College of Business Administration
Five-Year Strategic Plan
2011-2016

Dean Mark Higgins
Last Updated November 30, 2012

THINK BIG...WE DO™
Competitive Advantages

1. **Student Value Proposition – Total Cost of Education versus Realized Benefits**

   In 2013, Smart Money magazine ranked URI 13th in the nation for return on investment. For our regional partner states we offer a reduced tuition for students majoring in Supply Chain Management.

2. **Certified Academic Programs – Accounting, Finance, and Supply Chain**

   We are a partner university with the Institute of Chartered Financial Analysts, which has led to our students successfully completing the Level I and Level II Certified Financial Analyst (CFA) exam. Entrepreneur Magazine ranks our accounting program among the top 15 in the nation. This coupled with the oldest AACSB accredited undergraduate and graduate accounting program in the Northeast, contributes to the success our students achieve in completing the Certified Public Accountant (CPA) exam. The College integrates Lean and Six Sigma certification in its Bachelor of Science degree in Supply Chain Management. The program is one of only 22 certified by the American Society of Transportation & Logistics (CTL).

3. **Strong Affinity and Sense of Community – Student, Faculty and Alumni**

   Surveys of our students consistently cite strong faculty-student collaborations, leadership opportunities, and diversity of the faculty and student body as the key factors that foster an open learning environment and community atmosphere. The friendly learning environment is facilitated by our small class sizes utilizing the latest teaching technology.

4. **Strong Focus on Continuous Improvement and Results**

   As the only AACSB accredited business program in the state that offers a doctoral degree, our nationally recognized faculty continue to improve our undergraduate and graduate curriculum while offering innovative programs such as the International Business Program (IBP) and the dual degree MBA and Masters in Oceanography (The Blue MBA).
Strategic Vision
The vision of the College of Business Administration is to be recognized as one of the leading business programs in New England that is highly responsive to the needs of the Rhode Island and regional business community. We will pursue excellence by offering multi-disciplinary business programs that align with the financial, health, environmental, science, and technological sectors of the economy.

Mission
Our responsibility is to provide strong academic programs that instill excellence. We aim to (1) promote critical and independent thinking, (2) encourage and provide opportunities for students to develop an understanding of business from a global perspective, (3) cultivate a sense of community through student-teacher collaborations, student affinity groups, and alumni programs, (4) develop students whose performance and commitment mark them as leaders contributing to the business community and society, and (5) foster personal responsibility. The College of Business Administration must serve as a center for business scholarship, creative research, and outreach activities to the citizens and institutions of the State of Rhode Island as well as the regional, national, and international communities. The three tenets of the College of Business Administration are: Excellence, Collaboration, and Leadership.

Excellence:
The College of Business Administration’s emphasis on excellence is accomplished by its commitment to student-centered learning and research.

Collaboration:
Collaborative projects inside and outside the classroom, in research and internship opportunities prepare the College of Business Administration students for a world that values teamwork and high performance.

Leadership:
Our commitment to developing strong leadership is delivered by learning opportunities that emphasize ethical and sustainable management of change in a global world.
Charting the Course
The faculty at the College of Business Administration are committed to providing the best educational experience for our students.

1. **Enhance Academic Quality And Value**
   We will continue to provide an *innovative learning environment* that challenges students to think creatively, strategically and to anticipate changes in this competitive, technology-intensive, and innovation-based global economy. We will inspire creativity and innovation through multidisciplinary and multi-cultural team-based projects.

2. **Establish a Leadership Position in Our Research**
   We will continue to embrace and *foster a culture of research that rewards all forms of scholarship*: Scholarship of Discovery, Scholarship of Integration, Scholarship of Application and Scholarship of Teaching. We will prioritize research investment based on the research strengths of the faculty and the academic plan of the institution (e.g., financial, health, environment and technology sectors of the economy). Our research should examine the issues in these sectors utilizing a multidisciplinary approach that considers the ethical, global and sustainability issues facing these sectors.

3. **Prepare Students For Changing World**
   We will continue to educate future leaders to *embrace the constantly changing world*. We will provide students the skills they need to continue prospering in shifting job markets; we will prepare them for a variety of employment opportunities and guide them in a global environment that respects equally sustainability and growth.

4. **Producing Business Leaders Who are Socially Responsible, Aware of Issues Concerning Ethics and Sustainability**
   We will continue to emphasize that ethics are an essential component of all business decisions. We will *inspire social responsibility and sustainability* and strive to provide an academic experience that instills confidence, leadership skills and a strong moral compass in our graduates.

5. **Ensure an Equitable and Inclusive College Environment**
   We will continue to foster a culture that *supports a climate that celebrates difference* while creating a learning community built upon respect, inclusion, and understanding of issues related to class, race, gender, sexual orientation, ability, religion, and culture.

6. **Institutional Effectiveness**
   We will continue to *emphasize a culture of excellence and continuous improvement* in the College that ensure that all faculty and staff are aligned with the strategic mission and are rewarded for achieving the mission.
<table>
<thead>
<tr>
<th>UNIVERSITY OF RHODE ISLAND</th>
<th>COLLEGE OF BUSINESS ADMINISTRATION</th>
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</thead>
<tbody>
<tr>
<td>I.  Enhance academic quality and value</td>
<td>- Develop and launch new MBA program</td>
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<td>- Expand interdisciplinary program</td>
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<td>- Continuous course assessments</td>
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<td>II. Research and Innovation</td>
<td>- Collaborate with business</td>
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<td>- Promote student faculty collaborations</td>
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<td>- Enhance all forms of scholarship</td>
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<td>III. Prepare students for changing world</td>
<td>- Enhance International Business Program</td>
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<td>- Dual language and study abroad programs</td>
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<td>- Career planning and internships</td>
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<td>- Improve student affairs and programs</td>
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<td>IV. Global Citizenry</td>
<td>- Integrate social responsibility and sustainability</td>
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<td>- Social enterprise and civic partnerships</td>
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<td>V. Ensure equity and an inclusive campus community</td>
<td>- Develop innovative programs to foster diversity</td>
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<td>- Hire part-time person to work on diversity issues</td>
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<td>VI. Institutional Effectiveness</td>
<td>- CBA awareness and image – Marketing</td>
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<td>- Development Office – Philanthropy</td>
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<td>- Quality metrics and feedback loop</td>
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<td>- Advance facility and technology</td>
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<td>- Faculty motivational strategies</td>
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### Strategic Objectives and Action Plans

1. **Enhance Academic Quality And Value**

   We will continue to provide an *innovative learning environment* that challenges students to think creatively, strategically and to anticipate changes in this competitive, technology-intensive, and innovation-based global economy. We will inspire creativity and innovation though multidisciplinary and multi-cultural team-based projects.

   **Action Item:**
   1.1 Continue to innovate our undergraduate and graduate programs.

<table>
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<tr>
<th>Achieve Through</th>
<th>Metric</th>
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| 1.1.1 Revise our undergraduate and graduate programs based on industry feedback, benchmarking and assessment data. | * • Program based (critical thinking, communication etc.) assessment results.  
• Knowledge based assessment results.  
• Consult with advisory board.  
• Benchmark through EBI data. |
| 1.1.2 Incorporate technology that advances student learning into our undergraduate and graduate programs. | * • Increase by 20% the number of courses using course learning management software  
• Have 15% of the faculty engaged in pilot testing using technology based pedagogical tools that enhance student learning. |
| 1.1.3 Revise the daytime MBA program to create an integrated, an innovative learning experience that incorporates multiple forms of experiential learning. | * • Have the faculty, and university approve the curriculum and upgrade Providence facilities to launch revised MBA by fall 2012. |
| 1.1.4 Explore the revision of the lower and upper business core to create a more integrated curriculum. | * • Charge the undergraduate committee to benchmark other institutions and report to the College by the Fall 2012 retreat. |
**Action Item:**

1.2 Emphasize the importance of experiential learning (i.e., internships and problem based learning) as a key-learning component in both our undergraduate and graduate programs.

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<tr>
<th>Achieve Through</th>
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<tr>
<td>1.2.1 Hire a part-time coordinator for experiential research projects.</td>
<td>• Person will be in place by January 2011.</td>
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<td>1.2.2 Hire a part-time employer relations to increase the number of internship opportunities.</td>
<td>• Person will be in place by September 2011.</td>
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**Achieve Through**

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<tr>
<td>1.2.3 Qualified students doing internships for credit.</td>
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<tr>
<td>1.2.4 Qualified students engaged in external project based learning for credit.</td>
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<tr>
<td>1.2.5 Explore whether and/or how project based learning credit can be used in the part-time MBA program.</td>
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- Increase by 10% the number of students with internships.
- Increase by 10% the number of students conducting external project based learning.
- Charge the graduate curriculum committee to determine this and report to the College by the fall 2012 retreat.

**Action Item:**

1.3 Include career focus preparation for students.

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<tbody>
<tr>
<td>1.3.1 BUS 390 - Passport course.</td>
<td>• Increase student satisfaction with course.</td>
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<tr>
<td>1.3.2 Expand students involved in student clubs.</td>
<td>• Increase by 10% the number of students involved with student clubs.</td>
</tr>
<tr>
<td>1.3.3 Expand Career Day activities.</td>
<td>• Increase by 5% the number of students attending career day.</td>
</tr>
<tr>
<td>1.3.4 Develop an alumni student mentorship program.</td>
<td>• Charge career services staff, the Associate Dean for Development and the student affairs committee to develop a pilot program for student mentorship by the fall 2012.</td>
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<td>• Increase by 10% the number of alumni participating in career day.</td>
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</table>
2. **Establish a Leadership Position in Our Research**

We will continue to embrace and foster a culture of research that rewards all forms of scholarship: Scholarship of Discovery, Scholarship of Integration, Scholarship of Application and Scholarship of Teaching. We will prioritize are research investment based on the research strengths of the faculty and the academic plan of the institution (e.g., financial, health, environment and technology sectors of the economy). Our research should examine the issues in these sectors utilizing a multidisciplinary approach that considers the ethical, global and sustainability issues facing these sectors.

**Action Item:**

2.1 Have all terminally qualified faculty actively engaged in one or more aspects of research.

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<tr>
<th>Achieve Through</th>
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<tbody>
<tr>
<td>2.1.1 Maintain the number of terminally degreed faculty consist with the mission of the College.</td>
<td>• The College will maintain a minimum of 50 terminally qualified faculty.</td>
</tr>
<tr>
<td>2.1.2 All terminally degreed faculty will meet the College definition for AASCB of being academically qualified (AQ).</td>
<td>• All faculty will publish 2 journal articles over a rolling five-year period  • 50% of the faculty will exceed the College definition of AQ.</td>
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<tr>
<td>2.1.3 Encourage and support grant based research.</td>
<td>• Release time for grants.  • Increase the number of faculty applying for grants  • Increase the overhead generated through grants.</td>
</tr>
<tr>
<td>2.1.4 Reward faculty who are engaged in all types of high quality research.</td>
<td>• We will expand the research reward program to recognize research excellence beyond Scholarship of Discovery.</td>
</tr>
<tr>
<td>2.1.5 Provide resources to encourage and retrain faculty interested in actively pursuing our research foci and interdisciplinary research.</td>
<td>• We will provide four competitive summer research grants of $8,000 to those engaged in multidisciplinary research.</td>
</tr>
<tr>
<td>2.1.6 Encourage faculty to engage in both internally and externally project based learning for credit.</td>
<td>• Provide stipends and/or release time for faculty significantly engaged in experiential learning.</td>
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<tr>
<td>2.1.7 Have faculty serving on editorial boards and as ad hoc reviewers.</td>
<td>• Have one faculty in each discipline serving on an editorial board  • Have 30% of the AQ faculty in each discipline serve as a reviewer during the year.</td>
</tr>
</tbody>
</table>
3. **Prepare Students For Changing World**
We will educate future leaders to *embrace the constantly changing world*. We will provide students the skills they need to continue prospering in shifting job markets; we will prepare them for a variety of employment opportunities and guide them in a global environment that respects equally sustainability and growth.

**Action Item:**
3.1 We will continue to emphasize in terms of development and delivery the global nature of business and shall expand our teachings to include different cultures and languages to foster an open and creative learning environment.

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<thead>
<tr>
<th>Achieve Through</th>
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| 3.1.1 Expansion and enhancing the International Business Program. | • We will develop a marketing plan for the IBP.  
• We will increase the number of students enrolled in the IBP by 10% a year.  
• We will provide scholarship funds for all students in their senior year of the IBP program. |
| 3.1.2 Encourage students to Study Abroad Program. | • We will maintain the number of students who study abroad.  
• We will increase funds to support students studying abroad. |
| 3.1.3 Encourage and support faculty conducting overseas sabbaticals. | • A minimum of 75% of all approved sabbatical will have a significant global component. |
| 3.1.4 Encourage visiting faculty to teach at URI. | • We will work with the Provost to create one dedicated faculty line for a visiting professor. |
| 3.1.5 Expand the international/culture components in our courses. | • Increase the number of courses in the College that focus on international business/culture issues [See 5.1.2]. |
4. Producing Business Leaders Who are Socially Responsible, Aware of Issues Concerning Ethics and Sustainability

We will emphasize that ethics are an essential component of all business decisions. We will inspire social responsibility and sustainability and strive to provide an academic experience that instills confidence, leadership skills and a strong moral compass in our graduates.

**Action Item:**
4.1 Increase our students’ understanding of the importance of ethics and sustainability in decision-making.

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<tr>
<th>Achieve Through</th>
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</table>
| 4.1.1 Expand the emphasis on ethical decision-making, sustainability and the social responsibility elements of global business practices in making strategic decisions in our courses. | • Increase the number of courses in the College that focus on ethical decision-making, sustainability and the social responsibility elements of global business practices in making strategic decisions.  
• Establish a faculty group and provide incentives for them to develop ‘common cases’ that instill ethical decision-making, sustainability and social responsibility. |
| 4.1.2 Provide avenues for faculty to attend workshops and seminars on ethical decision-making, sustainability and the social responsibility. | • Have at least two faculty per year attend a seminar/workshop that focuses on incorporating ethical decision-making or sustainability or social responsibility into the curriculum. |
| 4.1.3 Continue to expose students to community based and/or socially responsible activities throughout their time in the College. | • The College will have one community based and/or socially responsible activity for each year of study (e.g., Matty Siravo Foundation – URI 101 for Freshman). |

**Action Item:**
4.2 Increase outreach activities of the College.

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<tbody>
<tr>
<td>4.2.1 Encourage and faculty for pursuing leadership positions in regional, national, and global professional organizations.</td>
<td>• Have one faculty member in each discipline serving in a leadership position in regional, national, or global professional organizations.</td>
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</tbody>
</table>
5. **Ensure an Equitable and Inclusive College Environment**

We will foster a culture that *supports a climate that celebrates difference* while creating a rich learning community built upon respect, inclusion, and understanding of issues related to class, race, gender, sexual orientation, ability, religion, and culture.

**Action Item:**

5.1 We will embrace diversity and inclusivity within our undergraduate and graduate programs.

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<tr>
<th>Achieve Through</th>
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| **5.1.1 Increase the diversity of both our undergraduate and graduate student populations.** | • Increase the number of minority students graduating from the undergraduate program to 15% by 2016.  
  • Increase the number of minority students graduating from all graduate programs to 15% by 2016.  
  • Increase the financial support to attract and retain minority students to the undergraduate program.  
  • Develop a plan to attract minority students to all graduate programs.  
  • Establish a peer tutor program to assist in retention of students. |

| 5.1.2 Increase the student’s understanding of the issues of privilege, bias, multiculturalism, and diversity. | • Increase the number of courses in the College that focus on diversity issues and culture. [See 3.1.5] |

| 5.1.3 Hire a part-time person who will coordinate diversity initiatives in the College and develop relationships with the high schools in socio-economically disadvantaged areas of the state to prepare and attract students to the College. | • Person will be in place by September 2012. |

| 5.1.4 Recruit and retain diverse faculty and staff. | • Increase the number of minority faculty. |
6. **Institutional Effectiveness**

We will *emphasize a culture of excellence and continuous improvement* in the College that ensure that all faculty and staff are aligned with the strategic mission and are rewarded for achieving the mission.

**Action Item:**
6.1 Provide an annual report on the State of the College.

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<tbody>
<tr>
<td>6.1.1 Develop metrics that capture the quality of students enrolling and graduating from the College.</td>
<td>• Dean’s Dashboard (e.g., SAT scores, retention data, students graduating with honors etc.).</td>
</tr>
</tbody>
</table>
| 6.1.2 Increase the CBA brand awareness across a variety of media platforms. | • Increase the hit rate of the CBA newsletter and other forms of communication.  
• Hire a part-time person to maintain and enhance the web content as well as social media.  
• Launch a CBA Blog in January 2012.  
• Launch a Dean twitter account January 2012.  
• Ensure a consistent marketing message across multiple mediums (i.e., newsletter, website, promotional pieces). |
| 6.1.3 Provide training and advancement opportunities for all staff. | • Have every staff member attend a workshop, seminar or conference that enhances his or her skills. |
| 6.1.4 Provide training and advancement opportunities for all faculty. | • Have every faculty member both tenured and non-tenured attend either a teaching or research conference every year. |
**Action Item:**
6.2 Have alumni and other stakeholders actively engaged and partnering with the College through their time, talents and treasure.

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<tr>
<td>6.1.1 Invite alumni back to campus for academic (i.e., career day, guest lecturers) and athletic events.</td>
<td>• Increase by 5% each year the number of alumni that the College invites back to the University.</td>
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<td>6.1.2 Increase unrestricted resources to the College for use by students’ faculty and staff of the College.</td>
<td>• Increase by 10% annual giving to the College. • Increase the number of donors to the College by 5%. • Create prospect solicitation plans for key donors. • Establish 5 new endowments each year.</td>
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**Action Item:**
6.3 Invest in technology to provide faculty and students with the facility comparable to facilities built within the last 3 years.

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<tr>
<td>6.3.1 Develop a technology needs assessment plan based on benchmarking new facilities.</td>
<td>• Have a faculty group present its results at the August faculty retreat.</td>
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<tr>
<td>6.3.2 Invest in the technology faculty need for teaching and research.</td>
<td>• Provide an annual pool of funds for faculty use in teaching and research. • Provide workshops to teach faculty how to utilize the technology. Hire students to assist faculty in using technology in their courses</td>
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College of Business Administration Learning Goals and Objectives

**Primary Core Competencies:**

**Writing:** Writing proficiency in the following areas: (1) organization of ideas and content; (2) sentence and paragraph structure; (3) word choice and tone; (4) grammar, punctuation, and spelling; (5) format and use of conventions; (6) professionalism.

**Team Building:** Skill proficiency in the following areas: (1) individual reliability and commitment; (2) constructive communication; (3) active listening and active participation; (4) open and collaborative; (5) cooperative and helpful; (6) flexible and enthusiastic; (7) problem solving and creative solution suggestions; (8) respectful and available; (9) responsible and accountable.

**Critical Thinking:** Cognition proficiency in the following areas: (1) critical analysis and evaluation information; (2) gathering relevant and accurate information that supports or counters the arguments; (3) ability to identify between information and inferences; (4) accurate identification of problem or opportunity; (5) objective assessments of ideas aligned with problems/opportunity; (6) problem analysis using appropriate terminology and methodologies; (7) identification of significant implications or consequences; (8) development of original and innovative approaches to problem solving; (9) alignment of opportunities with business objectives.

**Core Knowledge:** Understand key concepts in business core courses, business practices specific to business discipline and understand the key learning objectives for each course in a student’s major.

**Secondary Core Competencies:**

**Ethic Issues:** Understand ethical issues facing individuals, managers, and the impact of these issues on businesses and society.

**Information Literacy:** Understand information technologies such as web-based research, problem-solving or case analysis software.

**Effective Oral Communication:** Be effectively outward (verbal) during discussions, debates, presentations and team environments.

**Ability to Integrate:** Develop effective use of decision-making, incorporating information and perspectives from a variety of disciplines.
Goal of Majors

Accounting

Goal: The goal of the accounting program is to provide students with the necessary foundation to successfully complete the Certified Public Accountant (CPA) exam. The curriculum provides specialized training in auditing, tax, and cost accounting. Students completing this program are employed in public accounting, corporate accounting, the Internal Revenue Service or other government agencies.

Entrepreneurial Management

Goal: The goal of the entrepreneurial program is to provide the student with a background to tackle all aspects of a small business or entrepreneurial endeavor. The curriculum builds the skills necessary to successfully develop and manage a business enterprise. Students completing this program are employed in both small business and large business that have an emphasis on encouraging entrepreneurial activities within the firm.

Finance

Goal: The goal of the finance program is to provide students with the necessary foundation to sit for and successfully complete the Level I Certified Financial Analyst (CFA) exam. The curriculum also provides a solid foundation for the successful completion of the Level 2 exam. Students completing this program are employed in both the public and private sector filling positions such as credit analyst, financial advisor, hedge fund accountant, legal and estate specialist, and financial analyst.

General Business Administration

Goal: The goal of the General Business Administration program is to provide the student with an opportunity to combine develop a broad understanding of an area outside of business with business studies. Students completing this program have accepted positions in sales, customer service, financial analysis and inventory management.
Global Management

Goal: The goal of the Global Management program is to provide students with a more in-depth understanding of how firms operate within a global setting and to be able to work comfortably with people and organizations across national boundaries and cultures through a requirement in which all students must minor in a foreign language. Students completing this program are employed in a variety of positions in multi-national firms.

Marketing

Goal: The goal of the Marketing program is to provide the students with the to determine the product and service needs of consumers and industries as well as the organizational issues involved in creating and delivering products and services. The program is designed so that students have well-rounded view of consumer and organizational needs and an understanding of the applications of marketing research and communication techniques. Students completing this program are employed in sales, customer service, direct marketing, media planning and event coordination.

Supply Chain Management

Goal: The goal of the Supply Chain Management program is to provide the students with cross-functional skills for linking major business processes, strategic planning, design, operations and how lean management techniques can improve all activities involved in the procurement, manufacture, and delivery of goods and services. Students completing this major receive the CTL certificate from the American Society of Transportation and Logistics and have the option of completing Six Sigma. Students completing this program are employed in scheduling, inventory management, customer service, project management and procurement.
Goals of Graduate Programs
The College of Business Administration at the University of Rhode Island offers the following AACSB accredited graduate degree programs:

Ph.D. in Business Administration
The goal of the Ph.D. program is to develop academic competence in research, publication and teaching. Currently the program focuses on the areas of Finance and Marketing. Our Ph.D. students have consistently been placed at top academic institutions in the United States and around the world.

MBA Degree Programs
The goal of The Providence MBA program (Part-Time MBA in Providence) is designed for individuals who want to pursue a degree while maintaining personal and professional commitments. The program is designed to develop and/or enhance the quantitative, analytical, behavioral, teamwork and leadership skills the students utilize in their current positions while providing the management skills required in today’s competitive business environment. While most of our students remain with their current employers in advanced positions, some of our graduates utilize their degree to pursue previously unattainable positions with new firms.

The goal of One-Year MBA (Full-Time MBA in Providence) is to provide the students with the necessary quantitative, behavioral, teamwork and leadership skills to be successful in today’s competitive business environment. The program is aimed at helping students with professional undergraduate degrees outside of business (i.e., political science, nursing, etc.), to develop the necessary business knowledge and skills to obtain positions in today’s competitive business environment. Students completing this program are employed in human resource management, direct marketing, financial services and project management.

Master of Science in Accounting
The goal of the Master of Science in Accounting Program to provide the students with the critical thinking, problem solving, and communicating skills necessary to become business leaders and to successfully complete the CPA exam. To achieve this, the program stresses theory and practice, with casework, research papers, individual and team presentations, and strong student/faculty interaction. Students completing this program are employed in public accounting, corporate accounting, the Internal Revenue Service or other government agencies.
STRATEGIC PLANNING FRAMEWORK

Faculty
- Professorships
- Summer Support
- Faculty Development
- Awards

Students
- Scholarships
- Student Advisement
- Multi-Purpose Room

Curriculum
- Student Advisement

Facility
- Internships
- Career Services

Graduates
- Upgrade Technology Smartboards, etc.

Development Officer
Organizational Chart
Projected Fall 2012

Business Advisory Council

Dean
Mark Higgins

Executive Assistant
Kathy Huot

Information Specialist
Pat Egan

Ass't. Administrative Officer
Laurie Bouthilier

Assistant Dean
Peg Ferguson-Boyd

Associate Dean
Research and Outreach
Shaw Chen

Associate Dean
Curriculum and Assessment
Deb Rosen

Student Advisor
Kathy Cowen

Student Advisor
Kathy Conlon

Event Coordinator
Unfilled

Special Projects
Sue McIntock

Accounting Info.
Allan Graham

Administrative Assistant
Laura Gorozza

Receptionist
Leila Donohue

Finance and Decision Science
Bing Xuan Lin

MBA Coordinator
Lisa Lancellotta

Career Placement
Kathleen Jackson

Entrepreneurial Management
Bob Comerford

Administrative Assistant
Charlotte Manni

Internship Coordinator
Lynne Finnegan

Marketing and Supply Chain
Ali De la Bitta

MS Accounting
Henry Schwarzbach

Coordinator
Experiential Long.
Bjorn Carlsson

Employer Relations
Craig Dolphin

Administrative Full-time Part-time Unfilled
(1) Does not include Dean
(2) Does not include Associate Dean
(3) Does not include Associate Dean
(4) Includes 2 new faculty
(5) Does not include Director Labor Research Center or Vice-Provost
UNIVERSITY OF RHODE ISLAND
COLLEGE OF BUSINESS ADMINISTRATION

FIVE YEAR STRATEGIC ROADMAP
(2011-2016)

EXPLORE FACULTY
Motivational Strategies

INVESTIGATE INTERDISCIPLINARY
Programs

LAUNCH NEW
MBA Program

AACSBA
Reaccreditation

OPEN GRADUATE
Studies in Providence

ONE
YEAR 11-12

TWO
YEAR 12-13

THREE
YEAR 13-14

FOUR
YEAR 14-15

FIVE
YEAR 15-16

INTEGRATE SUSTAINABILITY
Social Responsibility
and Ethics

FINALIZE METRICS AND
Feedback Loop

IMPLEMENT
Diversity Initiatives

ACHIEVE
National Recognition

ENHANCE INTERNATIONAL
Business Program

CHARTING THE COURSE
Enhance Academic Quality and Value
Establish a Leadership Position in Research
Prepare Students for a Changing World
Produce Ethical and Socially Responsible Business Leaders
Ensure an Equitable and Inclusive College Environment

STRATEGIC OBJECTIVES
Establish leadership position in global innovation based economy
Advance quality of research and academic programs
Motivate collaboration and partnership with stakeholders
Inspire ethical business leaders

MAJOR INITIATIVES
1. Develop and launch new MBA program
2. Implement new business core
3. Explore motivational strategies
4. Integrate sustainability, social responsibility and ethics
5. Expand interdisciplinary programs
6. Enhance Diversity
7. Enhance International Business Program
8. Finalize quality metrics and feedback loop

MAJOR ACTIVITIES
1. CBA Awareness and image – Marketing
2. Development Office – Philanthropy
3. Improve student affairs and programs
4. Raise academic quality – faculty and students
5. Continue assessment efforts
6. Advance facility and technology
7. Achieve AACSBA Reaccreditation
Strategic College of Business Administration
Joint Administrative and Faculty Initiatives

1. CBA Awareness and Image, Public Relations
   - Marketing communications
   - Increase applicants/improvement yield
   - Improve public relations

2. Development Office
   - Fundraising/donor programs
   - Scholarships/awards
   - Chaired professorships

3. Improve Student Affairs Programs
   - Career Services/Internships
   - Advance Diversity Initiatives
   - Develop a alumni/student mentorship program
   - Passport Program/Student Clubs
   - Special Events (Career Day, etc.)/Learning Community

4. Raise Academic Quality (Faculty and Students)
   - Faculty development
   - Student retention – academic advising, student career planning, learning communities
   - Produce higher quality programs – as measured by national scores (if possible)

5. Continue Assessment Efforts
   - Develop learning objectives within majors; complete rubric development
   - Measure results and improve academic programs
   - Expand assessment to students, alumni, and community

6. Advance Facility and Technology
   - Website advancements/integration of course learning management systems with classroom teaching
   - Paperless initiatives – student advising system implementation
   - Facility expansions/technology enhancements and wireless network upgrade
   - Develop a technology needs assessment plan.

7. Achieve AACSB – Reaccreditation Fall 2013
1. URInnovative Model – Business Incubator Program Tied to New MBA
   - Commercially viable business solutions
   - Link to innovation-based economy and service sector
   - Intellectual property sharing
   - Public/private partnerships

2. Career-Oriented Experiential Model
   - Experiential learning and career preparation and tracking

3. Rethink business core
   - Focus on critical thinking/problem-solving
   - Communication
   - Teamwork
   - Integration

4. Expand – Interdisciplinary Programs
   - Actuary – Joint Program (Math and Finance – 4 year program)
   - Joint undergraduate programs with Environmental and Natural Resource Economics
   - Create feeder programs in other Colleges (i.e., CELS, Pharmacy) for MBA program
   - Business Minor

5. Executive Education - Intensive Workshop ‘Boot Camp’ Training for Credits
   - Innovation and leadership (technical leadership)
   - Health Administration Certificate
   - Project Management (risk management, requirements and change control management)
   - Process and quality (Six Sigma, CMM, etc.)
   - Continue Pfizer MBA

6. Implement Quality Metrics and Feedback Loop Process Consistent with Strategic Plan
   - Establish measurements
   - Verification process
   - Continuous improvement
College of Business Administration
Major Faculty Led Initiatives

1. Establish Social Responsibility and Sustainability Integration
   - Define integration points
   - Incorporate ‘common cases’ in curriculum
   - Align with future green initiatives

2. Explore Faculty Motivational Strategies
   - Proactive and advanced research
   - Innovation in the classroom
   - Institutionalize SAKAI - all faculty

3. Enhance International Business Program
   - Advance program visibility
   - Study abroad - dual-degree foreign language
   - Global business partners

4. Master of Business Administration – Innovation MBA Program
   - Improve integration
   - Interdisciplinary innovation program
   - Specialized learning modules
New Wing

**Purpose:** Bursting at the seams with high-quality students, Ballentine Hall requires a sister Wing to the Vince Sami Wing. With the Alfred J. and Gerri Verrecchia Atrium in the middle, the new Wing will provide space for the Multi-Purpose Auditorium, Career Success Center, and Alumni Lounge.

**Need:** As was so dramatically demonstrated at Career Day 2011, Ballentine Hall is no longer large enough to accommodate the students of the College of Business. As we have continued to advance the services provided to students and alumni, our requirements for additional space have grown. Without an investment in expansion, Ballentine Hall may stagnate and the quality and diversity of our offerings could suffer.

**Naming Opportunity:** The ABC Wing

**Associated Gift:** $5,000,000

**Terms:** Gift may be fulfilled over a number of years and may include a planned estate gift.

Auditorium

**Purpose:** Two level multi-purpose space able to accommodate 1,000 people seated; includes flexible seating (i.e., that can be partitioned into multiple rooms); alumni lounge; catering kitchen; technology, etc.

**Need:** The most pressing need within the new Wing is for a large, flexible space. The intention of the College of Business is to be nimble. The ability to seat 1,000 students in the morning to participate in a keynote address from an alumnus who is also a titan of business and then transform the space into several smaller venues for break-out sessions would be transformative for the College. Or imagine the space being used as a ballroom for alumni events, with a reception room on the floor above. Guest lecturers, visiting professors, and esteemed alumni would all have a comfortable, welcoming place to present as well as to network and relax. On a daily basis, students would have more classroom, learning, and informal gathering space. The multi-purpose auditorium would also provide students with a comfortable, private place to conduct their group work.

**Naming Opportunity:** The ABC Auditorium

**Associated Gift:** $3,000,000

**Terms:** Gift may be fulfilled over a number of years and may include a planned estate gift.
**Career Success Center**  
**Purpose:** Help students achieve the American Dream

**Need:** Building on the momentum of the College of Business Career Program, we aim to enhance the professional skills of our students – from top-notch resumes to polished interviewing skills – we want our students to be the best prepared in the Nation. Achieving this goal requires interview rooms for mock informational, and actual interviews; a career services office complete with an e-library; and an office for internships and experiential learning. The hallmark of the Career Success Center will be teaching students through practice how to dress, how to dine, how to network, how to land that first job, and how to proceed up the corporate ladder.

**Naming Opportunity:** The ABC Career Success Center

**Associated Gift:** $1,000,000

**Terms:** Gift may be fulfilled over a number of years and may include a planned estate gift.

**Mentorship Program Endowment**  
**Purpose:** Alumni volunteers helping students bridge the gap between the academic environment and the professional world.

**Need:** Part-time Mentorship Program Coordinator to serve as the liaison between volunteer mentors and students, to recruit volunteer mentors, to help students select appropriate mentors, to create and maintain the mentor database; Mentor database software; and Mentor program budget.

**Naming Opportunity:** The ABC Mentorship Program Endowment

**Associated Gift:** $1,000,000

**Terms:** Gift may be fulfilled over a number of years and may include a planned estate gift.
**Career Success Endowment**

*Purpose:* Help fund the positions, materials, technologies, and events that transform our students into business professionals.

*Need:* Perpetual support of career services for business students will ensure funding for this on-going need. Today the program is powerful and growing. We want it to remain so forever.

*Naming Opportunity:* The ABC Career Success Fund

*Associated Gift:* $500,000

*Terms:* Gift may be fulfilled over a number of years and may include a planned estate gift.

**Professorship**

*Purpose:* Provide funding to attract and retain the brightest, most skilled professors in business.

*Need:* With more than ten faculty approaching retirement in the next several years, the College of Business is facing an unprecedented need for financing the next generation of faculty superstars. The legacy and reputation of the College of Business will depend on the quality of the faculty we attract, hire, and retain. They in turn will develop our students into business professionals who solve problems, think critically, and are productive members of society.

*Naming Opportunity:* The ABC Professorship in Business Excellence

*Associated Gift:* $250,000

*Terms:* Gift may be fulfilled in one to five years.

**Technological Upgrade Operating/Endowment**

*Purpose:* Maintain the State of the Art quality of Ballentine Hall as it ages.

*Need:* As Ballentine Hall ages (it is already eight years old), the technologies first envisioned and implemented become antiquated. An endowment designed to fund the continuous improvement and updating of said technologies will help keep the College of Business on the cutting edge forever.

*Naming Opportunity:* The ABC College of Business Technology Fund.

*Associated Gift:* $250,000 Half of each payment would go to current technology needs and half to an endowment.

*Terms:* Gift may be fulfilled over a number of years and may include a planned estate gift.
**American Dream Initiative**

**Purpose:** Help disadvantaged youth in the State of Rhode Island fulfill the American Dream.

**Need:** Through a philanthropic gift, leverage transformative change in the URI College of Business by funding the start-up of an initiative that will offer unprecedented opportunity to disadvantaged youth while simultaneously changing the face of the College of Business. Focusing on the urban poor, but including all disadvantaged youth in the State, jump-start a program to inspire, recruit, and reward diverse, disadvantaged, and/or underrepresented youth. Provide the initial funding to engage a College of Business Diversity Officer to model the College of Engineering program which identifies, attracts and mentors youth who might not otherwise consider a career in business, nor a University degree. Make available the funding for the necessary salary and budget to:
- Visit targeted middle schools and junior high schools, form relationships with advisors at said schools, and raise awareness of the business career path.
- Work with advisors and students to ensure that they are taking the right courses and achieving the academic success needed to succeed at URI and in the world of business.
- Collaborate with the Dean of the College to identify scholarships and talent development opportunities for these students once they arrive in the URI College of Business.

**Naming Opportunity:** The ABC American Dream Initiative

**Associated Gift:** $250,000

**Terms:** Gift may be fulfilled over a number of years and may include a planned estate gift.

**Endowed Fellowship**

**Purpose:** Champion outstanding faculty who demonstrate a strong commitment to collaborative faculty-student research.

**Need:** Our faculty-student research teams will promote innovation, spark future business professors, and provide distinctive learning opportunities. Gift will provide stipend to chosen faculty member for three years plus an allocation for associated expenses. Presented every three years, in perpetuity, based on faculty applications.

**Naming Opportunity:** The ABC Fellowship

**Associated Gift:** $125,000

**Terms:** Gift may be fulfilled over a number of years and may include a planned estate gift.
Endowed Scholarship
Purpose: Attract and retain hard-working, talented students.

Need: With an estimated Three Trillion Dollars in student debt, America’s students need financial assistance today more than ever. Endowed scholarships provide lasting support to reward achievement and/or relieve financial pressure.

Naming Opportunity: The ABC Scholarship Fund
Associated Gift: $25,000 and up

Terms: Gift may be fulfilled over a number of years and may include a planned estate gift.

Operating Fellowship
Purpose: Champion outstanding faculty who demonstrate a strong commitment to collaborative faculty-student research.

Need: Our faculty-student research teams will promote innovation, spark future business professors, and provide distinctive learning opportunities. Gift will provide $5,000 stipend to chosen faculty member for three years plus an allocation for associated expenses.

Naming Opportunity: The ABC Fellowship
Associated Gift: $20,000

Terms: Gift may be fulfilled over a one or two year period.

Deans Excellence Fund
Purpose: Support the priorities outlined above on an annual basis.

Need: As we build endowments and capital projects to fulfill our mission and vision, we also require operating funds to pursue excellence on a daily basis. The Deans Excellence Fund helps build the foundation for future success.

Naming Opportunity: Sponsorships are available throughout the year.

Associated Gift: All gifts are welcome.

Terms: May be one-time gifts, pledges over several years, and/or planned estate gifts.
UNIVERSITY OF RHODE ISLAND
College of Business
Strategic Plan

2018-2023
PREAMBLE

The strategic plan of the college is based on the premise that it will create an environment conducive to learning for all constituencies of the College. We strive to be a diverse community of innovative, engaged life-long learners that positively impact RI citizens, the region, and the world.

To achieve our goals, we created a vision that is our beacon and a mission that provides a general roadmap to our vision. Our strategic plan includes mission-driven action items that will help us to achieve our goals. The College’s strategic plan is based on the core values of Integrity, Excellence, and Inclusiveness and Respect for others.

The work of this plan will inspire and ignite the College to move forward in bold new ways, always with the focus on our students first; preparing each of our graduates for a lifetime of impact, success and lifelong learning.

In order for this strategic plan to come to fruition, we must attract the very best students and faculty to the College, while having the curriculum, facilities and technological capacity to accommodate the array of Undergraduate, Master, and Doctoral programs that are offered at COB.
VISION, MISSION & VALUES

VISION
The College of Business at the University of Rhode Island aspires to be among the top flagship public colleges in the nation by fostering a community of diverse and innovative business leaders and scholars who will be life-long learners impacting Rhode Island and the world.

MISSION
The College of Business creates and disseminates knowledge to guide current and future business leaders and scholars, serving Rhode Island and beyond. We prepare our students to be effective communicators and critical thinkers who can perform independently or as members of a team to solve business and societal problems. We engage with local and global communities to enhance value for all of our stakeholders. We inspire our graduates to be globally informed, innovative, ethical, and socially-conscious life-long learners.

VALUES
- Integrity
- Excellence
- Fulfillment
- Inclusiveness and respect for others

“How does a state so small attract talent so large?”
COB GOAL 1: GAIN RECOGNITION FOR THE DEVELOPMENT OF TALENT.
Engage with students and stakeholders to facilitate work force readiness, lifelong learning, and exchange of expertise.

Metrics: % of students with jobs; starting salaries; % enrolled in graduate school; # of recruiters on campus; % of students with internships; number of course adaptations or designs and programs developed to meet current and future business needs; # of inquiries; # of media hits about students that reference our programs; # of media hits about programs; # of positive social media mentions related to talent or COB programs/services

OBJECTIVE: ATTRACT TOP FIRMS TO RECRUIT UNDERGRADUATE AND GRADUATE STUDENTS AND INCREASE INTERNSHIP OPPORTUNITIES FOR STUDENTS.

Action 1.1: Identify and implement best practices in career services
Owners: Dean, Asst. Dean, Director of Career Services, Internship Coordinator, Employee Relations Person, Graduate Program Directors, Student Success Committee. Delivery date: August 1.

Methods
• Compare data from NACE, AACSB-Data Direct benchmark schools to internal post-grad data and URI’s Institutional Research (IR) report
• Observe organizational structure, roles, responsibilities, and outcomes (the people and processes behind the numbers) that support undergraduate internships and career placements at peer and aspirational universities
• Benchmark career support for graduate programs and alumni at peer and aspirational universities
• Set objectives. Communicate about the objectives on website.
• Implement strategy - processes or best practices.
  o Assist and prepare students for job searches.
  o Engage faculty (e.g. as discipline-specific career coaches and/or to leverage connections with industry).
  o Engage with businesses/recruiters. Develop relationships.
  o Engage/increase support for graduate students and alumni
• Measure results and communicate them on the website.
• Set new objectives.

OBJECTIVE: ENHANCE PROFESSIONAL SKILLS AND DEVELOP TALENTS VIA OFFERINGS THAT SUPPORT THE MISSION

Action 1.2: Develop excellent communication, team, critical thinking, and problem solving skills
Owner: Associate Deans, Assistant Dean, Undergraduate Curriculum and Assessment Committee, Graduate Curriculum and Assessment Committee, Student Success Committee, Club Advisors, all Faculty. Delivery date: August 1.

Methods
• Capture baseline for each skill. Set objectives. Communicate about the objectives.
• Develop and implement strategy (in and outside of curriculum)
• Measure results and communicate them on the website.
• Set new objectives.
**Action 1.3:** Establish reputation for excellence in communication, team, critical thinking, and problem solving skills.

Owners: Associate Deans, Assistant Dean, Employee Relations Person, Communications Person. Delivery date: August 1.

**Methods**
- Communicate about the baseline, objectives, and strategies related to skill development on website and on faculty and staff dashboards.
- Communicate successes and achievements with community (PR, feature areas of excellence)
- Publicize specific, outstanding efforts or outcomes (e.g. class projects with proven learning outcomes, certification pass-rates, innovative curriculum, club activities/awards, case competitions, etc.)

**Action 1.4:** Stay current on industry trends and develop unique, competitive programs that raise professional skills that match future business needs

Owners: Undergraduate Curriculum and Assessment Committee; Graduate Curriculum and Assessment Committee; Area Coordinators; Advisory Boards; Alumni; all Faculty. Delivery date: May 1.

**Methods**
- Participate in URI, state, regional, national, and international professional clubs, associations, and conferences
- Gain insight about skills needed for future business success from advisory board members and research
- Participate in the profession (e.g. consulting, faculty externships)

**Action 1.5:** Build bridges to industry and exchange expertise.

Owners: Engagement Committee; Employee Relations Person; Communications Person; Administrative Support, Alumni and Advisory Boards. Delivery date: August 1.

**Methods**
- Set specific goals and develop processes to increase engagement with advisory boards, alumni; local, national, and global businesses; and the community
- Develop a database of faculty experts and share with local businesses
- Develop a database of business leaders who are willing to guest speak and mentor students
- Track industry speakers and increase engagement
- Continue to seek challenging consulting projects that help us meet learning outcomes and help students solve business and societal problems; broaden spectrum of industry and organization types as appropriate
- Formalize experiential learning opportunities, assess outcomes, and expand credit earning projects as appropriate

**Action 1.6:** Create opportunities and resources that inspire all students and alumni to become lifelong learners (e.g. Innovation Major, Certificates, Conferences, Joint Offerings, Corporate MBAs, Executive Doctorate of Business and Analytics, Online offerings, Business by the Beach Conferences, Was Goal 6)

Owners: Areas; Alumni; Advisory Board; Ad-Hoc Committees. Delivery date: April 1.

**Methods**
- Investigate benefits associated with degree and non-degree courses or programs that build skills needed for future business success.
- Evaluate opportunities (estimate demand/need; map needs to COB capabilities).
- Prioritize offerings.
- Allocate resources, offer and communicate about new and revived COB offerings
COB GOAL 2: IMPROVE REPUTATION OF COB.

Aspire to an organizational climate that supports the COB mission; fosters communication, transparency, trust; supports growth and fulfillment; and helps us earn a national and international reputation for applying entrepreneurial thinking to solve business and societal problems.

*Measures:* Activity (e.g. # of press releases; # of articles, # of posts, # of updates); Reach (e.g. social media metrics, publication x circulation, views); Engagement (e.g. responses, likes, shares, outreach, new projects, participation); Impact (e.g. change in reputation, ranking, faculty retention) Edited from former Goal 2

**OBJECTIVE: ENGAGE AROUND SHARED VISION**

**Action 2.1:** Each area, department, and administrative team defines three objectives to accomplish in the next year to help COB reach goals 1-5 (In addition to College-Level Committees)

*Owners:* Area Coordinators, Department Chair, LRC Director, Assistant Dean, Communications Person, all faculty, all staff, all alumni. *Delivery date:* April 1.

*Methods*
- Post objectives on the website
- Post progress toward the objectives
- As objectives are achieved, post achievement/progress on KPI
- Select new objectives

**OBJECTIVE: CREATE A SUPPORTIVE ENVIRONMENT**

**Action 2.2:** Evaluate culture using an annual survey

*Owners:* Organizational Climate Committee, Dean. *Delivery date:* August 1.

*Methods*
- Establish an Organizational Climate Committee with representation from areas, department, staff, center
- Identify appropriate survey tool (or alternative method to capture/track information) and get IRB approval
- Collect data; Post results on website and disseminate to areas and staff
- Areas create proposals to address gaps between actual and ideal performance (e.g. support needs, mentors, seminars, processes, change to committee structures, rewards for faculty and staff that help the COB fulfill its mission, etc.)
- Administration sets objectives based on proposals and allocates resources to selected objectives
- As objectives are achieved (as measured through annual survey), post achievement and select new objectives
Action 2.3: Provide an organizational chart, job descriptions/responsibilities, FAQs (who to go to for help with...), and an overview of COB’s governance process to everyone
Owners: Dean, Associate Deans, Assistant Dean. Delivery date: April 1.

Methods
- Create documents; Share with faculty and staff electronically
- Maintain access and update

Objective: Establish an effective communication plan to disseminate information in a way that optimizes efficiencies, improves culture, and facilitates innovation, engagement, and impact, both internally and externally

Action 2.4: Create and implement a communication plan
Owners: Communications Person, Organizational Climate Committee, Dean, Associate Deans, Assistant Dean, Support Staff. Delivery date: April 1.

Methods
- Set communication objectives (for example:)
  - Increase transparency
  - Reduce redundant efforts to find information
  - Address gaps identified in culture survey (e.g. reduce spread of rumors/misinformation)
  - Facilitate recognition of achievements related to the mission/report progress on KPIs
- Evaluate tactics (for example:)
  - Development of a dashboard or information hub that includes the mission, highlights activities related to the mission, shares performance on KPIs, and links to shared information like handbooks, calendars, minutes, workload, research stats
  - Suggestion box (with process to acknowledge suggestions/respond)
  - Digital screens at the top of the staircases that can communicate about outstanding performance related to our mission, events that are associated with our mission, and where to find people (with their roles, as they relate to the mission)
  - A searchable database of expertise and office hours, so we know when and where to find each other – and so students and other stakeholders know where and when to find us (would need to be updated each semester)
  - Add 1x1 pixels and/or trackable links in email communications so we can track how many people are receiving communications
  - A protocol for meetings – e.g. when to have them, guidelines for structure, agenda, minutes, and outcomes – so time can be used strategically
  - Strategic usage of a text messaging system like Slack or Flock
- Implement plan, Evaluate and revise

Action 2.5: Align the evaluation of research productivity to be consistent across the P&T, Workload, and Support policies.
Owners: Dean, Associate Deans, DDR, Workload Committee (Ad Hoc), Area Coordinators. Delivery date: August 1.

Methods
- Set research goals and standards using external referents.
- Make standards transparent and consistent.
- Communicate about research-related releases for workload each year.
**Action 2.6: Get ranked on Academic and Industry Lists**  
Owner: Dean, Assistant Dean with support from Leadership Team, Staff, Faculty, Alumni. Delivery date: August 1.

*Methods*  
- Identify variables used by the ranking organizations  
- Identify methods to capture this data for COB  
- Capture the data, compare to benchmarks, communicate with faculty and staff about performance  
- Develop strategies to improve on the ranking variables (areas, department, staff, Advisory Board)  
- Administration prioritizes strategies  
- Implement strategies  
- Capture data again… revise strategies, repeat

**Action 2.7: Develop philanthropy programs that reach students, alumni, faculty, administrators, and others**  
Owner: Sr. Development Officer. Was in Goal 6. Delivery date: April 1.

*Methods*  
- Prepare faculty and students to conduct basic philanthropic activities  
- Seek faculty and staff input and cooperation in identifying prospects/contacting alumni

**Action 2.8: Communicate about the Strategic Plan**  
Owner: Dean. Delivery date: January 19.

*Methods*  
- Identify process owners, expected outcomes, measures of success, resource requirements  
- Make sure everyone is engaged  
- Identify weaknesses and improve processes to make things more efficient/effectively achieve strategy  
- Support faculty and staff with learning, development, and resources  
- Review measures and report back to everyone

“DOES BEING A RESEARCH UNIVERSITY MAKE US BETTER THAN 2/3 OF THE UNIVERSITIES IN THE COUNTRY?  
YES.  
WE RESEARCHED IT.”
URI Goal 2: Expand Research, Scholarship, & Creative Work

COB Goal 3: Increase Research Productivity and Graduate Education in the College.

Metrics: % of faculty who are academically qualified (AS); number of publications; number of publications in top tier journals; % of publications in top tier publications; impact of publications; applications for graduate programs; quality of applicants to graduate programs; number accepted applicants who attend; program rankings; graduate student placements; new offerings

Objective: Create a Culture of Support and Celebration of Research.

Action 3.1: Support active researchers.

Owners: Dean, Associate Dean, DDR, PhD/Research Committee. Delivery date: August 1.

Methods
- Facilitate transparent access to funds for faculty and student research.
- Promote target journals that are widely recognized as top tier journals.
- Formalize faculty mentoring and support skill development.
- Start a behavioral lab.
- Create a formalized subject pool.
- Pursue an umbrella IRB application; streamline process.
- Plan formal and informal talks where researchers can interact, share ideas, and get feedback.
- Continue to support pursuit of external funding (e.g. grant writer).

Action 3.2: Improve scholarly reputation of the College of Business

Owners: Dean, Associate Dean, DDR, PhD/Research Committee, Communications Person, Employer Outreach Person. Delivery date: August 1.

Methods
- Provide greater incentives for publications in top tier journals.
- Facilitate partnerships with industry or executive research that increase access to data to yield insights to applied business problems.
- Grow PhD program and support for PhD students; network and publish with PhD students to improve their placements.
- Communicate about the value and impact of our research. Was part of Goal 2
- Expand and develop the Health Care MBA.
- Differentiate URI MBA, MS, and PhD programs from competitive offerings.
- Improve graduate curriculum by making data-informed changes.
- Explore other graduate/post-bachelor programs where we can leverage strengths and share expertise
- Build on key strengths in social responsibility and analytics. Join PRME. Emphasize analytics through grant outreach and Certificate programs.

“We are not an Ivory Tower.
We are a Lighthouse to the World.”
COB GOAL 4: DEVELOP LEARNERS SO THEY ARE NOT JUST WORK FORCE READY – BUT SO THEY ARE ALSO WORLD READY.

Focus on global engagement and adapt or redesign curriculum to transform diverse students and stakeholders into inclusive, socially responsible, intellectually curious, global citizens. Prepare them to positively impact Rhode Island, the nation, and the world.

Metrics: % of courses that have global components; % of global components in courses that have global; % of courses that have global learning outcomes; # of cultural events; # of participants in study abroad; international student yield; scholarship dollars for global outreach; number of international visiting scholars and speakers

OBJECTIVE: PREPARE STUDENTS TO BE ENGAGED, INFORMED CITIZENS POSITIVELY IMPACTING RHODE ISLAND, THE NATION AND THE WORLD

Action 4.1: Expand global perspective embedded in curriculum.

Owners: Dean, Associate Deans, Global Steering Committee. Delivery date: May 30.

Methods
• Establish a Global Steering Committee
• Promote flexibility, intellectual curiosity, social responsibility, openness to different ideas and values, and the importance of communicating and listening.
• Encourage faculty to engage in global outreach for teaching and research.
• Increase student and faculty participation in global activities and events focused on different global cultures.

Action 4.2: Broaden global experiential opportunities.

Owners: Dean, Associate Deans, Global Steering Committee. Delivery date: May 30.

Methods
• Increase offerings and participation in faculty-led study abroad opportunities in J-term and summer, study abroad, internships, and global engagement opportunities.
• Offer combined academic advising workshops with the Office of International Studies.
• Provide advisement for advanced planning so students are more likely to incorporate global opportunities into their curriculum.
• Continue to pursue strategic international partnerships and gain a global presence.
• Encourage faculty to promote URI COB programs to increase international student yield.
• Improve scholarships for domestic students to participate in global outreach and scholarship support with international partners.
• Increase the diversity of international students.
• Increase the number of international visiting scholars and speakers

“WE HAVE ALWAYS THOUGHT GLOBALLY IN RHODE ISLAND. JOIN US.”
URI Goal 4: Embrace Diversity and Social Justice

COB Goal 5: Embrace Diversity and Social Justice and Reject Prejudice and Intolerance.

Create an active community that engages in open discourse, and enhanced understanding about what it means to be a diverse and socially just community.

Action 5.1: Develop Diversity Program.
Owners: Dean, Assistant Dean, Diversity Committee. Delivery date: May 30, December 30.

Methods
- Engage in recruiting events that target diverse students.
- Hire a diversity champion.
- Inventory current diversity activities.
- Gather data on diversity and increase diversity.
- Increase opportunities for students, faculty, and staff to gain insights into the values of others, respect for alternative points of view, empathy, and emotional intelligence.

“Common Sense and Surprisingly Large Thinking”
THE UNIVERSITY OF RHODE ISLAND

ACADEMIC STRATEGIC PLAN

2016–2021

INNOVATION with IMPACT:
Shaping the Future of URI
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A Message from President David M. Dooley

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

Creating a 21st Century 24/7 Learning Environment. To prepare our students to excel and lead, URI must take full and systemic advantage of the most advanced educational tools and practices. We must provide expanded opportunities for experiential learning (research, creative work, and scholarship), as well as opportunities to learn and work across disciplines and fields of knowledge. It is essential to provide “hands-on” learning. Through the use of technology, improved advising, and innovative curricula, URI must do its part to reduce barriers to graduation and enable more of our students to complete their degrees in four years.

Increasing the Magnitude, Prominence, and Impact of URI’s Research, Scholarship, and Creative Work. URI must place additional emphasis on research, scholarship, and creative work. To do so will help preserve and enhance the nation’s global competitiveness; help create a Rhode Island economy that is vibrant, competitive, and sustainable; and enrich our culture and society. Increasing the research, scholarship, and creative work undertaken by our faculty and research staff will provide more opportunities for students to be engaged in these activities, thereby providing a stronger education.

Internationalizing and Globalizing the University of Rhode Island. It is simply essential for our students’ success that they are prepared to live and work in an increasingly globalized economy and society. URI must substantially increase the number of our students who study abroad and the number of international students who study at URI. We must expand the number and scope of our international research and education partnerships. We must increase the number of our graduates with competency and fluency in languages other than English, and their knowledge of the cultures, politics, and history of other peoples and nations.

Building a Community at the University of Rhode Island that Values Equity and Diversity. In order for our students to thrive in an increasingly diverse and complex context, URI must assist them in developing their abilities to communicate, understand, and work with people who are very different from themselves. Building a community at URI in which every member is welcomed, supported, and valued is an essential foundation to education and learning, and therefore is central to our identity and mission. The University of Rhode Island must strive to prepare our students not just to participate, but to lead, and effective leadership in the 21st century requires the skills to build productive partnerships in contexts and institutions that are increasingly diverse.

As we meet these goals, URI will continue to be a leader in preparing its students for success, and URI—through the work of its faculty and students—will have a major impact on economic renewal in our state and region, and in maintaining our quality of life.

To learn more about the implementation progress related to these goals, please visit: uri.edu/president/Transformational_Goals_ProgressFall2014.pdf

President’s Transformational Goals for the 21st Century

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A Message from Provost
Donald H. DeHayes

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

Provost’s Acknowledgments

The Joint Committee on Academic Planning (JCAP) provided leadership for, and steered the development of, this Academic Strategic Plan. JCAP diligently reviewed important trends impacting higher education and organized the Seventh Annual Academic Summit—with 225 attendees and an especially engaging Student Summit—to generate and shape ideas. From these summits, an array of goals and strategies emerged that represent the core of this new plan. Ten task forces, including 150 faculty members, students, and staff, refined the goals and strategies and developed a series of recommended actions. The draft plan was shared with the community and with the Faculty Senate, then opened for public feedback. The focused and strategic efforts of JCAP members and their attention to gathering, listening to, and incorporating the ideas of faculty, students, and others, with patience and persistence, reflects academic shared governance at its best—shared responsibility for the health and vitality of the institution.

Gratitude is extended to President David Dooley, the vice presidents and senior leadership, the deans, the Faculty Senate Executive Committee, and the URI Foundation for their thoughtful feedback. Hundreds of URI community members provided suggestions, comments, and ideas for the plan. This collaborative process created the University’s 2016–2021 Academic Strategic Plan, which ensures that URI will remain focused on the initiatives that will serve our students, our state, and our world.
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.

About the Academic Strategic Plan

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

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.

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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 under-graduate student research funding program to ensure it is fully available to and meets the needs of engaged students
Enhance Student Success (continued)

8. Develop more interdisciplinary learning opportunities for all students, including those in professional master’s degree programs

Strategy 3
Facilitate the implementation of new learning pedagogies and expand modes of course delivery and assessment by leveraging space and time in new ways

ACTIONS
1. Strategically plan and allocate space and technology to facilitate interdisciplinary collaborations and connections among and between faculty, students, and graduate students
2. Transform the scheduling of classes to effectively meet new pedagogical approaches, including service and experiential learning
3. Expand interconnectivity between campuses by improving intercampus transportation options, developing an effective 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), ana/latex cluster 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, creativity, 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

8. Support appropriate assessment strategies to measure learning outcomes for both undergraduate and graduate programs and ensure the Academic Program Review Committee’s criteria is aligned with the Plan’s learning themes

Strategy 4
Provide a comprehensive faculty development program, align incentives, and explore the opportunity for a faculty teaching commons and expanded digital initiatives within the University Libraries

ACTIONS
1. Coordinate extended opportunities for faculty development (e.g., utilize faculty expertise, networking, shared practices, faculty sharing forums, learning communities, faculty development series, online resources for faculty) in collaboration with the Office for the Advancement of Teaching and Learning (ATL)
2. Promote initiatives designed to assist faculty in recognizing different student learning styles and developing inclusive curricular and assessment strategies
3. Advance digital initiatives, the Digital Commons, and open access within the University Libraries, and pursue consortium opportunities that would effectively serve the University
4. Expand the University Library’s Learning Commons with a Teaching Commons focused on faculty and the advancement of teaching and learning
5. Create feedback structure with ATL so that faculty who want feedback on their teaching can receive site visits, consultation, etc.
6. Provide faculty with instructions and resources for applying Student Ratings of Instruction results toward course modification with the aim of improvement

Strategy 5
Reframe and redefine liberal education at URI in the context of the 21st century

ACTIONS
1. Frame and emphasize the value of liberal learning as a foundational platform for intellectual inquiry and development (all majors) with the potential to be intellectually rewarding, personally fulfilling, and economically beneficial
2. Engage students with pedagogies of problem solving through historical, contemporary, and personal perspectives, and connect these habits of mind to lifelong learning
3. Expand formal programs and opportunities for undergraduate research and increase the integration of faculty research into courses
4. Refigure and present the undergraduate experience as lifelong learning and introduce its meaning, importance, and pursuit starting at matriculation
5. Facilitate curricular and teaching strategies that highlight student agency, learning outside of formal class structures, and curricula that enhance building connections, integration and synthesis, and broad contextual perspectives
6. Explore institutionalizing an e-portfolio initiative to integrate student knowledge and development and serve as a means of assessment, in addition to the traditional student transcript
7. Encourage and increase collaboration between departments that would lead to innovative interdisciplinary master’s and doctoral programs

Strategy 6
Focus on access and affordability and improve credit and degree completion rates for all undergraduate and graduate students, with specific attention to data reporting to underrepresented, economically disadvantaged, international, out-of-state, and in-state populations

ACTIONS
1. Focus and expand efforts to ensure student success in gateway courses and continually assess those efforts
2. Successfully implement the new general education curriculum comprising new and revitalized courses
3. Engage more full-time faculty in teaching general education courses and highlight the critical importance of faculty efforts and continuous innovation in these courses
4. Target appropriate financial aid to support economically disadvantaged students and retain out-of-state students
5. Assess and identify progress and gaps in programs and services that are focused on student access, at-risk students, and overall student success, including academic and student support services
6. Ensure effective organization/structuring of curriculum and academic policies to promote ease in transferring to URI from other colleges and within URI between majors; reduce redundancy/duplication of work; and eliminate unnecessary prerequisites
7. Continue to refocus URI 101 on student responsibilities for academic planning and success; including preparation to achieve professional, career, and life goals

8. Develop specific strategies to improve retention of graduate students and ensure timely completion of advanced degrees
9. Support and expand dual enrollment and statewide articulation agreements to expand access to college credit-bearing courses
10. Advance degree completion efforts, including programs such as “Finish What You Started” that target at-risk populations and/or bring students back to the University to complete degrees
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. Generate research, scholarship, and creative work that addresses state, regional, and world challenges to improve health, environmental sustainability, economic development, and the human experience.
2. Selectively recruit senior-level faculty to mentor, advise, and assist early-career tenure track faculty
3. Enlist senior research faculty to mentor, advise, and assist early-career tenure track faculty
4. Develop high-performance research computing facilities and provide a learning and training environment for supporting research and advance big data analysis and applications across academic units

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. Generate the Scholarship of Teaching and Learning (SoTL) (e.g., promotions, awards, grants, tenure, advancement, citations)
2. Improve visibility 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
4. Create a website that lists faculty areas of expertise in research, teaching, and service
5. Enlist and support faculty and staff who engage students in research and creative work across all academic disciplines
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 faculty 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 3

Target research initiatives that impact economic and workforce development

ACTIONS

1. 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
2. Leverage federally supported small business funding mechanisms to support faculty research and translate research into commercial applications
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
6. Develop high-performance research computing facilities and provide a learning and training environment for supporting research and advance big data analysis and applications across academic units

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. Leverage federally supported small business funding mechanisms to support faculty research and translate research into commercial applications
5. Leverage federal small business funding mechanisms to support faculty research and translate research into commercial applications
6. Leverage federal and state funding opportunities and successfully funded and completed research
**GOAL 03**

**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)

**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 through advising, peer support, and programs at the University and college levels, such as peer ambassadors and expanded housing options
2. Effective integration of 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
3. Enhance partnership efforts to recruit and enroll international graduate and undergraduate students, e.g., Education Service Providers, development of URI pathway program, Associates in Cultural Exchange (ACE) conditional admission
4. Improve recruitment of international students through print, video, and online materials in target languages
5. 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 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
**GOAL 04: 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.

7. Develop professional development and mentoring programs for staff and faculty from underrepresented groups at all career levels
8. Further advance and support work/life flexibility policies and practices
9. Engage college diversity committees and presidential commissions in recruitment and retention, and in fostering a welcoming, supportive, and inclusive climate for faculty

**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 structured 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 of employees, and ensure that all departments are accountable for diversity hiring and retention
5. Ensure that search committees within departments and colleges understand and implement affirmative recruitment, hiring, and retention plans sensitive to diversity
6. Elevate institutional recognition and visibility at all levels of teaching and scholarship that focus on diversity, equity, and social justice, including ensuring appropriate consideration in the promotion and tenure process
7. Develop targeted opportunities to increase diversity among graduate students

**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

**Strategy 3**
Create an active learning community among students, faculty, 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 departments and programs to participate in cultural competency courses as part of postgraduate education
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

**GOAL 05: 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:
   a. Update personnel classifications and re-engineer human resource processes to promote additional paperless electronic processes (including internal payroll)
   b. Develop a system designed to hire qualified people for jobs at all levels in a timely manner
   i. Determine optimal position approval process for most efficient hiring
   ii. Improve timing in processes related to all aspects of hiring including processing forms, approval to interview, approvals for hiring offers, and appointments
   c. Correctly determine proper position approval processes to all aspects of hiring including processing forms, approval to interview, approvals for hiring offers, and appointments
   d. Incorporate diversity and equity training into staff development programs
3. Ensure comprehensive recruitment strategies with competitive salaries, dual professional employment opportunities, faculty start-ups, and relocation assistance
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

**ACTIONS**
1. Determine optimal position approval process for most efficient hiring
2. Improve timing in processes related to all aspects of hiring including processing forms, approval to interview, approvals for hiring offers, and appointments
3. Correctly determine proper position approval processes to all aspects of hiring including processing forms, approval to interview, approvals for hiring offers, and appointments
4. 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
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   d. Incorporate diversity and equity training into staff development programs
Streamline Processes to Improve Effectiveness (Continued)

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. Develop e-forms to track the progress of graduate students and facilitate their time to completion
4. 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 agreements, equipment purchases, and maintaining an inventory of contracts, such as maintenance agreements, equipment purchases, simple contracts, etc.
   k. Review Administrative Management Review Committee (AMRC) proposal to consolidate custodial services under Facilities Services and consider whether to implement
5. Work towards the connectivity of software systems to ensure consistency, quality, and efficiency, including those related to students, faculty, and staff, more expediently and locally, at the college level to the greatest extent possible

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 utilize URI or Board of Education Master Price Agreement (MPA) contracts for services or goods purchased in volume where no state contract exists
   e. Complete a comprehensive study of whether travel agent services are cost- and time-effective and should be required of all offices
   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 agreements, equipment purchases, and maintaining an inventory of contracts, such as maintenance agreements, equipment purchases, simple contracts, etc.
   k. Review Administrative Management Review Committee (AMRC) proposal to consolidate custodial services under Facilities Services and consider whether to implement

Strategy 5
Develop processes and practices that enable Academic Affairs to more nimbly 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
2. Improve the time it takes for all forms to be processed by assessing time to completion of various academic processes and improving upon the process and timeliness of response and decision times
3. Address college academic issues, including those related to students, faculty, and staff, more expediently and locally, at the college level to the greatest extent possible

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. Comprehensive 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 coordinated cultivation 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/CAE, Council for the Advancement and Support of Education/CASE) and identify processes, strategies, and resources; identify and implement changes as needed
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 both didactic learning, in which the learner plays a comparatively passive role, and 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.” A 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 demonstrated 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 well-being. Such research is purported to “translate” its findings into benefits in human health, environmental sustainability, and economic development that will improve the quality of life for people globally.
THE UNIVERSITY OF RHODE ISLAND

OFFICE OF THE PROVOST

Green Hall, 35 Campus Avenue
Kingston, RI 02881

uri.edu/provost

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CHARTING OUR PATH TO THE FUTURE:
TOWARD A RENEWED CULTURE OF ACHIEVEMENT
November 1, 2010

Dear Colleagues and Friends:

The University’s Academic Plan is central to shaping our priorities and defining our path for the future. Throughout my first year at the University, I have listened to ideas and counsel from many among our faculty, students, staff, alumni, and community members. In my judgment, the vision, ideas, and goals represented in this Academic Plan provide an excellent framework for education, research, and engagement at the University of Rhode Island.

As you are aware, the goals of the plan focus on: enhancing academic quality; preparing students for a rapidly changing world; advancing innovation, research, and scholarship; instilling global competence and leadership; fostering community, equity, and diversity; and improving institutional effectiveness. 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
President’s Transformational Goals For The 21st Century

Creating a 21st Century 24/7 Learning Environment. To prepare our students to excel and lead, URI must take full and systemic advantage of the most advanced educational tools and practices. We must provide expanded opportunities for experiential learning (research, creative work, and scholarship), as well as opportunities to learn and work across disciplines and fields of knowledge. It is essential to provide “hands-on” learning. Through the use of technology, improved advising, and innovative curricula, URI must do its part to reduce barriers to graduation and enable more of our students to complete their degrees in four years.

Increasing the Magnitude, Prominence, and Impact of URI’s Research, Scholarship, and Creative Work. URI must place additional emphasis on research, scholarship, and creative work. To do so will help preserve and enhance the nation’s global competitiveness; help create a Rhode Island economy that is vibrant, competitive, and sustainable; and enrich our culture and society. Increasing the research, scholarship, and creative work undertaken by our faculty and research staff will provide more opportunities for students to be engaged in these activities, thereby providing a stronger education.

Internationalizing and Globalizing the University of Rhode Island. It is simply essential for our students’ success that they are prepared to live and work in an increasingly globalized economy and society. URI must substantially increase the number of our students who study abroad and the number of international students who study at URI. We must expand the number and scope of our international research and education partnerships. We must increase the number of our graduates with competency and fluency in languages other than English, and their knowledge of the cultures, politics, and history of other peoples and nations.

Building a Community at the University of Rhode Island that Values Equity and Diversity. In order for our students to thrive in an increasingly diverse and complex context, URI must assist them in developing their abilities to communicate, understand, and work with people who are very different from themselves. Building a community at URI in which every member is welcomed, supported, and valued is an essential foundation to education and learning, and therefore is central to our identity and mission. The University of Rhode Island must strive to prepare our students not just to participate, but to lead, and effective leadership in the 21st century requires the skills to build productive partnerships in contexts and institutions that are increasingly diverse.

As we meet these goals, URI will continue to be a leader in preparing its students for success, and URI—through the work of its faculty and students—will have a major impact on economic renewal in our state and region, and in maintaining our quality of life.
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.
B. Integrate teaching and research across the University that addresses challenges and opportunities related to health and wellness.
C. Integrate teaching and research across the University that addresses challenges of the environment and examines aspects of advancing a green economy.
D. Integrate teaching and research across the University that advances science and technology and their application in society.
E. Ensure the availability of disciplinary as well as interdisciplinary research and teaching programs.

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.
B. Expand opportunities within the Honors Program for highly motivated students.
C. Augment advising and mentoring as a learning vehicle.
D. Improve faculty development and support in online learning technologies as tools for delivery of academic content and towards expanding online offerings.
E. Develop a University-wide enrollment-planning model that examines markets, selectivity, financial aid, and yield and establishes enrollment targets by college.

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.
B. Enhance and increase interdisciplinary courses and programs at the graduate and undergraduate levels.
C. Boost experiential learning for undergraduate and graduate students.
D. Develop a comprehensive and collaborative plan for the library inclusive of the University community and potential other institutional/organizational partners.
E. Encourage lifelong learning.

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.
B. Develop programs that advance innovation and scholarship.
C. Together with the Division of Research, form widespread collaboration with key research faculty and potential business, nonprofit, and agency partners.
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.
B. Develop a model that expands international/global programs and opportunities at the University.

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, sexual orientation, ability, religion, and culture.

A. Raise consciousness and understanding in the URI community about privilege, bias, multiculturalism, and diversity.
B. Recruit and retain diverse faculty and staff.
C. Recruit and retain a diverse student community.
D. Make continuous progress toward creating a diverse and equitable culture throughout the URI campus and community.
E. Prepare the URI community to engage in a multicultural world and to understand human differences.

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.
B. Promote mechanisms to ensure that shared governance reflects shared responsibility between administration and faculty.
C. Gain greater transparency and equity in faculty and departmental expectations and workload in accordance with a recently articulated unit and University mission.
D. Promote professional development and synergy among faculty.
E. Expand course timeframes to improve retention, graduation rates, and efficiency, with respect to sound academic standards and breadth or depth of student experience.
F. Utilize all facilities efficiently and effectively.
G. Streamline responsiveness of all processes within the University.
Acknowledgements:

This plan reflects broad input from faculty, students, and staff from throughout the URI community. The ideas and goals that form the foundation of this plan emerged from, and were shaped by, in-depth discussions involving 165 faculty participating in the January '09 Academic Planning Summit, 40 students participating in the April '09 Student Planning Summit, the Council of Deans, the Provost’s Student Advisory Council, and numerous conversations with the Faculty Senate Executive Committees from both the '08–09 and '09–10 academic years. I appreciate the thoughtful input and review provided by many, including President Dooley, the University Vice Presidents, the Council of Deans, and many individual faculty, staff, and students who offered commentary on early drafts of the plan. In particular, I am exceedingly grateful to current members of the Faculty Senate Executive Committee and the University’s Equity Council who dedicated substantial time and effort toward reviewing and improving both the content and presentation of this plan. The collective input of the URI community has ensured that this academic plan is, in fact, “our” academic plan. Many thanks to all!

Don DeHayes, Provost

“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

The URI Academic Plan: Our Guide for the Future

This academic plan provides strategic direction, a set of broadly defined goals critical to the evolution of our University, and a series of guideposts for our journey along the path to the future. It is not meant to be a prescriptive plan, but rather a dynamic one open to modification over time as we proceed, progress, and observe changes in the world. As such, the strategies and actions will be revisited annually and amended as appropriate. There is little doubt that new actions will emerge, and not every proposed action will need to be enacted. The ideas in this plan are meant to guide our work, focus us on our priorities, and, along with our vision, 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 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-reliant 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 ourselves and our students and, at the same time, ensures a viable path to reaching those expectations. As such, we hope and expect that our community 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 what our University will become by boldly Charting our Path to the Future.

Advancing the Academic Plan

This 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 Academic Plan. In April, we held a Student Summit from which many wonderful ideas emerged, and many of these have been incorporated. 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 provided further perspective.

Articulated in the plan is a set of goals, strategies, and specific actions that will strategically move our University forward. Metrics will need to be developed to measure progress on the goals. As with any effective plan, our expectation is that this will be a “living” plan that focuses us and guides our work in a strategic direction. 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.
Getting Started—Approaches for Implementation

Essential to leadership is engaging others in strategic planning. All colleges, departments, and units should be involved in planning and defining strategic priorities within the context provided by the academic plan. The plan includes aspects and initiatives that relate specifically to certain broadly defined areas and also many transcending elements that apply to the work of all colleges, programs, and faculty. Some of the main themes that cut across the plan are as follows:

- Reinvigorated Curricula/Pedagogy
- Interdisciplinary Learning and Discovery
- Meaningful Global Initiatives
- Innovative Scholarly Partnerships
- Multicultural Learning
- Administrative and Academic Efficiency

College/unit planning should incorporate the following:

- An overview of program quality, including course/curriculum delivery; trends in disciplines to ensure current and relevant majors; analysis of research directions and productivity; and enrollment, retention, and persistence data and trends forecasted.

- Implications of the University’s academic plan for college programs, delivery of curriculum, outreach, and scholarship, including the themes noted above.

- Goal setting and plan development, including budget planning, development of strategies, actions, and metrics for measuring success.

- Implementation planning and timeframes for achieving goals.
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 M.B.A. focused on healthcare.
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.
I. Enhance Academic Quality and Value

Strategic Investments in Teaching and Research

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.

Strategic Investments in Teaching and Research

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 M.B.A. tailored for engineers and scientists.

4. Further interconnections among mathematics, computer and physical sciences, and engineering disciplines in teaching and research, such as nanotechnology, materials 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.
I. Enhance Academic Quality and Value

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 freshman 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 Admission 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, 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.
Alternative or College-Based Actions

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Prepare Students for a Changing World

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.
II. Prepare Students for a Changing World

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. Share knowledge across campus by coordinating an International Visiting Scholar Series that highlights interdisciplinary scholarship among our faculty.
   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. Develop a comprehensive and collaborative plan for the library inclusive of the University community and potential other institutional/organizational partners.
   1. Explore potential new sustainable/alternative funding models to support.
   2. Explore new models of delivery of services which best meet future needs of students, faculty, and the community.
   3. Finalize a vision and plan for the new learning commons.

E. Encourage lifelong 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.
   10. Develop the DigitalCommons@URI platform into a showcase of research for the purposes of preservation, sharing, and promotion of URI research.
III. Research and Innovation

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. Initiate and support a new and meaningful undergraduate research program that partners students and faculty in the process of discovery.
   3. Expand tuition reduction for grant-funded graduate students.
   4. Increase the places where students and faculty can mingle in less formal yet still learning-oriented environments through reconfiguration of existing spaces and incorporating such spaces in all new buildings.
   5. Promote interdisciplinary efforts by strengthening mechanisms across colleges and throughout the curriculum or exploring the development of a 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, are multidisciplinary and 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 related efforts.
   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, nonprofit, and agency partners.
   1. Develop research/partnership portals that will serve as think tanks and provide enhanced communication among 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.
   7. Share knowledge across campus by coordinating an International Visiting Scholar Series that highlights interdisciplinary scholarship among our faculty.

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.
Alternative or College-Based Actions


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, sexual orientation, ability, religion, and culture.

A. Raise consciousness and understanding in the URI community about privilege, bias, multiculturalism, and diversity.
1. Enhance existing activities that recognize diversity, such as Diversity Week, Black Scholar Awards, and the Multicultural Awards Banquet, 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.
V. Ensure an Equitable and Inclusive Campus Community

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 extracurricular 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.
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 reflects strategic priorities and investments and is 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 and 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 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 ongoing 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.
TRANSFORMATIONAL GOALS FOR THE 21ST CENTURY

THE PRESIDENT'S
21ST CENTURY FUND FOR EXCELLENCE
THE UNIVERSITY OF RHODE ISLAND

The University of Rhode Island is a community that thinks big and wants to share its big ideas with partners who can help bring them to life. The more innovative we become, and the more we contribute to solving the challenges of the 21st century, the stronger the pride of our students and alumni, and the greater the impact we will have on the State of Rhode Island, the country, and the world.

One of our essential roles as the state’s flagship university is to work with the public and private sectors to create a vibrant and sustainable Rhode Island economy. We are uniquely positioned to increase the knowledge base through research, to convert new intellectual property into economic development, to establish jobs and small businesses, to produce business and industry leaders, and to provide critical expertise and innovative solutions to businesses, governments, and others who seek our assistance.

Substantial challenges face public higher education everywhere, many related to issues of access, affordability, and quality. Even more importantly, the magnitude and difficulty of the global challenges of the 21st century are, in several ways, unprecedented. These realities compel the University to assess and transform our approaches to teaching, research, and service so that we can prepare students for a rapidly changing world and, in so doing, help our state, our nation, and our world to thrive. To succeed, we must constantly ask how we can do more and do it better; and we must engage the world and its diverse cultures, viewpoints, and lifestyles.
Transformation requires private and public support for research and state-of-the-art facilities, technology, and equipment, as well as a corresponding willingness throughout the entire University community to build a culture of continuous innovation. Financial support, coupled with an invigorated academic commitment, will enable us to think even bigger, and to leap to the forefront of our competition, fully realizing the University of Rhode Island's great potential.

President David M. Dooley
President Dooley has said, “When I envision the University five years from now, I see students and faculty engaged in cutting-edge research and scholarship, solving problems to benefit our communities and our society, and contributing to economic growth; I see a campus where undergraduates study abroad or work as interns throughout the region and across the world, while others use state-of-the-art technology to learn at any time, day or night; I see students who are intensely engaged with faculty across all fields of study, and who are working in interdisciplinary and multidisciplinary environments; I see a community of students, faculty, and scholars drawn from afar to a University that values them for who they are.”

While much is already in place at URI to make this transformational journey, President Dooley has identified four goals that will dramatically accelerate the pace:

1. **Create a 21st Century 24/7 Learning Environment.** It is time to recognize that learning outside the classroom is as important as learning inside the classroom. Students must have more meaningful opportunities for experiential learning through research, creative work, and scholarship, and more chances to learn and work across academic disciplines and fields of knowledge. “Hands-on” learning in research laboratories, fieldwork, and internships is essential, not only to discovery and innovation, but also to giving students the strongest possible advantages for competing in the workplace. Our faculty must assume expanded and redefined roles as partners and educators. To graduate the best-prepared students imaginable, URI must take full advantage of the most advanced educational tools, technologies, and practices. An emerging flexibility, improved advising, and innovative curricula will ensure that undergraduates complete their studies in the traditional four years while allowing the ambitious among them to reach the finish line more quickly.
2. **Increase the Magnitude, Prominence, and Impact of Research, Scholarship, and Creative Work.** URI must emphasize and be clear about our core mission of research, scholarship, and creative work if we are to help build a new Rhode Island economy and provide knowledge, understanding, and insights to the marketplace of ideas. A significantly larger pool of outstanding graduate students (a key component of any preeminent research enterprise) will facilitate the work of our talented faculty. This will, in turn, energize the University’s research engine and spark increased funding and discovery. Additional research dollars will lead to tangible business development opportunities, job growth, and an expanded tax base. Research and creative work need to become integral components of the undergraduate experience, whether students are majoring in the sciences or the humanities. Fostering a collective and individual propensity for inquiry among undergraduates will build a population of citizens, future graduate students and research scholars whose curiosity and success will serve Rhode Island, the nation, and the world.

3. **Internationalize and Globalize the University of Rhode Island.** Our world is shrinking as technology breaks down borders and time zones, allowing businesses and communities, large and small, to develop new relationships on the other side of the globe. Our students must be prepared to live and work in an increasingly globalized economy. By expanding the scope of our international research and education partnerships, increasing the number of graduates fluent in languages other than English, encouraging more URI students to study abroad, and tripling our population of international undergraduate and graduate students, we break down our own borders, strengthen everyone’s knowledge of the cultures, politics, and history of other peoples, and enable our students to prosper in this expanding global marketplace.

4. **Build a Community at the University of Rhode Island that Values and Embraces Equity and Diversity.** If our graduates are to succeed and lead in the 21st century world, with its wide diversity of cultures, lifestyles, beliefs, religions, political systems, and philosophies, we must help them develop the ability to communicate,
understand, and engage productively with people very different from themselves. The most influential university will be the one that is unified in its acknowledgement and valuing of these differences as essential to a more enriched community and a more relevant education. Here, every member must feel welcomed, supported, and valued as part of the larger campus community. As our reputation grows as a safe and inviting place with a breadth and depth of cultures, ethnicities, lifestyles, and values, we will attract an even broader diversity of students, furthering our successes in producing graduates capable of working across cultures, languages, and traditions.
HOW WILL THE UNIVERSITY BE TRANSFORMED BY THESE GOALS?

Moving in the direction of these closely related goals will change all facets of university life, from the classroom to the residence hall, from the research lab to the student union, from the faces around campus to the voices heard, from the way we view ourselves to the way the world views us.

The University of Rhode Island's reputation as a distinctive world-class university will be substantially enhanced and globally recognized. We will be known nationally and internationally as a university that adapts swiftly to the changing needs of its students. Individually paced courses, web-based and modular classroom experiences, and other pioneering 24/7 learning practices will place URI in the vanguard of higher education. We will recruit and attract the highest caliber faculty and staff, while attracting students with ability and promise. Faculty members and research scholars, new and existing, will drive innovation and discovery, positioning themselves and their University as world-wide experts in important and relevant areas of work. Expanding resources will support a campus-wide digital culture in which students have the most up-to-the-minute technology, equipment, and laboratory experiences expected by today’s employers.

The University will be a place where students are expected to pursue meaningful internship and experiential learning opportunities linked to research, creative enterprises, global partners, and the expressed needs of businesses and community organizations. Together with our faculty members, students will stimulate the economic renewal of Rhode Island through the generation of technology and knowledge that become products and services, creating jobs, partnerships, and sustainable income for our employees, businesses, and state. The work we do in Rhode Island, in turn, will improve the economy and lives of people across the nation and the world. The volume of research dollars coming into URI will continue to grow, placing it among the leading universities of its size in the United States.
As URI’s reputation in undergraduate education and scholarship grows, financial support from foundations, business partners, government sources, alumni, and benefactors also will escalate. The upward spiral will result in more capital for construction and technology and more scholarships and financial aid for undergraduates and graduate students. Opportunities will abound for new business enterprises to commercialize our discoveries, inventions, and patents, adding to the state’s knowledge-based economy, to public health, to the marine industry, and in many other unpredictable ways. Pride in the state’s public university will mushroom as URI’s ability to deliver big results becomes increasingly apparent. Alumni, friends, and taxpayers will respond generously.

More talented graduate students, drawn from a larger national and international scope, will join the URI community. These graduate students, along with our research faculty, will stimulate higher levels of research, scholarly work, and financial support associated with a world-class university. More undergraduates from a larger pool will also enroll, contributing to the local economy and giving Rhode Island students the benefit of a global experience right here in the Ocean State. As a diverse group of students from across the nation and the world share a common mission of developing solutions to local, national, and world problems, successful models for fostering respect, celebrating differences, and preserving unique perspectives will emerge.
WHY WE NEED YOU TO INVEST
IN THE PRESIDENT’S TRANSFORMATIONAL GOALS

Transformation requires new, flexible, and ongoing infusions of revenue that can be invested quickly as promising “big ideas” surface. The President’s 21st Century Fund for Excellence has been established to allow these venture funds to be readily and appropriately deployed in support of innovation and scholarly activity that moves the University toward its four goals and long-term growth. It could be used as “bridge” funding for new faculty in high-priority areas, to enable advances in research and education, to launch an interdisciplinary or multidisciplinary center, or to support student participation in a new initiative.

Your investment will drive achievement, reward, and further investment. Once fueled with increased resources, the University will thrive on a sustained cycle of excellence and innovation. Higher numbers of graduate students increase our research capabilities, which in turn garner more grant funding, which produces more discovery and innovation, which attract more private donations for better labs and equipment and endowments, which in turn attract even more of the best and brightest students and researchers.

There may never be a better time to invest in and capitalize on the University, with its potential to make substantive, long-lasting contributions to the state’s economic health. Rhode Island, hit early and hit hard by the national recession, needs now, more than ever, to reinvent its struggling economy, creating new jobs and establishing new industries. Higher education, too, is facing a paradigm shift amid ever-changing local and global needs, a phenomenon that has sparked waves of incremental adjustments at most universities. The University of Rhode Island could cruise alongside our peers, or we can be at the head of the fleet, leading the way, strengthening our reputation and value. The University will stand apart by replacing piecemeal change with an “all in” approach to transformation.

We ask you to join us in making URI a premiere, world-class institution. We are seeking to boldly define ourselves in this document—and in our minds, and in our daily discussions and work—as a community of people who constantly “think big” and who want to see those big ideas come to life. Join us in making transformation a reality.