

UNIVERSITY OF MAINE SYSTEM
Board of Trustees Meeting

at the University of Maine System
253 Estabrooke Hall, Orono

November 6, 2017

Academic and Student Affairs Committee Meeting

Present: Committee Members: Gregory Johnson, Chair; Lisa Eames (at UMA), James Erwin (at USM), and Karl Turner (at USM). **Other Trustees:** Norm Fournier (at USM). **Chancellor:** James Page. **Presidents:** Glenn Cummings (at USM), Susan Hunter, Kate Foster (at UMF), Ray Rice (at UMPI), John Short (at UMFK), and Rebecca Wyke (at UMA). **Faculty Representatives:** Ray Albert (by phone), Uriah Anderson (at UMM), Lisa Leduc (at UMPI), Clyde Mitchell (at UMF), Patti Miles, and Elizabeth Turesky (at USM). **Student Representatives:** Anthony Guimond (at UMA), and Kimberly Miner. **System Staff:** Dan Demerit (at UMA), David Demers, Ellen Doughty (at USM), Robert Neely (at USM), Robert Placido, Rosa Redonnett, Donna Seppy (at UMA), Jim Thelen (at USM), and Samantha Warren (at USM). **Others Present:** Mary Kate Beard-Tisdale, Eric Brown (at UMF), Steve Gammon (at UMFK), Jeff Hecker, Kay Kimball (at UMM), Jeannine Uzzi (at USM), Justin Young (at UMA), and Robert Zuercher (at UMA).

Committee Members Absent: Jason Coombs and Michelle Hood.

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

Fall Enrollment Report. Ms. Rosa Redonnett, Chief Student Affairs Officer, reviewed a brief update on the status of enrollment at our campuses for Fall 2017 based on the findings within the Fall Enrollment Report.

- Compared to Fall 2016, undergraduate credit hours are down slightly (-0.6%) across the System. USM, UMPI, and UM experienced increases in undergraduate credit hours compared to last fall, while these credit hours declined at UMA, UMFK, and UMM. In the case of UMFK, however, this was the first decline in undergraduate credit hours in the past five years.
- For the first time in the past five years, credit hours among Early College students experienced a decline (an 11% drop across the System). Similar trends were apparent with respect to total headcount. The one-year decline in both undergraduate credit hours (specifically non-degree undergraduate credit hours) and headcount is almost entirely attributable to this drop in Early College. Only one institution (UMF) saw growth since last fall in Early College. Early College credit hours are 3.7% of total undergraduate credit hours.
- Graduate student credit hours increased 2.8% since Fall 2016 (a second year of consistent growth). UMF witnessed the strongest and most consistent growth in graduate student credit hours (although such credit hours only account for 3.2% of UMF's overall credit hours this fall). Graduate credit hours grew at both UM and USM since last Fall.
- There has been significant growth in credit hours among out-of-state students (up 52% since Fall 2013, 16% since Fall 2016) and NEBHE students (up 13% since 2013, down 4% since Fall 2016). Meanwhile, credit hours among in-state students declined 12% over the past five years (3.8% since 2016). Credit hours and headcounts have declined substantially at the Associate-degree level, driven largely by the elimination of two-year degree programs across the System in recent years.
- The number of first-time students entering in Fall 2017 increased 2.5% over 2016, returning to levels not seen since Fall 2013, while transfer-in students are down compared to both 2016 and five years ago.

- Compared to either a year ago or five years ago, there are now more Black/African American, Hispanic/Latino, Asian, and multi-racial/ethnic students enrolled in the UMS, mirroring a trend being reflected nationally. The total number of white students declined nearly 1% since last year and 6% in the past five years, while the total number of American Indian/Alaskan Native students has dropped by 8% since Fall 2016 (and by nearly 22% in the last five years).
- The delivery of credit hours continued to shift toward Distance Education—toward Distance Online in particular, which grew by more than 2% since last year (while all other forms of Distance Education declined). Traditional campus credit hours declined only slightly over the past year (by 0.2%), and have declined by 5.6% over the past five years. Distance online represents 86% of all distance education and 17.2% of all credit hours.

Awarding of Academic Degrees. Trustee Johnson reviewed that in accordance with Board of Trustees Policy, the Board approves the awarding of academic degrees.

On a motion by Trustee Erwin, which was seconded by Trustee Turner, the Academic and Student Affairs Committee approved the following resolution to be forwarded to the Consent Agenda for Board of Trustee approval at the November 19-20, 2017 Board meeting:

That the Board of Trustees authorizes the awarding of degrees during Commencement ceremonies for the 2017-2018 academic year to those students fully recommended by the appropriate faculties and the presidents of the respective institutions of the University of Maine System.

Academic Calendar: AY 2018-2019; AY 2019-2020. Ms. Redonnett presented the Academic Calendars for Academic Year 2018 – 2019 and Academic Year 2019 – 2020. The Academic Calendar is typically updated every three years. Beginning in 2014, the Board of Trustees directed the Universities to bring the start and end dates for both the fall and spring semesters into closer alignment.

Nursing Summit: Debrief. Vice Chancellor for Academic Affairs Robert Neely provided information regarding the participation outcome of the Nursing Summit.

The Maine Nursing Summit was held at the University of Maine’s Wells Conference Center on October 27, 2017. The purpose of the Summit was to bring together an influential group of policymakers, healthcare providers, educators, legislators and philanthropic organizations to identify a set of strategies for comprehensively addressing Maine’s nursing shortage.

Vice Chancellor Neely thanked Mr. Dan Demeritt, Dr. Carol Kim, Ms. Christina Pelliter, Dr. Robert Placido and Ms. Lisa Hardy McPherson for their help with coordinating and preparing for the Nursing Summit.

More than 40 organizations across the State participated in the summit, including participants from each private college that has a nursing program in Maine. As a result of the Nursing Summit, the University of Maine System and summit partners have been invited by the Chair of the State of Maine legislator’s 21st century task force to discuss actions steps that were identified at the summit, as well as opportunities for our State’s leaders and policy makers to help address this Maine workforce challenge.

University of Maine Name Change Requests. Vice Chancellor Neely reviewed name change requests from the University of Maine (UM). UM requested in October, 2017 three name changes, none of which require University of Maine System (UMS) Board of Trustees approval because, according to UMS

Policy (Section 309 – Organization and Establishment of Major Units), neither the mission nor the financial support of the academic units is affected.

1. from BS in Bioengineering to BS in Biomedical Engineering
2. from Department of Chemical and Biological Engineering to Department of Chemical and Biomedical Engineering
3. from UMaine's National Poetry Foundation to the Center for Poetry and Poetics.

UM Provost Jeff Hecker explained the two proposed changes affecting Bioengineering - Biomedical Engineering are consistent with the evolution of the program at UMaine and its faculty in this discipline. The change is consistent with contemporary nomenclature and is a more effective way to characterize the current research and curricular focus of the program and its faculty. These name changes are beneficial for current Accreditation Board for Engineering and Technology (ABET) accreditation efforts, i.e., the program is in the process of completing its ABET self-study in Spring 2018 for a reaccreditation review in Fall 2018.

The third name change regarding poetry/poetics is intended to resolve confusion between UMaine's "National Poetry Foundation" (created in 1971) and the national "Poetry Foundation," which arose from a 2002 rebranding of the Modern Poetry Association. The Poetry Foundation is perhaps the best-funded and most visible entity dedicated to the promotion of poetry in the country; thus, UMaine poetry unit cannot effectively compete in digital search engines. Additionally, the name of the UMaine unit is not reflective of its function in that it neither acts as a "foundation" in the proper sense nor represents a major "national" reach.

The above changes have appropriate unit and administrative support at the Department, College, Provost and Presidential levels.

Early College: Discussion. Vice Chancellor Neely and Ms. Redonnett provided an overview of the recommendations and budget coming out of the work of the subcommittee on Early College.

The vision for Early College is to build a partnership between UMS universities and the Maine high school communities to foster an educational culture focused on college attainment, particularly for those who traditionally have had limited opportunities to pursue a college education. The mission statement for Early College is to positively impact rates of educational attainment and success by offering Early College opportunities for Maine's high school students.

The subcommittee has been working over the spring and summer of 2017 to formulate a set of recommendations and an associated approach to the budget with a plan to fully implement these recommendations for January 2018.

Vice Chancellor Neely reviewed the following goals of the Early College program:

1. to increase high school graduation rates;
2. to increase the number of high school graduates attending a four-year university;
3. to increase the number of college students graduating with a degree;
4. to minimize the need for developmental courses and better prepare students to be successful in college;
5. to expand access to and opportunity for early college experiences across the state of Maine and to ultimately increase the numbers of Maine students who go onto college;
6. to minimize the debt load of graduating college students;

7. to improve the state's overall educational environment through
 - a. connections between higher education and secondary education,
 - b. providing professional development and educational opportunities to high school teachers
8. to improve the lifetime earnings of Maine's citizens.

The subcommittee has also determined the need for a Lead Coordinator, an Early College Governance Council and an Oversight Team.

Definition of Early College: Early College coursework is that which is undertaken by students while still enrolled in high school or home schooled within a high school curriculum. There are currently three categories of Early College within the UMS:

Early Study/Aspirations – Courses taken on campus or online, intended to encourage more high school students to experience college campuses and coursework; partially funded (1/2 tuition) by state Aspirations funding, campuses waive the other 1/2; UM's Academ-E is included within this category

Bridge Year Program – UMS faculty members work with faculty at participating CTEs to deliver 100-level, general education coursework; juniors and seniors can graduate with up to 24 credits; typically, these programs are geared toward students who might not go on to college

Dual/concurrent enrollment – Students take college level, credit bearing courses at the high school typically taught by their faculty (who are certified as adjunct by UMS faculty); the courses are UMS courses using our syllabi and outcomes; this category has articulated national best practice standards (NACEP). The recommendations contained within the section "Academic Considerations" pertain specifically to this category of Early College.

Tuition and Fees:

Tuition:

Short-term:

- For 2017-2018, implement a common tuition platform for "aspirations" program and dual enrollment equal to the current Aspirations funding platform from DOE,
- For 2018-2019, implement the new tuition platform passed by the Legislature as a part of the biennium budget,
- consider proposal for new tuition structure for Bridge to align with other early college programs.

Long term:

- Gather data on how much EC options cost and then working with DOE, explore possible proposal to increase the reimbursement from DOE to be more reflective of cost associated with the program,
- recommend that a portion of early college tuition, after expenses, be reinvested in the program with the remainder being used at the campus' discretion.

Fees: Establish a system-wide, aligned fee structure for EC/DE.

Tuition/fee waivers or scholarships: Develop a small pool of funding to assist students who are on free/reduced lunch pay for fees or books (this assumes that we bill aspirations for the tuition). Also develop a small scholarship fund to encourage students who take Early College courses with one of our campuses to apply to and matriculate at one of our campuses.

Maine Geospatial Institute: Overview and Discussion. Vice Chancellor Neely provided an overview of the Maine Geospatial Institute and invited Ms. Mary Kate Beard-Tisdale, Professor of Spatial

Information Science and Engineering, to provide additional details. Each of the University of Maine System's (UMS) seven campuses has superb faculty expertise in geographic information systems (GIS) and the application of GIS tools to other disciplines and technology needs, i.e., spatial technology. Over the past year, faculty representatives from each of the UMS campuses came together in developing a proposal "to create a Statewide Geospatial Institute to support geospatial education and research, workforce development, and economic growth." With the existing geospatial technology sector in the State of Maine (e.g., Blue Marble Geographics, CAI Technologies, Garmin, ESRI, Kappa Mapping, Tetra Tech, Stantec, James W. Sewall Company, and others), creation of the *Maine Geospatial Institute* (MGI) aligns with the *One University* initiative and allows for dramatically enhanced connections to industry, government, non-governmental organizations, and community partners, while supporting the educational mission. MGI is envisioned to have three primary functions:

1. Within the UMS, it will provide a statewide infrastructure for integration education, from K-12 to post-graduate and continuing education, with geospatial research and technology development. It will bridge the "digital divide" that currently separates the State's well-served urbanized regions from under-served rural regions, expanding access to educational resources statewide.
2. Beyond the academy, it will provide a technologically-educated workforce able to support a growing economic sector.
3. It will link the education and research sector to industry, facilitating technology transfer, project collaboration, and research and development partnerships.

Key elements of the proposal include campus-based project centers for:

- leveraging the broad geospatial expertise within the UMS to provide access to a collaborative, high-quality suite of courses in geospatial technology across the UMS that collectively constitute a unique program in the New England region;
- achieving a designation of Center of Excellence in Geospatial Science Education at the undergraduate level;
- providing experiential learning opportunities to students using the cyber-infrastructure and advanced technologies inherent to the discipline that facilitate project-based research, learning, and collaboration over distances ("virtual projects"), likely including research experiences for K-12 teachers in STEM areas;
- maintaining databases across the UMS to connect industries and agencies with UMS faculty;
- cross-sector team building to secure research funding;
- managing geospatial software, hardware and data to enable real-time access to resources across the state;
- developing and managing spatial data archives;
- connecting students, faculty, agencies and companies for collaboration and innovation;
- support the public through seminars, clinics and camps using GIS freeware, particularly with career and education planning, as well as geospatial science application in daily life.

Program Approval: World Language Education. Vice Chancellor Neely and University of Maine at Farmington Provost Eric Brown described the University of Maine at Farmington (UMF), with one course contribution from the University of Maine, proposal to offer World Language Education programs in Spanish and French (K-12). Within the State of Maine, as well as nationally, schools are facing a crisis in filling teacher positions in World Languages. According to the August, 2016

publication of Teacher Shortage Areas Nationwide Listing for 1990-1991 through 2016-2017, the State of Maine has faced a teacher shortage in the areas of French and Spanish since 1998. Thus, a shortage of fully-certified educators has led to unqualified teachers in classrooms, the elimination of world language course offerings in elementary, middle, and high schools, and the decision of at least one district to offer language courses using proprietary software.

UMF's development of World Language Education programs in Spanish and French will provide an opportunity for students interested in teaching languages in K-12 classrooms to become certified in these content areas and help fill the needs of K-12. At this time, few institutions in Maine offer a program leading to the language certification. Salient aspects of the proposed program include:

- partnership with the University of Maine providing MLC 466 – the Teaching of Foreign Languages;
- existing instructional capacity in the Education, French, Spanish and elective courses at UMF;
- no additional requirements for budget, equipment or space;
- development of: EDU 370 Field Experience in World Language Education - a one credit course to supplement MLC 466
- EDU 480 Student Teaching and Seminar in World Language – not a new course, but aligns a student teaching section with the UMF methodology for student teaching sections;
- ample availability of high quality practicum and student teaching placements.

On a motion by Trustee Turner, which was seconded by Trustee Erwin, the Academic and Student Affairs Committee forwards the following resolution to the Consent Agenda for the Board of Trustees meeting on November 19-20, 2017:

That the Board of Trustees authorizes the creation of the World Language Education programs in Spanish and French for the University of Maine at Farmington.

Graduate Research Programs: Student Experience. Ms. Kimberley Miner, University of Maine (UM) Graduate Student Representative to the Board of Trustees, shared her experience in her program at UM, discussing the importance and uniqueness of the thesis-driven graduate programs, talking about her experience with interdisciplinary science, collaborations between departments, working between academe and the government, and becoming a scientist. Kimberley is pursuing her PhD in Earth and Climate Sciences with a focus on changing risk assessment.

Faculty Representatives: Discussion. Dr. Elizabeth Truesky, Faculty Representative to the Board of Trustees, reviewed the focus of the Faculty Representatives. They are currently in the process of deciding on a multi-level platform for: direct communication between the Representatives, communication from the Chancellor and other senior System staff, and to gather information and request from faculty senate and assemblies. The hope is to have this platform in place by the end of the year.

Student Representatives: Discussion. Mr. Anthony Guimond, Student Representative to the Board of Trustees recapped two points from the Academic and Student Affairs Committee meeting. He reiterated the importance of the World Language program and also committed to checking with the other Student Representatives to ensure clarity on the new Academic Year calendars.

Elissa Ivey for
Ellen N. Doughty, Interim Clerk of the Board