

2009

## Academic Plan

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# **OUR WORLD, OUR PEOPLE, OUR FUTURE: THE UNIVERSITY OF CONNECTICUT ACADEMIC PLAN 2009 - 2014**

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## **IDENTITY, MISSION, ASPIRATION, VALUES, AND FOCUSED AREAS OF EXCELLENCE**

### **INSTITUTIONAL IDENTITY & MISSION**

The University of Connecticut is the state's premier public university with a high national ranking and a reputation for excellence in all aspects of its mission. It has highly-qualified and successful students, strong undergraduate programs, a growing research portfolio, and emerging strengths in its graduate, professional, and pre-professional programs, including programs in education, business, law and engineering, in the basic, social, and health sciences, and in the arts and humanities. As a research-intensive university, it prizes excellence not only in teaching and learning but also in scholarly endeavor, scientific research, and artistic production. And as a land and sea grant institution, it is committed to active engagement with the larger community, not just through its outstanding College of Agriculture and Natural Resources, but also through the cultural, economic, and health services it can provide to both the state and the nation.

*Members of the University community are committed to freedom of academic inquiry and expression and dedicated to excellence as demonstrated in the national and international recognition of our faculty, students, and programs. We create and disseminate knowledge by means of our scholarly and creative achievements, graduate and professional programs, and outreach to the community. Through teaching and learning, we help students grow intellectually and become contributing members of the state, national, and world communities. Through research, teaching, and service, we embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. And through our work as a land and sea grant institution, we promote the health and well being of Connecticut's citizens and enhance the social, economic, cultural, and natural environments of the state and beyond. [Adapted from 2006 statement approved by the Board of Trustees.]*

## **ASPIRATION AND VALUES**

The University of Connecticut is already one of the top-ranked public research and teaching universities in the country. Our goal is to continue to improve our performance in teaching, research, and service; and our aspiration is to emerge as one of the top-20 public universities in the nation. This Academic Plan will guide our progress in these directions over the next five years, as will our dedication to a set of shared values and standards. These include a commitment to academic freedom and shared governance, to honesty and fair play in all that we do, to high expectations and demanding standards, and to a learning environment that values critical thinking, constructive dialogue, mutual respect, and cooperation. In our research and teaching, as in our outreach, we envision an inclusive community that celebrates diversity, promotes civility, advances global awareness, and cultivates leadership, integrity, and engaged citizenship in our students, faculty, and staff. And in our role as a land and sea grant institution, we seek to promote the state's economic development and social well-being by advancing new science,

improving the cultural fabric, protecting the natural environment, and enhancing the quality of healthcare.

## **THEMES**

The mission, aspiration, and values articulated above frame the major disciplinary and interdisciplinary<sup>1</sup> themes embedded in “Our World, Our People, Our Future.” They serve to unify the plan and link new interdisciplinary initiatives to the strong traditional disciplines from which they emerge and in which they must remain grounded.

*Our World* emphasizes the need to build on our strengths in human rights, education, and environmental research and to prepare our students for work and personal success as participants in an internationalized economy and an increasingly diverse society.

*Our People* draws on our landmark accomplishments in health care and human behavior to improve the quality of life for people in this state and beyond.

*Our Future* stresses the importance of collaborating with the State and with partners in the private sector to develop new products, processes, and entrepreneurial opportunities, and thus to foster economic and community growth and opportunity.

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<sup>1</sup> Throughout this plan, we use the term “interdisciplinary” broadly to reflect the many strategies and methods used in scholarship, research, and creative work that entail crossing the boundaries of disciplines to address problems whose study and solutions transcend any single discipline (including interdisciplinary, multi-disciplinary, trans-disciplinary strategies and methods).

Our Academic Plan seeks to do more than equip the state and the nation with the intellectual capital needed to prosper. It also strives to develop in our students the capacity for creative expression and the basic intellectual and communication skills that are essential for a well rounded life, for active engagement in the world of the 21<sup>st</sup> Century, and for meaningful participation as citizens in a democratic society. This plan thus emphasizes a holistic vision of education that promotes civic involvement and cultural competence in a diverse and global environment and that emphasizes not only the physical and natural sciences, or business, engineering, and technology, but also healthcare, legal reform, the humanities, the arts, and the social sciences and services.

## **FOCUSED AREAS OF EXCELLENCE**

As this introduction suggests, emerging areas of interdisciplinary excellence grounded in traditional academic disciplines will be an important factor guiding the development of our existing research, teaching, and programs of public engagement. These areas of excellence encompass:

- The Environment, including the environment and human health, the environment and sustainable ecosystems, the environment and sustainable energy.
- Health and Human Behavior, including basic and clinical biomedical science; the relations between policy, law, behavior, science, and health; and the translation of discoveries in the basic sciences to products, policies, and practices that improve the health and quality of life of people everywhere.

- Arts, Culture, and Society from a Local to a Global Perspective, including human rights, intellectual property, research on multicultural and international topics, and cultural enrichment in the humanities and fine arts.

We identified these areas of excellence through a series of conversations, meetings, colloquia, task force deliberations, reports, and written feedback. They represent the unique strengths through which we can further our contributions to Our World, Our People, and Our Future.

Additionally, our regional campuses have a special place in the mission of the University. Each has a unique focus that complements the work carried out at the Storrs campus and the Health Center. These include:

- Avery Point: Marine sciences and maritime studies.
- Greater Hartford: Metropolitan issues, public policy, and health policy.
- Stamford: International, business, and selected arts and sciences programming.
- Torrington: Arts and humanities.
- Waterbury: Civic and community engagement.

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## **THE ACADEMIC PLAN**

What follows is a set of goals and strategic steps that will advance the University's standing in five interrelated areas. It is important to remember that in each of these areas, the goals articulated in the plan must also guide the way resources are allocated or reallocated. In other words, the goals pursued and the resources available must be aligned with each other, rather than at odds, or the plan will not succeed. The five interrelated areas are:

- Undergraduate Education
- Graduate and Professional Education
- Research, Scholarship, and Creative Activity
- Diversity
- Public Engagement

In each of these five areas, the plan articulates an overarching goal, describes the relationship between that goal and the values and themes underlying the plan, and then enumerates the strategies that we will use to achieve our goals. We also identify a goal and strategies for our administrative organization, capital infrastructure, and budget processes that will ensure efficient implementation of the plan. In Appendix I, we

include the metrics or performance indicators by which we will measure our progress over the life of the plan.

**GOAL 1: UNDERGRADUATE EDUCATION**

*Engage our undergraduates in an intellectually challenging and diverse learning environment that combines excellent opportunities in the liberal arts and sciences with strong pre-professional education, co-curricular activities, and research collaborations with members of the faculty.*

Our World, Our People, and perhaps, most clearly, Our Future depend on providing well-prepared students with access to a four-year degree under conditions that nurture their prospects for success. Traditional disciplines, particularly in the arts and sciences, play a key role in that success. They provide students with the foundational knowledge and basic skills needed for success in graduate and professional school and for the interdisciplinary collaborations that are often key to addressing complex social issues. For example, problems of environmental sustainability cannot be addressed solely by grasping the scientific principles that lead to technical solutions. Successful resolution also requires understanding their ethical, social, legal, economic, and cultural implications from a global perspective. The same can be said of the pressing health concerns and human rights issues that will often arise in a global society. In short, we seek to prepare today's students for the world of tomorrow by cultivating in them an appreciation for the differences among us; developing their leadership skills as well as their basic skills; encouraging habits of collaboration, teamwork, and problem-solving; and creating more opportunities for them to



work closely with each other and with our faculty in small classes, on challenging research and creative pursuits, and in real world situations across the state.

**Strategy A: Foster success in undergraduate education through multiple admission pathways that can ensure access for well-prepared students to excellent teaching and outstanding learning environments.**

- Admit students whose test scores and level of preparedness maximize their chances for success at a nationally prominent research university;
- Work closely with the state's twelve community colleges and with our regional campuses to facilitate the transfer of well-prepared students to major programs available at the Storrs campus;
- Partner with the K through 12 education system to ensure that their graduates have adequate pre-college preparation and can imagine the possibility of a college education;
- Continuously improve teaching and learning through an ongoing process of assessment and by adopting best-practices across all disciplines and levels of education;
- Provide, so far as possible, the financial aid needed to ensure access and raise the university's national standing and visibility;
- Monitor the decline in the college-eligible population in Connecticut (and New England) and be prepared to vary the size of our non-resident population accordingly;

- Continue ongoing efforts to foster a cosmopolitan environment by recruiting a diverse population of students, including students from across the nation and around the world.

**Strategy B: Prepare our students for success and leadership in an increasingly diverse and global society, especially by increasing their exposure to the immense variety of cultures in this country and to the peoples, languages, and cultures of the world.**

- Launch strategic efforts to increase student contact with people from diverse backgrounds;
- Expand student participation in cross-cultural learning opportunities, including study abroad and exchange programs;
- Establish new and enhanced partnerships with institutions abroad to facilitate faculty participation in international exchange programs and conferences;
- Ensure access to language and culture programs in areas of student interest.

**Strategy C: Develop enhanced degree programming and course opportunities for undergraduates in emerging areas of interdisciplinary excellence and workforce demand.**

- Leverage our emerging excellence in environmental studies to offer focused programs that will enhance the ability of our students to understand and solve critical environmental and ecological issues;

- Build on our vast resources (including the Thomas J. Dodd Center) and our growing reputation in the field of human rights to offer new interdisciplinary research, curricular, and co-curricular opportunities to students and faculty in disciplines as diverse as history, political science, law, literature, and the health sciences;
- Equip our students in the fine and performing arts, such as film, art, music, and drama, with the technical skills necessary to take advantage of new electronic and digital media;
- Develop new curricula and stronger programs that will integrate Connecticut's established presence in the literary arts.
- Provide enriched curricula and opportunities for students in healthcare-related disciplines, education, financial services, and engineering that are aligned with current and emerging workforce needs in the state.

**Strategy D: Increase opportunities for small-group, experiential, and service learning.**

- Recruit sufficient faculty in areas of strong student demand;
- Expand and differentiate our honors programming to provide more options for more students as they pursue an honors degree and other challenging curricula;
- Increase our small-class offerings, such as freshman seminars, service-learning courses, and courses that emphasize experiential learning;
- Establish living and learning communities in emerging areas of interdisciplinary excellence.

## **GOAL 2: GRADUATE AND PROFESSIONAL EDUCATION**

*Sustain and develop select graduate and professional programs of national and international distinction.*

The University of Connecticut is the state's only comprehensive public doctoral-granting university and the only public grantor of professional degrees in audiology, dental medicine, law, medicine, nursing, pharmacy, physical therapy, public administration, and public health. Thus, UConn plays an important role in developing tomorrow's innovators, entrepreneurs, artists, and professionals, as well as the next generation of engineers and faculty in the arts, humanities, law, and social sciences, natural sciences, physical sciences, engineering, agricultural sciences, and marine sciences. Our World, Our People, and Our Future, not to mention the University's visibility as a top-ranked public university, are directly affected by the quality of our graduate and professional programs. In developing these programs, however, we must acknowledge our limited resources and channel them strategically.

### **Strategy A: Support the graduate and professional programs that are already in the top-tier or are:**

- Moving on a strong upward trajectory toward national and international prominence in faculty research and scholarly productivity, including creative work and artistic performance;
- Consistently attracting the most promising undergraduate, graduate, and professional students;

- Constantly placing students in tenure-track positions in academia, competitive post-doctoral positions, or highly sought employment in public or private sector organizations upon timely completion of their degrees;
- Recruiting and retaining highly productive faculty;
- Competing successfully for external fellowships and grants as appropriate to the field;
- Performing at rates comparable to or above those of peer/aspirant programs at top-tier public research universities on commonly benchmarked metrics (e.g., job placement, time-to-degree, licensure pass rates, preparedness of admittees, extramural fellowships/funding for students);
- Demonstrating visionary leadership and a will to succeed;
- Addressing the state's needs in the area of economic and workforce development.

**Strategy B: Offer a resource-rich training environment for graduate and professional students.**

- Provide exceptional faculty mentoring to our graduate and professional students;
- Offer competitive funding to top students in programs with consistently rigorous admission criteria;
- Align doctoral program enrollments with job market demands and resources available to support students (e.g., funding, faculty mentoring capacity);
- Create additional graduate fellowships awarded by the Graduate School on a competitive basis to top students in strong programs as identified in Strategy A;
- Increase the recruitment and retention of graduate and professional students from underrepresented groups;

- Develop programs to ensure appropriate training, oversight, and evaluation for graduate teaching assistants.

**Strategy C: Enhance timely placement of graduate and professional students in top positions.**

- Maintain high standards for timely degree completion;
- Scale graduate and professional programs to placement opportunities, particularly in positions for which there is high demand throughout the state and nation and at institutions that will enhance our reputation;
- Provide professional development opportunities for graduate and professional students to enhance their progress and professional visibility, including support for travel to professional conferences and funding for their research as appropriate.

**GOAL 3: RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY**

*Enhance the benefits to the state, nation, and world from faculty, staff, and student research, scholarship, and creative activity by increasing productivity, building on our existing strengths and focused areas of excellence, developing a stronger extramural funding portfolio, and expanding the infrastructure that supports research and strengthens our ability to translate new discoveries into practical applications, including our capacity in the area of technology transfer.*

Maintaining UConn's standing as a top-ranked public university and improving its national and international prominence depends heavily on sustaining discipline-based research in

the arts, humanities, engineering, and sciences, including the social sciences and legal studies, while building on our interdisciplinary strengths in environmental studies, health & human behavior, arts, culture and society. Increasingly, experts are recognizing that interdisciplinary collaboration is a key channel through which discoveries lead to new policies, technologies, and aesthetic experiences that improve the quality of life for all people. For example, new discoveries by a chemist that alter materials at the nano-level may profoundly affect drug delivery and improve our success in treating what were previously considered terminal illnesses. Yet, the translation of basic-to-applied research occurs only if we facilitate collaboration between the chemists, pharmaceutical scientists, clinical researchers, and medical practitioners. At the same time, such new discoveries may not only lower mortality rates and increase life-spans, but also render existing economic, social, and cultural policies obsolete. Being prepared for these shifts means bringing social scientists and humanists into the dialogue at an early stage, so their disciplinary knowledge can be brought to bear on the social, legal, ethical, and cultural dynamics of scientific innovation. This example illustrates how critical it is to sustain core disciplines while also catalyzing interdisciplinary ventures. It underscores as well the need to invest limited resources in areas of greatest opportunity and in a research infrastructure that can accommodate both core disciplines and disciplinary boundary crossing.

**Strategy A: Increase extramural support for research, scholarship, and creative activities.**

- Empower the new Vice President for Research to coordinate research, scholarship, and creative activities across the University and eliminate barriers to interdisciplinary work;
- Actively support faculty pursuit of extramural funding, including support for and recognition of funding in areas where it is generally less available (e.g., NEH funding, Guggenheim Fellowships, NEA support, Fulbright Awards);
- Recruit top scholars in areas of disciplinary and interdisciplinary research where there are opportunities for extramural funding, especially if those areas have strong student demand;
- Provide faculty with competitive start-up packages and support their efforts to secure extramural funding;
- Develop clusters of research faculty in support of the continued development of our focused areas of excellence;
- Continue the development of our understanding of cultural differences through scholarship and creative activities involving diversity and internationalization;
- Make success in research, scholarship, and creative activity (including extramural funding) a criterion for appointment, tenure, and promotion, and benchmark our criteria against those that are typical at top-tier public research institutions.

**Strategy B: Intensify efforts to move our discoveries into applied outcomes that further enhance our standing as a research university and the quality of life for our citizens.**

- Step up activities related to technology transfer;



- Build productive relationships with partners in the private sector;
- Increase the number of invention disclosures, patent applications, and licensing opportunities;
- Encourage this kind of practical scholarship, by ensuring that it is appropriately recognized in salary, tenure, and promotion decisions.

**Strategy C: Enhance the standing and national recognition of our programs of research, scholarship, and creative activity.**

- Increase the visibility and volume of our research and creative activity that appears in peer-reviewed journals of the highest order, first-rate legal journals, books published by major presses, and juried shows and performances;
- Establish a system of regular program/unit review, which benchmarks research, scholarly, and creative performance against peers/aspirants in top-tier research universities;
- Provide appropriate assistance for professional development opportunities, research-related travel, and sabbaticals that will facilitate scholarship at the highest level;
- Seek opportunities to attract and funds to support top-tier journals in key fields;
- Encourage and reward faculty who are leaders in prominent professional associations or serve as editors and board members of the leading journals in their fields;
- Host, as appropriate, disciplinary and interdisciplinary conferences and research forums.

#### **GOAL 4: DIVERSITY**

*Ensure an enriched learning and work environment by creating a more inclusive community that recognizes and celebrates individual differences.*

An emphasis on diversity is woven throughout our Academic Plan. Providing opportunities for students to experience different perspectives and cultures is essential to preparing them for their future as citizens of a global society. Our faculty programs of research, scholarship, creative work, and engagement flourish in an environment of diversity that fosters new insights and viewpoints. The value and accessibility of our many contributions to the state and beyond will also be enhanced to the extent that we welcome and engage individuals from a variety of backgrounds. In summary, our tripartite mission of teaching, research, and outreach will thrive in an environment of diversity. The goal and strategies articulated in this section of the Academic Plan complement those related to diversity that appear elsewhere. Our emphasis on a climate that welcomes individuals with different viewpoints, experiences, and values underscores the importance that we place on diversity and the key role we believe that it must play in contemporary higher education.

#### **Strategy A: Create more opportunities for interaction with people from different cultures and backgrounds.**

- Improve recruitment and retention of faculty and staff from underrepresented groups;
- Increase retention and graduation rates among students from minority groups;

- Develop strong partnerships with institutions abroad to increase opportunities for scholarly exchange;
- Create more programs that improve access to higher education for underrepresented students and students from disadvantaged backgrounds;
- Ensure that the physical environment of our campuses is welcoming and accessible to faculty, staff, students, alumni, and visitors with disabilities and from different cultural backgrounds.

**Strategy B: Strengthen programs that promote cultural competency among faculty, staff, and students.**

- Enhance design and delivery of programs that aim to eliminate harassing and discriminatory behavior;
- Institutionalize training in best practices for recruiting underrepresented faculty and staff, as an element of all search processes;
- Provide training for directors of graduate and professional programs to facilitate recruitment of underrepresented and international students.

**Strategy C: Build accountability for promoting diversity and creating an inclusive climate into all programs of the university.**

- Incorporate diversity goals in the strategic plans of all university units;
- Assist units with gathering and tracking data related to performance on diversity goals;
- Include diversity performance in evaluations and reviews of all programs.

## **GOAL 5: PUBLIC ENGAGEMENT**

*Enhance the contributions of UConn faculty, staff, and students to the state, nation, and world through appropriate collaboration with partners in both the public and private sectors.*

As a land and sea grant university, our mission extends beyond offering degree programs to include outreach, public performances and showings of creative activity, community participation in our programs of research and scholarship, and public service. With a gifted faculty possessing knowledge and expertise spanning a range of topics and issues, UConn represents an important resource for the State and its communities. It is also the steward of valuable public resources, including one-of-a-kind collections (such as the archives housed in our libraries, museums, research centers) and state-of-the-art facilities (including performance auditoriums, lecture halls, conference facilities, courtrooms, laboratories, studios, and recreational venues). In the spirit of true partnership, we seek to expand our interactions with groups beyond our campuses in areas of mutual concern and enhance their access to the resources available within the University. In addition to collaborations in the arts and humanities, we will encourage constructive partnerships in new areas of interdisciplinary excellence, such as health and human behavior, the environment, and human rights. Through broadened access and reciprocal interaction, we can realize synergistic outcomes that will further strengthen the University and benefit the people of Connecticut.

**Strategy A: Increase the visibility and accessibility of faculty expertise.**

- Identify, organize, and publish a database of faculty expertise;
- Foster strong partnerships with media to encourage consultation with UConn experts, as appropriate;
- Provide opportunities for faculty and staff to learn more about the media and the possibilities that may be available to share their work with audiences across the state and the nation.
- Leverage faculty expertise by encouraging faculty members to serve as members of private and public sector task forces and commissions, and share their knowledge through testimony at legislative hearings and in other advisory capacities.
- Engage faculty in assessing local needs and identifying problems in a holistic manner that strengthens the University's translational research efforts.
- Build and encourage new partnerships with state agencies, for-profit enterprises, and the not-for-profit sector.

**Strategy B: Improve public access to University-housed resources and facilities.**

- Enhance public knowledge of specialized collections in libraries and museums;
- Explore ways to improve transportation and access to public athletic, visual arts, and performing arts events on our campuses;
- Work with special interest groups and local organizations that may benefit from use of our facilities and resources to develop mutually beneficially shared-use agreements;

- Improve the visibility and reach of programming designed to promote lifelong learning and professional development, including non-degree and online learning opportunities.

**Strategy C: Develop new and stronger partnerships throughout the state to improve healthcare.**

- Reach out to relevant community and state agencies and organizations to identify common health-related challenges and develop partnerships to collaboratively address them;
- Work closely with regional hospitals to enhance medical education and the accessibility of cutting-edge developments in healthcare;
- Establish research ventures that reach beyond UConn's boundaries to jointly address the continuum of bench-to-bedside-and-back healthcare challenges with partners throughout the region.

**Strategy D: Strengthen the State's K-12 education system by continuing to contribute our expertise to the state's efforts in education reform.**

- Continue and strengthen outreach to pupils and teachers in the K-12 education system to improve student achievement, particularly for underrepresented groups;
- Enhance and extend partnerships aimed at urban school improvement;
- Facilitate more partnerships with the state and schools to promote evidence-based teaching and research on methods and policies that enhance learning.

**Strategy E: Engage communities in collaborative efforts to address pressing environmental issues.**

- Establish partnerships between students, faculty, staff and community leaders to identify and address local environmental challenges;
- Continue to enhance extension-related outreach activities;
- Develop a university plan to reduce our carbon footprint that involves university staff, students, and faculty as well as community members and leaders.

**Strategy F: Enhance public engagement in human rights.**

- Increase student participation in experiential human rights learning opportunities;
- Establish more service-learning opportunities that emphasize or integrate human rights issues;
- Enhance public participation in conferences and symposia related to human rights that are sponsored by the University of Connecticut.

**GOAL 6: ADMINISTRATIVE ORGANIZATION, CAPITAL  
INFRASTRUCTURE, AND BUDGET PROCESSES**

*Establish administrative, infrastructural, and budget systems designed to efficiently realize the goals of the Academic Plan.*

A plan with the ambitious aspiration that ours embodies requires substantial effort and investment by individuals and units throughout the University. Recognizing this, we are committed to having the administrative leadership, capital infrastructure, and financial

processes in place to efficiently support the goals of the plan and to provide faculty, staff, and students with the resources required to realize our aspirations. Anticipating our ambitions, we have already taken steps to reorganize our administrative structure to facilitate greater coordination of our academic and research enterprises and to reduce the barriers to interdisciplinary work. Further steps will follow to refine our administrative organization and to provide effective oversight of the Plan and our progress on achieving its aspiration and goals. Additionally, we are developing enhancements related to our capital planning and infrastructure that will engender new efficiencies as we move forward on this plan. This emphasis on the responsible stewardship of our resources will also extend to our financial planning, as we put into place processes that will direct funds to our highest priority activities, as articulated in this plan.

**Strategy A: Establish an administrative structure to oversee and implement the Academic Plan across all UConn programs and campuses.**

- Hire a Vice President for Research who will oversee the research enterprise across all campuses, colleges, schools, and colleges of UConn;
- Re-assign the reporting lines for the Dean of the School of Medicine and Dean of the School of Dental Medicine to the Executive Vice President & Provost and create a Health Sciences Council reporting to the Executive Vice President & Provost comprised of deans of the health science schools and colleges;
- Provide enhanced administrative leadership for each of the following domains: international programs, regional campuses, and community outreach;



- Elevate the Director of the Office of Diversity & Equity to the position of Associate Vice President for Diversity & Equity and expand the position's portfolio for enhancing and integrating diversity-related programming across all UConn campuses;
- Establish a Vice President to oversee Institutional Research and Enrollment Planning & Management, reporting jointly to the President and the Provost, who will track the alignment of our programs with our goals, strategies, and metrics; measure our progress and performance; analyze graduate and undergraduate enrollments, admissions, and outcomes; and respond to internal and external requests for data and analyses related to our teaching, research, and public engagement missions.

**Strategy B: Ensure that planning related to UConn's capital infrastructure is aligned with the goals of the Academic Plan.**

- Evaluate the academic building programs under UCONN 2000/21<sup>st</sup> Century UCONN to make sure that these programs are aligned with the goals of the Academic Plan;
- Conduct a space inventory that will link space allocation to teaching, research, and engagement activities and the demands and revenues generated by those activities;
- Develop space prioritization plans in each school and college to establish principles by which space will be allocated across different needs and activities;

**Strategy C: Pursue new revenue streams while refining existing budget processes to support the goals of the Academic Plan.**

- Seek new revenue from the state, emphasizing additional faculty lines as a high priority for all our campuses;

- Use UConn’s upcoming capital campaign to pursue philanthropic funding to support the priorities outlined in the Academic Plan, especially priorities related to student financial aid;
- Generate additional revenues by addressing the increasing demand for summer and inter-session programs;
- Ensure that we are appropriately budgeting the costs of research and education programs in accord with the allowable costs articulated in our federal, state, and agency agreements, including indirect costs and the costs of supporting research assistants, while remaining competitive in our pursuit of extramural funding;
- Engage in an open and transparent review of base budgets, while making certain that common goods (e.g., honors programs, library resources) are funded;
- So far as possible, allocate marginal increases in revenues and reallocated resources to areas of high student demand and strategic importance.

**Strategy D: Examine the utility and efficiency of existing units, systems, policies, and governance bodies, with particular attention to their capacity to support the priorities identified in the Academic Plan.**

- Conduct a review of information technology systems across all UConn campuses, including those supporting administrative, research, teaching, and outreach operations;
- Inventory committees, task forces, and other advisory and governance bodies with the aim of eliminating those that have become obsolete or redundant;

- Ensure that all academic units have a set of appropriate by-laws and that these are consistent with University regulations and the UConn By-Laws approved by the Board of Trustees.
- Implement the Sunset Policy and Selective Investment Principles detailed in Appendix II to guide the allocation and re-allocation of resources from low priority or less successful programs to support the priorities identified in the Academic Plan.

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## **IMPLEMENTATION OF THE ACADEMIC PLAN**

The Academic Plan will be implemented by gearing the distribution and re-distribution of resources to the goals we have articulated and by measuring our progress through a set of metrics detailed in Appendix I to this document. For example, decisions related to the distribution of revenues; recruitment and retention of faculty, students, and staff; space assignment; capital improvements; and curricular enhancements will be driven by their effects on the goals of the Academic Plan. Furthermore, decisions that stimulate greater achievement of these goals will be given priority.

Over the next six months, campuses, colleges, schools, and departments will be asked to develop or refine their own academic or strategic plans to bring them into alignment with the new university Academic Plan. These plans should clearly demonstrate how the units will prioritize their activities and investments in ways that contribute to this university-wide plan. Academic deans, heads, directors, and other administrative officers will be responsible for reviewing and approving the plans of their units. The Provost and Executive Vice President, in consultation with the President, will review and approve directly reporting collegiate and administrative plans. The President will also review and approve the plans of the administrative offices reporting directly to the President's Office. All plans will be public documents.

We will continuously assess our performance related to the Academic Plan's six goals through corresponding metrics, in the form of an annual "report card," which will be shared with the Board of Trustees and our community. As the Academic Plan is implemented, we will also update the environmental scan reported in the next section.

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## **ENVIRONMENTAL SCAN**

Strategic planning is a dynamic process. It begins by articulating the purpose, values, and aspiration that guide the collective pursuit of excellence, as represented in our goals, but it does not end with these statements. Rather, it continues under a process of ongoing assessment, including evaluation of the conditions under which the plan is developed and implemented – conditions that may change over the five-year life of the Plan. Below, we describe the context in which we are operating and expect to continue operating with respect to our demographic and fiscal environment. This context informs the ambitious metrics that will be used to measure our progress toward the goals articulated in the Plan. It is important to note that while the environment may shift and thus require some adjustment of our metrics, values, aspirations, and goals to which we are collectively committed will remain in place.

### **DEMOGRAPHIC CONTEXT**

Despite an increasingly competitive market, the University of Connecticut has experienced significant success in attracting, retaining, and graduating students in greater quantity, quality, and diversity over the past five years. The projected decline in high school graduates over the next five years, however, will make the New England marketplace even more competitive. There is a projected seven-percent decline in the

number of Connecticut high school graduates between 2008 and 2015 (from 43,600 to 39,400) and similar declines are projected for our primary out-of-state markets across New England and the Middle Atlantic States. To keep pace and thrive within these changing demographics, we must take an increasingly strategic approach to recruiting students within Connecticut and beyond.

Along these lines, in 2004 we established a national recruitment model and in 2008 we launched an international recruitment plan, both of which will help us offset declining pools in our primary markets. Our national recruitment plan focuses on areas of the country that anticipate large increases in the number of high school graduates. Such increases are forecasted in the South, Southwest, and Western regions of the United States, which are viewed as our secondary and tertiary markets. Our plan has already produced results, with the percentage of Storrs undergraduates from states in these regions growing from 10% (128) in fall 1999 to 14% (231) in fall 2007.

It is important to note that the downward trend in the economy, the changing landscape of private student loans, and the price sensitivity of out-of-state students requires annual analysis of our pricing and financial aid policies, if we are going to remain competitive in this turbulent marketplace. Additionally, we note that the racial/ethnic composition of high school graduates is projected to change dramatically and this, too, will have an impact on undergraduate enrollment. Addressing this demographic shift is as important as addressing the forecasted decline in the overall pool of high school graduates in Connecticut.

## **WORKFORCE & ECONOMIC DEVELOPMENT OPPORTUNITIES**

While we are currently confronting a downturn in the economy, the news is not all bad. As noted in various reports and studies, including those published by the Connecticut Center for Economic Analysis, Connecticut Department of Labor, and the Battelle Institute, Connecticut's economy is rapidly changing from one characterized by a large manufacturing base and blue-collar workforce, to a knowledge economy dominated by a growing services sector and higher paying white-collar jobs. In this transformed economy, higher education plays a critical role in ensuring an expanding population of college-educated workers.

In light of the anticipated decline in the college-age population described above, the growing demand for college graduates poses a challenge for the State, but one that UConn is well-positioned to address. Coelen and Berger, in *New England 2020*, observed that college students comprise a substantial portion of the new residents attracted to states from outside their borders. These students are then likely to remain in the state following graduation and provide a steady supply of educated professionals who are crucial to growing the state's economy. As the State's flagship university and the highest ranked public research university in New England, UConn has the potential to continue to attract a growing number of resident and non-resident students, who are likely to remain in the state to address its workforce demands. In addition, through its traditional programs and those offered by its Center for Continuing Studies, UConn



offers multiple pathways to facilitate workforce re-training, as the state economy continues to transition.

Finer grained analyses of the opportunities for economic development suggest that Connecticut is poised to seize a share of the growing biotechnology, nanotechnology, financial services, and healthcare sectors. These analyses, in turn, highlight the importance of fostering strong undergraduate, pre-professional, graduate and professional programs in the sciences, engineering, business, and healthcare professions. And, to prepare students to pursue these areas of study, we must continue to train the next generation of teachers through our Neag School of Education.

In addition to helping address workforce demands, economic analysts also point to public research universities as catalysts for the cultivation of new businesses and industries. Universities are hotbeds for discoveries that can be translated to new products, which, in turn, generate or leverage new markets. In Connecticut, there will be a growing need for partnerships among scientists and public and private sector organizations to more rapidly translate discovery into economic development for the region. Biotechnology and nanotechnology are two particularly promising areas for such partnerships. Furthermore, analyses by multiple organizations, including the Connecticut Academy of Science & Engineering (CASE), the Connecticut Center for Economic Analysis, and Tripp Umbach, reaffirm the vital role of an academic health center in the well-being of the State and its potential for economic development. Thus, UConn's success at fostering excellence in basic and translational science, including and importantly, research and education

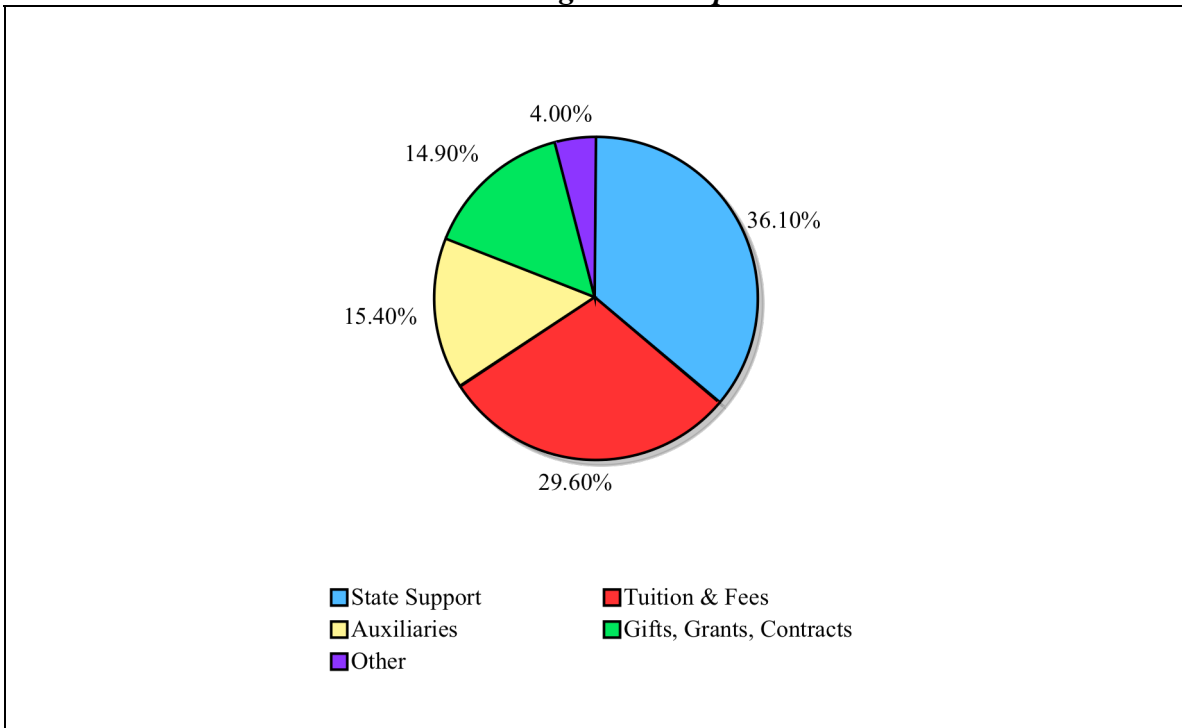
occurring at the University of Connecticut Health Center, will continue to be a critical contributor to the state's economic vitality.

**FISCAL ASSUMPTIONS**

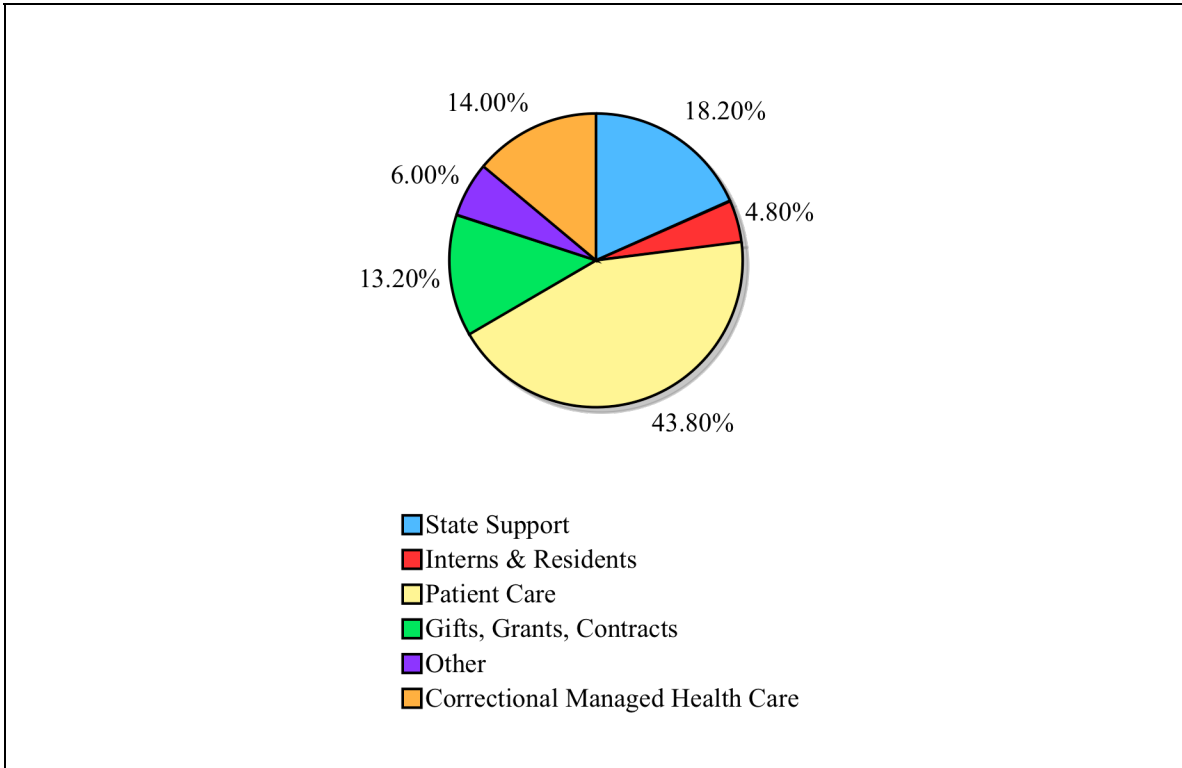
UConn's operations are supported through four key revenue sources at the Storrs and regional campuses and five sources at the University of Connecticut Health Center (UCHC). The relative contribution of the revenue sources to the FY08 budget are depicted below.

**FY08 Revenue Sources – Storrs & Regional Campuses and UCHC**

*Storrs & Regional Campuses*



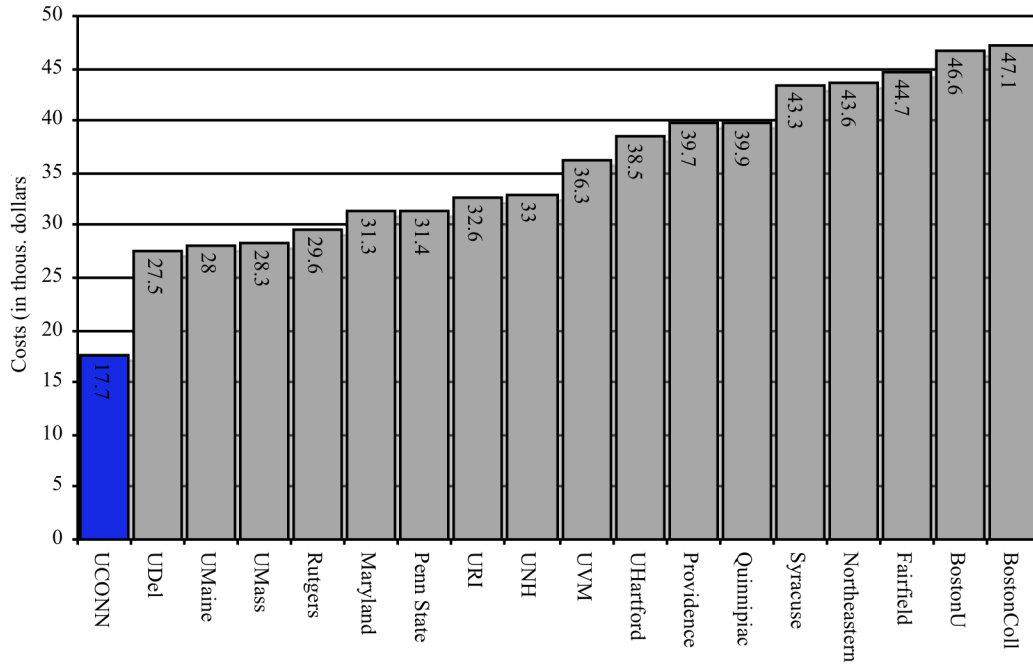
*UHC*



As the first figure depicts, about two-thirds of the revenues supporting Storrs and the regional campuses arise through state support and tuition revenues. The percent of revenues from state support has remained steady in recent years, as has the relative contribution from tuition and fees. Yet, the current economic trends confronting the state challenge this stability. Additionally, the previous discussion of the demographic context in which we are operating highlights the importance of carefully monitoring enrollments and managing tuition and mandatory fees, if demand from in- and out-of-state students shifts. Compared to our regional market as depicted in the next figure, UConn remains a highly affordable option for Connecticut students and we are committed to maintaining the accessibility of a highly valued UConn degree.

## UConn's Affordability: Tuition, Fees, Room & Board Costs for Connecticut

### Students at UConn Compared to Those at Other Regional Universities and Colleges



While the percentage of revenues from tuition have remained stable at UCHC in recent years (at about 2% of all revenues), the mix of other revenue sources has fluctuated somewhat, with between 16% - 18% of revenue coming from state support, and between 55% and 58% from correctional managed health care and patient care. These fluctuations reflect, in part, the complexities that our John Dempsey Hospital confronts related to the mix of payers and services in a small academic hospital. These complexities, alongside costs associated with mandated fringe benefits the University pays its state employees create unique challenges for the state's only public academic health center. The same set of complexities are recognized in a report that the Connecticut Academy of Science and Engineering presented in March 2008 to the General Assembly. The study notes the

importance of constructing new clinical facilities at the Health Center in Farmington to address these challenges, as well as the potential value of developing alliances with affiliated hospitals to enhance healthcare delivery throughout the region. At this point, it is difficult to forecast the fiscal impact of actions by the University, State, and affiliated hospitals in response to the report, although it is clear that the report recognizes the challenges we confront and its recommendations are aimed at stabilizing our fiscal environment.

Both the Storrs and regional campuses and the UCHC, like other research-intensive universities, face flat or declining budgets among most major extramural sources of funding for our research, scholarship, and creative activities. This is particularly true of the National Science Foundation and the National Institutes of Health, both major funding sources for UConn scientists. In this competitive funding environment, it will become more challenging to maintain our research revenues, which comprise about 15% of revenues at the Storrs and regional campuses and about 13% of revenues at UCHC.

We are already taking measures to address these challenges. We have created a new Vice President for Research to help the President and Provost establish a coherent vision for our research enterprise and to develop a stronger infrastructure to assist faculty, staff, and students in identifying grant opportunities and successfully pursuing them. Additionally, we will review the research infrastructure across all campuses to ensure the most efficient administrative operations and to facilitate all forms of disciplinary and interdisciplinary research, scholarship, and creative work.

## **INTERDEPENDENCIES**

The environmental context described above reflects well-recognized interdependencies. For instance, on the one hand, the state's economic growth depends on the availability of a college-educated workforce. But, on the other hand, attracting the best and brightest students to the University of Connecticut is facilitated by a healthy economy, which prospective students view as likely to generate a high quality of life and generous work opportunities following their college experience. UConn's standing as a top-ranked public university represents an important advantage for the State in this recursive relationship. It explains why our goal is to remain a highly ranked and continuously improving institution, and why we aspire to join the ranks of the top-20 public universities in the nation.

Of course, Connecticut's economic health has implications for the support the University receives from state, and consequently, the resources we are able to drive toward our goals and aspiration. In particular, our capacity to attract the best and brightest students to UConn, and thus Connecticut, depends on continuously improving our programs of teaching and research. This is accomplished primarily through our own workforce, notably, our faculty. The goals articulated in this plan and the metrics we will use to measure our progress depend heavily on increasing the size of our faculty. We cannot expect to measurably enhance the quality of our undergraduate, graduate, and professional programs simply by teaching more students with the same number of faculty (particularly when our student-faculty ratio already exceeds that of similarly ranked public universities). Rather, continuous improvement of our academic programs will rely

heavily on ensuring that students have access to small classes, regular course offerings, and experiential and interactive learning opportunities, which, in turn, will require increasing the size of our faculty. We will seek additional funding from the State to support this initiative, alongside internal reallocations.

The quality of our academic programs is inextricably linked to the quality of our research programs. Indeed, the interdependence between learning and research is the “value-added” for students attending a public research university. To be a top-ranked and continuously improving public research university, we must grow our research enterprise and, in doing so, provide increasing opportunities for undergraduates to participate in that enterprise. The exposure of undergraduates to research experiences is a major factor in attracting outstanding students to UConn. By improving our research infrastructure, we will be able to attract more of the world’s most research productive faculty and improve research productivity among our existing faculty.

University research, in turn, fuels the local economy and contributes to our capacity to improve the quality of life for the citizens of Connecticut and beyond. Thus, teaching, research, and public engagement are themselves interdependent and, at the core, our capacity for continuous improvement across all three depends on faculty and their productivity.

In summary, trends in the demographic profile of the State alongside economic shifts and the interdependencies among these factors, the University's resources, and its success as a top-ranked public university provide both a starting point and a road map for UConn as it embarks on the priorities outlined in this Academic Plan. While there are many challenges, through partnership with the State and other entities, these challenges can be re-framed as opportunities and drivers that will guide the implementation of our Academic Plan.



## APPENDIX I

### ACADEMIC PLAN METRICS

(\* = Board-Approved Metric)

**GOALS AND ASPIRATION:** *The University of Connecticut Seeks to constantly improve its performance in teaching, research, and outreach and to emerge as one of the top-20 public research universities in the nation.*

Metric	Baseline	2014 Goal
National Ranking among Public Research Universities	26	20

**GOAL 1: UNDERGRADUATE EDUCATION**

*Engage our undergraduates in an intellectually challenging and diverse learning environment that combines excellent opportunities in the liberal arts and sciences with strong pre-professional education, co-curricular activities, and research collaborations with members of the faculty.*

Metric	Baseline	2014 Goal
*Freshman average SAT (Math & Verbal)	1192	1220
% Students in top-10% of high school class	40%	45%
*6-year graduation rate	74%	78%
First-year retention rate	93%	95%
# Annual Guaranteed Admissions Program transfer students	0	30
% International students comprising entering class	5.5%	7%
Study-abroad participation rate	18%	30%
*Student-Faculty Ratio	17:1	15:1
*Undergraduate credit hours per faculty	422	470
% Classes with less than 20 students	44%	47%
# Students entering the honors program annually	290	550
# Students participating in internships annually	2,000	2,300
% First-year students participating in living & learning communities	17%	25%

**GOAL 2: GRADUATE AND PROFESSIONAL EDUCATION**

*Sustain and develop select graduate and professional programs of national and international distinction.*

<b>Metric</b>	<b>Baseline</b>	<b>2014 Goal</b>
# Graduate and professional programs ranked in top-25 among public institutions	9	14
# Entering students holding national fellowships/scholarships	6	15
# Federally funded training programs at the university	2	6
Median time to degree - Masters	3.0 yrs.	2.0 yrs.
Median time to degree – PhD (assumes no Masters)	6.0 yrs.	5.5 yrs.
% Doctoral students receiving full-time (20-hour/week) assistantships funded through extramural grants, contracts	5.8%	10.0%
Pass rates on national licensure exams	85%-100%	95%-100%
*Doctoral degrees awarded per 100 faculty	19	23
*Graduate & professional credit hours per faculty	80	90

**GOAL 3: RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY**

*Enhance the benefits to the state, nation and world from faculty, staff, and student research, scholarship, and creative activity by increasing productivity, building on our existing strengths and focused areas of excellence, developing a stronger extramural funding portfolio, and expanding the infrastructure that supports research and strengthens our ability to translate new discoveries into practical applications, including our capacity in the area of technology transfer.*

<b>Metric</b>	<b>Baseline</b>	<b>2014 Goal</b>
Recruit 145 net additional faculty	0	145
*External research expenditures (\$) per faculty	\$90k	\$100k
Extramural research awards (\$)	\$186M	\$220M
*Post-doctoral appointees per 100 faculty	14	18
# Fellows in national/international learned societies/academies	139	150
# Articles in refereed journals	2,154	2,400
# Books published	183	200
# Juried shows and curated exhibits	26	35
# Artistic and creative products	770	850
# Annual patent applications	23	30
# Annual commercial development agreements (options, licenses)	9	15

**GOAL 4: DIVERSITY**

*Ensure an enriched learning and work environment by creating a more inclusive community that recognizes and celebrates individual differences.*

<b>Metric</b>	<b>Baseline</b>	<b>2014 Goal</b>
% Tenured/tenure-track faculty from underrepresented groups	8%	13%
% Executive/managerial from underrepresented groups	17%	20%
% Female tenured/tenure-track faculty	34%	40%
% Executive/managerial/ staff who are female	36%	40%
% Undergraduate students from minority groups	18%	22%
First-year retention rate among minority undergraduates	91%	95%
*Six-year graduation rate among minority undergraduates	69%	78%
% Graduate and professional students from minority groups	14%	18%
% International graduate and professional students	17%	22%

**GOAL 5: PUBLIC ENGAGEMENT**

*Enhance contributions of UConn faculty, staff, and students to the state, nation, and world through appropriate collaboration with partners in both the public and private sectors.*

<b>Metric</b>	<b>Baseline</b>	<b>2014 Goal</b>
# On campus fine and performing arts events	600	700
# Off-campus fine and performing arts events	400	500
# Expert consultancies to private and public sector organizations	941	1,100
# Students participating in service-learning and volunteer programs	1300	2000
# Campus visitors (Lodewick Visitor Center; excl. performances, athletic events)	43,000	50,000
# Formal outreach programs for schools or businesses	449	550
# Clinical/Extension System contacts	30,531	35,000

**GOAL 6: ADMINISTRATIVE ORGANIZATION, CAPITAL INFRASTRUCTURE, AND BUDGET PROCESSES**

*Establish efficient administrative, infrastructural, and budget systems designed to efficiently realize the goals of the Academic Plan.*

<b>Metric</b>	<b>Completion Target</b>	
Complete re-organization related to decanal reporting lines in Medicine, Dental Medicine, and Vice President for Research	2009	
Complete re-organization in the Office of the Provost related to leadership of institutional research, community outreach, regional campuses, international programs, and diversity.	2010	
Develop integrated plan for enhanced diversity programming across all UConn campuses	2009	
Implement Sunset Policy & Selective Investment Principles for re-allocation from low priorities/unsuccessful programs to high priority programs (see Appendix II)	2009	
Conduct annual assessment of alignment between UCONN 2000/21 <sup>st</sup> Century UCONN and Academic Plan progress	Ongoing - Annual	
Review base budgets and develop reallocation plans to support the goals of the Academic Plan.	Ongoing - Annual	
Establish space allocation policy within every college and school	2010	
Review information technology infrastructure and systems.	2010	
Review committees, task forces, and advisory/governance bodies and eliminate those that are obsolete/redundant.	2009	
Review by-laws of colleges/schools to ensure consistency with University by-laws (create by-laws in units where they are non-existent)	2010	
<b>Metric</b>	<b>Baseline</b>	<b>2014 Goal</b>
*Endowment assets market value	\$316M	\$505M
*Alumni giving rate	21%	25%
Annual level of private support in new gifts and commitments	\$55M	\$85M

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## APPENDIX II

### SELECTIVE INVESTMENT PRINCIPLES & SUNSET POLICY

#### SELECTIVE INVESTMENT PRINCIPLES

The Academic Plan identifies six major goals, supported by 23 strategies. Achieving these goals through the strategies enumerated will help UConn achieve its goal of continuous improvement and its aspiration of becoming one of the top-20 public research universities in the United States. Underlying the plan is the recognition that maintaining such excellence in today's highly competitive and fiscally challenging environment requires focused investment in units, programs, and activities that address key needs of the state and the students we serve.

To ensure such focused investment, resources will be allocated and re-allocated differentially, with additional resources directed to programs, units, and activities that are central to the core missions of the University and characterized by:

- Sustained high-levels of demand from undergraduates;
- Ability to address workforce needs within the State of Connecticut;
- A strong upward trajectory toward national and international prominence in the quality and quantity of faculty research, scholarship, or creative work;

- Outstanding graduate and/or professional students who are able to compete successfully for extramural fellowships and awards and obtain tenure-track positions in academia, competitive post-doctoral positions, or highly sought employment in public or private sector organizations upon timely completion of their degrees;
- Visionary leadership that demonstrates strategic fiscal stewardship;
- Potential to generate extramural funds through grants, contracts, or philanthropy;
- Capacity to contribute in concrete ways to multiple strategies articulated in the Academic Plan.

Concurrently, the University will reduce funding or discontinue programs, units, and activities that reflect declining demand on the part of students and the State; lack vitality in faculty programs of research, scholarship, or creative work; are deficient in meeting external standards of performance (e.g., as operationalized through external review/accreditation); lack strong leadership and a will to advance their academic standing; are unsuccessful in establishing an upward trajectory compared to peer and aspirational groups; fail to attract competitive graduate/professional students or successfully place them in desirable positions upon graduation; and/or are not operating on a solid financial basis. Resources currently allocated toward programs, units, and activities that are discontinued or reduced will be re-allocated toward programs, units, and activities that meet the principles in the bulleted list above.

## SUNSET POLICY - GRADUATE PROGRAMS

UConn's development of tomorrow's scientific, artistic, and scholarly leaders through doctoral training represents an important contribution to the state, nation, and world. Yet, it takes a significant investment from the University to carry out this charge. Successful doctoral programs require investments in highly productive faculty, in staff devoted to administrative support of the programs, and in graduate assistantships and scholarships that can attract the brightest students, not to mention capital investments in the provision of equipment, laboratory and studio supplies, scientific instruments, and library materials.

In light of the importance and costs of doctoral programs, and being mindful of the many other obligations of the University, UConn must be careful that resources are channeled to programs where there is a steady student demand and good prospects for the placement of these students upon conferral of their degree (e.g., in tenure-track positions in universities, positions in businesses and organizations, state and federal governmental positions, sought-after post-doctoral opportunities). By extension, this means that the University cannot afford to devote scarce resources to programs where student demand is waning and job prospects are not strong. With these points in mind, it is important for the University to track trends in doctoral programs and to take the bold but responsible step of identifying programs for sunseting that do not warrant ongoing investment.

Programs that may be candidates for a sunset plan are ones in which<sup>†</sup>:

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<sup>†</sup>Programs that are less than six years old would be exempt from the policy.

- (1) The entering cohort of students is, on average, two or fewer for each year over the last three consecutive years (i.e., a mean of two/year or less over three years);
- (2) Total enrollment in the program is six or fewer students/year over the last three consecutive years;
- (3) No doctoral degrees have been awarded in the last three consecutive years or less than a total of five doctoral degrees have been awarded in the last five years.

If any of the above conditions hold, the Dean of the Graduate School will immediately place a hold on admissions and initiate discussions with the program's graduate director to determine if/how the program should be closed. While sunsetting (i.e., a systematic plan to close a program) should be seriously considered, there may be factors that deem program closure unwise, such as demonstrated workforce needs or other demands in the state.

After discussions with the director of a graduate program that meets one or more of the sunset criteria, the Dean of the Graduate School will make a written recommendation for either sunset or recovery to the Provost and Executive Vice President. If the Provost decides to embark upon a recovery plan, written notice to the Dean of the Graduate School and graduate program director will be made of the decision. The Dean will then work with the graduate program director to develop a recovery plan for the program, including a timeline, through which healthy enrollments and graduate student progress toward the degree will be restored. If the Provost determines that sunsetting is appropriate for the program, then written notice of the decision will be made to the Dean



of the Graduate School, to the program's graduate director, and currently enrolled graduate students, including the anticipated period over which the sunset plan will be implemented and completed. The program's graduate director will develop plans of study for students in the program designated for a sunset. The plans must identify a timeline and benchmarks for each student toward meeting the degree requirements within the sunset period. During the sunsetting period, applications to the program will not be accepted.

#### **SUNSET POLICY – CENTERS/INSTITUTES**

Like graduate programs, centers and institutes have the potential to contribute significantly to UConn's standing as a top-ranked public research university and they also involve an allocation of resources by the University in activities that contribute to our research, teaching, and outreach missions. Faculty and staff time, student support, space, and capital support represent some of the types of investments that must be made to sustain centers and institutes. Just as is the case for our graduate programs, these investments must be made wisely, with the goal of directing resources toward centers and institutes that are characterized by vitality (as evidenced by faculty, staff, and student participation in the center/institute activities), solvency, and substantial and unique (compared to existing units and programs) contributions to the goals and aspirations of the University. To ensure such wise investment, the University will review all centers and institutes on a five-year cycle and consider sunsetting those centers and institutes characterized by:

- (1) Contributions that duplicate the work of other units or programs and are less cost-effective than the other units/programs;
- (2) Participation by faculty, staff, or students from only a single discipline;
- (3) Fewer than three tenured/tenure-track faculty participants;
- (4) Failure to remain financially solvent without substantial investment on the part of the University (particularly, the inability to attract extramural support, for example, through philanthropic contributions, pay-for-service arrangements, grants/contracts);
- (5) Failure to contribute to the University's standing as a top-ranked university.

If the review of a center/institute indicates that any of the above conditions hold, the Provost will immediately meet with the director to discuss the viability of the center/institute and develop either (a) a recovery plan to overcome deficiencies related to the above conditions within two years; or (b) a timeline for closing (i.e., sunseting) the center/institute.