Looking Ahead: The Next Five Years at UMO, part 4

University of Maine
INNOVATION IN EDUCATIONAL TECHNIQUES IN THE 1970'S AT UMO

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IN THE 1970'S AT UMO

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I. Existing Situation

At any one hour in the class day at UMO about 100 classrooms are in use for large lectures (up to 600 students), for lecture-discussion, for recitation sections, and for small group seminars. These, coupled with laboratory experiences of great diversity and varying levels, represent the traditional techniques of instruction common at a small- to medium-sized American University.

On the whole, these techniques have served American higher education well. They are the culmination of years of experience and experiments, fostered by example and economics, and they will probably continue to be prevalent techniques over the next decade.

II. Problems

Nevertheless, there are clear signs that some new factors are entering the picture that call for analysis and evaluation. All institutions are undergoing scrutiny in our present society, and in many areas the American university is ready for an aggiornamento. One of these is in the area of educational techniques.

A. Some of these new elements include:

1. Availability of new technical devices, from cassette recorders to lecture-hall responder-evaluators.

2. New generations of students educated in a McLuhan world, having spent more time watching television than in classrooms.

3. New knowledge from educational psychology about how people learn and about the dynamics of group process.

4. Greater diversity of levels in the student body as greater numbers of the academically gifted are admitted as well as of the disadvantaged.

5. Greater emphasis on cost effectiveness.

6. Articulated student dissatisfaction with some of the old methods.
III. Response

A. In response to these factors, many changes are taking place at Orono at a pace that has accelerated in recent years:

1. Linking of several buildings with closed-circuit television (CCTV) cables and provision of television receivers in a number of classrooms.

2. Production of some television courses, both for on-campus and off-campus use (Educational Foundations, Marketing, Anthropology, etc.).

3. Use of portable television tape recorders in counseling education, forestry, and others.

4. Development of micro-teaching in the College of Education (experience in preparing and presenting lesson to a small group).

5. Use of audio-tutorial instruction for 700 students annually in Botany 1.


7. Multiplication of internships and practicums (political science, student personnel work, psychology, child development, etc.).

8. Development of off-campus junior year (Merrill-Palmer, University of New Brunswick, Germany, United Kingdom, etc.), and summer language programs at Pau, France, and Graz, Austria.

9. Creation of freshman seminars in Life Sciences and Agriculture; and Projects-in-Learning program in Arts and Sciences.

10. Establishment of Institute for Teaching Improvement in 1971, supported by the Bird and Bird Fund for Improvement of Teaching Quality, also a recent creation.

11. Use of variations of individually prescribed instruction (IPI) in political science, chemistry, psychology, foods and nutrition, mechanical engineering, and mathematics, with use of cassette tape machines in some cases.

12. Use of student tutors in chemistry, psychology, and philosophy.

13. Adaptation of one lecture hall for full mixed-media use with remote-control lecturn.

14. Expansion of audio-visual services, especially in graphics.
15. Television taping of Zo 3 demonstrations cabled to each laboratory to insure high quality, professional demonstration of technique.

16. Use of team teaching (Man and His Environment, Educational Foundations courses).

17. Use of advanced placement examinations and of College Level Examination Program (CLEP) tests to grant credit to incoming freshmen.

18. Intensive tutoring and counseling for disadvantaged students in Onwards program.

19. Use of computer-assisted instruction for segments of some courses.

B. Most of these changes should be encouraged and reinforced in the decade of the 1970's. In particular, UMO should:

1. Develop a Learning Resources Center equipped with learning and media specialists to facilitate improvement in instruction. It should be based on the present Audio-Visual Center, part of the CCTV system, and linked with the Computer Center. It should be housed in an addition to the Library, in the Business-English-Mathematics Building tied to its classrooms, or in a new structure housing the Computer Center and the proposed Mixed-media Off-campus Learning office (MOL).

2. Create an Educational Development Program to support innovation through grants of release time and equipment--an expansion of the small-scale program supported by income from the Bird and Bird Fund.

3. Develop mixed-media course packages for off-campus delivery and on-campus use, both including the human element. Eventually, degree programs should be developed along the lines of the "University Without Walls."

4. Put greater emphasis on testing for placement and credit, even for measurement of progress towards a degree rather than through totalling hours in class.

5. Introduce greater flexibility in calendar and scheduling (minicourses, fractional credit, alternate-week classes, January plan, etc.).

6. Use paraprofessionals and undergraduate students as well as graduate students to assist with instruction: differentiated staffing.
7. Continue to put more of the burden for education on the student through IPI, independent study, and treatment as responsible adults.

8. Zealously guard against over-mechanization and depersonalization: some small group classes must be retained. Avoid the temptation to reduce teaching loads by lumping classes together.

9. Make reward of innovation in instruction through official recognition, promotions, and merit increases as important as research, public service, or other forms of professional work.

10. Develop an "Educational Development Newsletter" so that successes and failures may be shared with others on the UMO campus and elsewhere.

11. Create an "Innovation Index" to provide direct incentives for improvement: instructors who raise quality with reduced resource inputs (i.e., increase productivity) would be directly rewarded by having a share of the cost savings added to their salaries.

12. Adopt a regularized system of student evaluation of courses and instructors to insure relatively objective feedback about innovation.
ACCOUNTABILITY IN HIGHER EDUCATION

What are we doing and how do we prove that we know?

Irwin B. Douglass
Planning Officer, UMO
ACCOUNTABILITY IN HIGHER EDUCATION

What are we doing and how do we prove that we know?

The honeymoon of higher education with the general public and with state legislatures is over. Inflation, the costs of an unpopular war, and the demands of other programs supported by government at all levels, have brought about a taxpayers' revolt. The rosy promise of a few years ago that more education was the answer to all our economic and social problems is now gone. The public feels a sense of disillusionment as they realize that the problems persist and, if anything, seem more intense. To no small degree, reaction of the general public to the unconventional activities of a large number of those who have had the greatest opportunity to enjoy the benefits of higher education has led to widespread resentment. In short, the higher education community is being asked to prove that it uses wisely the money given to it and that its outputs are really worth the cost.

As long as enrollments were rising and additional funds for expansion were readily obtained, administrative decisions rarely proved to be wrong. An unnecessary building was soon found to be needed. Decreased teaching loads and expanded programs were financed through increased appropriations and justified as contributing to a "greater university." Few university administrators engaged the services of a spiritualistic medium, and fewer still made their decisions with the
use of a Ouija board, but most decisions had to be made with a large element of intuition. In the expansionist period they were seldom seriously wrong.

The picture, however, is now drastically changed. The decision can no longer be made that 500 additional students will be admitted next year and that somehow the demands on the institution made by those students will be met. Hard data are needed to predict what will be the consequences of such an administrative decision. Now that appropriations have leveled off while fixed operating costs continue to rise, it becomes necessary to scrutinize how the money is being spent and to seek ways to economize.

A university such as UMO is a complex institution. For example, in the fall semester of 1971 there were 7,191 undergraduates and 833 graduate students registered at Orono, with 464 two-year students from UMB taking some of their work on the Orono campus. There are 934 professional and 1,359 classified employees at UMO and UMB. The Faculty of Instruction at UMO is composed of 582 full-time faculty members holding the rank of instructor or above. At UMO there are five colleges and thirty-seven departments offering baccalaureate degrees in ninety-three different curricula. In the Graduate School there is one Certificate of Advanced Study, forty-six masters programs of various types, and twelve doctoral programs in twenty-three disciplinary or inter-disciplinary specialties.

The mission of UMO is threefold: to provide the benefits of higher learning through education, research, and public service. Thus, in addition to the educational program, there is a strong
emphasis on research through the Agricultural Experiment Station, various other research units, such as the Land and Water Resources Center, research projects supported by grants from outside agencies, internally supported research projects, and the individual scholarly activity of faculty members.

The Public Service activities of UMO are chiefly carried out through the Cooperative Extension Service, an organization with the equivalent of twenty-eight full-time professionals on the Orono campus supported throughout the state by nearly two hundred other individuals. The Continuing Education Division offers over one hundred different courses to adults. There are several more or less independent public service bureaus located at UMO, and many of the academic departments have extensive programs which serve the people of Maine beyond the UMO community. Until one investigates all the types of activities which are administered at UMO, it is impossible to understand the complexity of the operation.

As outlined in the 1970 Mission and Goals statement, President Libby, the vice presidents, deans, directors, department chairmen, and other administrative officers have broad responsibilities:

1. To organize efficiently the admission, registration, record-keeping, and accounting incidental to the educational program,

2. To provide adequate services for the advising, housing, feeding, health and recreational needs of the students,

3. To work with members of the faculty in recruiting a well-qualified faculty, in properly evaluating their performance, and in rewarding them adequately,
4. To plan wisely for the growth of the University and the extension of its services in needed directions,

5. To coordinate smoothly the activities of the various units in the University so that the programs may be carried out most effectively, and

6. To manage the allocation of scarce resources in such a way as to best accomplish the objectives of the University and to account accurately to the Trustees and the Legislature the stewardship of the resources made available.

The big question is, how can the individuals who have the responsibility acquire the information by which to make the proper administrative decisions? Various techniques have been developed and reported in the educational press. The National Science Foundation financed a study directed by Father S. J. Henle of St. Louis University which was published in 1967 entitled "Systems for Measuring and Reporting the Resources and Activities of Colleges and Universities."

This excellent analytical study clearly defined the problem and suggested solutions but provided little help in actually implementing a program.

Subsequently a group of the Western states, through their organization, the Western Interstate Commission for Higher Education (WICHE) began a cooperative study of how management techniques which had been found useful at individual institutions could be adapted for wider use. With Federal financing, their studies began to appear so promising that associations of schools in other parts of the country began to participate. Among these were the New England Board of Higher Education (NEBHE) and the greater University of Maine System. The project which originated at WICHE is now being conducted
under a different name, the National Center for Higher Educational Management Systems (NCHEMS) at WICHE. This project is supplying a series of manuals, first in preliminary review form, and later in revised form after criticisms have been received.

One of the first of these to appear in final form has been "Higher Education Facilities Planning and Management Manuals." With the aid of the suggested techniques, we have been able to analyze classroom utilization at UMO. Our study has shown that the classrooms in the central campus area—Little, North Stevens, Stevens, and Shibles Halls—are being utilized far beyond recommended standards while rooms in buildings on the periphery of the campus are being under-utilized. Considering the total number of students who could be accommodated on an optimum basis, however, the classroom capacity at UMO almost exactly equals the number of students now enrolled. Such information is of great help to administrators as they seek funds for additional facilities and determine the number of new students to be admitted.

Legislators are continually demanding information about the costs of higher education. They want to know the comparative costs of educating a student, for example, at Farmington vs. educating one at Orono. But the mission of UMO is different than that of UMF, with UMO committing large resources to research and public service.

How can one determine the resources being devoted to instruction, research, and public service at UMO? Unfortunately, this has been practically impossible heretofore. The chart of accounts employed by the Treasurer's Office is designed to account for monies received
and monies expended. To some extent it bears a relationship to the
different types of activities carried on, but it has not been
designed to reveal program costs and to allocate the costs of
supporting activities to the programs they serve.

NCHEMS has developed a Program Classification Structure, by
means of which all the activities which take place at an institution
can be classified under one of the primary programs of instruction,
research, and public service, or under a supporting program. Each
type of activity has a specific code designation which makes possible
the retrieval of related information when the data has been inserted
in a computer program. (See the accompanying figure.)

NCHEMS has developed a crossover computer program, by means of
which the budget information under the institution's account number
can be transferred and properly allocated to the coded items of the
program classification structure. When this has been done, the
educational costs at one institution could be accurately compared
with those at another.

For the proper allocation of resources, information of a much
more detailed nature must be available. What is the comparative
cost per credit hour in History as compared to Chemistry? What does
it cost to graduate a student majoring in Chemistry as compared to
a major in Physics? The cost per credit hour in History would be
relatively easy to determine once the total direct and indirect
costs of the department and the total credit hours taught were known.
The cost of a major, however, is much more complicated, for a History
major takes part of his work in other departments, all of which have
## Organization of the Program Classification Structure

### 1.0 Instruction
- **1.1 General Academic Instruction**
- **1.2 Occupational and Vocational Instruction**
- **1.3 Special Session Instruction**
- **1.4 Extension Instruction (for credit)**

### 2.0 Organized Research
- **2.1 Institutes and Research Centers**
- **2.2 Individual or Project Research**

### 3.0 Public Service
- **3.1 Continuing Education**
- **3.2 Community Service**
- **3.3 Cooperative Extension**

### 4.0 Academic Support
- **4.1 Libraries**
- **4.2 Museums & Galleries**
- **4.3 Audio/Visual Services**
- **4.4 Computing Support**
- **4.5 Ancillary Support**
- **4.6 Academic Administration**
- **4.7 Course and Curriculum Development**

### 5.0 Student Service
- **5.1 Social & Cultural Development**
- **5.2 Supplementary Educational Service**
- **5.3 Counseling & Career Guidance**
- **5.4 Financial Aid**
- **5.5 Student Support**

### 6.0 Institutional Support
- **6.1 Executive Management**
- **6.2 Financial Operations**
- **6.3 General Administrative Services**
- **6.4 Logistical Services**
- **6.5 Physical Plant Operations**
- **6.6 Faculty & Staff Services**
- **6.7 Community Relations**

### 7.0 Independent Operations
- **7.1 Institutional Operations**
- **7.2 Outside Agencies**
different credit-hour costs. NCHEMS has developed computerized techniques for determining these various types of costs. It also has developed computerized techniques for predicting the cost-effect of increasing enrollment by a specified amount, initiating a new major program in which the students would take a designated combination of courses, or of making changes in any of the other parameters which influence the demand for resources.

Before the NCHEMS-WICHE management information system could be put into operation, a great deal of data about the institution would need to be collected and stored in the computer. Much of the data is already being collected. The time schedule, class lists, individual student programs, course registrations, budgetary information, faculty salaries, and numerous other types of vital information are all handled by operations involving the computer. The problem that remains is to systematize the collection and storage of the information so that it becomes available for all uses to which it can be put.

The faculty will be more intimately concerned with another element which will enter into any system which allows a better understanding of resource allocation. There must be a more systematic practice of making faculty assignments in terms of full-time equivalents. With our mission being threefold--education, research, and public service--and with faculty effort being devoted to these or to other roles such as student support, academic administration, etc., it becomes imperative that there be information as to the division of a faculty member's assignment. Given such information in fractional FTE's, the allocation of his salary to the appropriate cost centers can be made.
When one begins to make staff assignments in terms of FTE's, it becomes necessary to define what constitutes an FTE. At the present time there is no campus-wide standard for a "full teaching load" either in terms of credit hours or contact hours. There is no consensus as to how the standard load should differ if one teaches lower division, upper division, or graduate courses, or how it should vary between disciplines.

If a faculty member is creative and desires to devote time to scholarly activity, this should be recognized in the assignment given to him; for example, .25 FTE teaching and .75 FTE research. The advising of students, other than incidental conferences with those in a course, if it requires an appreciable amount of time, should be clearly recognized in a fractional FTE assignment to student support.

There are those who will argue that there is danger in revealing what actually is going on. Scholarly activity by the individual faculty member has had such meager recognition in the past that it has been necessary to "bootleg" the time and facilities needed to carry it out. The thought has been expressed that if time devoted to such "unproductive" activity is revealed, it will be an open invitation to economy-minded legislators to cut off resources which they represent.

The answer to such an argument is that we don't seem to be doing very well in trying to conceal. If scholarly activity is an important activity for a University faculty member, as it truly is, it should be defended in its own right. As the University demonstrates that it knows what it is doing, confidence will be generated which will greatly strengthen requests for the resources necessary to carry out its mission.
Another matter of intimate concern to the faculty is productivity. In a discussion of higher education, productivity tends to be considered a dirty word. There is, nevertheless, a growing concern with the "outputs" of higher education. NCHEMS has a project underway in which they are attempting to inventory educational outputs and define the institutional environment which affects those outputs. In general, they define the outputs as: (1) Student Growth and Development, which involves the acquisition of knowledge, skills, values, and attitudes; (2) Creation and Propagation of Knowledge; and (3) Community Growth and Development. The development of quantitative measures for these outputs seems an impossibility.

We in universities have a vague hope that efforts we expend produce a desirable result in the students who pass through our classrooms. In the absence of refined measurement of the results achieved, it becomes necessary to fall back on crude measures. One of these is the number of students trained or educated to the level that a degree is conferred upon them. Thus, one could say that money is appropriated to produce graduates who are then capable of making certain contributions to society. Degrees are granted after the accumulation of a stated number of credit hours earned in a specified combination of courses. Thus the "productivity" of a faculty member in terms of the very crude output measure is the number of student-credit-hours he generates in advancing students toward the goal of graduation.
In spite of objections which can be raised against the use of student-credit-hours as a measure of faculty output, the fact remains that it is a parameter of the teaching effort. Each semester, depending on the number of students enrolled, there is a fixed number of student-credit-hours to be taught. The number of faculty members required is a function of the average number of student-credit-hours generated per faculty member. The number of student-credit-hours is directly proportional to the number of class-credit-hours taught and the size of each class.

Because faculty salaries account for 60-80% of the costs of higher education, any control of institutional costs must be closely related to teaching load and class size. There is another aspect to the problem, as well. The money appropriated for the educational program bears a close relationship to the graduates produced or students taught. Not adequately recognized is the need for resources to support the scholarly activities of faculty members, sabbatical leaves, paraprofessional assistance, and many other important elements. If teaching loads or class size are too low, resources which might be applied elsewhere are consumed. One department may introduce economical forms of instruction to make resources available for another costly type of activity. If another department has a low level of productivity, excessive resources are consumed and the efforts of the first department are nullified. It thus becomes apparent that the administrative effort to detect high cost/low productivity areas becomes of vital concern to a wide sector of the university community.
In any discussion of better ways to "manage" higher education, it is easy to overlook the critical element of quality in the educational process. It has always been the opinion of the writer that the university exists for the activity which occurs at the interface between the teacher and his students, between the scholar and his research, and between the professional and his public. All the administrative structure, the physical facilities, and the supportive services are provided to make the essential activities more effective. This principle should never be overlooked in all the efforts to develop better management information systems.
The following information represents recommendations concerning capital construction, primarily at the Orono campus, with respect to present needs and facilities necessary for serving 10,000 regularly enrolled students. Decisions of this kind are determined by a combination of factors. First, there is a "Pilot Plan" for campus development prepared by the firm of Umberto Innocenti - Richard K. Webel, which was the result of long deliberations on the part of faculty, administrators, and professional planners. This "Pilot Plan" serves as a guide to individual current plant decisions. Second, a Capital Construction Planning Committee of faculty, administrators, and students recommends adjustments in priorities as situations require. These long-range and current physical plant recommendations are constantly reviewed by the President and his administrative committee.

What follows is the result of the process for considering physical plant needs at the Orono campus for the next five years. It will be noted that some buildings are suggested as being funded through private sources and others by means of state resources.
CAPITAL CONSTRUCTION PROGRAM
Orono - Bangor

NEEDED NOW

1. Business, English and Math Building  $1,900,000

Construction of this building would consolidate the Mathematics Department in one area for the first time in many years, thus freeing Shibles Hall for complete use by the overcrowded College of Education. It would move the English Department from Stevens Hall, permitting the space there to be allocated to other departments in the College of Arts and Sciences. It would also provide proper facilities for the College of Business Administration, now cramped into South Stevens Hall with two growing departments of the College of Arts and Sciences.

The new building would be approximately 45,000 square feet and provide 100 faculty offices, 30 offices for graduate assistants, support areas and sufficient classrooms to add about 120 classroom hours per week.

2. Addition to Fogler Library  3,000,000

Stack space for books needs to be increased from the present 500,000 volume capacity to 1,000,000, and study space for students should be tripled. This addition proposes to do that.

3. Controlled Environmental Greenhouses  1,100,000

Plant industries provide the raw materials for one half the $2,200,000 value of Maine's annual manufactured products. The need for training personnel and providing research for such a program is self-evident.

4. Chemical Engineering Building (Phase II)  1,210,000

This project consists of a laboratory and shop wing for the new Jenness Hall and rejoins with the Chemical Engineering Department that portion of their program which Phase I forced to remain in Aubert Hall.
5. **Addition to Hitchner Hall**

Provisions are made here to extend a present two-story stub wing to the three-story height of the remainder of the building and to complete extensive renovations elsewhere in the existing structure. Space is needed for the rapidly growing departments of Biochemistry and Microbiology.

6. **Observatory**

This project would provide for the construction of a University Observatory on the Orono campus; relocation and repair of existing telescopes; and purchase and installation of a new telescope.

7. **Forestry Summer Camp Facility**

Rapidly increasing enrollment in the School of Forest Resources has overtaxed the summer camp facilities which provide field experiences for undergraduates. Capacity has been doubled once by shortening the program so that two six-week sessions are possible each summer. Additional capacity must, therefore, be provided by added facilities--mainly housing for students and staff.

Miscellaneous Projects in Addition to Above:

a. Expansion of roads and parking facilities.

b. Renovations and alterations at UMB.

c. Research facilities for Darling Center, Walpole.

**NEEDED FOR 10,000 STUDENTS**

1. **Ice Rink and Hockey Facilities**

   This is primarily an ice arena, with its supporting facilities accommodating instructional skating and recreational skating, as well as intramural and intercollegiate hockey programs.

2. **Student Center**

   Demands on the present facilities (built in 1953 to serve a student body of some 4,000 students) far exceed capabilities. While new programs must obviously be updated to meet today's needs, what is basically needed is MORE.
3. **Alterations to Stevens Hall**  
   Once the Business, English and Math Building becomes a reality, space in all sections of Stevens Hall may be altered to provide additional and improved office space for various departments of the College of Arts and Sciences.

4. **Addition to Heating Plant**  
   The addition of the previously listed facilities will increase the demand for steam to the point where safe operation says we must add another 60,000-pound boiler to our Heating Plant.

5. **Farm Relocation (Phase I)**  
   This is the first of three steps to relocate the University Farm to its new location in the vicinity of Stillwater. It provides for site development and the complete relocation of Poultry Facilities, as well as Farm Machinery and Shop Facilities.

6. **Addition to Service Building**  
   Provisions are included for the extension of our shop facilities, as well as improved storage for University vehicles and equipment.

7. **Addition to Agricultural Engineering Building**  
   The Agricultural Engineering Department is currently housed in the Agricultural Engineering Building, with the University greenhouses in the head house. This addition to their existing building would enable them to consolidate staff and expand their programs in soil and water conservation, farm power, and machinery design and operation, as well as in studies related to our ecological problems.

8. **Addition to Physics Building**  
   Increased enrollment since the new building was built in 1959 calls for added undergraduate facilities. Added laboratory facilities would permit enrichment of the present programs, as well as providing the potential for greater emphasis on research.
9. Dormitory Housing for 1,000 Students

Present dormitory facilities are housing over 8,000 students, only by use of UMB space and a moderate amount of "doubling-up" here in Orono. The increase to 10,000 students suggests provisions should be made for housing the same ratio of the added numbers, or about half.

Miscellaneous Projects in Addition to Above:

a. Roads and parking (including peripheral road).

b. Utility extensions.

c. Alterations to existing facilities--Orono.

d. Alterations to existing facilities--Bangor.

DESIRABLE ADDITIONS TO CRITICAL NEEDS

1. Physical Education Facilities (Phase II) $2,500,000

This project would provide a second floor in the Field House, complete locker and team room facilities in the ice arena, and add lockers and staff offices on the field side of the Field House.

2. Addition to Holmes Hall 220,000

This facility supplements existing space in the University Experiment Station and will permit increased activity in the food processing area.

* 3. Center for the Performing Arts 3,300,000

This visualizes a concert hall seating 5,000 people and a stage to accommodate the Metropolitan Opera Company. Smaller rooms and facilities for lesser productions are also a part of the concept.

* 4. Museum 1,500,000

This would be a teaching, as well as a public, cultural facility. Emphasis would be on State of Maine and early American artifacts and memorabilia. Collections should relate to forestry, anthropological, and historical interests.
5. Honors Center

May be either a new building (small) or the wing of a new or existing structure. Consists of lounge, library, meeting rooms, and suite of offices for a small program staff.

* Indicates proposed with private funds.
DEVELOPMENT AT THE UNIVERSITY OF MAINE - ORONO

H. L. CHUTE
HISTORY

The development program at UMO is very young, in fact, not more than a decade old. Prior to this time the work was divided among the General Alumni Association, the President and a few other administrators.

Current information states that public universities can expect about 3% of their income from private gifts and grants and .5% from endowments. This 3.5% voluntary support comes 20% from alumni, 24% - corporations, 26% - Foundations, and 30% - others. As the needs of the times demand more dollars, it is evident that increased efforts in development are necessary to provide the funds for the margin of excellence necessary for any good institution of higher learning. Today, with a backlog of 40,000 living alumni from UMO and 8,500 students the resources for funds are imminently great.

In July of 1969, President Libby established the present staff and office space and with a modest budget much progress has been made.

SUMMARY OF PRESENT ACTIVITIES

Thus the primary objective of this University activity is to motivate increased financial support for academic excellence, especially capital growth from private sources and to maintain friendly contacts with those who have already given to the University. This support is achieved through scholarships, assistantships, student loans, grants-in-aid, as well as gifts-in-kind such as art objects, library books, etc. Larger gifts include professorships and endowed chairs.

During the past two years approximately 15 bulletins and brochures on wills, trusts, estates, and University needs have been published. This backlog of information has been invaluable to explain to prospective donors "how-to-do-it."

Coupled with this has been the expansion of our prospect list to 2,000, basically by extensive research.

There are a number of programs which are current and relate to providing funds for the institution. Foremost among these is the Deferred Giving Program. The Deferred Giving Program is long-range planning by the development department to assist donors who wish to include the University in their Estate Plan. The more common methods of Deferred Giving are Life Income Plans, direct will bequests and trusts established by a will with the University as ultimate beneficiary. There are also many methods for using life insurance as a means of Deferred Giving. Deferred Giving plans are becoming increasingly popular with potential donors to the University because these plans allow the donor to meet family financial responsibilities and at the same time establish a future gift to the University. Another very important point is that Deferred Giving plans can give immediate income tax deductions as well as future inheritance tax deductions.
The Development Council was established in 1959. It is composed of a body of individuals vitally interested in the welfare and future of the University of Maine at Orono. The 30 to 50 individuals comprise alumni and non-alumni, business and professional people, men and women, residents and non-residents of Maine. They bring many talents, backgrounds and interests to bear on university problems. The purpose is to solicit and encourage private resources for the initial benefit of UMO and its students and the ultimate broad contribution to the intellectual, cultural and economic progress of the State of Maine. They meet twice each year with the President and Development Officers to discuss UMO and programs in Development.

The Parents and Friends Organization is composed of all parents of UMO students. This organization has the necessary officers and executive committee. They are interested in the University to make it a better place for their children. This group is involved in fund-raising projects.

The Patrons of the Fine Arts is a group of persons interested in improving the fine arts on campus. This group assists the poetry, drama, music and graphic arts, financially, in presenting cultural programs.

The development department has numerous Seminars throughout small towns in Maine, explaining the University Development program. These are attended by attorneys, bank trust officers and chartered life underwriters. The seminars relate to estate planning programs and information on the Tax Reform Act of 1969.

An organized program of "University Relations" has been in progress for about one year. This consists basically of two types of activities:

(a) Out-of-State programs have included small groups of selected invited guests. These guests may be influential affluent alumni or other interested business people. As an example - this year the President will speak to a group in Boston and one in Washington, D.C. about UMO.

(b) An in-state program includes a businessmen's seminar consisting of all corporation presidents in Penobscot County arriving on campus for a series of lectures, remaining for dinner and hearing the President discuss UMO. This has brought a great many new people to the campus and, hopefully, improved our public relations.

One of the most time-consuming but important programs is that of personal visitations. This is necessary to inform potential donors of the great benefits derived, often from tax consequences, of charitable giving. A person interested in donating a large sum of money to UMO should have the attention of someone from the institution.
Other Activities. University of Maine Foundation. This Foundation, chartered in 1934 at UMO, now serves the whole University system. However, to this point, essentially all the funds have been earmarked for UMO projects. The fund constitutes about 2 million dollars. The Development Director at UMO serves as the Executive Secretary, arranges meetings of directors, investment committee, etc. and provides secretarial assistance.

The Voluntary Support Committee is a liaison group appointed by the President, meeting monthly and discussing common goals and problems. It consists of the following independent groups that raise funds for UMO:

- General Alumni Association UMO
- Pulp and Paper Foundation
- Pine Tree State 4-H Club Foundation

An excellent rapport exists among Development and these groups and constant discussions are necessary to keep the best interests of UMO in the forefront.

The UMO Development Office acts as a consultant to the University of Maine System in the area of private donations. This basically takes the form of advice to campuses and the coordination of any major capital fund or solicitation from business and industry. UMO should develop for the System a regular training program as well as upgrade our own staff.

Results. During the past two years the records indicate that substantial support has been provided - 1969 cash and gifts-in-kind $382,620, bequests in the form of trusts, etc. irrevocable $3,523,500. 1970 cash and gifts-in-kind $343,851, bequests in the form of irrevocable trusts, etc. $1,621,000.

THE FUTURE OF DEVELOPMENT

If we agree that private support means superior facilities, student aid, broader educational opportunities, top flight faculty members, specialized library collections, sophisticated research equipment, cultural facilities, etc., then funds from the private sector must be expanded.

During the next five years the actual income should not remain as presently in the $300,000 category but rather be increased to at least a million dollars per year. To do this some additions to the staff are necessary in the following areas (a) University relations (b) writer and foundation contact person (c) full-time research clerk and one secretary.
It should be realized that up to this time a minimum of effort has been directed to Charitable Foundations. This should be avidly pursued in the future.

Another area in need of expansion is funds from corporations. UMO has never directed a continuing effort of support from business.

The details of the future Development Program embraces the following points:

1. Better University Relations
2. Expansion and contact with potential "givers" to UMO as individuals, foundations and industry
3. Improvement and continuation of "out-of-State" University Seminars
4. Continuation of "in-State" lawyers, trust officers and CPA seminars
5. Development of funds from special interest groups (i.e. engineering, medical, etc.) for UMO
6. Progress and encouragement to groups (outside UMO) interested in procuring funds from any sources (legal only) for UMO
7. Provide a continual flow of appropriate literature for the various publics
8. Make UMO the model office for Development and instruction for Development within the UM System. Provide training programs for the System.
9. Become the liaison organization for all charitable support groups for UMO as well as a "Clearing House" for funds to UMO. (The latter item to be specifically cleared with the President.)
10. Provide reliable data on all forms of charitable giving including cash, stocks and bonds, deferred giving, gifts-in-kind, real and personal property and be prepared to supply all forms of tax information (gift tax, income tax, inheritance tax, estate tax.)
11. Remove all barriers so that a much closer working relationship exists between the Development Office and other fund-raising groups such as General Alumni Association, Pulp & Paper Foundation and 4-H Club Foundation.
EQUAL EMPLOYMENT OPPORTUNITIES POLICY

Paul C. Dunham
Director, Institutional Research
and
Director, Equal Employment Opportunity
EQUAL EMPLOYMENT OPPORTUNITIES POLICY

The University of Maine at Orono is committed to the concept that the opportunity for qualified individuals to be considered impartially for employment is essential to the continued health of the University and the people of the State. It is also recognized that opportunities for promotion and transfer must not be blemished by unreasonable employment practices nor by the suspicion or criteria not directly related to the requirements of a particular position.

It is equally clear that the deans, chairmen, and directors who have been charged with the responsibility of maintaining excellent and effective operations must have the ability to manage their departments without undue interference in the day-to-day operational decisions necessary to their efforts. The appropriate vice presidents, who normally review personnel actions to insure fair and equitable treatment, will continue to guide these efforts with particular attention to preventing discriminatory practices. Their efforts are being aided by the designation of a Director of Equal Employment Opportunities to coordinate institutional efforts and review complaints informally.

A policy advisory committee has been established to advise the Director of Equal Employment Opportunities and to make recommendations to the President after appropriate analysis and review. A hearing board has been appointed to hear issues arising under this program which cannot be resolved informally or through one of the existing appeals mechanisms.

An adversary relationship between the University community and the administration will be avoided as not beneficial in promoting an atmosphere within the University where excellence in teaching, research, and public service can continue to flourish and be rewarded.

Rather, a concerted effort by all to promote the concepts inherent in equitable employment policies and practices is most in keeping with the University's efforts to transmit knowledge free from prejudicial biases.

Paul C. Dunham
Director, Institutional Research
and
Director, Equal Employment Opportunity

2/10/72