December 30, 1985

The Honorable Joseph E. Brennan
Governor of the State of Maine

Dear Governor Brennan,

The Visiting Committee to the University of Maine has completed the deliberations that began in September, 1984. It is a pleasure to present our report to you and to the Joint Standing Committee on Education of the Legislature.

These recommendations, we trust, speak for themselves. It is our hope that this document will stimulate constructive debate in the months ahead toward the continual strengthening of the University System.

In transmitting the report of the Visiting Committee I am privileged to speak for Edward C. Andrews, Jr., Wilma A. Bradford, Jean H. Childs, Robert L. Clodius, Francis Keppel, Eleanor M. McMahon, Edmund S. Muskie, Jean Sampson, and Nils Y. Wessell, as well as for myself as Chairman. For the research and the compilation of data that support this inquiry, for the preparation of numerous drafts of the text, and for assiduous attention to details and arrangements, we are indebted heavily to Charles T. Lawton, Executive Director of the Committee.

It has been an honor for us to have had the opportunity to serve you and the people of the State of Maine.

Respectfully,

Robert E. L. Strider, II
Origin and Purposes of the Visiting Committee

Throughout 1983, public concern for education reached a level not seen since the Sputnik crisis of the late 1950's. On the national scene, publication of the controversial report *A Nation at Risk* provoked broad debate about the quality of education and stimulated reform movements in virtually every state. In Maine, the Governor appointed a special Commission on the Status of Education which held a series of public hearings. Concern over proposed budget cuts in popular public service programs at the University of Maine at Orono and over allegations of declining quality in the University dominated these hearings, led to Legislative hearings, and to proposals to remove UMO from the University system.

At the same time, the business community and others concerned with the state's Vocational Technical Institutes raised serious questions about their ability to meet the need for skilled technicians. In response, a series of proposals was offered to give the VTIs greater control over their academic programs by removing them from the Department of Education.

Recognizing both the critical importance of higher education to Maine's future and the conflicting forces for change, the Governor's Commission in January, 1984, recommended that "there be a public review of the University of Maine system as a whole...." In particular, it urged review of the University's "over-all mission and program priorities for the remainder of the century," its governance, the distinct mission of each campus, the methods used for allocating funds among campuses, and the relationship between the University and the Vocational Technical Institutes and the Maine Maritime Academy.

The Legislature accepted this recommendation and in June, 1984 as part of P.L. 839, provided for the establishment of an eleven member commission. It directed the Commission to "report its recommendations and findings ... on or before January 1986" (see Appendix One).

On August 17, 1984, Governor Joseph E. Brennan signed Executive Order 3 FY 84/85 establishing the Visiting Committee, naming its members and listing its charges (see Appendix Two). Since that time, members of the Committee have visited each university campus, each Vocational Technical Institute, and the Maine Maritime Academy; they have met with the University Board of Trustees, the Chancellor, the State Board of Education, legislative, business and community leaders, faculty, students, University employees, and alumni; they have examined enabling legislation, accreditation reports, and literally scores of other documents dealing with the University and higher education in general.

This report is the Committee's response to the Governor's charge.
Chapter Four
Recommendations

The recommendations of the Visiting Committee fall under four headings: The Structure of the University System, The Academic Program, Governance and Leadership, and Financial Support.

A. The Structure of the University System.

1. The Committee recommends that the University System consist of four elements: a research and doctoral university, an urban comprehensive university, a group of regional baccalaureate colleges, and a community college component. The Committee does not recommend the inclusion of the Vocational Technical Institutes or the Maine Maritime Academy in the University System.

The reasoning of the Committee in reaching this general conclusion is suggested throughout Chapter Two. The very nature of the State of Maine requires diversity in the University System. Careful definition of the missions of the various elements by the Board of Trustees, in concert with the concepts of mission developed by the faculties of the different institutions, is a major responsibility of the Board if the System is to fulfill its own comprehensive mission, if it is indeed to function as an entity greater than the sum of its parts.

The reasons for not recommending the inclusion of the VTIs, at least at this time, are given below, as part of the commentary on the fifth recommendation. With regard to the Maine Maritime Academy, this institution is undergoing self-examination and definition of mission and the governance structure. An earlier finding explains its current status. It is not ready for amalgamation into a larger system, though one must not rule out the possibility that in some future year it might be.

2. The Committee recommends that the University of Maine at Orono be strengthened as a research and doctoral institution, befitting its historic role as the state’s landgrant university, and that its graduate offerings rest upon a first-class undergraduate educational program.

In order for this recommendation to be fulfilled, UMO must have adequate financial support. This institution should be developed in comparison not with other campuses of the University System in Maine, but with reference to peer research and graduate institutions in other public university systems. The System can be no better than its principal unit. The Carnegie classification of UMO as a doctoral institution, for example, should be restored. Faculty salaries require improvement on this campus, and the capabilities of this institution for carrying out its public service obligations and for delivering throughout the state a number of its graduate and professional programs must be appropriately supported.

It would be opportune for the Trustees, in view of the imminent changes in both System and campus leadership, to undertake a review of a select group of institutions against which the programs at UMO can be measured and evaluated. The UMO faculty and administration themselves should be involved in this review. The principal areas of the educational enterprise should be examined, including academic quality, faculty salaries, departmental budgets, library services, maintenance and replacement of equipment, and research and public service activities. The results of such an inquiry could point the way to requesting appropriations to bolster areas of weakness or inadequacy, the strengthening of which would be judged essential to the fulfillment of the UMO mission.

3. The Committee recommends that the University of Southern Maine continue to be developed as an urban comprehensive university, offering an undergraduate program of high quality and limited graduate programs, and collaborating in the delivery of programs to the southern Maine region and to other units of the System.

In view of the Committee’s finding that, to put it succinctly, USM has been overextended and underfunded, it is our conviction that the future welfare of this urban comprehensive university must be closely related to its insistence upon adhering to its defined mission. We have stated in this recommendation the priorities that seem to us central: strong undergraduate programs, limited graduate offerings (including the Law School, which appears to respond to a special need in Maine), and cooperation with UMO and others in delivering certain programs to various parts of the state, including southern Maine.

In the light of this appraisal, it is the conviction of the Committee that an Engineering School should not be established at USM, nor should this institution embark upon doctoral programs, certainly not at this time. We make no judgment regarding the doctoral program that is already in place, but in terms of mission further doctoral programs should not be developed until the undergraduate substructure has been strengthened. The current offerings in the sciences do
not provide sufficient undergirding for graduate scientific programs.* There are suggestive models elsewhere (such as the State University of New York at Stony Brook) for physics and engineering majors within the context of the liberal arts, which might serve as a starting point for the development of a more extensive effort later. But at this time it would occasion economic imbalance to try to duplicate the engineering program at UMO. There are creative ways in which the need can be met along other lines. What is mainly desired in the area is an opportunity for further professional development. Cooperation with UMO and with the VTIs, along with delivery of certain UMO programs in southern Maine, must be sufficient for the time being, until other priorities have been satisfied.

Meanwhile, there is an opportunity in the southern Maine region for a cooperative venture, such as an Applied Research Center, to be developed at the initiative of members of the business and industrial community in cooperation with the faculties of USM, UMO, and perhaps SMVTI. Such a center could fulfill some of the applied research needs of the region. An entity of this sort should be supported in large part from non-University sources, both public and private.

4. The Committee recommends that the regional baccalaureate institutions at Farmington, Fort Kent, Machias, and Presque Isle continue to offer two- and four-year programs consonant with their defined missions.

The Committee considered at length and ultimately rejected arguments to the end that some of the regional baccalaureate institutions might be eliminated or reduced to two-year programs. The Committee concluded that all four of these institutions perform special functions of particular significance to their own geographical areas, as well as to the state, that should be continued. Each has its mission, a precise delineation of which should be undertaken by the Board of Trustees in cooperation with the faculties of each. This mission should stand as the basis for planning in each instance in the future.

These are undergraduate institutions, and the strengthening of the liberal arts curriculum is to be regarded as the first priority in all of them. Many of the two-year programs fulfill essential needs. Efforts should be made, however, to coordinate them with similar programs in neighboring institutions in order to eliminate unnecessary duplication.

5. The Committee recommends the establishment and recognition within the University System of a formal community college program, one that will collaborate at both administrative and programmatic levels with the VTIs.

Effective community college services should be made available throughout the state. The largest unmet need in the higher education spectrum in Maine is at the two-year program level.

Such a community college organization could include the existing UMA and Bangor Community College. Whatever elements of the University System are ultimately included should cooperate closely with the VTIs.

The Committee considered but does not recommend the inclusion of the VTIs in the University System. The faculties, administrative structures, history, and statewide constituencies are so different as to make organization under one administrative roof an unwieldy enterprise. The nature of this relationship should be re-examined in five years. But meanwhile, there are excellent opportunities for cooperation.

For example, a Joint Committee of the Board of Trustees of the University System and the newly established Board for the VTIs should be revitalized. It should be vested with authority to encourage and carry out cooperative ventures between the units of the University System and the VTIs. There might well be an officer of the University System, perhaps at the Vice Chancellor level, whose duties would include the facilitation of this kind of cooperation, and who should be provided with a discretionary fund as seed-money. Such an officer could encourage other kinds of cooperation as well, as for example with the independent colleges of the state. One mechanism to be used toward this end would be the already established Higher Education Council.

The Committee suggests the establishment of regional advisory councils in several areas in the state. They could be composed of local community and business leaders who would advise the educational institutions nearby on program development, public service, and other regional needs, encouraging and supporting cooperative efforts between the University System campuses and the VTIs.

An excellent opportunity for an immediate regional effort of this sort presents itself in the Lewiston/Auburn area. There is already in that region a well-established vocational/career institution of recognized quality in the CMVTI, and there are branch offerings through UMA already in place. This would appear to be a likely locale for a proposal that might arise not only from educational officials but from the business and civic leadership of the community. A proposal for special funding toward an enterprise that would not require establishment of a new unit but would draw upon these entities and facilities already in existence for the development of a community college presence in the area. The legislature would be well advised to approve an appropriation through which to respond to proposals of this kind.

*See Appendix Seven.
A VISION
FOR THE FUTURE
OF THE
GREATER PORTLAND
REGION

SUMMARY

NOVEMBER, 1989
THIS REPORT IS DEDICATED TO JACK DAIGLE, WHOSE FORESIGHT AND LEADERSHIP SPARKED VISION 2000.

VISION 2000 was founded by community leaders and citizens in the belief that people can make a better future through planning and consensus-building. In October 1987 they brought together hundreds of interested people who affirmed that belief. From that effort sprang the organization that came to be known as VISION 2000.

The mission or fundamental purpose of VISION 2000 is

To build a consensus throughout our region around a vision of the quality of life we want in the future; to support clear, practical plans and actions to make the vision become reality; and to revitalize the spirit of citizenship and civic pride.

Seven Task Forces started work in November 1988. These groups of citizen volunteers were organized around topical areas, called Challenges:

1. Choosing Patterns of Living
2. Creating Economic Opportunity and Equity
3. Helping Each Other
4. Enhancing Our Environment
5. Nurturing the Human Spirit
6. Paying for a Vision
7. Making a Vision Work

Each Challenge has served as the "road map" for a Task Force to produce its visions of the likely and desirable futures.

VISION 2000 has focused on Cumberland County in carrying out its mission.

This Report is the outcome of the collective work of our Task Forces. It is intended to be a starting point for discussion and collaboration, not a finished product.
SUMMARY OF RECOMMENDATIONS

VISION 2000 recommendations support the values and vision spelled out in this Report. Further, they reflect five themes: Management of Change, Leadership, Regionalism, Physical Development, and People.

MANAGEMENT OF CHANGE

Change in our region should be managed systematically, not just in response to crisis.

LEADERSHIP

Establish "REGIONAL PARTNERS IN LEADERSHIP", an organization of all the business, government, and community leaders, to develop a regional agenda, influence government action, and promote leadership.

REGIONALISM

GOVERNANCE

Strengthen the region's ability to solve regional problems by expanding regional government to deal with growth management, regional planning, environmental protection, housing, transportation, health and human care, economic development, waste treatment, and information resources.

MANAGEMENT OF GROWTH IN THE REGION

Act to assimilate growth rather than oppose it.

With direct involvement of the towns in our region, create a comprehensive plan for land use and growth.

Implement a region-wide program of transfer of development rights to channel growth in the direction called for in regional plans. Establish a region-wide community land trust to purchase and sell development rights.

Create a region-wide conservation land trust to acquire and hold conservation easements and important open spaces in village and urban centers.

Use tax structures and other mechanisms to support land use and growth goals.

Compensate land owners fairly for restrictions on land use that benefit the region.
TRANSPORTATION

Complete and execute a comprehensive transportation improvement plan.

Reduce the use of automobiles, especially in urban areas.

PEOPLE

EDUCATION FOR ALL

Achieve excellence in our educational system.

Strengthen the ability of the University of Southern Maine and other colleges to offer the kinds of courses needed to attract industries that rely on technology while maintaining the strength of liberal studies.

HELPING EACH OTHER

Ensure everyone has the physical necessities of life: food, clothing, shelter, and safety from abuse.

Create and maintain an effective, efficient human care system.

Increase support for family life.

Conduct an assessment of the capacity of our human care system to meet current and likely future needs.

Establish Good Neighbor Committees throughout the Cumberland County region.

Make this region the best place in America to spend the first five years of life.

Foster programs that encourage young people to build self-esteem and a sense of responsibility for self and others.

Increase the number of programs aimed at quality of life for older people and improve access to them.

Retain human care professionals and assure they find satisfaction in the work they do.

NURTURING THE HUMAN SPIRIT

Make schools responsible for supporting families in teaching sound values.

Create a regional council to coordinate activities, advise, and provide administrative support to area arts organizations.

Promote strong Community/Police partnerships to help prevent crime and build perceptions of individual security.
The scale of infrastructure projects will continue to be tailored in size and expense to meet current and near-term needs rather than long-term requirements, thus reducing costs in the short run but increasing them in the long-term.

THE ECONOMY

Compared to the nation as a whole, Maine wages and incomes have increased somewhat faster during this period in percentage terms. However, as of the second quarter of 1988, average hourly earnings of manufacturing workers were still only 90% of the average New England hourly wage and 89% of the nation’s.

Over 90% of all establishments in Cumberland County employ less than 50 people. These firms employ approximately 44% of all employees in the County.

An aging Maine could produce a national outlook relatively less concerned with innovation, investment, and looking to the future just when these qualities are most necessary. Failure to innovate, invest, and look to the future would lead most of us to a diminished standard of living. The decline will be gradual, but it will be so persistent that by the time the members of the next generation are old enough to begin asking who was responsible for their diminished circumstances they will not even know what they have lost.

Maine has fewer people go on to post-secondary education than any other state.

The 1980 Census documented that 13% of all persons in Maine were below the poverty level; 9.8% of all families; and 15.8% of all children. That same year, the poverty rate for all persons in America was 11.7%. By 1987, that figure had risen to 13.5%.

Over the past decade, the participation of women in the workforce has risen dramatically. The increased participation of women has allowed our labor force to grow at a much more rapid rate than our population. This expansion cannot continue without expanded dependent care.

The external forces which will affect the State’s future performance are:

1. Growing international competition, especially from developing countries;
2. The rapid pace of technological change; and
3. The economic interdependence among countries of the world.

Over the next ten years, the State will experience slower economic growth. Maine will follow the national trend of increasing service sector job growth rather than manufacturing job growth.

Total employment in Maine will increase by 15.5% (130,600 employees) between 1987 and the year 2000. During this period, service sector jobs will increase by 36% (69,200) and retail trade jobs will increase by 28% (36,600 employees). Manufacturing employment will decline by 6% (3000 employees).

In order to maintain and improve its economic position, Maine must educate a technologically literate work force and improve productivity in both the manufacturing and non-manufacturing sectors. Due to demographic forces, the labor force will have to expand predominantly through increased labor force participation of women and minorities rather than population growth.

HUMAN CARE

Although the private not-for-profit sector continues to provide much-needed care, many people have a tendency to assume that government will take care of people in need. As a consequence, we may
FINAL REPORT

TO THE

UNIVERSITY OF SOUTHERN MAINE

Portland, Maine

FROM

DON JOHNSON ASSOCIATES

Waldoboro, Maine

January, 1990
BACKGROUND

In the summer of 1990, USM's development office contracted with Don Johnson Associates for a feasibility study to measure the University's potential for raising $3.0 million (later increased to $4.2 million) to complete the renovation of the seven-story Johnson Supply Building on Forest Avenue in Portland into a new central library, thereby alleviating serious overcrowding within the existing campus libraries.

Simultaneously, the Law School was seeking to raise funds to enhance the planned expansion of the Donald L. Garbrecht Law Library, and the study sought to assist that project as well.

The Johnson Supply Building was purchased by USM in January, 1990, with funds provided by a 1988 Bond Issue. However, the Bond Issue was originally intended to meet the cost of expanding the existing central library in Luther Bonney Hall. Funds were therefore insufficient to purchase and then fully renovate the Johnson Supply Building.

Similarly, Bond Issue funds would not fully cover the desired expansion and furnishing of the Law Library; hence the desire to secure outside support for this project, too.

As a result, the University found itself needing to raise substantial additional funds for construction and renovation projects, on short notice and well in advance of the development staff's assessment of USM's campaign readiness.

Other factors identified as bearing on the study included:

• USM's desire to position itself as a high quality "metropolitan university" clearly focused on the future vitality of its region;

• the desire to use the campaign, if recommended, as another step in advancing
the University's overall development effort;
• the effects of the system-wide Pride and Promise campaign, nearing completion, on USM's proposed campaign;
• the president's resignation;
• the donation of the superb map collections to USM.

**Study Objectives:**
In undertaking the study, Don Johnson Associates (DJA) sought to test:
• the perception of USM in the community;
• the notion of a focused campaign for the libraries;
• a goal in the range of $800,000 for the law library and $3,000,000 for the central library (later increased, in response to refined architectural drawings and cost projections, to $1,000,000 and $4,200,000 respectively).
• the perception of the library as a community resource and the impact of the Johnson Supply Building renovation on Portland;
• the effect of the presidential transition on fundraising;
• potential campaign leadership
• the impact of the economic slowdown and competitive fundraising environment on USM's timing and goals.

**Methodology**
In seeking to address the above objectives, DJA employed a number of strategies:
(1) An extensive review of USM literature;
(2) An initial investigation of the development program, including interviews with Vice President Tim Honey and members of his staff;
(3) Interviewing 13 members of the University's staff and faculty, including President Plante, to develop background on the University;
(4) Assisting with compiling interview lists and revising the case statement;
(5) Most importantly, conducting 29 in-depth, confidential interviews with community business and civic leaders. These interviews represent the heart of the study. Open ended and inductive conversations, they formed the basis of our study and this report.
FINDINGS

As explained in the Background section of this report, the findings that follow are drawn directly from the 43 confidential interviews, as collated and interpreted by Don Johnson Associates. We believe these fairly represent the comments and perceptions of interviewees, taking into account a degree of contradictory opinion within the interview group.

In the interests of clarity, we have categorized our findings. Unless indicated otherwise, quotes are used to illustrate the general opinions of the interview sample.

GENERAL PERCEPTIONS

We were told that:

USM has great potential, both intrinsically and as a regional asset. Whatever their opinions of the University of Southern Maine, interviewees universally believe it can and should be a vital educational, economic and cultural resource for the region.

A number believe it fills this role already; others contend that it falls far short. "USM has made tremendous strides," one interviewee said. "It has grown very quickly, and handled this growth well. It's larger than almost anyone in Portland realizes, it makes a sizeable contribution, and it's a good school." But from another, "USM's influence should be profound, but it's not. It just isn't part of the fabric of the community yet, and it's of marginal importance."

Summarizing for many others, one interviewee said, "I hope I'm around when the University fulfills its promise."
**USM’s regional role is seen as increasingly important.**

"I can't envision any future for Portland in this global economy which does not have USM in a critical role," one interviewee said. "This is where our workforce is going to be educated." There appears to be general agreement about this assertion, although a surprising number of business leaders said USM was not yet noticeably important to their businesses as a source of employees and that, in fact, their companies did not recruit there.

Business leaders believe that the University's general contribution to lifelong and workforce education in the region, and its assistance to specific businesses, should get greater emphasis. They are deeply concerned that the University educate students who can cope with and manage change.

**Opinions on present quality are divergent; they seem to follow a pattern.**

The interview sample can be more or less equally divided into those who believe USM’s glass is "half full" – that the institution has made and continues to make sizeable incremental gains; and those who believe the glass is "half empty" – that the University’s problems are severe and structural, amenable only to a substantial realignment within Maine’s overall higher education system.

Importantly, a pattern emerged around these two perceptions (albeit within an unscientific sample). Younger interviewees, entrepreneurs, and those working for smaller businesses tended to be more harshly critical of USM – indeed, of Maine's entire public higher education system. Older leaders and those involved with larger statewide businesses tended to believe that USM and the system are improving apace.
Interviewees believe USM is artificially constrained. It is widely felt that unfair resource allocation has hindered USM's development. "If USM is not particularly significant to Portland," one interviewee said, "it is not their fault. They are held back by system and legislative politics."

A common companion to this belief is the perception that, "If USM was ever given its head, it would soon be predominant."

There is sharp disagreement about "independence" for USM. Early in the study several interviewees expressed the belief that, "Some way has got to be found to get USM out of the statewide university system." Accordingly, we began to solicit interviewees' opinion of this issue.

A significant minority of all interviewees contend that real improvement is not possible absent such radical restructuring. Others are adamantly opposed, however. "Ten years ago, I would have agreed, but I believe the university system is now clearly greater than the sum of its parts. I would be very strongly against any move to break USM out." Some who might be inclined to see independence as desirable believe the cost in strife and public disillusionment would be too extreme.

In any case, that this idea was introduced by interviewees indicates a widespread sense that incremental improvement may be insufficient.

USM's strategic direction is not clear. "They're still having an identity crisis," commented an interviewee who has been active with the University. "They don't know if they're a bucolic college in Gorham or a city university in Portland." While not all interviewees drew the distinction in this fashion, we found a fairly pervasive sense, in both the "pro" and "con" contingents, that USM's strategic direction was not yet clarified or publicized.
"They need to 'centralize' internally and externally – decide what they are trying to accomplish, then pursue it and communicate it."

**USM could play a leading role in the aspirations movement.**
A number of interviewees, noting the surging interest in elementary and secondary education among corporate and civic leaders – the so-called aspirations movement – believe this movement presents both a challenge and opportunity for USM. "It is hard to talk about aspirations without talking about USM. If you're going to raise aspirations, you've got to have a place for people to aspire to – and that place will continue to be USM."

USM's role in the aspirations movement goes beyond being a destination, however. One interviewee, active in fundraising for the formal Maine Aspirations Program established by the Maine Development Foundation, said, "I'd actually like to see USM competing with us – really fighting to take a leading part in this."

**The University's role as a cultural resource in the community needs expansion.**
A number of people noted the University's relatively low profile in the cultural arena. They hope that USM will in the future take a more active cultural role in the community, opening new channels of interaction and familiarization.

**Many hope to see USM take a part in revitalizing downtown Portland.**
"The University could really provide a service to the community by increasing its presence downtown at a time when there is so much concern about the vitality of the area." This desire, like the comment above regarding the University's cultural impact, reflects a desire to see USM interact more thoroughly and richly in the life of Portland. "They're still apart from us – this just doesn't feel like any 'University town' I've lived in before."
USM's recent leadership is generally held in high regard. Retiring president Patricia Plante and her predecessor, Robert Woodbury, are both seen as having made vital, sizeable contributions to the institution's growth. "Bob Woodbury was an extraordinary leader, and I couldn't be more complimentary about Pat Plante."

President Plante is highly regarded for having a beneficial impact internally, although some interviewees regret she did not augment her public speaking with more varied and extensive communication activities. Interviewees wonder why she is leaving, and see the fact of presidential turnover as a drawback.

The presidential search is critically important. Critics and boosters alike, not surprisingly, see the selection of the next president as pivotal. "It is absolutely essential that USM select a president who can get out into the community and really engage the University with us, and us with the University."

**DEVELOPMENT AND FUNDRAISING**

*We were told that:* 

Portland and the region are exceedingly generous. In discussing the potential for a campaign by USM, most interviewees noted that Portland has demonstrated uncommon generosity towards community needs through the successful United Way campaigns, and by creating and sustaining other community entities and amenities.

Some interviewees predict a "shake out" for non-profit organizations. A number of interviewees question whether Portland, apart from the current economic downturn, can continue to support the number of non-profit organizations which have been founded or expanded in the past decade. "When the bank helped some of these
groups in their capital campaigns, we did not anticipate they would be back every few years with another campaign, or with such high annual needs. I'm not sure that, as a region, we're going to be able to continue supporting so many groups and also create new ones."

**USM's development program is very young.**

This is an essential finding, crucial to understanding many of the other findings and recommendations contained in this report. Interviewees understand USM is new to organized development and fundraising, and so it lacks the visibility and clout enjoyed by more established community and regional institutions. It has just begun to engage its constituency.

Accordingly, there is a sense that the scale of what is being considered – apart from the specific project itself – is overly ambitious both philanthropically and logistically. USM has simply not had sufficient time to "grow" its development program, or to engender the outward-looking institutional focus so necessary to successful advancement. (We found this perception was held by staff, too.)

Interviewees believe that the development program is progressing – the Annual Fund and its volunteer and professional leadership in particular were complimented spontaneously and regularly – but that it still has a long way to go.

**USM is not yet internally prepared for a major capital effort.**

The lack of "outside" program maturity cited above also reverberates in all the "internal" areas which bear on capital fundraising. We have observed that:

1. The **management information system**, a critical foundation for the development program and a campaign, is not yet fully operational. Names and addresses are partial in many cases, essential information is lacking, and the ability to sort and manipulate information is not yet sufficiently advanced.
UNIVERSITY OF SOUTHERN MAINE
Stakeholder Input Brief

April 20, 2007

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MULTI-CAMPUS SYSTEM FEEDBACK

1. Students who view multiple campuses as a weakness outnumber students who view it as a strength at a rate of at least 2:1, in direct comments. More likely the actual number is closer to 3:1 or more. This is due to the fact that, since the question about dual campuses was not directly asked of stakeholders, it was alluded to in a number of ways that are not included in the above calculation, including responses regarding the lack of student community, lack of class availability/scheduling, a mixed bag of facilities, confusion about extra- or co-curricular activities available, etc..

2. Administrators who view multiple campuses as a weakness outnumber those who view it as a strength by 7:2.

3. Board even.

4. Faculty who view multiple campuses as a weakness outnumber those who view it as a strength by 5:1.

5. Staff who view multiple campuses as a weakness outnumber those who view it as a strength by 5:1.
STRENGTHS
The top responses in defining USM's strengths were:

1. **Campus location (22.5%)**: Many stakeholders praised the state of Maine, and specifically Portland, in what was a huge strength for the University. This was the top strength among each stakeholder group.

2. **Academic breadth (14.2%)**: Stakeholders indicated that availability of numerous majors, combined with flexible scheduling, was a top strength of the University.

3. **Cost to attend (12.0%)**: USM was viewed as providing a quality education and a reasonable price, as stakeholders noted the University was affordable.

Other top responses to define strengths:
- Knowledgeable faculty (8.3%)
- Dedicated and caring faculty (8.2%)
- Quality education (7.0%)
- Academic quality (6.8%)
- Diverse community (3.9%)
- Close and friendly community (3.1%)
- Campus size (3.0%)

WEAKNESSES
The top responses in defining USM's weaknesses were:

1. **Campus facilities (15.7%)**: Ranked as the top weakness for administration and students, and ranked the second weakness for alumni and staff.

2. **Campus location (14.1%)**: The overwhelming majority of responses in this category were in regards to the multiple-campus system USM is composed of. More details surrounding the multiple campus system of USM can be found at the end of this document.

3. **Reputation (11.4%)**: Stakeholders felt the institution’s reputation was weak. Many students noted a lack of any particular specialty than stood out about USM.

Other top responses to define weaknesses:
- Academic breadth (7.5%)
- Leadership, administration, and staff (6.6%)
• Close and friendly community (6.1%)
• Quality students (5.0%)
• Cost to attend (4.5%)
• Institution’s mission, vision, and/or strategy (3.4%)
• Academic quality (3.2%)

COMPETITIVE ADVANTAGES
The top responses in defining USM’s competitive advantages were:

1. **Campus location (31.5%)**: The number one competitive advantage among all stakeholder groups, USM’s location was praised. It should be noted that the majority of these responses were not in regards to multiple campuses, but the southern Maine region.

2. **Institution mission, vision, and/or strategy (13.4%)**: Ranking first among administration, respondents saw the institution’s mission as a competitive advantage.

3. **Cost to attend (7.5%)**: Not surprisingly, as cost was noted a prominent strength, it was also a strong competitive advantage. This was the second-ranked competitive advantage for students.

Other top responses for the brand’s competitive advantage:

• Academic quality (6.2%)
• Career preparation (5.9%)
• Friendly community (5.4%)

GUIDING PRINCIPLES
The top responses in defining USM’s guiding principles were:

1. **Campus location (21.4%)**

2. **Institution’s mission, vision, and strategy (20.8%)**

3. **Academic quality (17.3%)**

Other top responses for the core brand guiding principle:

• Career Preparation (9.4%)
• Close and friendly community (7.3%)
• Cost to attend (6.6%)
• Institution reputation (3.8%)