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Dear Colleagues and Friends:

The University’s Academic Plan is central to shaping our priorities and defining our path for the future. Many areas of significant, quantifiable progress have been made as a result of the implementation of the 2010–2015 Academic Plan. This progress demonstrates the focus and dedication of URI faculty, administrators, staff, and students to achieve academic excellence.

The goals of this academic plan continue to build on URI’s momentum in certain areas but also incorporate new goals to achieve even greater success. The goals are: enhancing student success; expanding research, scholarship, and creative work; growing a global presence; embracing diversity and social justice; streamlining processes to improve effectiveness; and implementing a bold advancement agenda. These goals strongly resonate with my vision for the University’s future, outlined on the following page.

This is an opportunity for all of us to think creatively and energetically about how we can work together to achieve these goals and transform our university and our state.

Warm regards,

David M. Dooley
President
Dear Colleagues and Friends:

The landscape of higher education is changing rapidly and dramatically. Disruptive technologies, rising student debt, access and affordability, a renewed focus on student success and degree completion, globalization, and the evolving demography of our nation present challenges for every higher education institution in our nation. However, for those institutions committed to thoughtful strategies and innovation, these challenges will be opportunities for advancement and success. URI must be one such institution. Our future depends on our comprehensive commitment to thoughtfully and selectively embracing innovations with impact to shape a vibrant institutional future. We must define and invest in new modalities of student learning and educational technology, partnerships that support and enhance impactful scholarship, streamlined procedures and processes to allow agility, and advancement strategies that enhance our resource base and reputation. In so doing, we will become the first-choice institution for a dedicated and diverse community of students, staff, and faculty, and ensure a system of shared governance that will enable and empower URI in the future.

The 2016–2021 Academic Strategic Plan, Innovation with Impact: Shaping the Future of URI, responds to these challenges and opportunities with a clear set of goals, strategies, and actions developed and embraced by our community. The plan is dynamic and ambitious—it will stretch us forward and raise the bar on our expectations of ourselves. As a “living” plan, we expect these strategies and actions to evolve, even as they define and guide our strategic direction, shape our future, and also serve as a framework for investment and resource allocation. Hopefully, the bold ideas articulated here will inspire us to be innovative and impactful, moving us in important and exciting new directions.

Donald H. DeHayes
Provost and Vice President for Academic Affairs
About the Academic Strategic Plan

This plan provides strategic direction, a set of broadly defined goals critical to the evolution of our university. It is not a prescriptive plan, but rather a dynamic one open to modification as we proceed, progress, and observe changes in the world. The ideas in this plan are meant to guide our work, focus our priorities, and inspire us to move forward in exciting new directions.

Academic Vision

The University of Rhode Island will be the institution of first choice for students and faculty with a passion for inquiry. 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 and expertise in the broadly defined realms of health, environment, and science and technology translate into learning and discovery that matters deeply in the world. We contribute directly to global prosperity through collaborative innovation and productive partnerships.

In our academic vision, we establish the goal of creating a learning environment steeped in innovation and characterized by discovery, collaboration, inquiry, and engagement. We take pride in demonstrating these values 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 opportunities before us. We must lead the way in new integrative approaches to teaching, scholarship, and outreach by developing meaningful partnerships and embracing innovation.

OUR VALUES: uri.edu/cornerstones
OUR MISSION: uri.edu/mission
OVERARCHING FOCUS: INNOVATION WITH IMPACT

The University of Rhode Island aspires to nothing less than strategic excellence in all areas of academic pursuit and institutional investment. Therefore, all institutional efforts and initiatives outlined in this Academic Strategic Plan will emphasize and focus on innovation in the following areas:

- Engaging and innovative pedagogies, research, and academic programs that foster learning and success in matters of critical importance in the world
- Exciting and relevant collaborations deeply rooted in innovation that push the frontiers of learning, discovery, and problem solving
- New applications of technology that promote innovation, engagement, efficiency and effectiveness
- A community that reflects innovation and a commitment to strategic institutional advancement in all areas
- Innovative models and processes that promote agility and responsiveness across all divisions
Enhance Student Success
Transform undergraduate and graduate student learning and academic support with a firm commitment to student success and the development of knowledgeable, skilled, and engaged graduates prepared for an ever-changing world.

Strategy 1
Expand pedagogical approaches focused on engaging students in learning across the curriculum

**ACTIONS**
1. Promote use of engaging pedagogical approaches (e.g., flipped classrooms, team-based/problem-based learning, less hierarchical/more facilitative pedagogy, study groups, action research, students teaching students)
2. Implement widespread data analytics and self-paced learning options in courses
3. Promote increased faculty-student and student-student interaction (e.g., instructor-student feedback cycle, peer assessment/review, early alerts)
4. Expand the scope and strategy of the Honors Program to ensure student engagement and to enhance recruitment and retention of high-achieving students; seek external investment to ensure the Program’s continued vitality
5. Explore options that allow students to design or customize their own majors
6. Coordinate curriculum (align curriculum among multi-section courses, upper- and lower-level courses), integrate civic engagement and experiential learning projects (e.g., “unclassroom,” integrated clinical experience), and ensure programs actively engage students in integration, synthesis, and application of knowledge
7. Advance student support through information literacy
8. Expand online course offerings for all students and for targeted populations (adult learners)

Strategy 2
Significantly expand opportunities for experiential learning within all majors, and restructure academic and career advising to better support students in meeting their life goals

**ACTIONS**
1. Move toward a model of professional advising, especially in early years of the student experience and systematically assess the effectiveness of advising at all levels
2. Emphasize internships and experiential learning opportunities through knowledgeable advisors and a strong collaboration between the Center for Career and Experiential Education (CCEE) and advisors in all areas
3. Expand efforts to make graduate students and their advisers aware of and prepared for both academic and non-academic careers
4. Cultivate, value, and track experiential/project-based learning early in the student’s college career in every undergraduate major and in all graduate degree programs
5. Expand advisory boards/groups for all majors and/or colleges with goal of promoting internships and mentorships, where potentially useful
6. Develop greater coordination between the CCEE and departments/programs, including the assessment of graduates and their success
7. Reconceptualize and affirm (collaboratively among faculty and areas) the meaning and intent of service learning and undergraduate student research; and reorganize the undergraduate student research funding program to ensure it is fully available to and meets the needs of engaged students
Expand interconnectivity between campus/es by improving intercampus transportation options, developing an executive administrative and academic integration among Providence, Kingston, and Bay campuses, and advancing digital integration

4. Facilitate learning through collaborative use of resources, e.g., interprofessional education (IPE), anato/cluster class courses

5. Consider alternate course delivery systems that facilitate engagement, deep learning, on-time graduation, and exploration in other majors (e.g., 4-credit courses, half-semester modules, pass/fail option, auditing, J-term offerings, certifications, credit system/seat time); and address the needs of academically challenged students

6. Support the University Libraries plan to accommodate the increasing demand for academic support services

7. Implement a variety of teaching methods and student assessments within the same course, where possible, and expand the utilization of technology applications to enhance learning
Expand Research, Scholarship, and Creative Work

Achieve high-impact, translational, and innovative research, scholarship, and creative work that addresses state, regional, and world challenges to improve health, environmental sustainability, economic development, and the human experience.

**Strategy 1**

Broaden resources and support for significant growth in research opportunities with the state, nation, and world, and demonstrate value and recognition for multiple forms of scholarship

**ACTIONS**

1. UPDATE research, scholarship, and creative work across all academic disciplines with emphasis in four core strategic and transdisciplinary themes: (a) Health, (b) Science and Technology, (c) Environment, and (d) Liberal Learning and Scholar- ship for the 21st Century

2. Selectively recruit senior-level faculty hires in critical areas where the University is underrepresented or needs to accelerate development

3. Enlist senior research faculty to mentor, advise, and assist early-career tenure track faculty

4. Establish clear and open lines of communication about measuring faculty research productivity, appropriately value various disciplines, and types of scholarship

5. Focus on enhancing University Libraries to support research, scholarship, and creative work and make Special Collections a centerpiece of scholarship and a distinctive element of URI and the State of Rhode Island

6. Continue and extend commitment to international collaborations

7. Ensure effective research infrastructure, e.g., establishment of a vivarium research facility and a high-performance computing center

8. Leverage federally supported small business funding mechanisms to support facility research and translate research into commercial applications

9. Ensure that University Libraries provide access to current online publications and databases, and to print collections in nearby libraries

**Strategy 2**

Foster inquiry-based interdisciplinary knowledge and the Scholarship of Teaching and Learning (SoTL), and build greater connections across disciplines and academic units

**ACTIONS**

1. Recognize the Scholarship of Teaching and Learning (SoTL) (e.g., promotions, awards, grants, tenure, advancement, citations)

2. Improve publicity, marketing, and sharing of faculty and student research to key stakeholders within and outside the University across multiple media outlets and open access and digital commons

3. Improve infrastructure to serve multidisciplinary faculty research, scholarship, and creative work

a. Develop an interactive, visible, searchable website that lists faculty areas of expertise in research, teaching, and service

b. Explore establishing differentiated and individualized faculty workloads that better match interests, capabilities, and University needs and reflect faculty members’ changing interests and abilities over time, e.g., increased teaching activities in exchange for reduced research activities or reduced teaching for increased research activities with proven track record

c. Expand opportunities to build vertical research teams with interdisciplinary components

4. Attract new graduate students by developing new programs and renewing existing programs

5. Ensure that University-supported graduate assistantships (teaching and research) are strategically and equitably allocated to best support teaching and research needs and graduate program advancement; supportive of interdisciplinary programs; and reviewed on a regular basis

6. Create permanent structures for graduate teaching assistants to develop and receive feedback on their teaching

7. Create professional development opportunities for graduate students without teaching assistantships to gain experience and knowledge about pedagogy

**Strategy 3**

Target research initiatives that impact economic and workforce development

**ACTIONS**

1. Expand and nurture synergetic partnerships and funding with various stakeholders (e.g., corporations, philanthropic, governmental, and community-based organizations) at local, state, national, and international levels

2. Build public support and appreciation for the University’s research, scholarship, and creative work and its interconnectedness with economic and workforce development and enhancing quality of life in Rhode Island

3. Emphasize experiential undergraduate and graduate learning and research through integrative services, programs, and courses

4. Develop a wide range of 1- or 2-credit research/professional courses, or topical modules, that have value and appeal across broad disciplines

5. Implement innovations in digital technology and communication for researchers who are developing and preparing grant applications, preparing graduate fellowship applications, writing Institutional Review Board (IRB) submissions, or using the visual arts for enhancing graphics and illustrations in scientific writing and presentations

**Strategy 4**

Involve undergraduate and graduate students in rich and varied research, creative projects, and other opportunities

**ACTIONS**

1. Develop coordinated support services for undergraduate research and explore the potential for creating an office or center to support and organize these services

2. Increase student knowledge of preparing scholarly proposals

3. Create research-based courses to fulfill core major and/or general education requirements

4. Expand research-based, creative, innovative J-term courses/projects

5. Engage undergraduate students early in their tenure—especially those who are first-generation, low-income, or from underrepresented groups—as well as graduate students, in seeking external funding for research and/or creative activities

6. Aggressively publicize funding opportunities and successfully funded and completed research

**Strategy 5**

Develop high-performance research computing initiatives to facilitate research and advance big data analyses and applications across all disciplines

**ACTIONS**

1. Procure and support computational resources for faculty and students and provide a learning and training environment that includes:

   a. Technical support for computational, mathematical, and statistical consulting related to high-performance computer (HPC) enabled research

   b. Incentives for the formation of interdisciplinary research teams around HPC to encourage broad URI community involvement in research

   c. Training and educational support for researchers and students

   d. Enable and enhance HPC and research computing support for teams seeking external research funding

   e. Provide student and instructor access to data, HPC and research computing, and advanced analytical tools to improve opportunities for critical problem solving in multiple disciplines

2. Encourage the Big Data Collaborative to form an Institute for Data Intensive Discovery (ID2) to generate synergy among Big Data researchers and to coordinate related education and research activities across campuses

3. Create undergraduate and graduate courses, certificates, programs, and minors in big data, data science and/or data analytics. Begin with grand challenges, honors, and general education courses and develop training and educational support for faculty and student users

4. Develop user policies and management plans that attract new users and encourage new and innovative ways to use computing in the humanities, arts, and education

5. Provide incentives and organizational structure to foster a community of researchers in high-performance and research computing

6. Develop metrics for areas such as usage by faculty and students, funds invested by deans for faculty start-up packages, and grant impact—e.g., number of grant applications referencing the HPC Center

7. Ensure that graduate students have access to statistical expertise for their research
Grow a Global Presence

Advance the internationalization of the University, develop students as engaged global citizens, and create meaningful international strategic partnerships.

Strategy 1
Articulate and prioritize internationalization of institution-wide strategic plans and faculty hires

ACTIONS
1. Encourage colleges and divisions to incorporate specific global initiatives into their planning
2. Establish global committees and/or task forces within each college and division to monitor and assess progress of internationalization plans, including benchmarking with similar units at other institutions
3. Ensure that global education, research, service, and outreach are recognized and valued in promotion and tenure
4. Work to create a campus community that reflects the diversity of the global community
5. Provide professional development opportunities for faculty to develop global competence and incorporate global perspectives into their teaching where appropriate

Strategy 2
Provide appropriate administrative leadership and structure to promote and coordinate the globalization efforts of the University

ACTIONS
1. Assess current structures devoted to globalization efforts and consider whether to recommend changes
2. Establish clear internal and external communication channels to promote internationalization efforts (e.g., global website, campus events, newsletters)
3. Effectively integrate study abroad into the curriculum by engaging advisors to communicate opportunities to students, offer cross-cultural course options during and after study abroad experiences, and provide effective preparation for global learning by introducing cross-cultural course options delivered prior to study abroad
4. Enhance partnership efforts to recruit and enroll international graduate and undergraduate students, e.g., Education Service Providers, development of URI pathway programs, Associates in Cultural Exchange (ACE) conditional admission
5. Improve recruitment of international students through print, video, and online materials in target languages
6. Provide comprehensive support for and inclusion of enrolled international graduate and undergraduate students through advising, peer support, and programs at the University and college levels, such as peer ambassadors and expanded housing options

Strategy 3
Create opportunities for the internationalization of the curriculum and co-curriculum to ensure that all students are exposed to global perspectives and build global competence

ACTIONS
1. Partner with the Office of Advancement of Teaching and Learning (ATL) and other organizations to provide workshops for faculty on teaching experiential and global courses
2. Formalize a global studies minor that reinforces student global competencies
3. Create experiences and opportunities such as international tracks, global certificates, and expanded study abroad or domestic travel opportunities within majors and graduate programs
4. Expand students’ global geographic, linguistic, and cross-cultural learning and world orientation by expanding course offerings in these areas across disciplines and departments
5. Increase number, breadth, and variety of co-curricular activities that reinforce international elements of the curriculum, including the new global competency general education requirement

Strategy 4
Create institutional policies and support mechanisms to provide faculty with opportunities to develop global competence to maximize the impact of student global experiences on learning outcomes

ACTIONS
1. Increase international mobility opportunities for teaching, conducting research, and attending conferences abroad
2. Encourage faculty applications for international scholarship and provide support (e.g., Fulbright)

Strategy 5
Expand support structures and efforts to increase numbers of domestic students engaging in international education experiences, and successfully recruit, enroll, and retain international students

ACTIONS
1. Expand opportunities for graduate and undergraduate students to gain an international education experience of study, research, and/or internship (e.g., through an increased number of J-term and full-semester faculty-led study abroad programs, and through partnerships with international institutions and local globally-engaged organizations)
2. Standardize policy for transfer of credit gained abroad across all colleges and maintain a database of pre-approved transfer credits from international institutions

Strategy 6
Formalize the process of strategic planning and proposal review, approval, tracking, and assessment of international partnerships

ACTIONS
1. Identify strategic regions and countries as potential partner locations, based upon mission fit and ability to support and sustain collaborations
2. Create an interdisciplinary review team to examine and confirm that proposed collaborations are aligned with institutional mission, are fiscally viable, and have appropriate academic approvals
3. Streamline administrative process and legal review of collaborative agreements (e.g., memorandums of understanding/agreements)
4. Update collaboration proposal guidelines on URI website and communicate these to the deans and faculty in all degree-granting colleges
5. Review partnerships annually for operational and programmatic effectiveness and communicate with partners to discuss and implement changes as needed
Embrace Diversity and Social Justice

Inspire an enlightened community that is characterized by vibrant cultural diversity; that embraces difference; that is built upon a learning environment that fosters respect, understanding, and social justice; and that rejects prejudice and intolerance.

Strategy 1
Develop robust plans for diversifying faculty and staff by employing new and novel approaches that realize and retain greater numbers of diverse faculty.

**ACTIONS**

1. Encourage and support departments and colleges in using URI’s Affirmative Action plan, institutional data, and best practices to increase the number of diverse faculty and staff.

2. Educate the community about systemic and structural discrimination and marginalization.

3. Inform the community of the success of efforts to diversify faculty, staff, and students.

4. Secure institutional commitment to eliminating disparities in recruitment, hiring, and retaining faculty and staff.

5. Further advance and support work/life flexibility policies and practices.

6. Engage college diversity committees and presidential commissions in recruitment and retention, and in fostering a welcoming, supportive, and inclusive climate for faculty.

Strategy 2
Increase the recruitment, retention, and graduation of students from underrepresented groups, and provide support for their inclusion and success in the academic environment.

**ACTIONS**

1. Designate academic program liaisons to work with the Office of Admission on recruitment efforts and to develop outreach to engage and excite underrepresented K–12 students about URI.

2. Examine the use and impact on student success of diversity coordinators/advisors as mentors of undergraduate and graduate students from underrepresented groups.

3. Expand peer tutoring and support programs for underrepresented groups to increase success in Gateway courses and other challenging courses.

4. Seek and secure external funding for programs (e.g., Ford and Gates foundations) that support the inclusion and success of marginalized students in the academic environment.

5. Educate faculty about effective mentorship of graduate students from underrepresented groups and develop other targeted opportunities to increase diversity among graduate students.

6. Develop targeted opportunities to increase diversity among graduate students.

Strategy 3
Create an active learning community among students, faculty, staff, and administrators that engages in open discourse and enhanced understanding about what it means to be a diverse and socially just community.

**ACTIONS**

1. Engage and inform faculty about inclusive pedagogy, classroom climate, practices and policies, and diverse learning styles and encourage faculty scholarship in these areas.

2. Expand undergraduate coursework addressing diversity and inclusion through infusion of diverse course material in existing courses and development of new courses.

3. Urge graduate students from all divisions and programs to participate in cultural competency courses and development of new courses.

4. Leverage the Multicultural and Diversity Enhancement Fund for course development in multicultural competency.

5. Advance awareness and pedagogical sensitivity related to equity and diversity through faculty and staff orientation and professional development programs.

6. Incentivize faculty to integrate diversity and inclusion principles and practices in their work.

Streamline Processes to Improve Effectiveness

Engender a highly professional work culture that celebrates service and is characterized by flexible, effective, and efficient processes and by trust, support, and recognition towards greater institutional effectiveness.

**Strategy 1**
Develop new strategic and supportive human resource, affirmative action, and payroll administrative processes within all divisions of the University that enable efficiency and effectiveness in hiring and retaining excellent employees, and in performance management.

**ACTIONS**

1. Lead a collaborative process to develop a workplace vision and organizational values for the University.

2. Propose changes to the hiring process—without compromising recruitment of diverse applicants—such as:
   - Update personnel classifications and re-engineer human resource processes to promote additional paperless electronic processes (including internal payroll).
   - Develop a system designed to hire qualified people for jobs at all levels in a timely manner.

3. Engender a highly professional work culture that celebrates service and is characterized by flexible, effective, and efficient processes and by trust, support, and recognition towards greater institutional effectiveness.

4. All divisional/department heads should assess position descriptions annually to determine if required skill sets are current and to propose updates to better meet current and future workplace needs.

   a. Document the essential functions performed by current employees.

   b. Review job responsibilities to ensure they meet current needs and anticipate future needs; determine desired changes and work with HR to update and keep current.

   c. Identify new positions, taking into account creative ways to accomplish goals (e.g., shared positions, hourly work, and other employment arrangements).

   d. Prioritize positions strategically and develop a long-range (2–4 years) timeline for future funding requests.

5. Reinvest in a staff development program and performance management system:

   a. Institute cross training or similar mechanism to allow decision-making and response time to flow more quickly for hiring offers, search-related decisions, and performance management.

   b. Examine compensation and merit pay connected to performance management and professional development for greater organizational effectiveness.

   c. Strengthen coordination between the areas of Community, Equity, and Diversity (including the Office of Affirmative Action, Equal Opportunity and Diversity) and Human Resource Administration, and other areas as applicable.

   d. Incorporate diversity and equity training into staff development programs.
Strategy 2
Prioritize and improve information technology to better meet future technology-related needs of the institution

ACTIONS
1. Implement a shared governance process for Information Technology
2. Develop a comprehensive IT strategic plan in collaboration with the URI community
3. Develop annual priorities and a related funding plan
4. Annually assess all IT services to improve
5. Work towards the connectivity of software systems to ensure consistency and integration of systems and information across the University
6. Ensure the utilization of integrated systems and better assist staff in learning new systems

Strategy 3
Explore new business and administrative processes that serve faculty, staff, and students with the highest degree of service and efficiency

ACTIONS
1. In the Office of Budget and Financial Planning:
   a. Implement an interactive online budget and reporting system
2. In the Office of Legal Counsel:
   a. Delegate the review of certain types of contracts, such as maintenance agreements, equipment purchases, simple contracts, etc., and communicate the approval process broadly to campus and efficiently to approval requestors
3. Introduce new information technologies to ease processing of student forms.
4. Develop e-forms to track the progress of graduate students and facilitate their time to completion
5. In Business Services:
   a. Determine optimal centralization versus decentralization of business support services and consider the potential use of business support centers
   b. Explore re-engineering opportunities with end-users; assess results for service and efficiency improvements
   c. Develop more efficient processes for travel, purchasing, and administrative functions in all divisions and assess progress by division and function
   d. Improve automation so that it is timely and responsive and not reliant on the presence of particular individuals
   e. Assess processes and responses to ensure consistency, quality, and efficiency, including those in procurement
   f. Seek greater purchasing autonomy from State; update policies and procedures in Purchasing
   g. Streamline the Request for Proposal (RFP) and Bidding processes
   h. Utilize URI or Board of Education Master Price Agreement (MPA) contracts for services or goods purchased in volume where no state contract exists
   i. Complete a comprehensive study of whether travel agent services are cost- and time-effective and should be required of all offices
   j. Work with State Administrative Office on the MPA process for state travel agency and identify bottlenecks
   k. Review Administrative Management Review Committee (AMRC) proposal to consolidate custodial services under Facilities Services and consider whether to implement

Strategy 4
Improve research administrative processes at all levels and within all units

ACTIONS
1. Streamline and improve electronic workflow for research awards, from proposal to post-award
   a. Ensure better research compliance by reducing paperwork
   b. Create more effective pool fringe rates for all URI employees to improve budget management and ease in proposal writing
   c. Create a strong and effective program for mentoring potential principal investigators in grant writing and submission
   d. Better aid faculty members in research administrative activities
   e. Provide more effective and efficient legal support for research and compliance
   f. Make the intellectual property process more effective and efficient from disclosure of inventions to patents

Strategy 5
Develop processes and practices that enable Academic Affairs to more nimble update curriculum, solve problems, and work collaboratively across disciplines in order to better meet the needs of future learners

ACTIONS
1. Update and streamline the program proposal process and course proposal and revision processes for graduate and undergraduate courses; remove unnecessary bottlenecks
   a. Track the time projects spend in various stages of capital planning; improve efficiency; identify bottlenecks; account for cost overruns
   b. Improve accuracy of cost estimating and account in writing for cost overruns, repeating work, or underestimating cost of capital projects

Strategy 6
Explore changes in long-range space, facility, and capital improvement planning, including deferred maintenance plans; and assess campus planning efforts with the community to regularly make improvements

ACTIONS
1. Comprehensively review the physical plant and maintenance priorities and develop a deferred maintenance plan with identified funding streams; report progress
2. Improve the effectiveness of capital projects planning and implementation
   a. Track the time projects spend in various stages of capital planning; improve efficiency; identify bottlenecks; account for cost overruns
   b. Improve accuracy of cost estimating and account in writing for cost overruns, repeating work, or underestimating cost of capital projects
3. Assess potential improvements in the areas of small project management, traffic management and parking, winter storm and snow management, and energy efficiency
4. Ensure that long-range space planning reflects institutional priorities and is conducted in broad collaboration with the community
Implement a Bold Advancement Agenda

Elevate the stature of the University through robust and bold strategic advancement initiatives designed to establish a strong and sustainable financial and marketplace position.

The following strategies were coauthored between University and URI Foundation leaders and representatives:

**Strategy 1**
Engender a University culture of philanthropy through strong University partnerships

**ACTIONS**
1. Recognize the URI Foundation as the responsible organization for all fundraising on behalf of the University of Rhode Island, and as such, collaborative planning and regular reporting to the University should occur at various levels.
2. Identify and jointly develop strategic funding priorities for the University through collaborative planning between institutional leaders and the Foundation.
3. Educate University partners and the Foundation on the fundraising priorities of the University.
4. Consider every University event an advancement opportunity, and develop marketing and communication strategies as appropriate.
5. Ensure that fundraising effectiveness, success, and accountability are embedded in the responsibilities of the deans, development officers, and Foundation leadership, and as such will be used as criteria for evaluations and hiring.
6. Develop a strategy to engage students and their families as well as faculty, staff, and the University community in a manner that elicits a sense of “paying it forward” and collective interest in investing in the future of the University.
7. Clearly communicate the expectation that every institutional advisory council and board member participate in University giving to model behavior critical to an advanced fundraising agenda.

**Strategy 2**
Maximize the effective working partnership between the URI Foundation and the University, leading to the launch of a comprehensive campaign

**ACTIONS**
1. Clarify the roles, responsibilities, and expectations of each fundraising partner, including URI Foundation and Alumni Relations staff, VPs, deans, faculty, athletics staff, and other staff.
2. Develop and communicate policies and guidelines regarding how we successfully conduct fundraising efforts/business, including standards in areas such as prospect management, gift acceptance, naming opportunities, and the comprehensive campaign.
3. Collaborate on identifying University funding priorities and creating case statements for support.
4. Facilitate transparent communication between the University and the Foundation through regularly delivered fundraising reports, consistent meetings, joint evaluation processes with University leadership and Foundation staff, and education regarding best practices.
5. Provide ongoing education and training of best practices.
6. Implement a collaborative process for the development of individual prospect strategies.
7. Develop plans for each college, as well as key areas for annual giving (Annual Fund) and major gifts.
8. Engage Foundation leadership to ensure that endowment sufficiently supports the University and primary gift purpose, and incentivizes future donor giving.

**Strategy 3**
Leverage University relationships to expand the pool of individual, alumni, Foundation, and corporate prospects and donors

**ACTIONS**
1. Identify emerging University constituencies and friends to be evaluated as immediate or future development prospects.
2. Develop processes to ensure that all appropriate University and Foundation personnel appropriately share information that assists with the development process and prospect cultivation (e.g., contact reports).
3. Ensure strategic fundraising messaging in all University and Foundation communications, where appropriate, including consistent development messaging in individual college collateral materials, websites, social media and other outlets.
4. Leverage existing relationships with corporations and foundations, the Business Engagement Center, and other new business partners to expand the potential prospect base.
5. Ensure that a major focus of our alumni outreach and engagement is focused on advancement and support of the University.

**Strategy 4**
Ensure a cutting-edge infrastructure that supports a robust advancement operation

**ACTIONS**
1. Enhance Foundation-based prospect research, reporting, and capacity analysis and ensure that such information is accurate, timely, comprehensive, and utilized in developing prospect engagement strategies.
2. Develop strategies and an actionable plan for integrating the work of the Foundation and the Alumni Association.
3. Develop a strong and effective prospect and donor research component for discovery for each college and unit and ensure information is current in relation to area strategic needs.
4. Work with the Foundation to develop and implement creative and effective strategies to ensure sufficient financial support to achieve a robust and successful comprehensive campaign.
5. Implement best practices (Council for Aid to Education/CASE, Council for the Advancement and Support of Education/CASE) and identify processes, strategies, and resources; identify and implement changes as needed.
Appendix
GLOSSARY OF KEY TERMS

(Applied) Research and Scholarship
Applied, as opposed to theoretical, research and scholarship is focused on solving real-world problems. Students engaging in applied research and scholarship participate in the practical application of their studies to a specific client, state, business, or field-driven problem.

Certification Courses
Certification courses can be taken in addition to or separate from a degree program. When taken in addition to a degree program, a related certification enhances a student’s skills and provides additional marketability after graduation. Certification is an official, accepted designation that the certified individual is capable of performing a specific task or has acquired a specific skill. Some examples of certification programs include ESL certification (teaching English as a Second Language students in literature and writing) and CA certification (Chartered Accountant).

Civic Engagement Activities
Civic engagement means actively working in and with our communities to their benefit. Activities that promote civic engagement create an opportunity for students to become involved in their community and improve living conditions.

Engaged Models of Learning
Engagement refers to the level of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught. Levels of engagement may determine students’ motivation to learn and succeed. Engaged models of learning prioritize practice and real-world application of classroom knowledge.

Experiential Learning
Experiential learning is the process of learning through experience, and is more specifically defined as “learning through reflection on doing.” Experiential learning is distinct from rote or didactic learning, in which the learner plays a comparatively passive role.

Faculty Learning Communities
A faculty learning community (FLC) is a group of faculty, often gathered from across the disciplines, who engage in active and collaborative learning and teaching. These communities may also include graduate students and staff. The communities engage in seminars, retreats, interdisciplinary projects, and other collaborative efforts. They are created for the purpose of supporting faculty and encouraging the open exchange of ideas, information, and support.

Interdisciplinary Projects
Interdisciplinary refers to the combination of two or more academic disciplines. Interdisciplinary projects are designed to allow students to combine skills and knowledge from more than one academic discipline. By combining disciplinary knowledge and skills, students can seek more complex and comprehensive solutions to real-world problems and make connections between their different courses of study without the artificial separation of the classroom.

J-term
J-term, or January Term, is a special month-long period of study during which students can take classes held both on campus and around the world.

Liberal Arts
Specific disciplines, i.e., the humanities, sciences, and social sciences.

Liberal Education/Learning
Liberal education/learning focuses on the liberal arts with the goal of developing the mind. The Association of American Colleges and Universities defines liberal education as “an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth study in a specific area of interest.” Liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrable ability to apply knowledge and skills in real-world settings. (AACU, 2015, aacu.org/leap/what-is-a-liberal-education)

Mentoring
Mentoring relationships are established with the goal of providing support, training, and advising. Mentor/mentee models deviate from instructor/student models in that mentor/mentee relationships are often cultivated outside of the classroom and can be established between peers. Peer mentoring can help new students meet the expectations of college learning.

Outcome-Based Learning
Outcome-based learning is an educational theory that bases each part of an educational system around goals (outcomes). The educational experience is designed to assist students in accomplishing these goals.

Project-Based Learning
Project-based learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. These problems are often based in the “real” world and assist students in making connections between classroom learning and life outside the academic institution.

Scholarship of Teaching and Learning (SoTL)
The Scholarship of Teaching and Learning (SoTL) draws on the reciprocal relationship between teaching and learning. An important goal of SoTL is to enhance and augment learning amongst and between individual learners by investigating the many features of discipline-specific expertise and best pedagogical practice. Scholarly teachers do things such as reflect on their teaching, use classroom assessment techniques, discuss teaching issues with colleagues, try new things, and read and apply the literature on teaching and learning in their discipline and, perhaps, more generally. Scholarly teaching is closely linked to reflective practice.

Service Learning
Service learning incorporates community service with instruction and reflection as an initiative in teaching and learning. Service learning is intended to enrich student learning experiences, while simultaneously teaching civic responsibility, and benefiting communities. Service learning provides an opportunity to assist students in making connections between the knowledge they gain and the ways it can benefit those around them.

Student Portfolio
A student portfolio is a systematic collection of student work and related material that depicts a student’s activities, accomplishments, and achievements in one or more school subjects. Student portfolios may be collected over the course of their academic career or during a specific course or semester. These portfolios provide an alternate way to depict and quantify student success while simultaneously providing the student with a means of reflecting on their own progress over time.

Translational Research
Translational research is research that, when applied, will enhance human health and wellbeing. Such research is typically defined as “translate” its findings into benefits in human health, environmental sustainability, and economic development that will improve the quality of life for people globally.

Unclassroom
The “unclassroom” is an educational space that is not defined or limited by the physical space of the classroom. On the University of Rhode Island’s Harrington School of Communication and Media website, the unclassroom is described as “an interdisciplinary program where students will work on projects that a real-world client will use.” These projects include an course partnering with the Initiative to Educate Afghan Women, a nonprofit organization based in Providence that works with partner colleges and universities to provide a full four-year U.S. undergraduate education, leadership and social entrepreneurship training for Afghan women.