



# Guidance to Strategic Plan Work Groups

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VERSION 3/25/19

Central Connecticut State University  
MARCH 2019

## Guidance to Strategic Planning Work Groups

- The Framework for the Central Connecticut State University Strategic Plan established that workgroups would be established for each theme identified by the University Planning and Budget Committee and the Strategic Plan Steering Committee.
- The charge of the work groups is to review information and data, gain clarity around the theme and engage in thoughtful conversations to identify strategies and actionable, measurable objectives to track our progress and identify where there is more work to be done.
- Work groups may consult with other stakeholders as needed, host and participate in focus groups, and vet deliverables.
- Work groups will convene in late-March and complete their work by mid-May.

Below is a suggested framework for the work groups.

### Convening Meeting(s):

#### 1. *Frame the Strategic Theme*

- What makes this theme strategic for Central? (strengths, opportunities, challenges, trends)
- What are the consequences of not achieving it?
- What is the pragmatic vision or alternative path that Central should pursue to address the theme or realize the ideal scenario?

#### 2. *Start, Stop, Continue Exercise*

Organizations often cite lack of time and resources to pursue promising opportunities. The Start, Stop, Continue reflection has been used frequently in organizations and higher education institutions for change and transformation initiatives, strategic planning, and annual goal setting. It provides a fresh perspective on new ideas and existing initiatives, and assists in understanding the integration and balance of existing work with the priorities of the institution.

<i>What should we start doing?</i>	<i>What should we stop doing?</i>	<i>What do we need to continue to do to promote the strategic priority?</i>
<i>Address emerging issues or barriers, improve outcomes, and achieve the vision</i>	<i>Non-value added activities, ineffective practices, or no longer align with the pragmatic vision</i>	<i>High impact and proven practices, align with the vision, promote the strategic priority.</i>

#### 3. *Formulating Measurable Objectives and Strategies*

- What 5-7 specific and measurable objectives should we pursue to achieve this vision and alternative path? Objectives are the measurable steps to achieve the strategic theme.
  - Near Term: In the next six months to one year
  - Intermediate Term: In the next two to three years
  - Longer Term: In the next five to seven years
- What strategies will we pursue to achieve these objectives? (Strategy is the “how”, not “what”)

*4. Focus Groups/Forums to Test Strategies*

*5. Finalize and submit deliverables to Steering Committee and UPBC*





**Central Connecticut State University**  
Working Group Deliverable

**Priority strategic theme addressed by work group:** \_\_\_\_\_

**Describe the vision / alternative path:**

**Complete the Start, Stop, Continue method below:**

*What should we start doing?*

*Address emerging issues or barriers, improve outcomes, and achieve the vision*

*What should we stop doing?*

*Non-value added activities, ineffective practices, or no longer align with the pragmatic vision*

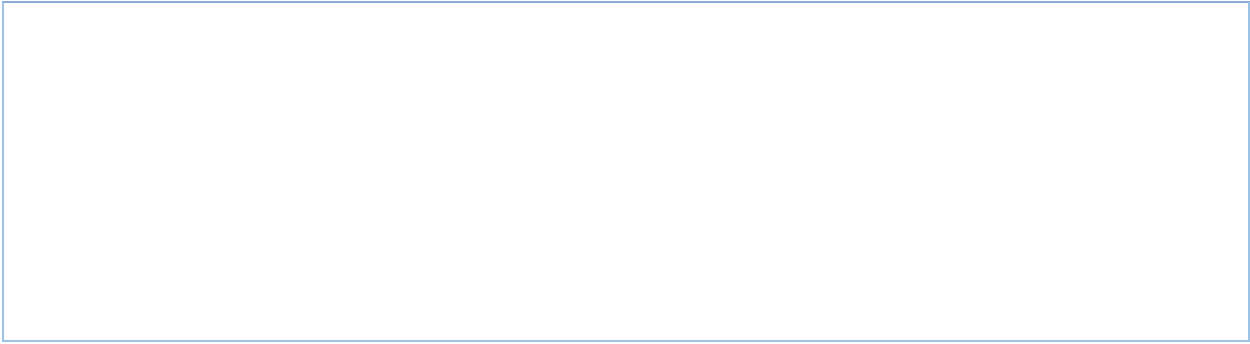
*What do we need to continue to do to promote the strategic priority?*

*High impact and proven practices, align with the vision, promote the strategic priority.*

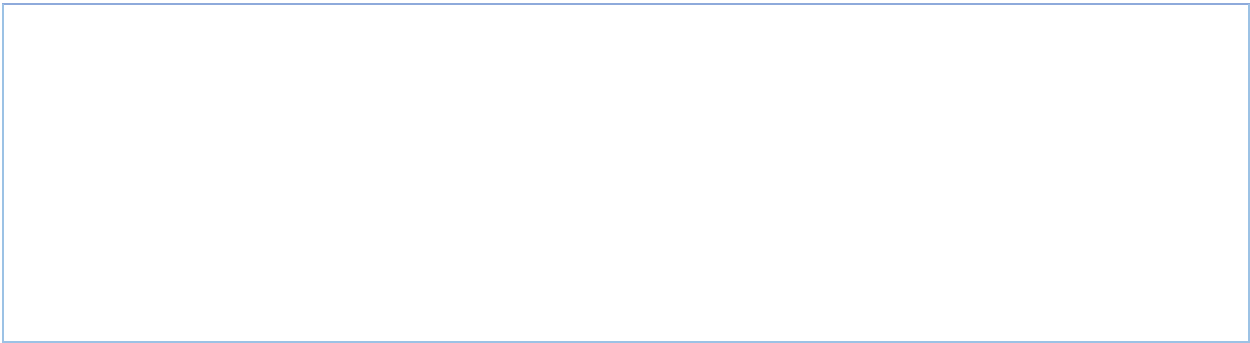
**What specific and measurable objectives should we pursue to achieve this vision and alternative path? Provide three to five objectives. Include near term (6 months to 1 year), intermediate (2 to 3 years) and longer term (5 to 7 years)**

**Objective #1**

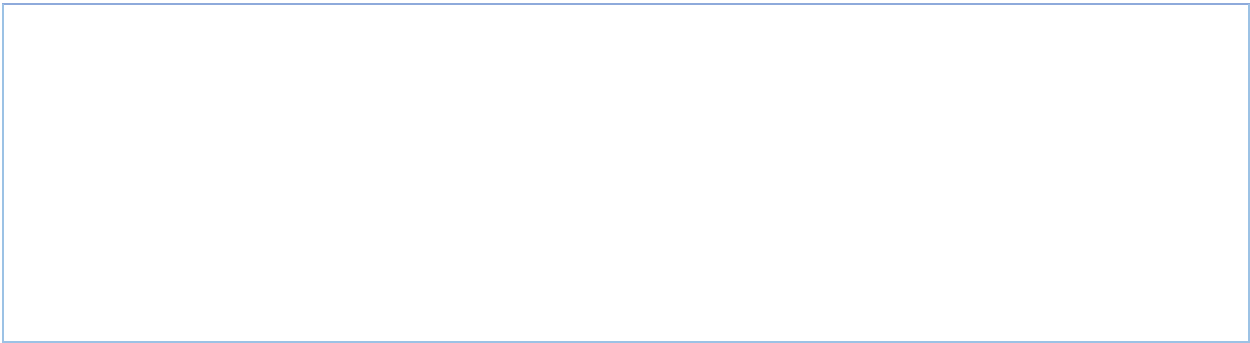
**Objective #2**



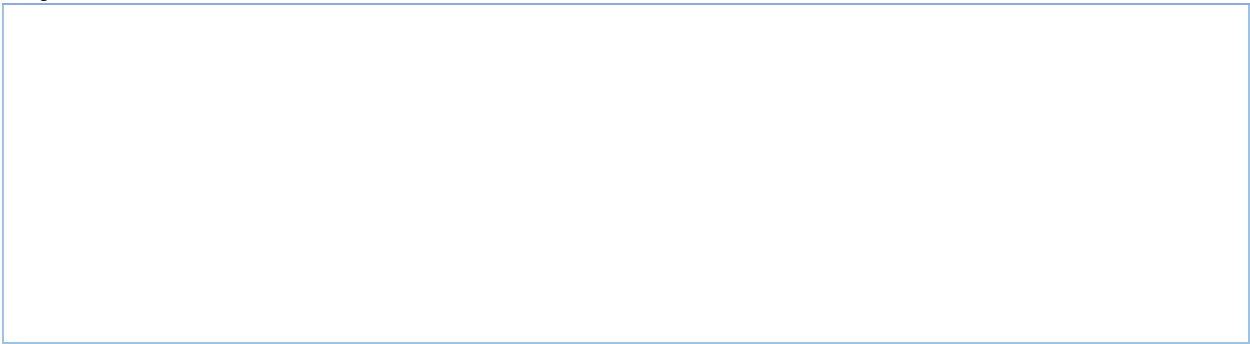
**Objective #3**



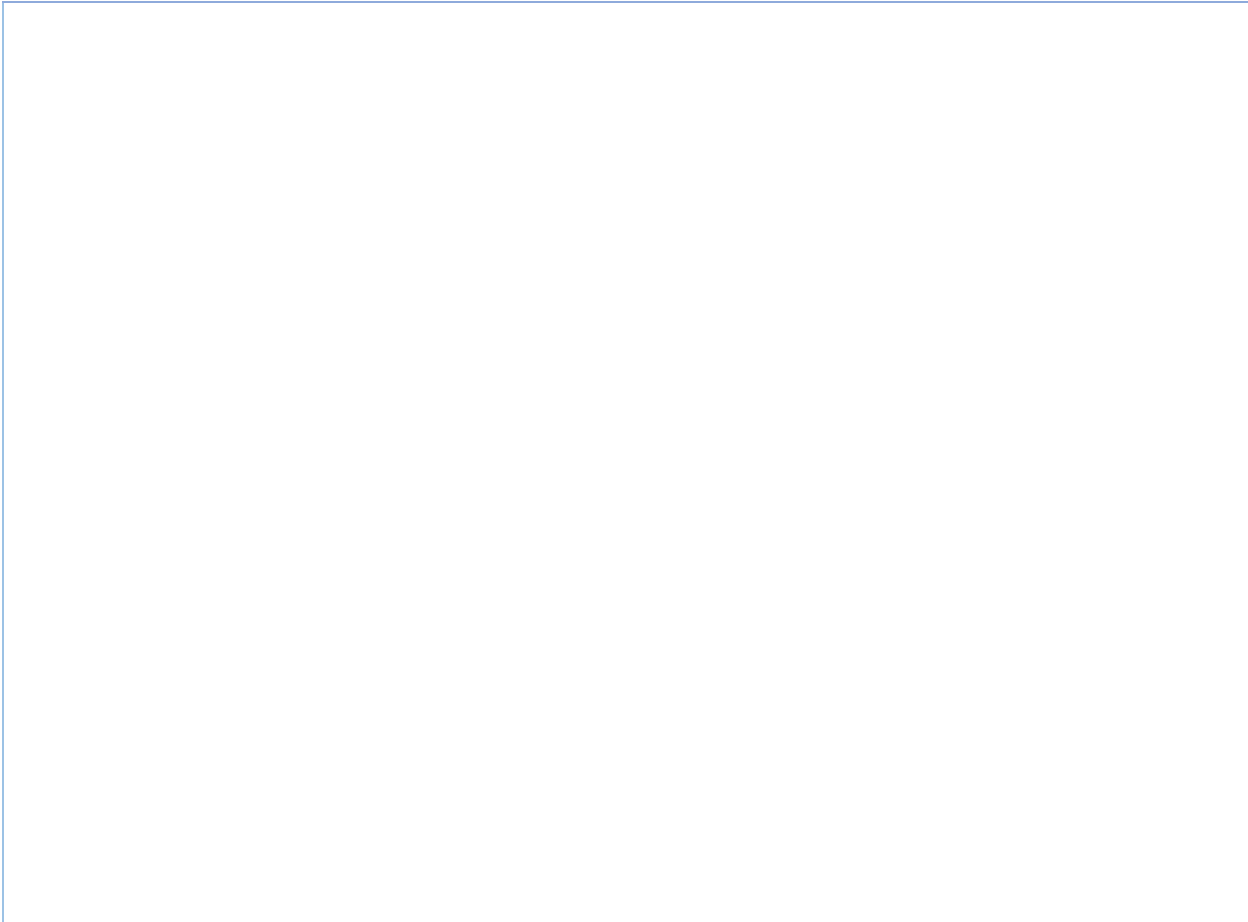
**Objective #4**



**Objective #5**



**What strategies will we pursue to achieve these objectives? (Strategy is the “how”, not “what”)**





**Version 3/25/19**

The University Planning and Budget Committee met on February 26, 2019 to identify the 3-5 highest priority strategic issues before the University. The committee identified the following:

1. Increase retention and enrollment
2. Enhance academic excellence
3. Expand community engagement and strategic partnerships
4. Develop and diversify additional funding
5. Build campus climate

The committee also discussed the issues identified in the Environmental Analysis and where those complement or intersect with what they determined to be the highest priorities.

These were reviewed by the Strategic Planning Steering Committee on March 7, 2019.

**Priority Issue**

**Open Forums Themes**

**Stakeholder Survey and Interviews**

<p><b>1. Increase retention and enrollment</b></p>	<ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Affordability</li> <li>• Flexibility/Agility</li> <li>• Evening/weekend programming</li> <li>• Data/analytics for student success</li> <li>• Support commuter students</li> <li>• Mental health</li> <li>• Retention/student success</li> <li>• Transfer friendly</li> <li>• Age friendly</li> <li>• International students</li> <li>• Online/hybrid delivery of academic programs</li> <li>• Destination/first choice</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion and diversity</li> <li>• Sense of campus community</li> <li>• Growth</li> <li>• Student success, access to affordable quality education</li> <li>• Adult learner population/re-entry</li> <li>• Close achievement gap</li> <li>• Expand graduate education options</li> <li>• Pathways for community college students</li> <li>• Dual enrollment</li> </ul>
<p><b>2. Enhance academic excellence</b></p>	<ul style="list-style-type: none"> <li>• Academic Excellence</li> <li>• Flexibility/Agility</li> <li>• Career readiness</li> <li>• Global education</li> <li>• Industry/employer partnerships</li> <li>• Education of the whole person</li> </ul>	<ul style="list-style-type: none"> <li>• Student success</li> <li>• Academic excellence</li> <li>• Applied learning experiences</li> <li>• Undergraduate research</li> <li>• Interdisciplinary programs</li> </ul>



	<ul style="list-style-type: none"> <li>• Internships</li> <li>• Experiential learning</li> <li>• Civic responsibility</li> <li>• Teaching university</li> <li>• Undergraduate university</li> <li>• Interdisciplinary programs</li> <li>• Smaller class sizes</li> <li>• Streamline Program/Curriculum Approval</li> </ul>	
<p><b>3. <i>Expand community engagement and strategic partnerships</i></b></p>	<ul style="list-style-type: none"> <li>• Community engagement</li> <li>• Career readiness</li> <li>• Industry/employer partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Community engagement, partnerships</li> <li>• Industry partnerships</li> <li>• Shared resources/best of breed programs across CSCU campuses</li> <li>• Move beyond New Britain, include Hartford region</li> </ul>
<p><b>4. <i>Develop and diversify additional funding</i></b></p>	<ul style="list-style-type: none"> <li>• Affordability</li> <li>• Alternative revenue</li> </ul>	<ul style="list-style-type: none"> <li>• Partnerships</li> <li>• Philanthropy</li> <li>• Revenue diversification (grants, philanthropic, entrepreneurial activities)</li> <li>• Self-supporting programs, certificates</li> </ul>
<p><b>5. <i>Build campus climate</i></b></p>	<ul style="list-style-type: none"> <li>• Sense of community</li> <li>• Safe environment</li> <li>• Diversity</li> <li>• Inclusion</li> <li>• Communication</li> <li>• Weekend/evening programming</li> </ul>	<ul style="list-style-type: none"> <li>• Student experience</li> <li>• Communication</li> <li>• Sense of campus community</li> <li>• Inclusion of diverse voices – (e.g. early career faculty)</li> </ul>



# Strategic Vision and Themes Supplemental Information

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VERSION 3/27/19

Central Connecticut State University  
MARCH 2019



**Central Connecticut State University**  
Strategic Planning

*Mission and Values*

**Reaffirmed Mission:**

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.

**University values**

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

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

Recognizing the whole is greater than the sum of its parts, we commit to the **Centrality of Engagement**, engaging our communities in all aspects of our work.

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

We commit to **Innovation and Creativity** in our teaching, research, and interdisciplinary approach to solving critical issues.

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.

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

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

## **The Future of Central: Vision points for the next 7-10 years**

*The vision points below represents what Central should look like in the next 7-10 years. Our pursuit of this aspirational view will be governed by our values and our elements of distinction that drive excellence in everything we do. These vision points and the resulting strategic plan will later inform the vision statement.*

### *Our Environment:*

- Central will be an innovative and entrepreneurial university, responsive to the current and emerging needs of Connecticut and its industry.
- Central's climate will be one in which we embrace who we are as a public regional comprehensive university in the state of Connecticut, providing the broadest access to an affordable, quality higher education.
- Teaching, research and community partnerships will be integrated to solve the most pressing societal issues.
- Central will provide a safe, welcoming, and supportive environment for all populations of the state of Connecticut.
- Central will be fully embedded in the communities we serve, pursuing partnerships and research locally and globally that benefit the public good.

### *Our Students:*

- Central will educate students committed to learning, creativity, opportunity, and persistence.
- Central will be known for providing a strong foundation in the liberal arts that prepares students with the skills and knowledge for lifelong learning, global understanding, and reinventing themselves as new economies and careers emerge.
- Central will be committed to the success of each unique student, utilizing analytics and research to provide targeted support and services, and multiple pathways for success.
- Students will graduate career ready by engaging in experiential learning, including internships, undergraduate research, and co-curricular leadership development.

## STRATEGIC THEME #1: Increase Retention and Enrollment

### Reasons for Strategic Theme:

1. To attract high school graduates in Central Connecticut. This will allow Central to provide affordable higher education opportunities to underserved student populations.
2. To better serve the needs of adult learners and working professionals
3. To provide the broadest access to affordable and quality higher education
4. To support the success of each unique student, utilizing analytics and research to provide targeted support and services, and multiple pathways.
5. To increase revenue and manage the decline of state support

### Example specific and measurable objectives:

- Improve the 6-year graduation (to 60%)
- Increase the recruitment, retention, and success of a diverse student body which reflects the demography of the state
- Achieve Hispanic Serving Institution status (25% of undergraduate population)
- Increase enrollment of new community college transfer students and adult learners
- Retention rates between freshman and sophomore years and sophomore and junior years for first-generation and other traditionally underserved undergraduate students meet or exceed the retention rates of other undergraduate students.

### Ideas, Goals and Further Thoughts for Work Group:

- Goals: 6-year graduation rate = 60%, 1<sup>st</sup> year retention rate = 85%
- Development of student success culture and shared responsibility, to be viewed as everyone's job
- Campus culture that is welcoming, friendly and embracing of diversity in all its dimensions
- What is Central's story? What is our message to prospective students and their families?
- Partnership of Enrollment Management, Academic Affairs and Student Affairs
- What is the quality of the educational experience that is offered to students? Offer an engaging educational experience that prepares students for life and a changing job market as well as the world.
- Become a Hispanic Serving Institution
- Make Central a destination institution
- Are our academic offerings what prospective students and employers are interested in?
- Enhance campus life and develop a stronger sense of community
- Maintain Central's affordability
- Have appropriate facilities to support the diverse portfolio of academic programs offered by the institution
- Institutionalize partnership with K-12 school systems and community colleges with dual enrollment and college readiness as well as seamless transfer from community colleges

### Themes from Aspirational Institutions:

1. Establishment of student success campaigns to guide and encourage students through two or four year programs, while providing additional supports.
2. Consolidated student support services under one department or administrative unity to holistically care for students.
3. Partner with public school systems and community colleges to design unique programming to increase enrollment.
4. Use of predictive analytics and data resources to analyze student success and address interventions.

### Examples from Aspirational Institutions:

**Institution:** University of South Florida

**Award Received, Year:** ACE Award for Institutional Transformation, 2019

**Awarded Program Description:** Beginning in 2010, USF Tampa began using predictive analytics and case management to accelerate student performance, raising USF's six-year graduation rate from 51 to 73 percent between 2010-2018. The University also uses "real-time" data and Civitas Learning's predictive modeling to identify at-risk students. The consolidation of student support units into a single administrative unit (became Student Affairs with 23 departments) has enabled the development of a case management model to facilitate student support; and a breakdown of the silos in which academic affairs, student affairs, information technology, institutional research, and other departmental units operated.

**Program Webpage:** <https://www.usf.edu/student-affairs>

**Award Press Release:** <http://news.usf.edu/article/templates/?a=8830&z=220>

**Institution:** Georgia State University

**Award Received, Year:** ACE Award for Institutional Transformation, 2015

President is the recipient of the ACE Theodore M. Hesburgh Award for Leadership Excellence in Higher Education

**Awarded Program Description:** The University is strengthening its commitment to adult learners and transfer students through its Dual Degree Program that partners with 17 Chicago-area community colleges. The program lets students enrolled in a full-time associate degree program at any one of the 17 partner schools lock in tuition rates and be guaranteed admission to GSU as long as they remain in good academic standing.

**Further Information:** <https://postsecondary.gatesfoundation.org/georgia-state-university-case-study/>; [https://agb.org/sites/default/files/u27335/casestudy\\_innovation\\_gsu.pdf](https://agb.org/sites/default/files/u27335/casestudy_innovation_gsu.pdf)

**Institution:** California State University, Sacramento

**Award Received, Year:** AASCU Student Success and College Completion, 2018

**Awarded Program Description:** "Finish in Four and "Through in Two" campaigns, part of California State University's Graduation Initiative 2025 that aims to increase the number of incoming freshman and transfer students earning a bachelor's degree in four years. As part of the graduation campaigns, participating incoming freshman and transfer students pledge to take 15 units each semester – or 30 units per year, including summer classes – and in turn are provided academic and administrative support that has included the addition of new faculty members, hundreds of new course selections and thousands of classroom seats.

## STRATEGIC THEME #2: Enhance Academic Excellence

### Reasons for Strategic Theme:

1. To educate students committed to learning, creativity, opportunity, and persistence.
2. Provide a strong a foundation in the liberal arts that prepares students with the skills and knowledge for lifelong learning, global understanding, and reinventing themselves as new economies and careers emerge.
3. To increase career readiness of students, through applied learning experiences and integration with academic programming.

### Examples of Specific and Measurable Objectives:

- Add or enhance academic programs in areas of workforce demand
- Review all programs to ensure that we are intentionally (not passively) preparing students to achieve competencies appropriate for personal and career success (from Bowling Green State University)
- Expand participation in high impact practices, including study abroad, internships and co-ops, undergraduate research, service-learning and learning communities.

### Ideas, Goals and Further Thoughts for Work Group:

- Real support for interdisciplinary programs
- Faculty recognition aligned to Central's strategic priorities
- Elements of distinction plus leadership development and capstone projects as part of every student's educational experience
- Develop civic-grounded graduates
- Educate our students for careers that may not exist today but that our graduates will be pursuing ten or fifteen years from now
- Develop the love for learning in our students, creating graduates who are life-long learners
- Provide the spaces and opportunities for our students to engage in public discourse and the exchange of ideas that is respectful, civil, informed, thoughtful and trustful
- Take advantage of technological advancements, innovative delivery methods and pedagogical approached to effectively meet the educational needs of our diverse student population
- Continue to recruit dedicated teachers and accomplished scholars
- Academic offerings and programs to serve the needs of employers and the state, and make Central a destination institution for prospective students
- Expand the STEM classification to be STEAM
- Identify three to five areas in which Central could make a difference in our state by creating new Centers of Excellence based on strengths

### Themes from Aspirational Institutions:

1. Engage with a wide range of community stakeholders to offer expanded community based learning opportunities for students.
2. Enhance the local civic culture and improve civic education through strategic partnerships.
3. Use innovative programming to serve at risk and underrepresented communities.

### Examples from Aspirational Institutions:

**Institution:** Arizona State University

**Award Received, Year:** APLU 2016 Innovation & Economic Prosperity Connections Award, 2016

**Awarded Program Description:** The University is building connections between all categories of economic engagement — innovation and entrepreneurship, talent development, and social, community and cultural development. Programs and partnerships include:

- Creating the Polytechnic Campus from a decommissioned U.S. Air Force base,
- The development of the downtown Phoenix campus,
- The growth of the SkySong partnership between the ASU Foundation, the city of Scottsdale, the Plaza Companies and Holualoa Companies,
- Success in developing a partnership with the Mayo Clinic,
- Expanding access to higher education through programs such as the Starbucks College Achievement Plan and the ASU Preparatory Academy.

**Award Press Release:** <https://asunow.asu.edu/20181111-aplu-recognizes-asu-internationalization-efforts>

**Institution:** Montana State University

**Award Received, Year:** APLU Innovation & Economic Prosperity Economic Engagement Connections Award, 2018

**Awarded Program Description:** Collaboration with the Fort Peck Indian Reservation, where MSU nursing students deliver primary and preventative care to American Indian children. The students are immersed in Assiniboine and Sioux tribal cultures as they provide in-school care, make home visits and participate in events. Program known as Messengers for Health on the Crow Indian Reservation, which was developed to address health disparities such as low screening rates for cancers in Native women.

**Institution:** Colorado State University

**Award Received, Year:** APLU Innovation & Economic Prosperity Talent Award, 2018

**Awarded Program Description:** The University has created Campus Connections, a campus-based mentoring program pairing CSU student mentors with at-risk youth in the area. The students work one-on-one with the children, who range in age from 11 to 18, to tackle challenges facing the youth. Through Family Leadership Training Institute of Colorado delivers a nonpartisan curriculum that brings diverse family leaders together to explore their personal leadership goals and equip them with the vital knowledge and civic engagement skills required to create positive change for their families and communities.

**Campus Connections:** <https://www.chhs.colostate.edu/hdfs/outreach-and-engagement/campus-connections/>

**Family Leadership Training Institute of Colorado:** <http://fltiofcolorado.colostate.edu/>



## STRATEGIC THEME #3: Expand Community Engagement and Strategic Partnerships

### Reasons for Strategic Theme:

1. To increase and strengthen collaboration and partnerships to provide further opportunities for students, faculty and staff to integrate with the community and promote institutional growth.
2. To increase service learning opportunities for students in the community, providing career development experiences in application of their learning.
3. To increase revenue and manage the decline of state support

### Examples of Specific and Measurable Objectives:

- Develop private and public partnerships that improve facilities, support research and creative activities.
- Develop partnership MOUs with local school districts to provide students pathways to CCSU degrees and tools to be college ready.
- At least 10% of academic courses incorporate community-based learning experiences.

### Ideas, Goals and Further Thoughts for Work Group:

- Integration of teaching, research and service through community engagement:
  - Service learning as a pedagogical approach
  - Support and encourage scholarship of discovery inspired by community-based questions
  - Service endeavors focused on community issues
- Work with CCSU's faculty leadership to make sure that scholarship of engagement and application are well understood and part of the faculty reward system
- New Britain to become a college town
- Partner with the K-12 public school systems in the region to enhance the students' educational experiences, contributing to high school graduates who are college ready and connected to CCSU
- Use the cities and communities that are served as laboratories and classrooms to enrich the CCSU educational experience, while at the same time educating the students on the importance of civic engagement and the impact they can make in elevating the quality of life in our cities.
- Employ CCSU's resources and expertise to assist the cities that are served in the solution of their economic, cultural, social, and governance issues. CCSU as a resource and as a destination for the surrounding communities.
- Leverage CCSU's intellectual capital to foster innovation, entrepreneurship and economic growth.
- Open CCSU's doors to the communities that are served for them to enjoy athletic events, academic lectures, musical performances, art exhibits and other institutional events.
- Develop a professional development network between Central and the region's community colleges and K-12 districts to provide teacher education and development based on research and needs of incoming student populations.

### Themes from Aspirational Institutions:

1. Engage with a wide range of community stakeholders to offer expanded community based learning opportunities for students
2. Enhance the local civic culture and improve civic education through strategic partnerships

### Examples from Aspirational Institutions:

**Institution:** University of New Mexico

**Award Received, Year:** APLU Innovation & Economic Prosperity Place Award, 2018

**Awarded Program Description:** The University created the Lobo Rainforest Building at Innovate ABQ to help support research and innovation on campus. Innovate ABQ is a public-private partnership between UNM, Nusenda Credit Union, the City of Albuquerque and Bernalillo County that created an innovation district in the city. The Lobo Rainforest Building is a human innovation ecosystem, housing STC's offices and UNM's startup incubator, the Cecchi Venture Lab. The Innovation Academy is UNM's new academic program, which is an innovation in learning theory itself. It's a new mindset for everyone with a nontraditional curriculum designed to inspire the beginning of the problem-solving 'idea pipeline.'

**The Innovation Academy:** <https://innovationacademy.unm.edu/>

**Impact Report:** <https://innovationacademy.unm.edu/assets/pdf/ia-impact-report-2017-2018.pdf>

**Institution:** Western Carolina University

**Award Received, Year:** AASCU Civic Learning and Community Engagement Award, 2018

**Awarded Program Description:** Student Democracy Coalition engaged faculty, staff and organizations across campus that were interested in increasing student civic engagement. The coalition registered 3,127 students to vote, organized 60 educational programs and 25 marketing campaigns, established a campus early voting poll that raised WCU's voter turnout rate by 16 percent, and held an election watch party with nearly 500 attendees.

**Program Webpage:** <https://www.wcu.edu/learn/academic-enrichment/center-for-service-learning/student-democracy-coalition/>

**Institution:** Ball State University

**Award Received, Year:** APLU C. Peter Magrath Community Engagement Scholarship Award, 2018

**Awarded Program Description:** Ball State received the award for its Schools within the Context of Community (SCC) program, which takes a unique approach with teacher education to help prepare culturally responsive and community-engaged teachers. Launched in 2009 as a partnership between Ball State and Whitely Neighborhood of Muncie, SCC immerses education students in low-income, predominately African-American communities where they're matched with community mentors who educate student-teachers on the community's values and strengths. As part of the initiative, Ball State faculty designed a research agenda examining the impact of community-engaged teacher preparation on aspiring teachers, children, and the wider community.

**Press release:** <http://www.aplu.org/news-and-media/News/aplu-names-ball-state-university-2018-c-peter-magrath-community-engagement-scholarship-award-winner>

**Program Webpage:** <https://www.bsu.edu/academics/collegesanddepartments/teachers-college/activities-and-opportunities/schools-within-the-context-of-community>

## STRATEGIC THEME #4: Develop and Diversify Additional Funding

### Reasons for Strategic Theme:

1. To increase development of alternative revenues, based on the strategic priorities and points of distinction.
2. To increase revenue and manage the decline of state support.

### Examples of Specific and Measurable Objectives:

- The institution's total scholarship endowment increases by at least xx%
- Amount of external support and grants to promote faculty and staff scholarship increases by at least xx%
- Launch certificate and other programs that are self-supporting and revenue generating.
- Develop and implement a strategy to engage alumni and friends to increase annual giving

### Ideas, Goals and Further Thoughts for Work Group:

- Cost containment and efficiencies
- Explore new pedagogical approaches and tools to make financial model more sustainable
- New program delivery modes
- New academic programs
- Applied research
- Create and deliver professional development programs to serve businesses
- Explore public-private partnerships to meet the needs of students, faculty and staff
- Unleash the creative and entrepreneurial spirit of the Central family
- Fundraising as a priority for academic deans and athletics program
- Complete \$50 million campaign.
- Grow endowment to \$100M
- Expand grant writing activities; to be funded by private foundations, state agencies and federal government
- Support risk-takers
- Create a culture where failure is accepted
- Event Management Task Force recommendations

### Themes from Aspirational Institutions:

1. Expansion of traditional and non-traditional academic and community programming to drive additional revenue streams.
2. Innovative and strategic partnerships with crucial stakeholders connect to the regional economy and grow visibility in the area.

## Examples from Aspirational Institutions:

**Institution:** Arizona State University

**Award Received, Year:** APLU 2016 Innovation & Economic Prosperity Connections Award, 2016

**Awarded Program Description:** The University is building connections between all categories of economic engagement — innovation and entrepreneurship, talent development, and social, community and cultural development. Programs and partnerships include:

- Creating the Polytechnic Campus from a decommissioned U.S. Air Force base,
- The development of the downtown Phoenix campus,
- The growth of the SkySong partnership between the ASU Foundation, the city of Scottsdale, the Plaza Companies and Holualoa Companies,
- Success in developing a partnership with the Mayo Clinic,
- Expanding access to higher education through programs such as the Starbucks College Achievement Plan and the ASU Preparatory Academy.

**Award Press Release:** <https://asunow.asu.edu/20181111-aplu-recognizes-asu-internationalization-efforts>

**Institution:** Grand Valley State University

**Award Received, Year:** AASCU Innovative Project Award, 2018

**Awarded Program:** The Sustainable Agriculture Project (SAP) is an interdisciplinary, campus-wide living laboratory where students learn academic content, develop intellectual and practical skills and practice community engagement. At its core is a five-acre, student-operated farm site that prioritizes biological soil building, biodiversity, companion and successional plantings, and food safety. Students gain experience with sustainable business practices, and the campus community benefits from SAP, as produce is sold, in part to campus dining, at the on-campus farmers' market and in farm shares

**Program Webpage:** <https://www.gvsu.edu/sustainableagproject/>

**Institution:** University of Pittsburgh

**Award Received, Year:** Office of Economic Partnerships worked with the Brookings Institution to conduct a study of the City of Pittsburgh's innovation capacity and develop a plan to help Pittsburgh become one 30 most innovative cities in the world. Since the study was published in late 2017, the University has worked to realize the comprehensive vision laid out in the report. The University also recently announced it will create a mixed-use research facility hosting the UPMC Immune Transplant and Therapy Center. The new project is one of a host of innovation hubs the University is launching across the city to support path-breaking research and business development.

**Press Release:** <https://www.pittwire.pitt.edu/accolades/university-wins-innovation-and-economic-prosperity-innovation-award>

**Findings of the Report:** <https://www.pittwire.pitt.edu/news/report-pittsburghs>

## STRATEGIC THEME #5: Build Campus Climate

### Reasons for Strategic Theme:

1. To make necessary modifications in programming, structure, and support to promote a greater sense of community on campus.
2. To increase opportunities for engagement for all students, faculty and staff, creating an inclusive and welcoming environment.

### Measurable Objectives:

- Enhance and support a culture that values diversity and inclusion by developing and implementing a comprehensive (detailed and outcomes-orientated), strategic diversity plan that increases the recruitment, retention, and success of a diverse student body, faculty, staff, and administration.
- Invest in professional development and implement a comprehensive talent management system (recruitment, onboarding, professional development, etc.) to attract and retain the best faculty and staff

### Themes from Aspirational Institutions:

1. Continually seek insights and experiences from faculty, staff and students to address campus climate challenges and opportunities.
2. Consider programs that create support to student's with shared interest or experiences, to provide structured opportunities to be engaged.

### Examples from Aspirational Institutions:

**Institution:** University of Missouri

**Program Description:** Each Voice Counts Climate Survey to assess how all members of the community experience the current campus and workplace climate via an Assessment of Learning, Living and Working at the UM System. Results of the survey helped inform the institutional policies and practices moving forward, so the UM System can further act on its commitment to promote inclusivity and introduce organizational structures that respond to the needs of the dynamic community.

**Climate Survey 2017:** <https://www.umsystem.edu/media/dei/ums-climate-assessment.pdf>

**Institution:** Grand Valley State University

**Program Description:** myGVSU Climate Survey is distributed to faculty, staff and students every four years to gain insight to what it is like to learn, live and work on campus. Climate Action Teams used the data reported in the Expanded Findings Report as well as additional analysis to make recommendations for changes to address climate disparities and advance equity at the university. The results of the survey inform and reinvigorate our ongoing efforts to create a more inclusive and welcoming campus where every single member of the community can be their authentic selves, proudly and safely.

**Climate Survey 2015:** <https://www.gvsu.edu/mygvsu/mygvsu-climate-survey-2015-38.htm>

**Institution:** University of Minnesota – Duluth

**Program Description:** University Honors is designed to bring together highly motivated students and dedicated faculty to provide a small university community within the larger university environment. New incoming freshmen, transfer, and current UMD students are eligible to apply. The University Honors curriculum is designed to engage students deeply both in and out of the classroom and to help them develop a broad base of knowledge, skills, and connections that will set them apart upon graduation.