

University of Maine System
Board of Trustees

Academic and Student Affairs Committee

August 25, 2025

Zoom Meeting

Present: Committee Members: David MacMahon, Chair; Barbara Alexander, Roger Katz, Trish Riley, Emily Cain, Kelly Martin, Riley Worth & Donna Loring **Presidents:** Joseph McDonnell, Joan Ferrini-Mundy, Leigh Saufley, Ray Rice, Deb Hedeon, Jacqueline Edmondson & Jenifer Cushman **Chancellor:** Dannel Malloy **System Staff:** Jeffrey St. John, Ryan Low, Carolyn Dorsey, Jamie Ballinger, Heather Ball & Elizabeth Stickler **Student Representatives:** Michelle Dionne **Faculty Representatives:** Lisa Leduc, Colleen Marzilli & Joseph Staples. **Provosts:** Megan Walsh, Alana Margeson, Jeffrey Maine, Katherine Yardley & Joseph Szakas **Others:** Gabe Paquette

Members not attending: Will Kemler, Lisa Eames, Elise Baldacci

Committee Chair MacMahon called the ASA Committee meeting to order and thanked everyone for participating. The clerk took the roll of committee members present.

Student Representative Discussion

The Academic and Student Affairs Committee invited student representatives to the Board of Trustees to bring forward discussion items relevant to their university communities and the University of Maine System.

At this meeting, the Student Representatives did not have any items to discuss.

Faculty Discussion

The Academic and Student Affairs Committee invited faculty representatives to the Board of Trustees to bring forward discussion items relevant to their university communities and the University of Maine System.

Faculty members brought forward the use of Zoom versus Teams as the IT department looks to increase storage in the Microsoft platform. No arrangements or conversations have taken place with any administrators or presidents has occurred other than increasing storage in the Microsoft platform.

New Academic Program Proposal: B.S. in Medical Laboratory Science, UMA and UMPI

The Bachelor of Science in Medical Laboratory Science program, a collaborative effort between the University of Maine at Augusta and the University of Maine at Presque Isle, provides a 100% online pathway for students who possess an associate-level degree in Medical Laboratory

Technology to attain their bachelor's degree. Medical laboratory professionals are in demand across the U.S., with a 5% projected growth rate through 2032. This proposed degree program addresses a healthcare workforce gap in Maine and beyond. This degree program will be delivered by the University of Maine at Augusta. It has been designed as a fully collaborative, co-designed, and co-taught program drawing from skills and resources available at both institutions.

Vice Chancellor St. John began the discussion regarding this degree program proposal. VC St. John reminded the committee that they have seen both program proposals and eliminations throughout the year as the provosts throughout the system continue to analyze enrollments and class sizes to keep the offerings of programs balanced and efficient. Provost Szakas, with support from Provost Margeson, discussed this program to be the critical, second piece of a baccalaureate degree that the state workforce desperately needs. This program is fully online. This has been one of the longer collaboration efforts between UMA and UMPI to share the courseload and providing this program across the state. This program will also help support the efforts across the state to keep the cost of allied healthcare education down by being online. This program should be fully accredited and online for a launch in the Fall of 2026 with full collaboration with the 2-year MLT certification that currently exists in the system.

Trustees asked questions around the medical practicum and the lack of practicum within this program. This program is based off an existing program in Arkansas, the MLT certification that precedes this program houses all the practicum experience needed to obtain certification, this phase is a broader education that is needed for the next phase in this field. All faculty who will be supporting this program are current. Some concern was raised about course development and the timeline of the program launch; however, courses have been being developed since April 2025 with full program launch in the Fall of 2026. Additional concern was raised regarding the use of AI by students to circumvent critical thinking skills if zero in-person instruction is given. Provost Szakas noted that this student must be certified from an MLT program which is completed all in person with a full practicum, so that student had to have critical thinking involved in that part of the program. Provost Szakas also noted this concern is broadly applied to all problems and noted that the faculty are looking and using AI to help avoid the use of student led AI to help give students the tools and support they need to use their own skills within the course, online or in-person. This proposal will be online with all the programs that have been adjusting around the use of AI. This Trustee again asked if there could be some in-person instruction integrated into this program to engage the faculty with the student without the use of a computer. Online programs across the system are looking at the use of AI as a modality and helping the faculty develop curriculum that aides the student in using those critical thinking skills and applying those skills to different assignments and other life experiences and skills as a form of critical connection. Project based learning with real time application has been a modality used to help avoid the total use of AI.

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 approved the following resolution to be forwarded to the agenda of the September 15, 2025, Board of Trustees meeting for approval:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee and approves the Bachelor of Science in Medical Laboratory Science at the University of Maine at Augusta and the University of Maine at Presque Isle.

New Academic Program – M.S. in Homeland Security, UMFK

The Master of Science in Homeland Security, a collaborative effort between the University of Maine at Fort Kent and the University of Maine at Augusta, provides a 100% online pathway for professionals to advance their knowledge and skills in Homeland Security with career pathways in criminal justice leadership, emergency management, legal affairs, and intelligence analysis. The field of Homeland Security is in demand locally and nationally and is ranked among the professions with the highest projected growth in the U.S. today. The M.S. in Homeland Security degree will be administered and granted by the University of Maine at Fort Kent, with UMFK and UMA faculty collaboratively co-delivering coursework.

President Hedeon introduced this online Master of Science program, which will complement existing two- and four-year degrees in criminal justice. UMFK is offering this program in response to the statewide and national need for professional knowledge in law enforcement and homeland security. No new faculty are needed for this degree, and collaboration with state and local law enforcement agencies will help with any practicum or specialty courses that will require additional instruction.

One trustee noted that they did not like the title given recent events. That trustee also noted that UMFK had declining enrollment in other criminal justice programs and was curious why this program would gather necessary enrollment. Recently UMFK was granted to change the undergraduate degree from rural public administration program to criminal justice, with suspicions enrollment numbers were related to the name of that program and are expecting enrollment to increase with that change. There have also been changes within the faculty and anticipate growth to increase with a more stable faculty group.

On a motion by Trustee Cain, which was seconded by Trustee Martin, and approved by a roll call vote of all Trustees present, the Academic and Student Affairs Committee approved the following resolution to be forwarded to the agenda of the September 15, 2025, Board of Trustees meeting for approval:

The Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee and approves the Master of Science in Homeland Security at the University of Maine at Fort Kent.

New Academic Program Proposal – Associate of Arts in Human Services, UMPI

The Associate of Arts in Human Services, a collaborative Your Pace offering between the University of Maine at Presque Isle and the University of Maine at Fort Kent, provides a 100% online, competency-based pathway for adult learners to gain the skills and knowledge needed for entry-level careers in a wide variety of human services fields. Careers in Social and Human Service Assistance are projected to grow 8% between 2023 and 2033, with strong demand in Maine and beyond.

This competency-based degree program will be administered by the University of Maine at Presque Isle, with coursework collaboratively delivered by faculty from both UMPI and UMFK.

Provost Alana Margeson discussed this collaborative effort to offer a two-year degree pathway within YourPace with the need of workers in Human Services fields being at the forefront of these development efforts.

Trustees asked for clarification in the projection of students for this program. Provost Margeson discussed looking at market trends and enrollment trends in other two- and four-year programs within YourPace and what traditionally occurs within the YourPace model when student interest is expressed fields of study. The use of AI is used to help perform a market analysis in the realm of CBE in two-year pathways and adjacent fields. There is historical data in other programs that prove the projections to the actual number of student enrollments, with the psychology program being the example used.

On a motion by Trustee Cain, which was seconded by Trustee Martin, and approved by a roll call vote of all Trustees, the Academic and Student Affairs Committee approved the following resolution to be forwarded to the September 15, 2025, Board of Trustees meeting for approval:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee and approves the Associate of Arts in Human Services at the University of Maine at Presque Isle.

New Academic Program Proposal – Associate of Arts in Early Childhood Education, UMPI

The Associate of Arts in Early Childhood Education at the University of Maine at Presque Isle will provide a 100% online, competency-based pathway for adult learners to gain the skills and knowledge needed for careers in childcare. Careers in pre-school education are projected to grow 15% between 2021 and 2031, with acute demand in rural Maine. This will be the only CBE-based early childhood education program available within UMS.

This program has been designed in alignment with the UMPI Bachelor of Arts in Early Childhood Education. While it is a stand-alone degree option, it includes completion pathways and student services tailored to support adult learners as they start with the associate's degree and progress toward earning their bachelor's degree.

Provost Alana Margeson discussed this program being a pathway to a further four-year degree to meet workforce needs for professionals who need this type of educational development and also current professionals who are looking for the opportunity to continue their education in Early Childhood education. This has been a very important workforce need that has been discussed statewide and nationally for the past year.

Chair Riley asked about the requirements for in-service and credentials needs for students working in schools. UMPI has been working with education centers in Aroostook County and taking into consideration the continuing education needs to maintain licenses (30 hours a year) when developing programs such as these and determining the modalities that are best suited for those currently working in the field. This program could move into a four-year option that would then turn into a certification track for those wanting to move beyond Early Childhood and enter K-12.

Trustee Alexander brought forward the fact that Farmington currently has early childhood education programs and did not notice any collaborative effort between UMPI and UMF and wanted clarification. Provost Margeson noted that all the courses in this program already existed within the YourPace program, however this degree structure did not, so by creating this program the classes currently offered in YourPace are pulled together for a distinct program that are unique. The trustee asked about the cannibalizing of current programs at Farmington, to which Provost Margeson discussed that this program, like many others, could be a feeder into those progressed four year and graduate program. Vice Chancellor St. John noted that sources of enrollment in CBE are tracked after they are approved, with a preponderance of enrollment numbers coming from out of state across the nation and internationally and have not seen any significant cannibalization of other programs across the system due to programs being offered in YourPace through CBE. There are no examples of YourPace programs disrupting enrollment in any other programs regardless of field. President Rice also noted that he and President McDonnell (UMF) have spoken many times about programs that Farmington currently has that will also be offered online through CBE as they have the potential market for it which is a partnership that has emerged after this program development that was discussed. President Rice also notes that he would not bring forward a traditionally delivered program in this field and would only consider this program through online competency-based education as all of the current research nationwide notes that CBE is the fastest growing modality of education that working professionals are currently working for – growth is particularly occurring in this modality versus in-person, traditional teaching.

President McDonnell added that education in early childhood education at Farmington is also varied in six different modalities, which require faculty and leadership to maintain to successfully education professionals that will stay within that profession. The President suggests that this field be given a system-wide look due to the capacity required to maintain, particularly when small campuses are trying to introduce new programs to maintain enrollments across their campuses. This Trustee asks that this item, and the next agenda item, be pulled back until the proposal contains evidence of collaboration between campuses, the acknowledgement of existing programs, explanation of how the programs would complement one another and presentation of other programs as the current material does not allow them to agree that this research and integration has been conducted. VC St. John noted that continuous analysis is conducted between all the provosts on all campuses noting the differences in interests in programming changing over time, and that a rigorous analysis was conducted and is conducted for every program that is brought to this committee. VC St. John has also noted that there is a standing offer for all campuses and provosts to have discussions with UMPI regarding any upcoming CBE courses and expressed concern in delays in the approval of this program. CBE has been approved for general delivery throughout the system only at UMPI, the expansion of CBE courses to be delivered at other campuses must be approved by the NECHE commission following the ratification of unified accreditation, and could provide feedback on the submission of that request, that has been put in, after their September meeting; UMPI is the only authorized university within the system by the accrediting body to offer those course. The Trustee clarified that is not an opposition of the development of programs, however it is the presentation and written recommendation that is given to the board and the details necessary to prove collaborative effort in program evaluation and the proof that these programs do not conflict with

traditional courses being offered from one campus to the online courses being offered at another. There was opposition to this delay as these programs are fully vetted in advance and are fully discussed on a collaborative level with all campus provosts when all campuses are working to meet market demands and answer to enrollment requests by the board at breakneck speeds. Chair Riley reminded the group that ,despite that significant internal process, these ASA meetings are the first and only time Trustees are introduced to new program proposals they are asked to support so questions are understandable as part of Trustee due diligence.

Trustees and committee members shared final thoughts with the request that this item do indeed be voted on during this meeting. It was asked that in the future that strengthening Farmington's education programs be discussed with the issues raised in this discussion while also respecting the campuses for being entrepreneurial and trying to meet the demands with the work that is indeed being done behind the scenes.

On a motion by Trustee Cain, which was seconded by Trustee Martin, and approved by a roll call vote except for a 'NO' vote by Trustee Alexander, the Academic and Student Affairs Committee approved the following resolution to be forwarded to the September 15, 2025, Board of Trustees meeting for approval:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee and approves the Associate of Arts in Early Childhood Education at the University of Maine at Presque Isle.

New Academic Program Proposal – B.S. in Early Childhood Education, UMPI

The Bachelor of Science in Early Childhood Education at the University of Maine at Presque Isle will provide both traditional on-campus and 100% online competency-based pathways for adult learners to gain the skills and knowledge needed for grades PK-3 teaching careers. PK-3 teachers are in acute demand throughout Maine and nationally. This program has been designed in alignment with the UMPI Associate of Arts in Early Childhood Education and Northern Maine Community College programs in Early Childhood Education to create multiple flexible options for completion pathways and student services tailored to support degree advancement in this high-need area.

Provost Margeson discussed this is a four-year degree that is built upon current courses offered and in collaboration with Northern Maine Community College to help move students through a program in Early Childhood education without disruption. This course removes other courses that are in Elementary Education and allows students to obtain a degree specially in PK-3. This program allows students to transfer over from a two-year community college program to finish their formal training in this field.

Trustees asked about the portfolio projections, to which Provost Margeson discussed the courses that currently exist, and the one course has been developed in YourPace to develop a robust offering. This program will be offered both online and in-person, President McDonnell was asked for his perspective on the in-person delivery modality. President McDonnell noted that each campus is attempting to serve the locality of their students who are entering a four-year institution from community college, and that this is a situation in how the system does deal with locality needs and competing programs. President McDonnell noted that offering

CBE courses make sense system-wide as it would offer system-wide collaboration, while specific campus only online classes do not make sense in terms of competition and does not utilize system resources wisely. President Rice again provided more clarity in the need of CBE courses and the legacy of institutions meeting the needs of the current market and changing needs of students and professionals throughout the nation and worldwide, and those limiting campuses to just their demographic needs.

On a motion by Trustee Cain, which was seconded by Trustee Martin, and approved by a roll call vote except for a ‘NO’ vote by Trustee Alexander and Trustee Loring, the Academic and Student Affairs Committee approved the following resolution to be forwarded to the September 15, 2025, Board of Trustees meeting for approval:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee and approves the Bachelor of Science in Early Childhood Education at the University of Maine at Presque Isle.

New Academic Program Proposal – Master of Arts in American Studies, UMPI

The Master of Arts in American Studies at the University of Maine at Presque Isle provides a 100% online, competency-based pathway for adult learners to solidify the skills needed for careers in a wide variety of fields, such as critical analysis, pattern recognition, cultural awareness, and communication. As this is both a unique area of graduate study within the University of Maine System and a competency-based program, collaborative degree planning opportunities were explored but were not feasible. This degree proposal is projected to be revenue positive in year one.

Provost Margeson gave a brief overview of this graduate degree that builds upon the history degree offered through YourPace. The market analysis notes that this is the first program with this title throughout the nation and provides a unique graduate opportunity for UMPI and the system.

Trustees noted that “meeting the market” should not compromise the quality of these degrees and raised questions about this program given there is no BA in American Studies and that this is unusual since this is a non-thesis master’s that does not appear to have a robust list of course offerings to reflect its interdisciplinary nature. Provost Margeson notes that this program is integrating many options and courses that uses the lens of both cultures, impacts of social media, history, psychological perspectives of American history to maintain current understanding of this field. Other faculty from other campuses will be engaged when needed as the program grows. President Rice noted that this program has the potential to grow other opportunities for programs and coursework across the system on other campuses as well. Historically, programs in American Studies draw from other humanities fields and their faculty, which is the case with this program, and with the development of student interest and enrollment growth, other interdisciplinary collaborations will take place. There is no thesis option for this program due to the interdisciplinary focus and more project-based coursework to build a portfolio of work at the end of the program versus the presentation of one thesis. There are options in the future for flexible concentrations that could have a thesis option added as well.

On a motion by Trustee Cain, which was seconded by Trustee Martin, and approved by a roll call vote, the Academic and Student Affairs Committee approved the following resolution to be forwarded to the September 15, 2025, Board of Trustees meeting for approval:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee and approves the Master of Arts in American Studies at the University of Maine at Presque Isle.

Summer 2025 Enrollment Report

Vice Chancellor St. John opened the presentation of this report by noting that total headcount is up by 6.1% year over year, and up 15.1% from four years ago with a total of 20% credit hours up year over year and 28% up from Summer of 2020. CBE has been a driver of growth however there has been growth in transfer credit hours and headcount across the system. Credit hours are up relative to headcount meaning we are attracting a higher percentage of students taking a higher percentage of credits each summer, so all presidents and campuses are not only attracting new student but keeping them in coursework over the summer. Graduate headcount increased 4.1% over the summer from 2024 and 13.2% this summer over summer 2021. Credit hours for NEBHE program are up 9.1% year over year, with Canadian enrollment up 2.1%, which may seem modest, however with the current federal environment is a positive sign. Summer 20205 enrollment is up 20.3% over last year. Distance education continues to account for most credit hours over the summer, up 88.75% in summer 2025. Presidents continue to bring students back to camps over the summer through camps and other program offerings. Total summer headcount for YourPace is up 38.2% year over year, with credit hours up 58.6% year over year. There is also a healthy balance of credit hours generated from full time students and part time students, which speaks to the engagement of presidents and campuses with their students. The breakdown between those two are almost split down the middle, which is a great measure of the health of our overall student population. Both at UMPI and other campuses, to include the LAW school, we have seen a grown in credit hour and transfer credit hour generation.

NEBHE Tuition Break Program: Overview and Current Status

The New England Board of Higher Education (NEBHE) was established in 1955 when the New England governors – realizing that the future prosperity of New England rested on educational attainment – committed their states to the shared pursuit of higher education access and affordability. NEBHE is approved by New England's six state legislatures and authorized by the U.S. Congress.

Today, NEBHE promotes regional collaboration through:

- **New England Tuition Break Program:** allows New England residents to receive reduced tuition at out-of-state universities when the desired major isn't offered by the home state's public institutions.
- **Policy Leadership and Dialogue** fosters regional development through engaging New England governors and policymakers, higher education leaders, and industry partners on higher education issues.
- **State Authorization Reciprocity Agreement (SARA):** coordinates the New England SARA agreement, which enables institutions to gain approval to offer distance education in participating states without having to individually apply for approval with each state.

Currently 850+ students in 76 undergraduate and 19 graduate programs, with a wide variability of student involvement in this program from year to year based on the programs that the students home state is offering in attempts to retain their constituents.

Multi-University Programs Report

Multi-university collaborative programs extend the flexibility of cross-linked courses into full academic, research, or partnership opportunities. Current examples include academic degree programs sharing courses across multiple universities and research and teaching collaborations:

THOR: In spring 2024, all seven University of Maine System (UMS) universities collaboratively approved a new multi-university minor in Tourism, Hospitality, and Outdoor Recreation (THOR). This innovative minor leverages cross-linked courses, unique learning experiences, and collaborative faculty to provide students across Maine with access to the program, regardless of their home campus. Building on this success, a THOR major is currently under development, which will further expand educational opportunities and support Maine's growing outdoor recreation economy.

MGI: The Maine Geospatial Institute (MGI) fosters collaboration within the geospatial technologies community across the University of Maine System and beyond. It brings together scientists, researchers, students, educators, industry leaders, and other key partners to strengthen economic growth, workforce development, education, and research through collaborative efforts. The MGI group is actively working to identify courses and sequences that will form a system-wide collaborative educational opportunity, allowing students to engage with cutting-edge geospatial research.

UMF/UMA Nursing: The UMF/UMA nursing collaboration offers students a unique joint enrollment opportunity to prepare for careers as qualified nursing professionals. Students in this multi-university program are enrolled at the University of Maine at Augusta while enjoying the traditional residential college experience at the University of Maine at Farmington. Coursework is delivered flexibly across both campuses and online, allowing students to benefit from the expertise and resources available at both locations.

UMA/UMPI Medical Laboratory Science: Proposed for an AY 2025-26 launch, the Bachelor of Science in Medical Laboratory Science program is a collaborative initiative between the University of Maine at Augusta (UMA) and the University of Maine at Presque Isle (UMPI). This degree, delivered by UMA, is a fully collaborative, co-designed, and co-taught program leveraging the unique skills and resources of both institutions. It will offer a 100% online pathway for students with an associate-level degree in Medical Laboratory Technology to earn a bachelor's, thereby addressing a critical healthcare workforce shortage in Maine and beyond.

Multi-University Initiatives - In addition to academic courses and programs, UMS universities are coming together to develop multi-university administrative initiatives to facilitate student learning, transfer of resources, and access to higher education. Examples of these efforts include:

Direct Admissions: Launched in 2023, the University of Maine System (UMS) Direct Admissions initiative is a collaborative partnership among all seven UMS universities. This

multi-university effort united admissions, data, enrollment, and academic experts from across the UMS to develop unique, streamlined admissions pathways, thereby removing access barriers for Maine's Early College and traditionally aged high school graduates.

Transfer ME: Launched in 2024, the Transfer ME initiative is a collaborative partnership between the University of Maine System and the Maine Community College System (MCCS). This multi-university and multi-system effort united experts from all 14 UMS and MCCS campuses to co-develop a unique educational pathway, creating seamless advising and transfer opportunities for Maine's community college graduates seeking bachelor's degrees. In Spring 2025, 166 MCCS students took advantage of the Transfer ME pathway opportunity.

First-Year and Graduating Students Pilot Survey

In response to Student Success Action 1, Goal 1.1 of the Strategic Plan a survey was conducted of all first-year students in their second semester and all graduating students in their final semester to gain information leading to the continuous improvement of academic programs and student outcomes.

This survey was administered in late fall 2024 to first year and transfer students to assess their sense of belonging, connection, engagement, and academic experiences, and had an overall positive outcome. Most students feel enthusiastic about their major and feel strong alignment with their academic and professional goals, with strong peer connections and collaboration in the classroom. 54% of responders felt a sense of connection with their advisors while 63% felt connected to a faculty member. One area of opportunity lies in the clarification of the connection between individual courses and overall skill development. The survey revealed that 25% reported their courses contributed 'very little' or 'some' to their overall skill development, which indicates a chance to enhance the curriculum and communication.

For graduating students, this survey was issued in spring 2025 to assess their experiences on campus. At the time of the survey, 44% of student's reports being employed full time, and an additional 17% reported plans to continue to graduate school. Most student reported high satisfaction and high likelihood of recommending UMS to family and friends. Students consistently highlighted the value of internships, clinicals and capstones to their educational experience. Areas of opportunity included inconsistent responses on the feedback of current online course offerings, and an internship participation rate reported at 55%. This presents significant opportunity to better align course offerings and continue to build on the work accomplished through the UMS Transforms Pathways to Careers initiative.

VC St. John noted this survey was called a "pilot" because the board's charge was to survey all graduating students including graduate and law students, which they plan to expand to in 2025-2026.

Trustee Worth asked about overall response rate and whether they knew the overall GPA of students who responded, expressing concern about selection bias - a common issue in surveys where certain types of students are more likely to respond. He also asked what "most" meant in terms of positive experiences, strong peer connections, and high student satisfaction. Jeff clarified it meant a simple majority of those who responded.

Trustee Worth asked if there was anything preventing the raw data of every question and percentage from being shared with trustees. Trustee Worth highlighted concerning data about individual courses and skill development. He requested having each question's data on a question-by-question basis to bring to the next in-person board meeting. Trustee Alexander requested more statistical analytical results and expressed concerns about what the survey was telling them about problem areas. She noted the importance of understanding what comes next in terms of system response to the findings

VC St John agreed to pull together the detailed data Trustee Worth requested, noting it wouldn't be difficult to do, while cautioning that this was a brand new survey with low response rates and little context, and that survey fatigue among students was already an issue across the system.

Update on Student Conduct Code

Vice Chancellor St. John opened discussion on this item. Updates to the Student Conduct code included updating definitions to 'discrimination', 'harassment' and 'student organization'. Language around code violations were also strengthened in areas concerning 'attempted harm', 'academic offenses' and 'hazing. Updated resolution processes were also included for 'informal resolution formats', 'records retention and release' processes, and 'interim actions.'

Updates to the UMS Student Conduct Code applies to all campuses and institution within UMS. The UMS Student Conduct Code outlines behavioral expectations for all students and specifies the procedural requirements of BOT Policy Section 501. This update provides an adjudication process designed to promote personal growth and responsibility. VC St. John also reminded the committee that the Conduct Code requires a comprehensive review every two years.

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 Executive Committee meeting went into Executive Session under the following provisions:

- 1 MRSA Section 405 6-A to discuss the evaluation of personnel and the consideration of appointments, evaluations, employment and duties.

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

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

Kayla Flewelling for
Elizabeth Stickler, Clerk