ACADEMIC PLAN
University of Connecticut—Greater Hartford Campus
Preamble, Mission, Goals and Strategies
2009 – 2014

PREAMBLE

The Greater Hartford Campus of the University of Connecticut is located in West Hartford. This inner-ring suburb is an important economic center for the retail, business, and residential interests of the entire Hartford metropolitan area. The campus is near the state capitol and state agencies, and proximal to a wide array of business, charitable organizations, and advocacy groups as well as to many higher education institutions including the University's Schools of Law, Medicine, and Dentistry. The campus also provides easy access to the diverse communities and neighborhoods of Hartford, which offer numerous opportunities to observe urban challenges and consider efforts to address these dilemmas. The campus' location is ideal for facilitating student interactions with leaders in private firms and governments and with community organizations and activists, as well as for fostering cultural and artistic alliances. The campus and its associated programs are strategically located and purposefully arranged to extend the University's land grant mission. The resulting constellation of education, student support, research, and service activities at the Greater Hartford Campus is uniquely arranged to enhance governance and commerce, to provide cultural enrichment, and to improve the quality of life for the region's residents

This campus significantly extends the university's land grant mission: first, through research, teaching, and service that focus on metropolitan issues and challenges; second, by building an academic community that reflects the rich diversity of the greater metropolitan area; and third, by preparing students for transition to the main campus. We offer Baccalaureate degrees in American Studies, Business Administration, Business & Technology, English, General Studies, Professional Studies (Corporate and Organizational Studies, Web Technology Studies, Occupational Safety and Health Studies), Human Development & Family Studies, Psychology, and Urban & Community Studies. The Greater Hartford Campus also offers Graduate programs through the Department of Public Policy (Master of Arts in Survey Research; Master of Public Administration), School of Social Work (Master of Social Work; Doctorate in Social Work) and the NEAG School of Education's Teacher Certification Program for College Graduates (Master of Arts in Education). We are committed to creating and disseminating research that draws on local opportunities in the city, region, and state, and also to enhancing the region and the lives of its citizens by promoting civic engagement, service learning, and opportunities for employment and enrichment. We deliver academic programs that meet the higher education needs of the diverse population in the region by capitalizing on our small campus environment to provide a supportive learning community to enhance possibilities for personal growth and success at all academic levels, particularly for populations underrepresented in higher education. Further, we contribute to the region's workforce through undergraduate majors and professional graduate programs that contain substantial opportunities for practical experience.

MISSION

University of Connecticut - Greater Hartford

Strategies for Obtaining Goals

ENROLLMENT

Goal One: Expand our enrollment, especially focusing on recruiting, supporting and retaining a student body that mirrors the rich social and cultural diversity of Connecticut while continuing our commitment to underrepresented minorities, adult learners, first generation college students, and people of all economic means.

University Goals 1, 4

Strategy 1 - Develop an integrated marketing plan that markets the small campus environment, the undergraduate four-year degrees, and their emphasis on the opportunities and challenges in the surrounding region. Reallocate recruiting resources to emphasize the recruitment of students who have specific interests in the campus and its mission. Marketing and recruiting efforts should emphasize the outreach aspects of the four-year majors, which provide valuable practical experience and employment contacts, and the links between those programs and professional graduate programming at the campus and in the area.	Units/Individuals Responsible • Campus Director • Campus Coordinator of Admissions • Campus Enrollment Management Team • Program Coordinators	Actions	Timeline
Strategy 2: Recruit faculty and staff of the highest possible quality, appropriate in number and distribution to provide the research, service, instruction, and support services consistent with accomplishing our stated goals.	Units/Individuals Responsible • Campus Director • Departmental Chairs & Faculty • Appropriate Staff Leaders	Actions	Timeline
Strategy 4: Enhance technological infrastructure building a comprehensive campus network that can support the implementation of a "learning commons" model of education, the library, integrated provision of student services, community outreach and service-learning activities, and the creation of interdisciplinary research clusters.	Units/Individuals Responsible • Campus Director • Campus Technology Staff • Center for Teaching & Learning • Director of the Library • Coordinator of Service-Learning	Actions	Timeline

UNDERGRADUATE EDUCATION

> **Goal Two:** Capitalize on and develop our small college environment, in which students learn from faculty and from each other in small classes, emphasizing academic excellence in a supportive learning community, so as to increase the likelihood of success in general education, four-year majors, and graduate programs, particularly for nontraditional students and underrepresented groups.
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> *University Goal 1*

		Actions	Timeline
Strategy 7: Strengthen the existing majors through recruiting additional faculty and through greater integration with the general education offerings on campus especially in areas that are related to the four-year majors offered on the campus.	Units/Individuals Responsible • Campus Director • Program Faculty • Departmental Chairs • Dean's Office	Actions	Timeline
Strategy 8: Obtain approval to offer additional majors. Some examples of other majors or concentrations under discussion include: Business Administration, Economics, Urban Environmental Studies concentration within Urban and Community Studies, Child Development and Early Childhood Education concentration within Human Development and Family Studies, Urban Planning concentration within the Masters of Public Policy, Masters of Cultural and Arts Administration, and Masters in Enterprise Risk Management. Some examples of minors under discussion include Diversity Studies, Social Work, Sociology, and History.	Units/Individuals Responsible • Campus Faculty • Departmental Chairs • Deans of Colleges & Campus Director	Actions	Timeline

UNDERGRADUATE EDUCATION

> **Goal Three:** Develop additional majors, minors, and concentrations that take advantage of and contribute to opportunities in the Hartford metropolitan region. The programs will be oriented around business, economics, government, social services, urban and community literature and culture, and urban policy. These programs create significant opportunities for student enrichment and employment through outreach, service learning, and civic engagement.
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> *University Goals 1, 2, 3, 5*

		Actions	Timeline
Strategy 1: Develop an integrated marketing plan that markets the small campus environment, the undergraduate four-year degrees, and their emphasis on the opportunities and challenges in the surrounding region. Reallocate recruiting resources to emphasize the recruitment of students who have specific interests in the campus and its mission. Marketing and recruiting efforts should emphasize the outreach aspects of the four year majors, which provide valuable practical experience and employment contacts, and the links between those programs and professional graduate programming at the campus and in the area.	Units/Individuals Responsible • Campus Director • Campus Coordinator of Admissions • Campus Enrollment Management Team • Program Coordinators	Actions	Timeline

Strategy 2: Recruit faculty and staff of the highest possible quality, appropriate in number and distribution to provide the research, service, instruction, and support services consistent with accomplishing our stated goals.	Units/Individuals Responsible • Campus Director • Departmental Chairs & Faculty • Appropriate Staff Leaders	Actions	Timeline
Strategy 4: Enhance technological infrastructure building a comprehensive campus network that can support the implementation of a "learning commons" model of education, the library, integrated provision of student services, community outreach and service-learning activities, and the creation of interdisciplinary research clusters.	Units/Individuals Responsible • Campus Technology Staff • Center for Teaching & Learning • Director of the Library • Coordinator of Service-Learning	Actions	Timeline
Strategy 5: Develop services that are directly linked to student academic success and retention. We need to develop a comprehensive service model so that students can access services and resources that have not been available to them at the Greater Hartford Campus. These services include advising, counseling, career services, learning resources, and tutoring beyond the Academic Writing & Quantitative Resource Center, financial aid, service-learning, and internships.	Units/Individuals Responsible • Office of Academic & Student Support • Campus Coordinators in collaboration with programs in Storrs	Actions	Timeline
Strategy 8: Obtain approval to offer additional majors. Some examples of other majors or concentrations under discussion include: Business Administration, Economics, Urban Environmental Studies concentration within Urban and Community Studies, Child Development and Early Childhood Education concentration within Human Development and Family Studies, Urban Planning concentration within the Masters of Public Policy, Masters of Cultural and Arts Administration, and Masters in Enterprise Risk Management. Some examples of minors under discussion include Diversity Studies, Social Work, Sociology and History.	Units/Individuals Responsible • Campus Faculty • Departmental Chairs • Deans of Colleges & Campus Director	Actions	Timeline

GRADUATE EDUCATION

Goal Four: Expand professional graduate offerings while increasing linkages between undergraduate majors and graduate programs offered on campus, such as education, public policy, social work, and survey research, as well as other University of Connecticut programs in biomedical sciences, business administration, dentistry, law, medicine, and public health that are located in the surrounding community. *University Goal 2, 4*

Strategy 2: Recruit faculty and staff of the highest possible quality, appropriate in number and distribution to provide the research, service, instruction, and support services consistent with accomplishing our stated goals.	Units/Individuals Responsible • Campus Director • Departmental Chairs & Faculty • Appropriate Staff Leaders	Actions	Timeline
Strategy 3: Create research communities on campus, including co-locating groups of faculty with related interests across disciplines, supporting the development of seminar series and colloquia around areas of faculty expertise and interest, and facilitating the pursuit of extramural funding for research, especially projects that may shed light on issues that are of significance to the greater Hartford region in general and the City of Hartford in particular, or may be particularly useful to State and Local government institutions in Connecticut. Greater communication and an expansion of relationships between the School of Social Work and the rest of the Greater Hartford Campus will be an important part of this strategy.	Units/Individuals Responsible • Departmental Chairs & Faculty • Deans of Colleges & Campus Director • Dean of the School of Social Work	Actions	Timeline
Strategy 4: Enhance technological infrastructure building a comprehensive campus network that can support the implementation of a "learning commons" model of education, the library, integrated provision of student services, community outreach and service-learning activities, and the creation of interdisciplinary research clusters.	Units/Individuals Responsible • Campus Technology Staff • Center for Teaching & Learning • Director of the Library • Coordinator of Service-Learning	Actions	Timeline
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RESEARCH

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Goal Five: Develop and expand cores of research faculty to sustain a dynamic environment that will create opportunities for interdisciplinary collaboration, especially research that supports the land grant mission by exploring issues affecting the surrounding local communities, metropolitan region, and state. This climate should attract and retain high caliber scholars.

University Goal 3, 5

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	Units/Individuals Responsible	Actions	Timeline
Strategy 2: Recruit faculty and staff of the highest possible quality, appropriate in number and distribution to provide the research, service, instruction, and support services consistent with accomplishing our stated goals.	Units/Individuals Responsible • Campus Director • Departmental Chairs & Faculty Appropriate Staff Leaders	Actions	Timeline
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STUDENT SUPPORT SERVICES

Goal Six: Provide campus support services, including technological and physical facilities necessary to enable the fulfillment of the campus' unique mission within the University of Connecticut. *University Goal 6*

	Units/Individuals Responsible	Actions	Timeline
Strategy 4: Enhance technological infrastructure building a comprehensive campus network that can support the implementation of a "learning commons" model of education, the library, integrated provision of student services, community outreach and service-learning activities, and the creation of interdisciplinary research clusters.	Units/Individuals Responsible • Campus Director • Campus Technology Staff • Center for Teaching & Learning • Director of the Library • Coordinator of Service-Learning	Actions	Timeline
Strategy 5: Develop services that are directly linked to student academic success and retention. We need to develop a comprehensive service model so that students can access services and resources that have not been available to them at the Greater Hartford Campus. These services include advising, counseling, career services, learning resources and tutoring beyond the Academic Writing & Quantitative Resource Center, financial aid, service-learning, and internships.	Units/Individuals Responsible • Campus Director • Office of Academic & Student Support • Campus Coordinators in collaboration with programs in Storrs	Actions	Timeline

Goal Six: Provide campus support services, including technological and physical facilities necessary to enable the fulfillment of the campus' unique mission within the University of Connecticut. *University Goal 6*

	Units/Individuals Responsible	Actions	Timeline
Strategy 6: Enhance facilities to improve the habitability and aesthetics of areas that students and faculty frequent including classrooms, the library, cafeteria, and public areas, to meet ADA requirements, and to facilitate the pursuit of the "learning commons" philosophy. Also, assess and plan for space needs given *expected* growth over the next decade in concert with the Master Plan.	Units/Individuals Responsible • Campus Director in collaboration with faculty, staff and students • Director of Campus Facilities • Assistant Director, Facilities Management	Actions	Timeline

Goal Seven: Provide the physical facilities necessary to enable the fulfillment of the campus' unique mission within the University of Connecticut.

University Goal 6

Strategy 4: Enhance technological infrastructure building a comprehensive campus network that can support the implementation of a "learning commons" model of education, the library, integrated provision of student services, community outreach and service-learning activities, and the creation of interdisciplinary research clusters.	Units/Individuals Responsible • Campus Director • Director of Regional Campus Facilities • Campus Facilities Director • Faculty, Staff and students	Actions	Timeline
Strategy 6: Enhance facilities to improve the habitability and aesthetics of areas that students and faculty frequent including classrooms, the library, cafeteria, and public areas, to meet ADA requirements, and to facilitate the pursuit of the "learning commons" philosophy. Also, assess and plan for space needs given *expected* growth over the next decade in concert with the Master Plan.	Units/Individuals Responsible • Campus Director • Director of Regional Campus Facilities • Campus Facilities Director • Faculty, Staff and students	Actions	Timeline

APPENDIX 1: OVERVIEW OF STRATEGIES

Strategy 1: Develop an integrated marketing plan that markets the small campus environment, the undergraduate four-year degrees, and their emphasis on the opportunities and challenges in the surrounding region. Reallocate recruiting resources to emphasize the recruitment of students who have specific interests in the campus and its mission. Marketing and recruiting efforts should emphasize the outreach aspects of the four year majors, which provide valuable practical experience and employment contacts, and the links between those programs and professional graduate programming at the campus and in the area.

Strategy 2: Recruit faculty and staff of the highest possible quality, appropriate in number and distribution to provide the research, service, instruction, and support services consistent with accomplishing our stated goals.

Strategy 3: Create research communities on campus, including co-locating groups of faculty with related interests across disciplines, supporting the development of seminar series and colloquia around areas of faculty expertise and interest, and facilitating the pursuit of extramural funding for research, especially projects that may shed light on issues that are of significance to the greater Hartford region in general and the City of Hartford in particular, or may be particularly useful to State and Local government institutions in Connecticut. Greater communication and an expansion of relationships between the School of Social Work and the rest of the Greater Hartford Campus will be an important part of this strategy.

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