

**Central Connecticut State University**  
UNIVERSITY SENATE ACTION

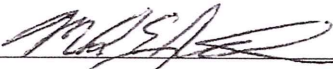
**Senate Motion Number FS 19.20.015B**

TO: President Zulma Toro  
FROM: President of the University Senate

1. The attached motion of the University Senate, dealing with: **Strategic Plan 2030**, is presented to you for your consideration.
2. This motion was adopted by the University Senate on **02/10/2020**.
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 3.7, the following schedule of action is to be observed.
  - a) By **03/05/2020**, Senate action reported to the President of the University. (Within five school days of the session in which they are adopted).
  - b) By **03/19/2020**, the President of the University to return the motion to the President of the Senate. (Within ten school days of its receipt).

**03/05/2020**

Date

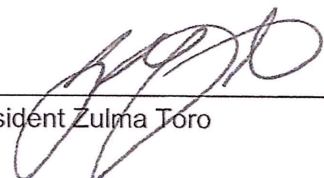
  
\_\_\_\_\_  
Mark Jackson, President, University Senate

ENDORSEMENT:

TO: President of the University Senate  
FROM: President Zulma Toro

1. Motion Approved : \_\_\_\_\_ ✓
2. Motion Disapproved: \_\_\_\_\_ (Explanatory statement must be appended).
3. Action "is deferred": \_\_\_\_\_
4. Resolution Noted: \_\_\_\_\_
5. Other: \_\_\_\_\_

3/13/2020  
Date

  
\_\_\_\_\_  
President Zulma Toro

**The CCSU Faculty Senate recommends approval of the 2030 Strategic Plan, as amended.**

Amendment:

Add under Goal 2: Increasing Access to Higher Education and Ensuring Student Success, after Metric 1 (pg 11) of the Strategic Plan 2030, the following:

"Metric": Close the Achievement Gap for Black/ African American and Hispanic/Latino students to increase the percentage of Black/African American and Hispanic/Latino students who matriculate and graduate from Central Connecticut State University.  
Target: Reduce the achievement gap for Black/African American and Hispanic/Latino students by half.

Add the following to the appropriate section of the Master Action Plan:

Action item: Increase support for Black/African American and Hispanic/Latino curricula, lecture series, and academic conferences that focus upon the achievement and contributions of these groups to American life and culture.



Central Connecticut State University

# Strategic Plan 2030

*Changing Lives, Building Communities;  
Central to Connecticut*

Draft - Faculty Senate, Jan 27, 2019

## An Invitation

Dear Central Family:

With great enthusiasm and determination, we enter a new decade at Central Connecticut State University. Looking ahead, we remember our beginnings as the State Normal School and how much the institution has advanced and grown to meet the needs of the community it serves. Founded in 1849, CCSU is the oldest public university in the state, and our deep commitment to quality, affordable and accessible education has transformed us into the public comprehensive university we are today.

We believe that education provides the most effective vehicle for social mobility. Appreciating how far we've come has inspired us to develop ambitious goals for the future of the institution. This new strategic plan and vision builds upon CCSU's historic mission. It exemplifies the ideas of access, inclusiveness, community engagement, sustainability and the advancement of academic excellence. Its goals will strengthen our work as a "student success-centered" institution that creates lifelong learners and provides the best opportunities to the next generation of hardworking Connecticut families.



CCSU has become an engine of significant economic and social development in Connecticut. ***Our unique ability to provide a strong liberal arts foundation combined with high impact practices and community engagement prepares our students for real world experiences.*** We will continue to engage, share ideas, and promote innovative and positive changes throughout New Britain, the region and the state. These elements embody the spirit and value of a CCSU education. A renewed vision will extend Central's reach through unique academic programming and a solid liberal arts foundation to prepare graduates for the careers they will pursue ten to fifteen years from now. This approach will benefit the CCSU community by developing graduates who are well-informed, civic-minded citizens and professionals contributing to the needs of our increasingly diverse society.

CCSU is a driving force in the state. We will use this momentum to elevate the institution to new levels of academic recognition and civic engagement. Through rigorous yet affordable four-year higher education opportunities we will meet the needs of the most diverse population of students the institution has ever seen.

There are challenges to come in the years ahead, as Connecticut faces some of the most difficult financial obstacles and socioeconomic shifts in decades. During these times of struggle, CCSU will build upon our strengths and become more innovative, bold, inclusive and engaged. It is through this plan and our determination and optimism that we will persevere.

In this spirit, I welcome your support, commitment and involvement in building upon CCSU's traditions of success to bring the University into an exciting new decade. These collective efforts will allow us to overcome any challenges we face and promote positive change for our students and community.

Sincerely,

Zulma Toro, Ph.D.

President



# Introduction: *Changing Lives, Building Communities; Central to Connecticut*

Central Connecticut State University plays an essential role in the offering of quality, affordable education and socioeconomic development in New Britain, the region and the state. Since 2010, CCSU has dramatically improved the diversity of its student population, growing from 21 percent to 35 percent in just a few years. CCSU's unique programs help make us the largest recipient of transfer students in the state and attract traditional college students, graduate and adult learners. ***The value of a CCSU education begins with a deep liberal arts foundation combined with high impact practices, community engagement and innovative ideas to prepare our graduates for success in the workforce of today and tomorrow.*** Our goal is to develop lifelong learners who become industry leaders and pillars of their community. This plan builds upon these fundamental principles to provide an enriching student experience to the increasingly diverse 21<sup>st</sup> century population of Connecticut and beyond. It was created over the course of a year and includes the contributions and input of hundreds of CCSU faculty, staff, students and community members.

## A New Vision

The strategic plan for CCSU affirms our historic mission and presents the following new vision: ***a modern public regional university in ambitious pursuit of knowledge, bold ideas, and innovative partnerships that advance social mobility and drive economic, cultural, and intellectual vitality in the communities we serve.***

We will achieve this vision by engaging all of our stakeholders in our mutual success and focusing on **five bold goals**:

- 1. Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy***
- 2. Increasing Access to Higher Education and Ensuring Student Success***
- 3. Fostering an Inclusive and Safe Campus Culture that Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas***
- 4. Strengthening Stewardship – Advancing Scholarship, Service Learning, and Community Development for the Public Good***
- 5. Assuring Sustainability for the Future***

The first goal of the plan, *Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy*, is the foundation from which CCSU achieves its mission. The subsequent three goals

are essential to supporting academic excellence and distinguishing the unique value of a CCSU education. The last goal will make the first four goals possible.

## Building on Our Historic Mission

Adopted by the University in 2010, CCSU's mission states:

*Central Connecticut State University is a community of learners dedicated to teaching and scholarship that emphasizes development and application of knowledge and ideas through research and outreach activities, and prepares students to be thoughtful, responsible and successful citizens. As a comprehensive public university, we provide broad access to quality degree programs at the baccalaureate, master's, and doctoral levels.*

In the spirit of this mission, *Changing Lives, Building Communities; Central to Connecticut* continues to support CCSU's community of learners as we strive toward new goals that align the University with 21<sup>st</sup> century needs.

## Elements of Distinctiveness

To accompany its mission, in 2008, CCSU identified the following as distinctive elements within the Connecticut State University system. These elements will continue to differentiate CCSU as Connecticut's oldest public university and are reflected throughout our new strategic planning framework as we look toward the future.

- **International Education**
- **Workforce and State Economic Development**
- **Community Engagement**
- **Interdisciplinary Studies and Cross-Curricular Initiatives**

## CCSU's Core Values

The following is a list of our principal values that distinguish CCSU from other institutions (in alphabetical order):

**Accountability.** We commit to holding ourselves and each other **Accountable** to the highest ethical standards and to fostering a culture of civility, collegiality, and justice.

**Collaboration.** We commit to **Collaboration** within the University and the Connecticut State Colleges and University system, as well as with our legislators, industry, and community partners.

**Equity.** We commit to embrace and strengthen **Diversity and Inclusion**, providing an enriching and equitable learning environment where every individual is valued, and promoting diversity of people and ideas.

**Engagement.** We commit to the recognition of the **Centrality of Engagement**, involving our communities in all aspects of our work.

**Excellence.** We commit to **Excellence** in everything we do. We hold ourselves to highest academic and professional standards and focus on continuous improvement.

**Innovation.** We commit to **Innovation and Creativity** in our teaching, research, and interdisciplinary approaches to inspire our students to meet the challenges of the 21<sup>st</sup> century.

**Integrity.** We commit to **Integrity**. As stewards of the public trust, we will be honest, ethical and transparent.

**Responsibility.** We commit to **Social Responsibility** to promote the public good and contribute to global understanding.

**Responsiveness.** We commit to **Agility and Responsiveness** to address the emerging needs of our region and state and create a sustainable future for the University.

## Taking Action

Since its beginning in 1849, Central Connecticut State University has advanced and developed to meet the needs of the communities it serves. This ten-year strategic plan consists of five goals, each with specific objectives for achievement. As a supplement, CCSU has developed an **Action Plan** which identifies key activities essential to the accomplishment of each goal and objective. With these collective documents, we will build upon our strengths as a “student success-centered” institution that creates lifelong learners and provides the best opportunities to the next generation of hardworking Connecticut families.



## Goal 1: Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy

Academic excellence is the cornerstone of the Central Connecticut State University mission, and our faculty – full- and part-time - take pride in being scholars, mentors, and advisors who collectively contribute to a vibrant and engaged community. We graduate students who think creatively and critically, communicate effectively, and engage with their surrounding communities in a meaningful way. A CCSU education builds upon foundations in core General Education areas and in-depth mastery in chosen fields of study to foster the valuable and transferable skills needed to be successful in the 21<sup>st</sup> century workforce.

Central is a driving force of the economic, social, cultural, and intellectual development of Connecticut, an enabler of social mobility, and a committed community partner. To support our academic goals, faculty are dedicated to excellence in teaching and scholarship. Faculty provide innovative learning opportunities necessary for students to meet the changing economic, social, and cultural needs of society. CCSU will continue to educate Connecticut's hardworking families, incorporating high impact practices and innovative pedagogical approaches to prepare them for the next phase of their lives and ensuring lifelong learning. We will pursue the expansion of academics beyond the walls of our classrooms, and we will challenge students to embrace diverse ideas and experiences through domestic and international programs and developing the knowledge, skills and values to make a difference in the world for today and tomorrow.

To achieve academic excellence, all constituent groups must commit to being bold, innovative and dedicated:

- **Students** will challenge themselves in the pursuit of knowledge and develop skills that foster lifelong learning in preparation for career agility, benefiting their communities as engaged citizens.
- **Instructional faculty** will focus on the “whole” student, fostering critical thinking, communication skills, quantitative and scientific reasoning, teamwork, and civic responsibility; excel in their scholarship, creative activity and development of innovative teaching practices, remaining dedicated and engaged in professional development; and serve their departments, Central, and the wider community.
- **Administrative faculty** and staff will engage as partners with instructional faculty and administration in support of the educational mission, while dedicating themselves to student success in and beyond the classroom through student programming, health and wellness, residence life, advising, and more.
- The **administration** will provide leadership to enhance and develop the necessary resources to carry out the goals of academic excellence. The administration will be responsible for establishing relationships with the System, state, federal, and regional partners. At its core, the administration will ensure that transparency and integrity are embraced across the institution.

Educational Foundation	High-Impact Practices	Advising	Innovative Pedagogical Approaches
<p>A strong educational foundation rests on scholarly excellence. It prepares students for successful careers upon graduation and promotes lifelong learning. It ensures students will be able to think critically, communicate effectively, and interpret scientific and quantitative information. These along with other core skills, coupled with discipline specific knowledge, prepares students to pursue the careers of today and tomorrow.</p>	<p>High-impact practices help students learn more effectively, preparing them for future careers. These educational practices can come in many forms, including, but not limited to: first-year experience programs, writing-intensive courses, study abroad and away, undergraduate research projects, collaborative assignments, internships, leadership opportunities and capstone courses.</p>	<p>Effective advising is a teaching and learning opportunity that shapes the student's educational experience. Advising helps students frame their aspirational goals, identify opportunities to enhance their educational experiences and prepares them to succeed in college and their careers.</p>	<p>Innovative pedagogical approaches enhance student learning through nontraditional teaching styles. Lectures are supplemented with experiential learning activities such as flipped classrooms or service learning, whereby students are expected to actively engage in their own education.</p>

## 1. Offer degrees, certificates, and experiences designed for today and tomorrow

- A. Expose students to multiple high-impact educational practices such as community engagement, writing in the disciplines, research and creative activity, study abroad/away, internships, leadership and capstone experiences.
- B. Develop flexible academic programs that ensure accessibility, inspire lifelong learning, and prepare graduates to meet the demands of the 21<sup>st</sup> century and the future needs of industry.
- C. Prepare students to succeed in the 21<sup>st</sup> century by exposing them to differences in culture and ways of thinking, equity issues, and the advantages of an inclusive society.
- D. Consult with alumni and employers to ensure all programs are contemporary and relevant.
- E. Increase academic program offerings that accommodate working students, adult learners, and graduate student populations through delivery of online, evening and weekend courses.
- F. Encourage interdisciplinary collaborations through innovative courses and degree options.
- G. Enhance infrastructure support for academic programs, including state-of-the-art classrooms, laboratories, technology, library facilities, galleries, and performance spaces.

## 2. Develop educational foundations that strengthen student learning

- A. Provide a comprehensive, multi-faceted first-year program to all incoming undergraduates that prepares them to thrive in a complex and challenging 21<sup>st</sup> century environment.
- B. Guide undeclared students toward academic pathways that match their aspirations and abilities.
- C. Ensure a liberal arts education strong in critical thinking, written communication, and scientific and quantitative reasoning.

- D. Collaborate with community college partners to improve transfer students' consistency of skills and learning outcomes.

### **3. Promote a student-centered environment to ensure success**

- A. Improve advising such that all undergraduate students are regularly and consistently advised according to their academic and their career aspirations.
- B. Increase student success rates through predictive analytics, improved utilization of Degree Works, and software that facilitates information sharing.
- C. Engage faculty in using all available tools and resources to support and ensure student success.
- D. Improve student access and performance by expanding open educational resources, focusing on information literacy and promoting sound digital practices.

### **4. Recognize faculty as pillars of knowledge**

- A. Encourage faculty to adopt innovative pedagogical approaches to teaching, research and service that contribute to the advancement and application of knowledge.
- B. Recruit and retain a diverse faculty who think boldly and innovatively to address the challenges of the 21<sup>st</sup> century.
- C. Encourage and support faculty in obtaining external funding.
- D. Recognize innovative faculty activities that increase access to higher education, support student success, and enhance advising and community engagement.
- E. Incorporate professional development opportunities for faculty that highlight effective strategies they can use to prepare students to succeed in a diverse and changing world.

### **5. Drive academic transformation through innovation**

- A. Increase support for interdisciplinary centers of excellence, such as the Center of Excellence in Social & Emotional Learning, by building on the expertise of faculty across the disciplines to improve scholarship, create learning opportunities and address community needs.
- B. Expand the offerings of the Center for Teaching and Faculty Development, fostering innovative pedagogical approaches that support the success of the diverse students of Connecticut.
- C. Broaden the Honors Program to include outreach and retention strategies to serve a more diverse audience, encouraging future civic and business leaders that transform the state and country.
- D. Embrace periodic, rigorous reviews that promote strategic investments in academic programs ensuring a continuous commitment to excellence.

#### **Potential Metrics:**

Each metric will have an assessment tool identified and will be assessed annually using quantifiable and qualitative information, when appropriate.

1. Metric: Diversity of faculty, staff and administration  
Target: Mirror the diversity of the student population
2. Metric: Alumni and employer satisfaction regarding how prepared students are upon graduation  
Target: Continuous increase in level of satisfaction

3. Metric: Assessment of all General Education Learning Objectives  
Target: Continuous improvement on all general education assessment indicators
4. Metric: Number and percent of courses incorporating high-impact practices  
Target: Continuous increase in number and percent of courses with high-impact practices
5. Metric: Student satisfaction with advising  
Target: Continuous increase in level of satisfaction
6. Metric: Number and type of professional development offerings through the Center for Teaching and Faculty Development  
Target: Increase the number of and faculty participation rate in professional development offerings

## Goal 2: Increasing Access to Higher Education and Ensuring Student Success

As the oldest public institution of higher education in Connecticut, CCSU takes pride in its role as an affordable gateway to success and lifelong learning. We recognize that access to quality education is the most effective route for social and economic mobility, and Central is committed to providing the residents of New Britain, the region and the state with multiple pathways to a transformative educational experience. We will emphasize the creation of an inclusive and “student-ready” institution that meets our 21<sup>st</sup> century students where they are and eliminate obstacles and achievement barriers. Increasing innovative programs, support services, flexible course options and co-curricular opportunities will extend CCSU’s reach and influence in the community.

The University will also continue to develop a greater connection with the underrepresented populations of Connecticut. It will expand outreach to historically marginalized socio-economic groups to provide equal opportunity for an excellent education and student success. Coupled with this effort, CCSU will develop initiatives that inspire more K-12 students to pursue a higher education degree, as well as provide accessible and industry relevant programs to adult learners and working professionals.

CCSU is an inclusive and “student success-centered” institution with an increasingly diverse student body that represents the populations of the communities it serves. We are dedicated to enhancing our innovative practices to increase access, improve retention, engage students in campus life, incorporate high-impact practices, and promote educational achievement and career readiness.

Access	Engagement	First-year Retention Rate	Student Success
Providing an equal opportunity to all individuals to take full advantage of a life-changing educational experience.	Engagement is the cornerstone of student success, providing the support and encouragement to take full advantage of all academic and co-curricular opportunities that will prepare lifelong learners.	The percentage of first-time, full-time students who began their educational career at CCSU in the fall and reenrolled the following fall.	Accomplishment of the desired educational and experiential goals that will equip students to become fully engaged citizens and successful professionals.

### 1. Develop a culture of accessibility

- A. Make Central a “student-ready” institution to meet the needs of incoming 21<sup>st</sup> century students.
- B. Develop innovative marketing strategies to attract new and diverse incoming student populations.
- C. Expand offerings that appeal to transfer students and working professionals, such as flexible class schedules and in-demand professional programs.
- D. Foster a welcoming and safe learning environment for all.

### 2. Facilitate student success in the college environment

- A. Prepare our students for successful careers.

- B. Engage students in the campus community and encourage participation in clubs, sports, and campus events.
- C. Provide supplemental academic support in and out of the classroom.
- D. Foster student wellness and counseling services.
- E. Educate students and families regarding financial resources and support.
- F. Ensure the opportunity for timely degree completion.
- G. Expand and enhance advising and mentorship.
- H. Incorporate high impact practices and foundational skills into every major.

### 3. Prepare students for career readiness and future success

- A. Expand student horizons and expose them to new challenges.
- B. Engage students in career discussions from day one.
- C. Strengthen relationships with local businesses and industry to provide internships and future job opportunities.
- D. Prepare students to enter the workforce.
- E. Increase alumni involvement in career preparation and student mentorship through the development of career events and workshops.

### 4. Provide accessible and relevant graduate education

- A. Increase responsiveness to evolving trends in graduate studies leading to careers in the public and private sector.
- B. Provide alternative delivery options for academic programs.
- C. Partner with industry to increase program offerings.
- D. Develop marketing campaigns to target working professionals and prospective students.

#### Potential metrics:

Each metric will have an assessment tool identified and will be assessed annually using quantifiable and qualitative information, when appropriate.

1. Metric: Percent of undergraduate full-time equivalent (FTE) students who identify as Hispanic  
Target: Become a Hispanic Serving Institution
2. Metric: First-year retention rate and six-year graduation rate  
Target: First-year retention rate and six-year graduation rate equal to or higher than 85 percent and 60 percent, respectively
3. Metric: Local high school students completing the Free Application for Federal Student Aid (FAFSA)  
Target: Continuous increase in number and percent of local high school students who complete the FAFSA each year
4. Metric: Alumni survey on career preparation  
Target: Continual increase in favorable response

5. Metric: Student enrollment and profile of the student body

Target: Increase enrollment to 15,000 students and transition the student population to 25 percent graduate enrollment

\*Definitions:

Four-year and Six-year Graduation Rates: The number of first-time, full-time students who began their educational career at CCSU in the fall and graduated from CCSU within four or six years, respectively.

### Goal 3: Foster an Inclusive and Safe Campus Culture that Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas

Central Connecticut State University is dedicated to the development and preservation of an equitable, inclusive, safe, responsible, accessible, and accountable campus environment, ensuring that all can achieve their full potential as active citizens and lifelong learners. Addressing the 21<sup>st</sup> century challenges and opportunities, CCSU will transform into a stronger, student-centered university that prepares graduates to work and lead in a global world. The University will emerge as a leader in inclusion and social justice – becoming a national model for community built on mutual respect, compassion and support for one another. We will develop a community that values individuality and diversity of thought, ensures equity, and celebrates each other’s successes.

CCSU commits to ensuring that every member of our community, regardless of how they identify or the group they associate with, feels safe and secure, and to communicate a policy of “zero tolerance” for acts of violence, bias and discrimination. We must be bold and progressive in our approach, addressing these actions in innovative ways while holding ourselves responsible for achieving a diverse, equitable, and inclusive environment where we are all accountable. Our collective efforts will ensure a richly diverse campus with a healthier, more vibrant climate that is safe, inclusive, and welcoming.

Accountability	Diversity	Equity	Inclusion	Safety
We will hold each other accountable for following our policies and procedures while behaving morally and ethically.	Ensuring that the population of the CCSU community reflects the diversity and social conditions of the surrounding communities and the State of Connecticut.	The fair and unbiased treatment of all people.	Providing an enriching and equitable learning environment to every individual.	Ensuring a welcoming and secure environment, wherein every member of the CCSU community is physically protected and comfortable expressing individual thoughts and ideas.

#### 1. Welcome and engage a diverse community of students, faculty and staff

- A. Invest in and reframe the Office of Equity and Inclusion such that the office responsibilities are broadened beyond compliance.
- B. Develop a Commission on Diversity, Equity and Inclusion that will provide oversight and advise the President as needed.
- C. Create an Endowed Professorship for the study of social justice, Civil Rights, and equity.
- D. Strengthen and encourage CCSU’s existing academic cultural centers and affinity groups.
- E. Enhance the efforts of departments, schools and colleges, encouraging the development of specific actions to address their diversity priorities.



2. **Integrate diversity into the curriculum, pedagogical methods, professional development and co-curricular activities that contribute to cultural competency**
  - A. Develop new diversity models that inform the curriculum, pedagogy and advising.
  - B. Support innovative and inclusive teaching, scholarship, and creative activities.
  - C. Incorporate requirements identified in Title IX and the American with Disabilities Act (ADA) into professional development activities.
  - D. Ensure community engagement activities are culturally responsive.
  - E. Expand funding beyond current levels to support projects and initiatives led by students, faculty and staff.
  
3. **Use data to inform and develop accountability measures in support of a diverse 21st century university**
  - A. Identify and administer a series of campus climate surveys on a regular basis to inform tomorrow's academic directions.
  - B. Review and analyze the survey data to identify priorities and gaps in educational needs.
  - C. Develop a portfolio of training and engaging activities for students, faculty and staff.
  - D. Implement tracking mechanisms to ensure compliance and guide future planning.
  
4. **Identify best practices that align with federal and state policies to increase safety both on and around campus**
  - A. Identify and assess all compliance requirements.
  - B. Continue to work with local and state authorities to ensure compliance with the most up-to-date campus safety measures and procedures, including completion of required safety training and emergency drills.
  - C. Update digital signage to conform to emergency notification standards.
  
5. **Enhance recognition of faculty and staff for their value and service to the institution**
  - A. Expand the value of service in the evaluation and promotion guidelines to incorporate activities such as community engagement, advising, and committee assignments.
  - B. Establish an annual recognition ceremony for innovative scholarship, service and teaching on behalf of equity and inclusion.
  - C. Promote a culture of respect, collegiality and teamwork within the CCSU family

**Potential metrics:**

Each metric will have an assessment tool identified and will be assessed annually using quantifiable and qualitative information, when appropriate.

1. Metric: Number of collaborative activities produced by the academic cultural centers  
Target: Increase the number of collaborative activities produced by the academic cultural centers and increase attendance
  
2. Metric: Number of courses that incorporate an element of diversity, equity or inclusion  
Target: Increase the number of courses that integrate elements of diversity, equity or inclusion
  
3. Metric: Number of training programs offered by type (mandatory, optional, etc.) and attendance

Target: One-hundred percent of CCSU employees comply with all required trainings and continually increase the attendance at optional trainings

4. Metric: Effectiveness of all trainings, including those that are state or federally mandated

Target: Improve the effectiveness of trainings and meet or exceed federal and state requirements

5. Metric: Number of people actively participating in service such as community engagement, advising and diversity, equity and inclusion taskforces

Target: One-hundred percent of academic and non-academic departments incorporating service in their performance evaluation guidelines

## Goal 4: Strengthening Stewardship – Advancing Scholarship, Service Learning, and Community Development for the Public Good

Central Connecticut State University has developed a reputation as a model for community engagement in New Britain, the region and the state. True to our mission, we build upon partnerships with the broader community to exchange ideas and develop stronger relationships that meet the educational, social-cultural, and economic needs of our institution and community. CCSU will serve the central Connecticut region and beyond, fully engaging with communities and leveraging University resources to become more responsive to the needs of the people it serves. We will utilize our academic strengths and innovative ideas to further enhance the region and contribute to the education, advancement, and social mobility of an increasingly diverse population.

The key to our success depends on the meaningful engagement of our students, faculty, and staff. These are the lead players and drivers of the development and sustainability of innovative programming and initiatives that distinguishes CCSU from other institutions. Ultimately, we will be a premier institution that embraces its civic responsibilities to engage and contribute substantially to the public good through service, research, and educational opportunity.

Scholarship of Engagement	Service Learning	Community Development	Public Good
Connection of the CCSU community's accumulated knowledge and University resources to inform community engagement and service, and to contribute to economic and social advancement.	Integration of learning with thoughtful and beneficial service to the community. Promotes educational experiences built upon academic and co-curricular instruction, reinforces civic responsibility, builds a stronger community and society, and complements classroom learning where students reflect upon their experiences.	Mutually beneficial collaboration between CCSU and the region, leading to the exchange of knowledge and resources that enhance, strengthen and provide valuable contributions to the community. This relationship enriches scholarship, research and creative activity, enhances learning and prepares students to engage and contribute to the public good.	Activities resulting in service and outcomes beneficial to the broader community and to the mission of the institution.

### 1. Foster partnerships that contribute to societal improvements

- A. Expand mutually beneficial partnerships with community organizations, local government, alumni, industry, and employers.
- B. Engage with community leaders and potential partners whose needs align with the expertise provided by CCSU.
- C. Develop new community engagement opportunities that benefit New Britain, the region and the state socially, culturally, environmentally, and economically.
- D. Encourage students, faculty, staff and administrators to strengthen relationships with the broader community and create a more welcoming and inclusive atmosphere for community members of all ages.

## **2. Institute a framework that promotes and strengthens community engagement and partnerships**

- A. Reengineer the Office of Community Engagement and develop a more comprehensive mission and organizational framework, building on the work of the Faculty Senate Community Engagement Committee.
- B. Establish an advisory board to guide community engagement priorities.
- C. Identify internal and external opportunities to fund community engagement activities and promote economic development.
- D. Assess the impact of community engagement initiatives to inform future activities.

## **3. Develop seamless communication and exchange of knowledge and resources for the public good**

- A. Identify how community engagement will prepare students to be better leaders and citizens in their communities.
- B. Establish community engagement efforts that reflect the diverse backgrounds, languages and cultures within the region and state and address pressing challenges.
- C. Promote global awareness and respect for diversity and inclusion in the CCSU community and beyond.
- D. Dedicate University resources to adequately support economic development in the region and state.

## **4. Create innovative community connections to inspire the integration of teaching, learning, scholarship and service**

- A. Increase and strengthen K-12 partnerships.
- B. Encourage the scholarship of engagement and the scholarship of application while building on the knowledge and experience of participants.
- C. Align community engagement activities with the curriculum while leveraging the resources available in Institutional Advancement.

### **Potential metrics**

Each metric will have an assessment tool identified and will be assessed annually using quantifiable and qualitative information, when appropriate.

- 1. Metric: Completion of the application for *The Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification*  
Target: Application is completed in full every year
- 2. Metric: Community satisfaction with CCSU sponsored/affiliated activities  
Target: Improve the level of satisfaction with community engagement efforts for members of the campus and the community

3. Metric: Number of community engagement activities, partners and participants  
Target: Continually increase the number of community engagement partnerships, the number of events, and the number of participants
4. Metric: Number and value of community engagement grants and funded events  
Target: Annually, increase the number and value of externally funded community engagement grants
5. Metric: Number of collaborations between CCSU and K-12 partners  
Target: Increase the number of events and participants in CCSU and K-12 collaborations

## Goal 5: Assuring Sustainability for the Future

Central Connecticut State University provides quality and affordable education to the hardworking citizens of New Britain, the region and the state. To successfully achieve our mission and vision, CCSU is committed to looking at creative and cost-effective ways to remain financially stable while continuing to meet the needs of our 21<sup>st</sup> century students in a changing landscape.

In order to achieve these goals, the University will continue to implement a financially sustainable model supplemented by entrepreneurial and philanthropic efforts, innovative partnerships and increased external support for funded research activities. We will advance our mission by enhancing financial aid, supporting academic pursuits, providing research and community engagement grants and funding initiatives like the endowed chairs and centers of excellence. In the face of financial obstacles and socioeconomic shifts, CCSU will build upon its strengths and develop creative ways to remain an engine of social and economic development within Connecticut.

Stewardship	Entrepreneurship	Partnership
Management of resources entrusted to CCSU in a thoughtful, responsible, and ethical manner.	Innovative and organized approach to creating and cultivating economic and social ventures that are purposeful and flexible.	Beneficial relationship and collaboration between CCSU and public or private entities that positively affects the public good and enhances social and economic development.

### 1. Cultivate an entrepreneurial culture in support of academic excellence

- A. Capitalize on existing policies and practices to expand high-demand educational courses and programs in alternative ways.
- B. Leverage Continuing Education resources and expertise to increase credentialed programs offered by faculty as well as non-credit offerings in support of lifelong learning.
- C. Cultivate campus ventures that increase revenues.
- D. Provide an ecosystem that fosters student, faculty and staff innovation and creativity.
- E. Encourage and support faculty and staff in pursuit of external funding.

### 2. Exercise thoughtful stewardship of resources

- A. Strengthen the thoughtful and innovative management of resources to improve affordability and contain costs.
- B. Optimize processes and ensure appropriate allocation of resources.
- C. Complete implementation of the Athletics Program Sustainability Plan.
- D. Customize services to meet the needs of CCSU's unique student population.
- E. Develop an integrated marketing strategy and communication plan to promote the University and its programs.
- F. Continue to implement mitigation strategies to reduce greenhouse gas emissions as outlined in the Climate Action Plan and in the objectives of the Governor's Council on Climate Change.

### 3. Grow the CCSU endowment to facilitate access to higher education, student success, and faculty achievement

- A. Complete the \$75M Capital Campaign.

- B. Make giving count through thoughtful and responsible allocation of grants and donations.
- C. Develop and implement a plan to seek private funding for capital projects to support academic programs and student services.

**Potential metrics:**

Each metric will have an assessment tool identified and will be assessed annually using quantifiable and qualitative information, when appropriate.

1. Metric: Number of programs and enrollments offered in flexible delivery formats  
Target: Increase the University's enrollment by increasing the number of enrollments in online, hybrid, 8-week term courses and programs
2. Metric: Number of faculty and staff utilizing technology to improve efficiencies  
Target: Increase the use of technology by faculty and staff
3. Metric: Number of students on scholarship and the amount of aid awarded  
Target: Annually, increase the number of students on scholarship, the average value awarded, and the total amount awarded
4. Metric: Number of alumni donors  
Target: Increase the number of alumni donors from three percent to ten percent
5. Metric: Annual funds raised  
Target: Raise in excess of \$15M annually for the Capital Campaign

## Background and Process to Develop Our Strategic Plan

The strategic plan for Central Connecticut State University represents a year-long process that engaged the campus community and key stakeholders in conversations about the University's strengths and elements of distinction, the challenges faced by public higher education, and emerging opportunities to strengthen the University's mission as a regional, public comprehensive university.

The process was led and facilitated by the Strategic Planning Steering Committee (SPSC), chaired by President Toro and composed of representatives from all campus constituencies. The SPSC worked closely with the University Planning and Budget Committee (UPBC) and the Integrated Planning Council (IPC) throughout the year-long effort.

The SPSC, UPBC and IPC engaged in an inclusive process to solicit feedback from students, faculty, staff, system and union leaders, legislators, employers, community members, alumni and friends. In early 2019, a web-based survey was conducted, and targeted interviews and listening sessions were held with members of the Board of Regents, CSCU system leadership, legislators, donors, and community members. The University also hosted open forums to engage the CCSU community in roundtable discussions about their vision and goals.

Input from the forums, survey, and interviews with external stakeholders was analyzed to produce a comprehensive stakeholder analysis and environmental scan that would inform strategic themes. These themes were reviewed and recommended by the UPBC. Multidisciplinary workgroups were convened for each of the themes over the course of the spring semester 2019. The SPSC produced multiple revisions of the strategic plan which were presented to UPBC for review and comment, as well as to the campus community in fall 2019. The input received was incorporated into the plan and presented to the Faculty Senate for final review and approval. The final strategic plan was adopted in February 2020.

## Strategic Plan Implementation

*Changing Lives, Building Communities; Central to Connecticut* is a dynamic planning strategy that enables the University to remain adaptable to changing trends and conditions, respond to economic pressures, and pursue emerging opportunities. The plan will be integrated with the University's enrollment, resource, and facility planning. The strategic plan will be supported by a robust and bold action plan, comprised of key activities to be completed over a ten-year period. The Action Plan will consist of a three-year rolling planning horizon, in which key activities will be updated as they transition from development, to implementation, and finally, to maintenance. The University will measure its progress against the milestones and metrics, as outlined in the strategic plan, in order to set annual priorities and align resources accordingly. The President and division leadership will oversee implementation of the plan to achieve success or make modifications as unforeseen conditions arise or new opportunities emerge. In consultation with the UPBC and IPC, the divisions and schools/colleges, will develop strategic and resource allocation plans that align with the overall strategic plan.



## Strategic Planning Steering Committee Membership

Zulma Toro – Chair, President

Rusty Barceló – Interim Vice President for Equity and Inclusion

Lisa Bigelow – Chair, UPBC (2018-19) & Director, Institutional Advancement

Daniel Broyle – Faculty, History

Charlene Casamento – Chief Financial Officer

Andres Cintron – Student, Graduate Student Association (2018-19)

David Dauwalder – Provost and Vice President for Academic Affairs

Joseph Farhat – Chair, UPBC (2018-19) & Faculty, Finance

Kassandra Fruin – Student, Student Government Association (2018-19)

Mark Jackson – Faculty Senate President & Faculty, Biology

Yvonne Kirby – Associate Vice President for Planning and Institutional Effectiveness

Danielle McCormick – Student, Graduate Student Association (2019-20)

Jason Melnyk – Chair, UPBC (2019-20) & Faculty, Physical Education and Human Performance

Anthony Ortiz – Student, Student Government Association (2019-20)

Robert Wolff – Dean, Carol A. Ammon College of Liberal Arts & Social Sciences

## University Planning and Budget Committee Membership

Lisa Bigelow – Chair, Director, Institutional Advancement, 2018-19

Joseph Farhat – Chair, Faculty, Finance, 2018-19

Jason Melnyk – Chair, Faculty, Physical Education and Human Performance, 2019-20

Nidal Al-Masoud – Faculty, Engineering, 2018-19, 2019-20

Charlene Casamento – Chief Financial Officer\*

Linda Clark – Faculty, Educational Leadership, Policy & Instructional Technology, 2018-19

Stephen Cohen – Faculty, English, 2018-19, 2019-20

David Dauwalder – Provost and Vice President for Academic Affairs\*

Nicole Elsinger – Student, 2019-20

Marianne Fallon – Faculty, Psychological Science, 2018-19

Justine Gamache – Advising and Student Support Specialist, SEST, 2018-19, 2019-20

Khaled Hammad – Faculty, Engineering, 2018-19

Scott Hazan – Director, Student Activities/Leadership Development, 2019-20

Fan He – Faculty, Finance, 2019-20

Judy Hodgson – Faculty, Mathematical Sciences, 2018-19, 2019-20

Yvonne Kirby – Associate Vice President for Planning and Institutional Effectiveness\*

Peter LeMaire – Faculty, Physics & Engineering Physics, 2019-20

Kathy Martin – Faculty, Biomolecular Science, 2018-19

Mary McCarthy – Faculty, Accounting, 2019-20

Katherine Poirier – Director, Student Center, 2019-20

Jason Snyder – Faculty, Marketing, 2019-20

Elisabeta Pana – Faculty, Finance, 2018-19, 2019-20

Sarah Petras – Networking/Telecomm Specialist, Information Technology, 2018-19, 2019-20

Carlos Soler – Assistant Director, Admissions, 2018-19, 2019-20

Chad Valk – Media Technology Manager, Information Technology, 2018-19

Lisa Washko – Instructional Technology Mgr., Information Technology, 2018-19, 2019-20

\*Ex Officio

## **Work Group Memberships**

### **Increase Enrollment and Retention:**

Karissa Peckham – Chair, Assoc. VP for Enrollment Management  
Kris Larsen – Faculty, Geological Sciences  
Justine Gamache – Advising and Student Support Specialist, SEST  
Scott Hazan – Director, Student Activities/Leadership Develop  
Sheri Fafunwa-Ndibe – Faculty, Art  
Perry Cornelio – Student  
Maria Lourdes Casas – Faculty, Modern Languages  
Mark Cistulli – Faculty, Management Information Systems  
David Lopez – Facilities Management  
Dylan Goncalves – Student

### **Enhance Academic Excellence:**

Jerry Jarrett – Chair, Faculty, Biology  
Steve Cohen – Faculty, English  
Cassandra Broadus-Garcia – Academic Assessment Committee, Faculty, Art  
Monique Durant – Faculty, Accounting  
Nidal Al-Masoud – Faculty, Engineering  
Kim Kostelis – Interim Dean, School of Education  
Andres Cintron – GSA

### **Expand Community Engagement and Strategic Partnerships:**

Nghi Thai – Chair, Faculty, Psychological Science  
Kathy Martin – UPBC & Faculty, Biomolecular Science  
Jessica Hernandez – Coordinator of Community Engagement  
Cheryl Crespi – Faculty, Accounting  
Lauren Tafate – Coordinator of School-Community Partnerships  
John Patrick – Chair, CCSU Foundation  
Brian Barrio – Director of Athletics  
Wangari Gichiru – Faculty, Ed Lead Policy Inst Tech  
Christopher Theriault – Student

### **Develop and Diversify Additional Funding:**

Chris Galligan – Chair, VP for Institutional Advancement  
Carlos Soler – Asst. Dir. Admissions & UPBC  
Rick Piotrowski – Manager of Contract Compliance and Procurement Services  
Christa Sterling – Director of Continuing Education  
Dan Chase – Faculty, Biomolecular Science  
Jennifer Hedlund – Faculty, Criminology  
Candace Barriteau Phaire – Program Coordinator, Early Childhood Studies  
Carol Ammon – Alum, Donor  
Sanil Patel – Student

## **Build Campus Climate:**

Michael Jasek – Chair, VP for Student Affairs

Fumilayo Showers – Faculty, Sociology

Lisa Washko – Manager, Information Technology Services

Jason Melnyk – Faculty, Physical Ed and Human Performance

Kia Bryan – Budget Office

Sinead Ruane – Faculty, Management and Org

Gregory Sneed – Chief of CCSU Police

Helen Abadiano – Faculty, Literacy, Elementary, & Early Childhood Education

Natalie Ford – Secretary, The Learning Center

Nilda Alicea-Velazquez – Faculty, Chemistry

Karen Martin – Student