

UNIVERSITY OF MAINE SYSTEM
Board of Trustees Meeting

at the University of Maine System
November 9, 2015

Academic and Student Affairs Committee Meeting

Present: Committee Members: Gregory Johnson, Chair (at USM); Samuel Collins (by phone), James Erwin (at USM), Karl Turner (by phone) and Michelle Hood. [Note: Not all committee members were present for the entire meeting, resulting in a lack of a quorum.] **Other Trustees:** Norman Fournier (at UMFK). **Presidents:** Glenn Cummings (at USM), John Murphy (at UMFK), Kate Foster (At UMF), Linda Schott (at UMPI), Rebecca Wyke (at UMA) and Stuart Swain (at UMM). **Faculty Representatives:** Ray Albert (at UMFK), Terry Colby (at UMA), Uriah Anderson (at UMM), Patti Miles and Cathleen McAnney (at UMF). **Student Representatives:** Connor Scott (at UM), Rebecca Tanous (at USM), Jay Knowlton (at USM), Kimberley Miner, Brad O'Brien, and Elizabeth Day (at UMPI). **System Staff:** Dan Demeritt, Tracy Bigney, Cynthia Huggins (at UMM), Chip Gavin (at USM), Rosa Redonnett (at UMA), Donna Seppy (at UMA), Dick Thompson (at UMA), Ryan Low (at UM), and James Thelen (at UMS). **Others Present:** Ellen Chaffee (by phone), Jeff St. John (at UM), Joe Szakas (at UMA), Jeff Hecker, Ray Rice (at UMPI), Buster Neel (at USM), Jeannie Uzzi (at USM), Sally Meredith (at USM), Nancy Griffin (at USM), Emma Gelsing (at USM), Donna Giatus (at USM), and Robert Dixon (at UMFK).

Committee Members Absent: James Donnelly, Marge Medd, Bonnie Newsom, and Paul Nelson.

Trustee Johnson, Chair of the Academic & Student Affairs Committee, called the meeting to order. Trustee Johnson explained that the Academic & Student Affairs Committee did not have a quorum; therefore, no action was taken on the agenda items.

Awarding of Degrees. Ms. Rosa Redonnett, Chief Student Affairs Office, explained that in accordance with Board of Trustees policy, the Board approves the awarding of academic degrees on an annual basis.

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. President 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.

Academic Calendar: Update. Dr. Cynthia Huggins, System Chief Academic Officer, provided an update on the work to date. The next step will be for the CAOs to seek approval for their common calendar proposal from Chancellor Page and the Presidents Council, and then bring to the Academic and Student Affairs Committee in January the approved academic calendars for 2016-17 and 2017-18.

The Academic Calendar is typically updated every two years. Academic calendar preparation for the 2011-2013 and 2013-2015 years strove to arrive at a more common calendar for all seven universities, resulting in common start dates for the fall semester and very close alignment on key holidays and other critical dates. At their September 2014 meeting, the Board of Trustees directed the universities to bring the start and end dates for spring semester into closer alignment as calendars were being prepared for the 2015-2017 academic years. Based on recommendations coming out of the Academic Transformation work, it was determined that the calendar for 2016-2017 should be revisited with the goal of aligning vacation periods and any remaining dates that were not aligned across the campuses.

Academic Calendar for 2016-17

The CAOs have agreed on a few minor changes that better align the fall and spring calendars, none of which constitute a major shift in scheduling.

Academic Calendar for 2017-18

The CAOs have developed a calendar proposal that resolves the long-standing differences in spring break schedules. This proposal adopts the basic schedule framework currently in place for fall semester, and applies it to spring semester as well. With the implementation of this academic calendar, the seven universities will be in complete alignment and be working with a fully realized common calendar.

Professor Patti Miles from UM expressed concern with the elimination of the two week break in March. She stated that many faculty use the spring break to complete extensive research projects. Due to the faculty teaching schedules, they would not have time to complete the research projects without the extended break. Mr. Jay Knowlton, Graduate Student Representative from USM, commented that he spent the two week Spring break writing his undergraduate honors thesis research. Mr. Connor Scott, UM Student Representative to the Board of Trustees, spoke about the results of the surveys distributed to the students at UM regarding the common academic calendar. The results were not in favor of the currently proposed common calendar.

Fall Enrollment Report in Brief. Ms. Rosa Redonnett, Chief Student Affairs Officer, provided a brief update for the Academic and Student Affairs Committee on the status of enrollment at our campuses for Fall 2015 based on the findings within the report. The Fall 2015 Enrollment Report is historically run after our census date of October 15. Highlights from the Enrollment report are as follows:

Enrollment by Headcount, FTE, Credit Hours

- Total headcount declined 2.1% from last year due to a 12.1% decline in graduate students and a 0.6% decrease in the number of undergraduate students. Undergraduate headcount increased at four of the seven campuses. Non-degree undergraduate headcount is up 14.5% from last year, ending a trend of decline. Non-undergraduate headcount is down 6.8% compared with 2011.
- FTE fell 1.9% System-wide compared with last year and dropped 5.7% compared with 2011.
- Graduate student declines comprised 76.7% of the overall headcount decline and 40% of the overall credit hour decline in the UMS from Fall 2014 to Fall 2015.
- Non-degree undergraduate credit hours climbed 20.8% versus Fall 2014. Associate degree credit hours are down 20.9% since Fall 2014 and fell 44.1% compared with Fall 2011, a continuing trend. Baccalaureate credit hours are down 1.3% percent from last year, and decreased 3% compared with 2011. Graduate credit hours declined 2.3% and law credit hours declined 3.9% from 2014. Non-degree graduate credit hours declined 46.4% percent from last fall.

Enrollment by Gender

- Headcount enrollment from men declined 1.1% and fell 2.8% from women compared with 2014. Female headcount decreased by 7.7% versus 2011 headcount and declined 5.5% for men. Females account for 56.9% of all credit hours taken and 59.2% of the student body.

Incoming Degree/certificate-seeking Students

- Incoming degree/certificate-seeking headcount enrollments increased 1.3% from last year due to increases in transfer-in, graduate, and readmit students. First-time, first-year student enrollment declined 0.6% (25 students) compared with last year. Transfer-in student headcount enrollments are up 2.5%.

Transfer Students

- In-state transfer headcount enrollments are up 1.9%, while out-of-state transfers are up 7.8% from the previous year. Most of the transfer-in headcount enrollment increase has come from a 5.4% increase in the number of students transferring into the UMS from the Maine Community College System (MCCS). External transfers comprise 43.7% of all transfers, with MCCS making up 35.8%.

Enrollment by Ethnicity

- Headcount enrollments of minority students increased 4.4% from the previous year and grew 13.2% compared with 2011. The number of self-reported white students fell 3.3% from 2014 and declined 10% from 2011.

Migration of Students

- The student body is composed of 81.6% in-state students, 16.1% out-of-state students, and 2.3% international students based on residency by original home address. The top two Maine counties by original residency, Cumberland and Penobscot, supply 34.9% of all UMS in-state students, Massachusetts provides 31.4% of all out-of-state student and Canada delivers 26.1% of all international students.

Distance Education

- Credit hours from distance education increased 2.4% compared with 2014 and climbed 21.5% compared with 2011. The largest credit hour increase came from the distance onsite delivery mode, which increased 23.8% from Fall 2014 after a previous trend of decline. Distance online accounts for 15.8% of total credit hours delivered and 78.6% of total distance education credit hours. Video conference credit hours increased 19.3% compared with last year and 48% versus 2011. The ITV delivery mode has fallen 42.5% since 2011 and decreased 8.1% from Fall 2014.

Academic Quality Indicators (AQI): Draft Recommendations. Provosts Jeffrey Hecker, UM, and Ray Rice, UMPI, have been spearheading the AQI initiative for the Chief Academic Officers and led the discussion.

The UMS Board of Trustees' Strategic Outcomes includes the following Education mission outcomes: statewide access to educational opportunities, high rates of student success, and program affordability, quality, and relevance. One important step in meeting these outcomes is the establishment of a dashboard of academic quality indicators, to document our progress and highlight areas of success and opportunities for improvement.

To this end, the Chief Academic Officers have undertaken, in concert with the faculty representatives to the Board of Trustees, an initiative to develop this dashboard. A draft dashboard is now ready to be shared with the Academic and Student Affairs Committee as an information item. Our next step is to discuss the draft with the Presidents Council and Chancellor Page, acquire final approval from them, and then bring the final approved version back to the ASA Committee in January.

Academic Transformation/Program Integration: Update. Dr. Ellen Chaffee, the Executive Director of the Academic Program Review and Integration Process and Chair of the Oversight Committee, provided an update on the current status of, and next steps for, academic transformation.

The Board's Strategic Initiative Target 4 focuses attention on academic transformation through portfolio review and academic program integration through Academic Program Review and Integration Process (APRIP) renamed Academic Transformation. As discussed at the September meeting of the Academic and Student Affairs Committee, Program Integration is the name of the initiative involving discipline-based academic teams that launched round 1 last winter and launched round 2 in late September to increase collaboration, quality, access, and financial sustainability. Academic transformation is an umbrella term that can include portfolio review, program integration, and other academic initiatives as may be defined in the future.

ABCDE: Comprehensive Update. Ms. Redonnett and UMPI President Linda Schott, co-chairs of the ABCDE Steering Committee, explained that the Adult Baccalaureate Completion Distance Education (ABCDE) initiative has been underway since December 2013. As identified within the Board of Trustees Goals and Actions and also within the UMS Strategic Enrollment Plan, the development of a comprehensive approach across our institutions to serving the non-traditional, adult students in Maine is a critical next step in our ongoing efforts to meet the needs of Maine's workforce, enhance economic development within the state, and, most importantly, provide the best opportunity for all of Maine's citizens to attain baccalaureate degrees.

Over 170 scholarship awards or \$750,000 have been distributed so far. The ABCDE Committee's name will be changed to Adult Degree Attainment Committee to reflect the goals of the initiative.

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 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.

The recommendations for the Unified Online initiative are as follows:

- I. Develop an institutional collaboration model for Unified Online and establish a Center of Excellence in Digitally Enhanced Teaching and Learning (COE) under the oversight of a Vice Chancellor for Academic Affairs.
- II. Empower the Associate Vice Chancellor for Academic Affairs for Distance learning under the direction of the Vice Chancellor for Academic Affairs, with the advice and counsel of the Chief Academic Officers and the Distance Learning Advisory Council.
- III. Collaborate with the campus Chief Academic Officers, the System Chief Information Officer, and the System Chief Financial Officer to make needed changes to System policy, technology, and budget in order to support the success of online program.

The budget for the Unified Online is being proposed at \$3 million over three years which includes funding for a leadership position, support staff, student internships, equipment, marketing, faculty e-learning grants and a help center.

Adjournment

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