



**Connecticut  
State  
University**

Central • Eastern • Southern • Western

BR#93-45

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RESOLUTION

approving

THE STRATEGIC PLAN TO 1997  
of  
CENTRAL CONNECTICUT STATE UNIVERSITY


May 7, 1993

WHEREAS, Central Connecticut State University has after extensive consultation with faculty, administration and other members of the University community, developed an institutional strategic plan through 1997, and

WHEREAS, After review and analysis, this plan has been recommended by campus and system administration, therefore be it

RESOLVED, That the Board of Trustees of the Connecticut State University system approves the Central Connecticut State University Strategic Plan, A Public Metropolitan University Looks to the Future, 1992-1997, with the understanding that all proposed degree programs, centers and institutes, capital projects, and other activities requiring specific approval under Trustees rules be presented to the Trustees for individual review and approval.

A Certified True Copy

  
Dallas K. Beal  
President



An Equal  
Opportunity  
Employer

*the nineties & beyond*

**CENTRAL CONNECTICUT STATE UNIVERSITY  
STRATEGIC PLAN**

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**A PUBLIC  
METROPOLITAN UNIVERSITY  
LOOKS TO THE FUTURE**

**1992-1997**



# *A Message From the President*

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The purpose of this Strategic Plan is to set forth Central Connecticut State University's vision of the future and our strategy for realizing that vision. It is the culmination of four years' discussion about the mission and future of our university, beginning with the self-study for reaccreditation in 1987. Since that time, the Faculty Senate, the University Planning Committee, the University Budget Committee, the Council of Deans, the President's Cabinet and Executive Committee, and each school, department and administrative office have been variously involved in shaping the plan. Many faculty, staff, students, alumni and friends of Central Connecticut State University have also contributed to the Strategic Plan in important ways. Since May of 1991, initial drafts of the plan have been widely distributed for comment. We now issue it as a decisive statement of our aspirations for Central Connecticut State University and of the specific steps we shall take to realize our shared vision.

Our university is strong. Indeed, in many respects, Central Connecticut State University is the best it has ever been. We have developed a clear and distinctive mission as a public metropolitan university. In teaching, scholarship and service to the community, we are doing more and better than ever before. Our instructional quality continues to be our most attractive feature to students and their families; the quality of life on campus has been improving; our commitment to outreach and service has won recognition throughout the state and now has gained national and international support; and our community, alumni, and friends have become increasingly involved in the university's programs and activities.

Of course, we do face challenges in the immediate future. The greatest concern at present is to maintain the quality of our programs and our momentum for development in the face of Connecticut's current and chronic fiscal problems. We regret the limitation of access that has been caused by steady increases in tuition and fees. We see increasing demands for all services which we cannot accommodate because of steady reductions in resources for academic support. Our infrastructure and physical plant, long neglected, require ongoing investments in support of academic programs and campus quality of life. Yet we are confident that many of our current problems can be solved through prudent management and by the ideas, resourcefulness and energy of our students, faculty and staff. As we strive to resolve these problems, we remain committed to our major goal: becoming the best metropolitan university in New England and one of the finest in the nation. We believe that by taking the actions outlined in this strategic plan, we can attain this goal.

Our Strategic Plan is presented in three sections: the University's mission, planning factors and assumptions, and proposed initiatives through 1997. I thank the many people who have offered suggestions and criticisms of earlier drafts.

John W. Shumaker

# Central Connecticut State University's Mission

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## Statement of Mission

Central Connecticut State University, a public metropolitan university, serves as an accessible, responsive and creative intellectual resource for the people and institutions of Connecticut's Capital Region. Our mission is given life by the principles and values which guide us.

## Principles

- Our University exists to serve students. Learning is the heart of all of our activities.
- Empowering students to attain the highest standards of academic achievement, public service and personal development is our fundamental responsibility.
- Preparing students for enlightened and productive participation in a global society is our obligation; it is best fulfilled by blending the traditional liberal arts with dynamic professional education.
- Effective teaching is our primary function; it requires that each member of our faculty have an active scholarly and professional life.
- We must infuse our programs and activities with a rich multicultural perspective.
- Our designation as a state-wide Center of Excellence in international education and in technology makes our university distinctive. We must nurture and develop these programs as a special component of our mission.
- Our partnership with the people and institutions of Connecticut, especially those of the capital region,

benefits both the University and the state. This partnership defines us as a metropolitan university; it endows our teaching and scholarship with a special vitality and a distinctive dedication to service.

## Values

Most importantly, we value:

- *Quality* in all that we do and a commitment to constant improvement;
- *Intellectual integrity* in the process of teaching, learning and administration;
- *Openness* to the discussion and debate of all points of view in an atmosphere of civility and a dedication to the traditions of academic freedom;
- *Participation* by the faculty, students, staff, alumni and friends of the University in the formulation of policy and the making of major decisions about the University's future; and
- *Respect* for the dignity, rights and aspirations of each member of our University's community.

Guided by these principles and values, we aspire to become one of the best public metropolitan universities in the nation and the finest in New England.

## Central Connecticut State University: A Public Metropolitan University

Central Connecticut State University is a public metropolitan university dedicated to teaching, learning, scholarship and service. The University's mission is to serve as a comprehensive intellectual resource for the people and institutions of Connecticut's capital region.

In pursuit of this mission, our primary responsibility is to provide access to academic programs of high quality for all citizens of Connecticut. Our curriculum blends an academically rich program in the liberal arts and sciences with diverse opportunities for specialized and advanced study both in the arts and sciences and in a variety of strong professional programs. This balance between lib-

eral and professional education is a prominent feature of the University. It enables students to develop the knowledge, perspective and intellectual openness needed for continual growth; it also develops the dispositions, skills and competence required for success in a world of rapid change.

Because it is a *university*, Central Connecticut State embraces the traditions and standards of the world's great universities. Because it is a *public* university, CCSU has a special commitment to being accessible to any student who has the potential for academic success. And, as a *metropolitan* university, we are uniquely responsive to

the needs and problems of our community: Connecticut's capital region. These three factors combine to shape the University's priorities and the way we pursue our mission.

### *A learner-centered university*

One distinctive feature of Central Connecticut State University is its primary dedication to teaching and learning. Like all universities, we are dedicated to transmitting from one generation to another a respect for learning, to preserving human culture and to expanding the frontiers of human knowledge.

Our University is committed to learning for its own sake, unfettered by political or ideological constraints. At its heart is a commitment to liberal and humane learning as the foundation for enlightened and productive participation in our democratic society. In all of its programs, the University must encourage students to read discerningly, to think clearly and critically, to write accurately and to understand the scientific, technological, social, and aesthetic principles which shape our increasingly interdependent global society. Our university must serve as an independent and vigorous public advocate for these traditions and the values which inspire them.

Central Connecticut State University is also a learner-centered university. All of us are actively engaged in the process of learning and in facilitating the learning of others. Teaching, therefore, is our primary function. We strive to provide quality classroom instruction and to develop strong student-faculty interactions. But we define teaching not just in terms of the classroom or the laboratory. Teaching for a public university, especially a public metropolitan university, is a broader activity: It involves the transfer of knowledge from professor to student and from campus to community. This expanded view of teaching emphasizes the dissemination of knowledge and its application to the many problems which affect the social, economic, and cultural life of our community.

Our broad view of teaching as a process of helping learners acquire and synthesize knowledge, gives special focus to our concept of research and scholarship. We value research and scholarship of all kinds—whether basic or applied—certainly as important ends in themselves, but also because they allow new information and perspectives to be debated and shared in the classroom. We seek, therefore, to enhance the quality and character of our teaching by supporting the scholarly and creative activities of our faculty and students. Thus, CCSU supports scholarship and creative activity primarily as important components of innovative, quality instruction.

In addition, we recognize that learning at any university takes place in many ways, both inside and outside the classroom. The campus itself is a community which af-

fords all students the opportunity to develop important personal and individual skills by working with other students, faculty, and staff. To this end, Central Connecticut State University seeks to provide a rich campus environment and opportunities for involvement in the community that support the full personal development of each student. A wide array of extra-curricular programs and activities, closely linked to the academic purposes of the University, fosters leadership, responsibility, and creativity, thus preparing students not only for careers, but also for responsible citizenship.

The state of Connecticut has identified Central Connecticut State University as a Center of Excellence in international education. For this reason, we must view the entire world as our campus and laboratory, and our curriculum must be infused with an international perspective. We must encourage—if not require—students to engage the world in their undergraduate and graduate study. In addition, we must serve as a regional and national leader in helping business and government in Connecticut understand and benefit from the challenges of our new global environment.

The best way for us to perform this critical function is to work actively abroad not only with the universities, but also with the same institutions that strengthen and support us at home: government, business, and community. In this way we can create new opportunities for every Connecticut student to travel, work, or study abroad. And, as a metropolitan university, we will then be able to accept the responsibility of serving as an international resource for campuses of the Connecticut State University system as well as for the people and institutions of our state.

Central Connecticut State University is also recognized as a Connecticut Center of Excellence in Technology. The programs in our School of Technology have evolved in recent years from ones primarily devoted to teacher-training to new curricula that prepare students for careers in a variety of fields in industrial and engineering technology. Our faculty are very busy in the community as well, working through our Center for Industrial and Engineering Technology with Connecticut industry to help apply high-technology where it can lead to greater productivity and competitiveness. As technological change becomes ever more pervasive, our graduates will have to be able to address it intelligently. Therefore, we are committed to making knowledge of technology and its impact on our lives a part of all of our students' educations, regardless of major discipline.

### *A public university committed to access*

The second distinctive feature of CCSU is its commitment to access. Our mission defines us as a university committed to providing a university education of sub-

stance and quality to a broad spectrum of students. We embody Connecticut's commitment to the historic value of public higher education which holds that society benefits by investing in its greatest resource: its people. We do not regard a university education to be a privilege reserved for an economic or cultural elite. We are committed to creating an environment that allows each qualified citizen to reach his or her greatest educational potential and to aspire to the highest standards of quality. Our tuition, admissions policies, and support services reflect our conviction that economic, social, or cultural factors must not bar a student from experiencing the challenge and exhilaration of learning. Accordingly, we strive to provide academic programs and a campus environment which are sensitive to the needs of all students. We bear special responsibility to be flexible, patient, and supportive of those with special problems and special needs. Above all, our mission demands that we invest an extra measure of energy and creativity in serving those with the potential for academic success who might not otherwise have the opportunity for higher education.

Central Connecticut State University's emphasis upon providing access to programs of quality for all citizens of Connecticut is important not only because of the University's mandate as a public institution; it is also significant as a way to guarantee that the body of students, faculty and staff reflects the rich cultural and ethnic diversity of our state. Academic and campus life at Central Connecticut State University, to be genuinely broadening and useful for students, must provide an opportunity for people of different backgrounds to live, work, and study together. As an academic community we derive great energy and strength from the different ideas and customs which coexist on our campus.

### *A metropolitan university*

Third, Central Connecticut State University is responsive to the needs of the state and, particularly, the metropolitan area which it serves. We are among a growing number of universities which are setting a new agenda and embracing a new vision for American higher education. These universities, called *metropolitan* universities, reflect the growing social, cultural and economic importance of metropolitan communities in the United States. These regions, identified with a major city such as Hartford, include important suburbs and towns which are often politically and economically distinct. Metropolitan universities most frequently have evolved from specialized institutions such as normal schools or state colleges which have been given expanded responsibilities in response to the needs of growing and extended communities, or from urban branches of larger state universities.

This responsiveness touches upon all aspects of Central Connecticut State University's mission as a metropolitan university. Our curriculum is designed to produce graduates who are broadly educated; but it also seeks to translate theory into practice, especially, but not exclusively, in professional and applied programs that respond to the economic and social needs of Connecticut's capital region. Thus, the people and needs of the neighborhoods and cities of central Connecticut help shape our programs and plans for the future.

We also strive to use our intellectual resources to improve the quality of life for the citizens of Connecticut. Our graduates, most of whom remain in Connecticut, contribute in significant ways to the intellectual, economic and cultural life of the state. Our faculty, through their research and professional service in the community, also make important contributions. Our centers and institutes provide mechanisms for our faculty and students to interact closely with the organizations, businesses, schools, cities and towns of our region. The economic benefits to the area and the state are tangible and immediate; the educational benefits to our students are substantial.

The education offered by a public metropolitan university must reflect a sensitivity to public needs and public issues. We expect students to direct their time and talents to improving and learning from their community while they study. So, while we ascribe fundamental importance to providing an atmosphere which enables students to study and to think, we also want them to regard the community itself as an extended classroom. Thus, many of our students gain valuable experience by completing internships related to their academic program or by participating in our extensive cooperative education program. The education we offer, academic and experiential, makes the boundaries between the campus and the community flexible and permeable and encourages students to apply their knowledge to problems which affect our society as a whole.

CCSU has always had a special partnership with the people of New Britain. As the city has grown and collaborated with the other cities and towns of the Capital Region, the University's ties with the metropolitan area have strengthened and multiplied. We strive to use our unique location in the Capital Region as a means to advance our public service role by extending our facilities and expertise to the region at large. We are creative and energetic in seeking opportunities to make our academic resources accessible to the community which we serve and which has supported the University for almost 150 years.

The University is, therefore, especially committed to outreach and service. We invite the people and institutions of Connecticut and especially the metropolitan area to join us in the continuing adventure of teaching and

learning. This unique synergy between the campus and its community has existed since its founding as the New Britain Normal School in 1849. Today, it inspires new and exciting relationships between the University and an extended network of corporations, businesses, schools, and the public and private organizations which employ our students and graduates.

This close relationship with Connecticut's capital region gives Central Connecticut State a special identity and vitality. This relationship is much more complex than the traditional one that grows between a college and the community from which its students are drawn. A few examples will serve to illustrate: Our centers and institutes, along with many of our academic programs, provide many opportunities for interaction between the University and the community. Our Entrepreneurial Support Center and the Center for Industrial and Engineering Technology are mechanisms which provide opportunities for our faculty to work with area businesses to make them more competitive and help us keep abreast of current conditions and needs in the business community. The faculty members may do research on a question of importance or may serve as consultants and advisors. The Center for Social Research provides similar oppor-

tunities for faculty to work with public sector and non-profit agencies, and with local governments.

Central Connecticut State University's Education faculty and students learning to teach have worked intimately with the school systems of our area for many years. Our Cooperative Education program and the internships required by several of our departments place our students in a wide variety of business, service and governmental settings throughout the state, but especially in our metropolitan area. In these positions, students make a tangible contribution through their work while gaining extremely valuable knowledge. In all of these endeavors, knowledge is exchanged to the mutual benefits of the parties involved. Perhaps more importantly, relationships are developed between the individuals involved and between CCSU and the community.

Thus, as a university devoted to learning, we treasure the discovery and interpretation of knowledge by teachers-scholars; as a University committed to access we seek to provide education for all of Connecticut's citizens; and, as a responsive University we are dedicated to helping shape a better tomorrow for Connecticut. These are the exciting and challenging purposes of our public metropolitan university.

## *Planning Factors and Assumptions*

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Many factors shape a planning process for Central Connecticut State University. Some are positive factors upon which we shall build. Others are constraints which we must overcome. During the 1988-89 academic year, CCSU was fully reaccredited by the New England Association of Schools and Colleges (NEASC). In the process of preparing the self-study for reaccreditation and through interaction with the visiting team from NEASC, we became aware of several areas of promise and a few of concern. The points raised in that process provide a framework and context for our planning.

As we note our strengths, we recognize that areas of strong achievement will continue to need our attention so that we can sustain and improve the quality of our university. Similarly, in noting areas of weakness, we acknowledge that we have made significant progress toward addressing them since 1988. Nevertheless, we seek to do more.

### *Positive Factors*

The following factors are strong positive characteristics of the University which currently contribute to our success and upon which we shall build:

### *Internal*

- A highly qualified and increasingly diverse faculty with solid academic credentials and a clear dedication to teaching, learning and scholarship;
- A strong mix of academic programs rooted in the traditions of liberal learning and highly responsive to our region's needs;
- Several nationally recognized degree and student support programs;
- Increasing public recognition of our quality which includes dramatic success in obtaining external funds to develop our programs;
- A clear mandate and solid infrastructure for our distinctive international focus;
- The largest School of Technology in the northeast with a very capable faculty, outstanding facilities, excellent equipment, and full professional accreditation;

- A leadership team which works well together and whose efforts strongly support and complement the academic mission;
- Strong planning mechanisms which involve students, faculty and staff, and an institutional consciousness which permits reflection and self-evaluation;
- A dedicated and experienced support staff;
- Excellent computing and information systems;
- An attractive campus and a well-conceived plan for campus construction which addresses current and future space needs.

### *External*

Among the contributing positive forces whose impact comes largely from outside the university are:

- A dedicated and able Board of Trustees that understands and supports the University.
- Emerging public understanding of our institutional mission as a metropolitan university;
- A location which is appropriate to the fulfillment of that mission;
- Growing support by our community and our alumni; and
- Recent changes in law and policy which permit greater flexibility and autonomy in the management of our resources.

### *Challenges and Constraints*

Just as there are internal strengths and positive factors which operate largely outside the university, so there are constraints imposed both internally and externally. In the last six years, CCSU has changed greatly. In addition to a large number of retirements among the faculty and support staff, the administrative staff has changed almost completely. The blending of old and new has been stimulating for the University, but it has also resulted in some tensions and uncertainty about the University's directions and priorities. In addition, the change from a college to a university has required a new emphasis on graduate education as well as on scholarship and research as a means to energize our teaching. Discomfort about these issues has diminished somewhat in recent years, but the evolving character of our university will require continuing attention and discussion in the years ahead.

We have also found the differences in the type and quality of services provided to students, depending on whether

they are registered as full-time or part-time, to be unjust. These differences are based upon long-standing funding principles used by the State which have been, until recently, virtually unassailable. It is our intention, now that we have more flexibility in the use of our resources, to strive to provide a consistent level of high-quality services to *all* of our students.

In addition, the number of faculty and support staff is smaller than needed to serve appropriately the number of students who enroll at CCSU. This problem has been compounded by two early retirement incentive programs in the past three years which have taken from us approximately 90 talented senior faculty members and 83 valued staff. We have replaced most of the faculty, but only a portion of the support staff. Further, the range of our programs and commitments strains the capacity of our finances, our human resources, and our administrative systems. Interior maintenance has been deferred, and space shortages and parking usage have left the campus landlocked and congested.

Externally, we continue to be subject to unstable and chronically inadequate funding, and to what appear to be low expectations in Connecticut for the development and improvement of public higher education, reflected in its position as 47<sup>th</sup> among the 50 states in support of public higher education as a percentage of personal income.

### *Assumptions: The Next Five Years*

**Enrollment and Student Body Make-up:** It is our expectation that enrollments will remain at current levels of about 14,000 students or decline only slightly over the next five years—unless a larger decline in enrollment is made necessary by rapidly decreasing state support. Barring a forced decline in the enrollments of traditional students, the more gradual, naturally occurring decrease in this group's number will be offset somewhat by increases in the number of non-traditional students. The growth in the number of such students will, however, be at a lower rate than was seen in the 1980's.

We are also planning for the student body to become increasingly part-time and more racially and ethnically diverse. In the late 1990's there will be a gradual increase in the number of traditional-aged students which will continue into the next century.

We expect that we will also have students with needs different from those who come to us now. It is clear that CCSU will have to work closely with other institutions to establish innovative structures for higher education. A public metropolitan University cannot function in isolation from the wider community. We shall, therefore, seek new partnerships with other educational institutions, business and government—both here and abroad—to devise new, more efficient ways to serve our students. We will work particularly closely with the other public col-



leges and universities, and especially Connecticut's Community and Technical Colleges, to offer students opportunities not available through a single institution.

**Graduation Rate:** The time required for students to graduate will continue to increase. Nationally, this figure is expected to average between six and seven years for a baccalaureate degree by 1995. This trend may be more pronounced in Connecticut because of reductions in State support or financial aid which will reduce access to courses and programs. Thus, the University must prepare to accommodate students who are more likely to attend part-time as well as full-time, or to stop attending one or more times during their academic career.

**Faculty:** Over the next five years there will be additional faculty retirements. The student population will not show a concomitant decrease, so the University must continue to attract and retain faculty members of high quality. In order to succeed in an increasingly competitive national market, we shall have to provide appropriate levels of support for a new generation of teacher-scholars.

**Technology:** The demand for computing skills, facilities and equipment will grow dramatically during the next five years. Technological advances will continue in business, science and technology but, more importantly, humanities and liberal arts applications will expand tremendously. CCSU will need to provide learning opportunities for its faculty and appropriate hardware and software to keep abreast of these developments.

**The Economy:** While difficult to predict, it seems that the economic climate in Connecticut will, at best, remain sluggish for the next several years. The challenge for CCSU in this period is to ensure that it is seen as a re-

source worthy of investment by public, private and non-profit organizations. Since the economy is seen as constraining during the 1992-1997 period, the University will need to pursue all funding opportunities diligently and be careful to manage its limited resources prudently and creatively. We shall also follow, where appropriate, a policy of selective investment—redirecting our resources from areas of relatively less importance to those we regard as more central to our mission.

**Facilities:** Some of our facilities will have to be renovated to accommodate the programmatic changes we expect. Some of our buildings are inadequate for their present uses and virtually all are slated for major repairs or renovation. We also have a pressing current need for more instructional, office, residence hall and student activity space. The recently developed facilities plan takes the space constraints on campus and the projected needs of the University into account, and proposes measures to address our facilities requirements. The projects proposed in this plan will continue as a high priority for the University.

**Fund-raising:** We must attract more funds to the campus from sources other than the state and our students. Together, they currently supply approximately 98% of our revenue. The search for federal grants and funds from other sources is becoming more challenging and competitive. The University will, therefore, need to develop a staff, mechanisms and strategies for aggressively pursuing such funding. Of special importance will be the need to strengthen and expand our development office to make it more aggressive and effective in raising funds from private sources.

# Central Connecticut State University

## Priorities for Action, 1992-1997

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Central Connecticut State University has a long and distinguished history. One of our most important goals must be to preserve our best traditions, to develop our existing strengths and to seize new opportunities which are consistent with our mission. We also recognize that the environment in which we operate is changing. Most of our plans, therefore, involve building on existing strengths to bring the University into better congruence with its evolving mission. This continuing process will require us to bring our aspirations and commitments into closer alignment with our resources.

In this section, we present our priorities for action for the next five years. The list is organized in terms of the major goals of the University, even though it is clear that any such list is bound to have overlapping categories. The list presented here is confined to *major* initiatives. Any of these activities may have many parts or be representative of a number of efforts that will be undertaken. The list is neither exhaustive, nor permanent. We shall always be flexible enough to respond to new challenges and opportunities as they arise.

### *Provide academic programs which reflect the university's distinctive mission and special character*

- Develop new programs which strongly reflect CCSU's metropolitan mission and international focus.
  - ◊ As resources permit, develop new undergraduate programs to include: BA in Liberal Studies (for part-time/weekend students); BS in Criminal Justice; BS in Tourism and Hospitality Studies; BS in Manufacturing Engineering and new specializations for BS in Engineering Technology (e.g., civil, mechanical); new specializations for BS in Industrial Technology (e.g. automation, computer assisted drafting and design, plant management, mechanical, electrical).
  - ◊ As resources permit, develop new graduate programs to include: MA in Intercultural Communication; MBA in International Business; MS in Bilingual Education; MA in Liberal Studies.
  - ◊ Broaden and increase participation in the Honors program.
- Continue to develop the School of Technology as a Connecticut Center of Excellence.
  - ◊ Enhance the Center for Industrial and Engineering Technology (CIET) as an outreach program to work with Connecticut industry as a part of the University's metropolitan mission.
  - ◊ Build an Advanced Construction Center using resources from private donors.
- Ensure that all students acquire the essential intellectual tools for life-long learning.
  - ◊ Specify learning outcomes related to the acquisition of skills within general education and major requirements.
  - ◊ Assure that every graduate acquires an acceptable level of writing, computing, and critical thinking skills.
- Continuously review all academic programs for relevance to mission, quality, need, and cost; and, following appropriate consultation with University governance, delete those which are no longer needed or viable. In the same way, expand programs of particular relevance to the university's mission.
  - ◊ Identify annually those programs and specializations which are under-enrolled and consider them for suspension or deletion, consolidation with other programs, or modification.
  - ◊ Identify programs which because of target audience or size will be offered primarily to part-time students, e.g. small but viable master's degree programs and selected undergraduate programs.
  - ◊ Target for growth international studies programs, programs which emphasize the synergy between science and technology, and programs designed to attract highly capable students, including the Honors Program.
  - ◊ Assess viability of small academic departments (six or fewer faculty) and restructure them where necessary and appropriate.
  - ◊ Review interdisciplinary/multidisciplinary programs and specializations, and restructure where necessary and appropriate.
  - ◊ Review all programs that prepare teachers and restructure as appropriate to reflect new demands on teaching such as strong preparation in subject matter as well as pedagogy.

- ◇ Assure adequate administrative and clerical support for all departments and programs.
- ◇ Review needs of teaching faculty and academic programs for clerical, paraprofessional, technical and material support (with emphasis on science, technology and the library) and fund new full-time and part-time positions as resources permit.

***Provide a level of support for academic programs which ensures high quality***

- Seek and maintain national accreditations.
  - ◇ In the School of Arts and Sciences, continue support for programs accredited by Computing Sciences Accreditation Board, American Chemical Society, and Council on Accreditation of Nurse Anesthesia Educational Programs. Seek accreditation by the Council on Social Work Education and work toward professional accreditation of music and art programs.
  - ◇ In the School of Business, work toward early professional accreditation by the American Association of Collegiate Schools of Business.
  - ◇ In the School of Education and Professional Studies, continue support for National League for Nursing accreditation and seek American Marriage and Family Therapy Association accreditation. Under the leadership of the Dean of Education and Professional Studies, in collaboration with all academic schools, work toward renewal of the University's NCATE accreditation.
  - ◇ In the School of Technology, continue support for TAC/ABET and NAIT accredited programs and seek TAC/ABET accreditation for Mechanical Engineering Technology and other specializations as they are established.
- Strengthen the University's assessment program.
  - ◇ Complete the first five-year assessment cycle of academic and academic support programs, modify the assessment process as appropriate.
  - ◇ Establish an academic program assessment center coordinated by senior faculty who will, working with the University Planning Committee, monitor the assessment process, consult with departments, and provide technical assistance.
  - ◇ Use assessment findings to strengthen programs by implementing suggested changes and reallocating resources as necessary.

- Aggressively pursue external funding for academic programs and projects, and use grants and gifts to support academic development.
  - ◇ Appoint a Director of Sponsored Programs to be responsible for assisting faculty to prepare grant applications and for administering funded projects.
  - ◇ Streamline pre- and post-award administrative processes and provide appropriate administrative support for faculty who direct externally funded projects.
  - ◇ Significantly increase the level of internal and external grant funding to improve curriculum and pedagogy, infuse multicultural and international content into academic programs and engage in teaching and research abroad.
  - ◇ Strengthen the development function of the University Affairs office and expand the effort to raise funds for academic programs using the resources of the CCSU Foundation.
  - ◇ Increase the number and dollar-value of scholarships awarded.
  - ◇ Establish a research incentive fund using a portion of indirect cost recovery. This fund will provide assistance to faculty preparing grant applications and to support academic activities undertaken by successful grant writers.
  - ◇ Seek technical assistance grants and contracts which reflect and support the University's international priorities.
- Review the structure of the general education program and modify it as necessary so that it meets the needs of our students and clearly reflects the University's mission.
  - ◇ Specify student outcomes and use the general education assessment to determine whether the intended outcomes are being achieved.
  - ◇ Implement appropriate modifications to general education such as core requirements, interdisciplinary requirements addressing multiple modes of thought, upper division general education requirements, and an overall reduction in the credit hour requirements.
- Enhance the quality of academic programs by strengthening and expanding library and learning resources.
  - ◇ Re-establish a library and learning resources division which will include the library, non-print media services, academic computing, and in-

structional support services such as faculty computing, multimedia production, instructional design, and teaching enhancement.

- ◇ Install library automation and information retrieval technologies and make them available across the campus via computer network.
- ◇ Continue working toward achievement of Association of College and Research Libraries (ACRL) Standards for library collections and staff.
- ◇ Expand capability for offering credit and non-credit instruction using computer-based and distance-learning technologies.
- Continue to invest in computer and communications technology which significantly enhances teaching and scholarship (e.g., foreign languages, writing skill development) or opens up new areas of academic activity (e.g., art, textual analysis, on-line or cd-based literature analysis). We must also support university faculty and teacher candidates' understandings and competence to use educational technology in their teaching (e.g., software development, use of multimedia classrooms).

***Recruit, retain, develop and support a diverse faculty and staff who contribute directly to the university's mission***

- Implement a coordinated program of services to support faculty in their research, scholarly and creative activities.
  - ◇ Through the Library and Learning Resources Center, establish a teaching development center with staff who assist faculty to improve teaching, and develop instruction.
  - ◇ Through the Office of Sponsored Programs, provide assistance in seeking funds for creative projects, preparing grant applications, and administering funded projects.
- Reorganize and support academic computing functions
  - ◇ Provide faculty with the computer hardware and software necessary to conduct their academic activities.
  - ◇ Through the Library and Learning Resources Division, provide training and technical assistance to faculty using or desiring to use computer applications in their teaching, research, and other creative work.

- ◇ Extend the development of internal and external networks which improve communication and collaboration among CCSU faculty and between them and scholars elsewhere.
- For each academic department and program, establish and work toward achieving programmatic goals and diversity goals consistent with the university's mission.
  - ◇ Allocate positions and appoint faculty in support of goals for program development and diversity which reflect the university's mission.
  - ◇ Review each program's gender and racial diversity and set reasonable diversity goals based on availability of women and minorities.
  - ◇ Continue support for departmental recruitment and retention strategies which help us achieve our diversity goals. Such strategies include departmental mentoring, and reassigned time and other support for faculty completing doctoral programs.
- In consultation with the Faculty Senate, review the campus governance structure and streamline committee organization and responsibilities.
- Develop and implement coordinated, strategically designed human resources programs to enhance the skills and abilities of faculty and staff.
  - ◇ Work with faculty to devise methods that will effectively recognize and reward scholarship in its many different forms: pedagogy, basic and applied research, and the dissemination of knowledge to the broader community.
  - ◇ For administrative and support staff, devise alternative career ladders that recognize the value of developing and strengthening skills and abilities that contribute to the advancement of the University's mission.
  - ◇ Create more opportunities for staff members to participate in the University's international programs and activities.
  - ◇ Provide responsive and strategically focused training and development opportunities for our faculty and staff that effectively support their role in a student-centered university.
  - ◇ Develop and implement a system of job analysis that recognizes the value of different support positions to the achievement of the University's mission.

***Recruit, retain and graduate a student body which reflects the diversity of the metropolitan region***

- Develop an enrollment management system to improve the University's ability to achieve an enrollment mix which matches academic resources.
  - ◇ Maintain headcount enrollment at a maximum of 14,000 students (approximately 8,500 full-time-equivalent).
  - ◇ Stabilize graduate enrollment at a minimum of 250 full-time and 2,500 part-time students.
  - ◇ Increase enrollment of under-represented minority students (African-Americans, Hispanics, Native Americans) to at least 10% of the full-time undergraduate student body, 10% of the part-time matriculated undergraduates, and 8% of graduate students.
  - ◇ Increase the yield (actual enrollment) of first-time applicants to 45% of those who are accepted.
  - ◇ By 1997, increase enrollment in the School of Technology by 20% over Fall, 1991 levels.
  - ◇ By 1997, increase enrollment in the summer sessions by 10% and in the winter session by 100% over 1991-1992 levels.
  - ◇ Support CONNCAP and EOP as key elements of the University's commitment to providing access to qualified students who are economically disadvantaged.
  - ◇ Be more selective in serving non-matriculated students by restricting non-matriculant registration to students in good standing and students completing a conditional requirement for admission or re-admission.
- Expand financial aid opportunities by supplementing federal and state financial aid programs with scholarships funded by the university and private donors.
  - ◇ Provide at least twenty tuition waiver scholarships per year to recruit and retain economically and educationally disadvantaged students.
  - ◇ Raise funds to help the university recruit capable students to strong university programs.
- Improve student satisfaction with enrollment services and academic advising.
  - ◇ Support faculty members in their unique and crucial role as mentors and advisors.
  - ◇ Provide better support for academic advising including handbooks, workshops, and improved access to appropriate student information.
  - ◇ Develop and implement an integrated model of student advising to complement the essential mentoring role of the individually-assigned faculty advisor in the major field.
  - ◇ Ensure access to advising services during the majority of hours when classes are in session.
  - ◇ Provide course demand matrices and other technical assistance to academic departments so that they better meet the course needs of enrolled students.
  - ◇ At the department level, develop course schedules (including summer sessions, winter session, and evening/weekend classes) which match offerings to predicted student needs, and provide a forecast of course offerings for the year-to-come and two subsequent years.
  - ◇ Ensure that a complete cycle of major requirements is offered every four semesters for programs accepting full-time students. For programs accepting part-time students, a complete cycle of major requirements should be offered every six semesters after 4 p.m. and on weekends.
- Develop and maintain a system for tracking student progress and retention which facilitates early intervention, assists in the identification of systemic problems, and improves retention and graduation rates for all groups of students.
  - ◇ Continue and extend the "Operation Alert" early warning intervention program. Shift responsibility for this program to the Student Development Center and coordinate outreach efforts through Educational Support Services.
  - ◇ Implement mid-term grading/progress reports to assist in identification of at-risk students.
  - ◇ Where our tracking and retention system indicates an individual problem, use enrollment service and student service professionals, in concert with the academic advisor, to intervene and assist the student.
  - ◇ Where our tracking and retention system suggests broader institutional problems, develop strategies to respond, e.g., revisions to admissions policies, additional basic skills/remedial instruction and educational support services, additional enrollment prerequisites, new course formats and instructional techniques.
  - ◇ Increase the graduation rate of undergraduates by 10% and meet the Department of Higher Educa-

tion's goals regarding access, retention and graduation of minority students.

- Establish a shared sense of academic and professional responsibility with the Connecticut Community and Technical Colleges so that students can more easily transfer from the two-year colleges to CCSU.
- ◇ By January, 1993, establish a comprehensive transfer articulation agreement with Connecticut's community and technical colleges.
- ◇ As components of the comprehensive transfer and articulation agreement, establish with appropriate feeder schools the following specialized articulation agreements: pre-nursing, pre-teacher certification, pre-business, technology majors, BA degrees, pre-social work.
- ◇ Develop and implement policies and programs designed to minimize transfer problems while improving the academic preparation of transfer students, e.g., dual admissions, on-site academic advising, offering CCSU courses on-site, CCSU-community college-secondary school teaching collaborations, etc.

***Strengthen and focus the University's identity as a leading international resource for students, the community and the State of Connecticut***

- Recognizing our special responsibility in the international area within the CSU system, continue developing international programs and initiatives on behalf of and in partnership with Eastern, Southern and Western Connecticut State Universities.
- Hire faculty members, particularly in business and the social sciences, who have experience working in other cultures and can contribute to the University's growing investment in northeast Asia, Europe and the Caribbean basin.
- Strengthen the International Affairs Center as a focal point for student exchange and resource development for the CSU system.
- Solidify the infrastructure for the CSU Institutes of European and American Studies, and Asian and American Studies.
- Generate financial support in Europe and Asia, and increase participation in the Institutes' programs by students, faculty and representatives of business and government.

- Develop projects which link the international programs of CCSU and the CSU system with opportunities in cultural and economic development, comparative political and educational systems, and global awareness in Connecticut.

***Provide student services and opportunities for experiential learning to complement traditional academic activities and to help students achieve personal and professional growth***

- Establish developmental programs for new and continuing students that facilitate educational planning and expand opportunities for student participation in various leadership and career related activities within the University.
- ◇ Develop and implement an advising portfolio through Advising Information Service which includes information about individual interests, learning styles and information faculty believe will help improve academic advising and mentoring.
- ◇ Implement the Experiential Learning Transcript (ELT) on a wide scale to affect all new entrant students and an ever-increasing pool of continuing students.
- ◇ Expand the number of student affairs personnel involved in the ELT and provide assistance to faculty in order to aid in the integration of ELT into the formal academic advising process.
- ◇ Enlarge recruitment and training efforts for student leadership positions in on-campus activities and organizations.
- Extend opportunities in the Cooperative Education Program so that it can serve a greater number of students.
- ◇ Establish closer working relationships with academic departments to encourage and support experiential learning opportunities as a complementary activities that enrich student learning.
- ◇ Significantly expand international cooperative education experiences available to students.
- Develop a comprehensive strategy for coordinating and supporting all campus co-curricular and extra-curricular programming in order to build campus and community audiences for programs that enrich the campus environment.
- Expand leadership training activities for students involved in campus programming efforts through

student governing bodies or clubs and organizations.

- ◇ Expand outreach efforts to student groups to assist their development as organizations and their contributions to the extracurricular life of the campus.
- ◇ Expand efforts to enlist student leaders in the Experiential Learning Transcript so that their volunteer experiences are placed into an educational and career preparation context.
- ◇ Continue to provide retreat activities for student groups to assist in goal setting and organizational leadership training.
- Develop and strengthen the University's athletic programs within the constraints of available resources.
  - ◇ Develop a plan and timetable to attain gender equity in our athletic programs by providing more competitive opportunities and equalizing budgetary support. Add women's soccer as soon as resources and facilities permit.
  - ◇ Create a plan to raise external funds to support and enhance our athletic programs.
  - ◇ Enhance support for athletes in terms of food, transportation and accommodations when they are travelling.
  - ◇ Affiliate with an appropriate athletic conference.
  - ◇ Improve our athletic facilities: Complete the baseball field and the renovations to Arute Field; refurbish the locker rooms—especially those used by visiting teams.
- Enlist students, faculty and staff in developing multicultural programs which increase awareness and understanding of human differences and similarities.
  - ◇ In collaboration with student organizations, foster multicultural awareness and an understanding of the benefits of a multicultural community. Integrate these programs into the regular cultural programming of the University so that these activities become commonplace.
  - ◇ Provide a mechanism for enlisting faculty and staff support to assist student multicultural initiatives.
  - ◇ Encourage collaborative activities by students, faculty and staff in furthering our multicultural objectives.

- To underscore the University's commitment to Wellness, establish a **Wellness Center** and program which responds to the needs of the entire campus community. Consolidate existing services and resources associated with maintaining good physical and mental health under this Wellness Center.
  - ◇ Re-examine the mission, functions and services of the intramural sports and recreation programs to expand their role in university life.
  - ◇ Redirect campus health services to serve as an immediate care facility for faculty, students and staff. Explore the possibility of increased linkage with area hospitals for supplemental health and wellness services.
  - ◇ Sponsor a cooperative effort involving Student Affairs, Personnel Administration, Counselor Education, Nursing, Physical Education, Social work and others, to address wellness issues and develop courses and programs.

*Provide a campus environment and administrative infrastructure that better support the academic mission of the University*

- Initiate and complete projects to provide access to the handicapped, especially the installation of elevators in the Administration Building and Marcus White Hall, and replacement of the elevators in Willard and DiLoreto Halls.
- Address inadequate or inappropriate space allocations in the academic, housing, maintenance and support areas. Among the most likely projects for the near future are:
  - ◇ Provision of private or two-person offices for all faculty as renovation and construction projects are completed.
  - ◇ Enclosure of the deck on Copernicus Hall.
  - ◇ Relocation of the Development and Alumni offices to suitable quarters.
  - ◇ Construction, with public and private funds, of a new guest house for visitors to occupy while here on University business.
  - ◇ Construction of the South Perimeter Road and change campus traffic-flow including the closing of Wells Street to through traffic.
  - ◇ Construction of the new residence hall.
  - ◇ Completion of key renovation projects: Marcus White Annex, University Theatre and Willard Hall.

- ◇ Construction of the new School of Business building which will house the School of Business and other programs.
- ◇ Construction of an addition to the Student Center.
- ◇ Construction of an addition to East Hall.
- ◇ Completion of the Arute Field Renovation.
- ◇ Construction of a child care/family education center.
- Improve classroom and laboratory environments through enhanced building maintenance and replacement of worn out equipment.
- Establish and staff an internal auditor's office, an important function as CCSU assumes more responsibility for its own fiscal operations.
- Using the concepts of Total Quality Management (TQM), improve and simplify administrative procedures, and provide better services to all of our constituencies, especially students and faculty.
  - ◇ Provide better systems to handle students' financial dealings with the University.
  - ◇ Streamline the hiring processes, especially for faculty.
  - ◇ Develop procedures for travel, purchasing and other routine matters that require less time, effort and specialized knowledge on the part of the originator of the request.
- Redesign and remodel administrative offices to ensure more convenient and coordinated student access to enrollment services, student financial services and student support services.
- Provide the University Police Department with the means to provide a secure campus and ensure the safety of all members of our university community.
  - ◇ Seek national accreditation for the CCSU Police Department.
  - ◇ In conjunction with Housing, the food service vendor and other offices and functions, implement an emergency response plan capable of delivering services quickly and efficiently.
  - ◇ Improve police emergency communications services and operations to ensure effective emergency response by replacing outdated and unreliable equipment.

***Emphasize a research and public service agenda which enriches our academic programs while meeting the needs of the region***

- Establish and maintain centers and institutes appropriate to the university's metropolitan mission and international focus.
  - ◇ Develop the Center for Social Research as a regional resource for statistical research and surveys, policy studies, and technical assistance.
  - ◇ In consultation with interested faculty and subject to funding, establish an Institute for Science and Technology (jointly administered by the School of Arts and Sciences and the School of Technology), a Center for Eastern European Business Studies (School of Business) and an Institute for Multicultural and Urban Education (School of Education and Professional Studies).
- Work with area school districts to develop a magnet school and other regional strategies to assist in desegregating schools in the metropolitan area.
- Establish a child-care facility on or near campus which will provide services from 8:00 AM until 9:30 PM five days per week, all year. While the campus community, students, faculty and staff will receive first priority, services will be extended on a space-available basis to non-CCSU clients.
- Study the feasibility of establishing a downtown center in New Britain to provide access to higher education for economically and educationally disadvantaged residents and to offer valuable field experience and service opportunities to our students and to make our resources more accessible to local business, government, and community organizations.
- Through the establishment of professional development schools, CONNCAP and other special programs in area schools, and other University-school partnerships, build productive, mutually beneficial relationships with our key feeder schools in the New Britain-Hartford-Waterbury metropolitan area.
- Develop a program of special events which reflects our mission, responds to the interests and needs of the larger metropolitan community, and enriches the intellectual and cultural life of the campus.
  - ◇ Develop performing arts series sponsored or co-sponsored by the University to bring diverse artists.
  - ◇ Expand existing lecture and visiting scholar programs to bring to campus people of national and international renown.



***Strengthen the Development Office to enable it to pursue funding from non-state sources more aggressively***

- Expand the staff and extend the operations of the Development Office to include emphases on annual giving, planned giving, and corporate and foundation relations.
- Conduct a capital campaign which will not only provide needed resources, but will help to establish patterns of giving to support the University throughout the region we serve.
- Develop a comprehensive fund to support academic programs.
- Target fund-raising efforts to obtain wider alumni and community support for intercollegiate athletics.
- Support and provide staff time to the *Vision 2000* project; a joint endeavor between the University and New Britain to assess the problems and opportunities facing the city, and to develop a strategic plan for New Britain and the central Connecticut region.

***Increase campus and community understanding and support for CCSU as a public metropolitan university***

- Use internal and external public relations to articu-

late the mission of the University. Public Relations here includes: community outreach services, news services to external media, use of CATV, commercial and noncommercial marketing, and publications.

- Conduct a publications audit, establish standards for external publications and support the effort to present a clear and consistent image of CCSU.
- Use our Community Advisory Council to involve the community in discussions of the University's programs, plans and problems.
- Continue to hold meetings between University officials and residents of the neighborhood immediately adjacent to the campus to identify and resolve problems and potential problems.

***Develop stronger relationships with our alumni***

- Establish regional alumni associations which will bring our 40,000 alumni into closer contact with the University.
  - Develop a program to prepare undergraduate students for a smooth transition to "alumni" status.
  - Create and support alumni associations abroad where CCSU conducts programs.
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*Central Connecticut State University is committed to a policy of non-discrimination and equal opportunity for all persons regardless of race, color, religion, sex, age, national origin, marital or veteran status, sexual orientation, or physical or mental handicap.*

*This policy is applicable to all employment practices, admission of students, programs and services to students, faculty and staff, and the community.*

*Central Connecticut State University is a campus of the Connecticut State University System.*