

Please note: The Strategic Plan for the University of Connecticut, *Beyond 2000: Change*, was approved by the University Board of Trustees in January 1995. It was replaced with the adoption of the current Academic Plan, which received approval from the University Board of Trustees in September 2008. This document is available for archival purposes. For the Academic Plan, please go to <http://academicplan.uconn.edu/>

The Strategic Plan - 1995

I. University's Vision, Mission, Values, and Goals

Vision

The University of Connecticut will be perceived and acknowledged as the outstanding public university in the nation - a world class university. It will be a community of scholars and a center for learning where individuals can develop their intellectual capabilities throughout their lives in an environment that promotes academic achievement and research excellence. Each individual's responsibility to one's self and obligation to society will be nurtured. It will be a diverse community where the highest moral and ethical values will prevail with a dual purpose, an inward focus on learning and an outward focus on service. It will be the embodiment of the land grant, sea grant, and public research university dedicated to excellence. It will provide outstanding educational programs having a global perspective with a foundation based on knowledge, compassion and understanding.

Mission

Founded in 1881, the University of Connecticut serves as the flagship for higher education and the sole doctoral degree granting public institution in the state. The University serves as a center for research, dedicated to excellence in higher education and fulfillment of its land grant status. We are committed to meeting the educational needs of our undergraduate, graduate, professional and continuing education students and providing our faculty with the means to develop their intellectual capacity through teaching, research and interaction with society. Through the integration of teaching, research and service, we shall provide an outstanding educational experience for each student.

The University of Connecticut aspires to be the outstanding public university in the nation; a center for learning providing excellence in both teaching and research. We will be a center for intellectual pursuits offering the citizens of Connecticut, the nation, and the world the highest quality educational services. The research and creative endeavors of our faculty will provide the foundation upon which we build a challenging intellectual environment for all students. We will examine all we do with a global perspective in recognition of the exponential increase in knowledge in a rapidly changing world.

The University will focus its efforts on ensuring that the student experience fosters the transmission of knowledge and inspires intellectual curiosity in each student. The university experience will be oriented to ensure a positive, productive and responsible student life. We will create an atmosphere of trust and mutual respect enabling each community participant to benefit from the

University's resources. We shall recognize our ever-changing leadership role as a flagship university to provide and facilitate educational services for all those seeking to expand their intellectual horizons.

The University will serve the state and its citizens in a manner that enhances the social and economic well-being of its communities. It will do so by providing leadership in the pursuit and dissemination of knowledge to all its constituents, recognizing that the continual transmission of knowledge and lifelong learning are essential to Connecticut's future in a global context. It will seek to enhance the quality of life and the economic well-being of Connecticut.

Values

- We believe that there are certain central elements to our existence as a university.
- We are all members of a community.
- We must provide a challenging academic environment.
- We must foster intellectual and artistic curiosity and creativity.
- Education must be a lifelong pursuit.
- We apply the standards of excellence, quality and relevance to all we do.
- Enhancement of happiness and fulfillment of each member are important.
- We value academic freedom and debate.
- Teaching, research and service are our primary missions and are interrelated.
- We must have all members of the community participate.

University Goals

SERVING AS A CENTER FOR LEARNING

The University will:

- be a center for learning through teaching, research, intellectual investigation and artistic endeavors;
- provide an environment supportive of teaching, research, and service;
- attract and retain outstanding students, faculty and staff;
- focus on students, creating a partnership among undergraduates, graduate students and faculty members, with mutually understood expectations;
- provide outstanding teaching, research and service;
- provide support to the community at large by being an intellectual center for Connecticut and the nation;
- bring a global perspective to all its activities;
- ensure that the University's image reflects its excellence.

AN ORGANIZATION FOCUSED ON OUTCOMES AND A SHARED VISION

The University will:

- create a climate of community, understanding, and mutual respect, with a shared vision of the future;
- foster diversity to reflect our global environment;
- strive for a faculty, staff and student body fully committed to University goals and objectives;
- focus administrative functions on serving the educational mission in the largest sense, establishing procedures that help rather than hinder achieving that mission;
- assert its authority to establish and achieve objectives and will be accountable for outcomes;
- achieve financial responsibility for its own destiny.

COMMITMENT TO CONNECTICUT AND TO THE WORLD

The University will:

- be oriented toward public service, recognizing its responsibility to enhance the quality of life and the economic well-being of Connecticut;
- ensure that education is available to all qualified state residents;
- interact with the world through its students and programs.

II. Developing a Model

"The trouble with our times is that the future is not what it used to be." -- Paul Valéry, French poet and philosopher

The only certainty in the future of the University is change. The number and types of students are changing; the needs of society are changing; the ways in which we receive and transmit information are changing. Strategic planning acknowledges the inevitability of change, but not the inevitability of the path. It is based on an article of faith: that we can shape our destiny. However, the University does not operate in a vacuum. We must determine our role with respect to the world around us.

William Massy in his environmental scan (see Appendix B) delineates six categories of universities: Research University, Classic Teaching Institution, New-Majority Teaching Institution, Information Technology Pioneer, Intellectual Property Entrepreneur and Service Entrepreneur. Each category reflects how universities have adapted to varying missions, environments, clientele, opportunities and goals. The variations consider the divergent demands that are placed on universities, and the responses that have evolved or have been chosen. Evolution, while a powerful force, is also slow, and the result may or may not be to our liking. We are able to make a choice, and by undertaking the strategic planning process, we have chosen to do so.

Massy's six general models describe universities as they exist today. No one of these pure models fits our vision for tomorrow, although parts of each model apply. From the Research University model we choose research excellence; from the Classic Teaching Institution model, quality undergraduate education; from the Service Entrepreneur model, service; from the New-Majority Teaching model, the importance of non-traditional students and distance learning; from the Information Technology Pioneer model, the use of new teaching technologies; and from the Intellectual Property Entrepreneur model, the importance of applied research and other practical activities.

Following all six models, some of which have competing interests, would be folly. If we are to be "the outstanding university in the nation," as set forth in our vision statement, we need to lead, not follow. We need to make our own template, based on our values, our strengths, our opportunities, our responsibilities, our experience and our vision of the future. To make a template that will work, we also need to consider the internal and external factors that constrain our choice.

There are three fundamental demands on the university. First, there is the responsibility to provide strong undergraduate and graduate educational programs. Second, there is the historic land grant mission, with its implications for service and practical education. And, third, there is the research function that, together with the land-grant mission, distinguishes the University from other state institutions of higher education.

In the models elucidated by Massy, these demands are viewed as competing: A university must choose between research excellence and excellence in undergraduate education, for example. In the University of Connecticut Model (see Section II. C, pg. 8) we see these demands as complementary. Our challenge is to find the optimal mix of teaching, research and service so that excellence in one area enhances the others. It is this interaction of roles that gives the University its distinctive position in Connecticut public higher education.

The University cannot be all things to all people. It cannot excel in all areas of research, or offer all fields of study, or participate in all aspects of social endeavor. But it can excel in chosen areas of research, and offer top-quality undergraduate and graduate education in a significant range of fields, and make a valuable contribution to society in those areas in which it has expertise. Careful strategic decision making can allow us to grow in a manner that best suits our goals, the needs of the state, and our inevitable environmental and financial constraints.

The University cannot will itself to be richer, more centrally located, or in better physical repair. It cannot compel more valedictorians to apply for admission, or more research grants to be available, or more employers to have jobs for our graduates. But it can position itself to deal effectively with external factors such as these, to work for change when change is appropriate, and to create an internal environment that is flexible and responsive to a continuously changing world.

A. National Environmental Issues

Massy identified seven factors, summarized below, that affect higher education nationally:

Enrollment Changes: The typical student is no longer the 18-year-old, high school graduate embarking on four years of full-time study. Non-traditional students are the "new majority." They are students who do not go to college directly after high school, or who attend school part-time, or who take more than a year off from their studies, or who are over age 25.

A new focus on education for jobs: Economic conditions have caused students to emphasize vocational concerns. They want not only a quality education, but a quality education that will help them to get a good job.

A revolution in information technology: Rapid advances in information technology offer opportunities to improve productivity, expand the "campus" through distance learning and redefine libraries. Many schools are making substantial investments in infrastructure to take advantage of these opportunities.

Emphasis on value for money: Universities have been forced to examine their cost effectiveness due to increasing demands on public money, which are not likely to abate, and rising tuition, both of which demand justification.

"Privatization" and performance-based funding : Governments seek assurances of quality, relevance and efficiency before committing limited funds to public universities. In some cases, this has resulted in "privatization," a significant increase in dependence on tuition and other institutionally-generated funds. In other cases, this has resulted in performance-based resource allocation, in which funds are awarded based on the measured quality, relevance and quantity of teaching and research. "The conventional wisdom that academic quality must be taken on faith and that better quality always costs more is no longer viable: there is simply too much concern that students are paying more and getting less and that the higher education bill is crowding out important public and private spending alternatives," according to Massy.

Diversity of interests: There are many groups that hold a stake in a university: students, faculty members, administrators, governing boards, alumni, state officials, the media and the public. The needs, desires, concerns and core values of stakeholders can differ dramatically. These groups are often at odds concerning what needs to be done and how.

Administrative changes: When a university faces financial difficulties, the first step is usually attempting to increase revenue. If this is not successful, across-the-board budget cuts follow. If further action is needed, there are two common approaches: eliminate some administrative, support and/or academic programs to cut costs; institute a broad-based strategy to enhance productivity through management practices such as continuous quality improvement (CQI) and business process re-engineering (BPR). In some cases, these broad, across-the-board changes are necessary for survival.

B. Local Environmental Issues

In addition to the national issues, the Strategic Planning Management Committee has identified issues facing the University of Connecticut specifically. These issues have been developed based on Massy's report, a study completed by Robert Dickeson and Gary Quehl in February 1994, subcommittee deliberations and interviews, public hearings, and more than 200 letters and reports from faculty, students, administrators, alumni, legislators, committees, organizations and the public:

Access to state funding: Increased state funding cannot be relied upon in the near future unless there is a clear partnership relationship with the state, in which the University is seen as a resource for state development, delivering increased value for increased dollars spent. Increased funding also demands that the roles of the various components of the state's higher education system be clearly defined to optimize each institution's contribution. In an era of competing demands for limited resources, higher education institutions in the state, like those nationally, must prove their worth and their efficiency.

Changing student population: The University will have to compete aggressively with other institutions within the state and those outside the state to attract and retain a student body of the quality, size, and distribution it desires. We must meet the changing demands of students and examine our role for non-traditional students, who are becoming an increasingly large component of our student population. Distance learning may be of particular importance to this group, who are often older students balancing part-time study with the demands of families and jobs.

Demographics and global dependence: Connecticut is a culturally diverse society closely linked to the global society and economy. We must provide opportunities for students from diverse backgrounds, making a special attempt to reach students who are members of socially or economically disadvantaged groups. We must prepare students for participation in a global society. UConn must respond through its recruitment of students, faculty and staff and through curricular change.

Geographic influences: The University's New England location puts it in direct competition with a number of prestigious private schools that are attractive to many students in this relatively affluent state. UConn must build on its unique characteristics if it is to compete effectively for the best students and faculty.

Physical condition: The condition of many of its teaching, living and research facilities puts UConn at a competitive disadvantage.

Funded research: Due to the limited availability of public funds, the importance of externally funded research will continue to grow. It must be nurtured and expanded. Support for research programs not only encourages external funding, it also raises the aspirations of students and faculty, making the University more attractive to top candidates and more competitive.

Fundraising and alumni giving: The University has an opportunity to increase significantly external fundraising and alumni giving. Both areas show clear potential for growth. UConn's long-term ability to increase donations is tied directly to its prestige as indicated by the success of its graduates, the competitiveness of its academic and athletic programs, and its perceived value.

Faculty quality: The University is fortunate to have a well-credentialed faculty, many of whom are nationally recognized. Most faculty members are committed to scholarship as it pertains to teaching and research and value interaction with students. The University must ensure that the faculty and graduate assistants recognize the need for excellence in teaching and have the flexibility to adapt to the changing needs of their students.

Student quality: UConn has maintained a relatively strong student body during times of increased competition. The University cannot lose sight of its goal to attract aggressively the best students and increase the quality of the student body overall.

Distinctive role: The presence of the Community Technical College and Connecticut State University systems and private universities in the state must be recognized in defining the range of options the University exercises. We must adjust our offerings to adapt to the specific needs of the state.

Administrative structure: Currently the University does not have a structure that allows it to effectively adapt to changing conditions. The University's administrative structure, policies and procedures should clearly identify responsibility and authority, reporting lines and coordination mechanisms.

C. The University of Connecticut Model: An Involved Community of Learners

Based on the University's vision statement, Massy's models, and national and local environmental issues, the Strategic Planning Management Committee has developed a model for the University.

This model reduces barriers between undergraduates, graduate students, faculty members and staff, and between research, teaching and service. It acknowledges what the best faculty members, students and administrators have known all along: that learning takes many forms, and it can be shared in many ways.

In the University of Connecticut Model, undergraduate education is enhanced by excellence in research. Research and teaching are equally valued and inextricably entwined, with faculty members valued not only for their creativity in the laboratory or studio, but also for their ability to inspire undergraduates and graduate students in the classroom. This model values research and scholarship not only for their contribution to knowledge and to society, but also for their contribution to the educational fabric of the University.

Students, in turn, are encouraged to excel not only in what they learn but also in how they apply that knowledge, whether in research, artistic endeavors, social action or career-related pursuits. They are not *recipients* of an education but *participants* in a collaborative educational process led by first-rate faculty members who are recognized for their teaching, research and outreach contributions.

We envision a university that serves students, local communities, the state, the nation, and the international community in many ways, including research, artistic expression, civic service and economic development. We see these functions as being integral to our unique role in the state and to our primary role of providing an outstanding education to undergraduate and graduate students.

Our University of Connecticut Model has the following characteristics:

The process of learning, both in and out of the classroom, is collegial, with full participation of students, faculty and staff.

Research, scholarship and debate are important objectives. They serve the learning process through mutual discovery and the expansion and application of knowledge in new ways.

Undergraduates are able to explore a broad range of subjects and to focus their education in a range of classical, contemporary and professional disciplines.

Graduate students are able to explore a focused range of subjects in traditional, interdisciplinary and professional disciplines.

Diversity of ideas is nurtured and valued. Academic freedom is viewed as integral to the free flow of ideas.

The University's role as a link between the state and the rest of the global community is emphasized.

Service functions are extensions of the learning-community concept. Service enhances the learning experience of students and the intellectual growth of faculty. It also expands the University community, sharing our intellectual resources with others and inviting them to join us in the learning experience.

The University is responsive to the changing composition of its community. As the numbers of non-traditional students increase, the University will address their needs by providing excellent teaching and an adequate number of classes at appropriate times, some of which may utilize distance learning techniques.

The University welcomes technological change and explores the opportunities that it presents for increased quality and productivity in scholarship, teaching, outreach and administration.

Accountability is critical at each level of University functioning. Goals are clear and measurable. Individuals, departments and larger administrative units have a task orientation, with an aim of getting tasks accomplished efficiently and cooperatively. Productivity and creative problem solving are encouraged and rewarded.

The University respects the process of shared governance.

The University fosters a sense of pride in its accomplishments.

Resource allocation in all areas is consistent with the University's goals, adjusted according to productivity.

Teaching, research and service goals are tailored to maximize present strengths and build future areas of excellence while minimizing bureaucratic constraints.

In all areas of endeavor, the University embraces multiculturalism, as defined by its Multicultural Advisory Committee:

"Multiculturalism speaks to the issues of human diversity, cultural pluralism, human rights, social justice and alternative life choices for all people. It encompasses environmental (social climate), curricular/instructional and administrative initiatives designed to help students, faculty and staff avail themselves of the many models, alternatives and opportunities that may originate from the full spectrum of cultures. The term is not a euphemism for racial, ethnic, religious or social discrimination, but a humanistic concept emphasizing the value of human diversity in all its manifestations. Furthermore, it conveys the necessity of developing and preserving an atmosphere in which human diversity will be recognized, respected and nurtured."

III. Strategic Goals

Since the University of Connecticut was founded as Storrs Agricultural School in 1881, it has done many things exceedingly well. It has been an important resource for the state. It has been the site of research and creative endeavors that have enriched the world. It has graduated more than 95,000 students -- the majority since 1970 -- who have extended the university's contributions into every field of thoughtful endeavor. It has provided the state with well trained farmers and lawyers, nurses and artists, teachers and business people, engineers and historians, biologists and writers, doctors and philosophers, legislators and academicians.

The University must look ahead with the understanding that a productive past does not guarantee a successful future, and we must choose the best path. The Board of Trustees, in asking the Strategic Planning Management Committee to undertake the task, recognized the difficulty of the process, and the importance of the University's future.

In charting a course, the Committee acknowledged the extraordinary journey the University has already completed. It was cognizant of the environmental influences that help define where the University is now. And it was motivated by the dream, embodied in the University's new Vision, Mission, Values and Goals statement, which guides us toward tomorrow.

The vision statement adopted by the Board of Trustees establishes three primary goals. It states that the University will serve as a center for learning, that the University will be an organization focused on outcomes and a shared vision, and that the University will be committed to Connecticut and the world. The strategic goals that follow are arranged under the University goal to which they relate. Each goal is accompanied by objectives and action items.

Each action item is coded with three codes that denote its priority, anticipated funding requirements, and whose cooperation is needed to accomplish it. These determinations, like strategic planning itself, are not permanently fixed. They are based on today's knowledge and needs. The strategic planning process is dynamic and ongoing -- it demands that we make our best choices now, and be prepared to revise them in an orderly and thoughtful manner tomorrow. The process demands that as progress is made toward the strategic goals and as the world around us changes, we must adjust our course if we are to reach the destination set in the University's vision statement.

Strategic Goal 1: Provide a challenging and supportive learning environment that fosters achievement and intellectual interaction among undergraduates, graduate students and faculty members and promotes excellence in research, scholarship and artistic creativity.

Strategic Goal 2: Recruit and retain outstanding students, faculty and staff.

Strategic Goal 3: Create a physical environment that reflects our expectation of excellence and encourages interaction among a diverse population.

Strategic Goal 4: Enhance our sense of community by increasing and valuing interaction while developing a strong sense of pride and ownership.

Strategic Goal 5: Allocate and develop resources on the basis of mission value and performance. Hold the community of students, faculty and staff accountable for the success of the University.

Strategic Goal 6: Streamline administrative functions.

Strategic Goal 7: Promote the University's role in fulfilling the needs of the state, its citizens and its economic institutions.

Strategic Goal 8: Foster a sense of partnership with the state.

Strategic Goal 1

Provide a challenging and supportive learning environment that fosters achievement and intellectual interaction among undergraduates, graduate students and faculty members and promotes excellence in research, scholarship and artistic creativity.

A Center for Learning: Promoting Academic Achievement and Research Excellence

Learning is what the University is all about. Consistent and effective learning will take place only in a nurturing environment. The University must take those steps necessary to build a proper foundation for learning so that teaching, research and service will flourish. Further, we believe that the quality of life is enhanced by diversity and that the whole community benefits from educational experiences which promote understanding and appreciation of gender issues, diverse cultures and ethnic heritages. In a multicultural society such as ours, a lack of understanding results in stereotypes, misconceptions, prejudicial attitudes and a general lack of knowledge about the realities and significance of differences among people. Thus it is our intent to offer a variety of programs that will provide our students with the education they will need to function in our diverse society.

Objective 1.1 Enhance undergraduate education and provide a cohesive, supportive experience through development of a Center for Undergraduate Education. [see Appendix A: Center for Undergraduate Education Concept]

Action Item	Prior.	Action	Funds
1.1a Prepare a detailed plan for development of the Center for Undergraduate Education. The Center will include facilities to improve teaching and advising through the Teaching Institute and appropriate support services. It will also include such services as: the Honors Program, the Co-operative Education Program, permanent recognition of significant undergraduate achievement (Rhodes Scholars, University Scholars, etc.), ongoing recognition of current undergraduate achievements (academic honors, outreach accomplishments, research and artistic activities, etc.), space for informal student-faculty meetings, and model classroom space (including distance learning facilities), which would be used for classes and as demonstration and training facilities. Planning for the center must be coordinated with planning for the University Center (Action Item 3.4a).	1*	I	0

Objective 1.2 Prepare students for participation in and adaptation to a rapidly changing world.

Action Item	Prior.	Action	Funds
1.2a Establish an Office of Multicultural Affairs within the senior management of the University. Responsibilities include programmatic and financial oversight of cultural centers and institutes, and integration of multicultural social and learning experiences throughout the University community.	1*	I	\$
1.2b Establish a faculty committee that reports to the Provost and provides ongoing review of General Education Requirements to ensure that core courses are responsive to needs of students as they prepare for a rapidly changing global society. Review should include issues such as multiculturalism and technological change.	1	I	0
1.2c Enhance contacts with the global intellectual community through guest speakers, faculty exchanges, faculty sabbaticals and student leaves to participate in study and research.	1	I	\$
1.2d Provide incentives to include multicultural and global perspectives in all course offerings. Provide opportunities for faculty to develop appropriate curricula (faculty exchange, inviting experts in various subject areas, etc.)	1	I	\$

Objective 1.3 Emphasize an academic experience in which students develop a method of thinking that allows them to adapt readily to a rapidly changing environment.

Action Item	Prior.	Action	Funds
1.3a Incorporate research into the entire academic experience, including providing research opportunities to all undergraduate students.	1*	I	\$
1.3b Ensure that the merit, promotion and tenure processes recognize efforts to integrate research and outreach with academic programs.	1	I,E	0
1.3c Develop a pool of funds to match and supplement faculty efforts to secure external funding for undergraduate research experiences.	1	I,E	\$\$
1.3d Provide additional graduate assistantships for mentoring of undergraduate research projects.	1	I,E	\$

1.3e	Develop research programs that incorporate regional campuses (e.g., focus specific specialties at individual sites, utilize technology to access resources such as the library, provide temporary living facilities on campus for project participation)	1	I,E	\$\$
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Objective 1.4 Enhance the quality of teaching.

Action Item	Prior.	Action	Funds
1.4a Emphasize quality of teaching as an important consideration in the promotion, tenure, reappointment and merit review processes.	1*	I,E	0
1.4b Enhance opportunities for faculty training through the Teaching Institute.	1	I	\$

Objective 1.5 Require that all teaching assistants receive training before they teach a course or a significant segment of a course.

Action Item	Prior.	Action	Funds
1.5a Provide suitable training through academic departments, schools or the Teaching Institute for all teaching assistants. Institute a procedure to certify that training has been completed.	1*	I	\$
1.5b Establish a comprehensive program to provide support (other than teaching assistantships) for outstanding international graduate students who need to develop proficiency in English before they begin teaching.	1	I,E	\$\$

Objective 1.6 Encourage outreach activities that enhance University goals of education and service.

Action Item	Prior.	Action	Funds
1.6a Each school and college will identify outreach accomplishments, resources and opportunities and will define goals, appropriate to its mission, in consultation with the Provost.	1*	I	0
1.6b Schools and colleges will work with the division of Institutional Advancement to communicate activities to the public. (Action Items 8.1a, 8.1b)	1	I	0

1.6c Provide the resources to allow each school and college to fulfill the goals identified in 1.6a	1	I	\$
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Objective 1.7 Identify and prioritize existing and planned focal areas of research and other creative endeavors to maximize effective use of scarce resources. Encourage participation in the world marketplace of ideas.

Action Item	Prior.	Action	Funds
1.7a Develop a plan that identifies areas that require significant University support and are of particular importance to the University's future, and will establish priorities among them. This will be reviewed by the External Advisory Board (Action Item 8.8a), trustees and faculty actively pursuing research and other creative endeavors to review and develop a long-range plan.	1	I,E	0
1.7b Identify those areas in which the University is, or has the potential to become, nationally and internationally renowned.	1*	I	0
1.7c Each research area identified in 1.7b will develop a long-range plan (strategic plan for new programs) that outlines the required support for that research program and the projected outcomes.	1	I	0
1.7d Within the budgeting process, develop a resource allocation plan to provide consistent long-term financial support for such areas as student research, fields where external funding sources are very limited, equipment needs, faculty exchange, travel, guest speakers, and research administration.	1	I	\$
1.7e Develop incentives for faculty to conduct research in areas that enhance University efforts to foster diversity and a global perspective. Encourage international research collaborations.	1	I	\$

Objective 1.8 Aggressively seek funding from all available sources to transform the University Libraries into an acknowledged leader in the provision of state-of-the-art support for the University's research, teaching and service initiatives, and in the contribution of valuable resources to the emerging global information network.

Action Item	Prior.	Action	Funds
1.8a Support the Homer Babbidge Library's role as the state's central resource for information and intellectual interaction in Connecticut.	1	I,E	\$\$

1.8b Complete structural repairs of the Homer Babbidge Library.	1	I,E	0
1.8c Staff and equip the University Library System to adequately support its mission.	1*	I,E	\$\$

Objective 1.9 Enhance the research support environment including support staff and services, facilities, computer systems, equipment, and other infrastructure components.

Action Item	Prior.	Action	Funds
1.9a Facilitate campus interaction to coordinate resource allocation and provide services for research efforts outside of Storrs (e.g., Regional Campuses, Health Center) allowing appropriate autonomy.	1	I	0
1.9b Develop organization for service delivery (e.g., photocopying, typing, guest speakers, publication, advice on patenting, disclosure, etc.) that is cost-effective and customer-oriented, providing support for faculty and students conducting research.	1	I	\$
1.9c Develop, support and upgrade centralized facilities to provide needed resources such as the library, computer center, computer networks, Bishop Center, video conference facilities, and Technology Park. (Action Items 1.8a, 1.8b, 1.8c, 3.6a, 3.6c)	1*	I,E	\$\$

Strategic Goal 2

Recruit and retain outstanding students, faculty and staff.

Great universities become great through their outstanding students, faculty and staff, drawn from the whole world. The University of Connecticut must recruit and enroll undergraduate, graduate, professional and continuing education students who show outstanding academic potential. Judgment of this potential will not be based solely on quantitative data such as rank in class and standardized test scores, but also on success in rigorous curricula at the secondary or post-secondary level, unique talent or community contributions, or evidence of extreme motivation and determination. These students will be selected from a group of students from both within and outside the state who have been recruited aggressively with those qualifications in mind. Once students have selected the University of Connecticut, it is our shared responsibility to maintain progress toward graduation.

Similarly, faculty who demonstrate outstanding accomplishment and potential in teaching, research and service must be recruited and retained. They must be committed to learning and must be supported in their efforts to expand their knowledge and involve students in the learning process.

The success of faculty and students is dependent upon the talents, commitment and professional development of outstanding staff members. Their recruitment and retention is also important in building a community of learners.

Objective 2.1 Specifically define the indicators of potentially outstanding students for recruiting purposes and establish enrollment targets.

Action Item	Prior.	Action	Funds
2.1a Develop criteria for admission of undergraduate and graduate students that predict student success in an academically challenging environment and that are responsive to the University's commitment to enroll a diverse student body. Criteria should include both traditional (such as SAT scores and class standings) and alternative measures.	1*	I	0
2.1b Manage enrollment of all campuses to fully utilize the capacities of those campuses, assure a quality education for each enrolling student, and attract high quality students to all campuses.	1	I	0

Objective 2.2 Aggressively recruit students meeting our qualifications from both within and outside the state in order to build applicant pools of sufficient size and diversity to assure stable enrollments.

Action Item	Prior.	Action	Funds
2.2a Create an Office of Enrollment Management to coordinate recruitment, enrollment, retention and graduation of students. This will centralize the efforts of recruitment, admissions, scholarship, fellowship and financial aid so that the system is user friendly, involves faculty and allows the University to offer attractive and coherent packages to prospective students.	1*	I	\$
2.2b The Office of Enrollment Management will coordinate and develop programs to identify at-risk students, provide assistance and increase retention.	1	I	0
2.2c Continue to aggressively recruit and retain graduate and undergraduate students in a manner consistent with our multicultural objectives.	1	I	\$
2.2d Actively recruit and retain undergraduate and graduate students who are first generation college students.	1	I	\$
2.2e Enlist volunteers to help promote the University both within and outside the state. This volunteer corps will consist of UConn alumni and parents of current students, as well as other willing parties. These volunteers will receive training by the University Admissions Office and will be updated on advances within the University. They will attend high school, college, and business open houses and career fairs as representatives of the University.	1	I	0
2.2f Research specific markets for potential students, so that pertinent strengths can be stressed when recruiting.	1	I	0
2.2g Develop a program to market the University to potential students.	1	I	\$
2.2h Participate in the various consortia whose collective mission is to increase the diversity of the graduate student population.	1	I	\$
2.2i Through the admissions viewbook, articulate areas of program strength, diversity and alumni success. (Action Item 7.2c)	1	I	0
2.2j The Graduate School will assure extensive contact with potential graduate students from underrepresented groups by dedicating the responsibilities for this endeavor to an individual or individuals skilled in	1	I	0

managing such contact and interaction.

2.2k	Continue and expand summer programs (e.g., Minority High School Research Apprentice Program) and academic year programs (e.g., Science Fair) to promote UConn to top high school students and continuing undergraduate students, particularly those from underrepresented populations.	1	I,E	\$
2.2l	Supply high schools in Connecticut with a list of faculty who are willing to talk with potential students regarding their special area of study and the University in general.	1	I	0
2.2m	Participate in national and international graduate school recruitment forums to provide information concerning programs offered at the University of Connecticut.	1	I	\$
2.2n	Create opportunities for career development and enhancement for adults by developing credit and non-credit certificate programs.	1	I	\$
2.2o	Target older adults by expanding enrichment programs such as the Centers for Learning in Retirement and the Curiodyssey Program.	1	I	\$

Objective 2.3 Increase the availability of all types of financial assistance. Specifically define the criteria for student merit award candidates, significantly increasing the number of merit-based scholarships and fellowships as a percentage of total financial aid.

Action Item	Prior.	Action	Funds
2.3a Define a policy for financial aid funding and distribution that continues to be responsive to the needs of students, while also enhancing recruitment and merit-based awards.	1*	I	0
2.3b Offer renewable merit scholarships each year to students who excel after arriving at the University of Connecticut. Specifically, students who are identified as Babbidge Scholars or University Scholars will be guaranteed a minimum renewable merit scholarship of \$1,000 per year.	1	I	\$\$
2.3c Establish and fulfill goals for increasing endowments for merit-based scholarships (e.g. Nutmeg Scholars) and define the methods by which these will be attained.	1	I	\$\$

Objective 2.4 Create an environment that is attractive to outstanding graduate students and supports their intellectual efforts.

Action Item	Prior.	Action	Funds
2.4a Streamline the process of accepting and offering support to graduate students to allow departments to make timely offers, to permit adequate opportunity to train teaching assistants, and to ensure that graduate students are paid promptly.	1*	I	0
2.4b Refine resource allocation plans to increase the ability of departments to make multi-year offers when admitting doctoral students.	1	I	0
2.4c Provide additional summer stipends to doctoral students to allow them to continue their research. Stipends would be supported through external and University funds.	1	I,E	\$\$
2.4d Provide research assistantships that are renewable for up to six years to outstanding doctoral students. These assistantships will be distributed by the Graduate School on a competitive basis to provide a better balance of teaching and research experiences.	1	I,E	\$\$
2.4e Provide more predoctoral fellowship funds.	1	I,E	\$

Objective 2.5 Attract and retain outstanding faculty and staff members.

Action Item	Prior.	Action	Funds
2.5a Facilitate administration efforts to use a fast-track hiring procedure when faculty members of significant national or international stature become available. Such individuals must clearly contribute to goals consistent with the University's strategic plan.	1	I	0
2.5b Expand recognition programs (plaques, monetary awards, speakers' series, public recognition, etc.) to draw attention to excellence in teaching, research and outreach. Use award recipients as mentors for other faculty members when appropriate.	1	I	\$
2.5c Appoint a faculty committee to review current methods of assessing faculty performance and to develop a strategy for continuous quality review using existing methods or new ones. The plan should include recognition for exceptionally good performance, and methods of improving poor performance. The plan should include tenured and non-tenured faculty.	1	I	0
2.5d Create one- to three-year named positions for faculty with associated perquisites and support package.	1	I	\$\$

2.5e	Investigate the ability of the University to increase the portion of salary increments available for merit and special achievement.)	1	I	0
2.5f	Develop incentive compensation plans for all faculty and staff with components that provide substantial economic rewards for excellence in research, teaching, outreach or service (measurements will be defined and will vary by program). [Action Items 1.3b , 1.4a , 2.5e, 7.1j]	1*	I,E	\$\$
2.5g	Create permanently endowed named faculty chairs to attract and retain distinguished faculty. These could include chairs supported through external funding and chairs supported through University allocation of research, teaching or outreach support (for example, a guarantee of two graduate assistants per semester).	1	I,E	\$\$
2.5h	Expand recognition programs (plaques, monetary rewards, public recognition, etc.) to draw attention to excellent performance by staff members at all levels. Recognize innovation, problem solving, efficiency and user-oriented service.	1	I	\$
2.5i	Actively recruit, retain and reward faculty and staff in a manner that is consistent with our multicultural objectives.	1	I	\$
2.5j	Encourage a working environment that is responsive to the needs of faculty and staff and promotes continuous quality improvement. (Action Item 6.2f)	1	I	0

Strategic Goal 3

Create a physical environment that reflects our expectation of excellence and encourages interaction among a diverse population.

The University cannot achieve its goals without sound, functional and attractive physical facilities and a modern, technologically advanced infrastructure. Despite significant progress in recent years, our facilities and infrastructure at Storrs and the regional campuses are far below the level required to be a truly outstanding institution. Classrooms and laboratories, residence halls and support space must be upgraded. The library, computer center and networking of the campuses must be advanced to the cutting edge as information and communication resources. Distance learning and educational technology must be integrated into our programs. Traffic flow, parking and pedestrian problems must be addressed. Recognizing these needs, the reality of limited resources must be acknowledged in establishing priorities and long-term approaches.

Objective 3.1 Improve classroom, laboratory and support facilities for learning.

Action Item	Prior.	Action	Funds
3.1a The facilities division, in cooperation with the academic division, will develop a current, comprehensive, long-range facilities master plan to ensure consistency with the strategic plan. The plan shall include defining the role and use of all facilities, including the regional campuses and Mansfield Training School buildings, and making best use of all present resources.	1	I	\$
3.1b Develop university-wide assessment of classroom, teaching laboratory and faculty-office space needs and set priorities, based on best allocation of scarce resources.	1*	I	0
3.1c Provide resources through bond funds for construction and renovations needed to bring classrooms, teaching laboratories and offices to acceptable standards (structurally sound, equipped adequately for their intended use, connected to campus-wide computer network).	1	I,E	\$\$
3.1d Provide resources necessary to maintain all current and future facilities. (Current full-formula funding for facilities calls for \$6.1 million for staff and material)	1	I,E	\$\$

Objective 3.2 Improve residence halls, dining facilities, and student study areas.

Action Item	Prior.	Action	Funds
3.2a Develop a current, comprehensive residential facilities assessment and utilization plan to ensure consistency with the strategic plan.	1*	I	\$
3.2b Seek funding to implement renovation and development of improved student housing, including	1	E	\$\$

public meeting space.

Objective 3.3 Develop a mechanism with the state (dormitory authority model) that authorizes the University to undertake major facility construction or renovation.

Action Item	Prior.	Action	Funds
3.3a Work with bond counsel to create and promote legislation authorizing a State of Connecticut Dormitory Authority. Assure that fire and safety needs of the University are covered by general obligation bonds. Student housing fees will be used specifically for interest amortization and upkeep of facilities.	1	I,E	0
3.3b Seek legislation that provides additional autonomy to manage University construction projects and charge design costs to bond funds. (Action Item 8.3b)	1*	I,E	0

Objective 3.4 Improve public gathering places, open space, parking facilities and campus appearance to facilitate faculty and student interaction.

Action Item	Prior.	Action	Funds
3.4a Create a University Center to increase interaction among diverse groups. The University Center will house services and informal meeting areas suited to the needs of the University community. It will include an Undergraduate Student Center, Graduate Student Center, Faculty Club, and a student services and information center. It will be complementary to the functions of the Student Union and the Center for Undergraduate Education, and will create a central hub for University life.	1*	I,E	\$\$
3.4b Develop attractive focal locations with coffee shops or kiosks; e.g., atria on the plaza between the Babbidge Library and the Dodd Center and on the deck of the Gant Science Complex.	1	I,E	\$\$
3.4c Provide alternative parking areas and expand transportation services to support transfer between parking areas and offices, classrooms and other facilities as necessary.	1	I,E	\$\$
3.4d Eliminate automobiles from the center of campus (area between Babbidge Library, School of Pharmacy, School of Business and the Co-op) and create a pedestrian mall with landscaping, eating and gathering places. The area should be coordinated with plans for the University Center and Center for Undergraduate Education.	1	I,E	\$\$
3.4e Provide comfortable meeting places in schools and centers where faculty, students and staff can congregate and exchange ideas.	1	I,E	\$\$
3.4f Develop quality public space for public lectures and seminars, particularly rehabilitating the North and South Reading Rooms of Wilbur Cross and comparable quality environments at other locations on the Storrs and regional campuses.	1	I	\$\$
3.4g Assure that adequate staff is provided to keep buildings clean and maintain the appearance of the campus.	1	I	\$\$

Objective 3.5 Improve the utilities infrastructure.

Action Item	Prior.	Action	Funds
3.5a Develop an updated infrastructure improvement plan based on the ISES Infrastructure Improvement Plan that includes costs and is designed to meet the University's needs for adequate utility service (water, sewer, heat, electric, etc.). Implement the plan as soon as possible.	1*	I	\$\$

Objective 3.6 Improve the telecommunications (voice, data and video) infrastructure.

Action Item	Prior.	Action	Funds
3.6a Develop an updated telecommunications plan, incorporating the needs expressed in the Strategic Plan. The plan should also evaluate the level and quality of current services and responsiveness to users' needs. It should include a strategy for ongoing quality assessment and assurance, including user-friendly service.	1*	I	0
3.6b Provide all faculty and department offices state-of-the-art computer equipment and on-line access to the University computing network, library and external networks.	1	I	\$\$
3.6c Provide all residence hall rooms, academic and non-academic buildings at Storrs and the Regional Campuses and the appropriate state and business entities full on-line access to the University computing network, library and external networks.	1	I,E	\$\$
3.6d Provide adequate telecommunications staff to maintain and operate the systems and serve users as improvements are made.	1	I	\$\$
3.6e Fully connect, via voice/data/video, all UConn campuses and learning centers, utilizing an appropriate mix of technologies and assuring the ability to send as well as receive at appropriate sites outside Storrs.	1	I	\$\$

Strategic Goal 4

Enhance our sense of community by increasing and valuing interaction while developing a strong sense of pride and ownership.

Sharing a Vision: Focusing on Outcomes

As stated in the vision statement, the University will approach issues of diversity, multiculturalism and globalization through the establishment of a community with shared values and goals. Effective communication is essential to this endeavor. Our success shall be measured not only in the representation of many cultures and our relationships, but also in the infusion of cultural and global concepts in our curricula and attitudes.

Objective 4.1 Build a sense of community.

Action Item	Prior.	Action	Funds
4.1a Develop orientation programs for students, faculty and staff that nurture a sense of community by linking the academic, social, cultural, service, and athletic aspects of the University community. Orientation programs should include reference to the University's goals, including commitment to excellence, dedication to learning, service to others, and appreciation of multicultural perspectives.	1	I	\$
4.1b Pursue strategies that permit the University to "act small," allowing small groups to flourish within the larger community.	1	I	0
4.1c Create opportunities for administrators, faculty, students and staff to work together to articulate shared goals, identify common problems and formulate solutions and new initiatives.	1*	I	0
4.1d Create opportunities for students, faculty and staff to work together on service activities, both on and off campus.	1	I	0
4.1e Create a plan to maximize use of campus facilities and programs throughout the year: increase summer session offerings; improve summer residential facilities at Storrs; expand the array of University-sponsored intersession and Spring break minicourses, educational trips and similar activities; expand weekend programs.	1	I	\$
4.1f Expand on-campus programs for alumni and Connecticut residents such as open houses, educational opportunities, social events and reunions.	1	I	\$
4.1g Support and continually assess the role of athletics as a method of building a sense of community,	1	I	\$

	enhancing student life and improving the University's image.			
4.1h	Evaluate the impact of strong extramural athletics, intramural athletics and recreation programs on building a sense of community and take appropriate actions, e.g. meeting student, faculty and staff demand for tickets, excellent intramural facilities.	1	I	\$
4.1i	Create an atmosphere that allows nontraditional and commuting students to feel a part of the UConn community.	1	I	\$
4.1j	Institute a high-visibility lecture program on a range of current, challenging topics targeted at the whole university using outside speakers.	1	I	\$

Objective 4.2 Create a sense of ownership through shared responsibility and recognition.

Action Item	Prior.	Action	Funds
4.2a	1	I	0
4.2b	1	I	0
4.2c	1*	I	0
4.2d	1	I	\$\$

Objective 4.3 Facilitate internal communication and community participation.

Action Item	Prior.	Action	Funds
4.3a	1*	I	\$
4.3b	1	I	0
4.3c	1	I	\$
4.3d	1	I	0

Objective 4.4 Ensure that cultural diversity is nurtured at the University.

Action Item	Prior.	Action	Funds
4.4a	1	I	0
4.4b	1	I	0
4.4c	1*	-	-
4.4d	1	I	0

encouraged.

- | | | | | |
|------|---|---|---|----|
| 4.4e | Develop and implement projects that foster cultural interaction within the University, the state and the local community. | 1 | I | \$ |
| 4.4f | Develop a highly visible program that emphasizes multiculturalism and the benefits of diversity to society, and in particular the University. | 1 | I | \$ |

Strategic Goal 5

Allocate and develop resources on the basis of mission value and performance. Hold the community of students, faculty and staff accountable for the success of the University.

The success of the University is determined by its mission, its composition, the quality of students and faculty and staff, and achievement in teaching, research and service. To be successful, the University community must be committed to promoting improvement and innovation. It must also participate in ongoing evaluation to make sure that its educational programs and research reflect the needs of a changing society and culture. Clear processes allocating resources consistent with these accountability concepts is essential.

Objective 5.1 Resource allocation is to be based on performance in relation to established goals.

Action Item	Prior.	Action	Funds
5.1a Request each division, school and department to give an inventory of programs and their various interrelationships within the University.	1	I	0
5.1b Develop an analytic approach that shows the effect of resources on the outcomes of all University programs.	1	I	\$
5.1c Create a self-evaluation mechanism at all levels of the University to allow for a consistent evaluation process that is flexible enough to vary with the diverse segments of the University.	1	I	\$
5.1d Realign the budget process so that budgets reflecting priorities originate from the departments and are approved by the administration and the Board of Trustees. Once the department has an approved budget, it is the responsibility of the department to operate within that allocation.	1*	I	(\$)
5.1e Prioritize major research initiatives. (Objective 1.7)	-	-	-

Objective 5.2 Establish a University-wide process of program review, needs assessment and opportunity evaluation.

Action Item	Prior.	Action	Funds
5.2a Establish a continuous University-wide program review process. The review process should include external review and should clearly delineate teaching, research and service components, with a cost/value assessment included.	1*	I	\$
5.2b The Provost, in consultation with the deans of the schools and colleges, their faculties and an External Advisory Board (Action Item 8.8a), will identify opportunities for academic program consolidation and expansion, interdisciplinary programs, and program coordination with other	1	I,E	(\$)

institutions. Decisions will be based on program demand, needs of the state and nation, program quality, and resource considerations.

Objective 5.3 Establish a University-wide capital prioritization budgeting program.

Action Item	Prior.	Action	Funds
5.3a Develop a program to integrate the Strategic Plan with the capital needs of the University	1*	I	\$
5.3b Rank each project in terms of importance and sequence.	1	I	0

Strategic Goal 6

Streamline administrative functions.

If the University is to attract and retain outstanding students, faculty and staff, and provide excellent service, it must place the needs of the people it serves above internal considerations. As many organizations have found, an orientation toward those served is a vital link in building a caring, responsive organization. Our goals of building a community and student orientation are dependent on a user-friendly approach.

Objective 6.1 Reorganize administrative structure.

Action Item	Prior.	Action	Funds
6.1a Examine the administrative structure of the University and make changes necessary to accomplish the following goals: Closely coordinate all functions relating to the educational experience of students, including academics, research and student life. Establish clear lines of responsibility and authority, linked to financial decision making. Achieve accountability for performance, based on clearly defined goals. Streamline the organizational structure of each division and build cross-division coordination to improve productivity, responsiveness, and cost effectiveness. Foster a working environment based on teamwork, recognition for achievement and a shared vision of the University's educational mission.	1*	I	(\$)
6.1b Regroup and streamline administrative oversight and responsibilities for academic programs under the following areas: <i>i. Undergraduate Education.</i> Responsible for coordination, facilitation and enhancement of the undergraduate academic experience through a Center for Undergraduate Education structure at Storrs. Responsible for coordination with regional campuses to assure comparability of educational experience. <i>ii. Graduate Education.</i> Responsible for graduate program coordination, certification of faculty and degree auditing <i>iii. Research.</i> Responsible for University-wide coordination of research activities, research promotion, contract management and the Research Foundation.	1	I	0
6.1c Implement a bottom-up budget process beginning at the department or equivalent level. (Action Item 5.1d)	-	-	-

Objective 6.2 Organize service functions to focus on the needs of the user.

Action Item	Prior.	Action	Funds
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6.2a	Consider a consolidated service unit to coordinate and perform facilities construction and major renovation services. Conduct analysis to determine the specific units to include or exclude from this consolidation.	1	I	0
6.2b	Establish a student service center (Action Item 3.4a).	-	-	-
6.2c	Establish an Office of Enrollment Management (Action Item 2.2a).	-	-	-
6.2d	Coordinate the various aspects of research including research funding, grants and contracts accounting, and administration so as to facilitate information sharing and improved efficiency. The target outcome is satisfactory responsiveness to the research faculty regarding grant applications, approvals and financial administration.	1	I	0
6.2e	With union representatives, explore the possibility of developing a calendar of holidays that coincides with the needs of the University's clients.	1	I,E	0
6.2f	Assign to the Continuous Quality Improvement Council the task of overseeing development of service performance measures. The council should be empowered to direct service units to develop and submit performance measures for review and approval. (Action Item 2.5j)	1	I,E	0
6.2g	Define a process for measuring all service providers, with accountability tied to performance. (Action Item 5.2a)	1*	I	0

Strategic Goal 7

Promote the University's role in fulfilling the needs of the state, its citizens and its economic institutions.

How the University is perceived from the outside determines our ability to attract students, secure public support, develop alternative funding and increase pride in our accomplishments. And yet, the point most often raised to the Strategic Planning Management Committee was the incomplete understanding most people have of what the University has to offer. This area must be addressed if the University is to sustain gains it makes through the strategic planning process.

Objective 7.1 Position the University as one of the state's principal assets.

Action Item	Prior.	Action	Funds
7.1a Aggressively promote the University through local, regional and national print and broadcast media and to international constituencies via internet communications methods and vehicles.	1*	I	\$
7.1b Create programs to enhance our visibility within the legislature.	1	I	0
7.1c Develop University messages for use during athletic broadcasts to showcase University programs, services, and the scope of academic programs.	1	I	\$
7.1d Design and distribute publications concerning programs and fields of study that have direct impact on the state. These could include a publication on research, an economic impact study, publications on outreach and service programs, and a guide showing Connecticut businesses what the University offers them. (Action Item 8.1b)	1	I	\$
7.1e Communicate the role of regional campuses not only in the context of their specific impact on their region but also in relation to the University's overall impact on the state.	1	I	0
7.1f Communicate to all alumni through the alumni newspaper or a magazine how the University is fulfilling its mission and what role they can play in fulfilling that mission.	1	I	0
7.1g Effectively communicate the role of the University in continuing education and lifelong learning.	1	I	\$
7.1h Establish a task force to personally contact leading employers in the state and ask them how we can form a more productive partnership.	1	I	0
7.1i Strengthen the Alumni Network by developing a core group of alums who are politically active.	1	I	0
7.1j Provide incentives for student, faculty and staff outreach to community and similar service efforts.	1	I	\$
7.1k Encourage public input and involvement through such vehicles as regularly scheduled "town meetings" around the state.	1	I	\$

Objective 7.2 Promote the University's high standards and pursuit of excellence, particularly to potential students.

Action Item	Prior.	Action	Funds
7.2a Increase publicity internally and externally on availability of all forms of financial aid.	1	I	\$
7.2b Assist the Office of Enrollment Management in targeting high schools in the state, region, and nation and stressing the University's strengths and commitment to excellence.	1	I	\$
7.2c Focus public information efforts on excellence in programs, on outstanding faculty, and on students' achievements. Develop a special information strategy for high schools. (Action Item 2.2i)	1*	I	0
7.2d Promote the University as a source to the state for multicultural and global issues.	1	I	0
7.2e Strengthen the Honors Convocation and other programs recognizing outstanding undergraduate and graduate student achievement. Use the occasion as an opportunity to promote student achievement to external audiences.	1	I	\$

Objective 7.3 Convey an understanding of the University's mission and vision for the future.

Action Item	Prior.	Action	Funds
7.3a Assure that all University communications proceed from, and are focused upon, conveying to the public an understanding of the mission and vision of the University of Connecticut.	1	I	0
7.3b Communicate to the legislature and various constituencies of the University the specifics of the Strategic Plan and what implementation steps have been undertaken.	1	I	0
7.3c Communicate and constantly update information concerning the University's priorities and needs, both capital and operating, to all of our constituents.	1*	I	0
7.3d Present prioritized capital needs as a basis for a capital campaign that fosters individual and corporate investment in the University. Utilize national rating and screening program to communicate goals and vision.	1	I	\$\$
7.3e Promote the University through meetings around the state, including visits to editorial boards of leading newspapers and television and radio stations by the University president.	1	I	0

Objective 7.4 Recognize and celebrate the accomplishments of the students, faculty, staff and organizations of the University.

Action Item	Prior.	Action	Funds
7.4a Publish student, faculty and staff accomplishments in University publications. Promote accomplishments in local, regional and national media.	1	I	0
7.4b Encourage state, regional and national media to use UConn faculty experts in news stories. Provide workshops for faculty to assist them in honing their media skills.	1	I	0
7.4c Recognize faculty members, students and employees at all levels for outstanding work.	1*	I	0
7.4d Provide forums for showcasing research, providing recognition and communicating new	1	I	\$

information.

- 7.4e Promote recognition of graduate student achievements in teaching, research and outreach through a newsletter to graduate students or other means. 1 I \$

Strategic Goal 8

Foster a sense of partnership with the state.

Committed to Connecticut and to the World

While the University of Connecticut is one of the state's greatest resources, it also represents a significant expenditure of public funds. The success of the University depends on developing an active, mutually supportive partnership with the state. The University must be a leader in meeting the state's educational, economic and social needs, and the state must support the University's efforts to excel. The University's already substantial contributions -- in supplying an educated citizenry, in economic development, social outreach, the arts, and scientific advances, among others -- must be made known. The University also must seek new ways in which it can serve the state's needs, and must develop ongoing, positive relationships with state officials, legislators and Connecticut residents. The largest single factor in determining the impact of the University is its fiscal and regulatory relationship with the state.

Objective 8.1 Develop relationships, support mechanisms and programs such that the University becomes a central element in the state's economic development, job creation, social progress and quality of life.

Action Item	Prior.	Action	Funds
8.1 a Develop an ongoing relationship with legislators that encourages use of University expertise and programs for problem solving.	1*	I,E	0
8.1b Prepare and widely disseminate a catalog of University resources, programs and expertise available to the citizens of this state modeled after the University's "The State's Partner in Economic Development" report. (Action Item 7.1d)	1	I	\$
8.1c Provide a mechanism for prompt responses to information requests.	1	I	\$
8.1d Expand outreach programs to enhance the University's ability to assist the state in economic development, job creation, social progress and quality of life.	1	I	\$

Objective 8.2 With the state, develop a fiscal plan that specifies income and expenditure targets (operating and capital) on a multi-year continuum. This plan shall include accountability measures to demonstrate that investment in the University yields specified outcomes.

Action Item	Prior.	Action	Funds
8.2a Seek legislation that requires the Governor and the General Assembly to adopt budgetary goals for the University that extend the University's operating budget two years beyond the biennial	1*	E	0

budget and establishes a ten-year capital plan. Include performance goal requirements to demonstrate accountability and financial responsibility by the University.

Objective 8.3 With the state, establish mutually agreed to guidelines for state funding (operating and capital) of the University. These guidelines shall be the foundation for fiscal planning at the University and state levels.

Action Item	Prior.	Action	Funds
8.3a The University will continuously develop and update its Strategic Plan. The Plan will serve as a guide for capital and operational budget planning for the General Assembly and executive branch.	1*	I	0
8.3b Seek legislation that provides additional autonomy to manage University construction projects and charge design costs to bond funds. (Action Item 3.3b)	-	-	-

Objective 8.4 Develop state funded incentives for the University to develop supplemental funding sources, e.g., challenge grants, state-backed self-liquidating bonds, state match for major equipment purchases, seed monies for new initiatives with significant payback potential.

Action Item	Prior.	Action	Funds
8.4a Seek a commitment from legislators that efforts to increase private donations will not result in decrease in state support.	1*	E	0
8.4b Consider creating, through legislation, a University of Connecticut Infrastructure Renewal and Development program including privately raised matching funds.	1	E	0
8.4c Seek a funding source to match the federal Perkins Loan Program to support a cost-effective revolving loan program.	1	E	\$
8.4d Consider seeking legislation to establish a higher education equipment leasing fund.	1	E	\$
8.4e Consider seeking legislation that will establish a revolving loan program to support a University Student Emergency Loan Program.	1	E	\$

Objective 8.5 Evaluate and develop the use of the regional campuses as centers that meet the needs of traditional and non-traditional students, part-time students and the community for degree-oriented programs, continuing education and as centers for delivering University programs.

Action Item	Prior.	Action	Funds
8.5a Recognizing that the regional campuses are an integral part of the University, initiate a market study to determine: <u>Regional Campuses</u> --Factors influencing choice of preferred campus. --Incentives for choosing a regional campus (e.g., fee waiver). --Regional campus enhancements needed to serve students.	1*	I	\$

- Programmatic changes to meet demand at all campuses.
- Course scheduling considerations (what?, when?).
- Potential student populations (traditional, non-traditional, full-time, part-time) at each campus given the established admission standards.
- Opportunities for non-credit programming.

Statewide

- Identification of program needs of non-traditional and adult learners and companies (degree-oriented, non-degree).
 - Identification of appropriate sites to serve adult and non-traditional learners (home, office, central locations).
 - Opportunities for non-credit programming direct to companies or the home.
- | | | | | |
|------|---|---|-----|------|
| 8.5b | Ensure the University provides opportunities at the regional campuses that are of comparable quality to those offered at the Storrs campus. (Action Item 2.1b) | 1 | I | \$\$ |
| 8.5c | Expand and adjust course offerings and non-credit programming at the regional campuses in accordance with their missions and student demand. | 1 | I,E | \$\$ |
| 8.5d | Conduct a thorough assessment of the feasibility of appointing all new tenure-track faculty on the basis of University-wide tenure and eliminating campus-specific tenure by the year 2000. | 1 | I,E | 0 |
| 8.5e | Fully implement University-wide course scheduling, registration, add/drop, and payment processes. | 1 | I | \$ |
| 8.5f | Unify all administrative policies and procedures into a University-wide system. | 1 | I | 0 |
| 8.5g | Conduct a thorough assessment of feasibility of converting all administrative and support staff positions to a University-wide basis. | 1 | I | 0 |
| 8.5h | Through the optimal use of technology, utilize the expertise at each campus of the University to deliver educational programs. | 1 | I | \$ |

Objective 8.6 Aggressively market the University's capabilities and make full use of distance learning and technological innovation to provide access to the University throughout the state and interconnection with the world for teaching, research and service purposes.

Action Item	Prior.	Action	Funds
8.6a Take a leadership role in establishing a state-wide interactive distance learning network, including data/video interconnections. Develop a distance learning business plan to deliver specific courseware throughout the University and the state.	1*	I,E	\$
8.6b Offer a representative subset of courses and programs (credit, non-credit, public service) at regional campuses and Storrs via distance learning.	1	I	\$
8.6c Work with other state agencies on statewide efforts to provide public access to information.	1	I,E	0

8.6d	Initiate a program to identify, encourage and train faculty in the use of technology, including distance learning, within their teaching responsibilities. Support staff such as instructional designers, computer specialists, and producers shall be hired.	1	I	\$\$
8.6e	Expand the offering of courses and programs via distance learning to and from regional campuses in response to student needs.	1	I	\$
8.6f	Evaluate the educational effectiveness of the courses using distance learning with the goal of determining the most appropriate methods of teaching. Fully utilize technology to the delivery of programs throughout the state and at a level of quality equal to or greater than on-site delivery.	1	I	\$
8.6g	Establish clear University policies and incentives regarding the issues of intellectual property rights, compensation and evaluation raised by the promotion of distance learning as a teaching methodology.	1	I	0
8.6h	Seek legislation that authorizes the University to independently negotiate services and contracts with telecommunication carriers.	1	I,E	0
8.6i	Develop a program that encourages Connecticut cable operators to interconnect their systems to support state-wide delivery of courseware to homes. Identify incentives to foster cooperation and mutual support.	1	I,E	0
8.6j	Identify faculty members with international reputations, having the potential to attract widespread interest in their topics, and produce and market high quality learning programs with them for an international audience.	1	I	\$\$

Objective 8.7 Ensure that graduates are sufficiently computer literate and technologically aware to be successful in competitive employment markets or advanced degree programs.

Action Item	Prior.	Action	Funds
8.7a Encourage all students, faculty and staff to regularly use computer-based technology in their learning, teaching, research and service activities.	1	I	0
8.7b Improve support to students, faculty and staff so that they may make effective use of the computing and computing-based information facilities for learning, teaching, research, and service functions.	1*	I	\$\$

Objective 8.8 Organize and improve programs of interaction with external constituencies focusing on transfer of knowledge to the community (University, state, national, global).

Action Item	Prior.	Action	Funds
8.8a Establish an External Advisory Board that includes state, industry and University participants to advise the Provost in coordinating the focus of research and service efforts. (Action Item 1.7a)	1	I	0
8.8b The Provost will conduct an in-depth study of UConn's research and commercialization potential. (Objective 1.7 and Action Items 1.10d, 8.8d, 8.8e)	1*	I	0

8.8c	Implement a Statement of Policy for University-Industry Interaction. (The current draft must be updated to increase attention to commercialization of intellectual properties and encourage industrial and other off-campus researchers to use the University's faculty expertise and facilities).	1	I	0
8.8d	Expand efforts to educate faculty and students on the process and opportunities for commercialization of intellectual property. (Action Item 8.8b)	1	I	0
8.8e	Integrate the goals of the Connecticut Technology Park with those of the University to ensure that they complement each other while retaining independence. (Action Item 8.8b)	1	I	0
8.8f	Develop policies that encourage outreach activities that benefit external audiences, e.g. faculty compensation and evaluation incentives.	1	I	0
8.8g	Disseminate information on faculty expertise to business and industry through vehicles such as the Best/North America Database.	1	I	0
8.8h	Develop and continue service and research centers that serve external constituencies (For example, IMS, ERI, PMC, Photonics Research Center, CONN/STEP, etc.). These centers should encourage both faculty and student participation. Each center should have a mission, budget and results that are reviewed annually.	1	I	0
8.8i	Examine ways in which the University can assist the service and research centers in responding to their external constituencies.	1	I	0
8.8j	Expand the current Office of Technology Transfer, including expertise in the areas of engineering, physical sciences, business start-ups and interaction with the investment community. The purpose is to more effectively promote the commercialization of research results through both technology licensing and the formation of new businesses to assure that the University optimizes its financial return on its assets.	1	I	\$
8.8k	Provide seed funding to test new ideas. (Action item 1.11b)	-	-	-

Objective 8.9 Coordinate academic offerings.

Action Item	Prior.	Action	Funds
8.9a The Provost's Office will work with the State Department of Higher Education to develop a computerized listing of common, transferable courses.	1*	I,E	0

Coding Key:

Prior. (Priority): The first code indicates the item's priority category:

1* The committee feels that this action item should be addressed first.

1 Should be addressed as soon as possible.

Action: The second code indicates the type of cooperation necessary to accomplish the action.

I Can be accomplished internally.

E Implementation depends on external groups.

I,E Requires internal and external action

Funds (Funding): The third code provides a very rough estimate of cost. It is understood that full cost estimates will be completed during the implementation phase.

(\$) Will save money.

0 Can be accomplished using existing resources.

\$ Will cost less than \$100,000 to implement and maintain.

\$\$ Will cost more than \$100,000 to implement and maintain.

Appendix A

Center for Undergraduate Education Concept

The Center will emphasize the importance of undergraduate education and will coordinate academic functions that affect undergraduates. It will make more efficient use of present resources by making them more accessible to students, faculty and staff. It should be centrally located. It will stimulate innovation and be responsive to changing student and instructional needs. It will create clear lines of responsibility and a task structure that focusses on quality undergraduate education.

Its administrator must have the authority and resources necessary to work effectively with faculty members, department heads, deans, regional campuses and others. The administrator will report to the provost.

The Center could include:

- training and support services for teaching, under the direction of the Teaching Institute
- space for informal student-faculty meetings
- model classroom space (including distance learning facilities), which would be used for classes and as demonstration and training facilities for faculty members
- a help desk that would refer undergraduates to appropriate services outside of the Center (residential life, health services, the bursar's office, Babbidge Library, etc.)
- the Honors Program
- the Co-operative Education Program
- the Study Abroad Program
- Career Services
- the Admissions Office
- the Financial Aid Office
- facilities for the Center for Instructional Media and Technology
- permanent public recognition (through plaques, etc.) of significant student achievement (University Scholars, Honors Scholars, Rhodes Scholars, etc.)
- ongoing public recognition (through posters, displays, registers, etc.) of current undergraduate accomplishments (academic honors, outreach accomplishments, research activities, awards and grants, artistic work, publications, etc.)
- Office of Enrollment Management

Academic Affairs will bear primary responsibility for implementation and assessment.

A detailed plan for this extensive undertaking needs to be developed. Plans should be coordinated with those for the University Center (Action Item 3.4a). These will be the first of a series of steps necessary to implement this objective.