



Academic Plan 2010-15

Charting our Path to the Future: *toward a Renewed Culture of Achievement*

Our Vision: *the institution of first choice for students and faculty with a passion for inquiry*

Our Niche: *a premier learning-centered research university*

Our Emphasis: *innovation and interdisciplinary learning and discovery that can change the world*

Our Commitment: *an ethic of stewardship, community, and intellectual and economic vitality*

Our Values: *a culture of inclusion, respect, understanding, and global citizenry*

Our Future: *a legacy of self-sufficiency, accountability, achievement, and pride*

Acknowledgements:

This draft plan reflects broad input from the following individuals and groups including numerous students, faculty and staff from the URI community. Many thanks to all!

- *President Dooley*
- *165 Faculty participating in the January '09 Academic Planning Summit*
- *40 Students participating in the April '09 Student Planning Summit*
- *The Provost's Student Advisory Council*
- *The Council of Deans*
- *The Faculty Senate Executive Committee*
- *Vice Presidents Alfonso, Beagle, Dougan, Weygand*
- *The faculty Co-Chairs of the University's Equity Council*

We encourage the community to provide feedback on this Academic Plan to: comments@etal.uri.edu by October 9, 2009.

"The most important obligation now confronting the nation's colleges and universities is to break out of the tired old teaching versus research debate and define, in more creative ways, what it means to be a scholar." (We) affirm that the most important obligation now confronting research universities is to define in more creative ways what it means to be a research university committed to teaching undergraduates. The nation demands and deserves no less."

The Boyer Commission, 1998

Preamble

Collaborative Learning, Discovery, and Engagement

In a rapidly changing world with increasing competition for scarce resources, understanding the special strengths, niche, and opportunities that define the future of our university is exceedingly important. Focusing our efforts is essential. With our academic vision in place, a plan is a way of moving closer to that vision – translating it from a set of ideas into a set of actions that lead to new directions, programs, and initiatives. This draft Academic Plan provides goals, strategies, and actions that will allow us to establish clear direction and allocate resources to support those strategic initiatives that are most important to our future. This plan should inform all of us about what we need to do, and how we will do it, as we look to transform our activities to meet the challenges facing higher education in the new global century. Our academic vision shall serve as a guide. Our plan shall call on us to act on specific initiatives over the next 5 years towards realizing our distinct vision.

Academic Vision

The University of Rhode Island will be the institution of first choice for students and faculty. Our emphasis on *innovation* and *interdisciplinary* learning and discovery connects us with the world and is built upon a contemporary foundation of *liberal learning* and *scholarship* that celebrates diversity and complexity, and instills empowerment and social responsibility; our emphases in *integrated health systems, science and technology, and environment/alternative energy/green economy* translate into learning and discovery that matters deeply in the world. We strive for global prosperity through collaborative innovation and passion for inquiry.

In our academic vision, we establish the goal of creating a learning environment that is characterized by discovery, collaboration, inquiry, and engagement. We also set out principles focused on the importance of demonstrating *value* for our students and their families in their academic and co-curricular experiences. We shall become more *self-sufficient* and *entrepreneurial* so that we can better meet the financial challenges we face and will continue to face. We must lead the way in new *integrative approaches* to teaching, scholarship, and outreach by developing meaningful *partnerships* and embracing *innovation*. In all that we do, we should celebrate our accomplishments and exude a *sense of pride* in our collective achievements. In so doing, we will establish “a culture of achievement,” that raises the bar on our expectations of our selves and our students and, at the same, ensures a viable path to reaching those expectations. As such, we hope and expect that you will view this as an ambitious plan --- one that stretches us forward to new heights and higher levels of learning, discovery, and achievement. No doubt, these are challenging times. However, as we embark on a new era for our university, this is exactly the right time for us to define the future of our university by boldly ***Charting our Path to the Future.***

Advancing the Academic Plan

This draft Academic Plan was guided by the vision we articulated together. It is the result of widespread effort from many different colleagues across the University. In December of 2008, a faculty steering group helped plan and facilitate an Academic Planning Summit where all faculty of the university were invited to attend. In January 2009, we held a summit where elements of the vision were segmented and discussed in detail. More than 165 faculty members participated and provided critical feedback and ideas for how the vision could be addressed in the future. That response was heartening and highly influential in shaping this draft academic planning document. In April, we held a Student Summit from which many wonderful ideas emerged and many of these have been incorporated into the draft. Following these Summits, discussions with the Council of Deans, the leadership of the Faculty Senate, the faculty co-chairs of the Equity Council, enrollment planning consultants, and key administrators have provided further perspective. The following draft is a new working draft incorporating this additional guidance and input. Far greater specificity will be needed to define timeframes and key metrics to measure progress.

This draft Academic Plan articulates a set of goals and strategies and offers specific actions that will strategically move our university forward. The hope is that this will be an evolving document that focuses us and guides our work in a strategic direction. Because we view this as a dynamic plan, each year we will review progress and make appropriate adjustments to the plan. Equally as important, this plan provides an investment framework and strategy that will guide resource allocation and ensure financial stability for the future. Indeed, the vision and academic plan represent more than a collection of ideas, but rather our path to a new and vibrant future. If appropriately implemented, the University budget will become a visible manifestation of academic priorities outlined in the plan.

You are invited and encouraged to provide additional thoughts, ideas, and comments. This process should allow further consideration and, hopefully elicit, additional implementable ideas that will become part of our 5-year academic plan going forward. I encourage you to revisit the vision document and the summary notes from the Academic Planning Summit at www.uri.edu/provost and provide feedback in order to make this a better plan to comments@etal.uri.edu. The great ideas and efforts many of you have already contributed are very much appreciated.

I. Enhance Academic Quality and Value

Goal: Enhance academic quality and value through focused efforts in enrollment planning and strategic investments in teaching and scholarship.

Strategic Investments in Teaching and Research

A. Develop new emphases relevant to a broad meaning of liberal learning and scholarship for the 21st century.

1. Foster a climate that bolsters social responsibility and accountability as a component of liberal education for the 21st century.
2. Expand efforts to stimulate critical thinking about ethical behaviors, choices, and professional goals.
3. Strengthen interconnections between writing/public speaking and disciplinary learning throughout the curriculum.
4. Ensure visibility and value of scholarly efforts and productivity in the arts, humanities, and social sciences.

B. Integrate teaching and research across the University that addresses challenges and opportunities related to health and wellness.

1. Develop a new major in Health Sciences, including concentrations such as global and environmental health.
2. Explore the potential for other high demand majors related to health.
3. Further interconnections across the campus to bolster learning and discovery related to health sciences, health policy, wellness and improvement in quality of life and healthcare.
4. Explore professional graduate options, such as an MBA, focused on health care.
5. Partner with other units to focus on and improve the health and wellness of the campus community.
6. Explore coursework and research in health disparities related to underrepresented groups.

C. Integrate teaching and research across the University that addresses challenges of the environment and examines aspects of advancing a green economy.

1. Develop a new undergraduate major in “global change” and increase visibility of programs focused in environmental science, building on or establishing a mix of disciplinary and interdisciplinary opportunities.
2. Build upon and market the recently established sustainability minor to advance the university reputation as a “green” university.

3. Leverage extant expertise and reputation to expand research and application to advance Rhode Island's green economy.
4. Build on teaching and research expertise in oceanography, marine sciences, policy and social sciences, and coastal land and resource use to create and promote a *center of excellence* that links environment, economy, and society through disciplinary foundations with cross-disciplinary context.
5. Develop a crosscutting model of sustainability and stewardship in relation to campus operations, student and faculty learning and behavior, and innovative projects that contribute to the expansion of Rhode Island's "green" economy.
6. In partnership with the Division of Administration, provide a comprehensive program promoting environmental stewardship, sustainability, and energy cost savings through the support of resources for a Campus Sustainability Officer.
7. Explore the establishment of "green" versions of business, engineering, humanities and social sciences programs for undergraduate and graduate students.
8. Position the University within the state and nation to be a source of leadership related to science policy and the green economy, and other related issues.
9. Expand coursework and research in the emerging area of environmental justice.

D. Integrate teaching and research across the University that advances science and technology and their application in society.

1. Develop research themes and expand extramural funding and student support.
2. Leverage physical sciences and engineering teaching and research with business opportunities.
3. Explore the potential for an MBA tailored for engineers and scientists.
4. Further interconnections among mathematics, computer and physical sciences, and engineering disciplines in teaching and research, such as nanotechnology, material science, renewable energy, etc.
5. Advance the Math Science Learning Institute.
6. Expand access for opportunities to accelerated bachelor/master programs in the STEM disciplines.

E. Ensure the availability of disciplinary as well as interdisciplinary research and teaching programs.

1. Enhance existing disciplinary majors, supporting minors and electives by ensuring programmatic relevance and an efficient path to degree completion.
2. Maintain opportunities for disciplinary depth in areas relevant to student learning and scholarship.

Enrollment Planning and Educational Delivery

A. Implement initiatives designed to enhance the value of the student experience and to increase retention by focusing on academic quality, student life, institutional reputation, and financial stability.

1. Foster a “culture of achievement” by promoting faculty-student connections.
2. Elevate the challenge of first-year students and facilitate student success.
3. Explore a model of freshmen seminars within colleges focused on varying discipline-specific topics.
4. Support the development and delivery of existing and new, future-oriented, and topical interdisciplinary courses aimed at first-year students.
5. Enhance student success by promoting ≥ 15 credit completion each semester, implementing 4-credit course models where appropriate, offering online course options, and increasing internships for credit as part of the curriculum.
6. Coordinate academic programs with appropriate opportunities for student life.

B. Expand opportunities within the Honors Program for highly motivated students.

1. Grow enrollment and retention of honors students.
2. Provide the necessary support to expand diversity of students in honors courses.
3. Support efforts to expand honors courses and honors projects at all levels.

C. Augment advising and mentoring as a learning vehicle.

1. Implement within each College, the *URI Strategic Plan for Academic Advising from Admissions through Graduation*.
2. Enhance academic advising and graduate mentoring through assessment.
3. Create benchmarks in every department that promote advising and mentoring.
4. Establish undergraduate and graduate advising awards.
5. Support faculty development in advising and mentoring and provide incentives and recognition through annual reviews and promotion and tenure process.
6. Develop café type interaction spaces throughout campus that promote student-faculty/mentor interaction.

D. Improve faculty development and support in online learning technologies as tools for delivery of academic content and towards expanding online offerings.

1. Provide support and incentives for faculty or departments to develop online learning opportunities, recognizing the need for the investment of time.
2. Ensure adequate support for the technology required.
3. Reach beyond our traditional students, to include an international audience.
4. Make efforts to expand online course offerings in every semester, including summer and J terms, including offering selected majors, where appropriate, with a high proportion of the curriculum provided online.

E. Develop a university-wide enrollment-planning model that examines markets, selectivity, financial aid, and yield and establishes enrollment targets by college.

1. Expand recruitment (applicant pool, selectivity, and diversity at undergraduate and graduate levels) and promote student success and persistence.
2. Strategically allocate financial aid to enhance yield of high-achieving students.

3. Explore alternative standards beyond the use of standardized tests, such as excellence in leadership, community involvement, and diversity to help ensure a diverse and high achieving applicant pool.
4. Develop a profile of the successful URI student respective of values of diversity.
5. Engage all academic units in enrollment planning and student support.
6. Identify and recruit in states and regions with expanding populations of high school graduates while maintaining sensitivity to the balance between out of state enrollment and Rhode Island students.
7. Implement the common application for undergraduate admissions and understand student choices and perceptions of URI in the competitive marketplace by conducting market research.
8. Expand the development of partnerships with select high schools.
9. Develop relationships with universities and colleges that could feed graduate programs.
10. Expand recruitment and retention of diverse students for graduate programs.
11. Strategically expand the development of initiatives to recruit transfer students.

II. Prepare Students for a Changing World

Goal: Implement a contemporary model of active and collaborative learning and achievement that prepares students for the rapidly changing world of the 21st century.

A. Reinvigorate the general education program to assure relevance in preparing students for the future.

1. Integrate general education courses with those in the major in order to better establish them as relevant building blocks of a progressive undergraduate education model.
2. Develop interdisciplinary, disciplinary, and problem-based freshman seminars. Key elements should include: problem solving, information literacy, global and multicultural perspectives, quantitative reasoning, environmental literacy, health literacy, critical thinking, and perhaps a self-designed element outside of the major.
3. Establish integrating themes in the first two years based on “grand challenges,” (e.g., poverty, nonviolence, economic development, renewable energy, climate change, etc.).
4. Consider developing general education courses designed to establish multicultural competence as a learning outcome for all students.
5. Streamline the general education offerings and deliver in an efficient manner, challenging and supporting students and exploring a 4-credit model where useful or valuable.
6. Elevate the importance, value and prestige associated with teaching of general education curriculum and freshman courses, ensuring the involvement of tenure-track faculty and lecturers as appropriate to maximize faculty-student interaction.

7. Build on learning communities to ensure that students make meaningful connections between subject matter across courses or disciplines and with other students.

B. Enhance and increase interdisciplinary courses and programs at the graduate and undergraduate levels.

1. Support the development of a Center for Interdisciplinary Solutions as referenced in Goal III,B,5 of this plan.
2. Create interdisciplinary, team-based majors/minors/certificates accessible through one or more colleges, such as Global Studies, Health Sciences, Service Science, and Environmental Studies while sustaining programs that deliver disciplinary strength.
3. Create regular vehicles for dialogue among faculty and graduate students - such as forums for faculty to explore connections, ideas, and collaborations.
4. Enhance number of problem-based and collaborative learning courses at the graduate and undergraduate levels.
5. Sponsor a campus-wide Distinguished Lecture Series that highlights interdisciplinary scholarship.
6. Promote dual degree programs by removing barriers.
7. Expand interdisciplinary honors courses and projects.
8. Develop a system that provides incentives and removes barriers to interdisciplinary work.
9. Develop a system of joint faculty positions that include primary and secondary appointments and clear guidelines to address potential disciplinary versus interdisciplinary conflicts in tenure, promotion, or evaluation across academic units.
10. Maintain opportunities to promote disciplinary depth as well as interdisciplinary breadth.

C. Boost experiential learning for undergraduate and graduate students.

1. Expand undergraduate research opportunities.
2. Introduce students to the core of their profession/discipline at an early level through practica and internships.
 - a. Promote a more active role by faculty in securing community-based educational experiences and internships for students.
 - b. Expand collaboration with alumni for experiential learning (e.g., field trips, internships, guest speakers, interdisciplinary opportunities).
3. Develop and support (on a cycle of modernization) collaborative learning spaces within the library and academic buildings that support active learning and student access to faculty and academic support.
4. Expand opportunities that combine student employment with a credit-bearing internship(s) as an experience related to student learning outcomes.
5. Recognize the changing student demographics and implement variable timelines to meet individual student needs.
 - a. Increase J-term (January, June, and July) - 2-3 week topical courses that focus on field-based international or domestic travel, internships, online learning, and/or undergraduate research.

D. Encourage life-long learning.

1. Cultivate relationships with alumni towards providing and participating in opportunities for continuing education.
2. Develop meaningful skill-based minors for undergraduates and post-graduate certificate programs that enhance employment opportunities and advancement.
3. Enhance the vitality of summer offerings through theme-based Summer Institutes.

III. Research and Innovation

Goal: Work with the Division of Research and Economic Development to promote existing and new interdisciplinary endeavors in faculty and student research, scholarship, and creative work that address major societal challenges and opportunities, add value to the human experience, and expand a new innovation-based knowledge economy.

A. Partner with the Division of Research to better develop the infrastructure and coordination of resources in support of research.

1. Develop a more effective research process infrastructure for supporting faculty and their research.
2. Organize more effectively fiscal grant support across academic units and the centralized office that supports grant writing, including budget development, completion of application forms, and advice on marketing proposed projects to funders.
3. Provide additional financial support for graduate students to make URI more competitive.
4. Ensure the expansion over time of the graduate research assistant Tuition Differential Fellowship program
5. Ensure the strategic allocation and use of the Graduate Teaching Assistant resource to facilitate departmental research and scholarship.
6. Leverage the advantage of having access to matching opportunities from state and federal government.
7. Partner to develop a more agile business model for research.
8. Enhance faculty development for grant writing, including efforts to better involve a diverse pool of faculty.
9. Develop mechanisms to provide high performance computing in support of research and improve high capacity fiber-optic connectivity to enhance research capacity.

B. Develop programs that advance innovation and scholarship.

1. Bring together basic and applied research for the outreach, policy, and education needs of our State.

2. Sponsor a campus-wide Distinguished Lecture Series that highlights interdisciplinary scholarship. (**restated in Goal II, B, 5*)
3. Initiate and support a new and meaningful undergraduate research program that partner students and faculty in the process of discovery.
4. Expand tuition-reduction for grant-funded graduate students.
5. Create a new “URI Center for Interdisciplinary Solutions.”
 - a. Advance the concept of a Math Science Learning Institute.
 - b. Appoint a team to foster interdisciplinary programs across departments.
 - c. Develop a process or system to cut through “red tape” and facilitate faculty and student-driven initiatives in interdisciplinary programs.
 - d. Recognize, more formally, joint appointments across departments, colleges, and organizations.
 - e. Minimize barriers and provide incentives for faculty and departments to encourage interdisciplinary teaching and research.
 - f. Hire new faculty with an emphasis on interdisciplinary and joint appointments assuring disciplinary competence with cross-disciplinary breadth.
 - g. Orient new faculty with an emphasis on interdisciplinary education.
 - h. Leverage EPSCOR funding to advance scientific capacity and position of the University and the State.
 - i. Create centers that are responsive to both local and global issues and be multidisciplinary, multi-institutional, and actively involve students.
 - j. Develop sustainable funding models to sustain centers using such practices as public/private partnerships and the infrastructure in policy and practice to support them.
 - k. Assign Graduate Research Assistants to help support centers.
6. Assure the availability of library resources in support of research.

C. Together with the Division of Research, form widespread collaboration with key research faculty and potential business, non-profit, and agency partners.

1. Develop research/partnership portals that will serve as think tanks and provide enhanced communication between research faculty
2. Form an Undergraduate Industry Co-op program and an Institute for Undergraduate Research incorporating problem-based and experiential learning and offering options including certificate programs for professional advancement.
3. Advance opportunities for research on multicultural issues relevant to such fields as nursing, education, environmental justice, psychology and others.
4. Support development of the Research Foundation and a Research Park, to enhance economic opportunities for the University and the State of Rhode Island.

IV. Global Citizenry

Goal: Ensure that students and faculty are equipped with knowledge and experiences to function as responsible and inquisitive global citizens.

A. Strengthen the emphasis on global education across the curriculum.

1. Develop an interdisciplinary Global Studies major and minor.
2. Offer international and cross-cultural “travel courses” through J-term offerings.
3. Establish a “global village” living-learning community in residence halls that combines international and domestic students.
4. Create opportunities to host visiting international scholars to campus to interact with faculty and students.
5. Encourage Global Classroom experiences consisting of interactive shared online courses in partnership with universities abroad, co-taught by URI and international faculty.
6. Develop courses emphasizing Current Global Issues and International Affairs, which may be included within the general education requirement.

B. Develop a model that expands international/global programs and opportunities at the University.

1. Develop foreign language competencies among greater numbers of students.
2. Encourage and expand experiential learning opportunities, especially immersion in cultures and service to the community through credit and noncredit courses and programs.
3. Increase interaction between domestic and international students.
4. Expand enrollment of international students.
5. Enhance funding through development activities to ensure student access to international study.
6. Enhance cultural competence through general education curriculum and other efforts.

V. Ensure an Equitable and Inclusive Campus Community

Goal: Ensure a campus climate that celebrates difference and creates a rich learning community built upon respect, inclusion, and understanding of issues related to class, race, gender, and culture.

A. Raise consciousness and understanding in the URI community about privilege, bias, multiculturalism, and diversity.

1. Enhance URI’s Diversity Week by actively involving each College.
2. Enhance diversity and equity as a priority for the Division of Academic Affairs.
3. Strengthen division and college equity and diversity committees.
4. Expand integration of diversity content into honors courses, honors colloquium, URI 101 and other events.

B. Recruit and retain diverse faculty and staff.

1. Maintain hiring and retention standards in conjunction with Affirmative Action and academic excellence.
2. Implement programs to enhance ethnic and cultural diversity among the faculty.
3. Institute mentoring programs that help retain diverse faculty by complementing and supporting their success as teacher-scholars.
4. Sponsor cultural competence professional development seminars for faculty and staff in all units.
5. Promote policies to aid work-life balance and to assist in retention and support of productive teacher-scholars.
6. Develop an effective policy toward hiring faculty of dual-career households, including spouse/partner hiring, targeted to recruit and retain faculty of highest academic ability.
7. Establish procedures to authorize faculty searches in a manner timely to each discipline, to enable URI to compete effectively for faculty of minority or under-represented groups in a national marketplace.

C. Recruit and retain a diverse student community.

1. Partner with Talent Development to target and adopt specific RI and out-of-state high schools with diverse college-bound students.
2. Develop financial aid and scholarship strategies to help enroll and retain culturally and economically diverse student populations, including use of gift and grant funds.
3. Enhance recruitment of a diverse graduate student population to serve as role models for undergraduates.
4. Create or supplement existing awards programs within colleges that recognize diversity.
5. Increase diversity of student within colleges and departments with restricted majors and provide related incentives for departments with demonstrated success.
6. Strengthen and reinforce advising programs for underrepresented students in collaboration with Talent Development, Disability Services, University College and departments and colleges.
7. Disseminate data on recruitment and retention of underrepresented students within majors.

D. Make continuous progress toward creating a diverse and equitable culture throughout the URI campus and community.

1. Update the university-wide plan for access, equity, and multiculturalism, consistent with URI's mission as a research university.
2. Ensure an environment free of hostility by advancing effective processes for reporting and addressing any incidents or violations.
3. Partner across campus to regularly conduct "climate" evaluations.
4. Support initiatives that emphasize understanding differences for faculty, staff, and students.

E. Prepare the URI community to engage in a multicultural world and to understand human differences.

1. Promote and support learning about diversity throughout the curriculum.
2. Offer courses, in addition to GenEd Diversity overlay, on multiculturalism and diversity as options for all students.
3. Increase student learning about societies and cultures throughout the world, through both curricular and extra-curricular programs.
4. Continue to support faculty and staff development through workshops focused on diversity, tolerance, and respect, especially in relation to pedagogy.
5. Offer learning opportunities related to diversity and multiculturalism for doctoral students as preparation for their future roles in the academy.

VI. *Institutional Effectiveness*

Goal: Improve institutional effectiveness, academic quality, accountability, and performance.

A. Insure transparency and efficiency in the budget processes and allocation of resources.

1. Establish a set of budget principles that guide allocation of resources and responsibilities.
2. Develop a process for faculty-administration collaboration to ensure meaningful academic program review related to mission, productivity, cost effectiveness, and quality as drivers.
3. Ensure that allocation of resources reflect strategic priorities and investments and are guided by productivity, cost effectiveness, innovation, and academic quality.
4. Create incentives, and remove disincentives, related to efficient and effective management of the university's human resources, including administration, faculty and staff.

B. Promote mechanisms to ensure that shared governance reflects shared responsibility between administration and faculty.

1. Establish clear guidelines for prioritization of programs and capital projects.
2. Ensure an open dialogue with the Council of Deans and between deans and faculty within units.
3. Ensure open dialogue with the Faculty Senate.
4. Share institutional data broadly and invite input, recommendations, and new ideas.
5. Work to have all university initiatives openly discussed and understood; appropriately engage the campus community.

C. Gain greater transparency and equity in faculty and departmental expectations and workload in accordance with a recently articulated unit and university

mission.

1. Ensure that annual review and promotion and tenure review processes are thorough, fair, and objective.
2. Develop and share data that characterize unit productivity in multiple dimensions.
3. Establish college targets for student to faculty ratios that account for the missions, nature and structure of each academic unit.
4. Provide mechanisms for all forms of faculty teaching and scholarship to be recognized and celebrated.
5. Develop mechanisms to ensure an appropriate balance between teaching and research, and to encourage a model of outstanding teacher-scholars.
6. Benchmark expectations with data from appropriate peer and aspirant institutions representing the national, research university's mission.

D. Promote professional development and synergy among faculty.

1. Develop opportunities for faculty online topical forums.
2. Foster and host regular discussions among faculty and Chairs and ensure open dialogue through the Senate.
3. Expand opportunities for faculty mentoring.
4. Promote opportunities for faculty development in student mentoring and advising.

E. Expand course timeframes to improve retention, graduation rates, and efficiency, with respect to sound academic standards and breadth or depth of student experience.

1. Where appropriate, integrate 4-credit & variable credit courses into the curriculum.
2. Expand summer, winter, and J-term programs.
3. Expand opportunities for shorter/ intensive course options (weekends, J terms).
4. Expand the schedule of class offerings looking at all appropriate possibilities in a 24/7 capacity.

F. Utilize all facilities efficiently and effectively.

1. Equip classrooms and provide faculty with the necessary technology and support needed for instruction and delivery of academic content.
2. Utilize campus infrastructure more effectively, such as by expanding into evenings when appropriate for delivery of academic programs.
3. Develop a plan for on-going maintenance, replacement and modernization of technology.
4. Develop vibrant summer programs on the Kingston campus and daytime programs at the Shepard Building, consistent with URI's mission as a research university.

G. Streamline responsiveness of all processes within the university.

1. Implement automation and workflow enhancements of key financial and human resource processes to improve productivity and performance and become a “paperless” campus.
2. Enhance responsiveness of all offices, establishing realistic levels of staffing to achieve appropriate support for functions.
3. Achieve greater innovation and revisions to all administrative processes.
4. Improve registration/paperwork processes for greater efficiencies.
5. Support efforts to seek independence from the State with regard to purchasing and human resource issues and establish high standards of internal accountability in these areas.

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