

CENTRAL CONNECTICUT STATE UNIVERSITY

Senate Motion Number FS-05-03-5b

University Senate Motion

TO: President Richard Judd
FROM: President of the University Senate

1. The attached motion of the University Senate, dealing with UPBC Recommendations is presented to you for your consideration. Two additional copies are included for your use.

2. This motion was adopted by the University Senate on 05/03/2004

3. After considering this motion, please indicate your action on this form, and return it together with the original copy to the President of the University Senate.

4. Under the By-Laws of the University Senate, Section 3.8, the following schedule of action is to be observed.

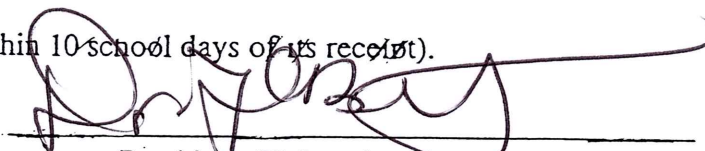
a) By 5/10/04, Senate action reported to the President of University.
(Date)

(Within five school days of the session in which they are adopted).

b) By 6/20/04, President of the University to return the motion to the
(Date)

President of the Senate. (Within 10 school days of its receipt).

6/10/04
(Date)



President, University Senate

ENDORSEMENT:

TO: President of the University Senate

FROM: President Richard Judd

1. Motion Approved 


2. Motion Disapproved _____
(Explanatory statement must be appended)

3. Action "is deferred" _____

4. Resolution Noted _____

5. Other _____

6/17/04
Date



President

UPBC Recommendations

Based upon the work of the UPBC during the academic year 2003-2004, and the feedback from CCSU faculty, the UPBC asks that the Faculty Senate accept the following recommendations:

Sen. Austad

Discussion regarding each recommendation and each was voted upon separately.

1) The Senate receives report of the UPBC and UPBC will continue to develop, improve, and refine the Strategic Plan as described on the Website and amended (4/26/04 version).

Passed: 28 yes; 1 opposed; 1 abstention

2) Accept the following recommendations from the UPBC Strategic Planning Process of 2003-2004:

1. The UPBC will continue to pursue the establishment of a first year college, Central College, at CCSU.

a. Recommended Action: The UPBC will form a subcommittee whose members will seek out information about current successful models of first year experiences at comparable Universities and report back to the UPBC with appropriate information and recommendations of how CCSU can initiate steps to create Central College.

Sen. . Pevac

Motion Passed: 28 yes; 1 opposed; 1 abstention

2. The UPBC will investigate modifying the 12 credit teaching load of CCSU faculty.

a. Recommended Action: The UPBC will form a subcommittee whose members will explore creative and innovative methods of distributing faculty workload consistent with high quality education. The committee will analyze various

models of faculty work load distribution in comparable Universities and will work in conjunction with AAUP, which researched such models prior to the last contract negotiations.

Motion Passed: 28 yes; 1 opposed

3. The UPBC acknowledges that a small part of the whole strategic plan that generated considerable controversy was the possible reorganization of arts and sciences. Faculty expressed a wide range of reactions and no single plan (either from this current plan or from past strategic plans which were incorporated into the current plan) meets with faculty consensus.

a. Recommended Action: None at this time (See modified item 11 on plan)

Passed: 23 yes; 1 abstention

4. The UPBC recognizes that the School of Arts and Sciences has a “workload crisis”. Currently, the School of Arts and Sciences has 21 departments and approximately 254 faculty, a significantly higher number than other Schools at CCSU.

- a. Recommended Action. Recognize the problem and that in order for all faculty to receive a fair share of the resources needed to function effectively and efficiently, it is essential make efforts to counter these difficulties in a wise and equitable fashion. Faculty shall continue to identify difficulties, inefficiencies, and trouble spots and suggest long-range problem solving.

Passed: 22 yes; 1 opposed; 1 abstention

5. Many faculty feel that the current general education requirement(s) need to be re-evaluated, especially if Central College is adapted.

- a. Recommended Action: The UPBC will form a subcommittee whose members will reexamine the General Education Requirement. Whereas the appropriate body to make adjustments to curriculum is the Curriculum Committee, input from the Ad Hoc committee may be helpful since the Ad hoc subcommittee will explore possibilities and coordinate efforts with the Central College committee. Included automatically in this committee will be the Chair of the Curriculum Committee and the Chair of the Education Subcommittee.

Passed: 22yes; 1 opposed; 1 abstention

**Designed for Today With a
Foundation for Tomorrow**

Preamble

Our slogan “Start with a dream; finish with a future” is based on the recognition that most students who come to CCSU dream of a future made possible by acquiring a good education that leads to a “valuable” job and to a successful life. To that end we have designed programs infused with the themes and traditions of a strong liberal arts education while striving to be responsive to employment dynamics and market forces.

This strategic plan is based on the assumption that we will experience a prolonged period of rapid social and economic change and that a comprehensive liberal arts education with appropriate career development provides the best preparation for a life and career in a world dominated by change. The central region of Connecticut, once characterized by its homogeneity, is now rich in diversity of people and occupation. Once the home of traditional manufacturing enterprises, the region is now slowly recovering from a crippling recession and downsizing that will reshape our workforce for years to come. Over the past few years, Connecticut has lost thousands of jobs and some of these losses have been in the knowledge-intensive industries. This tide must be turned and it is the education and brainpower of Connecticut citizens that will attract the best employers and individuals to the region. An innovative liberal arts education responsive to these changes can provide students with the lifelong learning skills and attitudes necessary to succeed in this shifting landscape. Additionally, the geographic location of CCSU makes us a main source of holding power.

We have titled this strategic plan “*designed for today with a foundation for tomorrow*,” because the planners recognize *today’s* current economic constraints on the state and its universities. At the same time, we believe it is important to embrace ambitious goals and strategic initiatives that hold promise for advancing the mission and vision of the university in the future, even though some must wait for full implementation. This strategic plan also incorporates CCSU’s aspirations to be a “Second Rank Regional University” as described in the current planning cycle. This goal is articulated in the plan that follows.

The goals and initiatives found in this plan emanated from strategic plans developed by each of the academic schools and each of the academic support units. Some of the goals and initiatives stand alone and are identified with particular schools or units. Other goals and initiatives are common to several schools and units. For example, all schools desired to support faculty development, enhance professional and commercial partnerships, develop selected new majors, and improve organizational effectiveness. Similarly, all schools listed initiatives for maintaining national accreditation, for reaching out more extensively to alumni, and for expanding efforts to acquire outside funding for research and development.

Mission

Central Connecticut State University (CCSU) is a comprehensive state university committed to providing high quality education to its students and to strengthening the intellectual, cultural, and economic environment in the central Connecticut region, making this one of the best places in the country to live, work, study, do business, and enjoy life. We encourage the development and application of knowledge and ideas through inquiry and the preparation of graduates who are thoughtful, responsible, and successful citizens.

Goals and Strategic Initiatives

Our Strategic Plan has been developed around a set of goals that stems from our mission, vision, and core values.

Goal 1: Enrich undergraduate education through the introduction of innovative organizational arrangements for students having their first experience at CCSU, through a renewal of the general education curriculum, and through recruitment of an academically able and diverse student body.

Goal 2: *Establish a professional identity and image of the Graduate School separate and distinct from CCSU's undergraduate model.*

Goal 3: Enhance the academic integrity and quality of our graduate programs by ensuring internal quality control.

Goal 4: Strengthen our professional schools and professional programs to provide higher-level knowledge to citizens and workers in the region.

Goal 5: Sustain and expand financial and human support for faculty and student inquiry.

Goal 6: Extend the university's engagement in the central Connecticut region through more thorough and assertive external affairs and outreach for the purpose of knowledge dissemination and to address a variety of social, economic, and technical problems.

Goal 7: Expand opportunities for faculty, students, and members of the extended CCSU community to learn more about the complex and rapidly changing world in which we live, work, and learn.

Goal 8: Extend professional engagement with our peers in the state and nation. **(Tier II Related)**

Goal 9: Sustain and extend engagement with our alumni. **(Tier II Related)**

Goal 10: Commence a university dialogue about quality of life at CCSU.

Goal 11: Continue to consider an academic reorganization with the goal in mind of finding ways to become more efficient and helpful in providing services to faculty and students.

Goal 12: Redesign faculty load for the purpose of supporting inquiry, enhancing teaching, and engagement and for allowing time to build a community that is socially satisfying and intellectually challenging.