| Goal 1: The University is recognized for its excellent undergraduate and graduate programs that integrate innovative teaching strategies and prepare students for advancement in the twenty-first century environment. |
|---|---|---|---|
| **1.1 Recognition/21st Century Objectives** | **Implementation Strategies** | **Lead Parties** | **Outcomes** |
| **1.1a Become distinguished as a leading 21st century university.** | 1. Identify and support major strategic programs of excellence that align with current and emerging trends.  
- Current: Marine Sciences, Portuguese Studies, Math Ed Research, Biochemistry/Medical.  
- Emerging: Biotechnology, Electrical Engineering, Artisanry, Public Policy, K-12 Education.  
- Nationally Accredited: Visual Arts [all levels] (NASAD); Chemistry [undergraduate level] (ACS); Engineering including Computer Science [undergraduate level] and not including Physics or Materials/Textiles] (ABET); Business [all levels] (AACSB International); Clinical Laboratory Science (NACLS); Nursing [all levels] (NLNAC). *Note: grad level accreditation not available in this field.  
- Programs of special strength (accreditation not available): Materials/Textiles; Women's Studies; Crime and Justice Studies  
- Interdisciplinary: Sustainability, Service Learning. | Provost, Deans' Council and Relevant Depts. | Strong faculty with the ability to drive the national reputation of the University are hired between 2007-2010.  
Biotech Manufacturing Center is established by 2009 - 2010  
Ph.D. in Mathematics Education Research is approved in 2008 and ready to enroll students by 2009. |
| **1.1b Optimize our reputation as an excellent regional research university.** | 1. Develop a branding architecture, including a campus positioning statement and visual identity, to guide the messaging of the campus to its key audiences.  
2. Create the communication capacity and infrastructure needed to sustain effective strategies and publications.  
- Establish an Integrated Communications Group, chaired by the Assistant to the Chancellor/Public Affairs to meet regularly to discuss strategies to integrate campus communication assets.  
- Create a comprehensive, compelling and cohesive family of core and special publications to advance the UMass Dartmouth brand.  
- Submit recommendations to the Capital Planning Group from the Integrated Communications Group to enhance the "curb appeal" of the | Asst. to the Chancellor/Public Affairs and the established working groups for communications and media tasks. The Council of Deans and AVC for Enrollment Management, as well as the Asst. VC for Institutional Research for the program related tasks.  
Asst. to Chancellor/Public Affairs | Women's Studies and Crime and Justice enrolls its first majors in Spring 2008.  
Office of Sustainability is established and new minor is approved in 2008  
The campus branding architecture is accepted and implemented across the UMass Dartmouth campus and promoted by the UMass System.  
The writing and media relations capacity is increased through additional staff.  
Campus publications, web sites, and other communication vehicles are kept current and recognized as high quality and trend-setting within the UMass System and within the higher education community by Spring 2009.  
Funds are obtained from DCAM for signage and improvement of grounds.  
UMass Dartmouth is recognized by its peers for the innovative integration of media (print, web, radio, video) in promoting its |
• Develop a merchandising plan by the Book Store to take advantage of the new branding architecture.

• Develop new media strategies to inject the UMass Dartmouth brand beyond the SouthCoast and beyond Massachusetts.

Goal 1: The University is recognized for its excellent undergraduate and graduate programs that integrate innovative teaching strategies and prepare students for advancement in the twenty-first century environment. (Continued)

1.1 Recognition/21st Century Objectives (continued)

Objectives

Implementation Strategies

3. Highlight the signature programs in the press/media, the nationally accredited programs, and the interdisciplinary programs.

- Get Statewide/National press 3-5 times in next 18 months on activities of signature programs.
- Ensure the signature programs, nationally accredited programs, and interdisciplinary programs have effective web-sites.
- Highlight research programs on campus web page, in annual reports, and other high-level marketing materials.

4. Develop a UMass Dartmouth marketing plan that takes advantage of the UMass marketing plan.

- UMass Dartmouth will work with the UMass consulting firm, Carnegie Communications, to develop a recognizable UMass Dartmouth "brand" and implement a strategy to market the campus.

Lead Parties

Asst. to the Chancellor/Public Affairs and the established working groups for communications and media tasks. The Council of Deans and AVC for Enrollment Management, as well as the Asst. VC for Institutional Research for the program related tasks.

Outcomes

Recognition of the quality of the UMass Dartmouth's signature programs, nationally accredited, and interdisciplinary programs is increased, as measured by student applications, awards to faculty, students and media reports. (assumes some baseline data)

Funding for the brand development is obtained by the President's Office. Implementation of the strategy is TBD

1.2 Undergraduate Excellence Objectives

1.2a Establish an assessment-based culture and foster a campus community that understands and utilizes integrated student learning outcomes.

1. Identify and agree on desired learning outcomes we want our graduates to have.

- Appoint a task force on integrated student learning outcomes comprised of faculty, academic, and student affairs professionals.

- Create campus processes that enable us to disseminate & facilitate discussions on the recommendations from the integrated student learning outcomes task force.

2. Develop and implement a comprehensive assessment program for general education.

- Phase 1: In Fall 2007, review pilot designs; list courses; Senate approval of objectives; recommend processes for implementation; Spring semester, apply assessments broadly across two Gen Ed area; in Summer 2008—Faculty task force reviews results and broadens application of

Provost/VC Student Affairs

AVC Academic Affairs IRPA; General Education Committee (to recommend the underlying objectives for Gen ed areas and then to take a major role in implementation) and Faculty Senate (to approve the objectives); Deans of the curricula that offer Gen Ed courses (to ensure compliance).

Integrated student learning outcomes are defined for UMD campus and a set of student learning outcomes articulated by fall '08.

Campus community members understand what we expect our graduates to have learned because of their experiences, both in and outside of the classrooms by fall '08.

All Gen Ed areas have assessment plans; assessments encompass courses used by at least 80% of the students in each Gen Ed area; faculty have recommended outcomes and chancellor has approved them; data are assembled
assessment program. Also develop new approaches: revised structures across-curriculum approaches.

- Phase 2: Encompass fall 2008 courses; tabulate results from first implementation cycle; describe progress for NEASC self-study

3. Continue to develop and implement outcomes assessment in the academic majors

AVC Academic Affairs assisted by IRPA (to help design assessment processes); Deans (to enforce implementation, approve modifications to plans, and review results annually). Dir. CTE /other faculty leaders to assist

4. Enhance co-curricular programs to support integrated student learning outcomes as defined for UMD graduates.

- Assess the effectiveness of Division of Student Affairs programs & services to determine what needs to be improved or eliminated, and what new programs developed.

AVC Student Affairs, Division of Student Affairs Leads Program assessment process has been developed for DOSA and review cycle has begun by Fall '09.

- Work with Division of Student Affairs departments to develop learning outcomes for their programs and services.

AVC Student Affairs DOSA departments have identified and communicated learning outcomes for their programs/services by Spring '09.

5. Implement E-portfolio system that would track students' curricular and co-curricular involvements and learning outcomes.

AVC Student Affairs, VC LISRT, Team Leaders for Instructional Development E-portfolio system assessment report done by March '08. By 2012 10 or more academic departments utilize e-portfolio system.

Goal 1: The University is recognized for its excellent undergraduate and graduate programs that integrate innovative teaching strategies and prepare students for advancement in the twenty-first century environment. (Continued)

### Undergraduate Excellence Objectives (continued)

#### 1.2b Develop multidisciplinary programs to energize and modernize the undergraduate curriculum.

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<thead>
<tr>
<th>Objectives</th>
<th>Implementation Strategies</th>
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<th>Outcomes</th>
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<tbody>
<tr>
<td>1. Develop the proposed minor in Sustainability and using sustainability as an organizing principle.</td>
<td>Dir. Office of Campus &amp; Community Sustainability</td>
<td>Minor is approved and students enrolled by Spring 2008.</td>
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</tbody>
</table>

- Appoint a team of faculty, staff and students to measure the university’s carbon footprint with the goal of becoming carbon neutral.

- Restructure the Humanities and Social Sciences Major creating a new B.A. in Liberal Arts.

- Expand the on-line offerings in Women’s Studies to create a fully on-line major.

- Develop on-line version of Art Ed.

- Reinvigorate the programs of the cultural studies centers and explore the academic offerings, with particular attention to the Center for Jewish Studies.

- Reestablish a Writing Across the Disciplines Program.

2. Restructure the Humanities and Social Sciences Major creating a new B.A. in Liberal Arts

Director of HSS New major is approved and students enrolled by Fall 2007.

3. Expand the on-line offerings in Women’s Studies to create a fully on-line major.

Director of Women's Studies Online majors available through UMass Online by Fall 2008.

4. Develop on-line version of Art Ed.

Chair, Art Ed Online MPP available through UMass Online by Fall 2008

5. Reinvigorate the programs of the cultural studies centers and explore the academic offerings, with particular attention to the Center for Jewish Studies.

Director, Center for Jewish Culture Increased enrollments in minor programs, campus and community involvement, and funds raised by Fall 2008.

6. Reestablish a Writing Across the Disciplines Program.

Provost’s Office and Faculty Committees Program reviewed in Fall 2007; First Workshops established in Spring 2008. Overall outcome - Students writing and critical thinking skills show improvement over a 3-year period.

#### 1.2c Improve the effectiveness of the first year math program in order to facilitate curriculum progress for all students, particularly those

1. Create a new position, First Year Math Coordinator to be filled by an FTL in the Dept. of Mathematics. In addition to teaching responsibilities in the first year math program, this individual will be charged with working with the Dept. Chair with the following recruiting, train and monitor the Math Coordinator is hired by Fall '07. Numbers of students successfully completing their required math sequence improves incrementally.
1.2d Prepare graduates to be fully engaged global citizens of the 21st century through liberal arts and sciences education that incorporates civic engagement and service learning.

1. Develop an Office of Civic Engagement and Service Learning (OCESL) in Student Affairs.

2. Increase collaborations between Community Service Programs and Colleges with regard to developing experiential and service learning opportunities and sites.
   - Create data-base for internship and service learning opportunities that will be web-based.
   - Develop internship opportunities for students interested in pursuing careers in Student Affairs.

3. Develop faculty fellows program designed to increase number of SL classes offered.

4. Identify and codify currently taught service learning courses.

5. Develop comprehensive assessment plan for CESL.

6. Implementation of SL graduation requirement (min 1 SL class).
   - Courses necessary to meet this requirement are developed.

7. Develop at least 2 SL courses within each major.
   - Recognize COMPEER as SL program.

2. Improve the effectiveness of the Impulse Program.

Deans of COE & CAS, Chair of Mathematics Dept., and Impulse Coordinator

Impulse Program Coordinator is hired by Fall 2007. Student satisfaction and retention increases incrementally.

Office established by Sept. '08. SA internship implemented and established by Fall '08.

Increased number of experiential & service learning sites by 10% by Spring '08.

Academic liaison to link to SL Programs identified by spring '08.

Increased understanding of Service Learning pedagogy

Meet dual mission of public higher education institution

Increased opportunities for students to practice their knowledge/skills/abilities on real world problems and opportunities

Service learning and public engagement is established as one of the signature programs of the university by 2012.

Goal 1: The University is recognized for its excellent undergraduate and graduate programs that integrate innovative teaching strategies and prepare students for advancement in the twenty-first century environment. (Continued)

1.2 Undergraduate Excellence Objectives (continued)

1.2e Overcome barriers of time, space and geography to provide wider access to courses and programs.

1. Establish a study group that will develop potential strategies to expand and strengthen course delivery options (online, hybrid, weekend, evening, summer, etc.) that will position UMass Dartmouth to meet the community's demand for higher education programs in an increasingly competitive higher education environment.
   - Develop goals and vision, and propose next steps.

2. Develop and implement a Blended Learning Initiative.

AVC's for Academic Affairs, PCE

VC IT & Faculty

By March 1, a set of options is presented to the chancellor and provost to enhance the university's ability to serve students facing educational barriers of time and distance.

Blended Learning Initiative proposed and approved by Feb. 2008. First cohort of faculty supported in summer 2008. By AY 2012 about 25% of UMass Dartmouth undergraduate classes will have 1/5 to 1/3 of their course content delivered online (baseline for 2007, 11% of courses are blended).

Need Outcomes

3. Online Degree/Certificate Programs established.
   - Women's Studies
   - MPP
   - Art Ed
   - Sustainability

   - MBA and General Business at Cape Cod Community College
**1.3 Graduate Excellence Objectives**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Implementation Strategies</th>
<th>Lead Parties</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>1.3a Enhance graduate program quality and development.</td>
<td>1. Increase graduate student enrollment such that graduate students make up 20% of total enrollments by 2012. &lt;br&gt; • Develop a UMass Dartmouth Master Plan for graduate education that incorporates a plan/profile for each graduate program determining market demand, enrollments, research support, space, and budgets and that takes into account distinguishing program characteristics (research-based, professional-based, mission-based); student characteristics (quality; domestic/international, full time/part time); completion rates; resources (space, student support and sources of support). Each plan to include benchmarks for implementation. &lt;br&gt; • Improve recruitment and support of graduate students &lt;br&gt; • Continue to update infrastructure to meet needs of expanding programs &lt;br&gt; 2. Develop new academic programs including: &lt;br&gt; • New MS in Computational Mathematics. &lt;br&gt; • Certificates and related programs to meet short-term demands. 4. Improve quality of assistantships. &lt;br&gt; • Provide CSF waivers selectively.</td>
<td>AVC Academic Affairs, Deans, Graduate Council</td>
<td>Achieved enrollment growth from current 13% to 20% by 2012. By end of AY 07-08, plans will be developed for each program (24 current Masters programs). Each program meets its phased benchmarks and targets as established in its plan.</td>
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<tr>
<td>1.3b Formalize and institutionalize the administrative structure and governance for all graduate programs.</td>
<td>1. Establish governance and central administration. &lt;br&gt; • Establish a central academic authority to allocate resources and incentives for departments and programs to align graduate education with campus strategic aims (Yardley recommendations). &lt;br&gt; • Graduate Council will provide recommendations for the following: a unified policy for graduate education from admission through graduation replacing the current fragmented structure; expansion of flexible teaching load assignment; identification of a graduate faculty. Develop more robust graduate, especially doctoral, policies. &lt;br&gt; • Improve stipends/redefine work expectations for Grad Program Directors.</td>
<td>AVC Academic Affairs, Deans, Graduate Council, and Faculty Leadership</td>
<td>Achieve enrollment growth from current 13% to 20% by 2012. Support in place for TA's and PTL buyouts. New structures designed and implemented; graduate (or doctoral) faculty identified; revised policies in catalogue and implemented by 2008-2009. GPD's stipend increased from $1,125 to $4,000 by Spring 2008 (20 @ +2,750 each)</td>
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**Goal 1:** The University is recognized for its excellent undergraduate and graduate programs that integrate innovative teaching strategies and prepare students for advancement in the twenty-first century environment. (Continued)

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<tr>
<td>1.3c Achieve Carnegie Doctoral status.</td>
<td>1. Increase doctoral student enrollments such that 20 doctoral students a year are graduating by 2010-2012. &lt;br&gt; • Inventory current and anticipated</td>
<td>AVC Academic Affairs, Deans, Grad Council, program faculty</td>
<td>Plan vetted by faculty and</td>
</tr>
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</table>
PhD programs for their degree production potential and set annual enrollment and degree production targets and assess the impact needs on facilities, technology, human, and fiscal infrastructures.

- Strengthen the Electrical Engineering PhD.
- Strengthen the Biomedical Engineering/Biotechnology PhD.
- Strengthen the Marine Science and Technology PhD.
- Strengthen the Luso-Afro-Brazilian Studies and Theory PhD.
- Strengthen the Nursing PhD.
- Develop and Implement the Mathematics Education Research PhD.
- Investigate adding new doctoral programs in Chemistry, Education Administration, Health Psychology, and Professional Writing

Deans, approved by Administration during AY08; and Carnegie Doctoral status achieved in 2012.

New/improved research space by Fall 2008
- Doctoral student support: 5 1st-yr ass'tships by Fall 2008
- Equipment/technology/systems: Equip a sensor networks lab by Fall 2009
- 6 new degrees produced annually after 2011
- Enhance doctoral student support: 10 new 1st year TA's for Fall 2008
- BMEBT program has input in hiring across cognate disciplines
- Hire 0.5 FTE Administrative Assistant
- Students research supported by equipment/technology/systems
- 5 new degrees produced annually after 2011
- New/improved space: furnish 3 classrooms in NRC building during AY08
- Doctoral student support: 5 1st-yr ass'tships by Fall 2008
- 8 new degrees produced annually after 2011
- Doctoral student support: 2 additional institutional assistantships for Fall 2008
- Library: more library resources (database Muse) for AY07/08
- 3 new degrees produced annually after 2011
- New/improved research space: research/meeting space in Textiles basement
- Doctoral student support: 3 new Nursing Traineehips by Fall 2008
- 5 new degrees produced annually after 2011
- New program development, site visit, etc. during AY08
- Doctoral student support: 5 1st year TA's
- 4 new degrees produced annually after 2011
- Decision is made during FY08

Goal 2: A community of respectful learners and scholars is established (continued)

2.1 Learner Objectives

2.1a Ensure that students have clear, understandable and achievable academic goals.

1. Improve the effectiveness of the academic advising process.

- Develop a comprehensive First-Year Success program including learning communities, block schedule advising, general education advising, and strategies for success; with unified services co-located in freshman housing.
- Refine and review for accuracy the degree audit system.

AVC for Academic Affairs & AVC for Student Affairs

AVC Academic Affairs, Division of Student Affairs

Registrars office with committee including Academic Advising, AVC Academic Affairs, AVC Enrollment Management and Associate Deans.

Student satisfaction with advising improves incrementally starting 2008.

Students progression to degree completion improves by '08

An accurate on-course 7-semester degree audit review for pre/graduation screening is in place by Fall '08. 90% of undergraduates and 90% faculty use degree audit system; Catalogue and degree audit system are synchronized, consistent and current for all
• Implement a contract-based rising-junior degree requirements sign-off in lieu of advisor sign-offs each semester for advanced students.
• Refine and review for accuracy the degree audit system.
• Implement a contract-based rising-junior degree requirements sign-off in lieu of advisor sign-offs each semester for advanced students.

AVC for Academic Affairs/SFAAC w/implem. By Registrar, Advising Cntr, and Assoc Deans with Department Chairpersons

Academic Advising Center, Deans

2.1b Produce positive undergraduate educational experiences.

1. Maintain and strengthen close contacts and interactions between students and faculty.
2. Improve honors program.
3. Move closer to a residential college system by creating space in which academic advising (and classes) can be offered in residence halls.
4. Develop learning communities in Fresh residence halls by piloting frosh interest groups (FIG).

AVC Academic Affairs and AVC for Research Development

Academic Advising, AVC Academic Affairs, Deans, Associate Deans and Dept. Chairs

Director Academic Advising and Director of Housing and Residential Life

Website is operational by April 2008.
Increased levels of student engagement as measured by NSSE by 2001 and internal surveys by '09.
Increased enrollments in Honors courses and seminars starting '07.
Increased participation: 50% more sophomores by 2008 (from 400 to 600); 50% more seniors by 2010 (18 to 30); incremental increases thereafter.
Academic advising satellite is operational by Fall '08.

2.2a Increase the breadth and depth of scholarly activity of faculty and staff.

1. Increase external recognition of scholarship.
2. Improve grant development services provided by the Office of Research Administration.
3. In FY08/09, using the ATMC Advisory Group increase the number of industry related research projects that involve undergraduate & graduate students, faculty, and ATMC staff.
4. Organize an ORA Advisory Group to develop recommendations for responding to the President's Creative Economy and S&T Funding, MTTC awards, UMD incentive funds (Healey, Public Service, research) and CV/IP tech funding tied to the involvement of faculty and students in a team based multidisciplinary approach.
5. Have self-studies done by the off-campus sites (ATMC, SMAST, Star Store, PCE, Fairhaven) that identify scholarship opportunities and partnerships for UMD students and faculty, based on the use of these facilities and personnel.

AVC Student Affairs

Implementation Committee/Consultants

AVC for Research Development

Total research related funding resulting from the ORA Advisory Group actions in these areas equal to $500,000. An increase of 50% (target: 25) in industrially funded research projects involving our students.
Number of new first year and/or transfer international undergrad students is increased to reach 20 by 2009 and a steady-state of 30 by 2011, resulting in an ongoing international student enrollment of 100-200 students
Goal 2: A community of respectful learners and scholars is established (continued)

2.2 Scholar Objectives

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<tbody>
<tr>
<td>2.2b Recognize, celebrate and support scholarship at all levels in order to attract and retain high quality faculty, staff and students.</td>
<td>1. Establish a Research Day celebrating all forms of funded research and innovative research done by faculty, staff, and students.</td>
<td>AVC for Research Development</td>
<td>Research Day in April 2008. Wall of Innovation based on issued patents in April 2008. Undergraduate and graduate research Poster Day in April 2008.</td>
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<td>2. Expand &quot;Wall of Scholarship&quot; to include broader representation of scholarly works beyond books</td>
<td>Dean of Library, Provost's Office</td>
<td>Added recognitions, Spr 2008, full recognition program, Fall 2008</td>
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<td></td>
<td>3. Select and estimate funding for a database of all scholarly achievements on campus based on Faculty Activity Reports.</td>
<td>Implementation Committee/Consultants</td>
<td>There is an accurate annual compilation of faculty and staff scholarly works.</td>
</tr>
<tr>
<td></td>
<td>4. Create a graduate student association to support scholarship; publish outlines of &quot;work in progress&quot;; supplement college/dept budgets for support of student scholarship activities.</td>
<td>AVC Academic Affairs, AVC Research Development</td>
<td>AY 2007-08</td>
</tr>
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</table>

2.2c Provide high quality staff development opportunities so that excellent service at all levels is provided by all staff on the campus and is recognized and celebrated

| | 1. Ensure effective staff development to support various University functions. | Asst. VC for Policy Planning & Professional Development and Special Asst. to Chancellor | Staff training and development needs are identified by area by December 2008. |
| | • Perform a needs assessment to identify staff development and training opportunities for various functions and services. HR will consult with academic departments/centers to develop a survey instrument to collect data and perform a needs assessment. A committee will review the data and make recommendations for staff development and training programs. | | |
| | • Pilot programs in 2007-2008: Get evaluative feedback; Appoint an advisory committee to assist with program planning and evaluation; Publish program offerings; Evaluate impact of program on customer service by 2009. | Asst. VC for Policy Planning & Professional Development and Special Asst. to Chancellor | Offering 10 programs in Fall 2007; 15 in Spring 2008; 25 per semester in 2006-07. Attendance is voluntary but programs attract 200 staff per semester in 07-08 and 300 per semester in 08-09. Self Report Evaluations report 80% satisfaction. Grants are obtained to support some programs; Advisory Committee is active. Customer service is improved in selected areas. Professional staff are aware of core competencies in their areas of work and have been assessed on areas of strengths and development needs by Fall ’09. |
| | • Pilot identifying core competencies for Division of Student Affairs Leads Group. | VC Student Affairs & Division of Student Affairs | |
| | • Provide appropriate training programs on and off campus. | VC Student Affairs & Division of Student Affairs | |

2.2d Ensure effective faculty development that encompasses teaching, scholarship, and service across faculty members' careers

| | 1. Bring existing faculty development programs (e.g., CTE CATLS, Faculty Instructional Development, Provost's travel/publication fund(s)) and other initiatives under the direction of one office. | Provost | Re-organization of development structure; appointment of director; 20% increase in completed, peer-reviewable research projects |

Goal 2: A community of respectful learners and scholars is established (continued)

2.3 Overarching Objective

<table>
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<tbody>
<tr>
<td>2.3a Develop a culture of pride</td>
<td>1. Develop an understanding of UMass Dartmouth's vision, mission</td>
<td>Chancellor, Vice Chancellors</td>
<td>Attendance and feedback to the &quot;core values&quot; process is at</td>
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<tr>
<td>in UMass Dartmouth’s mission and core values.</td>
<td>least 60% on campus and 20% of alumni.</td>
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<tr>
<td>Establish a process for identifying and broadly affirming UMass Dartmouth’s Core Values with faculty, staff, students, administrators, and alumni.</td>
<td>Survey/ focus groups indicate 80% understanding and satisfaction by Fall 2009.</td>
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<tr>
<td>Appoint an Ad Hoc committee on Pride. Utilize campus spaces (dining halls, library, college common areas) to build pride.</td>
<td>Propost, VC Student Affairs</td>
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<td>Develop appropriate vehicles for communicating university achievements to the faculty, staff, students, alumni and regional &amp; state constituents.</td>
<td>Integrated Communication Group</td>
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<td>Provide training for appropriate staff (department level) to improve utilization of the Website to provide current information on campus activities.</td>
<td>CITS</td>
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<td>2. Build relationships across programs and services by forging collaborations within and between faculty, students and staff.</td>
<td>Vice Chancellors</td>
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<td>Implement requirements that key functional areas (a) involve people from other areas; (b) maintain web communications; (c) issue periodic status reports; (d) consult constituencies across campus by questionnaires, focus groups, etc.; and (e) evaluate areas needing improvement that involve wide-reaching assessment activities.</td>
<td>VC Library Services, Information Resources, and Technology</td>
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<tr>
<td>3. Reform key governance structures to ensure collaborative and consultative working relationships.</td>
<td>Need Outcomes</td>
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<tr>
<td>Goal 3: The intellectual capital of the faculty, staff, and students is embedded in the activities of the region and the Commonwealth</td>
<td>Chancellor’s Staff/Provost</td>
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<tr>
<th>3.1 Objectives</th>
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<tbody>
<tr>
<td>3.1a Determine the areas of the external community that UMD serves well and what areas need more attention using a survey of industries, cities and towns, existing community partnership, etc.</td>
<td>Asst. to Chancellor for Economic Dev.</td>
</tr>
<tr>
<td>1. Catalogue the education, research and service activities that UMass Dartmouth faculty, staff and students engage in beyond the immediate region (estuaries, health care, Portuguese culture, biomedical, K-12, etc.) and give attention to promoting those activities in the media and in special communications to our public and private benefactors.</td>
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<tr>
<td>3.1b Recognize and reward faculty and staff for engagement in regional cultural, civic and educational activities.</td>
<td>Provost, Deans, Dir Office of Campus &amp; Community Sustainability</td>
</tr>
<tr>
<td>1. Create a web-based portal to recognize and highlight faculty &amp; staff community service activities.</td>
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<tr>
<td>2. Propose that staff evaluations include categories for university and community service.</td>
<td>HR</td>
</tr>
<tr>
<td>3. Institute an Annual Dinner recognizing faculty &amp; staff engaged in community service.</td>
<td>Provost, VC Administration &amp; Fiscal Services,</td>
</tr>
<tr>
<td>3.1c Enhance and advance UMass Dartmouth’s impact on K-12 school systems.</td>
<td>Chancellor, Provost, Dean CAS, Dean CVPA, CUSP, Director of MAT program</td>
</tr>
<tr>
<td>1. Restructure EDU, MAT, and other related programs. Engage a consultant to assist with development of new structures.</td>
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<tr>
<td>3.1d Examine the structure and purpose of professional continuing education</td>
<td>Provost, AVC PCE</td>
</tr>
<tr>
<td>1. Engage consultants to review PCE’s activities and relationships to constituencies: Academic Programs, External Community, Credit and Non-Credit Programs.</td>
<td>Greater breadth of PCE offerings, reaching broader audience generating increased revenues by Jan ’08.</td>
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</table>
**Goal 4: Student access, diversity and success has been demonstrated during a period of enrollment growth.**

### 4.1 Objectives

#### 4.1a Create a UMass Dartmouth culture conducive to inviting, embracing and supporting diversity.

1. **Demonstrate commitment to enhancing diversity.**
   - **Establish a University task force (consisting of students, faculty, and staff) charged with developing recommendations and strategies designed to foster a campus climate that supports diversity of race, culture, gender, sexual orientation, disability, and religion.**
   - **Increase faculty and staff participation in existing campus diversity programs (e.g., College Now, START, LSAMP, Unity House, Women's Resource Center, Center for Access & Success, etc.).**
   - **Include statement of University's commitment to supporting diversity in all widely disseminated University print and web publications such as Student Handbook, Catalogue, websites, etc.**
   - **Reflect campus diversity via art and symbols presented on campus.**

2. **Assess current climate and services for campus populations.**
   - **Develop a student, staff, and faculty survey that measures campus climate related to “inviting, embracing, and supporting diversity” to use as a benchmark.**

3. **Develop facilities, programs and services to address unmet needs.**
   - **Build or create a Student Union that houses student support groups to collaborate across interests.**
   - **Create and appropriately staff a GLBT center for faculty, staff, and students.**
   - **Improve communication & relationship with students of color to support diversity.**

4. **Provide education, training, and development opportunities for staff, students, and faculty.**
   - **Develop facilitated Roundtable and Brown Bag discussions on diversity topics for students, staff, and faculty.**
   - **Utilize vehicles such as the New Faculty Institute, Talking about Teaching seminars, etc. to incorporate issues of diversity in the curricula to identify and communicate classes that include...**

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**Recommendations to the Chancellor completed by Feb. '08**

**Baseline data is established and the participation rate increases incrementally starting in Fall 2008.**

**Statement is included in all widely read University print & web publications by fall '08.**

**Every major building on campus contains a visible reflection of campus diversity via art or symbol by fall '08.**

**Climate Survey completed by 20% of each population surveyed (students, staff, and faculty) by fall '08.**

**In addition to Student Affairs, SAIL, Religious Resource Center, Campus Services, and student organizations, the Union houses Women's Center, International Student Center, Unity House, GLBT, Commuter Center, Health Education, and Center for Access and Success (formerly DSS).**

**GLBT Center is open and staff hired to support center by Fall '09.**

**Scheduled monthly meetings attended by leaders from underrepresented student populations and involving a variety of shift officers that engage in meaningful dialogue with each other by Spring '08.**

**Minimally two events occur per semester by Spring '08.**

**List of classes produced and shared with students prior to spring 2008 semester.**
diversity education in their class content.

• Increase students’ international study abroad and exchange experiences by improving support/advocacy services. Create “International Council” in Faculty Senate. Fund to support academic projects abroad like field trips.

5. Increase annual enrollment of first year and/or transfer undergraduate international students.

• Enhanced services for international student applicants.

• Partnership with UMass President’s Office’s international education initiatives (China and others).

• Development of UMD campus connections with Portugal, Azores, and Cape Verde to foster international recruitment potential.

• Participation in international recruitment consortia.

• Attendance at international student college fairs.

• Establishment of a relationship with an international secondary school.

• Engagement with an international student referral agency.

ACV Academic Affairs; Director International/Exchange Study Programs

AVC Enrollment Management; International Director

Number of new first year and/or transfer international undergrad students is increased to reach 20 by 2009 and a steady-state of 30 by 2011, resulting in an ongoing international student enrollment of 100-200 students spread across the programs.

Goal 4: Student access, diversity and success has been demonstrated during a period of enrollment growth. (continued)

4.1 Objectives (continued)

4.1b Create a level of diversity within the workforce that would complement and support greater student access and diversity.

1. Update and set goals for the hiring of faculty/staff of color, to increase the underrepresented minorities and females in faculty and professional staff positions.

Director of Human Resources & Asst. V.C. for Equal Opportunity

Director of Human Resources & Asst. V.C. for Equal Opportunity

The full-time faculty and professional staff workforce of under represented minorities is increased consistent with the affirmative action plan by Fall ’08.

2. Provide technical guidance and support (including training on methods for undertaking affirmative action steps to recruit diverse pools of applicants) to academic departments to better identify, attract, and retain candidates of color and female candidates in fields where they are underrepresented.

Chancellor, VC's

Vice Chancellors have improved diversity profile of their respective area by Fall ’08.

3. Include achievement of diversity objectives as a component in annual evaluations of senior leadership personnel.

4.1c Increase undergraduate retention and graduation rates.

1. Implement focused activities to improve retention/graduation of students, with a particular emphasis on at-risk students. Phase 1, comprehensive data and analysis; Phase 2, begin implementation of interventions (UMass priority per NASH membership).

AVC Student Affairs/VC Student Affairs/AVC Enrollment/OIRPA

1 yr Retention to 80% by 2010 (currently 74%); 6-year grad rate to 55% by 2015 (currently 48%)

2. Define, develop, and implement a holistic model of student development.

VC Student Affairs, Dean of Students

Model selected is appropriate for our institution and population. All staff able to apply model in specific areas by Summer ’08.

• Research models of student development and select/design model appropriate for UMD and train all student affairs staff in applying the model in their areas.

Assoc. Athletic Dir., Assoc. Dir. HFOS, Dir. Public Safety, Dir. Center for Campus & Community Sustainability

Path designed and created, permits received, lighting, etc. installed and community members use the path by Fall ’09.

• Develop a walking/bike path around ring road.

Religious Resource Center, Dir Counseling & Student Dev.

Community usage by Fall ’09.

• Build a Labyrinth (sacred space).

Provost, VC Student Affairs & Task Force TBN

Appropriate balance of Student
### 4. Align services with student needs

- **Find and share with student affairs staff current research regarding what high school students are looking for in a college-university.**
  - Dir. Residential Ed Programs & Assessment
  - Division implements programs and initiatives to meet incoming student needs by Fall ’08.

- **Assess staffing levels and facility space to comprehensively meet student needs based on benchmarking and accreditation standards.**
  - AVC Student Affairs, VC Student Affairs
  - All Student Affairs departments will be assessed and data obtained from like-institutions for benchmarking purposes. After assessment, a 3-year plan presented to Cabinet and Chancellor by Spring ’08.

- **Enlarge Fitness Center to accommodate larger number of students.**
  - Assoc. Athletic Dir.
  - Planning incorporated like-institutions’ fitness facilities and Best-Practices. Facility expanded accordingly. Usage increased by 20%. Hours of operation increased by Fall ’09.

- **Improve exit interviews with graduating senior and transfers.**
  - AVC Student Affairs, AVC Academic Affairs
  - Data collection provides recommendations for needed improvements to services by Spring ’08.

- **Assess and re-design First-Year Experience Program.**
  - AVC Student Affairs, Dean of Students, Dir Residential Education Programs & Assessment, Academic Advising, AVC Academic Affairs
  - Pilot program launched with 10% of first year students participating. Final program incorporates all current first-year based programs, new student orientation, and desired outcome goals for first-year students in a cohesive and sustainable manner by Fall ’08.

#### 4.1d Strengthen residential life infrastructure and living and learning opportunities to support students.

1. **Increase Residence Hall safety.**
   - Perception of safety indicated by an increase in safety marks in the Student Satisfaction Survey and Residential Survey by May ’08.
   - Assessment completed by Fall ’07 and doors replaced by Jan. ’08
   - Compliance with sign-in procedures increased. Information collected at sign-in is accurate by Fall ’08.

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<th>Lead Parties</th>
<th>Outcomes</th>
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<tr>
<td><strong>4.1d cont.</strong></td>
<td>2. Develop facilities, staffing, programs, and services to address unmet needs.</td>
<td>Asst. &amp; Assoc. Dir. Res Life</td>
<td>Survey completed by 40% of residential students by Fall ’07.</td>
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<td>• Administer EBI (web based assessment tool) with residential students.</td>
<td>Assoc. Dir. Res Life; Dir. Res Ed Programs &amp; Assessment; Central Publications</td>
<td>Web site and printed materials used by Admissions, etc. are revised by Spring ’08.</td>
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<td>• Revise printed and web-based publication regarding Residential Life Living and Learning Programs.</td>
<td>Assoc. Dir. of Housing Facilities, Operations &amp; Services; Assoc. Dir. Res Life</td>
<td>Each residence hall has a multi-purpose space for programs or social activities by Fall ’08.</td>
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<td>• Develop multi-purpose, social areas in each residence hall.</td>
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<td>Each residence hall has “adopted” at least one faculty or staff member (no less than 50% are faculty) and invited them to building specific events by Spring ’08.</td>
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<td>• Develop a Faculty/Staff Adoptee Program to increase connection between students and staff &amp; faculty.</td>
<td>Resident Dir. of Res. Life</td>
<td>Survey completed by 40% of residential students by Fall ’07.</td>
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<td>• Create hall-based leadership/governance opportunities for residents.</td>
<td>Assoc. Dir. Of Res Life; Director Res Ed Programs &amp; Assessment</td>
<td>Increased hall programs and student engagement by Fall ’08.</td>
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<td>• Pilot programs to decrease ratio of RA to the first year student in one residence hall.</td>
<td>Dir. Of Housing &amp; Res Life; Assoc. Dir of Res Life</td>
<td>Increased sense of community and better support for first year students by Fall ’08.</td>
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<td>• Implement green cleaning pilot in 2 residence halls.</td>
<td>Asst. Dir of Housekeeping &amp; Grounds; Assoc. Dir. of Housing, Facilities, Operations &amp; Services</td>
<td>Pilot program is successfully be implemented in two residence halls that will be free of chemical toxins and environmentally friendly by Spring 2008.</td>
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**Goal 4:** Student access, diversity and success has been demonstrated during a period of enrollment growth. (continued)

**4.1 Objectives (continued)**

#### 4.1e Improve the Career Resource

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<td>1. Improve the Career Resource</td>
<td>Director Career Resource Center</td>
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effectiveness of services we offer to support students in successfully pursuing postgraduate opportunities.

- Enhance data of graduates’ plans for post graduation.

2. Focus on career development model to improve job placement and post graduate education options.
- Develop a 4-year planning process for incoming freshmen.
- Introduce e-portfolio technology in the freshman year via classroom and workshops.
- Create workshops for sophomores and juniors interested in experiential learning opportunities, e.g. internships, apprenticeships, service learning.
- Create senior-year program to support job placement and graduate school interest.

3. Develop more collaborations between Alumni Affairs and Career Resource Center.
- Create Alumni Speaker Series.
- Restart and implement Alumni Job-Shadowing program.
- Develop Alumni Career Night.

Director Career Resource Center

Asst. Dir. Of Career Resource Center; Dir. Of Alumni Relations

Alumni Speaker Series created by Fall ’08.

Alumni Job-Shadowing program restarted by Fall ’08.

Alumni Night created by Fall ’08.

Goal 4: Student access, diversity and success has been demonstrated during a period of enrollment growth. (continued)

4.1 Objectives (continued)

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<td>1. Attract and retain an academically prepared and diverse student body without reducing enrollment, and promote timely degree completion.</td>
<td>1. Construct an undergraduate enrollment plan designed to reflect the University’s emphasis on access, diversity and academic excellence while meeting financial and physical capacity objectives. Mobilize a campus collaboration (Enrollment Management departments, Residence Life, Advising Center, Student Life, etc.) to promote accomplishment of enrollment goals.</td>
<td>AVC Enrollment Management, Deans, AVC Enrollment Management, OIRPA</td>
<td>Undergraduate enrollment numbers will remain constant (except in programs with enrollment capacity) and overall admissions standards, retention rates, and graduation percentages will rise as follows: • Average SAT Scores (Verbal/Math): 1075 to 1100 by 2012 • Average High School GPA: 3.06 to 3.2 by 2012 • First to Second Year Retention Rate: to 80% by 2012 (currently 74%) • Six-year graduation rate to 55% by 2015 (currently 48%)</td>
</tr>
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</table>

2. Conduct needs assessments/environmental scans re: development of undergrad majors targeted for emerging fields and special populations (e.g., degree-completers).

3. Review of all majors to identify those majors in each College

Director Career Resource Center

Exit Survey collaboration with Academic Affairs elicits 80% response rate and is shared with Colleges by summer of 2008.

Plan delineated and marketed to new students (via orientation, workshops, and classroom presentation) by fall ’08.

E-portfolio system initiated with at least 50% freshman class participation by Jan. 2009. 50% of the sophomore and junior class report being aware of experiential learning opportunities on Student Satisfaction Survey by spring 2009.

Plan delineated and marketed to seniors and Colleges. Career Center interacts with 50% of senior class as measured by senior exit survey by May 2009.

By the Fall of 2008 the enrollment of students of color would represent 14.8% of the total student enrollment; by Fall of 2008, would represent 16.3% of the total enrollment; and 18% by the fall of 2010.

Each College will have a basis to establishing enrollment
having a gender imbalance in their enrollments reflecting more than a 30% - 70% mix; develop a plan with objectives, strategies, timelines, and expected outcomes for attracting and supporting students who will correct the enrollment.

targets for female students in each major in which they are severely underrepresented by March ’08.

Goal 5: An effective physical, technical, fiscal and human infrastructure is in place to support academic activities.

5.1 Physical Objectives

5.1a Ensure that teaching and learning equipment is adequate for effective instruction, particularly laboratory and studio equipment, classroom information technology hardware and software, and computer access for faculty and students.

1. Expand campus capacity to assess, plan maintain, and enhance its learning spaces.
   • Upgrade 10 additional classrooms. This will include the purchase and installation of technology for those remaining classrooms where needed. Install white boards and replace and/or repair seating, flooring and other finishes where appropriate.
   • Complete a studio audit to include equipment and infrastructure requirements for adequate functionality.
   • Develop a plan for the repair, replacement and required infrastructure improvements designated in the 2007 laboratory audit.
   • Conduct an assessment and prepare a funding plan for outdated portable equipment and instrumentation service contracts not considered part of the infrastructure of labs, e.g. microscopes.
   • Establish ongoing funding for classroom operations and the Faculty Instructional Laptop Program (FILP) that provides a laptop/tablet to every faculty member for instructional use.


Ten additional upgraded classrooms by September 2008.
Assoc. Dir. Facilities, Planning, Design & Construction/Registrar & faculty working group

By June 30, 2008, a report on the status of equipment and infrastructure needs for adequate functioning of campus studio space and a plan for funding repair/replacement over time is completed.
Dir. Facilities, Planning, Design & Construction/Registrar & faculty working group

By December 2008, a pilot upgrade of 1-2 labs as well as phased infrastructure improvements based on priorities outlined in the audit report are done.

Dir. Facilities, Planning, Design & Construction/Registrar & faculty working group

By December 2008, a definitive plan to phase in replacement of outmoded equipment over three years is completed.
Exec. Dir. IT Svc. Assurance/Asst. Dir IT Svc./Faculty working group

Continued support for a cornerstone program of academic technology.

5.1b Ensure the effective, equitable and efficient allocation of campus spaces to optimize utilization through the development of campus-wide policies, procedures and management structure.

1. Develop the policies, procedures, and data to inform and guide space allocation decisions.

Assoc. Chancellor

A continuously improving process is in place by November 1, 2007.
Assoc. Dir. Facilities, Planning, Design & Construction

A fully functioning space management system by December 31, 2007.

Assoc. Chancellor, AVC Enrollment Management, w/ Office of Institutional Research Planning & Assessment and pos. consultants

Dir. Facilities, Planning, Design & Construction

Planning completed by Spring ’09; construction by ’09. Laboratory space is appropriately allocated by May 2008.

Goal 5: An effective physical, technical, fiscal and human infrastructure is in place to support academic activities. (continued)
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<th>5.1 Physical Objectives (continued)</th>
<th>Implementation Strategies</th>
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<td></td>
<td>• Develop a budget strategy to utilize operating and/or borrowed funds to conduct studies and designs to determine the functionality of land and buildings, to maximize the use of capital dollars, and improve project timeliness.</td>
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<td>• Establish a committee to include, but not be limited to, staff/faculty from CVPA, Public Relations, FPDC to develop goals and standards for renovations and new buildings with a focus on aesthetics, sustainability, signage and the Facilities Master Plan.</td>
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<td><strong>5.1d</strong> Continuously forecast, monitor, assess, upgrade/replace and maintain physical and technical infrastructure.</td>
<td>1. Develop a structure and process for monitoring and assessment of the physical and technical infrastructure.</td>
<td>Assoc. Chancellor and AVC CITS</td>
<td>Established group by February 2009; By February 2009 the group produced a report to include analysis and recommendations.</td>
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<td>• Establish a campus group consisting of representatives from FPDC, CITS, Facilities Operations, Campus Services and Housing, Facilities and Operations to develop the structure and process.</td>
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<td><strong>5.1e</strong> Provide effective and efficient services, systems and initiatives for physical and technical infrastructure by developing an integrated, comprehensive and responsive approach.</td>
<td>1. Develop methods to assess and improve customer service perceptions.</td>
<td>Dir. Facilities</td>
<td>By December 31, 2007, routinely generated FAMIS reports which inform our maintenance and capital budget decisions.</td>
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<td>• Implement the FAMIS work order system to provide analysis of physical infrastructure needs.</td>
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<td>• Develop client feedback instrument to assess the community satisfaction with the Alteration/Renovation process.</td>
<td>Dir. Facilities, Planning, Design &amp; Construction</td>
<td>By June 1, 2008, made necessary changes to the process to meet campus community needs.</td>
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<td>• Conduct structured focus groups to provide customer information to inform service decisions.</td>
<td>Assoc. Chancellor, AVC CITS, AVC Admin. Svcs.</td>
<td>In Spring 2008, addressed specific questions generated by FPDC, CITS, Facilities Operations and the Chancellor's Cabinet</td>
</tr>
<tr>
<td><strong>5.1f</strong> Integrate the physical and technical infrastructure of satellite campuses across the University planning.</td>
<td>1. Do a supplement to the Facilities Master Plan to include off campus sites.</td>
<td></td>
<td>By December 2008, completed the extended Facilities Master Plan including off-campus sites.</td>
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<td>• Hire a consultant to do the report.</td>
<td>Assoc. Chancellor and AVC CITS</td>
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<tr>
<td><strong>5.2 Technical Objectives</strong></td>
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<tr>
<td><strong>5.2a</strong> Create an &quot;IT savvy&quot; 21st century campus community.</td>
<td>1. Establish a 21st Century IT Savvy Community (TSC) Committee with campus wide representation and responsible for coordinating campus wide discussion, forming workgroups, and ultimately delivering the definition document.</td>
<td>VC LISRT/AVC CITS</td>
<td>Create Charter document by November 1, 2007; formation of ITSC working groups by February 1, 2008.</td>
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<td>• Document the current issues and trends that would establish a baseline from which UMass</td>
<td></td>
<td>Produce baseline document by June 1, 2008.</td>
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</table>
Dartmouth would build an IT Savvy 21st century community.

- Define technology core competencies for students, faculty and staff.
- Define the hallmarks for institutionalizing initiatives. Establish a working group from ITSC that would identify the framework and processes.
- Appoint a taskforce to consider implementing mandatory laptop program for students.

Goal 5: An effective physical, technical, fiscal and human infrastructure is in place to support academic activities. (continued)

5.2 Technical Objectives (continued)

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<tr>
<td>5.2b Increase the influence of UMass Dartmouth in UMass system-wide technology decisions and implementations.</td>
<td>1. Establish a working group to examine and assess the effectiveness of central governance/communication/service models for IT systems.</td>
<td>VC LISRT/AVC CITS</td>
<td>Criteria established by group will have been satisfied; on-going participation with/governance impact on Shrewsbury established.</td>
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<td>2. Utilizing an outside facilitator, convene working group to discuss current IT issues with President's Office Systems</td>
<td>AVC Academic Affairs/AVC Finance/</td>
<td>Issue document by November 1, 2007.</td>
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<td>2. Work with UITS to establish an effective governance/communication/service mechanism for central IT systems.</td>
<td>AVC Finance/AVC Academic Affairs/</td>
<td>Increase the effectiveness of the working relationship between the system campuses and UITS by April 1, 2008, then ongoing.</td>
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<td>3. Utilize existing intercampus councils and committees to raise key issues and concerns.</td>
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<td>3. Document communication tree, organization chart, and service level agreements for key services</td>
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<td></td>
<td>3. Establish an effective campus based communication mechanism for IT systems (central and campus based).</td>
<td>VC LISRT/AVC CITS</td>
<td>By February 1, 2008, implement recommended communication mechanisms for IT systems.</td>
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<td>4. Establish a minimum of 2 mechanisms to foster campus communication on IT systems.</td>
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5.2c Establish broad, shared, comprehensive and consistent data systems to support and inform decision-making, planning and resource allocation.

- Acquire software to manage the Academic Catalog to facilitate and streamline the process for Academic catalog management.
- Dir. IT Development/Dir. IR
- By February 1, 2008, implement recommended communication mechanisms for IT systems.

Bid accepted; Ugrad and grad catalogues edited and fully on line by February 2008.

- Establish a Data Management and Quality Team to review data quality.
- AVC Institutional Research
- Establish team, write Team Charter and commence regularly scheduled meetings by December 1, 2007.
- Actively participate in software implementation.


- UMass Dartmouth will play a significant role in the President's Office implementation of the Business Intelligence (BI) software.
- AVC Institutional Research
- By June 1, 2008 write report
Goal 5: An effective physical, technical, fiscal and human infrastructure is in place to support academic activities. (continued)

5.2 Technical Objectives (continued)

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</table>
| 5.2d Develop library-based spaces, resources and services that appropriately meet 21st century undergraduate, graduate and community teaching, scholarship and learning needs. | 1. Develop and proceed with plans for the library renovation and expansion, considering campus and community needs and trends in the academic library and information worlds.  
  • Gather quantitative and qualitative data on the information needs related to teaching, scholarship, and learning for the UMass Dartmouth students, Colleges, Departments, faculty, staff, alumni and community.  
  • Identify relevant regional and programmatic accreditation standards that relate to library and information services.  
  • Gather data about the libraries of comparable and aspirational doctoral universities.  
  • Prepare a brief paper on trends in the library and information world that should be considered when planning for the Carney Library.  
  2. Support the unique and internationally renowned archive for materials related to Portuguese-American culture by acquiring materials, securing financial resources, developing the new archives space, and recruiting staff to maintain, preserve, and make materials accessible worldwide. | Dean of Library  
  Dean of Library  
  Dean of Library  
  Dean of Library  
  Actively participate in software implementation.  
  By June 1, 2008 write report and identify operational needs and potential solutions.  
  Communication tree, organization chart, service level agreements: first pass by April 1, 2008, then ongoing. |
| • Hire a Portuguese Archivist.                                            | Dean of Library, Chair of Portuguese and Dir. Center for Portuguese Studies & Culture                                                                                                                                  | Portuguese-American archivist is hired by February 1, 2008. | At least one proposal submitted by September 1, 2008.  
  By June 1, 2008 write report and identify operational needs and potential solutions.  
  Proposal for better integration of information literacy into curricula. Completed by December 1, 2008; implementation to follow. |
| • Pursue grant funding for acquiring and digitizing materials for the Portuguese archive. | Dean of Library                                                                                              | At least one proposal submitted by September 1, 2008. | By June 1, 2008 write report and identify operational needs and potential solutions.  
  Proposal for better integration of information literacy into curricula. Completed by December 1, 2008; implementation to follow. |
| • Continue to support the university community in developing the information literacy of students, faculty and staff by pursuing greater engagement, reflective instructional assessment, and appropriate support services. | Dean of Library                                                                                                                                                                                                                             | By June 1, 2008 write report and identify operational needs and potential solutions.  
  Proposal for better integration of information literacy into curricula. Completed by December 1, 2008; implementation to follow. |
| • Organize campus-wide discussions on information literacy.               | Dean of Library                                                                                                                                                                                                                             | Proposal for better integration of information literacy into curricula. Completed by December 1, 2008; implementation to follow. |

5.3 Fiscal Objectives

5.3a Establish a multi-year budget plan for decision making.  
1. Develop a five year rolling budget including a forecast of revenues and expenses by function and/or line item.  
Vice Chancellors  
Baseline budget by 12/31/07 to project future outcome of current operation.  
"Best" and "Worst" scenarios developed beginning with FY09 budget effective July 1, 2008, to
5.3 Develop an annual budget process linked to strategic objectives.

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<tr>
<td>5.3c Develop alternative revenue sources to facilitate implementation of strategic objectives</td>
<td>1. Identify alternative revenue sources as follows:</td>
<td>Vice Chancellors</td>
<td>Additional indirect cost funds from grants and contracts</td>
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<td>• Change from HHS short form to long form.</td>
<td>AVC for Research Development</td>
<td>Positive net revenue from PCE will increase unrestricted current fund balance on cash and accrual bases</td>
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<td>• Increase research funding and equity events including CVIP.</td>
<td>Directors of Office of Research Administration and CVIP</td>
<td>Continuing growth in research funding and equity opportunities</td>
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<td>• Produce positive financial results in PCE.</td>
<td>AVC for Academic Affairs</td>
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<td>• Increase the number of endowed chairs.</td>
<td>Vice Chancellor for Advancement</td>
<td>Endowed chairs will increase equity and earnings will fund objectives</td>
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<td>• Increase and align fund raising with strategic objectives.</td>
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<td>• Plan the development of “Life Long Learning Communities”.</td>
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5.4 Human Objectives

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<tr>
<td>5.4a Develop and maintain human resources and fiscal affairs staff competencies to effectively utilize advanced IT data systems.</td>
<td>1. The Director of Human Resources will identify training needs and establish training programs for HR and A&amp;F staff to effectively use advanced IT data systems.</td>
<td>Director of Human Resources, AVC Finance</td>
<td>HR and A&amp;F staff have increased capacity to use advanced systems for producing reports and analysis by December 31, 2007.</td>
</tr>
<tr>
<td>5.4b Reduce the timeline to hire</td>
<td>1. Evaluate the current hiring process in the context of best practices.</td>
<td>VC A&amp;F, Director Human Resources, Associate Chancellor for EEO</td>
<td>A review and analysis completed by January 2008</td>
</tr>
</tbody>
</table>
### 5.4c Improve customer service campus-wide.

- A consultant will be hired to implement the pilot program.
- The training will begin with senior members of the division in order to define the terms and to develop a plan to roll out training to the departments.
- Training will be provided for the human resources, business office, purchasing, bursar, campus store, mail room, print shop and facilities.

A recommendation for an effective and efficient process by March 31, 2008.
A revised hiring process that meets HR and EEO/AA mandates by June 30, 2008.

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Customer service is improved and program
The program will be evaluated for possible application throughout the University by March 31, 2008.

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**Contact Info:**

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