

Overview

The University of Maine at Fort Kent has experienced the easy growth of inflationary, times and the hard choices of recessionary economics in that order and in roughly equal amounts since its last self-study in 1985. It exists today as an institution that emphasizes teaching and learning and the preservation of Acadian and Franco-American culture, an institution proud of its liberal arts education heritage and focused on preparing students for the challenges and opportunities of an increasingly technological society. It is indeed a different place than it was ten years ago.

Central among the changes are 1) a refined and sharpened institutional mission statement that, through its bilingual-multicultural emphases, shows UMFK as both distinctive among UMS campuses and reflective of the region it serves, and 2) a strategic plan that details its objectives and goals. The most notable evidence of UMFK's bilingual-multicultural orientation is the successful establishment of the *Acadian Archives Archives acadiennes*, which document, preserve, celebrate, and disseminate information about the culture, way of life, and history, of the Upper Saint John Valley. Other unique bilingual programs are French language student teaching placements and a cooperative exchange relationship with the *Centre Universitaire Saint-Louis- Maillet de l'Universite de Moncton*, which makes possible faculty exchanges and second-language immersion experiences within a thirty minute drive from campus.

While the Saint John Valley has always rallied against southern Maine legislators' plans to close the campus, sharpening the mission to promote respect for the French language and Acadian and Franco-American cultures and the appointment of a Franco-American President, Dr. Richard Dumont, have improved UMFK's historically excellent relationship with the community. Private giving through the phonathon, the UMFK Foundation, and "Family" scholarship funds has increased. While the Archives has gone about its daily business of collecting and disseminating information about Valley culture, it also has provided research and consulting services for the Maine Acadian Culture Preservation Commission. President Dumont chairs the Commission, on which two faculty members also serve. Campus personnel also have been active in and supportive of the projects of the French Heritage Council and the French Club. Partnerships with the public schools, such as the St. John Valley Science Project and the M.S.A.D. #27 Future Education Planning Compact, have strengthened community connections as well.

While the increased emphases on multiculturalism and the heritage of the region have attracted the attention of off-campus observers, a more profound change in campus culture has been a reorientation toward the future, specifically through the implementation of a strategic planning

process, increased demands for accountability upgraded technology, and increased support for faculty, and staff development. Improvement in support of all areas of the campus mission and activities is generally held to be possible and desirable by campus constituencies.

Strategic planning has become a highly participatory, flexible, and comprehensive process. Most personnel are engaged in the process at more than one level, not only for the University as a whole, but also for programs, and for themselves. The budgeting process has been tied to the planning process, and greater accountability has become standard in all areas of campus operations. Once communal priorities and goals were established and the results of initial assessments made known, individuals and groups developed action plans by which to proceed. Budgets were adjusted along planned lines of development. Assessments will lead to new action plans and adjustments. To further encourage strategic thinking, a Strategic Planning Special Initiatives Fund -- open to application by any faculty; or staff member -- was established. Joint proposals from faculty" and staff are common.

More formal systems of assessment and of support for development have been established. Many campus policies and procedures have been reviewed and revised and review cycles established. Both represented and non-represented professionals now participate in a performance evaluation system that includes joint goal setting and professional accountability for helping to implement strategic planning goals in one's area. Support for professional development is most visible in a recently implemented fund, administered by the professionals themselves.

Performance assessment and developmental support also characterize the teaching environment on campus. The professional development of faculty expertise is supported by a generous, self-administered development fund in addition to the Innovative Teaching Fund (ITF). That fund, a series of "teaching lunches" that regularly draws from half to three-quarters of the faculty, and the requirement that Deans also teach provide some measure of the importance of teaching on campus. UMFK's faculty shows its commitment to the teaching and learning process in a number of ways. The quality of one's teaching is identified as the primary criterion for promotion and tenure. For the first time in historical memory, the faculty as a whole has agreed upon a core set of questions for the evaluation of classroom teaching by students. Peer review of teaching has moved toward greater first-hand classroom observation, and chair review of teaching has become a common (but not yet standard) occurrence. Self-evaluations have become part of the annual evaluation of faculty by the division chair, who also discusses each semester's student evaluations with faculty members. All of these measures show the faculty commitment to teaching in its willingness to be held accountable for what happens in campus classrooms.

The administration's commitment to teaching as the first priority was never more evident than in its response to a series of budget cuts and recisions during the recent (1991-1994) recession. Administration and support areas were downsized and restructured while academic programs, most particularly Teacher Education and Nursing, were strengthened. Both programs were restructured, and faculty, added. The restructured Teacher Education Program received numer-

ous commendations from the State Department of Education Evaluation Team for reaccreditation, and the Nursing Program received the full eight-year reaccreditation recommendation by the National League for Nursing Evaluation Team.

The last five years have also seen UMFK establish a statewide presence through offering distance education courses and programs over the Education Network of Maine and through improved collaboration with other System campuses in programs such as the Tri-campus External Degree in Behavioral Science.

Final evidence of UMFK's orientation to the future may be seen on virtually every desk on campus. Within the last five years most employees have been provided with a personal computer and access to electronic mail, URSUS, and the Internet. Improved technological capabilities also include a campus computer network linking dorm rooms, administrative and faculty offices, and the virtual community. Dorm rooms are also wired for phone and cable, and a new campus phone system has voice mail and Interactive Voice Response capabilities. Instructional technology includes a mobile multimedia station, videos, audio tapes, CD-Roms, e-mail, and various software packages. Classrooms have closed circuit television capabilities, and the campus will soon be linked to Atlantic Canada via compressed video technology.

UMFK has continued to improve its physical plant. Additions to Cyr Hall and Blake Library have alleviated part of the space problem on campus, and various projects have moved the campus along the path to ADA compliance. More needs to be done.

So it is with all aspects of campus life. The process of self-study has led to the identification of areas for improvement that will lead to specific proposals for consideration by the Strategic Planning Steering Committee. Much remains to be done by a campus community that has done well with what it has had, remains committed to doing its best with what it has, and dreams of what it could do with more.

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Standard One

Mission And Purposes

The Maine State legislature charged the Madawaska Training School (1878) with producing teachers to serve the Saint John Valley's French/Acadian, bilingual population. Although the degree of emphasis on bilingualism has fluctuated with each new administration, the concept has helped shape the distinctive character of an institution that later became the Fort Kent State Normal School (1955), the Fort Kent State Teachers College (1961), the Fort Kent State College (1966), and finally, today the University of Maine at Fort Kent (1970). What has not changed is the University's commitment to serving the people of the St. John Valley as a source of higher learning, connection to other cultures, and celebration and preservation of the Acadian culture. The mission of the University of Maine at Fort Kent continues to focus on the preparation of teachers to serve the people of the St. John Valley and the State of Maine, and bases this preparation heavily on the liberal arts and sciences. The mission has expanded to provide liberal arts and sciences degrees. Professional programs have also been added to serve the region. (See *Appendix A.*)

As a member of the seven-campus University of Maine System (UMS), UMFK is supported in its mission by the UMS Board of Trustees and the Chancellor, its executive officer, who have alike recognized the value of the campus for the Acadian and Franco-American people of the Valley and of Maine. Nor are they alone. Over the years, when legislators from southern Maine have attempted to close what they perceive as an unnecessary campus, they have faced strong and successful resistance from UMFK alumni and citizens across the state, from area legislators and citizens, and from campus and system personnel, including Board of Trustees members.

The most recent revision of the UMFK mission statement, in 1991, resulted in part from a system-wide recognition of the need to differentiate missions, a recognition articulated in Goal I of the UMS *Project 2002* (1992) planning document (available in the Document Room). Adopted by the Board in September of 1991 and published in English and French, the UMFK mission statement reflects a renewed emphasis on the Acadian and Franco-American heritage of the St. John Valley and the University's role as a cultural resource in a rural region noted for the natural beauty of its woodlands, lakes, and rivers. Also reflected is the campus's continued commitment to providing a nurturing and intellectually stimulating atmosphere for first-generation college students, both traditional and nontraditional.

In response to the UMS Trustees' commitment to ongoing review and refinement of campus missions and as a result of the campus strategic planning process, the UMFK campus community is currently in the process of reviewing and revising (if necessary) the mission. UMS policies call for review and/or revision at least every five years thereafter.

Appraisal

UMFK's commitment to its mission and purposes has remained consistent as its mission has been revised and refocused on the Acadian and Franco-American heritage of the St. John Valley. With the appointment of the first Franco-American president in over 100 years and subsequent emphasis on bilingualism and cultural preservation, the University is attempting to redress a history of assimilation based on French language suppression. UMFK's leadership in regional culture has been further strengthened by the establishment of the Acadian *ArchivesArchives acadiennes* and the founding of a bilingual scholarly journal devoted to regional intellectual life. Critics of the campus focus on Acadian and Franco-American culture generally laud the principle of cultural inclusiveness and suggest that the language of UMFK's mission be extended to recognize the presence of Scotch-Irish, Scandinavian, and Native American cultures in the region. A few critics also voice the concern that the emphasis on bilingualism will be misunderstood as a requirement that entering students be fluent in French.

UMFK's academic program requirements that students be grounded in the liberal arts and sciences serves the population of the region well, as do professional studies in the areas of teaching, nursing, business, environmental studies, and human services -- an array of programs particularly pertinent to student lives because of the employment demographics in Aroostook County.

Projection

The campus mission statement will continue to be reviewed and refined every five years to reflect the changing demographics of the region, to take advantage of opportunities and to minimize threats, to better articulate the qualities that make UMFK unique, and to strengthen UMFK's role in the cultural life of the region.

6. Mission and Purposes

Standard Two

Planning and Evaluation

The University of Maine at Fort Kent 1993-1997 Program Plan (available in the Document Room) documents the mission and priorities (purposes) of the University of Maine at Fort Kent and details numerous goals by which those priorities may be met. The *Program Plan* was published and distributed in March, 1993, by the Strategic Planning Steering Committee, a committee chaired by the President and representing the constituencies of the campus community: faculty, administration, professional and classified staff, students, and alumni. This committee, in consultation with its constituencies, spent three years producing the plan. The first year (1990-1991) was devoted to the reshaping of the campus mission statement and the next two (1991-1992 and 1992-1993) to analyzing the social, demographic, economic, political, and educational conditions that will affect the university in the near future (*Appendix C* of the *Program Plan*) and to producing the plan's priorities, goals, and objectives. As part of the process a candid assessment of institutional strengths, weaknesses, opportunities, and threats was conducted by the committee and the results published as *Appendix D* of the *Program Plan*. Once the *Program Plan* was completed, it was disseminated to **all** constituencies on campus, to the UMS Board of Trustees, and to key personnel throughout the University of Maine System.

In order to ensure appropriate staff support for plan implementation and monitoring, the position of Coordinator of Planning, Assessment, and Special Projects was established. These responsibilities were assigned to a faculty member on release time. Under the Coordinator's guidance, nine focus groups, again representative of campus constituencies, brainstormed strategies by which planning goals might be met. The resulting ideas were distributed campus-wide for additional comments. A final, expanded list was distributed to faculty and staff. Budget managers then were charged with consulting appropriate personnel, prioritizing the ideas, and formalizing them as action plans that specified which planning goals were to be met. The President, in consultation with the committee, then evaluated the action plans, determined which would be funded, and published an account of all requests and their disposition. Each year of the action planning process has clearly established the role of planning goals in requests for reallocations of and increases to operating budgets. The President also established a Strategic Planning Special Initiatives Fund (Goal I.C. of the *Program Plan*) to provide continuing support of planning priorities. Proposals are submitted to the Strategic Planning Committee, which recommends disposition to the President. Each proposal must describe the proposed activity, the objectives and goals of the project and their relationship to strategic planning goals, a budget, and the benefits of the activity. Among the first projects funded was a proposal by the Registrar

and the Coordinator of Planning to establish a database to assist with implementation of the assessment program, and to support enrollment management efforts. This database provides information supplemental to that in the *UMFK Statistical Abstract*, reports from the Chancellor's Office, and surveys of students and alumni.

Because UMFK is primarily a regional baccalaureate institution, assessment activities on campus more narrowly focus on the teaching/learning process -- *Program Plan* Priority II, Goals A through O. The Assessment Committee, comprised of three faculty' members, initiated a series of "Teaching Lunches," at which topics such as classroom assessment techniques (CATs), inquiry-based learning, classroom contracts, and outcomes-based education have been discussed. The "Teaching Lunches" attempted to capitalize on the enthusiasm generated by workshops on classroom assessment techniques led by Dr. Thomas Angelo of the Academic Development Center of Boston College. At the first "Teaching Lunch" the Committee surveyed the classroom assessment practices of faculty members, finding that the faculty used 60 of the 61 specific techniques identified by K. Patricia Cross and Thomas A. Angelo in *Classroom Assessment Techniques* for both formative and summative assessments. The results, available in the Document Room, were then disseminated to the faculty for their information and use, and discussed at a subsequent Teaching Lunch. The survey results and classroom assessment techniques continue to spark occasional discussion at these lunches.

The Assessment Committee also brought a visiting team from Alverno College to campus to conduct a workshop on outcomes-based education. The team provided direct consultation with Nursing and Biology, faculty about using outcomes measures in their programs. Both programs continue to develop their outcomes measures.

As a result of these and similar activities by administration and faculty', UMFK now has assessment components for nearly all of its academic majors, plus surveys of incoming and exiting students and alumni. The Teacher Education Council has instituted a portfolio assessment process for applicants to the Education program, and the Nursing Division has restructured its curriculum around outcomes- and problem- or inquiry-based principles. In addition, both the Arts & Humanities and Nursing divisions recently revised their promotion and tenure criteria, as had the Natural & Behavioral Science Division when it was formed from the Behavioral! Science and Math Science divisions in 1992. The faculty also revised its constitution and handbook in the 1994-95 school year.

Another significant measure of institutional commitment to evaluating its functioning as a regional baccalaureate university includes faculty revision of its course-instructor evaluation process, approving, for the first time, a set of core criteria to be applied campus-wide. The periodic assessment of individual courses traditionally has occurred as facult³, members revised syllabi or reviewed course-instructor evaluations with their Division Chairs. Relying on these practices, the faculty had never reached a consensus about what constitutes good teaching, and no reliable instrument had been adopted to measure how well those standards have been met

in the classroom. The new campus-wide criteria will be assessed through an instrument (the Purdue Cafeteria System) that follows accepted principles of survey construction, an improvement over previous forms that used a yes/no format and a rating scale skewed to the positive. A more balanced and reliable instrument should provide more balanced and reliable information from which UMFK faculty and students may benefit. (See also *Instruction* in Standard Four.)

Information from the improved course-instructor evaluation system is one means of improving knowledge of what happens inside classrooms. A second way is increased peer and Division Chair evaluation. Team teaching and visits by peers help faculty gain perspective on classroom interactions, as do Chair visits, which also help inform annual faculty evaluations. For faculty approaching promotion or tenure, the classroom visits have been given new importance by a revision of UMS Board of Trustees' "Guidelines for Tenure and Promotion Support Letters" to specify that letters of support "in the area of teaching... should be based primarily on firsthand observation of the candidate in the classroom or in other recognized teaching contexts...." (See also Standard Five.)

Better feedback from course-instructor evaluations will provide some of the data needed to improve programs. Currently, courses are offered in a two- to three-year cycle that is revised as student needs change and as part of the formal program review process, and informal program assessments by faculty members occur as they discuss which courses must be offered for the next semester and any adjustments to the cycle that must be made. Faculty members also review course and program descriptions as part of the *UMFK Catalog* revision process.

The formal program review process, conducted on a regular five- to eight-year cycle, makes feedback available with which to reconfigure and strengthen programs. Many of the improvements suggested by external reviewers are adopted by program faculty. Certainly, the Nursing and Education programs must follow the recommendations of their reviewers very carefully to assure full accreditation. The National League for Nursing and the State Board of Education demand compliance with their accreditation standards. Without the pressure of external accreditation, program faculty in the liberal arts and sciences may implement those suggestions that seem appropriate after careful consideration and debate, but no requirement that reviewer recommendations be implemented exists. The academic program review schedule has been recently revised.

Another way academic program changes occur is through a planning process carried out by a group committed to the growth of an individual program. Three examples of such groups exist on campus: the Teacher Education Council, the Environmental Studies Council, and the Nursing Advisory Board. These councils continue to develop internal relationships and relationships with other campus bodies and to learn what is needed to accomplish their purposes. The academic divisions also serve as planning bodies, as needs arise or budgetary action plans are solicited as part of the strategic planning process. The Division Chairs' annual reports

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typically report plans for the next year and project demands on campus resources. The divisions are comprised of a variety, of disciplines, however, and typically focus more broadly than on the individual programs.

Planning bodies for non-academic programs include the Academic Computing Committee, the Athletic Advisory Committee, the Student Services Advisory Committee, the Library Committee, and the Admissions Advisory Committee. Discussions in these bodies have produced formal strategic planning documents such as action plans (available in the Document Room). All non-academic programs also undergo formal annual reviews conducted by their directors, and changes in processes and policies are instituted where needs are identified.

As previously stated, the institutional planning body is the Strategic Planning Steering Committee, which continues to scan the environment for opportunities and threats and to respond to the feedback gathered from internal and external sources. Recently, feedback on campus enrollments led the Committee to identify increasing enrollments as the top priori for the campus. The Committee then held a session dedicated to identifying ways of improving both recruitment and retention -- part of the process being a reevaluation of the campus' role in Aroostook Count' and the State of Maine° A subcommittee subsequently prioritized the suggestions for further action by the Steering Committee. Because the feedback was widely disseminated on campus, some of the constituencies -- the student services program heads will serve as an example -- held meetings to address the issues. Academic and Counseling Services staff motivated and led a series of meetings in which faculty" and staff brainstormed ways to improve recruitment and retention. These meetings were entirely voluntary• and very! well attended -- a credit to the campus community.

Helping the Strategic Planning Steering Committee with the work of obtaining feedback and acting upon it is the President's administrative team, which continually assesses the demographic, economic, political, and social milieu in which the campus exists. One of its members, the Coordinator of Planning, Assessment, and Special Projects also makes regular reports to the President documenting progress on meeting the Objectives and Goals of the *UMFK 1993-1997 Program Plan* In preparing the document the Coordinator of Planning shares the feedback gathered and asks faculty and staff for any other progress toward goals that should be documented.

Appraisal

The sharing of information about meeting planning goals, while a positive step, may not go far enough. People may consider only those sections which most directly concern them and fail to see the overall pattern of accomplishment. A retrospective that documents goal-achieving accomplishments in the preceding year should be produced by the Coordinator of Planning at the beginning of each new school year, thereby not only reminding faculty, staff, and admini-

stration of institutional goals and the ways they are being met, but also crediting those who have worked to meet them. Of further benefit would be identifying priorities, goals, or objectives still to be met, particularly those most pressing.

In addition to improving its dissemination of planning data, UMFK could more vigorously pursue established evaluative activities. The campus has not always followed the UMS Board of Trustees policy that specifies that a response to the external reviewer's recommendations accompany the program review to the System office. Faculty, in these programs and the faculty as a whole accept and endorse the program review and accreditation processes, so the established mechanism by which recommendations are responded to in a formal manner needs to be scrupulously used. A follow-up report that specifies how the recommendations of the external reviewer are being responded to or explaining a lack of compliance seems a reasonable evaluative measure.

More proactive approaches to academic program planning, even the development of program mission statements and formal planning processes, may be a positive step for the future. (See also *Standard Four*.) The roles of councils, divisions, and committees in the process should be discussed and clarified for all constituencies.

Course-instructor evaluation criteria, instruments, and procedures need to be reexamined periodically, particularly in relation to peer review policies and procedures. Peer review also needs to undergo regular review. Recent changes in these two areas are a positive step toward genuine evaluation (and improvement), but more coordination between these two evaluative processes needs to be established. The self-assessments recently adopted by the Arts & Humanities Division and the Chair observations of classroom teaching recently practiced in the Natural & Behavioral Science Division are valid means of improving the evaluation of faculty performance, and improved evaluation should lead to improved performance. Both of these practices should be adopted by the faculty as a whole.

The success of the "Teaching Lunches," usually attended by one-half to three-fourths of the faculty, has demonstrated the positive climate for teaching on campus. The lunches should be continued and an evaluation of their efficacy performed to find how and to what extent they have affected instruction on campus.

The responsiveness of non-academic programs to institutional feedback has become well established. Strategic planning action plans and other documents are now familiar, so responses should become even more effective as increased feedback informs planning.

As productive as the planning process has been, possibilities for improved efficiency exist. The nature of the process is to cast a wide net for participants and to present a forum for contributions by many people, so it never will be as efficient as a small group or individual decision making;

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however, as action plans are implemented and feedback helps the campus community realize its most productive directions, greater consensus and efficiency should result. At its best, the process is democratic and community building.

Projection

Planning and evaluation activities have proven their value to the campus and will continue to be refined and supplemented for all programs. In preparation for the next planning cycle, existing processes to disseminate feedback will be monitored for efficacy and more feedback loops and instruments developed. Course-instructor evaluations that contain both core criteria items and items directed to the individual characteristics of the course will be in use by December, 1995. In like manner, uniform standards of evaluation for academic programs will be developed during the 1997 academic year to complement recognition of each program's unique characteristics.

Of course, the ultimate in planning and evaluation activities is a self-study for accreditation such as this. The feedback from this self-study, which has occasioned intensive institutional assessments, will inform planning activities for years to come.

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Standard Three

Organization and Governance

The University of Maine at Fort Kent is the smallest and northernmost of the seven campuses that comprise the University of Maine System (UMS). Established by legislation, the System is governed by the UMS Board of Trustees (BOT) and its executive officer, the Chancellor. Trustees are nominated by the Governor and approved by the Maine State Legislature to serve six-year terms. A voting student member of the Board is elected by the Associated Students of the UMS and serves a two-year term. Campuses are also represented by nonvoting members of the faculty and student bodies, who are elected by their respective organizations. These representatives meet regularly with BOT committees where their concerns are heard and may be incorporated into Board decisions.

The responsibilities of the Chancellor and the presidents of the seven campuses, who are charged with implementing Board policies within the system, are detailed in the UMS *Policies and Procedures Manual*, available in the Document Room. The President, the chief executive officer of the UMFK campus, meets regularly with the UMS Chancellor and the Council of Presidents. For the most part, however, the UMFK President manages and allocates resources in keeping with UMFK purposes and objectives and, with his administrative team, assesses the effectiveness of the institution. As a small campus, UMFK benefits from its membership in the UMS through access to resources and expertise that otherwise would be unavailable.

Although the Board of Trustees provides significant autonomy to individual campuses, its members in 1992 developed a policy framework, *Positioning the University of Maine System for the 21st Century.: Project 2002*, that assures that the seven campuses of the system will be guided by one overarching strategic plan. Within *Project 2002*, the Board has clearly articulated its expectation that campuses will regularly refine their missions and "distinctive program responsibilities." Campus mission statements of the individual campuses must be updated and submitted for review and Board of Trustees approval every five years. (See **Standard One** of this report.) With the support of the Trustees, UMFK has in its mission defined its niche as emphasizing the Acadian and Franco-American cultures of the region it serves.

Each campus has considerable latitude within Board policies to determine allocation of funds, but the Board does exercise financial oversight. The seven presidents appear individually before the Board's Financial Affairs Committee each year to support the budgets that they have submitted to the Chancellor. The Trustees are particularly concerned that facilities mainte-

nance not be postponed to meet other obligations, so the Financial Affairs Committee looks for evidence that each campus has spent at least 1.5 percent of building values in appropriate ways each year. Each campus then decides its own schedule of maintenance. (See Standard Eight of this report.)

The *Project 2002* report and the *Policies and Procedures Manual* provide guidance to the campuses as to system goals and processes, and each campus develops and implements individual goals within that framework° (See Standard One of this report.) The Board establishes guidelines and allocates funds but relies on UMFK's internal priorities and processes to determine the distribution of the funds among its activities. The Board hires the President, with input from the campus; but UMFK is responsible for hiring, reappointing, and dismissing staff and untenured faculty.

Promotion and tenure presentation guidelines are set at the system level, and the Board holds exclusive tenure-granting authority. The specific criteria for promotion and tenure of UMFK faculty, members are determined by the campus. Promotion is a campus determination, but tenure recommendations for each campus must be approved by the Board.

Only the Board has the authority, to approve new academic programs. An "Intent To Plan" for a new program is submitted for system-wide comment before actual planning begins at the campus level° Once the campus program is developed to the proposal stage, the UMS Academic Vice Chancellor submits the proposal to a panel that represents national or regional expertise for the same or similar types of programs. The campus considers and incorporates, if appropriate, the panel's recommendations before the program is finally presented to the Board of Trustees for official approval.

Regular reports from campus presidents and UMS task forces help keep Board members aware of current campus activities and plans. UMFK hosts an official UMS Board of Trustees meeting every eighteen months This practice has provided some campus access to Board members in the past. In response to serious communication problems that developed between trustees and faculty on all seven campuses in early 1995, however, the Board organized campus visitations by representative trustees to evaluate and respond to perceived problems. In UMFK's case, the remoteness of the campus has always limited access for most of the trustees, and continuing this method of communication will provide ways of bringing campus concerns to the trustees' attention on a more regular basis.

In January of 1995, the Board of Trustees approved a new organizational structure for UMFK. Proposed by the President in response to a projected personnel change, the reorganization established an administrative team consisting of the Dean of Academic Affairs, the Dean of Information Services, the Dean of Student and Enrollment Services, the Director of Financial

and Administrative Services, the Director of Facilities Management, and the Director of Public Relations. Each member of the team has clearly defined areas of responsibility as detailed in the *UMFK Organizational Chart* on page v of this report and in position descriptions.

The President and his administrative team regularly communicate with faculty, staff, and students through monthly meetings at which an informational agenda precedes what is planned as an open discussion of issues of concern to the constituencies. The intent is organizational governance that is consultative as well as participative, but the process promotes two-way communication from month to month with varying degrees of success.

Campus policies and procedures, other than those specifically related to academic programs, most often originate in councils or committees comprised of several constituencies. The Strategic Planning Steering Committee comprised of administrators, faculty members, staff, alumni, and students developed the *UMFK 1993-1997 Strategic Program Plan*. To help achieve planning goals the President instituted the Strategic Planning Special Initiatives Fund. Proposals to the fund are accepted from any campus constituency. The Committee evaluates proposals and recommends funding or not to the President for final disposition.

To encourage more input into the planning process, "focus groups" of volunteers from any or all of the various constituencies have been convened for a variety of purposes. (See Standard One of this report.) Such groups provided ideas that were the basis of the UMFK Strategic Plan and continue to be valuable in responding to institutional challenges.

Development of appropriate campus procedures is generally the responsibility, of the constituency involved. Faculty and staff development funds, for example, were established in response to the need for continuing professional development within the individual constituencies. The procedures for each of the funds were developed and the funds administered by the constituency for which it is intended. The faculty, for instance, elects five of its members to serve as the Faculty Development Committee, which continues to develop procedures for soliciting proposals and makes recommendations to the chief academic officer for the allocation of the \$30,000 currently available in that fund.

The UMFK Faculty assures the academic integrity of the institution's educational programs, subject to approval by the President or his designee, by developing and monitoring the academic policies and procedures documented in the *UMFK Catalog*. Faculty governance is by a "committee of the whole" rather than through an elected Faculty Senate. Faculty subcommittees exercise their responsibilities and have a substantive voice in educational programs, as well as faculty, personnel and institutional -- in some instances, system-wide -- policies and procedures that relate specifically to their areas of responsibility and expertise.

No distinction is made between credit courses offered at night or on weekends and those offered during the day. All courses must be approved by the academic divisions with the concurrence of the chief academic officer. Regularly scheduled academic program reviews are assigned to the academic divisions, and self-studies are conducted by program faculty. It is program faculty, who also set admissions standards and conduct assessments of academic programs and program majors. (See also Standard Four.)

Faculty, have a second organization involved in the governance process -- Associated Faculties of the University of Maine System (AFUM). Although as a union AFUM is primarily concerned with faculty welfare and The Faculty, and AFUM are separate organizations, a small number of faculty who are members of both organizations have from time to time have used union governance channels to leverage a faculty governance issue that concerns them. For the most part, however, the two organizations provide appropriate faculty representation in governance.

An example of the seriousness with which the faculty takes its campus governance role is a "Faculty Development Day" meeting held in May 1994 to discuss campus governance. Of particular concern were the peer review process and the role of councils and divisions in the governance structure. As a result of the discussions, the Peer Review Committee initiated interviews of faculty under review as an initial step in the peer review process. The relationship between councils and divisions was clarified. Divisions are the administrative units of academic affairs. Councils, much like the Honors Committee, bring individuals from across division and discipline lines together to work on specific program needs. Of the two existing councils, one focuses on Teacher Education; the other on Environmental Studies.

Students are included in much of the decision-making process through representation on campus-wide committees and councils. The Student Senate appoints student representatives, monitors student concerns, and manages the student activities budget with administrative oversight. By referendum in FY95 students voted to increase their activity fees. The most recent Student Senate Constitution revision occurred in Spring 1995. While the involvement of students in campus governance varies each year with the greater or lesser degree of activism within the student body, the size of the campus makes it possible for students to get involved easily, and such involvement is welcomed and encouraged.

Appraisal

Campus and system organizational structures make provision for sound governance -- given sufficient communication among constituencies. A great deal of activity takes place specifically to get input into processes and to provide a feeling of participation among individuals in the UMS and on the UMFK campus. Efforts to facilitate communication between constituencies, however, have not been completely successful. Faculty may complain, for instance, that Board of Trustees members do not listen to faculty input and that campus administrators are following

an agenda that doesn't take faculty concerns into account. Students might complain that faculty or administrators are not concerned with student needs. Mistrust among constituencies may occasionally be supported by a seemingly arbitrary decision by one constituency that affects others. On the other hand, open meetings where everyone can contribute and be heard by everyone else are not always well attended.

Evaluation of the governance structure and necessary communication to support it tends to occur in isolation. The UMFK campus is so small that everyone has access to everyone else. Communication should readily occur, but it sometimes doesn't. Both at the system and campus levels individual constituencies may meet and agree among themselves that another constituency is at fault for the lack of communication. Alternatively, representatives from various constituencies may meet in the same place at the same time without agreeing to listen to each other and develop a compromise. The result of both types of meetings is continuing mistrust.

The UMS Board of Trustees' *Project 2002* has nine "imperatives" and the *UMFK 1993-1997 Strategic Program Plan* has seven "priorities" that consider all aspects of governance. These are excellent blueprints, but neither the imperatives nor the priorities specifically provide for communication. Although one might consider it to be implicit in the plans as written, it may be time to focus on communication as a way of strengthening both the system and the campus.

The new UMFK organizational structure has not yet been in place long enough to assess accurately its influence on communications, or its strengths and weaknesses, but the fact that the Deans will be teaching and sharing many of the same challenges facing the faculty promises to facilitate communication. Once the new administrative team is familiar with its duties and patterns of interaction have been established, appraisals of the governance structure and of the new administrative team will need to be conducted.

Projection

Continuing to identify areas of concern and providing forums for interaction among constituencies will help to alleviate communication problems if everyone on campus believes in the process and becomes involved. UMFK expects to continue to find more and better ways to improve communication and its governance structures. During the 1996 academic year, the Strategic Planning Steering Committee will invite proposals for procedural changes designed to enhance communication, will evaluate them, and will recommend to the administration the implementation of those they deem promising.

Standard Four

Programs and Instruction

UMFK's academic goals are clearly articulated in the "UMFK Mission Statement": programs are to establish a firm grounding in the liberal arts and sciences, to emphasize excellence in teaching and individual attention to students, and to prepare students for lifelong learning, for graduate and professional schools, and for present and future occupations, especially in the areas of teaching, nursing, environmental studies, business, and human services -- areas that are particularly pertinent to regional employment demographics. To meet these goals, each bachelor's degree program has general education, semester hour, cumulative grade point, upper level, and major requirements. The Bachelor of University Studies (BUS) is an exception discussed below. The Associate of Arts degree also has general education, semester hour, cumulative grade point, and area of study requirements.

In the interest of conserving space, degree objectives are not articulated in the *Catalog* with the same clarity and to the same degree of specificity as are degree requirements. Degree objectives appear in program reviews, examples of which are available in the Document Room. In the *Catalog* general statements about the degree focusing on preparation for graduate or professional work serve in the place of specific outcomes expected, and the same is true of descriptions of majors. The small faculty and limited resources narrow student choices of instructors, sections, and courses. Because of these constraints, degree program requirements are structured for maximum flexibility, in all but areas that require certification or licensure -- nursing and teacher education. The Nursing program faculty has established an outcomes-based curriculum that includes both formative and summative assessments. Other program faculty are considering different types of learning outcomes and methods of publishing them.

Program quality control begins with the hiring and continuing evaluation of qualified faculty. UMFK has institutional control of this process. The UMFK faculty, controls the means by which and the activities for which UMFK awards credit. Classroom activities account for 99 percent of the credit hours generated at UMFK, but credit is also awarded through a process of evaluation of Credit for Prior and Experiential Learning, through CLEP and DANTE standardized tests, and UMFK challenge examinations.

New programs are designed on campus and approved by the UMS Board of Trustees. The campus begins the process by submitting an "Intent to Plan" for a new program. Once system-wide comment has been solicited, planning begins. A proposal is submitted to the UMS

Academic Vice Chancellor, who submits it to a panel that represents national or regional expertise for the same or similar type of programs. Using that feedback to further shape the program, the campus then presents the program to the Board of Trustees for approval.

The primary means of assuring program quality is the program review. Each program undergoes review on a five- to seven-year cycle. (The variation depends upon external accrediting organization requirements.) The review process is initiated by a letter from the chief academic officer to program personnel, who then conduct the self-study with support from campus offices that provide statistical and financial data. A draft of the program review is then submitted to the chief academic officer and to the Academic Council for review and comment. A final version is produced and submitted to an external reviewer, an individual in the field chosen from an institution similar to UMFK in size and mission but outside of the UMS when possible. After an investigator³, campus visit, the external reviewer submits a report of findings that accompanies the program review to the chief academic officer. Program faculty and the chief academic officer respond to the reviewer's recommendations in writing. The program review, external reviewer's report, and institutional response are then forwarded through the UMFK President to the UMS Chancellor's Office where they are available to Board of Trustees members, legislators, and others who may be interested.

Program terminations follow guidelines similar to those for the program review -- including a self-study, but generally not an external review. Recommendations for program termination are acted on by the Board of Trustees. Students enrolled in discontinued degree programs are provided the courses necessary to complete their programs. Regulations governing discontinuation of programs are detailed in the *BOT Policies and Procedures Manual*.

Within programs at UMFK, no distinction is made between day, evening, weekend, summer, and off-campus credit courses. All are expected to be conducted with the same rigorous concern for and adherence to program standards. Shorter intensive summer sessions courses require significant adjustments to ensure that standards are maintained. Instructors of courses requiring extensive reading may require students to read some materials in advance. Research papers or projects may be submitted after the class sessions have ended. Whatever the strategy, requirements and competencies equivalent to those of regular semester courses are expected. (See also Standard Three.)

The faculty and the chief academic officer share the responsibility for insuring course and program quality, so UMFK does maintain "direct and sole responsibility" for the academic quality" of its programs. Program faculty, sometimes as part of the activities of the Teacher Education Council or Environmental Studies Council, recommend program changes to academic divisions. After division action, the program change or course addition/deletion is submitted to the Academic Council, which functions as a curriculum committee. Finally, program changes and

new courses go to the chief academic officer for final approval. Interdisciplinary, courses and anything that will affect general education requirements also must be approved by the Academic Council and the chief academic officer.

An area of continuing concern to the faculty has been Instructional Television (ITV) courses. The courses offered over the Education Network of Maine (ENM) are approved and taught by faculty from all UMS campuses, including UMFK. Some UMFK faculty believe that each of the courses should also be approved by the appropriate UMFK academic divisions; however, the Board of Trustees has mandated the acceptance of UMS campus credits from one campus to another. Demand by the UMFK faculty to re-approve courses already approved by another UMS campus would be contrary to Board Policy. Some UMFK faculty believe that ITV courses might compete for students and reduce the numbers in their own classes. They would therefore like for most ITV classes to be blocked on the UMFK campus. A different perspective sees the utility- as no immediate threat to enrollments. Given the option, most UMFK students will select an on-campus course over an ITV course. Exceptions to this rule of thumb occur when scheduling problems require, for instance, that a student take an ITV course or wait another 5,ear for the course to be available on campus.

Until the summer of 1995, UMFK had brokered a limited number of B.A. programs -- English, Social Sciences, and Math/Science -- through the University of Maine at Augusta (UMA), essentially a two-year institution with a few four-year programs. The requirements of these programs were determined by UMFK program faculty, but UMA faculty determined the credentials of the instructors who delivered the courses. When it became clear that the region UMA serves could support the programs, a proposal for UMFK to drop these programs and for UMA to pick them up was approved by the Board of Trustees at its July 17, 1995 meeting.

UMFK is heavily involved in two off-campus degree offerings through the Educational Network of Maine (ENM). The three UMS campuses that offer Nursing programs are sharing the delivery of the RN to BSN program with UMFK taking the lead. During spring 1995 semester, UMFK offered one statewide course in the program and shared with the Universit3, of Southern Maine (USM) the teaching of a graduate course over the ENM system. Those efforts continue this year, with UMFK offering three nursing and six total courses over ENM in the fall of 1995.

The second program is an external B.A. in Behavioral Sciences. Behavioral Sciences faculty members from the three smallest UMS campuses -- Fort Kent, Presque Isle, and Machias -- came together at the urging of former Chancellor Robert Woodbury to develop an external degree that could provide an opportunity for students who had already completed a two-year program, many through .two-year programs offered over the Educational Network of Maine, to complete a four-year degree. The program faculty designed an exemplary model that could well become the basis for future external degrees in the UMS. A coordinator for the program has been hired, logistical details have been worked out, and the first courses are being offered on the Educational Network of Maine this fall, by two UMFK faculty members. These faculty members were given

Programs and Instruction

additional preparation time over the summer to develop materials for delivery; however, course content is the same as that approved for on-campus delivery. Program quality control will be maintained by a supervising curriculum committee that represents behavioral science faculty of the three campuses and a steering committee comprised of the three campuses' chief academic officers and the curriculum committee chair. A copy of the Board of Trustees approved External Degree in Behavioral Sciences program is available in the Document Room.

Educational activities occurring on campus outside of the normal course sequences are also subject to institutional controls. Continuing education credit courses, administered by the Office of Distance Education and Lifelong Learning, undergo the process of approval by the academic divisions and chief academic officer. Non-credit courses are the responsibility of the Distance Education and Lifelong Learning Office and the chief academic officer. Other activities such as conferences, institutes, and workshops result from faculty, and staff initiatives or may develop from community needs. Their genesis as well as support from the chief academic officer is predicated upon their advancement of UMFK's educational mission. A few among the many recent activities of this kind are the UMS Environmental Studies Conference (organized by a senior UMFK student), Earth Day Activities, the UMFK Shakespeare Festival (for area high school students), the St. John Valley Development Day (for public school personnel), the French Heritage Festival in conjunction with the Fort Kent Mardi Gras celebration, the 15th Annual Atlantic Universities Undergraduate English Conference (involving Canadian and U.S. university faculty and students), and a UMS English discipline conference.

Business internships, nursing clinicals, student teaching, and a limited number of human services practical take advantage of local and state off-campus resources. Although UMFK might be considered limited in the number of sites possible for such internships, articulation agreements with area and state agencies enhance our educational programs. The Nursing Program faculty has developed clinical sites in all Aroostook healthcare facilities and expanded to Bangor for areas such as psychiatric nursing. The addition of an Edmundston, New Brunswick, hospital where French is the primary language of communication expands nursing clinical opportunities still further. Student teaching assignments also include Canadian English and French schools. Business internship opportunities currently involve area and statewide sites and will soon expand into French Canada to provide the international experience that will give UMFK students better preparation for future markets in the "global village."

Undergraduate Degree Programs

With the exception of the Bachelor of University Studies degree, all four-year undergraduate degrees offered at UMFK require the same general education base of 49 credit hours. Program requirements vary according to the purposes of the degree and major, but all degrees require a minimum of 120 credit hours, a minimum cumulative grade point average of 2.0, and a minimum of 45 credit hours of upper division courses. The number of electives a student may pursue varies

with the specific major, but where possible students are encouraged to explore knowledge outside their majors through electives. Published in the *UMFK Catalog* and on-line in UMFK gopher and home page sources, program requirements are planned to move the student from a broad intellectual base provided by the general education requirements to specialization in a major. The program requirements also help establish a logical progression of study from introductory courses to upper level courses in the majors.

Differences in curriculum exist between associate and baccalaureate degrees in the number of required credit hours, course levels, and general education requirements. Students enrolled in associate degree programs tend to be more occupationally oriented, and degree requirements reflect this orientation. General education requirements for associate programs will often be tailored toward specific skills needed in occupations rather than toward developing a broad base of knowledge.

In a letter by William T. Hogan dated May 13, 1986, the Commission on Institutions of Higher Education requested that UMFK include in its fifth year interim report a discussion of "the appropriateness of the Associate of Arts designation for career programs." The letter, without mentioning the Associate of Science designation, implied its use "for the sake of accuracy and clarity," thereby echoing the visiting team's assertion that "offering an 'Associate of Arts' degree in career areas does not... appear to be consistent with commonly accepted degree conventions in postsecondary education" UMFK's interim report, written by Dr. Harry Kerr, Interim Vice President for Academic Affairs, and submitted to the Commission on August 15, 1990, suggested two reasons for "not changing . . . UMFK terminology": 1) "There is no consensus among universities on this point"; and 2) "Changing the degree designations at UMFK would be very complicated and time consuming." These reservations notwithstanding, UMFK has moved toward compliance with the Commission's recommendation. As a result of a painstaking planning and implementation process, the UMS Board of Trustees on July 12, 1993 approved the restructuring and redesignation of UMFK's forestry program. The Associate of Arts in General Studies with a Forest Technology, Concentration became an Associate of Science in Forest Technology.

The Associate of Arts in General Studies degree is currently under review. Recommendations regarding the program and its study sequences -- Bicultural, Business Management, Computer Science, Criminal Justice, Human Services, and Teacher Aide -- will be forthcoming in spring of 1996. Among the review foci will be the appropriateness of the Associate of Arts designation for each sequence.

The general education requirements for baccalaureate degrees consist of Competency (in math and written and oral communication), Civilization, Natural Science, Humankind and Social Systems, Arts, Foreign or Computer Language, and a minimum of six upper-level credits outside

of the major for a total of 49 credits. The majority of these requirements can be met by courses at the 100-200 level where the focus is on the methodology and subject matter of the domains of arts and humanities, the sciences and mathematics, and the social sciences.

Baccalaureate students are advised to begin their programs by satisfying general education requirements within the first two years. General education requirements total 24 credit hours for an associate degree. For the baccalaureate degrees 49 credit hours are required, slightly more than one-third of a student's coursework at UMFK. The requirements apply to all four-year degree programs but the Bachelor of University Studies and are designed to implement a philosophy of general education, available in the Document Room, that has as its ideal the production of citizens who, according to the 1988 general education faculty committee, "are ethical in their actions and open-minded in consideration of alternative social values, individual beliefs, and the pursuit of truth through scientific study." Competency aside, the requirements place more weight on the arts and humanities and the social sciences than on the natural sciences and mathematics

Satisfying the general education requirements in an area often means taking an introductory course, a complementary pair of courses, or a sequence of courses designed to introduce the student to the methodological concerns and subject matter of that area or discipline. Just as the areas of interest seem distinct, so the student might find the material. While principles from one area may easily inform another, current general education guidelines do not stress interdisciplinary connections. The guidelines require that the student enroll in courses that stress competence in written and oral communication, and in scientific and quantitative reasoning. Critical analysis and logical thinking are identified as goals of general education, and they are stressed in many courses because they are fundamental to the academic enterprise. Systematically developed course clusters and interdisciplinary approaches to materials that feature the desired principles, however, would likely be more coherent as well as efficient paths to the goals of general education.

The either/or status of foreign languages and computer languages has become more and more difficult to justify. Strengthening of the foreign language requirement is seen by some observers as essential, particularly in light of the internationalization of commerce and politics. Six credit hours of foreign language instruction is adequate only for introducing a language. Generally, using a language productively requires more than six credit hours' exposure and at least minimal immersion experience. Further, foreign language expertise and computer language expertise are only minimally comparable. Recent technological advances and the exponential expansion of sites along the information superhighway suggest that general education computer requirements should be separated from those of foreign language and instituted for all students.

Work within an undergraduate major at UMFK requires from 30 to 52 credit hours, with professional programs occupying the high end: education (57), nursing (52), environmental studies (41), and business (38). Next in line are field combinations in Mathematics/Science,

Behavioral Science, and Social Science, each requiring 50 credit hours. Most of the traditional liberal arts or science majors, however, require only 30 credit hours. One or two introductory level courses or instructor permission generally is the prerequisite for 300-400 level and some 200 level courses.

UMFK programs do have a coherent design that implies and implements curriculum goals, although the specific learning outcomes desired of graduates may not have been articulated in writing for the student. The design is most often demonstrated through the choice of courses within a framework of requirements. Instances would be the satisfaction of the language and critical theory requirement of the Bachelor of Arts English Major through any of three courses and of the British requirement through any of seven courses. The four specialty! area options of the Bachelor of Science Computer Applications Major -- Business, Education, Allied Health, and Math-Science -- are designed to provide instructional focus and depth for the student. The working assumption that the satisfactory completion of a sequence of courses demonstrates the requisite knowledge and skills for beginning graduate study in an area has been validated by a 1992 survey of alumni, results of which are available in the Document Room. Respondents who had pursued graduate education reported overwhelmingly that UMFK had prepared them "Very Well" or "Fairly Well," choosing those categories (in roughly even proportion) over twice as often as "Satisfactorily." "Somewhat Poorly" and "Poorly," the bottom two categories, were used less than one percent of the time.

The Bachelor of University Studies (BUS) is different from all other UMFK four-year degrees in that it has no general education or major requirements. The BUS does require a minimum of 120 credit hours, a minimum gpa of 2.0, and a minimum 45 hours of upper division credit. A student, with the support of an appropriate advisor, may complete an acceptable major while pursuing the BUS degree and have that major appear on the transcript. The degree was designed to meet the needs of non-traditional students entering a traditional educational environment, but has also served as the four-year "open admissions" program for highly motivated students without the educational background for more structured baccalaureate programs. It has evolved into a degree for self-motivated individuals not pursuing specific "identifiable vocational, professional, and/or graduate interests." (See *UMFK Catalog*, page 35.) Currently, Canadian education students who already have an undergraduate degree and are interested in matriculating with an Elementary Education degree as quickly as possible comprise most of the recipients of this degree. The strength of the BUS is that its flexibility permits students to select courses on the basis of a unique goal or the pursuit of broad general knowledge. Its weakness is a flexibility that permits students to concentrate on their strengths and to avoid areas of weakness. Although students may design a program or major that structures their educational experiences, credits might also accumulate in no particular pattern. Strong advisement appears to be essential for this program, but is sometimes resisted by students who choose the BUS option.

Students who have demonstrated the potential for excellence through performance in introductory level classes are invited to apply to the Honors Committee for admission into the Honors Program. Each semester an instructor offers an interdisciplinary, seminar on a scholarly topic to a group of 12-15 students who are required to research and present some dimension of the topic to their classmates, to the campus at an Honors forum, or to the University of Maine System Honors Programs at an annual meeting. Often the topic to be explored may be approached through the construct of the instructor's area of expertise, but the purpose is to expand the knowledge of the instructor as well as that of the students involved. Participation in four seminars earns the student the designation "Honors Scholar" upon graduation.

Many courses require performances and presentations that demonstrate student abilities to use critical analysis, logical thinking, and communication skills. Other means include norm-referenced general examinations such as the GRE, LSAT, and NTE; senior project papers; publication of creative and scholarly works; and portfolios -- in addition to the standard evaluation methods of individual courses. Senior capstone experiences are being instituted by some program faculty to verify, and showcase the knowledge and skills of their students.

Recently instituted assessment practices in the majors will soon begin to yield data as the first cohort to enter under the assessment requirement begin to matriculate, but no formal campus-wide assessments of individual skills or general knowledge have been conducted. Informal assessments are commonplace on a small campus such as UMFK, however, as students receive much more individualized instruction and evaluation than is possible at a large university. Because the campus student to faculty ratio is approximately 13 : 1, students become used to regular conversations, in and out of classrooms, with professors who challenge them to develop their critical, logical, and thinking skills.

To secure the benefits of formality only a small step remains. As detailed in the UMFK *1993.1997 Strategic Program Plan*, the UMFK faculty developed a formal assessment program, approved on November 16, 1989, that included "(a) longitudinal tracking and assessment of student progress, (b) assessing general education outcomes, (c) improving teaching evaluation procedures for faculty, (d) assessing outcomes for each major; and (e) assessing outcomes pertaining to graduates." Most of these components have been implemented, except for assessing general education outcomes. In 1988 the faculty developed a "General Education Philosophy" and a "student objectives of baccalaureate education" statement that are reflected in the current general education requirements. All that remains is to develop an assessment procedure to determine how well the requirements are producing the desired outcomes.

Scholarship and Research

Scholarship is important at the University of Maine at Fort Kent. The "scholarship of teaching" as defined in Ernest Boyer's *Scholarship Reconsidered* most closely approaches the UMFK mission, and so receives special emphasis. Faculty members are encouraged and supported to be "well

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informed and steeped in the knowledge of their field" (Boyer 23) for not only "transmitting knowledge, but *transforming* and *extending* it as well" (24). At UMFK this requires additional effort because the small size of the faculty deprives most of regular interaction with others in their disciplines. Libran7 resources, while adequate for most instructional program support, cannot provide the continuous contact with disciplines that a wide variety of scholarly journals and in depth collections could provide on a larger campus. (See also Standard Seven.) Much of the faculty development funding, including the Innovative Teaching Fund, is therefore devoted to providing faculty members with support for travel and materials to enhance their teaching and students' learning.

Similarly, UMFK's endowed *Libra Professorship*, supported by Elizabeth Noyce's generous systemwide gift, has been dedicated to improvement in teaching and learning. Although the thrust of the *Libra* may change at some point in the future, UMFK faculty' determined that Noyce funds would initially be used to provide support for faculty members who seek to improve teaching and learning in their courses. The *Libra Professorship* can and often does involve traditional research in its focus on improvement of teaching.

A recent survey, results of which are available in the Document Room, established that about three-fourths of full-time faculty respondents (17 of 31 possible) felt that they had sufficient time to provide instruction (13 yes- 4 no) and to evaluate students (12-5), but less than half (7-10) felt that they were afforded adequate time for professional development. Respondents indicated an average of six new course preparations apiece in the past five years, each preparation demanding research for the selection, preparation, and continuous updating of materials.

New courses, particularly interdisciplinary, Honors seminars and courses requiring imaginative use of technology, demand what Boyer referred to as the "scholarship of integration" (18). The "scholarship of discover," (17), the more traditional scholarly activity, such as determining the validity of using lichens as an indicator of old growth forests or examining the signification of Gettysburg, also has a place at UMFK. The survey responses cited above indicated that respondents on average have attended two professional conferences in the past five years and have authored or co-authored an average two books, articles, and/or paper presentations. Creative activities, including original artwork, musical compositions, and literature, are also among faculty scholarly activities.

Boyer's "scholarship of application" (21), also occupies much faculty, time and energy at UMFK. Such activities include leadership for the St. John Valley Science Project, the Math Enhancement Project, application of environmental principles to local problems, and the Shakespeare Festival; and contributions to organizations such as the Future Education Planning Compact for M.S.A.D. #27, the Northern Maine Educational Partnership, Literacy Volunteers of America, local historical societies, and the Northern Aroostook Association for the Handicapped. Creative activities such as public readings and performances, a regular feature of faculty lives, also contribute to the scholarship of application.

The emphasis on teaching and learning at UMFK has been the impetus for undergraduate research projects that encourage students to research problems independently and for faculty incorporation of students into their research activities. Scholarly activities involving undergraduate students are common in some UMFK disciplines (life sciences) and are beginning to develop momentum in others.

Research conducted under UMFK auspices must conform with UMFK's Human Subjects Protection guidelines (developed by a faculty committee), pertinent UMS policies and procedures, and the standards of other professional oversight organizations. Within these large boundaries, faculty and students are free to pursue knowledge as course goals and personal expertise and interest dictate.

Instruction

A full array of instructional techniques further the educational mission of UMFK. Interest in alternative teaching methodologies has been expressed in a series of "teaching lunches" that have occasioned discussion about topics such as Classroom Assessment Techniques, small group facilitation, international models of higher education, and the university of the future. The nursing and biology programs have adopted outcomes based models; the Honors Program follows an interdisciplinary model; education instructors use e-mail to facilitate communication with their students; the modern language program uses computer-assisted instruction and video resources; several courses have been prepared for delivery over the Educational Network of Maine (ENM), including an introduction to computers that was the first ENM course with full multimedia capacity; videotaped lectures by prominent teachers are available in philosophy; and active learning principles are being implemented throughout the curriculum by teachers committed to improving their delivery of instruction -- not to mention more traditional discussion and lecture based models. (See also Standard Eight.)

Support for innovative teaching comes from a communal focus on teaching shown by the "teaching lunches" described above, and from four funding sources: the Innovative Teaching Fund, the Faculty Development Fund, the Instructional Computing Development Fund, and the Strategic Planning Special Initiatives Fund. These well publicized resources have been actively pursued by faculty, who have been aided throughout the process by appropriate staff members. Workshops on classroom assessment techniques (by Thomas Angelo) and on outcomes-based education (by a visiting team from Alverno College) also have been provided to the faculty. (See also Standard Five.)

Students are exposed to many methods of instruction and instructors through the general education requirements, but once they have begun study in a major the choices are narrowed. Majors have on average three instructors, so a student is likely to have several courses with a single instructor. In addition, instructors within majors tend to share methodological preferences

or to work together to develop program guidelines. On the other hand, students choose majors at least in part because they are familiar with the instructors and modes of instruction. Encouraging students to experience different methods and instructors is an advisor's priority.

A benefit of a small faculty is that students can choose a faculty mentor in whom they place great confidence. The mentor will not only know the student but the other instructors in the student's course of study as well. The faculty mentor can provide much better guidance on this campus than might be possible on larger campuses. Sometimes students choose mentors from among Freshman Advisors -- those individuals they first meet on the campus, but more often mentors come from the student's area of interest or major. In addition to guiding student course choices, faculty mentors are able to encourage scholarly and creative achievements. Often students are able to attend regional and national forums to deliver presentations and papers or are guided step by step through the process of publishing creative and scholarly works.

Faculty teaching effectiveness is measured through students' course-instructor evaluations, administered at the end of each semester. In April of 1995 the faculty voted to institute a "university core" of items from the Purdue Cafeteria System (PCS) to ask students about instruction in each course. The Purdue System has the capacity to develop and report university norms, and these can be compared to norms at other institutions using the PCS. This system also provides more categories of data than previous systems used at UMFK, as well as the capacity to provide individualized forms for an instructor to identify which of 200 questions might be appropriate for diagnosing the dynamics of each course or section. Purdue evaluations also greatly improve the reliability of reports. Previous student course/instructor evaluation forms were different for each division and generally inadequate in validity and reliability. The forms were also not always developed using accepted practices of survey construction and were sometimes designed to provide the student with no rating choice lower than average on a particular question. The data gathered by the Purdue System will permit more responsible evaluation of instruction and should encourage more creative and responsive teaching. (See also Standard Two.)

Admissions and Retention

The University of Maine at Fort Kent follows an admissions policy that provides access to campus academic programs for anyone who can demonstrate the ability to do college-level work. Upon receiving a completed University of Maine System (UMS) application form, the admissions officer considers a potential student's academic preparation, maturity, personal motivation and goals, and (when available) Scholastic Aptitude Test scores or American College Testing program results. All enrolling students must take the College Board Accuplacer Placement Examinations in English, reading, and mathematics. The Accuplacer score determines the level of course at which the student begins study in mathematics and English and provides indications of students' academic support needs. Advanced and developmental placements are possible in

addition to standard course sequences. International students must also satisfy, the additional criterion of a minimum score of 500 on the Test of English as a Foreign Language (TOEFL). (See "Admissions Policy" in the *UMFK Catalog*, available in the Document Room.)

Applicants for transfer must submit official transcripts from all postsecondary institutions they have attended. If courses transferred indicate competencies in English, mathematics, and reading, transfer students are not required to take the Accuplacer Examination. UMS Board of Trustees policy mandates transfer of all credits earned on campuses within the UMS be accepted by all other campuses in the System. UMFK program faculty, however, determine course equivalencies. UMFK also has program articulation agreements with the University of Maine at Augusta, the University of Maine at Presque Isle, the *Centre Universitaire Saint.Louis.Maillet*, in Edmundston, New Brunswick, and most campuses of the technical college system in the state.

UMFK applicants whose records indicate potential academic difficulties are admitted on a limited course load schedule at the discretion of the Director of Admissions. These students as well as their advisors are notified that they are limited to 12 credit hours per semester for their first year. In many cases much of the student's load will be in developmental studies courses designed to develop college-level skills. Students who are identified as "at risk" are recommended for the University Success Seminar (Hum 100). While developmental studies courses carry credit, whether or not the credit will apply to a degree program depends upon the student's program of study.

An official academic course syllabus generally specifies the objectives of the course, grading procedures to be used, and what will be expected of students during the semester. Directed and Independent Stud's' forms require similar objectives, evaluation procedures, and activities required of the student. Credit for prior and experiential learning is awarded upon the presentation of evidence that learning objectives have been met that are similar to those of existing courses or can be related to creditable activities in a discipline or field. Credit for military experience is awarded following published guidelines. These expanded opportunities for earning credit, as well as CLEP, DANTE, and challenge exam policies are detailed in the *UMFK Catalog*.

A student who has not met minimum cumulative point average (gpa) standards at the end of a semester is placed on academic probation for the following semester. If the student still has not met the minimum at the end of the probation period, the student's academic status is reviewed by the chief academic officer, who may grant another semester to continue demonstrated progress or may academically suspend the student from the university for a year -- at which time the student must reapply for admission to UMFK. Suspensions at one UMS campus are honored at all other campuses in the system.

Academic support services, under the auspices of Academic and Counseling Services (ACS), begin at orientation and continue through the advising process and ACS tutorials, workshops, and programs. All entering first-year students are assigned an Academic and Counseling

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Services "ACE," a student who has demonstrated the skills necessary for success at UMFK, to help them make the transition to university life. At least one ACE is a nontraditional student who works with older and returning students. The Aces also attend the University Success Seminar to serve as mentors for "at risk" students. Mid-semester grade reports are issued to students having difficulty, in courses (earning a grade of D or F) and to those students' advisors. Advisors meet with these students to recommend appropriate academic support services and to provide encouragement for their advisees.

UMFK policies on admission to, continuation in, and termination from the university, are published in the *UMFK Catalog*.

Appraisal

UMFK programs are directly related to the institutional mission. Programs and instruction are based on sound pedagogical theory and practice, and only well-qualified faculty are involved in instructional delivery. What is lacking is consistency among programs and courses in methods of providing students with advance knowledge of expected learning outcomes as well as methods of evaluating student learning. Some professors list course learning goals on syllabi, others do not. Professional programs are more likely to have articulated desired learning outcomes than are majors in the liberal arts and sciences. While many faculty members are interested in developing consistent processes, faculty acceptance of change from old "tried and true" ways of teaching and grading is slow. Some students also react to change from the lecture and discussion method as "not getting their money's worth" (because the faculty member isn't "teaching").

Another concern is the general education requirements. These have been considered within the past five years and an excellent plan developed. Unfortunately, the work on general education is never complete. Unless continuing discussions take place about the purpose, content, and evaluation of the general education requirements, they deteriorate into lists of courses rather than lists of learning outcomes desired from general education. A formal assessment mechanism needs to be implemented to determine how well the learning outcomes are being met.

In addition to considering substantive changes in the general education requirements, the faculty should review the philosophy statement for possible revision and inclusion in the *UMFK Catalog*. A process and schedule for periodic review of the general education requirements, similar to those of program reviews for programs and majors, would help evaluate the effectiveness of the requirements in our continuously changing world.

To complement the work on general education assessment, UMFK needs to strengthen its data collection procedures. A statistical summary of the results of UMFK students on the NTE has been reviewed by the Teacher Education Council, and the results of the National Council

Licensure Examination for Registered Nurses (NCLEX - RN) are analyzed by the Nursing Division Faculty. Similar care needs to be taken to acquire student performance results on other nationally standardized instruments such as the GRE and the LSAT. As a final step, all of the results from these standardized examinations need to be collected and analyzed for their statement about the institution's comparative strengths and weaknesses. The results should inform planning efforts.

The program review for the Bachelor of University Studies degree, now scheduled for the 1999 academic year, will be the culmination of a thorough examination of the program. An index of program uses and frequencies should be developed, and an analysis of transcripts conducted to determine if students have attempted to avoid documented areas of weakness. Students who choose this program should be required to file a plan of study to be reviewed by the Academic Council for coherence and educational design.

Projection

Because of the work already accomplished in the development of new teaching and evaluation methods among faculty, the development of consistent processes of reporting outcomes is not too far in the future. Ownership of programs and instruction is clearly felt by the faculty, and momentum has developed that will bring about change. With a good base, developed between 1988-90, from which to work, the faculty will revisit the general education requirements as a whole and return to their original intent.

UMFK will work to orient newly hired faculty-y members and first-year students to its institutional processes. The small size of the faculty will continue to support the strengths of a small campus, and faculty will be supported in working on ways to decrease the impact of their isolation.

During the 1997 academic year, the Academic Council will be charged with 1) studying the possibilities for developing interdisciplinary; courses and 2) developing a plan of study form and criteria for evaluating Bachelor of University Studies plans of study. Also during the 1997 academic year, a data review and reporting process will be developed for the first majors assessments.

32. Programs and Instruction

Standard Five

Faculty

UMFK is fortunate to have been able to attract highly qualified and capable full-time faculty, who generally teach twelve credit hours per semester, serve on several committees, and still participate in scholarly, creative, and professional activities. Culturally diverse, UMFK currently boasts faculty members from Canada, Iran, Germany, South Africa, India, Lebanon, and Sierra Leone. Approximately two-thirds of the faculty hold terminal degrees in their fields, including a number who have completed their terminal degrees while working at UMFK. Still others are currently pursuing terminal degrees. (*Curriculum Vitae* are available in the Document Room.)

The faculty contributes in many ways to the mission and purposes of the university, but primarily through good teaching and service. Faculty members teach within their areas of expertise and at the level commensurate with their academic preparation and experience. A student/teacher ratio of 13 : 1, faculty involvement in advising, and the small size of the campus provide opportunities for faculty members to become familiar with the learning needs, personalities, and life experiences of the students. This permits teachers to have greater influence on student learning. An instructor may see a student in several classes or serve with that student on a university committee, so classroom experiences may be reinforced in several situations.

Faculty personnel policies are governed by the University of Maine System (UMS) Board of Trustees and the *Agreement of the University of Maine System with Associated Faculties of the University of Maine System* (AFUM) (available in the Document Room). The AFUM contract is renegotiated periodically, but the main body of the agreement has not changed in any substantial way in the past few years. Limitations on state funding have adversely affected faculty salaries in Maine as well as other states, and the most recent negotiations, although finally settled after a long period of faculty working without a contract, were somewhat contentious.

UMFK relies primarily on its full-time faculty for instruction. There are more than twice as many full-time faculty members as part-time, and individual full-time faculty members teach more than three times the number of credit hours per semester as individual part-time faculty members. Depending on enrollment, a few programs rely more heavily on part-time faculty during a given semester than others. A few programs are so popular from time to time that they may be said to rely unduly on part-time faculty. The business program is the only one with a chronic need for part-time faculty, but certain specialized areas in teacher education also require part-time support. Part-time faculty may or may not have a level of academic preparation equivalent to

that of the full-time faculty; however, many are employed in the area of the discipline they teach and bring a perspective to the classroom that may not be readily available among full-time academics. The need for an additional full-time faculty member in some areas, such as business, is recognized; but state funding has continued to decrease over the past five years. As funding increases, program needs will be analyzed so that positions may be added in "priori" order.

Divisions approve the qualifications and syllabi of adjunct faculty, and Division Chairs orient and mentor them. Generally, a Master's or higher degree is the necessary qualification for part-time faculty, but the pool of available human resources is limited by the demographics of rural, northern Maine. On occasion individuals with a bachelor's degree have work experience that make them more than adequate. Part-time faculty do make significant expertise available, thereby making curricular diversity and improvement possible. Part-time faculty also help the campus maintain a favorable student/teacher ratio, so the cultivation of talented part-timers is a priority.

The distinction between "part-time" and "adjunct" faculty is not clear at UMFK. No recognized, written, conventional definition of "adjunct faculty" has been developed, and "part-time" and "adjunct" tend to be used interchangeably. The lack of definition permits ambiguity and blurs distinctions between those with long and distinguished service and those who have taught for a limited time.

Part-time faculty are governed under the UMS Board of Trustees policies and the terms of the *Agreement Between University, of Maine and University of Maine Part-Time Faculty Association MFT/AFT-AFL-CIO* (available in the Document Room), which set at nine credit hours the maximum number per semester that part-time faculty may teach and prescribe the amount and the method of payment for teaching.

Academic support staff in the office of Academic & Counseling Services are hired through a federal Student Support Services grant. Staff are governed by federal regulations, UMS Board of Trustees policies, and the *UMS Agreement with University, of Maine System Professional Staff Association* (professional unit) or the *UMS Agreement with the Associated C.O.L.T. Staff of the University of Maine System* (clerical, office, and technical unit), depending upon their job classification; but the contractual security, of these individuals depends on the renewal of the grant's funding every four years (Both of these agreements are available in the Document Room.) Evaluation, advancement, and termination are conducted in accord with the two contracts. Staff development is supported by the grant.

Full-time faculty members are actively involved in all aspects of student advising, academic planning, and policy making. An average advising load is ten to fifteen students in the major to which a faculty member is assigned, but the load varies with the student population in the majors, the number of full-time faculty members, and whether or not the faculty member is a special first-year student advisor. The load of the advisor for post-baccalaureate students who attend

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UMFK for teaching certification or a second degree in education might be considered disproportionately high, except that the majority of those students have specific requirements and need little more from an advisor than a list of requirements and occasional help with the bureaucracy. Faculty members who are designated advisors to first-year students have on the average 16 new students each year, who then select advisors in their majors at the beginning of the sophomore year. Although most students at UMFK have faculty advisors, some administrative and other qualified staff members also carry an advising load.

Academic planning occurs primarily among groups of faculty members assigned to a particular major, in academic divisions, in program councils, and in the Academic Council when the planning involves general education. Program councils and major faculties may recommend changes in curriculum or program direction, but all new course offerings and changes in the requirements for majors, minors, and programs must be approved by the divisions, the Academic Council, and the chief academic officer. A proposed course or significant change in an existing course or program that affects general education courses or requirements may be the impetus for planning by a special subcommittee of faculty who will look at general education specifically, but all general education changes must be reviewed by the Academic Council. That group recommends a general education proposal's acceptance or nonacceptance to the faculty as a whole. A course or program change goes into effect after final approval by the chief academic officer as the president's designee.

Academic policies, such as CLEP eligibility, or course repeats, may originate with the divisions, standing committees of the faculty, or the faculty as a whole. All policies are reviewed by the appropriate bodies and voted on by the faculty as a committee of the whole functioning as a faculty senate. Further input into institutional governance is achieved through continued faculty participation on campus-wide committees such as the Academic Computing Committee, the Library, Committee, the French Heritage Council, and the Strategic Planning Steering Committee

Relatively heavy teaching loads and the University service distributed among a small group of faculty members can make time for personal and professional development difficult to schedule. The 17 of 31 full-time faculty members who responded to a survey conducted early in this self-study indicated that they perceive their assignments and workloads to be consistent with UMFK's emphasis on teaching and service rather than on published research. Although the respondents may not represent a consensus of the faculty, their responses do provide valid insight into faculty attitudes. Approximately three quarters of the respondents felt that they were afforded adequate time for course preparation and student evaluation. On the other hand, less than half felt they had adequate time for professional development. It was heartening to discover, then, that professional development in the form of original research, necessary attendance at discipline meetings, presentations, scholarly publications, and creative activities occurs with regularity.

UMFK not only encourages professional growth, but supports it as well. Usually two sabbaticals are granted each year, and educational leave has been granted in several instances. An Instructional Technology Fund makes new software and hardware available. The Faculty Development Fund was increased three-fold in FY95, and an Innovative Teaching Fund was initiated during the same period. The disbursement of both of these funds is determined by faculty, with the approval of the chief academic officer and president. Faculty members generally feel the funds have been handled fairly and equitably, with announcements of application deadlines and extended opportunities published regularly. Although the application process appears satisfactory, there have been suggestions that announcements in division and faculty meetings as well as continuous postings in campus mail and on e-mail would better keep opportunities and deadlines in the faculty's eye. A Strategic Planning Special Initiatives Fund also has been instituted to support faculty and staff initiatives in keeping with *UMFK 1993-1997 Strategic Program Plan* objectives and goals. Finally, the administration has agreed to support extraordinary scholarly endeavors such as textbook publication by granting a reduced teaching load. In view of these increased opportunities for support, the only limitation to faculty members attempting to engage in professional growth appears to be the limited time available after teaching and university service responsibilities are met. The condition is chronic and unlikely to change in the near future with continued state funding limitations.

All members of the faculty participate in some type of University service, but faculty service loads are sometimes unequally distributed. Those who are reliable and can be expected to produce are overly relied upon for campus service. Most faculty and administrators would like to see ways to reward those who carry the heaviest loads and to encourage members with few advisees and committee assignments to be more actively involved. An institutionalized recognition and award system might be a start, but this is a discussion that faculty members must first have among themselves, because efforts along this line would have to be in accord with the *AFUM Agreement*, which specifies procedures for conducting studies of workloads to insure periodic reappraisal and adjustment of workloads when institutional conditions change. The *Agreement* also indicates the basis for determining workloads, prohibits unreasonable increases or decreases in workloads, and generally provides for the welfare and working conditions of faculty members.

Hiring qualified faculty is critical. The primal way to assure quality instruction and university service continues to be to hire well-prepared and dedicated people. UMFK's policies and practices are clear. Responsibility for the selection process is shared among the faculty as a whole, the academic division that has a position opening, the EEO Coordinator, the chief academic officer, and the President.

A detailed account of faculty hiring procedures appears under "Faculty, Search Committee" in the *UMFK Faculty Handbook* (available in the Document Room). Somewhat simplified, the process begins when the President grants a request to fill a vacant position or create a new one. The division or program that needs the position develops the parameters of a position description and recommends possible members for the Search Committee. The Search Committee, chaired

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by a faculty member elected by the faculty' as a whole, develops a position announcement, subject to the approval of the chief academic officer and the President. The chief academic officer uses the position announcement to develop an advertisement and submits this for approval by the EEO Officer, who then sends the advertisement to appropriate publications and colleges and universities. The search committee develops screening forms as well as phone and/or on-campus interview questions, which must also be approved by the EEO Officer. Once the screening of candidates is completed by search committee members, selected candidates are brought to campus for interviews. Finally, recommendations are made to the chief academic officer, who in turn makes recommendations to the President and works with him or her to identify' an appropriate salary to offer the successful candidate. Negotiations are generally handled by the chief academic officer with the initial contract letter and terms of appointment prepared by the President. Throughout the process EEO/AA regulations are scrupulously followed and compliance documented.

New faculty receive art orientation to benefits and other conditions of employment from the personnel technician who also provides a copy of the *Agreement: University, of Maine with Associate Faculties of the University of Maine*, in which working conditions, among them academic freedom, sabbaticals, retrenchment, and grievance procedures are found. The chief academic officer provides additional campus information and a *Faculty Handbook*, in which information pertinent to success at UMFK, such as promotion criteria, committee charters, and UMFK/UMS policies, appears.

New faculty and other new employees must have training on the UMS sexual harassment policies within the first year of their employment. (Other information concerning such policies as those related to alcohol and drugs are provided in pamphlet form and mailed to all employees annually.) The appropriate division chair provides orientation specific to the division and makes certain the new faculty member has everything needed. Depending upon the division chair, mentoring of new faculty members may be assigned to a long term faculty member or the chair may undertake this task.

Faculty salaries and benefits are determined by the results of negotiations between UMS Human Resources personnel and the Collective Bargaining Council of the Associated Faculties of the University of Maine System (AFUM). Other terms of employment may also be negotiated. Some methods of faculty evaluation are specified by the AFUM contract, but UMFK is responsible for developing and implementing criteria. Two divisions revised their promotion and tenure criteria over the past two years, and the other division revised its criteria in 1992. Implementation of the criteria is the responsibility' of the faculty' through election of the Peer Review Committee. Recommendations for the reappointment of nontenured faculty as well as for the promotion and tenure of eligible faculty go from the Peer Review Committee to the chief academic officer, who may or may not recommend the same action as that recommended by the Peer Review Committee to the President, who makes the final decision on reappointment of nontenured faculty and promotion. The President evaluates recommendations for granting

tenure, and makes his own recommendation to the UMS Board of Trustees who alone can grant tenure to eligible faculty'. Sabbatical requests receive similar treatment with the final decision made by the President.

Promotion and tenure reviews, reviews of nontenured faculty, and periodic post-tenure reviews of faculty are conducted by the faculty Peer Review Committee. In order to provide for better representation of faculty, in 1994 the size of the committee was increased from three to five members, with the two larger academic divisions each electing one of the new members. Currently, the committee is comprised of the Faculty Chair, who also chairs this committee, two members elected by Arts & Humanities, two by Natural & Behavioral Sciences; and one by Nursing. Two alternates are elected by the faculty as a whole. Procedures were revised to include an interview with each faculty member under review. Now, after candidates for review have been notified of their status, they are asked to present themselves and their work to the committee, members of which will have reviewed individual evaluation files. After deliberation, the committee sends the results of its evaluation in a letter to the faculty member under review, who may respond in writing about any matters of dispute. The committee then sends its letter of evaluation and any written response from the reviewed faculty member to the chief academic officer, who may concur or disagree with the evaluation and any recommendation made. The chief academic officer then conveys what the committee has forwarded with any additional comments or recommendations to the President for inclusion in the faculty member's permanent personnel file.

This new procedure was instituted after lengthy discussions of the peer review process. In 1993 the UMFK faculty did not adopt procedure changes suggested by a Peer Review Review Committee. On the other hand, recommendations for a more representative committee and an interview with each faculty member being reviewed have been implemented by the current committee. Changes in such procedures might be less difficult if a mechanism by which the timely review of faculty policies, procedures, charters, and documents (such as the *Faculty Handbook*) were available.

Although designed to assess teaching effectiveness, university service, and scholarship, the peer review process and its sources of evaluation might also be an effective tool for determining whether faculty behavior is responsible and ethical. The *University of Maine System Policy and Procedures Manual* provides guidelines for responsible university citizenship, but a discussion among UMFK faculty of ethical and responsible faculty behavior that might result in recognized guidelines for the campus would be a valuable exercise.

Included in educational materials about social policies are summaries of procedures for raising concerns or filing complaints about targeted behaviors. Illegal behaviors are clearly defined and methods for reporting these widely advertised. Students who observe objectionable behaviors in class, whether illegal or not, and do not wish to use the procedures documented in available publications may use the course-instructor evaluation form. Through complaint procedures,

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student evaluations, peer review, and the annual evaluation of faculty members by the Division Chair, methods are available to hold faculty accountable for their conduct. The most effective method, however, and one used by the majority of faculty is a well-developed sense of ethical and responsible behavior within oneself as part of the important business of academia.

Appraisal

The UMFK faculty is small but highly qualified and adequate to provide instruction for the limited number of programs offered at UMFK as well as advising, governance, planning, and course and curricular development until additional funding is available. UMFK recognizes that teaching and University service falls to some faculty disproportionately. Fortunately, these faculty members are highly effective in their work despite heavy teaching and University service loads. Although time available for professional development is limited, professional development is supported, and faculty with heavy teaching loads are occasionally granted a reduced load specifically for a professional development project. More funds to support reduced loads would be welcomed by the faculty; however, reduced loads in certain areas might pose coverage difficulties due to understaffing.

Part-time faculty are relied upon, but are generally qualified and have only limited assignments for classroom teaching, because full-time faculty members provide most educational delivery. Part-time faculty are governed by a contract that makes their rights and responsibilities clear.

Processes for recruiting, appointing, and orienting new faculty to the criteria and procedures for reappointment, evaluation, and promotion and tenure are published and readily available to faculty as well as other interested parties on and off campus. Processes that need improvement include the Faculty Peer Review Committee's over-reliance on student evaluations and word of mouth to evaluate the classroom performance of faculty members. Small campuses lack intra-disciplinary peers to evaluate the disciplinary content of lessons in many instances. Regularly scheduled reviews and updates of publications describing procedures and processes would provide better bases for the initiation of change than does the current practice of waiting until a problem surfaces

Academic freedom is important at UMFK and is insured by the AFUM contract, University of Maine System Board of Trustees policies, and campus administrative practices. The academic freedom of an individual faculty member is not affected by rank, term of appointment, or full- or part-time status. It is a recognized necessity for postsecondary education.

Faculty. 39

Projection

With the exception of changes in some faculty' procedures, UMFK will maintain its current practices that lead to hiring and nurturing qualified faculty" members who contribute to the mission and goals of the institution. Additional faculty members may be added when new funding becomes available based on priorities developed by the campus in its academic component of Strategic Planning.

Increased participation in Faculty Development and Innovative Teaching projects will continue to be solicited, as development will become a more integral part of a continuously evolving evaluation process. Supplemental means for informing Peer Review processes will be identified and implemented.

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Standard Six

Student Services

Student Services at the University of Maine at Fort Kent support the institution's dedication to students' intellectual and personal development. Aided by the small size of the campus and a small but dedicated faculty and staff, students are able to take part in as many of the available co-curricular activities as might interest them, including a variety of leadership options. The philosophy that guides student services is that each student is important, that each arrives on campus with different personal and intellectual needs that must be accommodated, and that all students can succeed.

A prospective student's first contact is with Admissions staff members who not only provide students with their first impression of the campus, but who also attempt to identify the special interests and needs of the student. During orientation programs, students receive basic instruction in library and computer use along with information about the individual offices and services of the campus. Many faculty and staff members have indicated that a longer orientation program could provide students with greater ability to solve the problems involved in completing their two- or four-year programs. Plans to extend the orientation are currently under development.

A special team of freshmen and transfer advisers works with students for their first year on campus. The expectation is that students will meet several times each semester with their advisers, who will monitor their progress. At the end of the first year, students choose advisers from the areas in which they are majoring. (See also Standard Four.)

A manual for advisers is available to all faculty, but only members of the freshmen advising team are required to use it.

Career counseling and placement activities are supported by a Director of Student Activities and Placement and by the Office of Academic & Counseling Services. They provide several workshops and one-on-one sessions on resume writing, job seeking skills, and interviewing techniques each semester. Placement files are currently maintained in the Placement Office at no charge for students who request them. The Director of Student Activities and Placement also plans and develops an annual career fair for high school and college students and organizes transportation to several centers in the state where employers are invited to interview graduating students.

The Career Counseling Center in the office of Academic & Counseling Services provides information on careers -- most notably through the computerized SIGI-Plus program, on graduate programs (now also included in SIGI), and on college transfer procedures. Tips on taking exams for entry into graduate schools as well as a step-by-step guide for applying to graduate schools are also available.

The Student Financial Aid Office program administers nearly two million dollars in loans, grants, and work-study authorizations each year to approximately 80 percent of the students enrolled at UMFK. The Office is subject to annual audit -- internal and external -- and periodic unscheduled internal audits.

Most awards are based on financial need, using primarily federal and state funds. Financial aid is awarded on the basis of Free Application for Federal Student Aid (FAFSA) information. Criteria for privately funded scholarships are published in several places, including the *UMFK Catalog*, financial aid brochures, closed circuit television, and the *UMFK Student Handbook*. UMFK students who are eligible for a number of University of Maine System (UMS) scholarships apply for these through the campus Financial Aid Office. Several locally funded scholarships and tuition waivers also support student enrollment.

Federal college work-study funds are supplemented by UMFK supported work-study funds for students who might not be eligible under federal guidelines but demonstrate genuine need. Guides for student work-study employees and supervisors are published and distributed every year.

The campus student organization is the United Students of UMFK. The elected leadership group is called the Student Senate. This organization controls and administers 75 percent of the Student Activity fees paid by individual students. (The other 25 percent is allocated to the Student Activities Office to facilitate appropriate advanced planning for student activities.) Student Senators are elected from the student body and are generally a mix of both traditional and nontraditional students. Officers are annually elected in the spring from the sitting Senators by the members of the Senate. The Dean of Student & Enrollment Services acts as the advisor for the Student Senate. He interferes as little as possible with the business Senators carry out, but supervises purchase requisitions and purchase orders to assure that appropriate fiscal management regulations are followed.

Both intramural and intercollegiate athletics are a part of the recreation program available at UMFK. UMFK is affiliated with the National Small College Athletic Association, and women's and men's basketball and soccer teams are funded. Athletes are considered to be students first and athletes second, and no athletic scholarships are provided. While the funding of men's and women's athletics is equal, participation has declined over the past two years. Even though students who would likely not be chosen for varsity play on larger campuses can generally make

the team at UMFK, the campus has not been able to field two men's and two women's teams over the past two years. Nonetheless, intramural team sports and individual sports continue to be popular; and UMFK's athletic facilities are continuously in use.

Co-curricular activities are developed for both traditional and nontraditional men and women. Accessibility⁷ to all activities is a goal not yet achieved for students with physical disabilities, but efforts continue to upgrade facilities as funds become available. UMFK encourages diversity through the active recruitment of international students and U.S. students of color, but success has been limited. The isolation of the campus and harsh winters probably combine to deter some students, including some of those who could contribute to campus diversity, from considering the institution. The small numbers of students who contribute to a diverse student body remain loyal and do tend to stay to complete their four-year degrees at the campus.

A full program of student support is available through Academic and Counseling Services. Staff of the grant-supported facility work with all students with special needs, and provide facilities for testing, counseling, and intensive academic support. Evening, part-time, commuter, and off-campus populations have the same services available to them as all other students -- either on site, through outreach and distance education services, or on campus.

Student Services staff are hired when possible with education and experience appropriate to their responsibilities, especially in counseling and personal services. Many staff members are from the St. John Valley, graduated from UMFK, and received a good deal of their Student Services training on the job. These individuals are generally also supported in attendance at local, state, regional, and national workshops and conferences. Employing local individuals provides UMFK with a fairly large contingent of bilingual staff members who are able to work well with Valley residents.

UMFK as part of the UMS uses the Student Conduct Code developed and updated periodically by students and staff from all System campuses. The Student Conduct Code (available in the Document Room) delineates student rights and responsibilities and sets forth methods for campuses to handle student grievances and discipline. Students receive a copy of the Student Conduct Code during orientation and may receive additional copies from the Student Services Office. Each campus president appoints a Judicial Officer and student, faculty, and staff members to a Campus Judicial Board. UMFK has rarely had reason to convene the Campus Judicial Board, but members periodically receive training just in case. Occasional pilfering or misappropriating of property occurs, but the offenders are generally difficult to identify. In following the Student Right To Know Act, UMFK maintains and publishes information on campus crime. The Fort Kent community, as a whole experiences very little crime, and UMFK has had no violent crime to report in any of the federally required categories.

The Family Education Rights and Privacy Act governs the contents, retention, safety, and security' of students' permanent records. By signing a form available during each registration period or upon request, students may ensure that no personally identifiable information, including director3" information, about them will be released.

UMFK regularly surveys students at first orientation and at graduation to determine whether co-curricular activities are meeting their needs. Other information gathering takes place on a less regular basis in various forums -- including surveys conducted by individual offices and at selected activities, Student Senate surveys, residence life surveys, and monthly meetings of administrators with students. Information obtained through these venues is disseminated to appropriate offices and used in planning and improving services to students. (See also Standard **Four**.)

Appraisal

Through annual evaluations of program heads, Student services programs receive at least cursory review. Because the campus is so small and students are in close contact with faculty and staff, response to perceived needs can be fairly rapid. Recently a plan to close one dorm was shelved soon after it was announced because a group of students argued that having a choice to live in a designated "quiet" dorm was educationally sound. This type of quick response to valid student concerns is small college life at its best. Nonetheless, a more regularized program review, such as that practiced for academic programs, would provide a more in depth picture of each of the services offered. Work is still in progress at the UMS level to develop a methodology for such reviews, but it should not be necessary to wait for action at that level to establish a campus-level administrative program review system for nonacademic programs.

UMFK has also established a well functioning system for freshmen orientation and advising, but orientation could be extended into the semester as a means of increasing retention. Certainly, UMFK has demonstrated its commitment to retaining its students through its orientation and advising procedures, faculty, and staff brainstorming sessions, and Freshman Year and Retention workshops.

Academic and *Counseling Services (ACS)* has *continuously* upgraded its academic support services to serve a majority of UMFK students. In addition, UMFK is in the process of working out an agreement with the local Adult Basic Education program that formalizes an understanding that has provided support services for those students not eligible for ACS support or those who are not ready to make the transition to college. In these ways, UMFK is fulfilling its obligation to support its students for success.

Standard Seven

Library and Information Resources

Information resources at the University of Maine at Fort Kent encompass the Waneta Blake Library, the Acadian *Archives/Archives acadiennes*, the Environmental Studies Library, the Nursing Resource Lab, the Curriculum Center, the Second Language Lab, Academic Computing, Audio Visual Services, and Distance Education, including interactive television, connected to the Educational Network of Maine. The mission of information resources supports that of the University of Maine at Fort Kent in the areas of instruction, research, service, and cultural preservation.

Specifically, the *Mission Statement of Waneta T. Blake Library* establishes the following goals, to which information resources contribute: to support the liberal arts curriculum; to provide materials to augment classroom experience with independent research; to support instruction and applied research; to support the preparation of students for graduate schools and future occupations, especially in the areas of teaching, business, nursing, environmental studies, and human services; to serve the professional and technical needs of regional schools, businesses, and public service agencies; to collect Maine State Documents; and to preserve and foster an appreciation of the Acadian and Franco-American heritage. With the combining of the library and other information resources during this year, contributions to the campus mission of all information resources on campus will be articulated.

Blake Library, as the information center of the campus, has the capacity for its 55,000plus volumes and nearly 350 periodical subscriptions, as well as an extensive collection of microfilm, maps, videocassettes, and audio recordings. A variety of periodical indexes are available. The Library also provides audiovisual facilities, study areas seating approximately eighty students, computer work areas, reserve materials, interlibrary loan services, and reference assistance. These resources are available primarily to students, faculty, and staff, but also to public patrons of the St. John Valley, and through the requestor function and interlibrary loan to UMS students, faculty and staff, and through interlibrary loan to other institutions in Maine.

The Blake Library Annual Report 1994/1995, available in the Document Room (hereafter the *Annual Report*); is a breakdown of holdings on page 18. Also available is the Collections Development Policy that specifies the levels at which subjects (listed by Library of Congress Classification number) will be collected. According to the Association of College and Research Libraries (ACRL) standards, the collection is at 62 percent of recommended holdings. (See

Library and Information

Appendix K of the *Blake Library Annual Report 1993/1994*, p. 121.) Development of collections to 100 percent of recommended holdings is made difficult by budget recisions and even more difficult by the escalation of book prices in the past ten years. (See Table 1, *Choice Study*, April 1994 and "Response to Accrediting Team's 1985 Report," #4, available in the Document Room.) Despite an increase in the percentage of UMFK budgetary support for both the Library and Academic Computing, collections development will continue to suffer from high prices and lack of funds.

An analysis of the collections reveals strengths in language and literatures and in history. Although the education monographs could be supplemented, the number of education periodicals (80) helps to compensate for the less than ideal collection size. Nursing and technology collections are not as strong as their shelf size indicates because books in these areas quickly become dated. Periodical collections have never been sufficient to meet all needs even after doubling the funding of periodical subscriptions.

The Library's collections were analyzed further in 1994-1995 as part of a collection analysis study of the University of Maine System libraries. This study, conducted by Online Computer Library Center (OCLC) consultants, assessed the strengths and weaknesses of Blake collections in terms of the degree to which it supports the academic programs of UMFK, as well as UMS collections as a whole. Preliminary data include title counts and percentages by LC Division, imprint, North American Title Count subject areas; and North American Title Count subject areas, by date. The final report is provided in the document room.

Access to other state collections mitigates the limitations of Blake collections. The primary vehicle, URSUS, the public access catalog, provides information on the holdings of University of Maine System libraries, the Maine State Library, the Bangor Public Library, and the Law and Legislative Reference Services Library. URSUS features Sonoma software that provides Internet access to libraries in all states, including Bowdoin, Bates, and Colby Colleges in Maine, and in some foreign countries. Access to other databases of interest is also possible including the Library of Congress and OCLC's WorldCat. Databases accessible through URSUS include laserdisk images from the National Gallery of Art; Carol's Uncover database of the table of contents of current periodicals; the Expanded Academic Index to periodicals; ERIC, an education resource; FirstSearch indexes, including Medline, ContentsFirst, and ArticleFirst, UMServe, the University of Maine System Public Resource Network; MULS, the Maine Union List of Serials; and the UMS Archive Collections, indexing archival collections housed at the *Acadian Archives/Archives acadiennes* at Fort Kent, the Special Collections Department of Fogler Library at Orono, and the Northeast Archives of Folklore and Oral History, also in Orono.

Materials located by these sources may be acquired through an intra-system book requestor function, which facilitated over 2,000 loans and nearly 3,000 borrowings in FY95, or through interlibrary loan (ILL), which has facilitated the loan of approximately 500 books and articles and twice as many borrowings within the last year. (See page 11 of the *Annual Report*.) Blake

Library's participation in interlibrary loan activities makes access to supporting resources available to educational programs on campus, even as it makes local resources available to regional institutions.

These interlibrary activities are a small part of the Library's business. Forty-two percent of the Library's 30,259 circulation transactions within the last year were checkouts, with approximately 60 percent attributable to students, 30 percent to faculty and staff, 5 percent to guest patrons, and 5 percent to other UMS borrowers. (See page 11 of the *Annual Report* for a breakdown of services and Appendix I for circulation statistics from 1991 through 1995.)

This high level of student activity results largely from faculty and staff emphasis on library use. New student orientation includes workshops on the library and the computer center to acquaint students with the physical layout and services. In addition, a library component is built into sessions of Academic and Counseling Services courses that help remediate underprepared students, and the reference librarian conducts bibliographic instruction workshops for various groups, among which last year were English, Biology, and Nursing. (See Appendix E, Erratum of the Annual/Report.) This "early and often" approach is justified by a study of syllabi conducted in January of 1995. Of the 113 course syllabi for the fall semester of 1994, 35 percent had a stated library component and another 9 percent had one implied, for a total of 44 percent of the courses -- 33 percent of the syllabi required a research paper. (See the memo "Analysis of Faculty Syllabi, Fall 1994," available in the Document Room.) In light of these statistics, the library staff must maintain the current emphasis on access to information and increase the instruction of users in effective methods of research. To help users become more proficient library users, a more active library instruction program should be integrated with the curriculum.

Increased access requires increased staffing and increases the potential for security problems. Recent increases in staffing notwithstanding, by ACRL Standards, Blake Library is at 59% of recommended levels. (See Appendix K of the 1993/1994 Annual Report, p. 122.) Professional staffing, those members of the staff with library degrees, remains at two persons, one of whose expanded duties means that she is available only part-time at the Library. Inadequacies in clerical staffing mean that the professional librarians must handle routine tasks, thereby detracting from their effectiveness. Nonetheless, the Library is open from 8 a.m. to 11 p.m. on weekdays, except Friday, when it closes at 5 p.m.; from 8:30 a.m. to 4:30 p.m. on Saturday; and from 1 p.m. to 9 p.m. on Sunday. Security is provided by a library Checkpoint security system, smoke detectors, and a building alarm system.

Increased access and use also mean that increased study areas and aids need to be available. Blake Library and the Acadian Archives are short on space, partly because the building, expanded last in 1988, was only intended to house the former, but also because funds for the library addition were insufficient to provide sufficient space for growth. Further expansion is not on the horizon but will be necessary to provide increased study areas for both the library and the archives and more space for computers connected to the campus network and to URSUS, for

periodicals, and for increased access to the circulation and reference desks, as well as increased access for persons with disabilities, a space for staff breaks, and reorganization of the staff work areas. A recent acquisition of 34 chairs has met the ACRL standard for libraries of comparable size, so minimally sufficient study areas are available. More than minimal sufficiency requires that more computer resources and more individual working room be made available.

The mission of the Acadian *Archives/Archives acadiennes* is to document, preserve, celebrate, and disseminate information about the culture, way of life, and history of the Upper Saint John Valley -- a major part of the mission of the University of Maine at Fort Kent. The Archives serves as a repository for audio-visual documentation, transcripts, and manuscript materials relevant to regional folklore, folklife, and history. Audio visual and manuscript materials include textual records; maps, plans, drawings, and diagrams; photographs, films, paintings, pictorials, and graphic works; microfilms, sound recordings, videotapes, and machine readable records. The Archives also maintains a small library of relevant reference books and publications (i.e., rare or out-of-print books and publications as well as reference tools which are required daily). The Archives collection includes approximately 100 pieces of ephemera, 408 tape recordings, 13 linear feet of manuscript, 80 rolls of microfilm, 6000 photo images and slides, 47 videotapes, and 1500 reference books and journals. Among the activities of the Archives directly enhancing the education of UMFK students are on-site reference services, lectures and workshops on subjects such as regional history and photo preservation, and coordination of folk art and music presentations.

Two mini-libraries exist on campus: the Bachelor of Science in Environmental Studies Library, and the Curriculum Center. The mission of the former, located in Crocker Hall, is to provide resources to facilitate student learning in relationship to the environment. (See "Mission Statement of BSES Library.") Holdings include over 200 books, 170 volumes of news clippings, 50 volumes of magazines and newsletters, 155 bound monographs, over 400 government documents, 50 Canadian documents, 23 videocassettes, over 1000 slides, 16 field guides, and equipment for environmental study. Among library features are a card catalogue that is currently under revision, a computer, a VCR/Monitor, catalogues for ordering materials, and a typewriter. The utility of the BSES Library is limited by a lack of accessibility because of inconsistent cataloguing and few operating hours, and because many of the holdings are dated. Turning materials over to Blake Library Staff likely would make materials more available and up-to-date.

Providing materials for teachers, the Curriculum Center is accessible from 8:30 a.m. to 4:30 p.m. Monday through Friday. No mission statement exists, and the room is locked most of the time because there is no staffing. The chief academic officer's administrative assistant provides the key upon request. Walk-ins are frequent, and the materials are not as secure as they would be in a managed library setting. In addition, the textbook holdings are dated. There are some math manipulatives, children's books, and "how-to-teach" books of value, but periodicals are now maintained only in Blake Library. Materials in the Curriculum Center would be under better control if they could be housed in the main library.

Limited resources are available in a number of laboratories. The Second Language Reading & Lab Room contains French language videotapes and computer programs; the Nursing Resource Lab holds instructional tapes, computer programs; books, and medical equipment in support of the Nursing Program; the Forestry Lab contains computer programs and equipment in support of that program, including a geographical information system; the Electronic Music lab provides a digital keyboard/synthesizer and computer software supporting composition; and the AudioVisual Room in the library contains two multimedia computers, a laserdisk, a hand held scanner, and computer software for a variety of purposes.

Analogues to Blake Library as the center of information resources are Academic Computing and Audio-Visual Services as major conduits of information exchange. The analysis of syllabi mentioned above also demonstrated that 42 percent of course syllabi had a stated or implied computer use component. Classroom instruction has long been and continues to be greatly facilitated by audio-visual resources, which are in constant demand. (See Appendix A of the *Audio Visual Services Annual Report 1994/I 995*.) Traditional uses by instructors account for most of the A-V traffic, but student use of these resources for creative projects should continue to increase, particularly with the recent addition of a videotape editing station-and a campus television system.

More pervasive than the influence of Audio-Visual Services is that of Academic Computing, which includes two computer classrooms, three additional clusters of microcomputer equipment for student use, and computers in the Nursing Resource Lab. The total number of computers available to students is 64, providing a ratio of one computer for each 9.5 students or 8 FTE students enrolled in the spring semester of 1995. All six clusters are connected to the campus-wide Novell network, providing URSUS, the library automation system, the Computer And Data Processing Services (CAPS) mainframe, and through a proxy server to the Internet's World Wide Web. In addition, the campus Novell network delivers software for wordprocessing, spreadsheet applications, database applications, programming languages, and discipline specific applications. Students and faculty are oriented to these resources through workshops and courses.

Four student computer clusters, one in each residence hall, one in Blake Library, and one in the Nursing Resource Lab, access the same resources as in the computer classrooms. The available software is documented in Appendix D of the *Academic Computing Annual Report 1994/1995*, and use of the software on pages 5v7 and in Appendix C of that report. All faculty members and administrators have desktop units connected to the network, hence to email and disciplinary resources. Finally, campus buildings have been wired for cable television, a possible medium for creative teaching applications.

Libran/and Information

Security requires not only that computer and audio-visual equipment not in secure places be locked down, a campus matter, but also that data be protected against unlawful access and computer viruses. Cooperation among UMFK's technology support staff and CAPS personnel is essential, and will continue to be. On campus, a security system installed in the Cyr Computer Lab has performed inconsistently and needs repair.

Appraisal

While UMFK faculty and students are privileged to work with excellent information resources, networking cd-roms which are used frequently would alleviate some traffic in the library and increase access in the process. Another means to increase the impact of information resources in the teaching-learning process would be to add a support person to help faculty develop instructional materials, to help implement software applications, and to assist in training faculty and staff.

Access to periodicals needs to be improved. The purchase of microfilms of back issues of periodicals and additional microfilm readers would redress the problem. A collateral benefit would be more free space.

Updating Nursing materials is a priority currently being achieved by a standing order with the National League for Nursing for the purchase of all publications. Supplementing that strategy was a Strategic Planning Special Initiatives grant, authored by a nursing professor and the assistant librarian, to support the nursing program's emphasis on inquiry-based learning. The grant funded the purchase of 67 volumes. (See Appendix C of the *Annual Report*.)

A final information resource that could be used to much better effect is interactive television, offered through the Educational Network of Maine (ENM). Occasional system-wide meetings, professional development workshops, and educational programs downloaded from satellite are offered to the UMFK community. This resource also makes courses from around the UMS available to supplement instruction on campus or permits greater dissemination of courses originating on campus. Compressed video connections with Maine and with Atlantic Canada, now under development for FY96 installation, will further enhance conferencing and program delivery capabilities.

Information resources personnel have set a positive precedent by developing a program mission statement -- in support of the mission of the university that augments the liberal arts curriculum, classroom instruction, and applied research. These ends are within limited means. On the other hand, the diverse interests of the faculty preclude extensive research support at the post-graduate level. Support for specialty classes is achieved through inter-library loan, an inconvenient substitute for direct holdings.

Projection

The installation of the campus television system allows the delivery of campus broadcasts, ENM courses, or satellite downlinks to any classroom or any room that has a cable connection and a telephone. Helping professors learn the best instructional uses of this and other instructional technologies will be one of the campus's highest priorities in the next five years.

The library collection policy will be revised according to the findings of the OCLC study, and a special collections policy will be developed. Acquisitions of appropriate electronic alternatives to traditional library materials will increase in FY96, and their comparative value will be assessed within FY9Z. Space allocations will be reviewed and the collection weeded or stored by the end of FY98.

Information resources personnel will continue to pursue the Strategic Planning Action Plans to redress inadequacies of space and staffing. (See the *Academic Computing Annual Report(s)* of 1993-94 and 1994-95, and the *Blake Library Annual Report* of 1994-95.)

Library and Information Resources -

Standard Eight

Physical Resources

The University of Maine at Fort Kent's physical facilities consist of 18 buildings, with a net total of 119,520 square feet of usable space, on a 51.94 acre campus. Tucked into a bend in the Fish River near its confluence with the St. John, UMFK underwent a period of expansion between 1959 and 1975, with a couple of necessary additions in the past few years.

Cyr Hall, built in 1959 and the instructional center of campus, has been expanded three times: Fox Auditorium was added in 1970, the Greenhouse in 1985, and the Science Wing in 1990. Other significant building projects included the substantial renovation of and additions to Waneta Blake Library (1966, 1985, & 1988), the building of Powell (1965) and Crocker (1961) residence halls and the addition of a wing to Crocker (1969), and the construction of Nowland Dining Hall (1967) and the Gymnasium (1975). Further expansion was accomplished by the acquisition of four private residences. The St. David House (1956) initially served as the President's residence, then was converted to nursing faculty use. The Haenssler Honors Center (1974) was used as a faculty residence before housing the honors program and faculty offices. The Madawaska House (1974) first served as a bicultural center, then housed admissions and financial aid offices before becoming a student residence, then a faculty office building. Finally, the Acadia House (1986) became the President's residence.

Some of these expansions are small steps toward the campus vision articulated in UMFK's *Pilot Plan for Continuing Development* (1970), more of which remains to be than has been realized. *The Pilot Plan* is both comprehensive and dated; progress toward the ideal it establishes needs to be reviewed. Whether expansion occurs through construction or acquisition, building specifications must meet NFPA Codes for life-safety and ADA compliance; the Department of Human Services regulations for plumbing codes; the Bureau of Labor Standards for boiler and elevator installation; the Division of Energy and Resources for the Maine State Energy Conservation Building Standards; and the Maine State law specifying that one percent of building costs be set aside for art. A constant aid has been the University of Maine System Office of Facilities, which employs qualified engineers and architects to aid campuses in the construction and maintenance of University-owned buildings.

In 1989, the University of Maine System hired H. Alan Mooney & Associates to perform an evaluation of building conditions and to project major maintenance requirements within the next ten years. Projects identified are completed as funds become available. If projects other

than those identified in the Mooney & Associates report prove to be more pressing, they take precedence, but the report does provide a flexible preventive maintenance plan. Recent projects centered on building maintenance include replacing several asphalt roofs with new EPDM roofs. Vinyl siding and insulation were added to the St. David House in 1993 and to the Acadia House in 1994, when both buildings, the Madawaska House, and the Haenssler Honors Center were retrofitted with new energy-efficient windows. The Honors Center also had new doors installed. Finally, in 1995 energy-efficient lights were installed in Cyr Hall.

Projects to make the campus safer include the installation of a catwalk in Fox Auditorium in 1988. Because of its location on an aquifer, UMFK that same summer had to replace all eight of its single-lined, steel oil storage system with a double-lined, monitored tank system in compliance with a State of Maine mandate. Fire alarm systems were installed in Blake Library (1988) and Crocker and Nowland Halls (1990), and smoke detectors were installed in all student dormitory rooms in Crocker and Powell halls (1993). In Blake Library and Nowland dining facility, the modifications also included smoke detectors for the heating-impaired. Finally, in 1992, an asbestos survey was conducted by Balsam Environmental Consultants to identify asbestos containing materials. Information provided by the survey helped develop an operations and maintenance program for UMFK.

Consistent campus safety operations also require that appropriate personnel regularly attend training seminars for programs such as lockout/tagout, bloodborne pathogens, hazardous materials, and hearing conservation. Lab safety manuals have been prepared, and a snow emergency plan developed.

Accessibility under ADA has motivated other projects. UMFK has completed an extensive ADA Transition Plan (1993) for buildings and facilities on campus. This study included evaluations of and recommendations for every building. Of course, UMFK did not wait for the Transition Plan in order to start making the campus accessible. In the summer of 1988, barriers to library access were removed through the identification of parking spaces for persons with disabilities, the installation an automatic door opener, and the construction of computer stations and a unisex bathroom accessible by persons with disabilities. Crocker and Nowland Halls were made accessible in 1992. The main entrances, student rooms, and bathrooms in Crocker were modified to accommodate individuals with disabilities, and a chairlift was installed for access to the TV and study lounge. The main entrance and bathrooms in Nowland were also modified to accommodate individuals with disabilities. Finally, in the summer of 1995, an additional bathroom was made accessible in Crocker Hall, and wheelchair and general mobility were improved significantly when walkways and driveways were resurfaced.

Technological capabilities have been a prime concern in the 1990's. During the summer of 1991, fiber optic cable was laid to Cyr, Powell, and Crocker halls, the Library, the Annex, and the Madawaska House to upgrade access to University of Maine System (UMS) Computer and Processing Services (CAPS) and URSUS, the electronic catalogue for the UMS libraries, as well

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as to the Internet. The project was completed in the summer of 1994 with the hooking up of the existing cable and the fiber optic wiring of the St. David House, the Acadia House, the Haenssler Honors Center, the Gymnasium, and Nowland Hall. Finally, during the busy summer of 1994, a new telephone system that replaced an ancient rotary phone system was installed on campus, and dormitory rooms were wired for computer access to the campus network, cable television, and telephone.

The 7000 square foot, two-story Science Wing added to Cyr Hall in 1990 included a multipurpose lab, a biology lab, an analytical lab, a chemistry lab, and a computer lab -- facilities sufficient to update UMFK's capacity to meet instructional needs. The chemistry and biology labs replaced antiquated facilities, which were converted to general classroom space. The number of class rooms added were reduced by the allocation of rooms for a language lab in Cyr Hall and a nursing lab in the Gymnasium. The Cyr Hall computer laboratory of 25 student stations plus a faculty station combines with the recently upgraded 12 station lab in the Annex building to meet classroom computing needs. (See Standard Seven.) Funds from the building project initially equipped the labs. Equipment upgrades and maintenance for labs are provided for by a technology and lab fee paid by students and by special allocations from the UMFK E & G budget.

UMFK's largest laboratory surrounds it. Students have access to the Ray Fournier Biological Park, a 160acre outdoor laboratory adjoining the campus; to the 1000 acre Winterville Public Woodlot, the 700 acre Wilms Woodlot, and at least seven other locally owned woodlots; and to public resources such as the Allagash Wilderness Waterway. Local sawmills and paper mills, such as Bowater and Frazer, and the Irving and Seven Islands Land corporations have tendered standing invitations for student tours and demonstrations. Students have studied field ecology at Crystal and Spaulding bogs; marine/tidal ecology at Acadia Park and San Salvador, the Bahamas; and alpine ecology on Mount Jacques Cartier in New Brunswick and on Mount Katahdin. In fact, as senior projects, UMFK environmental students have studied watersheds and butterfly ecology in Connecticut, the spotted owl in Washington, and fisheries in Maine, as well as the impact of recreation on plant ecology on the Allagash.

Appraisal

Expansions and renovations notwithstanding, the lack of space and facilities remains a problem on campus, one which the President's administrative team often addresses. The campus bookstore, located in the basement of Cyr Hall, presents accessibility nightmares. Several plans have been brought forward to the administrative team for relocating the store. One was to move it into' the space occupied by the student lounge, but the communal consensus that the-lounge functions as the campus student' center negated the move. When the Department of Human Services building next to campus became available, purchase or lease of the facility was considered; however, the costs of providing accessibility under ADA were prohibitive. A more promising plan for an addition to the Annex that would provide space for the bookstore as well

as much needed classroom and conference space has been shelved for a time because of funding difficulties. Consequently, the bookstore currently remains inaccessible to persons with disabilities. In addition the campus continues without the advantages that a student center -- with all its centralized service functions -- would afford.

There has been from time to time space available on campus in the dormitories and the dining hall. Changing demographics in the student population, to greater numbers of nontraditional and commuter students, has periodically left dorms at partial occupancy. Creative allocations that take advantage of any unused space are necessary and have led to faculty offices in one wing of Crocker Hall. But the dining hall is often closed -- no matter the occupancy -- for much of the day and evening. In the absence of a student center, utilizing the dining hall for more campus activities could provide a short-term answer.

Both the UMS Board of Trustees and the campus community recognize the importance of physical resources to learning. The Board requires that 1.5 percent of building values be earmarked each year for maintenance, and continues to support technological innovations in education through CAPS and the Education Network of Maine. Priority VII of the UMFK *1993-1997 Program Plan* specifies that maintenance of grounds, buildings, and facilities be performed to make a "clean and safe" campus and "to provide an optimal teaching/learning environment."

Physical resources have been given high priority because small problems in the fall become large before the end of a northern Maine winter. Quick redress of problems with facilities is the habit of the buildings and grounds staff-- even when short on staff, as has been the case since the first Maine State & appropriation (1990) occasioned a reduction of two full-time custodians. Not filling a slot left open by a planned retirement helped provide a way through another budget reduction without laying off more staff. A year later a person was hired to cover the position, but a long-term disability leave brought the shortage of personnel back to three -- the current status.

More often than not, maintenance and custodial staff take on more responsibilities to fill the personnel gaps, and UMFK has responded well to the staffing problems created by reduced appropriations. Sometimes faculty and staff have voluntarily performed routine maintenance functions to free custodial staff to effect repairs or to do necessary maintenance. As a consequence, UMFK continues to enjoy clean, well-maintained buildings and grounds with up-to-date laboratory, computer, audio-visual, and multimedia equipment. Inevitably, however, some advisable, but not emergency, maintenance projects have been delayed and uneven attention has been paid to maintenance routines. Nonetheless, physical facilities have continually been improved. In keeping with institutional and UMS priorities and with the help of System resources, UMFK came "online" with computer networking and interactive and closed circuit

television capabilities during this period -- an achievement of which the campus may be justifiably proud. In fact, the capabilities for improving instruction through technological innovation have only begun to be explored.

UMFK also has been in the forefront of local efforts to maintain the natural environment, thereby successfully enacting its *Program Plan* goal (II.H) of involvement in "the study and preservation of the natural environment of northern Aroostook County." The John L. Martin scholarship administered by UMFK places an environmental studies major on the Allagash Wilderness Waterway each summer to work on various Forest Service projects. Faculty and students also have initiated a number of projects to protect the local environment and served in organizations such as the Aroostook County Extension Association and the National Audubon Society. This emphasis on environmental activism may also be seen in Earth Day activities and the Environmental Studies Club's upkeep of the Ray Fournier Biological Park and purchase of rain forest acreage.

ADA, EPA, and OSHA compliance has proceeded as vigorously as finances permit, so institutional commitment to safety and accessibility are clear. Accessibility, nonetheless, remains an issue. Employees are oriented to social policies, safety, and health issues, but the orientation needs to be standardized and comprehensive. A workshop on lifting techniques, for example, was last conducted two years ago. An employee hired since may be at greater health and safety risk because similar training has not been offered. Regularly scheduled workshops on safety and health matters every two years should be satisfactory -- would be beneficial to employees and the institution.

Projection

Because of the University of Maine System and institutional commitment to make the campus a clean, safe "optimal learning environment," several projections may be advanced. Purchases of technological hardware will slow as institutional emphasis shifts to mastering available instructional technologies, but the demand for upgrades will continue. Software purchases will rise. The new technologies will offer new approaches to laboratory work, and UMFK will continue to be committed to providing quality "hands on" instruction that advances its environmental and educational goals.

Maintenance projects will continue to be completed at a slower than optimal pace in the next five years as increases in custodial staffing and funds are unlikely. Projects will include the retrofitting of more energy efficient windows in Powell Hall, Cyr Hall, and Blake Library; and the installation of an energy efficient hot water baseboard heating system in the Annex building. Work to make the campus accessible will continue: two projects that will receive increased attention are relocating the bookstore and music department and making the Admissions, Financial Aid, and Business offices on the first floor of the Annex building accessible.

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Policies and procedures for the orientation of new employees will be reviewed and revised. Health and safety issues will be emphasized, and studies of individual work habits will be conducted to help train employees in ergonomically sound practices as wellness or "health seeking" models become normative.

Maine's slow economic recovery will mean little construction on campus; therefore, space will continue to be a problem and creative allocation its only redress. A campus center to improve students' accessibility to services and to enhance campus life will remain a concept not a place; therefore, retention and campus community-building efforts will continue to be undermined. Campus pride in and care of physical resources cannot completely offset the lack of a center.

Standard Nine

Financial Resources

The University of Maine at Fort Kent and the University of Maine System (UMS) are financially stable. Both rely primarily upon state appropriations and tuition and fees for financial support. UMFK receives approximately 1.5 percent of the UMS appropriation. After relatively significant increases in the second half of the 1980s, state appropriations have declined appreciably since 1990. All constituencies on campus participated in a systematic and consultative process to develop an appropriate plan to deal with the shortfall in state revenues. Both UMFK and the UMS have sufficient resources to carry out their missions and support their programs. UMFK's academic programs and instruction have been and continue to be its top priorities; therefore, reductions were exclusively in the non-academic areas of administration, institutional support, and public service. Through restructuring, administrative costs were reduced and operational efficiencies were increased across the entire institution, beginning with a 50% reduction of central administration and 33% cut of all administrative personnel.

The reduction in State appropriations has been offset in part by increased tuition revenue. Tuition and fees have now become a more significant share of Educational & General funds. Tuition has increased 70 percent - from \$64.00 per credit hour in 1990 to \$92.00 per credit in FY96. In FY94, the UMS Board of Trustees approved a differential tuition schedule designed to recognize the differences in mission among campuses. UMFK's rate was established at 1.1 times the base rate. UMFK's enrollment pattern began to change in the early 90's as the campus began to experience a decrease in part-time students and an increase in full-time students. The number of out-of-state students has been increasing due to a larger number of Canadian students.

The UMS Board of Trustees also approved, in March of 1991, a Technology Fee which was initiated in the Fall of 1991, and which is assessed to all students at all UMS campuses, including UMFK. This fee provides and maintains necessary student computer resources throughout the UMS, particularly general purpose, student used, instruction-related technology.

To deal with the several budget recisions that have been required and to maintain financial stability in this decade, UMFK has made vertical rather than across-the board cuts and has not only maintained, but has improved its educational program quality. Its successful response to financial emergencies stems from UMFK's ability to transfer funds, allocating within and between accounts and its reserves. The UMS allows each campus "incentive budgeting": all yearend

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net variances stay on campus and go into building maintenance reserves (20 percent) and into unrestricted funds (80 percent). Total reserves fluctuate to some extent with enrollment, but the campus has exercised care to respond to budget cuts without depleting reserves.

The Auxiliary Enterprise budgets have been impacted significantly by a decrease in residence hall population in part because of the cost for room and board, in part because of a lack of modern conveniences in the dorm, and in part because of an increase in the number of rental properties in the area. In FY95 as in several prior years, revenues for room and board failed to cover the cost of residence and dining operations. Auxiliary reserves were depleted in order to cover the deficits. Several methods of redress were implemented. In order to attract more occupants to the residence halls, room and board rates were increased only minimally in FY94 and have since remained stable. By fall of 1994, TV cable, telephone, and computer hookups had been installed in each dormitory room. Several rooms were converted to faculty offices and covered in the E & G budget.

Dining hall operations also ran at a deficit. In order to reduce expenses, the operations were . contracted out to ARAMark, which provided some relief, but did not remedy the problem. Assessment of the dining hall operation continues, with a determination of whether or not to continue with ARAMark to be made for the Spring 1996 semester. Several options are currently being considered, including a cooperative venture with the local school district, self-operation, out-sourcing with a different food service, or reworking the service agreement with ARAMark.

The campus's financial resources are managed by the UMFK Director of Financial and Administrative Services with support from the UMS, which provides consultation and financial reporting. Both UMFK and the UMS are audited by (1) the Internal Audit Department, (2) an external auditor, currently KPMG Peat Marwick, and (3) federal auditors. Internal audits occur frequently at the system level; and several times a year, generally without warning, on campus audits are conducted to ensure proper and adequate internal controls and high business standards.

The University of Maine at Fort Kent and the UMS have responded to external auditors' recommendations as conveyed by a Management Letter in implementing and maintaining automated financial systems. In October of 1992, UMFK became one of the first campuses in the System to have its accounts payable system up and running, thereby increasing efficiency and systemic controls. In November of 1993, UMFK again proved a leader in the System by implementing an automated purchasing system, a component of the accounts payable system. In the new system, control mechanisms take the form of required signatures for specific transactions and regular reporting. Budget managers receive monthly computer printouts of their budget transactions, and daily on-line readouts can be found on the FAST (Financial Accounting System) electronic database. Account managers are responsible for monitoring and operating within their budgets. The Director of Financial and Administrative Services is

responsible for reviewing all accounts on a monthly basis and for reporting any major discrepancies - with corrective measures - to the UMS Office of the Controller and Treasurer on a quarterly basis.

Currently, the annual budget is developed largely through reallocation of 'funds rather than through any expected increases in state appropriations. Annual appropriations from the legislature to the UMS and from the System to the campus provide relative autonomy in budget decisions, as long as the policies of the UMS Board of Trustees are followed as specified in the Board of Trustees' *Policies and Procedures Manual* and in *Administrative Practice Letters* from the UMS Office. Campus managers in need of additional funds may submit requests either in the form of action plans justifiable in terms of the goals and priorities of the 'UMFK 1993.1997 Strategic Program Plan or in the form of requests for Strategic Planning Special Initiatives funds. (See Standard 2.) Action plans may involve one-time-only funding or an increase in the unit's base budget. The President evaluates action plans with reference to criteria from the *Program Plan*, specifically, the action plans' relationship to the UMFk mission and to *Program Plan* Priorities and Goals. Applied by the members of the Strategic Planning Steering Committee, the criteria also determine which Special Initiatives Fund requests will be recommended to the President for funding.

The UMFk Foundation, a separate entity incorporated within the State of Maine, has yet to develop a major financial base. The purposes of the Foundation are to acquire and manage real or personal property for the benefit of the University, its faculty, and students. The Chancellor, a UMS Trustee, the President, alumni, and community leaders constitute the membership of the organization. The Foundation currently is audited annually by Plourde & Morneault, Certified Public Accounts, and the report is presented at the Annual Meeting for directors and members of the Foundation.

Although general fundraising in northern Maine is difficult, the Foundation has had success focusing primarily on increasing student financial aid, especially scholarships. Because of an innovative project developed by President Richard G. Dumont a few years ago with the support of the UMFk Foundation, area residents and former residents have developed a feeling of ownership in the University's fundraising for scholarships. Descendants of early French settlers now give to "Family Name" Scholarships, such as Bouchard, Daigle, and Cyr. Some of these are already fully endowed and allow for annual scholarships.

Appraisal

UMFK has emerged from the budget recisions and level funding of the last five years in sound fiscal shape, with its academic programs stronger than before the cuts. Judicious economizing and vertical cuts in administrative and support personnel have combined to enable the University

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to increase the Teacher Education and Nursing faculties without cutting instructional positions elsewhere. The budget cuts no doubt have taken a toll on employee morale: fewer people have been asked to do more, sometimes much more, with less.

The number of students coming to UMFK in the next fiscal year is expected to mirror a decrease in the number of available Maine students, particularly in the St. John Valley area and Aroostook County. Canadian enrollments are also expected to decline due to a continuing unfavorable exchange rate. Enrollment figures certainly have a direct impact on our budget since tuition and fees have become a more significant share of the Educational and General funds. In FY86, tuition and fees made up approximately one quarter of the expenditure budget; they currently account for approximately 43 percent of the total expenditure budget. Each raise in tuition and fees risks alienating the first generation college students that constitute a majority of UMFK's population.

Recruiting students is made more difficult by recurring rumors from Augusta concerning the future of the UMS, or one or several of its campuses. Being the smallest, UMFK is usually the first named. Recurring threats of downsizing, rumors of merging, and speculations about closing UMFK cannot but have a detrimental effect on enrollment. On the other hand, improvements in the residence halls should have a positive impact on attracting and retaining students.

A financial strength of UMFK is the clear relationship that strategic planning provides between budgeting and the campus mission. The action planning sequence initiated for the 1995 budget tied funding decisions closely to institutional priorities and to planned expenditures. Sufficient flexibility remains in the budgeting process, primarily through reallocations, to permit UMFK to respond to opportunities.

Results of campus fund raising activities have been limited. UMFK employs no full-time development officer and has no history of major fundraising. A small alumni pool and lack of potential corporate donors in the region further hinder development. UMFK has done better than might be expected in part because of President Dumont's innovative UMFK Foundation "Family Scholarship" program, which provides student financial aid in a manner that advances local values and builds goodwill for the University. Phonathon contact with alumni has generated gifts, both unrestricted and restricted to scholarships or programs such as the library or athletics.

Projection

The UMS share of the Maine State budget, UMFK's share of the System budget, and tuition revenues are unlikely to grow significantly in the near future, and the possibility of a smaller state appropriation remains an annual threat until the state's economy improves significantly.

Recently the UMS Board of Trustees approved the establishment of Pooled Life Income Funds for use by campuses as planned giving opportunities. UMFK should plan to develop their new availability as a way of increasing endowments for the long term.

In the Fall of-1993, UMFK hired a Director of Enrollment Services who was responsible for developing an enrollment management plan. UMFK will continue its efforts to diversify its student population, to recruit more out-of-state students, and to target special student populations.

Within FY96 a plan will be implemented for stabilizing residence and dining budgets so that auxiliary enterprise budgets will be self-supporting, and reserves will be restored.

Decreases in state appropriations make fundraising activities more important than ever. In addition to pursuing donors more actively, UMFK will continue to be fiscally responsible and to keep its fiscal focus on those programs that best fulfill its mission.

Financial Resources

Standard Ten

Public Disclosure

As a public institution, the University of Maine at Fort Kent is required by state and federal law to open its records to public inquiry; hence, a copy of the current UMFK budget, the UMFK *Statistical Abstract*, and selected documents such as University of Maine System (UMS) Board of Trustees' proposals and legislative actions that would affect UMFK are provided for public use at the Waneta Blake Library. The general public also learns of campus activities, such as course offerings and cultural events, from regular publications and press releases in local papers and local radio and television spots.

Potential students are introduced to UMFK's academic programs and policies and to the campus through the UMFK *Catalog*, view book, various brochures, the UMFK Homepage on the Internet, and college guides. UMFK is listed in the *College Handbook (of the College Boards)*, the U.S. *News & World Report* college listings, and *Barron's*, *Orchard House*, *Lovejoy's*, and *Peterson's* guides. Both the *College Handbook* and *Peterson's* Guide are accessible through the Internet and in most public schools and libraries. Admissions personnel and faculty continue to update brochures detailing the structure and requirements of individual programs. The appropriate brochure is provided to anyone expressing interest in a program. All publications are designed to be both accurate and attractive, so the information contained therein is updated regularly and publication design is regularly assessed for readability.

The most comprehensive publication is the annual *Catalog*, which contains the mission statement; a description of the campus setting; information on finances, financial aid, admissions procedures, student life, academic policies, degree requirements, majors and minors, and expanded opportunities; course descriptions; and lists of trustees, professional staff, administration, and faculty. Each faculty member's title is listed along with all degrees, the years earned, and the granting institutions. Potential and current students use the *Catalog* to gain a reasonably accurate understanding of what their requirements for study are and with whom they can expect to work. Because course offerings in an area are usually based on a two or three-year cycle and scheduled to avoid conflicts, students usually have access to the courses in their areas of interest, often through an evening or summer offering. *Catalog* information is also available through the World Wide Web and the University of Maine System (UMS) library catalogue (URSUS). The *UMFK Home Page* on the Web, accessible via Mosaic or Netscape software, provides a complete *Catalog*, and the UMFK gopher provides access to much of the same information.

Public Disclosure -

Several additional sources of information complement the *Catalog*. Publication dates prevent the *Catalog* from listing new faculty members and those on leave of absence and sabbatical, but these are noted in the annual *Staff Directory*, which also lists part-time instructors. A class schedule for the following semester is available by midterm for preregistration, and a revised listing is published shortly before each semester begins. The class schedules are also available on the UMS Gopher under UMFK Campus Information and on the Internet under the UMFK Homepage, which also contains course descriptions, admissions information, the academic calendar, and features such as *What's New* on campus. Students who want the latest listing of available classes, or their own class schedules or grades may call the Bengal Tracker, an Interactive Voice Response System. Potential transfer students may also find the lists of course equivalencies, found on both the UMS library electronic catalogue (URSUS) and the UMFK gopher, to be helpful.

During the admissions and orientation process, students have recourse to several publications to help them understand UMFK. (See Standard Six.) Students receive an acceptance letter, a *Class Schedule*, a *Student Handbook*, a *Student Conduct Code*, and where appropriate a housing contract at their orientation. The *Handbook* lists student services and activities, support services, and appropriate University policies and procedures. Much of this information is accessible through the UMFK home page and gopher. Through these print and electronic resources and through telephone contact with the appropriate personnel, each student finds answers to questions.

For those persons interested in a detailed report of UMFK's student population and programs, the *Statistical Abstract* provides an account by semester and year. Enrollments are analyzed by geographic location, gender, ethnicity, degree, major, and minor. Graduates are grouped by degree, major, minor, and gender; and course enrollments are analyzed by division and discipline. Finally, percentages of UMFK personnel in faculty, professional, and classified ranks are displayed.

Majors and minors are reviewed on a five- to eight-year cycle. These program reviews, available in the Document Room, are described in Standard Four of this report.

Appraisal

Publications such as the *Catalog* and *Statistical Abstract* are updated regularly. Electronic outreach programs, developed within the last five years, also receive regular review and expansion. We need to continue developing electronic means of disclosure and to make more information available. For example, both UMS Serve and the UMFK home page have some faculty and/or staff biographical sketches. Students and the public-should be able to find all

faculty sketched -- including adjuncts. Personnel changes should be reflected immediately in all electronic publications. Further, each semester special interest courses should be highlighted through electronic outreach as well as through print advertising.

All UMFK promotional materials, varied as they are, may not provide sufficient coverage of the campus and its surroundings. These have a great natural beauty that cannot be captured adequately in print or photographs o- however much those help. A professional quality promotional video might provide a more attractive and comprehensive way to articulate UMFK's unique character and natural setting in the public mind.

The best way to show the unique character of campus life is to capitalize on service opportunities that bring people to campus. Continuing education courses, professional workshops, conferences, and other development activities serve the campus well by displaying the professionalism which is brought to the tasks of education and service. Enhancing public knowledge of UMFK's people, programs, achievements, and mission must continue to be a priority.

UMFK faces periodic pressure from southern Maine legislators who target it for closure as a budget reduction measure. Additional pressure from public demands for accountability is more likely to increase than to lessen in the near future, so UMFK will need to continue developing means of public disclosure and to open more of its operations to public comment. Of particular significance would be the tabulation and publication of standardized examination results (i.e., NTE, GRE, Nursing boards).

A comprehensive publications review policy and schedule should be developed and implemented.

Many international students who have come to campus have found in it a second home, staying for four mutually fulfilling years; nonetheless, UMFK admissions publications and procedures need to provide better guidance through immigration regulations in order to facilitate the admission of interested international students. Developing or discovering an international student handbook to be included with application materials might be a step toward further diversifying a largely homogenous student population.

Projection

By the end of FY97, UMFK will have developed a comprehensive publications policy that provides for the regular review and revision of public disclosure materials. Better ways to publicize campus attributes will be developed, including enhanced delivery through new media and technology.

Public Disclosure -

Standard Eleven

Integrity

The University of Maine at Fort Kent subscribes to, exemplifies, and advocates high ethical standards in the management of all of its affairs and in its dealings with its internal and external constituencies. Truthfulness, clarity, and fairness in relations with these constituencies are major goals.

UMFK demonstrates its integrity in a number of ways, the most important of which is its adherence to a published set of goals and the values embodied therein. The *UMFK 1993/1997* Program P/an, or Strategic Plan, establishes campus Priorities and Goals in plain language. These Priorities and Goals are in keeping with those of the *Project 2002* report of the University of Maine System (UMS) Board of Trustees (BOT), under whose authority the campus operates. The Program P/an, produced by a committee representing the major constituencies of the campus community in consultation with those constituencies, documents the assumptions on which it is based, assumptions about demographic, economic, social, and educational conditions in the near future; and analyses of institutional strengths, weaknesses, opportunities, and threats. These clearly articulated goals guide budgetary decisions, so the University does channel resources in the directions it has publicly stated that they will go. (See Standards One and Two) for a more complete account of institutional planning and values.)

In addition to following the Strategic Plan and the mandates of the Board of Trustees, the University takes direction from state and federal statutes, and from the *Standards for Accreditation* of the Commission on Institutions of Higher Learning. UMFK promotes diversity by observing the principles of Equal Opportunity and Affirmative Action in hiring and student recruiting practices. Minority rights are important to the campus: the first three Priorities of the Strategic Plan specifically enjoin UMFK to promote bilingualism and multiculturalism. UMFK also follows the provisions of the Family Education Rights and Privacy Act (Buckley Amendment) and practices public disclosure in compliance with the "Right to Know" Law. The Physical Plant continues to upgrade facilities to meet the provisions of the Americans with Disabilities Act to make the campus more accessible and also to comply with OSHA standards involving such areas as hazardous materials and bloodborne pathogens to protect the environment and lives.

While state and federal law, UMS Board of Trustees policies, and the Strategic Plan help shape institutional values, UMFK shares with other educational institutions a commitment to academic freedom. Within the constraints of responsible conduct, such as avoiding conflicts of

interest as mandated by GOT policy, faculty and students are free to pursue their academic goals and supported in their pursuit. (See Standards Five and Six.) Student conduct is regulated by the *UMFK Catalog*, the *Student Handbook*, and the *Student Conduct Code*. AAUP ethical guidelines and contractual agreements between the UMS and various unions -- AFUM, UMPSA, COLT -- shape working conditions for faculty and staff.

Among the policies established by contractual agreement are grievance procedures that protect faculty and staff members. Several stages or steps provide numerous opportunities for settlement on campus and at system levels. Audits and fact finding may be also requested to help settle grievances with the ultimate appeal being to binding arbitration or the courts. Students have appeal and complaint procedures established for academic and student life issues such as grade appeals and Conduct Code violations.

A systematic review process similar to the schedule of academic program reviews has recently been established for nonacademic programs. Various types of reviews had previously been used for these programs, but the UMS Board of Trustees procedures provide a more regularized review procedure. Many programs, such as Student Financial Aid, have an annual federal, state, or System review. Most nonacademic programs, however, were evaluated by means of personnel review and setting annual goals and objectives for the program. Each administrator is subject to an annual review, including the President. Such reviews may point to problems in procedures or to physical or educational needs. The more systematic assessment of policies and procedures might increase the effectiveness and efficiency of nonacademic programs.

Appraisal

Under the policies and procedures of the UMS Board of Trustees and union contracts, a base for integrity exists for each of the system's seven campuses. UMFK has further developed and published priorities and goals as well as procedures for equitable, nondiscriminatory treatment of all students, faculty, and staff.

On campus grievance settlement procedures need reviewed and strengthened. A previous need for procedures for review of nonacademic programs has been met, but a regular schedule of reviews has not yet been implemented.

Projection

UMFK will continue beyond this self-study to monitor both academic and nonacademic programs on a regular schedule that insures the continuing integrity of the institution. The academic program review schedule will continue to be followed, and a schedule for review of

nonacademic programs will be developed by the President's administrative team and instituted by the end of the 1996 academic year. The institution will find additional ways to demonstrate the honesty and integrity with which it manages its day to day operations and provides for the free pursuit and dissemination of knowledge. To that end, all budget units will be asked to support the campus mission statement as revised in FY96 and to further the objectives of the *UMFK 1993-1997 Strategic Program Plan*.

Integrity. 73