

Academic Affairs Faculty Forum  
Finishing the Term – Supporting Faculty  
March 12, 2020  
3:00 – 4:30 p.m.

Notes

Welcome and Comments from Interim Provost Gilbert

We are here to see if we can share some of our best ideas of how to end the semester here and at the University of Maine at Machias as well.

Note cards have been provided to write down your questions on the following:

- 1) How do we best support our students in completing the semester? How do we best support our faculty in completing this semester?
- 2) What suggestions and resources can you offer that you have used successfully in supporting on-line or other pedagogically appropriate remote learning?

Please write down your questions and whatever we don't get to today, we will post on the website as quickly as we can get it there and answer questions. We are looking for the community at the University of Maine and in the larger system to share what they know with each other so that we can ramp up pretty quickly so that our students have a wonderful experience toward the end of this term.

Comments from David Townsend, Chair of Faculty Senate

This is a decision that was just made exactly 24 hours and three minutes ago and it is a system level decision. The choice now is to move forward as best we can, on behalf of our students. I would like today to be more of a discussion of academic issues and how we finish our classes. What are the technological or other pedagogical impediments? Please don't just direct your questions to the people in the front. You people are the ones that can answer many of the questions that will surface much better than we can, I would guess. There have been other issues I heard just walking over here that I don't have the answers to. We will be getting answers and maybe another one of these forums could be popping up to explain more later. For now, first and foremost, it is our duty to make sure we can get the students through the semester.

Comments from President Joan Ferrini-Mundy

I want to say more about the context that we find ourselves in. We are having an unprecedented public health crisis. The first thing we have to recognize is that when unprecedented things happen, we don't have precedence, which means that people are doing their very, very best to make good decisions to do what will be best for our community, for our students, for our faculty, for our staff, and for the town of Orono. There is a lot that goes into the kinds of decisions that have been made in the past several days. I really, really want to tell you all how much I appreciate your patience, your resilience, your flexibility, and your ability to shift because all of us are needing to do that. It is everyone's health that is at the center of this and everything is flowing from that. How many were able to see or listen to the Governor's press release at noon? That is worth looking at because she did announce that we have the first presumptive case of coronavirus in Maine. You are aware of the decisions that have been made and been made publicly and visible to everyone. In my office, we are getting hundreds of calls and emails,

which means that you are too. One other point of view that I want to be sure to express here is there isn't some sort of plan that is over here that we are kind of unveiling to you in some way. This is real time decision making. It is very new to many of us. I really appreciate your understanding and your willingness to be a part of that to the extent that we can make that possible. The best place to be part of it right now is in looking out for our students who have the remainder of their semester to complete. For some it is their second semester in college and for others it is their last semester before graduation and a major milestone in their life. As the administrators who work with these students, we have to do our best. I believe in that and you are here, so I assume you believe this too. We need to do our best to make this experience the most educationally sound, constructive, positive learning experience that we can for our students. I know we are up to this as a community because as I am looking around this room, I see people and I know about the creative things that are being done in classrooms. I know about the ideas that many of you have been discussing for some time about how to address student learning in a variety of conditions. That is where we find ourselves in this place of needing to put our heads together sort of virtually and talk about our options. What can we do to move forward? What ideas do we have? What can we try that we haven't been able to try? We are going to offer as much support as we can find. CITL will be speaking in a moment and there are others in the room who have ideas about what we can do. You have been given the opportunity to write down your questions. I have a pretty long list already that are coming from faculty. We want to add to that and get things out into the open. I was speaking with someone about their evaluations, SETs. One of my thoughts was, I think, if I were still in the classroom, and there are many days that I wish I were to be honest, I would want people to comment on how well I and we did with managing this. Did our students feel like they had avenues for their learning? Did we cover the key objectives in the course? Did we make decisions? It will be about doing that very differently than the way we planned to do it at the beginning. A focus on student learning on our own engagement on how we seek help, how we use ideas. We will be very flexible here. As you might imagine and if you are reading the papers, you know our professional associations, the federal government, our content area teaching organizations are all engaged in this. This is a national conversation about education at the undergraduate level and graduate level that we are in. There are tremendous resources available as we take a look out both for ideas and for flexibilities that I believe we are either going to be able to count on or we will need to seek.

Comments from Jeff St. John, Senior Associate Provost for Academic Affairs

I appreciate the President emphasizing that there is no plan that we are just pulling out of a closet from somewhere. I met with Emily Haddad and her very impressive group of chairs and directors earlier today and I was able to answer definitively about 90% of the questions that they asked me. The rest are in process and I will come back to you when I have something more. It is clear to say this is just an overview of where we are. I will start with the kinds of questions that have come in and I will talk a little bit about immediate resources for faculty and then I will talk to the point where the President ended with the flexibility that we are seeking in collaboration with units on campus and we will also be discussing with faculty leadership as well. Your questions that have come in about the academic side of the house have generally come in four categories.

1. Instruction is number one. How do I move face-to-face instruction into virtual or remote instruction quickly and efficiently? How do I do so in areas that don't lend themselves readily to that kind of movement? In particular, lab-based activities or senior capstones

that require a physical presence or physical activity as part of the work in studio art and other areas where we have embodied performative activity that doesn't translate easily to online delivery.

2. Student employment – many folks on the academic side have asked about students, students who work in labs, students who work on campus, students who work off campus. We have some guidance about this that is rapidly taking shape.
3. Student research activity – students who conduct research of their own in your labs, students who support your research in your labs, and students who are engaged in other kinds of research activity that is ongoing and necessary both to their academic development and to the work being done by all of you as faculty researchers.
4. Practical internships, field work, domestic study away – people who are out there doing things as students that you are supervising either daily on campus or remotely or in some combination. How are we dealing with those situations and those students?

These are all areas where we are pursuing clear answers and clear guidance as quickly as we can. I want to encourage all faculty to make contact with Peter Schilling, Karen Pelletreau, and Sheridan Kelley in the Center for Innovative Teaching and Learning. CITL is available in person, by phone, by email, probably by seven or eight other technologies that Peter knows about that I don't. Please reach out to see what has already been posted on their webpage for current and upcoming trainings and resources for faculty who are looking to move pieces of or all face-to-face delivery into virtual formats. They have already been in contact with dozens of faculty at this point. Thanks to Peter and Monique LaRocque, we have also developed a resource page through the CITL site as well as other webpages. To date, we have compiled a list of questions. The Provost asked the Deans two days ago to begin developing questions from all of their faculty and chairs and directors in their units. They continue to come in. I had a chance to speak with Fred Servello and his leadership group this morning. I had a chance to speak with Emily Haddad and her chairs and directors earlier today as well. We are bringing all of the questions in and trying to categorize them and moving them to different experts around campus who can help us answer them. And, as the President and Provost suggested, we are taking in all kinds of guidance from you about what is working. A few faculty who have developed solutions already are here today and will speak to those solutions for their courses.

With respect to flexibility, I met with the Office of Student Records staff earlier today. We are doing, in some combination and to some degree, all of the following in consultation with the Provost and in some cases with faculty leadership.

1. We are looking hard at pass/fail options for students who are interested potentially in moving from a graded course to a pass/fail course midstream this semester. This could be helpful to have a student-initiated pass/fail option so that students who are trying to work their way out of contract or probation will have a chance to keep that grade that would help them improve where they are and students who are having trouble making the transition in the latter part of the semester would have an option for a pass, instead of a low grade coming out of their courses.
2. We are also, with the support of our Registrar Kim Page and everyone on her staff and with the help of the Associate Deans and Chairs and Directors, looking hard at waivers, exemptions, and substitutions, essentially trying to increase the degree of flexibility beyond what we would normally offer for students to achieve successful outcomes in the spring semester and then progress to the next courses in their majors and next courses in their general education program. This flexibility has been

supported broadly by our accreditor NECHE and also by the Department of Education, who are recognizing the extraordinary circumstances that we see ourselves facing now.

3. The Associate Deans and I will be having a discussion early next week about spring academic action. What is the best way to deal with student progression in relation to students who are currently on contract probation or who might face that at the end of the semester? Should we maintain our normal process or should we pursue a different means of evaluating students? I would welcome guidance from faculty and chairs on that subject.
4. We are beginning to figure out the best process for proceeding with registration for fall classes because we have students who need to get into their next classes and that is coming up very quickly.
5. We are looking hard at capstone courses for the reasons I mentioned earlier.

By the time of the forum today, we currently have 2,965 active class sessions here in Orono with the combination of face-to-face, online, and hybrid. It also includes some independent studies and practica and internships and other forms of instruction that represent 53,000 distinct student enrollments in those courses and internships and independent studies. The scope of this is significant. We are working as rapidly as we can. Within the Provost's Office, we are running point for the associate deans, chairs and directors and any decisions that require guidance from the Deans will go to the Provost who will in turn be communicating and has been communicating regularly with the President on all of these matters. We welcome your guidance and your best practices advice as faculty and people who support students from all across campus. We are doing everything we can to prioritize graduating seniors and those who need to complete their work this semester because they need the credentials in order to secure a job that they either already have been offered or imminently planning to take and also at the same time ensuring progression for juniors and students coming up the ranks.

Comments from Robin Sherman, Campus IT Officer

1. There was a miscommunication yesterday about a Blackboard outage. It was actually regarding an upcoming maintenance.
2. There are no restrictions on bandwidth or capacity with regard to our enterprise licenses – Blackboard, Zoom, etc. We don't know what is going to happen once everybody is using these solutions, but as far as licensing and capacity is concerned, we are good to go.
3. There currently is no enterprise-wide solution for remote proctoring. There is a solution in place at Fort Kent and we are looking into expanding that license and we are looking into other solutions as well.
4. We are looking into solutions for virtual laboratories. David Demers is especially looking into this.
5. We are working on remote access to software and to computer labs as possibly a way to get access to these special kinds of software. We are looking into ways to connect into our computer classrooms on campus or to provide virtual access to software that is needed for class delivery.
6. As for public wireless access for those folks who are located remotely who may not have wireless access or internet access in their homes, we are developing a list of places with this capacity that they could utilize.

Questions:

1. Where are the servers for Blackboard? Are they ready to handle this?
  - a. We are amping up capacity at this point.
2. Will the class schedule stay the same? If I have a 9:00 a.m. lecture, do I still offer this at 9:00?
  - a. Yes, that is wise. Stick with the same timeframe.
  - b. Students' work schedules need to be considered.

#### Comments from Specific Individuals

Julia McGuire, Lecturer in Biology

We have possible solutions for large, lecture classes, e.g. BIO 100 and BIO 200 courses and labs – approximately 500 students.

In BIO 100, we are re-focusing. We can't adapt our current labs for home so we have devised a transact-based lab where we are keeping it consistent. They are going to collaborate on and upload data that they have and collect over the four-week period. We are going to keep everything super low tech so students who don't have access to all the same technology or access to all the same environment can complete the work. We are also working with students collectively to ask questions and come up with a bank of questions ahead of time and will discuss at lecture tomorrow.

BIO 200 is more flexible. We are going low tech and taking our cardiopulmonary lab to where students will take their heart rates or use their smart watches that they already have. We are taking into consideration where students are with the diversity of their environments which is incredibly challenging when you have a population of 500 students. We are looking very carefully at how we can increase equity ability to access to the outcomes that we are intending for students to reach by the end of the semester. It is a collaborative approach across our team and with students and we have started to gather feedback from them today in their labs very last minute and it will continue tomorrow.

Bob Gundersen, Chair of Department of Molecular and Biomedical Sciences

Half of our curriculum is labs. Speaking with faculty this morning, I was actually impressed by the number of responses because we know what we are going to do and they are already working on it. As I was leaving to come here, I had faculty members reviewing online videos that they can use. We are going to use existing techniques that are already online showing what people are using currently because there are a lot of things available. I have a list of videos, photographs, anything that is going to be appropriate to mirror the material that they wanted to demonstrate in lab so they will have a visual. They are going to miss the tactile part of labs, which is important, but microbiology and biochemistry are not usually things you can do at home at the level we would want it to be done. The infection itself is a great learning experience for the students. Most of us have already done recorded audio lectures to be used for snow days. We have to adapt to what we are going to do. The hardest part will be assessment. There are a couple of companies that do exams online, but they are very expensive. We have avoided that, but a number of the faculty, myself included, use Top Hat. It has a timing device that we can give them an exam that is timed. They might have time to look up some of the answers, but they are never going to have the time to look up all of them. And then much more homework. That will be one way we will increase for the assessment part is having more feedback from the students via the internet.

Saima Farooq

Lecturer in Physics and Astronomy

I am coming from the Physics department with big lecture classes with three components – lecture, lab, and recitation. I am also the lab coordinator for the course. The biggest problem initially for the lecture is that the lectures are really interactive, using clicker questions. Asking everyone to be present at the same time for a zoom session seemed not possible that everyone could access at the same time. Creating video lectures was the other option that anybody could access at any time when they have internet access, but how could we make these interactive. In Kultura you can make the videos available through the main portal. You can download the app, record your video, and create video quizzes meaning you can insert any clicker question at a given time and you can adjust the settings so that it will not proceed until the student has answered the question. Clicker questions can be associated with the grade center so people get the participation credit. We will be doing fewer labs online, but at the same time as the regular labs were scheduled. We have many online resource simulations available. We are going to use those simulations and people will get data from there. Recitations will be planned every other week with TA's present and students working in small groups in breakout rooms on Zoom. Every other week we will also have a help hour through Zoom with TA's. Exams will be done through Blackboard with timed sessions. These sessions will be alternated every other week. They either have a recitation or a lab.

Rick Corey, VEMI Director of Operations

We have many grants that require human subjects work. We have looked at every grant to see how we might move them to online or digital or making a virtual world. Instead of doing direct human subjects, we move them to surveys. We are in the process of talking right now with all of our POS for all of our grants. We have for years been using a persistent chat client. We are currently using Discord. We can have categories, students can talk to each other and learn from there. The students have been great and willing to help. We also have the summer to think about. Do they have the equipment they need to get done what they need to get done? We are providing some of the computers from the lab and looking into maybe buying some new laptops for people that might need to move around. The most important thing we have recognized is that a lot of our students still need to be paid. We are trying to identify money, what we can pay and how much. How much work is actually being done remotely and how much is like investing in new ideas and new features?

Mike Scott, Lecturer in New Media

In New Media, we have a project, a driven class collaborative class where students are building projects for the Bangor Discovery Museum. It is very collaborative. We use Slack, which allows students to work in their own groups and communicate. I had anticipated something like this happening, so I told the students that they were going to work together remotely using Slack to design and construct the project. Chat software is really critical. Having students work together is a critical part of their learning experience.

President Ferrini-Mundy

Thank you, everybody. So, what we are seeing, of course, is that people are creative people with solutions. I am assuming that the folks who stood up are also willing to provide some advice. We are all going to need to collaborate with each other to figure out how to do this. We need to

know that people will do this in very different ways. Using Slack to do project work is kind of one thing. Rethinking whether you will require certain sorts of papers and final exams or final experiences and how you might handle that in a rather low tech sort of communication way is another approach. We are open to everything.

I did a quick sort of the questions on the notecards. I will read a few of the questions, make a couple of comments, and then open it up to others who might wish to chime in.

The five categories are:

1. Student learning and the role of technology
2. Research and international students
3. IT bandwidth and technological capability
4. Students in clinical placements
5. Student workers

### **Student learning and the role of technology**

Is there a best way to encourage group problem solving in the online class mode?

Will students have continued access to their tutor groups through the tutor program and the math lab?

How do we help students who don't adapt well or learn well with online instruction?

What if students have no internet service at home – would they be allowed to remain on campus?

We are looking to be fairly limiting in who is able to remain on campus. We are looking at what forms will be like for students to request being able to stay here or what would be other solutions to this that we should think about. Unity College is working to provide loaner laptops to students who need them. What are our ideas here? What do we know about making more universal access to the internet?

### **How do we engage students in problem solving activities?**

Start on working in groups. If groups are something new to your students in terms of working very often, give them very particular roles in the group – a scribe, a project manager, reporting out. Teach them how to work in a group. We can't assume they know how to do that. Think about making your curriculum become part of that instruction. CITL does regular workshops on this and will have many in the coming weeks.

### **Tutor Groups, Tutor Program, Math Labs?**

One of the things we have to sort out is the availability of our TA's and learning assistants to help because they are the people who currently staff the drop-ins. We are going to figure out a way to have specific hours that students could join a Zoom conversation with a graduate student or learning assistant for particular courses so it will be a little bit more scheduled and controlled. We hope to provide a similar service to what we currently do online as to what we are now doing in person.

How do we help students who don't adapt well or learn well with online instruction?

This is a change for many students at mid-semester and not what they signed up for.

One thing we could potentially do is give students an option to drop a course with the ability to take it again later at no cost. There are a lot of ideas being discussed around that but it would have to be a system-wide agreement because that will be students across all campuses.

Could we look at a student's average before and after and then make some sort of adjustment? That would need to be an individual faculty member's decision.

We have kind of the connected model that we have as a framework where these students can have online access and can learn well through that mode and we have an approach. We also have a tentative approach for providing these materials hard copy and a process for supporting them to turn them in at a later date and protocols. It depends on the student feedback.

It would be wise to document additional costs that you are incurring.

Claire Strickland has set up a project account specifically to document lost revenue as well as additional costs related to what we are going through right now. Colleges need to be in contact with her office. We can transfer the expense to this project account with clear documentation if this were to become a FEMA-reimbursable event. We have identified someone in our office who will reach out to Conferences and Institutes.

What about reimbursable travel expenses for conferences that were cancelled? We will work on an individual basis on that.

I think the question about what to do with students that have trouble learning online kind of relates to a lot of the other issues that the students are facing like having to find jobs and just the total upheaval of this. My approach with my classes is just to try to make things as simple as possible for them. Asynchronous instruction delivery is really the way to go with that if we just put chunks of course material online and allow them to kind of go through that course material at their own pace, have a quiz that they take at their own pace. At this point we don't have to be very high tech about this. I'm going to offer extra credit to students if they complete early so I don't have to grade a bunch of stuff at the very end of the semester. We need to check in on the students via email or a Zoom office hour type thing and making yourself accessible to people is really important.

Is there a plan for students that need accessibility accommodations? CITL has been working with Sara Henry's office all semester. We will have sessions that help folks use Blackboard in a way that is accessible. Kaltura is accessible and creates transcripts. Zoom has closed captioning. Kaltura will be upgraded over the weekend to get even more integration available. CITL has worked with the Library over the past couple of semesters and made sure that if showing things like movies that they have a descriptive track in there as well. This past semester we knew the 60 classes in which students were enrolled who had either vision or hearing issues or both. Students that have an accommodation that allows for additional time for taking tests will need to work that out as well.

### **Clinical Placements and Off-Site Experiences**

No recommendations to change at this time. We will start to see recommendations coming in from the sites where we have students. There may be some cases where some experiences can be created into virtual forms.

If traveling outside of the State of Maine for break, these students will be asked and possibly not allowed to complete their internship.

Can we house over break so they can go into hospitals, etc., after break? Housing is available over break for anyone who requests it up until the 22<sup>nd</sup>.

Students need to talk to supervisors about whether internships can continue. There is a way to request staying on campus beyond break and these will be reviewed. Overall goal is containment of the disease. Limiting the number of people here as much as feasible. It is all very fluid right now. Essentially finding the right line between keeping our campuses open for business at this



stage and at the same time limiting the numbers of people who are here as much as feasible. The idea is to make exceptions limited and as much as we can, consistent and thoughtful.

The public comes in for services at the Conley Speech and Hearing Center on a regular basis and we have over 100 appointments in our speech clinic alone in the next few months. We rely on that revenue to support our faculty and staff and graduate students. We will need to have direct communication to our clients. We are trying to say everything as quickly as we possibly can and trying to triage. The recommendation for these kinds of cases is discussions with Deans or directors and they will come in case by case to the Provost's Office. We will need to discuss what is the prudent and sensible way to go forward, ideally with your recommendations as part of it.

### **Students who don't have access to broadband or do not have access to the technologies that they will need in order to complete their courses remotely**

Faculty need to talk to students in their classes and get a sense of where this is going to be a problem. Can we provide students with loaner hotspot devices? Libraries are intending to stay open at this point. Find commercial establishments that have WiFi access. Encourage students to speak individually with you and use good common sense and flexibility. May need to make arrangements not normally offered to everyone. Remember the goal of the best possible education experience for that student.

### **Research and International Students**

International students have been getting an enormous amount of communication from the Office of International Programs. For those who live on campus, there are conversations underway with Residence Life about how they will be accommodated if they need to be accommodated over the coming weeks. Many of these students are graduate students. Vice President Kody Varahramyan is working on a Q&A statement that will be comprehensive about research. The federal agencies that are providing funding are offering a lot of guidance and a lot of flexibility so there will be some room there. This doesn't work in every kind of research situation, so our hope is to be able to keep as much going as we can, but no definitive answer at this moment. Encourage any work that can be performed remotely.

### **Bandwidth and Technological Capabilities**

IT is doing their best. Most of the applications we use are Cloud-based. Blackboard is ramping up their services. On-campus network should have no issues for those accessing software applications.

What about the student workers in IT in Shibles Hall? Who is helping people with Zoom? They may or may not be employed.

Who would pay for online exam proctoring? Need to work with your deans, chairs, and directors to think about additional expenses and documenting with Claire. Remember, the overall goal is to offer our students the best possible educational experience we can figure out to offer them under these conditions. That may mean changing the ways that we think about assessing student proficiency and that becomes another challenging piece. It may mean changing the way we think about assessing students' capability and proficiencies and what they have learned. We are open to requests and ideas about how to do the kinds of assessments that you feel are necessary to understand your students' proficiency and what they have learned in this semester. As for the

help and support in working with these tools, that is a piece of the student employment question that is really very much under discussion right now.

CITL relies on students very heavily as does many other offices on campus. We are hoping to continue to employ them and provide the same service.

Peter Schilling offered an example of an instructor currently teaching one section online and another face-to-face. He is noticing that the students in the online course are performing at a 15% higher ratio than the students in his face-to-face class. There are strategies and other ways of doing this well and we have evidence of this on this campus right now.

### **Other Questions:**

What is happening with students studying abroad who may need to leave early and not receive credit for their studies?

We are bringing all students home at this point. For those without an online option, we will be looking for people to do independent studies so that their progress to graduation is not slowed in any way.

Can students still come in for individual meetings, conduct individual research projects, meet individually with other students on campus, come in for music lessons, conduct essential research?

Common sense needs to be prevailing. If possible, do meetings by Zoom. It is not always optimal, but I believe we are going to need to make that possible. If students are not feeling well, the guidance here is to encourage them to stay at home or in their dorm.

There is no directive yet that the campus is somehow hunkering down and shutting its boundaries, but this situation is changing by the hour. I'm hesitant to say anything terribly firm today. People will need to use good judgment here and be supportive of students. Students need to know we are trying to do the best we can for them in a situation where nobody knows exactly what is best to do. There is a good deal of anxiety out there so be realistic with them because the facts of the matter are the facts, but help them get to a future projection and to see the future.

Chris Richards – Interim Vice President of Enrollment Management

Large, accepted student days and open houses have been cancelled. We are working through a series of creating a variety of virtual tours and touching base with our academic departments and creating sessions. We have the idea of potentially inviting admitted students who have not yet accepted to a live Zoom presentation. We are coming from the perspective of we are not closed. We are open virtually. We have shifted our general campus tour programming and limiting the number to no more than 20 and will not be going into residence halls during our tours. We are prioritizing visit opportunities to high school seniors who are undecided.

If a family reaches out from out-of-state and wants to come meet with a specific academic program, what should our response be? That is at your discretion, but encourage them to meet via Zoom.

Stay tuned for announcements about athletic events and performing arts events.

What about commencement? That decision has not yet been made. Many of the seniors are having an impromptu graduation in front of the Library on Friday at 1:30 p.m. We are celebrating them, encouraging them, getting their name on the billboard.

What about the Student Symposium? The student symposium has been cancelled.

Will there be storage available for those who can't move their things out on short notice? We will need to make that accommodation.

What are the plans to maintain the Children's Center and make sure they have adequate staffing? The Director is assessing what her staffing situation will be. She is primarily concerned about her student workers. We will be giving an update, but trying to maintain the same level of service.

Use the hotline and email address for questions. We are working on websites and memos. We are in sync with the System's website. Different groups are meeting at least once a day with phone calls to check in to talk about issues as they come up. You need to help us by raising concerns.

What about other events on campus that may not necessarily be associated with the University? Either the people who are in charge of those events need to make the call or if they are in the category of more than 250 people, we have heard from the Governor that it is best to postpone or cancel those events. Encourage to be in contact with Conferences and Institutes if you have a large-scale event. The Maine Science Festival was cancelled today so large-scale events that were connected to campus or connected to campus outreach are coming off the books.

What is happening with summer session? Once we make the transition after the 23<sup>rd</sup>, we will be able to start to look at how the trends are appearing and what we will be able to say about summer, but absolutely needs to be thought about early.

Are State Libraries open? Joyce Rumery can't speak for all libraries in the state. They will be holding meetings to get a better sense as time goes on and what services will be provided. There are access points beyond the library building. The biggest problem is student employees because we keep open if we have student employees.

Will the Hutchinson Center remain open? Monique LaRocque – Right now we are following the lead of the university and the university system in terms of the size of events. Over the next three months we have over 10,000 people coming through the Hutchinson Center so there is a lot of activity. We are going to try to accommodate as much as we can. There are some cases of individual groups or teams that are sponsoring events that are making calls and not necessarily waiting from some broader policy. We serve different audiences in different ways.

Closing from President Ferrini-Mundy:

We now have an excellent list of questions from both Orono and Machias. We will talk with Dan Qualls, Head of Campus for UMM, and others at Machias and get either written responses out to them or talk with folks as needed.

Thank you all for the tremendous, tremendous commitment. Stay in touch and let me know how it is going.