

RESOLUTION

adopting

ROLE AND SCOPE STATEMENTS
OF THE CONNECTICUT STATE UNIVERSITY SYSTEM

December 10, 1999

WHEREAS, Section 10a-89 of the Connecticut General Statutes requires the Board of Trustees for the Connecticut State University System to develop the Mission and Role and Scope Statements of the University System, and

WHEREAS, The existing Mission Statement of the Connecticut State University System was adopted by the Board of Trustees in February and the current Mission Statements of the universities in November and December 1998 and February 1999, and

WHEREAS, Throughout 1999 the four CSU universities and the CSU System Office have been refining individual university and System role and scope statements, and

WHEREAS, The aforementioned role and scope statements have been accepted by university faculty and administrators via appropriate consultative activities and these statements are recommended after appropriate review by system-wide entities and the Academic Affairs Committee of the Board, therefore be it

RESOLVED, That the Board of Trustees for the Connecticut State University System hereby adopts the attached role and scope statements as an integral part of the Mission Statement of the Connecticut State University System, and be it

RESOLVED, That pursuant to Section 10a-6 of the Connecticut General Statutes the Chancellor of the Connecticut State University System is directed to submit the Role and Scope Statements of the Connecticut State University System to the Board of Governors for Higher Education for its review and appropriate action.

A Certified True Copy:

Lawrence D. McHugh
Chairman

SOUTHERN CONNECTICUT STATE UNIVERSITY
ROLE AND SCOPE STATEMENT
NOVEMBER 1999

OVERVIEW

Southern Connecticut State University began its institutional life as New Haven Normal School in 1893. Now one of the four universities of the Connecticut State University system, Southern has developed into a comprehensive metropolitan university, an outstanding public institution with a dedication to teaching, research, and service to students and the community. Historically serving the South-central region of the State, Southern stands poised to emerge as a center of educational excellence for the entire community of Connecticut. SCSU maintains its strength in teacher preparation, consistently graduating more teachers than any institution in Connecticut.

Southern Connecticut State University perceives itself as in the early stages of a full-blown institutional renaissance. A window of opportunity exists during which SCSU can grow into a major public institution statewide, yet with enormous presence in the entire middle and southern half of the State. The University appreciates the educational needs of the nearly 1.5 million people in the greater New Haven area and Fairfield County and wishes ultimately to expand to become the primary source of academic services for this entire population segment.

The University offers a spectrum of excellent baccalaureate and Master's level degree programs in the liberal arts and sciences. Its Bachelor and Master's degrees and 6th year certificate programs in education, information sciences, and an array of health and human services are among the most distinctive and distinguished in public higher education in the State. The University takes pride in preparing students with the intellectual skills, general information, and practical experiences to permit them to engage a changing society and to embark upon successful careers. Responsive to shifting economic, cultural and demographic conditions, SCSU adjusts its programs to meet the educational and economic demands of its neighborhood and of the State.

Southern students, full and part time, number approximately 11,500. Of these nearly 5500 are full time undergraduates, with some 2000+ part-time undergraduates. Over 700 full time graduate students attend SCSU, as do over 3000 part-time graduate students - the University is the largest graduate institution in CSU. Of undergraduates, some 33% live in campus housing. Many others reside in private housing near the University; a great many students commute. Some 60 percent of SCSU students are female. Roughly 12 percent are minorities; 17 percent in the most recent entering classes. Traditional-age students (18-24) make up approximately 54 percent of the student body; significantly,

non-traditional students (ages 25 to 60+) account for some 46%. SCSU students come from every one of Connecticut's 169 cities and towns, from neighboring states and many foreign nations. A large number of SCSU students are first generation college students. Almost all students are employed. It is anticipated that Southern's student population may reach as high as 15,000 in the next decade.

The University's curricular and service delivery options are constantly adjusted to meet the needs of these complex demographic considerations. These include both a traditional semester schedule and evening/weekend offerings, summer and intersession courses. The University also offers some off-campus courses, with a growing emphasis on distance learning.

The University is committed both to academic excellence and to access to educational opportunity. The University recruits and admits entering students in the top half of their graduating classes. Honors College students work collaboratively with faculty on independent study projects and pursue an intensive curriculum in addition to their majors. A new Writing Board assists faculty in issues related to writing across the curriculum. For 50 students per year with deficiencies in academic preparation the Equal Opportunity Program provides intensive counseling and academic support services. An innovative orientation program and a novel First Year Experience program have recently been instituted to facilitate the transition to college, to provide accurate placements in English and mathematics, and to offer assistance and support.

As with all CSU institutions, SCSU is governed by a single Board of Trustees. The management of the University is the responsibility of the President, assisted by Vice Presidents for Academic Affairs, Finance and Administration, Student and University Affairs, and most recently Institutional Advancement. The Office of Academic Affairs contains seven academic schools, each administered by a dean: Arts and Sciences; Business; Communication, Information and Library Science, Education, Extended Learning; Graduate Studies; Health and Human Services. There are 38 academic departments and approximately 400 full time faculty.

Institutional priorities at the University-wide level are driven by the SCSU mission and by appreciation of the value of focussed long range planning. Strategic planning is a continuing constant feature of institutional goal setting. Planning processes are open and shared. There is carefully orchestrated cooperation in the allocation and use of resources among the divisions of Academic Affairs, Student and University Affairs, Finance and Administration, Institutional Advancement, and the Office of the President. All planning reflects the institutional commitment to put the success of our students as the highest aspiration.

Role and Scope Page Three

SCSU is characterized by a collaborative style of management, in which faculty and administrative staff participation in decision making flourishes. This can be noticed in the reliance on shared governance embodied in the University (Faculty) Senate, the Undergraduate Curriculum Forum and Graduate Council, in so-called "Bottoms Up" budgeting procedures, and in the widespread faculty and staff participation in Southern's institutional assessment and regional accreditation processes. Large processes, such as institutional assessment, regional accreditation, and strategic planning customarily involve more than half the faculty and staff as direct participants, with frequent additional opportunities for others to speak and be heard.

SCSU has embraced a Quality approach to continuous improvement. A Quality Council, under the sponsorship of the President, is composed of key members of the administration and faculty. Understanding the needs of Southern's various internal and external constituents, and chartering teams to address certain issues, the Quality Council is beginning to provide a customer orientation for planning and for major improvements already achieved in financial and student services. With the same conceptual orientation in mind, new Quality Councils have been launched by the Vice President for Academic Affairs and by the Dean of the School of Education; others are planned.

A revitalized rededication to first principles in the University's mission, coupled with renewed attention to the institutional strategic plan offer a grand vision for this long range objective. A stability of resources -- human, financial, physical, technological -- that permits planning over time is also projected. The creative energy of a huge infusion of new faculty and administrators, deployed in critical areas, continues to inspire the conversion of SCSU from a very good state university into a public institution that can rank with any of comparable size and mission.

PROGRAMS AND INSTRUCTION

The primary academic function of all programs and instruction at Southern Connecticut State University is the transmission to learners of knowledge, culture, values and skills. Through the liberal education curriculum students learn to know about themselves as individuals within a dynamic community. They learn to reflect and act to the mutual benefit of themselves and others. They become aware of the processes of knowing and learning, understand the interdependency of values and responsibilities, and appreciate the relationship between individual rights and social obligations. They gain the ability to analyze written and spoken ideas, to use computational tools, to integrate information to produce conclusions, to test the validity of concepts, and to use information and ideas to solve problems. The Liberal education curriculum is grouped into options offered to students from Communication Skills, The Humanities, Social Sciences, Natural Sciences, Mathematics, American Political Foundations, Foreign Languages, Physical Education/Recreation, and Health Education. Information management, human diversity, and environmental awareness are also integrated into these programs required of all students. All students must complete several special writing-intensive courses.

Southern offers a range of undergraduate majors that represent the continuum of disciplines. These include many in the fine and performing arts, mathematics, the humanities and history, the natural and physical sciences, and the social and behavioral sciences. The University is building a core of arts sciences programs that will match those of any comparable public institution in America in creativity and excellence. Baccalaureate degrees are also offered in pre-professional programs, including an array of programs in business, computer science, communication, education, exercise science, journalism, library information services, nursing, public health, and social work. Teacher preparation, including a new Early Childhood Education degree, continues as an institutional strength.

Many major programs stress an interdisciplinary approach to knowledge. Capstone intellectual experiences have been added to many majors. There has been a growing increase as well in supervised hands-on student experiences through internships or other practical or clinical training. The University's Liberal Studies major provides an individualized alternative for students with multiple interests.

Students entering the University with academic deficits or narrow experiential bases are offered compensatory programs designed to those academic needs. Strong advisement and tutoring programs are backed up with mentoring activities, linked courses, and retention building support techniques. The Honors College, growing rapidly in student numbers and the sophistication of its program, is uniquely positioned to serve as a model for public universities. Honors College students are recruited vigorously from around the state, offered a dynamic program in which all courses are team taught, and supported through scholarship grants.

Southern perceives itself as the flagship of graduate education within the CSU system. Over 30 programs now offer graduate training; approximately 800 Master's degrees and 200 sixth year certificates are awarded annually. Historically a potent teacher preparation institution, SCSU continues to build its educational leadership program to provide a cohort of administrators to serve in urban and suburban communities. There is increasing focus, given events in today's school environment, in the Counseling and School Psychology program. The recently approved MBA Program features a cohort model, practical experience, and an interdisciplinary approach to learning. A proposed Global Center, designed to interconnect the various international business activities will establish SCSU as the place to study international business.

The University's programs in health and human services are already well recognized and respected. Programs in Communication Disorders, Marriage and Family Therapy, Public Health, Nursing (100% pass rate on Board scores) and Social Work could well be cited as national exemplars. All are national accredited. The Master of Library Science, now fully available to students on-line as well as through traditional delivery, remains the sole American Library Association-accredited program in Connecticut. The recently approved Master's degree in Women's Studies is the first in America and unique the New England.

Responding to current and anticipated needs of students and employers SCSU has embraced a variety of curricular delivery options. Southern faculty have developed a huge array courses and programs utilizing up-to-date educational classroom technology. The Research Center for Computers in Society explores ethical issues in web-based education. Web-based and interactive television courses have also been produced, most articulately in Library Sciences, but also in Nursing, History, Statistics, Social Work and other fields. Some off campus courses are also offered, bringing educational access to the consumer; Educational Leadership has indeed taken leadership in this activity. Classes in other institutions are also under consideration.

SCSU is moving toward a culture of student learning outcomes. Following directly from the University's mission the University has developed a comprehensive institutional assessment process, consisting of annual assessments, a program of cyclical self-studies, site visits by external examiners, and implementation plans based on assessment results. A number of academic programs are seriously considering exit competencies and other proficiency based learning dynamics.

SCHOLARSHIP, RESEARCH AND CREATIVE ACTIVITY

SCSU encourages faculty scholarship and research. At Southern the primary function of scholarship, research and creative activity is the invention of knowledge and the advance of culture, values and skills. In an institution principally devoted to teaching, the pursuit of knowledge brings a sense of wholeness to the life of the mind by connecting what faculty, as scholars, think about in their discipline with what, as instructors, they bring to the classroom. While pure scholarship abounds, much research is applied. Much is produced in collaboration with students. The participation of SCSU faculty at the periodic CSU Research Foundation conferences provides one measure of the scope and intensity of their scholarly and creative interests. So does the rash of Fulbright and National Endowment for the Humanities awards.

The University has recently enhanced the visibility of assistance to faculty through the Office of Faculty Development. That unit oversees the various grant competitions and professional travel programs offered through the collective bargaining agreement between the CSU Board of Trustees and the AAUP. It sponsors a Teaching Exchange through which faculty share teaching strategies and classroom methodologies. It has created a Chairpersons Institute to train newly elected departmental chairpersons in various aspects of their responsibilities. The Office has established a mentoring program that pairs newly appointed faculty with a veteran professor. It sponsors a summer program to instruct faculty in the use of technology in the classroom. A faculty based Research and Scholarship Advisory Committee also works to identify and assist faculty in developing research ideas; each year it sponsors a research conference at the University at which faculty share their research with one another.

The University's Office of Sponsored Research has similarly been enhanced. Through additional personnel, including a full-time Director and enhanced database technology, this office assists faculty in preparing grant applications, identifies sources of funding for faculty scholarly and creative research projects, and generally aids in administration of grants. Recently moved into the Office of Institutional Advancement, the Office has access to support opportunities from private fund raising sources. The grant of \$500,000 from the U.S. Department of Education by the newly developed Center for School Action Research is one indication of the success of SCSU faculty in attractive funding for scholarly endeavors.

Presidential initiatives at SCSU also provide funding for departmental and program innovations designated as "distinctive," and for systematic cyclical replacement of computer technology for each faculty member. Collaborative planning among faculty in the sciences and in the fine arts has produced long range instrumentation/equipment acquisition programs to maintain cutting edge facilities dedicated to curricular currency and faculty-student research and performance.

COMMUNITY SERVICE AS A METROPOLITAN INSTITUTION

Community service is integral to Southern's institutional soul. The University, historically and currently, lives as a good neighbor within the urban areas of New Haven, Hamden and West Haven. It responds to the intellectual, economic and cultural needs of the necklace of suburban towns that make up the regional environment. And the University functions as a generator of prepared personnel for the businesses, schools and public agencies of the entire State of Connecticut.

Through the recently created School of Extended Learning the University has broadened its programmatic outreach to part-time adult learners in all academic areas, providing affordable access to educational opportunities related to their professional and intellectual needs. In addition, its innovative marketing strategies focus on in-service training for business enterprises and public agencies, bringing them courses, certificate programs and professional development activities on-site. Summer Adventure, a day program for a diverse population of children 10-15 years of age, combines exposure to ideas in the arts, sciences, and technology with recreation and games. The School works closely with the Community/Technical Colleges and with Charter Oak State College to coordinate and enhance programs and services to the community.

Southern's partnerships with the public school districts of the regional area remains preeminent. The mission of the School of Education includes a massive effort to bring faculty and student experience and expertise into the community. The development of Professional Development Schools; the success of the Hillhouse High School Project; the establishment and participation of the new Center for School Action Research; programs of literacy and health for homeless children; the New Haven Master's Cohort program; the Lisbon school district initiative all represent extensions of the University into local educational infrastructure.

SCSU also offers an array of health and wellness related services to the community. The Center for Communication Disorders served some 1,137 clients needing speech, hearing, language and other communication services. The Family Clinic's marriage and family therapeutic sessions, geared to serving low income families, continue to increase in number; the court-mandated Supervised Visitation Program has also doubled. The Public Health department remains the states only accredited provider of continuing education services for Certified Health Education Specialists. Health fairs, public wellness projects, and the internship structure of the Master's Program in Urban Studies all indicate the range of community based activities in the allied health field.

The University is strongly committed to the economic improvement of New Haven. SCSU is a partner in the New Haven Inner City Business Strategy Initiative, a project launched by the Governor's Council on Economic Competitiveness and Technology to guide the economic development and resource allocation processes in the city and its environs. The University participates in the NHICBSI's cluster on higher education, working collaboratively on issues of literacy, joint purchasing and hiring practices, and research. Similarly, the ACE-NET program provides technical and professional services and counseling to small business enterprises. The Global Center, under development by the School of Business, promises additional research and services relating the local area to international business opportunities.

Culturally, Southern provides leadership for programs on campus to the community is most welcome. The Buley Library, the Lyman Center for the Performing Arts, the planetarium, the art galleries of Earl Hall, and the athletic facilities, for example, all offer their facilities and sponsor a array of events. There are promising plans for the extension of the fine arts studios to a downtown site in New Haven to which the public would be invited.

THE FUTURE

Southern Connecticut State University comprehends and appreciates the window of opportunity open for the next decade. The ultimate goal is to evolve into a public university equal in the achievement of student learning outcomes of any institution of comparable mission and size in the United States. This ambitious target puts students first. Institutional vision, planning priorities, and resource allocation will focus direct attention on the development of each student as a whole individual. The University will enhance the environment in which each student can succeed and flourish.

As at present, planning will drive the enterprise. Strategic planning, supported by focussed academic planning, along with the careful assignment of human and fiscal resources, will be outcomes based and coordinated with other environmental considerations. To be sure, the physical conditions of the University must contribute to the atmosphere of intellectual and social growth of students. The building program currently under way and planned for the next years will provide appropriate classroom technologies, laboratory spaces, areas for student social growth, for library and information systems, and faculty office space.

Student numbers are projected to rise incrementally over the next decade as aggressive recruitment and enhanced retention programs have their long term impact, and as the economy of the state remains stable. Increases in student numbers are projected to occur both among non-traditional students and high school graduates. Any increases will be accompanied by academic and student support services, so that the quality of education moves to its intended next level.

Role and Scope Page Nine

SCSU must remain affordable, despite the projected continued decline of the portion of financial assistance provided by the State of Connecticut. The burgeoning fund-raising initiatives of the new Office of Institutional Advancement will over time be able to bring a stable financial picture to the University.

New Program Initiatives are also projected, particularly those of a multidisciplinary nature, with practical experiences and capstone projects for students. New undergraduate majors in Metropolitan Studies, Environmental Systems Management, Anthropology and Native American Studies and Judaic Studies are in the planning and development stages. Master's degrees in Computer Science, Communication, and in Fine Arts are similarly in progress. Faculty are currently giving consideration to adding an Ed.D. to Southern's academic arsenal.

The University will continue to enhance its public service commitments through partnerships with other institutions of higher education, with public schools, government agencies and the business community. The faculty will continue to provide expertise and energy to build the area's economic, cultural and intellectual development.

CENTRAL CONNECTICUT STATE UNIVERSITY

Role and Scope Statement

Central Connecticut State University is a public institution offering bachelor's and master's degrees, and sixth-year certificates. Located near the geographic center of the state, CCSU draws its students from virtually every town in Connecticut. While its primary role is to provide collegiate education to the citizenry of Connecticut, a culturally diverse student body is attracted from more than a dozen states and 35 foreign nations. To serve them, we offer a broad array of programs in the arts and sciences, business, education, technology and other professional fields, at the undergraduate and graduate levels.

We are committed to extending the boundaries of knowledge and its applications, and to providing support through our many outreach programs to businesses, agencies and service organizations in our region and state. For 150 years, CCSU has been a vital part of its community. We make valuable contributions to the quality of life in Connecticut through our programs and activities, and through the individual and collective efforts of our students, graduates, faculty and staff.

The University was founded in 1849 by the legislature of Connecticut to provide teachers for Connecticut's schools. Today, CCSU is very proud of its continuing tradition of graduating fine teachers. We also offer other excellent professional programs as well as programs in the arts and sciences. Common to all is a firm grounding in the liberal arts, natural sciences, and technology, the mainstays of modern baccalaureate education.

We offer post-baccalaureate programs, thus fulfilling our citizens' needs for advanced learning, professional growth, and continuing education and skill development. Throughout its history, Central Connecticut State University has been a place for students to achieve pragmatic ends. For example, our cooperative education program, the largest in Connecticut, integrates classroom learning with experiential learning in paid positions, which provide students with an opportunity to apply their skills in the "real world." Our students want the information they need to be personally and professionally competent, the skills to be successful, and broad knowledge about the world. Our curricula are designed to help them achieve those ends and many of our programs are validated by external bodies through accreditation.

The Division of Student Affairs supports the academic mission of the university by preparing students to be vital citizens of their community. This is accomplished through involvement in various volunteer opportunities on and off campus. Student-formed and supported clubs and organizations, as well as community service projects, sustain the development of effective citizenship.

CCSU is designated as a center of excellence in international education. The *George R. Muirhead Center for International Education* offers many opportunities for study and experience abroad. We attempt to infuse all of our programs with an international perspective—a sense that very little about today's world can be understood in a narrow, provincial context. The global realities affect everything we do and modern phenomena can only be understood in that context.

Central Connecticut State University fulfills a valuable and unique role in Connecticut Higher Education. In the following sections, we describe some of the activities we are undertaking in the areas of Instruction, Research and Scholarship, and Public Service and Outreach; activities that define and distinguish our university.

Instruction

Central Connecticut State University prepares citizens for effective lives and successful careers by offering quality programs built upon a tradition of teaching excellence, and by engaging them in real-life experiences through internships, cooperative education placements, and community-building activities. Our students are taught by full- and part-time faculty members, dedicated to the teaching mission of the University.

The student body and, increasingly, the faculty at CCSU are, like Connecticut's citizenry, quite diverse in many respects. In addition to our many traditional first-year students, we enroll a large number of transfer students and part-time students, in both cases among the highest proportions and numbers in the state. We are dedicated to meeting the immediate and lifelong needs of our students. Thus, our programs and services are many, varied, and flexible, reflecting the role of a major comprehensive university. A number of recently added programs typify the new approach to curriculum at CCSU and are illustrative of our future direction.

- *A Hospitality and Tourism* program guided by faculty from the Business School and the School of Arts and Sciences responds to one of Connecticut's major economic development clusters, combining classroom and practical experience to prepare graduates for careers in one of the world's fastest growing industries.
- *Information Design*, an interdisciplinary program, offers professional education in the expanding areas of graphic design, web site design, multimedia design and digital imaging.
- The Master of Science degree in *Criminal Justice* blends theory and practice within a dynamic interdisciplinary framework. Upon completion of the required sequence of core courses students design an area of specialization with the assistance of an advisor which reflects their interest area in either administration and management, program planning and evaluation, policy development, or understanding and changing criminal behavior. As a capstone experience, students without work experience in criminal justice are encouraged to participate in the internship program, whereas those already working in the field, design and execute an original research study.
- The Master's Program in *Marriage and Family Therapy* is designed to provide students with a solid theoretical background as a foundation for intensive clinical training in systemic approaches to human problems. It responds to our state's need for qualified therapists.

We constantly embrace new teaching methodologies. We are discovering and developing strategies that actively involve students in the learning process and provide intrinsic rewards for learning. We are committed to providing technology that enables students and their professors to gather, organize and communicate information more effectively. Thus, we prepare students for entry into the marketplace along with a foundation for lifelong learning.

Research & Scholarship

At CCSU, scholarship is broadly defined and includes both basic and applied research, as well as other activities that allow faculty to continue developing knowledge and skills that enhance teaching and learning, and benefit society at large. Faculty and students work collaboratively as they move from experimental concept to proposal, to grant application, to data collection, analysis and presentation; and, finally, to publication. These efforts also frequently include the design and creation of materials and tools that are used in the classroom to enhance students' comprehension of subject matter. Thus, student-centered research and related activities serve our students' educational needs by providing them with improved learning materials as well as real, practical research training.

The impact of these enhanced educational experiences on our students is overwhelmingly positive and profound. For instance, our research students quickly develop a sense of purpose and of belonging to CCSU. This promotes retention and serves to build interactive learning communities well beyond the physical confines of the classroom and even the greater campus environment. These educational opportunities are critical in demonstrating our students' capabilities, as graduate program admissions committees see evidence of our students' research abilities as indicators of success in graduate programs.

Public Service and Outreach

Central Connecticut State University has, from its inception, been an integral part of its city, region and state. We serve our many constituencies primarily through the provision of opportunities for higher education, but we also fulfill our role in other ways. Our outreach functions include:

- **The Center for Social Research** performs applied social research for municipalities, businesses, non-profit and community organizations within the central Connecticut region. The center offers students and faculty the opportunity to apply their academic experience to real-world environments through cooperative ventures with governmental and other public-interest institutions. The Center also houses the Social Sciences Computing Laboratory.
- **The Copernican Planetarium and Observatory** includes a full-function, optical planetarium which is used for classes and programs for the community. The observatory, located on the roof of Copernicus Hall, supports student research in astronomical photography and observation using a modern 16-inch Cassegrain reflector and other telescopes.
- **The Office of Pre-collegiate and Access Services** extends the university's public service and outreach mission by providing early awareness and preparation programs for talented secondary students who might otherwise not reach their academic potential. Such access and outreach efforts are facilitated through the Connecticut Collegiate Awareness and Preparation (CONNCAP) program, Upward Bound, and the state's oldest continuously operating pre-admission summer program--the Educational Opportunity Program.
- **The Institute for Science Education**, coordinated by the Department of Biological Sciences, offers summer courses for elementary, middle, junior high and high school science teachers. Partners in Science and the Summer Science Transition Program present interdisciplinary explorations of science in Saturday morning workshops and summer residency programs for middle school students. Science faculty and students work with

middle and secondary school teachers on topics to enhance pre-college science preparation and encourage students to pursue careers in science.

- **The Polish Studies Center** was established to foster within both the Polish-American and the American communities an awareness of Poland's culture, history and civilization. The center offers courses in Polish history, politics, culture and civilization, language and the Polish community in America. The Center's other resources include the Polish Heritage Book Collection, the Connecticut Polish American Archive, the Annual Fiedorczyk Lecture in Polish American Studies, the Milewski Polish Studies lecture, the Godlewski Evening of Polish Culture, educational materials for teachers, movies, exhibits, scholarship aid for Polish-American students and for students pursuing Polish Studies, and the Martin and Sophie Grzyb Prize for Excellence in Polish Studies.
- **The Center for Multicultural Research** and Education provides a variety of professional development programs and opportunities for K-12 and university faculty that support development of education that is multicultural.
- **The Institute for Industrial and Engineering Technology** provides the business and industrial communities with economic development services through five centers. The Technical Training Center assists companies in technical updating, ranging from quality assurance to engineering design and analysis. The Manufacturing Applications Center is designed to help small manufacturers make the transition to advanced technology in their manufacturing processes. The Center for Flexible Manufacturing Networks is designed to help link small manufacturers together. The Procurement and Technical Assistance Center assists small- and medium- sized companies in the bidding process for government procurement. The Human Resource Development Center assists business, government and not-for-profit agencies in educational and training programs for their workforce. Programs range from basic business skills to advanced computer training. The Institute also has a conference center and houses the New Britain Industrial Museum.

These programs are examples of the many connections between CCSU, its community and region that provide mutually beneficial relationships. As a public university, we continually seek innovative ways to work with our constituencies. We take seriously our responsibilities to our students and faculty, and the larger community.

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Eastern Connecticut State University

**ROLE & SCOPE
STATEMENT**

October 14, 1999

Overview

Eastern Connecticut State University's Role and Scope Statement flows from its Mission Statement, which was approved on November 5, 1998, by the Board of Trustees for the Connecticut State University System. The Mission Statement is as follows:

Mission Statement

Eastern Connecticut State University is the state's public liberal arts university. As a predominantly undergraduate institution, Eastern develops outstanding students who integrate learning with expertise in their chosen fields of study for both civic and career success in a highly technological and rapidly changing world.

Eastern offers a wide range of undergraduate majors in the arts and sciences and professional studies, and selected graduate programs, encompassing interdisciplinary and integrated approaches to teaching and learning. The Eastern experience affords students the opportunity to acquire knowledge, values and skills necessary to pursue meaningful careers and advanced study, become productive members of their communities, and embrace lifelong learning. The University strives to be a model community of learners of different ages from diverse cultural, racial and social backgrounds.

Fulfilling the Mission

To accomplish its mission, Eastern offers a distinctive undergraduate educational experience that combines a strong academic program, a student-centered learning environment and an enriching campus life.

THE ACADEMIC PROGRAM. Eastern's academic program provides students with a strong foundation in the liberal arts and a solid knowledge of an academic discipline or preparation in a profession. Students are encouraged to make connections across the curriculum and to achieve an effective balance between individual and collaborative effort. Modern technologies are incorporated in teaching, learning, and research activities.

New students make an effective transition to the university community by participating in a first year program. This program encourages academic excellence, creativity, student involvement and self-understanding and fosters a commitment to diversity and civility.

The General Education curriculum introduces students to different modes of inquiry within the arts, humanities, and natural and social sciences. This

curriculum is distinctive in its emphasis on interdisciplinary approaches to inquiry and analysis, aesthetic awareness, and the understanding of many cultures. Students learn to think imaginatively, examine their beliefs and develop essential skills in technologies, communication, and in qualitative and quantitative analysis.

Academic majors offer experiential learning opportunities that encourage independent thought and decision-making and prepare students for a career, a profession, or advanced study. Both traditional majors and interdisciplinary majors are available.

STUDENT-CENTERED LEARNING ENVIRONMENT. Learning takes place in a challenging student-centered environment that rests on a century-long tradition of teaching excellence, intellectual integrity, and social responsibility. Faculty members, whose first priority is excellence in teaching, are committed to working closely with students as instructors, academic advisers, and mentors. Faculty research, creative and scholarly activities and public service also enhance student learning. Further, faculty and staff continually engage in educational and program assessment in order to improve student learning and university services.

ENRICHING CAMPUS LIFE. Students participate in a wide range of co-curricular activities, university-wide intellectual and cultural events, service-learning projects, and community service that contribute to the development of the whole person. The campus community upholds the highest ethical standards and promotes debate in a civil manner.

The University is committed to the advancement of the region and the state by offering off-campus instruction, professional development and service programs, including distance-learning options. It also serves as an important resource for meeting social and cultural needs of the local and regional communities.

Organization

The Connecticut public higher education system is divided into three parts: the University of Connecticut, the Connecticut State University System, and the regional community-technical colleges. Eastern is one of the four teaching institutions that compose the Connecticut State University (CSU) System. Eastern distinguishes itself from the other three universities in the CSU System by its predominantly undergraduate, residential, liberal arts character. The CSU Board of Trustees administers the four universities through the CSU System Office and its head, the chancellor. Eastern's president reports to the chancellor. At Eastern, major administrative operations report to area vice presidents. The academic area is organized into three schools, the

School of Arts and Sciences, the School of Continuing Education, and the School of Education and Professional Studies. Each school offers its own academic programs and is lead by a dean reporting to the academic vice president.

Historical Development

Eastern has undergone a series of transformations since its establishment in 1889 as the State's second teacher preparation institution. In 1937, Willimantic Normal School became Willimantic State Teachers College offering a four-year program that included two years of general education and two years of teacher preparation. The College became known for its implementation of the educational philosophy of John Dewey, which emphasized progressive education and active learning.

Between 1959 and 1969 the College evolved from a teacher preparation school to a multi-purpose college that offered a variety of programs and changed its name from Willimantic State College to Eastern Connecticut State College. During the 1970's, Eastern established new majors and expanded both its faculty and student population. Its mission grew to include emphasis upon the liberal arts and a broader concern with social responsibility.

In 1983, when the Connecticut State University system was created, Eastern became a university. Since 1983, the University has expanded its physical facilities, increased its total enrollment by approximately 25 percent, and added several new academic programs.

In the past ten years, Eastern has increased its full-time enrollment by 20 percent. It has added the following programs: an individualized major; undergraduate majors in accounting, social work, studio art, and sport and leisure management; several innovative minors; and graduate programs in accounting, organizational management, and teacher education. Student resources were strengthened and facilities were added and renovated. Cutting-edge technology in the form of state-of-the-art labs, teleconferencing, and instructional technologies has transformed the campus.

Eastern enrolls approximately 5,000 full-time and part-time students from every region of the state, 23 states, and 26 foreign countries. This multicultural student community thrives in Eastern's residential college atmosphere while encouraging academic talent in students with

varied social, ethnic and educational backgrounds. Eastern is predominantly an undergraduate institution, with two thirds of the student population enrolled as full-time undergraduates. Eastern also serves a large percentage of non-traditional students of all ages, on a full-time or part-time basis, whose interests may include expanding careers, as well as changing or starting new careers. The educational needs of all students are met by courses taught at on-campus and off-campus sites during the evening and weekends, as well as during the summer session and January intersession. Eastern uses state-of-the-art technology to offer distance-education courses and improve access.

Eastern derives its funding from tuition and fees, State of Connecticut appropriations, grants, and gifts. During Fiscal Year 1999, state funding represented 37 percent of operating revenue. The Connecticut State University Board of Trustees has been committed to maintaining student access to ECSU. Historically, the share of operating revenue derived from tuition and fees has increased. Eastern will continue to support excellence by raising additional funds to supplement state support and contributions from students. Eastern is focused on becoming a competitive undergraduate institution. Despite downward pressures on enrollment from demographic changes in the population and increased competition for students, Eastern continued to experience solid enrollment growth. In 1998, Eastern adopted a new Mission Statement which identified it as Connecticut's public liberal arts university offering exemplary academic programs, a student-centered learning environment, and an enriching campus life. Building on this mission, Eastern is poised to become a distinctive public university in Connecticut.

Institutional Distinctiveness

Eastern Connecticut State University is the state's public liberal arts university. As a predominantly undergraduate institution, Eastern develops outstanding students who integrate learning with expertise in their chosen fields of study for both civic and career success in a highly technological and rapidly changing world. Additional distinctive features of the institution include the following:

- Individualized major
- Community service requirement for residential students
- Outstanding campus facilities
- A fully articulated first-year program
- Extensive opportunities for experiential education
- Integration of liberal arts in all programs
- State-of-the-art technology
- Supportive residential atmosphere
- University-wide intellectual and cultural events
- Multicultural, global perspective

These distinctive features facilitate and support liberal arts education.

Academic Excellence

Eastern is a community of learners and scholars dedicated to setting high expectations and achieving excellence. Quality of student learning is the overriding priority. To ensure quality, the institution builds on these strengths:

- high academic standards
- a strong liberal-arts orientation
- exemplary academic programs
- experiential learning opportunities
- quality support programs and services.

Eastern is committed to maintaining the highest academic standards. It attracts a well-educated faculty dedicated to excellence in teaching and productive scholarship and dedicated to the academic mission of the University. Eastern aims to attract and retain students of intellectual promise from various racial, socioeconomic, ethnic, and geographic backgrounds. Eastern supports excellence through its interdisciplinary University Honors Program, which challenges students to develop their thinking and research skills in a series of colloquia and directed research efforts. A first-year program enables students to make an effective transition to the university community. The program encourages academic excellence, creativity, student involvement and self-understanding and fosters a commitment to diversity and civility. Several academic honor societies recognize academic excellence.

A strong liberal-arts orientation pervades all undergraduate programs. The general education curriculum aims to help students gain an awareness of the various methods of inquiring and knowing; to enhance their abilities to research and to communicate; to learn ways to think critically, imaginatively, and analytically; to develop an understanding of diverse cultures and societies; to appreciate the sense in which the past illuminates the present; and to respond sensitively to human achievement and creativity. Eastern emphasizes strong writing and communication skills for all students. A unique Writing Across the Curriculum program stresses

the attainment of writing proficiency in each student's chosen discipline. Additionally, general education courses in health and physical education teach students how to attain physical and mental wellness in order to facilitate life-long learning.

Eastern is committed to those programs in the arts and sciences and professional studies it can deliver at an exemplary level. Eastern has a commitment to a multicultural curriculum, state-of-the-art instructional technology to enhance teaching and learning on and off campus, and interdisciplinary and international studies. Eastern also values its historic and future role in teacher preparation.

The University is committed to strengthening existing and developing new innovative programs that respond to the changes in society as well as enhance the University's competitive position. Central to maintaining academic excellence is the assessment of student-learning outcomes in all academic programs. Academic excellence will be further enhanced by the creation of a new physical environment, including space for the sciences, early childhood education, fine arts, and other academic and student programs. New academic programs will continue to meet the highest standards of excellence, strengthen the University's mission, attain distinctiveness within the state and the region, and attract qualified students.

Graduate programs are offered in accounting, organizational management, and several fields of education. Eastern continues to develop new graduate degree, certification, and certificate programs that serve state-wide educational needs and are consonant with the academic mission of the University.

Eastern maintains a strong commitment to experiential learning. Academic programs offer practica, internships and field experiences, and other modes of experiential learning to help students blend practical experience with theoretical instruction. Eastern has made increasing use of other experiential learning modes such as community work experiences, cooperative education, service learning, peer tutoring and advising, and collaborative student-faculty research efforts. Eastern also encourages students to expand their educational outlook by participating in national exchange programs and international study. Interinstitutional arrangements allow students to take advantage of special courses and programs offered at other Connecticut public institutions.

A wide range of support programs and services, as well as extracurricular activities and cultural events, are designed to promote academic success and broaden and enrich the undergraduate experience for students.

Eastern provides a challenging and supportive living and learning environment that encourages students' active participation in residential life, in student organizations, in recreational and athletic programs, and in cultural and social events. To this end, it supports programs and co-curricular activities for the intellectual, social, cultural, physical and psychological development of its students. Students receive counseling on financial aid opportunities, career planning, and employment opportunities. The University provides opportunity for students with potential who need support to succeed. Academic support programs, including peer tutoring, academic intervention, and specialized instruction, promote student learning and success. In addition, health education programs and medical services promote student wellness.

Scholarship, Research And Creative Activity

Enhancing the quality of student learning and public service programs requires a substantial and enduring commitment to scholarship, research, and creative activity. Eastern's faculty members encourage students to engage in research and to produce their own creative work. Students collaborate with faculty in research and creative activities, often presenting their research at regional or national professional meetings. Scholarship and creative activity enable Eastern faculty to stay abreast of the latest developments in their fields and, just as importantly, enable them to model for students a commitment to life-long learning. The University supports faculty research through sabbaticals, reassigned time, research, and curriculum and professional development grants. It also facilitates faculty exchanges and collaborative work with faculty at other universities.

The importance of research and creative activity is reflected in the number of grants and fellowships awarded to Eastern's faculty. External funding for research and creative activity comes from both the public and private sectors. Eastern continues to aggressively pursue resources to support scholarship, research, and creative activity by faculty and students.

Public Service

Eastern Connecticut State University has a long tradition of meeting the educational, economic, cultural, recreational and social needs of the region and state. The University makes available to the community and region the time and expertise of faculty, staff and students, as well as use of its facilities. Grant-funded research benefits the region through employment opportunities and increased economic activity.

Eastern enriches the educational experience of state residents through the activities sponsored by its departments and specialized centers. Educational outreach programs are coordinated through the Planetarium, the Learning Center, the Radio and TV stations, the Center for Connecticut Studies, and the School of Continuing Education. Eastern hosts conferences on social issues of local and national interest, such as the environment, transportation, energy needs and educational equity for women and minorities.

Eastern's faculty and staff advise local and regional government agencies, professional organizations, public schools and the general public on a variety of subjects. Economic and business services are offered through the David T. Chase Free Enterprise Institute, the Connecticut Small Business Development Center and the Northeast Connecticut Economic Alliance. The University's commitment to public service is also exhibited by its students, who volunteer their time at various local and regional social service organizations.

Programs at the Akus Art Gallery, performances at Harry Hope Theater and Shafer Auditorium, athletic events, and other cultural programs contribute to affirming the well-being of the community and to celebrating the strengths of our diversity.

Future Directions

In the next five years, Eastern will meet a number of challenges to successfully fulfill its mission and purposes. The following are the key challenges Eastern has identified:

- **Develop distinctive academic programs.**
- **Enhance excellence in programs and services while maintaining financial stability.**
- **Attract talented and diverse faculty, staff, and students.**
- **Secure adequate resources to support excellence in its programs and services.**
- **Acquire and maintain state-of-the-art technology for the teaching and learning process and for administration.**
- **Develop and implement effective planning and evaluation activities, including student-learning outcomes assessment, to identify new opportunities and directions and improve quality.**
- **Strengthen collaboration across the University.**
- **Forge partnerships with community, business, and other organizations to significantly enhance the quality of University programs, increase its resources, or enhance community and economic development.**
- **Implement the campus master plan to meet facilities needs.**

Eastern aims to become a top regional university by focusing on academic excellence, examining its assumptions, and refining its planning processes and goals. Eastern will continue to enhance its strengths and transform its challenges into opportunities.

**WESTERN CONNECTICUT STATE UNIVERSITY
ROLE AND SCOPE STATEMENT**

I. OVERVIEW

Founded as Danbury Normal School in 1903, Western became a State Teachers' College in 1937, a State college in 1959, and gained University status in 1983. Western is a comprehensive four-year institution offering a range of undergraduate and graduate programs in liberal arts, business, and professional studies. As one of four universities comprising the Connecticut State University system, Western shares fully in the instructional, research and public service missions of the CSU. Western addresses the mission of CSU through its Schools of Arts and Sciences, Business, and Professional Studies; its Division of Graduate Studies and continuing Education implements a commitment to lifelong learning.

The University is a leader in liberal and professional studies, preparing students through its ties to nonprofit, private and public organizations. The University fulfills its public mission in part through several specialized Centers that involve faculty and students in community programs.

After five decades of growth, enrollment is being maintained at 6,000 students representative of Connecticut's diversity. Approximately 85 percent of the students live within a 35 mile radius of Danbury. The present enrollment includes 3,000 full-time undergraduate students, 2,000 part-time undergraduate students, and over 1,000 graduate students, most of whom study part-time.

II. GENERAL INSTRUCTION

Western's instructional program provides: a) a strong liberal arts foundation that will inform graduates' lives regardless of career choice; b) the tools to develop each student's intellectual, analytical and interpersonal skills; c) in-depth preparation of each student in a liberal arts or professional major; and d) an educated citizenry.

Western's general education requirements insure that all students demonstrate a proficiency in communication skills, humanities, behavioral and social sciences, natural sciences, mathematics and physical education.

Through its Learning Centers, the University provides tutorial instruction in study skills, reading, writing, mathematics, and computer sciences, and laboratory facilities in support of general education.

Preparation for productive participation in society, generally in the workforce, is a key aspect of Western's mission. Western is noted for its programs at the undergraduate and graduate levels in teacher education, the health and human service professions (nursing, health education, medical technology, health administration, pre-medical studies), counseling, social work, justice and

law administration, pre-law studies, the visual, performing and literary arts (fine and graphic arts, music, theatre, creative writing), and business (accounting, finance, management information systems, marketing, and management).

Preparation for productive participation in society, generally through the workforce, is a key aspect of Western's mission. Students are encouraged to take an active part in campus life through student activities and organizations.

III. AREAS OF EMPHASIS

The Ansell School of Business prepares graduates in business and management. It enjoys close cooperative relationships with the business and corporate community in the greater Danbury area. The Ansell School also offers a BS in Justice and Law Administration, a graduate M.H.A. master's program in health administration, an MBA program, and a graduate MS degree in Justice Administration.

In the School of Professional Studies, health and human service programs include Social Work, Nursing (BS and MS degrees), Physical Education, and Health Science. Holistic health education programs prepare students to work in community health and development organizations including schools. The School of Professional Studies offers the only baccalaureate certification program in school health education in Connecticut. The baccalaureate and masters teacher education programs offered by the School continue to expand its cordial relationship with local school systems, while the Center for Professional Development gives teachers and students the opportunity to provide professional educational services to the community. Finally, Professional Studies programs in Music and Music Education have long enjoyed a statewide reputation. The Charles Ives Center for the Arts on the Westside campus complements programs in the performing arts.

The School of Arts and Sciences offers programs in Anthropology/Sociology, Political Science, Economics, Earth and Planetary Sciences, Art, Astronomy, Biological and Environmental Sciences, Chemistry, Communications and Theatre Arts, Computer Science, English, History, Mathematics, Meteorology, Medical Technology, Psychology, Social Sciences, and Spanish. The Weather Center has been designated a Center of Excellence. The school offers MA degrees in History, English, and Mathematics.

IV. DISTINGUISHING CHARACTERISTICS

As Western strives to maintain its excellence in education, it does so with a number of distinguishing characteristics:

FOCUS ON BOTH LIBERAL ARTS AND PROFESSIONAL EDUCATION

At Western, it is recognized that a strong liberal arts foundation is essential preparation for a truly education person. Special emphasis is placed on insuring that all students, regardless of their major, learn how to think, reason, solve problems and communicate. Students are provided with advanced study in the liberal arts and in a wide variety of professional fields.

COMMITMENT TO STUDENT SUCCESS

Students at Western are members, of-the Western family. At Western, students, faculty and staff work closely to help students succeed. Emphasis is placed on helping each student achieve success in his or her academic career. Student success is supported by:

- small classes
- academic advisement services
- close student-faculty ties
- remediation services
- strong student service support

CLOSE TIES TO COMMUNITY ORGANIZATIONS

Western maintains close ties to numerous community organizations such as businesses, scientific organizations, government, health and human service organizations, and arts organizations. These ties help Western to:

- respond to community needs
- insure that curricula meet community needs
- provide applied experiences for students
- utilize professionals, executives and community leaders on university advisory boards
- provide valuable services to these organizations

USE OF EDUCATIONAL TECHNOLOGY

Western is a leader in the use of technology to enhance learning. Western faculty utilize computer classrooms, multimedia classrooms, voice recognition technology and distance learning in a wide array of courses and programs. This is in addition to the widespread use of computers and the internet by students themselves.

MEETING EDUCATIONAL NEEDS OF THE COMMUNITY

Because of the continued interaction with community organizations, Western is highly aware of the need for educational programs that meet today's workforce requirements. Western prides itself in meeting these needs on a timely basis. Examples of programs/options that meet market needs are direct marketing, information security, paralegal studies, and substance abuse counseling.

LIFELONG LEARNING

Western is committed to meeting the lifelong learning needs of the citizens of Western Connecticut. It meets those needs through for-credit and non-credit courses, workshops, conferences, and symposia.

V. AREAS OF CONTINUING DEVELOPMENT

Opportunities for inter and cross-disciplinary studies continue to evolve at Western. These include a major in American Studies and options in Multicultural Studies, African-American Studies, Women's Studies, and International Studies. The Contract Majors and Interdisciplinary Honors offers the opportunity to develop an individual, coherent program in related content areas, and the University Scholars Program incorporates an interdisciplinary seminar. -Based on its faculty strengths and area needs, the University is currently exploring graduate programs in accounting, anthropology, regional development, professional writing and an Ed.D. in Education.

Well-established relationships with IBM and others within the information technology fields continue to foster growth in computer sciences, teacher education and management information systems, as well as the utilization of advanced instructional technologies in all fields.

Western is committed to enhancing student writing and thinking skills. A pilot program for first year students combines writing-intensive courses across disciplinary lines in "clusters." Students participate in all of the courses in one cluster, traveling together as a class of 20 or fewer students. Through writing and team teaching, students engage in content, develop their thinking and writing capacities, and experience themselves as part of an academic community.

VI. TEACHING AND LEARNING STRATEGIES

A commitment to access, diversity and active learning characterizes Western's programs. To assure academic success, every student's first undergraduate year includes skill building in writing and mathematics. The Individual Admissions Program (IAP), beginning with a 5-week summer program, offers diagnostic and support services to students with special learning needs. The University Scholar program challenges able students with interdisciplinary and independent study.

Technology enhances active learning across the curriculum. In partnership with IBM, Western was the first university to develop an Advanced Technology Classroom equipped for multimedia and interactive instruction. The University is currently an IBM Center for Competence for Speech Recognition. State-of-the-art technological classrooms support mediated and interactive instructional modes. Specialized laboratories support instruction in music,

psychology, nursing, the social sciences, foreign languages, journalism, photography, writing, the graphic and media arts, education, computer science, mathematics, biology, chemistry, astronomy, and business.

The Arts have provided the University and region with visible evidence of its concern for cultural growth and a creative mechanism which allows individual journeys of self-discovery.

An emphasis on diversity in all aspects of university life is a goal of Western's programs. An appreciation of diverse social, cultural, gender, and generational values enhances teaching and learning. The University uses flexible scheduling to provide a wide range of courses and programs during the fall, spring, intersessions and summer school to match the complexity of attendance patterns exhibited by today's students. Also, Western supports an extensive cooperative education program.

VII. RESEARCH AND PUBLIC SERVICE

Scholarship at Western encompasses research and creative endeavor. Virtually all faculty members pursue scholarship, which enhances teaching and engages students in independent learning and organized inquiry. Several programs have obtained support that has enabled the University to expand research and instructional opportunities.

Western's community of learners extends beyond the classroom. The Weather Center, the Ives Center, the Center for Professional Development, the Center for Business Research, The Center for Teaching Excellence, Jane Goodall Center for Excellence in Environmental Studies, German Studies Center, Womens' Studies Program, the International Center, the Center for Galactic Astronomy, the Center for Collaboration, the Westside Nature Preserve Center, and the Center for Technology Research and Productivity provide a wide range of programs and services involving students, faculty, and the general public. The Executive Forum of Western Connecticut State University is a collaboration between the university and more than 100 non-profit human service agencies and organizations in the region and the CEO Forum links the university to CEO's of area businesses.

Nursing faculty and students carry out clinical work at Danbury Hospital, and other health organizations in Connecticut and New York. Social Work students similarly gain experience in community service organizations. Social work students gain experience while contributing their services to local agencies and organizations. Social work faculty support the non-profit community through agency board involvement and consultations with staff and boards of directors. Weather Center personnel provide daily information on weather and storm conditions throughout the state. Astronomy faculty furnish daily Star Watch information and open the University's observatory for public star gazing monthly,

as well as for special viewings of eclipses, comets, and other celestial events. The Social Science faculty have established cooperative relationships with museums, schools, government offices at the state and local levels and a variety of community organizations. A plethora of artistic events: gallery showings, musical theater, plays, poetry readings, and music of every genre-- from folk to the symphony--are on display at Western and are generated by Art, Music, and Theater programs that have thrived at Western for nearly a century. In the Psychology Department, students in the community Psychology and Substance Abuse courses are externs in a variety of community organizations.

Senate Approval:

President's Approval:

ITEM

University Role and Scope Statements

BACKGROUND

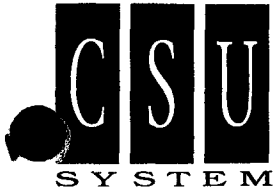
The statutes charge the Board of Trustees, in part, to develop the mission statement for the Connecticut State University System and its constituent universities. (CGS Sect. 10a-89) Pursuant to this authority, the Board adopted a System mission statement in 1984, amended it in 1986, and completed three substantial revisions, the first in 1992, the second in December 1997 and, most recently, in February 1999. The Board also accepted the individual mission statements of the four universities in separate actions in November and December, 1998 and in February 1999. The statutes also require the submission of role and scope statements to "describe the breadth and depth of institutional . . . purposes, responsibilities and major activities in instruction, research and public service . . ." The universities requested additional time to complete the role and scope statements and, after consultation internally to CSU and with DHE, Chancellor Cibes and Acting DHE Commissioner Lewis agreed that role and scope statements would be submitted to the BOGHE by CSU before the end of 1999.

ANALYSIS

Throughout 1999, the universities worked to develop role and scope statements via a thorough consultative process. Committees were formed and brought forth proposals which were reviewed by faculty and staff groups, revised, and then deliberated on by governance bodies. Drafts of the university's statements and a System Overview were submitted to and reviewed by the Council of Academic Vice Presidents and the Council of Presidents and then by the BOT Academic Affairs Committee. The products of these efforts portray the distinctive characteristics of the CSU universities as is required by the statutes.

CHANCELLOR'S RECOMMENDATION

Approve the Role and Scope Statements of Central, Eastern, Southern and Western Connecticut State Universities.



Connecticut State University System

Developing a State of Minds

DHE

Check memo



December 15, 1999

Dr. Valerie Lewis, Interim Commissioner
Department of Higher Education
61 Woodland Street
Hartford, CT 06105-2326

Dear Commissioner Lewis:

As you will recall, the CSU System submitted revised Mission statements for the System and the four CSU Universities in early 1999. We then requested additional time to complete role and scope statements which, under the statutory provisions governing this matter, also are required. You and I agreed that CSU would submit role and scope statements by the end of 1999.

I am pleased to enclose Role and Scope Statements for the four CSU Universities for review by the Board of Governors. The Statements have undergone thorough review by CSU's internal processes and have been approved by the Council of Academic Vice Presidents, the Council of Presidents, and the Academic Affairs Committee of the Board of Trustees. The Statements were approved by the full Board in its December 10, 1999 meeting.

Also enclosed is a System Overview, prepared by the System Office Academic Affairs staff, which summarizes the consultative process utilized in completing the Role and Scope Statements, traces the history of Mission Review at CSU and presents summaries of the Universities' statements.

Please accept my appreciation for the extension of time we were granted to complete the Role and Scope Statements. In my judgment, the Statements provide an impressive portrayal of the rich and varied activities by which the CSU Universities implement the System's access and quality mission as well as an effective illustration of the significant position occupied by the CSU Universities in the higher education community in Connecticut.

Sincerely,

William J. Cibes, Jr.
Chancellor