**Creating Our Future: UConn’s Path to Excellence**

**IMPLEMENTATION MATRIX**

| **GOALS AND OBJECTIVES** | **LEAD(S)** | **COMMITTEE, TASK FORCE, OR COLLABORATORS** | **STATUS** | **NOTES** |
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| 1. **EXCELLENCE IN RESEARCH & SCHOLARSHIP, AND CREATIVE ACTIVITY** | **PROVOST AND VICE PRESIDENT FOR RESEARCH** | **RESEARCH EXCELLENCE OVERSIGHT COMMITTEE** |  |  |
| * 1. Invest in selective spheres of excellence that demonstrate high potential to solve critical societal problems. | Provost and Vice President for Research |  |  |  |
| * + 1. Develop investments in the seven cross-university interdisciplinary areas (Advanced Materials and Manufacturing; Artists, Scholars and Public Discourse; Brain, Mind and Cognition; Genetics, Genomics and Personalized Medicine; Health and Wellness; Human Diversity, Disparity and Rights; and Sustainability and Resilience: Environment and Energy). | Provost and Vice President for Research | Deans, Department Heads, Center/Institute Directors, Office of Diversity and Inclusion |  | Spring 2015 Academic Plan Investments  Spring 2016 Academic Plan Investments  Spring 2017 Academic Plan Investments  Focused Parallel OVPR Investments |
| * + 1. Identify signature disciplinary programs for strategic investments and faculty hiring to increase the number of programs/departments that are nationally ranked in the top 10 percentile, according to Academic Analytics and other accepted measures of academic excellence. | Provost and Vice President for Research | Deans, Department Heads, Center/Institute Directors |  |  |
| * + 1. Recruit national academy members who can serve as core leaders in strategic areas, and nominate existing faculty for induction into national academies. | Provost and Vice President for Research | Deans, Department Heads, Center/Institute Directors |  | Not yet undertaken |
| * + 1. Recruit faculty clusters for joint appointment across institutes and departments to promote interdisciplinary research. | Vice Provost for Strategic initiatives | Recruitment Task Force (Co-Chairs: VPR Designee and Dean Of Engineering) |  | InCHIP, Rudd Center, CHASE, ISG |
| * + 1. Support key faculty groups through seed and matching funds, proposal writers and release time to prepare for institutional proposals, and in the preparation of grants and scholarly articles. | Provost and Vice President for Research | Deans, Department Heads, Center/Institute Directors |  | Internal grants programs at Storrs revamped and expanded. A new internal grants program implemented at UCH  Academic Plan grants  Grant Writing Workshops Implemented and available to faculty from all schools/colleges and campuses.  Dual-PI Seed Grant Program implemented by CHIP and includes matching funds from OVPR, SOM, SODM, BUS, and NEAG  Hanover Research provides consultation for grant development, reviews, and strategic investments.  Faculty Services unit created in Sponsored Programs Services to provide proposal and submission support to faculty in units with limited grants administration support. |
| * 1. Support, reward, and demand research excellence. | Provost and Vice President for Research |  |  |  |
| * + 1. Develop structured mentoring programs for new faculty. | Provost | Deans, Department Heads, Center/Institute Directors  Office of Diversity and Inclusion |  | New Institutional Membership with National Center for Faculty Development and Diversity. Fall and Spring programming to focus on building communities of inclusion, support, and accountability. |
| * + 1. Develop ways of helping people work together more effectively and promote faculty interaction through multiple opportunities, including workshops in emerging areas, faculty social gatherings and salons. | Vice Provost for Academic Affairs | Deans |  | Specialty tools for data management and data visualization  Lincus web software expanded to include faculty mixers. Two events have occurred with CAHNR, SOE, NURS. Additional mixers planned.  InCHIP faculty mixers to initiate research collaborations in obesity and cancer research. |
| * + 1. Develop and implement a university workload policy to ensure that research, teaching, and service are appropriately balanced, reflecting disciplinary needs and understanding the need for flexibility based on the competitiveness in specific disciplines. | Provost | Deans, Department Heads, Center/Institute Directors |  | Working with a Dean’s sub-group, Merit and Workload Guidelines have been developed, but implementation is currently on hold pending AAUP grievance. |
| * + 1. Establish the highest standards for evaluation of research performance in merit and promotion, tenure and reappointment decisions. | Provost | Deans Committee with VPAA |  | AAUP bargaining |
| * + 1. Develop standard practices and tools for articulating research expectations for faculty at hire | Provost and Vice President for Research | Deans, Department Heads, Center/Institute Directors |  | Offer letters  New Faculty Orientation  Annual faculty review with department head |
| * + 1. Measure research performance using Academic Analytics and other metrics employed at the top flagship universities. | Provost and Vice President for Research | Deans, Department Heads, Center/Institute Directors |  | Subscription to Academic Analytics  Building internal analytics tools in OVPR  Develop and maintain a data warehouse to coordinate and integrate internal data across different university systems and all campuses |
| * + 1. Conduct a review of all promotion, tenure and reappointment processes across the university to ensure highest standards consistent with outstanding research universities that are applied to all units to evaluate faculty members’ careers throughout their tenure at UConn, including new processes for post tenure review every five years. | Provost | Deans, Department Heads, Center/Institute Directors, Senate Faculty Standards Committee |  | Deans and departments reviewing |
| * + 1. Implement programs led by Board of Trustees and Endowed Professors to mentor and nominate UConn faculty members for prestigious awards. | Provost | Deans, Department Heads, Center/Institute Directors |  | AAAS |
| * 1. Establish innovative institutes that pursue interdisciplinary research and scholarship. | Provost and Vice President for Research | Deans, Department Heads, Center/Institute Directors |  | Committee will be formed in Fall ’16; two new Centers have been added with cross-disciplinary foci |
| * + 1. Revisit reporting lines, oversight and accountability of existing centers and institutes in terms of funding and research productivity. | Provost and Vice President for Research | Deans, Department Heads, Center/Institute Directors |  |  |
| * + 1. Form a steering committee to oversee the formation of new centers and institutes. | Provost and Vice President for Research | Deans, Department Heads, Center/Institute Directors |  |  |
| * + 1. Align funding of new centers and institutes with the University academic vision based on strategic opportunities and the potential to garner extramural grant support. | Provost and Vice President for Research | Deans, Department Heads, Center/Institute Directors |  |  |
| * + 1. Consider forming overarching Institutes integrate the activities and improve the productivity of new and existing centers. | Provost and Vice President for Research | Deans, Department Heads, Center/Institute Directors |  | This model is being implemented with InCHIP (e.g. Rudd) |
| * 1. Build and expand core facilities with shared equipment. | Vice President for Research | Deans, Department Heads, Center/Institute Directors |  | This is an ongoing activity for IPB.  BBC transformed to COR2E (core.uconn.edu). New Director of COR2E is streamlining and expanding the capabilities and usage of core facilities at all campuses as well as integration with Jackson Labs. |
| * 1. Identify partnerships/projects to enhance coordination and create integrated measurements of community impact. | Vice President for Research |  |  | Lincus developed by Dan Schwartz (OVPR) to identify faculty research expertise at all UConn campuses & Health Center. Program is being expanded to include use and location of equipment, faculty engagement and mixers, and creation of research networks.  Research expertise at all UConn campuses & Health Center. Program is being expanded to include use and location of equipment, faculty engagement and mixers, and creation of research networks. |
| * + 1. Track and count state contracts, as well as grants; document impact in state; help facilitate contracts that provide opportunities for engaged scholarship. | Vice President for Research | Assistant Vice Provost for Institutional Research and Effectiveness and Director of Engagement |  | F&A associated with non-research sponsored grants and contracts transferred to OVPR where 10% returned to colleges to invest in faculty research and engaged scholarship. |
| * 1. Review and reform organizational arrangements to improve performance, effectiveness, and efficiency. | Provost |  |  |  |
| * + 1. Conduct a comprehensive review of academic units to identify ways to streamline programs and examine ways for schools and departments to work more effectively. | Vice Provost for Academic Affairs | University-wide Task Force |  | Discussions among impacted units regarding a Health Science College proposal |
| * + 1. Explore the possibility of integrating some non-academic units (such as university museums and collections) that are currently under the domain of academic schools and colleges. | Director of Engagement | Dean of Fine Arts, Dean of Liberal Arts and Sciences, and Vice Provost for University Libraries |  |  |
| * + 1. Streamline bureaucratic processes in order to support academic units and operate more efficiently. | Vice Provost for Academic Operations |  |  | This is ongoing and will always be yellow, but the new travel policy is in place that does include several improvements for faculty (despite some remaining concerns that are being reviewed), and the new faculty medical leaves agreement dramatically simplifies and places clear terms around faculty medical leaves. The electronic communications policy is updated, more relevant, and much clearer. The new approach to how facilities maintenance is scheduled and paid for is much simpler and removes most of the burden from academic units. The new process for equipment purchases heads off problems before equipment arrives on site so that faculty aren't frustrated when equipment they purchase cannot be installed. |
| * + 1. Develop incentives, and actively work to reduce barriers for collaboration among UConn-Storrs, regional campuses, the UConn Health Center and Jackson Laboratory faculty. (VPR) |  | Executive Director of the Center for Career Development |  | University Libraries: Implementation of integrated library management system in which phase 2 will include library resources from Law School and Health Center  University Libraries: Development of a task force to find further areas of alignment and collaboration between the University Libraries, Law School and Health Center Libraries to create a One UConn Libraries experience for all users  Internal grants program implemented at UCH to promote cross-campus, cross-disciplinary collaborations between SOM, SODM, Jax Labs, & Storrs faculty.  New policy implemented at UCH to provide indirect cost returns to PIs  Research administration policies & procedures are being streamlined to ensure greater consistency and efficiency between UCH and Storrs. For example, a single point of contact has been created to manage subawards between the campuses. In addition, the administrative responsibilities of each AVPR has been expanded to include all campuses. The reduction of barriers will be an on-going process as the parallel units (e.g., sponsored programs, research compliance, research IT, etc.) come under a single point of administrative oversight.  Where possible, institute common procedures to reduce barriers in procurement, HR, and finance.  The CCD recently created a new position to provide comprehensive career resources to the regional campus student populations. Responsibilities for this position include collaboration with faculty at the regional campuses to leverage relationships within the community to increase student outcomes. The CCD also has programs that span the regional campuses such as the CEIN Resume Development program. The CCD has served in a consultative capacity to UConn Health as they overhauled their internship programs and policies. Through this partnership, UConn Health has developed exclusive internships for UConn students meeting strict learning criteria. These internships will enhance both the Health Center and the student experience to the benefit of both. |
| * 1. Technology Commercialization, Innovation, and Entrepreneurship | Vice President for Research |  |  |  |
| * + 1. Increase translational activities that move research and discovery into commercial opportunities |  |  |  |  |
| * + 1. Expansion of Technology Commercialization Activities |  |  |  | Departments are fully enabled for commercialization opportunities with new staff services university wide. |
| * + 1. Development of Significant on Venture Development Capacity |  |  |  |  |

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| 1. **SUSTAINING EXCELLENCE IN UNDERGRADUATE EDUCATION** | **VICE PROVOST FOR ACADEMIC AFFAIRS** | **UNDERGRADUATE EDUCATION OVERSIGHT COMMITTEE** |  |  |
| * 1. Create a rich educational environment for undergraduates. | Vice Provost for Academic Affairs |  |  |  |
| * + 1. Ensure an undergraduate educational experience that prepares our students for lives of impact and leadership in an increasingly diverse, globalized world by emphasizing problem solving and the capacity to translate knowledge and skills into action. | Vice Provost for Global Affairs | Assistant Vice Provost for Enrichment Programs, Director of Engagement, and Chief Diversity Officer  Executive Director of the Center for Career Development |  | Approximately 350 students / year graduating with Honors and completing an Honors thesis (Problem solving and putting knowledge/skills into action)  The CCD, Community Outreach and the Human Rights Institute collaborate (through a shared staff position) to: produce an annual Careers for the Common Good career fair, highlighting international and domestic internships and full-time careers; and advise students with community experience on how to effectively convey that in a resume and to search for positions in related fields.    The CCD partners with a myriad of external constituents and posts hundreds of job and experiential learning opportunities for students interested in all aspects of our globalized world.  Approximately 1000 students study abroad each year. In AY 2015-2016 over 30% of students studying abroad took part in one of the 33 programs with a known experiential learning component (e.g. internship, clinical placement or service). Global Affairs, in collaboration with Community Outreach and others, has been promoting international and domestic student participation in the cross-cultural connections program. |
| * + 1. Adapt educational practices to provide more interdisciplinary knowledge and increase opportunities for cross-disciplinary education in areas of pressing need and interest. | Assistant Vice Provost for Excellence in Teaching & Learning |  |  | Sponsored 15 faculty, different ranks--different departments to attend interdisciplinary Teaching Professor Conference. Faculty Innovation Showcase Symposium new fall 2015  Established Teaching Effectiveness Roundtable with diverse faculty to share development needs and teaching best practices across schools and colleges. |
| * + 1. Strengthen essential teaching support services and increase the quality of instruction in all course formats (large-lecture, small-course, on-line, hybrid, in-person). | Assistant Vice Provost for Excellence in Teaching & Learning |  |  | Academic Plan Mini-Grants for Teaching Innovation ($150K 20 faculty awards). Large Course Redesign Grant ($150K 5 courses per year). $200K per year on faculty incentives to develop high demand online courses. Increased number of resources and CETL courses for faculty to develop flexible teaching approaches (blended/hybrid) and integrate technology. Purchased Lightboard to facilitate development of flipped classes. |
| * + 1. Develop strategies to increase course accessibility. | Assistant Vice Provost for Excellence in Teaching & Learning |  |  | Very strong utilization of HuskyCT Blackboard LMS university wide; Increased faculty use of mediasite for lecture capture and other strategies to deal with weather cancellations, implemented process for ADA compliance with online courses. Purchased Double Robot. |
| * + 1. Develop strategies to reduce class sizes. | Assistant Vice Provost for Excellence in Teaching & Learning |  |  | Added more FYE classes and multiple sections.  Large course redesign grant designed to encourage flipped, hybrid, and blended approaches to make large and detached feel small and engaged. |
| * + 1. Place specific emphasis on meaningful honors programs and support programs for students who come from high-poverty and educationally underserved homes and schools. | Assistant Vice Provost for Enrichment Programs  Office of Diversity and Inclusion |  |  | 10 SHARE grants (research apprenticeship) earmarked for underrepresented students each year, including Pell grant students; Creating Honors student group and support networks for underrepresented minority students; OUR collaborating with Financial Aid to pilot a program for students to use work study in research positions on campus |
| * 1. Attract a high-quality, diverse, student body. | Vice President for Enrollment Planning and Management | Academic Affairs; Student Affairs; Finance & Business; Foundation and Alumni Programs; Athletics; among many others. |  | Highest diversity level in history |
| * + 1. Increase our undergraduate student body through a carefully articulated enrollment management plan. | Vice President for Enrollment Planning and Management |  |  | Will re-evaluate and revisit NextGenCT Goals in light of budget realities. |
| * + 1. Provide ample need- and merit-based aid for students at the highest level of need. | Vice President for Enrollment Planning and Management | Essential collaboration with Office of Finance and Budget. |  | Continue to close ‘need’ gap and enroll high quality students through merit and need programs. |
| * + 1. Increase engagement and outreach with Connecticut K-12 schools to identify academically talented students who will succeed in our programs. | Dean of Education |  |  |  |
| * + 1. Sustain and enhance progress in recruitment of students from underrepresented backgrounds (race/ethnicity, first generation, socioeconomic, etc.) |  | Office for Diversity and Inclusion |  |  |
| * + 1. Increase 6-year graduation and retention rates to 88% over the next decade. | Vice Provost for Academic Affairs | Enrollment Planning & Management and Retention & Graduation Task Force. |  |  |
| * 1. Enhance students’ residential experience. | Vice President for Student Affairs |  |  | Recruited New Executive Director of Residential Life in Spring 2014  Conducted an External Peer Review of Res Life in May 2015.  Transfer Student Living Learning Community Opened in Fall 2016 |
| * + 1. Construct two new residence halls including a STEM Living Learning Residence Hall and an Honors Residence Hall. | Vice President for Student Affairs  Vice Provost for Academic Affairs |  |  | Next Gen Residence Hall (STEM) Opened Fall 2016  Honors Hall Design Plan is Complete.  Development of On-campus Housing Master Plan Project will launch in FY17 |
| * + 1. Increase housing opportunities for undergraduate students to enable additional students from our university as well as exchange students to have more opportunities for on-campus housing. | Vice President for Student Affairs |  |  | Secured 149 Additional On-Campus beds in Nathan Hale Inn (NHI) in 2014/15. NHI total capacity may grow by 50 – 100 more beds once the Hotel is relocated. |
| * + 1. Increase the number of living and learning communities from 17 to 25 over the next decade. | Vice Provost for Academic Affairs | Student Affairs Recommends Additional Staff to Co-lead and/or Serve as Key Collaborators on this Project. |  |  |
| * + 1. Build a new honors residential life community and enhance our honors offerings. | Assistant Vice Provost for Enrichment Programs |  |  | Draft plans for the building in place which includes residential, office, and classroom space to create a robust Honors community; Environmental impact study occurring; |
| * 1. Increase engagement with our students through advising, professional development and experiential learning to foster creativity, critical thinking, problem solving and reasoning, appreciation for diversity and cultural perspectives, and strong communication and leadership skills. | Vice Provost for Academic Affairs; Office of Diversity and Inclusion |  |  | Strong growth in numbers of students presenting research at regional and national conferences through support from OUR; growth in numbers of IDEA grant recipients, fostering creativity, leadership, problem solving skills, and communication skills; service learning dramatically increased as a form of experiential learning |
| * + 1. Invest in a more comprehensive, personalized and effective advising program. | Vice Provost for Academic Affairs | Advising Council (Co-chairs: Davita Glassberg and Cameron faustman) |  |  |
| * + 1. Increase early and comprehensive opportunities for career development. (LEAD: JIM LOWE) | Executive Director of the Center for Career Development |  |  | Each year the CCD partners with the instructors of approximately 150 FYE courses to introduce a Résumé Writing Assignment; as a result of this collaboration, approximately 2400 or 67% of first year students have a working draft of a résumé by winter break. The most significant aspect of this program results in career readiness goal setting early in a student’s academic career. The program also introduces students to future career related events, networking nights, career fairs and HuskyCareerPrep, a robust proprietary on-line portal of career development tools.  UNIV 1991 and 1981 are internship courses offered by the CCD that are available to all undergraduate students. These courses are open to first year students, enabling them to engage in credit bearing internships prior to completion of upper level classes and providing opportunities for them to participate in valid work-related learning opportunities early in their academic careers.  The CCD has a designated 'Certificate of Professional Development,' which recognizes student accomplishments in focusing their career-related efforts in an intentional manner. Students engaged in the program complete a rigorous set of group activities and individual counseling over the course of an academic year. Completion of the certificate enables students to document the experience on their résumés. |
| * + 1. Invest in additional internships both on and off campus. | Executive Director of the Center for Career Development | Internship Committee (new, to be convened) |  |  |
| * + 1. Fund new innovative experiential learning experiences. | Assistant Vice Provost for Excellence in Teaching & Learning |  |  | ($150K) Faculty Mini Grant Program for Teaching Innovation. Funded virtual reality field trip community of practice (360 Gopro and drone). Purchased Double Robot. Hosting campus wide meeting on virtual reality science labs. |
| * + 1. Expand opportunities for students to engage with faculty mentors in research and creative activities. | Assistant Vice Provost for Excellence in Teaching & Learning |  |  | CETL has yet to develop strategy or allocate resources to this goal. |
| * + 1. Increase opportunities for participation in study abroad; and focus on doubling by 2020 the number of UConn students who participate in education study abroad programs. | Vice President for Global Affairs |  |  | Given recent geopolitical and biomedical risks, growth in study abroad participation has slowed—a national trend. The target of doubling participation by 2020 has been revised to increasing participation by 25% by 2020, and 50% by 2024. Education Abroad is modifying the goal to add emphasis on diversifying the participant population and afford more opportunities to those students who would not typically go abroad. Additionally, the number of short term programs and those with an experiential learning component are increasing in relation to traditional semester programs. |
| * 1. Continue to create innovative programs and opportunities at our regional campuses. | Vice Provost for Strategic Initiatives  Vice Provost for Academic Affairs |  |  | Innovative and award winning career development programs have been launched at the Storrs campus. The addition of a Regional Campus Program Director in fall 2016 will facilitate the implementation of these programs at our regional campus locations. |
| * 1. Work closely with K-12 schools to enhance students’ learning experiences in STEM related areas to prepare for Next Gen initiatives. | Dean of Education |  |  |  |
| * 1. Continue to invest in the creation of a world-class library to guide our path as a leading public research institution. | Vice Provost for University Libraries |  |  | - Advancements in educating faculty and key staff regarding the effectiveness and availability of open educational resources  - Updated Mission & Vision and strategic priorities aligned with the Academic Vision  - Stewardship of collections and resources with data driven review of high cost, high value and relevant materials  - Outline, time frame and key data points developed for the Master Plan for Homer Babbidge Library  - Engaged in a partnership with Hartford Public Library to provide a unique and innovative way to expand our resources/reach into the new Hartford community  - Active in regional resource sharing to increase available resources(eg. EAST, Hathi Trust, APTrust)  - Support for campus innovation through partnerships with local academic programs (eg. Idea Grant, E&I, TIP) |

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| 1. **ACHIEVING EXCELLENCE IN GRADUATE EDUCATION** | **VICE PROVOST FOR GRADUATE EDUCATION** | **GRADUATE EXCELLENCE OVERSIGHT COMMITTEE** |  |  |
| * 1. Become a choice destination for graduate students and post-doctoral scholars. | Vice Provost for Graduate Education |  |  |  |
| * + 1. Develop/support partnerships that encourage and prepare underrepresented students for graduate school in order to enhance the graduate school/post doctoral/faculty pipeline | Vice Provost for Graduate Education; Graduate Diversity Officer, Office for Diversity and Inclusion | Diversity Council |  |  |
| * + 1. Actively recruit the top graduate student candidates and post-doctoral fellows from across the globe with comprehensive marketing efforts and on-campus support services. | Vice Provost for Graduate Education | Executive Director of the Center for Career Development |  | Improved communication during application process; Diversity recruitment (fee waivers, national conferences [e.g., ABRCMS, SACNAS, IRT])  Graduate student recruitment efforts, coordinated by the Graduate Diversity Officer, promote the graduate student and post-doctoral scholar career programs and services delivered by the Center for Career Development. |
| * + 1. Diligently pursue opportunities for funding more graduate research assistantships and other fellowships and ensure that graduate students do not have teaching loads that divert their attention from their research. | Vice Provost for Graduate Education |  |  | Pursuing private philanthropic support (collaborating with Humanities Institute, bequest received [expected value ca. $1M]) |
| * + 1. Provide more post-doctoral fellowships, and eliminate the barriers for graduate students and post-doctoral scholars from pursuing funding by extramural fellowships. | Vice Provost for Graduate Education |  |  | Connecticut Partnership Plan health coverage for graduate and postdoctoral fellows, removes disincentive for applying |
| * 1. Increase in services that the university offers graduate students, post-doctoral scholars, and graduate faculty and programs. | Vice Provost for Graduate Education | Executive Director of the Center for Career Development |  | Since the hiring of the Assistant Director – Graduate Student Career Services and Programs, there are coordinated and expanded career preparation programs and services offered within and outside of departments, and tailored specifically to the needs of graduate students and post-doctoral scholars. |
| * + 1. Assess graduate and professional student services to determine what services are necessary to increase retention and graduation rates. | Vice Provost for Graduate Education | Executive Director of the Center for Career Development |  | Developing mechanisms to enhance mentorship skills of advisors, Developing system to monitor completion rates, time to degree  A pilot survey was conducted in 2015-2016 to begin to learn about career preparation occurring within departments. A more extensive survey and gap anlaysis is being designed and conducted for spring 2017. |
| * + 1. Devote resources and facilities for developing a sense of community and cooperation among graduate students and post-doctoral scholars. | Vice Provost for Graduate Education | Vice Provost for Global Affairs |  | Collaborate on activities with Graduate Student Senate, Institutional member of National Postdoctoral Association, Campus-wide orientation for new graduate students, Sponsoring 3-minute thesis competition |
| * + 1. Create dedicated space for graduate student lounges and gathering places. | Director of University Planning | Vice Provost for Graduate Education |  | University library interested in developing “graduate commons” |
| * 1. Facilitate collaboration in cross-disciplinary, cross-program, cross-department, cross-campus research and graduate, post-doctoral education. | Vice Provost for Graduate Education  Vice President for Research |  |  |  |
| * + 1. Develop a strategy to identify and increase our investment in our best graduate programs. | Vice Provost for Graduate Education | VPGE can help identify programs, Provost and deans will have to invest |  | Beginning data collection efforts on performance of graduate programs (completion rates, time to degree, placement, GRE/GPA of incoming students, no. of prestigious fellowships, quality of mentorship) |
| * + 1. Remove the structural barriers that exist to the creation of interdisciplinary graduate programs across schools and colleges. | Vice Provost for Graduate Education | VP for Strategic Initiatives will have to take the lead on removing barriers related to funding and resource allocation |  | Interdisciplinary programs including >1 school/college report directly to Dean of The Graduate School for program approval and modifications |
| * + 1. Develop new and innovative programs to enable our students to compete in our increasingly complex society. | Vice Provost for Graduate Education |  |  | 40 certificate programs, ca. 15 new in last 2 years (e.g., Puppetry Arts, Health Professions Education, Intraoperative Neuromonitoring, Sustainable Environmental Planning and Management) |
| * + 1. Provide graduate internships with industry and research laboratories. | Executive Director of the Center for Career Development  Vice President for Research | Internship Committee (new, to be convened)  Executive Director of the Center for Career Development |  | The Center for Career Development has newly developed internship web content focused on educating graduate students about the value of engaging in experiential learning. There is also a Graduate Student Intern of the Year award. The Center’s Corporate Relations Team actively engages employers about their need for graduate student talent. An Internship Committee has been convened. |
| * + 1. Increase pre- and post-doctoral training grants through NIH, NSF, DOE, and other important agencies. | Vice Provost for Graduate Education |  |  | Provide institutional letters committing funds to cover tuition and health benefits not covered by institutional allowances |
| * 1. Develop professional programs for students to improve skills in leadership, career development, teaching effectiveness, professional communication, proposal writing. | Vice Provost for Graduate Education | Assistant Vice Provost for Excellence in Teaching & Learning  Executive Director of the Center for Career Development |  | Brown bag lunch series on preparing for academic job interview, 3-minute thesis competition  The Center for Career Development delivers and partners on a range of career preparation and career competency workshops for students and post-doctoral scholars seeking to enter academia and/or additional career sectors. “Career development” is also a module within The Graduate School’s newly created professional development model called ICP. |
| * 1. Reinvigorate our university’s graduate faculty. | Vice Provost for Graduate Education |  |  |  |
| * + 1. Raise the standards for membership in the graduate faculty. | Vice Provost for Graduate Education | Graduate Faculty Council |  | Developing framework for formal review of graduate programs as part of departmental reviews, will include review of graduate faculty to identify those whose appointment should continue |
| * + 1. Provide more rigorous reviews. | Vice Provost for Graduate Education | Graduate Faculty Council |  |  |
| * + 1. Recruit new graduate faculty and enhance the faculty’s breadth. | Provost and deans | VPGE can support recruiting efforts by helping to publicize positions at SACNAS, ABRCMS, Compact for Faculty Diversity, etc. Primary responsibility for recruiting new faculty lies with Provost, deans, and department heads |  |  |

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| 1. **EXCELLENCE IN TEACHING EFFECTIVENESS** | **VICE PROVOST FOR ACADEMIC AFFAIRS** | **TEACHING EXCELLENCE OVERSIGHT GOMMITTEE** |  |  |
| * 1. Support and assure even higher standards of excellence in faculty teaching endeavors. | Vice Provost for Academic Affairs |  |  |  |
| * + 1. Reward excellence in teaching and advising through merit pay. | Vice Provost for Academic Affairs | Deans and Department Heads; Senate Faculty Standards Committee |  |  |
| * + 1. Emphasize teaching performance in promotion, tenure, and reappointment evaluations. | Vice Provost for Academic Affairs | Deans and Department Heads; Senate Faculty Standards Committee |  |  |
| * + 1. Implement mid-term, formative Student Evaluations of Teaching to provide feedback. | Assistant Vice Provost for Institutional Research and Effectiveness | Vice Provost for Academic Affairs; Senate Faculty Standards Committee |  |  |
| * + 1. Investigate ways of sharing Student Evaluations of Teaching with our students. | Assistant Vice Provost for Institutional Research and Effectiveness | Senate Faculty Standards Committee |  |  |
| * + 1. Strengthen opportunities at our Institute for Teaching and Learning to train all new and under-performing faculty. | Assistant Vice Provost for Excellence in Teaching & Learning |  |  | Enhanced Teaching Orientation for Faculty and TA’s. Extend free individual membership for all faculty and GA’s in National Center for Faculty Development and Diversity NCFDD. Ongoing new faculty workshops and enhanced TA development program. Increased resources and consultations devoted to underperforming faculty. |
| * + 1. Develop a process for peer-evaluation of teaching. | Assistant Vice Provost for Excellence in Teaching & Learning | Classroom Committee and Assistant Vice Provost for Institutional Research and Effectiveness |  | Working to expand Teaching Exemplar Network (TEN) to facilitate opportunities for peer review of teaching. |
| * 1. Create opportunities to further improve faculty teaching. | Vice Provost for Academic Affairs |  |  |  |
| * + 1. Support faculty development of pilot innovative lecture courses with outstanding faculty from various schools and departments that focus on major ideas and research initiatives. | Assistant Vice Provost for Excellence in Teaching & Learning | Department Heads, Deans |  | Promoting through Reed Fellowship |
| * + 1. Establish innovation funds for curriculum development. | Assistant Vice Provost for Excellence in Teaching & Learning |  |  | New Faculty Mini Grants  Funding from Honors and CETL supported new online Honors Core classes |
| * 1. Leverage technology to enable teaching that encompasses multiple approaches for student learning and engagement. | Assistant Vice Provost for Excellence in Teaching & Learning |  |  |  |
| * + 1. Invest in advanced classrooms, collaboration spaces and technologies to reflect modern learning modalities. | Assistant Vice Provost for Excellence in Teaching & Learning | Classroom Committee and Assistant Vice Provost for Institutional Research and Effectiveness |  | Demonstration Classroom  University Libraries: Collaboration with CETL provide space for new experimental classroom and engaging library staff in utilization of the space for instruction |
| * + 1. Enhance the use of distance instructional technologies to enrich learning and opportunities for meaningful on-line education. | Assistant Vice Provost for Excellence in Teaching & Learning |  |  | CETL Lightboard to develop video content for flipped, hybrid, online.  Mediasite to promote flexible desktop lecture and content capture.  Blackboard Collaborate to promote synchronous one to many video discussions.  Zaption to promote ease of developing low risk assessments that promote learning and enhance retention. |

| **GOALS AND OBJECTIVES** | **LEAD(S)** | **COMMITTEE, TASK FORCE, OR COLLABORATORS** | **STATUS** | **NOTES** |
| --- | --- | --- | --- | --- |
| 1. **EXCELLENCE IN PUBLIC ENGAGEMENT** | **DIRECTOR OF ENGAGEMENT** | **ENGAGEMENT OVERSIGHT COMMITTEE, Student Affairs’ Community Outreach and Student Activities Office Leaders as Appropriate** (Comments – Community Outreach involves 1000s of UConn Students in Alternative Spring Break, Semester Long and One-time Service & Engagement Programs Each Year. Gina DeVivo-Brasaw & Christine Wilson May Be Strong Collaborators with Many Engagement Goals & Objectives in Section 5.)  Office of Diversity and Inclusion |  | **President’s Honor Roll submitted for 2016; data collection in process for 2017; 1.6 million hours reported.** |
| * 1. Become a model for a 21st Century Engaged University. | Director of Engagement |  |  | Many institutions remain ahead of UConn |
| * + 1. Articulate the vision and integrative mission of a 21st Century engaged public university. | Director of Engagement |  |  | Mission Revised;  Four Overarching goals adopted. |
| * + 1. Study the impact of our service on the state and the community and increase our capacity to prove the benefits of our students’ efforts on local, state, and national audiences. (OIRE) | Assistant Vice Provost for Institutional Research and Effectiveness |  |  | 1.6 million hours of service provided in 2015;  Anchor institution conference to be held in Septmeber 2016 to discuss the creation of the Greater Hartford Higher Education Network for Neighborhood Revitalization which will lead to assessment measures. |
| * + 1. Support community-based University-community partnerships and better articulate how to work collaboratively in shared space, foster additional partnerships, and increase our engagement efforts. | Executive Director of the Center for Career Development  Director of Engagement | Office of Diversity and Inclusion |  | Database on partnerships developed  UCC  NE UACSC created;  Tableau maps created and on website to highlight where partnerships exist;  Engagement fellow appointed in Fall 2016 |
| * + 1. Promote the UConn libraries as a resource for all citizens to become better educated, more information literate, and more exposed to unique cultural materials; | Vice Provost for University Libraries |  |  | - Consulted with state legislature on open textbook bill  - Expansion of the CT Digital Archive (CTDA) which  provides digital preservation and access services to more than 30 cultural institutions and government entities in CT. Contributes content to iConn and Digital Public Library of America  - Archives & Special Collections outreach  including executive production of a WHUS weekly radio show using Sam Charters collection material, hosted travelers from across the globe with travel grant funding, regular blog series, and cooperative exhibits using collection material  - CT State Data Center outreach including workshops on understanding and using data sets  - Collaboration on the Great CT Caper with CT Humanities and Neag School of Education,  highlighting CT based collections  - Focused exhibits on UConn faculty and the research/work they are engaged in |
| * 1. Develop a proactive plan for UConn to be known as one of the most engaged undergraduate programs in the country. | Director of Engagement | Executive Director of the Center for Career Development and Assistant Vice Provost for Enrichment Programs |  |  |
| * + 1. Enable more individualized university experiences, such as lab-based research, internships, study abroad, fieldwork, independent projects, performances, productions, and artistic events. | Director of Engagement  Assistant Vice Provost for Excellence in Teaching & Learning |  |  | Faculty recruitment in process;  Research study with students in Fall 2015. |
| * + 1. Encourage students to do at least one of the following: participate in a living and learning community, engage in study abroad, participate in one service or volunteer opportunity, engage in an internship or experiential learning, identify their research interests and find a faculty mentor who will inspire and mentor them. \* | Director of Engagement | Assistant Vice Provost for Enrichment Programs, Vice Provost for Global Affairs, and Executive Director of the Center for Career Development |  | Research study with students in Fall 2015.  Through collaboration with the First Year Programs Department, the CCD engages the majority of freshman in a multifaceted developmental activity that highlights the importance of internships and experiential learning during their undergraduate career. All CCD programs have a component that emphasize the importance of extra-curricular and co-curricular experiences as preparation for post graduate opportunities.  Annually, thousands of UConn students at all five campuses participate in internships and co-ops. The CCD documents their work-learning opportunities from a registrar report as well as student and employer self-reporting. Approximately 65 % of summer 2015’s internships reported by students and employers were paid. CCD’s cooperative education (co-op) program requires a paid learning experience, with the average registered co-op student earning $18,594.48 in a six-month period. Students participating in the CCD internship courses are able to earn credit from a department when they may not be eligible through different channels. |
| * + 1. Encourage faculty to develop more service learning classes and opportunities. | Director of Engagement  Assistant Vice Provost for Excellence in Teaching & Learning |  |  | 37 designated SL courses= 236% increase since AY 13-14;  72 overall SL courses offered (designated and not) in AY 14-15= 46.15% increase over AY 13-14. |
| * 1. Explore the establishment of a Global Education Institute focusing on Education Abroad, interdisciplinary Global Studies degree options, and Global Studies certificates. | Vice President for Global Affairs |  |  | This is on hold given budgetary constraints. |
| * 1. Invest in our institution’s future and diversity | Office of Diversity and Equity; UConn Foundation | Diversity Task Force |  |  |
| * + 1. Provide an environment that attracts highly creative and accomplished faculty, staff, and students. | ODE/Provost/Deans | Diversity Task Force |  | Office for Diversity and Inclusion established; Chief Diversity Officer hired; Diversity Council named |
| * + 1. Create a more inclusive and welcoming campus community. | Provost/Vice President for Student Affairs |  |  | Student Affairs (SA) has engaged the following initiatives in 2015-16:  \*Partner with Alumni Affairs & USG to explore programming designed to create new traditions  \*Enhance Week of Welcome (WOW) to promote engagement and inclusion  Open Forum in partner held to start the semester to identify student voices and needs. Plans underway to identify comprehensive diversity and inclusion education program in support of an inclusive environment. |
| * + 1. Recruit and retain a more diverse faculty, staff, and student body | ODE/Provost/Deans | Diversity Task Force |  | Identifying educational opportunities that will eliminate bias in interaction. |
| * + 1. Secure additional private resources to support our initiatives. | President & CEO, UConn Foundation |  |  |  |
| * + 1. Link our research, teaching, and engagement to our development goals. | President & CEO, UConn Foundation | Deans, Vice Provost for Academic Affairs, and Vice President for Research |  |  |