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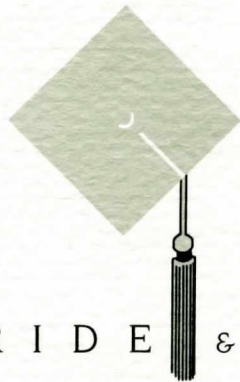
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P R I D E & P R O M I S E



The United Campaign for the
University of Maine System

CASE FOR SUPPORT

FOREWORD

As the University of Maine System prepares for a capital campaign, there are questions that need to be answered to the satisfaction of its constituency of supporters and well-wishers. Three obvious questions are: Why is this campaign necessary? Why now? and even more fundamental: How does the University of Maine System perceive itself and its future direction?

In attempting to answer these questions, the Case for Support presents a rationale for public universities seeking private gift support, describes the present vitality of the System with special emphasis on the accomplishments of its seven campuses, analyzes the urgent financial support problems the System now faces, and sets forth a plan of action to deal with those problems.



TABLE OF CONTENTS

	<i>Page</i>
Executive Summary	i.
1. Public Higher Education and A Stronger United States	1
2. The Public-Private Partnership	2
3. A System Approach to Public Higher Education	4
4. University of Maine System Profile	6
5. The University of Maine: A Statewide Presence and Resource	8
6. The University of Southern Maine: The Urban Focus	10
7. The University of Maine at Farmington: Best of Two Worlds	12
8. The University of Maine at Presque Isle: A Lasting Education	14
9. The University of Maine at Fort Kent: Character and Continuity	15
10. The University of Maine at Machias: Location, Location, Location	16
11. The University of Maine at Augusta: Expect the Unexpected	17
12. Meeting the Challenge of Change	19
13. The Grand Design: A Unified, Comprehensive Capital Campaign	20
14. To the Prospective Investor: For Every Need an Opportunity	29
	<i>Appendix</i>
Matrix of Campus Needs and Priorities	A
Board of Trustees	B
Administration	C
Executive Committee	D



EXECUTIVE SUMMARY

**"WE SHOULD BE EXCELLENT ON OUR OWN
TERMS AND THAT WILL MAKE US EXCELLENT
IN NATIONAL TERMS."**

CHANCELLOR ROBERT L. WOODBURY

Universities are centers for the propagation of knowledge, the development of powerful methods of inquiry, and the generation of many of the ideas and discoveries associated with human progress. Because universities are fundamental to society and its advance, societies have a fundamental interest in seeing that their universities are sustained and supported.

For America's *public* universities, this support has historically been a matter of collective rather than individual concern. Most people still think of a state college or university as a *government-subsidized* institution. Increasingly, however, public universities have discovered that only through private philanthropy can they fulfill their educational purposes and their underlying promise to society.

* * *

The University of Maine System has succeeded because it offers solutions and opportunities to the students—more than 31,000 women and men, full-time and part-time, undergraduate and graduate—who study at its seven campuses.

But students are not the only constituency that benefits. It is widely recognized that Maine's system of public higher education is becoming the key variable in whether the state can have a vibrant economy, and in whether Maine can offer the intellectual capital and cultural resources to keep it a place where people want to live and work. This proposition is beginning to win adherents even from among independent-sector educators. Former Yale President A. Bartlett Giamatti, for instance, argues that the ability of the region to compete in a world economy will



hinge on the strengthening of its public universities, which he believes are the "institutions most committed to New England by statute, by mandate, by public policy and by name."

Educator, Partner, Catalyst: these are all roles and functions of the University of Maine System—roles and functions, it should be noted, that will take on increased significance in the years ahead. State assistance, even with student tuition added, cannot alone sustain the level of progress demanded. This is why the Board of Trustees early in 1989 authorized a capital campaign, the first in the country to be launched as a *systemwide* venture.

Since the mid-1980s, the University of Maine System has been quietly positioning itself to attain pre-eminence. Three important steps have already been taken: (1) the 1986 Visiting Committee report and the resulting \$15 million "down payment" for academic program support; (2) the raising of salary levels to the point where the System can begin to compete in the national academic marketplace; (3) the passage, in November 1988, of a \$36.8 million bond issue for campus construction and renovation. The upcoming capital campaign is a logical fourth step.

How a university deploys its resources reflects its deepest-held values and priorities. For the University of Maine System two aims are uppermost: (1) to enhance the quality of its teaching, research, and public service and (2) to become more accessible to the people of Maine. These aims—Quality and Accessibility—are the basis for the System's capital campaign, which will seek at least \$65 million from private sources over a five-year period. The \$65 million is targeted for seven categories of need:

- \$15 million to create endowed faculty positions: chairs, professorships, and fellowships;
- \$10 million to endow scholarships for undergraduate students and fellowships for graduate students;
- \$11.5 million to underwrite academic program support including library acquisitions, equipment, curriculum development, and research;



- \$10.5 million to renovate and construct facilities throughout the System, thus supplementing bond-issue funds;
- \$2 million to enhance public service programming in the humanities and the arts;
- \$1 million to endow a new Fund for Multi-Campus Initiatives that will provide seed money for promising cooperative ventures.
- \$15 million through separate campus-based annual fund programs to strengthen a variety of academic areas.

It is private philanthropic support that will provide the margin of excellence in these seven areas. In the economics of public higher education, *lesson one* is that state and tuition revenues underwrite the "basics." *Lesson two* is that private support supplies the vital margin that undergirds high quality throughout the institution.

Spearheading the campaign will be co-chairs John M. Daigle, President of the Northern New England Region of Bank of Boston, John R. DiMatteo, President of Guy Gannett Publishing, and Thomas A. Greenquist, Board Chairman and President of Bangor Hydro-Electric. The other members of the executive committee are: Board of Trustees chair Harrison L. Richardson Jr., partner, Richardson & Troubh, Joseph G. Hakanson, Senior Vice President of Advest Inc., and Robert L. Woodbury, Chancellor of the University of Maine System.

Approximately 200 prospects will be solicited in the initial phase, which will be conducted throughout 1989 and end in the first quarter of 1990. These 200 prospects will comprise Maine's foremost corporations, foundations, individuals and families. During this initial phase and continuing well beyond its completion, there will also be complementary campus-based capital campaigns. These will involve the University of Maine, the University of Southern Maine, the University of Maine at Presque Isle, and the University of Maine at Farmington. The other three campuses (the Uni-



versity of Maine at Augusta, the University of Maine at Machias, and the University of Maine at Fort Kent) have had no tradition of private support and will, as a necessary first step, concentrate almost entirely on developing their annual giving programs.

The success of the drive will require thoughtful, proportionate giving by Maine's philanthropic community and eventually by all constituencies, especially the alumni. To encourage optimal investments, the campaign leadership has developed an attractive array of named gift opportunities.

In planning for this campaign, the administration and trustees tried to keep one question uppermost: What does excellence mean *in Maine*? The core idea was to ensure that the University of Maine System develop in ways consistent with the special strengths of its campuses and the comparative advantages afforded by the state's natural and social environment. This determination finds expression in "Pride and Promise," a campaign that is firmly anchored in the needs, character, and aspirations of the people of Maine.



PUBLIC HIGHER EDUCATION AND A STRONGER UNITED STATES

U.S. public universities today enroll about 9.7 million students. According to the National Association of State Universities and Land Grant Colleges,

- More than half of the board chairs and presidents of *Fortune* 500 corporations are alumni of public universities.
- Public institutions graduate the greatest percentage of the nation's engineers.
- Approximately half of all funds allocated for university research is awarded to public universities.

BUT MORE CAN AND MUST BE DONE

"Ignorance is not only costly—it is the passageway to a disastrous fall from which America may never recover. With a high school dropout rate of 25 to 50 percent, and with almost 10 percent of our population functionally illiterate, who can deny that we have a massive population of undereducated people?" This warning was sounded by the National Commission on the Role and Future of State Colleges and Universities in its 1986 report, *To Secure the Blessings of Liberty*.

While acknowledging the attainments of public higher education, the Commission (chaired by former U.S. Secretary of Education Terrel H. Bell) declared that America's economic future and even its national security will be imperiled unless the problem of an undereducated citizenry is forcefully addressed.

Arguing that the nation is using up its intellectual capital faster than it is being replaced, the Bell Commission concluded that America would be at risk unless 35 percent of its adults have a college education by the year 2001. (In Maine, at present, only 15 percent of adults have a college degree.)

The Bell Commission report was a prescription for revitalizing undergraduate education in America's public universities. Graduate education and research, while also critical to the growth of the nation's intellectual capital, were beyond the scope of the commission's study. Both will be taken up later in this paper.

MAINE BEGINS TO STRENGTHEN ITS BASE OF INTELLECTUAL CAPITAL

In Maine there are clear signs that the Commission's warnings are being taken to heart. This is exemplified in four ways: (1) by the decisive "yes" vote on the recent \$36.8 million bond issue for the University of Maine System; (2) by the fact that in both 1987 and 1988 Maine led the nation in the percentage of increase of its appropriation to public higher education; (3) by Maine's being one of two states (with Virginia) honored for its achievements by the American Association of State Colleges and Universities; and (4) by the commitment of Maine's last two governors to making higher education available to every qualified student who seeks a university degree.

But public funding alone, generous though it has been of late, will not be sufficient to sustain the University of Maine System's continued development. Attaining this objective will require a new public-private partnership.

THE PUBLIC-PRIVATE PARTNERSHIP

In *The University and the Public Interest*, former Yale President A. Bartlett Giamatti quotes what he calls "the fabulous sentence" from the Northwest Ordinance (1787): "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Public higher education in America is a venerable tradition. Its roots can be traced back to the late 18th century. The University of Virginia was founded by Thomas Jefferson in 1819, and the first normal school was incorporated in Lexington, Massachusetts, in 1838. The Morrill Land Grant Act of 1862 established alternatives to the elitism of America's older colleges; it resulted in the development of public universities in virtually every state by the early 1900s.

By the 1950s, there was a gathering awareness that for public institutions of higher education to thrive, state funding would have to be supplemented by private contributions. In recent years, philanthropic giving to universities, both public and private, has increased steadily—topping \$8.5 billion in 1987.

PUBLIC UNIVERSITIES RANK WITH THE BEST

A number of public institutions have entered the circle of America's finest universities. Central to their rise has been their ability to obtain private support, which in turn enables them to attract and retain outstanding faculty, recruit promising students, build modern facilities, conduct advanced research, implement innovative programming, nurture the arts, and perform public service.

Endowments are the lifeblood of universities, whether private or public. While the \$45-million combined endowment of the institutions that make up the University of Maine System appears substantial, the figure pales when compared with the endowments that other public universities can boast—notably, the University of Texas System, with more than \$1 billion; the University of Virginia, with \$396 million; and the University of Michigan, with \$332 million.

This is not to say that it is realistic or necessary for the University of Maine System to build endowments on a scale comparable to these giants. The System is a family of seven human-sized institutions, and this campaign will enable the System to seize the advantages implicit in this fact. It ought to be possible, for instance, to make undergraduate education—already a core strength of the seven campuses—as sound and imagina-



tive as any in the nation. The University of Maine System seeks excellence on its own terms, not on somebody else's—excellence, therefore, that will be as different from that of Cal Berkeley or Minnesota among public institutions as it will be from that of Bowdoin or Johns Hopkins in the independent sector.

MAINE'S PROMISING FUTURE

Today, Maine's future appears bright. The University of Maine System will inevitably be part of that future. The *extent* of its role, however, will be partly determined by the answer to this question: Will the private sector be willing to make a significant investment in the state's system of public higher education?

Unless the answer to that question is yes, Maine's bright future—and its people's hopes for growth and prosperity for themselves and their children—will fall short of full realization. The state's destiny and that of the University of Maine System are closely entwined.

Both institutions face external threats as well as opportunities. By the year 2001 the average job will require 13.5 years of schooling. Also by 2001, the 25 fastest-growing fields will all require education beyond high school, and at least 35 percent of all adults will require a college degree.

The University of Maine System, working in concert with the high schools, the vocational technical institutes, and the state's private colleges, is prepared to take on the challenges implicit in these figures. To do so successfully, it must acquire additional resources.

A SYSTEM APPROACH TO PUBLIC HIGHER EDUCATION

The University of Maine System is made up of seven individual campuses each serving a community and educational purpose. All have special missions and special possibilities.

The University of Maine System, however, is greater than the sum of its seven parts. Through joint academic planning, the System makes available a diverse range of course offerings with a minimum of duplication from campus to campus. In addition to serving the needs of well-prepared traditional students, the System is committed to making higher education accessible to capable individuals who are underprepared for college and to students who wish to return to the classroom after a prolonged absence.

The System has also encouraged its campuses, singly and jointly, to enlarge the definition of what constitutes "public service." For example, the System expects to assume a leadership role in regional economic development, including international trade. As Chancellor Robert L. Woodbury puts it: "We are catalysts and contributors on such important public issues as educational aspirations, child care and the management of explosive growth."

"The goal," says Woodbury, "is to build, under a single Board of Trustees and with the cooperation and goodwill of the campuses, a steadily more coherent and effective System." At stake in all this is Maine's future.

"AN EVER-WIDENING CIRCLE OF OPPORTUNITY"

A historical footnote: The University of Maine System was established by the State Legislature in 1968, based on the recommendations of the Coles Commission Report which stated, "Maine's greatest need is the availability of more educational opportunity for its [students]."

The report gave a mandate to the fledgling system. "Weaker institutions must be brought closer to the quality of the strong. Undesirable competition must be eliminated." Academic autonomy, not only at the campus level, but even at the divisional and departmental levels, was to be encouraged because, the commission felt, this would promote "the development of diversity and individuality of programs within the over-all state-wide objectives."

The Coles Commission concluded its work with a promise. Through a vigorous and viable program of comprehensive public education, Maine's "circle of 'train and lose' will become an ever-widening circle of opportunity."



MAINE'S STATE UNIVERSITY SYSTEM TODAY

Bonding seven individual institutions into "an ever-widening circle of opportunity" has dramatically improved the comprehensiveness, quality, and economy of public higher education in Maine in the 20 years since the formation of the System.

During this period, a base for intercampus collaboration has been laid. The System has, for example, helped to foster an expansion of international programs and encouraged the establishment of innovation centers and production technology centers.

Honors programs at each campus offer a challenging educational experience to students with outstanding ability, curiosity, and motivation. *The Maine Scholar*, the new systemwide honors journal, showcases the creative work of these talented young adults, along with that of established scholars from inside the System and out.

By the fall of 1989, an interactive television network, having its nerve center at the System's Augusta campus, will be delivering community college courses, and much more, to all seven campuses, as well as to numerous outreach centers and extended sites. A telecommunications system already joins the various campus libraries through a shared, computer-based catalog of their holdings, creating an interlibrary network of significant proportions. A mobile graduate program permits graduate students to earn credits toward advanced degrees without having to travel great distances to the System's graduate centers.

The responsibility for over-all governance rests with a systemwide Board of Trustees made up of citizens from all parts of the state. The policies of the board are implemented through an Office of the Chancellor. Academically, each campus functions with the near-autonomy recommended by the Coles Commission. This has resulted in a System made up of seven highly innovative institutions whose presence enriches the lives of virtually every Maine resident.



UNIVERSITY OF MAINE SYSTEM PROFILE

- The University of Maine System comprises seven campuses, plus outreach centers located strategically throughout the state from Saco to Limestone.
- The System's capital assets, including land, buildings, and equipment, are valued at more than \$610 million dollars.
- More than 31,500 full-time and part-time, undergraduate, graduate, professional, and non-degree students enrolled for the 1988 fall term; this is 12,000 more than 1968-69, the first year of the System.
- The System faculty numbers nearly 1,900 full-time and part-time members.
- Approximately 330 associate, baccalaureate, masters, and doctoral degree programs, as well as a broad spectrum of non-degree courses, are available within the System.
- The combined holdings of the University of Maine System libraries include nearly 2 million books and journals, as well as thousands of periodicals, documents, photographs, slides, videotapes, and other audio-visual materials.
- The campuses are stewards of works of art totaling \$8 million in value.
- Over \$17 million in sponsored research annually is conducted by University of Maine System faculty; \$12 million of this total is carried out at the University of Maine.
- University of Maine System campuses field about 50 men's and women's varsity teams; they also offer numerous intramural programs.
- Approximately 89 percent of the student population is made up of Maine residents, with the balance coming from other states, as well as from foreign countries.
- Tuition for in-state undergraduate students averages \$1,680 a year at the universities of Maine and Southern Maine, and \$1,560 a year at the smaller campuses.



- It costs an estimated \$6,594 per in-state student for *everything* (tuition, fees, books, meals, etc.); students and their families pay just over half this sum, with the state and other sources subsidizing the rest.
- Sixty percent of degree-seeking students receive financial aid. System campuses award about \$28 million in scholarships, grants, and loans annually.
- Nearly 85,000 degrees have been awarded since the founding of the System in 1968.
- The combined endowment funds of the seven campuses exceed \$45 million, over 80 percent of which is University of Maine endowment.
- With an annual budget of \$267 million and with over 4,500 employees, the University of Maine System is the third largest employer in the state.

THE UNIVERSITY OF MAINE: A STATEWIDE PRESENCE AND RESOURCE

Founded as the state's land-grant college in 1865, the University of Maine is today a major state university. Its 3,300-acre Orono campus is home to 700 faculty, including many eminent scholars, and to over 12,000 students. Its student body includes 22 National Merit Scholars.

Scores of its alumni have achieved prominence. Among the best known: physician and Nobel Laureate Dr. Bernard Lown, novelist Stephen King, U.S. Representative Olympia Snowe, Eastman-Kodak President Colby H. Chandler, former executive vice president of the ABC Broadcast Group Mark H. Cohen, and noted educator Doris Twitchell Allen.

The University is proud of the undergraduate education it provides. At the baccalaureate level, UM offers 75 majors in nine colleges. The nine, effective July 1, 1989, are: Arts and Humanities; Social and Behavioral Sciences; Business Administration; Education; Engineering and Technology; Forest Resources; Food, Agriculture and Applied Sciences; College of Sciences; and University College.

The University of Maine is the System's principal graduate and research institution. The master's degree is offered in over 40 disciplines and the doctorate in 17. Some \$12 million in sponsored research was conducted last year compared with barely \$1 million in the early 1970s.

From solving problems in computer chips to exploring the Gulf of Maine, its researchers are advancing knowledge on many fronts. Important experiments are being conducted, for example, in the areas of acid rain, supercritical fluids and microscopic surfaces.

Through its institutes and centers, the University of Maine brings together scholars from a variety of disciplines, often achieving the "critical mass" that leads to new discoveries and breakthroughs. Its most distinguished centers are the Center for the Study of First Americans, the Laboratory for Surface Science Technology, the Darling Center for Marine Studies, the Canadian American Center, and the Institute for Quaternary Studies.

To this grouping one must now add the National Center for Geographic Information and Analysis. In the summer of 1988, the National Science Foundation announced that the University of Maine had been selected first among three primary sites for the new center, an honor that signals worldwide recognition of the excellence of the University's survey engineering and geographic information systems programs.



As the state's land-grant and sea-grant institution, the University of Maine is committed to a vigorous program of public service. Last year approximately 600,000 people, nearly half the state's population, were touched in some direct way by the University of Maine Cooperative Extension Service and Maine Agricultural Experiment Station.

Through its research and outreach services, the University has made contributions to the blueberry, potato, poultry, fishing, forestry, and pulp and paper industries. It helped develop new maritime products such as sea urchin eggs and sea cucumbers, and it helped propagate a commercially successful new strain of broccoli.

The Orono campus has emerged as a mecca for culture and the performing arts in central and eastern Maine. Opened in September 1986, the Maine Center for the Arts has featured such performers as Isaac Stern, Yo Yo Ma, Leontyne Price, and Rudolph Nureyev. In the interconnected Hudson Museum, one may stop and marvel at the William Palmer collection of pre-Columbian art, one of the finest collections of its kind in the world.

The library is the hub of scholarship and research at any first-rate university. The Raymond H. Fogler Library, the largest library in Maine, houses more than 700,000 books, nearly 5,000 professional journals and periodicals, and approximately one million U.S. and Canadian government documents. The Special Collections Department contains rare books and manuscripts including many first editions.

The University's athletic teams are a source of pride and enjoyment throughout the state. On the men's front, the baseball team has appeared in five of the last eight College World Series; the football team made the IAA playoffs in 1987; and the hockey team reached the NCAA Final Four in '88. The women's basketball program, with five consecutive seasons of 23 wins or more to its credit, is among the best on the Division I level; likewise, the swimming, track, softball, and field hockey teams have reaped their share of honors.

The University of Maine is an irreplaceable resource to the state. As it prepares for the 21st century, the University of Maine continues to reflect its 19th century heritage—the idea of a land-grant university and the optimism that turned that idea into an engine of growth, innovation, and service. In the words of its 15th president, Dale W. Lick: "Our efforts should be to get the best minds working with the best resources in the best environment we can create."



6

THE UNIVERSITY OF SOUTHERN MAINE: THE URBAN FOCUS

In a September 1987 story on faculty hirings, *Time Magazine* reported, "This year the University of Southern Maine brought in 45 fresh staffers, some from Harvard and Stanford." The academicians' grapevine has put out the word: USM is "hot." It is the place to be.

Today's University of Southern Maine, with its urban focus, came about through a merger, in the late 1960s, of the University of Maine in Portland (including the University of Maine School of Law) and Gorham State Teachers College.

USM and the southern Maine region resonate to each other. More than just USM's setting, the region shapes the content and character of the University's teaching, research, and service programs.

USM offers 37 baccalaureate, 16 graduate, and three associate degree programs through the College of Arts and Sciences, through the Lewiston-Auburn College, and through five professional schools: Education; Business, Economics and Management; Applied Science; Nursing; and the University of Maine School of Law. The University's enrollment has surpassed 10,000—an all-time high.

The University of Southern Maine has long been noted for its strong undergraduate programs, which blend a liberal education with professional preparation. The University is also gaining respect as a graduate center, and here it can point to a number of benchmarks of quality:

- The School of Applied Science, in conjunction with Maine Medical Center and the Foundation for Blood Research, is offering a new graduate program in applied immunology.
- Master's degree students of the School of Business, Economics and Management average in the top 15 to 20 percent of all MBA students nationwide who take the Graduate Management Aptitude Test.
- The School of Nursing has earned the highest level of accreditation for both its baccalaureate and master's degree programs from the National League for Nursing.
- The Law School's Marine Law Institute has received national recognition for its studies of ocean waste dumping, fisheries, and other marine resources issues.
- The College of Education, building on its rich tradition of leadership in the field, has added a number of new graduate programs, including Instructional Leadership, Literacy Education, and School Psychology.

The 321 full-time USM faculty include Fulbright Fellows and authors of national repute. Members of the faculty conduct research and perform public service in a variety of areas. Its Human Services Development Institute is collaborating with the Maine Department of Mental Health and Retardation on a \$1 million study focusing on the emotional health of infants and children to age five. Scientists at the University are undertaking NIH-funded research on the causes of recurrent miscarriages. The Business School operates several centers and institutes including the Small Business Development Center.

The University of Southern Maine is also rapidly taking on an international dimension. To cite just two examples of this emerging focus: (a) USM offers a North American Seminar which brings together Canadian and American students to discuss international issues; and (b) USM's schools of Business and Law are both developing curricula in international trade.

Undergirding all these ambitious academic undertakings are the University's general library system, with holdings of 345,000 volumes, and its Garbrecht Law Library. The State of Maine, as part of the approved \$36.8 million bond issue, will provide funding for a much-needed new central library facility (the Garbrecht will remain separate). But there will also be a continuing need for private support to make the new central library commensurate with the needs of USM's faculty and students. This support can take many forms including gifts for book acquisitions and for equipment and furnishings. Like any comprehensive university, USM also seeks those special collections that are the dream of scholar and academic planner alike. One such example is the Smith Cartographic Collection—superb maps, globes, atlases, and geographies spanning the years from 1513 to the late 18th century—which was given to the University in 1985 by the late Mrs. Eleanor Smith.

USM has long been recognized as a place hospitable to the arts—this despite a chronic shortage of adequate classroom, studio, and performance facilities on the campus. At the top of her list of priorities for the 1990s, President Patricia R. Plante proposes to build a new Fine Arts Center that would permit the University to accomplish two things: (a) consolidate its courses and resources in the arts in a single facility and (b) offer a prestigious performance hall to serve Portland and the broader community.

THE UNIVERSITY OF MAINE AT FARMINGTON: BEST OF TWO WORLDS

Affordable yet increasingly selective in admission, committed to both public service and traditional liberal arts values, the University of Maine at Farmington offers its students the best of two educational worlds. It is a fine public institution, but it has the atmosphere and approach to learning often associated with prestigious independent colleges.

The oldest institution in the System, UMF was established in 1864 as a normal school—a college for preparing teachers in the liberal arts as well as pedagogy. Today, the University's continuing strengths are in the liberal arts and sciences and in education.

Since the early 1960s, UMF has been known for its Special Education programs, the only undergraduate programs in Maine that train teachers to educate students with disabilities. Early Childhood Education is another strong program.

With more than 2,400 students, 1,600 of them full-time, the Farmington campus is sized just about right, which is why the administration has chosen to keep the student population close to this figure from year to year, despite a steady rise in applications. Quality and diversity characterize the student body. About 15 percent of entering freshmen are from outside Maine, some from as far away as California. They are drawn there not only by the fine academic programs, but by the picturesque town of Farmington and the spectacular lake and mountain country that surrounds it.

As President J. Michael Orenduff is quick to point out, the high quality of the student body is matched by that of the UMF faculty. Numbering 110 full-time members, the faculty is small enough to know students as individuals and yet large enough to offer a curriculum of depth and breadth. There are 38 bachelor's degree programs in the arts and sciences, education, and health and human services. Certificate programs like ski industry management can be added to baccalaureate programs. UMF's ski industries program was the first of its kind in the nation.

Because UMF is a small baccalaureate institution, its students benefit from close working relationships with faculty outside the classroom. Often they serve as research associates to their faculty mentors—a rare privilege for undergraduates. For example, students are working alongside faculty at archaeological sites around Maine uncovering evidence of Pre-Columbian cultures.



The University of Maine at Farmington is deeply involved in the life of its community and region. The Sweatt-Winter Daycare Center, speech and hearing clinic, and water quality laboratory—all university sponsored—are important community service agencies. A variety of cultural programs, including performances by student musical groups, help further good town-and-gown relations. Off-campus centers in Rumford-Mexico, Skowhegan, and Waterville have evolved from the University's linkages with the west-central Maine region.

The ancient Greeks knew that a sound mind and a sound body go hand in hand; so do their spiritual heirs at UMF. The University offers a high-quality program of inter-collegiate and intramural athletics in facilities that are cramped and outmoded. The recent bond issue will make funds available for expanding the health and physical education facilities, but completing a much-needed new *center*, including a natatorium, will require a major investment from the private sector.

As the University of Maine at Farmington celebrates the 125th anniversary of its chartering, its goal is to become a great public liberal arts college—one that can stand comparison to the best of New England's private colleges.

8

THE UNIVERSITY OF MAINE AT PRESQUE ISLE: A LASTING EDUCATION

In evaluating courses and programs, the question often is asked, "Is this relevant?" Certain offerings at the University of Maine at Presque Isle—the insurance and real estate licensing courses and the programs developed in conjunction with the Maine State Nurses Association—are manifestly very "relevant." But to make relevancy one's only banner is to fall victim to what Jacques Barzun called "the fantasy of instant utility."

UM Presque Isle is committed to an education that goes beyond a narrow vocationalism. In the words of James R. Roach, the University's sixth President, "We owe our students an education that is lasting and worthwhile, not a training that can quickly become obsolete...an education that will promote the love of learning for its own sake, that fosters in students the ability to think and express their thoughts clearly."

Founded in 1903 as a teachers college, UM Presque Isle has long been noted for its exceptional Health, Physical Education, and Recreation programs. There is an emerging strength in the arts, especially painting and sculpture. Altogether, the University offers a solid curriculum leading to 22 baccalaureate degrees and four associate degrees.

Strategically situated in Aroostook County's Presque Isle-Caribou commercial center, whose business and agricultural needs it serves, the University has recently embarked on a venture that holds a great promise not only for the County, but for the whole of Maine. With a \$350,000 start-up grant awarded by the State Legislature, UM Presque Isle has established a Research and Productivity Center, which will bring the newest technology to bear on the problems of business and industry.

Quality is also evident in both the student body and faculty. A number of its 1,400 students (nearly equally distributed between full-time and part-time) have distinguished themselves by winning coveted scholarships and awards. Although UM Presque Isle is not primarily a research institution, many of its 64 full-time faculty pursue research and publishing interests, some earning national and international reputations.

UM Presque Isle is justly acclaimed for its public service initiatives. Practical agricultural programs such as potato storage, marketing techniques, and irrigation practice are offered to county farmers. The campus is also the principal source of cultural activity for central Aroostook County.

As the educational hub for a vast region, UM Presque Isle sponsors a full schedule of workshops, conferences, meetings, and seminars that address adult continuing-education needs. These programs have, however, placed a severe strain on the University's limited physical facilities. The new \$2 million campus center, to be built with public and private funds, will ease these space problems and provide not only a first-rate conference facility, but a student union that will give a new coherence and richness to campus life.



THE UNIVERSITY OF MAINE AT FORT KENT: CHARACTER AND CONTINUITY

Anyone who has spent time at the University of Maine at Fort Kent will attest to a certain distinctiveness that gives it character and continuity as an institution. What is the source of this special quality? Barbara Leondar, the UMFK President, finds it in the close bonds between teacher and student and in the rich culture of the upper St. John River Valley. "It is these," says Leondar, "which make us singular and which, for that reason, invite special care and nurturing."

Located at the geographical crown of Maine, UMFK was founded in 1878 as the Madawaska Training School. Its mission: to educate teachers "for the French-speaking schools of the region."

Over the years, in ways obvious and subtle, the University has drawn from the vitality of the Valley's Franco-Acadian culture. French is frequently heard in casual conversation around the Fort Kent campus, and the words "*Ici on parle français*" (French is spoken here) are found on University publications. Baccalaureate nursing students serve a rotation in a French-speaking Canadian hospital, and they are prepared for licensure in both the U.S. and Canada. A similar option for teacher certification is being explored.

Like its cultural heritage, the natural beauty of its Acadian setting also shapes the University. Small wonder, then, that graduates of UMFK's Environmental Studies program are in demand throughout New England and the northeast. A high tech science wing, now in design, will soon provide state-of-the-art laboratory support for environmental technology.

UMFK offers 18 baccalaureate programs in five academic divisions, among them Behavioral Science, Business, Computer Applications, and Acadian Bilingual-Bicultural Studies. A two-year Associate of Arts degree allows eight concentrations, including Criminal Justice, Forestry, and Human Services. Studies are enhanced by an acclaimed freshman advising program, developmental courses, one-on-one tutorials, and a highly regarded honors program.

The school's low student-faculty ratio translates into personalized education. With 700 students and 46 full- and part-time faculty, UMFK is the smallest of the seven campuses in the University of Maine System and one of the smallest publicly supported institutions in the nation. The faculty, educated at distinguished universities all over the world, take special pride in perfecting their teaching skills.

The University of Maine at Fort Kent is a precious asset for the 60,000 people who live along the hundred-mile valley from Grand Falls, New Brunswick, to Allagash, Maine. The University Lecture Series, International Performers Series, and French Heritage Festival attract professional performers whom local audiences might otherwise not have had the opportunity to enjoy. It also works the other way: University performing groups, like Les Chanteurs Acadiens, often include local performers.

The St. John River between Maine and Canada has been, according to President Leondar, "an Acadian highway into La Vallée St.-Jean. For the University it is a highway of opportunity."



THE UNIVERSITY OF MAINE AT MACHIAS: LOCATION, LOCATION, LOCATION

The seven campuses of the University of Maine System have similarities and differences. The differences are dictated by a number of factors: each campus's unique history; specific responses to system-directed teaching, research, and public service mandates; and its geographical location.

Like its sister campuses, the University of Maine at Machias is grounded on a traditional liberal arts base. But no other system institution is so much a reflection of its natural and social environment. Just as "location, location, location" are said to be the three most important factors in real estate, so they are with the University of Maine at Machias. President Frederic A. Reynolds puts it this way: "Coastal Washington County is more than merely our geographical setting. It is an imperative that drives all of our teaching and service programs."

UMM, situated not far from Campobello Island, has the distinction of being America's easternmost college. In 1909, while 27-year-old Franklin D. Roosevelt was sum-mering at Campobello, Washington State Normal School, predecessor to UMM, was founded to prepare teachers for Maine's public schools. Teacher education remains a strength, but the University today has broadened its baccalaureate programs to include Business Education and Administration, Recreation Management, Biological Science, and Environmental Studies.

UMM's programs are in keeping with both its geographic advantages and the needs of one of Maine's poorer counties. Rural education, for example, is a chief focus of the teacher preparation programs. Similarly, the nearby shore provides a natural laboratory for offerings in marine biology and marine ecosystems.

With 825 students and a full-time faculty of 38, UMM is characterized by a sensitivity to the needs of individual students. Something in the atmosphere of its small campus seems to encourage students and faculty to reconnect—to emphasize the importance of relationships among people and underlying continuity among areas of knowledge.

In addition to its 42-acre campus on the banks of the Machias River, the University operates an off-campus site on Long Lake (where hundreds of Washington County school children participate in the Outdoor Education Leadership Program) and an out-reach center in Calais, which serves nearly a quarter of the student body.

The emphasis on the environment has yielded a number of practical benefits. In addition to maintaining the Cutler lobster hatchery, the University of Maine at Machias assists six downeast coastal communities in operating a clam hatchery on Beals Island. These efforts have exceeded all goals and are helping to rebuild Washington County's shellfish industry.

In 1988, the University dedicated *Spirit of the Sea*, a work by the celebrated sculptor William Zorach, which was donated by Mrs. Norma Marin and her husband, the late John Marin Jr. One could trace the patronage of the arts all the way back to the Medici princes of Florence and not find a gift that better symbolized the essence of the institution that was its beneficiary.



THE UNIVERSITY OF MAINE AT AUGUSTA: EXPECT THE UNEXPECTED

The youngest and fastest-growing campus in the University of Maine System, the University of Maine at Augusta defies preconceptions and easy generalizations. Like any university worthy of the name, it is truly a place of paradox. At UMA, one comes to expect the unexpected. Consider that:

- UMA is principally a two-year college that offers students associate-level programs. Yet the University also has programs leading to baccalaureate degrees and, in two instances, to master's degrees.
- UMA, in the tradition of community colleges everywhere, is an open-admission institution, providing a complete array of testing, counseling, and remedial services. Yet it takes pride in both its new honors program and the superb cultural fare offered through "Forum-A."
- UMA has a historian as its President. But George P. Connick is also an authority on instructional television (ITV) and on the technology and delivery systems that can bring higher education to persons and places that have been underserved in the past.

The University of Maine at Augusta was founded in 1965. It is the System's regional college for the state capital and for central and mid-coast Maine. With 3,500 students, 2,900 of whom attend part-time, and a faculty of nearly 200, two-thirds of whom are part-time, UMA qualifies as a commuter college. Located in the bustling area next to the Augusta Civic Center, the accessibility of the Augusta campus makes it "a university close to home." Yet a large number of its students do not take their studies at the campus but at one of UMA's off-campus centers—Lewiston-Auburn, Thomaston, or Bath-Brunswick. The Bath-Brunswick Center is operated by UMA in conjunction with the University of Southern Maine.

UMA, in a partnership with the Maine Photographic Workshop in Rockland, offers an associate degree in photography. The University is also well known for its associate and bachelor's programs in jazz and contemporary music.



Think "art" in Kennebec County and one immediately thinks of Forum-A, a cultural alliance between UMA and the community. Recent Forum-A offerings include the North Carolina Dance Theater, the Children's Theater of Minneapolis, and jazz pianist Marian McPartland. Forum-A also presents art exhibits in the Gallery Lounge on campus and brings cultural programs to elementary and secondary schools throughout the region.

The new Community College of Maine/Telecommunications System is based at UMA, not coincidentally because that is also where George Connick is based. The two-part plan calls for:

- Development of a two-year community college spread initially over the seven campuses, 15 outreach centers, and 18 extended sites.
- An interactive telecommunications network that will beam community college courses and other educational programming to sites across the state.

Implementation of the plan is slated to begin in September 1989. It will eventually reach 85 percent of Maine's adults, thus effectively solving the problem of (educational) Supply and (location-bound) Demand.



**"BY FAR THE MOST IMPORTANT INGREDIENT
IN A SUCCESSFUL EFFORT TO BUILD A
UNIVERSITY OF HIGH QUALITY IS A
COMMON ASPIRATION TO THAT END."**

FRANK NEWMAN

MEETING THE CHALLENGE OF CHANGE

The passage of the \$36.8 million bond issue was not merely an expression of popular support for the University of Maine System *as it is*, but a referendum on what it can and must become. Clearly the voters of Maine were saying that they do not want the University to settle back to a less venturesome and more provincial role.

Mainers, like most other Americans, instinctively recognize that they are in the midst of an information and technology explosion that promises, for better or worse, to change radically their way of life. Like the Industrial Revolution of the 18th century, this is a transitional age, the tidal shifts of which are certain to produce casualties as well as winners.

The casualties will be those individuals and groups that fail to meet and master the imperatives of change. "If you think education is expensive, try ignorance." This formulation, which a few years ago was the theme of nationwide advertising campaign, trenchantly poses the two alternatives that America faces today. There is no third.

The people of Maine have served notice that the State will not remain aloof from the currents of the age. There is a developing consensus that Maine must have a superb system of public higher education.

The agenda for excellence is imposing but not daunting. Chancellor Woodbury notes that much progress has already occurred: "We have considerable momentum, and the resources at our disposal are significant. Most important of all, there is, among all key constituencies, the will and the daring to excel."



**"WHAT THE UNIVERSITY OF MAINE SYSTEM
SEEKS IS THE QUALITY THAT DIFFERENTIATES
THE COMMON FROM THE EXCELLENT. WHAT IT
IS GIVEN IT WILL REPAY WITH INTEREST."**

**HARRISON L. RICHARDSON JR.
CHAIR, BOARD OF TRUSTEES**

THE GRAND DESIGN: A UNIFIED, COMPREHENSIVE CAPITAL CAMPAIGN

"Pride and Promise: The United Campaign for the University of Maine System" is the first phase of what will evolve into a \$65 million capital campaign. Its underlying objective is the attainment of excellence in areas that are particularly appropriate for Maine and that capitalize on the distinctive strengths of each of the campuses.

Throughout the University of Maine System there is substantial evidence that excellence is being pursued and achieved. Now, excellence is a quality whose realization is relative. It is reflected in such factors as these: the nature of the student body as determined by test scores and class standing, the ratio of students to faculty, the highest earned degrees of faculty members, the sources of the faculty's doctorates, the distribution of expenditures to academic programs, the library holdings, and the condition of the physical plant. In the words of Chancellor Woodbury, it is also reflected "in tens of thousands of creative engagements by individuals in small, unnoticed settings, day by day, all over our campuses and out across the state."

In this context, "Pride and Promise" is an integral part of a time-phased, comprehensive development effort, the success of which can advance the University of Maine System to new levels of excellence.

The remainder of this section analyzes the components of the development program. The amount of funding allotted to each component is the *minimum* sum consistent with the attainment of the corresponding objective. It should also be understood that



these components—professorships, scholarships, and the like—cut across institutional lines. Save for several projects in the "Construction and Renovation" subsection, no dollar figures, or quotas, have been assigned individual campuses.

**"THE BUSINESS OF THE TEACHER IS TO PASS
CURRENTS OF INTEREST AND ENERGY
THROUGH THE FACTS, WHILE THEY ARE BEING
LEARNT AND AFTERWARD..."**

GILBERT HIGHET

FACULTY DEVELOPMENT: \$15,000,000

The scholars who work and teach at the seven campuses are the embodiment of the University of Maine System's commitment to academic distinction and service to the people of Maine. Their fine reputations help build the University's own reputation, and the authority of their published works stimulate a like devotion to excellence in their colleagues and in their best students.

People generally understand that the faculty constitutes the primary resource of the University of Maine System, and at the same time accounts for the highest portion of its operating expenditures. What they often fail to understand is that there is an intense and growing competition for leading scholars.

If the University is to retain its top faculty, it must find ways to recognize and reward them. Likewise, it must better position itself to recruit eminent teacher-scholars from elsewhere. Faculty development, therefore, is one top priority of the University of Maine System. More than a mere internal issue, it is no less important to the world beyond the University.

The community of scholars is international. First-rate faculty members have a responsibility to their students, some of whom they will shape into the next generation of leaders, and to the University, whose atmosphere—civil, capacious, and curious—feeds their spirit. But they also have a responsibility to their professional disciplines and specialties, and to themselves as scholars. Competitive salaries *alone* will neither draw nor hold them.

Ordinarily, it takes several decades to build a fine and seasoned faculty. Privately donated funds can telescope the process. A major emphasis of the United Campaign for the University of Maine System is to raise at least \$15 million to fund endowed chairs,

named professorships, and faculty fellowships. It is anticipated that some of these endowed positions will be unspecified, which would allow a campus to invite selected schools, departments, and interdisciplinary centers to compete for a position by identifying candidates of merit. Consistent with the System's commitment to affirmative action, efforts will be made to recruit from groups traditionally underrepresented.

**"THOUGH BOTH TRUTH AND PLATO ARE DEAR
TO ME, IT IS RIGHT TO PREFER TRUTH."**

ARISTOTLE

SCHOLARSHIPS AND FELLOWSHIPS: \$10,000,000

It has always been a fundamental tenet of public education that academic excellence means excellence for everybody—not merely for the privileged few or those who have demonstrated unusual ability. This is so in Maine as in its sister states. The campuses that comprise the University of Maine System are animated by the belief that their classrooms should be open to every qualified student who comes in search of post-secondary education.

Through the capital campaign, the System seeks to ensure *quality* and *accessibility*. But a tension always exists between the two, and nowhere is it more pronounced than in the area of student recruitment. Chancellor Robert Woodbury concedes as much, but he argues that it is the business of public higher education to reconcile the tension and even transform it into a larger synthesis. "Look," says Woodbury, "the easier way clearly would be to take only the best students. The harder way, which is *our* way, is to bring out the best in every student that we take—and we take most of them."

The continuing challenge for the University of Maine System is in finding the *fiscal resources* to educate these students for an increasingly interdependent world. The complete cost of a year at the University is over \$6,000 for an in-state undergraduate student. Two out of three students require financial assistance, some incurring significant debt to finance their education.

This creates a major problem for the administration and trustees. The obvious alternatives are equally unappealing: (a) ask the Legislature for significant annual additions to the operations budget or (b) ask students to pay much more.

Unwilling either to overburden the taxpayers or to price a University education out of the reach of the students it serves (including many first-generation college students), the University of Maine System is reaching toward a solution within the framework of its capital campaign. The objective will be to raise at least \$10 million to endow undergraduate scholarships at all seven campuses and graduate fellowships at the University of Maine and the University of Southern Maine. This would provide a perpetual capital base to help underwrite the costs of education.

A certain percentage of these new scholarships and fellowships will be used to attract and retain students of exceptional merit. History's most celebrated teacher-student relationship was that of Plato and Aristotle, and it crystallizes the aim of education, which



is to kindle in a young mind the self-sustaining fire of knowledge. So well did Plato do in this regard that Aristotle's own school was founded partly on his criticisms and refutations of Plato's teachings. Without putting too fine a point on it, one of the things this campaign is all about is supplying the University with the resources to compete for the best teachers and the best students.

**"IT IS THE SPECIAL FUNCTION OF THE
UNIVERSITY TO COMBINE EDUCATION WITH
RESEARCH, AND KNOWLEDGEABLE OBSERVERS
BELIEVE THAT THIS COMBINATION HAS
DISTINCT ADVANTAGES BOTH FOR TEACHING
AND FOR SCIENCE AND SCHOLARSHIP."**

DEREK BOK

ACADEMIC PROGRAM SUPPORT: \$11,500,000

The Visiting Committee to the University of Maine System appointed in 1984 by Governor Joseph E. Brennan, identified serious deficiencies that went to the heart of the System's academic mission: inadequate support of libraries, outmoded educational and scientific equipment, lack of comprehensive academic planning and program activities, and insufficient support of fundamental and applied research. The priorities taken up in this section embody the spirit and general substance of the committee's recommendations.

LIBRARY ACQUISITIONS: The campus libraries, which are now interconnected by computer, must be upgraded if the University is to attain excellence in its instructional and research missions. This is absolutely vital: both students and faculty depend on books and journals, including new items, being on hand when they need them. Even with combined holdings of nearly two million volumes, the existing libraries are barely adequate. The needs include outright gifts for retrospective purchases, acquisitions endowments, and special treasures like autographed manuscripts and rare volumes, which are a magnet for scholars.

INSTRUCTIONAL AND RESEARCH EQUIPMENT AND COMPUTERS: Throughout the University of Maine System, and particularly in the natural sciences and engineering, there is a critical need for start-up money and endowments to upgrade existing classroom and laboratory equipment and to buy new state-of-the-art equipment. A failure to move on this front will, over time, adversely affect the quality of teaching, and become literally disabling to faculty engaged in specialized research. Part of the \$15 million recommended by the Visiting Committee in its 1986 report went to alleviate this problem; with-

out these funds the University of Maine could not have become a primary site of the National Center for Geographic Information and Analysis. But, as the Visiting Committee made clear, this grant was merely a "down payment."

CURRICULUM DEVELOPMENT: The purpose for new program development is twofold: (a) to serve the public in ways that, until now, were too costly to deliver, and (b) to take up the fresh challenges that attract the best minds and talents (both faculty and students) to a university. In our increasingly interdependent society, academic planners cannot define departments as if they were necessarily co-extensive with areas of inquiry, or regard areas of inquiry as if they were necessarily definable as departments. In the critical years ahead, the University of Maine System will place great emphasis on the establishment of new curricula, departments, and centers. The start-up and sustaining costs of such undertakings can often be quite high, but not half so costly as inattention and inaction. Private resources, including restricted endowments, will be required to help underwrite these programs.

RESEARCH SUPPORT: "A university must live dangerously or die on the vine," declared Harold Dodds, a former president of Princeton. At the University of Maine System, this spirit may reveal itself in a lecture in a UM Presque Isle classroom or in a service project at the University of Maine's Cooperative Extension office in Waldo County. But it is in the realm of research where the spirit may be viewed in its most unalloyed form: for instance, at Orono, where the chemical engineering department conducts basic research into supercritical fluids, which may eventually revolutionize the pulp and paper industry; or at USM, where the Growth Management Project conducts applied research into waterfront development. Grantsmakers now underwrite over \$17 million in fundamental and applied research. But for the System to realize its vision, fulfill its potential, and satisfy its obligation to society, it must expand the amount of research it does and enlarge the scope to include all seven campuses, proportionate to their size and mission. (As the System's primary research and graduate institution, the University of Maine alone accounted for \$12 million in research grants. Its mission here is to develop in comparison not with other System campuses, but with reference to America's major research universities.) The creation of research endowments funded with private-sector dollars can supplement in exciting ways the on-going research done in cooperation with state and federal agencies.

**"EVERY HUMAN ACTION GAINS IN HONOUR, IN
GRACE, IN ALL TRUE MAGNIFICENCE BY ITS
REGARD TO THINGS THAT ARE TO
COME...THEREFORE, WHEN WE BUILD,
LET US THINK WE BUILD FOREVER."**

JOHN RUSKIN

CONSTRUCTION AND RENOVATION: \$10,500,000

The campuses of the University of Maine System are so favored geographically that one is apt to overlook the obvious downside. The dismal truth is that a university dispersed over many far-flung sites has its capital needs multiplied several times over.

Bond-issue funds will alleviate the most critical of these needs. Altogether, 17 educational facilities will be built or renovated from these newly-available moneys.

Since the state has now approved the System's requests, the prospective donor might reasonably ask: Shouldn't the System's capital campaign focus exclusively on *excellence*, that is, on gifts and endowments that address core academic objectives? The answer needs to take into account the following:

- Between 1975 and 1988, the State expended only \$25 million on the campuses' physical plants—just four percent of valuation.
- The campuses identified \$273 million in combined plant needs. For the November 1988 referendum, this sum had to be sifted down to \$36.8 million.
- Five of the 17 projects that were approved in the bond request will require supplemental private matching funds totaling \$6 million. (They are: a Performing Arts Connector building, Business Administration building, and Natural Sciences building at Orono, a Campus Center at Presque Isle, and a Health and Physical Education Center at Farmington.) Thus, over half the \$10.5 million earmarked in the capital campaign for construction and renovation is specifically linked to the recent referendum.
- The balance, a *minimum* of \$4.5 million, is unspecified, and there will be many appealing choices for those interested in associating their names with bricks-and-mortar projects.

Throughout the University of Maine System, one can find numerous instances of the "paradox of excellence." These are programs which attain renown against all odds. One example is the theater department at the University of Southern Maine. Despite archaic facilities, USM's theater department has premiered major works by writers like Kurt Vonnegut, has won numerous awards, and has educated, among others, the assistant directors of the repertory companies at Harvard and Princeton.



But in citing such triumphs, one risks undermining the argument that first-rate facilities matter. And they manifestly do. The University of Maine System is a huge, complex organism. It is educating 65 percent more students now than when it was founded in 1968, and it serves a state population at least 27 percent larger. During this time, the base of knowledge has grown exponentially, changing, both qualitatively and quantitatively, the dimensions of the University's instructional programs and public service activities.

Through this campaign, the private sector will, it is hoped, join hands with the taxpayers in the construction of new facilities and the renovation of existing ones. Over time and through devoted use, some of these facilities will take on the character of great *public buildings*—part of a legacy that binds the generations.

**"...THOSE NOBLE SUPERFLUITIES OF LIFE—
SONG AND DANCE, MUSIC AND DRAMA,
POTTERY AND PAINTING, SCULPTURE
AND ARCHITECTURE."**

WILL DURANT

HUMANITIES AND ARTS PROGRAMMING: \$2,000,000

Some of the most life-enhancing aspects of higher education and some of the most important public service contributions of the University of Maine System have nothing to do with today's research breakthroughs, modern scientific equipment, or occupationally-oriented courses. The humanities and arts have through the years been essential activities at each campus, and they are areas the System has targeted for strengthening with resources made available through the capital campaign.

The humanities and arts will share in the funds earmarked for professorships, scholarships and fellowships, and increased library acquisitions. This is expected to invigorate humanities and arts curricula at all levels and across all disciplines and campuses.

There is, however, another side to this. Each campus has an obligation to celebrate and propagate art and culture for the community it serves. With some of the finest performing arts centers in New England already in place, and with others in the planning stage, the seven campuses now offer Maine residents a moveable feast of music, drama, dance, motion pictures, lectures, poetry readings, and art exhibitions.

The costs for such offerings are, however, rising much faster than the rate of inflation. Without a long-term base of support, humanities and arts programming at the campuses will be jeopardized, and with it, something even more fundamental. For it is through art, in its broadest meaning, that a university offers society an enlightening

perspective—a special way of *seeing* and *knowing*—it can obtain from no other source.

A major goal of the University of Maine System is to establish a series of permanent endowments totaling at least \$2 million to support humanities and arts programming for the various campus communities, the alumni, and the public at large.

**"THE GREAT AMERICAN CONTRIBUTION TO
HIGHER EDUCATION HAS BEEN TO DISMANTLE
THE WALLS AROUND THE CAMPUS."**

SIR ERIC ASHBY

FUND FOR MULTI-CAMPUS INITIATIVES: \$1,000,000

In higher education the "opportunity costs" of implementing a new idea can be prohibitively expensive. This often reduces the flexibility with which educators can respond to a promising line of research or an alternative path of program development, leaving them in much the same position as a battlefield commander who has temporarily committed all his reserves: *they dare not take risks*.

Through the creation of a Fund for Multi-Campus Initiatives, the University of Maine System will become a catalyst of academic innovation and reformation. It will be able to emphasize problem solving and important inquiry that crosses campus boundaries and traditional disciplines. The availability of "seed money" outside normal budget constraints can, for instance, be used to encourage scholars in subspecialties, each examining facets of the same problem, to regroup around a common intellectual focus.

The University of Maine System can point to a number of successful cooperative ventures, the most significant of which include: the Center for Excellence in Oxford County, jointly undertaken by the University of Maine and the University of Maine at Farmington; the new doctoral program in education administration set up by the University of Maine and the University of Southern Maine; USM's Lewiston-Auburn College run in conjunction with the University of Maine at Augusta; and the Maine Public Broadcasting Network.

The concept proposed here, a Fund for Multi-Campus Initiatives, will give private-sector impetus and continuity to such "cross-cutting" opportunities in the future.

The System hopes at the outset to endow the fund at \$1 million. The income will be managed somewhat like a small foundation. The Chancellor, the Vice Chancellor for Academic Affairs, and the seven campus presidents together will form a grants-review committee responsible for program selection, fund distribution, and evaluation of the results.

**"BEFORE I SIT DOWN, I MUST GIVE
YOU A TOAST...IT'S A TOAST WHICH SHOULD
BIND US ALL TOGETHER, AND TO THOSE
WHO'VE GONE BEFORE, AND WHO'LL COME
AFTER US HERE. IT IS THE DEAR OLD
SCHOOL-HOUSE—THE BEST HOUSE OF
THE BEST SCHOOL IN ENGLAND."
FROM TOM BROWN'S SCHOOL DAYS**

ANNUAL GIVING: \$15,000,000

It is often called the "cash flow" program because it generates checks (instead of pledges) for current operations (rather than capital needs). For the alumni who make up by far the largest source of gifts to college annual funds, the reasons for giving come from the head as well as the heart: "If it helps the University advance, it adds to the equity in my degree." "It was the best time of my life, and now I want to give something back."

Under the umbrella of this \$65-million comprehensive development program, the University of Maine System is seeking to raise the level of current annual support by about 50 percent—from \$2 million to \$3 million a year, or \$15 million over the five-year period. There is also a qualitative objective. Before 1988 only two campuses—Orono and Farmington—had well-established annual funds, and three had none at all. By the end of the 1993–94 fiscal year, the seven campuses will be equal in this respect: each will have a strong, credible annual giving program.

It is important, however, to distinguish the capital objectives of the "Pride and Promise" campaign from the annual giving targets. The System's capital needs are obviously the larger and more insistent ones. But the annual fund is the base for each campus's long-term fund raising, including deferred giving and future capital campaigns.

Accordingly, the campuses will ask all those investors in the capital campaign who had made annual fund donations in the past to continue, and even augment, their annual gifts throughout the period of their pledges. In every way possible, the System will seek to give a new visibility and momentum to campus-based annual giving programs.

TO THE PROSPECTIVE INVESTOR: FOR EVERY NEED AN OPPORTUNITY

The preceding pages present the urgent priorities of University of Maine System and how they relate to the serious challenges and exhilarating possibilities that lie ahead. These priorities can be attained only through the successful completion of the present drive and the complementary campaigns by the University of Maine at Presque Isle, the University of Maine, the University of Maine at Farmington, and the University of Southern Maine.

YOUR PLEDGE TODAY WILL INFLUENCE MAINE'S FUTURE

The wonderful thing about giving to a university is that the effect of your gift cannot be fully known, because it sets in motion widening circles of influence that never stop.

We invite you to make as generous a contribution as you can to this campaign, and to commit yourself now. Committing now is not the same as giving now: You may pledge your support, and spread the payments over as long as five years.

It is helpful to think of your contribution to the University of Maine System as an *investment*. For whatever it receives in the way of gift support, it will repay *with interest*, in better teaching, research, and public service. As Steering Committee member Elizabeth Noyce puts it, "It's important for the private sector to understand how great an impact it can have at the University, and to recognize that the University is the ultimate renewable resource."

YOU MAY DESIGNATE WHERE YOUR SUPPORT IS TO GO

The unrestricted gift is the first choice of any educator because it affords maximum flexibility. "Unrestricted" in this context means a "System" gift that will be apportioned by the Chancellor, in consultation with the presidents, in general accord with the needs of the campuses. In making your gift unrestricted, you do so in the knowledge that it will be judiciously spent in keeping with the campaign priorities set forth in the preceding pages. Alternatively, you may designate your gift for one or more of the campuses, with or without further restriction, or else you may select a specific project or projects. Unless otherwise specified, the full amount of your gift will be expended by the University. "Income-only" gifts—i.e., endowments—require a gift of *principal* of at least \$10,000.

METHODS OF GIVING

The broadest distinction is between the *outright gift* and the *deferred gift*, and all things being equal, we prefer the former. The outright gift, which is often a multi-year pledge, allows the University to tackle its priorities not haphazardly, but in the framework of intelligent planning and budgeting. On the other hand, many older alumni and friends may prefer the deferred gift (or a combination deferred and outright gift) as the best means of accomplishing something significant for the University of Maine System without surrendering the use of important property during their lifetimes.

O outright gifts (or pledges) may be paid in a variety of ways, the most common being to write a check. In addition, you may wish to consider the tax advantages of



gifts of stock, paid-up life insurance policies, and other forms of property, tangible and intangible.

Again, you may find it personally advantageous to explore the avenue of deferred giving, the methods of which range from the simple bequest to complex devices like the split-interest trust—e.g., the unitrust. Whatever your choice, you are invited to discuss the possibilities with the Capital Campaign office. But you should also seek the counsel of your own lawyer or tax advisor.

IMPACT GIVING: THE "COMPLEAT GUIDE" TO COMMEMORATIVE OPPORTUNITIES

Progress, it is said, is "successful rivalry with the past." While proclaiming the accomplishments of its seven campuses, the University of Maine System is seeking to surpass itself, to become something more and something better for Maine and the world. To this end, it is asking the private sector to give it the "tools"—\$65 million worth.

This objective, like anything worthwhile, will not come easily. It will take "impact giving" on the part of the University's many friends and well-wishers. If you think you might want to translate your belief in the University of Maine System into an impact gift, here are some possibilities to consider:

- Endow a chair or a professorship at one of the campuses in a school, discipline or department that interests you or holds affectionate associations for you.
- Establish a named scholarship to open the doors of higher education to a succession of bright, eager students.
- Support academic excellence directly by endowing a library acquisitions fund or a fund for applied research.
- Assist a campus in completing or furnishing a much-needed new facility.

The campaign for the University of Maine System has an attractive array of commemorative opportunities. Each offers a way to link the name of an individual, family, or company permanently with one or more campuses. The commemorative can honor a parent, a business partner, a remembered and revered teacher, or an ancestor long admired; it can also simply bear the name of the donor.

Commemorative opportunities fall into two main categories: facilities and endowments. The gift requirement for a named physical facility at a campus does not necessarily reflect the actual cost of construction, but rather the "recognition value" based on location, size, functional importance, and relative desirability.

Named endowments, on the other hand, do in fact reflect the actual or anticipated cost of maintaining the position or program. The University of Maine System attaches great importance to the building of endowments. Traditionally associated with excellence, endowments are a university's capital base ensuring, amid changing times and conditions, the deep currents of continuity and permanence. The following endowments are carefully tied to the University's development agenda:



1. UNIVERSITY CHAIRS—MINIMUM ENDOWMENT: \$1,000,000

The award of a university chair is the pre-eminent honor that can be conferred on a teacher-scholar. The endowed chair provides not only the incumbent's salary, but income to fund secretarial support, graduate assistant salaries, course preparation, travel expenses, and other "extras" of excellence.

2. UNIVERSITY PROFESSORSHIPS—MINIMUM ENDOWMENT: \$250,000

The professorship supplements a departmental salary, and the income can also help underwrite secretarial support and graduate assistant salaries. The availability of such positions enables the University to influence the caliber of faculty it can recruit and retain.

3. VISITING LECTURESHIPS—MINIMUM ENDOWMENT: \$150,000

A visiting lectureship allows the University to bring to campus world-class figures, not necessarily restricted to academia, to deliver a distinguished lecture and hold workshops and seminars with students and faculty. Such endowed positions reinforce the institution's reputation for scholarship.

4. FACULTY PROFESSORSHIPS—MINIMUM ENDOWMENT: \$100,000

Faculty professorships provide extra funds for outstanding teacher-scholars to further their research, classroom teaching, or public service. The endowment income can pay for graduate assistants, secretarial help, and travel.

5. FACULTY FELLOWSHIPS—MINIMUM ENDOWMENT: \$75,000

Faculty fellowships supplement the salary of outstanding younger faculty members—the "comers" whose teaching, research, and scholarship is considered to hold high promise.

6. GRADUATE FELLOWSHIPS—MINIMUM ENDOWMENT: \$75,000

Graduate education is more expensive than undergraduate, often much more so—especially in the sciences and engineering. Graduate fellowships enable the University to reward the brightest graduate students in accord with their needs, responsibilities, and stages of academic development.

7. ACADEMIC IMPROVEMENT FUND—MINIMUM ENDOWMENT: \$50,000

A direct investment in the core strength of the University, such a fund can support any of the essentials associated with undergraduate or graduate education—e.g., new course materials, faculty development, equipment purchases, library resources.

8. HONORS PROGRAM FUND—MINIMUM ENDOWMENT: \$25,000

The income from this fund will support a campus Honors Program, including related research and travel. A portion of the income will also support *The Maine Scholar*, the new journal coordinated by the System's honors program.

9. UNDERGRADUATE ACADEMIC EXCELLENCE SCHOLARSHIP—MINIMUM ENDOWMENT: \$25,000

The University will offer this premiere scholarship to the most promising students, regardless of financial position or residence.

10. NAMED UNDERGRADUATE SCHOLARSHIP—MINIMUM ENDOWMENT: \$10,000

These scholarships will be used to help the University fulfill its objective to make a university education available to every qualified student who wishes to come. This category of scholarship, which can be set up at one or more of the seven campuses, covers the area of greatest need in strengthening the undergraduate program.

11. LIBRARY ACQUISITIONS FUND—MINIMUM ENDOWMENT: \$10,000

A gift of a named library acquisitions fund will further the goal of building the library collections to a level that is commensurate with the need for research, intellectual discovery and scholarship.

12. ART ACQUISITIONS FUND—MINIMUM ENDOWMENT: \$10,000

A gift of an art acquisitions fund can be used to help a particular campus gallery build its permanent collections and its own prestige as a significant patron of the fine arts.

13. HUMANITIES AND ARTS SPONSORSHIP FUND—MINIMUM ENDOWMENT: \$10,000

To further its public service mission in this area, the University will employ the income from a humanities and arts sponsorship fund to underwrite program offerings, which the donor may either stipulate or leave to the discretion of the institution.

In addition to endowments, you may use a major gift to name a building or a part of a building. Such opportunities include: classrooms, lecture halls, auditoriums, galleries, library reading rooms, laboratories, and faculty office suites. Each campus has, or is working on developing, its own detailed list, and the Capital Campaign office will gladly discuss these possibilities with you, or indeed, any idea you may have for another kind of named gift.

FOR MORE INFORMATION CONTACT:

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MATRIX OF CAMPUS NEEDS AND PRIORITIES

Below is a distillation of the \$65 million campaign, the initial phase of which is called "Pride and Promise." The priorities fall into three broad groupings: PEOPLE, PROGRAMS, and PHYSICAL PLANT. The University of Maine System is seeking to shape its own future to meet the test of powerful and shifting external forces. The setting of priorities, the enhancement of strengths, the reduction of weaknesses, and the charting of new initiatives are all part of this strategy.

	University of Maine	Southern Maine	UM Farmington	UM Presque Isle	UM Fort Kent	UM Machias	UM Augusta	UM SYSTEM
University Chairs	■	■						
Professorships	■	■	■	■	■	■	■	
Undergraduate Scholarships	■	■	■	■	■	■	■	
Graduate Fellowships	■	■						
Library Acquisitions	■	■	■	■	■	■	■	
Instructional and Research Equipment and Computers	■	■	■	■	■	■	■	
Research Funds	■	■	■	■	■	■	■	
Curriculum Development Funds	■	■	■	■	■	■	■	
Humanities and Arts Programming	■	■	■	■	■	■	■	
Fund for Multi-Campus Initiatives								■
Business Administration Building	■							
Natural Sciences Building	■							
Performing Arts Connector Building	■							
Campus Center				■				
Health and Physical Education Center			■					
Fine Arts Center		■						

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