

**Board of Trustees**  
**Academic and Student Affairs Committee**  
**October 26, 2020, at 9:00 am**  
**Zoom Meeting**

The public is invited to view the meeting on YouTube. The link to the Board of Trustees YouTube page can be found the Board website: <https://www.maine.edu/board-of-trustees/>

9:00-9:05am

**Tab 1**                      [Awarding of Academic Degrees](#)

9:05-9:10am

Tab 2                      [Academic Year \(AY\) Calendar: AY 2023-2024 & AY 2024-2025](#)

9:10-9:30am

Tab 3                      [Imperative for Change](#)

9:30-9:45am

Tab 4                      [Fall Enrollment and Return Rate](#)

9:45-10:00

Tab 5                      [Programs for Examination](#)

10:00-10:20am

Tab 6                      [Brightspace Learning Management System Migration](#)

10:20-10:35am

Tab 7                      [Office of Organizational Effectiveness \(OE\) Update](#)

10:35-10:45am

Tab 8                      [Unified Accreditation Update](#)

10:45-10:50am

**Tab 9**                      [Change to Board of Trustees Policy 308 – Accreditation](#)

10:50-11:00am

Tab 10                      [Faculty Representative Discussion](#)

11:00am-11:10am

Tab 11                      [Student Representative Discussion](#)

**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.



## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Awarding of Academic Degrees
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**  
303: Academic Degrees
5. **BACKGROUND:**  
In accordance with Board of Trustees Policy 303, the Board of Trustees approve the awarding of academic degrees.
6. **TEXT OF PROPOSED RESOLUTION**  
That the Academic and Student Affairs Committee approves the following resolution to be forwarded to the Consent Agenda for Board of Trustee approval at the November 16, 2020 Board meeting:  
  
That the Board of Trustees of the University of Maine System accepts the recommendation of the Academic and Student Affairs Committee and authorizes the awarding of degrees during Commencement ceremonies for the 2020-2021 academic year to those students fully recommended by the appropriate faculties and the presidents of the respective institutions of the University of Maine System.

10/15/20




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**AGENDA ITEM SUMMARY**

- 1. **NAME OF ITEM:** Academic Year (AY) Calendar: AY 2023-2024 & AY 2024-2025
- 2. **INITIATED BY:** Lisa Marchese Eames, Chair
- 3. **BOARD INFORMATION:** X **BOARD ACTION:**
- 4. **OUTCOME:** **BOARD POLICY:**  
302: Academic Calendars
- 5. **BACKGROUND:**  
The Academic Calendar is typically updated every three years. To enable campus academic and service departments to plan more effectively, the Registrars/Student Records Directors proposed to the Chief Academic Officer Council (CAOC) that beginning with the AY 2021-2022 calendar forward, two years would be presented on an annual basis (as opposed to waiting three years). The AY 2023-2024 and AY 2024-2025 calendars are attached.

The guidance provided campuses as preparation of the calendars can be found here:  
<https://www.maine.edu/students/office-of-the-vice-chancellor-of-academic-affairs/apl-x-c/>

University of Maine System  
Academic Calendar 2023 - 2024

## Fall Semester 2023

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Orientation		8/21-22						8/23-25
Classes begin	8/28	8/28	8/28	8/28	8/28	8/28	8/28	8/28
Labor Day Holiday	9/4	9/4	9/4	9/4	9/4	9/4	9/4	9/4
Fall Break	10/9-10	10/9-10	10/9-10	10/9-10	10/9-10	10/9-10	10/9-10	10/9
Veterans' Day Holiday <sup>1</sup>	11/11	11/11	11/11	11/11	11/11	11/11	11/11	11/11
Thanksgiving Recess	11/22-26	11/22-26	11/22-26	11/22-26	11/22-26	11/22-26	11/22-26	11/22-26
Classes end	12/8	12/8	12/8	12/8	12/8	12/8	12/8	12/1
Final Exams	12/11-15	12/11-15	12/11-14	12/11-14	12/11-14	12/11-14	12/9-15	12/7-19

## Spring Semester 2024

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Orientation		1/8-9						
Classes begin	1/16	1/16	1/16	1/16	1/16	1/16	1/16	1/16
Presidents Day Holiday	2/19	2/19	2/19	2/19	2/19	2/19	2/19	2/19
Spring Break	3/11-15	3/11-15	3/11-15	3/11-15	3/11-15	3/11-15	3/11-15	3/11-15
Classes End	4/26	4/26	4/26	4/26	4/26	4/26	4/26	4/23
Final Exams	4/29-5/3	4/29-5/3	4/29-5/2	4/29-5/2	4/29-5/2	4/29-5/2	4/27-5/3	4/29-5/9
Commencement	5/4	5/4	5/4	5/4	5/4	5/4	5/4	5/18

<sup>1</sup> Classes do not meet on Veterans' Day. Any classes that would normally meet on this day will have a make-up day to be determined by each individual institution.

University of Maine System  
Academic Calendar 2024 - 2025

Fall Semester 2024

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Orientation		8/26-27						8/28-30
Classes begin	9/3	9/3	9/3	9/3	9/3	9/3	9/3	9/3
Fall Break	10/14-15	10/14-15	10/14-15	10/14-15	10/14-15	10/14-15	10/14-15	10/14
Veterans' Day Holiday <sup>1</sup>	11/11	11/11	11/11	11/11	11/11	11/11	11/11	11/11
Thanksgiving Recess	11/27-12/1	11/27-12/1	11/27-12/1	11/27-12/1	11/27-12/1	11/27-12/1	11/27-12/1	11/27-12/1
Classes end	12/13	12/13	12/13	12/13	12/13	12/13	12/13	12/6
Final Exams	12/16-20	12/16-20	12/16-19	12/16-19	12/16-19	12/16-19	12/14-20	12/12-21

Spring Semester 2025

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Orientation		1/13-14						
Classes begin	1/21	1/21	1/21	1/21	1/21	1/21	1/21	1/21
Presidents Day Holiday	2/17	2/17	2/17	2/17	2/17	2/17	2/17	2/17
Spring Break	3/17-21	3/17-21	3/17-21	3/17-21	3/17-21	3/17-21	3/17-21	3/17-21
Classes End	5/2	5/2	5/2	5/2	5/2	5/2	5/2	4/29
Final Exams	5/5-9	5/5-9	5/5-8	5/5-8	5/5-8	5/5-8	5/3-9	5/5-15
Commencement	5/10	5/10	5/10	5/10	5/10	5/10	5/10	5/24

<sup>1</sup> Classes do not meet on Veterans' Day. Any classes that would normally meet on this day will have a make-up day to be determined by each individual institution.



**AGENDA ITEM SUMMARY**

- 1. **NAME OF ITEM:** Imperative for Change
- 2. **INITIATED BY:** Lisa Marchese Eames, Chair
- 3. **BOARD INFORMATION:** X **BOARD ACTION:**
- 4. **OUTCOME:** **BOARD POLICY:**  
Improve student success and completion  
University workforce development
- 5. **BACKGROUND:**  
Earlier this summer, Chancellor Dannel Malloy issued a challenge to the University of Maine System, “An Imperative for Change.” The Chancellor affirmed the condemnation of racial injustice and violence against Black Americans, as well as a commitment to examining, confronting and ending inequities in our universities and communities wherever and against whomever they exist.

The Chief Academic Officers Council (CAOC) and Human Resources team have jointly explored and produced some preliminary action items to reenergize the UMS focus on these important issues. We are reviewing our history, assessing current plans and practices across the UMS, and recommending future shared direction and initiatives to ensure the UMS is both ending inequities and creating an environment that actively seeks, welcomes and retains a diverse population of faculty, staff and students.

Megan Clough, UMS Director, Learning and Organizational Development, and Rosa Redonnett, Associate Vice Chancellor for Student Success and Credential Attainment, will share proposed draft plans and recommendations for short and longer term actions.



# UMS Imperative for Change

ASA Committee of the Board Meeting: October 26, 2020

**July 2020:** *“The actions our universities have undertaken to address systemic racism are laudable... We can do more, and we can be better. And we simply must.”*

June 5, 2020. Chancellor Dannel Malloy

The University of Maine System is an EEO/AA employer and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Director of Equal Opportunity, 101 North Stevens Hall, University of Maine, Orono, ME 04469-5754, 207.581.1226, TTY 711 (Maine Relay System).

## Chancellor Call to Action: Excerpts from his June 5, 2020 Imperative for Change Message



### **Academic Leadership:**

*Still we can and must do more. To that end, I have asked our Vice Chancellor for Academic Affairs to convene our universities' Chief Academic Officers to review our admissions practices and retention and completion rates. I would like our academic leaders to make recommendations to our Board of Trustees Academic & Student Affairs Committee to ensure that our admission standards do not unfairly deny admission to Black and minority students who demonstrate a capacity for success in our universities in ways that have not historically been fairly measured. And, I would like to ensure that our instruction, assessment, and student support practices are free from any implicit or structural bias that contributes to racial and ethnic equity gaps in retention and graduation rates, including among our state's first people and newest Mainers.*

### **Human Resources:**

*I am also acutely aware that there are currently no Black, Wabanaki, or other racial or ethnic minority Trustees on the UMS Board, and there is little racial diversity among System and university leadership. To ensure there is no unconscious bias or barriers in our hiring, I have asked our new Chief Human Resources Officer, Carol Corcoran, to work with union leaders to conduct a diversity audit of our employment practices (including for students [employees]) and **report their findings to the Board's Human Resources & Labor Relations Committee at its September meeting.***



## Definitions



### Diversity

**Diversity is.** In other words, Diversity is the state of being that exists naturally; the combination of similarities and differences among people in any given situation, whether that combination is small or more extensive.

### Inclusion

**Inclusion is the act of leveraging diversity.** Inclusion is the full utilization of all human resource potential by understanding and valuing uniqueness in others and effectively mobilizing similarities and differences to achieve a common objective or goal. Inclusion recognizes that greater diversity means more unique resources to enrich a situation or process.

### Equity

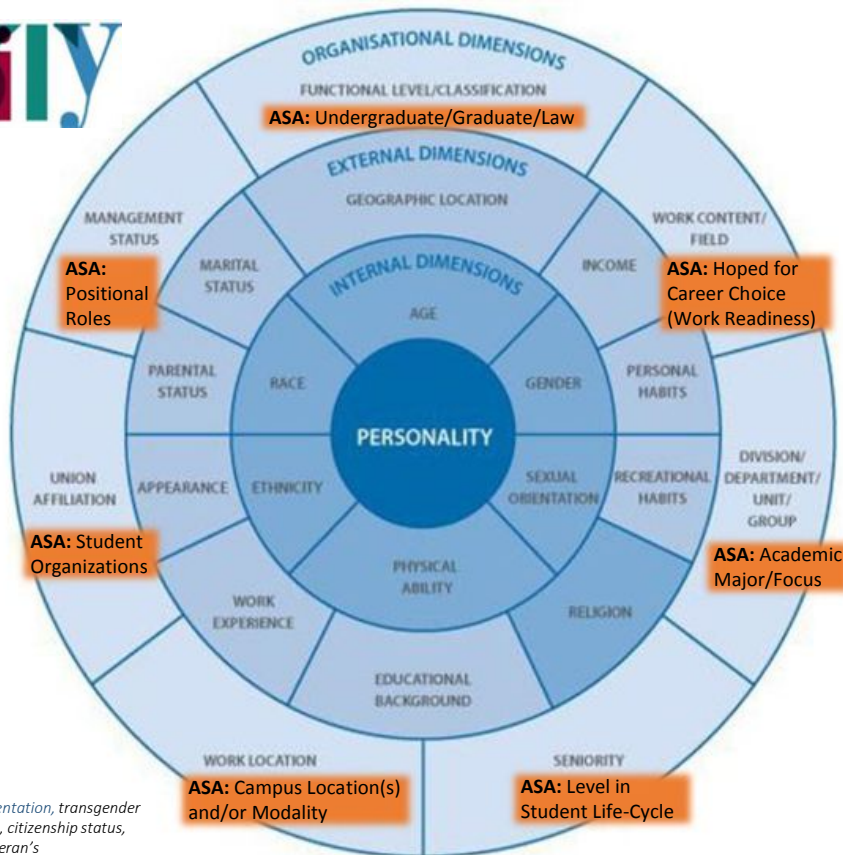
The greatest clarity on **Equity** comes from understanding it in comparison with **Equality**. *Equality aims to ensure people get the same things in order to enjoy full, healthy lives. Equity involves trying to understand and give people what they need to enjoy full, healthy lives.*

### Anti-Oppression

**Oppression is being subject to unjust treatment or control.** Oppression comes from the combination of unjust policies and ideas that produce and normalize inequities. Demonstrating Anti-Oppression is supporting anti-oppression policies through actions or ideas.



# Diversity Wheel



UMS: race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran's

In view of its effective graphic representation, the 4 Layers of Diversity model based on Gardenswartz and Rowe (2003) provides a widely used method of identifying dimensions in diversity in organizations.

The model *correlates roughly* with the **legally protected areas of discrimination**. The mentioned dimensions of diversity are not to be read as an exhaustive list. The shapes that diversity and discrimination take can vary according to context and change with time.

Imagine that:

- The three Innermost Layers represent an *Individual*
- The Outer Layer represents an *Organizational Entity*

When our employees and students arrive at UMS, the outer layer becomes their environment and locks around them. The model has been adapted to the university context with outer layer:

- Items in blue/black relevant to the Employee Structures
- Items in orange/black relevant to the Student Structures

The goal is that all UMS Organizational Dimensions (those listed here and others that may exist) are Inclusive in nature and operations.

## Business Case/Call to Action: The Majority Minority as of 2018



National Geographic depiction of what Americans will look like in 2050



Year when whites become minority (by Age Group)	
Total Population	2043
Under 18	2018
Age 18 – 29	2027
Age 30 – 64	2035
Age 65+	After 2060

Source William H. Frey, Brookings Institution analysis of US Census Bureau population projections released December 12, 2012.

**A Caucasian under the age of 18 became a demographic minority in 2018. That's 42 years earlier than someone currently over age of 65.**





## Business Case/Call to Action: What's Happening at UMS?

Do our campuses depict what Americans will look like in 2050?



September 2019, UMS White-Paper: <i>Building University of Maine System's Talent &amp; Inclusion Competitive Advantage</i>		
Search Volume	Diversity & Inclusion	Sourcing
UMS employs 4,606 regular employees and 2,165 temporary employees as of the last Headcount Report Oct 2018	Avg. UMS % Student Diversity of Students Who Reported: <ul style="list-style-type: none"> <li>• 12.4% underrepresented (includes non-resident alien)</li> <li>• 59.5% Female</li> <li>• 21.1% over age 30</li> </ul>	Est. UMS retirements in core functions in the next 10 yrs: <ul style="list-style-type: none"> <li>• Academics- 899</li> <li>• Student Affairs- 109</li> <li>• Technology- 117</li> <li>• Skilled Trades- 95</li> </ul>
Avg. Annual Hires (searches currently conducted for most positions, although not all temporary system wide): <ul style="list-style-type: none"> <li>• UM, UMM 1,099</li> <li>• UMA 129</li> <li>• UMF, UMFK, UMPI, US 374</li> <li>• USM 848</li> </ul>	Avg. UMS % Non-Student Employee Diversity: <ul style="list-style-type: none"> <li>• 6.5% underrepresented</li> <li>• 55.3% Female</li> <li>• 72.7% over age 40</li> </ul> Ethnic breakdown: Percent Gap Students vs. Employees: 5.9% Percent Gap Employees vs. NE: 10.1%	15.1% of all wage earners ages 26-34 left Maine in 2012-2015 <sup>1</sup>
	Ethnic background representation with our student touch-point groups: <ul style="list-style-type: none"> <li>• Faculty- 9%</li> <li>• Student Affairs- 8.6%</li> <li>• Leadership- 3%</li> </ul>	

<sup>1</sup> IRS, Bangor Daily News



## Business Case/Call to Action: Helping ME Businesses Achieve Top Results



### **Financial Returns Above the Industry Mean**

- *Management ethnic/racial diversity, 35% more likely*
- *Gender diversity, 15% more likely*

### **Higher Return on Equity and Higher Net Income Growth**

*Occur in organizations with at least one female board member*

### **Sharp and Vigilant Cognitive Thinking**

*Diverse teams: More likely to constantly reexamine facts, remain objective, and encourage greater scrutiny of member's actions*

### **Innovation to Market**

*Companies with more females in research & development are more likely to introduce radical new innovations to the market.*

### **Cultural Diversity is a Boon to Innovativeness**

*Businesses run by culturally diverse leadership teams are more likely to develop new products than those with homogenous leadership.*

All of these cites come from the Harvard Business Review article, 11.4.2016. Why Diverse Teams are Smarter. David Rock and Heidi Grant. The article cited numerous studies and their results.

## Call to Action: What We've Done Since the Chancellor's Message



### (1) Critical Conversations (Met with...)

- The Chancellor
- Student Representatives of the BOT in conjunction with the Chancellor, then in follow-up with individuals who outreached with further interest
- Union Leadership
- Academic and Student Affairs Discussions including with the Chief Academic Affairs Officers
- The Chief Human Resources Officer, Carol Corcoran and Director, Learning & Organizational Development (Specialist DEI Leader), Megan Clough relative to their charge and planning
- Each campus' Diversity, Equity & Inclusion Councils

### (2) Resources Analysis

- Conducted a current-state Structural Assessment to maintaining this work
- Collected information from every campus as to resources, programming, activities currently in service to Diversity, Equity & Inclusion Work
- Contacted HR vendor/agency partners to assess their commitment, resources and approach in this work (e.g., newly announced Cigna Equity Program, etc.)

### (3) Diversity, Equity & Inclusion Starting Analysis

- Initiated an analysis of the Student Application Process and taken immediate action to remove barrier questions to inclusion
- Initiated a review of Student Employment practices
- Assessed progress against the Sept. 2019 Plan outlined for Vice Chancellor for Finance & Administration, Ryan Low, in the HR-Developed White Paper *Building UMS' Talent & Inclusion Competitive Advantage*
- Reviewed the most recent Affirmative Action Plans data and UMS *Great Colleges to Work For Program* Employee Satisfaction Data on Diversity/Inclusion
- Initiated an Historical review including UMS Board of Trustees membership and University Leadership position search, placement practices and representation

### (4) Funding

- Discussed resources with General Counsel and Chief of Staff, Jim Thelen and Vice Chancellor for Finance and Administration, Ryan Low
- Met with the UM Grant Leadership Department
- Considered external corporate enrichment grant funding



# UMS History

1989	1996	1997	1998	2014	2020
<p>The UMS Commission on Pluralism reported that <i>“The tradition of the University as a democratic institution calls today for a commitment to [diversity], reflecting not only diversity of gender, race, ethnicity, economic status and background, but also a sense of affirmation and appreciation of differences among people....”</i></p> <p><i>If a university today is not [diverse] then its educational program will be weak and our future as a state limited.”</i></p>	<p><i>[ME] College administrators, government officials, minority businesses, and community organizers formed ALANA (African, Latino/a, Asian, Native American) Conference. Mission: Work collaboratively at increasing access to educational and economic development opportunities for people of color in Maine.</i></p>	<p><i>Chancellor [MacTaggart] formed the ALANA/ Diversity Task Force, [which] submitted a report to the Chancellor recommending actions UMS should consider to improve its ability to serve the racially and ethnically diverse people and communities of Maine.</i></p>	<p>The <b>Diversity for the 21<sup>st</sup> Century Report</b> communicated UMS’ <i>Renewed Commitment</i> and set forth expectations to the Universities in three areas:</p> <ol style="list-style-type: none"> <li><i>1) Creating a More Diverse Campus Community</i></li> <li><i>2) Addressing the Need for Greater Racial and Ethnic Diversity</i></li> <li><i>3) [Improving] Diversity in the Curriculum</i></li> </ol> <p><i>At the heart of the Report is the firm conviction that diversity is essential to the mission and quality of the University.</i></p> <p><i>The Chancellor established a <b>System-wide Steering Committee</b>* to monitor and recognize campus achievements, encourage collaboration among the universities and with K-12 partners, and support multi-campus and system-wide initiatives.</i></p>	<p><b>System-wide Steering Committee</b></p> <ul style="list-style-type: none"> <li>• Total budget: \$7,000</li> <li>• President, BOT member, and System HR role support</li> <li>• No regular report to the Board because very few campus/Committee initiatives</li> <li>• Used the \$7,000 to support Diversity Programming ‘mini-grants’ selected based on <i>One University</i> priority</li> </ul> <p><b>Equal Opportunity Structure</b></p> <ul style="list-style-type: none"> <li>• BOT approved new Shared Services structure</li> <li>• New Title IX Legislation expanded responsibility</li> <li>• Staffing allowed for compliance accountability; not expanded Diversity, Equity, Inclusion work</li> <li>• Affirmative Action Plans updated</li> </ul> <p><b>Campuses</b></p> <ul style="list-style-type: none"> <li>• Few campuses had operating Diversity Councils, so membership challenged</li> <li>• Significant increase in demographic diversity in Southern Maine notable. Dr. Cummings named USM’s new President; DEI named a Core Priority</li> </ul>	<p><b>System-wide Steering Committee</b></p> <ul style="list-style-type: none"> <li>• Total budget: \$7,000</li> <li>• Paused since 2015 by HR/LR per capacity and transitions</li> <li>• Some campuses now have reformed DEI committees</li> </ul> <p><b>Equal Opportunity Structure</b></p> <ul style="list-style-type: none"> <li>• Still not staffed to Shared Services approved Plan level plus Interim Leadership at ~30% of role</li> <li>• Brand new Title IX Legislation; new dedicated role in General Counsel’s office to support</li> <li>• Staffing/funding allows for compliance accountability; not expanded DEI work</li> </ul> <p><b>Campuses</b></p> <ul style="list-style-type: none"> <li>• Affirmative Action Plans updated</li> <li>• Focus and relative priority: varied</li> <li>• Campus Diversity Councils in varied stages. Leader transition relevant</li> </ul>

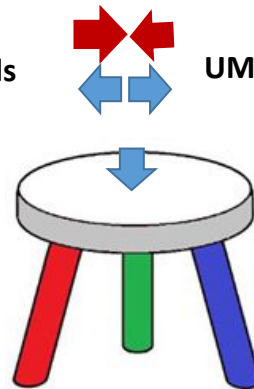
\* *The Steering Committee will review individual institutional [Diversity] Plans prior to the presentation to the Board of Trustees and will review progress on an annual basis and make recommendations to the Chancellor and the Board regarding both institution specific and system-wide initiatives. The Steering Committee will include representatives from each university diversity committee, the Board of Trustees, the System Office, and Maine’s racial, ethnic, and other diverse communities. The System Office will provide funding assistance to support these diversity efforts as appropriate. Our success in addressing our diversity goals and changing campus climate will depend on our willingness to commit the human and financial resources necessary to these efforts, to provide incentives and rewards, and, indeed, to design a system of reward that recognizes and supports those who undertake these efforts.*



## Unified Accreditation / Board Governance

### University Diversity Councils

Objectives & Key Results (OKRs)  
 Directional Clarity and Priority  
 Some campus resources



### UMS Diversity, Equity & Inclusion Steering Committee

Objectives & Key Results (OKRs)  
 Role Governance  
 Some central resources

#### Success Principles:

- It's important to have mutually reinforcing accountability; this assists in stewarding
- Resource allocation methodology should promote momentum and achievement
- The structure needs to be strong and difficult to neglect or dismantle in all times

### Human Capital

(Faculty, Staff, Student Employees)

- 1. Talent Acquisition:**
  - ❖ Broadened Sourcing & Intentional outreach
  - ❖ Equitable process and assessment
- 2. Care & Support:**
  - ❖ Orientation & Onboarding
  - ❖ Mentoring, Affiliation Groups
  - ❖ Equitable empowering environment
- 3. Advancement**
  - ❖ Diverse representation
  - ❖ Promotion and advancement equity
- 4. Diversity Contributions**
  - ❖ Leveraging and Recognizing Innovation

### Education, Research & Service

- 1. Enrollment:**
  - ❖ Intentional outreach
  - ❖ Equitable process and assessment
- 2. Care & Support:**
  - ❖ Advising
  - ❖ Mentoring
- 3. Academic Relevance**
  - ❖ Curricular DEI Assessment (ongoing)
  - ❖ Career-Ready Standards (include Inclusion Skills)
- 4. Faculty & Student Affairs**
  - ❖ Diverse representation and teaching
  - ❖ Promotion & Retention
  - ❖ Interaction with learners

### Managing Culture

- 1. Awareness & Interactions:**
  - ❖ Equity education
  - ❖ Engagement Promise and Values
  - ❖ Disrupt *White Solidarity* to create *Equity Solidarity*
  - ❖ Clear and Kind Accountability
- 2. Prioritization:**
  - ❖ Leadership support
  - ❖ Policies
  - ❖ Structure
  - ❖ Resources
  - ❖ Place visibility (virtual, physical, relational)
- 3. Environment Integration:**
  - ❖ Campus rituals
  - ❖ Process Integration (Hiring, Admissions, etc.)
  - ❖ Solid foundation: Structure hard to neglect or dismantle
  - ❖ Data, Measures and Recognition





## Call to Action: What We've Done Since the Chancellor's Message

### SEARCH: A Common Element

#### Education, Research & Service

##### 1. Enrollment:

- ❖ Intentional outreach
- ❖ Equitable process and assessment

#### Academic & Student Affairs

##### NEW ACTIONS

- Kicked off the Student Conduct Code Review with an anti-bias lens
- Adjusted the student application to remove felony and disciplinary questions which have been proven to have bias
- All the campuses are in process of shifting to be test-optional

##### ***We are making Data Based Decisions:***

*Federal data and academic research demonstrate that school discipline disproportionately impacts students of color, and Black students in particular as well as students with disabilities. 22% of students who answer yes to 'school discipline' (2.4x more likely for Black students) are less likely to submit their Common App. Vs. 12% who said No.*

Center for Civil Rights Remedies study & Common App data study  
Shared 9.30.2020 by Jenny Rickard, President/CEO, CommonApp

#### Human Capital

(Faculty, Staff, Student Employees)

##### 1. Talent Acquisition:

- ❖ Broadened Sourcing & Intentional outreach
- ❖ Equitable process and assessment

#### Human Resources

##### NEW ACTIONS

- Progress against the Sept. 2019 Plan outlined for VC Low in the HR-Developed White Paper *Building UMS' Talent & Inclusion Competitive Advantage*
  - *Safeguarding the Search against Implicit Bias* training in place; Scaling for expanded use. Implementing process-specific inflection points
  - Preferred Name Project for Employee Records
  - Two HR Leaders engaged in the best-in-class Oregon State University Search Advocacy Program focused on Sourcing/Search/Orientation
  - Four HR Leaders invited to the newly formed UM/UMM President's Council on Diversity, Equity & Inclusion. Talent Acquisition work underway with President priority

## Criteria for Deciding Short- vs. Long-Term Priority



### Relevant

- Feedback expressed by diverse and under-represented student, faculty and staff populations within UMS
- Trend/pattern data introduced by the UMS Equal Opportunity Office
- Known accelerants to organizational progress in this work

### Strengthens UMS

- Fortifying the foundation
- Impacts our core products (education, research, service)
- Ability to coordinate in ways that simultaneously strengthen individual universities and UMS as a whole

### Facilitate Stewardship

- Investment is feasible to initiate/maintain as necessary
- Where we have authority and control; not merely influence
- Value proposition – complexity/feasibility relative to overall value

## Short-Term Initial Proposal: Implemented by UMS Steering Committee and Campuses



Category	Action	Timeline	Investment
<b>Managing Culture: Prioritization</b>	Rejuvenate and resource the System-wide Steering Committee	Immediate	People selection Financial Investment
	UMS-Wide Pledge with Objectives & Key Results (OKRs)	3-6 months	People/Time
	Initiate a 'Policy on Policies' and review current UMS policies for inclusion/equity	6-12 months	People/Time
	Evaluate, propose and implement the administrative structure for shepherding system-wide DEI efforts	1 year	People/Time Financial Investment
<b>Managing Culture: Prioritization &amp; Environmental Integration</b>	Enhancing University Rituals with Diversity, Equity & Inclusion (Ex) Graduation, Convocation, Special Presentations, Speaker series	1 year	People/Time Financial Investments
<b>Managing Culture: Awareness &amp; Interactions</b>	Coordinate, develop and support enhanced employee training/education relative to DEI	3-9 months Phased & Ongoing	People/Time Financial Investment
<b>Managing Culture: Environmental Integration</b>	Enhancing recognition to promote and value meaningful DEI impact	6-12 months	People/Time Financial Investment
<b>Human Capital: Talent Acquisition</b>	Orient HR/LR Committee to the Chancellor-requested Sept. 2019 White Paper: <i>Building UMS' Talent &amp; Inclusion Competitive Advantage</i> * Secure clarity around support of proposed actions**	Sept. 2020 HRLR Meeting	People/Time Financial Investment
<b>STARTED: Human Capital: Care &amp; Support Orientation &amp; Onboarding</b>	Review and begin implementation of best practice models for DEI Orientation & Onboarding support	Immediate – 1 year	People/Time Finances
<b>Education, Research &amp; Service: Enrollment</b>	Review current admissions processes and develop strategies that would address equity gaps (Ex) Standardized Testing, Application Questions, Perceived barriers to applying, Marketing	6-9 months	People/Time Financial Investment

\*Awaited the new Chief Human Resources Officer (CHRO)

\*\*These actions align with and support recommendations proposed by the CAOCs

## Long-Term & Ongoing Initial Proposal



Category	Action	Timeline	Investment
<b>Education: Academic Relevance</b>	Conduct a Curricular Diversity, Equity, & Inclusion Assessment (Ex) General Education, Developmental Coursework, Programmatic	Initiating Spring 2021 for Fall 2021 initial impact. Ongoing.	People/Time Readiness Finances
<b>Managing Culture: Prioritization Place Visibility</b>	Assess and adjust our campus places (virtual/physical/relational) to authentically and intentionally reflect a commitment to Diversity, Equity, Inclusion Ex) Marketing, BOT/Senior Leadership/Faculty representation	1-2 years	People/Time Finances
<b>CONTINUED: Human Capital: Care &amp; Support Orientation &amp; Onboarding</b>	Review and begin implementation of best practice models for DEI Orientation & Onboarding support	1-2 years	People/Time Finances
<b>Human Capital: Care &amp; Support Mentoring &amp; Affiliation Groups</b>	Review and begin implementation of best practice Affiliation Group and Success models	1-2 years	People/Time Finances



# UMS Imperative for Change

ASA Committee of the Board Meeting: October 26, 2020

## Questions?

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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Fall Enrollment and Return Rate
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X                      **BOARD ACTION:**
4. **OUTCOME:**                                      **BOARD POLICY:**  
Increase Enrollment
5. **BACKGROUND:**  
Associate Vice Chancellor for Academic Affairs Carolyn Dorsey and Vice Chancellor for Academic Affairs Dr. Robert Placido will provide a brief update on the Fall 2020 Enrollment Report as of our October 15 census date and Return Rate Report.  
  
An additional update will be provided at the November meeting of the Board of Trustees.



**AGENDA ITEM SUMMARY**

1. **NAME OF ITEM:** Programs for Examination

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

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

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

5. **BACKGROUND:**

The Programs for Examination (PFE) process was established at the September 18, 2017 UMS Board of Trustees meeting to identify programs that need closer examination. The Vice Chancellor of Academic Affairs (VCAA) manages the PFE process in collaboration with the Chief Academic Officer (CAOs). This year the CAO Council added many more indicators of program viability.

The annual PFE process was initiated over the Summer where each academic unit was given their base data and asked to provide a series of additional data points. All of the University level data was summarized and share with the CAOs. The CAOs have until November 15th to notify the VCAA which of the programs that will be further examined this year. By March, the CAOs will present action plans for each of the programs identified in November.

Other Columns that will be available to the Board at the November Board of Trustees meeting.

- Faculty FTE (12/31/2018)
- SCH (2018-19)
- Undergrad. DFWL Rate (2018-19)
- % Faculty with Terminal Degree in Field
- Budget: Maintenance/Operations, Travel, Budget
- Budget: Research
- Total Faculty Salaries
- N. of Faculty Advisors
- N. of Professional Advisors
- N. of Major Pre-Requisites
- N. of Major Co-Requisites
- Curriculum Map on Dept Website?
- Learning Outcomes on Dept Website?
- Name of Ext. Accreditor (if applicable)
- Date of Last UMS Program Review
- Self-Assessment Strategy - Based on your knowledge of each of these programs, which of the following steps do you recommend?

Institution	Acad Group	Acad_Org (PFE)	Program Name	Distinct Count of Majors (2019-20)	Degrees Conferred (2018-19)	
UMM	Professional Studies	Business	Business & Entrepreneurial Studies	57	6	
UMM		Education	Education	33	0	
UMM			Elementary Education	26	3	
UMM			Secondary Education	12	1	
UMM			<b>Education Total</b>	<b>68</b>	<b>4</b>	
UMM		Recreation & Tourism Management	Recreation & Tourism Management	37	6	
UMM		UMM (Other)	College Studies	30	11	
UMM	<b>Professional Studies - Total</b>			<b>189</b>	<b>27</b>	
UMM	Arts & Letters	Creative Arts	formerly IFA program	21	2	
UMM		English, Creative Writing, & Book Arts	EBC	17	3	
UMM		Liberal Studies (Interdisciplinary)	Interdisciplinary Studies	1	0	
UMM		Psychology & Community Studies	Psychology & Community Studies	90	19	
UMM	<b>Arts &amp; Letters - Total</b>			<b>129</b>	<b>24</b>	
UMM	Env. Studies & Bio Sciences	Biology	Biology	51	10	
UMM		Environmental Studies	Environmental Studies	16	5	
UMM		Marine Biology	Marine Biology	42	8	
UMM	<b>Environmental Studies &amp; Biological Sciences - Total</b>			<b>103</b>	<b>22</b>	
UMFK	Arts & Humanities	Education	Transfer Program - Education	5	3	
UMFK		English Language & Literature	English	2	1	
UMFK		UMFK (Other)	Bachelor of Arts and Sciences	27	7	
UMFK		<b>Arts &amp; Humanities - Total</b>			<b>33</b>	<b>8</b>
UMFK	Natural & Behavioral Sciences	Forestry, Biology, and Natural Resources (including Math)	Biology	28	10	
UMFK			Environmental Studies	11	1	
UMFK			<b>Natural Sciences - Total</b>			<b>39</b>
UMFK		Psych, Social, and Behavioral Sciences	Behavioral/Social Science	58	8	
UMFK	<b>Natural &amp; Behavioral Sciences - Total</b>			<b>96</b>	<b>19</b>	
UMFK	Nursing	Nursing	Nursing	651	180	
UMFK	Professional Studies	Business Admin & Management	Business Management	99	20	
UMFK		Computer & Information Services	Computer Application	14	1	
UMFK			Cybersecurity	20	3	
UMFK			<b>CIS Total</b>			<b>34</b>
UMFK		Criminal Justice, Public Administration, & Social Service	Conservation Law Enforcement	21	3	
UMFK			Rural Public Safety	18	9	
UMFK			<b>Crim, PA, &amp; Soc. Service Total</b>			<b>39</b>
UMFK	<b>Professional Studies - Total</b>			<b>173</b>	<b>36</b>	
UMA	Arts & Sciences	Architecture	Architecture	56	2	
UMA		Art	Art	31	5	
UMA		Biology	Biology	120	7	
UMA		Humanities	English	49	5	
UMA			Liberal Studies (Humanities minors)	61	9	
UMA			Interdisciplinary Studies	21	3	
UMA			<b>Humanities Total</b>			<b>131</b>
UMA		Liberal Studies	Liberal Studies (non-Humanities, non-Nursing concentrations)	824	79	
UMA		Music	Jazz/Contemporary and Popular Music	53	6	
UMA		Social Science	Social Science	84	7	
UMA	<b>Arts &amp; Sciences Total</b>			<b>1,277</b>	<b>114</b>	
UMA		Aviation	Aviation	26	2	



UMA			Accounting	130	19	
UMA		<b>Business &amp; Public Affairs</b>	Business Administration	6	1	
UMA			Management	278	31	
UMA			Public Administration	61	11	
UMA			<b>Total</b>	<b>468</b>	<b>62</b>	
UMA	<b>Professional Studies</b>	<b>Computer Information Systems</b>	Computer Information Systems	198	22	
UMA				Cybersecurity	210	12
UMA				Data Science	4	0
UMA				<b>Total</b>	<b>402</b>	<b>34</b>
UMA			<b>Dental Program</b>	<b>Dental Hygiene</b>	<b>69</b>	<b>1</b>
UMA			<b>Interdisciplinary</b>	<b>Applied Science</b>	<b>175</b>	<b>61</b>
UMA			<b>Justice Studies</b>	<b>Justice Studies</b>	<b>144</b>	<b>19</b>
UMA			<b>Library Science</b>	<b>Information and Library Science</b>	<b>137</b>	<b>19</b>
UMA			<b>Mental Health &amp; Human Service</b>	<b>Mental Health and Human Services</b>	<b>541</b>	<b>76</b>
UMA			<b>Nursing</b>	<b>Nursing</b>	<b>199</b>	<b>14</b>
UMA		<b>Vet Tech</b>	<b>Veterinary Technology</b>	<b>91</b>	<b>15</b>	
UMA	<b>Professional Studies Total</b>			<b>2223</b>	<b>303</b>	
UM	<b>Chemical &amp; Biomedical Engineering (Note 7)</b>	Bachelor	Bioengineering (Note 8)	49	6	
UM				Biomedical Engineering	137	17
UM				Chemical Engineering	170	47
UM			Master	Biomedical Engineering	10	1
UM				Chemical Engineering	6	5
UM			Doctorate	Biomedical Engineering	7	1
UM				Biomedical Sciences (Note6)	12	0
UM				Chemical Engineering	10	2
UM		<b>Total</b>	<b>342</b>	<b>79</b>		
UM	<b>Civil Engineering</b>	Bachelor	Civil Engineering	278	55	
UM			Master	Civil Engineering	28	8
UM			Doctorate	Civil Engineering	19	3
UM			<b>Total</b>	<b>324</b>	<b>66</b>	
UM	<b>Electrical &amp; Computer Engineering</b>	Bachelor	Computer Engineering	108	16	
UM				Electrical Engineering	110	24
UM			Master	Computer Engineering	7	3
UM				Electrical Engineering	4	1
UM			Doctorate	Electrical and Computer Engineering	4	0
UM			<b>Total</b>	<b>215</b>	<b>44</b>	
UM	<b>Mechanical Engineering</b>	Bachelor	Mechanical Engineering	442	84	
UM			Master	Mechanical Engineering	31	8
UM			Doctorate	Mechanical Engineering	22	0
UM	<b>Professional Science Masters (Interdisciplinary Program)</b>	Masters				
UM				PSM Engineering & Business - Structural & Mechanical	2	0
UM		<b>Total</b>		<b>497</b>	<b>92</b>	
UM	<b>College of Engineering</b>	Bachelor	Undeclared (Note 4)	50	N/A	
UM			<b>Total</b>		<b>50</b>	<b>N/A</b>
UM	<b>Business School</b>	<b>Bachelor</b>	Business Administration in Accounting	155	25	
UM				Business Administration in Finance	336	72
UM				Business Administration in Management	433	112
UM				Business Administration in Marketing	322	84
UM				Pre-Business Administration	77	N/A
UM				Undeclared in Business Administration	280	N/A
UM			<b>Certificate</b>	Graduate Certificate in Business		
UM			<b>Master</b>	Business Administration	168	25
UM			<b>UM Business School - Total</b>	<b>1,528</b>	<b>318</b>	
UM	<b>EDHD - Kinesiology &amp; Exercise/Athletics</b>	Bachelor	Athletic Training	56	5	
UM				Kinesiology and Physical Education	322	53
UM			Master	Kinesiology and Physical Education	12	6
UM			<b>Total</b>	<b>382</b>	<b>64</b>	
UM	<b>EDHD - Leadership, Higher Ed. &amp; Human Development</b>	Bachelor	Child Development and Family Relations	198	58	
UM		Master	Educational Leadership	76	2	
UM				Higher Education	35	9
UM				Human Development	17	6
UM				Individualized Program	10	2
UM		Doctorate	Educational Leadership	12	1	
UM				Higher Education Leadership	1	0
UM				Individualized Program	1	0
UM			Education Specialist	Educational Leadership	17	0
UM		<b>Total</b>	<b>365</b>	<b>78</b>		
UM	<b>Education</b>	Bachelor	Education	0	1	
UM				Elementary Education	236	43
UM				Secondary Education	148	24
UM				Elementary Education - Curriculum Assessment and Instruction	46	6
UM				Instructional Technology	69	8

UM UM UM UM UM UM UM UM UM UM	EDHD - Teaching & Learning	Master	Literacy Education	75	21
			Master of Science in Teaching	25	5
			Secondary Education	22	1
			Secondary Education - Curriculum Assessment and Instruction	27	5
			Special Education	122	20
		Doctorate	Education	<del>53</del> 25	<del>4</del> 2
		Education Specialist	Elementary Education - Curriculum Assessment and Instruction	<del>2</del> 7	0
			Instructional Technology	<del>9</del> 18	0
			Literacy Education	<del>8</del> 10	0
			Special Education	4	0
<b>Total</b>			<b>836</b>	<b>134</b>	
UM UM UM UM UM UM UM	Engineering Technology	Bachelor	Construction Engineering Technology	175	36
			Electrical Engineering Technology	102	14
			Mechanical Engineering Technology	194	37
			School of Engineering Technology Undeclared	3	N/A
			Survey Engineering Technology (note 6)	8	3
			Surveying Engineering Technology	160	9
			Professional Science Masters (Interdisciplinary Program)	Masters	Engineering & Business - Surveying Engineering
Masters	Engineering & Business - No Concentration	1	0		
<b>School of Engineering Technology - Total</b>				<b>659</b>	<b>104</b>
UM UM UM UM UM UM UM UM UM UM	Biology & Ecology	Bachelor	Biology	305	45
			Botany	36	1
			Medical Laboratory Sciences	43	3
			Zoology	136	15
		Master*	Botany and Plant Pathology	7	0
			Entomology	4	1
			Zoology	8	2
		Doctorate*	Biological Sciences	2	1
			Zoology	1	0
		<b>Total</b>			<b>537</b>
UM UM UM	Communication Sciences and Disorders	Bachelor	Communication Sciences and Disorders	109	27
		Master	Communication Sciences and Disorders	35	14
		<b>Total</b>		<b>144</b>	<b>41</b>
UM UM UM UM	Earth & Climate Sciences	Bachelor	Earth Science	52	8
		Master	Earth and Climate Sciences	20	5
			Quaternary and Climate Studies	10	5
		Doctorate	Earth and Climate Sciences	20	5
<b>Total</b>			<b>102</b>	<b>23</b>	
UM UM UM UM	Ecology & Environmental Sciences**	Bachelor	Ecology and Environmental Sciences	205	38
		Master	Ecology and Environmental Sciences	30	9
		Doctorate	Ecology and Environmental Sciences	56	11
		<b>Total</b>		<b>289</b>	<b>58</b>
UM UM UM UM UM	Economics	Bachelor	Economics	112	28
			Financial Economics	72	13
		Master	Economics	13	9
			Financial Economics	2	2
			Resource Economics and Policy	4	3
<b>Total</b>			<b>201</b>	<b>55</b>	
UM UM UM UM UM UM UM UM UM UM	Food Science & Agriculture	Bachelor	Animal and Veterinary Sciences	192	28
			Environmental Horticulture	29	10
			Food Science and Human Nutrition	130	25
			Sustainable Agriculture	34	3
		Master	Animal Sciences	6	2
			Food Science and Human Nutrition	35	15
			Horticulture	0	2
		Doctorate	Plant, Soil and Environmental Science	6	4
			Food Science and Human Nutrition	12	2
		<b>Total</b>			<b>442</b>
UM UM UM UM UM	Forest Resources	Bachelor	Forest Operations, Bioproducts, and Bioenergy	12	1
			Forestry	115	22
			Parks, Recreation and Tourism	70	12
		Master	Forest Resources	26	5
			Forestry	18	5
		Doctorate	Forest Resources	28	1
<b>Total</b>			<b>260</b>	<b>46</b>	
UM UM UM UM UM UM	Marine Sciences	Bachelor	Marine Science	318	39
			Aquaculture and Aquatic Resources	1	0
		Master	Marine Biology	30	4
			Marine Policy	11	1
		Doctorate	Oceanography	4	1
			Aquaculture and Aquatic Resources	1	1
<b>Total</b>			<b>368</b>	<b>46</b>	

## Academic &amp; Student Affairs Committee Meeting - Programs for Examination

UM		Doctorate	Marine Bio-Resources	1	1	
UM			Oceanography	8	1	
UM		<b>Total</b>		<b>382</b>	<b>50</b>	
UM	Molecular & Biomedical Sciences	Bachelor	Biochemistry	94	10	
UM			Microbiology	57	13	
UM			Molecular and Cellular Biology	41	8	
UM		Master	Biochemistry	9	2	
UM			Microbiology	9	0	
UM		Doctorate	Biochemistry and Molecular Biology	10	1	
UM		Microbiology	7	2		
UM		<b>Total</b>		<b>199</b>	<b>36</b>	
UM	Nursing	Bachelor	Nursing	412	63	
UM		Master	Nursing	56	11	
UM		<b>Total</b>		<b>468</b>	<b>74</b>	
UM	Social Work	Bachelor	Social Work	156	38	
UM		Master	Social Work	145	43	
UM		<b>Total</b>		<b>301</b>	<b>81</b>	
UM	Wildlife, Fisheries, & Conservation Biology	Bachelor	Wildlife Ecology	203	42	
UM		Master	Wildlife Conservation	3	1	
UM			Wildlife Ecology	11	2	
UM		Doctorate	Wildlife Ecology	8	2	
UM		<b>Total</b>		<b>225</b>	<b>47</b>	
UM	UM Graduate School		Intermedia (Studio)	Masters	29	4
UM			Bioinformatics (Prof Science Masters)	Masters	14	2
UM			Master of Science in Teaching	Masters	25	5
UM			Interdisciplinary Studies	Masters	32	3
UM				Doctorate	27	4
UM			Biomedical Sciences	Doctorate	44	6
UM			Biomedical Engineering	Doctorate	7	1
UM		<b>Total</b>		<b>178</b>	<b>25</b>	
UM	Anthropology	Bachelor	Anthropology	92	10	
UM			Human Dimensions of Climate Change	12	2	
UM		Master	Anthropology and Environmental Policy	3	1	
UM		Doctorate	Anthropology and Environmental Policy	13	1	
UM		<b>Total</b>		<b>118</b>	<b>14</b>	
UM	Art	Bachelor	Art Education	29	8	
UM			Art History	9	1	
UM			Studio Art	97	13	
UM		<b>Total</b>		<b>128</b>	<b>22</b>	
UM	Chemistry	Bachelor	Chemistry	70	10	
UM		Master	Chemistry	4	1	
UM		Doctorate	Chemistry	33	6	
UM		<b>Total</b>		<b>107</b>	<b>17</b>	
UM	Communications & Journalism	Bachelor	Communication	165	29	
UM			Journalism	67	13	
UM			Media Studies	41	16	
UM		Master	Communication	12	6	
UM		Doctorate	Communication	10	0	
UM		<b>Total</b>		<b>287</b>	<b>64</b>	
UM	Computer & Information Science	Bachelor	Computer Science	236	17	
UM			Computer Science	3	0	
UM		Master	Information Systems	24	2	
UM			Spatial Informatics	3	0	
UM			Spatial Information Science and Engineering	9	2	
UM		Doctorate	Computer Science	7	0	
UM		Spatial Information Science and Engineering	12	2		
UM		<b>Total</b>		<b>293</b>	<b>23</b>	
UM	English	Bachelor	English	153	24	
UM		Master	English	25	7	
UM		<b>Total</b>		<b>178</b>	<b>31</b>	
UM	History	Bachelor	History	124	23	
UM		Master	History	12	5	
UM		Doctorate	History	24	2	
UM		<b>Total</b>		<b>160</b>	<b>30</b>	
UM	International Affairs	Bachelor	International Affairs	96	21	
UM		Master	Global Policy	35	7	
UM		<b>Total</b>		<b>131</b>	<b>28</b>	
UM	Mathematics	Bachelor	Mathematics	79	7	
UM		Master	Mathematics	13	4	
UM		<b>Total</b>		<b>92</b>	<b>11</b>	
UM	Media	Bachelor	New Media	129	25	
UM		Master	Intermedia (Studio)	29	4	
UM		<b>Total</b>		<b>158</b>	<b>29</b>	



USM						
USM	Communication	Bachelor	Communication	164	49	
USM			Media Studies	116	17	
USM		<b>Total</b>		<b>254</b>	<b>66</b>	
USM	Art	Bachelor	Art	64	13	
USM			Art Education	30	3	
USM			Studio Art	34	2	
USM		<b>Total</b>		<b>123</b>	<b>18</b>	
USM	Creative Writing	Master	Creative Writing	79	33	
USM	Philosophy	Bachelor	Philosophy	21	5	
USM	Political Science	Bachelor	Political Science	174	29	
USM	Sociology	Bachelor	Sociology	49	6	
USM	Theatre	Bachelor	Theatre	61	14	
USM	Women & Gender Studies	Bachelor	Women and Gender Studies	21	5	
USM	LAC - LOS	Bachelor	Leadership and Organizational Studies	126	29	
USM		Master	Leadership Studies	72	18	
USM		<b>Total</b>		<b>198</b>	<b>47</b>	
USM	LAC - SBS	Bachelor	Social & Behavioral Sciences	281	51	
USM	LAC - NAAS	Bachelor	Natural & Applied Sciences	10	3	
USM	LAC - Occ. Therapy	Master	Occupational Therapy	103	32	
USM	Women & Gender Studies	Bachelor	Women and Gender Studies	21	7	
USM	Management & Human Service (Business)	Bachelor	Accounting*	149	25	
USM				Business Analytics	21	0
USM				Business Management	535	102
USM				Finance*	134	25
USM				Marketing	145	41
USM				Sport Management	80	7
USM		Master		Business Administration	51	21
USM				<b>MHS Business - Total</b>	<b>1035</b>	<b>221</b>
USM		Management & Human Service (Education)	Master	Educational Leadership	45	13
USM				Literacy Education	46	12
USM	Special Education			74	32	
USM	Teaching and Learning			125	42	
USM	Adult and Higher Education			55	19	
USM	Counseling			145	26	
USM	Educational Psychology			144	9	
USM	Teacher Leadership			34	5	
USM	Teaching English to Speakers of Other Languages		56	12		
USM	Doctorate			School Psychology	18	3
USM			<b>MHS Education - Total</b>	<b>732</b>	<b>173</b>	
USM	Management & Human Service (Muskie)	Bachelor	Geography/Anthropology	47	4	
USM			Tourism and Hospitality	66	27	
USM			Public Health	22	0	
USM		Master	Public Health	56	19	
USM			Policy, Planning and Management	92	30	
USM		Doctorate		Public Policy	26	7
USM			<b>MHS - Muskie Total</b>	<b>306</b>	<b>87</b>	
USM	Management & Human Service (Social Work)	Bachelor	Social Work	175	41	
USM		Master	Social Work	118	32	
USM		<b>Social Work Total</b>		<b>293</b>	<b>73</b>	
UMF	The Arts	Bachelor	Peforming Arts	27	3	
UMF			Visual Arts	36	7	
UMF		<b>F-VAPA Total</b>		<b>63</b>	<b>10</b>	
UMF	Social Science, Business, and Global Studies	Bachelor	Business Economics	71	6	
UMF			Culture, Meaning and Society/Anthropology	9	2	
UMF			Geography/Env. Planning/Env. Policy	29	7	
UMF			History	34	8	
UMF			Interdisciplinary Studies - Business Psychology	28	9	
UMF			Interdisciplinary Studies: Anthropology/CMS	33	0	
UMF			Outdoor Recreation Business Administration	52	11	
UMF			International and Global Studies	27	1	
UMF			Political Science	39	10	
UMF	<b>F-SOCB Total</b>		<b>296</b>	<b>53</b>		
UMF	UMF (Other)	Bachelor	Bachelor of General Studies	3	11	
UMF			Liberal Arts Undeclared	24	0	
UMF			<b>Total</b>	<b>27</b>	<b>11</b>	
UMF		Bachelor	Interactive Media	4	0	
UMF		Bachelor	Interdisciplinary Studies - Liberal Studies	6	0	
UMF			Interdisciplinary Studies: Self-Designed	10	6	
UMF	<b>UMF Other - Total</b>		<b>47</b>	<b>17</b>		
UMF	Natural Sciences	Bachelor	Biology	80	15	
UMF			Earth and Environmental Sciences	39	0	
UMF			Environmental Science + Interdisciplinary Environmental Science	8	8	

UMF		Geology	6	0	
UMF		<b>Natural Sciences - Total</b>	<b>132</b>	<b>23</b>	
UMF	<b>Mathematics, Actuarial, &amp; Computer Science</b>	Bachelor	Actuarial Science	37	1
UMF			Computer Science	24	6
UMF			Mathematics	41	12
UMF			<b>MACS - Total</b>	<b>90</b>	<b>19</b>
UMF	<b>Humanities</b>	Bachelor	Creative Writing	69	19
UMF			English	59	17
UMF			Interdisciplinary Studies - Philosophy/Religion	10	0
UMF			<b>Humanities - Total</b>	<b>129</b>	<b>36</b>
UMF	<b>Education</b>	Master	Master of Science in Education - Early Childhood	31	6
UMF			Master of Science in Education - Educational Leadership	83	17
UMF			Master of Science in Education - Special Education	15	0
UMF			<b>Education Masters Programs - Total</b>	<b>130</b>	<b>23</b>
UMF		Bachelor	Early Childhood Education	165	39
UMF			Early Childhood Special Education	48	6
UMF			Elementary Education	208	45
UMF			<b>Early &amp; Elementary Education - Total</b>	<b>418</b>	<b>90</b>
UMF		Bachelor	World Languages K-12	8	0
UMF			Secondary Education - English	60	6
UMF			Secondary Education - Life Sciences	0	2
UMF			Secondary Education - Mathematics	31	4
UMF			Secondary Education - Physical Sciences	1	1
UMF			Secondary Education - Social Studies	64	12
UMF	Secondary Education Science		22	2	
UMF	Special Education		40	11	
UMF			<b>Secondary &amp; Special Education - Total</b>	<b>218</b>	<b>38</b>
UMF	<b>Psychology</b>	Bachelor	Psychology	182	44
UMF			Aging & Adulthood	0	1
UMF			<b>Psychology - Total</b>	<b>182</b>	<b>45</b>
UMF	<b>Community Health, Recreation, &amp; Rehabilitation</b>	Bachelor	Community Health Education	70	24
UMF			Rehabilitation Services	56	26
UMF			<b>CEHR - Total</b>	<b>125</b>	<b>50</b>
UMPI	<b>Math &amp; Science</b>	Biology	44	9	
UMPI		Cybersecurity	11	0	
UMPI		Environmental Science and Sustainability	24	7	
UMPI		Mathematics	14	0	
UMPI		Transition Program - Nursing (UMFK)	34	N/A	
UMPI			<b>Total</b>	<b>125</b>	<b>16</b>
UMPI	<b>Interdisciplinary</b>	Agricultural Science & Agribusiness	12	0	
UMPI		Applied Science	7	5	
UMPI		Undeclared	32	0	
UMPI			<b>Total</b>	<b>51</b>	<b>5</b>
UMPI	<b>English &amp; The Arts</b>	Art	4	0	
UMPI		English	28	7	
UMPI		Fine Arts	13	0	
UMPI			<b>Total</b>	<b>42</b>	<b>7</b>
UMPI	<b>Education</b>	Elementary Education	95	7	
UMPI		Liberal Studies	35	18	
UMPI		Secondary Education	33	1	
UMPI			<b>Total</b>	<b>157</b>	<b>26</b>
UMPI	<b>Athletic Training, Exercise Science, &amp; Physical Education</b>	Athletic Training	1	9	
UMPI		Exercise Science	53	2	
UMPI		Physical Education	19	1	
UMPI			<b>Total</b>	<b>20</b>	<b>12</b>
UMPI	<b>Business &amp; International Studies</b>	Accounting	18	0	
UMPI		Business Administration	281	45	
UMPI		History and Political Science	34	2	
UMPI			<b>Total</b>	<b>297</b>	<b>47</b>
UMPI	<b>Psychology, Social Work, &amp; Criminal Justice</b>	Criminal Justice	52	13	
UMPI		Psychology	82	13	
UMPI		Social Work	48	11	
UMPI			<b>Total</b>	<b>179</b>	<b>35</b>




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## AGENDA ITEM SUMMARY

6



1. **NAME OF ITEM:** Brightspace Learning Management System Migration
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X                      **BOARD ACTION:**
4. **OUTCOME:**  
Improve Student Success & Completion
5. **BACKGROUND:**

As announced in August 2019, the Brightspace platform from Desire2Learn was selected to serve as the University of Maine System's new learning management system (LMS), replacing Blackboard Learn. Full implementation of the Brightspace platform has been successfully completed to support instruction for the opening of the Fall 2020 term. David Demers, UMS Chief Information Officer, will brief the Academic and Student Affairs Committee of the Board of Trustees on the successful launch of the new learning management system, preliminary use metrics from the Fall term and future plans to support the adoption and use of the Brightspace platform across the University.



# Brightspace LMS Implementation Update


**Academic & Student Affairs Committee**  
**October 26, 2020**


UNIVERSITY OF MAINE SYSTEM

**University Services**  
**Information Technology**

1





## Brightspace LMS Implementation Update



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### • Project Overview

- Replace legacy Learning Management System (Blackboard Learn) with modern, mobile-friendly, cloud-based platform – **Brightspace from Desire2Learn**
- Full deployment and conversion of courses to the Brightspace platform for Fall 2020 term
- \$1.4M in one-time support provided to campuses to manage training, course conversion for Fall 2020 launch





2




## Brightspace LMS Implementation Update









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**• Key Benefits of Brightspace:**


- Flexible features to meet shared goals and unique campus needs
- Modern, accessible, mobile-friendly interface that is easy to use
- Stable platform where updates are provided seamlessly, without downtime
- Flexible tools and apps that are easy to add and configure
- Learning analytics tools instructors can use to track engagement with courses



3

## Brightspace LMS Implementation Update

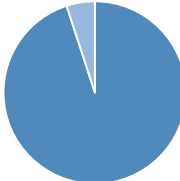



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

**• Recently Completed:**

- Brightspace Virtual Symposium held May 14-15
- Full API integration between MaineStreet (Peoplesoft) and Brightspace (courses, student enrollment)
- Course conversion/migration from Blackboard LMS through Summer 2020
- Integration of 3<sup>rd</sup> Party tools/plugins
  - Zoom, Kaltura, Google/Youtube, NetTutor, Turnitin, Blue
- On August 31, UMS successfully launched Brightspace as the official LMS, replacing Blackboard Learn
  - Overall, feedback has indicated success, with no critical or widespread issues reported
  - Implementation Core Team and Technical Teams continue to meet weekly to work through and respond to post-implementation needs.


95 % Complete

4


## Brightspace LMS Implementation Update












**• Special Thank you**

- Core Implementation Team


<p><b>BJ Kitchin - UMA</b></p> <p><b>Peter Schilling - UM</b></p> <p><b>Gary Johnson - USM</b></p> <p><b>John Brown - USIT</b></p> <p><b>Eric Jones - UMM</b></p> <p><b>Heather Nunez-Olmstead- UMPI</b></p> <p><b>Norma Bisulca - UMA</b></p> <p><b>Justin Hafford - USIT</b></p> <p><b>Paul Cochrane – USM</b></p>	<p><b>Mike Matis - USM</b></p> <p><b>Leslie Kelly - UMFK</b></p> <p><b>Michelene Decrow - MaineLaw</b></p> <p><b>Erin Connor - UMF</b></p> <p><b>Ashley Montgomery- UMF</b></p> <p><b>Alana Margeson - UMPI</b></p> <p><b>Calvin Bishop - USIT</b></p> <p><b>Brian Pomelow - USIT</b></p> <p><b>Heidi Jackson - USIT</b></p>
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5

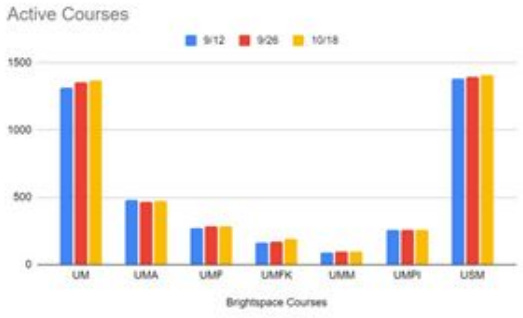










## Brightspace LMS Implementation Update




**• In Progress:**


- Further development and refinement of user roles and permissions
- Sunsetting Blackboard LMS
- Brightspace Governance planning
- Course-level Activity Reporting
  - Example



6



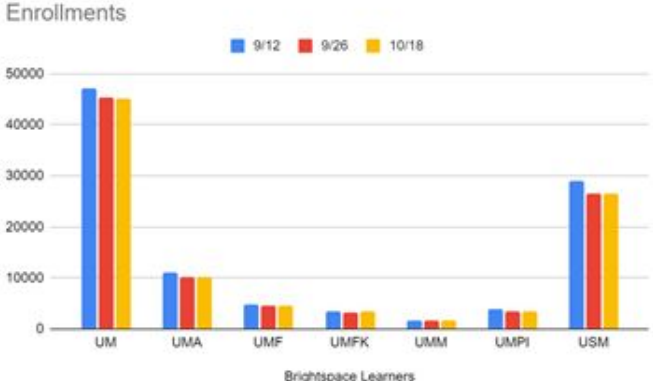
## Brightspace LMS Implementation Update



Maine's  
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- Course-level Activity Reporting
  - Example


### Enrollments




University	9/12	9/26	10/18
UM	46,000	44,000	44,000
UMA	10,000	9,000	9,000
UMF	4,000	4,000	4,000
UMFK	3,000	3,000	3,000
UMM	1,000	1,000	1,000
UMPI	3,000	3,000	3,000
USM	28,000	26,000	26,000

Brightspace Learners

7



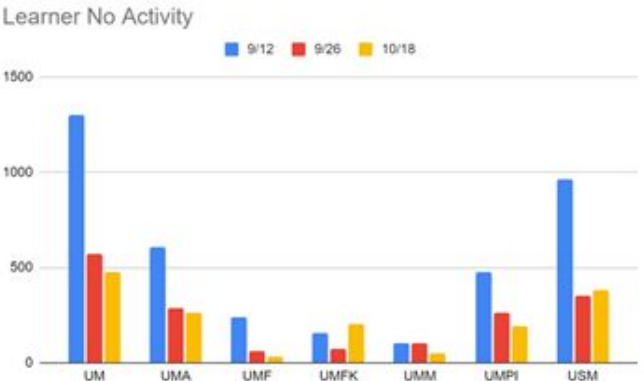
## Brightspace LMS Implementation Update



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- Course-level Activity Reporting
  - Example


### Learner No Activity




University	9/12	9/26	10/18
UM	1,300	550	450
UMA	600	250	250
UMF	250	50	50
UMFK	150	50	200
UMM	100	100	50
UMPI	450	250	200
USM	950	350	400

\*Note: 10/18 values for UMFK and USM include AP Session 2 courses which begin 10/28

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## Brightspace LMS Implementation Update



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**• On The Horizon:**

- Brightspace Activity Reporting Datamart
  - Full access to Campus, School, Department, Course-level reports
- Full grading integration with MaineStreet
  - Enable grades to be 'pushed' from Brightspace to MaineStreet
- Deploy Brightspace Learning Outcomes tool
  - Program-level outcomes assessment
- Deploy Brightspace Course Merchant
  - Support for non-credit program offerings (Cooperative Extension, Community Engagement, etc.)



```

            graph TD
            Institution --> School
            Institution --> Academic Unit
            School --> Department
            Academic Unit --> Department
            Department --> Course Offering
            Course Offering --> Course Section
            Course Offering --> Section
            Course Offering --> Program
            
```

6.1



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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Office of Organizational Effectiveness (OE) Update

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

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

4. **OUTCOME:** **BOARD POLICY:**  
Improve Student Success & Completion

5. **BACKGROUND:**

The UMS Office of Organizational Effectiveness (OE) operates as internal organizational consultants who partner with System and University leadership to support UMS efforts toward strategic change management, organizational performance excellence, and continuous improvement. The OE staff helps campuses, departments, and teams to challenge the status quo and create and achieve their own objectives within larger UMS priorities and goals. OE provides executive coaching and leadership mentoring, team development, meeting management, facilitation, process mapping, and more. Several teams are currently engaged in improvement and alignment efforts. Dr. Kim-Marie Jenkins, Director of Organizational Effectiveness, will share an overview of the projects underway with departments on campuses and throughout UMS. Dr. Jenkins will highlight two of these projects to provide greater insight into the teams' work.

# About OE

## What We Do:



- Strategic planning and change management
- Executive coaching and consultation
- Meeting management and/or facilitation
- Culture change
- Leadership mentoring
- Team development
- Process improvement
- Summit/event support

## Our Mission and Vision:

To challenge, inspire, and transform

We challenge:

- Barriers
- Assumptions
- Status quo

We inspire:

- Commitment
- Alignment
- Results

We transform through:

- Methodology
- Connection
- Collaboration

OE is positioned as an integral partner in positive and forward-looking efforts that support institutional goals.



## Examples of Recent Projects

- Supporting UMS Change/Unified Accreditation
- Mapping:
  - UMF Course Scheduling
  - US IT & Procurement RFP
  - UMPI Student Financials
  - Maine Law Student Experience Process Mapping
  - UMS Undergraduate Application Process & Disciplinary Question Review
  - Customer Relationship Management Software
- Strategic Planning: UM Lobster Institute
- Governance models:
  - Brightspace
  - Emergency Notification
- Training:
  - Continuous Improvement Specialist – Level 1 Certification
  - Next: Level 2 and Facilitator Training
- Summits: BOT/BOV
- Executive Coaching: multiple
- Facilitating input strategies

**Project Highlight:**  
 UMS Undergraduate Application Process & Disciplinary Question Review

**Scope:**

- VCAA request to organize and facilitate a two-day in person workshop; representatives from each campus and the UMS Shared Processing Center
- Team was tasked to think critically and broadly about improving the student experience in the undergraduate application process
- Following that workshop, a committee was tasked with the review of the criminal and disciplinary history questions which resulted in a recommendation to removal of both questions from admissions applications

Shared Processing Center	Time Previously Spent
Low Level – All info needed is available	5 minutes to 1 day
Low Level- Need to contact applicant	1 day to weeks or more
Committee Review	Days to weeks

Conduct Officers	Time Previously Spent
Review with no further info is needed	5 – 30 minutes
Active time when action or review is needed	30 min – 4 hours



**Project Highlight:**  
**UMS Duplicate EMPLIDs**

**Scope:**

- OE was asked to help drive and coordinate a new process for eliminating and avoiding the creation of duplicate EMPLIDs
- Extensive process mapping has been conducted with various functional groups, including HR, the Shared Processing Center, and Admissions, to document the various ways duplicate EMPLIDs are currently handled
- OE engaged the UMS Data Governance Council who agreed to serve as the sponsor for this project. The team is currently working on a proposal for two recommended projects:
  - Revise and enhance duplicate resolution processes to clean up the thousands of already-existing duplicate IDs in the system (PeopleSoft).
  - Create processes & documentation, as well as designate responsible parties, to help decrease the frequency of duplicate IDs being created on an ongoing basis.

Status	# of Records
Completed	6,095
Ready for deletion	897
Different people	1,025
New	1,558
Not fixable	11
In progress	1,581
Waiting for more info	24
<b>TOTAL POSSIBLE DUPLICATES REPORTED:</b>	<b>11,191</b>



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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Unified Accreditation Update
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**  
Improve Student Success & Completion
5. **BACKGROUND:**  
During the September 15-16, 2019 Board of Trustee meeting, Chancellor Dannel Malloy recommended that UMS universities begin a process to unify their accreditations. The Board concurred and the New England Commission on Higher Education has been kept apprised throughout each subsequent step, including a March status report. James Thelen, General Counsel and Chief of Staff, and Dr. Robert Placido, Vice Chancellor for Academic Affairs will give a brief update on the unified accreditation project and process to date.



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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Change to Board of Trustees Policy 308 - *Accreditation*
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**  
Board Policy 308 – *Accreditation Policy*
5. **BACKGROUND:**  
Vice Chancellor for Academic Affairs Robert Placido, and Chief of Staff and General Counsel James Thelen will review a proposed update to Board of Trustees Policy 308 to reflect the System’s attainment of unified accreditation.

Discussion among Trustees at the Board’s September 14, 2020 Academic and Student Affairs Committee suggested that proposed Policy 308 include a direction to consider and, where appropriate, incorporate unified accreditation principles in all future System and university-specific work on mission, strategic planning, and academic program review and approval.

COS and General Counsel Thelen worked with UMS Presidents, Board faculty and student representatives, and other constituencies to revise the current proposed language to address the Trustees’ above-noted request and is presenting the revised language at today’s meeting, with the intention to seek Board approval at the November 16, 2020 Board of Trustees meeting.

6. **TEXT OF THE PROPOSED RESOLUTION**  
That the Academic and Student Affairs Committee forwards this item to the November 16, 2020 Board of Trustees meeting for approval of the following resolution:  
  
That the Board of Trustees accepts the recommendation of the Academic & Student Affairs Committee and approves the proposed changes to Board of Trustees Policy 308 to incorporate the principles of Unified Accreditation.

10/16/2020

# UNIVERSITY OF MAINE SYSTEM

## Policy Manual

### ACADEMIC AFFAIRS

#### Section 308 Accreditation Policy

Effective: 11/18/96

Last Revised:

Responsible Office: Academic Affairs

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#### Policy Statement:

~~Accreditation is viewed as a necessary and valued means of quality assurance and self improvement. Institutional accreditation should serve to ensure continuous self review of mission, faculty, programs, resources, and support services, while specialized accreditation is essential to improving professional education, preparing graduates for professional licensing, and protect the public. The University of Maine System supports the accreditation activities of its institutions.~~

Institutional and programmatic accreditation are necessary and valued means of quality assurance and self-improvement for the University of Maine System acting through its universities and law school. Institutional accreditation ensures continuous self-review of the System's mission overall and the respective missions of its universities and law school, internal and shared governance, programs, resources, and support services, as well as providing UMS students eligibility for federal financial aid programs. Programmatic and professional accreditations ensure the quality and relevance of UMS degree programs, including by providing graduates with eligibility for professional licensure where necessary and the public with assurances of program quality.

The University of Maine System will maintain a unified institutional accreditation for its universities through the New England Commission of Higher Education according to the UMS Guiding Principles established for unified accreditation and the Board's January 27, 2020 Resolution authorizing unified accreditation for the System. Ongoing governance, resource allocation, and maintenance of the System's overall academic/programmatic portfolios should be strategically undertaken so as to fully realize the opportunities and benefits of a unified System accreditation.

9.1



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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Faculty Representatives: Discussion
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
5. **BACKGROUND:**  
The Faculty Representatives to the Board of Trustees would like to discuss the importance of timely and meaningful opportunities for input regarding key UMS decisions. The Faculty Representatives attending the meeting will have a brief discussion.



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## 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 would like to discuss the importance of timely and meaningful opportunities for input regarding key UMS decisions. The Student Representatives attending the meeting will have a brief discussion.