



White Paper on Administrative Restructuring: A Conversation Starter

August 28, 2009

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Introduction

The increasing stringency of resource constraints, both existing and potential, leads to the inevitable conclusion that programmatically and organizationally the University of Southern Maine, as currently structured, is unsustainable. President Botman has reiterated this salient fact on numerous occasions over the last few months. Further, the President has argued for the immediacy and urgency of reimagining the University for the 21st century, and, more importantly, restructuring it in a manner that is fiscally sustainable and academically vibrant.

In order to accomplish this goal, the President appointed a task force from among the members of the Deans' Council to develop relevant information and a limited number of scenarios that could serve as a catalyst for initiating a university-wide conversation surrounding the nature of organizational changes needed and an operational plan to implement them. **The President was very clear in her charge that the Task Force was neither a decision-making body nor would it develop any recommendations. Its purpose was to collect and analyze relevant information and generate some conversation starters.**

It was also evident to us that the President intends to conduct these university-wide conversations in a very public and transparent manner with input from and engagement of all segments of the university community. The scope of the charge of the task force and subsequent institutional conversations will encompass restructuring of not only academic affairs, but also student affairs and other administrative arrangements that are part of the President's cabinet.

The Task Force, in consultation with the President, identified the following guiding principles to inform its work:

- Reduce operating costs by identifying administrative efficiencies through consolidation and/or avoidance of duplication of services.
- Preserve and enhance the vibrancy and integrity of our academic programs. In this context protect and nurture the academic core, i.e. all activities relating to academic programs fundamental to a thriving regional comprehensive university.
- Create a student-centered institution where engaged learning and student success is enhanced and supported both inside and outside the classroom.
- Nurture an academic ethos that encourages faculty collaborations across disciplines and supports faculty research, scholarship, and creative activity.
- Focus on an organizational structure that lends itself to good stewardship of available resources and leads to optimal use of the existing instructional capacity.
- Organize academic programs and related activities such that they lead to a well-identified and well-perceived distinctive identity for our university taking into account the university's three separate locations.
- Develop criteria to identify promising areas for academic investment and disinvestment.

Caveats Regarding the Scenarios

1. The scenarios in this document are presented as “conversation starters”--ideas and possibilities for discussion. They are not intended and should not be construed as specific recommendations for actions.
2. The Task Force focused on organizational structures without considering individuals currently occupying particular positions. In this regard, this paper is not intended and should not be interpreted as supporting or not supporting individuals who currently hold or potentially could hold positions in the various Executive Administration and Academic Affairs Scenarios.
3. The number of administrative positions that would be reduced and related cost savings are estimates based on the particular scenario. Final cost-savings will not be known until an employee-by-employee analysis of severance costs is done. The amount an employee is due varies, depending on the bargaining unit, date of notification, and length of service. For purposes of estimating cost savings, July 1, 2010 is assumed as the notification and effective date for all actions. Compensation costs are defined as the sum of salary/wages and fringe benefit costs. All calculations are based on July 1, 2009 salary, wage and fringe benefit rates. Severance costs are calculated in accordance with GASB #47 *Accounting for Termination Benefits*.

Restructuring Executive Administration

Presently, six administrators and three other professional staff members serve as direct reports to the President (see Appendix C). These six administrators have traditionally served as the President's Cabinet and are part of the decision-making team that the President relies on for policy and budget matters. These administrators hold the following titles, reflecting their responsibilities:

- Chief Financial Officer
- Chief Information Officer
- Provost and Vice President for Academic Affairs
- Vice President for Human Resources and Senior Advisor to the President
- Vice President for Student and University Life
- Vice President for University Advancement

The Task Force's review of the organizational structures of universities considered similar to USM¹ revealed a number of different organizational schemes. Some universities in the 10,000 enrollment range have an executive administrative model that is smaller than the one in place at USM. For example, one popular model is to combine academic affairs and student affairs under the provost to enhance collaboration for more robust programs aimed at student success. Other models have these two areas reporting to different vice presidents, both of whom report directly to the president. The Task Force presents two scenarios for restructuring USM's executive administration highlighting this and other differences. Both scenarios presume the addition of an institutional research and planning officer, albeit reporting to different individuals.

¹ USM Peer Institutions for UMSystem and some contained in the Delaware Study

Executive Administration Scenario #1

This scenario consolidates a number of executive responsibilities under three Vice Presidents and an Executive Director as direct reports to the President:

- Executive Director of Institutional Research and Planning
- Provost and Executive Vice President for Academic and Student Affairs
- Vice President for Finance and Administration (or Chief Operating Officer)
- Vice President for University Relations

Estimated Cost Savings. The Vice-President for Student and University Life position would be eliminated. Other positions currently reporting directly to the President would be reclassified and reassigned (e.g. the Vice President for Human Resources would be given a different, appropriate title and report to the Vice President for Finance and Administration (or Chief Operating Officer) with no immediate change in duties or compensation.

Under this scenario, FY 2011 (July 1, 2010 to June 30, 2011) compensation costs would increase by \$40K - \$50K. In FY 2012 (July 1, 2011 to June 30, 2012) compensation costs would be reduced by \$150K - \$160K.

Executive Administration Scenario #2

This scenario presents five areas of executive responsibilities:

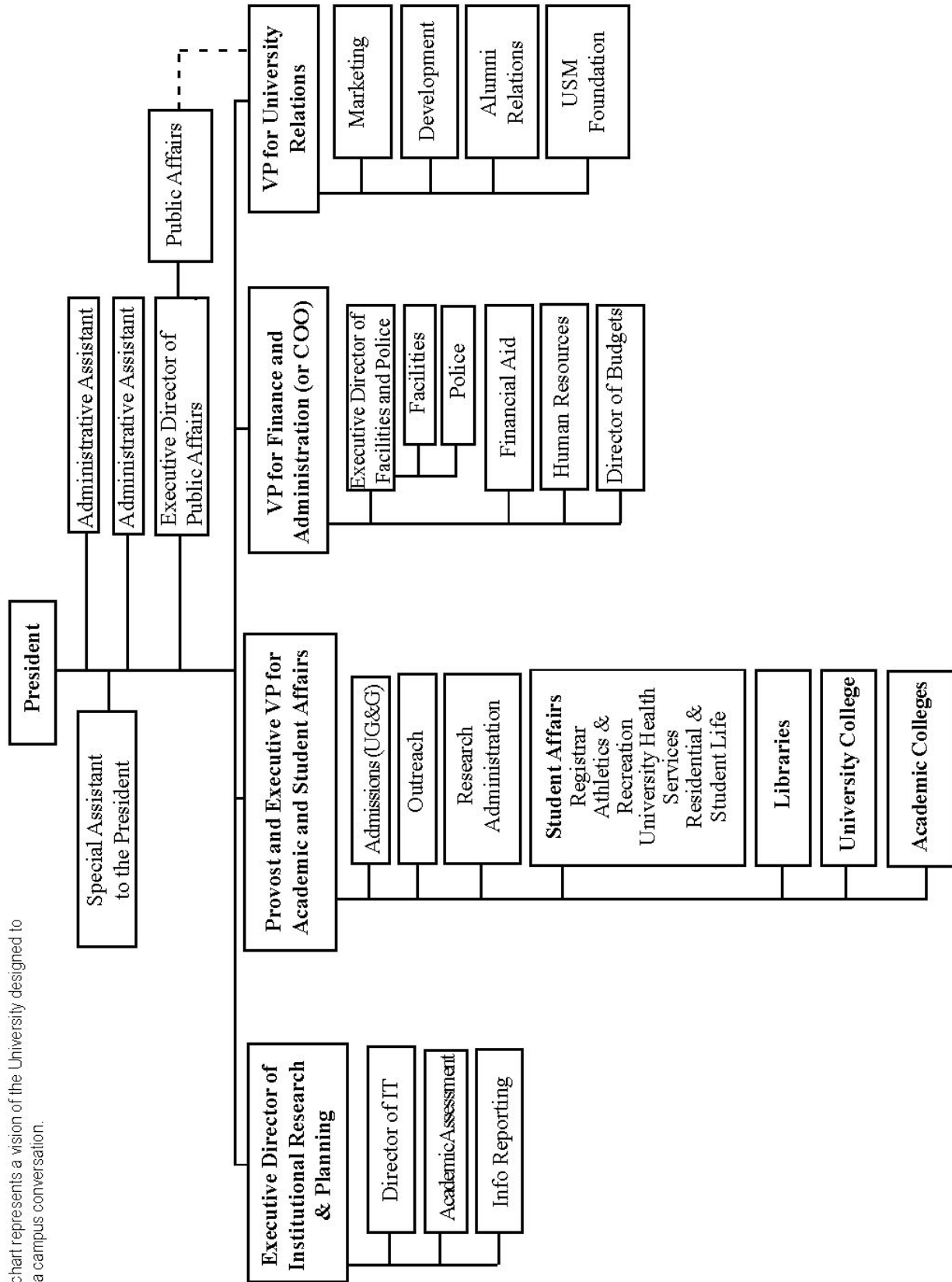
- Chief Information Officer (CIO)
- Chief Operations Officer (COO)
- Chief Academic Officer (Provost and Vice President for Academic Affairs)
- Chief Student Affairs Officer (Vice President for Student Affairs)
- Chief Development Officer (Vice President for University Relations or VP for Advancement)

The distribution of executive responsibilities differs from Scenario #1 in several ways. In this scenario, responsibility for institutional research is in Academic Affairs, reporting to the Provost/VPAA. Admissions (both undergraduate and graduate) is linked with the registrar as a direct report to the Provost/VPAA. The CIO remains as that office is currently structured. The COO has responsibility for finance, facilities, campus security, and financial aid. Student Affairs encompasses Athletics and Recreation, Residential and Student Life, and University Health Services under a separate Vice President. Responsibilities of the Chief Development Officer remain the same in the two scenarios.

Estimated Cost Savings. The Dean of Student Life position would be eliminated under this scenario. . FY 2011 (July 1, 2010 to June 30, 2011) compensation costs would increase by \$40K – \$50K. In FY 2012 (July 1, 2011 to June 30, 2012) compensation costs would be reduced by \$140K - \$150K

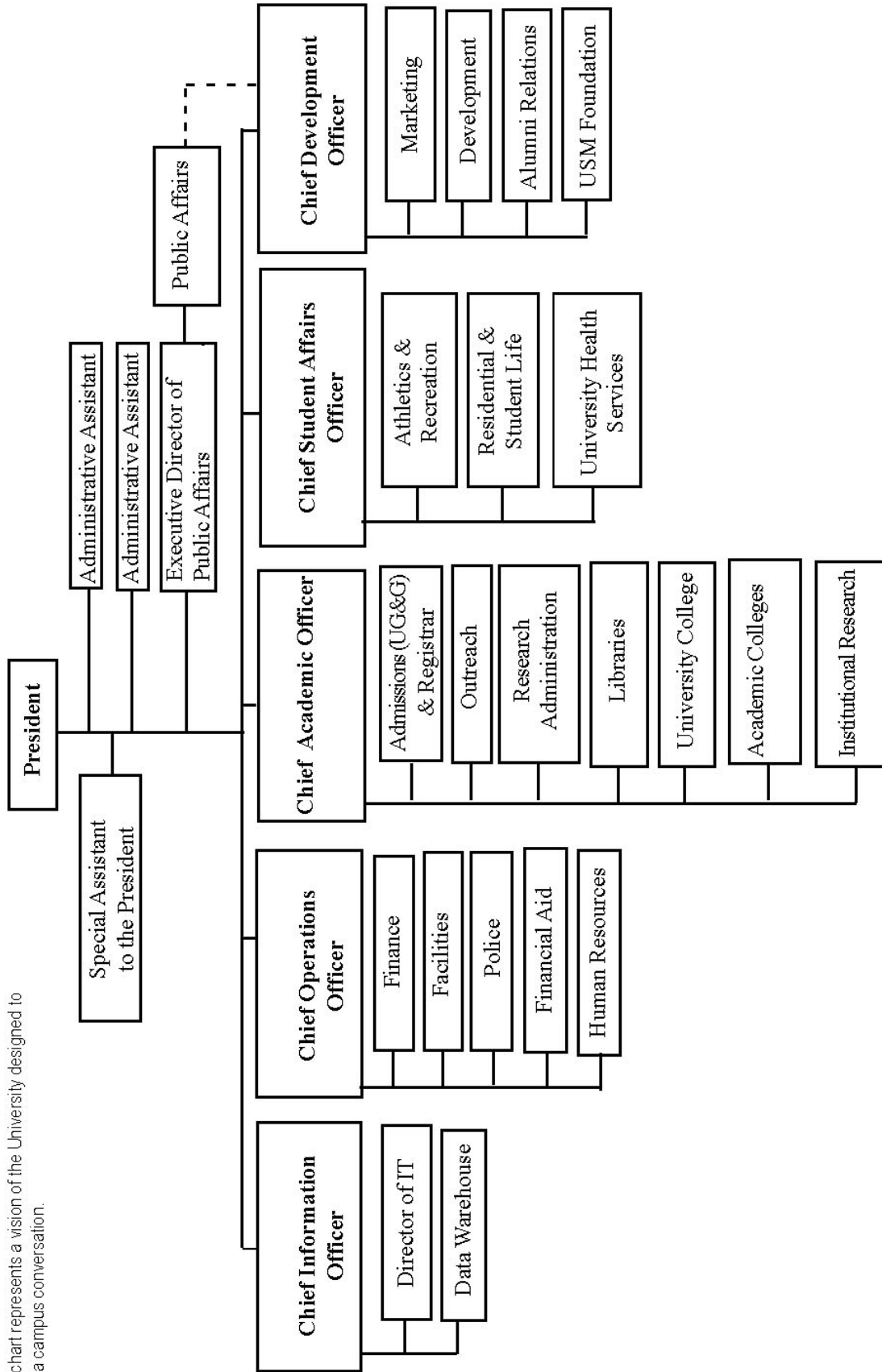
Executive Administration Scenario #1

This chart represents a vision of the University designed to start a campus conversation.



Executive Administration Scenario #2

This chart represents a vision of the University designed to start a campus conversation.



Restructuring Academic Affairs

Currently, USM's Provost and Vice President for Academic Affairs has 21 direct reports, 19 administrative and two staff positions (see Appendix D.) Eight of these are the Deans of USM's Schools and Colleges.

- College of Arts and Sciences (CAS)
- College of Education and Human Development (CEHD)
- College of Nursing and Health Professions (CONHP)
- Lewiston-Auburn College (LAC)
- Muskie School of Public Service (Muskie)
- School of Applied Science, Engineering, and Technology (ASET)
- School of Business (B-School)
- University of Maine School of Law (Law)

The breadth of this span of control is significant, making communication, coordination, and collaboration challenging to initiate and sustain. **The restructuring scenarios provided by the Task Force are designed to start conversations about possible structural changes that could reduce administrative costs and create intentional contexts in which to foster increased collaboration among faculty, staff, and students.**

To begin its work, the Task Force conducted a web-based survey of peer institutions (and others that have some characteristics in common with USM but not considered official "peers") to get a sense for how institutions with similar demographics and characteristics organize their academic affairs divisions. Not surprisingly, the organization of academic affairs at these institutions is varied, ranging from conventional school/college/departamental structures to more integrated and cross-disciplinary approaches with "faculties" rather than discipline-based departments. What these institutions do share are structures with fewer administrative positions than USM even though, in many cases, the size of the faculty and student bodies of these institutions is larger.

Using the Guiding Principles stated in the Introduction to this report, the Council of Deans Principles for USM's Academic Mission (see Appendix E), the emerging drafts of the Strategic Plan, as well as the information from our review of peer and similar institutions, the Task Force initially designed 12 scenarios for consideration. The Task Force discussed these 12 scenarios at length using the Guiding Principles as a framework and computed rough estimates of potential cost savings for each. In the end, the Task Force settled on 5 scenarios describing multiple options and savings to put forward for community discussion and consideration. These scenarios reduce the number of academic colleges from 8 to 4, 5, 6 or 7 with associated estimated savings ranging from \$ \$400K to \$950per year **It is important to note that, across all scenarios, the University of Maine School of Law's current structure and relationship to USM remain as currently established. Thus there is no text describing changes.**

Caveats Regarding the Estimated Cost Savings. Unless otherwise stated, cost savings are based on the assumption that positions will be eliminated and that there will be no new costs if the incumbent moves to another assignment within the institution. For example, if an administrative position is eliminated and the incumbent returns to a faculty position that the cost

of the faculty position is either included in the current budget or will be covered by the internal reallocation of funds.

Insufficient information exists to calculate potential severance costs. Average compensation costs are used when calculating savings caused by reducing the number of schools and colleges,

This analysis does not include any additional costs that might be associated with assigning additional responsibilities to those in existing positions. For example, that if the Provost and Vice President for Academic Affairs became, as is proposed in Academic Affairs Scenario #1, Provost and Executive Vice President of Academic and Student Affairs it is assumed that the compensation cost would remain unchanged.

Scenarios for Academic Affairs

The Task Force presents five scenarios for discussion by the USM community, involving both administrative and academic components. The upper half of the graphic describing each scenario focuses on **administrative aspects**. The lower half presents alternative structures for USM **academic programs**, currently organized into eight schools and colleges.

Administrative Components

In all of the scenarios, the upper part of the graphic is basically the same. There are variations, however, and these are indicated by the “broken line” boxes. These variations derive from the Executive Administration Scenarios and would be different depending on whether academic affairs and student affairs are conceived of as one unit or two and also vary by the location of institutional research and planning. All areas without academic majors are treated as administrative units for the purposes of the organizational charts, even though some offer credit-bearing courses (e.g., Russell Scholars, Honors). Each of these administrative areas will closely coordinate with the schools and colleges, the faculty of which provide the foundation of the USM academic experience.

The **administrative components** of each scenario are:

University Outreach. The scenarios include a University Outreach function headed by an Associate Provost. There is no attempt in this document to restructure this area except for moving the Center for Technology-Enhanced Learning (CTEL) under the auspices of Libraries. However, the Task Force does encourage discussion about the structuring of this area and how best to ensure cross-campus collaboration and coordination of efforts while, simultaneously, respecting the integrity and autonomy of the academic schools and colleges. This is particularly important in areas related to credit and non-credit activity, such as summer session and winter session, as well as services and support for faculty, staff, and students who are engaged in distance learning initiatives.

Research Administration. Research Administration is included in these scenarios as reporting to the Provost. This area would continue to provide support for research, scholarship, and creative activity at the college level and with research and R&D centers. The Task Force did not attempt to restructure this area but does suggest that discussion of

research and research administration is needed to clarify the role of centralized leadership as well as the scale of this activity at USM.

Library Services. In these scenarios, Library Services also assumes responsibility for the Center for Technology-Enhanced Learning (CTEL).

Admissions. The scenarios present both undergraduate and graduate admissions as part of Academic Affairs. In this regard, the Office of Graduate Studies would remain as a support and coordinating function for all graduate programs in the university.

University College (or Division of Undergraduate Studies). This administrative unit would be responsible for coordinating university student success initiatives to bring intentionality, cohesion, and clarity to the overall undergraduate experience. It would also provide an administrative home for general education, the Russell Scholars Program, and the Honors Program; and would serve as the temporary academic home for students without a declared major, those admitted with conditions, and those who are not degree candidates (non-matriculated students). This unit would serve as a campus clearinghouse for experiential learning (internships, co-op, study abroad, etc.) and be responsible for implementing Student Success Centers on each campus. The unit's focus on the undergraduate experience provides an opportunity to revitalize and build capacity for a system of faculty and staff development focused on supporting the learning success of first-year students. A more detailed design of this unit is found in Appendix A of this document.

Institutional Research. The Academic Affairs Scenarios add an office of institutional research reporting to the Provost. Alternatively, in the Executive Administration Scenario #1, this function is assigned to an Executive Director of Institutional Research and Planning as a direct report to the President.

Student Affairs. In the previous section of this paper, the two Executive Administration Scenarios offer different structures and responsibilities for the Office of the Provost. The first scenario suggests a Provost and Executive Vice President (one position) to lead a combined Division of Academic and Student Affairs. The second scenario presents academic and student affairs as separate divisions each headed by a Vice President as is currently the case at USM. The importance of student affairs to the student academic experience should not be underestimated. The Task Force invites the USM community to discuss the pros and cons of unifying these functions under one executive or continuing to organize them as separate units.

Academic Components

Five scenarios are offered as “conversation starters” with respect to how best to organize to reduce administrative costs and increase opportunities for faculty, staff, and students. In these scenarios, all majors are associated with academic schools and colleges, including those that currently report directly to the Provost, such as Women and Gender Studies. The Task Force anticipates that community feedback will result in revisions that will achieve the intended goals and provide the framework for a healthy, sustainable USM.

USM is a multi-campus university and the scenarios offered embrace all three campuses as integral to the whole. Acknowledgement of the three campuses of USM remains consistent in all scenarios; however, in some of the scenarios, Lewiston-Auburn is also depicted as an academic

college. These variations are intentionally put forth to engage conversation about the unique characteristics of Lewiston-Auburn and what academic structure is in USM's best interest.

Academic Affairs Scenario # 1

This model could reduce the number of direct reports, excluding staff, to the Provost from 19 to 12 and the number of schools and colleges from 8 to 6.

College of Arts and Letters

All programs in Humanities, Fine and Performing Arts, and Social Sciences would be restructured into a new College of Arts and Letters. Sub-structured with three schools, this mixture of programs allows for development in arts and letters providing a more cohesive college contributing to the university liberal education core while expanding its various majors and inter-disciplinary opportunities.

College of STEM

In this model, all sciences currently in CAS and all programs currently in ASET would be restructured into a new College of Science, Engineering, Technology, and Mathematics (STEM). Sub-structured with two schools, this new College would have the advantage of cross-disciplinary academic and research opportunities and unique advantages for outside funding of programs and facilities. A STEM College would be a unique academic unit in the University of Maine System.

College of Education, Health, and Human Resources

The present College of Education and Human Development and College of Nursing and Health Professions would be merged under the umbrella of a College of Education, Health, and Human Resources. Sub-structured with three schools, the opportunity to work together in health, human services, and education using experiential and clinically based approaches provides the USM community with graduates having knowledge focused on child/adult lifestyles and learning.

Muskie College of Management and Public Service

The School of Business, the School of Social Work, and the Muskie School of Public Service would make up the new Muskie College of Management and Public Service along with its various research/service institutes. Sub-structured with three schools, much of the public service work that Muskie does is in the areas of health, social services and public policy and management and would be advantageous for business and social work majors. Adding undergraduate programs to Muskie would also help expand graduate education in public policy and the MBA program in which Muskie and School of Business already collaborate.

Lewiston-Auburn College

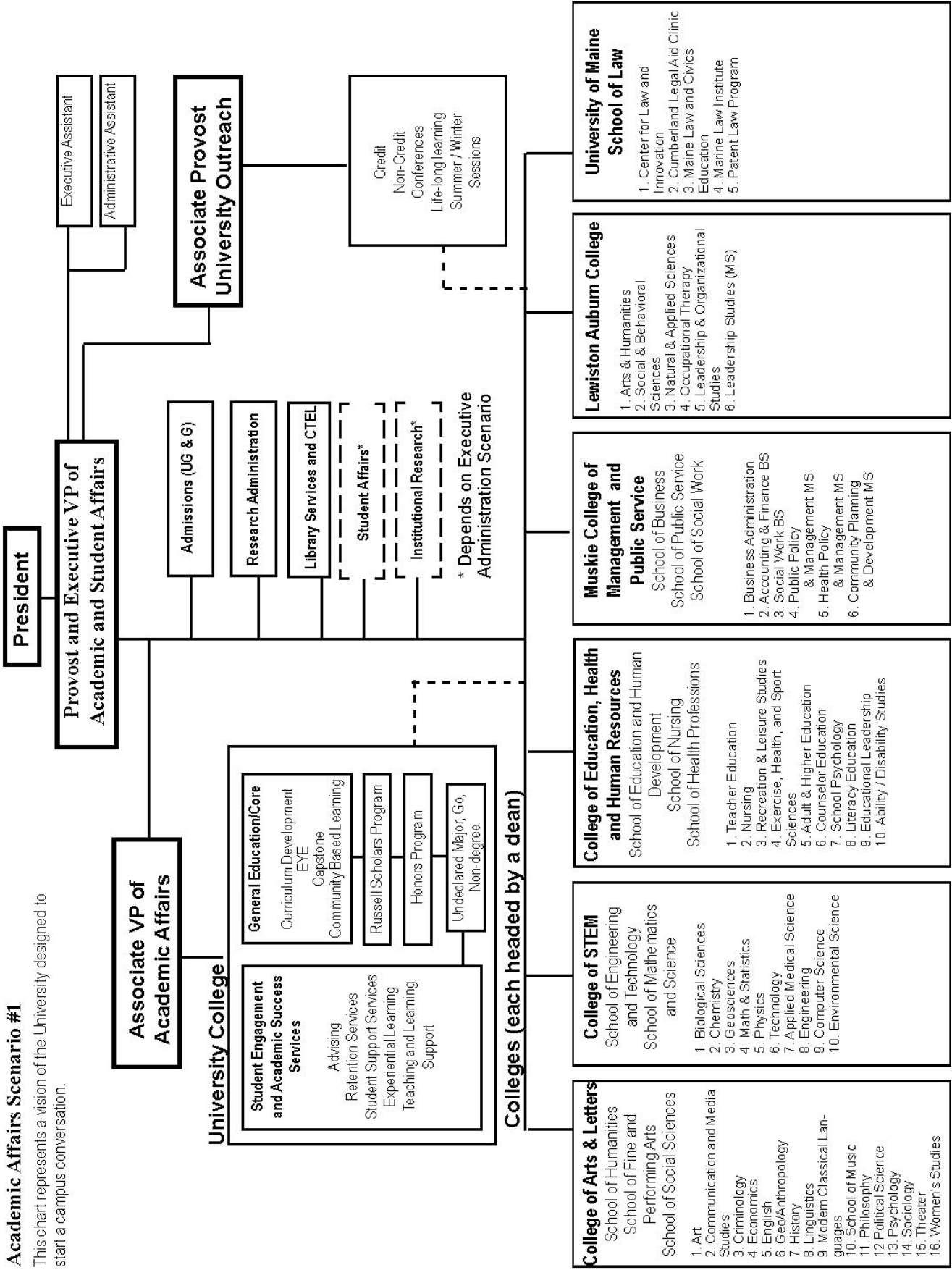
The Lewiston-Auburn College remains unchanged in this scenario but is encouraged to develop and offer more professional programs.

School of Law (unchanged)

Estimated Cost Savings. Estimated cost savings of \$550K - \$600K result from reducing the number of academic deans, eliminating some stipends and/or additional compensation for summer.

Academic Affairs Scenario #1

This chart represents a vision of the University designed to start a campus conversation.



Academic Affairs Scenario # 2

This model reduces the number of direct reports, excluding staff, to the Provost from 19 to 12 and the number of schools and colleges from 8 to 5.

In this scenario, the Lewiston-Auburn College is recast as the Lewiston-Auburn Campus and all academic programs and faculty are merged into one of the four new Colleges. The dean at the Lewiston-Auburn Campus would become a campus dean and community leader.

College of Arts and Letters

This model is the same as Scenario #1 except that Arts and Humanities and Social and Behavioral Sciences from the Lewiston-Auburn College are included in the new college.

College of STEM

This model is the same as Scenario #1 except that Natural and Applied Science from Lewiston-Auburn College are included in the new college.

College of Education and Human Development

The College of Education and Human Development remains unchanged in this scenario but is encouraged to develop and offer more professional programs.

Muskie College of Management, Public Service, and Health

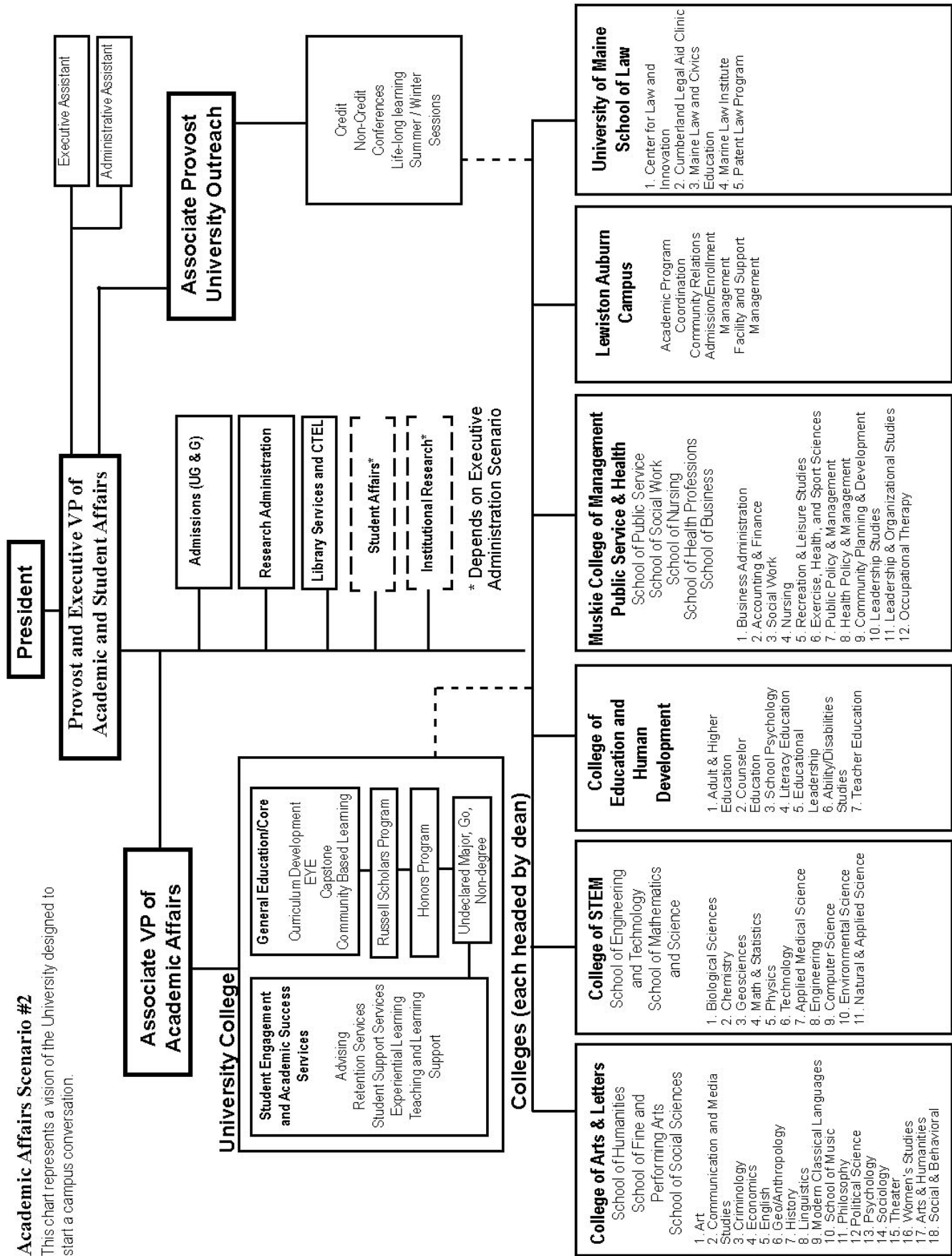
This model merges the College of Nursing and Health Professions, the School of Business, the School of Social Work and the Muskie School of Public Service into a new Muskie College of Management, Public Service, and Health with five schools. As mentioned in Scenario #1, the Muskie School is very involved in all of the above areas academically and in research and service. Combining these resources provides a stronger undergraduate/graduate portfolio of academic options and opportunities under the well-known Muskie brand.

School of Law (unchanged)

Estimated Cost Savings. Estimated cost savings of \$700K - \$750K result from reducing the number of academic deans, eliminating some stipends and/or additional compensation for summer.

Academic Affairs Scenario #2

This chart represents a vision of the University designed to start a campus conversation.



Academic Affairs Scenario #3

This model reduces the number of direct reports, excluding staff, to the Provost from 19 to 13 and the number of schools and colleges from 8 to 7.

College of Arts and Letters

All programs in Humanities, Fine and Performing Arts, and Social Sciences would be restructured into a new College of Arts and Letters. Sub-structured with three schools, this mixture of programs allows for development in arts and letters providing a more cohesive college contributing to the university liberal education core while expanding its various majors and inter-disciplinary opportunities. (Same as in Scenario #1)

College of STEM

In this model, all sciences currently in CAS and all programs currently in ASET would be restructured into a new College of Science, Engineering, Technology, and Mathematics (STEM). Sub-structured with two schools, this new College would have the advantage of cross-disciplinary academic and research opportunities and unique advantages for outside funding of programs and facilities. A STEM College would be a unique academic unit in the University of Maine System. (Same as in Scenario #1)

College of Education and Human Development

The College of Education and Human Development remains unchanged in this scenario but is encouraged to develop and offer more professional programs. (Same as in Scenario #2)

College of Management and Social Work

This model merges the School of Business and the School of Social Work into a College of Management and Social Work organized into two schools. The thought behind this scheme is that much of the social services both public and private require management skills and experiences. Many of the social work majors may find the business courses attractive as they advance in their careers. Similarly, business majors may find social work attractive in academic offerings and possible career tracks.

Muskie College of Public Service and Health Professions

This model merges the Muskie School of Public Service and the College of Nursing and Health Professions into a professional college named after Senator Muskie. As mentioned in Scenario #2, the Muskie School is very much involved in the health related professions and services organized into three schools. This combination of graduate and undergraduate programs with clinical opportunities and two doctoral degrees can provide new areas of collaboration for interdisciplinary curricula and research for faculty/students.

Lewiston-Auburn College

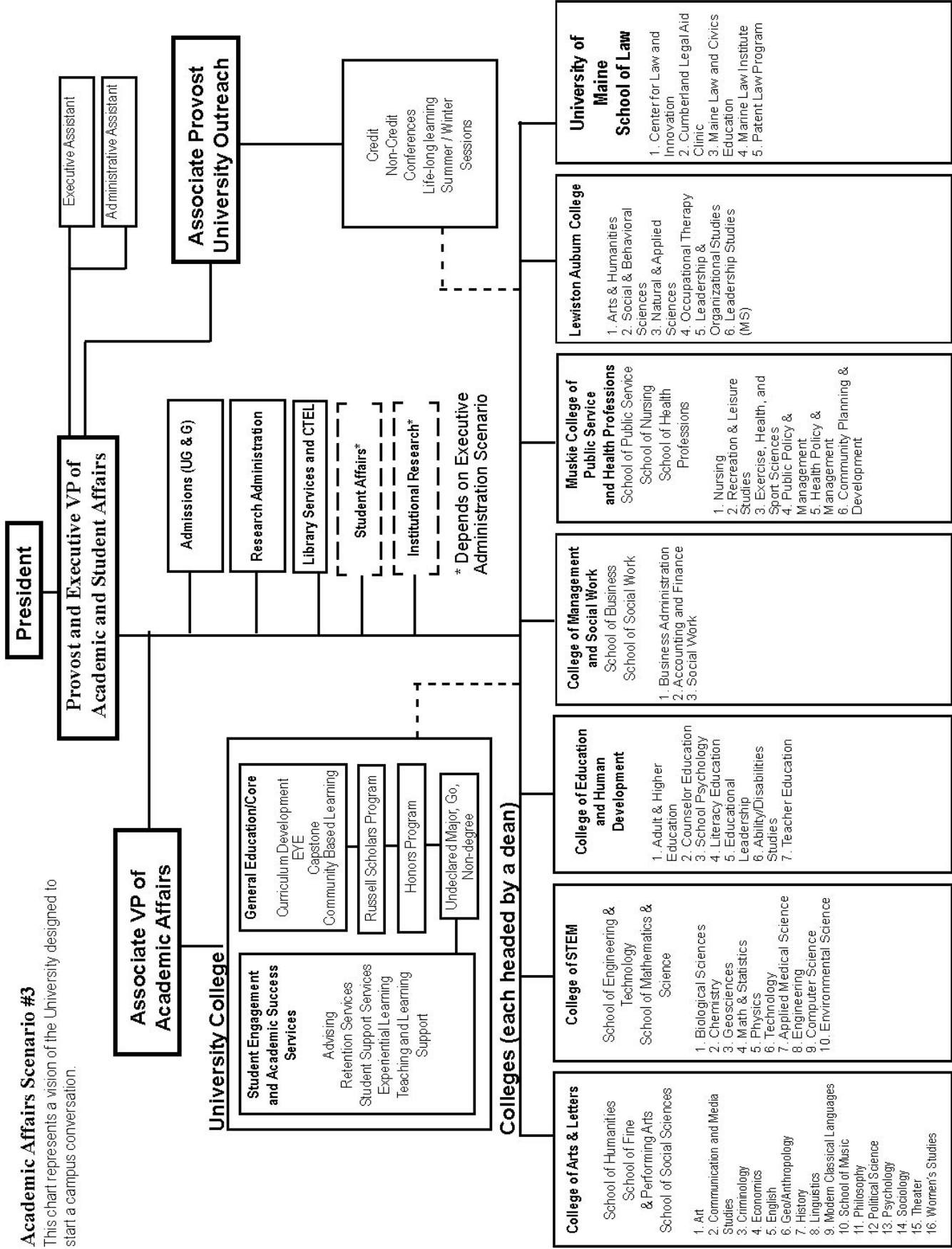
The Lewiston-Auburn College remains unchanged in this scenario but is encouraged to develop and offer more professional programs. (Same as Scenario #1)

School of Law (unchanged)

Estimated Cost Savings. Estimated cost savings of \$350K - \$400K result from reducing the number of academic deans, eliminating some stipends and/or additional compensation for summer.

Academic Affairs Scenario #3

This chart represents a vision of the University designed to start a campus conversation.



Academic Affairs Scenario #4

This model reduces the number of direct reports, excluding staff, to the Provost from 19 to 12 and the number of schools/colleges from 8 to 5.

In this scenario the Lewiston-Auburn College is recast as the Lewiston-Auburn Campus and all academic programs and faculty are merged into one of the four new Colleges. The dean at the Lewiston-Auburn Campus would become a campus dean and community leader (same as Scenario #2)

College of Arts and Letters

Same as in Scenario #2

College of Science and Health Professions

This model merges all of the STEM disciplines with Nursing and Health professions to take advantage of the science core needed to support engineering, technology, applied medical sciences, nursing, and health professions organized into four schools. Opportunities can emerge in applications in medical sciences, bioinformatics, bioengineering, and computer science. New majors and interdisciplinary studies would be wide spread in such a diverse college.

College of Education and Human Development

Same as in Scenario #2

Muskie College of Management and Public Service

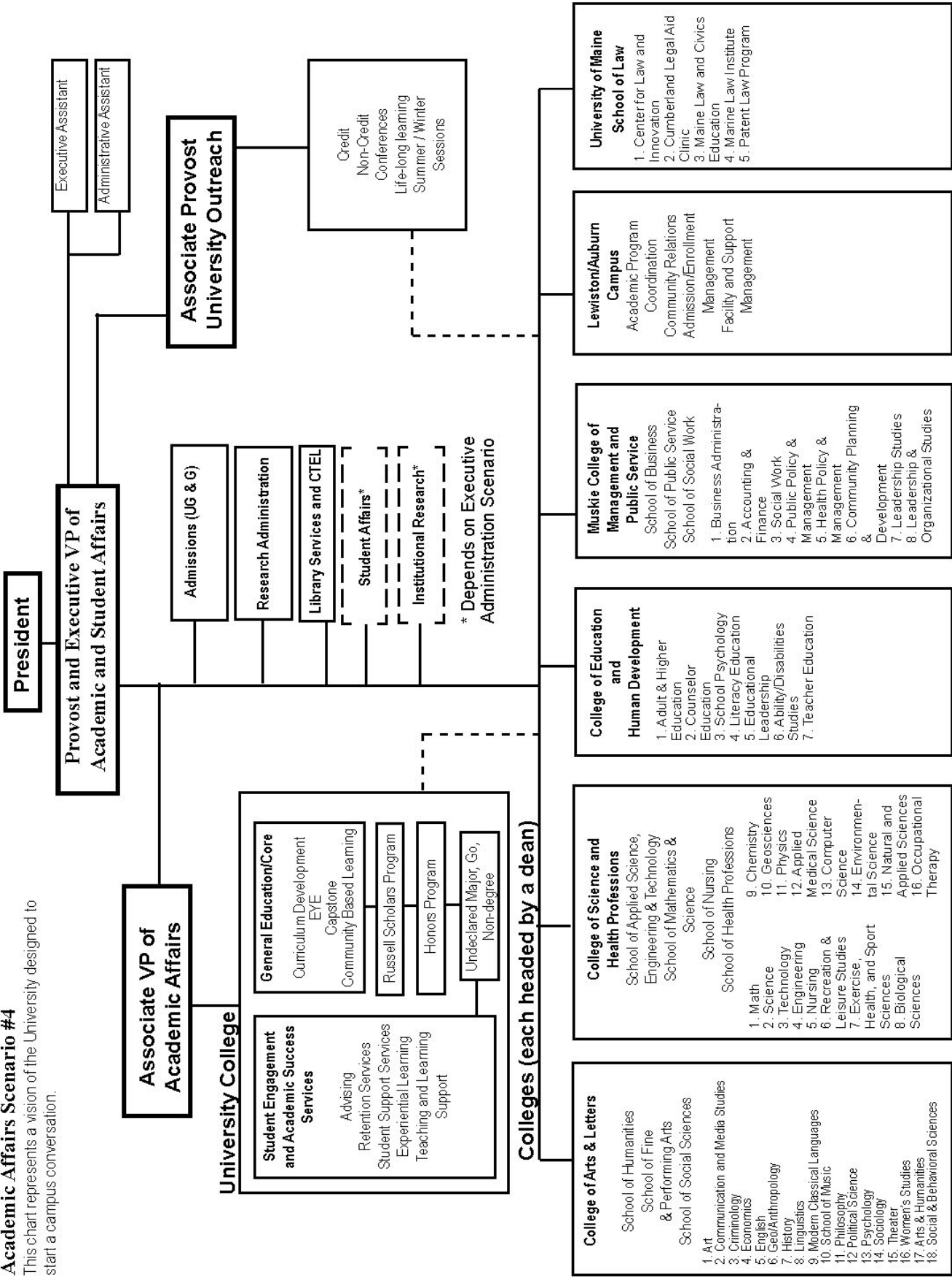
Same as in Scenario #1, but including Leadership Studies and Leadership and Organizational Studies from the Lewiston-Auburn College.

School of Law (unchanged)

Estimated Cost Savings. Estimated cost savings of \$700K - \$750K result from reducing the number of academic deans, eliminating some stipends and/or additional compensation for summer.

Academic Affairs Scenario #4

This chart represents a vision of the University designed to start a campus conversation.



Academic Affairs Scenario #5

This model reduces the number of direct reports, excluding staff, to the Provost from 19 to 11 and the number of schools/colleges from 8 to 4

In this scenario, the Lewiston-Auburn College is recast as the Lewiston-Auburn Campus and all academic programs and faculty are merged into one of the four new Colleges. The dean at the Lewiston-Auburn Campus would become a campus dean and community leader (same as Scenario #2)

College of Arts and Sciences

This model remains the same as it is presently structured except it is organized into four schools/faculties.

College of Education and Health Professions

In this model Nursing, Health Professions, and Education are organized into three schools/faculties.

College of Professional Studies

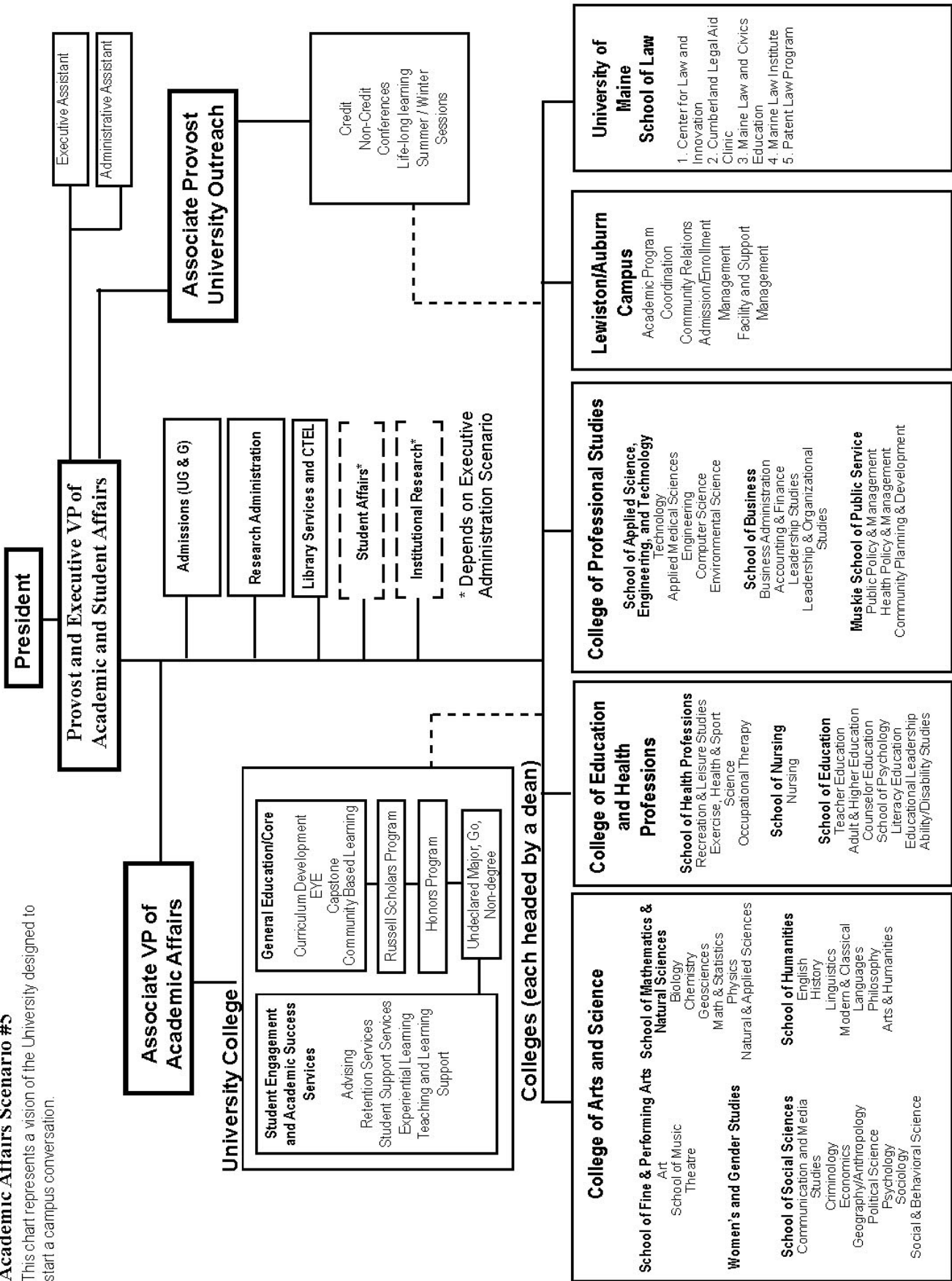
This scenario combines the Muskie School, Applied Science, Engineering, and Technology (ASET), and the School of Business into three schools/faculties.

School of Law (unchanged)

Estimated Cost Savings. Estimated cost savings of \$900K - \$950K result from reducing the number of academic deans, eliminating some stipends and/or additional compensation for summer.

Academic Affairs Scenario #5

This chart represents a vision of the University designed to start a campus conversation.



Restructuring Time Line and Process

August 28th – Share the White Paper to the University Community with the recommended comment process.

October 9 – The comment submission period ends.

October 9 through November 2

- Comments reviewed.
- Final organizational structure developed.
- President's decision on restructuring shared with University community.

Appendix A: ***Division of Undergraduate Studies or University College***

Support for the undergraduate student experience is highly decentralized and uncoordinated, and students—as well as faculty and staff—are, with few exceptions, left to independently navigate through USM. Academic advising is viewed as an important activity, yet remains a technical one associated with course registration rather than being treated as an integral part of teaching, learning, and student development. Experiences that research has shown to be positively related to high levels of student achievement success such as internships, study abroad, service-learning, and co-op experiences are activities that some, but not all, students are expected to engage in and even then—unless embedded in the curriculum—participation is left to the individual student to ferret out and pursue. Career services have become increasingly decentralized as academic areas allocate their own resources to serve the students in their respective degree programs. During an external review of non-instructional programs by a team from the National Academic Advising Association, members of the USM faculty and staff put it this way, “Our students succeed despite us rather than because of us”. This statement reflected a general sentiment throughout the paper that the undergraduate student experience at USM is in need of more definition and coordinated support. The USM experience should be student learning centered and clearly articulated and reinforced throughout a student’s program of study and:

- Include mandatory participation in an academic and career planning process that begins at the point of acceptance and continues through graduation and post-graduation.
- Include participation in learning experiences that enhance, enrich, and extend learning through increased faculty/student interaction and provide opportunities to apply learning that occurs in the classroom to other settings. Required participation in activities such as first-year seminars, learning communities, service-learning, internships, undergraduate research, capstones, and study abroad have been linked to increases in student achievement, retention, and graduation (Kuh, 2008).
- Optimize student/faculty interaction through academic advising and mentoring.
- Be actively monitored and supported.

Defining and Supporting the Undergraduate Student Experience. Learning is at the heart of the college experience and each student is unique with regard to his/her learning interests, needs, and approaches. Guiding the design of an individual student’s learning pathway that is engaging, exciting, and leads to the achievement of educational and career aspirations holds our greatest challenge and our greatest reward.

The USM Promise. We cannot guarantee that all students will successfully complete a program of study and graduate from USM. We can articulate those experiences that research on student success has shown help to maximize student achievement and increase the likelihood that they will persist and graduate. These experiences include those that facilitate:

- **Engagement with the Curriculum**
- **Exploration of Educational and Career Aspirations**
- **Referral and Support**

Engagement with the Curriculum. The curriculum and the classroom are at the core of the USM undergraduate experience. Faculty/student interaction is paramount to student learning success, thus maximizing opportunities for this interaction, both in and outside the classroom, is important. Opportunities to participate in a learning community or first-year seminar enrich the student experience and support the student transition into college. Faculty-supervised service learning experiences enhance, support, and extend the classroom and engage students in the community. The newly implemented EYE requirement, coupled with programs that already exist, such as Russell Scholars and the Honors Program, help to ensure the availability of seminars and learning communities for all first-year students. Beyond the first year, *all* USM students need to be encouraged, if not directed, to explore internships, externships, co-op experiences, as well as study abroad. Building the internal capacity to encourage and support these activities is essential to fulfilling *The USM Promise*.

Exploration of Educational and Career Aspirations. *The USM Promise* presumes that exploration of educational and career aspirations is an ongoing, developmental process that encourages student self-reflection, engages them in conversations about their future goals, and guides and assists them in their pursuit of post-graduation goals and aspirations. The importance of this process of academic planning, career planning, and academic advising/mentoring should not be underestimated and, to be effective, must be intentional, coordinated, collaborative, and treated as an integral part of teaching and learning. It requires a partnership between faculty members with disciplinary expertise who serve as academic advisors/mentors to students and professional staff with expertise in academic advising and career planning strategies. Throughout the USM experience, students ought to be involved in graduation and post-graduation planning and exposed to activities that will enhance their chances of obtaining employment or pursuing further study through graduate school.

Referral and Support. Providing support when appropriate and needed is a critical part of student engagement and success. However, the complexity of issues that students face sometimes makes appropriate referral difficult; the complexity of the organization of services at USM adds to this difficulty. It is not uncommon for students to be referred to multiple places before ‘landing’ at the location/service best able to be of assistance. Streamlining the referral to support process is important to *The USM Promise* and to student success. Learning issues, personal issues, career issues, and behavioral issues can all potentially stem from a single concern; ferreting out the crux of the concern is critical to appropriately assessing the support needs of students. Appropriate services to support student learning should be available and organized in such a way that student referral and support is not part of a service labyrinth.

Organizing to Support the Undergraduate Student Experience. To provide coherence and intentionality, a more integrative structure that brings together the coordination of programs and services to support student engagement and academic success under one administrative umbrella in Academic Affairs is proposed. A reporting relationship to the Provost and Vice-President for

Academic Affairs is essential in this model for the primary purpose is to support and enrich the student academic experience which, by definition, requires a close working relationship with the faculty of the academic schools and colleges.

This *administrative* unit, often called University College or Undergraduate Studies at some institutions, would include having coordination responsibility for three distinct, yet interrelated service areas:

- *Student Engagement and Academic Success Services.* Areas of coordination responsibility include:
 - Pre-orientation and Orientation Program Coordination
 - Academic and Career Planning Services
 - Graduation and Post-Graduation Planning and Services
 - Graduate School Planning
 - Workforce Entry Services
 - Student Academic Support Services
 - Learning Support (learning strategists and tutoring)
 - Support for Students with Disabilities
 - Academic Alert
 - Experiential Learning Services Clearinghouse
 - Service Learning
 - Study Abroad and National Exchange
 - Internships/Externships/Co-Ops
 - Undergraduate Research
 - Prior Learning Assessment

- *General Education Coordination and Support.* Areas of coordination responsibility include:
 - Curriculum Development Support for General Education
 - EYE Courses
 - Capstone Courses
 - General Education Implementation
 - Community-Based Learning (i.e., Service-Learning)
 - Faculty Development and Support
 - Learning Communities
 - Russell Scholars

- *Home for Undeclared, GO, and Non-Degree Students until Declaration of Major.*

Merely pulling together programs and services under one organizational roof will not, in itself, fulfill **The USM Promise**. We must improve the visibility of support services and reframe the academic planning, career planning, and academic advising/mentoring experience. Toward that end, the following action steps are indicated:

- Administrative Consolidation under Academic Affairs to establish a Division of Undergraduate Studies or University College of:
 - Undergraduate Education
 - Division of Advising and Academic Resources
 - Career Services
 - Service Learning/Civic Engagement
 - Early Student Success
 - Prior Learning Assessment
 - National and International Student Exchange
 - Russell Scholars
 - Honors Program

- Establishment of a **Student Success Center** on each of USM's three campuses to provide the needed visibility of these services to the campus community. Each Center will have staff members available with expertise in Learning Strategies as well as Academic and Career Planning. The Student Success Center will be the first point of referral for students. Discussions about the relationship between Student Success Centers and One-Stop will be required prior to implementation (indeed, services typical of a one-stop might be integrated into the Student Success Center concept, depending upon the availability of space).

- All incoming students will be assigned a **Student Success Specialist/Coach** with academic and career planning expertise. Student Success Specialist/Coaches will be assigned based on a student's school/college/major and will have responsibility for introducing students to **The USM Promise** at the point of acceptance; engaging them in an academic and career planning process; monitoring their degree progress; and facilitating connection with their faculty academic advisor/mentor. The Specialist/Coach works in partnership with the faculty academic advisor/mentor to facilitate the development of a graduation plan that optimizes student achievement and success and directs students toward involvement in activities to support engagement with the curriculum. The Student Success Specialist/Coach remains connected with the student until he/she graduates or leaves the institution.

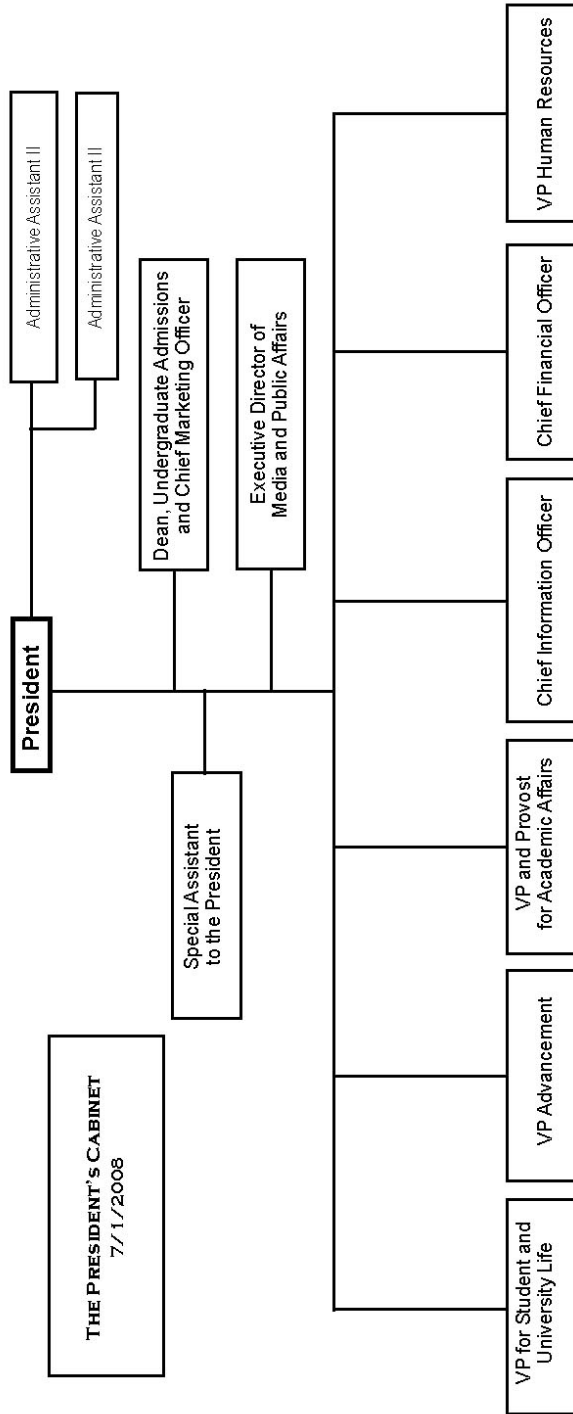
- All students will have a faculty academic advisor/mentor assignment once they have declared or transitioned to their intended major. The academic authority for the student's curriculum rests with the faculty academic advisor/mentor. The Student Success Specialist/Coach will also serve as the academic advisor for students without a declared major or who are admitted with conditions until they have declared.

Savings. Support for this effort comes from consolidation and reallocation of existing programs and services. The savings associated with this conceptual model are in terms of administrative savings.

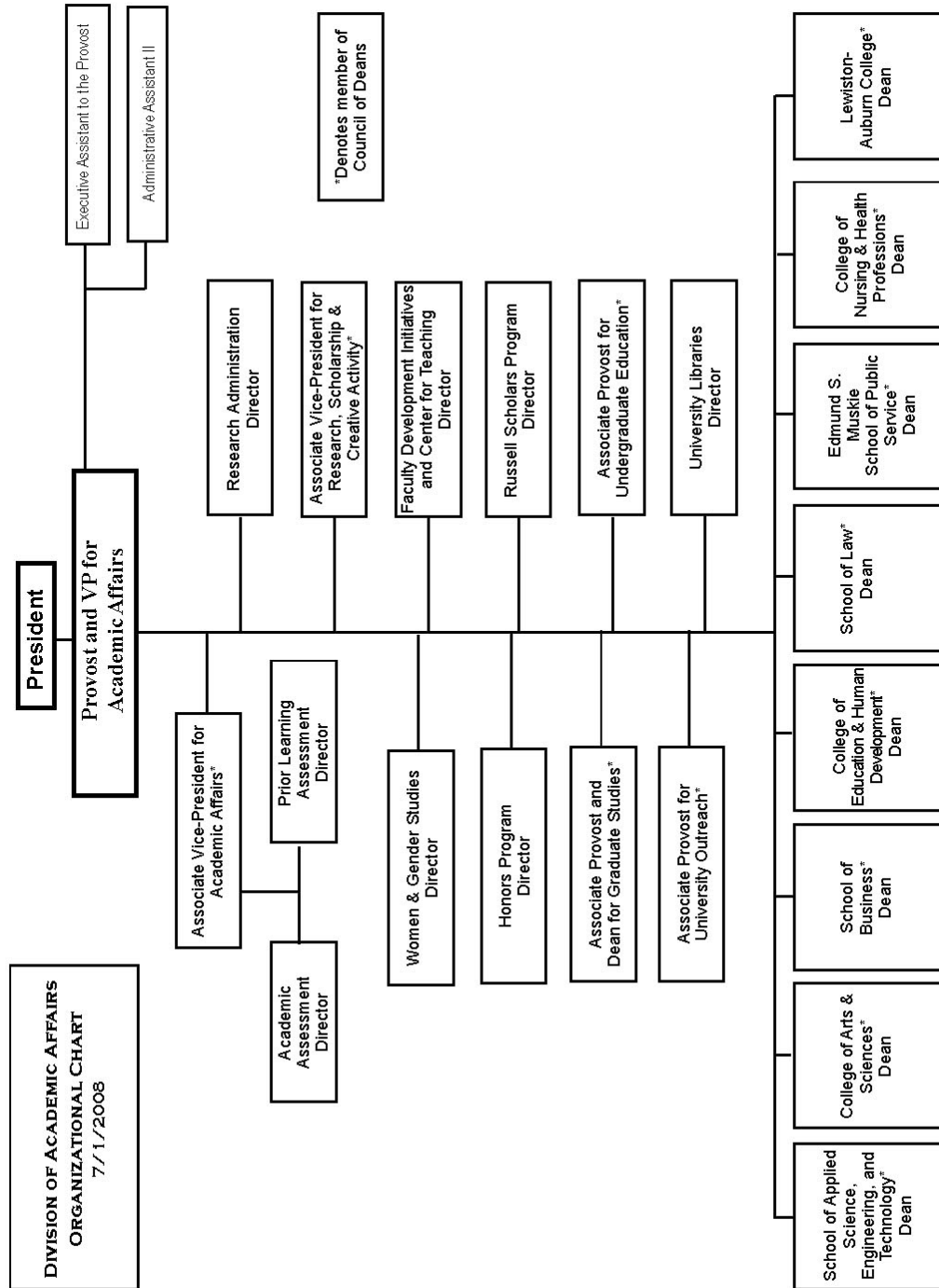
Appendix B:
University of Southern Maine Mission Statement

The University of Southern Maine, northern New England's outstanding public, regional, comprehensive university, is dedicated to providing students with a high quality, accessible, affordable education. Through its undergraduate, graduate and professional programs, USM faculty members educate future leaders in the liberal arts and sciences, engineering and technology, health and social services, education, business, law and public service. Distinguished for their teaching, research, scholarly publication and creative activity, the faculty are committed to fostering a spirit of critical inquiry and civic participation. USM embraces academic freedom for students, faculty, and staff, and advocates diversity in all aspects of its campus life and academic work. It supports sustainable development, environmental stewardship, and community involvement. As a center for discovery, scholarship and creativity, USM provides resources for the state, the nation, and the world.

Appendix C:
2008-09 President's Cabinet Organizational Chart



Appendix D: 2008-09 Academic Affairs Organizational Chart



Appendix E:

Council of Deans' Principles for USM's Academic Mission (Adopted 2/9/09)

Introduction

With this document, the University of Southern Maine Deans Council outlines guiding principles for achieving and sustaining the academic mission of the University at a fluid and critical moment. Fiscal challenges demand attention while also presenting new opportunities for strategic directions. Our goal is to provide a framework for deployment of resources and to inform implementation of the strategic plan.

We maintain that institutional advancement requires USM to craft a distinct identity. Academic excellence, student success, and our public commitment remain touchstones. USM, moreover, must focus and differentiate its program and purpose from other colleges and universities throughout the state, and minimize duplication with other units of the University of Maine System.

USM distinguishes itself by offering pathways to diverse professional and career opportunities and by addressing state and regional needs. It is characterized by a unique blend of engaged professional education, high quality liberal arts and sciences programs, scholarship and creative activity, applied research, and robust community engagement.

Guiding Principles

- (1) Strive to differentiate the University of Southern Maine from other higher education institutions in the state.
- (2) Provide liberal and professional education that opens pathways to substantive career opportunities through faculty excellence in teaching, research, and public service, and through maximizing student access, support, and success.
- (3) Build knowledge through applied research, scholarship, creative activity, and civic engagement, and provide students with a wide range of opportunities for experiential learning through field placements and involvement with faculty research.
- (4) Value the distinctive character and excellence of select undergraduate, graduate, and professional academic programs
- (5) Foster institutional entrepreneurship and planning with attention to the broad context of mission, regional needs, sustainability, and fiscal integrity.
- (6) Address social and economic needs of the region while seeking to extend the University's reach nationally and globally.
- (7) Demonstrate a commitment to diversity and to an increasingly diverse population in Maine.