



**Connecticut  
State  
University**

P.O. Box 2008, New Britain, Connecticut 06050  
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RESOLUTION

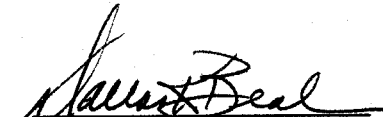
concerning

A FEASIBILITY STUDY OF THE NEED TO CONSTRUCT  
A DOWNTOWN FACILITY IN NEW BRITAIN

November 4, 1988

- WHEREAS, Special Act No. 87-81 provided for the appropriation to the Connecticut State University of \$100,000 to conduct a feasibility study of the need to construct a downtown facility in the City of New Britain to be occupied by Central Connecticut State University, and
- WHEREAS, The committee established by Special Act No. 87-81 has met from September 1987 to October 1988 to discuss and explore the feasibility of a facility in downtown New Britain, and
- WHEREAS, The committee hired the consulting firm of M & H group who conducted more than 100 interviews with business, industry, government official, health care providers, and the University community and received their final report in September 1988, and
- WHEREAS, The committee reviewed the consultant's report, wrote its own report and approved the final report at its meeting of October 20, 1988, now, be it
- RESOLVED, That the Board of Trustees for Connecticut State University accepts the final report of the Downtown New Britain Feasibility Committee pursuant to Special Act No. 87-81.

A Certified True Copy:

  
Dallas K. Beal  
President



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# Central Connecticut State University


A campus of Connecticut State University

New Britain, Connecticut 06050

Office of the President  
(203) 827-7203

October 21, 1988

TO: The Honorable William A. O'Neill, Governor  
Members of the Connecticut General Assembly

FROM: John W. Shumaker   
President and Chairman

I am pleased to transmit to you the final report of the Committee established by Special Act 87-81 in 1987 to study the feasibility of establishing a Continuing Education Center in downtown New Britain for Central Connecticut State University. The Committee's recommendation reflects broad consultation with members of the community, including business, industry and government; faculty and staff of Central Connecticut State University, and other specific constituencies who could contribute to or be affected by, the presence of such a center in the downtown area.

If there is a common thread running through the Committee's recommendations it is outreach. As Central Connecticut State University approaches ever more closely the status of a truly comprehensive University, it plans vigorously and creatively to explore a number of ways for reaching out to the citizens of Connecticut. The University will, of course, retain its commitment to the best tradition of the liberal arts and professional education; but it will also strive to help the community and its institutions derive fuller benefit from the resources of the University's strong faculty and staff.

Clearly, the list of recommendations and suggestions presented in the report is ambitious. But the Committee believes that the creation of a Central Connecticut State University Educational Center in Downtown New Britain will significantly enhance the University's efforts to fulfill its ongoing and expanding educational and public service objectives.

The Committee also recognizes the need for additional planning. Accordingly, we recommend that the creation of a downtown facility be referred for further development to the President of Central Connecticut State University, the Board of Trustees of the Connecticut State University system, and the Board of Governors.

We are happy and honored to have played any role in exploring the many ways in which this fine campus can grow and develop to the benefit of the entire state of Connecticut.



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**Feasibility Study**

**Downtown New Britain Facility  
Central Connecticut State University**

**Final Report**

October, 1988

**Membership of the Committee to Study  
The Feasibility of a Downtown New Britain  
Facility for Central Connecticut State University**

*Dr. John W. Shumaker, Chairman  
President, Central Connecticut State University*

*Mr. Lawrence J. Davidson  
Chairman, Board of Trustees  
Connecticut State University*

*Dr. Norma Foreman Glasgow  
Commissioner of Higher Education  
State of Connecticut*

*The Honorable Joseph H. Harper  
Connecticut Senate*

*The Honorable Raymond Joyce  
Connecticut House of Representatives*

*Dr. Richard L. Judd  
Executive Dean, Central Connecticut State University*

*Mrs. Ellen Long  
Secretary, Board of Trustees  
Connecticut State University*

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President, McCue Mortgage Co., New Britain*

*The Honorable William McNamara  
Mayor, City of New Britain*

*Mr. William Weber  
Attorney, Weber and Marshall, New Britain*

*Mr. Timothy Conway (resigned)  
Investment Officer, AETNA, Hartford*

**Committee Staff, Central Connecticut State University**

*Ms. Carolyn Thornberry Sullivan, Administrative Director  
Dr. Richard L. Pattenau, Vice President for Academic Affairs  
Dr. Thomas Flaherty, Director of Planning*

## The Feasibility of a Downtown New Britain Facility for Central Connecticut State University

In June of 1987, the Connecticut General Assembly enacted Special Act 87-81, which established an eleven member committee to study the feasibility of developing and constructing an academic and continuing education center facility in downtown New Britain to be occupied by Central Connecticut State University. The study was to assess the feasibility of establishing such a facility in light of (1) the potential enhancement of Central Connecticut State University's educational programs and public service partnerships; (2) the benefits to the economic health of New Britain of an expansion of the University into the downtown area; and (3) the facility needs of Central Connecticut State University and the impact on the University and its students of the creation of a downtown campus extension.

The membership of the committee included the following appointments: one member appointed by the governor; one member appointed by the president *pro tempore* of the senate; one member appointed by the speaker of the House; two members appointed by the Board of Trustees of the Connecticut State University; two members appointed by the President of Central Connecticut State University; two members appointed by the Mayor of the city of New Britain; The Commissioner of Higher Education and the Mayor of New Britain, or their designees.

The Special Act required that state and local government officials, local employers, and labor and civic groups be consulted as part of the study. The legislation also required the committee to present its report to the Governor and General Assembly not later than June 1, 1988. In April, 1988, however, the Committee requested and was granted an extension of the filing date until December 15, 1988.

### Summary of Committee Activities

The Committee met for the first time in September 1987 at the call of Dallas Beal, President of Connecticut State University. President Beal and Central Connecticut State University President John Shumaker reviewed the charge to the Committee and John Shumaker was selected as Chairman. The Committee has met monthly since then (with the exception of July, 1988) and has engaged in a variety of fact finding discussions with diverse groups in the New Britain community. These have included presentations from the Municipal Action Council of New Britain, the Social Service agencies of New Britain, the New Britain Museum, the New Britain Opera, the New Britain Greater Arts Council, the New Britain Library, the Mayor's office, New Britain General Hospital, and representatives of the Labor Community.

The Committee reviewed discussion papers from the staff of Central Connecticut State University. These documents, based upon exploratory discussions with faculty, staff and the community, have defined possible ways for the University and organizations in the New Britain region to collaborate in new programs or initiatives. The proposals have included the following: a center for the Health Professions in cooperation with New Britain General Hospital and other area health care facilities; a center for Regional Business Development developed by CCSU in cooperation with the New Britain Chamber of Commerce and the Municipal Action Council; a center for Public Policy Studies; a center for School

Development; a center for Arts in Education; a center for Manufacturing Sciences; a center for Hospitality Management to be developed in collaboration with several regional community colleges; and a center for Labor Studies. Discussion among involved faculty and community groups must be continued to explore further and develop the ideas contained in these interesting proposals.

In December, 1987, the Committee retained the consulting firm, M&H Group, Inc. of Boulder, Colorado and Washington, D.C., headed by Dr. Jana Matthews. The consultants assisted the committee in its deliberation by: identifying and discussing relevant issues with all participants; assessing campus needs and resources; assessing community needs and resources; identifying and evaluating program alternatives; and assisting in the preparation of final report.

M&H presented a preliminary report in August, 1988 and delivered the final report in September, 1988. The committee accepted the M&H Final Report at its meeting on September 26, 1988. This report was a critical component of the committee's analyses and deliberations.

## Recommendations

The Committee's recommendations made in this report are based upon careful consideration of the complementary needs of the University and community. The Committee and the University administration deem them to be both viable and reasonable, and to address existing needs within the community. **The Committee's primary conclusion and recommendation is that it is desirable for CCSU to provide academic programs and services in downtown New Britain; and further, that it is feasible for CCSU to establish a facility in downtown New Britain.** In pursuit of these goals, the Committee also recommends:

- **That CCSU should continue to consider programmatic initiatives appropriate for a downtown New Britain facility.** There is a significant need for CCSU to strengthen its outreach efforts and services, particularly to its growing number and proportion of nontraditional students—primarily employed adult learners. It will be difficult and, in some cases, impossible for CCSU to implement on its present campus the programs and activities described below. The space and access limitations on campus are sufficiently severe as to preclude all but greatly scaled-down versions of these initiatives. The recently completed and approved comprehensive facilities development plan for campus renovation and construction developed by The Architects Collaborative—the *TAC Plan*—definitively addresses the space needs of the existing programs at Central Connecticut into the twenty-first century. The kinds of programs and activities envisioned by the Committee as appropriate for a downtown facility were not encompassed by the TAC Plan and, thus, do not alter its conclusions or recommendations. The Committee does recommend, however, that further development of a downtown facility be done within the framework of the TAC Plan.
- **That CCSU expand the Activities of the College of Continuing Education and Extend Those Services to Downtown New Britain.** The College of Continuing Education (CCE) is one of the major outreach activities of the University. In order better to fulfill its mission, the CCE plans to (a) place additional emphasis on

noncredit course offerings, (b) establish a "Weekend Academy" wherein students can earn credit and degrees by attending early morning and Saturday classes, (c) establish a system for the awarding of CEU's (continuing education units) which are honored or required by many professional and certifying organizations, and (d) substantially increase its sponsorship of workshops, institutes and conferences.

The Committee is convinced that the potential of the CCE for extending educational opportunities for adults is far greater than its current performance. The services of the CCE, which now attract more students than the day programs, have been limited for many years by space restrictions (in classrooms and parking lots) and difficult campus access. This is especially true for noncredit and special programs which require atypical arrangements for space, support and scheduling. The traffic encountered on the campus in the late afternoon and evening hours often reaches gridlock status—a situation that discourages many citizens, not only from New Britain but from throughout the region, from participating in CCE classes or activities. A downtown facility will alleviate these problems and would relieve some of the pressure caused by traffic in the neighborhood surrounding the main campus. In addition, it will provide the opportunity to develop educational opportunities, traditional and nontraditional, much closer to the home and workplace of many people not now able to get to the campus, and to traditionally underserved populations such as senior citizens and minorities. The TAC Plan proposed a campus that will provide 106 assignable square feet (ASF) per student, still below the national average of 114 ASF per student. A downtown facility, as suggested by the Committee, will bring the campus closer to the national norm.

The availability of an off-campus site will also facilitate the scheduling of activities in ways that are almost impossible to accommodate on campus without disrupting the ordinary activities of the University. For instance, a intensive workshop could be set up for five mornings in a row from 7:00 until 10:00 AM. It must be noted that the Committee does *not* recommend moving all of the current activities of the CCE off campus.

- **That CCSU begin a pilot phase in a leased facility.** This extension into downtown New Britain might be accomplished in the short term by the University's leasing of space in an existing buildings in the downtown area. The primary advantages of leasing facilities are that (1) programs can be tested for viability in a downtown location, (2) the University can begin offering programs almost immediately, and (3) later commitment to a permanent facility can be made in confidence that the space requirements and design are based upon actual experience.

The following items are the Committee's recommendations for specific programs and activities for possible offering in a downtown New Britain facility. The term "program" as used below does not necessarily mean an academic program in the usual sense—that is, a course of study leading to a degree. It is, rather, used in the more general sense to refer to a collection or combination of possible activities such as noncredit courses, workshops, symposia and colloquia. The Committee concurs with President Shumaker that these proposals must be tested against the values of CCSU as a comprehensive university and refined in consultation with faculty and staff. The Committee also shares the President's

view that the campus community must be actively involved in the development, assessment, implementation and decision-making processes regarding these programs. All of the following possible projects do, however, reflect clearly stated community interests which appear to relate to existing or potential strengths of the University.

- **School Development.** There is widespread support for such a program, the purpose of which will be the establishment of working partnerships between the University and the school districts in the region, particularly in New Britain. Included will be workshops for teachers and administrators, learning opportunities for CCSU Education students, in-service courses (with the possibility of earning CEU's where appropriate), seminars and conferences in conjunction with local school districts to address specific community needs, and the training of master teachers and trainers in the skills required to work with adult learners, especially Hispanics, who form a large proportion of the population of New Britain.
- **Support for Health Professionals.** This initiative is conceived as a collaborative enterprise involving area educational institutions and clinical facilities (New Britain General Hospital, Bradley Memorial, Bristol Hospital, New Britain Memorial Hospital, etc.). This program will address the educational and career-development needs of approximately 3,000 health professionals in the area with courses and workshops to keep them current in their fields and introduce them to various allied health practices and procedures. The goals of the program will be to increase the supply of highly qualified health professionals; demonstrate new models for curriculum design; disseminate information on instructional models and materials; explore organization and financing of education in the health professions; and improve coordination of educational opportunities for varied specialists within the health-care team. This program will utilize general-purpose facilities and office space downtown, and laboratories and clinical facilities on the CCSU campus and in the area health-care facilities.
- **Hospitality Management.** CCSU should vigorously explore the potential of offering the upper-level professional courses and a strong liberal arts component of a 2+2 program with area community colleges offering the lower-division (Associate Degree) courses in hospitality management (encompassing hotel, motel, restaurant and conference management, and tourism). This could be part of the proposed *Connecticut Center for Hospitality Management*. There is excellent support from local hotel, motel and restaurant owners and managers; the relevant State commissions and agencies; and several Chambers of Commerce. There will be a need for conference and general-purpose space for the program, however, and a location on the "central corridor" in New Britain is viewed as ideal for this state-wide resource. A self-supporting hotel or conference center, available to the program as a training and demonstration site, is an exciting potential development in the years ahead. It is difficult to overestimate the potential of this program in the areas of employment opportunities for students and the economic development of the State. Committees involving the higher education community and Connecticut's tourism/hospitality industry are currently working to establish this program.
- **Manufacturing/Industry Support.** Befitting New Britain's historical role as the heart of manufacturing in Connecticut, the Committee recommends that the CCSU School of Technology's *Center for Industrial and Engineering Technology* expand and



strengthen its outreach activities. Consulting, workshops and other outreach activities would greatly benefit from proximity to the central corridor and access to additional space which could be used for conferences, and demonstrations of state-of-the-art technology and processes. A downtown location would greatly enhance CCSU's contribution to the strengthening of Connecticut's manufacturing base and to serving the emerging New Britain small-manufacturing industrial base identified in the M&H interviews. The bulk of the School of Technology's outreach activities would remain on the campus, as reflected in the TAC Plan for facilities development.

- **Regional Business Development Support.** Central Connecticut has already received funding for the development of an *Entrepreneurial Support Center* within the School of Business. The TAC plan assigns square footage to the activities of this center on campus. While the academic functions and some of the outreach activities of this Center must be located on the campus, in the nurturing academic environment, it is clear that support for the hundreds of small businesses in the region, and the extension of services to help those companies succeed, will be better located in a downtown facility where it can work closely with its proposed partners—the New Britain Chamber of Commerce, the Municipal Action Committee and the Small Business Development Center located at the University of Connecticut. Thus, the School of Business can play an extremely important role in supporting economic development of New Britain and the surrounding region.
- **Performing Arts Center.** There is considerable support in the community for the construction and operation of a performing arts center which could also be used as a conference facility. The Committee, however, believes that such a project is primarily the responsibility of the community. The Committee does recommend that the University participate in a consortium with the city of New Britain, the arts community and other interested parties to develop plans for such a facility. Indeed, the University's commitment to the *Connecticut Arts Education Institute* is indicative of its interest in this area. At present, more discussion is appropriate.

### Implementation Plan

The President, the University Planning Committee, the University Budget Committee and various faculty groups, in collaboration with the City of New Britain and other interested parties outside the University, should begin to lay the groundwork necessary to refine the recommended program activities which would take place in the new facility. The faculty and staff of the University will need to be actively involved in the process of working out these ideas and bringing them into sharper focus. The Committee suggests that the University consider the timetable outlined below in order to move expeditiously on this challenging and important project.

## Implementation Timetable

- 1988-89 Academic Year : CCSU should continue planning discussions with appropriate groups on and off campus regarding the activities planned for a downtown facility.
- October, 1988 : The Committee presents its final report to the Governor, the Connecticut General Assembly, the Board of Trustees for Connecticut State University and the Board of Governors for Higher Education.
- November & December, 1988 : The campus should prepare and submit, via the Connecticut State University Board of Trustees, a supplemental budget request for funds to be expended in FY 90. If allocated, these funds will enable CCSU to engage in preliminary planning for a facility and to launch a pilot project in leased facilities in downtown New Britain in the Fall of 1989.
- January-July, 1989 : CCSU should continue vigorous and focused planning efforts with available funds.
- May, 1989 : Request funds for the planning and design of a facility in FY 91 via the customary operating budget process. Continue program development with additional funds requested as part of the FY 91 campus operating budget.
- July, 1989 : Conclude the intensive phase of planning and launch initial program efforts in leased facilities in downtown New Britain.
- July, 1990 : Begin the planning and design of the downtown facility. Continue program development.
- May, 1991 : Request funds for construction of a downtown New Britain facility.
- 1991-1992 : Begin construction of a facility in Downtown New Britain.

CCSU faces a unique opportunity to make substantial progress in providing outreach services to the citizens of Connecticut. Swift and thoughtful consideration and planning by the faculty of the University will be essential if the campus is to move ahead in its evolution as a comprehensive university.

## Acknowledgments

The Committee expresses its gratitude to the many people who helped in the formulation of the recommendations made in this report. The information gained from the interviews conducted by the consultants, M&H Group, was crucially important. The citizens who gave so generously of their time and expertise were:

**Dr. Paul Altieri**, Chairman, Dept. of Economics, CCSU  
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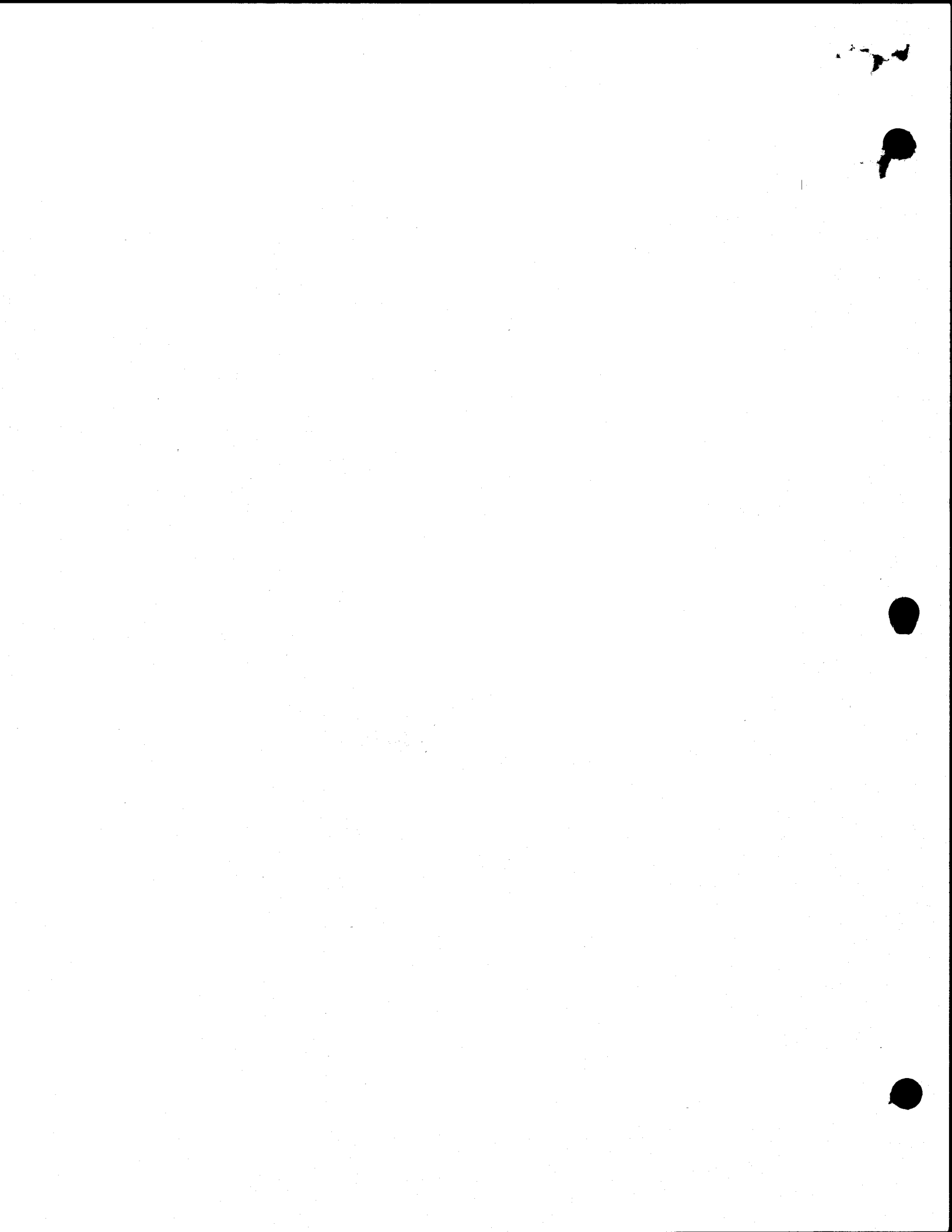
**THE FEASIBILITY OF A DOWNTOWN FACILITY OF  
CENTRAL CONNECTICUT STATE UNIVERSITY  
IN NEW BRITAIN:**

**Assessed Needs for Higher Education in the  
Central Region of Connecticut**

**A Report to**

**The Committee Established  
by Special Act. No. 87-81  
of the Connecticut General Assembly**

**September 19, 1988**





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## EXECUTIVE SUMMARY

The Committee Established by Special Act No. 87-81 of the Connecticut General Assembly contracted with the M & H Group, Inc., on April 13, 1988, to assist the Committee in carrying out the study chartered by the Special Act. That legislation was a mandate to study the feasibility of a downtown facility in the City of New Britain to be occupied by Central Connecticut State University. Study activities were also to include assessments of the needs for enhancement of the University's educational programs and public service partnerships. Further, the benefits of such enhancements were to be addressed, together with the impact on the University and its students of the creation of a downtown campus extension.

This contracted study project was directed by Dr. Jana B. Matthews, President of the M & H Group, Inc. The seven members of the Project Team developed and reviewed extensive background information regarding CCSU and the region it serves, and they conducted interviews and focus group discussions with over 100 individuals in the region. Interviewees included elected and appointed government officials, representatives of economic development agencies, University faculty and administrators, other higher education officials, and representative of health care providers, manufacturing and construction companies, service companies, arts and other cultural organizations, social service agencies, the New Britain Public Schools and Board of Education, and the Committee. A Preliminary Report of the study project was reviewed with the Committee on August 15, and copies of the Final Report and its Executive Summary were sent to the Committee on September 19, 1988.

### General Findings and Conclusions

Central Connecticut State University (CCSU) is one of many public higher education institutions that have evolved from the status of a state normal school to that of a state college to that of a regional university. It was evident from our extensive interviews that most of the University's constituent groups in the region expect it to progress to the next stage in its evolution -- becoming a comprehensive regional university. That entails more emphasis on graduate programs and research, and even more emphasis on public and community service outreach efforts, to achieve more of a balance with the University's traditional emphasis on its teaching role.

In order to become more of a comprehensive university and to serve more students better, CCSU must be supported in its efforts to overcome the serious space and facility limitations of its land-locked campus.

Most of the people we interviewed, including many University personnel, perceive CCSU as traditionally "insular" -- as being in the regional community but not of it. While that perception seems to be changing recently, due in part to the influence of several new administrators and to the efforts of the College of Continuing Education and the Cooperative Education Program, there is an evident need for additional outreach efforts to better serve the needs of various constituent groups in the region.

### Summary of Principal Education and Service-Related Needs of Constituent Groups

1. We identified pervasive needs in the region for additional continuing education programs, especially for health care professionals and for technical and managerial employees in the many small manufacturing firms in the Central Connecticut region. There are specific needs for:

- Group, Inc.
- continued expansion of CCSU's well-regarded nursing program to help meet the significant and continuing shortage of nurses, and to serve nurses' needs for continuing education;
  - new programs for the preparation and continuing education of allied health professionals, and of medical social workers, counselors and casework managers in health care organizations;
  - a new program to meet the very frequently cited needs of health care managers and administrators for continuing education in general, management, financial management and accounting practices, and strategic planning and management in health care organizations;
  - upgraded programs and continuing education courses for managers and technical personnel in small manufacturing firms: more modern technology content in business programs/courses, more modern business practice content in technology programs/courses, and more contemporary "engineering" content in those technology programs/courses; and
  - additional emphasis on courses to serve the continuing education needs of managers in small non-manufacturing businesses.
2. Also needed is a more effective delivery of continuing education in locations more conveniently accessible to employees, including delivery of courses to a few large company sites as well as through a downtown facility with ample parking.
  3. Needed are further improvements of public school education in New Britain, through a true partnership effort of public school system personnel with CCSU faculty and students, including especially public dissemination of information that not only documents the quality and effectiveness of the public schools but also their additional resource requirements.
  4. More outreach services to the growing minority population of New Britain are needed, including assistance to the community's social service agencies, to the adult education programs of the public schools, and to the employee training and retraining programs of manufacturing firms and other businesses in the region.
  5. Additional course offerings are needed in the School of Business, and perhaps also in the Industrial Technology Program (management option), focusing on the use of state-of-the-art materials management systems involving computer networks and data base management in a variety of applications.
  6. Frequently cited was the need for more effective marketing, particularly by the professional schools, of improvements in programs, outreach services, resources and capabilities -- including graduate level offerings.

### Key Recommendations

1. **Plan and establish a downtown facility of CCSU in New Britain --** A downtown facility of CCSU would be a major asset to the region and the University in facilitating the delivery of needed outreach services and programs/courses to continuing education and other part-time students. It would also help ameliorate the problems of limited space and facilities on campus.

This facility should be the major delivery center for continuing education programs, courses (both non-credit and degree credit), seminars/workshops, conferences, and services to continuing education students. It should also be used for the delivery of a number of baccalaureate and graduate-level courses for part-time students offered by the various schools for degree credit -- mostly courses not requiring student access to the specialized laboratory facilities and equipment located on campus.

The downtown facility might also be planned to include a sorely needed conference center. That conference center addition could also contain space for offices and ticket sales of community performing arts organizations.

2. **Plan and establish in the downtown facility of CCSU a Center for School Development and a Center for Health Professionals** -- The Center for School Development should be CCSU's primary vehicle for outreach service to public school systems in the region. It would develop true partnerships with individual school districts for the purpose of enhancing the effectiveness of educational programs, teaching, and social services in those districts through joint evaluation and development efforts with school system personnel. Such efforts could focus on particularly troublesome areas such as language and reading skills, math and science, dropouts, and adult education. The need for such a partnership exists in the New Britain public school system, and apparently also in the Hartford public school system. Benefits would include not only improvements in educational and social service activities but also the documentation of areas of excellence in partnership schools. Dissemination of information about such improvements and areas of excellence, as well as evaluated needs for additional resources, would be helpful to the school systems as well as to their communities.

The recommended Center for Health Professionals would involve regional health care providers as well as other providers of education for health care professionals and para-professionals. Involvements would focus on assessing needs for health care personnel, and for programs to prepare such personnel -- including continuing education. In addition, participants would be involved in planning needed programs and in the coordination of their delivery. The Center would also be used one of CCSU's principal sites for delivering needed continuing education to nurses, allied health professionals, and other health care personnel including managers and administrators of health care facilities.

3. **Plan and implement a Hospitality Management Degree Program** -- This recommended program would offer the upper division courses in a 2 + 2 program planned with nearby community colleges offering the lower division (associate degree) courses in hospitality management. There is considerable support in the community for such a program, especially to enhance the likelihood of the establishment of an additional hotel/restaurant complex in New Britain -- perhaps near the recommended downtown facility of CCSU.
4. **Evaluate the utilization of the School of Technology's Center for Industrial and Engineering Technology. Building upon the results of that evaluation, plan and establish a new Center for Manufacturing Sciences** -- There is an obvious need for a Center for Manufacturing Sciences, especially by the many small manufacturing firms in the region. However, in order to maximize the value and utilization of that new center, its planning should be based on the results of an evaluation of the actual and potential users' views of the value, utility and the marketing of the recently established Center for Industrial and Engineering Technology. That evaluation

should also address the relative advantages and disadvantages of cooperative efforts with the engineering schools of other institutions, such as the University of Connecticut and the University of Hartford.

5. **Implement the planned changes in the offerings of the College of Continuing Education** -- As one of the two major "outreach" vehicles of CCSU, the College of Continuing Education should be vigorously supported in the delivery of various programs and services in the region.
6. **Upgrade the marketing of CCSU's programs and services, especially those of the professional schools** -- This recommendation was made by many of our interviewees. Too little is generally known of many of the professional schools' programs and services, particularly recently developed ones. Improved marketing would enhance regional appreciation of University programs and services and would probably result in increased enrollments -- particularly by non-traditional (employed) students. Such marketing efforts would be consonant with suggestions in the 1988 report by the Board of Governors of Higher Education, Making the Case for Connecticut Higher Education.
7. **Encourage and support the further development of CCSU as a comprehensive regional university** -- Constituent groups in the region expect CCSU to act (and "serve" the region) as a comprehensive regional university. That will require more emphasis on and support of selected graduate programs and research, and even more emphasis on and support of public and community service by the faculty. More of a balance is needed among the traditional university roles of teaching, research and service. The increased emphasis on service will help change the historical view of CCSU as an "insular" institution and increase public appreciation and support of CCSU. Becoming more of a comprehensive regional university will also require action to ameliorate the problems of limited space and facilities on the University's land-locked campus.

**THE FEASIBILITY OF A DOWNTOWN FACILITY OF  
CENTRAL CONNECTICUT STATE UNIVERSITY  
IN NEW BRITAIN:**

**Assessed Needs for Higher Education in  
the Central Region of Connecticut**

**I INTRODUCTION**

On March 3, 1988, the M & H Group, Inc., submitted a proposal to the Committee Established by Special Act No. 87-81. That document outlined how we would assess the needs of the Greater New Britain area for additional or modified higher education programs and services that could be delivered by Central Connecticut State University (CCSU). The proposal also described how we would explore the need for changes in the delivery of CCSU's programs and services, and the feasibility of an academic and continuing education center in downtown New Britain, as a way to enhance the outreach, marketing and delivery of needed programs, services, and partnership activities.

The Committee selected the M & H Group, Inc., to undertake this assessment. The contract was signed April 13, 1988, and we began our work. Since this needs assessment was a major undertaking, on-site project coordination was essential. The Chairman of the Committee and President of Central Connecticut State University appointed a broadly competent person to serve as the Committee's liaison to the Project Team. Members of the Project Team made seven different visits to New Britain during the course of the study and interviewed over 100 people; about half were individually interviewed, and the other half participated in focus group discussions. The names, titles and organizational affiliations of all those interviewed are listed in Appendix A.

Task 1 involved the collection and summary of extensive background information about the Greater New Britain area and CCSU. After requesting and receiving an array of information, we developed a Background Memorandum that was distributed to members of the Project Team in order to provide them with a useful "context" for this study.

During May 9-11, three members of the team interviewed 36 CCSU faculty members, administrators and other higher education officials to learn more about CCSU, its programs and services, trends in its

relationships with constituent groups in New Britain and the Central Connecticut region, and its plans for future outreach efforts. Interview guides had been developed by M & H Group and sent to the project liaison for distribution to those being interviewed several days prior to the interviews.

Task 2 involved an assessment of local and regional needs, as perceived by officials of local government and by representatives of agencies concerned with economic development. During the same three-day period noted above, three members of the team conducted interviews with elected and appointed government officials to determine their perceptions of the needs of the Greater New Britain area and of downtown New Britain. During those interviews, we explored which of several identified needs might be met by CCSU, and we discussed what the likely effects would be if CCSU provided courses and services in a downtown facility, especially with regard to effects on regional and local economic development.

Tasks 3, 4, and 5 involved assessing the needs of health care organizations, manufacturing and construction companies, and service organizations (finance, real estate and insurance companies, the public school system, and several cultural and arts organizations, and social service agencies). Two members of the Project Team interviewed representatives of each of these groups during visits on May 25-26 and June 9-10.

For Tasks 2, 3, 4 and 5, the following preparations were carried out. Members of the Committee and the President's staff identified people who met the Project Team's criteria for selection as interviewees. Individuals were selected on the basis of their ability to contribute pertinent information to this study. The President then sent a letter to those who were being asked to participate in the study. Within a week, the person was called by the project liaison and an interview was scheduled for the two or three day periods when members of the Project Team would be available to conduct the interviews. A letter confirming the date, time and place of interview was then sent, and a copy of the interview guide developed for that particular set of interviews/constituent group was attached. (Copies of all Interview Guides developed for this study are in Appendix B, and samples of letters sent to interviewees are included in Appendix C). Different members of the Project Team conducted interviews with representatives of different groups. Team members took extensive notes during the interviews, and they met each evening to discuss the results of the day's interviews.



Between June 14 and July 10, individual members of the Project Team wrote up their interview notes and copies of those notes were circulated to all members of the Team. A rough draft of the Preliminary Report was then prepared and distributed to members of the Team prior to the Team meeting.

Task 6, the development of the Preliminary Report was initiated with the Team Meeting on July 17 in Boulder, Colorado. Three representatives of the Committee attended the Team meeting as participant observers: Dr. John Shumaker, Chairman; Representative Ray Joyce; and Ms. Carolyn Sullivan. During the meeting, Team members reported orally on the results of their interviews and on their findings and conclusions. After the Team Meeting, the Preliminary Report was written.

Committee members requested that copies of the Preliminary Report be sent to them by August 8, one week prior to the scheduled presentation of the Preliminary Report by the Project Director and Project Manager on August 15.

The Preliminary Report was discussed with the Committee on August 15 and copies of the Final Report and Executive Summary were sent to the Committee on September 19, 1988.

The report that follows presents information, findings and recommendations developed during this study. Chapter II is a summary of the background information we believe is essential in order to understand the Greater New Britain area and its patterns of needs for higher education. This chapter also presents selected information about Central Connecticut State University, its enrollment trends, changes over time in student characteristics, and some aspects of the University's plans for the future. The chapter concludes with a description of the New Britain public school system.

In Chapter III we report the results of interviews and focus group discussions with CCSU faculty and administrators regarding their perceptions of how CCSU might better meet the evolving needs of students, and their perceptions of CCSU's involvement in the region and of its current outreach efforts. The chapter also summarizes what faculty and administrators regard as the positive and negative aspects of establishing a CCSU facility in downtown New Britain.

Chapter IV describes the principal needs of health care providers in the Greater New Britain area for programs and services, and in Chapter V we characterize the area's manufacturing firms and analyze the principal needs of manufacturing and construction companies.

In Chapter VI we discuss the needs of cultural, arts, and service organizations in the area. At the end of these three chapters, we suggest how CCSU could meet each group's identified needs.

In Chapter VII we summarize our assessment of the needs for higher education in the Greater New Britain area. We then discuss the implications of that pattern of needs for CCSU and its future planning. In addition, we address the feasibility of providing selected programs and services in a CCSU facility that would be located in downtown New Britain. Chapter VIII is a presentation of our major conclusions and recommendations.

## II. BACKGROUND

New Britain is located near the geographical center of Connecticut, and is about 10 miles west of the city of Hartford, the capital of the state. The population of New Britain is approximately 74,000. The economic base of the city is still primarily manufacturing, and the city's largest employer is The Stanley Works. The most rapidly growing sector of the city's economy is the service sector. The New Britain General Hospital is the city's second largest employer, the City of New Britain is the third, and Central Connecticut State University (CCSU) is the city's fourth largest employer. CCSU is one of four regional state universities, and it offers baccalaureate and master's degree programs plus selected graduate level certificate programs. New Britain is divided by a major state highway (#72) and is near two major interstate highways, I-91 and I-84, both of which go through Hartford. The Hartford-Springfield airport is located about thirty miles from New Britain in a northeasterly direction.

### Population and Demographic Information

New Britain had a surge of population in the fifties, but as the manufacturing sector of the city declined, so did its population. From 1970 to 1980, the decline was 11.5% of the total population. Though the city's population is growing very slightly in the eighties (an increase of .54% between 1980 and 1986), the projected population figures from the Central Connecticut Regional Planning Agency suggest that there will be an increase of 7.31% by 1990, and then a decline of 3.24% by the year 2000. The Planning Agency forecasts that the population in New Britain will be 76,669 in the year 2000, which will be an increase of only 2,449 people since 1986. Given the age distribution of its population, and its limited housing stock, New Britain's work force is likely to shrink further over the next twelve years unless other factors impact population dynamics.

Figure 1

## New Britain Population

<u>Year</u>	<u>Population</u>	<u>% Increase</u>
1940	68,685	
1950	73,726	7.30
1960	82,201	11.50
1970	83,441	1.50
1980	73,840	(11.5)
1986	74,240	0.54
	Projected	
1990	79,240	7.31
2000	76,669	(3.24)

Source: Bureau of Census, 1980

## Age Distribution

The age distribution of the New Britain population is similar to that of the State of Connecticut (see Figure 2). The largest differences are in the 5-19 year range and in the 65 and older category. In 1980, New Britain had about four percent fewer teenagers and about three percent more elderly than the rest of the state. Although the percentage of the standard age working population is comparable to that of the rest of Connecticut, the relative shortage of young people (under 20) suggests that the population growth in New Britain will continue to lag behind the state's average. This will have implications for the number of new employees entering the work force, and also for the types of educational needs in the city, since the majority of the work force will need re-training for new positions or for upgrading skills in current positions.

Figure 2

### Age Distribution

<u>Age</u>	<u>New Britain</u>		<u>Connecticut</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Under 5	4,111	5.6	185,188	6.00
5-19	14,906	20.2	750,424	24.10
20-64	44,190	59.8	1,807,100	58.20
65 and over	10,633	14.4	364,864	11.70
Total	73,840		3,107,576	
Median Age	31.8		32	

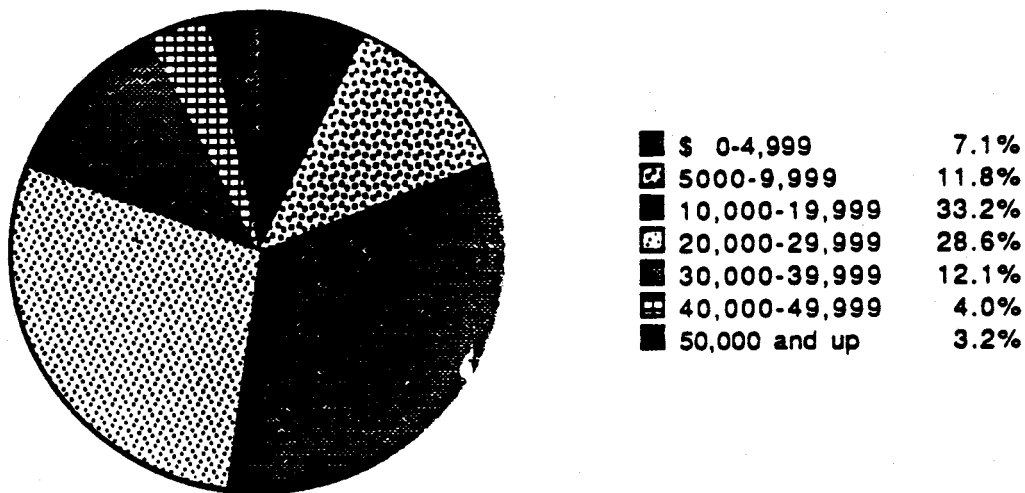
Source: Bureau of Census, 1980

## Per Capita and Family Income Data

Although the average per capita income in New Britain was \$10,945 in 1985, this is somewhat misleading. Nearly 19% of New Britain families have incomes below \$10,000 and 52.1% have incomes below \$20,000 (see Figure 3). New Britain, therefore, has a large number of residents who are living below the national "middle class" standard. This income distribution influences not only the tax base of the city, but also the nature of its employment and educational needs.

**Figure 3**

### **Family Income Distribution Chart**



Source: Bureau of Census, 1980

## Minority Population Data

The minority population in New Britain is estimated to be approximately 20% of the total current population. The Hispanic population continues to grow rapidly. The 1980 U. S. Census indicated that 6,665 Hispanic people lived in New Britain, constituting 8.7% of its population. As of July 1, 1987, it was estimated that 11,309 Hispanic people lived in New Britain, hence Hispanics constitute approximately 15% of the population of New Britain. In 1980, 51% of the Hispanic population was under 20 years old, compared to 22% of the non-Hispanic population in that age group. In 1986, it was estimated that 55.3% of the Hispanic population was under 20 and 72.3% was under 30. Figure 4 shows the estimated composition of the Hispanic population by age and sex.

Although there are many young children in the Hispanic population, there are relatively few people over the age of 60. In 1980 only 3.2% of all Hispanics were over 60 compared to 22.4% of the non-Hispanic population. By 1986, the estimated percentage of Hispanics over 60 had dropped to 2.7%.

This high percentage of Hispanic youth has already had a major impact on the public school system and will continue to have an influence on the workers available in New Britain over the next ten years.

Figure 4

**Population Composition of Sample Hispanics  
In New Britain by Age and Sex**

	<u>Female</u>	<u>Male</u>	<u>Total</u>
Under 5 Years Old	14.6%	17.9%	16.2%
5 - 9	14.3	17.9	15.9
10-14	9.5	13.3	11.2
15-19	11.2	3.0	12.0
20-24	8.7	5.3	7.2
25-29	11.5	7.7	9.8
30-34	8.1	7.0	7.6
35-39	8.1	3.5	6.1
40-44	4.8	4.2	4.5
45-49	2.2	4.2	3.1
50-54	2.8	1.8	2.3
55-59	1.7	1.4	1.6
60-64	.8	1.4	1.1
65 and Over	1.7	1.4	1.6
Total	100.0 N=357	100.0 N=285	100.0 N=642
Under 20	49.6	62.1	55.3
Under 30	69.8	75.1	72.3

Source: The 1986 New Britain Hispanic Needs Assessment Survey by H. C. Planning Consultants

**Employment Data**

New Britain was hit hard economically during the recession of 1982, but since that time its unemployment rate has gradually declined. In November of 1987, the unemployment rate stood at 3.1%, the lowest rate in nearly ten years (see Figure 5). Assuming the national standard of 5% as full employment, New Britain is actually in need of additional employees. Although New Britain has typically had higher rates of unemployment than the state average, this was, in part, due to its



dependence on the traditional and declining manufacturing sector for employment. As shown in Figures 6A and 6B, the majority of New Britain employees are in three sectors of the economy -- manufacturing, trade, and professional and related services. Moreover, since the economy is still heavily based on manufacturing (over 39% of employment in 1980), the educational programs and services which CCSU can provide to this sector are likely to be quite important. The professional and related services sectors will probably need additional programs and services, as well.

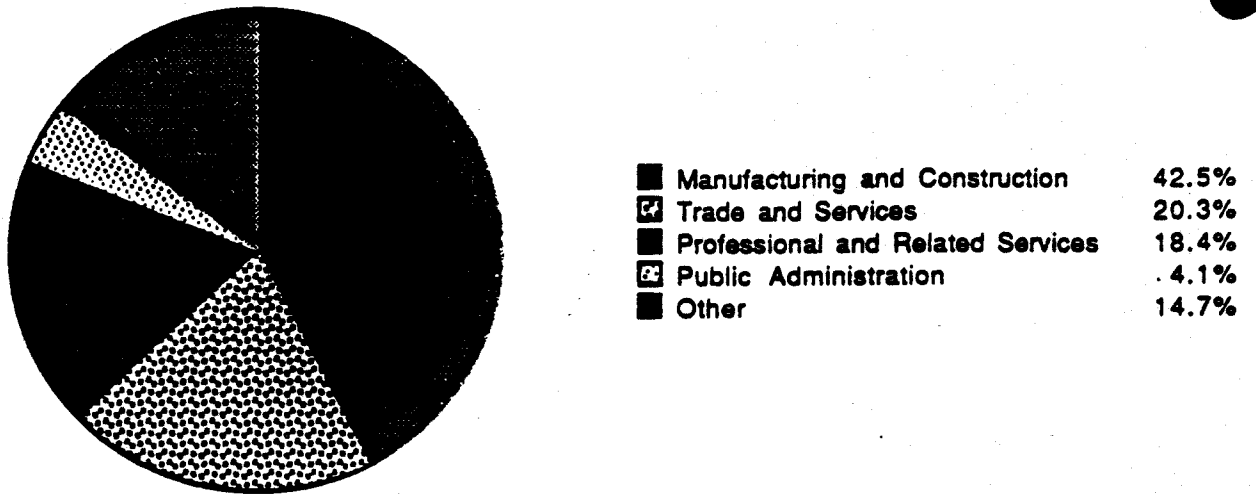
**Figure 5**

**Employment Data**

	<u>New Britain</u>			<u>Connecticut</u>
	<u>Employed</u>	<u>Unemployed</u>	<u>Unemployed %</u>	<u>Unemployed %</u>
Nov., 1987	36,894	1,443	3.1	3.2
1986	35,751	1,878	5.0	3.8
1985	34,958	2,351	6.3	4.6
1984	34,504	2,417	6.5	4.6
1983	33,502	2,867	7.9	6.0
1982	34,638	3,871	10.1	6.9
1981	36,028	3,065	7.8	6.2
1980	38,445	2,710	6.6	5.9
1979	37,056	2,289	5.8	5.1

Source: Department of Labor, State of Connecticut

**Figure 6A**  
**Employment in New Britain by Sectors**



Source: Bureau of Census, 1980

Figure 6B

## Employed Persons 16 and over by Industry Sector

	New Britain	
	#	%
Agriculture, Forestry, Fishing and Mining	148	0.40
Construction	1,153	3.10
Manufacturing:		
Non-Durable Good	1,686	4.60
Durable Goods	12,884	35.00
Transportation	800	2.20
Communication and Other Utilities	693	1.90
Wholesale Trade	1,055	2.90
Retail Trade	5,281	14.40
Finance, Insurance, Real Estate	2,785	7.60
Business and Repair Services	1,125	3.10
Personal, Entertainment, and Recreation	888	2.40
Professional and Related Services:		
Health Services	3,067	8.30
Educational Services	2,459	6.70
Other Professional Services	1,222	3.30
Public Administration	1,523	4.10
<b>TOTAL</b>	<b>36,769</b>	<b>100.00</b>

Source: Bureau of Census, 1980

The major employers in New Britain come from two of the three main sectors mentioned above, plus public administration. As Figure 7 illustrates, the four largest employers are: The Stanley Works, New Britain General Hospital, City of New Britain, and Central Connecticut State University. Their educational needs vary substantially.

**Figure 7**

**Major Employers in New Britain**

<u>Employer</u>	<u>No. of Employees</u>
The Stanley Works	2,800
New Britain General Hospital	2,000
City of New Britain	1,600
Central Connecticut State University	1,250
State of Connecticut	550
D&L	500
New Britain Memorial Hospital	500
Cold Metal Products	350
Skinner Valve -- Honeywell Inc.	325
TILCON Tomasso	300

Source: Municipal Action Council, Inc., City of New Britain

According to Grant Thornton's ninth and most recent "Manufacturing Climates Study", Connecticut ranked 16th among the 27 states with "high manufacturing" intensity (each of those 27 states contributed more than 2.08% of the value of U.S. manufacturing shipments and/or had an average of 16.74% or more of its work force in manufacturing during the last four years). Among those states New Hampshire was ranked first, Massachusetts was 6th, Vermont 12th, Rhode Island 15th, and New York 17th. State rankings are based on evaluations of 21 factors organized into the following five categories, with the more highly weighted ones listed first:

1. Labor costs, including wages and percentage of unionization.
2. State and local government fiscal policies, such as taxes and business incentives.
3. Resources, including availability of energy and skilled workers.
4. State-regulated employment costs such as workers compensation insurance rates.

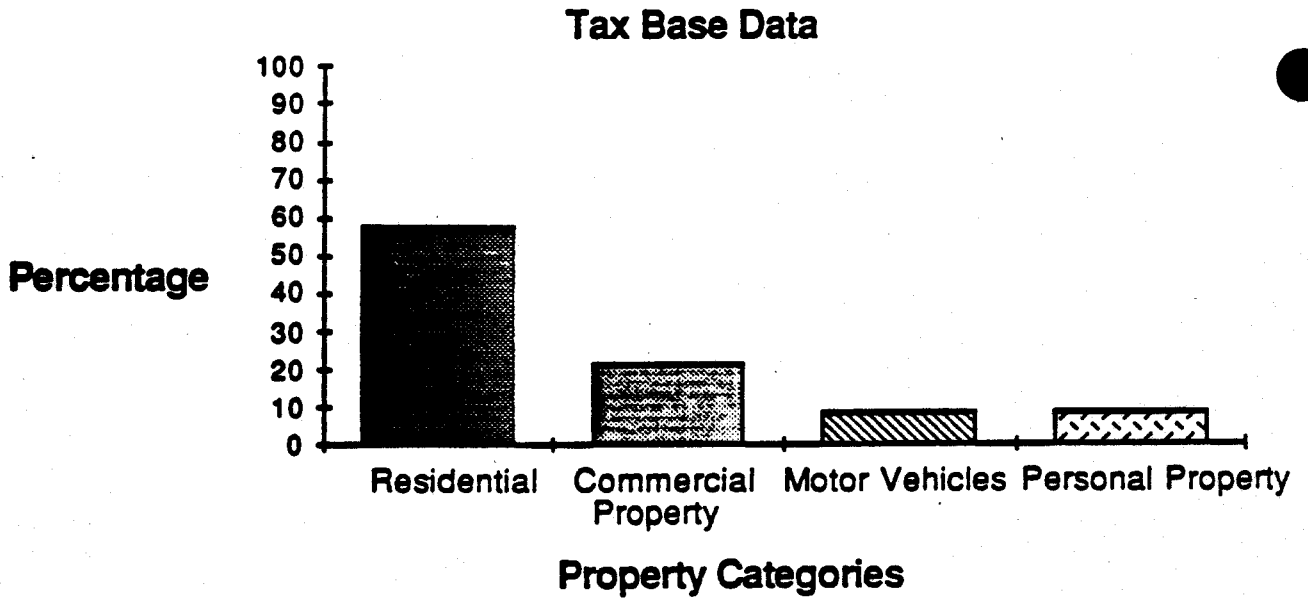
5. Selected quality-of-life issues such as education and health care.

The manufacturing sector, although still a major employer in New Britain, has declined steadily since 1965. In 1965 there were 17,030 manufacturing workers and 14,200 non-manufacturing workers. By 1975, there were 12,290 in manufacturing and 16,820 in non-manufacturing. In 1985, there were 9,180 in manufacturing and 19,440 in non-manufacturing. In short, there has been a dwindling number of manufacturing jobs in New Britain and a dramatic increase in non-manufacturing jobs. The 1985 Economic Development Plan called for support of the non-manufacturing sector by re-structuring the building space available to accommodate non-manufacturing needs, potentially those of business and government service offices. In short, New Britain realizes that its economy is in need of re-structuring, but the city has not yet implemented many of the changes needed to achieve the goal of significantly strengthening its base of office support services.

#### Tax Base of New Britain

The State of Connecticut relies upon local property taxes for a large portion of city revenues. Because of this structure, New Britain is at a disadvantage because of the limited availability of land for commercial development in the city limits. The 1985 Economic Development Plan recognized that, because of the land limitations and the dense population, attracting new development to the area while also maintaining effective government services will be extremely difficult. The city is very dependent on its residential base for taxes, a base which has a median income well below the state average. Yet, raising taxes on commercial property tends to inhibit development. The property tax structure is shown in Figure 8.

Figure 8



Even though New Britain has fiscal limitations, it has a sound bond rating with Standard and Poor's and with Moody's. The most recent bond issue was a General Obligation Bond dated April 1, 1988, for \$21,370,000. Most of the revenue from this bond was targeted for school improvement. Moreover, only 5.6% of the general fund goes to servicing the debt. But, even though the credit rating of the city remains excellent, the physical limitations of land availability and the fiscal constraint of a low median family income are still burdens which can only be eased by expanding the economic base of the city.

#### Public School Education in New Britain

New Britain was one of the first cities in the United States to offer public education, and the city presently has ten elementary schools, three middle schools, and one high school. A parochial school system has four elementary-middle schools (grades K-8), two middle schools and two high schools. There are also two special institutions in the city: the E.C. Goodwin Vocational High School, and the Klingberg Family Center with residential and outpatient services for emotionally disturbed children.

The public school system's population has declined by almost 25% in the last ten years. Some of this can be explained by the fact that New

Britain's population has declined since 1970, and consequently there are fewer school age children in New Britain. However, a relatively large number of New Britain's parents have sent their children to a parochial school rather than to the public schools, particularly at the secondary school level.

The public school system is operating below capacity in several of its buildings, particularly in the high school which operated 851 students below capacity in the 1987-88 academic year. As shown in Figure 9, there were 10,016 students in the New Britain school system in 1977-78, but just ten years later only 7,575 were enrolled in the public school system. Several people we interviewed told us that the attrition rate is much greater at the secondary level than the elementary. In 1977-78, there were 4,507 elementary students and 2,967 high school students in the public schools; by 1987-88 the elementary school enrollments were back up to 3,926 from a low of 3,314 in 1984-85, while enrollments in the high school had decreased.

**Figure 9**

**Enrollments in the Public Schools of New Britain**

<u>Year</u>	<u>Elementary</u>	<u>Middle</u>	<u>Secondary</u>	<u>Other Placement*</u>	<u>Total</u>
1977-78	4,507	1,938	2,967	604	10,016
1980-81	3,748	1,544	2,294	729	8,315
1983-84	3,399	1,350	1,697	724	7,170
1984-85	3,314	1,376	1,572	777	7,039
1985-86	3,444	1,347	1,553	827	7,171
1986-87	3,589	1,272	1,507	850	7,218
1987-88	3,926	1,367	1,507	765	7,575
	Projected				
1988-89	3,874	1,124	1,453	899	7,350
1989-90	3,946	1,161	1,384	925	7,416
1990-91	4,000	1,209	1,324	952	7,485

\*Other Placement includes both outside placements and special education students .

Source: 1988 New Britain, Connecticut General  
Obligation Bond Issue

The New Britain Public Schools offer a wide variety of special services and programs to students from pre-Kindergarten (age 3 if hearing impaired) to adults. There are four All-Day Kindergartens offered as a "magnet" program and part of the district's racial balance plan. In addition to the comprehensive curriculum in the public schools, including library/media centers in all schools and the growing use of microcomputers for instructional purposes, the elementary schools have a Skills Center/Pre-First Grade class, reading and math resource teachers, and a variety of enrichment programs utilizing the Hungerford Outdoor Center, the New Britain Museum of American Art, the Talcott Mountain Science Center, the New Britain Public Library and Youth Museum, and a variety of activities sponsored by The Stanley Works.

In addition to regular classes in language arts, math, social studies and science, middle school students take both home economics and industrial arts (both boys and girls in mixed classes) and physical education; they also take health education (including a unit on substance use and abuse) at each grade level. The middle schools Resource Program provides individualized remediation in reading and math skills for students needing such help. Self-contained classrooms are also provided for students requiring more highly structured programs of instruction that emphasize math and language arts skills development. Extracurricular activities include band, orchestra, chorus, and intramural sports.

In addition to the regular curriculum, including foreign languages of French, German, Italian, Latin, Polish and Spanish, special program offerings at the New Britain High School include:

- Advanced Placement or the University of Connecticut Co-Operative Program
- Computer Programming and Computer Math
- A comprehensive Industrial Arts Program, including the availability of a shared-time program with the E. C. Goodwin Technical School
- Alternative Vocational Education Program to develop entry level skills in metal machining
- Program for Initiating Careers (PIC) to develop other job entry skills



- Nurse's Aide Program
- A child care program with an actual in-house nursery school program
- English as a Second Language (ESL)
- Bilingual Program in Polish and Spanish (the Spanish bilingual program is offered K-12)
- Extensive intramural and extramural athletic programs
- A wide variety of extracurricular clubs and activities

District-wide special programs offered K-12 include:

- A highly regarded program for Gifted and Talented students
- The Arts in Education Program
- Special Education programs and services range from the least restrictive Learning Disabilities Resource Room for students needing supportive help in prescribed areas to full-time placement for:
  - Trainable mentally retarded students
  - Educable mentally retarded students
  - Socially and emotionally maladjusted students
  - Physically handicapped students
  - Visually impaired students
  - Bilingual Special Education
  - Language impaired students
  - Learning disabled students
  - Preschool (3 years old by January 1)
  - Developmentally delayed (5-7 years)
  - Multi-handicapped students
  - Intensive Day Educational Alternatives (grades 6 -12)

An extensive Adult Education program is also offered by the New Britain Public Schools. Offerings include:

- **Adult Learning Lab (nights) providing individualized self-paced instruction in basic literacy, math, writing, General Education Development (G.E.D. diploma) test preparation, and citizenship instruction at the Media Center of the high school. Free.**
- **The G.E.D. "Short Course" (nights at the high school in February-March). Free.**
- **Enrichment Courses (nights at the Adult Education Center) a wide variety of courses, including vocational ones, offered on a fee-paying basis.**
- **Learning Works (days), an individualized self-paced program that uses computers and a wide variety of instructional material to provide basic literacy, math, writing, G.E.D. test preparation instruction, and job readiness training. It is a joint venture with the Opportunities Industrialization Center (OIC) and is located at St. Mark's Church. It is a free "open entry-open exit" program offered year-round Monday through Friday.**

**Data from the New Britain Board of Education indicate that non-Hispanic enrollments in the public schools declined 24% from 1980 to 1986, while Hispanic enrollments increased over 27%. In 1986, 32.5% of public school enrollments were Hispanics. Total minority enrollments were 51% of public school enrollments in the 1987-88 school year.**

**Overall, the high school graduation rate in Connecticut ranks high among the 50 states. U.S. Department of Education statistics rank Connecticut in 10th place among the states, with an "adjusted graduation rate" of 80.4% in 1985. The national average that year was 70.6%. However, the dropout rates for minorities in the state are quite high, according to 1980 U.S. Census figures reported in the recent Connecticut Department of Labor publication, The Connecticut Workplace to the Year 2000. Black (non-Hispanic) adults had a dropout percentage of 43.1%, while Hispanic adults had a dropout percentage of 58.5%. That report also noted that, "Among residents of two of the state's three largest cities, overall adult population dropout percentages were on the order of 50 percent, and among Hispanic residents they hovered near 70 percent." The recent Hispanic Community Needs Assessment in New Britain (Summary Report, Revised 1/25/88) noted that among Hispanic adults in New Britain, 64% of the males and 61% of the females had not completed high school.**

Educational attainment levels in New Britain are below the average for the state as a whole. Only 60.8% of New Britain residents 18 years of age and older completed high school, as compared with 71.9% in the state of Connecticut (1980 Census; see Figure 10). Some of this deficit may be attributable to the demographic changes in New Britain, i.e., the immigration of large numbers of Puerto Ricans whose educational attainment is generally lower than other groups in New Britain. The proportion of residents who completed four years or more of college was 11.4% in New Britain and 18.6% in Connecticut. This statistic is somewhat surprising in light of the fact that Central Connecticut State University is located in New Britain and suggest that CCSU needs to determine how it can better meet the postsecondary education needs of the New Britain population, including its minority adults and children.

Figure 10

**Educational Attainment**

<u>Years of school completed age 18 and over</u>	<u>New Britain</u>		<u>Connecticut</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1-3 years high school	22,801	39.20	642,519	28.10
4 years high school	19,657	33.80	818,248	35.80
1-3 years college	9,120	15.60	398,161	17.50
4 years college	3,828	6.60	230,892	10.10
5 years or more college	2,790	4.80	194,000	8.50
Total	58,196	100.00	2,283,820	100.00

Source: U.S. Department of Commerce, Bureau of Census, 1980

Central Connecticut State University

Headcount enrollments in CCSU in the Fall of 1987 totalled 13,507. Figure 11 shows changes in headcount enrollments from 1984 to 1987.

In the last three years total enrollment at CCSU increased slightly (1.3%) while graduate enrollment increased significantly (20.4%) and undergraduate enrollment decreased somewhat (-2.8%).

Figure 11

Comparison of 1984 and 1987 Headcount Enrollments at CCSU

	<u>General Fund</u>		<u>Extension Fund</u>		<u>TOTAL</u>
	<u>Under-grad</u>	<u>Grad.</u>	<u>Under-grad</u>	<u>Grad.</u>	
1984	6,764	249	4,189	2,131	13,333
1987	6,298	375	4,343	2,491	13,507

	<u>Total Undergraduate</u>	<u>Total Graduate</u>	
1984	10,953	2,380	13,333
1987	10,641	2,866	13,507
Difference:	- 312 (-2.8%)	+ 486 (+20.4%)	+ 174 (+1.3%)

Source: Connecticut State University Fact Book, March, 1988

The 1985 Five Year Institutional Plan

In 1985, Central Connecticut State University undertook a five year plan which would guide the administration in its management practices until 1990. The main thrust of the plan was to maintain what is called a "steady-state" enrollment: a slight decline in the undergraduate population and an increase in the graduate school population. The plan also re-emphasized the mission of the University, that of providing "low cost, high quality, and conveniently accessible higher education opportunities in a wide range of teacher education, liberal arts, and career programs at the bachelor's, master's, and sixth year level." In addition, the plan called for an increase in part-time students, the further development of three baccalaureate degree programs (management information systems, engineering technology, and public administration) and five master's degree programs (computer science, engineering technology, management information systems, and options within the master of science in organization and management for educational administration and for public administration), and noted the the possibility of doctoral programs.

The actual enrollment at CCSU is somewhat below the projections made in the five year plan. However, the general goal of decreasing full-time enrollments and increasing part-time enrollments has been realized. Significant progress has also been made in increasing the number of graduate students.

### Age Group Comparisons

The age of the students who are now attending CCSU at both the undergraduate and graduate levels has changed slowly over the past three years. Overall, the median age of the students has increased. More importantly, the increase in part-time students, which was anticipated in the five year plan, has occurred. There are fewer students attending full-time but more attending part-time, and those who are attending part-time are not necessarily older students. There was a significant decrease of full-time undergraduate students in the 15-19 age range and an increase in full-time undergraduate students in the 20-29 range, but there was a three-fold increase in the number of undergraduate students in the 15-19 age group attending CCSU part-time. For the graduate students, there was an increase of 42 full-time students in the 25-29 age range and, more importantly, there was an increase of 160 part-time graduate students in the 35-44 age group. Figure 12 shows the changes from 1984 to 1987 in the age groups, in the number of full-time and part-time undergraduate and graduate students.

Figure 12

## Age Group Comparisons of CCSU Students

<u>Age Group</u>	<u>Full-time Students</u>			
	<u>Undergraduate</u>		<u>Graduate</u>	
	<u>1984</u>	<u>1987</u>	<u>1984</u>	<u>1987</u>
15-19	2,915	1,957	0	0
20-24	3,326	3,680	57	83
25-29	289	396	88	130
30-34	125	132	47	64
35-39	69	83	30	45
40-44	22	34	19	28
45-59	17	11	8	23
60+	1	5	0	2
Total	6,764	6,298	249	375

<u>Age Group</u>	<u>Part-time Students</u>			
	<u>Undergraduate</u>		<u>Graduate</u>	
	<u>1984</u>	<u>1987</u>	<u>1984</u>	<u>1987</u>
15-19	114	369	0	0
20-24	1,283	1,312	60	185
25-29	1,084	1,005	533	596
30-34	676	697	541	556
35-39	462	420	404	483
40-44	226	254	279	360
45-59	253	234	263	274
60+	91	52	51	36
Total	4,189	4,343	2,131	2,490

Source: Connecticut State University Fact Book, 1988

### Admissions Practices at CCSU

The admissions practices at CCSU have changed somewhat over the past five years. There are fewer applications to the General Fund programs (although the trend reversed in 1987), there are also fewer who

were offered admission and consequently fewer who enroll (see Figure 13). This is a positive development for several reasons. In 1984, the school was unable to accommodate 1208 students because of a shortage of dormitory space. Though the school is still unable to accommodate all who apply for on-campus housing, students who meet the upgraded admissions criteria have a greater chance of being accommodated in on-campus housing. Further, the upgraded admissions standards are consonant with those outlined in the five year plan.

Figure 13

CCSU Admissions to General Fund Programs

<u>Year</u>	<u># of Applications</u>	<u># Offered Admission</u>	<u># Enrolling</u>	<u>% Offered Admission Enrolling</u>
1983	6,661	4,584	2,543	55%
1984	6,639	4,573	2,393	52%
1985	6,295	4,324	2,264	52%
1986	6,213	4,301	2,218	52%
1987	6,518	4,315	2,187	51%

Source: Central Connecticut State University Research Office

Figure 14 shows the enrollment trends for full-time students in General Fund programs. Liberal Arts enrollments have declined slightly from a high in 1985, enrollments in Business have declined from a high in 1984 (not shown), and Industrial Technology enrollments declined in 1987 from a high in 1986 (not shown). However, enrollments in Teacher Education have increased substantially from a low in 1985, and Nursing enrollments are growing at a very significant rate.

Figure 14

CCSU Enrollments in General Fund Programs 1983, 1985, 1987

	<u>1983</u>	<u>1985</u>	<u>1987</u>
Undeclared	957	699	734
Liberal Arts	1,261	1,319	1,276
Business	2,579	2,667	2,342
Industrial Technology	466	551	497
Nursing	5	25	63
Teacher Education	915	881	1,115
Other Career	602	461	271
Total	6,785	6,603	6,298

Source: Connecticut State University Fact Book, 1988

Characteristics of Entering Freshman

In April, 1988, CCSU's Research Office conducted a longitudinal study, one element of which compared the 1987 incoming freshman class to the 1968 freshman class. This comparison (see Figure 15) illustrates some of the changes that have taken place, especially the change from a university whose primary goal was the preparation of teachers to one which now offers broader career preparation. There was also a significant decline in the mean SAT score and high school rank for the 1987 class compared to the 1968 class. There was also a decrease in the percentage of out-of-state freshmen students. The percentage of freshmen enrolling in Arts and Science increased somewhat, the percentage enrolling in Business has increased dramatically, and the percentage enrolling in Education/Professional Studies has decreased dramatically from the Fall of 1968.



Figure 15

Entering Freshman Only

	<u>Fall 1968</u>	<u>Fall 1987</u>
Applications	4,142	4,563 *
Accepted	2,568	2,920 *
Enrolled	1,103	1,142
Out-of-State Students	12%	8%
Men*	47%	48%
Women*	53%	52%
SAT Mean Scores	978	880
High School Rank*	72%ile	61%ile
Retention Rate*	52%	52%
Academic Preferences:*		
Arts and Science	20%	27%
Business	10%	42%
Education/Professional Studies	70%	23%
Technology	0%	8%

\*All figures based on 1968 and 1987 enrollment.

Source: Central Connecticut State University Research Office

Discussion

Central Connecticut State University is one of a large group of U.S. institutions which has made the transition from state normal school to state college to regional state university. The faculties, administrators, and trustees of that group of institutions have accomplished that difficult transition with the approval of state legislatures, but usually with a great deal of soul searching, vigorous debate about institutional mission and roles, and even conflict regarding program priorities -- often in the face of limited resources. In addition, the relatively recent concern about duplication of degree program offerings among state institutions has frequently resulted in state-level actions to differentiate the missions and roles of the various segments of higher education within state "systems" of higher education.

There has been considerable debate about the effects of these actions on public policy goals of: (1) enhancing student access to higher education, and (2) maintaining student choice among programs. Debate has also

focused on the cost of achieving those goals. More recently there has been much debate about restricting enrollments in selected programs and/or the development of new programs in areas such as engineering, business, allied health, and the like. Academics, elected and appointed officials, and business leaders have begun to realize that the presence or absence of certain programs at local colleges and universities can have a significant effect on the economic development of states and regions. Recent publications by the American Association of State Colleges and Universities (AASCU)<sup>1</sup> have addressed a number of problems in and potentials for the effective involvement of colleges and universities in economic development. These publications relate the state university's traditional roles of teaching, research to public service and the new and emerging needs associated with regional and state economic development.

As observed by members of our Project Team (primarily those with extensive experience in the administration and governance of universities and state college systems), CCSU has apparently made the transition to a regional state university with less internal strife than has been the case at many similar institutions. However, it has not yet achieved the status, and the characteristics, of a comprehensive regional university. Nor would such an achievement be expected in the few years that have elapsed since it was officially named a university.

The important point here is that CCSU's constituents in the Central (capital) region of Connecticut appear to want CCSU to behave (and "serve") in the manner of a comprehensive regional university. Those constituents include: local and state government officials, economic development agencies, social service agencies, and employers of all sizes and kinds -- including, importantly, manufacturers and health care organizations.<sup>2</sup>

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<sup>1</sup>The Higher Education-Economic Development Connection: Emerging Roles for Public Colleges and Universities in a Changing Economy, AASCU, 1986. Issues in Higher Education and Economic Development, AASCU, 1986.

<sup>2</sup>We did not survey high school seniors nor community college students in the region, so we cannot attest to their expectations of CCSU. However, in spite of the fact that student applications for enrollment at CCSU rose substantially this last year, "fully half of the state's college-bound high school seniors enroll in out-of-state institutions." The quotation, from a 1988 report by the Board of Governors for Higher Education, Making the Case for Connecticut Higher Education, suggests to us that Connecticut's institutions of higher education are not meeting the expectations of those students who leave the state.

A fundamental characteristic of a comprehensive university is balance among the three traditional roles of teaching, research, and service. Currently, as well as traditionally, the predominant emphasis at CCSU is on teaching. That emphasis is reinforced (and maintained) by the expectation that the faculty's teaching load will approximate 12 credit hours per semester. Such a full teaching load leaves very little time for research and service, and the institutional emphasis on teaching provides virtually no incentive for faculty research, service, and off-campus involvements.

Institutional emphasis on research is, of course, closely linked with emphasis on and the scope of graduate programs, even if those emphases are not institution-wide. CCSU is obviously building its graduate programs, and it plans to increase its faculty to help accommodate that growth. However, it seems likely that substantially more faculty will be needed in major graduate programs, and particularly to support the needed emphasis on research associated with those selected graduate programs, to achieve desired and externally visible levels of excellence.

Increased institutional emphasis on the role of service is somewhat easier and less expensive to achieve than an equivalent emphasis on research. In addition, the emphasis on service is at least as important in terms of CCSU's involvement in the regional community, its support for economic development, and its reputation in the region. Enhanced involvement with and service to the surrounding community can be more institution-wide than the research emphasis and it is not nearly so dependent upon graduate programs of excellence. Needed are reduced teaching loads for individual faculty committed to significant service activities, additional faculty for departments in which those faculty are located (to compensate for the reduced teaching loads), and systematic recognition of the service contributions of individual faculty and their departments.

Until recently, CCSU has been generally regarded as "insular" -- as being "in" the Central region (and New Britain), but not "of it". The Extension Division (now the College of Continuing Education) and the "Co-op" program were the only two units perceived as truly community-oriented -- and even the Co-op program has less than 15 percent of its student placements in New Britain. Only a few faculty and administrators were recognized as active and visible proponents of community involvement and service. With the recent arrival of the new President and several other administrators, that picture has changed.

A major constraint on the desired development of CCSU as a comprehensive regional university is the availability of necessary physical facilities. The campus is "land-locked", there are insufficient student dorms, parking is a pervasive problem, and instructional space (to say nothing of research facilities) is severely lacking.

The facilities limitations adversely affect student campus life. The great majority of students commute -- including all of the increasing proportion of part-time students. Most students work, at least part-time. The campus is virtually deserted from Friday to Monday morning as large numbers of the "resident" students return home. "Holistic" education is difficult with the limited number of resident full-time students. Athletics is the only majority student activity on which there is a general focus. These shortcomings of campus life, with few compensating student involvements in community life, do not add to the attractiveness of CCSU.

In light of the above, it is likely that the principal reasons students attend CCSU are: (1) to take courses, and (2) to get a degree. Such reinforcement of the teaching role of the institution makes it even more difficult to balance that role with those of research and service. Consequently, given CCSU's resource and facilities limitations, becoming a comprehensive regional university -- and thus meeting the needs and expectations of the region -- will be a difficult and long-term process of development.

### III. RESULTS OF INTERVIEWS ON-CAMPUS

The M & H GROUP Project Team carried out interviews and focus group discussions with 30 members of the CCSU faculty and administration. In the structured interviews and the more open ended focus group discussions, we concentrated mainly on three study issues: 1) the relationship of CCSU with its environment, including both the City of New Britain and the Central Connecticut region; 2) the role of CCSU in economic development; and 3) the proposed downtown facility for CCSU. This chapter reports on the results of these on-campus interviews and shows the pattern of those results. As usual on most campuses, there was considerable diversity of opinion. However, the differences in views concerning the educational mission of the University are worth noting.

#### Relationship of CCSU with its Environment

Interviewees, in general, agreed that there was at least a psychological distance between CCSU and the city of New Britain. As a general pattern, people new to the campus seemed more aware of and concerned about that "town-gown" separation than those with a long history at CCSU. However, most interviewees recognized that while CCSU's involvement in the Greater New Britain area is increasing, most involvement has been through the College of Continuing Education and the Cooperative Education Program.

Virtually all of those interviewed noted that, as a regional university, CCSU's mission is to serve the educational needs of the Central Connecticut region. Accordingly, there was substantial resistance to the idea that the University should limit its focus to the revitalization of downtown New Britain, rather than develop and offer programs and services for the whole Central Connecticut region. Several people indicated that both interests could be served, through a downtown facility, if it was planned and managed well.

There was also evidence that a number of CCSU's faculty and a few administrators believe the University must continue to emphasize its teaching role. Those people tend to believe that the University's overriding responsibilities are to offer quality programs and produce well educated graduates. By implication, their definition of "service" includes programs to serve students and the academic reputation of the institution. Service to the community seems to be farther down on their list of priorities -- except for the aforementioned production of graduates qualified for employment in the region.

Most of the interviewees support the notion that the University should have a greater impact on the Central Connecticut region -- primarily by graduating students equipped to take advantage of a broader range of employment opportunities in the region. Consequently, some wished to expand the range of educational programs offered. However, many of them acknowledged that incursions into the programmatic "turf" of institutions such as the University of Connecticut and the University of Hartford would be resisted.

Similarly, there was also a group of faculty, many of whom support increased involvement with the community, who felt that CCSU cannot exist in a "vacuum" and that programs must be offered which meet specific needs within the Greater New Britain community. Several people noted that such programs, particularly those offered by the professional schools (Business, Technology, Education), should be marketed much more effectively -- including outreach efforts to extend services to the community. This expansion of programs and their marketing to meet the needs of the community was deemed to be an effective way of serving the educational needs of not only the community, but also of the larger region.

Another relatively small group indicated that significant outreach efforts involving more continuing education offerings would threaten the quality and the academic integrity of the programs currently being offered at CCSU. This group favored committing available resources to upgrading and improving those programs which are central to the present mission and the traditional role of the University.

One of the units noted for its outreach efforts is the large and growing College of Continuing Education. Last year enrollments in the College of Continuing Education exceeded the day-time enrollment (6,500 vs. 6,200). This enrollment consists of non-matriculated students, part-time matriculated students, all summer session enrollments, and non-credit enrollments. To service these students, the College performs its own admissions, registration and counseling functions. However the academic control of credit course offerings and new faculty selection remain with the academic departments.

The College of Continuing Education is undergoing a major shift in its orientation. In the past, the College was regarded as more reactive than proactive. The new stance embraces more aggressive efforts to serve the community and the region. The following changes are planned:

- Re-establishment of the Elderhostel after an eight year hiatus.
- More emphasis on non-credit course offerings. While schools in the University offer non-credit courses through their various centers, such offerings are being reduced.
- A Weekend Academy and other course scheduling changes which will allow a student to obtain a degree by attending classes early on weekday mornings and on Saturday.
- The Continuing Education Unit (CEU) is to be offered.
- A Bachelor of General Studies program is being planned.

The Cooperative Education program is also noted for its outreach efforts. It currently has 600 students in 500 placements per year with approximately 150 different organizations. Half of these students are in programs of the School of Business. Surprisingly, less than 15% of the organizations participating in the Cooperative Education program are located in New Britain, with the remainder being within a 30 mile radius of New Britain. The Cooperative Education staff spend 40% of their time off-campus "selling" CCSU programs and students and projecting a diversified image of the University to organizations in the region. Other outreach activities include the establishment of the Cooperative Education Advisory Board and presentations to that Advisory Board by CCSU deans who describe the nature of their respective school's programs. Staff believe the program is an effective outreach mechanism for the University because it links the academic departments and faculty with the "real world".

### Role in Economic Development

Among those who favored CCSU's support of economic development, there was consensus that the University should serve the economic development of the entire Central Connecticut region. Despite this consensus on a regional perspective, there was diversity of opinion regarding the concrete actions the University should undertake to support economic development. Representatives of the School of Technology noted that, "Almost every manufacturing industry is represented in Connecticut and most of those companies are within 15 miles of Hartford and New Britain". Several people suggested that the School contract to develop and deliver specific training programs to companies in this region,

e.g., expand the outreach of the Center for Industrial and Engineering Technology (CIET) programs and services.

There was general support for expanding outreach services to small businesses in the region, including effective utilization of the newly approved and funded Business Development Center. Provision of the management education needed by area businesses, health care providers, and other non-profit organizations was also suggested as an outreach service that could be more aggressively marketed by the School of Business.

A Conference Center/Cultural Center was mentioned as a needed resource for the community, and as one in which CCSU might be extensively involved -- and possibly operate. If a hotel/restaurant management program is established in cooperation with one or more community colleges in the area, it was suggested that such a program could be linked with the Center, perhaps in the proposed downtown facility of CCSU.

Still another suggested outreach program is the establishment of additional partnerships with various school districts in the region, beginning with the New Britain School District. It was noted that communities in the region tend to be independent and sometimes even parochial in their outlook, but a true partnership may foster trust in CCSU by the local communities. Multi-dimensional planning is seen as a pressing need of these communities, and some faculty believe they can facilitate the planning process in the region. There were also a few comments regarding needs for retraining of displaced workers, for programs to increase the employability of the unemployed, and for more child care facilities -- especially for working mothers, but interviewees were generally uncertain about the role CCSU should play in these areas.

### The Downtown Center

Views regarding the appropriateness -- and the probable effects -- of the proposed downtown center illustrated the two different perspectives concerning the mission of CCSU. Many indicated that the downtown center would be an excellent vehicle for offering needed outreach programs and community services. Others believed that moving traditional academic programs to such a center would adversely affect the academic integrity of University programs and would represent a departure from the primary teaching role of the institution. Other people suggested that a downtown center would divide the campus and would



cause administrative problems, programming difficulties, and faculty discontent. They contended that a downtown center would blur the true mission of the institution by focusing on the development of downtown New Britain rather than serving regional needs. The majority of the faculty interviewed acknowledged the risks of such a venture but, rather than dismiss the proposal as being outside the mission of the University, they proposed that policies and practices be developed -- through careful planning -- which would minimize problems likely to occur in the development and use of the downtown center.

Among those who opposed establishment of the center, most were concerned about the problems of managing a split campus. One example cited of an unsuccessful split campus is that of Eastern Connecticut State University. The library is on one campus while the administration is on another. It was reported that students feel isolated from "the other campus", and that some key administrators of the University may not see a student for days. Western Connecticut State University, on the other hand, is apparently regarded as a more successful split campus. The main campus is downtown, and the Ansell School of Business is located on the Westside campus. Food service is maintained on both campuses, but some comments indicated that the problem of transportation between campuses still exists.

Other issues arising from a split campus include those of establishing a networked communication system and maintaining student services on both campuses. One individual observed that the student services offices at CCSU presently close at 4:30 P.M., and that it is difficult for anyone in an off-campus setting to get needed assistance. There was concern that this problem would increase with the establishment of a downtown center. Also, the safety of students in downtown New Britain, especially in the evening, was cited by some of those we interviewed as a potential problem for a downtown center.

As indicated earlier, there was also substantial support for the venture. Continuing Education staff enthusiastically view the center as a logical extension of their outreach programs. Since health care is obviously growing in the region and since health care professionals are in need of a variety of continuing education programs, the downtown center was seen as a more convenient location in which many of those programs could be offered. The School of Business, or possibly its graduate programs, was suggested as another unit that might be advantageously located in the downtown center, especially because of its need to further develop its relationships with businesses in the region. Staff of the Cooperative

Education Program, as was the case with some other programs and schools, wish to remain on campus, near the concentration of their students. Representatives of the School of Technology suggest that because of the equipment-intensive nature of technology programs, the relocation of those programs to the downtown center would be expensive and counter-productive.

It was widely acknowledged in these discussions that CCSU has very limited space -- for instruction, dorms, faculty offices, and so on -- and that the campus is effectively "land-locked". Accordingly, there was eventual agreement -- by most interviewees -- that some CCSU operations should be moved to accommodate the growth of operations that should remain on or close to the campus (e.g., dormitories). Consequently, there appeared to be a consensus that the question should not be "Should a downtown center be established?" but rather "What units and programs should be relocated to the center?" and "How can those relocated activities be managed so to maximize institutional effectiveness in serving students?"

#### IV. THE NEEDS OF HEALTH CARE PROVIDERS

Members of the M & H Group Project Team interviewed eleven administrators and managers of various health care organizations and three health care educators in the Greater New Britain area. This chapter reports the views of this group of 14 people regarding trends in health care needs and the needs of health care organizations. Also reported are the opinions of these people regarding suggested roles for CCSU in meeting the identified needs, and their interest in a public service partnership involving CCSU with various health care providers.

##### Health Care Needs in the Greater New Britain Area

Judging from these interviews and from visitations by Project Team members, the variety of health care provided in the area is broad and its quality seems to be high -- better than in most other areas of the country. Also apparent are the prospects (and plans) for continued expansion and improvement of health care and its delivery in the area. Interviewees noted that access to quality health care needs to be improved for minorities, poor people, and older people. Other changes that will also affect the roles of health care personnel -- and their education and training -- include:

- The increasing utilization of sophisticated, high tech procedures;
- The increasing number and proportion of older people in the patient population;
- Much more emphasis on ambulatory care, home care, and nursing home care; and
- The increasingly complex management functions being performed by administrators, managers and supervisors in health care organizations.

With the continued expansion of health care operations in the area, there will be a growing demand for health care personnel of all types. As in practically all areas of the country, there will be an acute and increasing demand for nurses. One of the major hospitals in the area has an 11% shortage in its nursing staff, in spite of vigorous recruitment efforts; and its representative expects that situation to get worse in the next two years. The nursing school from which the hospital obtains most of its entry level nurses has seen enrollments decline by 35% and, when attrition is

included, the number of nurses being graduated is down about 40% from the projected level. One high school in the area surveyed its graduating class of 300, and it found that none of the seniors was planning to pursue a career in nursing. Only one even expressed interest in the profession.

A second critical need mentioned by those we interviewed was the shortage of allied health professionals. In addition to nurses and nurse assistants, this shortage includes lab technicians, X-ray technicians, other technicians and lab assistants, physical and occupational therapists and their assistants, counselors, paramedics, medical transcriptionists and others trained at the sub-baccalaureate level. One reason for this shortage appears to be the lack of counseling in both high school and college regarding the employment opportunities in these occupations. One person commented that these occupations would be excellent career opportunities for displaced workers and minorities--if they could receive the needed education and training.

A third critical need cited in the interviews was the need for social workers and case work managers in health care facilities. This need is projected to increase with the aging of the population of New Britain and as more Hispanic families migrate into the area.

A number of specific training needs were also cited in the interviews. As noted above, there is an increasing need for ambulatory care, nursing home service, home care services and geriatric care. Consequently, the education and training of nurses and other health care professionals must adapt to these changing needs. As the population ages, nursing home care and home care for geriatric patients will become critical issues in the New Britain area.

In addition, since the administration of health care organizations is becoming more and more complex, the individuals in management positions need continuing education and training in general management, financial management, accounting practices for nonprofit organizations, and strategic planning and management. This need was cited by representatives of all the various organizations the Project Team interviewed, from volunteer home care organizations to hospitals.

There was another, and different, need mentioned which is related to both training and career development. Several of the people interviewed believe that career ladders must be established in the allied health professions. Such a ladder could offer basic and appropriately defined entry level positions with an educational requirement of a six month

certificate, and advancement up the ladder would be based on advanced training and increased competence in the profession. The development of successive Associate degree, Bachelor's degree, and Master's degree programs in specific fields (such as has been done in nursing) is a prerequisite to the establishment of such ladders in the various fields. One individual noted that the opportunity for vertical mobility would allow those who are not likely to enroll in a four-year college program to enter an occupation near the bottom of the career ladder with minimal training, and then progress up the ladder to positions of increased responsibility with further education. Poor people, minorities and displaced workers were believed to be the ones who would most likely benefit from such a career/educational ladder. Continuing education is regarded as the major instrument needed to make such a ladder practicable.

### The Role of CCSU in Meeting Identified Health Care Needs

The great majority of those interviewed believe that CCSU can meet more, but certainly not all, of the needs of the area's health care industry. Although a few people felt that CCSU could provide some of the outreach necessary for the recruitment of individuals into specific health care fields, most believe that CCSU should concentrate on meeting specific education and training needs. It was generally believed that the development and implementation of outreach programs and the coordination of the education and training program offerings should be a cooperative venture between CCSU, the health care providers, and other educational providers in the area.

CCSU has a small, rapidly growing and very well regarded nursing program which enables R.N.'s to earn B.S. degrees. The program was established in 1981 in order to provide a B.S. degree to R.N.'s holding diplomas and Associate degrees. It now has 158 part-time students and 63 full-time students. There are four full-time and 68 part-time faculty in the program. The program is presently in a period of change because of the growing number of students, including full-time students. As a result, classes which had begun at 4:00 P.M. must now begin earlier. Also, the program is in need of additional clinical training sites in the Central Connecticut region. According to those interviewed, this program must be expanded to meet the increasing need for nurses with R.N.'s to earn B.S. degrees and M.S. degrees. One person suggested a loan forgiveness program through which 25% of a nurse's tuition cost could be forgiven for each year of employment in specific local hospitals as one recruitment strategy. (Such a program would be similar to that established by the

state to support the preparation of Industrial Arts teachers - also deemed to be in short supply.)

A second need which interviewees believe CCSU could meet is the education and training of allied health professionals, medical social workers, and counselors. In the case of counselors and social workers, a Bachelor's degree is necessary, and a Master's degree is often preferred. However, for some of the allied health professionals such as technicians and lab assistants, a cooperative program with community colleges and health care providers could meet this need, with CCSU providing continuing education in these fields. The involvement of health care providers would be necessary to provide the required clinical experience.

The need for continuing education programs for allied health professionals, nurses, and health care administrators was viewed by most of those interviewed as a very important need which CCSU could meet. These programs would include the management and finance training cited by the administrators, the continuing education courses for technicians and lab assistants trained in Certificate and Associate degree programs, and a nursing program for R.N.'s who want to obtain a B.S. or M.S. degree in Nursing. We want to underscore that CCSU would not be the sole provider of these services, but as one major provider working in collaboration with community colleges and a variety of the health care providers in the area.

#### Level of Interest in a Public Service Partnership

There is presently widespread support in the health care community for the creation of some sort of a health care center. Such a center would serve the interdependent needs of health care providers and health care educators in the Greater New Britain area. There are two models which were discussed during the interview process. The first, a Center for Health and Social Services, is a broadly -- and, as yet, inadequately -- defined combination of the various needs cited by those interviewed. The second model, The Center for Health Professionals, has already been proposed to the Committee by CCSU staff. Both models would serve a number of needs which are presently unmet in the area.

As denoted by its title, The Center for Health and Social Services would be somewhat broader in scope than the proposed Center for Health Professionals. One of its roles would be to serve as a cooperative planning organization for area institutions offering educational programs in health care (e.g., CCSU, the University of Connecticut Health Science

Center, and nearby community colleges). The area's health care providers, including those offering training programs and clinical training opportunities should also be involved as partners in the coordinated planning of health care education programs

The Center's planning role should embrace not only the development and analysis of needed planning information, but also the coordination of institutional plans for the expansion or modification of existing education and training programs, including clinical training opportunities. The partners involved in the Center would also work together in assessing the needs for additional health care personnel and for new programs, and in planning the needed new education and training programs -- the nature/level of the program, the needed size (desired enrollment) of the program, which institution(s) should offer courses and programs at what level, and where.

The Center could also be a site at which some of the continuing education programs could be delivered at convenient times for people working in the area. Programs and courses offered should be both for degree credit as well as non-credit. There is an obvious need for CCSU's School of Business to be involved in the delivery of the specialized management courses for health care administrators.

Another role the Center could play would be to plan and coordinate the execution of actions to stimulate area-wide interest in health care careers, and to attract students to advertised educational programs that will prepare them for entry level positions in their selected occupation. Associated with this marketing, recruitment and occupational counseling role is the complementary role of developing and implementing a career/educational ladder for specific occupational areas in the health care field.

A number of interviewees also expressed interest in the proposed Center for Health Professionals. (See Appendix D for a description of this proposed center.) In general, it would be a partnership of CCSU with other educational institutions and health care providers, including New Britain General, Bradley Memorial, Bristol Hospital, and New Britain Memorial Hospital, to provide educational programs and services (including continuing education). As envisioned, the Center would meet the needs of approximately 3,000 practicing health professionals who wish to remain current with advances in their field and provide opportunities for such professionals to explore career opportunities in related fields.

## V. NEEDS OF MANUFACTURING AND CONSTRUCTION COMPANIES

Structured interviews were conducted with 15 people in management positions in companies and labor union regarding trends and needs in the industrial sectors of manufacturing and construction. Companies represented in those interviews are located in the Greater New Britain region, mostly within the city. Two of the very large multi-national companies are headquartered near New Britain; only one such company, The Stanley Works, is still headquartered in New Britain.

Important data regarding trends in the manufacturing sector of the region were obtained from the New Britain Chamber of Commerce including the nature, size and location of the manufacturing companies in the region. A number of other interviewees also commented on trends and needs in manufacturing, including elected and appointed public officials. Similarly, interviewees whose views are reported in this chapter also commented on educational and economic development needs of the region, and of other sectors of the regional economy.

### Characteristics of the Manufacturing Companies

Conventional wisdom, as reflected in many publications regarding the future of manufacturing in the state, forecasts a continued decline in manufacturing employment. By contrast, most of the people we interviewed who were involved in manufacturing were bullish about the prospects of employment growth in the region's manufacturing companies. Concerns about the future of manufacturing companies focused primarily on existing inefficient plants, high-cost labor-intensive operations, and the degree to which manufacturing companies depend on a continuing flow of orders to produce defense-related products.

Our interviewees believe that the regional employment decline in manufacturing has virtually bottomed out with the moves, closures and restructuring of high-cost, inefficient operations. The sizable number and the very large proportion of small, low-cost, specialized manufacturing firms with considerable high tech components (both in products as well as in manufacturing processes) is reason for optimism regarding regional employment growth in manufacturing in the Greater New Britain region.

As described in a recent publication by the New Britain Chamber of Commerce, half of the 193 firms listed as being located in New Britain are



manufacturing firms.<sup>3</sup> Of that group of 97 firms, 76 (or 79%) have fewer than 26 employees. Only five have more than 250 employees. In five of the communities surrounding New Britain, the number of manufacturing firms total 85. (Berlin and Plainville lead with 26 and 24 manufacturing firms, respectively; Kensington has 16, East Berlin 12, and Newington has 7.) Of those 85 nearby manufacturing firms, 90% have fewer than 51 employees; only two have more than 250 employees.

In the total group of at least 182 manufacturing firms in the Greater New Britain region, machining and other metal-working technologies predominate. Most provide parts and components to large high tech companies in Connecticut and elsewhere, and a substantial amount of that work is defense-related.

It is generally acknowledged that small firms (with fewer than 250 employees) will provide the preponderance of new jobs, perhaps as much as 80% of new job growth. Since 175 of the 182 manufacturing companies in the Greater New Britain region have fewer than 250 employees, the prospects for employment growth in the manufacturing sector of the region's economy would appear to be most favorable. In addition, many highly skilled manufacturing employees are reaching or approaching retirement age; appropriately educated replacements must be developed. Further, large numbers of displaced manufacturing workers must be retrained for jobs requiring further education in the use of new technologies. The opportunities for CCSU to serve these educational needs in the region's manufacturing sector are very significant.

#### Relationships of Manufacturing and Construction Companies with CCSU

Most of the manufacturing and construction company representatives we interviewed noted that their company had relatively little contact and involvement with the University. (If we had interviewed managers at lower levels in these companies, they might have indicated more extensive involvement with CCSU.) They used CCSU as one of several sources of new employees and as a source of continuing education for their employees. Most frequently hired by the larger companies were CCSU graduates with undergraduate degrees in the liberal arts and sciences for entry level white collar (including professional level)

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<sup>3</sup> 1988 NEW BRITAIN INDUSTRIAL GUIDE: A Compendium of Industrial and Manufacturing Firms in the Greater New Britain Area. New Britain Chamber of Commerce

positions. Larger companies seem to prefer to hire engineers (with both B.S. and M.S. degrees), from U. Conn. and the University of Hartford, and from prestigious out-of-state institutions, rather than graduates from CCSU's technology programs. They also preferred graduates with MBA's from such institutions, rather than B.S. and M.S. graduates from CCSU's School of Business. When queried on these preferences, interviewees indicated that they valued the higher "engineering content" of engineering programs and the quality reputation of the engineering and business programs of "established" schools.

Representatives of small companies noted that their company most frequently hired CCSU graduates from undergraduate programs in business and technology. Several companies, most located outside of New Britain, utilize CCSU's Cooperative Education program; virtually all of the comments about that co-op program were positive. Some negative comments were made about the program's extensive paper-work requirements, but mostly by representatives of large companies.

Continuing education courses, some leading to a degree, were also utilized (and valued) by about half of the manufacturing and construction companies interviewed. Some of the larger companies would like those courses delivered at their sites. Representatives of both large and small companies indicated a preference for courses to be delivered at a downtown center, rather than on campus -- assuming that the downtown center would have adequate parking facilities.

Almost none of the companies interviewed utilize the University's library resources, or its faculty as consultants.

#### Changing Needs with Respect to Employee Education

Most of the larger companies projected very modest employment growth locally, with requirements for new employees limited mostly to replacements for retirees. By contrast, most smaller companies projected annual employment growth of from 10-20% per year over the next five years.

There was general consensus that needs were increasing for employees with more highly developed skills and technical expertise, including managerial skills. Large, complex and sophisticated operations will have need for supervisors and other professionals to utilize highly developed materials management systems involving computer data bases and networks in purchasing, vendor quality control, production control,

inventory control, warehouse operations, order processing, distribution centers and transportation.<sup>4</sup> In addition, information technologies will be increasingly important in manufacturing process control. Improvements in customer service activities will require employees with well developed communication skills. Office automation was projected to move beyond present (generally early) stages in the next several years in both large and small companies. Systems designers and programmers will be needed for both plant and office operations. However, there was general doubt that CCSU would be able to supply the caliber of employees or continuing education programs needed to meet most of the changing and more demanding needs mentioned above.

In our interview with the Connecticut Business Industry Association representative it was noted that the composition of the state's industrial work force has been changing and now less than half of its employees are in production jobs. The movement is toward more R&D jobs, technical services, manufacturing support functions, and corporate headquarters office operations. These remarks were consonant with the observations expressed above regarding trends in employment opportunities and educational needs.

Small manufacturing companies expressed more appreciation of CCSU's technology programs and their baccalaureate degree graduates than did the larger ones. Small company interest centered largely on manufacturing and engineering technology, and on the use of computers in manufacturing, product design, process control, and numerically controlled machining. Improved and more sophisticated use of CAD-CAM systems was a frequently mentioned need, as was the use of CIM (computer integrated manufacturing) systems. Enthusiasm for CCSU's continuing education courses in industrial technology and business was also greater among the small companies than the large ones. However, there were some questions about the quality (or "rigor") of the technology and business programs. Very few people mentioned the graduate programs of either of those two schools. There appeared to be little interest in hiring CCSU graduates with M.S. degrees in either Business (MSOM) or in Technology. (NOTE: Most interviewees did not appear to be knowledgeable about those graduate programs, nor about recent developments in those schools.)

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<sup>4</sup> "The impatience of top executives when viewing their logistics systems is at an all-time high, say distribution experts. (These executives) are looking for talented practitioners who don't think their most important job is just to negotiate the lowest possible freight rates, but to produce savings via an integrated approach to logistics." "Distribution: The Last Frontier", Industry Week, August 1, 1988 p.63.

Several comments were made about the need for CCSU to market its technology programs better. The recently established Center for Industrial and Engineering Technology (in the School of Technology) was not mentioned once in our interviews, not even by representatives of a large company that uses it.

Even though they have relatively little interaction with CCSU, the construction companies interviewed were generally pleased with the program offerings of CCSU which were pertinent to their operations, particularly the co-op program and the continuing education courses in construction technology. A suggestion was made for a course in "project management" in construction that would be offered through continuing education. One company is interested in research in construction materials, and possibly in supporting such research.

#### General Comments About CCSU's Role in Responding to Regional Needs

People interviewed in this task, including those working in New Britain, were virtually unanimous in their view that CCSU was a regional university and that it should certainly not be charged with responsibilities for "saving New Britain". The general concept subscribed to was that CCSU should focus upon serving the needs of the region; and if, by serving regional needs, the needs of New Britain were also served, that would be fine. There was, however, one variation on that theme.

It was observed that while the New Britain public school system was doing a good job, given the available resources, its reputation was not up to its performance and that the school system, as well as the University, would benefit from more "partnership" efforts. There was general agreement that those mutual efforts should focus upon further school system improvement, and that the evaluated results of those improvement efforts should be widely publicized. The benefits of such a partnership were thought to include:

- improved education for the students
- lower dropout rates
- lower costs of social services to deal with the problems of dropouts

- a better educated and more employable work force, not only for New Britain but also for the region
- an improved reputation for the school system, and also for the quality of life in New Britain
- recognition of improvements in the capabilities as well as the morale of school system personnel
- opportunities for CCSU faculty to learn from their involvements in this partnership effort and thus improve their teaching
- opportunities for publications regarding the results of such a partnership
- documentation of a "model" of school system improvement in an urban, racially mixed setting which might be exported to other similar settings.

Comments regarding CCSU included several to the effect that the University should generally focus more upon "doing better" what it is now doing, rather than trying to do a lot more "new things". More specifically, interviewees favored improvements in quality, service and outreach (more extensive research was mentioned less frequently) over attempts to establish new schools and additional major programs. Two significant exceptions to that general position included (1) broad support for new and expanded programs in health care, and (2) the broad support for a new program (in the School of Business) in Hospitality Management -- a 2+2 program with one or more nearby community colleges in tourism, recreation, hotel and restaurant management.

#### Reactions to the Proposed Downtown Facility for CCSU

There was some variation among interviewees' responses to this proposal. Virtually all government officials and representatives of downtown development and economic development agencies enthusiastically support the establishment of a downtown facility for CCSU. Representatives of most companies, large and small, in New Britain, and nearly all of those in the region outside New Britain, favored that concept. The more common reasons given for supporting the proposed downtown facility included:

- Relief of overcrowding on campus by moving some classes/operations downtown in a new building designed for delivery of at least the continuing education programs.
- Improved access by working people, in the region as well as in New Britain, to programs and services offered in a downtown facility (quicker, more convenient, less traffic and parking hassles).
- Opportunities for synergy among continuing education programs and a 2+2 program in Hospitality Management that might be developed if there were present a conference center and a nearby hotel/restaurant complex.

Reservations and criticisms regarding the proposed downtown center included:

- It would split the University into two campuses resulting in inefficient operations and communication
- A perception that CCSU students and staff involved in courses offered downtown would be vulnerable to street crime. (We have been assured that statistics do not support this perception.)
- It would be a threat to the integrity of the institution, to the quality of its academic programs, and it would also be a diversion of the University's mission.



## VI. NEEDS OF SERVICE ORGANIZATIONS

Project Team members conducted structured interviews and focus group discussions with 23 individuals representing a variety of service and cultural organizations in the Greater New Britain area. The interviews focused on three topics: 1) utilization of CCSU and its resources by the organizations, 2) economic development in New Britain, and 3) the needs in the New Britain area which CCSU could help satisfy with its program offerings or new delivery systems. The gist of comments regarding these three topics are reported in this chapter after a brief description of categories of service and cultural organizations in the Greater New Britain area.

### Profile of the Service "Industry" and Cultural Organizations

Individuals interviewed represent organizations from these ten categories: Insurance (3), Temporary Services (1), Newspaper (1), Utilities (2), Arts Organizations (2), Performing Arts (3), Public Organizations (2), Financial Institutions (2), Professional Services Organizations (3), Community and Social Service Organizations (4). As organizations which provide services to clients or customers, the growth of these organizations depends upon the size and needs of their clientele and the general trend of the regional economy.

Most service industries have experienced growth in the last several years. Insurance companies are growing -- including the very large ones in Hartford, "the insurance capital of the world" -- and their increasingly varied portfolio of new services and programs is stimulating their needs for new employees and for further education and training of existing employees. Within the financial industry, banking is presently growing due to the expected growth of the New Britain economy over the next several years. Most professional services companies (legal, CPA, architecture) are also growing though a few, now in a position to determine their market share in New Britain, are choosing not to grow larger. For those who wish to grow, the opportunity is there. Some utilities are growing, but slowly, while others are retrenching. Their growth is largely due to housing starts in the Central Connecticut region. The temporary services businesses have a direct relationship with the business climate. If business activity is high, there is an increased demand for temporary services. However, as business activity increases the limited pool of unemployed workers decreases, and the agencies have difficulty meeting the temporary work needs of clients. There are now more requests for



temporary white collar support services than for blue collar industrial work.

The community and social service organizations are becoming more important in New Britain as the number of low income families grows and as the minority population continues to increase. By the year 2000, Hispanics are projected to constitute 25% of the population base in New Britain, and many of these Hispanic families are in low SES groups including a very large proportion of families with female heads of households. It is apparent that social service needs will increase substantially over the next twelve years.

The arts and performing arts organizations interviewed have strong reputations and long histories of service to the community. However, in the past few years, and despite their contributions to the area's quality of life, the philanthropic support network for these organizations -- primarily large manufacturing companies and patrons -- has eroded just as these groups are attempting to move toward a more professional level of management. In short, the needs of these service organizations vary greatly depending upon the nature of their services, the trend of the regional economy, and the level of demand for their services. It appears that these organizations will need to restructure their support base in the community to remain strong and active. Their expectations with regard to CCSU's involvement in this effort are not clear.

#### Utilization of CCSU by Service and Cultural Organizations

In general, there are three specific ways in which CCSU is utilized by service organizations: 1) as a source of employee recruitment; 2) use of CCSU student interns and student placements from the Cooperative Education program; and 3) employee enrollments in continuing education classes offered through the College of Continuing Education.

The performing arts organizations have a unique relationship with CCSU in that coordinated activities are based primarily on the nature of individual relationships rather than on a specific programmatic or institutional relationship. If the personal relationships "work", and if problems of coordinating the different schedules, objectives and needs of civic and University programs can be overcome, cooperative efforts are fostered. In recent years most of the support afforded by CCSU has been the occasional use of University facilities, e.g., the Welte Auditorium. In addition, the Director of the New Britain Museum of American Art is an adjunct professor at CCSU, and the University provides exhibit space for

the Arts Council. In the past there has not been a clear mandate from CCSU leadership to foster active cooperation with the local arts groups.

The vast majority of the service organizations interviewed by members of the Project Team employ CCSU graduates. Community and social service organizations have hired counselors and social workers from Master's degree programs at CCSU, while most of the other organizations have hired graduates of Bachelor's degree programs. The temporary services organization and the financial services companies use CCSU students on a part-time basis. A number of firms cited CCSU graduates' computer literacy as an attractive asset.

The CCSU Cooperative Education Program has an excellent reputation among the service organizations in the area. One utility company is especially impressed with the student placements it has had from the program, and has hired a number of those students upon their graduation from CCSU. A number of firms, especially the non-profit organizations, found that although the Cooperative Education program was an excellent program by reputation, the inability of their organization to provide entry level training did not allow them to participate in it. Some internships have been used instead. In summary, the Cooperative Education program is seen as a positive community outreach and service effort on the part of CCSU.

There was consensus among the service organizations that continuing education was an important service, yet less than half of them used such programs for retraining or upgrading employees' knowledge and skills. Two large companies outside New Britain would like continuing education courses delivered at their respective sites. They also offer their employees a tuition reimbursement plan. One of those companies cited a need for more enrichment or "quality of life" classes, and also for courses to help their technical employees (engineers and "quasi-engineers") become competent project managers.

### Economic Development in the Greater New Britain Area

The assets of the New Britain area were noted by nearly all of those interviewed: low housing costs, a quality work force, a good regional location and highways to New Britain, good park and recreation facilities, high quality health care, and a supportive newspaper were all cited as favorable attributes which New Britain could use to boost its public image. A number of comments were made to the effect that any economic development strategy must recognize that the growth of smaller

businesses and the service sector is still dependent upon the vitality of a manufacturing base.

Many of those interviewed felt that the city had a poor public image within the New Britain community, in the Central Connecticut region, and also state-wide. A public relations campaign to improve this image was cited as a major economic development need by some of the service organizations. Others mentioned the need to draw a critical mass of people into the downtown area. With respect to the needs of specific groups, the community and social services organizations felt it was important to include all of the ethnic groups of New Britain in the formulation and implementation of an economic development plan. The need to upgrade the employability of the unemployed and the underemployed was also mentioned several times in these interviews.

In terms of an economic development strategy, the growth of small business (as emphasized in the previous chapter) was a high priority among representatives of service organizations. A Small Business Development Center was suggested by individuals in the financial sector as well as by other service organizations. A conference center/hotel/restaurant complex, a critical mass of diversified retail outlets in downtown New Britain, and public/municipal service improvements to increase the attractiveness and safety of the downtown area were all cited as critical features of an economic development strategy.

Another service deemed important for economic development was a quality public education system. However, opinions were divided. One group believes that the system needed to be further upgraded in order to attract new businesses and retain existing ones and cited the proposed elimination of programs for the gifted and talented as an indication that local government officials were not really interested in supporting the further development of the school system. However, the April 1, 1988, bond issue for \$21,360,000 was aimed primarily at improvement of the New Britain Public Schools; nearly \$16,795,000 of this bond issue was targeted for general school improvements or infrastructure improvements in the system. The second group believes that a public relations campaign is needed to change people's perception about the quality of the education that is actually being provided by the school system.

An additional major economic development issue was that of assistance to the Hispanic population. The community and social services organizations believe that their role in servicing this growing population will become even more important. However, as the proportion of

minorities, low income families, and educationally disadvantaged people increases, those service organizations acknowledge that they will need assistance (and additional resources) in carrying out their role. It is projected that the Hispanic population will be 25% of the New Britain population by the year 2000, and this will mean more community service needs in New Britain. The chart on the next page shows the priority needs of the growing Hispanic population, as taken from the report of the 1986 New Britain Hispanic Needs Assessment Survey (Hispanic Community Planning Consultants).

Figure 16

Priority Needs of New Britain's Hispanic Community  
(as cited by members of four different groups)

<u>Priority</u>	<u>Households</u>	<u>Community Agencies</u>	<u>Community Leaders</u>	<u>Neighborhood Forum</u>
1	Drug Abuse Housing	Jobs Skills Training Attainment	Low Educational	Poor
2	Poor Housing	Poor Housing Head of Household)	Family (Female	Lack of Jobs
3	Education	English Proficiency	Hispanic Community Leadership	English Proficiency
4	Lack of Jobs	Lack of Jobs		Daycare
5	Deadend Jobs	Lack of Education among Adults		
6	English Deficiency	Hispanic Community Leadership		
7	Alcohol Abuse	High School Dropouts		
8	Poor Health	Female Head of Household		
9		Low % in College		
10		Poor Health		

Source: 1986 New Britain Hispanic Needs Assessment

Role of CCSU in Economic Development

Three specific ways were emphasized by which CCSU could positively influence economic development in the Central Connecticut Region, according to those interviewed from the service organizations. First, establish a downtown center for continuing education, thereby improving the attractiveness of and the local and regional access to needed educational programs. Such a center would also help to develop a critical mass of evening activity and therefore business in downtown New Britain. Second, develop and implement programs which focus on needed training and retraining of workers, and also the unemployed. Third, mount regional and local outreach efforts which would raise not only the visibility of the

University's community involvements, but also the credibility and appreciation of its programs and services.

A downtown center of CCSU was identified by most of those interviewed as a viable tool for economic development. Such a center was also believed by many to be advantageous to CCSU. The financial and professional services sector noted that such an enterprise could enhance the delivery of needed management education and small business consulting for start-up companies in the area. The community and social services organizations cited job training and retraining as critical issues, as well as the opportunity for minority adults to attend classes in a less intimidating atmosphere than that at the CCSU campus. A number of other organizations noted the need for non-credit courses for those who want to take personal enrichment courses. In addition, a downtown center was seen as a potentially useful location in which to offer continuing education and training for allied health professionals. The downtown center was viewed as a boon for economic development in New Britain, but the continuing education programs and courses which the center could provide were considered to be its most valuable and far-reaching contributions to the region.

Finally, the great majority of service organizations felt that CCSU should establish a partnership with the New Britain public school system which could improve even further the quality of public school education and, equally important, the perception of that quality. Such an outreach program (including adult education) was deemed particularly important for the Hispanic population, especially as this group becomes a more significant proportion of the work force of the New Britain area.



## VII. SUMMARY OF THE NEEDS FOR EDUCATION IN THE GREATER NEW BRITAIN AREA

In this chapter we will summarize our overall assessment of the needs for higher education in the Greater New Britain area, based largely on the interviews we conducted with representatives from major industrial and service sectors in the area. In addition, we will examine the implications of those needs for Central Connecticut State University and discuss issues that need to be considered in future planning efforts. We will then discuss the feasibility of providing selected programs and services in a facility that would be located in downtown New Britain.

### The Setting

The demographic statistics indicate that New Britain has fewer young people and more elderly ones than the state of Connecticut as a whole. Overall, the city is aging, and it is likely that maintenance of an effective -- and adequately sized -- local work force will be a long-term problem. Not enough young people are in the pipeline. In addition, the composition of the work force has gone from a ratio of 17:14 jobs in manufacturing:non-manufacturing to a ratio of 9:19 in the last 20 years. Although 39.6% of the employees in New Britain are in manufacturing jobs, the composition of that industry sector has changed from a few large companies to many small companies. As developing companies, many need conveniently delivered, continuing education programs for their employees. Also, among New Britain's unemployed or underemployed residents, significant numbers are in need of retraining for new positions and for upgrading their skills in current positions.

The largest employer in New Britain is still The Stanley Works, but New Britain General Hospital, the city government, and Central Connecticut State University are the other major employers, in that order. Given that information, it is not surprising that approximately 18% of the people are employed in professional or related services occupations, and 17% of the rest are employed in trade occupations.

Over half of the New Britain families have incomes below \$20,000. Minorities comprise 20% of the current population; 75% of the minorities are Hispanics. Half the Hispanics in New Britain are under 20 years of age, compared to 22% of the non-Hispanic population in that age cohort. On the other hand, 22.4% of the non-Hispanics are over 60, while only 3.2% of the Hispanics are in that age category. If this trend continues,



more and more young people in the employment pipeline will be minorities, largely Hispanics.

The New Britain Public Schools have a total enrollment of 7,575 -- a drop of 25% in the last ten years. Total minority enrollment in the schools was 51% in 1987-88. While enrollments have increased since 1984-85 in the elementary schools, there appears to be a major drop-out problem in the high school. In Connecticut as a whole, 71.9% of the population has completed high school, but in New Britain only 60.8% have done so. (In New Britain, only 36% of the adult Hispanic males and 39% of the adult Hispanic females are estimated to have completed high school.) In Connecticut, 18.6% of the adult (18 and older) population has completed 4 or more years of college; in New Britain, only 11.4% of the population has achieved that much education -- even with CCSU located in the city.

### The Institution

From 1984 to 1987, Central Connecticut State University had an overall enrollment increase of 1.3%, a 2.8% decrease in undergraduate enrollments, but a 20.4% increase in graduate enrollments.

In the last three years, admissions standards have been raised, and the "quality" of students is generally perceived as higher than it was several years ago, although not nearly as high as 10-20 years ago.

As CCSU changes from a former teachers' college to becoming a comprehensive regional university, it must achieve a balance among its roles of teaching, research and public service. At the moment the emphasis is still on teaching. Most faculty have a very substantial teaching load and little time for research and service -- and very few incentives to engage in those kinds of activities. In order to make the transition to a comprehensive regional university, more major graduate programs will be needed, as well as more research-oriented faculty to teach them. Overall, a greater emphasis will need to be placed on research. Similarly, much greater emphasis should be given to public service. Teaching loads must be reduced for those faculty significantly engaged in public service activities, additional faculty must be hired to supplement those whose time is largely devoted to research or public service activities -- and the institution must develop ways of providing public recognition for faculty and their departments significantly engaged in research and public service activities.

As of now, CCSU does not have the physical facilities one expects to see at a comprehensive university. It is land locked, needs more dorms to accommodate students who want to live on campus, needs more parking spaces, instructional and faculty office space is not adequate, and there is hardly any research space. We believe CCSU needs additional space in order to adequately deliver the current array of programs and services to its student population, let alone deliver any new programs and services. New initiatives will need to be developed and offered elsewhere - preferably in an off-campus location with close proximity to the institution. Given the needs we have assessed, a downtown facility would be an appropriate location in which to offer new programs and services required to meet the needs of the University's growing number and proportion of non-traditional students.

These facilities limitations severely affect student life and, we suspect, students' perceptions of the institution. It appears and behaves much like a commuter institution. Most of the students commute, almost all of them work part-time or full-time, and their higher education is only one of many aspects of their life -- and it may not be the major one. Almost all leave the campus on Friday and return Monday -- even if they do live in dorms. Providing a "holistic" educational experience at such an institution is difficult with so few resident students, especially when those students do not act like resident students. Studies conducted by Dr. Alexander Astin and Dr. Peter Ewell indicate that student outcomes (e.g., students' intellectual, psychological and social development) are directly related to the amount of time the students invest in their college experience (i.e., "Time on Task"). If students only "drop-in" to CCSU to take classes and get a degree, the overall quality of the educational experience CCSU could be/should be providing them is significantly diminished.

The conclusion that those who enroll in CCSU are using it primarily as a way to get a credential reinforces the internal perception that the faculty's responsibility is primarily to teach. In such a situation, the other two roles of a comprehensive institution, research and public service, are not adequately supported. However, given CCSU's resources and facilities limitations, becoming a comprehensive university and meeting the needs and expectations of the region for such an institution will be a difficult and long-term development.

Faculty and many of those we interviewed in the community believe that CCSU has a responsibility to serve a broader area than downtown New Britain, or even Greater New Britain. They felt strongly that the University has a responsibility to serve the Central or Capital region of the

state. Some were fearful that the location of a CCSU facility in downtown New Britain would assume considerable symbolic importance and would send the wrong signal to the rest of central Connecticut.

Few interviewees on campus were enthusiastic about moving parts of existing programs or services downtown, with the exception of those responsible for Continuing Education, and a few who are responsible for programs in the School of Business. The problem some CCSU faculty and administrators are having with the concept of a "split-campus" is the same problem faced by every campus that must grow and expand: what programs should be located at the "core" of a campus and which ones can be moved elsewhere.

Most of those we interviewed at CCSU would prefer to maintain the current array of programs and services on campus, with the exception of continuing education programs and services. They were more comfortable with the notion of putting "new" programs and services together with some of the proposed new outreach centers, in a downtown facility.

Unfortunately, we do not believe that simplistic solution is the complete answer. CCSU already has fewer facilities than it needs in order to deliver effectively its current array of programs and services. As noted earlier, if CCSU is to become a comprehensive university, faculty must engage in considerably more research, and some of that research will need to be conducted in facilities that are now used for instructional purposes. A common way of solving this problem is to maintain the core of liberal arts and sciences programs, the main library, student union/center and dormitories on a central campus, and then move professional programs and related libraries to the further reaches of the campus (or, since CCSU is land-locked, off campus).

The issue is then not "whether" but "how" to develop an off-campus facility in ways that will strengthen and enhance CCSU's programs and services. Although this will be a challenge to CCSU, it is not without precedent. Many institutions, in other states, have addressed this problem and with appropriate resources have developed extended campuses with excellent transportation and communication links. New administrative procedures and sensitivity to the needs of faculty and students in an expanded campus setting will be important.

## The Educational Needs of Health Care Professionals

A wide variety of high quality health care is available in the New Britain area. All those we interviewed in the health care professions, and many others we interviewed, predicted a growing demand for people trained in the delivery of health care. The area is not alone in experiencing an acute shortage of nurses; nationwide, the demand exceeds the supply. CCSU was urged to expand further its growing nursing program. In addition there is a shortage of allied health professionals and para-professionals (e.g., nurse assistants, lab technicians, X-Ray technicians, physical therapists, occupational therapists and their assistants, counselors, paramedics, and medical transcribers.) There is also a need for social workers and case work managers to work within health care facilities.

More programs are needed to train people for ambulatory care, nursing home services, home care services and geriatric care -- all important programs for a community such as New Britain with an aging population. Management programs are needed for administrators of health care organizations that will provide them with courses in general and financial management, accounting for non-profit organizations, and strategic planning and management for health care organizations.

In addition, many spoke of the need for vertical mobility within the health care profession, and of the need to develop articulated integrated programs from the certificate, through the associate, baccalaureate and masters degrees to support the concept of "career ladders". In all these programs there should be additional opportunities for continuing education in degree (and non-degree) program areas.

Many perceived that CCSU could play a dual role in a needed partnership with other educational institutions and health care providers that provide or could offer programs for these allied health professionals: (1) in periodically assessing the needs for various health care professionals and para-professionals, and in planning ways of developing the needed human resources and skills; and (2) in providing some of the programs needed to meet the needs specified by the planning group. The needs that CCSU itself might meet include increasing the number of nurses graduating with B.S. and M.S. degrees, offering baccalaureate and masters degree programs for medical social workers and counselors, providing continuing education management programs for administrators of health care agencies and organizations, and perhaps providing continuing education courses for a variety of allied health professionals. The planning and coordinating role that CCSU could play would include working with

community colleges and various health care providers to help develop integrated programs that meet the needs for aides, technicians and lab assistants of all kinds, and to develop and provide career information to counselors and students in high schools that will inform them about the allied health professions and encourage students to enter these professions.

### Educational Needs of Manufacturing and Construction Employees

New Britain has traditionally been a manufacturing center: "the hardware capital of the world". Even now, over half of the 193 "industrial" firms in New Britain are engaged in manufacturing, but 79% of these have fewer than 26 employees. Of the 85 manufacturing companies in five nearby communities, 90% have fewer than 51 employees. There are several reasons for this pattern. Many of the companies were started recently by displaced employees who were laid off by the large manufacturing companies over the last ten years, and they do subcontracting or "niche" manufacturing for larger companies, e.g., aerospace contractors. In addition, there is much more use of CAD-CAM and more of the manufacturing processes are automated (including increasing use of CIM systems), hence fewer workers are required. The educational requirements are significant for preparing people to no longer just "work harder" but "work smarter" using computers and other kinds of advanced technology. Successful applicants to programs to prepare such employees must be at least high school graduates, and have sufficient math skills and understanding of computers to learn to function in new and more demanding roles in the manufacturing companies.

Members of the skilled work force who are now approaching retirement have worked predominantly in machining and metal working. Their replacements must be found, and appropriately educated. A large number of displaced workers must be retrained for jobs that require them to be skilled in the use of new technologies. Many of these people are not comfortable coming to campus, but need continuing education courses at company sites or other places. A downtown center providing these courses and training would be less threatening than coming to the CCSU campus.

The Connecticut Business Industry Association indicates that fewer than half of Connecticut's industrial jobs are now in production operations. There is more movement to research and development, technical services, manufacturing support, and corporate headquarters office operations. Larger, more complex and sophisticated manufacturing

companies in the region emphasize their needs for improved education at both baccalaureate and graduate levels in modern materials management systems and techniques, including logistics and distribution. If Connecticut is to maintain current levels of manufacturing jobs, employees must be able to utilize state-of-the-art manufacturing systems in order to keep their companies, the state and the country competitive.

CCSU has developed a Center for Industrial and Engineering Technology and might well consider expanding its role in manufacturing sciences, and even establish a Center for Manufacturing Sciences. The current program in industrial technology is under-enrolled and is not well-known. Yet the School of Technology has the potential for playing a seminal role in maintaining the vitality of the manufacturing sector of the Greater New Britain area. It needs to enhance its baccalaureate and graduate programs in order to meet the increasingly diverse and demanding manufacturing needs of the region, and find ways of providing various kinds of programs to train and retrain workers in the Greater New Britain area. One problem seems to be attracting students with appropriate math and science skills who are interested in careers in industrial, engineering and construction technology. Another problem appears to be in marketing the School's programs and services to industry so that employers better understand the resources which CCSU has, including its capabilities for providing training and retraining to workers.

Others emphasized the need for CCSU to work with the problem at its source: work with the public schools to help strengthen their programs in math and science, and help the schools address the problems of high school drop-outs, especially in the minority population. This was a recurring theme that we heard throughout our interviews with health care, manufacturing, and service industry representatives. There is a supposition that CCSU could and should help the schools in New Britain solve some of their most pressing educational and social service problems. In order to do so, CCSU and the New Britain public schools must form a partnership that might well be a model for other cities in the state of Connecticut. Given CCSU's traditional emphasis on teacher education, those we interviewed thought the knowledge, skills and talents of CCSU's faculty could be used to address problems that have major implications for public education, for the future of manufacturing in the area, and for the reputation of New Britain as a good place to live, work, and raise children.

## The Educational Needs of Service Industry Professionals and Cultural Organizations

The future development and growth of the service industry and various arts and cultural organizations depends, in many ways, on the health and prosperity of manufacturing and trade industries in New Britain. Representatives we interviewed indicated that New Britain needs a much better public image, a better developed downtown area, and continuing education programs for employee development and worker retraining. In addition, they are concerned about whether available social services will be adequate to meet the growing needs of New Britain's minority population.

Those we interviewed who represent the community's arts and cultural organizations noted the need for a central facility in which the arts organizations could have contiguous offices, sell tickets, and hold performances and present exhibits.

Overall, people representing service companies identified several needs: better delivery of management education, management and marketing consulting and assistance to the owners of small businesses, training for people in the allied health professions, and job training (and retraining) for workers on-site, or some location other than the current campus of CCSU. They suggested that CCSU could meet these needs through a downtown center better than through a facility located on campus. Such a center would provide better access to available educational programs (assuming that parking was not a problem), and would be the equivalent of new "business" in downtown New Britain. While interviewees acknowledge that CCSU has a responsibility to provide services and programs to people throughout the Central Connecticut region, they also believe that the location of a CCSU facility in downtown New Britain, with its excellent highway access to central Connecticut, would be a "win-win" proposition.

## Feasibility of Providing Selected Programs and Services in a Facility in Downtown New Britain

This study has identified several different types of needs for educational programs and services to serve people, companies and other organizations in the Greater New Britain area. The needs are clear, but whether CCSU will be able to meet those needs is another question. Clearly some choices, some trade-offs among alternatives, will be necessary, depending on CCSU's strategic plan and the resources

available. This project was not designed as a planning study, but our findings will undoubtedly have implications for the addition or modification of some programs at CCSU, as well as for changes in their delivery.

CCSU administrators developed descriptions of several programmatically oriented centers (see Appendix D for descriptions of these proposed centers) which would focus upon academic topics of interest to CCSU, address probable academic and service needs in the region, and might possibly be located in a downtown facility. The names of those suggested centers are:

- Center for School Development
- Hospitality Management Program
- Center for Labor Studies and Education
- Center for Health Professionals
- Center for Manufacturing Sciences
- Center for Public Policy
- Center for Arts in Education

#### Center for School Development

Our findings indicate that CCSU should explore ways to work more closely in partnerships with school districts in the region, initially with the New Britain public school system and possibly later with the Hartford public school system, to help solve some of the problems identified earlier in this report: students with poor math and science skills; high school drop-outs, especially among minorities; and the provision of adequate social services. Those problems need to be addressed, with or without a center. However, the establishment of this center would be of symbolic importance, and the location of the center closer to the headquarters of the New Britain school system, i.e., downtown, would indicate that CCSU is interested and willing to move off the campus and into the community to provide agreed upon services.



### Hospitality Management Program

It was obvious from our interviews that a large number of people think that New Britain needs at least one more hotel, together with one or more restaurants to help support its economic development. The city's chances of getting a developer to build and operate such facilities in New Britain would probably be strengthened -- it was pointed out -- if CCSU were to offer a Hospitality Management program, i.e., one dealing with the management of tourism, entertainment/recreation, hotels and restaurants. In fact, several people we interviewed mentioned that there was one such program in New England, and that it was located in Rhode Island. If CCSU is interested in developing such a program, it should be done cooperatively with one or more nearby community colleges to extend and build upon any 2-year programs already in place. In other words, we do not believe that a Center for Hospitality Management is enough: CCSU will need to find the resources to develop and offer a full-fledged upper division program in this area. Where the program is delivered is a separate issue. As a new, career-related program with important service and continuing education implications, it would certainly be a candidate to be located away from the core campus, and in an extended campus setting.

### Center for Labor Studies and Education

Although we reviewed the concept of a Center for Labor Studies and Education with several of the people we interviewed, except for the enthusiastic support of the two labor union representatives interviewed, we were unable to find an expressed "need" for such a center. As contrasted with "highlighting" labor studies, most people suggested that the study of labor-management issues be integrated, as an important theme, in the curriculum of existing programs.

### Center for Public Policy

Likewise, the suggested Center for Public Policy received little support. Most felt that public policy issues should be explored in existing curricula, and that such issues could also be addressed usefully in continuing education short courses and seminars which would be more likely to attract the involvement of local government officials. Some suggested that the School of Business expand its course offerings as needed to deal with the management issues in non-profit organizations, including the planning, financing, accounting, and human resource problems common to such organizations.

### Center for Health Professionals

The suggested Center for Health Professionals (as well as the similar but more broadly scoped Center for Health and Social Services -- as briefly described in the last section of Chapter IV) received enthusiastic support from people we interviewed. We believe that CCSU has an exceptionally important role to play in cooperative efforts with other educational institutions and with the area's health care providers in planning and offering education and training programs for allied health professionals. We are certain that such coordinated planning efforts would support the expansion of CCSU's nursing program and the addition of several new programs to prepare medical social workers and case work supervisors. Health care providers indicate that they would welcome the participation of CCSU in joint efforts to plan and deliver entry level and continuing education for allied health professionals. Continuing education programs for those who manage health care operations and facilities are also needed, and CCSU is regarded as a logical provider of such programs, perhaps through the suggested center.

### Center for Arts in Education

The proposed Center for Arts in Education also received considerable support. However, most of that support was for enhancement of art appreciation and education in the local schools. Thus, it was usually seen as one major programmatic activity within the partnerships of CCSU with local school districts in the region (i.e., within the Center for School Development).

### Center for Manufacturing Sciences

The final center proposed was a Center for Manufacturing Sciences. We believe that such a center would be useful in the further development of the area's manufacturing capabilities, and also as a vehicle for delivering continuing education courses in manufacturing and engineering technology. However, we believe that such a center would need to be established close to the facilities and other related programs at CCSU's School of Technology. If feasible to move the School of Technology to a new location, we would certainly recommend the establishment of a Center for Manufacturing Sciences at that location. As a first step, however, we believe that CCSU needs to market its technology programs more vigorously and evaluate the marketing and operation -- and regional utilization -- of the Center for Industrial and Engineering Technology in

the School of Technology. It should then concentrate on the further development of its manufacturing sciences programs and services, building upon the results of the recommended evaluation study.

### Other Options

There are several other activities that we believe are feasible to locate downtown: certainly the Continuing Education Program, and also much of CCSU's support for the development of new businesses. We understand that a Business Development Center has been approved and funded, and that the School of Business is working with the Chamber of Commerce to place this center downtown. We believe a downtown location would be quite useful. Support for the hundreds of small businesses in the region, and creation of services to help those companies succeed, is essential for the future health and development of the Greater New Britain area. The School of Business can play an extremely important role in the economic development of New Britain and the surrounding region.

There are several options in planning for the School's future: (1) maintain its current array of programs, (2) strengthen the continuing education programs for managers of non-profit organizations (e.g., health care providers), and/or (3) strengthen its programs dealing with entrepreneurship and how to start and grow companies, as contrasted with learning how to manage large ones. An Innovation Center comprised of the recently approved and funded Business Development Center linked with a Small Business Development Center (funded by the SBA) and located adjacent to a business incubator is another option to explore. It would certainly meet some identified needs. Faculty with needed expertise in this area and the additional resources to develop such a Center would be important requirements.

The community has two other needs which obviously would be impossible for CCSU to meet: need for a performing arts center, and need for improved self-perception. A Performing Arts Center could certainly be located downtown (perhaps in conjunction with a Conference Center), and it could be built large enough to accommodate offices of the community's arts and cultural organizations, including a ticket office for joint use by those organizations. While such a Center would also benefit CCSU, we could not recommend the use of University resources for this purpose. We suggest that the City of New Britain might want to consider a joint effort with the arts community to raise money to construct such a

facility. As for improving New Britain's self-perception, such changes are likely to result in part from successes in fostering economic and community development through effective governmental planning and use of carefully selected developers.



## VIII. MAJOR CONCLUSIONS AND RECOMMENDATIONS

This report has explored many issues of relevance to several different parties-at-interest including those represented on the Committee. The intent of the study has been to assess the educational needs of several constituents in the Greater New Britain area, determine which needs Central Connecticut State University might be able to meet, and then determine the feasibility of using a downtown facility of CCSU as a vehicle for delivering some of the needed programs and services.

This project was designed to assess the current, as well as future, education-related needs of people living and working in the New Britain area. For this reason, we tried to ascertain through interviews and reviews of background information the economic trends in the area. While the programs we recommend support some of those trends, the "driving force" behind our recommendations is not the economic development needs of New Britain alone. Because CCSU is a state university, it has a responsibility to provide educational programs and services to a much larger group of people than those living and working in New Britain. If new programs are to be developed, they must be justified because they meet the needs of citizens living in the Central Connecticut region, because they are consonant with CCSU's mission, and because resources can be made available to develop and deliver them. The recommendations we are proposing are based on needs reported to us by people living and working in the Greater New Britain area and which appear to us to be feasible to offer in an "extended campus" setting, i.e., in a downtown facility.

CCSU's Board of Trustees, administrators and faculty will need to decide whether these recommendations are consonant with CCSU's mission. The state will also need to decide if it is prepared to provide the resources required to implement these recommendations.

### Major Recommendations

#### 1. Plan and Establish a Downtown Facility of CCSU in New Britain

There are two principal reasons for this major recommendation. First, there is a significant need for CCSU to strengthen its outreach efforts and services to its clientele in the region, and particularly to its growing number and proportion of non-traditional students -- primarily employed adults. A downtown facility would be a major asset to the region and the University in facilitating the delivery of needed outreach services.

Second, there is a critical need to ameliorate the problems of limited space on the land-locked campus. Delivering all continuing education programs and courses at such a downtown facility, plus courses for other part-time students, in addition to locating the recommended new outreach centers at that facility, would help ameliorate space problems on campus.

The downtown facility would be the major delivery center for continuing education programs, courses (both non-credit and degree credit), seminars/workshops, conferences, and student services. In addition, it should be used for the delivery of a number of baccalaureate and graduate-level courses for part-time students offered by the various schools for degree credit -- mostly courses not requiring access to the specialized laboratory facilities and equipment located on campus. However, the downtown facility should have extensive computer and telecommunication capabilities, to enable the center to be linked with those capabilities on campus, to serve the instructional needs of continuing education and other part-time students as well as the needs of faculty to communicate effectively between the campus and the downtown facility. Offices for some staff of the College of Continuing Education should be located in the downtown facility to facilitate the admission, registration, counseling and other services to students. Office space for continuing education faculty, as well as selected library services, should also be provided in that facility.

Since there is a widely recognized need for a conference center in the region (as well as in New Britain), it may be possible to incorporate such a center in the new downtown facility of CCSU. That conference center might be managed by the CCSU administration or, alternatively, its management might be contracted to an appropriate firm, or it might be managed by a developer hired to plan, construct and operate the downtown facility.

2. Plan and Establish in the Downtown Facility of CCSU a Center for School Development and a Center for Health Professionals.

The recommended Center for School Development would respond to needs discussed earlier in several sections of this report (page 34, pages 46-47, and page 55) and as summarized on pages 62 and 64 of this report. There is widespread support for the establishment of such a Center. A more detailed description of such a center is included in Appendix D of the report.

The recommended Center for Health Professionals would respond to needs identified and discussed in Chapter IV and as summarized on pages 60-61 of this report. Additional information regarding this recommended Center is also provided on page 66 and in Appendix D. While we would favor the broader scope of the Center for Health and Social Services (as briefly described in the last section of Chapter IV -- as an alternative to the Center for Health Professionals described in more detail in Appendix D), it would certainly be possible to expand the scope of the Center for Health Professionals after it is established and successfully operating.

**3. Plan and Implement a Hospitality Management Degree Program**

The recommended Hospitality Management Program, as suggested on pages 47 and 48, and as described on page 65 of the report and in Appendix D, would offer the upper division courses in a 2 + 2 program planned with nearby community colleges offering the lower division (associate degree) courses in hospitality management. There is considerable support in the community for such a program, and especially to enhance the likelihood of the establishment of one or more additional hotels and restaurants in New Britain. An additional hotel/restaurant complex near the recommended downtown facility of CCSU was viewed as a possible if not a likely development, and one that would also contribute to the utility of the downtown facility and to the further development of downtown New Britain.

**4. Evaluate the Utilization of the School of Technology's Center for Industrial and Engineering Technology. Building Upon the Results of that Evaluation, Plan for the Establishment of a New Center for Manufacturing Sciences.**

Judging from the results of our interviews, there is need for a Center for Manufacturing Sciences, especially by the many smaller manufacturing firms in the region. However, our interviews did not reflect the level of appreciation or utilization we expected for the School of Technology's Center for Industrial and Engineering Technology, particularly by the larger, more sophisticated manufacturing firms in the region. We suspect that one of the factors affecting the expected appreciation/utilization of the CIET is the nature and scope of CCSU's efforts to market the CIET and the related programs and services of the School of Technology. Perhaps other factors also contribute to the apparently modest level of appreciation/utilization.



At any rate, an evaluation of the School's offerings (both programs and services), and particularly both actual and potential users' views of the marketing and the utility of the CIET, would be of significant value in planning for the establishment and effective utilization of the new Center for Manufacturing Sciences. That evaluation should also address the issue of the relative advantages and disadvantages of cooperative efforts with other institutions (e.g., University of Connecticut, University of Hartford, etc.) in incorporating some desirable engineering content in the programmatic and service offerings of the CIET.

5. **Implement the Planned Changes in the Offerings of the College of Continuing Education**

As one of the two major "outreach" vehicles of CCSU, the College of Continuing Education (together with the Cooperative Education Program) is a major contributor to the perceptions of various constituent groups in the region of CCSU's public and community service orientation. Accordingly, the CCE (and the "co-op program") should be vigorously supported in its outreach efforts. The planned changes in CCE offerings are noted on pages 32-33.

6. **Upgrade the Marketing of CCSU Programs and Services, Especially those of the Professional Schools**

As noted in the 1988 report by the Board of Governors for Higher Education, Making the Case for Connecticut Higher Education, "fully half of the state's college bound high school seniors enroll in out-of-state institutions." That suggests strongly that many of these seniors -- and perhaps many employed potential students -- do not know about and understand the educational benefits afforded by state institutions such as CCSU.

In previous work with higher education institutions we have come to appreciate the significant results in increased appreciation of (and enrollment in) programs that are effectively marketed. We believe that CCSU's enrollments, especially those of non-traditional (employed) students, can be enhanced significantly by more effective marketing and outreach efforts.

7. **Encourage and Support the Further Development of CCSU as a Comprehensive Regional University**

It is evident from this study that constituent groups in the region expect CCSU to act (and "serve" the region) as a comprehensive university. That will require more emphasis on and support of selected graduate programs and research activities, and even more emphasis on and support of public and community service by the faculty. More of a balance is needed among the traditional university roles of teaching, research and service. The increased emphasis on service will help change the historical view of CCSU as an "insular" institution. Becoming more of a comprehensive university will also require action to ameliorate the problems of limited space and facilities on the University's land-locked campus.



**APPENDIX A**  
**INDIVIDUALS INTERVIEWED DURING THE STUDY**

APPENDIX A

INDIVIDUALS INTERVIEWED DURING THE STUDY

Central Connecticut State University

**Dr. William Aguilar**  
Director of Library Sciences  
Burritt Library

**Dr. Paul Altieri**  
Chairman, Department of Economics

**Dr. Andrew Baron**  
Assistant to the Dean  
Chairman, Industrial Technology

**Dr. Dallas Beal**  
President, Connecticut State University System

**Dr. Karen Beyard**  
Dean, School of Graduate Studies

**Dr. Stanislaus Blejwas**  
Professor, History Department

**Dr. Glenn Chandler**  
Chairman, Department of Music

**Dr. George Clarke**  
Dean, School of Arts & Sciences

**Dr. Ronald Daigle**  
Associate Professor of Economics  
Director, Center for Economic Education

**Mr. Lawrence Davidson**  
Chairman, Board of Trustees  
Connecticut State University System

**Dr. Joseph Duffy**  
Dean, School of Technology

**Dr. Joseph R. Dunn**  
Director of Research

**Mr. Peter Durham**  
Director of Public Affairs

**Dr. David Fearon**  
Associate Professor of Management & Organization  
School of Business

**Dr. William J. Ferguson**  
Assistant Professor, Management & Organization  
School of Business

**Mr. Johnie Floyd**  
Director of Admissions

**Dr. Charles Gervase**  
Dean, School of Education

**Dr. Norma Foreman Glasgow**  
Commissioner of Higher Education

**Ms. Faye Gooding**  
Associate Professor, School of Education

**Ms. Karen Hansen**  
Director of Placement  
Career Development Center

**Dr. John E. Harmon**  
Associate Professor, Geography

**Dr. Merle Harris**  
Department of Higher Education

**Mr. Charles Jones**  
Director, Educational Opportunities Program

**Dr. Richard L. Judd**  
Executive Dean

**Dr. Charles W. Kerr**  
Chairman, Department of Political Science

**Mr. Giles A.**  
Packer Director of Cooperative Education

**Dr. Richard L. Pattenaude**  
Vice President of Academic Affairs

**Dr. Donald Pomerantz**  
Chairman of Liberal Arts, Language and Literature, and  
President, Faculty Senate

**Dr. Timothy J. Rickard**  
Chairman, Geography Department

**Dr. Patricia Sanders**  
Associate Dean, School of Business

Dr. Larry Short  
Dean, School of Business

Dr. John Shumaker  
President of Central Connecticut State University

Mr. Peter T. Vieira  
Associate Director for Corporate Relations  
Cooperative Education Program

Dr. John Zulick  
Dean, College of Continuing Education

Ms. Ellen Long  
Secretary, Board of Trustees  
Connecticut State University System

Health Care Providers

Mr. Frank R. Corkin, Jr.  
Assistant to the President  
Middlesex Memorial Hospital

Ms. Elizabeth Daubert  
Executive Director  
The Connecticut Association for Home Care, Inc.

Dr. David Denuccio  
Professor, Biology Department, CCSU

Ms. Patricia Genova  
Assistant Vice President  
Child Development Center  
Newington Children's Hospital

Mr. James Gosselin  
Executive Director  
New Britain Emergency Medical Services

Dr. Dennis Hamilton  
Director, Health Services, City of New Britain

Ms. Mary Hess  
Director, Research & Development  
Wheeler Clinic

Dr. Judith Hriceniak  
Chairperson, Nursing, CCSU

Dr. Katherine III  
President, New Britain Memorial Hospital

**Dr. Edward Johnson**  
Vice President, St. Francis Hospital, Hartford

**Mr. Thomas D. Kennedy, III**  
President, Bristol Hospital

**Ms. Elizabeth Lynch**  
Vice President for Human Resources  
New Britain General Hospital

**Mr. John F. Mullett**  
President, Bradley Memorial Hospital

**Dr. Madeline Podurgiel**  
Director of Nursing Education and Research  
Hartford Hospital

**Mr. Lawrence Tanner**  
President, New Britain General Hospital

**Manufacturing Companies**

**Mr. Richard Ayers**  
President, The Stanley Works

**Mrs. Judith Budney**  
Vice President, Budney Company, Inc.

**Mr. Shaun Cashman**  
Business/Manager, Labor Local 611  
Hartford/New Britain Construction Trades Council

**Mr. Donald W. Davis**  
Chairman, The Stanley Works

**Mr. John Downes, Sr.**  
President, Frank E. Downes Construction Co.

**Mr. David Edgar**  
Manager, Human Relations  
Reflexite

**Mr. Karl Krapek**  
President, Otis North American Operations

**Mr. William C. Lichtenfels**  
President, Emhart Corporation

**Mr. Robert Maerz**  
President, Gerber Scientific Instrument Co.  
President, CCSU Foundation



Mr. Paul Marier  
Vice President of Operations  
The Stanley Works

Ms. Wanda Paskowski  
New Britain Central Labor Council  
Teacher, New Britain Public Schools

Mr. Janusz Podlasek  
President, Winslow Automatics, Inc.

Mr. John Rathgeber  
Senior Vice President & General Counsel  
Connecticut Business & Industry Association

Mr. Angelo Tomasso, Jr.  
President & Chief Executive Officer  
Sherman Stocks, Manager of Special Services  
TILCON, Inc., TILCON/Tomasso

Mr. Horace B. Van Dom  
Economic Development Specialist  
New Britain Chamber of Commerce

Service Organizations

Dr. Jerome E. Bartow  
Vice President, Human Resources  
Hartford Insurance Group

Ms. Carol Berthold  
Resident Branch Manager  
Kelly Services

Mrs. Judith Brown  
Publisher, The New Britain Herald

Mr. Carroll Caffrey  
Vice President, Human Resources Group  
Northeast Utilities

Ms. Betty Chamberlain  
New Britain Museum of American Art

Mr. Mark Dudzik  
Director, Human Resources  
Connecticut Natural Gas

Ms. June Eiselstein  
Director, New Britain Public Library

**Mr. Norman Erickson**  
President and Chief Executive Officer  
American Savings Bank

**Mr. John Kaestle**  
President, Kaestle Boos Associates  
Architects

**Mr. Kenneth A. Larson**  
New Britain Opera Association

**Mr. Michael Madigan**  
Executive Director, Family Services, Inc.

**Mr. John Manning**  
President, First City Bank

**Mr. Robert Moody**  
Manager, Human Resources  
MetPath New England, Inc.

**Mr. Hector Ortiz**  
Executive Director, Comunidad En Accion, Inc.

**Mr. Eric B. Outwater**  
Regional Managing Director  
Region I, U.S. Department of Commerce

**Mr. David K. Pollowitz, CPA, Esq.**  
Pollowitz, Pollowitz & Miller

**Mr. Thomas Quirk**  
Executive Director, Catholic Family Services

**Dr. Howard Root**  
New Britain Symphony Orchestra

**Mrs. Ardi Schneider**  
New Britain Arts Council

**Ms. Linda Tatarczuh**  
Areawide Director, United Community Services

**Mr. William W. Weber**  
Attorney at Law  
Weber & Marshall

**Ms. Mary Jane Wierbicki**  
New Britain Repertory Theatre

**Dr. William Ziegler, Jr.**  
Director of Management, Training  
& Education  
Aetna Institute for Corporate Education

**Elected & Appointed Officials**

**Dr. Michael Becker**  
~~Dr. Michael Becker~~  
Dean, Personnel Administration, CCSU  
Member, Board of Education, City of New Britain

**Mr. Andrew Brecher**  
Deputy Commissioner, Department of Economic Development  
State of Connecticut

**Mr. Angelo Canzonetti**  
Chairman, Board of Education  
City of New Britain

**Mr. Paul M. Carver**  
Alderman, New Britain Common Council  
City of New Britain

**Ms. Marilyn Cruz-Aponte**  
Member, Board of Education  
City of New Britain  
Special Assistant to  
Governor William A. O'Neill

**Senator William DiBella**  
State Senate  
Connecticut General Assembly

**Mr. Ronald Gilrain**  
President, New Britain Chamber of Commerce  
Vice President, Public Affairs, The Stanley Works

**Dr. Norma Foreman Glasgow**  
Commissioner of Higher Education

**Dr. Marie S. Gustin**  
Superintendent of Schools  
New Britain Public Schools

**Senator Joseph Harper**  
State Senate  
Connecticut General Assembly

**Rep. Raymond Joyce**  
House of Representatives  
Connecticut General Assembly

**Mr. James Mahoney**  
Executive Director  
New Britain Municipal Action Council (MAC)

**Mr. David S. Malinowski**  
Alderman, New Britain Common Council  
City of New Britain  
Assistant Vice President, Marketing/Sales  
Dime Savings Bank

**Mr. Robert MacBain**  
Executive Vice President  
New Britain Chamber of Commerce

**Mayor William McNamara**  
Mayor, City of New Britain

**Hon. Thomas J. Meskill**  
U.S. Court of Appeals - Second Circuit

**Dave Prendergast**  
Development Director  
Central Connecticut Tourism District

**Francis J. Silva**  
Director, Office of Small Business Affairs  
Connecticut Department of Economic Development, Hartford

**Senator Kevin Sullivan**  
State Senate  
Connecticut General Assembly

**Senator Thomas Sullivan**  
State Senate  
Connecticut General Assembly

**MEMORANDUM**

**TO: THOSE FACULTY AND ADMINISTRATORS AT  
CENTRAL CONNECTICUT STATE UNIVERSITY  
TO BE INTERVIEWED**

**FROM: JANA B. MATTHEWS**

**DATE: MAY 4, 1988**

**RE: INTERVIEW GUIDE TO BE USED MAY 9-11, 1988**

We are attaching the Interview Guide we have developed so that those being interviewed will have an opportunity to think about these questions and issues prior to our conversations with you next week.

I want to assure you -- before the interview -- that your responses will be kept confidential and write-ups of the interviews will be shared only with other members of our Project Team. Although it is our practice to list the people we interview (and their organizational affiliations) in Appendix A of our Final Report, we do not attribute particular responses to any one person; we only report aggregate responses and patterns of responses. Because of our promise of confidentiality, people have been quite open and candid with us in other studies like this -- and because we obtain the information we need, we are able to write reports that are useful to our clients.

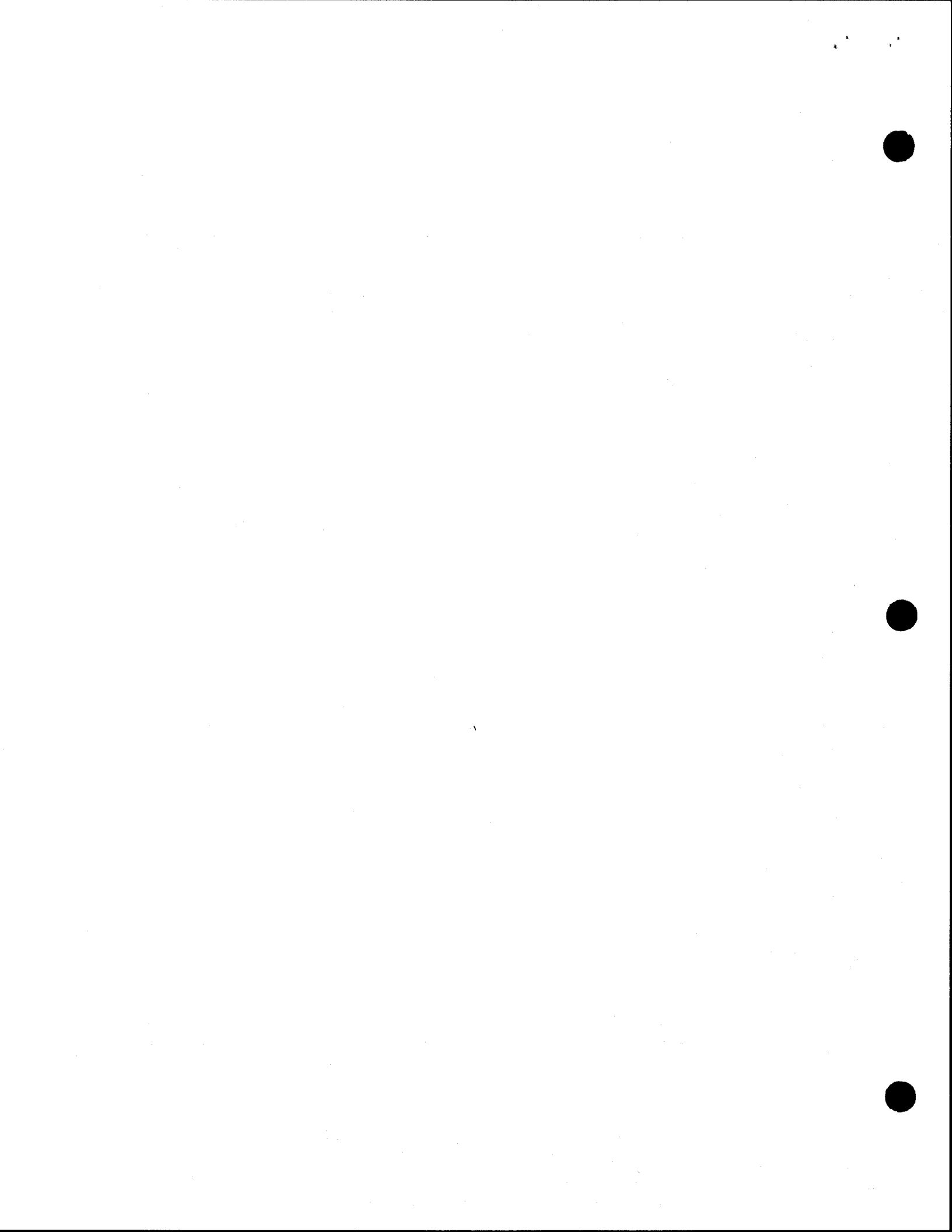
We look forward to talking with you. Thank you in advance for your assistance.



**INTERVIEW GUIDE FOR FACULTY AND ADMINISTRATORS  
AT CENTRAL CONNECTICUT STATE UNIVERSITY (CCSU)**

Interviewee Name and Title \_\_\_\_\_

1. We need to know more about the programs that are offered within this unit. In particular,
  - a) please profile the faculty (e.g., age, rank, and tenure status), and indicate the amount and type of research that faculty are undertaking, and for whom;
  - b) please profile the students that take courses offered by this unit vs. those that are "majors" in this unit;
  - c) please describe the various times, ways, and places that courses are delivered (e.g., on-campus, on-site at a company, via interactive TV, on the week-end).
  
2. Please tell us what new programs, delivery systems and/or additional services are being planned within your unit, and which ones you expect to offer within the next three years. We are interested in learning why those particular programs, services and delivery systems were selected. We would also appreciate your describing the planning process at CCSU, i.e., how ideas become approved programs.
  
3. Describe the relationships your unit and/or individual faculty have established with companies or industries. We are also interested in learning about any specific efforts you (or those in your unit) have made to support economic development in New Britain.
  
4. What else could CCSU do to support economic development in the New Britain area? What, if any, new or additional programs and services would be needed from your unit -- or from other units at CCSU -- to
  - a) support manpower development in the New Britain area?
  - b) contribute to the overall economic development of the area?
  
5. Describe what you think should be done to enhance the educational programs and public service partnerships of CCSU. How would New Britain and its economic health benefit from such enhancements?
  
6. What would be the impact on the University and its students if a downtown campus extension were to be created? How could we ensure that this would be a "win-win" situation, i.e., that the University would be strengthened and its programs enhanced, and the New Britain area would benefit, as well?





Members of the M & H Group Project Team  
Who Will Be Conducting Interviews at  
May 9 - 11 in New Britain

Dr. Jana B. Matthews is President of M & H Group, Inc., a management consulting firm. She has directed more than a dozen studies that focus on the development of partnerships between higher education and industries, with support from government in order to foster regional economic development. She has directed more than a dozen such studies in cities and regions as diverse as Chicago, Dallas, Los Angeles, Rochester, MN, Binghamton, NY, Hawaii and Puerto Rico. She has presented invited lectures on this topic to the National Conference of State Legislatures, Western Governor's Association, Association of University Related Research Parks, and the 1988 George W. Aiken Lecture Series at the University of Vermont. She is co-author of *Managing the Partnerships Between Higher Education and Industry*, and the *Effective Use of Management Consultants in Higher Education*. From 1980 - 85, she was Division Director at the National Center for Higher Education Management Systems and served as the founding President of NCHEMS Management Services, Inc. Prior to that she was a Senior Consultant in the Education Management Group at Arthur D. Little, Inc. and was Assistant Provost and Director of Academic Affairs for the governing Board of the Massachusetts State College System. Her degrees are from Earlham College, the University of Rhode Island, and Harvard University. She is directing this study.

Dr. Roland C. Rautenstrauss is Professor of Civil Engineering at the University of Colorado, former President of the University of Colorado System, and often serves as a principal consultant to M & H Group, Inc. As President, he was responsible for the planning and management of the University of Colorado Health Sciences Center in Denver, which includes a Medical School, School of Dentistry, School of Nursing and several hospitals. He also played a key leadership role in the development of the regional campuses of the University of Colorado System (Colorado Springs, Denver, and the Health Sciences Center). Thus, he has extensive first-hand experience with higher education institutions, in assessing and responding to the educational needs of health care providers and managers, as well as managers and employees of other industries. Dr. Rautenstrauss has chaired many accreditation reviews through the North Central Association of Colleges and Schools, as well as the accreditation of many engineering programs in universities through ABET. While President, he participated actively in the deliberations of the Association of American Universities. He served on the Board of Directors of the Universities Research Association and on the Board of the University Corporation for Atmospheric Research. He has worked with Dr. Matthews on more than a dozen projects to assess the educational needs of a region and develop recommendations to the client institutions concerning how best to meet those needs. His engineering degrees are from the University of Colorado.

Dr. Nick Poulton is currently working on several M & H Group needs assessment projects. Dr. Poulton is an experienced higher education planner, and carried out needs assessments when he was Director of University Planning at Western Michigan University for five years. That regional university, a former state teachers' college, had grown to approximately 18,000 students. (It now has an enrollment of 21,000). Although there had been considerable expansion of the undergraduate programs, there had been much less growth of the graduate programs. The issues confronting CCSU are those Dr. Poulton helped Western Michigan resolve several years ago, i.e., which programs to add, how to respond to the economic development needs of the area, what emphasis to place on programs oriented to supporting manufacturing vs. service industries, and so forth. Prior to working at Central Michigan, Dr. Poulton served as Associate Professor of Electrical Engineering Technology at Purdue University. While at Purdue, he also served as Director of Technology Programs at Indiana University (Kokomo). He also spent three years as educational advisor for USAID in Afghanistan. More recently Dr. Poulton served as Vice President for Planning and Development at the University of the South Pacific. Dr. Poulton received his undergraduate and masters degrees in Electrical Engineering from Purdue University, and his doctorate from the University of Michigan's Center for the Study of Higher Education in Administration and Policy Analysis.



**MEMORANDUM**

**TO: REPRESENTATIVES OF HEALTH CARE ORGANIZATIONS**

**FROM: JANA B. MATTHEWS, DIRECTOR  
CENTRAL CONNECTICUT STATE UNIVERSITY PROJECT**

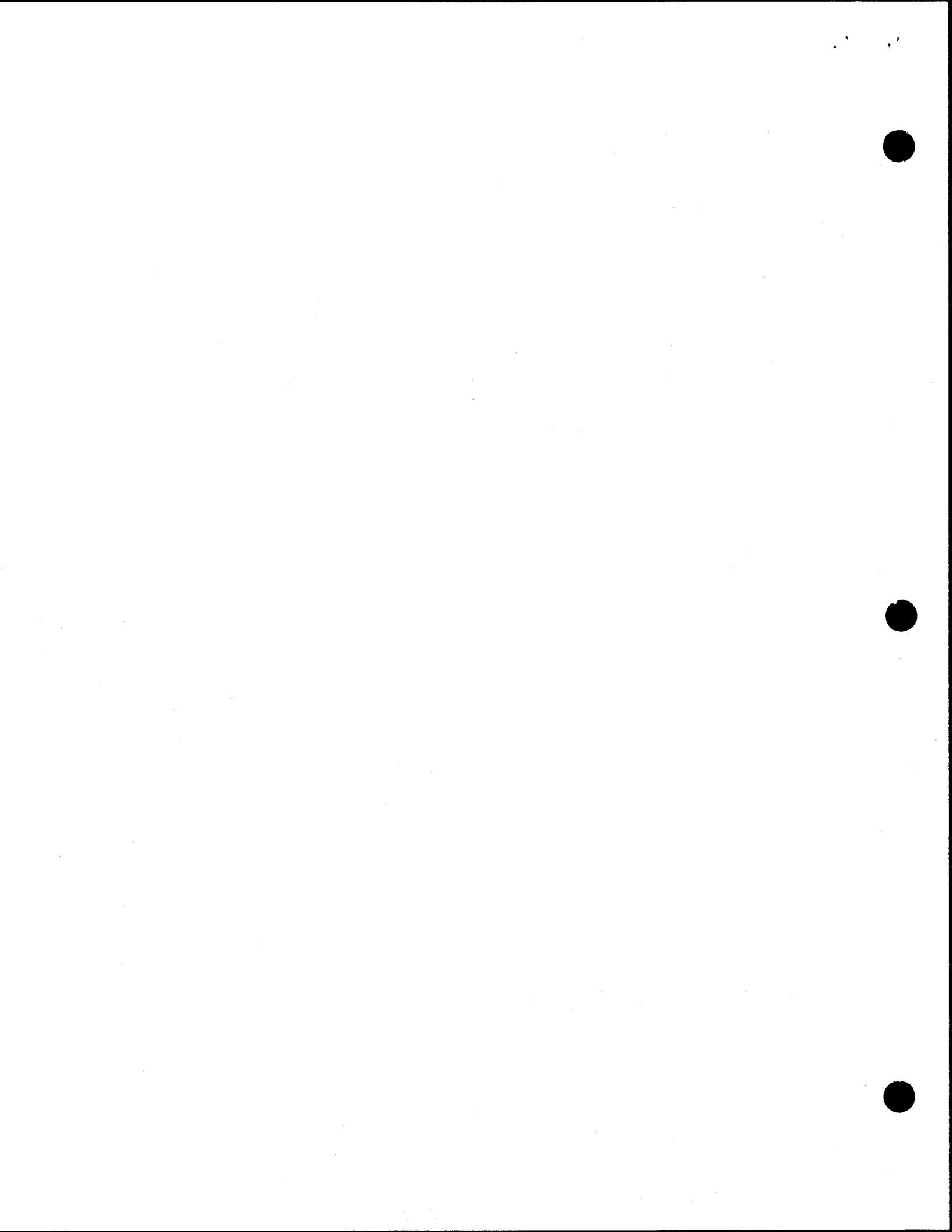
**DATE: MAY 26, 1988**

**RE: INTERVIEW GUIDE TO BE USED JUNE 9-10, 1988**

Attached is a copy of the Interview Guide which will be used in interviews and focus group discussions with representatives of health care organizations. We are sharing it with you so that you will have an opportunity to think about these questions before you meet with members of our Project Team (Dr. John Hogness and Dr. Roland Rautenstrauss) on June 9-10. Paragraph bios are also attached.

I want to assure you -- before the interview -- that your responses will be kept confidential and write-ups of the interviews will only be shared with other members of our Project Team. Although it is our practice to list the people we interview (and their organizational affiliations) in Appendix A of our Final Report, we do not attribute particular responses to any one person; we only report aggregate responses and patterns of responses. Because of our promise of confidentiality, people have been quite open and candid with us in other studies like this -- and because we obtain the information we need, we are able to write reports that are useful to our clients.

We look forward to talking with you. Thank you in advance for your assistance.



INTERVIEW GUIDE FOR HEALTH CARE PROVIDERS  
IN THE NEW BRITAIN AREA

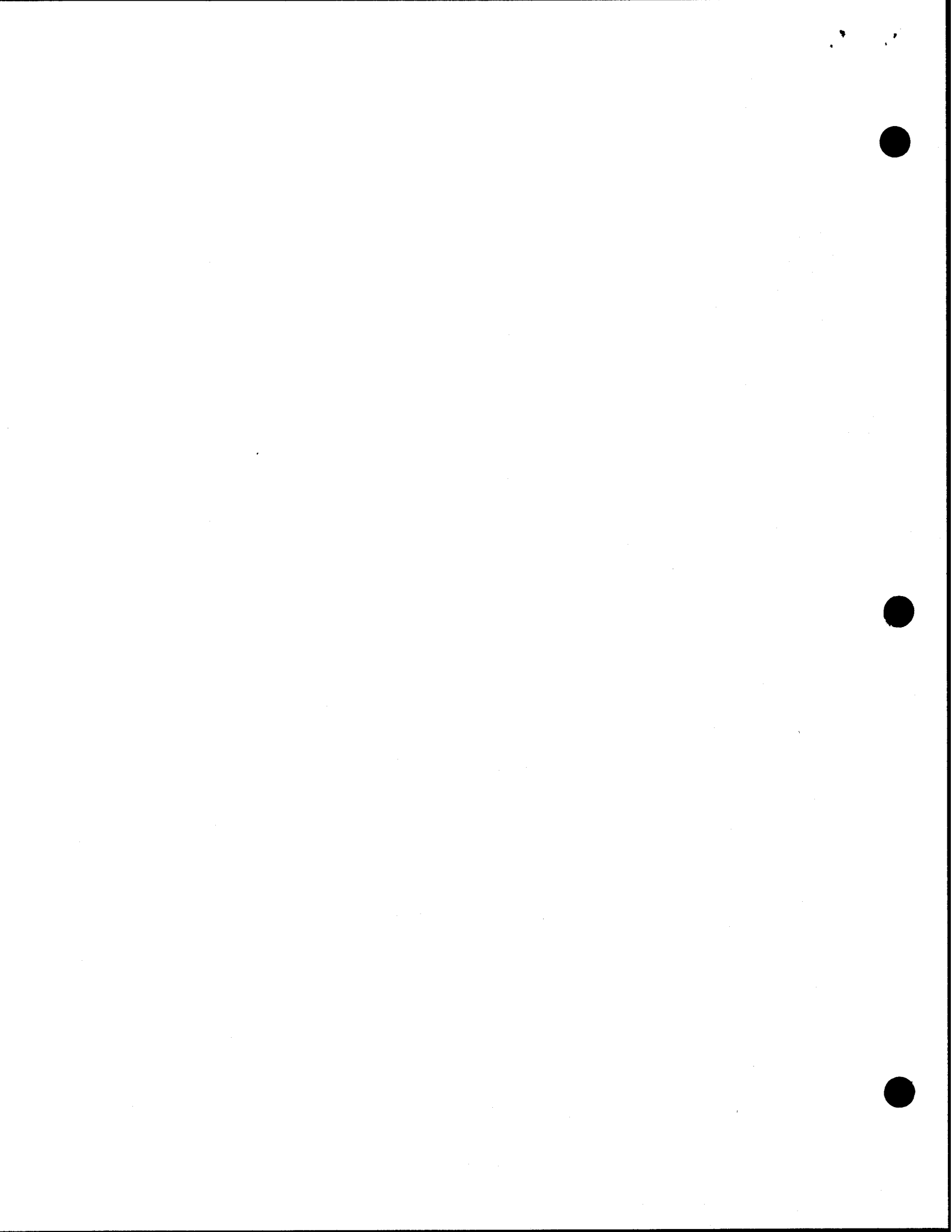
Interviewee Name and Title \_\_\_\_\_

(Please provide your business card to the interviewer.)

1. Please describe your health care organization and the nature of the health care you provide in the new Britain area (e.g., number of patients served, number of employees, types of patient services, and so forth)

How is the nature of your organization or the types of services you provide in New Britain likely to change over the next five years?

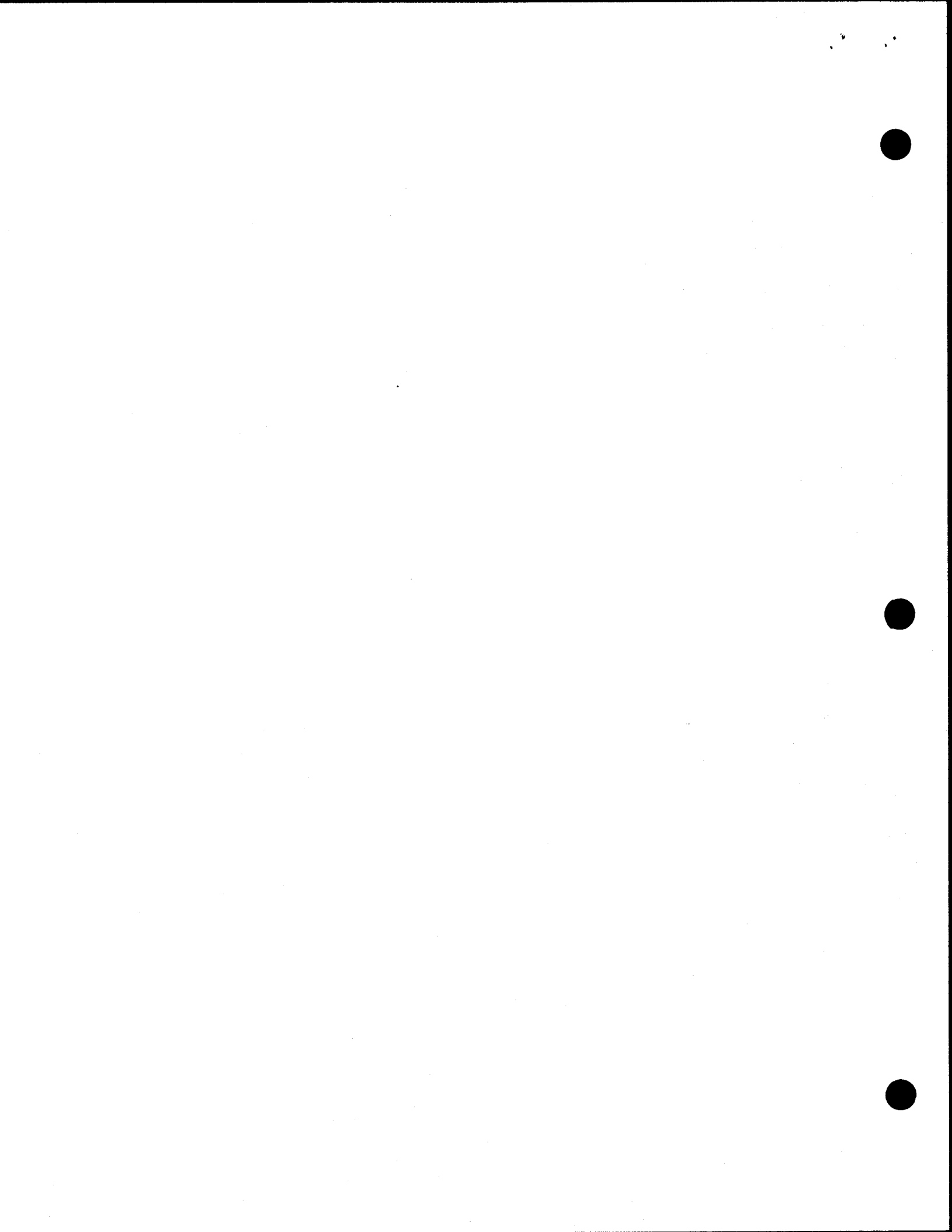
2. What are the major health care needs in the area, and how does your organization meet those needs? What would be the effect on the overall economy of New Britain if you were unable to meet those needs? Would would happen if you were able to meet more of those needs?
3. What does your organization need from Central Connecticut State University? (Consider new or modified program offerings, different scheduling of program offerings, delivery of courses at off-campus sites, use of a down-town center, improved marketing of programs/services, development of joint program/service offerings with other institutions, etc.)
4. Could a public service partnership -- a cooperative effort between several health care providers and CCSU -- meet the needs of managers of health care organizations in the New Britain area? If your answer is "Yes", please describe the elements of this partnership.
5. From an even broader perspective, what could CCSU do to further support economic development in the New Britain area?



**Members of the M & H Group Project Team  
Who Will Be Conducting Interviews  
June 9-10, 1988**

Dr. Roland C. Rautenstrauss is Professor of Civil Engineering at the University of Colorado, former President of the University of Colorado System, and often serves as a principal consultant to M & H Group, Inc. As President, he was responsible for the planning and management of the University of Colorado Health Sciences Center in Denver, which includes a Medical School, School of Dentistry, School of Nursing, and several hospitals. He also played a leadership role in the development of the regional campuses of the University of Colorado System (Colorado Springs, Denver, and the Health Sciences Center). He has extensive first-hand experience with higher education institutions, in assessing and responding to the educational needs of health care providers and managers, as well as managers and employees of other industries. Dr. Rautenstrauss has chaired many accreditation reviews through the North Central Association of Colleges and Schools, as well as the accreditation of many engineering programs in universities through ABET. While President, he participated actively in the deliberations of the Association of American Universities. He served on the Board of Directors of the Universities Research Association and on the Board of the University Corporation for Atmospheric Research. He has worked with Dr. Matthews on more than a dozen projects to assess the educational needs of a region and develop recommendations to the client institutions concerning how best to meet those needs. His engineering degrees are from the University of Colorado.

Dr. John Hogness has recently retired as President of the Association of Academic Health Centers and serves as a Senior Consultant to M & H Group, Inc. He was President of the University of Washington (1974-79). Between 1950 and 1971, he held various teaching and administrative positions at the University of Washington's Medical School, including Associate Dean and Dean, Chairman of the Division of Health Sciences, and Director of the Health Sciences Center. He then served as Executive Vice President of the University. From 1971-74 he served as President of the Institute of Medicine of the National Academy of Sciences. From 1976-82 he served as a member of the National Science Board, was Chairman of its Committee on Science and Society, and of its Committee on Science and Engineering Education. He is a recognized authority on issues of medical, dental and nursing education, having served on many national committees and task forces. He has also served as consultant to six university presidents on a variety of topics. He currently serves on the Board of Chemex Pharmaceuticals, Inc., in Denver, Colorado.





Members of the M & H Group Project Team  
Who Will Be Conducting Interviews  
May 25-26 in New Britain

Dr. Charles C. Halbower, Vice President of M & H Group, Inc., has over 20 years of consulting experience with industry, government, and educational institutions and systems of all kinds. His recent consulting work has focused primarily on assessments of regional needs for programs and services from higher education institutions, and on the development of partnerships among institutions of higher education, industry, and government. For the last 10 of his 14 years with Arthur D. Little, Inc., he was in charge of its consulting practice in education. For over five years he was a Trustee of the Massachusetts State College System. He also was Director of Human Resources for the Massachusetts Community College System. Subsequently, he held human resource planning and management positions in corporate organizations, including a large high-tech company. His degrees are in industrial chemistry and psychology, including a doctorate from the University of Minnesota, and he was a Visiting Fellow at MIT's Sloan School of Management.

Mr. Ted Mulford, recently retired as Vice President of Singer Company, Link Flight Simulation Division, has worked on several M & H Group, Inc. needs assessment projects. He is especially skillful in conducting interviews with managers of companies, elected and appointed government officials, and those concerned with economic development. He worked for 43 years at Singer-Link in the areas of industrial and public relations and community affairs. He is the Chairman of the Southern Tier High Technology Council, and was recently elected Chairman of the Industrial Development Agency. He has been an active participant in the NY State Business Council -- the state's premier advocate for business and industry, and chairs the Council's Higher Education Committee. He has also served as Chairman of the State University of New York (SUNY)'s statewide Advisory Board for Business Development. In 1982-4, he helped "organize" industries in the greater Binghamton, NY area to secure funds to establish an engineering school at SUNY-Binghamton. The Governor and legislature approved this multi-phased project and provided funds for Phase I of the Engineering School in a line item in the state's budget marked "Economic Development for Binghamton, NY. Mr. Mulford is known and admired for his ability to convince elected officials of the need to "invest" in higher education. Mr. Mulford's baccalaureate degree is from Colgate University.



**MEMORANDUM**

**TO: REPRESENTATIVES OF MANUFACTURING COMPANIES  
TO BE INTERVIEWED**

**FROM: JANA B. MATTHEWS, PROJECT DIRECTOR**

**DATE: MAY 16, 1988**

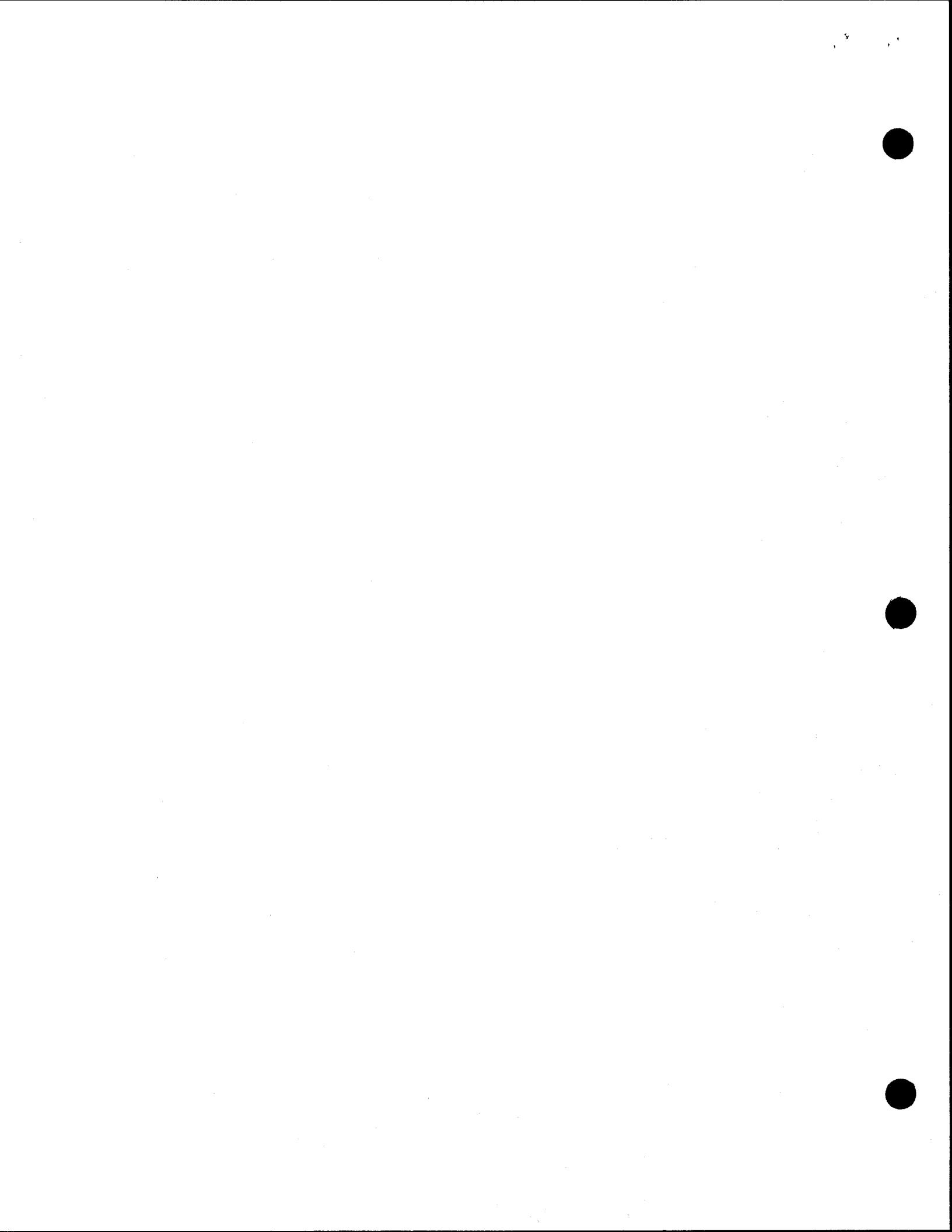
**RE: INTERVIEW GUIDE TO BE USED MAY 25-26, 1988**

Attached is a copy of the Interview Guide which will be used in interviews and focus group discussions with manufacturing company representatives. We are sharing it with you so that you will have an opportunity to think about these questions before you meet with members of our Project Team (Chuck Halbower and Ted Mulford) next week. Paragraph bios of Chuck and Ted are attached.

If at all possible, Chuck and Ted would like to get from you a copy of your responses to items #2, #3, and #4 on the Interview Guide.

I want to assure you -- before the interview -- that your responses will be kept confidential. Summary write-ups of the interviews will be shared only with other members of our Project Team. Although it is our practice to list the people we interview (and their organizational affiliations) in Appendix A of our Final Report, we do not attribute responses to any question to any individual or company. We report only aggregate responses and patterns of responses. Because of our promise of confidentiality, people have been quite open and candid with us in other studies like this -- and because we obtain appropriate information we need, we are able to write reports that are useful to our clients.

We look forward to talking with you. Thank you in advance for your assistance.



**INTERVIEW GUIDE  
FOR REPRESENTATIVES OF MANUFACTURING COMPANIES  
REGARDING NEEDS FOR ANY ADDITIONAL OR MODIFIED PROGRAMS  
AND SERVICES FROM CENTRAL CONNECTICUT STATE UNIVERSITY**

Name of Company: \_\_\_\_\_

Persons Interviewed:

Name \_\_\_\_\_ Title \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_

(Please exchange business cards with each person interviewed)

1. Please describe the nature of your company's operations in the New Britain area (company headquarters? plant(s)? major products, markets served, annual sales, number of employees, nature of manufacturing operations).

2. How are your New Britain operations likely to change over the next five years?

■ product and manufacturing technologies \_\_\_\_\_

■ total number of employees \_\_\_\_\_

■ proportion of employees by type

managers \_\_\_\_\_ white collar office  
support staff \_\_\_\_\_

supervisors \_\_\_\_\_ skilled craft workers \_\_\_\_\_

engineers \_\_\_\_\_ semi-skilled and unskilled  
blue collar workers \_\_\_\_\_

technicians \_\_\_\_\_



3. Five years from now, what important changes will be required in the skills, technical expertise and levels of education of your employees (by type):

managers \_\_\_\_\_

supervisors \_\_\_\_\_

engineers \_\_\_\_\_

technicians \_\_\_\_\_

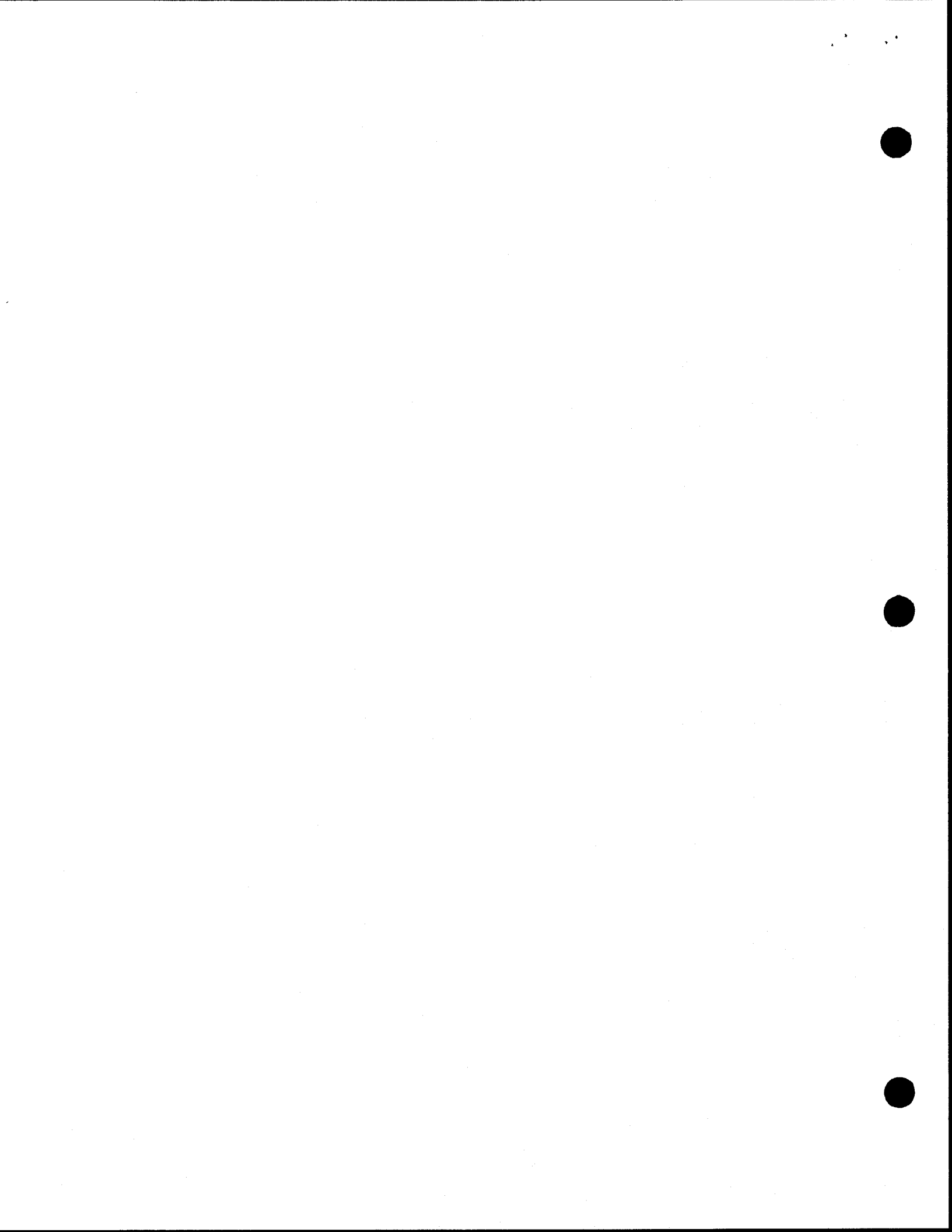
white collar office support staff \_\_\_\_\_

skilled craft workers \_\_\_\_\_

semi-skilled and unskilled blue collar workers \_\_\_\_\_

4. To what extent do you now utilize CCSU as a source of:

	<u>Significant extent</u>	<u>Extent Modest extent</u>	<u>Very slight extent</u>
(1) Employees			
■ with masters degrees	_____	_____	_____
■ with bachelors degrees	_____	_____	_____
■ students in a "co-op" program	_____	_____	_____
(2) Faculty consultants/researchers	_____	_____	_____
(3) Continuing education for employees	_____	_____	_____





	Extent		
	Significant extent	Modest extent	Very slight extent
(4) Non-credit workshops/seminars	_____	_____	_____
(5) Library information-search	_____	_____	_____
(6) Conference facilities	_____	_____	_____

5. What changes are needed in order for your company to make more effective use of CCSU's resources in any of the six areas listed above that could be useful to your company? (Consider new or modified program offerings, scheduling of program offerings, delivery at off-campus sites, use of a down-town center, improved marketing of programs/services, development of joint program/service offerings with other institutions, etc.)

6. In your view, what categories of students are least well served by CCSU? What could be done to serve those students better?

7. From an even broader perspective, what could CCSU do to further support economic development in the New Britain area?



**MEMORANDUM**

**TO: REPRESENTATIVES OF SERVICE COMPANIES**

**FROM: JANA B. MATTHEWS, DIRECTOR**  
**CENTRAL CONNECTICUT STATE UNIVERSITY PROJECT**

**DATE: MAY 26, 1988**

**RE: INTERVIEW GUIDE TO BE USED JUNE 9-10, 1988**

Attached is a copy of the Interview Guide which will be used in interviews and focus group discussions with representatives of service companies. We are sharing it with you so that you will have an opportunity to think about these questions before you meet with members of our Project Team (Dr. Charles Halbower and Dr. Nick Poulton) on June 9-10. Paragraph bios of Chuck and Nick are also attached.

I want to assure you -- before the interview -- that your responses will be kept confidential and write-ups of the interviews will only be shared with other members of our Project Team. Although it is our practice to list the people we interview (and their organizational affiliations) in Appendix A of our Final Report, we do not attribute particular responses to any one person; we only report aggregate responses and patterns of responses. Because of our promise of confidentiality, people have been quite open and candid with us in other studies like this -- and because we obtain the information we need, we are able to write reports that are useful to our clients.

We look forward to talking with you. Thank you in advance for your assistance.



INTERVIEW GUIDE FOR REPRESENTATIVES OF  
SERVICE COMPANIES IN THE NEW BRITAIN AREA

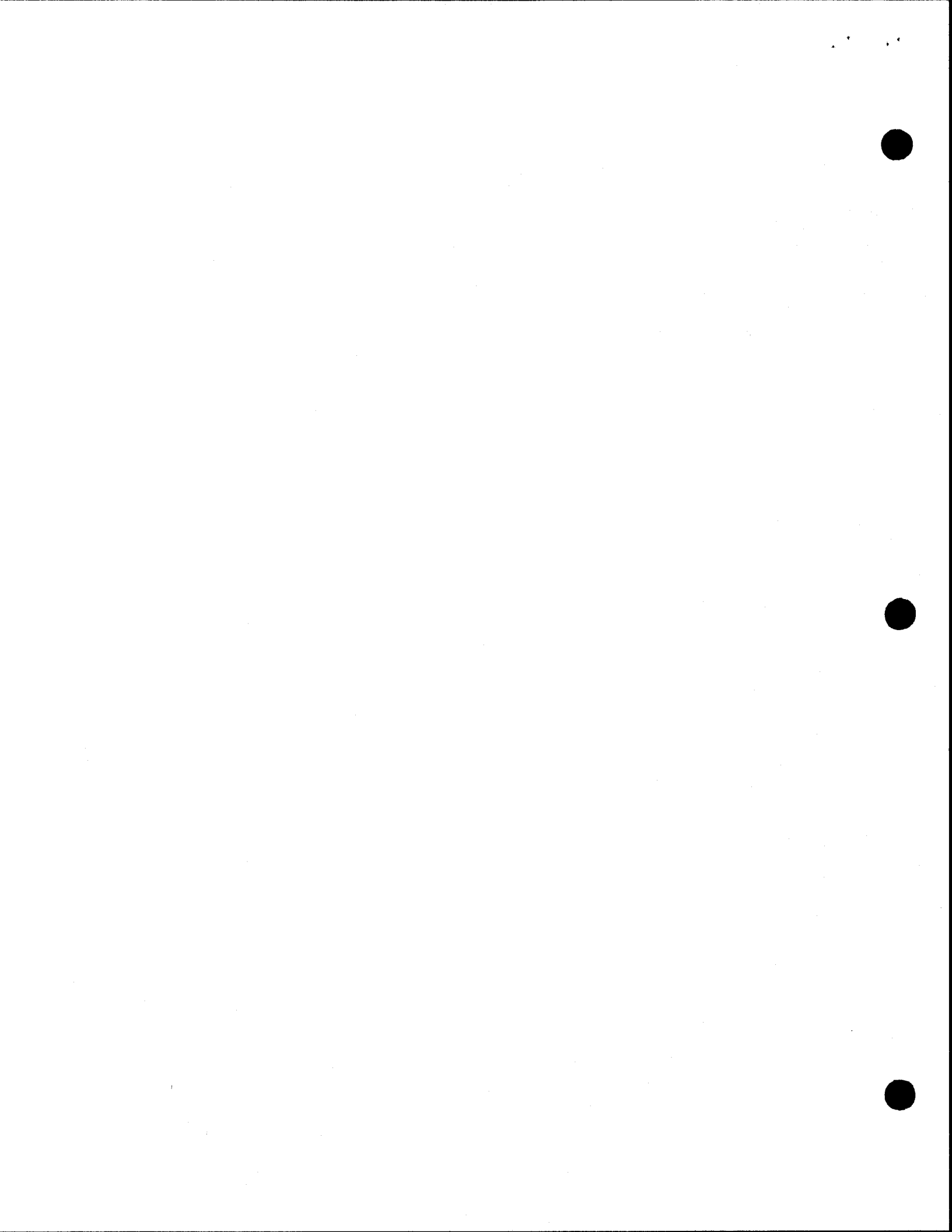
Interviewee Name and Title \_\_\_\_\_

(Please provide your business card to the interviewer.)

1. Please describe the nature of your company's operation in the New Britain area (company of-  
fice(s), major services provided, markets served, annual sales, number of employees, and so forth).

How are your New Britain operations likely to change over the next five years?

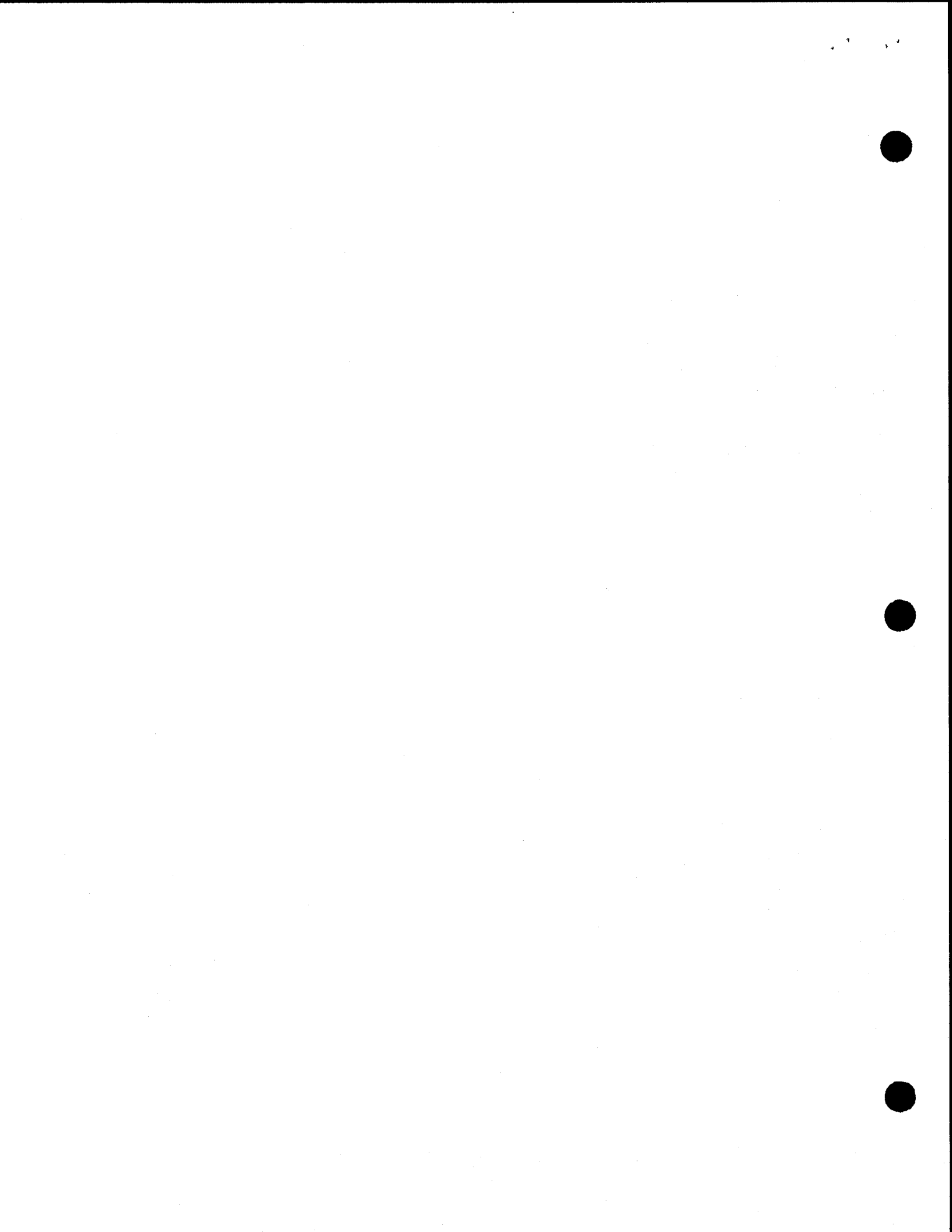
2. From an overall perspective, what are the most important elements in the strategy to develop the economy of the New Britain Area? What elements in such a strategy are now being adequately addressed? Which elements require additional attention?
3. Describe the role your company plays vis-a-vis the economic development of the New Britain area. Is this role likely to change in the future?
4. How does your company now interact with Central Connecticut State University, e.g., employees take classes at CCSU, you hire the graduates, you use the faculty as consultants, and so forth.
5. What does your company need from CCSU, e.g., new or different educational programs, courses provided through new delivery systems, research, more services, to help you achieve your company's priority objectives?
6. What does the New Britain area need CCSU to provide? If these needs were to be met, what effect would that have on the economic development of the Area?
7. What changes are needed in the nature/availability of any of the following services in order to attract/support new or growing commercial enterprises?
  - financial assistance
  - assistance from legal, accounting, consulting, employment or temporary help firms
  - low cost facilities
  - innovation centers or incubators
  - manpower development and retraining services.
8. What program or service could CCSU provide -- in the downtown area or on the campus -- which would have a major positive effect on your company? On the New Britain area?



**Members of the M & H Group Project Team  
Who Will Be Conducting Interviews  
June 9-10, 1988**

Dr. Charles C. Halbower, Vice President of M & H Group, Inc., has over 20 years of consulting experience with industry, government, and educational institutions and systems of all kinds. His recent consulting work has focused primarily on assessments of regional needs for programs and services from higher education institutions, and on the development of partnerships among institutions of higher education, industry, and government. For the last 10 of his 14 years with Arthur D. Little, Inc., he was in charge of its consulting practice in education. For over five years he was a Trustee of the Massachusetts State College System. He also was Director of Human Resources for the Massachusetts Community College System. Subsequently, he held human resource planning and management positions in corporate organizations, including a large high-tech company. His degrees are in industrial chemistry and psychology, including a doctorate from the University of Minnesota, and he was a Visiting Fellow at MIT's Sloan School of Management.

Dr. Nick Poulton, is currently working on several M & H Group needs assessment projects. Dr. Poulton is an experienced higher education planner, and carried out needs assessments when he was Director of University Planning at Western Michigan University for five years. That regional university, a former state teachers' college, had grown to approximately 18,000 students. (It now has an enrollment of 21,000.) Although there had been considerable expansion of the undergraduate programs, there had been much less growth of the graduate programs. Prior to that position, Dr. Poulton served as Associate Professor of Electrical Engineering Technology at Purdue University. While at Purdue, he also served as Director of Technology Programs at Indiana University (Kokomo), and spent three years total as Educational Advisor for USAID in Afghanistan. Most recently, Dr. Poulton served as Vice President for Planning and Development at the University of the South Pacific. Dr. Poulton's undergraduate and masters degrees are in Electrical Engineering, and he received his doctorate from the University of Michigan's Center for the Study of Higher Education in Administration and Policy Analysis.





**MEMORANDUM**

PO Box 1888, Boulder,  
Colorado, 80306-1888  
303 447-8087

**TO: THOSE ELECTED AND APPOINTED OFFICIALS  
TO BE INTERVIEWED**

**FROM: JANA B. MATTHEWS**

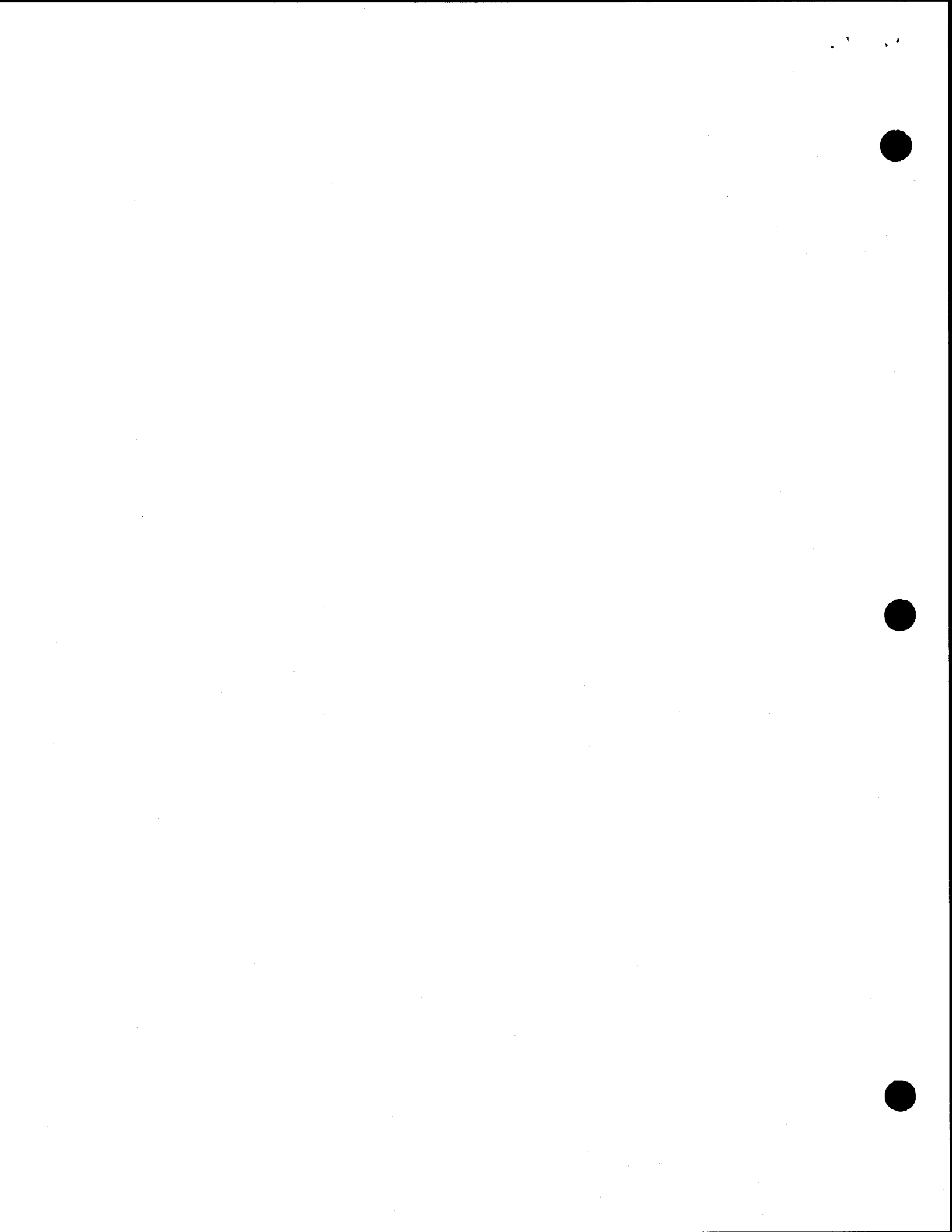
**DATE: MAY 2, 1988**

**RE: INTERVIEW GUIDE TO BE USED MAY 10-11, 1988**

This Interview Guide is provided in advance of our interview with you so that those being interviewed will have an opportunity to think about these questions and issues prior to the interview.

I want to assure you -- before the interview -- that your responses will be kept confidential and write-ups of the interviews will be shared only with other members of our Project Team. Although it is our practice to list the people we interview (and their organizational affiliations) in Appendix A of our Final Report, we do not attribute particular responses to any one person; we only report aggregate responses and patterns of responses. Because of our promise of confidentiality, people have been quite open and candid with us in other studies like this -- and because we obtain appropriate information we need, we are able to write reports that are useful to our clients.

We look forward to talking with you. Thank you in advance for your assistance.



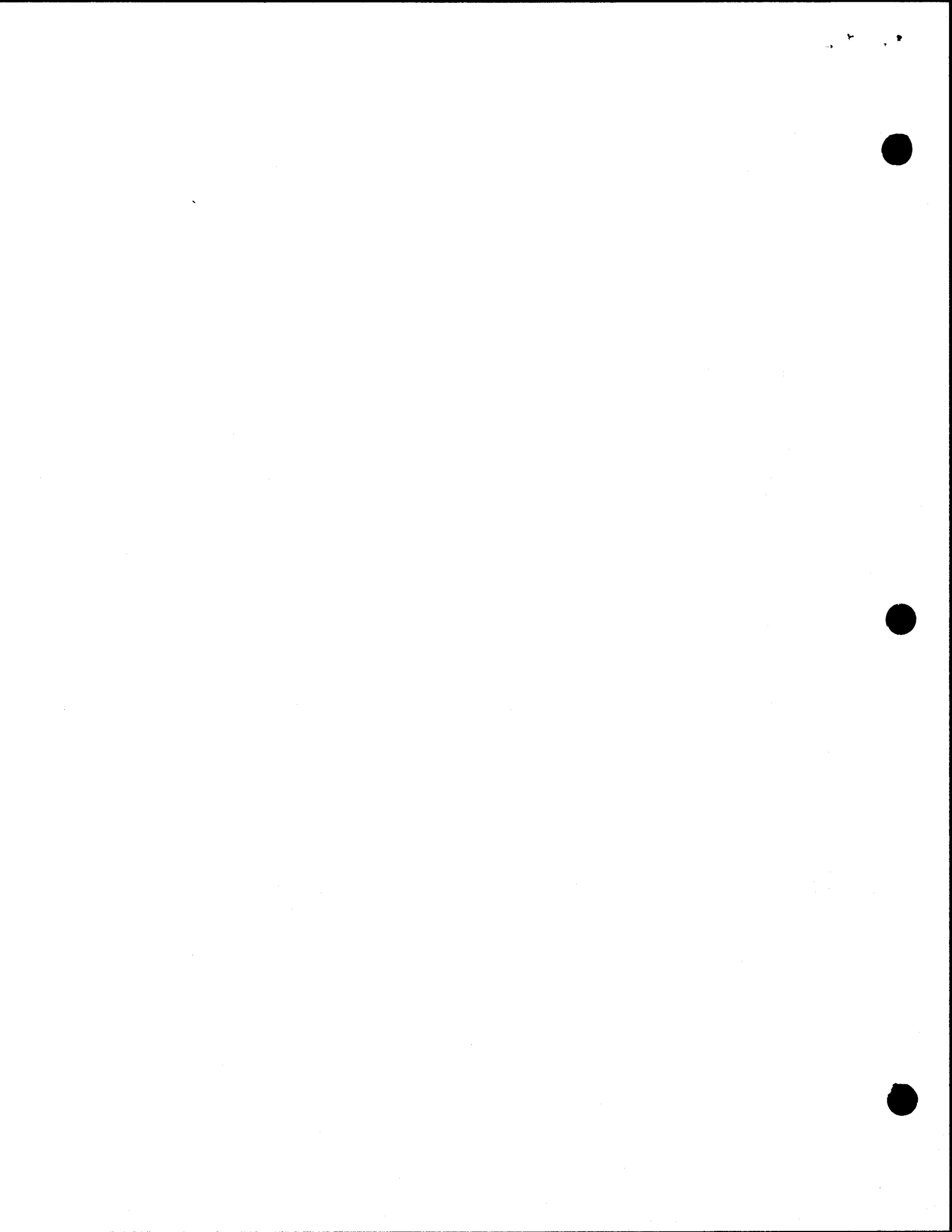
**INTERVIEW GUIDE FOR ELECTED AND APPOINTED OFFICIALS  
IN THE NEW BRITAIN AREA**

Interviewee Name and Title \_\_\_\_\_

1. From an overall perspective, what are the most important elements in the strategy to stimulate and support further economic development in the New Britain Area? Which elements in such a strategy are now adequately pursued? Which elements require additional priority planning and effort, and by whom or what agency/organization?
  
2. What are your (or your organization's) priorities in contributing to the further development of the Area's economic development? What does your organization need from CCSU (e.g., new or different educational programs, delivery systems, research, services, etc.) to help you achieve your priority objectives?
  
3. More generally, what are the Area's more important needs for new or different educational programs, delivery systems, research, services, etc., from CCSU? Which, if any, clientele of CCSU are not being well served? How could they be better served?
  
4. What are your perceptions of the major strengths and capabilities of the institutions currently providing higher education in the New Britain Area? What are their major shortcomings?
  
5. How could public service partnerships (cooperative efforts involving higher education institutions) serve the needs of the Area more effectively?
  
6. What changes are needed in the nature/availability of any of the following services in order to attract/support new or growing commercial enterprises?
  - financing assistance
  - assistance from legal, accounting, consulting, employment or temporary help firms
  - low cost facilities
  - innovation centers or research parks
  - manpower development and retraining services



7. In order to attract and retain plants/companies, what changes are needed in tax systems, tax-based incentives, transportation networks and systems, availability of real estate (residential and industrial) and its financing?
  
8. Is the quality of local school systems and the availability of child care a positive factor in attracting/retaining companies and their employees? If not, what improvements are needed?
  
9. Which of the following "quality of life" amenities are attractive to companies and employees? Which need to be expanded or upgraded?
  - parks
  - cultural centers and activities
  - libraries
  - recreational activities/facilities
  - athletic events
  - community festivals/fairs

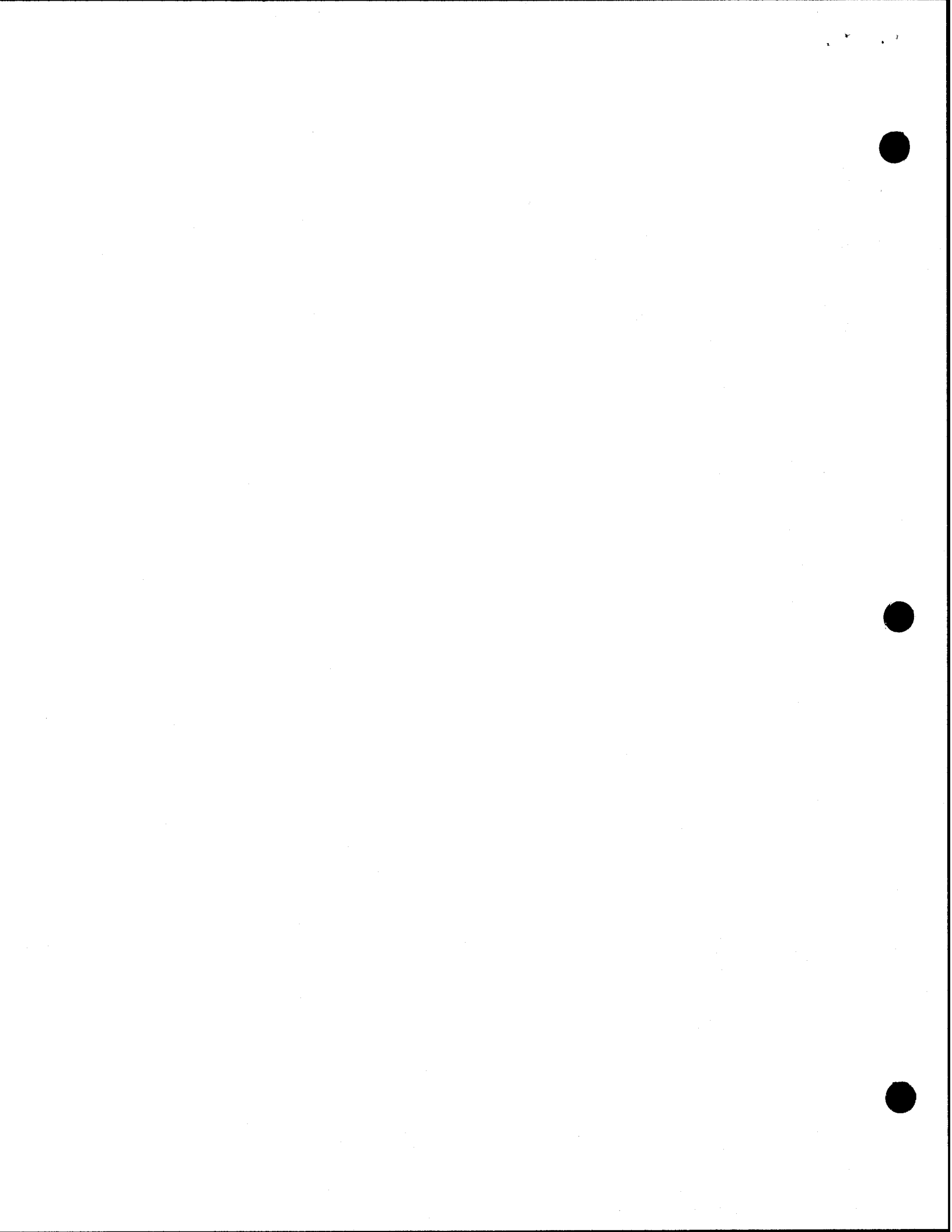


Members of the M & H Group Project Team  
Who Will Be Conducting Interviews at  
May 9 - 11 in New Britain

Dr. Jana B. Matthews is President of M & H Group, Inc., a management consulting firm. She has directed more than a dozen studies that focus on the development of partnerships between higher education and industries, with support from government in order to foster regional economic development. She has directed more than a dozen such studies in cities and regions as diverse as Chicago, Dallas, Los Angeles, Rochester, MN, Binghamton, NY, Hawaii and Puerto Rico. She has presented invited lectures on this topic to the National Conference of State Legislatures, Western Governor's Association, Association of University Related Research Parks, and the 1988 George W. Aiken Lecture Series at the University of Vermont. She is co-author of *Managing the Partnerships Between Higher Education and Industry*, and the *Effective Use of Management Consultants in Higher Education*. From 1980 - 85, she was Division Director at the National Center for Higher Education Management Systems and served as the founding President of NCHEMS Management Services, Inc. Prior to that she was a Senior Consultant in the Education Management Group at Arthur D. Little, Inc. and was Assistant Provost and Director of Academic Affairs for the governing Board of the Massachusetts State College System. Her degrees are from Earlham College, the University of Rhode Island, and Harvard University. She is directing this study.

Dr. Charles C. Halbower, Vice President of M & H Group, Inc., has over 20 years of consulting experience with industry, government, and educational institutions and systems of all kinds. His recent consulting work has focused primarily on assessments of regional needs for programs and services from higher education institutions, and on the development of partnerships among institutions of higher education, industry, and government. For the last 10 of his 14 years with Arthur D. Little, Inc., he was in charge of its consulting practice in education. For over five years he was a Trustee of the Massachusetts State College System. He also was Director of Human Resources for the Massachusetts Community College System. Subsequently, he held human resource planning and management positions in corporate organizations, including a large high-tech company. His degrees are in industrial chemistry and psychology, including a doctorate from the University of Minnesota, and he was a Visiting Fellow at MIT's Sloan School of Management.

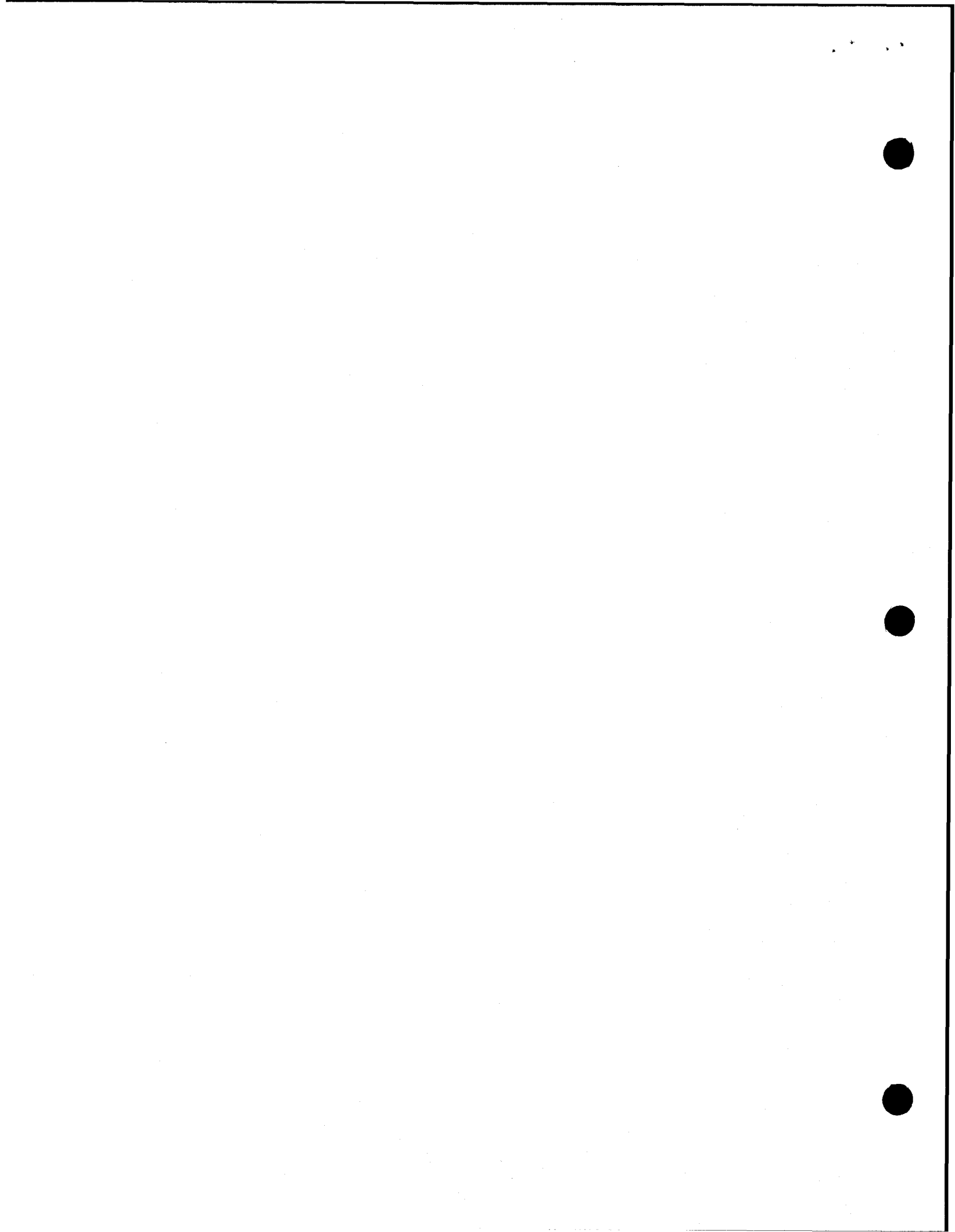
Mr. Ted Mulford, recently retired as Vice President of Singer Company, Link Flight Simulation Division, has worked on several M & H Group, Inc. needs assessment projects. He is especially skillful in conducting interviews with managers of companies, elected and appointed government officials, and those concerned with economic development. He worked for 43 years at Singer-Link in the areas of industrial and public relations and community affairs. He is the Chairman of the Southern Tier High Technology Council, and was recently elected Chairman of the Industrial Development Agency. He has been an active participant in the NY State Business Council -- the state's premier advocate for business and industry, and chairs the Council's Higher Education Committee. He has also served as Chairman of the State University of New York (SUNY)'s statewide Advisory Board for Business Development. In 1982-4, he helped "organize" industries in the greater Binghamton, NY area to secure funds to establish an engineering school at SUNY-Binghamton. The Governor and legislature approved this multi-phased project and provided funds for Phase I of the Engineering School in a line item in the state's budget marked "Economic Development for Binghamton, NY. Mr. Mulford is known and admired for his ability to convince elected officials of the need to "invest" in higher education. Mr. Mulford's baccalaureate degree is from Colgate University.





**APPENDIX C**

**SAMPLES OF LETTERS SENT TO INTERVIEWEES**



**APPENDIX C**  
**SAMPLES OF LETTERS SENT TO INTERVIEWEES****SAMPLE LETTER TO ELECTED AND APPOINTED GOVERNMENT OFFICIALS**

Date

Dear XXXXX:

Last June the Legislature approved Special Act. No. 87-81 which established a Committee to conduct a feasibility study to:

1. assess the potential enhancement of Central Connecticut State University's educational programs and public service partnerships;
2. assess the benefits to New Britain and its economic health;
3. assess CCSU's facility needs, and
4. assess the impact on the University and its students of the creation of a downtown campus extension.

The special act specified that state and local government officials, local employers, and labor and civic groups be consulted as part of the study. In addition, funds were appropriated to the Connecticut State University for this feasibility study.

The Committee, comprised of 11 people, includes representatives of CCSU and statewide higher education, business and government. The Committee has contracted with the M & H Group, Inc. of Boulder, Colorado and Washington, D.C. to conduct a study which will assess the needs of New Britain for additional higher education programs and services that could be delivered by Central Connecticut State University. The study is scheduled to begin April 15 and be completed by September.

Five members of the M & H Group, Inc. Project Team (see attached resumes) will be in New Britain between May 9 and 11. One of their first tasks is to interview you and other elected and appointed government officials. They want to learn more about the higher education needs of the New Britain area, as well as the array of economic development issues that are facing New Britain -- before they interview representatives of the health care, manufacturing, or service industries in the area.

Ms. Carolyn Sullivan, the staff person assigned to this project, will be calling you soon to schedule the interview, which should take about an hour. On May 3, we will send a second memo confirming the appointment, and a copy of the interview guide will be attached. This should give you a week to think about the questions before the consultants conduct the interviews on Tuesday and Wednesday, May 10-11.

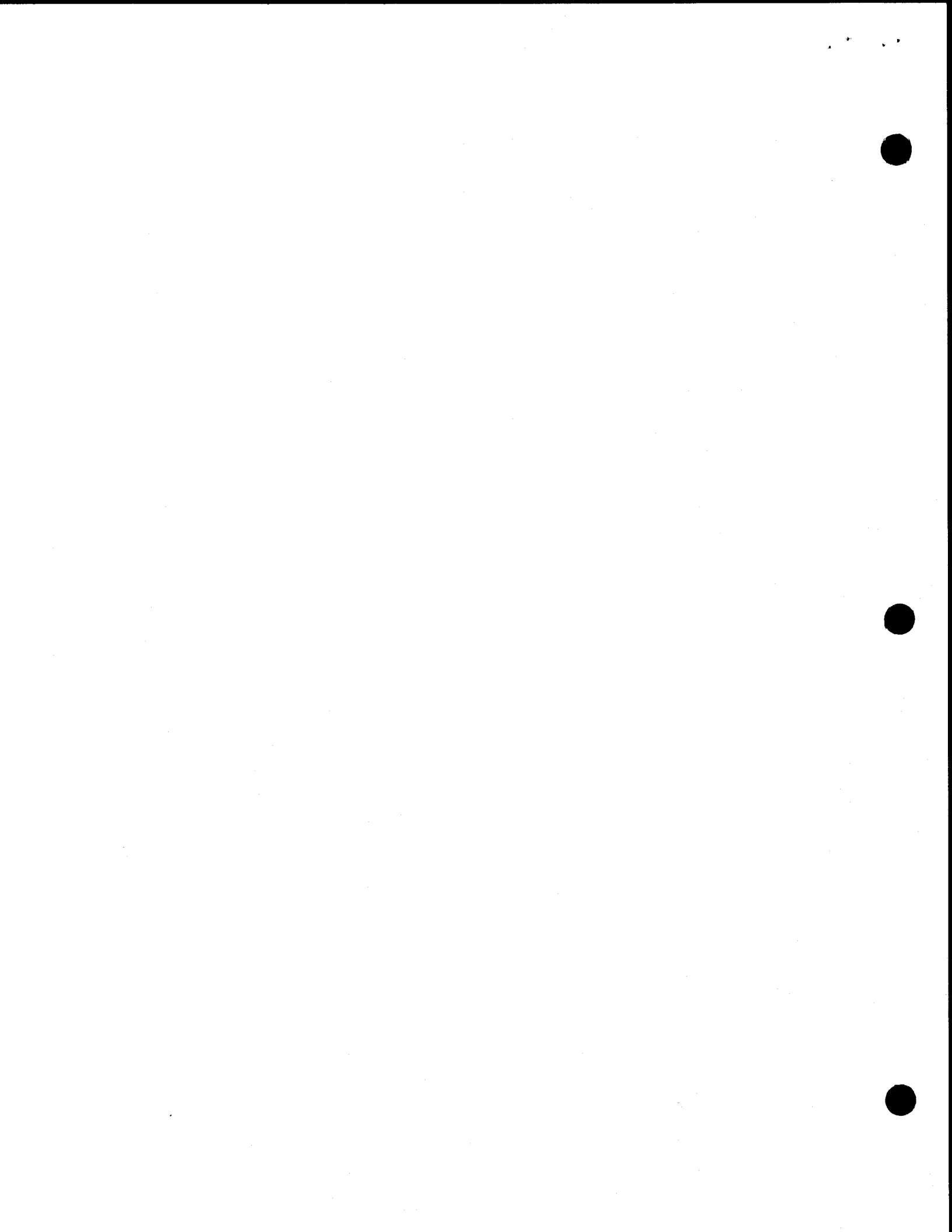
We believe this study will provide very useful information to Central Connecticut State University about the needs of various constituents in the New Britain region. It should help us identify new programs and services that will benefit Central Connecticut State University and contribute to the economic development of the New Britain region, as well.

Thank you in advance for your participation in this study.

Sincerely,

John Shumaker  
President  
Chairman, Committee Established By Special Act 87-81

cc: C. Sullivan



**SAMPLE (DRAFT) LETTER TO ELECTED AND APPOINTED OFFICIALS  
FOR INTERVIEW CONFIRMATION**

MAY 3, 1988

Dear XXXXX:

This letter is a follow-up to earlier letters and telephone calls from representatives of Central Connecticut State University regarding your participation in the study of CCSU's educational programs and public service partnerships. It confirms the appointment for (name of interviewer), a member of the M & H Group, Inc., Project Team, to visit with you and your associates in your office at \_\_\_\_\_ o'clock on (day), May \_\_\_\_\_, 1988.

(Name of interviewer) is one of five members of the M & H Group Project Team who will be conducting interviews at Central Connecticut State University and in the New Britain area from May 9-11, 1988. Sheet containing brief bios of the team members is attached.

Enclosed is a copy of the Interview Guide that all M & H Group interviewers will be using during their interviews with elected and appointed officials. We hope that you will review it, share it with anyone else you might want to participate in the interview, and be prepared to respond to these questions.

We appreciate your willingness to be interviewed and to participate in this study. We look forward to the Final Report and the M & H Group's recommendations concerning additional ways CCSU can help support the growth and development of the regional economy, including attracting and/or developing companies.

Sincerely,

John Shumaker  
Chairman, Committee Established By Special Act 87-81  
President  
Central Connecticut State University



**SAMPLE (DRAFT) LETTER TO FACULTY AND ADMINISTRATORS  
AT CENTRAL CONNECTICUT STATE UNIVERSITY  
FOR INTERVIEW CONFIRMATION**

May 4, 1988

Dear XXXXX:

This letter is a follow-up to earlier letters and telephone calls from representatives of Central Connecticut State University regarding your participation in the study of CCSU's educational programs and public service partnerships. It confirms the appointment for (name of interviewer), a member of the M & H Group, Inc., Project Team, to visit with you and your associates in your office at \_\_\_\_\_ o'clock on (day), May \_\_\_\_\_, 1988.

(Name of interviewer) is one of five members of the M & H Group Project Team who will be conducting interviews at Central Connecticut State University and in the New Britain area from May 9-11, 1988. Sheet containing brief bios of the team members is attached.

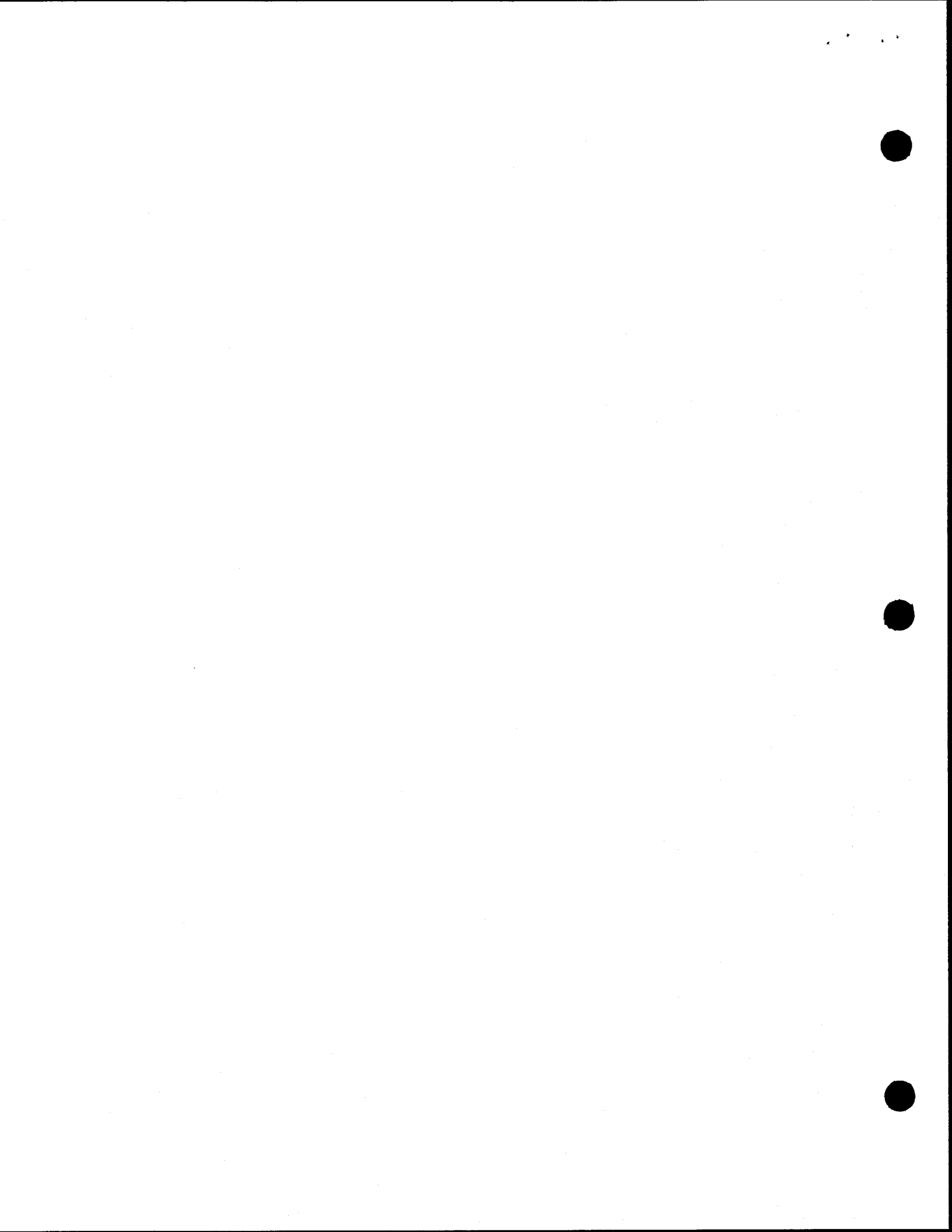
Enclosed is a copy of the Interview Guide that all M & H Group interviewers will be using during their interviews with faculty and administrators.

We hope that you will review it, share it with anyone else you might want to participate in the interview, and be prepared to respond to these questions.

We appreciate your willingness to be interviewed and to participate in this study. We look forward to the Final Report and the M & H Group's recommendations concerning additional ways CCSU can help support the growth and development of the regional economy, including attracting and/or developing companies.

Sincerely,

John Shumaker  
Chairman, Committee Established By Special Act 87-81  
President  
Central Connecticut State University





**MEMORANDUM**

**TO:** Those M & H Group Has Asked to Interview  
**FROM:** John Shumaker, President  
**DATE:** April 18, 1988  
**RE:** Study for the Committee Established by Special Act. No. 87-81

As you may know, last June the Legislature approved Special Act No. 87-81, which established a Committee to conduct a feasibility study to assess.

- (1) the potential enhancement of Central Connecticut State University's educational programs and public partnerships
- (2) the benefits to New Britain and its economic health;
- (3) CCSU's facility needs, and
- (4) the impact on the University and its students of the creation of a downtown campus extension.

The special act specified that state and local government officials, local employers, and labor and civic groups be consulted as part of the study. In addition, funds were appropriated to the Connecticut State University for this feasibility study.

The Committee, comprised of 11 people, includes representatives of CCSU and statewide higher education, business and government. The Committee has contracted with the M & H Group, Inc. of Boulder, Colorado and Washington, D.C. to conduct a study which would assess the needs of New Britain for additional higher education programs and services from Central Connecticut State University. The study is scheduled to begin around April 15 and be completed by September..

Five members of the M & H Group Project Team (see attached resumes) will be in New Britain between May 9 and 11. One of the first tasks they will undertake is to interview various Deans and faculty members, the Vice President for Academic Affairs and the President, and to become familiar with the academic programs, related services, and research activities at CCSU. They want to know about CCSU before they interview any representatives of the health care, manufacturing, or service industries.

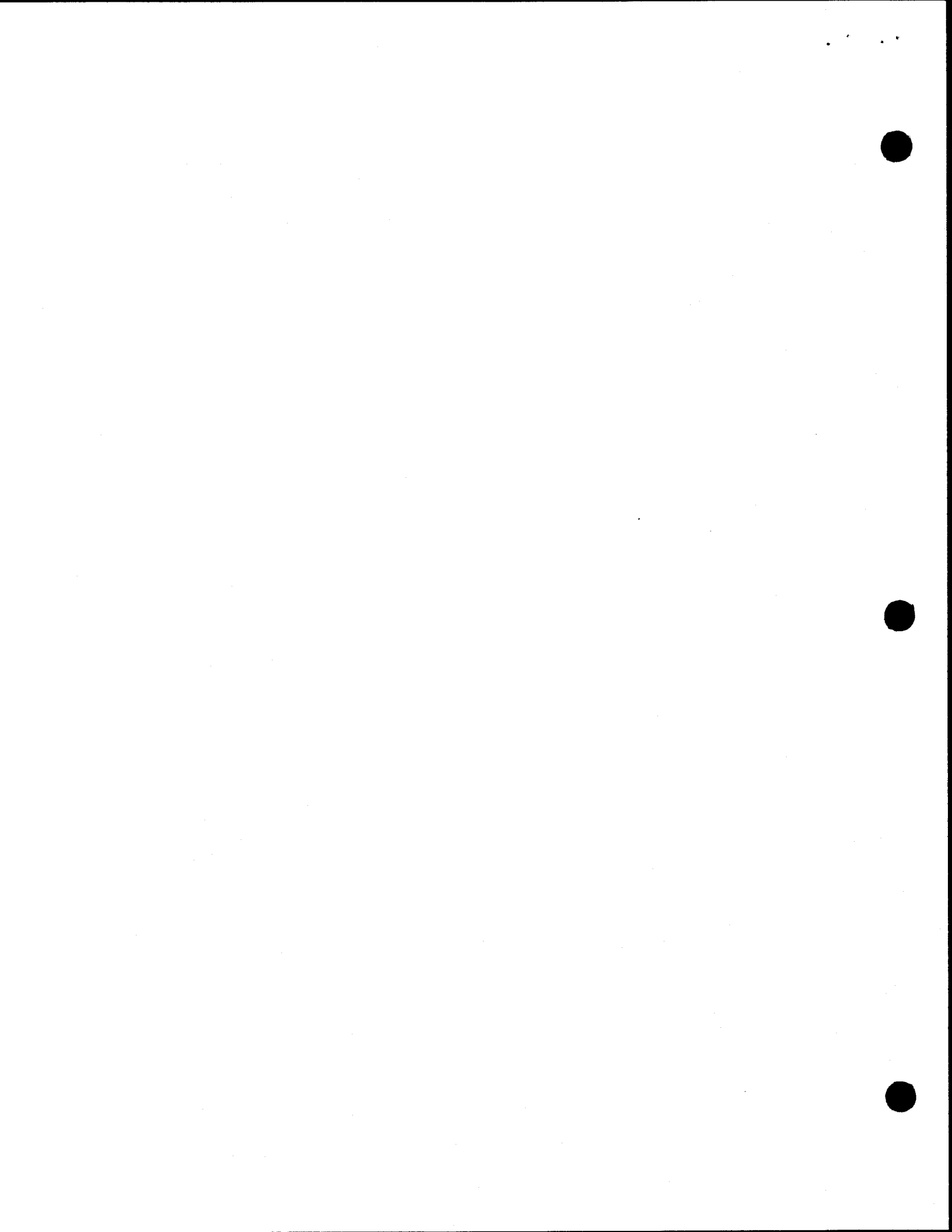
The Project Director has specifically asked that you and other key people in your department be interviewed so that members of the team can learn more about the educational programs your department currently offers, as well as future plans to offer new programs or services or delivery systems.

Ms. Carolyn Sullivan, the staff person assigned to this project, will be calling you soon to schedule the interview, which should take about an hour. On May 3, we will send a second memo confirming the appointment, and a copy of the interview guide will be attached. This should give you a week to think about the questions before the consultants conduct the interviews on Tuesday and Wednesday, May 10-11.

We believe this study will provide very useful information to Central Connecticut State University about the needs of various constituents in the New Britain region. It should help us identify new programs and services that will benefit Central Connecticut State University and contribute to the economic development of the New Britain region, as well.

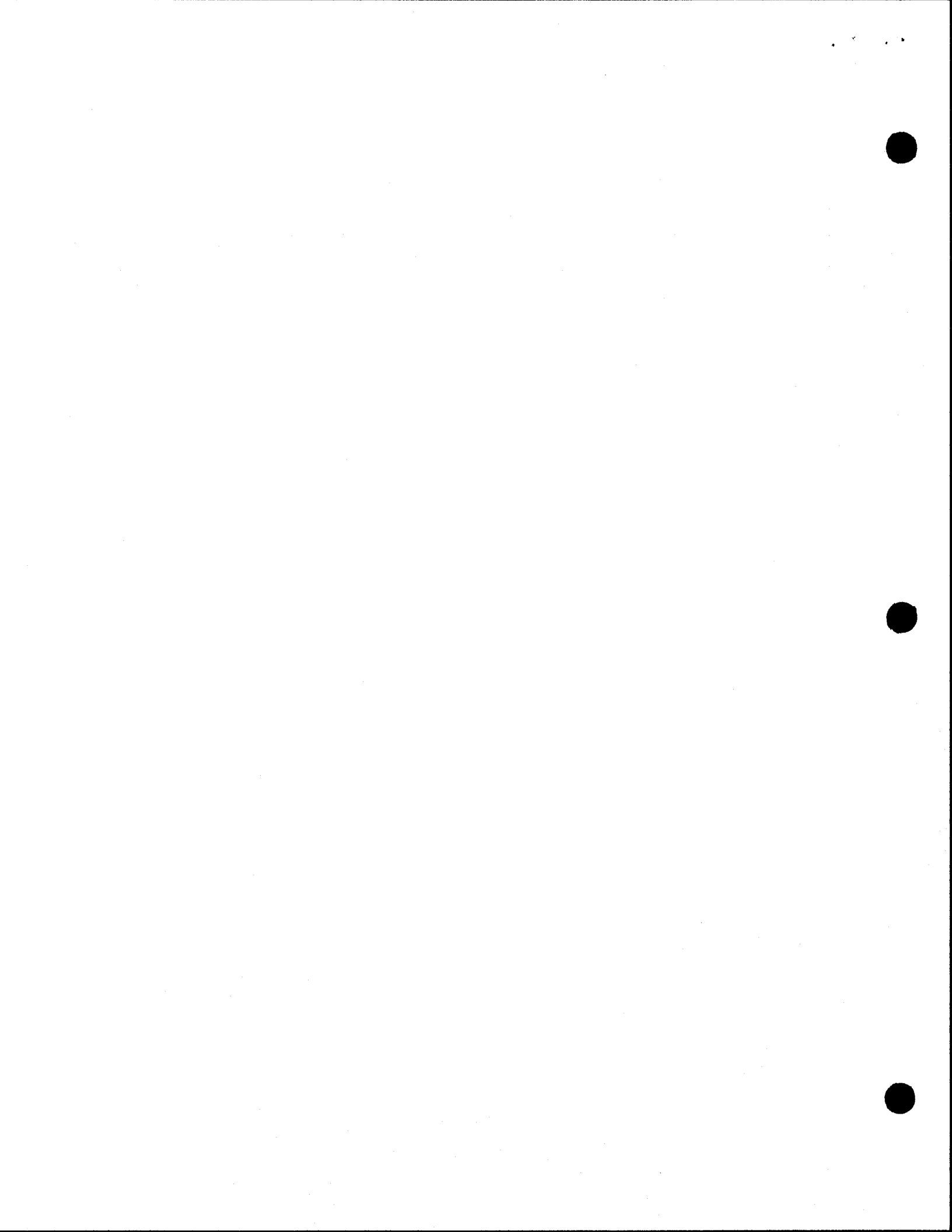
Thank you in advance for your participation in this study.

cc: C. Sullivan



**APPENDIX D**

**DESCRIPTIONS OF PROPOSED CENTERS WITHIN  
CENTRAL CONNECTICUT STATE UNIVERSITY  
DEVELOPED BY CCSU**



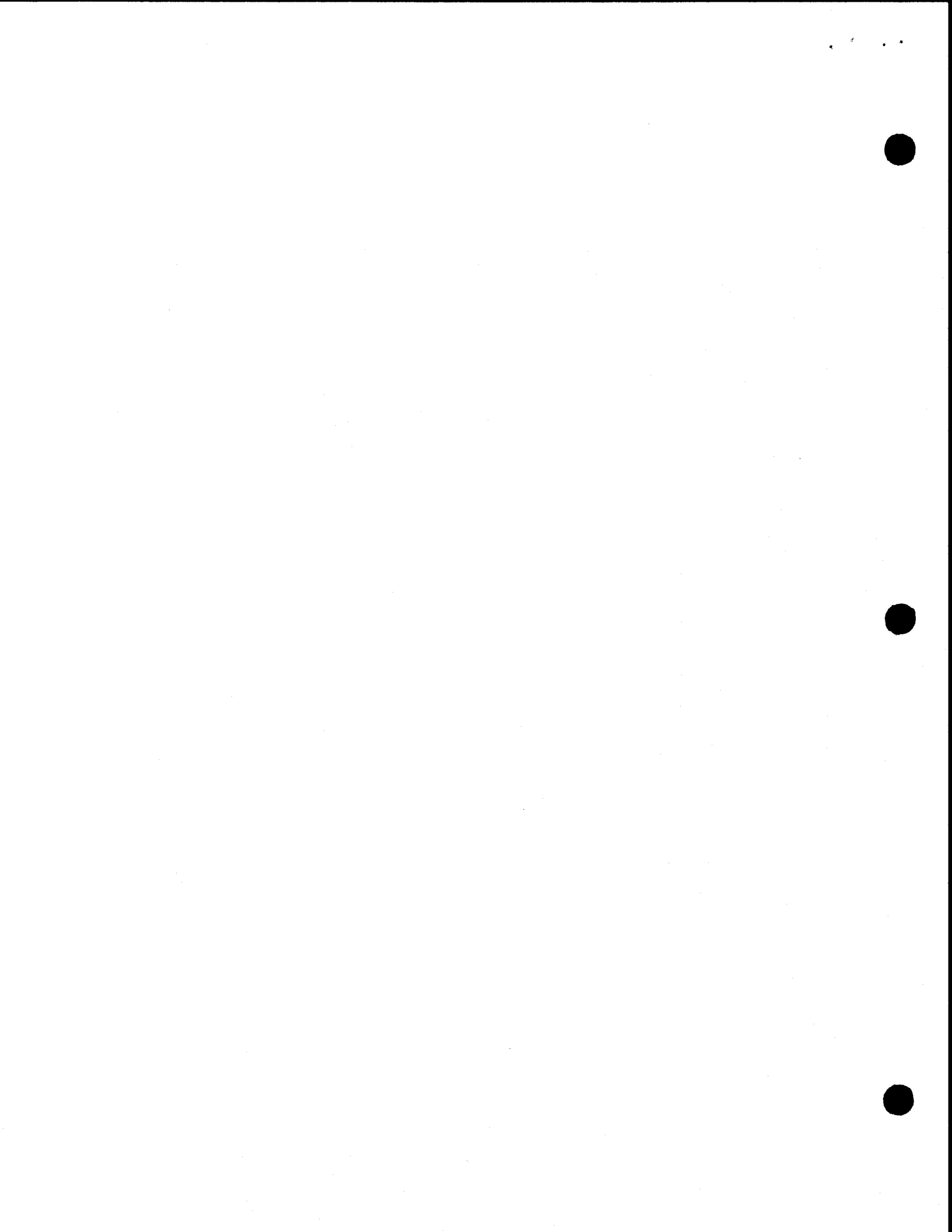
## CONNECTICUT CENTER FOR SCHOOL DEVELOPMENT

Attracting and retaining quality individuals to the teaching field is fundamental to the development of innovative and effective teacher education programs. It is equally important to develop and enhance professional development programs for faculty and administrators already serving our public schools. According to Ernest Boyer, the biggest difference in improving schooling will be made by bolstering the skills and morale of those already on the job.

In order to better serve the professional development needs of teachers, administrators, and school boards, Central Connecticut State University proposes to establish a Center for School Development. The Center's organizing principle will be to work with all interested parties to improve the quality of Connecticut's schools. The Center's work will draw heavily upon the recently published report "Schools for the 21st Century".

Working collaboratively with teachers, school boards, administrators, state officials, elected local officials and professional organizations, the Center would engage in the following activities:

- o Establish an advisory council composed of teachers, school administrators, university faculty, elected officials and interested professional organizations to collaborate in planning, conducting and evaluating the center's activities.
- o Conduct workshops that offer teachers practical ideas that can be used to enhance desired learning behaviors.
- o Offer workshops and seminars on current education topics to school administrators, school board members, elected officials, and professional organizations.
- o Provide learning opportunities for undergraduate and graduate students.
- o Offer continuing education units (CEU's), and specialist programs for teacher in-service needs.
- o Sponsor seminars and conferences in conjunction with local school districts to address specific community needs.
- o Train master teachers and trainers in the skills required for working with adults as learners.
- o Establish an on-going process of communication and dissemination of both products and processes related to pre-elementary through adult education



## **HOSPITALITY MANAGEMENT PROGRAM CENTRAL CONNECTICUT STATE UNIVERSITY**

Today leisure needs and services constitute a major growth industry which employs millions of workers at all levels, and contributes significantly to a solid economic base for many communities, states, and regions. Part of the growth in the industry can be attributed to changing social, cultural and political values regarding the role of leisure in society. In addition, people on all socioeconomic levels have realized increased leisure time due to changing work patterns such as flex-time and compressed work weeks, added holidays and expanded vacation time, earlier and longer periods of retirement, and automated or electronic labor saving devices.

### **Economic Impact**

Annual recreation/leisure spending in the U.S. has risen steadily over the past several decades. For example, consumer spending on recreation goods and services in the United States grew over 300 percent in the past two decades. In 1984, more than 4.55 million people were employed in the tourism industry alone, travel receipts made up over 6.5 percent of the GNP, and tourism generated over \$18 billion in tax revenues to federal, state and local governments.

These trends have been even more dramatic in Connecticut, which is just beginning to realize its potential as a center for recreation and tourism. The State Department of Economic Development reports that in excess of 50,000 persons in Connecticut are employed as a result of tourism alone, with an annual value to the state of \$2.7 billion, resulting in the generation of tax revenues in excess of \$150 million. To demonstrate Connecticut's commitment to the industry, the budget to develop and promote tourism in Connecticut has grown from \$800,000 in 1984 to \$2.15 million. Connecticut has realized the tremendous economic potential of leisure and tourism related industries and has invested heavily in promoting this industry.

### **Opportunity**

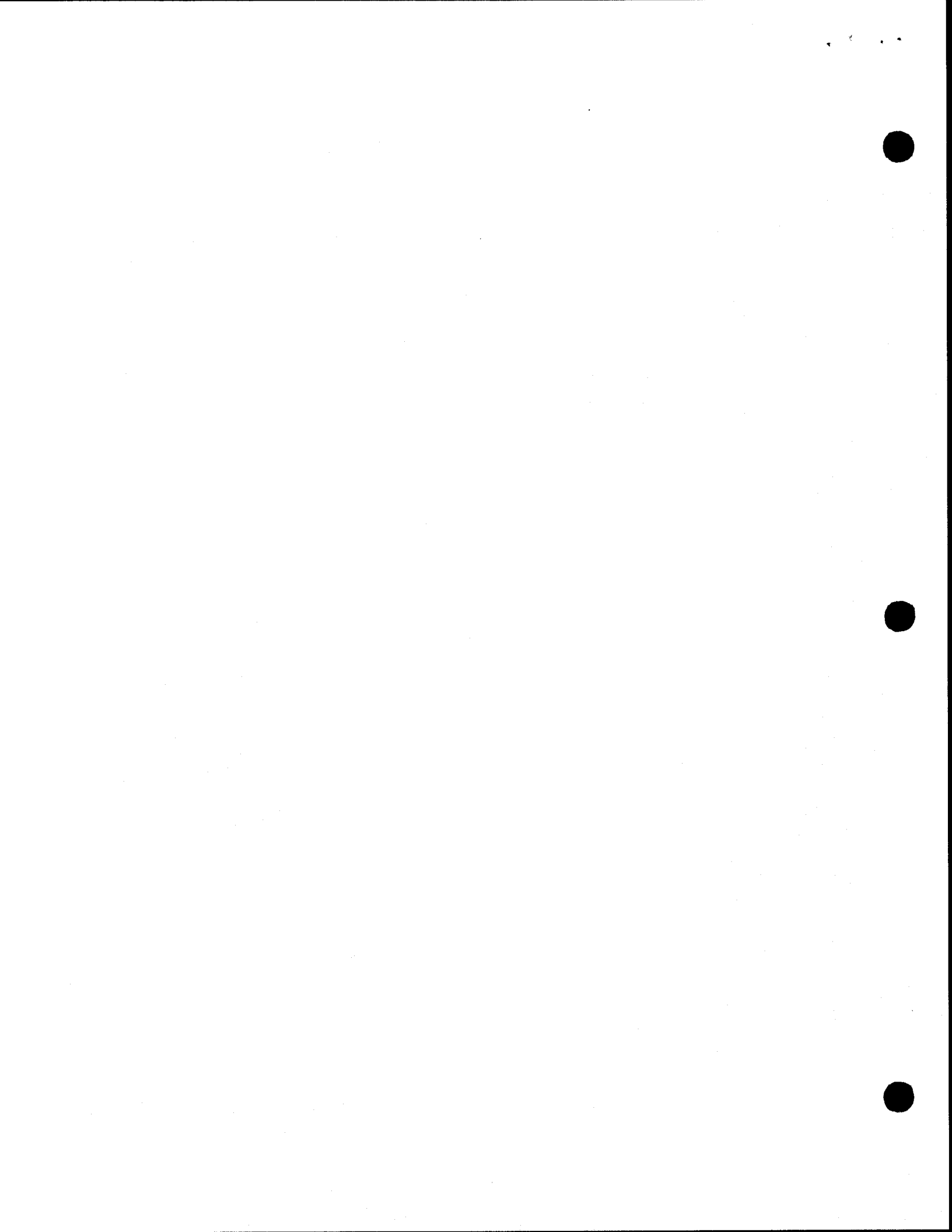
According to the State Department of Economic Development it takes approximately a \$24,000 investment to set up a small manufacturing or product oriented business, whereas as little as \$1,000 can start up a small business in the tourism/recreation industry. With an increasing percentage of individual disposal income designated each year for recreation and leisure activities, the opportunities for entrepreneurship and employment in the recreation/tourism industry are great.

Few university level programs--and no baccalaureate programs in public universities--designed for the recreation/tourism industry, exist in Connecticut or in the New England Region. A public university-based program should be established in Connecticut (1) to study and research the industry to ensure its continued growth; (2) to prepare young people to enter and succeed in the industry; and (3) to provide access to a baccalaureate degree for the growing number of students enrolled in Connecticut's community colleges who now--in increasing numbers--appear to be leaving the state to obtain this degree elsewhere.

Central Connecticut State University, located in the center of Connecticut and in the heart of the New England region, is ideally located to develop a major education program in Hospitality Management to support the development of this flourishing industry and to prepare individuals for positions within the industry. In addition, Connecticut's close proximity to major international airports in Boston and New York opens tourism and recreation areas throughout Europe.

### **Program**

Recreation and tourism is a ubiquitous industry reflecting not only changing values regarding leisure time, but broadened public choice. The industry ranges from individual choice activities such as skiing,



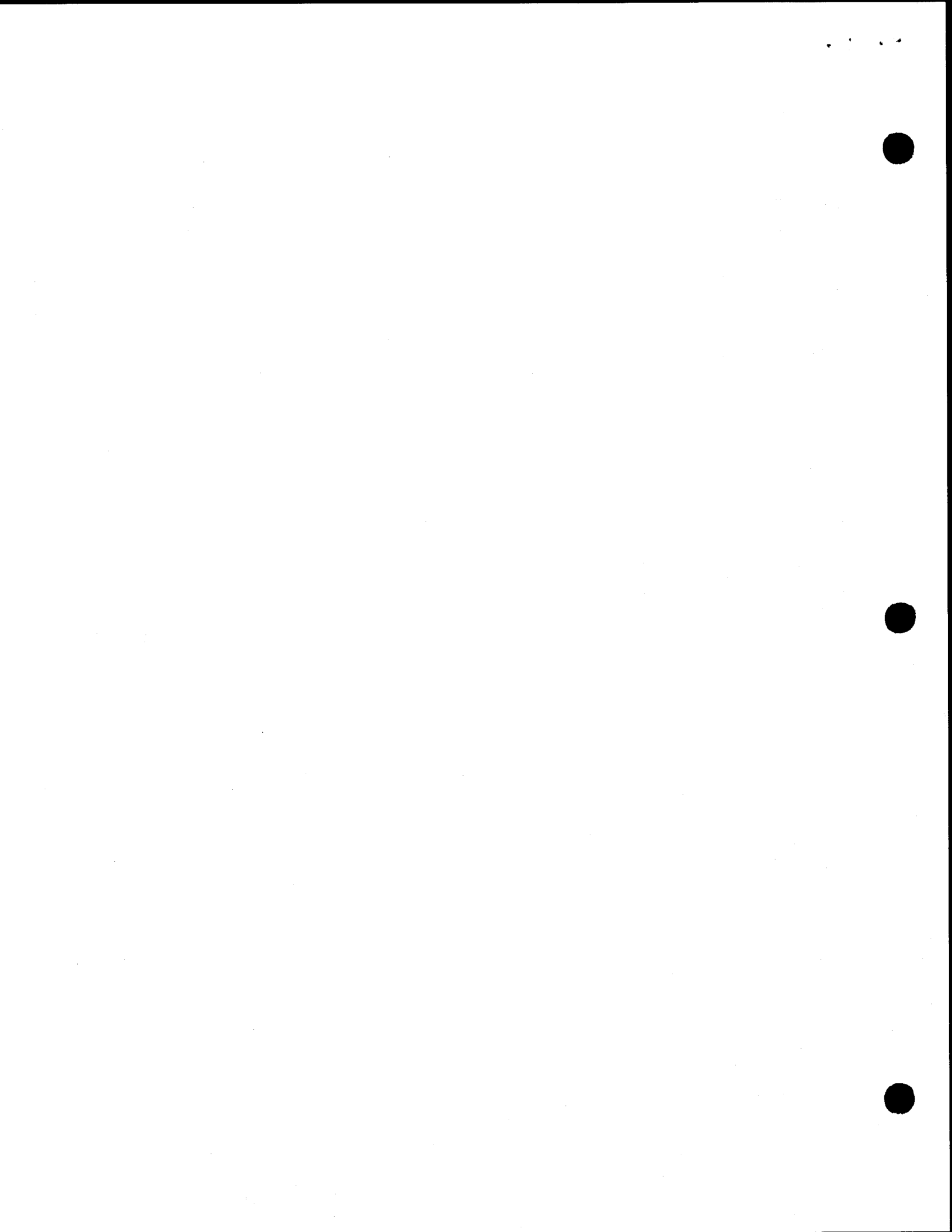


sailing, tennis, golf, fishing, camping, and body building to large businesses promoting tourism such as airlines, hotels and resorts, and to cultural programming such as concerts, music, theatre and dance.

The industry has a diverse knowledge base ranging from food service management to larger issues of economic development. Because of this complexity, the industry requires sophisticated fiscal planning and management systems. As a result, the structure of the program would lend itself to being both interdisciplinary as well as inter-institutional. For example, several of Connecticut's community colleges have tourism related programs in food services, hotel-motel management and leisure studies. These programs would provide an excellent technical complement to an academic program in business at Central Connecticut State University. This opportunity for joint program development and articulation is a valuable one which promises to increase access to an important field for Connecticut's students.

A program in Hospitality Management would provide many diverse work related experiences for students. Alliances with tourism and recreation facilities in the greater central Connecticut area could provide a wide arena of career opportunities for students through cooperative education experiences, internships, and business development opportunities. In addition, Central's dynamic Center for International Affairs could provide the potential to develop unique educational and work opportunities, such as overseas internships and international cooperative education experiences.

Central Connecticut State University in conjunction with Manchester Community College and Mattatuck Community College, will begin a planning effort in April, 1988, to design a proposal for future study.



## CONNECTICUT CENTER FOR MANUFACTURING SCIENCES

Recently the initial report of the State's Task Force on Manufacturing made headlines here and across the State. The thrust of this report was simple: "the retention of our manufacturing base is critical to the economic welfare of Connecticut (as well as the nation)." In short, it is to "the state's advantage to have both--a strong manufacturing base supported by a strong service sector." (p. 5)

The Task Force proposed a series of recommendations to revitalize and promote the growth of manufacturing in Connecticut. These include: manufacturing management, education, training and retraining, tax incentives, labor/management issues, housing, health care.

Central Connecticut State University proposes to establish a center for Manufacturing Science. The major activities of the Center would include:

- o Establishing a state research agenda for manufacturing process issues
- o Assisting competitive organizations to work collaboratively
- o Accelerating commercial applications of research
- o Collecting, evaluating, organizing, and distributing manufacturing research
- o Establishing a clearinghouse for education, training, retraining opportunities
- o Developing a state-wide promotional and recruiting campaign to interest more young people in manufacturing
- o Serving as an instrument for economic development to help revitalize our cities

The challenge is to reverse both declines by using the new technologies and by taking advantage of the potential labor pools in our cities, combined with our educational resources which are located in and around our cities.

In terms of location, New Britain is ideal for a Center which would service the entire state. Not only is it now a transportation hub, it is the Center of our historical manufacturing base running from Hartford through New Britain to Waterbury. New Britain is also logical because of its commitment to revitalization. The Task Force pointed out that it is not the lack of pure manufacturing research which is needed--it is lack of applied research and process technologies which has to be addressed; and especially in the area of small manufacturers who are projected to be the largest providers of new manufacturing jobs in the state.

It makes good sense for Central Connecticut to be involved as a partner in this initiative because of our commitment to and our expertise in the new manufacturing technologies. Our School of Technology is now a leading university in Connecticut in the computer applications revolution which will lead the manufacturing revolution into the 21st Century.



## CONNECTICUT CENTER FOR LABOR STUDIES AND EDUCATION

Central Connecticut State University proposes to establish a Center for Labor Studies and Education to address the educational needs of labor unions in Connecticut, particularly central Connecticut. Although some centers exist at universities in Connecticut, none are focused on providing direct educational support and training for union members and leaders. CCSU will address a need which, according to the unions, has not been met.

Unions seek educational opportunities of both a credit and non-credit nature. Changing times and expectations place new demands upon the unions and the ability to respond depends upon an informed and skilled leadership group. Moreover, union members themselves seek educational opportunities related to union activities.

The Center would also engage in short-term policy analysis on current issues related to union concerns and actions. This objective scholarship would provide insight to the role of unions in today's economy and to the evolving nature of the union as an organization.

The Center would, through its own resources and through collaborative relationships with private and public universities and organizations, offer a variety of workshops, seminars, and conferences. To focus these efforts the center would establish an advisory committee composed of union leaders, faculty, and legislative members. The Center would seek grants and private funding to help support its activities.

The Center would offer significant student learning opportunities in terms of internships, research experience and class room instruction for CCSU's students, to communicate the changing role and nature of labor unions in the United States.



## CONNECTICUT CENTER FOR ARTS IN EDUCATION

The City of New Britain enjoys very rich and unique cultural institutions, from the nationally renowned New Britain Museum of American Art to the New Britain Opera, established to provide a training ground for developing operatic singers. Other cultural resources in the City include the New Britain Symphony, the New Britain Ballet, and the New Britain Repertory Theatre. The strength and diversity of the arts places New Britain in a unique position to serve as a regional resource (in collaboration with other arts organizations) in addressing the needs of schools.

These organizations have survived because of the enthusiastic efforts and countless hours of volunteer work throughout the area: locating rehearsal space, performance space and often selling tickets out of their homes. Each organization has expressed a desire to have a facility of its own. We think these organizations make a contribution to the community, as a whole, and to the educational institutions in the area.

We proposed the establishment of a Connecticut Center for Arts in Education. This Center would be a partnership of area educational institutions (CCSU, New Britain Public Schools, and non-public schools) and the New Britain cultural community. This collaboration would include share space, and other resources such as central ticket distribution, meeting rooms, rehearsal space and performance facilities.

An additional aspect of the Center would be the establishment of an Artist in Residence Program which would provide arts programming for teachers, administrators, and students in the schools. Led by professional artists and scholars, the program would consist of workshops, lectures and performances in drama, dance, music, visual arts, video and creative writing.

This Center would forge a critical linkage between the University and the arts community to further the development of arts education in the schools. Cultural enrichment is essential to a quality education and the University would use this collaborative effort as a means to provide arts for K-12 students.





## JUSTIFICATION

### FACULTY AND SECRETARY, CENTER FOR HEALTH PROFESSIONALS

The Central Connecticut Center for Health Professionals will be a partnership of area educational institutions and clinical facilities (New Britain General Hospital, Bradley Memorial, Bristol Hospital, New Britain Memorial Hospital, etc.). The concept emerged from discussions generated by the current feasibility study focusing on the possible expansion of the University's role in downtown New Britain. The Center will meet the needs of the approximately 3,000 practicing health professionals who wish to stay current with advances in their field and provide the opportunity for the health professionals to explore emergency personnel, and allied health. A committee of health professionals is currently working on a program design and identifying sources of education. However, it will take a limited number of new professional staff to make the concept viable.

Professional preparation will be provided by utilizing the existing academic programs, faculty, and resources available at CCSU and other participating institutions. Instructional formats will include credit (degree and non-degree) and non-credit courses, conferences, and seminars offered at participating institutions. Faculty will guide students through both didactic and clinical instructions. Students and faculty will focus on the goal of education at the Center -- providing and improving patient care -- as they test the theories of the classroom through clinical application and enliven classroom discussion through clinical examples.

Interdisciplinary study will be an integral part of the Center, for health professionals today must learn to provide expert care within their own disciplines while simultaneously contributing to the improvement of total patient care through collaboration with numerous other care providers. Courses in the humanistic aspects of health care, in organization and management, and in research methods will also be important elements of the interdisciplinary curriculum.

Faculty at the Center will have the opportunity to combine teaching, clinical practice and research. Faculty will be shared between institutions, and the clinical faculty will become important members of the Center's staff in addition to the academic faculty. Faculty will be expected to maintain their clinical expertise as well as to engage in scholarly pursuits, serving as model practitioners who help students integrate the theories learned in the classroom with taking care of patients, evaluating that care critically, and designing and carrying out clinical research to improve health care.

Students are expected to come from diverse backgrounds. They will be individuals seeking to begin careers as health providers, or to become more expert in their chosen professions, or to obtain their next professional degree.

The educational and clinical goals of the Center may be summarized as follows:

1. To increase the supply of active practitioners with a high degree of clinical proficiency..
2. To demonstrate effective new models for curriculum design, instructional methods and materials, organization, and financing of education in the health professions.
3. To improve coordination among varied specialists within the health care team and to demonstrate the effectiveness of new models for organization and communication within multi-disciplinary health service programs.

This initial funding request would support:

- o An experienced faculty member to build linkages, set articulation agreements, identify faculty and clinical resources, establish an advisory committee structure, finalize program design, and begin counseling health professionals.



- o Secretarial Support
- o Operating costs (Supplies, telephones, brochures, postage, travel)
- o Computer equipment (start-up)

At maturity the Center would need at least 3.0 faculty, 1.0 secretary, and a program budget of \$15,000. These funds would support a network of advising, teaching, referral, and articulation covering Central Connecticut.

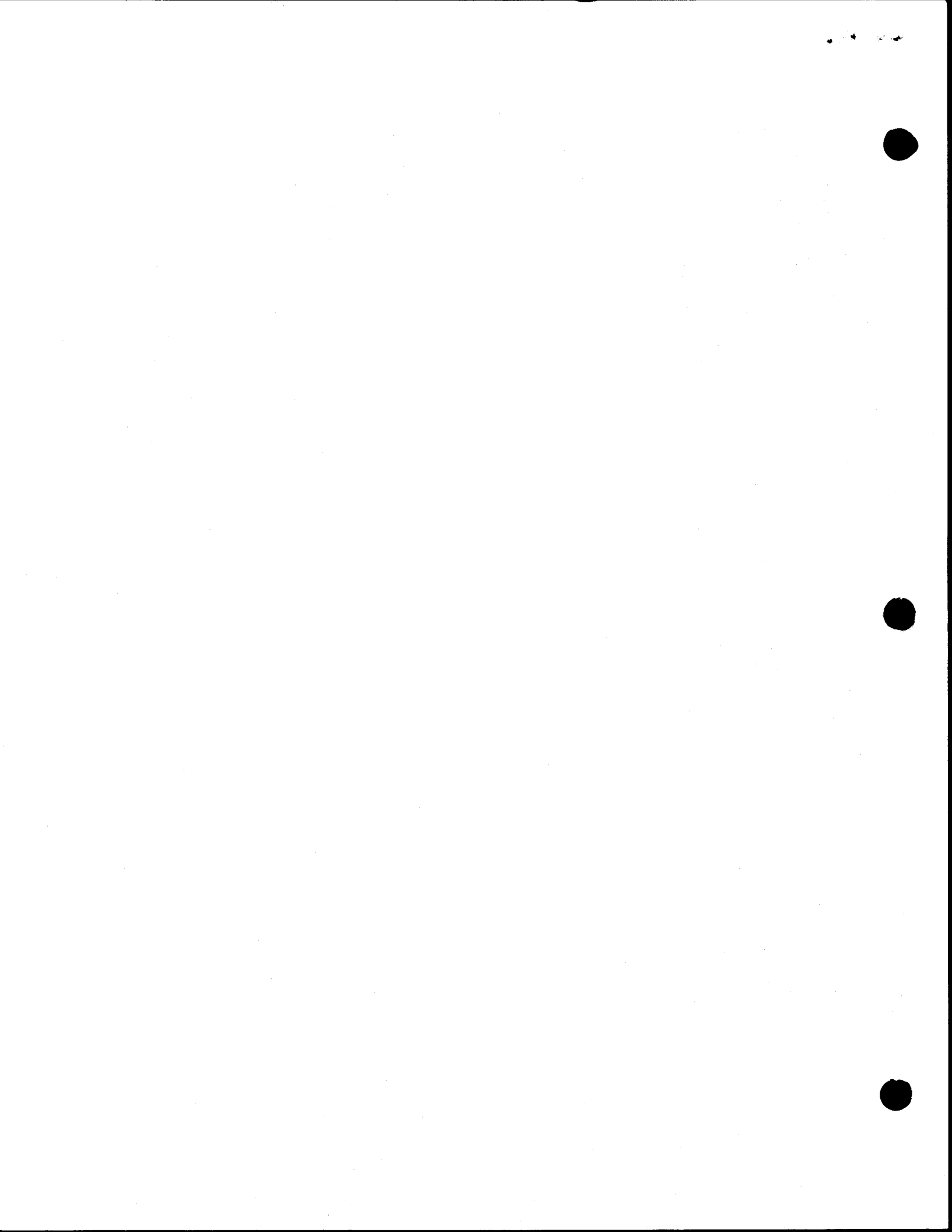


**JUSTIFICATION**

**DIRECTOR AND FOUR ASSISTANTS - DAY CARE CENTER**

More and more students are coming from older age cohorts and find lack of day care for their children a major barrier to attaining higher education. To help students overcome this barrier, the University has been using the resources of the Extension Fund to operate a day care program. Since the resources of this fund are limited, the growth of the program has been slow despite high interest on the part of the University community.

Additionally, because the day care program must share the facilities with the Early Childhood Center, expansion of hours during the fall and spring semesters is impossible without the construction of a separate facility. The request for personnel is contingent upon the approval of the request for a new Day Care Center included as part of the University's Capital Projects Plan and the Campus Long-range Master Plan.



*File behind**BU 11/88*

# CONNECTICUT STATE UNIVERSITY

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

## RESOLUTION

concerning

### A FEASIBILITY STUDY OF THE NEED TO CONSTRUCT A DOWNTOWN FACILITY IN NEW BRITAIN

April 8, 1988

- WHEREAS,** Special Act No. 87-81 provided for the appropriation to the Connecticut State University of \$100,000 to conduct a feasibility study of the need to construct a downtown facility in the City of New Britain to be occupied by Central Connecticut State University, and
- WHEREAS,** The committee established by Special Act No. 87-81 has submitted to the Board of Trustees an estimated budget in a total amount of \$99,593 to be expended from the aforesaid \$100,000 appropriation, which budget is acceptable to the Board of Trustees, and
- WHEREAS,** The committee has found it necessary to request legislation deferring its reporting date from June 1, 1988 to December 1, 1988, be it
- RESOLVED,** That the Board of Trustees for Connecticut State University approves the expenditure by the committee established in Section 2.(a) of Special Act No. 87-81 of a total amount not to exceed the \$100,000 appropriated in said special act and in segment amounts approximately those detailed in the attached budget presentation, and be it
- RESOLVED,** That the Board of Trustees endorses the request to the General Assembly to defer the feasibility study reporting date from June 1, 1988 to December 1, 1988.

A Certified True Copy:

*William K. Beal*  
 William K. Beal  
 President

*BU  
11/88*

COMMITTEE PURSUANT TO  
SPECIAL ACT 87-81

RE: DEVELOPMENT OF ACADEMIC AND CONTINUING EDUCATION CENTER  
IN  
DOWNTOWN NEW BRITAIN

SUMMARY OF SPECIAL ACT

In June of 1987, the Legislature enacted Special Act 87-81, which called for an eleven member committee to study the development of an academic and continuing education center in downtown New Britain. This Committee was charged to conduct a feasibility study of the need to construct a downtown facility in the City of New Britain to be occupied by Central Connecticut State University. The study would include the following: An assessment of the potential enhancement of Central Connecticut State University's Educational programs and public service partnerships; the benefits to the City of New Britain and its economic health; the facility needs of Central Connecticut State University and the impact on the University and its students of the creation of a downtown campus extension. The Special Act also stated that state, local government officials, local employers, and labor and civic groups would be consulted as part of the study. The original legislation requires the Committee to present its report to the Governor and General Assembly not later than June 1, 1988.

SUMMARY OF COMMITTEE ACTIVITIES TO DATE

The Committee (see attached membership list) was appointed and met for the first time in September 1987. The Committee has met monthly since then and has engaged in a variety of fact finding discussions with diverse groups in the New Britain community. These have included presentations from the Municipal Action Council of New Britain, the Social Service agencies of New Britain, the New Britain Museum, the New Britain Opera, the New Britain Greater Arts Council, the New Britain Library, the Mayor's Office, New Britain General Hospital, and a representative of the Labor Community.

The Committee has been presented with discussion papers, one at its February meeting discussing a possible Center for the Health Professions in cooperation with New Britain General Hospital and another Center for a Regional Business Development in cooperation with the New Britain Chamber of Commerce and the Municipal Action Council.

CONSULTANT

The Committee has also finalized its decision to hire an outside consultant to expedite the process of the feasibility study. The M & H Group, Inc. of Boulder, Colorado was selected from three companies that were interviewed. It is hoped that the consultant will have a contract by April 10, 1988. The consultant will assist the Committee's deliberation by the following activities: Identify and discuss relevant issues with all participants; assess campus needs and resources; assess community needs and resources; identify and evaluate program alternatives and assist in preparation of final report.



CHANGE IN REPORT DATE

The Committee has recognized that the study they are charged to make is an enormous undertaking, requiring additional time beyond that which the Special Act currently allows. The Committee has asked Senator Harper, a member of the Committee, to submit legislation that would allow the Committee to change its reporting date from June, 1988 to December 1, 1988.

COMMITTEE APPOINTED PURSUANT TO

SPECIAL ACT 87-81

DEVELOPMENT OF ACADEMIC AND CONTINUING EDUCATION CENTER  
IN  
DOWNTOWN NEW BRITAIN

<u>Name</u>	<u>Appointed by:</u>
Mr. Timothy Conway Investment Officer, Aetna	Mayor of New Britain
Mr. Lawrence J. Davidson Chairman, CSU Board of Trustees	Board of Trustees
Dr. Norma F. Glasgow Commissioner Dept. of Higher Education	Ex officio
Senator Joseph H. Harper	President Pro Temp
Rep. Raymond Joyce	Speaker of the House
Dr. Richard L. Judd Executive Dean, CCSU	CCSU President
Mrs. Ellen Long Secretary, CSU Board of Trustees	Board of Trustees
Mr. William McCue President, McCue Mortgage Company	Mayor of New Britain
Hon. William McNamara Mayor, City of New Britain	Ex officio
Dr. John Shumaker President, CCSU	CCSU President
William W. Weber, Esq.	Governor

## BUDGET EXPLANATION

### PERSONNEL

The business of the committee requires the assistance of a professional project manager and her clerical support. Numerous meetings are held that require appropriate noticing, coordination and research. The project manager also is responsible for the coordination of proposals that are presented to the Committee. Currently, this job is being done by an administrative faculty member on release time from her position. Beginning in May, that position will no longer be available and the project manager will need to be funded from the Committee budget. It is expected that the position will require a full-time effort, especially in light of the consultant's need for a campus member assigned to her for purposes of coordination of activities.

### MEETING EXPENSES

This category includes primarily meals and/or refreshments for any meeting that involves work done for the Committee. This would include the regular monthly meetings of the Committee, the meetings of the subcommittees and any groups that meet to discuss issues relative to the work of the Committee.

### TRAVEL

The American Association of State Colleges and Universities (AASCU) regional conferences play an extremely important role in general knowledge building and assessment of alternative approaches. Two conferences on economic development and higher education are being offered by AASCU in 1988. It is expected that several Committee members will attend one of the two conferences.

3/29/88

DOWNTOWN FEASIBILITY STUDY

BUDGET CONSIDERATIONS

\$100,000 ALLOCATION

Personnel

Professional staff \$20,450  
 25% release time 6 months  
 100% time 6 months

Clerical support 5,250  
 25% release time  
 12 months

Total Personnel \$ 25,700

Office Expenses

Program Books )  
 Postage )  
 Paper, copying ) 4,000  
 Telephone - long distance )  
 Printing & distribution of report )

Meeting Expenses

Meals and/or refreshments  
 Meetings:  
 Regular Committees  
 Subcommittee  
 Special groups  
 Approx. 30 meetings at \$75/mtg. 2,250  
 Public hearings expense 500  
 Hall and equipment rental  
 Refreshments

Total Meeting Expenses \$ 2,750

Travel

Local:  
 750 miles at \$.205/per mile 154

Out-of-State:

AASCU Conference - February 1988  
 Menlo Park, CA

3-persons Per Person

Airfare \$390  
 Transfers 20  
 \$95+ tax & lodgings  
 (2 days) 220  
 23/days meals 69  
 Conference 180  
 Total per person \$879 x 3 2,637

Pittsburgh, PA. - June 1988  
AASCU Conference

3-persons	<u>Per Person</u>	
Airfare	\$300	
Transfers	20	
\$95+ tax & lodgings (2 days)	220	
23/days meals	69	
Conference	175	
Total per person	<u>\$784</u> x 3	2,352
Other		<u>2,000</u>
<u>Total Travel</u>		7,143
<u>Consultant</u>		<u>60,000</u>
<u>TOTAL</u>		<u>\$ 99,593</u> =====

BUDGET RECAP

Personnel	\$25,700
Office Expenses	4,000
Meeting Expenses	2,750
Travel	7,143
Consultant	<u>60,000</u>
<u>TOTAL</u>	<u>\$99,593</u> =====

3/29/88