Kathy Wall

HUSSON COLLEGE

Reaccreditation Self Study

December 1, 1982

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Reaccreditation Self Study

Prepared for

New England Association

of

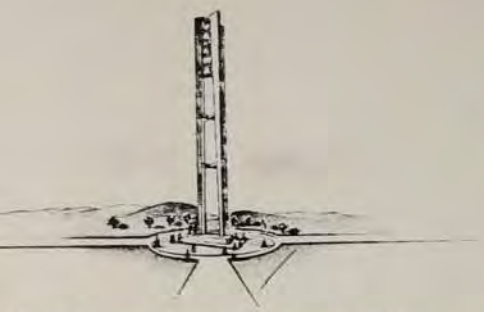
Schools and Colleges, Inc.

Prepared by

Husson College

Self Study Steering Committee

December 1, 1982



HUSSON COLLEGE

BANGOR, MAINE 04401

Vice President and Academic Dean

TO: Dr. Westbrook, Dr. Johnson, Mrs. Hutchinson, Miss Lloyd

FROM: Jay L. Fennell, Ph.D.
Vice President and Academic Dean

DATE: April 6, 1981

SUBJECT: Husson Self-Study Report

This memorandum constitutes formal notice of your appointment as the Steering Committee for the Husson Self Study. The on-campus evaluation of Husson College by the New England Association of Schools and Colleges, Inc., will take place in April 1983. Since the Self Study must be submitted to the NEASC prior to the campus visit, I am requesting that it be completed and in print early in the fall of 1982. It should cover the period of time since the last reaccreditation, 1978.

I am confident that your leadership will result in the preparation of a comprehensive report that will facilitate the continued development and improvement of the College in all aspects of its operation. Please organize the study and appoint and direct the necessary committees to carry it out.

Dr. Kinney is prepared to serve as consultant to the Steering Committee. I will be happy to assist in the study process at your request.

CONTENTS

INTRODUCTION	iv
HUSSON COLLEGE	vi
1. PURPOSE & OBJECTIVES	1
2. EVALUATION & PLANNING	6
3. ORGANIZATION & GOVERNANCE	8
4. PROGRAMS & INSTRUCTION	16
5. SPECIAL ACTIVITIES	37
6. FACULTY & PROFESSIONAL STAFF	54
7. STUDENT SERVICES	61
8. LIBRARY & LEARNING RESOURCES	85
9. PHYSICAL FACILITIES	109
10. FINANCIAL RESOURCES	120
11. ETHICAL PRACTICES	128
12. PUBLICATIONS & ADVERTISING	133

INTRODUCTION

Husson College Reaccreditation Self Study

This self study of Husson College is respectfully submitted to the New England Association of Schools and Colleges, Inc. The study covers the period since the last reaccreditation in 1978 to May 1982. It represents the efforts of a broad spectrum of the College's faculty, professional staff and students.

A Steering Committee was responsible for the planning and organization of the study. This Committee began its work in late Spring 1981 by appointing sub-committee chairpersons and developing appropriate evaluation instruments for each of the twelve standards set forth in the NEASC's A Guide to the Process of Self-Evaluation (1980).

The sub-committees collected data for the report during Fall 1981 and Spring 1982 and prepared drafts of each section during Spring and Summer 1982. The study underwent editing and revision during Summer and Fall 1982 at which time information was updated and final copy prepared.

Steering Committee

Dr. Kenneth Johnson
Ms. Terri Hutchinson
Ms. Marlene Lloyd
Dr. Wayne Westbrook

Sub-Committee Heads

1. Purpose & Objectives - Mr. William Cook
2. Evaluation & Planning - Dr. Bruce O'Donnell
3. Organization & Governance - Mr. Albert Weymouth
4. Programs & Instruction - Dr. James Parker, Ms. Caroline Banasiak, Ms. Dolores Renaud
5. Library & Learning Resources - Ms. Suzanne Comins
6. Special Activities - Mr. Bruce MacGregor
7. Faculty & Professional Staff - Dr. Philip Grant, Dr. Robert Diebold

8. Student Affairs - Mr. Robert Goodwin, Mr. Robert Caswell
9. Physical Facilities - Ms. Madalyn Jordan, Ms. Pamala Hennessey
10. Financial Resources - Mr. Thomas Largay, Mr. John Porter
11. Ethical Practices - Mr. Russell Eustice
12. Publications & Advertising - Mr. Karl McGaw

Special Reports

Historical Background ("Husson College") - Ms. Louise Miller

Continuing Education & Extension Division (Appendix) - Mr. Harold Mailman
Mr. Lindon Christie, Jr.

Graduate Program (Appendix) - Dr. Robert Smith

Job Corps Program (Appendix) - Dr. Janet Kinney

Nursing Program (Appendix) - Dr. Jay Fennell

HUSSON COLLEGE

Husson College had its inception as The Shaw Business College and School of Penmanship, Bangor, 1898. It was one of several business schools established by Mr. Frank L. Shaw, Portland, during the late nineteenth century.

The school was located in the Bass Block (corner of Hammond and Franklin Streets) from 1898 to 1925. It occupied rooms on the second and third floors of the building. Although competition grew keen from time to time, the Shaw was the most successful of all the local business schools during that period.

In 1925, for whatever reason--post-World War I malaise; unsettled economic conditions; the lack of managerial expertise after the deaths of the local managers, Mr. George N. Harden (1915) and Mr. Frank L. Shaw (1925)--the College's equipment was moved to the second floor of the Adams Building (27-29 Columbia Street). The new location was sandwiched in between the Kineo Mill End Company, located on the third floor, and a music store on the first floor.

Mr. Howard W. Mann--proprietor of business schools in Auburn (1916), Portland (c. 1925), Augusta (1926), and Presque Isle (c. 1927)--purchased the equipment of the Bangor Shaw Business College in 1926. He changed the institutional name to conform to that of his other schools--Maine School of Commerce--and identified it as the Bangor Branch. He employed Mr. Chesley H. Husson, BS, Salem State Teachers College (Massachusetts), as teacher-coach. Mr. Husson was the first business educator in any of the local proprietary business schools to have completed a formal degree program of study in business. Within a few years, he assumed the duties of principal, along with those of teaching and coaching.

In 1933, a stock corporation--with Dr. Charles E. Adams, Bangor, President; Mr. George T. Carlisle, Bangor, and Dr. Adams, Treasurers; Mr. Ernest Lamb,

Brookline, Massachusetts, Trustee--purchased the Maine School of Commerce, Bangor Branch, changed the institutional name to the Bangor Maine School of Commerce (BMSC), and appointed Mr. Husson principal.[1] Principal Husson had complete freedom to develop the curriculum as he saw fit.

Mr. Husson set about the task of upgrading all course offerings and developing a program of studies for secondary school business teachers comparable to the one he had completed as an undergraduate at Salem State Teachers College. With the cooperation of Dr. Olin S. Lutes, University of Maine, and Mr. Harrison W. Lyseth, Maine State Department of Education, he developed a business teacher training program that was accepted on a reciprocal basis by the University of Maine (from c. 1936 to 1953). BMSC business teacher program graduates could continue to study at the University for three semesters and be awarded a B.S.C.Ed. degree (Bachelor of Science degree in Commercial Education). University of Maine graduates in Education could complete three semesters of study in business teacher education subjects at BMSC and be certified by the State to teach business (commercial) subjects on the secondary level.

Mr. Husson became Treasurer and President of the Corporation in 1935, positions he held until 1961 and 1970 respectively. He also continued as Principal until 1947. In 1947 he changed the institutional name to Husson College and became its first president, a position he held until his retirement, 1970. In 1935 he set up a Board of Directors of the Corporation. The members were Mr. George T. Carlisle of Bangor and Mr. George E. P. Husson, Jr. (his brother), of Billerica, Massachusetts. The former served until his death, 1960; the latter until 1959. Mr. Chesley H. Husson, Jr., was appointed to the Board to fill the vacancy caused by the resignation of Mr. George E. P. Husson, Jr.[2]

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[1]Registry of Deeds, Penobscot County, Vol. 5, p. 442, October 23, 1933 (also the Office of Maine Secretary of State, October 30, 1933).

[2]Corporate Minutes, 1933-1964.

In 1940 Mr. Husson erected a modern, well-equipped building at 157 Park Street. His was the first business school in the State to provide such a structure complete with gymnasium/auditorium, well-lighted classrooms, and up-to-date equipment for postsecondary business education.

Miss Clara L. Swan was appointed a Vice President in 1955; Miss Priscilla A. Clark, a trustee in 1953 and Acting Treasurer in 1956. Each assumed the responsibilities of several administrative positions during the transitional period, 1961-1970. Dr. Barkev Kibarian was president, 1970-1973; Mr. Franklin A. Peters, 1973-1978. President Delmont N. Merrill was appointed in 1978.

In 1961, the status of the College was changed from one of a proprietary structure to that of a non-profit, private educational corporation--its present status.[3] Since early 1962, the governance of the institution has been by a Board of Trustees. The College moved to its present campus, One College Circle, in 1968.

Husson College confers the following degrees:

The Bachelor of Science Degree authorized by the 96th State of Maine Legislature, March 12, 1953. (The first degrees conferred June 11, 1954.)

The Associate in Business Science Degree authorized by the 102nd State of Maine Legislature, September 4, 1965.[4] (The degree conferred from February 4, 1966, through May 16, 1981.)

The Honorary Degree authorized by the 104th State of Maine Legislature, October 1, 1969. (The first degrees conferred May 30, 1970.)

The Master of Science in Business Degree authorized by the 108th State of Maine Legislature, March 11, 1977. (The first degree conferred May 8, 1980.)

The Bachelor of Science in Nursing Degree was authorized by the 110th State of Maine Legislature, April 6, 1982. The program is to begin September 1983.

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[3] State of Maine, Office of Secretary of State, Vol. 21, p. 23, September 25, 1961.

[4] Superseded by the action of the 104th State of Maine Legislature to confer Associate in Science Degree, 1970.

1. PURPOSE & OBJECTIVES

A process whereby Husson College could define its mission, goals, and objectives was developed as part of long-range planning in 1977. That year the long-range plan covered the period 1978-83. This process, which has been repeated each year, is a modified version of one developed by the National Association of College and University Business Officers.

The first step in the long-range planning process undertaken in 1977 was a definition of institutional goals. Some two hundred people in the College community including trustees, faculty, administrators, students, and alumni were surveyed through a questionnaire developed by the Educational Testing Service of Princeton, New Jersey. The result of this survey was a set of five goals that were to serve as a guide to planners in future years. Originally these goals were stated in the language of the Educational Testing Service but were rewritten during the 1979 long-range planning process to express more precisely the Husson mission. These goals, and the rationale for each, follow:

1. To develop and maintain high-quality, career-oriented programs of study which will best meet the needs of students and the businesses which they will eventually serve.

   COMMENT: Inherent in this goal is a commitment to continue business programs at a collegiate level. And, since the needs of both students and potential employers constantly change, the goal should be understood as mandating a continuous review of all programs to ensure that they are timely and relevant to those needs.

2. To develop in students an ethical sense, a generalist's approach to the world of work, a commitment to societal responsibility, and an awareness that learning is a life-long process.

   COMMENT: This goal recognizes that a professional practitioner should have skills, knowledge, and

attitudes which go beyond mere specialized training. It also recognizes that the development of Husson College students is not limited to the classroom. Rather, values and attitudes are shaped wherever human interaction occurs.

3. To manage the affairs of Husson College using modern, yet sound, management techniques.

   COMMENT: A college which presumes to teach the management of business should set the very highest example for its students. The resources of the College should, as well, be carefully conserved to the end that students receive the best possible education at a reasonable cost.

4. To develop among all constituencies--including trustees, administration, staff, faculty, alumni, and students--an attitude of mutual respect, a sensitivity toward the views of others, and a loyalty to the institution.

   COMMENT: This goal is based upon the premise that open and candid communication is essential to the success of an institutional mission. Good communications should pervade every aspect of the College. No one should fear the consequence of expression nor should he or she fail to listen to the ideas or views of others. Loyalty should be to the institution and not subdivisions of it.

5. To serve actively the State of Maine.

   COMMENT: A college exists by legislative grace, and should, therefore, be a resource to the state-wide community. It should educate where education is needed. At the same time, it should strongly advocate the coordination of programs among all institutions to avoid a costly duplication of effort.

A specific statement of the purposes or mission of the Institution has not been included in any of the yearly long-range plans that have been published since 1978. A statement was developed during that period, however, for use in proposals for federal grants. It was, simply, "To prepare young people for productive careers in business." This statement of mission reflected the educational goals of the College. An explanation is necessary. Husson College has a stated policy of preparing students for <u>careers</u> as

opposed to jobs. The semantic difference lies in the fact that degree candidates are required to take at least fifty percent of their course work in liberal studies. The purpose is that they will be generalists and not merely narrow specialists. This policy is set forth in the first two goals of the College.

The statement of mission also reflects two important philosophical bases of the College. One such basis is a commitment to instilling in students an appreciation for the work ethic. The other is the self-perception of Husson College that it exists to provide students predominantly from Maine an opportunity for a better life through education. By a number of measures, Maine is the poorest state in the nation. Many students from the state have low income backgrounds. Since the demand for people with business training has been consistently high over the years, there is a strong possibility that Husson graduates will find employment in higher-paying positions. Placement statistics elsewhere in the report show this to be true.

Two recent events indicate that the mission statement that has been developed is not totally accurate nor does it reflect a consensus of the College community. These events are: (1) the growth of the Continuing Education and Extension Divison and (2) the development of a baccalaureate nursing program.

To clarify and modify the mission statement, the community was surveyed again in 1981. Students, faculty, staff, and trustees were asked to comment upon the phrase, "To prepare young people for productive careers in business." Two words, "young" and "business," were at issue. The reference to an age category, respondents said, would appear to indicate that the College is placing undue emphasis on its Day Division to the exclusion of its Continuing Education and Extension Division. Enrollees in the Day Division are typically young and attend the College on a full-time basis. Continuing Education students, on the other hand, are nontraditional in the sense that they are older, fully-employed, and attend classes on Saturday and weekday evenings.

In the Fall semester 1981, persons enrolled in the Continuing Education Division exceeded for the first time those enrolled in the Day Division.

The second event that affects the mission statement of the College is a cooperative effort by the Eastern Maine Medical Center and Husson College to develop a baccalaureate nursing program. This effort was made at the invitation of the Medical Center, and the program is scheduled to begin in the Fall semester 1983. Clearly, nursing is not a business occupation but a profession.

In light of these events, the mission statement of Husson College has been augmented to now read, "prepare people for productive business and professional careers."

The mission of the College is met by means of setting objectives. These objectives are stated in the catalog as goals. The process by which the goals were formulated has already been discussed. The process by which the goals are accomplished consists of a deliberate, planned series of steps carried out by each academic and administrative department within the College. Specifically, each department as part of the annual long-range planning process determines its own objectives and how to meet these objectives. This information is circulated to and discussed by the administration, faculty, and staff so that a total College effort in formulating the overall plan is achieved. The long-range plan, when completed, is also sent to the trustees and made available through the library.

In the last few years Husson College has made steady progress in meeting its goals, first set in 1977. Where there has been a clear need for new programs, they have been planned and implemented. Among them are the development of a graduate program, a joint educational undertaking with the Comprehensive Employment and Training Administration, a minors program, and several concentrations within existing programs of study. Two such concentrations are word and data processing. Also, since the arrival in 1978 of a new academic dean, the entire curriculum has been reevaluated and strengthened.

The changes and additions mentioned here will be discussed more fully later in this report.

The most important part of the long-range planning process is the setting of priorities for present and future resources. In the past, requests for funding of programs have been denied on the basis of priorities previously set. Further, the College has not developed programs without first having a high degree of certainty about their success. That Husson College has now achieved a net profit in the last two years after several successive years of deficits is evidence that priorities have been rigorously followed and the development of programs has been orderly, not haphazard.

With the exception of a nursing program, the College anticipates no major changes in either its mission or goals. The demand for graduates with business training, especially those with a strong liberal arts preparation, is still high. The development of a baccalaureate degree nursing program will relieve a serious shortage of registered nurses in eastern Maine. While the nursing program will not begin until September 1983, there is even now some discussion about developing allied health care programs after that time.

Husson College has planned and put into effect a number of successful programs in the last three years. Refinement and improvement of existing programs should have priority during the next several years.

2. EVALUATION & PLANNING

DESCRIPTION

Husson College, in 1976, instituted an ambitious and thorough five-year planning process (Exhibit 1), "A Process for Five-Year Planning at Husson College." The goal of this process was to produce a long-range plan that would provide guidance in the budgeting and general operations of the College over a five-year span. To date, four such plans have been produced, the most recent covering the period 1981-86.

In concept, this process involves all constituent groups of the College. The plans originate at the departmental level, progress through a series of reviews, and culminate in a comprehensive document presented to the Board of Trustees. The overall object is consensus.

APPRAISAL

The long-range planning process in actual fact no longer follows the guidelines established in 1976. Although "plans" do originate at the departmental level and a comprehensive document is the eventual product, the process between those two points is confused. Rather than a significant and sincere effort to adjust College priorities and resources to demonstrated and anticipated needs, the process appears to take on an aura of "busy work."

The de facto planning document of the College appears to be the annual budget. Despite rhetoric to the contrary, the budget building process is not one of inclusion and consensus but is held largely within the financial management area of the College. The relationship between the processes of long-range planning and budget building appears minimal with the exception of the year-to-year exercise to allocate any "leftover" funds to specific capital improvement projects identified within the long-range plan.

The strengths of the process as it currently exists include:

- some level of involvement of virtually every area of the College.

- the annual introduction of a planning and future-oriented mode of thinking.
- the actual production of a long-range planning document.

The weaknesses of the process as it currently exists include:

- the non-utilization of the planning process as conceived in 1976.
- a minimal relationship between the planning process and the long-range planning concerns and annual budget development process.
- the failure of the College as a whole to take the planning process seriously.

PROJECTION

Husson College should reinstitute the long-range planning process as originally defined in the document "A Process for Five-Year Planning at Husson College." Or the College should define a new, and perhaps more streamlined, process. At the same time it may also be useful to produce a shorter-range plan than five years. Since change does take place so rapidly and events tend to out-date environmental assumptions--often within six months to a year--a shorter-range plan might be a more realistic approach to planning for the Institution.

3. ORGANIZATION & GOVERNANCE

DESCRIPTION

The Governing Board

The Husson College Board of Trustees Handbook (Revised), published February 1981, sets forth the duties and responsibilities of the College's governing board--the Husson College Board of Trustees. A copy of the Handbook is available in the President's office.

The Board of Trustees consists of not more than 25 and not fewer than 15 members. Each member is elected by the Corporate Board and serves a term of three years, or until his or her successor is chosen, or he or she is reappointed. To ensure proficiency in exercising its duties and responsibilities, the Board has established five committees: (1) Executive Committee, (2) Academic Committee, (3) Development Committee, (4) Student Affairs Committee, (5) Facilities and Grounds Committee.

The Executive Committee is composed of eight trustees. Each of the remaining committees, except for the Student Affairs Committee, is composed of four or more trustees, one faculty member, and one student. The faculty member is chosen by the Executive Committee from among recommendations by the faculty. The student member is chosen by the Executive Committee from among three students recommended by the Student Senate. The Student Affairs Committee was changed in Spring 1982 to include five student members. The Committee itself made this change in its constituency with the approval of the Board.

The Board of Trustees is scheduled for five meetings a year, while the Executive Committee meets once a month. The various other committees meet five times a year prior to the meeting of the full Board and at special times when necessary.

Board meetings last from four to five hours. Executive Committee meetings last one-and-a-half to two hours. Other committees meet for about two hours.

Attendance at full board meetings in 1981-82 ranged from 75 percent to 90 percent; and with the exception of one meeting, the Executive Committee had 100 percent attendance at its regular meetings.

For characteristics of the make-up of the Board of Trustees, see Exhibit 2.

Members of the Board receive no compensation for their service to the College. The College has a business relationship with some of the firms represented by the Board of Trustees and the Board of Advisors (e.g., Canteen Service Company, Furbush-Roberts Printing Company, Inc., Union Mutual Life Insurance Company). The Bangor law firm of Eaton, Peabody, Bradford and Veague is retained as the College's legal counsel.

A Board of Advisors serves in an advisory capacity to the Board of Trustees and the President of the College. The members of the Advisory Board are appointed by the President. Members of the Board of Advisors are provided all current printed information concerning the College and are kept informed of College matters. They also serve as a basis for nominations to the Board of Trustees.

The Board of Trustees and the Corporate Officers of the College were requested by the self-study sub-committee on Organization & Governance to respond to a questionnaire regarding their perceptions of the effectiveness of the Board of Trustees in the organization and governance of the College (Exhibit 3). Fifty-four percent of the Board members responded, and eighty-six percent of the Corporate officers responded. Results of this questionnaire are discussed in the Appraisal section.

The Administration

The responsibilities of each principal administrative officer are described in the Husson College Handbook as follows:

President, Sec. 2-4
Vice President and Dean for Academic Affairs, Sec. 3-4
Vice President for Financial Affairs and Treasurer, Sec. 4-4
Director for Management Information Systems, Sec. 5-3
Dean for Student Affairs, Sec. 6-3
Director for Admissions, Sec. 7-3
Director for College Relations and Grants, Sec. 8-3

Procedures for selecting administrative officers are as follows:

Department chairpersons, Husson College Handbook, Sec. 11-4

Other officers: see President Merrill's memo dated 2/23/82, Item 1, (Exhibit 4).

Policies and practices with respect to administrative personnel for recruitment, selection, and appointment; renewal and termination of contracts; promotion/salary increases; job security; sabbatical and other leaves; dismissal; retirement; pensions; and other benefits and conditions of employment are located in the Husson College Handbook as follows:

Appointment, Sec. 10-3, 10-9

Salary, Sec. 10-4

Termination, Sec. 10-9

Sick leave, Sec. 10-10

Emergency leave, Sec. 10-11

Sabbatical leave, Sec. 10-12, 11-17

Other benefits, Sec. 12

The President is advised internally as described in the Husson College Handbook, 1981, sections 2-5 and 2-7. External advice is provided by the Board of Advisors as described in the Husson College General Catalog, 1981-82, pp. 94-95.

The administrative "team" that advises internally is described in President Merrill's memo (Exhibit 4):

> Essentially, the "Administrative Team" makes up the Executive Committee (See Husson College Handbook, 1981, pp. 2-5) which meets weekly--more often if needed.
>
> Free discussions and open communications on all matters--current and relevant--are presented.
>
> Each member of the Executive Committee is responsible for the periodic evaluation of his or her supervisory unit, based upon the job description presented in the current Handbook.

The College's employment practices are described in President Merrill's memo (Exhibit 4):

> All employment practices at Husson College comply with the guidelines set forth in these (qv):
>
> Affirmative Action Plan Husson College, 1976
>
> Title IX: A Self-Evaluation Study of Husson College, November, 1976

Husson College Handbook, 1981

Copies are in the Husson Library and were distributed to all departmental offices for reference.

There have been minor modifications in procedure: e.g., the office of Vice President for Administrative Affairs for noninstructional personnel has been eliminated. (Affirmative Action Plan, Husson College, 1976, p. 13).

No formal procedure for evaluating the administrative "team" has been established.

Administration of Instructional Programs and Educational Policies

The responsibilities of department chairpersons, directors, and deans are described in the Husson College Handbook as follows:

Dean for Academic Affairs, Sec. 3-4

Department chairpersons, Sec. 3-8, 3-9, 3-10

Directors:

Continuing Education & Extension Division on campus, Sec. 3-11, 3-12
Continuing Education & Extension Division off campus, Sec. 3-12, 3-13

Cooperative Education, Sec. 3-13, 3-14

Librarian, Sec. 3-16

Registrar, Sec. 3-14, 3-15

Dean of Graduate Division, Sec. 3-7

The faculty contributes to the development of educational programs and educational policies by way of committee memberships appointed through the office of the Academic Dean and through their respective departmental meetings. Additionally, general faculty meetings, conducted by the Academic Dean, provide a forum for reaction to these programs and policies. Dean Fennell's memo dated 2/15/82 (Exhibit 5) responds to "Policy and procedures governing course and program generation and adoption" and "Ongoing course and program review procedures."

Students have a formal opportunity to contribute to development of educational programs through representation on the Academic, Development, Student Affairs, as well as Facilities and Grounds, Committees. Informally, students react to programs and policies through conferences with faculty members, faculty advisors, and department heads. They also discuss educational programs with College recruiters and the professional community.

The responsibilities of the faculty are stated in the Husson College Handbook, 1981, Sections 11-20 and 11-21. A statement on Academic Freedom in Sections 11-15 and 11-16 of the Handbook reflects the authority of the students.

> The responsibilities and authority of students are stated in the Husson College Student Handbook, Student Judicial Process, the Husson College Undergraduate Community Code, and the Family Educational Rights and Privacy Act of 1974, revised.

The following professional accrediting organizations and/or licensure requirements determine program content:

> Business Teacher Education through the State of Maine's Department of Educational and Cultural Services.
>
> Accounting through the American Accounting Association and C.P.A. requirements.
>
> Nursing Program through the National League for Nursing and the State Board of Nursing.

APPRAISAL

Self-Evaluation Questionnaire

In Mid-May 1982, members of the Board of Trustees and Administrative Officers of the College were requested by the sub-committee on Organization & Governance to respond to a questionnaire based upon "Self-Study Criteria for Private Boards." This questionnaire can be found on pp. 433-39 in the Handbook of College and University Trusteeship. (See also Exhibit 3 for a copy of questionnaire and summary of responses.)

Based upon responses to the questionnaire, the Board views the performance of its functions as being "good" to "very good." Among suggested improvements from various Board members were the following:

> "The Board could profit by having an academic in the business/economics area that has similar programs to Husson; for example, someone from U.N.H. or Dartmouth or Merrimac."
>
> "Meetings are too long."
>
> "Some consideration should be given to selecting at least some trustees for their ability to financially assist the College."

The responses to this questionnaire also indicate that the Board has no committee that reviews the performance of its individual members. Eight of thirteen responses state that there is no established procedure for orienting new members to their responsibilities as Board members. Five of thirteen responses indicate a need to require a minimum attendance at Board meetings. Eight of thirteen responses state they either do not know or feel that policies limit sufficient opportunity for rotating Board leadership. Five of thirteen responses indicate a need for more effective communication with the faculty. Eight of thirteen responses state they do not know if there are adequate policies for student appeal of perceived injustices (academic or other). Also, there seems to be a need for more information to Board members about their responsibilities in this area of "Court Appeal."

The Board believes that responsibility for the quality of instruction belongs to the Vice President and Dean for Academic Affairs and the President. The Board also feels its participation in educational affairs is "about right," and that they should not become involved in the day-to-day administrative functions of the academic area.

Other Information

Information on the efficiency of budget preparation and fiscal operation may be found in chapter 10 of this report. Further details are available in the Husson College Fourth Annual Long-Range Plan, 1981-1986, pp. 57-62. Distribution of costs for administration, instruction, and other major areas is found in chapter 10. Quality of upkeep of grounds, buildings, equipment is discussed in chapter 9. Public Relations is discussed in chapters 5 and 12.

Support Staff

The College's support staff appears to be adequate. There is the appearance of being top-heavy in numbers, however. Student Services did cut back top personnel from three to two in 1981-82. There appears to be a need for more effective productivity in areas of alumni support, fund raising, and work-study office help.

Self-Evaluation Questionnaire

The questionnaire submitted to Trustees and Corporate Officers asked them to evaluate the effectiveness of the Board of Trustees. Aspects of administration

that seem especially effective according to twenty responses are as follows:

Thirteen responses indicated that the Board contains a sufficient range of expertise, attitudes and external relationships to make it an effective Board.

Overall responses to the multiple-part question "should the Board alter its policies and practices" were "no."

Thirteen responses indicated that the Board had formally reviewed its organization, committee practices and by-laws within the past two years.

Except for a question on whether there should be more frequent rotation of leadership, the responses were strongly supportive of the Board's organizational functions as being effective.

The Board is strongly supportive of the nature of its relationship with the President.

The Board is strongly supportive of its delegation of full responsibility for implementing educational policies to the President and faculty.

There is ample opportunity for both upward and downward communication between the Board of Trustees, administration, faculty, and students through the "chain of command." Faculty and student membership on various Board committees helps the communication process. Department heads meet periodically and systematically, as do Administrative leaders; however, these two groups do not meet together, at periodic or systematic times, thus providing the opportunity for miscommunication.

While the faculty meets under the leadership of the Academic Dean and in departmental sessions with department heads, there is no opportunity for the faculty--or its delegates--to meet formally to air its concerns. This is viewed by some faculty members as a weakness in effective upward communication.

The College has sufficient autonomy to operate effectively as an institution of higher education. Economic conditions as reflected by proposed cuts in financial aid from the federal level, as well as a lack of adequate institutional endowments, tend to have an indirect effect on the Institution in terms of class load and faculty assignments. Because of a dedicated staff, faculty, and administration, the organization and governance of the College is stable.

PROJECTION

The most significant step taken by the College in identifying and meeting

weaknesses that exist, or may exist, has been the institution in 1976 of a formal long-range planning process, which has become an annual process. To date, 4 five-year plans have been developed, the most recent in 1981 (Exhibit 6, Husson College Fourth Annual Long-Range Plan, 1981-1986).

A long-range plan will continue to be an asset to the College community; however, because frequent changes of events tend to outdate environmental assumptions within a period of a year or less, it would seem that a shorter-range annual plan would meet the reality of rapidly changing events. A five-year plan,written once every five years and based upon the experience of a shorter-range annual plan, would provide a more realistic approach to this important process.

Efforts to improve upward communication, from the faculty perspective, should result from the long-range planning process. An active faculty council, which has been missing since 1980, would be a vehicle for improving upward communication from the faculty.

4. PROGRAMS & INSTRUCTION

PROGRAMS

DESCRIPTION

Undergraduate Program

Husson College offers undergraduate academic programs in the areas of accounting, business administration, business teacher education, and office administration. Curricular offerings provide a balance of professional, technical, and liberal arts courses that support the stated purpose and goal of the Institution as described in the catalog: to prepare students for careers as opposed to jobs. A minimum of 40-50 percent of the degree requirements is in the liberal studies area, while the balance of 50-60 percent in technical and professional requirements prepares graduates for their areas of specialization.

Many of the offices and administrative areas dealing with specialized aspects of the academic programs and instruction have developed individual reports and exhibits. As a result, additional detail related to this report may be found in the Husson College General Catalog, 1982-83 (Exhibit 7), the Graduate Studies Division Report (Appendix), and the Continuing Education and Extension Division Report (Appendix).

Accounting Department

The Department of Accounting concentrates on accounting. Regular programs available to the student are 2 four-year programs, one concentrating in public accounting and one concentrating in management accounting. A two-year program is also available to the student who for financial or personal reasons feels he/she cannot pursue his/her college career beyond this time span.

Because a high percentage of data processing applications are accounting oriented, the Department has recently developed 2 nine-semester programs emphasizing data processing applications, one of which also specializes in management accounting.

Cooperative Education is available to accounting majors. The participant must be a member of the junior or senior class, must have a 2.00 grade point average or better, and must be recommended by the Accounting Department Head.

Business Administration Department

The Department of Business Administration offers the most extensive programs of concentration of the several departments. The first and second years of all programs of study offered by the Department, with the exception of the concentration in data processing, are identical, thus providing students with time to identify their strengths and objectives. The third year allows for the selection of major areas of concentration: Financial Management, Marketing, Recreational Management, Personnel Management, Media, Small Business, Insurance, or General Business. The Department offers a minor in economics. The Department also offers four Associate in Science degree programs: General Business, Insurance, Small Business, and Data Processing. Also offered by the Department are a two and one-half year program, for graduates of two-year technical programs, leading to a Bachelor of Science degree, a four-year B.S. program with a concentration in Data Processing, and a four and one-half year program with a concentration in Data Processing and Marketing.

Business Teacher Education Department

The Department of Business Teacher Education provides students who are interested in becoming teachers of business subjects on the secondary school level with a choice of three teacher preparation concentrations: Accounting, Business Administration, or Office Administration. A coaching option is also available in conjunction with any concentration in Business Teacher Education. The technical, professional, and liberal education degree requirements provide dual career opportunities in teaching or in business and industry.

The Distributive Education concentration offered from 1975 to 1981 was discontinued in May 1981. Lack of enrollment and the recommendation

of an on-site State Program Approval team culminated in the decision to terminate the program when the last Distributive Education candidate graduated in May 1981 (Exhibit 8, Business Education Program Review Report).

Office Administration Department

The name of the Department was changed from Secretarial Science to Office Administration in 1979. The Department offers three programs on the bachelor's degree level--Office Administration, Executive Administration, and Court and Conference Reporting. Seven areas of concentration on the associate in science degree level include 1 three-year program in Court and Conference Reporting, and 6 two-year programs in Administrative Assistant. Insurance Administrative Assistant, Legal Administrative Assistant, Medical Administrative Assistant, Office Science, and Word Processing. The courses of study involved in each of these programs are designed for enrollees who have or have not had previous business training. There are 2 one-year diploma programs--Junior Assistant and Office Assistant. Both diploma programs are designed for students who are limited to a brief post-secondary school experience.

Liberal Studies Division

The Division of Liberal Studies has as its primary objective the support of the various major programs of study, which are all in the area of business. The Division supports these programs in several ways: 1) by offering training in basic skills, mainly in English and mathematics; 2) by offering courses introductory to liberal arts disciplines, as in psychology, philosophy, and sociology; and 3) by offering as electives advanced courses in English, history, psychology, sociology, philosophy, mathematics, and the natural sciences. In addition, certain courses--in anatomy and physiology, in clinical biology, and in medical terminology--exist specifically to support special programs. During the 1979-80 academic year, a series of minors in liberal arts areas were developed and introduced. Although a minor is not required, students are now encouraged

to take one, both for the sake of developing personal skills and for the sake of increased flexibility in the job market. Minor programs of study are currently offered in English, history, psychology, behavioral science, and media communications.

Continuing Education and Extension Division (CEED)

The Continuing Education and Extension Division (CEED) is designed to make higher education more accessible to adults. Currently, programs in Business Administration are available to persons residing within commuting distance of seven Husson College site locations (see CEED report in Appendix). A person may matriculate for an Associate in Science degree, a Bachelor of Science degree, or may pursue an individual course offering. At the Bangor Campus degrees may be earned in Accounting as well as Business Administration. Transfer students with appropriate educational backgrounds may matriculate toward an Accounting degree at the site locations by special permission. Courses are scheduled primarily during evening hours and on Saturdays.

Cooperative Education Division (CO-OP)

The Cooperative Education Program (CO-OP) is designed to strengthen the quality of a college education by providing work opportunities that are related to the students' academic programs or career interests. CO-OP courses are offered to all Associate in Science and Bachelor of Science students in the departments of Accounting, Business Administration, Business Teacher Education, and Office Administration in the Day School Division and CEED.

The basic criterion for student eligibility is successful completion of at least two semesters of academic study or at least 30 semester hours of credit. This could include credit awarded through the transfer process. A student may earn a maximum of eighteen credit

hours toward a Bachelor of Science degree, and a maximum of nine credit hours toward an Associate in Science degree.

Graduate Programs

The Graduate Studies Division offers programs of study leading to the degree of Master of Science in Business (see Graduate Program report in Appendix). The Master of Science in Business (MSB) program is designed generally to serve the needs of those individuals, with or without prior academic backgrounds in business, who are seeking graduate-level educational opportunities to enrich their understanding of and to extend their skills in the management of private, public, and non-profit organizations. The program offers sufficient flexibility so that it can be tailored to the career orientation of individual students, and the completion of stipulated undergraduate prerequisites is not a condition for admission. These two factors distinguish the MSB program from the traditional MBA program, and they allow the College to deliver a quality graduate program to individuals in business and management positions who earned baccalaureate degrees in liberal arts, the sciences, engineering, education, and the like, but who wish to pursue graduate work in business. Under the umbrella of the MSB, students may select one of three options for concentration: general managment, business education, or health care management. Thirty-six credit hours are required to complete the degree in each of these concentrations.

Program and Curriculum Development

Academic programs and curricula are developed primarily at the academic department level. Although the idea for a course or program of instruction may actually come from any constituency of the College, the normal procedure is for the faculty, in response to a perceived need or demand, to develop either individually or in departmental sub-groups an appropriate course offering or academic program of study. The specific academic content and requirements are set, and the preliminary course descriptions and syllabi are written. The course/program is then presented for approval to the entire department in which it was generated. At this point the course/program may

be returned to the developers for revision prior to a formal vote. Ultimately a formal vote of the department faculty is taken, with a simple majority of those present needed for passage. If the course/program is accepted at the department level, it is forwarded by the department head to the Academic Committee for approval. This committee (composed of the Academic Dean, the academic department heads including the Liberal Studies Division head, the librarian, the director of CO-OP, the dean of the Graduate studies Division, the director for Special Services, and the registrar, is responsible for all academic programs, procedures, and policy. After examination and discussion of the proposed course/program, a formal vote of the Academic Committee is taken. The alternatives are "pass," "fail," or "pass with conditions." Upon passage and fulfillment of any imposed conditions, the course/program is either implemented directly or, if of a major nature, forwarded to the President and the Board of Trustees for approval. If the Academic Committee rejects the course/program, it is returned to the developing department to be revised and resubmitted or terminated at the department's discretion.

The process for course/program review and modification may follow a somewhat different path. Although alterations in specific courses usually come from the individual faculty most involved, changes in programs of study and general academic policy and procedure generally originate within the academic administration and are then presented directly to the Academic Committee for action. The resulting approved modifications are then implemented by the appropriate departments or administrative offices. In the event of course or program termination, care is taken to see that students who are currently enrolled in the program or who expect to take the courses involved at a later date do not have their programs or expectations terminated prematurely. In exceptional cases course substitution or directed study may be employed. In no case will the College require a student who is following a normal program of study in a timely manner to bear the burden of additional costs or time obligations because of course deletion or program changes.

APPRAISAL

Undergraduate Programs

In evaluating the overall academic programs and curriculum, informal interviews and a questionnaire (Exhibit 9) sent to full-time teaching faculty were employed. The consensus is that the current academic programs and curriculum are both appropriate and in tune with the stated mission of the College. This conviction is well supported by the placement record of Husson graduates. As shown in the Placement Office exhibit (Exhibit 10), graduates in all programs are normally placed in entry-level positions very quickly, as well as in areas related closely to their courses of study.

At this point in time, the most pressing need of the academic program is to refine and develop the College's curriculum in response to the rapidly changing business environment. Husson College must continue to offer relevant and timely programs of study to students.

One persistent problem is that low student demand and enrollment in general/liberal elective courses, combined with budget restraints and maximum teaching loads of faculty, make it difficult and often impossible to offer enriching, challenging advanced-level courses for students interested in pursuing electives beyond the introductory level. Although the recently developed minors programs in liberal studies helps somewhat, more intensive effort is needed in this area. There is already concern among faculty that the more academically advanced students are being neglected because of efforts to help the academically disadvantaged.

Another major concern is the budget for teaching aids and equipment. In the technical and professional courses, physical facilities and equipment are lacking, particularly up-to-date business and science equipment such as electronic typewriters, microcomputers, audio-visual equipment, and supplies. Although the College's placement record for graduating students remains high, more sophisticated equipment is needed to provide the up-to-date technical training required for careers in business.

Of a lesser concern is the problem of securing secretarial support for faculty work that cannot be delegated to work-study students. This is probably not a problem of quantity but one of more efficient use of available secretaries.

Finally, there is a general feeling among the faculty that, because of the rapidly increasing application of high technology to business, the College needs to step up its program review and modification efforts, particularly in the two-year associate degree programs. The College must ensure that its students acquire the highest level of expertise possible.

Graduate Programs

The Graduate Studies Division maintains both formal and informal mechanisms of self-assessment and review. In general, suggestions for modifications in the program or operating procedures of the Division come to the attention of the Graduate Executive Committee through a variety of sources, including direct contact between the Dean and the students, end-of-term course evaluations, periodic surveys of the program's major constituents, and meetings of the Graduate Liaison Committee and the Graduate Faculty.

The Graduate Executive Committee bears the responsibility of considering and acting on suggested changes. Decisions of an operational nature (e.g., course scheduling and faculty assignments) can be implemented administratively. Decisions involving the academic program or administrative changes require the approval of the College's Academic Committee or Executive Committee respectively.

The process of review and assessment is ongoing and has led to a number of modifications in the graduate program's first three years of operation. In 1978-79 the student body was small enough so that informal communication between students and the Dean served well in providing reactions to problems normally associated with the start-up of a new program. Students were also surveyed to determine their degree of satisfaction with the program. This process led to the deletion of some courses from the curriculum, the addition of others, and the revision of some course descriptions.

In the second year of operation, a formal mechanism for obtaining reactions from students--the Graduate Liaison Committee--was established. Composed of members of the Graduate Executive Committee and student representatives, the Liaison Committee meets regularly to discuss the program's policies, procedures, strengths, and weaknesses. The action of this committee, continual informal contact between students and the Dean and faculty, and recommendations of the 1980 accreditation team produced further refinements in the graduate program in 1979-80 and 1980-81. In particular, in 1980 the Graduate Executive Committee expanded the core of required courses. It also strengthened efforts to improve library utilization by graduate students as well as approved an option in Health Care Management in cooperation with the Eastern Maine Medical Center in Bangor. In 1981 the business teacher education option was reevaluated and renewed, and a plan was developed to offer a cluster of education courses in 1982-83 with a particular focus on office technology. The courses will be taught subject to sufficient enrollments and according to a timetable convenient for business teachers around the state.

CEED and CO-OP Programs

A close working relationship between the College administration and CEED administrators results in a well-coordinated and well-controlled CEED program. The CEED program would be further enhanced, however, by a more efficient and expanded service on the part of the computer center, a service which has been conspicuously absent during 1981-82. The inability of the computer center to get the new IBM System/34 computer operating satisfactorily, which adversely affected virtually all areas of the College, was keenly felt by CEED. It created difficulties in communicating with and managing remote sites. Site seminars and periodic visits to the sites by the department heads and the Academic Dean helped to provide a quality program for CEED students.

One problem in the CEED program is that, because of the differential in tuition charges between the Day Division and CEED, most institutional services are not offered to CEED students. This, in effect, tends to disassociate CEED students, particularly at the Bangor campus, from the Day Division programs and services. Another problem is that the remoteness of the CEED external sites often presents difficulties in obtaining terminally qualified faculty.

Within the CO-OP program greater emphasis should be placed on developing job opportunities for students who are career oriented. The job opportunities initiated and developed by students should be closely researched and monitored to ensure credibility as career-oriented opportunities. At the same time, more rigid requirements for student participation should be developed. The Accounting Department, on a voluntary basis, has chosen to supervise closely their students enrolled in the CO-OP program. Other departments could and should become more actively involved in the coordination and monitoring of their students' experiences. Some release time may have to be granted to the representatives of each department to ensure the necessary supervision.

Another current weakness with the CO-OP structure is that grade assignments are submitted by the program director who does not presently hold faculty rank. One alternative would be to award faculty rank to the director. A second alternative, assuming more direct supervision of the CO-OP experience by the faculty in all departments, would be for the faculty monitor to assign the CO-OP grade for each student. In either event, the current situation should be corrected.

Program and Curriculum Development

During Fall 1978 an extensive review of academic policies and procedures and an in-depth examination of the committee structure of the College as a whole was undertaken. The objective was to streamline and delineate the overall administrative structure in an attempt to make it more effective, both in terms of accountability and reaction time in dealing with educational change. Adjusting effectively to the rapidly changing educational climate is a persistent need. The two major changes for the academic area were: 1) a reduction in the total number of College committees from fourteen down to six, with the absorption of the duties of the Curriculum Committee by the Academic Committee; and 2) adoption of the current course/program generation and review policy described earlier.

One of the strengths of the current course/program policy is that although specific curricula are developed at the department level, an initial course/program concept may originate anywhere and then be directed to the appropriate department for development. For example, the conceptual framework of the newly-approved program leading to a baccalaureate degree in nursing originated through mutual efforts on the part of the Husson College academic administration and their counterparts at the Eastern Maine Medical Center. Once the concept had been accepted in principle, the actual program was developed jointly by the faculty of the Eastern Maine Medical Center School of Nursing and the faculty of the Liberal Studies Division of Husson College, along with other Husson faculty members and the Dean for Student Affairs.

Another strength of the existing procedures is that program development and modification are now effected more swiftly and efficiently than in the past, when it often took a semester or longer to enact the smallest change. At a time when academic flexibility is crucial, the ability to move quickly on an issue is a distinct advantage.

On the other hand, the streamlining of the process for developing and revising academic programs, policies, and procedures has resulted in some undesirable side effects. Since all significant academic decisions are made by the Academic Committee and no full-time faculty (in addition to department heads) sit on that committee, the faculty has lost some sense of importance because it feels inadequately represented. Although the department heads do have the responsibility of expressing faculty viewpoints, this is not felt by many faculty members to be sufficient.

Another unforeseen effect of the streamlining process is that it makes it difficult for the teaching faculty to deal directly with academic matters. In the absence of a faculty-dominated curriculum committee, there has been a lessening of interaction between departments in program and curriculum development. As a result, there is at least one instance in which a

degree-granting department (Office Administration) felt that another department (Liberal Studies) was developing a redundant program (Medical Assistant) which would compete with one of their existing programs (Medical Administrative Assistant). More direct interaction between the involved faculties in a decision-making capacity might have eased or eliminated this problem.

PROJECTION

Undergraduate Programs

As set forth in the current Long-Range Plan, 1981-1986, the academic programs and curriculum will continue to evolve and develop in order to keep pace with the ever-changing needs of the business community. New programs that cross traditional department boundaries, such as those in health care related areas, will continue to be developed. It is expected that both CEED and CO-OP will continue to grow significantly.

Accounting Department

In 1979 a track system was developed in the Accounting Department to meet further the needs of accounting students. Current tracks separate the management accounting student and public accounting student, offering course options that are more relevant to individual career aspirations. This philosophy will continue to be expanded, with new tracks added as necessary.

An accounting laboratory, which was federally funded, is no longer available to students who are having difficulty in understanding and applying accounting concepts and principles. As of July 1982, this service will not be continued since there are no provisions in the College's budget to fund the laboratory for the 1982-83 academic year.

Since mathematics is becoming an integral part of a career in accounting, the head of the Accounting Department is recommending that a minor concentration in mathematics be developed for accounting students.

Business Administration Department

The Department of Business Administration plans, in the coming two years, to introduce courses in International Economics, Transportation, and Purchasing. It is felt that these areas are particularly important to business in the State of Maine.

Many of the programs currently being developed and envisioned in the health care field fall within the general area of business administration. As a result, the Department expects to devote increasing time and effort to this field over the next five years.

A new area of concentration--Hospitality Management--is currently under consideration for possible adoption. If accepted, this program could begin as early as 1983.

Finally, the Department will continue as well as expand its practice of heavily involving outside businessmen in the educational process as guest speakers and community resource persons.

Business Teacher Education Department

The Business Teacher Education Department has established a marketing plan to promote its program as one which leads to career alternatives not only in teaching but in business, industry, and human services as well. The addition of a faculty member holding an earned doctorate in business education, as recommended by the State Program Approval Study Committee, will allow for enrichment in both the professional undergraduate and graduate degree programs.

Course offerings are being reviewed by Departmental staff and the Business Teacher Education Advisory Committee to update professional courses in relation to "mainstreaming," word processing, and adult or nontraditional education needs. The Departmental staff and Advisory Committee are also working to establish (1) new field-experience sites and (2) strategies for increasing enrollments in Business Teacher Education.

Office Administration Department

One of the major issues among the faculty in the Department was the importance of developing new programs such as Medical Records Administration and Bi-Lingual Administrative Assistant. The Medical Records Administration program has been developed but has not been implemented. The Bi-Lingual Administrative Assistant program is in the planning stage. Two courses, Reprographics and Business Ethics, should be developed for inclusion in all Office Administration Department programs.

An Advisory Committee for the Office Administration Department was organized in 1979. Members of the Committee include lawyers, court reporters, administrative assistants, and medical records personnel. The information received from the Advisory Committee members is being reviewed for incorporation in several courses.

A faculty member in the Department has surveyed a number of law firms to determine the duties and responsibilities of legal administrative assistants. Some of the findings are being incorporated into the Oa 232 Specialized Typewriting course in the Legal Administrative Assistant program.

Three new courses, Office Management, Word Processing Applications I, and Word Processing Applications II, have been developed and included in the curriculum. To keep pace with the demands of the business community, curriculum development in the Office Administration Department will be an ongoing process.

Liberal Studies Division

The Liberal Studies Division will continue to revise and expand its offerings over the next several years. The introduction of minors in 1980 provides a basis for such revision and expansion. At present minors are offered in all of the disciplines in the

humanities and social sciences, with the exception of philosophy. It is anticipated that all of the minor programs will continue to be refined and adjusted to better serve the needs of the students.

Minor programs are also being developed in mathematics and natural science. An expansion of course offerings in natural science has already taken place in anticipation of an eventual minor program.

In the immediate future, the Division's natural science program is expected to be the focus of significant developments in medical areas. A four-year baccalaureate degree nursing program to be offered in conjunction with Eastern Maine Medical Center has recently been approved; and an associate degree program in medical assistance has been approved in principle by the Academic Committee, subject to some revision.

Continuing Education and Extension Division

In the future CEED plans to continue program and curriculum development, emphasizing new technologies such as word processing, and exploring nontraditional continuing education activities via workshop/seminar offerings. In addition, student awareness about academic programs and career opportunities will be increased through efforts of the site coordinators, handouts, and brochures. The liaison between CEED personnel and Day Division personnel will be further strengthened through joint in-service sessions and publication of a adjunct faculty handbook.

Cooperative Education Division

The primary long-range planning objective of CO-OP is to maintain the increased student enrollments while developing a strong network of employers. It is anticipated that the older adult population will continue to increase their participation in CO-OP courses directly related to individual career interests.

The concept of cooperative education is compatible with the institutional goals of the College; and it will continue to be an important admissions tool for attracting students while at the same time bringing the College into direct contact with the community. Participation in CO-OP will also provide financial assistance to those students who experience difficulties in meeting College expenses.

Graduate Programs

The Dean, the Executive Committee, and the Graduate Studies Division faculty are committed to maintaining a master's program of the highest quality. Over the near and intermediate term, that commitment implies several things:

1. Sustaining an attitude of self-renewal within the Division and fostering the communication processes that make self-renewal both possible and likely.
2. Maintaining excellence of instruction in the classroom by making the most effective use of graduate-qualified instructors on the College faculty and by continuing to attach to the program well-qualified adjunct faculty members.
3. Continuing efforts to increase the holdings of the Husson College Library in those areas and disciplines included in the graduate curriculum.
4. Attracting high-quality, well-motivated students through carefully controlled promotion of the program with the objective of stabilizing enrollments at a level that can be well supported by the College's existing resources (100-125 graduate students).

Program and Curriculum Development

The processes and mechanisms for ongoing program review and development will continue to be improved during the next five years. The objective is to make all academic areas more responsive to the overall needs of the College. All ongoing programs of study will be extensively reviewed in terms of expansion, modification, or termination both by the individual departments and the academic administration.

The academic support areas will receive particular attention during the next five years with the goal of refining the institutional data base to the point that the individual departments and faculty can utilize this information in curriculum studies and regular classroom activities. As part of this effort, the entire area of academic computing will be given considerable attention. The recent acquisition of an IBM System/34 computer opens a wealth of opportunities that will be explored and developed during the next several years.

The general committee structure and composition will also be analyzed in detail over the next several years, again with the intent to make the entire structure as efficient and responsive as possible. One change under current consideration, in an effort to gain more direct faculty involvement in curriculum matters, is to expand the membership of the Academic Committee of the College slightly by adding one or more full-time faculty members.

INSTRUCTION

DESCRIPTION

Faculty development and efforts to improve the quality of classroom instruction are generally originated either at the department level or by the individual faculty member. Through federal title grants the College provides funds for travel to professional meetings and seminars. Although there is much encouragement for faculty development, there is no stated institutional policy covering this area.

Faculty evaluation is conducted once each year by the faculty member's department head. Student and peer evaluations of the faculty are conducted by the Committee on Promotion and Tenure whenever an application is received. In addition, a number of faculty members conduct their own student evaluations. In the recent survey of the faculty (Exhibit 9), the consensus was that there exists little connection between the formal departmental evaluation and

either professional development or improvement of instruction. The faculty members employing their own student evaluation instruments felt that they definitely benefited from the student reactions, and that they did make changes based on these reactions. Almost all faculty members responding indicated that formal departmental evaluation is most useful when used in a positive and constructive fashion.

Whenever situations develop in which a department finds it cannot meet the immediate course load requirements with existing staff, the College has several means to ensure adequate staff support and quality classroom instruction:

1. Adjunct faculty/lecturers may be contracted. These individuals are carefully selected by the department head and the Academic Dean, and they must meet the standards set forth in the Husson College Handbook for faculty appointment.

2. Faculty with cross-disciplinary expertise and qualifications may be asked to teach sections in other than their own areas of strength. This decision is made jointly by the department head and the Academic Dean.

3. In certain cases it may be possible to reschedule some normally low enrollment courses into an alternate-semester or alternate-year format so that the courses may be taught by regular department faculty. If restructuring of the offering format turns out to be a reasonable alternative, great care is taken to ensure that this will not have a negative effect on programs of the students involved.

Finally, all curriculum studies, research, and development are done at the department level. Budgetary restrictions have prevented the College from committing any monies or release time to formal institutional studies or curriculum research. However, a number of departmental studies have been conducted during the last several years--i.e., word processing, medical assisting, hospitality management, medical records, legal assisting, and data processing.

APPRAISAL

Overall the institutional effort in the area of faculty development is minimal. Title monies for travel in past years have been sufficient. These funds, however, will not be available in 1982-83 because of federal cutbacks. Unexpended monies from last year will be used up for travel in 1982-83. No institutional funding for travel is planned. If additional monies could be found for other endeavors such as in-house seminars and workshops, faculty development would benefit further. Increased awareness and use of in-house potential for faculty development should be fostered. For example, a number of faculty members have taken advantage of the College's word and data processing facilities to increase their understanding of these important new business areas. Such in-house development can only improve the level of classroom instruction, and it is an important asset that should be more extensively exploited.

The most significant weakness in the instructional area is the fact that virtually all faculty development and evaluation is carried on at the department level. Because of the restructuring and delineation of the academic chain of command, the Academic Dean and the President interact with the faculty in academic matters almost exclusively through the department heads. Although this process does clarify and expedite certain administrative functions, it also inhibits the development of a truly institutional program for furthering professional competencies and improving the teaching function. At the present time the College has a competent faculty dedicated to quality instruction and self-improvement. An institutional program of faculty development could ensure that these characteristics are nurtured and sustained.

A second weakness is that a pool of academic expertise and experience within the administrative ranks of the College lies untapped. The variety of professional views and talents available to our students could be expanded considerably if some of these well-qualified administrators could occasionally teach a class or two. The Director for College Relations and Grants has at various times taught freshmen English.

A potential problem area, and one deserving particular attention, is the use of cross-trained and part-time instructors. In most cases, the cross-discipline

expertise of full-time faculty and the hiring of adjunct faculty, especially in the CEED program, have been appropriately and successfully employed. However, close and constant vigilance must be maintained and the highest standards of selection used to prevent the use of underqualified or minimally qualified personnel to teach under the guise of "cross-discipline" or "adjunct" faculty standards.

The lack of a formal program of institutional studies and curriculum research must also be considered a weakness for an academic institution. Although, as mentioned previously, there is considerable curriculum study and development carried on at the department level, the absence of a formal institutional program in this area tends to limit indirectly the effectiveness of the work since the departmental efforts generally lack the scope and cross-disciplinary aspects of more institutionally-oriented activity.

PROJECTION

During the next five-year period the College will increase its efforts to improve the quality of instruction at all levels and in all programs. Increased levels of funding for faculty development and innovative course development are continually being sought. It is expected that during the next five years a whole new generation of computer related and supported courses and programs will be developed. The College will provide support and encouragement in the upgrading of faculty skills and competencies needed to meet the challenge in the classroom presented by high technology and the infusion of microcomputers.

The College will continue to give precedence to quality and diversity of instruction through its continuing policy of seeking out and retaining the most dedicated, terminally qualified faculty possible. Problem areas such as accounting and finance have already been identified, and constant effort will be applied to fill the College's needs in those areas.

Finally, it is expected that most curriculum research and development will continue to be conducted at the department level for some time to come. The continuing tight budget makes it unlikely that the College will be able to commit significant monies or release time to the area of institutional studies in the near future. However, by utilizing the newly-acquired academic computer, it may be possible to develop a modest institutional research program over the next several years.

RESEARCH

The primary mission of Husson College is instruction. While there is some contribution by the Institution to the public service area, the College budget contains no monies in support of research, nor has the College been the recipient of any state or federal research grants during the past five years.

5. SPECIAL ACTIVITIES

Over the course of a year, many events other than direct classroom instruction take place at Husson College. These events can be divided into two general categories--College-sponsored activities and contractual activities. This distinction provides the framework for the following chapter.

COLLEGE-SPONSORED ACTIVITIES

BUSINESS BREAKFAST SERIES

DESCRIPTION

The Husson College Business Breakfast series is a forum that brings speakers on science, business, and government to the Husson campus. The Breakfasts are held monthly during the academic year.

The Breakfast series is coordinated by Public Relations staff members. Average attendance from the business community is 175-225 people with an additional 50 students, faculty, and staff. Media coverage of the Breakfasts is usually extensive.

The Breakfast series began in January 1975 and in seven years has featured 48 speakers including President Jimmy Carter in 1978, New Brunswick Premier Richard Hatfield in 1977, former hostage Richard Queen in 1981, and railroad entrepreneur Timothy Mellon in 1982. The series has dealt with such issues as the Maine Indian land-claims suit, the SALT II negotiations, foreign trade, the energy and auto industries, and the Trilateral Commission.

APPRAISAL

The Breakfast series historically has not been profitable for the College. For instance, in 1981-82 the series brought $2,700 to the College but cost $5,000 to sponsor--a net loss of $2,300.

The Breakfast series has brought many of central Maine's opinion leaders onto the Husson campus, however, For this reason, the series is successful for the College. As a business college, Husson must maintain close ties with the community.

The Breakfasts are also important in that they provide an educational forum for

students who are exposed to speakers and topics not otherwise available. The visibility of Husson students to potential employers in the business community has also proved helpful.

PROJECTION

The Business Breakfast series will continue essentially unchanged. Because of the past success of the series and its increasing popularity among citizens and media in the area, speakers are more willing to participate than perhaps ever before. The thrust in future Breakfasts will continue to be the uniqueness and newsworthiness of the speakers. Also, the College will attempt to schedule Breakfasts with competent speakers in the fields of Husson expertise, providing an important educational resource to the College community.

WORKSHOPS/CLINICS

DESCRIPTION

Husson College sponsors several workshops each year for a variety of business, professional, and educational groups. Many of these workshops, such as the Business Education Association of Maine (BEAM), feature Husson personnel; others like the Eastern Maine Personnel and Guidance Association meet on the Husson campus.

Topics for workshops range from real estate law to taxes to life insurance and are usually related to areas in which the College has an academic program.

Many of the workshops and clinics are administered by personnel in the College's Continuing Education and Extension Division. Others are coordinated by faculty or staff members with a particular expertise in the subject matter.

APPRAISAL

Participants in workshops and clinics are charged only a small fee which covers meals and some administrative costs. The College therefore usually incurs losses to sponsor them. Since budgets and receipts for College-sponsored activities and space rentals are maintained for only a "special events" account, it is difficult to determine exactly the extent of losses from workshops and clinics. However, the financial losses are far outweighed by the value of these events to the participants as well as to the College's faculty and staff, who are enriched by the diversity of age and backgrounds that these groups represent.

PROJECTION

Husson will continue to sponsor workshops and clinics for off-campus groups at a level approximating that of past years. Contingent on sponsoring these events, however, is the securing of professional organizations as co-sponsors, as well as the continuing demand for timely and relevant workshops.

CETA OFFICE ASSISTANT PROGRAM

DESCRIPTION

The CETA Office Assistant Program is a joint venture on the part of Husson College and the Penobscot Job Corps. In 1980 a proposal to provide a one-year diploma from the Office Administration Department to CETA participants became a reality. The overall goal of the program was to train and place participants in the secretarial field.

1st Class: Twenty students enrolled on November 17, 1980. Eighteen students successfully completed their program requirements, receiving diplomas from Husson College on October 17, 1981. Thirteen obtained secretarial jobs, four moved into other careers, and no information is available on the status of one graduate.

2nd Class: Twenty students enrolled on May 18, 1981. Eleven students successfully completed the program requirements on January 8, 1982. Of these eleven, seven are already employed in secretarial jobs, two are pursuing other careers, and two are in job search.

3rd Class: Fifteen students enrolled on September 8, 1981. Thirteen of these students graduated on May 8, 1982, and twelve are now employed.

4th Class: Fifteen students enrolled on January 18, 1982. Thirteen of these students anticipate completion of the program requirements by September 10, 1982.

APPRAISAL

The CETA Office Assistant Program appears to meet a real need in the College community. The aim of the program to provide job-oriented training for disadvantaged students has largely been accomplished. This has been done in such

a way as to also produce a source of income for the College. Contract amounts in the recent fiscal years have been as follows:

Fiscal Year	1981	1982
Contract Amount	$60,870.60	$92,003.45

PROJECTION

Plans are presently being made for a fifth class of CETA participants for Summer 1982. The program appears viable at current levels as long as federal funding of CETA programs remains available.

Since administration of the program is handled in large part by the College's Continuing Education and Extension Division, exact expenses are not available. In general, one-third of the contract amount is translated to net profit for the College.

HUSSON MANAGEMENT INSTITUTE

DESCRIPTION

The Husson Management Institute presents small business planning and management seminars around the state of Maine. Designed for individuals who are either contemplating starting or have just started a small business, the seminars are offered at no cost to the participants.

The Management Institute and the seminars operate on the assumption that many people who start small businesses have little training and background necessary for success. The seminars are offered in a series, covering such topics as the design of the break-even analysis, marketing techniques, financial planning, and legal aspects of small business. Participants are also provided seminar materials and, using their own businesses, formulate a small business plan.

Instructors for the seminar sessions are usually Husson faculty members. On occasion, guest lecturers are invited from the geographic area of the seminar.

The Husson Management Institute was established with a federal grant that provided for six seminars. Additional seminars have been funded by a major Maine bank and by the State Development Office.

APPRAISAL

The seminars have historically been offered on a break-even basis. Banks in the towns where seminars are held have made space available for the sessions. For the most part funding has been used to compensate instructors and guest lecturers as well as to purchase seminar materials distributed to participants at no charge.

As a service to the business community of Maine, the Management Institute and its seminars have been an extremely positive tool of Husson College. The seminars, offered in several locations around the state, have exposed Husson to regions outside the Bangor area.

The seminars have had a definite impact on their participants. Many report using management principles learned in the seminars to profit their own businesses. Conversely, some prospective small business owners have dropped entrepreneurial plans after attending seminar sessions.

PROJECTION

The College's Continuing Education and Extension Division, now managing the Institute, will continue to offer seminars at various sites around Maine depending on funding sources and internal staff resources. No specific plans are currently pending.

HUSSON COLLEGE TAX INSTITUTE

DESCRIPTION

The Husson College Tax Institute is an annual two-day program designed for accountants, attorneys, tax practitioners, and others who are involved in tax preparation and planning. Topics selected for the program differ from year to year, but all are considered to be of interest to the professionals and their clients. Each session includes several speakers, question-and-answer periods, and a luncheon and dinner at which speakers address topics of interest.

Local demand for the Tax Institute has been good. Enrollments have grown substantially:

Year	Attendance
1979	26
1980	62
1981	122

The Tax Institute represents a positive cash flow to the College. Net Income has increased each year:

Year	Net Income
1979	$ 450
1980	1,225
1981	2,650

APPRAISAL

Each participant rates the Tax Institute while it is in session, and the results have been overwhelmingly positive. The program reaches one of the College's target groups, local businessmen, who include possible donors, instructors, and employers. Further, valuable public relations are accomplished in addition to producing income for the College.

PROJECTION

The Tax Institute in the future will attempt to add occasional speakers from outside the area in addition to its local speakers. Also, it is hoped that improved speaker's systems for the presentations will allow a more effective program. These alterations will allow the Tax Institute to continue to be a viable special activity sponsored by the College.

ATHLETIC ASSOCIATION

DESCRIPTION

The Athletic Association is a program designed to allow community members to use the facilities of the Newman Physical Education Center. Members pay an annual fee of $65 for individual and $80 for family membership. It is required that persons be over 18 years of age to obtain an individual membership.

Athletic Association members are free to use the facilities of the Newman

Physical Education Center at prescribed times. The facilities include: gymnasium, mat room, weight room, table tennis room, handball/racquetball court, rifle range, training room, and swimming pool. The Associate Director of Intramurals, Recreation, and Sports supplies each member with the rules of the Association and a schedule of hours that facilities are available. The Associate Director, along with work-study students, closely monitors Association membership use of the Newman Physical Education Center.

The level of participation is increasing each year. In 1979-80, there were 154 memberships. In 1981-82, participation has grown to over 250 memberships. The total income resulting from the past four years of the Athletic Association is $56,655. This money goes directly to the general fund of the College. One thousand dollars has been set aside from the fund in 1981-82 and placed into the athletic budget. The money is used for lifeguards, mailings, maintenance, and other miscellaneous operating expenses.

APPRAISAL

As a service to the Bangor community, the Athletic Association has been a positive program. The beneficial aspects have been the revenue, the acquaintance of individuals with Husson College, and the community service the Athletic Association provides. The continued growth of this program will result in increased income for the College.

PROJECTION

The Athletic Association will continue to be offered to the Bangor community. The membership is expected to grow over the coming years.

No other plans are pending at present.

DECA LEADERSHIP CONFERENCE

DESCRIPTION

The Distributive Education Clubs of America (DECA) each year holds a one-day Leadership Conference for its Maine Chapter. Husson College has hosted and, with the Maine Department of Education, co-sponsored this Conference since 1977.

The general objective of the DECA Conference is to familiarize high school students with the free enterprise system. For the past four years, the Director of Cooperative Education at Husson has coordinated the event in conjunction with the State Department of Education.

APPRAISAL

The DECA Conference has been successful from several standpoints. First, high school students from around the state have the opportunity to visit the Husson campus, many for the first time. Second, the students come in close contact with Husson College staff and faculty, as well as individuals from the Bangor community, who are involved in the Conference either as supervisors or judges for the various categories of competition (public speaking, graphics, advertising, and so forth). Last, the students are able to meet and talk with Husson College students and experience a day in a college environment.

PROJECTION

The annual DECA Conference will continue to be hosted, co-sponsored, and managed by Husson and its personnel in the foreseeable future.

In 1981, the College received $2,500 gross income and incurred approximately $1,700 in food service costs.

CONTRACTUAL ACTIVITIES

INTERNATIONAL CENTER FOR LANGUAGE STUDIES (ICLS)

DESCRIPTION

International Center for Language Studies (ICLS) at Husson College is a program of instruction in English as a second language. Its clients are foreign students and refugees admitted under existing U.S. Immigration law as permanent residents. The number of these non-English-speaking students fluctuates throughout the year in a range of between 30-60.

ICLS occupies four classrooms, a language laboratory, and an administrative office in Peabody Hall. Rents for these rooms total $876 each month. In addition, ICLS residents rent dormitory rooms from the College at the current

rates for Day Division students. ICLS students also participate in the Student Health Plan. Their fees are paid monthly on a prorated basis. For the last three calendar years, total contractual fees for ICLS totaled:

1979 - $68,914.33
1980 - $80,433.14
1981 - $90,027.89

The primary objective of ICLS is to teach fluent written and spoken English. This objective is not met exclusively through classroom instruction. Social activities both on campus and in the surrounding community are vital to a well-rounded knowledge of the English language.

College students and staff interact with ICLS students in a variety of ways. ICLS students reside in the College dormitories. They are not grouped together, which would tend to cause isolation, but are distributed throughout the different levels of the dorms. ICLS students also participate in and attend the various activities of the College's International Club. In the past there have been lectures, debates, weekend excursions, dances, and international dinners. ICLS teams participate in the intramural sports program at Husson College. Further, ICLS students contact College staff in the Admissions Office, Health Service, and Business Office for advisory and personal services.

Community participation is generated by the ICLS host family program which produces contacts between foreign students and Bangor area families who wish to entertain or house the students.

APPRAISAL

The ICLS program appears to reinforce several of the College's objectives. The program provides American students as well as foreign students an opportunity to grow socially, academically, and culturally. Further, approximately 20 students each year enter the College from the ICLS program. Their presence as undergraduates in classes and extracurricular activities enhances the American students' awareness of foreign lifestyles and cultures.

While friction existed between some American and foreign students, interaction has generally been harmonious and beneficial. There does seem, however, to be a lack of College effort to exploit the international student body as a social and educational resource. For example, no effort has yet been made to incorporate the interests and experiences of this group into academic areas.

The ICLS program is financed independently of Husson College. ICLS is a corporation based in Washington, D.C., which operates two such centers on a proprietary basis. Thus, the ICLS program is a distinct financial plus for the College. The College has few direct expenses and is able to rent to ICLS facilities that up until the present time have been underutilized. No billing problems have been encountered.

PROJECTION

The ICLS program is expected to grow by about 10 percent in the coming year (1982). This growth, coupled with normal increases in room and board fees, will result in an increase in revenues to the College from ICLS. This growth will also probably result in an increase in the number of ICLS students who enter the College.

Innovative steps will be taken to ensure that greater benefits are derived from the presence of foreign students at the College.

Greater effort will be made to incorporate into the curriculum subjects of interest to foreign students and to encourage foreign students to pursue course requirements oriented toward their experiences in their home countries.

GEORGE PEABODY COLLEGE FOR TEACHERS

DESCRIPTION

The George Peabody College for Teachers contracts for space and services with Husson College. The Peabody programs are Doctoral, Specialist, and Master's Degree programs for practicing and potential administrators in the State of Maine. These courses are designed to increase the students' knowledge of administration and related fields while improving their administrative skills.

A major thrust is to fulfill the need of Maine educators for continual professional growth and skill development in the area of educational administration without interfering with their professional responsibilities and careers.

The local demand for a program like that of the George Peabody College stemmed from several factors. First, at the time of its inception it was the only program in the state offering a Doctorate in Educational Administration. Second, Husson College was approached by a committee of Maine educators to bring its program to Maine.

In contracting for space and services, the George Peabody College has paid the following amounts to Husson College during the past three calendar years:

1979--$ 675
1980--$1,288
1981--$ 655

APPRAISAL

The presence of the programs of the George Peabody College for Teachers permits Husson College to offer specialized programs to its service area at no expense to the Institution. Peabody also represents a small source of income for the College.

PROJECTION

The factors that encouraged the George Peabody College for Teachers to bring its program to Husson College have greatly diminished since the proposal was made in June 1977. Similar degree programs are available in Maine, though not at Husson; and there appears to be no significant demand from the educational community. A decline in enrollments and revenues is expected in the immediate future.

SPACE RENTALS

DESCRIPTION

Husson College rents its various buildings and outside areas to private

groups and organizations. The buildings rented are the Dickerman Dining Commons, Peabody Hall, Carlisle and Hart Dormitories, and the Newman Physical Education Center.

The Dickerman Dining Commons provides a suitable location for dances, banquets, wedding receptions, and private parties. Organizations such as General Electric, Diamond International, Federal Tax Institutes, and the State Principals' Association have used this facility for these types of activities.

Peabody Hall, Kominsky Auditorium, and the classrooms are available for lectures, seminars and various meetings. The TeePee and WigWam of Peabody Hall are reserved for smaller groups that choose not to use the Dickerman Dining Commons.

Summer camps and clinics use Carlisle and Hart Dormitories in addition to other buildings and grounds facilities for their pupils and staffs. With the split-level halls in the dormitories, the groups can be sectioned off and easily kept together.

The Newman Physical Education Center is used for athletic events, camps, dances, plays, and other related activities.

APPRAISAL

The Husson College student body is allowed to book all its activities at the beginning of the academic year with the space rental coordinator. The coordinator schedules all student needs before renting the facilities on campus. This booking process has not caused problems with the students' use of the facilities.

The College benefits financially from renting its facilities to private groups and organizations and also creates good public relations by acquainting renters with the Husson campus.

PROJECTION

The demand for rentals is increasing, and many organizations repeatedly reserve the facilities. Husson College will continue to rent its facilities until such time as there is a conflict with students' needs for space.

ATHLETIC CLINICS

DESCRIPTION

Athletic clinics are run throughout the summer at Husson College by privately-owned businesses. The businesses, such as Polly Thomas School of Dance, Northeast Basketball Schools, and Phidippides Running Clinic, rent the College's facilities for a period of anywhere from five to twenty days. The facilities used by these athletic clinics are the Carlisle and Hart Dormitories, Dickerman Dining Commons, Newman Physical Education Center, athletic fields, and occasionally Peabody Hall.

Some of the sport offerings from past clinics have been dance, swimming, basketball, field hockey, gymnastics, and football. In Summer 1981, approximately 1,240 students stayed on campus at athletic clinics. The age group of the students varied from 8 to 20 years old. Counselors and staff are provided by the various clinics. Their duties are to teach the particular sport and to oversee the students according to College rules and policies of their own camp.

The fee that Husson charges is $12.00 for each overnight student per 24-hour period. This covers the camper's room and board, plus use of the athletic facilities. The average annual revenue for Husson from the athletic clinics is approximately $15,000.

APPRAISAL

The benefits of each clinic must be considered individually. However, overall there are mutual benefits realized by both the private clinics and Husson College. The clinics benefit from the many facilities the College is able to offer. The College benefits from additional exposure to college-bound students as well as receives additional income.

PROJECTION

The demand for the College's facilities for summer clinics continues to grow. Husson will continue to offer the rental of its facilities to these summer clients.

DIRIGO GIRLS' STATE

DESCRIPTION

Each June Husson College is the site for Dirigo Girls' State. Outstanding girls from each Maine community are chosen by their high school faculties to attend Girls' State and learn about government through active participation in the week's activities.

The girls spend the week attaining knowledge of local, county, and state governments. During this week they participate in a variety of government-type ceremonies. The activities range from flag raising and lowering to voting, elections, and inaugurals.

Besides the government activities and programs, the girls participate in sporting activities. Thus many of the Newman Physical Education Center's facilities are used during their stay at Husson College. Other campus facilities used are Hart and Carlisle dormitories, Dickerman Dining Commons, and Peabody Hall.

APPRAISAL

Public relations and publicity are the primary benefits to the College when a prestigious organization such as Dirigo Girls' State is based on campus. Outstanding high school junior and senior girls along with their parents are familiarized with the College during the week. Finally, financial benefits accrue to the College as a result of renting its facilities to this organization.

PROJECTION

Dirigo Girls' State has again rented the facilities of Husson College for the Summer 1982. The College will continue to rent its facilities to the Dirigo Girls' State in the future.

GENERAL CONFERENCES

DESCRIPTION

Over the past three years (1980-1982), the College has rented its facilities

to approximately 25 organizations representing a wide range of professions and interests. Many of the conferences are held annually at Husson College.

Ranging in duration from several hours to several days, the conferences are held in Dickerman Dining Commons, Kominsky Auditorium, Peabody Hall classrooms, or Newman Physical Education Center.

APPRAISAL

Generally, the conferences are held at times when Husson students are not using the facilities, so there are no scheduling problems or other inconveniences. Holding the conferences on campus benefits the College in two areas: financial and public relations. They represent, therefore, an excellent use of facilities that would otherwise be vacant at certain times.

PROJECTION

Based on the availability of space, the College will continue to host as many conferences as can be scheduled.

*PRICES FOR FACILITY RENTALS

NEWMAN GYM: $150 per day (8 hours)

Additional charges:		
	Maintenance	per man hour
	Security	$5.70/hr.
	Stage	$25
	PA System	$15
	Chair Setup	$35

DICKERMAN DINING COMMONS: Meals and prices arranged with Co-Managers
Dances: $300 (Includes security and maintenance)
Banquets/Receptions: Prices determined by Co-Managers
Fashion Shows: $100 (includes janitor)
Additional: Stage $25
Ramp $25

KOMINSKY AUDITORIUM: $6 per hour; $25 minimum

CLASSROOMS: $5 per hour; $12.50 minimum

TEEPEE: If no meals served, $25 for an evening

- -

SECURITY: $5.70 per hour - required for dances, banquets, etc.
Up to 200 people - 1 security person
Over 200 people - 2 security people

DDC MEAL PRICES:		
	Breakfast:	$2.25
	Lunch:	$2.75
	Dinner:	$3.50
	Brunch:	$2.75 (10-12:30)

CAPACITIES: Newman Gymnasium: 1,580 Bleachers
Dickerman Dining Commons: 450 Dance
500 Banquet

WEDDING RECEPTIONS: To be scheduled only during the summer months and at the discretion of the Co-Managers of Food Service

DORMITORY ROOMS (Not summer camps): No linen furnished

Single Room	$7 per night
Double Room	$6.50 per night

SUMMER CAMP POLICIES AND PRICES

Room & Board: $12 per day per person which includes the use of all facilities.

Day Campers: $3 per day per person. This does not include meals.

Linen/Blankets/Pillows: Will not be provided by the College. Campers are asked to bring their own.

Insurance: The College requires that each camp carry its own liability insurance during the period it is at Husson. This policy should be in the amount of at least $1,000,000. We ask that you send us a Certificate of Insurance from your insurance broker as evidence of this insurance at least two weeks prior to your camp.

Payment: The College requires that you pay 90% of your estimated bill one week prior to your camp.

Refunds: Campers will be refunded if they leave early. If they are here even part of one day, they will be charged for the whole day.

EXPENDITURES AND INCOME FOR SPECIAL EVENTS
1978 - 1981

The following is the expenditure and revenue list for the special event activities over the previous four years:

	Expenditure	Revenue
1981 - 1982	$64,000	$125,000
1980 - 1981	63,000	120,000
1979 - 1980	60,000	110,000
1978 - 1979	Not Available	90,000

ICLS has not been included in the expenditure and revenue list. ICLS expenditure and revenue is reported in dormitory expenditure and revenue.

6. FACULTY & PROFESSIONAL STAFF

DESCRIPTION

Faculty

The faculty is defined as that body of employees of the College whose primary responsibility is to teach. The undergraduate faculty is organized by departments: four degree-granting departments (Accounting, Business Administration, Office Administration, and Business Teacher Education) and one division (Liberal Studies). Other responsibilities of the faculty are student advising and serving on various committees of the College, as well as serving the departments to which they are assigned. These responsibilities are not formally stated in any job description but can be inferred from criteria specified in the Husson College Handbook (pp. 11-19).

There is not a separate graduate faculty. Full-time undergraduate faculty with appropriate credentials periodically instruct in the graduate program. Full-time faculty also occasionally teach in the College's CEED program, usually at the Bangor site. Part-time instructors are employed by the College, most freqently by the CEED program, but also occasionally by the regular undergraduate and graduate programs.

Full-time undergraduate faculty are able to participate in the formulation of academic and other institutional policies and practices. They submit ideas and plans through department heads to the Academic Dean and Academic Committee. Faculty recommendations are considered and acted upon, as appropriate, by the Academic Dean or Committee; and responses to those recommendations are sent back through the department heads to the faculty.

Faculty Council

Prior to 1979, a Faculty Council operated as a voice of the faculty. This body served to provide the President recommendations based upon faculty concerns. The council operated with a Constitution and met monthly. Though

the Faculty Council theoretically still exists, it has been virtually defunct for the last several years. It was convened once in Fall 1980 by the President of the College for advisement on a matter of policy. Copies of minutes of the last few 1979 meetings are in Exhibit 11. A copy of the Council's Constitution is in Exhibit 12.

Faculty Performance

Faculty performance is evaluated annually by department heads. Criteria for this annual evaluation include: 1) professional development (e.g., research and writing activities, advance study, conferences and workshops); 2) contributions to the department (e.g., efforts to upgrade course and curriculum offerings); 3) contributions to the College (e.g., service on committees, public service); 4) peer relations; and 5) effectiveness in teaching and advising. This annual evaluation form is found in Exhibit 13.

A special evaluation is used when a faculty member applies for promotion or tenure. Students, department heads, and faculty peers all participate in this special evaluation. The College's policies and procedures of faculty tenure, along with the special evaluation form, are found in Exhibit 14.

Department Heads

According to the Husson College Handbook, academic department heads are selected by the Vice President and Academic Dean, who then recommends the appointment to the President. In practice, such appointments are generally preceded by a period of national advertising and by interviews, first with the faculty of the department involved and other department heads and officials of the College, then with the candidates. The responsibilities of the academic department heads are listed in some detail in the same section of the Handbook; these responsibilities are generally considered appropriate to such positions.

Staff

Support staff consists of one full-time secretary who is available to assist the five academic department heads. With the permission of the appropriate department head and if the secretary is available, faculty can use the services

of this secretary when the need arises. Otherwise, work-study students are generally available to prepare instructional materials for faculty. Federal monies pay a full-time staff of Special Services for Disadvantaged Students (SSDS) academic specialists and counselors as well as a pool of student peer tutors.

Professional staff assists and advises the faculty in its major mission of educating students. Professional staff includes employees who are neither faculty nor hourly wage workers; in general, they hold either "administrative" or "salaried staff" contracts (to use the terminology of the Business Office). They work in areas identified on the organizational chart in Exhibit 15. There is some lack of clarity, however, about who is and who is not "professional staff." The President's response to the Self-Study Committee regarding professional staff (Exhibit 16) supplies a list of professional staff; this list, however, omits both the library cataloger and the student accounts manager, both of whom are salaried staff and perform professional duties. In addition, some employees in the classification of "salaried employees" (a classification that includes secretaries) do perform professional duties; an example is the library assistant, who is responsible for the inter-library loan, for cataloging pamphlets, and for training work-study students.

The duties and responsibilities of the professional staff are described throughout the Husson College Handbook.

Professional staff participates in the formulation of institutional policies and practices by submitting ideas and plans through Division supervisors and by serving on the President's Executive Committee.

Fully-developed, regularly-used criteria have not been created for evaluating most professional staff persons.

All professional staff have full-time secretaries, work-study students, or other technical and clerical workers to assist them.

APPRAISAL[1]

Academic and professional staff supervisors at the College perceive their

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[1]See Exhibit 17 for survey used as basis for most of this Appraisal.

respective full-time faculty and staff personnel to be well trained academically and professionally. Supervisors feel that the number of faculty and professional staff employed is adequate--though there may be a slight understaffing. Non-supervisory faculty and professional staff perceive conditions of employment at Husson to be fairly equitable (except for salaries) and perceive conditions of employment to be administered in an ethical manner. Faculty members at Husson do enjoy academic freedom and feel opportunities for professional growth are adequate.

According to the survey on which this appraisal is based, supervisors believe that policies and procedures (as outlined in institutional documents) used in recruiting, appointing, promoting, and retaining faculty and professional staff are not entirely clear or comprehensive. Supervisors agree that the College does give adequate attention to legal requirements in the areas of nondiscrimination, equal opportunity, and affirmative-action employment practices.

Supervisors feel that the qualifications of the faculty and professional staff generally match the field and level of their assignments. Supervisors also believe that the faculty and professional staff present evidence of slightly better than a fair amount of scholarship and creative achievement. Nevertheless, there is some question about the volume and quality of research and publication. It should be added that qualifications for CEED faculty have been significantly upgraded since the last accreditation. The College now generally requires CEED instructors to hold at least a master's degree. In some cases CEED instructors are employed who are fully certified and experienced in their disciplines yet do not hold a master's degree.

Non-supervisory faculty perceive that they have a fair amount of time for class preparation, attention to the academic needs of students, and continuing professional growth. However, they perceive salaries and contractual security at Husson to be slightly less than fairly adequate. Fringe benefits are seen as slightly better than fairly adequate. A valuable study of the faculty, including salary comparisons by rank and sex, can be found in Exhibit 18.

All staff salaries fall within the minimum-maximum range of the 1981-1982 Administrative Compensation Survey (College and University Personnel Association). Many members of the professional staff feel their salaries are too low in comparison with faculty salaries, as well as with salaries earned by professional staff at comparable institutions, however. They also see a high probability that staff salaries are inequitable. For reason of confidentiality, no professional staff salary data was made available to the Self-Study Committee for objective analysis. Exhibit 16 is the administration's response to requests for staff salary data.

Full-time faculty who teach in CEED, as well as part-time and summer school faculty who teach in the Day Division, perceive their compensation to be far too low, especially for a college of Husson's stature. CEED salary rates have not been significantly adjusted in at least ten years.

Both faculty and professional staff believe the regularity and openness of their communications with the administrative officers of the College are slightly less than adequate. The faculty, for example, feels the de facto demise of the Faculty Council has diminished the frequency and strength of its input on issues affecting the academic area and the College in general. The Council was regarded as a key element in the College's communication network. There are no other effective formal bodies contributing to upward communication. Neither the Executive Committee nor the President's Advisory Council adequately represents concerns of the academic area. Also, the professional staff sees its involvement in forming institutional policies as inadequate.

Little has been done by the College to assess formally the quality of faculty and professional staff recruitment as well as selection policies and procedures. The Academic Dean, however, has tried, with success, to assure breadth in the number of institutions represented on the terminal degree level.

On other matters included in the survey, the following points were addressed:

1) Academic freedom is not an issue. Faculty feel that they have a high level of freedom in teaching, investigating, and learning.

2) Tenure policy is perceived to have a negligible effect on the operation of the College.

3) Opportunities for faculty and professional staff development are seen as adequate, though some faculty and staff do not always have their travel expenses for workshops and seminars completely covered.

4) Teaching assignments are seen as fairly equitable and reasonable.

5) Procedures for selecting department heads are seen as reasonably fair and effective.

6) Promotion policies and procedures have a slightly negative effect on employee morale. Evaluation criteria are fairly well understood and accepted by the faculty. The professional staff, however, sees their evaluation process as confusing and unobjective. Standards of performance are not known, and many staff members do not understand how evaluation results relate to promotion and salary increases.

7) Salaries and benefits are seen as less than fairly effective in hiring and retaining both faculty and professional staff. Salaries and benefits are viewed as not being high enough to provide real help in hiring and retention. Further evidence of the inadequacy of salaries can be seen by comparing the salary data in Exhibit 18 with that in Exhibit 19.

PROJECTION

Non-supervisory faculty and professional staff perceive four areas of weakness in the College: 1) salaries; 2) contractual security, including tenure; 3) lack of involvement in forming academic and institutional policies; and 4) promotion policies and practices.

Supervisors also perceive four areas of weakness: 1) understaffing of some departments; 2) unclear policies and procedures for recruitment, appointment,

promotion, and retention of faculty and professional staff; 3) some inadequacy in the amount and quality of scholarly activity; and 4) ineffective salaries and benefits for hiring and retaining staff and faculty.

Steps have already been taken to remedy some of these weaknesses. Faculty salaries, for example, have significantly improved in recent years. For the academic year 1982-83, a particularly substantial increase was granted as part of an effort to bring faculty salaries more in line with those of comparable institutions. In addition, the last three years have seen substantial progress in increasing the objectivity of faculty evaluation for promotion and tenure. A system has been developed that is job-related and involves students, peers, and department heads in the evaluation process. Similar efforts need to be made with regard to the professional staff, however.

Also, some steps recently have been taken to clarify policies and procedures in the Husson College Handbook relative to recruiting, appointment, promotion, and retention. Other areas of concern--notably lack of faculty and professional staff input into the College's decision-making processes--have not yet been addressed. However, it is hoped that these areas will be addressed as soon as this report is made available to the President of the College.

Finally, although the College anticipates only slight overall growth over the next few years, it does expect to be hiring additional faculty in two areas: 1) science, because of the development of a baccalaureate nursing program in conjunction with Eastern Maine Medical Center; and 2) data processing, because of the growth of that still relatively new program. No significant changes in recruitment emphases are otherwise expected.

7. STUDENT SERVICES

The general objective of Student Services at Husson College is to provide a series of coordinated support and developmental programs and services to the student population as well as the College. These programs and services (1) are tuned to the particular needs of the student population; (2) acknowledge the needs of the operating divisions of the College; (3) operate within the resources and priorities of the College.

REGISTRAR

DESCRIPTION

The registrar function is primarily responsible for the development, utilization, and protection of academic records for all divisions of Husson College. The registrar function also includes preparation of both internal and external reports concerning student enrollments, preparation of academic reports for institutional use, preparation of various documents for students (such as transcripts, validation of enrollment, and validation of high academic standing for insurance purposes), official notification of completed courses, assistance in the preparation of the master schedule for each ranking session, and service as a resource in interpreting current academic policy as well as in determining future academic policy.

APPRAISAL

All original student records including high school transcripts, letters of recommendation and various test scores, and transcripts of current students are maintained in cement-lined file cabinets for security against fire and theft. Completed transcripts are microfilmed with a duplicate stored in a bank vault off campus. Academic records stored in the computer system are protected by user identification codes and passwords and, beginning September 1982, will be stored in a computer system apart from that used by students.

Student records are not released without the student's written authorization except for institutional use, including faculty use, if the "need to know" fulfills a legitimate educational interest. In addition, government officials, educational research organizations, accrediting organizations, compliance with judicial orders, and emergencies dealing with health or safety do not require a student's authorization for disclosure. Directory information is also released without written consent; however, the student may request in writing that such information may not be published (although no indication is given about where the student is to submit this request). The College's statement of compliance with the Family Educational Rights and Privacy Act of 1974 on students' rights to privacy is available in Exhibit 20.

The current staff, which consists of the registrar, recorder/secretary, and records technician, is not able currently to keep information as up-to-date as is sometimes required.

Transition to the new computer system in September 1981 hampered data retrieval, and many reports were either delayed or never produced.

PROJECTION

Timeliness of information, currently affected by a shortage of personnel, should improve since the new computer system is being reprogrammed to aid in the processing of the informational needs of the registrar function. Additional computer applications are being planned to reduce the workflow through the office and to expedite the timeliness of reporting information both internally and externally to various agencies.

For example, the demographic data for this report was easily retrieved and tabulated by means of information gathered from the annual HEGIS reports on file in the office of the registrar. A great deal of the information used in preparing the Institutional Student Profile (Exhibit 21) was gathered from the office of the registrar; much of the information was not usable in its original form, however, and had to be manually tabulated. This information was gleaned from the Husson College Directory for each

fall term for the desired years. It was impossible to find a College office that felt the responsibility to maintain this record, but a set of Directories was finally compiled from various offices within the College. Plans are being made for processing this information through the computer so that it will be more readily available when again required.

Only minimal records are maintained on students withdrawing from school. No formal exit interview is conducted. Students merely fill in the reason for leaving on the withdrawal form. Something as vague as personal reasons is accepted without question. A retention study is currently underway by the Dean for Student Affairs.

CAREER COUNSELING

DESCRIPTION

The Office of Career Counseling is responsible for the scheduling of on-campus interviews for recruiters interested in the graduates of Husson College. The office also publishes and distributes Career Notes and conducts workshops that consist of resume preparation, interview techniques, job search design, and career design. The Husson College Job Bank, made up of part-time positions on and off campus and funded by employers, is directed by the Career Counseling Office. The Alumni Network, a resource for career counseling workshops, is maintained by Career Counseling. The President's Dinner series, a social event for a select group of seniors to meet with a successful leader in the business community (frequently an alumnus/alumna of the College), is also a function of Career Counseling.

APPRAISAL

The success of Career Counseling is measured by the placement rate. On average, 90 percent of those who respond to the inquiry conducted six months after graduation have been placed in jobs.

The Alumni Network is continually updated and expanded to include job title, salary, length of employment, and other important information on alumni. At

the end of the first year of employment, all entry-level students from the day program are evaluated by their first employer and results are used in making changes in curriculum and course content.

Exhibits are available that demonstrate the effectiveness of this department of the College. They are: Husson College Five Year Alumni Study (Exhibit 22), Graduates Profile Employment Survey (Exhibit 23), Entry Level Employment Survey (Exhibit 24), and Career Notes (Exhibit 25).

According to the 1981-82 Student Attitude Survey, students feel that career counseling and placement is one of the most important aspects of Husson College (Exhibit 26). However, attendance at Career Counseling workshops has been minimal, implying that many students may be deficient in career orientation.

The office is adequately staffed with the director, the job bank coordinator, and a secretary.

PROJECTION

If students are lacking in career orientation, they should be required to enroll in a course in career development. Such a course could build students' confidence and self-awareness as well as provide a sense of direction to their careers. The course should be required in the third semester of a two-year program and in the junior year in a four-year program.

Much of the work dealing with the Alumni Network is maintained on index cards and appears to be time consuming. The computer could be better utilized to retain this data for later retrieval.

ADMISSIONS

DESCRIPTION

The primary purpose of the Admissions area is the recruitment of students for the undergraduate school. Information regarding the status of this effort is reported weekly throughout the year to all personnel concerned with projected enrollments. This information is used for the purpose of scheduling and budgeting for the next academic year.

There are three full-time admissions counselors: one based in Rhode Island who covers Rhode Island, Connecticut, New York, and New Jersey; the second based in Massachusetts who is responsible for that state; the third based in Maine who covers the central, northern, and eastern sections of Maine. The Associate Director for Admissions covers the western and southern sections of Maine in addition to supervising all field personnel. The Director for Admissions does some recruiting in the area of central Maine.

APPRAISAL

The major thrust of the recruiting effort is to introduce students, counselors, parents, and other interested individuals and organizations to Husson College and its programs. This is done through high school visitations, college fairs, college nights, direct mail, advertising, and any other opportunities to promote the College. The Admissions Department encourages campus visits by prospective students and their parents. There is adequate support and participation by other areas of the College, such as the departmental chairpersons, Financial Aid, Career Planning and Placement, faculty, Student Life, and others in the visitation program.

The College participates in five National College Fairs sponsored by the National Association of College Admissions Counselors. It also participates in 15 regional college fairs sponsored by the New England Association of College Admissions Counselors, as well as a number of college fairs and special programs at high schools, community colleges, and junior colleges.

Husson College subscribes to the Standard of Ethics of the National Association of College Admissions Counselors and believes that all individuals who have the desire to further their education and have the potential to succeed should have the opportunity to develop college-level competency.

Conditional acceptance may be given to applicants who have had academic difficulties but who have been recommended by guidance counselors, teachers and/or persons qualified to judge a student's academic potential. These applicants

will carry a reduced load (maximum of 12 credit hours) and are required to attend classes and to use the Special Services for Supplemental Education program.

Much of the information concerning leads and applicants is computerized; however, tabulations of information and comparisons between prior years are all produced manually.

The Presidential Guides are a select group of students who assist the Admissions Department in a variety of ways including campus tours. The Guides provide visiting students a view of the campus, both facilities and personnel, from an undergraduate student's viewpoint.

Sixty-eight and one-half percent of the current student body selected Husson College as their first choice of colleges. This percentage indicates that the tools Admissions is using have a positive impact on the recruiting of students. Lack of turnover in the Admissions staff, better recruitment publications, regional accreditation, a marketing plan, involvement of the faculty in recruiting, and support of the entire College have resulted in fairly constant enrollments over the last few years.

PROJECTION

In addition to continuing the ongoing recruitment activities, the Admissions Office is planning to have the faculty become more involved in recruitment; specifically, in appearing at various high schools in the area to give talks and presentations concerning specialized careers in business as well as in data and word processing. The faculty member would be available for a question-and-answer period following the presentation.

Receptions for prospective students are planned in out-of-state areas at local hotels with representatives from the admissions, financial aid, and academic areas. Plans being formulated would also include a slide presentation followed by short narratives about Husson College and its programs.

Open house will be held at various times during the year, inviting prospective students to spend the day on campus visiting classes and meeting with members of the Husson community to discuss Husson College and its programs.

Since the Alumni Association of the Institution is becoming more active, there will be more alumni involvement in the recruitment effort. Alumni contact by telephone to leads received from areas outside the marketing area would establish a personal relationship that would otherwise be impossible.

The formation of an Admissions Committee is also planned. This Committee, comprised of Admissions, Administration, and Faculty personnel, will review materials of all applicants who place in the lower 50 percent of their high school class. It will also assist with the evaluation for placement and counseling of incoming students.

STUDENT AFFAIRS

DESCRIPTION

The objectives of the Student Affairs area are:

- to operate the College residences, judicial system, and student activities programs in such a manner as to contribute to the overall educational mission of the College.
- to provide an appropriate level of academic and individual student support services.
- to contribute to the fiscal stability of the College by administering the financial aid program.
- to attend to primary health care needs of students and maintain active referral arrangements with local health care professionals and institutions.
- to contribute to the physical and emotional health and development of students as well as to the "College image" through intramural and intercollegiate sports and recreational activities.
- to supervise the College's security operations.
- to contribute to the top-level management of the College.

Students serve on a variety of committees at the College to contribute to the formulation of College policy. These committees include the Board of Trustees, President's Cabinet, Judicial Board (a decision-making body), library committee, and commencement committee.

The students are also involved in the management of the College through evaluations of resident directors, resident assistants, and supervisors in the work-study program. The Student Attitude Survey (see pp. 83-84) is administered each Spring covering many aspects of student life at Husson College.

APPRAISAL

Although Student Affairs is better staffed than in the past, staffing is still minimal. Much time is spent in cleaning up the detail work of problems already resolved, which only allows the most pressing issues and problems to be addressed.

There is a minimal orientation program for entering students that consists primarily of academic refreshers (basic English, math and reading, improvement of study skills, familiarity with College policies, and where to go for help). An ongoing orientation during the school year concerns such topics as drug abuse, sexuality, peer pressures, and interpersonal skills.

There is a Veterans' Affairs person located in the CEED office who can deal with problems of paperwork and general information for those students who are attending college under some military-sponsored program.

Resident assistants receive training in such areas as orientation, alcohol usage, depression, and listening skills. Since student development funding was not renewed for the school year 1981-82, the College is involved in funding of this program.

Student Development funds under Title III have been used to offer a two-day retreat for student leaders and their advisors from the various organizations on campus. This retreat at a site off campus exposes students to specific skills required of leaders. Leadership skills, styles, listening skills, assertiveness skills, interpersonal skills, problem solving, and decision-making have been covered during these retreats.

The Dean and Associate Dean for Student Affairs are funded to participate in meetings and conferences to keep them abreast of changes in their professions.

Most recently emphasis has been placed on communication between both resident and commuter students and the Student Affairs Office.

The Alcohol Committee, consisting of faculty, staff and students, has been addressing the issues of alcohol and drug abuse on campus.

Prior to 1981, the roles of organizational advisors had never been defined, so many organizations actually had little or no advising in how to function within the framework of the Institution. Although this problem particularly affected the Greek community, it was also prevalent in other organizations. In 1981, the Executive Committee approved a document specifying the responsibilities of advisors, and since that time the Office for Student Affairs has worked with advisors and students to clarify role expectations.

Commuting students have been very vocal about not having a say in College matters or in designing student activities.

The Undergraduate Judicial Board has become active in the decision-making process concerning student violations of College policy. The members of this board have direct responsibility for resolving matters that affect life on campus and general behavior of the student body. The board consists of students, faculty, and administrators.

Outside services for which the College contracts through the Student Affairs office are as follows: Holiday Health and Racquetball Club for recreational activities; East Coast Security for on-campus security; Penobscot Valley School of Gymnastics for equipment and instruction; and the Penobscot Job Corps Center for equipment and recreational programs.

PROJECTION

Even though still minimally staffed, the Office for Student Affairs is improving the communications between all constituencies of the College.

More emphasis will be placed on communications with the Greek community. Since the Greek Council has been ineffective, periodic meetings are planned with the Greek presidents, advisors, and Student Affairs staff.

Although funds will no longer permit the leadership retreat to be held off campus, plans are being made to hold future retreats on campus.

A full-time person has been added to staff, whose responsibility will be Student Activities Director. This person will concentrate on alternative social events, the commuter and nontraditional College population, and orientation programs for all students.

A formal procedure has been established for defining the role of advisors to student organizations. This should make communications more effective both within the organization and with the Student Affairs Office.

Additional efforts will be directed toward the need for students to assume responsibility for establishing their own limits and standards of behavior.

More detailed information concerning the most current issues can be found in the 1981-82 Annual Report by the Associate Dean for Student Affairs in Exhibit 27.

Student life on campus will continue to improve when both student leaders and the general student body realize that the College is eager to work with them for the betterment of all concerned. Custodial duties of the dormitories will be supervised directly by the Office for Student Affairs to overcome problems in that area.

RESIDENCE HALLS

DESCRIPTION

The College residence halls consist of two buildings of nine levels each and house 586 students.

Administration of this housing complex is accomplished through two full-time resident directors (one per dormitory) and eighteen student residence assistants (one per level).

Resident directors (R/Ds) are responsible for the overall operation of their particular building and the supervision of their own resident assistant staff. In addition, one resident director is responsible for supervising the overall residence hall operation, and the other is responsible for developing a student activities program for the campus.

Resident assistants (R/As) have five basic responsibilities:

1. Foster an environment favorable to intellectual growth.
2. Promote student development, both personal and social.
3. Provide resident hall programs that meet the cultural, educational, and recreational needs and interests of the students.
4. Provide counseling and referral services.
5. Aid students in developing responsibility and accountability for their behavior.

APPRAISAL

The delineation of duties for R/Ds and R/As is reasonably effective. R/Ds are free to do administrative and supervisory work while leaving the responsibility for the students to R/As. R/As know students on their floors very well and therefore act as an important link between the administration and students.

The R/A is an alert peer counselor and interpreter of the College's policies. In addition, the R/A runs educational programs, generally two each semester, on such diverse topics as "family planning" and "substance abuse."

Unfortunately, R/As must spend a disproportionate amount of time (30%-50%) on disciplinary matters.

Not unlike other institutions, Husson College has problems with the undisciplined use of alcohol by students. This particular problem is exacerbated by the fact that six of the eighteen resident levels are designated as Greek floors; five levels in Carlisle dormitory and one in Hart dormitory. On each of these floors the Greek organization has a permanent recreational lounge.

While the College has instituted more restrictive regulations regarding the consumption of alcoholic beverages, the lack of a clear sense of community responsibility on the part of these Greek organizations has led to the use of legal, illegal, and extralegal means to circumvent these regulations. As a result, most breaches of discipline arise from the activities of these Greek lounges and are directly or indirectly related to the consumption of alcohol.

PROJECTION

Recognizing, as a practical matter, that it is not possible or desirable to

bar alcoholic beverages from the campus completely, the College should continue its efforts to ensure that alcohol is used responsibly.

The College should continue to insist that applicable state laws and College rules regarding alcohol are rigorously adhered to during campus-wide functions.

The College should ensure that all campus organizations are exposed to some alcohol awareness programs.

Finally, and most important, the College must institute a process that will bring the Greek organizations into the mainstream of College life, in effect making them a positive force in the campus environment.

JUDICIAL SYSTEM

DESCRIPTION

Significant infractions of the College's Code of Conduct are adjudged and sanctioned by either the Associate Dean for Student Affairs or by the College's Judicial Board.

The offending student has the right to request an administrative hearing or a judicial hearing. In cases where the student requests an administrative hearing, the Associate Dean for Student Affairs may decline and refer the case to the Judicial Board.

The College's Judicial Board is composed of fourteen members, ten students and four faculty/staff. This group is subdivided into two hearing panels of seven persons each, which include at least two faculty/staff members.

Hearings are conducted by these panels in a two-step process.

The first step involves hearing the charges, gathering testimony from witnesses and the accused, if he or she chooses to testify, and ends with a determination of guilt or innocence.

The second step (if found guilty) involves the assessment of sanctions. At this point, the prior disciplinary record of the student is introduced and is considered in the application of sanctions. These sanctions can range from

oral admonition to expulsion and can have attached, at any sanction level, penalties deemed suitable by the hearing panel.

Decisions of a hearing panel may be appealed to the Dean for Student Affairs, who may stand by the original finding, acquit, change penalties, or direct the original panel to conduct a new hearing.

APPRAISAL

Since its inception in Fall 1980, the Judicial Board has grown to be a respected and integral part of the College's judicial process.

It has been consistent and fair in both determination of guilt and in the application of sanctions.

The apparent weakness in the judicial system at the present time appears to exist at the Resident Assistant level. Often a series of minor infractions will culminate in an event which causes a student to appear before the board. While such background information should be used to determine the severity of a sanction, the lack of hard information as to time, date, and nature of the preceding infractions diminishes the credibility of the evidential record.

PROJECTION

The judicial system is effective and should be continued without alteration except for the treatment of minor violations.

The Office for Student Affairs should institute a system by which Resident Directors maintain a cumulative record of minor violations to be used in the event that a student's actions eventually cause him or her to appear before a higher judicial authority.

STUDENT ACTIVITIES

DESCRIPTION

There are a variety of organizations on campus run by students for the student body, campus community, and the civic community. These provide opportunities for service, cultural, recreational, and social activities.

In addition to the Student Senate governing body (discussed in the following section), there are subcommittees of the Senate involved with scheduling social and cultural events, a food committee that provides information to the food service to assist in changing menus to meet the needs of the students, and the finance committee responsible for reviewing and recommending budgets submitted by organizations funded by the Senate.

The following activities are produced or operated by the students. Staff positions are held by students interested in journalism, photography, advertising, and business management.

- The Spectator is the College's bi-weekly newspaper.
- The Chieftain is the College's yearbook.
- WHSN is the College-owned radio station, which offers students business management and broadcasting opportunities in addition to providing services to the entire community.

Other organizations providing activities to the general student body and the community are:

- The Outing Club: a group that sponsors recreational activities for sporting enthusiasts.
- Husson College Cheerleaders: a collegiate cheerleading squad.
- Circle K Club: a service organization sponsored by the Bangor Kiwanis Club, giving the members an opportunity to gain insight into the civic community.
- The Presidential Guides: a select group of upperclassmen charged with familiarizing visitors with the campus.
- Student Education Association: an organization which fosters interest and enthusiasm for better business education on all levels.
- Accounting Society: a society which provides practical knowledge of the accounting profession.
- International Club: a program with an international flavor for its members and the general student body.
- Greek organizations: four fraternities and five sororities are represented on campus, providing the aspects of Greek life in addition to sponsoring community service projects and social activities.

- Chess Club: an organization open to students and faculty as well as the community that meets weekly and holds intra-club competition

APPRAISAL

Memberships indicate active student interest in these extracurricular organizations. However, there has been a serious problem keeping students interested in The Spectator and The Chieftain. The staff of The Chieftain, for example, has consisted of only an editor and assistant since 1980.

One other problem with The Chieftain should be noted. The 1980 College yearbook, fully paid for by the students, has not yet been published.

PROJECTION

The coming academic year (1982-83) will see the addition of a full-time Student Activities Director whose responsibility will be to concentrate on the various student publications, alternative social events, the commuter and non-traditional College population, and orientation programs for all students.

STUDENT GOVERNMENT

DESCRIPTION

The purpose of the Husson College Student Government, as stated in the Preamble to its Senate constitution, is to:

1. Represent the best interests of the student body.
2. Maintain student rights.
3. Stimulate and improve democratic student government.
4. Improve student cultural, social, and physical welfare.
5. Establish and maintain student control over student activities within the College.
6. Act as a liaison between the administration, faculty, and student body.

Student Government consists of president, vice president, 41-member senate body, and executive board.

The president and vice president are elected, at large, annually.

The 41-member senate is elected annually on the following representational basis:

- 18 dormitory representatives; one elected from each dormitory level.
- 13 commuter representatives elected from the commuter population prorationally.
- 10 Job Corps representatives elected from the Job Corps population prorationally.

The executive board consists of the president, vice president, treasurer, social committee chairman, a dorm representative, a commuter representative, and The Spectator editor.

APPRAISAL

The effectiveness of this body seems to be directly proportionate to the dedication of the individuals serving as president and vice president. An active and aggressive president generates a greater level of constituent support in this body's efforts to address student concerns.

The Husson College Student Government has budgetary control over the expenditure of funds collected as a student activity fee and in this way maintains control over student activities. However, if an activity within the College does not seek budgetary support, Student Government seems to exercise little influence over its existence or function.

PROJECTION

The Office for Student Affairs should continue its efforts to encourage the development of a strong student government that will, with responsibility and continuity, represent the interests of the entire student body.

SPECIAL SERVICES/SUPPLEMENTAL EDUCATION (SS/SE)

DESCRIPTION

SS/SE provides individual counseling in the areas of academics, careers, and personal problems. It also makes personnel available to meet the special needs of the handicapped, provides special services to the culturally and educationally disadvantaged, and directs the peer tutoring program.

Special Services for Disadvantaged Students (SSDS) is 100 percent federally-funded under Title IV, and the Supplemental Education Program is about 95 percent federally-funded under Title III. The two programs have been combined as SS/SE.

The Supplemental Education counselor offered individual academic counseling sessions with 49 conditional students in 1981-82. The SS/SE counselors are available to the entire undergraduate student body for personal and social counseling. The SSDS counselor works through the Career Counseling Office for career services, while the SSDS Learning Disabilities Specialist works through the CETA program for career services.

Supplemental Education Program furnishes an accounting specialist, a reading specialist, and a math specialist; SSDS provides an English specialist and a learning disabilities specialist. All of the specialists render study skills help and are in charge of a total of 32 peer tutors.

APPRAISAL

The culturally-disadvantaged are entitled to all services as are the handicapped. In addition, manual assistance in the form of readers, note-takers, and signer/interpreters are also available to the handicapped.

Other students eligible for these services included conditionally-accepted students, students placed in developmental sections based on placement testing, as well as any student who sought the services.

When the faculty were fully aware of the services being offered, the program worked well. During 1981-82, the increased services were not communicated to the faculty and were, therefore, underutilized. The program petitioned for an audience with the faculty with no results.

For the target population of conditional students, the number of academic actions has been reduced--from 15 out of 29 academic actions in Fall 1979 (52%) to 23 out of 49 academic actions in Fall 1981 (47%). In addition, in Fall 1979, 25 out of 29 conditional students (86%) had a grade point average (GPA) of less than 2.00, 4 (14%) had a GPA of 2.00 or better; whereas, in Fall

1981, 33 out of 49 (67%) had a GPA of less than 2.00 and 16 (33%) had a GPA of 2.00 or better.

The program could not mandate participation of conditional students, even though this is one of the stipulations of conditional acceptance. The program was further hampered by an imposed isolationist policy involving the separation of various services throughout the building, rather than in a centralized location.

Currently, the conditional status of an entering student is noted only during the initial semester of enrollment and after that the conditional status "disappears." At the end of the initial semester, if the entering conditional student is in academic difficulty, an appropriate academic sanction is placed on the student. Depending upon the severity of the difficulty, sanctions range from a warning to dismissal or forfeiture of the semester. Mandatory class attendance is a stipulation of conditional acceptance, but this policy is frustrated by the fact that the faculty is not made aware of which students are in that category.

In Fall 1981, 49 students were accepted conditionally. By the end of the year, 44 of those students were below C level. Fifteen students withdrew from school or did not return second semester, and eight students were academically dismissed. Twenty-two students completed the academic year. For a complete analysis, see the report Academic Year 1981-82, Conditional Student Report in Exhibit 28.

PROJECTION

The special needs of conditional students will be more closely monitored during the coming academic year. The faculty will be made aware of those students who are entering conditionally so that mandatory attendance both in class as well as in the SS/SE program can be enforced for the students' benefit.

FINANCIAL AID

DESCRIPTION

The Office for Financial Aid has total responsibility (with the exception of loan collections) for the administration of over two million dollars of aid funds from federal, state, and institutional sources.

The office is staffed by a full-time aid administrator, a full-time administrative assistant, and three work-study aides who together contribute a total of 24 hours per week. This staff services a recipient population of approximately 700 undergraduate and graduate students

APPRAISAL

Although the College's aid program has been reasonably successful in meeting student needs and institutional objectives, level and decreased funding during the past few years have created some adverse affects:

- funds for Continuing Education students have had to be restricted to Guaranteed Loans and Pell Grants and only Guaranteed Loans for graduate students.
- available aid has been rationed in an effort to maintain enrollments in the face of increasing costs.
- aid packages have been put together as a result of rationing that places too much emphasis on self-help.
- work study awards have been held at a level which, because of the hours involved, no longer provides much meaningful work experience (also as a result of rationing as well as increases in the minimum wage).

PROJECTION

Since the College cannot realistically expect any increases in federal or state student aid during the next few years, it is hoped that efforts now underway will bring the Institution's aid program and the needs of students into greater balance. These efforts are as follows: the Development Office is working to increase institutional sources of aid; the Office of Career Counseling is working to increase the pool of off-campus and institutionally funded on-campus job opportunities; and the Admissions Office is working to attract a higher percentage of students who do not require financial aid.

INTRAMURALS, RECREATION, AND SPORTS

DESCRIPTION

Husson College believes that the values of competition and fair play developed through recreational and sports activities significantly contribute to the development of a personal value system.

To this end, and with the further belief that breadth of participation is of utmost importance, the Department of Intramurals, Recreation, and Sports offers for men and women seven intercollegiate sports, ten intramural programs, and approximately eleven recreational activities.

APPRAISAL

The head count participation rate of 120 students in intercollegiate athletic programs and 1,340 in intramural sports programs, plus the demand for recreational programs, indicates the degree of success of this operation.

At present, budgetary constraints have inhibited use of outside officials for intramural contests. As a result, the continued development of these effective and popular programs will hinge upon the success that the Department of Intramurals, Recreation, and Sports has in internalizing this function.

PROJECTION

The department needs to continue its efforts to emphasize sportsmanship by:

- establishing rules and regulations for the intramural program.
- developing and implementing an intramural council.
- establishing intramural and officiating clinics.

FOOD SERVICE

DESCRIPTION

The Husson College Food Service, headquartered in Dickerman Dining Commons, consists of 28 full-time employees plus 50-60 part-time work-study employees (during the academic year).

The Food Service operates the Dining Commons for the College and the Job Corps resident population, the Wigwam Cafeteria for the day and evening

division commuter population, the Teepee Dining Room for faculty and staff, and the Arrowhead Lounge for students.

During the regular academic year, the typical service load is as follows:

- In the Dining Commons 650 students per meal for three meals a day Monday through Friday and two meals per day on Saturday and Sunday. Typically, although the College offers only a single meal plan, the weekend service load will drop to about 350 students.
- In the Wigwam about 600 students per day for prepared meals, sandwiches, and short-order service.
- In the Teepee about 50 faculty and staff for prepared meals and sandwiches.
- In the Arrowhead Lounge about 250 students per day for sandwiches, short-order service, and beer.

APPRAISAL

On balance the Food Service is an efficient and well-run operation. The quality and quantity of food is good.

To avoid as far as possible usual criticism of institutional food, menus are developed for a five-week cycle and incorporate at the noon and evening meal two to three entrees.

In addition to using this fairly long menu cycle, Food Service wherever practical incorporates suggestions of the Student Food Committee in the development or alteration of menus.

Unfortunately, the high standard set for quality and quantity of food does not extend to its service. The overall impression of any of the College's dining facilities is one of a place to eat but not to relax and enjoy.

- The Dickerman Dining Commons, although architecturally pleasing, is furnished in a cold and austere manner; chairs are uncomfortable, tables are long and not conducive to conversation, and noise levels are unreasonably high.
- The Wigwam suffers from the same problems as the Dining Commons and sorely lacks a lounge area for commuting and evening students.
- The Teepee, while slightly more comfortable, suffers from a generally sterile decor.

- The Arrowhead Lounge offers an intimate atmosphere suitable for students to socialize and relax in an informal setting; however, the Lounge has an unfinished appearance.

PROJECTION

Inasmuch as one of the College's objectives is to educate socially as well as intellectually, it should plan for a total renovation of the dining areas with the objective of creating quiet, relaxed atmospheres flexible enough to meet a range of social needs.

STUDENT HEALTH SERVICE

DESCRIPTION

The Student Health Service is an on-campus, outpatient service located in one of the College's dormitories.

It is staffed full-time by a registered nurse and part-time by a physician and is designed to provide quality health care to a relatively small student population without costly duplication.

APPRAISAL

The goal of the Student Health Service is to teach students, on a one-to-one or group basis, how to prevent disease, where to seek help, and what community resources are available to them.

More difficult problems are treated by the visiting physician or by a referral agency. While this procedure may require the student to reorder his or her schedule to keep an appointment, the cost effectiveness more than outweighs the inconvenience. However, the workload does not warrant the cost which would be involved in the employment of a full-time physician.

PROJECTION

The Health Service needs to offer more health education programs but is, at the present time, constrained by the need to maintain office coverage.

With the advent of the Husson Nursing Program, it should be possible to obtain within two years responsible office assistance from student nurses employed

through the College Work-Study Program, thus freeing the College nurse to conduct more health education programs.

STUDENT ATTITUDE SURVEY

The second year of administering the Student Attitude Survey provided a breakdown of results that was not done the previous year (male vs. female, resident vs. commuter).

Overall, the students surveyed felt that the academic quality of Husson and their grades were the most important aspects of College life for the second year and felt that they were receiving a good education.

Those items considered important were: availability of tutorial personnel, career counseling and placement, campus appearance, modern facilities, availability of financial aid, and availability of student computer facilities.

Those items considered least important or most disliked were food on campus, fraternities/sororities, off-campus cultural events, and the WHSN radio station.

In the open-ended-question section, those items that appeared under the topic What I Like Best about Husson College were: the small college atmosphere, the standard of the academic programs, the teacher/student relationships, and the availability of extra help (faculty, peer tutors, and the supplemental education program).

In the open-ended-question section, those items that appeared under the topic What I Like Least about Husson College were: food on campus, the cleanliness of the dormitories, and the presence of Job Corps on the campus.

In the category What I Like Best about Husson College, there was little change from the preceding year; however, in the category What I Like Least about Husson College there was a change—the alcohol policy did not appear in the top three dislikes, food moved from number two to number one, Job Corps moved from number one to number three, and the cleanliness of the dormitories moved into the number two position.

For a complete tabulation of student feeling in any of the areas of Student Services, the results of the Student Attitude Survey for 1980-81 and 1981-82 are included in Exhibit 26. This survey will be modified, refined and administered each year during the Spring term to provide student feedback in all areas of life at Husson College.

8. LIBRARY & LEARNING RESOURCES

DESCRIPTION

Function and Location

Husson College Library plays an active role in the academic life and intellectual enrichment of faculty, staff, and students. The philosophy of the library is to support the educational and research efforts of the College community. The library maintains and provides the learning resources necessary for successful pursuit of the College's academic programs and, as such, is considered an integral part of the Institution.

The library provides an area for casual reading, study, and research as well as services such as student orientation to the library, coordination of audio-visual materials for the classroom, and acquisition of interlibrary loan materials. The library houses learning resources not only for the business curriculum but also for liberal studies courses that make up about 50 percent of a student's course work. The Bangor community is also free to use the library, although Husson faculty and students are the prime users.

The library occupies most of the second floor west wing of Peabody Hall.[1] The library's physical layout is divided into two major areas: technical services and public service. The technical services room, off-limits to students, is where cataloging is done, where the On-Line Computer Library Center (OCLC) computer is located, and where older periodicals and rare books are kept. Also off-limits to students is the audio-visual storeroom located next door to Technical Services. The Head Librarian's office is located across the hall from Technical Services and in back of the public service area. All user-oriented library functions take place in the public service area, which contains the main stacks, a reading lounge, study carrels, the card catalog, reference area, and a microfilm reader, as well as indexes, the visible file for periodicals, and a photocopy machine.

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[1] See Layout of Peabody Hall, Exhibit 29.

The library facilities are made secure by various methods. Only the three full-time employees (besides Security and Maintenance) have door keys. When none of the employees are on duty, the money box and photocopier key are placed in Technical Services and the room locked. Security's number is kept near the telephone, and work-study students are instructed to call them if any trouble arises. The library's bound periodicals and book collections are housed in open stacks; the unbound periodicals, in Technical Services. To reduce theft of these materials, each book is stamped "Husson College Library" on the three outer edges and on page 25, and a College book plate is glued to the inside cover. Unbound periodicals are also stamped and must be signed out by the user. Presently there is no system for inspecting people's belongings as they leave the library.

The library offers important services to students in anticipation of research and study needs. Faculty can place books and other materials on reserve so that a large number of students may have access to them. Students are also able to obtain an extremely wide variety of materials through interlibrary loan. These materials can generally be obtained in a week to ten days. The major research library in the area, Fogler library of the University of Maine at Orono, is also available to Husson students. To serve students' needs, the library has increased the number of study carrels available and has provided a photocopy machine in the main area. Moreover, the library regularly subscribes to many hometown newspapers so that students can keep up with local events. Many major national newspapers such as the New York Times, the Washington Post, and the Christian Science Monitor are also available.

Orientation

Husson students have the chance to become acquainted with the library at different times in their college careers. Prospective students are introduced to the library when they tour the campus with the Presidential Guides. The Guides mention library holdings, the library schedule, and other information. The Library Handbook, developed recently by the Library Committee

and library staff, is given out in English classes, and extra copies are available at the main desk in the library.[2] This booklet describes holdings, states circulation policy, and explains various library services. Of course, librarians or work-study students are always available to answer questions.

The most extensive orientation occurs when English professors (in the day, evening, and CETA programs) arrange to bring in classes for one or two lectures by the Head Librarian. The first lecture is a general orientation and covers such topics as physical layout and use of the card catalog and indexes. Reference tools of particular importance to research in literature are discussed in the second lecture. These lectures are usually arranged for freshmen; almost all students are exposed to them.

Growth

Husson College's library collection has been steadily growing at a rate of about one thousand volumes a year. In June 1976, the library housed 26,391 books and 306 periodicals. By December 1981, the figures were 31,848 and 407, respectively. The collection is roughly divided in half between liberal studies and business subjects. A concerted effort has been made in the last three to four years to increase holdings both in liberal studies and technical subjects such as computer science and word processing. The library has also continued to subscribe to the New York Times Index and Advertising Age on microfilm and owns a total of 679 reels. In addition, the library owns some basic audio-visual equipment for classroom and student use: 17 projectors of various types, 4 recorders, 1 record player, and 7 screens.

Three libraries within the local area are used by Husson students. The largest of these is Fogler Library at the University of Maine at Orono, located about ten miles north of Bangor. It contains over 500,000 volumes and 3,438 periodicals and has the distinction of being the depository for government documents in this region. Husson students may borrow materials

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[2]See copy of Library Handbook, Exhibit 30.

from the Fogler Library by presenting their Husson ID cards, an agreement formalized through written correspondence in 1973.[3]

Another large local library used by Husson students is the Bangor Public Library, located downtown less than three miles from the Husson campus. Its collection includes approximately 450,000 volumes and 1,000 periodicals. As members of the Bangor community, Husson students may obtain a borrower's card on request at the Bangor Public Library.

The Health Sciences Library of Eastern Maine Medical Center, five miles from Husson College, has a collection of 12,900 volumes and 390 journals. It is open to the community and therefore is available to Husson students.

In an effort to expand current holdings and also share its resources, Husson College holds memberships in two interlibrary loan organizations. As a member of the Northeastern Maine Library District (NEMLD), the College shares in the interlibrary loan resources of 125 public, academic, and special libraries in northeastern Maine. Bangor Public Library, which is the Area Reference and Resource Center (ARRC), acts as a clearinghouse for lending materials throughout the district.[4]

Husson College Library has also been a member of the On-Line Computer Library Center (OCLC) and its regional affiliate, the New England Library Network (NELINET), since 1976. All of Husson's books are cataloged and recorded in OCLC's data base in Dublin, Ohio. In Spring 1979, Husson Library was connected by computer to the OCLC's interlibrary loan system.[5] This provides access to the resources of nearly 2,500 libraries across the United States. Access to necessary research materials is therefore not limited to Husson's library holdings alone.

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[3] See 1973 agreement between UMO and Husson College Library, Exhibit 31.

[4] See NEMLD information, Exhibit 32.

[5] See interlibrary loan information, Exhibit 33.

Use

According to statistics from 1976-77 and 1980-81, use of library resources has increased significantly.[6] Though College enrollment has remained constant, increased library attendance coincides with the 1978 inception of the Graduate Program and further developments in the CEED Program. Student attendance in 1980-81 was up 72 percent and student circulation was up 37 percent over the 1976-77 figures. Moreover, faculty attendance jumped by 403 percent and faculty circulation rose 20 percent in the same period. It should also be noted that faculty members are not only using the facility more themselves but are also requiring library assignments of their students. The marked increase in the circulation figures illustrates this trend. Use of the interlibrary loan system has also contributed to this boost in library usage. Husson borrowed 35 items and supplied 110 requests during 1980-81.

No definitive reason for the increase in use of library resources can be found; however, the following factors should be noted: addition of a new staff member; extension of library hours to include Saturday afternoon; expansion of the Graduate and CEED programs; and addition of Job Corps and CETA programs on campus. Overall, the library staff is concerned about improving service.

An evaluation of library resources was developed by the then Graduate Dean and the Chairman of the Library Advisory Committee. A library questionnaire was distributed to CEED and graduate classes on April 28, 1981, and morning classes on April 29, 1981.[7] Two hundred and ninety-eight full-time day, CEED, and graduate students filled out the survey. To date, no faculty or staff evaluations of the library have been conducted.

Management

The internal management of library affairs is supervised and organized by the Head Librarian.[8] The Head Librarian performs managerial functions such as

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[6]See utilization table, Exhibit 34.

[7]See copy of questionnaire, Exhibit 35.

[8]See personnel data sheets, Exhibit 36.

selecting and training professional staff and work-study students, delegating routine daily tasks, planning the budget, and supervising book and periodical acquisitions. The Head Librarian also serves on the Academic Committee, which enables appropriate materials to be ordered as courses are added or changed in the curriculum.

The full-time library staff consists of two other people: a cataloger who is a professional librarian and one highly-qualified library aide. The professional librarian catalogs all new books and maintains the book collection. The professional librarian also handles reference questions and is involved in special projects. The library aide handles all interlibrary loan and audio-visual requests. The library aide is also responsible for sending out overdue notices and for performing general office duties.

The full-time staff is loosely organized as a department. Staff meetings are held as needed and information is disseminated to staff members orally. Job descriptions lack clear definition, but departmental planning takes place through cooperative effort.

The library staff is augmented by eighteen work-study students who perform such tasks as routine shelving and book checkouts. The number of work-study students has slowly increased, but the amount of hours they are able to work has decreased because of recent increases in minimum wage.[9]

A committee formed four years ago, the Library Advisory Committee, acts as a formal liaison between the library staff and the College community. This committee consists of representatives from each academic department, one graduate and undergraduate student, and the Head Librarian. Its purpose is to suggest policies and procedures that balance the users' desires for easy access to materials and the librarians' needs to control and maintain the collection. Strategies to increase effective student use of the library are also considered. Any faculty member can meet privately with the Head Librarian to discuss these same issues. In turn the Head Librarian can call on the faculty for assistance.

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[9] See work-study statistics, Exhibit 37.

The librarians' visibility makes it easy for students and faculty to approach them with suggestions or comments.

Library acquisitions are formally handled through the Library Advisory Committee. It allocates the book budget among departments, keeps faculty abreast of available funds, and suggests such purchases as general reference titles and audio-visual equipment. However, each faculty member is responsible for recommending titles in his/her professional field and for relaying these requests to the Head Librarian. The Head Librarian relies on these recommendations to help keep the collection current and appropriate for the College community.

Once new titles are cataloged, there are two procedures for informing faculty. The recommender receives a carbon copy of the book order form with an explanatory note. Then a bibliography of new acquisitions for each previous month is typed and copies sent to the academic departments.

Budget

The library's budget can be broken down into two parts: administration and acquisitions. Administration budgets for the years 1978-79, 1979-80, and 1980-81 are as follows: $38,900, $50,426, and $51,850. The increase between 1978-79 and 1979-80 represents the additional salary of a new staff member. The acquisitions budgets for the same years are $11,478, $16,619, and $17,429, respectively. The overall library budget has not grown significantly in this three-year period.

The average percent of the total College budget allocated to the library during the three-year span 1978-1981 was small--1.13 percent. The percentage of support, in addition, does not indicate consistent growth: 1.01 percent in 1978-79; 1.28 percent in 1979-80; and 1.11 percent in 1980-81.

A cost analysis of the library budget follows:

Husson College
Library Cost Analysis
For The Years Ended June 30, 1979, 1980, and 1981

	Library Expenditures	Institutional Expenditures & Transfers	Percent of Total Husson Budget
1978-79			
Library-Administration	$ 38,900.71		
Books & Periodicals	11,478.88		
Totals	50,379.59	$ 4,968,602	1.01%
1979-80			
Library-Administration	50,426.34		
Books & Periodicals	16,619.57		
Totals	67,045.91	5,257,839	1.28%
1980-81			
Library-Administration	51,850.80		
Books & Periodicals	17,249.81		
Totals	69,100.61	6,216,923	1.11%
Three Year Totals	$186,526.11	$16,443,364	1.13%

The administrative budget includes salaries, dues for professional memberships, printing and duplicating, supplies, equipment (including space rental for computer terminal), telephone, travel, postage, equipment repairs, and binding. The acquisition budget includes equipment purchases, books and periodicals, and a Title II A grant.

The budget procedure for the library is as follows. First, the librarians draw up a budget comprised of two sections: administrative (supplies and travel) and acquisitions (books and periodicals). Staff salaries are not included in these budgets, since contracts are drawn up yearly through the Academic Dean's office. The Academic Dean then collects the library budget

and budgets of other academic departments and submits them to the President. The President and Vice President for Financial Affairs compare the budgets to projected income, then submit them to the Executive Committee of the Board of Trustees which considers separately the budget of each area of the College. These budgets may be returned through the Academic Dean to the individual departments for revision and modification, then resubmitted through the Academic Dean to the President and Vice President for Financial Affairs. The Board of Trustees ultimately votes on the final budget. Further detail concerning the overall budget-making process is provided in chapter 10.

APPRAISAL

At present, the library's stated philosophy is sound considering the size of the collection. It is reasonable to assume that future developments at the College would prompt a reconsideration of the library's mission as a resource for business and liberal arts courses.

Physical Layout

The library's physical layout offers several desirable features that deserve mention. Its size lends intimacy to the area. Users have quick access to reference materials, card catalog, and stacks. Students often leave personal items on tables without fear of theft. The large windows reduce glare from the fluorescent lights and can be opened in warm weather. It is also easy for students to learn the locations of various parts of the collection. In addition, librarians are readily accessible, which is not often the case in larger libraries.

If the College made a few alterations in the physical layout, however, an atmosphere more conducive to study and research could be established. The following suggestions would alleviate problems arising from increased use, while encouraging more use in the future. Wall-to-wall carpeting in the library and office is a major necessity. It would reduce noise and improve the library's appearance and ambience. The photocopy machine used now is noisy, slow, and expensive; it also produces poor quality copies. The Head Librarian should consider replacing this model. At the very least, it should be moved from the reference area into a less distracting location in the library. The lounge area now is a popular place to read. However, the chairs

look worn out and sag uncomfortably. If the chairs were replaced, this area would be more inviting and cheerful.

Space

The library's size continues to be a problem. If Husson College is expected to grow in the future, long-range plans must be made soon to enlarge the library from its present 8,470 square feet. Several possible solutions exist. Room 229 could be given up as a classroom in order to become the reference and index room. Ideally, a full-time reference librarian would be stationed there, but some sort of supervision would have to be provided. Since the library would then comprise one entire second floor wing of Peabody Hall, adequate security would not be too difficult to arrange. A second alternative would be to move Technical Services into Room 136-138, allowing the current Technical Services room to be used as a reference and index room.

Undoubtedly, the best long-term solution to the space problem is to build a separate library building. Besides freeing space in Peabody Hall, it would allow deficiencies in the current library to be corrected (ranging from expansion difficulties to lack of a sink in Technical Services to inadequate lighting in the stacks). This solution may not be economically feasible, however. The first two alternatives should be given serious consideration since the library is the keystone to a sound education, and because students, their parents, and faculty generally react favorably to an administration that supports the library's growth. Of course, the College should also stay abreast of technological developments that will allow volumes to be stored on computer, thus relieving the space problem that plagues Husson and most libraries.[10] With rapid advances made in computer technology, it may be possible to solve not only some of the library's basic space problems but also its collection problems at a relatively reasonable cost.

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[10]Aaron and Elaine Cohen, "The Quiet Revolution on the Campuses," Chronicle of Higher Education, 25 November 1981, p. 56 (Exhibit 38).

A more immediate problem facing the library is the acute shortage of shelf space needed for future purchases and bound journals now kept in Technical Services. Sets of double-banked shelves could be added perpendicular to the reference shelves or to the law shelves. This would also reduce noise and eliminate the waiting-room atmosphere created by rows of study tables. Additional study carrels are also desirable, as these are popular with students and can fit into smaller spaces than those needed by tables. However, purchase of new shelves must be top priority.

As the need for shelf space becomes more critical, the need for an effective overall weeding procedure becomes obvious. But it is important to consider several factors. One traditional purpose of a library is to serve as a depository for materials regardless of publication date. These materials are also needed for persons doing historical research, such as the graduate students. At Husson College the preponderance of old books over new additions makes the collection appear to need weeding. The weeding that occurs is done sporadically with the advice of subject specialists. The reference collection should be weeded more often so that books of statistics can be moved to the general collection if they are not up-to-date. Damaged books should either be repaired or removed. The librarians should be encouraged to make weeding more of an ongoing process. The job would be made easier if a carefully thought-out procedure were used to ensure fairness and consistency.

Security

Serious consideration needs to be given to implementing a security system. Many items have been removed from the library, although it is impossible to ascertain how many until an inventory now under way is completed. The budget is inadequate to allow replacement of materials. The average 1980 price for a literature title, for example, was $18.25; for a business title it was $22.54.[11] Replacing lost volumes with today's inflated prices is a major

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[11] The Bowker Annual of Library and Book-Trade Information (New York: R. W. Bowker, 1979-80), p. 333 (Exhibit 39).

problem for libraries. It is clear that the library must safeguard its possessions. It cannot afford replacements now, anyway, and dramatically rising costs could put replacements out of reach in the future.

Library security has long been recognized as a problem. In 1980 enough work-study students were employed so that one student could be stationed near the door to check people as they left. This occurred at random, but no security was provided after 4:00 p.m. daily. For a security system to be genuinely effective, someone should be stationed near the door to check everyone's materials whenever the library is open. A sign should be placed near the entrance to inform users that any items they carry out of the library will be inspected. This preventive system, widely used in many libraries, would save money as well as time that librarians now spend tracking down noncirculating materials. It also would be more cost-effective in the long run than a piece-meal book replacement system.

Collection

The size and quality of the Husson library collection continues to be a problem despite attempts to upgrade it. It should be noted that large amounts of money and staff time must be spent over a period of years to bring this collection up to par. As a guide, the American Library Association states that 85,000 volumes are needed for a basic collection, not counting volumes to be added for each undergraduate major and each graduate program.[12] Husson's collection of almost 32,000 volumes is significantly inadequate, as is its growth rate (about 1,000 volumes added each year). At this rate, it would be decades before the collection reached even minimum size.

Of course, it can (and has been) argued that easy accessibility to other local libraries and availability of interlibrary loan removes the onus of inadequacy from the Husson library. Students are allowed and encouraged to use the Bangor Public Library, Fogler Library at University of Maine at

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[12]Association of College and Research Libraries, "Standards for College Libraries" in College and Research Libraries News, 9 (1975), p. 279 (Exhibit 40).

Orono, and the Health Sciences Library at Eastern Maine Medical Center. These represent three excellent resources within a twelve-mile radius of the campus. Since Husson is a member of the On-line Computer Library system, students also have access to the holdings of almost 3,000 other libraries through interlibrary loans.

It is true that in a time of increasingly scant financial resources, some interdependence between libraries is necessary and desirable. But too much dependence on others is dangerous to Husson. It is important to review ALA Standards, which state that a library should "be able to supply the titles quickly--say within fifteen minutes--as by contract with an adjacent institution or by some other means."[13] Admittedly, it appears that Husson is covered by interlibrary loan and by other local libraries, but on closer examination this does not prove true. First, it must be acknowledged that interlibrary loan, while an excellent service, cannot supply materials immediately. Likewise, reliance on local libraries does not always prove feasible. The closest library to Husson is Bangor Public, a remarkable institution, but not one with a business orientation. UMO's Fogler Library does house business volumes since it offers both a graduate and undergraduate business degree; however, it is about one-half hour away and is not particularly accessible to those students without private transportation.

Husson must achieve greater independence from other institutions (public institutions) to provide its students with a basic library collection. If Husson students have to go to other libraries to complete research projects and ordinary assignments, then they are receiving the unsubtle message that their institution is deficient. Ultimately, some students may decide to get their degrees from the University of Maine or other institutions with better resources.

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[13]"Standards for College Libraries," p. 279.

Underscoring the need for a larger basic collection, the Library Survey shows that almost 17 percent of the respondents used other libraries more than five times during one semester. Some respondents listed convenience as the reason for using other libraries, but 31 percent cited lack of books and periodicals as the reasons for using other libraries.

In short, it is unwise for Husson to rely on other local libraries as an excuse for ignoring the development of its own. The College must demonstrate a willingness to foster cultural and intellectual enrichment in order to attract and keep students and faculty. One university librarian maintains that a campus library is an accurate barometer of the school's academic climate.[14] If this is true, Husson's library needs a hearty financial foundation with which to weather future storms.

The interlibrary loan system, as noted earlier, provides important services. The OCLC terminal puts an incredible array of volumes and periodicals at a student's disposal. However, there are also some disadvantages--the user must request an exact title only and then wait up to a week or so to get it. This system therefore is best used for long-range research projects. The OCLC terminal also provides catalog cards for all new publications, saving the cost of another cataloger. On balance, the OCLC system has some attractive features and seems to be cost-effective. It should not be regarded as a permanent solution to filling gaps in the collection.

Library use continues to grow, as mentioned earlier. The 72 percent rise in student use is noteworthy, and faculty involvement in the library is evidenced by a significant increase of 403 percent. If this trend continues, the library staff may also need to grow accordingly. Increased library activity further necessitates a security system and perhaps a general restructuring of the public service area as necessary.

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[14] See undated Bangor Daily News article (Exhibit 41).

Library Survey

The development of the first Library Survey is a positive step. Two improvements in its design should be considered: 1) the survey should contain only forced choice questions, with considerable research done beforehand to determine exactly what the survey should cover; 2) no open-ended questions should be included, since they make analysis difficult (a major drawback of the survey in question). The instrument should be carefully constructed for easy reliability and validity and given to all students as well as faculty and staff.

Objective evaluation of library resources is the best way to appraise the facility's strengths and weaknesses. Evaluation provides important information from users, is an excellent tool for implementing changes, and allows for long-range planning. The Husson library should be formally evaluated every year.

The respondents of the first library survey indicated some areas in need of improvements. Major recommendations were: installation of carpeting, acquisition of more books and periodicals, availability of selected periodicals in open stack area, and more supervision during all library hours.

Management

Internal library management is a critical area in determining the library's success. The Head Librarian has kept the staff organized by holding informal staff meetings and discussing new ideas, procedures, and policies. The Head Librarian has also developed a procedural manual that outlines and explains such basic matters as checkout and circulation policy.[15] This manual is particularly useful in orienting new staff to the library.

On the other hand, Husson library needs written policies and formal management techniques to cover its entire range of activites. For example,

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[15] See manual on file in the library.

policies need to be developed for acquisitions, weeding, and gift acceptances to protect the library in the event of a challenge, legal or otherwise. In like manner, it is necessary to develop accurate job descriptions. Working informally is typical of a small staff; but as the staff has grown and library usage has risen, it is clear that informal management techniques are outmoded. Each staff member needs to be thoroughly familiar with a subsystem or component for realistic planning to take place. Since planning ahead is such an important task for a library, the system of assigning particular departments in the library to separate individuals seems crucial. Most departments are in fact run this way elsewhere. This policy would also increase staff motivation, morale, and job satisfaction.

The Head Librarian's areas of responsibility also need redefinition. With too much time spent on routine tasks and with little time left over for administrative functions, the Head Librarian is clearly overworked. A new staff member should be brought in to cover crucial service areas. At present, the library aide is performing two separate functions: clerical and paraprofessional. These functions should be separated because, in reality, the aide performs important duties by taking care of interlibrary loan and audio-visual requests, maintaining the pamphlet file, as well as covering the circulation desk when no one is on duty. These jobs would be left untended otherwise. A secretary should be hired to perform strictly clerical/receptionist tasks.

It is further recommended that the library staff compile a list of all existing and projected tasks and responsibilities in the library. This should be done to develop accurately job descriptions and ascertain the actual number of employees needed (both professional and nonprofessional). Even without the addition of new programs, the library needs such an assessment in order to be run efficiently.

Library Services

The quality of library services available at Husson is a decided strength. The librarians exhibit cheerful, professional attitudes and are intent on improving the services they now provide. They work cooperatively with faculty to assist in library assignments, research, and library orientation. Library orientation, in particular, is a much-needed service. Based on results from the Library Survey, the orientation lectures given by the Head Librarian to English classes are effective. Seventy percent of the respondents had heard the lectures. Of these, 31.7 percent rated them extremely useful; 63.5 percent considered them somewhat useful; 4.8 percent thought they were not at all useful. Also important are the routine problems and reference questions the staff handles cheerfully. Students indicated on the survey that they were pleased with the help they received. If time were available, the library staff could devote more energy to special public service projects.

The library staff is extremely well-qualified. They demonstrate concern for the students and for the well-being of the library as well as participate in ongoing self-development. A library aide, added to the staff in 1978, helps provide a greater range of services. The staff works well internally as well as externally with other people in the College. They are active in many aspects of College life. The Head Librarian goes to Academic Committee meetings and has significant opportunities to become apprised of curriculum changes and other factors affecting the library.

Library services are supported by 18 part-time work-study students who are supervised by the Head Librarian--a time-consuming task. More work-study students are needed for several reasons: to provide added security, to release professionals from routine tasks, and to perform necessary labor for ongoing projects such as weeding.

Personnel Policies and Salaries

Personnel policies pertaining to library staff need clarification. For instance, the library is considered to be an academic department according to the Husson College Handbook.[16] Therefore, the Head Librarian is equal

[16] See Husson College Handbook, Sec. 3.6.

in rank to a Department Chairperson; the professional staff, to faculty. In reality, this is not the case. This nominal status implies certain rights and privileges as well as responsibility. However, it is unclear whether the librarians are equal to or have the equivalent of assistant, associate, or full professor status; therefore, promotion and tenure do not apply. The procedure for promotion and tenure is clear in the Handbook, but whether it applies to the library staff remains obscure. It is a fact that the Head Librarian has been employed at Husson for 14 years but has never been promoted or granted tenure.

Library staff salaries also need upgrading. They probably fall below par institutionally; they are definitely below national standards. The Chronicle of Higher Education lists the current national median salary for a Director of Library Services at private institutions at $24,378.[17] Husson's Head Librarian, in 1981, made $16,500. Nor are the two full-time staff members well paid. Library staff salaries have risen a total of 13 percent over three years, compared to a 30 percent improvement in faculty salaries and a 23 percent improvement in administrative staff salaries. This 13 percent figure, however, does take into effect turnover in library staff which holds down total salary percentage increases since new employees are usually hired at lower salaries.

The library staff in general is low paid in comparison to other groups, especially faculty.

The amount of supervision, decision making, fiscal management, and planning that goes into running a library have been overlooked when salary schedules were established. It is strongly recommended that the College decide what category the library staff would best fall under (faculty or administrative staff), confront the personnel issues, then adjust salary schedules accordingly.

Library Advisory Committee

The Library Advisory Committee was formed in 1978 to assist the Head Librarian in book selection. The committee has since expanded both in scope of

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[17]"Median Salaries of Administrators for 1981-82," Chronicle of Higher Education, 17 February 1982, p. 6.

responsibility and membership. Faculty representing each undergraduate department, a graduate faculty member, the Head Librarian, and one graduate and undergraduate student participate on the committee. The committee meets two or three times a semester. Its chairman, a Liberal Studies professor, has been personally active in obtaining volumes from used bookstores and other sources. Overall the committee has filled a valuable role in serving as a liaison between the academic departments and library staff. The group also deserves credit for developing the Library Survey and Library Handbook.

The Library Committee makes the following recommendations for upgrading the library: install a security alarm apparatus at the main door of the library; purchase additional audio-visual equipment; construct a display case outside the main door of the library; increase the budget for development of the collection; and, last, make an "aggressive effort" to obtain a grant for library development.

Representation on the Library Advisory Committee needs to be redefined. Currently, only undergraduate departments and the graduate program have representation. Since only these departments are given priority with the library budget, other departments are unable to obtain library materials through this channel. Regardless of the budget's size, all major areas of the College should be represented, including the Student Affairs division and particularly Special Services, since it fills a largely academic role.

The role of the Library Committee itself needs clarification. Is it advisory or policymaking? This committee needs a written charter stating its role and procedures so that its status is obvious to everyone involved, especially library staff.

Acquisitions

The subject of acquisitions brings up two important areas to be discussed separately--the process and budget. The process is as follows: titles are ordered either through the Library Committee, whose representatives relay these requests to the Head Librarian, or directly through the Head Librarian.

The undergraduate and graduate departments have priority in requesting materials.

The following issues point to the need for a written book acquisition policy. To have a policy would protect the Head Librarian who has been criticized for holding back book requests and processing only those titles that the Head Librarian feels the library needs. An acquisition policy would also prevent any one department from obtaining an unequal share of the budget. An acquisition policy would take into account which fields need constant updating and which would be better represented by periodicals rather than books. A gift acceptance policy could also be written into this policy to serve as a guideline for determining the type of gift book and periodical the library should accept, an especially crucial decision as space becomes increasingly short. Last, an acquisition policy would alleviate potential difficulties that could arise in the growing local and national debate over what written materials can or should be housed on library shelves.

One particular step in the acquisitions process is inefficient and needs changing. Now the Head Librarian must get signed approval from the Academic Dean for every title to be ordered. To assure that books are cataloged regularly and that acquisitions are handled efficiently, the Head Librarian should be allowed to sign for titles when the Academic Dean is unavailable.

According to ALA standards, the library's budget is being apportioned fairly. It allots 60 percent for salaries, 26 percent for book and periodical acquisitions, and 14 percent for supplies. And, to the College's credit, the library's total budget has consistently increased during the last three years from 1978 to 1981. On the other hand, the percent of total institutional support has remained inconsistent. In 1978-79, the library represented 1.01 percent of the institutional budget. The figure next year crept to 1.28 percent but fell again in 1980-81 to 1.11 percent. The ALA in "Standards for College Libraries" states that institutional support should be 6 percent:

> Experience has shown that library budgets, exclusive of capital costs and the costs of physical maintenance, which fall below six percent of the college's total educational and general expenditures are seldom able to sustain the range of library programs required by the institution. This percentage moreover

> will run considerably higher during periods when the library is attempting to overcome past deficiencies, to raise its "grade" on collections and staff as defined elsewhere in these Standards, or to meet the information needs of new basic programs (p. 298).

The Institution thus needs to reexamine its budget priorities if library improvement is to be a reality.

The percentage increases since 1978 for the three categories are as follows:

1. Salaries -- 13 percent increase.
2. Books and periodicals -- 46 percent increase.
3. Supplies -- 68 percent increase.

The 46 percent increase in book and periodical acquisitions is notable since it is probably a result of recommendations from the previous self-study. The 68 percent increase in supplies (includes equipment, expendable items, travel, and professional memberships) represents the largest budget increase. One possible reason for the increase may be the relatively low funding this item received in previous years, so that a more realistic allocation of funds to this area caused a dramatic jump.

The 51 percent decrease in the Title II A grant since 1978 raises a question about future budget expenditures. As this sum has dwindled, the College has provided some additional funding to compensate for the loss of grant money. It is to be hoped that the College will continue to do so.

A line item for replacement of damaged or stolen books and periodicals should be present in the budget. Since library usage has increased dramatically, an attendant rise in damage or theft is perhaps to be expected. Better policies also need to be developed. The College's collection policy currently lacks a provision for the money to be returned to the library for ordering replacements. The student is billed and the Business Office collects the fines or monies. However, these monies are placed into the College's general fund instead of the library's budget. The fiscal responsibility for replacement acquisitions more properly belongs to the Head Librarian. It should also be a clear policy that students be charged replacement costs for books, not original prices.

Along this same line, budget changes should be made during the annual budget process if possible. Major policy changes should be avoided once the budget is in place so that the librarian can run the library efficiently and with some assurance that routine ordering can take place. Last year two unexpected changes occurred: funds to start a learning resource center at the CEED site at Loring Air Force Base and money to pay for movies for classroom use suddenly were reallocated to come out of the library budget (rather than from the department budgets, as was formerly the case with classroom movies). Neither of these situations represents a very large amount of money--$1,200 was allocated to Loring, for example. But if other CEED sites and academic departments begin to make inroads into the library's budget, it would be serious. In addition, limited foresight in planning a budget creates a lack of autonomy for librarians, who must plan on adding to the collection far in advance, not to mention making sure that certain annual materials and reference books, often very expensive, get ordered. If changes in either budget or policy must be made, the Head Librarian should be full partner in the discussion.

Although each category of the library budget has risen since 1978, these increases are still inadequate to maintain the collection, disregarding any upgrading that could be done. The College should be commended for its efforts, but it should also allocate substantial increases. It must be noted that because library costs are so susceptible to inflation, budgetary cuts are more damaging to its operation than cuts in other departments. Powerful factors such as the marked increase in postage rates since 1978 and tremendous increases in the costs of books, periodicals, and the OCLC terminal mean that substantial allocations of money to the library would not be unwarranted.

Of these inflationary factors, the most notable is the problem of keeping up with library acquisitions. Recently, the cost of books has risen dramatically. For instance, the average cost of a literature volume rose 10 percent in one year. The cost of a technology textbook in the field of computer

science rose 23 percent in the same period.[18] These yearly increases point to the ever-widening gap between institutional support of the library and actual need. The yearly cost of standard business indexes is staggering: Moody's costs $895; Standard & Poors, $795. Next year they are expected to cost approximately $1,000 each; and for a library whose acquisitions budget totals only $17,249, buying just a few of these business indexes creates a dent in the budget.

PROJECTION

The Husson College Library is the bedrock upon which the Institution rests. It is a stable entity that will remain regardless of program changes or new directions that the College may take. Though the library has been examined from several points of view throughout this study, its importance for the user cannot be overlooked.

The staff is eager to provide more public service and is qualified to perform sophisticated information retrieval and research tasks. Likewise, students, faculty, and staff have demonstrated strong support for the library. This upsurge in academic interest should be addressed. It is imperative, therefore, that library and learning resources be given due priority in the Institution's budget allocation. More money is needed to acquire books and periodicals and to provide the additional resources necessary to augment the development of any new academic programs. The College, with the help of the librarians, should explore new computer technologies with an eye to answering its collection needs. Moreover, some money should be spent on creating a better study atmosphere--carpeting and more study carrels being the major needs. Increased shelving and an improved security system would also do much to display and protect the library's resources.

Similarly, an increase in professional staff salaries would ensure a highly-qualified, responsive staff. Fair and equitable personnel policies should be developed, and internal management issues need to be confronted. Clear

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[18] The Bowker Annual, p. 333.

policies within the library need to be developed as well as those between the library and other departments.

The College can expect both tangible and intangible results from these changes. In the short term, more students, faculty, and staff would use the library. In the long run, these recommendations would create a more solid foundation from which the College could continue to grow.

9. PHYSICAL FACILITIES

DESCRIPTION

The physical plant of Husson College, built in 1968, consists of nine buildings--Peabody Hall, Dickerman Dining Commons, Newman Physical Education Center, Hart Hall, Carlisle Hall, Bell Hall, Shalom House, a utility garage, and a small cottage erected on a planned campus of 105 core acres (Exhibit 42). The College owns 110 acres outside the core area and an additional 23 acres in Kittery, Maine, for a total of 238 acres. Bell Hall is currently leased to the Penobscot Job Corps. Shalom House is rented to a member of the Husson administrative staff. The campus is located approximately two miles from the business district of Bangor.

Husson uses six off-campus sites for the Continuing Education and Extension Division: East Millinocket, Ellsworth, Rumford, Lewiston, South Portland, and Loring Air Force Base. These sites usually consist of leased high school classrooms.

The Maintenance Department each year revises its five-year long-range plan for the physical plant, which is part of the overall planning process. Recommendations are made to undertake essential projects as well as develop an effective maintenance process.

The President's Executive Committee (principal officers of the College) and the Director for Physical Plant are involved in planning and equipment selection for the facilities. The department heads are involved in the selection of academic equipment. College administrative staff takes part in this process as it pertains to specific areas.

The Institution generally maintains its equipment and facilities on a deferred basis. It provides a reserve of $75,000 in the annual budget to cover contingency expenses. Campus security is currently handled through a contractual arrangement with East Coast Security.

Peabody Hall

Peabody Hall houses most of the administrative offices, classrooms, laboratories, the library, bookstore, post office, cafeterias, lounges, computer room, an assembly hall, and small conference rooms (Exhibit 29). Peabody Hall is accessible to the handicapped.

Academic records are kept in the registrar's office, which has fireproof files for active file folders. Inactive file folders are kept in fireproof files located on the lower floor. At present, inactive files are being microfilmed. The microfiche files are kept in a small three-drawer cabinet. A copy of these microfiche records are stored in a bank vault in Millinocket, Maine. Confidential records in other areas of the College are kept in locked files or locked desks inside locked offices.

Academic Equipment

Each year department faculty identify new equipment needs, discuss suitability of equipment, and make recommendations. These recommendations are submitted to the Academic Dean.

Business Administration Department - An IBM System/34 was installed in Summer 1981 to replace the PDP 11/40 Digital System previously used by the College for both administrative and academic needs. The IBM system was available for classroom use in the Fall 1981 semester. There are eight IBM 5251 Display Terminals and one IBM 5256 Printer for student use. There are also six terminals, one line printer, and a letter-quality printer strictly for administrative use. The student terminal room is open 24 hours per day, including weekends. This room is available to Husson College day students, CEED students, and CETA students.

Business Education Department - The only equipment in the Business Education Department consists of typewriters for a methods class as well as audiovisual and video equipment. The audiovisual and video equipment is used primarily by the Business Education faculty for teacher training, but it is available to other departments. The Business Education Department uses equipment in the Office Administration Department.

Office Administration Department - The Office Administration Department has three typewriting rooms equipped with IBM Selectric typewriters. There are also 15 IBM Correcting Selectric II typewriters. All classroom typewriters are under a service contract that provides on-call maintenance.

The word processing laboratory has two CPT 8000 Series word processors. This equipment is also under a service contract. Other departmental equipment includes Dictaphone dictation transcribers, calculators, mimeograph machines, a duplicating machine, court reporting listening stations, and shorthand laboratory equipment. Maintenance repairs for this equipment are paid on an hourly basis.

New equipment acquired during the past three years includes:

- 2 CPT 8000 Series Word Processors
- 10 Model 72 Selectric typewriters
- 3 Dictation Disc Company 8-station casette players
- 6 Olivetti 910 PD Calculators

New equipment is purchased only after numerous demonstrations by local office equipment firms. Proposals are submitted by each company involved in demonstrations.

The Department relies on the College electrician to ensure that all equipment meets safety standards. These standards have been met in terms of adequate electrical outlets and control panels in the typewriting rooms, word processing room, and court reporting room.

An inventory of classroom equipment is available in the department head's office as well as in the controller's office. It is reviewed every six months and revised when equipment is leased or purchased.

Liberal Studies Division - A media laboratory, built in Summer 1980, is fully equipped for training students in the use of broadcast production equipment. Equipment purchased includes:

- 4550 Broadcast Electronics Stereo Mixer
- RT-901 Pioneer Reel-to-Reel Stereo Recorder

- 2100 RPS Broadcast Electronics Stereo Cartridge recorder
- Russco Pre-amplifier
- Shure SM-58 microphone
- 2 Akai speakers
- 2 used 12c CCA turntables

Equipment purchased for the science labs during the past year includes:

- 4 Adco sphygmanometers
- 4 dual head stethoscopes
- 1 used micro-hematocrit centrifuge

Liberal Studies Division does not keep an inventory of equipment.

Graduate Division - The Graduate Division utilizes all equipment available to undergraduate students, including the computer and videotaping facilities. It also utilizes classroom space.

Outside Organizations - The College has contractual arrangements with several outside organizations: ICLS, CETA, and the Penobscot Consortium. ICLS rents five classrooms that are restricted for their use. CETA rents two classrooms that occasionally are used by undergraduate classes. CETA students and faculty also use the equipment rooms in the Office Administration Department. The Penobscot Consortium rents five classrooms that are used solely by the Job Corps program. All Job Corps equipment is purchased with federal funds.

Residence Facilities

There are three residence halls--Hart, Carlisle, and Bell. Only two are College operated, Hart and Carlisle Halls. Bell Hall is leased to the Penobscot Consortium. Hart and Carlisle Halls accommodate 586 resident students.

Single rooms, double rooms, and suites are available in Hart and Carlisle Halls. There are lounges for several social groups. Each residence hall also has a study and television lounge. A student snack bar is located in Hart Hall. Laundry facilities are located in Carlisle Hall. The infirmary is located on the first level of Carlisle Hall.

Room equipment inventories for the residence halls are on file in the office of the Director for Physical Plant. The resident assistants and assigned maintenance personnel maintain these inventories.

Housekeeping duties are handled by assigned custodial staff, assisted by work-study students under maintenance supervision.

Dickerman Dining Commons

The Dickerman Dining Commons has a seating capacity of 540, with facilities for handling up to 1,000. It is equipped with two serving lines. All regular meals are served cafeteria style. Banquet and catering for special functions can also be accommodated.

The facility is co-directed by two persons who also supervise all cafeterias, including the Wigwam (student cafeteria) and Teepee (faculty-staff cafeteria), both located in Peabody Hall, as well as the Arrowhead Lounge in Hart Hall.

The Dining Commons provides approximately 1,800 meals each day to College resident and Job Corps students. Besides serving as a cafeteria, this facility is used for a variety of functions, including dances, plays, fashion shows, and concerts. It is also used for College-sponsored community activities such as the monthly "Business Breakfasts" and is available on a rental basis for educational and professional seminars.

Newman Physical Education Center

The Newman Physical Education Center consists primarily of an upper and lower level. The upper level contains a main gymnasium with two regulation basketball courts, two volleyball courts, and four badminton courts. The seating capacity is 2,000. Also on the upper level are several offices, locker rooms and showers, training room, and storage areas. The lower level contains equipment rooms, laundry rooms, locker rooms, storage areas, rifle range, racquetball court, exercise rooms, classrooms, steam room, and an Olympic-size swimming pool with a balcony seating capacity of 500.

Gymnasium equipment is inventoried by the Director of Intramurals, Recreation, and Sports and the coaches. The inventories are kept on file in the Director's office.

Housekeeping for the Newman Physical Education Center is handled by the custodial staff, assisted by work-study students. The remainder of the maintenance work

is done by the Director for Physical Plant through the process of work requests.

Maintenance Facilities

The Director for Physical Plant is responsible for establishing and monitoring safety standards including adequate fire protection. The Director also is responsible for the condition and upkeep of the buildings, grounds, and major capital equipment.

The Maintenance Department conducts on-the-job training on a continuous basis. In addition, some personnel attend seminars primarily in the New England area, covering such subjects as energy conservation, building maintenance, housekeeping, and boiler operation.

General housekeeping procedures are handled by the Maintenance Department with the assistance of work-study students.

The Maintenance Department was moved from Peabody Hall to the cottage adjacent to the utility garage in Summer 1982. The maintenance staff office is located in this cottage. The maintenance workshop and equipment service area are located in the utility garage.

The College has one major parking lot located adjacent to Peabody Hall. There is also a large commuter parking lot, previously owned but now used by the College with permission of the new owners. Parking areas are also available for students behind the residence halls. The athletic fields include a baseball diamond, softball diamond, and soccer field. Lawns, roadways, and walkways make up the remainder of the grounds.

The maintenance staff is responsible for its own inventory procedures. Inventories are partially completed and are on file in the office of Director for Physical Plant.

APPRAISAL

Since the physical plant is only 14 years old, it is considered to be in good condition and adequate for the College's future needs.

The facilities of the six off-campus sites are adequate for the Continuing Education and Extension Division. All sites have duplicating or copying equipment available for administrative and instructor use. Typewriters are available for site coordinators and instructors. Coordinators are familiar with local police, fire, and hospital emergency services. All sites have clean, accessible rest rooms and designated work areas for staff. All sites have adequate parking. Classroom furniture is adequate.

The five-year long-range plan submitted by the Maintenance Department is revised each year. Its 1981-86 plan pays special attention to energy conservation, calling for a variety of measures including installation of 50 solar panels and related equipment to heat the pool section of the Newman Physical Education Center. Campus beautification projects and parking lot surfacing are also deemed essential. The restricting factor is the cost involved for major capital improvements.

The $75,000 contingency reserve fund seems adequate to cover unexpected costs from diverse occurrences ranging from water damage to vandalism.

Campus security was changed in April 1982. Some concerns developed with the previous security contractor that led to this change. Among them was the conviction that the contractor was unable to adequately supervise its own staff and that the staff was becoming irresponsible. Over time a breakdown of the College's trust in the security contractor's operations developed.

Housekeeping procedures, particularly in the residence halls, have been erratic. Concerns raised by students and hall directors indicate a degree of ineffectiveness. Although periodic thorough cleaning is done during vacations, day-to-day procedures need improvement. Increased supervision or administrative leadership would help. Routine daily cleaning steps need to be established and more closely supervised. Additional employees and improved attitudes on the part of some current employees would also contribute to more effective procedures.

Peabody Hall

Classroom space in Peabody Hall is adequate to meet present academic Department and Division needs. The contractual arrangements with ICLS, CETA, and

the Penobscot Consortium, as well as the expansion of the College's own academic program, however, are forcing a premium on classroom space. Classrooms are now fully utilized and scheduling has to be done carefully. Minimal space has been provided for confidential conferences.

Security provided for permanent and confidential records is adequate. Active academic files perhaps should be duplicated and safely stored in an off-campus location. Extreme care also should be taken to ensure only authorized personnel handle grade sheets and advisee folders.

Business Administration Department - Some basic equipment needs exist in the Business Administration Department. Additional video equipment, computer software, and a new duplicator for faculty/staff use top the list. The IBM System/34 is being used at maximum capacity. When this system was installed in Fall 1981, there was considerable difficulty with the IBM 5256 printer. The problem persisted most of that semester but now seems to be corrected. This system, which provides timely training to students because of its wide popularity in business, will have to be expanded before too many more students can be accommodated.

Business Education Department - The present video equipment is becoming obsolete. It is a task to keep this equipment in good working order because of the difficulty in obtaining replacement parts. New video equipment would benefit the entire academic program.

Office Administration Department - The Office Administration Department has the necessary office equipment and audio-visual equipment as well as adequate space to provide high-quality education to students.

Because of high repair and maintenance rates, it may be advisable to place more of the equipment under service contracts. Dictaphone equipment is old and needs to be replaced. Nonstatic carpeting in the word processing area is also needed.

The changing role of the business office, as it becomes more computerized and utilizes more word processing equipment, is placing a burden on teaching institutions to provide an adequate budget for the necessary instructional equipment.

Liberal Studies Division - All equipment purchased for the media laboratory is in excellent condition. The laboratory needs to have soundproofing completed and a curtain installed to provide privacy. Some additional equipment in the science areas will need to be purchased to accommodate the new nursing program.

Graduate Division - The Graduate Division needs a well-appointed seminar room with conference table and chairs for 15 people. It also needs two microprocessors for the office. In addition, several rooms in one of the residence halls should be reserved for graduate students, visiting summer faculty, and other guests of the College.

Residence Facilities

The dormitories adequately house the current number of resident students. First level Carlisle is barrier free.

Housekeeping procedures in the residence halls have been a problem. This problem might be alleviated by supervising the daily housekeeping procedures with housing office rather than maintenance personnel.

The residence halls were constructed at a time when energy conservation was not an issue--and this issue needs to be addressed. The boiler system is inadequate, causing difficulty in regulating temperatures. Also, heavy winter winds buffet the north side of the halls. A windbreak of trees is being planted.

Some dormitory furniture needs to be replaced. Replacement schedules should be established. A problem persists with keeping the fire warning and extinguishing system in good working order. Despite weekly inspections, emergency lights are missing, fire alarm systems shut down, and emergency generators malfunction. The Maintenance Department should give this problem more attention.

Dickerman Dining Commons

The Dining Commons is adequate for the College. It also serves as a multipurpose facility. Accessibility is provided for the handicapped.

Housekeeping procedures in the Dining Commons are adequate. Health inspections by the city, state, and federal governments are periodically conducted. The problem of energy conservation particularly needs to be addressed because

of the extensive glass areas in the Dining Commons. Fans recently installed in the ceiling area have helped to conserve energy.

Newman Physical Education Center

The physical education facility is superior for the size of the College. It is used for instruction as well as extracurricular programs, including intramurals, recreation, and intercollegiate athletics. Although the upper level is accessible to the handicapped, the lower level, including the pool area, is not.

Housekeeping procedures at the facility have not always been efficient. Recent transferral of supervision of the custodial staff from the Director for Physical Plant to the Director of Athletics has improved the situation.

The Newman Physical Education Center has generally been plagued with flooding on the lower level during heavy rains and water runoffs. Minor construction on the exterior of the building appears to have eliminated a large part of the problem. Leakage of the pool roof has also been a constant problem. Resurfacing of the entire roof has partially corrected the difficulty. Thermal panels have been installed in the pool area to conserve energy. Further measures are needed in this facility because of high ceilings and glass areas.

Maintenance Facilities

Since the Maintenance Department was moved in Summer 1982, no appraisal can be made about the adequacy of its facilities for efficient operation.

The faculty/staff parking lot has caused problems because of insufficient parking space and an unpaved surface. Enlargement of the area and surface paving would improve existing conditions. The roadways need resurfacing. The walkways are generally in good condition, but some are in the process of being repaved.

Softball, baseball, and soccer fields continuously need repair. Poor drainage and soil mixture are the problem.

The present inventory procedure is disorganized. Inventory is maintained through the use of card files, logs, and invoices. A standardized process should result in a more efficient inventory procedure.

PROJECTION

Peabody Hall

New video recording equipment (television camera and color monitors) will be

available to the Business Education Department and other academic areas when the nursing program begins in Fall 1983. The Business Administration Department has taken steps to increase the core capacity of the computer by doubling storage. The Office Administration Department was notified in January 1982 that it was awarded a grant from the George I. Alden Trust. This grant specifically states the $5,000 is to be used to purchase dictation equipment.

Residence Halls

Energy conservation measures are being taken. Replacing all dormitory windows with sliding thermoglass units and updating the boiler system are measures cited in the long-range plan. The planting of trees for a windbreak will continue.

Dickerman Dining Commons

Energy conservation measures such as resealing all windows and installing heavy curtains have been identified in the long-range plan. Plans for a heat-recovery unit are also cited.

Newman Physical Education Center

The energy issue is being addressed for this facility. Solar collectors, rewiring of lights, and a pool solar blanket have been included in an energy-saving plan and forwarded to the President. Plans have also been made to install heat fans in the gymnasium. Installation of a sump pump is planned for the lower level of the facility.

Maintenance Facilities

The long-range plan calls for construction of a new service building that would house all maintenance functions.

Energy-saving techniques and equipment are constantly being studied. Specific steps to reduce energy costs--and audit effectiveness--are being taken. Other plans are for surfacing the faculty/staff parking lot and resurfacing roadways, installation of walkway lights, and campus beautification.

10. FINANCIAL RESOURCES

DESCRIPTION

Financial Statements

An audit is performed each year by an independent auditing firm. The resulting report is prepared according to guidelines established by the American Institute of Certified Public Accountants in a format customarily used among institutions of higher education.

Effective with the report for the year ended June 30, 1981, a memo column totaling all funds within the College's control was added to the balance sheet, as well as the statement of revenues and other additions, expenditures and other deductions, and changes in fund balances. This was done at the request of the administration in an effort to make the reports more understandable and comparable to the internal financial reports.

Audit reports for the past four years are found in Exhibits 43, 44, 45, and 46. Note #6 of the June 30, 1981, report is particularly important, as it explains in detail the terms and conditions of the bonds due the Federal Government. Also included in the audit reports is a schedule of arrearages of past interest and principal payments.

Internal management reports consist of a monthly statement of operations, a quarterly consolidated balance sheet, and a rolling twelve-month cash flow projection. The reports are presented with a cover letter signed by the President and are distributed to all corporate officers, members of the Board of Trustees, and the principal bank with whom the College does business.

The statement of operations and the balance sheet consolidate all College funds into a single total, rather than just the current fund. The administration feels that this produces reports far more understandable to members of the Board of Trustees and the banks, since the majority of both are not familiar with fund accounting.

The statement of operations gives details of all revenues and expenses for all departments, with comparisons to the year-to-date budget amounts and to the same period for the previous year. Variances are classified as favorable or unfavorable.

The monthly cash flow forecast is used principally as a management tool in projecting future cash sources and requirements. Since the College's cash position has improved so dramatically in the last several years, it has not received as much attention as it had in the past.

The Executive Committee of the Board of Trustees discusses the results of these reports every month during its monthly committee meetings. Evaluations and recommendations are made at this time and have proven very helpful in correcting problems expeditiously.

Budgets

The budget-making process for the upcoming fiscal year begins five to six months prior to the end of the current fiscal year. Each department is requested to submit directly to the President a line item proposal, excluding salaries and wages.

Based on this information and with careful consideration being given to economic conditions and trends, a preliminary budget is prepared based on proposed tuition and room and board rates set by the President.

Modifications to the budget are made at the request of the President or must have presidential approval. As a general rule, modifications are made only after the heads of the departments being affected are advised of the changes and consideration has been given to their concerns.

The guidelines used in preparing the budget are as follows:

1) Enrollment projections must be conservative. The recent demographic statistics have not looked favorable, and this must be taken into consideration in the enrollment projections.
2) Sufficient surpluses must be generated to meet all debt service requirements and capital acquisitions, yet enable a moderate amount to be added to working capital.

3) Cuts must not be made which will hamper the overall long-range goals of the College

Needless to say, preparing the budget along these guidelines is not an easy task. Decisions must be made that meet opposition from departments being affected, but these decisions are necessary in order to face the challenges that lie ahead.

Usually during the May meeting of the Board of Trustees, the tuition and room and board rates and first draft of the budget for the upcoming year are approved. Additional fine tuning is done to the budget throughout the summer. After the actual Fall semester enrollment figures have been determined, the budget is adjusted to more closely reflect actual enrollments. The budget receives final Board approval during its October meeting.

A monthly budget report is prepared for each department showing actual expenditures for the month compared to budget and actual year-to-date expenditures compared to budget. Variances are analyzed by each department, and appropriate adjustments are made to be reflected on the next month's report. Line item transfers within a departmental budget are allowed as long as the overall budget will not be affected. Major expenditures not originally budgeted for must receive presidential approval.

Availability of Financial Statements

Both audit reports and internally generated financial reports are routinely distributed to the College's corporate officers, Board members, and banks with whom the College does business. Educational and governmental agencies are also provided reports upon request. The College's independent auditing firm is sent a copy of all monthly internal financial reports.

Since there is a possibility of misinterpretation, financial statements of any kind are not routinely available to creditors, employees, or the public. The President, however, on occasion has made presentations to members of the faculty and staff summarizing the operating figures and current financial position of the College.

Significant Changes and Trends

The College has made substantial progress in solving many of the financial problems it faced three years ago. Total fund balances have increased by $951,000. In addition, a six-year bank term loan for $400,000, guaranteed by the Farmers Home Administration, was acquired in November 1981. Working capital generated from these sources has enabled the College to keep on a virtually current basis with all creditors, which has contributed greatly to our improved image in the community.

This year the College will be paying full annual principal and interest on the HUD and HEW bond obligations--the first time this has been done since 1972. Revised payment schedules have been negotiated and approved by the Department of Education, which will allow amortization of the past due interest and principal over the life of the bonds. In fiscal year 1982-83, the College will be paying the full annual debt service plus an additional amount allocated toward a reduction of the principal and interest in arrears (Exhibits 47 and 48).

On the negative side, the College has experienced declining enrollments in its Day Division. As a result of this factor as well as inflation and higher costs of operation, the College has been compelled to raise tuition and room and board fees. With substantially increased costs at private institutions of higher education, together with decreasing federal and state financial aid available to students, this fee-increase trend is inevitable.

To help offset the declines in Day Division enrollments, the College has been aggressively promoting its CEED and Graduate Divisions. The result has been increased revenue generation in these areas.

Indebtedness

Total long-term indebtedness for the past four years was as follows:

	Private Debt	HUD/HEW Bond Principal	HUD/HEW Bond Interest
June 30, 1981	$ 892,186	$5,891,000	$1,431,551
June 30, 1980	1,154,766	5,891,000	1,373,351
June 30, 1979	1,212,399	5,891,000	1,284,985
June 30, 1978	1,354,120	5,891,000	1,152,437

Note: Detail is provided in the audit reports (Exhibits 43, 44, 45, and 46).

Against this indebtedness the College now has a physical plant estimated by insurance companies to be worth over $30,000,000.

During the past three years private long-term debt has been reduced by $461,934, partially offset by the fact that the past-due interest on HUD and HEW bond obligations increased by $279,114.

Developments during the current year that will have major effects upon the long-term indebtedness are the agreement with the Department of Education for amortizing the past-due interest and principal on the HUD and HEW bond obligations, and the acquisition of the $400,000 six-year term loan.

Total short-term indebtedness for the past four years was as follows:

	Short-Term Private Debt
June 30, 1981	$600,000
June 30, 1980	650,000
June 30, 1979	650,000
June 30, 1978	501,411

All short-term private debt is in the form of short-term notes with Northeast Bank, secured by real estate. The College has always been required to pay these notes up at least once a year, usually in January.

Since the acquisition of the $400,000 term loan, the credit line has been reduced to $300,000. During the current fiscal year, the College has been out of short-term debt for a total of five months.

APPRAISAL

Problems and Solutions

The number one financial problem the College faces now, as well as in the future, is declining enrollments. The projected demographics for the next five years are sobering. Just to stay even, the College will have to increase its share of a declining market. The decline has already started and will surely continue in the future. If enrollments continue to decline, revenues generated from tuition and fees will also continue to decline. Unless revenue can be generated from other sources, the College will have no alternative but to cut operating costs substantially.

To a great extent, the solution to this serious problem lies in the College's marketing effort. The entire staff, including administration and faculty, must become involved in a comprehensive, aggressive marketing effort. The College must also enlist the support of its alumni and friends in referring prospective students to Husson. Marketing is a key factor if stable enrollments are to be maintained in the future.

To maintain enrollments, the College must continue to provide high-quality, career-oriented programs of study, in addition to developing new programs to meet the needs of a changing marketplace.

The other major financial problem facing the College now, and in the future, is the overall lack of sufficient working capital. Without sufficient working capital, the College is not able to develop programs and activities to the extent that it would like, and maintenance and improvements on the physical plant must be deferred.

The solution to the working capital problem lies in generation of operating surpluses each year. The plan for generating these surpluses is as follows:

1. Full-scale effort to maintain enrollments.
2. Full utilization of College facilities.
3. Increased annual giving from alumni and friends of the College.
4. Cost-effective management without hindering the quality of the College's curriculum and program offerings.
5. Development of an endowment fund with resulting endowment income.

Reasonableness of Indebtedness

It is generally considered by the College's governing board that the level of indebtedness is reasonable and manageable given the present level of income generation.

PROJECTION

Weaknesses

Lack of adequate working capital is the major weakness in the financial stability of the College. Inflation continues to cut into operating surpluses

to an extent that even with the sound fiscal management that has been exhibited, it will take several years to achieve complete financial stability.

Lack of an adequate endowment fund is another weakness that continues to hinder the financial stability of the College. It is essential to the long-term survival of the College that a significant endowment fund be established soon. This is needed to help offset losses in government student aid funds and provide a badly needed financial cushion. Plans are under way to launch an all-out endowment fund drive in the very near future.

The College still has not done much in the area of energy conservation. Lack of sufficient capital is the major reason for not proceeding in this area. An energy audit has been performed and conservation plans have been made, but little can be done until the necessary funds are raised. A number of conservation measures with relatively short paybacks have even been deferred because of budget constrictions.

Many faculty and staff members within the Institution do not understand and have little input into the overall budget-making process. However, they feel financial restrictions are placed on them that make it difficult to carry out their responsibilities to the degree they would like. The budget-making process should be more clearly defined and shared with all members of the Husson College community.

Strengths

Although much needs to be done in the future, a firm foundation has been laid for financial recovery. The past three years have been prosperous ones, and plans have been made for continued success in the future.

The budget is prepared with a great deal of care. Revenue projections are highly conservative and expenses are closely scrutinized. Variances are corrected whenever possible as demonstrated in the past three years when the actual results of operations very closely matched the budget.

The mutually agreed upon repayment schedule for the HUD and HEW bond obligations has done much to eliminate the cloud of delinquency that has been cast over past financial statements.

Considering the progress that has been made and the long-range plans that have been developed, one must be optimistic about the future of Husson College.

11. ETHICAL PRACTICES

DESCRIPTION

Husson College subscribes to and exemplifies high ethical standards. It adopts policies and procedures that ensure fair and equitable treatment of all its constituents. The President stated to the sub-committee on Ethical Practices: "Because of the individual perceptions and interpretations of our constituents, we feel the best approach to our various concerns from an ethical standpoint is a close adherence to the policies and procedures written in our various publications and handbooks."

APPRAISAL

The faculty follows the Code of Ethics approved by the N.E.A., July 5, 1968. Each faculty member endeavors to teach and grade with impartiality. Student and administration evaluations do indicate generally acceptable conduct by the faculty.

In April 1982 an Ethics Questionnaire (Exhibit 49) was circulated among 150 individuals in the Husson community, including all faculty, administration, and student groups and leaders. This questionnaire asked for a statement of specific concerns or dissatisfactions with ethical practices at Husson College. On balance, the relatively few replies indicate general satisfaction with the effort of the entire Husson community toward the maintenance of high ethical standards. A total of 15 responses was received, two of which expressed general satisfaction with the intentions and actions of the College. Thirteen responses did raise questions about specific areas. Some of the problems in these areas, it must be noted, are already being corrected, while others need to be addressed immediately. Concerns raised in the questionnaire and responses by appropriate administrators or faculty members follow:

Ethics Questionnaire

1. Concern: Promotion, tenure and salary policies were questioned.

Response: Personnel policies relating to faculty are determined by the Board of Trustees. They are recorded in the College Handbook, a copy of which is given each faculty member. The policies receive periodic review to ascertain that they are equitable, current, and competitive.

2. Concern: The criteria and use of part-time faculty were questioned.

   Response: Based on the limited number of qualified instructors locally in certain disciplines, it is felt that the equivalent of one part-time person vs. 35 full-time faculty is not excessive.

3. Concern: A faculty review of the College Handbook was advocated.

   Response: Input from faculty for the College Handbook is welcomed through Heads of Departments or through the Vice President and Dean for Academic Affairs.

4. Concern: A reactivation of the Faculty Advisory Committee was seen as a desirable step.

   Response: The President of the College is supportive of this idea and would be available for monthly meetings with the Committee. Reestablishment of the Committee must be made on the initiative of the faculty.

5. Concern: The College's unresponsiveness to the intent of Affirmative Action (i.e., staffing pattern and salary scale in relation to women and minorities) was questioned.

   Response: Exhibit 50 reveals that on 10 February 1982, there were 90 female employees of the total 171. In faculty and professionals there were 27 females vs. 26 males. Pay scale is related to professional qualifications, reflecting the larger number of advanced degrees among the males rather than the perceived discrimination by sex. While these numbers of employees have been verified, affirmative action data relating to salaries and promotion was not available to the Self-Study Committee. The data is available through the President's office upon request of the Accreditation Team.

6. Concern: The College's Open Admissions Policy as it relates to marginal American students and foreign students with language disabilities was questioned.

   Response: The Director for Admissions has total responsibility for incoming students.

   Of 326 native students admitted to the freshman class last fall, 53 were enrolled conditionally. Under this arrangement

the student is limited to four courses (12 hours), must maintain at least a 1.0 credit average for the first semester, must participate in the SEP, and class attendance is mandatory. Foreign students are admitted upon completion of level 9 in the I.C.L.S. or at least a 500 score on the TOEFL test.

Concern: Promised financial aid and scholarships which were not met or only partially fulfilled were also questioned.

Response: The Director for Admissions and the Director for Financial Aid agree that students receive aid as arranged, predicated on the continued maintenance of the required standards.

7. Concern: Inequitable distribution of athletic and academic scholarships was questioned.

Response: The Director for Financial Aid indicates that $92,922 was given students in academic and non-athletic scholarship awards during fiscal 1981. Athletic scholarships totaled $39,828. These scholarships were based on financial need. It is felt that the 30 percent of total scholarship funds devoted to athletics is reasonable.

8. Concern: Is the College doing what its publications advertise was questioned.

Response: The Director for College Relations and Grants indicates that all printed material, both publications and advertising, is written to accurately describe our various standards and activities; hence they honestly portray the College.

9. Concern: Test security and grade inflation were questioned.

Response: The Academic Dean feels that test security can be improved by eliminating student secretarial help from test preparation. He is working toward this goal.

Grade inflation has eased considerably in the last few years. That corporate recruiters no longer discount grades of applicants from the College further indicates present grade reliability.

10. Concern: That faculty should be constantly aware that they represent Husson College and should safeguard their conduct and public comments was questioned.

Response: Ethical conduct of College personnel is clearly stated in the Handbook. In a recent incident, the use of College stationery to express personal views was deemed inappropriate. The President of the College stated the College policy in this regard in a letter to all personnel on March 30, 1982 (Exhibit 51).

11. Concern: The College's apparently permissive attitudes toward alcohol use and fraternity pledging were questioned as serious ethical-institutional violations.

Response: The Associate Director for Student Affairs indicates that measures continue to be taken to foster a more reasonable use of alcohol. Effective in 1981, all state laws governing alcohol comsumption on campus have been enforced strictly. A program of education promoting moderation is planned for Fall 1982. The Dean for Student Affairs is initiating a program, through the Associate Director for Student Affairs, urging moderation and reason on the part of fraternities vis-a-vis their pledges.

12. Concern: The accountability of the Controller's office to the Student Government, student billing, and faculty dealings was questioned. It was suggested that realistic and enforceable guidelines be established.

Response: The Controller advises that the Student Government account is now being audited in conformity with standard accounting practice. Errors in student billings are monitored, and improvement is apparent.

Concern: Improvement in employee professionalism was questioned.

Response: All employees are encouraged to take advantage of self-improvement opportunities. Faculty are allotted Title III funds, and administrators and staff attend seminars related to their various jobs.

Concern: The College's attitude toward student attrition was questioned.

Response: The Special Services Department is currently conducting a survey to determine a profile of failure. Students experiencing academic difficulty are encouraged to work with specialists in the various disciplines as well as with peer tutors.

13. Concern: The commercial solicitation of students on campus was questioned.

Response: Solicitations by reputable companies are permitted in public areas--not in dormitories. Such solicitors are fewer than one per month and include school jewelry firms, military recruiters, and insurance companies.

14. Concern: The Office Administration Department questioned the misappropriation of a restricted grant to the College.

Response: The President indicated that at his discretion the expenditure of the restricted grant in question was delayed.

15. Concern: The lack of a uniform Code of Ethics for the College and universal observance of that Code were questioned.

Response: Those contacted during the inquiry into this concern were unanimous in their belief in the maintenance of high ethical standards at the College. The President referred to the College Goals as outlined in the Husson College General Catalog (1981-82) and the Annual Report of the President for 1981 as reflective of written ethical standards. A survey of 40 faculty members concerning the conditions of their employment on an ethical basis resulted in 37 responses. The responses indicated that on a scale of 0-8 the average rating was a positive 5.3 (Exhibit 52).

Discussions with faculty indicate that, without exception, students are encouraged to live and work ethically during their college careers and into the future.

PROJECTION

High ethical standards are acknowledged by all constituents to be critical to the success of the College. The Husson community indicates it is trying to operate ethically. The College feels an obligation to consider not only its own well being, but also the well being of all its members as well as the society that it serves and upon which it has an effect.

12. PUBLICATIONS & ADVERTISING

PRIMARY PUBLICATIONS

- Husson College General Catalog (1981-1982)
- Husson College General Catalog (1982-1983)
- Husson College Handbook
- Board of Trustees Handbook
- Student Handbook

SECONDARY PUBLICATIONS

Academic Dean's Office

- Poster - Freshman Academic Honors Scholarship Program

Admissions Office

- Husson College View book
- Husson College Fact Sheet
- Poster (with pullout cards)
- Presentation Folder

Alumni Office

- The Ledger

Business Administration Department

- North Atlantic Regional Business Law Review

Career Counseling and Placement Office

- Career Notes

CEED Office

- Workshop Pamphlets
- Special Program Brochures
- Term/Semester Course Schedules
- College Programs for Adults

- College on Saturday Calendar
- CEED News & Views
- Site Brochures
- Bumper Stickers

College Relations and Grants Office

- The Husson Forum

Cooperative Education Office

- CO-OP Newsmemo

Graduate Office

- Husson College Graduate Catalog (1979-82)
- Grad News

Student Affairs Office

- Pow Wow

President's Office

- Annual Report of the President

DESCRIPTION

Primary Publications

Husson College has four primary publications.

Husson College General Catalog

This publication is a comprehensive document published annually under the direction of the Academic Dean. It contains policies and procedures and is used for marketing the College.

The Catalog (1981-1982) lists in detail each of its educational programs (Accounting, pp. 19-23; Business Administration, pp. 23-35; Business Teacher Education, pp. 38-38; Office Administration, pp. 38-49). Accreditation by the New England Association of Schools and Colleges, Inc., is mentioned (p. 5). The requirements for each degree conferred by the Institution are stated clearly (p. 5).

The Catalog also provides the following information:

- Academic Calendar
- Why Husson College?
- Courses of Study (Undergraduate)
- Continuing Education and Extension Division
- Graduate Division
- Personnel
- Index

Husson College Handbook

Since 1978 the faculty and staff handbooks have been combined into one publication, the Husson College Handbook. The 1982 edition will be distributed in September 1982.

The current Handbook has twelve sections. Each section deals with organization, policies, and procedures governing the College.

Section One - The Organizational Structure of Husson College

Section Two - The Office of the President

Section Three - The Office of the Vice President and Dean for Academic Affairs

Section Four - The Office of the Vice President for Financial Affairs and Treasurer

Section Five - The Office of the Director for Management Information Systems (MIS)

Section Six - The Office of the Dean for Student Affairs

Section Seven - The Office of the Director for Admissions

Section Eight - The Office of the Director for College Relations and Grants

Section Nine - The Office of the Director for Development

Section Ten - Institutional Personnel Policies

Section Eleven - Institutional Academic Policies

Section Twelve - Husson College Fringe Benefits

Job descriptions and responsibilities for all personnel are included.

Board of Trustees Handbook

The first edition of the Board of Trustees Handbook was distributed in 1980. The second, or current, edition was revised in 1981 and contains:

- Brief History of the College
- Bylaws of the Corporation
- Responsibilities of the Board of Trustees
- Responsibilities of the President
- Current membership of the Board
- Past Board Chairmen
- Board membership since 1962

The third edition will be published in July 1982.

Student Handbook

The Student Handbook (1981-1982) is a publication produced annually by the Office for Student Affairs. The purpose of the Student Handbook is to provide students information about the College, College services, and each student's obligations to the Institution. It is published in a format that provides easy access to information of importance to students. A calendar is also incorporated into the publication and scheduled campus activities are listed. Specific information published in the Student Handbook includes:

- Academic policies and procedures
- Residence hall services and regulations
- Student Services
- Clubs and organizations
- The Community Code
- The Judicial system.

The Student Handbook is distributed to students during spring and fall registration and is obtainable in the Office for Student Affairs throughout the year.

Secondary Publications

Husson College has numerous secondary publications. They are listed by the office responsible for their publication.

Academic Dean's Office

- Poster - Freshmen Academic Honors Scholarship Program

  This program began in the 1980-81 academic year. Two $1,000 scholarships were awarded that year to freshmen entering the College in the 1981-82 academic year. In 1981-82, the number of $1,000 scholarships was increased from two to four. These four scholarships were awarded to freshmen entering the College in the Fall semester 1982. The scholarships may be used as credits against tuition ($500 each semester of the freshman year).

  The purpose of the Scholarship Program is to recognize and reward secondary school students who have achieved academic excellence. The scholarships are awarded exclusively on the basis of academic performance in high school or college preparatory school.

Admissions Office

- Husson College View book provides a general overview of Husson College. It is designed to be an initial mailing piece and is distributed to interested students at college fairs, high school visits, and similar special recruiting programs.

  Its purpose is to create further interest in Husson College.

- Husson College Fact Sheet is a second mailing piece sent to those who have expressed interest in a specific program and who have already received the View book.

  The sheets are designed to provide detailed information about specific programs offered at Husson College.

- Poster (with pullout cards) is used as a mailer to high school guidance departments, high school business departments, and two-year colleges.

  It is designed to generate initial inquiries.

- Presentation Folder is used at seminars and special events at the College. It holds brochures, pamphlets, materials, and notes for visitors at such functions.

  It is designed to create interest in Husson College and its programs.

Alumni Office

- The Ledger is the Husson College alumni publication and is designed essentially to be an informational piece. Issued semi-annually, it typically contains news items about general College activities and achievements, upcoming events, and individual alumni.

  The major purpose of The Ledger is to help the College maintain contact with its alumni and to increase alumni understanding of the current status of Husson College.

Business Administration Department

- North Atlantic Regional Business Law Review is the official publication of the North Atlantic Regional Business Law Association. The Business Law Review is published annually during the Spring semester. Publication is made possible by grants from Bentley College (Waltham, Massachusetts), Department of Business Administration (Husson College), and the North Atlantic Regional Business Law Association.

  Its purpose is to encourage scholastic research in business law.

Career Counseling and Placement Office

- Career Notes is a career news bulletin published monthly from September through May of each year. It contains articles and reports of career interest as well as job and interview announcements.

  It is designed to be a resource for career information for both undergraduates and alumni.

CEED Office

- Workshop Pamphlets are developed to promote and provide information about special Husson College programs. Such programs include the tax seminar, C.P.A. Review, and Computer Workshop.

- Special Program Brochures are designed for special audience promotion. For example, a brochure promoting the Vocational Technical Institute credit transfer program and an insurance brochure encouraging degree program participation at the College have been published.

- Term/Semester Course Schedules are printed for students, instructors, and potential students. These schedules are available about four weeks before each term.
- College Programs for Adults (June 1982) is a publication to inform potential students about CEED opportunities. This publication provides specific information most often requested by potential students.
- College on Saturday Calendar is a calendar published annually for CEED students. This is used as a reminder about the program and also as an advertising piece.
- CEED News & Views is used to welcome students, encourage a prosperous term, and provide information about CEED office personnel and their specific functions. It usually appears soon after the begining of each term. A separate newsletter is published for Loring, Bangor, and the five College-on-Saturday sites.
- Site Brochures provide general information about the CEED program at each particular Husson College site. The brochure is mailed or given to potential students and counselors in place of catalogs.
- Bumper Stickers are used as visual advertising to promote "College on Saturday." Bumper stickers are offered to students who request them. Five hundred stickers were purchased by the College in 1980-81.

College Relations and Grants Office

- The Husson Forum is a semi-monthly newsletter for College faculty and staff. It is designed to inform the College community about events, activities, faculty or staff accomplishments, and other items of interest.

  Its principal objective is to bring about better communication and understanding between various College departments and personnel.

Cooperative Education Office

- CO-OP Newsmemo is a monthly informational sheet distributed to Husson faculty and administration.

Its purpose is to provide information to the faculty and administration about the nature of Cooperative Education placements and important policy changes.

Graduate Office

- Husson College Graduate Catalog (1979-82) is a catalog that provides individuals interested in the Master of Science in Business program an overview of the philosophy and scope of the program and a listing of graduate course descriptions. The catalog also provides specific information about admission requirements, course requirements, academic standards, and costs of matriculation. A catalog published in 1979 is still being used. It has been updated by means of an addendum inserted inside the catalog.
- Grad News is an informal publication of the Graduate Studies Division that appears three or four times a year and is distributed to graduate students and faculty and staff of the College.

  Its purpose is to serve as one of several vehicles of communication between the Graduate Office and the various constituencies of the graduate program.

Student Affairs Office

- Pow Wow is a weekly informational sheet including a calendar of events distributed to undergraduate students and faculty and staff of the College.

  Its purpose is to keep the College community informed about a wide range of events ranging from corporation interview schedules to upcoming cultural activities.

President's Office

- Annual Report of the President is primarily a review of College progress and is designed for the trustees, advisors, faculty, and friends of Husson College. Included are sections that review events and developments of each administrative department that took place during the preceding year. Also listed are the goals of the College, the corporate officers, trustees, advisors, and faculty.

The Annual Report is designed to inform the College community about year-to-year changes and developments at Husson College.

APPRAISAL

The 1980-81 edition of the Husson College General Catalog introduced an attractive new format. Some changes were more negative than positive, however. Among the negative changes were elimination of course numbers in the programs of study section (pp. 27-65) and the course prerequisites in the course of study descriptions (pp. 70-91).

A survey of faculty, staff, administration, day students, CEED students, and graduate students on publications and advertising materials was conducted in Spring 1982 (Exhibit 53). It was found from this survey that faculty members who used the 1980-81 and 1981-82 Catalogs extensively in the process of registration were concerned about the exclusion of course numbers and prerequisites. The absence of this information made counseling, advising, and preregistering difficult. Also it was found that the headings for the Programs of Study were difficult to read (pp. 19-49). However, in the CEED section (pp. 80-86), the Programs of Study headings are in color, which makes a particular program of study much easier to locate.

In 1980 the Director for College Relations and Grants was given the additional responsibility to coordinate publications and advertising. Further improvements were made in the 1981-82 Catalog, though course numbers and prerequisites were not included in this edition.

Overall the current Husson College General Catalog (1981-1982) presents clearly and accurately the Institution's goals (p. 4).

Results of the survey on the College's publications and advertising materials indicate that all publications, with minor exceptions, are acceptable. Since few written comments were made in response to this survey (other than to update information, add new information, or suggest that a particular publication should have been proofread before printing), it was obvious that relatively few people were aware of College publications other than those issued by their own department.

Graduate students were only aware of the graduate catalog and graduate newsletter. The majority of graduate students were satisfied with these publications. However, some students said the catalog should be updated. A new graduate catalog is in process at the present time.

Most CEED students were only aware of the College publications that applied to CEED. They had no negative remarks about these publications.

Day school students were generally satisfied with all College publications. Their major concern was that many publications did not use up-to-date pictures. Another concern was that new areas of study, such as word processing, were not included in the General Catalog. Two students complained there was no written policy on repeating a second-semester shorthand course (Oa 102) that is followed by a transcription class (Oa 103), each worth three credit hours. A written policy should be available.

Members of specific departments or offices were the most critical of their own publications. The CEED office, for example, is in the process of updating and editing all of its publications to provide the latest and most accurate information. They are also publishing a small catalog that will feature CEED information only.

The alumni publication, The Ledger, is scheduled for publication every fall and spring. Some respondents to the survey were concerned that a Spring 1982 issue failed to be published.

Advertising

Before 1980 any constituency of the College that had reason to advertise was responsible for its own notices. The only restriction the College made was that that constituency stay within its own budget. Such a procedure lacked consistency and effectiveness, however. The College decided to assign the responsibility for all publications and advertising to one individual. The Director for College Relations and Grants now inspects and approves all printed copy of publications and advertising to ensure factual accuracy.

PROJECTION

The principal weakness that the College has experienced in the past in the

area of publications and advertising has been a lack of coordination of these functions. This in turn has led to specific weaknesses. Notable among them were: 1) lack of consistency in both publications and advertising; 2) poor cost effectiveness in publications; 3) failure to obtain competitive bids for the printing of publications; 4) failure to maintain adequate inventory controls over publications; 5) lack of marketing information upon which effective publications and advertising could be based.

To correct these weaknesses, sole responsibility for publications and advertising was vested by the President in the Office for College Relations and Grants. That office has addressed each of the specific weaknesses mentioned. To ensure consistency, the Director reviews all layouts and proofs of publications before they are printed. As a matter of practice, most publications are developed in the Director's office. Cost effectiveness has been sharply increased by obtaining competitive bids from printers and reducing inventories to those actually needed. Care is taken to ensure that materials will not become prematurely dated, except in periodical publications such as the General Catalog. Follow-up studies are done, particularly for print advertising, in order to analyze markets.

Future efforts in publications and advertising will center around editing publications and studying optimum media mixes for advertising. While the College is doing more color work, still more needs to be done. The Office for College Relations and Grants is developing a limited capability to produce camera-ready layouts, which reduces cost. A well-cataloged photography library (both halftone and color) should be developed.

Husson College has been especially conscientious about projecting a dignified image through its publications and advertising. This policy will be continued. The Director for College Relations and Grants is sensitive about preserving total truth in advertising and publications. To the Director's knowledge, no false or misleading statements are contained in current materials.