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UNIVERSITY OF MAINE SYSTEM STRATEGIC PLAN

September 2004



“The opportunity to reassess and strengthen Maine’s public higher education system is a rare and important call. This Strategic Plan is an investment in Maine’s future and a commitment to the citizens of this State—a Plan that faces current challenges and offers a vision to ensure that students for generations to come will have broad access to a high-quality, affordable education.”

—Joseph W. Westphal, Chancellor



STRATEGIC PLAN: EXECUTIVE SUMMARY

Introduction

In order to maintain high-quality academic programs and services, and to continue meeting the needs of Maine citizens in the future, Maine's public universities must confront the challenges of rising costs, evolving educational methodologies, and a changing economy. To ensure that the University of Maine System is prepared for these challenges, the individuals statutorily responsible for governing and managing the System—its Board of Trustees and Chancellor—developed this Strategic Plan.

Current projections identify a \$102 million financial structural gap over the next five years, excluding any increases in student tuition and State appropriation. Under the Strategic Plan, a number of strategies have been identified to close that gap while retaining and enhancing priority programs and services:

- Restructure the University System
- Institute System-wide efficiencies
- Seek restoration of de-appropriated State funding
- Advocate for increases in State appropriations
- Increase student enrollment and retention
- Increase university endowments
- Broaden the revenue base through alternative sources of funding
- Adopt reasonable and affordable increases in tuition and fees at levels necessary to augment State appropriations and to sustain academic quality

Strategic Directions and Key Elements

The Strategic Plan features nine strategic directions covering academic quality, administrative structure, cost-effectiveness, and entrepreneurial partnerships. Strategic directions 6, 7, 8, and 9 represent organizational strategies that will help the University System identify opportunities, organize/reorganize the delivery of services, and redistribute resources to enable the first five strategies, and ultimately allow the System, to offer the highest quality education to Maine's citizens. Those strategic directions and selected key elements include:

1. Strive for quality across the System through rigorous academic program planning, strengthened student services, and program realignment.

- Adopt an Academic Program Planning (APP) process and tie it to the budget process
- Collaborate with the Maine Community College System (MCCS) to create a seamless transfer of most UMS-offered associate degree programs
- Increase student financial aid by at least \$11 million over current levels by FY09
- Co-locate university and community college resources in Bangor and Augusta

2. Build and sustain a high-quality and well-supported faculty and staff System-wide.

- Raise faculty and staff compensation levels to at least 90% of the national average by FY09
- Establish a System-wide, faculty-designed program for faculty development
- Increase the availability of teaching technology in the classroom

3. Improve and expand the System's Distance Education infrastructure and academic programs.

- Increase collaboration with Maine's community colleges on the operation and academic offerings of distance learning centers and sites
- Pursue new technologies to increase synchronous and asynchronous academic offerings, eventually allowing students to receive courses on their personal computers
- Increase the array of online programs

4. Expand and enhance the System's library resources in ways that benefit the research and resource needs of both its universities and the public.

- Develop a System-wide library consortium founded on one strong, well-funded research library at the University of Maine
- Aggressively expand the State-wide integrated digital library
- Establish a permanent base-budget investment in the digital library, increasing annual funding levels by \$1.5 million by FY09

5. Strengthen and expand university-based research activity and capacity to enhance Maine's economy.

- Seek additional State investment in the Maine Economic Improvement Fund (MEIF), with a goal of increasing the annual funding level by \$13 million by FY09 to a total of \$25 million.
- Increase graduate fellowships across the System
- Increase incentives for faculty research, scholarship, and creative expression

6. Establish institutional and individual performance measures to ensure prudent stewardship and public accountability.

- Set clear goals and objectives for financial and institutional management
- Renew capital assets to maintain and upgrade facilities
- Ensure that Academic Program Planning and facilities planning are coordinated and mutually responsive
- Establish performance-based funding

7. Consolidate certain business and administrative functions across the System to achieve cost-savings and increased efficiencies while maintaining "front-line" customer services at the individual university level.

- Support and enhance the centralization features and functions of Enterprise Resource Planning (ERP)
- Coordinate certain business aspects of admissions, student financial aid, bursar, and loan collections processing
- Improve coordination of human resources management

8. Adopt changes in organizational structure that will clarify missions, improve academic and administrative responsiveness, and better serve the University System's many constituencies.

- Facilitate a central System administration that, working with the Board of Trustees, provides System-wide planning, management, coordination, and oversight, and performs certain “back-office” administrative functions and services on behalf of all System universities
- Support a land-grant/sea-grant research university with State-wide and national responsibilities, including primary responsibility as Maine’s graduate-level, research, and public service outreach institution
- Develop a comprehensive, multi-campus, urban university serving the southern and central regions of the State, offering undergraduate programs as well as a focused set of graduate, research, and outreach offerings related to the needs of those regions
- Create a consortium of three liberal arts universities, each with at least one signature academic program, offering undergraduate programs as well as a focused set of graduate offerings related to the needs of the region it serves
- Continue to support a single-campus, public liberal arts college featuring a strong set of teacher-education programs with focused research and outreach offerings related to its unique role within the University System
- Administratively connect each of the 11 academic University College Centers with one of the University System’s institutions, providing Distance Education opportunities on-site and through remote-access technologies
- Support a University System Law School and incorporate its strategic plan with the University System’s Strategic Plan

9. Develop a coordinated and collaborative approach to university advancement and advocacy to improve the appeal, reputation, financial resources, identity, and constituent support for Maine’s public universities.

- Commission and coordinate market and opinion research to improve student recruitment and relationship-building
- Undertake a System-wide branding initiative that creates greater institutional identity and clarity to serve the System’s needs and interests as well as the needs and interests of the individual universities
- Develop and coordinate in-State and out-of-State marketing strategies that complement the particular strategies and tactics of the individual universities

About this Strategic Plan

The Board of Trustees and Chancellor of the University of Maine System (UMS) believe that a strong Strategic Plan—one that is both ambitious and realizable—is essential for the System at this point in time, given the current economy and the challenges facing the System, the State, and its citizens.

Since its creation in 1968, the University of Maine System has achieved impressive success in meeting the educational, cultural, social, and economic needs of Maine. It has provided high-quality learning opportunities, job-creating research and technology transfer, intellectually stimulating cultural and scholarly endeavors, and valuable outreach and public service to individuals, businesses, organizations, and policy-makers. Much of this activity has occurred despite periodic fluctuations in public funding.

Maine's future depends on a strong, high-quality, and forward-looking system of public universities. Working together, the citizen governing board, the University System's chief executive officer, and the individual university presidents must provide vision, coordination, planning, and cost-efficiencies to ensure that Maine taxpayers, tuition-payers, donors, and sponsors receive the maximum benefits from their investment of time and money.

The success and value of Maine's public universities depend on their individual and collective ability to maintain and sustain high-quality, responsiveness, and financial resourcefulness. However, in Maine and across the nation, public policies, student demands, new technologies and educational alternatives, rising costs, political pressures, and economic fluctuations are causing, if not forcing, boards of trustees, administrators, and faculty to assess whether they are adequately prepared to provide and sustain high-quality programs and services—now and in the foreseeable future.

The latest projections indicate that the University of Maine System will face a \$102 million financial structural gap by FY09, before any tuition and State appropriations increases. This presents a serious threat to the funding of higher education in Maine. Therefore, the System must act. It cannot simply continue with “business as usual” and expect to meet Maine's higher education needs.

During the public comment period after the Draft Strategic Plan was released, many voiced concerns that there should be more details in the final plan. The Strategic Plan provides details, where appropriate, in areas that allow for a fuller and more complete understanding of the vision and goals for each strategic direction, recognizing that every strategy will require input from those involved in its implementation. Realizing that many members of the community share a strong interest in participating in the development of the implementation plan (which will begin as soon as the Strategic Plan is approved), the details that accompany the implementation plan will be developed with community participation.

Role of the Board of Trustees

The Board of Trustees is the legally constituted body ultimately responsible for the University of Maine System's quality and integrity. It exercised its authority by adopting a Strategic Plan that ensures the realization of institutional mission and purpose. By doing so, it took seriously the fiscal solvency of the University of Maine System. Following adoption of a Strategic Plan, the Board will fulfill its responsibilities to the State of Maine by monitoring implementation of the plan, by approving university missions, budgets, strategic plans and academic programs, and by appointing System and university executives and management group employees who are accountable for carrying out the Strategic Plan and fulfilling the missions of the System and universities.

University of Maine System Mission

The purpose of the University of Maine System is to provide for an educated and diverse citizenry through high-quality teaching, research, and public service. The University of Maine System lends vision and leadership to higher education in Maine and serves as an economic engine for the State. Through the System's leadership, it advocates financial and political support for higher education and allocates resources to serve the educational needs of the State.

Introduction and Scope

In September 1984, sixteen years after the University of Maine System was created, a report was commissioned and subsequently issued to the Legislature's Joint Standing Committee on Education. It was entitled "Report of the Visiting Committee to the University of Maine (System)." This report focused on "a public review of the University of Maine System as a whole..." In particular, it urged "review of the University's overall mission and program priorities for the remainder of the century, its governance, the distinct mission of each campus, the methods used for allocating funds among campuses, and the relationship between the University and the vocational Technical Institutes and the Maine Maritime Academy."

The Visiting Committee recommendations were important to the solidification and development of the System. Now, at the beginning of a new century, it is certainly timely and appropriate that the Board of Trustees and the Chancellor review and analyze the strengths and weaknesses of the System as it is today and make strategic decisions about its future. Since the 1984-85 review and analysis of the System, strategic directions have

been set for the System, but no major overhaul of the System has taken place.
(See *Figure I.*)

This is a pivotal time for the University of Maine System. As it strives to strengthen the quality of academic offerings and meet the evolving needs of students, the System must make critical choices to achieve its goals. This Strategic Plan delineates the System's priorities for the next several years. The Trustees are committed to the principles and strategies embodied in this plan and believe that they are essential to effect the changes needed to meet the System's long-term goals for excellence in higher education.

Figure I Current State: Public Higher Education in Maine

University of Maine System

- One System Office
 - Chancellor and staff
 - Central services
 - Computer services
 - Central services for centers
- One land-grant and sea-grant university (UM)
 - Hutchinson Center
- One comprehensive regional university (USM)
 - Portland Campus
 - Lewiston-Auburn Campus
 - Gorham Campus
- One liberal arts university (UMF)
- One State-wide delivery university (UMA)
 - University College of Bangor
 - Lewiston-Auburn Campus
- Three regional universities (UMFK, UMM, UMPI)
- Eleven outreach centers:
 - Houlton*
 - Ellsworth*
 - Calais
 - Bath-Brunswick*
 - Thomaston
 - East Millinocket*
 - Dover-Foxcroft*
 - Rumford-Mexico
 - Sanford
 - Saco-Biddeford
 - Norway-South Paris*
- 100 sites (delivery points)

* Jointly operated by the two systems

Maine Community College System

- One System Office
 - President and staff
 - Central services
 - Computer services
- Seven campuses
 - Northern Maine CC
 - Washington County CC
 - Branch in Eastport
 - Eastern Maine CC
 - Central Maine CC
 - Kennebec Valley CC
 - Southern Maine CC
 - York County CC
- Eight outreach centers (administered by the local CCs)
 - Caribou
 - Houlton*
 - East Millinocket*
 - Ellsworth*
 - Belfast
 - Dover-Foxcroft*
 - Norway-South Paris*
 - Bath-Brunswick*

Maine Maritime Academy

- Castine Campus

The scope of the strategic planning process was inclusive, and an analysis of components of the System was conducted. The charge was to consider all levels of change, from minor to significant, with the primary goals of positioning the System to best serve the people of the State of Maine, to address the pressing financial issues facing the System, to ensure a quality higher education to all students, and to contribute to building a strong, sustainable economy.

Led by the Board of Trustees Steering Committee for Strategic Planning, a group of eight trustees plus the Chancellor, the strategic planning process involved the presidents of the seven universities as members of a System-wide Task Force for Strategic Planning. In addition, a range of Maine stakeholders were invited to provide their input to this vital process. Campus visits allowed faculty, students, administrators, staff, boards of visitors, and community members to express their views on each university, the System as a whole, and the role of public higher education in Maine. Critical aspects of the strategic planning process included: assessments of the external environment and the higher education needs of the State of Maine; analysis of the strengths, weaknesses, and resources of the System and its component universities; and building an understanding of the missions, roles, and needs of the universities. (*See Appendix II: Description of Planning Process.*)

After considerable discussion of various options, the Board of Trustees chose a planning model that would permit the following:

- It would allow the Board and the System Chancellor to use their statutory authority and responsibility to develop a proposed vision and structure for university education in Maine.
- It provided for campus input from the beginning of the process.
- It encouraged the release of a draft version of a plan and established a varied process for public feedback on the proposal.
- It provided opportunity to use the gathered feedback to revise and refine the plan in advance of full Board discussion and action, after which an implementation-planning phase will begin.

Beginning in September, 2003, the Vice Chancellor of Academic and Student Affairs began a series of facilitated conversations at each of Maine's seven public universities. Those conversations focused on participants' reflections on their institution's current mission and condition as well as its potential and needs. The results of those visits were posted on a special web site for public review and comment. (*See Appendix III: Campus Visit Summary.*)

The information gathered during the university visits was also carefully reviewed and considered—along with other information on demographics, financial projections, and institutional data—by the Steering Committee for Strategic Planning and the Strategic Planning Task Force. Two higher education consultants worked with the Task Force as it reviewed the information. A plan was drafted, which was discussed by the Task Force and released for public comment on March 26, 2004.

The Public Comment Period

Between March 26 and July 2, 2004, more than 120 hours of meetings and public forums were held at Maine's seven public universities, as well as at most of the 11 University College outreach centers, to discuss the Draft Strategic Plan. In addition, hundreds of pages of comments from business and opinion leaders, as well as taxpayers, were received in print and electronic form. A lengthy categorical summary of comments, opinions, and themes was compiled and posted on the strategic planning web site. (*See Appendix VI: Summary of Public Feedback.*)

Additional feedback on the Draft Plan was gathered at a System-wide "faculty summit" held on July 29-30, 2004. The 29 attendees included faculty members holding elected leadership positions at their respective universities as well as each university's designated representative to the Board of Trustees. (*See Appendix VII: Faculty Summit Recommendations.*)

Members of the Strategic Planning Task Force and other members of the University System senior staff evaluated and discussed the feedback received through the three-month public comment period and from the faculty summit. Subsequently, the revisions of the Draft Strategic Plan were presented to the full Board of Trustees at a day-long meeting on August 23, 2004.

Next Steps

This Strategic Plan contains the vision, strategies, and recommendations for academic and administrative restructuring of the University of Maine System. The full Board of Trustees will consider this Plan at its September 19-20 meeting. If the Strategic Plan is approved at that meeting, the Board will authorize the development of an implementation plan, with actual implementation not scheduled to begin until early- to mid-2005, although selected efficiencies have already been instituted and are ongoing. Prior to implementation, the System Chancellor will present the Board's Strategic Plan to the 122nd Maine Legislature.

This Strategic Plan has been developed with a solid understanding and full awareness of the challenges ahead. Fulfilling the vision represented in this Strategic Plan will require a strong commitment to change, the ability to make difficult decisions, and a long-term, collaborative approach across the System.

Planning Principles

The Strategic Planning Task Force developed a set of guiding principles for the Strategic Plan based on the information gathered and subsequent analysis.

The UMS Plan must:

- Be driven by the educational needs of the citizens of Maine;
- Be based on a clear vision for higher education in the State of Maine and the role of the System within that vision;
- Recognize the urgency of the need to create a forward-thinking Strategic Plan that addresses all aspects of higher education in Maine;
- Ensure high-quality education throughout the State of Maine;
- Be grounded in the economic realities that the System faces today and in the future;
- Provide a path to financial stability and move toward a sustainable System;
- Clearly define the UMS's role as an economic engine for Maine and for the diverse communities served by the System;
- Acknowledge the important social and cultural roles the System fills;
- Address the UMS's relationship to other educational systems in the State, including K-12 and the Community College System;
- Create an effective framework for decision-making, resource allocation, and prioritization; and
- Represent a high level of leadership in moving the State forward educationally and economically.

Envisioning the Future

Since the middle of the nineteenth century, our public institutions of higher education have evolved into a system of universities of great value to our State and nation. These institutions have engaged in teaching, research, and public service in all areas of public need. Whether it is agriculture, medicine, education of our children, environmental protection, natural resource management, civic leadership, the arts, community service, space exploration, national defense, communication, or other areas requiring advanced knowledge, creativity, and innovation, our universities have made, and continue to make, great contributions. Yet, the public expectation and the tremendous task demanded of our institutions to serve diverse communities have grown at the same time that resources have become scarcer. This, of course, now requires a new plan of action to move the University System fully and effectively into this young century.

Protecting the contribution that the University of Maine System makes by educating students and contributing to the economic vitality of its communities must continue to be central to the System's values. Today, more than 110,000 alumni of our universities are living and working in Maine, contributing more than \$2.5 billion annually to our State economy. Those alumni with bachelor's degrees will average more than \$1 million in additional lifetime earnings than the average person with just a high school degree. The

average earnings of alumni with graduate degrees are even higher. We must make this opportunity come to reality for thousands more Mainers who want to live, study, and work in the place they call home.

The higher education system in Maine continues to contribute enormously to the economy of its communities. In fiscal year 2003 (FY03), the University of Maine System had a total economic impact on the Maine economy of approximately \$1.2 billion. The UMS outreach centers alone had a collective impact on their local communities of \$13 million. In FY03, the Maine Community College System had a total economic impact on the Maine economy of approximately \$231.3 million. The System also recognizes the importance of its role as an economic engine for the State of Maine. Increasing the number of Maine residents with baccalaureate and graduate degrees is critical to helping Maine improve its economic status and to assisting individuals to improve their earning power. Increasing research capacity and funding will not only enrich the University System and enhance faculty and student experiences, but also support the development of new businesses for Maine.

Questioning and probing the context in which the System functions in the State of Maine has been central in the development of this Strategic Plan. Can we provide better opportunities in the future for the people of Maine who wish to learn, research, train, build careers, improve their quality of life, and reach out to the world? Can we provide the necessary financial aid dollars to ensure that students of modest means can participate in higher education? Can we do a better job of helping the State cope with economic and social issues that confront our everyday lives? Can we sustain what we have managed to accomplish in almost 150 years, given the growing demands and needs of our students and the constraints of reduced State financial support for higher education?

The answers to these questions help shape a Strategic Plan that addresses the needs, priorities, wishes, and desires of our students today, and the students of tomorrow. We base this Strategic Plan on the foundations of teaching and learning, of building community and understanding globalization, and on the need for institutions of higher education to connect deeply with the environment around them. While Maine is rich with private colleges and universities, there is no other public university system in Maine—no other entity that has the expertise, personnel, infrastructure, and ability to stimulate and help grow Maine’s economy the way the University of Maine System can. To do this, the System must ensure that its institutions and programs are positioned appropriately and adequately supported. It must critically assess the System’s strengths and weaknesses and have the courage to make the difficult decisions that will allow the System to thrive and provide the high-quality education Maine needs. Our students must enter a higher education environment that is receptive, exciting, challenging, seamless, well-organized, and academically rigorous.

The University of Maine System has many important assets, including faculty, staff, libraries, and research laboratories that combine to provide high-quality education to meet the changing needs of its diverse student population. The ability to deliver excellent public higher education requires investing in curriculum development and program design, faculty development, research capabilities, technology, and information resources.

Plan Objectives

One principle objective of the Strategic Plan is to secure future academic strength for each institution of the University of Maine System. The academic needs of all universities are pressing, such as: recruitment of well-credentialed faculty; support for faculty research and scholarship; strengthening of existing academic programs; development of new academic programs; and enhanced academic support services. By allowing each university to have a clear identity and focus, competition among the institutions will lessen, allowing each university to focus on what it can do best, thereby building quality programs in specific academic areas and niches. The Strategic Plan will allow for redeployment of resources in the form of internal reallocation, in the case of the University of Maine and the University of Southern Maine, and from areas such as centralization in the case of all universities of the System.

It is not enough to say that institutions have excellent programs and a talented and strong faculty. These claims can and should be substantiated for the taxpayers of Maine. No single institution can aspire to have quality programs and a distinguished faculty without an investment of resources. This Strategic Plan is not only about saving money. It is about building academic quality in the University of Maine System by meeting the highest standards set for each university within its Carnegie classification, and by investing in the academic infrastructure of each institution while consistently measuring its progress in attaining a higher level of excellence. (*See Appendix VIII: Carnegie Category Definitions.*)

Financial Concerns

Current economic pressures, both national and State, are severely constraining resources for higher education—despite the fact that higher education can help drive economic development. The University of Maine System is faced with three major issues associated with financial management: it functions in a highly unstable fiscal environment; it faces increased demand for services and rising operational costs; and it must deal with greater exposure to risk and demands for higher levels of accountability.

This Strategic Plan puts forth an evolving strategy for positioning the System to respond to the economic and educational needs of the State of Maine, and reaffirms the System's commitment to all students today and in the future. It is a commitment to teaching, innovation, sustaining excellence and creativity, lifelong learning, and creation of new knowledge for a better quality of life for people in Maine. In all its objectives, the UMS is committed to having a diverse student body, faculty, and staff at its Universities. Knowing the dire financial needs of many students entering the University of Maine System, it becomes clear that increasing financial aid funding must be an objective of the Strategic Plan, in order to further support the System's goal of socio-economic diversity among students.

As the System has evolved, our priorities have become more confused and our mission less disciplined. We have found it necessary to respond to all needs and requirements, but we have not reconciled our responsibilities with our capacity and future capital. This Strategic Plan is about connecting our responsibilities to our ability to build, strengthen, and sustain our capacity as a first-class University System.

As previously mentioned, the University System faces a \$102 million financial structural gap by FY09, before any tuition and State appropriations increases. Since this financial structural gap must be reduced, approaches to accomplishing this have been identified:

- **restructure the System;**
- **institute System-wide efficiencies;**
- **seek restoration of State appropriations;**
- **advocate for increases in State appropriations;**
- **increase retention rates;**
- **increase endowment;**
- **seek alternative sources of funding such as grants and contracts; and**
- **implement affordable tuition and fee increases at levels necessary to augment State support and to sustain academic quality.**

The UMS Strategic Plan is, in essence, a reengineering of our human and capital resources to meet the needs of the future with constrained funding and growing demands for relevance and added value. An element of this Strategic Plan is a proposal for organizational restructuring. The Board of Trustees and the Chancellor are committed to a future in which all institutions are run both efficiently and effectively, and resources are appropriately applied to support them. The proposed reconfiguration creates institutions that will offer a breadth and depth of educationally sound academic programs, while also achieving economies of scale in operations. Each institution within the System will have a clearly defined mission and niche, and all institutions will effectively complement one another to best serve the diverse and evolving higher education needs of the State of Maine. While recognizing that organizational change is not easy, the Board of Trustees has proposed this reconfiguration as the best way to maximize resources and educational opportunity for the benefit of Maine.

A Realized Vision

For planning to be successful, we must follow a vision for prudent allocation of resources through a long-term, multi-year, strategic budget process. Planning and budgeting must be designed around the levels of resources that are necessary and appropriate, rather than on what it takes to fund them. This is radical change. The System will move from incremental budgeting based on historic formulas to performance budgeting. The System will change the focus of decisions from small-unit and self-interest to the larger view of the institution, its future, and the effective deployment and optimization of its assets.

This Strategic Plan is designed to help the System build on its many strengths and be responsive to today's economic and social situation, so that it may consistently deliver the best possible education to undergraduate and graduate students throughout the State of Maine. Excellent academic programs are the top priority. A centerpiece of the plan is strong faculty development, which enables the System to attract and retain high-quality faculty. Supporting these goals are commitments to enhance the System's growing technology and research status, implement System-wide efficiencies, and ensure high standards of financial governance.

The creation of the new Maine Community College System (MCCS), although formed without a coordinated State of Maine higher education plan, provides the University System with an opportunity to reassess its programs and consider structural change. With viable alternatives for educational access and ways for students to enter college, the System can look at university programs and goals in a new context. The University of Maine System is now taking action to redefine its mission, concentrate and sustain its investment opportunities, and plan cooperatively with the MCCS to provide a more cost-effective and efficient delivery of education and services to Maine citizens. This is both an exciting and challenging goal.

Maine's future is highly dependent on the success of the two-year colleges of the MCCS. We must work to ensure that the State of Maine, the Community Colleges, and the University System collaborate to build a quality Community College System that can partner well with the University System. Along with primary and secondary education, all post-secondary education in Maine must be aligned in ways that reduce duplication, enhance cost-reduction, provide ethical and moral leadership, and execute sound governance and coordination in the delivery of high-quality academic programs. Longer-term, the Trustees have called on the System to explore the goal of creating a seamless system of higher education. In this system, the role and niche of each institution, whether a University or Community College, will be defined to serve the greater good of educating Maine citizens.

Although this plan provides a vision for higher education in Maine, it does not take into account the work that Commissioner Susan Gendron has been asked to undertake by Governor Baldacci, which is to create a K-16 vision for the State of Maine. When that work is completed, it will be integrated into the UMS Strategic Plan during the implementation process.

Our Strategic Plan is clear, focused, and dynamic. It is premised on strategic investment, emphasizing the academic core, strengthening community inside and outside the academy, and clarifying management, administration, and infrastructure. The Plan provides the blueprint for the development of a more detailed implementation plan that will spell out how the UMS will move in the directions outlined and realize its mission. It is a Strategic Plan that will evolve over time as implementation proceeds and as the environment changes. This evolution will link planning to budgets, programs, operations, facilities, and policy strategies. In these times of uncertainty and risk, strategic planning provides the required discipline and balance to move forward.

Implementation Planning

The Board of Trustees will review progress made on the implementation of the University of Maine System Strategic Plan at each Board of Trustees meeting. Presidents will be expected to report to the Board on the progress of the implementation of each strategic direction as it relates to campus-based strategic plans. The implementation plan for the UMS Strategic Plan will be developed during the Fall 2004 semester and will be presented for review at the March 2005 Board of Trustees meeting.

Overarching Goals of the Strategic Plan

The overarching goals of the UMS Strategic Plan include to:

Greatly increase the quality of higher education in Maine by leveraging the System's strengths and responding to the evolving needs of Maine's citizens and communities;

Develop a System of institutions that are resource-efficient and high-performance in nature, a System that recognizes and is highly responsive to the severe resource issues facing the State of Maine; and

Leverage resources through strategic and targeted investment within the System, building on opportunities and positioning the System to become a significant economic engine for Maine's economy while responding to its social needs.

Heightened Focus on Accountability

This Strategic Plan represents a significant shift in the relationship between the University of Maine System Office and the leadership of the individual institutions. This is particularly critical concerning the issue of accountability. It is accurate to say that the System will move from an incremental budget approach to a mission-based strategy and performance-driven process that is designed to support and encourage the attainment of clear and achievable goals. Performance standards and measurable objectives based on the Strategic Plan will be clearly articulated and all institutional leaders will be evaluated according to their ability to meet those objectives.

Implementation Planning

This Strategic Plan is designed to provide a conceptual framework for ongoing planning and decision-making. Developing this plan will require the active participation of administrative leaders, faculty, and staff across the System, to ensure that strategies are appropriate and realistic and will lead to improved quality. Measurable objectives, and specific strategies for achieving them, will be developed. The implementation plan will also present a plan for achieving significant change over time. Accountability for each component of the implementation plan will be clearly delineated and assessment models defined.

Strategic Directions

In order to fulfill its mission and achieve its vision, the University of Maine System will focus on nine integrated strategic directions. Implemented effectively, the first five of these strategic directions will enable the System to significantly increase the level of quality of higher education and sponsored research in Maine. The last four strategic directions are organizational and structural in nature, and are designed to enable the execution of the rest of the Strategic Plan.

This Strategic Plan will fundamentally change the relationship among UMS institutions by moving from an incremental budget decision-making process to an accountability- and performance-driven decision-making process. The strategic directions identified below allow the UMS to reinvest in public higher education by taking a strategic approach to achieving the highest academic standards. An implementation plan will be developed that has the appropriate goals and methods for measuring and assessing these strategic directions. Because the success of the Plan's implementation will rest in large part on the input and efforts of faculty and staff, the System Office will work closely with employees in planning and carrying out implementation of each strategic direction.

STRATEGIC DIRECTION 1

Strive for quality across the System and support institutions in achieving their potential through enhanced, rigorous academic program planning, program realignment throughout the System, and strengthened student services and support.

The University of Maine System is dedicated to consistent delivery of high-quality education to undergraduate and graduate students throughout the State of Maine. This includes ensuring that our universities have established individual missions and niches leading to excellence in teaching, learning, service, research, scholarship, creative expression, and overall student experience—at levels equal to, or above, those of their Carnegie category peers. It also means ensuring access to a full-range of solid baccalaureate and graduate degrees, as well as selected associate degrees. Though there is no singular rubric for measuring academic excellence, we look at several criteria for an indication of our universities' overall quality: 1) regional accreditation; 2) internal assessment from students and faculty; 3) faculty research and scholarship; and 4) educational outcomes, including retention, graduation rates, value added, and fulfillment of mission.

Achieving higher quality will require a careful assessment of resources and needs, as well as appropriate organizational and academic planning that allows each university to serve students at the highest levels of quality possible. Realigning academic programs and centralizing resources will allow the System to operate with greater synergy and improved overall quality. Recognizing the importance of having an educated citizenry, the University of Maine System will continue to develop and enhance its liberal arts offerings at all universities, valuing its place in all undergraduate curricula in the System.

A primary implementation strategy will be connecting an Academic Program Planning (APP) process to the budget process in all UMS institutions. Because APP requires systematic and detailed attention, this is not always easy to accomplish in a complex academic setting. It will require new discipline and a culture shift, since there will be, under the new structure, specific niches and clarity of mission for all institutions, limiting competition between and among the universities. Institutions will consider community and State-wide needs as they pursue the development of existing programs as well as the creation of new programs.

Specific strategies to achieve this strategic direction include, but are not limited to:

- Develop clear criteria for an Academic Program Planning process that is campus-based and led by the faculty, with collaboration between and among campuses as needed;
- Establish appropriate student/faculty ratios as well as faculty/staff ratios, consistent with the Carnegie classification of each university and its mission;
- Set and achieve specific enrollment targets;
- Set State-wide standards for retention rates, consistent with the Carnegie classification of each university and its mission;
- Set State-wide standards for graduation rates, consistent with the Carnegie classification of each university and its mission;
- Provide student support by requesting additional funding for financial aid;
- Develop and improve academic support services, which will enhance the ability of traditional and non-traditional students to achieve their academic potential;
- Continue to provide access to non-traditional students by developing and sustaining academically enriched “two plus two” programs, which lead students to successful completion of a baccalaureate degree by allowing them to enter higher education through an associate degree program, a community college, and/or through the lower division of a baccalaureate degree; and
- Work cooperatively with the Maine Community College System to address the need for associate degree programs (see below).

Associate Degree Programs

In 2003, the State approved a request by the Maine Technical College System to change its name to the Maine Community College System and to proceed with its efforts to offer a wider variety of associate degree programs. Until that action, the University of Maine System had primary authority and responsibility for those degrees.

The University System believes it should increase its focus and emphasis on academic functions that, for the most part, are not provided by other public entities—specifically, baccalaureate and graduate programs. For several years, academic leaders at both the System and university levels have been working with Maine’s community colleges and other institutions to promote access and transferability into Maine’s public universities.

The University System will continue and complete its discussions with leaders of the Maine Community College System to create a broader, more formal partnership for the provision of higher education services throughout Maine. Initially, the partnership will involve expanding the number and nature of co-located academic programs and services. The partnership also will include a transition plan that will, over time, allow for the cost-

effective transfer of most, if not all, associate degree programs and related University System personnel from the University System to the Community College System—so long as quality and reasonable access to programs by place-bound students can be ensured. The Community College System will need additional funding in order to assume the responsibility of expansion of its academic programs to accommodate additional students.

Co-location of university and community college programs has been growing in Maine, as evidenced by the collaborations at sites and centers across the State. This creates new opportunities for shared resources and costs as well as greater convenience for students. Consistent with the University System’s interest in protecting reasonable student access while focusing resources on its baccalaureate, graduate-education, research, and outreach missions, this Strategic Plan calls for co-location of university and community college resources in Bangor and Augusta.

Over time, the offerings available at the University of Maine at Augusta and University College of Bangor will be modified to remain current with regional needs and the respective roles of Maine’s universities and community colleges. After reviewing academic programs, the System has determined that the Dental Hygiene (associate and baccalaureate), Veterinary Technology, and Forestry Technology programs are not offered by any other public college, and therefore will likely continue to be offered by a UMS institution. All other associate degree programs currently offered by the UMS will be reviewed and assessed by the Higher Education Joint Advisory Committee (HEJAC)* to determine whether they should be continued. The length of time that Maine’s public universities continue to offer associate degrees will depend on the State’s ability to provide both the University System and Community College System with the resources necessary to make a gradual and productive transition. While tuition dollars will follow students enrolling at the Maine Community College System, with this arrangement, the UMS will not transfer any part of its State appropriations to the MCCS.

Once finalized, the Bangor and Augusta higher education partnerships will produce more educational, cultural, and economic options and opportunities for those regions while increasing collaboration and cost-sharing between the University and Community College systems. As intended, the partnership will lead to increased participation in “two plus two” programs and also encourage greater numbers of community college students to continue their educations at one of Maine’s public universities. In the end, the number and percentage of Maine residents attaining associate, baccalaureate, and graduate degrees will increase significantly.

* The Higher Education Joint Advisory Committee (HEJAC) was created by the Chancellor of the University of Maine System and the President of the Maine Community College System to assure that Maine’s public higher education systems complement and collaborate with each other in order to enhance service to Maine and to Maine’s students. HEJAC, which is composed of six presidents, three from the University of Maine System and three from the Maine Community College System, is charged with developing strategies for creating a seamless system of higher education.

Investment Priorities for Strategic Direction 1:

Financial Aid: \$11 million

Increase financial aid by FY09 to meet the current gap in need-based financial aid. In order to recruit and retain a diverse student body, investments in student financial aid are necessary. Data on retention show that such an investment will increase persistence and graduation rates.

Academic Program Enhancements: \$1.9 million

Provide additional funds to address the critical shortage of appropriately credentialed classroom teachers. This funding will augment investments already made in the University System's Regional Teacher Development Centers. Additionally, given the critical nursing shortage in the State of Maine, nursing program expansion will occur, necessitating the hiring of new full-time nursing faculty to provide additional student capacity.

STRATEGIC DIRECTION 2

Ensure a high-quality and well-supported faculty throughout the System, with strong faculty development programs to enhance faculty's ability to contribute to the excellence of academic programs and research, while providing appropriate levels of support for staff.

Hiring and retaining a diverse, well-qualified, credentialed faculty is a principal way of ensuring quality in higher education. To do this will require the ability to compensate faculty at competitive levels and provide other incentives to encourage their scholarly and creative development. Faculty development, including professional development, support for research, scholarship, and creative expression, and providing opportunities for faculty to interact with other colleagues across the System, are important elements in supporting an engaged faculty.

Implementation of the Strategic Plan has substantial implications for faculty and staff throughout the System. Changes such as centralization of services, reorganizations, introduction of new technology, and workforce management (including attrition-management and retirement incentives), have the potential to affect the number of faculty and staff and their distribution across the System. Planning for implementation will need to be sensitive to both short-term and long-term impacts on workloads, job responsibilities, needs for employee development and training, employee morale, recruitment, retention, and other employment-related issues.

Specific strategies to achieve this strategic direction include, but are not limited to:

- Set new compensation goals for faculty and staff;
- Strengthen criteria and implementation for faculty review;
- Find new ways to enable faculty interaction and exchange of ideas;
- Set targets for endowed professorships as well as targets for endowed chairs;
- Provide faculty with availability of technology in the classroom;
- Set higher standards for programs and activities for faculty and staff development and invest in those programs;
- Provide appropriate staff to support faculty to enable them to increase their productivity; and
- Develop a System-wide faculty development program, including mentoring, which is designed by the faculty with input from the System Office.

Investment Priorities for Strategic Direction 2:

Market-based Faculty and Staff Compensation Increases: \$10.8 million

Faculty and staff compensation increases are necessary in order to attract and retain a qualified, competent, and creative workforce. The proposed increases total \$10.8 million by FY09, above inflationary increases. The minimum goal is to raise salaries from 85% to 90% of the national average over the next five years. Reaching a level of 90% of the national average for similar institutions will make UMS more competitive in the labor market and is an important first step in offering salaries that are adequate to attract, retain, and reward a high-quality workforce. Appropriate compensation goals will also be determined for support staff who are recruited in a local or State-wide market.

STRATEGIC DIRECTION 3

Create a comprehensive, state-of-the-art System-wide Distance Education program, leveraging current technological strengths, and further coordinating program offerings and development.

Distance Education is of growing importance to high-quality education, and it can provide a critical competitive advantage, particularly in a rural state like Maine. The UMS must continue to provide Maine students with access to higher education by establishing a strong Distance Education program that covers a broad range of disciplines and courses. UMS faculty need appropriate support so that they can design and deliver quality courses, thus contributing to their professional development and to the expansion of educational opportunities available to Maine citizens. Capitalizing on the expertise and leadership that faculty have exemplified in developing academic programs that are offered through Distance Education, faculty must be involved in every aspect of program development and enhancement utilizing technology.

Fifteen years ago, the University of Maine System secured a preeminent leadership place in Distance Education. Although the UMS is still a national voice in this area, other institutions have assumed its lead position. By investing in Distance Education and repositioning the UMS to implement new technologies to support teaching and learning, its preeminent position can be recaptured. A new and powerful vision for utilizing technologies will be needed to bring forth the next generation of Distance Education.

The UMS is investigating the feasibility of using the Department of Education's Distance Learning Network (ATM) in conjunction with the University System's infrastructure to expand the System's Distance Education capabilities. Additionally, the K-16 Task Force—a partnership between the UMS, the MCCC, and the Maine Department of Education—will develop strategies that support a seamless transition from high school to college. These strategies must enhance the development of Distance Learning capabilities through the use of technology-based instruction.

While requiring up-front investment, Distance Education programs should ultimately prove to be a steady source of new revenues for the System.

Specific strategies to achieve this strategic direction include, but are not limited to:

- Administratively connect each University College Center to a UMS university to enable greater access and responsiveness to student needs;
- Better utilize faculty expertise in developing a greater array of online programs;
- Develop a model with faculty input to expand academic offerings online, recognizing that all academic programs originate at the campus level;
- Provide quality standards and oversight to ensure that online programs contribute to the System's "quality" goals;
- Position the University College Centers as an important component of the System's Distance Education programs;
- Work with the faculty on each campus to allow acceptance of online courses offered by other institutions to fulfill program requirements;
- Continue to work with the Maine Community College System on academic offerings and administrative oversight of selected University/MCCC-run Centers, and explore developing academic programs that can be offered online;
- Work with K-12 to better leverage the Maine Department of Education's Distance Learning infrastructure and electronic classrooms located at most high schools, using new technology to provide the services to sites in other parts of Maine;
- Investigate the potential for special arrangements with carriers and other parties who provide the transport systems for present and future technologies;
- Develop a management system for the delivery of Distance Education programming that encompasses present and future technologies; and
- Investigate, develop, and implement new technologies to more broadly distribute academic offerings, both synchronously and asynchronously, eventually allowing students to receive courses on their home computers. The goal is that students can have access to academic programs at any time and place.

Investment Priorities for Strategic Direction 3:

Distance Education Investments: \$1 million

By investing, developing, and implementing new technologies to more broadly distribute Distance Education offerings, both synchronously and asynchronously, students will be able to receive academic offerings on their own computers and other means of transmission.

STRATEGIC DIRECTION 4

Enhance the library resources available to the University of Maine System and the State of Maine by supporting a high-quality, integrated System library consortium built on the foundation of a single, well-supported doctoral/research library at the University of Maine. Continue to develop a State-wide digital library to support all citizens of Maine.

Students and faculty of the University of Maine System require strong and easily accessible library resources. As the center for doctoral research for the State, Fogler Library of the University of Maine needs to become a broad and substantial foundation for the UMS library system. As part of strengthening the System library consortium's resources, emphasis will be placed on cooperative collection development, including high-quality research resources appropriate to the needs of each campus. Access to all such resources for System libraries will result in enhanced resources for all users across the State.

Parallel with these efforts, Maine also needs a comprehensive digital library and information literacy agenda. In response to the needs of students, faculty, and citizens of Maine, as well as to changing technology, libraries must move towards an era in which substantial amounts of primary source material are directly accessible online for the user community. These digital materials range from electronic versions of books and journals offered by traditional publishers to manuscripts, photographs, maps, sound recordings and similar materials digitized from libraries' individual special collections, to new electronic scholarly and scientific databases developed through the collaboration of researchers, computer and information scientists, and librarians.

Given the size of the State and the resources available to enhance and support a digital library, the System will continue to collaborate with the State Library on the development of a State-wide integrated digital library so that it meets the needs of the UMS and all of Maine. Each campus library will also become more effective at resource-sharing, supporting facilitated learning, improving the level of information literacy, and participating in delivery of student learning outcomes.

Strategies for achieving this Direction include, but are not limited to:

- Develop a clear and comprehensive vision for the future of libraries in the System and throughout the State;
- Develop an effective and collaborative UMS library system consortium founded on one strong, well-funded research library at the University of Maine;
- Continue to create a strong collaborative relationship between the UMS library consortium and the State Library, and aggressively expand the State-wide integrated digital library to meet the needs of the UMS and all of Maine; and
- Establish a permanent base-budget investment in the digital library.

Investment Priorities for Strategic Direction 4:

Fogler Library and Digital Library Funding: \$1.5 million

As the only research library for the State of Maine, consistent and substantial investments in Fogler Library are vital to the entire State. Funding is necessary to restore and increase the journal collection at Fogler Library to support its role as the sole research library for the State of Maine.

Developing and maintaining a State-wide digital library will guarantee access to all Mainers. Books, journals, and documents must be readily accessed electronically in all regions of the State, including rural regions.

STRATEGIC DIRECTION 5

Strengthen and leverage research throughout the State to ensure greater breadth and depth of research. Develop a greater capacity to use research, scholarship, and creative expression to enhance Maine’s economy.

Generating innovative, sponsored research is a critical factor in Maine’s economic development. Top quality graduate programs and research programs will attract resources and businesses to the State, helping to fuel the economy and contribute to growth. The System is committed to strengthening sponsored research throughout the System, particularly at the University of Maine and the University of Southern Maine—both as a way of enhancing the educational experience of faculty and students, and because research and development are such important contributors to economic growth. Additionally, the System will continue to support and enhance the research, scholarship, and creative expression of the faculty, since their work enhances the quality of the universities.

Specific strategies to achieve this strategic direction include, but are not limited to:

- Request additional Maine Economic Improvement Fund (MEIF) funding from the State to support sponsored research;
- Strengthen sponsored research and coordinate the process for requesting increased funding by forging one voice for advocacy and planning;
- Set greater incentives for faculty research, scholarship, and creative expression, including appropriately adjusting teaching loads;
- Increase graduate fellowships across the System;
- Support faculty in generating grants that will expand and support their research, scholarship, and creative expression; and
- Enhance the graduate education experience and build the System's research and scholarly capacity.

Investment Priorities for Strategic Direction 5:

Increase Maine Economic Improvement Fund (MEIF) by \$13 million to a total of \$25 million

In order to support economic development in the State of Maine, research and development must be sustained and expanded. Increases in research and development with funding from the MEIF to a total of \$25 million by FY09, when leveraged against federal funding, will result in over \$100 million in federal research and development funds.

Strategic Directions 6, 7, 8, and 9 represent organizational strategies that will help the University of Maine System identify opportunities, organize/reorganize the delivery of services, and redistribute resources to enable the first five strategies, and ultimately allow the System, to offer the highest quality education to Maine's citizens.

STRATEGIC DIRECTION 6

Require accountability from all universities by providing appropriate goals and objectives and carefully assessing each institution's ability to meet its goals. Establish goals, objectives, and performance measures for each institution to ensure prudent stewardship and enhanced public accountability.

All institutions should be held to a high level of accountability for contributing to the overarching goals of the University of Maine System, improving the quality of higher education, and supporting the effective implementation of the Strategic Plan over time. Each university will establish a strategic plan for doing this, including a financial plan that supports its objectives. The System-wide priorities reported in the Strategic Plan are the overarching goals of each campus-based strategic plan. Fulfillment of these goals and accomplishment of campus-based strategic planning priorities will be the basis for review

and evaluation of each President. The campus-based strategic plans will be approved by the Chancellor and Board of Trustees. The System Office will consistently set clear parameters for achievement and each institution will be assessed on its ability to meet these expectations. The goal is to ensure that the System is able to evaluate, assess, and measure its overall success in meeting the needs of Maine.

The University of Maine System must realize the critical goal of renewing its capital assets. This will be the basis for developing a capital campaign and State and University System bonding requests. Through Academic Program Planning, institutions will be able to determine the facilities requirements that are necessary for academic program enhancement and new academic program development. Other capital needs will be coordinated by the University of Maine System Office. In addition to the need to fully fund depreciation on an annual basis, capital asset improvements will require significant up-front investment, due to renovation and renewal back-log, and must be carefully evaluated relative to the System's long-term goals.

Strategies to accomplish this strategic direction include, but are not limited to:

- Strengthen institutional research capacity and focus on it as a System, in order to better understand the strengths and weaknesses of all universities;
- Set clear goals and objectives for financial management;
- Renew capital assets to maintain and upgrade UMS facilities so that they meet regulatory requirements and overall modernization needs and, in situations where space is unavailable or current space cannot be modified, fund new construction;
- Collect, analyze, and evaluate data such as enrollment, retention, and graduation rates, based on benchmark goals set for each institution, that are consistent with its mission and Carnegie classification;
- Develop and implement for each institution a campus-based Academic Program Planning model for program review, assessment, and development;
- Develop a facilities plan for each institution that is coordinated with and responsive to campus-based Academic Program Planning, including program review, assessment, and development;
- Evaluate each institutional leader based on the progress made in achieving the goals and priorities set for each institution in its strategic plan, which must be consistent with the University of Maine System's strategic planning priorities and must be approved by the Board of Trustees; and
- Establish performance-based funding.

In the event that State appropriations are not received at the level projected in the biennium request, all universities will be asked to adjust their budgets while adhering to the goals set by the Strategic Plan. Each institution will develop a budget reflecting appropriate adjustments while implementing and sustaining the strategic priorities of the Strategic Plan.

Summary of Critical Investment Priorities (annualized requirements by FY09)* :

- Increase Financial Aid: \$11 million
- Enhance Academic Programs: \$ 1.9 million
- Faculty and Staff Compensation: \$10.8 million
- Distance Education Investments: \$1 million
- Fogler Library and Digital Library Funding: \$1.5 million
- Increased Economic Improvement Fund (MEIF): \$13 million
- Renew Capital Assets (fully funded depreciation): \$10.4 million

**These are primarily annual operating expenses. A comprehensive capital plan that supports the Strategic Plan will be developed over the next year, in conjunction with strategic direction 9.*

STRATEGIC DIRECTION 7

Centralize the System’s business/administrative functions, where appropriate, in order to leverage resources and increase effectiveness of service throughout the System.

Resource constraints and the need for efficiency require that the System do whatever it can to eliminate duplication of effort and ensure that services are provided in the most economical and effective way possible.

Over time, the University of Maine System has built an infrastructure that supports the seven universities of the System. System-wide Services (SWS) refers to the central leadership and administrative support that provides top-level management, coordination, and oversight to ensure high-quality, cost-effective, productive, and accountable programs and services consistent with the UMS’s statutory authority and mission. Led by the System Chancellor, SWS performs planning, policy, and certain “back-office” administrative functions and services in keeping with the direction and governance of the Board of Trustees and on behalf of all System universities.

SWS includes academic and policy coordination; financial management; human resources management and services; legal services; institutional research and analysis; legislative affairs; information technology; facilities management and capital planning; the System's academic, research, network, and information technologies; and System-level communications and advocacy.

The degree of involvement in these areas is dictated by 1) their value to the System's planning, policy-making, management, and oversight responsibilities, and 2) the economies of scale and efficiencies that can be realized by centralizing certain functions and activities. If System-wide Services were not available to the universities, the UMS budget would sustain an increase totaling between \$5-7 million in annual operating expenses to cover the costs of providing these services at each institution.

One area identified as needing strengthening in efficient and effective central resources was technology. Enterprise Resource Planning (ERP) was implemented as a way to address this weakness. ERP is providing the software infrastructure in areas such as student support services, human resources, and business operations. The University of Maine System has invested \$13 million in developing an integrated technology system that will allow all institutions and the System Office to collect and share information that will build efficiency and communication capacity into their information systems. Appropriate and necessary centralization of services will now be possible as more and more of the ERP implementation is completed by FY09. This new system, when fully implemented, will offer the benefits of an integrated, web-based system which will ultimately enable Maine's public universities to provide 24/7 access for students and university community, provide better information, and modernize and update all of the administrative systems. Within the System, many opportunities exist for consolidating back-office functions, including but not limited to, business services, human resources, and financial aid and purchasing. However, "front-line" customer service must remain campus-based and the service should respond to the needs of students, employees, and other constituents.

System-wide Services will increase the quality and utilization of technologies for both academic and administrative purposes. Success will be measured by how well technologies can improve the quality, accessibility, and delivery of programs and services to students and employees, member institutions, and other System constituencies.

Strategies to accomplish this Strategic Direction include, but are not limited to:

- Support and enhance ERP infrastructures that will allow for greater centralization;
- Coordinate information technology operations where appropriate;
- Consolidate the systems for shared services (i.e., business services);
- Create a more coordinated approach to human resources; and
- Directly coordinate some of the admissions and financial aid, bursar, and loan collections processing systems.

STRATEGIC DIRECTION 8

Evolve the System organization and structure, clearly defining the missions, niches, and interrelationships of institutions to ensure that the System serves the higher education needs of the State of Maine while moving toward a financially sustainable future.

The resource challenges facing the University of Maine System are substantial and require a significant response. In order to best meet the higher education needs of the State of Maine in today's resource environment, it is insufficient simply to adjust relationships or look for simple ways to be more efficient. Rather, all UMS institutions in the proposed model will operate collaboratively through shared resources and increased faculty interaction. This collaboration will create a vibrant, economically sustainable, multi-university system that capitalizes on the strengths and resources of exceptional research, liberal arts, and regional institutions and centers. With this collaboration, the UMS will be able to meet the needs of the State with greater financial efficiency and breadth of educational offerings while further developing research capabilities and academic niches of each university. The overarching objectives of the Strategic Plan—improved academic quality, efficiency, cost-savings, and sustainability—will be met through a carefully crafted collaborative effort.

By bringing together the resources of the entire System, this collaboration will eliminate duplication of services while raising levels of academic quality and overall student experience. New incentives for System-wide faculty development and collaboration will lead to a more dynamic intellectual environment and foster greater research, scholarship, and creative expression. Aligning the universities in a collaborative arrangement will improve academic quality, cost-efficiencies, Distance Education capabilities, and the campuses' ability to serve their regions as cultural and intellectual centers, economic drivers, and leaders in applied research. At the same time, these campuses can continue to market the unique strengths and characteristics that allow them to attract and retain students and faculty who seek and thrive in such a setting. This collaborative approach can achieve the goals established in the Strategic Plan of serving the State-wide educational needs of Maine's citizens without sacrificing the individual identities of the campuses, which allow them to attract and retain the support of local citizens and legislators, students and parents, and alumni and donors. Collaborative efforts will reduce competition among UMS institutions and facilitate new alliances and strategies for achieving each university's individual mission, while enriching the System as a whole.

Genuine, sustained collaboration among distinctive institutions is the optimum, most realistic, efficient, and cost-effective way to meet the educational needs of citizens in Maine, and to meet the goals of the UMS Strategic Plan: to guarantee academic program quality and avoid duplication; to maintain and improve student services; to ensure a high-quality and well-supported faculty; and to increase the number of Maine people who successfully pursue and attain a postsecondary degree.

Some important goals embedded in the organizational recommendations include:

- **Simplify and rationalize the System and free up resources.** Institutions should have a clear mandate and mission, to ensure that each can thrive and succeed. A clearer mission and in some cases a defined academic emphasis or niche for each institution will free up resources and position each for success in meeting Maine’s educational needs. Without redeployment of resources and additional resources to accomplish the Strategic Plan, the System will not move toward the preferred future state.
- **Build on strengths.** This Strategic Plan is designed to leverage the strengths of the System, building on the reputation and presence of the University of Maine, the breadth of its academic and outreach programs, and its strengths in research; enhancing the potential of the University of Southern Maine, positioned with strong creative programs and research relevant to the growing southern Maine region; and capitalizing on the University of Maine at Farmington’s reputation as a successful public liberal arts college. In the case of the smaller institutions, the Strategic Plan addresses the best ways to leverage their strengths in rural studies, North American French studies, Downeast Coastal studies, Adventure-based education, and jazz and contemporary music, while at the same time addressing how their functions may be carried out more effectively and efficiently.
- **Utilize resources most effectively and efficiently.** Each institution’s mission should be pursued in a way that ensures the best use of resources, both internally and throughout the System. This will allow the System as a whole to run more effectively and efficiently. All institutions, but particularly the University of Maine and the University of Southern Maine, will work closely with the UMS office to make resource decisions more strategic and focused, to identify opportunities for eliminating unnecessary duplication, and to creatively transform their institutions over the next several years.
- **Enhance students’ educational experience.** At the heart of this strategic direction is a commitment to expand and improve educational opportunities for students. By restructuring the System and better defining each institution’s mission and niche, it will be easier for students to make choices about the type of institution that will best meet their needs. Furthermore, with enhanced collaboration between and among institutions, students will have access to greater academic offerings, including expanded graduate programs and expanded options for Distance Education.
- **Create a sustainable financial paradigm.** The basic financial paradigm should be mission-driven. Each institution should have a clearly defined mission and its success and resource allocation should be evaluated relative to its ability to fulfill its mission. A mission-driven paradigm is in contrast to one in which resources are allocated based on size or growth. This Strategic Plan encourages institutions to focus on mission and sustainability rather than growth.

- **Enhance revenue generation.** Although much of the emphasis is on achieving efficiencies, there are also opportunities for enhancing revenues through such approaches as strengthened private fundraising, national fundraising in key areas of research or unique programs, selective tuition adjustments, more aggressive recruiting, and improved retention as the new organization is better able to meet student needs. The UMS will continue to seek increased appropriations from the State to ensure the fulfillment of the mission of each of its universities.

- **Clarify decision-making parameters.** Closely related to accountability, the Chancellor and Board of Trustees must clarify and inform the System's stakeholders about the decision-making paradigm that ensures appropriate levels of autonomy and centralization.

- **Link planning and budgeting.** The System Office and each individual institution must be tied to the Strategic Plan. Each institution will write a campus-based strategic plan that must include the strategic directions outlined in the UMS Strategic Plan, and its priorities must be those of the University of Maine System.

Proposed Organizational Model

This is a State-wide model that creates a set of institutions, each of which has an identified role or niche and the capacity to fulfill a defined set of educational needs, either State-wide or regionally. Most importantly, when looked at as a System, the institutions complement one another and build a greater capacity to meet higher education needs and contribute to economic development throughout Maine.

Several types of institutions are proposed to meet these needs, and each component of the model is described broadly below:

The University of Maine

Strengthening the University of Maine and positioning it for significant enhancement is a major goal of this Plan. As Maine's land- and sea-grant university, UMaine's mission is unique. With a 137-year record of State-wide outreach and a service presence and infrastructure in all 16 counties, the University's outlook is both national and international in scope. Its leadership within the UMS in natural resources and engineering, State-wide service and outreach, graduate education, continuing education, and research that supports both basic discovery and economic development, is significant.

UMaine is a nationally recognized research university enjoying prominence in areas including marine sciences, biological sciences, humanities, and K-12 preparation. It is Maine's only Carnegie Doctoral Research Extensive institution; 92 % of all federal research dollars coming to academic institutions in the State are awarded to UMaine. A goal of this Strategic Plan is to enhance the University of Maine's areas of national prominence and build new strengths that will best serve its students and the State.

UMaine's charge is to sharpen its focus and achieve excellence in all aspects of its mission. It will prepare its students for today's knowledge-based, entrepreneurial, global economy through outstanding programs in the liberal arts, sciences, engineering, business, public service, and education. It will work actively with the regional universities and Community College System to develop a strong transfer system, enabling students to progress to UMaine for upper-division and post-baccalaureate work. It will also employ the best Distance Education technologies to make UMaine's upper-level and graduate courses available nationwide, with special emphasis on accessibility within Maine.

The University of Maine will have administrative and academic responsibility for baccalaureate programs offered in Bangor at the Higher Education Park located at what is known as University College of Bangor. It is anticipated that UMaine will assign administrative responsibility for those programs to its Division of Lifelong Learning, which currently offers credit-bearing and non-credit courses at UMaine, its Hutchinson Center in Belfast, and at other remote locations.

Administrative support will be provided centrally at the university and System levels, with "front-line" services for students and other constituencies provided locally. Through a priority-setting process, UMaine will pursue new revenue streams through increased student enrollment, partnerships, grants, contracts, and private giving, as well as reallocate existing resources to support its expanding role.

Cooperative Extension will continue to serve as an entity of UMaine that serves as the System's primary, but not exclusive, public service outreach entity. Other institutions within the University System will provide outreach and public service in ways that are consistent with their respective missions and which complement, not duplicate, other System-related programs and services.

While the University of Maine enjoys national name recognition, confusion has arisen over the use of its name at multiple universities and the System Office, impacting its institutional ranking. This Strategic Plan seeks to strengthen the University of Maine's identity by allowing it to solely use its name.

The University of Southern Maine

The University of Southern Maine will continue as a comprehensive, regional, urban university serving a diverse population in Maine's most populous region through a variety of academic offerings, including baccalaureate, master's, professional, and selected doctoral programs, as well as applied research and public service. The University of Southern Maine has developed an impressive State-wide reputation in academic programs which are creative, rigorous, and important to the State of Maine. Its niche as a comprehensive urban university has become a centerpiece for serving the range of needs of the citizens of Maine. USM will expand and develop new academic program offerings in relation to regional needs.

Research, scholarship, and creative activity are a significant part of USM's mission, reaching across its disciplines and reflecting the needs of the region. As a result,

applications of USM's focused research, scholarship, and creative activity have a significant impact on the State's economy and culture.

The University of Maine at Augusta will become an administrative unit of the University of Southern Maine to meet the educational, economic, and cultural needs of southern and central Maine. The single, multi-campus institution known as the University of Southern Maine will operate with campuses in Portland, Gorham, Lewiston, and Augusta. Undergraduate and graduate programs will be available at each campus. The Lewiston-Auburn campus will continue to be enhanced, recognizing the importance it plays in the region. Its academic program offerings will be reviewed in the context of Academic Program Planning (APP) to ensure that the needs of the community are met.

USM will manage the Augusta campus administratively, providing it with a clear mission and focus, and the opportunity to build a significant presence in the Capital region. As the System phases out associate degree programs, the Augusta campus of USM will be repositioned with a special emphasis on continuing its important mission of providing education to adult, non-traditional, and place-bound learners. The Muskie School of Public Service, with more than 100 research staff members already located at the Institute for Public Sector Innovation in Augusta, will extend and develop public policy and administration degree programs in Augusta, particularly at the graduate level.

The Augusta campus's relationship to the University of Southern Maine will be built on the model of the Lewiston-Auburn Campus of USM. The administrative and academic units of the Augusta campus will function as a unit of USM. It will:

- have a campus administrative leader;
- offer baccalaureate and graduate programs;
- support the expansion of the Muskie School; and
- house Kennebec Valley Community College (KVCC), so that two-year programs will continue to be offered.

The reconfigured University of Southern Maine will have a single faculty, institutional budget, and facilities master plan covering its entire operation. Administrative support will be provided centrally at the University and System levels, with "front-line" services for students and other constituencies provided at the campus level. USM will retain responsibility for any baccalaureate and graduate programs that will be taught at the Augusta campus. Eventually, most, if not all, associate degree programs currently offered in Augusta by UMA will be selected by the Higher Education Joint Advisory Committee (HEJAC) to be offered by KVCC administratively. The two systems will negotiate opportunities to allow for affected faculty and staff to make the transition into the Community College System.

Higher Education Park

The University of Maine System will, in partnership with the Maine Community College System, convert the University College of Bangor (UCB) into a Higher Education Park. Eastern Maine Community College (EMCC) will expand its operation to the UCB campus, where it will offer certain associate degrees and courses recommended by the Higher Education Joint Advisory Committee (HEJAC). The University of Maine will

retain responsibility for any baccalaureate programs that will be taught at the Bangor campus. It is envisioned that the Higher Education Park will have an enhanced technology capability to allow for maximum opportunities in Distance Learning. Working collaboratively, the university and community college systems will determine which specific programs each will offer, basing those decisions on the needs of the community and the mission and capabilities of each. Eventually, most, if not all, associate degree programs offered by UCB will be transferred to EMCC, with selected opportunities for affected faculty and staff to make the transition.

Outreach Centers (formerly University College Outreach Centers)

Extending this collaborative effort throughout the State, UMS institutions will have administrative responsibility for operating Outreach Centers. Through the development of an implementation plan, decisions will be made about the allocation of centers to universities. Better synchronization of academic program offerings will be accomplished as centers and universities collaborate to reduce duplication and enhance program development.

University of Maine School of Law

Currently, the University of Maine Law School is in the process of completing a strategic plan to enhance its services to the people of Maine. In its plan, the Law School seeks to develop and strengthen itself as an entrepreneurial, multi-disciplinary unit that integrates teaching, research, and service. It will develop new programs that will improve the administration of justice, Maine's public and private economy, and the well-being of Maine's citizens. The goals set by the Law School in its strategic plan will be integrated into the University of Maine System Strategic Plan, and emphasize retaining a strong, well-credentialed faculty and enhancing its potential for revenue generation.

The Maine State Consortium

The Universities of Maine at Fort Kent, Presque Isle, and Machias will not be merged, as was proposed in the Draft Strategic Plan. Rather, they will operate collaboratively through a multi-campus consortium. The Maine State Consortium (MSC) is a key element of the Strategic Plan and creates a vibrant, multi-disciplinary entity with high-quality educational programs and the opportunity to become a significant economic engine and cultural focus for the State. This consortium will be able to meet the needs of its regions with greater breadth and depth of educational offerings, while further developing the niches of three distinct institutions.

Continuing to operate as three universities and bringing together the resources of the present universities at Presque Isle, Fort Kent, and Machias, the Maine State Consortium will be of significant size and stature, and able to offer strengthened baccalaureate and professional programs, as well as selected graduate programs in relevant high-need areas, such as teacher education. As a Consortium, there will be rich opportunities to further develop and expand Distance Education courses and programs, allowing students at any of the three institutions to have access to a wide variety of majors.

For the near future, the Maine State Consortium will also offer selected associate degree programs based on regional demand and the availability of accessible options in the region. The universities that make up the Consortium will have presidents who report to the Chancellor, and who will also report to the Vice Chancellor for Academic and Student Affairs for all matters related to the Consortium.

The Maine State Consortium will offer one general education program and will engage in joint Academic Program Planning (APP). However, each campus will feature specific signature programs to capitalize on its distinctive natural or cultural resources, strengths, and opportunities. Athletic and extracurricular activities will be campus-based, not centralized, but will be coordinated with each other to create reasonable opportunities for participation, while minimizing operating costs. Administrative support will be provided centrally at the campus and System levels, with “front-line” services for students, employees, and other constituencies provided at the campus level.

This new entity will have a single advisory council made up of representatives from each university’s Board of Visitors, one budget, and one facilities master plan. As a consortium, it will have greater capacity to attract talented faculty, students, and programs. With a focus in rural and regional programs, it could potentially attract State and national support, both public and private. Students will not have to travel to the University of Maine or the University of Southern Maine for comprehensive baccalaureate programs and will not be limited by fewer offerings as they sometimes are today with smaller institutions. As the Maine State Consortium develops and programs become more focused, there will be opportunities for efficiencies in staffing and support programs.

The implementation plan for the Maine State Consortium will be developed by a representative group. Each of the institutions will have:

- a President;
- a Board of Visitors;
- its location in its name;
- a clearly defined niche/specialized program area;
- athletic teams at each campus;
- its identity recognized and acknowledged by the Board of Trustees; and
- foundational liberal arts courses.

In order to better clarify the identity of each campus, and to distinguish it from the University of Maine, each institution will select a new name through a process that will include the community, and in consultation with the University System. These names are subject to approval by the Board of Trustees.

The University of Maine at Farmington

The University of Maine at Farmington will continue as a small public liberal arts college with selected pre-professional programs in teacher education and related fields. It will maintain its enrollment cap, allowing it to attract students from Maine and out-of-State who are seeking a high-quality residential undergraduate education, which is distinct from the experience provided by a large university. Its focused mission means that it will not expand its pre-professional programs. Promotional efforts will build on its strong brand to

strengthen its reputation as a high-quality public liberal arts college, of particular value to talented students who otherwise might not be able to pursue a private liberal arts education. While realizing that the enrollment cap is an important and necessary goal, it is essential that UMF remain prepared for the financial challenges which may occur as expenses increase and enrollments remain level. Additionally, administrative support will be provided centrally, with “front-line” services for students and other constituencies provided at the campus level.

Consistent with efforts to establish clear identities among UMS institutions and to distinguish them from the University of Maine, UMF will change its name through a process that will include the community, and in consultation with the University System. The new name is subject to approval by the Board of Trustees.

STRATEGIC DIRECTION 9

Develop a coordinated, collaborative approach to university advancement and advocacy in ways that increase public understanding of the mission, value, and benefits of Maine’s public universities; and enhance the universities’ individual and collective appeal, reputation, financial resources, and public support.

Maine’s public universities cannot adequately fulfill their responsibilities and their potential without broad-based financial investment and political support from their many diverse constituencies. More than ever, those universities must be proactive in serving the needs of Maine and its people.

To support those efforts, the universities and the System’s central operation must work aggressively and collaboratively to:

- raise public awareness of, and participation in, the educational opportunities available through Maine’s public universities;
- demonstrate the tremendous value-added educational, economic, and social benefits that Maine’s public universities provide throughout the State;
- connect the universities’ respective and collective research and outreach expertise to Maine’s individual, organizational, economic, social, cultural, and public-policy needs and interests; and
- pursue greater public- and private-sector investment in those universities to support their teaching, research, and outreach missions.

Advancement and advocacy efforts are most effective when they are based at the university level. An institution’s key constituencies respond best when a request for help or buy-in is extended by those with whom they have the most intimate relationship. As with other elements of this Strategic Plan, maintaining strong “front-line” responsibility at the university level is essential to this strategic direction. For the most part, the role of the System Office in advancement and advocacy is to serve in a coordinating role.

Advancement and advocacy efforts include several overlapping areas of university activity:

- fund-raising
- State and federal legislative relations
- community, alumni, foundation, and public relations
- employee and student relations
- student recruitment
- communications (internal and external)
- media relations
- marketing

The University System can play a substantial role in supporting the universities' advancement and advocacy initiatives. Strategies for achieving this direction include, but are not limited to:

- Commission and coordinate market and opinion research to improve the efficiency and effectiveness of the universities' student recruitment and relationship-building activities;
- Undertake a System-wide branding initiative that creates greater institutional identity and clarity in ways that will mitigate the impact on student recruitment efforts and community identity;
- Collaborate with each university to identify ways and resources to strengthen their fund-raising ability, planning, and levels of success;
- Negotiate group purchases, contracts, productions, and services that could reduce each university's cost of time, labor, and materials used in a broad array of advancement and advocacy activities;
- Develop and coordinate, at the System-wide Services (SWS) level, in-State and out-of-State marketing strategies that promote enrollment and support for Maine's public universities and which complement the marketing strategies of the individual universities; and
- Develop print, electronic, and digital resources and software tools for universities to customize for their purposes to communicate with their key constituencies and audiences.

The University System, through System-wide Services (SWS), can provide each university with certain types of central support and coordination to augment and enhance advancement and advocacy efforts. In addition to the administrative planning and coordination currently underway as part of the University System's Enterprise Resource Planning (ERP), SWS is better positioned than ever to assist university-based advancement and advocacy in programmatically sound, cost-effective ways. The offices of Treasurer, External Affairs, and Planning & Policy Analysis have expertise and resources that can enhance each university's fund-raising, student recruitment, communications, public relations, and marketing initiatives—in most instances, providing “back-office” support to the universities' planning and “front-line” operation. Specific ways of doing so should be developed through a consultative, collaborative process involving the universities and the appropriate SWS personnel.

Market research has shown that public confusion continues to exist about the differences and relationships of Maine’s public universities, and the administration and organization that governs them. The confusion is largely the result of 36 years of using the land-grant and sea-grant campus’ name, *The University of Maine*, in the names of this System and its other universities. Prospective students, policy makers, and the public frequently have difficulty differentiating one from another.

To address this confusion, the University System will undertake a research-based branding initiative to help identify alternatives to the use of the phrase *The University of Maine at. . .* in the names of the four universities, other than UMaine, that are using it. The branding initiative will also identify a more appropriate name for the University System itself. The desired outcome will be greater institutional identity and clarity in ways that will mitigate the impact on student recruitment efforts and community identity.

Five-Year Financial Projections and Investments

Five-Year Financial Projections reflect the estimated structural annual funding gaps resulting from both current operations and the implementation of priority investments identified in the Strategic Plan for a total gap of \$102 million by FY09. Proposed funding sources to close the gap include internal (reasonable tuition increases, reallocations from cost savings, fund raising) and increased State appropriations.

Assumptions Incorporated into the Financial Projections:

1. **FY05 Budget** – Budget approved by the Board of Trustees in May 2004. \$10.4 million gap after appropriation represents the under-funding of depreciation, resulting in a growing gap between actual and required capital asset replacement and renewal spending.
 - **Renew capital assets** – These projections assume that over the next five years, annual investments in capital assets will increase by \$10.4 million resulting in fully funding depreciation on an on-going basis.
2. **Total Current Operations Gap** – Operating revenues and expenses are increased by a 1% growth in enrollment as well as inflationary increases in compensation, benefits, other goods and services and auxiliary revenue programs. State appropriation and tuition rate increases are not calculated in the current operations gap.
3. **Additional Strategic Plan Investment Priorities**
 - **Financial Aid** – Increase by an additional \$11 million by FY09 to meet current gap in need-based aid.
 - **Priority Program Investments** – \$1.9 million additional investment to fund programs to address the critical shortage of credentialed classroom teachers and new full-time nursing faculty for expanded enrollment.
 - **Faculty and Staff Compensation** – Recent studies show that at most UMS institutions, faculty salaries are equal to or less than 85% of the national benchmark and that professional salaries are also well below the national average. In addition to inflationary increases, a priority investment is to increase salaries by \$10.8 million by FY09, resulting in UMS faculty and professional salaries at 90% of the national average. Appropriate compensation goals will also be determined for support staff who are recruited in a local or State-wide market.
 - **Distance Education** – \$1 million additional investment to develop and implement new technologies for Distance Education.
 - **Libraries** – \$1.5 million additional investment to more fully support the research needs of Maine’s science and business communities, as well as sustaining the current State-wide integrated digital library.
 - **Research and Development (Maine Economic Improvement Funds)** – Increase State appropriation by an additional \$13 million by FY09, resulting in a total of \$25 million that, when leveraged against federal funding, will result in more than \$100 million in federal research and development funds.

4. Proposed Funding Sources

- **Internal Funding Sources** – By FY09, inflationary tuition increases, reallocations from cost savings and fund raising will total approximately \$42 million annually, of which the Strategic Plan is estimated to achieve \$12 million (net of associate degree phase-out).
- **State Appropriations** – By FY09, State appropriations will fund the remainder of the gap, totaling \$60 million, to be provided through an increase in both general and specific State appropriation funds. The total State appropriation increases from the current level of \$180 million (41% of total unrestricted operating expenses) to \$240 million (44% of total unrestricted operating expenses plus investment priorities) in FY09.

**UNIVERSITY OF MAINE SYSTEM
FINANCIAL PROJECTIONS AND INVESTMENTS
UNRESTRICTED OPERATIONS (\$ in Millions)**

Projection

	<u>FY05</u>	<u>FY06</u>		<u>FY07</u>		<u>FY08</u>		<u>FY09</u>	
	Budget	Amount	% Change	Amount	% Change	Amount	% Change	Amount	% Change
Annual FTE Enrollment	25,412	25,666	1.0%	25,923	1.0%	26,183	1.0%	26,445	1.0%
Current Operations									
Operating Revenues	\$244.5	\$249.9	2.2%	\$254.9	2.0%	\$262.9	3.1%	\$268.2	2.0%
Operating Expenses (Including unfunded depreciation)	435.0	453.2	4.2%	470.3	3.8%	491.7	4.6%	510.9	3.9%
Net Before State Appropriation	(\$190.5)	(\$203.3)		(\$215.4)		(\$228.8)		(\$242.7)	
State Appropriation	180.1	180.1		180.1		180.1		180.1	
Total Current Operations Gap	(\$10.4)	(\$23.2)		(\$35.3)		(\$48.7)		(\$62.6)	
Investment Priorities									
Financial Aid		\$2.8		\$5.5		\$8.3		\$11.0	
Academic Program Investments		1.2		1.4		1.6		1.9	
Faculty and Staff Compensation		2.7		5.4		8.1		10.8	
Distance Education and Libraries		2.5		2.5		2.5		2.5	
Research & Development (MEIF funds)		2.5		5.0		9.0		13.0	
Total Investment Priorities		\$11.7		\$19.8		\$29.5		\$39.2	
Gap After Investment Priorities		(\$34.9)		(\$55.1)		(\$78.2)		(\$101.8)	
Proposed Funding Sources									
Internal Funding Sources (Tuition, reallocations, fund raising)		\$9.8		\$20.0		\$30.7		\$41.9	
Incremental State Appropriation		15.0		29.0		44.0		59.9	
Total Funding Sources		\$24.8		\$49.0		\$74.7		\$101.8	
Total Gap After Funding Sources (Depreciation fully funded by FY09)		(\$10.1)		(\$6.1)		(\$3.5)		\$0.0	
Total State Appropriation	\$180.1	\$195.1		\$209.1		\$224.1		\$240.0	
Total Annual Increase		\$15.0	8.3%	\$14.0	7.2%	\$15.0	7.2%	\$15.9	7.1%

APPENDICES

- I. Summary of Strategic Plan-Related Cost-Saving Initiatives**
- II. Description of Planning Process**
- III. Campus Visit Summary**
- IV. Scan of the External Environment:
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- V. Financial Overlay**
- VI. Summary of Public Feedback**
- VII. Faculty Summit Recommendations**
- VIII. Carnegie Category Definitions**
- IX. Current Organizational Model**



APPENDIX I:

SUMMARY OF STRATEGIC PLAN-RELATED COST-SAVING INITIATIVES

Overview

The primary goal of the UMS Strategic Plan is to improve the quality, access, and accountability of higher education in Maine. To have measurable success in accomplishing this goal, the System must improve administrative and cost management practices. We have identified several areas where administrative and cost management actions can result in net savings to the operation of the System.

As stewards of Maine's public university system, we will continue to press for greater State investment. In addition, we will increase our efforts to reach higher and broader levels of revenue from other sources while carefully managing tuition policy to maintain appropriate and reasonable affordability and accessibility. As a result, we can enhance higher education's contributions to Maine and its people through more effective and efficient cost-management; stronger outreach and access options; sharper and better-coordinated university missions; and overall improvement in the quality of education.

As part of developing the Strategic Plan, we have identified seven categories of operations in which savings can be achieved. The total, \$12 million, reflects reasonable estimates of annual savings once the Plan is fully implemented. These calculations are estimates based on past experience and educated projections. More specific numbers and details will be developed as part of the Plan's implementation phase. The proposed actions supporting those projections represent some, not all, of the possibilities that exist for achieving greater efficiency and effectiveness.

The following information explains the basis of the anticipated \$12 million annual cost savings, net of associate degree phase-out, to be realized by implementing the Strategic Plan. Modifications to elements of the Plan could affect the size or timing of these projected savings.

1. Savings from Workforce Management – \$1.6 million

The University System must maintain and sustain the quality of its programs and services. It can reduce the cost of its operation through a series of workforce-management actions. The savings projected from workforce management would result from a combination of factors:

- an early-retirement incentive now being offered to eligible employees

- attrition management, in which vacated positions may be eliminated rather than filled
- retraining and re-deploying employees to higher-priority positions within the workforce

The projected savings is based on:

- the System's past history with such incentives
- the likelihood that some of those vacated positions will be replaced by fewer individuals at lower salary levels
- whether a vacant position will be filled or eliminated will be based on each university's institutional and programmatic priorities

Cost-savings from workforce management are separate from other savings that would be realized through administrative centralization and consolidation, as explained elsewhere in this document.

2. Consolidations, Consortia, and Mergers – \$1.8 million, net of associate degree phase-out

Consolidation/Consortia of universities

Merging the administrations of USM and UMA is projected to reduce administrative costs.

Creation of the Maine State Consortium will reduce costs through cost-sharing and other administrative and programmatic efficiencies.

Phase-out of Most Associate Degree Programs

- Fewer course sections will be taught by adjunct (i.e., part-time) faculty members.
- The University System will collaborate with the Maine Community College System to make the transition from associate-degree offerings as seamless as possible.
- The University System will look for innovative ways to give prospective students options to its current associate-degree offerings, such as university-based “two plus two” programs, articulation agreements with the Community College System, and baccalaureate programs.

University College Outreach Centers

Aligning University College Outreach Centers with universities will provide programmatic improvements and net cost savings.

Improved investment in and utilization of distance learning technologies will also lower net costs.

3. Enhanced Net Revenues – \$1.2 million

The University System can make market-based adjustments to its current business practices that can increase revenues without adversely affecting the quality of services. Examples include reducing the number and size of tuition discounts made available to certain categories of out-of-State students; more market-driven pricing of merchandise and services (e.g., conference space and support; events; merchandise sales).

4. Improved Self-Operation, Outsourcing or Shared Service for Auxiliary Operations – \$2.2 million

Currently UMS generates approximately \$70 million annually through university-operated auxiliary enterprises such as student housing, food services, printing services, bookstores, conferences, etc. The UMS projects it can increase its net revenues by at least 3% annually by pursuing market-driven standards and competition such as shared services, operational efficiencies, and outsourcing, where appropriate. These cost-savings will help the University System maintain and sustain quality of programs and services.

5. Centralization or Regionalization of Administrative Services – \$3 million

Along with other cost-savings accrued as a result of consolidation and centralization, administrative savings can be realized by more effective use of technology in campus-based front-line services and System-wide back-office functions.

Selected functions could be consolidated in order to eliminate duplication of effort, reduce risks, and ensure that student and administrative services are provided in the most economical effective way possible. Examples of expanded centralized or consolidated services which could result in overall efficiencies include purchasing, technology networking and email systems, employee management training, student billing, financial aid and collections, etc.

Based upon prior studies, annual savings will result from these efforts, combined with standardization of policies and procedures and maximizing the value of new technology investments such as Enterprise Resource Planning (ERP), which, once completed, will significantly improve the quality and flexibility of information management and services across the University System.

6. Centralized and Automated Procurement Practices – \$1 million

UMS spends approximately \$100 million annually on the purchase of goods and services. UMS projects it can save at least 1% of that amount by consolidating and coordinating bulk purchases for individual universities. Centralized purchasing would:

- maximize purchasing economies of scale by coordinating the System-wide acquisition of goods and services
- collaborate with other higher-education institutions in Maine and with the State

- establish and monitor improved purchasing policies and procedures
- improve pricing and establishment of standards for bulk purchases of software and hardware
- facilitate adoption and use of e-procurement systems
- streamline travel and expense processes and procurement

7. Improved Efficiencies of Physical Plant – \$1.2 million

UMS can reduce by 5% its total facilities operating costs by 1) stronger and more innovative management protocols; and 2) investing in co-generation and energy-conservation measures at its two largest universities. Although progress has been made, the University System will be much more aggressive in these areas and, in doing so, can improve and better sustain the quality of facilities.

8. Effect on Total UMS Employment

In all, the Strategic Plan would eliminate an estimated 200 positions—4 percent of UMS's current position count—by the end of FY09. The actual impact on current employees would be minimized to the extent possible. UMS employs over 5,000 full-time and part-time regular employees, plus approximately 700 temporary employees, including part-time adjunct faculty. With an average annual turnover of regular employees of nearly 10 percent, *many positions can be eliminated by a combination of leaving positions unfilled and by re-training or transferring employees to fill positions needed in the future.* Where layoffs become necessary, UMS will work with affected employees and provide transition assistance.

APPENDIX II

Description of Planning Process



University of Maine System

Strategic Planning Process

Board of Trustees



BOT Steering Committee for Strategic Planning

This committee will serve as the Steering Committee of the process, providing overall guidance and ensuring that the Trustees are kept informed of progress and consulted as appropriate.

Members: Jim Mullen (Chair), Chancellor Westphal, Greg Cyr, Susan Gendron, Charles Johnson, Don McDowell, Matt Rodrigue, Wickham Skinner, and Meg Weston.

Supporting Staff: Vice Chancellor for Academic and Student Affairs, Executive Director of Planning and Policy Analysis, System's Chief Financial Officer, and Chancellor's Chief of Staff



System-wide Task Force for Strategic Planning

This task force is charged with the work of the process: information gathering and analysis, assessment of potential future scenarios, refining proposed directions and strategies, and drafting the plan for review by the BOT Steering Committee and ultimately for BOT approval.

Members: Members of the BOT Steering Committee for Strategic Planning, Presidents, Vice Chancellor for Academic and Student Affairs, Executive Director of Planning and Policy Analysis, System's Chief Financial Officer, and Chancellor's Chief of Staff. Trustee Mullen and Chancellor Westphal are Co-Chairs of this Task Force.

Sub-Committees

Sub committees will be formed as needed.

External Constituents

External constituents will be asked for their input.



University Discussions

Students, faculty, and staff at each UMS university will be engaged in the Strategic Planning Process. They will first be introduced to the process through meetings with the Vice Chancellor and consultants, and then followed by university wide discussions.



University of Maine System

Steps to the Strategic Planning Process

Positioning the UMS for the Next Decade

STEP 1: GATHER INFORMATION

Scan the internal and external environments for information that will help assess the State's future needs for higher education and UMS's role.

- UMS Board of Trustee's retreat
- University visits
- Meeting with constituents
- Public at large
- Data collection and reports

This work will be on-going and conducted as needed. It will dovetail with University visits and Task Force meetings.

STEP 2: ANALYZE/IDENTIFY ISSUES

Examine information collected and develop a comprehensive Situation Scan which contextualizes the environment within which UMS must plan for the future.

- Conduct an analysis of the System's strengths, weaknesses, threats, and opportunities
- Identify trends

This work will also be on-going and integrated with University discussions and Task Force meetings.

STEP 3: ARTICULATE THE VISION AND CONFIRM THE MISSION

Come to agreement on the preferred future state of higher education in Maine and the role of UMS.

- Finalize the "vision" for higher education in Maine and UMS's strategic position
- Revisit/revise UMS's mission statement
- Form sub-committees as needed
- Collect additional data and conduct new research as needed

These steps will involve several Task Force meetings, BOT Steering Committee meetings, and interaction with the Board of Trustees.

STEP 4: FORMULATE A STRATEGIC PLAN

Produce a plan that will transform the UMS from its current position to its newly defined strategic position.

- Determine the actions needed for the transformation
- Determine the goals, objectives and measurable outcomes
- Generate a time-table and identify possible sources of funds for the transformation

STEP 5: SEEK PUBLIC REACTION

To seek consistency, acceptance, and support by all related parties, a draft document will be widely distributed and discussed.

- University communities
- Constituent groups
- Public at large

Producing the final document may involve one or more iterations of this step, which will be coordinated with state-wide conversations.

STEP 6: APPROVE/ANNOUNCE THE FINAL PLAN

The UMS Board of Trustees embrace, support, and approve the final plan.

- Widely distribute the plan to internal and external audiences
- Direct management to implement the plan

APPENDIX III

Campus Visit Summary

**University of Maine System
Strategic Planning
Highlights of Campus Visits**

February 2004

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Introduction

The University of Maine System is engaged in a strategic planning process for the System that will result in a new plan, which will be presented to the Board of Trustees for approval later this year.

While the Trustees are leading this process and are ultimately responsible for the plan, they recognized that it was essential to actively engage the various campuses in the process. This was done in two principal ways: by involving each of the University presidents as members of the Strategic Planning Task Force and by visiting each of the campuses and conducting in-depth interviews with a cross section of participants. In the fall of 2003, Vice Chancellor Elsa Nuñez and strategic planning consultants from Cambridge Concord Associates visited each campus, spending a full day meeting with representatives of the various campus groups. Each visit was coordinated by the institution's President, so the format varied somewhat, but the same representative groups were involved on each campus.

Participants included:

- Administration
- Faculty leadership
- Faculty
- Management and support staff
- Students
- Boards of Visitors
- Community members at-large

Broad topics discussed included:

- Strengths and challenges
- Characteristics of the Preferred Future

This paper provides summaries of the key points raised at each campus about strengths, challenges, and the preferred future, illustrated by representative quotations from participants. The quotations indicate the discussion group they came from but are not attributed to individuals.

University of Maine

Strengths

Across the board people associated with the University of Maine applaud the high level of **excellence in learning**. Some point out that courses are consistently challenging, and adjusted to deal with an ever-changing world. Others stress that UMaine creates an **integrated education**, allowing students to explore options outside their own majors, and the school understands that a college experience is more than just classes. Faculty and staff focus on the “whole student” and create a seamless educational environment, sustaining a model of cooperation for the students through their own work together.

Many of those interviewed felt that one of the strengths of the University is its **position as the “University of Maine,”** Maine’s Land Grant institution. The University has employees and faculty throughout the state, and its programs serve people across Maine. In the last six years the University has been growing at a tremendous pace, and currently has 11,250 students. From 1997-2003 enrollment doubled, research tripled, fundraising grew, and the campus has had the highest levels of private funding ever. The UMaine campus holds an important place in relation to the state, the country, and the world. One of its roles is as the **premier research institution** for the state, a position that comes, many feel, with the responsibility to continue work in this area. Another role is as the state’s **“only library that can support research and development.”**

In a number of interviews the **faculty of UMaine** were praised for their passion and talent, as well as for their leadership role in the current UMaine strategic plan. The Orono staff is “integrated and flatter.” Overall, as a number of those interviewed mentioned, UMaine has become a **highly effective leadership training ground for students**. A sense of civic engagement is fostered on the campus, as well as what some referred to as an “independent, entrepreneurial spirit.” For example, students in the Masters of Engineering program started their own company and ended up subcontracting with the University. Other strengths that were brought up in interviews included Orono’s strong safety and environmental standards, its diversity, its financial aid packages, and its partnerships with K-12 schools and the University of Maine System.

On excellence in learning

“Focus on Excellence” (Senior Staff)

“The experience here can be even better than at a liberal arts college.” (Students)

“We have been able to create relevant Post-9/11 Courses.” (Senior Staff)

On integrated education

“You always have the option to explore things beyond your own major. So many areas of study can be integrated.” (Students)

"We create a model for integration of students by our own model of working together." (Faculty)

On the position as "University of Maine"

"In the state of Maine, this is the 'University of Maine'" (Senior Staff)

"UMaine Orono has the best chance of competing nationally and internationally." (Senior Staff)

"We all benefit by this being the state research institution." (Faculty)

On highly effective leadership training ground for students

"This is the most effective place for people to learn leadership." (Staff)

"The residential nature of the community promotes a sense of civic engagement." (Staff)

"Engagement, contribution and community drive us." (Staff)

On the library

"The Library is in good shape, and we can look ahead to more technology." (Faculty)

"In the future we'll have to strengthen our library, and we'll need more resources to do this." (Faculty)

Challenges

While the growth of enrollment and research at the University has had positive effects for both the University community and for Maine, it has led to a number of **growing pains and resource issues**. At the same time, the poor economic situation of the state will force the University to prioritize and make some difficult choices. Staff members are being asked to do more with fewer resources, and some note that they are not paid up to their skill level. To alleviate these problems, some urge to push for more private donors.

Even though UMaine is comparatively well known compared to the smaller UMS campuses, many who were interviewed still felt that the campus would benefit from a **better marketing strategy**. They feel the University is "not in control of its own image" and could market itself better if it were more certain of exactly what its niche is, and who it should be actively marketing to. This is one aspect in the challenge that some people see in **sustaining Maine student enrollment and building out-of-state enrollment**.

Other challenges that were brought up in the interviews included a burdensome process of applying for and getting aid, a culture that does not always appreciate higher education, the rising age demographic in Maine, and of course the **economic situation of Maine**, which affects all aspects of running the University. Costs of journals and other

resources are increasing, creating a challenge for the **library system**, which is also, according to some, in need of an improved and expanded infrastructure.

In the planning interviews, a number of people brought up the need to better define **UMaine's role among the other UMS institutions**. What is the role of this 'flagship' campus? To what extent are other campuses like 'feeder schools,' and how can the relationship between graduate courses at different campuses be made stronger? How can the concepts of 'credibility' and the goals among institutions be better meshed?

On growing pains and resource issues

"We need to prioritize, deploying resources to best impact change." (Faculty)

"Staff is always asked to do more with less." (Staff)

"Classified employees being recognized and paid better." (Staff)

"We need to increase our private donors. It's more important than ever to make friends (Faculty)

On a better marketing strategy

"We are great at keeping our successes secret. We are not in control of our own image. What's our product? What's the level of service? Who's our customer?" (Staff)

On Sustaining Maine student enrollment and building out-of-state enrollment

"The process of applying, getting aid, and affording school is difficult." (Staff)

"The life of the mind in Maine is not highly valued." (Faculty)

"Students can be difficult to engage, with low levels of aspiration among students and families." (Staff)

On UMaine's role among other UMS institutions

"We need cooperation with other institutions and other campuses in the System." (Faculty)

"We have to be blending our concept of credibility with institutional goals." (Staff)

"We should discuss our relationship with other schools. Right now feels it like they are feeder schools, not competitors." (Students)

"We must resolve the role that this flagship campus will play in the whole System." (Board of Visitors)

Future

As Maine's Land Grant institution and the driving force for research in the state, UMaine will need to strengthen its research capacity in the future. While it is presently recognized for excellence in research, that aspect of the institution should grow in breadth and depth. This would require a significant influx of resources and the building of faculty and scholarly activities. There is some question as to where these resources would come from. Some faculty and administrators feel that UMaine suffers from the spreading of resources too thinly throughout the rest of the System. There was also a sense that not only UMaine but all components of the System would benefit from a less competitive environment between and among its institutions.

Envisioning a future state for the University of Maine, many hope to see a more **connected college community**. This is based on the understanding that "learning comes better in a truly enriched environment," as one interviewee stated. This future vision would include more artistic and cultural opportunities for students, and chances for students to have experiences outside their programs. Dual courses could be created between programs, along with other creative connections across the campus. Along with this, a number of people interviewed spoke about **better use of technology to empower students**. Through a "bigger and better" library, "a laptop for every student," and technological advances, students could be empowered to do things on their own, be more self-sufficient, and take more control over their own education.

Many involved with the University of Maine expressed the hope that in the future the University would be **recognized nationally** for its academic excellence, maintaining its high standards and working on a national scale. In the area of growth, many hope for **expanding both in-state and out-of-state enrollment, while at the same time increasing graduation rates**. Some expressed the need for more faculty, while others spoke of better residence halls, an improved gym, and a 'greener' campus. Also safety was brought up a number of times as a primary area to enhance. This all, of course, takes more money, and many interviewed spoke of the need for an endowment, and more **revenue sources**. This could be addressed in part, it was suggested, by using research to support entrepreneurs, attract PhDs, and **aid in the economic development of the state**. In this vein, many hope in the future to **increase the research capacity** of the school, and to **expand graduate programs**.

As the System's flagship university, UMaine faces both challenges and opportunities as it looks to the future. As one faculty member put it, "We can't just prepare for what exists now, we must look to the future."

On a connected college community

"Have dual courses of study that connect Honors College with each major. Perhaps dual citizenship."
(Students)

"Student organizations are important." (Students)

"Learning comes better in a truly enriched environment." (Faculty)

"A university education entails not just the courses, but the whole experience." (Faculty)

"Students should have experiences outside of their individual program." (Faculty)

On better use of technology to empower students

"I see students being more self-sufficient, able to take care of themselves through improved technology." (Faculty)

"Empowering students to do things on their own, while we provide the underlying System." (Faculty)

"We could create a synthesis of technology in different fields. We have a unique ability to work in this area." (Faculty)

On increased research capacity and expanded graduate programs

"We want to see a broad based education, with high quality research in all fields." (Faculty)

"We should take part in research and scholarship, giving support to entrepreneurs and truly creative minds." (Faculty)

University of Southern Maine

Strengths

Much of the strength of the University of Southern Maine, according to many associated with the school, derives from its understanding and attention to its specific **niche in the System**. The leadership of the institution has worked hard to adapt to the urban setting, while at the same time addressing a state-wide mandate. In the words of one interviewee, the school is “fiercely independent” and knows where it is going. It is this ability that has allowed it to be what some refer to as a ‘flagship campus’ in the state of Maine. The large USM campus **serves both traditional and non-traditional populations**. Many feel that, given the resources at its disposal, USM has been able to respond well to a highly diverse population that includes a large contingent of commuter students.

Another source of strength that came out in the interviews was the University’s **connection with the community**, as well as its role as a **tool for economic development**. Highly embedded in the surrounding community, USM has had, many feel, a **long-time service mission** in which it has been responsive to the needs of the surrounding area. The University, and the current administration, has taken on a leadership role in policy, diversity, and sustainable development. As a tool for economic development, USM has helped southern Maine to be the fastest growing area of the state, and through entrepreneurial energy and research and development, many at USM hope to continue to be an engine for future economic development.

A **talented and committed faculty** was offered as another strength of the USM campus. Composed of full-time as well as part-time faculty members, the USM faculty make strong contributions to both the school and to their respective fields, and are demanding of students.

Many who took part in the interview process saw an **overall potential for growth** at USM. This potential, some hope, would move the school towards greater scholarship and research. At the core of this potential, according to some, is the school’s proximity to Portland, which could open up many opportunities for growth.

On USM’s *niche in the System*

“USM is not actually regional in nature. For example, the business school has four programs with statewide mandates, and the law school is the state law school.” (Academic Affairs)

“The unique thing about this university is its urban setting. This institution has bent over backwards to adapt to the urban setting.” (Administrative Support)

“USM is fiercely independent – within ourselves we have established goals and directions. Each campus needs a mission, goals, and a plan that will lead them to their unique niche.” (Administrative Support)

"USM knows where it is going – I hope the System plan honors that." (Academic Affairs)

On serving both traditional and non-traditional populations

"We have a mix of traditional residential students and a larger population of commuter students." (Staff)

"USM serves a diverse array of students with a myriad of issues." (Academic Affairs)

"USM does well given three campuses with residential life and the diversity of the student body." (Staff)

On the connection with the community

"Our connections in the community, our responsiveness, and our service mission are longtime strengths of USM." (Faculty)

"Our president is a very enterprising and aggressive voice in the community." (Faculty)

"This administration is providing both community and statewide leadership on many issues: economic and sustainable development, policy, and diversity." (Faculty)

On the talented and committed faculty

"We have a high percentage of faculty and staff to students – committed people working hard." (Staff)

USM has an amazing array of faculty making contributions to both the institution and their fields." (Academic Affairs)

"We have been increasing the number of part-time faculty. This is not the best way to develop the faculty community but it is a way to do more with less." (Academic Affairs)

On the overall potential for growth

"We are now moving towards far greater scholarship than in the past." (Academic Affairs)

"USM is perfectly situated. Portland is an important city to Maine." (Board of Visitors)

"We are moving towards scholarship and research becoming a strength." (Faculty)

Challenges

The **economic challenges** that have hit all of Maine are being felt strongly by USM. People involved with the institution have been straining to keep salaries up, keep tuition down, and maintain the University in a sustainable manner with the decreasing support for education and the lack of resources and grants to fulfill USM's mission. Some feel that the campus is at a "breaking point" and needs to find new sources of money, perhaps from federal matching grants.

Students as well have been feeling the squeeze, causing **difficulties in maintaining a manageable cost of living**. Many USM students are struggling economically, often

working and supporting families while enrolled as full-time students. Low financial aid combined with the high cost of housing and declining high school graduates may make it more difficult to attract students to USM in the future. Some of those interviewed feel strongly that a better support system must be created, with more financial aid, in order to increase the number of students enrolling in college and attaining baccalaureate degrees. Also, the community around USM has been hit by the economic downslide, and the University will need to take into account, some say, of **needs the area has**, and the kind of workforce that will be useful to the region.

Many people expressed the opinion that, with the national trend of decreasing support for public education, there is a need for USM to take more **control over the school's own image**. There is a need to build pride and to demonstrate to policy-makers and the Maine population the importance of public education and University-based R&D. Some people feel that USM is seen as a back up to Orono for high school graduates. Better publicity could create an image of USM as a unique institution, with its own talents in R&D and with attractions that are different from Orono or any other UMS institution.

Currently **enrollment is rising**, and USM must face up to the challenges of an **increasingly diverse student population**.

A number of people interviewed felt that the relationship between USM and the Community College System is stronger than the relationships the Community Colleges have with other schools. Because of this, there is a strong need felt by many at USM for a **high quality of education at the Community Colleges**. "Their success is our success," one interviewee said. These people feel that in general there is too much competition between the two systems, and that the University System should work to better the Community College System.

On economic challenges

"We are now trying to make USM sustainable given the funding base we have." (Senior Staff)

"We are at an interesting point – a breaking point actually – and need new resources." (Academic Affairs)

"We have 40% of the research and graduate programs and get 20% of the funding." (Senior Staff)

"The English department is great but we don't have the facilities. It keeps us looking like a blue-collar institution." (Administrative Support)

"With decreasing support for public education, there is a twofold challenge to focus on: Budget requirements, and becoming more financially sustainable." (Faculty)

"There is a growing need for federal and matching grants (Board of Visitors)

"This institution needs consistency of support to meet its aspirations." (Board of Visitors)

On difficulties in maintaining a manageable cost of living

"The traditional student is trying to stay afloat financially." (Staff)

"There's also a national movement: entitlement to higher education." (Academic Affairs)

"Maine is the lowest state for attainment of Baccalaureate degrees." (Staff)

*"Compared to other places in the System our students have lowest percentage of financial aid."
(Administrative Support)*

"We could use subsidized housing." (Administrative Support)

On control over the school's own image

"One of biggest challenges is to build pride in our institutions. We are beginning to do that." (Academic Affairs)

"From a university advancement perspective, we need to be making sure policy makers understand the needs and the role of education in the state. Are they aware of USM's strength in research and development? The System needs to use that information." (Staff)

"The System labels all the institutions 'universities' – That is misleading the public. Is the assumption that the 'university' title is more prestigious?" (Administrative Support)

"Counselors always say that U Maine Orono is the place to go. This is a back up. People need to see this institution as something that has value in and of itself." (Administrative Support)

On the rising enrollment and the increasingly diverse population

"USM continues to turn away record numbers of applicants." (Board of Visitors)

"Greater Portland area: 10% non-white, with a growing # of multi-cultural students and refugee students." (Staff)

"The growing population is a critical area for graduate programs." (Academic Affairs)

"We've got students from many parts of Maine who never met an African American student." (Staff)

On the Community Colleges

*"With the coming of Community College System and with the 'privates' there's serious competition."
(Faculty)*

"For USM, the more aggressive the Community College System is, the better." (Senior Staff)

"The University of Maine System needs a very strong relationship with the Community Colleges, we should be part of their team." (Senior Staff)

Future

People involved in planning discussions for the University of Southern Maine envisioned a **"fully reinvented institution."** This image included USM receiving **national recognition** and being seen as one of the top choices for education in Maine. Some felt the campus needs to maintain its entrepreneurial energy, while others suggested a more

cooperative management system. All of these ideas need to be worked through to create a strong sense of USM's particular mission as it moves into the future.

This future USM, some posit, would be a "**high performance organization**" and be flexible in order to adjust to the **changing needs of the University and of the region**. To do this it might need to work with the state, keep up its R&D, and help Maine workers and Maine's business community make the necessary shift to a more knowledge-based economy. Partnerships with industry could help this, as well as strengthening the sciences at USM, according to some of those interviewed.

Some involved in the planning process believe that USM may want to move towards **greater scholarship and well-funded research**, in order to reach out to a larger intellectual community. Ideas included "targeted graduate programs" and centers for life-long learning, in the hopes of attracting a larger community of "talented intellectual individuals," as well as increasing the number of out-of-state students.

Some of those interviewed expressed a wish to see USM **explore more technology options**, such as a digital library system, a better defined role for the campuses in PeopleSoft, and the possibility of getting involved in the emerging bio-medical field. USM could benefit, some feel, by connecting better to Orono's library, and by sharing technology throughout the System. Others focused on USM being a **center for culture and the arts**, aided by its connections to Portland. Others spoke of improving connections with the University of Maine System and **working with local schools** to foster a "K-16 attitude."

On a fully reinvented institution and a high performance organization

"Looking forward 20 years – We are the New England anchor of the Boston Megalopolis." (Administrative Support)

"Want to see us become the first, second or third choice for Maine students, and to be recognized nationally." (Academic Affairs)

" We need to stay student-centered and diverse enough to meet the needs of our evolving population." (Academic Affairs)

"There should be incentives to cross boundaries, creating a cooperative and more matrixed management system." (Faculty)

On the changing needs of the University and the region

"When you look at the economy of the state of Maine, there is a shift to the south. We need to be responsive and agile, supporting workforce development." (Senior Staff)

"We need to be more responsive to the real situation. We should be continually pushing the envelope." (Staff)

"Housing, facilities, services and policies must support the needs of changing populations." (Staff)

"We should be responsive to region, vibrant, dynamic: A presence." (Staff)

"The Governor is interested in the creative economy. We need to be programmatically prepared to lead that." (Academic Affairs)

"It's said that most of the jobs for the 2000s haven't been conceptualized or created yet. We need to take the lead." (Academic Affairs)

"The USM region should transition from a resource based economy to a knowledge based economy. We cannot require another forum for that discussion other than our universities." (Academic Affairs)

"Maine must have an educated workforce." (Board of Visitors)

"We need to foster a K-16 attitude. All students in the future should have to apply to higher education as a requirement for graduation." (Academic Affairs)

On greater scholarship and well funded research

"If we pull back from research and development the state will NOT be better off." (Board of Visitors)

"We should work with industry to support research and emerging opportunities." (Administrative Management)

"The university should also focus on 'targeted graduate programs,' which could be an added revenue source." (Board of Visitors)

"We should push expansion to better serve southern Maine, including new facilities for students, and centers for life-long learning." (Administrative Management)

"Centers for continuous lifelong learning, funded by grants, tuition and partnerships." (Board of Visitors)

"We can attract an expanded community of intellectual individuals." (Board of Visitors)

On exploring technology options

"We need to look at a digital library for System – What does that mean?" (Academic Affairs)

"People Soft: We need clarity on role of System office and role of campuses." (Administrative Management)

"The Orono message is "this is the state's library." If that's so then we should be linked and people should be aware of that. We also need computers and equipment System-wide." (Administrative Support)

"I would like to see seamless sharing of technology among campuses." (Administrative Support)

University of Maine at Farmington

Strengths

Many of those who worked on the planning process at the University of Maine at Farmington feel the University has a relatively strong sense of its **mission and niche**, although there are those who want to develop it further. Farmington's niche is envisioned somewhat differently by different people, but most seem to point to its combination of a Liberal Arts mission and a highly respected teachers college. This combination has allowed Farmington, some point out, to produce graduates who are appreciated for their breadth of knowledge, while also attracting the best education students in the state and bringing respect to the state and the school through its teachers college. Some people in the interviews noted that Farmington is accessible to students who otherwise would not have gone to a liberal arts college.

The University has a **strong relationship to the community**. Students, faculty and staff place a high value on service to the surrounding community and often take on leadership roles.

Farmington faculty and administration believe they know how to create a positive **four-year college experience** for students. This includes strong programming, good advising, and teachers engaging with their students. Farmington's **faculty is committed and enthusiastic**, with the ability to both support and challenge students, and to work together across disciplines. There is also a **strong relationship between the school and the alumni**, in which alumni are continually involved with the school, and the school looks to the alumni for ideas and support. All of this has helped the University of Maine Farmington to create a **tight-knit community**. Half of the student body lives on campus, professors are accessible and easy to get to know, and students feel like respected individuals that the school cares about. As one student put it, University of Maine at Farmington is "the type of community where people hold doors open for one another."

On having a *clear mission/niche*

"There is a nobility to our mission: Our kids would never be able to go to a private liberal arts college."
(Senior Staff)

"We are a liberal Arts College that includes a college of education in tandem, both building on one another's strengths." (Faculty Leadership)

"Our public liberal arts mission is strong." (Support Staff)

"We bring greater national recognition to Maine, for example our feature in US News and World Report."
(Board of Visitors and Administration)

"This institution brings value to this System and money to the state." (Board of Visitors and Administration)

"Superintendents love our graduates, because of the breadth of liberal arts and sciences we offer." (Senior Staff)

"We have a highly respected Education school. If I want to teach I go to Farmington." (Students)

"This is the only place Mainers apply for teacher education." (Senior Staff)

On the strong relationship to the community

"Students are incredibly engaged. They take on leadership roles and then go off and provide leadership in communities." (Faculty Leadership)

"Service to community is seen as a way of life – valued by faculty, staff and students." (Board of Visitors and Administration)

"We all become very involved in our communities." (Senior Staff)

On providing a quality four-year college experience

"We have an attitude of focusing on students." (Senior Staff)

"Although we want to link with other institutions, we do want to educate our kids here for four years whenever possible. It's a whole experience." (Senior Staff)

"We understand our own issues – buildings, advising, programming – We know how to do these things." (Senior Staff)

"We are about engagement." (Support Staff)

"Many students are changed by their experiences here." (Support Staff)

On the committed and enthusiastic faculty

"We (the faculty) work together closely and across disciplines – this is the hallmark of a liberal arts college." (Faculty Leadership)

"The enthusiasm of the faculty is great, but we don't have the funding to take advantage of this." (Faculty Leadership)

"The faculty works above and beyond." (Support Staff)

"There is a focus on students, both supporting and challenging." (Support Staff)

On the relationship with alumni

"The newer people are connected to affinity groups, then stay involved as alumni." (Senior Staff)

"We keep in contact with students over time." (Professional Group)

"We care what the alumni think." (Board of Visitors and Administration)

On the tight-knit community

"There is a unique culture within the school – a strong community of students." (Board of Visitors and Administration)

"It's easy to get to know professors." (Students)

"I've been shown that the school cares about us." (Students)

"A student feels like an individual, not just a body in a classroom (Students)

"I don't get feeling anyone is alone here." (Students)

Challenges

Like people at universities across Maine and the nation, many interviewed at the University of Maine at Farmington have been feeling the pain of a poor economic situation. The **lack of resources** at the University has led many who were interviewed to feel limited in the directions in which the school can move. Some said that the wages for faculty are too low, and that they do not have strong enough financial aid to compete with larger schools for students. Facilities have also been brought up as a problem, including the quality of labs and residence halls. Partly due to this, **faculty members end up "juggling too many hats."** Sometimes other parts of life, like family life, are sacrificed, and some say that retention of faculty is lower than desired. Much of this, of course, stems from the fact that **Maine's economy is in a decline**, that industry has fled and young people are leaving the state. These economic realities call for new, creative solutions.

One challenge that arose in conversations a number of times is that of increasing Farmington's **public relations and image**. Some people said that many see the university as mainly a teachers college, but that most of the students who do attend are attracted to its liberal arts mission. They feel that, though the reputation of the Teachers College is a great boon for the school, there is a need to further disseminate the impression of University of Maine at Farmington as a liberal arts school. Others point out the constant need to maintain recognition and respect throughout the state, and at least one conversation called for a more exact mission, in order to better advertise correctly what the institution is about.

Since the Farmington campus is so imbedded in the surrounding community, with faculty doing research there, and faculty and staff in various service positions, the changing **relationship between the school and the community** is always a challenge. Some point out that a balance needs to be found between the needs of the campus and the needs of the community. Other issues brought up in the interviews include the aging population of Maine and the increase in retirees who might need retraining, advising issues at the school, the need for more parking, and competition with the Community Colleges.

On the lack of resources

"Lack of resources hinders us from thinking creatively about new programs and initiatives. We want to be able to fully develop the public liberal arts model." (Faculty Leadership)

"Lack of money limits direction." (Support Staff)

"We are almost insulting our PhDs: The quality of their work is very high, but the pay is too low." (Faculty Leadership)

"We have difficulty attracting students while larger campuses are fighting for ability to offer financial aid." (Faculty Leadership)

On the faculty "juggling too many hats"

"We rely on full-time faculty with only a few adjuncts." (Senior Staff)

"Professors are juggling so many hats and chairing so many committees and are not really paid or rewarded well. This sometimes makes it hard to find new faculty members." (Professional Group)

"The System is not holding on to people." (Professional Group)

"All faculty are doing the job of 4 or 5 people, often sacrificing family time." (Faculty)

On the need to build public relations and image

"The perception that we are a 'teachers college' is still with us. Any strategic plan should see us as a public liberal arts college. Students are attracted because of the Liberal Arts program." (Faculty)

"We are understood better than some of the UMS institutions, but we are under-communicated – our PR needs work." (Senior Staff)

"Recognition and respect are imperative." (Faculty)

"We need acknowledgement of our place in the System." (Senior Staff)

On relationships with the local community and schools

"We want students to experience and understand how a real community should work." (Board of Visitors and Administration)

"Relationship with public schools: we are incredibly imbedded. UMF professors do, and are encouraged by the superintendent to do, research in the schools." (Board of Visitors and Administration)

"Balancing the needs of campus with the needs of the community, making choices and seeing priorities. The school was once seen as elitist in immediate community, but that has changed." (Board of Visitors and Administration)

"Are the Community Colleges becoming Liberal Arts Colleges?" (Professional Group)

Future

In every interview with students, faculty, and staff at the University of Maine at Farmington, ideas arose as to how to increasingly make Farmington **an inviting and attractive campus**. While understanding the funding limitations, the vision being proposed of the Farmington campus includes a new 'green' education building, new science labs and art studios, new classroom spaces and new or renovated dorms. Other ideas included increasing the ease of access to libraries and journals, and better transportation between campuses. Due to economic difficulties, these visions will need to be prioritized.

To add to this enhanced vision of the Farmington campus, many of those interviewed suggested **changes in curriculum and courses** that could increase the school's academic strength. Some people saw a move from 3-credit classes to 4-credit courses, while others hoped for expanded majors, more programs for athletes, and more foreign-language and inter-disciplinary courses. One person brought up the freshman seminars, stating that their number should be decreased, while another posited that a few more faculty members might be needed. On the issue of core courses, some feel that a System-wide core could be advantageous, while others would prefer that Farmington stay with its own unique core. In the area of **strengthening technology**, many envision a day when all faculty and students have their own laptops.

In this growing version of the Farmington campus's future, many interviewed saw **increasing numbers of out-of-state and international students**, as well as a rising number of in-state students. In order to attract more students, and to support those already attending the university, some note that **stronger need-based financial aid** would be necessary, including work opportunities for students who need them.

Some members of the faculty and staff hope for an increasingly **positive reciprocal relationship with the surrounding community**, not only as an employer, but perhaps going into the high schools and making connections with future generations of college attendees, offering a "place of exploration" for high school students. This may be one method of reaching another goal that some of those interviewed hoped for, which was to help create **an environment in Maine that overtly values and supports higher education**. These people want the people of Maine to learn about what the Universities have to offer them, and what a college education can mean for Maine citizens. The schools, they say, should "foster pride" in the institutions and should try to "blend the vision of Maine with higher education."

Those who spoke of **the mission of the University of Maine at Farmington** felt that the mission should remain more or less the same. However, as one interviewee said, Farmington may want to "learn better what it means to be a liberal arts campus." As far as the day-to-day living on campus, some of those involved in the planning process stressed the need to keep the current quality of faculty/student contact, but want to **build community on campus** by having more dorms. This would allow more students to live on campus and would bring in a more diverse student body. Other ideas that arose from these discussions included furthering the environmentally friendly vision of the campus, perhaps through new hybrid vehicles, effectively bringing in Community College

students without decreasing any of the current quality of classes, and adding a nursing component to the hospital.

On an inviting, attractive campus with strong facilities

"Changes in the overall look of campus: new athletic and education center, science labs, performing arts center, student academic services and support center." (Senior Staff)

"If we don't do something with the dorms in 10 years they'll self-destruct. They aren't warm, and they are close to impossible to maintain – the old buildings are very costly to repair (lots of deferred maintenance) and students don't take pride in them due to their being in bad shape. We need good useable buildings." (Professional Group)

"A new 'green' education building" (Faculty)

"We have hopes for more classroom space." (Faculty Leadership)

"The state must invest in labs. Now we have better ones in local high schools. Most of today's campus was built in the 60's and 70's." (Senior Staff)

"We want to be recognized as a 'Jewel in the Crown' of UMS." (Senior Staff)

"Innovation: how can we creatively do facilities?" (Support Staff)

"An education building, where students and faculty can work and where public school teachers can come and learn." (Support Staff)

"The Art department is full, and kids cannot get into courses they need." (Professional Group)

"We must continuously evolve the System-wide library, with increased access to journals and a more open library system." (Faculty)

"Need to make it easier to have seamless access to library resources." (Support Staff)

On changes in curriculum and courses

"I would like to see fewer freshman seminars. (Now there are 20, should be 12)" (Faculty)

"I want to see every student and faculty member with a laptop." (Faculty)

"We need to continue strengthening our technology." (Support Staff)

On increasing numbers of international and out-of-state students

"Would want to grow beyond where we are now only with more statewide representation and maybe 20-30 % out of state." (Senior Staff)

"We need to recruit more out of state and international students." (Faculty Leadership)

On the environment of Maine overtly valuing and supporting higher education

"We need to help the public understand the value of a liberal arts undergraduate education at a small residential college." (Faculty Leadership)

"We need to blend vision of Maine with higher education." (Professional Group)

"I would like the community and surrounding towns to appreciate what they have in the University of Maine Farmington." (Support Staff)

"The public perception needs to shift. The whole System should foster pride and a strong public image instead of different campuses competing to make a name for themselves." (Support Staff)

"Some people assume they can take 2 years of Community College Systems and then come here. How can we maintain quality and yet still bring Community College students in?" (Support Staff)

On building community

"I want less of a 'suitcase campus' and more residential, with a higher percentage of students living on campus." (Faculty Leadership)

"I would like to see more freedom for freshmen so that they can explore more. Right now their choices are very set – large classes." (Faculty)

On the relationship with the community

"I want a continued strong relationship between us and community." (Faculty Leadership)

"In the future we will continue to be an important employer (Professional Group)

"Would like to see UMS do more with teachers in Maine schools. Our campus could be place of exploration for all high school students (Support Staff)

University of Maine at Augusta

Strengths

Many of those interviewed at the University of Maine at Augusta (UMA) felt that the school's strength derives in part from an **educational culture that is supportive of both traditional and non-traditional students**. Faculty and staff are both understanding and flexible, allowing the school to tailor courses of study to students' particular needs and schedules. This unique characteristic attracts a range of students and offers educational opportunities to those who otherwise may not have gone to college.

Augusta accomplishes this flexibility, according to many involved with the institution, through a **continuum of educational choices**. It offers two-year programs, which are attractive to students hesitant about the feasibility of college, and then makes it very easy for students in these programs to shift into full degree programs. Once students have experienced college and have been able to work together with the University to accommodate their busy life, they are encouraged to extend their stay. Another example of the Augusta campus's supportive culture is its **distance learning programs**, which can offer entire degrees done off-site for those unable to come to campus.

The UMA campus has had positive experiences **partnering with UMS and Community Colleges**. This includes public service programs that stem from contracts with the System, and a Bachelor of Applied Sciences that is integrated with local Community College programs. Augusta offers a very **liberal transfer program**, and the University is willing to work with students from other schools in order to create a degree program that utilizes the student's previous credits. This has led the University of Maine at Augusta to have a very high number of transfer students, currently 800.

University of Maine at Augusta works to be a part of **the surrounding community**, and the people in the area feel that it is their institution. This relationship is reciprocal; the University offers much to the community. One example of how UMA gives back to the community is its **strong mental health program that** trains students as case managers and community support workers to work with communities of greatest need.

On the continuum of educational choices

"Students pick UMA for two-year programs then often chose to move forward to do the last two years for full diploma." (Senior Staff)

"Students come in for two-year programs, then see models for further education – transition becomes real – possible." (Administrative Group)

"We don't think about it as 'continuing education' – day or night the quality is not going to vary." (Academic Leadership)

On the culture supportive of traditional and non-traditional students

"There is a culture of caring – taking care of vulnerable students." (Senior Staff)

"We work with lots of non-traditional students who must achieve a difficult balance of home, family and work." (Senior Staff)

"Greatest strength: 40 years of supporting people who may never have had a chance to go to college – that's our niche." (Administrative Group)

"Adult students are welcome here – people who need specially tailored courses timed to accommodate their schedules." (Academic Leadership)

On partnerships with other UMS institutions and Community Colleges and the transfer program

"We have the most liberal transfer program. If you have a degree from an accredited institution, then you can transfer those credits and we will work with you to create a degree program." (Academic Leadership)

"We work with so many campuses to make sure students are successful." (Board of Visitors)

"Bachelor of Applied Sciences: Integration with Community College Programs." (Senior Staff)

On being part of the community

"There is a long tradition of the campus being part of the community." (Academic Leadership)

"It is amazing how this campus has raised the Lewiston/Auburn area." (Board of Visitors)

"People see us as their campus." (Faculty)

Challenges

As did their colleagues at other UMS institutions, people involved with the University of Maine at Augusta focused on a painful **lack of resources**. Augusta relies mainly on tuition for its financial support, and this leaves it vulnerable to enrollment fluctuations. Courses in the Dental School, Nursing School and other programs have turned out to be quite expensive. Many at the University hope to find new avenues to receive money, as well as an increase in current sources.

This problem is heightened by a **student population highly dependent on aid** for tuition, and a high number of **non-traditional students needing special services**. Three quarters of University of Maine at Augusta students are working and supporting families. The economic realities of Maine have affected everyone, and as students feel the pinch, Augusta has more and more difficulty keeping up with the needs of its diverse students.

According to some of those interviewed, the **relationship between University of Maine at Augusta and the local Community College System** is constantly evolving. As is true across Maine, there appears to always be a question as to how the state universities should relate to the Community Colleges, and how this could be improved upon to avoid

wasteful competition and instead cooperate to create the educational opportunities that the people of Maine need.

When speaking of the Augusta campus's challenges in attracting students, some of those interviewed point to a **lack of visibility**. For example, many Maine citizens do not know of the existence of the Bangor campus. Many feel that new methods should be developed to market to the local, state and national communities.

In the 21st century, **technology** is always a question. Some of those interviewed pointed out the need for both new hardware, such as writing labs, and new software to allow for online testing and to keep up with fast-paced technological changes.

On the lack of resources

"UMA isn't going anywhere until we have the necessary resources." (Senior Staff)

"We've filled our niches, but with high cost courses: Dental, Nursing, Studio Art, Etc." (Senior Staff)

"We need the \$250,000 coming from the dental and veterinary schools." (Senior Staff)

"We now function with 1/3 of our budget from state appropriation and 2/3 from tuition. We would like to reverse the percentages to 2/3 from appropriation or outside sources and 1/3 from tuition." (Senior Staff)

"Right now we are too vulnerable to enrollment fluctuations." (Senior Staff)

"We need new methods and approaches for funding. Presently it is too tuition driven." (Academic Leadership)

On a student population highly dependent on aid

"Pell grants cover most of tuition." (Senior Staff)

"Many students don't have time to just study – if anything they stretch their education out." (Academic Leadership)

On the high number of non-traditional students needing special services

"So many students come with problems almost unhelpable. We can't do enough for them" (Faculty)

"Students deal with regionalization and certain economic realities: My concern is that we don't help students realize the connection between education and good careers" (Board of Visitors)

"For so many of our students, Orono is not an option" (Faculty)

"Because plants and mills have closed, many people's self-worth has diminished. There are so many lost jobs and a high need for childcare." (Administrative Group)

On the evolving relationship with Community Colleges

"To enhance/complete the distance education model we need to link with Community Colleges and other institutions." (Administrative Group)

"We need to plan how to pull this all together with the Community College System. There should be a continuing role for two-year degrees here." (Board of Visitors)

"UMS should take the lead in more progressive programming with the Community College System." (Faculty)

On the lack of visibility

"We suffer from lack of CURB appeal." (Board of Visitors)

"We have to deal with the invisibility of Bangor. People don't know we exist. Students come and find us, and for them we have become a refuge." (Faculty)

On technology

"Online Testing: We need writing labs and math labs statewide." (Academic Leadership)

"We need stronger web based student services." (Academic Leadership)

"WEB is cutting edge, but falling behind." (Faculty)

Future

Envisioning a future for the University of Maine at Augusta, a large number of people see an **enhanced role for distance education**. Staff, faculty and administration members are calling for more on-line courses and degrees, and an enhanced distance-student government. These aspects would be part of the complete **'hybrid education' model**, which strives for a balance between on-line courses and classes based around the campus.

Increasing the number of **BA degree options** and improving access to **graduate programs** for Augusta's non-traditional student base were identified as important for the future. With more BA options the administration believes Augusta could attract more students, and even sell courses to other states. Some ideas include a teaching school and courses in criminal justice. To accomplish these goals, of course, **more faculty members** would be needed. This is financially difficult and additional funding avenues would have to be found before this could become a reality. Another consideration is the desire by some to maintain Augusta's small campus feel.

Some believe that the Augusta campus could play an even bigger role as a **cultural center and an economic development tool**, bringing art and music to the community, and fighting for environmental sustainability. It could also make **stronger connections to K-12** programs, helping to ensure that when students graduate from 12th grade they are academically prepared for college, and smoothing the transition to college.

Some envision a campus that specializes in **aiding students in making transitions** across the System. This could include attracting students from other campuses to the Augusta campus, or helping Augusta students move along to other opportunities.

On an Enhanced role for Distance Education and the Hybrid Education Model

"I see distance education becoming the norm. The ATM model: Students want classes when it works for them." (Senior Staff)

"I would like to see more courses/degrees on line" (Administrative Group)

"We should enhance/complete the distance education model, link with Community Colleges and other institutions, and further develop things like our distance education student government experience." (Administrative Group)

"U Network Maine: more web-based courses, more alternative delivery models, more hybrid models." (Academic Leadership)

"Nursing is a good model of a combination of a campus based program and distance learning." (Faculty)

"I was not a fan of ITV when started, but now I love it. We are really good at it. For us it is a way of life." (Faculty)

On more BA degree options and graduate courses

"We must move a bit more forcefully to get the baccalaureate degrees people want." (Faculty)

"We need to develop teacher education: we are the only campus not offering education/teaching degree." (Faculty)

"We should look into post-baccalaureate degrees: programs to make career transitions." (Senior Staff)

"What I'd like to see is graduate offerings accessible to our students. The System needs to offer graduate programs. For example, we could pool faculty across the state for an art program." (Academic Leadership)

"Will move towards offering graduate degrees to our students. We have to figure out where and how graduate education will be possible." (Senior Staff)

"We are a relatively small institution, and I want us to stay there." (Faculty)

On having more faculty members

"We need to increase the number of full time faculty." (Senior Staff)

"We want enough full-time tenure-track faculty members to get the job done." (Faculty)

On becoming a cultural center and economic development tool

"We should become more responsible and vocal environmentally – encouraging sustainability." (Administrative Group)

"We need to be more of a cultural center. Augusta (and Maine) needs us as an economic development tool." (Administrative Group)

On stronger partnerships with K-12 and others

"Partnerships with K-12: connecting expectations on a college level with coordination of quality and outcomes from senior year." (Administrative Group)

"Creative collaborations are key, whether with high schools, Community Colleges, IT sites, or adult education." (Administrative Group)

"We could offer distance college prep courses designed to be part of the high school experience." (Administrative Group)

"We want to partner in regions to form a 'magnet school,' for example in the arts, to serve juniors and seniors; a learning lab for alternative teaching methods. We could help students with problems in math, but using arts as a tool." (Academic Leadership)

On aiding students in making transitions

"Within the state, we need more seamless transitions between institutions." (Academic Leadership)

"We see ourselves as the 'transition institution' in the future." (Academic Leadership)

"Ability to coordinate across the state – putting the right faculty on the programs." (Academic Leadership)

"We are beginning to pick up students from Orono, who are coming here to have lab courses, and because we are more personalized and our professors can challenge them." (Faculty)

University of Maine at Fort Kent

Strengths

A large number of those interviewed at the University of Maine at Fort Kent (UMFK) felt that much of the campus's strength derived from its **connection to and support of the surrounding community**. It has aided in strengthening the local high school, from which 40 to 100 of their students come. It is tied in with the local culture, and programs are created to involve the whole community. Because of this, one planning committee member said "The Valley sees this as their institution." Economically the region is dependent on the school, and, some say, would have difficulty surviving without it.

For many students who come to Fort Kent, it was the **small size of the campus and the rural location** that brought them. The campus is seen by many as safe, and "close to pristine." This has helped to create, in many people's eyes, a tight-knit community, with a strong student life, where the **flexible and accessible faculty and staff** are able to give individual attention to students. The President is actively engaged, sitting on all committees. Many interviewed felt strongly that, in any strategic plan, this "personalized approach" must not be lost.

This year's **enrollment of almost 1,000 students** was the largest enrollment ever, suggesting the draw of this small campus. Students are attracted, some interviewees posited, because of the school's **rural focus**, with "no fluff." This is aided by the fact that the school is embedded in a rural area, and that the programs are very hands-on. This **mission, or niche**, of focusing on the **rural environment**, was put forward as one of the main strengths of the University of Maine at Fort Kent.

On the connection to and support of the surrounding community

"We make a concerted effort to 'open the doors' to the community." (Senior Staff)

"40 to 100 graduates of the local high school come to the campus – We've strengthened the high school over the years, and those coming from the Valley are better prepared than those coming from many other areas, especially in writing." (Senior Staff)

"We are tied in with the community and culture of the area." (Open Meeting)

"We have a commitment to the area as well as to the job." (Open Meeting)

"If we took away the University of Maine at Fort Kent this area would die. It's so much of what the region is about." (Senior Staff)

On the small campus and rural location

"Kids come looking for a small campus, and a rural environment." (Strategic Planning Committee)

"The campus tends to draw students who like small campuses." (Faculty)

"Fort Kent is a very friendly place for non-traditional student." (Faculty)

On the rural focus

"We have a unique program: hands on and specifically rural. Forestry, environment, business, public safety and so on, in a rural environment." (Strategic Planning Committee)

Challenges

The University of Maine at Fort Kent is beset by **economic difficulties**, which have resulted in a **strained infrastructure**. Some feel that this is partly due to limited public funds, and that UMFK should look to new ways to secure external funding. Others feel that there should be a focus on creating an endowment in poorer areas. More classrooms and office spaces are needed, some say, and a more efficient use of space could help in this. One interviewee expressed the opinion that this might also be a result of "trying to be too many things to too many people." Others point to the lack of **cross-System resource sharing and cooperation**. Much could be gained, some feel, by working more closely with the System. At the same time, some feel the System may be involved too closely with issues such as graduate programs and distance education.

Some of those involved in the planning process saw a difficulty in the **workload expected of faculty members**. One faculty member, it was said, had taught 25 different courses over the years. This workload offers little time for research and professional development, and idea sharing among colleagues. Many of those interviewed felt the school itself, being a small school far from large population centers, **lacks good visibility**. Even the System itself, it was noted, does not rely as much as it could on the smaller campuses. Other challenges that arose were worries that the school might not remain in Fort Kent, and the fact that the UMS website does not have enough focus on the smaller campuses.

On economic difficulties and the strained infrastructure

"We face financial challenges and limited public funding. We need to raise endowments in not so rich areas." (Faculty)

"We lack campus ability to secure external funding. Should we be looking for System help with this? UMS and Orono have leveraged research money." (Academic Leadership)

"Our infrastructure is strained: we need classrooms and office space." (Strategic Planning Committee)

"HR infrastructure continues to be stretched. We need more efficiencies in infrastructure use, with no duplication." (Faculty)

"We are feeling the impact of trying to be too many things to too many people. We need more focus." (Faculty)

On cross-System resource sharing and cooperation

"We need to work closer with other campuses and have them work with us. We cannot be in competition with our own System's campuses all the time." (Senior Staff)

"If there is anything good about the System, it's the ability to share resources. But it's not happening." (Academic Leadership)

"Maybe the System has too much control over some things, such as graduate education or distance education." (Academic Leadership)

On the work-load expected of faculty

"The faculty emphasis on teaching is good but they need some research time, time to develop professionally." (Strategic Planning Committee)

"Faculty don't have much chance to share 'best practices'. Everyone is teaching too many courses." (Academic Leadership)

"We are still 'people poor.' We can't afford to lose any positions." (Academic Leadership)

"Distance is a challenge for professional development." (Open Meeting)

On lacking good visibility

"We need a systematic way to gain more visibility." (Strategic Planning Committee)

"The System tends to rely on larger campuses, assuming we smaller campuses have little to offer." (Senior Staff)

"How can we keep this college here? There is always sense of danger of someone taking it away." (Faculty)

Future

One topic that arose in multiple discussions of the preferred future state of UMFK was **strengthening and growing the campus and the curriculum**. Ideas included further developing Fort Kent as a center for rural studies, strengthening the environmental sciences and rural public safety and administration, building French linguistics studios, and strengthening the broad liberal arts offerings.

To add to improvements in Fort Kent's curriculum, many expressed hopes that UMFK would be able to **more effectively link with the rest of the System**. Specifically, some mentioned wanting to link with Orono's graduate programs for UMFK students. At the same time they would like to be able to offer a Masters of Liberal Arts without losing students to Orono, and perhaps even offer programs to the System themselves, such as the UMFK forestry component. This increased connection, and the avoidance of "turf wars," some feel, could help to ameliorate issues around the transfer of credits from one institution to another.

The **relationships between University of Maine institutions and the state of Maine** could be increased so as to benefit both parties, some of those interviewed posited, especially with the current economic situation. With strong programs, UMFK might help to “stem the tide of out-migration” from the state. It could address issues of land-use, wildlife and environmental sustainability, because of its special niche in tying its courses to this area of study. R&D at the University could be increased, as well as connections to Maine businesses.

A number of those interviewed felt that they would like to see more **acknowledgement from the System** and Trustees of the role that this campus plays in the System and in the state. And beyond acknowledgement, some feel that the campus and its programs simply need to be more visible and better understood. Another idea that came up is increasing **opportunities for faculty members to learn from each other**, perhaps through exchanges, and to do **scholarly work**.

On strengthening and growing the campus and curriculum

“UMFK should strengthen its ability to create a rural center, the Center for Sustainable Rural Development, as the centerpiece of our offerings.” (Strategic Planning Committee)

“We should strengthen our liberal arts offering, broaden our focus.” (Senior Staff)

“I have a concern regarding planning. If there is any more downsizing in facilities it would hurt us.” (Senior Staff)

On more effectively linking with the rest of the System

“We want to make a Master of Liberal Studies available to our students without their having to move to Orono. This would require help from the System.” (Strategic Planning Committee)

“A while back the System studied the possibility of a statewide graduate program, and it resulted in turf war. But we need to consider it and the possibility of using technology for networking.” (Strategic Planning Committee)

“We should adopt the attitude: ‘The System as a whole is only as strong as its component parts.’” (Faculty)

“We need to get rid of the political issues around transfer of credit.” (Open Meeting)

“We have a strong forestry component. We offered it to the System and many were interested.” (Strategic Planning Committee)

On the relationships between U Maine institutions and the state of Maine

“We must be aware of the needs of region: Teachers (special needs are high on the list), social service workers (foster placement/care), masters degrees, health facilities providers, culture and the arts, and contributions to economic development.” (Senior Staff)

"We will be playing a role in stemming the tide of out migration in Maine." (Strategic Planning Committee)

"We should be tying all programs into sustainable rural development." (Academic Leadership)

"We are a strong institution but not exclusive. We would like to see about 20 – 25% of students from outside Maine." (Senior Staff)

On opportunities for faculty members to learn from each other and do scholarly work

"Faculty should be encouraged to do exchanges, to do one or two years of scholarly work." (Academic Leadership)

"New blood brings in new ideas, we need incentives for this." (Academic Leadership)

"I would like to see gatherings of faculty within disciplines." (Academic Leadership)

"We need more avenues for faculty to be involved with scholarly work." (Academic Leadership)

University of Maine at Machias

Strengths

One of the strengths of the University of Maine at Machias (UMM), according to many associated with the institution, is its **hands on, personalized curriculum**. With a low faculty-to-student ratio, faculty members work closely with individual students, build relationships and create curriculums that reflect students' needs. Small classes and a "homey environment" add to a culture that is proudly student-based.

The University of Maine at Machias, many felt, **serves a great need in its area**. Many of its students might not go to college if the Machias campus were not there. In the interviews many pointed out that the school's **location on the coast of Maine** is an asset. A number of people also pointed out that the school has formed a **good relationship with the surrounding community** and created service opportunities for students. All students are encouraged to do community service and job training. Thus students are able to get hands-on field experience starting very early on in their educational careers.

UMM has already created its own **strategic plan** that, many feel, has helped them succeed in the areas they focus on. Faculty, students and staff feel they have a good understanding of what their "**signature programs**" are. Areas of study that people felt were Machias's strengths include marine biology, outdoor recreation, interdisciplinary arts and humanities, senior education, health and fitness, and environmental management.

Further strengths that were brought up in interviews include the low tuition, and the maintenance of strong relations with alumni. Many felt that, through cooperation and a passionate staff and faculty, Machias has been able to be quite resourceful and to "do more with less," an important skills in these difficult economic times.

On the hands on, personalized curriculum

"We have a low student/faculty ratio; we know our students by name." (Faculty)

"Programs are very hands on; it's one of few schools where you can go into the field in your first year and see if you like an area." (Students)

"With a small campus, we can reach out to individual students, traditional and non-traditional." (Staff)

"Within a big university system, Machias gives a personalized curriculum big campuses can't offer." (Board of Visitors)

On serving a great need in the area

"We've read the needs of the state well: recreation management, business, etc." (Faculty)

"We serve a very remote area—we're the only show in town. This is a strength and a challenge. We may be small, but we serve a great need in this area." (Staff)

"The campus reaches many people in this area who would not go anywhere else." (Board of Visitors)

On the location on the coast of Maine

"We are learning to use our geographic location as an asset rather than a detriment. We're on the coast of Maine; people want to get out of cities. We're focusing on environmental studies and marine biology. There are lots of artists and writers in the area too." (Senior Staff)

"The location is unique and interesting; all the different programs can relate to it." (Students)

On the relationship with the surrounding community

"We have a service learning concept: everyone must do something, give back to the community." (Students)

"There are many opportunities for students in community development and job training." (Senior Staff)

On signature programs

"We have the only interdisciplinary arts/humanities program in the state." (Senior Staff)

"Our marine biology and environmental programs are recognized internationally." (Staff)

Challenges

Machias's location on the Coast of Maine and its small, intimate structure, cited as strengths, also present major challenges for the success of the institution. Its location, for instance, leaves it **isolated from population centers**. The **small size of the school's programs** does not allow it to benefit from economies of scale, and the size of the curriculum can be limiting for students; although there are a number of majors, each major is spread thin, and it is sometimes difficult to get the necessary classes.

Limited resources are a constant challenge. Beyond the larger effects of Maine's economy, some at Machias feel that the campus is not strong enough politically to compete adequately for the necessary funds.

One result of these resource issues is that the **faculty is "spread too thin."** Each faculty member is asked to do a great deal of work, with limited time for professional development. Another result of having limited resources, according to some of those interviewed, is that the **infrastructure has been somewhat neglected**, and there is much maintenance that needs to be done.

As a small, somewhat isolated school, U Maine Machias struggles with **increasing its visibility**, according to many who were interviewed in the planning process. Some hope for better marketing, especially to out-of-state students, to attract them to Maine and to the Machias area. Some of those interviewed also want the local Washington County community to understand that the University is there for them.

On being isolated from population centers and having small programs

"The number of degrees and majors is incredible, but it's spread too thin and doesn't concentrate on the strong ones." (Students)

"It is academically frustrating because programs are small, classes get cut, or you have to take classes in the summer somewhere else." (Students)

"We're small, and have no efficiencies of scale. We can't offer all electives. We need to grow." (Faculty)

"We don't know what support is available. We might want to push our business program toward being more entrepreneurial and cooperate with USM, but we don't know if there's support." (Division Chairs)

"It's hard to fit outdoor recreation into a larger context; we talk about tourism but we struggle with how to do it." (Division Chairs)

On limited resources

"Most funding goes to Orono and USM. We could do a great program in R&D transfer about fishing and aquaculture, but we need resources." (Senior Staff)

"We don't attract enough attention from the System office on funding. We're politically weak." (Faculty)

On the faculty being 'spread too thin'

"We're facing resource challenges, both human and financial. Everyone is spread thin. There is little professional development, limited research facilities. (Senior Staff)

"We lack for funding and salaries. A small core group of full time faculty have to do everything." (Faculty)

"We don't have enough full time faculty to cover all courses so must use adjuncts." (Division Chairs)

"The administration is too lean, people asked to do too much." (Board of Visitors)

On increasing visibility

"It's a challenge for us to prove to Washington County that we're here for them. Washington County needs a lot of help. We need to address how we partner with them." (Senior Staff)

"We have a plan for bringing out of state students, but we don't know if it will work." (Division Chairs)

Future

For the sake of the University of Maine at Machias, of the region, and of the state of Maine, a large number of those interviewed felt that the campus should increasingly focus its energy around **sustainable resource management**. This area includes programs such as marine biology, aquaculture, and outdoor recreation. Some feel that Machias

could offer a model of sustainable development to the state of Maine. This should include, some feel, continued cooperation with the University of Maine, offering field experience and avoiding competition.

Others of those interviewed, however, stressed that they wanted to maintain Machias as a **small liberal-arts community with a good mix of programs**. They also want to make sure the school does not lose its current close-knit community by growing too much too quickly. A **well-formed mission** for the Machias campus would, according to some, give it a specific niche that will also help it to be an engine of economic growth for its region. It would also allow it to better collaborate with other campuses, avoiding competition.

A number of interviews lead towards a discussion of relationships with the **community surrounding the Machias campus**. One aspect many would like to see change would be the attitudes of people in the surrounding community who do not value higher education very highly, or who are afraid that if someone gets a college education they will inevitably leave the area. They want to see a culture of appreciation of higher education grow in Maine.

In order to respond to the needs of the community and **aid the local economy**, some involved with UMM feel there should be an **increased focus on entrepreneurship**, so that students are prepared to keep up with the changing face of business. The engine for economic growth in Maine, many feel, must stem from the Universities. The state must adjust to a post-manufacturing economy, although no one knows exactly what such an economy might look like.

As many of the local teachers retire, the University could offer help in **teacher development programs**. 50% of educators in Maine will be retiring in 5 years, and a future plan for U Maine Machias needs to take this into account. All of this may require more **cooperation between the Machias campus and the System and Community Colleges**. Some feel that U Maine Machias should let the Community Colleges work with the population that would not go to college otherwise. The Machias campus could, then, "get on with the job of being a liberal arts college."

There are some other needs that came up in planning discussions, one of the most discussed being the need for **more research, labs and facilities**. Some see a need for more basic buildings, such as dorms, research facilities and libraries. Others see a new masters program in science, or more athletic fields. And, as with most smaller schools, some people feel the need for more **marketing and visibility** to make more people aware of what the U Maine campus at Machias has to offer.

On sustainable resource management

"Maine needs healthy resources, terrestrial and marine, and we need to provide people who can sustain and manage healthy resources." (Faculty)

"Businesses will be less based in natural resource extraction. All our natural resources in the north—forests, blueberries, paper, potatoes, fish, lumber—are controlled by Canada. We need to learn to deal with foreign owned businesses and competition." (Board of Visitors)

"As we prepare students for tourism and recreation management, we also need to train them for sustainable resource management." (Senior Staff)

"We are on the threshold of a new era—wild lands are changing ownership from paper plants to...we're not sure. Recreation and aquaculture will be accelerated in the future." (Faculty)

On being a small Liberal Arts community with good mix of programs

"Flexibility is key; we educate kids in liberal arts and creative thinking they can apply where needed." (Faculty)

"I see us as a nice, small liberal arts college with a mix of programs including interdisciplinary fine arts, marine biology, and liberal arts." (Division Chairs)

"We should grow but not too much; stay small with a strong community feeling." (Students)

On a well formed mission/focus

"We should set goals for the entire System for education, research, and public service. We could have each institution serve as economic development engine for its region, and also each one should have a unique mission." (Senior Staff)

"The UMM niche should allow us to complement others: collaborating in marine biology with Orono, and in business program with USM (Senior Staff)

"We will be a small university on the Maine coast with 2000 kids. We'll model how to sustain this environment." (Senior Staff)

On relationship with the surrounding community

"As the economy declines, the community will need more social services, and health care." (Faculty)

"Reach into the community for mentors and teachers. There are lots of resources in this area—retirees, CEOs, etc." (Board of Visitors)

"We need to change attitudes about post-secondary education; convince people it's good. There's a fear that if people get post-secondary education they'll leave. We need to change the culture to one that prizes education." (Senior Staff)

"We need attitude of wanting to send all kids to college — we don't have that in Maine." (Faculty)

On aiding the local economy

"Access and affordability of higher ed will be even more important as state cuts appropriations." (Faculty)

"Maine leads the country in decline of manufacturing jobs. We are in transition...but to what? Engines for social and economic transition will grow out of the university." (Faculty)

"Economic development is all geared to Southern Maine. We are losing jobs in this area, so people are forced to move." (Staff)

"More fish farming, sea produce; create new businesses around resources that fit each area." (Staff)

"Retraining: as people lose traditional jobs, they need new skills, technologies." (Faculty)

"We're the poorest county in Maine; if the state wants us off welfare they must help. This school is the nucleus and they need to invest in it." (Board of Visitors)

"We can do technology transfer to traditional industries like fishing. We must show people they don't have to give up traditional lifestyle to embrace tourism." (Senior Staff)

"Tourism is Maine's biggest industry. We need a program to show people what they can do in tourism." (Students)

On teacher development programs

"Maine loses 200 math and science teachers each year, but UM only puts out 50." (Faculty)

"Being able to provide teachers is critical for the future of K-12. We need to provide good practical experience for students; if we grow more we won't be able to do at the same level." (Faculty)

On cooperation between the Machias campus and the System and Community Colleges

"In the Community College System the fastest growing major is liberal studies. Education at the Community Colleges is not to our standards. They can't just do two years there and transfer in." (Faculty)

"We should have articulation agreements with the Community College; they serve people who wouldn't traditionally tackle college. If they focus on those students, the university can get on with being a university and not wear too many hats, trying to do what the Community College does." (Board of Visitors)

"We need to collaborate with Washington County Community College to reduce demand on our intro courses. But how will students move from the Community College to UMM?" (Division Chairs)

University of Maine at Presque Isle

Strengths

The University of Maine at Presque Isle (UMPI) caters to a **diverse array of students**, in backgrounds and preparedness. This includes first-generation students, students from the Community College System, place-bound students and other non-traditional students. Through a **small, supportive atmosphere** and personal attention from professors, many believe Presque Isle is able to help these students “realize their potential.”

One reason cited for the school’s success in this area, is that Presque Isle has a **dedicated faculty and staff** that create ‘dynamic classrooms’ by offering individual attention and forging strong relationships with the students. This is aided by a unique governance structure, in which faculty, staff, and students are involved in the university senate. Presque Isle is relatively **affordable**. This is especially important for in-state students, although the out-of-state price is very reasonable as well.

Students have opportunities at Presque Isle for **hands-on work in the surrounding community**. This community has become an asset for the university, as students find leadership opportunities as well as opportunities for field experience and entrepreneurial work. Conversely, Presque Isle is an **important resource for the surrounding community**. It trains students in areas that are useful in the community, and often these students remain in the area. It also offers aid in continuing education to local employees and connects with high schools in order to help improve the secondary school system.

On the diverse array of students

“We serve a broader range of need in our region than most colleges our size do. We refuse nothing and struggle to meet expectations with a bimodal student population.” (Budget and Planning Committee)

“We take students who don’t do well and help them realize their potential. A strong student support program.” (Professional and Classified Staff)

“Students have great diversity of abilities and backgrounds, and we manage to create dynamic classrooms for both advanced students and the less prepared” (Academic Leadership)

“Regional location is important for non-traditional students who can’t travel.” (Board of Visitors)

On the small, supportive atmosphere

“UMPI is a small university, personable, helpful” (Board of Visitors)

“A safe place—important for city kids and international students.” (Professional and Classified Staff)

On the dedicated faculty and staff

“Dedicated faculty and staff go above and beyond expectations.” (Senior Staff)

“Professors really know you and pay attention to you; they’re there for you academically and emotionally.” (Students)

On being affordable

"We offer a private school product at a public school price" (Budget and Planning Committee)

"Cost is very important for in-state students (also out of state is reasonable). It's small and affordable and you can get a really good education." (Students)

On the hands-on work in the surrounding community

"We provide entrepreneurial opportunities for students." (Senior Staff)

"Active learning, lots of hands-on opportunities" (Academic Leadership)

"Good relationships with the community; students get field experience" (Professional and Classified Staff)

On being an important resource for the surrounding Community

"We have programs that are identifiable in the community, like social work, criminal justice, education. Many graduates stay in the area." (Academic Leadership)

"We're taking more AP courses to high schools, so we can interface with high school students and perhaps attract more strong students here." (Faculty)

"The University provides continuing education for employees in the area." (Board of Visitors)

Challenges

Like its peer institutions, Presque Isle struggles with **limited resources**. At times this leads to creativity that allows the University to "do more with less." However, the issue still remains. Across the University, people feel that faculty salaries are low and there is little money for equipment, scholarships, and other needed programs and activities.

Several staff, students and faculty stated that UMPI's mission and niche could be articulated and communicated more clearly to the people of Maine. Some are asking to what extent should UMPI focus on being a Liberal Arts college, and to what extent should it focus on professional programs or be more comprehensive.

UMPI struggles with public perception. Small UMS campuses often lack the resources to publicize themselves, and so they feel overshadowed by the larger UMS campuses, as well as being perceived as 'inferior' to private colleges. They also have a complex **relationship with the Community College System**. In one sense, UMPI and the Community College System compete for students, and it is difficult for UMPI to compete with colleges that can offer courses for lower prices. Many believe that UMPI courses are of a higher caliber, and this should attract more students, but sometimes first-generation and other students do not make this distinction. Concern was expressed that some Community College students transfer and find that they are not adequately prepared for university courses.

Due to **changing demographics of Maine**, the local population is declining and thus there is a significant “out-migration” of traditional students. As it is a small school, there are a **limited number of teachers, classes and majors**. If a student needs a certain class for a major and it is not being offered, or if a student does not mesh with certain teaching styles, it can be difficult to find alternative solutions. Also, faculty can sometimes feel isolated with a small number of colleagues. With such a diverse population of students who need individual attention, limited faculty size can mean that all faculty cover many jobs.

Professors sometimes run up against the challenges of **students who are unprepared** for the level of education offered at Presque Isle. Although UMPI has often been able to deal well with this issue, tailoring education to the needs of students with different backgrounds and abilities, the problem still persists.

On limited resources

“Limited resources; most increases go to things like health insurance and salary, and there’s nothing left for equipment, etc. Once you get the attitude that you’re poor, it hinders creativity” (Senior Staff)

“The System didn’t convince the Legislature to support enough technology and we’re behind the curve. 20 years ago we were known for distance education, but no longer.” (Senior Staff)

“Not enough resources, so we fight over them. We’re chronically under-funded.” (Academic Leadership)

“Insufficient support for scholarship and research; there’s an expectation that you’ll publish, but no support, no release time.” (Faculty)

“Faculty salaries are low, and salary opportunities for spouses are also low.” (Faculty)

“Our location is hard for fundraising since there’s not a big business base.” (Professional Staff)

On mission not formulated clearly enough, nor communicated clearly

“We have difficulty prioritizing and try to do too much” (Academic Leadership)

“We have several different versions of what we might be—liberal arts, professional programs, comprehensive—and they compete with each other.” (Faculty)

“Our mission is incoherent; we can’t decide what we want to be—a place for liberal arts or a campus that is increasingly professional programs?” (Budget and Planning Committee)

“No clear vision for this campus. This is frightening because of the competition for funds. If we don’t articulate our vision, we won’t attract away students.” (Board of Visitors)

On the relationship with the Community College System

“How do we relate to the Community College? They offer credits for \$40 less than ours. We’re working on articulation, but it’s hard to compete with the “same” program that costs less.” (Senior Staff)

"Community College courses are less expensive, and many non-traditional students don't distinguish the quality differences. Students mix and match courses to fulfill requirements and there's not a clear distinction in the community." (Professional and Classified Staff)

"Community College: first generation students may be intimidated by a four-year college, but not by a two-year. Would be better to have one System for both, with one chancellor." (Board of Visitors)

On struggles with public perception

"There's a perception that UMS isn't as good as private colleges." (Faculty)

"USM and UM sell themselves well, but the smaller campuses do not. Small campuses don't have resources to publicize what they do, and they compete with one another." (Faculty)

On the limited number of teachers, classes and majors

"Because it's small there are not a lot of classes, all classes aren't always offered. You may need a course for your major, but it isn't offered for a couple years." (Students)

"Few professors, so if you don't match with the teaching style in your major you could have problems." (Students)

"There are a limited number of majors." (Students)

"Faculty are quite isolated, few colleagues." (Faculty)

Future

In every conversation, faculty, staff, students, directors and others expressed the need to **define the niche that UMPI will hold in the UMS System**. Though there is no current consensus on what that niche might be, many solid suggestions were made and there are many discussions still to be had on the topic. These suggestions include: investment in programs such as social work or athletic training, "adventurous learning," becoming the "Farmington of the North," and educating human services professionals.

Another common theme among interviews was that UMPI needs to **communicate the value of an education in the System**. UMPI needs to demonstrate that a public university education can help raise individuals and communities out of poverty, as well as opening up new opportunities.

Many people at UMPI hope for **future growth**, which could come in a number of different ways. Some suggestions include improved facilities, more technology, more dorm and faculty space, and a new residence hall. Other suggestions include more computers and a greater number of majors. Concerns were occasionally put forth, however, that too much growth could affect the community negatively.

Some suggested that a possible future direction for UMPI would be **increased collaboration with the Community College System as well as with the University of**

Maine System. This could lead to strong partnerships and also could avoid some of the current competition, such as that existing between UMPI and Fort Kent. This could also help to leverage the System's resources more effectively.

There was a sense that the University of Maine at Presque Isle could **dedicate itself even more to the health of Aroostook County**. The region already relies on the university, and there are opportunities to further improve this relationship. Additionally, many feel that PI has the opportunity **to take better advantage of its location**. This could include anything from literature courses in the wilderness, winter sports, recreation, and connecting with agricultural businesses.

On defining UMPI's niche

"We should invest in signature programs such as athletic training, criminal justice, social work, PE, recreation, cross country ski instruction—and get national recognition." (Senior Staff)

"Niche: We educate human services professionals: social workers, educators, criminal justice personnel, recreation managers. With the aging population, we could add programs in gerontology. We should capitalize on the services that rural areas need." (Budget and Planning Committee)

"Focus on criminal justice—with homeland security, maybe we could attract federal funds." (Board of Visitors)

"Niche: the Farmington of the North—very good liberal arts school with professional programs too. Integrate that with the idea of being a regional campus that allows students to get the degrees they want without leaving home." (Faculty)

On communicating the value of an education in the System

"We need to clarify in the public's minds the opportunities afforded by higher education; we must reach parents, first time students, and the community so they understand what's in it for them" (Senior Staff)

"We must communicate that a university is different from a Community College. We must show results in the communities so people understand that going to college can break the cycle of poverty. Community college education will help you remain level; a university education will raise you up." (Faculty)

"The best thing System can do is to sell the value of a baccalaureate degree to the people of Maine." (Professional and Classified Staff)

On future growth

"Growth will have to include technology, which will require state money." (Budget and Planning Committee)

"Facilities: more living accommodations, more space for departments like science." (Professional and Classified Staff)

"Tap into the Canadian population of students; the Atlantic provinces represent untapped potential" (Academic leadership)

"Keep small college atmosphere but still have more majors" (Students)

"Stay same size; strength is in the relationships" (Students)

On increased collaboration with the Community Colleges and the UMS System

"Address the intense competition between UMPI and Fort Kent. Each institution must be dedicated to the health of Aroostook County." (Academic Leadership)

"Provide incentives for smaller campuses to work together. Is there a way to get a tri-campus (UMPI, UMFK, UMM) to work?" (Faculty)

"Have one president for UMPI and UMFK and come up with the same vision and do it for Aroostook County. We can't be so parochial that everything must be in Presque Isle." (Board of Visitors)

"Joint programs with NMCC—they provide tech, we provide liberal arts base, in areas like health informatics, behavioral science informatics." (Academic Leadership)

On dedicating the Campus even more to the health of Aroostook County

"Ten years from now the health of UMPI, UMFK, and NMCC will all depend on the health of Aroostook County." (Academic Leadership)

"I'd like to see some kind of graduate program for local teachers; they support us a lot, we'd like to be able to deliver courses to them. We're at the mercy of the larger programs to make anything happen for the teachers of Aroostook County." (Academic Leadership)

"UMPI might get more involved in the economy and community, more representation on local economic development council." (Professional and Classified Staff)

"Emphasize social services and address the aging population in Maine." (Board of Visitors)

"Emphasize entrepreneurship more in business. Many programs are geared to big corporations, but there aren't many big corporate jobs in Maine." (Board of Visitors)

"If we're trying to keep our children here, then they must be able to study something that equips them to stay here and work." (Board of Visitors)

On taking better advantage of location

"Take advantage of the area: ski coaching, Maine Winter Sports, etc. We should marry our mission to our location and recognize the opportunities the environment represents." (Budget and Planning Committee)

"Invest in developing a Center in the Maine woods that would attract students. In literature students read about the experience the wilderness. Recreation is a given, other areas could build in learning experiences." (Budget and Planning Committee)

"Can we take advantage of agricultural business and science and business? (Budget and Planning Committee)

"Adventurous learning—take advantage of this area" (Professional and Classified Staff)

UMS Centers

Strengths

The University of Maine Centers reach a population that would otherwise find it difficult or impossible to get a higher education. The Centers focus their energy on **Service to non-traditional Maine citizens and place-bound students**, and they are able to do this through the utilization of resources at 11 centers, ITV, on-line and live instruction. Populations include working adults, alternative students, and college age kids doing summer classes, all of whom can work towards 35 different degrees. For many of these non-traditional students, the Centers are a great opportunity because **Centers are nearby and accessible**. For students around the state who otherwise could not travel to the University of Maine campuses, Centers provide “a place to call home.”

Through connections between the Centers and the University of Maine System, **the Centers bring enrollment to University of Maine campuses** that they would not otherwise have. **The Centers also bring the University of Maine System into the communities**, serving as representatives of the campuses. Centers are uniquely embedded in the communities they serve and have the ability to work collaboratively throughout their different communities. This puts them in the position of being able to aid in the economic development of the communities, and to train a new generation of community leaders who might be encouraged to stay in their communities and help to build a stronger Maine economy. Centers take advantage of this link with their communities by making **connections to local Community Colleges and high schools**. This includes the Maine High School Aspirations Program, which allows high school students to take college credits

The Centers are able to **tailor an education to the needs of the student**. Its knowledgeable professors are flexible and can develop curriculum on a case-by-case basis. Also, students have the option of taking classes at both a Center and at one of the seven campuses.

On servicing non-traditional Maine citizens and place-bound students

“Distance learning opportunities are essential for Maine.” (Executive Council)

“The bulk of the centers have students in their 20’s, 30’s 40’s” (Executive Council)

“The Centers are nearby. Many wouldn’t have been able to go to college otherwise.” (Students)

“Centers give students around the state a place to call home.” (Faculty)

“The Centers can continuously address unmet needs.” (Community Members)

“Centers are more accessible than campuses.” (Community Members)

On bringing enrollment to campuses that they would otherwise not have

"We are delivering campus programs and in doing so we are playing a recruiting role for campus programs." (Executive Council)

"If students don't get into USM and cannot go to UMA campus, they can take courses through the Centers." (Faculty)

"The vast majority (90%) of students move on to baccalaureate degrees." (Executive Council)

On bringing UMS to the people in the communities

"We are a distribution system, distributing projects throughout the state." (Executive Council)

"Centers serve an essential purpose: bringing UMS to the people in the communities. We are seen as representatives of the campuses." (Executive Council)

"We are in the community, we are a part of it." (Executive Council)

"Centers are critical to Maine's economic future." (Students)

"Centers keep people here through job awareness and job placement." (Students)

On tailoring education to students' needs

"Teachers are flexible. You can take one course at a time." (Students)

"Centers are attitudinally responsive and organizationally nimble." (Community Members)

"The Centers give you a sense that everyone is cared for." (Students)

"A mixed experience is possible, studying at both centers and campuses." (Students)

"A great community of people." (Students)

Challenges

Like all public schools in Maine, the UMS Centers are negatively affected by the struggling Maine economy, and, as ever, limited resources are a burden to plans for the future. Some point to a **lack of visibility**, a need for better marketing of the Centers within their own communities and across Maine. Others note the need for a **broader course selection**, specifically in the areas of science and math.

Despite the Centers' ability to reach non-traditional students, some feel they still must deal with the **difficulties of distance education**. These include the chance that some distance students might not feel connected enough to the schools, alienated in some ways from the University culture and community, or that distance education systems such as "blackboard" are not sufficient for a complete positive distance education experience. Some people feel the need for new technology to address these problems, while others

feel that the answer lies in better utilizing the technology the Centers have now. The solution may lie in both places. Also, a number of people have stated that it is **difficult to offer good advising to non-traditional and distance learning students.**

Although many people at both at the Centers and the campuses have pointed out the benefit of the Centers to the University of Maine System, some feel **that the Centers are not fully appreciated or utilized by some of the campuses.** They call for more exploration of the role the Centers play in the UMS System, and better connections to the campuses. Students at the Centers, some note, feel like they are not completely University of Maine students, and sometimes it is difficult for others to see them as such. Some of this may stem from **difficulties in collaborating between campuses and Centers, and in transferring credits.** Each campus has different requirements, and though a good effort is given to create mixed educations, sometimes this is not possible. And despite the Centers' connections with their communities, in some areas of Maine the Centers have run up against a **lack of appreciation of a college education.** This lack of community support has been felt by interviewees at a number of UMS institutions.

On the need for a broader course selection

"People are waiting for specific classes to finish their degree." (Students)

"There is a need for more baccalaureate programming, more science and math." (Executive Council)

On the difficulties of distance education

"Distance students can feel disenfranchised." (Faculty)

"Students are sometimes not linked effectively." (Faculty)

"Distance education should employ new technology to allow students to communicate easier." (Faculty)

"Sometimes there are problems getting on-line courses if a student lives within 45 minutes of a campus." (Students)

"Make education accessible. If a student has go over 15 minutes participation drops off." (Community Members)

On the need for better advising for non-traditional students

"Advising can be frustrating as an adult. We need to further develop how to advise non-traditional students." (Students)

"Distance students don't get the best advising." (Faculty)

On the lack of understanding and utilization of Centers by some campuses

"Question: How much do campuses buy in to distance education?" (Executive Council)

"There is a lack of understanding of value of Centers on the part of some campuses." (Executive Council)

"Sometimes it is difficult to see our students as University of Maine students (Executive Council)

Universities don't capitalize on our work." (Executive Council)

"USM views us differently than UMA, a difference that reflects the unique nature of each campus and their faculty." (Executive Council)

"Off-campus students are often not looked at as USM students." (Faculty)

On the difficulty collaborating between Centers and campuses

"The transition from Center to campuses are sometimes difficult." (Students)

"Centers are seen as competing with UMS campuses." (Executive Council)

"It is important to continue being partners with campuses. We are a presence in the state of Maine." (Executive Council)

"There is an impediment in brokering programs from different campuses because each campus has different requirements." (Community Members)

"We should be more of a 'faculty of the System', through exchanges and collaborations." (Faculty Leadership)

On the lack of cultural appreciation of going to college

"There is not a tradition of going on in school in mill towns." (Community Members)

"The people of Maine are not yet actively supporting higher education. How do we, as a System, deal with it?" (Faculty Leadership)

"We find many students lack certain amount of general knowledge." (Faculty)

Future

Since distance education and other ways of reaching non-traditional students are among the Centers' specialties, there were people in almost all of the interviews who wanted to discuss ways to **become even more responsive to non-traditional students**. Some of the ideas that emerged included new technology to make distance education easier, increasing the flexibility of programs, and retraining people to be able to cope with the shifting global economy.

In a similar vein, a number of those interviewed at the Centers showed an interest, perhaps greater than at any other UMS institution, to **work closely with the local high schools and especially with the Community Colleges**. The Executive Council showed a strong interest in actually reaching students through the delivery system of the Community Colleges, or at least having a presence on the Community College campuses and linking their classes and Center classes to create the most appropriate educational opportunities. This shows an understanding of some at the Centers that the population

that they and the CC's are serving is similar. People also felt that the Centers could play a unique role in helping students through transitions, and could connect with local high schools to help prepare students, and to get more technology into the schools.

Two issues that continually arose at the interviews were how the Centers could best play **a role in the economic development of the state** of Maine, and how they might **aid in other state issues**, such as the need for health-care workers. Community members who were interviewed had especially clear ideas on how the Centers might be able to help their regions economically. They want the Centers to continue to ask the communities what they need and try to be responsive to that. They mentioned wanting the System to work with the local business community, acting as a conduit between the businesses and the community, and perhaps pushing for tuition help from employers whose workers want to go back to school. Others hope that the Centers, as well as the rest of the System, can help attract people to Maine, and can aid the economy through an educated work force and research and development.

Some of those involved in the planning process expressed a hope that in the future there will be more **people in Maine thinking of education as a core value in and of itself**. This may involve a change in marketing to heighten the appeal to those without academic backgrounds or experience. The hope among some is that this shift in the local culture would lead more students to study at college, and that as more accessible and transitional institutions, the Centers could play an important role as a first step for students otherwise skeptical of higher education.

In many interviews, as people spoke of their preferred future state for the Centers, they expressed hopes for **growth and expansion**. Especially among students, these hopes included more space, more students, more face-to-face classes so as to have a good mix on in-person and on-line courses, and more graduate programs provided to keep students in the state of Maine for graduate school.

On Centers becoming even more responsive to non-traditional students

"I want the Centers to be responsive to people who first say they don't want education and then come back and deserve to be educated on their own terms." (Community Members)

"Retraining is essential, which is why it is so important to be sensitive to non-traditional learning" (Community Members)

"Students working from home on their PC. Different students work best in different environments." (Faculty)

On more partnering with Community Colleges and local high schools

"It would be helpful if Community College courses linked with UMS courses." (Faculty Leadership)

"I would like to see an education system seamlessly cover K-16, a continuum not a transition." (Executive Council)

"I want to see Centers partnering with the Community College System to use their infrastructure to deliver services, and to have a presence on the Community College campuses." (Executive Council)

"I would like to use the delivery system of the Centers to work with all schools, Universities and Community Colleges, to create appropriate programs." (Executive Council)

"We become the facilitators of individuals going through transitions; we play a brokerage function." (Executive Council)

On the Centers' role in the economic development of the state

"I would like an influx of people to move to Maine because of the accessibility of education and industry." (Executive Council)

"Centers could be a conduit for the business community to connect with the System." (Community Members)

"The System could work with businesses that would offer tuition reimbursement to workers who attended college." (Community Members)

On the Centers aiding in other state issues

"There are huge issues with Maine right now in terms of age demographics. Centers could be helpful in addressing this." (Community Members)

"Maine needs improved communication, problem solving, math skills, etc." (Community Members)

"We should be involved in the nursing crisis." (Executive Council)

On more people thinking of education as a core value in and of itself

"I want to see employers requiring college education." (Executive Council)

"We want 95% of people going through our doors to be 2nd generation college grads." (Executive Council)

"The Centers need to work to come across to the communities as a bit less 'academic'." (Community Members)

On Growth and Expansion

"Hope for more space." (Students)

"People signing up in large numbers." (Students)

"More face-to-face classes, so as not to have most classes online, or add discussion component to online classes." (Students)

"More opportunities to learn from other students." (Students)

"Still valuing both technology-based courses and in-person experiences." (Students)

APPENDIX IV

**Scan of the External Environment:
What Maine Needs From Its Higher Education**

Summary of the External Environment



Strategic Planning Task Force

December 15, 2003



University of Maine System
Office of Planning and Policy Analysis

OUTLINE

- State Expectations
- National Economy
- Reauthorization of the Higher Education Act
- State Economy
- State and Regional Demographics
- Other Higher Education Institutions
- Financial Issues



STATE EXPECTATIONS

- Quality
- Geographic Access
- Affordability
- R&D
- Public Service/Outreach
- Regional Cultural Centers



“30 and 1000”

“How to Build a Knowledge-based Economy in Maine and Raise Incomes to the National Average by 2010”

Maine State Planning Office Report
and the State’s Strategy Objectives

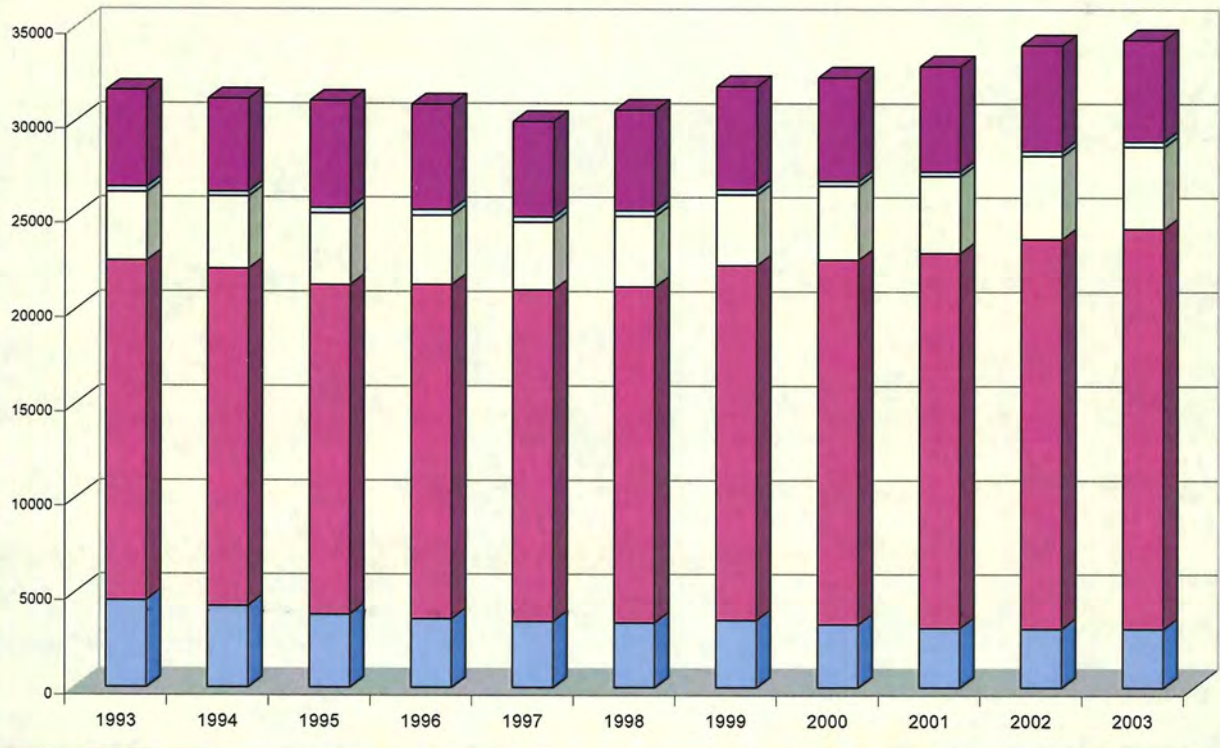
- 30% of Maine’s Adults with 4-Year College Degree
 - 19% FY1998
- \$1000 of R&D investment per worker per year
 - \$255 per worker spent in FY1998
- Produces \$28,000 per capita income
 - \$23,529 per capita income in 1998



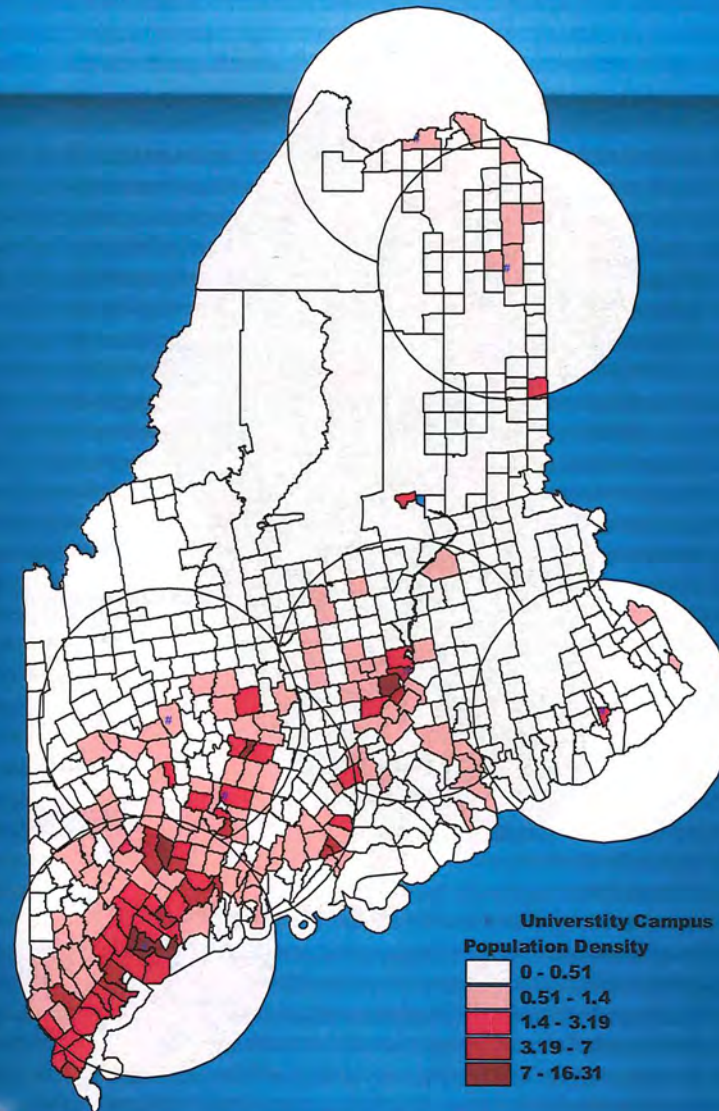
UMS Enrollment



Fall Headcount by Degree Level
1993 - 2003



Geographic Access



University Campus

Population Density

0 - 0.51
0.51 - 1.4
1.4 - 3.19
3.19 - 7
7 - 16.31



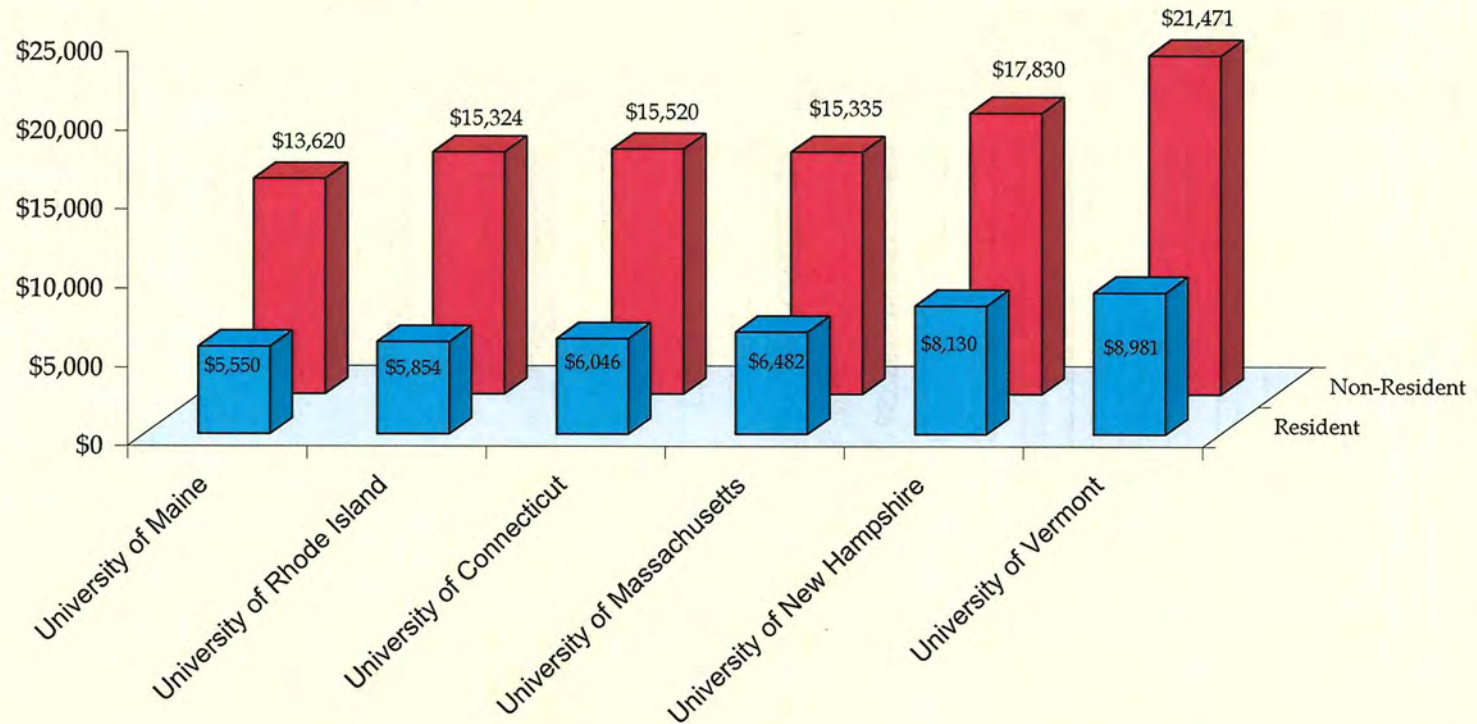
University of Maine System
Office of Planning and Policy Analysis

UMS UC Centers

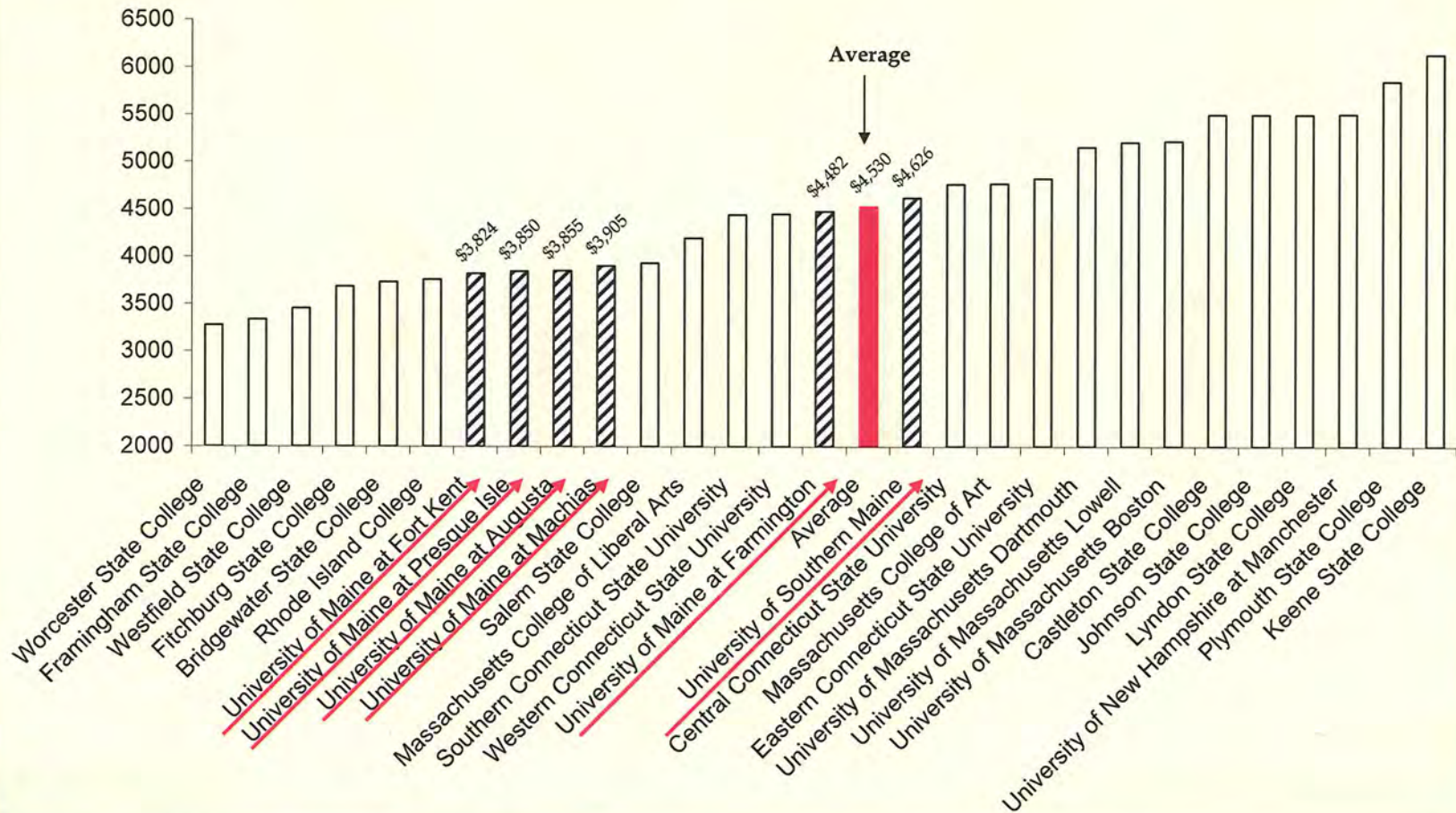


Affordability

UNIVERSITY OF MAINE SYSTEM
NEW ENGLAND LAND-GRANT UNIVERSITIES
UNDERGRADUATE TUITION & MANDATORY FEES
2002/2003



**UNIVERSITY OF MAINE SYSTEM
NEW ENGLAND STATE COLLEGES & UNIVERSITIES
UNDERGRADUATE RESIDENT TUITION & MANDATORY FEES
2002/2003**

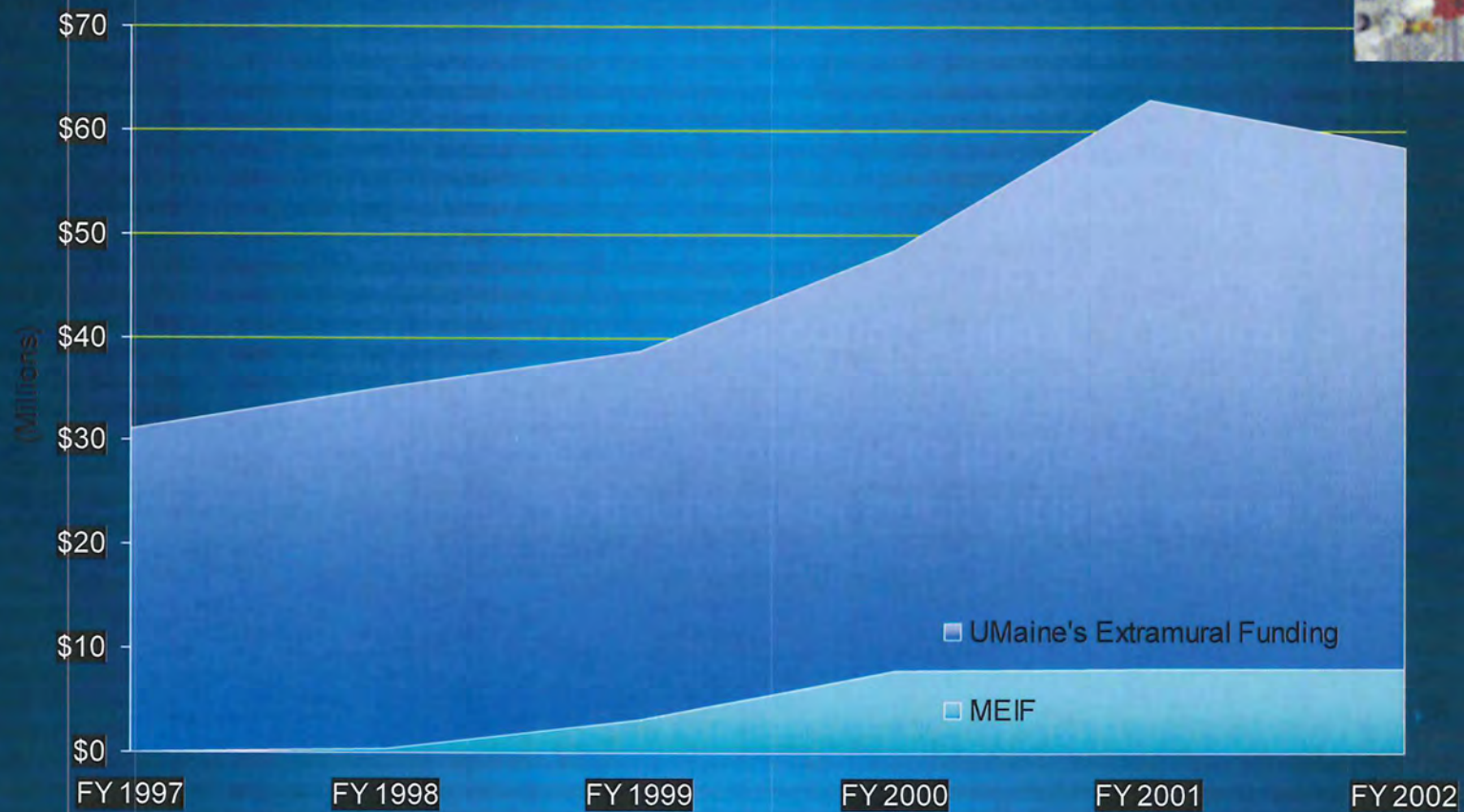
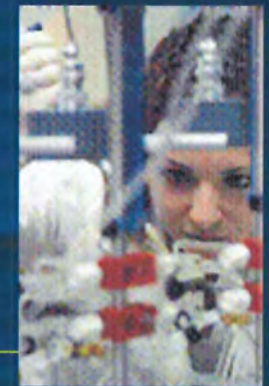


In-State UMS Tuition and Fees as a Percentage of Maine Household Income

	Tuition & Fees	Upper Limit of Each Fifth of Maine Household Income			
		Lowest	Second	Third	Fourth
2003/04	5,117	39.7%	17.1%	10.6%	6.8%
2002/03	4,746	38.3%	16.3%	10.0%	6.5%
2001/02	4,472	36.8%	15.7%	9.7%	6.2%
2000/01	4,237	35.3%	15.7%	9.4%	6.0%
1999/00	4,071	35.4%	15.7%	9.4%	6.1%
1998/99	3,982	36.4%	16.1%	9.6%	6.2%
1997/98	3,822	36.8%	16.3%	9.7%	6.2%
1996/97	3,593	36.0%	16.0%	9.6%	6.2%



R&D Funded Activities



NATIONAL ECONOMY

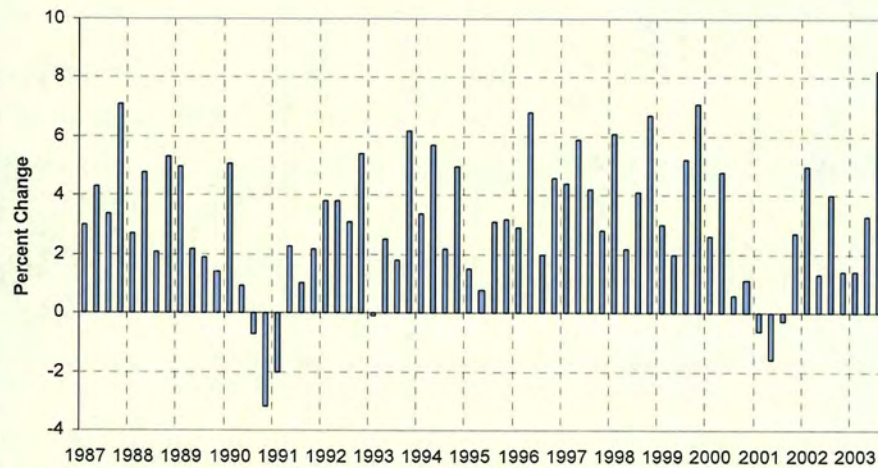
- Signs of economic improvement
- **Slow job creation**
- Uncertainty (war, foreign trade, deficit)
- **Several State governments are running deficits**
 - \$2.8 billion cumulative budget gap

The Maine economy typically
follows the US economy



Measures

Real GDP



Source: Bureau of Economic Analysis

Prime Rate: Rate of Interest in Money and Capital Markets



The prime rate is a 7-day rate with weekends and holidays containing the prior day's value.
Source: Federal Reserve System



REAUTHORIZATION OF THE HIGHER EDUCATION ACT

Potential:

- Accountability and outcomes assessment
- **Limit on tuition increases**
- Reallocation of federal financial aid



Reauthorization of the Higher Education Act – Proposed:

FY03 ALLOCATIONS VS. FAIR SHARE FWS, SEOG, & PERKINS

(\$ in Thousands)

	<u>Allocation</u>	<u>Fair Share</u>	<i>Impact</i>	
			<u>\$</u>	<u>%</u>
University of Maine	3,523	1,391	(2,132)	(61%)
University of Maine @ Augusta	512	492	(20)	(4%)
University of Maine @ Farmington	714	290	(424)	(59%)
University of Maine @ Fort Kent	406	70	(336)	(83%)
University of Maine @ Machias	423	84	(339)	(80%)
University of Maine @ Presque Isle	907	143	(764)	(84%)
University of Southern Maine	2,966	712	(2,254)	(76%)
Total for University of Maine System	9,451	3,182	(6,269)	(66%)



STATE ECONOMY

- Transitioning economy
- Uneven growth
- Aging population
- Shrinking workforce
- Low valued-added activities
- Outlook:
 - Will follow the National Economy
 - Cautiously optimistic slow growth
 - Very slow job growth



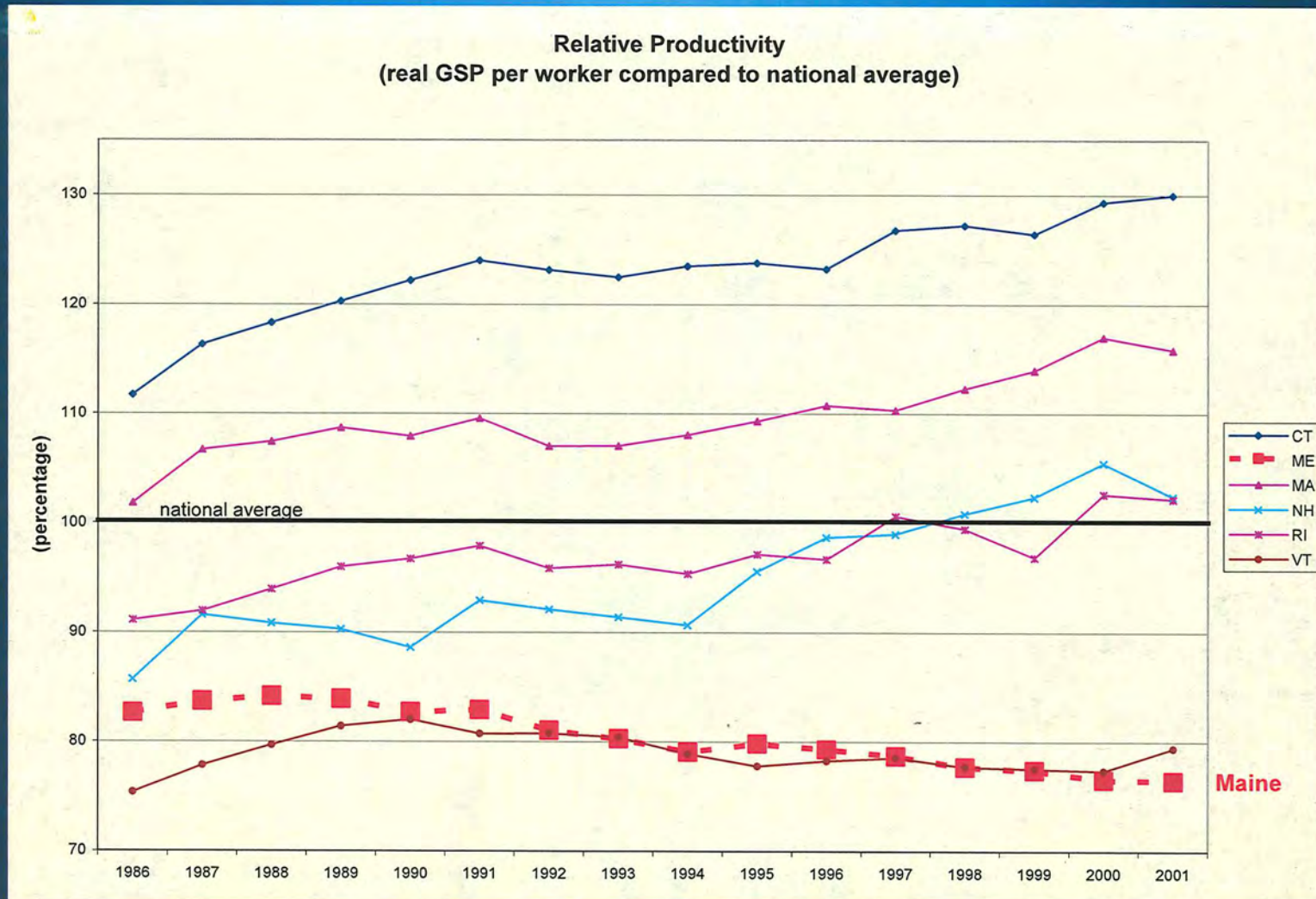
Economic Outlook

Maine Consensus Economic Forecasting Commission Forecast of October 2003

	History								Forecast				
	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
ME Wage & Salary Employment	1.2%	0.8%	2.1%	2.8%	3.0%	2.9%	1.0%	-0.3%	0.0%	0.8%	1.0%	1.0%	1.0%
Personal Income	3.6%	5.5%	5.1%	6.1%	4.1%	7.1%	4.9%	4.3%	3.5%	4.0%	4.5%	4.5%	4.5%



Relative Productivity

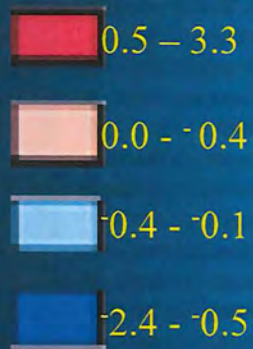


STATE AND REGIONAL DEMOGRAPHICS

- Nationally:
 - Baby-boom and baby-boom echo
- New England has a larger share of “boomers”
- Net migration out of northern Maine
- Smaller high school graduation classes

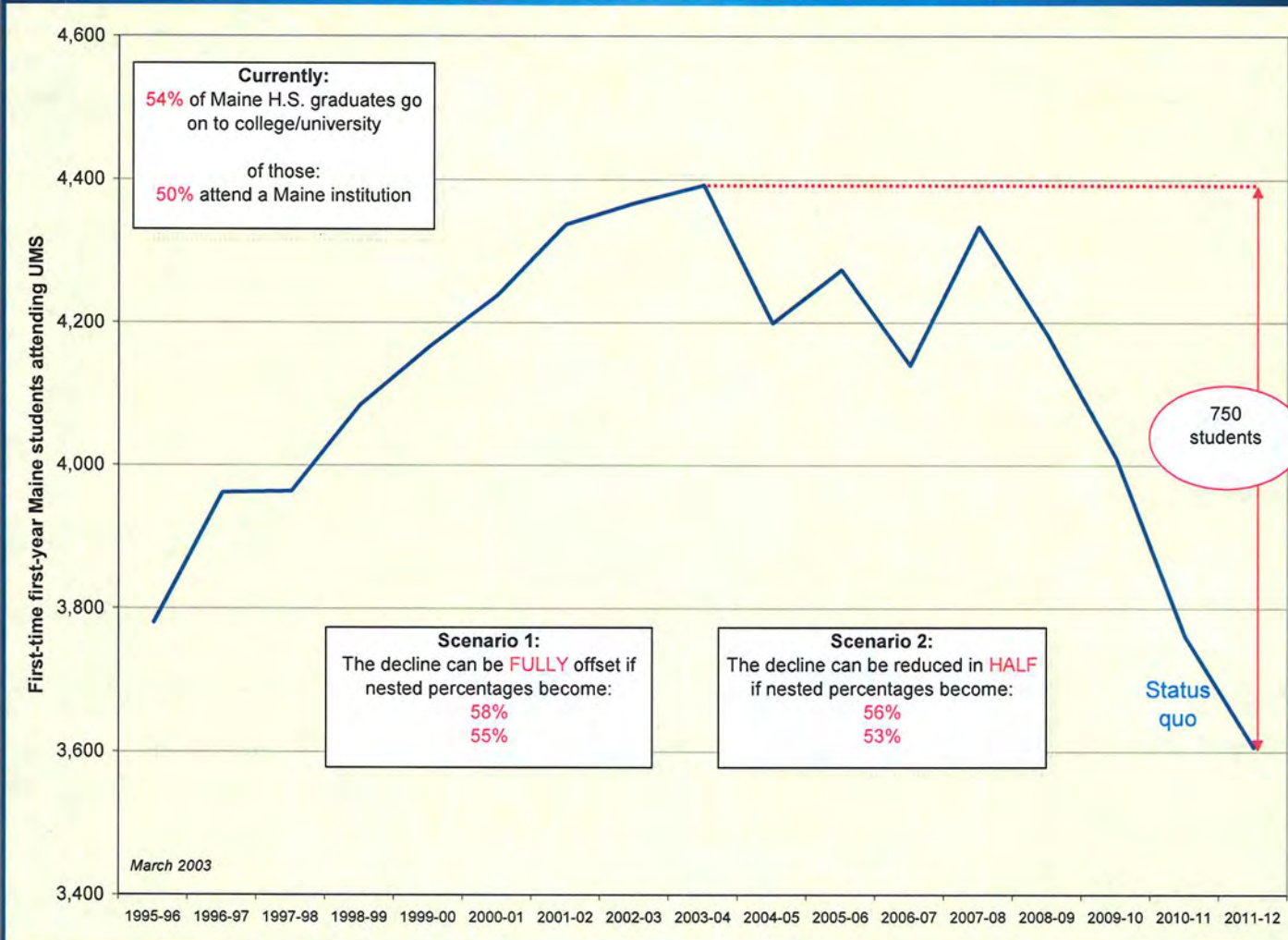


Net Rate of Migration 1998 - 1999



Projected High School Graduates

Simulations (nested percentages)



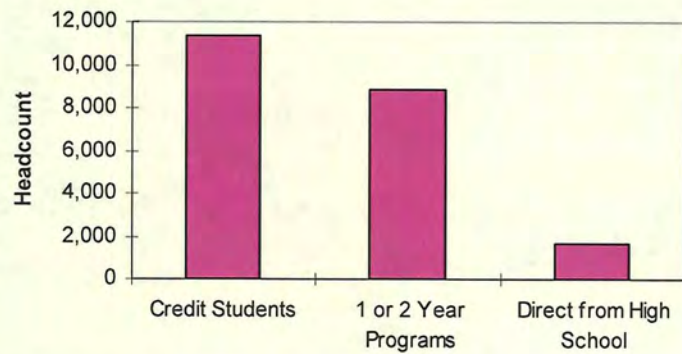
OTHER HIGHER EDUCATION INSTITUTIONS

- Maine Community College System
 - State-wide access
- University of Connecticut
 - New Infrastructure (Phase I - \$1 billion)

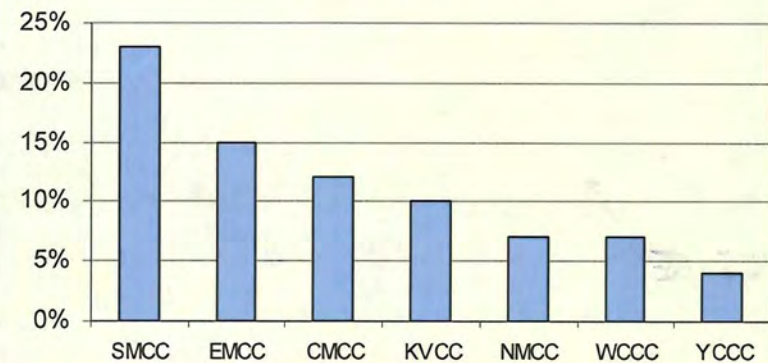


Maine Community College System Enrollment

AY2004 Community College Enrollment



Increase in Community College Enrollments:
AY2003 to AY 2004



University of Connecticut Capital Campaign

FISCAL YEAR	AMOUNT
1996	112,542,000
1997	112,001,000
1998	93,146,000
1999	64,311,000
2000	130,000,000
2001	100,000,000
2002	100,000,000
2003	100,000,000
2004	100,000,000
2005	50,000,000

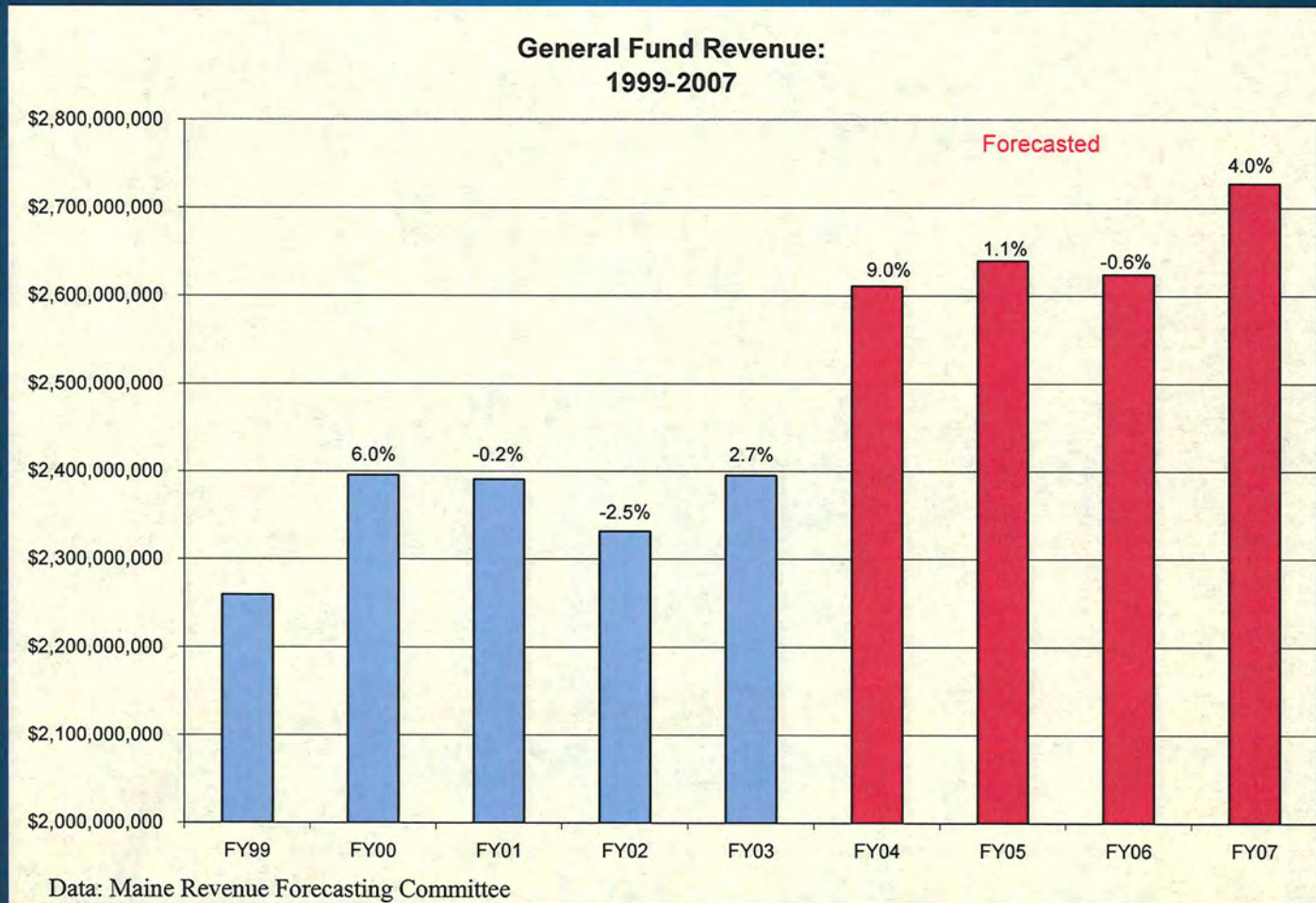


FINANCIAL ISSUES

- Nationally, state government revenues are recovering
- **Maine general fund revenues are growing**
- DJIA is recovering but still below historic highs
- **Interest rates remain low**



State General Fund Revenues

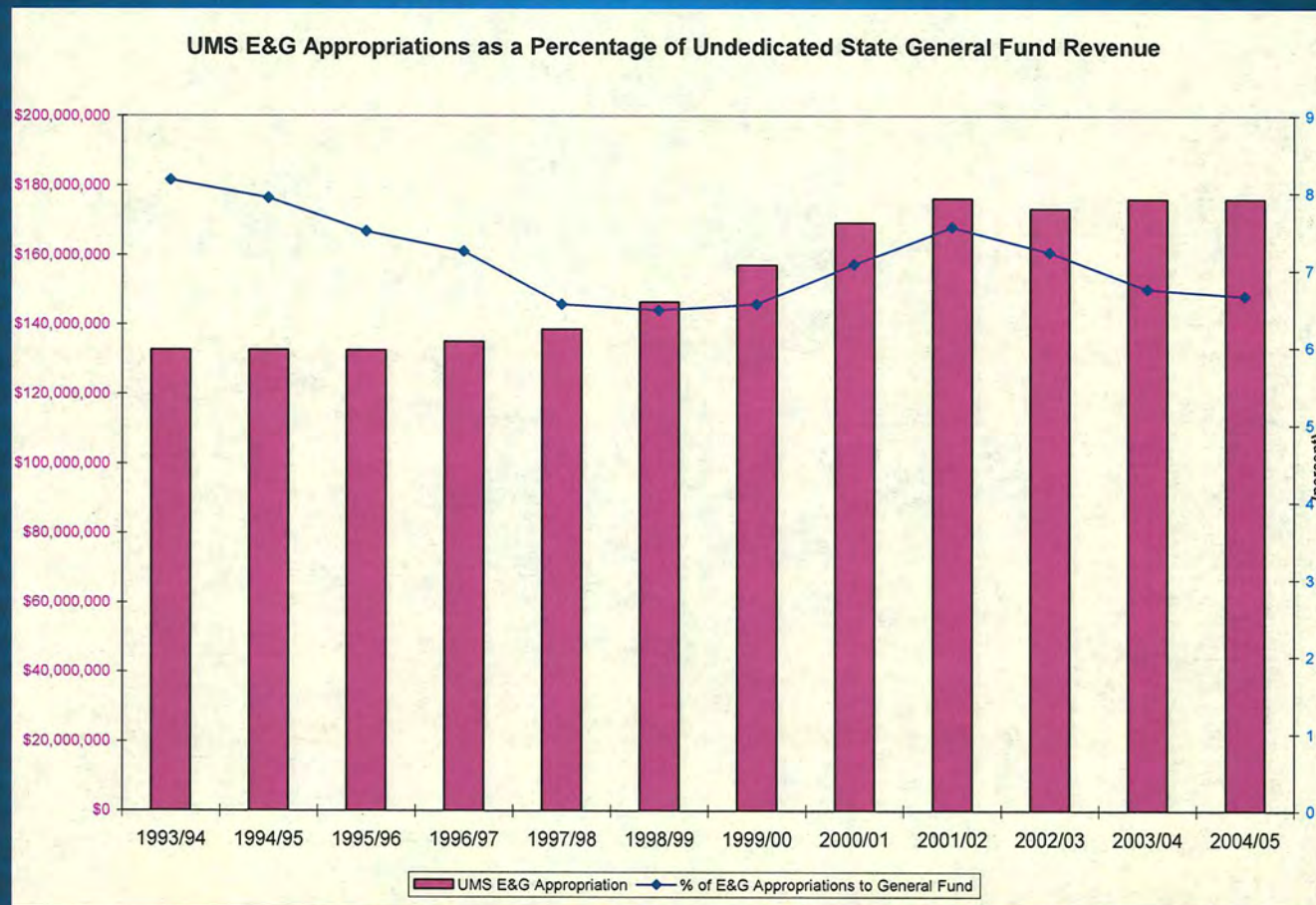


State General Fund

- State revenues are robust
 - Many one-time revenues for FY04
 - Sale of State Liquor Stores
 - Delaying of national conformity
 - Tax Amnesty Program
- The issue is NOT revenues
- The issue is Expenditures
 - DHS
 - Many other over budgeted items



UMS State Appropriations



UMS Endowments

CAMPUS	FY03	FY02	FY01	FY00	FY99	FY98	FY97
	<u>MARKET VALUE</u>	<u>MARKET VALUE</u>	<u>MARKET VALUE</u>	<u>MARKET VALUE</u>	<u>MARKET VALUE</u>	<u>MARKET VALUE</u>	<u>MARKET VALUE</u>
UM	\$47,660,767	\$47,781,060	\$55,874,464	\$63,893,924	\$62,204,060	\$55,024,921	\$48,145,382
UMA	1,122,985	1,079,111	1,179,780	1,250,363	1,075,362	937,731	776,522
UMF	6,462,166	6,100,864	5,478,347	5,958,322	5,637,533	4,639,654	3,985,880
UMFK	1,285,183	1,320,840	1,487,145	1,641,918	1,403,560	1,294,672	1,094,875
UMM	724,736	740,663	862,418	946,335	867,822	765,272	672,737
USM	13,152,842	12,155,511	13,430,289	13,576,252	12,762,747	11,151,215	9,653,689
UMPI	775,288	805,176	938,434	1,075,826	1,052,961	954,530	835,991
SWS	<u>7,159,738</u>	<u>7,451,855</u>	<u>8,668,595</u>	<u>9,059,336</u>	<u>7,871,508</u>	<u>7,242,450</u>	<u>5,479,649</u>
TOTAL PRINCIPAL	\$78,343,705	\$77,435,080	\$87,919,472	\$97,402,276	\$92,875,553	\$82,010,445	\$70,644,725





On October 15, 2003, during
a UMS BOT retreat, the
Board discussed the external
environment.....



Highlights of the Discussion

October 15, 2003

- Movement of wealth, population, and jobs within Maine
- Pool of H.S. students will be smaller than today
- Tight financing
- Maine's economy is transitioning away from a low skilled work base
- Opportunities to attract high tech think tanks to Maine
- Decline in large employers and a rise in entrepreneurial companies



Highlights of the Discussion continued...

- The natural resource based economy in northern Maine will continue, but it will employ fewer people who will need higher skills
- Economic differences between and among regions will create differing educational requirements and opportunities for success
- The state needs a serious, focused investment plan and policy



APPENDIX V

Financial Overlay



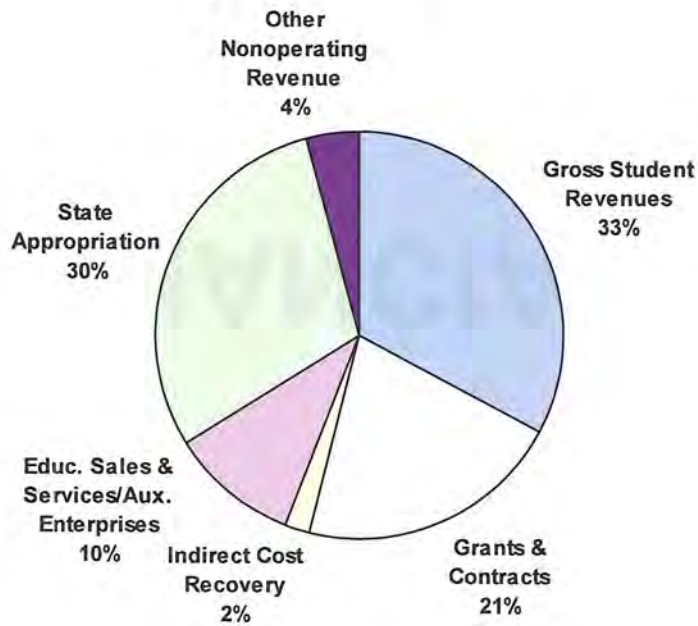
*Strategic Planning Task Force
Presentation of Financial Overlay*

January 12, 2004

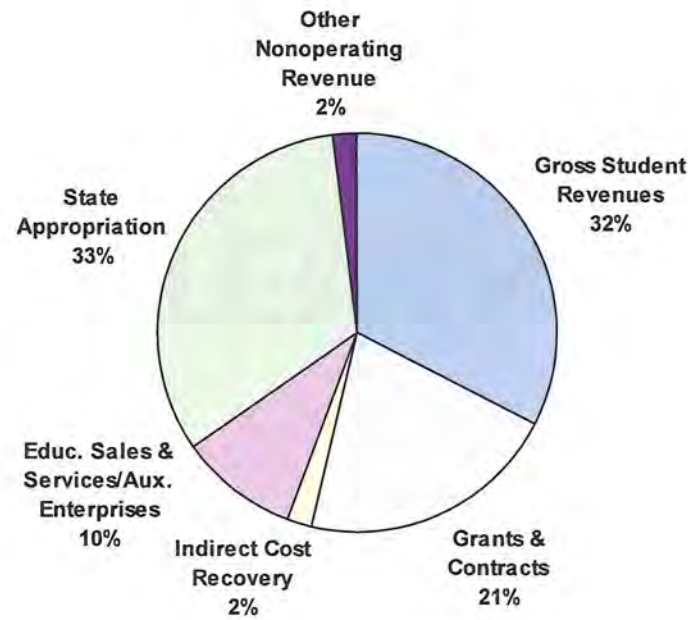
FINANCIAL STATEMENTS

TOTAL REVENUE

2003 - \$583 million



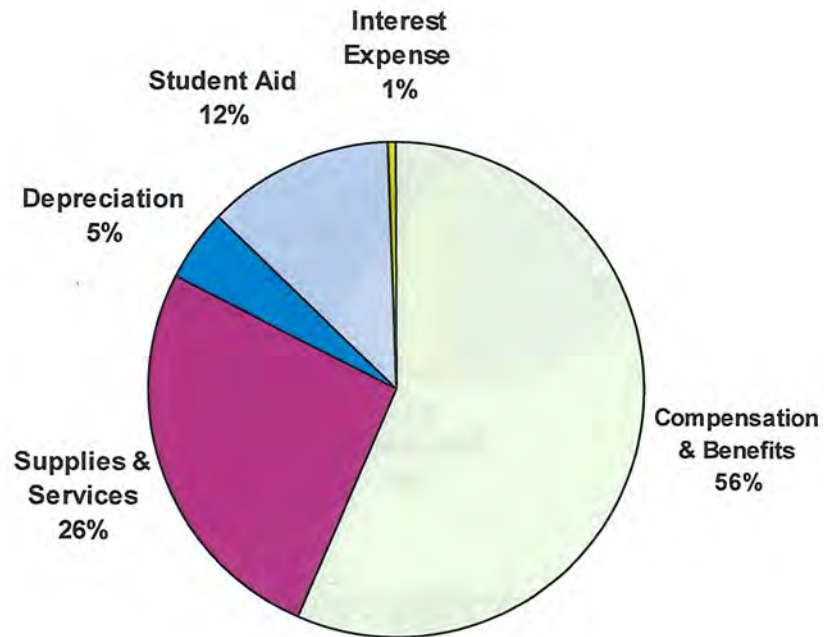
2002 - \$538 million



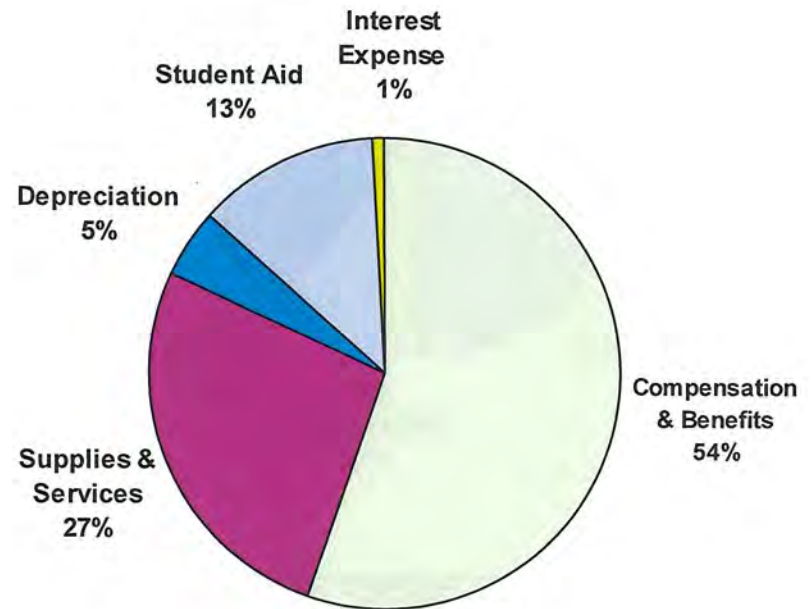
TOTAL EXPENSES

(Natural Classification)

2003 - \$577 million



2002 - \$542 million

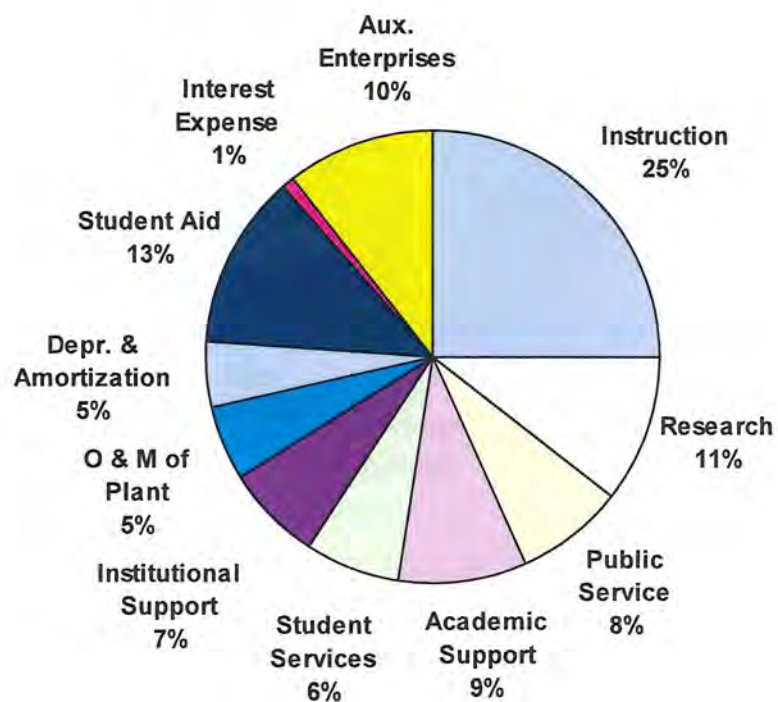
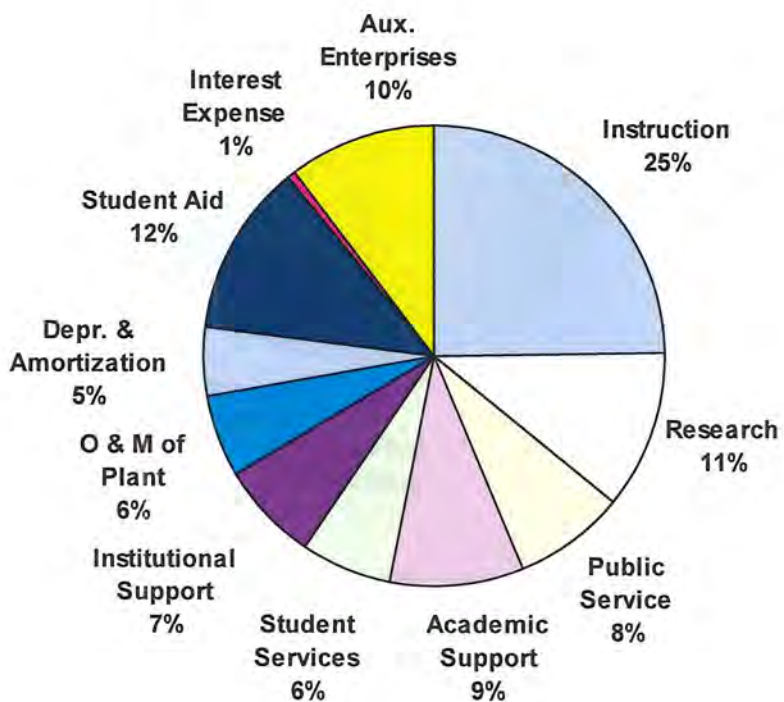


TOTAL EXPENSES

(Functional Classification)

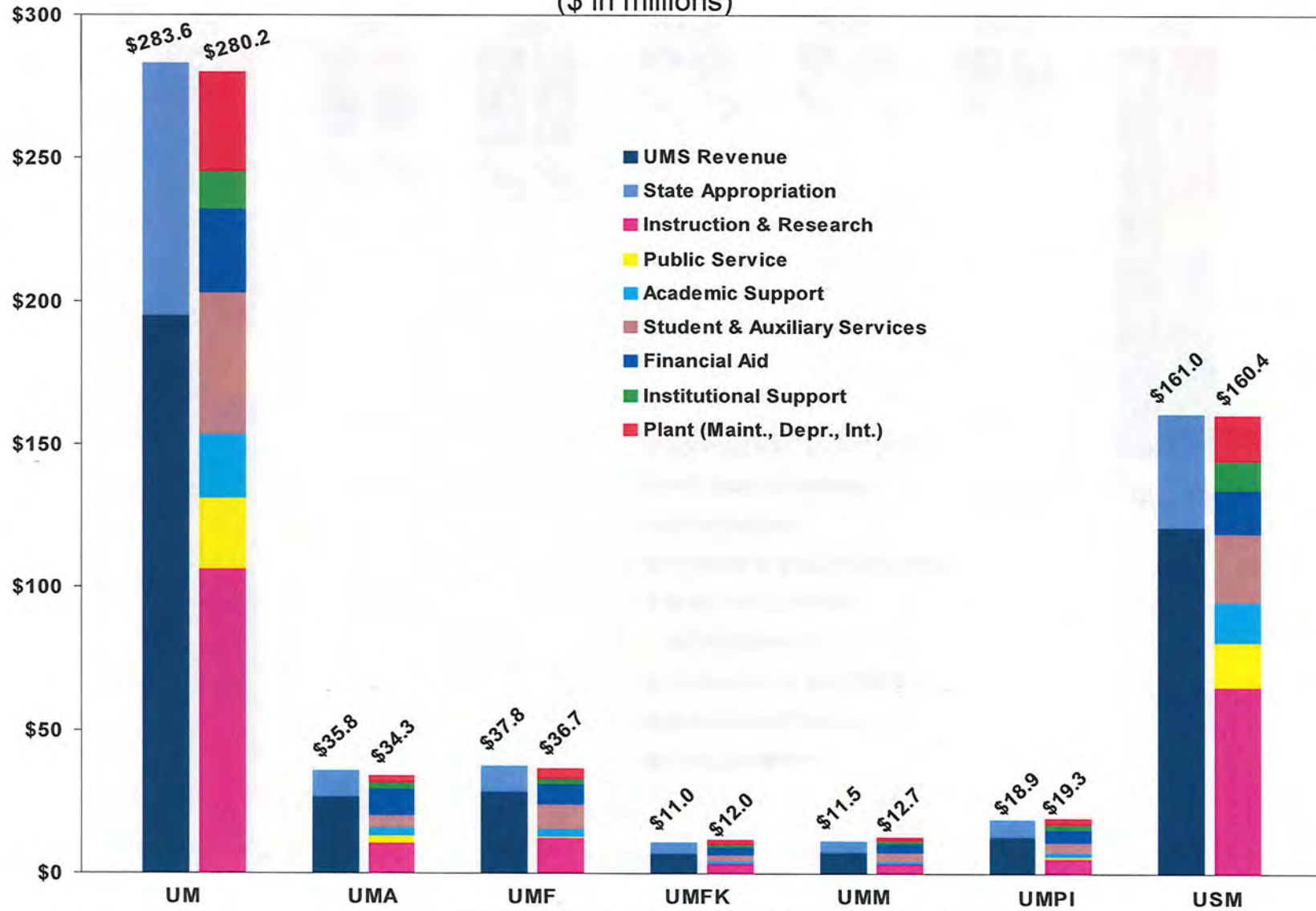
2003 - \$577 million

2002 - \$542 million



FY03 REVENUE & EXPENSES BY CAMPUS

(\$ in millions)

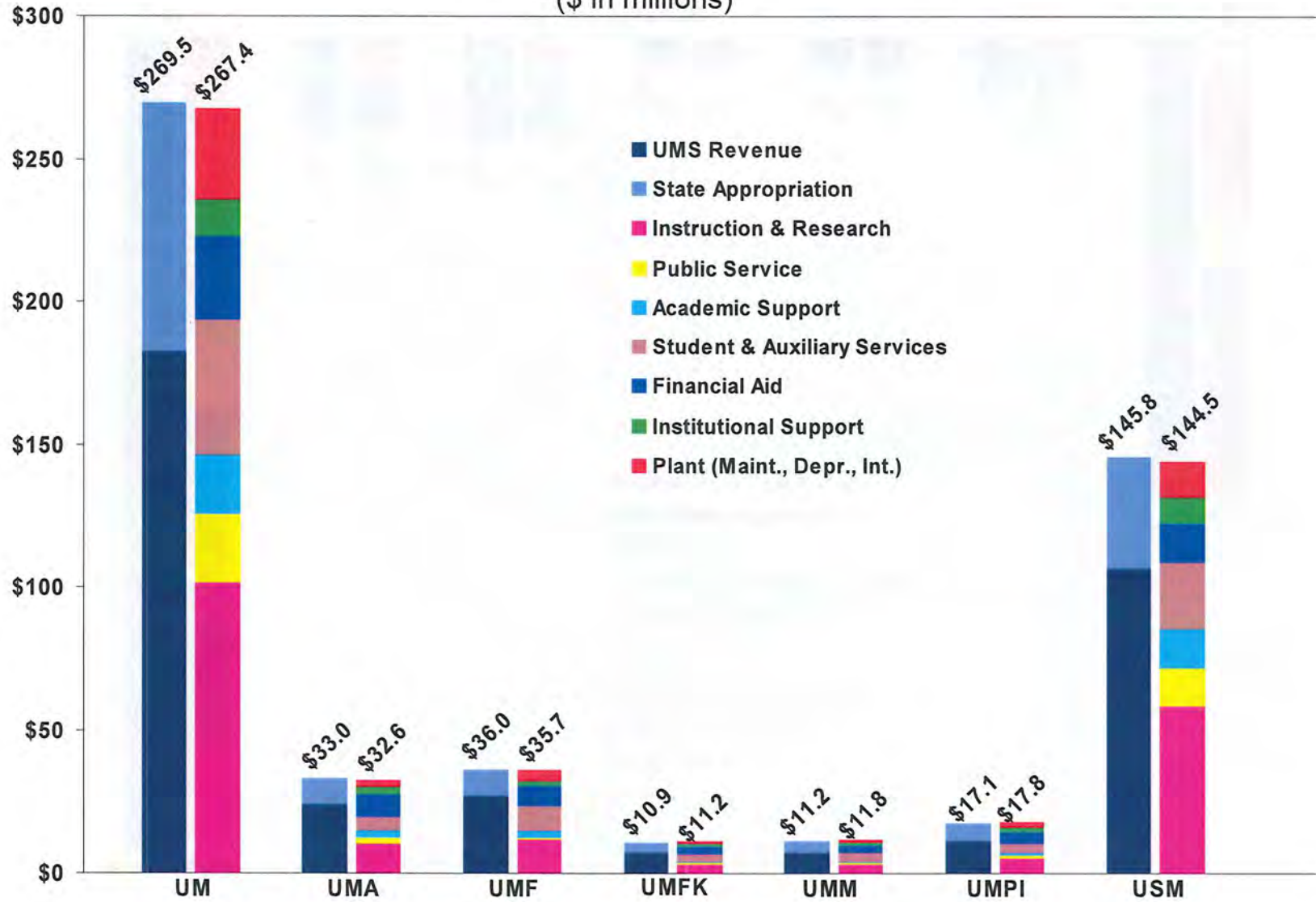


MW50Z(328).xls

*Includes Intercampus Loans/Adjusted for Endowment Spending Rate

FY02 REVENUE & EXPENSES BY CAMPUS

(\$ in millions)



MW50Z(328).xls

*Includes Intercampus Loans/Adjusted for Endowment Spending Rate

REVENUE SENSITIVITY ANALYSIS

1% Increase in Net Tuition & Fee Revenue \$1.3 million

1% Increase in Room & Board Revenue \$0.5 million

<u>1% Increase in Average Annual Tuition & Mandatory Fee Rates</u>	<u>In-State</u>	<u>Out-of-State</u>
Undergraduate	\$51	\$124
Graduate	\$45	\$122
Law	\$124	\$206
<u>1% Increase in Average Annual Room & Board Rates</u>	\$59	\$59

1% Change in Enrollment

Headcount	344
FTE	239
Budgeted Annual Diners/Residents	69

EXPENDITURE SENSITIVITY ANALYSIS*

1% Salary Increase Including Non-Health Benefits

Faculty	\$1.1 million
All Other Employees	1.3 million
All Employees	<u>\$2.4 million</u>

1% Increase in Health Costs \$0.5 million

1% Increase in Goods & Services \$1.3 million

1% Change in FTE Employees

Faculty	15
All Other	31
Total	<u>46</u>

Average Employee Compensation with 38.5% for Benefits

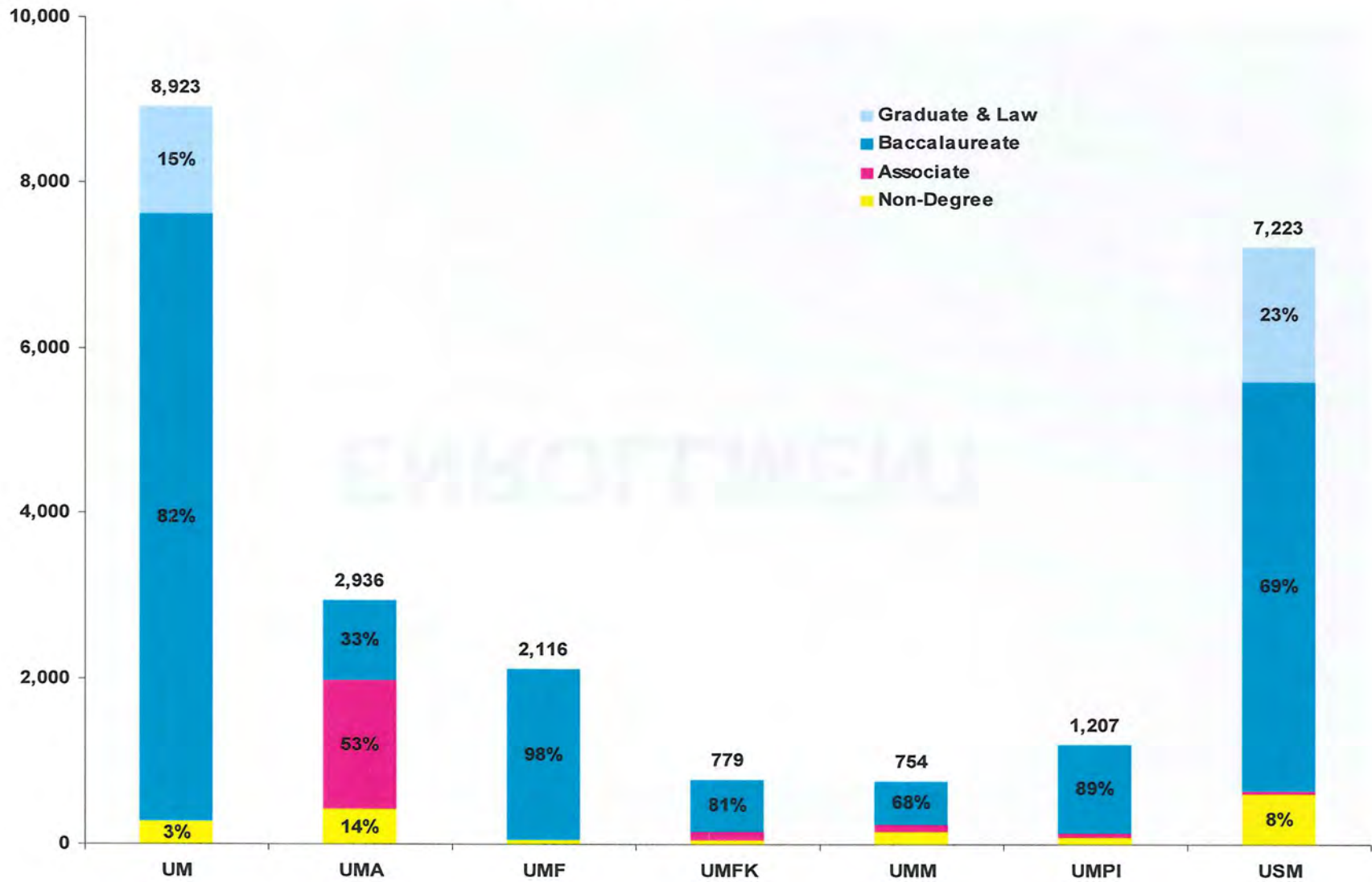
Faculty	\$80,000
All Other	\$50,000
All	\$58,000

*Excludes restricted operations.

ENROLLMENT

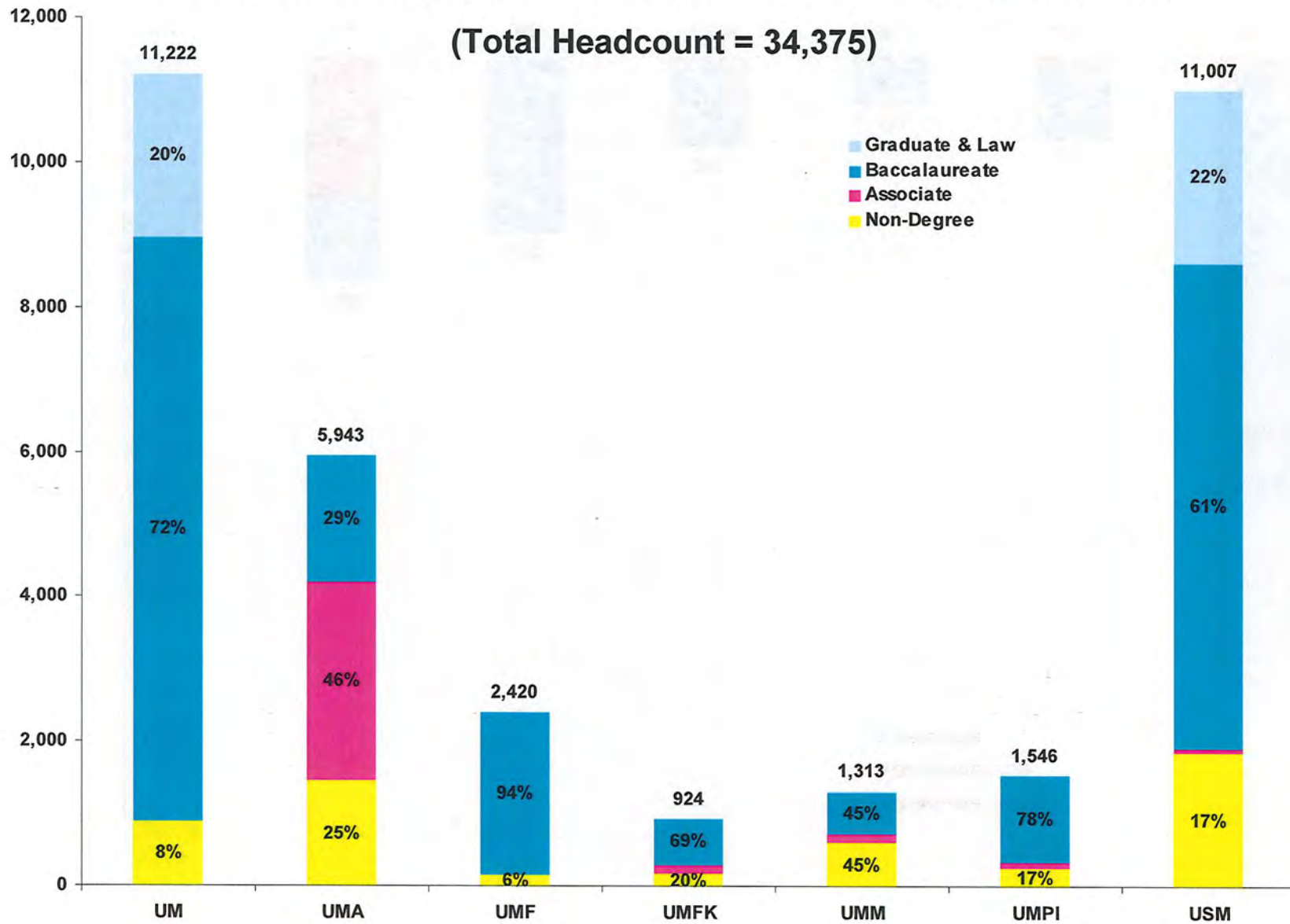
FALL 03 FTE ENROLLMENT BY DEGREE

(Total FTE's = 23,938)



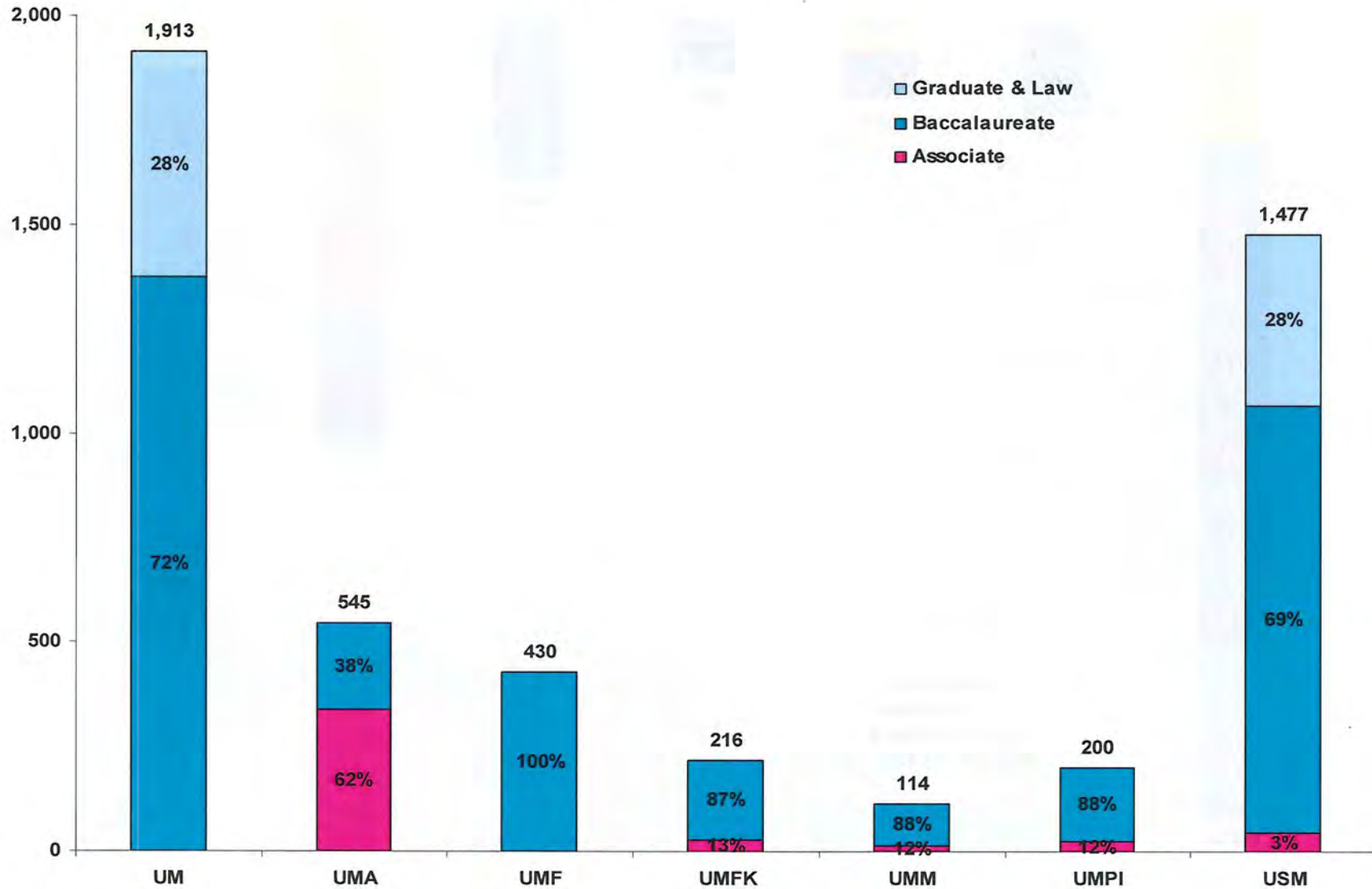
FALL 03 HEADCOUNT ENROLLMENT BY DEGREE

(Total Headcount = 34,375)



2002/2003 DEGREES CONFERRED

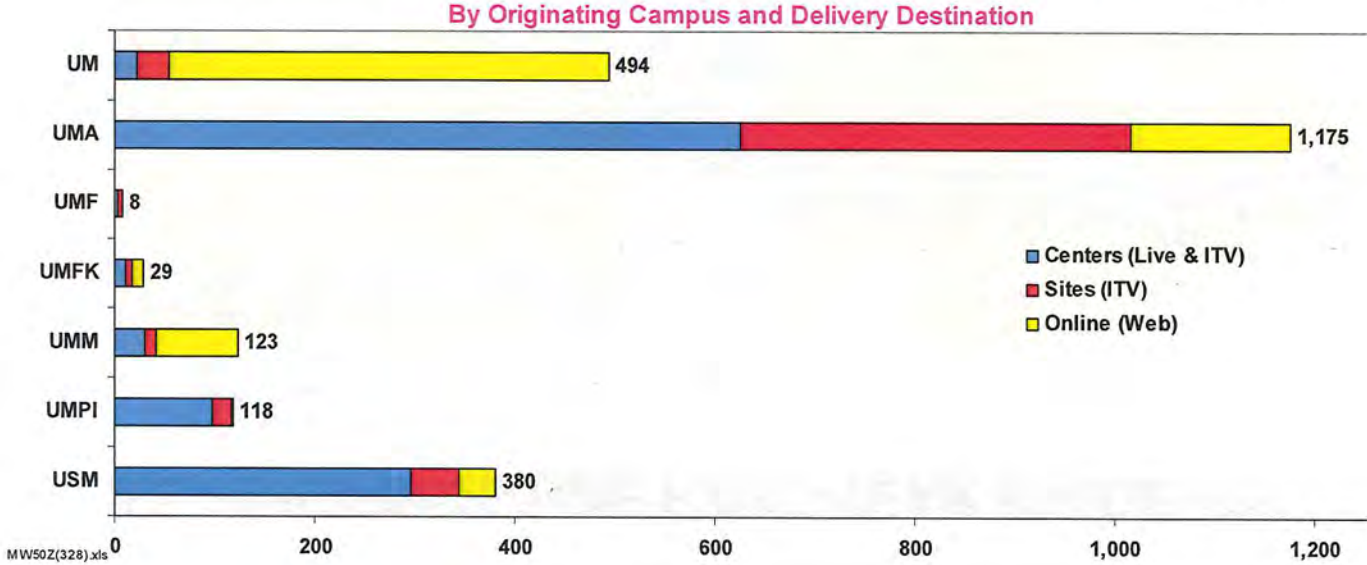
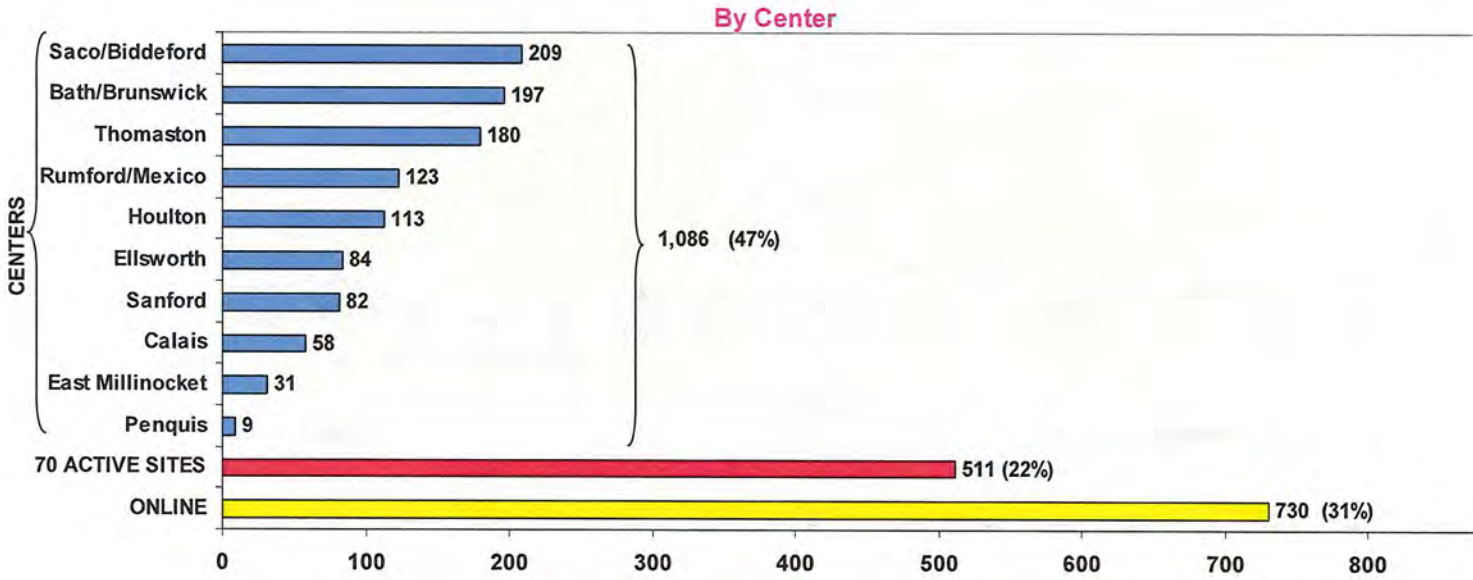
(Total = 4,895)



MW50Z(328)

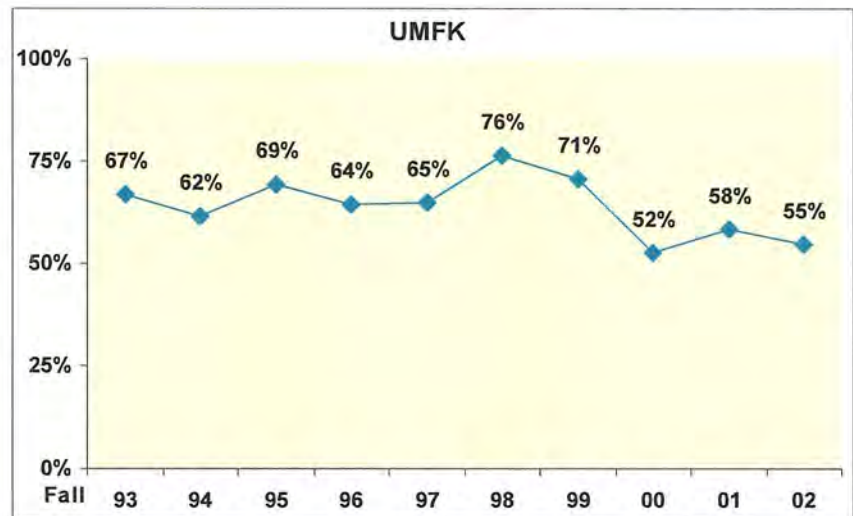
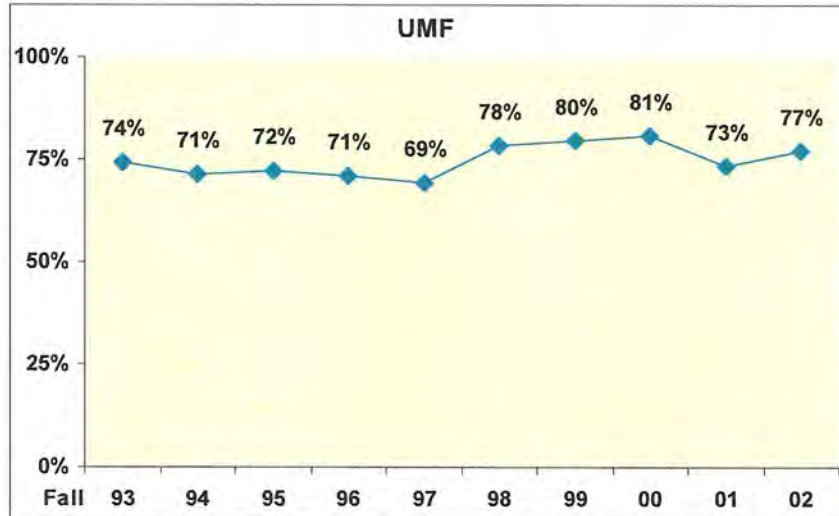
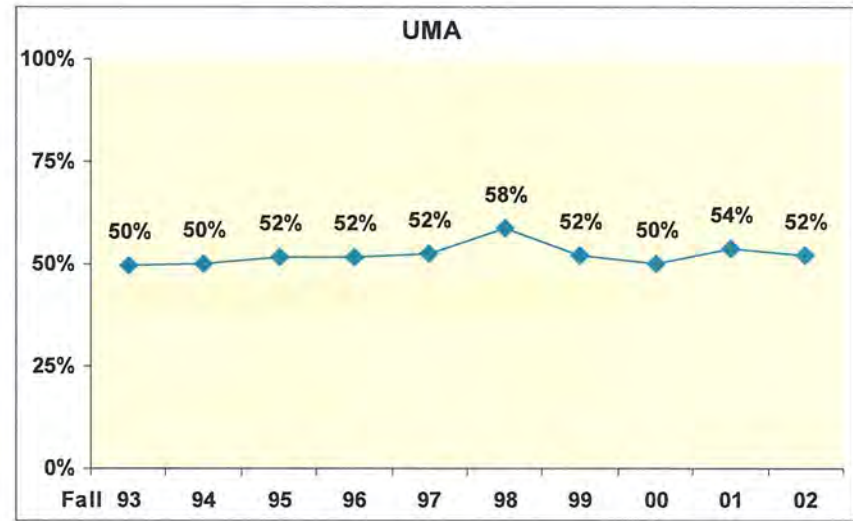
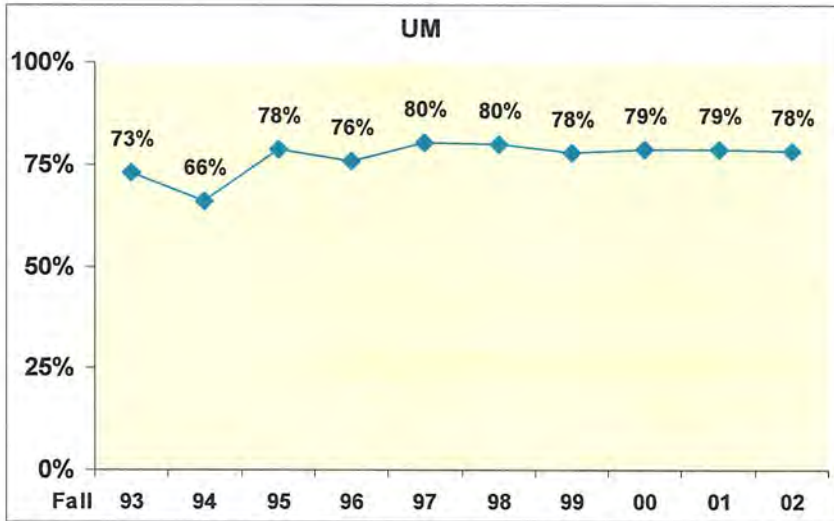
FY04 PROJECTED UNIVERSITY COLLEGE FTE'S

(Total FTE's = 2,327)

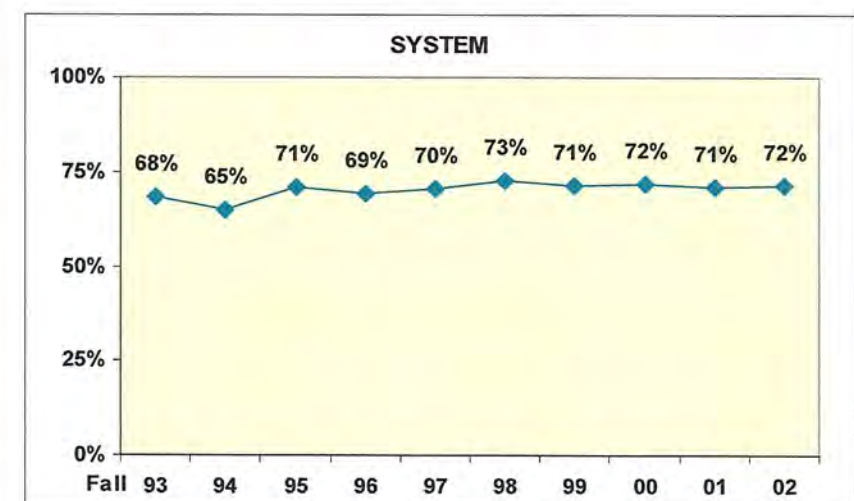
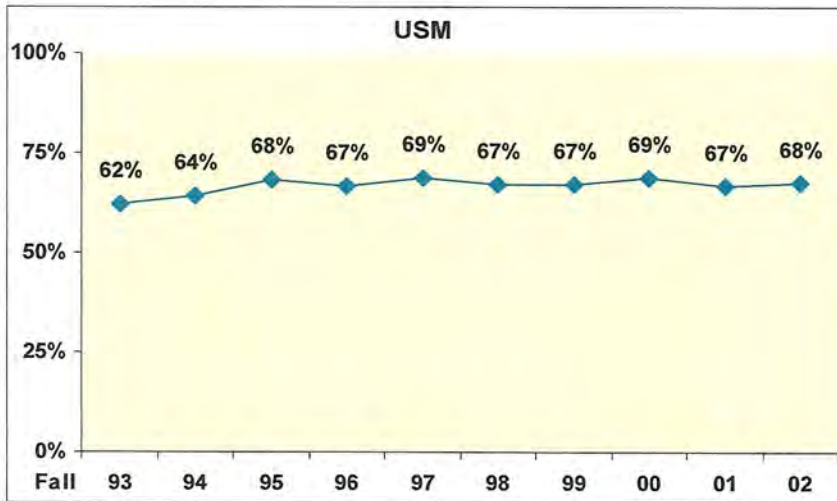
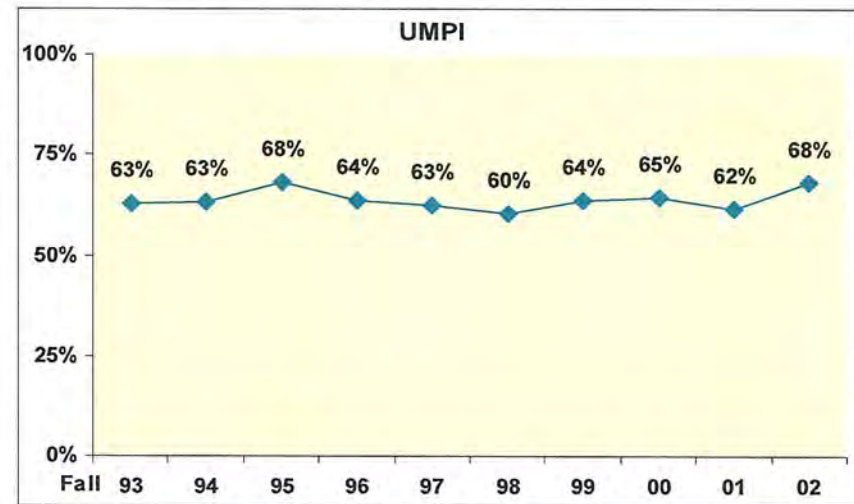
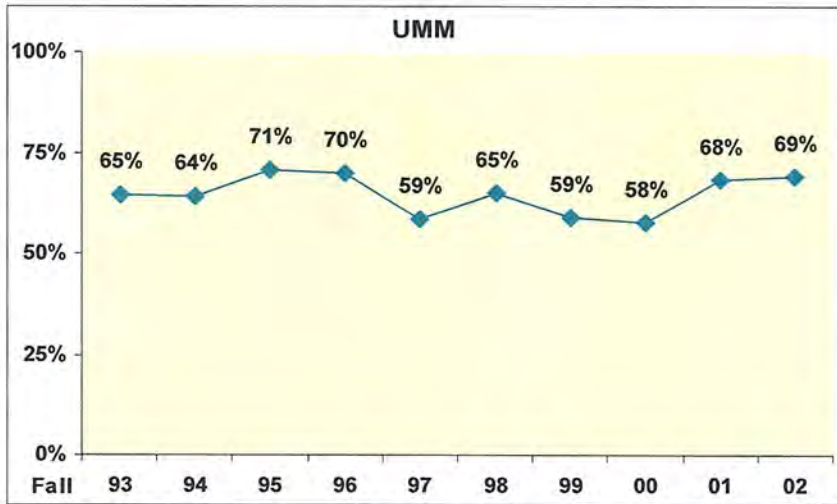


MW502(328).xls

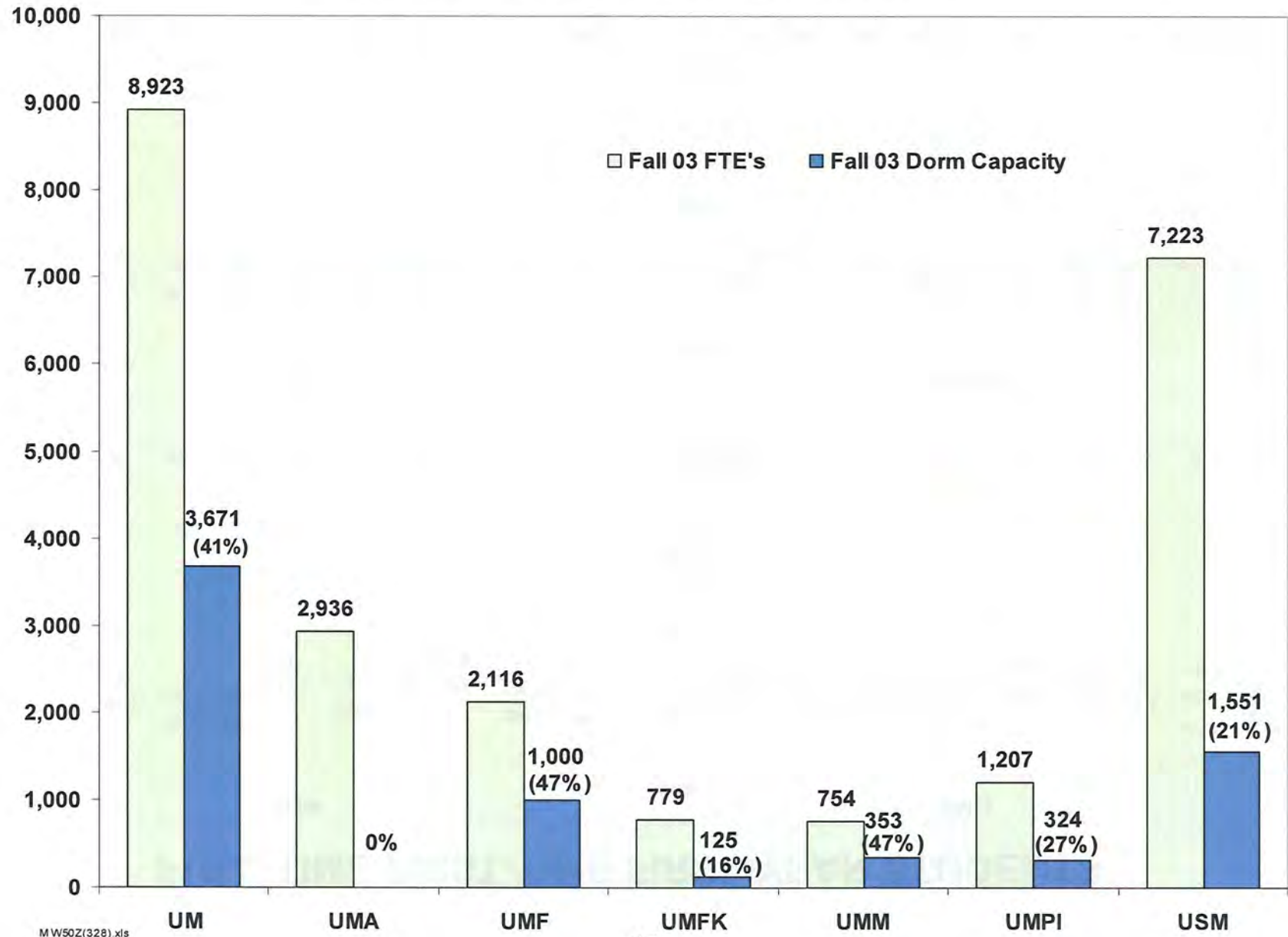
RETENTION PERCENTAGES FULL-TIME FIRST-TIME FIRST-YEAR STUDENTS



RETENTION PERCENTAGES FULL-TIME FIRST-TIME FIRST-YEAR STUDENTS



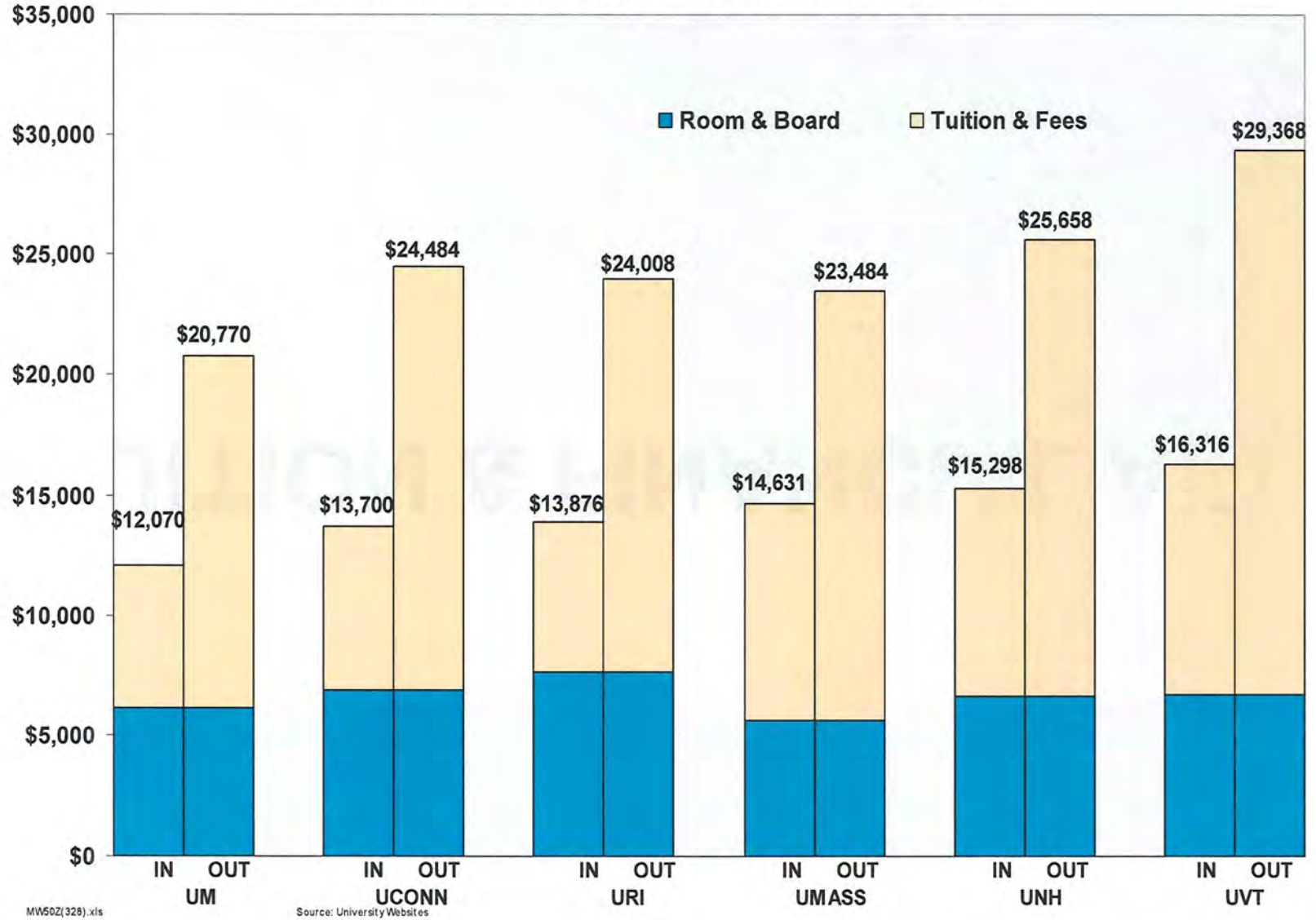
FALL 03 DORMITORY CAPACITY



TUITION & FINANCIAL AID

FY04 COMPREHENSIVE COST OF EDUCATION

New England Land Grant Institutions

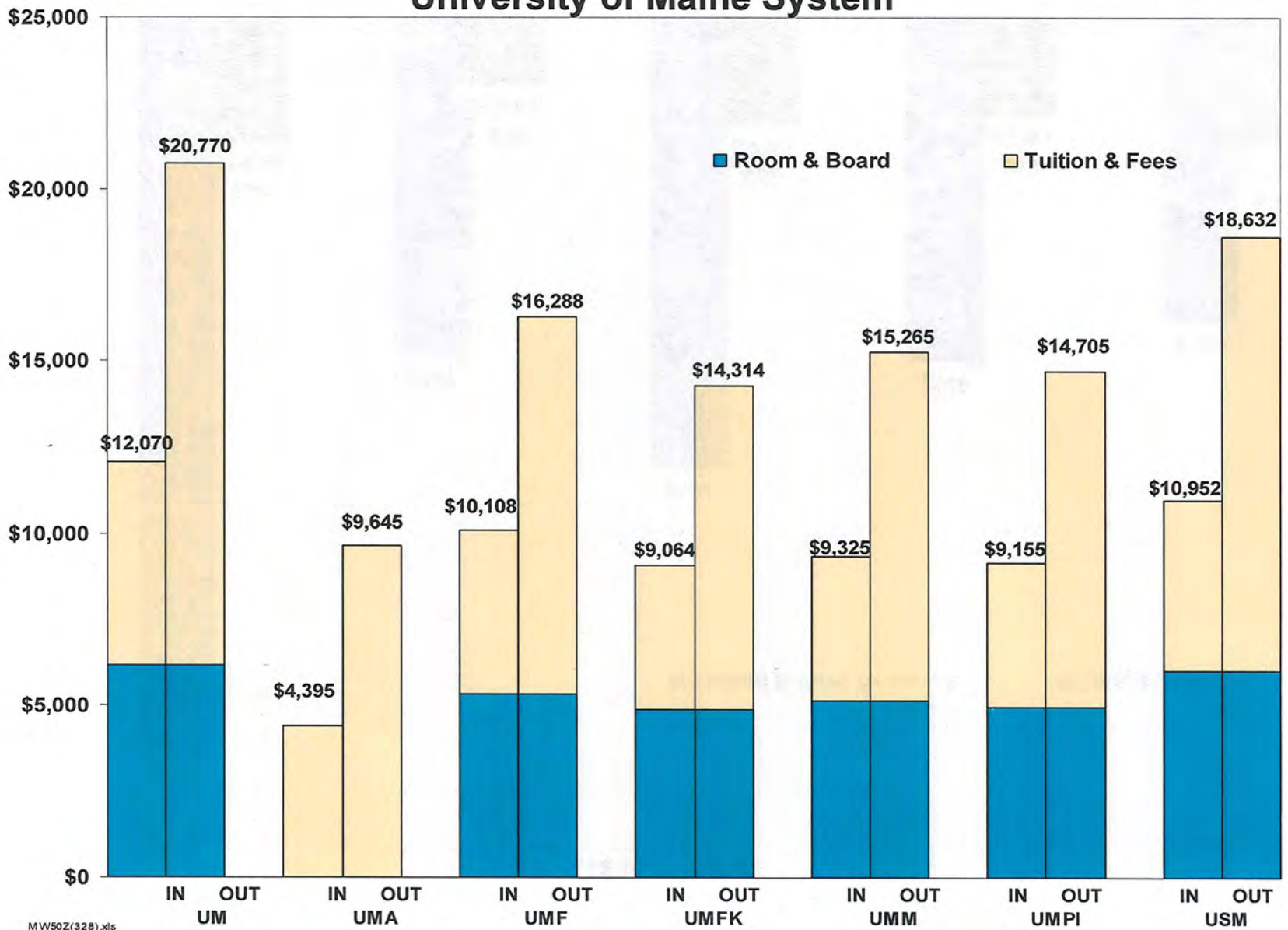


MW50Z(328).xls

Source: University Websites

FY04 COMPREHENSIVE COST OF EDUCATION

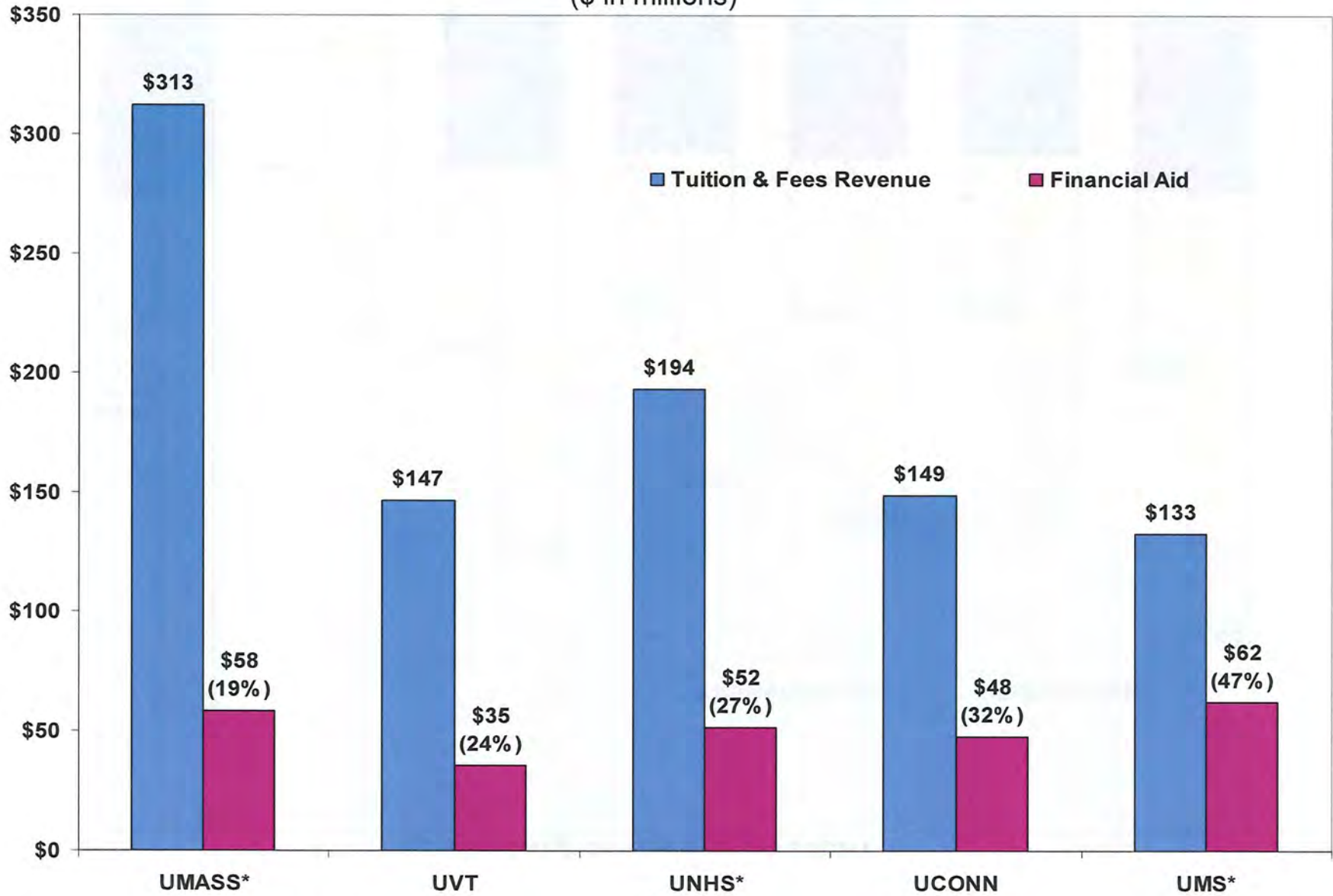
University of Maine System



MW50Z(328).xls

FY02 FINANCIAL AID AS A % OF TUITION & FEES REVENUE NEW ENGLAND LAND GRANT INSTITUTIONS/SYSTEMS

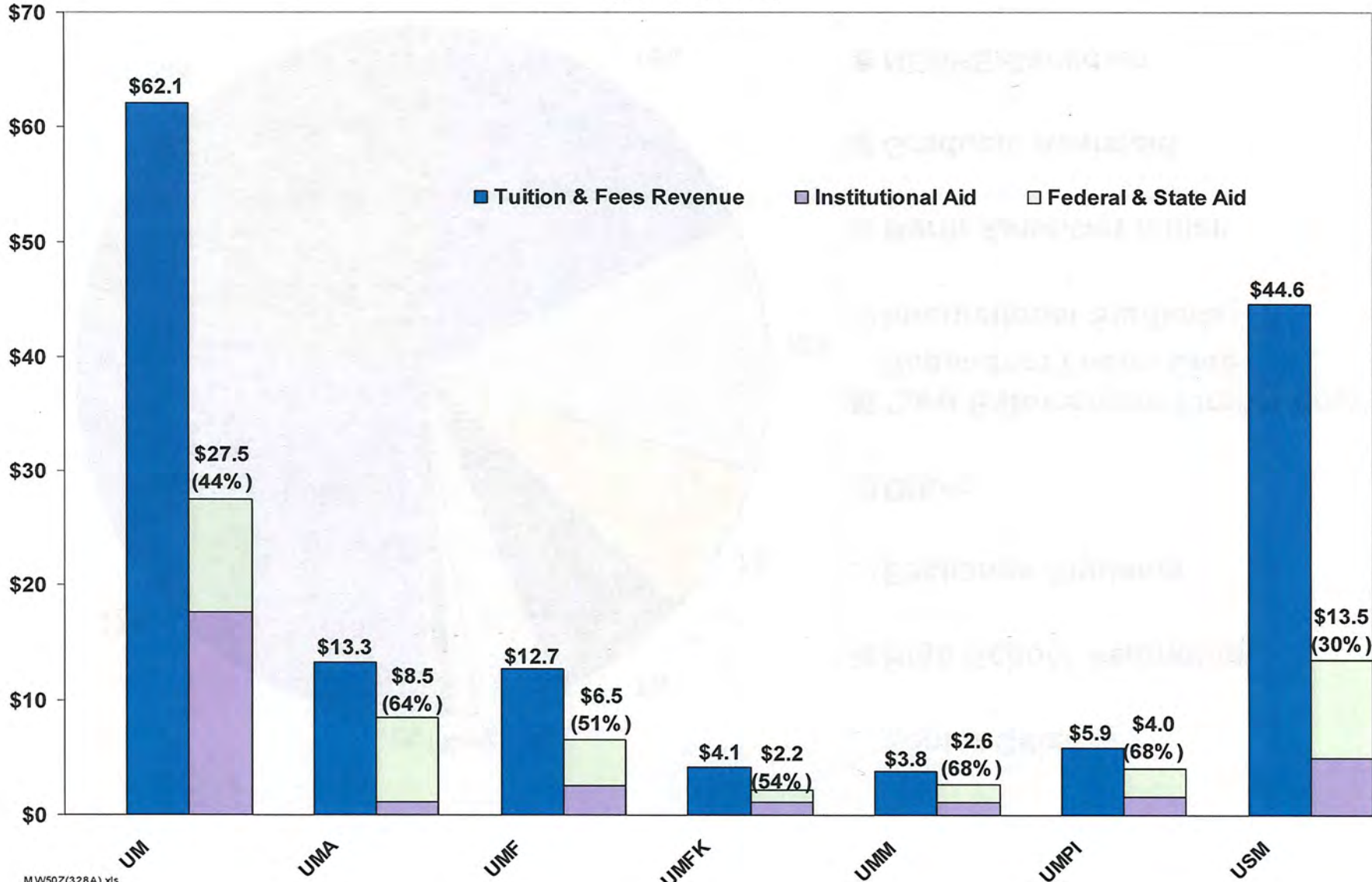
(\$ in millions)



*MW50Z(328).xls *Multiple Institutions

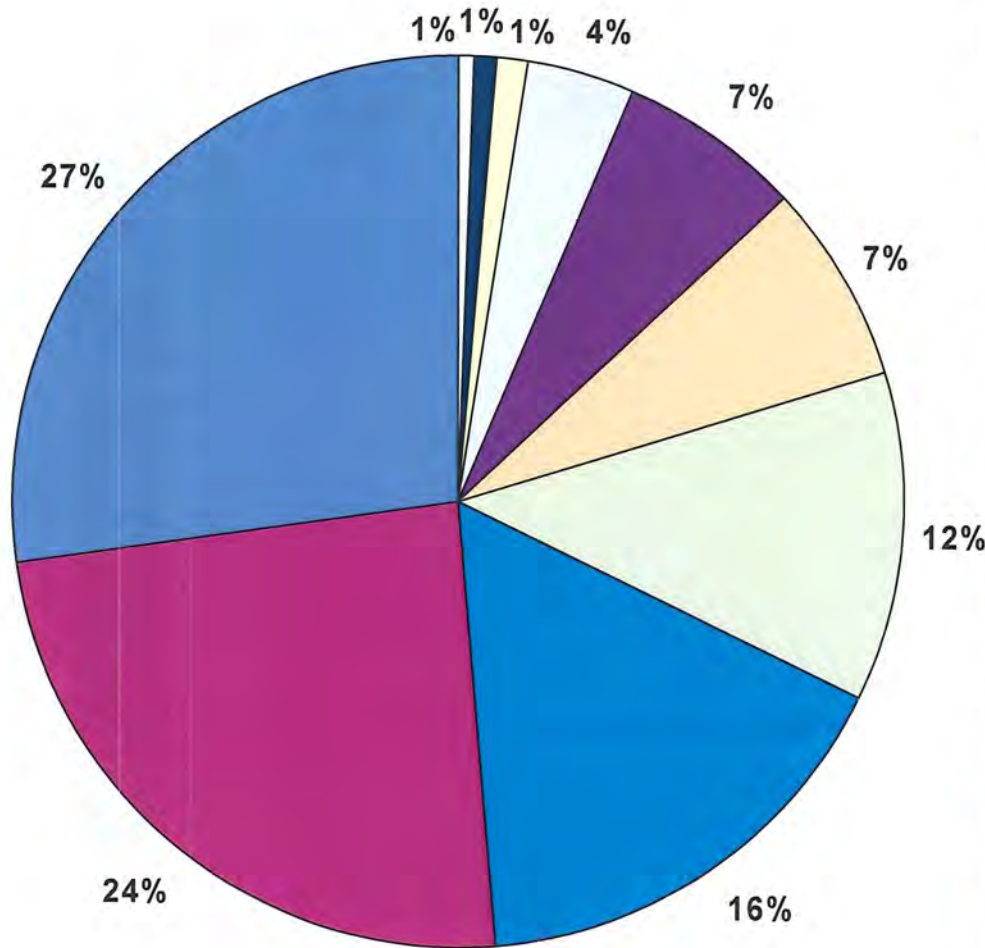
FY03 FINANCIAL AID AS A % OF TUITION & FEES REVENUE UNIVERSITY OF MAINE SYSTEM

(\$ in millions)



FY03 TUITION WAIVERS - \$13.8 MILLION

(Excludes Employee & Dependent Waivers)

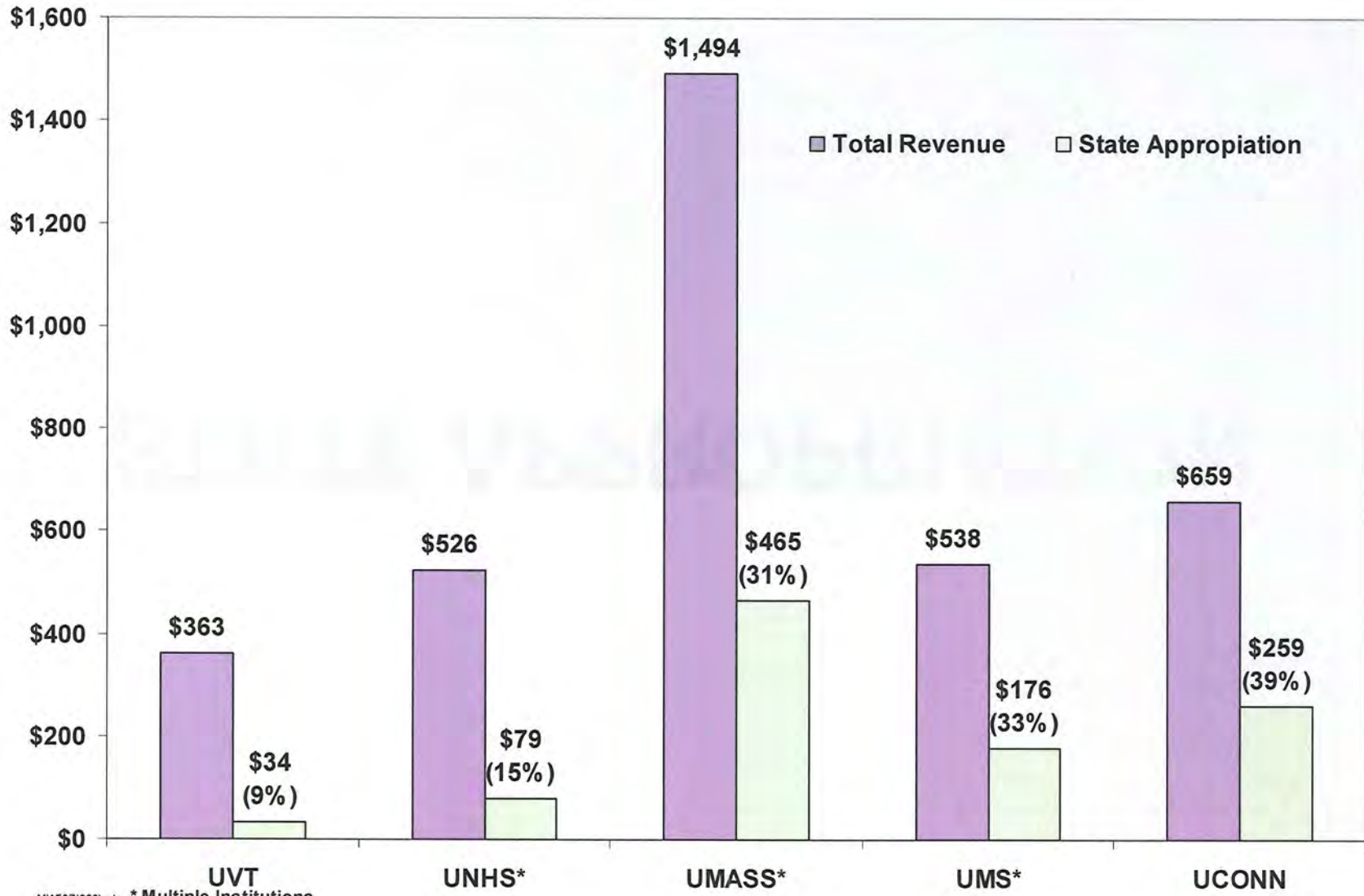


- Senior Citizens
 - High School Aspiration
 - Exchange Students
 - Other
 - *Law Enforcement/Fire/Veteran's Dependent/Foster Care
 - International Students
 - North American Indian
 - Graduate Assistant
 - NEBHE/Canadian
 - Trustee Waiver
- *All Mandated by Maine Law

STATE APPROPRIATION

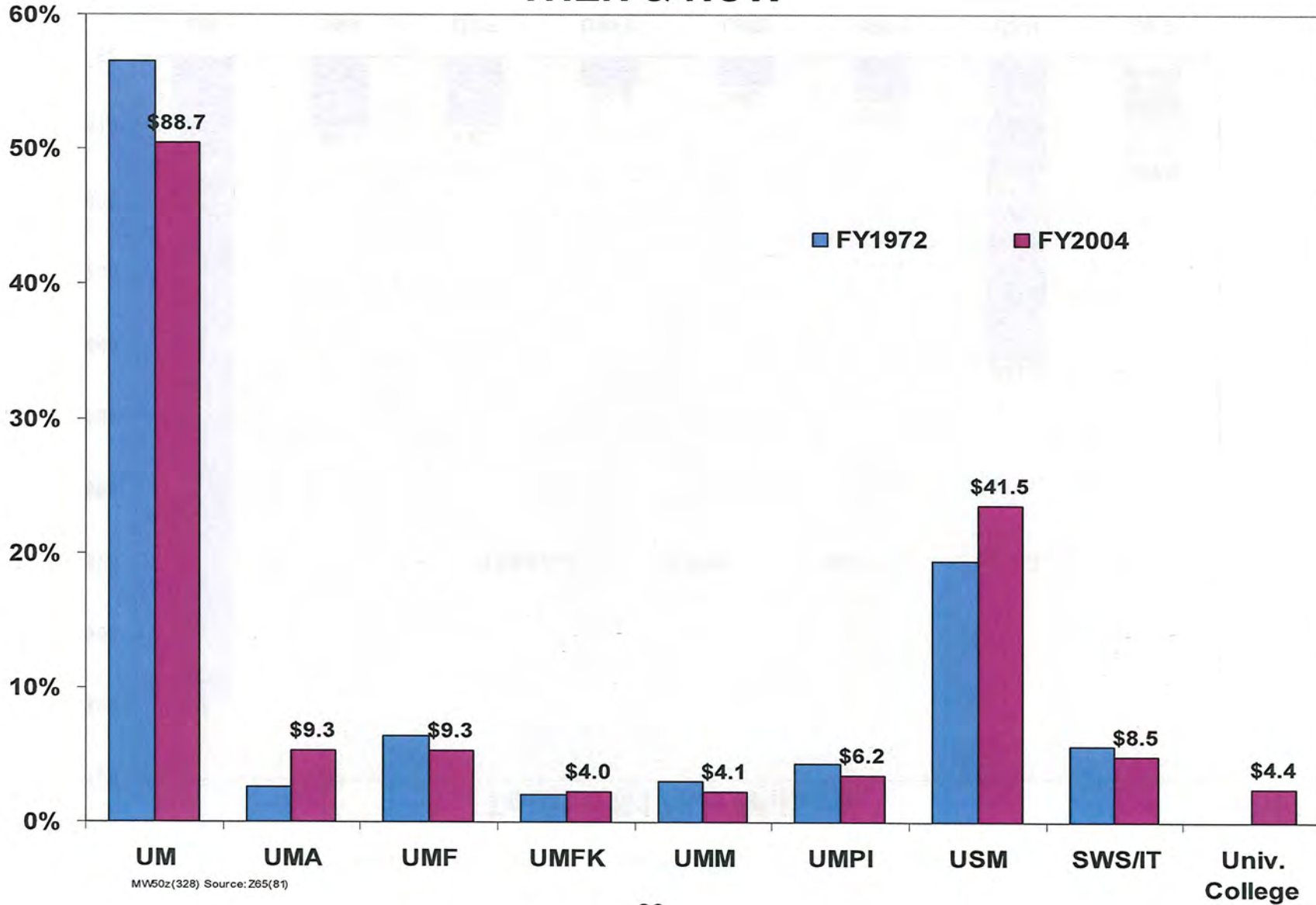
FY02 STATE APPROPRIATION AS A % OF TOTAL REVENUE NEW ENGLAND LAND GRANT INSTITUTIONS/SYSTEMS

(\$ in millions)



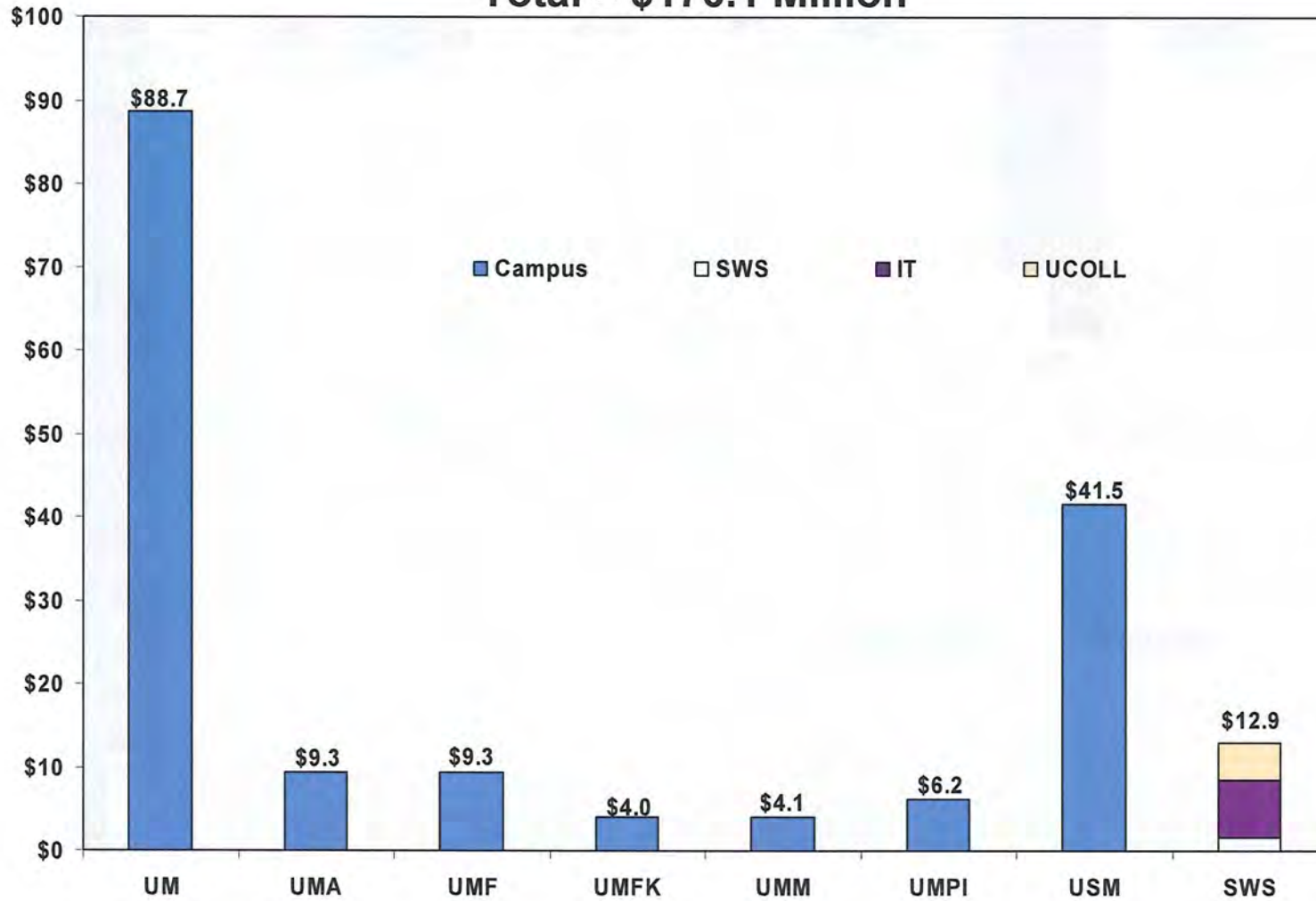
MV50Z(328).xls * Multiple Institutions

APPROPRIATION % DISTRIBUTION THEN & NOW



FY04 APPROPRIATION ALLOCATION

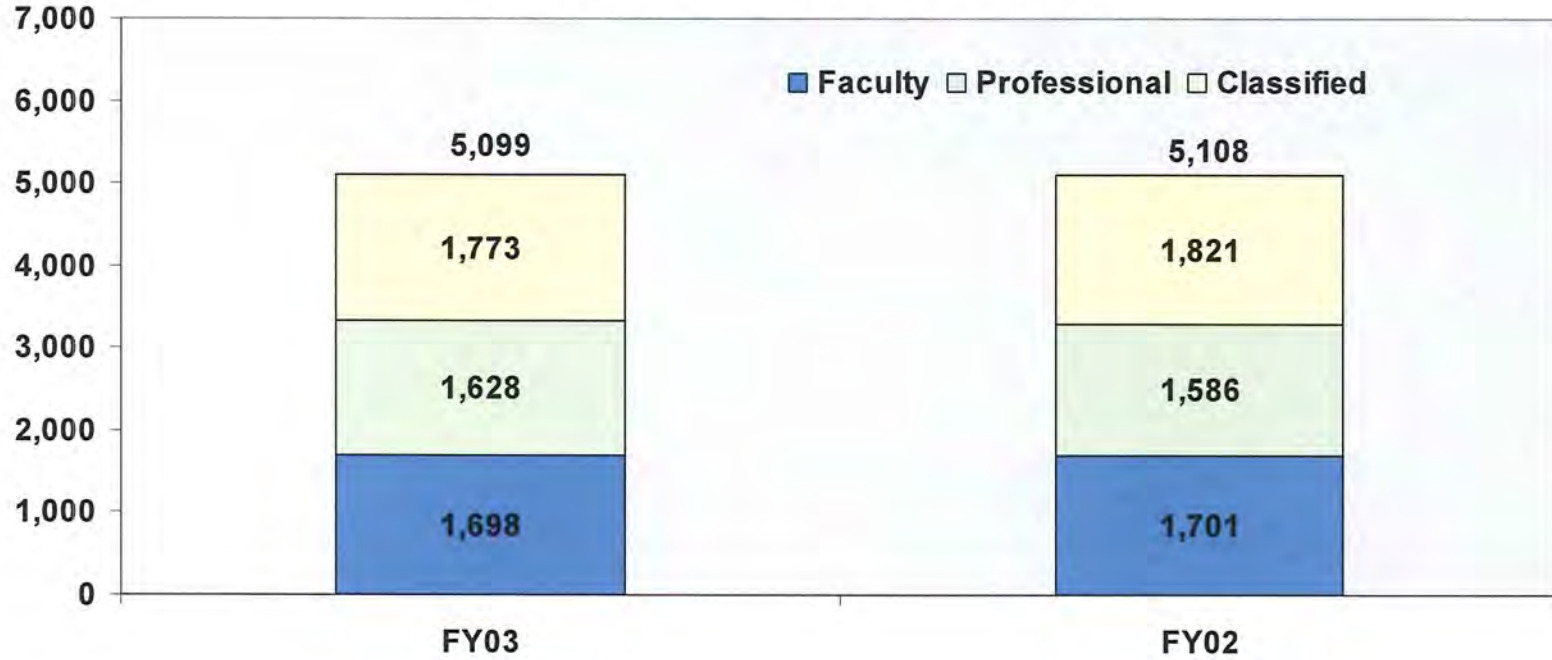
Total = \$176.1 Million



MW50Z(328) Source: Z65(81)

PLANT AND PEOPLE

TOTAL FTE EMPLOYEES



FY03 TOTAL FTE EMPLOYEES

	<u>Faculty</u>	<u>Professional</u>	<u>Classified</u>	<u>Total</u>
UM	736	651	916	2,303
UMA	145	96	86	327
UMF	131	99	114	344
UMFK	42	29	48	119
UMM	48	28	39	115
UMPI	77	49	55	181
USM	519	557	448	1,524
SWS	0	86	31	117
UC	0	33	36	69
TOTAL	1,698	1,628	1,773	5,099

SUMMARY OF UMS FACULTY SALARIES Compared to National Average for Public Colleges & Universities by Category

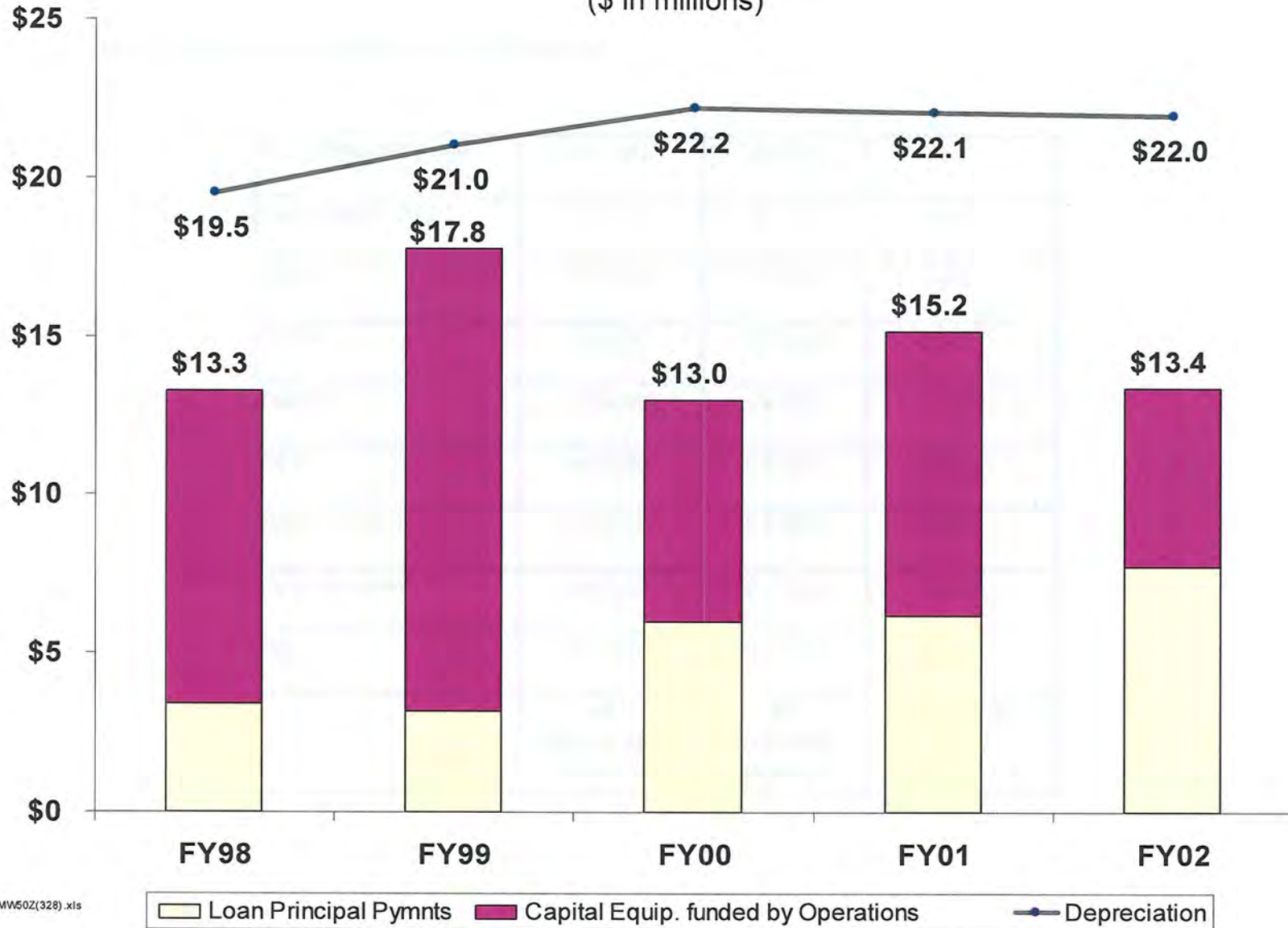
	Average UMS Salary (\$)	National Average (\$)	UMS as a % of National
UM	57,630	67,692	85%*
UMA (4-Year)	48,120	57,654	83%*
UMA (2-Year)	48,120	54,928	88%
UMF	43,850	53,503	82%*
UMFK	45,830	54,932	83%*
UMM	42,833	53,746	80%*
UMPI	43,246	53,423	81%*
USM (with Law)	55,711	59,365	94%
USM (without Law)	54,181	58,895	92%

*UMS salary is equal to or less than 85% of national benchmark.

Data Source: Chronicle of Higher Education, April 18, 2003.

HISTORICAL GAP IN FUNDING DEPRECIATION

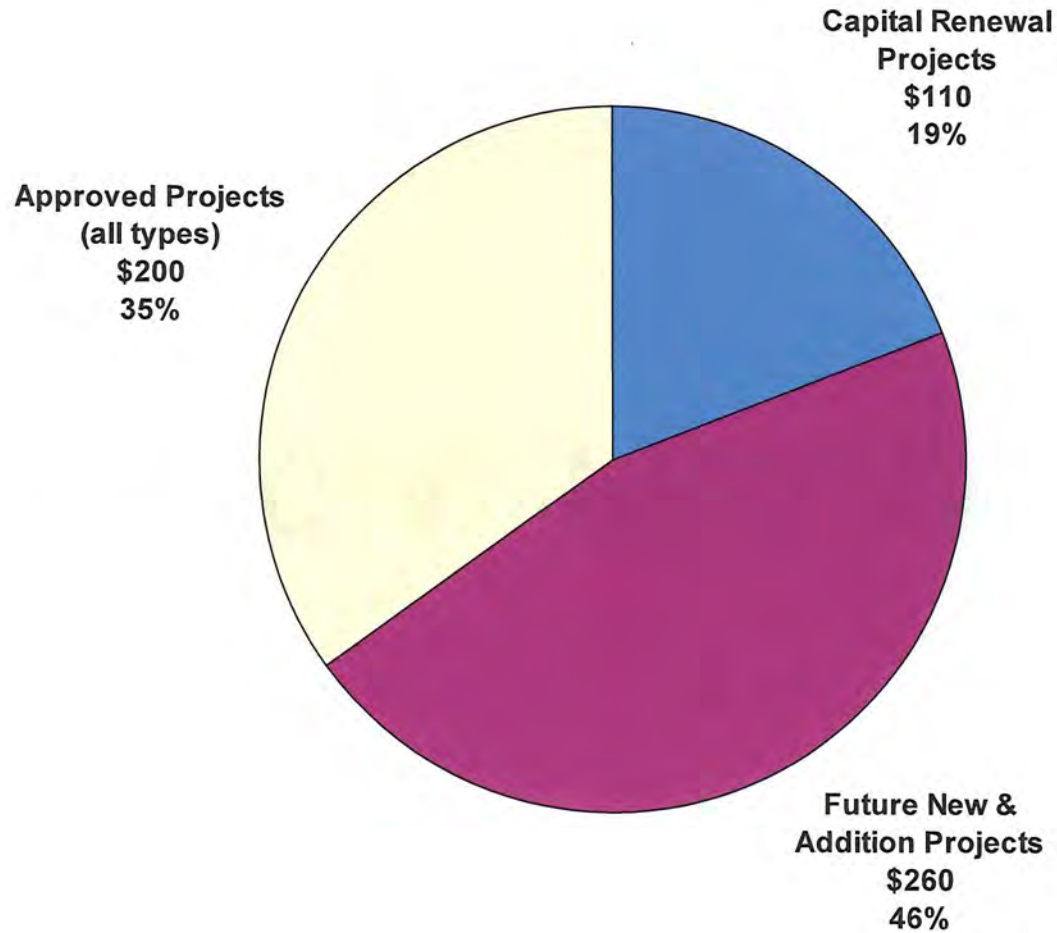
(\$ in millions)



MW50Z(328).xls

FIVE-YEAR CAPITAL PLANNING NEEDS

Total = \$570 Million



FINANCIAL PROJECTIONS

FINANCIAL PROJECTIONS – “STATUS QUO” ASSUMPTIONS

(Excluding Restricted - \$ in millions)

	Projection						
	FY04	FY05		FY06		FY07	
	Budget	Amount	% Change	Amount	% Change	Amount	% Change
Fall FTE Enrollment	23,318	23,784	2.0%	24,260	2.0%	24,745	2.0%
Revenues	\$229.8	\$242.0	5.3%	\$254.1	5.0%	\$267.0	5.1%
Expenditures	408.4	427.4	4.7%	444.2	3.9%	461.7	3.9%
Operating Cash Flow Before Appropriation	(\$178.6)	(\$185.4)		(\$190.1)		(\$194.7)	
State Appropriation	176.1	176.1	0.0%	176.1	0.0%	176.1	0.0%
Gap Before Depreciation and Change in State Appropriation	(\$2.5)	(\$9.3)		(\$14.0)		(\$18.6)	
Depreciation ¹	10.3	10.6	2.9%	12.0	13.2%	12.7	5.8%
Gap After Depreciation	(\$12.8)	(\$19.9)		(\$26.0)		(\$31.3)	

¹Reduced by budgeted capital expenditures and debt service principal payments

LONGER-TERM EFFICIENCY INITIATIVES TO REDUCE COSTS, IMPROVE SERVICE AND INCREASE REVENUE

- Purchasing collaborations among campuses, state and community colleges
- Technology centralization and standardization
- Telecommunications strategy review
- Business process redesign/ERP (may include centralization of services)
- Workforce/attrition management
- Integrated health strategy
- Energy conservation initiatives
- Increased development activities (gift annuities, federal earmarks, annual funds)
- Enhance recruiting efforts, system-wide marketing
- Long-term strategic planning



APPENDIX VI: SUMMARY OF PUBLIC FEEDBACK

Note to readers: The following information synthesizes feedback and suggestions expressed to UMS leadership orally and in writing during the April-June public comment period. It is not meant to be a transcript of the dozens of public forums conducted during the three-month period, nor is it a compilation of written commentary. It does, however, identify and reflect the various themes, issues, and concerns categorically.

I. The Strategic Planning Initiative

Vision

1. The redraft should include a clearer, more succinct vision for the System's and its individual universities' roles in helping Maine satisfy its needs and achieve its goals.
2. Too much of the vision expressed in the Plan focuses on current and future finances. If the Plan is to be viewed and accepted as strategies for achieving quality, financial stability and sustainability should be dealt with as tactics rather than the objective.
3. The Plan's vision statement should address the System's role and future within all of higher education in Maine.
4. Greater emphasis must be placed on what the University of Maine System could be in the best of circumstances. The current Plan focuses too much on dealing with what is presented as troubled times ahead.
5. The vision needs to articulate the difference between 1) what the System currently does for students and for Maine; and 2) what it can do for students and for Maine under a new and enterprising vision of the System's role.
6. The intended outcomes need to be expressed more fully.
7. The Plan needs to address the need to provide effectiveness--defined as quality teaching and student learning--within a context of efficient and accountable planning and management.
8. The Draft Plan significantly understates the value and future of public service and outreach. The proposal is silent on the role and potential of Cooperative Extension and Women, Work, and Community.

The Directions and Objectives of the Plan

1. The public supports the community colleges because they address the needs of working, underemployed, unemployed, and displaced Mainers of all ages; because of the UMS plan's emphasis on four-year and graduate degrees, the UMS plan could be viewed as "classiest" or "elitist."
2. The emphasis on university-based research will create fewer jobs than would an increased emphasis on helping non-traditional students earn a college degree.
3. The Board and Chancellor deserve credit for undertaking the Plan in light of current and

future conditions. However, their conclusions and recommendations generate disagreement over the proper direction.

4. The Plan is transformational. It will make it possible to continue a university presence in northern Maine.
5. The Plan presents a framework similar to a constitution: it establishes possibilities that are confined only by the parameters of the framework.
6. The proposal will allow USM to flourish in response to the needs of the region.
7. The trustees need to build on the strengths that exist as well as build strengths in those areas that need a stronger university presence.
8. People in the business community feel very good about the Plan. They see it as being long overdue.
9. The descriptions of the specific roles each university will play are too negative and limiting. The Plan has to state the possibilities that exist as a result of the Plan. The language in the Draft Plan expresses the wrong tone.
10. The general direction is good, but more should be done to express the specific niches that each university and campus will pursue.
11. The Plan acknowledges that for years UMS has stressed "access" over "quality." It's time for it to use its resources to elevate quality in priority areas.
12. USM should be given an opportunity to build its research capacity. Rather than talk about USM having a "limited" research capacity, the Revised Plan should describe it as "more focused."
13. The Revised Plan needs to be more specific about the role of diversity in the future of UMS.
14. The Revised Plan should specifically address the Governor's call for a greater number and percentage of Maine residents with at least a four-year degree.
15. The Revised Plan should include a better explanation of how the different universities will address the state's overall need for a broad set of higher educational options.
16. The Plan needs to clarify that the liberal arts are central to each of our universities, not just to UMF.
17. The Plan needs to include a clear vision for the future of libraries within the System and throughout the State, supporting a high-quality, integrated consortium.

Process for Developing and Refining

1. The top-down model being used to develop the plan excludes groups and individuals who have a stake in the outcome; whose perspectives are necessary to construct an effective plan.
2. The process to develop the Draft Plan has resulted in a proposal that is irredeemably flawed.
3. Those who say the Plan is irredeemably flawed are predisposed to fighting the Plan and therefore it's debatable whether they should be involved in refining the Plan.
4. Effective strategic planning requires buy-in and consensus-building. The Board should abandon its current process and redesign a process that is more collaborative.
5. The System needs to do a better job of communicating opportunities to participate in the planning process as well as any changes and developments in the process. The fact-finding sessions of the fall were not well publicized or structured in any way that employees and students would recognize as potentially dramatic and profound.

II. Proposed Structure

Merging and Consolidating Universities and Campuses

1. The Draft Plan insufficiently explains the logic and ignores the practical realities of grouping institutions according to geography and/or size.
2. The Plan does not acknowledge the enormous growth that Maine will continue to experience in York and Cumberland counties and along the Interstate 95 corridor. The demands for traditional and non-traditional university education in those regions will strain USM far beyond the vision and role for it expressed in the Plan.
3. Reference to the future of UCB is absent from the Plan. The Revised Plan needs to address this gaping hole and talk about what is envisioned for UCB's employees, students, and programs.
4. The timetable for restructuring is unrealistic in the written document and unclear in the responses to questions given at public forums.
5. The Plan jeopardizes the universities hard-earned reputation for academic quality and cost-effectiveness. [said by advocates from each of the seven universities]
6. The University has stretched its resources extensively in order to fulfill its mission. [said by advocates from each of the seven universities]
7. The Plan, as drafted, will initially create financial hardships that will negatively affect academic quality and student services. [said by advocates from each of the seven universities]
8. If University College, as a System-operated entity, is restructured and its centers become affiliated with individual universities, distance education could become marginalized.
9. The Revised Plan needs to explain how the System defines and determines the viability of a center.

The Proposed University of Northern Maine

1. Merger is not necessary to achieve the savings and goals of the Draft Plan.
2. The three universities have tried in the past to collaborate on academic issues with each other but efforts have not been successful, mainly because of student disinterest.
3. UMFK and UMM will be disadvantaged because their student numbers are smaller than those of UMPI.
4. UMM is disadvantaged because of its distance from Presque Isle and Fort Kent.
5. The essence of a small campus environment means that leadership is local, decision makers are on scene, can be reached easily and conveniently, and decisions reached quickly.
6. Significant investment in technology and videoconferencing will be necessary to provide feasible collaboration between faculty members spread across three campuses located hours away from each other.
7. Some faculty members say the prospect of collaborating with peers at the other institutions is a "stressful proposition" because of differences in styles and personalities. Forcing us to work together is a recipe for disaster.
8. If the merger takes place, the faculties of each university have to take leadership roles in developing and implementing the concept of "three campuses, one faculty."
9. The concept of a "rural comprehensive university" will discourage, not attract, potential students.
10. If a merger takes place, its central administration should be in a neutral location.

11. Students who want to compete in intercollegiate athletics will lose opportunities to do so.
12. If sports teams are combined or offered only at one campus, the quality of student life will suffer for many students, even those who don't play sports but simply like to watch them.
13. The news media are overstating student and employee animosity toward other campuses in the proposed UNM.
14. Any emphasis on "rural comprehensive" education must do so within a global, multicultural context.
15. The academic quality of certain disciplines offered at UMM, UMFK, and UMPI differs and will need to be resolved in ways that improve, not weaken, teaching and learning. Disparity of quality exists among the three smaller universities.
16. Faculty and administrators will need to stop looking at other universities within the System as competitors and start looking at them as collaborators, especially those universities that will be involved in mergers.
17. Having a president at each campus has been beneficial to the universities, their host communities, and to their political clout.
18. Should the Plan be adopted as presented, the role of the president and each campus's day-to-day leader will need to be developed. The model does not exist within UMS.
19. UMS should examine the consortium model that Penn State and other institutions have adopted. It may be a better alternative for UMM, UMFK, and UMPI than an outright merger.
20. Students at the smaller universities will suffer by not having a campus-based president who can represent their concerns and issues at the System level.
21. Students at UMFK and the other smaller universities prefer the personal assistance they receive from staff and will not respond well to having to self-manage registration and other matters online or through a recorded telephone menu of options.
22. If universities are merged into one, special arrangements must be made to protect endowment funds developed by each of the campuses.
23. The proposed merger is the first step in the eventual move to close one or more campuses or to turn them over to the Community College System.
24. The System has given mixed messages about whether faculty and/or students will be expected to travel to other campuses to teach or take one or more classes. This issue needs to be clarified once and for all.
25. Merger of UMFK, UMM, and UMPI will create greater political clout with State policymakers for the universities as well as for northern and eastern Maine.
26. Under the proposed plan, USM's acquisition of UMA and several University College centers will give it enormous political clout and therefore could undermine the concept of a coordinated, statewide system of universities.
27. UMPI recently completed revising its general-education requirements and would have to start anew if UMPI is merged with UMM and UMFK.

The Proposed merger of USM and UMA

1. USM will have the resources, numbers, and management on its side and will not operate or treat UMA fairly or comparably. UMA will receive what's left over after USM's priorities are

addressed.

2. UMaine will benefit from a USM/UMA merger because UMaine will have a narrow mission, while USM will suffer because of its broader, disparate administrative responsibilities.
3. UMA will lose funding and influence within the System if it becomes part of USM.
4. The merger of USM and UMA would give the new entity responsibility for serving the regional needs of three-quarters of the State's population, which is encouraging for those who live, work, or go to school south of Waterville but a real threat to those who live, work, or go to school north and east of Kennebec County.
5. "Satellite" campuses will not be treated as equal; they will be subordinate to the larger campus within a multi-campus university and/or if the university president is based primarily at one campus.
6. USM and UMA have different academic cultures and standards. If those schools are merged, it will be extremely challenging to overcome those differences in a coherent manner.
7. Through sustained performance, UMA has earned the right to be a free-standing university. It is the most cost-efficient university within the System.

Suggested Alternatives to the Plan's Proposed Re-configurations

1. UMaine and UMM
2. UMaine and UCB
3. UMM and UMA
4. UMA and UMF
5. UMA, UMF, and UMM
6. UMF and UMM
7. UMFK and UMPI
8. UMA, UCB, UMM, UMF, and the University College centers at Ellsworth, Thomaston, Bath/Brunswick, Rumford-Mexico and possibly Norway/South Paris and LAC (to form the "University of Central Maine" or "Maine State University")
9. UMA, UCB, UMM, UMFK, UMPI, UMF, and the Houlton, Ellsworth, and Thomaston University College centers (to form Maine State University)
10. USM and the University College centers in Sanford and Saco-Biddeford
11. All University College centers with the "University of Central Maine" or "Maine State University"

The Importance of Name

1. The universities need to protect the brand equity and identity that each has developed under its existing name.
2. When marketing a small university, it is beneficial to have the location of the school as part of the university's name.
3. Decisions over what to call each university should be made in consultation with the university itself.
4. The name "University of Northern Maine" is a misnomer for UMM; Machias is in Downeast Maine, not northern Maine.
5. Consider the name "University of Rural Maine." It's more reflective of the Plan's intent and is more accurate.

6. Augusta is in central Maine, not southern Maine, and therefore should not be forced to call its university a campus of USM.
7. UMF is more than simply a liberal arts college; its name should reflect its broader purpose, its history, and its location.
8. Confusion over the "University of Maine" name will continue if the System itself retains that name even after the others are divested of it.

Centralization and Consolidation

1. The ERP project has demonstrated the benefits of centralization and new uses of technology.
2. The Revised Plan needs to be more specific about what aspects of operation will be centralized and/or consolidated, and where those will be based.
3. The Plan needs to address the role and functions to be assumed by the Chancellor's Office and System-wide Services.
4. The Plan and responses to questions create uncertainty whether each campus of a multi-campus university would handle its own recruitment and admissions.
5. The System should not centralize admissions nor should it determine which campus or university a student will be assigned to.
6. The System's interest in, and financial support for, campus-based student recruitment initiatives will help improve in-state and out-of-state recruitment.
7. Some aspects of each university's advancement/development functions can be centralized but the content of messages, strategies, and donor stewardship needs to be maintained at the campus level.

III. Academic Programs and Services

Phase-out of Associate-degree Programs

1. The Community College System is ill-suited to provide certain associate-degree programs that currently are provided by one of our universities—e.g., forest resources, dental hygiene, and veterinary science.
2. UCB and UMA have shown that students perceive a difference between an associate-degree experience provided in a university setting and an associate-degree experience provided by a community college. That's why students are willing to pay a university tuition rate rather than a lower community-college tuition rate.
3. Overall the faculty at UMA and UCB has attained higher academic degrees than what students will find at a community college.
4. The trustees should consider maintaining associate degrees for students who want more than a community college experience but, because of circumstances, preparedness, or lack of confidence, are not ready to commit to a four-year program.
5. The Community College System does not have the capacity or resources to handle existing demand, not to mention increased demand that would likely result from the System's elimination of associate-degree programs.
6. If the Community Colleges are not yet ready for the increased demands, UMS should not force them to accept them.

7. Enrollment numbers at the Community Colleges and the Universities demonstrate that many students see a difference between the two in the quality of the educational experience and are willing to pay more to take associate-degree courses at a University.
8. Though the Plan promises to provide for "current students" already enrolled in associate-degree programs, what assurances can be given to students who enroll in those programs in the 2004-05 academic year?
9. UMS will lose tuition dollars and students if it phases out its associate-degree offerings.
10. The University System needs to reassure the public and prospective students that any talk about eliminating programs won't happen immediately.
11. A high percentage of UMA and UCB students are women and non-traditional students, many of whom are lower-income. Eliminating associate-degree programs will create unique hardships for those students and may force them to drop their efforts to seek a college degree.
12. The public will not support the Plan if it eliminates associate-degree programs.
13. Discussions should take place to see whether Eastern Maine Community College would be interested in absorbing UCB's programs and employees.
14. The quality of instruction will suffer during phase-out period, as the good faculty who teach two-year programs will be seeking new positions while those who remain will be instructors who are preparing to retire, having difficulty finding a new job, or part-time adjunct faculty with other concerns besides students and teaching.
15. The University System should retain all or some of its associate-degree offerings until it is clearly determined that the Community College System has the capacity to support demand.

Distance Education

1. Distance Learning needs to be strengthened, not weakened. The University System has the potential to become a public "University of Phoenix."
2. University College centers and sites have changed in name over the years but continue to offer unique learning opportunities that are growing in demand, especially among non-traditional learners.
3. The nature of the UC centers and sites differs from what exists at the traditional campuses. The personnel needed to plan and operate those centers and sites are different, too. Those revising the strategic plan should not assume that they are interchangeable positions and talents.
4. UMS led the way in the early 1990s by having a vision for virtual education. It is no longer leading edge but can regain that title with a focus on performance and efficiency.
5. The Plan acknowledges the need and opportunity to use ITV for new and expanded purposes, especially to provide quality education to place-bound students.
6. If distance education is de-centralized, campuses will have a harder time making available courses and programs statewide, possibly losing the critical mass necessary to make instruction and learning meaningful. If Distance Education is de-centralized, the System still will have to play a coordinating role to ensure statewide delivery and avoid unnecessary obstacles and obstructions.
7. University College will suffer from de-centralization and from changes in ITV.
8. Fragmenting ITV will create more duplication of effort and less efficiency, which is contrary to the goals of the Plan.
9. Seeking cost-savings is good but closing down outreach centers and ITV sites will limit access, especially in areas of the State with high unemployment and non-traditional and place-

bound students.

10. The Maine Department of Education's ATM technology is less prevalent in Maine than the current ITV network. Accessibility to university education will decrease unless the number of ATV sites is increased.

11. The ATM and ITV technologies do not interface well. Concerns exist regarding who will bear the cost and responsibility for trouble-shooting when an ATM site experiences trouble during transmission of a UMS-based course. Concerns also exist about whether the University System's use of ATM would jeopardize the e-rate that Maine's schools get based on community wealth.

12. Half of ITV credit hours are generated by remote sites; the other half are generated at University College centers. The total number of credit hours delivered through ITV is increasing but the 50/50 distribution of credit hours remains constant. ITV is a growth area for the System and will continue to be, especially if the System pursues a strategy of attracting more non-traditional students to our universities.

Graduate Education

1. Creating graduate-education opportunities for the smaller campuses is a good thing.
2. Re-organization isn't necessary for the campuses to collaborate on offering graduate-level courses and degrees.
3. Graduate programs should be based on the region's and State's needs and student demand.
4. Graduate education is much better suited for distance learning than is undergraduate education. Graduate students are better prepared to use and maximize technology as a learning mode.

Digital Library

1. The emphasis on building a digital library is good for everyone so long as each campus is able to maintain the level of holdings and access it needs to support students and faculty.
2. The campuses need to be assured that their special collections (e.g., Acadian Archives) are not relocated to Orono as part of strengthening Fogler Library as Maine's designated research library.

Muskie School

1. The media have reported conflicting information about whether the Muskie School will have a physical presence and staff at UMA. The issue is important and needs to be clarified.
2. The Revised Plan needs to address whether the Trustees and Chancellor envision both the Muskie School and the Margaret Chase Smith Center increasing their presence and involvement with State Government and in Augusta.

IV. Effects on Faculty, Staff, and Students

Faculty and Staff

1. The Plan will have a negative effect on employees and employment.
2. The proposal to increase faculty compensation to 90 percent of the national average by 2008 is too slow a pace.
3. Given that the universities are having a hard time recruiting and maintaining quality faculties, it is unclear how the Plan will improve that situation at a time when it is trying to cut millions in costs.
4. The Plan, and the administration's comments about the Plan, are overly optimistic about being able to achieve the estimated savings through attrition and retirements.
5. Centralization will create heavier individual workloads at the campus level and more jobs at the System level.
6. Faculty from merged institutions might feel devalued and be less productive.
7. Faculty may be oppositional and not work well together.
8. Faculty might be more hierarchical, with some faculty diminished.
9. Students will receive weaker services and less individual attention if certain administrative functions are centralized at the System level.
10. The smaller communities will suffer if jobs are eliminated because of centralization.
11. The Draft Plan promises additional compensation and professional development opportunities for faculty and professional staff but not for classified staff.
12. The Revised Plan needs to provide greater clarification about the impact of attrition, centralization, and early retirements on employee workload.
13. The phrase "workforce management" is perceived by some as a euphemism for "relocate or lose your job."

Students

1. Students will suffer because of a lack of access and higher tuition.
2. 3,100 associate-degree students will be displaced unless they enroll in four-year or two-plus-two programs.
3. UMA students will have to pay a higher tuition rate if UMA becomes part of USM.
4. Maine's universities will become elitist if they drop associate-degree programs.
5. The new plan needs to assure a strong student voice with the BOT for each campus as well as each university.
6. If ITV sites are closed in favor of ATM locales, UMS students will still need technical and support services. If ITV personnel are eliminated, who will provide those services at the ATM/high school sites? Presumably UMS will have to share costs or pay in full for those services.

Intercollegiate Athletics

1. Discussion of cutting back the number and nature of athletic teams at the smaller campuses would hurt student recruitment and retention.
2. The smaller communities where the proposed UNM campuses exist take a lot of pride in the success and attention that their sports teams receive.
3. The smaller campuses are able to attract a more diverse student body in part because of the availability of athletics programs.

V. Funding and Cost Savings

Funding

1. A new funding formula should be developed if the System is indeed reorganized.
2. The individual universities and the System will suffer a net revenue loss by phasing out associate-degree offerings.
3. The System needs to make sure that re-organization does not negatively affect a university's eligibility to receive student financial aid dollars.
4. Any cost-savings realized through this plan will be siphoned away by the Legislature to support the Community College System.
5. The Legislature and the Governor will view the System's ability to save money as an opportunity to reduce the System's State appropriation.
6. Greater clarification is needed to explain what is meant by "performance measures" and "performance-based budgeting."
7. The System needs to continue aggressively seeking increases in State funding and not resign itself to the belief that policymakers won't make higher education funding a priority. Avoid taking a fatalistic approach to dealing with the Governor and Legislature.
8. The Legislature has been very supportive of UMS, and the System is in good standing. However, in these times of tight budgets, legislators will be asking the System what it is doing to become more efficient and to use resources wisely. There is an advantage in being able to point out that the System has identified ways to reduce expenses and generate money to reinvest in academics. Being able to show that the System has responsibly made reductions, and that faculty and administration are engaged in the changes, provides a strong basis for requesting additional support from the Legislature. The System has the opportunity to gain political advantage with the State Legislature by showing that "we are doing our job."
9. The BOT needs to address how the debt of each campus involved in a merger will be managed.

Cost Savings

1. How will the System be able to invest in new programs, given that it is facing immediate needs to reduce its budget and expenditures? In the short term, if centers are closed, programs are phased out, and revenues are lost, where will money come from for new programs?
2. Opportunities for growth will be diminished by the elimination of associate degrees and by limitations on entrepreneurial activities.
3. Reducing the number of presidents and vice presidents will not result in meaningful cost-savings.
4. Educating UMA students costs less per-student than at other UMS institutions – and even less than at Cony High School – yet the Board is proposing changes that will affect UMA students and staff more dramatically than the students and staff of any of the other universities.
5. The \$15.5 million in anticipated savings is based on too many faulty assumptions and needs to be substantiated in greater detail than what has been provided on the website.
6. The Plan needs to provide details about how the Chancellor's Office and System-wide Services would contribute to cost savings and greater efficiencies.
7. Centralization is ineffective and inefficient. It will create more bureaucracy at the expense of

teaching, research, and learning.

VI. Implementation

1. A high level of unease exists about the process to be used to develop the implementation plan. Faculty and staff should have input into the implementation process as well as the implementation planning.
2. A faculty/administration summit should be held to identify ways to overcome concerns and objections related to governance and academic planning.
3. A staff/administration summit should be held to identify the pros and cons of centralization of certain administrative functions.
4. Faculty members seek a substantive role in developing the implementation plan as well as a leading role in academic issues, in keeping with the principle and practice of shared governance. The Board and the Chancellor need to communicate in detail what the faculty's role will be.
5. Faculty members perceive the proposed mergers as a threat to their autonomy. The administration and trustees need to provide reassurance.
6. Campus governance issues can be overcome but it will be time-consuming for an already-overextended faculty.
7. Some faculty members will not take part in discussing implementation if AFUM maintains its current position on the Plan.



APPENDIX VII:
RECOMMENDED CHANGES TO UMS DRAFT STRATEGIC PLAN
UMS FACULTY STRATEGIC PLAN SUMMIT
JULY 29 AND 30, 2004

Although the faculty recognize that the present charter of the Board of Trustees does not require it to pursue a policy of shared governance, we deeply believe that any system functions more efficiently and effectively when all the major stakeholders have significant input and decision-making power. This is the case for the University of California System. The public commentary period on the Strategic Plan notwithstanding, we believe this Strategic Plan was not generated in the spirit of shared governance, or with proper respect to the unique and traditional role of faculty as the backbone of the University System. We therefore offer the following recommendations on the Board of Trustee's Strategic Action Plan under protest at the process the Board chose to pursue.

Strategic Direction 1: Strive for quality across the System through rigorous academic program planning, strengthened student services, and program realignment.

Faculty support performance goals set collaboratively through a shared governance model. The desired goal of academic quality, while difficult to quantify, must be informed by individual campus missions.

Recommendations:

1. Quality should be defined in academic terms.
2. The Strategic Plan should not equate quality with enrollment, retention, and graduation rates. Benchmarks for these goals should be established based on campus mission, location, and student demographics. Each campus should be compared to similar institutions nationally rather than to a State-wide standard.
3. The system office should provide each campus with the means to conduct longitudinal studies of graduate success.
4. Appropriate faculty/student and faculty/staff ratios should be determined by individual campuses based upon mission and location.
5. Academic programming processes should be established at the individual campus level with collaboration between and among campuses as desired and needed.

Strategic Direction Two: Build a high-quality and well-supported faculty System-wide.

We recommend the implementation of this strategic direction through the process of shared governance. We wish to remind the System that criteria for faculty review is a contractual issue and comes under the purview of individual department faculty.

Recommendations:

1. A formal, appropriately funded, faculty development program should be established. This should include a formal mentoring program for junior faculty.
2. Faculty and staff compensation levels should be commensurate with national standards.
3. Faculty should be supported by appropriate staff and technology for all teaching, research, scholarship, and service activities.
4. Diversity is essential to the quality of faculty and the campuses; therefore, we recommend the following word change: "Hiring and retaining strong, diverse, credentialed faculty."

Strategic Direction Three: Improve and expand the System's Distance Education program by taking advantage of new technologies and pedagogies; and working with K-12 educators to utilize better existing electronic-classrooms located in most high schools throughout Maine.

Recommendations:

1. Distance Education programs must be generated and controlled from campuses and not from the System Office.
2. The System should control technology investments, coordination, and availability.
3. The System should develop an agreement for transferability of Distance Education courses.
4. The System MUST invest in state-of-the-art equipment.
5. The System must invest in faculty development for the use of state-of-the-art equipment.
6. The Chancellor's office should:
 - (a) assess the placement of Distance Education in the System;
 - (b) do an inventory of what we already have;
 - (c) determine what we need for a state-of-the-art system;
 - (d) consider how existing UNET resources inform the development of a state-of-the-art system.
7. The System should ensure that each campus have an experienced IT person capable of maintaining the latest in technology, software, etc., and capable of teaching faculty how to use this technology.
8. Resources, once obtained, should be sustained at the cutting edge.

Strategic Direction Four: Expand and enhance the System's library resources in ways that benefit the needs of our universities as well as the needs of other institutions and individuals across the State.

In general, the System libraries should be developed along the principles of coordination and cooperation, rather than along the principle of centralization.

Recommendations:

1. Language in the original version of the Strategic Plan should be replaced with that proposed by the System-wide council of librarians.
2. Each campus must have or have access to a comprehensive undergraduate library, along with holdings specific to their mission and/or specialized programs.
3. The System should prioritize funding campaigns for a State-wide digital library.
4. Because libraries are now being accredited on the basis of outcomes rather than volume count, each library should have enough local resources to develop and promote information literacy programs, central to the education of students.
5. The System Office should pursue appropriate borrowing arrangements with the private colleges in Maine.
6. A significant portion of grant revenues now taken as overhead by the System should be reallocated to a library fund.

Strategic Direction Five: Strengthen and expand university-based research activity and capacity to enhance Maine's economy.

We recommend implementation of this strategic direction through the process of shared governance.

Recommendations:

1. Entrepreneurship and local control in research is critical. Consequently, the first bullet, which emphasizes centralization, should be deleted and replaced with the following language: "The System will partner with the campuses for advocacy, planning, and development."
2. The second bullet should be changed to read: "Setting greater incentives for faculty research and scholarship, including appropriately adjusting teaching loads."
3. Because the fifth bullet pertains to institutional research it should be moved from this strategic direction to strategic direction six.

Strategic Direction Six: Establish performance measures to ensure prudent stewardship and public accountability.

While faculty agree that accountability is necessary, we believe that assessment measures should be carefully constructed and should be based upon long-term best practices. Such “best practices” should be primarily based upon the shared wisdom of faculty.

Recommendations:

1. The most successful and productive evaluation models are formative: when built upon a series of feedback loops, they not only provide opportunities for genuine growth and development, but also provide a means of evaluating and modifying the assessment criteria themselves. Before adopting any assessment model, the System should educate itself about the wide array of assessment models and strategies, including the 360-degree feedback model which is an iterative model in which plans and decisions are created with input from all participants.
2. As the above indicates, ultimately, the effective measures of accountability are generated in relation to the mission and vision of each individual campus.

Strategic Direction Seven: Centralize System-wide business and administrative functions to 1) increase effectiveness of service throughout the System; 2) free up resources for reallocation to priority areas; and 3) allow for front-line customer services to be maintained at the individual university level.

Faculty agree that centralized purchasing is an important strategic direction but maintain that, in many cases, “coordination” rather than “centralization” should be the goal.

Recommendations:

1. Each campus should maintain its own recruiting and advising strategies.
2. Each campus should maintain the capacity for the innovative and creative use of technology.
3. If, in the future, campuses are to be billed for services presently treated as part of our campus budget, such services and costs should be specifically delineated in the revised version of the Strategic Plan.
4. Campuses should be given a choice as to whether or not to participate in centralized services, based upon their quality and cost-effectiveness. The effectiveness of centralized services should be subject to periodic, independent review.
5. The System Office should create and maintain a dialog with faculty about potential sources of savings, including savings on non-personnel items.

Strategic Direction Eight: Strategically modify the System's organization and structure in ways that 1) clearly define the niches and interrelationships of institutions; 2) ensure that the System serves the higher education needs of the State of Maine; and 3) move the System toward greater financial stability and sustainability.

We acknowledge the need for the UM System to become a fiscally viable and high-quality State-wide organization, and we stand ready, as a faculty, to engage in serious discussions of strategies which may contribute to this larger goal. Given our commitment to shared governance, however, we reject the merger plan outlined in Strategic Direction 8, or any major reorganization effort that prohibits individual campuses from evaluating and controlling their own future.



APPENDIX VIII: CARNEGIE CATEGORY DEFINITIONS

*Founded by Andrew Carnegie in 1905 and chartered in 1906 by an Act of Congress, **The Carnegie Foundation for the Advancement of Teaching** is an independent policy and research center whose charge is “to do and perform all things necessary to encourage, uphold, and dignify the profession of the teacher and the cause of higher education.”*

***The Carnegie Classification of Institutions of Higher Education** is the leading typology of American colleges and universities. It is the framework in which institutional diversity in U.S. higher education is commonly described. The Carnegie Classification was originally published in 1973, and subsequently updated in 1976, 1987, 1994, and 2000.*

The 2000 Carnegie Classification includes all colleges and universities in the United States that are degree-granting and accredited by an agency recognized by the U.S. Secretary of Education. The 2000 edition classifies institutions based on their degree-granting activities from 1995-96 through 1997-98.

Below are the definitions of each category, followed by a listing of each University of Maine System institution and its designation.

Doctorate-granting Institutions

Doctoral/Research Universities—Extensive: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded 50 or more doctoral degrees per year across at least 15 disciplines.

Doctoral/Research Universities—Intensive: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded at least ten doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year overall.

Master’s Colleges and Universities

Master's Colleges and Universities I: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 40 or more master's degrees per year across three or more disciplines.

Master's Colleges and Universities II: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 20 or more master's degrees per year.

Baccalaureate Colleges

Baccalaureate Colleges—Liberal Arts: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. During the period studied, they awarded at least half of their baccalaureate degrees in liberal arts fields.

Baccalaureate Colleges—General: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. During the period studied, they awarded less than half of their baccalaureate degrees in liberal arts fields.

Baccalaureate/Associate's Colleges: These institutions are undergraduate colleges where the majority of conferrals are below the baccalaureate level (associate's degrees and certificates). During the period studied, bachelor's degrees accounted for at least ten percent of undergraduate awards.

The University of Maine: Doctoral/Research Universities—Extensive

The University of Southern Maine: Master's Colleges and Universities I

The University of Maine at Augusta: Baccalaureate/Associate's Colleges

The University of Maine at Farmington: Baccalaureate Colleges—General

The University of Maine at Fort Kent: Baccalaureate Colleges—General

The University of Maine at Machias: Baccalaureate Colleges—General

The University of Maine at Presque Isle: Baccalaureate Colleges—Liberal Arts

Source: The Carnegie Foundation for the Advancement of Teaching.



APPENDIX IX: CURRENT UMS ORGANIZATIONAL MODEL

The University of Maine

Located on a sprawling, 660-acre campus in Orono, the University of Maine is the State's land-grant and sea-grant institution and the State's designated research university. UMaine is among the four percent of American universities and colleges classified by the Carnegie Foundation as a Doctoral/Research Extensive institution, the highest classification. In 2004, UMaine ranked as the No. 1 "Best Bargain-Public" in the Princeton Review's annual guide.

Internationally renowned for its programs in engineering and natural sciences, UMaine's graduating seniors also annually place among the nation's top finishers in pre-professional exams in business, nursing, social work, and other fields. UMaine's teacher education program is the largest in the State, as is its liberal arts college.

As the flagship of the University of Maine System, UMaine has a State-wide mission. Its faculty, resources, and programs serve all of Maine and its people through teaching, basic and applied research, and public service outreach. UMaine operates Cooperative Extension, which serves Maine through consumer and small-business assistance, family and youth programs, and other forms of education and outreach. UMaine is also home to the Margaret Chase Smith Center for Public Policy, a non-partisan public service institution that promotes dialogue and conducts ground-breaking research that explores local, regional, and national policy issues. Extending educational opportunities to mid-coast Maine, the University of Maine operates the Hutchinson Center, a state-of-the-art learning facility located in Belfast.

In keeping with its full complement of learning opportunities, UMaine is one of the State's pre-eminent providers of visual and performing arts. Its Maine Center for the Arts annually hosts internationally renowned performers and productions as well as the cultural artifacts of the Hudson Museum. Located nearby, in Bangor, is the world-class University of Maine Museum of Art. UMaine is the home of the Maine Black Bear athletics, Maine's only NCAA Division I athletics program.

University of Maine at Augusta

The University of Maine at Augusta prides itself in its commitment to non-traditional students and ways of learning. At its campuses in Augusta, Lewiston, and Bangor (University College of Bangor), students are provided with professional and academic opportunities offered through traditional classroom instruction as well as a variety of

distance learning technologies available at 11 University College locations and more than 100 Interactive Television (ITV) sites throughout the State.

Perhaps UMA's best-known offering is its degree program in Jazz & Contemporary Music, which *Downbeat* magazine named one of the 50 best jazz programs in the country. And for aspiring architects, UMA has a special arrangement with the Boston Architecture Center that gives UMA graduates special consideration for its professional master's program.

UMA partners with Maine State Government to offer Capital Campus, created to address the specific educational needs and career-advancement opportunities of the thousands of State government employees living in the Augusta region. In addition, many of the courses are transmitted to other state offices through closed-circuit television.

The Mental Health and Human Services degree program, which UMA offers state-wide using distance technology, was designed in response to Maine's need for enhanced community-based services and is the largest baccalaureate programs in the University System.

A recently completed Student Technology Center adds enhanced student and computer services at the Augusta campus. The 40,000 square-foot facility includes student lounges and dining services, a Bookstore, and state-of-the art computer labs (including new music synthesizing and computer imaging facilities) and lecture halls to improve the educational experience of students.

University of Maine at Farmington

Nestled at the foothills of the mountains in western Maine, the University of Maine at Farmington is Maine's public liberal arts college, offering quality baccalaureate programs in the arts and sciences, education, and human services. With enrollment limited to the equivalent of 2,000 full-time students, UMF is about the same size as many of New England's most selective private colleges and offers many of the same advantages, yet at an affordable price.

Over the years, UMF has earned a national reputation for excellence. In fact, "U.S. News & World Report" has named it one of "America's Best Colleges" for eight consecutive years—the only college of its kind in New England to earn that distinction. UMF is also a founding member of the Council of Public Liberal Arts Colleges, an exclusive national group of 20 public colleges and universities dedicated to the liberal arts.

As an integral part of the region's intellectual and social culture, UMF fosters among its students, faculty, and staff a strong sense of community engagement. Volunteerism is even a part of the curriculum (called "Service-Learning") in many UMF classes. Overall, about 70 percent of all UMF students participate in some sort of hands-on learning experience outside the classroom, including internships, practica, student teaching, class projects, and service-learning.

University of Maine at Fort Kent

The University of Maine at Fort Kent is a liberal arts-based university offering quality baccalaureate and associate degree programs responding to the needs of northern Maine. The UMFK academic experience provides close interaction with faculty, small classes, and the use of leading technology.

UMFK's curriculum emphasizes the special challenges of rural communities in America and celebrates its proximity to the wonder of Maine's wilderness and the joys of outdoor sports and activities. The University preserves and fosters an appreciation of the Acadian and Franco-American heritage and culture, and in September 2004 celebrated the grand opening of the new \$1.4 million, 7,584 square foot building that houses the Acadian Archives/Archives acadiennes.

As the cultural center of its region, UMFK attracts historians, writers, and visual and performing artist who want to experience the unique richness of the historical St. John Valley. That appeal is reiterated time and again by UMFK students, who find the school an ideal learning environment.

The University contributes significantly to the economic, social, and cultural development of the region. In 2004, the campus served as one of the host sites for the Biathlon World Cup, which attracted thousands of participants and visitors from around the world.

University of Maine at Machias

What sets the University of Maine at Machias apart from other leading small New England liberal arts colleges is its unique Downeast location (which combines striking natural beauty and a vibrant human community) and its commitment to experiential, place-based learning, environmental studies, and sustainability. UMM students are engaged not only in the classroom but in the community and the environment through fieldwork, internships, co-op opportunities, service learning, and applied research. The UMM experience is also characterized by close student-faculty relations and individualized attention with an average class size of 16 students.

UMM has earned a national and an international reputation. The University was recently recognized as one of the top five public comprehensive colleges in the north by "U.S. New and World Report," and UMM's Marine Biology program recently received a National Science Foundation grant to support development of a marine research center, providing educational, scientific, and economic benefits for the Downeast region and beyond.

Academic programs in Marine Biology, Environmental Studies, Recreation Management, Biology, Education, Business Administration, English, History, Behavioral Science, and Interdisciplinary Fine Arts attract students from across the country as well as from overseas. The resulting diversity of the student body further enhances students' educational and campus life experiences.

University of Maine at Presque Isle

The University of Maine at Presque Isle is a regional university for students who seek intellectual, cultural, and outdoor adventure within the context of a small, supportive community. The University integrates outstanding academics with an extraordinary natural and cultural environment that allows students to develop the skills and self-confidence to succeed in life.

UMPI's 1500 students choose from a combination of liberal arts and selected professional programs. Many of these programs utilize internships and fieldwork within the community, not only to enhance the education of students but also to improve the quality of life in the region.

The University serves as an economic and cultural, as well as educational, resource for the entire community. A variety of workshops and programs offer personal and professional advancement, and dynamic speakers visit the campus through a variety of lecture series. The Northern Maine Museum of Science, cultural programs, and art galleries serve to enrich the community and add to its economic vitality, and the Maine Solar System Model, a University and community project, has brought national attention to the region.

The new Caroline D. Gentile Health and Physical Education Complex, for which the University recently broke ground, will benefit the health and economy of the entire central Aroostook region.

University of Southern Maine

Reflecting the dynamic, multicultural energy of its urban setting, the University of Southern Maine offers a wide range of undergraduate, graduate, and professional degree programs at campuses in Portland, Gorham, and Lewiston-Auburn. Its acclaimed programs in music, business, health professions, fine arts, and teacher education are among the many academic offerings USM provides to serve the educational, economic, cultural, and social needs of southern and central Maine.

USM is also widely recognized as the home of the Edmund S. Muskie School of Public Service. The Muskie School's interdisciplinary, problem-focused graduate programs combine classroom and applied field experiences. The Muskie School educates leaders, informs public policy, and strengthens civic life through its graduate degree programs, research institutes, and public outreach activities.

As one of the 10 largest employers in its region, USM plays a vital role in the community. Its faculty, staff, and students lend their expertise in a variety of ways through business assistance, applied research, problem-solving, and civic involvement.

The University of Maine School of Law, commonly referred to as Maine Law, is an administrative unit of USM. Maine Law prepares its graduates for a wide variety of careers in law, business, government, and public service. Areas of special curricular strength include business and commercial law, marine law, trial advocacy, and international law.

After recently completing the most successful capital campaign in its history, USM is enjoying a period of growth that has added support for scholarships, academic

programs, and funding for the completion of the top three floors of the Albert Brenner Glickman Family Library. The new expansion to the Science Building, with State support, is home to the Wise Laboratory of Environmental & Genetic Toxicology.