Maine's
Public
Universities

UNIVERSITY OF MAINE SYSTEM

Board of Trustees
15 Estabrooke Drive
Orono, ME 04469

Tel: 207-581-5840
Fax: 207-581-9212
www.maine.edu

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque Isle

University of
Southern Maine

August 31, 2018

TO: Members of the Academic & Student Affairs Committee

FR: Ellen N. Doughty, Clerk of the Board

RE: **September 11, 2018 Academic & Student Affairs Committee Meeting**

The Academic & Student Affairs Committee will meet from **1:00 pm to 4:00 pm on September 11, 2018.** The meeting will be held at the University of Maine System Executive Offices in the Rudman Conference Room, 253 Estabrooke Hall, 15 Estabrooke Drive in Orono. The following Polycom sites will also be available:

> UMA – Executive Conference Room, Alumni Center
> UMF – Executive Conference Room 103, Merrill Hall
> UMFK – Alumni Conference Room, Nadeau Hall
> UMM – Executive Conference Room 203, Powers Hall
> UMPI – Executive Conference Room, Preble Hall
> USM – RM 211/211A Wishcamper
> Phone – 1-800-605-5167 Passcode 743544#

Refreshments will be provided at the UM and USM locations. The meeting materials will be posted to the Diligent Board Portal as well as the Board of Trustees website (http://www.maine.edu/about-the-system/board-of-trustees/meeting-agendas/academic-student-affairs-committee/).
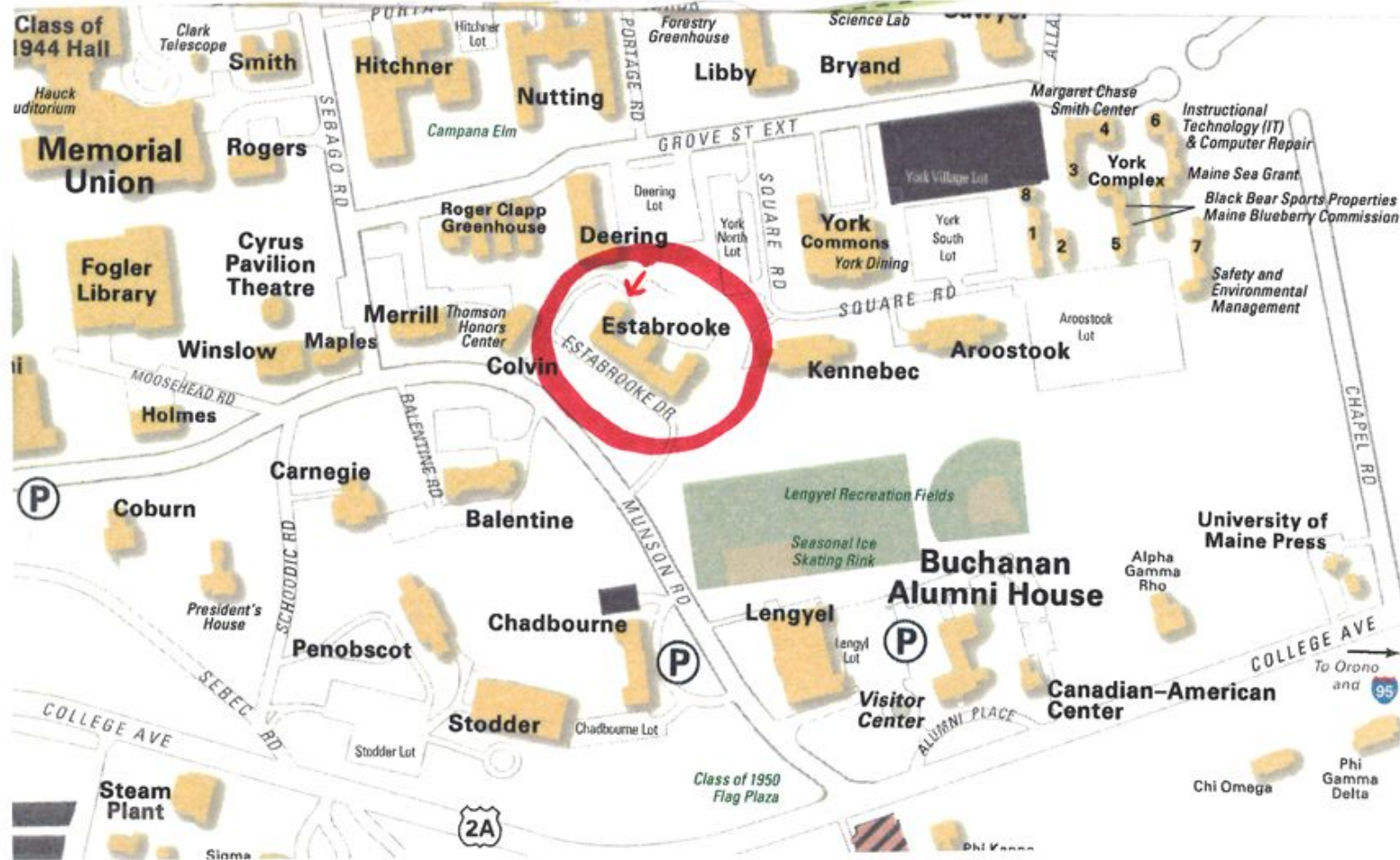
If you have questions about the meeting arrangements or accessing the meeting materials, please call me at 581-5840. If you have any questions or desire additional information about the agenda items, please call Robert Neely at 581-5843 or Rosa Redonnett at 621-3419.

cc: Trustees not on the Academic and Student Affairs Committee
        James Page, Chancellor
        Faculty & Student Representatives
        Presidents
        Ryan Low
        Robert Neely
        Rosa Redonnett

University of Maine System

15 Estabrooke Drive, Orono

Directions to the UMS located on the UMaine Campus

From the South on I-95: take exit 191 to Kelly Road and turn right. Continue on Kelly Road for 1 mile until you reach the traffic light, then turn left onto Route 2 and go through downtown Orono. Cross the river. Turn left at the lights onto College Avenue. Buchanan Alumni House will be the first campus-related building on your right. Right after the Buchanan Alumni House, take a right onto Muson Road. Estabrooke Hall is the building on the right after Lengyel.

From the North on I-95: take exit 191 to Kelly Road and turn left. Continue on Kelly Road for 1 mile until you reach the traffic light, then turn left onto Route 2 and go through downtown Orono. Cross the river. Turn left at the lights onto College Avenue. Buchanan Alumni House will be the first campus-related building on your right. Right after the Buchanan Alumni House, take a right onto Muson Road. Estabrooke Hall is the building on the right after Lengyel.

The UMS is located on the 2nd floor of Estabrooke Hall. Enter Estabrooke Hall from the back of the building, the entrance closes to Deering Hall.

Board of Trustees
Academic & Student Affairs Committee
September 11, 2018
1:00 PM – 4:00 PM

AGENDA

1:00-1:15pm
Tab 1   UMPI Academic Program Approval: Agricultural Sciences and Agribusiness

Tab 2   Endowed Chair: Dr. Robert Vinton Akeley of Agricultural Sciences and Agribusiness, UMPI

1:15-1:30pm
Tab 3   USM: Update Related to Naming of Institution

1:30-2:15pm
Tab 4   Discount Rate: Overview and Discussion

2:15-2:35pm
Tab 5   National Survey of Student Engagement (NSSE) Overview

2:35-2:55pm
Tab 6   Review of Progress on Revisions to Board of Trustees Policy 311: Intra-system Student Exchange

2:55-3:05pm
Tab 7   Update: Academic Partnership

3:05-3:20pm
Tab 8   Academic & Student Affair Committee FY2019 Work Plan Discussion

3:20-3:35pm
Tab 9   Student Representative Items

3:35-3:50pm
Tab 10   Faculty Representative Items

Executive Session
3:50-4:00pm
Tab 11   Tenure at Time of Hire - UM

Action items within the Committee purview are noted in green.
Items for Committee decisions and recommendations are noted in red.

Note: Times are estimated based upon the anticipated length for presentation or discussion of a particular topic. An item may be brought up earlier or the order of items changed for effective deliberation of matters before the Committee.

Academic & Student Affairs Committee - September 11, 2018 - UMPI Academic Program Approval - Agricultural Sciences and Agribusiness

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AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   Academic Program Approval: B.S. in Agriculture
                          Sciences and Agribusiness at UMPI

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   **BOARD ACTION:**   X

4. **OUTCOME: Relevant Academic Programming**   **BOARD POLICY: 305.2**
                                                    - Substantive Changes to
                                                    Existing Academic Programs

5. **BACKGROUND:**

    The Vice Chancellor granted temporary approval to The University of Maine at Presque Isle
    (UMPI) for the new Bachelor of Science in Agriculture Sciences and Agribusiness, since the
    program meets a workforce development demand in the State of Maine. UMPI is proposing
    to modify the existing Sustainable Agriculture program from a concentration in
    Environmental Science to a B.S. in Agriculture Sciences and Agribusiness. The change was
    unanimously endorsed by the Chief Academic Officers Council. The new academic program
    is a partnership with The University of Maine (UM), UM Cooperative Extension, and many
    local agribusiness stakeholders and sectors in which UMPI can play an important role in
    utilizing land resources that will be a catalyst for food and fiber development in the Northeast
    United States. It is anticipated that the new B.S. program will substantially grow enrollment
    (goal of 10-15 students per cohort by 2020) and serve local and regional needs.

    UMPI's proposal encompasses a solid agronomy foundation, application of technology and
    decision-making tools, and agribusiness to provide the basis for a career in production
    agriculture or agribusiness. This combination differentiates the program from other
    agriculture programs in the state, and furthermore presents the opportunity for continued
    collaboration with resources and expertise at UM, including UM Cooperative Extension, UM
    Department of Economics, UM Sustainable Agriculture, and the UM School of Biology and
    Ecology.

6. **TEXT OF PROPOSED RESOLUTION**

    That the Academic and Student Affairs Committee forwards the following resolution to the
    Consent Agenda for the Board of Trustees meeting on September 16-17, 2018.

        That the Board of Trustees authorizes the creation of the Bachelor of Science Degree
        in Agriculture Sciences and Agribusiness for the University of Maine at Presque Isle.

8/31/18

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Academic & Student Affairs Committee - September 11, 2018 - UMPI Academic Program Approval - Agricultural Sciences and Agribusiness

UMPI Agricultural Science & Agribusiness, B.S.

Dr. Jason Johnston

Dean, College of Arts and Sciences

Associate Professor of Wildlife Ecology

University of Maine – Presque Isle

UMS Academic and Student Affairs Presentation

September 11, 2018

Academic & Student Affairs Committee - September 11, 2018 - UMPI Academic Program Approval - Agricultural Sciences and Agribusiness

1.1

UMPI – in the heart of Maine's most productive farmland

Academic & Student Affairs Committee - September 11, 2018 - UMPI Academic Program Approval - Agricultural Sciences and Agribusiness

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Academic & Student Affairs Committee - September 11, 2018 - UMPI Academic Program Approval - Agricultural Sciences and Agribusiness

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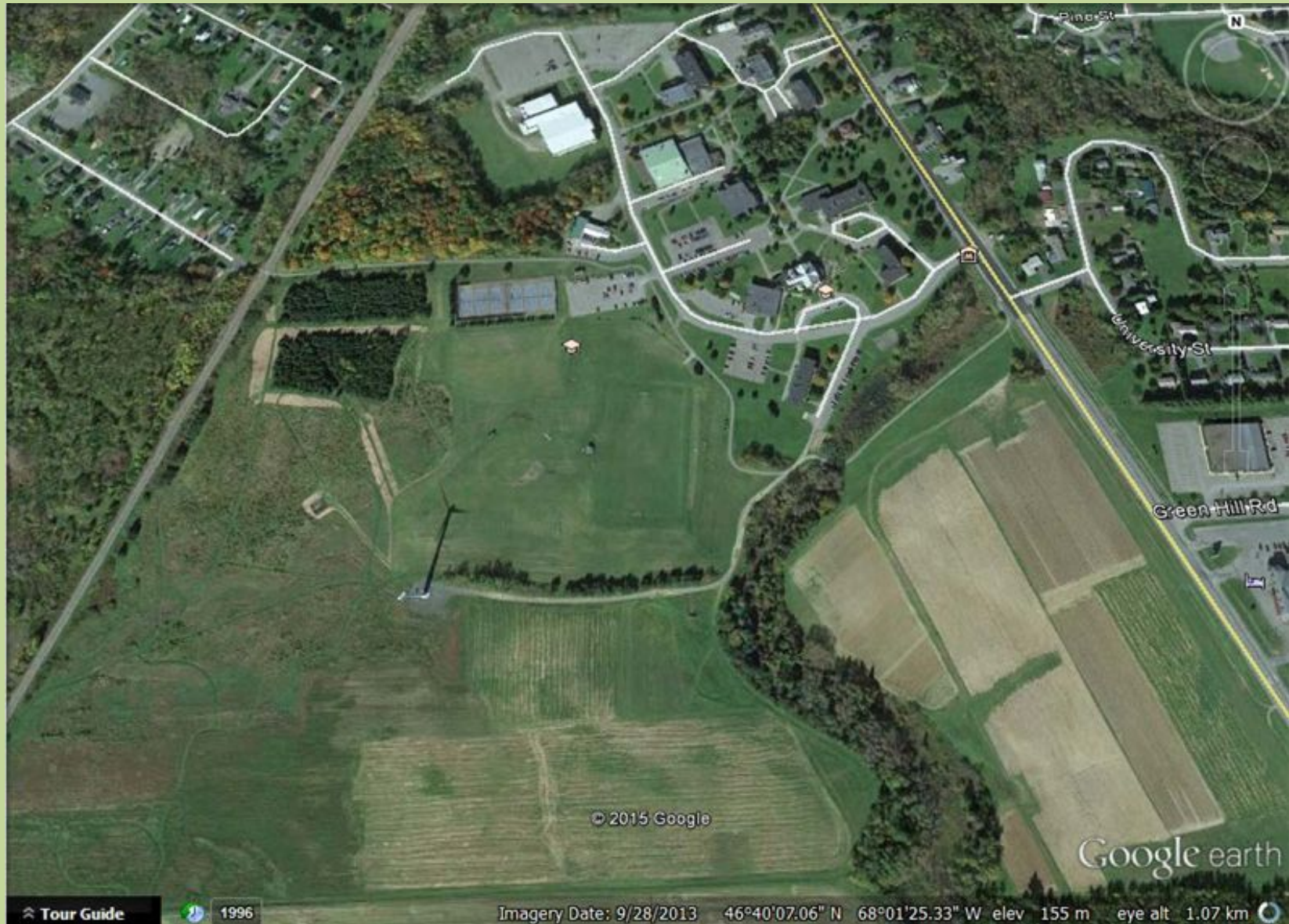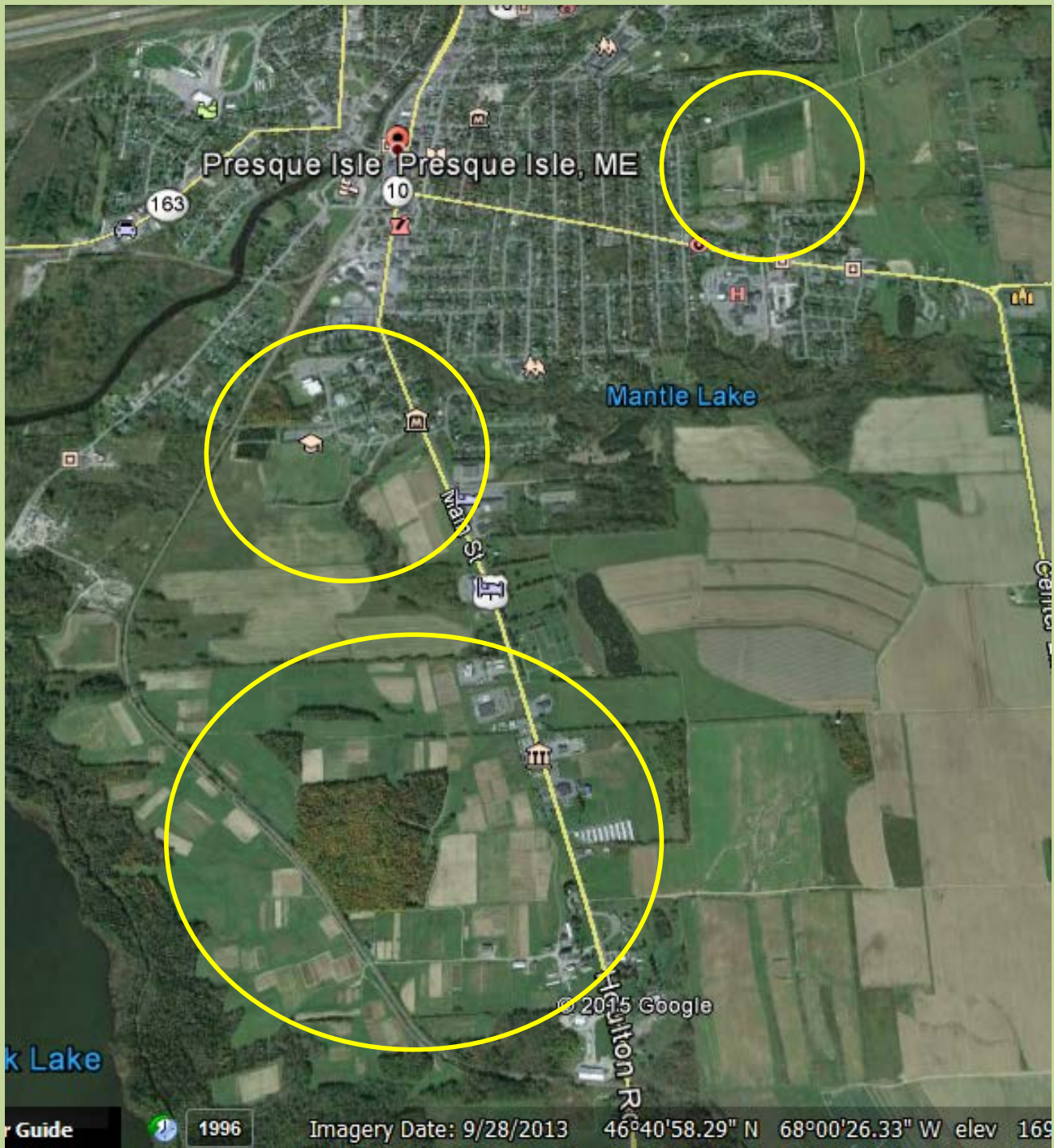
New Concentration Launched: Fall, 2014

Environmental Science & Sustainability, B.S.
SUSTAINABLE AGRICULTURE CONCENTRATION - College of Arts & Sciences

Harvest Happenings Part 12: Preparing Young People

CODY THERIAULT
UMPI STUDENT

00:28

Academic & Student Affairs Committee - September 11, 2018 - UMPI Academic Program Approval - Agricultural Sciences and Agribusiness
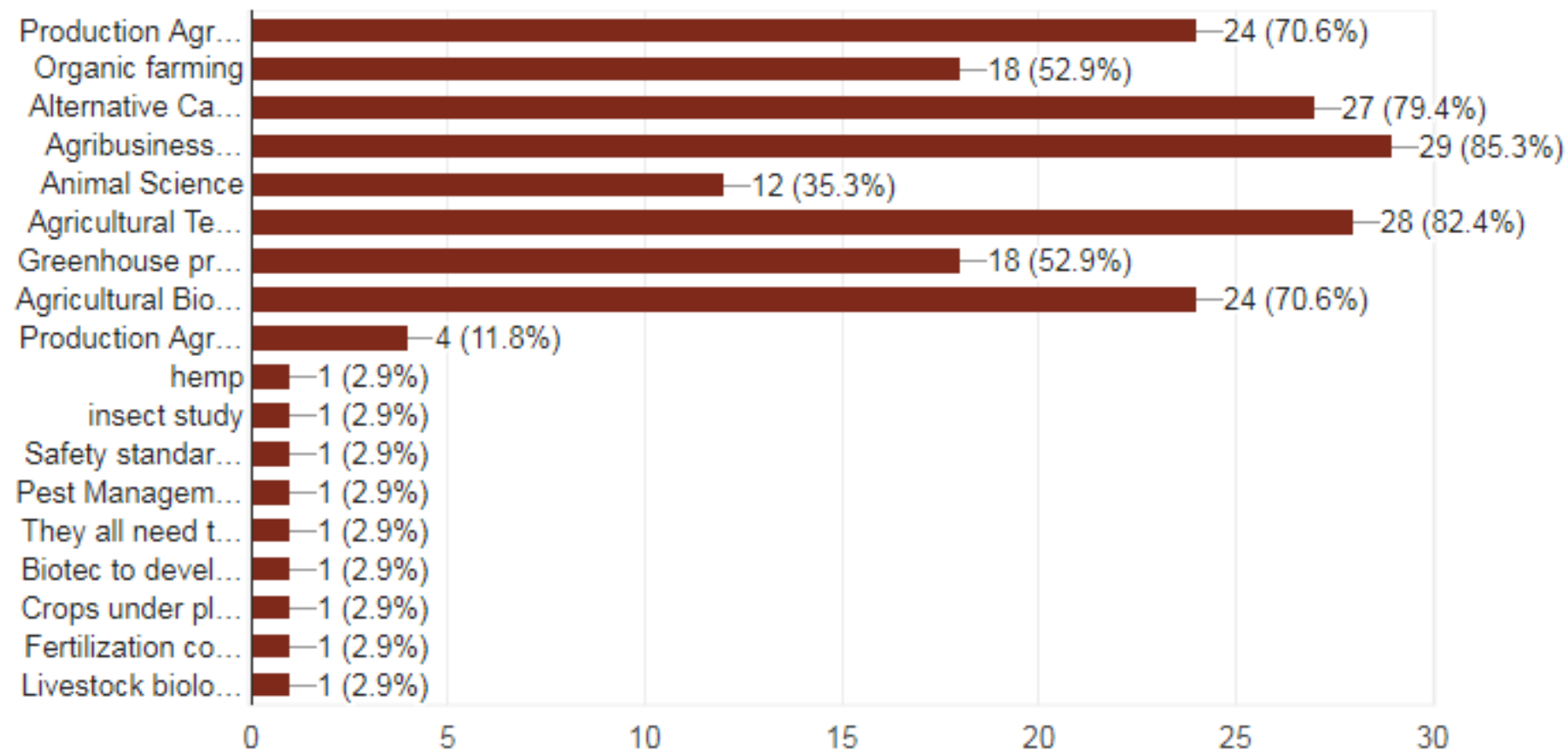
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Educational Resources

- 2 Agronomists, Lakesh Sharma, Ph.D., and Sukhwinder Bali, M.S. – UMaine + UMPI Faculty

- Larry Feinstein, Ph.D., Soil Microbial Ecologist

- Chunzeng Wang, Ph.D., GIS/Drones & Geology

- Judith Roe, Plant Genetics

- Collaboration with local and statewide UMaine Cooperative Extension & Aroostook Farm

- Research labs, Agricultural land

- Greenhouse coming soon!

Academic & Student Affairs Committee - September 11, 2018 - UMPI Academic Program Approval - Agricultural Sciences and Agribusiness

1.1

Please choose the general topics that should be included in this expanded program

34 responses

Topic	Count
Production Agr...	24 (70.6%)
Organic farming	18 (52.9%)
Alternative Ca...	27 (79.4%)
Agribusiness...	29 (85.3%)
Animal Science	12 (35.3%)
Agricultural Te...	28 (82.4%)
Greenhouse pr...	18 (52.9%)
Agricultural Bio...	24 (70.6%)
Production Agr...	4 (11.8%)
hemp	1 (2.9%)
insect study	1 (2.9%)
Safety standar...	1 (2.9%)
Pest Managem...	1 (2.9%)
They all need t...	1 (2.9%)
Biotec to devel...	1 (2.9%)
Crops under pl...	1 (2.9%)
Fertilization co...	1 (2.9%)
Livestock biolo...	1 (2.9%)

Academic & Student Affairs Committee - September 11, 2018 - UMPI Academic Program Approval - Agricultural Sciences and Agribusiness

1.1

Vision

The UMPI Agricultural Science program will become a regional center in accessible agricultural education to promote economically and environmentally sustainable practices and help expand agricultural knowledge and opportunity regionally, nationally, and internationally.

Mission

The UMPI Agricultural Science program serves students and working professionals by educating them in current agricultural practices as well as to support development and adoption of research-based approaches to improve agricultural practices, in collaboration with regional agribusinesses and institutions.

Academic & Student Affairs Committee - September 11, 2018 - UMPI Academic Program Approval - Agricultural Sciences and Agribusiness

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CORE COURSES – 53 CREDIT HOURS

Bio 112 General Biology I	4
Bio 113 General Biology II	4
Bio 240 Animal Science	4
Bio 309 Plant Biology	4
Chy 111 General Chemistry I	4
Env 210 Soil Science	4
Env 220 Integrated Pest Management	3
Env 308 GIS I: Fundamentals of GIS	4
Bus 107 Introduction to Business and Economics	3
Agr 101 Introduction to Agricultural Sciences	3
Agr 250 Food and Agribusiness Management	3
Agr 260 Agricultural Technology, Operations and Safety	3
Agr 310 Plant and Crop Sciences	4
Agr 320 Precision Agriculture	3
Agr 350 Food and Agricultural Marketing	3

Academic & Student Affairs Committee - September 11, 2018 - UMPI Academic Program Approval - Agricultural Sciences and Agribusiness

1.1

MATHEMATICS – 3 CREDIT HOURS MINIMUM

Select ONE course:

Mat 140 Mathematics for Business*	3
Mat 201 Probability and Statistics I*	3

*Course also meets GEC 3a, b

CURRENT TOPICS – 3 CREDIT HOURS MINIMUM

Select ONE course:

Agr 290 Special Topics in Agricultural Sciences	3
Agr 295 Special Topics in Agribusiness	3

PROGRAM ELECTIVES – 3-4 CREDITS

Select ONE course:

Agr 330 Soil Fertility	4
Agr 360 Management Science of Farm & Agribusiness Enterprises	3

PRACTICAL LEARNING EXPERIENCE – 3-4 CREDITS

Select ONE course:

Env 408 GIS II: Applications and Advanced Spatical Analysis	4
Agr 495 Agriculture Internship	3
Agr 397 Independent Study	3
Agr 497 Independent Study	3

SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120.

-OR- Complete on of the following Minors:

Accounting, Biology, Environmental Studies, Management, Project Management

Total credits required for degree: 120

Minimum cumulative GPA required for graduation: 2.00

Cumulative GPA in major/concentration: 2.25

Goals for 2020 or sooner

- Collaborations and dual enrollment options with local high schools and tech. centers
- Comprehensive curriculum serving existing and new agriculture and agribusinesses
- Established connections to local agribusiness: student internships, technical support, professional development
- Advisory group to inform the growth and development of the curriculum
- Research and field trials in UMPI greenhouse and cropland (60 acres)
- One new full-time faculty

Academic & Student Affairs Committee - September 11, 2018 - UMPI Academic Program Approval - Agricultural Sciences and Agribusiness

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Research and Workforce Development

Academic & Student Affairs Committee - September 11, 2018 - UMPI Academic Program Approval - Agricultural Sciences and Agribusiness

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Academic & Student Affairs Committee - September 11, 2018 - UMPI Academic Program Approval - Agricultural Sciences and Agribusiness

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Education, Research, Workforce

The Teaching and Research Greenhouse will be utilized for a wide array of education and research activities, including:

- Courses in topics from Soil Science and Principles of Sustainable Agriculture to Plant and Crop Science and Integrated Pest Management

- Demonstration projects and professional development workshops for training in techniques such as seedling production and grafting

- Undergraduate and faculty research to support a variety of local agriculture activities

- Pilot and proof of concept studies to inform larger field studies related to soil health, nutrient management, and pest management

- Community outreach and workshops with FFA, organic gardeners, etc.

Academic & Student Affairs Committee - September 11, 2018 - UMPI Academic Program Approval - Agricultural Sciences and Agribusiness

1.1

Thank you!

Jason.johnston@maine.edu

Academic & Student Affairs Committee - September 11, 2018 - Endowed Chair Dr. Robert Vinton Akeley Chair of Agricultural Sciences   and Agribusin...

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Maine's
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Universities

UNIVERSITY OF MAINE SYSTEM

AGENDA ITEM SUMMARY

1.   **NAME OF ITEM**:   Endowed Chair: Dr. Robert Vinton Akeley Chair of
Agricultural Science & Agribusiness, UMPI

2.   **INITIATED BY**:   Lisa Marchese Eames, Chair

3.   **BOARD INFORMATION**: X   **BOARD ACTION:**

4.   **OUTCOME:**   **BOARD POLICY:**
711- Named Chairs & Professorships

5.   **BACKGROUND:**

The Dr. Robert Vinton Akeley Chair of Agricultural Science & Agribusiness was
established at the Foundation of the University at Presque Isle in June 2018, with a gift
from Mary Barton Akeley Smith, in honor of her father, Dr. Robert Vinton Akeley, and in
memory of her husband, Rodney Smith.

A native of Presque Isle, Dr. Robert Vinton Akeley, started his career with potatoes at an
early age since he was raised on a potato farm. He attended the University of Maine,
graduating in 1937 with a B.S. degree in Agronomy, and in 1942 received the M.S. degree
in Botany. Akeley was associated with the Federal Program of Potato Investigations as
early as 1932, including conducting the Potato Breeding Program at the Aroostook Farm
in Presque Isle. In 1956, he was transferred to Maryland as leader of the National Potato
Breeding Program. Akeley was directly or indirectly responsible for the release of
numerous new potato varieties, including but not limited to Boone, Cherokee, Delus,
Early Gem, Kennebec, Merrimack, Pungo, Plymouth, Saco, and others. His work in
potato breeding received international recognition, and he authored more than eighty
publications. In 1967, the University of Maine recognized Dr. Akeley's leadership and
conferred on him an Honorary Doctor of Science degree and the Potato Association of
America presented Dr. Akeley for Honorary Life Membership.

The purpose of this endowed chair is to build upon the new academic program of
Agricultural Science and Agribusiness within the College of Arts and Sciences at the
University of Maine at Presque Isle. The initial gift will provide seed funding to support
start-up costs of the program over a four-year period, with the balance to be held in an
endowment. Critical seed funding will support the initial salary and benefits for the
Named Chair during the first four years, as well as equipment for the program and the
greenhouse, and summer research fellowships. The endowed resources will guarantee a
strong future for the program, providing the person holding the Chair with additional

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Academic & Student Affairs Committee - September 11, 2018 - Endowed Chair Dr. Robert Vinton Akeley Chair of Agricultural Sciences   and Agribusin...

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resources for research (to include financial support for student research), industry partnership, and program development and delivery.

The position will be awarded to an outstanding scholar recruited to the University of Maine at Presque Isle or awarded on a competitive basis. Associate or full professors with specialization in any area of agricultural research and agribusiness shall be eligible. Successful candidates will have shown a consistently outstanding record of teaching, research, service to industry, and scholarship within the agricultural sciences field.

Appointments shall be for a term of five years, renewable. Current and previous holders of the chair are eligible without prejudice. Selection will be based on the professional credentials of the applicant and on the anticipated positive and meaningful impact of their future research endeavors. The Chair holder will be expected to maintain regular and substantive involvement in the University of Maine at Presque Isle's greenhouse and Agricultural Science & Agribusiness Department. Application letters will identify proposed contributions to research and scholarship in the field, both at UMPI and externally.

A selection committee will be formed and charged according to the University of Maine's standard policies and practices for such committees. This committee will include at least two University of Maine at Presque Isle faculty members, one representative from University of Maine Cooperative Extension, and one member of the University of Maine at Presque Isle Agricultural Advisory Council, to represent local agribusiness interests.

The principal shall be endowed and the distributions, as established by the Board of Directors of the Foundation of the University at Presque Isle, shall be used to support the needs of the Chair of the Agricultural Science and Agribusiness Program. Additionally, during the first four years of the new academic program, UMPI can request a distribution not to exceed the maximum amounts established in the gift agreement. Distributions from the endowed portion will begin to be paid out in the fifth year of the new program (FY2023). The administration of the fund shall be by the Dean of the College of Arts & Sciences, in consultation with the Chair of the Agricultural Science and Agribusiness Program.

Should it ever become impossible or impractical to carry out the purposes of this fund as described above, an alternative purpose that best fits the donor's intent and wishes shall be designated by the President of the Foundation at the University of Presque Isle in its sole discretion after consulting with the President of the University of Maine at Presque Isle.

At the August 20, 2018 Finance, Facilities, & Technology (FFT) Committee meeting the FFT Committee approved the establishment of the Dr. Robert Vinton Akeley Chair of Agricultural Science and Agribusiness at UMPI to be forwarded to the Consent Agenda for the Board of Trustees meeting on September 16-17, 2018.

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Maine's Public Universities

UNIVERSITY OF MAINE SYSTEM

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AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   USM: Update related to Naming of Institution

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**: X   **BOARD ACTION:**

4. **OUTCOME:**   **BOARD POLICY:**
   Primary Outcome: Enrollment

5. **BACKGROUND:**

   Dr. Glenn Cummings, President of the University of Southern Maine, will update the Academic and Student Affairs Committee on the exploration of a name change for the University of Southern Maine

   - USM is exploring the possibility of a name change that might better enhance its reputation, leverage its assets, generate greater interest among prospective students, and extend its geographic reach.

   - With USM enjoying a major turnaround in enrollment, revenue, and reputation, the timing seems right to explore such a name change.

   - As such, USM has engaged a market research/branding partner (Broadreach/Market Decisions) to:

     o Help determine current perceptions of USM among likely college-bound students (both in-state and out-of-state), guidance counselors and parents, and whether a name change would enhance people's interest in considering USM, attending USM or recommending USM.
     o Help USM assess the opinions of its internal community, including, faculty, staff, students and alumni.
     o Test possible name options.

   - To be clear, this is only an exploration. If the research indicates a name change would be beneficial to the University, there are several additional steps to take, including the consideration of the Board of Trustees and the Legislature.

   - Whether or not this process leads to a name change, the market research/branding study will help USM to ascertain whether public perception of the University aligns with USM's recent successes, and how USM might further increase enrollment through new markets for both in-state and out-of-state students.

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Maine's Public Universities

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AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   Discount Rate: Overview and Discussion

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**: X   **BOARD ACTION:**

4. **OUTCOME:**   **BOARD POLICY:**
   Primary Outcome: Enrollment

5. **BACKGROUND:**

   Colleges and universities discount tuition and fee charges to increase undergraduate enrollment while assisting students who have financial need and attracting meritorious students. Tuition discounting practices are an indicator of an entity's ability to be competitive and to some extent, their financial health. To date, the University of Maine System has not utilized a standard methodology for routinely calculating discount rates across campuses. Although some campuses have tracked discounting internally, the calculated rates have varied in both methodology and purpose.

   The Unified Budget Institutional Aid Committee, which was tasked with developing a common methodology for calculating discount rates that could be used for annual monitoring of the rates, including differences among student groups, has produced a comprehensive study of discount rates within our System. Members of the team involved in that work will brief the Academic and Student Affairs Committee on the results and share insight into how discount rates translate from an enrollment management perspective.

   Presenters include:
   - Ryan Low, Vice Chancellor for Finance and Administration
   - Tracy Elliott, Vice President for Finance and Controller, UMS
   - Lisa Applegate, Senior Research Analyst, UM
   - Debra Allen, Associate Director, Institutional Research, UM
   - Nancy Davis Griffin, Vice President for Enrollment Management and Student Affairs, USM
   - Jared Cash, Vice President for Enrollment and External Affairs, UMF

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University of Maine System
Tuition Discount Rate Analysis

Final Report Summary

Unified Budget Institutional Aid & Waivers Committee
&
UMaine Office of Institutional Research

September 11, 2018

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Unified Budget:
Institutional Aid & Waivers Committee

UNIVERSITY OF MAINE SYSTEM

Maine's Public Universities

Committee Members:

- Tracy Elliott (Chair), Vice President of Finance and Controller, UMS
- Jared Cash, Vice President for Enrollment & External Relations, UMF
- Nancy Davis Griffin, Vice President for Enrollment Management & Student Affairs, USM
- Sarah Doheny, Director of Financial Aid, UM & UMM
- Chris Bell, Director of Student Financials, UMFK & UMPI
- Jonathan H. Henry, Vice President of Enrollment Management & Marketing, UMA

Research Support:

- Debra Allen, Associate Director of Institutional Research, UM
- Lisa Applegate, Senior Research Analyst, UM

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Institutional Aid and Waiver Committee: Recommendation 8

- Discount rates demonstrate the level institutions are investing in aid from funding over which they have discretion.

- Perception issue - institutions typically do not want to have a high discount rate published. There is a tipping point where the institution seems weak.

- Different models for calculating discount rates within UMS have been tried.

- No current UMS standard exists.

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Tuition Discount Rate: Industry Standards

Three entities well-known for analyzing discount rates:

NACUBO

(National Association of College and University Business Officers)
Produces annual survey of private, non-profit institutions
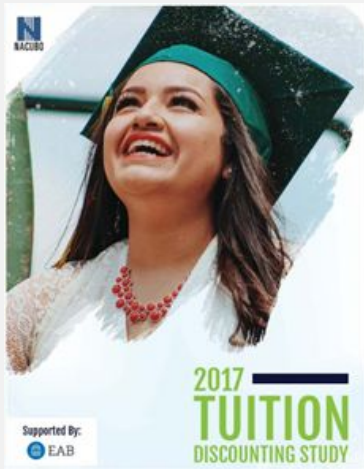
Ruffalo Noel Levitz

Uses data from clients who have purchased consulting services for discounting analysis
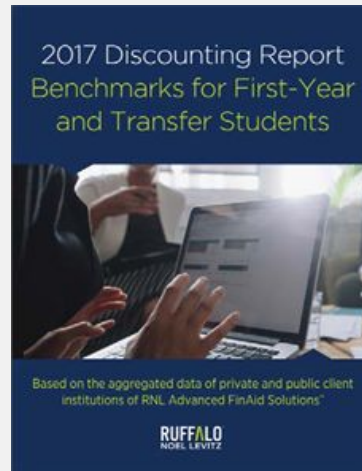
The College Board

Uses Annual Survey of Colleges for analyzing public and private discounting trends

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4.1

Industry Standards: Discount Rate Calculations

NACUBO and The College Board:

$$\textit{Tuition Discount Rate} = \frac{\textit{Total Institutional Aid}}{\textit{Total Gross Tuition and Fee Revenue}}$$

Ruffalo Noel-Levitz:

$$\textit{Overall Discount Rate} = \frac{\textit{Unrestricted Institutional Aid}}{\textit{Total Gross Revenue (including tuition, fees, and room and board)}}$$

Unrestricted Institutional Aid: Excludes institutional aid supported by endowments, as well as restricted gifts and grants

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Calculating Discount Rates: Factors to Consider

1. Purpose of Analysis

– Use of institutional E & G funds*

– Student net price

– Benchmarking

2. Campus Variations

– In-state vs. out-of-state

– On-campus vs. off-campus

– First-year vs. transfer

– Full-time vs. part-time

3. Creating Clear Definitions:

– Categories of aid to include:
  - Scholarships, grants, waivers, athletic aid

– Sources of aid:
  - All institutional aid vs. E&G-funded aid (unrestricted)
  - Other types of aid (federal, state, private)

– Sources of revenue:
  - Tuition and fees vs. full cost of attendance

* The focus of the UMS discount rate calculation.

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4.1

Proposed UMS Tuition Discount Rate Calculation

Proposed calculation combines aspects of the Ruffalo Noel Levitz and College Board/NACUBO Methodologies

$$UMS\ Tuition\ Discount\ Rate = \frac{Total\ Unrestricted\ Institutional\ Aid}{Total\ Gross\ Tuition\ and\ Mandatory\ Fee\ Revenue}$$

Definitions:

– Unrestricted institutional aid: E&G-funded scholarships, grants, athletic aid, and mandated and institutional waivers. Excludes restricted or endowed scholarships and grants, waivers funded from the shared benefit pool, and RA housing and meal credits.

– Gross tuition and mandatory fee revenue: Mandatory fee revenue includes enrollment fees (i.e., unified, course, program, and major)

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UMS Tuition Discount Rate Overview

- ## Who is included:
  - Degree-seeking students as of the fall 2016 census date.
    - Both Bachelor's and Associates (for those campuses that offer Associates)

- ## What is included:
  - Unrestricted institutional aid disbursed to included students in fall 2016 and spring 2017.
  - Tuition and fee revenue from those students as of the last day of each semester.

- ## Source of Data:
  - PeopleSoft Campus Solutions Reporting Database.
    - Aid was pulled from Student Financials disbursements, and we used General Ledger fund codes to categorize restricted and unrestricted institutional aid.

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Calculated Discount Rates:
Incoming First-time/Full-time Students

2016-2017 Calculated Discount Rates

	Student Count (as of fall census)	% of students receiving institutional aid	Discount Rate	I/S	O/S	NEBHE	CAN	Intl	Online
University of Maine	2,204	99%	35%	26%	38%	28%	100%**	82%	N/A
University of Maine at Augusta	179	42%	11%	11%	12%*	N/A	N/A	N/A	N/A
University of Maine at Farmington	435	88%	31%	30%	41%	23%	N/A	60%*	N/A
University of Maine at Fort Kent	165	68%	21%	11%	30%	N/A	N/A	50%	N/A
University of Maine at Machias	119	95%	38%	33%	46%	29%*	N/A	N/A	N/A
University of Maine at Presque Isle	169	73%	24%	26%	20%	N/A	23%*	16%*	N/A
University of Southern Maine	780	84%	46%	36%	60%	36%	37%*	N/A	N/A

*Based on an *n* of <10 students.

**The full-time Canadian student population comprise a high percentage of scholarship athletes funded to full cost-of-attendance. The tuition discount rate was capped at 100%.

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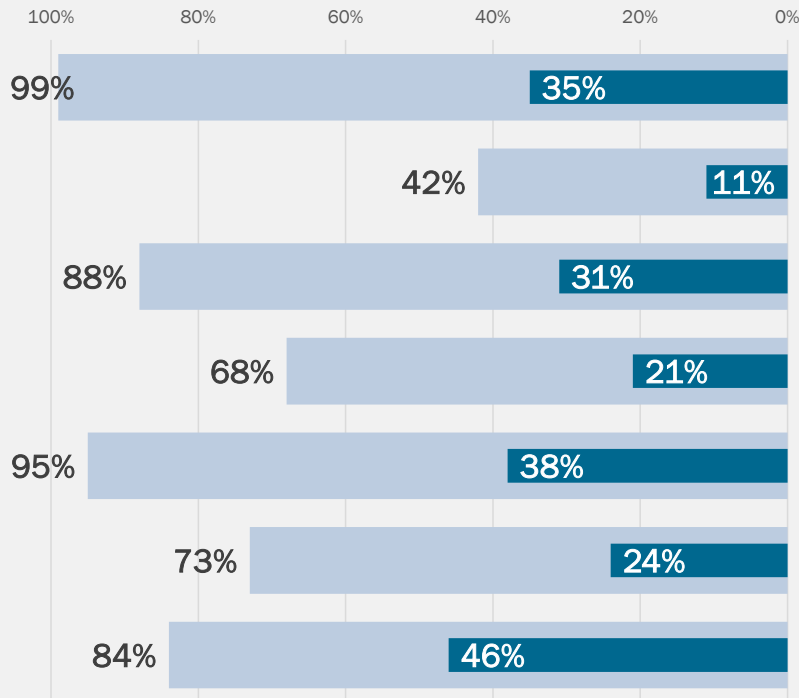# UMS Calculated Tuition Discount Rates and Percentage of Students Receiving Institutional Aid

Maine's Public Universities

UNIVERSITY OF MAINE SYSTEM

■ % of students receiving institutional aid

■ Tuition Discount Rate

2016-2017

### First-Year, Full-Time | | All Undergraduates

First-Year, Full-Time	Institution	All Undergraduates
99% / 35%	University of Maine	26% / 61%
42% / 11%	University of Maine at Augusta	10% / 35%
88% / 31%	University of Maine at Farmington	24% / 77%
68% / 21%	University of Maine at Fort Kent	14% / 33%
95% / 38%	University of Maine at Machias	32% / 74%
73% / 24%	University of Maine at Presque Isle	20% / 52%
84% / 46%	University of Southern Maine	22% / 47%

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4.1
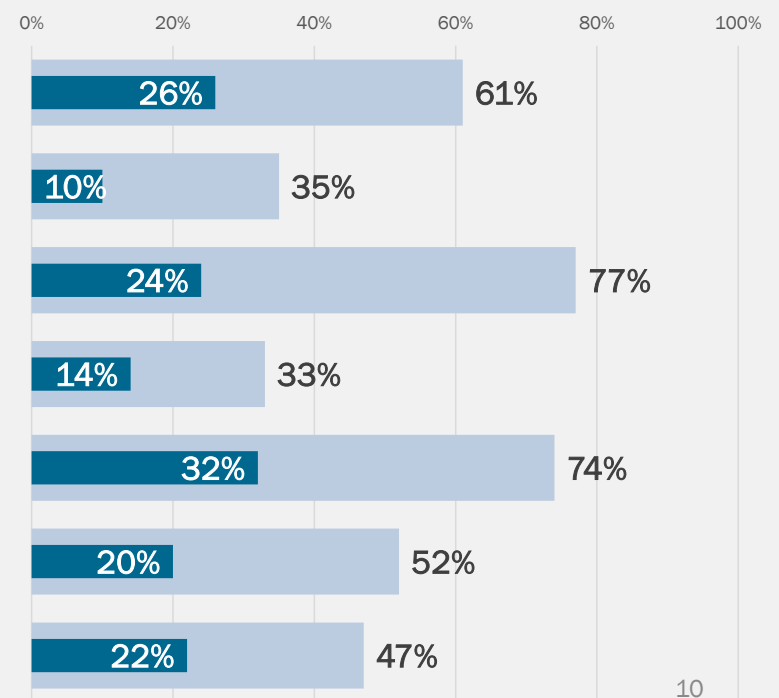
Student Populations Included in Discount Rate Analysis: Degree-seeking Students as of Fall 2016 Census
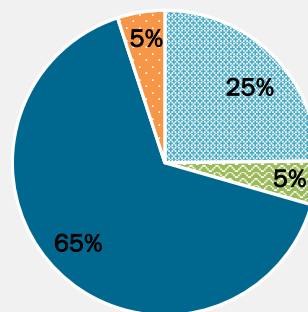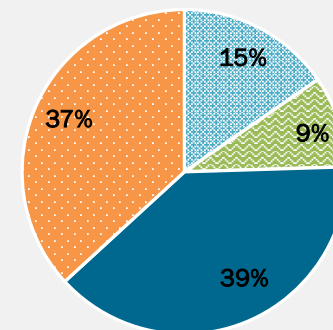

University of Maine
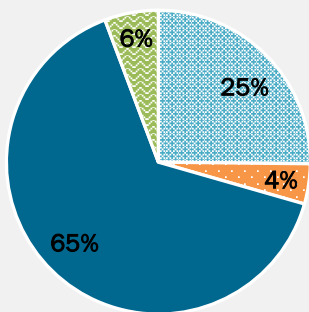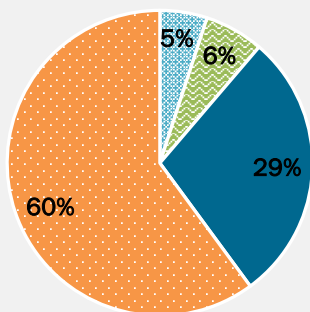
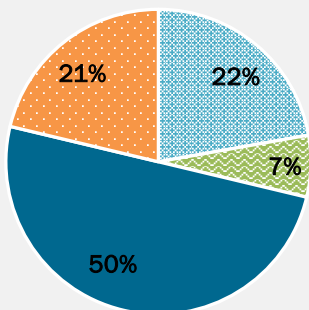University of Maine at Augusta

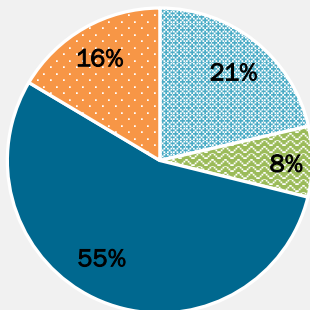University of Maine at Farmington
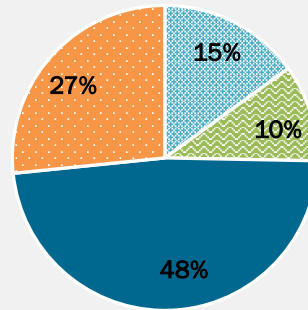
University of Maine at Fort Kent

University of Maine at Machias

University of Maine at Presque Isle

University of Southern Maine

Legend:
- Incoming first-time, full-time
- Incoming full-time, transfer
- Continuing, full-time
- Part-time, Total degree-seeking UGRD

11

33

4.1

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Benchmarking Discount Rates Using IPEDS Data

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4.1

IPEDS Discount Rates: First-time, full-time

$$\text{IPEDS Tuition Discount Rate} = \frac{\text{Average Institutional Aid per Student}}{\text{Published Tuition and Fee Rate}}$$

Benefits of using IPEDS Data:
- Permits comparison of discount rate to peer institutions, within and across years.
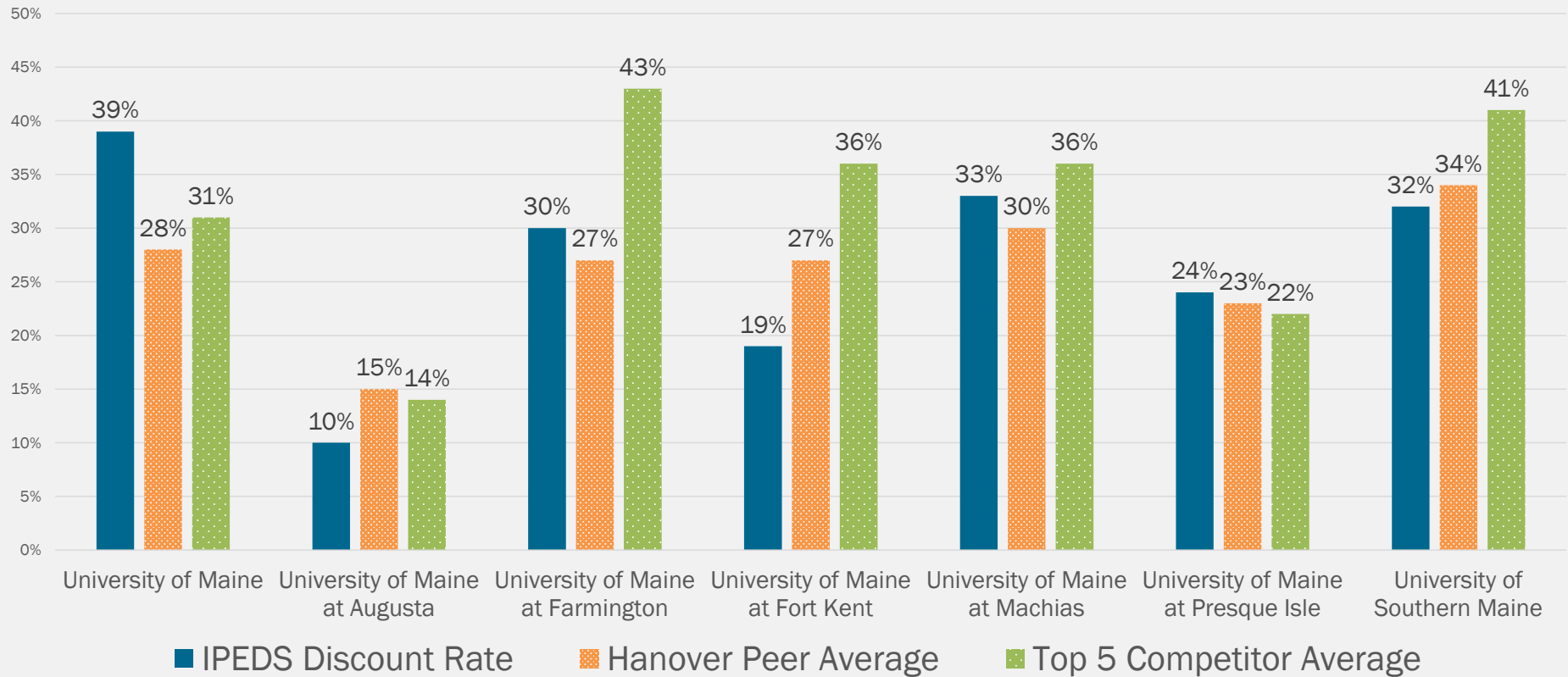- IPEDS data are readily available, with standard data definitions.

Limitations of using IPEDS Data:
- Two-year lag in data availability: Most recent year available currently is 2015-2016.
- Discount rate variables needed are only available for first-year/full-time cohort.
- Does not permit discount rate calculations by residency.
- Reporting methods for IPEDS may have slight variations by campus/institution.
- IPEDS does not distinguish regional rates (i.e. NEBHE) from out-of-state rates.
- The data collected in IPEDS does not allow us to calculate discount rates using the same methodology used for our UMS calculations.

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4.1

2015-2016 IPEDS First-time, Full-time Discount Rate Benchmarks: UMS Campuses vs. Hanover Peers and Top 5 Campus Competitors

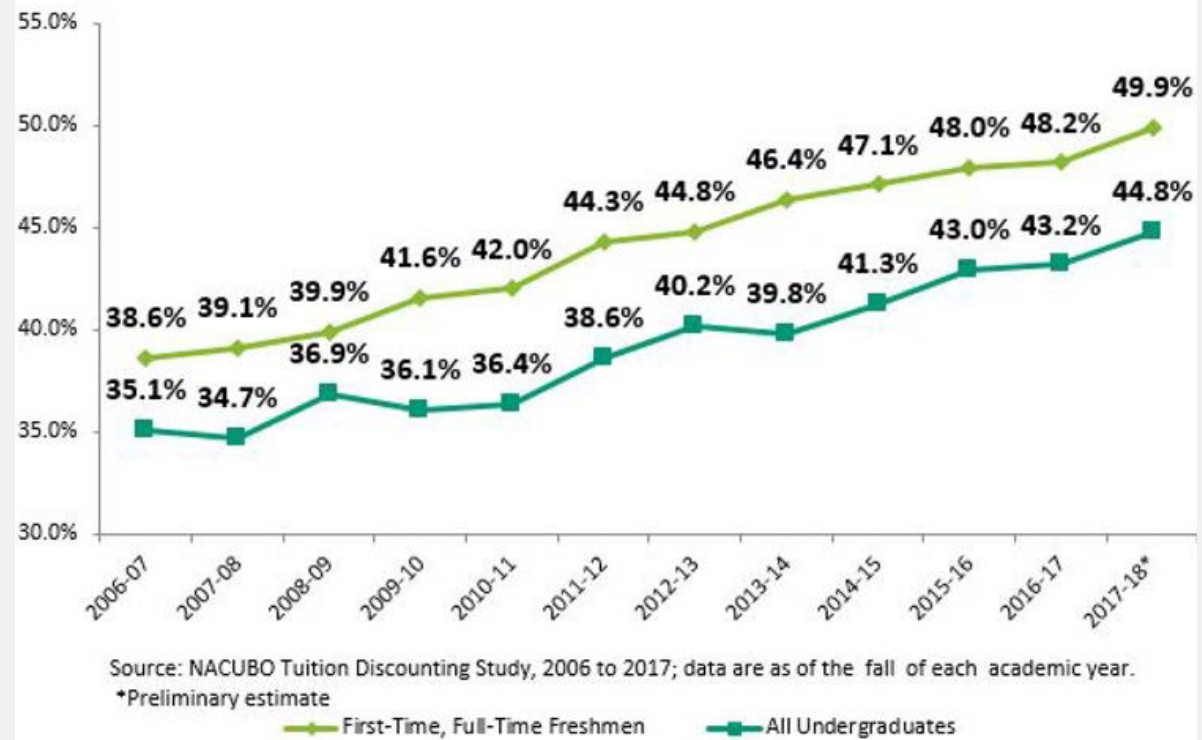Bar chart comparing IPEDS Discount Rate, Hanover Peer Average, and Top 5 Competitor Average:

Campus	IPEDS Discount Rate	Hanover Peer Average	Top 5 Competitor Average
University of Maine	39%	28%	31%
University of Maine at Augusta	10%	15%	14%
University of Maine at Farmington	30%	27%	43%
University of Maine at Fort Kent	19%	27%	36%
University of Maine at Machias	33%	30%	36%
University of Maine at Presque Isle	24%	23%	22%
University of Southern Maine	32%	34%	41%

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National Context: Macro Drivers

Maine's Public Universities
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- **So what's driving this?**

- How does this translate for families?

- How does it affect tuition pricing strategies?

- What else should we be measuring?

FIGURE 1: AVERAGE INSTITUTIONAL TUITION DISCOUNT RATE BY STUDENT CATEGORY

Source: NACUBO Tuition Discounting Study, 2006 to 2017; data are as of the fall of each academic year.
*Preliminary estimate

First-Time, Full-Time Freshmen — All Undergraduates

4.1

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Tuition & Fees + Room & Board = TCOA

- So what's driving this?

- **How does this translate for families?**

- How does it affect tuition pricing strategies?

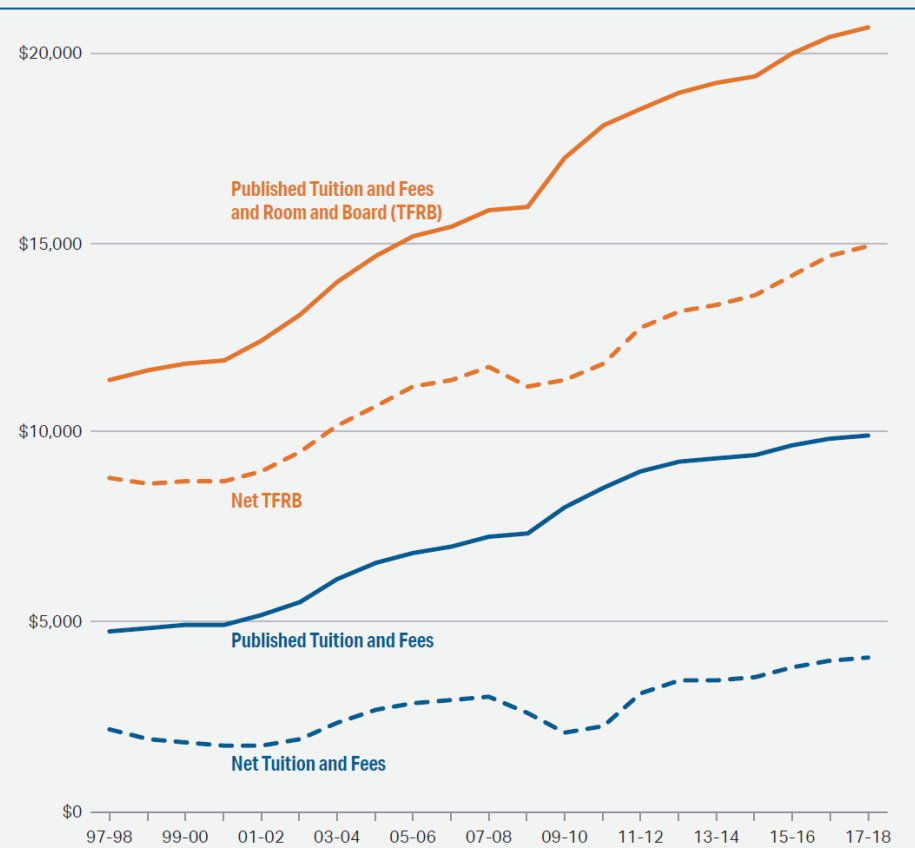- What else should we be measuring?

Source: College Board I Public Net Tuition (Total)

16

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4.1

Pricing: High vs. Low / Public vs. Private

- So what's driving this?

- How does this translate for families?

- **How does it affect tuition pricing strategies?**
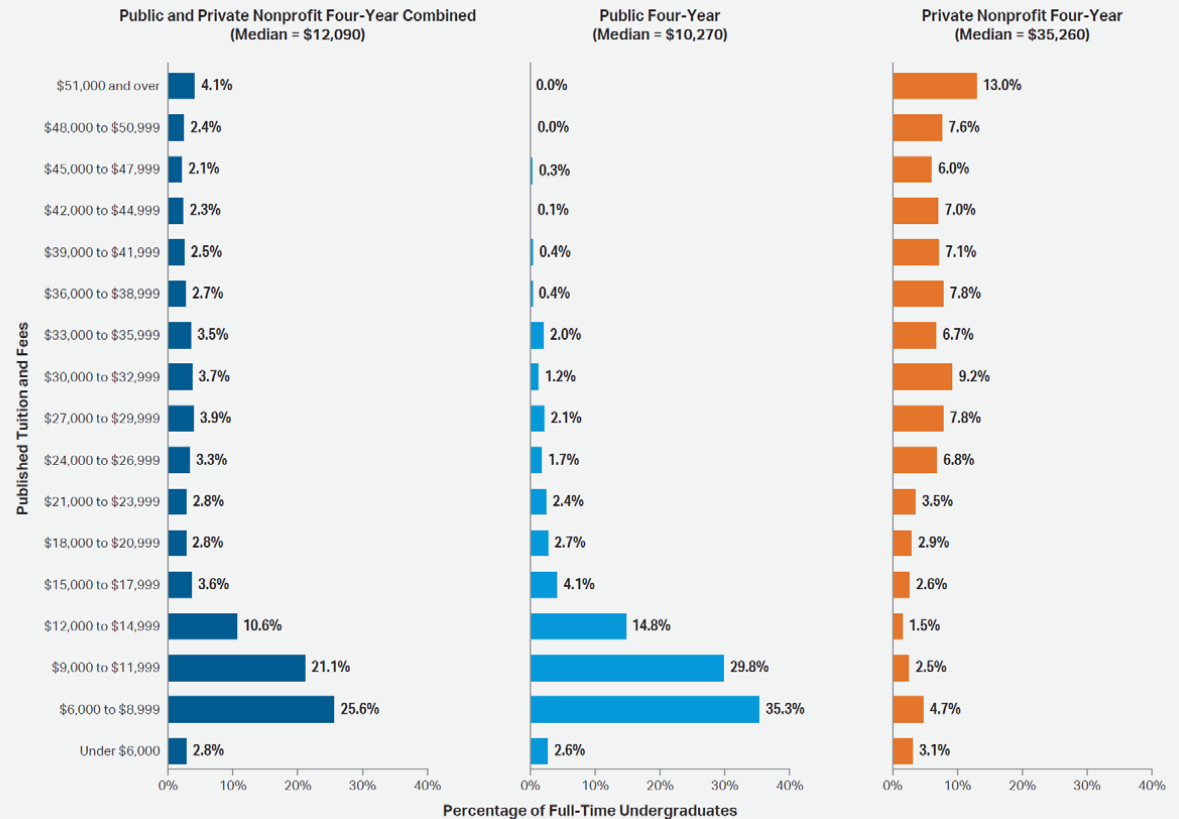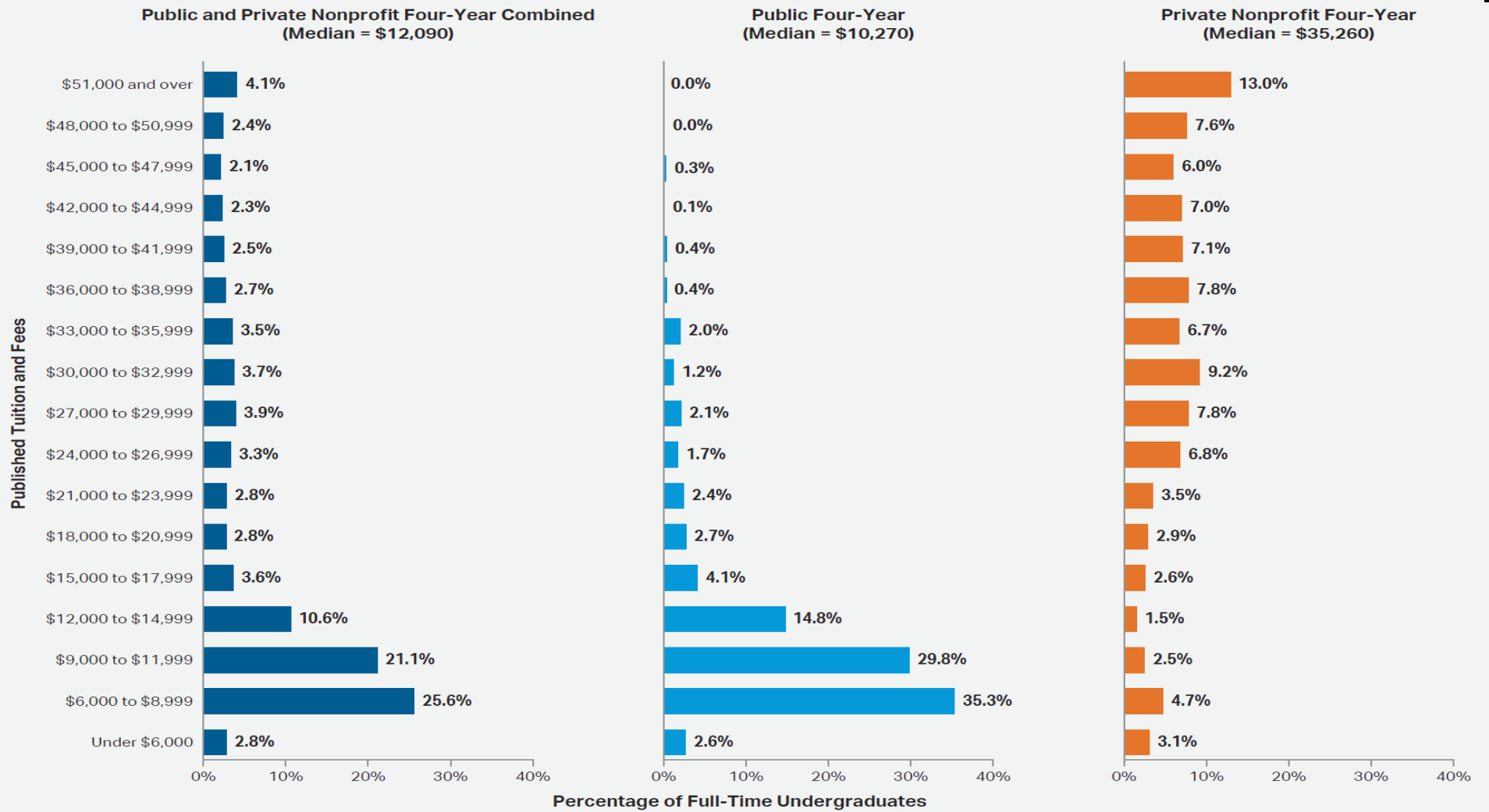
- What else should we be measuring?

Source: College Board I Trends in College Pricing 2017   17

4.1

Public and Private Nonprofit Four-Year Combined
(Median = $12,090)

Published Tuition and Fees	Percentage
$51,000 and over	4.1%
$48,000 to $50,999	2.4%
$45,000 to $47,999	2.1%
$42,000 to $44,999	2.3%
$39,000 to $41,999	2.5%
$36,000 to $38,999	2.7%
$33,000 to $35,999	3.5%
$30,000 to $32,999	3.7%
$27,000 to $29,999	3.9%
$24,000 to $26,999	3.3%
$21,000 to $23,999	2.8%
$18,000 to $20,999	2.8%
$15,000 to $17,999	3.6%
$12,000 to $14,999	10.6%
$9,000 to $11,999	21.1%
$6,000 to $8,999	25.6%
Under $6,000	2.8%

Public Four-Year
(Median = $10,270)

Published Tuition and Fees	Percentage
$51,000 and over	0.0%
$48,000 to $50,999	0.0%
$45,000 to $47,999	0.3%
$42,000 to $44,999	0.1%
$39,000 to $41,999	0.4%
$36,000 to $38,999	0.4%
$33,000 to $35,999	2.0%
$30,000 to $32,999	1.2%
$27,000 to $29,999	2.1%
$24,000 to $26,999	1.7%
$21,000 to $23,999	2.4%
$18,000 to $20,999	2.7%
$15,000 to $17,999	4.1%
$12,000 to $14,999	14.8%
$9,000 to $11,999	29.8%
$6,000 to $8,999	35.3%
Under $6,000	2.6%

Private Nonprofit Four-Year
(Median = $35,260)

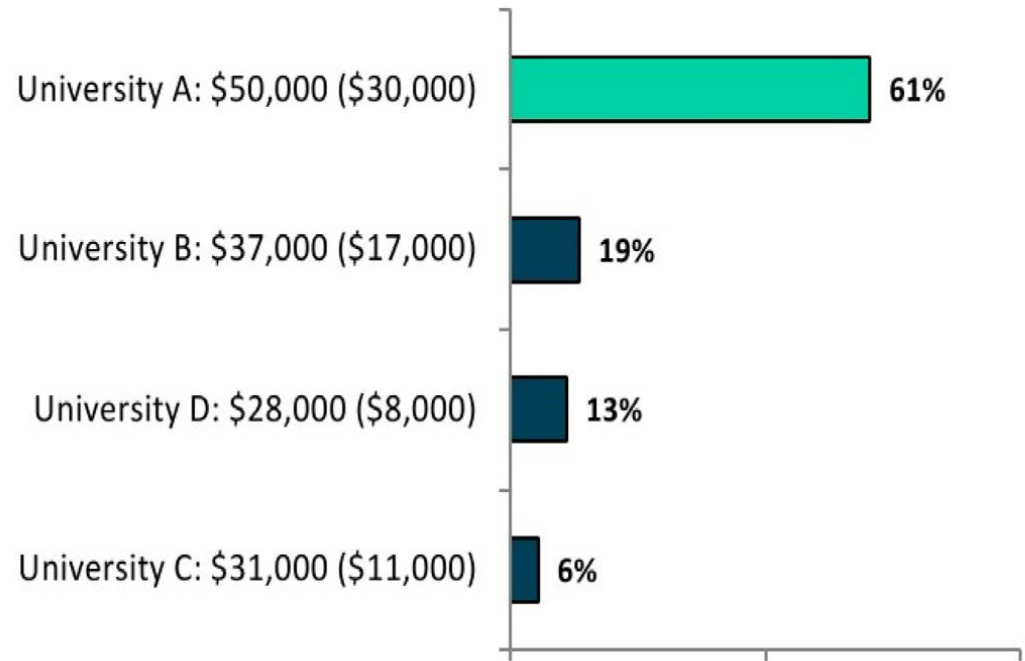| Published Tuition and Fees	Percentage
$51,000 and over	13.0%
$48,000 to $50,999	7.6%
$45,000 to $47,999	6.0%
$42,000 to $44,999	7.0%
$39,000 to $41,999	7.1%
$36,000 to $38,999	7.8%
$33,000 to $35,999	6.7%
$30,000 to $32,999	9.2%
$27,000 to $29,999	7.8%
$24,000 to $26,999	6.8%
$21,000 to $23,999	3.5%
$18,000 to $20,999	2.9%
$15,000 to $17,999	2.6%
$12,000 to $14,999	1.5%
$9,000 to $11,999	2.5%
$6,000 to $8,999	4.7%
Under $6,000	3.1%

Percentage of Full-Time Undergraduates

4.1

Tuition Pricing Preferences (Yield)

- So what's driving this?

- How does this translate for families?

- **How does it affect tuition pricing strategies?**

- What else should we be measuring?

Self-Reported Preferences
Tuition (Scholarship)

University A: $50,000 ($30,000)	61%
University B: $37,000 ($17,000)	19%
University D: $28,000 ($8,000)	13%
University C: $31,000 ($11,000)	6%

Source: Hanover Research, 2018

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What else should we be measuring?

- Percent met of Demonstrated Need

- Expected Family Contribution (EFC) Profiles by Campus/Program

- Student debt levels by cohort

- Persistence/Retention

- Time to Completion

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4.1

Why Discount?

Question: Why are colleges/universities discounting and why should UMS institutions be discounting?

Answer: Retention.

- Many in higher education believe the answer to be recruitment and yield of new students.

- The real enrollment impact is not recruitment and yield, but rather it is retention and degree completion.

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4.1

Campus Example: Retention at USM

- Fall 2015   63% (students entered fall 2014)
- Fall 2016   62% (students entered fall 2015)
- Fall 2017   **68.3%** (students entered fall 2016, first group of students to receive new financial aid packages with more institutional aid)
- Fall 2018   To be measured for students who entered USM fall 2017
- **Fall 2018   Enrollment at USM – Admissions is flat, Headcount is currently up 3%.**
- **More students returned to USM.**

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Campus Example: Student Debt at USM

The ongoing institutional commitment to better funding of students is continuing to drive down student borrowing at USM.

Average student indebtedness for students who graduated May through August:
- 2015 $28,238
- 2016 $27,572
- **2017 $27,337**

Average Loans for students
- 2015 $7,097
- 2016 $7,385
- **2017 $6,082**

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45

4.1

Next Steps

- **Overall discount rate calculation** - Discuss the various benefits of developing the total discount rate offered to students.
  - Includes **all funds** over **total cost of attendance** whereas the current project focused on **internal** unrestricted institutional funds over tuition & mandatory fees.
- **Data Governance** – Continue discussion of financial aid data inconsistencies with newly-created Data Advisory Committee ad hoc working group.
- **Annual Rate Calculation** – Work with System Institutional Research (IR) to complete an additional year of analysis incorporating any feedback and changes.
- **Annual Reporting** - Develop a System template and data set and eventually (working with the UMS Data, Analytics & Reporting Technology Services (DARTS) group) generate an annual discount rate report using the campus solutions database.
- **Inform Decision Making** - Explore ways to use discount rate data to meet objectives.

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4.1

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Questions

?

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Maine's Public Universities

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5

AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   National Survey of Student Engagement (NSSE)

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   **X**   **BOARD ACTION**:

4. **OUTCOME**:   **BOARD POLICY**:
     Improve student success and completion

5. **BACKGROUND**:

Purpose: During the development of the UMS Strategic Resource Allocation Plan (SRAP) metrics a discussion emerged around the measurement of student satisfaction. One option to measure satisfaction that was ultimately eliminated was to use the National Survey of Student Engagement (NSSE). As a result the Board of Trustees have requested more information on the NSSE. This agenda item serves as a response to that request.

Collaboration: Institutional Research and Assessment Offices across the System have joined together to collaborate on their NSSE effort. This is a shining example of collaboration. As a part of this presentation USM Director of Academic Assessment Ms. Susan King will also provide practical examples of the way NSSE data is used to improve our institutions. Ms. King, Dr. Hirosuke Honda, UMA Director of Institutional Research and Assessment; and Mr. Nathan Grant, UMF Director of Institutional Research are in attendance to answer questions.

NSSE overview: The survey was conceived in 1998 and updated in 2013. NSSE is administered at hundreds of four-year colleges and universities to first year and senior students. Over a half a million students completed NSSE in 2017. Institutions use the NSSE in a variety of ways, from improving learning outcomes to enriching student life activities. The standard instrument has four themes, and ten engagement indicators (noted below).
- Academic Challenge
  - High-order learning
  - Reflective and integrative learning
  - Learning strategies
  - Quantitative Reasoning
- Learning with Peers
  - Collaborative Learning
  - Discussions with Diverse Others
- Experience with faculty
  - Student-Faculty Interactions
  - Effective Teaching practices
- Campus Environment

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- o Quality of Interactions
- o Supportive Environment

High impact practices: The survey also collects information on High Impact Practices (HIPS), such as learning communities, service-learning, and research with Faculty. Senior only HIPS include internship or field experience, study abroad, and culminating senior experience.

Topical Modules: Participating institutions can also select a Topical Module (or short question-set) on current topics in higher education to add to the standard items (i.e. Advising, Civic Engagement, Learning with Technology, Global Learning, Information Literacy, etc).

Engagement versus satisfaction: The NSSE was designed to primarily measure engagement. Satisfaction and engagement are different. However, we have found that engagement does lead to satisfaction.

According to the literature in higher education, the more engaged college students are in their learning experiences the more satisfied the student tends to be with their academic program and the more likely they are to be retained until graduation. High levels of student engagement are highly correlated with student retention. This was the rationale of why NSSE was developed, to help higher education institutions examine the level of student engagement on their campus.

NSSE in practice: Examples

  *There are two major ways that we are sharing NSSE data:

Due to our collaborations with other UMS campuses, we now have the opportunity to share our NSSE data and interpretations with each other. For example: we mutually decided that advising would be selected as a similar topical module/standard question at all campuses. This will enable us to explore this area further and obtain ideas from each other.

Sharing NSSE data on our own campus with faculty and staff is crucial if we want to make positive changes on the campus. At USM, the Assessment Office provides breakdowns of the data in order to make data more meaningful and useful since the NSSE results taken in total can be overwhelming… (see reference sheet: NSSE Engagement Indicators and Items).
   a. Create mini-reports showing the relevant data for particular committees; i.e. first-year program committee, diversity committee, core curriculum committee, academic program chairs, etc.
   b. Provide results on items related to effective teaching and learning; i.e. dialogue with faculty at professional development workshops on teaching practices, course learning outcomes, etc.

   Going forward…

Each of the UMS campuses have agreed to administer the NSSE every 3 years (next administration will be 2020). This time period between survey administrations allows each campus adequate time to review their NSSE data, have discussions about the data, and make decisions on the most appropriate improvements.

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National Survey of Student Engagement (NSSE)

Engagement Indicators and Items

5.1

Academic Challenge

Higher-Order Learning

During the current school year, how much has your coursework emphasized the following:

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning

During the current school year, how often have you

- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies

During the current school year, how often have you

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

Quantitative Reasoning

During the current school year, how often have you

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information

Learning with Peers

Collaborative Learning

During the current school year, how often have you

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments

Discussions with Diverse Others

During the current school year, how often have you had discussions with people from the following groups:

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

Experiences with Faculty

Student-Faculty Interaction

During the current school year, how often have you

- Talked about career plans with a faculty member
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

Effective Teaching Practices

During the current school year, to what extent have your instructors done the following:

- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments

Campus Environment

Quality of Interactions

Indicate the quality of your interactions with the following people at your institution:

- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

How much does your institution emphasize the following:

- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your nonacademic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues

High-Impact Practice Items

Which of the following have you done or do you plan to do before you graduate?

- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Participate in an internship, co-op, field experience, student teaching, or clinical placement

- Participate in a study abroad program
- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

About how many of your courses at this institution have included a community-based project (service-learning)?

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AGENDA ITEM SUMMARY

1.   NAME OF ITEM: Review of Progress on Revisions to Board of Trustee Policy 311:
Intra-system Student Exchange

2.   INITIATED BY: Lisa Marchese Eames, Chair

3.   BOARD INFORMATION: **X**   **BOARD ACTION:**

4.   **OUTCOMES:**   **BOARD POLICY:**
       Increase Enrollment   311 – Intra-system Student Exchange
       Improve Student Success & Completion

5.   BACKGROUND:

Removing barriers to student access to university resources and programs across the
System is a key goal of the Board's student success priority outcome within the
framework of the System's One University initiative.

To that end, Vice Chancellor for Academic Affairs, Dr. Robert Neely has reported to the
Board over the last year on efforts to implement pilot cross-listings of courses between
UMS campuses. The goal of these efforts is to have courses from one System university
catalog appear as courses in another System university catalog to facilitate the ability of
students enrolled at one university to easily take courses from another System university.
The key advantage for students is that cross-listing will allow them to seamlessly enroll in
courses from other UMS campuses in the same manner as they would for a course on their
home campus, i.e., no application process, no transfer requirements, and no financial aid
impact. In addition, course cross-listing will facilitate automation of other administrative
processes, such as tuition revenue sharing.

Progress on the cross-listing initiative has been challenging and sporadic. The Board has
been informed in recent meetings that current digital learning management systems
software and the System's MaineStreet student information system, as well as student
financial aid requirements, operate in such ways as to frustrate or impede progress, and it
is not apparent that all academic administrative stakeholders understand the Board's
resolve in this matter.

By resolution at its July 2018 regular meeting, the Board of Trustees noted that existing
Board Policy 311 addresses a UMS student's ability to take courses at System universities
other than the campus where he or she matriculated. Policy 311 was adopted in
November 1990 and has not been substantively changed since then. Board minutes state
that, at the time the policy was adopted, a UMS student from one System university who
wished to take a course from a different UMS university was able to do so, but was treated
as a transfer student and was required to wait to register until all students at that university

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had registered. The policy, stated in its entirety below, was adopted then to provide that students matriculating at one UMS university be allowed to pre-register for courses at another UMS university and have the same privileges as students matriculated at that other university.

> **Policy 311:**
> *When a student in good standing who is matriculated at one University of Maine System institution registers for a course or courses at another University of Maine System unit, that student is to be afforded the same rights and privileges, including pre-registration and payment of tuition and fees, at the host institution as a student who is regularly matriculated at that unit. This policy does not alter any residency requirements that may be in effect at the student's home institution.*

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The Board noted too that the State University of New York System Board of Trustees in November 2016 adopted resolutions to update cross registration policies to permit SUNY students to take courses from any SUNY university without administrative burden or impact on financial aid eligibility. The SUNY Board Resolution recognizes that such cross registration enhances access, completion, and student success. (See http://www.suny.edu/about/leadership/board-of-trustees/meetings/webcastdocs/Tab%202%20-%20Cross%20Registration%20Policy.pdf)

The Board shares these same goals as reflected in its Priority Outcome to improve student success and completion within the One University framework.

So as to ensure that its System governance policies are properly aligned with and support the Vice Chancellor for Academic Affairs' efforts to successfully implement cross-listing pilots and related System university academic collaboration efforts, and so that the System better realizes the intent of Policy 311, the Board requested that the Chancellor, acting through the Vice Chancellor of Academic Affairs, report at the Board's September 2018 meeting with recommendations as to how Policy 311 should be revised to better support such efforts and maintain and best realize Policy 311's intent.

Vice Chancellor Neely or his designee and Chief of Staff and General Counsel, Mr. James Thelen will report on progress on proposed revisions to Policy 311.

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6.1

EXISTING BOT POLICY

ACADEMIC AFFAIRS

Section 311 Intra-system Student Exchange

Effective: 11/12/90

Last Revised:

Responsible Office: Academic Affairs

Policy Statement:

When a student in good standing who is matriculated at one University of Maine System institution registers for a course or courses at another University of Maine System unit, that student is to be afforded the same rights and privileges, including pre-registration and payment of tuition and fees, at the host institution as a student who is regularly matriculated at that unit. This policy does not alter any residency requirements that may be in effect at the student's home institution.

PROPOSED REVISED POLICY 311

The University of Maine System Board of Trustees is committed to the goal of providing students with System-wide access to the full array of educational opportunities available from its universities, reducing barriers to degree completion and educational attainment for Maine's citizens. System universities must work collaboratively to ensure that programs and courses generated and provided from one university are available and accessible to individuals matriculated at any other System university on the same terms and conditions as available to those matriculated at the university from which the course is provided and subject to consistent registration, financial aid eligibility, and assessment and academic integrity standards. This form of academic collaboration will foster the most efficient use of the System's academic program assets and resources and best serve students attending System universities.

Toward these ends, a student in good standing and matriculated at one University of Maine System (UMS) institution may register for a course or courses at another UMS institution, with the same rights and privileges at the host institution as any student regularly matriculated at that institution, including pre-registration and payment of tuition and fees. This policy does not alter any residency requirements that may be in effect at the student's home institution.

System-wide access to academic coursework will be available through (but not limited to) the following processes in which a UMS "Host" campus delivers instruction to a matriculated student enrolled in a degree or certificate program at a different UMS "Home" Campus. Instruction may be delivered in any instructional format conducive to meeting best learning practices.

Course Cross-listing – Cross-listing occurs when two or more UMS universities have agreed to administratively share a course, such that students can enroll in cross-listed courses as native credit at their home institution, i.e., enroll and participate just as for any locally-taught course. Initiated by the participating institutions, course cross-listing requires that partnering institutions follow standard academic governance processes to cross-list courses in the Student Information System, in respective

course catalogs, and registration systems, including identification of the instructors(s) at a Host Institution as a Home institution's instructor of record. Cross-listed courses must be identified on student transcripts.

Campus Cross-registration – Cross-registration is a student-initiated activity, for which the student must: apply for and obtain approval from the Home and Host campuses prior to cross-registration; meet course pre-requisites; pay special course or voluntary use fees, and notify the Home campus of any enrollment changes at the Host campus. The Home campus has the authority to deny access to coursework, on a case-by-case basis, of limited section capacity or the failure of a guest student to meet academic requirements, to complete pre-requisites, or comply with other standards.

The Board encourages the System and campus chief academic officers to continue to explore other accreditable methods to facilitate seamless sharing of courses and programs across the university system.

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AGENDA ITEM SUMMARY

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1. **NAME OF ITEM**: Academic Partnerships

2. **INITIATED BY**: Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**: **X** **BOARD ACTION**:

4. **OUTCOME**: **BOARD POLICY**:
   Increase enrollment
   Improve student success and completion
   Enhance fiscal positioning
   Maine workforce development

5. **BACKGROUND**:

As reported in the May Academic & Student Affairs Committee meeting and May full Board of Trustee meeting, the University of Maine System sought proposals in Fall 2017 for products and services to expand the national reach and responsiveness of the University of Maine System's online offerings. The expectation of these services included market research, effective marketing strategies, lead generation, instructional design support, subject matter expertise as needed, student performance tracking, and general management support. An RFP was posted and subsequently awarded to a company named Academic Partnerships (AP). AP no longer partners with Universities that have enrollment of under 6,000 students; therefore, the RFP was offered as a System level contract in order to provide all seven UMS campuses access to AP services.

The due diligence review process included many steps. First, AP representatives have spent the last eight months engaging all seven University leaders in multiple conversations to determine whether AP services and our programs would be a good match. Second, other key stakeholders (e.g., CBOs, AFUM, UMPSA, etc) also have met with AP to ensure that all concerns and comments have been considered, and addressed. Finally, a team from Finance and Administration and Academic Affairs created a financial model to assess all implications and impacts on net tuition revenue. The results of the due diligence review were positive.

Leaders from both AP and selected UMS Universities believe the interest is sufficient to move forward with an agreement. The master contract at the University of Maine System level will soon be signed. This master contract outlines the general framework for the agreement and addenda listing the specific programs that will be included at each institution. At this time, the implementation plan is multi-phased. Phase one starts with a

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small select list of programs from USM which includes a suite of education and nursing programs and the RN to BSN program from UMFK. Phase one implementation will begin immediately, with an expectation of offering the first courses within seven to nine months. Phase-two consists of adding additional programs from other institutions as needed. UMPI has indicated their interest in adding At Your Pace (CBE) programs. UMM has indicated they are interested in adding some of their undergraduate programs. If UMF, UM, and UMA decide to participate, their programs can be added at any time in the future.

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Maine's Public Universities

UNIVERSITY OF MAINE SYSTEM

AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   Academic and Student Affairs Committee FY2019 Work Plan

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**: X   **BOARD ACTION:**

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4. **BACKGROUND:**

Annually, a work plan for the Academic and Student Affairs Committee of the Board is formulated. The work plan is intended to cover both action items required for governance of the University of Maine System and those topics of import and interest to the Board. Trustee Eames will review the draft FY2019 Work Plan with the Committee in preparation for its adoption at the September 16-17, 2018 Board of Trustees meeting.

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Academic and Student Affairs Committee of the Board
2018-2019 Work Plan**

2018

September ASA	Strategic Drivers of Innovation and Academic Sustainability:

- Policy 311: Discussion re revisions
- Update: Academic Partnership
- UMPI Academic Program Approval: Agricultural Sciences and Agribusiness
- Endowed Chair: Dr. Robert Vinton Akeley Chair of Agricultural Sciences and Agribusiness

USM: Update related to Naming of Institution
Discount Rate: Overview and Discussion
NSSE Overview
Review and Discussion of ASA Work plan
Faculty Representative Discussion Topic
Student Representative Discussion Topic

September BOT (Sept. 16-17)	ASA Work plan 2018-2019 Update: Academic Partnerships (tentative) UMPI Academic Program Approval: Agricultural Sciences and Agribusiness

November ASA (October 30)	Fall Enrollment Report Awarding of Academic Degrees (annual) Academic Calendar: AY 20-21 Strategic Drivers of Innovation and Academic Sustainability:

- Academic Partnerships: Campus Implementation Plans and Next Steps
- Policy 311 (first read)
- Update: Programs for Examination
- Update: 2018-2019 Program Innovation Fund
- Adult Degree Completion: 2018 Recommendations

Update: UMS Maine Center Ventures
Faculty Representative Discussion Topic
Student Representative Discussion Topic

November BOT   Fall Enrollment Report
(Nov. 18-19)   Overview and update on Early College and Early College enrollment
                    Awarding of Academic Degrees (consent agenda)
                    Academic Calendar: AY 20-21 (information item)

2019

January
ASA   Strategic Drivers of Innovation and Academic Sustainability:
(January 8)   Collaborative Masters Degrees
                    • Policy 311 (second/final read)
                    • Market Research Update
                    • Workforce Development: UMS Role
                    Enrollment Discussion Topic: Comprehensive Overview of Admissions
                    Update: Jobs for Maine's Graduates (JMG)
                    Student Representatives Discussion Topic
                    Faculty Representatives Discussion Topic

January BOT   Policy 311 (consent agenda)
(Jan. 27-28)

March ASA   Review and recommendations: tenure nominations
                    (Joint with HR/LR Committee)**
                    Strategic Drivers of Innovation and Academic Sustainability:
                    • Programs for Examination: 2018-2019 Outcome
                    • Update: Student Success
                    Spring Enrollment Report
                    Enrollment Discussion Topic: Marketing – UMS and Campus
                    Student Representatives Discussion Topic
                    Faculty Representatives Discussion Topic

March BOT   Tenure Recommendations
(March 24-25)   Spring Enrollment Report

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May ASA — Strategic Drivers of Innovation and Academic Sustainability:
- Outcome of 2018-2019 Program Innovation Fund Effort
- Report on 2017-2018 Program Innovation Fund Project Implementation
- Adult Degree Completion: Update on Implementation

Enrollment Discussion Topic: Student Life Cycle
Student Representatives Discussion Topic
Faculty Representatives Discussion Topic

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May BOT
(May 19-20) — TBD

July
ASA
(tent.) — Strategic Drivers of Innovation and Academic Sustainability:
Student Representatives Discussion Topic
Faculty Representatives Discussion Topic
WE WOULD LIKE TO DISCUSS A JULY HIATUS FOR ASA DUE TO DIFFICULT SCHEDULING

July BOT
(July 15) — TBD

**This work plan is draft and will be updated based on topics to be added by the VCAA and CSAO. Other topics will be added as needed or required for decision making. Work plan will be updated as the Faculty and Student Representatives present their individual items. Items in red are action items.

Maine's Public Universities

UNIVERSITY OF MAINE SYSTEM

AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   Student Representatives: Discussion

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   X   **BOARD ACTION:**

4. **OUTCOME:**   **BOARD POLICY:**

5. **BACKGROUND:**

   The Student Representatives to the Board of Trustees have determined an agenda of topical areas they would like to address with the Board Academic and Student Affairs Committee. They will discuss these topics with the Committee.

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Maine's Public Universities

UNIVERSITY OF MAINE SYSTEM

AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   Faculty Representatives: Discussion

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   X   **BOARD ACTION:**

4. **BACKGROUND:**

The Faculty Representatives to the Board of Trustees have determined an agenda of topical areas they would like to address with the Board Academic and Student Affairs Committee. They will discuss these with the Committee.

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Mission/Purpose of Faculty Representatives to the BoT

The Faculty Representatives of the University of Maine System Board of Trustees are the front line spokespersons and liaisons for faculty (and students) of the seven campuses to members of the Board of Trustees. Our group seeks to foster thoughtful and well-informed decision making through the mutual sharing of valid and timely information and the questioning of assumptions in ways that facilitate high quality Board of Trustee determinations that will lead to improved recruitment, retention, student learning, faculty effectiveness, and a positive and progressive organizational culture of shared governance.

To facilitate this Mission:

1. Faculty Representative views and statements will be included in the minutes of the ASA meetings.

2. Faculty Representatives will be notified as early as possible about issues before the they get to the ASA agenda to allow us to recruit full faculty input and prepare statements and positions. To this end, the following will be implemented:
>   a) Faculty Representatives will have a standing agenda item at CAO meetings and be invited to attend during relevant sections to ask questions or hear reports.
>   b) The VCAA will notify the representatives about upcoming issues that need faculty input and to inquire about faculty perceptions.
>   c) A separate page on the Board Portal will be dedicated to faculty representatives where agendas for ASA, full BoT, and other relevant meetings will be posted. This will facilitate the representatives in getting timely and robust constituent input on relevant agenda items.

3. During review of agenda before BoT meetings, faculty representatives will request time to speak on relevant items and this will be included in the agenda. If an issue comes up at/during meeting that the representatives wish to speak to on the record, they will send a note to the clerk of the Board or general counsel with a request for time speak on an item.

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Maine's
Public
Universities
UNIVERSITY OF MAINE SYSTEM

AGENDA ITEM SUMMARY

1. **NAME OF ITEM**:   UM Tenure at Time of Hire Request: Dr. Pascal Berrill

2. **INITIATED BY**:   Lisa Marchese Eames, Chair

3. **BOARD INFORMATION**:   **BOARD ACTION: X**

4. **OUTCOME: Relevant Academic Programming**   **BOARD POLICY: 310**

5.   **BACKGROUND:**

The University of Maine (UMaine) has requested immediate tenure in the hiring of Dr. Pascal Berrill for the position of Associate Professor of Silviculture in the School of Forest Resources. Support letters from the Provost, President and peer committee will come forward with the full employment packet.

Dr. Berrill currently holds the position of Silviculturist at Humboldt State University at the rank of Professor with tenure. Dr. Fred Servello, Dean of the College of Natural Resources, and Dr. Stephen Shaler, Director of the School of Forest Resources, have indicated that this hire is "keystone to a forest resources undergraduate program and critical to our graduate programs and forestry research." Dr. Berrill has a strong record of research and grant support, including the ability to transfer $350,000 in existing funding to UMaine. Further, he has demonstrated excellence in the classroom and a track record of effective student mentoring. The School of Forest Resources is enthusiastic about this Dr. Berrill's impressive background, as well as the opportunity to demonstrate UMaine's commitment to supporting this industry sector in Maine.

This request is in accordance with BOT Policy and the UMS Administrative Procedures Manual for Section 310; however, section 310 is written for granting tenure to a seasoned professional at the rank of full professor; specifically,

> *"At the time of initial appointment, exceptionally qualified individuals may be awarded tenure at the rank of full professor, with the approval of the appointment by the Trustees. In other cases, as the institutions deem appropriate, full professors may receive an initial appointment without*

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tenure but, with Trustee approval at the time of their appointment, may be given the opportunity to apply for tenure during the second year of their appointment.

UMaine has indicated that Dr. Berrill's record of activity "would easily exceed expectations for promotion and tenure in the School of Forest Resources…," and recommends the rank of Associate Professor.

6.   TEXT OF PROPOSED RESOLUTION:
That the Academic and Student Affairs Committee forwards this item to the September 16-17, 2018 Board of Trustees meeting for approval of the following resolution:

> That the Board of Trustees approves tenure at the rank of Associate Professor of Silviculture in the School of Forest Resources at the University of Maine to Dr. Pascal Berrill with tenure to be effective January 1, 2019, in accordance with Board Policy.

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Attachment:
UM Tenure Candidate Background Information - *(Confidential)*

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