

# Transcript

04:10

almost all the time

04:11

uh probably four out of five

04:21

that than any any place else um i want

04:23

to thank all of you uh

04:25

for uh your performance uh our

04:28

performance

04:29

are coming together around covid uh and

04:31

the extraordinary and i think probably

04:34

bl

04:34

best in the nation response over uh

04:37

the last year uh to the covet experience

04:40

and so thank you for doing

04:41

that um uh here's a pitch uh if if you

04:45

can get your vaccine

04:46

vaccination please do um i'm my wife and

04:50

i are lucky enough to

04:51

uh uh have have received our

04:53

vaccinations and

04:54

and uh it's like a sigh of relief

04:56

knowing that you can

04:58

hug your grandchildren again and and be

05:00

with uh

05:01  
others and so i urge uh everyone to do  
05:04  
that and as you may know we did make  
05:06  
uh an adjustment um for time for people  
05:09  
to become vaccinated  
05:10  
um with with that joan if there's  
05:13  
questions  
05:14  
well let me do a couple of other things  
05:15  
um uh yeah  
05:17  
yes i'm going to interrupt you i think  
05:19  
we've got a sound issue  
05:21  
oh so you should repeat a few sentences  
05:24  
okay can you hear anything no yeah fine  
05:28  
you can hear it now so thank you for  
05:31  
what you've done in the covet experience  
05:33  
we uh i appreciate it very much  
05:35  
uh we've risen to the occasion um we've  
05:38  
been driven by science  
05:40  
uh we've honored civil authority uh we  
05:43  
turned on a dime to to last march um  
05:46  
and we've continued that process we've  
05:49  
also made millions of dollars in  
05:50  
investment in technology  
05:52  
uh to improve the experience that we are

05:54  
sending out  
05:55  
uh to students so i want to thank all of  
05:57  
you for that  
05:58  
i also want to say that i'm happy to  
06:00  
talk about  
06:01  
subject matters that are important to  
06:03  
you uh  
06:05  
very heavily involved in the work of  
06:07  
unified accreditation i'm sure that may  
06:09  
be a subject  
06:10  
but i also will tell you upfront that on  
06:13  
a long-term  
06:15  
basis what i believe we need to do  
06:17  
within our system is to stabilize our  
06:19  
smaller universities  
06:20  
so that they don't become a larger uh  
06:23  
drain on the  
06:25  
monies that we get from the state with  
06:26  
respect to education  
06:28  
and to grow other institutions one of  
06:30  
those institutions which i think  
06:32  
is primed for growth is the university  
06:35  
of maine

06:36

uh and we see that in a number of

06:37

different areas not the least of which

06:39

is

06:40

the greater interest that you're drawing

06:42

on an out-of-state basis

06:44

we have you are our research university

06:47

i look forward

06:48

to the day when you are

06:51

obtained or recognized for something i

06:53

think you already are

06:54

quite frankly an r1 institution

06:57

and your president says that publicly i

07:00

say it publicly

07:01

i understand the difference between a

07:03

research university and other

07:05

universities and uh happy to talk about

07:08

those subject matters as well

07:10

i am joined by a couple of people um

07:13

i'll ask them quickly to introduce

07:15

themselves and then we'll get to work

07:17

uh jeff you want to go first thanks

07:19

chancellor um jeff st

07:21

john associate vice chancellor for for

07:23

accreditation strategic initiatives and

07:25

i'm happy to be here with you today

07:27

uh kim marie thank you chancellor good

07:30

morning everybody my name is kim jenkins

07:32

and i'm the director of

07:33

organizational effectiveness for our

07:35

system james

07:37

sure thanks chancellor i'm jim thalin

07:39

i'm the vice chancellor for strategic

07:41

initiatives and chief legal officer and

07:43

i serve

07:44

as the chancellor's chief of staff in

07:45

that role thank you

07:47

let me also just say one other thing a

07:50

number of weeks ago i asked of your

07:52

president

07:52

uh that she served as a vice chancellor

07:55

status

07:56

as well as her university of maine

07:58

presidency uh

07:59

uh status uh and and help us drive

08:03

uh uh innovation and research at all of

08:06

our universities and look for areas of

08:08  
cooperation  
08:09  
that would benefit all of our  
08:10  
universities and she graciously  
08:12  
accepted uh that invitation and i'm most  
08:15  
appreciative for that  
08:16  
with that john i'll take any questions  
08:18  
thanks thanks chancellor um  
08:20  
and thanks for your comments i i think  
08:22  
one thing of course that's on  
08:23  
all of our minds all the time is the  
08:25  
pandemic and where we are in it and what  
08:27  
we've done  
08:28  
during it and incredible leadership from  
08:30  
the system  
08:31  
support for all of our campuses to make  
08:33  
smart decisions throughout  
08:35  
so the two questions that have come up  
08:36  
are in that vein one is  
08:39  
as follows i know everyone is excited to  
08:41  
be back in person in the fall  
08:42  
but will there still be online options  
08:44  
available for the students who need it  
08:47  
and the second question which is related

08:49  
is will the vaccine be required  
08:52  
okay two questions i'm going to start  
08:53  
with the vaccine and then you remind me  
08:55  
of the first question john so i'll be  
08:57  
ready um  
08:59  
we have not required a vaccination uh  
09:01  
although i will tell you that  
09:03  
um i certainly urge uh people uh to get  
09:06  
it  
09:07  
the reason we're not requiring it and  
09:08  
haven't considered requiring it  
09:11  
is that it does not have normal  
09:13  
clearance it has emergency use clearance  
09:15  
uh if uh in the coming months it was to  
09:18  
obtain  
09:19  
a normal cdc uh clearance and  
09:22  
recommendation  
09:23  
uh we might very well consider uh  
09:25  
requiring it  
09:26  
of individuals who don't otherwise have  
09:29  
a condition that would prevent them from  
09:31  
being  
09:32  
receiving the vaccine but we're not

09:34  
there and we've made a  
09:36  
a a decision that without a regular  
09:39  
clearance  
09:40  
uh and approval uh we would not require  
09:42  
it uh having said that  
09:43  
i got mine the second i could get it um  
09:46  
uh and was more than happy to  
09:48  
uh uh to get it um and uh uh  
09:51  
by the way i also got my flu shot um uh  
09:54  
in in september uh i'm about  
09:56  
i had the flu once about 35 years ago um  
10:00  
i was down and out for probably the  
10:02  
better part of 10 days  
10:03  
and i have never missed the opportunity  
10:05  
to get a flu shot and by the way i've  
10:07  
never had the flu  
10:08  
um since then so um  
10:11  
an ounce of prevention i suppose is what  
10:13  
we're talking about  
10:15  
uh joan the first part of the question  
10:17  
is i guess  
10:18  
has to do with are we going to return to  
10:20  
normal and i think the answer is yes we



10:22  
believe that we will be largely  
10:24  
or this coming september will be more  
10:26  
like every other september or or late  
10:29  
august  
10:29  
uh as opposed to the one that we  
10:31  
experienced last year  
10:33  
the reality is the bulk of our students  
10:35  
particularly on the undergraduate side  
10:37  
uh really want uh in classroom learning  
10:40  
experience  
10:41  
that's obviously true of our out of  
10:43  
state students who come here from out of  
10:44  
state to be with us  
10:46  
uh but it's true also of of the students  
10:48  
within the state of maine  
10:49  
uh who uh occupy our dormitories uh on  
10:53  
this campus  
10:54  
uh and elsewhere uh in our system does  
10:57  
that mean we won't  
10:58  
have online learning opportunities i  
11:01  
hope we do  
11:02  
i think we'll have a substantial number  
11:03  
we always we have seen growing numbers

11:06  
over the years  
11:07  
as more and more people become used to  
11:09  
the use of that technology  
11:12  
i happen to prefer multiple modality  
11:14  
delivery systems so that you can have  
11:17  
someone in their dorm room taking your  
11:18  
class and somebody in your class taking  
11:20  
your class  
11:21  
and perhaps somebody calling it up at a  
11:23  
different hour in a different day  
11:25  
participating in that class i do think  
11:28  
there are improvements we can make  
11:29  
to online learning i'm i'm not a  
11:32  
proponent of static  
11:33  
um lectures that are given one year and  
11:36  
used year after year after year  
11:38  
i'm not i'm not too hot on the idea that  
11:41  
we uh don't  
11:42  
organize um uh the uh the ability of our  
11:45  
students to interact with one another  
11:47  
uh in discussion of uh uh topics  
11:51  
so i i think that what i would prefer to  
11:53  
see is this kind of concept of multiple

11:56  
modality  
11:57  
fresh material being updated on a  
12:00  
regular basis  
12:01  
and real opportunity for students to  
12:03  
engage faculty  
12:05  
uh even if it's done on a distance basis  
12:07  
that would be my preference  
12:09  
obviously we also have other programs  
12:11  
academic  
12:12  
partnership and competency-based  
12:16  
those are specific programs which are  
12:18  
growing rapidly  
12:20  
in in our system they are particularly  
12:23  
more appealing to  
12:25  
non-traditional students so not our  
12:27  
traditional uh  
12:28  
college age 18 to 22 undergraduates  
12:32  
but people who tend to be mid-career may  
12:35  
have started a degree at one point and  
12:36  
now want to finish it  
12:38  
so i'm put that aside i'm looking for  
12:41  
robust  
12:42  
offerings but i would prefer whenever

12:44  
possible multi  
12:45  
multiple modality delivery systems of  
12:48  
the same course  
12:50  
thanks chancellor um that's that's i  
12:52  
think a very thorough answer to the  
12:54  
question it did  
12:55  
the question did um mention would we be  
12:57  
offering um  
12:58  
the online for the students who who need  
13:01  
them which is  
13:02  
i think you touched on that but is that  
13:04  
sure what are you here to say yeah no i  
13:06  
i uh i i i yes i i believe we will  
13:10  
um but but here's i'm i'm gonna use this  
13:13  
part of the thing to get back to my  
13:15  
unified accreditation  
13:16  
i i look forward to the day when  
13:18  
coursework  
13:20  
is available at all of our universities  
13:22  
to students based on their needs  
13:25  
and that's going to be a lot of work and  
13:26  
years to accomplish under unified  
13:28  
accreditation

13:29  
but i think if you if you think about  
13:32  
our system  
13:32  
some of our systems have very high rates  
13:35  
of delivery  
13:36  
online and some of our universities have  
13:38  
much lower rates of delivery online  
13:41  
we should tap into the strengths of our  
13:43  
system  
13:45  
and do best by our students wherever  
13:47  
they are and whichever  
13:49  
campus they would otherwise call home  
13:51  
but yes i think we'll have robust  
13:53  
offerings  
13:54  
but i also think we'll have much more  
13:56  
robust offerings of in  
13:57  
in-person learning opportunities  
13:59  
laboratory possibilities research  
14:01  
possibilities  
14:02  
this september than we were able to  
14:03  
offer this past september  
14:05  
thank you there are a couple of  
14:07  
additional vaccine questions one is  
14:09  
we've been hearing this in lots of

14:11  
meetings lots of discussions rutgers  
14:13  
university has decided to require  
14:14  
vaccine  
14:16  
even with the eua so the question is  
14:19  
what concerns  
14:19  
is it what are our concerns but a  
14:22  
complimentary question to that is are  
14:24  
the vaccines going to be incentivized  
14:26  
for students  
14:27  
before coming back in the fall to  
14:28  
encourage better numbers  
14:30  
well first of all i hope that we're  
14:31  
going to be able to supply vaccines to  
14:34  
all of our students before they leave  
14:35  
campus  
14:36  
we're working towards that goal we're  
14:38  
having discussions with maine cdc  
14:41  
we would encourage our students to do  
14:44  
that  
14:44  
rather than risk uh transporting their  
14:47  
own  
14:48  
uh potential disease back to other or  
14:50  
other states or becoming infected when

14:52  
they get to those  
14:52  
other states when they hadn't been  
14:54  
infected here um  
14:56  
i think most likely that would be the  
14:57  
johnson and johnson single dose because  
14:59  
it will be pushed back until  
15:02  
probably starting um uh late in april  
15:05  
and through  
15:05  
uh graduation time so uh obviously we  
15:09  
want to encourage it  
15:10  
some universities have decided uh to  
15:12  
require vaccinations those same  
15:13  
universities have a much  
15:15  
larger cross-section in almost all cases  
15:18  
of vaccines than we currently require  
15:20  
are allowed to require  
15:23  
under statute so we are in a different  
15:25  
situation civil authority has taken  
15:27  
somewhat of a different  
15:28  
uh of you um uh and i i quite frankly  
15:32  
until such time is there  
15:34  
again i got i got my shot i encourage  
15:37  
everybody to get uh vaccinated um

15:40

i i was extremely happy to get

15:43

vaccinated

15:44

uh on the other hand um uh it has not

15:46

gone through the

15:47

normal rigorous uh approval process i

15:50

think that's gonna happen

15:51

uh before september um uh just today

15:55

pfizer announced that they had tested on

15:57

uh

15:58

uh uh younger uh individuals i think 12

16:02

to 16

16:03

um at this point uh found a hundred

16:07

listen to this found a hundred percent

16:10

uh effective uh in preventing disease uh

16:13

in that group at least as of the report

16:15

that was uh

16:16

uh i i i was able to pursu look at today

16:20

peruse uh today so uh um i i

16:23

i wouldn't be shocked if we end up

16:25

requiring it um but until such time

16:28

uh as it receives a normal approval

16:30

process and goes through that normal

16:32

process which it's working its way



16:34  
through  
16:34  
uh i don't think we would consider  
16:36  
requiring it  
16:38  
thank you i think we're i think we're at  
16:40  
a bit of a lull in question so folks i  
16:42  
encourage you to  
16:43  
go ahead and post your questions in the  
16:45  
youtube chat or  
16:47  
um at the address that kimberly  
16:48  
mentioned um  
16:51  
kimberly could ask a question if she has  
16:53  
one i'm sorry  
16:55  
i said kimberly could ask a question if  
16:57  
she has one  
17:00  
um hey jeff then would you take a moment  
17:02  
and talk about  
17:03  
one of our undertakings um  
17:06  
which is to have a unified  
17:09  
catalog which students faculty and staff  
17:13  
could  
17:14  
uh have available to them as early as a  
17:17  
year from september  
17:18  
uh and perhaps talk about the importance

17:20  
of that work  
17:21  
i'd be happy to chancellor we are  
17:24  
pursuing as chancellor  
17:26  
uh describes a unified catalog  
17:28  
initiative  
17:30  
and it's really a collection of three  
17:33  
goals and they all  
17:34  
interrelate and they're all driven by uh  
17:37  
some long-standing challenges facing  
17:39  
students and faculty  
17:41  
the first goal is in two parts and the  
17:43  
first part of that goal  
17:45  
is by september of 2022  
17:48  
we will have all in one place and  
17:51  
visible and searchable to all students  
17:53  
faculty and professional advisors all of  
17:56  
the undergraduate and graduate  
17:58  
course offerings delivered across the  
18:00  
university of maine  
18:01  
system so that people can go to one  
18:04  
place  
18:04  
and find any course offered on any  
18:07  
campus regardless of their home

18:09  
campus as many of you know we do  
18:11  
currently have  
18:12  
a course search function in main street  
18:15  
but  
18:15  
i think describing it as not optimal  
18:18  
it's maybe the most diplomatic way to  
18:20  
say it we want to improve it  
18:22  
the second half of the first goal is  
18:24  
much more ambitious and will take  
18:26  
a significant amount of time and effort  
18:28  
but we  
18:29  
are looking at making some major  
18:32  
structural improvements to main street  
18:36  
as as as many faculty and advisors  
18:39  
already know  
18:40  
right now our our student data in main  
18:43  
street is  
18:44  
separated divided by institution and  
18:47  
with in effect there are digital walls  
18:50  
separating the data for the university  
18:51  
of maine from the data for university  
18:53  
maine at presque isle or any other  
18:54  
campus

18:55  
it's very hard to transmit information  
18:58  
for students who are involved in  
19:00  
multi-campus academic programs or even  
19:02  
for students who are  
19:03  
electing to take a course on another  
19:06  
campus not their own campus  
19:08  
across those walls instead what we end  
19:10  
up doing is an awful lot of  
19:12  
manual uh time-consuming record keeping  
19:16  
undertaken by faculty by professional  
19:17  
advisors and by registrars across the  
19:19  
system  
19:20  
so we want to make some some significant  
19:24  
improvements to main street uh that  
19:26  
those are the two parts of goal number  
19:28  
one  
19:28  
the second two goals are focused first  
19:31  
on  
19:32  
students and and and next on faculty  
19:34  
goal number two of the unified catalog  
19:37  
initiative  
19:38  
is to remove barriers that students face  
19:42  
on their home campuses but especially

19:44  
students involved in multi-university  
19:47  
academic programs  
19:48  
process barriers structural barriers  
19:51  
technical barriers  
19:52  
even cultural barriers the way practices  
19:54  
grow up and  
19:55  
and uh express themselves differently on  
19:58  
different campuses and  
19:59  
in and have unintended consequences for  
20:02  
how  
20:02  
easy or hard it is to for students to do  
20:05  
business on more than one  
20:06  
campus the third goal is to  
20:09  
remove barriers facing faculty who are  
20:12  
active  
20:12  
or would like to be active in  
20:14  
multi-university academic programs  
20:16  
or partnerships so for goal number two  
20:19  
and goal number three we're essentially  
20:21  
making a big long list  
20:22  
of all the barriers uh facing students  
20:25  
and all the barriers facing faculty  
20:27  
grouping those barriers by type and

20:30  
sequencing them  
20:31  
and then knocking them off one after the  
20:33  
other until we get them all checked off  
20:36  
some of the concerns go back decades  
20:38  
some of them are more recent  
20:40  
but there they are the types of  
20:42  
obstacles that we don't  
20:43  
want or believe students and faculty and  
20:46  
professional advisors  
20:47  
should be facing we want to clear the  
20:49  
field so  
20:51  
so faculty can make programmatic  
20:53  
decisions  
20:54  
in consultation with their chairs and  
20:56  
directors and deans and provosts as they  
20:58  
do now  
20:59  
and so students as vice chancellor  
21:02  
thalin pointed out on an earlier call  
21:04  
this morning  
21:04  
so students can tell us where the demand  
21:07  
is  
21:08  
what are they interested in what are the  
21:09  
programs that that students are telling

21:11  
us  
21:12  
could be grown or might be grown where  
21:14  
are the areas where students can help us  
21:16  
understand where the next innovation in  
21:18  
undergraduate or graduate  
21:19  
academic delivery might be their big  
21:23  
goals again they're all connected to one  
21:25  
another  
21:26  
we'll be forming an academic project  
21:29  
team that will have representation from  
21:31  
all the campuses and the maine law  
21:32  
school there is substantial  
21:34  
representation from the university of  
21:35  
maine on that team  
21:37  
and we'll be forming a technical team  
21:38  
working alongside the academic team  
21:40  
as this work gets underway  
21:44  
thank you  
21:47  
still not seeing questions so um  
21:51  
other topics chancellor that you'd like  
21:52  
to raise that people will be interested  
21:54  
in  
21:56  
obviously quite excited about uh the

21:58  
investments  
21:59  
uh that the uh harold alphon foundation  
22:03  
have made  
22:03  
um obviously their support for black  
22:06  
bear  
22:07  
division one athletics and uh seeking  
22:11  
also new facilities  
22:14  
around that to promote those athletics  
22:17  
uh and  
22:17  
quite frankly an emphasis uh that i  
22:19  
think we need to have with respect to  
22:21  
facilities around  
22:22  
ada compliance and gender equity are  
22:25  
going to be very important  
22:26  
the student success efforts which are  
22:29  
funded to the extent of 20 million  
22:31  
dollars requiring us to raise an  
22:32  
additional 25 million dollars  
22:34  
will allow us to concentrate on  
22:37  
increasing  
22:38  
our retention rate which we did see a  
22:40  
two percent increase from  
22:42  
a year ago spring to uh uh this past



22:44  
august uh very proud of  
22:46  
of that increase in retention but we're  
22:48  
going to see need to see that arise at  
22:51  
all of our universities on a sustained  
22:53  
basis  
22:54  
and quite frankly that's one of the very  
22:57  
important ways to grow our  
22:58  
student population is to retain a  
23:02  
uh a larger percentage of those students  
23:05  
through their sophomore year and then on  
23:07  
to their baccalaureate degree  
23:09  
granting um so happy about that  
23:13  
looking at a substantial increase in the  
23:16  
provision  
23:17  
of engineering computing and information  
23:19  
science programs  
23:21  
in the state of maine understanding as  
23:24  
we all do i think that that our  
23:27  
production of engineers in the state of  
23:29  
maine  
23:30  
is not keeping um constant is not  
23:33  
addressing the needs of maine and those  
23:35  
industries that we can

23:37

uh actually attract to our state uh so

23:40

the 75 million dollar investment uh and

23:43

the 75 million dollar

23:45

pri uh fundraising um or

23:48

philanthropy or government

23:52

support is going to be important to that

23:54

effort uh to

23:55

to see that happen and certainly talking

23:58

about more capital

23:59

uh investment as well as as we

24:02

uh increase the number of students in

24:04

our system and particularly at the

24:06

university of maine and

24:07

involved in those areas and then the

24:09

main graduate professional center

24:10

receiving a commitment of 55 million

24:12

dollars with a match of 50 million

24:14

dollars required

24:15

um is really the center uh around the

24:18

the

24:19

law school the mba program the muskie

24:21

school

24:22

down at university of uh southern maine

24:24  
and perhaps other programs including  
24:26  
uh involvement on the engineering side  
24:29  
uh around  
24:30  
a a grouping of educational uh expertise  
24:33  
uh programs that that that  
24:37  
interact with one another um and you  
24:39  
might say well how does that  
24:40  
how's that true well look at the list of  
24:42  
fortune 500 presidents of corporations  
24:45  
and how many of those are engineers who  
24:47  
got an mba  
24:48  
degree um uh it really is quite uh  
24:52  
quite surprising so we want to be a  
24:53  
center of excellence  
24:55  
uh in graduate ed education bringing  
24:57  
together those particular  
24:59  
uh fields and perhaps allowing others to  
25:02  
be fed in  
25:03  
uh as well as partners in that endeavor  
25:06  
so i think the main public universities  
25:09  
uh transforms program uh in part  
25:12  
led by actually two of the folks who are  
25:14  
on uh on my screen uh

25:17  
uh uh a vice chancellor  
25:20  
thalin and vice chancellor slash  
25:22  
president of the university of maine  
25:24  
joan ferrini monday uh are um  
25:28  
are heading that implementation which  
25:30  
has to be a  
25:31  
system-wide uh and hear all voices so  
25:34  
very excited about that thanks  
25:38  
thanks very much we all are this is it  
25:40  
is an incredible initiative and the  
25:42  
chance for our universities to um to do  
25:44  
amazing things for the state of maine  
25:46  
here is is remarkable  
25:47  
there are now several questions coming  
25:49  
in chancellor um  
25:50  
so some are for jim for jeff st john i  
25:53  
think is it okay to just kind of  
25:56  
you know coming in in two directions a  
25:57  
little bit uh jeff will people be able  
26:00  
to easily see classes from just one  
26:02  
university  
26:03  
and will faculty have a real role in  
26:05  
making main street work

26:06  
well for us um  
26:10  
let's go with that one to start yes joan  
26:12  
the answer to both of those questions is  
26:14  
is unequivocally yes so we want to  
26:17  
enhance  
26:19  
the ability of students and faculty and  
26:21  
advisors  
26:22  
to see courses offered at other  
26:25  
institutions than their home campus  
26:27  
without diminishing their current  
26:29  
ability to see the courses offering  
26:31  
offered on their home campus so the goal  
26:32  
is to expand not to contract in any way  
26:35  
so it's a yes to that first question  
26:37  
it's a good one  
26:39  
and answer the second question again  
26:41  
absolutely yes  
26:42  
we not only want but but must have  
26:45  
faculty  
26:46  
involved in the development of unified  
26:48  
catalog  
26:49  
at every stage both on the technical  
26:53  
side when we get to the point where

26:54  
we're ready to show faculty uh  
26:56  
what options are having first asked  
26:59  
faculty  
27:00  
what options they would like to see  
27:02  
because we need to understand  
27:04  
usability for faculty and for  
27:06  
professional advisors along with  
27:08  
usability for students uh and then also  
27:11  
on the the the content side how can we  
27:14  
best  
27:15  
uh show what is available and just to be  
27:18  
clear about that we had a good  
27:20  
discussion about this in an earlier call  
27:21  
with some faculty today  
27:24  
the unified catalog in no way shape or  
27:26  
form is  
27:27  
emerging or lumping together of programs  
27:30  
from the different universities rather  
27:33  
it's a it's  
27:34  
a showing of what is available to  
27:36  
students  
27:37  
in existing academic programs  
27:40  
undergraduate and

27:41  
graduate offerings across the university  
27:43  
of maine system  
27:45  
we're not merging catalogs we are  
27:47  
unifying  
27:48  
and aligning existing catalog  
27:51  
offerings so everyone can see them and  
27:54  
understand what's available  
27:56  
in a simpler and more efficient way so  
27:59  
yes to both those questions and again  
28:01  
they're both great questions  
28:03  
and there are some other things that i  
28:04  
think are our comments and statements  
28:06  
one is great news on removing barriers  
28:08  
some that come to mind are need for  
28:10  
study abroad forms tuition fees main  
28:12  
street issues  
28:13  
eg having campuses listed on schedule  
28:17  
the process for multi-campus academic  
28:19  
programs this is someone's comment  
28:21  
is cooperating departments and the  
28:23  
cooperating department structure already  
28:24  
solves the problem of classes from other  
28:26  
universities being easily available

28:30  
there is a question will a course  
28:31  
syllabus be available to students  
28:34  
so jeff i think there are at least a  
28:35  
couple things in there perhaps for your  
28:37  
comment  
28:38  
um and then there's one for the  
28:39  
chancellor does the chancellor  
28:41  
understand  
28:42  
the alliance between humane and humane  
28:44  
machias as a partnership  
28:45  
or a merger i uh you know i  
28:49  
i i think it's a work in progress um and  
28:52  
uh uh  
28:53  
clearly uh uh i've visited i have  
28:56  
visited machias on a number  
28:58  
of occasions so uh it is a strong  
29:01  
working relationship  
29:02  
uh allowing uh that campus to continue  
29:05  
uh delivering education in washington  
29:07  
county  
29:08  
um uh understanding that uh the  
29:10  
population there uh had dropped  
29:12  
significantly



29:13  
um and uh i know that uh this is a  
29:16  
stewardship  
29:17  
uh and making sure that those  
29:19  
opportunities remain  
29:21  
uh available to uh washington county the  
29:24  
students who are currently there and the  
29:25  
students  
29:26  
who will choose to go there in the  
29:27  
future  
29:31  
jeff i think things for you maybe mostly  
29:33  
notes um  
29:35  
oops i lost it something about syllabi  
29:38  
was  
29:38  
well a course syllabus be available to  
29:41  
students  
29:42  
um and um  
29:45  
this perhaps also is related will the  
29:48  
chancellor's office publish  
29:49  
the 20 plus data points referred to in  
29:52  
the june 2020 netchie substantive change  
29:54  
application  
29:55  
which currently serves as the criteria  
29:57  
by which caos engage in the program's re

30:00  
examination process faculty would like  
30:03  
to be aware of the criteria by which  
30:04  
their programs are evaluated for  
30:06  
suspension elimination  
30:08  
or cross-campus collaboration or merger  
30:11  
so a couple of syllabus question is a  
30:14  
contained one and then a bigger question  
30:16  
on our  
30:17  
criteria i'll make just two two points  
30:20  
to joan about the  
30:22  
the matters relating to unified catalog  
30:24  
and then  
30:25  
leave it to to jim or the chancellor to  
30:27  
respond to the  
30:28  
to the other item regarding the 2020  
30:31  
subsidy of change application  
30:33  
please send me through your cao  
30:36  
or through or directly yourself or  
30:38  
through your faculty senate if you like  
30:40  
please send me your your known  
30:43  
barriers in our existing undergraduate  
30:46  
and graduate  
30:47  
academic pro process with respect to

30:49  
main street or any other facets of the  
30:51  
student academic experience  
30:53  
we are actively collecting those lists  
30:56  
from  
30:56  
faculty now secondly and relatedly  
30:59  
um i have shamelessly invited myself uh  
31:03  
in  
31:04  
more than one meeting uh most recently  
31:06  
in in the campus  
31:08  
chancellor's campus visits to to uma and  
31:10  
to usm  
31:12  
to attend an upcoming uh meeting of  
31:15  
of those campuses faculty senates uh  
31:17  
vice chancellor posido and i met with  
31:20  
uma faculty two weeks ago i'm meeting  
31:22  
with usm's faculty senate this friday  
31:25  
very much looking forward to that  
31:26  
i would welcome a chance to speak to any  
31:28  
faculty group  
31:30  
to your senate uh if i get an invitation  
31:33  
i will run it past your president to  
31:35  
make sure she's okay with that  
31:37  
and then happily meet with a senate or

31:40  
other faculty group  
31:41  
to talk about any facet of this work to  
31:43  
solicit your input your ideas  
31:45  
your feedback this is the unified  
31:48  
catalog  
31:48  
initiative like every other unified  
31:50  
accreditation initiative is going to be  
31:51  
open and transparent  
31:55  
jimmy i want to take jim when you want  
31:57  
to answer the  
31:58  
the question on unified accreditation  
32:01  
sure  
32:02  
and i understand that question to be  
32:04  
primarily  
32:05  
focused though on the programs for  
32:07  
examination process and how it is  
32:08  
managed  
32:09  
through the system vice chancellor for  
32:11  
academic affairs office  
32:14  
that because of that it doesn't fall  
32:16  
within my direct portfolio but i do know  
32:18  
it is a very  
32:20  
data driven data intensive process

32:24  
over a period of time involving each  
32:26  
university's chief academic  
32:28  
officer provost uh the vice chancellor  
32:30  
for academic affairs  
32:32  
and uh there's nothing that i know of  
32:35  
that  
32:35  
prevents us from being fully transparent  
32:38  
through each university to the data  
32:39  
that's shared  
32:42  
for the caoc to decide for each  
32:44  
university to decide  
32:46  
how they want to manage the programs in  
32:48  
their own academic inventory  
32:51  
and joan if i might kick it over to you  
32:54  
i know that you and i have had some  
32:55  
conversations about that data and how it  
32:57  
works and  
32:58  
i invite your comment on that as well  
33:00  
yeah certainly and jim's described it  
33:02  
as it's working as it happens uh this is  
33:05  
this is these are called programs for  
33:07  
examination  
33:08  
and i think if vice chancellor placido

33:10  
were here he would say  
33:12  
examination can mean celebration that  
33:14  
can mean the opportunity to show growth  
33:17  
and to highlight that and to feature it  
33:18  
as well as to look for opportunities for  
33:21  
other kinds of realignments or  
33:23  
challenges that programs may be facing  
33:25  
based on the data so we'd be happy what  
33:28  
we could do is do a town hall here on  
33:30  
this campus with  
33:31  
provost vollen who works with us  
33:34  
who manages that process on this end as  
33:36  
well as with head of campus dan claus at  
33:38  
machias  
33:40  
so that we can share exactly what  
33:41  
happens in that process  
33:43  
a large list of variables and we have  
33:45  
the option to even add some more of our  
33:46  
own  
33:47  
that we look at to try to get a picture  
33:49  
an accurate and  
33:50  
thorough picture of a program but we're  
33:52  
very happy to be

33:54  
quite transparent about all of that it's  
33:56  
been developing a bit over the past few  
33:58  
months it hasn't been  
33:59  
fully i think finalized but um but  
34:01  
that's a great topic  
34:03  
there are a couple more um several more  
34:06  
um unified accreditation kinds of  
34:08  
questions so  
34:09  
why don't i read them and then you all  
34:10  
can decide where we'd like to go  
34:12  
if students start taking a significant  
34:14  
fraction of their courses from  
34:16  
other campuses would it make sense to  
34:18  
merge faculty bodies  
34:21  
so there's one won't the unified catalog  
34:24  
result in the cannibalization of  
34:25  
programs at smaller campuses  
34:28  
as students shop to take courses outside  
34:31  
their residential  
34:32  
programs well you know i i think  
34:35  
a couple things going on i i suspect um  
34:38  
that most students will want to take  
34:40  
most of their courses with the

34:41  
university that they're  
34:42  
affiliated with on the other hand a  
34:44  
number of our universities allow  
34:46  
students to  
34:47  
in some cases design their own  
34:49  
concentration or their own major  
34:51  
um and and the ability to to  
34:55  
do that on a multi-campus basis probably  
34:58  
makes a lot of sense  
34:59  
but someone's not going to go to the  
35:00  
university of maine and take the  
35:02  
majority of their courses at some other  
35:04  
uh university that you know it just  
35:06  
isn't as  
35:09  
there's nothing in our experience or  
35:13  
other experiences that would indicate  
35:14  
that that would be the case  
35:16  
on the other hand there are the  
35:17  
opportunities for smaller universities  
35:20  
that may not be able to offer  
35:22  
as wide a selection of courses to  
35:26  
allow students to have that wider  
35:28  
selection possibility



35:31  
based on conditions and agreements that  
35:33  
would have to be reached  
35:35  
in the future um you know what i  
35:38  
what my goal is is to stabilize the  
35:41  
smaller universities  
35:42  
uh that that is a combination of  
35:45  
uh trying to attract as many students to  
35:48  
those institutions  
35:49  
as we can uh but understand that some of  
35:51  
those institutions are  
35:53  
are not located uh as uh um  
35:56  
uh and easy to get to um and i have  
35:59  
already suffered a demographic  
36:01  
uh uh driven damage um on those campuses  
36:05  
uh sustaining those campuses and  
36:07  
stabilizing them so that they don't  
36:09  
become a bigger draw  
36:10  
um in many ways is going to be important  
36:12  
we want to work with those institutions  
36:14  
to do that  
36:15  
uh likewise we want to see those  
36:17  
institutions that are  
36:18  
poised for growth actually accomplish

36:21  
that that growth  
36:23  
obviously that's more operating dollars  
36:25  
for each of those  
36:26  
or any of our universities that grow  
36:28  
their population  
36:29  
uh and uh by and large those decisions  
36:32  
on how to spend that  
36:33  
that money is made by on those campuses  
36:36  
um so we we look forward to doing uh  
36:40  
that um what i would say to you  
36:43  
is uh uh why not give students that  
36:46  
opportunity  
36:47  
uh uh particularly uh we we can build  
36:51  
protections and and um for uh situations  
36:55  
that that might  
36:56  
might potentially um but i doubt will  
36:59  
present themselves  
37:00  
um and there are a lot of decisions that  
37:03  
will need to be made  
37:04  
one of the things that i frequently hear  
37:07  
from faculty  
37:08  
and and students who have actually  
37:11  
uh tried to move from university to

37:14  
university  
37:15  
uh we're not as student centered as we  
37:18  
think  
37:18  
we are our students are not as satisfied  
37:21  
with the ability  
37:22  
to do the things that we think they  
37:23  
should be allowed to do already  
37:26  
and usually staff and usually faculty  
37:28  
members  
37:29  
complain as well about the number of  
37:31  
steps necessary  
37:32  
to allow things to happen and so we're  
37:35  
trying to make  
37:36  
make this a more student-centered uh  
37:38  
approach uh  
37:39  
uh and more opportunities uh presented  
37:42  
and more uh area and space for uh  
37:45  
multi-campus collaborations  
37:47  
um to excel thanks chancellor  
37:51  
um you know there was a question about  
37:53  
syllabus uh which i i didn't answer  
37:55  
um uh so i and i i i  
37:58  
i uh you know i would again i

38:02  
i think uh students should understand uh  
38:05  
the content that they're being asked  
38:07  
to address um uh and uh i personally  
38:10  
believe  
38:11  
uh that's a personal belief um um from a  
38:14  
guy who's bought a lot of cars and never  
38:15  
won without driving one  
38:17  
um uh that that students  
38:20  
should be reflecting on the actual  
38:22  
subject matter  
38:24  
uh to be taught in a course as opposed  
38:26  
to the title of the course  
38:29  
thanks thank you um 15 years a little  
38:33  
but not  
38:33  
not entirely because this conversation  
38:35  
to me really is about  
38:37  
inclusion and access but the question  
38:39  
here chancellor is in light of the board  
38:41  
of trustees recent emphasis  
38:43  
on diversity equity and inclusion what  
38:45  
concrete actions will we be seeing in  
38:47  
that area  
38:48  
we uh well first of all we brought that

38:51

issue to the trustees

38:52

um raised that issue um uh very happy

38:55

uh to have received uh direction uh to

38:58

set up a panel

39:00

to oversee those efforts and step up

39:02

those efforts

39:03

and make them central central

39:06

uh to what we do uh going uh forward

39:09

um and uh that is our intention um the

39:13

i believe the board will um it wants to

39:16

see that work

39:17

uh be undertaken by us um uh and

39:20

specifically

39:21

uh ordained that to happen um uh but i

39:23

will also point out to you that it is

39:25

uh the system that brought that issue to

39:28

the board of trustees and very proud to

39:30

have received that direction from them

39:33

um so it's a work in progress um uh

39:36

i think we have to uh examine um

39:39

uh our practices we have examined our

39:42

practices we probably understand that

39:44

that

39:44  
broader advertising for instance of uh  
39:47  
uh  
39:48  
staff and faculty positions is more  
39:50  
likely  
39:51  
uh to garner uh application more diverse  
39:54  
applications  
39:55  
we need to step that that issue up uh we  
39:58  
need to be mindful  
39:59  
of the difficulties that historically  
40:02  
some groups  
40:03  
um uh including women uh um as a group  
40:07  
uh  
40:07  
have suffered from and under and  
40:10  
we just need to to to make it really  
40:13  
quite central uh in our considerations  
40:15  
going forward  
40:17  
i would add to that that on this campus  
40:19  
we have a president's council on  
40:21  
diversity  
40:22  
equity and inclusion co-chaired by  
40:24  
kimberly whitehead who's with us today  
40:25  
and susan mckay  
40:27  
that has already produced a set of

40:28  
recommendations we're moving through  
40:30  
those  
40:30  
uh considering them the first thing that  
40:33  
everyone will see and it might be today  
40:34  
or maybe tomorrow  
40:35  
will be an announcement concerning  
40:37  
hiring of uh faculty  
40:39  
um and certain other positions great  
40:41  
detailed guidance about what we now  
40:43  
will be expecting of uh hiring  
40:46  
committees  
40:47  
in terms of how they will advertise how  
40:49  
they will network and seek  
40:51  
a broad diversity of candidates how  
40:53  
pools will  
40:54  
will be characterized and then how we'll  
40:57  
make decisions about whether those  
40:58  
searches go forward so that's coming  
41:00  
very soon on this campus  
41:03  
expectations that are typical in many  
41:05  
places actually  
41:07  
so that we'll see there are two  
41:08  
questions that we're not can i just say

41:10  
one thing  
41:10  
joan um i remember the day that i got dr  
41:13  
whitehead's recommendation well that  
41:15  
group's recommendations and sent her a  
41:17  
note  
41:17  
of congratulating her and thanking her  
41:20  
for  
41:20  
um that work um and it is in part based  
41:24  
on that work  
41:25  
uh that i asked for a specific directive  
41:27  
from the trustees  
41:28  
uh with respect to how we proceed great  
41:31  
thank you  
41:32  
thank you there are two really detailed  
41:35  
questions  
41:36  
um that one of them is very humane  
41:38  
specific  
41:39  
and i'll just read it but we won't have  
41:41  
time but if the faculty member who's  
41:43  
writing it will be in touch with me  
41:44  
we'll figure out a way to have a broader  
41:46  
discussion on this topic  
41:48  
the person says not to be difficult but



41:49  
with the dramatic increase in  
41:51  
administrative positions being adopted  
41:53  
by  
41:54  
faculty and then he mentions some avpr  
41:56  
associate provost  
41:58  
these not only cost a lot of salary but  
42:00  
have an enormous impact  
42:02  
on our faculty numbers and ability to  
42:04  
teach classes and conduct research which  
42:06  
are presumably the purpose of the  
42:08  
university  
42:09  
in my department we've lost two  
42:10  
biomedical research faculty in another  
42:12  
department they've lost four  
42:13  
yet out of these six only one is being  
42:15  
replaced what is the truth  
42:17  
get the sense of this question a very  
42:18  
serious question that i would like to  
42:20  
take up with folks  
42:22  
um a piece of the answer i believe you  
42:24  
will find in the fiscal 22  
42:26  
budget proposal which was made public to  
42:28  
the board of trustees last week

42:30

so some of this we'll take up when we do

42:32

our budget forum which i believe is

42:33

coming

42:34

but we really are the question really is

42:37

how are we going to get to our one

42:38

status without increasing faculty

42:40

and our provost has a clear plan on that

42:43

front

42:44

the other question is general it's

42:46

transforms and maybe it's a

42:48

another one we can take up more locally

42:50

because i'd like to end with this one

42:52

for the chancellor

42:53

what are the current strategies for

42:54

attracting and keeping maine students in

42:56

maine

42:57

are there any new initiatives focused on

42:59

this the thing most likely to keep

43:01

a a student in maine is for them to

43:05

receive their education

43:06

in maine we are the largest recipient

43:09

of high school graduates from maine

43:13

the second biggest way to attract a a

43:16  
workforce in maine  
43:18  
is to have out-of-state students receive  
43:20  
their degrees at one of our universities  
43:24  
we know that the retention rate there um  
43:27  
uh is higher than that and easier to  
43:30  
retain  
43:30  
uh than inviting someone who has no  
43:32  
connection to maine so i think uh  
43:35  
our role as a public university system  
43:38  
um with respect to maine high school  
43:41  
graduates  
43:42  
which is our primary uh population  
43:46  
is extremely important it's why for  
43:48  
instance we stepped up  
43:49  
efforts this year to reach out to high  
43:52  
school students who weren't getting  
43:53  
support at their  
43:54  
uh high schools are the level of support  
43:56  
of their high schools which  
43:57  
clearly were overburdened by the  
43:59  
pandemic  
44:00  
experience uh starting in january we we  
44:03  
stepped up our efforts very

44:05  
significantly  
44:06  
uh with respect to maine students  
44:08  
because we were behind by 16  
44:10  
15 or 16 percent in applications uh as  
44:13  
uh as late as the second week of january  
44:16  
uh we have largely closed that gap  
44:18  
through initiatives that we undertook  
44:21  
with the guidance counselors  
44:23  
school systems uh our own online  
44:25  
opportunities for students to  
44:27  
uh touch and see all all of our  
44:30  
universities uh  
44:31  
uh at one time and to speak to people  
44:33  
from any of the universities that they  
44:34  
were interested in  
44:36  
i think one of the most interesting  
44:37  
things we've done uh this year  
44:40  
our system had a history of not telling  
44:43  
students when they were accepted  
44:45  
at our universities what their financial  
44:47  
package based on  
44:49  
uh their uh their terms and the  
44:51  
information they

44:52  
were supplying uh would be until months  
44:55  
later  
44:55  
uh which meant that that student  
44:57  
remained uh  
44:59  
marketable if you will or or had an open  
45:02  
invitation to consider other other  
45:04  
schools we've seen a market increase in  
45:06  
matriculations in part because we were  
45:09  
able to represent the students  
45:10  
what their financial obligations would  
45:12  
be at the beginning of the process  
45:14  
not at the end of the process and our  
45:16  
matriculations are very strong  
45:19  
running about 14 days uh in advance  
45:22  
of what we uh we did uh in the most  
45:25  
recent years  
45:26  
uh so on the matriculation side um even  
45:29  
when we had fewer applications  
45:31  
particularly coming  
45:32  
from in-state uh we we were still  
45:34  
running ahead as many as 20  
45:36  
uh to 25 days so uh i i think we've  
45:39  
turned it around

45:40

i think we understand our relationship

45:44

in the state of maine i think we've used

45:46

the uh kovit 19 experience to explain to

45:49

the people of the state of maine to a

45:50

higher degree the importance of a

45:52

research university and a university

45:54

system

45:54

uh in combating uh uh the covid uh

45:58

experience thank you so we are

46:01

just past 10 30. we did start a minute

46:03

or two late chancellor can you take one

46:05

more question

46:06

sure okay because then so

46:10

this okay this one seems like a you

46:11

mainish specific question will there be

46:13

any adjustment on who is allowed to be a

46:15

ta

46:16

some of the lab tas have made certain

46:18

classes a horrible experience not just

46:19

for me but for the whole class

46:21

we're very focused on quality of

46:22

instruction on providing support

46:24

and professional development for tas so

46:27

thank you for that

46:29

what i'm hearing about rtas is the vast

46:31

majority of them are phenomenal but we

46:33

will uh

46:34

hear hear more from you i'm sure on this

46:36

uh so these two chances i think maybe

46:38

we'll make these the last ones

46:41

complementary to each other if equity is

46:43

central to the system's work

46:45

ought our vision for the small campuses

46:47

reach beyond merely stabilizing them

46:50

so that they do not drain resources from

46:52

the larger schools

46:54

and a separate question since state

46:56

appropriations are so vital to our

46:58

systems thriving it seems an important

47:00

kpi

47:01

should be uplifting these communities

47:03

despite and indeed because of their

47:05

declining demographics

47:08

so a couple things uh retention uh is

47:11

uh one of the ways to resolve uh uh the

47:14

lack of students

47:15  
uh going forward uh we spend a lot of  
47:17  
money 18 million dollars a year to  
47:19  
attract students to our institutions  
47:21  
uh and some of our institutions then  
47:23  
lose 40 of those students over the  
47:25  
course of 24 months  
47:26  
um we have to do a better job on on  
47:28  
retention  
47:29  
and if that means uh additional outreach  
47:32  
and help to students being provided  
47:34  
um the uh the the uh alpha on money  
47:37  
should help um in that  
47:39  
in that regard so retention is a road to  
47:42  
growth  
47:42  
obviously i want every one of those uh  
47:45  
smaller universities to get  
47:46  
uh uh quality students um uh in their  
47:49  
programs and to grow those programs  
47:51  
on the other hand i can't ignore the  
47:53  
fact that we have programs that have  
47:55  
have shrunk by 27 percent in a  
47:57  
relatively short period of time  
48:00  
that's not stable and what we have to do



48:03  
is make sure that  
48:04  
that our faculty student ratios are  
48:06  
aligned appropriately that programs are  
48:08  
aligned appropriately  
48:09  
that programs that might be more  
48:11  
successful in attracting students are  
48:13  
examined  
48:13  
on a regular basis um uh and uh uh  
48:17  
i spend a lot of time i look at the  
48:18  
numbers every single day  
48:21  
and that are available to me with  
48:24  
respect to  
48:25  
applications matriculations retentions  
48:28  
on a semester-to-semester year-to-year  
48:30  
basis  
48:31  
um celebrate the fact that we had a two  
48:33  
percent increase in a single year  
48:35  
i don't know with it i i doubt that  
48:37  
we'll repeat that in the uh with a full  
48:39  
year of the pandemic  
48:40  
uh but we need to get back on the road  
48:42  
and easily increase retention by at  
48:44  
least one percent

48:45

uh per year for the next 10 years

48:50

with that i think we'll we'll bring this

48:53

to a close i'd like to thank the

48:55

chancellor and his team

48:56

great conversation as you can see many

48:58

many questions many good ideas here and

49:01

we invite you to come back and talk to

49:02

us that you mean anytime

49:04

thank you bye-bye

50:09

you