

Repealed See 87-170

THE CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7701

RESOLUTION

concerning

CAMPUS ROLE STATEMENTS AND PROGRAM CATEGORY LISTS

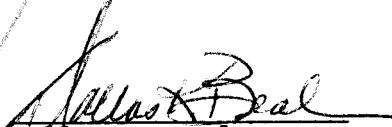
September 4, 1987

- WHEREAS, Section 10a-89 of the Connecticut General Statutes provides: "...the board of trustees shall: ... (2) develop the mission statement for the university which shall include, but not be limited to the following elements: (A) The educational needs of and constituencies served by said university; (B) the degrees offered by said university; and (C) the role and scope of each institution within the university, which shall include each institutions strengths and specialties," and
- WHEREAS, In December, 1984, the Board of Trustees of Connecticut State University approved a Mission Statement for Connecticut State University which included Role Statements for each institution within the University, and this document was presented to the Department of Higher Education, and
- WHEREAS, The Department of Higher Education reviewed the Mission Statement, including the campus Role Statements, and proposed changes in the portion of the Mission Statement which applies to all of Connecticut State University but also proposed that consideration of the campus Role Statements be postponed until the first portion of the document could be agreed upon and approved by the Board of Governors, and
- WHEREAS, The changes in the portion of the Mission Statement which applies to all of Connecticut State University were agreed upon by Connecticut State University administration and by the Board of Trustees of the Connecticut State University on October 3, 1986, and this portion of the document was approved by the Board of Governors at its October 21, 1986 meeting, and
- WHEREAS, Revisions have now been made in the campus Role Statements partially in response to comments by DHE personnel and partially in response to discussions within the Connecticut State University, therefore, be it

RESOLVED, That the Trustees of the Connecticut State University approve the attached Role Statements and Program Categories Lists for Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, and Western Connecticut State University, and be it

RESOLVED, That the Campus Role Statements shall be regarded as subject to review and revision as appropriate and in no case shall be regarded as operational beyond five years from the date of this Resolution.

A Certified True Copy:


Dallas K. Beal
President

ROLE OF CENTRAL CONNECTICUT STATE UNIVERSITY

See 87-170

I. OVERVIEW

Central Connecticut State University was founded in 1849 as the first institution of public higher education in Connecticut. It has evolved into the largest campus of the Connecticut State University System. Central shares fully the instructional, research, and service mission of the Connecticut State University as approved by the Board of Trustees and the Board of Governors.

Today Central provides diverse educational opportunities and resources to Connecticut and, in particular, to the Capitol Region. As the public university of the Capitol Region, Central serves the needs of over 13,000 full and part-time students each semester. The University offers a comprehensive array of liberal arts studies and professional programs appropriate to the dynamic and growing economy of Connecticut. This distinctive role has shaped Central's academic profile for over a century and guides its future development.

As the University looks to the future, it faces opportunities and challenges to:

- Strengthen its identification as a public service university deeply involved in the political, economic, educational, and cultural life of the Capitol Region.
- Create additional academic programs to meet the needs of its students, the region, and the state.
- Increase external support for programs, activities, and scholarship.
- Increase the emphasis on faculty scholarship and research.
- Expand outreach to industry, schools, business, and public agencies in the form of non-credit instruction and research partnerships.

The dominant characteristics of Central's role are breadth and flexibility. As a major public university it is essential that the institution provide its students and community with a full range of academic opportunities. Central must be able to change its array of services and programs in response to the changing needs of students and society.

II. INSTRUCTION

Central educates citizens for effective lives and professional roles by offering quality programs built upon a tradition of teaching excellence. As authorized by the General Assembly, this includes undergraduate, graduate, master's and sixth year level programs in liberal arts, teacher education, and career fields in business and technology. A summary of current CIP program categories is attached. As the major public university in close proximity to Connecticut's capital and economic center, it is appropriate that Central provide this complex mix of programs.

Faced with an increasingly heterogeneous and part-time student population, Central has added programs and services in support of these new constituencies. Central takes pride in its efforts to increase the number of minority and economically disadvantaged students on campus. Central also enrolls more transfer students than any public institution in Connecticut, and it conducts the largest continuing education operation in the State. The University clearly is dedicated to meeting the immediate and life-long learning needs of its students.

Central's broad range of undergraduate and graduate academic programs in Arts and Sciences, Business, Education, and Technology reflects the role of a major comprehensive university. At the heart of all of Central's undergraduate programs is an extensive general education program firmly rooted in the liberal arts and taught by a capable and energetic faculty.

A number of Central's programs are particularly prominent.

- . The School of Technology at Central is a unique resource within CSU. It presents a range of undergraduate, graduate and continuing education technology programs that reflect its special responsibility to the State's economy.
- . Central has been recognized as a "Center of Excellence" in international affairs. An International Affairs Center has been established which will introduce international content into a broad range of academic programs, support the needs of Connecticut businesses, and foster international exchanges. An M.S. in international studies is offered at Central.
- . The Master of Science in Organization and Management (MSOM) is a distinctive program offered through the Schools of Business, Arts and Sciences, and Technology. Business and Technology provide a core of courses upon which various management specializations can be built. This innovative program enables Central to meet the educational needs of professionals in numerous fields.
- . Cooperative Education combines classroom theory and practical application in the workplace. Central's long experience with Cooperative Education and the number and range of its placements make Central's program a model for the entire CSU system.
- . Teacher education has been a specialty at Central since its founding. The School of Education not only provides programs for teacher certification, but also programs, which prepare educators for specialized professional roles. Central, along with the other CSU campuses, will participate in the Center for Educational Excellence.

Future consideration will be given to degree programs in a number of areas. These will include public administration, public policy, and applied social science, reflecting the commitment to serve the educational needs of the Capitol Region. Other areas under consideration include master's degrees in Computer Science, MIS, Engineering Technology, and options within the Organization and Management programs. Bachelor's programs in Fine Arts fields and sixth year certificates in specialized Education fields are among other program initiatives being discussed.

III. RESEARCH

Faculty research and scholarly activity are integral to the definition of the university, the vitality of the faculty, and the integrity of the curriculum. Central's faculty are involved in an active program of basic and applied research. Research efforts take place in all disciplines represented on Central's campus and are growing in a manner appropriate to Central's emergence as a comprehensive university.

Joint research with businesses, industries, schools, and public agencies is increasing as part of Central's effort to support the economy of the State and contribute to the vitality of the Capitol Region. These applied research efforts are supported in part by external funds generated through the efforts of faculty and administration. Endeavors to secure external funds and provide general opportunities for faculty research will increase in the future. This will be promoted by stronger ties to the business community, particularly industries utilizing high technology. Central has a number of public service centers or institutes doing applied research, and it expects to add to these in the future. While this effort will place a considerable demand on the institution's facilities, it is essential that the university move ahead in its efforts to stimulate and support faculty research and scholarship.

IV. PUBLIC SERVICE

Central has a long-standing tradition of sharing resources and expertise with the community, and its efforts to be responsive to the educational, economic, social, and cultural needs of the State and Capitol Region are well known. These on-campus and off-campus activities link the university to the community and help forge the bonds of partnership so critical to the institution's mission and role.

The University-community partnerships are facilitated through a variety of means, most typically in organized centers or institutes such as: The Center for Economic Education, The Polish Studies Center, The Copernican Observatory and Planetarium, The Center for Free Enterprise, The Center for Urban and Regional Planning, The Women's Center, The International Affairs Center, The Management and Professional Development Center, The Institute for Practical Politics, and The Extension College. These programs provide the community with access to university facilities and faculty for a wide variety of educational purposes.

In the future, there will be considerable pressure on Central to increase public service activities, given the extraordinary economic health of Central Connecticut and the concomitant increase in professional employees in the area. Central's Extension College will play a major role in providing continuing education credit and non-credit for individuals returning to school, professionals seeking job enhancement, and students enrolling on a part-time basis. The growing demands for public service will also require the provision of applied research, consultative services, and educational programs for specific groups. For example, the School of Technology is proposing a Center for Industrial and Engineering Technology (CIET) which will focus on the application of the computer in the construction, manufacturing, electronic, and graphics industries. The University will continue to seek creative means to provide quality public service support to Connecticut.

ROLE OF EASTERN CONNECTICUT STATE UNIVERSITY

I. Overview

Eastern Connecticut State University is one of the four universities of the Connecticut State University system. As such it shares fully in the instructional, research and public service mission of the Connecticut State University.

Eastern is the smallest of the CSU universities and has the largest portion of its enrollment housed on campus. These characteristics have enabled Eastern to build a small college atmosphere for those students who are seeking a comprehensive living-learning community and significant interpersonal contact with fellow students and faculty. The Eastern experience is designed to help students develop their full academic potential. Particular emphasis is placed on encouraging students to develop commitments to lifelong learning and to public service. Thus, all who enroll, whether traditional or non-traditional age, full or part time, commuter or on-campus resident, are encouraged to participate fully in the life of the academic community.

Over the last two decades a distinctive set of educational commitments has characterized the culture of the institution. These commitments, reaffirmed in 1987 in a faculty-endorsed statement of academic priorities underline the unique strengths of Eastern. Moreover, they are intended to serve as a blueprint for continuing efforts to build quality on historical strengths of the institution.

Quality undergraduate education is the overriding priority at Eastern. To ensure quality the institution is determined to build on its strengths in the following areas: a talented and energetic faculty dedicated to effective teaching; a strong liberal arts orientation across the full range of its

academic programs; extensive opportunities for students to become active participants in the learning process, both within and beyond the curriculum; and academic support programs designed to promote the academic success of students.

In addition, Eastern gives high priority to its public service responsibilities. The institution is dedicated to providing the highest level of service to meet the education, economic, cultural and social needs of the State. Finally, faculty scholarship and research, in support of the instructional and public service missions of the institution, are a critical part of Eastern's commitment to quality.

II. INSTRUCTION

At Eastern, a diverse set of academic programs provides a variety of educational opportunities for students. But regardless of their field of study—or whether they enroll to prepare for a career, for entry into graduate school or for some other reason—the faculty at Eastern believe that the best way to prepare undergraduates for their future is to help them develop the skills and perspectives necessary for effective learning beyond graduation. To accomplish this end the faculty have built a strong liberal arts foundation across the full range of Eastern's academic programs. Every field of study is built on the assumption that specialization must be accompanied by a thorough grounding in general knowledge, critical thinking, cultural awareness, precise communication and experience in the methods of reasoned inquiry.

Undergraduate major programs are offered across a spectrum of liberal arts disciplines, including social and behavioral sciences, natural and physical sciences, mathematics, humanities, and fine arts. In terms of enrollment, business administration is the largest undergraduate major. Communications and computer science are new, growing programs. Finally, teacher education continues as a significant offering in a variety of fields at the undergraduate and master's levels.

In the next few years consideration will be given to a limited number of new undergraduate majors in existing program categories or in new categories such as area and ethnic studies and public affairs.

In all majors active student involvement in the learning process is critical to quality. For this reason Eastern maintains a strong commitment to experiential learning. Not only are internships, field experiences and practica built into every academic program, but the campus has made increasing use of other experiential learning modes such as community work experiences, cooperative education, peer tutoring and advising, and collaborative student-faculty research efforts. By including experiential learning opportunities as one of the institution's basic academic priorities, the faculty has affirmed its continuing commitment to blending theoretical classroom instruction with practical experiences.

As is currently the case in teacher education, graduate programs that serve critical state-wide needs and that are grounded in areas of undergraduate strength are appropriate for future development.

Beyond the curriculum, Eastern is committed to maintaining a wide range of support programs and services to promote the academic success of its diverse student population. The Library, the Learning Center, the Academic Advisement Center, the Women's Center and the Career Planning and Placement Center are all critical adjuncts to the instructional programs of the institution. In addition, the extracurricular activities and cultural events are designed to broaden and enrich the undergraduate experience for students.

III. PUBLIC SERVICE

Situated in the poorest yet fastest growing region of the State, Eastern takes seriously its responsibilities for serving both statewide and regional needs. Credit courses taught on and off-campus during the evening and

weekends and during the summer session and January intersession are designed to provide access to higher education for students who cannot attend daytime classes. In addition, Eastern serves as a resource for the State by sponsoring non-credit programs for professional and personal development, lectures and conferences on topics of public interest, and a variety of programs in the fine and performing arts. Beyond their many individual research and consulting activities, the faculty at Eastern address a variety of social, political, and economic issues of concern to the State through activities such as the David T. Chase Free Enterprise Institute, the Center for Marine and Aquarium Studies and the Center for Connecticut Studies. Finally, Eastern is dedicated to encouraging in its faculty and students a continuing commitment to public service.

IV. RESEARCH

A basic tenet of the institution is that enhancing quality in its instructional and public service programs requires a substantial and enduring commitment to scholarly activity and faculty research. Both inside and outside the classroom, students benefit from interaction with Eastern faculty who are active scholars. Research and scholarly activity enable Eastern faculty to stay abreast of the latest developments in their fields and, just as importantly, enable them to model for students a commitment to life-long learning. At the same time, the professional expertise the institution employs to serve the economic, cultural and social needs of the State comes from faculty who are actively engaged in scholarship and research. Research strengths reflect the work of individual faculty and are broadly distributed across the academic departments of the university.

ROLE OF SOUTHERN CONNECTICUT STATE UNIVERSITY

I. OVERVIEW

Southern Connecticut State University was founded in 1893 and is one of the four campuses of the Connecticut State University. As such, Southern shares fully in the instructional, research and public service mission of the Connecticut State University.

Since its founding as a normal school in 1893, Southern has developed into an urban, multipurpose comprehensive state university which provides the full complement of degree programs traditionally associated with the liberal arts and sciences programs as well as programs in the professional and career disciplines, at the Baccalaureate, Master's and Sixth Year levels.

Southern functions both as a regionally-oriented institution involved in the economic and social development of the southern part of the state and simultaneously as an institution that serves the entire state. Students from more than 155 Connecticut towns regularly enroll. At present, approximately one third of the undergraduate student population live in dormitories.

The remainder of the undergraduates and all of the graduate students commute to campus. Many of the commuting students have family or employment obligations which effectively limit the distance they can travel for their education.

Southern serves nearly 12,000 full-time and part-time students. The student body reflects the diversity of traditional and non-traditional age students commonly observed in universities today. In addition, through its teaching, research and public service activities, it serves the needs of businesses, industries, governmental and social agencies, and the elementary and secondary school systems. The public also makes extensive use of Southern's resources, programs, and facilities as social and cultural centers.

Southern is committed to establishing and maintaining programs of high quality that provide its graduates with the general knowledge and basic skills that, together, serve as a sound foundation for creative and effective participation in society and as a basis for professional and occupational specialization. Southern has a tradition of adjusting quickly to the changing educational and career needs of its students and society, and it is essential that this commitment to adjusting the range of degree programs in response to changing needs be retained. Responsiveness also requires flexibility in time scheduling of courses, both day and evening, in the summer and intersessions as well as during the academic year.

One of the University's greatest strengths is its faculty, more than 60% of whom possess the doctorate or appropriate terminal degree. They are deeply committed to both teaching and scholarly activities.

Southern is deeply committed to the principles of access and excellence. Recognizing the need to implement the mission of a public university, Southern has developed both an access curriculum for disadvantaged students--the Educational Opportunity Program--as well as an honors track--the "Honors College"--for those whose potential can be best realized in an especially challenging program.

In addition to excellent undergraduate programs, Southern has established itself as a center for graduate education with an enrollment of more than 600 full-time and 2,700 part-time graduate students. The 42 master's programs range across the Arts and Sciences, Education, Business Economics, and other professional areas. Included among the other professional areas are a number of specialities, such as Library Science, Nursing, Social Work, Speech Pathology, and Marriage and Family Therapy, all of which are accredited by their respective national professional accrediting agencies. In addition to its long and outstanding reputation in the field of Education, Southern also enjoys and array of outstanding programs in the Health and Human Services area.

II. INSTRUCTION

Southern offers undergraduate and graduate programs in the liberal arts, teacher education, professional and career programs through the Master's and Sixth-Year level. A summary of Southern's current program categories is attached to this Role Statement. Southern, like all dynamic institutions, is always involved in assessing and planning to fulfill its mission to serve the people of Connecticut and in so doing will continuously seek to adjust its Program Inventory.

Southern continues to serve the needs of the non-traditional students by providing an array of degree programs at the baccalaureate and graduate levels which can be pursued on a part-time basis during the evening. Concurrently, the University provides an active non-credit program for the personal enrichment of local citizens.

Southern's philosophy of education and instruction grows out of four interrelated functions: liberal education, professional and career education, graduate study and research, and public service.

The objective of Southern is to provide an educational experience for its students which will result in their development as "whole persons," persons who will possess the intellectual ability to know, judge and reason, to analyze and synthesize, discern and appreciate; persons who will be responsive and responsible to the needs of society and accept their responsibility to preserve the dignity of their fellow human beings; persons who are aware of the physical world and who will be alert to the preservation of the beauty of nature; persons who possess a sense of moral responsibility to self, community and nation.

In order to achieve this goal, the University provides a University-wide general education requirement which is composed of a broad liberal arts component of all the major academic areas together with an appropriately designed curriculum in the area of their desired specialization. It is through this synergy that we believe our students are prepared not only for the career of their choice but with the background, discipline and appreciation of life-long learning necessary to advance in their careers and to be more responsible citizens.

To provide our undergraduate students with the proper academic advising to achieve their educational goals, Southern requires all entering students to take placement examinations in writing and mathematics. These results, together with the total educational achievement profiles submitted by the applicant are used to develop an appropriate program of studies for the student.

Southern serves a significant population of transfer students from the Regional Community Colleges, State Technical Colleges, and from local and national four year universities and colleges. Southern adheres to the Board of Trustees Resolutions 72-1, 75-28, 76-55 and 81-73 guaranteeing admission with junior status for those students who have graduated with Associate degrees in transfer programs from the Regional Community Colleges, State Technical Colleges and the State Board of Academic Awards. Admission from other accredited institutions is dependent upon demonstration of a satisfactory academic and personal record.

As was indicated in the Overview, Southern's instructional programs are distributed among liberal arts and sciences, career, and teacher education fields at the undergraduate, masters and sixth year levels. The liberal arts are collectively a strength at Southern. All undergraduate students must complete the All-University Requirements which consist of liberal arts courses. These requirements constitute approximately one third of the total credits needed for a Bachelor's degree. A broad range of liberal arts majors are offered, including social and behavioral sciences, natural and physical sciences, mathematics, humanities, and fine and performing arts. Large enrollments are notable in art and the natural and physical sciences.

Southern offers a broad range of career programs, several of which are unique within the Connecticut State University. The Master of Library Science is an example. This is the only Library Science program in Connecticut and one of only two in New England. Other career programs at Southern which are unique within the Connecticut State University are the Master of Family Therapy, the Master of Social Work, the Bachelor of Science in Public and Community Health, the Bachelor's in Journalism, and the Bachelor's and Master's in Recreation.

The Bachelor of Science in Nursing is one of only two four-year undergraduate Nursing programs in the Connecticut State University. Similarly the Master's in Nursing is one of only two in the CSU system.

Business Administration is the largest undergraduate program in terms of student enrollment. The major in Computer Science has grown rapidly to be the second most heavily enrolled major. Communications and Corporate-Video Communications enjoy a significant enrollment.

Teacher education continues to be a strength at Southern. The Communication Disorders program is strong at both the Bachelor's and Master's level. Physical Education is a well established program noted for its innovativeness. The Sixth-Year program in Administration and Supervision is the most heavily enrolled graduate program on the campus.

A number of degree programs are under consideration for future adoption. At the undergraduate level these include MIS and Finance as well as certain applied programs in the sciences such as Biotechnology, Medical Technology, and Food Science. At the master's level discussion has focused on Public Health, Marine Sciences, Computer Science, MIS, Business, and Communications.

III. RESEARCH

Research and other scholarly activities are integral to Southern's role as a comprehensive university. The faculty at Southern are involved in an active and growing program of basic and applied research. Faculty research which takes place in all disciplines represented on the campus serves to enhance the instructional process and simultaneously enhance the professional development of faculty members. Extensive institutional research studies are conducted in support of the University's planning process, as well as in the instructional area. Southern's faculty is also involved in many research projects directly related and relevant to the greater Southern Connecticut region.

To describe the numerous grants received and research projects conducted by the faculty would require the inclusion of the vitae of most of the faculty to be complete. The scholarly activities, research and publications and grant awards are diverse and impressive, and are detailed in the various accreditation reports which have been submitted by Southern.

Southern will continue to increase the opportunity for research by its faculty as part of its overall efforts to enhance instructional excellence and professional development.

IV. PUBLIC SERVICE

Southern participates fully in the public service mission of the Connecticut State University.

Southern has a long standing and well-known commitment to providing quality educational, cultural and social programs for the citizens of the state. Through its library, clinics, centers, galleries, performing arts series, exhibitions, sporting events, and especially through its instructional programs for part-time students, Southern offers programs and services that create opportunities for the public to broaden its intellectual, cultural and social life. The work of student volunteers, student internships, and the application of faculty expertise also constitute important public service.

Southern has long been viewed as a leader in providing services, expertise and facilities that benefit many communities. Among the facilities and centers currently being operated by the University to the benefit of the community at large are: Buley Library, Lyman Auditorium, Moore Fieldhouse, Pelz Gymnasium, the Planetarium, Earl Hall Art Gallery, the Communications Disorders Clinic, and the Family Counseling Clinic.

ROLE OF WESTERN CONNECTICUT STATE UNIVERSITY

I. OVERVIEW

Founded as a Normal School in 1903, Western gained university status in 1983. Today, Western Connecticut State University is an urban, multi-purpose, comprehensive state university offering a range of baccalaureate and graduate programs in liberal arts, business, professional and career programs, and teacher education. Western has been a leader in the development and implementation of cooperative education. The University's strong ties to area business and industry, to the corporate leadership, and to the regional health, education, social-service sectors reflect its commitment to serve both the student body and the community. Following four decades of steady growth, enrollment is now maintained at approximately 6,000 students.

Western is one of the four universities that comprise the Connecticut State University system, and as such it shares fully in the instructional, research, and public service mission of the CSU.

While serving the entire State, Western's regional impact is very strong. Approximately 85% of the enrollment is derived from a 35 mile radius of Danbury. Of the 6,000 students enrolled annually, three thousand students are full-time; one thousand are graduate students. Among other qualities at Western are the following: responsiveness and flexibility to plan, develop, and implement curricula as a result of student and social needs; an active institutional advancement and fund-raising program; and, a strong faculty committed to both teaching and scholarly activities.

II. INSTRUCTION

An inventory of Western's current program categories is appended to this role statement. The array of programs is quite broad, including those in such program categories as Business and Management (06)*, Communications (09), Computer and Information Sciences (11), Health Sciences (18) Protective Services (43), and Visual and Performing Arts (50). Majors are offered in numerous liberal arts disciplines, and all undergraduate students are required to complete the Common Core Requirements consisting of a planned range of liberal arts courses.

Business Administration has become a strength at Western, both at the undergraduate and master's level. Western has been authorized to present an M.B.A. program which will eventually supplant the Master of Science in Administration now being offered. Western's business program has been assisted by private and corporate donations, a privately endowed business library, and extensive computer equipment--much of which was donated. Strong linkages with the business community help invigorate the program intellectually and provide opportunities for internships.

Western's Weather Center provides a site for instruction, research, and public service in meteorology. A nationally-recognized storm forecasting system developed in the Center helps public utilities and the state transportation department to prepare for the consequences of severe weather. Programs in environmental sciences, focusing on earth, air space, and water, bring faculty and students together in instruction, research, and service activities in a manner which has gained recognition and external funding.

Programs in health fields including Nursing, Medical Technology, and Health Education are prominent. Western's undergraduate Justice and Law Administration program is the only one of its kind in the CSU system.

*First two digits of Classification of Instructional Programs (CIP) numbering system for program categories.

Teacher education, of course has a long tradition at Western. It continues to be a strong program at the undergraduate and graduate level. A number of initiatives link the Education program to activities in the local schools, and Western will participate in the state-wide CSU Center for Educational Excellence.

New programs are under consideration in several areas. Management Information Systems programs at both undergraduate and graduate levels as well as a master's program in Computer Science would represent outgrowths of existing programs. A master's in Psychology is being considered. Undergraduate programs in meteorology and other applied sciences and health-related fields are also under consideration.

WCSU maintains very competitive admission standards while addressing the specific educational access and opportunity needs of the socially, educationally and culturally disadvantaged. Western Connecticut State University in all its instructional endeavors re-affirms its commitment to Affirmative Action and Equal Educational Opportunity.

Western takes particular pride in the design and implementation of programs for the adult learner by offering programs at both the baccalaureate and graduate level which can be pursued on a part-time basis by attending in the evening only. Similarly, the University supports an active non-credit program, the University Center for Lifelong Learning, for the personal enrichment of local residents.

III. RESEARCH

Research, faculty scholarship, and other scholarly activities are integral to Western's mission and role. Research and creative activities are conceived and carried out by individual faculty members. Faculty research enhances the instructional process while setting an example for students. In fact, such research often involves student participation, especially at the graduate level. It is also an essential element of the professional development of individual faculty members. Both basic and applied research are conducted by faculty and staff and will receive greater emphasis in the future. Institutional research and instructional research, which are types of applied research focused on student learning and university administration, are also conducted.

At Western, letters of intent to hire faculty, in many cases, specify scholarly activity, research, publications, and grantsmanship as special conditions for both promotion and tenure.

IV. PUBLIC SERVICE

Examples best describe Western's public service activities: evening courses for credit for part-time students; non-credit program offerings for career advancement or professional enrichment; events such as lectures and athletic contests to which the public is invited; public participation in the instructional process whereby members of the public are clients or consumers of services in which students are being trained; consulting by faculty or

research by faculty focused on a problem or area of concern to the public; student operated radio and community access TV which broadcast beyond the limits of the campus; use of campus facilities for educational or other appropriate activities of community groups; and service by faculty and staff as members and officers of professional organizations and learned societies.

A major strength of Western is the willingness of the university community to share its resources and expertise. Some examples are: extensive outreach activities to schools in the region, efficient extension and continuing education program which can expand or contract in response to shifting needs and interests of the community; creative non-credit programming through the University Center for Lifelong Learning; the Ives Center for the Performing Arts which provides an outstanding concert facility; and, special centers for education diagnostic services, urban and regional studies, weather information, aquatic studies, and economic analysis and forecasting.

EDUCATION FOR LEADERSHIP AND PERSONAL DEVELOPMENT

A SUMMARY OF CAMPUS ROLE STATEMENTS

In the period of economic growth after the Second World War, a far broader segment of American society became able to fulfill aspirations that had always been a part of the American dream. The children of these people sought Baccalaureate degrees as the surest guarantor of employment success and personal fulfillment. They did so in record numbers. They were the students who were responsible for the emergence in every state in the nation of what are now called comprehensive state colleges and universities.

The comprehensive public universities, such as those which make up the Connecticut State University, are therefore a distinctly new type of public higher education institution. They occupy a central position between the open-admissions community colleges and the research universities. They are a significant part of American democracy's answer to the demand for equality of opportunity.

Both access and excellence are proudly proclaimed goals of the comprehensive state universities. Admissions strategies of the Connecticut State University campuses seek to reach out not only to the well-prepared but also to first generation college students and others who have the potential for baccalaureate work but who may still need additional development of academic skills. "Access" in Connecticut State University and other comprehensive institutions also means courses and programs for working adults who can study only part time.

Graduates of Central, Eastern, Southern, and Western Connecticut State Universities are employed in a broad array of businesses in the state as well as in government, hospitals, other non-profit agencies, and schools. The economy of the state is directly served by and indeed dependent upon the well-educated graduates of the four Connecticut State University campuses. The great majority of Connecticut State University students come from Connecticut and remain in Connecticut as responsible, productive, and tax-paying citizens. The wealth they create repays the state many times over for its investment in their university education.

The faculties of the Connecticut State University campuses are especially committed to quality teaching. They are also committed to scholarship and research. Much of the research of Connecticut State University faculty is of the applied type and therefore of direct benefit to the state's economy.

The public service commitment of Connecticut State University campuses is extensive. Adult part-time students are provided with a broad range of evening and weekend instruction. The services of clinics, counseling centers, and research centers are also made available to the public as are musical and theatrical performances, exhibits, lectures, planetarium presentations, and athletic contests.

Each of the four campuses of the Connecticut State University shares fully the comprehensive instructional, research, and public service mission of the Connecticut State University system as a whole. This means that each campus offers and must continue to offer a broad range of programs to students in its immediate region. In addition, however, each campus offers certain programs or services which are of special strength or distinctiveness. These special programs or services are highlighted in the following summaries of the campus role statements.

CENTRAL CONNECTICUT STATE UNIVERSITY

Central Connecticut State University, the largest of CSU's campuses, provides diverse educational opportunities and resources to Connecticut and, in particular, to the Capitol Region.

Central offers a broad range of undergraduate majors and masters programs in Arts and Sciences, including social and behavioral sciences, life and physical sciences, mathematics, humanities, and fine and performing arts. The School of Business Administration in its various disciplines serves the largest segment of the undergraduate student body and offers master's programs as well. A broad range of teacher education programs are presented at the bachelors, masters, and sixth-year level. Technology programs at the bachelors and master's level are dynamic parts of the curriculum. Technology graduates make especially vital contributions to the growth of Connecticut's high technology economy. All of Central's undergraduate majors require completion of an extensive general education program firmly rooted in the liberal arts.

A number of Central's program developments are of special note:

- . The School of Technology at Central is a unique resource within CSU. It presents a range of undergraduate, graduate and continuing education technology programs that reflect its special responsibility to the state's economy.
- . Central has been recognized as a "Center of Excellence" in international affairs. An International Affairs Center has been established which will introduce international content into a broad range of programs, support the needs of local companies, and foster international exchanges. An M.S in International Studies is offered at Central.
- . The Master of Science in Organization and Management (MSOM) is a distinctive program offered through the Schools of Business, Arts and Sciences, and Technology. Business and Technology provide a core of courses upon which various management specializations can be built. This innovative program enables Central to meet the educational needs of professionals in numerous fields.

- Cooperative Education combines classroom theory and practical application in the workplace. Central's long experience along with the number and range of its placements make Central's Coop Program a model for the entire CSU system.
- Teacher education has long been a specialty at Central as it has been on all CSU campuses. Central, along with the other CSU campuses, will participate in the Center for Educational Excellence.

The changing economy and demography of Connecticut, and especially the Capitol Region, will necessitate continual adjustment and development of instructional programs at Central. In addition, research and public service activities will be conducted in support of instruction and in response to changing needs of society.

EASTERN CONNECTICUT STATE UNIVERSITY

Eastern, in Willimantic, is the smallest university in the CSU system and has the largest portion of its enrollment housed on campus. These characteristics have enabled Eastern to build a small college atmosphere for those students who are seeking a comprehensive living-learning community and significant interpersonal contact with fellow students and faculty. The Eastern experience is designed to help students develop their full academic potential. Particular emphasis is placed on encouraging students to develop commitments to life-long learning and to public service. Thus all who enroll, whether traditional or non-traditional age, full or part time, commuter or on-campus resident, are encouraged to participate fully in the life of the academic community.

Degree programs offered at Eastern include a broad range of Arts and Sciences disciplines such as social and behavioral sciences, life and physical sciences, mathematics, humanities, and fine and performing arts. Business Administration is the largest single undergraduate major in terms of enrollment. Computer Science and Communications are new, growing programs. Teacher education is offered in a broad range of specialties. Eastern like all other CSU campuses will participate in the Center for Educational Excellence for teacher education program.

Quality undergraduate education is the overriding priority at Eastern. To ensure quality the institution is determined to build on its strengths in the following areas:

- A talented and energetic faculty dedicated to translating research, scholarship and public service into effective teaching.

- . A strong liberal arts orientation across the full range of its academic programs. Every field of study is built on the assumption that specialization must be accompanied by a thorough grounding in general knowledge, critical thinking, cultural awareness, precise communication and experience in the methods of reasoned inquiry.
- . Extensive opportunities for students to become active participants in the learning process, both within and beyond the curriculum. Every academic program uses practica, internships and field experiences to help students blend practical experience with theoretical instruction.
- . Academic support programs designed to promote the academic success of students. A wide range of support programs and services as well as extracurricular activities and cultural events are designed to broaden and enrich the undergraduate experience for students.

New program development will continue to occur in appropriate fields in response to changing needs of students and the state's economy.

SOUTHERN CONNECTICUT STATE UNIVERSITY

Southern, in New Haven, is a large, diverse institution in a metropolitan setting.

It offers a broad range of undergraduate majors and master's programs in Arts and Sciences, including social and behavioral sciences, life and physical sciences, mathematics, humanities, and fine and performing arts. Business Administration enrolls more undergraduate majors than any other discipline. Education programs at the bachelors, masters, and sixth year level continue as a large and significant area of study. Computer Science and Communications are large and growing undergraduate programs. Library Science is a unique offering in CSU and is presented at the bachelors, masters and sixth-year level. In addition a broad range of professional and career programs are offered, especially in health and human services fields, many at the masters and sixth-year level. Students in all undergraduate degree programs must fulfill the All-University Requirements, a general education program consisting of a broad range of liberal arts disciplines.

Research and scholarship are actively pursued as integral parts of the faculty's commitment. Public service activities, especially the instructional program for part-time students, are prominent features.

Certain current degree programs at Southern are unique or have special strengths:

- . Health sciences and human services are fields in which Southern has strong programs that provide unique opportunities for interdisciplinary cooperation. These programs are
 - a. Social Work
 - b. Nursing
 - c. Communications Disorders
 - d. Marriage and Family Therapy
 - e. Special Education
 - f. Public and Community Health
 - g. Physical Education
 - h. Recreation

- . The graduate program in Library Science is unique not only in CSU but in the state and is one of only two nationally accredited programs in New England. Library Science is a discipline which will be increasingly perceived at Southern and nationally as Information Science and will be increasingly computer based.

- . Journalism is offered at Southern and is a degree program not duplicated elsewhere in CSU.

- . Because of its strong base in the natural and physical sciences and because of its location near Long Island Sound, Southern has a special opportunity in the field of Marine Studies. Plans are being formulated for Southern to share with other New Haven based educational programs an outstanding new laboratory and boat dock facility on the Sound. Through the CSU Marine Studies Consortium this facility can also be made available to other CSU campuses.

- . Teacher education will continue to be a Southern strength, and Southern will participate with other CSU campuses in the Center for Educational Excellence. Enrollments are large in graduate-level Education programs, and the Sixth-year Certificate program in Administration and Supervision is especially strong.

In keeping with its long tradition of responsiveness Southern will continue instructional program development and change as the needs of students and the economy of the state change.

WESTERN CONNECTICUT STATE UNIVERSITY

Western, located in the City of Danbury in the rapidly growing upper Fairfield County area, offers a broad range of liberal arts disciplines including social and behavioral sciences, life and physical sciences, mathematics, humanities, and fine and performing arts. Communication and Computer Science are also growing areas.

Students in all undergraduate majors must complete the Common Core Requirements consisting of a broad range of liberal arts subjects.

Certain programs at Western are unique or attract special attention:

- . Business programs are offered at the undergraduate and graduate levels. These programs have elicited large enrollments as well as financial and other support from the business community. State of the art computer support will sustain the extensive management information systems element in the curriculum. Continued enhancement of the privately endowed Young Business Library and expanded linkages with the business community are continuing objectives.
- . Environmental sciences focusing on earth, air, space, and water, especially meteorological sciences have achieved recognition and considerable outside support. Extensive research and service programs are conducted in these fields as well as instruction.
- . Health and nursing sciences are also prominent, including medical technology.
- . The Justice and Law Administration programs are unique within the CSU system.
- . Teacher Education is a well established strength, and Western will participate with the other CSU campuses in the Center for Educational Excellence.

Western is committed to responsiveness to the needs of students and it is essential that program change continue to occur as social and economic factors change in Connecticut.

Faculty scholarship and research are a strong commitment at Western. Public service activities, especially in teacher education, weather forecasting and business administration, are prominent features.

CONCLUSION

It must be emphasized in conclusion that the above areas of special focus are related to and dependent upon a diversified range of programs at every campus. All campuses share fully in the instructional, research, and public service mission of the Connecticut State University.

All of the campus role statements are to be regarded as operational for a maximum of five years from the date of submission, and all are subject to annual review and revision.

September 1987

CENTRAL CONNECTICUT STATE UNIVERSITY
New Britain, Connecticut

1987-88

PROGRAM CATEGORIES*	CIP Codes	Degrees Offered		
		B	M	6 Yr.
Agriculture	01-03	-	-	-
Architecture and Environmental Design	04	-	-	-
Area and Ethnic Studies	05	X	X	-
Business	06-08	X	X	-
Communications	09-10	X	-	-
Computer and Information Science	11	X	-	-
Consumer, Personal and Misc. Services	12	-	-	-
Education	13	X	X	X
Engineering	14	X	-	-
Engineering Technologies	15	X	-	-
Foreign Languages	16	X	X	-
Allied Health	17	-	-	-
Health Sciences	18	X	-	-
Home Economics	19-20	-	-	-
Industrial Arts	21	-	-	-
Law	22	-	-	-
Letters	23	X	X	-
Liberal/General Studies	24	-	-	-
Library and Archival Sciences	25	-	-	-
Life Sciences	26	X	X	-
Mathematics	27	X	X	-
Military Sciences	28-29	-	-	-
Multi/Interdisciplinary Studies	30	X	-	-
Parks and Recreation	31	-	-	-
Personal and Social Development	32	-	-	-
Philosophy, Religion, and Theology	38-39	X	-	-
Physical Sciences	40-41	X	X	-
Psychology	42	X	X	-
Public Affairs and Protective Services	43-44	-	-	-
Social Sciences	45	X	X	-
Trade and Industrial	46-49	-	-	-
Visual and Performing Arts	50	X	-	-

*Source: A Classification of Instructional Programs. Washington, D.C.;
National Center for Education Statistics, 1981.

EASTERN CONNECTICUT STATE UNIVERSITY
Willimantic, Connecticut

1987-88

PROGRAM CATEGORIES*	CIP Codes	Degrees Offered	
		B	M
Agriculture	01-03	-	-
Architecture and Environmental Design	04	-	-
Area and Ethnic Studies	05	-	-
Business	06-08	X	-
Communications	09-10	X	-
Computer and Information Science	11	X	-
Consumer, Personal and Misc. Services	12	-	-
Education	13	X	X
Engineering	14	-	-
Engineering Technologies	15	-	-
Foreign Languages	16	X	-
Allied Health	17	-	-
Health Sciences	18	-	-
Home Economics	19-20	-	-
Industrial Arts	21	-	-
Law	22	-	-
Letters	23	X	-
Liberal/General Studies	24	X	-
Library and Archival Sciences	25	-	-
Life Sciences	26	X	-
Mathematics	27	X	-
Military Sciences	28-29	-	-
Multi/Interdisciplinary Studies	30	X	-
Parks and Recreation	31	-	-
Personal and Social Development	32	-	-
Philosophy, Religion, and Theology	38-39	-	-
Physical Sciences	40-41	X	-
Psychology	42	X	-
Public Affairs and Protective Services	43-44	X	-
Social Sciences	45	X	-
Trade and Industrial	46-49	-	-
Visual and Performing Arts	50	X	-

*Source: A Classification of Instructional Programs. Washington, D.C.;
National Center for Education Statistics, 1981.

SOUTHERN CONNECTICUT STATE UNIVERSITY
New Haven, Connecticut

1987-88

PROGRAM CATEGORIES*	CIP Codes	Degrees Offered		
		B	M	6 Yr.
Agriculture	01-03	-	-	-
Architecture and Environmental Design	04	-	-	-
Area and Ethnic Studies	05	-	-	-
Business	06-08	X	X	-
Communications	09-10	X	-	-
Computer and Information Science	11	X	-	-
Consumer, Personal and Misc. Services	12	-	-	-
Education	13	X	X	X
Engineering	14	-	-	-
Engineering Technologies	15	-	-	-
Foreign Languages	16	X	X	-
Allied Health	17	-	-	-
Health Sciences	18	X	X	X
Home Economics	19-20	-	-	-
Industrial Arts	21	-	-	-
Law	22	-	-	-
Letters	23	X	X	-
Liberal/General Studies	24	X	-	-
Library and Archival Sciences	25	X	X	X
Life Sciences	26	X	X	-
Mathematics	27	X	X	-
Military Sciences	28-29	-	-	-
Multi/Interdisciplinary Studies	30	-	-	-
Parks and Recreation	31	X	X	-
Personal and Social Development	32	-	-	-
Philosophy, Religion, and Theology	38-39	X	-	-
Physical Sciences	40-41	X	X	-
Psychology	42	X	X	X
Public Affairs and Protective Services	43-44	X	X	-
Social Sciences	45	X	X	-
Trade and Industrial	46-49	-	-	-
Visual and Performing Arts	50	X	X	-

*Source: A Classification of Instructional Programs. Washington, D.C.; National Center for Education Statistics, 1981.

WESTERN CONNECTICUT STATE UNIVERSITY
Danbury, Connecticut

1987-88

PROGRAM CATEGORIES*	CIP Codes	Degrees Offered		
		B	M	6 Yr.
Agriculture	01-03	-	-	-
Architecture and Environmental Design	04	-	-	-
Area and Ethnic Studies	05	-	-	-
Business	06-08	X	X	-
Communications	09-10	X	X	-
Computer and Information Science	11	X	-	-
Consumer, Personal and Misc. Services	12	-	-	-
Education	13	X	X	X
Engineering	14	-	-	-
Engineering Technologies	15	-	-	-
Foreign Languages	16	X	-	-
Allied Health	17	-	-	-
Health Sciences	18	X	X	-
Home Economics	19-20	-	-	-
Industrial Arts	21	-	-	-
Law	22	-	-	-
Letters	23	X	X	-
Liberal/General Studies	24	-	-	-
Library and Archival Sciences	25	-	-	-
Life Sciences	26	X	-	-
Mathematics	27	X	X	-
Military Sciences	28-29	-	-	-
Multi/Interdisciplinary Studies	30	-	-	-
Parks and Recreation	31	-	-	-
Personal and Social Development	32	-	-	-
Philosophy, Religion, and Theology	38-39	-	-	-
Physical Sciences	40-41	X	X	-
Psychology	42	X	-	-
Public Affairs and Protective Services	43-44	X	X	-
Social Sciences	45	X	X	-
Trade and Industrial	46-49	-	-	-
Visual and Performing Arts	50	X	-	-

*Source: A Classification of Instructional Programs. Washington, D.C.; National Center for Education Statistics, 1981.

THE CONNECTICUT STATE UNIVERSITY BR86-145

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7700

RESOLUTION

concerning

MISSION OF CONNECTICUT STATE UNIVERSITY

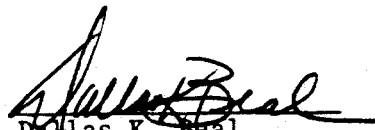
October 3, 1986

WHEREAS, The Board of Trustees of the Connecticut State University by Resolution 84-205 adopted "the Connecticut State University Mission Statement and Supporting Documents, December 1984," and

WHEREAS, In the time since the above action by the Board of Trustees the President of Connecticut State University has, in consultation with the Executive Committee of the Board of Trustees, agreed to a number of minor, primarily editorial changes in Chapters I, II, and III of the mission statement approved in Resolution 84-205, such changes having been proposed by the staff of the Department of Higher Education, therefore be it

RESOLVED, That the Board of Trustees of the Connecticut State University approves the version of Chapters I, II, and III, which is attached hereto and dated September 1986, as an amendment to "the Connecticut State University Mission Statement and Supporting Documents, December 1984."

A Certified True Copy:


Dallas K. Beal
President

CHAPTER I

OVERVIEW

Connecticut State University characterizes itself as a highly responsive public university. It is this commitment to action that permeates the implementation of its mission to engage in teaching, research, and public service in the State of Connecticut. It accepts, with enthusiasm, the mandate set forth by the Governor of the State of Connecticut in 1983, the year the university was granted university status:

"to pursue excellence in the preservation and advancement of knowledge, to respect freedom of speech and thought in all aspects of the academic process, to support our state's economy through instruction, research, and service, and--most important--to encourage Connecticut students of all ages, races, religions, national origins, and social conditions to develop their full potentials so that they may contribute more effectively to our society and live richer, fuller lives as individual human beings."

In fulfilling this mission, and in attaining the goal of democracy which it implies, the Connecticut State University seeks to offer a university opportunity at low cost to the student. Low cost of tuition and fees is seen as the surest way to guarantee access.

The Connecticut State University (CSU) includes four comprehensive state university campuses. The campuses are Central Connecticut State University in New Britain, founded 1849; Eastern Connecticut State University in Willimantic, founded in 1889; Southern Connecticut State University in New Haven, founded in 1892; and Western Connecticut State University in Danbury, founded in 1903.

The Connecticut State University is governed by a sixteen-member Board of Trustees, fourteen of whom are appointed by the Governor and two of whom are elected by the students. The Campus Presidents report to the President of the Connecticut State University who is responsible for the overall functioning of the University and who reports directly to the Trustees. The President of the Connecticut State University is supported by a staff which together with the President constitutes the executive headquarters of the State University.

CHAPTER II

EDUCATIONAL NEEDS AND CONSTITUENCIES SERVED

The educational needs served by the Connecticut State University are those of a rapidly changing, increasingly complex society.

In a simpler era, what are now CSU campuses were single-purpose, teacher education institutions. As the pace of social and economic change quickened, students insisted on preparation for a broad range of careers, and the campuses of the Connecticut State University evolved into what the Carnegie Council on Policy Studies in Higher Education calls "comprehensive state universities."¹ This signifies a broad and diverse range of programs.

The life and career preparation needs of Connecticut students will continue to change in the years remaining of the twentieth century and into the twenty-first century. The Connecticut State University exists to serve the life and career preparation needs of Connecticut citizens and must change and adapt its program offerings and shift resources to meet these needs.

The Connecticut State University enrolls students from every town in the state. Each campus is sometimes said to have a "regional service area" because the natural pattern is for commuting students to come from the immediately surrounding communities. However, even in the case of commuting students, some come from all corners of the state. Such enrollments emphasize that Connecticut State University's mission is to serve individuals and groups throughout the entire state.

¹"A Classification of Institutions of Higher Education. A Report of the Carnegie Council on Policy Studies in Higher Education." Revised Edition, Berkeley, California, 1976.

In addition, Connecticut State University serves students of all ages, not just the traditional 18 to 24 age group, but adults and senior citizens as well. In 1983-84, more than a third of the student body was 25 years of age or older. As a significant part of its mission, Connecticut State University will continue to take initiatives to serve adult students whose primary need is for part-time instruction.

Approximately one-fifth of Connecticut State University's students are enrolled in graduate programs at the Master's and Sixth-Year levels. As with undergraduates, graduate students are offered the option of full-time or part-time study. The University values the graduate level component of its mission and is committed to its continued development.

The Connecticut State University recognizes that the extension of access to higher education for minorities and indeed for all elements of society in the state is an important aspect of its mission. The availability of on-campus housing for a portion of the undergraduate enrollment is one element of this commitment to access.

While the basic purpose of Connecticut State University is to serve residents of Connecticut, the University values the small group of out-of-state and international students who add a cosmopolitan dimension to the student bodies and who contribute productively to the learning environment for all students.

CHAPTER III

RESPONSIBILITIES IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE

Instruction

It is the mission of the Connecticut State University to offer a broad range of instructional programs which are responsive to the changing educational needs of the citizens and the dynamic economy of the state.

The General Assembly has authorized the Connecticut State University to offer undergraduate and graduate programs in liberal arts, teacher education and career fields through the masters and sixth year levels.² Career programs are those which prepare students for productive employment in responsible positions requiring discretion and judgment. Examples of the growing range of career programs offered at one or more of the campuses of the Connecticut State University include but are not limited to business administration, engineering technology,³ computer science, nursing, social work, library science, recreation, criminal justice, graphic arts, community psychology, family therapy, and health administration. The development of these programs responds to the Trustees' 1977 direction to the campuses:

to maintain cooperative efforts with regional business, industry, and government and to develop coordinated pre-service and in-service career programs.

²See Section 10a-149 of the Connecticut General Statutes.

³The B.S. in Engineering Technology is available only at Central Connecticut State University.

Liberal arts programs encompass an extensive range of fields in the natural and physical sciences, mathematics, social and behavioral sciences, the humanities, and the fine arts. These programs seek to equip students with broad knowledge and a capacity to learn, evaluate, and adapt. They also provide preparation in depth in a specific discipline. In 1977 the Trustees directed the campuses:

to prepare students both to lead and to function effectively in a rapidly changing society, and

to provide a campus climate (physical, social, philosophical and intellectual) conducive to learning and to the development of human values and social responsibility.

In recognition of the traditional role of Connecticut State University campuses in teacher education the General Assembly has directed that the State University shall have special responsibility for preparation of personnel for the public schools of the state including master's degree programs and other graduate study in education. In this respect the Trustees have directed the campuses:

to maintain cooperative efforts with a region's schools; provide guidance about admission for high school graduates; develop coordinated pre-service and in-service teacher education programs.

Research

Research is an integral part of the mission of the Connecticut State University. Both basic and applied research as well as a variety of other scholarly and creative activities are included within this part of the mission.

Faculty research and creative activity within the Connecticut State University expands knowledge and develops new forms of creativity. Research and creative activities serve a number of other purposes as well. First, these activities strengthen and enliven the teaching of the faculty. Often students can participate in faculty research projects and thus learn research techniques. In any case, the research or creative activity adds authority and credibility to the teaching of the faculty. Second, the research and creative activities maintain and extend the professional qualifications of the faculty. Third, the knowledge or esthetic product which results is normally made available in one way or another to the citizens of Connecticut.

Public Service

Public service has long been an integral part of the mission of the Connecticut State University. It reinforces and complements the instruction and research functions. Some services are supported by direct fees to the users. Others are supported by grants or by the university budget.

Continuing education offerings through educational extension programs and summer school sessions, provided for in Section 10a-96 of the General Statutes, are the most prominent examples of public service activity. These courses, seminars, and workshops for the general public as well as specially-designed instructional offerings for specific groups are scheduled at times that make them available to the working population. An important part of this public service mission includes providing on-site, off campus courses or other instructional activity wherever this is appropriate in the state.

Faculty share their professional expertise with all the citizens of the state in a variety of ways including consulting and voluntary service in civic and professional organizations. Also, activities and facilities which are designed primarily for students can often be shared appropriately with the public. Student concerts and art exhibits, planetarium demonstrations, and intercollegiate athletic contests are examples. In some cases public participation is essential for the instructional process. The Speech and Hearing Clinic at Southern, the Weather Center at Western and student dramatic productions are examples. In other cases, such as the Polish Studies Program at Central, the University has been designated by the General Assembly to perform a public service role.⁴ In still other cases,

⁴Section 10a-97 of the Connecticut General Statute

such as the Center for Connecticut Studies at Eastern, the University is a logical institution to provide a culturally desirable activity.

The Trustees have had a long standing policy to make the benefits of the work of faculty as broadly available to the citizens and as productive for the economy of the state as possible. Thus, in 1977, the Trustees directed the campuses:

to serve as an educational resource center within the State and the region, and...

to aid the economic and social advancement of the institutions' surrounding region through continuing education programs, public service programs and research.

October 1986

STAFF REPORT: ACADEMIC AFFAIRS COMMITTEE

Item: Proposed Constituent Unit Mission Statements

The Academic Affairs Committee, at its September meeting, received an initial briefing on the mission statements which have been developed and submitted by the constituent units in accordance with the Board's Guidelines for the Development of Mission, Role and Scope Statements. These statements define and differentiate the responsibilities of each constituent unit within Connecticut's state system of higher education. Following the September meeting, the statements were circulated to the academic community.

Copies of the proposed mission statements are attached. Appended to the statements are excerpts from the September staff report which provide the background of the project and summarize the five mission statements.

As noted at the September meeting, the Commissioner and Department of Higher Education staff have met with the CEOs and chief academic officers over the past several months to discuss the proposed mission statements. These discussions have been marked by a spirit of cooperation and a mutual commitment to coordination. The revised mission statements now before the Board of Governors reflect the results of these discussions.

At the time of the September meeting, four of the constituent unit boards of trustees had reviewed and approved the revised statements. The State Technical College draft was scheduled for action by the Board of Trustees for the State Technical Colleges in October, pending completion of discussions among Commissioner Glasgow, Dr. Libby, and Dr. Beal regarding the respective missions of CSU and the State Technical Colleges in the area of engineering technology.

Engineering technology represents a major component of the educational programs offered by the State Technical Colleges. Board members may recall that the Board, in July 1985, authorized Central Connecticut State University to offer a bachelor's degree in engineering technology, with concentrations in construction, industrial systems, and manufacturing technology and required articulation agreements with all the State Technical Colleges. The recent discussions among the Commissioner, Dr. Libby and Dr. Beal have focused on the appropriate roles of CSU and the State Technical Colleges in the articulation and future development of two-year and four-year engineering technology programs in Connecticut's state system of higher education.

The discussions have been cooperative, productive and have clarified the roles of CSU and the State Technical Colleges with the following understandings:

1. The role of providing two-year engineering technology programs is primary to the mission of the State Technical Colleges which have sole responsibility in the public sector for two-year engineering technology degrees

2. Baccalaureate degrees in engineering technology will be offered by Connecticut State University only at Central Connecticut State University
3. A joint coordinating committee of CSU and the STC will be created to work on (1) increasing specificity of existing transfer agreements (which were required as a condition of Board of Governors' approval of the engineering technology program at CCSU), (2) on promoting resource sharing between the two units, and (3) on cooperative development of any future baccalaureate programs in engineering technology at CCSU. This latter effort will focus on the desirability and feasibility of developing joint programs which utilize lower division offerings of the State Technical Colleges and upper division offerings at CCSU. It is further understood that in the development of program proposals by STC and CSU and in the review of such proposals by the Department of Higher Education, full consideration will be given to the feasibility of limiting further baccalaureate degree programs at CCSU to those which do utilize lower division offerings of the State Technical Colleges and upper division offerings of CCSU.

A copy of Commissioner Glasgow's October 6 letter summarizing the agreements and additional correspondence clarifying them are appended to this report as Attachment A.

The State Technical College Board on October 8 adopted the proposed State Technical College mission statement. The statement of understandings resulting from the meetings, as described above, was integral to the action of the STC Board of Trustees. It is recommended that the Board of Governors also endorse those understandings.

The State Technical College mission statement, as adopted by the Board of Trustees, raises one additional issue that requires some clarification. The mission statement includes a reference to "athletics" as an educational support area. This mission statement is the only one of the five statements submitted by the constituent units that includes such a reference. Athletics are not typically part of institutional mission statements. Athletics should be neither mandated nor prohibited by a mission statement. Provision of staff and facilities for athletics are and should be considered on the merits of each proposal and on the availability of resources. With this additional understanding, the State Technical College mission statement is recommended for approval.

Other than the discussions outlined above, the only comment received in response to the circulation of the proposed mission statements was a letter from President Stephen Trachtenberg of the University of Hartford. Dr. Trachtenberg mentioned some general concerns regarding undue broadening of public college missions but focused primarily on the need for clarification of the roles of the State Technical Colleges and CSU in the area of engineering technology. As noted above, this issue has been addressed.

Action Recommended

It is recommended that the Board endorse the understandings as presented in the staff report and approve the constituent unit mission statements as proposed by the respective constituent unit Boards of Trustees.



THE CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7701

September 10, 1987

Dr. Mark Johnson
Assistant Commissioner
for Academic Programs
Department of Higher Education
61 Woodland Street
Hartford, CT 06105

Dear Mark:

I am pleased to send you the Campus Role Statements and Program Category Lists adopted by our Board of Trustees on September 4, 1987.

Please let me know if you have any questions about these documents.

Sincerely,

Thomas A. Porter
Vice President for Academic
Affairs and Research

cc: Dr. Beal