Southern Connecticut State University, a comprehensive public university in New Haven, Conn., is launching a national search for its Associate Vice President for Enrollment Management (AVPEM), the senior-most recruitment, admissions, and retention position at the University. Southern seeks an energetic and innovative leader with a keen desire to serve a diverse and complex institution. The new AVPEM, who reports to the Provost and Vice President for Academic Affairs (VPAA), will have the opportunity to work with a strong leadership team, an exceptional faculty, a dedicated staff, and impressive students in ensuring the University’s position as a vibrant institution offering a 21st century education of excellence.

INSTITUTIONAL LEADERSHIP

President Mary A. Papazian arrived at Southern on February 1, 2012, after serving as provost and senior vice president for academic affairs at Lehman College, CUNY. She was attracted to Southern’s powerful mission of engagement, social justice, access, and excellence. In her short time at Southern, she has fully immersed herself in the community and engaged the entire campus in initiatives for moving the University forward over the next 10 years. In July 2014, President Papazian appointed Dr. Bette S. Bergeron Southern’s Provost and VPAA. Dr. Bergeron joined Southern following a distinguished deanship at Southern Illinois University Edwardsville. Their dynamic leadership, coupled with the work of their vice president and dean colleagues, ensures that Southern will be a powerful voice in higher education in the region.

With the groundwork of a strategic plan in place, there is a structure for developing new program initiatives, innovative learning environments, and pathways to increase global literacy throughout the curriculum. The President is engaged in a conversation with all external constituencies to advance collaboratively the University’s ongoing efforts to address workforce issues, student needs, enrollment management and the diversification of financial resources. Southern’s master building plan has been moving forward with the recent renovation and expansion of facilities for the School of Business and Buley Library, initiatives supported in part by a legislatively approved 10-year infrastructure investment plan for the Connecticut State Colleges and Universities. A number of high priority projects,
including a science building, a fine arts center, a campus recreation facility, an alumni house, phase 2 of the business school renovation and a building for the health and human services program, will require a public/private partnership and the initiation of a major capital campaign.

CONNECTICUT STATE COLLEGES AND UNIVERSITIES
In January 2012, Connecticut reorganized its governance of higher education and created the 17-member Connecticut State Colleges and Universities (CSCU), governed by the Board of Regents for Higher Education. In creating the new structure, the state brought its comprehensive universities and community colleges under a single governing board. CSCU includes: the Connecticut State Universities (four institutions), Connecticut Community Colleges (12 institutions), and Charter Oak State College, an online adult education, degree completion institution.

As one of four comprehensive universities within CSCU, Southern maintains strong relations with its System peers. Its sister institutions are Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, and Western Connecticut State University in Danbury.

As a new and enlarged system of higher education, the relationship between the System office and the universities and colleges is evolving. However, the president of each university serves as the institution’s chief executive officer and is accountable to CSCU for management of the university within Board policy. President Papazian and the University’s senior leadership team are cognizant of the importance of Southern’s role in shaping the evolution of the dynamic new system and of serving as a citizen leader within it.

Dr. Gregory W. Gray began his duties as the President of the Board of Regents on July 1, 2013. An experienced administrator with a distinguished career in public education, Dr. Gray was most recently Chancellor of the Riverside Community College District (California). Prior to that appointment, Dr. Gray served as president of Miami Dade College Kendall Campus.

SOUTHERN CONNECTICUT STATE UNIVERSITY HISTORY
Southern was founded in 1893 as the New Haven State Normal School and was designed to deliver strong teacher preparation, a hallmark of the University still today. In 1937, it became a four-year college – New Haven State Teachers College – with degree-granting powers. Ten years later, it joined with Yale University’s department of education to offer a graduate program leading to a Master of Science degree and assumed full responsibility for the program in 1954. In 1959, six years after the institution had moved to its present location, state legislation expanded the institution’s offerings to include liberal arts curricula leading to bachelor’s degrees in the arts and sciences and subsequently renamed it Southern Connecticut State College.

A board of trustees overseeing Connecticut’s four state colleges was established in 1965, and in 1983, Southern Connecticut State College became Southern Connecticut State University, part of the Connecticut State University System. Through the years, Southern has continued its growth as a modern, diversified
center of higher learning, expanding both its undergraduate and graduate programs and opening up entirely new fields of study and research.

**SOUTHERN CONNECTICUT STATE UNIVERSITY TODAY**

A partially residential university, Southern currently enrolls 10,875 total students. Roughly 6,425 are full-time undergraduates; 1,337 are part-time undergraduates; and 2,489 are full- and part-time graduate students. All enrollment data is for the Fall 2014 semester.

A longstanding strength at Southern is found in a faculty focused on students, providing individual academic advising and personal attention. Southern students are taught and mentored by 439 talented full-time faculty members, 84 percent of whom hold the doctorate or appropriate terminal degree in their field. A strong cadre of 593 part-time faculty members, many of whom are practitioners in their fields, adds a breadth and depth of experiences to the classroom.

Southern faculty members are actively engaged in scholarship and creative activity as well as the supervision of undergraduate and graduate research. At the same time, a sustained primary commitment to personalized teaching and learning permeates campus culture. Many faculty members oversee internships, graduate and undergraduate theses, special projects, and independent studies. Most also serve as academic advisors.

A devoted full-time staff (inclusive of coaches, counselors, and librarians), of 560 and a part-time staff of 225 are true partners in the educational enterprise at Southern. There are numerous Southern graduates among the faculty and staff, and their ongoing support of their alma mater allows for a reservoir of institutional history in the midst of an entrepreneurial and progressive environment.

A strong network of collective bargaining units represents nearly every constituent group within the Southern family. As such, a clear set of policies, procedures, and agreements, resulting from open negotiations, are widely understood. Expectations for decision-making under these units are quickly and easily defined as a result of Southern’s infrastructure.

Southern has long sought to foster in its students an appreciation for the practical application of knowledge along with a desire to pursue education beyond the scope of their fields. In doing so, Southern develops lifelong learners and effective citizens of the world. A 14:1 student-faculty ratio allows for substantial individual attention, and Southern provides a diversity of educational opportunities generally found only at larger institutions.

Its five schools – the School of Arts and Sciences, the School of Business, the School of Education, the School of Health and Human Services, and the School of Graduate Studies – offer more than 100 degree programs ranging from business to secondary education, biology to studio art, and communication disorders to history. Bachelor’s and master’s degrees are awarded, as well as sixth-year professional diplomas and doctoral degrees in educational leadership and nursing education. In addition to traditional in-class pedagogy, Southern offers a broad array of online courses at the undergraduate and graduate levels.

**The School of Arts and Sciences** enrolls 3,980 majors in 22 departments. All undergraduate students spend a minimum of one third of their collegiate careers in carefully chosen arts and sciences courses that serve as the core for their academic life at the University. The School plays a central role in ensuring that Southern’s mission permeates the student experience.

**The School of Business** enrolls 1,200 students in four departments, as well as in both full-time multidisciplinary traditional and accelerated M.B.A. programs. Thanks to Southern’s urban location and proximity to other major cities, internship and employment opportunities for business students abound, complementing their in-class experiences.

**The School of Education** enrolls 1,616 students in five departments. As the largest teacher preparation program in the state, Southern plays a leadership role in developing Connecticut’s next cohort of educators. Through its nationally-accredited programs, the School also prepares students for careers in educational leadership, clinical mental health counseling, school counseling, and school psychology.

**The School of Health and Human Services** enrolls 2,916 students in seven departments. Each of the disciplines shares a mission of caring and compassion within a professional framework: communication disorders, marriage and family therapy, nursing, public health, recreation and leisure, exercise science, and social work. All seven disciplines award highly-regarded master’s degrees. The programs emphasize hands-on learning, with numerous opportunities for internships and clinical rotations in the field.

The School of Graduate Studies serves as the administrative arm for Southern’s graduate students.
With more than 55 degree and certificate granting programs, it is one of the most significant public graduate education centers in the Northeast. The University produces the largest number of graduates in health and life sciences, education, and social and public services in CSCU.

Complementing Southern’s traditional academic disciplines are several nationally-recognized centers. Included among them are the Research Center on Computing and Society, Center for Adaptive Technology, Center for Environmental Literacy and Sustainability Education, Werth Center for Coastal and Marine Studies, Center for Community and School Action Research, Center for Communication Disorders, and the Center of Excellence on Autism Spectrum Disorders. In addition, Southern’s distinguished Women’s Studies program conducts a bi-annual conference that draws renowned scholars from around the world. The Center for Excellence in Mathematics and the Sciences has developed programs reflecting strong local involvement. The Board of Regents has recently approved a Connecticut State University Center for Nanotechnology, as part of a system-wide collaborative initiative to support a new graduate certificate in nanotechnology. The newly established Office of STEM Leadership and Innovation is providing synergy to the institution’s many STEM-related initiatives and clearly reflects Southern’s commitment to and leadership in STEM education, research, and outreach.

Southern is endeavoring, in an intentional way, to prepare its students for life in a global society. The Office of International Education works to increase global awareness, international opportunities for students, and international faculty collaborations. Global awareness has been fully incorporated into the core Liberal Education Program (LEP). In 2011, Southern was selected as one of 32 universities to participate in the American Association of Colleges and Universities’ “Shared Futures: General Education for a Global Century” project which offers support for integrating global learning and social responsibility throughout curricula and institutions’ communities. The number of Southern students studying abroad as a result of these and other efforts has increased by 25 percent in the past five years. International student recruitment is also on the rise.

Southern has successfully concluded a broadly reaching five-year strategic plan and is in the midst of
the creation of a transformational 10-year plan. The official launch for the planning process was October 2013. A series of planning recommendations was shared with President Papazian at the end of spring 2014. The community is taking this year to shape the plan, under the leadership of the new Provost and VPAA. Implementation will begin by July 2015 and conclude by 2025.

Southern is accredited by the New England Association of Schools and Colleges (NEASC) and in 2012 was successfully re-accredited for a 10-year period.

THE CAMPUSS COMMUNITY
Southern is a decidedly student-centered institution. Faculty, staff, students, alumni, parents, and community members all play a role in the educational enterprise. Multiple voices are welcomed at the table in the spirit of ensuring student success, and many campus members play varied roles in achieving their work – as mentors, counselors, advisors, teachers, and co-researchers. The sense of camaraderie this approach engenders is palpable and makes for a synergistic campus.

Ninety-four percent of Southern’s students hail from the state of Connecticut. Approximately 2,600 live on campus in nine residence halls and townhouse apartments. Special efforts are made to connect the residential and commuter populations in meaningful ways and to make the campus an inviting place to be in the evenings and on weekends.

In addition to its blend of residential and commuter students, Southern deeply values its commitments to access and inclusion. The University welcomes traditional and non-traditional students. It shares with its sister institutions the determination to provide an upward path for people of talent. The University’s effective tutoring, counseling, and advising programs are complemented by cutting-edge adaptive technologies. These offerings, coupled with an array of intercultural activities and events, ensure that Southern’s students achieve their goals and remain engaged in the life of the University.

In keeping with its mission statement, the University has fostered a diverse and inclusive community reflective of broader society. The Office of Diversity and Equity Programs and the President’s Commission on Campus Climate and Inclusion provide valuable direction. Recruitment and retention of students from racially or ethnically diverse backgrounds is very strong. Underrepresented minority students comprise more than 29 percent of the population. Students from more than 30 countries call Southern home. The University also offers a welcoming environment for non-traditional students, students with disabilities, veterans, and a significant number of first-generation college matriculants. The percentage of full-time faculty who are racial and
ethnic minorities has risen to a new high of over 18 percent. While more work lies ahead, an institutional commitment to diversity is firm and evident.

Southern is truly “in” and “of” its geographic region. With the great majority of its students from Connecticut and 90 percent of its graduates remaining in the state following graduation, the University and its 89,000 alumni, without question, are shaping the workforce and citizenry of Connecticut. Southern has a defining role to play in articulating those areas of strength for which the state will be known.

Southern students are engaged in activities outside the classroom, participating in about 100 student clubs and organizations, myriad community service activities, fraternities and sororities, campus media, musical ensembles, theater and dance groups, 17 highly competitive NCAA Division II athletic teams, and a robust offering of intramural and club sports. This makes for a rich and integrated learning experience and an energetic campus. In addition to balancing their co-curricular involvement with their studies, many Southern students are also juggling part- and full-time employment and significant family responsibilities. On campus alone there are well over 500 part-time student staff members. Southern students are well-regarded for their sense of purpose, determination, and strong work ethic.

Southern students benefit from a strong partnership between academic affairs and student affairs, in which a spirit of cooperation and collegiality drive curricular and co-curricular programming. The partnership was strengthened significantly in 2007 with the creation of the New Student Orientation Program and the First-Year Experience. It has since expanded into learning communities, which afford students an opportunity to take a series of required courses with a cohort of peers. New, related living-learning programs enable students to reside with like-minded students in themed housing. Over the last few years, Southern has established first-generation, honors, sustainability, international, and transfer student living-learning communities with new ones slated for Fall 2015.

The effects of the strong collaborations between student affairs and academic affairs can be seen not only in the shared enthusiasm of engaged students, faculty, and staff, but also in the significant improvement in Southern’s National Survey of Student Engagement Scores (NSSE) scores. Southern receives high marks in the areas of faculty engagement with students, group project work, inclusion of diverse perspectives in the classroom, and student involvement in learning communities, service learning, and/or faculty research.

Southern remains very intentional about enhancing student success in all dimensions with specific attention being focused on raising the freshman to sophomore retention rate (currently at just over 75 percent) and raising the six-year graduation rate (currently at 53 percent). Southern is equally intentional in its commitment to impacting transfer student success. Comprising 40 percent of the undergraduate student body, transfer students are an
integral part of student enrollment.

In 2014, the Student Success Task Force concluded a year’s worth of inquiry and research with six key recommendations 1) advance a culture of “student-centeredness,” 2) create a Student Success Center, 3) transform academic advising, 4) modify academic programs, policies, and instruction, 5) refresh University branding & marketing, and 6) improve student financing and affordability. Progress has been made in several of these areas. Plans for a new student success center are underway. Six new advising positions have been established and filled, including one devoted to transfer students. The tutoring and writing centers were merged and will have a new, more centrally-located home in Buley Library. Plans have been made for the development of an enhanced branding and marketing strategy. Lastly, a new Coordinator of Student Financial Literacy and Advising has been hired. There is palpable positive momentum on campus around issues of student success.

A GROWING CAMPUS
Southern continues development of its modern, 172-acre campus with dramatic new facility enhancements.

The renovated former student center opened in summer 2012 as a new home for the School of Business, a $6.7 million endeavor. Encompassing about 23,000 square feet, the building houses faculty offices, classrooms, conference and meeting rooms, and a Wall Street-style trading room.

A nearly-completed 135,000 square-foot addition to Buley Library coupled with an ongoing total renovation of the original building — a $32 million total project — has doubled the size of the library’s footprint. The new-look library will incorporate general classroom space, a learning commons, information technology operations offices, the academic success center, faculty offices, a cyber café, and an art gallery, and storage for the University’s art collection, which will also be displayed throughout the building.

Construction is well underway for a $49 million, 103,608-square-foot science building that will house teaching and research laboratories for Southern’s growing programs in the STEM disciplines, which have seen enrollments increase by more than 17 percent in recent years. Embracing an innovative, sustainable design, the building will be home to nanotechnology, physics and optics, cancer research, astronomy, and other sciences.

The University’s master plan also calls for a new building to house Southern’s health and human services programs, a project estimated at $60 million. On the horizon will also be a student
recreation and wellness center project and phase two of the renovation and expansion of the business school.

The University’s commitment to sustainability is strong. It is reflected in its expanded staff and in programming offered through its Office of Sustainability. Moreover, in order to meet Connecticut’s stringent environmental standards for state funding eligibility, each construction or renovation project totaling $5 million or more will meet a minimum LEED Silver rating. The business school project has already garnered a LEED Gold rating. Southern’s committed efforts on the environmental front have recently been recognized via its inclusion in The Princeton Review’s Guide to the 322 Greenest Campuses for 2014.

BUDGET AND THE SCSU FOUNDATION
The University’s operating budget is just over $200 million. Strong and innovative fiscal stewardship has ensured balanced budgets for nearly two decades.

From FY03 to FY13, Southern’s unrestricted fund balance has grown from $6.5 million to $21.5 million. Its net assets total $422 million. The largest sources of institutional revenue are tuition and fees (49 percent) and state appropriations (37 percent). The 2014-15 in-state costs for full-time commuting undergraduates are $9,157 and for full-time residential students, $20,491.

Private giving, while providing a small proportion of the budget, makes significant contributions to student scholarships, funding for new program initiatives, and the growth of an endowment. Total fundraising in cash gifts, pledges and gifts-in-kind was approximately $4.3 million in fiscal year 2014. The current Foundation endowment sits at approximately $20 million.

Of special note, Southern recently received the largest gift in its history. The Werth Family Foundation targeted $3 million in support of the new science building, and in particular Southern’s centers for Nanotechnology and Coastal and Marine Studies. This support will take students’ experiential and research activities in the sciences to a new level of opportunity. In addition, it demonstrates Southern’s growing visibility and philanthropic profile.

NEW HAVEN AND THE REGION
As host to six colleges and universities, the city of New Haven is a center for the arts and the site of focused economic revitalization through the establishment of computer and bio-technology firms. Music, theatre, museums, excellent restaurants, sports, parks, the nearby beach, and other recreational opportunities are in ample supply. Amtrak provides easy and quick access to New York City and Boston.
New Haven is 42 miles from Hartford and easily reached via I-91. These factors combined with the deep sense of community that helps to define the campus, yield an extraordinary quality of life for Southern’s students, faculty, and staff.

Consistent with its mission, Southern is actively engaged in its community and routinely seeks new points of intersection for students, faculty, and staff. In an exciting recent move, the University established a presence downtown, on the New Haven Green. “Southern on the Green” offers office and meeting space for use for conferences, student advising, and admissions outreach.

Each year, the University provides 120,000 hours of student service to the region through service-learning courses, volunteer work, internships, and practica. Faculty and staff are also very active in the community. Of particular note is Southern’s commitment to enhancing local PK-12 education and college preparatory programs through models such as the GEARUP Project. The University has also been a longtime host site for Connecticut Special Olympics, has been included in the President’s Higher Education Community Service Honor Roll, and was a charter signatory to the American College & University Presidents’ Climate Commitment. Reflective of its commitment to enhancing educational opportunities for the community’s youngest students, Southern is working with New Haven Public Schools to establish an innovative K-4 school on campus.

ABOUT THE ASSOCIATE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT POSITION

The AVPEM oversees a broad portfolio. The AVPEM supervises and directs the activities of the Director of Admissions, the Registrar, the Associate Registrar/Coordinator of Class Scheduling, the Coordinator of Student Financial Literacy and Advising, and the Director of Academic and Career Advising. Within the division are a full- and part-time staff of 50. A blend of long-serving members and relative newcomers, many of the staff are graduates of Southern themselves, and the University benefits from their sense of institutional history and deep loyalty.

The AVPEM also works closely and collaboratively...
with the academic deans, administrators and staff in New Student and Sophomore Programs, the First-Year Experience, Special Academic Programs and Sessions, the Bursar’s Office, Financial Aid, University Access Programs, the Disability Resource Center, the Office of International Education, Athletics, and the Office of Institutional Research, Assessment and Planning, as well as with a strong group of student volunteers.

The AVPEM reports directly to the Provost and VPAA. The AVPEM is a key member of the Provost’s Council and the President’s Leadership Council. S/he will join the institution during a period of leadership transformation. President Papazian has just embarked on her fourth year as Southern’s leader. Upon assuming office, she inherited several Cabinet openings and interim appointments which have enabled her to forge, in a thoughtful manner, a dynamic new leadership team. Five new vice presidents and three new deans have brought fresh approaches to Southern in the last two years. While engaging with new colleagues “from the ground up” in wide-ranging discussions that will shape the University for decades to come, the next AVPEM will also have the opportunity to work collaboratively with impressive and collegial veteran members of the senior leadership team whose institutional memory and experience are invaluable.

### KEY UNDERGRADUATE ADMISSIONS NUMBERS
Reflects averages over five years

- Number of Freshman Applications: **5,084**
- Acceptance Rate: **72%**
- Yield: **36%**

- Number of Transfer Applications: **1,901**
- Acceptance Rate: **83%**
- Yield: **54%**

- Mean SAT Combined (all freshman): **939**
LEADERSHIP AGENDA FOR THE ASSOCIATE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

The AVPEM enjoys a diverse array of responsibilities. The agenda items offered below concern matters of particular significance to the institution at this point in its evolution.

Lead and Refine Enrollment Management Efforts –
The AVPEM will play a key role in sharpening the strategic focus of recruitment, admission, and retention efforts to ensure maximum effectiveness in a rapidly evolving and increasingly diverse landscape. Specifically, s/he will be responsible for leading the campus’ efforts in reversing recent enrollment declines through strategic and innovative initiatives. S/he will engage colleagues in academic and student affairs as well as financial aid in mounting a cutting-edge admission and retention effort that seamlessly integrates high-touch relationship building, data collection and analysis, current and emerging technology, and financial leveraging to achieve positive outcomes.

Highlight Southern’s Formidable Strengths –
Southern enjoys a fine regional reputation and is seen as a strong partner in the New Haven region. Nonetheless, more work could be done to shine a light on its programs of excellence and the successes of its community members. The AVPEM will assume a leadership role in differentiating Southern from its sister institutions and in extending the University’s recognition beyond its Connecticut footprint. S/he will celebrate the institution’s programs and serve as a constant champion for the excellent work of students, faculty, and staff. Working with colleagues in Public Affairs and with the support of the president and provost, s/he will also help craft new and innovative branding and marketing messaging to be incorporated in publications and advertising as well as in Southern’s Web presence and social media outlets.

Identify Paths for Attracting New Students –
Connecticut has been a traditional stronghold for Southern, and yet its population of traditionally-aged college students has been on the wane, which is reflected in declining undergraduate enrollment numbers. The new AVPEM will be creative in identifying emerging geographic regions and populations, including those in neighboring states as well as pockets of the Mid-Atlantic, Southwest and abroad, from which Southern may draw students. Developing and maintaining an intentional focus on transfer students will also be essential. Given Southern’s membership in CSCU, there is room for additional partnership building with member community colleges. Reducing barriers for transfer enrollment requires sustained focus. Finally, Southern has upside capacity for growth in the areas of graduate and professional enrollments. As new programs emerge, strong collaboration with the Director of Graduate Admissions will be key to ensuring enrollment targets are realized.

Inspire and Support the Team –
As a critical member of the Provost’s Council, the AVPEM will work closely with the academic deans, AVP for Academic Affairs, and AVP for Institutional Effectiveness, faculty, and staff in strategically identifying and advancing goals related to recruitment, retention, and advisement. The AVPEM will apply strong management skills and motivate through model leadership. Affirming the excellent work already being accomplished, listening thoughtfully, engaging across units, empowering through sound delegation, fostering meaningful dialogue, employing best practices, stressing accountability, encouraging ongoing professional development, and consistently evaluating progress will be important. The AVPEM will also suggest ways to bring staff, faculty, and systems together to streamline work and find efficiencies of time and resources to enable an effective, unified approach to serving the needs of prospective and matriculated students.

Advance Southern’s Commitment to Student-Centeredness –
Southern is intentional about putting the student first, and the AVPEM will be a leader in advancing that ethos. Sharing with prospective students meaningful examples of Southern’s student-centeredness will be just the starting point. Facilitating comprehensive approaches to advising – academic, vocational, and financial – and to the delivery of academic student services – always with a mind to minimizing obstacles – will enhance the student experience and positively impact admissions, enrollment, and progress to degree results.

DESIZED ATTRIBUTES FOR THE NEXT AVPEM

The ideal candidate will possess:
- A record of achievement in enrollment management leadership;
- A record of success in growing and sustaining student enrollments consistent with the institution’s strategic mission;
- An advanced degree;
- A strategic mind coupled with a spirit of innovation and entrepreneurship;
- Experience collaborating with advising,
course scheduling, and financial aid units;
• An ability to mentor and empower a strong and diverse team;
• A proven record for building and maintaining sound internal and external partnerships;
• Experience operating within a system of shared governance as well as within a collective bargaining environment;
• Experience serving varied populations – residential, commuter, online, traditional, nontraditional, undergraduate, graduate, and international students;
• Experience with technology – in data collection, management, and analysis – as well as in messaging and marketing;
• Experience with technological tools and platforms specific to recruitment, application, admissions, and advising;
• Excellent listening, verbal, and written communication skills coupled with the ability to convey complex information in a clear and concise manner appropriate to the audience;
• A global perspective, demonstrating a commitment to diversity in its many forms;
• An understanding of the University’s close ties to the New Haven and New England regions and a desire to be a visible participant in those partnerships;
• An awareness of key issues affecting higher education institutions nationally, including access, affordability, distance learning, technology, and sustainability, as well as an appreciation for the unique role of universities in effecting change in these arenas;
• The fortitude to make difficult choices when necessary and the ability to convey decisions with timeliness and compassion; and
• Integrity of the highest order, a strong work ethic, a sense of humor, and a firm commitment to student-centeredness.

APPLICATIONS AND NOMINATIONS
To apply, candidates must send a letter of interest in which they address the leadership priorities and qualifications outlined in this prospectus, a curriculum vitae/résumé, and contact information (names, phone numbers, and email addresses) for five references in MS Word or PDF to SCSUavpem@agbsearch.com.

For full consideration applications should be received by March 19, 2015. The successful candidate will begin her/his duties in summer 2015.

Confidential nominations and inquiries are welcomed and should be directed to:

Ms. Julie E. Tea
Associate Managing Principal
AGB Search
jet@agbsearch.com
(804) 550-2110

Southern is an Affirmative Action/Equal Opportunity employer. The University seeks to enhance the diversity of its faculty and staff. People of color, women, and persons with disabilities are strongly encouraged to apply.

For more information about Southern Connecticut State University, please visit www.SouthernCT.edu.
For more information about Connecticut State Colleges and Universities, please visit www.ct.edu.