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University of Maine Strategic Plan, 2000-2005

University of Maine

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STRATEGIC PLAN. 2000-2005

**University of Maine Strategic Plan
2000-2005**

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Robert A. Kennedy
Vice President for Academic Affairs and Provost

STRATEGIC PLAN FOR THE UNIVERSITY OF MAINE 2000-2005

I. Background/Introduction

The Land-grant Tradition and Its Transformation

For more than 135 years, The University of Maine has served the state and the nation as a land-grant university. Created by federal charter in 1865, pursuant to the Morrill Act of 1862, UMaine is a product of the most significant event in the history of higher education—the movement to establish a galaxy of public universities that extended educational access to all with the capacity for higher learning, and that came into existence for the express purpose of addressing the most pressing problems of society.

Maine's public institution shares with land-grant universities across the country a three-fold mission of education, research and service. Yet UMaine is as unique as the state it serves, and its character reflects the independent spirit and resourcefulness of Maine people.

The revolutionary purpose and nature of land-grant universities, combined with their track record of transforming state economies and ways of life, have led citizens to expect *their* institutions to address pressing problems of both short-term and long-term consequence, to analyze and create approaches for dealing with those problems, and to ensure that people who need information get it. This has been the case in Maine as it has across the country. Through each of the UMaine colleges and other units such as Cooperative Extension and the Experiment Station, issues have been addressed within the university setting and the results have been communicated in the field.

As American society transformed itself from rural and agrarian to urban and industrial, and now to a global and information-technology based, land-grant universities have shifted their efforts over the decades. As dynamic as they have been in the past, at no time has the land-grant role been more critical to the states they serve than today. Today's citizens require the support necessary to succeed as perpetual learners in a rapidly changing intellectual and economic environment. Moreover, the ideas, technologies, and products that emerge from our land-grant universities are driving economic growth and social change.

As the country and state move further and faster into an information age and a global economy, the next decade will put even greater demands on universities, not only as "transformation agents," but as primary stabilizing forces for society – a foundation of values, diversity, culture, and essential educational requirements.

The foundation of the tripartite mission is teaching--passing on knowledge, understanding, and experiences that enable critical thinking, creativity and analyses of policy and ethical concerns. Teaching and learning empower future generations and provide the basis for research and service.

UMaine must build upon its historic role as the state's research university, acting as a magnet for talent, generating exciting and promising new ideas, stimulating entrepreneurship, carrying out its responsibilities for stewardship, and serving as the catalyst for future development in all dimensions. And it must continue to provide the liberal education, practical training, and professional experiences that not only make smart work and wise enterprise possible, but form the knowledge and talent base for democratic self-governance.

In essence, every element and action of the University should complement and reinforce its academic mission, programs and experiences.

UMaine's Strategic Planning Environment

Technology and the Global Economy

The revolution in information technology and the increasingly global economy are overriding factors for the future of the state and the university. Technology and its spin-offs have forever changed the way society does business and the way teachers teach and students learn. Transformation, not just change, is now a perpetual fact of life.

The information explosion and the new markets it generates affect every person and aspect of society. Maine has a great deal at stake and also much to gain through an aggressive, pro-active transition to this new economy. Whether the state will fall further behind or forge ahead with new vigor depends in large part on how it supports its land-grant university—and how the university responds to the challenge represented by that support.

In a state where forest products still constitute the largest component (over 25 percent) of the state's exports, it is reasonable to conclude that natural resources such as forestry, agriculture, marine science and biotechnology will continue to be a significant part of the state's economy. UMaine has many world-class education and research programs in these areas and should play to these strengths in creative new ways.

But natural resource-based industry will never again be enough of a basis for a vibrant state economy. The technological revolution in every sector of society demands that the state and University maintain not just currency, but excellence in all areas of technology and national leadership in some sub-disciplines. The state's economic viability and future depend on it. Natural resources and changing technology have served as the historic core of land-grant universities. At no time has excellence and strong support for these

academic programs been as important as now, in the new century. This is especially true in Maine, where state support, particularly for research, has lagged behind most states.

All great universities--public or private--rest upon a foundation of excellence in the liberal arts and sciences, and that curriculum is even more relevant and important in a global economy and information age. Most workers can now expect to change careers, not just jobs, several times during their lives.

No specific training can provide the adaptability for a world of change that a liberal education does. And liberal education itself must change and adapt to address the new age.

UMaine has been recognized over the years for its strengths in the liberal arts and sciences and can be said to have one of the most balanced “portfolios” (science, technology, arts, humanities, and development of leaders for all the professions) among many of the land-grant universities. This is a particular strength that has served Maine well in providing an educated citizenry, prominence in the humanities and visual and performing arts, and recognition in academic circles around the world.

Because of its geographic location, our state could serve as a geographic conduit for U.S./Canadian trade and as a gateway for U.S./European trade. Regionally, the state’s location in the Northeastern Provinces/New England corridor speaks to its potential as a major economic player in the international arena.

Maine ranks fourth among all states in the percentage of its labor force employed by non-U.S. owned companies and enjoys an inherently advantageous geographic position in an increasingly global and electronic society.

The University needs to encompass an international dimension in virtually all of its academic programs, with liberal arts and business programs being especially suited to “internationalization” of curriculum.

Continuum of Learners

Polls consistently place K-12 school improvement and support at the top of the nation’s public agenda. The University must, through action and resource allocation, support public education’s ability to help people realize aspirations through learning, and to promote equity of opportunity, future economic development, and a more civil society.

American higher education has traditionally accepted a role in K-12 education through the preparation of teachers and the quality of entering students, but has not incorporated this responsibility into its central mission. Maine enjoys one of the country’s best primary and secondary school systems. The rate at which the state’s high school graduates have moved on to higher education has lagged behind the nation until recently. Now the challenge is to encourage more high school graduates—from Maine and elsewhere to

pursue a college education in Maine, and to remain in the state for careers and lives as productive citizens.

Neither the state nor the University can achieve their goals or carry out their mission to the people of Maine without a strong, vibrant K-12 school system. The synergistic relationship between the university and the schools is a key to success.

Demographics

Other likely changes facing the state are demographically driven. Maine's population will grow modestly, not as fast as the rest of the country. This trend has consequences for future representation in Congress, political leverage, and federal funding. In the near term, college-age cohorts are increasing, but they will taper off later in the decade. Increased demand for college-level learning may come from women and from persons who went directly into the work force from high school. Maine will have increased numbers of elderly citizens, creating major ramifications in terms of health care need and demand for "senior services," as well as serious implications for K-12 and higher educational needs and support.

The general population increase the state will experience in the near term will occur disproportionately in southern Maine. The consequences of this change in the population's "center of gravity" will influence the shaping of public policy in the state and therefore in the University System over the next decade.

UMaine, as the one unit of the university system with a statewide mission, must respond to this population shift in its programming, recruitment, marketing, and services.

These demographic realities present the proverbial "opportunities and challenges" dilemma. Many of the challenges are discussed above. The opportunities exist through creative programming via distance education; serving disparate populations living across the state by a variety of modes; and expanding and enhancing education and outreach centers, such as the Hutchinson Center, the Darling Center, the University of Maine Art Museum in Bangor, the Portland Center and Cooperative Extension offices throughout the state.

This expanded focus can be developed without losing sight of the University's traditional strengths as a residential site for undergraduate and graduate students from all over the state, nation, and world, and as the state's center for research and development.

Enrollment

Opportunities also exist for the University to increase its “market share” of out-of-state students at both the graduate and undergraduate level, and for international students. While the pool of international students coming to the United States is increasing sharply, UMaine must do more to recruit beyond state and regional borders, which could provide an important source of additional students and diversity to the University. The same aggressive marketing and recruitment strategy must be applied within the state as well, with no concession to pressure to lower admissions standards.

Evidence that a more targeted, pro-active effort is working in both the number of students and especially in the quality of applicants can be found in UMaine’s enrollment and test score trends over the last two to three years. This same recruitment strategy can also work to redirect the large percentage of Maine high school graduates who pursue higher education out of state. In many instances, these students are drawn to other institutions not knowing that the same or better options exist in their home state. Maine must reverse the migration of its own students and work to become a “net importer” of students, many of whom will remain here and contribute to the new economy.

Simply, UMaine must attract and retain the best and brightest students and graduate critical thinkers and responsible citizens prepared to succeed in and contribute to a society characterized by technology, diversity and enterprise.

Maine’s Research University

Maine’s economy is changing, and in many areas Maine is leading the nation in the remarkable but difficult shift from a manufacturing to an economy based on technology, information and service.

Today, more than ever, Maine’s economic vitality is tied to its investment in education and human capital -- ensuring a highly knowledgeable, creative, and flexible workforce and responsible citizens; and to its investment in research and technology development -- ensuring an adaptable, competitive job market, imaginative solutions to problems and inventive approaches to forecasting and seizing opportunities.

As the state's center for research and innovation, UMaine must continue to focus its research agenda on areas critical to the state’s economy, providing support for developing new products and processes, skilled personnel, and for attracting federal dollars and creating high-quality job opportunities.

Individually and in partnership with other institutions of higher learning and many connections in the public and private sectors, our faculty and students are advancing or leading the state's research and technological advancements in areas such as composite materials engineering, aquaculture, and information and biotechnologies.

Research also drives and defines the quality of the University's graduate programs. UMaine must ensure that its graduate opportunities are cutting edge, highly competitive, and inspiring. The enthusiasm of graduate students permeates the campus with an air of excitement unique to research universities and sparks the imagination and motivation of undergraduates, many of whom immediately benefit from the presentation or application of new findings in the classroom.

Like the liberal arts, the research resources of a land-grant university energize and enrich the undergraduate experience. At UMaine, undergraduates have the opportunity to know and often work with internationally renowned faculty – in the humanities and professions as well as the hard sciences - on projects that in some way will change or help shape society. This is a student experience exclusive in Maine to its land-grant institution.

Research and service are crucial to our land-grant mission, but our priority is teaching. It is the combination of teaching, research, and service that enriches students' experiences and increases their opportunities.

Our researchers' work brings a new dimension and vitality to their classroom teaching and stimulates new learning.

The University of Maine's strategic plan outlines the steps and measures to move the institution and the state toward greater collaboration, leadership, initiative and achievement in an era of unlimited possibility.

II. Vision

What Should UMaine be in Five Years and Beyond? (Excerpts from the Institutional Vision)

Philosophy/Mission

The University of Maine will offer a world-class education. But it will not stop there.

Through research and public engagement, it will help create the kind of state where citizens will not have to look elsewhere for the career opportunities they seek. It will be a magnet for talent, attracting outstanding professors, staff and students from within the state and beyond. Because of the energy and activity coming from a critical mass of knowledge and skills, industries will be attracted to the locale. Corporations will spin off from the development of intellectual property, and the state's entire society and economy will benefit. UMaine will continue to revitalize its land-grant/sea-grant role, addressing society's most pressing problems and constantly shifting needs.

Quality/Reputation

The University's public image and reputation will continue to grow as more citizens recognize its role in building the state. It will have achieved and maintained accreditation by all relevant accrediting bodies. It will enjoy an international reputation for excellence in focused academic and disciplinary niches, such as information science and technology, natural resources, new media, public policy and Franco-American and Native American studies. New niches of excellence will have sprung up.

UMaine will increasingly become the institution of choice for undergraduate and graduate enrollment, which will again top 11,000. Because of its ability to attract talent, UMaine will cause the number of Maine college-bound high school graduates going out of state to drop below 50 percent and continue trending downward. More than one-third of the state's high school valedictorians and salutatorians will attend UMaine. More than 25 percent of its entering classes will come from the top 10 percent of their respective high school class.

Academic Programs

The first order of business is to maintain strength in those programs that have always made UMaine the state's pre-eminent university, such as engineering, physical and biological sciences, graduate education, the state's largest library and a solid residential liberal education. The University will have undergone a scrutiny of its academic array, with an eye to benchmarking programs against national standards of excellence, balancing staffing and updating and consolidating programs that may have fallen behind the curve of current student interests and societal needs.

UMaine will have established a more seamless relationship with K-12 education across the state, embracing this relationship as a University wide responsibility. It will expand its role and effectiveness as the state's largest preparer of teachers and provider of advanced and continuing professional development for teachers and administrators.

Enhanced extramural support for research and improved stipends for teaching and research assistants will attract more graduate students to the liberal arts and sciences and engineering. Graduate programs in professional areas such as business, education, social work and public administration will be responsive to demand, accessible at appropriate places and times and highly attractive because of their quality and relevance.

Quality of Instruction

Our faculty will continue the sea change taking place in higher education, where emphasis on the act of teaching, particularly teaching as a performance, is giving way to emphasis on promoting learning through multiple strategies and technologies. Increased expectations and rigor will characterize all instruction. UMaine will continue to use its manageable size and favorable student-faculty ratio to offer an undergraduate education that rivals the best liberal arts colleges. By fostering experiential learning in all programs, the University will draw upon its unique strengths as a research institution in ways

unmatched by any college/university in the State and by few in the region. Through an aggressive strategy to use technology in appropriate and effective ways, the University will enhance learning on campus and at a distance.

Student Service and Development

Academic Affairs and Student Affairs will develop a coherent vision and joint practices for developing the whole student. Curriculum and co-curriculum will include a strong emphasis on leadership development, reflecting the role the University has historically played in preparing leaders for the state and nation. Recognizing that we still enroll a high number of first-generation college students and that most of our undergraduates need a better comprehension of the developmental nature of a university education, we will take special pains to instill that understanding, beginning with orientation.

Research

The University's academic culture will expect, value and reward contributions from all faculty, recognizing that different forms of scholarship and activity are appropriate to different disciplines. UMaine will foster development of interdisciplinary research nodes that create unique centers of world-class excellence. Examples already exist, such as the Laboratory for Advanced Surface Science Technology, the Advanced Engineered Wood Composites Center and the Margaret Chase Smith Center. We expect growth in state and federal support to continue and will strive toward a 10 percent per year increase in sponsored research -- \$68 million in seven years.

Service/Engagement

We need to make certain that we are giving and getting the maximum benefit from our service activities, many of which have their origins in our land-grant history. The University will undertake a study of all its service activities and, working with constituent and campus groups, will assess needs, capabilities and the sharing of costs and benefits. We will be more coordinated in approach and response through two-way "engagement" rather than a one-way delivery of expertise.

Funding

A long-term, predictable source of capital funding from the state will allow for catching up on deferred renovation and continuing to build out the University's infrastructure. UMaine must attract increased foundation support and philanthropic gifts to address major needs, such as scholarships, endowed chairs and new facilities. The level of giving needs to reach \$15 million per year and even higher levels during a capital campaign.

Governance/Organization

The University will continue its efforts to make its governance and management systems more efficient. It will seek to acquire state-of-the-art technology to enhance its ability to

gather and analyze data, benchmark its operations and make sound, data-supported decisions. Strategic planning, budgeting, capital planning, program development and advancement will all be aligned and integrated.

III. Key Goals

Key Goal #1

Strengthen the commitment to providing a first-class, highly relevant undergraduate educational experience in all programs.

Operational Plan

- Expect, endorse, and monitor rigorous, intellectually challenging, inquiry-based activity as the benchmark of all academic programs.
- Create an Honors College to promote and signify academic excellence in the University's core mission and to facilitate integration of research experiences for all undergraduates.
- Examine current offerings in the broad, dynamic area of information sciences, many with international reputations, and establish a **University-wide Initiative in Information Science.*** Bringing together and expanding the University's many "pockets of excellence" related to information science will result in a synergy, better positioning the University to compete for resources and students and serve the people of Maine. The University of Maine will, through this initiative, help the state move to the head of the pack when it comes to preparing its citizens for the new information-based economy.
- Demonstrate the University's commitment to constantly renewing its position of leadership among the state's public institutions and its academic competitiveness with Maine's outstanding private colleges and the nation's land-grant universities. Validate this excellence through national rankings.
- Develop and support a comprehensive, faculty-based advising and mentoring system that addresses the full range of student-centered developmental needs.

*Information Science is used broadly to include the use of computing, telecommunication and data retrieval and storage technologies to produce, analyze, and combine digital information, as applied across the full range of UMaine's activities.

- Increase the diversity of students and faculty as well as diverse curricular and campus experiences, in accordance with the goals outlined in the University's current Diversity Action Plan, to provide the learning and social environment essential to preparing graduates who understand and appreciate differences and can excel in a global society.
- Review and intensify marketing and recruitment strategies, and incentives such as internships, to attract more students from other states, as well from Maine.

Outcomes

- The experience of students, in and out of the classroom, will encompass the comprehensive nature of a university education, emphasize experiential learning and critical thinking designed to develop the whole person and prepare students for life in a fluid society characterized by technology, a global economy, interdisciplinary work environments and creative enterprise.
- All eligible academic programs will earn/maintain full accreditation from national, state and other appropriate accrediting agencies. UMaine will set its sights on being nationally ranked in the top tiers of public universities, as well as notably ranked for prominent areas of academics, research and value to students that both distinguish its mission and make it competitive with the characteristics of private institutions.
- The University will increase the percentage of Maine high school graduates who pursue higher education; and of that percentage, those who attend in-state institutions; those who choose UMaine; and those who stay in Maine to start their own business or contribute to the new economy. The number of out-of-state and international students will also increase. Out-of-state enrollment should increase by at least five percent per year.
- As an overall goal and a major advantage over most land-grant universities, UMaine will maintain a student-faculty ratio of no more than 16:1.
- The University will increase the percentage of first-year students who graduated in the top 10 percent of their respective high school class from 20 percent to 25 percent.
- More than one-third of Maine's high school valedictorian and salutatorians will elect to attend UMaine and take advantage of the University's Top Scholars scholarship.
- The process of continual evaluation and adjustment will make use of follow-up studies of graduates' employment and/or further educational pursuits.
- The University will have assessed progress toward achieving the goals articulated in its Diversity Action Plan.

- The University will have developed an interdisciplinary curriculum that addresses the needs of a global, technology-driven economy and world society.

Key Goal #2

Enhance the research mission to ensure Maine's full contribution to and benefit from a knowledge-based, global economy, while maintaining and enhancing our natural resource-based economy.

Operational Plan

- Promote further development of UMaine's many research programs in the broad area of information science, coordinated through a University-wide Initiative in Information Science. (For a definition of Information Science and for instructional aspects of this initiative, see Key Goal #1.) Given the recent emergence of information technology and the so-called "knowledge economy", many top universities have responded by creating (variously-named) "schools" of Information Science. A comprehensive, campus-wide approach that integrates and fosters information science in all programs, as far as is known, is unique. Such a holistic, inclusive approach is logical—even required—given to the way that information technology has permeated all aspects of our lives. Such a "comparative advantage" in this exciting area will strategically position the University and the State in a "must do" area of the future—both educationally and technologically.
- Examine and consider other programs that could be enhanced by greater interdisciplinary coordination and/or reorganization to better align with UMaine's size and resource base. Examples might include biomedical education and research, international programs, policy and social service programs, campus wide connections to K-12 education, and partnerships with public and private entities throughout the State.
- Develop targeted research areas ("Signature Programs") to increase the University's share of federal research funds and academic visibility, building on areas of strength and strategic directions.
- Continue to emphasize and develop the legislatively mandated research areas for the State of Maine, including aquaculture and marine technology, advanced technologies for forestry and agriculture, biotechnology, environment technology, information technology and precision manufacturing technology.
- Consistently articulate and publicize the educational, economic, social and other contributions of a research university.
- Cultivate an atmosphere that nurtures and expects inquiry, entrepreneurship and creativity for scholars at all levels and across all disciplines. It is the presence and

constant renewal of scholarship and discovery in *every* classroom and by *every* faculty member that define the sum and substance of the University and energize the process of learning for our students.

Outcomes

- Total research expenditures will increase at the rate of at least 10 percent per year for the next five years.
- Targeted research and academic areas, such as Information Sciences, will be examined to assess the potential and benefits of organizational coordination and formation of interdisciplinary programs.
- Achieve top echelon status for several programs among high-profile ranking entities such as the National Research Council's Ranking of Doctoral Programs, Carnegie Classification (at the University level), U.S. News & World Report, the Gourmann Report and others. Attain top 50 percent ranking for all University programs and Top Quartile ranking for 10 percent of all University programs.

Key Goal #3

Strengthen graduate education as a vital component of the University's land-grant mission, fundamental to research and invigorating undergraduate education.

Operational Plan

- Improve the University's ability to compete for the best graduate students nationally and internationally by providing competitive stipends, benefits and nationally recognized programs and researchers.
- Expand graduate programs in clearly defined areas of academic/ professional strength and examine the viability of programs that are low producing and non-competitive.
- Strive for a total graduate enrollment increase to 2,500 students in the next 3-5 years. With overall graduate enrollment down across the country and especially in New England, intensive marketing and strong incentives are imperative to successfully competing for outstanding students.
- Develop greater distance education and certification program opportunities at the graduate level to meet market demand; align program delivery methods with changing state demographics.

Outcomes

- Stipends will increase, at a minimum, to the average of New England land-grant institutions.

- The University will increase the number of training grants in appropriate areas of graduate education.
- UMaine will be the “university of choice” for up to five NSF/NIH doctoral research fellowships.
- UMaine graduate students will attain more top post-doctoral, faculty, government and private sector positions in the 2000-05 period than in 1995-2000.
- Graduate program reviews and the strategic plan will be used as the top criterion for budget decisions.

Key Goal #4

Redefine the public service mission of the University. Focus on becoming an “engaged university,” anticipating and supporting the needs of the continuum of learners in Maine, from the youngest to oldest citizens, and aggressively implement distance learning technologies, both as an effective and efficient means of pursuing the university’s statewide mission.

Operational Plan

- Demonstrate a collaborative approach to helping Maine people achieve their aspirations, make informed decisions and gain and use new knowledge and skills to better their lives.
- Conduct a review of University service activities and, with campus and constituent groups, collaboratively assess needs, capabilities and costs to ensure maximum service and benefits.
- Strengthen the University’s campus wide commitment to and involvement in early childhood, K-12 and lifetime education.
- Foster entrepreneurship and economic development by working strategically with communities to develop new business growth with increased reliance on high technology.
- Enhance the unique and vital role of Cooperative Extension throughout the state.

Outcomes

- The University and its faculty will be the “go to” institution and people to provide support to the state and for public and private groups and individuals seeking research, studies and other knowledge for informed decision-making.

- University research and service will be widely credited with elevating and enhancing Maine's economy, while maintaining a commitment to preserving its quality of life.
- Faculty service and leadership in learned societies and professional organizations will be encouraged, valued and appropriately acknowledged as contributing to the University's national and international recognition, validating its reputation and benefiting the entire institution through gaining and sharing new perspectives, strategies and contacts.
- The University will support state and national performance standards in K-12 teaching and learning and consider the connection of its Core Curriculum to those standards.
- Cooperative Extension will integrate its expertise and services throughout the University and draw upon its statewide network in support of UMaine programs.
- Access to University credit and non-credit educational opportunities for Maine citizens will increase by 25 percent, keeping in mind that the state's fastest-growing age category – 45-64 – is also the age group most likely to experience career changes.

Key Goal #5

Develop the financial resource base necessary to support the University and align budget priorities with strategic actions.

Operational Plan

- Couple the strategic planning and budgeting processes.
- Use the strategic plan to establish priorities in the capital plan.
- Institute a comprehensive peer-review process for all academic programs, linked to the University's strategic plan and budget.
- Balance funding necessary for successful functioning and growth of existing, high priority programs and funding to establish and grow new initiatives. Pursuit of the University's strategic directions will require a combination of re-direction and new funds.
- Build an advocate base within the state by educating various constituencies about the importance of the innovative and sustaining roles the University plays in the economic and social well-being of Maine and its citizens.
- Achieve a long-term, predictable source of capital funding from the state.
- Attract increased foundation support and philanthropic gifts to address needs such as scholarships, endowed chairs and new facilities.

- Build a shared understanding and vision of University goals and direction and provide collaborative leadership to establish and carry out clear, results-oriented operating policy.

Outcomes

- The University's budgeting processes will be incentive-based, consistent with the priorities and expectations of the strategic plan.
- The expectation for the level of private giving will be at least \$15 million per year.
- Procurement of a 5 percent increase per year for continuing operations for five years as a minimum down payment on rebuilding the University's financial base will be a top priority. At the end of this period, faculty salaries should equal the same rank nationally as Maine's per capita income.
- The University will have well-articulated, databased operating and evaluation practices stemming from efficient governance that emphasizes widespread opportunities for consultation and deliberation.

Key Goal #6

Focus and expand international programs throughout the University. Draw on our geographical position relative to Canada as a gateway to international expansion of economic, academic and cultural connections and opportunities.

Operational Plan

- Promote cross-culturalism through our favorable geographical position and connections with Canada's northeastern provinces as a conduit for U.S./Canadian trade and a portal for U.S./European commerce and exchange in its broadest definition.
- With Maine ranking fourth among the states in the percentage of its labor force employed by non-U.S.-owned companies, UMaine must encourage an international dimension in virtually all academic programs, especially in the liberal arts and business.
- Determine the resources and policies necessary to require demonstrated foreign language competence of all graduates.
- Strengthen student international opportunities and actively recruit students from beyond the borders of Maine and the United States.

Outcomes

- The University will formalize linkages and expand its participation with other New England states and the Maritime Provinces in research, development and student participation in high-tech areas such as biotechnology.
- International programs across the curriculum will be coordinated to increase academic, research and cultural opportunities and enable the University to measure the extent of international activity and areas of need.
- The University will competitively recruit international students, working toward a 20 percent increase.
- UMaine will aim to double participation by undergraduates in Study Abroad experiences by the end of five years. Participation in 1999-2000 was approximately 135 students, less than 2 percent of the student population.

Key Goal #7

Make the University's infrastructure and its research and teaching facilities second to none among Maine public institutions.

Operational Plan

- Maintain, renovate and sustain the campus physical environment to preserve the University's heritage and to build classroom and laboratory capacity to lead the state's innovation and participation in the Information Age.
- Build institutional and faculty capacity to require and support access to and effective use of technology in all programs. In our enthusiasm to prepare students to succeed in a society driven by technology and information, and to provide the infrastructure and facilities to make this goal possible, we must not lose sight of our fundamental purpose: to develop the total individual to be a collaborative, caring and responsible world citizen.
- Base new construction on current need and changing demographics.
- Justify and aggressively pursue public and private funding for new construction.

Outcomes

- UMaine will ensure the sufficiency of campus facilities and infrastructure essential to offering world-class, technology-based academic programs by allocating sufficient funds to this commitment.

- UMaine will increase electronic access to library materials statewide and build and support holdings, especially electronic periodicals, by 10 percent a year for the next five years.

UNIVERSITY OF MAINE



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