

Progress Report
Prepared for the
New England
Commission
of Higher Education
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**CENTRAL
CONNECTICUT
STATE
UNIVERSITY**

**1615 STANLEY STREET
NEW BRITAIN CT, 06050**



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INTRODUCTION

In May 2019, Central Connecticut State University (CCSU, Central) received a letter from the Commission which continued the University's accreditation as well as identified areas for improvement. The commission asked CCSU to submit a report in Fall 2020 that addressed success in the following areas:

1. Completing the strategic planning process and beginning to implement its strategic plan;
2. Achieving its enrollment goals;
3. Documenting compliance with Title IV and Title IX requirements with attention to ensuring that staffing is sufficient to comply with Title IX requirements.

Shortly after the New England Commission of Higher Education (NECHE) Review Team was on campus, CCSU announced the development of the Strategic Planning Steering Committee (SPSC). The SPSC met regularly from November 2018 through early February 2020. The strategic planning process began with developing a timeline and collecting data at the national, regional and institutional levels. Constituents from the surrounding community, campus community and members of the Connecticut State Colleges and Universities System Office (CSCU) as well as the Board of Regents (BOR) were all invited to provide their perspective on the institution and its priorities as they relate to a strategic plan. In addition, the SPSC worked in tandem with the University Planning and Budget Council (UPBC), an elected committee of the Faculty Senate and an active partner in the progression of the plan. Throughout the process, several open forums were held – each with an initial presentation to communicate the status of the planning process and an open discussion regarding the direction of the plan. Following a year-long process the new strategic plan was passed by the Faculty Senate in February 2020 and implementation has begun.

Progress on enrollment requires a multi-pronged approach that includes improving retention rates and increasing enrollment of new students. Since Fall 2018, the CCSU administration has placed greater emphasis on increasing retention. Efforts included hosting a retention retreat, awarding retention grants to faculty and staff with innovative ideas to more fully engage students, sending faculty and staff to retention conferences, and improving communication about the importance of student retention. During the last self-study, CCSU was in the final stages of creating an Enrollment Management Division. That has now been accomplished and the new Associate Vice President for Enrollment Management has focused on improving recruitment strategies and reimagining how financial aid is distributed – now using a standardized formula to ensure equitable distribution of aid.

In response to sexual harassment claims, the Chief Diversity Officer has been elevated to a Vice President and the Office of Diversity and Equity is now the Office of Equity and Inclusion. New software to assist with case management and document compliance with training has been or is in the process of being implemented. CCSU has made considerable progress in laying the necessary foundation to positively impact the campus culture.

INSTITUTIONAL OVERVIEW

CCSU was founded in 1849 as the New Britain Normal School. It is Connecticut's oldest publicly supported institution of higher education. Over the years, the New Britain Normal School became the Teachers College of Connecticut (in 1933) and the Central Connecticut State College in 1959. The present name and educational charter were conferred in 1983. CCSU is governed by the CSCU Board of Regents, which oversees the four Connecticut state universities (Central, Eastern, Southern, and

Western), the state's 12 community colleges and Charter Oak State College. It received continuing reaccreditation in spring 2019, following the site team visit, chaired by Chancellor Jacqueline Maloney, in September 2018.

Central is recognized not only for its teacher education programs, but for liberal arts, business, and programs in science, technology, engineering and mathematics (STEM). It is the largest of the universities within the CSCU system, with an enrollment of over 11,000 students and a full-time faculty of over 400 members. CCSU has more than 65,000 living alumni, with nearly 80 percent choosing to stay in Connecticut and contributing to the intellectual, cultural, and economic health of the state. The University's commitment to Connecticut is more than just a reflection of its alumni. Central is one of very few universities in Connecticut that are designated by the Carnegie Foundation for the Advancement of Teaching as a Community Engagement University. As such, CCSU partners with communities and shares resources and expertise to assist these populations in solving their most pressing challenges.

When NECHE last visited CCSU in 2018, the University's President had been in office for less than two years, and the University was about to embark on a new strategic plan. Now, nearly two years later, CCSU has a new, ten-year Strategic Plan that reaffirms its historic mission and introduces a new vision statement.

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.

Vision: A modern public regional university in ambitious pursuit of knowledge, bold ideas, and innovative partnerships that advance social mobility and drive economic, cultural, and intellectual vitality in the communities we serve.

Possibly the biggest challenge CCSU has ever had to face is the current pandemic caused by the coronavirus. On March 13, 2020 CCSU was forced to begin operating remotely, transitioning all courses to online delivery formats within a week. With the help of its Emergency Planning Team, the University took quick and decisive action to keep everyone safe while facilitating the success of its students. For example, the threshold to trigger a financial hold was increased from \$800 to \$20,000, fees associated with enrollment and credit cards were eliminated, the pass/fail policy and the probation policy were modified for Spring 2020, and survival guides for students and faculty were generated. Numerous faculty development opportunities were created and Information Technology (IT) oversaw the deployment of 450 computers to students, faculty and staff while managing a 300 percent increase in support calls to the IT Help Desk.

In addition, all student support services, including counseling, tutoring, academic coaching, and advising have moved online, and CCSU was the first of the four state universities to move to telecounseling. To keep students engaged, concerts, eSports competitions, and other student activities and leadership development programs were offered on a virtual platform. To ease the financial burden, students who lived on campus or had a campus meal plan were refunded room and board charges covering the period between March 23 and the end of the semester.

On March 22, the campus community was alerted that the state requested access to residence halls to serve as an emergency shelter for healthcare professionals. Shortly after that, the Connecticut National Guard began setting up 224 beds in the gymnasium and recreation center for potential use by Hartford Hospital. A FEMA-certified professional moving company was hired to pack up belongings for students who did not have the opportunity to move personal effects out of the residence halls. As of mid-July 2020, members of the Connecticut National Guard were no longer residing on campus and CCSU had regained full control over all buildings.

As a result of the COVID-19, the University is projecting a modest shortfall of \$1.5M for FY 2020. The shortfall was offset by savings associated with a decrease in purchasing, a freeze on travel, and a pause on hiring new employees. The University incurred approximately \$9.5M in pandemic-related expenses, reduced by the \$4.5M in institutional funding portion of the Coronavirus Aid, Relief, and Economic Security (CARES) Act resulting in approximately \$5M in costs. Of the \$5M in COVID-19 costs, approximately \$650K pertains to direct expenses to ready Central's campus for third party use related to hospital care and emergency responder housing.

For fiscal year 2021, CCSU is assuming a ten percent decline in enrollment and residential services resulting in a projected shortfall of \$17.1M. To lessen the impact on students, approximately \$7M will be funded via reserves, which as of June 30, 2019 had an unrestricted balance of \$38.2M. The University will implement a \$10.1M reduction plan to address the remainder, of which at least \$5M will be achieved via personal services savings as a result of hiring only critical positions. At this point, the only reduction to the FY2021 state appropriation is a \$650,000 holdback. The University has a long-standing commitment to managing its budget via resource reallocation and contingency planning to not only address budget shortfalls, but to also ensure Central's ability to continue to invest in activities which support the student experience and enhance student success.

From mid-March through mid-July, Central functioned remotely, with a small skeleton crew on campus for maintenance and operational needs that could not be completed remotely. In late June, CCSU received permission from CSCU and the State to begin its phased reopening on July 13, 2020. According to the plan, students will be able to access campus services beginning August 3, 2020. The phased-in, on-ground operation of the University will include staggered and intermittent scheduling of employees for social distancing, a robust cleaning regime and various other safety measures. To help choreograph the on-ground reopening, 16 different workgroups, more than 130 people, have been working to develop fall semester guidelines and recommendations, covering everything from how many people can be in the Registrar's office area at a given time and day to how instruction will be delivered. The phased-in reopening must meet or exceed the minimum guidelines set forth by the State and System Office.

Fall 2020 instruction will occur in two formats – online and HyFlex. The HyFlex approach allows a small number of students to be taught in-person while another group of students in the class stream the lecture live, albeit remotely. The lecture is also recorded for viewing at a later time. To facilitate the transition from on-ground courses to online or HyFlex modalities, the Center for Teaching and Faculty Development (CTFD) and the Instructional Design and Technology Resource Center (IDTRC) have created numerous faculty development opportunities, with instructional material readily available.

Like other institutions, the pandemic has forced CCSU to adjust its operations in order to fulfill its missions of educating students. This crisis has proven the University's agility and determination to adapt, succeed and to move forward.

AREAS OF FOCUS

1. STRATEGIC PLAN

CCSU's new ten-year strategic plan, *Strategic Plan 2030: Changing Lives, Building Communities; Central to Connecticut* (SP2030; Appendix A), was approved by the Faculty Senate on February 10, 2020, as well as reviewed and endorsed by the Integrated Planning Council (IPC). The CSCU System Office was informed of the SP2030, and the BOR approved CCSU's new Vision statement on April 3, 2020. The year-long process to develop the plan included multiple phases to help ensure a thorough and thoughtful approach was taken. What resulted is a document that is unique to CCSU with measurable goals and outcomes. The plan drives strategic investments within the institution, informs a capital campaign and provides a framework for future growth – all while remaining dedicated to academic excellence.

The process was led and facilitated by the SPSC, chaired by President Toro and composed of representatives from all campus constituencies, including the president of the Faculty Senate. At each step of the way, the SPSC worked in tandem with the UPBC, an elected committee of the Faculty Senate. In addition to the chair of the UPBC, three other UPBC members also serve on the SPSC – this helped to facilitate discussions, adding clarity when needed. The UPBC was an active partner in the planning process, helping develop a survey that was administered to the larger campus community, in addition to providing feedback and support.

As a starting point, an environmental scan was conducted to ensure that the SPSC was aware of major trends in higher education, had an understanding of perceptions (both within and beyond the campus community) and had knowledge of the University's strengths and weaknesses. The scan involved reviewing national trends in higher education, hosting multiple campus-wide open forums, conducting targeted interviews with key stakeholders, and surveying students, staff and faculty. Feedback was solicited from a broad array of constituents including: CCSU students, faculty and staff; legislators; industry leaders; community members; alumni; members of the Board of Regents and Connecticut State Colleges and Universities leadership; donors; and, local employers to name a few.

While the environmental scan was being conducted, the UPBC worked to identify a set of Peer and Aspirational institutions based on 13 different metrics. Fifteen institutions were identified for each group, and the lists were used to help the University contextualize key performance indicators such as retention and graduation rates. Two sets of competitor institutions – institutions that CCSU competes with for students or resources – were also selected. The CSCU Institution group includes all the institutions in the CSCU system (N=16), while the Admissions benchmark group (N=23) is comprised of regional public and private four-year institutions (Appendix B).

Ultimately, results from the environmental scan reaffirmed the validity and relevance of CCSU's historic *Mission and Elements of Distinctiveness*:

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.

Elements of Distinctiveness:

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

The scan also inspired the development of a new **Vision Statement**, accompanied by a set of **Core Values** which highlight the principal beliefs that distinguish CCSU from other institutions:

Vision:

A modern public regional university in ambitious pursuit of knowledge, bold ideas, and innovative partnerships that advance social mobility and drive economic, cultural, and intellectual vitality in the communities we serve.

Core Values:

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

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

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

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

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

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

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

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

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

Most importantly, the environmental scan highlighted **five strategic themes**, and in spring 2019 multidisciplinary teams worked to add substance to these themes, which would eventually become the SP2030's Five Strategic Goals. The SPSC further refined the goals and presented multiple drafts of the proposed plan to the UPBC for review and feedback in fall 2019. On November 19, 2019, the collective efforts of the SPSC and the UPBC were presented to the campus community during an open forum, as well as to the Student Government Association the next day. Additional feedback collected

after the presentations and forum were considered by the SPSC and the UPBC; a draft of the plan was presented to UPBC for final review in December 2019.

Goal One of the SP2030 is the cornerstone of the plan from which CCSU achieves its Mission. The next three goals support academic excellence and are crucial to distinguishing the value and uniqueness of a CCSU education. Lastly, Goal Five facilitates the success of the four previous goals.

SP2030 Goals:

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

The five strategic goals are each supported by a set of **Objectives**, **Strategies** and **Key Activities** that, when combined, will contribute to the overall success of the plan (Figure 1). Every goal begins with a narrative and a set of definitions that provide clarity and context for the reader. Each goal is also accompanied by a set of metrics that will serve as the assessment of the plan. Key Activities are outlined in the [Action Plan](#) (Appendix C), which is a supplemental document to the SP2030 that will be used to guide strategic planning efforts while remaining flexible and responsive to changing conditions and needs.



Figure 1. Structure of the SP2030.

One or more members of the President’s Executive Committee has oversight responsibility for the activities supporting each Goal. Additionally, each Key Activity has at least one person, typically a director or higher, who has been assigned to oversee progress on that activity. Key activities will be updated on a three-year rolling planning horizon, as they transition from development, to implementation, and finally, to maintenance. To measure progress on the SP2030, each Goal has five

to six key metrics that will be updated annually. These metrics are currently being finalized. This process includes clearly defining the data to be used, and in some cases, developing the needed data sources. Where possible, benchmark comparisons will be made.

In addition, a *financial modeling* (Appendix D) document serves as another supplement to the SP2030. This working financial guide will be adjusted on an annual basis, and it includes the following: 1) an estimate of the expenses incurred during the implementation of the SP2030 with the anticipation that additional resources will be needed (positions, software, etc.) to accomplish the goals, and 2) any savings associated with improved efficiencies or revenues generated will be strategically redeployed to facilitate the goals. This modeling was completed before the pandemic and will need to be adjusted once the University has a better understanding of the financial impact from the coronavirus.

Implementation of the SP2030 has already begun. In preparation for Fiscal Year 2021 division and department leaders were asked to align their budget request(s) with the five goals outlined in the SP2030. Departments and divisions were also asked to document their contributions to the SP2030 in their 2019-20 annual report.

A robust list of Key Activities identified in the SP2030 Action Plan has been developed and prioritized – each in support of a specific Strategy. Start dates for each of the activities have been staggered. Originally, just over half of the identified activities were scheduled to start in Year-1. However, in light of the COVID-19 pandemic, which resulted in a major shift of educational and safety priorities, the University does not have the bandwidth to initiate or work on all Year-1 activities at this time. To help prioritize Year-1 activities, input was requested from the IPC, UPBC, President's Commission on Diversity and the Enrollment Management Council (EMC). Members were asked to identify cost-neutral *Year-1 activities* that would have an immediate impact on the institution (Appendix E). In total, work has begun on nearly *40 different activities* (covering Goals 1, 2, 3 and 5; Appendix F), some of which are directly related to COVID-19 (i.e. preparing faculty to deliver high-quality courses across multiple modalities) and others that may impact enrollment if not completed.

As alluded to previously, the Action Plan is a fluid document that is meant to be flexible and adaptable over the course of the next ten years. Activities will be evaluated on a three-year rolling planning horizon; as conditions change, activities may be substituted or augmented.

Completion of the SP2030 is one example of Central's ability to implement the results of its planning. As stated earlier, the University has already made some or significant progress on 40 Key Activities. For example, expanding the assessment of general education learning objectives was identified as an action item in the ten-year self-study and is included as a Key Activity in the SP2030. At the time of the site visit, three learning objectives had been assessed: Critical Thinking, Written Communication, and Quantitative Reasoning. Now, almost two years later, two more objectives have been included – Civic Engagement and Information Literacy – and work has begun to assess Scientific Reasoning. Other examples from the Projection sections of the self-study that CCSU planned to do include the hiring of an Associate Vice President of Enrollment Management, expanding new student orientation to a two-day program, initiating new academic programs, developing accelerated programs, all of which are described in more detail in the Enrollment section of this report.

CCSU has also made significant progress toward improving the campus culture. In addition to dedicating an entire goal in the SP2030 (Goal 3) to this important endeavor, a 15-point blueprint titled *Action Plan to Change CCSU Campus Climate* was also developed (see Title IX section). To date, almost one-half of the action items have been completed (47 percent), and another 45 percent are in

progress. While there is some overlap between these action items and the Key Activities supporting Goal 3, it is worth noting that 12 of the activities have either been initiated or completed.

2. ENROLLMENT

While CCSU's self-study acknowledged that achieving its enrollment goal of 15,000 students was very ambitious, many events have transpired since the NECHE site visit to reach this objective. In 2019, CCSU reorganized to create a new Division of Enrollment Management (Division) and hired an Associate Vice President of Enrollment Management. The Division is comprised of Admissions, Graduate Admissions, Transfer and Academic Articulations, and Financial Aid. In addition, a new office, Financial Literacy, has been created and staffed.

One of the first changes to CCSU's enrollment strategy was the evaluation of how financial aid is awarded. With the help of consultants, the University redesigned and developed a more equitable strategy to leverage both need- and merit-based financial aid. The new, more transparent, financial aid packaging will go into effect in the 2020-21 academic year.

The University is also updating its communication plans and advertising strategies to attract new students. To facilitate communication efforts with prospective students, CCSU began the implementation of CRM Recruit. As part of the 2017-2020 System Office Banner Modernization project, CCSU was afforded an "introductory priced/low cost" license for the Ellucian Recruit and Ellucian Advise CRM tools. Ultimately it was determined that the tool was not the right fit for the CCSU admissions business process. However, what was learned during this unsuccessful implementation was used to select a more appropriate platform, Slate CRM, that is expected to be fully implemented in Spring 2021. In the meantime, Enrollment Management is using Salesforce for email and CallFire for texting and voicemail messages. Additionally, the University recently added a chat feature to its website, and software such as PlatformQ and WebEx is being utilized to host webinars, information sessions, and open house. The search for an appropriate CRM to track all communication with students is ongoing.

To make the University more attractive to students from the New England region, beginning with academic year 2020-21, CCSU will participate in the New England Board of Higher Education (NEBHE) Flexible Programs Policy. Students from New England states will be able to attend CCSU, regardless of their major, and pay 150 percent of in-state tuition, rather than full out-of-state tuition. The program is available for both undergraduate and graduate students.

CCSU has also revitalized open house, recruitment fairs, and has begun hosting "Admitted Students" days. Summer orientation programs have been enhanced, moving from a four-hour information-based program to a two-day program with expanded content to ensure a better student-life experience and a more informed student. Unfortunately, due to the recent COVID-19 pandemic the in-person orientation has now been transitioned into an online format. One advantage of the virtual orientation, however, is that it is now a one-stop resource that provides students with continued access to important information throughout the semester. In addition to students completing the virtual orientation at their own pace, advisors are available via email, phone and video chat, and orientation leaders are hosting group meetings with new students. Recognizing that not all students enroll as new freshmen, CCSU has also begun working with the Connecticut community colleges to develop stronger connections and partnerships.

CCSU is also working to develop new academic programs that are in high demand. Since the last NECHE site visit, the University has developed nine new academic programs and is working on the development of six new programs in STEM disciplines (Table 1). CCSU has also considered innovative and cutting-edge trends and created two new accelerated 3 + 2 programs, one that results in a master's in Athletic Training and the other that results in a master's in Criminal Justice.

Table 1. New and Potential Academic Programs.

| New Programs | |
|--|---|
| Detective Certificate, C2 | Advanced Detective Certificate, OCP |
| Cybersecurity, BS | Business Leadership, OCP |
| Electrical Engineering, BS | Mechanical Engineering, MS |
| Advanced Manufacturing Technology, OCP | Supply Chain Logistics Management, MS |
| Additive Manufacturing Technology, OCP | |
| Accelerated (3+2) programs | |
| Criminology, BA/Criminal Justice, MS | Exercise Training, BS/Athletic Training, MS |
| Programs Under Consideration | |
| Aerospace Engineering, BS | Serious Gaming and Simulations, BS |
| Data Science, BS | Civil Engineering, MS |
| Industrial Engineering, BS | Construction Management, Doctor of Practice |

CCSU continues to work with Hanover Research to help identify promising opportunities to develop new degree and certificate programs that align with workforce needs. Also aligning with workforce needs is the SP2030 action item of increasing the number of hybrid and online course offerings. This action item, which because of the pandemic now has even greater emphasis, should result in more attractive course offerings to adult learners and provide greater flexibility to working students. Keeping with the theme of increased flexibility and becoming more student-friendly, the University expects to open a daycare center, the CCSU Drop in Center. The Drop in Center was originally scheduled to open in Fall 2020 and will now open when conditions related to the pandemic permit.

That said, increased recruitment is only the first step; CCSU must also work to retain more students. To help put the University's *retention and graduation rates* into perspective, the Fall 2018 cohort had the lowest retention rate in recent history, with only 72 percent of first-time full-time degree-seeking students returning for their second year. However, not all the news is discouraging. The most recent four-year graduation rate is the second highest (28 percent) it has ever been, and the six-year graduation rate is now at 57.2 percent, second only to the Fall 2009 cohort (57.3 percent). Understanding and communicating these data to the campus community is one of the first steps that CCSU has taken in its retention efforts.

Another important step in increasing retention was CCSU's commitment to undergoing a campus-wide cultural transformation. The institution acknowledges that student success is the responsibility of everyone, including faculty, administrators, and staff. While it takes time to make this transition, CCSU is committed to doing whatever it takes to provide the knowledge and tools to help students succeed. To start, the University has elevated four faculty members who have served on the Student Success Team (SST) for many years to a new role of "Faculty Liaison." Of all the members of a campus

community, faculty are in the best position to identify and provide front-line support for students, as they have the most frequent and long-term contact with students. As part of the SST, these chosen faculty members are regularly updated about student success rates (retention and graduation) and have participated in reviewing student surveys such as the National Survey of Student Engagement, alumni and advising surveys. In their new role, Faculty Liaisons are in a perfect position to communicate this information to other faculty, as they work directly with academic departments. Part of their charge is to help identify issues impacting student retention and discuss strategies to improve student success. The liaisons began their work with a survey followed by an open forum to identify what faculty felt were some of the roadblocks to student success. The forum identified some areas of improvement while also taking the opportunity to address some myths about students, such as their academic preparedness and level of poverty. The liaisons are also visiting each academic department to identify approaches and activities that promote student success. Ultimately a list of best practices will be shared with the campus community.

Additionally, Central is providing faculty the tools and knowledge to help students succeed. To accomplish this, the CTFD created a sequence of professional development opportunities. Most recently, they hosted two workshops, one on “Breaking down Silos to Ensure Student Success” and the other on “Student Success: Recognizing and Fostering Student Success at CCSU”; each workshop was well attended with over 70 faculty participating. In August 2019, a successful retention summit was held that focused on Jean Twenge’s book *iGen: Why Today’s Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy—and Completely Unprepared for Adulthood—and What That Means for the Rest of Us*. One result of the retreat was the recognition of the need to change the CCSU advising model. A workgroup was formed, and the University will be moving toward a dual advising model, where students will have support from both a faculty advisor and a professional advisor. A renewed effort on improving advising was also supported in Central’s annual budget process with the IPC concurring that hiring more professional advisors should be a top priority; nearly \$500K had been allocated but due to COVID-19 related expenses, action on this has been delayed.

A few months after the retreat, two Faculty Success Liaisons and a Student Success Team member were sent to the National Symposium on Student Retention. Of particular interest was the keynote speaker from Georgia State University who spoke about the use of a chatbot to help answer commonly asked questions 24 hours a day, seven days a week. As a result, CCSU expects to launch a chatbot and a mobile application in Fall 2020, allowing students greater access to information in a more convenient form. Both platforms will provide 24/7 automated, personalized student services amplifying campus resources and reducing the time from question to solution.

CCSU is also working to identify and remove obstacles to student success. For example, the institution recently began working with the CCSU Foundation to offer Presidential Registration Scholarships, and beginning with Spring 2020, CCSU began to host on-campus vaccination services. Other initiatives include a newly established Financial Aid Appeals Committee, which works with students who are experiencing unforeseen and/or unexpected financial hardship. The Circle of Care initiative assists students who are struggling with food and housing insecurity, homelessness, and other basic needs. Students can refer themselves for assistance or be referred by a member of the CCSU community.

During the Fall 2019 opening remarks, President Toro announced a new retention initiative. She invited faculty and staff to apply for grants valued up to \$10K, whereby the recipients must identify a retention-related issue to be addressed, propose an action, and measure and report the outcomes upon completion of the initiative. Of the 13 applications, four were funded. Contrary to previous

grant opportunities, recipients are expected to work with the Office of Institutional Research and Assessment to evaluate the data, as well as submit a formal report to the President and present their work at a campus-wide symposium, scheduled for Fall 2020. While it is still early, and the activities were cut short by the COVID-19, some of the preliminary data look promising. For example, the grant “Retaining Women in Computer-Related Academic Programs” encouraged female students to attend “Women in Computer” lunches in Fall 2019 and Spring 2020. The lunches featured women from local industries and faculty mentors committed to help build peer and mentor networks and address challenges faced by the attendees. Survey results comparing pre and mid-point outcomes show positive gains in attitudes across all survey questions, with seven of the nine questions increasing more than 0.5 points (on a five-point scale).

Another top priority for the University is the enhancement of its first-year experience (FYE) program. To help accomplish this, the Faculty Senate created and charged a committee with improving the FYE program. In February 2019, members of the committee attended the 38th Annual Conference on The First-Year Experience and came back energized and more dedicated than ever to improving FYE. The committee is expected to develop a proposal for final review and approval by the Faculty Senate.

Despite its best efforts, CCSU’s total enrollment and retention rate have recently declined. In Fall 2019, the new freshmen numbers returned to Fall 2015 enrollment levels after a peak in new student enrollment in Fall 2018. Nevertheless, CCSU still enrolled over 100 more freshmen than in Fall 2016. Over the last five years, transfer student enrollment has continued to decline, enrolling 917 students in Fall 2019. Slightly more than 50 percent of CCSU’s [transfer students](#) come from the community colleges, with Manchester Community College and Tunxis Community College as the top feeder schools. Each year since Fall 2015, the University has experienced a three to eight percent decline from the previous year’s new transfer enrollment. Similar to freshmen enrollment, graduate enrollment has returned to roughly Fall 2016 new student enrollment levels. There was a spike in graduate enrollment in Fall 2017 due to some changes in cohort offerings and strong enrollments in the MBA and MS in Special Education. Overall, [total enrollment](#) for Fall 2019 was 11,154 students.

Enrollment for Fall 2020 appears to be in line with expectations voiced at other institutions nationwide – decrease in enrollment by as much as 10 to 15 percent. According to [fitchratings.com](#), the pandemic economy will likely decrease the expected family contribution, resulting in students with greater financial need. Additionally, according to their June 8, 2020 article, they predict a slower economic recovery, driven by prolonged coronavirus-related disruptions; their enrollment forecast is for declines of up to 20 percent. As of July 31, 2020, when looking at a year-over-year comparison, CCSU is down 5.9 percent in total enrollment. More specifically, full-time undergraduate enrollment is down 6.9 percent and part-time enrollment down 1.9 percent. Graduate enrollment, both full- and part-time, is down 5.8 percent. On a positive note, the weekly comparisons of year-over-year data do show that the decline in enrollment is softening. Total enrollment on May 22, 2020 was down 10.8 percent, and the decline is slowly decreasing each week. It is worth noting that CCSU has budgeted for a ten percent decline in enrollment.

In response to the pandemic, CCSU has taken quick and decisive actions on several fronts to ensure the safety of its students and employees, to maintain educational quality, and to stabilize enrollment for future semesters. As mentioned in the Institutional Overview, in Spring 2020, CCSU transitioned from offering about five percent of courses online to offering 100 percent online. Other COVID-related changes implemented in Spring 2020 included the elimination of enrollment fees, suspension

of credit card fees, and the deployment of 450 computers and other technology to support students, faculty and staff as they moved online.

Planning for the next academic year has been a top priority. The University is preparing to offer classes in either online or HyFlex formats in Fall 2020. The HyFlex modality is a flexible approach allowing faculty to simultaneously teach a class to students, some who are in the classroom and some who are remote. The “live” class is streamed while also being recorded for future playback. This feature will be particularly attractive to students who may not be able to view the lecture synchronously due to internet/equipment access or work schedule. All in-person interactions will follow the safety guidelines outlined by the State.

To help prepare faculty for the fall semester, both the IDTRC and the CTFD have created extensive professional development calendars including Blackboard Boot Camps, cohort-based Quality Matters workshops, and daily trainings on lecture capture and test proctoring software, that are available to full- and part-time faculty. As the installation of the HyFlex systems continues on campus, both centers are working in coordination with the Information Technology Division to offer in-class training to prepare faculty to teach effectively in the HyFlex space. To date, there are four sets of Quality Matters workshops: 1) Rethinking your Course for Online Adaption, 2) Building the Online Presence, 3) Consistency of Form, and 4) Getting Ready for Fall. Each set has four unique clinics with different areas of focus. Both centers continue to expand their professional development opportunities and expect to add more programs as conditions change and decisions are made at the State and local levels.

In April of this year, CCSU was notified that the University successfully applied for and was awarded \$4.5M of the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Just over \$4M was distributed directly to students (see Title IV section) while the remaining funds (\$422K) were set aside for other student- and COVID-19-related expenses. Student feedback from Spring 2020 drew attention to challenges that many CCSU students will have in the coming year, including inadequate access to computers and the internet. Normally, this is not an issue because students have access to CCSU’s well-resourced computer laboratories and Wi-Fi that is available across campus. As such, the University has procured 650 laptops (\$370K), and the remainder of the funds will be used to secure Wi-Fi on a student-by-student basis. Additional high-speed Wi-Fi has been added to the Welte Parking Garage to support “drive-in” broadband and campus resource access. All computers will be owned and licensed by the University. A portion of the computers (50 to 100) will be available via the Library loaner pool, while the remaining computers will be available to students who submit requests through the Office of Financial Aid.

While it may be difficult to assess, CCSU is hopeful that these technological investments will attract future students and help current students to succeed and retain at higher rates.

CCSU’s ten-year self-study acknowledged that the number of Connecticut high school students continues to decline. Now, three years later, that is still the case. Not only are there significantly fewer students graduating from Connecticut high schools, the state ranks fourth in the nation with 45 percent of its first-time students attending a four-year college in another state. Beginning in academic year 2020-21, Connecticut high school graduates will be eligible to earn a debt-free education at any Connecticut community college as long as they meet specific criteria, which include being a first-time, degree-seeking college student who is enrolled full-time. As a result, CCSU is in a more competitive market than it was a few years ago and is now actively competing with the University of Connecticut (UCONN) to gain more students. In 2013, 484 students applied to CCSU and went on to enroll at UCONN. By

2018, that number had almost doubled to 911 students. That said, with the exception of UCONN, CCSU still has the largest undergraduate population in the state. Another trend in Connecticut is the number of first-time students enrolling in out-of-state institutions. In comparison to neighboring states, Connecticut enrolls approximately 75 percent of its first-time students while Massachusetts and New York enroll 85 percent and 95 percent of their students, respectively. In recognition of these challenges, the IPC recommended the funding of new positions in Marketing and Communications, as well as setting aside funds to make enhancements to the website and increase the advertising budget. Originally, about \$400K had been earmarked in fiscal year 2021, however, due to expenses associated with the COVID-19, not all of the money will be used to support marketing efforts.

Overall, while the total number of Connecticut high school graduates is decreasing, the number of Hispanic students graduating from high school has increased 25 percent over the last five years. CCSU believes this is an opportunity, and as such, has made it a goal to increase the enrollment of Latino students. In October 2019, CCSU sent a team to the Accelerating Latino Student Success (ALASS) Institute and in Spring 2020 participated in the Seal of Excelencia 2020 Data Institute to learn how to better serve Latino students. As a result of these experiences, CCSU has created a workgroup that, over the next few years, will focus on making better use of data to help Latino students. Then, what is learned through this initiative will better prepare the University to help other under-represented populations.

Ultimately, CCSU has made strides in the area of enrollment, even with the added pressure from the COVID-19. While there is still a great deal of work to be done, the University is prepared to rise to the challenge.

3A. TITLE IV

In March 2017, all public higher education institutions in Connecticut, including CCSU, were placed on Provisional Certification Status. Since then, CCSU has taken appropriate measures to correct repeat audit findings. On August 30, 2019 the University was notified by the United States Department of Education that it satisfied the definition of an eligible institution and its Application for Approval to Participate in Federal Student Financial Aid Programs was accepted and certified. The Program Participation Agreement has been signed and CCSU is qualified to participate in Federal student financial assistance programs. CCSU must reapply by March 31, 2023 to maintain its status.

In addition to demonstrating that the University's administrative capabilities are commensurate with the standards established in regulations 34 C.F.R. 668.15 and 668.16, CCSU has also taken steps to standardize financial aid awards and improve communication with students. The first step in this process was to provide closer oversight by creating the Division of Enrollment Management, led by the Associate Vice President of Enrollment Management. The Division now includes the offices of Undergraduate Admissions, Graduate Recruitment and Admissions, Transfer and Academic Articulations, Financial Literacy, and Financial Aid.

Beginning with the financial aid award year 2020-21 (Fall 2020 aid is currently being packaged), CCSU implemented a new strategy for awarding merit and need-based financial aid. Working with an outside vendor, Ruffalo Noel Levitz, CCSU developed an equitable, data-based financial aid strategy using clear guidelines and thresholds.

Merit aid is based on incoming GPA and test scores for all incoming freshmen, and on GPA for incoming transfer students. Students are divided into five tiers based on academic performance. The

five tiers are used to track academic performance and retention over time and will be used to help assess the award strategy. Students in tiers one, two, and three will receive a [*Trustee's Scholarship, A President's Scholarship, or a Director's Scholarship*](#), respectively. An additional feature of this new model is that students will receive the same financial aid package throughout their four years at Central, allowing students to plan accordingly. Previously, students were notified annually if they qualified for a merit award, and it was not uncommon for the value of the scholarship to differ from one year to the next. Going forward, CCSU's merit scholarships will only be removed from a student's financial aid award in subsequent years if they fail to meet the average grade point (GPA) threshold required to keep the scholarship. This information is clearly outlined for the student in the financial aid award letter.

Need-based aid is awarded based on a student's expected family contribution (EFC) upon completion of the Free Application for Federal Student Aid (FAFSA). Students will be divided into five tiers based on their EFC. CCSU meets a certain "percentage of need" based on the tier the student falls into. This aid is awarded in the following manner: federal and state aid first, followed by institutional aid should the student's "percentage of need" not met by the merit, federal and state aid already awarded. Students will maintain eligibility for need-based aid based on their EFC through graduation, provided they complete the FAFSA each academic year and continue to make Satisfactory Academic Progress.

CCSU has also taken steps to improve communication with students. First, CCSU created a new Office of Financial Literacy and hired a coordinator. While the Office of Financial Aid assists students with their financial aid, the [*Office of Financial Literacy*](#) provides broader financial literacy education, guidance, and support. The Financial Literacy Coordinator hosts several workshops each year designed to help students become more financially literate. Workshops, which are held on campus for current students and in high schools for prospective students, cover topics such as completing the FAFSA, as well as understanding loans and repayment options, interest rates, and credit reports. The Coordinator has also participated in several Senior Seminar courses to ensure students who have already taken out loans understand their repayment obligations. Resources are designed to lay the groundwork for major decisions they will make upon graduation, such as managing student debt and attending graduate school. The goal is to ensure each student learns the skills necessary to set a budget, track spending, pay off debt, and prepare for life after college. To that end, the Office of Financial Literacy also hosts several information sessions both on and off campus on topics such as:

- Financial aid, including scholarships, grants, student loans and parent loans
- Understanding student loans, repayment options and interest rates
- Maintaining a budget and money management
- Credit Scores, credit reports and the credit bureaus
- Opening and managing a bank account

Second, CCSU has designed a new Financial Aid Award package that is mailed to the student's home. Prospective students receive their Financial Aid award letter along with a "Commitment to Value" brochure once they are admitted to the University. The Financial Aid award letter lists all grant, scholarship and loan aid that the student has qualified for (federal, state, institutional, and other) and subtracts this amount from expected tuition, fee, and housing costs. As a result, students see their expected balance before they accept their aid offer. The accompanying "Commitment to Value" brochure gives students a brief description of each type of award they might see in their Financial Aid letter and provides instructions on how to accept each type of aid as well as for completing the Entrance Counseling and Master Promissory Notes required for loan acceptance.

Third, Central's Financial Aid website offers student loan and Parent Plus Loan information, including current interest rates and repayment terms, and links to information on Studentaid.gov regarding the different types of federal loans available to students, loan limits, etc. The [website](#) also offers a link to ELM Select, which provides a neutral lender and product comparison tool to students and families who wish to research options for alternative loans. Consistent with Federal requirements, CCSU maintains and routinely updates a [Net Price Calculator](#) that assists students in determining how much they are likely to owe, given their unique financial circumstances. There are a number of resources on the [Student Consumer Information](#) page that students can access as well. For example, a student or parent can compare the three-year cohort default rate for CCSU students (6.1 percent) to the default rates within the state (11.0 percent) or to the national rate (10.1 percent) or that the average educational loan debt of bachelor's degree recipients decreased by more than \$1,000 in 2018-19. Tuition, fees, and housing costs can be accessed through the [Admissions](#) webpages or through the [Bursar's](#) webpage.

Finally, the University is working to fill vacant positions in the Office of Financial Aid. In August 2019, the long-time Director retired, and the Associate Director was selected to fill the Director position in March 2020. A search is now underway to refill the vacated Associate Director position. In addition, a search will soon begin for an open Assistant Director position, and a search for a new financial aid counselor was recently completed.

As mentioned in the Enrollment section of this report, CCSU received \$4.5M from the CARES Act, of which just over \$4M was distributed to Title IV eligible students who were enrolled in at least one on-ground course as of March 27, 2020. The [methodology](#) used to determine the amount of aid disbursed to students is clearly posted on the CCSU Financial Aid website for students and parents to view. Title IV eligible, full-time non-Pell students were distributed \$448, while full-time Pell-eligible students were disbursed an additional 40 percent, bringing their allotment to \$629. Part-time Title IV eligible students received prorated disbursements, based on the number of credit hours billed, at 75 percent of the full-time student rate. A question and answer webpage fully discloses student eligibility requirements to receive the CARES grant, as well as steps to be taken for ineligible students. To determine eligibility, students must first complete the Free Application for Federal Student Aid (FAFSA). Students who were enrolled as of March 27, 2020 and had not completed the FAFSA were encouraged to do so by June 30, 2020.

3B. TITLE IX

Since the NECHE site visit in September 2018, CCSU has taken additional steps to ensure compliance with Title IX. As mentioned in the self-study, the University learned of allegations of sexual misconduct by a faculty member in 2018, as well as claims of misconduct within the CCSU Police Department. As a result, the current administration has worked to improve the campus culture, and to communicate a policy of "zero tolerance" in relation to acts of sexual misconduct, as well as acts of violence, bias and discrimination.

One of the first steps taken to ensure Title IX compliance was the assembly of the [Task Force on Sexual Misconduct, Bullying and Campus Climate \(Task Force\)](#). The group reviewed University policies and processes to ensure the safety and wellbeing of students, faculty and staff. After eight months of work, the Task Force's [report](#) was finalized and submitted to President Toro on January 14, 2019. Recommendations from the Task Force included reengineering the Department of Human Resources (HR) and the Office of Equity and Inclusion (OEI, formerly the Office of Diversity and Equity), improving tracking and documentation of training activities and compliance with policies, regularly

administering a campus climate survey, and adopting a new model for investigations that necessitated an increase in staff. Since then, staffing levels in OEI have doubled, moving from three full-time employees in fiscal year 2018 to six full-time employees in fiscal year 2020.

As a result of the report from the Task Force as well as other reports, several changes have been implemented that go beyond personnel and organizational adjustments. For example, the President has personally overseen the reengineering of the OEI and HR. To assist in this process the President also hired Sibson Consulting (Sibson), a firm specializing in human resources, to help identify opportunities to improve functionality and foster a more inclusive culture at CCSU.

Shortly thereafter, President Toro charged the Strategic Planning Steering Committee with developing a new strategic plan and proposed that Committee consider a goal related to improving the campus climate. This recommendation resulted in *Goal 3: Foster an Inclusive and Safe Campus Culture that Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas*. Within Goal 3, there are two Objectives and three strategies that specifically relate to Title IX compliance. The Key activities are:

- Goal 3.2C – Identify opportunities to incorporate Title IX and the Americans with Disabilities Act (ADA)
- Goal 3.4.A1 – Inventory all state and federal compliance policies relating to Title IX, equal employment, ADA, equity and discrimination
- Goal 3.4.B9 – Professionalize the CCSU Police and incorporate training on diversity, cultural competency, mental health, and Title IX

Additionally, one of the key metrics to be measured in Goal 3 is the number and percent of employees and students who have received Title IX and diversity training. To clarify, while CCSU remains compliant with federal and state Title IX policies that require the institution to provide training, it has been less successful with its own policy of requiring employees and students to participate in training each year. Forty-three percent of employees have complied with Title IX training, an increase of 22 percent, over 2018-19 and a 95 percent increase in number of people trained. CCSU offers both in-person and online Title IX training to employees. This year, 27 in-person training sessions were open to the entire campus, and 12 department-specific sessions were offered, for a total of 39 trainings in 2019-20; this compares to 21 in-person training sessions offered in 2018-19. Title IX training for students was not quite as successful. In 2019-20, new students received Title IX training during orientation while returning students and students who did not participate in orientation, completed it online. Disappointingly, only 36 percent of students successfully completed their training. This represents a ten percent decrease from the prior year where all the training was completed online. With the COVID-19, all training has moved to an online format.

The State of Connecticut requires that every new employee participate in diversity training when hired. However, it has become apparent that a one-and-done approach is simply not adequate. To rectify this, CCSU has begun hosting additional opportunities for employees to participate in diversity training. For example, earlier this year two “Coffee Over Culture” sessions were held, and later this spring three different sessions were offered: Understanding Unconscious Bias: We All Have Them (128 attendees), Racial Injustice: Speaking Your Truth (348 attendees), and most recently, a Faculty & Staff Open Forum about racism, bigotry, bullying and discrimination was held (227 attendees).

One of the recommendations made by the Task Force was to adopt software that would assist in documenting which employees and students have or have not completed required training. CCSU has

selected two software products, one to be used by HR and OEI, Simplicity (anticipated to go live in Fall 2020), and the other, Maxient (fully implemented in January 2020), is now used by the Office of Student Rights & Responsibilities. It is likely that the disruption caused by the COVID-19, the reorganization of the Office of Equity and Inclusion, and the implementation of new tracking software contributed to the lower than expected participation in training activities. While not yet at 100 percent compliance, Central has begun the process to move forward.

In Fall 2019, a suite of three campus climate surveys from the Higher Education Research Institute (HERI) at the University of California Los Angeles (UCLA) were selected for administration in Spring 2020. The surveys were administered simultaneously to students, faculty and staff from February through mid-March. Initially, the surveys were scheduled to remain open until the end of April but had to be closed early due to the coronavirus. Results from the survey are expected in early fall. Tentatively, these surveys are scheduled to be administered annually for the first two to three years and then a rotation schedule will be implemented. This activity aligns with Goal 3, Objective 3 in the SP2030.

In addition to the recommendations from the Task Force, President Toro and her [*Executive Committee*](#) developed a detailed, 15-point plan outlining the actions necessary to ensure the achievement of a [*safe and inclusive campus environment*](#) for all students and employees. The [*Action Plan to Change CCSU Campus Climate*](#) (Appendix H) outlines the objectives and establishes a timeline for each action to be completed, and it identifies which Executive Committee member is responsible for each element of the plan. The following provides a summary of each of the 15 action items, some of which are also part of the SP2030.

ACTION PLAN TO CHANGE CCSU CAMPUS CLIMATE

Action Item 1. Reengineering the Offices of Equity and Inclusion and Human Resources (HR) – Responsible person: President.

The review of HR and OEI was expanded to include the Ombudsperson's (OMB) office. Sibson's evaluation, now complete, included reviewing the organizational structure, policies, procedures, tools and technologies, staffing levels and more. A few areas of strength for the University included frequent communication and transparency with the campus community. However, the evaluation also determined that the long-term lack of action in addressing cultural and behavioral matters has contributed to an environment of diminished trust. As such, Sibson made the following recommendations:

- Revise the structure and staffing model for the OEI (completed).
 - ◆ Changed the name of the Office of Diversity and Equity to the Office of Equity and Inclusion, in order to more accurately convey the charge and responsibilities of the department.
 - ◆ Elevated the position of Chief Diversity Officer to a Vice President level. Dr. Barceló, a nationally recognized expert in diversity and equity, is now the Interim Vice President for Equity and Inclusion.
 - ◆ Hired a Senior Equity and Inclusion Officer and two Equity and Inclusion Associates. The increase in personnel allowed the University to move from a single-investigator model with support from outside investigators, to a two-investigator model that aligns with best practices and uses no outside investigators.
- Conduct a comprehensive assessment of the Women's Center (*completed*).
 - ◆ Evaluate the Center's alignment with OEI's mission and identify opportunities to improve operational and cultural aspects of the unit.

- Develop a comprehensive plan to address culture and climate issues (*in progress*).
 - ◆ Set clearly articulated and measurable goals related to campus climate. Develop a communications strategy as well as an education plan. The goals and education plan should be informed by the results of the campus climate surveys administered in Spring 2020.
- Reimagine the Ombudsperson model (*in progress*).
 - ◆ Transition to an in-house conflict resolution function. To avoid bias and conflict, the Ombudsperson will have no teaching or administrative responsibilities.
- Transform the HR Department (*in progress*).
 - ◆ Provide professional development opportunities to HR staff and redefine select positions to support the transformation and improve campus culture.
- Reduce manual efforts and increase efficiency in HR and OEI (*in progress*).
 - ◆ Review current technologies and processes that can be automated to increase efficiencies.
 - ◆ Finalize process mapping and recommendations for HR and OEI.
 - ◆ Implemented software, PC Recruiter, to facilitate the hiring process (*completed*).

Action Item 2. Implementation of an Institution-wide Reporting, Monitoring and Tracking System to Facilitate and Maintain Collection of Information (Complaints and Training) – Responsible person: Chief Information Officer.

- Inventoried required trainings and surveyed training providers to ensure the requirements prescribed by the State of Connecticut and the Federal Government are met (*completed*).
- Purchased Simplicity software for HR and OEI to manage confidential employee information and training compliance data (*completed*).
- Acquired and implemented Maxient software for Student Affairs to track and manage student behavior records and to track compliance with student-related Title IX issues (*completed*).

Action Item 3. Administer a Campus Climate Survey – Responsible persons: Vice President for Equity and Inclusion (VPEI), Chief Financial Officer, and Associate Vice President for Planning and Institutional Effectiveness (AVPPIE).

- Administered a set of nationally recognized campus climate surveys for students, faculty and staff. The surveys were developed by the HERI at UCLA and the campus community was encouraged to participate between February and April 2020 (*completed*).
- The VPEI and AVPPIE will work with the Commission on Diversity, Equity and Inclusion to analyze the survey results, which are expected in early fall 2020, and develop recommendations (*to be completed*).

Action Item 4. Implement actions to improve campus climate – Responsible persons: President and Vice President for Equity and Inclusion.

As mentioned previously, the Office of Diversity and Equity has been renamed, the Office of Equity and Inclusion, and now has a new mission that is broader and more inclusive and aligns with national trends. The Chief Diversity Officer position was elevated to a Vice President, to reflect the importance of the office and position. One way to create sustainable diversity initiatives is to have the Executive Committee lead by example. As such, in summer 2019, in advance of the Committee's retreat, all members were required to read and be prepared to discuss: *Why Are All the Black Kids Sitting Together in the Cafeteria?* Other changes include, but are not limited to:

- Moved the office of OEI to a new space that is more welcoming and is better suited for confidential conversations and records (*completed*).

- Hired two new Equity and Inclusion Associates to ensure timely investigation of complaints and subsequent resolutions, improved training and professional development efforts that will contribute positively to an improved campus climate (*completed*).
- Created and appointed the President’s Commission on Diversity, Equity and Inclusion (Commission), chaired by the VPEI and comprised of diversity liaisons from each School/ College, representatives from Faculty Senate, affinity groups, administrative staff and students. Their charge is to promote respect, diversity and inclusivity within the campus community (*completed*).
 - ◆ Host a Symposium in academic year 2020-21 focusing on the Status of Diversity, Equity and Inclusion at CCSU, showcasing research and successes (*to be completed*).
- Developed and hosted “Coffee over Culture” workshops for faculty to discuss diversity, equity and inclusion (*completed*).
- In Spring 2020, three virtual workshops open to the campus community, replaced the planned in-person workshops (*completed*).
- Created and presented a series of workshops for students where the focus was on sexual misconduct issues (*completed*).
- Design a sustainable training and professional development plan that extends beyond Federal and State requirements. The plan should include topics such as disabilities, race, homophobia, and sexual misconduct (*to be completed*).

Action Item 5. Development of a vision for a safe and inclusive Central Connecticut State University – Responsible persons: Strategic Planning Steering Committee.

CCSU finalized its new strategic plan, [Strategic Plan 2030: Changing Lives, Building Communities; Central to Connecticut](#), in Spring 2020. Goal 3, Fostering an Inclusive and Safe Campus Culture that Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas, focuses on the development and preservation of an equitable, inclusive, safe, responsible, accessible, and accountable campus environment. The Goal identifies five overarching objectives supported by a set of strategies which are then supported with a set of key action items. Together, these actions will contribute to the development of a richly diverse, healthier, more vibrant climate that is safe, inclusive, and welcoming to all (*completed*).

- Progress will be reported annually (*to be completed*).

Action Item 6. Partner with faculty and union leaders to achieve 100 percent employee participation in Title IX training – Responsible persons: President and Vice President for Equity and Inclusion.

- Inventoried all mandatory training and training providers (*completed*).
- Members of the Sexual Assault & Interpersonal Violence Resource Team (SART) will participate in a retreat to review training efforts and policies with the goal of developing strategies to obtain 100 percent compliance with mandatory training (*in progress*).
 - ◆ Qualitative data collected on Title IX training will be considered.

Action Item 7. Explore a new model for investigating sexual harassment, bullying, and sexual misconduct on campus and HR complaints rather than a “single investigator” to decrease individual bias or conflicts of interest – Responsible person: University Counsel

- Two new Equity and Inclusion Associates have been hired, allowing investigations of misconduct to be completed with less bias (*completed*).

- In concert with the CSCU System Office, update processes and policies to ensure alignment with new Federal Title IX regulations (*in progress*).

Action Item 8. Appoint a work group to examine and make recommendations on policies and processes related to bullying and hazing – Responsible person: Vice President for Student Affairs.

- New policy on bullying has been drafted and is currently under review by the CHRO (*in progress*).

Action Item 9. Determine how best to incorporate educational material on Title IX, bullying, and civility into student programming – Responsible person: Vice President for Student Affairs.

- New freshmen participating in two-day summer orientation sessions now receive Bringing in the Bystander training (completed). Continuing students and new students who did not receive the Bringing in the Bystander training will receive Not Anymore training (*in progress*).
 - ◆ Student Affairs captured attendance at each of the events and will follow up with students accordingly (*in progress*).
 - ◆ The recently developed online orientation for new students (due to the pandemic) includes Title IX training (*completed*).
- OEI is working with the Division of Student Affairs to evaluate the effectiveness of these trainings (in progress).

Action Item 10. Analyze programming offered by Student Affairs' departments on topics such as: sexual misconduct and bullying, among others, to leverage efforts and resources and increase effectiveness – Responsible person: Vice President for Student Affairs.

- Conducted an inventory of all programs related to issues such as stalking, inter-personal relationship violence, sexual assault, and bullying (*completed*).
- The Division of Student Affairs is working in collaboration with OEI to develop new training material, scheduled for Spring 2020 (*in progress, training was scheduled but delayed due to the COVID 19*).

Action Item 11. Implement the Recommendations Contained in the report of Counseling & Student Development Reviewed with Special Attention to After Business Hours and Weekend Coverage – Responsible person: Vice President for Student Affairs.

- Counseling and Student Development has a cell phone dedicated for after-hours calls. The CCSU Police Department can access the on-call counselor (*completed*).

Action Item 12. Assess Training Programs and delivery Models – Responsible persons: Vice President for Equity and Inclusion

- Evaluation of online training vendors (*in progress*).
- New online courses are being evaluated for content and ability to meet training requirements such as Title IX and Harassment prevention for Connecticut Supervisors (*in progress*).
- Trainings that were already on a State contract have been put forward in the Fiscal Year 2021 budget request (*in progress*).

Action Item 13. Review Operation of the Sexual Assault and Interpersonal Resource Team (SART) – Responsible person: University Counsel

- Researched requirements of the statute, and per Connecticut law, President Toro appointed members of SART based on recommendations from the University Counsel and Vice President for Student Affairs (completed).

Action Item 14. Create a New Webpage to Keep the Internal and External Campus Community Informed on the Progress Made with Respect to the Above Action Items, Including Actions Implemented, As Well As to Gather Feedback as Needed – Responsible person: Chief Information Officer

- The new webpage was created and can be found at www.ccsu.edu/ccc (completed).

Action Item 15. Develop and support “champions” to lead the transformation of the CCSU campus climate to become more inclusive, welcoming and safe environment – Responsible persons: President and the Executive Committee, Union Leaders, Deans

- Create and appoint the President’s Commission on Diversity, Equity and Inclusion (Commission). Commission will be chaired by the VPEI and comprised of diversity liaisons from each School/College, representatives from Faculty Senate, affinity groups, administrative staff, and students.
 - ◆ President Toro appointed 36 Diversity Liaisons as “Champions” (completed).
 - ◆ The Commission has been charged with:
 - Promoting respect, diversity and inclusivity within the campus community (completed).
 - Monitoring and evaluating progress on Goal 3, Fostering an Inclusive and Safe Campus Culture that Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas of the [*Strategic Plan 2030: Changing Lives, Building Communities: Central to Connecticut*](#) (in progress).
 - Oversight of diversity, equity and inclusion practices, policies, climate, data and research (in progress).
 - ◆ The Commission will host a series of smaller conversations and professional development opportunities throughout the year focusing on different topics including gender, disabilities, and race, among others (in progress).
 - ◆ The Commission will work in concert with the President to establishing institutional diversity priorities and advise the President on Diversity, Equity & Inclusion progress and issues (in progress).

In addition to the progress summarized above, more detail is presented in the *Progress Report on Transforming CCSU Culture*, which was completed on August 3 (Appendix I). The University has also made considerable progress on a number of investigations of sexual misconduct. All investigations have been finalized. For investigations that resulted in findings of employee misconduct, in all cases, the employee is no longer with the University. One case is still in arbitration.

**CHANGING LIVES,
BUILDING COMMUNITIES;
CENTRAL TO CONNECTICUT**



**STRATEGIC PLAN
2030**

CENTRAL CONNECTICUT STATE UNIVERSITY

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AN INVITATION FROM THE PRESIDENT

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

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

CCSU has become an engine of significant economic and social development in Connecticut. *Our unique ability to provide a strong liberal arts foundation combined with high impact practices and community engagement prepares our students for real-world experiences.* We will continue to engage, share ideas, and promote innovative and positive changes throughout New Britain, the region, and the state. These elements embody the spirit and value of a CCSU education.

A renewed vision will extend Central's reach through unique academic programming and a solid liberal arts foundation to prepare graduates for the careers they will pursue 10 to 15 years from now. This approach will benefit the CCSU community by developing graduates who are well-informed, civic-minded citizens, and professionals contributing to the needs of our increasingly diverse society.

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

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

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



Zulma Toro, Ph.D.
President

INTRODUCTION

CHANGING LIVES, BUILDING COMMUNITIES; CENTRAL TO CONNECTICUT

Central Connecticut State University plays an essential role by offering quality, affordable education and socioeconomic development in New Britain, the region, and the state. Since 2010, CCSU has dramatically improved the diversity of its student population, growing from 21 percent to 35 percent in just a few years.

CCSU's unique programs help make us the largest recipient of transfer students in the state and attract traditional undergraduate students, graduate students, and adult learners. *The value of a CCSU education begins with a deep liberal arts foundation combined with high impact practices, community engagement, and innovative ideas to prepare our graduates for success in the workforce of today and tomorrow.* Our goal is to develop lifelong learners who become industry leaders and pillars of their community. This plan builds upon these fundamental principles to provide an enriching student experience to the increasingly diverse 21st-century population of Connecticut and beyond. It was created over the course of a year and includes the contributions and input of hundreds of CCSU faculty, staff, students, and community members.

A NEW VISION

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

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

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

The first goal of the plan, *Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy*, is the foundation from which CCSU achieves its mission. The subsequent three goals are essential to supporting academic excellence and distinguishing the unique value of a CCSU education. The last goal will make the first four goals possible.

BUILDING ON OUR HISTORIC MISSION

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

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

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

ELEMENTS OF DISTINCTIVENESS

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

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

CCSU'S CORE VALUES

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

Accountability.

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

Collaboration.

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

Equity.

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

Engagement.

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

Excellence.

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

Innovation.

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

Integrity.

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

Responsibility.

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

Responsiveness.

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

TAKING ACTION

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

GOAL 1

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

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

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

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

ENHANCING
ACADEMIC
EXCELLENCE
AND
PREPARING
GRADUATES
TO THRIVE IN
A CHANGING
ECONOMY

GOAL 1

ENHANCING
ACADEMIC
EXCELLENCE
AND
PREPARING
GRADUATES
TO THRIVE IN
A CHANGING
ECONOMY

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

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

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

GOAL 1

- G. Enhance infrastructure support for academic programs, including state-of-the-art classrooms, laboratories, technology, library facilities, galleries, and performance spaces.

2. Develop educational foundations that strengthen student learning

- A. Provide a comprehensive, multi-faceted first-year program to all incoming undergraduates that prepares them to thrive in a complex and challenging 21st-century environment.
- B. Guide undeclared students toward academic pathways that match their aspirations and abilities.
- C. Ensure a liberal arts education strong in critical thinking, written communication, and scientific and quantitative reasoning.
- D. Collaborate with community college partners to improve transfer students' consistency of skills and learning outcomes.

3. Promote a student-centered environment to ensure success

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

4. Recognize faculty as pillars of knowledge

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

ENHANCING
ACADEMIC
EXCELLENCE
AND
PREPARING
GRADUATES
TO THRIVE IN
A CHANGING
ECONOMY

GOAL 1

ENHANCING
ACADEMIC
EXCELLENCE
AND
PREPARING
GRADUATES
TO THRIVE IN
A CHANGING
ECONOMY

5. Drive academic transformation through innovation

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

POTENTIAL METRICS

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

1. **Metric:** Diversity of faculty, staff and administration
Target: Mirror the diversity of the student population
2. **Metric:** Alumni and employer satisfaction regarding how prepared students are upon graduation
Target: Continuous increase in level of satisfaction
3. **Metric:** Assessment of all General Education Learning Objectives
Target: Continuous improvement on all general education assessment indicators
4. **Metric:** Number and percent of courses incorporating high-impact practices
Target: Continuous increase in number and percent of courses with high-impact practices
5. **Metric:** Student satisfaction with advising
Target: Continuous increase in level of satisfaction
6. **Metric:** Number and type of professional development offerings through the Center for Teaching and Faculty Development
Target: Increase the number of and faculty participation rate in professional development offerings

GOAL 2

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

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

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

INCREASING
ACCESS TO
HIGHER
EDUCATION
AND
ENSURING
STUDENT
SUCCESS

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

GOAL 2

INCREASING ACCESS TO HIGHER EDUCATION AND ENSURING STUDENT SUCCESS

1. Develop a culture of accessibility

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

2. Facilitate student success in the college environment

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

3. Prepare students for career readiness and future success

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

4. Provide accessible and relevant graduate education

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

GOAL 2

POTENTIAL METRICS

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

1. **Metric:** Percent of undergraduate full-time equivalent (FTE) students who identify as Hispanic
Target: Become a Hispanic Serving Institution as defined by the U. S. Department of Education (20 U.S. Code §1101a)
2. **Metric:** First-year retention rate and six-year graduation rate
Target: First-year retention rate and six-year graduation rate equal to or higher than 85 percent and 60 percent, respectively
3. **Metric:** Local high school students completing the Free Application for Federal Student Aid (FAFSA)
Target: Continuous increase in number and percent of local high school students who complete the FAFSA each year
4. **Metric:** Alumni survey on career preparation
Target: Continual increase in favorable response
5. **Metric:** Student enrollment and profile of the student body
Target: Increase enrollment to 15,000 students and transition the student population to 25 percent graduate enrollment

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

INCREASING
ACCESS TO
HIGHER
EDUCATION
AND
ENSURING
STUDENT
SUCCESS

GOAL 3

FOSTER AN INCLUSIVE AND SAFE CAMPUS CULTURE THAT VALUES AND ENCOURAGES INDIVIDUALS TO PARTICIPATE IN A FREE AND RESPECTFUL EXCHANGE OF IDEAS

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

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

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

GOAL 3

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

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

2. Integrate diversity into the curriculum, pedagogical methods, professional development, and co-curricular activities that contribute to cultural competency

- A. Develop new diversity models that inform the curriculum, pedagogy, and advising.
- B. Support innovative and inclusive teaching, scholarship, and creative activities.
- C. Incorporate requirements identified in Title IX and the American with Disabilities Act (ADA) into professional development activities.
- D. Ensure community engagement activities are culturally responsive.
- E. Expand funding beyond current levels to support projects and initiatives led by students, faculty, and staff.

3. Use data to inform and develop accountability measures in support of a diverse 21st-century university

- A. Identify and administer a series of campus climate surveys on a regular basis to inform tomorrow's academic directions.
- B. Review and analyze the survey data to identify priorities and gaps in educational needs.
- C. Develop a portfolio of training and engaging activities for students, faculty, and staff.
- D. Implement tracking mechanisms to ensure compliance and guide future planning.

4. Identify best practices that align with federal and state policies to increase safety both on and around campus

- A. Identify and assess all compliance requirements.
- B. Continue to work with local and state authorities to ensure compliance with the most up-to-date campus safety measures and procedures, including completion of required safety training and emergency drills.
- C. Update digital signage to conform to emergency notification standards.

FOSTER AN
INCLUSIVE
AND SAFE
CAMPUS
CULTURE
THAT VALUES
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EXCHANGE
OF IDEAS

GOAL 3

FOSTER AN
INCLUSIVE
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CAMPUS
CULTURE
THAT VALUES
AND
ENCOURAGES
INDIVIDUALS
TO PARTICIPATE
IN A FREE
AND
RESPECTFUL
EXCHANGE
OF IDEAS

5. Enhance recognition of faculty and staff for their value and service to the institution

- A. Expand the value of service in the evaluation and promotion guidelines to incorporate activities such as community engagement, advising, and committee assignments.
- B. Establish an annual recognition ceremony for innovative scholarship, service and teaching on behalf of equity and inclusion.
- C. Promote a culture of respect, collegiality and teamwork within the CCSU family

POTENTIAL METRICS

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

- 1. **Metric:** Number of collaborative activities produced by the academic cultural centers
Target: Increase the number of collaborative activities produced by the academic cultural centers and increase attendance
- 2. **Metric:** Number of courses that incorporate an element of diversity, equity or inclusion
Target: Increase the number of courses that integrate elements of diversity, equity or inclusion
- 3. **Metric:** Number of training programs offered by type (mandatory, optional, etc.) and attendance
Target: One-hundred percent of CCSU employees comply with all required trainings and continually increase the attendance at optional trainings
- 4. **Metric:** Effectiveness of all trainings, including those that are state or federally mandated
Target: Improve the effectiveness of trainings and meet or exceed federal and state requirements
- 5. **Metric:** Number of people actively participating in service such as community engagement, advising and diversity, equity and inclusion taskforces
Target: One-hundred percent of academic and non-academic departments incorporating service in their performance evaluation guidelines

GOAL 4

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

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

STRENGTHENING
STEWARDSHIP –
ADVANCING
SCHOLARSHIP,
SERVICE
LEARNING,
AND
COMMUNITY
DEVELOPMENT
FOR THE
PUBLIC GOOD

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

GOAL 4

STRENGTHENING
STEWARDSHIP –
ADVANCING
SCHOLARSHIP,
SERVICE
LEARNING,
AND
COMMUNITY
DEVELOPMENT
FOR THE
PUBLIC GOOD

1. Foster partnerships that contribute to societal improvements

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

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

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

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

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

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

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

GOAL 4

POTENTIAL METRICS

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

- Metric:** Completion of the application for The Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification

Target: Application is completed in full every year
- Metric:** Community satisfaction with CCSU sponsored/affiliated activities

Target: Improve the level of satisfaction with community engagement efforts for members of the campus and the community
- Metric:** Number of community engagement activities, partners, and participants

Target: Continually increase the number of community engagement partnerships, the number of events, and the number of participants
- Metric:** Number and value of community engagement grants and funded events

Target: Annually, increase the number and value of externally funded community engagement grants
- Metric:** Number of collaborations between CCSU and K-12 partners

Target: Increase the number of events and participants in CCSU and K-12 collaborations

STRENGTHENING
STEWARDSHIP –
ADVANCING
SCHOLARSHIP,
SERVICE
LEARNING,
AND
COMMUNITY
DEVELOPMENT
FOR THE
PUBLIC GOOD

GOAL 5

ASSURING SUSTAINABILITY FOR THE FUTURE

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

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

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

1. Cultivate an entrepreneurial culture in support of academic excellence

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

2. Exercise thoughtful stewardship of resources

- A. Strengthen the thoughtful and innovative management of resources to improve affordability and contain costs.
- B. Optimize processes and ensure appropriate allocation of resources.
- C. Complete implementation of the Athletics Program Sustainability Plan.

GOAL 5

- D. Customize services to meet the needs of CCSU's unique student population.
- E. Develop an integrated marketing strategy and communication plan to promote the University and its programs.
- F. Continue to implement mitigation strategies to reduce greenhouse gas emissions as outlined in the Climate Action Plan and in the objectives of the Governor's Council on Climate Change.

ASSURING
SUSTAINABILITY
FOR THE
FUTURE

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

- A. Complete the \$75M Capital Campaign.
- B. Make giving count through thoughtful and responsible allocation of grants and donations.
- C. Develop and implement a plan to seek private funding for capital projects to support academic programs and student services.

POTENTIAL METRICS

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

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

STRATEGIC PLAN

BACKGROUND AND PROCESS TO DEVELOP OUR STRATEGIC PLAN

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

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

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

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

STRATEGIC PLAN IMPLEMENTATION

Changing Lives, Building Communities; Central to Connecticut is a dynamic planning strategy that enables the University to remain adaptable to changing trends and conditions, respond to economic pressures, and pursue emerging opportunities. The plan will be integrated with the University's enrollment, resource, and facility planning. The strategic plan will be supported by a robust and bold action plan, comprised of key activities to be completed over a 10-year period. The Action Plan will consist of a three-year rolling planning horizon, in which key activities will be updated as they transition from development, to implementation, and finally, to maintenance. The University will measure its progress against the milestones and metrics, as outlined in the strategic plan, in order to set annual priorities and align resources accordingly. The President and division leadership will oversee

implementation of the plan to achieve success or make modifications as unforeseen conditions arise or new opportunities emerge. In consultation with the UPBC and IPC, the divisions and schools/colleges, will develop strategic and resource allocation plans that align with the overall strategic plan.

STRATEGIC PLANNING STEERING COMMITTEE MEMBERSHIP

Zulma Toro – Chair, President

Rusty Barceló – Interim Vice President for Equity and Inclusion

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

Daniel Broyle – Faculty, History

Charlene Casamento – Chief Financial Officer

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

David Dauwalder – Provost and Vice President for Academic Affairs

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

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

Mark Jackson – Faculty Senate President & Faculty, Biology

Yvonne Kirby – Associate Vice President for Planning and Institutional Effectiveness

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

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

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

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

UNIVERSITY PLANNING AND BUDGET COMMITTEE MEMBERSHIP

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

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

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

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

Charlene Casamento – Chief Financial Officer*

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

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

David Dauwalder – Provost and Vice President for Academic Affairs*

Nicole Elsinger – Student, 2019-20

Marianne Fallon – Faculty, Psychological Science, 2018-19

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

UNIVERSITY PLANNING AND BUDGET COMMITTEE
MEMBERSHIP *(continued)*

Khaled Hammad – Faculty, Engineering, 2018-19

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

Fan He – Faculty, Finance, 2019-20

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

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

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

Kathy Martin – Faculty, Biomolecular Science, 2018-19

Mary McCarthy – Faculty, Accounting, 2019-20

Katherine Poirier – Director, Student Center, 2019-20

Jason Snyder – Faculty, Marketing, 2019-20

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

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

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

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

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

**Ex Officio*

WORK GROUP MEMBERSHIPS

INCREASE ENROLLMENT AND RETENTION:

Karissa Peckham – Chair, Assoc. VP for Enrollment Management

Kris Larsen – Faculty, Geological Sciences

Justine Gamache – Advising and Student Support Specialist, SEST

Scott Hazan – Director, Student Activities/Leadership Development

Sheri Fafunwa-Ndibe – Faculty, Art

Perry Cornelio – Student

Maria Lourdes Casas – Faculty, Modern Languages

Mark Cistulli – Faculty, Management Information Systems

David Lopez – Facilities Management

Dylan Goncalves – Student

ENHANCE ACADEMIC EXCELLENCE:

Jerry Jarrett – Chair, Faculty, Biology

Steve Cohen – Faculty, English

Cassandra Broadus-Garcia – Academic Assessment Committee; Faculty, Art

Monique Durant – Faculty, Accounting

Nidal Al-Masoud – Faculty, Engineering

Kim Kostelis – Interim Dean, School of Education

Andres Cintron – GSA

EXPAND COMMUNITY ENGAGEMENT AND STRATEGIC PARTNERSHIPS:

Nghi Thai – Chair, Faculty, Psychological Science

Kathy Martin – UPBC & Faculty, Biomolecular Science

Jessica Hernandez – Coordinator of Community Engagement

Cheryl Crespi – Faculty, Accounting

Lauren Tafate – Coordinator of School-Community Partnerships

John Patrick – Chair, CCSU Foundation

Brian Barrio – Director of Athletics

Wangari Gichiru – Faculty, Educational Leadership, Policy & Instructional
Technology

Christopher Theriault – Student

DEVELOP AND DIVERSIFY ADDITIONAL FUNDING:

Chris Galligan – Chair, VP for Institutional Advancement

Carlos Soler – Asst. Dir. Admissions & UPBC

Rick Piotrowski – Manager of Contract Compliance and Procurement Services

Christa Sterling – Director of Continuing Education

Dan Chase – Faculty, Biomolecular Science

Jennifer Hedlund – Faculty, Criminology

Candace Barriteau Phaire – Program Coordinator, Early Childhood Studies

Carol Ammon – Alum, Donor

Sanil Patel – Student

BUILD CAMPUS CLIMATE:

Michael Jasek – Chair, VP for Student Affairs

Fumilayo Showers – Faculty, Sociology

Lisa Washko – Manager, Information Technology Services

Jason Melnyk – Faculty, Physical Ed and Human Performance

Kia Bryan – Budget Office

Sinead Ruane – Faculty, Management and Org

Gregory Sneed – Chief of CCSU Police

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

Natalie Ford – Secretary, The Learning Center

Nilda Alicea-Velazquez – Faculty, Chemistry

Karen Martin – Student



CENTRAL CONNECTICUT STATE UNIVERSITY
1615 STANLEY STREET, NEW BRITAIN, CT 06050
WWW.CCSU.EDU

Benchmark Institutions

| Peer (N=15) | | Aspirational (N=15) | | Competitor Institutions | |
|---|--|--|-------------------|---|--|
| Western Carolina University | University of Massachusetts-Lowell | CSCU Insitutions (N=16) | Admissions (N=23) | Eastern Connecticut State University | |
| University of North Florida | California State University-Chico | Asnuntuck Community College | | Southern Connecticut State University | |
| The University of Tennessee-Chattanooga | Rutgers University-Newark | Capital Community College | | Western Connecticut State University | |
| Bloomsburg University of Pennsylvania | University of North Carolina at Charlotte | Gateway Community College | | Boston University | |
| SUNY College at Oswego | East Carolina University | Housatonic Community College | | Fordham University | |
| University of Michigan-Dearborn | University of North Dakota | Manchester Community College | | Iona College | |
| Florida Gulf Coast University | Western Washington University | Middlesex Community College | | Manhattanville College | |
| The University of Tennessee-Martin | Oklahoma State University-Main Campus | Naugatuck Valley Community College | | Northeastern University | |
| University of Michigan-Flint | University of Massachusetts-Boston | Northwestern Connecticut Community College | | Quinnipiac University | |
| Western Illinois University | Ball State University | Norwalk Community College | | Springfield College | |
| University of Northern Iowa | University of Missouri-St Louis | Quinebaug Valley Community College | | State University of New York at New Paltz | |
| University of Southern Indiana | Mississippi State University | Three Rivers Community College | | Stony Brook University | |
| SUNY Buffalo State | Bowling Green State University-Main Campus | Tunxis Community College | | SUNY at Albany | |
| University of Alaska Anchorage | University of Idaho | Charter Oak State College | | SUNY at Binghamton | |
| California State University-Bakersfield | The University of West Florida | Eastern Connecticut State University | | University of Connecticut | |
| | | Southern Connecticut State University | | University of Connecticut-Avery Point | |
| | | Western Connecticut State University | | University of Connecticut-Stamford | |
| | | | | University of Connecticut-Tri-Campus | |
| | | | | University of Hartford | |
| | | | | University of Massachusetts-Amherst | |
| | | | | University of New Haven | |
| | | | | University of Rhode Island | |
| | | | | Western New England University | |

Strategic Plan 2030: Action Plan - List of Key Activities

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

Executive Committee Member charged with overseeing progress: Provost & Vice President for Academic Affairs

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe 2020 → 2030 | Responsible Parties |
|------|-----------|----------|---|-----------------------------------|-------------------------|
| 1 | 1 | | 1. Offer degrees, certificates, and experiences designed for today and tomorrow | | |
| 1 | 1 | A | A. Expose students to multiple high-impact educational practices such as community engagement, writing in the disciplines, research and creative activity, study abroad/away, internships, leadership and capstone experiences. | | |
| 1 | 1 | A | 1 Identify and define active learning and co-curricular practices that are considered high-impact | | HIPOfficer, VPSA |
| 1 | 1 | A | 2 Establish criteria for courses to be designated as high-impact | | Provost, FacSenate |
| 1 | 1 | A | 3 Expand course offerings that include high-impact practices | | Deans, FacSenate |
| 1 | 1 | A | 4 Assess the impact of high-impact experiences on retention and graduation rates | | AVPPIE |
| 1 | 1 | A | 5 Work with employers to identify high-impact practices that will be most beneficial for future employees | | DirCareer, AVPSAS |
| 1 | 1 | A | 6 Create and implement a secondary transcript highlighting student experiences and achievements that go beyond course grades | | AVPSAS, Registrar, VPSA |
| 1 | 1 | A | 7 Hire employee dedicated to help implement, track and assess high-impact practices | | Provost |
| 1 | 1 | B | B. Develop flexible academic programs that ensure accessibility, inspire lifelong learning, and prepare graduates to meet the demands of the 21st century and the future needs of industry | | |
| 1 | 1 | B | 1 Inventory the courses and programs that are offered in alternative delivery formats, locations and/or times (online, evening, weekend, 8-week term) | | Registrar, Deans |
| 1 | 1 | B | 2 Develop new, forward-looking academic programs and courses with an eye toward the needs of industry and the community that focus on community and industry needs | | Deans, Faculty |
| 1 | 1 | B | 3 Evaluate the effectiveness of program offerings through enrollment, completions, employer feedback, etc. | | AVPPIE, CareerDir |
| 1 | 1 | C | C. Prepare students to succeed in the 21st century by exposing them to differences in culture and ways of thinking, equity issues, and the advantages of an inclusive society | | |
| 1 | 1 | C | 1 Refine the criteria required for the designation of diverse or global/international courses | | FacSenate, Dean, Chairs |
| 1 | 1 | C | 2 Ensure General Education incorporates issues of diversity and globalization | | FacSenate |
| 1 | 1 | C | 3 Collaborate with employers and industry partners to expand internship opportunities in diverse settings | | DirCareer |
| 1 | 1 | C | 4 Increase participation in study and course abroad programs | | DirCIE, Deans |
| 1 | 1 | C | 5 Develop study away courses and programs that expose students to diversity within the U.S. | | Deans, Faculty, DirCIE |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe 2020 2030 | Responsible Parties |
|------|-----------|----------|--|----------------------------------|----------------------------------|
| 1 | 1 | D | Consult with alumni and employers to ensure all programs are contemporary and relevant | | |
| 1 | 1 | D | 1 Engage alumni to provide feedback on academic programs and their career trajectories | | DirAlumni |
| 1 | 1 | D | 2 Ask employers about their needs and expectations for recent graduates | | DirCareer |
| 1 | 1 | D | 3 Invite alumni to participate in career symposia and job fairs | | DirAlumni, DirCareer |
| 1 | 1 | E | Increase academic program offerings that accommodate working students, adult learners, and graduate student populations through delivery of online, evening and weekend courses | | |
| 1 | 1 | E | 1 Identify and market degree programs and certificates that can be completed during the evening and on weekends | | Deans, Faculty, AVPEM, MarCom |
| 1 | 1 | E | 2 Develop campus resources to support evening and weekend students | | Provost, VPSA |
| 1 | 1 | E | 3 Foster online course and program development | | AVPGRF, Deans, Chairs, FacSenate |
| 1 | 1 | E | 4 Work with local corporations and organizations to develop academic and continuing education programs that meet the needs of employers | | DirCtEd, Deans, Faculty |
| 1 | 1 | F | Encourage interdisciplinary collaborations through innovative courses and degree options | | |
| 1 | 1 | F | 1 Enhance the profile of interdisciplinary programs in campus marketing as well as student and faculty recruitment | | Provost, AVPEM |
| 1 | 1 | F | 2 Emphasize interdisciplinary ideas and approaches in the curriculum and academic programs | | Deans, Faculty |
| 1 | 1 | F | 3 Identify and track the number of courses that are team taught, cross-listed between departments or schools/colleges | | Registrar, Deans |
| 1 | 1 | F | 4 Regularly review interdisciplinary programs to determine how they support institutional goals | | AVPPR, Deans |
| 1 | 1 | F | 5 Establish policies and procedures to facilitate interdisciplinary collaborations | | Provost, Deans |
| 1 | 1 | G | Enhance infrastructure support for academic programs, including state-of-the-art classrooms, laboratories, technology, library facilities, galleries, and performance spaces | | |
| 1 | 1 | G | 1 Complete an analysis of existing academic space to identify enhancements needed to meet existing and future needs. | | COO, AVPPR, Deans |
| 1 | 1 | G | 2 Expand state-of-the-art classrooms, facilities and laboratories using environmentally sustainable resources and meeting or exceeding sustainability standards wherever possible or necessary | | Deans, Provost, COO |
| 1 | 1 | G | 3 Renovate aging galleries and performance spaces | | Deans, Provost, COO, AVPPR |
| 1 | 1 | G | 4 Identify and ensure that all part-time faculty have dedicated space to meet with students | | Deans, Provost, COO, AVPPR |
| 1 | 1 | G | 5 Identify opportunities to leverage technological and computational resource needs across disciplines | | Provost, CIO, Deans |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe | Responsible Parties |
|------|-----------|----------|---|--------------------|---|
| | | | | 2020 → 2030 | |
| 1 | 2 | 2 | 2. Develop educational foundations that strengthen student learning | | |
| 1 | 2 | A | A. Provide a comprehensive, multi-faceted first-year program to all incoming undergraduates that prepares them to thrive in a complex and challenging 21st century environment. | | |
| 1 | 2 | A | 1. Develop and implement a comprehensive, multi-faceted First Year Experience program | | Provost, FacSenate, VPSA |
| 1 | 2 | A | 2. Assess the effectiveness of first-year programming components incorporated into summer orientation, curriculum, etc. | | VPSA, AVPSAS, DirNewStud |
| 1 | 2 | A | 3. Evaluate the effectiveness of first-year programming on retention | | AVPPIE, Provost, VPSA |
| 1 | 2 | B | B. Guide undeclared students toward academic pathways that match their aspirations and abilities | | |
| 1 | 2 | B | 1. Implement meta-majors for CCSU students who are unsure about which major is best for them | | DirAdvising |
| 1 | 2 | B | 2. Develop clear paths that assist students in selecting a major | | DirAdvising |
| 1 | 2 | B | 3. Successfully guide undeclared students toward meta-majors by the end of their first year and selection of a major by the time 60 credits have been reached | | AVPEM, DirAdvising |
| 1 | 2 | B | 4. Enhance career symposia and job fairs to expose students to degree options | | DirAdvising, DirCareer |
| 1 | 2 | C | C. Ensure a liberal arts education strong in critical thinking, written communication, and scientific and quantitative reasoning | | |
| 1 | 2 | C | 1. Prepare students for future careers by continually evaluating curriculum and ensuring the general education foundation is strong in the liberal arts and sciences | | Chairs, Faculty, FacSenate |
| 1 | 2 | C | 2. Provide greater support in foundational areas including tutoring, supplemental instruction and provide appropriate staffing levels in centers providing support | | AVPSAS |
| 1 | 2 | C | 3. Assess the General Education Learning Objectives | | AVPPIE, Faculty |
| 1 | 2 | C | 4. Explore the implementation of a program that emphasizes writing across the disciplines | | Provost, Deans, Faculty |
| 1 | 2 | D | D. Collaborate with community college partners to improve transfer students' consistency of skills and learning outcomes | | |
| 1 | 2 | D | 1. Collaborate with community colleges to ensure transfer students are prepared to excel in future endeavors | | Provost, Deans, DirTransfer, DirAdvising, Chairs, AVPEM |
| 1 | 2 | D | 2. Strengthen articulation agreements with community colleges to establish greater transparency of courses that will transfer to CCSU, fulfilling a requirement. | | Provost, Deans, Chairs |
| 1 | 3 | 3 | 3. Promote a student-centered environment to ensure success | | |
| 1 | 3 | A | A. Improve advising such that all undergraduate students are regularly and consistently advised according to their academic and their career aspirations | | |
| 1 | 3 | A | 1. Increase the number of professional advisors | | Deans, AVPSAS, DirAdvising |
| 1 | 3 | A | 2. Strengthen the relationships between faculty and professional advisors to provide students with the best possible advice and guidance | | DirAdvising |
| 1 | 3 | A | 3. Provide faculty workshops through the Center for Teaching and Faculty Development to enhance advising | | AVPGRF |
| 1 | 3 | A | 4. Recruit alums, industry experts, and the community to share their professional experiences with students | | DirAlumni, Deans, Chairs |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe 2020 2030 | Responsible Parties |
|------|-----------|----------|---|--|----------------------------------|
| 1 | 3 | B | B. | Increase student success rates through predictive analytics, improved utilization of Degree Works, and software that facilitates information sharing | |
| 1 | 3 | B | 1 | | Provost, AVPPIE, Deans |
| 1 | 3 | B | 2 | | Deans, CIO, DirAdvising, Faculty |
| 1 | 3 | B | 3 | | DirAdvising, DirTLC, VPSA, CIO |
| 1 | 3 | C | C. | Engage faculty in using all available tools and resources to support and ensure student success | |
| 1 | 3 | C | 1 | | Provost, Deans, DirTransfer |
| 1 | 3 | C | 2 | | AVPSAS, Deans |
| 1 | 3 | C | 3 | | Deans, Chairs, Faculty |
| 1 | 3 | C | 4 | | Deans, DirCareer |
| 1 | 3 | D | D. | Improve student access and performance by expanding open educational resources, focusing on information literacy and promoting sound digital practices | |
| 1 | 3 | D | 1 | | AVPGRF, Deans |
| 1 | 3 | D | 2 | | Provost, Deans, DirLibrary |
| 1 | 4 | 4 | 4. Recognize faculty as pillars of knowledge | | |
| 1 | 4 | A | A. | Encourage faculty to adopt innovative pedagogical approaches to teaching, research and service that contribute to the advancement and application of knowledge | |
| 1 | 4 | A | 1 | | Provost, VPIA |
| 1 | 4 | A | 2 | | AVPGRF, Deans |
| 1 | 4 | A | 3 | | FacSenate, Deans, Provost |
| 1 | 4 | A | 4 | | Deans, Chairs, Faculty |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe 2020 → 2030 | Responsible Parties |
|------|-----------|----------|---------------|--|---------------------------------|
| 1 | 4 | B | B. | Recruit and retain a diverse faculty who think boldly and innovatively to address the challenges of the 21st century | |
| 1 | 4 | B | 1 | Develop intentional strategies to increase the diversity of faculty applicant pools | VPEI, CHRO |
| 1 | 4 | B | 2 | Recruit faculty who have demonstrated success working with or teaching diverse students | Provost, Deans, Faculty |
| 1 | 4 | B | 3 | Provide professional development to prepare faculty to work with, teach and advise diverse students | AVPGRF, VPEI |
| 1 | 4 | B | 4 | Improve faculty hiring strategies, starting searches at the beginning of the hiring cycle and completing the search in a timely manner | Provost, Deans, Chairs, CHRO |
| 1 | 4 | B | 5 | Celebrate faculty-driven initiatives that integrate the needs of industry while preparing students to succeed in the 21 st century | Provost, Deans, Faculty, MarCom |
| 1 | 4 | B | 6 | Highlight faculty successes that demonstrate inclusivity, innovation, and creativity | Provost, Deans, MarCom |
| 1 | 4 | B | 7 | Foster regular campus conversations on issues of equity, diversity and inclusion | Provost, VPEI, VPSA |
| 1 | 4 | B | 8 | Integrate diversity, equity and inclusion into the curriculum | Provost, Deans, Faculty, VPEI |
| 1 | 4 | C | C. | Encourage and support faculty in obtaining external funding | |
| 1 | 4 | C | 1 | Increase external grant submissions and awards | Deans, Faculty, AVPGRF |
| 1 | 4 | C | 2 | Develop incentives to support faculty teams pursuing sizeable external grants | Deans, Provost |
| 1 | 4 | D | D. | Recognize innovative faculty activities that increase access to higher education, support student success, and enhance advising and community engagement | |
| 1 | 4 | D | | Establish criteria to recognize faculty who adopt innovative practices that: | |
| 1 | 4 | D | 1 | Increase access to higher education | AVPSAS |
| 1 | 4 | D | 2 | Support student success | AVPPIE, Deans |
| 1 | 4 | D | 3 | Enhance advising | DirAdvising, Deans |
| 1 | 4 | D | 4 | Promote and engage in community engagement | Provost, CCommEng |
| 1 | 4 | D | 5 | Explore innovative ways to support, recognize and compensate part-time faculty for their contributions to the advancement of the University | Deans, Provost |
| 1 | 4 | E | E. | Incorporate professional development opportunities for faculty that highlight effective strategies they can use to prepare students to succeed in a diverse and changing world | |
| | | | | Enhance professional development activities through the Center for Teaching and Faculty Development that focus on: | |
| 1 | 4 | E | 1 | Improving student success | AVPGRF, AVPPIE |
| 1 | 4 | E | 2 | Enhancing student opportunities to learn about working in a diverse world | AVPGRF, VPEI, DirCIE |
| 1 | 4 | E | 3 | Preparing students to succeed in a changing world | AVPGRF, VPSA, DirCareer |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe | Responsible Parties |
|------|-----------|----------|--|--------------------|-------------------------------|
| | | | | 2020 → 2030 | |
| 1 | 5 | 5 | 5. Drive academic transformation through innovation | | |
| 1 | 5 | A | A. Increase support for interdisciplinary centers of excellence, such as the Center of Excellence in Social & Emotional Learning, by building on the expertise of faculty across the disciplines to improve scholarship, create learning opportunities and address community needs | | |
| 1 | 5 | A | 1 Clearly define centers of excellence, establishing criteria required for such recognition and documenting the mission and expertise for each center | | Provost, Deans, VPEI |
| 1 | 5 | A | 2 Recognize faculty affiliated with centers of excellence | | Provost, Deans, Chairs |
| 1 | 5 | A | 3 Seek external funding support for centers of excellence | | Provost, Deans, VPIA |
| 1 | 5 | B | B. Expand the offerings of the Center for Teaching and Faculty Development, fostering innovative pedagogical approaches that support the success of the diverse students of Connecticut | | |
| 1 | 5 | B | 1 Develop a new faculty institute to enhance faculty on-boarding experience | | AVPGRF |
| 1 | 5 | B | 2 Leverage existing technological enhancements to support a diverse student population | | Provost, CIO |
| 1 | 5 | B | 3 Develop and enhance professional development opportunities for mid-career and senior faculty | | AVPGRF |
| 1 | 5 | B | 4 Expand and develop offerings for school-specific faculty development activities | | Deans, AVPGRF |
| 1 | 5 | B | 5 Encourage and share classroom innovation amongst faculty | | AVPGRF |
| 1 | 5 | B | 6 Prepare faculty to deliver high-quality courses across multiple modalities | | AVPGRF |
| 1 | 5 | C | C. Broaden the Honors Program to include outreach and retention strategies to serve a more diverse audience, encouraging future civic and business leaders that transform the state and country | | |
| 1 | 5 | C | 1 Grow and diversify the Honors Program to mirror the diversity of the undergraduate student population | | Provost, Deans, DirHon, AVPEM |
| 1 | 5 | C | 2 Develop and incorporate community engagement activities specific to the Honors Program | | Deans, DirHon, CCommEng |
| 1 | 5 | C | 3 Revise, restructure, and improve the flexibility of the Honors Program to better serve high-performing students from all undergraduate majors including those in “lock-step” or research-based programs | | Deans, DirHon |
| 1 | 5 | C | 4 Create a flexible track in the Honors Program to accommodate transfer students | | Deans, DirHon |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe | Responsible Parties |
|------|-----------|----------|---------------|--------------------|---|
| | | | | 2020 → 2030 | |
| 1 | 5 | D | D. | | Embrace periodic, rigorous reviews that promote strategic investments in academic programs ensuring a continuous commitment to excellence |
| 1 | 5 | D | 1 | | Improve the existing Program Review process by making it more transparent, improving feedback from the external reviewer, and developing a plan of action resulting from the review |
| 1 | 5 | D | 2 | | Utilize the Program Review process to facilitate the strategic decision-making process |
| 1 | 5 | D | 3 | | Develop the staffing and infrastructure to expedite new program development from concept to implementation |
| 1 | 5 | D | 4 | | Embed a strategic investment grant program within the annual budgeting process |

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

Executive Committee Member charged with overseeing progress: Associate Vice President, Enrollment Management

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe | Responsible Parties |
|------|-----------|----------|--|--------------------|---|
| | | | | 2020 → 2030 | |
| 2 | 1 | 1 | 1. Develop a culture of accessibility | | |
| 2 | 1 | A | A. | | Make Central a “student-ready” institution to meet the needs of the incoming 21 st century students |
| 2 | 1 | A | 1 | | Develop and host a series of workshops to help faculty evaluate and update pedagogical approaches to student learning in the 21st century |
| 2 | 1 | A | 2 | | Evaluate and invest in student support and wellness services such as advising, tutoring, mentoring, and counseling |
| 2 | 1 | A | 3 | | Identify and create opportunities to celebrate the diverse populations of students at Central |
| 2 | 1 | A | 4 | | Improve campus facilities to better meet the expectations of today’s students while remaining cognizant of differing needs of students while continuing to support and comply with best practices of environmental sustainability |
| 2 | 1 | A | 5 | | Build upon existing campus recruitment events, engaging all divisions within the campus community |
| 2 | 1 | A | 6 | | Utilize market data to ensure that there is a strong or developing market to support year-over-year growth for new programs |
| 2 | 1 | A | 7 | | Streamline the student onboarding experience utilizing technology where possible |
| 2 | 1 | A | 8 | | Identify and implement a multi-functional smart-phone app to improve communication with students and enhance their Central experience |
| 2 | 1 | A | 9 | | Simplify course offerings and General Education |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe 2020 → 2030 | Responsible Parties |
|------|-----------|----------|---|-----------------------------------|--|
| 2 | 1 | B | B. | | |
| | | | Develop innovative marketing strategies to attract new and diverse incoming student populations | | |
| 2 | 1 | B | 1 | | AVPEM, Provost, DirCIE, Deans |
| | | | Implement international recruitment strategy | | |
| 2 | 1 | B | 2 | | AVPEM, Provost, DirCIE |
| | | | Develop stronger partnerships with international institutions by creating innovative 2 + 2 undergraduate programs and graduate programs | | |
| 2 | 1 | B | 3 | | AVPEM, CFO |
| | | | Expand NEHBE to include all programs | | |
| 2 | 1 | B | 4 | | VPIA, MarCom, Provost, VPSA, AVPEM |
| | | | Ensure website is easy to navigate with relevant information | | |
| 2 | 1 | B | 5 | | AVPEM, AVPSAS, DirCommEng, Faculty, VPSA |
| | | | Engage prospective students early in their education – Grades 5-9 | | |
| 2 | 1 | B | 6 | | CCommEng, MarCom, VPSA, DirCommAdv |
| | | | Use community engagement activities to not only support our community, but also educate the community about CCSU | | |
| 2 | 1 | B | 7 | | AVPEM, FinAid |
| | | | Identify prospective students by purchasing names, attending college fairs, providing Financial Literacy workshops at high schools | | |
| 2 | 1 | B | 8 | | CCommEng, AVPEM, MarCom, VPSA |
| | | | Develop strategies to increase community with prospective students via events and social media | | |
| 2 | 1 | B | 9 | | AVPEM, VPSA |
| | | | Increase campus events for prospective students | | |
| 2 | 1 | B | 10 | | AVPEM, DirNewStud, VPSA |
| | | | Increase communication with the parents of potential students | | |
| 2 | 1 | B | 11 | | AVPEM |
| | | | Develop dual enrollment programs with high schools | | |
| 2 | 1 | B | 12 | | AVPEM, MarCom, DirCTEd |
| | | | Develop marketing strategies specifically for working professionals | | |
| 2 | 1 | B | | | |
| | | | Develop and expand targeted recruitment activities toward growing populations: | | |
| 2 | 1 | B | 13 | | AVPEM, MarCom, VPEI |
| | | | Hispanic, African American, and other underrepresented populations | | |
| 2 | 1 | B | 14 | | AVPEM, MarCom |
| | | | First-generation | | |
| 2 | 1 | B | 15 | | AVPEM, MarCom, DirTransfer |
| | | | Transfer students | | |
| 2 | 1 | B | 16 | | AVPEM, MarCom, DirCIE |
| | | | Out-of-state and international students | | |
| 2 | 1 | B | 17 | | AVPEM, MarCom, DirHon |
| | | | Honor's students | | |
| 2 | 1 | B | 18 | | AVPEM, MarCom |
| | | | Working professionals | | |
| 2 | 1 | B | 19 | | AVPEM, MarCom, VPSA |
| | | | Veterans | | |
| 2 | 1 | B | 20 | | AVPEM, MarCom, DirCTEd |
| | | | Adult learners | | |
| 2 | 1 | B | 21 | | AVPEM, MarCom |
| | | | Implement methods to document, track and report on inquiry, yields and recruitment success | | |
| 2 | 1 | B | 22 | | AVPEM, MarCom |
| | | | Annually examine marketing/advertising materials to showcase strengths | | |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe | Responsible Parties |
|------|-----------|----------|--|--------------------|--|
| | | | | 2020 → 2030 | |
| 2 | 1 | C | Expand offerings that appeal to transfer students and working professionals, such as flexible class schedules and in-demand professional programs | | |
| 2 | 1 | C | 1 Continue to provide affordable education | | ExComm |
| 2 | 1 | C | 2 Improve partnerships with Connecticut's Community Colleges to develop strong feeder programs | | Provost, Deans, Chairs, DirTransfer, AVPEM |
| 2 | 1 | C | 3 Improve the flexibility of CCSU's academic offerings by making courses and programs available in the evenings, weekends and/or online | | Provost, Deans, Chairs |
| 2 | 1 | C | 4 Identify opportunities to implement 8-week semester offerings for working professionals | | Provost, Deans, Chairs |
| 2 | 1 | C | 5 Develop a collaboration among AAUP, Faculty Senate, SUOAF, and administration to develop policies around service and other areas affected by offering courses and programs in alternative times and formats including 8-week terms | | Provost, Deans, Chairs, Registrar, AVPPIE, FacSenate, Unions, CHRO, VPSA |
| 2 | 1 | C | 6 Expand credit-bearing offerings during winter and summer sessions | | Provost, Deans, Chairs |
| 2 | 1 | C | 7 Explore opportunities to develop academic programs and educational content to meet the needs of working professionals and industry | | Provost, Deans, Chairs |
| 2 | 1 | D | Foster a welcoming and safe learning environment for all | | |
| 2 | 1 | D | 1 Define the mission of CCSU's cultural centers as they relate to student success | | Provost, VPEI |
| 2 | 1 | D | 2 Develop an annual symposium focusing on the status of equity and inclusion at CCSU | | VPEI |
| 2 | 1 | D | 3 Ensure marketing and advertising materials are reflective of CCSU's commitment to equity and inclusion | | MarCom, VPEI |
| 2 | 2 | 2 | 2. Facilitate student success in the college environment | | |
| 2 | 2 | A | A. Prepare our students for a successful career | | |
| 2 | 2 | A | 1 Develop a comprehensive and required, university-wide First Year Experience Program | | FacSenate, Provost, VPSA |
| 2 | 2 | A | 2 Enhance Summer Orientation to include activities that start in the summer and continue throughout the first year and beyond | | VPSA, DirAdvising, AVPEM, DirNewStud |
| 2 | 2 | A | 3 Assess and expand peer mentoring programs | | DirAdvising, AVPSAS, Deans, Chairs, AVPPIE |
| 2 | 2 | A | 4 Strengthen and enhance student relationships with faculty and advisors | | AVPGRF, DirAdvising, Deans, Chairs, Faculty |
| 2 | 2 | A | 5 Expand the Summer Bridges Program | | AVPSAS |
| 2 | 2 | A | 6 Grow the EOP | | AVPSAS, DirEOP |
| 2 | 2 | A | 7 Broaden existing and develop new programs to help Veterans and adult learners' transition into college | | VPSA |
| 2 | 2 | A | 8 Expand and develop programs to help transfer students transition to CCSU | | VPSA, DirTransfer, DirAdvising |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe 2020 → 2030 | Responsible Parties |
|------|-----------|----------|---|-----------------------------------|---|
| 2 | 2 | B | Engage students in the campus community and encourage participation in clubs, sports, and campus events | | |
| 2 | 2 | B | 1 Annually quantify, assess and enhance the number and variety of student activities by evaluating program effectiveness, type, and quality while capturing the interest in the program and the participation rate | | VPSA, AVPPIE |
| 2 | 2 | B | 2 Expand student engagement activities and encourage more students to participate in clubs and activities around campus | | VPSA, DirSA/LD |
| 2 | 2 | B | 3 Track and increase number of leadership opportunities for students | | VPSA, DirSA/LD |
| 2 | 2 | B | 4 Broaden residence hall programming | | DirResLife |
| 2 | 2 | B | 5 Expand on-campus activities during the evening and on weekends | | DirSA/LD, DirResLife |
| 2 | 2 | B | 6 Expand activities for community engagement and civic responsibility | | CCommEng, DirSA/LD, DirCommAdv |
| 2 | 2 | B | 7 Expand on-campus work opportunities | | Provost, VPSA |
| 2 | 2 | C | Provide students with supplemental academic support in and out of the classroom | | |
| 2 | 2 | C | 1 Fully embrace Early Alert | | Deans, Chairs, VPSA, DirTLC, DirAdvising |
| 2 | 2 | C | 2 Improve coordination between Academic Affairs and Student Affairs to ensure students receive needed assistance | | Provost, VPSA |
| 2 | 2 | C | 3 Significantly increase the number of faculty utilizing Early Alert | | Provost, Deans, AVPSAS |
| 2 | 2 | C | 4 Provide professional development to faculty and staff on how and when to use Early Alert | | AVPSAS, AVPGRF, DirTLC, VPSA |
| 2 | 2 | C | 5 Enhance Early Alert by improving communication and feedback | | AVPSAS, DirTLC, DirCounsel&StudDev, DirAdvising |
| 2 | 2 | C | 6 Review and broaden programs for students on academic probation | | AVPSAS |
| 2 | 2 | C | 7 Incentivize faculty to take attendance and provide mid-term grades | | Provost, Deans, FacSenate |
| 2 | 2 | C | 8 Enhance and expand supplemental instruction | | Provost, Deans, AVPSAS |
| 2 | 2 | C | 9 Make greater use of the DFW reports to identify course sequencing patterns to assist in the development of support strategies | | Provost, Deans, AVPPR, AVPPIE |
| 2 | 2 | C | 10 Embrace technological solutions to track student progress and utilize advising notes | | DirAdvising, CIO, Deans, Chairs, Faculty |
| 2 | 2 | C | 11 Mine existing data for trends to help identify and promote student success | | AVPPIE |
| 2 | 2 | C | 12 Enhance OIRA resources to support university-wide data driven decision making | | ExComm |
| 2 | 2 | C | 13 Increase support for Black/African American and Hispanic/Latino curricula, lecture series, and academic conferences that focus upon the achievement and contributions of these groups to American life and culture | | Faculty, Chairs, Deans, VPEI |
| 2 | 2 | D | Foster student wellness and expand counseling services | | |
| 2 | 2 | D | 1 Reduce the wait time for students who need to see a wellness counselor | | DirCounsel&StudDev, VPSA |
| 2 | 2 | D | 2 Increase the availability of student wellness counselors | | DirCounsel&StudDev, VPSA |
| 2 | 2 | D | 3 Promote and expand access to campus recreational activities | | DirSA/LD, VPSA |
| 2 | 2 | D | 4 Implement fully the electronic medical record system | | DirCounsel&StudDev, CIO, VPSA |
| 2 | 2 | D | 5 Develop metrics to monitor time students on a wait list | | DirCounsel&StudDev, VPSA |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe 2020 → 2030 | Responsible Parties |
|------|-----------|----------|---|-----------------------------------|---|
| 2 | 2 | E | E. | | |
| | | | Educate students and families regarding financial resources and support | | |
| 2 | 2 | E | 1 | | AVPEM, FinAid |
| | | | Host several workshops throughout the year on Financial Literacy and Financial Aid topics | | |
| 2 | 2 | E | 2 | | AVPEM, FinAid |
| | | | Provide financial literacy training to students and families as they navigate the admission process, as well as progression to degree | | |
| 2 | 2 | E | 3 | | AVPEM, FinAid |
| | | | Expand opportunities for students to appeal financial aid needs in the event of changing circumstances | | |
| 2 | 2 | E | 4 | | AVPEM, FinAid |
| | | | Revise financial aid strategies to ensure distributed aid maximizes CCSU's ability to meet student needs while reaching as many students as possible | | |
| 2 | 2 | E | 5 | | AVPEM, FinAid |
| | | | Ensure financial aid awards are available for multiple years, instead of just year one | | |
| 2 | 2 | E | 6 | | AVPEM |
| | | | Hire Financial Aid Data Analysis Position to facilitate new award strategies | | |
| 2 | 2 | F | F. | | |
| | | | Ensure the opportunity for timely degree completion | | |
| 2 | 2 | F | 1 | | Provost, Deans, COO, Registrar, AVPPR |
| | | | Better utilize Friday scheduling to facilitate timely progress through degrees | | |
| 2 | 2 | F | 2 | | Deans, Chairs, Registrar, AVPPR |
| | | | Review course timing and availability and ensure that necessary and/or highly desired or popular classes are broadly available | | |
| 2 | 2 | F | 3 | | DirAdvising, Deans, Chairs, Faculty |
| | | | Ensure communication to students about advising availability is clear and consistent | | |
| 2 | 2 | F | 4 | | Provost, Deans, FacSenate, DirAdvising, Chairs, Faculty |
| | | | Explore options for students and adult learners to earn a flexible interdisciplinary degree, capitalizing on prior success in courses | | |
| 2 | 2 | F | 5 | | DirAdvising, MarCom, AVPPR |
| | | | Embrace tools that help students identify pathways to complete their major in four years such as Academic Maps and Degree Works | | |
| 2 | 2 | F | 6 | | DirAdvising, MarCom, Deans, Chairs, Faculty |
| | | | Ensure an Academic Map exists for every baccalaureate degree; update and ensure the accuracy of Academic Maps and Curriculum Sheets each spring semester | | |
| 2 | 2 | F | 7 | | AVPEM, Registrar, FacSenate |
| | | | Explore opportunities to award credit for prior learning for adult learners | | |
| 2 | 2 | G | G. | | |
| | | | Expand and enhance advising and mentorship | | |
| 2 | 2 | G | 1 | | DirAdvising, DirCareer |
| | | | Strengthen and expand advising to undecided students, ensuring they have explored their options and selected their major by the end of their sophomore year | | |
| 2 | 2 | G | 2 | | DirAdvising, Deans, Chairs |
| | | | Enhance advising for course and major selection | | |
| 2 | 2 | G | 3 | | DirAdvising, Deans, Chairs, DirCareer |
| | | | Improve career advising by tapping into faculty experience and expertise | | |
| 2 | 2 | H | H. | | |
| | | | Incorporate high impact practices and foundational skills into every major | | |
| 2 | 2 | H | 1 | | DirAdvising, Deans, Chairs, HIPOfficer |
| | | | Encourage students to take full advantage of high-impact practices when possible | | |
| 2 | 2 | H | 2 | | DirAdvising, DirCareer, Deans, Chairs, Faculty |
| | | | Help students understand the importance of foundational skills, such as written communication and critical thinking, when they enter the workforce | | |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe 2020 → 2030 | Responsible Parties |
|------|-----------|----------|---|-----------------------------------|---------------------------------------|
| 2 | 3 | 3 | 3. Prepare students for career readiness and future success | | |
| 2 | 3 | A | Expand student horizons and expose them to new challenges | | |
| 2 | 3 | A | 1 Increase study abroad opportunities and the number of participants | | DirCIE, Deans, Chairs, Faculty |
| 2 | 3 | A | 2 Develop and nurture new study away programs | | DirCIE, Deans, Chairs |
| 2 | 3 | A | 3 Expand and enhance career mentoring programs and, where possible, expand alumni involvement | | AVPSAS, DirCareer, DirAlumni |
| 2 | 3 | B | Engage students in career discussions from day one | | |
| 2 | 3 | B | 1 Develop robust lecture series that bring in leading experts in their fields | | VPIA, Deans |
| 2 | 3 | B | 2 Build upon existing career exploration activities by capitalizing on the expertise of faculty and future employers | | DirCareer, Deans, Chairs |
| 2 | 3 | B | 3 Invite alumni back to share their career paths | | DirCaer, VPIA, DirAlumni, Faculty |
| 2 | 3 | B | 4 Create undergraduate and graduate fellowship programs that focus on problem solving while building leadership skills | | DirSA/LD |
| 2 | 3 | C | Strengthen relationships with local businesses and industry to provide internships and future job opportunities | | |
| 2 | 3 | C | 1 Partner with community engagement activities to expose students to real-world issues, problem solving, and application of knowledge | | CCommEng, DirCareer, DirCommAdv |
| 2 | 3 | C | 2 Create a new position focused on developing internships and career opportunities for students | | DirCareer |
| 2 | 3 | C | 3 Work with the State and employers to identify educational opportunities that are or will be in high demand regionally and nationally | | DirCareer, DirAdvising, Deans, Chairs |
| 2 | 3 | C | 4 Increase and expand the number of internships opportunities by partnering with employers | | DirCareer, Deans, Chairs, Faculty |
| 2 | 3 | C | 5 Increase and expand research related opportunities | | AVPGRF, Deans, Chairs |
| 2 | 3 | D | Prepare students to enter the workforce | | |
| 2 | 3 | D | 1 Expand the number of workshops to help current and former students develop a resume or curriculum vitae tailored to their discipline | | DirCareer |
| 2 | 3 | D | 2 Develop workshops to assist students in completing employment applications and writing letters of interest/cover letters | | DirCareer |
| 2 | 3 | D | 3 Host mock interviews for each school/college | | DirCareer, DirAdvising, Faculty |
| 2 | 3 | D | 4 Develop and expand resources to assist students in finding internships/employment opportunities | | DirCareer, VPIA, Deans |
| 2 | 3 | D | 5 Establish strategic partnerships with corporations, employers and alumni to help students identify promising career opportunities | | DirCareer, VPIA, DirAlumni, Deans |
| 2 | 3 | E | Increase alumni involvement in career preparation and student mentorship through the development of career events and workshops. | | |
| 2 | 3 | E | 1 Host a "meet and greet" event for minority alumni to connect with students, eventually this will evolve into a more comprehensive event | | VPEI, DirAlum |
| 2 | 3 | E | 2 Invite alumni to participate in career path lecture series | | DirAlum, DirCareer |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe 2020 → 2030 | Responsible Parties |
|------|-----------|----------|---|---|--|
| 2 | 4 | 4 | 4. Provide accessible and relevant graduate education | | |
| 2 | 4 | A | A. Increase responsiveness to evolving trends in graduate studies leading to careers in the public and private sector | | |
| 2 | 4 | A | 1 Work with Department of Labor to determine graduate programs that are or will be in high demand regionally and nationally |  | AVPGRF |
| 2 | 4 | A | 2 Work with businesses and industry leaders to determine their future needs and develop academic offerings accordingly |  | Deans, VPIA |
| 2 | 4 | A | 3 Work with Alumni to identify upcoming challenges and opportunities |  | AVPGRF, VPIA, DirAlumni |
| 2 | 4 | B | B. Provide alternative delivery options for academic programs | | |
| 2 | 4 | B | Develop programs with flexible course offerings to attract to working professionals, including: |  | |
| 2 | 4 | B | 1 Evening scheduling |  | Deans, Chairs, Faculty |
| 2 | 4 | B | 2 Weekend scheduling |  | Deans, Chairs, Faculty |
| 2 | 4 | B | 3 8-week semester courses |  | Deans, Chairs, Faculty |
| 2 | 4 | B | 4 Online and hybrid options |  | Deans, Chairs, Faculty, FacSenate |
| 2 | 4 | B | 5 Develop accelerated Bachelor's/Master's completion programs (3+2 and 4+1) |  | Deans, Chairs, Faculty, Registrar |
| 2 | 4 | C | C. Partner with industry to increase program offerings | | |
| 2 | 4 | C | 1 Offer on-site educational opportunities to working professionals |  | Deans, Chairs, Faculty, DirCtEd, AVPIE |
| 2 | 4 | C | 2 Build relationships with industry and local businesses to identify opportunities for employer-based tuition reimbursement plans |  | VPIA, AVPGRF, AVPEM |
| 2 | 4 | D | D. Develop marketing campaigns to target working professionals and prospective students | | |
| 2 | 4 | D | 1 Develop new or modify existing academic programs to graduate students who are career ready |  | Deans, Chairs, Faculty |
| 2 | 4 | D | 2 Actively promote academic programs specifically geared for working professionals |  | AVPEM, MarCom |

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

Executive Committee Member charged with overseeing progress: Vice President for Equity & Inclusion

| | | | | | |
|---|---|---|---|---|--------------------|
| 3 | 1 | 1 | 1. Welcome and engage a diverse community of students, faculty and staff | | |
| 3 | 1 | A | A. Invest in and reframe the Office of Equity and Inclusion such that the office responsibilities are broadened beyond compliance | | |
| 3 | 1 | A | 1 Establish the infrastructure to coordinate efforts to achieve diversity goals |  | VPEI |
| 3 | 1 | A | 2 Ensure adequate staffing and resources |  | ExComm |
| 3 | 1 | A | 3 Provide leadership and resources to work in collaboration with departments to ensure a more welcoming and diverse campus |  | VPEI, CHRO, AVPGRF |
| 3 | 1 | A | 4 Identify venues for campus conversations and exchanging ideas |  | VPEI |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Key Activity: | Ten-Year Timeframe 2020 → 2030 | Responsible Parties |
|------|-----------|---------------|---|------------------------------------|
| 3 | 1 | B. | Develop a Commission on Diversity, Equity and Inclusion that will provide oversight and advise the President as needed | |
| 3 | 1 | B | | President, VPEI |
| 3 | 1 | B | | VPEI |
| 3 | 1 | B | | VPEI, ExComm |
| 3 | 1 | B | | VPEI, Deans |
| 3 | 1 | B | | VPEI, COO |
| 3 | 1 | C. | Create an Endowed Professorship for the study of social justice, Civil Rights, and equity | |
| 3 | 1 | C | | Provost, VPEI |
| 3 | 1 | C | | Provost, VPIA, VPEI |
| 3 | 1 | D. | Strengthen and encourage CCSU's existing academic cultural centers and affinity groups | |
| 3 | 1 | D | | Provost, VPEI, VPSA |
| 3 | 1 | D | | Provost, VPEI, VPSA |
| 3 | 1 | D | | Provost, VPEI, VPSA |
| 3 | 1 | E. | Enhance the efforts of departments, schools and colleges, encouraging the development of specific actions to address their diversity priorities | |
| 3 | 1 | E | | Provost, AVPEM, VPEI, CHRO, Deans |
| 3 | 1 | E | | Provost, VPEI, AVPGRF, Deans |
| 3 | 1 | E | | Provost, VPEI, Deans, VPSA |
| 3 | 1 | E | | DirCIE, AVPEM, DirNewStud |
| 3 | 2 | 2. | Integrate diversity into the curriculum, pedagogical methods, professional development and co-curricular activities that contribute to cultural competency | |
| 3 | 2 | A. | Develop innovative diversity models that inform the curriculum, pedagogy and advising | |
| 3 | 2 | A | | Provost, VPEI, AVPGRF, Deans |
| 3 | 2 | A | | Provost, VPEI, CHRO, AVPGRF, Deans |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Key Activity: | Ten-Year Timeframe 2020 → 2030 | Responsible Parties |
|------|-----------|---------------|--|--|
| 3 | 2 | B. | Support innovative and inclusive teaching, scholarship, and creative activities | |
| 3 | 2 | B |  | Provost, AVPGRF, VPEI |
| 3 | 2 | B |  | AVPEM, AVPPIE, AVPPR, Faculty |
| 3 | 2 | B |  | AVPGRF, VPEI |
| 3 | 2 | C. | Incorporate requirements identified in Title IX and the Americans with Disabilities Act (ADA) into professional development activities | |
| 3 | 2 | C |  | VPEI, COO, CHRO, DirSDS, VictAdv |
| 3 | 2 | C |  | VPEI, CHRO, VictAdv |
| 3 | 2 | C |  | VPEI, CHRO, AVPGRF, DirSDS, DirStuCon, VictAdv |
| 3 | 2 | C |  | VPEI, VPSA, CHRO, VictAdv |
| 3 | 2 | D. | Ensure community engagement activities are culturally responsive | |
| 3 | 2 | D |  | Provost, VPEI, VPSA, DirCommEng |
| 3 | 2 | D |  | VPEI, AVPPIE |
| 3 | 2 | E. | Expand funding beyond current levels to support projects and initiatives led by students, faculty and staff | |
| 3 | 2 | E |  | AVPGRF, VPEI, VPSA, Deans |
| 3 | 2 | E |  | VPEI |
| 3 | 3 | 3 | 3. Use data to inform and develop accountability measures in support of a diverse 21st century university | |
| 3 | 3 | A. | Identify and administer a series of campus climate surveys on a regular basis to inform tomorrow's academic directions | |
| 3 | 3 | A |  | VPEI, AVPPIE |
| 3 | 3 | A |  | VPEI, AVPPIE |
| 3 | 3 | A |  | VPEI, AVPPIE |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe | Responsible Parties |
|------|-----------|----------|---|--------------------|-----------------------|
| | | | | 2020 → 2030 | |
| 3 | 3 | B | Review and analyze the survey data to identify priorities and gaps in educational needs | | |
| 3 | 3 | B | 1 Communicate the results of the climate surveys to the campus community | | VPEI, AVPPPIE |
| 3 | 3 | B | 2 Use the results from the three campus climate surveys to identify elements that are positive and areas where improvement is needed | | VPEI, AVPPPIE |
| 3 | 3 | B | 3 Create and implement an action plan to address and improve the areas of concern identified by the climate surveys | | VPEI, AVPPPIE, ExComm |
| 3 | 3 | C | Develop a portfolio of training and engaging activities for students, faculty and staff | | |
| 3 | 3 | C | 1 Inventory current trainings and professional development efforts geared toward recognizing all manners of bias | | VPEI, CHRO |
| 3 | 3 | C | 2 Create strategies and develop innovative programs to assist students, faculty and staff in recognizing and responding to inappropriate behavior | | VPEI, CHRO |
| 3 | 3 | D | Implement tracking mechanisms to ensure compliance and guide future planning | | |
| 3 | 3 | D | 1 Identify all members of the campus community who are expected to or required to attend each type of training offered | | VPEI |
| 3 | 3 | D | 2 Document and track the attendance of all training activities | | VPEI, AVPPPIE |
| 3 | 3 | D | 3 Develop compliance reports for each type of training and distribute to appropriate supervisors | | VPEI |
| 3 | 4 | 4 | 4. Identify best practices that align with federal and state policies to increase safety both on and around campus | | |
| 3 | 4 | A | Identify and assess all compliance requirements | | |
| 3 | 4 | A | 1 Inventory all state and federal compliance policies relating to Title IX, equal employment, ADA, equity and discrimination | | VPEI |
| 3 | 4 | A | 2 Evaluate participation rates with compliance associated trainings | | VPEI, AVPPPIE |
| 3 | 4 | A | 3 Create a calendar of events and deadlines for federal and state compliance | | VPEI |
| 3 | 4 | A | 4 Develop accountable and effective evaluation strategies for processes and trainings that meet or exceed federal and state requirements | | VPEI, AVPPPIE |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe | Responsible Parties |
|------|-----------|----------|---------------|--------------------|--|
| | | | | 2020 → 2030 | |
| 3 | 4 | B | B. | | Continue to work with local and state authorities to ensure compliance with the most up-to-date campus safety measures and procedures, including completion of required safety training and emergency drills |
| 3 | 4 | B | 1 | | VPEI, COO, Police |
| 3 | 4 | B | 2 | | VPEI, COO |
| 3 | 4 | B | 3 | | VPEI, COO, Police |
| 3 | 4 | B | 4 | | COO |
| 3 | 4 | B | 5 | | VPEI, CIO, CHRO, VPSA |
| 3 | 4 | B | 6 | | Police |
| 3 | 4 | B | 7 | | Police |
| 3 | 4 | B | 8 | | Police, VPSA, Provost, COO |
| 3 | 4 | B | 9 | | Police, VPEI, VPSA |
| 3 | 4 | C | C. | | Update digital signage to conform to emergency notification standards |
| 3 | 4 | C | 1 | | CIO |
| 3 | 4 | C | 2 | | MarCom |
| 3 | 4 | C | 3 | | CIO |
| 3 | 4 | C | 4 | | MarCom, CIO |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe | Responsible Parties |
|------|-----------|----------|--|--------------------|----------------------------------|
| 3 | 5 | 5 | 5. Enhance recognition of faculty and staff for their value and service to the institution. | 2020 2030 | |
| 3 | 5 | A | A. Expand how service is valued in the evaluation and promotion guidelines to incorporate activities such as community engagement, advising, and committee assignments | | |
| 3 | 5 | A | 1 Develop a collaboration among AAUP, Faculty Senate, SUOAF, and administration to develop guidelines on valuing the service component of employee performance review and/or promotion | | FacSenate, Unions, ExComm |
| 3 | 5 | B | B. Establish an annual recognition ceremony for innovative scholarship, service and teaching on behalf of equity and inclusion. | | |
| 3 | 5 | B | Develop criteria and minimum standards to be recognized for: | | |
| 3 | 5 | B | 1 Innovative scholarship promoting equity and inclusion | | VPEI, FacSenate |
| 3 | 5 | B | 2 Service exemplifying equity and inclusion | | VPEI, FacSenate |
| 3 | 5 | B | 3 Teaching that incorporates equity and inclusion | | AVPGRF, VPEI, Faculty, FacSenate |
| 3 | 5 | B | 4 Annually recognize faculty and staff for their contributions to promoting equity and inclusion | | President, Provost, VPEI |
| 3 | 5 | C | C. Promote a culture of respect, collegiality and teamwork within the CCSU family | | |
| 3 | 5 | C | 1 Identify and create professional development opportunities designed to assist department chairs with hiring and mentoring part-time faculty as well as providing performance feedback | | Provost, AVPGRF, Deans, CHRO |
| 3 | 5 | C | 2 Develop opportunities for part-time faculty to improve their success at applying for available AAUP funds and/or establish a funding model to support professional development for part-time faculty | | Provost, AVPGRF, Deans, CHRO |
| 3 | 5 | C | 3 Identify strategies to promote and enhance an environment where teamwork is valued and respected across all divisions and entities (i.e., Student Affairs and Academic Affairs; full- and part-time faculty; faculty and administration) | | ExComm, VPEI, Deans, CHRO |

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

Executive Committee Member charged with overseeing progress: Provost and Vice President for Academic Affairs & Vice President for Institutional Advancement

| | | | | | |
|---|---|---|--|--|---|
| 4 | 1 | 1 | 1. Foster partnerships that contribute to societal improvements | | |
| 4 | 1 | A | A. Expand mutually beneficial partnerships with community organizations, local government, alumni, industry, and employers | | |
| 4 | 1 | A | 1 Identify community leaders and potential participants | | ExComm, CCommEng, AthDir, DirCtED, DirCommAdv, Deans, Faculty |
| 4 | 1 | A | 2 Inventory and assess current community engagement activities to establish a baseline for planning | | CCommEng, AVPIIE, DirCommAdv |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe | Responsible Parties |
|------|-----------|----------|--|--------------------|--|
| | | | | 2020 → 2030 | |
| 4 | 1 | B | Engage with community leaders and potential partners whose needs align with the expertise provided by CCSU. | | CCommEng, Faculty, VPIA, DirCommAdv, Deans, DirSA/LD |
| 4 | 1 | B | 1 Engage with community leaders to identify and develop opportunities that provide beneficial outcomes to our community partners while helping students develop social responsibility | | |
| 4 | 1 | B | 2 Expand the scholarship of discovery and the scholarship of application in concert with community leaders | | CCommEng, AVPGRF, Deans, Faculty |
| 4 | 1 | B | 3 Pursue professional development opportunities for all parties involved | | CCommEng, AVPGRF, Deans |
| 4 | 1 | C | C. Develop new community engagement opportunities that benefit New Britain, the region and the state socially, culturally, environmentally, and economically | | |
| 4 | 1 | C | 1 Identify members of the CCSU community whose areas of expertise align with community needs | | CCommEng, Deans, Chairs, ExComm |
| 4 | 1 | C | 2 Develop metrics to assess the success/impact of community engagement activities | | CCommEng, DirCommAdv, AVPPIE, Faculty |
| 4 | 1 | C | 3 Increase number of sustainability-oriented community engaged teaching and learning programs and events | | CCommEng, DirCommAdv, Faculty |
| 4 | 1 | D | D. Encourage students, faculty, staff and administrators to strengthen relationships with the broader community and create a more welcoming and inclusive atmosphere for community members of all ages | | |
| 4 | 1 | D | 1 Market upcoming events to and invite community leaders to participate or attend activities such as lecture series, day of service, and the like | | CCommEng, DirCommAdv, MarCom, VPIA, DirSA/LD |
| 4 | 1 | D | 2 Quantify the number of community participants as well as the number of CCSU faculty, staff and students participating in activities | | CCommEng, DirCommAdv, DirSA/LD |
| 4 | 1 | D | 3 Develop action plans to accomplish stated goals | | CCommEng, DirCommAdv, AVPPIE, DirSA/LD |
| 4 | 2 | 2 | 2. Institute a framework that promotes and strengthens community engagement and partnerships | | |
| 4 | 2 | A | A. Reengineer the Office of Community Engagement and develop a more comprehensive mission and organizational framework, building on the work of the Faculty Senate Community Engagement Committee | | |
| 4 | 2 | A | 1 Review the expectations, staffing levels and capacity of the Office of Community Engagement | | Provost, CCommEng, CHRO |
| 4 | 2 | A | 2 Establish and implement documentation procedures consistent with the Carnegie application | | CCommEng, DirCommAdv |
| 4 | 2 | A | 3 Develop a stronger, more collaborative partnership between the Office of Community Engagement and the Faculty Senate Community Engagement Committee to create and advance community engagement opportunities | | CCommEng, Faculty, FacSenate |
| 4 | 2 | A | 4 Coordinate and facilitate interactions between community partners and University resources | | CCommEng, DirCommAdv, VPIA, DirCtEd, Deans, DirSA/LD |
| 4 | 2 | A | 5 Co-sponsor grant development between community partners and the University | | CCommEng, DirCommAdv, AVPGRF |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe 2020 → 2030 | Responsible Parties |
|-------|-----------|----------|--|-----------------------------------|--|
| 4 2 B | | | B. Establish an advisory board to guide community engagement priorities | | Provost, CCommEng, President, DirCommAdv |
| 4 2 B | | | 1 Develop the structure and objectives of the advisory board | | Provost, CCommEng, President, DirCommAdv |
| 4 2 B | | | 2 Appoint members to the advisory board | | President, Provost |
| 4 2 C | | | C. Identify internal and external opportunities to fund community engagement activities and promote economic development | | |
| 4 2 C | | | 1 Explore opportunities to fund and leverage internal and external resources to engage the broader community | | CCommEng, DirCommAdv, ExComm, AthDir, Deans, DirCtEd |
| 4 2 C | | | 2 Seek grant opportunities in concert with community partners | | CCommEng, DirCommAdv, VPIA, AVPGRF |
| 4 2 D | | | D. Assess the impact of community engagement initiatives to inform future activities | | |
| 4 2 D | | | 1 Develop an annual campus-wide process to systematically collect community engagement activities and efforts of faculty, community members and students | | CCommEng, DirCommAdv, AVPPIE, CIO, Deans, DirSA/LD |
| 4 2 D | | | 2 Implement standard operating procedures to annually track the number of community engagement activities held and the level of engagement, by participant type (faculty, staff, students and community members) | | CCommEng, DirCommAdv, AVPPIE, DirSA/LD |
| 4 2 D | | | 3 Develop and regularly administer a community engagement survey to campus participants (annually until a baseline is developed) | | CCommEng, DirCommAdv, AVPPIE |
| 4 2 D | | | 4 Create and routinely administer a community engagement survey to community participants (annually until a baseline is developed) | | CCommEng, DirCommAdv, AVPPIE, Advisory Board Member |
| 4 2 D | | | 5 Annually, summarize the results from each survey and report on how the data are being used to make improvements | | CCommEng, DirCommAdv, AVPPIE |
| 4 3 3 | | | 3. Develop seamless communication and exchange of knowledge and resources for the public good | | |
| 4 3 A | | | A. Identify how community engagement will prepare students to be better leaders and citizens in their communities | | |
| 4 3 A | | | 1 Develop and administer a survey to assess the impact of community engagement on students, faculty, staff, and community partners | | CCommEng, DirCommAdv, AVPPIE |
| 4 3 A | | | 2 Utilize survey results to improve the effectiveness and satisfaction of participants | | CCommEng, DirCommAdv, DirSA/LD |
| 4 3 B | | | B. Establish community engagement efforts that reflect the diverse backgrounds, languages and cultures within the region and state and address pressing challenges | | |
| 4 3 B | | | 1 Annually, document the diverse array of community engagement activities | | CCommEng |
| 4 3 B | | | 2 Educate the campus community on language and cultural aspects of the state and central Connecticut region | | CCommEng, VPEI |
| 4 3 B | | | 3 Develop and implement new culturally relevant events and programs | | CCommEng, VPEI |
| 4 3 C | | | C. Promote global awareness and respect for diversity and inclusion in the CCSU community and beyond | | |
| 4 3 C | | | 1 Co-sponsor the development of events and lecture series | | CCommEng, VPEI, AVPGRF, DirCommAdv, DirSA/LD |
| 4 3 C | | | 2 Enhance study abroad and study away programs | | Deans, DirCIE, Faculty |
| 4 3 C | | | 3 Establish partnerships with Historically Black Colleges and Universities, Tribal Colleges and Hispanic Serving Institutions | | VPEI, Provost, Deans |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe | Responsible Parties |
|------|-----------|----------|--|--|--|
| | | | | 2020 → 2030 | |
| 4 | 3 | D | Dedicate University resources to adequately support economic development in the region and state | | |
| 4 | 3 | D | 1 Create a think-tank with members from CCSU and community and business community to identify areas of opportunity for engagement and investment by the University |  | ExComm, CCommEng |
| 4 | 3 | D | 2 Institutionalize a professional development program to expose our faculty to industry needs in applied research and technical support |  | CCommEng, AVPGRF, Deans |
| 4 | 3 | D | 3 Monitor how research impacts the region and state |  | CCommEng, AVPGRF, Deans, AVPPPIE |
| 4 | 3 | D | 4 Increase partnerships and collaborations with local government, state agencies and industry |  | CCommEng, Deans, DirCtEd, VPSA, VPIA |
| 4 | 4 | 4 | 4. Create innovative community connections to inspire the integration of teaching, learning, scholarship and service | | |
| 4 | 4 | A | A. Increase and strengthen K-12 partnerships | | |
| 4 | 4 | A | 1 Identify opportunities for joint collaborations between faculty and K-12 |  | CCommEng, Deans, Faculty |
| 4 | 4 | A | 2 Enhance opportunities for K-12 students preparing them to pursue additional education and become future leaders |  | CCommEng, Deans, Faculty |
| 4 | 4 | B | B. Encourage the scholarship of engagement and the scholarship of application while building on the knowledge and experience of participants | | |
| 4 | 4 | B | 1 Annually document and quantify scholarship and creative activities |  | CCommEng, Deans, Chairs, AVPPR |
| 4 | 4 | B | 2 Sponsor an annual event where the most pressing challenges of the communities we serve are discussed |  | President, Provost, CCommEng |
| 4 | 4 | B | 3 Continue to fund the Community Engagement Grant competition |  | President |
| 4 | 4 | C | C. Align community engagement activities with the curriculum while leveraging the resources available in Institutional Advancement | | |
| 4 | 4 | C | 1 Identify existing and develop new relationships between the community and the University that culminate in opportunities for students to engage in leadership and explore future careers |  | CCommEng, VPIA, Deans, Faculty, DirSA/LD |
| 4 | 4 | C | 2 Leverage the resources available in Institutional Advancement to support community engagement activities |  | CCommEng, VPIA, AthDir, DirCtEd |

Goal 5: Assuring Sustainability for the Future

Executive Committee Member charged with overseeing progress: Vice President for Institutional Advancement, Chief Operating Officer, & Chief Financial Officer

| | | | | | |
|---|---|---|--|---|--|
| 5 | 1 | 1 | 1. Cultivate an entrepreneurial culture in support of academic excellence | | |
| 5 | 1 | A | A. Capitalize on existing policies and practices to expand high-demand educational courses and programs in alternative ways | | |
| 5 | 1 | A | 1 Identify opportunities to convert academic offerings into programs specifically suited for 8-week semesters, weekends and evenings |  | Provost, Deans, Faculty, AVPGRF, AVPPR, Chairs |
| 5 | 1 | A | 2 Expand the number of existing academic programs that can be offered either hybrid or online |  | Provost, Deans, Chairs, Faculty |
| 5 | 1 | A | 3 Increase enrollment in academic programs and courses offered in non-traditional modes of schedules of delivery |  | Provost, Deans, AVPEM, VPIA, MarCom |
| 5 | 1 | A | 4 Engage with talented alumni to facilitate the exchange of knowledge, generate enthusiasm, attract additional students and provide internships and learning opportunities |  | Provost, Deans, VPIA, Chairs, Faculty |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe | Responsible Parties |
|------|-----------|----------|---------------|--|--|
| | | | | 2020 → 2030 | |
| 5 | 1 | B | B. | Leverage Continuing Education resources and expertise to increase credentialed programs offered by faculty as well as non-credit offerings in support of lifelong learning | |
| 5 | 1 | B | 1 | | Provost, Deans, Faculty, VPIA, Chairs |
| 5 | 1 | B | 2 | | Provost, Deans, Faculty, VPIA, DirCtEd |
| 5 | 1 | B | 3 | | Provost, Deans, Faculty, Chairs |
| 5 | 1 | B | 4 | | Provost, Deans, Faculty, Chairs |
| 5 | 1 | B | 5 | | Provost, Deans, Faculty |
| 5 | 1 | B | 6 | | CFO, COO |
| 5 | 1 | C | C. | Cultivate campus endeavors that increase revenue | |
| 5 | 1 | C | 1 | | Provost, VPIA, VPSA, COO, Deans, Faculty |
| 5 | 1 | C | 2 | | Provost, VPIA, VPSA, COO, Deans, Faculty, DirStuCent |
| 5 | 1 | C | 3 | | VPIA, VPSA, COO, DirStuCent |
| 5 | 1 | C | 4 | | ExComm, Deans |
| 5 | 1 | C | 5 | | Provost, VPSA, COO, Deans, Chairs |
| 5 | 1 | C | 6 | | Provost, AVPEM, AVPIE, Deans, Chairs, Faculty |
| 5 | 1 | C | 7 | | VPSA, AVPEM, ResLife |
| 5 | 1 | C | 8 | | AVPEM, Provost, Deans, Chairs, Faculty, VPSA |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe | Responsible Parties |
|------|-----------|----------|---|--------------------|------------------------------------|
| | | | | 2020 → 2030 | |
| 5 | 1 | D | D. | | |
| | | | Provide an ecosystem that fosters student faculty and staff innovation and creativity | | |
| 5 | 1 | D | 1 | | Provost, VPIA, COO, Deans, VPSA |
| | | | Develop a speaker series in the area of entrepreneurship and innovation to share best practices and success stories with the CCSU Family | | |
| 5 | 1 | D | 2 | | Provost, VPIA, COO, Deans, Faculty |
| | | | Create an Innovation Lab | | |
| 5 | 1 | D | 3 | | Provost, COO, Deans |
| | | | Identify a space where regional companies can meet with campus experts to pursue joint projects | | |
| 5 | 1 | D | 4 | | VPIA, Alumni, Deans, Faculty |
| | | | Connect alumni who are entrepreneurs with the institution | | |
| 5 | 1 | D | 5 | | VPIA, Deans, Faculty |
| | | | Establish partnerships with corporations and organizations who are active in the area of innovation | | |
| 5 | 1 | D | 6 | | Provost, Deans, VPIA, VPSA |
| | | | Implement a process to identify, develop and seek financial support for student, faculty and staff ideas | | |
| 5 | 1 | D | 7 | | ExComm, MarCom, Deans |
| | | | Recognize and celebrate the success of students, faculty, and staff involved in entrepreneurial and creative endeavors | | |
| 5 | 1 | E | E. | | |
| | | | Encourage and support faculty and staff in pursuit of external funding | | |
| 5 | 1 | E | 1 | | Provost, Deans, AVPGRF, VPSA |
| | | | Pursue opportunities to promote the scholarship of discovery by increasing the scope and value of external grants awarded to faculty and staff | | |
| 5 | 1 | E | 2 | | Provost, AVPGRF, VPEI, VPSA |
| | | | Successfully pursue grants which align with our desire to increase diversity and create life changing opportunities | | |
| 5 | 1 | E | 3 | | AVPGRF, CCommEng |
| | | | Increase the scope and value of external grants awarded to faculty and staff that promote the scholarship of application | | |
| 5 | 1 | E | 4 | | ExComm, MarCom |
| | | | Recognize faculty and staff whose grants have been funded and celebrate their accomplishments | | |
| 5 | 2 | 2 | 2. Exercise thoughtful stewardship of resources | | |
| | | | Strengthen the thoughtful and innovative management of resources to improve affordability and contain costs | | |
| 5 | 2 | A | A. | | |
| | | | Reallocate resources to implement priorities identified in the strategic plan | | ExComm |
| 5 | 2 | A | 1 | | |
| | | | Recognize and celebrate departments that operate efficiently and stay within their budget | | ExComm |
| 5 | 2 | A | 2 | | |
| | | | Optimize the efficiency of our use of faculty resources where possible to serve the needs of our students, without compromising academic excellence and educational quality | | Provost, Deans |
| 5 | 2 | A | 3 | | |
| | | | Improve course availability while reducing the number of under-enrolled sections | | Provost, Deans, Chairs |
| 5 | 2 | A | 4 | | |
| | | | Streamline the paths to degree completion | | Provost, Deans, Chairs, Faculty |
| 5 | 2 | A | 5 | | |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe 2020 → 2030 | Responsible Parties |
|------|-----------|----------|---|-----------------------------------|---------------------------------|
| 5 | 2 | B | B. | | |
| | | | Optimize efficiencies and ensure appropriate execution of resources | | |
| 5 | 2 | B | 1 | | ExComm |
| | | | Implement technology to improve effectiveness of processes, track data/deliverables, and establish systems of accountability (i.e., Sibson recommendations) | | |
| 5 | 2 | B | 2 | | ExComm, AAUP, SUOAF |
| | | | Implement performance-based incentives for maximizing technology and optimizing efficiencies | | |
| 5 | 2 | B | 3 | | Provost, Deans, Chairs, Faculty |
| | | | Evaluate course offerings with a history of low enrollment | | |
| 5 | 2 | B | 4 | | Provost, Deans, Chairs |
| | | | Evaluate release time to ensure appropriateness of coding and maximum productivity | | |
| 5 | 2 | B | 5 | | President, VPEI, CHRO |
| | | | Implement the recommendations to reorganize the Office of Equity and Inclusion, Human Resources and Ombudsperson offices | | |
| 5 | 2 | C | C. | | |
| | | | Complete implementation of the Athletics Program Sustainability Plan | | |
| 5 | 2 | C | 1 | | VPIA, AthDir |
| | | | Develop and implement a strategic plan for the department | | |
| 5 | 2 | C | 2 | | VPIA, AthDir |
| | | | Assess the progress on the financial sustainability of the department considering the most recent changes in the landscape for CCSU and take appropriate actions | | |
| 5 | 2 | C | 3 | | VPIA, AthDir, VPSA |
| | | | Make the department a key partner in the efforts to enhance campus life and building a safer, welcoming and inclusive campus | | |
| 5 | 2 | D | D. | | |
| | | | Customize services to meet the needs of CCSU's unique student population | | |
| 5 | 2 | D | 1 | | Provost, Deans, Faculty, ExComm |
| | | | Expand programs and courses that can be delivered on-line or hybrid | | |
| 5 | 2 | D | 2 | | Provost, Deans, COO, AVPEM |
| | | | Offer courses at times and days that accommodate traditional students as well as working professionals (e.g., evenings, weekends and 8-week terms) | | |
| 5 | 2 | E | E. | | |
| | | | Develop an integrated marketing strategy and communication plan to promote the University and its programs | | |
| 5 | 2 | E | 1 | | MarCom |
| | | | Establish and publicize policies related to electronic communication (i.e., email, website, social media) | | |
| 5 | 2 | E | 2 | | MarCom |
| | | | Develop a robust marketing strategy to promote the University | | |
| 5 | 2 | E | 3 | | MarCom |
| | | | Coordinate the marketing and communication needs of Academic Affairs, Enrollment Management and Institutional Advancement | | |
| 5 | 2 | E | 4 | | MarCom |
| | | | Hire a dedicated staff member to coordinate and support departments and offices with their social media usage and communication | | |
| 5 | 2 | E | 5 | | MarCom |
| | | | Explore enhancing the CCSU website that allows for a visually appealing, user-friendly, accurate, and consistent experience across desktop and mobile versions that also is ADA compliant | | |

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal | Objective | Strategy | Key Activity: | Ten-Year Timeframe | Responsible Parties |
|-------|--|----------|---|--------------------|---------------------------------|
| | | | | 2020 → 2030 | |
| 5 2 F | F. | | Continue to implement mitigation strategies to reduce greenhouse gas emissions as outlined in the Climate Action Plan and in the objectives of the Governor's Council on Climate Change | | |
| 5 2 F | 1 | | Develop opportunities for envelope retrofits for existing buildings to make them substantially more energy efficient | | COO |
| 5 2 F | 2 | | Continue to expand high-efficiency building energy systems (i.e., lighting, HVAC, water heating) | | COO |
| 5 2 F | 3 | | Implement energy efficient appliance standards | | COO |
| 5 2 F | 4 | | Shift from high-carbon fuel oil to lower-carbon natural gas | | COO |
| 5 2 F | 5 | | Incorporate renewable energy systems into campus energy portfolio (i.e., solar array) | | COO |
| 5 2 F | 6 | | Promote the use of public transit service, electrification of transit buses, and the switch to zero-emissions vehicles | | COO |
| 5 2 F | 7 | | Increase source reduction and recycling of solid waste | | COO |
| 5 3 3 | 3. Grow the CCSU endowment to facilitate access to higher education, student success, and faculty achievement | | | | |
| 5 3 A | A. | | Complete the \$75M Capital Campaign | | |
| 5 3 A | 1 | | Set annual Capital Campaign achievement goals | | VPIA |
| 5 3 A | 2 | | Exceed annual Capital Campaign goals to reach the end of the campaign one year early | | VPIA |
| 5 3 A | 3 | | Track the number, dollar amount, and type of grants awarded through the foundation | | Provost, VPIA |
| 5 3 A | 4 | | Increase all areas of giving and establish a method to evaluate the effectiveness of each area of the campaign | | Provost, VPIA |
| 5 3 A | 5 | | Increase the number of student and alumni donors from 3% to 10% | | VPIA |
| 5 3 A | 6 | | Annually increase the value of resources available to CCSU by \$250,000 | | VPIA |
| 5 3 A | 7 | | Establish Endowed Chairs to attract new or retain talented faculty | | President, Provost, VPIA |
| 5 3 A | 8 | | Develop partnerships between departments to improve communication with alumni and potential donors in support of attracting gifts | | President, Provost, VPIA, Deans |
| 5 3 B | B. | | Make giving count through thoughtful and responsible allocation of grants and donations | | |
| 5 3 B | 1 | | Increase the number and amount of scholarships awarded to students | | VPIA, AVPEM, Deans |
| 5 3 B | 2 | | Finance a larger number of grants while increasing the total value of all grants awarded | | Provost, AVPGRF, VPIA, Deans |
| 5 3 B | 3 | | Identify and fund priority projects that align with Central's goals | | ExComm, Deans |
| 5 3 B | 4 | | Increase the amount spent on equipment | | ExComm |
| 5 3 B | 5 | | Establish Foundation-endowed accounts for unrestricted funds in all the academic units and athletics | | Provost, VPIA |
| 5 3 B | 6 | | Celebrate and broadcast the results of giving | | VPIA, MarCom |
| 5 3 C | C. | | Develop and implement a plan to seek private funding for capital projects to support academic programs and student services | | |
| 5 3 C | 1 | | Identify no more than three capital projects with strong potential to obtain private funding | | President, VPIA |
| 5 3 C | 2 | | Develop the case statements for the projects identified | | Provost, VPIA, COO |
| 5 3 C | 3 | | Present proposals to potential donors, individuals and corporations | | President, VPIA |

| Title | Acronym |
|--|--------------------|
| Director, Alumni Affairs | Alumni |
| Director, Athletics | AthDir |
| Associate Vice President of Enrollment Management | AVPEM |
| Associate Vice President for Graduate Studies, Research, and Faculty Development | AVPGRF |
| Associate Vice President for Planning and Institutional Effectiveness | AVPIIE |
| Associate Vice President for Academic Affairs – Planning and Resources | AVPPR |
| Associate Vice President for Student Academic Services | AVPSAS |
| Coordinator of Community Engagement | CCommEng |
| Chief Financial Officer | CFO |
| Academic Department Chairs | Chairs |
| Chief Human Resources Officer | CHRO |
| Chief Information Officer | CIO |
| Chief Operating Officer | COO |
| Academic Deans | Deans |
| Director, Advising | DirAdvising |
| Director, Career Services | DirCareer |
| Director, Center for International Education | DirCIE |
| Director, Community Advancement | DirCommAdv |
| Director, Counseling & Student Development | DirCounsel&StudDev |
| Director, Continuing Education | DirCtED |
| Director, ConnCAP & EOP PreCollegiate & Access ServicesPreCollegiate & Access Services | DirEOP |
| Director, Honors Program | DirHon |
| Director, Library Service | DirLibrary |
| Director, New Student Programs | DirNewStud |
| Director of Residence Life | DirResLife |
| Director, Student Activities/Leadership Development | DirSA/LD |
| Director, Student Disability Services | DirSDS |
| Director, Student Center | DirStuCent |
| Director, Student Conduct | DirStuCond |
| Director, The Learning Center | DirTLC |
| Director, Victim Advocacy | DirVictAdv |
| Executive Committee: | ExComm |
| President | |
| Provost and Vice President for Academic Affairs | |
| Vice President for Equity & Inclusion | |
| Vice President for Institutional Advancement | |
| Vice President for Student Affairs | |
| Chief Human Resources Officer | |
| Chief Financial Officer | |
| Chief Information Officer | |
| Chief Operating Officer | |
| Associate Vice President of Enrollment Management | |
| University Counsel | |
| Faculty Senate | FacSenate |
| Full- and Part-time Faculty | Faculty |
| Director, Financial Aid | FinAid |
| High-impact Practices Officer | HIPOfficer |
| Director, Public Relations | MarCom |
| Director of Public Safety/Chief of Police | Police |
| President | President |
| Provost & Vice President for Academic Affairs | Provost |
| Registrar | Registrar |
| Director, Office of Transfer and Academic Articulations | Trans Art |
| AAUP and SUOAF | Unions |
| Vice President for Equity & Inclusion | VPEI |
| Vice President for Institutional Advancement | VPIA |
| Vice President for Student Affairs | VPSA |

APPENDIX D – SPSC FINANCIAL MODELING

| Executive Summary by Strategic Plan Goal | | | | | | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-------------------------------|--|
| DRAFT - As of 1/14/20 | | | | | | | | | | | | |
| Strategic Plan | YR 1 | YR 2 | YR 3 | YR 4 | YR 5 | YR 6 | YR 7 | YR 8 | YR 9 | YR 10 | Estimated Investment 10 Years | |
| | FY 20 | FY 21 | FY 22 | FY 23 | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 | FY 29 | | |
| Goal 1 - Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy | \$ 31,027 | \$ 1,092,974 | \$ 1,134,794 | \$ 1,178,816 | \$ 1,225,153 | \$ 1,273,928 | \$ 1,325,269 | \$ 1,379,310 | \$ 1,436,194 | \$ 1,496,072 | \$ 11,573,537 | |
| Goal 2 - Increasing Access to Higher Education and Ensuring Student Success | \$ 297,789 | \$ 2,674,920 | \$ 3,771,869 | \$ 4,450,619 | \$ 5,434,590 | \$ 5,847,717 | \$ 6,125,803 | \$ 6,419,007 | \$ 6,728,162 | \$ 7,054,148 | \$ 48,804,624 | |
| Goal 3 - Fostering an Inclusive and Safe Campus Culture that Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas | \$ 369,327 | \$ 698,660 | \$ 706,455 | \$ 670,429 | \$ 688,930 | \$ 753,413 | \$ 727,808 | \$ 748,231 | \$ 816,228 | \$ 791,164 | \$ 6,970,646 | |
| Goal 4 - Strengthening Scholarship - Advance Scholarship, Service Learning, and Community Development for the Public Good | \$ 8,000 | \$ 285,205 | \$ 292,201 | \$ 300,082 | \$ 307,869 | \$ 316,085 | \$ 324,752 | \$ 333,895 | \$ 343,542 | \$ 353,720 | \$ 2,865,351 | |
| Goal 5 - Elevating Financial Sustainability and Prosperity | \$ 915,918 | \$ 1,135,760 | \$ 1,058,666 | \$ 1,198,609 | \$ 1,272,490 | \$ 1,304,913 | \$ 1,362,016 | \$ 1,421,944 | \$ 1,508,852 | \$ 1,550,901 | \$ 12,730,070 | |
| Grand Total Estimated Investments needed | \$ 1,622,060 | \$ 5,887,520 | \$ 6,963,986 | \$ 7,798,556 | \$ 8,929,032 | \$ 9,496,056 | \$ 9,865,648 | \$ 10,302,388 | \$ 10,832,978 | \$ 11,246,005 | \$ 82,944,229 | |
| Optimize the efficiency of our use of faculty resources where possible to serve the needs of our students, without compromising academic excellence and educational quality | | \$ 707,721 | \$ 1,457,906 | \$ 2,252,465 | \$ 3,093,385 | \$ 3,982,733 | \$ 4,922,658 | \$ 5,915,394 | \$ 6,963,263 | \$ 8,068,682 | \$ 37,364,206 | |
| Increased Revenue Due to Improved Retention | | \$ 131,715 | \$ 395,491 | \$ 800,162 | \$ 1,236,874 | \$ 1,707,242 | \$ 2,213,260 | \$ 2,757,029 | \$ 3,340,758 | \$ 3,966,773 | \$ 16,549,305 | |
| Increased Revenue from implementing an International Enrollment Strategy | | \$ 483,718 | \$ 1,919,220 | \$ 1,919,647 | \$ 2,659,507 | \$ 3,312,660 | \$ 4,013,810 | \$ 4,808,394 | \$ 5,659,961 | \$ 6,526,006 | \$ 30,574,922 | |
| Increased Support from Foundation | | \$ 250,000 | \$ 500,000 | \$ 750,000 | \$ 1,000,000 | \$ 1,250,000 | \$ 1,500,000 | \$ 1,750,000 | \$ 2,000,000 | \$ 2,250,000 | \$ 11,250,000 | |
| Estimated Expense Reduction/ Increased Revenue | \$ - | \$ 1,573,154 | \$ 3,544,617 | \$ 5,722,274 | \$ 7,989,765 | \$ 10,252,634 | \$ 12,049,728 | \$ 15,230,817 | \$ 17,963,982 | \$ 20,811,461 | \$ 95,738,432 | |
| (Additional Funds Needed) Surplus Funds Available | \$ (1,622,060) | \$ (4,314,365) | \$ (3,419,369) | \$ (2,076,281) | \$ (939,266) | \$ 756,578 | \$ 2,784,080 | \$ 4,928,429 | \$ 7,131,003 | \$ 9,565,456 | \$ 12,794,203 | |

Note: The financial modeling noted above does not include estimates for additional financial aid support, expansion of the Educational Opportunity Program (EOP), cost increases associated with expanded hours of operation, advising software enhancements, a student application and Physical Infrastructure.

Strategic Plan 2030: Action Plan - Priority Activities - Year 1

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

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

Strategy B. Develop flexible academic programs that ensure accessibility, inspire lifelong learning, and prepare graduates to meet the demands of the 21st century and the future needs of industry

Activity 1 - Inventory the courses and programs that are offered in alternative delivery formats, locations and/or times

Strategy E. Increase academic program offerings that accommodate working students, adult learners, and graduate student populations through delivery of online, evening and weekend courses

Activity 3 - Foster online course and program development

Objective 2. Develop educational foundations that strengthen student learning

Strategy B. Guide undeclared students toward academic pathways that match their aspirations and abilities

Activity 2 - Develop clear paths that assist students in selecting a major

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

Activity 1 - Collaborate with community colleges to ensure transfer students are prepared to excel in future endeavors

Objective 3. Promote a student-centered environment to ensure success

Strategy A. Improve advising such that all undergraduate students are regularly and consistently advised according to their academic and their career aspirations

Activity 3 - Provide faculty workshops through the Center for Teaching and Faculty Development to enhance advising

Objective 4. Recognize faculty as pillars of knowledge

Strategy B. Recruit and retain a diverse faculty who think boldly and innovatively to address the challenges of the 21st century

Activity 6 - Highlight faculty successes that demonstrate inclusivity, innovation, and creativity

Objective 5. Drive academic transformation through innovation

Strategy B. Expand the offerings of the Center for Teaching and Faculty Development, fostering innovative pedagogical approaches that support the success of the diverse students of Connecticut

Activity 5 - Encourage and share classroom innovation amongst faculty

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

Objective 1. Develop a culture of accessibility

Strategy A. Make Central a "student-ready" institution to meet the needs of the incoming 21st century students

Activity 8 - Identify and implement a multi-functional smart-phone app to improve communication with students and enhance their Central experience

Strategy B. Develop innovative marketing strategies to attract new and diverse incoming student populations

Activity 4 - Ensure website is easy to navigate with relevant information

Objective 2. Facilitate student success in the college environment

Strategy C. Provide students with supplemental academic support in and out of the classroom

Activity 1 - Fully embrace Early Alert

Strategy E. Educate students and families regarding financial resources and support

Activity 2 - Provide financial literacy training to students and families as they navigate the admission process, as well as progression to degree

Objective 3. Prepare students for career readiness and future success

Strategy B. Engage students in career discussions from day one

Activity 2 - Build upon existing career exploration activities by capitalizing on the expertise of faculty and future employers

Strategy E. Increase alumni involvement in career preparation and student mentorship through the development of career events and workshops.

Activity 2 - Invite alumni to participate in career path lecture series

Objective 4. Provide accessible and relevant graduate education

Strategy A. Increase responsiveness to evolving trends in graduate studies leading to careers in the public and private sector

Activity 1 - Work with Department of Labor to determine graduate programs that are or will be in high demand regionally and nationally

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

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

Strategy E. Enhance the efforts of departments, schools and colleges, encouraging the development of specific actions to address their diversity priorities

Activity 2 - Create professional development opportunities for faculty to incorporate diversity initiatives and concepts into pedagogy, research and curriculum development

Objective 2. Integrate diversity into the curriculum, pedagogical methods, professional development and co-curricular activities that contribute to cultural competency

Strategy A. Develop innovative diversity models that inform the curriculum, pedagogy and advising

Activity 1 - Identify best practices associated with integrating diversity into the curriculum, advising and pedagogical approaches

Objective 3. Use data to inform and develop accountability measures in support of a diverse 21st century university

Strategy A. Identify and administer a series of campus climate surveys on a regular basis to inform tomorrow's academic directions

Activity 2 - Regularly administer the climate surveys to students, faculty and staff

Objective 4. Identify best practices that align with federal and state policies to increase safety both on and around campus

Strategy B. Continue to work with local and state authorities to ensure compliance with the most up-to-date campus safety measures and procedures, including completion of required safety training and emergency drills

Activity 3 - Maintain an Emergency Management Response Program that complies with the National Incident Management System (NIMS)

Objective 5. Enhance recognition of faculty and staff for their value and service to the institution.

Strategy A. Expand how service is valued in the evaluation and promotion guidelines to incorporate activities such as community engagement, advising, and committee assignments

Activity 1 - Develop a collaboration among AAUP, Faculty Senate, SUOAF, and administration to develop guidelines on valuing the service component of employee performance review and/or promotion

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

Objective 1. Foster partnerships that contribute to societal improvements

Strategy A. Expand mutually beneficial partnerships with community organizations, local government, alumni, industry, and employers

Activity 2 - Inventory and assess current community engagement activities to establish a baseline for planning

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

Strategy A. Reengineer the Office of Community Engagement and develop a more comprehensive mission and organizational framework, building on the work of the Faculty Senate Community Engagement Committee

Activity 2 - Establish and implement documentation procedures consistent with the Carnegie application

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

Strategy D. Dedicate University resources to adequately support economic development in the region and state

Activity 1 - Create a think-tank with members from CCSU and community and business community to identify areas of opportunity for engagement and investment by the University

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

Strategy C. Align community engagement activities with the curriculum while leveraging the resources available in Institutional Advancement

Activity 2 - Leverage the resources available in Institutional Advancement to support community engagement activities

Goal 5: Assuring Sustainability for the Future

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

Strategy A. Capitalize on existing policies and practices to expand high-demand educational courses and programs in alternative ways

Activity 2 - Expand the number of existing academic programs that can be offered either hybrid or online

Objective 2. Exercise thoughtful stewardship of resources

Strategy A. Strengthen the thoughtful and innovative management of resources to improve affordability and contain costs

Activity 5- Streamline the paths to degree completion

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

Strategy A. Complete the \$75M Capital Campaign

Activity 8 - Develop partnerships between departments to improve communication with alumni and potential donors in support of attracting gifts

Strategic Plan 2030: Action Plan - List of Key Activities

| Goal/ Objective/ Strategy | Key Activity: | Progress/ Status |
|---------------------------------|--|---------------------|
| 1.1.E.3 | Foster online course and program development | In Progress |
| 1.1.G.5 | Identify opportunities to leverage technological and computational resource needs across disciplines | In Progress |
| 1.2.A.1 | Develop and implement a comprehensive, multi-faceted First Year Experience program | In Progress |
| 1.2.C.3 | Assess the General Education Learning Objectives | In Progress |
| 1.5.B.5 | Encourage and share classroom innovation amongst faculty | In Progress |
| 1.5.B.6 | Prepare faculty to deliver high-quality courses across multiple modalities | In Progress |
| 2.1.A.7 | Streamline the student onboarding experience utilizing technology where possible | In Progress |
| 2.1.A.8 | Identify and implement a multi-functional smart-phone app to improve communication with students and enhance their Central experience | In Progress |
| 2.1.B.3 | Expand NEHBE to include all programs | Done |
| 2.1.B.4 | Ensure website is easy to navigate with relevant information | In Progress |
| 2.1.B.7 | Identify prospective students by purchasing names, attending college fairs, providing Financial Literacy workshops at high schools | In Progress |
| 2.1.B.10 | Increase communication with the parents of potential students | In Progress |
| 2.1.C.3 | Improve the flexibility of CCSU's academic offerings by making courses and programs available in the evenings, weekends and/or online | In Progress |
| 2.2.C.1 | Fully embrace Early Alert | In Progress |
| 2.2.C.2 | Improve coordination between Academic Affairs and Student Affairs to ensure students receive needed assistance | In Progress |
| 2.2.E.1 | Host several workshops throughout the year on Financial Literacy and Financial Aid topics | In Progress |
| 2.2.E.2 | Provide financial literacy training to students and families as they navigate the admission process, as well as progression to degree | In Progress |
| 2.2.E.4 | Revise financial aid strategies to ensure distributed aid maximizes CCSU's ability to meet student needs while reaching as many students as possible | In Progress |
| 2.3.B.2 | Build upon existing career exploration activities by capitalizing on the expertise of faculty and future employers | In Progress |
| 2.3.E.2 | Invite alumni to participate in career path lecture series | In Progress |
| 2.4.B.4 | Online and hybrid options | In Progress |
| 2.4.B.5 | Develop accelerated Bachelor's/Master's completion programs (3+2 and 4+1) | In Progress |
| 3.1.B.1 | Identify Diversity Liaisons | Done |
| 3.1.B.3 | Review University policies and practices as they relate to diversity, equity or inclusion | In Progress |
| 3.1.B.4 | Foster the exchange of ideas and discussions about diversity, equity and inclusion with the goal of developing programmatic initiatives | In Progress |
| 3.2.A.2 | Increase professional development opportunities for faculty and staff that focuses on diversity and inclusion | In Progress |
| 3.2.C.1 | Review and inventory our accommodation efforts and needs | In Progress |
| 3.2.D.2 | Charge the Commission on Diversity, Equity and Inclusion with ensuring that University sponsored/affiliated activities follow institutional policies, best practices, and have satisfied the criteria outlined in the <i>Culturally Responsive Checklist</i> | In Progress |
| 3.3.A.1 | Identify appropriate climate surveys for students, faculty and staff | Done |
| 3.3.A.2 | Regularly administer the climate surveys to students, faculty and staff | In Progress |
| 3.3.C.1 | Inventory current trainings and professional development efforts geared toward recognizing all manners of bias | In Progress |
| 3.3.D.1 | Identify all members of the campus community who are expected to or required to attend each type of training offered | In Progress |
| 3.3.D.2 | Document and track the attendance of all training activities | In Progress |
| 3.4.A.1 | Inventory all state and federal compliance policies relating to Title IX, equal employment, ADA, equity and discrimination | In Progress |
| 5.1.A.2 | Expand the number of existing academic programs that can be offered either hybrid or online | In Progress |
| 5.2.B.1 | Implement technology to improve effectiveness of processes, track data/deliverables, and establish systems of accountability (i.e., Sibson recommendations) | In Progress |
| 5.2.B.3 | Evaluate course offerings with a history of low enrollment | In Progress |
| 5.2.B.4 | Evaluate release time to ensure appropriateness of coding and maximum productivity | In Progress |
| 5.2.B.5 | Implement the recommendations to reorganize the Office of Equity and Inclusion, Human Resources and Ombudsperson offices | In Progress |

Action Plan to Change CCSU Campus Culture (Last revised 8/19/2019)

| Action | Primary Contact | Completion Date |
|---|--|---|
| <p>1. Reengineering the Offices of Diversity and Equity (ODE) and Human Resources (HR)</p> <ul style="list-style-type: none"> • Conduct competitive procurement to choose consultant. • Determine composition of the RFP review team (CFO Charlene Casamento will reach out to members of the Executive Committee for suggestions). • Selected expert will work with Z. Toro to develop proposals. • Feedback from the campus community will be solicited in April and May of 2019 (including the Integrated Planning Council (IPC), Executive Committee, Faculty Senate, union leaders, and students). • Integration of feedback by experts. • Final report submitted to President Toro by June 1, 2019. • Review of report by Senate Committee on administrative appointments and President Toro. • Implementation of recommendations. | Zulma Toro | December 2019 |
| <p>2. Implementation of an institution-wide reporting, monitoring, & tracking system to facilitate and maintain collection of information (complaints & training)</p> <ul style="list-style-type: none"> • Formation of a committee to conduct a survey of current systems, identify the needs of users, develop an inventory of functional use, establish new processes and procedures, and make a formal recommendation in terms of a reporting, tracking and monitoring consolidated system. • Feedback from the campus community will be solicited (including the IPC, Executive Committee, Faculty Senate, union leaders, and students). • Final decision will be made by Executive Committee Members based on committee recommendations and feedback. | George Claffey | December 2019 |
| <p>3. Administer a campus climate survey</p> <ul style="list-style-type: none"> • Conduct competitive procurement to choose consultant. • Composition of the RFP review team: Carolyn Magnan, University Counsel Patricia Gardner, Associate Director of Graduate Recruitment & Admissions Cecilia Perez, Contract Compliance Specialist Mark Jackson, Professor & Faculty Senate President • Select consultant. • Administer survey and gather data. | Charlene Casamento, Yvonne Kirby and Rusty Barcelo | June 30, 2019 <i>(to be revised)</i> |

| | | |
|--|--|---|
| <ul style="list-style-type: none"> Analyze data. Share survey results with university. Executive Committee Members will determine next steps. | <p>Zulma Toro and Rusty Barcelo</p> | <p>December 2019</p> |
| <p>4. Implement actions to improve campus climate</p> <ul style="list-style-type: none"> Meetings between President Toro and small groups of individuals to discuss Task Force recommendations and seek ideas for programmatic initiatives (six weeks). The composition of the small groups will be determined through input from union leaders, organizations across the university, and university leaders. Implement recommendations from small-group meetings. Assess effectiveness of actions. Adjust actions based on outcome from assessment. | <p>Strategic Plan Steering Committee</p> | <p>December 2019</p> |
| <p>5. Development of a vision for a safe and inclusive Central Connecticut State University</p> <ul style="list-style-type: none"> As part of the development of the Strategic Plan. | <p>Zulma Toro and Rusty Barcelo</p> | <p>May 2019 Revised - December 2019</p> |
| <p>6. Partner with faculty and union leaders to achieve 100% employee participation in Title IX training</p> <ul style="list-style-type: none"> Identification of mandatory trainings. (Carolyn Magnan) Meetings with union leaders, President Toro, and Human Resources. Schedule and offer training programs accordingly. | <p>Carolyn Magnan</p> | <p>June 30, 2019</p> |
| <p>7. Explore a new model for investigating sexual harassment, bullying and sexual misconduct on campus, and HR complaints rather than a “single investigator” to decrease individual bias or conflicts of interest</p> <ul style="list-style-type: none"> This work group will develop recommendations: Carolyn Magnan, University Counsel Michael Jasek, Vice President for Student Affairs Sarah Dodd, Diversity Associate Anna Suski-Lenczewski, Chief Human Resources Officer Solicit feedback from union leaders and campus community regarding work-group recommendations. Executive Committee will make final decision based on work-group recommendations and feedback. | | |

| | | |
|---|----------------------|--|
| <p>8. Appoint a work group to examine and make recommendations on policies and processes related to bullying and hazing</p> <ul style="list-style-type: none"> This work group will develop recommendations: <ul style="list-style-type: none"> Michael Jasek, Vice President for Student Affairs Anna Suski-Lenczewski, Chief Human Resources Officer Brian Barrio, Director of Athletics Evelyn Newman Phillips, Professor of African American Studies Jill Espelin, Assistant Professor of Nursing Cecilia Perez, Contract Compliance Specialist Sarah Atkinson, Dept. of Theatre Secretary Olusegun Odesina, Professor of Computer Electronics & Graphics Technology Heidi Hughes, Associate Professor of Management & Organization Present recommendations to campus community. President Toro will determine next steps based on bullet points one and two. | <p>Michael Jasek</p> | <p>May 1, 2019 Revised – October 15, 2019</p> |
| <p>9. Determine how best to incorporate educational material on Title IX, bullying, and civility into student programming</p> <ul style="list-style-type: none"> The Provost, Vice President for Student Affairs, and Associate Vice President for Enrollment Management will lead the charge. | <p>Michael Jasek</p> | <p>June 1, 2019 Revised – October 1, 2019</p> |
| <p>10. Analyze programming offered by Student Affairs' departments on topics such as: sexual misconduct and bullying, among others, to leverage efforts and resources and increase effectiveness</p> <ul style="list-style-type: none"> Michael Jasek, Brian Barrio and Sarah Dodd will lead the charge. | <p>Michael Jasek</p> | <p>June 1, 2019 Revised – October 1, 2019</p> |
| <p>11. Implement the recommendations contained in the report of the Counseling Services review with special attention to after business hours and weekend coverage</p> <ul style="list-style-type: none"> Vice President of Student Affairs, President Toro, and CFO will collaborate to get the recommendations implemented. | <p>Michael Jasek</p> | <p>June 30, 2019 Revised – November 1, 2019</p> |
| <p>12. Assess training programs and delivery modes</p> <ul style="list-style-type: none"> The programs and delivery modes will be reviewed by an expert who will provide recommendations for adjustments. Review of recommendations by a multi-disciplinary team, including representatives from ODE, Human Resources, Student Affairs, IT, AAUP, and SUOAF. | <p>Rusty Barcelo</p> | <p>August 30, 2019 Revised – December 31, 2019</p> |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • Feedback solicited from the campus community. • Final decision regarding changes to the training programs and delivery modes to be made by the Executive Committee. | | |
| <p>13. Review operation of the Sexual Assault & Interpersonal Resource Team (SART)</p> <ul style="list-style-type: none"> • Research statute and its implementation by sister institutions. • Consideration of outcome from bullet point one by Executive Committee to determine next steps. | Carolyn Magnan | April 2019 |
| <p>14. Create a new webpage to keep the internal and external campus community informed on the progress made with respect to the above actions items, including actions implemented, as well as to gather feedback as needed</p> <ul style="list-style-type: none"> • A collaborative group representing the following divisions will be involved in this process: Office of Diversity and Equity Human Resources Student Affairs University Counsel Marketing and Communications | George Claffey | March 2019 |
| <p>15. Develop and support “champions” to lead the transformation of the CCSU campus climate to become a more inclusive, welcoming and safe environment</p> | Zulma Toro, Rusty Barcelo, Executive Committee, Faculty, Union Leaders, Deans | October 2019 Revised – December 31, 2019 |

APPENDIX H

FINANCE & ENROLLMENT (F&E) FORMS GENERAL INFORMATION

| | |
|-------------------|--------------------------------------|
| Institution Name: | Central Connecticut State University |
| OPE ID: | 137800 |

| | | Annual Audit | |
|------------------------------------|-------|------------------------|-------------|
| | | Certified: | Qualified |
| | | Yes/No | Unqualified |
| Financial Results for Year Ending: | 06/30 | | |
| Most Recent Year | 2020 | Audit not yet complete | |
| 1 Year Prior | 2019 | Yes | Unqualified |
| 2 Years Prior | 2018 | Yes | Unqualified |
| 3 Years Prior | 2017 | Yes | Unqualified |
| Fiscal Year Ends on: | 6/30 | | |

Budget / Plans

| | | | |
|--------------|------|--|--|
| Current Year | 2020 | | |
| Next Year | 2021 | | |

| | | | |
|-----------------|--|--|--|
| Contact Person: | Yvonne Kirby | | |
| Title: | Assoc. Vice Pres. Planning & Institutional Effectiveness | | |
| Telephone No: | 860-832-1784* | | |
| E-mail address | ykirby@ccsu.edu | | |
| | *Alternative Cell: 479-601-3256 | | |

STANDARD 4: THE ACADEMIC PROGRAM

Summary – Degree-Seeking Enrollment and Degrees

Fall 2019 Enrollment* by location and modality, as of Census Date

| Degree Level/ Location & Modality | Associate's | Bachelor's | Master's | Clinical doctorates (e.g., Pharm.D., DPT, DNP) | Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.) | M.D., J.D., DDS | Ph.D. | Total Degree- Seeking |
|--|-------------|--|----------|--|---|-----------------------|-------|-----------------------------|
| Main Campus FT | | 7,243 | 395 | 59 | 1 | | | 7,698 |
| Main Campus PT | | 1,574 | 1,037 | 4 | 72 | | | 2,687 |
| Other Principal Campus FT | | | | | | | | 0 |
| Other Principal Campus PT | | | | | | | | 0 |
| Branch campuses FT | | | | | | | | 0 |
| Branch campuses PT | | | | | | | | 0 |
| Other Locations FT | | | | | | | | 0 |
| Other Locations PT | | | | | | | | 0 |
| Overseas Locations FT | | | | | | | | 0 |
| Overseas Locations PT | | | | | | | | 0 |
| Distance education FT | | | 1 | | | | | 1 |
| Distance education PT | | | 37 | | | | | 37 |
| Correspondence FT | | | | | | | | 0 |
| Correspondence PT | | | | | | | | 0 |
| Low-Residency FT | | | | | | | | 0 |
| Low-Residency PT | | | | | | | | 0 |
| Unduplicated Headcount Total | 0 | 8,817 | 1,470 | 63 | 73 | 0 | 0 | 10,423 |
| Total FTE | | 7,750 | 785 | 56 | 32 | | | 8,623 |
| Enter FTE definition: | | Undergraduate FTE = Credit Hours / 15 ; Graduate FTE = Credit Hours / 12 | | | | | | |
| Degrees Awarded, Most Recent Year (2018-2019) | | 2,007 | 614 | 5 | 5 | | | 2,631 |

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

*Jamaica student in the Masters Programs located in Jamaica are only enrolled in Winter and/or Summer sessions. Enrollments in winter 2019 were 0 and summer 2019 were 2.

STANDARD 4: THE ACADEMIC PROGRAM

Summary – Non-degree seeking Enrollment and Awards

Fall 2019 Enrollment* by location and modality, as of Census Date

| Degree Level/ Location & Modality | Title IV-Eligible Certificates: Students Seeking Certificates | Non- Matriculated Students | Visiting Students | Total Non- degree- Seeking | Total degree- seeking (previous page) | Grand Total |
|---|--|----------------------------------|----------------------|-------------------------------------|--|----------------|
| Main Campus FT | 47 | 10 | | 57 | 7,698 | 7,755 |
| Main Campus PT | 318 | 356 | | 674 | 2,687 | 3,361 |
| Other Principal Campus FT | | | | 0 | | 0 |
| Other Principal Campus PT | | | | 0 | | 0 |
| Branch campuses FT | | | | 0 | | 0 |
| Branch campuses PT | | | | 0 | | 0 |
| Other Locations FT | | | | 0 | | 0 |
| Other Locations PT | | | | 0 | | 0 |
| Overseas Locations FT | | | | 0 | | 0 |
| Overseas Locations FT | | | | 0 | | 0 |
| Distance education FT | | | | 0 | | 0 |
| Distance education PT | | | | 0 | | 0 |
| Correspondence FT | | | | 0 | | 0 |
| Correspondence PT | | | | 0 | | 0 |
| Low-Residency FT | | | | 0 | | 0 |
| Low-Residency PT | | | | 0 | | 0 |
| Unduplicated Headcount Total | 365 | 366 | 0 | 731 | 10,423 | 11,154 |
| Total FTE | 169 | 126 | | 295 | 8,623 | 8,918 |
| Enter FTE definition: | Undergraduate FTE = Credit Hours / 15 ; Graduate FTE = Credit Hours / 12 | | | | | |
| Certificates Awarded, Most Recent Year (2018-2019) | 190 | | | | | |

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

STANDARD 4: THE ACADEMIC PROGRAM

Headcount by UNDERGRADUATE Major

| For Fall Term, as of Census Date | Number of Credits* | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|----------------------------------|--------------------|---------------|---------------|--------------|--------------|--------------------------|
| | | (F2016) | (F2017) | (F2018) | (F2019) | (F2020) |

CERTIFICATE

| | | | | | | |
|-----------------------|----|------------|---|---|---|---|
| Detective Certificate | 12 | New, F2020 | | | | |
| Total | | 0 | 0 | 0 | 0 | 0 |

ASSOCIATE

| | | | | | | |
|----------------|--|---|---|---|---|---|
| Not Applicable | | | | | | |
| Total | | 0 | 0 | 0 | 0 | 0 |

BACCALAUREATE

| | | | | | | |
|--|-----|-----|-----|-----|-----|--|
| Accounting | 120 | 511 | 524 | 499 | 435 | |
| Anthropology | 120 | 36 | 30 | 32 | 30 | |
| Art | 120 | 55 | 54 | 50 | 39 | |
| Art Education | 120 | 46 | 47 | 50 | 55 | |
| Athletic Training* | 120 | 67 | 63 | 57 | 40 | |
| Biochemistry | 120 | 37 | 38 | 37 | 33 | |
| Biology | 120 | 401 | 411 | 408 | 388 | |
| Biomolecular Sciences | 120 | 152 | 166 | 186 | 182 | |
| Chemistry | 120 | 48 | 54 | 54 | 45 | |
| Civil Engineering | 130 | 126 | 113 | 115 | 96 | |
| Communication* | 120 | 162 | 48 | 20 | | |
| Computer Engineering Technology | 120 | 138 | 155 | 145 | 123 | |
| Computer Science | 120 | 314 | 344 | 356 | 385 | |
| Construction Management | 120 | 230 | 229 | 229 | 231 | |
| Criminology | 120 | 614 | 613 | 627 | 589 | |
| Cybersecurity | 120 | | | 4 | 49 | |
| Dance Education | 120 | 7 | 17 | 18 | 15 | |
| Early Childhood and Infant/Toddler Mental Health | 120 | | | 11 | 32 | |
| Early Childhood Education | 120 | 0 | 0 | 0 | 0 | |
| Earth Sciences | 120 | 39 | 36 | 42 | 36 | |
| Economics | 120 | 80 | 70 | 72 | 81 | |
| Electrical Engineering | 125 | | | | | |
| Electronics Technology | 120 | 45 | 37 | 33 | 26 | |
| Elementary Education | 120 | 396 | 407 | 396 | 331 | |
| English | 120 | 202 | 194 | 185 | 182 | |
| Exercise Science | 120 | 244 | 255 | 244 | 248 | |
| Finance | 120 | 268 | 291 | 300 | 271 | |
| French | 120 | 7 | 3 | 10 | 7 | |
| Geography | 120 | 51 | 36 | 43 | 30 | |
| German | 120 | 0 | 1 | 1 | 1 | |
| Graphic/Information Design | 120 | 155 | 141 | 140 | 137 | |
| Graphics Technology | 120 | 24 | 22 | 28 | 21 | |
| History | 120 | 203 | 188 | 170 | 172 | |

STANDARD 4: THE ACADEMIC PROGRAM *(continued)*

Headcount by UNDERGRADUATE Major

| For Fall Term, as of Census Date | Number of Credits* | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|--|--------------------|---------------|---------------|--------------|--------------|--------------------------|
| | | (F2016) | (F2017) | (F2018) | (F2019) | (F2020) |
| Hospitality & Tourism | 120 | 77 | 69 | 59 | 43 | |
| Industrial Technology | 120 | 29 | 18 | 15 | 22 | |
| International Studies | 120 | 30 | 33 | 38 | 35 | |
| Italian | 120 | 5 | 3 | 2 | 3 | |
| Journalism | 120 | 74 | 79 | 83 | 73 | |
| Management | 120 | 451 | 480 | 488 | 462 | |
| Management Information Systems | 120 | 151 | 151 | 156 | 139 | |
| Manufacturing Engineering Technology | 130 | 56 | 63 | 64 | 59 | |
| Manufacturing Management | 120 | 29 | 33 | 45 | 56 | |
| Marketing | 120 | 286 | 281 | 317 | 292 | |
| Mathematics | 120 | 164 | 153 | 133 | 140 | |
| Mechanical Engineering | 127 | 322 | 304 | 319 | 301 | |
| Mechanical Engineering Technology | 130 | 181 | 205 | 196 | 196 | |
| Media Studies | 120 | 99 | 138 | 142 | 139 | |
| Music | 120 | 27 | 12 | 18 | 12 | |
| Music Education | 120 | 44 | 50 | 53 | 42 | |
| Networking Information Technology | 120 | 106 | 119 | 116 | 97 | |
| Nursing | 120 | 204 | 204 | 215 | 227 | |
| Nursing (RN to BSN) | 120 | 54 | 44 | 32 | 24 | |
| Philosophy | 120 | 19 | 14 | 13 | 14 | |
| Physical Education | 120 | 108 | 111 | 112 | 115 | |
| Physics | 120 | 53 | 56 | 57 | 48 | |
| Political Science | 120 | 91 | 112 | 107 | 93 | |
| Psychological Science | 120 | 636 | 586 | 610 | 576 | |
| Robotics/Mechatronics Engineering Technology | 130 | 46 | 47 | 54 | 56 | |
| Social Sciences* | 120 | 9 | 5 | 3 | | |
| Social Work | 120 | 319 | 299 | 276 | 269 | |
| Sociology | 120 | 117 | 113 | 113 | 101 | |
| Spanish | 120 | 41 | 49 | 36 | 29 | |
| Special Studies | 120 | | 1 | | | |
| Strategic Communications | 120 | 101 | 159 | 159 | 155 | |
| Technology and Engineering Ed K-12 | 120 | 39 | 46 | 44 | 34 | |
| Theatre | 120 | 50 | 58 | 50 | 56 | |
| Undecided | | 862 | 872 | 859 | 827 | |
| | Total | 9,538 | 9,554 | 9,546 | 9,045 | 0 |
| Total Undergraduate | | 9,538 | 9,554 | 9,546 | 9,045 | 0 |

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

- Credit counts are effective Fall 2016, credit information obtained from Student Catalog
 - Shaded cells represent new programs prior to official program start date or programs that are in the process of being discontinued.

* Program is being suspended or phased out

STANDARD 4: THE ACADEMIC PROGRAM

Headcount by GRADUATE Major

| | Number of Credits* | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|--------------------------------------|--------------------|----------------|---------------|--------------|--------------|--------------------------|
| | | (F2016) | (F2017) | (F2018) | (F2019) | (F2020) |
| MASTER'S | | | | | | |
| Accounting | 30 | 28 | 70 | 75 | 50 | |
| Applied Linguistics (formerly TESOL) | 36 | 38 | 30 | 19 | 20 | |
| Art Education | 33 | 22 | 19 | 15 | 11 | |
| Biological Sciences | 30 | 20 | 29 | 26 | 17 | |
| Biological Sciences: Anesthesia* | 31 | 96 | 66 | 37 | 8 | |
| Biomolecular Sciences | 30 | 29 | 34 | 33 | 28 | |
| Business Administration | 30-54 | 187 | 199 | 225 | 225 | |
| Computer Information Technology | 33 | 70 | 45 | 35 | 25 | |
| Construction Management | 33 | 36 | 33 | 28 | 24 | |
| Counselor Education | 60-63 | 202 | 213 | 206 | 195 | |
| Criminal Justice | 30 | 39 | 27 | 28 | 26 | |
| Data Science | 31 | 27 | 17 | 18 | 31 | |
| Early Childhood Education | 33 | 6 | 3 | 0 | 0 | |
| Educational Studies* | 30 | 8 | 5 | 2 | | |
| Educational Technology | 30 | 39 | 31 | 31 | 24 | |
| Elementary Education | 33 | 4 | 2 | 2 | 0 | |
| Engineering Technology | 30 | 5 | 1 | 1 | 0 | |
| English | 30 | 16 | 15 | 16 | 17 | |
| Geography | 30 | 26 | 30 | 21 | 21 | |
| History | 30 | 11 | 13 | 13 | 13 | |
| Information Design | 30 | 12 | 16 | 16 | 10 | |
| International Studies | 30 | 26 | 29 | 15 | 15 | |
| Marriage & Family Therapy | 51-63 | 130 | 147 | 149 | 142 | |
| Mathematics | 30-33 | 45 | 59 | 60 | 35 | |
| Mechanical Engineering | 30 | New, Fall 2020 | | | | |
| Modern Languages | 30 | 14 | 17 | 21 | 43 | |
| Music Education* | 33 | 10 | 1 | 0 | 6 | |
| Natural Sciences | 30 | 0 | 0 | 0 | 0 | |
| Nursing: Hospice and Palliative Care | 35 | | 5 | 12 | 14 | |
| Physical Education | 30 | 38 | 35 | 24 | 22 | |
| Psychology | 36-39 | 31 | 22 | 13 | 30 | |
| Public History | 33 | 26 | 22 | 21 | 20 | |

STANDARD 4: THE ACADEMIC PROGRAM (continued)

Headcount by GRADUATE Major

| | Number of Credits* | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|---|--------------------|---------------|---------------|--------------|--------------|--------------------------|
| | | (F2016) | (F2017) | (F2018) | (F2019) | (F2020) |
| MASTER'S | | | | | | |
| Reading and Language Arts | 36 | 71 | 69 | 65 | 45 | |
| Science, Technology, Engineering & Math Education | 33 | 43 | 29 | 31 | 21 | |
| Software Engineering | 33 | | 6 | 17 | 21 | |
| Special Education | 30-40 | 88 | 139 | 169 | 162 | |
| Strategic Communication | 33 | 33 | 30 | 35 | 33 | |
| Supply Chain Logistics Management | 33 | | | | 7 | |
| Teacher Education | 49 | 9 | 27 | 15 | 23 | |
| Teacher Leadership | 36 | 36 | 61 | 49 | 38 | |
| Technology and Engineering Education* | 30 | 1 | | | | |
| Technology Management | 33 | 69 | 78 | 63 | 48 | |
| Total | | 1,591 | 1,674 | 1,606 | 1,470 | 0 |

DOCTORATE

| | | | | | | |
|---------------------------|-------|-----------|-----------|------------|------------|----------|
| Educational Leadership | 30-36 | 49 | 60 | 63 | 73 | |
| Nurse Anesthesia Practice | 81-87 | | 24 | 47 | 63 | |
| Total | | 49 | 84 | 110 | 136 | 0 |

GRADUATE CERTIFICATES

| | | | | | | |
|---|----|----|----|----|----|--|
| Art Education | 36 | 16 | 17 | 14 | 10 | |
| Biology | 33 | 0 | 1 | 1 | 5 | |
| Elementary Education | 49 | 10 | 12 | 9 | 8 | |
| English | 31 | 8 | 3 | 4 | 3 | |
| French, German, Italian & Spanish | 37 | 5 | 5 | 1 | 2 | |
| History | 31 | 6 | 10 | 7 | 5 | |
| Mathematics | 36 | 6 | 3 | 6 | 6 | |
| Music Education | 23 | 4 | 3 | 2 | 1 | |
| Physical Education | 37 | 12 | 17 | 13 | 5 | |
| Science Education | 33 | 0 | 0 | 0 | 0 | |
| Special Education | 40 | 59 | 18 | 1 | | |
| Technology and Engineering Education K-12 | 30 | 9 | 8 | 11 | 5 | |
| TESOL | 26 | 6 | 7 | 13 | 15 | |

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

- Credit counts are effective Fall 2016, credit information obtained from Student Catalog
 - Shaded cells represent new programs prior to official program start date or programs that are in the process of being discontinued.

* Program is being suspended or phased out

STANDARD 4: THE ACADEMIC PROGRAM *(continued)*

Headcount by GRADUATE Major

| OFFICIAL CERTIFICATE PROGRAMS | Number of Credits* | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|-----------------------------------|--------------------|---------------|---------------|--------------|--------------|--------------------------|
| | | (F2016) | (F2017) | (F2018) | (F2019) | (F2020) |
| Accounting* | 12 | | | 6 | 13 | |
| Additive Manufacturing Technology | 12 | New, F2020 | | | | |
| Advanced Detective Certificate | 12 | New, F2020 | | | | |
| Advanced Manufacturing Technology | 12 | New, F2020 | | | | |
| Business Leadership | | New, F2020 | | | | |
| Cell & Molecular Biology | 18-20 | 0 | 0 | 0 | 0 | |
| Construction Management | 12 | 3 | 2 | 1 | 1 | |
| Data Science | 22 | 3 | 3 | 0 | 5 | |
| Environmental Health and Safety | 12 | 1 | 2 | 1 | 2 | |
| Gerontology | 18 | | 5 | 6 | 4 | |
| Lean Manufacturing and Six Sigma | 12 | 1 | 2 | 0 | 2 | |
| Pre-Health Studies | 26-45 | 22 | 17 | 16 | 9 | |
| Public Relations/Promotion | 12 | 1 | 2 | 0 | 0 | |
| Supply Chain and Analytics | 12 | | | | 1 | |
| Supply Chain and Logistics | 12 | 1 | 0 | 3 | 3 | |
| TESOL | 18 | 5 | 5 | 5 | 6 | |
| Transition Specialist | 16-18 | | 0 | 0 | 1 | |

POST-MASTER'S CERTIFICATES

| | | | | | | |
|---|-------|----|----|----|----|--|
| Professional Counseling | 7-18 | 14 | 13 | 11 | 9 | |
| Reading and Language Arts | 15-27 | 2 | 5 | 2 | 4 | |
| School-Based Marriage and Family Therapy* | 12 | 1 | 0 | 0 | 0 | |
| Superintendent of Schools | 15 | 8 | 20 | 16 | 17 | |

SIX YEAR CERTIFICATE

| | | | | | | |
|-----------------------------------|-------|-----|-----|-----|-----|--|
| Educational Leadership | 30 | 183 | 196 | 217 | 188 | |
| Mathematics Education Leadership* | 33-37 | 8 | 8 | 4 | 0 | |
| Reading and Language Arts | 30 | 38 | 27 | 31 | 35 | |

NON-DEGREE SEEKING

| | | | | | | |
|--------------------|-----|-------|-------|-------|-------|---|
| Non-degree Seeking | n/a | 174 | 157 | 159 | 138 | |
| Total | | 606 | 568 | 560 | 503 | 0 |
| Total Graduate | | 2,246 | 2,326 | 2,276 | 2,109 | 0 |

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

- Credit counts are effective Fall 2016, credit information obtained from Student Catalog
 - Shaded cells represent new programs prior to official program start date or programs that are in the process of being discontinued.

* Program is being suspended or phased out

STANDARD 5: STUDENTS

Admissions, Fall Term

Credit Seeking Students Only – Including Continuing Education

| | 3 Years Prior | 2 Years Prior | 1Year Prior | Current Year | Goal (specify year) |
|---|---------------|---------------|-------------|--------------|------------------------|
| | (FY2017) | (FY2018) | (FY 2019) | (FY 2020) | (FY 2021) |
| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020**** |
| Freshmen - Undergraduate | | | | | |
| Completed Applications | 7,810 | 7,870 | 7,903 | 7,807 | 7,689 |
| Applications Accepted | 4,687 | 5,254 | 5,314 | 5,124 | 4,988 |
| Applicants Enrolled | 1,269 | 1,433 | 1,464 | 1,377 | TBD |
| % Accepted of Applied | 60.0% | 66.8% | 67.2% | 65.6% | 64.9% |
| % Enrolled of Accepted | 27.1% | 27.3% | 27.5% | 26.9% | #VALUE! |
| Percent Change Year over Year | | | | | |
| Completed Applications | na | 0.8% | 0.4% | -1.2% | -1.5% |
| Applications Accepted | na | 12.1% | 1.1% | -3.6% | -2.7% |
| Applicants Enrolled | na | 12.9% | 2.2% | -5.9% | #VALUE! |
| Average of statistical indicator of aptitude of enrollees: (define below) | | | | | |
| SAT Combined Score* | 1011 | 1069 | 1076 | 1063 | TBD |
| Transfers - Undergraduate | | | | | |
| Completed Applications | 2,183 | 2,168 | 2,007 | 1,880 | 1,485 |
| Applications Accepted | 1,568 | 1,537 | 1,408 | 1,345 | 990 |
| Applications Enrolled | 1,067 | 1,039 | 987 | 917 | TBD |
| % Accepted of Applied | 71.8% | 70.9% | 70.2% | 71.5% | 66.7% |
| % Enrolled of Accepted | 68.0% | 67.6% | 70.1% | 68.2% | #VALUE! |
| Master's Degree | | | | | |
| Completed Applications | 1,264 | 1,492 | 1,314 | 1,254 | 1,028 |
| Applications Accepted | 924 | 1,149 | 932 | 951 | 656 |
| Applications Enrolled | 670 | 837 | 679 | 673 | TBD |
| % Accepted of Applied | 73.1% | 77.0% | 70.9% | 75.8% | 63.8% |
| % Enrolled of Accepted | 72.5% | 72.8% | 72.9% | 70.8% | #VALUE! |
| First Professional Degree | | | | | |
| Completed Applications | | | | | |
| Applications Accepted | | | | | |
| Applications Enrolled | | | | | |
| % Accepted of Applied | - | - | - | - | - |
| % Enrolled of Accepted | - | - | - | - | - |
| Doctoral Degree | | | | | |
| Completed Applications | 0 | 50 | 42 | 49 | 29 |
| Applications Accepted | 0 | 43 | 39 | 40 | 28 |
| Applications Enrolled | 0 | 42 | 36 | 39 | TBD |
| % Accepted of Applied | - | 86.0% | 92.9% | 81.6% | 96.6% |
| % Enrolled of Accepted | - | 97.7% | 92.3% | 97.5% | #VALUE! |

*SAT Scores are for first-time, full-time students. The SAT was modified and scores from Fall 2017 forward are not comparable to prior years.

**New EDD Cohorts are admitted every other year, admits in summer term only. The DNAP started in Fall 2017 and admits a new cohort every year.

*** FY2021 Figures are preliminary as of June 26, 2020

STANDARD 5: STUDENTS

Financial Aid, Debt, Retention, and Graduation

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

| (from College Scorecard) | (FY 2014) | (FY 2015) | (FY 2016) | | |
|--|---------------|---------------|-------------|--------------|---------------------|
| Three-year Cohort Default Rate | 6.1% | 6.0% | 6.1% | | |
| Three-year Loan repayment rate | 64.0% | 62.9% | 61.3% | | |
| | 3 Years Prior | 2 Years Prior | 1Year Prior | Current Year | Goal (specify year) |
| Student Financial Aid (000's) | (FY2017) | (FY2018) | (FY 2019) | (FY 2020) | (FY 2021) |
| Total Federal Aid | \$72,278 | \$73,745 | \$74,382 | \$69,174 | \$75,613 |
| Grants | \$13,844 | \$15,217 | \$15,759 | \$14,899 | \$15,395 |
| Loans | \$58,063 | \$58,231 | \$58,187 | \$53,724 | \$59,750 |
| Work Study | \$370 | \$297 | \$436 | \$551 | \$468 |
| Total State Aid | \$3,497 | \$3,969 | \$3,355 | \$3,494 | \$3,150 |
| Total Institutional Aid | \$13,895 | \$14,491 | \$15,740 | \$15,961 | \$15,000 |
| Grants | \$13,895 | \$14,491 | \$15,740 | \$15,961 | \$15,000 |
| Loans | | | | | |
| Total Private Aid | \$8,936 | \$9,179 | \$10,585 | \$10,653 | \$10,500 |
| Grants | \$1,444 | \$1,621 | \$1,781 | \$1,778 | \$1,250 |
| Loans | \$7,492 | \$7,558 | \$8,804 | \$8,875 | \$9,250 |
| Student Debt | | | | | |
| Percent of students graduating with debt (include all students who graduated in this calculation) | | | | | |
| Undergraduates | 70% | 69% | 68% | TBD | TBD |
| Graduates | 39% | 42% | 48% | TBD | TBD |
| First professional students | | | | | |
| For students with debt: | | | | | |
| Average amount of debt for students leaving the institution with a degree | | | | | |
| Undergraduates | \$25,162 | \$26,752 | \$25,743 | TBD | TBD |
| Graduates | \$30,137 | \$30,305 | \$38,449 | TBD | TBD |
| First professional students | | | | | |
| Average amount of debt for students leaving the institution without a degree | | | | | |
| Undergraduates | \$11,323 | \$10,816 | \$9,481 | TBD | TBD |
| Graduate Students | \$24,404 | \$21,120 | \$26,754 | TBD | TBD |
| First professional students | | | | | |
| | 3 Years Prior | 2 Years Prior | 1Year Prior | Current Year | Goal (specify year) |
| Student Persistence and Graduation | (FY2017) | (FY2018) | (FY 2019) | (FY 2020) | (FY 2021) |
| IPEDS Retention Data | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | |
| Full-time Associate degree students | | | | | |
| Part-time Associate degree students | | | | | |
| Full-time Bachelor's degree students | 76% | 74% | 72% | TBD | TBD |
| Part-time Bachelors degree students | 64% | 42% | 29% | TBD | TBD |
| IPEDS Graduation Data (150% of time) | | | | | |
| Associate degree students | | | | | |
| Bachelors degree students | 52% | 51% | 57% | TBD | TBD |
| Student Debt: Loan debt excludes parent loans; Graduate student debt are for those enrolled in degree-programs only. | | | | | |

STANDARD 5: STUDENTS

Enrollment, Fall Term

Credit-Seeking Students Only – Including Continuing Education

| | | 3 Years Prior | 2 Years Prior | 1Year Prior | Current Year | Goal (specify year) |
|------------------------------|----------------------------|---------------|---------------|-------------|--------------|------------------------|
| | | (FY2017) | (FY2018) | (FY 2019) | (FY 2020) | (FY 2021) |
| | | F16 | F17 | F18 | F19 | |
| UNDERGRADUATE | | | | | | |
| First Year | Full-Time Headcount | 1,681 | 1,781 | 1,863 | 1,742 | |
| | Part-Time Headcount | 251 | 226 | 246 | 236 | |
| | Total Headcount | 1,932 | 2,007 | 2,109 | 1,978 | 0 |
| | Total FTE | 1,754 | 1,847 | 1,903 | 1,781 | |
| Second Year | Full-Time Headcount | 1,575 | 1,522 | 1,479 | 1,532 | |
| | Part-Time Headcount | 189 | 176 | 166 | 162 | |
| | Total Headcount | 1,764 | 1,698 | 1,645 | 1,694 | 0 |
| | Total FTE | 1,617 | 1,568 | 1,512 | 1,570 | |
| Third Year | Full-Time Headcount | 2,040 | 2,038 | 1,946 | 1,833 | |
| | Part-Time Headcount | 493 | 465 | 443 | 395 | |
| | Total Headcount | 2,533 | 2,503 | 2,389 | 2,228 | 0 |
| | Total FTE | 2,189 | 2,181 | 2,098 | 1,963 | |
| Fourth Year | Full-Time Headcount | 2,243 | 2,264 | 2,288 | 2,146 | |
| | Part-Time Headcount | 1,066 | 1,082 | 1,115 | 999 | |
| | Total Headcount | 3,309 | 3,346 | 3,403 | 3,145 | 0 |
| | Total FTE | 8,172 | 2,648 | 2,696 | 2,519 | |
| Unclassified | Full-Time Headcount | | | | | |
| | Part-Time Headcount | | | | | |
| | Total Headcount | 0 | 0 | 0 | 0 | 0 |
| | Total FTE | | | | | |
| Total Undergraduate Students | | | | | | |
| | Full-Time Headcount | 7,539 | 7,605 | 7,576 | 7,253 | 0 |
| | Part-Time Headcount | 1,999 | 1,949 | 1,970 | 1,792 | 0 |
| | Total Headcount | 9,538 | 9,554 | 9,546 | 9,045 | 0 |
| | Total FTE | 8,172 | 8,244 | 8,210 | 7,833 | |
| | % Change FTE Undergraduate | na | 0.9% | -0.4% | -4.6% | -100.0% |
| GRADUATE | | | | | | |
| | Full-Time Headcount | 579 | 648 | 591 | 503 | |
| | Part-Time Headcount | 1,667 | 1,678 | 1,685 | 1,606 | |
| | Total Headcount | 2,246 | 2,326 | 2,276 | 2,109 | 0 |
| | Total FTE | 1,169 | 1,271 | 1,186 | 1,085 | |
| | % Change FTE Graduate | na | 8.8% | -6.7% | -8.5% | -100.0% |
| GRAND TOTAL | | | | | | |
| | Grand Total Headcount | 11,784 | 11,880 | 11,822 | 11,154 | 0 |
| | Grand Total FTE | 9,341 | 9,516 | 9,396 | 8,918 | 0 |
| | % Change Grand Total FTE | na | 1.9% | -1.3% | -5.1% | -100.0% |

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

Number of Faculty by Department or Comparable Unit, Fall Term

| NUMBER OF FACULTY BY DEPARTMENT (or comparable academic unit) | 3 Years Prior | | 2 Years Prior | | 1 Year Prior | | Current Year | |
|--|---------------|----|---------------|----|--------------|----|--------------|----|
| | (FY 2017) | | (FY 2018) | | (FY 2019) | | (FY 2020) | |
| | Fall 2016 | | Fall 2017 | | Fall 2018 | | Fall 2019 | |
| | FT | PT | FT | PT | FT | PT | FT | PT |
| Accounting | 15 | 8 | 15 | 10 | 15 | 10 | 16 | 9 |
| Anthropology | 6 | 1 | 6 | 2 | 6 | 2 | 6 | 2 |
| Art | 11 | 18 | 11 | 15 | 11 | 14 | 10 | 14 |
| Biology | 14 | 8 | 15 | 6 | 15 | 12 | 16 | 16 |
| Biomolecular Sciences | 9 | 5 | 9 | 5 | 9 | 9 | 9 | 10 |
| Chemistry & Biochemistry | 9 | 7 | 9 | 7 | 9 | 10 | 10 | 10 |
| Communication | 13 | 9 | 12 | 8 | 11 | 10 | 12 | 14 |
| Computer Electronics and Graphics Technology | 8 | 10 | 8 | 10 | 10 | 8 | 9 | 10 |
| Computer Science | 9 | 5 | 9 | 7 | 9 | 5 | 9 | 6 |
| Counselor & Family Therapy | 10 | 21 | 10 | 26 | 10 | 26 | 9 | 23 |
| Criminology & Criminal Justice | 14 | 14 | 14 | 12 | 14 | 11 | 14 | 11 |
| Design (Graphic/Information) | 5 | 2 | 5 | 1 | 5 | 1 | 5 | 1 |
| Economics | 7 | 2 | 7 | 2 | 7 | 2 | 7 | 2 |
| Educational Leadership, Policy & Instructional Technology | 17 | 19 | 16 | 26 | 16 | 22 | 14 | 23 |
| Engineering | 19 | 13 | 21 | 14 | 21 | 17 | 20 | 19 |
| English | 32 | 42 | 32 | 36 | 33 | 33 | 31 | 35 |
| Finance | 9 | 5 | 10 | 5 | 9 | 13 | 9 | 18 |
| Geography | 10 | 10 | 9 | 7 | 10 | 9 | 10 | 6 |
| Geological Sciences | 7 | 5 | 7 | 5 | 7 | 8 | 7 | 6 |
| History | 17 | 21 | 18 | 17 | 17 | 18 | 17 | 14 |
| Journalism | 5 | 2 | 6 | 2 | 5 | 2 | 5 | 1 |
| Literacy, Elementary, & Early Childhood Education | 11 | 8 | 11 | 14 | 10 | 14 | 11 | 13 |
| Management & Organization | 12 | 5 | 12 | 4 | 12 | 7 | 11 | 7 |
| Management Information Systems | 7 | 8 | 7 | 14 | 8 | 15 | 7 | 9 |
| Manufacturing and Construction Management | 13 | 17 | 12 | 16 | 13 | 18 | 13 | 19 |
| Marketing | 8 | 3 | 8 | 3 | 7 | 9 | 8 | 14 |
| Mathematical Sciences | 31 | 67 | 30 | 60 | 30 | 59 | 30 | 60 |
| Modern Languages | 11 | 18 | 11 | 17 | 12 | 16 | 11 | 17 |
| Music | 9 | 24 | 9 | 25 | 9 | 22 | 8 | 24 |
| Nursing | 10 | 15 | 10 | 20 | 10 | 19 | 9 | 25 |

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP *(continued)*

Number of Faculty by Department or Comparable Unit, Fall Term

| NUMBER OF FACULTY BY DEPARTMENT (or comparable academic unit) | 3 Years Prior | | 2 Years Prior | | 1 Year Prior | | Current Year | |
|--|---------------|------------|---------------|------------|--------------|------------|--------------|------------|
| | (FY 2017) | | (FY 2018) | | (FY 2019) | | (FY 2020) | |
| | Fall 2016 | | Fall 2017 | | Fall 2018 | | Fall 2019 | |
| | FT | PT | FT | PT | FT | PT | FT | PT |
| Philosophy | 7 | 9 | 7 | 10 | 7 | 9 | 6 | 10 |
| Physical Education & Human Performance | 17 | 18 | 17 | 18 | 17 | 20 | 17 | 20 |
| Physics & Engineering Physics | 5 | 13 | 5 | 12 | 5 | 15 | 5 | 17 |
| Political Science | 6 | 6 | 7 | 4 | 7 | 8 | 7 | 4 |
| Psychological Science | 20 | 15 | 20 | 16 | 20 | 18 | 20 | 15 |
| Social Work | 4 | 12 | 5 | 6 | 5 | 8 | 5 | 7 |
| Sociology | 11 | 4 | 11 | 4 | 11 | 4 | 10 | 5 |
| Special Education & Interventions | 8 | 12 | 8 | 10 | 7 | 13 | 8 | 14 |
| Technology and Engineering Education | 5 | 2 | 4 | 5 | 4 | 7 | 4 | 6 |
| Theatre | 5 | 3 | 5 | 3 | 5 | 5 | 5 | 4 |
| No School/Department | 0 | 3 | 0 | 1 | 0 | 1 | 0 | 1 |
| Total | 446 | 489 | 448 | 485 | 448 | 529 | 440 | 541 |

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

Appointments, Tenure, Departures, and Retirements

| NUMBER OF FACULTY APPOINTED | 3 Years Prior | | 2 Years Prior | | 1 Year Prior | | Current Year | |
|-----------------------------|---------------|-----|---------------|-----|--------------|-----|--------------|-----|
| | (FY 2017) | | (FY 2018) | | (FY 2019) | | (FY 2020) | |
| | Fall 2016 | | Fall 2017 | | Fall 2018 | | Fall 2019 | |
| | FT | PT | FT | PT | FT | PT | FT | PT |
| Professor | 195 | | 195 | | 196 | | 196 | |
| Associate | 132 | | 132 | | 133 | | 137 | |
| Assistant | 115 | | 113 | | 110 | | 101 | |
| Instructor | 4 | | 8 | | 9 | | 6 | |
| No rank-Lecturer | | 489 | | 485 | | 529 | | 541 |
| Other | | | | | | | | |
| Total | 446 | 489 | 448 | 485 | 448 | 529 | 440 | 541 |

NUMBER OF FACULTY IN TENURED POSITIONS

| | | | | | | | | |
|------------|-----|---|-----|---|-----|---|-----|---|
| Professor | 195 | | 194 | | 195 | | 196 | |
| Associate | 107 | | 102 | | 109 | | 111 | |
| Assistant | 15 | | 11 | | 10 | | 8 | |
| Instructor | 0 | | 0 | | 0 | | 0 | |
| No rank | | | | | | | | |
| Other | | | | | | | | |
| Total | 317 | 0 | 307 | 0 | 314 | 0 | 315 | 0 |

NUMBER OF FACULTY DEPARTING

| | | | | | | | | |
|------------|----|----|----|----|----|----|---|----|
| Professor | 6 | | 8 | | 5 | | 3 | |
| Associate | 9 | | 6 | | 6 | | 3 | |
| Assistant | 5 | | 10 | | 5 | | | |
| Instructor | | | 1 | | | | | |
| No rank | | 89 | | 84 | | 93 | | 66 |
| Other | | | | | | | | |
| Total | 20 | 89 | 25 | 84 | 16 | 93 | 6 | 66 |

NUMBER OF FACULTY RETIRING*

| | | | | | | | | |
|------------------|---|---|----|---|----|---|---|---|
| Professor | 4 | | 12 | | 6 | | 7 | |
| Associate | 1 | | 3 | | 3 | | 1 | |
| Assistant | 1 | | 1 | | 1 | | 0 | |
| Instructor | | | | | | | | |
| No rank-Lecturer | | | | | | 1 | | 3 |
| Other | | | | | | | | |
| Total | 6 | 0 | 16 | 0 | 10 | 1 | 8 | 3 |

*Effective October 1, 2017 the State of Connecticut adopted a new contract that altered retirement benefits going forward; some people chose to retire prior to this date.

Definition: Data reported for Instructional Faculty. Employee Census File, on payroll as of November 1. Departing are those that did not retain in the following year census file on November 1.

Retirement data provided by Human Resources Department. FY 2020 Departure and Retirement is preliminary as of June 2020 and subject to change.

STANDARD 7: INSTITUTIONAL RESOURCES

Headcount of Employees by Occupational Category

| | 3 Years Prior | | | 3 Years Prior | | | 3 Years Prior | | | Current Year | | |
|--|---------------|------------|--------------|---------------|------------|--------------|---------------|------------|--------------|--------------|------------|--------------|
| | (FY 2017) | | | (FY 2018) | | | (FY 2019) | | | (FY 2020) | | |
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | FT | PT | Total |
| Instructional Staff | 446 | 489 | 935 | 448 | 485 | 933 | 448 | 529 | 977 | 440 | 541 | 981 |
| Research Staff | | | 0 | | | 0 | | | 0 | | | 0 |
| Public Service Staff | | | 0 | | | 0 | | | 0 | | | 0 |
| Librarians | 12 | 5 | 17 | 12 | 8 | 20 | 12 | 8 | 20 | 12 | 7 | 19 |
| Library Technicians | 8 | | 8 | 7 | | 7 | 8 | | 8 | 7 | | 7 |
| Archivists, Curators, Museum staff | 1 | | 1 | 1 | | 1 | 1 | | 1 | 1 | | 1 |
| Student and Academic Affairs | 88 | 22 | 110 | 89 | 22 | 111 | 91 | 12 | 103 | 93 | 6 | 99 |
| Management Occupations | 45 | | 45 | 40 | | 40 | 40 | | 40 | 48 | | 48 |
| Business and Financial Operations | 48 | | 48 | 45 | | 45 | 50 | | 50 | 50 | | 50 |
| Computer, Engineering and Science | 44 | | 44 | 41 | | 41 | 37 | | 37 | 38 | | 38 |
| Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media | 44 | 16 | 60 | 45 | 18 | 63 | 45 | 16 | 61 | 43 | 22 | 65 |
| Healthcare Practitioners and Technical | 6 | | 6 | 6 | | 6 | 7 | | 7 | 8 | | 8 |
| Service Occupations | 72 | | 72 | 65 | | 65 | 68 | | 68 | 75 | | 75 |
| Sales and Related Occupations | | | 0 | | | 0 | | | 0 | | | 0 |
| Office and Administrative Support | 122 | 95 | 217 | 117 | 89 | 206 | 109 | 89 | 198 | 109 | 90 | 199 |
| Natural Resources, Construction, Maintenance | 26 | | 26 | 24 | | 24 | 24 | | 24 | 26 | | 26 |
| Production, Transportation, Material Moving | 10 | | 10 | 8 | | 8 | 9 | | 9 | 10 | | 10 |
| Total | 972 | 627 | 1,599 | 948 | 622 | 1,570 | 949 | 654 | 1,603 | 960 | 666 | 1,626 |

Graduate assistants (n=67) are excluded from the above totals

STANDARD 7: INSTITUTIONAL RESOURCES

Statement of Financial Position/Statement of Net Assets

| Fiscal Year ends - month & day: (06/30) | | 3 Years Prior (FY2017) | 2 Years Prior (FY2018) | Most Recent Year (FY2019) | Percent Change | |
|---|--|---------------------------|---------------------------|---------------------------------|---------------------|---------------------|
| | | | | | 2 yrs-1 yr prior | 1 yr-most recent |
| ASSETS (in 000s) | | | | | | |
| 6 | Cash and Short Term Investments | \$76,498 | \$76,597 | \$82,422 | 0.1% | 7.6% |
| 7 | Cash held by State Treasurer | \$4,639 | \$4,587 | \$5,546 | -1.1% | 20.9% |
| 8 | Deposits held by State Treasurer | \$14,703 | \$20,929 | \$16,401 | 42.3% | -21.6% |
| 9 | Accounts Receivable, Net | \$3,363 | \$4,401 | \$3,884 | 30.9% | -11.7% |
| 10 | Contributions Receivable, Net | \$0 | \$0 | \$0 | - | - |
| 11 | Inventory and Prepaid Expenses | \$2,102 | \$1,797 | \$3,141 | -14.5% | 74.8% |
| 12 | Long-Term Investments | \$0 | \$0 | \$0 | - | - |
| 13 | Loans to Students | \$3,218 | \$3,056 | \$2,410 | -5.0% | -21.1% |
| 14 | Funds held under bond agreement | \$0 | \$0 | \$0 | - | - |
| 15 | Property, plants, and equipment, net | \$293,664 | \$308,451 | \$327,977 | 5.0% | 6.3% |
| 16 | Other Assets | \$0 | \$0 | \$0 | - | - |
| | Total Assets | \$398,187 | \$419,818 | \$441,781 | 5.4% | 5.2% |
| LIABILITIES (in 000s) | | | | | | |
| 19 | Accounts payable and accrued liabilities | \$49,833 | \$51,927 | \$55,112 | 4.2% | 6.1% |
| 20 | Deferred revenue & refundable advances | \$8,919 | \$8,240 | \$9,247 | -7.6% | 12.2% |
| 21 | Due to state | \$0 | \$0 | \$0 | - | - |
| 22 | Due to affiliates | \$0 | \$0 | \$0 | - | - |
| 23 | Annuity and life income obligations | \$0 | \$0 | \$0 | - | - |
| 24 | Amounts held on behalf of others | \$978 | \$1,071 | \$1,384 | 9.5% | 29.2% |
| 25 | Long-term investments | \$0 | \$0 | \$0 | - | - |
| 26 | Refundable government advances | \$3,137 | \$3,137 | \$3,137 | 0.0% | 0.0% |
| 27 | Other long-term liabilities | \$0 | \$0 | \$0 | - | - |
| | Total Liabilities | \$62,867 | \$64,375 | \$68,880 | 2.4% | 7.0% |
| NET ASSETS (in 000s) | | | | | | |
| Unrestricted net assets | | | | | | |
| 31 | Institutional | \$328,978 | \$344,068 | \$366,259 | 4.6% | 6.4% |
| 32 | Foundation | \$0 | \$0 | \$0 | - | - |
| | Total | \$328,978 | \$344,068 | \$366,259 | 4.6% | 6.4% |
| Temporarily restricted net assets | | | | | | |
| 35 | Institutional | \$6,342 | \$11,375 | \$6,642 | 79.4% | -41.6% |
| 36 | Foundation | \$0 | \$0 | \$0 | - | - |
| | Total | \$6,342 | \$11,375 | \$6,642 | 79.4% | -41.6% |
| Permanently restricted net assets | | | | | | |
| 39 | Institutional | \$0 | \$0 | \$0 | - | - |
| 40 | Foundation | \$0 | \$0 | \$0 | - | - |
| | Total | \$0 | \$0 | \$0 | - | - |
| | Total Net Assets | \$335,320 | \$355,443 | \$372,901 | 6.0% | 4.9% |
| | TOTAL LIABILITIES and NET ASSETS | \$398,187 | \$419,818 | \$441,781 | 5.4% | 5.2% |

Note A: The CCSU Foundation has separate audited financial statements.

STANDARD 7: INSTITUTIONAL RESOURCES

Statement of Revenues and Expenses

| Fiscal Year ends - month& day: (06/30) | | 3 Years Prior (FY 2017) (see note A) | 2 Years Prior (FY 2018) (see note A) | Most Recently Completed Year (FY 2019) | Current Year (FY 2020) (as of 05/22/20) | Next Year Forward (FY 2021) |
|--|---|--|--|--|--|-----------------------------------|
| OPERATING REVENUES (in 000s) | | | | | | |
| 5 | Tuition and fees (note A) | \$113,693 | \$119,842 | \$122,441 | \$121,918 | \$114,938 |
| 6 | Room and board | \$0 | \$0 | \$0 | \$0 | \$0 |
| 7 | Less: Financial aid | -\$15,591 | -\$15,310 | -\$16,823 | -\$16,613 | -\$17,188 |
| 8 | Net student fees | \$98,102 | \$104,532 | \$105,618 | \$105,305 | \$97,750 |
| 9 | Government grants and contracts (note B) | \$5,811 | \$6,625 | \$7,077 | \$15,107 | \$7,515 |
| 10 | Private gifts, grants and contracts | \$1,681 | \$1,715 | \$1,920 | \$1,871 | \$1,293 |
| 11 | Indirect cost recoveries | \$149 | \$249 | \$324 | \$322 | \$322 |
| 12 | Residence life and food services (note C) | \$26,748 | \$28,323 | \$29,316 | \$21,832 | \$26,674 |
| 13 | Program income from auxiliary enterprises (note D) | \$6,401 | \$4,337 | \$3,380 | \$1,683 | \$2,221 |
| 14 | Commissions and other revenue (note E) | \$3,801 | \$3,330 | \$3,255 | \$3,264 | \$2,054 |
| 15 | External CHEFA bond funding received for construction in progress (note F) | \$0 | \$0 | \$0 | \$0 | \$0 |
| 16 | Total Operating Revenues | \$142,693 | \$149,111 | \$150,890 | \$149,384 | \$137,829 |
| OPERATING EXPENSES (in 000s) (note G) | | | | | | |
| 18 | Instruction | \$89,641 | \$88,536 | \$92,022 | \$93,162 | \$93,457 |
| 19 | Research | \$1,556 | \$1,752 | \$1,777 | \$1,669 | \$1,674 |
| 20 | Public Service | \$6,167 | \$5,782 | \$5,386 | \$3,978 | \$3,990 |
| 21 | Academic Support | \$18,624 | \$18,056 | \$16,529 | \$16,627 | \$16,680 |
| 22 | Student Services | \$25,249 | \$25,781 | \$26,214 | \$27,344 | \$27,431 |
| 23 | Institutional Support | \$29,580 | \$29,957 | \$26,442 | \$24,373 | \$24,451 |
| 24 | Fundraising and alumni relations | \$0 | \$0 | \$0 | \$0 | \$0 |
| 25 | Operation, maintenance of plant (if not allocated) | \$28,919 | \$29,804 | \$40,675 | \$38,811 | \$63,244 |
| 26 | Scholarships and fellowships (cash refunded by public institution) (note B) | \$23,706 | \$27,360 | \$27,222 | \$30,051 | \$26,399 |
| 27 | Auxiliary enterprises | \$12,397 | \$10,708 | \$11,160 | \$11,362 | \$11,398 |
| 28 | Depreciation (if not allocated) (note H) | \$18,263 | \$17,221 | \$17,427 | \$17,427 | \$17,427 |
| 29 | Other expenses (specify): | \$0 | \$0 | \$0 | \$0 | |
| 30 | Other expenses (specify): | \$0 | \$0 | \$0 | \$0 | |
| 31 | Total operating expenditures | \$254,102 | \$254,957 | \$264,854 | \$264,804 | \$286,151 |
| 32 | Change in net assets from operations | -\$111,409 | -\$105,846 | -\$113,964 | -\$115,420 | -\$148,322 |

General: CCSU submits an annual Spending Plan, which serves as the annual operating budget, to the BOR for approval each spring, and a mid-year update in February that includes the previous year's results and an updated current year forecast. It is important to note that this Spending Plan serves as the University's budget and is used by the University and the BOR to manage and report on the financial condition of the University. There are differences between the Audited Financial statements versus CCSU's Spending Plan, for example, the Audited Financials include construction in progress as a non-operating revenue, whereas the Spending Plan doesn't include construction in progress. Please review the historical expenses and FY 21 spending plan at: <https://www.ccsu.edu/fiscalaffairs/historicalexpensureinformation.html>

STANDARD 7: INSTITUTIONAL RESOURCES (CONTINUED)

Statement of Revenues and Expenses

| Fiscal Year ends - month& day: (06/30) | | 3 Years Prior (FY 2017) (see note A) | 2 Years Prior (FY 2018) (see note A) | Most Recently Completed Year (FY 2019) | Current Year (FY 2020) (as of 05/22/20) | Next Year Forward (FY 2021) |
|--|--|--|--|--|--|-----------------------------------|
| 33 | NON OPERATING REVENUES (in 000s) | | | | | |
| 34 | State appropriations (net) | \$84,488 | \$78,050 | \$86,172 | \$86,692 | \$93,653 |
| 35 | Investment return | \$568 | \$1,136 | \$2,147 | \$1,472 | \$1,023 |
| 36 | Interest expense (public institutions) | \$0 | \$0 | \$0 | \$0 | \$0 |
| 37 | Gifts, bequests and contributions not used in operations | \$2,416 | \$3,119 | \$3,417 | \$2,352 | \$2,587 |
| 38 | Other (specify): Sale of Goods and Services | \$388 | \$392 | \$444 | \$446 | \$560 |
| 39 | Other (specify): Pell Grant Revenue | \$13,491 | \$14,916 | \$15,310 | \$14,640 | \$15,000 |
| 40 | Other (specify): Capital projects financed at System Office (note F) | \$2,838 | \$2,035 | \$1,045 | \$566 | \$24,310 |
| 41 | Net non-operating revenues | \$104,189 | \$99,648 | \$108,535 | \$106,168 | \$137,133 |
| 42 | Income before other revenues, expenses, gains, or losses | -\$7,220 | -\$6,198 | -\$5,429 | -\$9,252 | -\$11,189 |
| 43 | Capital appropriations (public institutions) (note I) | \$13,753 | \$44,533 | \$37,940 | \$28,684 | \$74,312 |
| 44 | Inter agency transfers and loss on disposal of assets (note A) | -\$13,038 | -\$18,212 | -\$15,053 | -\$12,631 | -\$9,894 |
| 45 | TOTAL INCREASE/DECREASE IN NET ASSETS | -\$6,505 | \$20,123 | \$17,458 | \$6,801 | \$53,229 |

General: CCSU submits an annual Spending Plan, which serves as the annual operating budget, to the BOR for approval each spring, and a mid-year update in February that includes the previous year's results and an updated current year forecast. It is important to note that this Spending Plan serves as the University's budget and is used by the University and the BOR to manage and report on the financial condition of the University. There are differences between the Audited Financial statements versus CCSU's Spending Plan, for example, the Audited Financials include construction in progress as a non-operating revenue, whereas the Spending Plan doesn't include construction in progress. Please review the historical expenses and FY 21 spending plan at: <https://www.ccsu.edu/fiscalaffairs/historicalexpeditureinformation.html>

STANDARD 7: INSTITUTIONAL RESOURCES

Statement of Debt

| FISCAL YEAR ENDS month & day (06/30) | 3 Years Prior (FY2017) | 2 Years Prior (FY2018) | Most Recently Completed Year (FY 2019) | Current Year (FY 2020) | Next Year Forward (FY 2021) |
|---|---------------------------|---------------------------|--|---------------------------|-----------------------------------|
| Long-term Debt | | | | | |
| Beginning balance | \$95,555,575 | \$91,369,842 | \$85,457,837 | \$79,414,831 | \$100,698,629 |
| Additions | \$1,737,145 | \$0 | \$0 | \$28,193,444 | \$0 |
| Reductions | (\$5,922,878) | (\$5,912,005) | (\$6,043,006) | (\$6,909,646) | (\$7,304,943) |
| Ending balance | \$91,369,842 | \$85,457,837 | \$79,414,831 | \$100,698,629 | \$93,393,686 |
| Interest paid during fiscal year | \$3,089,772 | \$2,956,644 | \$2,817,145 | \$3,442,153 | \$3,425,623 |
| Current Portion | \$5,912,005 | \$5,878,836 | \$6,909,646 | \$7,304,943 | \$7,275,318 |
| Bond Rating* | n/a | n/a | n/a | n/a | n/a |
| Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)" | 1.57 | 1.58 | 1.52 | 1.08 | 0.90 |
| Debt to Net Assets Ratio Long-term Debt / Total Net Assets" | 0.27 | 0.24 | 0.21 | 0.27 | 0.22 |
| Debt to Assets Ratio Long-term Debt / Total Assets" | 0.23 | 0.20 | 0.18 | 0.23 | 0.21 |
| Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified. | | | | | |
| <p>There are four debt issuances (Series N - Mid-Campus Residence Hall, Series P-1 - Willard/DiLoreto Garage Design, Series P-2 - Welte Garage, and Series Q-1 - Willard/DiLoreto Garage Construction) that the University is responsible for their partial repayment. Series N matures from 2014 to 2033 with interest rates varying from 4.1% to 5.0%, Series P-1 matures from 2016 to 2036 with interest rates varying from 2.5% to 5.0%, Series P-2 matures from 2011 to 2022 with interest rates varying from 2.5% to 5.0%, and Series Q-1 matures from 2019 to 2039 with interest rates varying from 2.5% to 5.0%. Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1st and October 1st of each year. All debt covenants are being met. For FY 2020, the debt payments total \$6,909,646 (\$5,131,445 for Series N - Mid-Campus Residence Hall, \$86,870 for Series P-1 - New Parking Garage Design, \$610,864 for Series P-2 - Welte Garage, and \$1,080,467 for Series Q-1).</p> | | | | | |
| Line(s) of Credit: List the institutions line(s) of credit and their uses. N/A | | | | | |
| Future borrowing plans (please describe). N/A | | | | | |
| <p>The debt noted in the chart above reflects the portion of the debt that was taken out by the Connecticut State Colleges and Universities system and directly attributable to the university. The University is responsible for the repayment of its portion of the CHEFA debt although that portion is not discretely presented as part of the University's audited financial statements, rather these values are shown as System Office liabilities.</p> <p>*CCSU does not have an individual Bond Rating, rather we rely on the Bond Rating for the State of Connecticut.</p> | | | | | |

STANDARD 7: INSTITUTIONAL RESOURCES

Supplemental Data

| FISCAL YEAR ENDS month & day (06/30) | 3 Years Prior (FY2017) | 2 Years Prior (FY2018) | Most Recently Completed Year (FY 2019) | Current Year (FY 2020) | Next Year Forward (FY 2021) |
|---|---------------------------|---------------------------|--|---------------------------|-----------------------------------|
| NET ASSETS | | | | | |
| Net assets beginning of year | \$341,825 | \$335,320 | \$355,443 | \$372,901 | \$379,702 |
| Total increase/decrease in net assets | (\$6,505) | \$20,123 | \$17,458 | \$6,801 | \$53,229 |
| Net assets end of year | \$335,320 | \$355,443 | \$372,901 | \$379,702 | \$432,931 |
| FINANCIAL AID | | | | | |
| Source of funds | | | | | |
| Unrestricted institutional | \$16,465 | \$16,545 | \$17,506 | \$17,263 | \$17,450 |
| Federal, state and private grants (note A) | \$17,604 | \$19,431 | \$19,522 | \$19,223 | \$19,013 |
| Restricted funds (note A) | \$3,024 | \$3,851 | \$4,222 | \$3,988 | \$3,393 |
| Total | \$37,093 | \$39,827 | \$41,250 | \$40,474 | \$39,856 |
| % Discount of tuition and fees | 22.2% | 22.3% | 23.6% | 22.8% | 24.8% |
| % Unrestricted discount | 20.6% | 19.9% | 20.9% | 20.5% | 22.2% |
| Net Tuition Revenue per FTE* | \$10,131 | \$10,612 | \$10,987 | \$11,506 | |
| FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE | n/a | n/a | n/a | n/a | n/a |
| Please indicate your institution's endowment spending policy: | | | | | |
| The CCSU Foundation annually disburses an amount equal to 5% of each endowed fund's 20 quarter average fund balance, inclusive of fees, and up to 100% of the balance of operating funds. | | | | | |
| Note A: A classification correction from "Restricted funds" to "Federal, state, and private grants" of \$880,349 was needed for the Roberta Willis Schl Program (Merit) fund for FY 2017. *FY2020 FTE is preliminary | | | | | |

STANDARD 7: INSTITUTIONAL RESOURCES

Liquidity

| FISCAL YEAR ENDS month & day (06/30) | 3 Years Prior (FY2017) | 2 Years Prior (FY2018) | Most Recently Completed Year (FY 2019) | Current Year (FY 2020) | Next Year Forward (FY 2021) |
|--|---------------------------|---------------------------|--|---------------------------|-----------------------------------|
| CASH FLOW | | | | | |
| Cash and Cash Equivalents beginning of year | \$81,046 | \$81,137 | \$81,184 | \$87,968 | \$79,173 |
| Cash Flow from Operating Activities | (\$100,714) | (\$98,981) | (\$92,355) | (\$112,117) | (\$106,586) |
| Cash Flow from Investing Activities | \$568 | \$1,136 | \$2,147 | \$1,472 | \$1,023 |
| Cash Flow from Financing Activities | \$100,237 | \$97,892 | \$96,992 | \$101,850 | \$103,654 |
| Cash and Cash Equivalents end of year | \$81,137 | \$81,184 | \$87,968 | \$79,173 | \$77,264 |
| LIQUIDITY RATIOS | | | | | |
| Current Assets | \$84,891 | \$92,351 | \$94,678 | \$94,678 | \$94,678 |
| Current Liabilities | \$39,842 | \$41,729 | \$46,144 | \$46,144 | \$46,144 |
| Current Ratio | 2.13 | 2.21 | 2.05 | 2.05 | 2.05 |
| Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)" | 125.57 | 124.64 | 129.77 | 116.82 | 104.95 |
| No cash flow issues are expected at this time. | | | | | |
| Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority. N/A | | | | | |
| We used a different calculation to determine the number of Days Cash on Hand. In following an industry standard calculation, the Days Cash on Hand was calculated by dividing the total of Cash and Cash Equivalents by Operating Expenses less Depreciation and other noncash expenses and then dividing that amount by 365 (Days Cash on Hand = Cash and Cash Equivalents / ((Operating Expenses - Depreciation and other noncash expenses) / 365)). | | | | | |

The background of the cover is a photograph of the Central Connecticut State University building. It features a prominent white portico with several columns and a tall brick clock tower with a white top section and two clock faces. The sky is blue with some light clouds.

Progress Report on Transforming CCSU Culture

August 3, 2020

**Central Connecticut State University
1615 Stanley Street
New Britain CT, 06050**

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Introduction

As the oldest public university in the state, Central Connecticut State University (CCSU, Central) strives to adapt, advance and grow to meet the needs of the communities it serves. CCSU firmly believes that education is the most effective vehicle for social mobility, and over the years the University has become an engine of significant economic and social development in Connecticut. In order to achieve its mission, CCSU has made a substantial effort to diversify and transform its culture to create a more inclusive campus, eliminate the racial divide, and foster a safe environment for everyone.

Where We Were

Over the last decade, CCSU has been in the preliminary stages of addressing diversity and inclusion on campus. From the University's last administration to today, the demographics of the Central community have changed significantly. In 2010, minority student enrollment (which includes



Black/African American, American Indian/Alaska Native, Asian, Hispanic/Latino, and Two or More Races) was at 21 percent. In 2019, minority student enrollment was at 34.8 percent, gaining 13.8 percent over the nine year period. Similarly, the total percentage of minority employees in 2010 was 19 percent and rose to 22.5 percent by 2019.

Even further back, the Faculty Senate Diversity Committee was formed in 2008, with a mission to “advise, recommend and promote policies, curricular enhancements, and campus events designed to foster respect for all people.” The Committee’s purpose was to support events and initiatives which:

- Promoted diverse student and faculty bodies.
- Promoted and advocated that the principles of diversity are incorporated into all hiring and promotion decisions.
- Promoted multicultural competence and the outcome of diversity education by developing the skills and understanding necessary for students to succeed and thrive in a diverse nation and an increasingly interconnected global society.

One of the Diversity Committee’s most valuable initiatives was the creation of a d-Designation for CCSU courses that incorporated issues and concerns of diversity, equity and social justice through course content, pedagogy, and climate. In the summer of 2008, Dr. Beth Merenstein,

CCSU Professor of Sociology, was awarded a grant to run a workshop where she trained five University professors and assisted them in redesigning their courses to include diversity. Dr. Merenstein took the lead role in this initiative, and several d-Designated courses were developed from 2008 to 2014, after which the initiative was tabled until its recent resurrection in 2019. While the d-Designation was never fully developed, the initial work that was done provided a solid foundation for integrating diversity into the curriculum at Central.

During the 2016-17 academic year, [Dr. Zulma R. Toro](#) became President of CCSU. Upon her arrival, it became clear that there was a need to further develop a sense of community and unity on Central's campus. There was also a sense of racial division across the institution.

These issues led the President to pledge her commitment to enhancing diversity, equity, and inclusion at CCSU. To bridge the division and explore ways to prepare all students to work and live in a diverse and global world, the President implemented various initiatives in the beginning of her tenure. For example, she created the [Diversity Curriculum Development Grant](#), which led to providing funding for 23 diversity initiatives from 2018 to 2020. President Toro also championed the naming of the Social Sciences Hall after the African American educator, abolitionist and civil rights activist, Ebenezer D. Basset.

In an effort to create an inclusive campus culture, she allocated \$22,000 to the [Man Enough Support Initiative](#) – a personal development program created to support the success of Central Connecticut State University college men. In addition, she funded the expansion of the [Educational Opportunity Program \(EOP\)](#), a five-week summer program designed for low-income, first generation students who have the potential for college-level work, but do not meet CCSU's regular admissions standards. In the 2017-18 academic year, the incoming EOP class increased from 50 to 75 students, providing more students the opportunity to benefit from EOP experience.

In 2018, allegations of sexual misconduct by a faculty member, as well as claims of misconduct within the CCSU Police Department were reported. After that, several clear and purposeful steps were taken toward creating a safer and more inclusive environment, including the development of the [Task Force on Sexual Misconduct, Bullying and Campus Climate \(Task Force\)](#) and hiring Sibson Consulting to complete an analysis of the Department of Human Resources (HR) and the Office of Equity and Inclusion (OEI, formerly the Office of Diversity and Equity).

In April of 2019, racist graffiti was painted on the walls of the Student Center and Welte Garage. In addition to the racist graffiti on campus targeting African Americans, there were also reports



of other hateful acts, specifically directed at Central’s LGBTQ community. An anti-gay brochure promoting conversion therapy was strategically displayed in a classroom where LGBTQ fiction is



taught. In February 2019, a sign outside the LGBTQ Center was ripped down, and a student reported overhearing several people outside of the Center using gay slurs. These cases were actively investigated by CCSU Police. In response, CCSU PRIDE and the Black Student Union (BSU) held a Blackout rally on April 11 to protest racism and homophobia, and hundreds of students attended the event in a show of unity. After the event, the President met with representatives

from PRIDE and the BSU commending them for a job well done. In her [April 15, 2019 letter](#) to the CCSU community, the President reaffirmed CCSU’s zero tolerance policy for acts of bias and hatred and asked everyone to give their “voice to diversity.”

Recent racial incidences occurring in the nation have led to a great deal of social unrest and have once again brought the need for substantial cultural change to the forefront. On May 25, 2020, the murder of an African American man, George Floyd, by a white police officer in Minneapolis ignited ongoing protests in which millions of Americans across racial, ethnic, socio-economic, educational, regional, gender, generational, and state boundaries demonstrated and demanded changes to the policing and criminal justice systems. In response to these events, President Toro sent out a communication to the Central campus acknowledging the anger, frustration and pain millions of Americans are feeling about the racial, political, and economic climate, stating that this event was *“an undeniable example of the racism and police brutality that continues to plague our nation.”* To further address the outrage felt by CCSU students, President Toro is in the preliminary stages of creating a John Lewis Civil Rights Leadership Program, in which students will honor the work of the public servant and civil-rights leader by addressing important issues related to racism and social justice.

The President recently reaffirmed her commitment to ensuring that Central is safe and inclusive for all, and assured the campus community that bigotry, racism, and discrimination have “no safe haven” at CCSU. She stressed that Central’s executive leadership take a strong lead-by-example approach to influence the campus community and emphasized the need for a significant collaboration of efforts toward this important transformation. While there is work to be done, Central is committed to making progress and becoming an agent of change within the community and the nation.

The following pages outline the recent work that has been done to transform CCSU’s culture, as well as future plans to create a diverse, inclusive and safe environment for everyone.

Changing the Culture – What We Have Done

CCSU has already begun the journey toward improving its campus climate and creating a safe and welcoming environment for all. Since President Toro's arrival, the University has increased its commitment to diversifying the campus and enhancing the connection and experiences of students, faculty and staff. Reinforcing this overarching message throughout her tenure, President Toro has emphasized the importance of transforming CCSU's culture at every level of the institution. As a result, several initiatives have been implemented, changes have been enacted, and efforts have been shifted toward a brighter future for the entire Central family.



Action Plan to Change CCSU Campus Culture

In 2018, the University assembled the [Task Force on Sexual Misconduct, Bullying and Campus Climate \(Task Force\)](#). The interdisciplinary group reviewed University policies and processes to ensure the safety and wellbeing of students, faculty and staff. After eight months of work, the Task Force's [report](#) was finalized and submitted to President Toro on January 14, 2019. Recommendations from the Task Force included reengineering the Department of Human Resources (HR) and the Office of Equity and Inclusion (OEI, formerly the Office of Diversity and Equity), improving tracking and documentation of training activities and compliance with policies, regularly administering a campus climate survey, and adopting a new model for investigations of sexual misconduct.

Upon receiving the Task Force's report, President Toro charged her Executive Committee with the creation of an action plan. With the help of AAUP and SUOAF leadership, the Committee drafted and refined the [Action Plan to Change CCSU Campus Culture](#), which was ultimately finalized in August 2019. The document includes a detailed, 15-point plan outlining the actions

necessary to ensure the achievement of a safe and inclusive campus environment for all students and employees. It outlines the objectives and establishes a timeline for each action to be completed, and it identifies the Executive Committee member responsible for each element of the plan. The plan also provides the foundation for Goal Three in the University's new strategic plan.

Since then, Central has begun implementation of this robust plan (see [progress report](#)), including examining policies and processes related to bullying and hazing, exploring a new investigator model for sexual misconduct claims, and partnering with faculty and union leaders to achieve 100 percent employee participation in Title IX training.

Sibson Consulting Analysis

As part of the action plan, CCSU hired Sibson Consulting to reengineer the Office of Equity and Inclusion and HR. Per Sibson's report, OEI's name was changed from the Office of Diversity and Equity to the Office of Equity and Inclusion, and its mission was expanded beyond compliance



to leadership in the cultural transformation of the University. The structure and staffing model for the department was also revised, elevating the position of Chief Diversity Officer to a Vice President level with direct report to the President. Dr. Nancy (Rusty) Barceló, a nationally recognized expert in diversity and equity, is now the Interim Vice President for Equity and Inclusion. In

addition, a Senior Equity and Inclusion Officer and two Equity and Inclusion Associates were hired.

Sibson's analysis of Central's HR department included reviewing the organizational structure, policies, procedures, tools and technologies and staffing levels. Consultants found that the department did not have the staff or full range of capabilities necessary to support broader strategic workforce needs. They suggested providing professional development opportunities to HR staff and redefine select positions to support the transformation and improve campus culture. *While transformation of the department is ongoing, it is clear that reengineering the Office of Human Resources will be a multi-year endeavor.*

In addition to OEI and HR, Sibson's analysis was then expanded to include the Ombudsperson's (OMB) office. Seeing a need for restructuring, the consultants recommended a transition to an in-house conflict resolution function. As a result, President Toro, as well as her Executive Committee and the Integrated Planning Council (IPC) worked on the development of a new Ombudsperson job description. To avoid bias and conflict, the Ombudsperson will have no teaching or administrative responsibilities and will report directly to the President.

Development of this position and the functions of the OMB office is ongoing.

Office of Equity and Inclusion (OEI)

Following Sibson’s analysis and recommendations, the OEI underwent significant restructuring. Its mission was expanded to include spearheading a campus-wide cultural transformation, and with that charge there was a need for strong leadership. As a result, President Toro appointed Dr. Barceló as the Interim Vice President for Equity and Inclusion. After Dr. Barceló’s arrival, OEI shifted its focus toward:

- enhanced investigations of sexual misconduct complaints;
- increased responsiveness to underrepresented populations; and
- increased collaboration between OEI, Academic Affairs, and Student Affairs.

Since the redesign of OEI, several changes have been implemented that have already proven beneficial to the University. The office was moved to a new, more welcoming space better suited for confidential conversations. Staffing levels in OEI have more than doubled, moving from two full-time and four part-time employees in fall 2018 to six full-time and two part-time employees in spring 2020. The budget for the office has also been expanded.

Increased personnel allowed CCSU to move from a single-investigator model with support from outside investigators, to a two-investigator model that aligns with best practices and uses no outside investigators. In collaboration with President Toro, Dr. Barceló also worked to achieve 100 percent participation of the management/confidential team, Campus Police, directors, and department chairs in at least one diversity, equity, and inclusion training per year.



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Once staffing in the office was enhanced, a great deal of emphasis was placed on understanding and improving the campus culture. One of President Toro’s first charges to the Interim Vice President included the creation of the President’s Commission on Diversity, Equity and Inclusion ([Commission](#)). Creation of the Commission is one of the goals in the [Action Plan to Change CCSU Campus Culture](#) and it includes nearly 45 “Diversity Liaisons” representing students, faculty, staff, and administration. The liaisons were nominated by schools, departments, affinity groups, the Faculty Senate and the Student Government Association. The goal of the Commission is to lead the transformation of CCSU’s campus climate, providing various perspectives that represent many facets of Central’s campus community. This group, as well as OEI, would also play a role in the development and implementation of a diversity and inclusion plan for CCSU.

OEI has begun to pave the way for new projects, workshops and trainings related to diversity and inclusion. Collaborating with the President, the Interim Vice President developed several programmatic initiatives to help increase awareness of racial, cultural and social issues. Some of the initiatives included:

- Book Discussion with the Executive Committee – *Why Are All the Black Kids Sitting Together in the Cafeteria?*
- Workshops
 - Beyond Hate: A Call for Campus Unity
 - Use of Less Force and Other Strategies as We Transform the Culture of CCSU
- Culture Over Coffee I and II
- A Conversation on Race with the Executive Committee based on an interview with Dr. Sylvia Hurtado
- Panel Discussion: Understanding Unconscious Bias: We All Have Them
- Work Session with Executive Committee – A Call to Action: CCSU Plan to Eliminate the Racial Divide and Racism
- Webinar: [Racial Injustice: Speaking Your Truth](#)

As part of its charge, OEI has increased efforts to ensure appropriate training and compliance takes place. Employee Diversity & Title IX trainings were administered campus-wide. In addition, OEI worked to develop specialized training plans for units such as Athletics, Residence Life and the Police Department. Some of these trainings include:

- **ATHLETICS**
 - Bystander Intervention and Intimate Partner Violence training
 - Title IX training
 - Student athlete diversity and inclusion training
- **RESIDENCE LIFE**
 - Title IX training for Residence Life staff, including Resident Directors and Resident Assistants
- **CCSU POLICE DEPARTMENT**
 - Unconscious Bias and the Impacts of Trauma
 - Cultural Awareness Training
 - GOAL New England
 - Police Legitimacy and Implicit Bias



In addition, below is a summary of the programming available through the Office of Victim Advocacy and the Women’s Center, which are overseen by OEI:

Office of Victim Advocacy Programming

- 2019 Fall Semester: [Red Flag Campaign](#) – The Red Flag Campaign is a campaign aimed at educating the campus population about the “red flags” or warning signs of an abusive relationship. The campaign includes a visual element with red flags placed around campus along with a poster campaign, classroom presentations, information tables, and campus events.
- 2020 Spring Semester: [Stand Up CCSU](#) – Stand Up CCSU is a student-led violence prevention campaign that educates the campus about bystander intervention and taking a stand against interpersonal violence. The campaign includes a poster campaign, information tables, campus events, and classroom presentations.



Women’s Center Programming

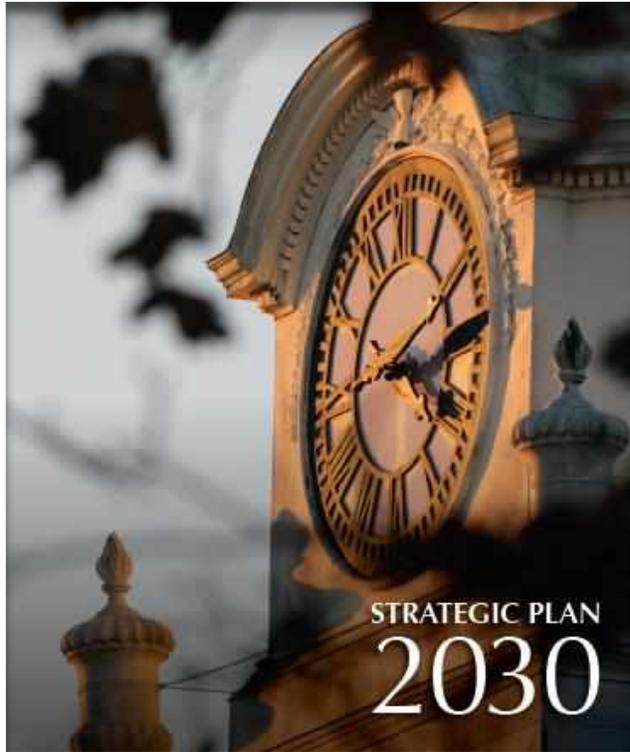
- Support Groups: The Women’s Center holds a number of support groups for students during the semester. For the end of the Spring 2020 semester, support groups were held virtually via WebEx. Support groups include:
 - United Sisters - Student Parent Support Group
 - Throwback Thursday - A weekly video post on social media with CCSU alumnae sharing information about their career since leaving CCSU.
 - Woman Crush Wednesday - Weekly posts on social media about a woman they admire.



Dr. Barceló and OEI staff are working to refine campus-wide and specific training to include many more offerings in the future.

Strategic Plan 2030

In early 2019, CCSU started a year-long process to develop its new strategic plan. The process was led and facilitated by the Strategic Planning Steering Committee (SPSC), chaired by President Toro and composed of representatives from all campus constituencies, including the



president of the Faculty Senate. CCSU faculty, staff, students, alumni, and community and business leaders were all invited to help develop a new path forward for the University by contributing to the planning process. What resulted was a plan with a renewed mission, a new vision and core values, and five bold goals. [Strategic Plan 2030: Changing Lives, Building Communities; Central to Connecticut](#) (SP2030) builds upon a foundation of high impact practices and community engagement to educate career-ready graduates who are well-informed, civic-minded citizens and prepared to contribute to the needs of an increasingly diverse society. The plan also presents a new vision for advancing social mobility while driving economic, cultural, and intellectual vitality

within the communities CCSU serves.

Throughout the planning process, improving the campus culture was a prevalent theme. For example, the final plan includes nine Core Values that distinguish CCSU from other institutions. Of these principal values, three of them explicitly speak to equity, social responsibility, and justice:

- **ACCOUNTABILITY.** We commit to holding ourselves and each other Accountable to the highest ethical standards and to fostering a culture of civility, collegiality, and justice.
- **EQUITY.** We commit to embrace and strengthen Diversity and Inclusion, providing an enriching and equitable learning environment where every individual is valued, and promoting diversity of people and ideas.
- **RESPONSIBILITY.** We commit to Social Responsibility to promote the public good and contribute to global understanding.

In the early stages of development, President Toro asked the SPSC to consider a goal related to creating a safe and inclusive environment for all. This recommendation resulted in *Goal Three: Foster an Inclusive and Safe Campus Culture that Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas*. This goal focuses on accountability, diversity, equity, inclusion and safety, stating: “[CCSU] is dedicated to the development and preservation of an equitable, inclusive, safe, responsible, accessible, and accountable campus environment, ensuring that all can achieve their full potential as active citizens and lifelong learners.” CCSU pledges to play a lead role in equity and social justice and become a “national model for community built on mutual respect, compassion, and support.” In addition, CCSU commits to ensuring that every member feels safe and secure, and to communicating a policy of “zero tolerance” for acts of violence, bias, and discrimination.

The Objectives of SP2030 Goal Three are:

1. Welcome and engage a diverse community of students, faculty, and staff
2. Integrate diversity into the curriculum, pedagogical methods, professional development, and co-curricular activities that contribute to cultural competency
3. Use data to inform and develop accountability measures in support of a diverse 21st-century university
4. Identify best practices that align with federal and state policies to increase safety both on and around campus
5. Enhance recognition of faculty and staff for their value and service to the institution

Similarly, *Goal Two: Increasing Access to Higher Education and Ensuring Student Success* also plays a role in improving the campus climate. This goal focuses on the creation of an inclusive and “student-ready” institution that meets 21st-century students where they are and eliminates obstacles and

achievement barriers. While much of the Goal’s objectives focused on increasing support services, flexible course options, and co-curricular opportunities, emphasis is also placed on developing greater connection with the underrepresented populations of Connecticut. Central commits to expand outreach to historically marginalized socioeconomic



groups to provide equal opportunity for a quality and affordable education. This commitment includes developing and expanding targeted recruitment activities toward growing populations (Hispanic, African American, and other underrepresented populations), as well as becoming a

Hispanic Serving Institution as defined by the U. S. Department of Education (20 U.S. Code §1101a).

Implementation of the SP2030 has already begun. An [Action Plan](#) has been developed to guide strategic planning efforts, and a robust list of Key Activities identified, developed and prioritized. Thus far, twelve of the Key Activities for Goal Three have either been initiated or completed, and nearly 40 total activities have been initiated to support the plan. Activities will be evaluated on a three-year rolling planning horizon; as conditions change, activities may be substituted or augmented.

Climate Surveys

As part of the SP2030 and the Action Plan to change CCSU Campus Culture, the University sought to administer a set of nationally recognized campus climate surveys for students, faculty and staff. President Toro, the Interim Vice President of Equity and Inclusion and the Associate Vice President for Planning and Institutional Effectiveness worked to develop a call for proposals to conduct a campus study that would include pre-preparation and post analysis and development. Proposals were collected and evaluated by a team of selected CCSU staff. Ultimately, UCLA's Higher Education Research Institute (HERI) was chosen.



In Fall 2019, a suite of three campus climate surveys from the HERI were selected for administration in Spring 2020. The surveys were administered simultaneously to students, faculty and staff from February through mid-March. Initially, the surveys were scheduled to remain open until the end of April but had to be closed early due to the coronavirus. Results from the survey are expected in early fall. At that point, the Interim Vice President of Equity and Inclusion and the Associate Vice President for Planning and Institutional Effectiveness will work with the Commission on Diversity, Equity and Inclusion to analyze the survey results and develop recommendations. Tentatively, these surveys are scheduled to be administered annually for the first two to three years and then a rotation schedule will be implemented.

Title IX Training Redesign

The Office of Equity & Inclusion is responsible for providing state-mandated training on diversity, sexual harassment prevention, and Title IX. While CCSU has been compliant with federal and state Title IX policies that require the institution to provide training, it has been less successful with its own policy of requiring employees and students to participate in training each year. During the 2019-2020 academic year, Title IX was redesigned in order to cover a broader scope and ensure 100 percent employee and student compliance. Given the recent U.S. Department of Education changes regarding Title IX, Sexual Assault and Interpersonal Violence on college campuses, OEI is offering several training sessions on the topics. It is critical that all students, employees, including managers, understand both the full range of behaviors that define sexual harassment, sexual assault and interpersonal violence and the pro-active steps they can take to prevent it. Currently all employees at the university are expected to take either the online or in person training regarding sexual assault and interpersonal violence prevention on an annual basis. Additionally, one of the key metrics to be measured in Goal Three of the SP2030 is the number and percent of employees and students who have received Title IX and diversity training.



All new CCSU employees must complete a three-hour initial Title IX Training, which includes Sexual Harassment Prevention and Sexual Assault, Interpersonal Violence and Stalking Awareness. In this three-hour program, new employees learn:

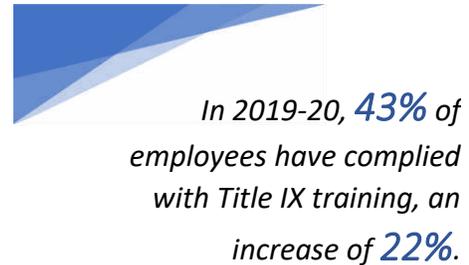
- *Information about the Office of Equity & Inclusion and Office of Victim Advocacy*
- *Definition of discrimination and identification of protected classes*
- *History of Title IX and its application in higher education*
- *Definitions and examples of sexual harassment, sexual assault, sexual exploitation, intimate partner violence, and stalking*
- *Overview of CCSU sexual misconduct policy, including responsible employee policy and policy on mandatory reporting of suspected child abuse*
- *Scenarios for employees to practice responding to a disclosure of sexual misconduct*
- *Information about on- and off-campus resources*

Once an employee completes the initial three-hour Title IX training, there is an Annual Title IX Refresher training course requirement. Title IX Refresher sessions are 45 minutes in length and can be completed either by in-person sessions or via an online module. The primary purpose of the refresher is to review the various laws, policies and procedures related to sexual violence, sexual harassment, interpersonal violence and stalking. There are annual updates, changes and announcements from the various governmental agencies. The refresher provides updates on the Board of Regents (BOR) policies and procedures as well as best practices for college

campuses that often come from the U.S. Department of Education’s Office of Civil Rights. These sessions provide real life examples and allow participants to work through case examples and scenarios.

Employees may also complete their Title IX Training through an online program called “Not Anymore.” Not Anymore is managed by the company Vector Solutions and is used across the CSCU system. The Not Anymore program uses video modules, text, and quizzes to assess knowledge. The program includes:

- Definitions and laws related to sexual misconduct
- Overview of sex discrimination and prevalence
- Prevention and bystander intervention
- Trauma-informed response to disclosures
- Campus-specific reporting requirements and resources



In 2019-20, forty-three percent of employees have complied with Title IX training, an increase of 22 percent, over 2018-19 and a 95 percent increase in number of people trained. Furthermore, Central achieved 100 percent Title IX training compliance for athletics and management/confidential personnel. Upon completion of the new training, participants gave an overall rating of 4.89 on a scale 1 to 5, where 5 is the highest.

In 2019-20, new students received Title IX training during orientation, while returning students completed the online module. Unfortunately, only 36 percent of students successfully completed their training. This represents a ten percent decrease from the prior year where all the training was completed online.

Diversity and Inclusion Plan

When the Interim Vice President of Equity and Inclusion was appointed, she was charged by the



President with developing a comprehensive diversity and inclusion plan for the University. This plan, which is essentially an extension of the SP2030, will include programmatic initiatives and detailed diversity training and professional development plans. *The plan will also focus on diversity curriculum development, enhanced*

affirmative action training for searches, student engagement, data analysis and accountability measures within the context of collaboration and coordination. The President, OEI, Executive Committee members and individuals across Central's campus will essentially take part in the implementation of these important cultural initiatives. Since Dr. Barceló's arrival in the summer of 2019, she and President Toro have combined efforts to develop initiatives that would eliminate the racial and social divide at CCSU and create a campus that is tolerant, accepting and safe.

While the plan is still being developed, several steps have been taken to move the University forward and bring awareness to these important issues:

- The President's Commission on Diversity, Equity and Inclusion has played an integral role in improving the University's climate. At its inception, a special meeting of the Commission was called to explore a variety of efforts to provide students, faculty and staff with a safe space to share their perspectives, stories, experiences and recommendations. The Commission discussed possible training/professional development webinars designed to bring different groups together to explore the intersections and parallels of racism and other forms of oppression. The framing of the discussion was to promote a respectful, accessible, and inclusive community for all CCSU students, faculty, and staff.
- In the 2019-2020 academic year, President Toro once again funded the Diversity Curriculum Development Grant. Nine proposals were submitted by faculty; three of these were fully funded and six received partial funding.
- The President, Executive Committee, and student and faculty leadership worked to advance the idea of including diversity, equity, and inclusion as a curriculum requirement.
- President Toro increased the funding to the LGBT and Women's Centers. She also partnered with the Chief Operations Officer and Chief Information Officer to renovate the space occupied by the Center for Africana Studies. Forty thousand dollars was allocated to the Center for Africana Studies renovation in 2019.
- The Office of Student Affairs has undergone several changes, including hiring a new Vice President. After the arrival of Dr. Michael Jasek in June 2019, steps were taken to develop a robust, multi-tiered training program for new and returning students. In addition, recommendations from the report of Counseling & Student Development were



implemented, including dedicating an on-call counselor to answer after hours student phone calls. The CCSU Police Department can also access the on-call counselor. Additional counselors were also added to the budget requests for the 2021 fiscal year.

- Several steps were taken to strengthen the CCSU Police Department. First, the federal court lawsuit by Jane Doe was settled, and the President participated in the arbitration hearing of the police officer that was dismissed. The University's decision was upheld by the arbiter. Next, the CCSU police force was increased to approximately 30 people, 23 of which are sworn police officers. The CCSU Police Department is a fully sworn nationally accredited police agency, and Police Officers are subject to the stringent requirements imposed upon all police officers in Connecticut. In addition to state requirements, Chief Gregory Sneed and OEI have worked to improve and expand diversity training programs for the department. Officers now receive training on topics of Unconscious Bias and the Impacts of Trauma, as well as Police Legitimacy and Implicit Bias, and the force is planning to further expand its training throughout the next several years.

Under the direction of the President and Interim Vice President of Equity and Inclusion, OEI has made significant progress in the development of the diversity and inclusion plan. Once the plan is finalized, action items will be shared with the CCSU community in order to emphasize Central's commitment to creating a better campus environment for everyone.



The Future of CCSU – A Path Forward

Due to the work of the President, executive leadership, various committees and other dedicated faculty and staff, the past few years have been a transition period for CCSU. Emphasis has been placed on improving Central’s campus culture, and racial and social issues have become part of the daily dialogue. While this is encouraging, the nation’s current social climate indicates a need to take bold and purposeful action to eliminate the racial divide and foster a safer and more inclusive environment for everyone. In an increasingly diverse 21st century world, cultural transformation is integral to the achievement of the University’s mission. As such, every member of the CCSU community must be involved in this change. Central must be proactive in its approach and create goals and objectives that are sustainable in nature, while remaining committed to providing the quality, affordable education that created the public, comprehensive university that CCSU is today.

The nation’s current social climate indicates a need to take bold and purposeful action to eliminate the racial divide and foster a safer and more inclusive environment for everyone.

The University has developed a list of actions to complete in the coming academic year and beyond. Increasing its efforts, CCSU will become an institution where all feel accepted, supported and part of the Central family.

Strategic Plan 2030

Transforming Central’s campus culture is a prevalent theme of the new strategic plan. The SP2030 [Action Plan](#) includes a robust list of Key Activities that has been developed and prioritized – each in support of a specific strategy. Start dates for each of the activities have been prioritized and staggered, and evaluation will occur on a three-year rolling planning horizon; as conditions change, activities may be substituted or augmented to ensure goals are met.

Implementation of the SP2030 has already begun, and there are several key activities that are either in progress or on track to begin within the next year. In preparation for Fiscal Year 2021 division and department leaders were asked to align their budget request(s) with the five goals outlined in the SP2030. As such, the objectives and activities in this plan coincide with many of the other diversity and inclusion efforts described within this document.

As part of Goal Three, several key activities regarding diversity and inclusion have been prioritized:

- ***Welcome and engage a diverse community of students, faculty, and staff.***
 - Implement at least three initiatives recommended by the President's Commission on Diversity, Equity and Inclusion.
 - Collect the diversity and inclusion plan from every department and unit and implement an accountability system.
 - Support OEI's continuation of its Culture Over Coffee series.
 - Strengthen and encourage CCSU's existing academic cultural centers and affinity groups.
 - Hire an Ombudsperson, transitioning to an in-house conflict resolution function.
 - Continue to foster a culture of respect, collegiality, and teamwork within the Central family.

- ***Work with faculty and students to integrate diversity, equity, and inclusion into the curriculum.***
 - Continue to fund the Diversity Curriculum Development Grant Program.
 - Increase professional development opportunities for faculty and staff on diversity and inclusion.
 - Explore the possibility of a learning outcome associated with the general education program for diversity, equity, inclusion, and social justice.

- ***Use data to inform our decisions.***
 - Review and analyze the results from the climate surveys administered during spring 2020.
 - Create and start implementation of an action plan based on the results from the previous bullet point.
 - Implement a tracking mechanism to measure progress and guide future planning.

Within Goal Three, there are also two Objectives and three strategies that specifically relate to Title IX compliance. The key activities are:

- Identify opportunities to incorporate Title IX and the Americans with Disabilities Act (ADA).
- Inventory all state and federal compliance policies relating to Title IX, equal employment, ADA, equity and discrimination.
- Professionalize the CCSU Police and incorporate training on diversity, cultural competency, mental health, and Title IX.

In addition, SP2030 Goal Three includes several key activities pertaining to ensuring the safety of students, faculty and staff on campus.

- Continue to work with local and state authorities to ensure compliance with the most up-to-date campus safety measures and procedures including completion of required safety training and emergency drills.
- Perform annual shelter-in-place drills, emergency drills and fire drills on campus.
- Maintain Emergency Management Response Program that complies with the National Incident Management System (NIMS).
- Develop and present trainings and seminars on how to manage cyber bullying and keeping personal information safe.
- Maintain CCSU Police Department accreditation with the Commission on Accreditation for Law Enforcement Agencies.
- Foster trust between CCSU Police officers and the campus community by strengthening community policing efforts.
- Implement best practices to address safety both on and around campus.
- Partner with the CCSU leadership team and System Office to implement the new Title IX regulations.
- Strengthen CCSU Police Department training program to include diversity, cultural competency, mental health, and the new Title IX regulations.
- Support the next phase of the CCSU Police Department accreditation process.

Office of Equity and Inclusion

While the Office of Equity and Inclusion has already made significant progress, their work has only just begun. OEI's mission is to build an inclusive community where students, staff, and faculty can participate in a free and respectful exchange of ideas without fear. By establishing this community of understanding and respect, CCSU will ultimately prepare students to serve in an increasingly diverse world.

Playing a lead role in fostering a safer, more inclusive and diverse campus, OEI must create innovative and sustainable diversity initiatives that will reach students, faculty and staff. The Interim Vice President of Equity and Inclusion has been charged by the President with a list of



important tasks to complete in order to move the University forward and create a solid foundation for the institution's cultural transformation. The following is a list of the top goals and initiatives that OEI has committed to complete:

- Finalize the University diversity and inclusion plan.
- Continue to improve and implement campus-wide training, as well as specialized training for such units as the Police Department, Athletics and Residence Life.
- Continue to offer required Training on Title IX & Sexual Misconduct, and work to achieve 100 percent participation.
- Develop a series of Webinars for students, faculty and staff that will address racism and all forms of oppression, ranging from personal interactions to diversifying the curriculum, as well as CCSU's connection to the broader community.
- Build and leverage existing partnerships with community leaders to enhance the facilitation and implementation of diversity initiatives on campus.
- Support grants that will promote diversity leadership opportunities.
- Reestablish the University Hour, hosting events for people from diverse backgrounds to get to know each other/hosting discussions on common reading materials.
- Continue the Culture Over Coffee series.
- Work in collaboration with departments to ensure a more welcoming and diverse campus.

President's Commission on Equity, Inclusion & Diversity

Like OEI, the Commission has already begun the process of developing goals and initiatives that will help to move the University forward. The following are some of the priorities for which the Commission will focus its efforts in the coming year:

- Bimonthly Webinars highlighting special events such as Pride Month for the Month of June and Black History Month during the month of February.
- Collaboration with OEI on panel discussions and lecture series related to diversity, unconscious bias, global impact, identity development, and other topics.
- Trainings and professional development opportunities addressing sexual harassment, discrimination, and diversity topics in general.
- Collaboration with departments and other campus units to foster the exchange of ideas and the development of programmatic initiatives.
- Review of University policies and practices related to diversity, equity and inclusion.



- Monitor the progress of SP2030 Goal Three.
- Host an annual diversity symposium on the status of diversity at CCSU.
- Development and review of policies for displaying artwork and other images or signage across campus.
- Creation of professional development opportunities that contribute to a greater understanding of social inequality and intergroup relations.
- Conversations with departments regarding incorporating diverse viewpoints into the curriculum.
- Assistance with the development of scenario-based training for faculty and staff.

Professional Development and Recognition

CCSU recognizes that cultural transformation is only possible when students, faculty and staff are provided the tools and knowledge necessary to incite change. Moving forward, emphasis has been placed on the development and successful implementation of professional development programs, both campus-wide and unit-specific. *Frequent training and professional development will ensure CCSU's success in providing quality education and preparing students to live in an increasingly diverse world.*

Encouraging the campus community through recognition of good work and implementation of programmatic initiatives is another important step in the process. Recognizing positive changes in the CCSU culture will ultimately help the institution to become proactive in the creation of a safer and more inclusive campus.

Central's plans for professional development and recognition are as follows:

- **OEI and the President's Commission on Equity, Inclusion and Diversity**
 - Continue to improve and implement campus-wide and specialized training on diversity and inclusion, as well as on Title IX and sexual misconduct.
 - Develop scenario-based professional development for faculty/staff, and train the faculty to facilitate conversations about equity, inclusion and diversity among peers and in the classroom.
 - Some possible training topics include:
 - History of Social Movements
 - Nonviolent Protest – how to protest peacefully and respond to violence with nonviolence; de-escalation training
 - Foundation discussion: Evolution of a Racial Paradigm
 - Global Impact
 - Equity vs. Equality
 - Student Workshops: Preparing Students to Work in a Diverse World

- Community Building: Intersections of Local Communities and the University
- Identity Development: Mixed Races
- Power of Language: What is meant by Diversity, Equity, Inequality
- Series of Racism Workshops focusing on different affinity groups
- Series of Racism Workshops focusing on faculty and staff: Doing Personal Work
- Unlearning Bias in Fields of Study/Academia
- Practical skills for unlearning bias
- Unconscious bias and its impact on specific identities
- Unconscious bias in different settings – i.e., workplace and classroom
- How culture affects people’s behavior to form bias
- **Academic Affairs**
 - Enhance recognition of faculty and staff for their value and service to the institution.
 - Expand how service is valued in the evaluation and promotion guidelines to incorporate activities such as community engagement, advising, and committee assignments.
 - Establish criteria to recognize faculty who adopt innovative practices that:
 - Increase access to higher education
 - Support student success
 - Enhance advising
 - Promote and foster community engagement
 - Explore innovative ways to support, recognize and compensate part-time faculty for their contributions to the advancement of the University.
 - Develop a collaboration among AAUP, Faculty Senate, SUOAF, and administration to develop guidelines on valuing the service component of employee performance review and/or promotion.
- **Student Affairs**
 - Continue to incorporate educational material on Title IX, bullying, and civility into student programming.
 - Increase student participation in Title IX and sexual misconduct training.
 - Collaborate with OEI to develop new training material.
- **Police Department**
 - Incorporate new defensive training programs for officers to improve their self-control, discipline, and mindfulness to safely resolve confrontational situations.
 - Professionalize the CCSU Police and incorporate training on diversity, cultural competency, mental health, and Title IX.

Diversifying the Campus Community

Diversifying Central's students, faculty and staff is a top priority for the University moving forward. The SP2030 includes several key activities related to expanding the campus community, and CCSU is committed to becoming an inclusive campus at all levels of the institution.

The following are some of the goals for diversifying CCSU's students, faculty and staff:

STUDENTS

- Continue to explore programmatic initiatives that will create access to quality and affordable education.
- Invest in student support and wellness services such as advising, tutoring, mentoring, and counseling.
- Identify and create opportunities to celebrate the diverse populations of students.
- Develop stronger partnerships with international institutions by creating innovative 2 + 2 undergraduate programs and graduate programs.
- Develop dual enrollment programs with high schools in surrounding communities.
- Develop and expand targeted recruitment activities toward growing populations, such as Hispanic, African American, and other underrepresented populations, first-generation students, and international students.
- Define the mission of CCSU's cultural centers as they relate to student success.
- Develop an annual symposium focusing on the status of equity and inclusion at CCSU.
- Expand the Summer Bridges Program and EOP program.
- Expand activities for community engagement and civic responsibility.
- Diversify the curriculum and prepare faculty to teach a diverse student population.



FACULTY

- Develop and implement a Target of Opportunity Program.
- Establish partnerships with institutions to develop a diverse pool of faculty candidates.
- Create an Endowed Professorship for the study of social justice, Civil Rights, and equity.
- Develop school/college specific outreach and retention programs that focus on diverse faculty.
- Enhance the efforts of departments, schools and colleges, encouraging the development of specific actions to address their diversity priorities.

- Create professional development opportunities for faculty to incorporate diversity initiatives and concepts into pedagogy, research and curriculum development. Work to make diversity a more visible and accepted part of the faculty model.
- Develop and implement a Target of Opportunity Program to remedy a general lack of diversity, address underrepresentation of diversity faculty within departments and promote a faculty demographic that better reflects those of our surrounding communities.

STAFF

- Establish partnerships with institutions to develop a diverse pool of staff candidates.
- Diversify various campus departments, such as Institutional Effectiveness.
- Diversify CCSU Foundation Board.
- Develop diversity training for hiring committees and Department Evaluation Committees (DEC).

Diversifying the Curriculum

CCSU's educational foundation rests on scholarly excellence, prepares students for successful careers upon graduation and promotes lifelong learning. To prepare graduates to meet the demands of the 21st century, Central is committed to exposing students to differences in culture and ways of thinking, equity issues, and the advantages of an inclusive society. One of the objectives of the SP2030 includes integrating diversity into the curriculum, pedagogical methods and co-curricular activities that contribute to cultural competency. To accomplish this, the University will take a multipronged approach that includes everything from faculty professional development to modification of course offerings. Ultimately, Central's goal is to remedy a general lack of diversity in the curriculum, address the underrepresentation of diverse faculty within a department, and promote a faculty demographic that better represents the communities that CCSU serves.



The d-Designation was first created to include courses that incorporated issues and concerns of diversity, equity and social justice through course content, pedagogy, and climate.

When first developed, the d-Designation requirements included the following:

- A d-designated section will address the culture of equity and social justice with the United States through course content, pedagogy, and classroom climate.
- A d-designated section will incorporate issues of diversity and social justice into their established course content with an emphasis on inclusive pedagogy and classroom climate.
- A d-designated section will examine and explore bias and discrimination within the United States based on a variety of individual and group factors.
- A d-designated course will not simply input one or two lessons on “other cultures” into the curriculum to satisfy the d-designation requirement.

Building upon the work of members of the Faculty Senate Diversity Committee and the Curriculum Committee, CCSU will move forward in the development of the d-Designation. *This work has provided a solid foundation for exploring ways in which Central can incorporate diversity into its curriculum in a relevant and sustainable manner.*

Moving ahead, CCSU’s continued goals for diversifying the curriculum include:

- Expansion of previous work, and successful development of a d-Designation for CCSU courses.
- Continued exploration of the current General Education program to identify courses that incorporate issues of diversity and globalization; expand upon current course offerings wherever possible.
- Developing innovative diversity curriculum models and identifying best practices associated with integrating diversity into the curriculum, advising and pedagogical approaches.
- Developing study away courses and programs that expose students to diversity within the U.S.
- Encouraging faculty, staff and students to apply for grants that support or promote student exposure to diverse cultures, ideas and perspectives.
- Increasing professional development opportunities for faculty and staff that focuses on diversity and inclusion.
- Ensuring community engagement activities are culturally responsive, including the development of a “Culturally Responsive Checklist” complete with supporting guidelines.
- Supporting innovative and inclusive teaching, scholarship, and creative activities.
 - Fund grants in support of developing and exploring inclusive teaching methods and creative activities.
 - Develop data-driven accountability measures that will be used to assess and inform future strategies to ensure all students are prepared to work in a diverse world.
 - Create a lecture and workshop series dedicated to the exchange of ideas around innovative and inclusive scholarship.