1. **What is Foundation of the Future (FOTF)?**

The University of Hartford embarked on Foundation of the Future as one of four initiatives begun in 2011 to prepare the University of Hartford for future opportunities and challenges. Foundation of the Future is a process that helps us link planning to resource allocation so we can invest in programs, both academic and administrative, that will make this institution even stronger in the future. Based on a review and prioritization of academic and administrative programs, the process will help us meet the goal of determining where to reallocate and focus the University’s resources without increasing the overall budget.

2. **Why is the University of Hartford undertaking Foundation of the Future?**

This is an important step in our continued progress to live our mission and our values. Our goal is to remain a strong and viable University that engages students in acquiring the knowledge, skills, and values necessary to thrive in and contribute to a pluralistic, complex world well into the future. Not unlike hundreds of other higher education institutions across the nation, the University has arrived at a point in its history where, given the economy of the nation and world, it is evident that growth in University revenues will increase only slightly in coming years while the need to augment our competitive quality is increasing dramatically.

Our current economic outlook is steady enrollment, modest tuition increases, and modest gains in giving. Yet the environment in which we must compete for students, now and going forward, is not modest, it is intense. In our current circumstance, we cannot increase our competitive quality, enhance our reputation, and build our brand so we can sustain and build toward an even more robust future.

We have a long list of aspirations and needs. We believe that reallocation of resources is our best option for having funds to address this list, both in the near- and long-term.

3. **How was the Foundation of the Future process carried out?**

Two Task Forces, Academic and Administrative, began the review and prioritization process in 2011 and completed it in 2012. The Task Forces were either all faculty (Academic Task Force) or faculty and staff (Administrative Task Force), thus making Foundation of the Future a peer review, criteria-referenced process.
The Academic Task Force focused on undergraduate majors, graduate programs, stand-alone minors, and other programs that generate student credit hours. The Academic Task Force defined an academic program as “one that utilizes institutional resources (fiscal, physical plant, equipment, time) and that occurs ‘in a classroom, lab, studio, or in academic service.’” The final list contained 152 programs.

The Administrative Task Force defined a program as “a discrete administrative functional unit or department that utilizes institutional resources (fiscal, physical plant, equipment, time).” The final list contained 98 programs.

Next, the Task Forces established criteria and weighting for each criterion.

The Academic Task Force criteria and weighting was:

- Importance to the University of Hartford (14%)
- External/Internal Demand (24%)
- Quality (24%)
- Income/Costs (24%)
- Opportunity/Barrier Analysis (14%)

The Administrative Task Force criteria and weighting was:

- Importance or Impact to the University (20%)
- External/Internal Demand (20%)
- Quality (20%)
- Fiscal Review (20%)
- Opportunity Analysis (20%)

Then report templates were developed and distributed to department chairs and program directors. The templates asked for information and data related to each criterion. Each Task Force met dozens of times for several hours each meeting to review the program reports that were submitted. Ultimately, they used the reports and data as well as the weighted criteria to assess each program in relation to other programs.

4. What exactly were the Task Forces asked to do?

The Task Forces were charged with reviewing each academic and administrative program for 1) University-wide impact or importance, 2) clearly demonstrated demand and/or importance, and 3) greater benefit than cost. Based on the reviews, the Task Forces were asked to prioritize each program and then place the program in one of four categories: invest, maintain, restructure or divest. Each Task Force also had a monetary reallocation goal amount equal to 7% of the total budget of the programs under review.
As the process unfolded, it required some adjustment. To maintain the integrity of the process, the Academic Task Force target was revised to 7% percent of the base financial reports provided to the Academic Task Force. The final amounts identified for reallocation by the two Task Forces were:

Academic Task Force - $3.8 million
Administrative Task Force - $3.1 million

5. **How will reallocation of funds benefit the University?**

The reallocated funds will be invested in programs and services that reflect the University’s strengths and allow the University to grow in new directions based on its current strengths and student demand.

6. **Is this really a budget cut?**

The purpose of Foundation of the Future is to reallocate, not reduce, the budget. The Task Forces were asked to identify funds for reallocation, not for elimination. It is true that reallocating funds from one program to another will result in eliminating or restructuring some University programs, but, in addition to recommending programs for divestment, the joint report also recommended programs for investment.

Because certain programs will need to be phased out rather than cut immediately, it may take up to five years to have the entire pool of funds available for reallocation. Thus, the impact of funds for investment may not be immediately apparent.

7. **Where are we now in the FOTF process?**

The FOTF implementation plans for both academic and administrative programs were released in January. Since that time, considerable planning has unfolded in terms of projecting and also realizing the savings from closures. Additionally, academic processes are underway to complete the consideration of program divestments. Some of these have been completed to date while others may not be completed until May.
8. What happens to students who are enrolled in programs identified for divestment?

Students who are currently enrolled in majors or graduate programs that are identified for divestment will be contacted by their dean’s offices or by the Associate Provost. Basically, required courses will continue to be available as students currently enrolled move toward graduation. It will be important to work with your advisor to make sure you make timely progress, as some courses will eventually be phased out or offered less frequently.

Students working toward a minor that is slotted for divestment will also want to work with their advisor to schedule required courses in a timely way, as some courses may be eventually phased out or offered less frequently.

9. What happens to students who are enrolled in programs identified for restructuring?

Students who are currently enrolled in majors, graduate programs, or minors that are being restructured may notice few, if any, changes. Restructuring may impact the administrative home of the program, as smaller units are being merged into larger ones. If there are plans for revision of the curriculum, these changes require a lengthy review process and will likely impact future, not current students. In the rare situations when current students are impacted, their advisor will work with them to determine how to work toward timely completion with appropriate course substitutions.

10. What does a “deferred decision” mean?

Some programs were recommended for divestment by the Academic Task Force. After considering new information, projected budget implications, and the anticipated impact on the institution, it was decided that specific actions and deadlines for outcomes would be a better way to go. Progress reports are due from these programs either this spring or next fall.

11. What happens to future students who want to enroll in divested programs?

Majors, graduate programs, or minors that are will be divested will be closed to new admissions. However, courses may still be offered in these disciplines—perhaps not as many sections, or not offered as often, but students will still be able to take courses in a wide variety of subjects.
12. Where can I find the list of programs that will be phased out and eventually closed, or those that will be restructured?

The original recommendations from the Foundation of the Future Task Forces are available at: