

Pursuing Excellence, Fostering Leadership, Empowering Communities

a Strategic Plan for Southern Connecticut State University



2007–2012



Southern Connecticut State University

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I.

Statement from President Cheryl J. Norton to the Community

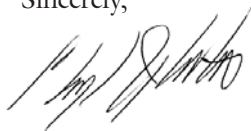
Dear SCSU Community Members:

It is with great pride and enthusiasm that I present you with Southern Connecticut State University's Strategic Plan for the academic years 2007 through 2012. The plan, "Pursuing Excellence, Fostering Leadership, Empowering Communities," reflects an abiding commitment to the academic core of the institution in service to our students as well as the employers and citizens of the state of Connecticut.

At Southern, we value the fact that our institution resides in a community made up of a rich tapestry of peoples and cultures, a community that has both urban and rural attributes. It is a community that has a diversity of socioeconomic backgrounds and experiences. As a significant player in Connecticut's knowledge economy, we will intentionally engage our community in significant ways to achieve mutual goals. Please join me in our quest to become an exemplar in providing the full panoply of educational opportunities for the region, in encouraging the development of public/private partnerships, and in transforming places by educating leaders.

The University Strategic Plan charts a course for the University's future. However, we will need the collective wisdom and vision of all stakeholders to convert the written plan into action. I invite you to harness our shared energies — on behalf of the students, the university, and the broader community — to advance the mission of this respected institution. As the University continues to provide educational leadership in the city, state, and region, we will honor the achievements of the past as we move into the future. Working collaboratively, we will all be proud to say, "Just look at us now!"

Sincerely,



Dr. Cheryl J. Norton
President



II.

Executive Summary

In February of 2006, Southern Connecticut State University launched a year-long university-wide strategic planning process with the intent of sharpening its mission and crafting a bold vision for the future. The process employed the time and energies of not only a 25-person Steering Committee, but also 10 working groups of 150 faculty, staff, and students. Literally hundreds of others provided valuable input by participating in focus groups, e-surveys, committee discussions, and town hall meetings. It would be difficult to identify a planning process anywhere that was more open, transparent, and participatory.

The University Strategic Plan draws substantially upon the 2004 Academic Strategic Plan to acknowledge the centrality of academics to the mission of the University. Because they constitute the heart of the University, particular focus is placed on academic programs and faculty. Throughout the Plan there is clear coherence to the University's Core Values: *Excellence, Student Success, Access, Diversity, Life-long Learning, and Community Involvement.*

A new Mission Statement has emerged that highlights the following:

- Its intentionally diverse character
- Its commitment to academic excellence and service to the public good
- Its distinction of being the leader in graduate education within the CSUS
- Its distinction of producing the largest number of graduates in Health and Life Sciences, Education, and Social and Public Services in the CSUS
- The ways students are inspired by the scholarly activities of our teacher-scholars
- The value of liberal arts and sciences as the foundation for intellectual pursuits
- Its exemplary training in a number of professions
- Its empowerment of students for impassioned, ethical leadership in our rapidly changing global society

With this clearly defined mission, the University aspires to:

- Become nationally recognized as an exemplary center of teaching and learning where all students are empowered to be successful by the support they receive to meet the academic challenges presented to them by outstanding teacher-scholars
- Strengthen all academic programs and continue to be one of the strongest graduate programs in New England



- Meet the growing state and national needs for graduates trained in nursing, education, social services, business, and STEM disciplines
- Expand the number of interdisciplinary programs in the liberal arts and sciences
- Become a visible and invaluable resource to the region because of its contributions to the intellectual, artistic, cultural, and economic growth and vitality
- Make significant contributions to closing educational achievement gaps, reducing health disparities, and achieving social justice
- Prepare its graduates for the increasingly important role of global citizenship
- Increase the levels of support for faculty engagement in outstanding research and creative activity
- Become a leader in the employment of best practices in energy conservation, the preservation of nature, and environmental responsibility

The Plan identifies 11 Overarching Goals that constitute institutional priorities for the next five years in order to realize its vision. Primary responsibility for achieving these goals and the strategic initiatives subsumed under them have been delegated to the vice presidents. President Norton is calling upon faculty, administrators, staff, students, and community stakeholders to pull together with a renewed commitment to advance the University for the benefit of future generations and the communities we serve.

III.

How We Developed Our Plan: An Overview of the Southern Planning Process

The Charge

In the fall of 2005, President Norton announced the initiation of a University Strategic Planning Process. In February of 2006, she invited a number of campus leaders to serve as members of the University Strategic Planning Steering Committee. This critical committee was charged with “aligning our new and renovated facilities with a strategic plan that will provide a renewed direction to innovative academic programming and support systems that will anticipate the future needs of our students and the community beyond our campus. The Steering Committee will guide the entire Southern community in sharpening its mission, shaping its vision, identifying and reaffirming its core values, and developing broad-based goals, leading to objectives and action steps that will move our institution to a new level of excellence and recognition.”



University Strategic Planning Steering Committee Members

Dr. Selase W. Williams, Provost and Vice President, Academic Affairs, was delegated responsibility to Chair the University Strategic Planning Steering Committee. The members of the Steering Committee were broadly representative:

Samuel Andoh, Faculty, School of Business, Economics, and Finance

Joseph Brignola, Chief Information Officer Designee

Christine Broadbridge, Faculty Academic Strategic Planning Committee

Lise Brule, Executive Vice President, Finance and Administration Designee

Robert Delauro, Graduate Student Organization Designee

Robert Demezzo, Administrative Faculty Senate Designee

Maria Diamantis, Faculty Senate, School of Education, Elementary Education

Marguerite Fadden, Administration

DonnaJean Fredeen, Dean, Arts and Sciences

Heather Fries, University Assistant

Marcia Smith Glasper, Executive Assistant to the President,
Diversity and Equity Programs

Ronald Herron, Vice President for Student and University Affairs

Maria Houser, Associate Vice President for Human Resources

Marianne Kennedy, Coordinator for Assessment and Planning

Patricia Lafayllve, Graduate Student Government Designee

Geraldine Natkin, CSUS Administrative Assistant

Claire Novosad, Faculty Academic Strategic Planning Committee

Christine Petto, Faculty Academic Strategic Planning Committee,
School of Arts and Sciences, History

Richard Riccardi, Director, Office of Management, Information, and Research

Megan Rock, Vice President for Institutional Advancement

Michael Shea, Faculty, School of Arts and Sciences, English

Robert Sheeley, Associate Vice President, Facilities Operations,
and Capital Budget

Cesarina Thompson, Faculty, School of Health and Human Services, Nursing

Thuan Vu, Faculty, School of Arts and Sciences, Art

Elyse Williams, Student Government Designee

Selase W. Williams, Provost



The original structure of representation for the Strategic Planning Steering Committee can be found in Appendix A of this Strategic Plan.

To provide support for the work of the Steering Committee, the University also engaged the services of the Pappas Consulting Group, Inc., an internationally recognized firm in strategic planning for higher education. The consulting team provided the Committee with expertise in effective methodologies for strategic planning in the higher education environment, assisted Committee members in their ongoing discussions and deliberations, and facilitated various focus groups and data gathering functions.

The Approach

There were several working principles that provided the framework for the Steering Committee's work:

- The planning process needed to be a dialog reflecting broad input from all segments of the extended Southern community as to where Southern has been, where we are now, and where we want to go;
- The process should be informed by the numerous reports, studies, surveys, data, and plans that have been produced in recent years;
- Focus group discussions, on-line surveys, environmental scans, and an analysis of the institution's Strengths, Weaknesses, Opportunities, and Threats (SWOT analysis) should be utilized to gain the input needed;
- The work of the Steering Committee needed to be open and transparent to that community, using the latest technologies to widely communicate information about the process;
- Feedback should be obtained from the community *along the way* at key points in the process to help shape the final outcome;
- The resulting Strategic Plan should be as outcomes-oriented as possible.

The Planning Process

From its inception in February of 2006, the Strategic Planning Steering Committee met bi-weekly and its Chair reported progress and activities to the campus community and the President's Cabinet. In order to broaden further the participation of the University community, 10 Strategic Working Groups, each chaired by a member of the Steering Committee, were tasked to develop recommended goals, strategic initiatives, and action steps concerning:

- Teaching and Learning
- Academic Program Development
- Student Life and Support Services
- Faculty Development, Scholarly/Creative Activity
- Community Engagement and Public Relations
- External Funds Development
- Information Competence, Technology, and Library Services
- Fiscal, Human, and Facilities Resources
- Institutional Effectiveness
- Marketing and Niche Development

While the Strategic Planning Steering Committee deliberated and as its members directed the work of the 10 Working Groups, the Strategic Planning consultants conducted strategic planning training sessions; developed interview guides; administered focus group questionnaires and electronic surveys; worked with the Strategic Planning Steering Committee Chair to facilitate meetings of that committee and the development of the Strategic Planning Web site; conducted interviews and focus groups; analyzed and reported the common themes prevalent in the interviews; periodically consulted with the President; and provided other input as requested by the Steering Committee.

Community Input

Through the various interviews and data collection activities, hundreds of Southern's students, faculty, staff, and other stakeholders participated with candor and conviction as they shared their experiences, thoughts, and perspectives. The input from community members was passionate, thoughtful, well-informed, and reflective of their deep feelings about Southern, their interest in its future, and their diverse ideas about where that future might reside.

The Co-Chairs of the Faculty Academic Strategic Planning Committee were appointed to the Steering Committee to ensure that their vision informed the development of this comprehensive Strategic Plan. In addition, the Strategic Planning Steering Committee met with the NEASC Self-Study Team to collaborate and coordinate efforts. The Committee also met with various standing committees of the University.



Over the summer of 2006, the 10 Strategic Working Groups identified University needs within their specific areas of focus, developed a series of strategic initiatives, and proposed action steps appropriate to address those needs.

Drawing upon the Working Groups' initial recommendations, the Steering Committee identified common overriding themes and priority needs across the different study areas and began to merge those recommendations into one integrated plan. The result was a series of draft plans that included a revised mission statement; a vision statement; core values statements; 11 overarching strategic goals; and over 50 strategic initiatives.

The Feedback

As the draft versions of the Plan evolved, the Steering Committee presented these emerging results to the Southern community for feedback through a series of town hall meetings and electronic communication. Drafting the strategic plan became an iterative process, as the working approach and the plan content itself were continually adjusted to address the feedback received.

The Result

This Strategic Plan highlights the Overarching Strategic Goals and Strategic Initiatives resulting from this deliberative process of widely inclusive campus input and extensive deliberations by the Steering Committee. A 66-page compendium of the action steps and metrics emerging from the various working groups will be delivered to the vice presidents to assist in developing implementation plans based on the new Strategic Plan: *Pursuing Excellence, Fostering Leadership, Empowering Communities*.

IV.

Strategic Planning Assumptions and Demographics

Institutional Assumptions

Throughout the planning process a number of assumptions were made about our institution, Southern Connecticut State University:

1. Southern will continue to plan for modest enrollment growth at both the undergraduate and graduate levels over the next five years.
2. Ninety percent of Southern's students will continue to come from the cities and towns in Connecticut and will return to those cities and towns to work after graduation.
3. Students and their parents will increasingly view themselves as discerning and demanding "customers" in an educational marketplace.
4. Students who come to Southern will be more technologically literate than any previous group of students and they will expect their classroom experiences to draw heavily upon multimedia and computer technologies.
5. Over the next five years, 25 percent of the full-time faculty will reach retirement age.
6. The University will need to engage in intentional succession planning and in reviewing its hiring profiles for incoming faculty to fulfill the needs for academic leadership, given the loss of institutional memory expected over the next five years as faculty and staff retire.
7. Faculty and staff who work at Southern will need to continuously enhance their technological skills.
8. The University will need to reach out to an expanding alumni community and foster long-term relationships with the University.
9. Southern will need to diversify its revenue streams and target corporate, foundation, and other non-state appropriation revenues to make up the state funding gap.
10. Student need-based financial aid will continue to grow from both federal, state, and institutional resources.



Environmental Assumptions

In addition to the internal institutional assumptions that guided our deliberations, the campus had to continually remind itself of the myriad international, national, and state factors that would, in all likelihood, impact Southern's plans for the future.

International

1. The world will continue to grow smaller; political, religious, and catastrophic events in any part of the world will necessarily impact the fabric of American society.
2. The U.S. economy will continue to be interdependent upon world economies in all sections of the globe.
3. Although English will continue to be the primary language of the business world, other languages, such as Mandarin, Spanish, and Arabic, will play important roles in global communication.
4. The fluctuating financial value of the American dollar against foreign currencies will impact the fate of manufacturing, financial institutions, and the service industries in the United States.
5. Barriers to foreign student enrollments in the U.S. that were enacted over the past five years will be reduced.
6. More countries will compete with the U.S. for international students by investing in new educational centers or partnering with overseas governments or universities.
7. Technology will link educational and research opportunities on a global scale for faculty and students.



National

1. Changes in political leadership can significantly impact the social and educational agenda of the United States.
2. Health disparities, the educational achievement gap, high crime rates, high rates of drug and alcohol abuse, disproportionate incarceration rates for certain populations, and disregard for the environment from certain sectors will continue to challenge the long-term social health of the country.
3. The world of work and the world of play are becoming increasingly global, requiring professionals to be adaptable, multicultural, multilingual, and engaged in the international market of ideas and technologies.
4. Business leaders will ratchet up their demand for a workforce that has strong oral and written communication skills, the capacity to reason logically and in an integrative manner, the ability to work in teams, and basic analytical skills.
5. Colleges and universities will be expected to play a larger role in economic development nationally and internationally in order to remain competitive with emerging educational institutions in China, India, Australia, and Europe.
6. There will continue to be a public outcry for accountability at all levels of the K-16 educational pipeline.
7. The role and relationships of four-year colleges and universities with the community colleges will become more and more tenuous and competitive as the community colleges offer more STEM-related (Science, Technology, Engineering and Math) bachelor's degrees and so-called applied bachelor's degrees.

8. Technology will be increasingly used for teaching within the classroom as well as through non-classroom-based instruction.
9. Technology will continue its rapid evolution in the personal, professional, and educational life of students and their families.

Connecticut Environment

1. It is projected that the New England region will experience a significant decline in the number of college-ready, college-age students by 2010.
2. The population of the state of Connecticut is getting older.
3. The ethnic distribution of the Connecticut population will continue to reflect growth in the percentage of overall population from minority groups.
4. The economic revitalization of Connecticut will be dependent on growth in scientific and high-tech industries, small business development, advanced health care, and social services.
5. The future of Southern Connecticut State University will be shaped, in part, by changes in the strategic direction of the Connecticut State University System.
6. State resources for higher education will continue to decline, rendering Southern more and more dependent on non-state revenues.
7. There will be more and more reporting and compliance requirements generated through the State government, Department of Education, and the CSU System.
8. The CSU System will need to ensure that the missions of its member institutions are clearly delineated and communicated throughout the state in order to make a case for the four-year institutions and differentiate them from the University of Connecticut and its regional campuses.
9. Connecticut, like every other state in the Union, will need to establish a balance of local legislative prerogative, gubernatorial agendas and Board vision with system/institutional mission, vision, and values.
10. Communities like New Haven will increasingly turn to institutions like Southern to address the social, economic, and educational needs of the community.



Connecticut Economy

1. In 1998, a task force of 125 business leaders from Connecticut identified six industry areas key to Connecticut's economic competitiveness: manufacturing, financial services, telecommunications and information, health care services, high technology, and tourism.
2. The Connecticut Inner-City Business Strategy identified the following areas of opportunity for the city of New Haven: health services, metal manufacturing, entertainment, office services, education, and printing and publishing.
3. According to a 2004 economic report, Connecticut has a relative lack of early-stage capital and incubation space and comparatively weak infrastructure, entrepreneurial activity, and corporate involvement with universities.

4. Total employment in Connecticut is expected to increase by more than 150,000 or 8.5 percent over the 10-year period 2004 and 2014. In addition, another 420,000 workers will be needed to replace those that leave the workforce due to retirement or other reasons.
5. Connecticut's industrial make-up, along with that of the rest of the nation, will continue its shift from a manufacturing-based to a service-based economy. By 2014, Connecticut's manufacturing industry will employ just under 10 percent of the workforce, higher than the 8.2 percent at the national level.
6. Sixty percent of the 20 fastest growing occupations in Connecticut will require a minimum of a bachelor's or master's degree and command salaries in excess of \$75,000 annually.
7. As measured by the number of new jobs created, nearly half of Connecticut's leading careers will be management, professional, and technical occupations.
8. In the report "New England 2020," it is estimated that the number of young workers from minority groups (ages 25–29) in southern New England will grow to 50 percent. All New England states except New Hampshire will experience a decreasing percentage of the young population holding bachelor's degrees or higher. This looms as a potential threat to the Connecticut economy.
9. The total working-age population in Connecticut is declining, so the percentage of minority workers will grow from 17 percent in 1990 to 28 percent.
10. Connecticut suffers persistent out-migration of mid-life and older working-age populations. Therefore, Connecticut depends on in-migration of young people and students to make up its population growth. Forty-three percent of in-migration young people come for educational purposes.

The Consequences of the Planning Assumptions

1. It will be important for Southern to have systems and functions in place to continually monitor external trends and requirements.
2. Southern will need to adapt planning, focus, and academic programming to respond to external changes as they occur, if not before.
3. More colleges and universities in Connecticut will be competing harder for the same in-state students.
4. Colleges and universities will become more entrepreneurial in developing and adapting their programs and the delivery of instruction.
5. The principal growth in higher education enrollments will be in the graduate, professional, part-time, and continuing learning populations.
6. Southern's use of technology for recruitment and teaching, and the need to incorporate training in the technology that students will use in their fields into the curriculum and pedagogy, will continue to grow in importance in Southern's emphasis and resource allocations.



Mission Statement

Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good.

Fulfilling the Mission

“Pursuing Excellence, Fostering Leadership, Empowering Communities”

As a student-centered institution, Southern regards student success as its highest priority. We seek to instill in all of our students the value of the liberal arts and sciences as a foundation for professional development and life-long learning. Our students receive exemplary professional training and are inspired by the research, scholarship, and creative activity of our teacher-scholars.

Through tradition and innovation, Southern strives to empower every undergraduate and graduate student with the knowledge, skills, and perspectives essential for active participation and impassioned, ethical leadership in our rapidly changing global society. Within the Connecticut State University System, Southern leads the way in graduate education and produces the largest number of graduates in Health/Life Sciences, Education, and Social/Public Services.



VI.

Vision Statement

A Model University

Southern Connecticut State University, a student-centered institution, will become nationally recognized as a model center for teaching and learning where faculty engage in outstanding research and creative activity and challenge students to reach their full potential. Our students will be empowered with the academic skills, intellectual tools, practical experiences, and extracurricular programs for success in their chosen fields of study and their life's work. Keys to their success will be excellence in critical thinking, problem-solving, technological literacy, oral and written communication, cross-cultural competence, global awareness, and collaborative, ethical leadership. We will expand our use of e-learning technologies to provide broader educational access and to introduce our students to technology as a tool for ongoing, interactive learning. Southern will employ best practices in energy conservation, the preservation of nature, and environmental responsibility to reflect our respect for the planet and future generations.



Building on Our Strengths

Southern takes great pride in being the second largest institution of higher education in Connecticut and the leading graduate center in the Connecticut State University System. The institution will foster and promote the important synergies between undergraduate and graduate programs. One of our hallmarks is the unique ways in which graduate programs enrich undergraduate programs and the ways in which the undergraduate liberal arts and sciences provide a foundation for more specialized study. Through careful assessments of our fiscal, human, physical, and technological resources, we will strive to meet the workforce needs of the state and nation, especially in the fields of education, nursing, social/public services, business and STEM disciplines (science, technology, engineering, and mathematics). At the same time, we will strengthen our liberal arts core and cultivate interdisciplinary programs.

Engagement with Our Community

Through a variety of curricular and extracurricular programs, Southern will become widely known for its contributions to the intellectual, artistic, cultural, and economic growth and vitality of the region. In collaboration with other organizations, we will make significant contributions to closing educational achievement gaps, reducing health disparities, achieving social justice, and preserving our environment. The university will prepare students for social responsibility and global citizenship through the provision of exciting opportunities for community internships, service learning, and expanded international education programs. Southern will also demonstrate itself to be a visible and invaluable resource to the Greater New Haven community and the region, through educational partnerships, professional development opportunities, and community service.

VII.

Core Values

1. *Excellence*: The University values exemplary and distinguished performance in all aspects of University life by all members of the University community, especially in the areas of teaching, learning, scholarship, and service.

2. *Access*: The University values its responsibility to provide opportunities for individuals with potential and motivation to become productive members of the University community and demonstrates that value by eliminating barriers that hinder full participation.

3. *Diversity*: The University values an educational and work environment in which individuals and cultures are celebrated and respected for the unique talents, insights, and perspectives that they contribute.

4. *Student Success*: The University values all students, believes in their potential to achieve, and commits to challenging, supporting, and empowering them to transform their lives.

5. *Life-Long Learning*: The University values the pursuit of knowledge and provides an environment for all individuals to intentionally learn and develop throughout the various phases of their lives.

6. *Community Involvement*: The University values community service, civic engagement, and social responsibility by all university members and encourages the integration of these principles in the learning experiences of students, invites community participation in university affairs, and promotes local, regional, national, and international collaborations.

The Core Values express the campus ideals, those concepts that we believe to be the essential pillars that support the work of Southern Connecticut State University. To sustain these ideals, all members of the campus community must take ownership in and apply these values. It is the principle of *shared governance* that provides for the unique and specific roles and responsibilities of faculty, staff, administrators, and students in the operation of the university. Embracing this principle makes Southern a community rather than a mere collection of individuals.



VIII.

Overarching Goals and Strategic Initiatives

There are 11 overarching goals that compose our plan. They are:

A. Strengthen undergraduate and graduate academic programs.

- A.1. Formulate an Academic Program Plan that establishes clear goals for the advancement of existing academic programs and sets priorities for new and existing resources.
- A.2. Develop and implement a cohesive undergraduate General Educational program.
- A.3. Promote the development of interdisciplinary courses and degree programs.
- A.4. Increase the resources and improve the infrastructure to advance academic excellence in undergraduate majors and graduate programs.
- A.5. Allocate resources to the Hilton C. Buley Library based on the needs of academic programs.
- A.6. Develop and implement a plan for making the Hilton C. Buley Library the academic hub of the campus.

B. Integrate community engagement, campus activities, and student services into the academic life of students.

- B.1. Establishing an Office for Community Engagement and Life-Long Learning to incorporate community activities into the life of the university and offer non-credit learning experiences for the community.
- B.2. Develop and implement a plan to more fully integrate other aspects of student life into their learning experiences.
- B.3. Adapt student support services to meet the changing needs of students.
- B.4. Develop and implement a plan to ensure the full integration of student athletes and the Athletic Program into the fabric of the university.



C. Foster an institutional climate of excellence in teaching, scholarship, and creative activity.

- C.1. Expand opportunities for faculty development.
- C.2. Improve the organizational infrastructure to support ongoing faculty development throughout a faculty member's tenure.
- C.3. Increase the kinds and variety of resources available to support faculty research and creative activity.
 - C.3.1. Increase resources to support professional leaves.
 - C.3.2. Increase resources available for professional travel.
 - C.3.3. Increase the pool of reassigned time for creative activity.
- C.4. Establish a Center for Teaching and Learning.
- C.5. Increase the resources allocated for the recruitment, orientation, and professional development of new faculty.
- C.6. Develop and implement a plan for providing professional development for adjunct faculty and integrating them more fully into the university community.
- C.7. Explore innovative ways of reducing faculty teaching load to achieve excellence.



D. Become a regional leader in the use of technology to support student learning.

- D.1. Enhance the effective use of technology in the classroom.
- D.2. Enhance the University's opportunities for non-place-bound education.
 - D.2.1. Strengthen the University's existing online programs.
 - D.2.2. Increase the number and/or percentage of hybrid courses.
 - D.2.3. Develop distance education programs for the community.
- D.3. Create an ongoing program that provides faculty with the knowledge of, and ability to, utilize the various modes of technology-assisted instruction.
- D.4. Expand the number of current or proven technologies available to faculty, staff, and students to enhance teaching, learning, and research.

E. Develop an effective plan for student success.

- E.1. Develop and implement a First-Year Experience Program that provides students with the foundation they need to achieve their academic, professional, and personal goals.
- E.2. Attract and retain a larger percentage of highly qualified students.
- E.3. Create an organized and integrated process for enrollment management.
- E.4. Improve the quality and integration of undergraduate advisement in the University Advising Center and in academic departments.
- E.5. Develop a systematic approach to improving retention, academic achievement, and graduation rates for undergraduate students.
- E.6. Manage enrollments to align with a quality educational experience for all students and appropriate workload levels for faculty and staff.
- E.7. Develop and implement a plan for optimizing the graduate student experience at Southern.
- E.8. Create an Integrated Student Information Center to effectively, efficiently, and respectfully guide students through the administrative processes.

F. Foster a campus climate that respects and celebrates diversity.

- F.1. Actively recruit, retain, and support a diverse faculty, staff, and student population.
- F.2. Conduct a study of the institution's progress toward achieving diversity and equity in all aspects of the university community.
- F.3. Increase resources for new and existing programs and activities to promote diversity in its various forms.
- F.4. Expand the activities of the Multicultural Center to enhance the cross-cultural competence of all members of the campus community.

G. Increase funding from external sources to support the University's mission.

- G.1. Determine the institutional priorities from the Strategic Plan that require external funding support.
- G.2. Explore innovative approaches for securing external funds to support the capital development of the University.
- G.3. Create a comprehensive and integrated marketing plan that communicates a clear image of the University's mission and vision to both internal and external constituencies.
- G.4. Define clearly the mission, roles, and goals of University offices responsible for soliciting external funding to ensure coordinated activity.
- G.5. Build stronger relationships with current University supporters and create opportunities for new relationships.
- G.6. Develop a coordinated working relationship among the University Foundation, the Alumni Association, and University Advancement in seeking external funding to support the University.
- G.7. Develop a University-wide community outreach plan.

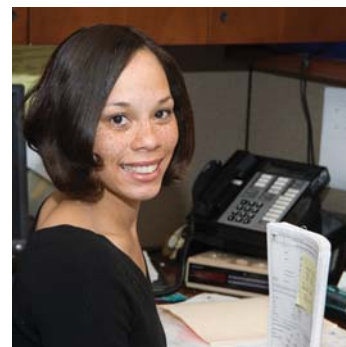
H. Develop an effective information management system to inform decision-making in all areas of the University.

- H.1. Identify IT functions that are required to meet university needs.
- H.2. Organize IT operations into an architectural framework that facilitates planning.
- H.3. Integrate IT solutions into the business and programmatic functions of the institution to increase the efficiency and effectiveness.
- H.4. Define appropriate roles of personnel and responsibilities for each level of the University IT framework.
- H.5. Allocate appropriate levels of financial and human resources for each layer of the University IT framework to function effectively.
- H.6. Implement processes that support aligning IT solutions to user and organizational needs.
- H.7. Develop and implement a Strategic Information Technology Plan that takes full advantage of existing IT resources, better organizes the deployment of those resources, and builds a sustainable infrastructure to move Southern fully into the 21st century.

I. Strengthen organizational structures and operations to improve institutional effectiveness and communication.

Regarding Service Levels and Optimizing Limited Resources:

- I.1. Clarify and redefine reporting structures, responsibilities of units, and accountability.
- I.2. Improve administrative support services and reduce the complexity of administrative processes.
 - I.2.1. Create and disseminate widely a Southern Administrative Manual so that policies and procedures are explicit and available to all employees.
 - I.2.2. Improve policy and procedure development and implementation, including establishing mechanisms to formalize and regularize the creation and review of all policies.
- I.3. Improve institutional effectiveness by providing professional development for all staff and administrators.
 - I.3.1. Increase resources to support professional leave for staff and administrators to achieve institutional effectiveness.
 - I.3.2. Increase resources available for professional travel for staff and administrators to achieve institutional effectiveness.
 - I.3.3. Explore innovative ways to reduce the workload of staff and administrators to achieve institutional effectiveness.
- I.4. Review and align staffing levels across the campus in order to improve the quality of service to students, faculty, and the community.
- I.5. Improve mechanisms for efficient communication within the University community and its constituent parts regarding all activities and developments at the University.



Regarding On-going Strategic Planning and Assessment:

- I.6. Institutionalize collaborative strategic planning for the institution in support of its mission.
- I.7. Create and maintain an ongoing assessment of the Strategic Plan.
- I.8. Develop thoughtful and reliable processes for periodically assessing the performance of programs, faculty, students, staff, and administrators.

J. Ensure a campus that is environmentally responsible, safe, attractive, and conducive to learning and high levels of productivity.

- J.1. Develop a clear and comprehensive Facilities Use Plan to optimize space utilization.
- J.2. Revise the Facilities Master Plan to reflect existing and projected campus needs.
- J.3. Explore new ways to improve energy conservation, sustainability, and greening of the campus.
- J.4. Conduct a systematic review of staffing levels and distribution so as to appropriately maintain existing and planned facilities.
- J.5. Develop an Emergency Management Plan to ensure the continuing viability of the University in the event of emergencies affecting the institution.

K. Prepare students and faculty for life and work in a global society.

- K.1. Design or revise and support curricular and extracurricular programs that enrich inquiry into global issues and broaden cross-cultural perspectives.
- K.2. Establish an Office of International Education to increase study abroad opportunities for students and international faculty collaboration.
- K.3. Explore new sources of funding to support student study abroad.
- K.4. Develop an International Faculty Fellows Program to promote faculty research, teaching, and creative activities abroad.
- K.5. Formalize a Visiting International Scholars program.



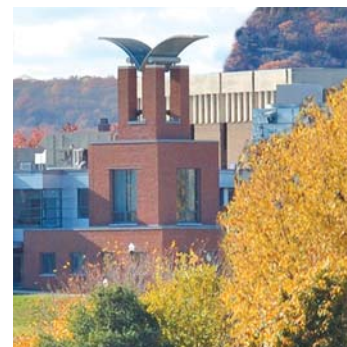
IX.

The Next Steps: Implementation and Accountability

It is important for Southern to implement the Strategic Plan in the same way it developed the plan, with openness, transparency, and broad participation. We will continue to work with the Pappas Consulting Group and its consultants on an as-needed basis. Their assistance in this process has been invaluable.

To implement the Strategic Plan, each Vice President will be assigned those portions of the Strategic Initiatives appropriate to his/her Division. We will also appoint an oversight group of broad campus representation to monitor the progress of the implementation and report that progress on a periodic basis to the community. Any hurdles being encountered, or changes in the plan due to changing circumstances, will also be monitored and reported. Consistent with the development stages of the planning process, the President, in consultation with the implementation oversight committee, will communicate regularly with the community through the standing committees, periodic town hall meetings, electronic postings to the campus Web site, and by special announcements as warranted.

Because the various provisions in the Plan reflect recognized needs and aspirations, the administration has already begun to identify a few major Strategic Initiatives that will impact the AY 2007–2008 budget. Given the timing of this plan, it was not possible to drive all resource allocation decisions for AY 2007–2008 based on the new University Strategic Plan. However, it is expected that the AY 2008–2009 budget will be driven primarily by this plan and the implementation plans of the various divisions that compose the University.



X.

Southern: Grounded in Our Legacy and Anticipating Our Future

Like many state colleges and universities in this country, Southern Connecticut State University started as a two-year teacher training school in 1893 known as New Haven State Normal School. In 1937, the institution became known as New Haven State Teachers College and began to grant the bachelor's degree. In 1954, the Connecticut State Board of Education authorized the institution to grant the Master of Science degree. In 2002, Southern received its first authorization to grant a doctoral degree.

Over the past 50 years, Southern underwent further transformation academically and its name changed two additional times. In 1959, Southern expanded its curricular offerings to include the liberal arts and sciences. Over the next several decades the physical plant modernized and both the undergraduate and graduate programs diversified further. In 1983, Southern Connecticut State College changed to be Southern Connecticut State University and concurrently became a part of the Connecticut State University System.

In recent years, Southern has been transformed physically with the infusion of \$260 million of capital expenditures to upgrade the academic learning environment. Space in the Buley Library is being doubled, technology research tools are being upgraded, Engleman Hall has been vastly expanded, and in 2006 the new Michael J. Adanti Student Center was opened.

Today's Southern is a vibrant, culturally rich and ethnically diverse environment. In addition to its extensive academic offerings, Southern hosts lectures, workshops in literature and dance, art exhibits, performances by professional and student artists, conferences, and institutes on a variety of topics that enrich, instruct, and delight. Through offering courses on part-time, day and evening bases, Southern has been innovative in providing access to a high quality education to a wide range of students. The campus clinics provide diagnosis and treatment of learning disabilities and speech, hearing, and reading problems. As a busy university with a strong identity and a rich history, Southern looks ahead to a future as varied, dynamic, responsive, and responsible as its past. The next decade will see Southern continue to evolve, meeting the challenges and seizing the opportunities a new century brings.

Southern's future will be yet another iteration of the capacity it has shown in the past to adapt to, and often lead, evolving educational needs and changing conditions. It is important to be fully aware of and appreciate our history, which grounds us in our experience while driving us toward our future and helping to identify gateways that will take us to that future.

Our community of students, faculty, staff, and administrators looks forward to working with the residents and employers of New Haven and the citizens of Connecticut to realize the Mission and fulfill the Vision of Southern Connecticut State University.



Appendix A

Contributors to the Strategic Plan's Development

President's Cabinet:

Dr. Cheryl J. Norton, President
Dr. Selase W. Williams, Provost and Vice President for Academic Affairs
Mr. James Blake, Executive Vice President
and Vice President for Finance and Administration
Ms. Megan Rock, Vice President for Institutional Advancement
Dr. Ronald Herron, Vice President for Student and University Affairs
Dr. Alvin Chai, Chief Information Technology Officer
Ms. Marcia Smith Glasper, Executive Assistant to the President,
Director of Diversity and Equity
Ms. Maria Houser, Associate Vice President for Human Resources

Representational Model for University Strategic Planning Steering Committee:

1. Provost/Vice President for Academic Affairs (chair)
2. Staff-At-Large (selected by Administrative Faculty Senate)
3. Staff-At-Large (appointed by President)
4. President of Student Government
5. Vice President for Student and University Affairs (or designee)
6. Chief Information Officer (or designee)
7. Vice President for Institutional Advancement (or designee)
8. Executive Vice President for Administration and Finance (or designee)
9. Co-Chair of Faculty Academic Strategic Planning Committee
10. Co-Chair of Faculty Academic Strategic Planning Committee
11. Faculty-At-Large (selected by Faculty Academic Senate)
12. Faculty-At-Large (selected by Faculty Academic Senate)
13. Faculty-At-Large (appointed by President)
14. Faculty-At-Large (appointed by President)
15. Director of Academic Assessment and Planning
16. Associate Vice President for Facilities, Operations, and Capital Budget
17. One Academic Dean
18. Associate Vice President for Human Resources (or designee)
19. One member of Graduate Student Organization
20. Director of Equity and Diversity

Strategic Working Groups (3/13/06)

A. Teaching and Learning

Co-Chairs:

Mr. Thuan Vu
Dr. Maria Diamantis
Mr. Joseph Brignola

Dr. Barbara Aronson
Dr. Mark Cameron
Mrs. Deborah Fairchild
Dr. Alan Friedlander
Dr. Terese Gemme
Mr. Gregory Cochenet
Dr. Jane McGinn
Dr. Michael Perlin
Dr. Lisa Rebesch
Dr. Tony Rosso
Dr. David Squires
Mr. LeRoy Ward
Ms. Suzanne Tucker
Ms. Vanessa Raney
Dr. Michael Shea
Dr. Carlos Arboleda

B. Academic Program Development

Chair:

Dr. DonnaJean Fredeen

Dr. William Faraclas
Mrs. Alyson Fedak
Dr. Camille Serchuk
Dr. Shirley Girouard
Dr. Steven Larocco
Dr. Joseph Manzella
Dr. David Pettigrew
Ms. Marie Geelan
Dr. Matthew Enjalran
Dr. Margaret Sargent

C. Student Life and Support Services

Co-Chairs:

Dr. Christine Broadbridge
Dr. Claire Novosad
Ms. Lise Brule

Ms. Janet Anderson
Dr. George Appleby
Mr. Brian Delauro
Ms. Andrea Barton
Mrs. Jane Ciarlone
Ms. Monica Raffone
Ms. Sharleen Dickinson
Mr. Thomas Ferruci
Ms. Patricia Whelan
Ms. Christine Barrett
Dr. John Scheuermann
Ms. Brigitte Stiles
Ms. Kelly Mann
Mr. Thomas Madera
Mr. Lewis Deluca
Dr. Rosemarie Conforti
Dr. Christine Petto

D. Faculty Development, Scholarly/Creative Activity

Co-Chairs:

Ms. Marcia Smith Gasper
Dr. Marianne Kennedy

Dr. Sandra Bulmer
Dr. Paul Cascella
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Dr. Robert Eldridge
Dr. Debra Emmelman
Dr. Bonnie Farley-Lucas
Dr. Adam Goldberg
Dr. Esther Howe
Dr. Kimberly Lacey
Dr. Kelly Ritter
Dr. Linda Sampson
Mr. Ali Zamouri

E. Community Engagement and Public Relations

Co-Chairs:

Dr. Samuel Andoh
Ms. Megan Rock

Ms. Delinda Conte
Ms. Geraldine Prince
Ms. Dawn Holmes
Dr. Todd Rofuth
Mr. Lawrence Tomascak
Mr. Giacomo Mordente
Mr. James Barber
Mr. Jeff Slomba
Mr. Patrick Dilger
Mr. Joseph Musante

F. External Funds Development

Co-Chairs:

Mr. Robert Sheeley
Dr. James Mazur

Ms. Patricia Zibluk
Dr. Suzanne Carroll
Mr. Vincent Ferrie
Dr. Rosalyn Amenta
Dr. James Granfield
Ms. Kathy Yalof
Dr. Vincent Breslin
Dr. Yan Liu
Ms. Judite Fernandes

G. Information Competence, Technology, and Library Services

Co-Chairs:

Mr. Cecil Murphy
Mr. Richard Riccardi

Mr. Timothy Klassen
Mr. Thomas McCormack
Dr. Nichole Fluhr
Ms. Nancy Bobrek
Ms. Colleen Yacono
Dr. Daniel Sonenson
Dr. Imad Antonios
Mr. John Young
Mr. Mark Waters
Ms. Cindy Schofield-Bodt

H. Fiscal, Human, and Facilities Resources

Chair:

Dr. Cesarina Thompson

Mr. Toby Bates
Mr. David Denino
Mrs. Rosa Clough
Dr. James Dolan
Ms. Valerie Pettie-Cooper
Ms. Amanda Pysh
Ms. Carol Wallace
Mr. David Starkey
Mr. Aaron Washington
Mr. Cort Sierpinski
Mr. Craig Patenaude

I. Institutional Effectiveness

Chair:

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Mrs. Rose Cretella

Dr. Michael Ben-Avie

Ms. Andrea-Lynne Decrosta

Mrs. Carol Dojny

Ms. Michelle Mann

Ms. Jane Marrone

Ms. Lynn Kohn

Ms. Hing Wu

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Dr. Jeannette Oppedisano

Dr. Rex Gilliland

Ms. Ana Rivera Alfano

Dr. Robert Vaden-Goad

Ms. Diane Boutaugh

J. Marketing and Niche Development

Co-Chairs:

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Mr. Robert Demezzo

Ms. Paula Kennedy

Ms. Paula Rice

Ms. Catherine Christy

Ms. Robin Sauerteig

Ms. Elyse Williams

Dr. Peter Madonia

Dr. Shyam Lodha

Ms. Meg Elliott

Mr. P.J. Rossitto

Dr. Ellen Beatty

Appendix B

Connecticut's Population Projections 1995 to 2025

State Population Rankings Summary

Connecticut's Population Projections: 1995 to 2025

Overview

- Connecticut had a population of 3.3 million people in 1995. Among the 50 states and District of Columbia, the state ranked as the 28th most populous. By 2000, it is projected to be the 29th most populous with 3.3 million people. By 2025, it is projected to be the 29th most populous with 3.7 million people.
- Over the three decades, Connecticut's total population is expected to increase 464 thousand people. Among the 50 states and District of Columbia, the state's net gain ranks as the 35th largest. Its rate of population change, at 14.2 percent, ranks as the 40th largest. From 1995 to 2000, the state would have a net increase of 9 thousand people, which would rank as the 49th largest net gain in the nation.
- 1.2 percent of the nation's population resided in Connecticut in 1995 (ranked 28th largest among the 50 states and District of Columbia), compared with 1.2 percent in 2000 (ranked 29th) and 1.1 percent in 2025 (ranked 29th).
- Connecticut is expected to gain 337 thousand people through international migration between 1995 and 2025, placing it 12th largest among the net international migration gains among the 50 states and District of Columbia.
- Connecticut is projected to rank 43rd largest among the 50 states and District of Columbia in the number of persons gained through net internal migration between 1995 and 2025, losing 329 thousand persons.
- During the 1995 to 2025 period, Connecticut could have 1.4 million births and 992 thousand deaths. Among the 50 states and District of Columbia, the state could rank 28th largest in births and 29th largest in deaths. It could rank 35th largest in terms of its natural increase (births minus deaths).

Age Groups

- The number and proportion of Connecticut's population that is aged 18 and over is expected to increase from 2.5 million or 75.6 percent in 1995 to 2.5 million or 75.9 percent in 2000. This population is expected to increase to 2.9 million or 77 percent in 2025.
- All states and the District of Columbia are projected to show a decline in the proportion of youth (under 20 years old) in their populations. The percentage of Connecticut's population classified as youth is projected to decrease from

26.6 percent in 1995 to 25.3 percent in 2025. Its rank among the 50 states and District of Columbia is expected to be the 45th largest proportion of youth in 1995 and the 29th largest proportion of youth in 2025.

- As the Baby Boom generation (those born between 1946 and 1964) reaches retirement age, the growth of the elderly population (age 65 and over) is expected to accelerate rapidly. The size of the elderly population is projected to increase in all states and the District of Columbia over the 30-year period. The proportion of Connecticut's population classified as elderly is expected to increase from 14.3 percent in 1995 to 18 percent in 2025. Among the 50 states and District of Columbia, the state is projected to have the 9th highest proportion of elderly in 1995 and the 38th highest proportion of elderly in 2025.
- Connecticut's dependency ratio, the number of youth (under age 20) and elderly (ages 65 and over) there would be for every 100 people of working ages (20 to 64 years of age), could rise from 69.2 in 1995 to 76.4 in 2025. The 1995 and 2025 ratios rank the state as the 33rd largest and 46th largest, respectively, among the 50 states and the District of Columbia.

Race And Ethnic Groups

- By 2025, non-Hispanic Whites would comprise 69 percent of Connecticut's population, down from 82 percent in 1995. Non-Hispanic African Americans would comprise 11.1 percent of the state population in 2025, up from 8.4 percent in 1995. Non-Hispanic American Indians, Eskimos, and Aleut would comprise 0.2 percent of the 1995 state population and 0.2 percent of the 2025 state population. Non-Hispanic Asians and Pacific Islanders would increase from 1.9 percent of the 1995 state population to 4.3 percent of the 2025 state population. Persons of Hispanic origin, who may be of any race, is projected to increase from 7.5 percent of the 1995 state population to 15.4 percent of the 2025 state population.
- Between 1995 and 2025, the number of non-Hispanic Whites residing in Connecticut is projected to decrease by 105 thousand, compared to a gain of 142 thousand for non-Hispanic African Americans, a gain of 1 thousand for non-Hispanic American Indians, Eskimos, and Aleut, a gain of 99 thousand for the non-Hispanic Asians and Pacific Islanders, and a gain of 327 thousand for persons of Hispanic origin.
- The numeric change in Connecticut's non-Hispanic White population from 1995 to 2025 ranks as the 45th largest gain among the 50 states and District of Columbia. In the same period, the non-Hispanic African American population change ranks as the 24th largest gain, while the non-Hispanic American Indian, Eskimo, and Aleut population change ranks as the 44th largest gain. The non-Hispanic Asian and Pacific Islander population change ranks as the 21st largest gain, while the Hispanic population change ranks as the 15th largest gain.
- During the 30-year period, Connecticut's non-Hispanic White population shrank by a rate of 3.9 percent. The non-Hispanic African American popula-

tion grew by 51.6 percent, the non-Hispanic American Indian, Eskimo, and Aleut population grew by 15.3 percent, the non-Hispanic Asian and Pacific Islander population grew by 158.7 percent, and the Hispanic population grew by 132.6 percent. Among the 50 states and District of Columbia, the rate of growth for non-Hispanic Whites ranks 48th largest. The non-Hispanic African American growth rate ranks 25th largest, while the non-Hispanic American Indian, Eskimo, and Aleut growth rate ranks 44th largest. The non-Hispanic Asian and Pacific Islander growth rate ranks 9th largest, while the Hispanic growth rate ranks 25th largest.

- The number and proportion of Connecticut's voting age population that is non-Hispanic White is projected to be 2 million or 82.2 percent in 2000. Comparable figures for the other race and ethnic groups are 200 thousand and 8 percent for non-Hispanic African Americans, 4 thousand and 0.2 percent for non-Hispanic American Indians, Eskimos, and Aleut, 54 thousand and 2.2 percent for non-Hispanic Asians and Pacific Islanders, and 186 thousand and 7.4 percent for persons of Hispanic origin.

*Source Of Data: U.S. Bureau of the Census, Population Division, Population Paper Listing #47, Population Electronic Product #45.
<http://www.census.gov/population/projections/state/9525rank/ctprsrel.txt>*

Source of Report: Figures are from Series A (the Preferred Series) as reported in Campbell, Paul R., 1996, "Population Projections for States, by Age, Sex, Race and Hispanic Origin: 1995 to 2025," Report PPL-47, U.S. Bureau of the Census, Population Division. Most of these data are available in files found on the Population Projections section of the World Wide Web's Census Bureau Home Page (<http://www.census.gov>).

Appendix C

Insights Into Connecticut's Future Economic Direction

- Total employment in Connecticut is expected to increase by more than 150,000 or 8.5 percent over the 10-year period 2004 through 2014. In addition, another 420,000 workers will be needed to replace those that leave the workforce due to retirement or other reasons.
- Connecticut's industrial make-up, along with the rest of the nation, will continue its shift from a manufacturing-based to a service-based economy. By 2014, Connecticut's manufacturing industry will employ just under 10 percent of the workforce, higher than the 8.2 percent at the national level.
- All of the top 10 industries expected to create the most new jobs during the projection period are found in the service sector. The education and health services sector will account for half of these industries and provide more than one-third of all new employment opportunities. Additionally, two of the top 10 industries can be found in business and professional services, two in hospitality and food services, and one in financial services.
- Sixty percent of the 20 fastest-growing occupations in Connecticut will require a minimum of a bachelor's or master's degree and command salaries in excess of \$75,000 annually. These occupations include: Computer Software Engineers, Network Systems Analysts, Personal Financial Advisors, and Physical Therapists. The remaining career opportunities will require some form of short/long-term training on the job or an associate's degree, and can earn salaries ranging from \$25,000–\$56,000 per year depending upon the position and job candidate's knowledge area and experience.
- As measured by the number of new jobs created, nearly half of Connecticut's leading careers will be management, professional, and technical occupations. These include Healthcare Support and Practitioners (+14.5 percent, 13,700 new jobs), Business and Financial Operations (+12.6 percent, 11,500 new jobs), Management (+11.6 percent or 10,800 new jobs), Education and Training (+9.0 percent, 10,200 new jobs), and Computers and Mathematical occupations (+19 percent growth, 9,400 new jobs).
- Sales and Related occupations will generate 16,280 new jobs, followed by Food Preparation and Serving occupations, projected to grow nearly 15,000, and Personal Care and Services occupations, increasing by more than 9,000. Only Production occupations are expected to see reduction in their numbers, down slightly more than 4,000. However, replacement of workers who leave the workforce in this group will provide close to 3,000 jobs annually.
- When looking at total job openings, which include replacement workers, a majority will require only short-term on-the-job training for employment. This positive dynamic will open the door for numerous members (i.e., displaced

workers, first-time workers) of our state's workforce looking to establish or reestablish a foothold in today's fast-paced economy.

- According to the Bureau of Economic Analysis, Connecticut's per capita income rose over 5.5 percent from 2004-2005, eclipsing the national average of 4.6 percent. Examining both ends of the wage spectrum, occupations that call for advanced levels of education and professional degrees were paid more than those associated with less education and fewer skills in demand. For example, jobs requiring doctoral and/or professional degrees made on average more than \$110,000 annually and those needing only short-term on-the-job training earned just over \$25,000 per year.

Source: Labor Market Information, Office of Research, Connecticut Department of Labor, Connecticut Forecast 2014, <http://www.ctdol.state.ct.us/lmi/misc/forecast.lt>

Appendix D

Current And Projected Employment By Major Occupational Groups

Occupational Group	Employment 2004	Employment 2014	% Change
Management Occupations	93,250	104,050	11.6
Professional and Technical Occupations	485,300	545,120	12.3
Business and Financial Operations	91,740	103,270	12.6
Computer and Mathematical	47,890	57,260	19.6
Architecture and Engineering	39,940	42,140	5.5
Life, Physical, and Social Science	20,490	22,810	11.3
Community and Social Services	31,990	37,440	17.0
Legal	16,880	18,160	7.6
Education, Training, and Library	113,070	123,270	9.0
Arts, Design, Entertainment, Sports, and Media	28,550	32,280	13.1
Healthcare Practitioners and Technical	94,750	108,490	14.5
Service Occupations	334,550	377,320	12.8
Healthcare Support	50,700	59,050	16.5
Protective Services	37,810	40,560	7.3
Food Preparation and Serving Related	116,100	131,070	12.9
Building and Grounds Cleaning and Maintenance	65,900	73,480	11.5
Personal Care and Service	64,040	73,160	14.2
Sales and Related Occupations	198,420	214,700	8.2
Office and Administrative Support	300,310	308,310	2.7
Farming, Fishing, and Forestry	4,960	5,200	4.8
Construction and Extraction	68,180	73,300	7.5
Installation, Maintenance, and Repair	59,250	64,940	9.6
Production	119,190	115,100	-3.4
Transportation and Material Moving	97,290	102,840	5.7

Source: Labor Market Information, Office of Research, Connecticut Department of Labor, Connecticut Forecast 2014,
<http://www.ctdol.state.ct.us/lmi/misc/forecast.ht>



SC
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501 Crescent Street
New Haven, Connecticut 06515-1355

www.SouthernCT.edu