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## Currents (April 18, 1996)

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# CURRENTS

University of Southern Maine

Special Edition from the Office of the President

April 18, 1996

*Dear Colleagues:*

*This is our completed five-year work plan. Throughout this entire academic year, hundreds of faculty, staff, students, alumni, corporate partners, members of USM's Council of Visitors, and citizens have participated in shaping this plan. Together we have explored the very serious academic and fiscal challenges faced by public universities in Maine and have considered alternatives for responding to those challenges. Our discussions have been extremely helpful and I want to thank you for your candid and constructive responses. They have demonstrated to me that, as a university community working collaboratively with the citizens we serve, we are committed to making USM a better and more responsive university.*

*As we implement this plan over the next few years, your continuing support will be even more critical.*

*Richard L. Pattenau, President*

## **USM in the 21st Century** **Building a Better University During a Time of Challenge** ***An Action Plan for 1996 - 2001*** **April, 1996**

USM has important work to do and an important future ahead of it. Southern Maine is rapidly developing and steadily growing. This region cannot achieve its promise without the presence of an excellent university which can meet the need for broadly educated citizens capable of thriving in an information-based global society and economy. Thus, it is a time of great opportunity for the University of Southern Maine.

Building on a strong foundation, USM must now rise to new levels of quality and value. We must move ahead on our journey of becoming a superb comprehensive public university. The times call for us to act decisively rather than being the victim of circumstances. The challenge is clear: a university

with a compelling vision, rigorous standards, and responsive programs will prosper. In this plan we set forth that vision and a plan to accomplish it.

As we begin our task we face mounting political and financial pressures. Stagnant enrollments, institutional malaise, and rising costs are a prescription for mediocrity. Indeed, in challenging times like this, our greatest threat is complacency.

This plan is forward looking and optimistic, but it is not without risk. We have made the choice to become a better university by balancing moderate growth with judicious reallocation. If we fail to meet our enrollment targets, the only alternative will be to implement cost reductions. Jobs will be lost, salaries

will lose ground, library collections will become outdated, our facilities will grow shoddy, the quality of education we provide will decline and, as a result, enrollments will fall. USM has the capacity to succeed, to shape our future on behalf of the people of Maine. We do not intend to fail.

Our greatest strength lies in our people: faculty, staff, administration, students, trustees, alumni, and friends. Our energy, creativity, and courage will move us to new achievements. Working as a team, sharing common concerns, and unfailingly focused on building an outstanding comprehensive public university, we will succeed.

## **I. THE CHALLENGE**

USM does not exist in a vacuum. Our current situation is a volatile mixture of long-term trends and recent developments. In a nutshell: operating costs are rising while at the same time our enrollments have fallen and stayed down; the Board of Trustees will not increase tuition faster than inflation, and the Governor is promising only minimal appropriation increases. Recent Board of Trustee actions signal a change in the financial rules of the road. The Trustees have told the campuses that they are responsible for meeting all increased costs of operations, e.g., inflation, compensation, building maintenance, and so on. Cost increases that exceed tuition and appropriation growth will come from internal savings or new revenues, what is being called the "internal investment strategy." To all this must be added the impact of a fiscally conservative, cost-conscious political environment that expects more accountability, results, and direct service to economic development.

Taken together, these factors create the condition for a major budgetary imbalance. As we proceed we must respond to these forces, while at the same time retaining the intellectual independence and objectivity that are inherent to a fine university.

## **II. THE VISION: USM IS MAINE'S COMPREHENSIVE PUBLIC UNIVERSITY**

### **A. Core Mission**

As a comprehensive public university, USM is a rigorous, learning-centered academic community offering a broad range of quality undergraduate academic programs, a selective array of graduate programs, and extensive public service commitments, in a variety of settings, for traditional and non-traditional students, responsive to regional needs.

### **B. Core Values**

#### A Commitment to Teaching and Learning

USM's first priority is learning. This can only be achieved in an environment that builds upon the scholarship of an informed faculty and a sustained intellectual vision which promotes academic excellence and student achievement. It is this sharing of knowledge to improve people's lives and the life of the community that is compelling and reflects our deep and abiding commitment to students. We do this first by providing a high quality, traditional undergraduate university education grounded in the liberal arts, and secondly, by being a valued means to an undergraduate or graduate education for adult learners.

#### A Commitment to Linking National Standards with Regional Responsibilities

Our teaching, scholarship, service, and administration must be accomplished at the highest levels of quality, capable of withstanding national scrutiny. Access to first-rate and affordable educational opportunities (the democratization of knowledge), provides students the keys to opportunity, mobility and a future with choices and options. Our distinctiveness comes from our clear concern for, and direct involvement in, the challenges and context of our region. We are both a source of professional upgrading for Southern Maine's workforce and a cultural and intellectual resource for our extended community. We are not merely in our community; we are of our community.

#### A Commitment to Linking Theory with Practice

Bridging the distance between the classroom and the community adds richness and depth to the learning process. Comprehensive public universities link theory and practice through a variety of means -- research, internships, clinical experiences, public

service activities, cooperative education, service learning. This interaction and collaborative dialogue ensures that the university is a participant in addressing the important issues of the day, bringing the best of national practice to bear locally.

#### A Commitment to Diversity and Tolerance

USM is a community of people from diverse backgrounds fostering the active examination and exchange of ideas. We strive to create an environment which accepts and respects differences. The University must prepare a student population from a mostly homogeneous region to succeed in a more diverse national and international context.

#### A Commitment to Responsive Services and Efficiency

It is our responsibility to set priorities and expend funds in ways that advance our mission, minimize costs to taxpayers and students, generate confidence in our stewardship, and ensure that our services are responsive to the needs of our students. We welcome public scrutiny and accountability.

We will meet our potential and serve the people of Maine only if we are sure of our purpose and direction. Our vision of USM as a comprehensive public university provides a clear focus and a compelling way to communicate our responsibilities to our students and to the public, and to share our deep belief in the power of education to transform the lives of people.

### **III: THE ACTION PLAN**

USM will focus on four broad goals over the next five years in order to obtain the vision stated above. It is important to identify the most critical actions needed so there is no mistake about our priorities. These efforts will have maximum leverage only when there is a common focus, only when everyone is headed in the same direction, and when there is an alignment of our efforts. These goals and priorities will establish our direction and the new performance budgeting process will assure that each department's efforts will be aligned and working in unison, adding strength to strength, pulling together to build a university that fulfills the hopes and expectations of the citizens of Maine.

### **Goals/Priority Actions - Summary**

#### Goal A: Increase the Value of a USM Undergraduate Degree.

Priority Action: Strengthen the curriculum to provide key competencies for the 21st Century

#### Goal B: Increase the Quality of the USM Student Experience

Priority Action: Improve advising and mentoring for students.

#### Goal C: Increase USM's Responsiveness to Regional Needs.

Priority Action: Add new degree programs

#### Goal D: Increase USM's Cost Effectiveness

Priority Action: Achieve targets in the Financial Plan

On the following pages these goals are discussed further and additional action steps are described. Our work is an ongoing, unfolding process; a certain tolerance for ambiguity is needed because we need to retain flexibility and ensure that those most affected by changes have a chance to help design those changes.

### **GOAL A: Increase the Value of a USM Undergraduate Education**

The value of a USM undergraduate education increases as the University attracts and promotes a high quality and productive faculty, admits and retains a motivated and capable student body, provides an adequate intellectual infrastructure -- libraries, computers, classrooms, laboratories, studios, and equipment-- and delivers superior quality programs which both meet current standards for accreditation and anticipate future needs, all at a moderate price. The value of a USM undergraduate education increases over time and serves students throughout their lives as the basis for a productive, option-laden, and dignified personal and professional life.

#### **Actions in Support of Goal A**

1. Strengthen key curricular competencies to add intensive writing, computer literacy, and global studies:

Working through the Core Council, the current undergraduate core curriculum will be reviewed

and revised to include a greater emphasis upon writing and other communications skills, basic computer literacy, and opportunities which provide a global perspective to students' intellectual development. These have been identified in national studies as critical competencies for all students.

2. Invest in Technology

Computers, scientific equipment, and classroom and laboratory upgrades are needed to ensure student access to modern methods and tools. Through the reallocation of resources, grant activities, fundraising efforts, and other means, the University community will seek to provide the technology infrastructure necessary to support quality teaching and research programs appropriate to a comprehensive university. Technology has become a powerful and ubiquitous force in our society and economy. This capacity needs to be strengthened as an integral part of our learning process.

3. Expand and enhance library collection and capacity

The University library system must be upgraded and restructured to meet the needs and expectations of students, faculty, and the larger public which depends upon it to provide information and access to information sources throughout the world. The collection itself will be expanded as will the staffing to support appropriate services. Working with other libraries within and without the UMS, the USM Library System will attempt to integrate new information technologies without neglecting the need to sustain a rich and diverse collection of books, serials, documents, maps, and other materials. At a minimum we will strive to keep the acquisitions budget growing at the inflation rate. External funding will be necessary to accomplish this action.

4. Reallocate faculty to high demand and high quality areas

Over the coming years additional faculty will be hired into those departments and programs for which there is high demand and those judged to be of high quality. It will also be necessary to support new positions in those areas which are foundational to majors and programs elsewhere in the institution. Faculty staffing in other

departments and programs will be stabilized and may even diminish as demand declines. These decisions will be made within the context of the Performance Budgeting System. Emphasis in hiring will be placed upon those prepared to join USM's highly productive and motivated faculty in building a university characterized by careful attention to core values and skills, energized teaching, demanding and relevant majors, active advising and mentoring, sustained scholarly engagement, service to the community, and the values of civility and academic freedom.

5. Increase external fundraising to upgrade laboratories, libraries, and classrooms

To help achieve its mission and goals, USM will seek significant outside support for many of its needs, especially those related to equipment, library, classroom, and laboratory modernization and upgrading. The decline in the intellectual infrastructure of the institution must be halted. Outside support, in addition to internally generated resources, will be sought to provide quality resources for teaching, research, and service. We are currently participating in a feasibility and planning study, testing our ability to raise \$10 million over the next four to five years.

**GOAL B: Increase The Quality of a USM Student's Experience**

Students learn from the life of the University in many ways, both inside and outside of the classroom. Improvement in the quality of the learning and living environment is critical to USM's recruitment and retention effort. Fusion between the curriculum and the co-curriculum, effective advising and mentoring, comprehensive student and academic support services, an enhanced residential life program and a rich array of co-curricular educational, social, recreational and athletic opportunities must be developed.

**Actions in Support of Goal B**

1. Improve advising and mentoring

In order for our students to benefit fully from our rich and varied curriculum and to develop their own capacities and perspectives they must form authentic ties with faculty. They must be guided by faculty who are committed to their roles as

mentors and advisors. These linkages will increase the probability of student success and enhance student satisfaction. Improving the advising/mentoring of our students is the #1 goal of our retention work.

2. Gorham Initiative: Strengthening Traditional Undergraduate Studies

A healthy USM in the 21st century requires that we reassert our commitment to a residential campus experience that appeals to traditional college students. This opportunity should be in a learning community environment which fosters student, faculty and staff involvement as well as co-curricular opportunities, a thriving on-campus community, leadership training and service learning. The "Gorham Initiative" will selectively add programs, courses, facilities and activities that enhance Gorham as a traditional campus.

3. Revise course scheduling

Courses must be offered where and when students need them. We need to spread classes throughout the week, provide a better distribution of classes throughout each day (morning through evening), and increase the number of introductory core courses available on the Gorham Campus. Size in some sections will be increased and some sections will be added to make this possible and to alleviate the lack of current seat capacity in the core. This can reduce crowding and even help with the parking situation by spreading class participation across the day.

4. Continue Wellness, Recreation and Athletic Initiatives

USM is committed to providing healthy lifestyle opportunities and enjoyable activities for students, faculty and staff, and to serving as a wellness resource for the Southern Maine community. To that end, USM has embarked on a three phase initiative to improve existing wellness facilities and programs and to add new facilities and programs funded by student fees, user fees, and external fund raising. Our goal is to be a leader in wellness in New England.

5. Add Internships, Cooperative Education and Service Learning

Links between the academic curriculum, the world of work and the life of the community are

one of the building blocks of a Comprehensive public university. Investment in student experiences which promote the connection between theory and practice are critical to student success and to the success of the University. Departments not having such experiences will be asked to add them.

**GOAL C: Increase USM's Responsiveness to Regional Needs**

USM must build its program portfolio and undertake initiatives reflective of the needs of its region. Through careful investments and reallocations, we will add programs. Even in difficult times the University must advance its academic mission.

Given the size and growing diversity of our region, USM will deploy and locate its programs, structure its schedule, and utilize advanced technologies to meet the diverse and ever-changing needs of this population base. This will require us to be more agile and responsive than ever before.

**Actions in Support of Goal C**

1. Add new undergraduate and graduate degree programs

USM will create a fuller and richer portfolio of programs especially at the graduate level and in education and health studies. Each new program must meet the following criteria: clear linkage to our mission; sufficient demand to meet added costs; and the capacity to be offered at a high level of quality. These additions are strategically critical to USM's goal of increasing enrollment. In the process, some existing programs will be reduced in scope or eliminated; the Performance Budgeting Process will be the means to address this on an annual basis.

*Possible program additions over five years include:*

Russell Scholars (non-degree)  
BA - International Affairs  
BS - Sports Medicine  
BS - Health Studies  
BA - Media Studies  
BA/MSEd - Mathematics/Sciences and Education  
BA - Human Development/Family Studies and Elementary Education Certification  
BA - Human Development/ Early Childhood - Special Education Certification

## UNIVERSITY OF SOUTHERN MAINE

1996 TO 2001

196 closing.

## ATTACHMENT II: USM IN THE 21<sup>st</sup> CENTURY

### A Timetable For Action Steps

#### Goals

- Goal A. Increase the Value of a USM Undergraduate Education  
 Goal B. Increase the Quality of a USM Student's Experience  
 Goal C. Increase USM's Responsiveness to Regional Needs  
 Goal D. Increase Institutional Cost Effectiveness

#### Actions

<u>Action Step</u>	<u>Responsible Office</u>	<u>Planned Completion or Implementation Dates</u>
A.1: Strengthen Key Competencies	Academic Affairs	Fall '97
A.2: Technology Upgrades	Academic Affairs	Fall '99 completed
A.3: Enhance Library	Academic Affairs	Fall '98
A.4: Reallocate Faculty	Academic Affairs	ongoing
A.5: External Fundraising	University Advancement	Fall 2000
B.1: Improve Advising/Mentoring	Enroll Mgt. w/A Affairs	Fall '97 Plan Implemented
B.2: Revise Course Scheduling	Enroll Mgt. w/A Affairs	Fall '98
B.3: Gorham Initiative	Special Assistant - Gorham	Fall '98
B.4: Enhance Wellness & Recreation	Student Development	Fall '98
B.5: Internships/CoopEd/SVC learning	Student Development	Fall '97
C.1: New Academic Programs	Academic Affairs	
Russell Scholars		Fall '96
BA/MA - Education-		
Math/Science		Fall '96
MA - Health Policy & Admin		Fall '97
BS - Sports Medicine		Fall '97
BS - Health Studies		Fall '97
BA-Media Studies		Fall '97
MA - Community Planning &		
Development		Fall '97
MS - Applied Immunology &		
Biotechnology		Fall '97
BA - Human Devl/Family		
Studies (Elem/ Certification)		Fall '97
BA - Human Development/Early		
Childhood (Special Ed Certif..)		Fall '97
BA- International Studies		Fall '98
Masters in Fine Arts		Fall '98
Masters in Social Work		Fall '99
C.2. Expanded Professional		
Development	Enrollment Mgmt.	Fall '96 ongoing
C.3. Advisory Committees	All areas	Fall '97
C.4. Distance Learning	Academic Affairs	Fall '98
D.1. Achieve Financial Plan	Administrative Affairs	Annual, Fall 2001
D.2. Reductions & Downsizing	All areas	Fall '97 (round one)
D.3. Restructuring		
Technology & Info Svs.	Academic Affairs	Fall '96
Graduate Studies, OSPD	Academic Affairs	Fall '96
EAP/Public Service	Enrollment Mgmt.	Summer '96
Institutional Research	Enrollment Mgmt.	Fall '96
D.4. Cost Effectiveness, Work		
Simplification		
Red Tape Task Force	President's Office	Spring '97
Limit Position Replacement	Administrative Affairs	Spring '96
Restructure Revenue Stream	Administrative Affairs	Fall '96
D.5. Manage More Responsibly	Administrative Affairs	Fall '97
Measures of Progress	Enrollment Mgmt.	Spring '97



MA - Health Policy & Management  
MA - Community Planning & Development  
MS - Applied Immunology & Biotechnology  
Masters in Fine Arts  
Masters of Social Work

2. Expand Professional Development Opportunities

As the primary source of baccalaureate and graduate education in southern Maine, it is our responsibility to review and extend our program offerings. In order to best meet the diverse needs of our many students, including those seeking professional development, flexible and creative program delivery options must be utilized. Careful attention must be paid not to simply shift credit hour production but to actually increase it through the attraction of new students.

*Alternative Program Delivery Options to be Enhanced*

- Certificate and degree programs available after 4:00 p.m. and on weekends
- Courses and programs available at off-campus sites
- Certificate programs available in both credit and non-credit modes for professionals seeking further development
- Non-credit professional development opportunities
- Senior College for older adults
- Early Study opportunities for area high school students

*Alternative Program Options*

- Executive MBA program available at night and/or on weekends in an intensive format
- 3-2 programs which enable a student to complete a baccalaureate and master's degree in five years
- Intensive 3-year BA/BS completion options

3. Substantially Expand Distance Learning Opportunities.

USM will have a high profile in program and course offerings through instructional television, as well as expanding into new areas such as compressed video and e-mail/Internet, and, as feasible and appropriate on-site activities.

Programs in which USM has clear programmatic strengths can be delivered via distance learning if there is substantial demand beyond the immediate region and if delivery can occur in a cost-effective manner that maintains or increases program quality.

4. Add Advisory Committees

Where appropriate, departments and programs will establish external advisory boards consisting of individuals who have a stake in the department's work. The advisory boards should include some alumni representation and must meet at least once a year. Departments must submit a brief annual report on advisory board work to the appropriate division head. These committees will provide advice and perspective on the work of the department.

**GOAL D: Increase Cost Effectiveness of Operations and Raise Revenues**

USM faces a financial situation that will worsen over the next few years unless costs are controlled and revenues rise. Decisive action and fiscal discipline will be essential if we are to make the improvements noted in the first three goals, and balance our budget. USM has a long tradition of judicious and creative management; that tradition must continue if we are to avoid destructive budget slashing. The specific financial goals we must meet are found in Attachment I -- The Financial Plan.

Actions in Support of Goal D

1. Achieve Financial Plan Targets

We believe a major part of our financial situation can be met through moderate growth rather than a "cut and slash" strategy that would substantially weaken USM's capacity to fulfill its responsibilities as a Comprehensive public university. The actions outlined in our plan will, over five years, increase annual student credit hours by approximately 16,620 (9 percent) and FTE enrollment by 723 (12 percent). These increases will occur with virtually no additions in overall faculty and staff resources. (If we are not successful, we will have to cut programs, faculty and staff.) The bottom line is that we must add \$3,313,000 in annual revenue and reduce \$1,060,000 in annual costs to generate an annual additional revenue stream of \$4,373,000 over the next five years.

Our faculty/student ratio has fallen from 15.7 to 1 to 13.4 to 1, measured in full-time equivalent (FTE). Over the next five years it will need to move to 15.5 to 1, which will be slightly below the mid-point for institutions similar to USM and below our own previous levels. This can only be done by increasing our enrollments or decreasing faculty FTE. It is a mistake to focus slavishly on a single measure such as student-faculty ratio. At the end of the day, faculty contributions of teaching, scholarship, and service advance the purposes of the university and build our reputation. However, we should not trivialize the importance of this statistic. The Provost will establish targets with each school. These will be reviewed annually as part of the Performance Budgeting Process.

**Table I**  
*Summary*  
**Five Year E & G Revenue And Savings Goal**  
1996-2001

	<u>FTE</u> <u>Students</u>	<u>Student</u> <u>Credit</u> <u>Hours</u>	<u>Value</u>
<b><u>New Revenue</u></b>			
Retention	270	6,500	\$1,203,000
New Under-Graduates			
In-State	240	5,800	694,000
Out-of-State	90	2,100	720,000
New Grad Students			
In-State	110	2,000	363,000
Out-of-State	13	220	113,000
Other Revenue			<u>220,000</u>
	723	16,620	\$3,313,000
<b><u>Cost Savings</u></b>			
Salary Savings			
(10% From Open Position Costs)			\$ 430,000
Productivity Re-engineering			170,000
Revenue Stream Rededication			200,000
Reduction &/or Eliminations			<u>260,000</u>
Sub-total Cost Savings			\$1,060,000
<b>Total Revenue &amp; Savings</b>			<b><u>\$4,373,000</u></b>

The responsibility for achieving the enrollment and revenue goals and the cost savings targets in the five-year financial plan rests ultimately with the academic

and administrative divisions and departments of the University. For example, faculty are in the best position to identify the opportunities and issues facing students and then to work with staff to design and implement solutions. Accountability through a Performance Budgeting Process will result in connecting resources available to each department with performance, broadly defined. (A white paper on Performance Budgeting will be distributed in early May)

2. Program Reductions and Downsizing (Phase One)

The programs noted below are the first to be eliminated or reduced in scope. They are either not adequately linked to our mission, lack sufficient demand to be viable, or cannot be offered at an acceptable level of quality. Over the next few years other programs will be eliminated or downsized by attrition as a result of the budgeting process.

*Master's of Science in Statistics.* This program will be phased out by Fall 1997 and no new admissions accepted effective immediately. The past 18 months of effort have not produced the improvements needed to support this program.

*Wolfe Neck Farm Operation* (not including the Stone House). This program will be phased out by Fall, 1997. The Farm will be turned back to the American Farmland Trust in accordance with the original agreement in order to work out a more effective administrative structure.

3. Restructuring (Phase One)

Some aspects of USM's structure reflect history and circumstance more than logical groupings. Changing service delivery patterns also suggest the value of rethinking organizational arrangements in order to gain both greater efficiency and increased effectiveness.

*Technology and Information Services* The libraries, academic computing, University Computing Technologies (UCT), media services, and ITV will be combined into a single unit reporting to an Associate Provost for Technology, Information Systems, and Libraries. This unit will be responsible for providing leadership and information resources in support of teaching, scholarship, and public

service. The University will emerge as the regional information resource center for schools, businesses, local governments, non-profit organizations and other higher education institutions.

*Graduate Studies and Research* The Office of Sponsored Programs, the Office of Graduate Studies, and resources supporting graduate students will be combined into a single Office of Graduate Studies and Research. This will bring greater efficiency to these operations and focus our resources more carefully. As the Financial Plan indicates, we must achieve increased enrollments in existing and new graduate programs.

*Extended Academic Programs/Public Service* The Division of Public Service will be combined with the Office of Extended Academic Programs to form a new division. This division will be contained within Enrollment Management. This reorganization combines our extended credit and non-credit activities in order to better use flexible and creative program and service delivery for our many populations.

*Institutional Research and Assessment* An Office of Institutional Research and Assessment will be established within the Division of Enrollment Management. It will consist of the resources and personnel of MIS, Testing and Assessment, and Student Information and Research Services (SIRS). Heading the unit will be the current Director of SIRS. Our focus on retention calls for greater analysis of our student body and the assessment of our ongoing retention efforts.

#### 4. Pursue Cost Effectiveness and Work Simplification

The use of resources needs careful attention and review. We must rethink all that we do in order to respond to the rate of change we will encounter. Wise use of currently available resources is the logical first step in meeting the goals of the Financial Plan.

*Reduce Red Tape* The President will form a permanent task force consisting of faculty, students and staff to identify processes, activities, reports, and other work that is unduly complex,

repetitive, or non-responsive to student needs. In its work the Task Force will draw upon the individuals involved in those processes or activities under analysis. Our work has grown unnecessarily complex over the past decade and it's time to take a fresh look, including the structure and number of committees.

*Limit Position Replacement* For the next five years all vacant positions that are renewed will be funded at a maximum of 90 percent of the salary last paid. The ongoing review of all positions prior to authorization will continue. Under only the most compelling circumstances will academic posts be approved above the Assistant Professor level for undergraduate programs.

*Restructure the Revenue Stream* Currently, in several units, tuition income is held for that unit. These agreements will be reviewed as part of Performance Budgeting so that the process for determining such arrangements is consistent across all units. Over the five years of this plan, \$200,000 of such arrangements will be reallocated to other priorities.

#### 5. Manage More Responsibly

In order to gain the best use of human resources in serving our mission and to give confidence to those inside and outside the University, we will seek increased accountability including the following actions.

- Ensure annual reviews of all classified, professional, and administrative personnel are done in a timely manner.
- Enhance supervisor training and orientation.
- Give more attention to post-tenure faculty reviews
- Maintain the schedule of five-year programs, linked to performance budgets.
- Accomplish university work and learning goals through wellness programs accessible to employees. A cross-divisional advisory group will establish a comprehensive approach to promote wellness and coordinate efforts to reduce risks and organizational costs and to effect a shift to long-term planning for organizational, individual and environmental wellness.
- Increase and improve training related to technology.

#### IV. MEASURES OF PROGRESS

How will we know if we are doing better? Increasing quality? Improving the University? Serving the state more effectively? Reducing costs? We need to have a handful of measures that we can all monitor to see if we are indeed building a better university.

Some of these performance measures are, by necessity, surrogates for quality. But they do reflect the results needed for USM to be a robust and thriving learning community. Our work of building a better university will never end but if we make progress, the measures listed in this section should show improvement. Measures for better teaching, increased scholarly productivity, and public service are difficult to present in a summary manner. These will be addressed on a program by program basis in the Performance Budgeting Process.

##### A. Application for Admissions

Rising application rates will reflect a growing public awareness that USM offers demanding and high quality programs with a rich array of student life and personal development opportunities at a moderate price. Overall, we look to increase annual applications by 15% in five years. This goal is aided by the fact that high school graduating classes in Maine are slated to increase by 10-12% over the next five years. Concomitantly, we would expect the quality of entering freshman and transfer classes to slowly but steadily rise.

- A.1. Increase in freshman applications.  
Fall '95 = 2,536  
Goal in Fall 2001 = 3043
- A.2. Increase in transfer undergraduate applications.  
Fall '95 = 1919  
Goal in Fall 2001 = 2110
- A.3. Increase in out-of-state undergraduate applications.  
Fall '95 = 473  
Goal in Fall 2001 = 568
- A.4. Increase in graduate applications (other than law).  
1995 = 690  
Goal in 2001 = 865

##### B. Student Retention and Graduation Levels

A student is considered retained if the student is either still attending or has graduated. Retention can be measured at several points, but perhaps the most critical is from the Freshman to the Sophomore year. A rising retention rate reflects increasing student satisfaction with both the academic and non-academic aspects of the student experience. Given that we are currently experiencing retention rates well below the national average for institutions like USM, we believe that increases will be attainable.

- B.1. Increase in Freshmen (full-time) to Sophomore Retention.  
Fall '92 - Fall '93 = 63%  
Goal, Fall 2000 - Fall 2001 = 75%
- B.2. Increase in Freshman Five-Year Retention/Graduation.  
Fall '89 - Fall '94 = 37%  
Goal, Fall 2001 = 45%
- B.3. Increase in Transfer Five-Year Retention/Graduation.  
Fall '89 - Fall '94 = 51%  
Goal, Fall 2001 = 56%

##### C. Enrollment

If the action steps in this plan are successful, total enrollment should increase slowly in the first three years and more rapidly in years four and five. This is essential if the Financial Plan targets are to be achieved. Enrollments also determine faculty-student ratios, a key measure of our efficiency.

- C.1. Total Enrollment  
Fall '95 = 9,721  
Goal, Fall 2001 = 10,700
- C.2. Total Full-Time Equivalent Enrollment (FTE)  
Fall '95 = 5,814  
Goal, Fall 2001 = 6,537
- C.3. Total Student Credit Hours, Annual  
1994-95 = 176,347  
Goal 2001-2002 = 192,967

#### **D. Residence Hall Occupancy**

For resident students, one measure of their satisfaction with campus life is reflected in the number who choose to live in campus residence halls. The Gorham initiative, recreation enhancements, the course schedule revisions, and other actions are intended to increase the quality of campus life.

##### **D.1. Residence Hall Occupancy Rate**

Fall '95 = 1,042

Goal, Fall 2001 = 1,250

#### **E. External Funding**

With the decline of the state appropriation for public higher education, increasing support from external sources is required if the University is to fulfill its teaching, research and service missions. Private gifts and grants will need to increase at a faster pace than in the past. Grant and contract activity that supports much of the University's research and service mission will need to maintain the rate of increase characteristic of the recent past. We will also be working to have funds raised more broadly, across all units of the University.

##### **E.1. Private gifts and grants.**

1994-95 = \$1.7 million

Goal 2000-01 = \$3.50 million

##### **E.2. Grants and contracts.**

1994-95 = \$13 million

Goal 2000-01 = \$15.5 million

#### **F. Post-graduation Placement for Undergraduate Students**

Post graduation employment in a field related to a student's interest and continued study at the graduate level are two traditional placement measures of undergraduate programs. These are usually combined as an indicator of successful placement. These data will be developed in 1996-97.

##### **F.1 Successful undergraduate placement within six months of graduation**

1996 = To be determined

Goal 2001 = To be determined

#### **G. Student and Employer Satisfaction**

By utilizing surveys and other means, USM will monitor and learn more about the quality and integrity of its programs. This information will be utilized to understand the institution and its programs in a more systematic and better fashion than has been the case to date. Such evaluative material will help USM to gauge its quality and effectiveness. These surveys will be developed in 1996-97.

##### **G.1. Goal in 2001: Student satisfaction surveys show improvement.**

##### **G.2. Goal in 2001: Employer satisfaction surveys show improvement.**

#### **H. The Goals of the Financial Plan**

Clear goals are established by the Financial Plan. We will need to monitor our progress in increasing new revenue beyond any tuition rate increases.

##### **H.1. Increased revenues**

Goal: By 2000-01 = \$3,312,610.

##### **H.2. Expenditure savings and reallocations**

Goal: By 2001 = \$1.1 million

##### **H.3. FTE faculty/FTE student ratio**

Fall 1995 = 13.4:1

Goal Fall 2001 = 15.5:1

#### **CONCLUSION**

USM is of great importance to the future of Maine. Working together, we will face the challenge of making difficult choices to sustain and renew the University as a center of knowledge and learning in the 21st Century



#### **Currents**

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