BearWorks 2.0 : An Action Plan

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BearWorks 2.0

A List of Priorities, Goals, and Objectives Designed to Enable the University of Maine to Fulfill Its Mission and Potential as the Flagship Campus of the State University System

OUR FUNDAMENTAL OBJECTIVES:

A Land Grant University with a Maine Focus and a Human Scale

A Strong and Dynamic University

A Collegial Community of Learners

Maine's College of Choice

Introductory Note From the President
(A Note on University System Priorities)

What is New in BearWorks 2.0

Send a Comment Card

Fill out and send an electronic version of the comment card

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A NOTE FROM THE PRESIDENT

I am proud to issue BearWorks Release 2.0. We have taken to naming and numbering new versions of our action plan as if they were software releases because, like a good computer software product, each release reflects the latest thinking and best refinement we can bring to the plan. We are not content to draft a plan, publish it, and allow it to lie around. Like good software, we intend to put it to use every day. BearWorks is a blueprint for developing and improving the University of Maine over the next several years. As we make progress and learn from our experience, new releases will emerge, along with a university transforming itself for the future.

The campuswide dialogue that took place over BearWorks 1.1 this Spring produced good results in the form of this new edition. It was also healthy and productive for its own sake. Students, faculty, and staff learned more about each other's work and objectives, and developed a better sense of a shared agenda for the campus. The electronic dialogue that occurred on the FirstClass e-mail server was an unprecedented example of an electronic town meeting, where over several months a variety of issues related to the University, its academic and social directions, and its hopes and dreams were discussed via thousands of electronic mail exchanges.

Now it is time to move ahead and prove that we are serious about having an action plan, not just a vehicle for debate. In fact, many key aspects of the plan have already been realized. The Blue Ribbon Panel to Review the Student Experience at UMaine met, listened to thousands of students, and issued its report. That report is presently being digested, evaluated, debated, and considered. Already we are committed to following some of its recommendations: spending several hundred thousand dollars of residence hall reserve funds to improve dormitory conditions, improving student access to athletic and cultural events tickets, and improving the responsiveness to student interests when it comes to food service and other campus services. Other aspects of the report will require more study.

We have also already initiated work with STAMATS, a firm specializing in marketing colleges and universities, to do extensive research and help develop a campus marketing plan by Winter, 1999. The work we ourselves did this year to improve the recruitment of students resulted in a cohort of new students that may be as much as 25% larger than last year's. We are moving ahead with plans that will strengthen the quality of our academic programs, improve advising, and allow students to graduate at faster rates.

BearWorks 2.0 is thus a living document. It is an ambitious plan that will take a number of years to realize. It calls on us to establish priorities, do the most important and most possible things first. It calls on us to learn more about ourselves and our environment so we can make better decisions. It demands achievement and accountability at all levels of responsibility. During the academic year 1998-99, I expect to see remarkable progress across the wide front of activities identified in BearWorks. I am stimulated by the thought that so many thousands of people will participate this year in realizing the plan. Many of these may not even be fully aware that they are playing a role in that realization. The group of student kayakers who opined a few months ago at Dysart's Truck Stop that they did not participate in campus politics and therefore did not participate in BearWorks have no idea how far off base their opinions were. BearWorks is substance, not politics. It affects the experience of everyone who is part of the UMaine community, and the actions of the entire community affect the direction of BearWorks.
I fully expect to be writing a note like this to introduce Release 3.0 next year. I fully expect it will be a report of progress the entire campus can take pride in. And I fully expect that the plan we issue then will have changed significantly, based on what we all learn from our experience making BearWorks 2.0 happen.

Peter S. Hoff
WHAT IS NEW IN BEARWORKS 2.0

Release 2.0 is the result of extensive listening, elaborate electronic dialogue, and revisions that were deemed wise as a result. The essence of the document remains the same. The University is committed to being a land-grant institution with a Maine focus and a human scale, a strong and dynamic university, a collegial community of learners, and Maine's college of choice. We are committed to achieving these broad goals by improving access and service to students, enhancing academic quality, developing and broadening support, and strengthening leadership and management. The overall set of priorities and objectives remains fairly consistent as we move from 1.1 to 2.0. Still, the list of changes, some minor, some very significant, is extensive. Some of these changes are to correct inadvertent omissions, some to change emphasis, and some to clarify what was too vague in the previous release. Here are some of the changes you will recognize as you peruse the new release:

- More attention throughout the document to technological needs and the technological implications of the plan.
- More attention to cultural diversity and the needs of women and minorities in the curriculum, in the student body, and in recruiting and developing the faculty and staff.
- More attention to the international dimension of the University of Maine.
- More attention to student access issues.
- More specific recommendations about improvements to student life.
- Specific focus on making student services friendlier and more helpful.
- Attention to a wider pedagogical spectrum, including experiential learning.
- A stronger focus on academic advising and other dimensions of student-faculty interaction.
- Streamlining degree requirements.
- Preparing doctoral students as potential teachers as well as researchers.
- Reinforcement of the point that funded research is only the tip of the research iceberg, and that non-funded and minimally funded work is equally important.
- Recognition that "rural Maine" is a statewide region.
- Reinforcement of the point that our statewide mission in the arts includes all forms of artistic expression.
- The importance of a harmonious and civil campus community, and the modeling of social virtues for the entire state.

An entire section related to the campus, its grounds, and its buildings.
- New strategies for engaging alumni and involving them in the promotion of the University's mission.
- The importance of financial aid and a comprehensive plan to ensure access through affordability.
- Attention to efficiency and effectiveness of administrative practices.
A Note on University System Priorities

As the flagship of the University of Maine System, UMaine is an integral element of the System's mission and success. Therefore, our action plan is informed by and constructed in the context of priorities established by the University of Maine System. Our university is totally committed to achieving those priorities. Outlined recently by System Chancellor Terrence J. MacTaggart, they are as follows:

1. Meeting Aspirations of Maine People
2. Research and Programs to Stimulate Maine's Economy
3. K-12/University Linkages
4. Facilitating Transfer of Credits
5. Entrepreneurial Universities Within a Cohesive System
6. Strengthen Public Confidence in the University of Maine System
7. Educating for Life and Work in the 21st Century
BETTER SERVICE TO STUDENTS

1. ENROLLMENT

**Priority:** Without sacrificing academic quality, make progress toward restoring an optimal enrollment level, one that facilitates the offering of a full array of appropriate programs and allows the University to maintain enough programmatic and budgetary flexibility to be able to adjust quickly to address new priorities as they emerge, therefore maximizing the potential, resourcefulness, and quality of the learning community.

**Objective 1:** Restore enrollment levels to the point where a critical mass of academic programs is supported and academic excellence is reinforced.

**Task 1-1:** Collect and analyze data, including college participation rates and UMaine enrollment history, to develop a better understanding of the educational choices made by high school graduates and other potential college-bound students. Survey the attitudes and needs of college-bound students.

**Task 1-2:** Model an enrollment rebound to a campus population of approximately 12,000 undergraduate and graduate students, and establish a reasonable but aggressive timetable.

**Task 1-3:** Use enrollment data, including historic trends, to project and maximize recruitment and enrollment within geographic regions, various academic disciplines, and relevant demographic categories.

**Task 1-4:** Develop and implement a long-term Enrollment Management Strategy that maximizes growth without lowering academic standards, and that ensures equal opportunity for prospective students.

**Task 1-5:** Design and implement a recruitment strategy involving out-of-state and international students, where they reach an enrollment of as much as 25% of the total student population.

Using accurate and reliable data, we will create a set of potential scenarios for achieving a level of enrollment that best fits UMaine's mission, resources, and desired standards of quality. We should also maximize our attractiveness to out-of-state students without denying access to qualified in-state students. Along with an enrollment model, we will create a budget model that projects revenues and expenditures that would accompany the enrollment rebound. To accomplish these goals and objectives, UMaine must depend on a long-range strategic plan for enrollment management, one which is aided by a comprehensive institutional marketing effort. In addition to relying on those formally charged with managing UMaine's enrollment activities, execution of such a strategy must depend on all faculty and staff members, as well as students, alumni, and friends of the University.

2. ACCESS

**Priority:** Review access issues at UMaine and address serious barriers to access.

**Priority:** Review the full spectrum of access issues, including availability of appropriate academic programs, information flow to prospective students, accuracy and appropriateness of admissions decisions (including admission of non-traditional students), financial aid, tuition and fee structure, equitable awarding of transfer credit, etc.

**Objective 2:** All students receive the aid for which they qualify without delays or reason to complain about the process or the award level.

**Task 2-1:** Develop a financial aid study that documents and analyzes data on awards, percent of need met, number of students awarded aid, number and nature of complaints and
problems, recommendations for improving financial aid system, benchmarks for improvement, and other related matters.

Task 2-2: Review and enhance the technology that supports student recruitment, enrollment, student records, and financial aid. At both the University System and campus levels, we may need to invest in new software and systems that promote better identification and attraction of potential students, better information about their progress, and better service.

Student financial aid services must be delivered with a clear staff commitment to providing students with the maximum amount of aid for which they qualify, and in a timely manner.

3. RETENTION

Priority: Improve student retention.

Objective 3: Six-year graduation rates that exceed the average among peer institutions.

Task 3-1: Conduct a detailed analysis of retention data to develop a better understanding of UMaine's retention patterns.

Task 3-2: Identify possible strategies and actions that might provide an immediate, positive influence on current and future students and cohorts.

Task 3-3: Establish retention benchmarks and targets using NELG and peer group.

UMaine's retention and graduation rates are influenced by many factors, some of them intangible. The institution must develop the information and strategies necessary to increase rates beyond current and recent experience. Realistic benchmarks involve exceeding the rates of other New England land-grant universities and those of our national peer group. This information will be useful and influential as we model our enrollment patterns for the next several years, projecting enrollments based on progress in retaining students.

4. STUDENT LIFE

Priority: Ensure that all dimensions of student life contribute to student learning, success, satisfaction, attainment of life skills, and support the priorities, goals, and mission of the University.

- Assess Needs, Strengths, Weaknesses

Objective 4A: A blueprint for systematic change and ongoing evaluation regarding student life, including specific steps for improving the quality of campus life with corresponding impact on the recruitment and retention of students.

Task 4-1: Now that the University has reviewed student life, identifying concerns and possible remedies, follow up on the report of the Blue Ribbon Panel by developing and implementing a set of steps designed to enhance the student experience.

Student success depends very much on the physical, social, and intellectual climate in which they live. This environment has been studied by the Blue Ribbon Panel on the Student Experience and by consultant McKinley Boston. The University now needs to follow those studies by taking action to improve the physical environment of facilities such as residence halls, the Union, and recreational facilities. It needs to strengthen the social environment by reinvigorating campus events and publicizing them, and by promoting attendance at athletic events, concerts, film series, lectures, etc.

More work needs to be done on the extent and nature of academic expectations outside the classroom and the climate promoting studiousness. A close and mutually supportive relationship between Academic Affairs and Student Affairs needs to be fostered.

- Residential Programs
Objective 4B: Create significantly higher demand for on-campus residency options.

Task 4-2: Analyze motives and incentives that affect student choices to remain on campus or seek housing elsewhere, and identify ways of altering the balance of motivators.

Task 4-3: Review the organization, structure, and staffing patterns of Campus Living. UMaine has a strong database on residence hall living as a result of its annual "Quality of Life" survey of resident students. To cultivate the type of campus climate that makes on-campus living more attractive and meaningful, the University needs to augment this survey by knowing more about the attitudes and experiences of those students who no longer live in residence halls and other non-residential students.

- **Student Life and Activities**

Objective 4C: A measurably enhanced array of extracurricular opportunities that are geared to expressed student interests, and data that show a higher level of participation.

Task 4-4: Research and analyze student opinion on the types of services, activities, and facilities that would make the UMaine campus more attractive to students and prospective students.

Task 4-5: Improve access to sporting and cultural events through better publicity and easier access to tickets. Students should be able to attend any campus event on a space-available basis by requesting tickets the day of the event.

Task 4-6: Improve access to recreational facilities such as the fitness center and the field house by ensuring that students will have priority access.

Task 4-7: Increase support for cultural and social activities on campus that address the needs and desires of a more diverse student population and campus community.

Student life and activities should be thought of as promoting the overall growth and education of the student, including the promotion of values such as civility, collegiality, respect for others, and commitment to equal treatment for all, regardless of gender, ethnicity, or other elements of diversity.

Currently the UMaine campus affords quite an array of activities and opportunities. Still, the extent to which students take advantage of them could be improved. For whatever reason, many students seem to feel that the campus lacks life and attractions. Strategies for making campus life more attractive, such as a new recreation center like those now available on many competing campuses, should be explored and should be of the highest priority. The need for enhanced campus support of student life programming that emphasizes our increased social and cultural diversity is well-documented.

- **Student-Friendly Services**

Objective 4D: Student satisfaction data over the next five years that document increasing satisfaction with student services, and a record of speedy and effective attention to identified problem areas.

Task 4-8: Ensure that all aspects of student services are oriented toward service, friendliness, and satisfaction.

Achieving this goal can be a matter of logistics, such as locating related services in close proximity to each other on campus and making them available at times throughout the seven-day week when they are truly needed. It can also be a matter of cutting red tape, eliminating bureaucratic requirements that serve little or no purpose. Fundamentally, however, it is a matter of attitude and behavior. Everyone who serves students should do so with a commitment to service and satisfaction, remembering that students (like the rest of us) do not always know exactly what they need, but it is our job to help them discover those needs and meet them in an atmosphere of respect, patience, and civility. This atmosphere must be
Students need to regard University employees as members of a collegial and civil community, and return the respect shown them.

**Task 4-9:** Extend this philosophy beyond bureaucratic services to aspects of student living, such as residence life, dining facilities, parking and transportation, etc.

These areas of student services have long expressed a student-oriented philosophy, and have, by and large, lived up to it. Still they are highly sensitive and challenging aspects when it comes to providing an atmosphere that will facilitate learning. To the extent that there are complaints and concerns, we need to respond to the full limits of our capabilities.

**Task 4-10:** Use technology to extend and enhance services to provide or improve practices such as electronic registration, access to one's records, access to campus and academic information, and access to courses.

**Task 4-11:** Institute tuition and fee structures that promote progress to degrees and full enrollment, for example by developing an acceptable plan for charging a flat and advantageous rate for full-time enrollment.

**Task 4-12:** Ensure that, to the fullest extent of our capabilities, we deliver the best products and services at competitive prices. This extends from tuition and fees to room and board rates to the Bookstore and all campus services.
ENHANCING QUALITY

5. ACADEMIC QUALITY

Priority: Ensure academic quality by rigorously reviewing existing programs, directing resources where they are most needed, and providing for the establishment of a limited set of very high-priority new programs.

- **Program Review**

**Objective 5A:** Functioning cycle of academic program reviews that is judged to improve the quality of the curriculum.

**Task 5-1:** With the involvement of the Faculty Senate, develop a plan with an overall strategy, including a timeline, for program reviews. The plan should be, in effect, a renewed commitment to using periodic program review as a cornerstone for ensuring quality and continuously adjusting the curriculum to contemporary needs.

The current system of program review has become routine and has become mainly a periodic plea for new departmental resources rather than a true evaluation of strengths and weaknesses. We need an effective process that truly does identify strengths and weaknesses in programs and that helps the campus develop a set of academic priorities. In the absence of an effective program review process, the campus invites mediocrity.

- **Instructional Quality Review**

**Objective 5B:** Marked and measurable changes and improvements in instructional strategy and pedagogy; measurable improvements in the perceived quality of instruction.

**Task 5-2:** Develop a plan to assess instructional effectiveness in conjunction with the 1998 NEASC accreditation self-study process.

**Task 5-3:** Expand experiential, hands-on forms of learning widely across academic programs on campus, with a special emphasis on service learning.

**Task 5-4:** Analyze the developing role of technology in teaching and learning, and develop a plan to use that technology more effectively.

UMaine needs to expand its arsenal of approaches to teaching and learning, considering a wide variety of possibilities in an attempt to make learning at the University even more effective and adaptable to different learning situations and different learning styles. Technology clearly needs to be more widely and creatively applied to learning. So do various approaches that use hands-on active experience (ranging from in-class simulations and laboratory experiences to field experience and internships). Service learning, where students gain valuable knowledge and experience from activities intended to serve community and external constituencies, are becoming more and more regarded as essential to a college curriculum. Through Maine Compact and the national organization Campus Compact, UMaine should assume a leadership role in service learning.

- **Strengthen Advising**

**Objective 5C:** A revamped academic advising system that meets the full spectrum of student needs, including general education, selection of major, and specialized advising that takes the student through to degree objectives in an efficient and highly professional manner.
and take it very seriously, there remains a significant number of students who complain that they do not have access to good advising and that this problem has led to incorrect advice about program requirements, and to serious delays in progress to degrees. We need to examine the entire process, identify ways of ensuring that all students will get good advising, consider the difference between advising about academic programs requirements and wise course selection on the one hand, and more comprehensive mentoring on the other, and examine the potential roles of technology in aiding the advising process.

- **Student-Faculty Interaction**

**Objective 5D:** A University community where faculty support and enrich the overall learning experience of students.

**Task 5-6:** Beyond the formal advising role, consider ways of strengthening student-faculty interaction.

_This area is also one where UMaine faculty members appear to excel in comparison to those at other research universities. It is part of our human size and scale. Still, there are some who claim that in some areas we do not do as well as we used to in providing close student-professor interaction and the kinds of instructional relationships that promote student success. The key is to promote a campus teaching ethos that values student-centered teaching combined with personal caring, and to make sure our reward structure both overtly and subtly reflects those values._

- **Program Planning**

**Objective 5E:** A priority list of new and enhanced programs that is phased in in a timely and systematic manner, funded in part by reallocating each year at least 2% of annual operating budget of low-priority areas to high-priority areas, beginning in FY ’99.

**Task 5-7:** Develop a plan that identifies and prioritizes areas in need of new or enhanced academic programming, which is also capable of effectively identifying programs in need of downsizing, consolidation, radical transformation or outright elimination.

**Task 5-8:** Devise a plan to reallocate money within the University to address highest new program priorities, including specific dollar and percent targets for achieving flexibility and movement of money and positions within and across colleges and other units, and including a strategy to recapture some funds for further reallocation by the president and provost to address the most critical institutional needs.

_Working with an enhanced program review process, the academic community needs to develop a plan based on priorities. Furthermore, UMaine needs to identify whether we are actually meeting the academic needs of the state, including student demand for programs meeting legitimate social or economic needs. In response, but vital to the process of identifying those areas of high need that had previously been cut back or eliminated, and where appropriate, reverse those actions. Moreover, there may be areas of emerging need where programs heretofore have not existed on this campus. An equally challenging task is to recognize where new programs must come into existence and find the resources to establish them. New funding sources will not be plentiful. The academic strength of this University absolutely depends on our ability to reallocate resources within the institution, putting those resources in the areas of highest need._

_Complex as the task may be, we need to look seriously at all of the courses that make up our programs, cutting and weeding energetically, so that each of our programs can go on functioning. Streamlining requirements in each major, planning carefully so that necessary courses are offered regularly, and making hard decisions to eliminate entire courses and cut back on the frequency of offering low-enrollment/low-demand courses is an attractive alternative to total program elimination in most cases._
accountable. At the vice-presidential and presidential levels, this accountability also applies, but not in such a way that administrators far from the department level are micro-managing curriculum and staffing.

- **General Education: The Undergraduate Curriculum**

**Objective 5F:** A high-quality baccalaureate education for all students, that recognizes and achieves an appropriate balance and integration of general and liberal educational goals with the focus and depth provided by a solid major. Requirements for this education should be streamlined to eliminate unnecessary and inappropriate obstacles. Continued efforts to refine and develop the baccalaureate curriculum should include efforts to support campus diversity goals. We seek a curriculum that prepares all students to live in a diverse national and global community, and in one that values equality of opportunity.

**Task 5-9:** Complete implementation of the General Education Requirements developed in 1994.

**Task 5-10:** Analyze overlapping, duplicative, and possibly excessive degree requirements created by three levels of imposition (general education, college, and major), and streamline degree requirements as much as possible without losing appropriate breadth, depth, and rigor.

*One of the truly attractive curricular developments at UMaine is the general education program that applies to all undergraduates, regardless of major. The effectiveness and value of those requirements is dependent on ensuring that required courses are available and adequately supported financially. One of the key features of the UMaine curriculum, and one that must be more fully developed, is the part that educates for diversity. It is crucial that UMaine students, as part of their studies, gain a sense of the cultural, economic, social, and geographic diversity of the country and the world. Further, through multicultural studies and other relevant offerings, the University needs to serve a more diverse student body and promote increased diversity on campus.*

- **Degree Requirements**

**Objective 5G:** Maintain academic rigor and increase the relevance of undergraduate and graduate degrees to today’s needs while at the same time simplifying degree requirements, eliminating unnecessary requirements, and cutting down on the layers of requirements.

**Task 5-11:** Streamline degree requirements without reducing academic rigor.

*The existence of department, college, and University requirements for degrees, plus the natural tendency over the years to add requirements without reconsidering the necessity of existing ones, has led to high numbers of required courses and credits, complicated rules and the accompanying confusion of both students and advisors, little room left for valuable electives, and barriers to degree completion that do not always serve the interest of students, the academy, or the public.*

- **International Education**

**Objective 5H:** A significant increase in the number of foreign students enrolling at UMaine, and a similar increase in number of UMaine students who include study abroad in their academic experience.

**Task 5-12:** Develop a detailed strategic plan for increasing numbers of international students and study abroad opportunities.

- **Four-Year Pledge**

**Objective 5I:** A four-year graduation rate for UMaine that is measurably improved by Commencement 2002, and which exceeds peer group averages by 2005 (with concomitant
UMaine must be able to promise a student who meets specific reasonable conditions that he or she will be able to graduate in four years. To honor such a pledge, the University must carefully consider all degree and major requirements, and streamline them without scaling back appropriate rigor.

- **The Graduate Curriculum**

**Objective 5J:** Teaching fellows program for doctoral students in place by Fall, 1999.

**Task 5-14:** Provide an edge of excellence to graduate education by way of preparing those headed for careers that will include teaching.

*Especially for doctoral students headed for academic careers, we need to go beyond our current teaching assistantship opportunities to develop a campus-wide program that will help develop skilled and reflective teachers. Without undercutting their preparation in their respective disciplines and as researchers, it is possible for us to graduate Ph.D.'s who will have an extra edge in the job market because they know more about the teaching and learning processes, and possess more teaching skill and experience, than graduates of other universities.*

- **Accreditation**

**Objective 5K:** Achieve re-accreditation from NEASC in 1999 with a minimum of problem areas identified.

**Task 5-15:** Undertake a comprehensive self-study based on NEASC accreditation standards, identifying areas of weakness and proposing remedies for prompt consideration.

**Task 5-16:** Establish highly focused ad hoc committees to address specific problem areas identified during the course of the self-study and/or during the previous accreditation review.

**Task 5-17:** Develop an ongoing outcomes assessment inventory and mechanism as part of accreditation review process.

*One of the aspects of regional accreditation that has changed a great deal since the last time UMaine came up for review is the expectation that we be able to demonstrate the effectiveness of the education we offer by presenting data on student learning outcomes, as well as other outcomes measures. These matters are much more important now than the old ÒinputÓ measures that used to dominate accreditation. We need to improve our capacity to report on our outcomes for both the accreditation process and to demonstrate overall institutional accountability.*

- **Faculty and Instructional Development**

**Objective 5L:** Measurably enhanced teaching and learning resulting from institutional planning and commitment to high-quality instruction and academic support.

**Task 5-18:** Develop an Office of Instructional Development to address faculty and instructional development needs, with that office in formal operation by Fall, 1999.

**Task 5-19:** Train faculty and staff to use existing and emerging technologies to enhance the quality of instruction and learning.

*The University needs an Office of Instructional Development to address faculty, staff, and instructional development needs in a broad-based and comprehensive way. With a great deal of faculty input and support, the office would develop a number of programs that provide for faculty development, instructional support, faculty and staff renewal, and enhanced teaching and learning. The Office of Instructional Development should be closely linked with the*
Faculty/Staff Development

Objective 5M: An organized year-long program for new faculty members, a parallel program for experienced faculty, and a comprehensive staff development program, both in place by Fall, 1999.

Task 5-20: Develop a program, to be implemented by Fall, 1999, to help new faculty members grow in their roles as agents of teaching and learning.

Task 5-21: Provide similar development and renewal opportunities for experienced faculty members.

Task 5-22: Increase interaction between provost's office and faculty in ways that promote excellence in teaching and learning.

Task 5-23: Develop a program to provide professional development opportunities for staff members.

Task 5-24: Expand international opportunities for faculty members.

We employed 50 new faculty members in 1997-98, and continue to add more, as the beginning of a new generation of instructional leadership. We need to work seriously to develop this resource Ñ the professors of the future. We cannot leave their mentoring and development to chance. Our veteran faculty members also experience needs related to many factors affecting their careers: the changing nature of their disciplines, staffing cutbacks that have necessitated them to master new specialties, and drastic changes in teaching and learning created by new philosophies, new research, and new technologies.

With the serious level of staff reductions of the past several years, many staff members are assuming and combining new roles. The level of stress on staff members and the need to learn new skills make it imperative that UMaine address professional development needs of all employees.

Effective professional development programs will ensure that women have opportunities to grow and achieve success in their work.

Administrators and supervisors at all levels will be regarded as responsible and accountable for the professional development of those who report to them.

Student Expectations and Academic Climate

Objective 5N: An institutional policy on faculty expectations for student academic performance with clear, measurable, and rigorous standards in areas such as student class attendance, time on task, written work assigned in courses, mathematics components to courses, computer-technology use related to courses, and research/intellectual property dimensions of student performance.

Task 5-25: Encourage Faculty Senate review of academic expectations of students (that is, the level of academic achievement faculty members expect their students to accomplish) across all disciplines. Help implement the findings and recommendations.

Even though we have much to be pleased with in the accomplishments of our students and graduates, the institution and its students can benefit from greater clarity, rigor, and commonality in the academic expectations and standards to which UMaine holds its students. We need to assure and demonstrate to all students and prospective students that they will be challenged by their instructors and their course work. We also need to communicate to our public the nature of our standards.
Objective 6: Students who attend the University of Maine, and faculty and staff members who work at the institution, will enjoy access to academic technology on a par with any New England land-grant university.

Task 6-1: Meet UMS mandate for a campus technology plan.

Task 6-2: Ensure access to computers and connectivity on campus.

Task 6-3: Ensure remote access to campus networks and electronic resources.

Maine will move closer to the cutting edge of technology use to promote teaching and learning. A comprehensive technology plan is long overdue. Since our resources for technology are extremely limited, it is all the more important that they be governed by a plan for using them wisely. Availability of the technology necessary today for learning, research, and communication is a fundamental part of a full-service university. Access to that technology, on campus and through remote connection, must be a priority for the University.

7. INFORMATION RESOURCES

Priority: Close the gap in funding library acquisitions and other needed information resources.

Objective 7: A concrete plan for the library of the future and a library budget that adequately and appropriately serves the needs and mission of UMaine, building on the information technology strategy being implemented with statewide coordination.

Task 7-1: Develop a report on the status and needs of Fogler Library and plan for closing the resource gap, improving the level and extent of holdings, providing adequate space for holdings and study, and incorporating an electronic environment. Using peer institutions, establish benchmark standards for library acquisitions and holdings.

UMaine needs to address the funding shortage, estimated to be as much as $3 million to $5 million annually, separating the library's resources-related expenditures and actual need. Soaring costs of journals, declining E&G funds, and the need to invest in new electronic information technologies lead the list of pressures on the library. The demand of maintaining print collections and making space for them, while simultaneously migrating to a new electronic environment, poses one of the most serious challenges facing the University. Library holdings need to reflect changes in the curriculum, in pedagogy, and in research emphasis. We must do our best to keep pace with advances in knowledge and to reflect diversity issues that are broadening and changing the content of our curriculum.

8. RESEARCH

Priority: Make significant progress in gaining extramural support for University research.

• State Support

Objective 8A: At least $20 million annually in state support for University-based research, double the current level of federal funding by 2002, and a concomitant increase in UMaineÔs ranking to the national median per FTE faculty and/or per dollar of state personal income.

Task 8-1: Seek effective ways to secure significant increases in state support for research.

Task 8-2: Develop an aggressive federal strategy to increase federal support and investment in UMaine-based research activity, including regular interaction between our research office/president and Congressional delegation/federal agencies.
development is a dubious distinction. Fortunately, citizens of Maine and the state’s policy makers are expressing new and renewed interest in using UMaine and other institutions as a catalyst for economic growth, new jobs, new businesses and industries, and an improved quality of life. UMaine must work closely with policy makers, the private sector, and others in education and the public sector to maximize research opportunities that can take place in Maine. As an institution, the University also needs to work hard to increase the number and magnitude of grant applications it submits and our already-impressive success rate; more than any other institution, UMaine is in a position to facilitate research-related growth and success in our state. To achieve success, UMaine also must be more aggressive in seeking federal funding to fulfill the University's research mission and to help meet the state’s needs. We need to do more to mobilize our Congressional delegation, as well as to work with federal funding agencies, to gain ground in the rankings by bringing more federal research dollars to UMaine.

While funded research is a major element of this overall plan, it is well understood that the non-funded and modestly funded research and scholarship that takes place in many disciplines at UMaine is equally important in social and intellectual value. It, too, needs to be encouraged just as strenuously as it should be in areas where external funding for research is more widely available. Non-funded and modestly funded research should enjoy some of the benefit from gains in overall research funding.

- **Assessment of University Research Programs and Priorities**

**Objective 8B:** A comprehensive long-range plan for linking University-based research to Maine’s needs, with measurable correlation between programs identified for emphasis and funding levels for research in those programs.

**Task 8-4:** Develop assessment report followed by a University-wide strategic plan for research.

**Task 8-5:** Align campus priorities with state needs and campus strengths.

UMaine has done a good job of defining and focusing its research strategy in areas of significance to the state and in areas that are linked to its land-grant mission. In order to maintain and enhance UMaine’s position as the state’s most valuable and essential research entity, the institution must undertake a comprehensive, ongoing effort to assess the strengths and weaknesses of the overall research effort and develop strategies to capitalize on strengths and shore up weaknesses.

While acknowledging the importance of research across all disciplines in order to fulfill our land- and sea-grant missions, it also is necessary and appropriate to identify areas of special strength and significance. Though certainly not an exclusive emphasis, research focused on the needs of Maine’s economy and society must receive the highest emphasis in keeping with our land-grant mission. Basic and applied research can share equally in their ultimate significance to the state’s needs. But there can be no de-emphasis of research that leads ultimately to technology transfer, economic development, and the creation of jobs.

In keeping with UMaine’s mission and philosophy, there must be continued emphasis and recognition of our faculty as both teachers and scholars, and the inter-relatedness of teaching, learning, and research. Among other things, this means ensuring that serious research opportunities and expectations extend to all departments and that promotion and tenure decisions reflect those expectations across campus.

### 9. OUTREACH AND ENGAGEMENT

**Priority:** Solidify and actualize the statewide mission in instruction, research, and service.

- **Clarify Outreach Mission**
Objective 9A: A revitalized outreach/engagement mission with a fresh outlook that attracts national attention to UMaine as a model for land-grant universities.

Task 9-1: Analyze the University's outreach/engagement mission across the institution, focusing on identifying new areas of need and assessing ways to address the functions in the most efficient and effective manner.

Our federally and state-mandated teaching, research, and public service distinguishes the University of Maine from all other public and private educational institutions in the state. From its inception as a land-grant university, UMaine has had the exclusive responsibility to reach out across the entire state and engage Maine's most pressing social and economic problems. Over the past 130 years, many of those problems have changed significantly, as has the University and society. It is therefore necessary to review our service-outreach-engagement mission in order to determine what makes sense for today's University in today's society.

Define Urban Area Outreach Strategy

Objective 9B: A measurably stronger, more visible, centralized, and multi-faceted outreach presence in the more densely populated southern region of Maine.

Task 9-2: Develop a plan, in the context of an institution-wide outreach assessment and strategy, that specifically addresses the needs of Maine's more populated regions.

Task 9-3: Provide leadership in the development of an ATEC (Advanced Technology Education Center) for the southern region of the state.

Task 9-4: Support the need for greater service and awareness of UMaine's mission through a strategy for creating or enhancing UMaine's presence in the southern region of Maine where there exists demonstrable demand, including activities involving Admissions, Academic Affairs, Continuing Education, Cooperative Extension, Corporate Relations, Development and alumni relations.

Today's service challenges are much more urban and industrial than they were in the past. As the only university in the state dealing with doctoral level high-tech issues, we need especially to be cognizant of the industrial, technological, and social needs of the more heavily populated areas of the state, including the southern region, where two-thirds of Maine's population resides in one-third of the state's geographic area. In addition to the traditional support UMaine has offered to the state's more rural areas, we must be fully responsive to needs in the more densely populated regions if we are to satisfy the responsibilities of our mission.

UMaine's leadership in the formation of a System Technology Education Center will be one example of a more responsive approach to outreach. Through on-site participation and technology-aided distance participation, we must contribute to workforce education (especially at advanced levels), technology transfer, and assistance to business, industry, and social agencies.

Because of UMaine's statewide responsibilities, we must make a broad range of services available, most notably in the Portland region, where UMaine has under-served its constituents and under-fulfilled its mission. Citizens there need direct access to enrollment information and opportunities, alumni services, continuing education opportunities, etc. To do this most effectively, the institution needs to research where the most appropriate location might be.

Enhance Service to Maine's Rural Areas

Objective 9C: A full-service outreach center serving the special needs of the citizens, businesses, and industries of Maine's rural regions. Measurable increases in services and contacts throughout the state.

Task 9-5: Develop a plan for a multidimensional outreach and service center for rural Maine. Continue improving and extending services to meet rural areas throughout the state.

The old land-grant emphasis of service to meet rural and agricultural needs has not disappeared in Maine. Some areas of the state desperately need the help we can provide in
**K-12 Education Partnerships**

**Objective 9D:** Widespread recognition of UMaine as the schools' partner in education research, reform, and teacher education, with several full-service professional development schools in operation.

**Task 9-6:** Examine UMaine's current and potential role in K-12 transformation. Develop a strategic plan for fitting that role.

Helping to transform education in Maine and build a seamless K-graduate education system in the state must be one of UMaine's priorities. In addition, we must work to make the new state educational standards an instructional reality by educating teachers who can base their curriculum and instruction on those standards. Likewise we must work with others to help structurally reform the schools of the state. Professional development schools that situate our professors in real and typical teaching and learning environments constitute one important way of educating the next generation of teachers while cooperating in the structural transformation of the schools. Partnership and cooperation must be hallmarks of the effort.

**Performing Arts/Cultural Extension**

**Objective 9E:** A University whose cultural programs contribute significantly and measurably to the quality of life in Maine.

**Task 9-7:** Develop a plan to broaden the statewide involvement in UMaine's visual and performing arts.

Just as the University's work with schools, business and industry, consumers, and families contributes to satisfying the state's social and economic needs, UMaine contributes significantly to Maine through its many visual and performing arts offerings, and the resources of our outstanding museums. The Maine Center for the Arts and Hudson Museum are unique entities, bringing together large audiences from a geographically dispersed area for world-class cultural experiences. A comprehensive outreach plan involving our performers, artists, and museums will enhance our service mission; such a plan must include strategies to bring people to campus, as well as to extend the University's resources to all corners of the state.

**Technology and Outreach**

**Objective 9F:** UMaine will enhance its outreach/engagement role by developing more and better ways to execute it through electronic communications technology.

**Task 9-8:** Develop a report on enhanced outreach through technology.

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**10. DIVERSITY AND EQUAL OPPORTUNITY**

**Priority:** Make measurable and significant progress toward diversifying the faculty, staff, administration, and student body, and broadening the curriculum and reflecting increased diversity.

**Representation of Women and Minorities Within the Faculty**

**Objective 10A:** A faculty and staff more reflective of society and with the perspectives needed to offer students an effective range of mentoring and learning opportunities.

**Task 10-1:** Increase the number of tenure-track minority and female faculty members across the disciplines.
The number of minority and women faculty members and the employment opportunities offered to them in all disciplines must increase. Through its actions, UMaine must support its commitment to maintaining a faculty and staff whose diversity more accurately reflects that of the nation.

**Objective 10B:** A University community profile which exceeds the diversity profile of northern New England in general, and the northern New England land-grant universities in particular.

**Task 10-2:** Intensify efforts to diversify the professional and clerical staffs by attracting and retaining minority employees.

Without question, Maine’s economic stability, growth, and quality of life are influenced by people and interests outside the borders of the state and the nation. In order to serve the needs of the state, UMaine must develop strategies that educate and position its students and the state for interaction in a diverse, multicultural economy and society. To succeed, Maine needs to engage - and be prepared to engage - with people, cultures, and issues different from what might be commonly experienced close to home. In addition, the institution must develop strategies to recruit and retain students and employees from within the state’s native sources of diversity, making a special effort to recruit persons of Franco-American and Native American heritage.

As an institution that promotes learning, we have additional responsibilities related to diversity that differ from and exceed those of other institutions and employers. While UMaine has a moral and ethical duty to provide equal access to education and employment to persons of different racial and ethnic backgrounds, persons with disabilities, and other persons of difference, a more diverse educational environment is a goal in itself that goes beyond the goal of equal opportunity. Through aggressive recruitment strategies, UMaine can address these objectives to attract students, faculty, and employees who can add to the cultural richness and diversity of the community.

**Opportunity Hire Fund**

**Objective 10C:** Significant increases in institutional support for attracting and retaining faculty and staff who contribute to the quality and diversity of the University community.

**Task 10-3:** Double the size of UMaine’s existing Opportunity Hire fund for FY99 and increase funding each year for four more years.

UMaine’s Opportunity Hire fund represents a significant new step facilitating hires that promote diversity. Though it is a small fund at the moment, there must be an extra commitment to treat this fund as a priority and increase the size of that fund every year. It is essential to have dean-level commitments to reallocate internal funds that will free up money to return to the Opportunity Hire central pool as soon as possible.

**Support and Mentoring for Persons of Difference**

**Objective 10D:** A retention rate for minority hires and students that equals or exceeds retention of non-minority hires and students.

**Task 10-4:** Develop an effective program of support and mentoring of students, faculty, and employees of difference.

Recruiting and hiring persons from under-represented groups are only first steps. Even more important is a commitment to their success through maintaining a supportive environment and taking extra steps to promote the retention of these students, staff members, and faculty members. The establishment of explicit and effective mentoring may be the most important measure of all.

**Programming aimed at promoting a harmonious, collegial, and civil campus community.**
It is one thing to embrace diversity by making sure there is room for persons from a variety of backgrounds, building a curriculum that educates about diversity, recruiting students, faculty, staff, and administrators representing the diversity of our society, and promoting the success of all, regardless of background. It is another thing to integrate all of those objectives into a community where everyone interacts harmoniously. Diversity fails short as a goal if it does not bring us together as a society. The UMaine campus needs to exemplify a collegial and harmonious community. This will happen only through a concerted effort that goes beyond the effort to bring diversity to the community.

11. ATHLETICS

Priority: Develop fiscally sound and successful athletics program that fits comfortably within the overall mission and proportions of the University.

- Philosophy, Mission, and Goals

Objective 11A: An intercollegiate athletics program that challenges, motivates, and educates participants in a fair and equitable manner; contributes positively to the mission and needs of the institution; receives and generates revenues sufficient to support it at an appropriately competitive level; and is held in high regard by the internal and external communities.

Task 11-1: Develop a definitive statement of institutional philosophy, mission, and goals that articulates the co-curricular and extra-curricular benefits of intercollegiate athletics.

Intercollegiate athletics are a desired and important part of the total mix of programs UMaine offers and supports. Many prospective students - both those who hope to participate and those who spectate - consider the quality and availability of a university's athletics programs as a factor that influences their decision about where to attend college. The institution must make a clear and definitive statement about the place, direction, and relationship of athletics within UMaine's overall function and mission.

- Fiscal Solvency

Objective 11B: Competitive intercollegiate athletics programs and recreational facilities that are sufficiently funded for the quality and level of activity desired.

Task 11-2: Develop a plan for annually maintaining a balanced budget based on current, expanded, and new sources of funding that does not increase the proportional burden on the institution's E&G budget or shift the burden to inappropriate fund sources.

The cost of maintaining a competitive intercollegiate athletics program has increased for a number of reasons, mostly programmatic in nature and thus difficult to control. Despite creative efforts to hold down costs and generate additional revenue, a gap has existed between expenditures and resources for a number of years.

The preferred answer is not a reduction of programs or level of competition; neither of these is desirable or in the best interests of the institution and its community. Also unacceptable is the option of increasing the level of University support through budget reallocation from academic areas. The most reasonable and acceptable option is to broaden and increase the revenue sources UMaine's athletics programs receive. Pursuit of new gifts and new and expanded sources of outside revenue will increase the flow of extramural funds to support UMaine athletics. In addition, other elements of this document, such as the institutional objective to increase student enrollment, will generate additional dollars to support the programs without increasing the percentage of E&G revenue and student-fee revenue going to Athletics.

- Gender Equity in Athletics

Objective 11C: Full Title IX compliance.

Goal 11-3: Continue to monitor and update the plan to ensure or exceed gender equity goals established in “Realizing the Dream.” Update that document to address full compliance with
Title IX.

UMaine is committed to achieving gender equity in athletics according to the principles of Title IX. That commitment was first articulated in 1995 in the institution's comprehensive plan, "Realizing the Dream." The institution continues to make progress and is maintaining the timetable established in that plan. To keep within that timetable, considerable additional investment is necessary, a challenge that must be treated as a priority by those directly responsible for seeing the gender equity plan to fruition.

- **Leadership and Organization**

  **Objective 11D:** Broad-based support for the leadership of the program and goals.

  **Task 11-4:** Undertake systematic evaluation of the Athletics Department's organization and administration.

  *In order to meet the very serious challenges facing our athletic programs, the leadership of those programs will need to organize and act in extraordinarily effective ways. Through the System Trustees' review and the strategic planning effort outlined in this and other sections, an evaluation of the Athletics Department's ability to address its challenges is necessary to reinforce and support all efforts to achieve the institution's desired results.*

- **Integration of Athletics with the University Agenda**

  **Objective 11E:** An athletics program that is widely perceived as integrally related to the University's mission and supported across the institution.

  **Task 11-5:** Develop a plan to integrate and engage Athletics more completely with the University community and its externally oriented outreach, development, recruitment, and community relations activities.

  *Above all else, the overall Athletics Department agenda must harmonize and reinforce the mission and agenda of the University. As the department develops its agenda and goals, it needs to work closely with the University community by way of the Athletics Advisory Board, the Athletics Integrity Committee, and the department's reporting line to the President. The department's programs and activities can and should complement the institutional mission, not just in its educational and recreational function but in the University's efforts to draw greater external support and interest in the institution.*

12. **THE CAMPUS ENVIRONMENT**

**Priority:** Enhance the quality of the total campus environment through a comprehensive plan to upgrade and add to the physical beauty and functionality of the campus.

**Objective 12:** Students, faculty, staff, and visitors will regard the campus as compellingly attractive and well-suited for its function of providing a comfortable and efficient site for learning, discovery, and service.

**Task 12-1:** Continue to develop the University of Maine Capital Plan by treating it as a living document, periodically reassessing its priorities and moving ahead with plans to raise funds and construct new facilities.

**Task 12-2:** Emphasize efforts to enhance the beauty and safety of the campus through campus master planning, attention to lighting and landscaping, and continual attention to maintenance issues.

**Task 12-3:** Enhance the academic functionality of the campus through attention to conducive study space across the campus, and access to computers and connectivity.

**Task 12-4:** Enhance the capacity of the campus to attract and retain students, faculty, and staff by improving the physical environment — renovating residence halls, classrooms, laboratories, and offices; renovating the Memorial Union; and constructing new recreational facilities.
as the library, classrooms, Union, and food services are open and accessible.

**Task 12-7:** Include in the technology plan a vision for the role of technology in the campus environment.

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13. MARKETING

Priority: Establish and execute an integrated, comprehensive institutional marketing plan.

Objective 13: A two-year marketing campaign that results in measurable improvement in public perceptions, enrollments, and public and private funding.

Task 13-1 Work with STAMATS to develop an integrated marketing plan. Dedicate resources and energy to carry out that plan according to a systematic timeline.

For years UMaine narrowly defined marketing as the recruitment of students. While student recruitment is, without question, our most obvious and essential marketing activity, today marketing must be redefined as the positioning of the institution to maximize its ability to fulfill its tripartite mission.

The University of Maine is moving to develop an institutional marketing plan. The plan needs to be comprehensive, addressing both the substance and perceptions of the University among its many and varied constituencies. Such a plan will (1) help the University maximize its enrollment potential without sacrificing quality; (2) increase public- and private-sector support for, and financial commitment to, UMaine’s distinct role as Maine’s land- and sea-grant university; and (3) help to enhance public recognition of, and respect for, UMaine as an essential, relevant, and valued institution and resource.

14. MOBILIZING ALUMNI AND OTHER ADVOCATES

Priority: Activating alumni to increase advocacy and fiscal support of UMaine and UMS.

Objective 14A: A closer, more loyal, and more committed relationship between alumni and UMaine, and a measurable increase in alumni activity in support of the University.

Task 14-1: Develop a plan to use communication vehicles and organizational activities to engage alumni more regularly in the affairs of the University and of the General Alumni Association.

Our alumni constitute a major resource that is far from fully utilized. We have about 84,000 living alumni and know where about 73,000 are to be found. Over 38,000 live here in the state. Everywhere we find graduates who feel special affection for their alma mater and wish it success. New strategies to engage alumni can benefit the University in many ways: increased political support from the Governor and State Legislature; positive public relations with key constituencies and in the mass media; and increased alumni giving to various campaigns and programs. Effective organization and communication can make a positive, sustained difference.

- Legislative Support

Objective 14B: A strong and effective legislative advocacy network that positions UMaine and UMS as essential, relevant, and politically significant.

Task 14-2: Implement the recently developed University of Maine Legislative Advocacy Plan.

To work effectively with state policy makers, the University must develop an ongoing, coordinated informational and advocacy effort which will generate within the State House both immediate and long-range support for UMaine as a valuable public resource and catalyst for
• Board of Visitors

Objective 14C: A Board of Visitors that has respect and influence with legislators, the Governor, Maine's Congressional delegation, and the general public.

Task 14-3: Activate the Board of Visitors to take an influential role in helping to persuade state policy makers to provide the financial support and programmatic elements necessary for UMaine to fulfill its responsibilities and potential.

Recent legislation enabling UMaine to create a Board of Visitors has given the institution an opportunity to engage some of Maine's most prominent citizens in legislative and public advocacy. All members of the Board are well-respected and provide perspectives that enrich our planning and advocacy efforts. Because of its prominence and connections, UMaine’s Board, like its Alumni Association, will likely play a lead role within the System's overall legislative strategy.

• Student Recruitment

Objective 14D: Measurable increases in external participation in efforts to recruit students.

Task 14-4: Develop a plan to involve alumni and other supporters of UMaine in student recruitment efforts.

Alumni used to play a large role in attracting students to the University. Alumni and other friends of the University must help encourage talented, motivated, and prepared students to pursue post-secondary education at UMaine. Such a relationship must be coordinated to ensure its effectiveness. Examples of activity include recruiting or contacting prospects, helping students thinking about college sort out their choices, and "Off to UMaine" receptions for students who have been admitted. The success of this effort is heavily dependent on the cooperation of the dean of Enrollment Management and the president of the General Alumni Association.

• Development

Objective 14-E: Annual giving by alumni which exceeds, on a percentage basis, all other New England land-grant universities.

Task 14-5: Working with the Alumni Association, review current alumni participation in annual giving and develop a plan to increase it significantly.

By coordinating activity between the Alumni Association and the Development Office, UMaine can increase the individual expression of alumni support as measured by annual giving, thus creating a donor base on which additional activity and commitment can be built.

15. DEVELOPMENT

• Major Capital Campaign

Priority: Build a development operation capable of reaching all potential sources of gifts, contributions, and bequests, capable of serving all significant areas of University need, and capable of mounting a major capital campaign.

Objective 15A: A successful nine-figure campaign that addresses a significant portion of the University's priority needs.

Task 15-1: Draft a proposed capital campaign plan featuring timetable, prospective dollar figures, and strategies for implementation.
A major capital campaign - substantially greater than any previously undertaken at UMaine - must be developed to create the leap forward this University needs in support of academic excellence and to solidify its position as the state's flagship and premier research university. Much work needs to be done before such a campaign could be launched, including building the necessary internal structures and personnel, conducting a feasibility study, and building the external support mechanisms that would ensure success.

- **Physical Plant**

**Objective 15B:** A campus fully equipped and financially supported to handle anticipated future demands on its facilities resulting from increased student enrollment and retention, increased research activity, expanded outreach services, and technological advances.

**Task 15-2:** Develop and launch a long-term plan for physical facilities outlining priorities, dates, dollar figures, and projected private and public funding sources.

**Task 15-3:** Implement an "Adopt-a-Building" plan, complete with priorities and dollar figures, to generate on-going private support for modernization and maintenance of existing buildings on campus.

At present, UMaine is involved in a number of capital fund-raising projects that serendipitously coincide with our priority need to attract and retain students. Examples include student-life related projects such as Alfond Stadium, Memorial Union expansion, and a new recreation center. However, upgrading academic space on campus is a critically important priority that not only addresses the critical need of creating attractive space for student learning, but also is absolutely vital to the goal of achieving academic excellence in teaching, learning, and research.

An important step in planning for those academic space needs requires updating UMaine's Capital Plan, as specified by the Board of Trustees. The institution has two major needs in this regard: analyze and respond to the large deferred maintenance gap; and analyze UMaine's need for workspace related to its mission areas so that it can properly function at the levels envisioned in the decades ahead.

Specific critical space needs have to be analyzed in terms of their relative place on a priority list. Proposed new construction, such as a library expansion and a fine arts facility, needs to be factored into our overall priorities.

Furthermore, it may prove wise to pursue an "Adopt-a-Building" campaign. As conceptualized, financial support would be sought based on a calculation of the cost of renovating and maintaining campus buildings according to 21st century standards and needs. The attractiveness of this opportunity to restore and protect the beauty and functionality of an aging but appealing campus might prove very enticing to potential donors. Any action to undertake such a campaign must be dictated by a feasibility study to assure its practicality and attractiveness. Planning for fund raising on behalf of the campus's physical plant should include provisions for making the campus technology up to date and ready to meet future needs.

- **Student Financial Aid**

**Objective 15C:** Financial aid packages that serve all needy students and compete favorably with other universities for the best students.

**Task 15-4:** Develop a comprehensive plan to ensure adequate financial aid to all needy students. This plan should include target dollar figures, timetable, and projected fund sources.

Student financial aid - based on both merit and need - must be a key part of any student recruitment and retention strategy. The University needs to compete effectively for top students and must also maintain its affordability to students demonstrating the necessary talent, motivation, and preparedness needed to succeed at UMaine. Student financial aid also should be utilized as part of the institutional strategy to enhance the diversity of the student body; many persons of difference come from culturally and financially disadvantaged backgrounds, and are especially in need of financial aid to go to college.
Task 15-5: Develop a comprehensive, prioritized plan to create endowments to support recruitment and retention of faculty members and deans.

The competitive edge for academic programs depends heavily on endowment. We need to increase the number of endowed chairs and professorships to a level comparable to other land- and sea-grant universities. Endowed positions will enable UMaine to attract and retain the caliber of faculty and deans that can make a profound difference in UMaine's ability to serve the needs of the state.
**16. INSTITUTIONAL ANALYSIS AND BENCHMARKING**

**Priority:** Ensure the systematic analysis and use of data to influence decisions and ensure continuous institutional improvement.

**Objective 16:** Ongoing and long-term systematic use of data to inform decisions and ensure continuous institutional improvement.

**Task 16-1:** Develop organized program to collect and organize data relevant to institutional needs. Establish a set of benchmarks to measure progress of all institutional goals.

*More thorough data collection and analysis, along with appropriate benchmarks, will enhance institutional effectiveness and assist in meeting NEASC accreditation standards.*

**17. REWARD STRUCTURE**

**Priority:** Align rewards with institutional priorities.

**Objective 17:** National recognition for achievement in this area.

**Task 17-1:** Develop a plan for significantly realigning the incentive and reward structure of the University to correspond with institutional priorities.

*Like most institutions of higher education, UMaine can do a better job of rewarding people and units for doing things that promote the attainment of institutional priorities. The University must undertake a thorough review and analysis of the ways in which it recognizes and rewards accomplishments that further institutional goals, and meaningful, bold steps to bring the rewards to bear on the priorities.*

**18. FISCAL HEALTH**

**Priority:** Ensure a strong and dynamic University through sound fiscal management, creative thinking about University resources, and tireless pursuit of support for the University's endeavors.

**Objective 18A:** Ensure that student services and administrative functions are delivered as efficiently as possible so that maximum amount of resources can be dedicated to teaching, research, and service missions.

**Task 18-1:** Institute a comprehensive re-engineering of administrative functions, a thorough evaluation of the use of administrative technology, and an ongoing process to ensure quality of service and efficiency of operation.

- Develop and implement strategies for using endowment more effectively.

**Objective 18B:** Maximizing the contribution endowment makes to effecting the desired changes described in this document.
$100,000,000. Without undercutting the capacity of that endowment to grow for the future, more of the earnings could be used to support additional development activities that promise to "grow" the University - and, therefore, the endowment - faster than interest-bearing investments can. In addition, such an approach can take the pressure off parts of the operating budget by transferring to other areas of need funds currently going to development activity. The proposed review of UMaine-related development activity must examine issues such as Foundation fund-raising roles, overhead costs, directing funds to the Foundation endowment rather than to System-held endowments for UMaine, and coordination of the Foundation with other development arms.

- **State Dollars**

**Objective 18C:** Ensure ongoing state investment in UMaine and UMS as catalysts for meeting Maine's educational, economic, and quality-of-life needs.

**Task 18-3:** Promote legislative and gubernatorial support for UMaine/UMS legislative agenda, including state strategy for funding University-based research.

*Within UMS and the state as a whole, UMaine holds a distinct position of influence over Maine's economic, environmental, educational, and social health. Recent initiatives - most notably proposals to increase substantially the state's utilization of UMaine as an economic development resource - have created renewed interest in and respect for the University and its potential. UMaine is the highest-profile member of the state university system; in that role, it should aid and help shape the policy initiatives undertaken by the System, collaboratively using its grassroots advocacy network in ways that advance the System agenda and generate funding to support sufficiently UMaine's ability to fulfill its tripartite mission.*

- **Trustees Appropriation**

**Objective 18D:** A System allocation for UMaine that consistently and adequately supports UMaine's distinct and tripartite mission as Maine's land-and sea-grant institution and flagship university.

**Task 18-4:** Support for a System allocation plan that fully acknowledges and provides adequate funding for the UMaine mission.

*It is essential to encourage the Board of Trustees to emphasize mission differentiation among the seven institutions of UMS, and to support that differentiation through funding allocations that reflect missions rather than merely funding campus enrollments.*

- **Federal Dollars**

**Objective 18E:** Move to the midpoint among states in per capita federal funding for higher education.

**Task 18-5:** Develop a comprehensive strategy for gaining federal funds to support UMaine's integrated teaching, research, and public service missions.

*As noted previously, UMaine’s efforts to achieve sufficient funding for its mission need to include a federal strategy. Federal funding is essential to the institution’s desire to meet the needs of Maine people as the state's research university. Achieving more direct and active support from the state’s Congressional delegation is a must. A coordinated and well-thought-out strategy with regard to federal funding agencies should be developed and aggressively pursued. Such a strategy must involve a grass-roots advocacy strategy tied to UMaine's state legislative advocacy network.*

- **Entrepreneurial Ventures**
Task 18-6: Develop a comprehensive policy and strategy to encourage entrepreneurial ventures and promote development of University intellectual property.

Task 18-7: Revisit the proposal for a campus-based retirement community developed in partnership with one or more external entities.

A number of steps are likely to increase our ability to take advantage of opportunities to increase revenues through entrepreneurialism. We should do more to encourage revenues through patent development. To that end, we should not only consider beefing up our technology transfer operations, but also explore the creation of a formal research foundation.

The project to develop a retirement community should be revisited, while at the same time looking for other ventures that would take advantage of our existing assets, including land and intellectual capital.

17. UNIVERSITY LEADERSHIP

Priority: Analyze and evaluate senior leadership, as well as increase efforts to bring women and minorities into senior leadership.

- Analyze Senior Management Structure

Objective 19A: An optimum organizational plan that has the relationships and flexibility necessary to best serve the needs of the University.

Task 19-1: Compile alternative administrative structures for discussion and possible implementation.

The existing structure is a product of history, and does not necessarily reflect the current mission and needs of the University. It needs to be analyzed with regard to achieving the highest priority goals in this plan.

- Evaluation of senior administrators

Objective 19B: Senior administrators whose performance has been fairly evaluated to ensure that institutional goals are being pursued and achieved.

Task 19-2: Develop written policy and schedule for evaluation of senior administrators.

Like other employees of UMaine, senior administrators can benefit from regular evaluation of their performance. Though there is an existing process for evaluation of senior administrators, the process may not have been completely followed in recent years. To ensure confidence in its leadership, the University must conduct a rigorous evaluation of those individuals holding the most senior administrative positions.

The evaluation process should enhance levels of accountability. Vice presidents, deans, directors, and chairs should be evaluated in terms of their achievements in promoting the mission of the University, the excellence of their units, and the goals and objectives of this plan.
The President wants to know...

The president welcomes your comments or suggestions on any aspect of your UMaine experience, including the quality of service and advising you have received from any UMaine office, faculty member or other employee. Please make your comments and/or suggestions as specific as possible so we have a clear picture of the service being commented on and the people providing the service. We will follow up with the appropriate people so that compliments are shared or corrections are made.

Please click or tab through the form - hit enter or the submit button when complete.

Is there someone who has gone out of the way to assist you? If you would like this person to receive a letter of acknowledgment of their exemplary service, please provide us with their name, department, and a brief description of the service provided.

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<th>Department</th>
<th>Service Provided:</th>
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Providing your name and address is optional:

<table>
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<tr>
<th>Name</th>
<th>Address</th>
<th>Phone #</th>
<th>E-Mail</th>
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</thead>
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</tbody>
</table>

May we contact you regarding your comment / suggestion? [yes]
President Peter S. Hoff
President's Office
200 Alumni Hall
Campus

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umweb@maine.edu