

Academic Planning Summit

January 30, 2009

Session # 6

Session Name: How might we maximize the learning environment in the context of time frame, facilities and efficiency?

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Group's Consensus/Recommendations

I:Facilities:

- Begin with the basics – all classrooms are clean, painted, and maintained properly
- Ensure classrooms have the necessary technology and supported needed for instruction
- Utilize all facilities – not just traditional classrooms and labs

II: Schedule

- Investigate expanding the calendar/schedule for “24/7” options
- Investigate various scheduling options (shorter, more intense courses, longer options, etc)
- Investigate 4-credit and variable credit options
- Utilize summer, winter sessions more effectively – assuming student interest exists
- If expanded schedule, ensure necessary support is available (library, information technology, security, open facilities, etc)

III: Graduate Education/Graduate School

- Review processes associated with graduate school to assess effectiveness/efficiencies
- Review registration/paperwork processes to determine efficiencies/inefficiencies– (length of time for graduate registration, paperwork associated with assistantships, etc)

- Need online forms to improve paperwork efficiencies
- Need additional financial support for graduate students

IV: Curriculum/Faculty Support

- IDP has been helpful – involve office in development/enhancement at lower level curriculum.
- Greater technology support is needed. We need to learn more about what we have – and then build from here
- Greater support for on-line learning/development is needed
- Better advising and quality faculty/student interactions are needed
- Stream-line general education – this will help students as they switch majors

V: More information is needed on:

Research 4-Credit Options:

- What is the research on 4-credits - what are the costs/benefits - what are the logistical and infrastructure needs - how does it impact faculty loads and departmental offerings?

Survey/Investigate Student Behavior:

- What is the pattern of our students registering for/earning credits? Why does this pattern exist at URI?
- What do our students want – with respect to curriculum, schedule of classes, offerings, etc