CLAS Comprehensive Strategic Plan
Draft: May 2020
I. Overview and Background

As the largest and most academically diverse college at the University of Connecticut, the College of Liberal Arts and Sciences (CLAS) is fundamental to the success of the University and its students, faculty, staff, and constituents. The College provides critical ideas, infrastructure, and employment for the State of Connecticut, and its impacts have global significance.

To that end, the College embarked on a strategic planning process during the 2019-2020 academic year, which resulted in this comprehensive plan. It is intended to articulate what we are here to do, the values that are important as we do our work, what we intend to become by 2025, and a path to reach that vision.

Four committees, comprising more than 80 CLAS faculty, staff, and students from across our units (acknowledged at the end of this document), worked sequentially from September 2019 through April 2020 to generate the information and ideas represented here. A group of alumni and advisors from other areas of the University also contributed at the points where each committee completed its work. The Dean’s office compiled and synthesized their reports. At each step, information was gathered broadly with the goal of obtaining diverse input to be used in an inclusive process.

This CLAS 2020-25 strategic plan identifies a shared College mission, vision, and values; offers benchmarking data; articulates specific objectives and strategies; and provides some metrics for defining success. It embraces the broad priorities of UConn, including these highlighted by UConn President Tom Katsouleas in 2019:

- Promoting a top-quality liberal arts education
- Advancing scholarship and increasing our research enterprise
- Aligning our efforts with the economic needs of the State of Connecticut

The plan represents a dynamic entity, a roadmap of guiding principles with the flexibility to adapt to the changing environment in which we work. Importantly, in the year of this plan’s creation, the COVID-19 pandemic struck the world. It reached Connecticut in Spring 2020 and changed dramatically the way the University taught its classes, engaged in research, and carried out business. As of this writing, the long-term academic and financial implications are unknown. Development of a flexible guide that can adapt to situations we cannot control, including both negative outcomes and positive opportunities, has become even more critical than we could have imagined. Incredibly dedicated individuals worked through the crisis to complete this plan on schedule, and their legacy is the impact this work will have during years following this unprecedented time.

In some cases, the strategic planning process served to highlight areas of work that are already in progress, either within CLAS or external to our College within the University (i.e., either because the work was in early stages or had not been adequately communicated). Communications and promotion of these opportunities, to ensure the broadest possible access for CLAS faculty, staff and students, should be as much a priority as establishing new initiatives.
In other cases, the planning process identified areas for desired improvement over which CLAS has little to no control, such as the library’s ability to provide access to materials critical to support research and teaching, classroom space concerns, University research oversight, and support for fundraising and alumni relations activities. In these cases, and for all other areas related to university-level policies and practices, our approach to move these priorities forward is to form strong internal and external partnerships and advocate for the College and its interests. Selected examples are included below.

An important component of implementing this plan will be the creation of a Strategic Plan Advisory Committee to advise the Dean. Members will include undergraduate students, graduate students, staff, and faculty across a range of disciplines. The committee can aid in assessing progress toward our goals, recommend course corrections, and identify new opportunities consistent with the plan.

To make this plan a useful and indexable document, the text is divided into sections, but many of the articulated goals and strategies overlap and complement one another. The complete report will be shared via a series of webpages that can be updated as progress is made.

II. Our Vision

The vision of the College should serve as a beacon for day-to-day conduct and decision-making surrounding areas not specifically addressed in this document. All College efforts should serve our mission and should be in line with our shared values. The Visioning Committee surveyed all CLAS faculty and staff for their ideas and incorporated the values of the University and the State to synthesize and articulate the College’s vision, mission, and values.

**Vision**

The College of Liberal Arts and Sciences will be UConn’s recognized and supported hub of learning and research, where an engaged, innovative liberal arts and sciences community develops student success, crosses boundaries of study, and reflects the diversity of our state and our world.

**Mission**

The UConn College of Liberal Arts and Sciences transforms lives. Through critical research and inquiry, creative education and mentorship, and ethical social engagement, we generate the foundational, collaborative environment that empowers all members of the UConn community to discover their agency and do meaningful work in the world.

**Shared Values**

- **Dedication:** We value deep commitment to our work. Dedication leads to excellence in the pursuit of inquiry and knowledge.
- **Diversity:** We engage differences of thought, experience, perspective, and field.
- **Community:** We create inclusive spaces for disparate views. We actively seek individual and group relationships that support achievement at UConn, in the State of Connecticut, and across the world.
- **Integrity:** We embrace our responsibility to each other and the world through promotion of equity, environmental stewardship, social justice, accessible space, and opportunity.
Creativity: We pursue new ways of thinking, innovative approaches to problems, and imaginative forms of expression, and we acknowledge that mistakes, past and present, are opportunities for growth.

Empowerment: We cultivate personal agency and the ability to act with ethical and thoughtful conviction.

III. Foundational data

To create relevant, impactful, and achievable goals, the College benchmarked its programs to determine the gap between its state in 2019-2020 and the vision for 2025. This section highlights background data and the analysis by the Data Collection Committee of quantitative and qualitative data obtained from existing sources, including UConn’s Offices of Institutional Research and Effectiveness, Institutional Equity, and the Vice President for Research; and the UConn Foundation, as well as from surveys distributed to the College’s approximately 30 department heads and directors, 800 faculty, 250 staff, and 10,000 undergraduate students, and a selection of the College’s approximately 1700 graduate students.

Background data

College Statistics: 2019-2020 Academic Year (sources are internal CLAS data unless otherwise noted)

- 25 academic departments; 13 centers, institutes and programs; 7 service and outreach units
- 51% of UConn faculty
- 10,708 undergraduate majors; 46% of UConn
- 54% of undergraduates are female; 39% are members of underrepresented groups
- 63% of UConn credit hours taught by CLAS faculty
- 1705 graduate students – 26% of UConn
- 52 undergraduate majors, 65 undergraduate minors, 53 graduate programs
- 748 scholarships and fellowships awarded by CLAS and its departments in FY2019 (source: UConn Foundation)
- 110,000 alumni (source: UConn Foundation)
- $59M in external research funding awarded (in FY19, most recent complete year available; source: Office of the Vice President for Research [OVPR])

*Employee demographics (for 2019-20 academic year; source: Human Resources)*

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#### Gender %

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* Definitions: **Non-Tenure-System Faculty**: Faculty-in-Residence, Research Faculty, Visiting Faculty, Clinical Faculty, Lecturers, Instructors; **Tenure-System Faculty**: Professors, Department Heads, Deans; **Staff**: Academic Assistants, Research Assistants and Technicians, Professional Staff, Administrative Assistants. All tenure- and non-tenure system faculty are inclusive of assistant, associate and full professor levels.

### Data and Analysis from the Strategic Planning process

The following ideas highlight key ways in which CLAS can optimize building on strengths and take advantage of opportunities. In moving forward in these areas, some weaknesses should be addressed, which are noted below. Many more aspects were noted (both favorable and representing challenges) by the Data Collection Committee. The material described here represents what is most relevant to the ideas developed through the remainder of the strategic planning process.
Strengths and Opportunities

Student Engagement
CLAS surveys revealed that students and faculty have a transformational learning mindset. For both groups, success included applying classroom learning to “real world” experiences. Students especially noted the importance of transferable skills that directly apply to future career goals and reported that their success was about learning and retaining information and new knowledge.

Our faculty offer a range of opportunities for interactive learning experiences, such as research and independent study. One-third of the students who responded to our survey said they have worked independently with a faculty member. Further, 14% of those who had not yet had the opportunity responded that they plan to engage in this way. Students responding to the survey overwhelmingly reported wanting to engage more in research and scholarship projects, but often didn’t know how to connect with faculty. By creating more opportunities for these types of connections, student experiences and research could be enhanced.

Interdisciplinarity
Our work is highly interdisciplinary, and faculty secure funding for their scholarship. Nearly half of those who responded to the faculty survey report that they always or frequently collaborate with researchers in other departments, and 80% report doing so at least occasionally. More than 1 in 5 awards in CLAS are in collaboration with faculty from other schools/colleges (source: OVPR, 2015-2019). Among UConn schools and colleges, CLAS is second only to the School of Medicine in annual number of proposals submitted and research expenditures. According to the OVPR, CLAS awards received between FY16 and FY19 increased by more than 20%. CLAS average proposal success rates are also higher than university averages for the majority of sponsors. Our faculty apply for fellowships to support their scholarship: 40% of those responding to our survey did so within the last year.

The College is therefore poised to become a hub for interdisciplinary scholarship at UConn that spans research and teaching. By facilitating work across CLAS and working more closely with other colleges, schools, and centers and institutes, we can build bridges that will significantly advance our work. Faculty and department heads identified several areas that could be the focus of interdisciplinary research and education initiatives (see Academic Themes, below).

We also have opportunities for facilitating team teaching in novel ways that could foster communication, collaboration, and learning. CLAS is leading the university in online and hybrid teaching and development. From Fall 2015 to Spring 2020, CLAS offered more than 1600 online and nearly 500 hybrid courses (source: Registrar’s Office). This wealth of experience provides a strong base from which to build across teaching modalities.

Impact
According to our surveys, CLAS faculty see their scholarly activities as having significant impact on economic and social factors, as well as influencing diversity, equity, and inclusion in Connecticut, New England and the nation. Strengths within departments and opportunities unique to the regional campuses can be leveraged.

CLAS undergraduates make contributions to the state, region, and beyond. Of the Class of 2019 undergraduate alumni, 88% were employed, in graduate school, or doing service six months post-graduation (source: CLAS Center for Career Development). They primarily work within the state and
region. We are also poised to increase contributions to the Connecticut workforce. Programs that connect CLAS students to careers are desired by our students and would be beneficial in both supporting our students’ career aspirations and retaining talent in the state.

**Climate**

CLAS students, faculty, and staff are on the whole glad to be at UConn. Results from our surveys showed 85% of staff, 85% of students, and 75% of faculty are happy at UConn, and 90% of students, 88% of faculty and 81% of staff report feeling safe in their office buildings and classrooms.

**Areas for Improvement**

Balancing and integrating across our missions of teaching and research can present challenges. Within the College, almost half of undergraduate credit hours are taught by non-tenure track teaching or adjunct faculty members (source: Office of Institutional Research and Effectiveness [OIRE]). Differences in teaching across and within departments have the potential to negatively impact morale and overall research productivity. Over half (61%) of CLAS departments have 2+2 teaching load for tenure track faculty, and many departments heads singled out heavy teaching as a barrier preventing faculty members from writing grants. Departments should develop strategic plans for advancing both our teaching and research missions – 62% of department head survey respondents reported having an active strategic plan.

Research and scholarship productivity and funding levels also vary across the College. Among the faculty survey respondents, about half report no research support this year. When examining the number and amount of external awards by faculty rank within the tenure-track, a lower than expected percentage of awards are observed among associate professors.

Staff, faculty, and department heads reported concerns about the lack of staffing and support in grants management. Most faculty survey respondents (57%) perceived that UConn has weaker grant-related support than other research institutions; only 3% indicated that UConn has better support.

Our student survey revealed that 12% of respondents lack adequate resources to sustain themselves and meet their basic needs. In fact, 28% of the students who said they would consider leaving UConn gave as a reason the cost of tuition and their lack of financial resources. Student survey responses reveal that some students are not able to pursue independent research, internships, and study abroad opportunities because of the financial burden.

A diverse group of faculty and staff is essential to excellence across our missions; retention is as important as recruitment. The most cited reasons for faculty survey respondents considering leaving UConn were: lack of internal resources (39%), competing offers from other institutions (38%), feeling their scholarship isn’t valued (30%), a lack of an intellectual community of collaborators (25%), lack of opportunities to do interdisciplinary work (15%), academic bullying (13%), being excluded from decision-making because of title (9%), and inadequate income (9%). Some faculty respondents also reported feeling that their achievements were assumed to be due to affirmative action (6%), and/or that their contributions are undervalued because of their race (6%), gender (17%), or ethnicity (6%).

Some staff survey respondents (36%) felt as though their work wasn’t valued, and 37% reported that they are excluded from decision-making processes as a result of their position or title. Additionally, 19% felt as if their contributions were minimized due to their gender, and 6% reported being excluded, discriminated
against, or marginalized because of their gender. Between 8% and 13% of student survey respondents reported feeling their contributions are dismissed because of their race or ethnicity; that people seem to presume they are successful because of affirmative action; and that their contributions are devalued because of their gender.

A range of factors related to philanthropic giving was identified. One is the small number of staff dedicated to CLAS development and alumni relations. The UConn Foundation is a separate entity from the University, which limits our ability to influence processes. However, the working relationship between the College and these professionals is positive and productive. We would benefit from capitalizing on the mutual desire to increase alumni and donor engagement at the department level. Department heads surveyed express a desire to get more involved with alumni engagement, and CLAS UConn Foundation staff are eager to partner with the college.

IV. Academic Themes

As the arts and sciences college at a land-grant, flagship state Research I university, CLAS’s mission is firmly rooted in disciplinary scholarship that defines a liberal arts education and research program. To that end, our College is structured so core disciplines can flourish within departments. They not only serve as the foundations for basic inquiry, but also as pillars supporting interdisciplinary scholarship.

The following areas of interdisciplinary scholarship were identified by the Planning Committee as the most promising points of intersection spanning across humanities and social, life, and physical sciences, with clear connections to other Colleges and Schools across the University. They will guide priorities for growth and investment.

- The Earth and Its Future
- Global Systems and World Cultures
- Big Data: Science, Policy, and Ethics
- Inequalities, Social Justice, Truth, and Belief
- Health, Disease, and Well-Being
- Brain, Mind, Language, and Logic

V. Goals and Potential Outcomes

The CLAS Planning and Implementation committees established four overarching goals and strategies along with tactics and metrics for success in achieving the College’s vision. Their work has been merged and consolidated to provide transparent direction and clear examples.

These goals are meant to serve as a map that can shift with time and changes in circumstance. The order of items does not indicate relative priority. A number the strategies intersect, which should create substantial impact.

While not specific to any of the articulated goals, it is critically important to all that we do that our rewards are aligned with our values and priorities. We will strive to use various mechanisms to that end, including
the faculty promotion and tenure process, evaluations for faculty and staff merit-based salary increases, college-level awards, and publicly highlighting the efforts that make us proud.

GOAL 1: Climate, Diversity, Equity, and Inclusion. Build and continually support an academic environment and workplace where diverse faculty, staff, and students feel valued and thrive.

Objectives

Recruitment

Develop a comprehensive plan to attract more diverse individuals (e.g., with regard to ability, race, ethnicity, gender, sexuality, and socioeconomic status) for all positions.

- Ensure diverse search committee membership across multiple dimensions for all CLAS hires.
- Provide support for units to be aware of and utilize best practices during interviews, candidate selection, and negotiations.
- Develop a systematic process to address partner accommodations that includes best practices and innovative approaches.
- Create a pipeline program for predoctoral and postdoctoral students for faculty positions at UConn upon completion of their programs.
- Work with graduate program directors within units and the graduate school to increase the diversity of applicants.

Retention

Develop policies and practices that improve retention of all faculty and staff.

- Value scholars with diverse perspectives and lived experiences who can contribute to the production of knowledge in all disciplines.
- Create and implement a transparent plan to identify and mitigate existing issues in salary compression and inversion.
- Promote an environment of social and professional support for faculty by strengthening our centers, institutes, and programs; and developing their support for the academic work of underrepresented faculty.
- Gather information on why faculty and staff leave UConn by conducting exit interviews with those who are willing to provide feedback, and use the ideas to enact change where feasible.
- Promote regular collection of College workplace perception information and use the data to enact change.

Mentorship and Professional Development

Provide training and mentorship programs for CLAS employees, including tenure-track and non-tenure-track faculty, and staff.

- Develop an evidence-based set of best practices and support mechanisms to facilitate mentoring of faculty at the college and unit levels. These efforts should occur across all aspects of the faculty career, including mentorship of graduate students.
- Establish and support an onboarding program for new faculty, including mentorship, peer connections, and work-life balance.
- Acknowledge mentors for their service through opportunity to apply for professional
development funds.

- Develop and pilot a mentoring program for College staff.
- Develop a training course offered to staff who meet routinely as a cohort to engage in professional skill development.

**Amplifying Voices**
Seek out new ways to give College constituents greater influence over the conditions of their work and/or education.

- Work toward providing units increased flexibility in the use of resources to better advance the mission of our College.
- Establish a set of advisory committees for the College to offer ideas and recommendations to the Dean on a range of topics, including but not limited to diversity, equity, and inclusion; research; staff support and development; and student experiences.
- Encourage all faculty, staff, and students to participate in creating an inclusive environment by developing opportunities and programs that provide for meaningful interaction and understanding of diversity.

**Example Metrics**

- Increases in the number and percentages of applications of individuals from underrepresented groups for faculty, staff, and graduate student positions.
- Improvements in job satisfaction based on surveys to faculty and staff.
- Increased retention of faculty.
- Continued participation in and positive evaluations of mentoring programs.

**GOAL 2: Impactful scholarship.** Promote interdisciplinary and integrative research that builds on foundational disciplinary strengths and addresses major challenges to knowledge, well-being, and our world.

**Objectives**

**Synergistic Activities and Internal Research Support**
Create and support activities to develop theoretical convergence among disciplines that spur innovative thinking and advance scholarship in priority areas.

- Support College-level symposia to facilitate conversations among scholars from multiple CLAS departments or new collaborations among scholars within a discipline.
- Fund small grants to pilot collaborative work among different areas of the College and facilitate novel, interdisciplinary studies that generate external funding proposals.
- Create a competitive mechanism for newly-recruited scholars from fields in which summer salary is difficult to obtain and/or typically not part of startup packages to apply for these resources.
- Develop creative funding models, in partnership with departments, to provide postdoctoral training opportunities.
- Create ways to facilitate public-private research partnerships.
- Encourage departments to develop strategic plans for enhancing research and fostering equitable workloads that facilitate accomplishing our mission across the profile of our faculty.

**Cluster Hires**
Pursue targeted hiring clusters to increase the College's interdisciplinary capacity in the thematic areas identified, while also maintaining our strengths in high-level basic research and education. (See Recruitment Initiatives above.)

**External Funding Support and Infrastructure**
Increase support for faculty in funding applications and publication activity through mentorship and training (see Mentorship and Professional Development section above), especially in fields where underexplored external funding opportunities exist.

- Formalize a grant-writing mentorship program for junior faculty to increase success in securing research funding. Identify and incentivize faculty mentors based on a proven track record of obtaining grants and fellowships, basic familiarity with the research topic, and a predisposition to help others.
- Evaluate and determine ways to increase support for grant proposal preparation, submission, and post-award support, both by determining appropriate steps within CLAS and by advocating for greater support through the OVPR.
- Encourage departments to adjust teaching loads to allow for intensive grant and fellowship application writing or externally supported research activities.
- Consider ways to strengthen the research infrastructure to increase our ability to respond to major federally funded research initiatives and requests for proposals.

**Fundraising**
Work with UConn Foundation colleagues to secure funding across CLAS with emphases on research areas represented in the academic themes identified above.

- Raise funds to support endowed professorships.
- Develop new funds for scholarships and fellowships for graduate students.
- Secure resources for additional, lower-cost initiatives related to recruiting the most competitive graduate students and sustaining research missions within units (i.e., top-off money in recruitment packages, summer grants, additional travel grants).

**Example Metrics**

- Increase in new interdisciplinary scholarly work, as measured through an increase in the number of grant applications and publications with authors from different units in CLAS and across UConn, including among individuals within and across cluster hiring initiatives.
- Increase in publications and grant applications in the six themes identified above.
- Increase in the submissions, success rate, and dollars secured for external grants, contracts, and fellowships.
- Increase in research expenditures.
- Evidence of external funding proposals submitted within a year following CLAS-supported symposia.
- Evidence of external funding proposals submitted and received following from resources provided for pilot work.
- Increased number of CLAS postdoctoral fellows and associated scholarly output.
- Increase in philanthropic giving to fund research, establish endowed faculty positions, and support graduate student funding.

**GOAL 3 – Teaching, learning, and student success.** Enhance through experiential learning, mentorship, and innovative pedagogy the College’s opportunities for undergraduate education.

**Objectives**

**Course Development**
Provide new opportunities for engaged learning in cutting-edge areas.

- Provide more flexibility and incentives for faculty to develop new courses or redesign existing courses, in collaboration with CETL, as teaching capacity is available.
- Fund an internal grant competition to create or redesign interdisciplinary undergraduate general education courses, prioritizing the thematic areas identified within the strategic plan.
- Incentivize teaching professional development for graduate students by creating or sponsoring workshops and providing support for the graduate students that participate in them.

**Student Support and Engagement**
Create multifaceted opportunities for students and reduce barriers to participation in undergraduate research, internships, study abroad, and service learning.

- Work with the UConn Foundation to secure scholarships for undergraduate students.
- Encourage units to develop new ways of facilitating faculty-student interactions outside of the classroom, including those that advance faculty collaboration across interdisciplinary areas.
- Work with departments to increase opportunities for students to engage in course-based research experiences.
- Support the development of scalable course-based undergraduate research experiences targeting first- and second-year students, and transition them from these courses into independent research laboratories.
- Recruit and support peer mentors for undergraduate students.
- Create ways to better connect CLAS students with campus resources on experiential learning opportunities, including learning communities and career services.

**Example Metrics**

- Courses added or updated, particularly in concert with the thematic areas.
- Increase in number of undergraduates engaged in experiential learning, including engaging with faculty in novel ways.
- Reports of efficacy of peer mentors by undergraduate students; increases in numbers of participants over time.

**GOAL 4. Broader impacts, service, and visibility.** Support existing and new initiatives that impact the welfare of Connecticut, and highlight the advantages that we provide.
Objectives

Facilitate Community Engagement
Expand and incentivize engagement with Connecticut communities, and increase the visibility of what CLAS does with and for citizens of the state.

- Advance community-based research and education; provide opportunities to both facilitate research in this area and increase opportunities for undergraduate active engagement.
- Develop procedures for reporting and recognizing the work of CLAS faculty, staff, and students, and their community partners across the state, as they address public issues in Connecticut.
- Partner with University Communications to develop and offer trainings to departments and faculty in public communication and engaged scholarship.

Engage Government and Nonprofits
Engage with state and local agencies and nonprofit organizations to promote meaningful evidence-based policy and enhance opportunities for funded research.

- Provide support for applied research and other activities with state and local government agencies and nonprofit organizations.
- Develop an engaged scholarship program to provide seed funding to fuel faculty research partnerships and projects with local and state agencies and nonprofit organizations.

Leverage Alumni Networks
Develop and strengthen CLAS alumni networks and engage alumni and corporate and state leaders as donors, mentors, and teachers for CLAS programs.

- Host an annual alumni networking conference, with talks by alumni and faculty members.
- Engage alumni in guest lecturing and classroom visits.
- Facilitate mentoring of graduate and undergraduate students by alumni.
- Recognize alumni’s contributions to the university, their communities, and society through the establishment of alumni awards.
- Strengthen connections with alumni that may help to identify potential internship sites and experiential learning opportunities for undergraduate students.

Example Metrics

- Increase in number of donors and amount of money raised.
- Increased student internship placement hours in state and local government agencies, nonprofit organizations and other state, regional and local public executive, legislative and judicial branches of government.
- Reports of efficacy of alumni mentors by undergraduate students; increases in numbers of participants over time.
- Increase in number of publications with relevance to practice.
- Increase in presentations by faculty to members of the CT community including state and local government agencies, nonprofit organizations, and the state legislature.
- Increase in positive media attention recognizing faculty, student, and College contributions.
VI. Conclusion

The ideas represented here constitute a roadmap for the College to achieve its vision over the next five years and articulate the values by which we operate. Guided by this Strategic Plan, our CLAS community will strive to:

- Increase the diversity of faculty, staff, and graduate students, and be sure there is a supportive, inclusive culture so that all individuals can thrive.
- Enhance interdisciplinary scholarship and education by building on a foundation of core disciplines and engaging novel intersections.
- Augment student success by advancing engaged and experiential learning for undergraduates across all disciplines.
- Connect our work in the classroom and our research to the greater good of Connecticut and beyond.

We in the College adopt this strategic plan as a framework to scaffold ideas in the coming years. It will be a living document that will guide our work, and will evolve in the context of our successes and failures and the world around us. At the heart of this work is the College’s passionate commitment to the values of liberal education and its transformative value to the lives of students and scholars alike.

VII. Participants

Note: Titles reflect positions at the time of the 2019-2020 strategic planning process.

Dean: Juli Wade

Visioning Committee

Chair: Katharine Capshaw, Professor of English
Dean’s Office Liaison: Christine Buckley, Director of Communications

Members
Mohamad Alkadry, Professor and Head of Public Policy
Debanuj Dasgupta, Assistant Professor of Geography and Women's, Gender, and Sexuality Studies
Holly Fitch, Professor of Psychological Sciences
Yasaman Homayouni, Ph.D. student, Physics
Alessanda Introvigne, Program Manager, Physics
Brendan Kane, Associate Professor of History
Steven Kim, Undergraduate Student, Molecular and Cell Biology and Linguistics/Philosophy Major
Kerry Marsh, Professor of Psychological Sciences, Hartford Campus
Joseph McAlhany, Assistant Professor of History
Mark McConnel, Administrative Coordinator in Economics
Nancy McMahon, Clinical Professor of Speech, Language and Hearing Sciences
Gustavo Nanclares, Professor and Head of Literatures, Cultures, and Languages
Shayla Nunnally, Associate Professor of Political Science and Africana Studies
Mark Peczuh, Professor of Chemistry
Stephen Stifano, Assistant Professor in Residence of Communication

Data Collection Committee

Chair: Amy Gorin, Professor of Psychological Sciences and Director of InCHIP
Dean’s Office Liaison: Edith Barrett, Associate Dean

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Leighton Core, Assistant Professor of Molecular and Cell Biology
Amanda Denes, Associate Professor of Communication
Jennifer Dineen, Assistant Professor in Residence of Public Policy
Lisa Eaton, Associate Professor of Human Development and Family Sciences
Debarchana Ghosh, Associate Professor of Geography
Ofer Harel, Associate Professor of Statistics
Michael Hren, Associate Professor of Geosciences
Alexander Jackson, Assistant Professor of Physiology and Neurobiology
Eleanor Ouimet, Assistant Professor in Residence of Anthropology
Heather Parker, Academic Advisor in History
Andrew Puckett, Associate Professor of Physics
Aaron Rosman, Administrative Assistant in Philosophy and Sociology
Daniel Schwartz, Associate Professor of Physiology and Neurobiology
Anji Seth, Professor of Geography
Lynne Tirrell, Associate Professor of Philosophy
Mark Urban, Professor of Ecology and Evolutionary Biology
Penny Vlahos, Associate Professor of Marine Sciences
Ryan Watson, Assistant Professor of Human Development and Family Sciences
Xiaodong Yan, Professor of Mathematics
Yashan Zhang, Assistant Professor in Residence, Hartford Campus

Planning Committee

Chair: Samuel Martinez, Professor of Anthropology and Director of El Instituto
Dean’s Office Liaison: Cathy Schlund-Vials, Associate Dean; Lisa Park Boush, Associate Dean

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César Abadía-Barrero, Assistant Professor of Anthropology and Human Rights
Leelakrishna Channa, Undergraduate Student, Molecular and Cell Biology and Individualized: Health Care and Society majors
Amanda Crawford, Assistant Professor of Journalism
Megan Delaney, Advisor in Women's, Gender, and Sexuality Studies and Journalism
Allison Goldsneider, Director of Grants and Contracts
Fumiko Hoeft, Professor of Psychological Sciences and Director, Brain Imaging Research Center
Eva Lefkowitz, Professor and Head, Department of Human Development and Family Sciences
Implementation Committee

Chair: Jon Gajewski, Associate Professor and Head of Linguistics
Dean's Office Liaison: Andy Moiseff, Associate Dean

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Thomas Bontly, Associate Professor of Philosophy
Eric Brunner, Professor of Public Policy
Shardé Davis, Assistant Professor of Communication
Miranda Davis, Assistant Professor of Ecology and Evolutionary Biology
Niloy Dutta, Professor of Physics
Victoria Ford Smith, Associate Professor of English
Jon Gajewski, Associate Professor and Head of Linguistics
Sirrah Galligan, Program Manager in Speech, Language, and Hearing Sciences
Jose Gascon, Professor of Chemistry
Jane Gordon, Associate Professor of Political Science
Julie Granger, Associate Professor of Marine Sciences
Ken Lachlan, Professor and Head of Communication
Kane Lynch, Finance Director (ex officio)
Vicki Magley, Professor of Psychological Sciences
Mansour Ndiaye, Assistant Dean for Advising and Enrollment Oversight (ex officio)
Jeffrey Ogbar, Professor of History
Rebecca Puhl, Professor of Human Development and Family Sciences and Deputy Director, Rudd Center for Food Policy and Obesity
John Redden, Assistant Professor in Residence of Physiology and Neurobiology
Natalia Smirnova, Assistant Professor in Residence of Economics, Stamford Campus
Damin Wu, Professor of Mathematics

Advisory Committee

Alan Bennett '69 (CLAS), CLAS Dean's Advisory Board, UConn Foundation Board of Directors
Indrajeet Chaubey, Dean, College of Agriculture, Health, and Natural Resources
Deborah Chyun, Dean, School of Nursing
Kent Holsinger, Vice Provost for Graduate Education and Dean of the Graduate School
Kazem Kazerounian, Dean, School of Engineering
Radenka Maric, Vice President for Research
Scott Roberts, President, UConn Foundation
Annemarie Seifert, Director, Avery Point Campus