, Maine 04420.
Janice B. Zenter, Editor.

*"Pride. That's what Maine
Maritime is all about.
This place is so different,
so much better than other
colleges. . . . In the summer
my high school friends go
to work at McDonald's —
I go to foreign countries.
Since my freshman year,
I've been to Brazil, Portugal,
England, Ireland, Saudi Arabia,
Hong Kong, Taiwan, and
Japan. You can't beat that kind
of experience. It's not for sale."*

— HUGH TILLMAN
Scarborough, Maine

A Maine Maritime Education

A Maine Maritime education is more than the college degree and professional license you earn. The lessons learned are invaluable to any profession or endeavor you may choose.

Practical, hands-on training has been the hallmark of a Maine Maritime Academy education since its founding in 1941. Graduates enjoy a worldwide reputation for excellence, initiative, and dependability; employers hire MMA students for their mastery of classroom theory and applied technology. Simply put, Maine Maritime Academy graduates get the job done.

The Area

Maine Maritime Academy is one of the nation's most unusual college campuses. Majestically set on Penobscot Bay, the college is close to Acadia National Park, Baxter State Park, and other premier Maine attractions

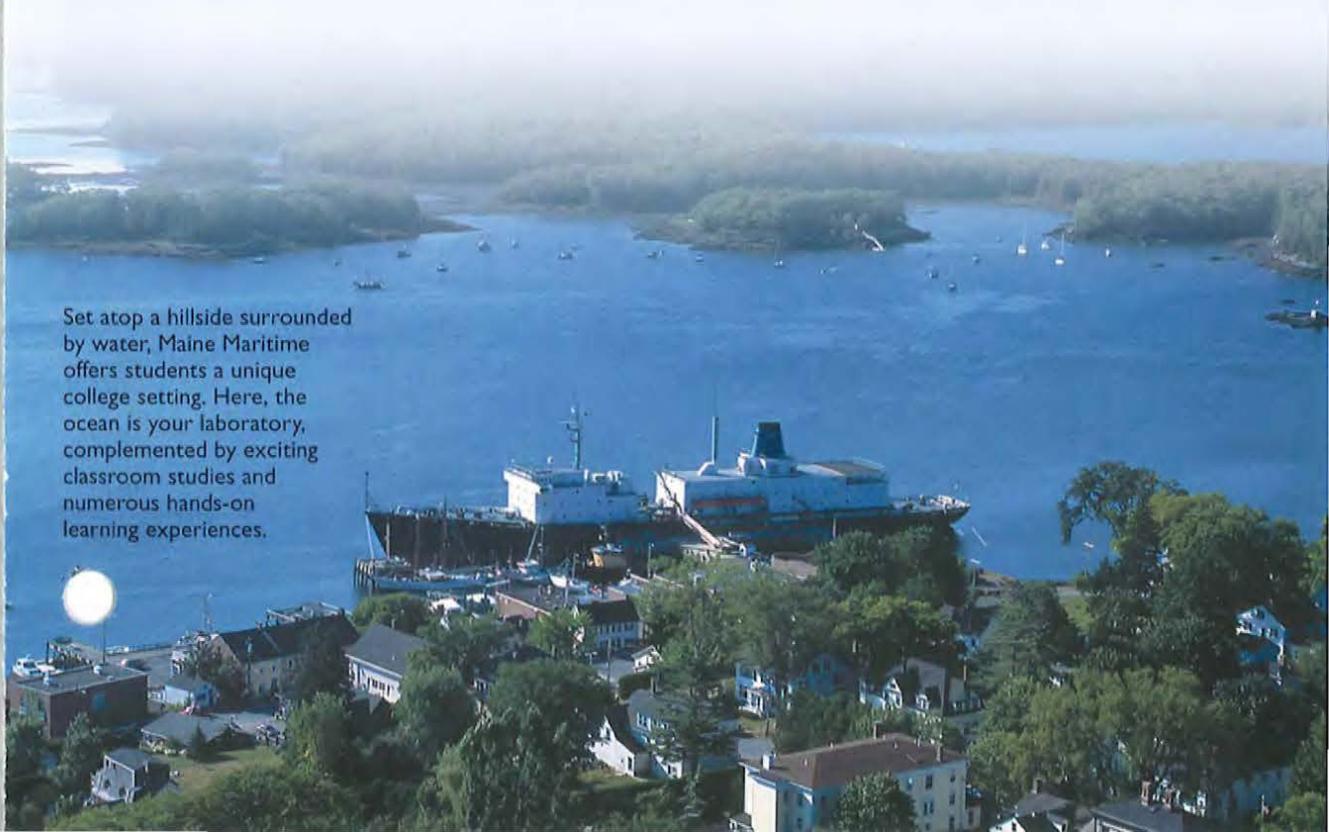
Castine, the home of the college and a village of historical significance, is 40 miles from Bangor, the state's third largest city. The town is a coastal haven offering you a safe and comfortable environment for learning and activity.

The region undergoes a change of four seasons. Cool, damp springs give way to warm, mild summers. Temperatures cool as autumn progresses and eastern Maine usually experiences its first snowfall in December.



www.mainemaritime.edu/welcome

Set atop a hillside surrounded by water, Maine Maritime offers students a unique college setting. Here, the ocean is your laboratory, complemented by exciting classroom studies and numerous hands-on learning experiences.



2 Student Life

Life in Residence

The residence hall complex is coeducational and recent renovations have improved accommodations and services to the students. The complex houses:

- Academy Bookstore
- Counseling Center
- Student Services Offices
- Student Activities Office
- Student Government
- Study Lounge
- Health Services
- Security Office
- Commandant's Staff Offices
- Barbershop
- Recreation/ TV Lounge
- 12 Laundry Facilities

All of the 300 double rooms provide the following amenities:

- Cable TV Hookup Access
- Private Telephone Hookup Access
- E-mail and Internet Access
- Suite Bath Facilities Available

The Harold Alfond Student Center — with dining rooms, post office, snack bar, game area, and student services offices — is a focal point for campus life. A major addition to the Center, housing meeting rooms and a multimedia classroom, was completed in Fall 2005.

Recreational facilities include:

- Artificial Surface Athletic Field
- Fieldhouse
- Indoor Tennis Courts
- Gymnasium
- Racquetball and Handball Courts
- Swimming Pool
- Weightlifting Facilities
- Aerobic Equipment Room
- Fleet of Sailing Vessels

A public 9-hole golf course sits directly across from our campus entrance. Public trails located nearby in Witherle Woods serve snowshoers, cross-country skiers, and walkers.



www.mainemaritime.edu/life



Our recently renovated accommodations offer the comforts of home, including access for Internet, private telephone, and cable television in each room.

Maine Maritime Academy's modern campus center is a central meeting place for students and staff throughout the school year. Student meeting rooms, the campus post office, and a student snack bar are located in the building. Our dining rooms offer beautiful views of the Maine coast in every season.

A special feature of student life at Maine Maritime Academy is our mix of uniformed midshipmen and students who follow a traditional college lifestyle.

The Regiment of Midshipmen

Participation in the Regiment of Midshipmen is a federal requirement for students seeking an unlimited license in the U.S. Merchant Marine *but is available to all students*. The Regiment's major emphasis is to provide students with the basic management and leadership training and experience necessary to meet the demands of today's business environment. Regimented students also have additional training requirements which include shipboard maintenance, watch standing duty, and professional development classes. **There is no military obligation after graduation.**

Lifestyle choice does not limit your ability to associate and participate. All students live in the same residence hall, have the same classes, and are eligible to participate in all campus clubs, organizations, activities, and athletics.



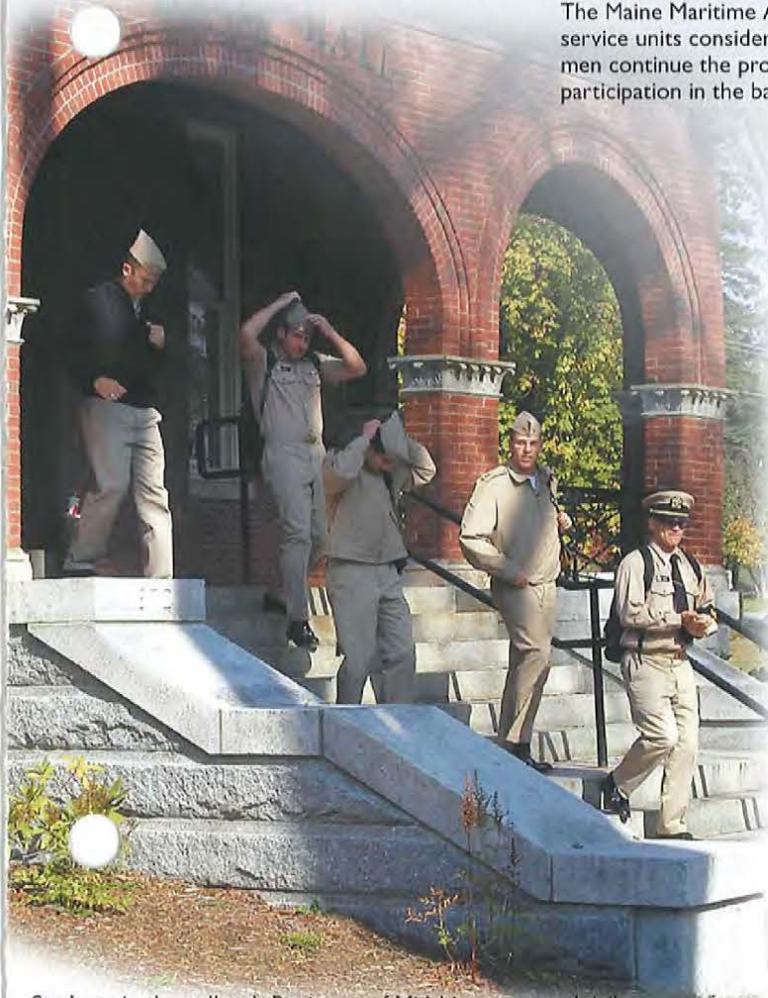
www.mainemaritime.edu/regiment

"The mix of lifestyles at MMA allows you to see the best of both worlds. I know I've made friendships that will last a lifetime."

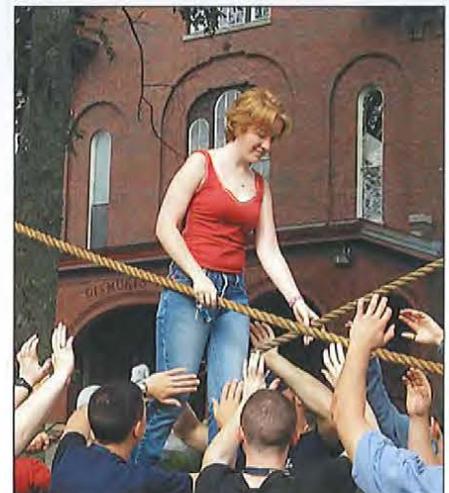
— AMBER HICHBORN
Carmel, Maine



The Maine Maritime Academy Regimental Honor Guard is one of four service units considered to be the "spirit" of the Regiment. Midshipmen continue the proud traditions of the Regiment through participation in the band, drill team, or bag pipe and drum corps.



Students in the college's Regiment of Midshipmen attend daily classes in uniforms modeled after traditional naval dress. They also practice professional etiquette in the workplace and academic settings.



Effective teamwork helps this new student complete the ropes portion of a confidence course during Orientation. This week-long introduction to college life is designed to familiarize students with the campus and its services, while introducing Maine Maritime's hands-on, cooperative approach to learning and personal development.

Athletics

Maine Maritime fields highly competitive NCAA Division III athletic teams. Our *Mariners* vie for conference championships and playoff positions with challengers from throughout Maine, New England and the East Coast. Visit www.marinersports.com for current team news, schedules, rosters, and records!

Men's Sports

Basketball
Cross Country
Football
Lacrosse
Sailing
Soccer
Golf

Women's Sports

Basketball
Cross Country
Sailing
Soccer
Softball
Volleyball

Coed Sports

Sailing
Offshore Summer Sailing



www.marinersports.com



A large number of our students participate in campus student club, intramural, and recreational activities. A partial list includes:

- Flag Football
- Indoor Soccer
- Basketball
- Ice Hockey
- Rugby
- Swimming
- Ultimate Frisbee
- Climbing Wall
- Racquetball
- Pistol/Rifle
- Golf
- Weightlifting
- Martial Arts
- Paintball
- Billiards

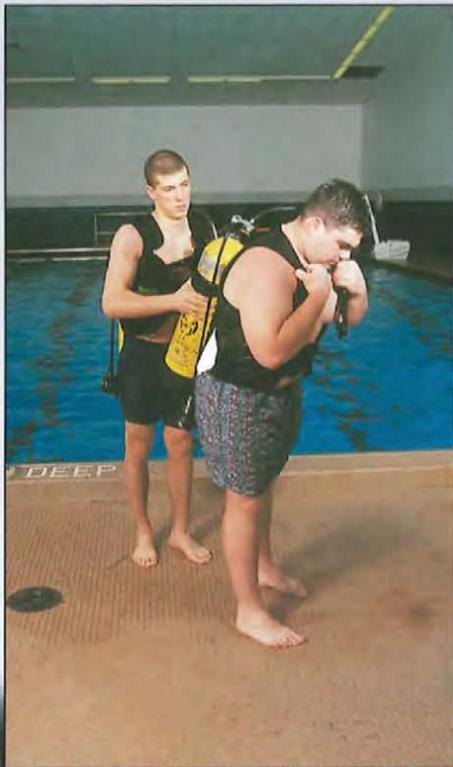


Clubs & Organizations

APO Service Fraternity
Activities & Bands Committee
Band
Outdoor Adventure Club
Polar Bears
Bagaduce Ambulance Corps
Paint Ball Club
Peer Resource Group
Marine Science Club
Yacht Club
Chess Club

Propeller Club
Yearbook
Drill Team
Drama Club
SCUBA Club
Castine Volunteer Fire Department
Student Government Association
Society of Marine Engineers &
Naval Architects
Pipe & Drum Corps
Students in Free Enterprise
Students Living in Christ Everyday

Dive partners prepare for their final class in the college pool before their spring open-water dive.



Experience Maine

On-campus or off, you can find the activity, organization, or event to meet your particular interest.



www.mainemaritime.edu/clubs

A small class takes advantage of a warm fall afternoon. Here, students in the Regiment of Midshipmen explore personal development topics in a casual discussion forum.



Faculty

Professors at Maine Maritime devote themselves to their most important task - the teaching of undergraduates.

- Full-time faculty 55
- Part-time instructors 23

Professional experiences of many of our instructors include:

- Navy, Coast Guard & merchant marine
- Business consulting
- Governmental agencies
- Marine science research
- Industrial operations
- Regulatory bodies
- Executive development programs

Often, professors serve as consultants and guest lecturers internationally.

"For six years, I worked with Sikorsky's Advanced Concepts Group — supposedly the hot shots of technology. Believe me, they could have used some Maine Maritime operating engineers."

— GROVES E. HERRICK
B.Sc., M.Sc., Ph.D.
Professor of Engineering Emeritus



Professor Haghkerdar assists an engineering student during a session in the "juice lab," MMA's electrical laboratory.



Professor Loomis offers a one-to-one conference with a student in a lounge area. MMA students enjoy a low faculty/student ratio.

8 Academics

Maine Maritime offers 13 highly specialized majors that prepare you for the rigors and demands of today's job market.

Majors

Bachelor of Science degree programs:

Business and Management

- International Business and Logistics

Engineering and Technology

- Marine Engineering Operations *
- Marine Engineering Technology *
- Marine Systems Engineering
Non License Track**
License Track*
- Power Engineering Technology
- Power Engineering Operations

Marine Transportation

- Marine Transportation Operations*
- Small Vessel Operations

Science

- Marine Biology
- Marine Science
(Secondary Education Certification Options)

Interdisciplinary Studies

Associate in Science degree program:

Marine Transportation

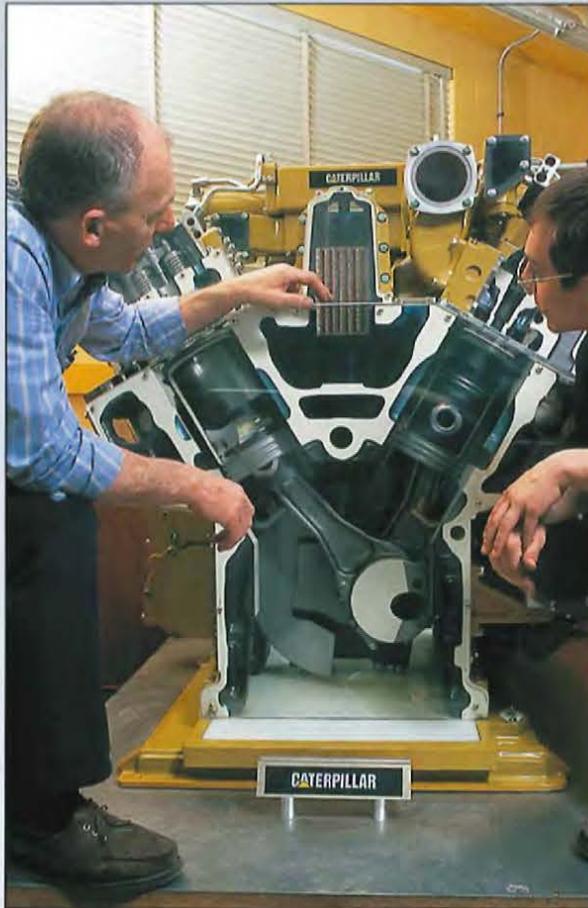
- Small Vessel Operations
- Small Craft Design
- Small Craft Systems

**These majors require participation in the uniformed Regiment of Midshipmen. In other majors, regimental membership is optional.*

*** Participation in the uniformed Regiment of Midshipmen is required during the first year only; subsequent years are optional.*



www.mainemaritime.edu/academics



Our working cutaway diesel engine provides a glimpse of the machine's inner workings.



Marine Science students aboard the research vessel, *Friendship*, get underway to conduct a series of bottom drags on the Penobscot River.

Minors and Concentrations

The core curriculum may be enhanced with any one of these minors:

- Business Management
- Humanities and Social Sciences
- Industrial Power Plant Technology
- Logistics Management
- Marine Biology
- Marine Engineering Operations
- Marine Transportation Operations
- Mathematics
- Naval Architecture
- Naval Science
- Oceanography
- Physical Science
- Small Vessel Operations
- Technical Science

An academic concentration in **Auxiliary Sail** is available. With sufficient course work, qualifying sea time under sail, and a sail addendum exam, a mate's license may get an Auxiliary Sail endorsement.

Labs and Facilities

Sophisticated labs and facilities assisting you in your educational pursuits include:

- Operating Marina
- Visual Bridge Simulator
- Engineering Science Lab
- Saltwater Aquaria and Wetlab
- Liquid Cargo Simulator
- Professional Machine Shop
- Power Plant Simulation Labs
- Modern Marine Science Labs
- Cell Biology Lab
- Power Equipment Lab
- Computer Aided Design Lab
- Steam Power Plant
- Fluids Lab
- Electrical Lab
- Travel Lift
- Refrigeration Lab
- Diesel Power Lab
- Planetarium
- Wave Generator
- Welding Lab
- Marine Equipment Lab
- Electronic Navigation Lab

Nutting Memorial Library:

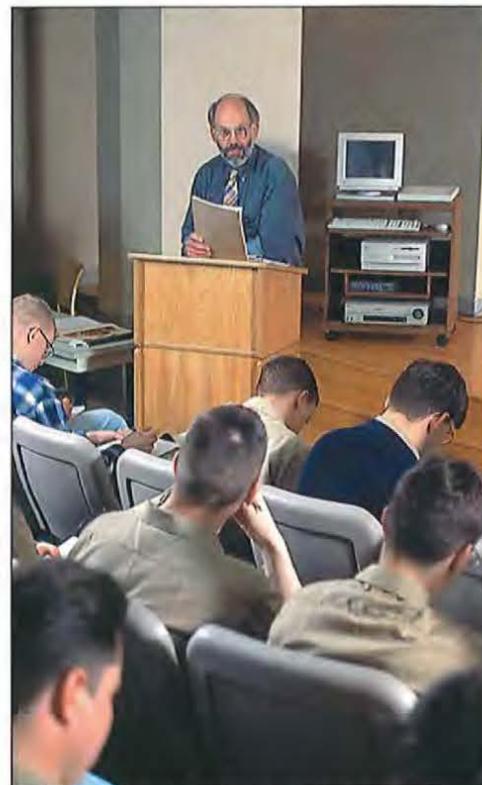
- 91,000 volumes
- 340 periodicals
- Selective Depository for U.S. Government Documents
- Interlibrary Book Loan
- Internet Accessible Online Catalog

Our Fleet

Our fleet of 60 power, sail, and work vessels features the 500-foot training ship, *State of Maine*. Completed in 1990 for more than \$110 million and converted in 1997 for its current use, it's the most sophisticated training vessel in North America.

Other vessels include:

- 88' Historic Schooner *Bowdoin*
- 76' Ocean-going Tug *Pentagoet*
- 47' Research Vessel *Friendship*
- 40' Navigation Lab *M.C. Hill*
- 230', 21,000 bbl Barge *Clean Water*



Professor Moore fields questions in a semester review session in our modern multi-media humanities lecture hall.



Technology is a part of life at Maine Maritime. Official college communications are computer-based and students enjoy the use of Blackboard, an e-learning software platform that enhances student-faculty interaction.



10 Training

A strong and vital aspect of the Maine Maritime education lies in the practical, "hands-on," experiences you receive, regardless of major.

Training Cruise

As a student pursuing an unlimited U.S. Coast Guard license, annual sea terms will be a highlight of your academic year. Cruises are designed to develop the practical skills required of a Third Mate or Third Assistant Engineer. These skills are developed through hands-on training, watch standing, and experiences in the operation and maintenance of a ship and all its systems. Freshmen and juniors apply skills learned on campus during 60-day spring training cruises to Caribbean, European, and U.S. ports of call aboard our training ship, *State of Maine*. The first cruise is designed to give the student an overall orientation in both deck and engineering departments. The junior cruise involves training, watches, and maintenance in your selected major.

"Aboard ship, every detail counts. You have to do your job right the first time — the sea won't give you a second chance."

— JAY STANDRING
Auburn, Mass.



It's a busy time on the bridge of the *T/S State of Maine* when getting underway. During training cruise, students work alongside professional seafaring officers to navigate and maneuver the 500-foot ship.



www.mainemaritime.edu/cruise

Student engineers aboard the *T/S State of Maine* are responsible for the vessel's main propulsion unit and auxiliary systems that support shipboard daily life. This is the section of the propeller shaft and its supporting bearings that transfers the propulsion power to the controllable pitch propeller of the training ship.

Photo by Brian Vanden Brink.

Cadet Shipping

Placed in a real-life, no-nonsense assignment, unlimited license candidates spend their sophomore summer aboard commercial vessels visiting ports worldwide. Students are assigned to merchant vessels as cadets for further familiarization in shipboard procedures, standing watches, and completing assigned projects within their major. Third Assistant Engineer license candidates are required to train for a minimum of 60 days, while Third Mate license candidates are required to train for at least 90 days.

Maritime Training

Regimented students have additional training requirements, including shipboard maintenance, watch standing duty, and professional development classes.



www.mainemaritime.edu/training



Maine Maritime graduates enjoy numerous opportunities in the offshore oil drilling industry, from dynamic positioning to operational engineering. MMA graduates also design and manage the construction of mammoth semi-submersible deep sea exploration platforms, ships, and other heavy marine equipment. *Photo by Jim Moscone, courtesy Cianbro Corp.*

Co-operative Education

Designed to enhance and build upon your classroom learning, your co-operative experience will be closely tied to your educational and career goals. Depending on your major, co-op can involve positions:

- in shoreside power plants or industrial manufacturing facilities
- aboard oceanographic vessels or research laboratories
- aboard windjammers, private yachts, charters, ferries, tugs, or other work boats
- with logistics consulting firms
- in international transportation facilities
- in high school science classrooms

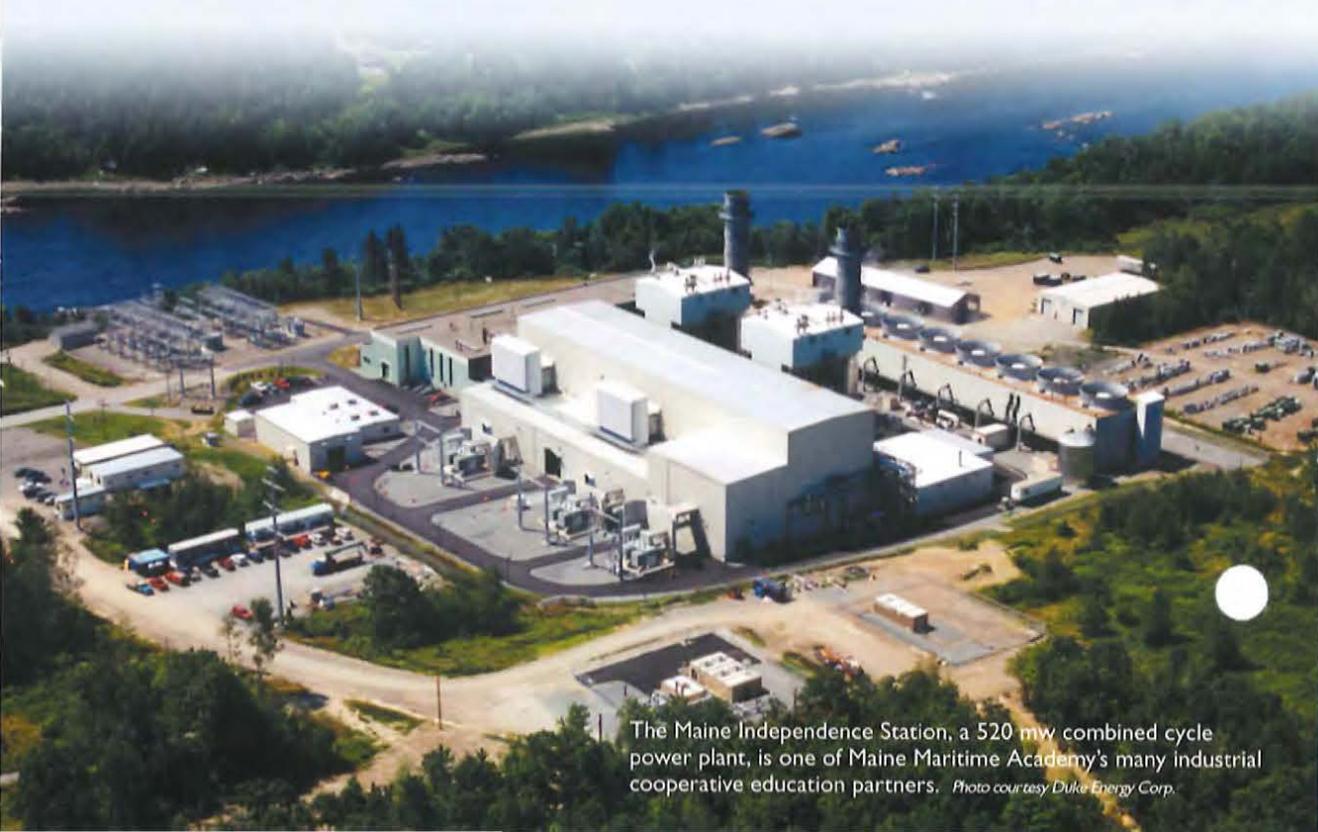
In today's competitive job market, the professional experiences you've gained through Maine Maritime's focused training program will give you a decided edge.



www.mainemaritime.edu/training



Many Maine Maritime engineering students operate generating plants following graduation. Here, our small-scale operating steam plant simulates the activities of a professional power engineer.



The Maine Independence Station, a 520 mw combined cycle power plant, is one of Maine Maritime Academy's many industrial cooperative education partners. *Photo courtesy Duke Energy Corp.*

Navy ROTC

Maine Maritime is one of two maritime colleges in the nation with a U.S. Navy Reserve Officers Training Corps (ROTC) unit. Interested students have the opportunity to earn a commission in the Navy or Marine Corps by completing highly specialized naval science instruction, training, and summer cruises, in addition to their regular academic responsibilities. Officers are commissioned in two categories:

- active duty through Navy ROTC participation, including the Seaman to Admiral (STA 21) commissioning program or Marine Enlisted Commissioning Education Program (MECEP),
- inactive duty reservists through the Merchant Marine Reserve (MMR) program.

The **Navy ROTC Scholarship Program** awards four-, three-, or two-year scholarships that cover tuition, fees, and books, and include a monthly stipend and other benefits that can be worth as much as \$120,000 for those from out of state with a four-year scholarship since these scholarship recipients also receive room and board.

Four-year scholarships are a national competitive selection based on grades, SAT/ACT scores, extracurricular and community activities, and leadership qualities. Two- and three-year scholarships are awarded based on performance at MMA and recommendation by the professor of Naval Science.

The **NROTC College Program** covers uniforms, books, and a monthly stipend during the junior and senior years.

Following graduation, newly commissioned officers pursue assignments in aviation, surface warfare, nuclear power (submarines), special forces (SEALs), or in the Marine Corps.

The **Merchant Marine Reserve (MMR)** is designed to ensure the United States has a sufficient merchant marine to serve as naval support in time of a national emergency. The Maritime Administration (MARAD) funds a Student Incentive Payment (SIP) program of \$4,000 annually to offset school costs. Completion of the MMR program will entitle you to an inactive duty commission as an Ensign in the MMR.



www.mainemaritime.edu/rotc

Students who join the college's ROTC programs receive guidance and training from professional military officers as they prepare for worldwide careers in the uniformed services of the United States. Here, the USS Carl Vinson Battle Group conducts a replenishment at sea in the Western Pacific Ocean.

U.S. Navy photo, by Photographer's Mate Airman Dustin Howell

Army ROTC

In affiliation with the University of Maine, Maine Maritime Academy students have the opportunity to earn a commission in the U.S. Army following graduation.

U.S. Coast Guard Opportunities

The Direct Commission Maritime Academy Graduate Program (MARGRAD) is available to individuals who hold a degree with an unlimited license from MMA. Graduates have education and training that enhances the Coast Guard's ability to carry out its operational missions. Individuals selected will serve as Coast Guard Reserve Officers on full-time active duty.

As a Coast Guard officer, you will join a growing team of marine safety specialists enforcing U.S. and international laws and regulations. You will inspect commercial ships and port facilities, investigate marine casualties, check for dangerous or illegal cargo, conduct harbor safety patrols and license and certify marine personnel. Later, you may be able to serve in other mission areas of the Coast Guard to broaden your experience.

"There is no shortage of challenges around here. . . on campus and on cruise, I won't settle for a 'C'. To succeed at Maine Maritime, I think you need to have that kind of attitude."

— DAVID MOORE
Orington, Maine



14 Careers

Although you're just beginning your college education, you would be wise to consider where it's going to take you. Each year we place more than 90 percent of our graduating class in professional employment or graduate studies. A high percentage of our graduating seniors accept employment prior to graduation with companies that they worked for while they were students. Many of those companies are represented by MMA Alumni who play a strong role in hiring our graduates.

Throughout the year, our Career Services Office offers a variety of career counseling workshops that cover topics ranging from resume writing and interviewing techniques, to how and where to find a job. The office also puts students and graduates in touch with potential employers by maintaining a job bank and by coordinating job fairs, information sessions, and interviews on campus.

Maine Maritime people are known worldwide for getting the job done, at sea and ashore. You'll find them in a wide range of leadership positions – from the bridge of a supertanker, to the Pentagon, to the boardrooms of major corporations. An outstanding placement record and supportive career counseling services are but two reasons why Maine Maritime is the college that works.



www.mainemaritime.edu/careers

"People in and outside of industry told me that Maine Maritime Academy is the place to go for the best hands-on training."

— JOHN DAYLOR
Braintree, Mass.

Shipping

- Mates
- Engineers
- Ship building and repairs
- Marine personnel management
- Port authority operations and management
- Cargo operations and brokerage

U.S. Government

- U.S. Navy, Marine Corps, Coast Guard
- National Oceanographic & Atmospheric Administration
- Military Sealift Command
- National Imagery & Mapping Agency

Engineering & Engineering Technology

- Industrial construction
- Systems design
- Industrial plant start-up and operations
- Manufacturing
- Power generation/distribution
- Research and development

Graduate School

Many Maine Maritime Academy graduates pursue advanced degrees at colleges and universities throughout the world.

Our Loeb-Sullivan School of International Business and Logistics offers a special 4+1 option for obtaining a Master of Science degree for MMA graduates. Regardless of major, you may apply to our graduate school for a one-year fast track to an advanced degree.

Sciences

- Marine resources management
- Environmental consulting
- Teaching
- Naturalist
- Environmental policy advisor
- Scientific field operations
- Laboratory technician
- Marine biologist
- Oceanographer

Business

- Logistics performance analyst
- Logistics management
- Warehouse operations management
- Marketing
- Purchasing management
- Sales
- Supply chain management
- Freight forwarding

Depending on your major, you will be issued a professional license following the successful completion of required training and the associated examination. These licenses qualify you for a number of at-sea or land-based occupations.

U.S. Coast Guard Licenses

Third Assistant Engineer, Steam and Motor, Unlimited Horsepower

- Marine Engineering Operations*
- Marine Engineering Technology*
- Marine Systems Engineering/License Track*

Third Mate, Ocean Vessels, Unlimited Tonnage

- Marine Transportation Operations*

500 Ton Mate, Near Coastal (Up to 200 miles offshore)

- Small Vessel Operations - Bachelor's program

200 Ton Mate, Near Coastal (Up to 200 miles offshore)

- Small Vessel Operations - Associate's program

State of Maine License

Third Class Stationary (Power Plant) Operator

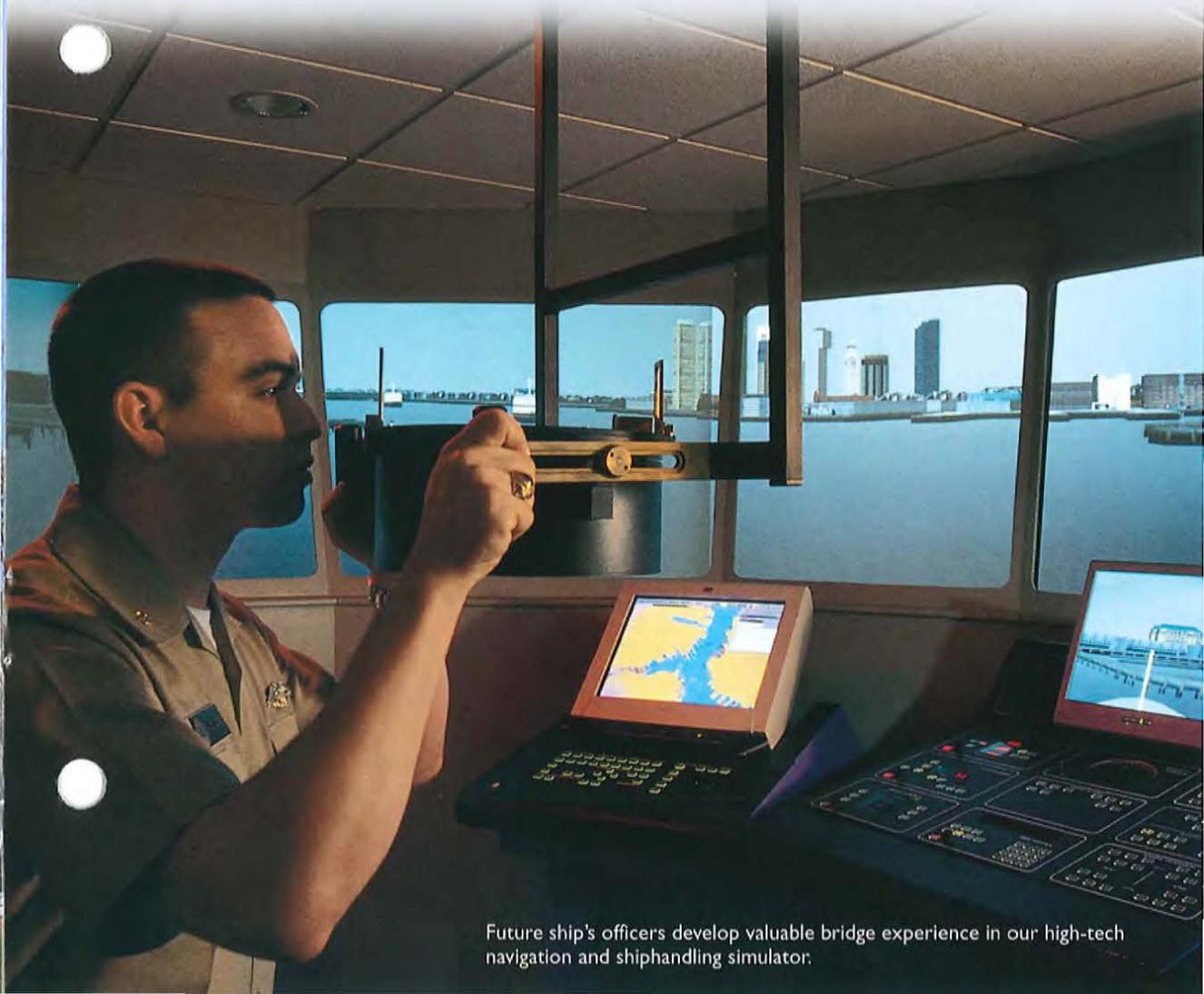
- Power Engineering Technology
- Marine Engineering Operations*
- Marine Engineering Technology*
- Marine Systems Engineering /License Track*

Fourth Class Stationary (Power Plant) Operator

- Power Engineering Operations

**These majors require participation in the uniformed Regiment of Midshipmen. In other majors, membership is optional.*

Other licensing options and endorsements are available, depending on your major. Contact an admissions counselor for more information.



Future ship's officers develop valuable bridge experience in our high-tech navigation and shiphandling simulator.

16 Admissions & Financial Aid

Maine Maritime Academy seeks motivated and academically qualified students who are looking for educational and professional challenges. We require successful completion of a college preparatory program with strength in math (algebra I & II, geometry, and trigonometry), lab science (biology; chemistry and/or physics), and communications (composition and literature). SAT or ACT results are also required. Applications for admission are available online or by contacting the Admissions Office. Notification is Early Decision or Rolling.

 www.mainemaritime.edu/admission

The decision to attend college requires both a personal and financial commitment. More than 70 percent of our students currently receive need-based financial aid. We pledge to make the Maine Maritime education affordable to all qualified applicants and enrolled students whenever possible.

The Academy's comprehensive fees are based on the state in which the student resides. These figures do not reflect additional charges for books, uniforms, health insurance, or cruise/co-op assignments, which may vary throughout the student's four years.

Students requiring financial assistance should submit the Free Application for Federal Student Aid (FAFSA). This application is available through your high school guidance counselor or through Maine Maritime Academy.

 www.mainemaritime.edu/finaid

The annual expenses for tuition, room, and board (Fall 2008):

Tuition: In-state - \$7,500*
Regional - \$11,250**
Out-of-state - \$14,800

Room/Board: \$8,000

Fees: \$2,105-\$5,105 (depending on major)

All above named costs and fees are based on Fall 2008. Prices subject to change.

** CT, NH, RI, VT, and PR students in the merchant marine programs*

*** CT, MA, NH, RI, VT, PR, and Quebec, Canada and the Canadian Maritime Provinces depending on major.*

 www.mainemaritime.edu/cost



A marine science project on the water requires a pre-deployment inspection of our remotely operated vehicle (ROV). This submersible robot is equipped with a video camera for a glimpse of the underwater world.



The schooner, *Bowdoin*, owned and operated by Maine Maritime Academy, is the flagship of the college's Small Vessel Operations program. The *Bowdoin* sailed to destinations such as Disko Island, Greenland, 200 miles north of the Arctic Circle. She is a National Historic Landmark and Maine's official vessel.

Photo by Tom Stewart

Simple descriptions of our 35-acre campus don't adequately describe Maine Maritime. Come visit us – allow for a three-hour visit with any of our knowledgeable students and admissions counselors to digest the breadth of programs and facilities.



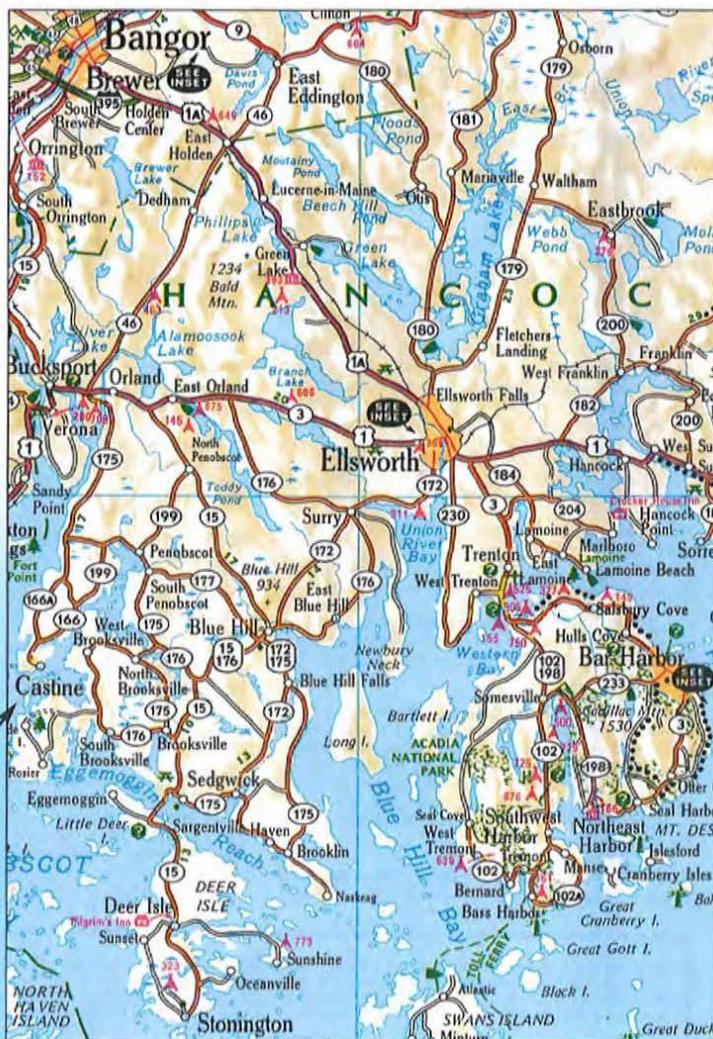
www.mainemaritime.edu/visit

You can get here from there: From Portland, take I-95 north to Augusta. Follow Rte. 3 east to Belfast, and Rte. 1 north for approximately 21 miles to Bucksport. Just north of Bucksport, turn right off Rte. 1 on to Rte. 175 to Castine. Follow Rte. 175 and Rte. 166, making a right-hand turn at any intersection where a choice exists.



www.mainemaritime.edu/directions

With advance notice, the Admissions Office will provide overnight accommodations, without charge, for you and your family. For more information, call the Admissions Office toll-free: 800/464-6565 in-state, or 800/227-8465 out-of-state.



MMA's tugboat, *Pentagoet*, is a vital part of our working tug and barge operations course. You'll learn the principles in the classroom and practice the maneuvers on Penobscot Bay with our 230', 21,000 barrel barge, *Clean Water*.

Map sources: the *Maine Atlas and Gazetteer*™ and the *Maine Map & Guide*. Copyright © DeLorme, Yarmouth, Maine.



MAINE MARITIME ACADEMY

Castine, Maine 04420

Admissions Office
207/326-2206

1-800/464-6565 Maine

1-800/227-8465 Out-of-State

www.mainemaritime.edu



- | | | | | |
|---|--|--|---|---|
| <p>1. Dismukes Hall: Registrar, classrooms, science laboratories, and Kennaday Planetarium</p> <p>2. Delano Auditorium</p> <p>3. Leavitt Hall: Receptionist, Alumni Lecture Hall, Cianchette Room, Raymond G. Spruce Lounge, Henry A. Scheel Room, Jalbert Lounge, Conference Room; Network Services, Continuing Education, Development, President, Academic Dean, Human Resources, and Business offices; Guest Rooms</p> <p>4. Wyman House: President's Residence</p> <p>5. Platz Hall: Nutting Memorial Library</p> <p>6. Captain Quick Alumni Hall: Alumni Affairs, Career Services, Cooperative Education offices</p> | <p>7. The Harold Alford Student Center: Dining facilities and dining services offices; Student Postal Center, Waypoint Snack Bar, and Dean of Student Services, and Public Affairs offices; Graduate and undergraduate classrooms; Holmes Alumni Heritage Room (conference room), W. Keith Davis Classroom, and 1954 Lecture Hall (multi-media lecture hall)</p> <p>8. Pilot House: Loeb-Sullivan School of International Business and Logistics classrooms, faculty offices, and administration</p> <p>9. Graduate Commons: Residential complex</p> <p>10. Robert S. Walker Admissions & Financial Aid Center: Admissions and Financial Aid offices</p> | <p>11. Windlass House: Graduate Student Residences</p> <p>12. Curtis Residence Hall: Residential complex; Commandant, Residential Life, Student Health Services, and Conferences offices; Student lounge and recreation area, and student government and activities offices</p> <p>13. Safety and Security</p> <p>14. Campus Bookstore</p> <p>15. Public Works/Central Receiving</p> <p>16. Oakey Logan Alexander Physical Education Center: Fieldhouse with basketball, tennis, and volleyball courts, climbing wall, Cary W. Bok Swimming Pool, racquetball and handball courts, weight and exercise rooms, locker rooms</p> | <p>17. Margaret Chase Smith Building: Gymnasium, athletic offices, and locker rooms</p> <p>18. Bath Iron Works Center for Advanced Technology: Engineering and marine transportation simulators, electrical power lab, and Humanities Lecture Hall</p> <p>19. U.S. Navy ROTC</p> <p>20. Ritchie Field: All-weather in-filled synthetic turf field, press box, and bleachers</p> <p>21. Andrews Hall: Marine science wet lab</p> | <p>22. Rodgers Hall: Classrooms, machine shop, and engineering laboratories; Corning School of Ocean Studies classrooms and laboratories</p> <p>23. Payson Hall: Classrooms, engineering laboratories, and boat repair and maintenance facilities</p> <p>24. Training Ship State of Maine</p> <p>25. Dirigo House: Corning School of Ocean Studies faculty offices</p> <p>26. Abbott House</p> <p>27. Tug Pentagoet</p> <p>28. Schooner Bowdoin</p> |
|---|--|--|---|---|



MAINE MARITIME ACADEMY

www.mainemaritime.edu

MAINE MARITIME is one of New England's most unique college experiences. Majestically set on a hilltop overlooking Penobscot Bay, the college is close to Acadia National Park, Baxter State Park, and other premier Maine attractions. Castine, the home of the college and a coastal village of historical significance, is 38 miles from Bangor, Maine's third largest city. The town is a haven for students, providing a very safe and comfortable environment for learning and activity. Many students become involved with the local school department, ambulance corps, and volunteer fire department.

Hands-on Learning

AT MAINE MARITIME more than 90 percent of our graduates acquire professional jobs each year. Our hands-on learning experiences are a vital component of a Maine Maritime education.

Applied Technology Labs include:

- Operating Marina
- Travel Lift
- Steam Power Plant Lab
- Diesel Power Lab
- Visual Bridge Simulator
- Planetarium
- Saltwater Aquaria and Wetlab
- Wave Generator
- Liquid Cargo Simulator
- Welding Lab
- Professional Machine Shop
- Marine Equipment Lab
- Modern Marine Science Labs
- Cell Biology Lab
- Power Plant Simulation Labs
- Computer Aided Design Lab
- Electrical Lab
- Electronic Navigation Lab
- Refrigeration Lab
- Power Equipment Lab
- Engineering Science Lab
- Fluids Lab

Lifestyle Diversity

AS A MAINE MARITIME student, lifestyle choice reflects your individual major and career goals. Those pursuing an unlimited license in the merchant marine programs are members of the uniformed Regiment of Midshipmen. Students in other majors may choose to participate in the Regiment or assume a non-regimented lifestyle, a collegiate lifestyle traditional at other colleges and universities. There is no military obligation following graduation for students choosing either lifestyle option.

Athletics and Recreation

AUTUMN is a crisp and colorful season on the Maine coast and an energetic time as MMA athletics gets heated up. Mariner home games take place on Ritchie Field, northern New England's first all-weather turf field. Intramural and club sports are popular with the student body. Student clubs and organizations include an indoor climbing wall, SCUBA, band, drama, sail training, and ice hockey. Visit www.marinersports.com

Varsity Athletic Programs include:

- Women's Varsity** Basketball • Soccer • Cross Country • Sailing • Softball • Volleyball
Men's Varsity Basketball • Soccer • Cross Country • Lacrosse • Football • Sailing • Golf
Coed Varsity Sailing • Offshore Summer Sailing



It All Adds Up to Success

- 858 Students
- 90+ Percent professional job placement
- 65 Organizations offering cooperative education experiences
- 60 Training, research, and pleasure vessels
- 57 Experienced faculty
- 35 Acres on the Maine coast
- 25 Student academic, special interest, and sport clubs and organizations
- 11 Bachelor of Science degree programs

Engineering & Technology

- Marine Engineering Operations
- Marine Engineering Technology
- Marine Systems Engineering
- Power Engineering Technology
- Power Engineering Operations

Marine Transportation

- Marine Transportation Operations
- Small Vessel Operations

Business & Management

- International Business and Logistics

Science

- Marine Biology
- Marine Science

Interdisciplinary Studies

- 5 Professional Licenses
- 3 Degrees — Associate, Bachelor, Master
- 3 Associate in Science degree program
 - Small Vessel Operations
 - Small Craft Design
 - Small Craft Systems
- 2 ROTC units — Navy/Marine Corps & Army
- 1 Ocean

Living At MMA

Residence Hall facilities:

- College Bookstore
- Student Life Offices
- Barber Shop
- Health Services
- Student Activities Office
- Television Lounge
- Counseling Office
- 12 Laundry Rooms
- Study Lounge
- Office of the Commandant of Midshipmen
- 24-Hour Security Services

Our Student Center offers:

- Main Dining Room
- Waypoint Snack Bar
- Game Area
- Postal Service
- Student Services Office
- Frequent Entertainment

Student Room amenities:

- Cable TV Access
- Internet/Email Access
- Telephone hookup

The MMA Fleet

STATE OF MAINE - 500' Training Ship

BOWDOIN - 88' Historic Schooner

PENTAGOET - 76' Ocean-going tug

FRIENDSHIP - 47' Research Vessel

M.C. HILL - 40' Navigation Lab

Our Library

- More than 72,000 titles
- More than 2,200 DVDs, video cassettes, and sound recordings
- More than 325 domestic and international publications
- Inter-library book loan
- Online catalog accessible via the internet



Admissions Requirements

WE REQUIRE that students complete a college preparatory program with strength in science, math, and communications; and either SAT or ACT. Notification is Early Decision or Rolling.

Costs and Financial Aid

Tuition: In-state - \$7,900*
Regional - \$11,850**
Out-of-state - \$15,600

Room/Board: \$8,450

Fees: \$2,205-\$5,305 (depending on major)

All above named costs and fees are based on Fall 2009. Prices subject to change.

* CT, NH, RI, VT, and PR students in the merchant marine programs

** CT, MA, NH, RI, VT, PR, and Quebec, Canada and the Canadian Maritime Provinces depending on major.

FINANCIAL AID packages may include scholarships, grants, loans, and work study. The Office of Financial Aid is pleased to answer those complex questions you may have about financing your college education. We can arrange a financial aid session on the day of your scheduled campus visit.

The Visit

WE BELIEVE the campus visit is the most important step in deciding on the college that best fits you and your educational and career goals. You and your family are invited to visit at any time of the year.

CALL OUR Admissions Office to arrange an appointment and allow yourself time to spend the night in the residence hall, tour the campus, attend classes, and talk with students. Meet with an admissions counselor for an interview. We also encourage you and your family to ask questions about financial aid and discuss employment prospects with our career services specialist.

WITH ADVANCE NOTICE, the Admissions Office will provide overnight accommodations without charge for you and your family.

FROM PORTLAND, take I-95 north to Augusta. Follow Route 3 east to Belfast, and Route 1 north for approximately 21 miles. Just north of Bucksport, turn right on Route 175 to Castine. Follow Route 175 and Route 166, making a right-hand turn wherever a choice exists.

The Academy reserves the right to make changes in its rules, regulations, procedures, degree requirements, and fees. Our online catalog is regularly updated with contemporary information and should be referred to for complete programming facts. Please visit www.mainemaritime.edu

Composite side, athletics photo by Monty Rand Photography 8/2009



MAINE Maritime Academy



Marine Transportation

B.S. Degrees

Marine Transportation Operations
Small Vessel Operations

A.S. Degrees

Small Vessel Operations
Small Craft Design
Small Craft Systems

Program Overviews

Marine Transportation Operations *

This dynamic major leads to a federal license issued by the U.S. Coast Guard, allowing you the career option of sailing as a navigation officer on any size vessel on any ocean. You will learn vessel operations and navigation while tackling subjects such as:

- Meteorology
- Ship Handling
- Cargo Operations
- Ship's Medicine
- Celestial Navigation
- Ship Structure
- Navigation Rules
- Watchkeeping
- Electronic Navigation
- Marine Communications
- Casualty Analysis
- Ocean Science

* Requires participation in the Maine Maritime Academy Regiment of Midshipmen.

Small Vessel Operations **

Careers aboard tugs and barges, ferries, passenger vessels, tall ships, and mega-yachts await students who complete this curriculum. Depending upon your degree option, this major leads to a 200- or 500-ton mate's license for coastal or ocean industries. You'll study topics such as:

- Marine Communications
- Navigation Rules
- Small Craft Technology
- Marine Systems
- Meteorology
- Seamanship
- Electronic Navigation
- Terrestrial Navigation
- Boatyard Operations
- Tug and Barge
- Auxiliary Sail Operations
- Work Boat Operations

** Four-year (B.S.) or two-year (A.S.) degree options available.

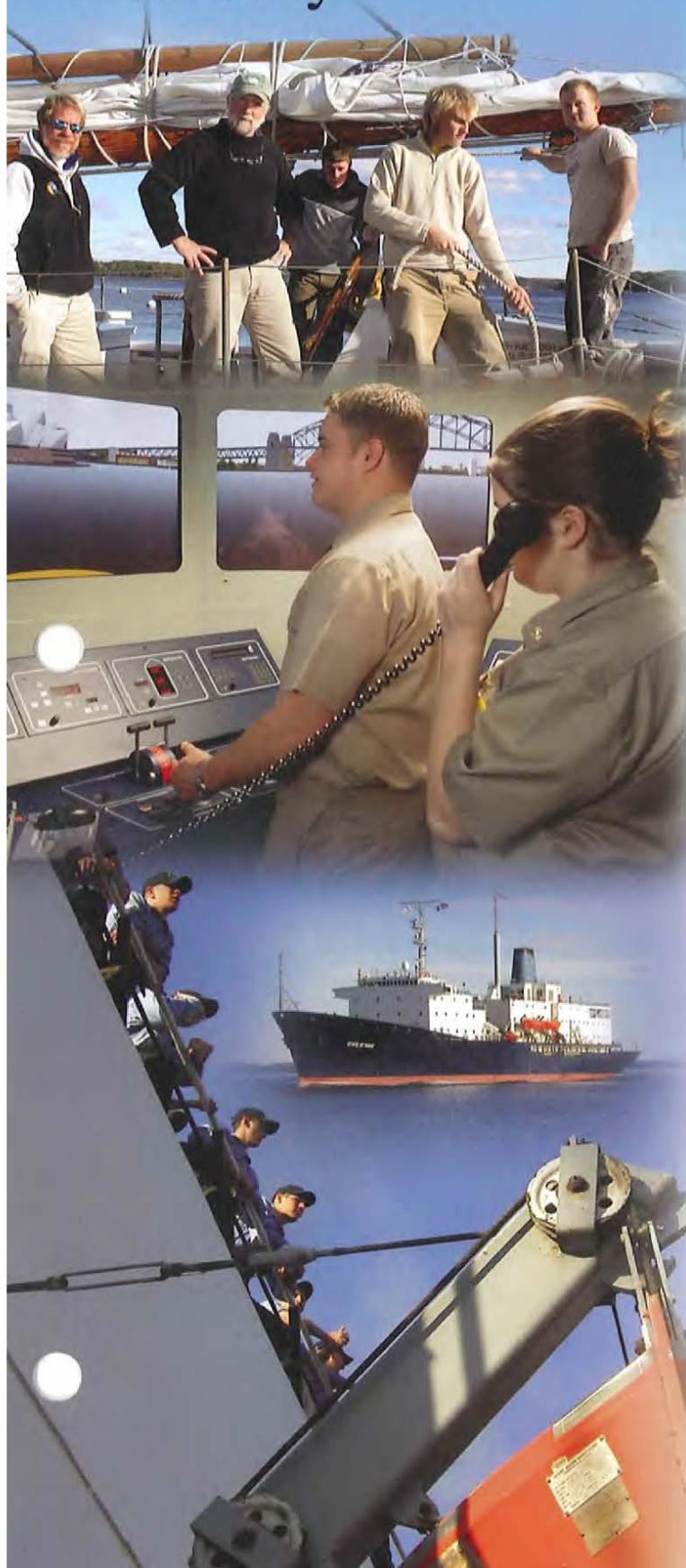
Small Craft Design

Small Craft Systems

In conjunction with The Landing School of Boatbuilding and Design, MMA offers two A.S. degree program: small craft design and small craft systems. Students study for one year each at MMA's Castine, Maine, campus and at The Landing School's Kennebunkport, Maine, facilities.

Those who graduate with a degree in small craft design will be qualified under current Maine law to design vessels not in excess of 200-tons or 200-feet in length overall. Those who graduate with a degree in small craft systems will be qualified to install, maintain, and repair contemporary marine systems, including electronics, plumbing, and propulsion.

For both programs, the second year includes an intense, 10-month curriculum at The Landing School of Boatbuilding and Design facilities. Small craft design focuses on boat design, computer aided design, and strength of materials. Small craft systems emphasizes marine systems and their installation.



At Sea Training

Marine Transportation Operations majors seeking a 3rd Mate license from the U.S. Coast Guard are required to complete 365 sea days. Sea time is accomplished through specialized laboratories, simulation, and three distinct training cruises.

Training Cruise: At the conclusion of the first and third years, students gain sea experience aboard the college's *T.S. State of Maine*. Scheduled during May and June for 60 days, training cruises typically include four domestic or foreign ports-of-call. Designed to develop the practical skills required of a licensed seafaring officer, the cruises will place you in watch standing and other roles involved in the direct operation and maintenance of the ship. The first cruise provides an overall orientation to both the deck and engineering aspects of a ship's operation. The second cruise, at the conclusion of the junior year, focuses on mate training, watchkeeping, and maintenance.

Cadet Shipping: At the conclusion of the sophomore year, you will be placed aboard a commercial merchant ship, such as a tanker, bulk carrier, or container ship. A vital element of your undergraduate education, this 90-day Cadet Shipping experience immerses you in this challenging industry, providing you with a chance to test your knowledge, learn from professionals in the industry, and see the world.

Small Vessel Operations majors seeking a 500-ton (or 200-ton) mates license are required to complete 240 (or 120) sea days on appropriate vessels. Sea time is acquired through specialized laboratories, simulation, and cooperative (co-op) work experience.

Small Vessel Operations Co-ops: Each summer, students work at least 60 days on a diversity of vessels including tugs, passenger vessels, tall ships, ferries, research vessels, and mega-yachts. These vessels operate from Maine to the Caribbean, California to Alaska, and throughout the inland rivers.

Setting MMA Apart

Compare Maine Maritime Academy to other maritime colleges and see what sets us apart from the rest.

- Location directly on the ocean
- 60 + vessels
- Ocean rated tug and barge, schooner, research vessel, navigational training vessel, sailing fleet
- SCUBA Certification
- Annual at-sea experience
- All full-time faculty USCG licensed
- Low student/faculty ratio of 15/1
- Small, safe campus setting
- Strong professional reputation
- Variety of cooperative education opportunities
- State-of-the-art shiphandling and navigation simulators
- Deck officer (mates) licenses
- Full-service boatyard with marine travel lift and boat shop
- Lifestyle options - regimented or independent
- Public college tuition

90+%

PROFESSIONAL JOB PLACEMENT

Auxiliary Sail Concentration

Sailing school vessels (SSV), traditional sail vessels, and large sailing yachts all employ licensed mariners. Courses leading to an Auxiliary Sail endorsement, with qualifying sea time under sail and sail, include:

- Advanced Sail Vessel Handling
- Auxiliary Sail Vessel Operations
- Traditional Vessel Technology
- Marine Weather Routing
- Modern Vessel Technology
- Two-month Auxiliary Sail Training Cruise

Career Choices

Professional maritime careers encompass a wide variety of professions. Depending upon your major, you may find yourself employed as:

- Merchant Marine Officer
- Tall Ship Officer
- Tug and Barge Operator
- Mega-yacht Officer
- Shipping Inspector
- Shore-based Manager
- Harbor Pilot
- Coast Guard or Navy Officer

Our Watercraft

Maine Maritime Academy's waterfront overflows with boats, from research vessels to small power and sail boats. We're not shy about using them, getting you on board, and giving you the helm.

- *State of Maine*, a 500' training ship
- *Friendship*, a 47' research vessel
- *M.C. Hill*, a 40' navigation lab
- *Bowdoin*, an 88' schooner
- *Pentagoet*, a 76' tugboat
- *Clean Water 21*, a 220' barge
- 50 sailboats
- Fully equipped boat shop
- Marine travel lift

Learn More

Visit www.mainemaritime.edu - our web site is filled with helpful information that may assist you as you consider attendance more seriously. Admissions counselors are always available to speak with you. Simply give us a call.

The Academy reserves the right to make changes in its rules, regulations, procedures, degree requirements, and fees. Our online catalog is regularly updated with contemporary information and should be referred to for complete programming facts. Please visit www.mainemaritime.edu

admissions@mma.edu

(800) 464-6565 (Maine)

(800) 227-8465 (Out of Maine)

Professional Credentials

Marine Transportation Operations and Small Vessel Operations majors lead to professional licensing opportunities.

Marine Transportation Operations (MTO)*

USCG 3rd Mate License,
Unlimited Tonnage, Any Ocean
USCG Able Seaman Unlimited

* Auxiliary Sail Endorsement available upon successful completion of additional requirements.

Small Vessel Operations (SVO) - B.S. Degree*

USCG 500-ton Mate, Near Coastal or Ocean, depending upon sea time
USCG Able Seaman Limited

Small Vessel Operations (SVO) - A.S. Degree*

USCG 200-ton Mate, Near Coastal (up to 200 miles)
USCG Able Seaman Limited



Maine Maritime Academy — named in "Best Undergraduate Engineering Programs"
2004 & 2005 Editions - America's Best Colleges, published by U.S. News and World Report

B.S. Degrees

Marine Systems Engineering, License Track (5-year)*
Marine Systems Engineering, Non-License Track (4-year)



Program Overviews

If you are interested in how the world around you works or if you have ideas on how to improve the tools, appliances, and machines we use, you already have the qualities needed to become an outstanding engineer. As an engineer you'll be faced with significant and rewarding challenges — in charge of the controls, assigned to find and fix problems, or working to create new and better products. Not only will you learn to meet these challenges at Maine Maritime, you will practice on real equipment, bringing theory to life.

Marine Systems Engineering (MSE) Two degree options

MSE License Track (5-year)*

MSE Non-License Track (4-year)

This math-intensive program enables you to work as a design or research engineer, engineering consultant, or manager in maritime, industrial, or general technical fields. The major incorporates a higher level of science, mathematics, engineering science, and power plant technologies. Graduates of this program combine extensive hands-on experience with rigorous analytical and design skills.

The Marine Systems Engineering (MSE) programs are accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 - telephone (410) 347-7700.

Compare the options:

MSE License Track (5-year)*

- 5-year B.S. degree
- USCG license
- Regiment required
- 1 co-op (maritime or non-maritime)
- 3 training cruises
- Career options in merchant seafaring or in maritime and mechanical engineering
- Excellent preparation for graduate school

MSE Non-License Track (4-year)

- 4-year B.S. degree
- Regiment required first year only; subsequent years are optional
- 2 industrial co-ops, (1 maritime related)
- 1 cruise required at the completion of the first year
- Shoreside career options in maritime and mechanical engineering fields
- Excellent preparation for graduate school

* This major leads to a U.S. Coast Guard engineering license and requires participation in the Maine Maritime Academy Regiment of Midshipmen.

Sea Time and Co-op Training

All candidates seeking a 3rd Assistant Engineer license from the U.S. Coast Guard are required to complete 180 sea days of training. Sea time is accomplished through specialized laboratories, simulation, and three distinct training cruises. The **Marine Systems Engineering License Track (5-yr)** major is impacted by this training requirement.

Students enrolled in the **Marine Systems Engineering Non-License Track (4-yr)** major are required to participate in one training cruise at the end of their first year. This requirement is designed to provide valuable hands-on experience with working marine systems and is not intended to provide eligibility to sit for a USCG 3rd Assistant Engineer license.

Training Cruise: At the conclusion of the first year, students in both tracks gain sea experience aboard the college's *T.S. State of Maine*. MSE License Track (5-yr) students also participate in a second training cruise at the completion of their third year of study. Scheduled during May and June for at least 60 days, training cruises typically include four domestic or foreign ports-of call. Designed to develop practical skills required of a licensed seafaring officer, cruise will place you in watch standing and activities involved in the direct operation and maintenance of the ship.

Cadet Shipping: The second cruise experience for MSE License Track (5-yr) students, is completed at the conclusion of the second year. It will place you aboard a commercial merchant ship, aboard an actual tanker, bulk carrier, container ship, or cruise liner. A vital element of your undergraduate education, this 60-day Cadet Shipping experience immerses you in this dynamic industry, giving you a chance to test your knowledge, learn from professional seafaring officers, and see the world.

Co-ops: MSE Non-License Track (4-yr) students gain hands-on training in summer cooperative work experiences at engineering work sites which can include large industrial settings nationwide at the conclusion of their second and third years. At least one co-op must be maritime related. MSE License Track (5-yr) students will complete a similar experience after their fourth year of study.

Hands-On Opportunities

At MMA, a typical day on the path to becoming competent, well-rounded engineers and engineering technologists is packed with exciting classes involving hands-on lab work, high-tech training, and stimulating classroom discussion.

Academic Activities:

- A Computer-Aided Drafting (CAD) project that produces engineering drawings of several machine parts.
- Work in the Machine Tool Laboratory using lathes to manufacture a valve stem.
- Non-Destructive Testing (NDT) on welds that students have prepared in the welding laboratory.

High-Tech, On-Campus Labs:

- Small Scale Operating Steam Plant
- 1,200-hp Diesel Engine
- Power Plant Simulator
- Machine Tool Lab
- Welding and Testing Lab
- Control Room Simulator (Diesel Power)
- Electrical Power Lab
- 500-foot Training Ship *State of Maine*

Dynamic Careers

Professional engineering careers encompass a wide variety of jobs, offering many opportunities and excellent pay throughout the world. Some recent graduates have taken on dynamic positions:

- **Design Engineer** developing new public utility power plants
- **Operating Engineers** on ocean going ships or in land-based electrical generation facilities
- **Power Broker** controlling the supply and distribution of electricity for the world's largest entertainment complex, involving the purchase and sale of millions of dollars worth of electricity annually.
- **Field Service Engineer**
- **Research and Development**
- **Technical Operator** • **Engineer**
- **Graduate Studies** • **Project Engineer**

Engineering and Technology

It's a whole new language in the engineering world. The terms may seem abstract, but the differences between engineers and engineering technologists are clear.

Engineers design and develop technology: Engineers begin with the most basic instructions and requirements: improve the fuel efficiency of this engine, develop an appliance that stabilizes a boat in rough seas, design a toaster that heats evenly. Compared to the courses of an engineering technology student, an engineer prepares for the demands of this career by taking more design, systems, analysis, math, and science courses; fewer lab courses.

Engineering technologists test and operate technology: Engineering technologists work with products that have been designed and fine-tuned by engineers. Your job as an engineering technologist is to integrate and operate the often complicated systems — hydraulic, electrical, power generation — these machines rely upon to run. You must thoroughly understand each system and its fundamentals in order to test products for safety and endurance. You are responsible for recognizing operating problems, inefficiencies, and potential breakdown. Moreover, you must be comfortable troubleshooting and repairing complex systems. Compared to the courses of an engineering student, an engineering technology student prepares for the demands of this career by taking fewer math and science courses; more lab, and application of machines and devices courses.

Learn More

Visit www.mainemaritime.edu - our web site is filled with helpful information that may assist you as you consider attendance more seriously. Admissions counselors are always available to speak with you. Simply give us a call.

The Academy reserves the right to make changes in its rules, regulations, procedures, degree requirements, and fees. Our online catalog is regularly updated with contemporary information and should be referred to for complete programming facts. Please visit www.mainemaritime.edu

admissions@mma.edu
(800) 464-6565 (Maine)
(800) 227-8465 (Out of Maine)

Professional Credentials

Successful completion of requirements in each of the engineering majors offered at MMA leads to potential professional licensing opportunities.

Marine Systems Engineering - License Track (5-year)

USCG 3rd Assistant Engineer License, Unlimited Horsepower, Steam or Motor, Any Ocean
Eligible to sit for State of Maine 3rd Class Engineer License (Stationary Plant)
Eligible to sit for Fundamentals of Engineering Exam

Marine Systems Engineering - Non-License Track (4-yr)

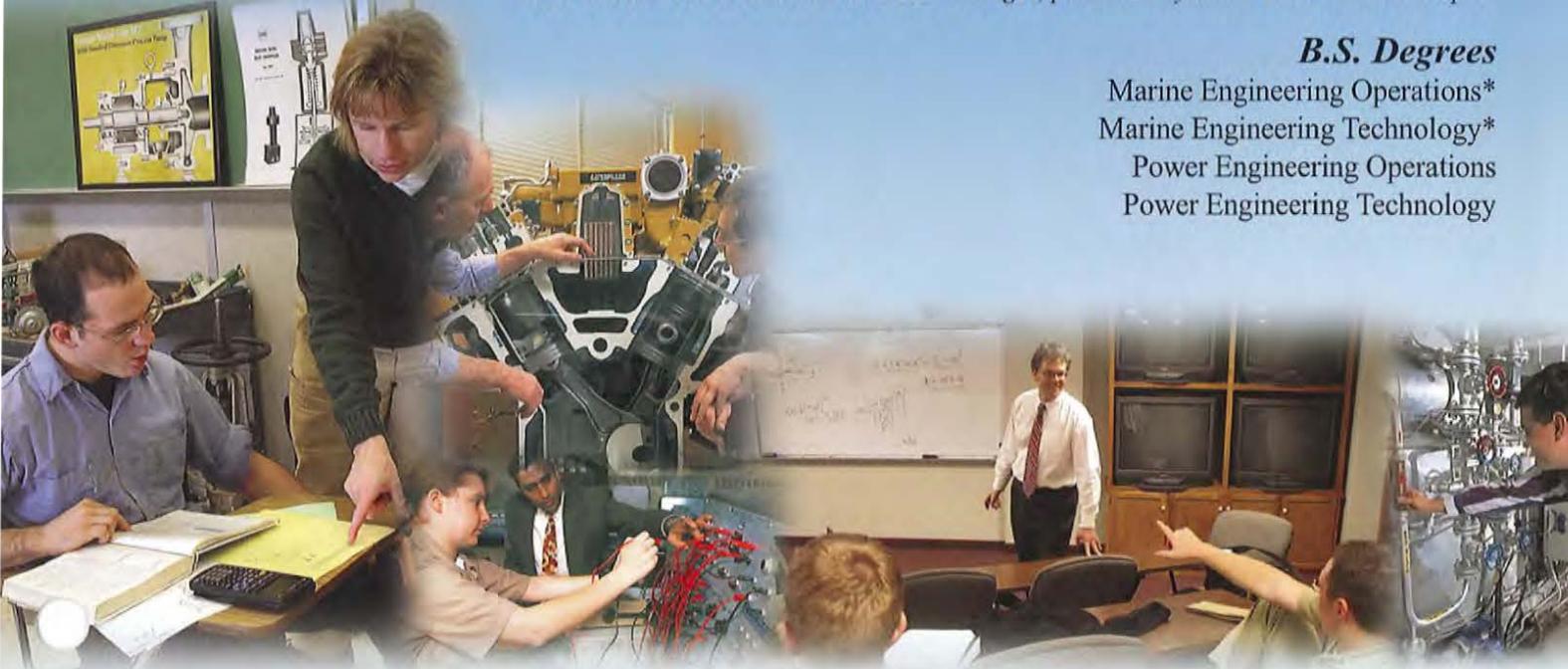
Eligible to sit for Fundamentals of Engineering Exam



*Maine Maritime Academy — named in "Best Undergraduate Engineering Programs"
2004 & 2005 Editions - America's Best Colleges, published by U.S. News and World Report*

B.S. Degrees

Marine Engineering Operations*
Marine Engineering Technology*
Power Engineering Operations
Power Engineering Technology



Program Overviews

If you are interested in how the world around you works or if you have ideas on how to improve the tools, appliances, and machines we use, you already have the qualities needed to become an outstanding engineer. As an engineer you'll be faced with significant and rewarding challenges — in charge of the controls, assigned to find and fix problems, or working to create new and better products. Not only will you learn to meet these challenges at Maine Maritime, you will practice on real equipment, bringing theory to life.

Marine Engineering Operations (MEO)*

This major forms the foundation of all programs within the Engineering Department. You will learn to operate the power generation, electrical, hydraulic, and many other engineering systems of a floating vessel. Although you'll train to be a specialist in marine engineering operations, you'll find that this major allows you ample flexibility to work in areas such as off-shore oil exploration, shore-side power generation, or business.

Marine Engineering Technology (MET)*

This major incorporates many courses from the MEO program, with additional courses in science, mathematics, communications, technical science, and laboratory testing methods. Students entering this major are interested in working at sea with the option of becoming a shore-based technologist. This program is accredited by the Technology Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 - telephone: (410) 347-7700

Power Engineering Operations (PEO)

This non-seagoing major is concerned primarily with the operation and maintenance of industrial steam and gas turbine power plants and with related electrical systems. Classroom studies are closely coordinated with practical experience in laboratories. Successful completion of the program leads to the Bachelor of Science degree and, after passing a State of Maine examination, a 4th-Class Stationary Engineer's license.

Power Engineering Technology (PET)

This non-seagoing major includes most MEO courses, plus study of shoreside power plant operations and management. Your career opportunities as a power engineering technologist lie in utility power plants, biomass operations, and cogeneration systems. This program is accredited by the Technology Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 - telephone: (410) 347-7700

** This major leads to a U.S. Coast Guard engineering license and requires participation in the Maine Maritime Academy Regiment of Midshipmen.*

Sea Time and Co-op Training

All candidates seeking a 3rd Assistant Engineer license from the U.S. Coast Guard are required to complete 180 sea days. Sea time is accomplished through specialized laboratories, simulation, and three distinct training cruises. Majors impacted by this training requirement include:

Marine Engineering Operations (MEO)
Marine Engineering Technology (MET)

Training Cruise: At the conclusion of the first and third years, students gain sea experience aboard the college's *T.S. State of Maine*. Scheduled during May and June for at least 60 days, training cruises typically include four domestic or foreign ports-of-call. Designed to develop practical skills required of a licensed seafaring officer, cruise will place you in watch standing and activities involved in the direct operation and maintenance of the ship. Regardless of your major, the first cruise provides an overall orientation to both the deck and engineering aspects of a ship's operation. The training cruise experience at the conclusion of the junior year focuses on engineering training, watches, and maintenance.

Cadet Shipping: The second cruise experience, completed at the conclusion of the sophomore year, will place you aboard a commercial merchant ship, aboard an actual tanker, bulk carrier, container ship, or cruise liner. A vital element of your undergraduate education, this 60-day Cadet Shipping experience immerses you in this dynamic industry, giving you a chance to test your knowledge, learn from professional seafaring officers, and see the world.

Co-ops: PEO and PET students gain hands-on training in summer cooperative work experiences in power plants and large industrial settings nationwide.

Hands-On Opportunities

At MMA, a typical day on the path to becoming competent, well-rounded engineers and engineering technologists is packed with exciting classes involving hands-on lab work, high-tech training, and stimulating classroom discussion.

Academic Activities:

- A Computer-Aided Drafting (CAD) project that produces engineering drawings of several machine parts.
- Work in the Machine Tool Laboratory using lathes to manufacture a valve stem.
- Non-Destructive Testing (NDT) on welds that students have prepared in the welding laboratory.

High-Tech, On-Campus Labs:

- Small Scale Operating Steam Plant
- 1,200-hp Diesel Engine
- Power Plant Simulator
- Machine Tool Lab
- Welding and Testing Lab
- Control Room Simulator (Diesel Power)
- Electrical Power Lab
- 500-foot Training Ship *State of Maine*

Dynamic Careers

Professional engineering careers encompass a wide variety of jobs, offering many opportunities and excellent pay throughout the world. Some recent graduates have taken on dynamic positions:

- **Operating Engineers** on ocean going ships or in land-based electrical generation facilities
- **Power Broker** controlling the supply and distribution of electricity for the world's largest entertainment complex, involving the purchase and sale of millions of dollars worth of electricity annually.
- **Technical Operator**
- **Engineer**
- **Field Service Engineer**
- **Project Engineer**

Engineering and Technology

It's a whole new language in the engineering world. The terms may seem abstract, but the differences between engineers and engineering technologists are clear.

Engineers design and develop technology: Engineers begin with the most basic instructions and requirements: improve the fuel efficiency of this engine, develop an appliance that stabilizes a boat in rough seas, design a toaster that heats evenly. Compared to the courses of an engineering technology student, an engineer prepares for the demands of this career by taking more design, systems, analysis, math, and science courses; fewer lab courses.

Engineering technologists test and operate technology: Engineering technologists work with products that have been designed and fine-tuned by engineers. Your job as an engineering technologist is to integrate and operate the often complicated systems — hydraulic, electrical, power generation — these machines rely upon to run. You must thoroughly understand each system and its fundamentals in order to test products for safety and endurance. You are responsible for recognizing operating problems, inefficiencies, and potential breakdown. Moreover, you must be comfortable troubleshooting and repairing complex systems. Compare to the courses of an engineering student, an engineering technology student prepares for the demands of this career by taking fewer math and science courses; more lab, and application of machines and devices courses.

Students Like You

Outside of class, Maine Maritime engineering students enjoy intercollegiate conferences and professional networking as part of the MMA student chapters of the American Society of Mechanical Engineers, the Society of Naval Architects and Marine Engineers, and the Association for Facilities Engineering. Group activities have included a gravity powered car design and performance contest, tutoring in local schools, and field trips to major industrial settings.

Learn More

Visit www.mainemaritime.edu - our web site is filled with helpful information that may assist you as you consider attendance more seriously. Admissions counselors are always available to speak with you. Simply give us a call.

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Professional Credentials

Successful completion of requirements in each of the engineering majors offered at MMA leads to potential professional licensing opportunities.

Marine Engineering Operations (MEO)

Marine Engineering Technology (MET)

USCG 3rd Assistant Engineer License, Unlimited Horsepower, Steam or Motor, Any Ocean
Eligible to sit for State of Maine 3rd Class Engineer License (Stationary Plant)

Power Engineering Operations (PEO)

State of Maine 4th Class Engineer License (Stationary Plant)

Power Engineering Technology (PET)

Eligible to sit for State of Maine 3rd Class Engineer License (Stationary Plant)

Eligible to sit for Fundamentals of Engineering Exam

MAINE Maritime Academy



Corning School of Ocean Studies

B.S. Degrees
Marine Biology
Marine Science

Program Overviews

The Corning School of Ocean Studies at Maine Maritime Academy will refine and direct your science skills for use in a career related to the oceans. Our broad-based approach allows you career flexibility as you work toward a Bachelor of Science degree in one of two majors:

- **Marine Biology**
- **Marine Science**

Which major is for you? All Corning School students build a solid science foundation and receive instruction in math, physics, and humanities.

Marine Biology students develop subject breadth through courses in marine botany and zoology, ecology, physiology, cell biology, and genetics.

Marine Science students study the ocean from an interdisciplinary perspective. Their studies encompass biology, chemistry, geology, and physics of the ocean environment.

Both majors lead to many career and advanced study options. Courses in these majors include:

Marine Biology:

- Marine Botany
- Ecology
- Genetics
- Marine Zoology
- Physiology
- Cell Biology

Marine Science:

- Physical Geology
- Marine Geology
- Marine Botany/Zoology
- Sedimentology
- Marine Geochemistry
- Physical Oceanography

Why Maine Maritime Academy?

- **Hands-on approach** to the marine sciences
- **Individual research opportunities**
- **Waterfront setting** on the coast of Maine
- **Two choices** of majors
- **Reduced tuition. . .**

dependent upon state of legal residency and major

- **Teaching certification option**
- **Internship opportunities**
- **Cruise program**
- **Tropical Marine Science** field experience option
- **Dual major option** in Small Vessel Operations



Corning School Research

Corning School students have many opportunities to help faculty with research, and conduct independent research projects as well. Some student research topics include:

- “Effects of guided nature walks on the nesting behavior and hatching success of loggerhead turtles (*Caretta caretta*)”
- “Summertime vertical particle flux in the Penobscot River Estuary, Maine”
- “Winter activity of the green crab, *Carcinus maenas*”

Faculty research activity includes:

- “Phosphorus-particle associations in the Penobscot Estuary turbidity maximum”
- “Behavioral comparisons of two sympatric clownfish species as symbionts of the anemone *Heteractis crispa*”
- “Reproductive ecology and characterization of population genetic structure of *Fucus vesiculosus* Linnaeus in the northwestern Atlantic”
- “Nitrogen and carbon cycling in coastal marine environments and linkages to terrestrial systems”

Tropical Field Study

The Corning School’s tropical marine science class heads south to well-known marine laboratories in the Caribbean between semesters. Topics and field experiences in the course include fish behavior and biodiversity, coral reef biology, mangrove habitat surveys, jellyfish productivity, turtle grass bed communities, limestone caves, and hypersaline ponds.

Letters From the Field

“I started working on *R/V Friendship* my freshman year. It gave me a lot of extra experience and helped me with a lot of the skills that I want to base my career around.”

— Jesse Dalton, 2006

“Being able to collect different types of organisms right from the waterfront and examine them has to be the best part of Maine Maritime Academy.” — Danielle Dallis, 2007

“You get a world class education from MMA. I was able to travel to several different countries as part of my college program.”

— Robert Watts II, 2002

“I’m convinced that the strong points of my undergraduate experience were the well-rounded education, technical hands on experience and the availability of practical sea time. That’s what made us competitive in the job market.” — Jeremy Weirich, 1997

Faculty Notes

“The best part of teaching is helping students realize their potential. So often this takes place in lab or at sea where learning happens by doing, through trial and error, and by assuming responsibility.”

— **Dr. Joceline Boucher** specializes in estuarine chemistry. She is currently studying geological and chemical processes in Penobscot Bay.

“For me, being a research scientist without also being a teacher would be an incomplete occupation. Instructing, interacting with, and yes, even entertaining students is as much fun as working with fish... and if I am teaching students about fish, well, it can’t get any better than that.”

— **Dr. Ann Cleveland** focuses her research on the physiology and ecology of coral reef fishes, and nutrient cycles in coral reef environments.

“Having taught at a university with class sizes of more than 300 students, the value of small class sizes here at MMA shouldn’t be discounted. The close interaction between students and teachers creates an environment that is friendlier to the student and facilitates learning.”

— **Dr. George Harakas** teaches general, organic, and engineering chemistry. His research focuses on industrial applications of inorganic chemistry.

“The emphasis on hands-on experiential education, the immediate access to a diversity of marine habitats, and the high degree of interaction between faculty and students make teaching at MMA challenging, rewarding, and a lot of fun.”

— **Dr. Jim McKenna** is interested in conservation and systems ecology of marine coastal ecosystems. His particular areas of study include anthropogenic influences on coastal nitrogen and carbon cycling.

“It has been a thrill to take students into the field and the laboratory to have hands-on experience with concepts that have been covered in lecture. The access to waterfront facilities as well as the research-grade equipment in our teaching laboratories allow students to learn many important scientific skills and techniques.”

— **Dr. Jessica F. Muhlin** specializes in marine botany and has research interests in the reproductive ecology and population genetics of rockweeds in the northwestern Atlantic.

“It is so satisfying, and fun, to work with students as they grow from participating in cruises to designing and running them.”

— **Dr. Lauren E. Sahl** works with her students on the oceanography of Penobscot Bay.

“All of my projects involve working closely with both graduate and undergraduate students in the laboratory and field environment.”

— **Dr. Alan Verde** investigates various aspects of the algal-cnidarian symbiosis, clownfish-anemone associations and metabolism in sea cucumbers.

Secondary Ed Certificate

Maine Maritime Academy, in a cooperative effort with the University of Maine, offers a Secondary Education Teaching Certificate to teach biological, environmental, and physical sciences at the high school level. For more information, contact: Dr. Lauren Sahl, Corning School of Ocean Studies, 207/326-2393, lauren.sahl@mma.edu

Career Choices

Professional careers in marine biology and marine science encompass a wide variety of jobs. Depending on your interests, you may find yourself working as a:

- **Laboratory Manager**
- **Hydrographer**
- **Research Assistant**
- **Environmental Consultant**
- **Fisheries Observer**
- **High School Science Teacher**
- **Naturalist**
- **Aquaculture Technician**
- **Aquarist**
- **Marine Technician**
- **Environmental Educator**
- **Oceanographer**

Setting MMA Apart

Compare Maine Maritime Academy to other marine science colleges and see what sets us apart from the rest.

- **Oceanfront location**
- **Advanced research equipment**
- **Research vessel on campus**
- **Navigation and seamanship training**
- **SCUBA certification available**
- **Modern aquaria and wet labs**
- **Small classes and lab sessions**
- **At-sea experience, research cruises**
- **Strong academic reputation**
- **Internship opportunities**
- **Professional job placement center**
- **Small, safe campus setting**
- **Regiment or independent lifestyle options**
- **Reasonable annual costs**
- **NROTC opportunities**

Learn More

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MAINE Maritime Academy



Loeb-Sullivan School of

International Business & Logistics

B.S. Degree
International Business & Logistics

4 + 1 M.S. Degree Option
Global Supply Chain Logistics
Maritime Management



Program Overview

The Loeb-Sullivan School of International Business and Logistics at Maine Maritime Academy puts a renowned experiential learning curriculum to work for you in a global economy. Incorporating the latest developments in technology, learning the strategies of business professionals, and understanding the nuances of foreign cultures will propel you to the top of any professional job recruiter's "must have" list. In this rapidly expanding field, you will find yourself responsible for ensuring that cost-effective products are in the right place at the right time. You will manipulate the balance of materials and production with skills you develop in a unique curriculum — a major that is not available anywhere else in New England.

The field of logistics management seeks to meet business needs for product availability, dependability, and convenience. Managers in the field oversee the interaction of forecasting, purchasing, transportation, information technology, inventory control and warehousing, materials handling, and customer service. At Maine Maritime, you'll develop the skills needed to coordinate this complicated web of services.

You will get real world training in *Co-op Educational Experience in International Business & Logistics*, a three-credit assignment which places you in a position in private industry or a government or other nonprofit agency. You may organize the international movement of materials for peace keeping, famine relief, or disaster recovery. Your responsibility may be to keep pace with the materials needs of a busy manufacturer operating in a just-in-time environment. At another college, international business might be limited to management theories and world politics. At Maine Maritime, you will emerge with hands-on experience as a highly specialized logistician with a solid international business foundation.

Fast Track: Advanced Degree

Our Loeb-Sullivan School of International Business and Logistics offers a special 4+1 option of obtaining a Master of Science degree for Maine Maritime Academy graduates. Regardless of major, students may apply to our graduate school for a 1-year fast track to an advanced degree. Current M.S. degree options include:

- Global Supply Chain Logistics
- Maritime Management

Building Your Career

A dynamic career in international business and logistics rests on a foundation of excellent communication, interpersonal and critical thinking skills, understanding of world cultures, and familiarity with international economics. *Introduction to Business Management* will provide you with an overview of the fundamentals of business management while you explore other subjects such as:

- Composition
- Introduction to Computing
- Humanities/Social Sciences
- Finite Math/Business Calculus
- Contemporary World Politics
- Microeconomics
- Geography

Fundamentals of business — from economics to management techniques — are the focus in the second year at the Loeb-Sullivan School of International Business and Logistics. Key business courses encountered this year include:

- Macroeconomics
- Statistics for Business
- Financial Accounting
- Marketing Management
- Managerial Accounting

In your third year of study, you'll apply basic management techniques and business practices in more specific international business subjects. *Business Logistics*, *Intermodal Transportation*, and *Materials Management* are key courses in this year's schedule. Students pursue four elective courses this year, allowing investigation of interests developed in the first two years of study.

Between the third and fourth year of study, students participate in *Co-op Educational Experience in International Business and Logistics*, working alongside professional logisticians in the field.

During the final year, students fine-tune their logistical skills in a global business environment. Key courses such as *International Business*, *Logistics Information Systems*, *Strategic Supply Chain Management*, *Global Purchasing and Negotiations*, and *International Logistics* will prepare you to handle the complexities of managing international business supply chains. Other courses include Organizational Behavior, International Business Law, and electives to enhance individual interests.

Practical Experience

Experiential learning is the fundamental ethos of a Maine Maritime education. All IBL students must pursue a co-operative work experience with a professional company (lasting a minimum of twelve normal work weeks) at the end of their junior year. The program is supervised by department faculty and the job site can be anywhere in the world. IBL students are also encouraged to pursue business internships at the conclusion of each of their first two years in the program.

Why do an IBL co-op?

Co-ops provide students with a variety of opportunities, including:

- Gaining the advantage of real-world experience in pursuing a professional job related to their academic major
- Practice functioning effectively in the professional and social environment of a contemporary business organization
- Experimentation with communication, team-work, and leadership approaches and skills
- Practical applications of classroom topics

Career Choices

Maine Maritime Academy graduates enjoy a respected reputation in today's business and transportation industries. Selected employers of IBL graduates include:

American Classic Voyages, Hawaii
American Commercial Barge Lines, Lexington, Kentucky
Americana Lykes, Tampa, Florida
Bath Iron Works, Bath, Maine
Cianbro Corporation, Maine
Decathlon Sports, New Hampshire
Emery Airfreight, Portland, Maine
Expeditors, Massachusetts
Federal Marine Terminals, nationwide
Hannaford Brothers, Maine
KPMG Peat Marwick, Boston, Mass.
Mass Bay Lines, Boston, Mass.
NEPCO, New Hampshire
Target
Thompson Financial Services, Boston, Mass.
U. S. Marine Corps, Washington, D.C.
Wal-Mart

Logistics Career Profiles

The Council of Supply Chain Management Professionals (CSCMP), a leading professional association of logisticians, define logistics management as a component of supply chain management, “. . . that plans, implements, and controls the efficient, effective forward and reverse flow and storage of goods, services, and related information between the point of origin and the point of consumption in order to meet customers' requirements. . .”.

CSCMP website, April 17, 2006,

www.cscmp.org/Downloads/Public/Career/careerstudy.pdf

Dr. William DeWitt, Associate Dean and Director of Graduate Studies, and Professor of Logistics, points out that, “The logistics profession needs talented and committed new professionals who can respond to and reshape the dynamics of world trade. For those who want to participate in the new global economy there are many ways to get a start or advance a career through higher education here at MMA and the Loeb-Sullivan School.” Just a few of the opportunities are:

Outbound Operations Manager

- Handles all order-filling activities
- Responsible for stock replenishment
- Ships all finished goods
- Monitors tracking and claims
- Selects transportation
- Manages details of preferred routing
- Functions in domestic and international settings

Inbound Operations Manager

- Oversees receiving, processing, and visual inspection of production materials
- Responsible for deliveries to stocking locations within the company

Inventory Planning Manager

- Responsible for production materials and availability
- Understands and controls overall production schedule

Learn More

Our web sites - www.mainemaritime.edu and ibllibrary.mainemaritime.edu - are filled with helpful information that may assist you as you consider attendance more seriously. Admissions counselors are always available to speak with you. Simply give us a call.

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The Academic Division

The mission of the Academic Division is to provide career-oriented educational programs that foster professional success.

The Academic Division is made up of six academic departments which function as administrative units for the organization of faculty and curriculum, and four departments providing academic support services. Academic programs are designed and managed by a faculty from diverse academic backgrounds and from industrial positions in engineering, ship operations, marine sciences, maritime management, and small vessel design and operation. The faculty is augmented by part-time personnel plus visiting professors from industry and from domestic and foreign universities. In addition to their teaching assignments, faculty members serve as academic advisors and participate in a variety of academic pursuits such as research and consulting.

Arts and Sciences

Professors Loomis (Chair), Pilot; Associate Professors Anderson, Batt, Bixel, Gilbert, Hudson, L. Raikes, Sarna, Schaab, Stone, Willmann; Assistant Professors Lorenz, Markhotok, Taub; Adjunct Faculty Bourne, Corwin, C. Herrick, G. Herrick, Olivari, K. Raikes, Wyman; Emeritus Professors Biggie, Fricke, Mayhew, Merfeld, Mottola.

The mission of the Arts and Sciences Department is to provide the liberal arts component of the students' baccalaureate education while guiding them to:

- think critically and analytically
- write and speak effectively
- understand the global and environmental context of human actions
- develop and apply knowledge of mathematical and scientific reasoning
- develop and communicate sound, informed opinions among conflicting perspectives
- identify problems and to propose solutions
- solve problems as members of a team
- appreciate and respect diversity
- reason and act ethically

The Department of Arts and Sciences offers one major in Interdisciplinary Studies which leads to a Bachelor of Science degree.

Minor programs are offered in the areas of humanities and social science, mathematics, and physical science.

The Department of Arts and Sciences offers courses required of all students and elective courses in various academic disciplines. Courses are offered in the fields of mathematics, computer science, physics, political science, psychology, English composition, literature, management communications, geography, history, humanities, and ship's medicine.

Interdisciplinary Studies Major

The Interdisciplinary Studies Major offers students the opportunity to earn a Bachelor of Science degree by integrating substantive course material selected from two or three existing majors. This baccalaureate option is designed to attract highly motivated students who wish to coordinate offerings from multiple departments. Potential students selecting this path may be those interested in maritime studies, but who do not intend to be licensed professional mariners, ocean scientists, practicing engineers, or logisticians. Students are likely to be interested in changing careers or enhancing credentials for an

existing career. To ensure acceptable standards within the major, students are required to work with an assigned faculty committee from the departments of the selected areas of study.

1. A student electing this major will be required to:
 - a. Apply to MMA and, if accepted, be assigned to the major's coordinator.
 - b. Submit a proposal statement that outlines the academic/career oriented goal and courses of interest that will form the foundation of the curriculum plan.
 - c. Develop a curriculum plan with the faculty advisor who will outline the proposed sequence of courses and prerequisites to meet the degree requirements.
2. Approval of application and admittance to this major will be conducted by a committee consisting of:
 - a. At least two faculty members representing the curriculum areas in the proposed plan.
 - b. A faculty member recommended by the program coordinator and appointed by the Academic Dean to serve as that student's academic advisor.
3. Curriculum requirements include:
 - a. Minimum credit hours for BS degree – 120 credit hours
 - b. General Education, BS minimum requirements (41 credit hours)
 - i. Humanities
 - ii. Social Sciences
 - iii. Math and Natural Sciences
 - d. Curriculum plan that integrates choices from TWO existing majors consisting of introductory to advanced level courses (approximately 34 credit hours in each of two areas, 68 total) OR
 - e. Curriculum plan that integrates choices from THREE existing majors consisting of introductory to advanced level courses (approximately 24 credit hours in each of three areas – 72 total).

Engineering

Professors Collins, Coté, Haghkerdar, Skaves; Associate Professors Bridge, Fleck, Flood, Kimball, Libby (Chair), Mercer, Monberg, Reed, Sarnacki, Wlodkowski; Assistant Professors Giffin, Schoof, Trundy; Instructor Mazerall; Teaching Assistants/Technical Support Barton, Markley; Adjunct Faculty Howard, Lowell, Moody, Young; Bath Satellite Campus adjunct faculty Carter, Cinq-Mars, Walker; Emeritus Professors Alexander, C. Herrick, G. Herrick, Small, Spinazola.

A technical person in the early 21st century can expect to work in several distinct careers over the course of a 40-year working life. To prepare our graduates for these careers, engineering programs at Maine Maritime are designed to promote versatility and life-long learning. The mission of the Department of Engineering is to provide the technical content of a range of broad-based majors relating to engineering of marine/mechanical and/or industrial power systems, as well as elective courses open to all Academy students. The Department of Engineering offers coordinated curricula at the Bachelor's degree level in engineering design, engineering technology, and engineering operations on our Castine campus. Classroom studies are closely coordinated with laboratories and practical experience.

The Department of Engineering offers five majors leading to a Bachelor of Science degree and two leading to an Associate of Science degree (available only to employees of General Dynamics Corporation's Bath Iron Works Shipyard in Bath, Maine). Minor programs are offered by this department in the areas of Industrial Powerplant Technology, Marine Engineering Operations, Naval Architecture, and Technical Science.

Each of the baccalaureate programs includes a core program of humanities, mathematics, natural and social sciences, and written and oral communications, providing the student with the broad background necessary for a professional career and future professional growth. Each program includes co-op segments, and some majors, as listed below, require students to be members of the Regiment of

Midshipmen. Departmental electives include welding, machine tool operations, electronics, and electrical power, marine and shore-based steam and diesel powerplants, gas turbines, technical and engineering sciences, and technical communications.

B.S. Majors

- Marine Engineering Operations*
- Marine Engineering Technology*
- Marine Systems Engineering (License Track)*
- Marine Systems Engineering (Non-License Track)**
- Power Engineering Operations
- Power Engineering Technology

*These three majors lead to a U.S. Coast Guard unlimited license and require participation in the Regiment of Midshipmen. See the catalog section entitled Student Life for information on the Regiment. Students successfully completing any of the five on-campus major programs receive the Bachelor of Science degree and, if physically qualified, may test for a federal or state license.

**This major requires first-year students to participate in the Regiment of Midshipmen and the first-year cruise.

A.S. Majors

- Ship Design
- Ship Production

Maine Maritime Academy, in conjunction with Bath Iron Works (BIW), offers an Associate in Science degree via a satellite program in Bath, Maine, for apprentices of General Dynamics Corporation's BIW Shipyard. The Engineering Department administers this degree program, with majors in either Ship Design or Ship Production. Within the Ship Design major are five areas of concentration: Electrical, Hull Outfit, Heat, Ventilation and Air Conditioning (HVAC), Piping, and Structural. Within the Ship Production major are 12 areas of concentration: Laboratory Technician, Machinist, Maintenance, Maintenance Electrician, Marine Electrician, Nondestructive Test Technician, Outside Machinist, Pipefitter, Ship Carpenter, Structural Fitter, Tinsmith, and Welder. Both academic programs are four years in length and are offered only at our Bath location. Students enrolling in these programs must be employed by Bath Iron Works and meet Maine Maritime Academy entrance requirements; it is possible for a student, once in one of the programs, to continue as an MMA student after terminating employment with the company.

International Business and Logistics (IBL)

Professors DeWitt (Associate Dean), Potoker; Associate Professor Schatz; Assistant Professors Jain, Shaughnessy; Distinguished Visiting Professor Vellenga; Emeritus Professor Kumar.

The Loeb-Sullivan School of International Business and Logistics offers a Bachelor of Science degree in International Business and Logistics.

The unique IBL undergraduate program blends international business education with contemporary business logistics management skills. Intended primarily for full-time residential students, graduates of the program develop critical thinking, communication, and analytical skills through the building blocks of a liberal arts and humanities curriculum during their matriculation. This is supplemented with courses in core functional areas of business that provide a solid foundation for upper level courses dealing with the complexities of doing business internationally. Specialized courses that deal with the challenges of domestic and global supply chain logistics constitute the uniqueness of the program. Experiential

learning, the fundamental ethos of a Maine Maritime Academy education, is a significant component of the program and includes voluntary internships and a mandatory cooperative education program.

The department offers minor programs in the areas of Business Management and Logistics Management. Also available is an attractive 4+1 option whereby a graduating senior from any Maine Maritime Academy undergraduate major may pursue a master's degree during the fifth year in one of the following MS degree programs: Global Supply Chain Logistics, Maritime Management.

Marine Transportation

Professors Chase (Chair), Eley, Teel; Associate Professors Brandon, Parrott, Pundt; Assistant Professors Eadie, Slazas; Instructor Miller; Adjunct Faculty Erlanson, Leach, McAvoy, Wade; Emeritus Professor Weeks.

The mission of the Marine Transportation Department is to teach, mentor, train, assess, and nurture the natural curiosity of our students in their quest to become successful professionals in the maritime industry; to provide them with the desire and the skill to improve their knowledge in their chosen field; to help them to be leaders in their field, through academic study, technical knowledge, strong ethics, and hands on hard work so that they leave every vessel, job, company or institution a better place for those who follow; to foster an appreciation of family and community and encourage involvement in each.

The Marine Transportation Department offers two majors at the Bachelor's degree level and three majors at the Associate's degree level:

1. Marine Transportation Operation, BS**. Normally a four year course of study leading to a Bachelor's degree and a Merchant Marine License as Third Mate, Unlimited Tonnage. Participation in the Regiment is a requirement of this degree.
2. Small Vessel Operation, BS**. Normally a four year course of study leading to a Bachelor's degree and a Merchant Marine License as Mate, 500 Ton. Regimental participation is not required.
3. Small Vessel Operation, AS**. Normally a two year course of study leading to an Associate's degree and a Merchant Marine License as Mate, 200 Ton, Near Coastal. Regimental participation is not required.
4. Small Craft Design, AS. A two year collaborative program offered between Maine Maritime Academy and The Landing School of Boatbuilding and Design. Students in the Small Craft Design program must apply and be accepted to both Maine Maritime Academy and The Landing School*. Students are required to complete one full year in residence at Maine Maritime Academy and a full-immersion 10 month course at The Landing School. The Landing School is located in Kennebunkport, Maine.
5. Small Vessel Systems, AS. A two year collaborative program offered between Maine Maritime Academy and The Landing School of Boatbuilding and Design. Students in the Small Craft Systems program must apply and be accepted to both Maine Maritime Academy and The Landing School*. Students are required to complete one full year in residence at Maine Maritime Academy and a full-immersion 10 month course at The Landing School. The Landing School is located in Kennebunkport, Maine.

*The Landing School of Boatbuilding and Design is accredited by the Accrediting Commission of Career Schools & Colleges of Technology (ACCSCCT). The Associate's degree is granted by Maine Maritime Academy.

**Various other certifications as required by national and international regulations are covered in these degrees as well. These majors meet the applicable International Standards for Training, Certification and Watchkeeping (STCW).

Summer sessions are required for all majors in this department. Training cruises and cooperative work experiences are an integral part of a student's education. The college organizes the various summer sessions and assists in all aspects of planning to ensure a successful summer learning experience.

Marine Transportation Operations and Small Vessel Operations Program Outcomes

MTO and SVO graduates will have the ability to:

1. Understand traditional and modern seamanship skills
2. Safely and correctly apply seamanship skills
3. Understand the topic of terrestrial and celestial navigation
4. Correctly calculate terrestrial and celestial navigation problems
5. Recognize and demonstrate the skills associated with leadership and command
6. Write and speak effectively
7. Demonstrate effective and appropriate problem solving and critical thinking

Minor programs in Marine Transportation Operations and Small Vessel Operations are also offered by this department.

Naval Science

Faculty: Capt. Buterbaugh (Chair), Cdr. Reese, Capt. Troughton, Lt. Goocey, Lt Morin, GySgt Higgs.

Naval and Marine Corps officers are commissioned from Maine Maritime Academy in two categories -- active duty through the Naval Reserve Officers Training Corps (NROTC) program and inactive duty reservists through the Merchant Marine Reserve (MMR) program. NROTC program graduates continue on to assignments in Naval Aviation, Surface Warfare, Submarine Warfare, Special Warfare, or the U.S. Marine Corps. The MMR program is designed to ensure the United States has a strong Merchant Marine to serve as a naval auxiliary in time of national emergency. Each of the two commissioning programs has its own academic and military service requirements commensurate with the amount of support and training received. Both programs require completion of certain Naval Science courses which are taught by the active duty officers assigned to the Department of Naval Science. A minor program in Naval Science is offered by this department.

Ocean Studies

Professors Barlow (Academic Dean), Boucher (Associate Dean), Sahl; Associate Professors Cleveland (Chair), McKenna, Verde; Assistant Professors Harakas, Muhlin.

The Corning School of Ocean Studies provides skills essential to pursuing science-related careers. Our programs of study instill intellectual curiosity, develop critical thinking, inform over multiple scientific disciplines, enhance individual communication abilities, and give direct, meaningful experiences with a range of scientific instruments including those devoted to oceanographic and marine biological research. Our programs integrate scientific instruction with shipboard experiences and training. The department maintains faculty with expertise in the essential areas of marine science and the facilities that enable students to benefit from faculty experience.

The Department of Ocean Studies offers two majors leading to a Bachelor of Science degree: Marine Biology and Marine Science. A minor program in Oceanography and a concentration in Marine Biology are offered by this department.

The Marine Science major prepares students in the field of marine science, with an emphasis on problem solving and decision making in an ocean setting. This broad-based marine science curriculum encompasses the study of chemistry, biology, physics, geology, writing and communications, computer

science, mathematics, humanities, and social sciences. Graduates of the program may pursue employment in the various fields of ocean sciences (resource management, aquaculture, research, environmental protection, science education, or oceanography) or graduate education.

The Marine Biology major focuses its training and experiences on the biological component of Ocean Studies. This major provides instruction in essential biology courses (biology, ecology, physiology, cell biology, and genetics) as well as more specialized topics relevant to marine organisms. Graduates of this program may pursue graduate education as well as careers in fisheries, aquaculture, environmental management, consulting, and public education.

Both Marine Science and Marine Biology majors may elect to participate in the Teaching Certification Program, which is offered in collaboration with the College of Education at the University of Maine. This program prepares students to teach science in secondary school. By selecting appropriate electives, students may be certified to teach life or physical sciences.

Participation in the Regiment is optional when enrolled in these programs. Students in non-license majors may elect to participate in First Year Cruise as long as they meet the prerequisites listed in the course description for First Year Cruise, and subject to the [Priority for Registration Policy](#). A passport and TWIC (transportation worker identification credential) card are required to go on cruises.

Physical Education Requirement

Adjunct Instructors: C. Dagan, K. Dagan, Dyer, Evans, G. Hassett, Jennings, C. McKenney, Murphy, Watson.

The Department of Athletics offers a variety of courses in physical education and coaches varsity athletic teams in Men's and Women's Basketball, Men's and Women's Cross Country, Men's Golf, Football, Men's Lacrosse, Men's and Women's Soccer, Softball, and Women's Volleyball.

All full-time undergraduate students who are candidates for the Bachelor of Science degree are required to register for a minimum of two credit hours of physical education, normally during their first year at the Academy. This requirement should be met by taking courses that provide for one credit hour in both the fall and spring semesters. All baccalaureate candidates are required to take at least one swimming-related course. Associate in Science degree candidates are required to register for a sailing and a swimming course. Varsity athletes may satisfy up to 1 credit hour in Physical Education for participating in their sport.

The physical education curriculum consists of a variety of courses focused on developing adult recreational competence, an understanding of physical activity and its contribution to the individual and society, and desirable attitudes toward physical activity, a healthy lifestyle and wellness. Significant emphasis is placed on water activities such as sailing, swimming, skin and scuba diving, and ocean survival.



MEMORANDUM

To: Exec Board, Retention Team, Dept Chairs, Student Services Division, Public Relations, Advising Coordinator, Career Services, Finance, Bookstore, Security, Dining Services

From: Deidra Davis

Date: July 6, 2009

RE: Student Satisfaction Inventory (SSI) Report 2009

In an ongoing effort to gain data for the purposes of outcomes assessment, accreditation, retention and institutional improvement, the Division of Student Services has used the Student Satisfaction Inventory to survey students. The survey was conducted in the spring of 2007 & 2008 and again in the Spring of 2009. It is our intention to continue to conduct the survey on an annual basis.

The 2009 survey was administered on-line with an open invitation for all students to participate. A total of 248 students (roughly 30%) chose to participate. As you will see from the data, it was a representative sample.

Attached you will find an overall synopsis of the survey (demographic info, strategic overview, overall scale and individual scale). There is also some basic information on the survey itself and how it works. There is a 15 page Interpretive Guide available if anyone would like to have access to that information I can certainly provide it. In addition, the survey has been broken down in a variety of ways (comparing male and female responses, comparing class level responses and comparing in-state and out-of-state responses). These can be provided as well, upon request. There is also a 3 year comparison of information provided for your review.

Please take the time to review sections of the survey that are pertinent to you, your department or those that you supervise. Perhaps there are strengths that you can celebrate or weaknesses that could use improvement. And certainly you can use the information as part of your Outcomes Assessment in some way.

We will continue to administer the survey each year and provide you with updated information each year.

Should you have any questions, please do not hesitate to contact me.

Thank you,
Deidra

Summary			
MMA was my:	N	%	
1st choice	196	80.33%	
2nd choice	38	15.57%	
3rd choice or lower	10	4.10%	
Total	244	100.00%	
So far, how has your college experience met your expectations?			4.46
1=Much worse than expected			0%
2=Quite a bit worse than I expected			4%
3=Worse than I expected			11%
4=About what I expected			45%
5=Better than I expected			21%
6=Quite a bit better than I expected			10%
7=Much better than expected			6%
Rate your overall satisfaction with your experience here thus far.			5.20
1=Not satisfied at all			0%
2=Not very satisfied			4%
3=Somewhat dissatisfied			10%
4=Neutral			15%
5=Somewhat satisfied			15%
6=Satisfied			39%
7=Very satisfied			14%
All in all, if you had to do it over, would you enroll here again?			5.50
1=Definitely not			2%
2=Probably not			5%
3=Maybe not			5%
4=I don't know			10%
5=Maybe yes			13%
6=Probably yes			27%
7=Definitely yes			34%

While these summary items do not provide specific direction on what needs to be changed, they do have strong correlations to institutional success and retention rates. Nationally, institutions with higher scores on these three items also enjoy higher graduation rates, lower loan default rates, and higher alumni giving.

WHO RESPONDED TO THE SURVEY?

	N	%
Female	63	26.03%
Male	179	73.97%
Total	242	100.00%
No Answer	6	

	N	%
18 and under	25	10.20%
19 to 24	206	84.08%
25 to 34	13	5.31%
35 to 44	1	0.41%
45 and over	0	0.00%
Total	245	100.00%
No Answer	3	

▼ Ethnicity/Race

	N	%
African-American	0	0.00%
American Indian or Alaskan Native	0	0.00%
Asian or Pacific Islander	4	1.63%
Caucasian/White	228	92.68%
Hispanic	0	0.00%
Other race	7	2.85%
Race - Prefer not to respond	7	2.85%
Total	246	100.00%
No Answer	2	

▼ Current Enrollment Status

	N	%
Day	247	100.00%
Evening	0	0.00%
Weekend	0	0.00%
Total	247	100.00%
No Answer	1	

▼ Current Class Load

	N	%
Full-time	244	100.00%
Part-time	0	0.00%
Total	244	100.00%
No Answer	4	

▼ Class Level

	N	%
Freshman	73	29.67%
Sophomore	66	26.83%
Junior	54	21.95%
Senior	47	19.11%
Special student	1	0.41%
Graduate/Professional	3	1.22%
Other class level	2	0.81%
Total	246	100.00%
No Answer	2	

▼ Current GPA

	N	%
No credits earned	3	1.22%
1.99 or below	1	0.41%
2.0 - 2.49	32	13.06%
2.5 - 2.99	70	28.57%
3.0 - 3.49	80	32.65%
3.5 or above	59	24.08%
Total	245	100.00%
No Answer	3	

▼ Educational Goal

	N	%
Associate degree	8	3.25%
Bachelor's degree	183	74.39%
Master's degree	36	14.63%
Doctorate or professional degree	14	5.69%
Certification (initial/renewal)	3	1.22%
Self-improvement/pleasure	1	0.41%
Job-related training	0	0.00%
Other educational goal	1	0.41%
Total	246	100.00%
No Answer	2	

▼ Employment

	N	%
Full-time off campus	9	3.69%
Part-time off campus	38	15.57%
Full-time on campus	13	5.33%
Part-time on campus	69	28.28%
Not employed	115	47.13%
Total	244	100.00%
No Answer	4	

▼ Current Residence

	N	%
Residence hall	162	65.85%
Fraternity / Sorority	1	0.41%
Own house	7	2.85%
Rent room or apt off campus	71	28.86%
Parent's home	1	0.41%
Other residence	4	1.63%
Total	246	100.00%
No Answer	2	

▼ Residence Classification

	N	%
In-state	150	60.98%
Out-of-state	92	37.40%
International (not U.S. citizen)	4	1.63%
Total	246	100.00%
No Answer	2	

▼ Disabilities

	N	%
Yes - Disability	8	3.29%
No - Disability	235	96.71%
Total	243	100.00%
No Answer	5	

▼ Institution Was My

	N	%
1st choice	196	80.33%
2nd choice	38	15.57%
3rd choice or lower	10	4.10%
Total	244	100.00%
No Answer	4	

The Student Satisfaction Inventory (SSI) is the original survey instrument in the Noel-Levitz Satisfaction-Priorities Surveys. The SSI gives the institution an opportunity to take the pulse of the student body to determine what matters to students and how satisfied the students are. With this information, colleges and universities can target areas most in need of improvement in order to retain students. The SSI asks students to respond with a level of importance and a level of satisfaction. A performance gap is calculated by subtracting the satisfaction score from the importance score.

Item Structure on the SSI

Number of items rated for importance and satisfaction: • Four-year Form A: 73 items

The Form A version of the surveys includes six items that assess the institution's commitment to specific student populations. These items are rated for satisfaction only and do not include importance or performance gap scores. These items contribute to the Responsiveness to Diverse Populations Scale.

Form A includes nine items that assess pre-enrollment factors. These items only ask for an importance rating and do not include satisfaction or performance gap scores. Three summary items are included on the survey. The number of demographic items are as follows: • Four-year Form A: 13 items.

The Scales

The items on the SSI have been analyzed statistically and conceptually to form comprehensive scales. Note that some items appear on more than one scale. The number and list of scales for each version is as follows.

A description of the scales follows.

Four-year Form A: 12 scales

- Academic Advising Effectiveness
- Campus Climate
- Campus Life
- Campus Support Services
- Concern for the Individual
- Instructional Effectiveness
- Recruitment and Financial Aid Effectiveness
- Registration Effectiveness
- Responsiveness to Diverse Populations
- Safety and Security
- Service Excellence
- Student Centeredness

Description of Scales

Academic Advising (and Counseling) Effectiveness: assesses the comprehensiveness of your academic advising program. Academic advisors (and counselors) are evaluated on the basis of their knowledge, competence, and personal concern for student success, as well as on their approachability.

Academic Services: assess services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.

Campus Climate: assesses the extent to which your institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assess the effectiveness of your institution's channels of communication for students.

Campus Life: assesses the effectiveness of student life programs offered by your institution, covering issues ranging from athletics to residence life. This scale also assesses campus policies and procedures to determine students' perception of their rights and responsibilities.

Campus Services: (similar to Academic Services) assess services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.

Campus Support Services: assess the quality of your support programs and services which students utilize to make their educational experiences more meaningful and productive. This scale covers a variety of areas.

Concern for the Individual: assesses your institution's commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g. faculty, advisors, etc.) are included in this assessment.

Instructional Effectiveness: assesses your students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the effectiveness of your faculty in and out of the classroom, content of the courses, and sufficient course offerings.

Recruitment (or Admissions) and Financial Aid Effectiveness: assesses your institution's ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.

Registration Effectiveness: assesses issues associated with registration and billing. This scale also measures your institution's commitment to making this process as smooth and effective as possible.

Responsiveness to Diverse Populations: assesses your institution's commitment to specific groups of students enrolled at your institution, e.g., under-represented populations; students with disabilities; commuters; part-time students; and older, returning learners.

Safety and Security: assesses your institution's responsiveness to students' personal safety and security on your campus. This scale measures the effectiveness of both security personnel and campus facilities.

Service Excellence: assesses the perceived attitude of your staff, especially front-line staff, toward students. This scale pinpoints the areas of your campus where quality service and personal concern for students are rated most and least favorably.

Student Centeredness: assesses your campus's efforts to convey to students that they are important to your institution. This scale measures the extent to which students feel welcome and valued.

Strategic Planning Overview

The Strategic Planning Overview is a new report which serves as a top-line executive summary of your results. This report identifies the areas that matter most to your students, where you are meeting their expectations, and where you have room for improvement. It also highlights how you compare with the comparison group. The Strategic Planning Overview provides you with the best summary of your results for immediate action planning. This document identifies the areas at your institution that you can celebrate and the areas that need attention. The Overview identifies your top strengths and your top challenges. Use the matrix below to conceptualize your results.

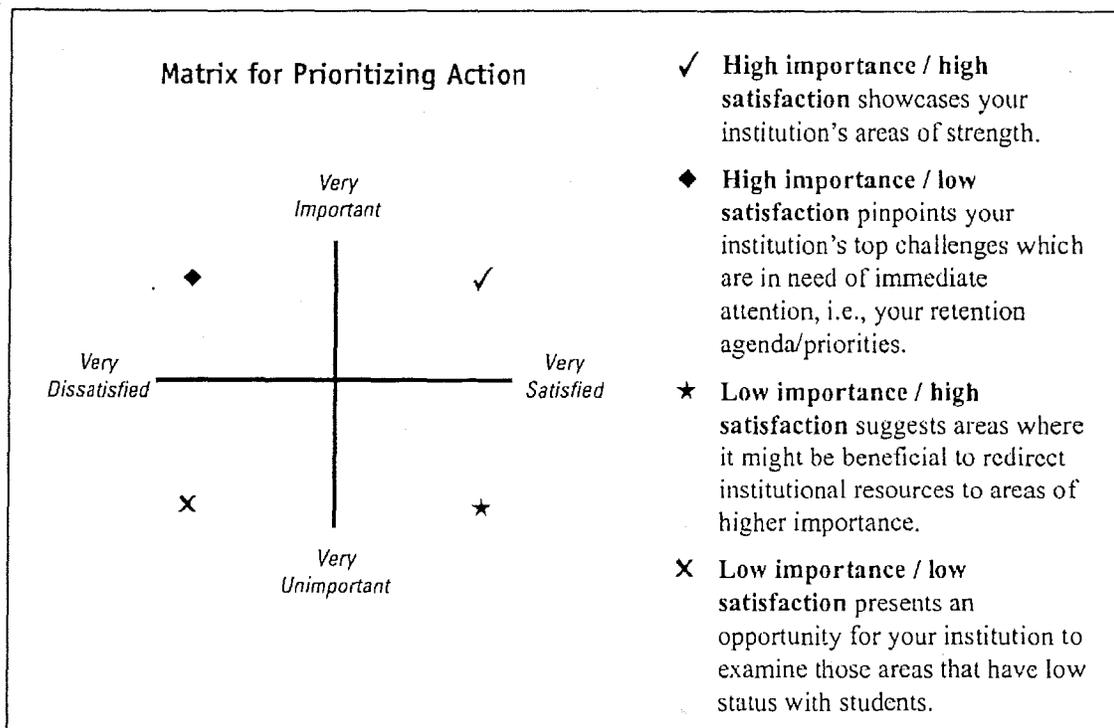
Strengths

Strengths are items with high importance and high satisfaction. These are specifically identified as items above the mid-point in importance and in the upper quartile (25 percent) of your satisfaction scores.

The strengths are listed in descending order of importance.

Challenges

Challenges are items with high importance and low satisfaction or large performance gap. These are specifically identified as items above the mid-point in importance and in the lower quartile (25 percent) of your satisfaction scores or the top quartile (25 percent) of your performance gap scores. The challenges are listed in descending order of importance.



When reviewing scale or item data, the results are read as follows from left to right:

- The scale name or item text;
- The mean average importance score for your students;
- The mean average satisfaction score for your students, followed by the standard deviation (SD);
- The performance gap for your students;
- The mean average importance score for the comparison group;
- The mean average satisfaction score for the comparison group, followed by the standard deviation (SD);
- The performance gap for the comparison group; and
- The mean difference in satisfaction between your students and the comparison group.

Note that the typical report set up is with your institution's data in the first set of columns and the national comparison group data in the second set of columns.

Calculating the mean average scores:

Means for importance and satisfaction for individual items are calculated by summing the respondents' ratings and dividing by the number of respondents. Performance gap means are calculated by taking the difference between the importance rating and the satisfaction rating.

Each scale mean is calculated by summing each respondent's item ratings to get a scale score, adding all respondents' scale scores, and dividing the sum of the scale scores by the number of respondents. Students respond to each item on a 1 to 7 Lichert scale, with 7 being high. Mean averages for importance are typically in the range of 5 to 6 and mean average satisfaction scores are typically in a range of 4 to 5.

Definition of performance gap:

A performance gap is simply the importance score minus the satisfaction score. The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation. The smaller the performance gap, the better the institution is doing at meeting student expectations. Note that typical performance gaps vary based on the type of institution and the population surveyed. Refer to the section on the Strategic Planning Overview to identify the performance gaps which should capture your immediate attention.

Definition of standard deviation:

The standard deviation (or SD) appears in the satisfaction score column. This represents the variability in the satisfaction scores. The larger the standard deviation, the greater the variability in the responses (with some students being very satisfied and some students being very dissatisfied). The smaller the standard deviation, the less variability in the responses. Though generally it is not a number to focus on, it is important to be aware if there is a great variance in the experience of your students in a particular area. If a large standard deviation occurs for a particular item, you may want to review the data by target group demographic segments to identify which student groups are having different experiences.

Definition of mean difference:

The far right hand column shows the difference between your institution's satisfaction means and the comparison group means. If the mean difference is a POSITIVE number, then your students are MORE satisfied than the students in the comparison group. If the mean difference is a NEGATIVE number, your students are LESS satisfied than the students in the comparison group.

Definition of statistical significance:

Statistical significance in the difference of the means is calculated when two groups are compared and a mean difference is reflected in the far right hand column. The level of significance is reflected by the number of asterisks which appear behind the mean difference number:

- No asterisks: No significant difference;
- One asterisk: Difference statistically significant at the .05 level;
- Two asterisks: Difference statistically significant at the .01 level; and
- Three asterisks: Difference statistically significant at the .001 level.

The greater the number of asterisks, the greater the confidence in the significance of this difference, and the greater the likelihood that this difference did not occur by chance. For example, statistical significance at the .05 level indicates that there are five chances in 100 that the difference between your institution's satisfaction score and the comparison group satisfaction score would occur due to chance alone. The .01 level indicates a one in 100 chance and the .001 level indicates a one in 1,000 chance. If there are no asterisks for a particular score, then the level of satisfaction is basically the same between your institution and the comparison group.

Reliability and Validity

The Student Satisfaction Inventory is a very reliable instrument. Both the two-year and four year versions of the SSI show exceptionally high internal reliability. Cronbach's coefficient alpha is .97 for the set of importance scores and is .98 for the set of satisfaction scores. It also demonstrates good score reliability over time; the three-week, test-retest reliability coefficient is .85 for importance scores and .84 for satisfaction scores. There is also evidence to support the validity of the Student Satisfaction Inventory. Convergent validity was assessed by correlating satisfaction scores from the SSI with satisfaction scores from the College Student Satisfaction Questionnaire (CSSQ), another statistically reliable satisfaction instrument. The Pearson correlation between these two instruments ($r = .71$; $p < .00001$) is high enough to indicate that the SSI's satisfaction scores measure the same satisfaction construct as the CSSQ's scores, and yet the correlation is low enough to indicate that there are distinct differences between the two instruments.

Noel-Levitz.

Maine Maritime Academy - 4/2009

Student Satisfaction Inventory

Institutional Summary

Summary	Maine Maritime Academy	National Four-Year Publics	Mean Difference
So far, how has your college experience met your expectations?	4.40	4.49	-0.09
1=Much worse than expected	0%	2%	
2=Quite a bit worse than I expected	4%	2%	
3=Worse than I expected	11%	11%	
4=About what I expected	45%	40%	
5=Better than I expected	21%	23%	
6=Quite a bit better than I expected	10%	10%	
7=Much better than expected	6%	8%	
Rate your overall satisfaction with your experience here thus far.	5.20	5.21	-0.01
1=Not satisfied at all	0%	1%	
2=Not very satisfied	4%	4%	
3=Somewhat dissatisfied	10%	8%	
4=Neutral	15%	10%	
5=Somewhat satisfied	15%	20%	
6=Satisfied	39%	39%	
7=Very satisfied	14%	14%	
All in all, if you had to do it over, would you enroll here again?	5.50	5.29	0.21
1=Definitely not	2%	4%	
2=Probably not	5%	7%	
3=Maybe not	5%	6%	
4=I don't know	10%	9%	
5=Maybe yes	13%	11%	
6=Probably yes	27%	31%	
7=Definitely yes	34%	29%	



Student Satisfaction Inventory

Maine Maritime Academy - 4/2009
Strategic Planning Overview

Strengths and Challenges
Strengths
8. The content of the courses within my major is valuable.
16. The instruction in my major field is excellent.
66. Tuition paid is a worthwhile investment.
68. Nearly all of the faculty are knowledgeable in their field.
58. The quality of instruction I receive in most of my classes is excellent.
55. Major requirements are clear and reasonable.
6. My academic advisor is approachable.
65. Faculty are usually available after class and during office hours.
2. The campus staff are caring and helpful.
27. The personnel involved in registration are helpful.
3. Faculty care about me as an individual.
7. The campus is safe and secure for all students.
14. My academic advisor is concerned about my success as an individual.
Challenges
34. I am able to register for classes I need with few conflicts.
49. There are adequate services to help me decide upon a career.
29. It is an enjoyable experience to be a student on this campus.
69. There is a good variety of courses provided on this campus.
73. Student activities fees are put to good use.
17. Adequate financial aid is available for most students.
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
57. I seldom get the "run-around" when seeking information on this campus.
47. Faculty provide timely feedback about student progress in a course.
36. Security staff respond quickly in emergencies.
38. There is an adequate selection of food available in the cafeteria.
63. Student disciplinary procedures are fair.
11. Billing policies are reasonable.
Benchmarks
Higher Satisfaction vs. National Four-Year Publics
8. The content of the courses within my major is valuable.
16. The instruction in my major field is excellent.
3. Faculty care about me as an individual.
7. The campus is safe and secure for all students.
60. I generally know what's happening on campus.
Lower Satisfaction vs. National Four-Year Publics
33. My academic advisor is knowledgeable about requirements in my major.
29. It is an enjoyable experience to be a student on this campus.
72. On the whole, the campus is well-maintained.
69. There is a good variety of courses provided on this campus.
73. Student activities fees are put to good use.
39. I am able to experience intellectual growth here.
45. Students are made to feel welcome on this campus.
41. There is a commitment to academic excellence on this campus.
63. Student disciplinary procedures are fair.

Noel-Levitz.

Student Satisfaction Inventory

Maine Maritime Academy - 4/2009

Institutional Summary

Scale	Maine Maritime Academy			National Four-Year Publics			Mean Difference
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	
▶ Student Centeredness	5.89	4.99 / 1.15	0.90	6.08	5.12 / 1.16	0.96	-0.13
▶ Campus Life	5.62	4.65 / 1.10	0.97	5.70	4.89 / 1.07	0.81	-0.24 ***
▶ Instructional Effectiveness	6.07	5.29 / 0.95	0.78	6.32	5.26 / 1.04	1.06	0.03
▶ Recruitment and Financial Aid	5.82	4.85 / 1.14	0.97	6.13	4.83 / 1.23	1.30	0.02
▶ Campus Support Services	5.74	5.28 / 0.97	0.46	6.04	5.30 / 1.01	0.74	-0.02
▶ Academic Advising	5.96	5.24 / 1.21	0.72	6.33	5.25 / 1.35	1.08	-0.01
▶ Registration Effectiveness	5.90	4.98 / 1.03	0.92	6.20	4.98 / 1.16	1.22	0.00
▶ Safety and Security	5.79	4.48 / 1.21	1.31	6.30	4.53 / 1.26	1.77	-0.05
▶ Concern for the Individual	5.86	5.12 / 1.00	0.74	6.11	4.99 / 1.15	1.12	0.13
▶ Service Excellence	5.82	5.04 / 1.01	0.78	6.01	4.95 / 1.08	1.06	0.09
▶ Responsiveness to Diverse Populations		5.00 / 1.32			5.10 / 1.34		-0.10
▶ Campus Climate	5.88	5.02 / 1.06	0.86	6.10	5.08 / 1.08	1.02	-0.06

National Group Means are based on 96901 records

Noel-Levitz

Student Satisfaction Inventory

Maine Maritime Academy - 4/2009

Institutional Summary

Scale	Maine Maritime Academy			National Four-Year Publics			Mean Difference
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	
▼ Student Centeredness	5.89	4.99 / 1.15	0.90	6.08	5.12 / 1.16	0.96	-0.13
1. Most students feel a sense of belonging here.	5.59	5.00 / 1.51	0.59	5.66	5.07 / 1.43	0.59	-0.07
2. The campus staff are caring and helpful.	5.96	5.28 / 1.24	0.68	6.25	5.17 / 1.43	1.08	0.11
10. Administrators are approachable to students.	5.64	5.12 / 1.34	0.52	5.88	4.90 / 1.42	0.98	0.22 *
29. It is an enjoyable experience to be a student on this campus.	6.13	4.54 / 1.66	1.59	6.28	5.26 / 1.50	1.02	-0.72 ***
45. Students are made to feel welcome on this campus.	6.01	5.00 / 1.59	1.01	6.20	5.30 / 1.45	0.90	-0.30 **
59. This institution shows concern for students as individuals.	6.03	5.01 / 1.47	1.02	6.24	4.98 / 1.54	1.26	0.03
▶ Campus Life	5.62	4.65 / 1.10	0.97	5.70	4.89 / 1.07	0.81	-0.24 ***
▶ Instructional Effectiveness	6.07	5.29 / 0.95	0.78	6.32	5.26 / 1.04	1.06	0.03
▶ Recruitment and Financial Aid	5.82	4.85 / 1.14	0.97	6.13	4.83 / 1.23	1.30	0.02
▶ Campus Support Services	5.74	5.28 / 0.97	0.46	6.04	5.30 / 1.01	0.74	-0.02
▶ Academic Advising	5.96	5.24 / 1.21	0.72	6.33	5.25 / 1.35	1.08	-0.01
▶ Registration Effectiveness	5.90	4.98 / 1.03	0.92	6.20	4.98 / 1.16	1.22	0.00
▶ Safety and Security	5.79	4.48 / 1.21	1.31	6.30	4.53 / 1.26	1.77	-0.05
▶ Concern for the Individual	5.86	5.12 / 1.00	0.74	6.11	4.99 / 1.15	1.12	0.13
▶ Service Excellence	5.82	5.04 / 1.01	0.78	6.01	4.95 / 1.08	1.06	0.09
▶ Responsiveness to Diverse Populations		5.00 / 1.32			5.10 / 1.34		-0.10
▶ Campus Climate	5.88	5.02 / 1.06	0.86	6.10	5.08 / 1.08	1.02	-0.06

National Group Means are based on 96901 records



Student Satisfaction Inventory

Maine Maritime Academy - 4/2009

Institutional Summary

Scale	Maine Maritime Academy			National Four-Year Publics			Mean Difference
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	
▶ Student Centeredness	5.89	4.99 / 1.15	0.90	6.08	5.12 / 1.16	0.96	-0.13
▼ Campus Life	5.62	4.65 / 1.10	0.97	5.70	4.89 / 1.07	0.81	-0.24 ***
9. A variety of intramural activities are offered.	4.90	4.92 / 1.41	-0.02	4.92	5.03 / 1.41	-0.11	-0.11
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.03	4.39 / 1.65	1.64	5.89	4.43 / 1.65	1.46	-0.04
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.01	4.40 / 1.64	0.61	5.28	4.73 / 1.59	0.55	-0.33 **
30. Residence hall staff are concerned about me as an individual.	5.53	4.81 / 1.59	0.72	5.52	4.69 / 1.55	0.83	0.12
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.37	5.40 / 1.30	-0.03	5.54	5.22 / 1.41	0.32	0.18
38. There is an adequate selection of food available in the cafeteria.	5.92	4.28 / 1.62	1.64	5.85	4.44 / 1.77	1.41	-0.16
40. Residence hall regulations are reasonable.	5.86	4.46 / 1.75	1.40	5.65	4.71 / 1.58	0.94	-0.25 *
42. There are a sufficient number of weekend activities for students.	5.38	3.68 / 1.72	1.70	5.40	4.43 / 1.64	0.97	-0.75 ***
46. I can easily get involved in campus organizations.	5.80	5.23 / 1.43	0.57	5.77	5.18 / 1.46	0.59	0.05
52. The student center is a comfortable place for students to spend their leisure time.	5.67	4.70 / 1.55	0.97	5.80	5.19 / 1.51	0.61	-0.49 ***
56. The student handbook provides helpful information about campus life.	5.51	5.08 / 1.35	0.43	5.72	5.12 / 1.43	0.60	-0.04
63. Student disciplinary procedures are fair.	5.92	4.44 / 1.71	1.48	6.00	5.13 / 1.45	0.87	-0.69 ***
64. New student orientation services help students adjust to college.	5.56	5.00 / 1.66	0.56	5.89	5.06 / 1.54	0.83	-0.06
67. Freedom of expression is protected on campus.	5.83	4.77 / 1.60	1.06	6.09	5.26 / 1.45	0.83	-0.49 ***
73. Student activities fees are put to good use.	6.07	4.24 / 1.77	1.83	6.10	4.47 / 1.71	1.63	-0.23 *
▶ Instructional Effectiveness	6.07	5.29 / 0.95	0.78	6.32	5.26 / 1.04	1.06	0.03
▶ Recruitment and Financial Aid	5.82	4.85 / 1.14	0.97	6.13	4.83 / 1.23	1.30	0.02
▶ Campus Support Services	5.74	5.28 / 0.97	0.46	6.04	5.30 / 1.01	0.74	-0.02
▶ Academic Advising	5.96	5.24 / 1.21	0.72	6.33	5.25 / 1.35	1.08	-0.01
▶ Registration Effectiveness	5.90	4.98 / 1.03	0.92	6.20	4.98 / 1.16	1.22	0.00
▶ Safety and Security	5.79	4.48 / 1.21	1.31	6.30	4.53 / 1.26	1.77	-0.05
▶ Concern for the Individual	5.86	5.12 / 1.00	0.74	6.11	4.99 / 1.15	1.12	0.13
▶ Service Excellence	5.82	5.04 / 1.01	0.78	6.01	4.95 / 1.08	1.06	0.09
▶ Responsiveness to Diverse Populations		5.00 / 1.32			5.10 / 1.34		-0.10
▶ Campus Climate	5.88	5.02 / 1.06	0.86	6.10	5.08 / 1.08	1.02	-0.06

National Group Means are based on 96901 records

Maine Maritime Academy - 4/2009

Institutional Summary

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Student Satisfaction Inventory

Scale	Maine Maritime Academy			National Four-Year Publics			Mean Difference
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	
▶ Student Centeredness	5.89	4.99 / 1.15	0.90	6.08	5.12 / 1.16	0.96	-0.13
▶ Campus Life	5.62	4.65 / 1.10	0.97	5.70	4.89 / 1.07	0.81	-0.24 ***
▼ Instructional Effectiveness	6.07	5.29 / 0.95	0.78	6.32	5.26 / 1.04	1.06	0.03
3. Faculty care about me as an individual.	5.94	5.40 / 1.27	0.54	6.09	5.03 / 1.47	1.06	0.37 ***
8. The content of the courses within my major is valuable.	6.43	5.74 / 1.13	0.69	6.54	5.43 / 1.37	1.11	0.31 ***
16. The instruction in my major field is excellent.	6.33	5.66 / 1.15	0.67	6.52	5.41 / 1.40	1.11	0.25 **
25. Faculty are fair and unbiased in their treatment of individual students.	6.11	5.17 / 1.37	0.94	6.37	5.12 / 1.49	1.25	0.05
39. I am able to experience intellectual growth here.	6.05	5.18 / 1.39	0.87	6.35	5.47 / 1.33	0.88	-0.29 ***
41. There is a commitment to academic excellence on this campus.	5.95	5.10 / 1.42	0.85	6.29	5.28 / 1.40	1.01	-0.18 *
47. Faculty provide timely feedback about student progress in a course.	5.98	4.90 / 1.41	1.08	6.30	5.03 / 1.52	1.27	-0.13
53. Faculty take into consideration student differences as they teach a course.	5.84	5.10 / 1.42	0.74	6.12	4.90 / 1.54	1.22	0.20 *
58. The quality of instruction I receive in most of my classes is excellent.	6.24	5.42 / 1.28	0.82	6.46	5.31 / 1.40	1.15	0.11
61. Adjunct faculty are competent as classroom instructors.	5.93	5.20 / 1.40	0.73	6.12	5.17 / 1.42	0.95	0.03
65. Faculty are usually available after class and during office hours.	5.99	5.49 / 1.36	0.50	6.33	5.52 / 1.38	0.81	-0.03
68. Nearly all of the faculty are knowledgeable in their field.	6.26	5.60 / 1.25	0.66	6.48	5.62 / 1.32	0.86	-0.02
69. There is a good variety of courses provided on this campus.	6.08	4.93 / 1.54	1.15	6.40	5.33 / 1.50	1.07	-0.40 ***
70. Graduate teaching assistants are competent as classroom instructors.	5.79	5.10 / 1.40	0.69	6.08	5.03 / 1.49	1.05	0.07
▶ Recruitment and Financial Aid	5.82	4.85 / 1.14	0.97	6.13	4.83 / 1.23	1.30	0.02
▶ Campus Support Services	5.74	5.28 / 0.97	0.46	6.04	5.30 / 1.01	0.74	-0.02
▶ Academic Advising	5.96	5.24 / 1.21	0.72	6.33	5.25 / 1.35	1.08	-0.01
▶ Registration Effectiveness	5.90	4.98 / 1.03	0.92	6.20	4.98 / 1.16	1.22	0.00
▶ Safety and Security	5.79	4.48 / 1.21	1.31	6.30	4.53 / 1.26	1.77	-0.05
▶ Concern for the Individual	5.86	5.12 / 1.00	0.74	6.11	4.99 / 1.15	1.12	0.13
▶ Service Excellence	5.82	5.04 / 1.01	0.78	6.01	4.95 / 1.08	1.06	0.09
▶ Responsiveness to Diverse Populations		5.00 / 1.32			5.10 / 1.34		-0.10
▶ Campus Climate	5.88	5.02 / 1.06	0.86	6.10	5.08 / 1.08	1.02	-0.06

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Maine Maritime Academy - 4/2009

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▶ Campus Life	5.62	4.65 / 1.10	0.97	5.70	4.89 / 1.07	0.81	-0.24 ***
▶ Instructional Effectiveness	6.07	5.29 / 0.95	0.78	6.32	5.26 / 1.04	1.06	0.03
▼ Recruitment and Financial Aid	5.82	4.85 / 1.14	0.97	6.13	4.83 / 1.23	1.30	0.02
4. Admissions staff are knowledgeable.	5.75	5.11 / 1.43	0.64	6.20	4.99 / 1.51	1.21	0.12
5. Financial aid counselors are helpful.	5.73	4.94 / 1.45	0.79	6.14	4.74 / 1.68	1.40	0.20
12. Financial aid awards are announced to students in time to be helpful in college planning.	5.87	4.83 / 1.44	1.04	6.22	4.74 / 1.68	1.48	0.09
17. Adequate financial aid is available for most students.	6.04	4.66 / 1.48	1.38	6.32	4.67 / 1.71	1.65	-0.01
43. Admissions counselors respond to prospective students' unique needs and requests.	5.68	4.89 / 1.43	0.79	5.96	4.91 / 1.48	1.05	-0.02
48. Admissions counselors accurately portray the campus in their recruiting practices.	5.85	4.69 / 1.57	1.16	5.93	4.94 / 1.50	0.99	-0.25 *
▶ Campus Support Services	5.74	5.28 / 0.97	0.46	6.04	5.30 / 1.01	0.74	-0.02
▶ Academic Advising	5.96	5.24 / 1.21	0.72	6.33	5.25 / 1.35	1.08	-0.01
Registration Effectiveness	5.90	4.98 / 1.03	0.92	6.20	4.98 / 1.16	1.22	0.00
Safety and Security	5.79	4.48 / 1.21	1.31	6.30	4.53 / 1.26	1.77	-0.05
▶ Concern for the Individual	5.86	5.12 / 1.00	0.74	6.11	4.99 / 1.15	1.12	0.13
▶ Service Excellence	5.82	5.04 / 1.01	0.78	6.01	4.95 / 1.08	1.06	0.09
▶ Responsiveness to Diverse Populations		5.00 / 1.32			5.10 / 1.34		-0.10
▶ Campus Climate	5.88	5.02 / 1.06	0.86	6.10	5.08 / 1.08	1.02	-0.06

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▶ Campus Life	5.62	4.65 / 1.10	0.97	5.70	4.89 / 1.07	0.81	-0.24 ***
▶ Instructional Effectiveness	6.07	5.29 / 0.95	0.78	6.32	5.26 / 1.04	1.06	0.03
▶ Recruitment and Financial Aid	5.82	4.85 / 1.14	0.97	6.13	4.83 / 1.23	1.30	0.02
▼ Campus Support Services	5.74	5.28 / 0.97	0.46	6.04	5.30 / 1.01	0.74	-0.02
13. Library staff are helpful and approachable.	5.35	5.49 / 1.23	-0.14	5.77	5.46 / 1.34	0.31	0.03
18. Library resources and services are adequate.	5.78	5.49 / 1.10	0.29	6.14	5.46 / 1.32	0.68	0.03
26. Computer labs are adequate and accessible.	5.74	5.11 / 1.40	0.63	6.28	5.40 / 1.48	0.88	-0.29 **
32. Tutoring services are readily available.	5.76	5.66 / 1.20	0.10	5.98	5.27 / 1.45	0.71	0.39 ***
44. Academic support services adequately meet the needs of students.	5.78	5.09 / 1.31	0.69	6.06	5.05 / 1.42	1.01	0.04
49. There are adequate services to help me decide upon a career.	6.18	5.08 / 1.57	1.10	6.16	5.01 / 1.54	1.15	0.07
54. Bookstore staff are helpful.	5.59	5.03 / 1.61	0.56	5.91	5.40 / 1.45	0.51	-0.37 ***
▶ Academic Advising	5.96	5.24 / 1.21	0.72	6.33	5.25 / 1.35	1.08	-0.01
▶ Registration Effectiveness	5.90	4.98 / 1.03	0.92	6.20	4.98 / 1.16	1.22	0.00
▶ Safety and Security	5.79	4.48 / 1.21	1.31	6.30	4.53 / 1.26	1.77	-0.05
▶ Concern for the Individual	5.86	5.12 / 1.00	0.74	6.11	4.99 / 1.15	1.12	0.13
▶ Service Excellence	5.82	5.04 / 1.01	0.78	6.01	4.95 / 1.08	1.06	0.09
▶ Responsiveness to Diverse Populations		5.00 / 1.32			5.10 / 1.34		-0.10
▶ Campus Climate	5.88	5.02 / 1.06	0.86	6.10	5.08 / 1.08	1.02	-0.06

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▶ Recruitment and Financial Aid	5.82	4.85 / 1.14	0.97	6.13	4.83 / 1.23	1.30	0.02
▶ Campus Support Services	5.74	5.28 / 0.97	0.46	6.04	5.30 / 1.01	0.74	-0.02
▼ Academic Advising	5.96	5.24 / 1.21	0.72	6.33	5.25 / 1.35	1.08	-0.01
6. My academic advisor is approachable.	6.05	5.43 / 1.74	0.62	6.42	5.41 / 1.68	1.01	0.02
14. My academic advisor is concerned about my success as an individual.	5.92	5.29 / 1.50	0.63	6.27	5.17 / 1.68	1.10	0.12
19. My academic advisor helps me set goals to work toward.	5.53	4.78 / 1.54	0.75	6.08	4.88 / 1.73	1.20	-0.10
33. My academic advisor is knowledgeable about requirements in my major.	6.14	5.19 / 1.68	0.95	6.50	5.46 / 1.65	1.04	-0.27 *
55. Major requirements are clear and reasonable.	6.13	5.46 / 1.27	0.67	6.40	5.31 / 1.46	1.09	0.15
▶ Registration Effectiveness	5.90	4.98 / 1.03	0.92	6.20	4.98 / 1.16	1.22	0.00
▶ Safety and Security	5.79	4.48 / 1.21	1.31	6.30	4.53 / 1.26	1.77	-0.05
Concern for the Individual	5.86	5.12 / 1.00	0.74	6.11	4.99 / 1.15	1.12	0.13
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▶ Responsiveness to Diverse Populations		5.00 / 1.32			5.10 / 1.34		-0.10
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▶ Campus Support Services	5.74	5.28 / 0.97	0.46	6.04	5.30 / 1.01	0.74	-0.02
▶ Academic Advising	5.96	5.24 / 1.21	0.72	6.33	5.25 / 1.35	1.08	-0.01
▼ Registration Effectiveness	5.90	4.98 / 1.03	0.92	6.20	4.98 / 1.16	1.22	0.00
11. Billing policies are reasonable.	5.87	4.50 / 1.55	1.37	6.13	4.66 / 1.63	1.47	-0.16
20. The business office is open during hours which are convenient for most students.	5.63	5.03 / 1.30	0.60	5.98	5.03 / 1.48	0.95	0.00
27. The personnel involved in registration are helpful.	5.94	5.24 / 1.43	0.70	6.18	5.09 / 1.50	1.09	0.15
34. I am able to register for classes I need with few conflicts.	6.22	4.84 / 1.67	1.38	6.52	4.88 / 1.78	1.64	-0.04
50. Class change (drop/add) policies are reasonable.	5.80	5.31 / 1.36	0.49	6.16	5.29 / 1.50	0.87	0.02
▶ Safety and Security	5.79	4.48 / 1.21	1.31	6.30	4.53 / 1.26	1.77	-0.05
▼ Concern for the Individual	5.86	5.12 / 1.00	0.74	6.11	4.99 / 1.15	1.12	0.13
▶ Service Excellence	5.82	5.04 / 1.01	0.78	6.01	4.95 / 1.08	1.06	0.09
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▶ Registration Effectiveness	5.90	4.98 / 1.03	0.92	6.20	4.98 / 1.16	1.22	0.00
▼ Safety and Security	5.79	4.48 / 1.21	1.31	6.30	4.53 / 1.26	1.77	-0.05
7. The campus is safe and secure for all students.	5.93	5.60 / 1.40	0.33	6.44	5.29 / 1.51	1.15	0.31 **
21. The amount of student parking space on campus is adequate.	5.82	2.98 / 1.83	2.84	6.27	3.22 / 1.96	3.05	-0.24
28. Parking lots are well-lighted and secure.	5.50	4.62 / 1.67	0.88	6.21	4.80 / 1.65	1.41	-0.18
36. Security staff respond quickly in emergencies.	5.92	4.73 / 1.72	1.19	6.28	4.91 / 1.53	1.37	-0.18
▶ Concern for the Individual	5.86	5.12 / 1.00	0.74	6.11	4.99 / 1.15	1.12	0.13
▶ Service Excellence	5.82	5.04 / 1.01	0.78	6.01	4.95 / 1.08	1.06	0.09
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▶ Safety and Security	5.79	4.48 / 1.21	1.31	6.30	4.53 / 1.26	1.77	-0.05
▼ Concern for the Individual	5.86	5.12 / 1.00	0.74	6.11	4.99 / 1.15	1.12	0.13
3. Faculty care about me as an individual.	5.94	5.40 / 1.27	0.54	6.09	5.03 / 1.47	1.06	0.37 ***
14. My academic advisor is concerned about my success as an individual.	5.92	5.29 / 1.50	0.63	6.27	5.17 / 1.68	1.10	0.12
22. Counseling staff care about students as individuals.	5.62	5.02 / 1.34	0.60	5.96	4.83 / 1.45	1.13	0.19
25. Faculty are fair and unbiased in their treatment of individual students.	6.11	5.17 / 1.37	0.94	6.37	5.12 / 1.49	1.25	0.05
30. Residence hall staff are concerned about me as an individual.	5.53	4.81 / 1.59	0.72	5.52	4.69 / 1.55	0.83	0.12
59. This institution shows concern for students as individuals.	6.03	5.01 / 1.47	1.02	6.24	4.98 / 1.54	1.26	0.03
▶ Service Excellence	5.82	5.04 / 1.01	0.78	6.01	4.95 / 1.08	1.06	0.09
▶ Responsiveness to Diverse Populations		5.00 / 1.32			5.10 / 1.34		-0.10
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▶ Campus Support Services	5.74	5.28 / 0.97	0.46	6.04	5.30 / 1.01	0.74	-0.02
▶ Academic Advising	5.96	5.24 / 1.21	0.72	6.33	5.25 / 1.35	1.08	-0.01
▶ Registration Effectiveness	5.90	4.98 / 1.03	0.92	6.20	4.98 / 1.16	1.22	0.00
▶ Safety and Security	5.79	4.48 / 1.21	1.31	6.30	4.53 / 1.26	1.77	-0.05
▶ Concern for the Individual	5.86	5.12 / 1.00	0.74	6.11	4.99 / 1.15	1.12	0.13
▼ Service Excellence	5.82	5.04 / 1.01	0.78	6.01	4.95 / 1.08	1.06	0.09
2. The campus staff are caring and helpful.	5.96	5.28 / 1.24	0.68	6.25	5.17 / 1.43	1.08	0.11
13. Library staff are helpful and approachable.	5.35	5.49 / 1.23	-0.14	5.77	5.46 / 1.34	0.31	0.03
15. The staff in the health services area are competent.	5.92	4.88 / 1.67	1.04	5.95	5.03 / 1.48	0.92	-0.15
22. Counseling staff care about students as individuals.	5.62	5.02 / 1.34	0.60	5.96	4.83 / 1.45	1.13	0.19
27. The personnel involved in registration are helpful.	5.94	5.24 / 1.43	0.70	6.18	5.09 / 1.50	1.09	0.15
57. I seldom get the "run-around" when seeking information on this campus.	6.01	4.57 / 1.70	1.44	6.20	4.45 / 1.84	1.75	0.12
60. I generally know what's happening on campus.	5.89	5.08 / 1.46	0.81	5.76	4.88 / 1.55	0.88	0.20 *
71. Channels for expressing student complaints are readily available.	5.84	4.75 / 1.64	1.09	6.02	4.64 / 1.62	1.38	0.11
▶ Responsiveness to Diverse Populations		5.00 / 1.32			5.10 / 1.34		-0.10
▶ Campus Climate	5.88	5.02 / 1.06	0.86	6.10	5.08 / 1.08	1.02	-0.06

National Group Means are based on 96901 records



Student Satisfaction Inventory

Maine Maritime Academy - 4/2009

Institutional Summary

Scale	Maine Maritime Academy			National Four-Year Publics			Mean Difference
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	
▶ Student Centeredness	5.89	4.99 / 1.15	0.90	6.08	5.12 / 1.16	0.96	-0.13
▶ Campus Life	5.62	4.65 / 1.10	0.97	5.70	4.89 / 1.07	0.81	-0.24 ***
▶ Instructional Effectiveness	6.07	5.29 / 0.95	0.78	6.32	5.26 / 1.04	1.06	0.03
▶ Recruitment and Financial Aid	5.82	4.85 / 1.14	0.97	6.13	4.83 / 1.23	1.30	0.02
▶ Campus Support Services	5.74	5.28 / 0.97	0.46	6.04	5.30 / 1.01	0.74	-0.02
▶ Academic Advising	5.96	5.24 / 1.21	0.72	6.33	5.25 / 1.35	1.08	-0.01
▶ Registration Effectiveness	5.90	4.98 / 1.03	0.92	6.20	4.98 / 1.16	1.22	0.00
▶ Safety and Security	5.79	4.48 / 1.21	1.31	6.30	4.53 / 1.26	1.77	-0.05
▶ Concern for the Individual	5.86	5.12 / 1.00	0.74	6.11	4.99 / 1.15	1.12	0.13
▶ Service Excellence	5.82	5.04 / 1.01	0.78	6.01	4.95 / 1.08	1.06	0.09
▶ Responsiveness to Diverse Populations		5.00 / 1.32			5.10 / 1.34		-0.10
▼ Campus Climate	5.88	5.02 / 1.06	0.86	6.10	5.08 / 1.08	1.02	-0.06
1. Most students feel a sense of belonging here.	5.59	5.00 / 1.51	0.59	5.66	5.07 / 1.43	0.59	-0.07
2. The campus staff are caring and helpful.	5.96	5.28 / 1.24	0.68	6.25	5.17 / 1.43	1.08	0.11
3. Faculty care about me as an individual.	5.94	5.40 / 1.27	0.54	6.09	5.03 / 1.47	1.06	0.37 ***
7. The campus is safe and secure for all students.	5.93	5.60 / 1.40	0.33	6.44	5.29 / 1.51	1.15	0.31 **
10. Administrators are approachable to students.	5.64	5.12 / 1.34	0.52	5.88	4.90 / 1.42	0.98	0.22 *
29. It is an enjoyable experience to be a student on this campus.	6.13	4.54 / 1.66	1.59	6.28	5.26 / 1.50	1.02	-0.72 ***
37. I feel a sense of pride about my campus.	5.63	4.85 / 1.53	0.78	5.79	5.10 / 1.54	0.69	-0.25 *
41. There is a commitment to academic excellence on this campus.	5.95	5.10 / 1.42	0.85	6.29	5.28 / 1.40	1.01	-0.18 *
45. Students are made to feel welcome on this campus.	6.01	5.00 / 1.59	1.01	6.20	5.30 / 1.45	0.90	-0.30 **
51. This institution has a good reputation within the community.	5.72	5.02 / 1.60	0.70	6.15	5.43 / 1.45	0.72	-0.41 ***
57. I seldom get the "run-around" when seeking information on this campus.	6.01	4.57 / 1.70	1.44	6.20	4.45 / 1.84	1.75	0.12
59. This institution shows concern for students as individuals.	6.03	5.01 / 1.47	1.02	6.24	4.98 / 1.54	1.26	0.03
60. I generally know what's happening on campus.	5.89	5.08 / 1.46	0.81	5.76	4.88 / 1.55	0.88	0.20 *
62. There is a strong commitment to racial harmony on this campus.	5.54	4.96 / 1.56	0.58	5.94	5.22 / 1.46	0.72	-0.26 **
66. Tuition paid is a worthwhile investment.	6.28	5.24 / 1.40	1.04	6.42	5.06 / 1.60	1.36	0.18
67. Freedom of expression is protected on campus.	5.83	4.77 / 1.60	1.06	6.09	5.26 / 1.45	0.83	-0.49 ***
71. Channels for expressing student complaints are readily available.	5.84	4.75 / 1.64	1.09	6.02	4.64 / 1.62	1.38	0.11

National Group Means are based on 96901 records

3 YEAR SUMMARY

Noel-Levitz.

Student Satisfaction Inventory

aine Maritime Academy - Year to Year Report -
4/2009

Institutional Summary

Summary	Spring 2009	Spring 2008	Spring 2007
So far, how has your college experience met your expectations?	4.40	4.26	4.33
1=Much worse than expected	0%	2%	2%
2=Quite a bit worse than I expected	4%	2%	2%
3=Worse than I expected	11%	12%	14%
4=About what I expected	45%	44%	43%
5=Better than I expected	21%	27%	21%
6=Quite a bit better than I expected	10%	7%	8%
7=Much better than expected	6%	3%	7%
Rate your overall satisfaction with your experience here thus far.	5.20	5.10	5.16
1=Not satisfied at all	0%	0%	1%
2=Not very satisfied	4%	3%	4%
3=Somewhat dissatisfied	10%	11%	9%
4=Neutral	15%	14%	13%
5=Somewhat satisfied	15%	18%	19%
6=Satisfied	39%	41%	39%
7=Very satisfied	14%	10%	13%
All in all, if you had to do it over, would you enroll here again?	5.50	5.53	5.53
1=Definitely not	2%	2%	1%
2=Probably not	5%	4%	7%
3=Maybe not	5%	6%	6%
4=I don't know	10%	11%	9%
5=Maybe yes	13%	10%	10%
6=Probably yes	27%	27%	29%
7=Definitely yes	34%	36%	36%

Maine Maritime Academy - Year to Year Report -
2007/2009

Noel-Levitz
Student Satisfaction Inventory

Institutional Summary

Scale	Spring 2009			Spring 2008			Spring 2007		
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	Import	Satis / SD	Gap
▶ Academic Advising	5.96	5.24 / 1.21	0.80	6.12	5.32 / 1.32	0.80	5.99	5.33 / 1.25	0.66
▶ Campus Climate	5.88	5.02 / 1.06	0.86	5.95	4.95 / 1.08	1.00	5.88	5.03 / 1.03	0.85
▶ Campus Life	5.62	4.65 / 1.10	0.97	5.74	4.51 / 1.06	1.23	5.69	4.63 / 1.07	1.06
▶ Campus Support Services	5.74	5.28 / 0.97	0.46	5.89	5.22 / 0.95	0.67	5.80	5.30 / 0.96	0.50
▶ Concern for the Individual	5.86	5.12 / 1.00	0.74	5.94	5.08 / 1.10	0.86	5.87	5.09 / 1.11	0.78
▶ Instructional Effectiveness	6.07	5.29 / 0.95	0.78	6.18	5.34 / 0.95	0.84	6.09	5.28 / 0.97	0.81
▶ Recruitment and Financial Aid	5.82	4.85 / 1.14	0.97	5.94	4.87 / 1.11	1.07	5.88	4.85 / 1.15	1.03
▶ Registration Effectiveness	5.90	4.98 / 1.03	0.92	6.05	4.96 / 1.05	1.09	5.92	4.92 / 1.06	1.00
▶ Responsiveness to Diverse Populations		5.00 / 1.32			4.94 / 1.32			5.03 / 1.25	
▶ Safety and Security	5.79	4.48 / 1.21	1.31	5.87	4.28 / 1.18	1.59	5.82	4.67 / 1.07	1.15
▶ Service Excellence	5.82	5.04 / 1.01	0.78	5.91	5.04 / 1.01	0.87	5.83	5.04 / 0.99	0.79
▶ Student Centeredness	5.89	4.99 / 1.15	0.90	5.98	4.96 / 1.17	1.02	5.86	5.01 / 1.16	0.85

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3 YEAR COMPARISON

3 YEAR COMP.**Noel-Levitz.**Jaine Maritime Academy - Year to Year Report -
1/2009

Student Satisfaction Inventory

Institutional Summary

Item	Spring 2009		Spring 2008			Spring 2007		
	Import	Satis / SD	Import	Satis / SD	Gap	Import	Satis / SD	Gap
1. Most students feel a sense of belonging here.	5.59	5.00 / 1.51	5.62	5.09 / 1.42	0.53	5.47	4.99 / 1.45	0.48
2. The campus staff are caring and helpful.	5.96	5.28 / 1.24	6.09	5.22 / 1.35	0.87	6.00	5.35 / 1.35	0.65
3. Faculty care about me as an individual.	5.94	5.40 / 1.27	5.94	5.34 / 1.31	0.60	5.97	5.31 / 1.40	0.66
4. Admissions staff are knowledgeable.	5.75	5.11 / 1.43	5.89	5.13 / 1.42	0.76	5.89	5.19 / 1.36	0.70
5. Financial aid counselors are helpful.	5.73	4.94 / 1.45	5.95	4.79 / 1.48	1.16	5.86	4.89 / 1.52	0.97
6. My academic advisor is approachable.	6.05	5.43 / 1.74	6.25	5.63 / 1.59	0.62	6.13	5.70 / 1.62	0.43
7. The campus is safe and secure for all students.	5.93	5.60 / 1.40	5.89	5.44 / 1.56	0.45	6.01	5.78 / 1.22	0.23
8. The content of the courses within my major is valuable.	6.43	5.74 / 1.13	6.59	5.68 / 1.30	0.91	6.44	5.74 / 1.22	0.70
9. A variety of intramural activities are offered.	4.90	4.92 / 1.41	5.18	4.81 / 1.50	0.37	5.23	4.98 / 1.39	0.25
10. Administrators are approachable to students.	5.64	5.12 / 1.34	5.74	5.01 / 1.38	0.73	5.69	5.01 / 1.38	0.68
11. Billing policies are reasonable.	5.87	4.50 / 1.55	6.04	4.29 / 1.64	1.75	5.92	4.55 / 1.50	1.37
12. Financial aid awards are announced to students in time to be helpful in college planning.	5.87	4.83 / 1.44	6.07	4.78 / 1.53	1.29	5.96	4.84 / 1.47	1.12
13. Library staff are helpful and approachable.	5.35	5.49 / 1.23	5.64	5.56 / 1.30	0.08	5.34	5.59 / 1.33	-0.25
14. My academic advisor is concerned about my success as an individual.	5.92	5.29 / 1.50	6.04	5.25 / 1.61	0.79	5.89	5.36 / 1.57	0.53
15. The staff in the health services area are competent.	5.92	4.88 / 1.67	6.07	5.15 / 1.56	0.92	5.95	5.12 / 1.58	0.83
16. The instruction in my major field is excellent.	6.33	5.66 / 1.15	6.53	5.76 / 1.16	0.77	6.38	5.62 / 1.34	0.76
17. Adequate financial aid is available for most students.	6.04	4.66 / 1.48	6.17	4.81 / 1.45	1.36	6.13	4.66 / 1.63	1.47
18. Library resources and services are adequate.	5.78	5.49 / 1.10	5.97	5.39 / 1.26	0.58	5.91	5.27 / 1.32	0.64
19. My academic advisor helps me set goals to work toward.	5.53	4.78 / 1.54	5.69	4.83 / 1.69	0.86	5.57	4.87 / 1.63	0.70
20. The business office is open during hours which are convenient for most students.	5.63	5.03 / 1.30	5.76	4.93 / 1.35	0.83	5.60	4.88 / 1.30	0.72
21. The amount of student parking space on campus is adequate.	5.82	2.98 / 1.83	6.10	2.58 / 1.73	3.52	5.94	3.15 / 1.77	2.79
22. Counseling staff care about students as individuals.	5.62	5.02 / 1.34	5.63	4.97 / 1.51	0.66	5.63	4.77 / 1.40	0.86
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.03	4.39 / 1.65	6.21	4.40 / 1.67	1.81	6.23	4.61 / 1.67	1.62
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.01	4.40 / 1.64	5.22	4.44 / 1.50	0.78	5.19	4.46 / 1.58	0.73
25. Faculty are fair and unbiased in their treatment of individual students.	6.11	5.17 / 1.37	6.27	5.19 / 1.35	1.08	6.11	5.15 / 1.36	0.96
26. Computer labs are adequate and accessible.	5.74	5.11 / 1.40	5.94	5.02 / 1.47	0.92	5.85	5.39 / 1.36	0.46
27. The personnel involved in registration are helpful.	5.94	5.24 / 1.43	6.05	5.40 / 1.28	0.65	6.00	5.23 / 1.42	0.77
28. Parking lots are well-lighted and secure.	5.50	4.62 / 1.67	5.50	4.52 / 1.58	0.98	5.49	4.87 / 1.53	0.62
29. It is an enjoyable experience to be a student on this campus.	6.13	4.54 / 1.66	6.27	4.56 / 1.67	1.71	6.09	4.60 / 1.72	1.49
30. Residence hall staff are concerned about me as an individual.	5.53	4.81 / 1.59	5.57	4.74 / 1.62	0.83	5.65	4.84 / 1.57	0.81
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.37	5.40 / 1.30	5.42	5.52 / 1.22	-0.10	5.35	5.39 / 1.40	-0.04
32. Tutoring services are readily available.	5.76	5.66 / 1.20	5.86	5.53 / 1.23	0.33	5.76	5.57 / 1.29	0.19
33. My academic advisor is knowledgeable about requirements in my major.	6.14	5.19 / 1.68	6.32	5.36 / 1.74	0.96	6.19	5.38 / 1.71	0.81
34. I am able to register for classes I need with few conflicts.	6.22	4.84 / 1.67	6.40	4.79 / 1.74	1.61	6.26	4.65 / 1.83	1.61
35. The assessment and course placement procedures are reasonable.	5.98	5.22 / 1.26	6.11	5.17 / 1.25	0.94	5.97	5.01 / 1.39	0.96
36. Security staff respond quickly in emergencies.	5.92	4.73 / 1.72	6.01	4.58 / 1.68	1.43	5.85	4.86 / 1.64	0.99

De	Spring 2008			Spring 2007				
	Import	Satis / SD	Import	Satis / SD	Gap	Import	Satis / SD	Gap
76. Campus item 3								
77. Campus item 4								
78. Campus item 5								
79. Campus item 6								
80. Campus item 7								
81. Campus item 8								
82. Campus item 9								
83. Campus item 10								
84. Institution's commitment to part-time students?		4.91 / 1.29		4.86 / 1.23			4.86 / 1.34	
85. Institution's commitment to evening students?		4.92 / 1.34		4.90 / 1.18			4.92 / 1.30	
86. Institution's commitment to older, returning learners?		5.46 / 1.30		5.29 / 1.31			5.38 / 1.29	
87. Institution's commitment to under-represented populations?		4.94 / 1.52		4.81 / 1.31			5.00 / 1.36	
88. Institution's commitment to commuters?		4.77 / 1.49		4.69 / 1.50			4.95 / 1.48	
89. Institution's commitment to students with disabilities?		5.04 / 1.43		5.10 / 1.37			4.98 / 1.48	
90. Cost as factor in decision to enroll.	5.55		5.61			5.57		
91. Financial aid as factor in decision to enroll.	5.47		5.44			5.46		
92. Academic reputation as factor in decision to enroll.	6.24		6.22			6.23		
93. Size of institution as factor in decision to enroll.	5.33		5.43			5.37		
94. Opportunity to play sports as factor in decision to enroll.	4.02		4.07			4.02		
95. Recommendations from family/friends as factor in decision to enroll.	5.23		5.32			5.29		
96. Geographic setting as factor in decision to enroll.	4.79		4.76			4.75		
97. Campus appearance as factor in decision to enroll.	5.17		5.11			4.95		
98. Personalized attention prior to enrollment as factor in decision to enroll.	5.27		5.26			5.22		

aine Maritime Academy - Year to Year Report -
 /2009

Strategic Planning Overview

2009

Noel-Levitz
 Student Satisfaction Inventory

Strengths and Challenges	
Strengths	
8.	The content of the courses within my major is valuable.
16.	The instruction in my major field is excellent.
66.	Tuition paid is a worthwhile investment.
68.	Nearly all of the faculty are knowledgeable in their field.
58.	The quality of instruction I receive in most of my classes is excellent.
55.	Major requirements are clear and reasonable.
6.	My academic advisor is approachable.
65.	Faculty are usually available after class and during office hours.
2.	The campus staff are caring and helpful.
27.	The personnel involved in registration are helpful.
3.	Faculty care about me as an individual.
7.	The campus is safe and secure for all students.
14.	My academic advisor is concerned about my success as an individual.
Challenges	
34.	I am able to register for classes I need with few conflicts.
49.	There are adequate services to help me decide upon a career.
29.	It is an enjoyable experience to be a student on this campus.
69.	There is a good variety of courses provided on this campus.
73.	Student activities fees are put to good use.
17.	Adequate financial aid is available for most students.
23.	Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
57.	I seldom get the "run-around" when seeking information on this campus.
47.	Faculty provide timely feedback about student progress in a course.
36.	Security staff respond quickly in emergencies.
38.	There is an adequate selection of food available in the cafeteria.
63.	Student disciplinary procedures are fair.
11.	Billing policies are reasonable.
Trends	
Higher Satisfaction vs. Spring 2008	
38.	There is an adequate selection of food available in the cafeteria.

Jaine Maritime Academy - Year to Year Report -
/2008

Noel-Levitz.
Student Satisfaction Inventory

Strategic Planning Overview

2008

Strengths and Challenges
Strengths
8. The content of the courses within my major is valuable.
16. The instruction in my major field is excellent.
58. The quality of instruction I receive in most of my classes is excellent.
68. Nearly all of the faculty are knowledgeable in their field.
33. My academic advisor is knowledgeable about requirements in my major.
55. Major requirements are clear and reasonable.
6. My academic advisor is approachable.
49. There are adequate services to help me decide upon a career.
65. Faculty are usually available after class and during office hours.
27. The personnel involved in registration are helpful.
14. My academic advisor is concerned about my success as an individual.
18. Library resources and services are adequate.
Challenges
34. I am able to register for classes I need with few conflicts.
29. It is an enjoyable experience to be a student on this campus.
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
17. Adequate financial aid is available for most students.
69. There is a good variety of courses provided on this campus.
73. Student activities fees are put to good use.
38. There is an adequate selection of food available in the cafeteria.
21. The amount of student parking space on campus is adequate.
57. I seldom get the "run-around" when seeking information on this campus.
12. Financial aid awards are announced to students in time to be helpful in college planning.
63. Student disciplinary procedures are fair.
11. Billing policies are reasonable.
36. Security staff respond quickly in emergencies.
40. Residence hall regulations are reasonable.
Trends
Lower Satisfaction vs. Spring 2007
21. The amount of student parking space on campus is adequate.
40. Residence hall regulations are reasonable.
Higher Importance vs. Spring 2007
25. Faculty are fair and unbiased in their treatment of individual students.
29. It is an enjoyable experience to be a student on this campus.
41. There is a commitment to academic excellence on this campus.
21. The amount of student parking space on campus is adequate.
36. Security staff respond quickly in emergencies.

Maine Maritime Academy - 5/2007
Strategic Planning Overview

2007

Noel-Levitz.
 Student Satisfaction Inventory

Strengths and Challenges

Strengths

- 8. The content of the courses within my major is valuable.
- 16. The instruction in my major field is excellent.
- 66. Tuition paid is a worthwhile investment.
- 58. The quality of instruction I receive in most of my classes is excellent.
- 68. Nearly all of the faculty are knowledgeable in their field.
- 33. My academic advisor is knowledgeable about requirements in my major.
- 55. Major requirements are clear and reasonable.
- 65. Faculty are usually available after class and during office hours.
- 6. My academic advisor is approachable.
- 7. The campus is safe and secure for all students.
- 2. The campus staff are caring and helpful.
- 3. Faculty care about me as an individual.

Challenges

- 34. I am able to register for classes I need with few conflicts.
- 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
- 17. Adequate financial aid is available for most students.
- 73. Student activities fees are put to good use.
- 29. It is an enjoyable experience to be a student on this campus.
- 38. There is an adequate selection of food available in the cafeteria.
- 69. There is a good variety of courses provided on this campus.
- 47. Faculty provide timely feedback about student progress in a course.
- 57. I seldom get the "run-around" when seeking information on this campus.
- 63. Student disciplinary procedures are fair.
- 12. Financial aid awards are announced to students in time to be helpful in college planning.
- 21. The amount of student parking space on campus is adequate.
- 40. Residence hall regulations are reasonable.
- 11. Billing policies are reasonable.
- 71. Channels for expressing student complaints are readily available.

Benchmarks

Higher Satisfaction vs. Four-Year Public Institutions

- 8. The content of the courses within my major is valuable.
- 16. The instruction in my major field is excellent.
- 66. Tuition paid is a worthwhile investment.
- 58. The quality of instruction I receive in most of my classes is excellent.
- 68. Nearly all of the faculty are knowledgeable in their field.
- 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
- 49. There are adequate services to help me decide upon a career.
- 6. My academic advisor is approachable.
- 7. The campus is safe and secure for all students.
- 2. The campus staff are caring and helpful.
- 27. The personnel involved in registration are helpful.
- 3. Faculty care about me as an individual.

Lower Satisfaction vs. Four-Year Public Institutions

- 29. It is an enjoyable experience to be a student on this campus.
- 38. There is an adequate selection of food available in the cafeteria.

39. I am able to experience intellectual growth here.
69. There is a good variety of courses provided on this campus.
72. On the whole, the campus is well-maintained.
63. Student disciplinary procedures are fair.
45. Students are made to feel welcome on this campus.
Higher Importance vs. Four-Year Public Institutions
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
38. There is an adequate selection of food available in the cafeteria.
40. Residence hall regulations are reasonable.

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FOR RELEASE: 14 September 2009

Contact: Janice B. Zenter, 207-326-2256

MAINE MARITIME ACADEMY NAMED A TOP U.S. COLLEGE IN THE NORTH

CASTINE, Maine – Maine Maritime Academy (MMA) has been listed in the rankings of the nation's top baccalaureate colleges for the northern region in the 2010 edition of "America's Best Colleges" by *U.S. News & World Report*.

Maine Maritime Academy was ranked for the third consecutive year in the section titled, "Best Baccalaureate Colleges (By Region)". MMA was placed as 10th overall in the listing of public and private colleges located in the north, a region defined in the publication as spanning from Maine to Maryland. Last year MMA was placed at 10th and the previous year a 14th within the overall regional category.

In all three editions, MMA has held on to the third position within the regional list as a top public college within its regional category. Placing behind two federally run academies, Maine Maritime Academy was the first state-funded college to appear on that list in each of the three most recent editions.

The college was also listed in a number of sub-categories for the region: the 10th ranked school in the category entitled, "Best Values: Baccalaureate Colleges (North)"; a 6th place ranking in the category "Economic Diversity Among Top-Ranked Schools: Baccalaureate Colleges (North)", moving the college up four spots from its placement last year.

MMA also improved this year in the areas of freshmen retention and graduation rate. The college gained by one step in the category titled, "Average Freshmen Retention Rates: Baccalaureate Colleges (North)", moving from 7th to 6th place. MMA placed number 10 among its northern baccalaureate colleges in the category "Highest Graduation Rate".

MMA was founded in 1941 by an act of the 90th Maine Legislature and has no mandatory service obligations for any of its graduates. The college began the 2009-2010 academic year on August 31 with maximum enrollment and an incoming class of 280, one of the largest classes in the college's history.

According to *U.S. News & World Report*, the category in which Maine Maritime Academy was evaluated, was defined as "...institutions [that] focus on undergraduate education and offer a range of degree programs - in the liberal arts, which account for fewer than half of the bachelor's degrees, and in professional fields such as business, nursing, and education." *U.S. News & World Report* reported that there were 319 baccalaureate colleges within the four regions that they considered nationwide.

Publishers noted that the new list, marking the 26th edition of the publication, measures up to 15 indicators of academic performance for each college and university. Quantitative data that assess a college's performance in areas such as graduation and retention rates, faculty resources, financial resources, student selectivity, and alumni giving account for 75 percent of a college's score. The other 25 percent is based on a peer assessment survey the magazine sends to top officials at each school asking them to rate the other colleges in their category. Each year, the ranking methodology is reassessed to stay current with developments in higher education. For example, in recent years, *U.S. News* has incorporated more data about the proportion of low-income students that a school enrolls into its ranking measurements just as most selective colleges have made efforts to recruit more disadvantaged students. The results, along with a complete summary of the methodology used to rank each school, are also online at www.usnews.com/colleges.

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FOR RELEASE: 29 August 2008

Contact: Janice B. Zenter, 207-326-2256

MAINE MARITIME ACADEMY NAMED A TOP U.S. COLLEGE IN THE NORTH

CASTINE, Maine – Maine Maritime Academy (MMA) has been listed in the rankings of the nation's top baccalaureate colleges for the northern region in the 2009 edition of "America's Best Colleges" by *U.S. News & World Report*. According to *U.S. News & World Report*, highlights of the rankings are published in the magazine's Sept. 1-8 edition and were available for newsstand purchase as of Mon., Aug. 25. The results, along with a complete summary of the methodology used to rank each school, are also online at www.usnews.com/colleges.

Maine Maritime Academy was ranked for the second consecutive year in the section titled, "Best Baccalaureate Colleges (By Region)". MMA was placed as 10th overall in the listing of public and private colleges located in the north, a region defined in the publication as spanning from Maine to Maryland. Last year MMA was placed at 14th within the same regional category.

The college was also listed in a number of sub-categories for the region: the 10th ranked school in the categories titled, "Best Values: Baccalaureate Colleges (North)" and "Economic Diversity Among Top-Ranked Schools: Baccalaureate Colleges (North)". MMA also ranked 7th in the category titled, "Average Freshmen Retention Rates: Baccalaureate Colleges (North)".

In both years, MMA held the third ranked position within the regional list for “Top Public Baccalaureate Colleges”, placing behind two federally run academies. Maine Maritime Academy was the first publicly-funded, state college to appear on that list.

MMA was founded in 1941 by an act of the 90th Maine Legislature and has no mandatory service obligations for any of its graduates. The college will begin the 2008-2009 academic year on September 1 with maximum enrollment.

According to *U.S. News & World Report*, the category in which Maine Maritime Academy was evaluated, was defined as “...institutions [that] focus on undergraduate education and offer a range of degree programs - in the liberal arts, which account for fewer than half of the bachelor’s degrees, and in professional fields such as business, nursing, and education.” *U.S. News & World Report* reported that there were 319 baccalaureate colleges within the four regions that they considered nationwide.

###

FOR RELEASE: 24 September 2007

Contact: Janice B. Zenter, 207-326-2256

MAINE MARITIME ACADEMY NAMED A TOP U.S. COLLEGE IN THE NORTH

CASTINE, Maine – Maine Maritime Academy (MMA) has been listed in the rankings of the nation’s top baccalaureate colleges for the northern region in the 2008 edition of “America’s Best Colleges” by *U.S. News & World Report*. According to *U.S. News & World Report*, the rankings reflect some substantial changes in methodology this year. They were published in the magazine’s August 27 issue and are available, along with a complete summary of the methodology used to rank each school, online at www.usnews.com/colleges.

Maine Maritime Academy was ranked for the first time in the section titled, “Best Baccalaureate Colleges (By Region)”. MMA was placed as 14th overall in the listing of public and private colleges located in the north, a region defined in the publication as spanning from Maine to Maryland. MMA held the third ranked position within that list for public institutions, placing behind two federally run academies. Maine Maritime Academy was the first publicly-funded, state college to appear on the list. MMA was founded in 1941 by an act of the 90th Maine Legislature and has no mandatory service obligations for any of its graduates. The college will begin the 2007-2008 academic year on September 3 with maximum enrollment.

“As a small, public college on the coast of Maine, we’re pleased to be recognized within this evaluation,” said Leonard Tyler, president of MMA. “We’ve been recognized regularly within this publication in the past for excellence in undergraduate engineering, but our rank in this category attests to the efforts of our trustees, faculty, and staff to provide an overall quality,

accessible, and affordable education for students.” Tyler continued, “Studies have shown we have the best undergraduate retention rate of any public college in Maine, our post-graduation job placement rate exceeds 90% each year, and our graduates are known worldwide for their competence. We’ve always strived to offer a solid return on the investment of our students and Maine taxpayers and this is just one more sign that our efforts are paying off.”

According to *U.S. News & World Report*, the category in which Maine Maritime Academy was evaluated, formerly titled “Comprehensive Colleges-Bachelor’s”, was re-named “Baccalaureate Colleges” this year to better clarify the broad educational mission of these schools. The category was defined as “...institutions [that] focus on undergraduate education and offer a range of degree programs - in the liberal arts, which account for fewer than half of the bachelor’s degrees, and in professional fields such as business, nursing, and education.” *U.S. News & World Report* reported that there were 320 baccalaureate colleges within the four regions that they considered nationwide.

###

MAINE MARITIME ACADEMY NAMED A TOP ENGINEERING COLLEGE

CASTINE, Maine – Maine Maritime Academy (MMA) has been listed in rankings of the nation's top engineering colleges for a fourth consecutive year. According to Jeffrey Wright, MMA director of admissions, the college made its debut in the 2004 edition of U.S. News and World Report's *Americas Best Colleges*, and received similar placement in the 2005 and 2006 online editions. The 2007 online edition ranking names Maine Maritime Academy as tied with 6 other colleges for 54th position in the category of "Best Undergraduate Engineering Programs."

According to the online version of the publication, the inclusion of Maine Maritime Academy in the list was based on the opinions of deans and senior faculty who rated each program they were familiar with on a scale of one to five, with one being "marginal" and five denoting "distinguished". Maine Maritime Academy was included in the list of colleges whose highest degree offered is a bachelor's or master's degree.

"Our initial appointment to this peer review ranking in 2004 was exciting," said Wright. "It served as a neutral, outside source attesting to the high quality engineering programming we offer here at Maine Maritime Academy. The placements these last three years speak to our consistency, an especially important factor when one considers that we've met our strategic goal for undergraduate enrollment and have welcomed the largest classes in the history of the college for five consecutive years."

Following news of the college's debut on the list in the 2004 edition, the 121st Legislature of the State of Maine recognized the accomplishment in a formal Legislative Sentiment.

###

FOR RELEASE: 10 June 2005

Contact: Janice B. Zenter, 207-326-2256

MAINE MARITIME ACADEMY LAUDED FOR HIGH GRADUATION RATE

CASTINE, Maine – Maine Maritime Academy (MMA) has received notoriety this spring for its ongoing success in high retention and graduation rates. According to Leonard Tyler, MMA president, the college was named in a *Washington Post* article in early April 2005 for its outstanding graduation rates among public colleges nationwide. The recognition followed close behind a grant from the MELMAC Education Foundation's new initiative, *Support Early Success in College*, through which 18 Maine colleges received \$3.4 million.

MELMAC named Maine Maritime Academy as one of two select colleges to receive a special one-time Strategic Focus Grant to support targeted research and analysis of how to retain the relatively small number of students who do not complete their degree. MMA and Bates College each received \$10,000 grants to improve their already high graduation rates.

Since January 2001, the Augusta-based MELMAC Education Foundation has provided millions of dollars in grants and scholarships. The new *Support Early Success in College* grants are part of a two-pronged initiative to help close what the Foundation's strategic plan calls the "gap to college." The Foundation, located in Augusta, has assets of approximately 30 million dollars. For more information, visit the Foundation's website at <www.MELMACFoundation.org>.

The April 5, 2005, *Washington Post* article by staff writer Jay Mathews appeared in the Schools & Learning section of the paper, detailing efforts at colleges nationwide to improve graduation and retention rates. In the article, Matthews names Maine Maritime Academy in a side-bar entitled "Less Expensive Options", listing MMA in the number two position among "... colleges that take students with SAT scores considered average while producing good graduation rates." The ranking was based on results from the online data tool, College Results Online <www.collgeresults.org>, available through The Education Trust <www.edtrust.org>, an

independent non-profit organization whose mission is to make schools and colleges work for all of the young people they serve. MMA held the second place position among public colleges with median freshman SAT scores between 1000 and 1100 that graduate students within 6 years. MMA, with a 69.5 % graduation rate within 6 years, was ranked behind The Citadel (71.9%), and placed ahead of Millersville University (65.9%), Penn State – Erie (65.7), the Massachusetts College of Art (65.3%), and the University of Northern Iowa (65.1%).

“We knew that our graduation rate was comparatively high, but it has been particularly gratifying to learn that such a small Maine public college can meet or exceed the outcomes of local private and nationwide public institutions,” said Tyler. “I’ve been saying for years that Maine Maritime Academy is the best value in public education in Maine and it looks like I have some solid backing.” Tyler cited the college’s intensive academic advising for students at risk of academic failure, the overall small college setting, and the college’s Regimental program which is open to all students regardless of major as positive contributing factors. “We have highly motivated students and equally supportive staff and faculty who take a great deal of pride in the growth of our students and the accomplishments of our graduates.”

Maine Maritime Academy, a public, coeducational college specializing in ocean and marine-oriented programs at the undergraduate and graduate levels, was founded in 1941. MMA enrolls more than 800 students from 35 states and several foreign countries. The college awards degrees in 17 fields of study.

###

FOR RELEASE: 3 September 2004

Contact: Janice B. Zenter, 207-326-2256

MAINE MARITIME MAKES TOP ENGINEERING SCHOOL LIST FOR SECOND YEAR

CASTINE, Maine – Maine Maritime Academy (MMA) has been listed in rankings of the nation's top engineering colleges for a second year. According to Leonard Tyler, MMA president, the college made its debut last year in the 2004 edition of U.S. News and World Report's *Americas Best Colleges*, and has received similar placement in the 2005 online edition. This year Maine Maritime tied with 15 other colleges for 54th position in the category of "Best Undergraduate Engineering Programs."

The ranking also distinguishes Maine Maritime Academy for the second year in a row as the only one of the nation's six state maritime academies and the only college in Maine to make this particular list.

According to the online version of the publication, the inclusion of Maine Maritime Academy in the list was based on the opinions of deans and senior faculty who rated each program they were familiar with on a scale of one to five, with one being "marginal" and five denoting "distinguished". Maine Maritime was included in the list of colleges whose highest degree offered is a bachelor's or master's degree.

"The prestige surrounding appointment to this list lies in the fact that the assessments are peer-based, made by senior academicians from other institutions," said Tyler. "The fact that a small public college of 800 students made this list is a testimony to the exceptional educational foundation offered in our engineering and engineering technology programs." Tyler added that

the college recently met its strategic goal for total undergraduate enrollment, with engineering and engineering technology program majors comprising nearly two-thirds of the student body.

Following last year's news of the college's placement on the list, the 121st Legislature of the State of Maine recognized the accomplishment in a formal Legislative Sentiment. The Sentiment, issued by members of the Maine Senate and House of Representatives on January 13, 2004, was sponsored by Senator W. Tom Sawyer, Jr., of Penobscot County, and co-sponsored by Senator Edward Youngblood of Penobscot County and Representative Eugene Churchill of Orland.

###

FOR RELEASE: 30 January 2004

Contact: Janice B. Zenter, 207-326-2256

MAINE MARITIME ACADEMY RECOGNIZED BY 121st MAINE LEGISLATURE

CASTINE, Maine – Maine Maritime Academy (MMA) was recognized earlier this month by the 121st Legislature of the State of Maine in a formal Legislative Sentiment. The Sentiment, issued by members of the Maine Senate and House of Representatives on January 13, 2004, commends the college on being named to the category of “Best Undergraduate Engineering Programs” in the 2004 edition of U.S. News and World Report’s *Americas Best Colleges*. MMA, a Maine public college, tied with 10 other colleges for 49th position.

Sponsored by Senator W. Tom Sawyer, Jr., of Penobscot County, and co-sponsored by Senator Edward Youngblood of Penobscot County and Representative Eugene Churchill of Orland, the Sentiment notes that, “Maine Maritime Academy, the only state maritime college mentioned, was listed in the same category as the United States Military Academy, the United States Naval Academy, the United States Coast Guard Academy, the United States Air Force Academy and the United States Merchant Marine Academy.”

According to MMA President Leonard Tyler, the Legislative Sentiment of recognition and congratulations came as a welcomed surprise. “We are truly honored by the sincere compliment of the Maine Legislature and hope that this placement assures them and the people of Maine of the positive return from their investment in Maine Maritime Academy,” said Tyler.

MORE

According to the publication, the inclusion of Maine Maritime Academy in the list was based on the opinions of deans and senior faculty who rated each program they were familiar with on a scale of one to five, with one being “marginal” and five denoting “distinguished”. Maine Maritime was included in the list of colleges whose highest degree offered is a bachelor’s or master’s degree.

Maine Maritime Academy is a co-educational, public college specializing in ocean and marine-oriented programs at the undergraduate and graduate levels, with emphasis on engineering and engineering technology, transportation, management, and ocean sciences, as well as preparing officers for the U.S. Merchant Marine and the uniformed services of the United States. Founded in 1941, MMA enrolls more than 750 students from 35 states and several foreign countries. The college awards A.S., B.S., and M.S. degrees in 15 fields of study.

###

FOR RELEASE: 15 December 2003

Contact: Janice B. Zenter, 207-326-2256

MAINE MARITIME ACADEMY NAMED TO TOP ENGINEERING SCHOOL LIST

CASTINE, Maine, U.S.A. – Maine Maritime Academy (MMA) has been listed in rankings of the nation's top engineering colleges. According to Leonard Tyler, MMA president, the college made its debut this year in the 2004 edition of U.S. News and World Report's *Americas Best Colleges*. Maine Maritime tied with 10 other colleges for 49th position in the category of "Best Undergraduate Engineering Programs."

The ranking distinguishes Maine Maritime Academy as the only one of the nation's six state maritime academies and the only college in Maine to make this particular list. While Tyler is optimistic that the ranking will entice prospective students to the college's engineering and engineering technology programs, he pointed out that the college is enjoying the largest undergraduate enrollment in its history and has realized a 27 percent increase in applications as compared to numbers from the same time last year.

"We're particularly pleased to have been named in this prestigious list as the ratings are peer-based and made by senior academicians from other institutions," said Tyler. "Maine Maritime Academy was one of only two public institutions in New England represented within this list of 59 colleges. It only reinforces our claims that Maine Maritime is a tremendous bargain in today's high-tech education world and a sound investment by the taxpayers of Maine."

MORE

(MMA, pg. 2 of 2 total)

According to the publication, the inclusion of Maine Maritime Academy in the list was based on the opinions of deans and senior faculty who rated each program they were familiar with on a scale of one to five, with one being “marginal” and five denoting “distinguished”. Maine Maritime was included in the list of colleges whose highest degree offered is a bachelor’s or master’s degree.

Maine Maritime Academy is a co-educational, public college specializing in ocean and marine-oriented programs at the undergraduate and graduate levels, with emphasis on engineering and engineering technology, transportation, management, and ocean sciences, as well as preparing officers for the U.S. Merchant Marine and the uniformed services of the United States. Founded in 1941, MMA enrolls more than 750 students from 35 states and several foreign countries. The college awards A.S., B.S., and M.S. degrees in 15 fields of study. To learn more about Maine Maritime Academy, visit the college’s web site at www.mainemaritime.edu

###

Maine Maritime Academy

Graduation and Retention Rates

Cohort Entering Year	Grad Rate within 150% of time (6 years)	First Time Freshmen to Sophomore year	Retention Rate
2002	63%	2007-2008	91%
2001	69%	2006-2007	84.5%
2000	71.5%	2005-2006	86%
1999	67.1%	2004-2005	89%
		2003-2004	92%
		2002-2003	72%

MAINE MARITIME ACADEMY

JOB PLACEMENT RATES

For the past 5 years professional job placement rates have been in excess of 90% within three months of graduation with the exception of 2009 which presently has a professional job placement of 70+%.

ORGANIZATIONAL STRUCTURE

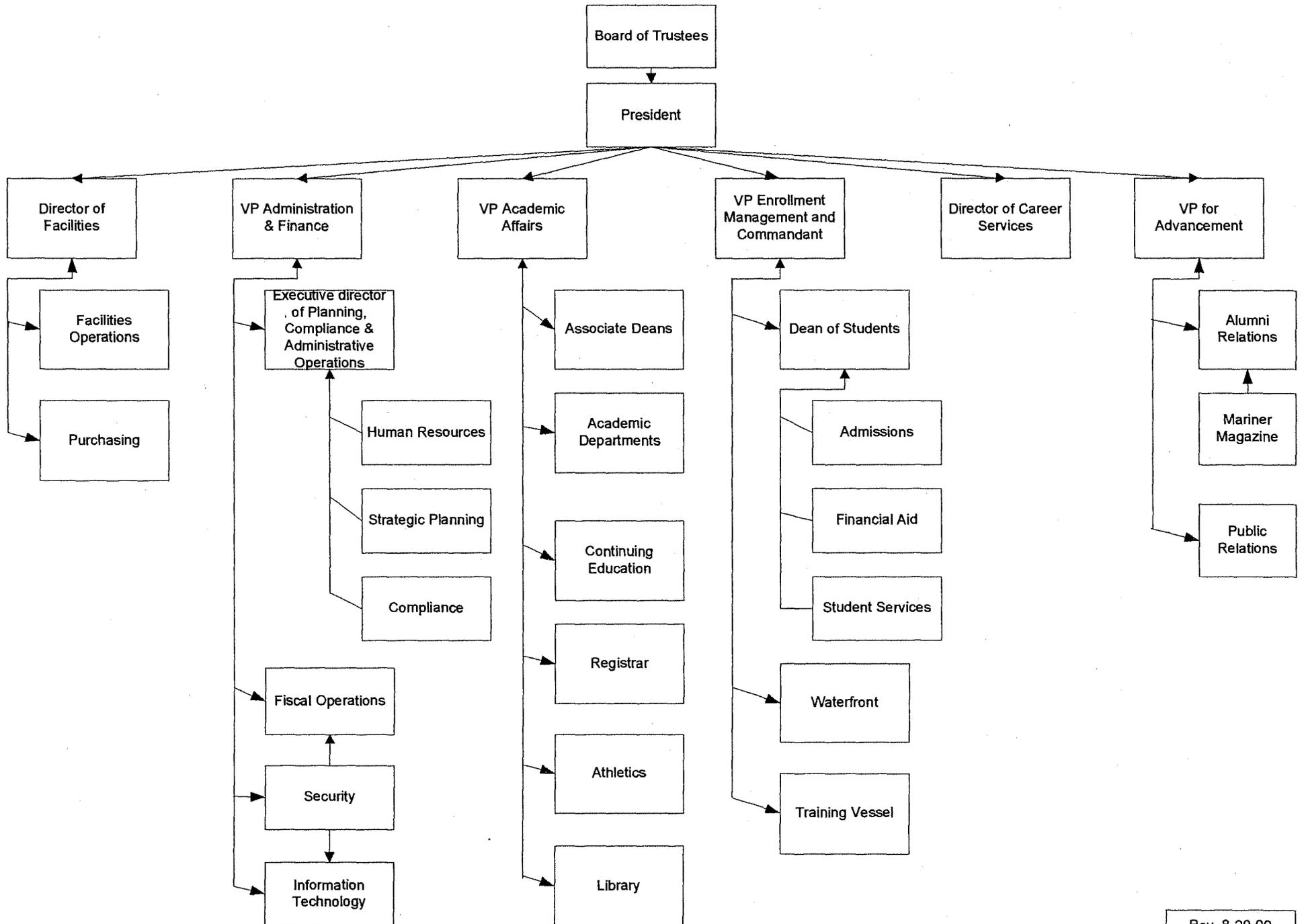
The administrative organization of Maine Maritime Academy is structured to fulfill the mission set forth in its Charter. This is accomplished through the following four divisions:

Academic Affairs Division
Administrative Division
Student Services Division
Advancement Division

Under the policy guidance furnished by the Board of Trustees, the President of the Academy is the principal executive, being assisted by four division heads, each of whom oversees their respective operating departments. The operation of the Academy is subject to review by the Federal Government through the Maritime Administration, under regulations prescribed in 46 CFR, 310A. Fiscally, the Academy is supported by state appropriations, student fees and a subsidy from the Maritime Administration. The training ship 'State of Maine' is made available to the Academy by the Maritime Administration, which funds major repairs. The Academy pays the cost of operating the ship on training cruises and while in port in Castine from its operating budget.

The Academy, through its Board of Trustees, is empowered to provide facilities and support services; to hire instructors and other employees; to determine compensation and dispose of property; arrange for actual experience for its students; to borrow money not in excess of \$10,000,000 in aggregate at any time outstanding for the construction of any buildings, improvement, or equipment; and to mortgage its property and pledge its revenues.

MAINE MARITI ACADEMY ORGANIZATIONAL CHART



MAINE MARITIME ACADEMY
STAFF, SUPPORT AND PROFESSIONAL
(FORMERLY CLASSIFIED/STAFF UNIT)

As of October 26, 2006 – revised 9/3/09

ABLE BODIED SEAMAN, TRAINING VESSEL (SALARY) 286

ACCOUNTANT (HOURLY) 114/419

ADMINISTRATIVE ASSISTANT I (HOURLY) 102

ADMINISTRATIVE COORDINATOR (SALARY) 287

ADMISSIONS COUNSELOR (HOURLY) 101

ADMIN. ASSOCIATE FOR ADMISSIONS AND ENROLLMENT MGMT. (SALARY) 210

ADVANCED MAINTENANCE TECHNICIAN I (HOURLY) 109

APPLICATION SYSTEMS ANALYST (SALARY) 414/415

APPLICATION SYSTEMS MANAGER (SALARY) 296

AQUATICS DIRECTOR (SALARY) 292

ASSISTANT COACH (SALARY) 227

ASSISTANT COACH I (SALARY) 215

ASSISTANT COMMANDANT OF MIDSHIPMEN (SALARY) 218

ASSISTANT DIRECTOR OF MMA SECURITY (SALARY) 268

ASSISTANT DIRECTOR OF W/F SERVICES/OFFICER IN CHG. TUG (SALARY) 231

ASSISTANT LIBRARIAN FOR READER SERVICES (SALARY) 203

ASSISTANT LIBRARIAN FOR TECHNICAL SERVICES (SALARY) 205

ASSISTANT REGISTRAR (SALARY) 229

ASSOCIATE DIRECTOR OF ADMISSIONS (SALARY) 209

ASSOCIATE FOR PUBLIC AFFAIRS (SALARY) 213

ATHLETICS FACILITIES ASSISTANT/EQUIPMENT MANAGER (SALARY) 269

AUDIO VISUAL SUPERVISOR (SALARY) 206

BASKETBALL COACH (SALARY) 253

BOATSWAIN – T/V (SALARY) 248

BUILDING AND GROUNDS MAINTENANCE MECHANIC AND TRADES WORKER I (HOURLY) 125

BUILDING AND GROUNDS MAINTENANCE MECHANIC AND TRADES WORKER II (HOURLY) 124

BUILDING/GROUNDS MAINTENANCE WORKER (HOURLY) 126
BUILDING TRADES SPECIALIST/SUPERVISOR (HOURLY) 143
CLERK/TYPIST (HOURLY) 106
COACH I (SALARY) 271
COACH II (SALARY) 272
COACH III (SALARY) 225
COMMUNICATIONS SPECIALIST (HOURLY) 147
COMPANY OFFICER (SALARY) 216
COMPUTER NETWORK/SIMULATOR SPECIALIST (SALARY) 276
COMPUTER SUPPORT MANAGER (SALARY) 212
COOK II (HOURLY) 112
COOPERATIVE EDUCATION COORDINATOR (SALARY) 273
COORDINATOR OF CONTINUING EDUCATION (SALARY) 278
COUNSELOR AND PREVENTION EDUCATION COORDINATOR (SALARY) 257
CREW COORDINATOR/SUPERVISOR (HOURLY) 123
CUSTODIAN COORDINATOR (HOURLY) 134
DEVELOPMENT ASSOCIATE (SALARY) 298
DIRECTOR OF ALUMNI RELATIONS (SALARY) 256
DIRECTOR OF HEALTH SERVICES, REGISTERED NURSE (SALARY) 219
EDITOR - MARINER MAGAZINE (SALARY) 215
ELECTRONICS SIMULATOR TECHNICIAN (SALARY) 283
ELECTRONICS TECHNICIAN - ELECTRICIAN - T/V (SALARY) 247
EXECUTIVE ASSISTANT/ANNUAL APPEALS COORDINATOR (SALARY) 201
EXECUTIVE ASSISTANT DEAN'S OFFICE (HOURLY) 424
EXTERNAL AFFAIRS COORDINATOR (SALARY) 295
FINANCIAL ANALYST 215
FINANCIAL AID ASSISTANT (HOURLY) 141
FISCAL OPERATIONS TECHNICIAN (HOURLY) 108
FIRST ASSISTANT ENGINEER - TRAINING VESSEL (SALARY) 243
FIRST MATE - SCHOONER BOWDOIN (SALARY) 261

FOUNDATION COORDINATOR (SALARY) 275

HEAD ATHLETIC TRAINER (SALARY) 226

INFORMATION ANALYST (SALARY) 2220

LABORATORY ASSISTANT (HOURLY) 135

LABORATORY MANAGER (SALARY) 274

LIBRARY AIDE (HOURLY) 140

LIBRARY ASSISTANT (HOURLY) 107

LOCKSMITH (HOURLY) 137

MAINTENANCE TECHNICIAN I (HOURLY) 129

MAINTENANCE TECHNICIAN II (HOURLY) 128

MAINTENANCE TECHNICIAN III (HOURLY) 145

MAINTENANCE TECHNICIAN IV (HOURLY) 146

MARINE TECHNICIAN – CREW LEADER (SALARY) 239

MASTER, SMALL CRAFT/WATERFRONT (SALARY) 264

MASTER – SMALL CRAFT/WATERFRONT/SAILING ENDORSEMENT (SALARY) 297

MATE/ENGINEER – TUG WATERFRONT (SALARY) 279

NETWORK MANAGER (SALARY) 276

P C SUPPORT SPECIALIST (SALARY) 294

PLUMBER, PIPEFITTER, MECHANIC – T/V (SALARY) 281

POSTAL AND SHIPPING CLERK (HOURLY) 133

PROGRAMMING COORDINATOR (SALARY) 2800

PURCHASING CLERK (HOURLY) 119

RECEPTIONIST (HOURLY) 105

RESIDENTIAL COORDINATOR (SALARY) 222

SAILING MASTER (SALARY) 238

SECOND ASSISTANT ENGINEER TRAINING VESSEL (SALARY) 245

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SENIOR SECRETARY (HOURLY) 103

SMALL CRAFT MASTER II (SALARY) 297

SOCIAL DIRECTOR (SALARY) 220

SUMMER CONFERENCE COORDINATOR (HOURLY) 999

SUPPLY OFFICER/PURSER (SALARY) 249

TEACHING ASSISTANT/TECHNICAL SUPPORT (SALARY) 290

TEACHING ASSISTANT/TECHNICAL SUPPORT II (SALARY) 207

TEACHING ASSISTANT/TECHNICAL SUPPORT III (SALARY) 217

THIRD ASSISTANT ENGINEER – TRAINING VESSEL/LAB INSTRUCTOR (SALARY) 293

USER SUPPORT MANAGER (SALARY) 200

UTILITY WORKER (HOURLY) 138

WEB DESIGNER (SALARY) 2210

Code	Description
0000	Generic
1010	Admissions Counselor
1020	Administrative Asst I Gradua
1021	Administrative Asst I Alumni
1030	Senior Secretary Academic
1031	Senior Secretary Athletics
1032	Senior Secretary Career Svcs
1040	Secretary Admissions
1041	Secretary Conferences
1042	Secretary Waterfront
1043	Secretary Continuing Educati
1050	Receptionist
1060	Clerk/Typist Advancement
1061	Clerk/Typist Facilities
1062	Clerk/Typist Academic Affair
1070	Library Assistant
1080	Fiscal Operations Technician
1090	Advanced Maintenance Tech I
1120	Cook II
1140	Accountant
1170	Security Guard II
1180	Security Guard I
1190	Purchasing Clerk
1230	Crew Coordinator/Supervisor
1240	Bldg Grnds Maint Mech/Trd W
1250	Bldg Grnds Maint Mech/Trd W
1260	Bldg Grnds Maintenance Worke
1261	Bldg Grnds Maint Grounds
1280	Maintenance Technician II
1290	Maintenance Technician I
1310	Security Guard II/Evg Shift
1330	Postal and Shipping Clerk
1340	Custodian Coordinator
1350	Laboratory Assistant
1370	Locksmith
1380	Utility Worker
1400	Library Aid
1410	Financial Aid Assistant
1430	Building Trades Special/Supe
1450	Maintenance Technician III
1460	Maintenance Technician IV
1470	Communications Specialist
1480	Exec Assistant Deans Office
2000	User Support Manager
2010	Exec Asst/Annual Appeal Coor
2030	Assistant Librarian Reader S
2050	Assistant Librarian Tech Svc
2060	Audio Visual Supervisor
2070	Teaching Asst/Tech Support I
2080	Application Systems Analyst
2090	Associate Dir Admissions
2100	Admin Assoc Admissions/Enrol
2110	Assistant Athletic Trainer
2120	Computer Support Manager
2130	Associate for Public Affairs
2140	Editor Mariner Magazine
2150	Financial Analyst
2160	Company Officer
2170	Teaching Asst/Tech Support I
2180	Assistant Commandant Midship
2190	Director of Health Services/
2200	Social Director
2210	Web Designer
2220	Residential Coordinator
2230	Information Analyst
2250	Coach III
2260	Head Athletic Trainer
2270	Assistant Coach
2290	Assistant Registrar
2310	Assistant Dir Waterft Svcs/T
2380	Sailing Master
2390	Marine Technician/Crew Leade
2430	First Assistant Engineer T/V
2450	Second Assistant Engineer T/
2470	Electronics Tech/ Electr T/
2480	Boatswain T/V
2490	Supply Officer Purser T/V
2530	Basketball Coach
2560	Director of Alumni Relations

Code	Description
2570	Counselor/Prevention Edu Co
2610	First Mate Schooner Bowdoin
2640	Master Small Craft/Waterfron
2680	Assistant Dir MMA Security
2690	Athletics Fac Asst/Equip Mgr
2710	Coach I
2720	Coach II
2730	Cooperative Education Coord
2740	Laboratory Manager
2750	Foundation Coordinator
2760	Network Manager
2780	Coordinator of Continuing Ed
2790	Mate/Engineer Tug
2800	Programming Coordinator
2810	Second Mate T/V
2820	Plumber Pipefitter Mech T/V
2830	Electronics Simulator Tech
2860	Able Bodied Seaman T/V
2870	Administrative Coordinator
2900	Teaching Asst/Tech Support I
2920	Aquatics Director
2930	Third Asst Engine T/V Lab In
2940	PC Support Specialist
2941	PC Support Specialist Cruise
2950	PC Support Specialist II
2960	Application Systems Manager
2970	Small Craft Master II
2980	Development Associate
2990	Master Small Craft Sail Endo
3010	Professor
3011	Professor - USCG
3020	Associate Professor
3021	Associate Professor - USCG
3030	Assistant Professor
3031	Assistant Professor - USCG
3040	Instructor
3041	Instructor - USCG
3050	Lab Instructor
3060	Adjunct Professor/Instructor
3070	Visiting Professor/Instructo
3080	Lecturer
3090	Department Chair Stipend
4010	President
4020	Master T/V
4030	VP Administration/Finance/Go
4050	VP Provost
4080	Dean Student Svcs/Enroll Mgm
4090	Director of Human Resources
4110	Director of Facilities
4120	Director of Fiscal Operation
4160	Exec Assistant to President
4170	Human Resources Specialist
4180	VP Advancement
4210	Exec Dir Plan/Comp/Admin Ops
4220	Assistant Dir Fiscal Ops
4230	Human Resources Assistant
4250	External Affairs Coordinator
4260	VP Enroll Mgmt/Port Captain
4270	Chief Technology Officer
5010	Associate Dir Student Svcs
5020	Chief Engineer T/V
5030	Chief Mate T/V
5040	Director of Admissions
5050	Director of Athletics
5060	Director Career Svcs/Coop Ed
5070	Director Conf/Student Servic
5080	Director of Financial Aid
5090	Director of MMA Security
5100	Facilities Assistant
5110	Facilities Operation Manager
5120	Librarian
5130	Marine Operations Manager
5140	Registrar
9970	Student Wages Regular
9980	Student Wages Workstudy
9990	Part time Other Conf Coord
9991	Cruise Employees - USCG
9992	Pay in Lieu of Notice
9993	Severance

Code Description

158 Position Code(s)
=====

ADA COMPLIANCE

Excerpted from the Student Handbook

<http://reslife.mma.edu/Related%20Links/StudentHandbook.pdf>

Americans with Disabilities Act (ADA) Compliance

Various public laws (including the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990) provide for the elimination of discrimination due to special conditions. A student with questions concerning these matters, or wishing to discuss information about a disability that entitles him or her to a special accommodation, should contact Dr. Joceline Boucher, ADA Coordinator (326-2489/Leavitt Hall 209).

Learning Differences Support Services

Maine Maritime Academy provides support services through the Academic Dean's office to students with documented learning differences to help foster academic success and personal growth. The services promote independence and equal access to academic and college-related activities for students with demonstrated learning disabilities.

The Associate Academic Dean (Joceline Boucher; 326-2489) considers requests for accommodation from students with learning disabilities. To receive accommodation you must meet with the Associate Academic Dean and:

1. Document your learning disability with the Academic Dean's office by providing a recent report from a qualified specialist that establishes the nature of the disability, the basis for the diagnosis, and the dates of testing.
2. Provide a recommendation from a qualified specialist of the specific accommodation that will offset the effects of the disability.
3. Sign a release form. The form allows the Academy to notify personnel on an as-needed basis to assist in making appropriate accommodation. By law, only those with a "need to know" may see documentation; an instructor may need to know the accommodation but does not need to see the documentation.

The Academy may conduct independent review of the records submitted and request you to submit to an independent medical examination. The Dean's office will approve specific accommodation in a letter you will receive in person.

In most cases, you will decide to disclose your disability to your instructor(s). To request accommodation, you must meet with an instructor in a timely manner and provide a copy of the accommodation letter. An instructor cannot anticipate special student needs, and is only required

to provide accommodation once asked. If you wait until late in the semester to notify and instructor, you will not receive accommodation, such as make-up exams, for earlier material.

Accommodation must be appropriate and reasonable. The qualified specialist who diagnosed the disability usually determines the nature of the accommodation. An accommodation is reasonable if it meets a student's needs and is within the resources of the institution as a whole to provide. If you believe a faculty member has denied you a reasonable accommodation, you may appeal to the Academic Dean's office; if this is unsuccessful, you may appeal to the President's office. You may also file a formal complaint to the Maine Human Rights Commission.

As a student with a learning difference, you are responsible for documentation and notification through the steps outlined above. You do not have to request an accommodation if you do not want to. Accommodation will assist you to meet the standards and requirements of your courses and program.

LEARNING DISABILITY SERVICES

Maine Maritime Academy assists all students in finding academic support and need-based accommodations consistent with its financial resources. The goal of the learning disability services program, which the office of the academic dean oversees, is to cultivate a campus culture of helping all students find appropriate academic support and resources. Students with documented learning disabilities receive need-based, individualized academic accommodations. The program also oversees institution-wide adherence to the Americans with Disabilities Act and amendments as it applies to students, and promotes the self-advocacy of students with learning disabilities. The program's goals in turn support the Academy's mission and institutional objectives, and specifically, the current strategic goal to "foster a mutually supportive and cooperative environment within the academic community".

Typical academic accommodations include extended time on tests, use of a quiet testing room, access to recorded texts, class notes, and tutoring. The academic dean's office tracks the progress of students receiving these and other academic accommodations. In the most recent year for which data are available (Academic Year 2008-2009), 19 matriculating students disclosed and documented a learning disability (representing roughly 8% of the student body, similar to national averages). Seventeen of these students were still enrolled as of September 2009, equal to a 90% retention rate; in comparison the first-year retention rate for all students at Maine Maritime Academy is 85% (based on the 2007 cohort). These same students achieved an overall grade-point average of 2.30 (C+) compared to an academy-wide average of 2.68 (B-; for academic years 2000-2006).

COMPLIANCE WITH FEDERAL AND STATE HEALTH AND SAFETY LAWS

Maine Maritime Academy operates in full and complete compliance with all relevant federal and state equal opportunity/affirmative action, labor and employment laws and statutes.

Applicable statutes include: Whistleblower's Protection Act, The Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964, as amended, The Age Discrimination in Employment Act of 1967, as amended, The Equal Employment Opportunity Act of 1972, The Pregnancy Discrimination Act of 1978, The Americans With Disabilities Act of 1991, The Family and Medical Leave Act of 1993, as amended by Section 585 of the National Defense Authorization Act for FY 2008, Public Law 110-181, The Uniformed Services Employment and Reemployment Act of 1994, The Maine Workers' Compensation Act, The Maine Human Rights Act, Child Labor Laws, and Federal and Maine Fair Labor Standards Act statutes.

Maine Maritime Academy complies with all required employment/labor notice postings at various locations throughout the Castine campus.

Maine Maritime Academy annually notifies all employees of the institution's policy on workplace harassment.

In addition, Maine Maritime Academy includes in the three negotiated collective bargaining agreements (faculty, staff, support & professional unit, and supervisory unit) a specific, non-discrimination article, stating: "The Academy and the Association (MSEA) agree not to discriminate illegally with respect to wages, hours and working conditions based upon race, color, religious creed, national origin, sex, age, physical or mental handicap not related to job performance, and membership or non membership in the Association." Our Board has also endorsed an official "Code of Conduct."



YOUR RIGHTS UNDER USERRA THE UNIFORMED SERVICES EMPLOYMENT AND REEMPLOYMENT RIGHTS ACT

USERRA protects the job rights of individuals who voluntarily or involuntarily leave employment positions to undertake military service or certain types of service in the National Disaster Medical System. USERRA also prohibits employers from discriminating against past and present members of the uniformed services, and applicants to the uniformed services.

REEMPLOYMENT RIGHTS

You have the right to be reemployed in your civilian job if you leave that job to perform service in the uniformed service and:

- ☆ you ensure that your employer receives advance written or verbal notice of your service;
- ☆ you have five years or less of cumulative service in the uniformed services while with that particular employer;
- ☆ you return to work or apply for reemployment in a timely manner after conclusion of service; and
- ☆ you have not been separated from service with a disqualifying discharge or under other than honorable conditions.

If you are eligible to be reemployed, you must be restored to the job and benefits you would have attained if you had not been absent due to military service or, in some cases, a comparable job.

RIGHT TO BE FREE FROM DISCRIMINATION AND RETALIATION

If you:

- ☆ are a past or present member of the uniformed service;
- ☆ have applied for membership in the uniformed service; or
- ☆ are obligated to serve in the uniformed service;

then an employer may not deny you:

- ☆ initial employment;
- ☆ reemployment;
- ☆ retention in employment;
- ☆ promotion; or
- ☆ any benefit of employment

because of this status.

In addition, an employer may not retaliate against anyone assisting in the enforcement of USERRA rights, including testifying or making a statement in connection with a proceeding under USERRA, even if that person has no service connection.

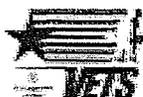
HEALTH INSURANCE PROTECTION

- ☆ If you leave your job to perform military service, you have the right to elect to continue your existing employer-based health plan coverage for you and your dependents for up to 24 months while in the military.
- ☆ Even if you don't elect to continue coverage during your military service, you have the right to be reinstated in your employer's health plan when you are reemployed, generally without any waiting periods or exclusions (e.g., pre-existing condition exclusions) except for service-connected illnesses or injuries.

ENFORCEMENT

- ☆ The U.S. Department of Labor, Veterans Employment and Training Service (VETS) is authorized to investigate and resolve complaints of USERRA violations.
- ☆ For assistance in filing a complaint, or for any other information on USERRA, contact VETS at **1-866-4-USA-DOL** or visit its **website at <http://www.dol.gov/vets>**. An interactive online USERRA Advisor can be viewed at <http://www.dol.gov/elaws/userra.htm>.
- ☆ If you file a complaint with VETS and VETS is unable to resolve it, you may request that your case be referred to the Department of Justice or the Office of Special Counsel, as applicable, for representation.
- ☆ You may also bypass the VETS process and bring a civil action against an employer for violations of USERRA.

The rights listed here may vary depending on the circumstances. The text of this notice was prepared by VETS, and may be viewed on the internet at this address: <http://www.dol.gov/vets/programs/userra/poster.htm>. Federal law requires employers to notify employees of their rights under USERRA, and employers may meet this requirement by displaying the text of this notice where they customarily place notices for employees.



**U.S. Department of Labor
1-866-487-2365**

U.S. Department of Justice Office of Special Counsel

1-800-336-4590

Publication Date—October 2008

MAINE DEPARTMENT OF LABOR
Bureau of Unemployment Compensation
FULL AND PART-TIME WORKERS

EMPLOYEES OF THIS FIRM ARE COVERED BY THE MAINE EMPLOYMENT SECURITY LAW

1. **HOW TO FILE A CLAIM FOR UNEMPLOYMENT BENEFITS:** All new and reactivated claims for unemployment benefits are filed either by telephone, by mail, or by Internet. Do not delay in filing your claim once you are out of work. **CLAIMS CANNOT BE BACKDATED.**
 - A. **BY TELEPHONE:** To file a claim for unemployment benefits by telephone, you will need to know your Social Security Account Number. Also, you should have the names and addresses of all employers for whom you worked, and your dates of employment in the last 18 months. Call this toll free telephone number to connect with the Unemployment Claims Center System:

1-800-593-7660

TTY (Deaf / Hard of Hearing): 1-888-457-8884

If you do not have a phone, you can still file your claim this way by using phones, free of charge for this purpose, at any Department of Labor CareerCenter.

LANGUAGE INTERPRETER: We provide language interpreter services in approximately 140 commonly spoken languages. Arrangements will be made to have an interpreter assist you when you call the Unemployment Claims Center.

- B. **BY INTERNET:** A claim can be filed on the Internet. The website is: www.file4ui.com.
 - C. **BY MAIL:** In some cases, your employer will give you a claim form. You can also obtain paper claim forms from any Department of Labor CareerCenter. Mail your initial claim form to the nearest Unemployment Claims Center:

Maine Department of Labor
Bureau of Unemployment Compensation

P. O. Box 1092
Augusta, ME 04332-1092

P. O. Box 610
Orono, ME 04473-0610

P. O. Box 1088
Presque Isle, ME 04769-1088

2. BASIC ELIGIBILITY REQUIREMENTS

- A. **Earnings During the Base Period:** The "base period" is a one-year period that includes four calendar quarters. To establish a claim, an individual must have earned two times the annual average weekly wage in Maine in each of two different calendar quarters, and a total of six times the annual average weekly wage in Maine in the whole base period. In most cases, the Department of Labor has your wage information on file. If it is not on file, the Department will take steps to obtain it.
 - B. **Separation:** If you were laid off from your last job due to a lack of work, no additional investigation is required. If you separated from your last job for reasons other than lack of work, you will be scheduled for a fact-finding interview. A determination will then be made regarding your eligibility for benefits.
 - C. **Weekly Requirements:** Weekly eligibility requirements include being able to work and being available for work, making an active search for work (unless your work search has been "waived"), not refusing offers of suitable work or referral to suitable job opportunities from the CareerCenters.
 - D. **Aliens:** If you are not a U.S. Citizen, your Social Security number and/or your Alien Permit number will be checked with the Department of Homeland Security, Immigration and Naturalization Service.
3. **UNEMPLOYMENT BENEFITS ARE TAXABLE:** Unemployment benefits are taxable and have to be reported when you file your income tax forms.
4. **CHILD SUPPORT:** If you owe child support that you pay to the Department of Health and Human Services (DHHS), up to fifty percent (50%) of your unemployment check may be withheld and sent to DHHS.
5. **BENEFITS FOR PARTIAL UNEMPLOYMENT:** Employing units, following a week in which an individual who is customarily employed full time worked less than full-time hours, or who was laid off for one calendar week due to a lack of work, shall give such an individual a claim form for use in filing a claim for that week.

CAUTION: This poster is designed to notify individuals of their rights regarding the filing of claims for unemployment benefits. It is does not have the force or effect of law. For more information, call 1-800-593-7660 toll free.

Job Safety and Health

It's the law!

OSHA

Occupational Safety and Health Administration
U.S. Department of Labor

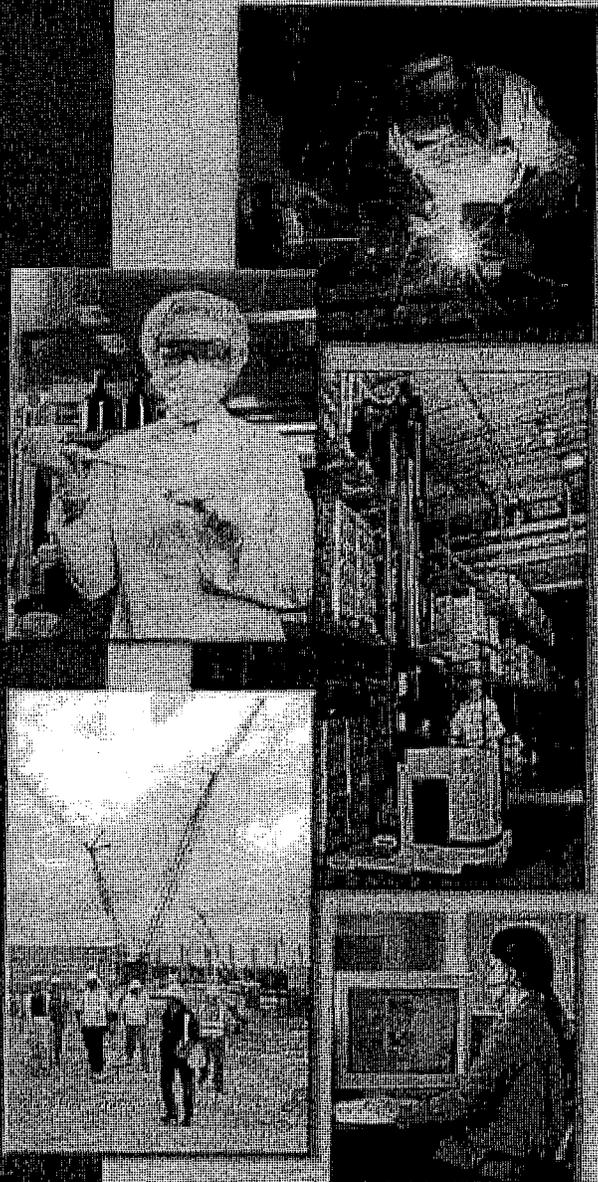
EMPLOYEES:

- You have the right to notify your employer or OSHA about workplace hazards. You may ask OSHA to keep your name confidential.
- You have the right to request an OSHA inspection if you believe that there are unsafe and unhealthful conditions in your workplace. You or your representative may participate in that inspection.
- You can file a complaint with OSHA within 30 days of retaliation or discrimination by your employer for making safety and health complaints or for exercising your rights under the *OSH Act*.
- You have the right to see OSHA citations issued to your employer. Your employer must post the citations at or near the place of the alleged violations.
- Your employer must correct workplace hazards by the date indicated on the citation and must certify that these hazards have been reduced or eliminated.
- You have the right to copies of your medical records and records of your exposures to toxic and harmful substances or conditions.
- Your employer must post this notice in your workplace.
- You must comply with all occupational safety and health standards issued under the *OSH Act* that apply to your own actions and conduct on the job.

EMPLOYERS:

- You must furnish your employees a place of employment free from recognized hazards.
- You must comply with the occupational safety and health standards issued under the *OSH Act*.

This free poster available from OSHA –
The Best Resource for Safety and Health



Free assistance in identifying and correcting hazards or complying with standards is available to employers without citation or penalty through OSHA-supported consultation programs in each state.

1-800-321-OSHA
www.osha.gov

OSHA 3190-12-000

Whistleblower's Protection Act



Protection of Employees Who Report or Refuse to Commit Illegal Acts



Maine Law (Title 26 M.R.S.A. § 839) requires every employer to place this poster in the workplace where workers can easily see it.

This poster describes some important parts of the law. A copy of the actual law or formal interpretations may be obtained from the Department of Labor, Bureau of Labor Standards by calling (207) 623-7900. (The laws are also on the Bureau's web site.)

This poster is provided at no cost by the Maine Department of Labor and may be copied.

It is illegal for your boss to fire you, threaten you, retaliate against you or treat you differently because:

1. You reported a violation of the law;
2. You are a healthcare worker and you reported a medical error;
3. You reported something that risks someone's health or safety;
4. You have refused to do something that will endanger your life or someone else's life and you have asked your employer to correct it; or
5. You have been involved in an investigation or hearing held by the government.

You are protected by this law ONLY if:

1. You tell your boss about the problem and allow a reasonable time for it to be corrected; or
2. You have good reason to believe that your boss will not correct the problem.

To report a violation, unsafe condition or practice or an illegal act in your workplace, contact:

(This information should be filled in by the employer)

E. James Soucie (Name) *Exec. Director - Admin.* (Title) *Leavitt Hall 326-2241* (Location or Phone)
Planning, Compliance

For more information or to file a complaint under this law, contact:

The Maine Human Rights Commission
51 State House Station
Augusta, Maine 04333
Tel: (207) 624-6050
TTY: (207) 624-6040
www.Maine.gov/mhrc

The following agencies may provide useful information on workplace safety and labor laws:

U.S. Department of Labor
Wage and Hour Division
P.O. Box 554
Portland, Maine 04112
Tel: (207) 780-3344
www.dol.gov

U.S. Department of Labor/OSHA
40 Western Avenue
Augusta, Maine 04330
Tel: (207) 626-9160
www.osha.gov

Maine Department of Labor
Bureau of Labor Standards
45 State House Station
Augusta, Maine 04333-0045
(207) 623-7900
TTY: 1-800-794-1110
Web site: www.maine.gov/labor/bls
E-mail: webmaster.bl@maine.gov

EMPLOYEE RIGHTS AND RESPONSIBILITIES UNDER THE FAMILY AND MEDICAL LEAVE ACT

Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the servicemember medically unfit to perform his or her duties for which the servicemember is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least one year, for 1,250 hours over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility.

Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

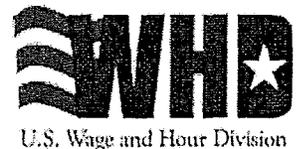
An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300(a) may require additional disclosures.



For additional information:
1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
WWW.WAGEHOUR.DOL.GOV



Minimum Wage



Labor Laws of the State of Maine provide protection for people who work in Maine. The Maine Department of Labor administers the laws, which all employers must follow. Department representatives inspect workplaces to ensure compliance. Citations and penalties may be issued to employers who do not comply.

This poster describes some important parts of the laws. A copy of the actual laws or formal interpretations may be obtained from the Department of Labor, Bureau of Labor Standards, by calling (207) 623-7900. (The laws are also on the Bureau's web site.)



Maine Law (Title 26 M.R.S.A. § 668) requires every employer to place this poster in the workplace where workers can easily see it.

This poster is provided at no cost by the Maine Department of Labor and may be copied.

October 1, 2007 — Minimum Wage is \$7.00 per hour
October 1, 2008 — Minimum Wage is \$7.25 per hour
October 1, 2009 — Minimum Wage is \$7.50 per hour

Service Employees

A service employee is someone who regularly receives more than \$30 a month in tips. The employer must pay a cash wage of at least one-half of the regular minimum wage. If the employee's total cash wage combined with the total tips for the week do not average at least the minimum hourly wage, the employer must pay the employee the difference in wages. Tips belong to the employee providing direct service to the customer. Employees may not be required to pool or share their tips with other employees.

Exempt From Minimum Wage and Overtime*

- ◆ Individuals employed in agriculture, except when employed for or on a farm with over 300,000 laying birds.
- ◆ Employees whose earnings are from sales commissions and whose hours and place of employment are not controlled by the employer.
- ◆ Taxicab drivers.
- ◆ Counselors and junior counselors in summer camps for children.
- ◆ Employees of children's summer camps who are students under the age of 19 if the camp is under the provisions of Title 13 M.R.S.A., Part 2, which includes certain civic, social, charitable and fraternal orders.
- ◆ People who catch fish or work in farming of marine life.
- ◆ Switchboard operators in public telephone exchanges with less than 750 stations.
- ◆ Home workers not supervised or controlled and who buy raw materials and complete articles for sale.
- ◆ Dependent members of the employer's family.
- ◆ Executive, administrative or professional employees with a salary of at least \$455.00 weekly.

Exempt From Overtime Only*

- ◆ Processing of sardines or other perishable food products.
- ◆ Public employees, including fire and police departments.
- ◆ Automobile salespeople, mechanics, service writers, and parts clerks who are paid on a commission or flat-rate basis.
- ◆ Drivers and driver's helpers who are exempt from overtime under Federal law:
 - Are exempt from overtime under Maine law if they are paid in a manner that is reasonably equivalent to 1 ½ times the regular hourly rate for all hours actually worked in excess of 40 hours in a week under rules established by the Bureau of Labor Standards.
 - Are exempt from overtime under Maine law if they are

covered by a collective bargaining agreement that regulates their rate of pay.

- Are exempt from overtime under Maine law if they are employed by an entity that has a contract with the Federal Government or an agency of the Federal Government that dictates the minimum hourly rate they will be paid.

Equal Pay

Employees shall be paid the same wages as employees of the opposite sex for work that is of a comparable nature in skill, effort and responsibility. This does not include seniority, merit or shift differentials which do not discriminate based on sex.

Board and Lodging

Wages may include reasonable costs to the employer furnishing food and lodging. Food and lodging must actually be used by the employee, clearly shown on the employee statement and wage records, and approved by the Bureau of Labor Standards.

Statements to Employees

Every employer shall give to each employee with the payment of wages a statement clearly showing the date of the pay period, hours worked, total earnings and itemized deductions.

Records

Employers shall keep, for three years, accurate records of hours worked and wages paid to all employees.

Unfair Contracts

An employer cannot make a special contract or agreement with an employee to exempt that employee from minimum wage or overtime.

**Note: Maine employers may also be covered under the Federal Fair Labor Standards Act. For more information, contact the U.S. Department of Labor Wage and Hour Office at 207-780-3344.*

For more information, contact:

Maine Department of Labor
Bureau of Labor Standards
45 State House Station
Augusta, Maine 04333-0045
Telephone: 207-623-7900
(TTY: 1-800-794-1110)
Web site: www.maine.gov/labor/bls
E-mail: webmaster.bl@maine.gov

EMPLOYEE RIGHTS UNDER THE FAIR LABOR STANDARDS ACT

THE UNITED STATES DEPARTMENT OF LABOR WAGE AND HOUR DIVISION

FEDERAL MINIMUM WAGE

\$5.85 PER HOUR

BEGINNING JULY 24, 2007

\$6.55 PER HOUR

BEGINNING JULY 24, 2008

\$7.25 PER HOUR

BEGINNING JULY 24, 2009

OVERTIME PAY

At least $1\frac{1}{2}$ times your regular rate of pay for all hours worked over 40 in a workweek.

YOUTH EMPLOYMENT

An employee must be at least **16** years old to work in most non-farm jobs and at least **18** to work in non-farm jobs declared hazardous by the Secretary of Labor.

Youths **14** and **15** years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs under the following conditions:

No more than

- 3 hours on a school day or 18 hours in a school week;
- 8 hours on a non-school day or 40 hours in a non-school week.

Also, work may not begin before **7 a.m.** or end after **7 p.m.**, except from June 1 through Labor Day, when evening hours are extended to **9 p.m.** Different rules apply in agricultural employment. For more information, visit the YouthRules! Web site at www.youthrules.dol.gov.

TIP CREDIT

Employers of "tipped employees" must pay a cash wage of at least \$2.13 per hour if they claim a tip credit against their minimum wage obligation. If an employee's tips combined with the employer's cash wage of at least \$2.13 per hour do not equal the minimum hourly wage, the employer must make up the difference. Certain other conditions must also be met.

ENFORCEMENT

The Department of Labor may recover back wages either administratively or through court action, for the employees that have been underpaid in violation of the law. Violations may result in civil or criminal action.

Civil money penalties of up to \$11,000 per violation may be assessed against employers who violate the youth employment provisions of the law and up to \$1,100 per violation against employers who willfully or repeatedly violate the minimum wage or overtime pay provisions. This law prohibits discriminating against or discharging workers who file a complaint or participate in any proceedings under the Act.

ADDITIONAL INFORMATION

- Certain occupations and establishments are exempt from the minimum wage and/or overtime pay provisions.
- Special provisions apply to workers in American Samoa and the Commonwealth of the Northern Mariana Islands.
- Some state laws provide greater employee protections; employers must comply with both.
- The law requires employers to display this poster where employees can readily see it.
- Employees under 20 years of age may be paid \$4.25 per hour during their first 90 consecutive calendar days of employment with an employer.
- Certain full-time students, student learners, apprentices, and workers with disabilities may be paid less than the minimum wage under special certificates issued by the Department of Labor.



For additional information:

1-866-4-USWAGE

(1-866-487-9243)

TTY: 1-877-889-5627



WWW.WAGEHOUR.DOL.GOV

U.S. Department of Labor | Employment Standards Administration | Wage and Hour Division

WHD Publication 1088 (Revised June 2007)

THE MAINE HUMAN RIGHTS ACT GUARANTEES...

Equal Employment Rights

EQUAL EMPLOYMENT RIGHTS

1. The RIGHT to freedom from discrimination in employment.
 2. The opportunity for an individual to secure employment without discrimination is declared to be a CIVIL RIGHT.
- The Maine Human Rights Act prohibits discrimination because of race, color, sex, sexual orientation, age, physical or mental disability, genetic predisposition, religion, ancestry, or national origin.
- The Maine Human Rights Act also prohibits discrimination because of filing a claim or asserting a right under the Worker's Comp Act or retaliation under the Whistleblower's Act.

UNLAWFUL EMPLOYMENT DISCRIMINATION

1. For any employer to fail or refuse to hire an applicant.
2. For any employer to discharge an employee.
3. For any employer to discriminate against an employee with respect to recruitment, tenure, promotion, transfer or compensation.
4. For any employment agency to fail or refuse to classify properly or refer for employment an applicant.
5. For any labor organization to exclude from apprenticeship or membership an applicant.
6. For any employer, employment agency, or labor organization, prior to employment or admission to membership of an individual to ask questions, keep a record, use application form, issue any notice, employ a quota system.
7. For any employer, employment agency, or labor organization to retaliate against a person who has opposed a violation of the Maine Human Rights Act because of race, color, sex, sexual orientation, age, physical or mental disability, genetic predisposition, religion, ancestry or national origin or because of asserting a claim under the Worker's Comp Act or Whistleblower's Act.

MAINE
HUMAN
RIGHTS
COMMISSION

IF YOU FEEL YOU HAVE BEEN DISCRIMINATED AGAINST, CONTACT THE COMMISSION OFFICE
61 STATE HOUSE STATION, AUGUSTA, MAINE 04333-9051
PHONE (207) 624-5050 FAX (207) 624-5063 TTY 1-888-577-6600

Occupational Safety and Health Protection For Employees of the Maine Maritime Academy

The Occupational Safety and Health Act of 1970, Executive Order 12196 and 29 CFR 1960 require the heads of Federal agencies to furnish to employees places and conditions of employment that are free from job safety and health hazards.

Responsibilities of Your agency

1. General Requirements

The head of your agency will furnish Your agency employees places and conditions of employment that are free from on-the-job safety and health hazards.

2. OSHA Regulations

Your agency will comply with applicable regulations of the Occupational Safety and Health Administration.

3. Reporting Hazards

Your agency will respond to employee reports of hazards in the workplace.

4. Workplace Inspections

Your agency will insure that each workplace is inspected annually for hazardous conditions. Your agency will post Notices of Unsafe or Unhealthful Working Conditions found during the inspections for a minimum of three working days, or until the hazard is corrected, whichever is later.

5. Correction of Unsafe Conditions

Your agency will take prompt action to assure that hazardous conditions are eliminated. Imminent danger conditions will be corrected immediately.

6. Safety and Protective Equipment

Your agency will acquire, maintain and require use of appropriate protective and safety equipment.

7. Safety and Health Training

Your agency will provide occupational safety and health training for employees.

8. Reporting Accidents, Injuries and Occupational Illnesses

Supervisors must submit a supervisor's report of accidental injury/illness for all work-related accidents, injuries or occupational illnesses experienced by employees under their supervision.

9. Safety and Health Committees

Your agency will support any safety and health committees that are formed from management and employee representatives.

Employee Responsibilities

1. Compliance with Standards

Employees shall comply with all OSHA and approved Your agency occupational safety and health standards, policies and directives.

2. Safety and Protective Equipment

Employees shall use appropriate protective and safety equipment provided by Your agency.

Rights of Employees and Their Representatives

1. Participation in Safety and Health Program

Employees and their representatives shall have the right to participate in the Your agency Safety and Health Program. Employees shall be authorized official time for these activities.

2. Access to Records and Documents

Employees and their representatives shall have access to copies of applicable OSHA and other recognized standards and regulations; Your agency safety and health policies and directives; accident, injury and illness statistics of the Your agency.

3. Reporting Hazards

Employees and their representatives shall have the right to report unsafe or unhealthful working conditions to appropriate officials and to request an inspection of the workplace. The name of the employee making the report will be kept confidential if requested.

4. Freedom from Fear of Reprisal

Employees and their representatives are protected from restraint, interference, coercion, discrimination, or reprisal for exercising any of their rights under the Your agency Safety and Health Program.

Responsible Officials

The Designated Agency Safety and Health Official (DASHO) for Your agency is Name, Title.

The Safety and Health Designee for this workplace is:

James Soucie

and may be contacted at

extension 241
(Telephone and location)

Further Information

This notice highlights the Your agency employee job safety and health program. More information about the Your agency program or its standards and procedures may be obtained from the workplace Safety and Health Designee.

Washington D.C.
2000

Agency Logo

Agency Head Signature

Child Labor Laws



Child Labor Laws of the State of Maine provide protection for people under the age of 18 in nonagricultural jobs. The Maine Department of Labor administers the laws, which all employers must follow. Department representatives inspect workplaces to ensure compliance. Citations and penalties may be issued to employers who do not comply.

This poster describes some important parts of the laws. A copy of the actual laws and formal interpretations may be obtained from the Department of Labor, Bureau of Labor Standards, by calling (207) 623-7900.



Maine Law (Title 26, M.R.S.A. § 42-B) requires every employer to place this poster in the workplace where workers can easily see it.

This poster is provided at no cost by the Maine Department of Labor and may be copied.

Where Minors May Work

16- & 17-year olds may work in most businesses, but not in hazardous jobs.

14- & 15-year olds may work in most businesses, except in most jobs in manufacturing, mechanical, dry cleaners, laundries, bakeries, hotels/motels, and most commercial places of amusement.

Minors under 14 years old may not work in most businesses.

Prohibited Jobs

Youth under 18 years old are not allowed to work at many hazardous jobs. Contact the Bureau of Labor Standards for details.

Work Hours

Under 16 years old

- ◆ No more than 6 days in a row.
- ◆ Cannot work before 7 a.m.
- ◆ Cannot work after 7 p.m. during school year.
- ◆ Cannot work after 9 p.m. during summer vacation.

When School Is Not in Session

- ◆ No more than 8 hours in any one day (weekend, holiday, vacation or workshop).
- ◆ Not more than 40 hours in a week (school must be out entire week).

When School Is in session

- ◆ No more than 3 hours on a school day, including Friday.
- ◆ Not more than 18 hours in a week that school is in session 1 or more days.

16- & 17- years old (enrolled in school)

- ◆ No more than 6 days in a row.
- ◆ Cannot work before 7 a.m. on a school day.
- ◆ Cannot work before 5 a.m. on a non-school day.
- ◆ Cannot work after 10 p.m. the night before a school day.
- ◆ Can work up to midnight when there is no school the next day.

When School Is Not in Session

- ◆ No more than 10 hours in any one day (weekend, holiday, vacation, or workshop).
- ◆ No more than 50 hours in a week.

When School Is in Session

- ◆ No more than 4 hours on a school day.
- ◆ No more than 10 hours on any holiday, vacation, or workshop day.
- ◆ On last day of school week or unscheduled school closure day, may work up to 8 hours.
- ◆ No more than 20 hours in a week except may work 50 hours any week that approved school calendar is less than 3 days or during the first and last week of school calendar.
- ◆ May work up to 28 hours in week that an unscheduled school closure occurs. (snow day, frozen pipes, etc.)

Work Permits

Minors under 16 years of age need work permits in order to work.

- ◆ Issued by superintendent of schools.
- ◆ Employer must keep Bureau-approved permit on file.
- ◆ Minor allowed only 1 permit during school year, 2 during summer vacation.
- ◆ Minor cannot work until permit is approved by Bureau of Labor Standards.

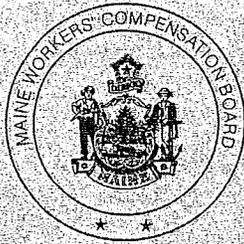
Records

All employers must keep accurate daily records of hours for workers under 18.

Note: Maine employers may also be covered under the Federal Fair Labor Standards Act. For more information, contact the U.S. Department of Labor Wage and Hour Office at 207-780-3344.

For more information, contact:

Maine Department of Labor
Bureau of Labor Standards
45 State House Station
Augusta, Maine 04333-0045
Telephone: 207-623-7900
(TTY: 1-800-794-1110)
Web site: www.maine.gov/labor/bls
E-mail: webmaster.blis@maine.gov



WORKERS' COMPENSATION

WORKERS' COMPENSATION BOARD REGIONAL OFFICES

AUGUSTA
24 Stone Street
Augusta, ME 04330
207-287-2308
1-800-400-6854

LEWISTON
36 Mollison Way
Lewiston, ME 04240-5811
207-753-7700
1-800-400-6857

BANGOR
106 Hogan Road
Bangor, ME 04401
207-941-4550
1-800-400-6856

PORTLAND
62 Elm Street
Portland, ME 04101
207-822-0840
1-800-400-6858

CARIBOU
43 Hatch Drive, Suite 110
Caribou, ME 04736-2347
207-498-6428
1-800-400-6855

Visit our website at:
www.maine.gov/wcb
Statewide TTY: 1-877-832-5525

Notice to Employees:

State law requires your employer to provide workers' compensation insurance for its employees. Workers' compensation insurance provides benefits to employees who are injured at work.

If you are injured at work, NOTIFY YOUR EMPLOYER AT ONCE. You may lose your right to receive benefits, unless your employer is notified within 90 days of your injury. Your claim is also subject to a two-year statute of limitations. Worker advocates are available at the Workers' Compensation Board to help injured workers.

If you have any questions about your rights, please contact one of the regional offices.

A l'intention des Employés:

D'après les lois de l'Etat de Maine, votre employeur est tenu de souscrire à une assurance indemnisant ses employés victimes d'un accident du travail.

Si vous êtes victime d'un accident du travail, PREVEZ VOTRE EMPLOYEUR IMMEDIATEMENT. Passez un délai de 90 jours, vous risquez de perdre vos droits à l'indemnisation. Au-delà de deux ans, votre déclaration n'est plus recevable. Pour aider les vic-

times d'un accident du travail, le Workers' Compensation Board met des conseillers juridiques à leur disposition.

Si vous n'êtes pas sûr de vos droits, veuillez contacter l'un des bureaux régionaux.

Aviso a los Trabajadores:

La ley del estado de Maine requiere que su empresario proporcione el seguro de compensaciones para el trabajador a todos los trabajadores. El seguro de compensaciones para el trabajador proporciona beneficios a los trabajadores accidentados en el trabajo.

En caso de sufrir accidente o daño laboral, NOTIFIQUELO INMEDIATAMENTE A SU EMPRESARIO. Podría perder el derecho a recibir compensación a menos que su empresario sea notificado de este accidente o daño en el plazo de 90 días. Así mismo, esta reclamación debe hacer referencia a un accidente o daño que no haya ocurrido hace más de dos años. Los defensores del trabajador están disponibles para proporcionar ayuda a los trabajadores accidentados en el Consejo de Administración de Compensaciones para el Trabajador (Workers' Compensation Board).

En caso de tener cualquier pregunta sobre sus derechos, favor de dirigirse a una de las oficinas regionales de compensaciones para el trabajador.

ENGLISH: Interpreters Available
When calling for assistance, please say the name of your language in English and an interpreter will be called for you. Please stay on the line.

SPANISH: Tenemos intérpretes a su disposición
Si necesita que le atiendan en español por favor diga "Spanish" y le conectaremos con un intérprete. Por favor manténgase en la línea.

PORTUGUESE: Temos intérpretes a sua disposição
Se precisar de atendimento em Português, por favor diga "Portuguese", e um intérprete será prontamente chamado. Por favor, aguarde na linha.

ITALIAN: Abbiamo interpreti disponibili
Se avete bisogno di assistenza in Italiano, Vi preghiamo di dire "Italian", e un interprete sarà messo a Vostra disposizione. Vi preghiamo di rimanere in linea.

FRENCH: Des interprètes sont à votre disposition
Lorsque vous appelez pour demander de l'aide, prononcez le mot "French" et nous mettrons un interprète à votre disposition. Prière de rester en ligne.

TUMACZE: Dostępni są tłumacze.
Aby uzyskać pomoc Tumacze, proszę powiedzieć po angielsku "Polish" i czekać na linię.

POLISH: "К вашим услугам имеются переводчики"
"Когда Вы обращаетесь за помощью по телефону, пожалуйста скажите, что Вы говорите по-русски (произнесите "РАШС"), и мы обеспечим Вас переводчиком. После этого, пожалуйста, оставайтесь на линии."

RUSSIAN: 提供口译服务
行電話請求幫助時，請用英語說“俄語呢?” (CHINESE) - 我們將會為您提供口譯人員。請不要掛斷電話。

CHINESE: 通訳サービスをご利用いただけます
通訳を必要とされる場合は「ジャパニーズ」とおっしゃり、通訳ができるまでそのままでお待ちください。

JAPANESE: 한국어 번역을 이용하실 수 있습니다.
도움이 필요하여 전화할 시, 영어로 프리언 (KOREAN) 이라고 말씀하시면 통역자를 연결해 드릴 것입니다. 전화를 끊지 마시고 기다리십시오.

VIETNAMESE: "Cố Thông Dịch Viên"
"Khi gọi điện thoại để được giúp đỡ, xin quý vị hãy nói "VIETNAMESE" để chúng tôi cho thông dịch viên giúp quý vị. Xin quý vị chờ trên đường dây."

ARABIC: مترجمون شهيون لمتكلمون لغاتكم
عند إتصالك للمساعدة أو طلب خدمة معينة نرجو منك أن تتكلم بال العربية - ونحن نقدم لكم مترجماً شهيوناً. انقرا على الخط من فضلكم.

PERSIAN: افراد مترجم در دسترس می باشند.
را که بدان صحبت می کنید به تکلمی ذکر کنید تا راجع به امری به ما تلقین می کنید. لطفاً نام زبانی قطع نکنید. هنگامیکه برای درخواست کمک یا شما تماس گرفتند فوراً تلفظ روی خط منتظر بمانید. یا یک مترجم برای

SOMALI: Turjunnanno wanaa halayaa
Marka aad eawinaadi inoogu soo yecoraysiid, fadhinnu inuaddaada af Ingiriisii inoogu sheeg turjubaan ayaan iguugu yeeri doonayee. Tafeefoonka hana dhigjin.

To the employer: This notice must be posted in a conspicuous place upon your premises accessible to employees. 39-A MRSA §406. The State of Maine does not discriminate on the basis of disability in admission to, access to, or operation of its programs, services or activities. This poster is available in alternative format. For further assistance, contact the Maine Workers' Compensation Board, ADA Coordinator, telephone: (888) 801-9087 or TTY: (877) 832-5525. WCB-90 (1/06)

Regulation of Employment



Labor Laws of the State of Maine provide protection for people who work in Maine. The Maine Department of Labor administers the laws, which all employers must follow. Department representatives inspect workplaces to ensure compliance. Citations and penalties may be issued to employers who do not comply.

This poster describes some important parts of the laws. A copy of the actual laws or formal interpretations may be obtained from the Department of Labor, Bureau of Labor Standards, by calling (207) 623-7900. (The laws are also on the Bureau's web site.)



Maine Law (Title 26 M.R.S.A. § 42-B) requires every employer to place this poster in the workplace where workers can easily see it.

This poster is provided at no cost by the Maine Department of Labor and may be copied.

Time of Payment

Employees must be paid in full at least every 16 days. Employees must be notified of any decrease in wages or salary at least one day prior to the change.

Payment of Wages

Employees who leave a job must be paid in full on the next payday or within two weeks, whichever is earlier. Any vacation pay earned is due at the same time.

Unfair Agreement

Employers cannot require that an employee pay for losses such as broken merchandise, bad checks, or bills not paid by customers, nor for special uniforms and certain tools of the trade.

Rest Breaks

Most employees must be offered a 30-minute paid or unpaid rest break after 6 hours of work.

Family Medical Leave

An employee who has worked for the last 12 months at a workplace with 15 or more employees can have leave for up to 10 paid or unpaid weeks in 2 years for:

- Birth or adoption of a child or domestic partner's child
- Serious illness of the employee or immediate family member, including domestic partner
- Organ donation
- Death or serious health condition of the employee's spouse, domestic partner, parent or child if it occurs while the spouse, domestic partner, parent or child is on active duty
- Serious illness or death of a sibling who shares joint living and financial arrangements with the worker.

(Federal family medical leave is different. Call 603-666-7716 for more information.)

Leave for Victims of Violence, Assault, Sexual Assault or Stalking

Must be allowed upon request if an employee (or a child, parent

or spouse of an employee) is a victim of violence, assault, sexual assault or stalking or any act that would support an order for protection under Title 19-A M.R.S.A., c. 101 and the employee needs the time to:

- Prepare for and attend court proceedings; or
- Receive medical treatment; or
- Obtain necessary services to remedy crisis.

Leave to Care for Family

If the employer's policy provides for paid time off, the employee must be allowed to use up to 40 hours in a 12-month period to care for an immediate family member who is ill.

Mandatory Overtime

Most employers may not require employees to work more than 80 hours of overtime in any consecutive 2-week period. A nurse who has worked 12 consecutive hours may not be disciplined for refusing to work additional hours and must be allowed at least 10 hours off after working 12 hours. (There are exceptions to this law.)

Note: Maine employers may also be covered under the Federal Fair Labor Standards Act. For more information, contact the U.S. Department of Labor Wage and Hour Office at 603-666-7716.

For more information, contact:

Maine Department of Labor
Bureau of Labor Standards
45 State House Station
Augusta, Maine 04333-0045

located at: 45 Commerce Drive

Telephone: 207-623-7900

(TTY: 1-800-794-1110)

Web site: www.maine.gov/labor/bls

E-mail: webmaster.blsmaine.gov

At-Will Employment - Under Maine law, an at-will employee may be terminated for any reason not specifically prohibited by law. In most instances, you are an at-will employee unless you are covered by a collective bargaining agreement or other contract that limits termination. If you have questions about at-will employment, contact your human resources department or the Bureau of Labor Standards.

Occupational Safety and Health Regulations for Public Sector Workplaces



Maine has an Occupational Safety and Health Law that protects state and local government employees from workplace safety and health problems.



Public Sector employers must place this poster in the workplace where workers can easily see it.

This poster may be copied.

How are you protected?

- ✓ Your employer must, by law, keep your workplace safe and healthy for workers.
- ✓ From time to time, safety and health inspectors from the Maine Department of Labor will show up at your workplace to make sure your employer is following Safety and Health Regulations.
- ✓ If you think your workplace is unsafe, you can contact the Maine Department of Labor and ask for an inspection.
- ✓ Employers and employees may go with the inspector on the inspection of your job site.
- ✓ Your employer may be cited and penalized if unsafe or unhealthful conditions are found during an inspection.
- ✓ Your employer must correct unsafe and unhealthful conditions found during an inspection.
- ✓ Employers who repeat safety and health violations or who violate the law on purpose may face fines, civil charges, or criminal charges.
- ✓ You cannot be fired or discriminated against for filing a safety and health complaint.

Who can you contact to ask for an inspection or ask for safety and health information?

Maine Department of Labor
Bureau of Labor Standards
45 State House Station
Augusta, ME 04333-0045
or call: (207) 624-6400
TTY: (207) 624-6003
E-mail: webmaster.bls@maine.gov
Web site: <http://www.maine.gov/labor/bls>

Safe Work for Computer Operators

MAINE
DEPARTMENT OF
LABOR
Labor Standards

The Maine Video Display Terminal (VDT) Law gives certain rights to people who use computers for work.



Employers must place this poster in the workplace where workers can easily see it.

This poster is provided at no cost by the Maine Department of Labor and may be copied.

If you work at a computer for more than 4 hours in a row on most days, your employer must:

- 1. Train you to use your computer safely so you won't get hurt. Using your computer safely includes:**

-  Not hitting the keys too hard,
-  Not keying too fast or for too long, and
-  Not sitting in one position or in an uncomfortable position.

- 2. Train you the right way to adjust your workstation.**
- 3. Train you within the first month after you are hired and then once a year.**

If you have questions about working safely at the computer, speak to your supervisor or contact the Bureau of Labor Standards

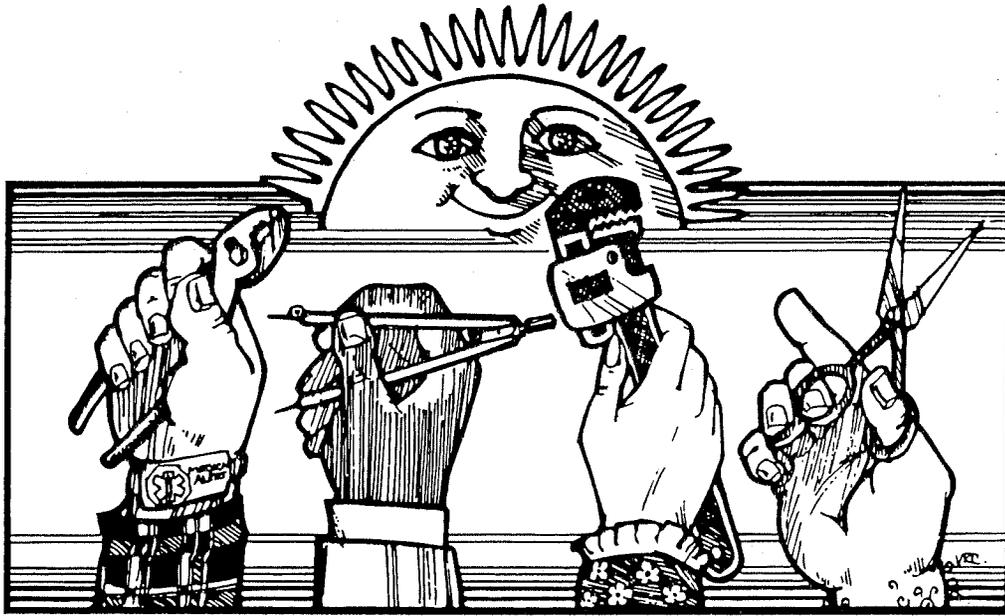
Telephone: 1-877-SAFE-345 (1-877-723-3345)

(TTY: 1-800-794-1110)

E-mail: webmaster.bls@maine.gov

Website: www.maine.gov/labor/bls

THE MAINE HUMAN RIGHTS ACT GUARANTEES...



Equal Employment Rights

EQUAL EMPLOYMENT RIGHTS

1. The RIGHT to freedom from discrimination in employment.
2. The opportunity for an individual to secure employment without discrimination... is declared to be a CIVIL RIGHT.

The Maine Human Rights Act prohibits discrimination because of race, color, religion, age, national origin, sex, ancestry, or physical or mental disability.

The Maine Human Rights Act also prohibits discrimination because of filing a claim or asserting a right under the Worker's Comp Act or retaliation under the Whistleblower's Act.

UNLAWFUL EMPLOYMENT DISCRIMINATION

1. For any employer to fail or refuse to hire an applicant
2. For any employer to discharge an employee

3. For any employer to discriminate against an employee with respect to recruitment, tenure, promotion, transfer, or compensation
4. For any employment agency to fail or refuse to classify properly or refer for employment an applicant
5. For any labor organization to exclude from apprenticeship or membership an applicant
6. For any employer, employment agency, or labor organization prior to employment or admission to membership of an individual to ask questions, keep as record, use application form, issue any notice, employ a quota system
7. For any employer, employment agency, or labor organization to retaliate against a person who has opposed a violation of the Maine Human Rights Act.

Because of race, color, religion, age, national origin, sex, ancestry, physical or mental disability or because of asserting a claim under the Worker's Comp Act or Whistleblower's Act.

MAINE
HUMAN
RIGHTS
COMMISSION

IF YOU FEEL YOU HAVE BEEN DISCRIMINATED AGAINST, CONTACT THE COMMISSION OFFICE.
STATE HOUSE STATION 51, AUGUSTA, MAINE 04333 PHONE (207) 624-6050

MAINE MARITIME ACADEMY
CASTINE, MAINE 04420
207-326-4311



MEMORANDUM

TO: All MMA Employees
FROM: President Leonard H. Tyler 
DATE: April 21, 2009
SUBJ: Policy on Workplace Harassment

Attached is a copy of Maine Maritime Academy's policy on workplace harassment, in compliance with the Maine Human Rights Commission Statute. A copy of this policy is being distributed to each employee, and is referenced in all three collective bargaining contracts as well as the MMA Code of Conduct.

The policy is self-explanatory. The Academy will adhere to all provisions of federal and state laws, and will not tolerate any act of harassment. Harassment/discrimination includes any type of physical or verbal conduct which shows hostility toward a person because of that person's race, color, religion, sexual orientation, gender, national origin, age, or disability. As public employees, and as members of our community, it is important that we all conform to this policy. In particular, we must take care to treat all of our co-workers the same, regardless of their age, gender, color, religion, disability, or national origin. Because of the differences in our values and backgrounds, we want to ensure that employees are in a position to recognize any behavior that constitutes harassment. Our goal is to have, and maintain, a dignified, professional and comfortable work atmosphere for all employees. We believe that the avoidance of any action that could constitute sexual, or any other type of harassment, is essential toward that goal. You are encouraged to talk with the Academy's Executive Director of Planning, Compliance and Administrative Operations, Jim Soucie, (at extension 241 or 231) if you have any questions about the attached policy, or if you have any concerns about harassment in your work environment.

STATE OF MAINE
POLICY STATEMENT AGAINST HARASSMENT

I. General Policy Statement

The State of Maine recognizes the dignity of the individual employee and the right of employees to work in an environment which is free of intimidation and harassment. Such intimidation or harassment based on race or color, sex, sexual orientation, physical or mental disability, religion, age, ancestry or national origin, whistleblower activity, previous assertion of a claim or right under the Maine Workers' Compensation Act, or marital status is a violation of State policy. Because such harassment seriously undermines the integrity of the work place and adversely affects employee morale, it is unacceptable and will not be tolerated. In addition, it is considered grounds for disciplinary action up to and including discharge. Harassment based on race or color, sex, sexual orientation, physical or mental disability, religion, age, ancestry or national origin, whistleblower activity or previous assertion of a claim or right under the Maine Workers' Compensation Act may also constitute illegal employment discrimination.

Examples of harassment related to race or color, sex, sexual orientation, physical or mental disability, religion, age, ancestry or national origin, whistleblower activity or previous assertion of a claim or right under the Maine Workers' Compensation Act, include the following, which may be a series of incidents or a single occurrence:

- Unwelcome sexual advances, gestures, comments, or contact;
- Threats;
- Offensive jokes;
- Subjecting employees to ridicule, slurs, or derogatory actions;
- Basing employment decisions or practices on submission to such harassment;
- Refusal to cooperate with employees in performing work assignments;
- Inequitable disciplinary actions and work assignments.

Further examples of sexual harassment include: behavior that is verbal and sexual in nature – such as comments about a person's looks, personal inquiries, sexual jokes, use of derogatory sexual stereotypes, uttering sexually suggestive sounds, writing sexual notes, use of State computer equipment to send, receive and/or download material of a sexual nature; **non-verbal sexual behavior**- such as looking someone up and down, staring or leering at someone's body, deliberate blocking of a person's path, displaying sexual visuals, making sexual gestures; or **physical** – such as pinching, grabbing, sexual assault or any physical contact of a sexual nature.

As a matter of State policy, any behavior of a sexual nature in the workplace is considered unprofessional regardless of whether it constitutes illegal sexual harassment. Similarly, any conduct that degrades, ridicules or otherwise draws unwanted attention to any employee or other person having dealings with the department on the basis of race or color, sex, sexual orientation, physical or mental disability, religion, age,

- Interactions in the workplace during work hours as well as outside activities related to the workplace (i.e., parties, trips, conferences)

IV. Complaint Process

The State of Maine is committed to preventing harassment prohibited by this policy through education and dissemination of information as well as employee accountability. Such harassment may be reported by any employee, regardless of whether that employee is the recipient of the harassment, a witness or otherwise becomes aware of harassment prohibited by this policy.

Internal complaints may be filed by contacting any of the following individuals:

- Immediate supervisor or any supervisor/manager in the chain of command
- Departmental Equal Employment Opportunity Coordinator
- Departmental Human Resource Manager
- State Equal Employment Opportunity Coordinator

Although every attempt will be made to resolve complaints at the lowest possible level, if an investigation is warranted, it will be conducted promptly and with as much confidentiality as possible, respecting the rights of all parties involved. All employees are expected to cooperate in any departmental investigation of harassment.

In addition to initiating the internal complaint procedure, employees covered by collective bargaining agreements may file a grievance through the applicable grievance procedure. A discrimination complaint alleging harassment on the basis of race or color, sex, sexual orientation, physical or mental disability, religion, age, ancestry or national origin, whistleblower activity or previous assertion of a claim or right under the Maine Workers' Compensation Act may also be submitted to the Maine Human Rights Commission at any time within 180 days of the alleged discriminatory incident. It is not required that any of the above procedures be utilized first or in any sequence, nor is it required that any procedure be exhausted before the other is used. In those instances where the prior workers' compensation claim or right is made against the State of Maine, the complaint may be submitted to the Maine Workers' Compensation Board.

For more information, contact: Maine Human Rights Commission.....624-6050
 (TTY) 1-888-577-6690
 State EEO Coordinator.....287-4651
 (TTY) 1-888-577-6690

V. Retaliation

Any form of retaliatory action or threat or suggestion of retaliation by either employees or supervisors against any person filing a complaint under this policy or assisting in an investigation is a violation of State policy. Any discriminatory action against any individual because the individual has opposed a practice that would be a violation of the Maine Human



**MAINE
MARITIME
ACADEMY**

Castine, ME 04420
(207) 326-2220
fax (207) 326-2110
www.mainemaritime.edu

Leonard H. Tyler, *President*

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February, 2006

The success of Maine Maritime Academy depends not only on the competence of its faculty and staff, but also upon its reputation for honesty, integrity and lack of bias in conducting its affairs. As a public college, Maine Maritime Academy is accountable to not only its faculty, staff and students, but also to the taxpayers of the State of Maine. All members of the Academy community are expected to adhere to the highest ethical standards of professional conduct and integrity. The attached Code of Conduct is designed to convey the obligations and standards of behavior expected of all Maine Maritime Academy employees and to help resolve any ethical issues that may arise during the course of their duties.

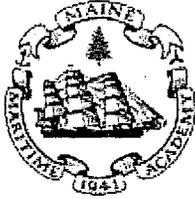
The values we hold among ourselves including honesty, trustworthiness, respect and fairness in dealing with other people, a sense of responsibility toward others and loyalty toward the ethical principles espoused by the Academy defines who we are and what we stand for. Please read the Code of Conduct, approved by the Board of Trustees at the February 10, 2006 meeting, and let us know if you have any questions or concerns.

Sincerely,

Leonard Tyler
President

Sincerely,

Ward I. Graffam
Chair



Maine Maritime Academy

CODE OF CONDUCT

INTRODUCTION

The success of any educational institution is dependent not only on the competence of its faculty and staff, but also upon its reputation for honesty, integrity and sound judgment. There is an assumption that all of those affiliated with Maine Maritime Academy ("Academy"), whether as trustees, faculty, students or staff will conduct themselves ethically and in accordance with the highest standards of generally accepted business practices. This Code of Conduct outlines principles, policies and some of the laws that govern the activities of the Academy and to which our employees and any others who represent the Academy must adhere. All Academy personnel are expected to inform themselves about and comply with Academy policies and regulations pertaining to them including President's Orders, administrative policies, faculty handbook, collective bargaining agreements, etc.

ETHICAL CONDUCT

All employees and individuals representing the Academy should conduct themselves ethically, honestly and with integrity. They should act with due recognition of their positions of trust and loyalty to the Academy and its students. Both within and outside of the Academy community, they should be fair and even handed in their interactions with others. When in doubt about the propriety of a proposed course of action, they should seek counsel from colleagues, supervisors, or administrators who can assist in determining the appropriate course of action.

FAIR EMPLOYMENT PRACTICES AND DIVERSITY

The Academy believes that diversity in our faculty and staff is critical to our success and we seek to recruit, develop and retain the most talented people from a diverse candidate pool. We are fully committed to equal opportunity and compliance with the full range of fair employment practices and nondiscrimination laws. Retaliation against individuals for instituting claims of discrimination is prohibited. In addition, the Academy is committed to providing equal opportunity in both education and employment. We recognize the essential contribution a diverse community of students, faculty and staff makes to the advancement of our goals and ideals. We strive to make this a welcoming environment for all regardless of race, ethnic or national origin, religion, color, age, gender, marital or parental status, veteran status, disabilities, or sexual orientation. We condemn and prohibit all forms of harassment, discrimination, intimidation, and disrespect. In accepting a position at the Academy, each person agrees to support and share these

precepts in the performance of his or her assigned duties and responsibilities. While the Academy encourages self-expression, it expects that all individuals will respect the rights of others.

SAFETY IN THE WORKPLACE

The safety of people in the workplace is a primary concern of the Academy.

The Academy must conduct its activities with all of the necessary permits, approvals, and controls, especially in regards to the handling and disposal of hazardous and regulated materials and waste. All employees and individuals representing the Academy who work with or around these materials must be familiar with all the rules, regulations, and policies that apply to them. More information may be accessed through the Academy's Environmental Health and Safety Manual.

ACCURACY OF RECORDS AND REPORTING

The records, data, and information owned, used, managed and reported by the Academy must be honest, accurate and complete and maintained in accordance with generally accepted accounting principles. The accuracy and reliability of financial reports is of vital importance to the business operations of the Academy and all employees and individuals representing the Academy must record, allocate, and charge revenues and costs accurately while maintaining all supporting documentation as required by policies and procedures. Employees should never create any false or misleading document or accounting, financial or electronic record for any purpose and no one may instruct another to do so. Employees shall not damage, destroy, remove, or hide any such records in violation of the law or any other Academy policy.

USE OF INSTITUTIONAL ASSETS

The use of Academy funds or assets for any personal, unlawful, or improper purpose is prohibited. All members of the Academy community are responsible for safeguarding the tangible and intangible assets of the Academy that are under their control as well as sharing the responsibility for complying with the required internal controls. Employees are prohibited from the unauthorized use or taking of Academy equipment, supplies, materials or services for personal benefit (facility rentals for summer training camps will be at competitive rates and addressed separately through the Athletic Director). No person in a supervisory or management position is to use their authority to assign an employee to perform non-employment related tasks. The use of Academy letterhead for the expression of personal views on matters unrelated to one's responsibilities as an employee or for non-official purposes is prohibited.

COMPUTER, INTERNET AND COPYRIGHTS

The Academy provides computer resources, including office computers, network, electronic mail, and remote access to administrative information systems to faculty and staff for their use while engaged in Academy business. While the equipment and internet are provided solely for legitimate Academy purposes and subject to security and monitoring policies, limited use for personal purposes is permitted if it does not interfere with the regular performance of an employee's duties. This limited access privilege

should never be abused or employed in such a way as to interfere with, or cause harm or damage to another person, institution or company and should always be used in an ethical manner. Community members are required by the Academy to comply with the copyright law as it applies to print and electronic materials and may never access the files or communications of others without the proper authorization. All users of technological resources are required to adhere to high moral, legal and professional standards. Communications that may be considered racially, ethically, sexually, or otherwise offensive or threatening are prohibited. For more specific information, please refer to the Academy's Computer Use Policy.

CONFLICTS OF INTEREST

All employees and individuals representing the Academy should strive to avoid the perception of or actual conflicts of interest, including those of a financial, personal, or professional nature that might compromise their integrity and objectivity. All employees are expected to disclose all actual and potential conflicts of interest and to avoid improper acts and the appearance of improper acts arising from the influence of those activities on business decisions of the Academy. Employees may not use their positions to profit personally or assist others in profiting in any way at the expense of the Academy. The Academy does not purchase goods or services from its employees or from other individuals where there is a recognizable potential for a conflict of interest. Exceptions may be made by the Vice President of Administration where there has been a verbal or written disclosure of the circumstances to the President of the Academy.

GIFTS AND GRATUITIES

To avoid undue influence in decisions related to contractual relationships with vendors or others, all employees and individuals representing the Academy shall refrain from accepting or giving any material (more than a nominal value like a meal, pen, shirt, etc.) gift, gratuity, entertainment, or other payment in cash or goods from/to a vendor or client currently doing business with the Academy or seeking to do so. If questions arise about the value of a proposed gift or gratuity, or if there is any possibility whatsoever that giving or receiving the amenity can be viewed or later construed as an improper inducement, advice should be sought from the Director of Purchasing or the Vice President of Administration as deemed appropriate.

NEPOTISM

The Academy does not prohibit the employment of individuals with significant relationships within the college community. It does, however, prohibit the supervision of an employee by an individual with a significant relationship who has or may have the ability to influence wages, promotion, work assignments or other working conditions. For more information, please refer to the Academy's Policy on the Employment and Supervision of Relatives dated December 28, 1990.

CONFIDENTIAL INFORMATION

Members of the Academy's faculty and staff may be privy or have access to a broad variety of sensitive and confidential information which if released improperly, could

harm employees, students or the institution. All employees and Academy representatives must safeguard all confidential information relating to students and their parents, job applicants, employees, finances, alumni, donors and/or future planning. All confidential information should be protected by safeguarding it when in use, storing it properly when not in use, discussing it only with those who have a legitimate business need to know, and disposing of it according to the Academy's policy on disposal of confidential information.

LOBBYING

The Academy encourages every student and employee to take an active interest in the government processes. Participation by citizens in federal, state and local government is an important part of the democracy in which we live. In participating in political activities, however, Academy employees must make sure that their activities are undertaken as individuals and not viewed as activities taken on behalf of the Academy. We are a public, tax exempt college and the Academy may engage only in limited activities attempting to influence legislation and may not participate at all in any political campaign on behalf of any candidate for public office. Contributions to candidates by the Academy—whether direct or indirect—are strictly prohibited. Academy employees or representatives must be specifically authorized by the President of the Academy to undertake any lobbying activities on behalf of the Academy, including attempts to influence the passage or defeat of legislation and shall always conduct themselves in an honest and ethical manner.

COMPLIANCE WITH LAWS AND REGULATIONS

Members of the faculty and staff are expected to comply with all applicable federal, state, and local laws and regulations related to their positions and areas of responsibility. These regulations may pertain to equal employment opportunity, fair employment practices, and non-discrimination laws; laws regarding the privacy and confidentiality of employee and student records; laws regarding workplace safety, policies and occupational health. All employees and individuals representing the Academy should recognize that non-compliance may have adverse financial and other consequences for themselves and the Academy. Individuals are responsible for keeping current with changes in applicable laws and regulations, and managers and supervisors are responsible for monitoring compliance in their areas.

CONSEQUENCES OF VIOLATIONS

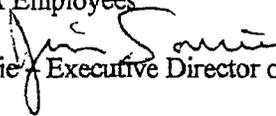
Violations of this code should be promptly reported to a supervisor, the Executive Director of Administrative Operations (Human Resources), or the Secretary of the Board of Trustees depending upon the nature of the violation. A supervisor or department chair to whom a report of a violation is made is obligated to follow up the report with the appropriate administrative authority. Care will be taken to maintain confidentiality and retaliation is strictly prohibited. Serious, material violations of this Code of Conduct, of federal or state laws and regulations, or of related Academy policies and procedures will be considered under the Academy's established disciplinary practices and procedures for

members of the faculty and staff and may carry disciplinary consequences up to and including dismissal.

If any person has knowledge of any violation of the Code of Conduct by anyone affiliated with the Academy, and if they are uncomfortable reporting such violation (s) to any of the persons listed in the first paragraph of this section, the person may contact the Chairperson of the Audit Committee of the Academy's Board of Trustees.

MAINE MARITIME ACADEMY
CASTINE, MAINE 04420
207-326-4311



TO: All MMA Employees
FROM: Jim Soucie  Executive Director of Administrative Operations
DATE: November 10, 2005
SUBJ: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Attached is a copy of the Family Educational Rights and Privacy Act (FERPA), a Federal law that protects the privacy of student educational records. FERPA gives parents (and others) certain rights with respect to their children's educational records. The law also stipulates that these rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. In addition to specifying who has the right to inspect or review student's educational records and what constitutes consent, the law spells out what may be disclosed and to whom it may be disclosed without prior consent.

While privacy can be difficult to ensure, we must do our utmost to comply with this law. Whether we are advising, counseling, or simply responding to an outside request for information, the penalties for inappropriate disclosure of educational records can be severe. It is very important that all Academy employees dealing with student's educational records understand FERPA and its implications and should read the attachment as soon as possible. More information can be found on the Department of Education website (www.ed.gov/policy). Please let me know if you need additional clarification.



Maine Maritime Academy
Castine, Maine 04420
207 326 4311

MEMORANDUM

TO: All Academy Employees
FROM: Director of Human Resources
DATE: February 3, 1994
SUBJECT: Family Leave Act of 1993

Effective February 5, 1994 Maine Maritime Academy will begin administering the Family Leave Act of 1993. Many employers began this effective August 5, 1993; however, because the Academy is covered by Collective Bargaining Agreements, our date is February 5.

Simply stated, the Family Leave Act of 1993 provides employees with 12 weeks of unpaid leave annually to care for an employee's newborn child; for adoption or foster care of a new child; to care for a spouse, child, or parent with serious health conditions; or because of a serious health condition of the employee (one that makes the employee unable to perform their job duties).

Under any of these four conditions, Maine Maritime must maintain health care benefits for the leave period and at the end of the leave the employee is entitled to be reinstated to the former position or an equivalent position.

Those full time employees who have less than 12 months of service with us (as well as employees who have worked less than 1,250-hours within the past 12 months) are not eligible for this leave.

Since the State of Maine has a medical leave act as well, we will also consider the benefits of the Maine law in conjunction with the Family Leave Act. A web site link for more information on the State's law (Title 26-Chapter 7-Subchapter 6-A-§§43-§§49: FAMILY MEDICAL LEAVE REQUIREMENTS (HEADING: PL 1987, c. 661 (new))) is: <http://janus.state.me.us/legis/statutes/26/title26ch7sec0.html>. For married couples who both work for the same employer a combined 12 weeks (vs. 24 weeks total) applies.

The employee must give 30 days notice before commencing leave under the Family Medical Leave Act of 1993, or such lesser notice as is practicable. We will require a medical certification from the employee also before granting the leave for purposes of illness. Employees may also request an intermittent leave in certain circumstances or a reduced work schedule.

As permitted under the Law, the Academy will require an employee to begin their leave as a paid leave, thus using accrued vacation, sick and comp time before going on the unpaid leave.

Since Maine Maritime Academy currently pays all of the health insurance benefit, no shared responsibility would exist until the employee begins paying for part of their health insurance coverage (this could be as soon as July, 1994).

If you have any questions, please feel free to contact me or Deb Wood at 326-2334.

FINANCIAL SUMMARY

The following pages identify Maine Maritime Academy sources of funding and expenditures by program and amount for the period from fiscal year 2000 to fiscal year 2009 (actual) as well as budgeted amounts for F.Y. 2010.

Additionally, a breakdown of total expenditures by major category for fiscal year 2009 is provided as well as charts reflecting the 10-year trend of State support to the Academy.

Maine Maritime Academy
Revenues by Dept/Function

	Actual																Budget
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009						2010	
Tuition and Fees																	
Undergraduate	4,724,304	5,062,129	5,256,134	5,913,492	6,570,796	7,659,036	8,601,143	9,305,016	10,320,522	11,482,857	11,910,509						
Continuing Education	158,779	331,578	446,599	310,527	302,635	261,925	215,919	255,410	279,158	288,652	259,313						
Bowdoin	47,220	30,930	5,448	4,000	5,000	43,240	47,600	45,210	75,600	58,750							
Total undergraduate	4,930,303	5,424,636	5,708,180	6,228,019	6,878,431	7,964,201	8,864,662	9,605,636	10,675,280	11,830,259	12,169,822						
Graduate	226,721	157,239	100,771	73,373	125,120	63,600	145,600	236,728	250,465	205,075	257,004						
Appropriations																	
Federal	200,000	200,000	200,000	198,666	198,820	199,220	297,000	307,000	290,000	695,500	300,000						
State	7,174,443	7,389,685	7,627,385	7,506,379	7,669,938	7,457,281	7,548,820	7,737,547	8,835,474	8,377,939	8,467,428						
Gifts, Grants and Contracts																	
Federal	213,439	197,854	193,324	349,670	197,121	230,981	238,031	208,207	210,825	204,619	215,569						
State	6,436	0	0	1,669	79	0	0	0	0	0	0						
Private	96,705	72,813	131,135	111,756	137,471	171,743	248,565	275,406	337,975	340,757	400,000						
Income from Endowment Funds	54,707	75,382	71,365	89,857	86,026	84,748	87,974	59,075	46,444	41,104	0						
Sale of Auxiliary Enterprises																	
Undergraduate	2,778,102	2,903,181	2,899,576	3,115,801	3,398,313	3,941,675	3,911,035	4,060,782	4,437,648	4,734,541	5,123,074						
Continuing Education	32,486	65,695	48,689	41,280	43,844	48,269	44,427	45,423	53,993	67,556							
Conferences	494,898	449,111	410,323	372,843	370,031	320,091	296,362	251,280	247,815	241,184							
Total Undergrad Auxiliary Ent.	3,305,486	3,417,987	3,358,588	3,529,934	3,812,188	4,310,035	4,251,825	4,357,485	4,739,457	5,043,280	5,123,074						
Sale of Aux. Ent. - Graduate	65,378	38,316	25,028	17,194	49,755	16,700	18,510	50,080	36,725	20,222	58,800						
Other Income																	
Current Unrestricted	141,489	203,924	475,348	307,886	331,648	195,115	167,131	815,219	165,562	80,313							
Departments	83,637	72,927	200,312	112,527	92,512	83,297	121,400	131,146	246,566	240,341							
Waterfront	55,545	36,190	45,933	54,075	1,000	1,399	18,109	13,462	4,000	3,375							
Total Other Income	280,671	313,041	721,592	474,488	425,161	279,811	306,641	959,627	416,127	324,029	199,890						
Other Income - Continuing Ed.	1,058	8,619	4,058	5,287	11,201	18,647	19,009	94	7,458	2,639	9,000						
Other Income - Conferences	66,859	61,237	69,023	67,164	66,992	52,441	48,811	56,063	56,035	53,735	45,463						
Investments																	
Income	143,163	167,768	209,326	184,021	145,650	208,091	278,886	401,164	242,223	163,726	100,000						
Gains on investments	93,197	-436,483	47,521	155,536	-125,333	-1,358	-105,996	17,225	-15,818	-52,155							
Total Income	16,858,565	17,088,094	18,467,297	18,993,014	19,678,618	21,056,141	22,248,337	24,271,537	26,128,670	27,250,729	27,346,050						

Percentages are percent of total annual income

**Maine Maritime Academy
Historical Expenditure:**

	Actual										Budget											
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010											
Instruction:																						
Marine Transportation	384,388	2.4%	441,087	2.6%	454,338	2.5%	464,763	2.5%	488,590	2.5%	538,114	2.6%	559,025	2.5%	532,405	2.2%	611,768	2.3%	639,444	2.3%	724,155	2.6%
Marina Management/Small Vessel	6,723	0.0%	8,758	0.1%	5,569	0.0%	5,288	0.0%	5,057	0.0%	9,187	0.0%	7,297	0.0%	6,218	0.0%	10,703	0.0%	7,452	0.0%	12,000	0.0%
Engineering	784,502	4.8%	851,201	4.9%	905,697	4.9%	1,023,378	5.5%	987,607	5.0%	1,135,967	5.5%	1,192,968	5.4%	1,291,058	5.3%	1,380,355	5.3%	1,390,466	5.1%	1,448,966	5.3%
Navigation Simulation Center	12,254	0.1%	15,536	0.1%	11,970	0.1%	37,516	0.2%	46,967	0.2%	36,259	0.2%	57,714	0.3%	107,396	0.4%	124,726	0.5%	187,422	0.7%	69,789	0.3%
Arts & Sciences	617,088	3.8%	632,599	3.7%	606,969	3.3%	684,971	3.7%	781,186	4.0%	798,330	3.8%	900,037	4.1%	974,768	4.0%	976,744	3.7%	956,878	3.5%	1,046,987	3.8%
Ireland Study Program																	47,132	0.2%		0	0	0.0%
Ocean Studies	358,594	2.2%	367,389	2.1%	337,336	1.8%	332,318	1.8%	349,901	1.8%	361,214	1.7%	377,293	1.7%	426,584	1.8%	354,673	1.4%	419,162	1.5%	487,720	1.8%
Naval Research Program	19,533	0.1%	17,181	0.1%	180	0.0%	22,278	0.1%	0	0.0%	0	0.0%	22,149	0.1%	0	0.0%	27,430	0.1%	0	0	0	0.0%
Naval Science	15,351	0.1%	16,175	0.1%	14,388	0.1%	20,144	0.1%	16,706	0.1%	17,111	0.1%	15,155	0.1%	14,768	0.1%	14,855	0.1%	9,609	0.0%	7,150	0.0%
Aquatics	126,453	0.8%	136,054	0.8%	131,729	0.7%	109,350	0.6%	28,668	0.1%	0	0.0%	0	0.0%	0	0.0%	39,881	0.2%	36,601	0.2%	28,033	0.1%
Ship	604,364	3.7%	499,568	2.9%	679,017	3.7%	478,784	2.6%	537,335	2.7%	578,669	2.8%	557,244	2.5%	621,571	2.6%	597,399	2.3%	646,725	2.4%	667,352	2.4%
Cruise	516,159	3.2%	438,188	2.5%	443,806	2.4%	461,510	2.5%	580,343	3.0%	737,131	3.5%	796,901	3.6%	923,854	3.8%	1,154,535	4.4%	730,010	2.7%	1,075,401	3.9%
Pre-Cruise Training	31,485	0.2%	28,344	0.2%	33,454	0.2%	33,783	0.2%	43,342	0.2%	30,424	0.1%	49,638	0.2%	80,739	0.3%	71,831	0.3%	53,575	0.2%	90,823	0.3%
International Business Logistics	155,390	1.0%	159,120	0.9%	199,646	1.1%	225,495	1.2%	164,527	0.8%	175,743	0.8%	203,896	0.9%	157,916	0.7%	211,638	0.8%	226,694	0.8%	204,678	0.7%
Study Skills	1,120	0.0%	1,120	0.0%	1,250	0.0%	1,250	0.0%	1,250	0.0%	1,250	0.0%	1,250	0.0%	1,250	0.0%	1,250	0.0%	1,250	0.0%	1,507	0.0%
Remedial Instruction	9,927	0.1%	13,322	0.1%	13,272	0.1%	14,150	0.1%	14,651	0.1%	15,467	0.1%	15,854	0.1%	16,820	0.1%	17,324	0.1%	19,452	0.1%	19,938	0.1%
Summer Session	0	0.0%	7,880	0.0%	611	0.0%	0	0.0%	0	0.0%	788	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0	0	0.0%
Electric Boat Program			30,952	0.2%	74,782	0.4%	78,557	0.4%	54,762	0.3%	17,992	0.1%	7,846	0.0%	0	0.0%	116	0.0%	0	0	0	0.0%
MC Hill	5,806	0.0%	11,438	0.1%	33,131	0.2%	9,765	0.1%	8,040	0.1%	6,624	0.0%	7,281	0.0%	4,845	0.0%	3,925	0.0%	8,389	0.0%	5,458	0.0%
Pentagoet	49,917	0.3%	42,279	0.2%	31,347	0.2%	27,872	0.1%	45,727	0.2%	28,701	0.1%	28,519	0.1%	59,688	0.2%	59,874	0.2%	72,005	0.3%	77,295	0.3%
Bowdoin	132,382	0.8%	113,802	0.7%	108,511	0.6%	76,728	0.4%	43,011	0.2%	81,174	0.4%	92,955	0.4%	103,551	0.4%	97,540	0.4%	122,708	0.5%	98,602	0.4%
Masters Program	234,651	1.4%	224,998	1.3%	249,809	1.4%	250,681	1.3%	193,100	1.0%	180,971	0.9%	185,680	0.8%	203,672	0.8%	235,568	0.9%	245,092	0.9%	244,540	0.9%
China Ocean Shipping Project	1,373	0.0%	1,123	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0	0	0.0%
Total Instruction	4,067,459	24.9%	4,058,112	23.5%	4,336,814	23.6%	4,358,581	23.2%	4,390,771	22.4%	4,751,116	22.8%	5,078,703	23.0%	5,527,105	22.8%	5,992,137	23.0%	5,820,067	21.4%	6,337,974	23.2%
Public Service:																						
Distance Education	43,801	0.3%	17,724	0.1%	6,135	0.0%	1,001	0.0%	5,562	0.0%	1,174	0.0%	3,000	0.0%	3,000	0.0%	0	0.0%	0	0.0%	5,382	0.0%
Continuing Education	180,367	1.1%	249,703	1.4%	246,991	1.3%	173,379	0.9%	231,719	1.2%	218,269	1.0%	205,358	0.9%	235,351	1.0%	250,093	1.0%	262,655	1.0%	231,565	0.8%
Conferences	558,954	3.4%	477,541	2.8%	463,822	2.5%	412,973	2.2%	407,388	2.1%	418,545	2.0%	408,183	1.9%	373,368	1.5%	384,105	1.5%	383,432	1.4%	291,897	1.1%
Total Public Service	783,122	4.8%	744,969	4.3%	716,948	3.9%	587,353	3.1%	644,668	3.3%	637,988	3.1%	616,542	2.8%	611,718	2.5%	634,198	2.4%	646,086	2.4%	528,844	1.9%
Academic Support:																						
Academic Computing	130,730	0.8%	143,518	0.8%	154,119	0.8%	151,524	0.8%	153,090	0.8%	159,714	0.8%	183,633	0.8%	204,993	0.8%	222,579	0.9%	185,156	0.7%	181,126	0.7%
Library	260,246	1.6%	275,854	1.6%	282,199	1.5%	275,821	1.5%	275,541	1.4%	302,835	1.5%	335,099	1.5%	354,449	1.5%	371,800	1.4%	352,462	1.3%	348,345	1.3%
Library - graduate	14,652	0.1%	12,735	0.1%	10,759	0.1%	8,071	0.1%	9,933	0.1%	10,915	0.1%	8,419	0.0%	9,146	0.0%	10,227	0.0%	8,264	0.0%	15,100	0.1%
Provost	250,625	1.5%	272,924	1.6%	266,610	1.4%	248,059	1.3%	287,269	1.5%	287,200	1.4%	296,397	1.3%	321,672	1.3%	331,408	1.3%	334,852	1.2%	332,039	1.2%
Accreditation	9,813	0.1%	8,239	0.1%	11,624	0.1%	14,472	0.1%	2,913	0.0%	29,789	0.1%	40,050	0.2%	46,028	0.2%	37,768	0.1%	16,510	0.1%	37,809	0.1%
Engineering Laboratory Equipment	20,294	0.1%	24,166	0.1%	9,453	0.1%	15,523	0.1%	21,107	0.1%	14,150	0.1%	10,348	0.0%	22,142	0.1%	8,606	0.0%	24,334	0.1%	50,000	0.2%
Sabbaticals	50,674	0.3%	63,486	0.4%	51,203	0.3%	15,895	0.1%	22,732	0.1%	50,394	0.2%	31,709	0.1%	72,253	0.3%	95,747	0.4%	68,395	0.3%	157,626	0.6%
Technology Support	113,195	0.7%	82,622	0.5%	87,068	0.5%	88,274	0.5%	98,799	0.5%	72,994	0.4%	73,361	0.3%	70,316	0.3%	55,999	0.2%	31,062	0.1%	56,572	0.2%
Audio Visual & Electronic Repair	4,815	0.0%	3,624	0.0%	15,271	0.1%	4,490	0.0%	4,122	0.0%	4,765	0.0%	3,731	0.0%	37,706	0.2%	49,567	0.2%	39,164	0.1%	5,668	0.0%
Commencement and Convocation	20,164	0.1%	16,354	0.1%	11,108	0.1%	19,481	0.1%	17,378	0.1%	20,942	0.1%	22,974	0.1%	34,294	0.1%	32,330	0.1%	34,028	0.1%	39,847	0.1%
Total Academic Support	875,208	5.4%	903,522	5.2%	899,415	4.9%	841,609	4.5%	892,884	4.6%	953,698	4.6%	1,005,722	4.6%	1,172,999	4.8%	1,215,430	4.7%	1,094,225	4.0%	1,224,132	4.5%
Student Services:																						
Dean of Student Services	131,255	0.8%	133,130	0.8%	139,659	0.8%	140,661	0.7%	120,773	0.6%	101,220	0.5%	108,722	0.5%	90,843	0.4%	82,595	0.3%	89,692	0.3%	94,292	0.3%
High School Relations	10,842	0.1%	8,995	0.1%	4,409	0.0%	398	0.0%	1,549	0.0%	10,128	0.0%	9,865	0.0%	15,385	0.1%	12,028	0.0%	17,115	0.1%	10,423	0.0%
Admissions	358,742	2.2%	327,106	1.9%	367,471	2.0%	335,450	1.8%	329,656	1.7%	357,563	1.7%	355,459	1.6%	365,442	1.5%	387,363	1.5%	418,039	1.5%	398,695	1.5%
Career Services	151,823	0.9%	161,160	0.9%	168,391	0.9%	163,147	0.9%	176,560	0.9%	177,598	0.9%	190,775	0.9%	214,305	0.9%	219,530	0.8%	214,236	0.8%	173,774	0.6%
Social Life	35,822	0.2%	24,811	0.1%	19,809	0.1%	14,414	0.1%	26,312	0.1%	25,953	0.1%	37,013	0.2%	30,898	0.1%	22,685	0.1%	31,066	0.1%	19,422	0.1%
Commandant's	171,245	1.1%	183,423	1.1%	189,647	1.0%	210,952	1.1%	224,528	1.1%	247,866	1.2%	285,939	1.3%	285,256	1.2%	312,640	1.2%	319,962	1.2%	313,649	1.1%
Health Services	87,244	0.5%	82,462	0.5%	83,102	0.5%	81,704	0.4%	89,609	0.5%	87,829	0.4%	92,545	0.4%	98,138	0.4%	96,659	0.4%	103,341	0.4%	98,771	0.4%
Intercollegiate Athletics	186,543	1.1%	177,505	1.0%	230,363	1.3%	274,692	1.5%	330,707	1.7%	318,252	1.5%	312,855	1.4%	287,652	1.2%	302,395	1.2%	327,336	1.2%	297,821	1.1%
Summer Sailing	13,424	0.1%	10,211	0.1%	10,546	0.1%	11,153	0.1%	11,414	0.1%	11,536	0.1%	12,040	0.1%	12,039	0.0%	16,316	0.1%	22,895	0.1%	26,099	0.1%
Drug Prevention	36,801	0.2%	41,225	0.2%	39,337	0.2%	39,241	0.2%	41,293	0.2%	42,129	0.2%	43,233	0.2%	34,893	0.1%</						

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Budget 2010
Fiscal Operations	275,655	282,840	290,018	319,019	340,480	353,643	359,354	350,245	377,984	428,311	401,479
Human Resources	162,331	176,770	172,853	174,969	185,105	129,081	127,261	126,031	133,851	148,311	140,048
Administrative Computer Services	168,425	106,287	97,450	113,701	135,934	121,670	124,002	136,975	114,811	114,356	122,117
Public Relations	89,326	80,368	80,695	88,965	68,075	56,677	74,535	68,827	70,295	57,101	70,465
Development Office	143,195	168,227	94,566	69,022	77,101	170,935	198,586	242,161	247,899	252,700	315,745
Governing Boards	13,893	16,842	17,254	17,067	13,988	15,311	18,051	24,318	15,517	17,918	24,510
Unallocated Postage Purchased	3,870	1,420	1,453	1,300	1,700	1,200	1,517	1,336	1,700	-279	0
President's Discretionary Fund	5,651	16,154	8,381	6,281	2,674	0	1,811	1,844	5,630	0	7,204
External Affairs	0	0	0	0	0	0	0	8,366	75,036	88,968	90,540
Alumni Relations Office	52,963	57,316	55,926	68,418	72,475	70,526	73,521	86,253	85,490	84,194	94,601
Mariner Magazine	36,734	34,100	34,714	49,958	80,402	83,179	68,603	49,234	63,779	68,088	63,130
Transportation Services	672	14,784	1,495	13,100	15,324	17,058	19,257	13,390	13,252	21,876	24,881
Legislative Initiative											
Campus Security & Safety	288,442	259,466	258,527	269,103	271,350	283,416	304,710	365,620	448,740	537,498	430,221
Administrative Resources	0	0	-16,357	0	0	0	0	0	0	0	1,155,752
Trio Communications/Mail	58,287	53,357	34,899	38,378	46,109	56,572	44,755	80,911	64,876	102,252	63,466
Total Institutional Support	1,760,235	1,755,331	1,654,514	1,783,009	1,847,658	1,969,258	2,073,092	2,446,442	2,904,503	3,417,189	4,696,963
Employee Benefits:											
Staff Unit Development	5,000	4,145	7,059	9,000	10,328	15,083	11,339	1,983	3,693	6,314	10,000
Classified Unit Development	59	661	1,249	2,601	3,267	2,025	625	20,021	19,017	14,829	20,000
Safety Committee	2,494	1,649	2,853	1,644	4,041	4,447	1,271	2,954	1,935	2,028	5,000
Faculty Development	14,468	15,184	44,132	47,329	40,015	39,819	60,408	63,378	60,000	32,329	60,000
Dean's Discretionary Development							5,706	2,515	4,241	167	15,000
Employee Benefits	1,820,636	2,099,047	2,654,464	2,893,563	3,026,276	2,934,399	2,731,437	3,129,237	3,155,922	3,701,455	3,769,621
Total Employee Benefits	1,842,657	2,120,686	2,709,757	2,954,136	3,083,927	2,995,773	2,810,785	3,220,089	3,244,809	3,757,122	3,879,621
Operation & Maintenance of Plant:											
Public Works - Supervision	194,322	140,799	161,244	148,199	171,127	205,676	250,568	260,851	262,351	269,514	285,820
Public Works - Shops	219,873	252,292	235,777	293,047	308,781	330,869	372,133	409,598	397,568	397,738	439,474
Perkins House	12,135	11,139	11,625	9,988	7,392	13,268	12,558	12,617	11,967	10,463	12,332
Leavitt Hall	31,466	20,720	33,783	40,585	51,394	118,574	111,540	50,617	128,350	60,971	73,932
Quick Hall/Platz Hall	65,027	62,772	64,806	58,567	62,645	88,834	103,004	98,180	129,119	100,958	111,428
Dismukes Hall	92,455	112,117	100,379	116,692	123,575	167,951	148,564	153,854	194,361	173,624	172,592
President's Residence	30,384	43,013	23,649	38,835	26,218	28,078	23,598	40,546	71,797	25,215	42,000
Abbott House									1,615	9,073	90
Grad School	8,607	11,994	8,421	6,267	6,119	5,293	9,892	10,809	17,848	10,609	12,434
Dirigo House		6,521	2,977	6,777	6,142	11,096	9,956	13,277	13,729	12,021	11,794
Wyman House								12,998	0	0	0
Payson Hall	39,660	35,076	41,360	41,124	33,253	40,306	88,702	69,516	76,993	73,677	50,809
Smith/Alexander	152,871	90,551	75,135	86,165	133,769	109,632	166,258	184,027	122,693	200,973	147,855
NROTC Building	8,880	9,645	9,836	7,940	8,362	11,491	13,664	15,361	16,712	15,672	14,170
Edward A Rodgers Hall	0	0	0	0	0	0	0	0	0	0	0
Andrews Building	108,437	55,802	35,325	9,039	24,841	29,732	30,257	31,724	14,434	21,072	32,400
Pier	684	6,302	760	17	34,017	17,024	4,655	7,101	740	4,846	10,000
Ship - Dock Side Expenses	280,860	316,417	383,843	327,980	310,558	394,943	434,042	712,332	554,636	625,154	600,970
Roads and Grounds	170,388	223,750	148,458	174,631	153,834	194,680	203,280	214,559	281,222	249,806	215,194
Parking Lots	4,086	0	23,336	9,359	0	0	35,049	0	89,377	77,546	86,000
Waterfront Operations	467,620	475,933	508,724	483,886	528,671	594,226	536,156	645,101	640,164	673,049	702,899
RV Argo	178,715	90,877	213	0	0	0	0	0	0	0	0
Various small boats	31,023	52,399	36,407	51,312	32,041	30,464	31,101	35,472	31,228	18,006	39,523
BIW Building	37,226	38,051	39,173	25,668	33,693	61,626	40,143	38,577	35,974	39,021	51,953
Anchor House				11,321	5,198	7,353	6,709	8,553	14,248	6,793	0
Windlass House			303	10,851	10,797	18,185	11,398	42,013	23,477	8,228	2,691
Total Operation & Maint of Plant	2,134,719	2,056,170	1,945,533	1,957,250	2,072,526	2,479,302	2,656,222	3,060,671	3,130,604	3,138,422	3,116,360
Scholarships & Fee Waivers:											
Department of Naval Science	45,198	50,128	79,616	64,330	53,120	47,645	30,450	34,430	52,125	59,405	59,150
Student Aid Scholarships	101,597	130,095	177,250	240,938	287,188	316,375	317,500	309,764	372,875	372,875	320,000
Student Fee Waivers	22,283	27,055	38,571	55,787	60,463	76,813	92,573	38,580	64,400	61,723	65,425
Student Awards	1,250	1,250	500	650	650	650	650	650	700	950	8,380
Student Aid Scholarships-Gov	109,840	120,542	122,765	127,700	114,489	130,050	116,027	116,527	116,527	124,295	130,050
Student Aid Scholarships-Gov-Graduate		0	0	0	0	0	0	11,355	9,060	9,060	12,600
Total Scholarships & Fee Waivers	280,168	329,070	418,702	489,405	515,910	571,533	557,200	508,726	526,357	628,308	595,605
Research	13,822	13,186	0								
Transfers:											
Mandatory Transfers for Debt Service	216,904	240,399	254,298	258,679	258,847	246,825	238,878	254,019	246,318	249,592	246,318
Loan Fund Matching	20,050	19,598	18,576	18,576	18,576	13,932	0	0	0	0	0
Transfer / Unexpended Fund	279,422	211,917	166,669	146,694	352,868	210,421	273,453	674,067	1,191,142	238,882	0
Transfer / Restricted Fund	-68,662	-8,630	765,605	-105,222	620,787	603,214	-30,209	12,497	-27,454	49,208	0
Transfer / Endowment Fund	-449,338	136,513	50,900	856,462	-49,493	144,621	1,177,482	748,725	366,208	1,695,278	0
Total Transfers	-1,623	599,797	1,255,748	1,175,188	1,201,585	1,219,013	1,659,603	1,689,308	1,776,214	2,232,961	246,318
Auxiliary Expenses:											
Department of Nautical Training	225,411	267,444	234,956	163,331	257,243	254,024	219,257	290,623	277,331	311,028	293,885
Student Commons	79,241	78,946	68,769	71,046	93,675	199,475	247,132	303,100	332,431	250,743	308,389
Graduate Commons	22,781	28,608	29,629	32,360	30,921	44,599	43,048	51,340	68,072	65,107	56,805
Curtis Hall	753,239	720,020	617,308	699,419	712,090	837,134	931,520	970,456	1,390,878	918,427	1,248,796
Food Services	1,432,023	1,544,735	1,505,254	1,604,368	1,695,725	1,689,135	1,717,922	1,985,603	1,919,976	2,181,257	2,080,210
Rental Housing	60,951	98,156	80,305	48,666	55,141	51,827	87,906	64,789	87,132	63,119	93,400
Total Auxiliary Expenses	2,573,646	2,737,909	2,536,221	2,619,190	2,844,796	3,076,154	3,246,785	3,625,910	4,151,819	3,799,681	4,081,486
TOTAL EXPENSES	16,303,822	17,241,560	18,415,242	18,760,680	19,558,294	20,833,494	22,044,335	24,234,207	26,107,021	27,250,729	27,346,050

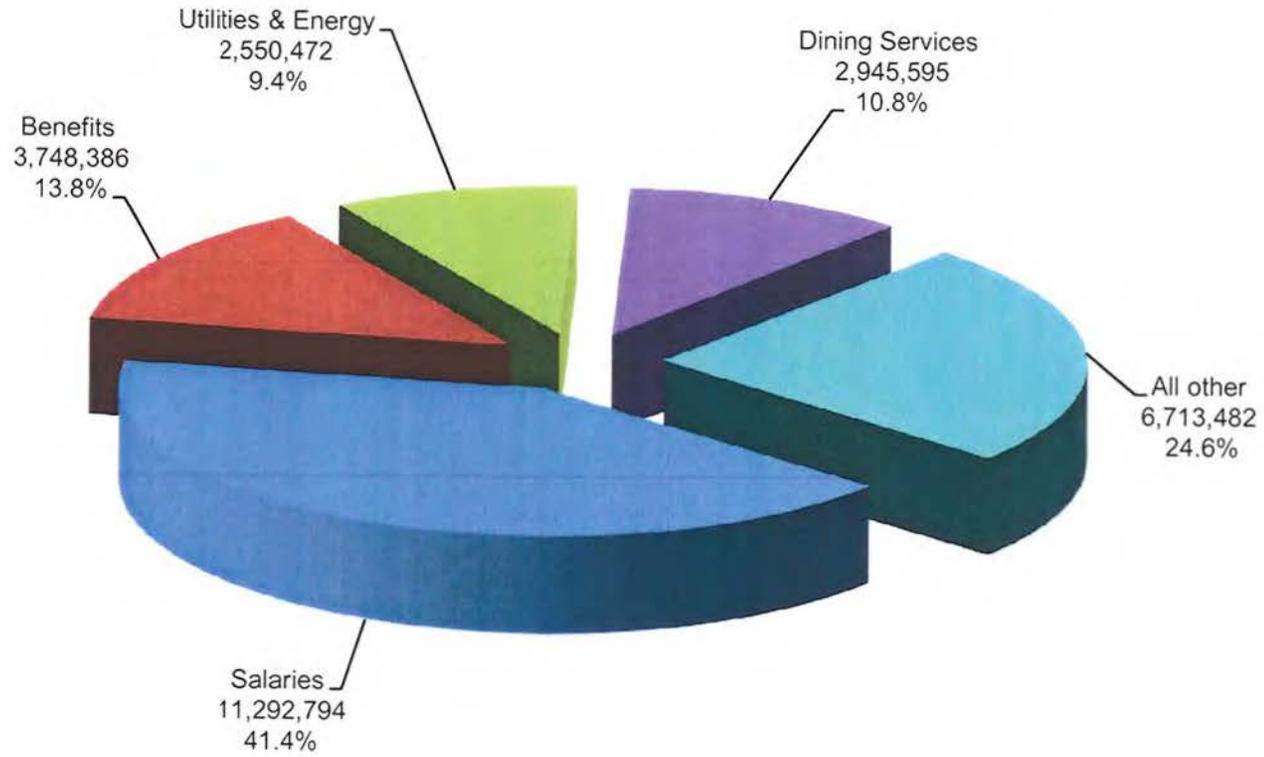
Maine Maritime Academy

Historical Expenditures By Line Category

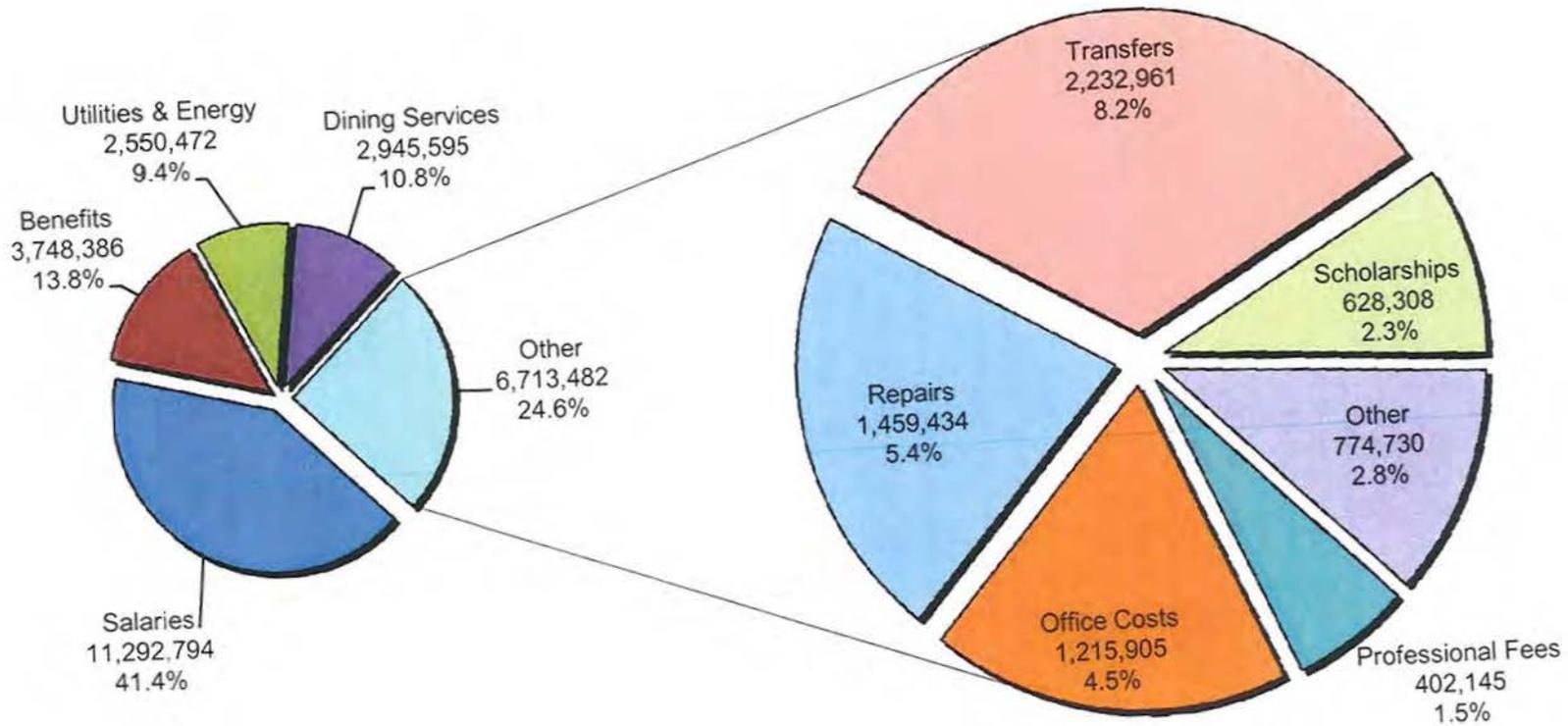
	ACTUAL															Budget 2010						
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2009	2009	2009	2009	2009							
Salaries-Instructional	2,662,251	16.3%	2,733,801	15.9%	2,853,050	15.5%	3,133,465	16.7%	3,048,434	15.6%	3,194,841	15.3%	3,359,342	15.2%	3,567,415	14.7%	3,765,393	14.4%	3,845,166	14.1%	4,077,971	14.9%
Salaries-Staff	2,310,922	14.2%	2,451,805	14.2%	2,522,863	13.7%	2,447,407	13.0%	2,467,672	12.6%	2,607,772	12.5%	2,762,572	12.5%	2,994,757	12.4%	3,249,660	12.4%	3,369,470	12.4%	3,560,734	13.0%
Salaries-Classified	1,090,171	6.7%	1,204,325	7.0%	1,192,393	6.5%	1,218,008	6.5%	1,277,108	6.5%	1,387,462	6.7%	1,487,689	6.7%	1,619,181	6.7%	1,773,345	6.8%	1,845,088	6.8%	1,660,889	6.1%
Overtime Wages	46,799	0.3%	49,908	0.3%	54,377	0.3%	44,269	0.2%	35,286	0.2%	29,661	0.1%	31,350	0.1%	45,544	0.2%	44,591	0.2%	63,545	0.2%	32,200	0.1%
On Call & Vehicle Payments															3,270	0.0%	5,355	0.0%	2,940	0.0%	2,730	0.0%
Temporary Part-Time Salaries	323,099	2.0%	257,975	1.5%	296,184	1.6%	289,531	1.5%	321,970	1.6%	299,233	1.4%	356,080	1.6%	313,123	1.3%	384,944	1.5%	302,377	1.1%	321,969	1.2%
Student Wages-Workstudy	106,881	0.7%	100,015	0.6%	92,875	0.5%	111,789	0.6%	106,335	0.5%	99,017	0.5%	116,814	0.5%	106,581	0.4%	96,227	0.4%	105,110	0.4%	136,601	0.5%
Student Wages-Stipend/ Regular	212,688	1.3%	189,322	1.1%	179,932	1.0%	166,700	0.9%	200,186	1.0%	209,260	1.0%	209,718	1.0%	227,563	0.9%	264,686	1.0%	264,369	1.0%	233,743	0.9%
Salaries-Exempt	1,237,901	7.6%	1,000,026	5.8%	991,825	5.4%	1,005,234	5.4%	1,047,080	5.4%	1,107,836	5.3%	1,201,077	5.4%	1,251,544	5.2%	1,349,775	5.2%	1,490,829	5.5%	1,465,717	5.4%
Salaries-Cruise Stipend	0	0.0%	0	0.0%	0	0.0%	5,600	0.0%	5,000	0.0%	4,700	0.0%	4,500	0.0%	4,600	0.0%	4,035	0.0%	3,900	0.0%	4,800	0.0%
Insurance - Group Life	10,456	0.1%	4,204	0.0%	4,084	0.0%	6,344	0.0%	6,639	0.0%	7,326	0.0%	5,245	0.0%	6,217	0.0%	4,920	0.0%	7,239	0.0%	6,000	0.0%
Insurance - Income Protection							950	0.0%	1,979	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Insurance - Maine Municipal Life			2,272	0.0%	12,435	0.1%	21,192	0.1%	30,881	0.2%	32,333	0.2%	34,509	0.2%	36,264	0.1%	39,117	0.1%	41,125	0.2%	41,561	0.2%
Insurance-Group Medical/Deductible	1,102,817	6.8%	1,365,347	7.9%	1,473,080	8.0%	1,549,672	8.3%	1,644,820	8.4%	1,801,472	8.6%	1,842,067	8.4%	1,849,027	7.6%	2,035,112	7.8%	2,105,560	7.7%	2,150,371	7.9%
Insurance-Opt Out Payment										1,668	0.0%	7,179	0.0%	11,576	0.0%	19,189	0.1%	14,966	0.1%	14,323	0.1%	
Unemployment Compensation	2,964	0.0%	1,629	0.0%	6,787	0.0%	5,007	0.0%	20,499	0.1%	13,766	0.1%	6,249	0.0%	6,575	0.0%	4,808	0.0%	4,457	0.0%	8,000	0.0%
Insurance-Workmans Compensation	22,474	0.1%	38,733	0.2%	27,997	0.2%	35,899	0.2%	38,415	0.2%	68,028	0.3%	54,560	0.2%	53,965	0.2%	58,418	0.2%	54,950	0.2%	56,000	0.2%
Retirement Benefits	1,376	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Maine State Retirement	38,610	0.2%	39,893	0.2%	41,195	0.2%	27,037	0.1%	20,596	0.1%	16,777	0.1%	18,187	0.1%	10,254	0.0%	914	0.0%	-14,759	-0.1%	0	0.0%
MSRS Contribution Expense	-376,376	-2.3%	-391,270	-2.3%	-88,726	-0.5%	87,724	0.5%	-10,384	-0.1%	-240,562	-1.2%	-310,804	-1.4%	-301,605	-1.2%	-497,444	-1.9%	-105,287	-0.4%	0	0.0%
TIAA-CREF Retirement	206,856	1.3%	236,579	1.4%	263,434	1.4%	294,434	1.4%	332,514	1.6%	353,874	1.7%	381,133	1.7%	415,947	1.7%	423,207	1.6%	426,990	1.6%	482,081	1.8%
Social Security	594,287	3.6%	603,116	3.5%	608,653	3.3%	624,092	3.3%	633,291	3.2%	647,739	3.1%	666,379	3.0%	711,653	2.9%	772,654	3.0%	802,723	2.9%	841,123	3.1%
Uniform & Cruise Allowance	17,916	0.1%	28,277	0.2%	19,347	0.1%	13,293	0.1%	10,508	0.1%	9,262	0.0%	12,978	0.1%	9,791	0.0%	13,037	0.0%	11,813	0.0%	12,000	0.0%
Tuition Waivers	55,895	0.3%	66,690	0.4%	53,172	0.3%	48,377	0.3%	67,325	0.3%	96,890	0.5%	63,345	0.3%	89,263	0.4%	81,106	0.3%	101,008	0.4%	70,000	0.3%
Other Employee Benefits	28,171	0.2%	27,863	0.2%	106,392	0.6%	73,780	0.4%	205,876	1.1%	96,792	0.5%	100,471	0.5%	117,913	0.5%	100,698	0.4%	91,027	0.3%	105,000	0.4%
Vacation Time Paid	104,414	0.6%	12,303	0.1%	103,447	0.6%	114,583	0.6%	61,452	0.3%	74,138	0.4%	-98,185	-0.4%	161,888	0.7%	127,475	0.5%	130,639	0.5%	70,000	0.3%
Pay In Lieu of Notice	4,921	0.0%	49,483	0.3%	63,187	0.3%	31,154	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	24,679	0.1%	0	0.0%
Severance Pay	1,230	0.0%	15,211	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5,422	0.0%	0	0.0%
In State Travel	125,096	0.8%	122,087	0.7%	94,959	0.5%	98,783	0.5%	82,140	0.4%	96,294	0.5%	94,637	0.4%	162,714	0.7%	166,633	0.6%	145,706	0.5%	156,394	0.6%
Out of State Travel	172,852	1.1%	172,803	1.0%	121,683	0.7%	148,312	0.8%	145,968	0.7%	172,712	0.8%	233,483	1.1%	253,274	1.0%	328,096	1.3%	353,033	1.3%	318,547	1.2%
Freight and Postage	103,165	0.6%	85,685	0.5%	83,824	0.5%	80,828	0.4%	78,080	0.4%	78,960	0.4%	71,653	0.3%	65,531	0.3%	63,543	0.3%	73,425	0.3%	97,803	0.4%
Telephone	115,116	0.7%	124,093	0.7%	140,440	0.8%	163,159	0.9%	145,023	0.7%	122,396	0.6%	137,681	0.6%	144,316	0.6%	157,381	0.6%	143,192	0.5%	137,855	0.5%
Printing & Reproduction	90,381	0.6%	70,518	0.4%	73,582	0.4%	73,356	0.4%	84,709	0.4%	57,059	0.3%	79,129	0.4%	64,566	0.3%	76,608	0.3%	82,633	0.3%	109,336	0.4%
Photocopying (In-house)	31,891	0.2%	37,151	0.2%	30,955	0.2%	22,718	0.1%	28,740	0.1%	12,117	0.1%	36,163	0.2%	38,364	0.2%	34,426	0.1%	33,148	0.1%	25,185	0.1%
Repairs & Maintenance	590,177	3.6%	496,430	2.9%	342,048	1.9%	403,945	2.2%	442,042	2.3%	517,354	2.5%	672,947	3.1%	814,657	3.4%	1,059,900	4.1%	1,092,138	4.0%	901,120	3.3%
Rentals	87,034	0.5%	81,847	0.5%	69,806	0.4%	87,561	0.5%	96,207	0.5%	98,200	0.5%	104,394	0.5%	71,195	0.3%	64,305	0.2%	102,199	0.4%	108,876	0.4%
Insurance	145,773	0.9%	153,817	0.9%	157,188	0.9%	168,968	0.9%	188,302	1.0%	209,362	1.0%	174,795	0.8%	213,929	0.9%	186,326	0.7%	187,069	0.7%	252,350	0.9%
Town Water	59,801	0.4%	63,537	0.4%	59,603	0.3%	77,866	0.4%	82,719	0.4%	83,139	0.4%	80,320	0.4%	89,987	0.4%	120,529	0.5%	124,766	0.5%	92,520	0.3%
Town Sewer	137,500	0.8%	143,065	0.8%	130,656	0.7%	112,872	0.6%	121,996	0.6%	159,786	0.8%	153,798	0.7%	136,875	0.6%	196,473	0.8%	212,175	0.8%	186,680	0.7%
Trash Disposal	36,014	0.2%	46,623	0.3%	51,782	0.3%	49,541	0.3%	45,985	0.2%	72,566	0.3%	75,251	0.3%	80,535	0.3%	92,502	0.4%	90,478	0.3%	81,100	0.3%
Electricity	448,744	2.8%	497,048	2.9%	577,143	3.1%	516,607	2.8%	470,190	2.4%	501,593	2.4%	573,662	2.6%	716,801	3.0%	624,396	2.4%	714,663	2.6%	691,180	2.5%
Fuel Oil & Gas	349,098	2.1%	411,933	2.4%	336,174	1.8%	417,146	2.2%	432,347	2.2%	659,624	3.2%	710,999	3.2%	835,242	3.4%	1,059,620	4.1%	781,264	2.9%	999,746	3.7%
Municipal Service Fee	22,010	0.1%	25,898	0.2%	23,635	0.1%	18,842	0.1%	16,573	0.1%	17,318	0.1%	16,475	0.1%	17,416	0.1%	16,605	0.1%	19,264	0.1%	17,030	0.1%
Advertising	86,992	0.5%	93,733	0.5%	39,464	0.2%	31,397	0.2%	56,912	0.3%	64,417	0.3%	67,221	0.3%	66,341	0.3%	80,645	0.3%	62,802	0.2%	64,776	0.2%
Purchased Computing	7,865	0.0%	7,865	0.0%	7,800	0.0%	7,400	0.0%	6,530	0.0%	7,100	0.0%	7,400	0.0%	7,400	0.0%	7,400	0.0%	7,400	0.0%	7,400	0.0%
Membership Fees & Dues	22,014	0.1%	24,557	0.1%	24,793	0.1%	18,041	0.1%	25,491	0.1%	26,398	0.1%	32,160	0.1%	39,670	0.2%	35,151	0.1%	30,769	0.1%	41,920	0.2%
Legal & Accounting	48,742	0.3%	66,096	0.4%	71,201	0.4%	100,978	0.5%	76,254	0.4%	95,530	0.5%	84,428	0.4%	77,914	0.3%	69,981	0.3%	74,312	0.3%	111,000	0.4%
Computer Software & Service	125,950	0.8%	50,806	0.3%	199,518	1.1%	106,143	0.6%	136,892	0.7%	176,261	0.8%	189,571	0.9%	282,752	1.2%	316,754	1.2%	231,901	0.9%	428,547	1.6%
Laundry & Cleaning	41,079	0.3%	39,109	0.2%	35,602	0.2%	34,633	0.2%	35,573	0.2%	25,083	0.1%	26,725	0.1%	23,897	0.1%						

	ACTUAL																				Budget	
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2010	2010									
Mandatory Transfers	20,050	0.1%	19,598	0.1%	18,576	0.1%	18,576	0.1%	18,576	0.1%	13,932	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Transfer of Unrestricted Resources	-525,493	-3.2%	136,513	0.8%	765,605	4.2%	856,462	4.6%	440,490	2.3%	886,621	4.3%	1,177,482	5.3%	748,725	3.1%	366,208	1.4%	1,695,278	6.2%	0	0.0%
Transfer of Restricted Resources	7,493	0.0%	-8,630	-0.1%	50,900	0.3%	-105,222	-0.6%	330,105	1.7%	-138,786	-0.7%	-24,409	-0.1%	12,497	0.1%	-27,454	-0.1%	49,208	0.2%	0	0.0%
Transfer of Capital Assets	279,422	1.7%	211,917	1.2%	166,369	0.9%	146,694	0.8%	153,568	0.8%	210,421	1.0%	273,453	1.2%	674,067	2.8%	1,191,142	4.6%	238,882	0.9%	0	0.0%
Reimbursed Expenses	-465,869	-2.9%	-444,213	-2.6%	-387,320	-2.1%	-342,730	-1.8%	-336,366	-1.7%	-329,429	-1.6%	-333,705	-1.5%	-347,879	-1.4%	-398,956	-1.5%	-383,868	-1.4%	-323,375	-1.2%
TOTAL	16,303,822	100%	17,241,560	100%	18,415,242	100%	18,760,680	100%	19,558,294	100%	20,833,494	100%	22,044,335	100%	24,234,207	100%	26,107,021	100%	27,250,729	100%	27,346,050	100%

Fiscal 2009 Total Expenditures
\$27,250,729



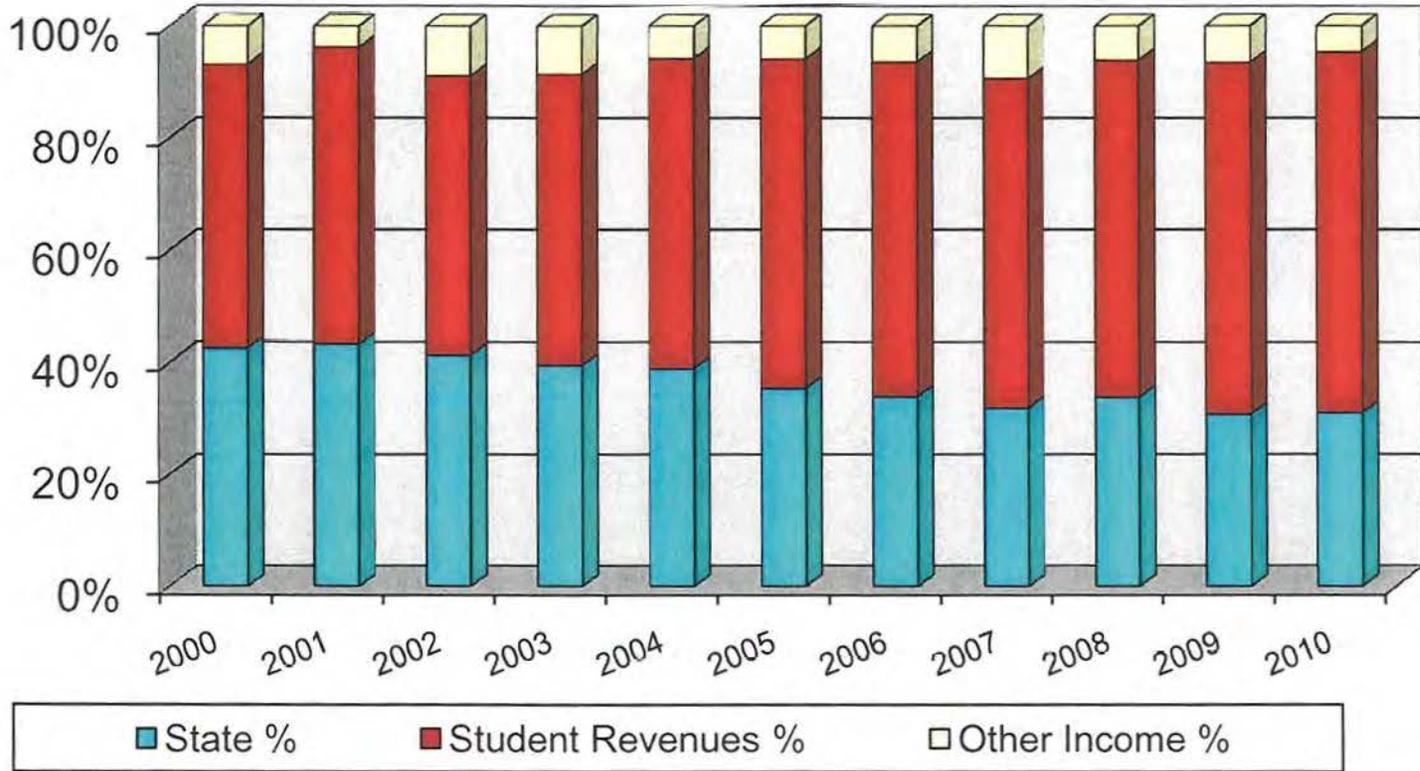
Fiscal Year 2009
Breakdown of All Other



Maine Maritime Academy

State Appropriation Fund
Operating Budget

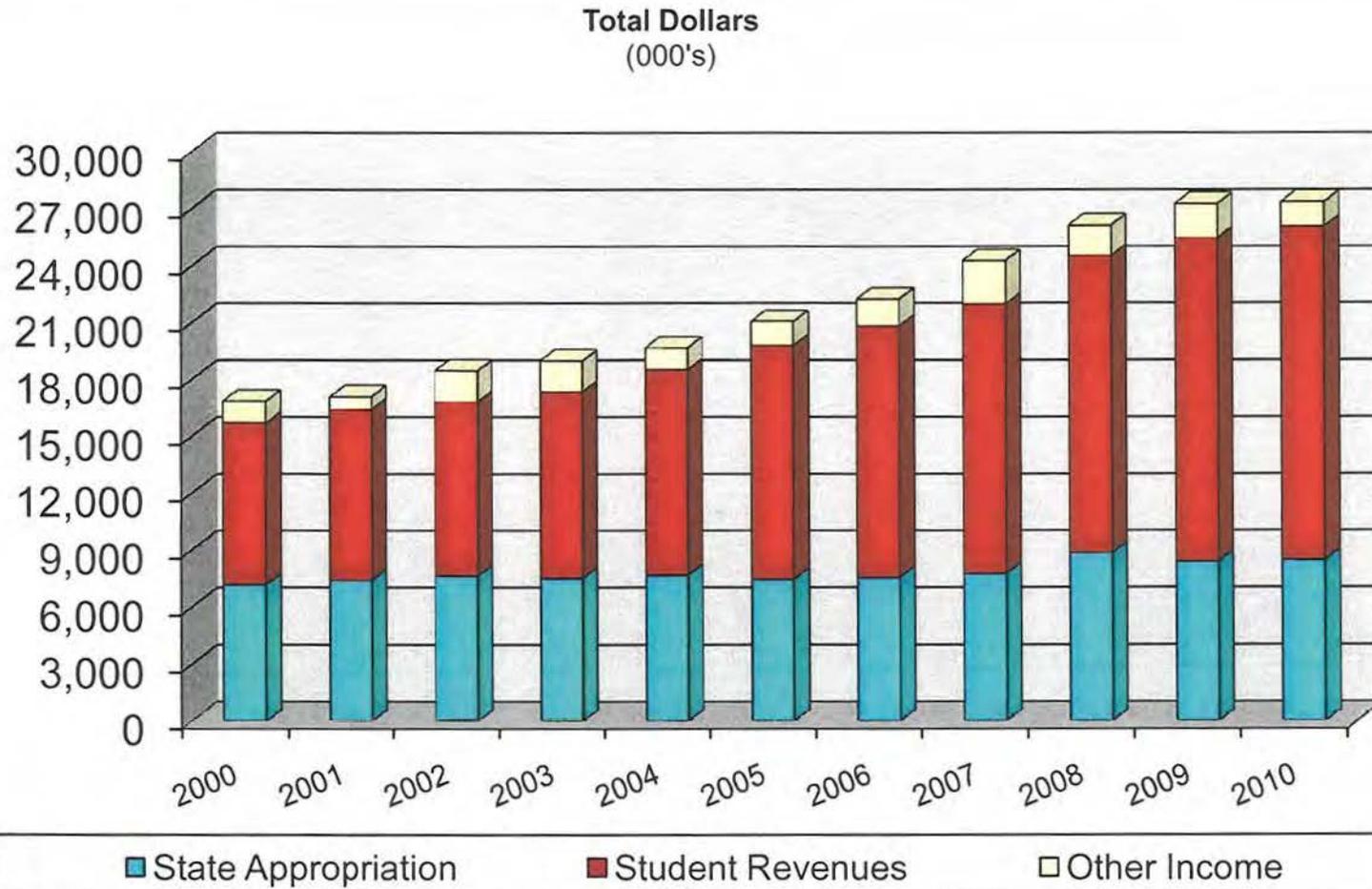
As percent of Total Income



	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Budget 2010
State %	42.6%	43.2%	41.3%	39.5%	39.0%	35.4%	33.9%	31.9%	33.8%	30.7%	31.0%
Student Revenues %	50.6%	52.9%	49.8%	51.9%	55.2%	58.7%	59.7%	58.7%	60.1%	62.7%	64.4%
Other Income %	6.9%	3.9%	8.9%	8.6%	5.8%	5.9%	6.4%	9.4%	6.1%	6.5%	4.6%

Maine Maritime Academy

State Appropriation Fund
Operating Budget



	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Budget 2010
State Appropriation	7,174	7,390	7,627	7,506	7,670	7,457	7,549	7,738	8,835	8,378	8,467
Student Revenues	8,528	9,038	9,193	9,849	10,865	12,355	13,281	14,250	15,702	17,099	17,609
Other Income	1,156	660	1,647	1,638	1,143	1,244	1,419	2,284	1,591	1,774	1,270
Total Income	16,859	17,088	18,467	18,993	19,679	21,056	22,248	24,272	26,129	27,251	27,346
% change in Total Income	2.6%	1.4%	8.1%	2.8%	3.6%	7.0%	5.7%	9.1%	7.7%	4.3%	0.3%

COORDINATION OF EFFORTS

Maine Maritime Academy continues its long-standing practice of collaborating with the state's other two higher education entities, the University of Maine System and the Maine Community College System.

The following pages include copies of the Administrative Savings Group Report which was prepared in 2008 and a draft of guidelines for a proposed Maine Public Higher Education Program Planning Council which the leaders of Maine's public post-secondary entities hope to see established as a means of ensuring a forum for collaboration and better coordinated long-term planning.

Building upon the framework established while the Administrative Savings Group prepared its report, the Academy has continued to network with its public partners at both the System and individual campus levels.

In the areas of administrative and cost efficiencies, two recent examples come immediately to mind. An arrangement with the University System whereby the Academy's endowed scholarship funds are managed within the University System's Managed Investment Pool has enabled the Academy to benefit from more sophisticated investment management than the Academy could afford on its own due to economies of scale. And, through networking with University contact in Orono, the Academy has been able to effect savings in energy costs. Utilizing the professional knowledge of the energy consulting firm recommended to us by UMO has already been a significant assistance to the Academy.

Coordination and collaboration continues in the academic arena as well. Our collaborative ventures with the Maine Community College System include an arrangement whereby some of our provisionally accepted (and also enrolled) students take courses at Eastern Maine Community College. We are also hoping to enter into a Memorandum of Understanding with the Community College System for our Power Engineering Operations program to establish a two-plus-two program.

The Academy's primary academic collaborations with the University System are with engineering at the University of Maine. We hope to expand on these in the future. One concept is to establish a 5-plus-1 or 4-plus-2 agreement for our engineering students with a B.S. from Maine Maritime Academy and an M.S. from the University of Maine. (Our present B.S. degree in Systems Engineering is a 5-year B.S. degree.)

We are also working to share more courses via video conferencing. Currently we are doing that for the first time with a Thermodynamics course. Other areas to explore in the future include

more collaborations in marine sciences (sharing of undergraduate courses via distance education/use of MMA water and shore-side facilities.) Also, we hope to open new avenues for collaboration with the Business College at UMO for Logistics program initiatives and sharing of faculty.

Existing and ongoing collaborations with the University of Maine also include:

- Joint appointments of several MMA faculty as graduate appointments at UM.
- Joint research efforts with UM and MMA faculty and students in several engineering projects including tidal energy, wind energy, and thermoelectric project.
- MMA use of the UM flow tank.
- An MOU with UM to allow MMA students access to teaching certification programs at the B.S. and M.S. levels.
- Sharing of engineering courses via video conferencing technology between UM and MMA.
- Supplementing of MMA faculty by use of UM pre-doctoral and post-doctoral students to teach engineering level courses at MMA.
- Joint participation in grant applications.
- Agreement for use of the UM Sponsored Programs office to provide oversight and administration of MMA and MMA/UM research funding. This avoids costly duplication of research administrative functions at MMA which is primarily a teaching college.
- Collaboration with UM Portland/Gorham for review of human subjects research proposal at MMA

DRAFT - 8/19/09

Maine Public Higher Education Program Planning Council GUIDELINES

Background:

The connection between higher education and a successful economy has never been clearer than it is now. The U.S. economy is projected to produce 15.6 million new jobs between 2006 and 2016¹, nearly half of which will require postsecondary credentials. In fact, jobs requiring postsecondary education will grow nearly twice as fast as jobs that do not. Of the 30 fastest growing occupations—such as healthcare and environmental science—80% will need educated, highly skilled employees². In addition, 2008 unemployment data shows that people with only a high school diploma are more than 50% more likely to be unemployed than those with an associate degree, and twice as likely to be unemployed as those with a bachelor's degree³. The economy is now and will be in desperate need of skilled people. It has never been more clear that higher education is a tool to improve the condition of the economy, of the businesses and of the citizens of Maine by providing a workforce with the skills and knowledge to meet these needs.

The three public higher education entities in Maine—the Maine Community College System (MCCS), the Maine Maritime Academy (MMA), and the University of Maine System (UMS)—have a long history of addressing what the economy requires within their own programs and plans. They also have mutual, on-going collaboration in areas such as purchasing of goods and services and facilitating ease of transfer for students through articulation agreements.

Now, in these difficult economic times, these entities choose to harness their individual resources in a combined effort to address the economic and business needs in the state through coordinated program development. An example of the opportunity this presents lies in the emergence of the “green” economy and the jobs that go with it. Currently, UMS is conducting research in off-shore wind power, MCCS has introduced programs to train technicians for wind power and other energy related occupations, and MMA offers—as it has for years—degrees in power generation. Each of the entities responded to the needs of the state and the potential for additional economic benefit for Maine, but has done so within its own mission and sphere of expertise. The entities believe this is exactly the type of situation in which coordination can lead to even more coherent programming.

Purpose:

The Council's purpose is to provide a forum for collaboration and better coordinated planning for degree programs among the three entities in order to provide the best support possible for Maine's economy within their missions. Specifically, the Council will focus on three areas:

1. Assure each entity gains a better understanding of the academic program direction of their counterparts, while establishing a communication link among the Boards of Trustees so that they can stay current on the program directions related to this effort.
2. Examine jointly the economic development and business needs in the State, how each entity is addressing them programmatically, and how those needs might better be served by collaborative effort. This would include a review of current needs and future opportunities in economic development, including how Maine can build a workforce with the skill sets needed to attract high wage jobs to the State.
3. Monitor the success of the Council in helping the State meet these needs.

Any recommendations for action discussed by this group must be taken back to each entity for further consideration and decision before action can be taken.

Membership:

The Council will have a total of nine (9) members. Each of the three entities will have three members:

1. A member of the Board of Trustees chosen by the Chair of the Board,
2. The Chancellor or President of each institution, and
3. A member selected by the Chancellor/President from his/her organization, who will act as the primary staff support and contacts for their organizations.

Structure and Meetings:

The chairmanship of the Council will rotate each year among the members who are Trustees in the alphabetical order of their entities as follows: Maine Community College System, Maine Maritime Academy, and University of Maine System. The Council will meet at least twice during each year. The entity chairing the group will convene and host all meetings in the year and will produce any meeting minutes or documentation of action items, etc. that result from the meetings. The Council may choose to engage with other groups with expertise related to its purpose when appropriate, such as the Maine Department of Labor, the Office of State Planning, the State Chamber of Commerce, the Economic Development Council of Maine and others whom the Council decides may add value to their work.

The Council will convene its first meeting in December 2009.

¹ Bureau of Labor Statistics, "Employment Projections 2006-2016 (U.S. Department of Labor, 2007) Table 9.

² Center for American Progress, October 2008: *Creating postsecondary pathways to good jobs for young high school dropouts—The Possibilities and Challenges*. Found at: <http://www.clasp.org/admin/site/publications/files/0438.pdf>

³ Bureau of Labor Statistics, Current Population Survey, found at <http://www.bls.gov/emp/emptab7.htm>.

FINAL DRAFT

1/1/08

Subject to the approval of the Boards of Trustees

PUBLIC LAW CHAPTER 240 SEC. UUUU-1
Of the 123rd Legislature

Administrative Savings Group Report

January 1, 2008

Presented By:

Chancellor Richard Pattenaude – University of Maine System

President John Fitzsimmons – Maine Community College System

President Leonard Tyler – Maine Maritime Academy

Contents

- I. Introduction
- II. Efficiency of Maine's Higher Education System
- III. Existing Collaborations within Higher Education
- IV. New Initiatives Considered Through this Review Process

I. Introduction

To fulfill the obligations of Public Law Chapter 240 Sec. UUUU-1, the Chancellor of the University of Maine System, the President of the Maine Community College System, and the President of the Maine Maritime Academy formed the “Administrative Savings Group”. The CFOs from each of the three institutions were asked to coordinate the research and fact finding necessary to determine opportunities for savings and impact on operations (including student related services).

The efforts of the Administrative Savings Group were centered in three areas: existing efficiencies within and among the three systems; existing collaborations and their effectiveness; new and continuing opportunities for collaboration.

The University of Maine System, the Maine Community College System, and the Maine Maritime Academy, while all serving the higher educational needs of the State of Maine, have three very distinct missions.

- The University of Maine System unites seven distinctive public universities in the common purposes of providing first-rate higher education, research, and public service at a reasonable cost in order to improve the quality of life for the citizens of Maine.

The University of Maine (at Orono) first opened in 1868. One hundred years later, in 1968, the Maine State Legislature established the University of Maine System to unite the seven public universities and their regional outreach centers into a single system. The seven universities offer a variety of academic settings each with their own strengths and ways of learning.

Enrollment within the University of Maine System exceeds 34,000 students.

- The Maine Community College System is Maine’s comprehensive two-year college system offering over 300 occupational and transfer programs, continuing education, and customized training for business and industry.

The System was originally established after World War II to provide vocational and technical training to returning veterans. The System was created in 1986 by act of the Maine State Legislature and in 2003, the legislature changed the name to the Maine Community College System to reflect its broader mission of providing career and liberal arts transfer programs for Maine college students.

Today the System’s seven colleges serve over 13,800 degree and non-degree students.

- The mission of Maine Maritime Academy is a college specializing in ocean and marine programs at the undergraduate and graduate level. Proposals for an institution devoted to nautical training began in Maine in the 1930s and led to the creation of Maine Maritime Academy by an act of the 90th Maine Legislature in 1941.

The Academy has grown steadily since then offering three degrees, 10 undergraduate and graduate academic majors, new training labs and expanded student services. The Academy serves 825 students.

These distinct missions resonate throughout the organizational structure and work processes of the three entities. The University System has nine classifications of employees, with six collective bargaining contracts negotiated with four different unions (MSEA, MEA (3), AFT and Teamsters). The Community College System has seven classifications of employees, with five collective bargaining contracts negotiated with three different unions (MSEA (2), MEA (2), and AFSCME). The Maritime Academy has five classifications of employees, with three collective bargaining contracts negotiated with one union (MSEA).

The efforts of the Administrative Savings Group focused on meeting the objectives of Public Law Chapter 240 Sec. UUUU-1 without changing the mission or function of the three systems. It is important to note that any proposal aimed at administrative savings that might change the nature or scope of work covered by the various collective bargaining agreements would have to be negotiated with the respective bargaining units.

II. Efficiency of Maine's Higher Education Systems

The three systems of higher education that strive to meet their distinct missions in an efficient, collaborative and thoughtful manner. A report—which will be delivered to the Joint Standing Committee on Education and Cultural Affairs no later than January 31, 2008—written jointly by UMS, MCCA, and MMA pursuant to Resolve Chapter 119 clearly documents the relative decline in state funding for Maine's higher educational systems. In 1990 funding for state higher education equaled 17 percent of the state's general fund revenue; this year, fiscal 2008, higher education's share of the general fund budget is only 9 percent. In 2007 Maine ranked 38th in state appropriations per capita and 32nd in appropriations per dollar of income.

Over the past ten years, proportionate state support has declined at each of the three Systems. State appropriations once comprised 58 percent of the Maine Community College System's total revenue. That number has fallen to 42 percent. Forty-six percent of the Maine Maritime Academy's budget was once state-funded; it is now 29 percent. And almost half of the University of Maine System budget (45 percent) was provided by the state. It is now 28 percent.

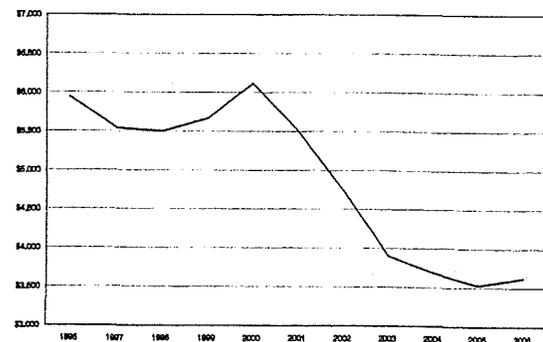
In fiscal 2000 state appropriations to all of higher education averaged over \$6,000 per student served ('headcount'); in fiscal 2006 the appropriation was just over \$5,000. If the fiscal 2000 level of per student funding had been sustained, current in State appropriations to the three Systems would be approximately \$50 million dollars higher in 2006 than was actually expended.

Academic quality is tied directly to adequate funding, and reduced state support puts considerable pressure on the budgets of each institution. Although Maine's colleges, universities, and maritime academy continually seek ways to make operations more efficient, efficiencies alone are not enough to cover rising costs.

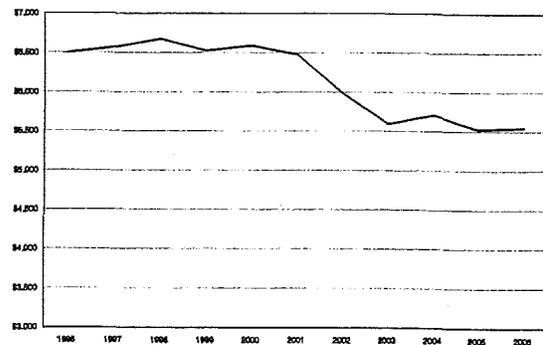
As the following section—*Existing Collaborations*—makes clear, the three institutions have been very creative in their efforts to work together to reduce administrative and overhead costs while sustaining quality educational opportunities for the students they serve.

Appropriations per student served:

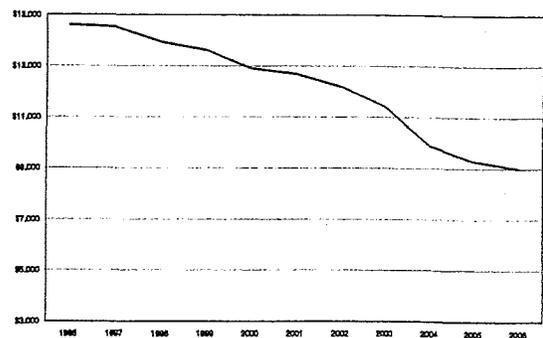
MCCA:



UMS:



MMA:



III. Existing Collaborations and Efficiencies

Maine's three systems of higher education have a long and successful history of collaboration in both academic and non-academic areas. A brief overview of some of the more significant collaborative efforts includes, but is not limited to:

1. Purchasing and Procurement

- UMS, MMA, and MCCC all purchase desktop software and some hardware from the University of Maine's Computer Connection, the University's technology store; these purchases saved MCCC and MMA almost \$56,000 in fiscal 2007.
- UMS has negotiated "blanket" software licensing agreements with Microsoft and Adobe covering all three systems.
- UMS is negotiating with Symantec for software licensing agreements for virus protection in a volume purchase agreement that leverages the combined power of UMS, MCCC, and MMA.
- Several MCCC campuses along with UM and UMA share one common license agreement for AutoCAD software.
- UMS, MCCC, and the Maine State Library jointly procure online library management services. Bangor Public Library and the Maine State Library are also part of this joint procurement; and there is a direct link to the library systems at Colby, Bates and Bowdoin. Had each library individually purchased, set up and operated the library management system, costs for individual libraries would have been much higher than current consortial costs.

Access to aggregate and subject databases are provided to all citizens of the State of Maine by consortial efforts through state and federal funding sources. Costs for individual subscriptions for these databases would be significantly higher than the library consortium pays.

- MCCC and MMA have joined the UMS Energy Team. This effort has resulted in grants benefiting each institution to help offset the costs of retrofitting certain facilities with a more energy efficient building infrastructure.
 - MCCC piloted a regional fuel oil procurement plan saving NMCC about \$1,400 in reduced transportation costs for heating oil.
 - For several years UMFK, UMPI, and NMCC negotiated with electricity suppliers to aggregate their usage and buying power. These negotiated supply contracts ended in February 2005. With the departure of Energy Atlantic in 2004, northern Maine no longer has a competitive electricity market. However, should future opportunities present themselves, all

three institutions are eager to participate in aggregating electrical procurement.

2. Shared Administrative Personnel

MCCS and UMS jointly operate a number of their off-campus centers, sharing facilities and personnel in order to make most efficient use of resources.

- At the Hancock County Higher Education Center in Ellsworth, MCCS and UMS share a director and support staff.
- At the Penquis Higher Education Center in Dover-Foxcroft, the two systems have hired one director to manage both university and community college efforts.
- At the Western Maine University and Community College Center in South Paris, the two Systems share support staff.
- WCCC and the UMM are building a collaborative relationship that maximizes higher education opportunities for residents of Washington County, while minimizing costs for both institutions and their students. The UMS distance education center, formerly located in downtown Calais, has relocated to the WCCC campus; UMM courses that do not overlap WCCC courses are offered at the Center. The ultimate goal is for students to be able to transfer from WCCC to UMM and complete a baccalaureate degree in Calais. An agreement also allows WCCC students graduating with an associate degree admittance to UMM with junior standing
- And in Bath, at the Midcoast Center for Higher Education, MCCS and UMS use joint orientation programs for students.

In all, these efforts have resulted in avoiding approximately \$511,000 per year in duplication of personnel costs.

In addition:

- MMA utilizes UM's Office of International Programs for most visiting faculty visa filings.
- USM's Social Justice Program provides training to SMCC Residential Life Staff around topics of diversity, SAFE Zone Training, and sexual assault/domestic violence first responder training.
- UMS is currently coordinating with federal TRIO Student Support Services (SSS) programs around Maine, including at both UMS and the community colleges, to provide writing assistance for the next round of grants, ensure compliance with federal regulations, and promote effective and efficient services to students.

3. Facilities Management

- MCCS and UMS share higher education outreach centers at seven locations: in Houlton, Calais, Bath, South Paris, Ellsworth, East Millinocket, and Dover-Foxcroft. These efforts have resulted in avoiding approximately \$353,000 in duplication of facilities costs.
- Since the mid-1990's, SMCC has sub-let a block of dormitory rooms at USM's Portland Hall in order to address a lack of housing on the SMCC campus. The SMCC students have had full access to USM food services and other amenities available to USM students living in the residence hall.
- UM Recreation Center memberships are provided at student cost to EMCC students.

4. Information Technology

- UMS manages MMA's internet connectivity, interactive classrooms, external network management, and dial-up connectivity for students. MMA has estimated that it avoids alternative costs of approximately \$50,000 per year by coordinating network management with UMS.

IV. New Initiatives Considered Through this Review Process

This fall fifteen individuals representing all three Systems met in Bangor to systematically review potential savings in non-instructional areas through the sharing or combining of services. The analysis covered all functional areas of the three institutions. Following the meeting, the Administrative Savings Group met to review the various concepts that had been presented and weighed the impact of each on cost, institutional mission, and student services.

1. Purchasing and Procurement

- As previously mentioned, MCCC and MMA have joined the UMS Energy Team and MCCC piloted a regional fuel oil procurement plan that saved NMCC about \$1,400 in reduced transportation costs for heating oil. By expanding this pilot program to all seven of the MCCC institutions, the community colleges could realize additional savings of over \$5,000.

This item will be pursued in an effort to achieve additional savings.

- The University of Maine System has a centralized procurement office that leverages purchasing power through system-wide and multiple campus procurements when feasible and practical. In addition, the UMS central procurement office develops and promotes best procurement practices. MCCC and MMA could avail themselves of these benefits by collaboration with UMS. Some tangible savings, both financial and administrative, could be realized. Examples include:
 - *Copier Contract:* UMS has implemented a cost-per-copy printing and photocopying solution. The cost-per-copy program replaces institution owned and/or leased photocopiers and networked printers with photocopiers fully owned and maintained by the supplier. In addition to the photocopying function, many of the units also scan and fax, thus further reducing the institution's equipment overhead. UMS pays only a per-copy charge to the supplier for printed/photocopied pages (excluding paper and staples). UMS realizes annual savings of 43 percent or \$500,000 (based on 40 million copies). Both MCCC and MMA could be added to the UMS contract when it is re-bid in 2009. If MCCC and MMA realized savings similar to those of UMS, the two institutions would save approximately \$125,000. (Contract start date would be July 2010.)
 - *Wright Express Fleet Management Card:* UMS utilizes a fleet management solution from Wright Express for all institution-owned vehicles. This system includes a fuel card for purchases of vehicle fuel accepted at service stations across the U.S. UMS will engage Wright Express to extend its program to the MCCC and MMA as appropriate.

- *Organized Events/Training:* UMS has offered training and presentations on cooperative group purchasing organizations. UMS will seek additional opportunities to share best procurement practices with MCCA and MMA, including membership in the newly formed UMS Procurement Council.
- *Furniture:* UMS utilizes several contracts for the purchase of furniture. In the past year annual purchases under this contract were \$137,000, with contract savings of \$178,000. UMS will work with its suppliers to extend these contracts to MCCA and MMA. Projected savings for MCCA and MMA range from 12 percent to 20 percent.
- *Shipping:* UMS utilizes two contracted shipping options with UPS and FedEx. Both contractual programs provide capabilities that include online shipping and billing. UMS saves approximately \$46,600 annually on total system-wide contractual shipping purchases of \$264,500. UMS can work with MCCA and MMA to transition to these contracts where practical.

These areas of consideration, and others of a similar nature, will be considered and acted upon as contracts are scheduled for renewal.

2. Contractual Services

- *Food Services Operations:* UMS has transitioned to a single master contract for managing cafeteria and food service operations for six of its universities. The UMS experience with food services did not result in measurable “out-of-pocket” savings, but it did generate administrative efficiencies. MCCA and MMA will explore the practicality and benefits of contracting the operation of their cafeteria and food service operations in a similar fashion.
- *Book Store Operations:* As noted above, master contracting of Food Service Operations generated certain administrative efficiencies. UMS, MCCA, and MMA will explore the practicality and benefits of contracting the operation of their bookstores in a similar fashion.

These areas need further discussion and exploration before action is considered.

3. Payroll Services

- UMS processes payroll internally as part of their fully integrated People Soft ERP System. MCCA currently uses ADP, an independent payroll processing firm. MMA is installing Sun Guard Higher Educational Systems, a fully integrated ERP System. MCCA and UMS have explored the option of having UMS process the MCCA payroll. Because MMA is beginning an ERP implementation, the concept was not practical for them.

The cost to MCCC for ADP's services is approximately \$100,000 annually. Expanding UMS's license agreement with People Soft to include MCCC payroll would cost \$352,500 (one time) plus an annual maintenance charge of approximately \$70,000 per year. In addition, UMS would have to incur some staff, operational, and computer hardware costs to bring MCCC into the UMS system. As a result, the total approximate cost for UMS to process MCCC's payroll would be \$325,000 annually (amortizing the one time outlay over ten years).

The analysis demonstrates that merging payroll processing would result in higher costs. Merging payroll processing will not be pursued.

4. Facilities Management

- Individual campuses manage day-to-day maintenance and minor repairs locally but have a broader range of internal and external consulting resources available for advice and assistance on major improvements.

Current State law requires that MCCC and MMA enlist the support and expertise of the State Bureau of General Services (BGS) on all public improvement projects. The University of Maine System has a small centralized facilities management and planning staff that leads the development and implementation of System policies and procedures for facilities management, capital asset planning, project management, real property and lease management, safety and environmental management, and energy management. The staff serves as subject matter experts to the seven universities and augments the in-house capabilities of the smaller campuses as required.

The three institutions can refine protocols for sharing existing professional services for capital renewal and acquisition projects as well as in areas related to: real property management; facilities maintenance; environmental, safety and compliance issues; and, energy management.

These areas need further discussion and exploration before action is considered.

5. Information Technology

- *Managing Enterprise Resource Planning* (enterprise-wide information management). UMS began implementation of People Soft several years ago to manage enterprise-wide information; MMA is installing Sun Guard Higher Educational Systems, a smaller ERP system; and MCCC utilizes a version of Jenzabar that it has considered upgrading. While it would not be practical for MMA to consider joining UMS in the use of People Soft, MCCC did consider the option.

Expanding UMS's license agreement with People Soft to include MCCC would cost \$822,500 (one time) plus an annual maintenance charge of approximately \$165,000 per year. In addition, UMS would have to incur some staffing, operations, and computer hardware costs to bring MCCC into the UMS system resulting in a charge

of approximately \$482,000 annually (amortizing the one time outlay over ten years). If MCCA were to migrate to People Soft, UMS could not begin implementation until Fiscal Year 2011 to allow for completion of current PeopleSoft applications.

If MCCA were to upgrade its current Jenzabar system, the cost would be approximately \$338,000 (one time) plus annual maintenance charges of \$66,000. If MCCA chose this option, MCCA would not incur additional staff or operational costs and might be able to reduce staff by one-half of a full-time employee. MCCA would incur computer hardware costs of approximately \$255,000 resulting in an annual charge of approximately \$125,000 annually (amortizing the one time outlay over ten years).

The analysis demonstrates that merging ERP processing would result in higher costs. Merging ERP processing will not be pursued.

- *Managing Wide-Area Network Administration:* UMS is developing a robust wide-area network and Internet connection capacity that includes 2 gigabytes of redundant access to the traditional Internet and to "Internet 2". Most of this network is composed of fiber optic connections owned by the University System. UMS leases "last mile" connectivity through a variety of sources, not the least of which is Time Warner.

As mentioned, MMA is already part of the UMS wide-area network. MCCA recently re-engaged Time Warner to provide 30 megabytes of access to the traditional Internet ("burstable" to 100MB), and Time Warner now manages MCCA's wide-area network. MCCA's contract with Time Warner expires June 30, 2010.

MCCA has initiated conversations with UMS to determine if there are financial advantages to having UMS provide Internet access and wide-area network management while retaining Time Warner to provide "last mile" connectivity. The outcome of these conversations should be available in the spring or early summer of 2008.

This area needs further discussion and exploration before action is considered.

To insure that Maine's Systems of Higher Education remain effective and efficient, the Chancellor of the University of Maine System, the President of the Maine Community College System and the President of Maine Maritime Academy will convene an annual meeting of the respective Chief Financial Officers and appropriate senior managers to review strategic, operational, and procurement plans and to identify an agenda for further collaborative efforts identifying new opportunities for streamlining operations, leveraging combined purchasing powers, and realizing additional administrative efficiencies. Considerations for efficient operations will be acted upon when a substantive business case identifies demonstrative savings opportunities.



ENROLLMENT AND GRADUATION FIGURES, 1999-2008

Year	Total Enrollment	In-State Students	Graduates
1999	680	442	127
2000	707	425	134
2001	713	433	123
2002	716	444	148
2003	749	490	149
2004	765	539	143
2005	821	562	146
2006	846	579	169
2007	873	622	159
2008	868	585	137

INDUSTRIES EMPLOYING OUR GRADUATES

Industries that employ our graduates:

Logistics
Retail
Food Services
Marine Biology
Construction
Shipyards
Tug and Tow
Supply Vessels
Nuclear
Pulp and Paper
Power Generation
Heavy Manufacturing
Facilities Management
Combined Heat and Power
Renewable Energy
Marine – Deep Sea
Marine –Oil Rigs

In the 2008-2009 school year 87 companies came to campus to recruit students. The 2008 Career Fair welcomed 59 companies to campus. Those companies as well as 28 others returned to campus in the spring for company presentations and formal interviews.

EMPLOYMENT-CLASS OF 2009

Members of the class of 2009, who majored in Power Engineering Technology, Marine Systems Engineering Design, Marine Science/Biology, International Business & Logistics or in a U.S. Guard License Program, have had professional job offerings with the following companies:
(Graduate education also included)

Austal UAS
Allie Towing
American Seafoods Company
American Presidents Lines
Bath Iron Works
Bouchard Transportation
Combustion Components of America
Constellation Energy
Crowley Marine Services
Diamond Offshore
Dunlap Towing
Dynergy
Edison Chouest
FPL – Seabrook
GE Wind
G&H Towing
Georgia Pacific
Great Lakes Dredge & Dock
International Paper
J. Ray McDermott
L&M Botruc
Life Cycle Engineering
MM&P
Heavy Lift
McAllister Towing
Military Sealift Command
Monan Towing
NASSCO
North American Energy Services
OSG America
Portsmouth Naval Shipyard
Progress Energy
Ralph Lauren

Siemens Energy
Siemens Westinghouse
SNC Lavalin
State of Vermont Parks & Recreation
Transatlantic Lines
Transocean Offshore Drilling
University of Maine Graduate School
University of Southern California School of Law
U.S. Coast Guard
U.S. Marine Corps
U.S. Shipping Partners
Vane Brothers
Wal-Mart
Western Towboat Company
Woods Hole Oceanographic Institution

Overall Placement is 80% as of 10/15/2009

DATA ON ALUMNI

As of May 4, 2009:

- MMA had 5837 alumni of record (living alumni for whom we have a valid address)
- 13% of the Academy's recent graduates (those who graduated between 1998 and 2008) reside in the State of Maine
- 22% of graduates from the last 20 years live in Maine
- 44% of all alumni live in Maine

Conference Department

The following are typical of the conferences run on an annual basis.

Continuing Education Courses: Inert Gas/Crude Oil Washing
Company Security Officer/Vessel Security Officer
Radar Recertification
First Aid Training/Basic Safety Training
100 Ton License Course
Advancement Placement Chemistry

Outside Conferences:

Maine Student Council	International Guild of Miniature Artisans
Bucksport High School Academic Banquet	Maine Coast Heritage Trust
Energy Ocean Development Luncheon	GIS Maine Dirigo Spatial Consulting
Air Force Junior ROTC	Union 93 Service Day
GO! Soccer Camp	Legislative Visitors
Maine High School Counselors	Acadia Institute – Discovery Voyage
North East Basketball Camp	Department of Education
Castine Yacht Club Lecture	Westbrook High School
Maine Higher Education Council	Navy League Luncheon
Castine Historical Society Lecture	Robotics Spring Track Meet

Athletic Facilities

Gym/Field House: JROTC Drill Competitions
JROTC Weekend Outings
Adam's School PE Programs
Castine Youth Basketball

Outdoor Fields:
Adam's School PE Programs

Aerobic/Weight Rooms:
Town of Castine Citizens

Waterfront

The following community support takes place on the MMA Waterfront and on Academy vessels:

George Stevens Academy Sailing Program/Regattas

John Bapst Sailing Program/Regattas

Castine Yacht Club Races (Colgate 26s/Mercury)

Retired Skipper's Race

Harbor Tours for Conferences

State High School Sailing Championships

Scouting Activities:

Merit Badge Certifications for Boy Scouts (Power, Sailing, Rowing)

Girl Scout Weekends

Cub Scouts Pinewood Derby Support

Schooner BOWDOIN:

Navy League Support

Community Sails

Tall Ship's 2007

MV FRIENDSHIP:

University of New Hampshire research projects

Discovery Voyage with high school students aboard

TS STATE OF MAINE:

Public tours

Bomb/Drug Canine training with local law enforcement

CONTINUING EDUCATION DEPARTMENT

Maine Maritime Academy Continuing Education Department provides coursework to the following groups. Coursework includes open enrollment and contract courses.

Governmental/State groups

NOAA (individual members)

Department of Environmental Protection

Department of Transportation

Maine Pilots Association

Maine Port Authority and various ports

BIW

Multiple law enforcement and EMS (Fire and Medical) groups via DHS approved Maritime Security and Emergency Response courses.

Maine Department of Education

Maine Department of Labor Career Centers

Maine Army National Guard

USCG (individuals living in Maine and USCG contracts for personnel from around the world)

USN

USArmy

Private sector

Multiple port facilities including private run businesses in Bucksport, Bar Harbor, Rockland, Portland, Eastport, Searsport

Shipping agents

Yacht Clubs

Individual mariners from all over the state who work out of state (bulk of our students) seeking upgrades or original license coursework

Shipping companies:

- ocean going deep sea vessels and ferries
- sail/recreation and for hire
- tug/barge,
- rigs and platforms
- small boat recreation
- fishing

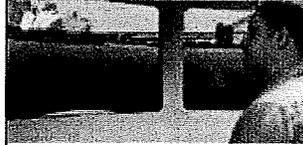
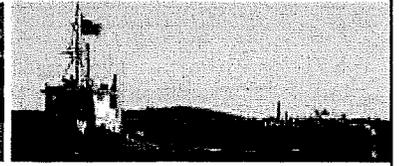
MAINE MARITIME ACADEMY

A COLLEGE OF ENGINEERING, SCIENCE & MANAGEMENT IN CASTINE, MAINE

World Wide. Hands On. High Tech.



Ocean Rescue Systems



The Training Vessel "State of Maine"

LEVEL 1:

- Limited Master (launch tender)
- MSLEP—Maritime Security for Military, First Responders & Law Enforcement Personnel DHS/FEMA
- Emergency Medical Operations in the Maritime Domain DHS/FEMA
- Command Strategies & Tactics for Marine Emergencies DHS/FEMA
- Basic Safety Training—STCW
- Visual Comms/Flashing light
- Radar Observer
- Bridge Resource Management
- ARPA
- Radar Observer
- Radar Recertification
- FCC/Narte testing site
- Coastal Kayak Level 1 (ACA)
- Introduction to Scuba Diving

LEVEL 2:

- Yacht Master
- Facility, Vessel & Co Security Officer
- Able Bodied Seaman
- Basic & Advanced Fire Fighting
- Proficiency in Survival Craft
- 100T Master/Mate
- Celestial Navigation 200T
- Fast Rescue Boat
- Advanced SCUBA open water diver
- Coastal Kayak Level 2 (ACA)
- Coastal Kayak Day Trip Leader (ACA)
- HUET Helicopter Underwater Egress Training

Continuing Education Course Offerings 2010

LEVEL 3:

- Medical First Aid/Medical PIC
- Tactical Boat Operations DHS/FEMA
- Rescue (SCUBA) Diver
- USCG Cutter Rescue Swimmer
- Public Safety Rescue Swimmer
- Celestial Navigation 500/1600T
- Train the Trainer
- Maritime Auditor ISM/ISO lead Auditor
- Coastal Kayak Level 3 (ACA)
- Inert Gas, Crude Oil Washing
- International Maritime Security Law
- Chemical Tanker Safety

<http://conted.mainemaritime.edu>

MMA CE Partners: Downeast Maritime Training, MEMCI/TMSA, M-PACT, Ocean Rescue Systems, WARSASH, Castine Kayak



Maine Maritime Academy Continuing Education,
Leavitt Hall, Suite 107, Pleasant Street, Castine, Maine 04420-5000
800-464-6565 (In state) 800-227-8465 (Out of state)

OTHER INITIATIVES

Maine Maritime Academy has several initiatives underway which, if they come to fruition, will assist us in meeting some of our strategic goals:

1. We are looking into developing an Associates degree program that will be delivered via both distance education and on site classes for the Inland Barge Industry. This program will be developed by funding provided directly by the industries involved with the anticipated result of opening job opportunities for our graduates in the inland or "brown water" fleet. Presently formal education programs other than company training and apprenticeship opportunities are lacking in this industry. Since the majority of these jobs are out of state we will be negotiating with the Kentucky Community College System to assist in these offerings. The nature of the employment with the inland barge industry makes it possible for students from Maine to work out of state and still maintain residency in Maine.

2. We are developing an exchange program with a Turkish University (Dukul Eylul) to offer a joint degree program with two years in Turkey and two years at Maine Maritime Academy. Our hope is that this joint degree program will attract a number of foreign students and provide cultural diversity on our campus. The lack of exposure to diversity on the Castine campus (both ethnic and cultural) has been a concern of our accrediting association.

EMERGING ISSUES

Over the past decade Maine Maritime Academy has significantly changed in focus and direction to keep pace with a number of emerging issues. The world's maritime industry has changed to adjust to a new economic reality since the Academy was established by an act of the 90th Maine Legislature on March 21, 1941, and will continue to evolve. The maritime industry is no longer a standalone component of the transportation sector nor is it the sole industry that the Academy serves. The Academy has evolved and diversified in response to these external factors and now offers three degrees and 18 undergraduate and graduate academic majors.

In contrast to the Academy of the past approximately 50% of our students are in majors that do not require them to live a regimental (military) life style. Those students in majors that lead to a US Coast Guard unlimited maritime license are still required by federal regulation to participate in the regimental life style. This life style is structured as a leadership training program which at the present time is modeled on military leadership training. We are presently in the process of looking into other leadership models with the vision of making leadership training inclusive of all students.

Maine Maritime Academy has kept its primary focus on maritime careers while broadening our offerings to stabilize enrollment and provide more career choices to our students and at the same time fill the need for an educated Maine workforce. Some of the emerging issues that will be impacting our program in the future are listed below:

- Demographics – decrease in high school graduates in Maine and the entire North East
- The need to attract more female students
- Awareness of environmental impacts and global warming
- Demand for continued power and alternative energy
- Internationalization of the shipping industry
- The adoption of international standards (STCW) for training of mariners via the International Maritime Organization
- Projected shortages and an increased worldwide demand for licensed maritime officers
- Technological innovations in all of the industries we serve
- Keeping pace with technology and being competitive in a world economy
- Maintaining our programs at affordable rates for 1st generation, blue collar, Maine families
- Maintaining accreditation with a number of agencies – STCW, IMO, MARAD, NEASC, ABET (engineering and technology), US Coast Guard, AACSB and State Government oversight
- Attracting and keeping top faculty presently at less than national level salary scales
- Maintaining cultural diversity on campus

- Faculty development – keeping faculty on the cutting edge of new technology and techniques in their fields

COLLABORATIVE ENDEAVORS WITH OTHER INSTITUTIONS

Maine Maritime Academy is a collaborator in a number of ventures with other academic and non academic organizations. This collaboration ultimately helps both participants and provides expanded opportunity to our constituents.

Collaboration with the University of Maine

- Joint appointments of several MMA faculty as graduate appointments at UM
- Joint research efforts with UM and MMA faculty and students in several engineering projects including tidal energy, wind energy, and thermoelectric projects
- An MOU with UM to allow MMA students access to teaching certification programs at the BS and MS levels.
- Sharing of engineering courses via video conferencing technology between UM and MMA
- Supplementing of MMA faculty by use of UM pre-doctoral and post-doctoral students to teach engineering level courses at MMA
- Joint participation in grant applications
- Agreement for use of the UM Sponsored Programs office to provide oversight and administration of MMA and MMA/UM research funding. This avoids costly duplication of research administrative functions at MMA which is primarily a teaching college
- Collaboration with UM Portland/Gorham for human subjects research proposal at MMA

Other collaborative ventures:

- MOU with Pontifical Catholic University in Ponce, Puerto Rico to provide International Logistics and Port Management courses in Puerto Rico and other Caribbean states via both video conferencing and visiting professors. Also to facilitate student and faculty exchanges.
- Participation in the International Association of Maritime Universities (IAMU) of which MMA was a founding member. The IAMU consists of 51 members in maritime institutions throughout the seven continents and provides opportunity for student and faculty exchange and research support on an international basis.
- Collaboration with industrial and academic partners in TEDEC (Tidal Energy Device Evaluation Center) which is based at MMA.
- Numerous MOU's with a number of foreign Universities to facilitate student and faculty exchange.
- MOU with California Maritime Academy to facilitate student and faculty exchanges.

AGENCY POLICIES FOR COLLECTING, MANAGING AND USING PERSONAL INFORMATION

FERPA Regulations

- The student information system is capable of marking each student's record with the appropriate release information. Choices include No release or Limited release.
- We do not release email lists or any other type of personal information to outside entities, including the Bookstore or Dining Services.
- ID cards use a randomly generated numeric ID as opposed to social security number or other government identification number.
- Access to the back end student information system is given on an as-needed basis by functional area and is very limited.
- Student account logins and passwords are not given to anyone via telephone or without proof of identity.

IT Internet Policies

- Email is provided to all MMA students, faculty and staff
- Wireless networking is available campus wide
- The following activities are expressly prohibited:
 - Extension of the network
 - Downloading and/or sharing of copyrighted material without the express consent of the owner
 - Capturing of data packets of any kind for any reason
 - Scanning of any system for open ports or other vulnerabilities
 - Use of the MMA network for commercial purposes of any kind
 - Operation of network services such as DHCP, DNS, FTP, etc.
 - Hacking of any computer for any reason

IT Access Policies

- All account holders are required to activate their accounts through the self service account management process. This process requires them to present proof of identity, select several security questions, and requires a strong password to be selected.
- Students, staff and faculty data traffic is separated via VLANS for security purposes.
- All data sessions are done via secure http or other encrypted methods.
- Wireless networks are not encrypted, but do require authentication. There is one open wireless access point in the "Hotel Leavitt" area which does not require authentication, but is blocked via firewall from accessing internal systems.
- Access to the network is controlled via network access control system, which checks each unit for up to date operating system patches and virus control systems. Units which are

not up to date are put in a remediation network and cannot gain access to any system until repairs are made.

- All servers are housed in a secured area in the Information Technology department. Biometric proof of identity is required for access.
- Student accounts are held for six months after graduation, and are then deleted from the system.
- Staff and faculty accounts are deleted immediately upon notification of separation from the HR department, unless special arrangements are made in advance.

- While a student at MMA you will be provided with an email address.
- Our convention is firstname.lastname@mma.edu. You can activate your account and set your password at the MMA IT Self-Service site provided here: <https://secure.mma.edu/selfservice/>.
- You should download the First Class client and install it as soon as possible. Directions are supplied here: <http://techsupport.mma.edu/firstclass.htm>.
- First Class is also accessible via web interface. You can access First Class on the web here: <http://firstclass.mma.edu>.

Sea-Campus Portal:

- The Sea-Campus portal is an important tool for you to use while you are a student here. You can access the Sea-Portal from a link on the home page at www.mma.edu. Your Sea-Portal account and password are the same as your First Class and Blackboard credentials.

Blackboard:

- Blackboard.mma.edu is an online course facilitator used by many professors (but not all) to enhance their teaching. Your login to Blackboard is the same as your email account. You can change your password from within Blackboard.

Wireless:

- Wireless networking is supported virtually everywhere on campus.

Computer Lounge / Computer Assistance:

- Computers and limited printing services are available in the Curtis Hall Computer Lounge. The Computer Lounge is open 24 hours a day, 7 days a week.
- Tech support for students is available from student technicians located in the IT Tech Shop in Leavitt Hall, Monday through Friday, 8:00 am to 5:00 pm. As staffing permits, a student technician will be provided in Curtis Hall weekday evenings and weekend afternoons.

last updated on 8/20/08

IT Dept - Leavitt Hall Bottom Floor & Curtis Hall Computer Lab
Maine Maritime Academy | Pleasant St. Castine, Me. 04420



Maine Maritime Academy Computer Services

Network Policy Laptop Specs Blackboard SmartDesk Network Tips Work Study
Anti-Virus Tips Copyright Infringement Policy FirstClass Network Registration

Maine Maritime Academy - Peer-To-Peer / Copyright Infringement Policy

Copyright Infringement

Downloading or distributing copyrighted material, e.g. documents, programs, music, movies, videos, text, etc., without permission from the rightful owner violates the United States Copyright Act. While it is true that a number of artists have allowed their creative works to be freely copied, those artists remain very much the exception. It is best to assume that all works are copyright-protected except those that explicitly state otherwise.

Those who obtain or distribute copyrighted material should be aware that if found liable for copyright infringement, the penalties can be severe, depending upon the amount and the willfulness of the infringing activity. In a civil lawsuit, one found liable for copyright infringement can be ordered to pay damages of as much as \$30,000 per copyrighted work infringed. This penalty can be increased to \$150,000 per infringed work in cases of particularly flagrant infringement. In the most serious and widespread cases of copyright infringement, criminal prosecution is possible.

Additionally, students, faculty and staff who may be in violation of copyright law place not only themselves at risk - they may be exposing Maine Maritime Academy to liability as an institution, for contributory or vicarious infringement, e.g., using the Academy's network resources to obtain the material and/or to store the material on Academy computers and/or servers.

Uninstalling Peer-To-Peer Applications

If you have installed a peer-to-peer file sharing application on your computer that connects to the Academy's network and would like to remove the application, you can usually achieve this in a Microsoft Windows environment by clicking on START, SETTINGS, and CONTROL PANEL and then select ADD/REMOVE PROGRAMS.

If you need assistance to remove the application, go to the Curtis Hall Computer Lab or contact the Help Desk (Helpdesk@mma.edu or 207-326-2240).

Policy

It is the policy of Maine Maritime Academy that the Academy's network connections may not be used to violate copyright laws. Note that this policy is compounding. Students DO NOT start each year with three new strikes. Violation of this policy will be handled in the following manner:

1st offense: Student's machine is immediately removed from the network. Student will be notified by mail of the violation. Student must remove software in violation and sign a violation log, acknowledging violation of the policy and promising to refrain from such activity. Student's network access is reinstated. Student will be issued a letter of warning from either the Dean of Student Services office or the Regimental office.
2nd offense: Student's machine is immediately removed from the network for one month. Student will be notified by mail of the violation. Student must participate in mandatory education session given by the IT department regarding the use of peer to peer sharing applications and copyright infringement law. Student signs violation log acknowledging their understanding of the issue, participation in the education session, and agreement not to violate the policy. Student's network access is reinstated. Student can expect to be charged with a Class II violation of the Regimental Manual or a Class II violation of the Community Code of Conduct.
3rd offense: Student's machine is immediately removed from the network for the remainder of the academic year. Student will be notified by mail of the violation. Student must sign an agreement acknowledging their loss of network privileges. Student can expect to be charged with a Class I violation of the Regimental Manual or a Class III violation of the Community Code of Conduct. In either case, dismissal is likely.
4th offense: Student's machine is immediately removed from the network. Student will be notified by mail of the violation. All future network privileges are revoked permanently. Student can expect to be charged with a Class I violation of the Regimental Manual or a Class III violation of the Community Code of Conduct. In either case, dismissal with prejudice is likely.

last updated on 08/24/2007

IT Dept - Leavitt Hall Bottom Floor & Curtis Hall Computer Lab
Maine Maritime Academy | Pleasant St. Castine, Me. 04420

EXCERPTED FROM THE STUDENT HANDBOOK ONLINE
(<http://reslife.mma.edu/Related%20Links/StudentHandbook.pdf>)

DEPARTMENT OF INFORMATION TECHNOLOGY

HELPDESK	326-2240 or HelpDesk@mma.edu
Lisa Roy, Chief Technology Officer	326-4715
Will Martell, User Support Manager	236-2167
Norm Yates, Network Manager	326-2111
Dynnise Littlefield, Applications Systems Manager	326-2490
Chet Michaud, Application Systems Analyst	326-2247
Susie Hutchins, Application Systems Analyst	326-2245
Tom Woehr, Systems Programmer/Web Developer	326-2467
Dallas Towle, PC Support Specialist	326-4716
Jim Sanders, Simulation Technician and IT Cruise Support ...	326-2336
Office: Leavitt Hall Ground Floor	
Web: http://it.mma.edu	

The Department of Information Technology is responsible for all aspects of computing campus wide, including network, application and systems support. Information Technology staff are located in the basement of Leavitt Hall. Student technicians are available in the Shop area of the Information Technology department, located in the basement of Leavitt Hall.

A Computer Lab is located on the first floor of Curtis Hall and is provided as a courtesy for those students who experience problems with their own computers. It is not staffed. Limited printing is available at the Lab and is provided as a courtesy. Students should not use the Lab printer as a primary means of printing material.

Faculty, staff and students are encouraged to contact the Help Desk first when assistance is required.

Maine Maritime Academy provides access to the Internet and internal network facilities for its faculty, staff and students to support the educational functions of the institution. Since this resource is finite and must be shared by all users, Maine Maritime Academy reserves the right to limit individual access and/or use in order to maximize its availability to the entire user community. All appropriate documents and policies are available at www.mma.edu.

Network Behavior

Students and staff shall not infiltrate external or internal computing systems or networks. Students and staff shall not disrupt a system or interfere with another's ability to use any systems. Students or staff shall not crack passwords or otherwise acquire or view data that is protected, by compromising security measures. We reserve the right to disconnect any computer from the network that causes disruptions, whether those disruptions were intentional or not.

Thoughts on Electronic Communication Tools & Forums

Introduction

Electronic communication tools and forums (i.e. AIM, Facebook, MySpace, LiveJournal, etc.) are, like most of the Internet, a great innovation! They offer you an opportunity to interact with an extraordinarily expansive universe of new people. You can create your on-line identity and learn more about these tools and forums to create new relationships and communities. For the entrepreneurially minded, it might be an introduction to business as you think of how to "market" yourself, while others with particular social identities or hobbies can use it to find friends with common interests.

People make the technology, not only in the fundamental sense of discovery and invention, but also in the sense that they make it happen and that they shape it in ways that reflect our basic humanity. However, our basic humanity is vulnerable to context, circumstance and interpretation. Thus it is important to remember that electronic communication tools and forums create as many obligations as they do opportunities for expression. Below are five concepts to keep in mind when you utilizing these outlets of expression.

Five Things to Think About When Utilizing Electronic Communication

I. Invincibility

Well before Facebook, MySpace, and LiveJournal there was a student who used a chat room to post some facts about the size of his genitalia. What a surprise it was when he went for his first job interview, nicely tailored in a new suit and armed with a good G.P.A, and was rejected. Fortunate for him, there was an alumnus on the search committee who told him the reason: the hiring committee had looked him up on the Internet and found the boasting posting! Frantically, the student called university officials and asked them to remove it, which they could not because a commercial ISP was the domain of the information. In time, the student learned about the complex procedure in which he had to engage in order to have the posting removed. It never occurred to him that a relatively harmless boast could cause him so much trouble.

Other examples from around the country include students whose posted pictures of themselves partying bolstered the administration's case when the underage students were charged with alcohol abuse; a student who applied to be an RA but was rejected because the staff reviewing applications found the student had posted inappropriate material on-line; or the students reprimanded for extreme and possibly libelous statements that they made about a professor on their Facebook postings.

THOUGHT: Think about not only your marketability today as a person, but whom you might want to be in five or ten years when posting an "identity" on the Internet. Remember, just because this is new technology does not absolve you of the responsibility to use it in legal and appropriate ways — including taking into account your obligations regarding proper conduct as a member of the Academy community.

II. Caching

In the days before Google became the dominant search engine for the Internet, ISPs that hosted chat rooms had policies regarding caching information. Nowadays, Google is the main corporate entity with which one deals when it comes to cached information. To date, Google has tended to be good about removing material within a certain number of days following a proper request. But what exactly does caching mean to you?

Caching, in effect, means that if you post something on-line, even for just a day or so, even just to be funny or to make a point, and even if you take it down or change it, it remains accessible to the rest of the world on the Internet anyway.

Take a moment to think about how you want to “brand” yourself on the Internet. Almost everyone is a more complex person than a single label can explain, but for most people it takes time and effort, if not real friendship, to get to know someone. Don’t give people an excuse to think of you in a single dimensional way. What you put out on these sites about yourself should be an invitation to the rest of the world to get to know you better.

Then consider what it takes to get something removed from Google. You must go through their policy process¹ for removing information from their caching technology. Not only is that a lot of bureaucracy, but also you should know that while Google is the dominant search engine on the Internet today, it might not be tomorrow. Moreover, other search engines operate currently on the Internet and so it is not just Google whom you might have to contact in order to remove a page.²

¹Google offers a Privacy questions / Removing information from Google’s search results page, as well as removal information for webmasters.

²You may also want to check whether the material has been stored in the Internet Archive’s Wayback Machine.

THOUGHT: Think about how willing you are to go through the bureaucracies of at least three to five search engine companies to remove cached material before you post something about yourself on-line.

III. Freedom of Expression

Because Maine Maritime Academy is a state institution, we observe the First Amendment on free speech. However, we know that with freedom comes responsibility. Electronic communication tools and forums are an excellent example of that sobriquet. No official at the Academy is going to monitor your postings on the internet. Most students are adults and we intend to treat you that way. It is time for you to be away from your families and make your own decisions about who you want to be.

This is not because Maine Maritime does not care; indeed, its officials care deeply about you and your development. It is just that we all believe you are of an age and maturity that it is time you learned about freedom and responsibility for yourself. It also means, however, that it is up to you to set your own limits and create your own identity and to be responsible for the consequences. Given that you live in the real world of rules, discipline, employers with their own interests, as well as other people who, like it or not, will make judgments about what they see, you need to consider your actions.

With that said, there may be a time when an official has an “educational” conversation with you about how you have decided to portray yourself, be it on the internet or otherwise. There may also be a time when alleged violations of policy/laws come to our attention, and so we must then act accordingly.

IV. Responsibility

Here is the responsibility part: no one is going to limit those people who are authorized to use the Internet or view your postings from seeing what you post on-line. The Internet is an open, unlimited international community (that is why it is such an exciting innovation!). For example, Facebook is open generally to .edu addresses. That authorization includes faculty and staff — as well as alumni. Such people might be members of your family, your parent’s neighbors, the local bank manager where you want to get a loan for a new car, or a shipping company with whom you might want a summer co-op . . . anyone, worldwide!

Thus, if you are applying for a job as a RA there is nothing keeping the residence hall staff from looking you up. Trying to get a deal on car insurance? Who knows, maybe that agent went to MMA! Do you really want him seeing a photograph of you bombed out of your mind? In other words, there is nothing to keep just about anyone from looking you up. On Facebook, MySpace, and LiveJournal you have absolutely no expectation of privacy.

You also might want to take a moment and reflect on your physical safety when posting information about yourself. No expectation of privacy, especially when combined with the full range of humanity, means that you may be exposing yourself to someone who may not have the same values, assumptions about appropriate behavior, or may even have a mental defect or disease which could put you at risk as a victim of criminal behavior. Very likely you would not place a sign in the front of your house describing intimate details of your personal life, private sexual matters, detailed comings and goings or anything else that someone less careful and competent than you might construe as an invitation for communication or even harassment and stalking that could prove dangerous. Use physical space as your guide . . . so consider not posting on-line what you wouldn't put on a poster for your room door.

THOUGHT: With the freedom to post what you want comes the responsibility to do so in your interests not only for today, but also for whom and what you want to be tomorrow. And also think of your personal safety. Cyberspace can have the effect of creating an illusion of intimacy that could prove dangerous for you in reality. Use the manners of behavior in physical space both in how you present yourself and how you interpret other people on-line as a guide.

V. The Law

Most of the time when we talk about these electronic communication tools, it is on a very individual level. Yet, there is another angle to consider: the privacy of others. "Privacy" is a complicated matter in American law. It evokes everything from the right to family planning through Fourth Amendment search and seizure to torts, or civil rights, "to be let alone" in our person.

Watch what you say! If you post an alleged fact about someone that proves incorrect, you may be liable for damages under either defamation or libel. Moreover, if you post photographs or information about someone that can be construed to be an "invasion of their privacy" (say while they were sleeping in their own bed) or "false light" (say suggesting that they are of one sexual persuasion when they are of another), then you may be liable for a tort under the broad rubric of "privacy."

THOUGHT: Think not only about what identity you create for yourself online, but also how you represent others. At the very least, be sure that you take their feelings into account. You would not want to find yourself as a defendant in a tort case that alleged you invaded their privacy.

Conclusion

Electronic communication tools and forums, along with much of the Internet, are great innovations that allow users to express their humanity and an opportunity to create new communities. As such it represents an environment in which one can make choices about their identity, at least as one chooses to represent themselves publicly. That freedom does not suggest that one can do so with impunity, however. As we live in a society in which expression is judged in legal, policy, and even personal ways, it is important to remember the consequences of that expression no matter how fleeting or fun in the moment it might seem to be.

This can all be summed up easily in a "Golden Rule." Don't say anything about someone else that you would not want said about yourself. And be gentle with yourself too! What might seem fun or spontaneous now, given caching technologies, might prove to be a liability to your identity in the future. Have fun and make productive use of these new, exciting technologies, but remember that technology does not absolve one of responsibility. Behind every device, behind every new program, behind every technology is a law, a social norm, and business practices that warrant consideration.

Internet and Email

Email and Internet access is provided at MMA. Use of the First Class client is strongly encouraged. Instructions for downloading the client are available from it.mma.edu. Students are expected to check their email on a daily basis and visit www.mma.edu for official announcements and schedules. All new students are automatically assigned an E-mail account and access code when they arrive at the Academy. To activate their account, students must go to the IT self-service web page (available from a link at www.mma.edu) and establish their credentials. New students will receive their internet information during fall orientation. Commercial use of these services is prohibited.

Copyrighted Material / Illegal Activities

Students and staff are not allowed to use MMA's network to download copyrighted material or to perform illegal activities. The IT Dept will cooperate with those who have jurisdiction to investigate matters involving violations of copyright and illegal actions. The complete network policy document is provided at New Student Orientation and found at www.mma.edu.

Laptop / Desktop Connectivity

Wired: Data ports are provided in all residential hall rooms, classrooms, and various points across campus.

Wireless: Available in most areas of the campus. Wireless signs will be posted in areas of coverage.

Computer Registration: All computers must be registered for use on the network. MMA provides an online registration process. Bradford Campus Manager client is required, and is downloaded to the machine when it first requests access on the network. It will check for up to date virus definitions and operating system patches, which are required in order to complete the machine registration.

Dial up: Dial up Internet Service is provided for off-campus students. The current phone number for this is 326-4157 and only a valid email account is need for access. Further details can be found at www.mma.edu.

Required Software for Students

Microsoft Office: Maine Maritime Academy has standardized on the Microsoft Office suite of programs. Students are required to submit their papers in a format that is compatible with the MS Office suite. Maine Maritime Academy provides all registered students with a copy of Microsoft Office, *Microsoft Project* and *Microsoft Visio*. Check our website for details on how to obtain a copy.

Anti Virus: An Anti-Virus program is required for network access. Check our website for more details.

Curtis Hall Computer Lab

Hardware

- Desktop Computers
- Data ports for laptops
- 1 Laser printer

Software on Lab Computers

- Microsoft Office
- Firefox
- IE
- Courseware requested by faculty.

Usage: The lab computers are cleared each day. ANY DATA YOU SAVE TO THE LAB COMPUTER(S) WILL BE DELETED!!! Save data that you will need elsewhere!! We recommend using a USB drive for reliable and convenient storage.

Limited printing is available in the Lab. Students will be given a quota of allowed pages per semester. After the quota is exceeded, charges will apply.

Student Behavior: In an attempt to ensure a pleasant working environment, certain rules will be enforced. Students are expected to avoid unacceptable levels of noise, disruptive behavior, horseplay, and to honor the ban on all tobacco products. Food and drink is allowed. You may be asked to leave the computer lab for failure to respect these simple rules.

Computer Lab Support Technician / Help Desk

The Computer Lab in Curtis Hall is not staffed. If assistance is required, students should contact the Help Desk and/or go to Leavitt Hall and request assistance from the student technician on duty in the Shop area.

NAVAL RESERVE OFFICERS TRAINING CORPS (NROTC)

- CAPT Tom Buterbaugh, Commanding Officer 326-2354**
- CDR John Reese, Executive Officer..... 326-2353**
- Capt Christopher Troughton, Marine Officer Instructor..... 326-2356**
- LT Steve Goocey, Student Advisor..... 326-2357**
- LT TBD, Student Advisor 326-2296**
- GySgt Duke Higgs, Assistant Marine Officer Instructor 326-2357**
- Don Probert, Administrative Assistant 326-2465**
- Susan Harris, Administrative Assistant..... 326-2352**

Office: NROTC House, 44 Pleasant Street

Web: <http://nrotc.mma.edu>

The mission of the Naval Reserve Officers Training Corps (NROTC) program is to train and educate highly qualified students for commissioning and active service as unrestricted line officers in the U.S. Navy and the U.S. Marine Corps. Students can pursue a commission through the NROTC scholarship or college program. College program students have the opportunity to obtain a scholarship which covers full tuition and fees at MMA.

For more information about NROTC programs, interested students are highly encouraged to contact the NROTC unit directly. Information is also available on the Navy's NROTC website: <https://www.nrotc.navy.mil>, as well as the MMA NROTC website: <http://nrotc.mma.edu>.

The NROTC unit also administers the Merchant Marine Reserve (MMR) program. This program is designed to prepare highly qualified students for commissioning in the MMR, U.S. Navy Reserve. It offers a yearly stipend of \$4,000 (up to a maximum of \$16,000) to defray the costs of tuition at MMA. To be eligible for this program, applicants are required to pursue degrees leading to a U.S. Coast Guard unlimited tonnage license. For more information about the MMR program, interested students should contact the NROTC unit directly.

STUDENT SERVICES OFFICES

OFFICE OF THE COMMANDANT AND VP FOR ENROLLMENT MANAGEMENT

- CAPT. P. Jeff Loustaunau, Vice President & Commandant.....326-2251**
- CAPT. Larry Wade, Master - T.S. State of Maine 326-2425**
- CDR. Gary Frost, Assistant Commandant 326-2293**
- Lt. Christopher Wehunt, Company Officer 326-2287**
- Lt. David Hassett, Company Officer.....326-2153**
- Lt Michelle Eaton, Administrative Coordinator 326-2250**

Office: 135 Curtis Hall

**OTHER INFORMATION SPECIFICALLY REQUESTED
BY THE COMMITTEE OF JURISDICTION**

In their June 12, 2009 letter informing President Tyler of the Joint Standing Committee on Education and Cultural Affairs' decision to review Maine Maritime Academy in accordance with provisions of the Government Evaluation Act, Senator Alford and Representative Sutherland also requested a summary of steps taken to enhance communications between the Town of Castine and the Academy (Attachment A.) The Academy feels that much progress has been made in this area.

- We have established regular monthly "Town/Gown" meetings between Academy administrators and town officials replacing the periodic schedule utilized in the past. Agenda items are shared in advance and there are provisions for input from the general public in addition to elected and appointed town officers.
- We have offered to recommend to our Board of Trustees that *ex officio* membership positions on several trustee subcommittees be established to enable direct input to our Board from Selectmen or the Town Manager. Discussions regarding which subcommittees might be the most relevant to the town's interests and the feasibility of an *ex officio* position on the Board itself are ongoing.
- The Academy has, through the Board of Selectmen, encouraged qualified residents of the town to express any interest they may have in serving on the Academy's Industrial Advisory Boards (Board of Visitors). We remain hopeful that some might volunteer as outside expertise is always welcome to ensure the continued viability of our programs.
- We have also reminded those members of the public who have attended Town/Gown meetings of the ongoing existing Board of Trustees policies which provide for a means for public comment on issues of general interest or concern at the Board's quarterly meetings.

From the Academy's perspective, all of these steps will continue to enhance understanding of both town and Academy priorities, plans and concerns.

However, it remains a reality that the factors leading to last year's introduction of L.D. 1141 "An Act to Add a Member from Castine to the Board of Trustees of the Maine Maritime Academy" (Attachment B) had less to do with enhancing communications between the town and the Academy than a lack of agreement on issues impacting both entities – or, more precisely, individual perspectives.

While the Law Court's recent affirmation of the Superior Court's opinion that the Academy is entitled under the law to utilize the Abbott House as a residence for future Academy presidents

in accordance with provisions of the Castine zoning ordinance, (Attachment C) has settled that issue for the present, there will, unfortunately, always be conflicting points of view. Examples include the desire of some residents to restrict/reduce Academy enrollment/growth through provisions of the town's Comprehensive Plan whereas the Academy Board of Trustees sees its role as affording the opportunity of an Academy education to as many young men and women in this state as possible. Another point of contention continues to be the town's belief that the Academy should be assessed a "Payment in Lieu of Taxes" (Attachment D) versus the Academy's position that, given the provisions of M.R.S.A. 36 (Attachment E) which exempts property of the state of Maine from property taxes, it would be inappropriate for the Academy to decide on its own to use either General Fund Appropriations or student tuition dollars to supplement the town's tax revenues.

No doubt, issues such as these will continue to be the source of discussions. Some concerns will be resolved to the satisfaction of both the Town of Castine and the Academy while others will linger on. Nevertheless, all will benefit from a better understanding of various points-of-view through an improved communications process.

SENATE

JUSTIN L. ALFOND, Cumberland, CHAIR
 ELIZABETH M. SCHNEIDER, Penobscot
 CAROL WESTON, Waldo

PHILLIP D. MCCARTHY, Ed.D., LEGISLATIVE ANALYST
 DAVID DESJARDINS, COMMITTEE CLERK



HOUSE

PATRICIA B. SUTHERLAND, Chapman, CHAIR
 EDWARD D. FINCH, Fairfield
 ALAN M. CASAVANT, Biddeford
 RICHARD V. WAGNER, Lewiston
 STEPHEN D. LOVEJOY, Portland
 MARY PENNELL NELSON, Falmouth
 HELEN RANKIN, Hiram
 DAVID E. RICHARDSON, Carmel
 HOWARD E. MCFADDEN, Dennyville
 PETER B. JOHNSON, Greenville

STATE OF MAINE

ONE HUNDRED AND TWENTY-FOURTH LEGISLATURE
 COMMITTEE ON EDUCATION AND CULTURAL AFFAIRS

June 12, 2009

President Leonard Tyler
 Maine Maritime Academy
 Pleasant Street
 Castine, Maine 04420-5000

Re: Government Evaluation Act Review

Dear President Tyler:

We write to inform you that the Joint Standing Committee on Education and Cultural Affairs voted on May 1, 2009 to review the Maine Maritime Academy during the 124th Legislature pursuant to the Government Evaluation Act (please see Maine Revised Statutes, Title 3, chapter 35).

Pursuant to the Government Evaluation Act, we respectfully request that you prepare the program evaluation report required under Title 3, section 956 for review by the committee no later than November 1, 2009. The Education and Cultural Affairs Committee will conduct its review of the Maine Maritime Academy during the 2nd Regular Session and complete its review by March 1, 2010.

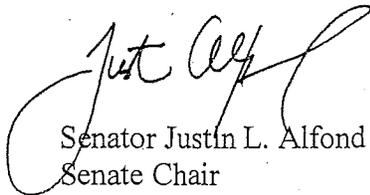
In addition to the information required to be included in the program evaluation report as set forth in Title 3, section 956, subsection 2, the Education and Cultural Affairs Committee specifically requests that you include a summary of the Academy's actions to address the underlying concerns that resulted in the introduction of LD 1141, "An Act To Add a Member from Castine to the Board of Trustees of the Maine Maritime Academy." During the public hearing on LD 1141, it became apparent to members of the Education and Cultural Affairs Committee that there are several areas of concern between the Academy and the Castine community. Although the committee did not find it appropriate to legislate a resolution, nonetheless we feel a responsibility to pursue a resolution to these matters.

The Education and Cultural Affairs Committee requests that the Maine Maritime Academy creates a more formal approach to address the severe lack of communication

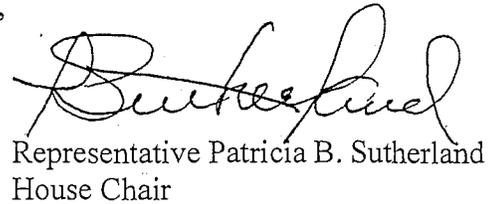
between the parties. We suggest that the Maine Maritime Academy consider establishing either a general advisory council or a board of visitors that is composed of members of the Castine community. Maine higher education institutions currently utilize such advisory bodies. Each campus of the University of Maine System has a board of visitors and each campus of the Maine Community College System has an advisory council. These advisory bodies are local in nature, have no policymaking authority, but merely serve as an excellent conduit for sharing information and addressing issues. In fact, sharing information generally prevents issues from becoming hard to overcome. Please incorporate your response to our request for community-focused action, including an update on the status of membership in such an advisory board or council, as part of the program evaluation report.

The Education and Cultural Affairs Committee looks forward to receiving your report and to working with the Maine Maritime Academy in the review process. If you have any questions regarding this review, please contact Phillip McCarthy, our Legislative Analyst, at the Office of Policy and Legal Analysis at 287-1670. Thank you for your time and attention to this matter.

Sincerely,



Senator Justin L. Alfond
Senate Chair



Representative Patricia B. Sutherland
House Chair

PLEASE NOTE: Legislative Information **cannot** perform research, provide legal advice, or interpret Maine law. For legal assistance, please contact a qualified attorney.

An Act To Add a Member from Castine to the Board of Trustees of the Maine Maritime Academy

Be it enacted by the People of the State of Maine as follows:

Sec. 1. P&SL 1941, c. 37, §1, 2nd ¶, as amended by PL 2007, c. 240, Pt. XXX, §1, is further amended to read:

The affairs of the school are controlled by a board of ~~16~~ 17 trustees, as appointed, at least ~~11~~ 12 of whom are residents of the State, who, together with their successors, are appointed by the Governor, subject to review by the joint standing committee of the Legislature having jurisdiction over education matters and to confirmation by the Legislature. One of the 17 trustees must be from a list of candidates selected by the Town of Castine Board of Selectmen. The board of selectmen shall recommend 3 candidates to the Governor. All trustees serve for terms of 5 years and until their successors are duly appointed and qualified. A vacancy on the board must be filled by appointment by the Governor subject to review by the joint standing committee of the Legislature having jurisdiction over education matters and to confirmation by the Legislature for the remainder of the unexpired term, but the majority of the board shall carry on business during the existence of a vacancy on the board. A student trustee, who must be a member of the student body at the time of appointment and a permanent resident of the State, must be appointed. To be eligible for appointment as a student member, a student must be enrolled for a minimum of 12 credit hours per semester. The student member is a full voting member of the board of trustees and serves for a one-year term until a successor is qualified. By January 1st of every year, the president of the academy shall solicit a list of 3 eligible students from the student government of the academy. The Governor shall nominate a student trustee from the list of students within 30 days of receiving the list. The nomination is subject to review by the joint standing committee of the Legislature having jurisdiction over education matters and to confirmation by the Legislature.

SUMMARY

This bill increases the number of trustees on the Board of Trustees of the Maine Maritime Academy from 16 to 17 and the number of trustees who must be Maine residents from 11 to 12. It also requires that the Governor choose one trustee of the 17 from a list of 3 candidates recommended by the Town of Castine Board of Selectmen.

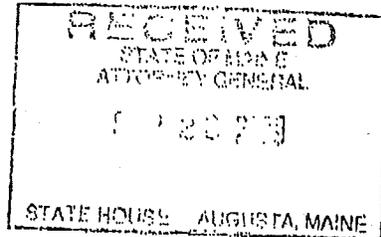
MAINE SUPREME JUDICIAL COURT

Reporter of Decisions
Decision No. Mem 09-158
Docket No. Han-09-71

TOWN OF CASTINE

v.

MAINE MARITIME ACADEMY

Argued September 17, 2009
Decided September 22, 2009Panel: SAUFLEY, C.J., and ALEXANDER, LEVY, MEAD, GORMAN, and
JABAR, JJ.

MEMORANDUM OF DECISION

The Town of Castine appeals from a judgment of the Superior Court (Hancock County, *Cuddy, J.*) declaring that Maine Maritime Academy's use of a property known as the Abbott House as a residence for its president does not violate the Town's zoning ordinance. Contrary to the Town's contention, use of the property as a residence does not become a post-secondary school use simply because the Academy owns it. See *Your Home, Inc. v. City of Portland*, 432 A.2d 1250, 1260 (Me. 1981) ("A municipal zoning ordinance . . . regulates land use. . . . A zoning ordinance is not ordinarily concerned with *title* to property." (emphasis in original)); *ABN 51st St. Partners v. City of New York*, 724 F. Supp. 1142, 1157 (S.D.N.Y. 1989) (discussing "fundamental . . . premise that zoning in the very nature of things has reference to land rather than to owner" (quotation marks omitted)); *Village of Valatie v. Smith*, 632 N.E.2d 1264, 1268 (N.Y. 1994) (citing "fundamental rule that zoning deals basically with land use and not with the person who owns or occupies it." (quotation marks omitted)).

Construing the Town's zoning ordinance "reasonably with regard to both the objectives sought to be obtained and the general structure of the ordinance as a whole," *Genshetmer v. Town of Phippsburg*, 2007 ME 85, ¶ 8, 926 A.2d 1168,

1170 (quotation marks omitted), the Academy's use of Abbott House as its president's residence is properly categorized as a "one-family dwelling," which is an allowable use in the Village III District where it is located. If, as the Town speculates, the Academy uses the property for non-residential, institutional purposes in the future, then the Superior Court's judgment gives the Town recourse at that time.

The entry is:

Judgment affirmed.

Attorney for the Town of Castine:

Geoffrey H. Hole, Esq. (orally)
Bernstein Shur Sawyer & Nelson
100 Middle Street
PO Box 9729
Portland, Maine 04104-5029

Attorneys for Maine Maritime Academy:

Janet T. Mills, Attorney General
William H. Laubenstein, III, Asst. Atty. Gen. (orally)
Six State House Station
Augusta, Maine 04333-0006



CASTINE MAINE U.S.A.

BOARD of SELECTMEN / ASSESSORS
Constantino G. Basile, Chair
Peter F. Vogell
David G. Unger
townoffice@castine.me.us

September 16, 2009

Leonard Tyler, President
Maine Maritime Academy
Castine, ME 04420

Reference: Payment in lieu of taxes

COPY

Dear Len:

As the cost of local government continues to increase, the Board of Selectmen is exploring various options to continue to provide the numerous municipal services everyone expects without creating an excessive burden on our taxpayers. One option is to request a payment in lieu of taxes (PILOT) from every tax exempt entity in Castine.

The tax records indicate the assessed value of your tax exempt property is \$48,819,200 which is 11.36% of the total municipal valuation and if your property was not tax exempt you tax would be approximately \$264,960. We acknowledge and appreciate your current \$18,000 PILOT; however, based on our analysis of your percentage of the total valuation, your water usage, your road frontage and the recently adopted FY2009-10 budget, we believe your fair share of taxpayer funded municipal services and capital improvements is approximately \$151,605.

We invite Academy representatives to meet with Town representatives to discuss our analysis and your organization's willingness to participate in the PILOT program.

Thank you for your consideration, and we look forward to your response.

Very truly yours,

Castine Board of Selectmen

Constantino G. Basile

Peter F. Vogell

David G. Unger

Maine Revised Statutes

[§651 PDF](#)

[§613](#)

Title 36:

[§652](#)

[§651 WORD/RTF](#)

TAXATION

[STATUTE SEARCH](#)

Part 2: PROPERTY TAXES

[CH. 105 CONTENTS](#)

Chapter 105: CITIES AND TOWNS

[TITLE 36](#)

Subchapter 4: EXEMPTIONS

[CONTENTS](#)

[LIST OF TITLES](#)

§651. Public property

[DISCLAIMER](#)

The following public property is exempt from taxation:

[MAINE LAW](#)

1. Public property.

[REVISOR'S OFFICE](#)

[MAINE](#)

[LEGISLATURE](#)

A. The property of the United States so far as the taxation of such property is prohibited under the Constitution and laws of the United States.

B. The property of the State of Maine.

B-1. Real estate owned by the Water Resources Board of the State of New Hampshire and used for the preservation of recreational facilities in this State. [1965, c. 125, (NEW).]

C. All property which by the Articles of Separation is exempt from taxation.

D. The property of any public municipal corporation of this State appropriated to public uses, if located within the corporate limits and confines of such public municipal corporation.

E. The pipes, fixtures, hydrants, conduits, gatehouses, pumping stations, reservoirs and dams, used only for reservoir purposes, of public municipal corporations engaged in supplying water, power or light, if located outside of the limits of such public municipal corporation.

F. All airports and landing fields and the structures erected thereon or contained therein of public municipal corporations whether located within or without the limits of such public municipal corporations. Any structures or land contained within such airport not used for airport or aeronautical purposes shall not be entitled to this exemption. Any public municipal corporation which is required to pay taxes to another such corporation under this paragraph with respect to any airport or landing field shall be reimbursed by the county wherein the airport is situated.

G. The pipes, fixtures, conduits, buildings, pumping stations and

Town & Gov. Meeting
Agenda Recap
Friday, July 24, 2009 at MMA

Attending: Len Tyler, John Barlow, Richard Ericson, Stacey Ericson, Deidra Davis, Ellie Courtemanche, Jim Soucie, Dave Unger, Gus Basile, Dale Abernethy, Susan Macomber, Peter Vogell and members of the Public and the Press.

AGENDA ITEMS	RESOLUTION/CONCENSUS	FUTURE ACTION
Call to Order	MMA Pres., Len Tyler had everyone introduce themselves	n/a
Enrollment	Town has concerns. MMA's enrollment goals remain at 800. Do not know exact head count but MMA predicts the new Freshman Class to be about 280-285. MMA had to stop accepting applications in Spring '09. Peter Vogell expressed disappointment that MMA did not notify the town then when they stopped accepting applications due to high enrollment.	MMA will report to the town, at a later date, the total student enrollment for the 2009-2010 School year. Work on better communications.
Parking, Traffic and Student Housing	<p>Parking: MMA has to reevaluate and make sure they comply with the Town's parking standards; 1-parking space to every 2 faculty members and 1-parking space to every 1.5 students. The town is working on stricter parking rules and is seriously considering raising the parking ticket fine like MMA did. Discussion about reestablishing the Parking Study Group, headed by Peter Vogell & Jeff Loustaunau.</p> <p>Traffic: Excessive speeding continues to be problematic. Town wishes MMA could help more. Dick Ericson reiterated that MMA has no authority with off campus matters but any violator reported to MMA is approached verbally and told to slow down.</p> <p>Housing: Due to high enrollment predictions where is MMA putting the students? No change – Dorms; if students meet qualifications they can live off campus and many commute.</p>	<p>Parking: MMA supported the town and encouraged stricter parking rules and increased parking ticket fine. Everyone agreed to reestablish the Parking Study Group who will meet ASAP and get recommendations to the Castine Selectmen in time for a Public Hearing on Mon. 8/17/09.</p> <p>Traffic: Dick Erison suggested MMA could help with purchase of a radar gun if ever considered. Citizens should report offenders to Hancock County Sheriff's Dept.</p> <p>Housing: Work together better on addressing growth concerns.</p>
MMA Athletic Field: -New Grandstand -Amplified Music	<p>Grandstand: Work is within the same footprint. Press box is larger; it is lower & wider. There will be fewer seats and are modernized. Dale Abernethy said MMA was in compliance, all fees are paid and project is satisfactory.</p> <p>Amplified Music: Community complaints about excessive loud music & bright lights from football field during practices and pre-game times. Some marching & inappropriate cadences take place extremely early in the morning. Jeff Loustaunau reported that MMA is taking corrective measures to make sure marching, cadences & NROTC program issues as effort to satisfy community concerns. Len Tyler said he would speak</p>	<p>Grandstand: n/a</p> <p>Amplified Music: Early morning marching & cadences are aimed for MMA fieldhouse, NROTC has been notified & reminded of the same rules and MMA coaches will monitor excess use of loud music and lights on the football field.</p> <p>Citizens can call MMA at 326-2479 anytime to report complaints or concerns.</p>

	to MMA coaches in regards to the football field complaints.	
PILOT (payment in lieu of taxes)	The town will be contacting all tax exempt properties to request voluntary contributions in lieu of taxes. Everyone understands that MMA is a State institution and is an exempt property but all is open for discussions of updating service contracts between the town & MMA.	The town will send letter of request. MMA will notify Board of Trustees and discussions to follow.
Advisory Council (as recommended by Legislature)	MMA proposed Selectmen and community participation by serving on the BOT working committees (Student Affairs Committee, Facilities & Property Committee and Advancement Committee). The Selectmen proposed establishing a smaller group to replace the large town/gown meeting format.	All agreed to meet monthly. MMA and town will write up specific proposals and address at next meeting for consideration.
Public Comments	None	n/a

Next Meeting: August 19th, 7:30 am; at Emerson Hall.

Meeting adjourned at 8:40 a.m.

**Town & Govern Meeting
Agenda Recap
Wednesday, August 19, 2009 at Emerson Hall**

Attending: John Barlow, Richard Ericson, Stacey Ericson, Deidra Davis, Dave Unger, Gus Basile, Dale Abernethy, Susan Macomber, Peter Vogell and members of the Public and the Press.

AGENDA ITEMS	RESOLUTION/CONCENSUS	FUTURE ACTION
Regrets from President Tyler	n/a	n/a
Communication/Advisory Council Proposals	<p>MMA: 1. encourages Selectmen and interested, qualified Castine residents to serve on MMA Industrial Advisory Boards 2. participation from Selectmen and/or Town Manager at BOT policy committee meetings & discussions (ex-officio membership) 3. BOT policies which provide for public comment at quarterly meetings will continue to remain available.</p> <p>Town: Establish smaller, more productive group consisting of 1-MMA Trustee member, 1-MMA administrator, 1-MMA faculty member, 1-MMA ex-officio member (Jeff Loustaunau), 1-Selectman, 2-Castine residents and 1-town ex-officio member (Town Manager).</p> <p>MMA does not favor developing a smaller group. They like having their department heads present which is more effective for them. Peter Vogell suggested keeping meeting format as is but develop sub-committees as major issues arise which would be made up of town, MMA and community representation.</p>	<p>All liked the idea of 1. appointing Selectmen, Town Manager and community members to MMA Advisory Boards and BOT working committees. 2. keeping meeting format as is and develop sub-committees for addressing major issues that arise as needed.</p> <p>Detailed plan will be finalized at the next meeting (9/16/09).</p>
Parking	<p>Stacey Ericson updated. MMA has 623 clearly marked parking spaces on campus. As a result of reevaluating they find more spaces allocated for employees and not enough for students. They plan to reconfigure parking arrangements to open more to student parking. They also plan to extend the Penobscot lot and build an additional lot in the future.</p> <p>The town's Traffic Ordinance was recently amended with stricter regulations. Town parking tickets are now \$30. The town will be keeping a close eye on Main Street, downtown area and town dock which is where most of the parking problems occur.</p> <p>Jeff Loustaunau thanked the Selectmen and Town Manager for a job well done on the new traffic rules.</p>	<p>MMA will work on reconfiguring on campus parking spaces, extend the Penobscot lot and have future plans for building another Penobscot lot.</p> <p>The town will be posting signs in areas of new parking rules and/or parking changes. The town will be closely observing areas with changes to see if they are working to help correct some of our parking issues.</p>
Formal Repository for Issues/Complaints	MMA suggested having a person designated to receive reported issues and complaints, keep track of them and forward to proper	All agreed to try this process for awhile and see how it goes.

	person/department for resolution. Annette Dixon at MMA and Dale Abernethy at the Town Office was recommended.	
Affordable Housing	MMA commented that affordable housing in Castine is the biggest problem they have with hiring faculty. They realize this topic is being addressed as part of the town's master plan. The town's Comprehensive Plan Committee has identified this issue as a critical issue for Castine.	Both parties recognize the negative impact affordable housing has for both town and MMA. This issue is a good topic for a future sub-committee project.
MMA Items -Soccer balls	MMA reported a recent complaint about soccer balls hitting an adjacent house. Possible net installed in back of the goal is an option for remedy. Jeff Loustanaou gave update on marching and cadences programs since school is back in session. Marching will not happen on town streets until after 8AM, cadences will be of appropriate manner and content. NROTC are to follow the same rules.	n/a
Public Comments	<p>-Mike Coughlin asked if there was any legal recourse to prevent MMA from conducting training, etc on town streets which are Castine taxpayer's public property. MMA does not use town streets for training. The streets are access for them just as they are for others.</p> <p>-Don Mordecai asked why the MMA Finance Committee is not listed as one that Selectmen could participate on. MMA picked committees that best fit the needs of issues and problems in the past. Many of these issues or problems do not fall under the role of the Finance Committee.</p> <p>-Dale Abernethy mentioned to MMA a complaint issued to his office that day in regards to excessive generator noise. Dale said he visited and it exceeds the noise limit and runs more than a stand by power generator should. Stacey said they were aware and working on fixing the problem with a possible noise enclosure.</p> <p>-Taking informational minutes at the monthly T/G meetings was discussed.</p>	All agreed to iron out a process for minutes.

Next Meeting: Wednesday, September 16th; 7:30 am; at MMA.

Meeting adjourned at 9:00 a.m.

**Town & Town Meeting
Agenda Recap
Wednesday, Sept 16, 2009**

Attending: John Barlow, Richard Ericson, Stacey Ericson, Deidra Davis, Ellie Courtemanche, Jim Soucie, Dave Unger, Gus Basile, Dale Abernethy, Susan Macomber, Peter Vogell and members of the Public and the Press.

AGENDA ITEMS	RESOLUTION/CONCENSUS	FUTURE ACTION
Regrets from President Tyler	n/a	n/a
Call to Order	Agreed that "Call to Order" and Chair of meeting responsibility will rest with the host.	n/a
Clarification	There is not a formal complaint process, but rather a contact person who will ensure that any issues are directed to the appropriate person for resolution.	MMA Contact: Annette Dixon Town Contact: Susan Macomber
Suspicious Package Incident	MMA appreciated town's response and assistance. Town had no issues and thought that everyone did a good job.	Peter Vogell will talk to Tom Perkins for debrief. Add Peter Vogell & Dale Abernethy to the Service Call Out Agency.
H1N1	Deidra provided a document detailing our past, present and future actions to try to avoid an H1N1 outbreak. Dale suggested that MMA nurse communicate with Town Health Officer.	Deidra will ask Susan MacDonald (when she returns, date uncertain) to contact Ingrid Scott.
Comprehensive Plan Draft	Committee hopes to have it completed by October for review by State.	To be voted on in March.
Parking issues	MMA is issuing upper class parking stickers over the next week or so. Have increased available spaces in Penobscot. Town has all new signs up in areas that were affected by ordinance change.	n/a
Enrollment	Class of 2013 was 280. Highest number of deposits was 313 and as expected attrition occurred. Not the largest class ever.	Will report total enrollment at October meeting.
Mutual Energy Efficiency Initiatives	Potential for a one day seminar at MMA, taught by a faculty member. There would be a cost just to cover instructor cost.	John Barlow or a rep will attend selectman meeting on Sept 21 st to see if townspeople would be interested.
Ex-Officio membership on committees and BOT	MMA will present to the Board, but not recommend, that they consider a request by the Town to have an ex-officio member on the BOT and three of their committees. Town would prefer ex-officio membership on Finance Committee rather	Richard Ericson will provide a Pros & Cons list for review. He suggested that people sit in on a meeting to see what actually occurs. The next BOT meeting is Nov, but due to the Presidential Search underway, there may not

	than Advancement Committee.	be committee meetings this time.
Policy at Meetings	<p>Discussion about the idea of this being a public meeting. Concern about the possibility that people (from Town or MMA constituents) may take the opportunity to verbally attack individual people.</p> <p>Agreed to the concept of the Town & Gown Meeting as presented (monthly meetings and appointing sub committees when appropriate.)</p>	<p>Agreed to continue meetings as they currently are, with an opportunity for public comment. Civility is the goal and it is expected that if either party has a person not acting civilly that someone would step in.</p> <p>Further work will be done to settle the BOT Committee and BOT ex-officio membership.</p>
Future Meeting Dates	<p>Agreed to:</p> <p>Oct 21</p> <p>Nov 18</p> <p>Dec 16</p> <p>Jan 20</p> <p>Feb 17</p> <p>Mar 17</p> <p>Apr 21</p>	<p>Preference for Leeward if it is available.</p>
PILOT	<p>Dale provided a letter for Len and a copy to Richard.</p> <p>Richard commented that the state laws preclude MMA from using state funds for this purpose, but talks should continue regarding ways to support the community as well as ways in which we already do provide services.</p> <p>Dave Unger suggested that this would be an opportunity for a sub-committee. Dale suggested that we wait for a future meeting.</p>	<p>Richard will deliver the letter to Len. Future discussions will occur.</p>
Public Comments	<p>A member of the public stated that the ambulance has a protocol for H1N1 and suggested that the Ambulance Corps, Adams School, MMA and the Town Health Officer meet to talk about respective plans.</p>	<p>Deidra will discuss with Susan MacDonald upon her return.</p> <p>Dale said the Town contacted the Castine Health Clinic. They are in the works of developing a protocol and so they should be on the list of parties to meet.</p>

Next Meeting: Oct 21, 7:30 am, at Emerson Hall.

Meeting adjourned at 8:35 a.m.

FOUR
CRITICAL ISSUES

* * * *

An
Informal Report
to the
Castine Community

* * * *

From the Castine Comprehensive Planning Committee
October 2009

**CASTINE COMPREHENSIVE PLANNING
COMMITTEE**

OCTOBER 2009

Scott Vogell, Chair

Jeanie Cass

Jeff Loustaunau

Robin Mass

Don Mordecai

Liz Parish

Lynn Parsons

Lee Wylie

I. INFRASTRUCTURE

Town Vision Statement: “A year-round thriving community that values our heritage, village character, and natural beauty.”

To our fellow citizens:

After several informal Town meetings, and listening to your concerns, Castine’s Comprehensive Planning Committee (CCPC) adopted the Vision Statement printed above. We believe it to be as relevant today as it was two years ago.

While our Comprehensive Plan has yet to be finalized, we have concluded that over the next decade the Town will be facing four “Critical Issues” that will need to be resolved if the Vision Statement is to be fulfilled. They are:

- 1) Infrastructure***
- 2) Town/MMA Relations***
- 3) Housing***
- 4) Economic Vitality***

*What follows are four brief summaries of our thinking on each. They are organized to present a **Historical Perspective, the Present Situation, Challenges to Achieving Our Vision, and Meeting the Challenges.** While they will not be part of our final Comprehensive Plan, whose structure is determined by the State Planning Office, the CCPC believes that it is not too soon for Castine’s citizens to begin thinking about these issues. As always, we welcome your comments.*

Sincerely,

The Castine Comprehensive Planning Committee

Historical Perspective

“Castine desires to maintain and expand its public facilities in an orderly manner that assures that all residents and businesses are provided with adequate town services while avoiding any undue increases in property taxes and utility fees. As much as possible, it desires to avoid undertaking new programs and expenditures unless funding is available from growth in the tax base, reallocation of the current budget, or from revenue sources other than the property tax.”

The above quotation is taken from the 1995 Comprehensive Plan. The reality is that we had an admirable, but inadequate, plan in light of conditions in 2010.

Present Situation

Water and wastewater systems are regulated by the State of Maine. We have updated our water and sewer systems recently. The Town continually monitors and responds to new state requirements and adjusts user fees accordingly.

While there are no State requirements for a town to upgrade roads and the water, sewer, and storm drain lines beneath the roads, once a town starts repairing the roads there are State codes for all aspects of the project.

Voters at Annual Town Meetings have had opportunities to vote in favor of long-range infrastructure repair, but the warrant articles have not passed. Sewer and water user fees have increased substantially over the past 15 years but we have no user or impact fees to pay for road repairs, new roads, or storm

drains. We are faced with a crumbling road system, beneath which are storm drains and water and sewer lines that are inadequate, inefficient and potentially dangerous.

At the 2009 Town meeting, residents voted to fund an engineering study to determine the process and cost of repairing our roads and the systems beneath them. How to fund the anticipated repairs remains a question for the voters.

Challenges to Achieving Our Vision

The vision of a year round thriving community requires well maintained roads, storm drainage, and water and sewer systems. Castine's year-round population is aging and dwindling. To thrive, it needs young people and young families. Efforts to retain and develop our heritage, village character and natural beauty must include repairing our infrastructure. It is up to the residents to determine how. The challenge is not if, but when.

Meeting the Challenges

Current estimates to repair and upgrade the Town's infrastructure are approximately \$10 million. The only realistic means for raising this amount is through borrowing by means of a bond issue, and finding new ways to pay for it.

In order to do this the Town must increase available revenue. Several options include securing **Payments In Lieu Of Taxes (PILOT)** from non-taxpaying organizations, as well as seeking grants and possibly increasing property taxes and possibly reducing existing Town services.

Continued delay by the Town to fund infrastructure repair will result in even greater expense in the future.

II. MAINE MARITIME ACADEMY RELATIONSHIP

Historical Perspective

“The Maine Maritime Academy has been a part of Castine since 1941. It is the largest employer in Town, and it provides the Town with a number of services. It is of concern to some townspeople because it affects the tax base, creates general uncertainty about future land acquisition, and disrupts their sense of privacy and community. Future planning for the Town of Castine must recognize the implications of the presence of MMA. It is obvious that the school is an integral part of the community and that the Town's future cannot be planned separately from it.”

This quotation is taken directly from the 1976 Comprehensive Plan. In the Committee's opinion, it is as relevant now as it was then.

Present Situation

From a two-curriculum maritime training school, MMA has grown to offer 11 majors and a graduate business program. The student body has grown from its first class of 28 men to over 900 men and women, which exceeds the number of year-round Castine residents. Enrollment has increased steadily, most notably in the past five years. The incoming class in the fall of 2009 is estimated to be approximately 300 students, which represents a 50% increase in size from the class that entered MMA in the fall of 2004.

In 1941, MMA rented space from the Eastern State Normal School and housed its students at the Pentagoet Inn. MMA now owns over 38 acres in the Town, including 500 feet of shore frontage on Castine harbor, and 200 acres in neighboring Penobscot. MMA buildings now include classrooms, offices, athletic facilities, dormitory space and additional student housing, dining hall and student center, library, bookstore and the waterfront complex. In addition, MMA owns a number of former residences that are used for a variety of purposes, including office space and housing for a number of MMA personnel, including the President.

The 1976 Comprehensive Plan reported that over 50% (77 of 150) of MMA employees were residents of Castine. Today, MMA is still the largest employer in Castine with approximately 263 faculty, staff, and contract (food services and bookstore) employees, but less than 23% (60 of 263) are residents of Castine.

Challenges to Achieving Our Vision

With the continuing expansion of its facilities and student population, MMA will have an ever-increasing impact on the Town. This impact includes the use of Town services, parking of a large number of student vehicles on Town streets, and the loss of tax revenues.

Town Services. MMA is the largest user (almost 50%) of the Town's water and sewage systems. Currently, both the water supply and the Pollution Control Facility appear to be adequate. However, continued increases in the resident student population and/or the addition of a full summer term when the Town's population is greatest could seriously compromise the Town's water supply. Additional sources of water from off-neck Castine could not be obtained at a cost that could be afforded by the Town.

As a tax-exempt entity, MMA receives certain Town services at no cost. Pursuant to Public Utilities Commission rule, Castine taxpayers (not only those connected to the Town water system) annually pay an aggregate of \$154,000 (equal to 30% of the annual cost of the Castine Water Department). This payment directly reduces the billable rate for water for those connected to the Town water supply. If this amount were apportioned to water users only, as the largest single water user, MMA's share of this amount would be approximately \$70,000. Other Town services that benefit MMA directly include the cost of general government, law enforcement, public works and street lights. The aggregate annual cost of these services to taxpayers is \$540,000. Based on its property valuation (\$49,000,000) as a percentage of all taxable property (\$350,000,000), MMA receives a benefit of approximately \$66,000 (12% of \$540,000) for these Town services at no cost.

Parking. Although MMA has student parking lots in Castine and Penobscot, the number of student vehicles parked on Town streets continues to increase. Many residents believe that the number of student vehicles causes the greatest problems in the downtown area and at the Town dock parking lot, which is near the MMA waterfront complex. Merchants, real estate offices and banks complain that customers cannot find parking near their businesses. Frequent attempts to address the number of student-owned vehicles in the downtown area have as yet been unsuccessful.

Loss of Tax Revenue. The most significant impact on the Town is the loss of tax revenue as a result of MMA property holdings, approximately \$18,000 annually. Of that amount, \$11,000 represents 20% of the five year average cost of the Castine Fire Department; \$7,000 represents tax on the assessed valuation of MMA housing (not including the land) that is rented to faculty and staff.

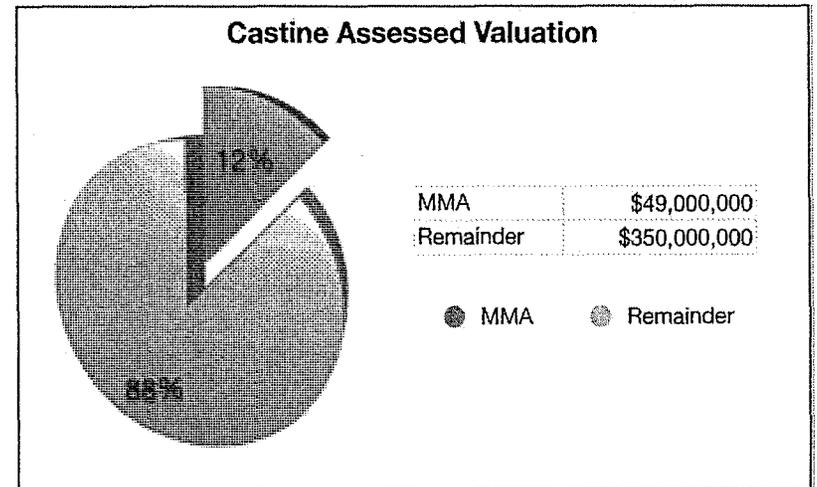
If properties are not rented, no payment is made. MMA-owned tax-exempt property in Castine is valued at approximately \$49,000,000. If taxed at the current rate of 0.6%, taxes on this property would be approximately \$294,000. Accordingly, lost tax revenue on MMA property equals 10% of the combined Town and school budgets of approximately \$2,900,000. Any further acquisition of real estate by MMA in Castine, whether by private purchase or by eminent domain, will continue to deplete the tax base as more properties are removed from taxation.

Meeting the Challenges

Castine residents can, and will, disagree on the proper response to these challenges. But few can deny that these challenges exist, nor can they deny that they can best be met by good will on the part of both the Town and MMA. Other municipalities have confronted, and are confronting, similar challenges, and the response has been varied. Your Committee makes the following two recommendations:

“PILOT” Program. MMA is an agency of the State of Maine and receives federal and state assistance, including funds raised by state bond issues. The Town needs additional help from MMA in the form of a “PILOT” (Payment In Lieu Of Taxes) Program. Other towns with major tax-exempt institutions have reached agreement on this issue, and so can Castine. As recently as 2008, MMA officials stated that they are open to discussion of an appropriate PILOT amount. The Committee believes the time has come for the Selectmen and their representatives to meet with MMA officials and reach an agreement.

Cooperative Initiatives Panel. The Committee believes that so-called “Town and Gown” meetings have not been sufficient in addressing the challenges confronting the Town by the present situation described above. Such meetings occur very infrequently and the Selectmen and the MMA administration simply do not have the time to explore thoroughly the needs of each entity, nor to develop solutions that serve the interests of both. In addition to Town and Gown meetings, the Committee believes that a “Cooperatives Initiatives Panel” can quietly address the needs of both the Town and MMA and develop solutions that are acceptable to both. The Panel should consist of equal numbers of members appointed by the Town and MMA who are the “best and the brightest” for the task. The appointment of such a Panel is meant to signal its perspective as outside of the usual process for study and decisions. The Panel’s mission is to investigate and issue a report with recommendations for changes. It should consist entirely, or at least mostly, of Castine residents. It should be given a mandate and a deadline to address all issues either the Town or MMA wishes to resolve.



III. HOUSING

Historical Perspective

“Castine desires to assure its residents reasonable opportunities for a safe, decent, and affordable housing stock. It wishes to promote a mixture of housing types while remaining a town consisting primarily of single family homes. . . . All development, however, must be compatible with the town’s infrastructure.”

The above quotation is taken directly from Castine’s 1995 Comprehensive Plan. After nearly fifteen years, the goal remains elusive.

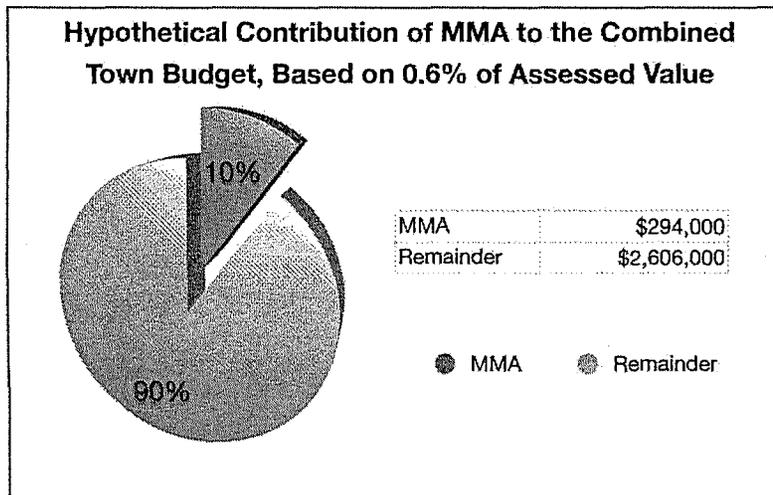
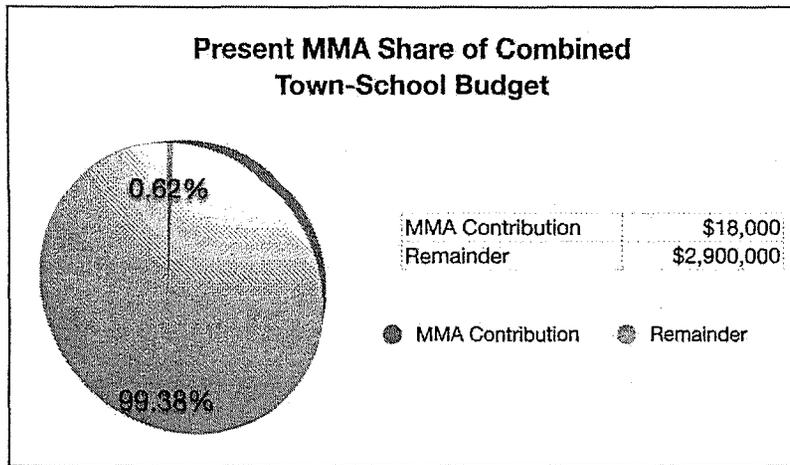
Present Situation

Castine has seen significant growth and changes in its available housing since 1995. Much of the new housing is used as full-time residences by retirees who have moved to Castine permanently, while others are used as seasonal dwellings.

The student dormitory and apartment-style student housing owned by MMA are inadequate to address the housing needs of its growing number of students. In addition, many young families, who would like to work at MMA or for other employers in Castine, are unable to find housing that they can afford in Castine forcing them to look elsewhere.

Challenges to Achieving Our Vision

A year-round, thriving community requires multigenerational residents. Our population is aging. It is also dwindling. In order to thrive, Castine needs young people with new ideas,



new talents, and the opportunity to be a part of the community where they live and work. The high cost of housing impacts MMA's ability to attract committed faculty and staff. It weakens Castine's ability to attract viable businesses, customers for those businesses, and the volunteers the Town depends upon to protect its health, run its Fire Department, operate its volunteer ambulance corps, and serve on Town committees.

Meeting the Challenges

In order for Castine to be a thriving community that can preserve its natural beauty, its village character, and its historic heritage, the Town must address the housing challenge. There are model programs throughout the United States that have been successful in meeting this challenge in other communities. The Committee recommends creating a joint Town/MMA Housing Committee whose mission it is to investigate these model programs and issue a report with recommendations for addressing the problem.

Success will not be achieved overnight, or through one source, but the Committee believes that with Town and MMA support, and with the help of private and public sources, it can be done. If the Town chooses to ignore this thorny but solvable challenge, the cost will be far more than financial: it will be the cultural and economic disintegration of Castine as we know it today.

IV. ECONOMIC VITALITY

Economic Vitality: Communities with "economic vitality" maintain and expand their asset bases and capital and provide primary, secondary and service jobs. Most importantly they contribute to the economic well-being of their residents.

Historical Perspective

The 1979 Comprehensive Plan included a detailed analysis of the economic history of Castine. In general, the Town has shifted from a product producing economy of the 1800s to a service oriented economy of the 1900s. The shipbuilders, rope manufacturers, canneries, and import/export trade were replaced with year-round businesses that satisfied the needs of the year-round residents. These businesses were supplemented with summer tourism and the summer-resident population. In the 2000s, the year-round population and economic activity have begun to trend downward with an increasing number of residents who call Castine their full time home leaving for the winter months. Unfortunately, the census data does not capture any quantitative measure of this activity.

Present Situation

In recent years, Castine continues to shed commercial properties. In most areas of the country commercial property tends to expand and replace residential property. Castine has a fairly unique situation where residential property expands and replaces commercial property. The table on the next two pages shows the major business establishments in the 1950s, and those of today.

3Historical Business 1950s	Current Business	Notes
Coomb's Hardware Store	De Raat Realty	
Willis Ricker, Variety Store	Castine Historical Handworks	
Carl Wardwell, groceries	Bagaduce Gallery	
Mayo Butcher Shop (Ken's Market)	Compass Rose Bookstore	
Village Drug Store	Castine Variety	
Bob Bowden's Barber Shop		Now Residential
Leach's Garage		Commercial
The Folly Theater		Building Removed
Macomber's Store		Building Removed
Marion Clark. Groceries		Now Residential
Wardwell's Market		MMA Property
Ralph S. Wardwell. Real Estate		MMA Property
Ethel Noyes Store		MMA Property
Hooper's Garage	T & C Market	
Noah Hooper Undertaker		Building Removed
Dennett Brothers Wharf	Dennett's Wharf Restaurant	
Eaton's Boatyard	Eaton's Boatyard	

Castine Coal & Gas Company		Building Removed
Castine Community Hospital	Castine Health Center	
Alva Clement, Builder		Now Residential
May Wardwell, Beauty Shop		Now Residential
The Castine Inn	The Castine Inn	
The Holiday House		Now Residential
Pentagoet Inn	Pentagoet Inn	
The Manor	The Manor	
The Blake House	Leila Day Antiques	
American Sailor Restaurant		MMA Property
McKinnon's Store		Building Removed
Gene Bowden's Hot Dogs	The Breeze	

Of the 29 major establishments in the 1950s only 14 remain. Recent years have seen several of those losses. Most recently the Harbor Lodge (formerly the Holiday House) was sold and converted to a residence. The loss of an inn has significant impact to the Town. Inns provide employment opportunities and their guests shop and dine at other Castine establishments. The loss of guest rooms in the Town makes it difficult for other inns to accommodate large functions and weddings.

Total sales in Castine as reported by the Maine Tax Office showed a reduction of about 10% between 2007 and 2008. Adjusted for inflation, the loss amounts to 13%.

Traditional wisdom in town suggests that businesses were able to cover monthly operating expenses in the winter, and make their profit in the summer. Of the total sales reported in Castine, 60% take place in the third quarter. The first quarter of the year accounts for only 8% of the annual sales. There are now few businesses operating outside of the summer months.

One measure of the economic vitality of a community is called "Retail Pull". The "pull factor" is a measure of a community's ability to attract consumers. A pull factor of 1.0 indicates that a community is meeting the retail needs of its population but is not drawing other customers. Pull factors greater than 1.0 indicate that a community is able to attract or pull consumers from the surrounding area. Pull factors below 1.0 suggest "leakage" to other towns. Castine's pull factor of .27 confirms that most goods and services are secured outside of the town.

Since 1995 the year-round, non-student population of Castine has undergone a decline. While the figures cannot be exact, it is clear that the number of Castine residents over 65 years of age has increased by 10%, and those in the 45-64 age group have increased by 37%, while the school-age population (ages 5-17) has dropped by 21%. In contrast to the Town, the MMA student population has undergone an increase of over 50% in the past ten years – from approximately 600 students to over 900. MMA has also become the Town's largest employer.

The task before both MMA and the Town is how best to take advantage of MMA's presence in order to control both of these numeric and demographic trends. MMA brings large numbers of conference attendees, family, and friends of students and alumni to Castine, many of whom patronize the Town's businesses when they are open. Students and faculty also provide income to Castine property owners who rent their homes. Yet, the students bring parking congestion to the downtown area, limiting access to the retail businesses. In addition, MMA itself provides most required services for students, and competes with the inns and restaurants by providing rooms and dining facilities for both MMA and non-MMA related events.

The Committee believes that the solution to these issues lies in enhanced communication, cooperation, and consultation between Town and MMA, as suggested by members of the state legislature and in the "Critical Issues" section dealing specifically with MMA.

Challenges to Achieving Our Vision

Availability of year-round volunteers. Like many small Maine communities, Castine relies heavily on volunteers to maintain services the Town provides. The Town office consists of three full time people: a Town Manager/Code Enforcement Officer, Treasurer/Finance Officer, and Town Clerk. The three elected selectman do receive a small stipend, but are essentially volunteers dedicating countless hours in the management of the Town. Most services in the Town require leadership and work effort by community volunteers. Maintaining a reasonable level of service in the Town requires a large number of community volunteers willing to commit both time and effort. The alternative is a higher number of paid Town employees that would lead to higher taxes.

An aging population and decreasing year-round residents present a challenge to the existing volunteer model.

Year-round employment. Other than MMA, there are relatively few full time year-round employment positions available in Castine. Town government, including Adams School, and the Castine Health Center are some of the other organizations offering full time positions. Each year, residents hold fewer of the full time positions in Castine.

Business operating expenses. The restaurants and inns of Castine represent over half of the economic activity in the Town. Apart from MMA, the inns and restaurants are the highest users of Castine's most expensive commodities - sewer and water. Castine has the second highest water rate and the most expensive sewer rate (by a factor of 2) in the state. These high costs put extreme financial pressures on the remaining inns and restaurants.

Meeting the Challenges

The Committee proposes the creation of two citizen groups, charged with the responsibility for making recommendations to enhance Castine's economic vitality:

Business Opportunities Group. Ultimately, the vitality of Castine as a year-round community depends upon businesses and the jobs businesses create. This group will a) study existing Town businesses and evaluate their potential for job creation, b) analyze the business climate of the Town and make suggestions for improving that climate, c) examine other similar towns to see whether there are conditions or opportunities that may be

conducive to business creation and retention in Castine, and d) study the benefits and feasibility of a permanent Economic Development Team for Castine.

Utility Rate Review Group. The cost of utilities in Castine is an excessive burden on existing businesses and a deterrent in attracting new ones. The Utility Rate Review Group will analyze existing costs, contrast with other similar towns, and explore alternative financial arrangements to reduce Castine's utility costs.

Maine Maritime Academy

Castine, Maine

04420

PROGRESS REPORT

to the

New England Association of

Schools and Colleges,

Commission on Institutions

of Higher Education

⊛ Follow-up + 1/19/10 GEA
work session

January 2010

INTRODUCTION:

The Academic Dean assembled this report with oversight of an *ad-hoc* committee consisting of the following members.

- Vice President of Academic Affairs and Dean *Dr. John Barlow –chair*
- Associate Academic Dean – *Professor Joceline Boucher*
- Director of Information Services *Lisa Roy*
- Vice President of Advancement *Ellie Courtemanche*
- Associate for Public Affairs *Janice Zenter*
- Chair of Arts and Science Department, Chairperson of the Outcomes Assessment Group, and Evaluator - Bath Iron Works Associate Degree Program *Professor Susan Loomis*

The report addresses the three areas of concern expressed in the NEASC Commission on Institutions of Higher Education letter to Maine Maritime Academy of April 18, 2007:

1. building the institution's capacity in information technology and information systems;
2. using the results of integrated planning and assessment activities to inform and improve institutional effectiveness and decision-making;
3. ensuring that the electronic and print information available to its own community and to the public are consistent and up to date.

In addition to the areas above we include preliminary progress on two possible joint degree programs that, if implemented, would be substantive changes to the institution.

INSTITUTIONAL OVERVIEW:

Maine's proud maritime heritage thrives at Maine Maritime Academy (MMA), an institution of higher learning providing undergraduate and graduate instruction in engineering, transportation, marine sciences, maritime management, and international business and logistics. In addition, the college prepares a portion of its students to be officers in the U.S. Merchant Marine and the armed forces of the United States.

Maine Maritime Academy's mission is:

to provide a quality education primarily focused on marine related programs. The curriculum will empower students to take on leadership roles, encourage rigorous self-discipline, promote curiosity, and provide graduates with the skills and knowledge needed to succeed in the global economy.

The Academy's 35-acre, 17-building campus occupies the tip of a peninsula at the head of Penobscot Bay close to Acadia National Park, Deer Isle, and other notable Maine attractions.

The campus is in the historic coastal village of Castine. The lower campus along the Castine waterfront has academic buildings, offices, shops, and facilities for a 500 foot training ship *State of Maine*, numerous small craft, a research vessel, and the historic sail training ship *Bowdoin*. The nearby upper campus has classrooms, a library, athletic facilities, a student center, a dormitory, and administrative offices. Additionally, the Academy oversees academic programs at the teaching facility of Bath Iron Works in Bath, Maine, and offers a joint degree program with The Landing School in Kennebunkport, Maine.

MMA’s permanent faculty of 59 is supplemented by 18 permanent staff who teach labs and run specific training programs and approximately 21 adjunct faculty who teach electives and required general education courses. On an as-needed basis, adjuncts also cover sabbaticals, offer special electives, and provide release time for permanent faculty.

Academic Programs:

Table 1 lists all current academic programs. We have developed a unique niche in Maine’s higher education with a primarily Bachelor’s degree, career-oriented focus. In the last five years, the Academy has added one undergraduate major (Power Engineering Operations), and terminated a joint Associate in Sciences degree program with Electric Boat Ship Yard of Groton, CT. At the graduate level, MMA stopped offering an International Business major in 2008.

Table 1. Undergraduate majors offered by Maine Maritime Academy

Department	Major	Degree
Arts and Sciences	• Interdisciplinary Studies	B.S.
Engineering	• Marine Engineering Operations	B.S.
	• Marine Engineering Technology	B.S.
	• Marine Systems Engineering – Non License Track ^a	B.S. (4 y)
	• Marine Systems Engineering – License Program	B.S. (5 y)
	• Power Engineering Operations	B.S.
	• Power Engineering Technology	B.S.
	• Ship Design ^b	A.S.
	• Ship Production ^b	A.S.
International Business and Logistics	• International Business and Logistics	B.S.
	• Global Supply Chain Logistics	M.S.
	• Maritime Management	M.S.
Marine Science	• Marine Biology	B.S.
	• Marine Science	B.S.
Marine Transportation	• Marine Transportation Operations	B.S.
	• Small Vessel Operations	B.S.
	• Small Vessel Operations	A.S.
	• Small Vessel Systems ^c	A.S.
	• Small Craft Design ^c	A.S.

^a name changed in 2007 from Marine Systems Engineering – Design

^b offered to employees of Bath Iron Works, Bath, ME

^c offered jointly with The Landing School of Boatbuilding, Kennebunkport, ME

Enrollment at Maine Maritime Academy is presently 923 undergraduates, 18 graduate students, and 85 apprentices at the Bath Iron Works Associates Degree program. This past year the Academy stopped accepting new student applications in May due to capacity considerations and presently has the highest enrollment in the history of the institution.

Interest in our programs and recruitment remains high. We note however that in future years the decline in Maine's secondary school population will make recruitment of new students more difficult.

AREAS OF FOCUS AS REQUESTED BY THE COMMISSION:

1. Building the institution's capacity in information technology and information systems.

At the time of the last NEASC site visit in 2006, the consulting group Baker, Newman, and Noyes had just completed an external review of our information technology and systems. The consultant's audit recommended a number of steps to improve MMA's information technology capacity. Key among the concerns was a lack of on-going investment in technology maintenance, insufficient staffing, and a need for information systems controls.

Information Technology serves all of the Academy's information technology and information systems needs. The Chief Technology Officer reports directly to the vice president of finance, administration and government affairs, and regularly both to the trustees and to an Information Technology Steering Committee consisting of three vice presidents. Information Technology has addressed all of the audit's primary and secondary issues and is working on the remaining tertiary issues.

Adopting better budgetary controls was essential to improve the Academy's capacity in information technology and systems. Towards this end, the Chief Technology Officer oversees a single information technology budget (the result of the consolidation of various departmental computing budgets) and approves and purchases software and hardware campus-wide. Information Technology also processes all software and hardware maintenance contracts.

In the last three years, the Academy has completed many hardware and software improvements. These include replacement of all networking equipment (routers and switches); updating of network wiring; implementation of campus-wide wireless networking; and installation of a network access control system (Bradford Networks) and a network monitoring system (Neggios). We also lowered costs and increased bandwidth via a University of Maine/Time Warner fiber connection.

To improve data security, we have created a limited-access facility complete with SAN (Storage Area Network, for data reliability and redundancy), a generator, and an air conditioning and air handling system. Multiple servers now insure application availability and redundancy. The department has also standardized server hardware, software platforms, and operating systems.

Besides the physical improvements to database security described above, other new measures are helping to safeguard institutional data. These include use of a centralized back-up system, a replicated-backup-to-remote device at a separate campus facility, and automated periodic data "snapshots" (via SAN technology). An offsite, long-term backup storage is planned, as is a replication-to-disaster-recovery SAN to be located in Orono, Maine. Progress is continuing on data-archiving policies, retention, and mechanisms.

A hardware-refresh policy, implemented three years ago, has resulted in improved economy and more efficient budgeting. The policy specifies replacement of laptops every three years and desktops every four years. Unless otherwise warranted, an employee is issued only one desktop or laptop is issued. Moreover, we have gone to a single vendor (Lenovo), and have standardized all computer operating systems and applications. Networked, multi-function devices have largely replaced costly inkjet printers. The Academy has attained self-maintainer status for hardware repair, and has made significant progress in building its onsite repair depot.

Helping faculty, staff, and students has become a top MMA Information Technology priority. Two years ago the department implemented a HelpDesk appliance (Kbox) enabling users to register their help requests (by taking an electronic "ticket") and then to monitor progress towards the resolution of problems. This approach treats work requests equally and achieves better records and use of staff time. Longer hours and increased staffing have benefited walk-in users (especially students) seeking technical help. An imaging and update appliance (Kbox) automatically deploys system patches, performs system updates, and tracks software inventories for license compliance.

The technology improvements and security advances described here have roughly coincided with the implementation of a unified student information system. In summer 2009, Information Technology completed the consolidation of 29 disparate databases into a single PowerCampus/Great Plains database. SunGard Higher Education supplied the integration between PowerCampus and Great Plains software, and MMA Information Technology staff converted and cleaned the existing data. All campus departments now rely to various degrees on this system, some having data entry privileges, others having only end-user, "Portal" access. Academic, admissions, and employee records, and advancement and alumni data are in the new system.

Students registered online with the new system for the first time in fall 2009. The registration process supplies "real-time" enrollment data to the faculty and Registrar alike. Students can routinely access financial, academic, and other pertinent data online from the system's secure site. Advisors track advisee progress with the system, and faculty enter final grades in it are part of students' permanent records. Faculty use the system to deliver and manage course content, and students can use the system to monitor grades and assignments online. Course delivery features in the new system will replace the existing BlackBoard course delivery platform in spring 2010. Faculty and students at the Academy's Bath Iron Works program have access to these features.

A few system features (campus-wide electronic purchase requisitions, time card submissions, alerts for students in academic trouble, and an online bill payment and donation system) are still pending. Information Technology will continue to work with Academy departments and with SunGard Higher Education to implement most of these in 2010. Meanwhile, members of a PowerCampus user group formed in 2009 meet to address system wide issues affecting users across campus. This group is responsible for creating standard operating procedures for using the system and helping to determine best practices and work flow.

Several academic departments require specialized servers or software for purposes such as computer assisted drafting and equipment or facility simulation. Information Technology works with the academic departments to use license servers where feasible. It is involved fully in the installation of updates and replacements of major electronic teaching facilities. These include a bridge simulator (which simulates the navigation and deck controls of a ship in a variety of shipping lanes and harbors); a new LNG simulator (which simulates the plumbing and controls of a liquefied natural gas tanker); and the Miller/Bergen simulator (which simulates the controls of a power generation facility). The department also recently created a limited-access audio textbook site for the academic dean's office to serve students with disabilities.

A comprehensive overhaul of the Academy's existing information technology policies and procedures has accompanied the substantial improvements noted above. This ongoing effort consists of documenting standard operating procedures, change management, and project planning. Information Systems is aware that the many recent campus technology and information systems improvements reach broadly across campus, into all Academy departments, and across a wide spectrum of users. The department remains committed to building institutional capacity in information technology and systems, while making the changes necessary to achieve this as simple as possible for users.

2. Improving institutional effectiveness through integrated planning and assessment.

The Academy continues to advance the coordination of its assessment, planning, and evaluation programs towards the goal of complete integration. In the last two years, we have focused specifically on better integration of planning and assessment, and on improvements to the data collection efforts necessary to support these two activities.

While Section 1 (above) reviews recent improvements to institutional data collection capacity more fully, we note here that we expect these have positive and significant influences on planning and assessment activities at the Academy. The difficulty of obtaining what were often incomplete, and sometimes unreliable, data scattered across multiple departments has long thwarted MMA's planning and assessment initiatives. In academic year (AY) 2009, Information Systems consolidated twenty-nine separate databases into a single, campus-wide data system. Numerous meetings and data entry workshops, begun in AY2008, have helped to ensure the reliability and utility of the system to all departments. The addition of a data analyst position in AY2010 has assisted in data retrieval from the new system.

Effective planning and assessment derive from and advance an institution's mission. This is apparent at MMA's highest level of planning – the institutional strategic plan. Since this guiding document's last revision in AY2007, the Academy has acted on each of its four strategic goals.¹ Notable achievements of the plan's objectives are two measures to strengthen the academic

¹ These goals are, briefly, to: improve the quality of student learning and life; maintain a diversified and optimally sized student body; balance financial viability, affordability, and stability; and enhance the sense of community among stakeholders.

program: higher salaries for faculty in hard-to-hire fields, and a more nurturing and well-planned faculty advancement process.

In certain engineering and business fields, the hiring of new faculty at the Academy has been constrained by an inability to offer regionally competitive salaries. Numerous prospective faculty either did not apply, or did not accept Academy offers. In AY2007, a visiting team from ABET, Inc. voiced concern that the Systems Engineering program could not competitively attract talented faculty. In response to administrative requests, the collective bargaining agreement of August 2009 was structured to provide for up to 12% higher salaries² in specific disciplines where programmatic accreditation agencies articulate concerns.

Collective bargaining also has resulted in the creation of a Labor Management committee in 2006, and through this committee, in a stronger and more responsive system of faculty development and evaluation. Committee members (union representatives from each academic department and the provost) devised and recommended the new system in AY 2009. The provost is implementing the system in phases beginning with the current academic year. At its core are individualized, faculty advancement plans developed by the faculty member for a three to five year period in consultation with the department chair and provost. The new system helps address a perceived lack of clarity in recent years regarding institutional requirements for, and definitions of, scholarship and development.

The new system for faculty advancement connects directly to departmental and institutional planning. Faculty advancement plans specify necessary resources; approval by the chairs and provost helps ensure those resources are anticipated and provided. Faculty consider departmental needs for curricular development and resources in their plans; this assists the academic departments to develop in predictable and sustained ways. Beginning in AY2013, as the provost phases the new system into the faculty evaluation process, the faculty evaluation committee will assess achievement in part according to the faculty member's stated plan. This in turn will encourage faculty to take responsibility for advancement through measured and documented development.

Acting on projections from the Academy's 2006 comprehensive self-study, the provost has initiated periodic, department-wide strategic planning in five academic departments³. The effort began with a spring 2009 faculty workshop to foster understanding of the link between MMA's strategic plan, the institutional mission and vision, and the individual departments. Each department will subsequently hold its own workshop in spring 2010 to draft a departmental strategic plan; the provost will review the drafts in consultation with the chairs in AY2011. The provost has further requested all departments develop additional oversight by convening their boards of professional visitors on an annual or more frequent basis.

² as compared to the highest salaries for assistant, associate, and professor ranks.

³ Arts and Sciences, Engineering, International Business and Logistics, Marine Sciences, and Marine Transportation.

As the academic departments plan, they will be encouraged to base their instructional strategic goals on outcomes assessment data. In AY2010, the Outcomes Assessment committee finished compiling an initial “learning matrix” for the undergraduate courses of each academic department. A learning matrix charts the level at which each course in the department addresses the Academy’s institutional objectives (see Table 2). The committee has similarly charted matrices for non-academic programs (such those within the Regiment of Midshipmen, and Student Services) where students gain exposure to institutional objective areas.

Table 2. MMA’s institutional objectives for baccalaureate students.

Objective	Outcome
I	Demonstrate competency in written and spoken English.
II	Apply scientific methodologies, apply basic concepts of mathematics and science, and be computer proficient.
III	Gain a perspective on the social sciences, including knowledge about the interaction of human groups, of world and U.S. history, institutions, and economic systems.
IV	Demonstrate an ability to reflect on the impact of technology on society, which should inform intelligent action.
V	Acquire a basic knowledge of the humanities, such as literature, art, and music, and appreciate their impact on the individual and on society.
VI	Gather, analyze, and interpret data.
VII	Demonstrate competency in a major field and understand its relevance to a profession.
VIII	Deal creatively and realistically with personal, community, national, and international concerns.
IX	Think logically, act rationally, and make appropriate decisions about the future based on past and present conditions and circumstances.
X	Understand ethics and aesthetics that provide a foundation for the development of a value system that can be translated into effective social action.
XI	Cultivate a sense of curiosity and a sense of beauty and practical wisdom in life.

The matrices have generated much excitement within the Outcomes Assessment committee. Its members view the charts as an extremely useful result of a ten year effort to create a campus-wide culture of outcomes assessment at the Academy. The matrices will always be works in progress (as curricula change; as consensus is reached on what each level of achievement represents; as discussion ensues on acceptable levels for undergraduate achievement) but even initially they are helping to pinpoint programmatic strengths and weaknesses. The Arts and Sciences matrix, for example, reveals that the humanities minor does not necessarily lead to upper-level competency in the humanities-related institutional objectives; the Arts and Sciences department plans to revise the minor’s required course sequence.

Using the matrices, committee members have begun charting the curricular paths of selected recent graduates with respect to the learning outcomes. In this way, they can assess the average and highest level at which a selected B.S. graduate is expected to attain competency in the eleven institutional objectives. Initial results (based on only one or two students per major) suggest this approach will prompt additional curricular modifications. Members of the committee suggest that revisiting and updating the institutional objectives may be in order once they report these data to the faculty at large.

Faculty and departments seeking changes to curricula submit proposals to the Faculty Senate’s Curriculum and Review committee. Acting on a projection in the 2006 self study, the committee

revised its proposal format in AY2009 in an attempt to document the assessment data upon which changes are proposed. Though the form appears inadequate to the task (the academic department chairs have called for its revision, and the provost's office will suggest changes to the committee), its use conveys the necessity of basing decisions on outcomes and assessments.

The Evaluation and Review Committee, consisting of faculty and administrative members, reviews all Academy programs on a six-year cycle; it recommends actions to the administration and trustees based on the reviews. In the last academic year, for example, the committee reviewed the Admissions, Bath Iron Works Apprenticeship Associate's Degree, Financial Aid, Registrar's Office, Residential Life, and Student Health programs. Since its inception (in AY2004), the committee has examined the effectiveness of each program, but did not review its own effectiveness until AY2008. Members spent the fall of that year documenting the actions and improvements that programs had made in response to the committee's suggestions. The study shows that programs acted on a majority of the committee's recommendations.

We anticipate continued Academy-wide progress in integrating planning, evaluation, and assessment activities going forward. The elements for this are now in place: a single database and improved data reporting system; increasing appreciation of the power of data- and outcomes- based decision making; enhanced understanding at all levels of the institutional mission and strategic goals; and more. Lastly, we embrace the opportunity to provide our next president with these resources to lead our mission and strategic plan forward when he takes office in May 2010.

3. Ensuring that the electronic and print information available to its own community and to the public are consistent and up to date.

In light of communications concerns raised in by the NEASC visiting team in 2007, the Academy reorganized its administrative structure. Before, Development and Alumni Affairs each reported separately to the president, and the Office of Public Affairs reported to the vice president for enrollment management. The Academy's new advancement division brought all three functions together under a vice president. This structure has enhanced the Academy's ability to communicate effectively, efficiently, and consistently with internal and external constituencies.

The vice president for advancement subsequently convened a broad based committee to address campus wide strategic communications issues. Membership includes faculty and representatives from Information Systems, Student Services, Admissions, Advancement (including those in development, alumni affairs and public relations), Human Resources, Facilities, and Athletics.

The committee's goal is to bring consistency to non-scholarly electronic and print communications written for and about MMA. Currently, our media present a great variety of unofficial images and themes with minimal oversight. The outcome of the group's work will be an identity manual that details the graphics, language, and web standards for MMA. These

standards will not only help us convey a unified image to our constituencies, they will also make the work of staff and vendors easier, more cost effective, and more convenient.

As part of its task, the committee is addressing existing communications policies and needs, along with new or revised programming, organizational structures and areas of responsibility, and allocation of institutional resources. Using the NEASC Standards for Public Disclosure and the findings of our internal self-study as our guide, the manual will also define a series of measurable objectives for communications excellence, and an annual outcomes assessment and continuous improvement program for public disclosure topics. We have already begun aligning our web publications to reflect the need for greater public disclosure of our measures of student success.

The committee held an initial meeting in September 2009 to review its charge and understand the challenges ahead. It then broke into three smaller working groups which will meet into spring 2009 to address the Academy's web-based communications, its visual identity (logos, marks, etc.), and its core messages and external relations policies. The three working groups are seeking input from a variety of sources (students, faculty, staff, trustees, alumni, parents) and exploring best practices both on and off campus. The full committee will reconvene in January 2010 to review progress and once again in April 2010 to finalize its findings and recommendations. The timing of the final report shall not preclude any preliminary action of policy clarification that takes place during the academic year.

Other work on the Academy's websites and electronic presence (by the Information Technology department) was necessarily delayed until the unified student information system (see Section 1, above) was implemented in 2009. The new system is the framework for all of our internal (and soon, our external) website. Our web designer (a position created in fall 2009), is presently reviewing all Academy websites to identify needs and solutions, and sits on all three of the communications working groups described above.

We anticipate creating in the next several years a seamless electronic presence for the Academy that will direct internal and external users to appropriate content. Done in house, this initiative will adhere to the policies for electronic communications and the identity manual that arise out of the committee work described above. We further anticipate unification of our print and electronic materials, strengthened guidelines and oversight of public disclosure, and improvements to our public image resulting from these efforts.

NEW PROGRAM INITIATIVES:

Maine Maritime Academy has a long association with the Dokul Eylul University of Ismir, Turkey. Over the past decade we have had numerous student and faculty exchanges. Both MMA and Dokul Eylul are members of the International Association of Maritime Universities.

Looking to a future of strong enrollment, and desiring to enhance cultural diversity on campus with possibilities for study abroad, we are presently exploring a joint Bachelor of Science degree program with Dukul Eylul University. For Turkish students the program would provide one year of intensive English language study after high school graduation, a first college year at Dukul Eylul University, two years at Maine Maritime Academy, and a fourth year back at Dukul Eylul University. Students would major in one of three areas: International Business and Logistics, Marine Transportation, or Marine Engineering Operations.

MMA students could participate in a reverse exchange with one year at the Academy, two years at Dukul Eylul, and a final year at the Academy. Due to its regulations, the US Coast Guard will not approve licenses for US citizens in the Marine Transportation and Marine Engineering Operations degrees⁴. Turkish authorities will approve the US training as qualifications for Turkish deck or engineering license.

We are also in the process of developing is a joint associate's degree program with Western Kentucky Community Technical College. This will primarily be an online degree tailored to the inland barge industry. The prospective degree will open career opportunities in an industry not traditionally available to our graduates and which has a high demand for trained mariners. The development of an Inland Barge Associates in Science degree is being supported by the inland barge industry and will introduce post secondary education opportunities to that industry that have not existed in the past. For Maine Maritime Academy, it represents an opportunity to develop our online educational capacity and to serve a major segment of the maritime industry not yet served by any maritime college.

We have been in discussion with NEASC's Commission on Institutions of Higher Education staff and are still in the early stages of development with these two proposals. We recognize that both proposals are substantive changes and most likely will not be ready for submission to the Commission until spring 2010 at the earliest.

⁴ Students in these Maine Maritime Academy majors must obtain a US Coast Guard license as a degree requirement.

January 19, 2010



Maine Maritime Academy
Weekly Admissions Report

MAJOR	Grand Total	PENDING	ACCEPTS	APP/PACC	DEPOSITS	DEPOS (PROV)
Interdisciplinary Studies	7	6	1			
International Business & Logistics	69	54	9	4	1	1
Marine Biology	92	66	23	2	1	
Marine Engineering Operations	90	65	13	5	4	3
Marine Engineering Technology	98	59	28	3	8	
Marine Science	24	16	6		2	
Marine Systems Engineering	33	24	6		3	
Marine Systems Engineering Design	14	13	1			
Marine Transportation Operations	184	119	39	14	11	1
Power Engineering Operations	25	16	7	1	1	
Power Engineering Technology	49	38	8	2	1	
Small Craft Design	4	3			1	
Small Vessel Operations	57	40	8	3	5	1
Undeclared	1	1				
Grand Total	747	520	149	34	38	6
RESIDENCY	Grand Total	PENDING	ACCEPTS	APP/PACC	DEPOSITS	DEPOS (PROV)
ME/F	59	35	17	5	2	
ME/M	303	205	55	17	22	4
OUT/F	66	41	20		4	1
OUT/M	319	239	57	12	10	1
Grand Total	747	520	149	34	38	6
GENDER	Grand Total	PENDING	ACCEPTS	APP/PACC	DEPOSITS	DEPOS (PROV)
F	125	76	37	5	6	1
M	622	444	112	29	32	5
Grand Total	747	520	149	34	38	6

TOTAL	Total number of applications for action.
PENDING	Awaiting information for an admission decision.
ACCEPTS	File complete . Applicant is accepted
APP/PACC	File complete . Provisional accept. Applicant is admitted with conditions.
DEPOSIT	Accepted applicant paid enrollment fee.
DEPOS (PROV)	Provisionally accepted applicant paid enrollment fee.
ME/F	Female applicants from Maine.
ME/M	Male applicants from Maine.
OUT/F	Female applicants from out of Maine
OUT/M	Male applicants from out of Maine

Admissions Weekly Report

Tuesday, January 20, 2009

<u>This Year</u>	<u>Applied</u>	<u>Admitted</u>	<u>Deposit</u>	<u>Yield</u>	<u>Last Year</u>	<u>Applied</u>	<u>Admitted</u>	<u>Deposit</u>	<u>Yield</u>
In State	304	141	22	15.6%	In-State	273	105	23	21.9%
Out of State	356	110	23	20.9%	Out-State	331	105	20	19.0%
Female	109	47	8	17.0%	Int'l	1			
Totals	660	251	45	17.9%	Female	118	51	11	21.6%
					Totals	605	210	43	20.5%

JAN Transfers - 8 students
entered on 1/12/09.

This Year

Last Year

<u>Applied</u>	<u>Admitted</u>	<u>Deposit</u>

<u>Applied</u>	<u>Admitted</u>	<u>Deposit</u>

Engineering

MEO	In State	39	20	4	In-St	33	10	3
	Out of State	43	14	2		40	14	2
	Female	6	2			3	2	
MET	In State	39	20	3	In-St	43	19	3
	Out of State	33	14	5		22	6	3
	Female	1				2		
MSE5	In State	11	5		In-St	10	3	1
	Out of State	16	7	1		17	4	
	Female	4	2			4	2	1
MSE4	In State	4	1		In-St	4	1	1
	Out of State	8	1			5		
	Female	3	1			2	1	1
PEO	In State	21	8	1	In-St	8	2	
	Out of State	5				3	1	
	Female							
PET	In State	40	21	4	In-St	24	8	2
	Out of State	9	3			9	2	
	Female	3	2			2	2	1

Interdisciplinary

IDS	Out of State	6			In-St	4		
	Female	1						

Int'l Business & Logistics

IBL	In State	52	22	2	In-St	45	17	3
	Out of State	34	8	1		34	9	1
	Female	33	18	2		19	9	3

Marine Transportation

SCD	Out of State	4	2		In-St	7	1	
	Female	1	1					
SCS	In State	1			In-St			
	Out of State	3						
	Female							
MTO	In State	48	24	4	In-St	49	20	5
	Out of State	111	33	8		102	46	9
	Female	8	3			16	10	1
SVO	In State	20	6		Int'l	27	10	3
	Out of State	27	9	3		26	11	4
	Female	2	1			12	7	1

Ocean Studies

MB	In State	21	10	3	In-St	23	13	2
	Out of State	40	12			49	8	1
	Female	37	13	3		50	16	3
MS	In State	8	4	1	In-St	4	1	
	Out of State	17	7	3		13	3	
	Female	10	4	3		8	2	

<u>Inquiries</u>	<u>In</u>	<u>Out</u>	<u>Sum</u>
2009-10	837	1,270	2,107
2010-11	222	251	473
2011-12	52	51	103