COLLEGE OF ARTS AND SCIENCES
STRATEGIC PLAN
2011-2015

Mission
The College of Arts and Sciences encourages excellence in teaching through academic programs in the arts, humanities, social sciences, Harrington School of Communication and Media, mathematics, and physical sciences; engages in internationally renowned programs of research, scholarship, and creative activities; and supports application of knowledge through outreach to serve the changing needs of the state, the country, and the world. The College offers graduate and undergraduate programs of research, scholarship and artistic expression to enable students to understand the intellectual and cultural heritages in the global community, the physical world, rapidly changing technologies, and social, economic, and political development. The College promotes students’ ethical and intellectual development and capabilities through critical and independent thinking, reading, and communicating. The College fosters breadth through engagement with theoretical foundations and basic skills, and depth through the intellectual challenges explored via intensive study in a field of concentration. Student-faculty interaction is enhanced through independent and collaborative experiences to inspire life-long learning and civic engagement.

Vision
The College of Arts and Sciences forms the core of the University of Rhode Island, delivering a liberal arts education for the 21st century and performing a central role in fulfilling the mission of the University in undergraduate and graduate education, research, and outreach. We aspire to be a College of first choice for prospective students and faculty, offering internationally and nationally renowned programs.

Goals

Enhance Academic Quality and Value
- Increase the number of students affiliating with the College of Arts and Sciences at or near the time of entry to URI
- Increase the number of advising sessions
- Facilitate transition from University College to Arts and Sciences
- Improve quality of advising
- Improve the retention rates among students enrolled in majors in Arts and Sciences
- Improve the College’s four-year and six-year graduation rates

Approved by the College of Arts and Sciences faculty on April 17, 2007; amended with the addition of the Harrington School of Communication and Media April 13, 2009.
• Develop appropriate student/faculty ratios throughout the College of Arts and Sciences and ensure delivery of the curriculum for general education, services courses, majors and graduate programs

Goal 2: **Prepare Students for a Changing World**
• Ensure that the curriculum prepares students to engage as effective citizens and change agents
• Promote post-graduate learning in the College

Goal 3: **Develop Research and Innovation**
• Encourage increased participation in research and creative activities
• Communicate scholarly/research accomplishments of the College to the University and larger community
• Support and develop faculty research/scholarship with grantsmanship

Goal 4: **Prepare Global Citizens**
• Create more opportunities for students to participate in global learning via study abroad or via technology
• Identify, create and advertise courses with international context
• Create an international option for most majors, outlining how a student can incorporate summer or semester study abroad without extending time at the university.
• Enhance involvement of international community on campus
• Increase availability of international programs on campus

Goal 5: **Ensure an Equitable and Inclusive Campus**
• Enhance equity and inclusiveness for students
• Enhance equity and inclusiveness for faculty; recruit and retain diverse faculty and staff

Goal 6: **Enhance Institutional Effectiveness**
• Re-examine what the College does, what holds it together and determine if there are more effective ways to lead within URI as well as beyond it—and modify College mission as appropriate
• Develop a form of creative advocacy for College mission, activity and impact that permeates all levels of College communication, information and outreach
• Ensure that facilities support the College mission
The Strategic Plan

Goal 1: Enhance Academic Quality and Value.

We intend to improve enrollment timeline advising, retention, and the graduation rate of students in College of Arts and Sciences degree programs by enhancing the quality of the undergraduate experience and linking this to graduate and professional education as well as career pathways. Among our goals is to ensure that we have appropriate student/faculty ratios to deliver the curriculum in Arts and Sciences and to support the mission of the professional colleges.

Strategic Area: Enrollment

<table>
<thead>
<tr>
<th>Goal 1.1:</th>
<th>Increase the number of students affiliating with the College of Arts and Sciences at or near the time of entry to URI</th>
</tr>
</thead>
</table>

Metrics: Undergraduate students entering URI with a declared major in Arts and Sciences

- Total number of undergraduate majors
- Graduate students enrolled in programs in Arts and Sciences.
- Full-time equivalent of graduate students enrolled in programs in Arts and Sciences.

Strategy: Raise the yield percentage of incoming freshman to the College of Arts and Sciences, especially the out-of-state yield percentage.

Actions: Develop innovative joint or interdisciplinary undergraduate majors that will distinguish URI from competitors, qualify for New England Regional Tuition rates, and attract new students.

- Work with Admissions to enhance the College’s out-of-state market profile.
- Work with Advancement to continue to improve and update our website, recruitment materials, and approach to social media.

- Explore articulation agreements with URI graduate degree programs, including guaranteed admission (for students meeting academic standards), New England Regional Tuition status and overlapping or synthesized requirements between senior year and commencement of the Master’s Degree, to compress time frame for completion (a 3+2 program earning two degrees in five years: BA and MLIS, BS and MS, etc.). Consider simultaneous admission to undergraduate programs and graduate programs such as MLIS,
MPA, MBA, MO, etc. provided students maintain required minimum grade point average.

Create, in collaboration with the URI Honors Program, a College of Arts and Sciences initiative specifically for academic high achievers who enter with several AP or other college-level credits: establish a unique Learning Community, Honors affiliation, specialist advising (would also apply to high achieving transfer students).

Research and compile data-backed benefits of Arts and Sciences programs, especially in lower-enrolled liberal arts majors.

Work with Admissions professionals, Rhode Runners and Alumni Recruiters to disseminate updated information about benefits of Arts and Sciences programs.

Compile and disseminate information on outstanding graduates of programs in Arts and Sciences.

Do presentations at the Undecided Living Learning Community (currently in Barlow) on programs in Arts and Sciences and invite them to programming in our Weldin LLC.

Update website and promote student-oriented news and opportunities.

**Strategy:** *Attract more transfer students directly to programs in the College of Arts and Sciences.*

**Actions:** With Enrollment Management, gather and study data on transfer patterns to URI, including currently dominant pathways.

Create promotional materials that clarify credit transfer, specify advising support, and highlight transfer successes within the College - consider niche marketing of potential transfers (veterans, non-traditional, diversity).

Work with University College to enhance transfer advising events during the academic year. Identify and train advisers within Arts and Sciences on special needs of transfer students and best practices in serving them.

**Strategy:** *Capture enrolled undecided students during Orientation and year one.*

**Actions:** Ensure that University College Summer Orientation Advisers meet with chairs of each program they represent prior to start of Orientation.

Work with University College professionals who train Summer Orientation Leaders to promote proactive declaration of Arts and Sciences majors or undecided in Arts and Sciences status at the time of registration.
Create Arts and Sciences incentive program to attract best teachers to first year courses and UC advising (professorial intervention, outstanding faculty role models, and encouragement can motivate student consideration of a major).

**Strategy:** *Increase the number of students in lower-enrolled graduate programs and improve the profile of accepted graduate students across the College.*

**Actions:**
- Seek increased stipends and supplementary funding for graduate students to attract top students.
- Enhance promotion of graduate programs on department websites.
- Promote achievements of graduate students on department websites.

**Strategic Area: Advising**

**Goal 1.2:** Increase the number of advising sessions

**Metric:** Number of advising sessions with faculty recorded in the online advising system (contact logs)

**Strategy:** *Implement advisor holds in more undergraduate programs.*

**Actions:**
- Create a College phase-in plan to institute a college-wide advisor hold for all students at University College and in Arts and Sciences through 60 credits whether they are in University College or Arts and Sciences.

  - Require department chairs to report to the dean each semester the number and percent of majors who received advising, the advising load of each faculty member, and their use of contact logs.

  - Ask URI to revise contact logs to increase relevance for degree-granting colleges.

  - Recommend that departments institute advisor holds for students who have transferred into the College of Arts and Sciences.

  - Increase use of online advising contact logs.

  - Offer training of advisors to make maximum use of online advising system.

**Strategy:** *Integrate advising more fully into faculty workload.*
Actions: Clarify workload expectations for advising.

Include advising in the duties and responsibilities section of the annual review chair’s letter and address advising productivity and effectiveness in the Teaching section of the annual review.

Reward faculty for advising outreach via College and department advising awards, mention in the annual review, and annual recognition of most outstanding advisor.

Departments will develop annual survey of advisees to monitor success and identify barriers.

Strategy: Develop and communicate advising models for each department in the College.

Actions: Each department will include information on advising on its webpage which will be linked to the College webpage.

Evaluate possible use of the hybrid model for advising including use of professional advisors.

Goal 1.3: Facilitate transition from University College to Arts and Sciences

Strategy: Transfer students in timely manner once requirements are met.

Actions: Establish a College Advising Committee to examine, oversee, and improve all aspects of advising.

Have Dean’s office work with liaison between University College and Arts and Sciences to ensure timely transfer of students who have met requirements.

Conduct semester review of students ready to transfer. Identify departments where the most problems are reported and communicate with chairs and College Advising Committee.

Develop best practice for advising coverage when faculty members go on sabbatical or other leaves to ensure continuous advising.

Strategy: Help students to understand the transfer process and how they will be advised.

Actions: Ask all department chairs to develop a letter or personal communication welcoming students to the department, with a sample copy on file in the dean’s office, informing them of how they will receive advising and any other services available, including majors’ clubs and associated honor societies.
Each chair will be required to inform faculty of the names of their advisees. All students will be informed of the name of their advisor.

**Goal 1.4: Improve the quality of advising**

**Metrics:** NSSE data on advising showing improvement

Number of contact logs produced by advisors each semester/year

**Strategy:** *Develop standardized expectations for advising at various stages during the undergraduate experience.*

**Actions:** Create an advising checklist. Plan courses, review requirements and review MapWorks data; ask questions about how the current courses are going, how students like their living arrangements, roommates, etc. For subsequent years it would include a review of prior advising contacts, career plans, strategies to obtain career goals.

Help departments develop or improve advising worksheets, documents, brochures, and web-based materials.

Work with the Office of Internships and Experiential Education and Career Services to assist students with internships, job search, and career decisions.

Simplify advising by creating clear pathways to graduation.

**Strategy:** *Create spaces and opportunities in buildings throughout campus for students to congregate, meet each other, meet faculty, and build community.*

**Actions:** Request that the University Space Planner allocate space, where possible, for students to congregate in each building where faculty can drop by to interact with them.

Ensure all new construction and newly renovated space occupied by College programs have places for students and faculty to congregate outside class.

Create occasions where students can meet other students and faculty such as major’s club meetings, open houses, and other events.

Advocate for renovation of Chafee lobby including seating.

**Strategy:** *Offer a variety of advising options including use of new social media.*
Actions: Each department will establish peer advising; a SAKAI advising site for majors; Facebook site; listserv; advising information on websites including a link for “Who is my advisor?;” embed advising reminders within courses.

College Student Affairs will launch a Facebook site for advising and for notifying students of special events. [This is now up and running.]

Strategy: Reward good advising.

Actions: Give college-level and departmental-level awards for excellent advising.

Make advising management part of a chair’s evaluation.

Strategy: Increase monitoring/tracking of student progress.

Actions: Keep track of student grades, courses, progress to graduation and drop rates.

Strategic Area: Retention

<table>
<thead>
<tr>
<th>Goal 1.5:</th>
<th>Improve the retention rates among undergraduate and graduate students enrolled in majors in the College of Arts and Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metrics:</td>
<td>Retention rates of Arts and Sciences majors and graduate students show continuing improvement</td>
</tr>
<tr>
<td></td>
<td>Number and percent of graduate students with full-time support</td>
</tr>
<tr>
<td>Strategy:</td>
<td>Identify and implement specific curricular and social opportunities for intervention.</td>
</tr>
<tr>
<td>Actions:</td>
<td>Create events for faculty-student interaction outside the classroom.</td>
</tr>
<tr>
<td></td>
<td>Create departmental and program events to engage student majors during first six weeks of freshman year and first semester of sophomore year – key moments in establishing social and academic connections.</td>
</tr>
<tr>
<td></td>
<td>Create incentives for established faculty to teach more introductory courses.</td>
</tr>
<tr>
<td></td>
<td>Where appropriate, increase College faculty participation in the College Living Learning Community.</td>
</tr>
<tr>
<td></td>
<td>Faculty and upper class majors will invite and encourage freshman majors to attend talks and special events on campus.</td>
</tr>
</tbody>
</table>
Facilitate student learning in gateway courses.

Expand the Academic Enhancement Center (AEC) course support offerings while developing electronic and tutoring support for gateway courses.

Establish AEC support, where appropriate, for introductory offerings in the arts, humanities and social sciences where there are more unproductive grades or drops.

Provide better “transition” advising for students switching majors.

Study MapWorks to pinpoint specific reasons for student attrition.

Develop affinity groups within department/discipline.

Support disciplinary honor society activities to foster community.

Invite faculty to tell personal stories about their lives and careers at events designed to highlight diversity.

Examine and implement best practices in online courses to encourage student participation and reduce drop rates.

Work with other Colleges, AEC, and School of Education to improve student mastery of mathematics to improve progress toward degree.

**Strategy:** Identify and implement generation-specific communication strategies to improve communication with and outreach to students.

**Actions:** Train all advisors in use of electronic scheduling for advising.

Create self-paced labs or electronic programs to augment core skills and in areas of curriculum where students struggle.

Encourage use of social media for departments and college to enhance virtual community profile.

Create program to train senior students as mentors for potential first-year majors.

**Strategy:** Ensure adequate support for each graduate student.

**Actions:** Increase availability of funding for graduate students where possible.

Encourage eligible graduate students to apply for fellowships.
Increase funding on grants to support graduate students where possible.

**Strategic Area: Graduation**

**Goal 1.6: Improve the College’s four-year and six-year graduation rates**

**Metrics:**
- Overall 4-year and 6-year graduation rates of majors in Arts and Sciences
- Individual major graduation rates
- Number and percent of graduate students who show satisfactory progress towards graduation in accordance with program timeline

**Strategy:** *Improve advising within departments. See Goal 1.2*

**Actions:**
- Ensure students transferring from UC to a major have no gap in advising.
- Ensure that departmental advising (either individual or group) is available to students in order that holds may be lifted.
- Create clear departmental programs of study and pathways for students to navigate the curriculum.
- Make advising management part of a chair’s evaluation.
- Encourage students to submit intent to graduate forms early to receive graduation audits before the next semester’s registration period.
- Coordinate advising with departments that deliver service or prerequisite course(s) for a major to minimize course conflicts with required offerings.

**Strategy:** *Modify the curriculum to eliminate roadblocks and aid timely graduation.*

**Actions:**
- Support creation of a unified general education curriculum for the university.
- When possible, departments will develop revolving topics courses.
- Each department will identify at least four required core courses for each major.

**Strategy:** *Ensure that all graduate students make progress in program of study each term.*

**Actions:**
- Ensure that all graduate students submit their program of study and name of major professor/mentor by the graduate school deadline and no later than the end of the second year.
Ensure that all graduate students have a mentor no later than the end of the first semester of study.

Each department will develop a timeline for satisfactory progress toward degree. Departments will provide the dean a list of all graduate students and their mentors each semester.

Major professors will provide a report of progress each year to graduate director for each graduate student.

Conduct an annual meeting of all chairs and directors of graduate programs to review progress on and issues involving improvement of graduate education.

### Strategic Area: Faculty Hiring Priorities

<table>
<thead>
<tr>
<th>Goal 1.7:</th>
<th>Develop appropriate student/faculty ratios throughout the College of Arts and Sciences and ensure delivery of the curriculum for general education, service courses, majors, and graduate programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metrics</td>
<td>Number of faculty searches with successful hires</td>
</tr>
<tr>
<td></td>
<td>Increase in percent of hires from underrepresented groups</td>
</tr>
<tr>
<td></td>
<td>Student/Faculty ratios at or no more than slightly above targets by major (use Delaware Study as possible benchmark by major)</td>
</tr>
<tr>
<td></td>
<td>Average Student/Faculty ratio for College is at target or slightly above</td>
</tr>
</tbody>
</table>

**Strategy:** Recruit talented faculty for the 21st Century to reduce student/faculty ratios where appropriate, to ensure adequate expertise for teaching, research and outreach, to collaborate across programs and colleges, and to move in exciting new directions. This is a top priority for all areas of the College.

**Actions:**

Ensure that all programs have an acceptable faculty/student ratio.

Ensure delivery of curriculum for general education by tenure track and full-time lecturers where possible.

Ensure that all programs have sufficient tenure track faculty expertise and coverage in core curricula, with attention to newly developed programs, interdisciplinary programs, or tracks (e.g. Harrington School of Communication and Media, Film Media, Writing and Rhetoric, Track in Criminology and
Criminal Justice in Sociology, Chemistry and Forensic Chemistry, Medical Physics, Writing and Rhetoric, Health Studies, Sustainability).

Hire in areas where there are vertical holes in the curriculum and high unmet demand for expertise.

Hire in graduate programs where there are concerns about meeting accreditation standards and where there are high student/faculty ratios.

<table>
<thead>
<tr>
<th>Goal 1.8:</th>
<th>Engage in comprehensive program to identify present needs, disciplinary strengths, interdisciplinary opportunities and emergent issues that can inform faculty recruitment priorities.</th>
</tr>
</thead>
</table>

**Strategy:** Identify areas where there are strategic opportunities to recruit a diverse community of new faculty members that builds on disciplinary strength and emerging interdisciplinary opportunities and hire in those areas.

**Actions:**
- Establish an interdisciplinary group to develop an evidence-based plan that will address needs, strengths and opportunities to inform faculty recruitment priorities.
- Disseminate best practices on recruiting a diverse pool of faculty members.
- Encourage departments to apply for the Multicultural Faculty Apprentice Program and to utilize other University, national and international resources.

**Goal 2: Prepare Students for a Changing World**

<table>
<thead>
<tr>
<th>Goal 2.1:</th>
<th>Ensure that the curriculum prepares students with leadership skills and knowledge to engage the world as effective citizens.</th>
</tr>
</thead>
</table>

**Metrics:**
- Number of Arts and Sciences majors participating in internships
- Number of courses in Arts and Sciences that are coded for experiential learning
- Number of courses in Arts and Sciences that are coded for interdisciplinary learning

**Strategy:** Cultivate student awareness of academic enrichment opportunities (undergraduate research and creative work) and heightened awareness of the need to prepare for professional auditions and graduate examinations (GMAT, MCAT, LSAT, GRE, etc.).
Encourage participation in special programs to develop civic engagement and leadership skills.

**Strategy:** Promote interdisciplinary learning in the College

**Metrics:** Increase in interdisciplinary offerings

**Actions:** Identify existing interdisciplinary offerings.

Explore possibilities for development of interdisciplinary courses, majors, and minors.

Provide incentives for faculty to develop new offerings.

**Strategy:** Increase the number of students participating in internships and experiential learning.

**Metrics:** Number of students completing internships

Number of credit hours concerning experiential education

**Actions:** Develop sufficient opportunities and appropriate placements for all programs in the College.

Hire and work with a liaison with OIEE dedicated to helping students in Arts and Sciences for internships and experiential education. (Liaison hired.)

Invite alumni to come to campus and talk to students about careers.

**Goal 2.2:** Promote post-graduate learning in the College

**Metrics:** Number of postgraduate certificate programs and online certificate programs

**Strategy:** Develop post-baccalaureate certificate programs.

**Actions:** Consult with departments and graduate school to identify current offerings and possibilities, including interdisciplinary certificate programs.
Reach out to School of Education to examine needs of K-12 teachers for certificate programs.

Investigate international, national, and local needs for certificate programs.

Develop on-line certificates, including interdisciplinary ones.

**Goal 3: Develop Research and Innovation**

<table>
<thead>
<tr>
<th>Goal 3.1:</th>
<th>Increase productivity in research and creative activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metrics:</td>
<td>Scholarly productivity of faculty and students by # of:</td>
</tr>
<tr>
<td></td>
<td>Articles in refereed journals</td>
</tr>
<tr>
<td></td>
<td>Books published</td>
</tr>
<tr>
<td></td>
<td>Juried shows and curated exhibits</td>
</tr>
<tr>
<td></td>
<td>Artistic and creative projects</td>
</tr>
<tr>
<td></td>
<td>Faculty receiving professional recognition for scholarly achievements</td>
</tr>
<tr>
<td></td>
<td>Patent applications</td>
</tr>
</tbody>
</table>

**Annual commercial development agreements:**

- Cross-departmental funded research projects
- Cross-departmental PSO authorships
- Multidisciplinary centers
- Partnerships with external agencies
- Licenses of faculty patents
- Cooperative agreements with private sector

# of undergraduates participating in research projects with faculty or through a class

**Strategy:** Create a College Scholarship/Research/Creative Activities Committee to address research concerns and opportunities.
Actions: Form a College Scholarship/Research/Creative Activities Committee.

Charge the committee to increase research activity and eliminate barriers to progress.

**Strategy:** Develop innovative / interdisciplinary scholarship.

**Actions:** Highlight and promote current active interdisciplinary research centers (e.g. Cancer Prevention Research Consortium, Center for the Humanities, Feinstein Center for a Hunger Free America, Underwater Archaeology Group, Center for Health Behavior Monitoring and Intervention, Behavior Change Research Center, etc.)

Promote interdisciplinary research seminars and grant teams.

Disseminate notices of interdisciplinary RFPs and URI grant initiatives.

Increase partnerships with businesses and other organizations that invest in faculty research and creative work.

**Strategy:** Promote undergraduate research as an important part of education and learning.

**Actions:** Encourage undergraduates to apply for undergraduate research support.

Encourage all departments to include undergraduate research within the curriculum.

**Strategy:** Examine current course release policy and strive for equitable policy across the college.

**Action:** Convene a committee of chairs to review course release policies and formulate recommendations. (Workload Committee has produced a report that will inform workload assignments.)

---

**Goal 3.2:** Communicate scholarly/research and creative accomplishments of the College to the University and larger community

**Strategy:** Develop a data base driven website for faculty scholarly/research/creative accomplishments

**Actions:** Identify or hire college liaison to ITS.

Work with ITS to facilitate implementation.
Publicize to community via website and news releases.

**Strategy:** Create a culture of community where we share with each other our research/scholarship/creative accomplishments.

**Actions:** Charge the College Scholarship/Research/Creative Oversight Committee with organizing community events/lunches/seminars to highlight research and scholarship.

<table>
<thead>
<tr>
<th>Goal 3.3: Support and develop faculty research/scholarship/creative activities with grants funding</th>
</tr>
</thead>
</table>

**Metrics:**
- Number of SRGAs in College
- Number of faculty supported for meetings with grant officers
- Grant applications, awards and funding

**Strategy:** Improve fiscal support for PIs working on grants.

**Actions:**
- Hire one SRGA in next year; second in following years
- Sponsor meetings between Research and Economic Development and College faculty for grant opportunities for all disciplines.
- Ensure that all faculty members are on electronic lists for RFPs in their scholarship, research and creative areas.

**Strategy:** In collaboration with the Vice President for Research and Economic Development, offer faculty development and mentoring in grant proposal development.

**Actions:**
- Fund meetings with grant officers for investigators with promising research/scholarship ideas.
- Link faculty preparing proposals for the first time to an agency to a successful PI who has already been awarded funds.
- Allocate funds to supporting promising ideas when possible, for example summer seed grants for proposal development.
- Encourage faculty to participate in seminars offered by Research and Economic Development or other units on grant-writing and development.
- Ensure all College mentors can inform new faculty about grant opportunities.
Goal 4: Prepare Global Citizens

<table>
<thead>
<tr>
<th>Goal 4.1:</th>
<th>Create more opportunities for students to participate in global learning via study abroad or via technology</th>
</tr>
</thead>
</table>

**Metrics:**
- Credit hours in basic-level foreign language courses (100 level)
- Credit hours in upper-level foreign language courses (200 level and beyond)
- Number of students in foreign language-intensive programs (German Summer School, URI in Spain, International Engineering, Business, Textiles, Pharmacy, and Flagship)
- Number of A & S majors enrolled in Study Abroad or J-Term culture/study abroad courses
- Number of A & S majors enrolled in credit-bearing internship with international emphasis

**Strategy:**  
*Encourage more students to study abroad and pursue other international experiences.*

**Actions:**
- Promote funding opportunities that support international study and other experience (e.g. Demers Fellowships, Boren, etc.).
- Work with Office of International Education to streamline mechanism for prior course approval for study abroad.
- Foster links and partnerships with foreign universities.
- Provide more internship and J-Term abroad opportunities.
- Promote study abroad in countries identified by the RI Language Summit as priorities for Rhode Island.

**Strategy:**  
*Encourage more faculty to engage in professional activities abroad.*

**Actions:**
- Identify funding opportunities to support faculty teaching and research abroad.
- Increase support for international research presentation.
Goal 4.2: Enhance involvement of international community on campus

**Metrics:**
- Number of international activities
- Sponsorship of international speakers and events

**Strategy:** Identify and invite members of the international community at URI (students and faculty) to get involved, as appropriate, in department global initiatives.

**Actions:**
- Work with the International Office to add professional development for faculty to sensitize faculty to work with a diverse international student community. Also sensitize and orient new international students to American college life.
- Encourage faculty to team-teach a course with a faculty member abroad using technology.

Goal 4.3: Increase availability of college-sponsored international programs on campus

**Metric:** Amount of college-sponsored international programming

**Strategy:** Expand international programming beyond what is offered by Languages

**Actions:**
- Identify and encourage collaboration with faculty and staff with expertise in intercultural communication
- Add professional development for faculty to work with a diverse international student community and offer incentives for faculty to participate.
- Encourage international films and cultural events.
- Increase visits and presentations of international scholars, scientists and artists.

Goal 5: Ensure an Equitable and Inclusive Campus Community

Goal 5.1: Enhance equity and inclusiveness for students

**Metric:**
- Number of College courses that include diversity
- Student enrollment in courses that include diversity
- Number of students from underrepresented groups
**Strategy:** Continue integration of diversity into curriculum.

**Actions:** Work with new Vice President for Community, Equity and Diversity to align College and University goals.

Develop disciplinary and interdisciplinary courses stressing diversity, such as team-taught interdepartmental and Grand Challenge courses.

Infuse diversity into courses across curriculum.

Lead conversations among instructors about strategy for teaching courses on diversity

**Metric:** Participation in department and College events by members of historically underrepresented groups

**Strategy:** Enhance student social integration through curricular and co-curricular initiatives.

**Action:** Work with Student Affairs and Talent Development to support a diverse community of students.

Create college sponsored co-curricular events e.g. at the A&S LLC.

Enhance climate for diverse students.

**Goal 5.2:** Recruit and retain diverse faculty and staff.

**Metric:** Recruitment and retention of faculty from underrepresented groups

**Strategy:** Determine best practices of mentoring and creating collegial, inclusive work environments

**Actions:** Invite external experts to address institutional networking, best practices and solutions to problems

Invite visiting artists, scholars, and scientists from underrepresented groups to present, perform and exhibit their work

**Strategy:** Determine best practices for recruitment of faculty from underrepresented groups.
Goal 6: Enhance Institutional Effectiveness within Arts and Sciences

Goal 6.1: Re-examine the College mission and structure and modify as appropriate

**Strategy:** Form committee with representative input

**Actions:** Dean appoints Ad hoc committee with invited input from Council of Chairs.

Goal 6.2: To develop a form of creative advocacy for College mission, activity and impact that permeates all levels of College communication, information and outreach

**Metrics:** Number of concrete and efficacious changes to A&S website implemented that are consistent with URI branding initiative

- News stories about Arts and Sciences in URI publicity and outreach
- Social media vectors
- Donations to College people and programs

**Strategy:** Develop strategies to identify and cultivate an understanding the value of an Arts and Science education.

**Actions:** Identify and cultivate alumni to provide testimony.

**Strategy:** Inventory existing approaches for public relations and communications and analyze for improvements.

**Actions:** Evaluate and develop College website.

- Invite Advancement media and Admissions representatives to attend a Council of Chairs meeting. Have each department (as well as cross-disciplinary college entities) prepare updated list about their programs, activities and achievements.

- Increase social media vectors for student and alumni outreach.

**Strategy:** Inventory College, department and program outreach to the community.

**Actions:** Ask all departments to provide a list, by category, or outreach to the external community.
Note attendance and positive outcomes of community engagement.

Use the results to inform publicity and reports to alumni.

<table>
<thead>
<tr>
<th>Goal 6.3: Ensure that facilities support College mission</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metrics:</strong> New facilities planned, designed and completed</td>
</tr>
<tr>
<td>Renovated facilities planned, designed and completed</td>
</tr>
<tr>
<td><strong>Strategy:</strong> <em>Ensure that College priorities are communicated regularly as to need for new and improved facilities to ensure safety, programmatic needs, and aesthetic spaces and that needs are addressed.</em></td>
</tr>
<tr>
<td><strong>Actions:</strong> Track all facilities issues and ensure that concerns reported inform requests for emergency repair, substantive improvements to academic spaces, and the Capital Improvement Plan for new construction. Monitor work on new construction in consultation with Capital Projects (Center for Chemical and Forensic Science, Behavioral Change Research Center in Chafee, Center for the Humanities space in Rodos Hellenic Center adjacent to Fine Arts). Monitor renovations in progress or planned (Ranger Hall renovation for Harrington School; Tyler Hall renovation of Computer Science space for Digital Forensics Center; Historic Quadrangle Building renovations including East, Washburn, Ranger and Davis; Fine Arts Center renovation and addition, etc.).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 6.4 Enhance quality, efficiency, and equity in resource allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy:</strong> <em>Identify and eliminate unnecessary curriculum overlap</em></td>
</tr>
<tr>
<td><strong>Action:</strong> Inventory courses and recommend consolidation where relevant</td>
</tr>
<tr>
<td><strong>Strategy:</strong> <em>Identify opportunities to achieve national and international prominence of programs and invest as appropriate</em></td>
</tr>
<tr>
<td>See goal 1.7</td>
</tr>
</tbody>
</table>