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## University of Maine at Orono Self-Review Report

University of Maine Self-Review Steering Committee

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UNIVERSITY OF MAINE AT ORONO

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## **SELF-REVIEW REPORT**

*Prepared for President Paul H. Silverman*



**Orono, Maine  
APRIL, 1983**



UNIVERSITY OF MAINE AT ORONO

SELF-REVIEW REPORT

PREPARED FOR PRESIDENT PAUL H. SILVERMAN

ORONO, MAINE

APRIL, 1983

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## PREAMBLE

The following four reports contain the recommendations of the Self-Review Steering Committee for each of the four vice presidential areas of the University of Maine at Orono. The reports represent the final effort of this phase of the Self-Review process.

The process began with self-reviews prepared by most of the individual units of UMO in accordance with approved Action Plans submitted by the units. In some cases (e.g., academic departments), the unit self-reviews were aggregated into self-reviews of larger units (e.g., Colleges.) The reports then were reviewed by the Self-Review Steering Committee in successive stages, and sets of preliminary recommendations were presented to the UMO community and the Vice Presidents for response. The Steering Committee evaluated the responses and all other information it received. This evaluation resulted in modification or elimination of some recommendations and the addition of others.

Because of the nature of the process, i.e., the evaluation of unit self-review reports, the four sections that follow are comprised almost entirely of recommendations pertaining to individual units. Some frustration was expressed by Committee members and participants at the public meetings to the effect that the Committee was neglecting its duty to take a more global view of the University and speak out on issues concerning the general health and quality of the institution as a whole.

It would not be difficult for the Committee to produce some additional general statements pertaining to campus-wide issues. However, the Committee believes that such statements would, by their nature, be subject to a variety of interpretations and thus lack the specificity needed to have significant impact. This would dilute the forcefulness of the more precise recommendations put forth for the improvement of individual units, many of which have University-wide significance. The Committee believes that those issues pertaining to broader questions of University planning should be addressed by the continuing planning process that evolves out of this initial self-review effort.

However, during the course of its study and deliberations, the Committee

did identify certain areas of concern pertaining to the quality of education for UMO students that should be addressed in future phases of the Self-Review. A sample of questions that seem particularly important to the improvement of educational quality include:

1. How can we effectively and fairly evaluate and reward quality classroom teaching?
2. What can be done to ensure that our graduates are literate and have the ability to think critically?
3. Can we place greater emphasis on academic excellence by appropriate publicity and recognition of outstanding student achievement?
4. Is greater flexibility within degree programs possible to stimulate more interdisciplinary study?
5. Should academic advising be improved and, if so, how?
6. How can student initiated academic projects, such as literary magazines, oral history collections and grant proposals, be better supported?
7. What can be done to give both the availability and the quality of classroom space a top priority in space allocation decisions?
8. Can the remedial or developmental programs be better coordinated to provide more efficient service?

The Committee urges that these questions be made the subject of future self-review efforts.

## UMO SELF-REVIEW REPORT

### PART I

#### Academic Affairs Vice Presidential Area

|  |                                     |
|--|-------------------------------------|
| College of Arts and Sciences             | Continuing Education/Summer Session |
| Bangor Community College                 | Graduate School                     |
| College of Business Administration       | Honors Program                      |
| College of Education                     | Registrar                           |
| College of Engineering and Science       | Technology Experiment Station       |
| College of Life Sciences and Agriculture | University Libraries                |

#### Subcommittee Membership

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John Alexander  
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Malcolm Coulter  
Sam Garwood  
Edward Hackett  
Katherine Musgrave (Chair)  
Kenneth Palmer  
Howard Schonberger  
Thomas Skaggs  
Robert White

## INTRODUCTION

The Subcommittee on Academic Affairs was formed in May 1982 to continue the analysis of the self-review reports prepared by the units in the Academic Affairs area that was begun by the Self-Review Steering Committee and the Executive Committee of the Steering Committee during 1981-82. Self-review reports that had been submitted in 1981 were in several instances, at the request of the Subcommittee, updated in the summer of 1982. In the fall of 1982, the Subcommittee submitted a working document for consideration by the constituent units of Academic Affairs, by the Academic Vice President and by the campus at large. The document included both the original recommendations of the Steering and Executive Committees and the Subcommittee's own recommendations and revisions. Following a series of public hearings, the Subcommittee reconvened in April 1983 to consider the comments, ideas and information received from all sources and to put the working document into final form.

In writing its final report, the Subcommittee elected to condense somewhat the discussions that were presented in the working document. In the final report, one set of recommendations is presented for each unit. These are followed by statements of rationale indicating the basis for the recommendations. The report itself is divided into two parts. The first part discusses those units that the Subcommittee believes currently present certain issues of a campus-wide nature. The second part contains the recommendations and rationales for other units within the Academic Affairs area.

It should be noted that the College of Forest Resources is not discussed separately in the report. In 1981, the School of Forest Resources submitted its self-review as part of the College of Life Sciences and Agriculture Self-Review. The School became a College in July 1982, after the first phase of the self-review process was completed. The Subcommittee recommended that the College submit its own self-review in the Spring of 1983, and that the review later be evaluated as part of the ongoing Self-Review process.



## PART A

### SELECT CAMPUS-WIDE ISSUES

An inadequate level of funding is a serious and persistent problem in most academic areas of UMO. The self-study reports made clear the need for increased funding. Shortages of funds have created numerous problems that span all academic areas. One example is currently inadequate equipment budgets, especially in the sciences. The Subcommittee endorses the statement of the four Vice Presidents that UMO must make every attempt to reallocate funds from other areas of the University budget into Academic Affairs and Research and Public Service if we are to maintain quality in the central mission of the University--teaching, research and public service.

### RECOMMENDATIONS

#### SPECIAL PROBLEMS OF THE COLLEGE OF ENGINEERING AND SCIENCE, THE COLLEGE OF BUSINESS ADMINISTRATION AND THE COLLEGE OF ARTS AND SCIENCES

The Subcommittee believes that the funding problems in the College of Engineering and Science, the College of Business Administration and the College of Arts and Sciences are especially acute. Accordingly, the Subcommittee makes the following recommendation.

##### 1. Recommendation

The funding level of the College of Engineering and Science should be increased substantially to add several additional faculty positions and to reinstate reasonable equipment budgets; the funding level of the College of Business Administration should be increased substantially to alleviate the current situation and to meet the demands of the market; and the operating budget of the College Arts and Sciences should be increased substantially to permit the offering of an acceptable number of both major-level and service courses.

##### Rationale for the recommendation for the College of Engineering and Science

The College of Engineering and Science cannot continue to maintain quality engineering and chemistry programs under the following conditions:

- a. Funding levels 40% lower (cost/SCR) than the national average for similar engineering schools.
- b. A faculty turnover rate much higher than the UMO average. The number of faculty who have left in the last eight years is essentially equal to the total number of faculty now employed.
- c. Between 1975 and 1981, enrollment pressures have resulted in an enrollment increase of 31% while, during the same period, the engineering faculty has decreased in numbers.

Insufficient faculty positions and the resulting attempt to limit enrollments are denying opportunities to large numbers (approximately 300 currently) of qualified students in career areas where jobs are available.

This trend is continuing. For example, the Admissions Report for September 1982 shows that 799 students applied for Engineering and Science programs (this compares with approximately 450 applications in 1975). Because of the enrollment limit, only 251 of these 799 students were admitted. Of the others, 88 are now on campus in other programs with the declared intent of transferring to Engineering and Science when there is room. The situation described above applies only to one incoming freshman class. Pressure from large numbers of potential transfer students also is intense. As a result of these circumstances, we are not serving adequately substantial numbers of our students.

Additional rationale is provided in the College's Self-Review, the 1981 Self-Review Abstract and the 1982 Update of the Self-Review.

Rationale for the recommendation for the College of Business Administration

Current Situation. In 1978, in order to increase teaching effectiveness, the College of Business Administration instituted enrollment constraints. Enrollment was reduced from 7,209 credit hours in the fall semester of 1978 to 5,928 in the 1981 fall semester, and the number of total full-time student majors during the same period was reduced from 1,093 to 914. Even with these measures, the College still has by far the largest number of student credit hours per faculty member, and the ratio of the College of Business Administration majors to tenure-track faculty is three times that of other UMO four-year collegiate programs. This high ratio is not only detrimental to quality teaching, but it



also hinders the public service and research activities of the College.

The Unmet Demand. Three types of high unmet demand for the College of Business Administration courses exist. First is the demand generated by students who would like to major in business administration. Many freshman applicants are denied admission to the College because of enrollment restrictions and are referred to other Colleges of UMO. For the 1982 fall semester, 84 of these applicants enrolled in programs in other Colleges at UMO.

Despite the College's change-of-college policy, which requires a 2.5 G.P.A. in order to enter the College, 91 students changed into the College for the fall semester 1982 as compared to 35 in the fall of 1979, which was the first semester following the adoption of the change-of-college policy. Further increases in the number of students changing into the College will limit severely the ability of the College to respond to the service demands placed upon it by other academic units.

Second is the demand created by students who are majoring in other disciplines and who would like to take business administration courses, either as part of their programs or as free electives. Programs requiring College of Business Administration courses include: Journalism, Computer Science, Recreation and Parks, Forest Management, Forest Utilization, Wildlife Management, Food and Nutrition, Agriculture and Resource Economics and Agricultural Mechanization. In addition, several other programs, all of which appear in the University catalog, strongly recommend business courses.

Third, the College's limited enrollment policy, due to the staffing shortage, hinders many students from other disciplines who would like to prepare themselves for an MBA degree following their graduation. With minimum coordination, students in different undergraduate programs may be able to take the seven undergraduate business course prerequisites as electives while fulfilling the requirements of their degrees, and, if they wish and qualify, they may enter the MBA program and obtain a graduate degree in one year. Currently, most students interested in such combinations of disciplines must take two years to accomplish them after being admitted to the MBA program because of the College's limited enrollment policy. It would be possible, with additional faculty resources, to increase the marketability of many students very effectively.

Increasing the size of the College's tenure-track faculty is the cornerstone of the short-term College of Business Administration plans. This would be of major benefit to students and would tend to increase the appeal and total enrollment of UMO as a whole. If no resources are made available to the College, course offerings, student advisory relationships, joint career programs and research and public service activities will continue to be severely constrained. Finally, the non-salary base budget of the College, which is \$24,392, is woefully inadequate.

#### Rationale for the recommendation for the College of Arts and Sciences

As distinct from a liberal arts college, a land-grant university combines traditional education with education in a variety of professional and technical areas, helping to meet state, regional and national needs in these fields. The core of education at UMO, however, remains in the liberal arts and sciences. Courses in the College of Arts and Sciences serve not only students in that College but also are central to the curricula of each of the professional degree programs.

The College of Arts and Sciences is in serious financial straits. It currently sustains a salary-line deficit in excess of \$200,000, a problem that has existed for many years, and one that is worsening. In January 1983, approximately 1,000 students were denied courses in the College because needed course sections could not be opened. Further, most departments in the College have base-level operating budgets that are too low for them to complete the academic year without receiving additional one-time monies. This situation makes academic planning very difficult, and it forces a number of departments to make unacceptable choices between offering quality major programs and providing sufficient service courses to meet the needs of the professional programs. These pressures are particularly intense in such departments as Computer Science.

#### LIBRARIES

Libraries traditionally are regarded as central to the academic enterprise, and rightly so. Strong library support is essential to the achievement of excellence in teaching and research. Numerous studies and reports at UMO during the past decade have concluded that library service has serious deficiencies. The recommend-

ations which follow are designed to begin raising the quality of library service to a level appropriate to the institution's programs.

## 2. Recommendation

Substantial additional funds should be added to the Fogler Library's acquisition budget. Estimated cost: More than \$200,000 the first year.

### Rationale

Despite strong administrative support during the past decade, the Library falls far short of providing adequate support for the range of teaching and research programs at UMO. Every study of the Library reinforces to one degree or another the image of "marginal malnutrition". Monograph acquisitions have declined by 30% in four years, and essential journals are lacking in virtually every field. A recent consultant (Clyde Walton, October 1982) stated that the Fogler Library needs at least 2,500 additional journal titles.

Approximately \$170,000 in new money will be required in FY 1983-84 simply to replace one-time monies allocated for acquisitions in 1982-83 and to cover inflationary increases in library materials. Substantial additional amounts will be needed for improvement.

Technological advances eventually will change the means of access to scholarly information, but they are unlikely to make a significant contribution during the 1980s. For the present, there is no substitute for money.

## 3. Recommendation

A commitment should be made to place the Fogler Library catalogue on-line within five years, and the University should recognize library automation in general as a high priority. Estimated cost: Over \$500,000.

### Rationale

Electronic data processing can provide such enormous advantages over manual library procedures that the latter must be regarded as obsolete. Most academic libraries have recognized this fact and are moving rapidly to adopt on-line catalogues and other automated systems. Some of the major advantages of on-line catalogues are:

a. Remote Access Library users need not come to the first floor of the Fogler Library to consult the catalogue. Hardwired terminals can be located throughout

the Library, and dial access ports can provide access to any faculty member or student with a terminal and a telephone. This would be particularly valuable to faculty at BCC, the Darling Center or even in campus buildings that are far from the Fogler Library.

b. Enhanced Bibliographic Searching Capability Card catalogues are limited by size and cost considerations to relatively few access points per title. On-line catalogues, by contrast, can be searched by single words or combinations of words from any part of the bibliographic record.

c. Collection Management and Control The Fogler Library's collections represent a capital investment of many millions of dollars. Maximizing the utility of this tremendous resource requires detailed information about cost and use of the collections. On-line catalogue and circulation systems can produce such management information easily while in manual systems it can be obtained only at great expense, if at all.

d. Resource Sharing Union catalogue projects and other such significant resource sharing activities are feasible only in an automated environment.

The suggested five year time frame is somewhat arbitrary, but it is important to set some target date; otherwise there will be a tendency to drift along waiting for the perfect system to appear. The technology has advanced to the point where there is no longer any doubt that the on-line catalogue is the coming norm for academic libraries. Because of the huge potential benefits to the entire community, UMO should make this a priority now.

#### 4. Recommendation

Intense efforts should be made to find outside money to finish and furnish the third floor of the Library addition. Estimated cost: \$500,000.

#### Rationale

The Library is seriously lacking in study space, particularly semiprivate study stations, group study areas and lockable carrels for faculty and graduate students. Lack of suitable study space was the second most frequent complaint cited in a user survey in 1981 (the lack of needed journals was first).

#### 5. Recommendation

Larger quarters should be found for the Library at BCC.



### Rationale

The BCC Library has no space for collection growth and far too little seating capacity. The storage areas for audiovisual equipment and software are so cramped that efficient handling and maintenance are impossible.

### 6. Recommendation

Every effort should be made to reduce the isolation of the Library from the main stream of academic activity. Membership of the new Director on the Dean's Council will help, but it is important that other library professionals also become involved.

### Rationale

Librarians need to be aware of teaching and research activities in order to select library materials and tailor library services to support institutional programs and priorities. Likewise, faculty and administrators need to be aware of the implications for the library of proposed changes in program emphases. This awareness can come only through regular involvement of librarians in the decision-making process.

## GRADUATE SCHOOL

### 7. Recommendation

A search should be initiated soon for a full-time Graduate Dean. The position description for that search should make it clear that, in addition to administering policies, procedures and standards for graduate programs, the successful candidate would be expected to:

- a. assume a leadership role in promoting and enhancing graduate study at UMO;
- b. take an active role in the planning and encouragement of research activities to better support and complement graduate study in high priority areas.

In order to aid the Graduate Dean in achieving a strong role in the interdependent areas of graduate study and research, it is recommended that a significant number of graduate assistantships be controlled by the Graduate School. These would be in addition to existing graduate assistantships now controlled by the Colleges and departments. Funds for these additional assist-

antships could be provided eventually by new outside sources developed by the Graduate Dean with the help of the Development Office. However, to implement the concept, it is recommended that initial funding for ten assistantships come from what is now used as "venture capital" by the Vice President for Research and Public Service. In effect, this would give the Graduate Dean control of a small portion of UMO's "venture capital" in the form of graduate research assistantships.

Hopefully, this would encourage a close working relationship between the Graduate Dean and the RAPS Vice President in setting priorities for the encouragement and coordination of research and graduate studies.

#### 8. Recommendation

The Graduate School should be funded:

- a. to support outstanding students, especially through fellowships and scholarships;
- b. to permit periodic program assessments by scholars invited to the University as reviewers;
- c. to allow UMO to carry out measures recommended by self-reviews for upgrading graduate programs.

In addition to funds from the regular academic budget, the new Graduate Dean would be expected to take a leadership role in developing outside sources of funding to support these activities.

#### Rationale

The rationale is reflected in the philosophy and goals articulated by the Board of Trustees and by President Silverman. The Report of the Board of Trustees states:

"We resolve that the strengths of the Orono campus in all areas--instruction, research, and public service--be further developed; that current curricula be buttressed at the graduate, as well as at the undergraduate levels; that new programs be developed as needs are defined and resources made available.

Because of its resources in faculty and equipment, experience and tradition, the Orono campus is in a position of example and leadership calling for a continuing emphasis on the improvement of quality at all levels of activity. It is recommended that assistance to other units in the system, when timely, be recognized as an important function of the Orono campus, necessitating, perhaps, the inclusion of certain activities in the faculty member's work load". (Report of the Board of Trustees of the University of Maine, 1969).

President Silverman pointed out that:

"The teaching mission of the University is enhanced by the maintenance of high quality research, scholarship, and creative activity. It is the presence of research and scholarship which makes possible graduate programs that are uniquely available at UMO in the state of Maine...Therefore, the support and encouragement of research and scholarship must continue to be a major commitment of UMO". (Inaugural Address, Paul H. Silverman, February 2, 1981).

Two additional points are especially relevant to these recommendations.

a. The Graduate School has been without a full-time Dean since January 1977. For the past three plus years the Dean has been on an acting half-time appointment.

b. During the past decade, approximately 50 fellowships have been lost. Only two (for the New England-Canadian Program) currently are available to offer outstanding students! This is a serious loss to the maintenance of high quality in the graduate programs at UMO.

#### COORDINATION IN THE SCIENCES

##### 9. Recommendation

The Vice President for Academic Affairs should appoint at least one member from each biological and physical science department and appropriate others to compose a task force to explore ways to strengthen coordination among the sciences.

##### Rationale

The science departments currently are located in three colleges, and several self-review reports indicate a need for greater coordination and cooperation. For example, the Department of Botany and Plant Pathology points out:

"A second organizational problem is the fragmentation of the biological sciences on this campus. The physical separation impedes the development of cooperative efforts and the most effective utilization of facilities and resources. The administrative fragmentation discourages joint program planning and, at its worst, fosters counterproductive maneuvering for students, facilities and resources. The College of Life Sciences and Agriculture should seriously study the advantages and disadvantages of reorganization into four schools: Forestry, Human Development, Agriculture, and Life Sciences, the

latter to include the Department of Zoology." (Department of Botany and Plant Pathology Self-Review, April, 1981, pp. 2-3).

Similarly, the Department of Microbiology indicates:

"The arrangement of facilities is a major problem which tends to interfere with achieving some aspects of our missions and goals. The various biological science departments are scattered across the entire campus. The most obvious and tangible effect of this situation is the difficulty or, in some cases, the impossibility of developing centralized or cooperative facilities for sharing equipment and other resources...This situation is further complicated by the current administrative structure which splits the basic sciences, especially the biological sciences, into several colleges." (Department of Microbiology Self-Study, April, 1981).

The College of Engineering and Science also indicates a need for stronger relationships between Chemistry and other sciences:

"The Chemistry Department is currently developing a plan for an Interdisciplinary Master's Program in Chemical Science. The primary goal of this program is intended to be a curriculum which will attract, foster, and educate those students having a fundamental interest in Chemistry with a strong focus upon a related science. This program, if it is to be successful, will have to develop strong relations to other sciences, particularly Biochemistry, Entomology, Civil Engineering, Physics, and Zoology." (College of Engineering and Science Self-Review Abstract, 1981, p. 10).

## CONTINUING A PLANNING PROCESS FOR THE UNIVERSITY

### 10. Recommendation

The Self-Review process should be continued as an active comprehensive planning effort. The purpose of the activity would be to develop a context within which resources, both current and future, can be expanded. The planning process should reflect a macro perspective of UMO, while focusing on individual units and their contributions to the University's overall mission. The planning process should be based on open and extensive community involvement. The planning should be guided by four basic questions:

- a. What do we want to accomplish?
- b. How are we doing?
- c. What is keeping us from doing as well as we wish?
- d. How can we reduce the obstacles to success?



### Rationale

A recurring theme of the self-review documents is that of inadequate resources. It generally is perceived that we have insufficient personnel and/or space and equipment with which to accomplish our current and/or future missions. In some cases, it was reported that the quality of the program offerings to students already has eroded as a result of this circumstance, and in others, it is implied that erosion is imminent if additional resources are not forthcoming. It is reported that as a result of inadequate funds, faculty are disadvantaged at keeping themselves abreast of advances in their disciplines and aware of contemporary teaching technologies. Credit hour teaching loads are too high, financial support for research is too low, the number of students per class is too many and the salary dollars are too few.

When the overall solution of these excesses or shortages, as the case may be, is placed into a financial context, the magnitude of the necessary additional funds is staggering. Were it to be agreed that these requests should be funded, the practical result would place an infinite demand on a finite resource. This course of action obviously would be counterproductive.

Given that UMO as an institution is unable to fulfill all requests for additional support, available resources must be distributed in a way which enables the institution to best accomplish its mission and meet its goals. (This necessitates prioritizing across units within the division, which would be a practice similar to that which already has been utilized within units.) This type of effort demands a clear articulation of the mission of the institution and the manner in which that mission will be accomplished.

## PART B

### SPECIFIC UNITS IN THE ACADEMIC AFFAIRS AREA

#### RECOMMENDATIONS

##### BANGOR COMMUNITY COLLEGE

##### 11. Recommendation

A University-wide task force should be established to study the role of Bangor Community College (BCC) within the University of Maine at Orono (UMO). Members of the task force should be appointed by the Vice President for Academic Affairs and should include a broad representation of the University community.

##### Rationale

The Bangor Community College Self-Review Report identified a total of 123 recommendations. While many of the recommendations cited will require only College attention, six major recommendations are identified as representing categorical themes which should be addressed through a broad-based University perspective. The six major recommendations of the BCC Self-Review Report are:

- a. that "the College and University become more responsive to the need for Bangor Community College to expand its role by removing what the Committee perceives to be traditional and inflexible barriers to educational progress" (e.g., the College's title, increasing diversity of degree programs through innovative curriculum rearrangements, and developing policies to better meet the needs of older adult students);
- b. that "there be a joint commitment on the part of the other six Colleges and BCC to strengthen the relationship which currently exists and together embrace and promote the University of Maine at Orono's commitment to community college education";
- c. to "dramatically improve the academic climate of the College";
- d. to "alter the professional responsibility of faculty members" (e.g., incorporating community service, applied research and/or advising as part of full-time teaching loads);
- e. to "develop and implement a plan to utilize existing avail-

able physical facilities more efficiently for desired expansion of College services"; and

f. to "institute a College long-range plan."

All recommendations having to do with the identity of the College, its relation to the entire University community and the unique role of the Dean on a campus physically separate from the main campus, would be addressed by the establishment of such a task force.

## COLLEGE OF EDUCATION

### 12. Recommendation

The missions of the College of Education should be prioritized and the needs met through internal reallocations with no additional resources.

#### Rationale

As in other UMO academic units, the operating budget in the College of Education has not kept pace with inflation. There also have been reductions in federal funding of specific programs that would be desirable to continue. In addition, the College has proposed new programs and services that would require substantial resources if initiated.

However, there seems to be an oversupply of qualified teachers on the market in most areas (despite the fact that math and some sciences are apparently the exceptions and there are now predictions of an impending overall teacher shortage). Potential students apparently have responded to this and other factors by choosing alternative majors. Undergraduate enrollment is down 31% in the last five years with a 9% decrease this past year. While graduate programs have been expanded, there has been a 50% decrease in undergraduate enrollment over the last ten years. During the same period, the College has increased slightly its share of the academic affairs budget. The programs and services initiated and previously funded by the federal government are desirable. However, UMO may not be able to replace funds previously provided by the federal government while other programs central to UMO's mission are so grossly underfunded. Reallocation within the College may be overdue.

### Rationale

Faculty participate in the C.E.D. program essentially on an individual and overload salary basis. Some academic departments offer regular load courses late in the day through C.E.D. without compensation. A share of the revenue would provide some resources to allow and to encourage academic departments to become more actively involved in planning for the range of needs of part-time students and in-program development.

#### 16. Recommendation

Faculty compensation rates should be increased to encourage greater participation in and expansion of these programs.

### Rationale

Faculty compensation rates have not increased for the past three years and, as a result, Maine ranks last among the New England Land Grant Universities. Needs and requests from important constituencies are denied since many faculty find the rewards insufficient for their efforts. Current rates do not encourage faculty participation nor program expansion.

## HONORS PROGRAM

#### 17. Recommendation

The efforts of the Honors Program to enhance the intellectual climate of the campus should be encouraged and supported financially.

The Subcommittee identified **four** major areas of concern:

- a. Although the Subcommittee does not question the quality of freshman and sophomore instruction, it does suggest that procedures be built into the system that promote quality and facilitate the evaluation of quality: Selection procedures, as conducted this past year for the freshman level teaching staff, should continue to be implemented for both freshman and sophomore level teaching staffs. Honors instruction at all levels should be recognized adequately through time release to the faculty member and monetary reimbursement to the department. Budget increases requested by the Director for this purpose should be met (see Appendix A., item #6 in the original Self-Review). Course evaluations for honors courses should be available to the Honors Program; an evaluation format tailored to the honors courses might be more appropriate than the computerized University format.

- b. The advising of freshman and sophomore level honors students should be improved. The suggestion of the Director that advising of all freshman honors students be done by the Director has many advantages, though it may be too large a task to assign to a single individual. This possibility should be examined. At the least, a sub-group of advisors could be identified who are interested specifically in the Honors Program, and these advisors could be kept informed on honors procedures and curriculum. The problem should be addressed by the Honors Council.
- c. The Honors Program is in an excellent position to enhance the intellectual and cultural climate of the campus. Budget adjustments through internal reallocations or base budget increases should be made to allow for the offering of Hr 170 and the further sponsoring of campus colloquia, etc.
- d. Although there is no attempt made by the Honors Program to recruit students in any particular discipline, it is important that the individual disciplines be served adequately by the program. One method of determining success in serving each discipline is to calculate student representation of each discipline in the program. The Subcommittee recommends that the Honors Program evaluate statistics on the numbers of students within each major to determine whether there are any majors severely under-represented. If under-representation exists, reasons for this under-representation should be studied.

#### Rationale

The Honors Program is a sequence of above-average courses for above-average students, and as such, it constitutes a vital part of UMO's commitment to intellectual excellence. The program provides a select group of qualified students a range of educational opportunities beyond those open to them outside the program. It seeks to do this in two ways: first, to broaden the students' intellectual horizons by encouraging them to explore areas of thought not closely related to their major fields of study, and second, to allow them to work in their major field in greater depth than would be possible in a conventional course pattern. The work of the first two years in Honors is directed toward the first objective, and the work of the Junior and Senior years is directed toward the second.

Continued and effective support of the Honors Program by faculty and the administration is needed to help attract and maintain a student body of high quality. For example, through Honors, students may have an opportunity to participate in the process of developing new knowledge. The Honors Program needs to have as much visibility on campus as possible in order to encourage participation by a substantial number of highly qualified students in all academic areas.



## REGISTRAR'S OFFICE

### 18. Recommendation

Computer expertise should be developed in the staff of the Registrar's Office.

#### Rationale

Approximately 13,000 new day student records and 7,000 new CED/Summer School student records are created at UMO each year. Coupled with maintaining 100,000 inactive records and responding to 35,000 transcript requests per year, the sheer volume of data handled by the Registrar's Office requires a staff capable of using existing computer facilities and developing new strategies to accomplish their tasks.

Given the enormous demands placed upon the Registrar's Office for data entries, maintenance and retrieval (e.g., registrations, grade reports, permanent academic records, enrollment statistics, add-and-drop records, etc.) by various University constituencies (i.e., students, graduates, faculty and administrators), it is important that current, accurate and reliable information be provided in a cost-effective and efficient manner. The Computing and Processing Service has begun to work more closely with the Registrar's Office, and it has become clear that rather than purchasing its own computer at this time, the Office needs to establish a staff development program aimed at raising the level of computer expertise among its staff. This would represent the first step in streamlining the management of the data the Office processes.

## TECHNOLOGY EXPERIMENT STATION

### 19. Recommendation

A task force should be appointed to study and evaluate the current status of the Technology Experiment Station and to prepare a plan for its needed organization and function. This task force should include representatives from the Technical Services Program, the College of Engineering and Science, the College of Business Administration, the Department of Industrial Cooperation and such other units as are deemed necessary by the Vice President for Academic Affairs.

## Rationale

It is widely recognized and accepted that the relative prosperity of the New England region during the recent past has been dependent upon the development of an economy based upon technologies which did not exist as recently as ten years ago. There is every reason to believe that this phenomenon will continue and expand during the decade of the 1980s.

The University of Maine at Orono has, and is currently, responding to these technological needs with diverse combinations of administrative units. The research mission is administered through Sponsored Programs, with financial responsibility assigned to the department of the principal investigator. Interaction with industry is administered through the Department of Industrial Cooperation and the UMO Pulp and Paper Foundation. Engineering services to industry are provided through the Technical Services Program. Professional development for practicing Engineers and Engineering Technologists is provided through Conferences and Institutes and the Continuing Education Division.

Each of these units is responding to its component of the basic outreach mission in an effective and appropriate manner. However, the aggregate of these responses is piecemeal and uncoordinated. They are not effectively integrated in the teaching mission of the College of Engineering and Science and tend to be unfocused in the aggregate. Further, the diverse characteristics of these units makes it difficult, if not impossible, for the University of Maine at Orono to establish and maintain a leadership role in the development and sustenance of advanced technology in the state. The impact of this is significant in its effect upon the potential development of the economy of the state, and the lack of this leadership role is in conflict with the land-grant mission of the University of Maine at Orono.

The State Technology Experiment Station, which in most land grant institutions would be called the Engineering Experiment Station, would be responsible for providing the integration and focus for these activities.

## UMO SELF-REVIEW REPORT

### PART II

#### Finance and Administration Vice Presidential Area

Bookstore

Police and Safety

Office of Budget and Fiscal Services

Public Information and Central Services

Children's Center

Purchasing

Physical Plant

#### Subcommittee Membership

Kenneth Ahn

John Alexander

John Benoit

Richard Hill

Lester Nadeau

Anne Pooler

Dwight Rideout (Chair)

Alden Stuart

Karl Webb

George Wood



## INTRODUCTION

The Subcommittee on Finance and Administration, composed of faculty and administrative members, met on nearly a bi-weekly basis for a period of five months. The Subcommittee reviewed the original self-review documents and critical review statements, interviewed unit directors and/or received their written comments noting substantive corrections and/or additions to the earlier reports, and evaluated all information and material thoroughly. As a result of these deliberations, the Subcommittee made twelve recommendations, each supported with a succinct rationale.

## RECOMMENDATIONS

### BOOKSTORE

The Subcommittee's review of the Bookstore resulted in little change of substance from the critical review recommendations.

#### 1. Recommendation

Ideally, the check cashing service and the post office service should be removed from the Bookstore. They should be located at some other place in the Memorial Union. The Subcommittee recognizes that:

- a. an alternative location would involve questions of staffing, security, collections, etc.;
- b. previous attempts to relocate have been "fruitless."

#### Rationale

The volume of traffic in the Bookstore far exceeds the ability of the facility to accommodate these services reasonably.

#### 2. Recommendation

The Subcommittee strongly urges that the Bookstore Advisory Committee be reactivated immediately.

#### Rationale

It is good administrative practice to use student-faculty-staff advisory committees when a public service is rendered.

### CHILDREN'S CENTER

An update on the initial self-review of the Children's Center offered changes which included the following statements:

- As a result of the creation of the UMO Children's Center Infant-Toddler Program (October 1981) twelve infants and toddlers, two and one-half years old and under, now are provided child care services. This program is located on the second floor of the 115 College Avenue facility and is licensed as a family day care home.

- The President's Cabinet approved restructuring of the UMO After School Child Care Program to care for four through six year olds. The program now is referred to as the Chapel Road Preschool Program.
- The possibilities of increased child care opportunities through the Children's Center Programs currently are being pursued through collective bargaining.

### 3. Recommendation

The group which reviews the needs of the total University must determine the priority of child care services for the offspring of students and employees.

#### Rationale

The Subcommittee concurs that it is important that child care services should be available to UMO employees and students. However, there is no ready made formula which states the reasonable extent to which this should occur. There is a cost involved. The financial support of this program must be judged against the best alternative use for that money on a campus-wide basis.

## OFFICE OF BUDGET AND FISCAL SERVICES

### 4. Recommendation

The Office of Budget and Fiscal Services should be commended on its formal efforts to make budget and fiscal procedures understandable to the campus community. The Office already has improved operations and reduced frustration. Continuation of both training sessions and the preparation of written instructions to clarify procedures is strongly recommended.

#### Rationale

The necessary complexity of financial forms and procedures causes considerable frustration and loss of productive time if clear instructions are not readily available. The recent efforts of the Office of Budget and Fiscal Services already have improved understanding and should be continued and intensified.

### 5. Recommendation

A method should be devised to improve the pay and status of cashiers

in the Business Office. As a minimum, a desk audit should be undertaken with special attention paid to the diplomatic skills and patience required to do the job well.

#### Rationale

The cashiers have considerable interaction with students and other members of the campus community and, because of the nature of the job, there is a recurring public relations problem. This problem is aggravated by the low status and resulting high turnover of cashiers. The skills needed for successful performance of the job (pleasant attitude, patience and a "thick skin") are not easily quantified, but are nonetheless important. People who have these skills should be found, rewarded and encouraged to perform this important job.

#### 6. Recommendation

The method of encumbering funds should be modified to avoid loss of funds by units when ordered equipment does not arrive until sometime during the next fiscal year.

#### Rationale

The Office of Budget and Fiscal Services should be commended on the modifications in budget control that have prevented overspending by account managers. However, the feature of the system that causes encumbered funds to be lost to the unit if ordered equipment does not arrive by the end of the fiscal year or shortly thereafter is an unfair burden to account managers. The manager loses control of the situation when equipment is ordered. Unexpected delays up to six months or more are not uncommon for some types of scientific equipment. Maneuvers to avoid loss of funds are possible, but border on the dishonest and waste time and effort as well as sometimes interfering with the timely acquisition of equipment. The comment that good accounting practice does not allow the money to be carried over seems inadequate since other universities manage rational encumbering systems and also presumably adhere to good accounting practice.

#### 7. Recommendation

All major units (Colleges, etc.) should designate a person to serve as liaison between the individual units (departments, etc.) and the Office of

## Budget and Fiscal Services.

This recommendation would involve action by units other than the Office of Budget and Fiscal Services, but it relates to the function of that Office and, therefore, is included in this report.

### Rationale

Most major units (Arts and Sciences, Life Sciences and Agriculture, Education, etc.) have a liaison person between the individual units and the Office of Budget and Fiscal Services. The Office Director reports that budget and fiscal procedures and problems are handled more smoothly and with less time loss under this arrangement. Budget and fiscal procedures are becoming more complex and the lack of a specialist to aid chairs, directors and principle investigators results in confusion, inefficiency and frustration.

## PHYSICAL PLANT

At the time the Subcommittee met with the Acting Director of Physical Plant, he had been on the job for approximately six months. At that time, four areas of concern of the Self-Review Committee were reviewed. They are listed below:

- a. poor first line supervision,
- b. inadequate janitorial services and supervision,
- c. work control process (untimeliness of action, bad job estimates, inadequacy of the billing process),
- d. deferred maintenance currently needed totaled \$600,000.

The Subcommittee was impressed with the Acting Director's candor and by what he already has done. The Subcommittee agrees with him that there are, indeed, quality departments at Physical Plant, but that there are also areas that demand immediate attention. In his words, the administration of Physical Plant makes it impossible for a worker to give the University a full-day's work by overcontrolling him. However, the Acting Director appears to have a good understanding of the problems in Physical Plant.

### 8. Recommendation

Since personnel changes recently have taken place in Physical Plant and the Self-Review process is an ongoing process, the Subcommittee recommends



that another review be done by the Steering Committee to see what progress has been made at Physical Plant a year from now.

#### Rationale

The Subcommittee still is in basic agreement with the concerns of the Self-Review Steering Committee, with the exception of the recommendations for additional maintenance monies. At this time, the Acting Director cannot justify an additional \$600,000, and he requests some time to study the long-range needs of Physical Plant.

### POLICE AND SAFETY

It is the Subcommittee's opinion that the present policy of assigning sworn police to dormitory patrols is working well and should continue in its present form; that the distribution of personnel responsibilities is appropriate within the department; and, that the Department of Police and Safety serves the community well.

#### 9. Recommendation

Since the enforcement of parking regulations and the collection of fines are the concern of the Police and Safety Department, the Subcommittee feels that this matter should be reviewed by an appropriate administrative committee.

#### Rationale

Various aspects of parking present problems on almost a daily basis; e.g., faculty and staff wanting to park close to the buildings in which they work, enforcement of parking rules and ticketing. A general review of parking policies would be helpful.

### PUBLIC INFORMATION AND CENTRAL SERVICES

#### 10. Recommendation

- a. The University should coordinate the efforts of Public Information and Central Services (PICS), the Development Office, the General Alumni Association, the Pulp and Paper Foundation and the University of Maine Foundation under the guidance of an Executive Director for University Relations who would report directly to the President, thereby moving PICS from Finance and Administration to this newly created area. This

new office of University Relations would be responsible for coordinating UMO's public relations and fund-raising efforts.

- b. The Executive Director for University Relations should have the flexibility to study and evaluate the feasibility of: (1) maintaining the University printing and mailroom operations as components of PICS, and (2) coordinating all University publications to ensure their quality and continuity of image. (The Vice President for Finance and Administration responded to this recommendation by suggesting that the mailroom and the printing operation should report to the Business Manager and not to the Executive Director. The Committee, however, reaffirms its position: The new Executive Director should have the flexibility to study and evaluate the situation.)
- c. The President should consider appointing an advisory committee to lend assistance to the Executive Director in identifying areas within the campus community which would provide publicity and promotional opportunities for UMO. The size and composition of this committee would be determined by the President and the Executive Director and hopefully would draw upon existing available expertise within the campus community.

#### Rationale

While the Subcommittee was essentially in agreement with the Executive Committee's earlier critical review of PICS and the accompanying recommendations, the Subcommittee felt that UMO has demonstrated a need to make a much greater public relations effort than was suggested in the original review. Indeed, for UMO's public relations to be truly effective, they should become a priority not only with PICS but with several departments including the Development Office, the General Alumni Association, the Pulp and Paper Foundation and the University of Maine Foundation. This effort would increase internal communications, assure quality control and focus on enhancing a positive institutional image.

#### PURCHASING

The Subcommittee's review of the Purchasing Department's critical review did not reveal any significant changes since the original submission. There are, however, several topics which the Subcommittee wishes to address.

In response to the question of his reporting directly to a Vice President, the Purchasing Department Director felt that while this was not necessarily essential, Physical Plant and Purchasing should attempt to operate in an

atmosphere of cooperation and coordination. The Subcommittee feels it is not sufficiently versed in the matter to make a judgement relative to the most appropriate reporting relationship and, thus, makes no recommendation.

#### 11. Recommendation

A plan of action to achieve a more effective system of coordination and communication between the Purchasing Department, Physical Plant and the campus community should be submitted to the Business Manager for approval.

##### Rationale

The Purchasing Department Director stated that his primary objective is to establish more lead time for the billing process between the Stockroom and Physical Plant. This would permit more accurate budget management and project-to-date billing. He believes this can be accomplished by improving coordination and communication between the two departments. The entire campus community would reap the benefits. Based on our extensive interview, the Committee accepts his judgement which revealed obvious cost-saving benefits.

#### 12. Recommendation

A timetable relative to conversion of inventory to computer should be developed and submitted to the Business Manager for approval. The plan needs to address all resource needs; i.e., staff, training and time allocation.

##### Rationale

The Director cited a major concern, perhaps frustration, in the lack of progress in converting the current inventory system in the Purchasing Department to computer. Such a conversion would alleviate many current manual operations, reduce the paperflow and increase operational efficiency to the whole campus. To date, according to the Director, the Computing and Processing Service (CAPS) has not been able to schedule a time or to assign a priority to this changeover.

Subsequent to the drafting of this recommendation, the Steering Committee was informed that the recommendation has been implemented with the effective date being July 1, 1983.



## UMO SELF-REVIEW REPORT

### PART III

#### Research and Public Service Vice Presidential Area

|                                      |                                       |
|--------------------------------------|---------------------------------------|
| Balanced Growth Project              | Land and Water Resources Center       |
| Bureau of Labor Education            | Maine Agricultural Experiment Station |
| Bureau of Public Administration      | Migratory Fish Research Institute     |
| Center for Marine Studies            | Pulp and Paper Foundation             |
| Conferences and Institutes           | Quaternary Studies Institute          |
| Cooperative Extension Service        | Social Science Research Institute     |
| Department of Industrial Cooperation | Sponsored Programs Division           |

#### Subcommittee Membership

Kenneth Ahn  
Guvenc Alpander  
John Benoit  
Malcolm Coulter  
JoAnn Fritsche  
Richard Hill  
Harold McNeill  
Kenneth Palmer  
Paul Uttormark (Chair)  
George Wood

## INTRODUCTION

The overall charge given this Subcommittee was to evaluate the Research and Public Service (R.A.P.S.) area of UMO and to make recommendations for increasing the University's ability to carry out its responsibilities and to serve its constituents. More specifically, the Subcommittee was charged with preparing a document which built upon and integrated the information contained in the individual unit reports (i.e., self-reviews). This document was to contain "specific unit recommendations as well as the explication of 'themes' inferred across unit self-reviews, and the rationale for each recommendation or theme." This report is the Subcommittee's response to that charge.

In preparing the report, the Subcommittee studied the unit self-reviews, interviewed the unit directors and conferred with many other individuals knowledgeable of the R.A.P.S. division. The Subcommittee studied pertinent mission statements, criteria for promotion and tenure, reports of the Trustees and speeches delivered by campus Presidents. Fiscal records were examined and miscellaneous information was compiled to provide substance and context to the analysis. In carrying out the work, the review team understandably and unavoidably was led into areas outside the direct domain of R.A.P.S. No apologies are made for this. Although the R.A.P.S. units represent a large part of UMO's organized research and public service efforts, there remains, in addition, a significant effort dispersed throughout the campus which must be taken into account as well. To do otherwise would be short-sighted and artificial. The Subcommittee's recommendations are aimed at strengthening UMO's overall research and public service capabilities; consequently, in some cases actions by groups not affiliated with R.A.P.S. are suggested.

The University of Maine at Orono is Maine's land-grant university. As such, it has responsibilities which extend statewide. The national land-grant system was formed in the mid-1800s in recognition of the fact that teaching alone could not satisfy all of the demands that people placed upon their institutions. Accordingly, research and public service took their places alongside teaching to form the tripod upon which higher education

would strive to meet society's needs. A land-grant university is distinguished from other universities or colleges by its level of commitment to research and public service. Indeed, the phrase "teaching, research and public service" has become synonymous with land-grant universities.

The 1969 "Missions and Goals" statement prepared by the President's Committee on University Planning states that:

The Goal for Public Service is to: Make the resources of the University of Maine at Orono available to individuals, agencies, and organizations and to the broader domestic and international community to aid in improving economic, environmental and social conditions.<sup>1</sup>

In 1977, President Neville pointed out that:

First and foremost, a land-grant university is the people's university....Our institution is supported in part by the tax dollars of the citizens of Maine, many of whom are unable to come to Orono and to participate in the learning community which they support. Consequently, the land-grant university accepts the responsibility to share the knowledge, skills, and expertise which it has amassed, not only with its students but with those other citizens who are not privileged to be its full-time resident students.<sup>2</sup>

Also in 1977, the Trustees' ad hoc Committee on Academic Planning reported that:

Public service is a significant component of public higher education responsibility. The range of activities has brought the University into closer contact with Maine residents through the use of campus facilities, research capabilities and faculty talent in direct support of community and individual needs throughout the State.<sup>3</sup>

President Silverman, in his remarks to the Council of Colleges in April 1982, reaffirmed UMO's institutional commitment to the land-grant tradition:

The central academic enterprise of UMO-- [that is, teaching research and public service]-- must be strongly asserted and must be reflected in its budgetary priorities, its activities and its structural organization.<sup>4</sup>

UMO's institutional responsibilities to research and public service are clear, substantial and long-standing. Nevertheless, uncertainty exists within the University community regarding the extent of its institutional commitment to these responsibilities and the level of contribution expected from faculty

and staff, both individually and collectively.

The recommendations which follow are designed to assist in alleviating these uncertainties by attempting to clarify and reaffirm institutional commitments and expectations for research and public service in the many ways by which they are communicated, interpreted and understood.

## GENERAL RECOMMENDATIONS

### 1. Recommendation

UMO should maintain and enhance administrative and organizational conditions for successful research, public service and extension programs.

#### Rationale

The following criteria are suggested as guidelines for strengthening the University's outreach programs:

- There should be a strong institutional commitment to research and public service, as exemplified by the priority given to funding and administrative leadership.
- Budgetary flexibility which provides "venture capital" for research and public service should be maintained so that critical investments in people, space and equipment can be made, to better serve Maine's people.
- The public service function should be an integral part of the University organizational structure. If it is not integrated with research and teaching, its chances of success are remote.
- Rewards and recognition for public service should be the same as those for research and teaching.
- The institution should develop a quite precise definition of the role and scope of its public service and extension activities.
- The public service program should be continuous, so that clients know that it will be available.

- The public service program should continue to have permanent, off-campus staff to interact with its clients.

Research at UMO has undergone significant growth during the past decade. Total annual grant and contract activity has increased from \$1 million to about \$10 million during that period. There are many reasons for this. Concern for future research productivity has become a more important factor in the selection of new faculty members. Likewise, research accomplishments are now weighted more heavily in promotion and tenure decisions. The research recognition award-- and more recently, the recognition award for public service-- have given added prestige to these functions.

Another important contributing factor has been the administrative priority given to the development of UMO's organized research and public service programs. The University needs strong leadership for these programs to effectively interface the needs of Maine's people with the resources of the University. The availability of "venture capital" is of critical importance to permit investments in people, space and equipment. Prudent investment of "venture capital" is considered by many to be the single most important factor in UMO's research growth.

## 2. Recommendation

UMO should expand and strengthen its efforts to cooperate with and to assist other system campuses in research, public service and extension in order to maximize the resource base and to better serve all the people in Maine.

### Rationale

The Report of the Board of Trustees of the University of Maine (12/18/69) set forth the framework for a broad mission of leadership whereby UMO would utilize its resources to assist other system units. The Report states:

We resolve that the strengths of the Orono campus in all areas-- instruction, research and public service-- be further developed; that current curricula be buttressed at the graduate, as well as the undergraduate levels; that new programs be developed as needs are defined and resources available....Because of its resources in faculty and equipment, experience and



tradition, the Orono campus is in a position of example and leadership calling for a continuing emphasis on the improvement of quality at all levels of activity. It is recommended that assistance to other units in the system, when timely, be recognized as an important function of the Orono campus, necessitating, perhaps, the inclusion of certain activities in the faculty members' work load.<sup>5</sup>

Thus, the expectation already exists that UMO will maintain and strengthen its programs in all areas of instruction, research and public service and that it will assist other system units toward greater educational service.

The need for similar action was recognized by the Trustees ad hoc Committee on Academic Planning. Their 1977 report included the following recommendation:

The Committee recommends the immediate appointment of a Citizen/University Task Force to examine the public service role on each campus and to submit a report to the Trustees within three months. Qualitative and quantitative reviews of what public services are now being rendered by the University in the State and the various communities, their cost-effectiveness and potential benefit and what recommendations are appropriate for future public service by the campuses will be the central charge.<sup>3</sup>

This recommended study, to the Subcommittee's knowledge, was never undertaken.

### 3. Recommendation

UMO should make an assessment of external as well as internal needs and resources and should set priorities for research and public service which balance the needs of Maine's people against the resources and capabilities of the University.

#### Rationale

It is important that the University direct its resources into those areas which maximize its effectiveness. It would be a serious mistake for UMO to become so thinly spread that only superficial services are rendered.

No university can be all things to all people at all times. However, identification as a land-grant institution (a "people's university") sometimes raises public expectations to levels beyond the institution's capacities. It is often difficult, for example, for an interested segment of the public to

understand why resources are not available to undertake "their project," while at the same time the institution is conducting some other project which they perceive to be far less significant. If the clientele UMO serves were to actively participate in assessing the situation and in setting priorities, they more likely would be supportive of subsequent actions. In addition, such a procedure would assure more adequately that practical problems of people were matched with University resources and vice versa.

As part of that planning process, UMO should organize and conduct a comprehensive state-wide needs assessment, involving University personnel and representatives of present and potential clientele from all sectors of Maine's economy. The needs assessment should be designed to answer the following questions:

- a. What are we doing at present?
- b. What should we be doing?
- c. What can we do?

The latter question involves establishing priorities, determining present and new resource requirements and making necessary institutional adjustments.

Both the process and the products of a needs assessment would be useful--topical dialogue with the public would enhance mutual understanding of opportunities and limitations, and the resulting profile of current and anticipated needs would provide a pattern for shaping the thrusts of UMO's research and public service efforts.

#### 4. Recommendation

The UMO E&G budget should be increased to more appropriately account for the unique and extensive state-wide research and public service responsibilities assigned to UMO.

##### Rationale

It was apparent early in the Self-Review that UMO in general is underfunded. The R.A.P.S. units are no exception to that trend. An analysis of fiscal data showed that the R.A.P.S. units rely heavily on non-University funds to carry out their programs. For example, in 1981-82, University funds totalling about \$4.8 million were allocated to these units out of a total E&G budget of about \$42.3 million for UMO. During that same year, non-University

funds totalling \$10.8 million were channelled into R.A.P.S. programs. Thus, for every dollar of University funds allocated, approximately 3.5 dollars worth of program was conducted. While this is perhaps an admirable accomplishment for the units and the faculty who contribute to their programs, there is also a significant cost associated with "soft money" programming because the priorities of external granting agencies-- not UMO priorities-- dictate program directions. Insofar as granting-agency priorities and Maine priorities overlap, soft-money programming is not a problem; however, when these priorities diverge, the University is left without the resources to pursue Maine needs. It is incumbent upon the University to continue to expand its efforts to bolster programs with grant and contract support. At the same time, there is a need to underpin outreach programs with sufficient E&G funds to ensure that Maine-determined priorities are asserted.

Most of the R.A.P.S. units have been assigned state-wide responsibilities and have no counterpart on any of the other system campuses. Base-level funding for these units is carried within the UMO budget. Currently, legislative funds are allocated among campuses on a "per student basis." As a result, UMO is penalized, because in addition to teaching it carries out mandated research and public service programs which go beyond classroom instruction. The budget requirements of these programs are not linked to the number of students on campus. Also, the primary beneficiaries of these efforts are, by design, off-campus groups and individuals. Consideration currently is being given to increasing student fees, and perhaps tuition, as a means for easing some of UMO's financial problems. These are not appropriate ways to fund research and public service. An alternate solution must be found.

##### 5. Recommendation

Each UMO department should develop a practical definition of public service which encompasses those activities which are to be recognized, evaluated and rewarded.

##### Rationale

In 1972, the Council on UMO Priorities defined public service to be "the application of the expertise of UMO professionals to solutions of the problems primarily of Maine citizens and organizations." More recently, the

R.A.P.S. directors described public service as "the application of research and teaching resources of the University to the needs and opportunities of its constituencies, wherever located." These definitions are useful in describing the broad mission of the University, but they are too general to be of practical use at the department level.

It is not the intent of the Subcommittee that some standard definition for recognized public service be used in all departments-- public service in the Music Department will understandably be different from public service in Chemical Engineering. Instead, the Subcommittee feels that each department should develop its own definition, taking into account the opportunities for public service and the modes of expression which are most appropriate.

#### 6. Recommendation

The academic deans should review with all departments criteria for promotion and tenure and the rationale by which they are applied, and report to the academic vice president steps to ensure that research and public service are appropriately recognized.

##### Rationale

There is a perception among many faculty and staff members that UMO is first and foremost a teaching institution, along with some expectations for research and scholarly activity. Public service is seen by many as a responsibility only of those hired specifically for that purpose. Others see it as a "nice thing to do if you have the time." And some view it as an activity reserved for tenured, full professors because participation in public service detracts from more important job responsibilities.

There are reasons for these perceptions. The current version of Information for the Faculty and Other Professionals (currently under revision) describes faculty responsibilities as follows:

##### Teaching, Research, and Public Service

The primary responsibility of the teaching faculty is to teach effectively. Research and other forms of scholarly activity, however, are normal functions expected of University faculty members, and even excellent teaching is enhanced if a teacher contributes actively to his or her discipline. The faculty, therefore, is encouraged to engage in creative scholarly activity. In some departments, productive scholarship, in addition to effective teaching, is



a requirement for promotion.<sup>6</sup>

The message conveyed is clear. Scholarly activity is encouraged, but it is required only in some departments. Public service expectations are conspicuous by their absence.

Lack of priority for public service is revealed also in the faculty evaluation criteria. The following are excerpted from criteria currently in place.

Excerpt 1 Public Service

"It will be observed that no mention is made of public service in the criteria outlined above. We do not mean to exclude consideration of it, but believe that the possibility of its becoming a primary consideration as a factor separate from teaching and research is minimal....

(several paragraphs omitted)

"For the reasons and limitations above, public service may but is not likely to be a major component in [an] evaluation."

Excerpt 2 Evaluation of Service

...Each member of the Department should perform such services when time is available and when they do not interfere with his or her other professional responsibilities.

Criteria such as these do not adequately reflect the importance of public service at a land-grant institution. It is the application of criteria, not their wording, of course, that encourages or discourages various aspects of faculty performance. There is a perception within some units that recommendations for promotion based on excellence in service will be rejected by "higher administration." Consequently, potential recommendations may be stifled at the department level, conveying to the untenured faculty member a clear, but not necessarily accurate, message regarding institutional priorities. Likewise, a research report tailored to the practical needs of Maine people may be discounted, or not counted at all, when faculty research contributions are measured. These factors run counter to the achievement of land-grant objectives.

The Subcommittee does not know the overall extent of the problems cited above; however, the evidence suggests that complete and thoughtful



analysis of these issues will strengthen UMO by providing a greater unity of purpose. The Subcommittee is aware, of course, that faculty evaluation criteria are a product of collective bargaining. Implementation of this recommendation should be accomplished in a manner consistent with the spirit and requirements of collective bargaining.

#### 7. Recommendation

The UMO Space Committee should conduct an in-depth analysis of UMO's research space and facilities and should develop a plan which maximizes their use and their usefulness, and provides for the safety of all users.

##### Rationale

The inadequacy of UMO's research space, facilities and equipment is a common concern expressed to the Subcommittee from many parts of the campus. Tight budgets year after year have forced the repeated deferral of needed renovations and improvements. In some cases, safety systems reportedly are inadequate or only marginally acceptable. In the unit report for the Maine Agricultural Experiment Station, it was concluded that "in addition to needing expanded space for research, upgrading of research instrumentation and equipment is necessary to maintain the quality of our [existing] programs." Research facilities at the Experiment Station's farms also need improvement.

On the brighter side, some significant improvements in research space have been made over the past few years-- the Scientific Research Building is a notable example. As a result of prudent investments, the "chicken coop" has been converted into very usable research labs which are available to the faculty-at-large and are assigned to selected individuals for sponsored research. Although "rotational" research space is not appropriate for all types of research, it can be used in many situations, and it is the sense of the Subcommittee that more research space should be renovated under this concept.

Despite some notable improvements, UMO's research facilities are deteriorating and becoming obsolete faster than improvements are being made. Unfortunately, the Subcommittee was unable to quantify the problem or to make even crude estimates of the amount of money necessary to rectify the situation. The Subcommittee is convinced, however, that the problem is serious, and it should be recognized that inadequate research space is a very

important factor limiting research productivity. Little is accomplished by hiring new faculty, well-trained in the latest scientific methodology only to have campus facilities and equipment fall short of those necessary for these faculty to apply their capabilities.

#### 8. Recommendation

UMO should delineate and formalize procedures to interface more effectively the activities of R.A.P.S. units and academic departments.

##### Rationale

Although some R.A.P.S. units have their own program staffs, virtually all units draw upon the faculty resources of the University at one time or another, and for some units, this is their primary mode of operation. As such, many R.A.P.S. units serve as integrators and catalysts of research and public service activities. They coordinate necessary functions in order to obtain resources to perform research and public service activities and also to increase the productivity of these resources. In this sense, many R.A.P.S. units may be viewed as project centers bringing together the necessary expertise located in the many departments of the University for short and long-term assignments.

Program interaction should be regular, not sporadic, between departments and R.A.P.S. units. Some R.A.P.S. staff might wish to take part in the teaching programs of the departments. Regular meetings between R.A.P.S. directors and groups of chairpersons and/or Deans might well be instituted. Faculty recruitment, reappointment and promotional decisions should include, when appropriate, R.A.P.S. directors' input; likewise, faculty and Deans should, in appropriate instances, be involved in the recruitment and evaluation of R.A.P.S. directors. The Subcommittee is aware that some interactions currently take place along these lines. However, they often tend to be highly personalized, variable and ad hoc in nature. The University needs more structured ways of getting the Colleges and the R.A.P.S. Division together in pursuit of common goals.

The following steps also might help to enhance interactions:

- The various R.A.P.S. units should outline areas in which help from the faculty would be useful. This list should be made available to the faculty.

- Mechanisms should be developed for linking people who are seeking information with individuals in the University who might be able to help. As part of this effort, Colleges, schools, departments and other units might maintain an up-to-date catalog of available services, resources and expertise.
- There seems to be no problem in the actual performance of public service work, but there may be problems in the inconsistency of policy when compensating faculty and collecting indirect costs. Steps should be taken to correct this situation.

#### BALANCED GROWTH PROJECT

##### 9. Recommendation

This unit provides a valuable service to the University and to the citizens of the State of Maine. Steps should be taken to ensure the continuity of the program. It is a vehicle for maintaining a two-way link between the private sector and the University. However, Balanced Growth Projects's activities need to be publicized more widely for the UMO community. More information on its activities and plans could enhance opportunities for interactions with academic departments and other units so that the resources of UMO could be related more effectively to the private sector.

#### BUREAU OF LABOR EDUCATION

The original unit self-review document was approved by the Executive Committee in the spring of 1982 with no specific recommendations for future action. Subsequent review by the Subcommittee, the R.A.P.S. Vice President and the Steering Committee concurred with this position.

#### BUREAU OF PUBLIC ADMINISTRATION

#### 10. Recommendation

The Subcommittee is concerned about the ability of the Bureau to achieve its wide-ranging goals of public service and research at a time when its resource base is shrinking. The Subcommittee believes that the Bureau should intensify its efforts to build relationships with other units at UMO, especially academic units, as a means of gaining new resources and as a way of sharpening its program priorities.

It is recommended that the Vice President for Academic Affairs and the Vice President for Research and Public Service jointly appoint an advisory committee which would include representatives from the Bureau, the Public Administration Program in the Department of Political Science and the College of Business Administration. The committee should suggest ways of increasing the coordination of the research and public service functions of the Bureau, as well as steps for enhancing the coordination of Bureau staff members and the faculty of the Public Administration Program.

#### CENTER FOR MARINE STUDIES

#### 11. Recommendation

The marine resources area was identified in 1974 as one of the six areas for emphasis for graduate education and research at UMO. Detailed planning for a Center for Marine Studies has been in progress since 1976, and a plan was approved by the Trustees in September 1977. Following designation of the University as a Sea Grant College in 1980, a revised plan was developed, with input from an external review team invited to Orono. The revised document, "The Development of a University of Maine Center for Marine Studies," was completed in July 1982 and submitted to President Silverman.

In light of changes and actions since last spring, the Subcommittee recommends that the University move forward vigorously to develop funding to implement the 1982 plan for further development of the Center for Marine Studies.

#### CONFERENCES AND INSTITUTES DIVISION

The original unit self-review document was approved by the Executive Committee in the spring of 1982 with no specific recommendations for future action. Subsequent review by the Subcommittee, the R.A.P.S. Vice President and the Steering Committee concurred with this position.

#### COOPERATIVE EXTENSION SERVICE

##### 12. Recommendation

The Subcommittee recommends that the Cooperative Extension Service develop closer working relationships with other appropriate University units. Such relationships could provide important additional resources for Extension in future years.

The Subcommittee also believes that Extension's role and administrative status should be reexamined, in light of its large size and importance, with a view toward possible upgrading.

Finally, the Subcommittee recommends that Extension should have additional funds for a computer and telecommunications network to enable it to communicate more effectively with its county offices and with its clientele. A step toward achieving this goal has been made through a Kellogg Foundation grant.

#### DEPARTMENT OF INDUSTRIAL COOPERATION

The original unit self-review document was approved by the Executive Committee in the spring of 1982 with no specific recommendations for future action. Subsequent review by the Subcommittee, the R.A.P.S. Vice President and the Steering Committee concurred with this position.

#### LAND AND WATER RESOURCES CENTER

##### 13. Recommendation

The critical review of the Land and Water Resources Center was approved by the Executive Committee with the following recommendations: that discretionary monies be provided, or that a University commitment be made to make monies available, for a yearly unit budget, but in any case,



that responsibility for the base budget be gradually picked up by the University to ensure the continued existence of the Center. Other units with budget uncertainties similar to the Center's should be scrutinized carefully. The Subcommittee concurs with this recommendation.

#### MAINE AGRICULTURAL EXPERIMENT STATION

##### 14. Recommendation

The Subcommittee concurs with the recommendation of the Executive Committee that the critical review of the Experiment Station be accepted. It is agreed that the Station should continue to strive for the goals it has established and should continue to work toward offsetting the problems it has identified. It is the opinion of the Subcommittee that the Station's need for budgetary increases has been substantiated. The University's policy regarding salary increases from federal formula funds should be reviewed with respect to the unique, and perhaps disproportionate, impact it has had on the Experiment Station. Current University policy requires that one-half of the salary increases for all Station employees be taken from federal formula funds. In the past, all salary increases were provided by the University budget. This new policy has reduced Experiment Station operating funds by approximately \$500,000 over the past four years.

#### MIGRATORY FISH RESEARCH INSTITUTE

The Subcommittee concurs with the finding of the Executive Committee that the unit self-review was not adequate and that recommendations should be postponed until an in-depth, long-term study is submitted during the 1982-83 academic year.

#### PULP AND PAPER FOUNDATION

##### 15. Recommendation

The Pulp and Paper Foundation has been a successful model for industry-University cooperation. It provides a vehicle for communication of academic values and research to the industry, in addition to serving

as a very important source of financial support for instructional and research programs. The Subcommittee concurs with the Executive Committee's recommendation that the unit self-review be accepted, with the request that the Foundation continue to do everything within its means to assist research and instructional programs pertinent to the industry.

#### QUATERNARY STUDIES INSTITUTE

##### 16. Recommendation

The Subcommittee concurs with the Executive Committee that the critical review of the Institute be approved with the added recommendation that the Institute be recognized as a strong and vital unit of the University. It is recommended further that representatives of the Institute meet with the Vice President for R.A.P.S. to discuss ways of assuring continuity and stability, consistent with national priorities, by providing funds and graduate assistantships when normal grant support is not available.

#### SOCIAL SCIENCE RESEARCH INSTITUTE

A self-review document for the Social Science Research Institute was received too late for consideration during this phase of the self-review. Recommendations for this unit are deferred pending review and analysis of the unit document.

#### SPONSORED PROGRAMS DIVISION

##### 17. Recommendation

Recent committee reviews of the Sponsored Programs Division (SPD) have resulted in contradictory findings regarding the adequacy of the unit's organizational structure and the level of performance that could reasonably be expected from this unit. It is the opinion of the Subcommittee that UMO needs a strong and effective Sponsored Programs office to provide services as follows:

- a. SPD should serve as a liaison between researchers and funding agencies. It should provide up-to-date information on po-

tential funding sources and the priorities under which funds are being granted. More information regarding private foundations especially is needed.

- b. SPD should review and clear research proposals for the R.A.P.S. Vice President, to permit him/her to discharge his/her responsibilities for submitting proposals on behalf of the University.
- c. SPD should maintain necessary project records and should assist faculty and staff in managing project accounts in a manner consistent with agency requirements and University policy.

Although there is general agreement on the services which are needed, there is considerable disagreement on how the unit should be structured to deliver these services effectively. To deal with this, the R.A.P.S. Vice President should appoint an advisory committee to work with the SPD director on improving the liaison function between the academic community and funding agencies, and on developing an appropriate organizational structure. An integral part of this committee's responsibilities will be to find ways to stimulate and assist faculty in preparing and submitting proposals and to advise the director on procedures and instructions employed by SPD in serving the faculty.

### References

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3. Trustees ad hoc Committee on Academic Planning: Improving The University of Maine. University of Maine, 107 Maine Avenue, Bangor. 1977.
4. Silverman, Paul H.: "Remarks to the Council of Colleges on Recent and Forthcoming Developments at UMO" (delivered April 12, published in Weekly Calendar April 16, 1982).
5. Board of Trustees of the University of Maine: Report. 1969.
6. Fritsche, JoAnn M. (Revisor/Editor): Information for the Faculty and Other Professionals. 1976.

## UMO SELF-REVIEW REPORT

### PART IV

#### Student Affairs Vice Presidential Area

|                                       |                                |
|---------------------------------------|--------------------------------|
| Admissions                            | Onward Program                 |
| Career Planning and Placement         | Residential Life               |
| Counseling Center                     | Student Aid                    |
| Cutler Health Center                  | Office of Testing and Research |
| Office of the Dean of Student Affairs |                                |

#### Subcommittee Membership

Louis Ploch  
David Nichols (Chair)  
Dwight Rideout  
Thomas Skaggs  
Alden Stuart  
Robert White



## INTRODUCTION

The Student Affairs Subcommittee examined an entire division of the University, including the offices of the Dean of Student Affairs, Student Aid, the Counseling Center, the Onward Program, Residential Life, Admissions, Career Planning and Placement, Testing and Research and the Cutler Health Center. The Subcommittee also examined the interactions of those agencies in fulfilling the unique missions of the division.

In order to survey the division in proper perspective, it would seem necessary to make at least two preliminary analyses: one which reviews the particular demands placed on these units in a land-grant university, and one which looks at the missions of the division, as presently perceived and articulated by the division.

Following these preliminary analyses, it should be possible to raise questions concerning any apparent incongruencies between the demands and the missions, or any obvious imbalances among the present missions. Subsequent analysis also ought to reveal any apparent duplication of effort between units in the division, and between this division and other divisions of the University. It ought to reveal obvious anachronisms, if any, and also provide a basis for dealing with questions concerning efficiency of approach to the division's missions. Finally, it should provide a basis for working out acceptable compromises between the ideal and the practical which might be necessary in times of serious financial constraint.

Considerable interaction between the Subcommittee and the Division of Student Affairs took place throughout the period during which the Subcommittee was active. For this reason, the report can be seen as belonging as much to the division as to the review team.

For whatever use they may be, either to the Steering Committee or to the community at large in ongoing self-study efforts, the Subcommittee has placed in the Fogler Library file copies of earlier drafts, together with written responses to them by the Vice President for Student Affairs. A number of questions and issues were pursued which did not result in recommendations, but which certainly should remain as subjects for further self-study at some level of the process.

## BASES FOR THE SUBCOMMITTEE'S ANALYSIS

### The Land-Grant University

The land-grant philosophy provides the basis for a unique attitude toward students which generally results in a pattern of student services differing considerably from that at a Harvard or a Stanford University. The flavor of such an attitude is most eloquently expressed in the following excerpts from President Silverman's inaugural address, given on February 2, 1981.

"It has been pointed out often that one of the major factors in the success of this great country is the role played by public supported education. Our country's founders recognized the inherent value of education for the development of this nation. They determined to make education available to all who could benefit from it. They broke with the traditional practices in Europe which provided educational opportunities for only the privileged few. The process of providing access to higher education throughout the nation was accelerated by the Morrill Land-Grant College Act of 1863, an Act signed into law by President Abraham Lincoln. This Act led directly to the establishment of State Land-Grant Colleges across the nation, including Maine. The question of access continues to be a concern. Indeed, it was a central issue of the 1977 report of the Trustees ad hoc Committee on Academic Planning (The Green Book). UMO will continue to contribute to the reduction of barriers to a quality public higher education for Maine citizens.

"Over the past decade significant increases in the proportions of women in the student body as well as an increase in the number of older students has been recorded. These changes, which appear to be accelerating, suggest an increasingly diverse group of students whose support services and academic needs might differ from those traditionally offered at UMO.

"The educational mission at UMO is by no means restricted to the classroom.

"Slightly more than half of the 11,000 students at UMO live in residence on campus. This aspect of student life offers special challenges and opportunities for the University to contribute holistically to the total living/learning environment. Even with the heaviest of classroom schedules, students spend the largest share of their time out of classes! The role of recreational, cultural and athletic events as growth promoting activities has much potential. To realize this potential requires active involvement by the students themselves together with faculty and staff."

The philosophy expressed in the above excerpts abides in every land-grant university in the nation. The Subcommittee believes that it provides

one of the soundest bases for future developments in higher education throughout the United States.

The following statement of the mission of the University of Maine at Orono's Student Affairs Division should be read in light of the above description for purposes of comparison and/or contrast.

#### The Mission of the Student Affairs Division

The University of Maine at Orono possesses an environment which reinforces a vast array of learning opportunities. Within this environment, the formal instructional process is the major focus with learning occurring in the classroom, laboratory and other settings through interaction between students and faculty. This formal curriculum, however, is only one facet of the total range of learning and growth experienced by students at UMO.

It should be recognized that students spend a majority of their time during the college years in activities and pursuits outside their formal curriculum. The college years represent a time of tremendous personal transition and growth related to a number of developmental tasks. In addition to developing new academic skills, students are being challenged to pursue new ideas, evaluate their belief and value systems, assess existing attitudes and investigate alternative lifestyles. They are exploring future career options, developing personal and social competencies, learning to manage their emotions as well as their financial affairs, grappling with a new sense of identity and autonomy and striving to establish a synthesizing sense of integrity. It is within this context that the basic mission of the Student Affairs Division of UMO is presented.

The basic mission of the University of Maine at Orono Student Affairs Division is to provide support services to students during a time of intense personal development and intellectual growth, and to play a leading role in developing experience, policies and programs designed to provide learning and leadership opportunities for students in concert with the formal instructional program of the University. This mission is to be pursued in collaboration with faculty and students. (The Student Affairs Division, Mission Statement, February 23, 1980).

#### Additional Bases for Analysis

In addition to reviewing the self-reviews of the units within the division, and the critical reviews of those self-reviews, the division review team met

for several hours with the Vice President for Student Affairs and the leadership of all units in the division. At that meeting, the Director or Dean of each of the nine units and the Director of the Memorial Union were all given an opportunity to update, clarify or add to the written self-reviews in any way they liked. Following each presentation, there was an opportunity for questioning by members of the Subcommittee. From time to time during these presentations, the whole group looked briefly at comparative statistics for the six New England land-grant universities. At the close of the session, the Vice President made a budget presentation which placed the work of the division in additional internal perspective, and an opportunity was provided for questions from any source, particularly from the Subcommittee. Subsequent interactions followed that pattern.

#### OVERALL EVALUATION IMPRESSIONS

The impressions of the Subcommittee obtained from all of the activity described above are generally very positive.

- a. The mission and goals of the division are carefully articulated, clear and historically consistent with those that one would expect to find in a university such as UMO.
- b. The leadership within the division is of a high order of competence and motivation.
- c. There is an ambient service orientation consistent with the purposes of the units. The desire to look for ways of providing better or additional services to students is very strong.
- d. Much self-evaluation activity has been going on in addition to that required by the self-review process, and growth and change within the division appear generally to have resulted from that activity, rather than from "empire building" or an uncritical pursuit of grant money.
- e. The internal balance among the various units and missions of the division appears to be consistent with the overall mission



statements. If this were not so, morale among the unit directors would be low and unhealthy competition among them would be evident.

- f. The division has been very responsive to changed conditions and new needs. Representative of this responsiveness are: (1) special services for non-traditional students, (2) the faculty in dormitory residence program, (3) the development of the Living and Learning concept in Residential Life, (4) multi-cultural and multi-ethnic programs, (5) the advent of preventive health and health education programs at the Cutler Health Center. These programs present only a small cross section of the total.
- g. It appears that the Student Affairs Division has been quite successful at establishing a constructive working relationship to benefit students. The division has been very active as an integral part of the academic community.
- h. Whatever the philosophic/political orientation of the individual directors may be, there appears to be a strong unity of belief in the mission and work of the division with and for students, for the greater good of society. To that degree, the leadership of the division has been effective and the division is basically healthy.

#### RECOMMENDATIONS

##### 1. Recommendation

It is recommended that the Vice President for Student Affairs examine the issue of a realistic fee structure for the support of selected activities within the division.

##### Rationale

It generally is reported campus-wide that the UMO base budget is too small. It therefore becomes incumbent upon the division to consider possible ways of generating needed revenue, and the manner in which that revenue shall be used. Many units\* currently generate "real" dollars for



services provided, and other opportunities also may exist within the division.

The Subcommittee recognizes, however, that the generating of revenue through fees is a very complex matter. This is illustrated by the following issues:

- a. the possible change in student expectations of an interaction with the service;
- b. a possible change in the role of the unit director from that of administrator and practitioner, to include that of "fund raiser";
- c. the role which the fee-paying consumers (students) shall have in policy setting and day-to-day program offerings of the unit.

The change of a financial support structure requires a complete analysis of the potential impact of the proposed change on the target program, before such a change is implemented.

\*Admissions, Career Planning and Placement, Cutler Health Center, Office of the Dean of Student Affairs (Franco-American Program, Memorial Union, New Student Orientation, Non-Traditional Student Program, Parents & Friends), Office of Testing and Research, Residential Life.

## 2. Recommendation

It is recommended that an administrative study be undertaken of the Offices of Admissions, Franco-American, Onward and Testing and Research to determine the administrative location within UMO which can best facilitate each of these units in accomplishing its mission.

### Rationale

The primary thrust of the division is to "provide support services to students...". The Student Affairs Division deals primarily with those aspects of student growth which are outside the realm of formal academic skills. This generally is accomplished through a direct service mode.

There do appear to be, however, four units within the division which vary considerably from the above pattern:

- a. Admissions (this unit does not provide direct service to currently enrolled students and conceptually is most closely related to the academic area of UMO);
- b. Franco-American Office (although significant services are provided to student groups by this unit, the major thrusts also include non-student

groups);

c. Onward (the major thrust of the Onward Program appears to be oriented toward formal academic skills of students);

d. Office of Testing and Research (service by the unit to students, except in testing, appears to be indirect; the primary audience consists of staff and faculty of UMO).

The basic question is: Are these programs and their constituents optimally serviced by their location in Student Affairs, or could they best address the mission of the University through some other administration support group?

### 3. Recommendation

It is recommended that the Vice President for Student Affairs establish a "working group" to examine the computer needs of the division and to suggest an appropriate method(s) for meeting the determined need(s).

#### Rationale

Several departments within the division have significant need of computer programming and data management support. Student Aid and Residential Life appear to have their needs reasonably well met. Other units, such as Admissions, Career Planning and Placement, the Counseling Center and the Office of Testing and Research, are not so fortunate. As these and other units become increasingly involved in the use of data for operations and research efforts, the problem of appropriate support takes on a divisional perspective and may best be examined at that level.

### 4. Recommendation

It is recommended that the Office of Student Aid provide leadership in the determination of additional criteria, as appropriate, for student receipt of financial aid.

#### Rationale

In a time of financial restraint as exists apparently at the present time, it becomes even more important to ensure that the most capable and needy students are aided in the pursuit of their educational goals.

### 5. Recommendation

It is recommended that any proposed broadening of responsibility for

the Conduct Office (i.e., enforcement of biking and parking regulations) should include a plan for making available any necessary additional resources.

#### Rationale

The current emphasis on educational and personal growth and development of students involved in the UMO disciplinary process is highly desirable and should be encouraged. To this end, any broadening of the scope of activity of the Conduct Office should be scrutinized carefully to prevent the dilution of the current efforts.

#### CONCLUSION

It appears to the Subcommittee that the Student Affairs Division generally has been doing what it should be doing in a university such as UMO. Furthermore, most of what it has been doing should continue to be done, whatever the economic climate may appear to dictate. However, the above questions and recommendations, taken as a whole, reflect a belief that the work of this division probably can be done somewhat more efficiently.

## PART V

### CONCLUSION

The recommendations included in the preceding sections of this Report, as indicated in the Preamble, represent the final effort of the Self-Review Steering Committee for the first phase of the ongoing Self-Review process. The recommendations were formulated on the basis of a several stage process which began with the submission of unit self-reviews prepared in accordance with approved unit proposed action plans. Successive stages of the process involved critical reviews of the unit self-reviews, draft recommendations by the Steering Committee and its subcommittees, public hearings and vice presidential commentary.

The recommendations comprising this Report are accompanied by succinct rationales. However, both the recommendations and the concomitant rationales should be considered in the context of the documents and recorded discussions mentioned above, all of which have been made available to the University community in the Special Collections Room of the Fogler Library.

The Self-Review Steering Committee was charged with producing a Report which, on the basis of broad participation by the University community and thorough and thoughtful analysis of the products of that participatory process, provided recommendations designed to maintain and enhance the performance of excellence of the University of Maine at Orono with regard to its basic missions of teaching, research and public service for its students and the people of the State of Maine. The members of the Steering Committee in the preparation of this Report strived to the best of their collective ability to fulfill that charge.