Central Connecticut State University announces the search for its next Provost and invites expressions of interest, nominations, and applications.

The new provost will have the opportunity to partner with Central’s recently-hired President, Dr. Zulma Toro, and provide collegial leadership to a creative and energetic faculty and staff. Under Dr. Toro’s leadership, the Central community has a renewed sense of its special identity and mission, an increased level of energy and excitement, a determination to be the leader in Connecticut public higher education, an infectious determination to take on new challenges and solve old problems, and a commitment to serve the community in which it is located in new and more effective ways. The oldest of Connecticut’s public universities and the largest of its regional comprehensives, Central is in a very strong financial position and has enjoyed stable enrollments. With Dr. Toro’s leadership, it is poised to grow both in size and in the effectiveness with which it serves its students and the wider community.

The University seeks an energetic provost who will be a good partner with Dr. Toro—one who shares her vision for Central as an urban university that serves an increasingly diverse population, who readily gains the trust and respect of the faculty, who has a strong commitment to student-centered education, and who can work collegially with all members of the University community. The ideal candidate has a strong academic background and extensive and successful experience in the central tasks and challenges of academic affairs. Given Central’s increasing connections with the community beyond the university, the new provost will be someone who naturally seeks to serve the community and who can effectively partner with organizations of various kinds—everything from the local school system to large corporations in the region.

THE OLDEST PUBLIC INSTITUTION OF HIGHER EDUCATION IN CONNECTICUT

Founded in 1849 as New Britain Normal School, Central was the first public institution of higher education in Connecticut.
and the sixth normal school in the nation. It was first located in what was to be New Britain's new Town Hall, which was still under construction and which was modified and expanded to meet the needs of the school. Over the decades, the school's needs surpassed its physical space, so in 1883 it moved to a new facility, jointly funded by the town and the State of Connecticut, overlooking Walnut Hill Park. In 1922, the school moved to its current location. In 1933, it was renamed the Teachers College of Connecticut and authorized to grant baccalaureate degrees. In 1959, it became Central Connecticut State College, and in 1983, the college became Central Connecticut State University, a comprehensive regional university authorized to grant baccalaureate and graduate degrees. Since then, Central's campus has grown dramatically and its curriculum includes baccalaureate, master's, and doctoral degrees. However, it is still an integral part of New Britain and the greater Hartford area and is a crown jewel of Connecticut public higher education.

CONNECTICUT STATE COLLEGES AND UNIVERSITIES

In January 2012, Connecticut reorganized its governance of higher education and created the 17-member Connecticut State Colleges and Universities (CSCU), governed by the Board of Regents for Higher Education. In creating the new structure, the state brought together under a single governing board its four regional comprehensive universities, its 12 community colleges, and Charter Oak State College, an online adult education, degree-completion institution. As one of four comprehensive universities within CSCU, Central maintains strong relations with its system peers, especially Southern Connecticut State University in New Haven, Eastern Connecticut State University in Willimantic, and Western Connecticut State University in Danbury.

The president of each university serves as the institution's chief executive officer and is accountable to the CSCU Board, through a direct reporting relationship to CSCU System President Mark Ojakian, for the management of the university within Board policy.

The 21-member Board of Regents (15 voting members) is the governing authority of CSCU System, and its responsibilities include setting statewide tuition and student fee policies; establishing financial aid policies; reviewing, licensing, and accrediting academic programs; and, in collaboration with institutional stakeholders, conducting searches for and selecting campus presidents and the CSCU President. The Board also holds broad responsibilities for the development and coordination of statewide higher education policy. The Regents’ vision is that a continually increasing share of Connecticut’s population will have a high quality post-secondary education that enables them to achieve their life and career goals, and makes Connecticut a place of engaged, globally competitive communities.
In April, in response to the fiscal difficulties of the state of Connecticut and the continuing decreases in state funding for higher education, President Ojakian announced a new “Students First” initiative. In dealing with the budget reductions for higher education, priority will be given to the quality of the educational experience for students. Consequently, continued excellence in teaching and learning and high-quality student support services will be preserved. To reduce expenses, however, Ojakian proposed a consolidation and integration of the “back office” functions of the regional comprehensive universities and an organizational consolidation of the 12 community colleges. The working groups tasked to refine this initiative were appointed in May and continue to do their work.

CENTRAL CONNECTICUT STATE UNIVERSITY TODAY
The largest of Connecticut’s regional comprehensive universities, Central currently enrolls 11,784 students. This includes 7539 full-time undergraduates, 1999 part-time undergraduates, 579 full-time graduate students, and 1667 part-time graduate students. A third of its undergraduates are students of color, the largest group being Hispanic. Ninety-three percent of the students are from Connecticut. An increasingly residential campus, 64 percent of Central’s first-year students live on campus; 24 percent of all undergraduates live on campus.

A longstanding strength of Central is its faculty. Partnered with its 455 full-time faculty, many of whom are practitioners in their fields and who add a breadth and depth of experience to the classroom. Central faculty members are actively engaged in research, scholarship, and other creative activity as well as the supervision of undergraduate and graduate research. At the same time, a sustained primary commitment to personalized teaching and learning permeates the campus. Many faculty members oversee internships, undergraduate research, graduate and undergraduate theses, special projects, and independent studies, and conduct faculty-led, short-term study/travel courses. Most also serve as academic advisors. A 15:1 student-faculty ratio allows for substantial individual attention. Consequently, Central provides the diversity of educational opportunities generally found only at larger institutions with the close student-faculty relations found at the best private colleges.

Central also has 215 full-time and two part-time administrative faculty and a full-time staff of 297 and a part-time staff of 123, all of whom are true partners in the educational enterprise at Central. A strong network of collective bargaining units represents nearly every constituent group of Central’s faculty and staff. A collective commitment to shared governance unites faculty and staff and is a hallmark of the University.
Central Connecticut State University

THE SCHOOLS
Central’s five schools – the Carol A. Ammon College of Liberal Arts and Social Sciences, the School of Business, the School of Education and Professional Studies, the School of Engineering, Science, and Technology, and the School of Graduate Studies—offer 100 undergraduate degree programs in over 80 fields of study. All undergraduates are required to complete the same general education curriculum. Because of this, education in the liberal arts and sciences permeates and defines Central’s academic program. The University also offers graduate degrees in 41 academic fields of study, including doctoral degrees in educational leadership and nurse anesthesia practice. Central offers a broad array of online courses at the undergraduate and graduate level. Accredited by the New England Association of Schools and Colleges, the University began the decennial reaffirmation process in the fall of 2016 with a site-visit scheduled for the fall of 2018.

Carol A. Ammon College of Liberal Arts and Social Sciences, named in honor of Central alumna of the Class of 1973 Carol A. Ammon, offers undergraduate and graduate degrees in the fundamental fine arts, humanities, foreign languages, and social science disciplines. In addition, it has strong programs in communication, criminal justice, and journalism. Its faculty bear the major responsibility for teaching the general education curriculum. It currently enrolls 3371 undergraduate majors and 355 graduate students.

School of Business offers undergraduate majors in accounting, finance, management and organization, management information systems, and marketing as well as an MBA and a master’s in accounting. It currently enrolls 1858 undergraduates and 215 graduate students. It is the only one of Connecticut’s regional comprehensive universities that is AACSB accredited.

School of Education and Professional Studies offers a broad range of undergraduate majors and graduate degrees in: elementary and secondary education; all-level education in art, music, physical education, and technology and engineering; educational leadership and educational technology; nursing; social work; athletic training; exercise science and health promotion; and family and educational counseling, including college student development. It also offers several sixth-year certificates and doctoral degrees in educational leadership and nurse anesthesia practice. The School has 1399 undergraduate majors and 1010 graduate students.

School of Engineering, Science, and Technology offers undergraduate majors and master’s degrees in the basic life and physical sciences—biology, biochemistry, chemistry, geology, and physics—as well as mathematics and computer science.
It also offers degrees in civil and mechanical engineering, manufacturing and construction management, electronics technology, industrial technology, manufacturing engineering technology, networking information technology, and robotics and mechatronics engineering technology. The School has a strong emphasis on interdisciplinary learning and curricula. Bringing all the science, engineering, and technology disciplines together, the school is the only comprehensive STEM school in New England. It enrolls 2631 undergraduates and 488 graduate students.

**School of Graduate Studies** serves as the organizational hub for the many graduate programs located in the other four schools. Its dean works very closely and collaboratively with the other four school deans and their department chairs and faculty in developing, promoting, and administering the University's expanding range of graduate offerings.

**Curricular Development**

The general education program consists of required coursework in four study areas—arts and humanities, social sciences, behavioral sciences, and natural sciences—and four skill areas—communication, mathematics, foreign language, and academic skills. In addition, there is a required first-year experience and an international requirement. Most requirements can be fulfilled with a variety of options, some depending on the student’s level of previous education. Efforts to revise the general education curriculum are ongoing. The general education requirements have also been articulated with the requirements of the Transfer Articulation Policy of CSCU and the general education standards of NEASC.

Over the past several years, Central has created a number of new or revised degree programs designed to meet important educational needs in the community. The School of Business added a master's in accounting and an MBA. The School of Engineering, Science, and Technology has added majors in network information technology and robotics. The School of Education and Professional Studies has added baccalaureate and master's degrees in exercise science as well as a higher education track in its doctoral degree in educational leadership. This latter, newly-revised program is taught partly online and partly onsite in Jamaica. The School also has a new doctoral program in nurse anesthesia practice. Many of Central’s new programs are strongly interdisciplinary: dance education, digital printing and graphics technology, manufacturing management, media studies, STEM education, and strategic communication. These programs meet important educational needs and they are potentially a source of enrollment growth for the University.

**Campus Community**

Central is a campus community very focused on students and their educational development. The low student/faculty
ratio allows for close interaction with faculty and individual attention to students. The faculty teach eight courses per year, and no courses are taught by graduate assistants. Over three-quarters of Central’s classes are under 30 students; over 40 percent are under 20 students. The faculty serve as teachers, mentors, advisers, and research partners with students.

The University offers a three-year interdisciplinary honors program to eligible students in any of the undergraduate schools. The program requires two four-credit courses per semester during the first two years and a capstone honors thesis during the junior year. All honors courses are team-taught. Honors students are eligible for a half-tuition scholarship which, upon strong academic performance, may be increased to a full-tuition scholarship.

Central’s students have a variety of opportunities to do individual research with the guidance of a faculty member, both during the year and over the summer. Currently 21 percent of Central’s graduates have had a research experience. The University has an annual research day where students of all disciplines can present their research or creative activity. The University awards travel support for the best work in each academic area so that students can present their work at the national meeting of the National Council for Undergraduate Research.

Central also has a robust commitment to community service. Under the direction of the Office of Community Engagement, located at its Downtown Campus, the University provides a variety of service opportunities for students, faculty, and staff. Options include service-learning courses, service projects, and volunteering. The Office of Community Engagement works collaboratively with the community engagement committee, a standing committee of the Faculty Senate consisting of faculty and staff committed to community engagement. In 2016, the Community Engagement Committee was awarded the first CT Campus Compact Campus Leadership Award in recognition of its efforts to foster more community engagement activity by CCSU faculty and students. The Carnegie Foundation for the Advancement of Teaching has recognized Central’s work by designing it a Community Engagement Institution. Central also sponsors the Institute for the Study of Crime and Justice, the Institute for Municipal and Regional Policy, and the Center for Public Policy and Social Research.

Reflecting the growing diversity of Connecticut, Central is an increasingly diverse campus. The largest minority groups in the student body are Hispanic/Latinos (12 percent), Black/African-Americans (11 percent), and Asians (five percent). Hispanic/Latino students and Black/African-American students have both increased significantly
in number over the past several years. Twenty-six per cent of the faculty are people of color, with Asian, Black, and Hispanic being the largest groups. The staff includes a similar percentage of members of color, with Asian, Black, and Hispanic being the largest groups. The Office of Diversity and Equity provides support for Central’s increasingly diverse population. There is also a very active LGBT Center on campus, and Central offers strong support to students with disabilities and veterans. The curriculum affords students the opportunity to study in depth the history and culture of the minority groups represented on campus. For all, Central is a welcoming and supportive campus.

Adding to campus diversity are the University’s international programs and activities supported by the George R. Muirhead Center for International Education (CIE). Founded in 1987 as a state-wide center for excellence in international education, the CIE has established a number of community and university partnerships around the globe. It also offers both short-term, faculty-led programs as well as semester- and year-long programs. The CIE is also home of the Intensive English Language Program. Central enrolls international students in both degree- and non-degree programs. It also hosts a Confucius Institute and serves as a center for the dissemination of Chinese culture and language instruction. Open Doors often ranks Central among the top 40 programs in masters-level institutions.

During the past ten years, Central has become a more residential campus. Sixty-four percent of first year students live on campus, an increase of 16 percent over the last ten years—a growth made possible by the addition of residential living space. Central offers its students a full range of clubs and activities, including musical groups; academic, honorary, and special interest clubs and societies; dance and theatre groups; student government; various student-run media; campus ministry; and social fraternities and sororities. As Central has become more residential, the level of student activity has increased, making the campus more vibrant.

At the same time, a large portion of Central’s students are commuters, many of them balancing their academic work with family obligations and full-time employment. Central values its commuter students, recognizes their special needs, and makes every effort to integrate them into campus life.

The Central Connecticut Blue Devils, an NCAA Division I athletics program that competes in the Northeast Conference, offers intercollegiate competition in eight men’s sports and 10 women’s sports. Central students are offered a variety of recreation, fitness, and wellness options, including 25+ intramural activities and club sports, five fitness centers across campus, and a variety of wellness and fitness classes. The past
seven years have been a period of significant achievement for the Blue Devils. During that time, they have won 20 Northeast Conference titles; student-athletes’ cumulative grade point average is among the highest it has ever been; and giving to athletics has increased significantly.

Enrollment
During the past ten years, Central has been successful in maintaining stable enrollments in an increasingly competitive admissions environment in a state with a declining number of high-school graduates. More importantly, Central has been successful in managing its enrollment to achieve broader institutional goals.

The total headcount undergraduate enrollment has been roughly flat over the past ten years, as has the number of full-time students and the number of students living on campus. While the graduate school has seen a decline in headcount enrollment over this same period, this trend has recently turned around with the addition of new graduate programs in business such as the MBA and the Master of Science degree in Accounting.

Central has also devoted its attention to increasing retention and graduation rates. Over the past ten years, the first-year/second-year retention rate has been stable, averaging 78.3. However, the 4-, 5-, and 6-year graduation rates have increased. The 6-year rate is currently 54 percent. The university awards $15 million in institutional financial aid. During the past ten years, institutional aid has increased both in the amount given and the number of students who receive it.

The Campus
Central’s 165-acre main campus sits on the northern edge of New Britain, with easy access to major highways and Interstate 84. Its Downtown Campus, located in the heart of New Britain, is the home of its Institute for Technology and Business Development as well as its Office of Community Engagement.

In 1999, Dober, Lidsky, Craig, and Associates completed a campus master plan that analyzed the current space available and projected campus growth over the next two decades. In 2009, a detailed campus master plan for facilities renewal and expansion through 2020 was adopted with the promise of State support. Since then, the University has methodically implemented this plan and in so doing has made Central’s campus highly functional, much more supportive of its core mission and student needs, and aesthetically pleasing.

In 2012, a new Engineering lab was completed; in 2013, the new $34 million Social Science Hall was completed to LEED Gold standards; in 2014, a $10 million Athletic complex for baseball, football, soccer, and track was completed; and in 2015, a $65 Million 600-bed Mid-Campus Residence Hall was completed. What lies ahead is a renovation and expansion of Willard and DiLoreto Hall, a 600-space parking garage, a new recreation center, a new engineering building, and renovations of several other existing buildings.

Central was a signatory of the American College and University Presidents Climate Commitment, and the University subsequently has become a leader in sustainability efforts. As a result, Central is recognized by the Princeton Review as “one of the most environmentally responsible colleges in the USA and Canada.”

Finances and Fundraising
Central is in strong financial shape in spite of the challenging financial environment of the state of Connecticut. Its current operating budget is $233 million. It has ended the past several years with operating surpluses, creating sizable strategic reserves. Funding from the State provides approximately 35 percent of its revenue; gross tuition and mandatory fees provide 45 percent. The endowment is currently at $70 million, the largest of Connecticut’s regional comprehensive universities. In-state tuition and mandatory fees for 2017-18 total $10,225; room and board is $11,816.

The institutional advancement effort at Central is well established, with effective leadership, a history of success, and a very engaged Foundation Board. Three leadership giving associates support Academic Affairs fundraising efforts, including identifying and cultivating prospective donors. The fundraising by the athletic staff is very closely coordinated with Institutional Advancement. Fundraising at Central has been defined to include continuing education, which reports to the Vice President for Institutional Advancement. Continuing education not only produces revenue for the University, but also creates good will in the community. This, and the fundraising that goes on through the Schools, creates a strong partnership between Advancement and Academic Affairs.

The top fundraising priority for the University has been the growth of the endowment, which during the past ten years has increased from some $17 million to its current level of $70 million. University Advancement has also set for itself the goal of contributing $1 million annually to student financial aid through a combination of annual giving and endowment income. The goal has been reached and, in fact, exceeded. Its goal of $2 million in annual giving has also been exceeded for the past several years during which totals have been well over $3 million. The University recently brought to conclusion an eight-year capital campaign CCSUCCESS, during which it raised a total of $36 million.
Central has 92,254 living alumni, 78 percent of whom live in Connecticut. The Alumni Association Board is very active and has effective leadership, and the affection for Central by its alumni is palpable. The alumni have a three percent participation rate in University fundraising.

**New Britain**

Located nine miles southwest of Hartford, New Britain is a town of some 70,000. Part of the Greater Hartford area of 1.2 million residents, New Britain is centrally located in the state and is within easy reach of much of Connecticut and several of the metropolitan areas in the region.

New Britain's population is characterized by a high degree of racial and ethnic diversity. Known as “Little Poland,” 17 percent of its population are of Polish background. It is the home of three Polish language newspapers and one television station, and annually hosts the Little Poland Festival. Significant portions of its population come from Puerto Rican, Italian, and Irish backgrounds. Currently, 37 percent of its population are Hispanic; 11 percent are African American; 25 percent live below the poverty line.

New Britain is the home of the New Britain Symphony, founded by Central faculty members and first conducted by Central’s president Dr. Etzel Willhoit. It is also home to the Connecticut Virtuosi Chamber Orchestra and the Repertory Theatre of New Britain. Charter Oak State College, the online branch of the CSCU system, is also in New Britain.

Often known as “Hardware City,” New Britain is the home of Stanley Black & Decker. The largest employer in New Britain is the Hospital of Central Connecticut. Other major employers are the State of Connecticut, the City of New Britain, the Hospital for Special Care, and Ticon Connecticut. Last year, New Britain acquired the Bees, an unaffiliated professional minor league baseball team, who are now in their second season.

In addition to all that Hartford provides, New Britain is 40 minutes from Springfield, Massachusetts, two hours from Boston, and two hours from New York City. It is also part of the Hartford-Springfield “Knowledge Corridor” and therefore within easy driving distance of a host of private and public institutions of higher education and many cultural opportunities. The CTfastrak bus rapid transit system, begun in March 2015, offers frequent connections between New Britain and Hartford and points as far west as Waterbury.

The larger region provides excellent opportunities for Central to partner with major corporations and organizations. It currently has close ties with: Pratt & Whitney, UTC Aerospace Systems, Otis Elevator Company, Sikorsky, General Dynamics, Electric Boat, Parker Hannifin, and the Kaman Corporation.
ROLE OF THE PROVOST
As chief academic officer, the Provost is a key partner in academic decision-making, providing leadership in all academic matters and working collaboratively with the deans, faculty, staff, and administration to further the University’s mission and vision.

The provost reports directly to the president, serves on the President’s Cabinet, and works collaboratively with other members of the president’s leadership team. There must be especially close and collegial relations between the provost and the chief student affairs officer, given the many ways in which they must partner to achieve the best educational outcome for Central’s students.

The provost supervises the deans of Central’s five Schools; the directors of the Africana Studies Center, the Latin American, Latino, and Caribbean Studies Center, the East Asian Studies Center, and the Center for International Education; the Registrar; Institutional Research and Assessment; the Director of the Library; the Learning Center, the Academic Center for Student Athletes, and the Office of Pre-collegiate and Access Services; the Career Success Center; the offices of Academic Articulations and Partnerships, and Community Engagement; and the Center for Teaching and Faculty Development.

Assisting the provost are two associate vice presidents (one of whom serves as the Dean of the School of Graduate Studies) and an administrative assistant.

THE LEADERSHIP AGENDA
In addition to providing engaged and collegial leadership and transparent management to the Division of Academic Affairs, the new provost will be expected to focus on the following priorities:

Enhancing the Academic Experience of Students
Central provides an excellent academic experience for its students. However, given the importance of this dimension of a student’s total collegiate experience and given its commitment to student success, Central is committed to finding new ways to facilitate more effective teaching and learning. The new provost will be expected to partner with the faculty to support their efforts, to encourage their creativity, to disseminate their innovations, and to reward their successes.

Increasing Student Success
The new provost will be expected to partner with the faculty and Student Affairs to create a total educational program that maximizes the opportunities for students from a broad spectrum of academic preparation to succeed at Central. This will include understanding and providing the kinds of academic and non-academic support students need; creating a richer campus life and increasing the level of student engagement; addressing the special needs of commuter students, many of whom have heavy work and family obligations in addition to their academic work; and thinking more intentionally about students’ options after graduation. The goal is not only to increase the percentage of students who finish their intended course of study and graduate, but also to develop clearer and more dependable connections between their academic work and their lives after graduation.

Creating a Culture of Assessment
Though assessment of various kinds is a well-established and important part of higher education, it has not always been widely embraced by those who must do it and who can benefit most from its results. The new provost will be expected to understand the logic and practice of various kinds of assessment, especially learning-outcomes assessment. While there is an organizational structure for assessment in place, the new provost needs to ensure that all understand assessment and see its benefits so that it becomes a natural, ongoing, and welcome part of teaching and learning and the basis of decision-making. Of special importance are the outcomes-assessment required for reaccreditation, especially the assessment of general education.

Academic Program Planning and Assessment
Central is currently developing an Academic Master Plan. The new provost will most likely begin while this effort is still underway and therefore will have some opportunity to provide leadership. The Academic Plan is focused on major programs of study. Consequently, the new provost will need to have an understanding of program assessment as well as the ability to understand how to determine the need for new programs that meet the emerging needs of the students, the community, and the region.

Review of General Education
While Central’s current general education program has undergone minor adjustments, its review is ongoing. What is more, it has not received the kind and degree of assessment that it needs. Thus, Central is currently considering the size, structure, and assessment of its general education program. In the true spirit of shared governance, the new provost will be expected to support and advise these efforts.

Community Engagement
Under Dr. Toro’s leadership, the University has a renewed and broadened sense of its responsibility to serve its community. This has included a partnership with K-12 education in
New Britain, a genuine effort to understand the needs of an increasingly diverse community and how Central can serve it, and a growing engagement with the business community in the Hartford area. While leadership for this effort falls to the president, the provost will be expected to possess a genuine commitment to service, an enthusiasm for this kind of work, the desire to support others in it, and when appropriate, the ability to provide creative leadership.

Understand and Guide Academic Accreditation
Central is preparing for its decennial NEASC reaffirmation; the site visit is scheduled for the fall of 2018. While much of the work is well in hand, the new provost will obviously need to come up to speed, insure that the process is in order, and be a significant part of the site visit. Central is also preparing for its AACSB reaffirmation, with a site-visit scheduled for September 2018. While the work done in preparation for this is under the leadership of the dean of the school of business, the provost will play an integral role in helping to bring the process to successful conclusion.

Creating an Environment in which Faculty Can Flourish
Central’s faculty have done excellent work both in teaching and in scholarship, research, and creative activity. This is even more remarkable given the substantial teaching load at Central. Working in the context of shared governance, the new provost will be expected to provide leadership and support for a broad range of activities that will help faculty to flourish. This will include support for innovative pedagogies and ways of integrating scholarship and community engagement; creating faculty-development opportunities to understand the emerging trends and issues in higher education; support for faculty entrepreneurship; and most importantly, recognizing and rewarding faculty achievement. It will also include identifying grant and fundraising opportunities to support faculty work and achievement. The provost will be expected to have the knowledge and skill necessary to provide leadership to the Center for Teaching and Faculty Development and the Office of Grants and Funded Research and to work collaboratively with the Office of Institutional Advancement.

THE NEXT PROVOST
Central’s next provost will be a strong and proven academic leader who can make the case for liberal arts education and professional preparation, who has broad and successful experience dealing with the major issues and challenges of academic affairs, and who is comfortable working with a high degree of transparency and accountability in an environment of shared governance.
The ideal candidate will have:

- An academic record sufficient to warrant appointment as a full professor in one of Central’s academic departments;
- A strong record of successful and innovative academic leadership, including administrative experience at the level of dean or higher;
- An understanding of the type of student Central serves and a strong commitment to the practice of student-centered education;
- A thorough understanding of assessment and experience with successful assessment programs;
- Experience with general education assessment and revision;
- Experience increasing student success;
- Demonstrated skills of financial management and planning;
- A record of support for efforts to increase diversity and promote inclusion;
- An understanding of fundraising and the ability to guide and support the deans in meeting their fundraising expectations;
- Experience working in a public institution of higher education;
- A commitment to shared governance and experience working in a collective-bargaining environment;
- A history of significant work with community groups and organizations;
- Good communication and public relations skills;
- A strong work ethic and high energy;
- The highest integrity.

APPLICATIONS AND NOMINATIONS

To apply, candidates must send a letter of application in which they address the leadership priorities and qualifications outlined in this prospectus, a curriculum vita, and contact information (names, phone numbers, and email addresses) for five references in a single MS Word or PDF document to CentralProvost@agbsearch.com.

For full consideration applications should be received by October 23, 2017.

Inquiries and nominations should be directed to:
Robert Holyer, Ph.D., Executive Search Consultant, AGB Search. robert.holyer@agbsearch.com
804-359-9370  804-402-6736 (c)

All inquiries, nominations, and applications will be held in the strictest confidence; references will not be contacted without the candidate’s expressed permission.


Central Connecticut State University is committed to a policy of equal opportunity and affirmative action for all qualified persons. CCSU does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, transgender status, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disability, physical disability, or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. CCSU does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.

As an affirmative action employer, CCSU actively seeks and encourages applications from women, minorities, persons with disabilities, and individuals with protected veteran status. The University provides reasonable accommodations to qualified individuals with disabilities upon request.