**Strategic Planning Steering Committee**

**Meeting Notes**

**July 25, 2019**

**Present:** C. Casamento, Y. Kirby, M. Jackson, Z. Toro, R. Wolff, M. Ceppi, K. Kollar

**Review and Discuss Updated Timeline**

C. Casamento provided an overview of the proposed changes to the timeline and framework for the strategic plan. The changes reported were as follows:

* Remove the UPBC Retreat from the timeline.
* UPBC will review draft and provide feedback by 9/10 – 9/17 & 10/1, if additional time is needed.
* Open Forum to review draft will be held one week later than originally scheduled (week of October 14th).
* Faculty Senate will hold a special meeting to review the final draft on November 18th.

C. Casamento will work with Susan to schedule any additional Steering Committee meetings that may be necessary to review the responses from the UPBC and Senate.

All members voted and approved the proposed timeline.

**Review and Discuss Latest Draft of Strategic Plan**After the discussion at the most recent Committee meeting, M. Ceppi, R. Wolff and Y. Kirby worked together to make revisions to the strategic plan document. M. Ceppi reported that the group consulted K. Peckham and R. Barcelo briefly on some of the proposed revisions. He added that Goals One, Two and Four seemed to be the strongest, and Goals Three and Five still needed a bit of work.

The Steering Committee then reviewed the most recent strategic plan draft, and the following revisions/comments were made:

Goal One:

* There needs to be an emphasis on student involvement in extra-curricular activities. Goal One should show a co-curricular model.
* *1.2 Improve Retention* should include something about increasing student engagement and providing more opportunities for involving students in campus life.
* Make advising an objective, as it is not emphasized nearly enough as it should be. Advising should be more purposeful, with specific improvements and goals in mind.
* Add a bullet to *1.4 Provide Comprehensive Guidance for Academic and Career Planning –* fully implement degree planning software (DegreeWorks or other), ensuring accurate data input and training.
* *1.3 Ensure Graduation* – rephrase the bullet regarding improving rate of Black/African American students, stating that we will work to close the achievement gap, rather than “reduce the achievement gap with White students by one-half.”
* Consider how we measure success – is this only with graduation or will we measure post-graduation? (Applies to Goal Two as well.)

Goal Two:

* Consider ways to measure success after graduation. M. Ceppi will look into the LinkedIn tool that has been used by other universities. More industry feedback is needed, and more alumni surveys must be completed.
* Consider what differentiates CCSU from the competition, and emphasize these qualities throughout the document. CCSU has a unique mix of degrees that differentiates it from the competition. An overarching theme should be CCSU preparing the diverse student population of the 21st century to be successful and make a difference. These types of themes should also be including in the intro paragraphs.
* 2.1, fourth bullet – add “needs of workforce and society of the 21st century,” rather than “needs of graduates.”
* 2.1, fourth bullet – take out the word “revise” general education, as it will be seen as controversial. Use the word “ensure” instead.
* 2.2, first bullet: *Increase percentage of students exposed to High-Impact Educational Practices such as civic engagement, research and creative activity, study abroad, internships, and capstone experience* – make this more aspirational in nature by stating we will ensure ALL students participate in these activities.
* *2.2 Provide an excellent, rigorous, contemporary education through a broad range of undergraduate and graduate programs and degrees to meet the present and future needs of Connecticut, the nation and the world –* add “graduate teachers who will be able to educate the most diverse student population in the state.”
* 2.2, bullet four: *Enrich the university’s programs and degrees through online and hybrid courses, alternative scheduling, and interdisciplinary program options* – be more specific regarding how CCSU will increase these courses. There has historically been a cap on online undergraduate courses, as a way to avoid becoming an “online teaching” institution. However, it might be beneficial to look at other, non-traditional, ways of approaching learning. Online classes are very popular among the adult learners, and Arizona State, for example, has had great success increasing its online offerings while maintaining the quality of education.
* 2.3 *Foster and maintain a scholarly community of faculty who are experts in their respective fields and committed to excellence in teaching, mentoring, research and creative activity, and service to the university, community, and profession* – provide more specific information about the types of scholarly work, and include the teacher/scholar model.
* 2.4, Activity One: *Enhance communication between Administration, Facilities, and Faculty regarding Teaching and Learning Spaces* – all activities under 2.4 can be consolidated. The University should develop a design committee which includes facilities and faculty members, as well as other end-users, who will advise on design of classrooms and meeting spaces.

Goal Three:

* R. Wolff will review the Carnegie Classification information provided by M. Ceppi.
* R. Wolff will reach out to Kim Costellis regarding integration of disciplines for k-12.
* Centers of Excellence should also be included in Goal Two. Include a Social and Emotional Center and a Community Engagement Center, and leave room to add others. Consider appointing faculty of a certain caliber to these centers as a prestigious honor. There should be specific membership criteria for members, and faculty will help to drive the initiatives.
* *3.2 Develop a downtown center in New Britain to offer targeted academic programs and certificates, and to engage alumni, employers and community –* Chris Galligan is working with a group to develop this center.
* Include a deeper involvement with alumni in Goal Three, and add a student-learning element to the community engagement piece in 3.3.

Goal Four:

* Remove *4.1 Advocate for adequate and equitable state appropriations based on student enrollment - Increase State Appropriations from $X/FTE to $Y/FTE.* Increasing state appropriations is not possible at this time.
* Consider alternative models for funding new programs and other initiatives. (i.e.: school level revenue generation for new programs.)
* Add a specific objective for funding through Continuing Education initiatives.
* 4.2 – specify what is meant by “endowment.”
* 4.3, fifth bullet: remove acronyms and spell out the centers.
* Add summer/winter sessions as a way to generate revenue.

\*The Committee will discuss Goal Five at a later date.