Exhibit 3.D.5 - Reflecting on the Past & Renewing Momentum

Reflecting on the Past & Renewing Momentum

Jack Miller
President

Reflecting on the Past & Renewing Momentum

CCSU is certainly a much different place than I found it to be 11 ½ years ago. While a few things remain the same most have changed, some for the better and some not. Not every new effort met with success, but many did. Big dreams and bold efforts are never easy to actualize, but when they come through the results can be remarkable.

Thoughts contained here are not meant as a blueprint for a new leader. Future directions should be left to future leadership. Rather, this summary is simply my reflections on the past and my conclusions about the future potential of a very special university.

Jack Miller
President

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STRATEGIC PLANNING

On the University website, the development of the Strategic Plan for Central Connecticut State University and the elements of its distinctive identity are explained. The Plan began in 2005. The first complete iteration of the plan followed three years of wide-ranging discussion, meetings, and campus-wide presentations. The plan was endorsed by the Faculty Senate, the University Planning and Budget Committee, the Executive Committee, the Council of Deans, and the Student Government Association in 2008.

Overall, the plan represents for the members of our community our commitment to work together to achieve stated aspirations. More than that, it also records our mutual commitment to our students, present and future.

Each objective in the plan is referenced to one of seven goals. Each objective has a measurement goal and enabling activities. Many objectives are cross-referenced to previous institutional plans to demonstrate a history of commitment to achievement.

The plan is updated annually with current data. The original goals are matched with progress to date on the outcome measures. This provides for ongoing assessment of accomplishments.

Conclusion

This Strategic Plan has been modified annually, but under new leadership, it may be time for a complete "overhaul."

STUDENT ACADEMIC SUCCESS

The best single example of student success is the rate at which undergraduate, first-time/full-time students graduate. In the 2005-06 year, the graduation rate for CCSU as reported to IPEDS was 40%; by the last year for which data are complete, 2015-16, the rate was 57%, a full 17 point increase. CCSU is now graduating 43% more students in six years than in 2005-06. Given a "typical" first-time, full-time class of about 1,350, now 230 more students earn a degree than would have at the 2005-06 rate.

Using national comparison data from IPEDS for master's degree institutions, Central had reached the 32nd percentile by the 2014-15 academic year. As newer national data becomes available the 57% graduation rate will put Central well into the top quartile.

Conclusion

It will take careful planning and evaluation of interventions to raise the graduation rate even higher than it now is. A 60% rate is a reasonable short-term goal over the next few years. There needs to be more assessment of interventions to determine which have an impact and which do not. In other terms assess what actually works, support those initiatives, and discard others.

COST TO ATTEND

Although there are numerous ways to analyze cost, perhaps the simplest is annual cost of tuition, fees, room, and meals for full-time, in-state students. In Fall 2006 that cost was $14,332, by 2015 it was $20,434. That represents an increase of $6,102 or 42.6% on the $14,000 base. During that same time period the Consumer Price Index (CPI) for the area including Connecticut went up 21.7%. The rate of increase for students was just about double that of the CPI.

While general inflation accounts for a part of the increased cost, another contributor is the reduced percentage of the University budget provided through state allocation. In Fall 2005 the state allocation provided 28.6% of total revenue, while in Fall 2015 it was down to 20.1%. Another substantial contributor to increased cost is the huge escalation of employee benefits not fully covered by state allocation.

Conclusion

The cost to students has gone up much too quickly over the last 10 years. The rate of increase must be substantially reduced to keep higher education accessible to students. This is not only an institutional problem, but a systemic and national one as well. Cost containment will be a top priority for the University and the System.

ENROLLMENT

Total headcount enrollment has been generally stable over a 10-year period using Fall 2006 as the base through Fall 2015. Total headcount was never lower than 11,865 (Fall 2013) and never higher than 12,521 (Fall 2011), a variation of only 5% from low to high. Although there are up and downward trends, the most recent fluctuations since 2013 are up.
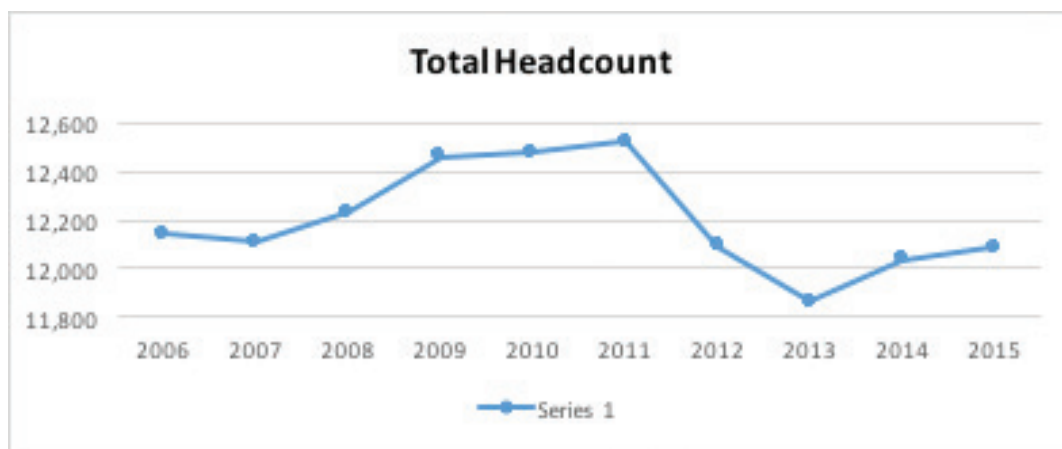
First-time full-time undergraduate student enrollment has also been stable. The lowest number enrolled was 1,281 (Fall 2009) and the highest number was 1,469 (Fall 2007).

First-Time Full-Time Undergraduate Enrollment
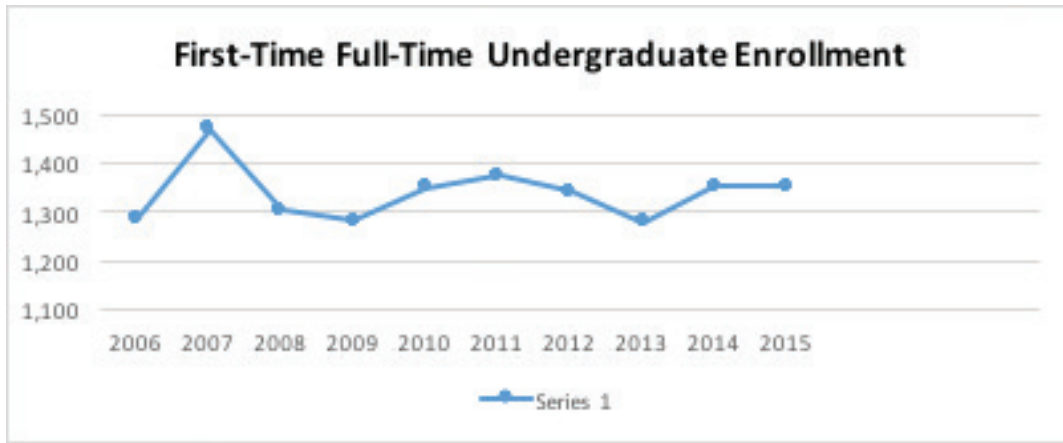
Graduate enrollment had been in decline, but it has leveled and is slowly starting to increase again over the last two years. The highest graduate headcount was 2,500 (Fall 2006) and the lowest was 2,094 (Fall 2013). Much of the recent increase is due to new Master's degree programs in Business.

Graduate Enrollment
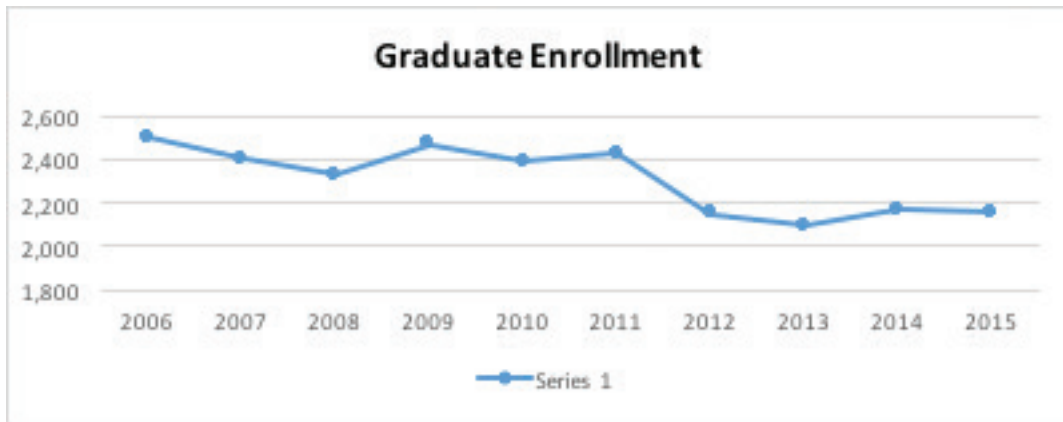
Conclusion

Future of enrollment will be negatively impacted by the continually declining number of high school graduates in Connecticut. This decline will continue for over a decade. Recruitment of traditional students has become increasingly competitive. The University must continue to emphasize graduate enrollment, non-traditional undergraduate student enrollment, transfer student recruitment, and establishment of new programmatic areas as methods of counterbalancing the trend of declining numbers of new high school graduates going to college.

ADVANCEMENT AND FINANCIAL AID

Another way of trying to maintain access to a quality education is increasing financial aid awarded to students. Federal, state, and institutional financial aid, has gone from $57.7 million in 2005-06 to $97.5 million in 2015-16. That is an increase of $44.8 million, or 85%, over the baseline year. Private support of students through institutional financial aid is a small, but critical, component. Through our Foundation, many students receive scholarship help. A good measure of the ability to help is the value of the endowment, which has grown from $18.4 million in 2005 to $66 million in 2016.

Conclusion

Maintaining and growing private philanthropic support will become increasingly more important as public support declines. Equally important is increasing the percentage of income from the endowment spent on student scholarships. With an endowment of over $60 million, the amount of revenue stipulated for scholarships must increase.

STUDENT LIFE

Student Affairs is playing an increasingly more important role in creating a richer campus environment. One central element in the recruitment and retention of students is the creation of a full campus life and connecting students in meaningful ways beyond only their classes. This has been an important focus for the Division of Student Affairs with both commuter and residential students.

Increasing residential space for students and utilizing CTfastrak options for commuters are two important initiatives. Recreational, social, and leadership opportunities have been vastly expanded. Fitness facilities and recreational sports have been increased as well.

Students often come to the University with a variety of medical and substance use issues. The need for services is expanding but these added services bring additional costs, and the University is struggling to meet new levels of demand.

Finally, Student Affairs is making a very real attempt to catch-up with the University in terms of outcomes-based assessment of programs. Providing services rather than validating the effectiveness of the services has been the culture of the organization. Now, they are attempting to orient staff towards not only providing quality services to students but also finding ways of gauging the effectiveness of the services. This has been slow work, and a different focus for staff, but progress is being made.

Conclusion

The staff of Student Affairs need to continue their efforts at developing outcome measures which truly assess the services provided and their cost/benefit ratios. As resources become limited supporting efforts with the greatest likelihood of success is critical. Also Student Affairs, Administrative Affairs, and Fiscal Affairs need to develop a long-term solution to dining services.

NUMBER OF FACULTY AND STAFF

The number of full-time faculty has increased over the last 10 years from 417 in Fall 2006 to 450 in Fall 2015, or an increase of 7.9%. In the same period, the number of part-time faculty has increased from 468 to 499, or an increase of 6.6%. Equally importantly, the percentage of credit hours taught by full-time faculty has increased from 62.9% to 66.6% during the same time period.

It is important to note that, while the number of full-time and part-time faculty has increased, the student enrollment by headcount has stayed virtually flat, going from 12,144 in the Fall of 2006 to 12,086 in the Fall of 2015.

When considering the change in the number of staff other than faculty, it is clearest to analyze by collective bargaining units and to exclude groups with small numbers of about 20 or fewer members. The full-time SUOAF bargaining unit has gone from 192 filled positions in Fall 2006 to 214 in Fall 2015. This is an increase of 22 positions, or 11.5%. AAUP full-time faculty and full-time SUOAF are the only two units to increase, while the three other large units have all declined in filled full-time positions. Management/confidential is down by one position from 39 to 38. Administrative clerical is down 15 positions, or 13.4%. Service/maintenance is also down by 15 positions, or 14.2%.

Consider this hypothetical scenario. If every position filled with a full-time faculty member, regardless of assignment, covered three sections of three credit courses in the Fall and in the Spring with 22 students on average in each section, all the credit hours taught during the 2015-16 year would have been covered. This is providing that the same number of part-time faculty maintained the same teaching load as last year.

For a second hypothetical scenario, if all people identified as full-time faculty taught three sections of three credit courses to 33 students each semester, and no part-time faculty taught any classes, all the credits taught during 2015-16 would have been covered. Obviously, not all courses are the same in terms of credits awarded, number of students which can be accommodated, nor does it account for reassigned time. Nevertheless, the example is illustrative.

Conclusion

Based on the data, there is a need for critical self-assessment by every academic department of the utilization of instructional resources and of student demand for classes.

NEW ACADEMIC PROGRAMS AND ORGANIZATION

The organizational structure of the academic units in the University evolves as student needs and academic content shift. The departments/schools that have been renamed, moved, and/or combined since fall 2005, include the following:

School of Education and Professional Studies

- Department of Educational Leadership—Name changed to Educational Leadership, Policy, and Instructional Technology (2015)

- Department of Reading and Language Arts—Name changed to Literacy, Elementary, and Early Childhood Education (2015)

- Department of Special Education—Name changed to Special Education and Interventions (2015)

- Department of Teacher Education—This department was dissolved in Spring 2015; the faculty were reassigned to the other three education departments.

School of Technology
School renamed **School of Engineering and Technology** (2008)
School renamed **School of Engineering, Science, and Technology** (2014)

- New Department of Engineering established in 2008

- Department of Physics and Earth Science was split into two departments:

    - Dept. of Physics and Engineering Physics

    - Dept. of Geological Sciences (which includes the Science Education Faculty)

- Department of Chemistry was renamed to the Department of Chemistry and Biochemistry (2008)

- Department of Biological Sciences was changed to the Department of Biology

- Department of Technology Education was changed to Department of Technology and Engineering Education (2005)

School of Arts and Sciences
School renamed **Carol A. Ammon College of Liberal Arts and Social Sciences (2015)**

- These departments moved out of this School into the School of Engineering, Science, and Technology (2014):

    - Biology
    - Chemistry
    - Computer Science
    - Mathematical Sciences
    - Physics and Earth Sciences

- The Department of Psychology was renamed the Department of Psychological Science (2012)

- New Department of Journalism established (2010)

Many new degree programs have been approved since 2005. The attempt has been to keep pace with changing student demand.

Program	Level	Academic Year	Approval Date
Mechanical Engineering	Baccalaureate	2007	Dec-05
Computer Engineering Technology	Baccalaureate	2007	Jan-07
Construction Management	Master's	2007	Nov-06
Teacher Education: Specialization in Math, Spanish, English, Sciences, Technology and Engineering Education	Master's	2008	Apr-06
Nursing	Baccalaureate	2009	Dec-07
Journalism	Baccalaureate	2010	Mar-10
Civil Engineering	Baccalaureate	2012	Mar-12
Robotics and Mechatronics Engineering Technology	Baccalaureate	2012	Mar-12
Physical Education, specialization Exercise Science	Master's	2013	Jan-13
Digital Printing and Graphics Technology	Baccalaureate	2014	Sep-13
Exercise Science	Baccalaureate	2014	Sep-13
Networking Information Technology	Baccalaureate	2014	Sep-13
Science, Technology, Engineering & Math Education	Master's	2014	Oct-13
Manufacturing Management	Baccalaureate	2015	Jun-14
Educational Leadership & Administration – Higher Education	Doctorate	2015	1/2015, 11/2014
Business Administration	Master's	2015	May-14
Media Studies	Baccalaureate	2016	Jun-15
Strategic Communications	Baccalaureate	2016	Jun-15
Dance Education	Baccalaureate	2016	Oct-15
Nurse Anesthesia Practice	Doctorate	2017	Nov-15
Accounting	Master's	2017	Mar-16

Conclusion

Ongoing assessment of programmatic needs of students is critical for keeping program offerings relevant to the changing world of practice.

FACILITIES

The University is mid-way through the largest building program in its history. Completion dates, or planned completion dates, span over the period of 2012, with the opening of the Bichum Engineering Lab, to the reconstruction of Copernicus Hall for the Sciences in 2020. The following list shows the sequence for six facilities completed and for the seven remaining in the Plan.

Construction Schedule

	Building	Begin Construction	Completed
1	Bichum Engineering Lab	January 2011	January 2012
2	Social Sciences Hall	August 2011	May 2013
3	New Public Safety Building	April 2012	July 2013
4	Athletic Complex (7 Phase Project)	May 2009	June 2014
5	Residence Complex	February 2014	August 2015
6	Food Service Facility	May 2015	January 2016
7	Willard/DiLoreto	August 2016	January 2018
8	Huang Recreation Center	December 2016	December 2018
9	Engineering Building	August 2017	August 2019
10	Library Expansion	August 2018	August 2019
11	Barnard Hall Addition/Renovation	September 2018	September 2019
12	Memorial Hall Renovation	May 2018	August 2019
13	Copernicus Renovation for Sciences	August 2019	August 2020

In addition to these projects, there are developing plans for a new parking facility. Further exploration of the possibilities of a significantly expanded "downtown campus" in New Britain are underway.

Conclusion

Careful monitoring of facility plans will be most important as the changing context of state government can significantly impact construction projects. Delays have been, and likely will continue to be, numerous. Disruption to campus activities comes with progress, and continued communication with faculty and staff is imperative.

DIVERSITY AND INTERNATIONAL EXPERIENCES

Although diversity takes many forms in our pluralistic society, one of the sets of indicators is whether faculty, staff, and students are representative of each other in race or ethnicity. While this is clearly one dimension of diversity, many other endeavors, including course content in diversity, gender diversity, internationalism, etc., are all important and tracked at Central Connecticut State University. The following table represents progress in becoming more representative of the state and area we serve.

Instructional Staff with Faculty Status

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
% Diversity (excludes White & Unknown)	18%	18%	19%	18%	20%	21%	20%	22%	24%	25%	26%
Black, Non-Hispanic Black or African-American	24	24	25	25	27	27	25	28	24	24	24
Hispanic Hispanic/Latino	20	21	20	19	20	21	20	23	23	25	24

Non-Instructional Staff

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
% Diversity (excludes White & Unknown)	20%	21%	22%	22%	23%	24%	24%	24%	25%	25%	26%
Black, Non-Hispanic Black or African-American	50	51	53	58	58	56	53	54	51	52	56
Hispanic Hispanic/Latino	44	48	53	53	49	52	57	58	60	62	64

Students

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
% Diversity (excludes White & Unknown)	17%	18%	17%	18%	19%	22%	24%	26%	28%	29%	31%
Black, Non-Hispanic Black or African-American	897	885	857	897	955	1,051	1,133	1,159	1,184	1,225	1,298
Hispanic Hispanic/Latino	656	660	644	760	786	965	1,059	1,155	1,229	1,359	1,418

In terms of overall diversity of race and ethnicity, the University appears to be doing well, even recognizing that in 2010 the US Labor Department categories changed. Diversity, as indexed by excluding both "white" and "unknown," indicates that "other instructional staff with faculty status" went from 18% in 2005 to 26% in 2015. The non-instructional staff went from 20% to 26%. Critically, the diversity of the student population went from 15% to 31%, more than doubling.

A word of caution should be noted here. Two of the main target demographics, black non-Hispanics or African-American and Hispanic/Latino, have not progressed across all areas. The numbers for African-American faculty remained virtually unchanged from 2005 to 2015. The numbers for Latino faculty increased by 20%, but on a very small base. The numbers for non-instructional staff are more encouraging with African-Americans, increasing from 12% and Hispanics by 45%.

The demographics of the faculty by rank and gender indicate that the number of professors and associate professors has gone up from 2006 to 2015, while the number of assistant professors has remained almost constant, and the number of instructors has declined. This is true for males and females, but the increase in female professors is the most precipitous, increasing by 31%, while male professors increased by 8%.

Students are the group for which recruitment efforts aimed at diversity have been most successful. Black, or African-American, students have increased from 897 in 2005-06 to 1,298 in 2014-15, an increase of 45% of the total student population. Hispanic/Latino students increased from 656 to 1,418, an increase of 116%.

The demographic trends for diversity at Central Connecticut State University mirror the population of the state. In all counties: Fairfield, Hartford, Litchfield, Middlesex, New Haven, New London, Tolland, and Windham, the white population has declined. Over one year alone, from 2015 to 2016, the decline of the white population has ranged from 407 in Windham and 712 in Tolland to 4,318 in Hartford and 4,369 in

New Haven. In the same year, the Black and Hispanic populations have increased precipitously. For example, Fairfield's Hispanic population grew by +4,385 and New Haven by 3,518. Fairfield's Black population by 1,932 and Hartford's by 1,404. Asian populations are also increasing.

A different measure of success in diversification of the curriculum is the number of students participating in an international learning experience at a foreign country. Their experiences may be either short-term or long-term. In 2005-06, 220 Central students studied abroad. By 2014-15, 442 did so; an increase of just more than double. More recently there has been decline in the numbers.

CCSU has been recognized in the annual report, Open Doors: Report on International Educational Exchange; a report of the Institute on International Education. CCSU students' participation in short-term programs has ranked from 19th in 2009 to as high as 8th in 2014 of all Master's degree-granting institutions in the US. For all types of study-abroad programs, CCSU has made the "Top 40" of Master's-level institutions from 2010-14.

Conclusion
Clearly, there needs to be a renewed effort to diversify faculty, in particular, adding African-American and Latino faculty. Efforts to diversify non-instructional staff also need improvement, but growth is recognized. The diversification of the student population, particularly, African-American and Latino students, continues to be an area of very real strength. This momentum must not go to waste.

TECHNOLOGY
The Information Technology Services Division continues to be an area with exceptionally high demands placed on it. This is true from the individual user level as well as from the institutional and systematic levels.

Service to individual users on the campus is very well regarded. The IT Staff are timely in responding to individual needs. They are viewed as courteous and as an excellent institutional resource. For example, in a recent nine-month period they upgraded 445 computers in faculty and staff offices. Wireless service for academic, as well as residential facilities, has been completed. This included extensive work in the new Mid-Campus Residence Hall. Many other campus based projects, too many to enumerate here, have been successfully completed.

The challenges which exist, and have traditionally existed, are with the interface at the System level. Skepticism has become even greater as financial resources have declined. Many faculty and staff lack full understanding and respect for the System Office's role in upgrading hardware and software, which is sometimes 20 years old, with an ever-increasing need for compatibility across institutions, much higher security levels, and providing for increased demand for user services.

Conclusion
The institution should continue to support the high quality of IT support to campus users. However, at the same time there are major demands for large scale implementation of systemic initiatives. Resources and increased mutual respect between the institution and the System Office will be important if these dual needs are to be met.

ATHLETICS

An important measure of athletic success is the Academic Progress Rating (APR), which the NCAA has used to replace graduation rate for Division I athletic programs. In 2003-04 year, 11 teams, or 61%, met the required APR. By 2014-15, all 18 teams, or 100%, met the required APR, and have for the past two years.

Next in importance to academic achievement as an indicator of athletic success is competitiveness. The following is a list of the last Northeast Conference Championship each team won, and the place in the Conference they finished last year.

Records From 2005-06 Through 2015-16

MEN'S SPORTS	LAST CHAMPIONSHIP	FINISH 2015-16
Cross Country	2015-16	1 of 8
Soccer	2011-12 (3-way tie)	5 of 8
Football	2010-11 (2-way tie)	Tie-3 of 7
Indoor Track	-	2 of 9
Basketball	2006-07	10 of 10
Golf	-	6 of 9
Outdoor Track	2015-16	1 of 9
Baseball	2005-06	4 of 7

WOMEN'S SPORTS	LAST CHAMPIONSHIP	FINISH 2015-16
Cross Country	-	2 of 10
Soccer	2014-15	6 of 9
Swimming	2015-16	1 of 8
Indoor Track	-	3 of 10
Basketball	-	5 of 10
Golf	2010-11	5 of 7
Lacrosse	-	6 of 8
Outdoor Track	-	6 of 10
Softball	2014-15	5 of 9
Volleyball	-	7 of 8

Conclusion

As the cost of athletic programs increases it is important to carefully monitor the academic success of student athletes. Secondarily, analyzing data for competitive success, programs which have not won a conference championship in 11 or more years should be given special scrutiny. Athletics needs to make clear the many benefits it offers to the entire institution.

CONTINUITY OF LEADERSHIP

The President, Executive Committee (ExCom), and President's Office staff at Central Connecticut State University are very experienced, both in terms of total years with the institution and the years () in their present positions. They have also proved themselves to be totally trustworthy.

Richard Bachoo
Chief Administrative Officer (18)

Jacquelynn Bonesio-Peterson
Chief Information Officer (1)
(26 years at CCSU)

Charlene Casamento
Chief Financial Officer (4)

Christopher Galligan
VP Institutional Advancement (9)
(13 years at CCSU)

Carl Lovitt
Provost (10)

Carolyn Magnan
University Counsel (16)

Rosa Rodriguez
Chief Diversity Officer (5)

Anna Suski-Lenczewski (2)
Chief Human Resources Officer
(12 years at CCSU)

Laura Tordenti
VP Student Affairs (6)

Jack Miller
President (12)

Courtney McDavid
Administrative Assistant to the President (5)
(22 years at CCSU)

Rita Pelletier
CSU Administrative Assistant (8)

Leadership at the System Office has been far less continuous. There have been eight heads of the System in the last 10 years.

William Cibes, Jr.
Chancellor
7/8/1994-1/31/2006

David Carter, Sr.
Chancellor
2/1/2006-2/28/2011

Louise Feroe
Acting Chancellor
3/1/2011-7/1/2011

Michael Meotti
Interim President
7/1/2011-9/1/2011

Robert Kennedy
President/President
9/1/2011-10/12/2012

Philip Austin
Interim President
10/12/2012-7/1/2013

Gregory Gray
President
7/1/2013-9/28/2015

Mark Ojakian
President
9/28/2015-Present

In 2011 the 12 community colleges, four state universities, and the online college were combined into a single system with all of the expected growing pains. Much of the systemic leadership change has been, at least in part, the result of that major organizational change.

Conclusion

As the leadership of the System becomes more continuous and the organizational structure is not as new, the functionality of the System should improve substantially. Central Connecticut State University needs to be a major and integral component in the maturation and growth of the System.