Trustee Committee Members Absent: none

Trustee Johnson, Chair, called the meeting to order and welcomed the campus Chief Academic Officers and the Credit Transfer Steering Committee members who were participating in the Committee meeting.

Credit Transfer Project. President Wilson Hess, Chair of the Credit Transfer Steering Committee, provided an overview of the Credit Transfer Project. The Steering Committee will be visiting all campuses to share how the project will proceed and receive feedback. It is the Steering Committee’s view that Maine needs a reliable, robust college transfer system for students navigating through the baccalaureate offerings of the public university system. Four best practices form a basis for the forthcoming policy recommendations and implementation plans that will be submitted to the Board for consideration at future meetings. These are as follows with the targeted implementation date:

- Electronic communication tools – June 2013
- Block Transfer / General Education Common Core – Winter of 2013
- Major (program-to-program) Articulation – work will continue through 2013-2014 academic year
- Adult & Transfer degree completion – including Prior Learning Assessment (PLA) – by the end of 2013

Implementation
- During July and August the Steering Committee conducted consultations with national best practice experts on implementation details.

Electronic communication tools
- Fully implement the Degree Audit system - that the existing degree audit software system be fully operational on all campuses by September 2013.
- Develop a Comprehensive Electronic Inventory - that a comprehensive inventory of all courses and majors be developed as a clearinghouse for transfer credit by September 2013.
3. Develop a statewide transfer portal- using the infrastructure developed above, develop, test, and implement a System-wide, web-based transfer portal to be fully operational by February 2014.

**Block Transfer**
Develop a System-wide pathway for the block transfer of general education requirements.
- General Education Outcomes - a broad-based assemblage of faculty from every campus in the System will be convened to develop shared general education outcomes using a common model such as the Lumina Foundation's Degree Qualifications Profile. This process would not supersedе general education requirements developed by the individual campuses in concert with their respective missions, but would provide a common framework to facilitate block transfer of credit from one campus to another to fulfill general education requirements.
- Engage campuses across the System in a facilitated design process to develop linkages with the block transfer framework, beginning with an academic summit in Winter/Spring 2013 and continuing with facilitated workgroups on each campus throughout the 2013-2014 academic year.

**Major-to-Major Program Articulation**
Develop a structural alignment for common majors using the Electronic Inventory,
- Priority Programs & Majors (PPM) will be selected to align with System workforce development priorities (examples: STEM or Nursing & Allied Health) for completion by January 2013.
- All other program alignments to be completed by January 2014.

Engage campuses across the System, beginning with an Academic Summit in Winter/Spring 2013 and continuing with workgroups on the priority majors through calendar year 2013 and workgroups on each campus for other majors through 2014 calendar year.

**Adult & Transfer Degree Completion**
Transfer Assessment Process - conduct a facilitated, comprehensive transfer assessment on each campus in academic year 2013-2014.

Create an Adult Learner Initiative - conduct an Adult Learner Focused Institution (ALFI) assessment on each campus by June 2013.
- Implement Reverse Transfer on AA/AS degree granting campuses by July 2013.
- Create Transfer Concierge Services (TCS) on each campus by January 2014.
- Implement Prior Learning Assessment (PLA) System-wide by September 2014.

President Hess commented that New England is behind the curve on the transfer process. The first phase of the UMS Credit Transfer Project will focus on internal transfers. The next phase will be the Maine Community College System transfer process followed by all other transfers. It is hoped by this point that the UMS will be a leader in New England for out-of-state students.

President Hess thanked the members of the Steering Committee for their time on the project as it moves from the design to the implementation stage and the development of a policy statement for the November Board meeting. The full plan, based upon the policy statement, will be presented at the January 2013 Board meeting.
Dr. Susan Hunter, Executive Vice President for Academic Affairs and Provost at UMaine, commented that communication has been critical for this project. The UMS is behind the national level with respect to credit transfers. This is a difficult and challenging process but the UMS has a duty to serve the citizens of the State of Maine and the best way to accomplish the work ahead is with a great deal of transparency and an appropriate level of trust.

Dr. Dahlia Lynn, Associate Provost for Academic Affairs at USM, commented that she wants to honor the work of so many throughout the UMS with the credit transfer efforts and the UMS needs to acknowledge the work already in place. The UMS has an institutional commitment to education based on learning outcomes and everyone embraces this as being critical to educating our students. The importance of the project is to honor the sons and daughters of the State of Maine. The best way to frame the campus conversations for this project is about our institution commitment to the future of the State of Maine.

Chancellor Page commented that he is encouraging with the work that has already been accomplished and is very impressed and appreciative of the work by the Steering Committee.

The Steering Committee has developed a communications plan to inform campus stakeholders and others about the Transfer Credit Project, its origins, goals, and processes. The Credit Transfer Project Steering Committee is coordinating communications with the Performance Based Funding Steering Committee. The Steering Committee intends to present policy recommendations to the Academic Affairs Committee for consideration at the November, 2012 Board of Trustees meeting. The full plan based upon those policies will be presented at the January 2013 Board meeting.

**Shared Agenda with the Academic & Student Affairs Committees and the Chief Academic Officers.** Provost Hunter asked each of the Chief Academic Officers to share the most pressing questions and topics from their campuses regarding the Credit Transfer Project. Below is a summary of the items discussed.

**UMA – Joseph Szakas**
- Developmental courses may be needed for adult learners, which is part of the UMA mission.
- UMA transfer process is in good shape.
- The developmental courses have an impact on retention and graduation rates.

**USM – Michael Stevenson**
- Encouraged everyone to be careful regarding the block transfer discussions because the whole System does not have a common core and each campus has unique courses that are required.
- UMS needs to consider online courses from other institutions and an assessment is needed to assess the student’s experience in these types of courses ie: MOOK.
- Can MOOK’s be used for the developmental experiences.
- Feedback from the faculty will be critical.

**UMaine – Susan Hunter**
- UMaine has made progress on defining outcomes for general education; however the major to major outcomes will be more challenging.
UMF – Daniel Gunn
- UMF is a transfer friendly campus and the faculty are very interested in attending the meetings.
- The lowest hanging fruit is the electronic tools.
- He expresses the faculty concerns on the umbrella approach.
- Control of the curriculum is from the faculty but this transfer project has been top down. There are no faculty on the Credit Transfer Steering Committee and therefore there is reluctance from the faculty.

UMPI – Michael Sonntag
- Mindset on campus has changed – the campus is more flexible and transfer friendly
- Prior Learning Assessment component don’t be controversial.
- Some concerns have been raised with the faculty on the block transfer and major to major transfers.
- Some faculty will want to ask specific questions.
- How does block transfer affect prerequisites?
- The lack of a faculty contract (Collective Bargaining Agreement) will likely to be raised.
- There is a lack of faith in technology tools i.e.: MaineStreet.

UMM – Stuart Swain
- UMM already has block transfer for general education from the Maine Community College System or any AA or AS degrees from any other UMS campus.
- Build strong System-wide core and keep the general education curriculum unique. How does this work for online students and multi campus students?

Chancellor Page encouraged consistency with the use of the word “System”. It is not the System Office but all of the campuses and the System.

International Study Center. The membership of the Committee to review the Request for Qualifications (RFQ) for a firm for the International Study Center are Ms. Janet Waldron, Senior Vice President for Administration & Finance at UMaine, Dr. Michael Stevenson, Provost and Vice President for Academic Affairs at USM and Ms. Karen Boucia, Director of International Program at UMaine. Three responses were received from the RFQ and only two firms met the criteria. Both are excellent companies with similarities in some areas but substantial differences in their organizational structural approach. The Committee received multiple presentations by both companies. A decision has not been made on either firm at this point.

The purpose of the project is to engage a partner who has experience in recruiting well qualified students to increase the number of international students for the UMS; brand international recognition; provide cultural diversity particularly in select disciplines; assist with increase revenues for faculty and student resources; and ensure the right institutional support is in place for international students. North America is a primary market for international students and the USM would be competing for the best and brightest international students.

The similarities between the two companies are as follows:
- Universities have sole decision making
Universities’ faculty are used
The UMS would be buying recruiting services from the companies
Both companies will establish two centers – one at UM and one at USM
Both companies already have presence in US
Both companies have demonstrated student success
Both companies have extensive experience with ESL students
Both companies commit to enrolling hundreds of students into UMS. This will put pressure on the UMS facilities and the need for quality housing.

The differences between the two companies are as follows:
- The corporate structure that will be required is very different
- One firm is newer in the field
- One firm’s pricing is significantly higher
- One firm brings in broader students

The Academic and Student Affairs Committee had a lengthy discussion on the comparisons between the two companies. Additional meetings will be required for Company A to gain more detailed information. Company B does not have a strong financial statement. The timeline for a final recommendation is by the end of this year.

Adjournment.

Ellen Doughty for
J. Kelley Wiltbank, Clerk