

SOUTHERN CONNECTICUT STATE UNIVERSITY

**JOINT NEASC-STRATEGIC PLANNING STEERING COMMITTEE
MEETING**

MARCH 31, 2006

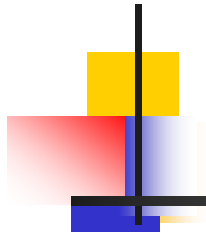
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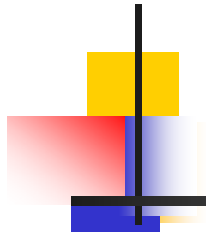
Agenda

- ∞ Welcome and Introductions
- ∞ NEASC Issues to be Addressed and Summary Update
- ∞ NEASC and Strategic Planning Interface
- ∞ Recrafting the Mission Statement: Reaction and Feedback
- ∞ Crafting the Vision Statement: Reaction and Feedback
- ∞ Next Steps
 - ✓ Values Statement
 - ✓ Working Group Progress Reports

Attachment 1: Poster Board Notes from Kickoff Meeting



NEASC Issues to be Addressed and Summary Update



NEASC and Strategic Planning Interface



Recrafting the Mission Statement: Reaction and Feedback

∞ Current Mission Statement

- ✓ The University's mission is to enhance its position as the preeminent comprehensive metropolitan public university of the State of Connecticut. As a learning community grounded in the values of liberal education, the University is committed to students distinguished by their intellectual competencies, their skills for flexible adaptation to global change, and by their habits of cultural enrichment for life-long inquiry. As the lead institution of advanced study in the CSU system, SCSU is committed to the professional preparations of graduate learners for success in their careers and in service to their communities. As an academic environment, the University is committed to innovative teaching strategies and to scholarship and creative activity that produces knowledge, refreshes faculty expertise and amplifies teaching effectiveness.



Recrafting the Mission Statement: Reaction and Feedback (*con't*)

∞ Draft Mission Statement A

- ✓ Southern Connecticut State University exists to provide quality, affordable education to students who are eager to learn and to make a difference in the world in which they live.

∞ Draft Mission Statement B

- ✓ Southern Connecticut State University exists to prepare students for careers, emphasizing learning through an engaged faculty who instill in the student a life-long commitment to learning.



Crafting the Vision Statement: Reaction and Feedback

∞ Draft Vision Statement

- ✓ Southern Connecticut State University will be Recognized as a Model Urban Institution, Committed to Making a Real Difference in the Lives of Students, the State and the Region. Southern Connecticut State University will Provide its Students a Value-added Education Through Talented and Dedicated Faculty and Staff, with Technology and Comprehensive Support Services Employing Thoughtful, Client Service Oriented Redesign in all Areas.



NEXT STEPS

∞ Values Statement

∞ Working Group Progress Reports



Attachment 1

Poster Board Notes from Kickoff Meeting



Mandate

- ✓ Chartered
- ✓ Meet a Public Good
- ✓ Student Success
- ✓ Quality Education
- ✓ Academic and Professional Expertise
- ✓ Regional- out of state
- ✓ Workforce → Leadership
- ✓ Leader
- ✓ Efficient use of Resources
- ✓ Research-Student Learning
 - ↓
 - Creative Activity
 - Fund research
 - Applied flexibility



Mandate

- ✓ Quality of Faculty
- ✓ Confusion about Faculty Role—Degree of Effort
- ✓ Quality
 - In house
 - Outside
- ✓ Urban
- ✓ Quality, Affordable Education for Underserved Segments of Students
- ✓ Still Viewed as “Teacher Ed”
- ✓ Faculty Engaged—Teaching and Learning
 - Small Liberal Arts and Research
 - Value-Added 400 SAT----1500 GRF



Outcomes

- ✓ Rough → Jewel
- ✓ Get Self
 - Love of Learning, Life-long want to know more
 - Students need to learn from teachers
 - Teachers teach other teachers
- ✓ Graduate Programs – in SCSU
 - 9th in New England
 - Most of teachers
 - Nursing
- ✓ Define What Means the Liberal Arts
- ✓ Students We Serve



Aspirations

- ✓ First choice for Quality and Affordable education for students
- ✓ To local workforce/environment
- ✓ The model urban institution

Leading

- ✓ By location and intention
- ✓ Magnet/halo effect
 - e.g, education
- ✓ Future leaders, teachers, nurses
- ✓ Intentional life-long learning
- ✓ Love of learning
- ✓ Civic engagement
- ✓ Engaged and caring citizens of state of Connecticut
- ✓ Appreciation of diversity, global awareness (appreciation of history)
- ✓ Workforce/employers



Strengths

- ✓ Location
- ✓ Faculty (well educated, dedicated to teaching and learning, recognized in fields)
- ✓ Student diversity
- ✓ 80-85% of grads stay in state
- ✓ Dedicated staff
- ✓ Success
- ✓ Pride
- ✓ Team

INVESTMENT OF STUDENT

- ✓ Success common sentiment
- ✓ BET Face staff—not integrated
- ✓ Quality of education at reasonable/accessible price
- ✓ Flexibility of scheduling for students (programs)
- ✓ Facilities
- ✓ Access to faculty
- ✓ Faculty and students invested in state



Weaknesses

- ✓ Administratively not functioning optimally
 - Enrollment management
 - Admission-----Registration-----Financial Aid-----Bursar
 - Academic Advising
 - Silo mentality
 - Lack of mission
- ✓ Communication
 - We → They
- ✓ Lack of recognition of vital role of staff of University
- ✓ Lack of enrollment plan
 - Academic
 - Facilities
 - Getting and keeping students you want
- ✓ Financially driven environment (e.g., student enrollment)
- ✓ Lack of accountability



Weaknesses (*cont'd*)

- ✓ Absence of rewards
- ✓ Lack of community (students, faculty, staff)
 - Mechanisms for interaction
- ✓ Not enough opportunities to engage (faculty-staff)
- ✓ Facilities
- ✓ Parking
- ✓ Banner
 - data reporting
 - inaccessibility
 - limited IT support
- ✓ Quantity of ACAD space
 - Classes—studios
 - Offices—labs



Weaknesses (*cont'd*)

- ✓ More F/T faculty
- ✓ Lack of money for renovation
 - Band-aid Treatments
- ✓ Lack of O&M Money
 - 93 custodians; short 75
 - Approximately 6%

- ✓ Bottom Line—Insufficient number of human resources
 - ↓
 - Burnout
 - ↓
 - “We-They”

- ✓ CSU support/resource funding formula (disconnect with CSU [role of CSU])
- ✓ Reuse policies and procedures to make us function (state policies)
- ✓ Do Not have orchestrated voice in Hartford



Weaknesses (*cont'd*)

- ✓ President does not equal CEO
 - Roles and responsibility of campus and CSU

- ✓ Anecdotal decision-making “This is the way we do it”
- ✓ How we share information “culture of evidence”
- ✓ Student experience run-around (also faculty, staff)
 - ↓
 - Sense of community

- ✓ Value for Dollar
 - Communicate tuition vs. cost



Opportunities

- ✓ Location
- ✓ Faculty Diversity
- ✓ Tap Alumni constituency \$
 - Use Job Opportunities
 - Interns
- ✓ Admin redesign
- ✓ New leadership
- ✓ Make decisions based on data
- ✓ IT use/internet
- ✓ Facilities
- ✓ Classrooms, studios, labs
- ✓ E-Learning (P/T Students—F/T students)
- ✓ (IT)
- ✓ Programs
- ✓ Business (AACSB)



Opportunities *(cont'd)*

- ✓ Recruit, retain students through scholarships
- ✓ Branding
- ✓ Employer's needs
- ✓ Work with area high schools (enhance) outreach
- ✓ Change image through community engagement plan
- ✓ Governor's scholars program
 - top 5 students from each high school
- ✓ Recruit, retain students through scholarships
- ✓ Fill void UConn leaves as they go to "top 20"
- ✓ Yale
 - e.g., Uncommonly taught languages
 - study abroad experiences
- ✓ Community colleges (3-5 programs) community engagement-experiential ed



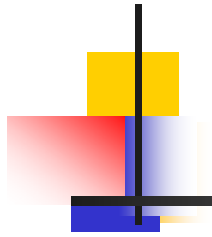
Opportunities *(cont'd)*

- ✓ Co-op program (100 now)
Employers Siloed Now
Internships
- ✓ Grad programs to serve local needs
- ✓ Older students
- ✓ Importing labor--where do businesses recruit

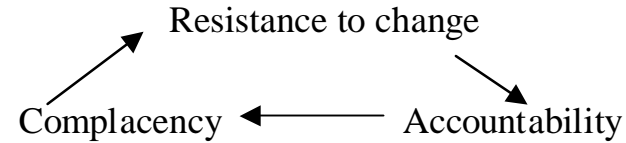


Threats

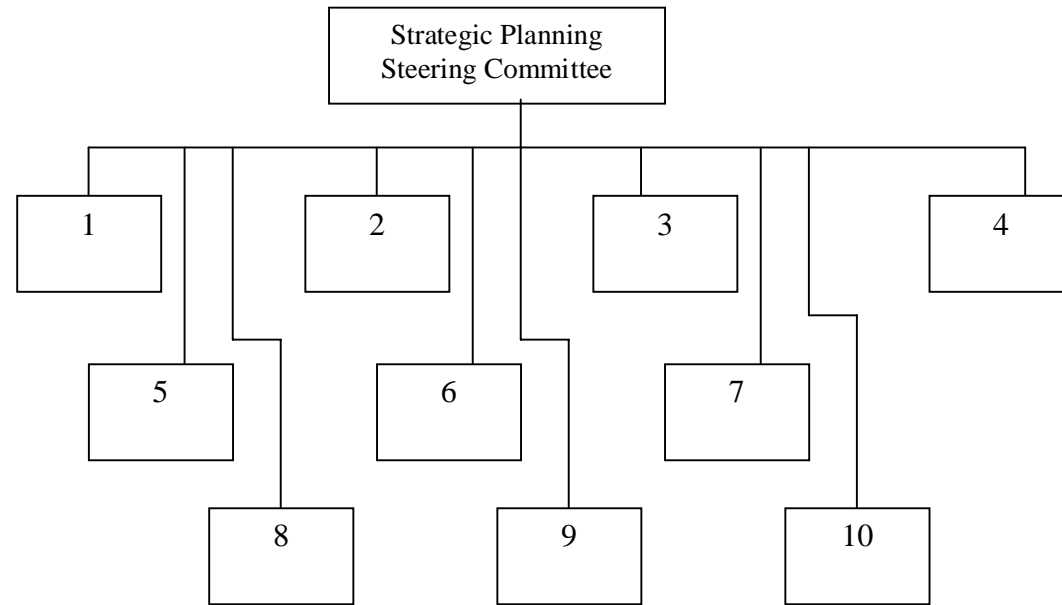
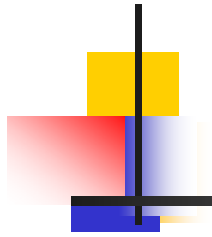
- ✓ Community Colleges
- ✓ Resistance to change
- ✓ CSU as a potential impediment
- ✓ Funding (formula)
- ✓ UNH/Quinnipiac, etc. (bus)-perception of image
- ✓ Financial Aid
- ✓ Complacency from within
- ✓ U.S. Department of Education No Child Left Behind P-16
- ✓ \$ Cost
- ✓ Town-Gown relations (ability to grow physically)
- ✓ Graduation rate (36%)- 6 year
- ✓ Retention rate
- ✓ 7 year window capital planning design → construction
- ✓ Link SP with funding
- ✓ Faculty-staff retention
 - Burn out of achievers



Vicious Cycle



- Fear of change
- Part of the solution
- Tie each decision to strategic planning document (new leadership)
- Lack of trust and respect
- Lack of trust of administration



Approximately 20