

UNIVERSITY OF MAINE SYSTEM
Board of Trustees Meeting

Zoom Meeting
August 22, 2022

Academic and Student Affairs Committee Meeting

Present: Committee Members: David MacMahon; Chair, Trish Riley, Emily Cain, Barbara Alexander, and Lisa Eames. **Other Trustees:** Roger Katz and Chelsey Fortin (for Pender Makin). **Chancellor:** Dannel Malloy. **Presidents:** Jacqueline Edmondson, Joe McDonnell, Joe Szakas, Leigh Saufley, and Joan Ferrini-Mundy. **Faculty Representatives:** William Otto, Michael Scott, and Clyde Michell. **Student Representatives:** Aidan Mulrooney and Katie Ashley. **System Staff:** Robert Placido, Ellen Doughty, Rosa Redonnett, Carolyn Dorsey, Ryan Low, and Jamie Ballinger. **Others Present:** Brian Olsen, Adam Tuchinsky, Ashley Montgomery, Donna Seppy, Amy Hubbard, Vanria DeMay, and Jamie Whitemore.

Committee Members Absent: Pender Makin, Beth Dobson, and Kelly Martin.

Trustee David MacMahon, Chair, welcomed everyone and called the meeting to order. The Clerk performed a roll call of the Committee members present.

Faculty Representative Initiated Dialogue

UMS Executive Director for Early College led a dialog with the Faculty Representatives to the Board of Trustees regarding initiatives, matriculation statistics, and other key metrics related to the UMS Early College program. The UMS Early College program has three learning modalities, which include online classes, classes on campus, and concurrent enrollment, which are classes at the high school which are overseen by UMS faculty members and taught by high school teachers who have been vetted and approved by the university academic department. The UMS Early College program has grown significantly over the past few years. Many of the UMS campuses have enacted Early College Pathway initiatives to ensure that students are taking college courses that will be useful in their desired degree program and eventual career path. UMS also partnered with the Maine Community College System (MCCS) on the pathway initiative to make sure that there was alignment between the two programs. The data shows that not only are Early College students more likely to matriculate in general, but they are more likely to matriculate to a UMS campus as well. Additionally, persistence, success, and graduation rates are higher among Early College students. These statistics are consistent no matter which Early College learning modality the student chooses.

There are some challenges for the UMS Early College program. One challenge is the continuous shortfall of Aspirations funding for the program. The Aspirations Program provides funding to UMS to cover a portion of the tuition for the students enrolled in Early College. The universities waive approximately half of the tuition and the Aspirations program provides the other half of the tuition. UMS is working with the Department of Education to work on ways to provide additional funding to the Early College program, so more students, especially the underserved population, have an opportunity to receive access to college level courses. Another challenge is in rural areas of Maine, where there is a problem finding teachers who are qualified to teach college-level courses. Maine has a shortage of teachers overall, and there is also a shortage of teachers that meet the requirements of the UMS faculty members to teach these courses. Additionally, there is limited capacity for UMS faculty members to teach these classes; therefore, some courses have been canceled because the faculty member was not able to add the class to their course load for the upcoming year.

Going forward UMS Early College is continuing work towards achieving national accreditation

through the National Alliance of Concurrent Enrollment Partnerships (NACEP). UMS was working in earnest towards national accreditation just before the pandemic and are now working on revamping those efforts. UMS is focused on providing high quality Early College courses and would rather offer fewer courses with higher quality than many courses with lower quality education.

UM Faculty Representative to the Board, Professor Michael Scott stated that in talking to a group of his colleagues, the main concern that was raised was with the Early College learning modality that is taught by high school teachers (concurrent enrollment). He asked how UMS assures the quality of the Early College course over time. He asked if after the course has been reviewed and approved by the UMS faculty member, is there an opportunity to review the course to make sure the quality of the course is kept at a high level. Dr. Hubbard explained that one of the requirements for accreditation through NACEP is documented evidence that there is a continued relationship between the high school teacher and the faculty member overseeing the concurrent enrollment course. One of the measures UMS is putting in place and piloting this year is to add a section in the online application system (Explore EC), to input this documentation. UMS is setting the expectation that high school teachers upload syllabi every year and for the overseeing faculty members to review the syllabi and sign off that it meets their requirements or provide feedback on what needs to change to meet their expectations. Another NACEP requirement is site visits by the faculty member to the high schools, with the frequency of those visits set by UMS. Vice Chancellor for Academic Affairs, Robert Placido has given the green light to Dr. Hubbard to end the Early College relationship with high schools who are unwilling or unable to provide that level of engagement or when the UMS faculty is no longer able to sustain that level of engagement. Dr. Hubbard also clarified that Early College courses are vetted through the UMS campus academic department and UMS honors all qualifications and standards that the academic department sets as requirements for their teachers. Vice Chancellor Placido stated that while concurrent enrollment presents the most challenges of the three modalities, it is also the one that has the greatest potential of positive impact across the State. Dr. Hubbard added that concurrent enrollment is also the most accessible for students and allows them to digest the course information at a more palatable rate.

Trustee Katz asked for a break down in the percentage of students who access Early College through each of the three modalities. Dr. Hubbard explained that approximately 60-70% of students learn through concurrent enrollment, with the next highest percentage learning online, and a much smaller percentage learning on campus. She stated that she could provide more accurate data after the meeting.

Trustee Cain asked if there was any data pertaining to the motivation for students to enroll in Early College. Dr. Hubbard explained while UMS students have not been directly surveyed, there are Early College administrators on the campuses who work one-on-one with students and have heard directly from students about their motivation for enrolling in Early College. One of the biggest motivations is that the high schools have advanced academically ready students but not enough students to offer an honors or higher level course. The Early College courses also offer a greater variety of course topics than can be offered at most high schools. Another great motivation is that for concurrent enrollment, the student already has to take the class, so it is convenient to just add some additional requirements and get the college credits at the same time. Additionally, UMS Early College has started an initiative with a non-profit organization to provide mentoring support for Early College students that is facilitated through text messages and helps the student with FAFSA applications, college applications, and things of that nature.

UMM Faculty Representative to the Board, Professor William Otto stated that in his experience with Early College, he has noticed that a lot of students choose Early College courses to save money by

shortening their degree completion time. He explained that his daughter was able to complete her degree in three years due to the courses she was able to complete in Early College. He explained he has also noticed that another reason students choose Early College is to enrich their educational experience in ways that are not able to be offered normally through their high school, especially in rural Maine.

UMF Faculty Representative Professor Clyde Mitchell explained that his experience has indicated that students choose Early College for the same reasons Professor Otto explained. He stated that UMF was later in getting involved with Early College and he feels it was a bit of a lost opportunity to not get involved earlier. He explained that the reason UMF held off was a concern over the quality of the courses that would be taught in the current enrollment courses. He stated that what faculty realized after joining the Early College program was that they actually had way more control over the quality than they had originally imagined they would. Professor Mitchell asked if there is any data on why Early College students who attend courses through one of the UMS universities, do not matriculate to UMS. He asked if there was anything more that faculty or staff could do to entice Early College students to matriculate to UMS. Additionally, he asked about the data concerning the improved success rate for Early College students once they do matriculate to college. In his experience, the students who attend Early College are typically students who have higher grades and are enrolled in accelerated classes to begin with, meaning they probably would have a higher success rate in college anyway. He asked if there was any data to indicate that Early College was the actual determining factor in their success once in college. Dr. Hubbard stated the UMS admissions teams are encouraged to use Early College data to reach out to the high school counselors that have students attending Early College at our institutions, so that they can build that relationship and get in contact with college ready students. That is something the Early College team had been working on in the beginning of the program; however, when enrollment took off, they had to focus on the students who were already enrolled. She stated that this is definitely an area that needs more work. Additionally, she explained that the Early College Pathways are another way to entice students to matriculate to UMS. Building those pathways to degrees means that that the student is that much closer to degree completion, than if they would have just taken five classes that do not lead to their degree of choice. This entices students to matriculate and finish their degree at the university that they received their Early College credits from.

Dr. Hubbard explained that while it is true that many of the students who enroll in Early College are already at a high academic level, what they gain from Early College is that they become more prepared for the academic rigor of college level courses, which gives them a jump start over students who do not take Early College courses. The data does show there is a marked difference in grade point average (GPA) in students depending on whether or not they had Early College experience. Additionally, about 50% of Early College students are first generation college students who have not had the opportunity for family to prepare them for college. The Early College program provides an opportunity to expose first generation students and prepare them a little more for college level academics.

Trustee Riley asked if students who are participating in the concurrent enrollment modality are provided information about the support from and connection to the university overseeing the Early College course. Dr. Hubbard explained that something the Early College team is working on is to make sure that the syllabi that the high schools develop for their courses have the same requirements and course name as the college level course. Additionally, they are working on having the high schools add the university name to the syllabi. These changes to the syllabi are requirements for NACEP accreditation and bring more awareness to the student about the connection to the university. Also, some UMS campuses have their own initiatives which invite Early College students on the campus to participate in events and engage on a deeper level. Examples of the UM Leadership

Institute, UMPI University Day and the UMA Flight Academy were given. Dr. Hubbard said other campuses are starting similar initiatives this year.

UMF Student Representative Aidan Mulrooney stated that from his experience, the students he knows that have taken advantage of Early College are highly motivated and have planned out how Early College can streamline their degree completion.

Professor Scott asked if UMS has any program in place to reach to high school students in 9th through 11th grades, to get students engaged with the Early College program or does UMS rely on the high schools for that engagement. Dr. Hubbard explained that the UMS Early College team depend on their relationship with the high schools to make that reach out. Early College administrators work closely with high school administration to make sure they have all of the information they need and attend site visits at the high schools, where they meet with administration and students. Additionally, UMS Early College administrators attend events at the high schools related to preparing for college, when invited.

Dr. Hubbard introduced UMSAP4ME and Early College Coordinator Jamie Whittemore and asked her to provide some additional details about the interaction between students and the UMS Early College administration. Ms. Whittemore explained that that UMS Early College administration works with all Early College students, regardless of learning modality, to provide access to university resources throughout the academic year such as tutoring and writing centers. Additionally, Early College administrators work with the students to show them how to access and use their college transcript information.

Professor Otto stated that he wanted to reinforce how important it is to communicate with Early College students who are using the concurrent enrollment modality to complete their courses. This way they understand that it is not just another course offered by their high school or get the impression that college level course work is just a little more intensive than high school course work. He stated that it is important to have touch points with the students throughout their time in the Early College program and to not just limit it to when they first enroll.

Vice Chancellor Placido stated that one of the main goals for the UMS Early College program is to reach students who are sitting on the fence about attending college and show them that they are capable of taking that path. Additionally, the System has been working to grow the Early College program and through strong support from System leadership and the State, as well as excellent leadership from Dr. Hubbard, the UMS Early College program has grown exponentially. It has grown so much that there is more students and demand than the State can fund. There has been so much Early College enrollment throughout the summer and fall that the funding for the program is depleted before spring enrollment begins. The funding is an ongoing issue and UMS has been working with MCCS and others to try to come up with a solution. Right now students are limited to 12 credits per year; however, studies show that even 6 credits can make a great impact on student success and the System is debating whether those limitations should be cut back to make sure more students get an opportunity to enroll in the program. Vice Chancellor Placido stated that they need everyone's support to make sure this very important program receives the funding it deserves. Dr. Hubbard added that as a result of LD1880, there is a state-wide stakeholders group including Dr. Hubbard, MCCS, UMS Director of Community and Government Relations, and others that are reviewing the statute to revamp it with an emphasis on equity and access for all Maine high school students.

Student Representatives Discussion

The Student Representatives to the Board did not have any items to discuss.

New Academic Program Proposal: BS Sustainable Food Systems, UM

UM Associate Provost for Student Success and Strategic Initiatives Brian Olsen explained the request from the University of Maine (UM) to offer a Bachelor of Science in Sustainable Food Systems. This interdisciplinary undergraduate program will draw from and benefit multiple programs within the College of Natural Sciences, Forestry, and Agriculture and (UM) as a whole. Concentrations within the degree have been designed to address workforce needs and support the research mission of UM. The concentrations include: Climate Change and Food Systems; Food Processing and Innovation; Justice, Equity, and Community Development; Leadership and Management; Plant and Animal Production Systems.

Trustee Alexander raised concerns that the program proposal did not contain much detail about how this program will be aligned with the System's unified accreditation. She expressed that she wanted more information on how this academic program will incorporate collaboration across the System and how it is filling a gap in current academic programming throughout the System. Additionally, Trustee Alexander asked for further clarification about the repurposing of existing academic programs to create the Sustainable Food Systems bachelor degree.

Associate Provost Olsen stated that while there was some mention of unified accreditation in the program proposal, which leaves the door open for future unified accreditation initiatives, it was not something that was considered a defining pillar of the program. He stated that the Sustainable Food Systems bachelor degree is being proposed as a rebundling of current programs to help students who are interested in pursuing a career in this growing field to easily identify a program that coincides with their career goals.

Trustee Alexander asked if there was a process in place for the UMS campuses to evaluate and identify academic programs and degrees that are no longer relevant or fiscally viable. Vice Chancellor Placido explained that all UMS universities perform an Annual Academic Portfolio Review (AAPR) to evaluate all of their academic programs and identify if they should be maintained, bolstered, reimagined, or sunset, as well as the need for new academic programs to fill gaps. Each academic program is evaluated on 25 key indicators and then the campus provides the annual report to the Academic & Student Affairs Committee. Vice Chancellor Placido also provided some details of the overall program proposal and approval process before it reaches the Board. Trustee Alexander stated that she is uncomfortable approving programs that do not explicitly define the process of evaluating how the program can leverage unified accreditation in the proposal. She asked if this could be a section added to future program proposals submitted to the Board for approval.

Trustee Eames asked if the Sustainable Food Systems BS was being offered for the fall semester. She wanted to make sure that if the vote was delayed, it would not affect fall academic schedule. Associate Provost Olsen stated that because these are existing programs and because they have not begun enrollment for this bachelor degree program, a delayed vote would not affect the fall schedule.

Trustee Riley stated that she understands Trustee Alexander's points but wanted to remind the Committee that unified accreditation is a tool and not necessarily the panacea, so it will not always be appropriate to focus strongly on that aspect of a new program.

Vice Chancellor Placido provided some additional details concerning the program approval process and displayed a chart that shows all of the steps a new program proposal must surpass to reach the Board for approval. He stated that he would be happy to do a deeper dive into this process at the September Board of Trustees meeting.

Trustee Cain stated that while she understands Trustee Alexander's point about looking at program proposals through the lens of unified accreditation, the Board is not being asked to approve the program's correlation to unified accreditation. Her take is that the Board is being asked to approve the program proposal based on whether the campus has the pieces in place to offer the degree and whether there is a market for this program. Based on the information provided in the program proposal, Trustee Cain believes the program is ready for approval.

Chancellor Malloy thanked Trustee Alexander for raising these concerns and stated that these are exactly the types of questions that the System has been asking the universities for the past three years, when UMS began the unified accreditation process. He explained that there have been multifaceted, multicampus program proposals sent back to the campuses to provide more detail about collaboration across the campuses involved. He stated that there has been opposition in some areas in providing this type of information and that he and his team have been working to break through that barrier.

On a motion by Trustee Cain, which was seconded by Trustee Eames, and approved by a roll call vote of all Trustees present, the Academic and Student Affairs Committee agreed to forward the following resolution to the Consent Agenda for Board of Trustee approval at the September 11-12, 2022 Board meeting:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee, and approves the Bachelor of Science in Sustainable Food Systems at the University of Maine at Orono.

New Academic Program Proposal: MS Engineering Technology, UM

Associate Provost Olsen and Vice Chancellor for Research and Innovation/UM President Joan Ferrini-Mundy provided information on the UM request to offer a Master of Science in Engineering Technology. As described in the included proposal from UM, this graduate program is being developed in an online, applied learning format designed to appeal to working professionals seeking advancement to upper-level management or technical positions. This proposal includes two tracks: Electrical Engineering Technology and Survey Engineering Technology.

On a motion by Trustee Cain, which was seconded by Trustee Eames, and approved by a roll call vote of all Trustees present, the Academic and Student Affairs Committee agreed to forward the following resolution to the Consent Agenda for Board of Trustee approval at the September 11-12, 2022 Board meeting:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee, and approves the Master of Science in Engineering Technology at the University of Maine at Orono.

New Academic Center Proposal: USM Scontras Center

USM President Jacqueline Edmondson and Dean of College of Arts, Humanities, and Social Sciences Adam Tuchinsky provided information about the University of Southern Maine request for the formation of the Scontras Center for Labor and Community Education. The Scontras Center will offer labor education to Maine workers, labor institutions including existing unions, labor councils and worker centers, high school and college students, and any lifelong learners seeking labor education. The Scontras Center is proposed to serve workforce development by working closely with local institutions including Portland and other regional Adult Education Programs, Community Colleges in Southern Maine and York County, the University of Southern Maine as well as numerous

apprenticeship and pre-apprenticeship programs. This Center will also work collaboratively with both the Bureau of Labor Education (BLE) and other labor-focused programming throughout the University of Maine System. Resourced through state funding and grant and foundation monies, the Scontras Center will provide tuition free education to any and all students interested in participating in courses, workshops, trainings, speaker events and conferences.

Vice Chancellor Placido explained the process for this approval was approached in the wrong order and a very excited faculty member from USM created some buzz at the State level about the program; therefore, the State approved the program and the funding before the UMS Board of Trustees approved the program. He explained that while the approval process was mishandled, everyone involved was just trying to do what they believed was right.

Trustee Alexander explained that the Scontras Center proposal states that the center will offer labor education to Maine workers including businesses with or without existing unions. The unionization of previously un-unionized businesses has been a contentious topic in the news recently and Trustee Alexander asked if USM and the System have considered the potential public relation issues that may arise from interacting with people who are engaged in a current effort to unionize in a business that was not previously unionized.

Dean Tuchinsky stated that this center will not be teaching individuals how to unionize. He stated that it is his understanding that the labor unions provide that type of education to workers themselves. The main goal of the center is to provide outcomes that include workers who are knowledgeable about their rights, opportunities, and forms of empowerment that can improve their lives individually and collectively, and worker organizations equipped with greater skills and efficacy in providing voice to worker interests in workplaces, the community, and local, state and national public policy realms. Dean Tuchinsky also explained that the Scontras Labor and Community Education Center (LCEC) will collaborate with UM's Bureau of Labor Education (BLE) to offer academic programming, research and technical assistance to the working population of Maine.

Trustee Cain stated that in her experience, what Dean Tuchinsky explained was correct. She explained that the UM BLE provides leadership training and growth strategies and works with companies of all sizes across the State as well as with people from all backgrounds. She also stated that the legislature uses the research and data from the UM BLE to have informed discussions about the Maine workforce and their needs.

Vice Chancellor for Research & Innovation/UM President Joan Ferrini-Mundy stated that Charles A. Scontras, the person who the center is named after, spent his career at UM and he was key in establishing the view that the research, teaching, and service provided by the center is about informing, and providing knowledge about the wide field of labor relations and best practices, but staying away from advising in particular directions for particular organizations. Vice Chancellor explained that due to the extensive research projects there are many times that the UMS campuses come in close contact with politically sensitive subjects such as labor relations and that there is a lot of experience at UM and across the System with not crossing lines and working with the press in those cases.

Trustee Katz asked for the history of the approval process of the center at the State level. Vice Chancellor for Finance & Administration, Ryan Low explained that this was a bill that came from the Speaker's Office and worked its way through the process and ultimately was passed and funded off the appropriations table at the last legislative session. Trustee Katz asked if the bill was party line vote. Vice Chancellor Low confirmed that it was a partly line vote.

On a motion by Trustee Cain, which was seconded by Trustee Riley, and approved by a roll call vote of all Trustees present, the Academic and Student Affairs Committee agreed to forward the following resolution to the Consent Agenda for Board of Trustee approval at the September 11-12, 2022 Board meeting:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee, and approves the Scontras Center at the University of Southern Maine at Portland.

Proposed Changes to Board Policy 301.3 - USM Mission

President Edmondson and Dean Tuchinsky provided a first reading of the proposed changes to Board Policy 301.3 – USM Mission. This change in mission statement is part of the USM Five Year Strategic Plan that is underway for the years 2020-2025. President Edmondson explained that the development of the new USM mission statement was a yearlong process that occurred before she started her presidency at USM; however, she fully supports the change and believes it is in alignment with the future direction of USM. Dean Tuchinsky explained that the work to develop the new USM mission statement was an inclusive process that included input from faculty, staff, students, and other members of the USM community. The mission statement brings together the USM service promise, which focuses on students and the USM academic vision, which brings together the USM commitment to research and a strong relationship with USM community partners.

The proposed new USM mission statement is:

“Committed to equity and excellence, the University of Southern Maine advances a culture of inquiry and belonging in which research, creativity, and innovation accelerate transformational development in our students, on our campuses, and in our communities.”

As part of the protocol to change Board Policy, this item was presented today as information and will be forwarded to the September Board of Trustees meeting to be presented as information. It will be presented again at the October 25th Academic and Student Affairs Committee and the November Board of Trustees meeting for approval.

Enrollment Update

Vice Chancellor Placido provided an update on UMS fall enrollment. He stated that fall enrollment is lower than projected, which is consistent with national trends. Summer and fall total undergraduate applications are up 5% from last year this time. Summer and fall net matriculated undergraduates are down 10% from this time last year. Fall credit hour enrollment (excluding Early College) is down 7% from last year. Although the System is down in credit hours overall, some campuses like UMPI are actually up in enrollment. UMPI's higher enrollment is due to their Competency Based Education (CBE) online program. While Canadian enrollment is up now that the borders are open, in-state credit hours are down 8% from last year.

Review and Discussion of Academic and Student Affairs Workplan

Associate Vice Chancellor for Student Success and Credential Attainment Rosa Redonnett provided information about the FY2023 Academic & Student Affairs (ASA) Committee work plan. 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. This work plan is a “living document” and will be

updated as needed. Other topics will be added as needed or required for decision making. The ASA work plan will be updated as the Faculty and Student Representatives present their individual items.

Trustee Alexander asked at what point the ASA Committee is informed of the development of new academic program proposals. Vice Chancellor Placido explained that the academic program proposals are submitted to the ASA Committee for review and approval after they have been through the entire vetting process at the campus and System level. He stated that the only time the ASA Committee might hear about a developing program proposal is through the Annual Academic Portfolio Review. Trustee Alexander asked if we could add a reoccurring section to the ASA Workplan to inform the committee of developing academic programs. She also asked to add more frequent discussions about the implementation of unified accreditation.

Adult Learners: “Comeback” Campaign Update

Associate Vice Chancellor Redonnett explained that the State of Maine currently has over 150,000 individuals with some college but no degree. Within the University of Maine System, over the last 5 years, approximately 10,000 students have stepped away from one of our campuses without completing their degree. The factors that led to their decisions to “stop out” are many and varied – academic, financial, personal or a combination – and the many supports needed to bring them back as varied and complicated. The Student Success and Credential Attainment division within Academic Affairs (UMS) has developed numerous services and supports for this population and has been conducting outreach and marketing campaigns to encourage adult learners to return or attend for the first time.

UMS Director of Student Success Initiatives, Donna Seppy provided a brief overview of the University of Maine System Student Success Center work with campuses in campus-specific “comeback” campaigns, which illustrate the opportunity such campaigns present, and also illustrate the flexibility, creativity and broad knowledge of the many supports needed to effectively work with and guide the student to completion. Since its inception in December 2020, the UMS Success Center has had 205 total inquiries, 36 - enrolled in Fall 2021, 51 - enrolled for Spring 2022, 55 - enrolled for Fall 2022 currently and 14 verified graduates with 2 anticipated graduates for summer 2022. Dr. Seppy provided information on the enrollment, retention, and financial initiatives for the “comeback” program. She explained that UMS is working with several external partners for resources including the Maine Competitive Skills Scholarship Program, Higher Opportunities for Pathways to Employment (HOPE) Program and Bridge to HOPE program and The Finance Authority of Maine (FAME), Maine Community Foundation. Additionally, she provided a few real-life examples of the degree completion climb that “comeback” students have to climb.

UMF Assistant Dean for Teaching, Learning and Assessment, Ashley Montgomery provided an overview of the University of Maine at Farmington’s “Almost Alumni” program. The Almost Alumni campaign has reached out to over 600 stop out students from FY2015 to FY2020. The initial focus was on 50 students who left college with 80+ credit hours. There were an additional 15 students who joined the program as self-referrals. If the students were in-state when they stopped attending, they were allowed to return with in-state tuition for up to 32 credits. From that cohort of 65 students, 28 diplomas were granted. The program expanded in 2021 and focused on all students who left college with 75+ credit hours, which accumulated to over 500 people. Faculty and staff volunteers joined the initiative to help with outreach. The students were offered small debt forgiveness and a variety of options to help them finish their degree, which included things like transfer credits, change of major, waivers, Prior Learning Assessment (PLA), and a referral to additional UMS resources. Dr. Montgomery provided four real life examples of students who have participated in the Almost Alumni

program over the years, including the obstacles they were facing and the resources they have been offered to overcome them.

Trustee Cain stated that she thinks this is very important and inspiring work and thanked the presenters for bringing this information forward to the Committee.

Trustee Riley echoed Trustee Cain's sentiments. She expressed that while this is important work, she realizes that it is also an initiative that requires a lot of financial investment. She asked for a report at a later Committee meeting that would indicate the return of investment for this initiative.

Proposed New Board of Trustee Policy 315 Commemorative Naming and Renaming of Academic Units and Programs

Clerk of the Board of Trustees Ellen Doughty and Vice Chancellor Placido provided information on proposed new Board Policy 315 – *Commemorative Naming and Renaming of Academic Units and Programs*. At the request of former Board Chair Mark Gardner, a small work group was established to develop a new Board Policy related to naming and remaining of academic units and programs. The working group was led by Board Clerk Ellen Doughty. Other members of the working group were Assistant Board Clerk Heather Massey, President and CEO of the USM Foundation Ainsley Wallace, Associate Vice Chancellor for Academic Affairs Carolyn Dorsey, UMS Director of Capital Planning and Project Management Carolyn McDonough. The proposed new Board Policy 315 was based on Board Policy 803 - *Naming of Physical Facilities* which was revised in March 2021. The working group solicited broad stakeholder input from the following areas: campus Chief Academic Officers, Faculty Representatives to the Board of Trustees, Faculty Governance Council and UMS General Counsel's office.

As part of the protocol to change Board Policy, this item was presented today as information and will be forwarded to the September Board of Trustees meeting to be presented as information. It will be presented again at the October 25th Academic and Student Affairs Committee and the November Board of Trustees meeting for approval.

Trustee Cain asked why this policy was being developed as a separate Board Policy from Policy 803 and not just incorporated into that existing policy. Trustee Cain was part of the Committee that revised Board Policy 803 and she stressed the importance of both Board Policies being in alignment. Board Clerk Doughty explained that the policies had to be separated due to the different review processes for each policy; however, the rest of the policy information is in complete alignment.

Executive Session

On a motion by Trustee Cain, which was seconded by Trustee Riley, and approved by a roll call vote of all Trustees present, the Academic & Student Affairs Committee went into Executive Session under the following provisions:

- 1 MRSA Section 405 6-A to discuss the evaluation of personnel and the consideration and discussion of appointments, evaluations, employment and duties.
- 1 MRSA Section 405 6-C to discuss the condition, acquisition or disposition of real property or economic development if premature disclosure of the information would prejudice the competitive or bargaining position of the UMS.
- 1 MRSA Section 405 6-D to discuss planning for negotiations and communications with AFUM, UMPSA, ACSUM, Police, PATFA, and Service and Maintenance Units.

On a motion by Trustee Cain, which was seconded by Trustee Riley, and approved by a roll call vote of all Trustees present, the Committee concluded the Executive Session.

Following the Executive Session, the Committee Chair reconvened the public meeting to discuss the following items:

Tenure Request, Professor in the Department of Literacy, Language, and Culture, USM

Vice Chancellor Placido provided information about the USM request that Dr. Jacqueline Edmondson be awarded tenure at the rank of Professor in the Department of Literacy, Language and Culture at USM, effective upon Board approval, and she would have the option to assume the full-time faculty position upon the conclusion of her service as University of Southern Maine President. This request would serve as an exception Board of Trustees Policy 310 which states that “a chief academic officer or other university employee in a position at the level of vice president may be considered for tenure to be effective upon assuming a full-time faculty appointment after completion of service in the administrative position.” Dr. Edmondson’s credentials have been reviewed by the peer committee in the Department of Literacy, Language and Culture and has received their full support.

On a motion by Trustee Cain, which was seconded by Trustee Alexander, and approved by a roll call vote of all Trustees present, the Academic and Student Affairs Committee agreed to forward the following resolution to the Board of Trustee approval at the September 11-12, 2022 Board meeting:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee, and approves the granting of the rank of Professor with tenure, to be effective upon full Board approval, to Dr. Jacqueline Edmondson and that Dr. Edmondson has the right to return to the University of Southern Maine faculty with the rank of Professor with tenure in the Department of Literacy, Language and Culture upon the conclusion of her service as the University of Southern Maine President.

Additional information about the meeting can be found on the Board of Trustees website:

<https://www.maine.edu/board-of-trustees/meeting-agendas-materials/academic-and-student-affairs-committee/>

Adjournment,

Heather A. Massey for
Ellen N. Doughty, Clerk