## Overview

### Total Respondents: 55

14 Faculty: Augusta – 11; Bangor – 2; Online – 1
16 Students: Augusta – 7; Bangor – 5; Center – 2; Online – 2
23 Staff: Augusta – 18; Bangor – 2; Center – 3
1 Alumni: Augusta – 1
1 Other: Staff & Student: Augusta – 1

**Civic Engagement:**
*24 Strongly Support* *21 Support* 6 *Neutral* 2 *Some Concerns* *1 Do Not Support*  0 No Response
**Cyberspace:**
*24 Strongly Support* *15 Support* 9 *Neutral* 4 *Some Concerns* *1 Do Not Support*  *1 No Response*

## Faculty

Total Faculty Respondents: 14
Augusta – 11; Bangor – 2; Online – 1
**Civic Engagement:**
*7 Strongly Support 7 Support* 0 Neutral 0 Some Concerns 0 Do Not Support 0 No Response
**Cyberspace:**6 *Strongly Support 3 Support 4 Neutral 1 Some Concerns* 0 Do Not Support 0 No Response

### Faculty in Augusta – 11 respondents, 6 with comment

1. *Strongly Supports* Civic Engagement
*Neutral* Cyberspace
Comments: I understand the need for aligned cyberspace capabilities, but it does seem that we are digging ourselves deeper and deeper in a hole in which students' wants (not needs) dictate how everything we do operates, even if it is not in our best interest. Creating more robust cyberspace systems doesn't come cheap, either creating or, even more important, maintaining such a system. I have no issues with student needs, but student wants -- are we required to fulfill every desire a student wants? Can we reasonably afford to?
2. *Supports* Civic Engagement
*Neutral* Cyberspace
Comments: Civic Engagement will keep more students on our campus, rather than online, and fits our mission
3. *Supports* Civic Engagement
*Some Concerns* Cyberspace
Comments: The CE plan appears to be the better structured of the two and more pragmatic. It can be further grounded and better acknowledge resource limitations as part of the plan in the short term future. Linkages to degree program learning outcomes might be better articulated but this too can occur in time.

Although I give the cyberspace group an A for effort, I'm deeply concerned that its recommendations are overly aspirational and indicative of a tool driven mindset. I see little reference to resource constraints and the (rather wordy) recommendations seem devoid of mention of being driven by the need for effective learning. Clearly the tail is wagging the dog. I hope for the opportunity to influence this mindset in the future.
4. *Supports* Civic Engagement
*Strongly Supports* Cyberspace
Comments: I believe it is crucial to move the cyberspace plans forward in order to more fully engage with our online students. As an instructor in an almost entirely online program, I know it takes a lot of work to continually connect with students so they don't feel isolated. It also takes a lot of work on the part of students and sometimes they don't realize that they have to make some effort too. They just don't know how to be connected in an online situation. The tools and strategies described in the plan should bridge some of the gap between campus and online students. I know some faculty are concerned about standardizing online learning spaces but I've heard so many students complain about not being able to find resources or materials in some Blackboard courses. The standardized format we have now has helped a great deal with navigation but more can do done so students are not having to learn to re-navigate with every course or instructor. One way to accomplish this might be for programs or departments to have a department template for online courses.
5. *Strongly Supports* Civic Engagement
*Supports* Cyberspace
Comments: Kati Corlew and New Ventures Maine are inspiring and generative, and the potential for increasing civic engagement gives me hope in UMA's future.

I am excited that the Cyberspace plan includes a maker space component. There are so many creative digital tools I would love to work with my students in, but would be much too costly for them to purchase on their own.
6. *Supports* Civic Engagement
*Supports* Cyberspace
Comments: In the cyberspace plans, relating to Blackboard courses, the design should be an instructor decision with an emphasis on the learning outcomes and structure of the class. This in my opinion is preferable to a "cookie cutter", standard design.

### Faculty in Bangor – 2 respondents, 2 with comment

1. *Supports* Civic Engagement
*Neutral* Cyberspace
Comments: My response on cyber space is only because I am so ill informed and I hesitate on civic engagement because JUS students currently have jobs in Jails and law enforcement and that is civic engagement activity--albeit unrecognized. Asking/requiring more in a more distant field creates a disadvantage for them.
2. *Strongly Supports* Civic Engagement
*Strongly Supports* Cyberspace
Comments: Required field placements, when applicable to civic engagement criteria, should be counted as such.

### Faculty Online – 1 respondent with comment

1. *Supports* Civic Engagement
*Strongly Supports* Cyberspace
Comments: it is not realistic at this point for students to use blackboard on their phones.

## Students

Total Student Respondents: 16
Augusta – 7; Bangor – 5; Center – 2; Online – 2
**Civic Engagement:**
*2 Strongly Support 7 Support 5 Neutral* *1 Some Concerns*  *1 Do Not Support*  0 No Response
**Cyberspace:**
*5 Strongly Support 4 Support 4 Neutral 1 Some Concerns*  *1 Do Not Support*  *1 No Response*

### Students in Augusta – 7 respondents, 1 with comment

1. *Supports* Civic Engagement
*Strongly Supports* Cyberspace
Comments: I support the plan to have one dashboard/place to access online classes, registration, my account info, etc. Current system is disjointed and cumbersome. I also support plan to offer Adobe Creative Cloud to students.

### Students in Bangor – 5 respondents, 1 with comment

1. *Some Concerns* Civic Engagement
*Some Concerns* Cyberspace
Comments: Level of financial support and the ability of the staff delivering the programs

### Students at Centers – 2 respondents, none with comment

### Students Online – 2 respondents, none with comment

## Staff

Total Staff Respondents: 23
Augusta – 18; Bangor – 2; Center – 3
**Civic Engagement:**
*15 Strongly Support 6 Support 1 Neutral* *1 Some Concerns*  0 Do Not Support 0 No Response
**Cyberspace:**
*13 Strongly Support 7 Support 1 Neutral* *2 Some Concerns*  0 Do Not Support 0 No Response

### Staff in Augusta – 18 respondents, 4 with comment

1. *Neutral* Civic Engagement
*Strongly Supports* Cyberspace
Comments: I wholeheartedly agree with the idea of a clear technology pathway for student, and a uniform classroom design. The area in which I see as the biggest hurdle for UMA is to actual gain compliance with faculty. I agree with the idea of academic freedom, however that flag is too often flown when justifying why a faculty isn't willing to play ball with improving the student experience. Just this week I spoke with a faculty who was lamenting how he was "forced" to allow delayed viewing with his course, and that the online students were not being able to participate in the topic discussion that takes place in class. I told him that this type of "in-class" discussion can take place asynchronously through the Blackboard Discussion board, to which he replied "but then I would have to read and grade that, and I am not willing to do that." In my opinion, this type of class, where the student's only online interaction (or lack of) is the course cast and all student assignments are either "mailed" back to the faculty or they are multiple choice exams online, and there are NO engagement or discussions at all for these students, and therefore I would say that this is an old school correspondence class, not an online class. If administration truly is "forcing" faculty to teach "online" as this faculty suggests (and I am sure we are trying to meet students where they are), then there should be a forced uniform design (I can even say 1-2 options) that faculty MUST follow to be allowed to teach "online." I think we are using the term "access" to say that students can reach and complete courses from anywhere, but what is the product they are actually accessing? Quality needs to be assessed and addressed, through the shield of academic freedom and tenure. I hope we can get there someday soon.
2. *Strongly Supports* Civic Engagement
*Strongly Supports* Cyberspace
Comments: Both are essential to the success and growth of UMA!
3. *Supports* Civic Engagement
*Strongly Supports* Cyberspace
Comments: My concern is that students are getting varied experiences in their online courses. They need to have the same format for every course . . .even same grading format so that they know what grade they are getting. We also need to have syllabi available prior to the start of courses so that students can plan their workloads. (Does course have proctored exams, number of exams or papers etc.) We may even need to have a separate online college so these requirements could be put into place. The advising model of faculty based must change for some programs.
4. *Strongly Supports* Civic Engagement
*Supports* Cyberspace
Comments: I feel civic engagement should be a priority for the University. UMA Students, faculty and staff working together to make a change or difference in the community is a win for everyone.

### Staff in Bangor– 2 respondents, 1 with comment

1. *Strongly Supports* Civic Engagement
*Some Concerns* Cyberspace
Comments: Civic engagement needs greater support @ UMA, and Gilda & Kati's approach seems designed to identify what form that support ought to take. Great! The Cyberspace Master Plan seems like a mishmash of things we were already doing with things we read about that other schools did. Without a clear purpose statement that helps us screen and prioritize potential projects, this may well stay a mishmash of ideas.

### Staff at Centers– 3 respondents, 1 with comment

1. *Strongly Supports* Civic Engagement
*Strongly Supports* Cyberspace
Comments: Of particular interest is the cyber plan around tutoring as tutoring ideally should be available online and live, striving as possible for a hybrid combination with sensitivity to student development and tutoring process dynamic. What I am picturing is building on the VAWLT model into other areas such as CIS, math, sciences, social sciences, and in the course navigation process (syllabus, Blackboard, assignment management). Remaining sensitive to the academic coaching needs of students will be an important point of flexibility in the development of an effective UMA-wide approach to tutoring.

## Alumni

Total Alumni Respondents: 1 – no comment
Augusta – 1
**Civic Engagement:**
*1 Strongly Support* 0 Support 0 Neutral 0 Some Concerns 0 Do Not Support 0 No Response
**Cyberspace:**
*1 Strongly Support* 0 Support 0 Neutral 0 Some Concerns 0 Do Not Support 0 No Response

## Other – Full Time Student and Full Time Staff

### Total FT Student & FT Staff: 1 – no comment

Augusta – 1
**Civic Engagement:**
0 Strongly Support *1 Support* 0 Neutral 0 Some Concerns 0 Do Not Support 0 No Response
**Cyberspace:**
0 Strongly Support *1 Support* 0 Neutral 0 Some Concerns 0 Do Not Support 0 No Response