

UNIVERSITY OF MAINE SYSTEM  
Board of Trustees Meeting

at the University of Maine at Augusta  
November 15, 2015

**Academic and Student Affairs Committee Meeting**

**Present: Committee Members:** Gregory Johnson, Chair; Samuel Collins, James Erwin, Marjorie Medd, Paul Nelson, and Karl Turner. **Chancellor:** James Page. **Presidents:** Glenn Cummings, Rebecca Wyke, Stuart Swain, and Susan Hunter. **Faculty Representatives:** Ray Albert, Roxie Black, Terry Colby, Uriah Anderson, Patti Miles and Cathleen McAnneny. **Student Representatives:** Connor Scott, Sarah Connelly, Dominic DeLuca, Jamie Austin, Jay Knowlton, Kimberley Miner, Brad O'Brien, and Elizabeth Day. **System Staff:** Tracy Bigney, Rosa Redonnett, Dick Thompson, Ryan Low, Vendean Vafiades, and James Thelen. **Others Present:** Joe Szakas and Jeff Hecker.

**Committee Members Absent:** James Donnelly, Michelle Hood, and Bonnie Newsom.

Trustee Johnson, Chair of the Academic & Student Affairs Committee, called the meeting to order.

**Awarding of Degrees.** Trustee Johnson explained that in accordance with Board of Trustees policy the Board approves the awarding of academic degrees on an annual basis.

On a motion by Trustee Nelson, which was seconded by Trustee Medd, the Academic and Student Affairs Committee agreed to forward the following resolution to the Consent Agenda for the Board of Trustees meeting on November 15-16:

That the Board of Trustees of the University of Maine System authorize the awarding of degrees during Commencement ceremonies for the 2015-2016 academic year to those students fully recommended by the appropriate faculties and the presidents of the respective institutions of the University of Maine System.

**International High School: USM.** Dr. Glenn Cummings, President of the University of Southern Maine, seeks approval for a new major unit that would function as a two-year high school. The new major unit would grant a high school diploma to international high school students who are recruited to attend the program and successfully complete the requisite course of study. Dr. Cummings briefed the Committee on the proposed program.

The University of Southern Maine is deeply aware of the enrollment crisis within the state and what the demographic analyses predict for the next ten years. There are numerous strategies to stabilize, then grow, enrollments and the University recognizes the importance of mission differentiation when evaluating the strategies. One strategy is the development of an integrated early college experience for international high school students that would result in a high school diploma.

USM consulted with Council on International Education Exchange (CIEE), a non-profit NGO based in Portland, ME, MaineAsia, and StudyMaine to determine if a two-year program that would result in a high school diploma would attract students to the University. In the early exploration phase the response was extremely positive, with an estimate of an initial cohort of 50 international high school students. Bolstered by this reception, the University moved forward with initial planning in order to seek appropriate approvals.

The appeal for the international high school students is twofold: the educational opportunity and the competitive price point. For international high school students in their junior and senior year who are

academically advanced, the ability to take post-secondary courses provides them with a perceived advantage as they seek to become engaged citizens in their respective countries. A U.S.-based education is valued in many different countries for the perspective that the students gain, the opportunities available to the students while abroad, and the student's language proficiency that is strengthened through studies and extracurricular activities.

In targeting a yet untapped market that does not compete with other UMS campuses, USM seeks to differentiate and address the enrollment crisis in a way that furthers the Metropolitan University vision, broadens the classroom experience for all, and creates opportunities for matriculation and degree completion.

USM will offer a unique program - a two-year educational experience where high achieving and language-ready international high school students mainstream into USM's 100- and 200-level courses to complete their high school diploma. The strategy is modeled on the early college program already available to Maine high school students, with the recognition that the international high school students will take a defined course of study in either STEM or the Liberal Arts that will result in their high school diploma. While these international high school students will earn college credit, they will not be matriculated as university students. The program is tentatively named "International Early College at USM."

USM is pursuing all necessary approvals and seeks to enroll students for fall 2016.

In accordance with the Board of Trustees policy 3.09, the University of Southern Maine will ultimately seek approval for a new major unit that would function as a two-year high school. The new major unit would grant a high school diploma to international high school students who are recruited to attend the program and successfully complete the requisite course of study.

On a motion by Trustee Nelson, which was seconded by Trustee Erwin, the Academic and Student Affairs Committee agreed to forward the following resolution to the Consent Agenda for the Board of Trustees meeting on November 15-16:

The Board applauds USM's innovative concept of creating an International High School. The Academic & Student Affairs Committee of the Board encourages USM to continue with the planning and looks forward to considering approval of the concept at the earliest opportunity once work on the risk mitigation plan has been completed.

**Unified Online: Draft Implementation Plan.** Dr. Rebecca Wyke, Interim President, University of Maine at Augusta, discussed the Unified Online draft implementation plan and anticipated next steps.

The Chancellor and the Board of Trustees have identified the need for a strategic approach for online, distance, hybrid and other digitally enhanced teaching and learning modalities (hereafter "online") as a critical priority of the University of Maine System in order to meet learner and state needs. In recognition of this, the Presidents Council provisionally recommended **an institutional collaboration model** for system and campus online resources across the enterprise. An institutional collaboration model recognizes our online resources as a unified system asset belonging to the collective (not an individual institution) that serves the priorities of the academic enterprise and will be managed to ensure: resources are effectively leveraged to benefit the entire enterprise; a

prioritization process occurs to address the most urgent learner and state needs and to expand revenue; and a fair process to develop a portfolio of quality online academic courses and programs.

In August of 2015, the Chancellor and the Presidents Council issued the **Unified Online Charter** to develop an implementation plan for an institutional collaboration model for Unified Online. This report outlines the implementation plan through a vision for a Center of Excellence in Digitally Enhanced Teaching and Learning, a set of specific recommendations for advancing this initiative, an organizational rendering of an institutional collaborative, and an implementation timeline and budget. The recommendations are accompanied by an extensive report that provides the background regarding previous efforts related to advancing excellence in digitally enhanced teaching and learning, as well as a conceptual overview of the optional models available and the case for the institutional collaboration model.

The recommendations are part of a greater framework for *One University for All of Maine* – a multi-campus, mission-differentiated framework with significantly reduced and reformed administration, as well as educational programs that leverage and integrate academic resources system-wide. These priorities are inter-reliant: campus mission differentiation; reduced and reformed administration; academic transformation; an enterprise-wide budget that leverages resources to meet student, community and state needs; a modernized, common, and robust technological infrastructure; and a unified online collaboration between the seven universities to support faculty in designing online, hybrid and in-person courses and innovating with new pedagogies and technologies – competency based methods, direct assessment, and interactive technology – to position our universities on the cutting edge of digitally enhanced teaching and learning; and to develop state of the art services to support online students 24/7.

On a motion by Trustee Nelson, which was seconded by Trustee Erwin, the Academic and Student Affairs Committee agreed to forward this item to the Board of Trustees at the November 15 & 16, 2015 Board meeting for approval of the following resolution:

That the Board of Trustees gives conceptual approval to the institutional collaboration model; and further, that the Board of Trustees directs the Chief Academic Officers to seek further input from the faculties of the seven universities and provide recommendations to the Presidents' Council on the implementation of academic oversight and a process for honoring campus-based shared governance of online programs. A report back with final recommendations from the Presidents Council is due to the Board of Trustees at its meeting in March 2016.

Adjournment

Ellen Doughty for  
Tracy B. Bigney, Clerk of the Board