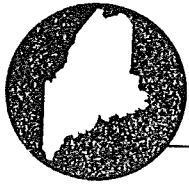


# MAINE STATE LEGISLATURE

The following document is provided by the  
**LAW AND LEGISLATIVE DIGITAL LIBRARY**  
at the Maine State Law and Legislative Reference Library  
<http://legislature.maine.gov/lawlib>



Reproduced from scanned originals with text recognition applied  
(searchable text may contain some errors and/or omissions)



UNIVERSITY OF MAINE SYSTEM

RECEIVED

JAN 8 1996

VICE CHANCELLOR FOR ACADEMIC AFFAIRS

107 Maine Avenue Bangor, Maine 04401-4380 207-973-3232  
TDD 207-973-3227 FAX 207-973-3296

January 4, 1996

Meg Weston, Chair  
Commission on Higher Education Governance  
39 Wallace Avenue  
South Portland, Maine 04106

Dear Ms. Weston:

Enclosed please find the information that was requested from the University of Maine System at the December 19, 1995, meeting of the Commission on Higher Education Governance. Three questions were posed:

1. How much time do University of Maine System Trustees devote to University System affairs?

It is difficult to estimate an average weekly number of hours that Trustees spend on University System business. However, to indicate to you what is required of a Trustee, I enclose a listing of Board of Trustees meetings for 1995 and a paper describing the roles and responsibilities of a Trustee. As Chair Vamvakias mentioned at the Commission meeting, our Board has a very high rate of participation of its membership.

2. What is the annual expenditure for full time faculty? What portion of salaries over the last five years has gone into administration?

Please see attached memorandum from Treasurer Smith.

3. What programs have been eliminated over the last five years?

Please see attached listing of New Programs and Program Eliminations. I have included new programs as well as program eliminations to give a context to the development of curriculum in the University System.

In addition, Michael Higgins suggested that I begin to address the issue of the increased number of administrators in the System, which I am pleased to do. As Senator Pearson suggested at the meeting on December 19, defining an administrator is not an easy task. Certainly no one would mistake presidents, vice presidents, deans, and chairs as anything other than administrators. However, professional people are often in positions that are in fact

UNIVERSITY OF MAINE UNIVERSITY OF SOUTHERN MAINE

UNIVERSITY OF MAINE  
AT FARMINGTON

UNIVERSITY OF MAINE  
AT FORT KENT

UNIVERSITY OF MAINE  
AT MACHIAS

UNIVERSITY OF MAINE  
AT PRESQUE ISLE

UNIVERSITY OF MAINE  
AT AUGUSTA

administrative. Our Human Resources Department defines administrators to be persons with primary responsibility for management of the institutions or one of its units, while professionals are defined as persons employed for the primary purpose of academic support, student service, and institutional support activities.

Throughout higher education across the country, there has been a shift in the percentage of positions allotted to professionals and administrators in relation to faculty members. The reasons for this shift are many and complex, but three reasons in particular stand out: first, the new student body at our universities and colleges; second, new demands on faculty members, with new specializations within their responsibilities; and third, an increasing number of regulations, federal and other, to which the universities and colleges must comply.

The new student body to be found on any campus is composed of many groups that would not have been present in previous years. Thanks to affirmative action and equal opportunity, many different kinds of students have opportunities for higher education. The present student body has a higher percentage of women, of minorities, of people with disabilities, of older students, and of students who have not received the traditional secondary school preparation for higher education. The presence of these many groups enriches the student body and the college experience for all, but also puts new demands on the universities and colleges to enable these students to succeed. Professional staff and administrators are now found running offices of affirmative action and equal opportunity, of retention services, of multicultural programs, and of student services of many kinds, from services for commuter students to more traditional tutoring services.

In past years many of these services were carried out by members of the faculty. However, faculty roles have been evolving over the last several years. Although teaching is the primary responsibility of almost all University System faculty members, scholarship is now expected of all, scholarship as conceived very broadly, from the scholarship of teaching to the scholarship of research. Public service is also an important part of the responsibilities of faculty members at a public university. And, at the same time that faculty roles have been redefined, so too the tasks that were once a part of that role have become more specialized. A good example is study abroad programs. Students who were interested in studying abroad used to consult a faculty member who had experience in whatever country interested the student. Now international programs has become a field in itself, with professional associations, publications, and regulations, requiring, where possible, an office or a staff. Study abroad is only one aspect of international programs, which also includes international research, international faculty exchanges, and services for international students on our campuses.

We are all aware of the proliferation of regulations that require compliance by our institutions. The Americans with Disabilities Act was far-reaching legislation that provided new opportunities for many students. However, professionals are required to work with the students with disabilities on the campuses. Human resource professionals handle new kinds of requirements from the state as well as the federal government. Safety issues, from the removal of asbestos to the handling of toxic waste in laboratories all require offices and staffs to deal with regulations.

I hope that these comments will serve as an introduction to the topic of administration on the campus. I am sure that there will be opportunities to discuss this issue in the future.

I enjoyed meeting the members of the Commission on December 19th. I look forward to working with the Commission and with you to enhance higher education in Maine.

Yours sincerely,



Nancy MacKnight  
Vice Chancellor  
For Academic Affairs

copy to

Michael Higgins ✓  
Mallory Otteson

UNIVERSITY OF MAINE SYSTEM  
Board of Trustees

Board of Trustee Meetings for 1995

January 23, 1995	Committee of the Whole--Executive Session Student Affairs Committee Finance Committee Joint Finance & Audit Committees Physical Plant Committee Committee of the Whole Executive Committee Forum Board of Trustees Meeting
March 26-27, 1995	Committee of the Whole--Executive Session Committee of the Whole--Executive Session Physical Plant Committee Academic Affairs Committee--Executive Session Academic Affairs Committee Committee of the Whole Executive Committee Forum Board of Trustees Meeting
April 2, 1995	Special Meeting--Executive Session Special Meeting
April 5, 1995	Special Meeting--Executive Session Special Meeting
April 18, 1995	Special Meeting
April 21, 1995	Chancellor Pre-Search Visit Education Network of Maine University of Maine at Farmington
April 24, 1995	Chancellor Pre-Search Visit University of Maine at Augusta University of Maine
April 27, 1995	Chancellor Pre-Search Visit University of Maine at Machias
April 28, 1995	Chancellor Pre-Search Visit University of Maine at Presque Isle University of Maine at Fort Kent
May 3, 1995	UMA President Pre-Search Visit, UC-B
May 4, 1995	UMA President Pre-Search Visit, UMA
May 5, 1995	Joint Academic Affairs & Finance Committees

May 21-22, 1995	Committee of the Whole with Faculty and Student Representatives Committee of the Whole--Executive Session Personnel & Employee Relations Committee--Executive Session Personnel & Employee Relations Committee Physical Plant Committee Academic Affairs Committee Finance Committee Executive Committee Forum Board of Trustees Meeting
July 17, 1995	Committee of the Whole--Executive Session Academic Affairs Committee Executive Committee Forum Finance Committee Joint Finance, Physical Plant, Student Affairs Committees Physical Plant Committee Board of Trustees Meeting
July 28, 1995	Chancellor Search Committee
August 8, 1995	Chancellor Search Committee
August 15, 1995	Personnel & Employee Relations Committee
August 31, 1995	Audit Committee
September 17, 18, 1995 September 18, 1995	Committee of the Whole Joint Finance & Student Affairs Committees Committee of the Whole Personnel & Employee Relations Committee Academic Affairs Committee Board of Trustees Meeting
September 26, 1995	Chancellor Search Committee
October 2, 1995	Personnel & Employee Relations Committee
October 12, 1995	UMA President Search Committee
October 18, 1995	Chancellor Search Committee
November 5, 1995	Committee of the Whole--Executive Session
November 6, 1995	Academic Affairs Committee Physical Plant Committee Personnel & Employee Relations Committee Executive Session Joint Meeting Audit and Finance Committees Board of Trustees Meeting

November 9, 1995	UMA President Search Committee
November 15-16, 1995	Chancellor Search Committee
November 20, 1995	UMA President Search Committee
November 27, 28, 29, 1995	Chancellor Search Candidates' Visits
November 29-30, 1995	Chancellor Search Candidates' Visits
December 1, 1995	Chancellor Search Candidates' Visits
December 4, 5, 6, 1995	Chancellor Search Candidates' Visits
December 13, 1995	Chancellor Search Committee Special Meeting

# UNIVERSITY OF MAINE SYSTEM

## TRUSTEE EXPECTATIONS AND BOARD RESPONSIBILITIES

### INTRODUCTION

The University of Maine System was created by the 103rd Legislature in 1968 "to develop, maintain and support a cohesive structure of public higher education in the State of Maine and in full recognition of the principle that each institution of higher education shall have a proper measure of control over its own operations and that its faculty shall enjoy the academic freedoms traditionally accorded institutions of higher education in teaching, research and expression of opinions..." Further, the Legislation states that the 16-member "Board of Trustees, in consultation with the Chancellor, shall be the governing and planning body of the University System and in addition shall have responsibility for preparing, approving, and presenting the operating and capital budgets."

Significant tasks for an independent and committed Board of Trustees are to enhance the external independence of the System and the internal equilibrium of the campuses as well as address the continuing demands for accountability from all of its constituents. Each member of the Board must be willing to make a strong and sustained personal commitment of time, talent, and energy in order to meet the challenges of this demanding role. The purpose of this paper, therefore, is two-fold: to discuss a) Trustee roles, and b) Board responsibilities.

### RESPONSIBILITIES AS AN INDIVIDUAL TRUSTEE

A Trustee is expected to be knowledgeable about the University of Maine System--its mission, structure, programs, financial framework, general strengths, and issues and concerns; to understand the particular roles and relationships between and among the Board and administration, faculty, and students as well as the various external constituencies; to contribute actively to the Board's work; and to adhere to the high standards of conduct expected of public officials and boards.

Illustrations of particular activities which may help a Trustee to become more fully informed about the role of a Trustee include:

- ...participation in orientation sessions for new Trustees and annual worksessions on topics not generally assigned to regular meeting agendas;
- ...thorough review of agenda materials and other information pertinent to issues before the Board and careful consideration of options for addressing these issues;
- ...participation in briefing sessions on biennial operating budgets and capital requests;
- ...understanding the special mission and character of each of the UMS institutions;
- ...participation in Trustee visits to UMS campuses to review programs and facilities, and for special events and informal meetings with faculty, staff, administrators, and students;
- ...meeting with key government officials, legislators, and community and state leaders to share views and concerns;
- ...soliciting views of the public about the University of Maine System.

To be an active and contributing participant in the Board's work requires attention to the following:

- ...regular attendance at Board and committee meetings;
- ...service on committees;



- ...periodic assessment of the Board's work;
- ...becoming an informed critic of and advocate for the University of Maine System;
- ...discussing issues fully, but accepting and supporting the Board's decision once it is made;
- ...representing the public interest in general and not the interests of any particular constituency.

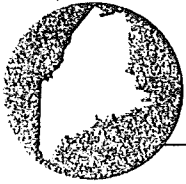
To follow high standards of ethical conduct and to comply fully with laws relating to conduct of public officials and boards include:

- ...adherence to the Board's policy on Conflict of Interest (202.3), and avoidance of situations which may be perceived as conflict of interest;
- ...timely filing of annual financial disclosure statements as required by Board policy;
- ...full compliance with the open meetings and public records laws;
- ...maintenance of confidentiality when appropriate.

### **RESPONSIBILITIES AS A BOARD**

As a Board, Trustees accept responsibility for effectively and efficiently governing the University of Maine System in the public interest. These responsibilities entail such activities as:

- ...support and enhancement of the system and campus missions;
- ...sound financial management;
- ...prudent stewardship of university system assets;
- ...appointment and evaluation of UMS chancellor and appointment of presidents;
- ...planning of programs and allocation of limited resources so as to serve most effectively the higher educational needs of Maine citizens;
- ...establishment and implementation of a strong system of accountability to the public for performance results;
- ...addressing legal issues related to litigation affecting the UMS;
- ...strategic planning to address future needs;
- ...advocacy for the value of higher education to the state and its citizens;
- ...representation of the public interest to the university system.



# UNIVERSITY OF MAINE SYSTEM

OFFICE OF FINANCE AND OPERATIONS 107 Main Avenue Bangor, Maine 04401-1500 207-673-3352 (Finance/Treasurer)  
TDD 207-673-3300 FAX 207-647-7557 207-673-3352 (Accounting)

December 28, 1995

TO: Nancy MacKnight  
FROM: B. Russell Smith  
SUBJECT: Commission On Higher Education Governance

The following is provided in response to the Commission's two questions identified in your December 22, 1995 memo.

- Q. What is the percentage of the annual expenditure (E&G) per campus for full-time faculty salaries for each campus and for the System?
- A. The following table shows all E&G faculty salaries as a percentage of total expenditures, based on the FY96 Educational and General (E&G) budget and FY95 actual expenditures. In each case, faculty salaries exclude any associated employee benefits.

	<u>FY96 Faculty Salaries as a % of Total E&amp;G Budget</u>	<u>FY95 Faculty Salaries as a % of Total E&amp;G Expenditures</u>
UM	27.9%	25.1%
UMA	39.1%	40.5%
UMF	33.1%	34.0%
UMFK	31.5%	31.6%
UMM	30.2%	27.5%
UMPI	32.8%	30.5%
USM	31.6%	30.8%
TOTAL	27.8%	26.2%

- Q. What portion of salaries over the last five years has gone into administration?
- A. Administration is an elusive term and not a separate category of expenditure in higher education accounting. There is a category that is used industry-wide that approximates what is meant by administration. This category is called Institutional Support and is used in our official annual financial report, as well as in reporting to the U.S. Department of Education in their annual reporting requirements. The category of Institutional Support includes expenditures for (1) central executive level activities concerned with the management and long-range planning of the entire institution, such as the governing board, planning and programming, and legal services; (2) fiscal operations, including the investment office; (3) employee personnel and records; (4) logistical activities that provide procurement, storerooms, safety, security, printing, and transportation services to the institution; (5) faculty and staff support services that are not operated as auxiliary enterprises; and (6) activities concerned with community and alumni relations, including development and fund raising.

The following table shows E&G expenditures for all professionals within the Institutional Support activity as a percentage of total expenditures for the past five years, along with the FY96 budget. Based on the configuration of our accounting and payroll computer systems, it was relatively easy to break out professional salaries within Institutional Support. Unfortunately, this includes non-administrative positions (e.g., computer programmers) as well as administrative positions. If we counted administrators only, the percentage would be smaller than those shown below for all professionals. To further identify "administrators" within the professional group would require considerable programming effort. If this becomes necessary, please give me one month's advance notice.

	UMS E & G Institutional Support Professional Salary Expenditures as a % <u>of Total Expenditures</u>
FY91	3.9%
FY92	3.6%
FY93	3.5%
FY94	3.5%
FY95	3.7%
FY96 Budget	3.7%

If you have any questions, please call me.

BRS:adl

**New Programs Approved  
and Program Eliminations Approved  
by the Board of Trustees of the University of Maine System  
since January 1990**

January 1990

No new programs proposed

Elimination: B.S. Education, USM

Elimination: B.S. Art/Music, UMFK

Elimination: A.S. Animal Agricultural Technology, UM

Elimination: A.S. Agricultural Mechanization, UM

July 1990

New program: Ph.D. Biochemistry and Molecular Biology, UM

New program: Ph.D. Microbiology, UM

New program: B.S. Aquaculture, UM

No eliminations

January 1991

No new programs proposed

Elimination: B.S. Entomology, UM

Elimination: B.S. Plant & Soil Science, UM

Elimination: B.A. Liberal Studies, USM

March 1991

No new programs proposed

No eliminations

Suspension: Home Economics, UMF

July 1991

New program: M.S./Ph.D. Marine Bio-Resources, UM

New program: M.S. Nursing (Rural Health Practitioner), UM

New program: A.S. Early Childhood Education, UMM

New program: B.A. Mass Communication, UM

Elimination: B.A. Broadcasting, UM

Elimination: A.S. Dietetic Technology, UMF

January 1992

No new programs proposed

No eliminations

July 1992

New program: Bachelor of Fine Arts in Creative Writing, UMF

Elimination: B.A. Special Studies, UM

Elimination: A.A. Early Childhood Education, UMF

Elimination: A.A. Land Planning Technician, UMF

Elimination: A.A. Liberal Arts, UMF

January 1993

New program: B.S. Geological Sciences, UM  
New program: B.S. Geological Sciences, USM  
New program: M.S. Geographic Information, UM  
No eliminations

July 1993

New program: A.S. Forestry Technology, UMFK  
New program: B.A. Environmental Science and Policy, USM  
New program: A.S. Library and Information Technology, UMA  
Elimination: B.A. Social Science, UMPI  
Elimination: B.A. Theatre, UMPI

September 1993

New program: M.S./Ph.D. Ecology and Environmental Science, UM  
New program: M.S. Occupational Therapy, USM  
No eliminations

January 1994

New program: Ph.D. Electrical Engineering, UM  
No eliminations

July 1994

No new programs proposed  
No eliminations

January 1995

No new programs proposed  
Elimination: Home Economics, UMF

July 1995

No new programs proposed  
Elimination: B.S. Secondary Education Geography and History, UMF

Total number of new programs proposed since January 1990: 17

Total number of programs eliminated since January 1990: 17