

University of Central Arkansas

Strategic Plan

2011 2016

Approved and recommended by the Strategic Planning and Resource Council April

I. The Strategic Planning Process and Committees, 2010 2011

A. Process

At the beginning of the 2010 Spring semester, acting on a directive from President Allen Meadors, the University of Central Arkansas initiated work on a Strategic Plan to guide the University over the next three to five years. The first stages of this process were the appointment of the members of a Strategic Planning and Resources Council (SPARC) and four related task forces (see section I.B, below, for membership lists), followed by a series of introductory meetings of these groups facilitated by Dr. David McFarland, of Penson Associates, who served as consultant throughout the development of the Plan. During the rest of the Spring semester and into the Summer, these committees, soliciting input from the entire University community, worked to develop a series of documents necessary to understanding the needs of the University that would inform the subsequent development of the Strategic Initiatives that are the heart of the Plan.

The committees completed their respective tasks and SPARC officially approved these documents Planning Assumptions, Driving Forces, Institutional Distinctiveness, Vision, Mission, and Core Values in late Summer and early Fall 2010, at which time they were posted for public viewing and comment on

Coordinator Carl Frederickson
University President..... Allen Meadors
Provost Lance Grahn
Faculty Senate..... John Parrack
Faculty Senate..... Lynn Burley
Faculty (CLA)..... Clay Arnold
Faculty (COE)..... Tammy Benson

Lottery-based scholarship money newly available to students
Higher Learning Commission report/accreditation requirements

f. Technological Forces

Need for UCA to maintain current and adequate information technology systems for academic and administrative excellence

2. Planning Assumptions

The Planning Assumptions describe projected internal institutional conditions important to planning, including enrollment, campus demographics, resources and facilities, curriculum and instruction, and administration. The Driving Forces and Planning Assumptions logically overlap, as articulated in the full statements below.

a. Administrative Assumptions

UCA must adapt to flat or declining state funding for its operation and infrastructure even as demands increase in many areas:

The need for classrooms, laboratories, office space, research space, and student services will increase.

The demand for student services will increase.

Deferred maintenance will need to be addressed.

Therefore, alternative sources of funding, including grants and private giving, must be increased.

UCA must increase emphasis on assessment of effectiveness and the linkage between budget allocations and annual goals. The accountability of the institution to the public must continue to be a high priority.

b. Students and Enrollment Management

There will be an increase in enrollment of diverse populations, international, and non-traditional students. Therefore, demand for student services and student development programs especially for diverse and non-traditional students may increase.

Increased emphasis will be placed on enrollment management:

Overall enrollment may increase.

Competition for students will increase because of lottery scholarships.

Strategies to raise student retention and graduation rates must be a priority.

c. Academic Development and Programs

UCA will continue to be a premiere undergraduate institution with a strong emphasis on learning, teaching, and scholarly endeavors; and a high-quality graduate institution within selected fields. Therefore:

Demand for a variety of instructional delivery models will continue.

Demand for an experiential learning environment (student research, internships, study abroad, service learning, etc.) will increase.

Academic programs will emphasize multicultural proficiency, global perspectives, and technological fluency.

Demand for tenure-track faculty and more diverse faculty will increase.

Demand for more academic resources (technology, professional development, research and travel support) will increase.

Assurances of student learning (program and course assessment, general education assessment, accreditation requirements) will be a priority.

Academic programs must be responsive to workforce demands.

Aligning academic initiatives, goals, and values with our structures must be a priority.

d. Institutional

UCA will continue to play an important economic, educational, and cultural role in the local, regional, and state community:

Increasing private giving, grants, and contracts is a priority.

Partnerships with corporate and public entities will increase.

Workforce development and academic outreach opportunities will increase.

Public events and performances will continue to raise the profile of UCA.

Division I athletics will provide UCA with greater recognition and exposure.

3. Vision Statement

The University of Central Arkansas aspires to be a premier learner-focused public comprehensive university, a nationally recognized leader for its continuous record of excellence in undergraduate and graduate education, scholarly and creative endeavors, and engagement with local, national, and global communities.

4. Mission Statement

The Mission Statement articulates what UCA currently does.

The University of Central Arkansas, a leader in 21st-century higher education, is committed to excellence through the delivery of outstanding undergraduate and graduate education that remains current and

5. Core Values

fulfilling its mission.

a. Intellectual Excellence

We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching.

c. Diversity

We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective.

Recruitment and Retention: We actively pursue and seek to retain a diversified student body, faculty, and staff.

Support: We maintain the highest academic quality and ensure that our programs remain innovative and responsive to the ever-changing and diverse needs of those we serve.

Knowledge: We seek to enhance interaction and understanding among diverse groups and cultivate enriched learning opportunities in a global community.

d. Integrity

We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students, thus fostering individuals who will have the skills, knowledge, and ability to engage positively with a diverse and changing world. Our commitment extends to all levels of our campus to foster a climate of ethical conduct, respect, responsibility, and trust.

Ethics: We believe in acting with honesty, courage, and trustworthiness.

Respect: We support a community and climate of respect and thoughtfulness among students, faculty, staff, and the people of our community, state, nation, and the world.

Responsibility: We commit to being responsible and accountable in our operations at all levels of the institution, including continuous assessment of our academic programs and transparency in our fiscal and operational proceedings.

Trust:

6. Institutional Distinctiveness

The Institutional Distinctiveness Statement describes what UCA is and the features that distinguish it from peer institutions.

-wide commitment to providing the strongest learning and living environment possible, founded on a comprehensive array of outstanding academic programs that focus on individual student success. Complementing this atmosphere are the uni campus; its location in a collegial, vibrant, and affordable community that is part of the sta metropolitan area, which provides enhanced intellectual, cultural, and economic resources; and its close proximity to the Arkansas River Valley aeVG&”0

Strategic Plan into an Operational Plan

Goal 4: Commit to Ongoing Improvement and Innovation in Facilities and Technology

Develop a comprehensive, centralized strategic plan for Information Technology. This plan should establish a coherent, dependable roadmap for infrastructure and equipment upgrades across campus, including workstation computers and software, faculty and staff computers, and equipment specific to programs, such as lab equipment, video cameras, lighting, stage equipment, art supplies, musical instruments, etc.

Goal 5: Increase Engagement with External Partners

Serve the public