

**SOUTHERN CONNECTICUT
STATE UNIVERSITY**

SELF – STUDY FOR REACCREDITATION



**SUBMITTED TO THE
COMMISSION ON INSTITUTIONS OF
HIGHER EDUCATION
OF THE
NEW ENGLAND ASSOCIATION OF
SCHOOLS AND COLLEGES**

AUGUST 2001

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STATE UNIVERSITY**

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Executive Summary

The Southern Transformation

During a recent professional program accreditation site visit in April 2001, the team members noted the impressive and dramatic changes that had occurred at SCSU in the three years since they had been here. They recognized that, indeed, striking improvements had taken place in this University over a very short time. That observation is the key of this NEASC self-study, too. The thesis of this document is that Southern Connecticut State University in 2001 is progressing through a sustained period of dynamic change. We are an institution substantially altered from the previous reaccreditation of 1991, and even from the Fifth Year Report of August 1996.

Southern is undergoing an exciting transformation. A window of opportunity has opened for SCSU to progress swiftly and effectively toward achieving our institutional mission – itself newly revised – and to climb to the next level of quality in filling our unique niche in the regional higher education community. The University aspires to “enhance its position as the preeminent comprehensive metropolitan university in the State of Connecticut.” We recognize our responsibilities to promote the intellectual competencies, the career preparation, and the cultural enrichment of our unique cohort of students and to serve the diverse neighborhoods and institutions in which they live and work. We will be better equipped to do so as a result of the changes underway.

In addition, the newly adopted Strategic Plan of January 2001 has introduced a comparative basis for determining Southern’s preeminence. SCSU will “equal or exceed the performance of peer institutions” in a series of measures ranging from academic program quality and faculty and student attainments, to internal and external support and planning, evaluation and ethics. The selection of peer institutions relates, once more, to universities of comparable mission and size. In the current dynamic climate we have begun to think ambitiously and to believe that we can realize those ambitions as well or better than any comparable institution.

On the side of positive transformation a number of elements have joined to produce this moment of optimism about our future:

- **Strategic Vision.** The University has clarified its strategic direction. The aforementioned concept of preeminence has set into motion programmatic and procedural improvements, consistent with institutional history, systematically supported, appropriately communicated, candidly assessed, and capable of positive comparison with the best practices of regional public institutions comparable in mission and size.
- **Stable Funding.** While hardly lavish, funding for public higher education in Connecticut has been stable in the past several years and promises to remain stable for some period of time to come. Stability permits planning to proceed in an orderly fashion, without attenuation of projects or unplanned disappointments. We can project our plans forward and implement them. After the bleaker economic days of the early and mid 1990’s, stable funding is a significant positive contrast.

- **Energy Surge.** In large measure Southern's engine of change has been fueled by the appointment of 150 full-time faculty (and a considerable number of administrative personnel) over the past four years. Most of these 150 faculty – well over a third of our full-time faculty cohort – have been appointed to replace those who retired during this period. Fifteen or more new positions have also been created. Every academic department in the University has appointed at least one new faculty member. The ambitions of new faculty to excel as teachers and grow as scholars are aligned with the institution's motion forward; as individual faculty achieve professional success, the institution succeeds as well.
- **Location.** Part of the attractive character of this University is its location in New Haven. Being close to New York City and Boston is also a distinct advantage for employment of graduates, for research opportunities and for cultural enrichment. The one million plus people who live between New Haven and the Fairfield County line at Greenwich provide a largely untapped market for students. Given the absence of serious competition from regional public or private institutions and the outstanding quality of our professional programs, Southern can expand delivery of our programs to the students and communities of this area.
- **Physical Facilities.** In the next five years this campus will continue to undergo major physical changes. A new Facilities Operations Building and a new parking structure have already been erected. \$240 million will be used for several projects long due. The principal classroom/administration building will undergo major renovation and a two-story addition will be constructed. The Library will more than double in size. A new Campus Center will be constructed. The power plant will be relocated and improved. The environment for learning that these new facilities will create is critical to Southern's stride forward.

The confluence of these several factors has presented Southern with an opportunity that occurs rarely an institution's lifetime, to move forward rapidly. They provide the climate for the transformation we are enjoying. They have triggered the resurgence of optimism about achieving our mission.

To achieve preeminence within our region – and within the borders of our mission – certain global outcomes have emerged as priorities.

- **Enhancement of Fundamental Skills in the Arts and Sciences.** The University has historically identified its core values with the Arts and Science disciplines. These are designed to instill students with the values of liberal education as they aspire toward careers. These disciplines present a variety of perspectives, portray issues and attitudes diversely, and offer students a breadth of intellectual experiences. They rest on fundamental intellectual skills of critical inquiry and investigation, written and oral communication, and computational literacy that must be delivered systematically and consistently from the outset of the educational journey. To this end, seven new positions were allocated to the English department in 2000 for composition courses; Mathematics received five positions for introductory math skills. More positions will be allocated as disciplinary and student needs are identified and clarified. A major review of the entire General Education program is currently in progress.

- **Extension of Professional Programs.** Within the professions several of SCSU's programs already rank with the best in the region. Others are within striking distance of that status. Locating Health and Human Services programs in a satellite facility in Fairfield County will draw students and highlight university assets. Off-campus course offerings of Educational Leadership and Social Work are always fully enrolled.
- **Broadened Access.** As a good neighbor and as a "comprehensive, metropolitan institution," SCSU is committed to bringing into the university annually a cohort of students whose preparation would not qualify them for admission under standard criteria – and then to graduate them as though they had always been academic achievers. Southern's Summer Educational Opportunity Program students and varsity athletes already graduate at a rate higher than our "regular" students. The advisement, mentoring, tutoring and other support services these students receive can be offered to all our students.
- **Flexible Curriculum.** While current disciplines must maintain their integrity, all offer flexibility in their curricula. Students select (with good advisement) the constellation of intellectual experiences and skills preparation they require for lifetime learning and success in their professional careers. Course choices can be made within a single discipline or among related content areas, customizing the curriculum to suit individual student preferences. Through multidisciplinary majors (Anthropology, Urban Studies) and minors (Women's Studies, Judaic Studies) students focus on the concentrations they need. The Liberal Studies Program is yet another fruitful avenue for accomplishing this notion of curricular mixing and matching.
- **Assessing the Institution's Value.** Student learning outcomes, for SCSU, serve as the primary indicator of the institution's future strength and achievement. Through the Office of Institutional Assessment, and professional program accreditation, SCSU asks at the end of any undergraduate program, or graduate program, what should our students know? How do we determine what they should know? And just how do we measure what they have learned? A focus on these issues is a major shift in any appreciation of institutional value. Traditional indicators, such as the numbers of terminal degrees held by faculty, their publications, awards and grants, teaching prowess, students' SAT scores and endowments, even flexible curricula, do not guarantee student learning. The shift to outcomes places the emphasis not only on how good we are but also on how well our students do! This culture shift is becoming institutionalized through implementation of a comprehensive ongoing outcomes assessment process.
- **Committed Faculty.** Faculty continue to be expected to teach multiple courses, to develop curriculum and advise students, to engage in creative activity, and to assist in institutional decision-making. Heavy teaching and advisement loads, ongoing contributions to the discipline, and service on committees convert faculty employment into a mission or calling that demands total involvement and may occasion faculty burnout. While recognizing that faculty may be stretched, positions continue to be allocated in large measure to departments that, as with the

recent 150 appointments, seek faculty who can passionately commit themselves to accomplish each of these positive roles.

- **Professional Development.** Formerly viewed as an amenity or a perquisite, continuous professional development has become a necessity. Training in computing capability, money for professional travel, reassigned time for curricular development, funding for research or other creative work, active mentoring, in-service learning, and a variety of other developmental faculty activities ultimately serve students. An engaged faculty (and administration), well supported by the institution, devote their energy to benefit their students. Faculty development at SCSU has grown exponentially in the past several years. The administrator in charge has been promoted to the rank of Associate Vice President for Academic Affairs.

Caveats and Cautions

Have the modifications and adjustments made over the recent years or currently in process, actually made Southern a better university? The general response to that query may be powerfully affirmative. That conclusion will remain provisional until the transformation currently in progress becomes institutionalized, since rapid changes in a complex organization require time for adjustment. Some may perceive developments described in this Self-Study as catching up on outcomes deferred during the early 1990s because of economic recession, declining student numbers, and a static retirement pattern. Others may proclaim that current innovations have not reached deep enough or have not met expectations fully. Still others may argue that the culture of an institution cannot change quickly or that certain problems remain intractable. Some may associate any change with declining standards. Uncertainty about the duration of the current positive circumstances may thwart imaginative planning and limit institutional creativity. The current environment of rapid change, moreover, may create as many issues as it resolves.

All of these caveats are intended to impose a framework of realism and caution upon our tendency to wax enthusiastic about the strides made most recently. It may take some years before the benefits and demerits of the cumulative impact of continuing changes can be properly assessed. The image of the University captured for this accreditation process reveals only the current moment.

The function of this Self-Study is to explain how SCSU measures itself against the Standards established by the CIHE. We regard the creation of this document as a salutary opportunity for self-analysis and self-improvement. The Self-Study takes a snapshot of the University at its current moment, describes our conditions and circumstances (Description), notes our strengths and areas of concern (Appraisal), and suggests some options for addressing issues (Projection). Given the speed of change, streaming video would be more accurate since some descriptions will be out of date by the time the site visit occurs.

Highlights of the Past Several Years

This section includes a Standard-By-Standard identification of one or more major developments over the past four or five years. Positive changes are noted. New challenges and remaining issues are also noted. Highlighted items are intended to reflect what will be presented in greater depth and detail in the various chapters of the Self-Study.

Standard 1: Mission and Purpose

After a ten-year hiatus a revised Mission Statement was adopted in 1999 and revised slightly in November, 2000. The current version emphasizes SCSU's position as a metropolitan institution and the focus on graduate education. The term "metropolitan" reflects renewed awareness of diversity and commits the University to serve both suburban and urban students and their communities. The attention to graduate studies ratifies our curricular and student reality. The adjusted mission specifically allows room for doctoral work in educational leadership.

The Vision Statement included in the new Strategic Plan of January 2001 for the first time speaks to regional "preeminence," inviting a comparative (benchmarking) analysis of SCSU with similar institutions in a variety of academic and student centered programs and support services. This statement is a significant departure for this University. We are prepared to demonstrate our positive qualities and assess our deficiencies as a measure of quality. We recognize that our peers and competitors are also moving forward. This vision is ambitious for SCSU, representing a surge in self-esteem, a confidence that our recent improvements permit us to hold our own in any peer comparison, and a determination to improve our quality to rank with the next level of public universities.

Arising from the new Mission and Vision statements are a new set of challenges and issues. The University must address adopting a standard collaborative process for periodic review of those documents. We must define "preeminence," identifying best practices and planning the improvements required to move toward the targets identified. SCSU must provide and sustain the required resources to carry out these plans. And we must develop means for assessing the outcomes of the actions we implement. In an environment of rising expectations, new questions about our commitments, our values, our programs, our priorities will be broached.

Standard 2: Planning and Evaluation

The systematic recent attention to Strategic Planning, Quality Management, Financial Planning, and Institutional Assessment all testify to a significant new emphasis on planning and evaluation procedures that did not exist (or existed only at the senior administrative levels of the institution) even five years ago. In response to a 1991 NEASC critique that the University was lacking in planning, the institution now has in place an array of substantive, ongoing, collaborative planning efforts. These encompass academic program development and curriculum review at both undergraduate and graduate levels, "bottom up" budgeting and spending procedures, personnel development

and evaluation, facilities and technology master planning, and, external accreditation including this critical accreditation project. The University's comprehensive institutional assessment system covers both academic and administrative units of the institution and forms one primary basis of resource allocation and improvement in student learning.

Recent strategic planning developments include the completion of Strategic Plans in 1996 and 2001, and their monitoring by the faculty-based Strategic Plan Advisory Committee; the creation of the President's Quality Council in 1997 and the Academic Affairs Quality Council in 2000 as well as School-based Quality Councils in 2001; and the early steps toward creating an Comprehensive Academic Plan, called for in the 2001 Strategic Plan. Additional recent developments include a set of "Performance Measures," required by the State, and an Operational Plan process, begun in 2001 and designed to integrate strategic and other planned priorities into the financial, personnel, and space planning of the University.

The plethora of planning efforts has led to some planning and reporting redundancies. The entire range of activities is ripe for a coordinated process, derived from strategic planning, with appropriate timing and resources, so that planning efforts are well integrated and do not interfere or conflict with one another. The growth in planning has created a challenge: the need to measure the effectiveness of planning. The increased assessment of student learning outcomes has required faculty to convert their intuitive judgments of student achievement into articulated and measurable performance indicators. However, there have been concerns raised among some faculty that the methods and values that support current planning initiatives are more corporate than academic.

Standard 3: Organization and Governance

The system by which SCSU is governed is generally accepted within the University. This system integrates the roles and responsibilities of the Board of Trustees, the CSU system office, the University President, the Faculty as articulated through the Collective Bargaining Agreement (CBA), and the major internal governance entities. There is a culture of collaboration between the SCSU administration and the SCSU faculty, particularly on issues of educational policy. These relationships have been enhanced by the formation of the various Quality Councils (please see above Standard 2) and the President's Dialogue, an open forum, customarily held three times each semester, through which the President (and appropriate members of his Cabinet) exchange views with faculty and staff.

Several notable organizational and governance changes over the previous several years have improved the effectiveness of institutional operations. Perhaps most significant has been the emergence of an institutional emphasis on external fundraising to supplement state funds and tuition/fee revenues. To that end the University created in 1999 a new Division of **Institutional Advancement**, headed by a new Vice President. This unit oversees and coordinates the activities of the Alumni Office, Public Relations, Development and the Office of Sponsored Programs and Research. The unit has constructed an ambitious action plan for achieving long range funding goals and has

embarked on its implementation. Grant funding efforts have already begun to pay substantial rewards.

Since the last accreditation visit, the **School of Graduate Studies** has been separated from the **School of Extended Learning**. Each has been strengthened by this division and their missions have been clarified. The two previous undergraduate curricular bodies have been consolidated into the new **Undergraduate Curriculum Forum (UCF)**, a representative assembly that focuses on curricular policy and programs. The institutionalization of subdivisions within the Office of the Vice President for Academic Affairs (**Planning and Evaluation** and **Faculty Development and Student Relations**) has resulted in bringing senior level expertise to bear on major areas of responsibility. The schools of Nursing and Social Work with other professional programs have been consolidated into a **School of Health and Human Services**.

While the relationships between the CSU system and SCSU are generally positive, as in the cooperation regarding the Ed.D. proposal, some concerns have been expressed relating to the imposition of major projects by the System Office – most notably the Banner Information System (interactive informational technology) and the oversight of online courses and programs. There is also an identified need for improved communication internally among administrative units and faculty, even though specific developments have taken place, e.g., the President's Dialogue. Role clarifications, especially for Chairpersons, and for coordinating online course offerings are offered as challenges.

Standard 4: Programs and Instruction

Undergraduate Programs

Undergraduate program development has flourished over the past several years. A renewed commitment to the values of the liberal arts and sciences, the influx of new faculty, the awareness of the need to update curricula, and a new course and program proposal review process have all contributed to this period of curricular vitality. A full scale review of the **All-University Requirements (General Education)** is under way at this writing and a pilot program, The Southern Writing Program, will be evaluated by the UCF for permanent status this fall.

New undergraduate degree programs have been approved: Early Childhood; Education/Special Education Collaborative Program and Anthropology. Among several in progress are Environmental Systems Management and Urban Studies. Major program revisions or additions have been adopted by the Honors College and Liberal Studies. A minor in Judaic Studies has been instituted and other area studies programs including Medieval Studies are in the offing.

The proliferation of programs creates challenges given that variety of teaching interests of new faculty are likely to result in new proposals. There is concern that the institution's resources cannot support them all. When completed,

the **Academic Strategic Plan** will speak to curricular priorities and alignment with strategic objectives.

Graduate Programs

The number of Graduate Programs offering degrees has also expanded in recent years with the new MBA, the online option of the MLS, the MA in Women's Studies, and a brand new MS in Computer Science (approved May 2001) all of which have been licensed within the past five years. When formally approved by the Board of Governors for Higher Education, perhaps as early as Fall 2001, the Doctorate in Educational Leadership will bring SCSU's graduate offerings to a new level of distinction.

The Graduate Council reviews all graduate programs every five years, using as a standard of accountability prove that the objectives of the program have been achieved. It is anticipated that outcomes assessment will be integrated as a formal part of the review. A procedure for assessing the differences between undergraduate and graduate programs in the same discipline would also enhance the review. The role and assessment of online education has not yet been addressed. Additional library holdings, reduced workloads for graduate faculty, and increased support for Graduate Assistantships would contribute to the quality of the programs.

Research and Scholarship

The augmentation of the quality and quantity of faculty research and scholarship is one of the most significant salutary developments at SCSU in the recent years. Faculty appointed over the past five years are far more committed to the professional aspects of their positions than those of a decade ago. Faculty increasingly find SCSU to be a supportive environment for research, as noted by the expansion of Faculty Development Programs, the success of the Research and Scholarship Advisory Committee, and the development of the Office of Sponsored Programs and Research. The **Faculty Scholar Award** has given visible attention to scholarly achievement.

The expanded emphasis on research and scholarship raises concerns in some quarters about faculty teaching loads. At minimum, the pool of reassigned time for research might be expanded. Further, as scholarly productivity becomes increasingly mandatory for tenure and promotion, the review processes should reflect that emphasis.

Instruction

The attention to research has not diminished by one iota the institutional commitment as a "teaching institution." Instruction remains the primary responsibility and passion of the faculty. The syllabi, evaluations, and anecdotal student testimony speak eloquently to clarity in presentation, achievements in pedagogy, and nurturing of individual students. The machine-scored teaching

evaluation instrument in use at present does not reflect learning outcomes, however, and is an imperfect measure of teaching prowess. Introduction of the **Teacher of the Year Award** supports this emphasis.

Major growth in the use of technology in the classroom, such as in the dynamic use of internet resources in instruction and the introduction of "smart" classrooms, must be noted. Improvements in support for those technologies, while positive, remain a promise to be achieved. Emphasis on fundamental skills, exemplified by the new positions in English and Mathematics, should also be noted. Advisement of students by academic departments is uneven and requires strengthening. The insertion of learning outcomes into syllabi would also prove helpful.

Admissions and Retention

The admissions process, from initial recruitment through enrollment in courses is a positive strength at SCSU. The Admissions Office may be considered a model for public universities similar to SCSU, consistently meeting increased projected targets without altering admissions standards. Recent developments in the use of technology in recruitment and facilitation of transfer articulation have been implemented successfully.

Departmental brochures regarding admission criteria, degree requirements and employment opportunities are being updated and clarified. Student retention tactics (see Standard 6) have begun to reduce attrition rates. In particular the introduction of a pilot **Freshman Year Experience** course, a **Peer Mentoring Program**, and **Withdrawal Counseling** have been designed to address adjustments to university level experiences and to provide bonding of students with the institution.

Standard 5: Faculty

The most significant strengths of SCSU are the qualifications, experience and commitment of its 400-plus full-time faculty. SCSU faculty fulfill their multiple roles and responsibilities, addressing the complex relationships among teaching and advisement, creative activity and research, governance, professional development, and community service. Most faculty regard their work as a calling, not just a job. The majority of those who come here stay for a career.

- **150 Appointments in Four Years.**

Perhaps the most dramatic change in the University over the past four years is the appointment of some 150 full-time faculty. Most have been appointed to replace the large cohort of faculty who retired; SCSU is extraordinarily fortunate to be able to replace retirees one for one. A number of new positions have also been created, especially in English and Mathematics, as noted. The Office of Academic Affairs is using this rare opportunity to reallocate faculty positions to areas of greatest student demand, curricular vitality, planned growth based on assessment outcomes, and alignment with the institution's

mission and vision. About half the new faculty members are in the School of Arts and Science, underscoring the core values of the institution. While teaching remains the highest priority for all faculty, the new faculty have brought to SCSU a positive emphasis on scholarly and professional activity

- **Support for Faculty.**

The President, the Vice President for Academic Affairs, the Office of Faculty Development, the Assessment Office and the Academic Deans have all been heavily involved in increasing levels of support for the faculty's professional growth on a variety of fronts. As noted earlier, support for faculty computers, professional travel, mentoring, reassigned time for curricular activity, and funding for research, has grown substantially during the past several years. The Office of Sponsored Programs and Research is developing grant opportunities for faculty on an expanded scale.

A series of challenges for faculty have arisen over recent years. As expectations for faculty scholarly productivity emerged, there is a growing concern about the 12 credit per semester teaching load. This matter is currently being considered as a matter of collective bargaining, and by a team sponsored by the Academic Affairs Quality Council. Improvements in the quality of faculty advisement have also been identified as a priority. Various means of addressing advisement are being considered by a second team sponsored by the Academic Affairs Quality Council.

Other matters related to the faculty involve: increasing the diversity of faculty appointments; adjusting the ratio of full-time to adjunct faculty; supporting non-teaching service; addressing the proliferation of curricular and program initiatives; enhancing the quality of technology in the classrooms; and ameliorating the possible "burnout factor" that affects some overworked faculty. Each of these matters is under discussion by senior leadership and faculty organizations at this time.

Standard 6: Students

The Southern student population blends undergraduate and graduate, traditional and non-traditional students, as well as full-time and part-time students. Each cohort requires a unique set of non-academic services and support. One mission of the Office of Student Affairs is to provide a panoply of student activities and services, ranging from clubs and recreational facilities to support units – financial aid, disability resources, residence life, career services, counseling, health-related services, commuter services, and information technology. Students are supported by a talented staff of professionals in all of these areas. As with faculty, many staff are relatively recent appointees to the institution.

- **Student Services Focus on Retention**

The efforts to improve retention reflect a continuing commitment to the students SCSU admits to the institution through an array of programs, many inaugurated within the past few years, such as the revised and reconstructed New Student Orientation; the Summer Educational Opportunity Program; and improvements in the placement process for English and Mathematics. The Noel-Levitz College

Student Inventory was introduced several years ago as a means of analyzing individual student characteristics to improve retention. The accelerated process for notification of financial aid also speaks to this concern.

- **Recent Innovations**

The Office of Student Affairs has inaugurated numerous innovative improvements in response to perceived student need including fitness centers and a commuter lounge. Student Government funds shuttle buses to provide convenient transportation among university buildings for students and staff; the Faculty Senate created new "community hours" offering meeting times and places to gather.

Serving students' needs outside the classroom is an important institutional priority. Current challenges relate to stated student discontent with the food service; the need for additional support for commuter students; the lack of a consistent philosophy among student service units; the demand for a university information center; and the requirement for a systematic and regular means of evaluating student services. There is, moreover, a need to institutionalize the participation of students in shared governance, so that student input is better understood and routinely considered in the development of curricula, student services and other appropriate decision-making in the institution.

Standard 7: Library and Information Resources

- Under its new Director, the **Library** has, in past few years, undergone major improvements in implementing current practices in funding for books and electronic materials, and in levels of professional staffing. Increasing support for student needs range from extended hours, to remote computer access, to building security. Several new professional staff have been appointed and, as with the teaching faculty, have brought innovation and energy to library services. Since SCSU had considerable distance to make up after years of underfunding, these are substantial achievements.
- With regard to **Information Technology**, the **Computer Centers** (academic and administrative) have grown dramatically in hardware, software and staff over the previous several years. The University has appointed a new **Chief Information Technology Officer** with a mandate to reorganize and upgrade this burgeoning area. Every faculty member and administrator now has an up-to-date computer and appropriate software. Support for faculty and student computer needs – particularly the new Help Desk – is already vastly improved. Faculty participate actively in this decision-making process. Student computer labs have been dispersed across the campus. The **Telecommunications System** has similarly undergone major improvements in recent years, particularly with the introduction of a reliable voicemail system to replace rotary phones and "life-cycle funding" for various telecommunications equipment needs within the institution.

- **The Language Lab** has been transformed under a new director. The department is now committed to integrating interactive technology into language instruction. Space and computing hardware are planned for the lab.

Among the challenges facing the Library and the several computing facilities on the campus is the daunting task of staying abreast of current technologies and updating older systems to currency. This objective must be accomplished without shifting academic priorities or creating an undue financial burden for the University. The number and level of sophistication of the high tech classrooms, while markedly improved over the past several years, remain a concern for some faculty. The response time and availability of technical support from Audio Visual Support Office and from the computer centers has also been identified as a faculty concern.

Standard 8 - Physical Resources

The Master Plan of 1993 has inaugurated a massive transformation of the SCSU campus. Within the past two years a new Facilities Operations Building was constructed, initiated a wave of new construction. A new parking garage has also been constructed to alleviate seriously congested conditions, particularly for graduate students attending late afternoon and evening courses. Classroom, laboratory and auditorium spaces in several buildings have received upgrades. Administrative offices and academic departments have been moved in preparation for long range construction projects. Some venerable "temporary" buildings have been demolished and faculty have been relocated to swing spaces. The President has been successful in eliciting funding from not-always-willing sources for long deferred renovations, additions and new construction. The next Master Facilities Plan, with substantial input from faculty, staff and students, is in the preliminary stage.

- **\$240 million in funding** for building over the next several years (Phase I of the Master Facilities Plan) will transform the learning environment of the campus. The main classroom building for the Arts and Sciences, Engleman Hall, will be completely renovated and a major addition constructed; the Buley Library will more than double in size. A new Campus Center will improve student services and conference space. The power plant will be upgraded. This new construction will offer office space for faculty, benefits in classroom technology, student services, and access to scholarly resources.
- **Consolidation of administrative services** in the "swing" building, Wintergreen, is an advantage to students. The offices of the Registrar, Bursar, Financial Aid, Academic Advisement, the various units that compromise Student Supportive Services, and the School of Extended Learning have been consolidated in this structure, bringing closer the ideal of one-stop student services. Many of the offices in the Division of Finance and Administration have also been relocated to this building, pending the renovation of Engleman Hall.
- **Campus improvements over past several years.** During the past several years the campus has enjoyed the benefits of improved landscaping, new and informative signage, and enhanced security. The campus environment is

cleaner, greener, safer and more accessible. SCSU has the largest population of disabled students in the CSU system and provides excellent accommodations to meet these students' special needs.

The challenge of providing adequate numbers of quality academic spaces to match curricular and student needs remains critical, notwithstanding all the current and planned construction. The 1993 Master Plan acknowledged the insufficiency of classrooms, faculty offices, clinic spaces and laboratories. The question of classroom space, in particular, has become a paramount institutional concern identified by faculty. Ironically, the rapid progress of the University – the influx of new faculty, developments within academic disciplines, improved student services, and the expansion of the Computer Centers and Institutional Advancement – have all exacerbated the shortage of space. While anticipated renovations, planned relocations of some programs to off-campus sites, and altered forms of curricular delivery may provide some mitigation for the short run, it is unlikely that solutions to address the need for academic spaces can be fully implemented for perhaps a decade.

Standard 9 – Financial Resources

- **Stable Funding.** The University's revenue base makes it possible to continue to offer our programs and services at quality levels at least consistent with the past several years. Funding has been adequate to support new faculty, new construction, new equipment and new programs at the same time. This financial stability permits planning, particularly academic planning over time. Hence, the environment of financial constancy permits the comprehensive academic plan and other aspects of the current Strategic Plan to go forward. Because of the balance of state funding and tuition/fees the University's fiscal stability is anticipated to continue as long as the State's economic picture remains strong.
- **Financial Planning and Budgeting.** In recent years the "bottom up" approach to budgeting has significantly increased participation in the process. Within the Division of Academic Affairs, faculty and departmental needs are communicated through Departmental Chairpersons to Deans, then through Deans to the Vice President for Academic Affairs. The academic budget is thus driven by implementation of academic priorities. Directors of administrative operations, have participated in the budget process as a matter of routine. The newest innovation, Operational Planning, anticipates conversion of strategic objectives into the budget.

The annual allocation or reallocation of limited financial resources, based on planned institutional priorities, suggests the need for a budgetary analysis and assessment of expenditures and revenues on a program-by-program basis which would determine the validity of reallocations in a way not currently in place in the University. Further, fiscal planning, along with strategic planning, should include a scenario for contraction in an economic downturn or a mandate from the CSU System Office as well as for augmentation.

Standard 10 – Public Disclosure

- The recent growth and leadership of the Office of Public Affairs has brought SCSU new positive exposure with its various constituencies. The University's website is now the most available source of data for those seeking information. University undergraduate and graduate catalogs, similarly, are more timely and accurate. The Undergraduate Catalog includes the institutional mission statement; with increasing frequency, catalogs also include school-based and departmental-based visions and missions.
- Information regarding academic policies, student fees, rules and deadline dates is plentiful and accurate – a strength for the University. A variety of publications deliberately target this information, most notably the Student Handbook and the materials produced by the Offices of Admissions and Financial Aid and by the Schools of Extended Learning and Graduate Studies. The Institutional Fact Book, an annual survey of student and faculty demography produced by the Office of Institutional Research, has improved substantially over the previous several years.

Certain aspects of information collection and distribution may be identified for enhancement. Since the addition of new or updated information on the website may be virtually instantaneous, whereas hard copy publications are annual or periodical, the occasional inconsistencies of dates or data between published and website versions require a process for resolution. A central clearinghouse has been proposed which would also provide information about cancellations, special events, and a regularly updated university calendar.

Because of the timing of some part-time faculty appointments, inclusion of the names and credentials of adjunct faculty in the catalog may not be practical; their inclusion in the institution's phone book does occur and many have university email accounts. A separate listing on the web might well serve as an appropriate option.

The University recognizes the need to delete from catalogs courses no longer taught, so that students are not misled as to availability. However, courses not taught for two years are not currently identified, nor are they automatically removed from the catalog. The University is moving toward a three-year course rotation system in many departments, since a three-year timetable would better serve student and faculty interests. The department Chairpersons are in the process of structuring rotations and hence clarifying long-range course availability.

Standard 11: Integrity

Ethical Standards. The University subscribes to high standards of ethics and integrity in publications and public pronouncements. Evidence may be found in faculty and student handbooks, the AAUP contract, in orientation materials, the website and curricular documents. Our commitment to accuracy in what is written about curriculum, academic policies, and university rules is certainly one indicator of our commitment to honesty. The rising trust level in the Staff Satisfaction Surveys is also evidence.

Truthfulness. Forums for candid discussion abound. The Senate, the UCF and Graduate Council, have face-to-face meetings with senior leadership. The President and Vice Presidents do what they say they will do: providing computers for all faculty, authorizing new lines for English and Math, honoring the conditions of new appointment contracts, all serve as examples. Student publications cite rights and responsibilities overtly.

Academic Freedom and Due Process. Full-time faculty teach the content of their disciplines as they wish and how they wish; they choose course materials as they please. Students are encouraged to voice their views orally and in writing. Guest speakers represent diverse viewpoints and, of course, say what they please. Student due process provisions, including grade appeals, may lead to formal hearings and resolution of alleged grievances. Faculty members have a clearly defined grievance procedure in the AAUP/BOT collective bargaining agreement, particularly regarding personnel actions. Institutional Review Board procedures are also in place.

The University has **formal legal authority** to offer the programs and issue the degrees it does. There are clear and current procedures from the Board of Trustees, the Board of Governors, the Attorney General's office (regarding contracts and purchasing, for example). There are both state and internal auditors constantly at work; SCSU does very well in respect to the rules under which funds are allocated and spent. Accreditation agencies also monitor a number of programs, especially professional programs including Public Health, Nursing, Computer Science, Chemistry, Education, Communication Disorders, Marriage and Family Therapy, and School Counseling, as well as the CIHE itself.

One pertinent problem related to integrity concerns **computer ethics** in general and online plagiarism in particular. SCSU must develop policies in this area. The Research Center for Computers and Society may provide valuable expertise. Affirmative action searches and **appointment of a diverse faculty and staff** is another concern, particularly given the competition from other institutions. New procedures are in place and administrative scrutiny of candidate pools bodes well. While a seemingly minor matter, the University should articulate its commitment to integrity in the Mission Statement and Strategic Plan. A mechanism to examine ethical ideals and practices would serve the interests of the University community.

THE PROCESS AND THE PARTICIPANTS

The re-accreditation process at Southern Connecticut State University has triggered an examination of all aspects of the University at a moment of dynamic institutional change. For Southern the purposes of that examination combine the achievement of re-accreditation with self-improvement.

Two principal features of this Self-Study may be noted. The construction of the document has been marked by collegiality and cooperation. Two faculty Co-Coordiators, chosen by the President upon recommendation of the Vice President for Academic Affairs, were supported by Academic Affairs staff. The Co-Coordiators assumed responsibility for leadership and direction of the project, including selection of Co-Chairpersons for the various Standard Committees and subcommittees. In monthly meetings of the Self-Study Steering Committee (the Co-Coordiators, Co-Chairpersons and Academic Affairs staff) issues of substance and process were discussed candidly and resolved amicably. Faculty members and administrators were invited to serve on these bodies on the basis of expertise, a balance of schools and ranks, and a variety of factors related to diversity. As many as 150 persons have participated in the preparation of the Self-Study. The process has built valuable links between faculty and administrators. The broad involvement in the Self-Study process reflects SCSU's culture and history.

The Self-Study process has been an extraordinary learning experience for all of those who gave willingly of their intelligence and energy.

This document contains recent data from a series of surveys of faculty, students and administrators conducted by the Co-Coordiators. This data compels clarity in the description and candor in the appraisals and projections. The information gained will also be used to inform institutional planning beyond the Self-Study, as will the document itself. A statement regarding the survey methodology follows.

Self-Study Survey Methodology

To obtain in-depth information for the NEASC Self-Study from all segments of the University community, we surveyed six groups: faculty, staff, administrators, deans, Chairpersons/Program Coordinators, and students. The universe of all of the groups except students was surveyed. All faculty, staff, administrators, deans, and Chairpersons/Program Coordinators were mailed a self-study survey. Each group's survey had both shared and specialized questions. A fair proportion of questions on all surveys were derived from NEASC Standards. For example, Question #5 on the faculty survey: "SCSU's system of governance effectively accomplishes the institution's mission and purposes" was derived from Standard 3.

To survey the students, a purposive sampling methodology was used. Because there were 12,127 students at SCSU during the 2001-2002 academic year, we were not confident that we could create a sampling frame (a list of all students) that was accurate. Also, because we were not confident that we could obtain a high response rate to a mailed survey, we decided to administer surveys in the classes of those professors who volunteered to administer the survey. All NEASC Self-Study Co-Chairpersons were asked to administer the surveys in their classes and the Co-Chairpersons asked other professors in their departments to also administer the surveys. The co-chairs were representative of all of the departments and schools at the university. Three thousand student surveys were made available to faculty to distribute to students. Over 1,000 students completed the surveys (1,207 were returned and 916 were analyzed) for a response rate of about 30%. Based on the total number of students at SCSU, the sample size for .05 permissible error would be about 375 students. Because we administered surveys to over 1,000 students we certainly had enough surveys to make statements about student beliefs. However, students were not randomly surveyed so the representativeness of this sample is not totally legitimate.

The response rates from all other groups ranged from a low of 20% for staff and 22% for faculty to a high of 38% for Chairpersons and Coordinators Program and 41% for Deans. Obviously a higher response rate would be better (50-70% would be the ideal); however we believe that the people that responded were those committed to helping SCSU change.

For all survey groups, except the Deans (whose surveys were tallied by hand), not all surveys returned were analyzed. Because a scanning methodology was used to read survey responses, surveys that were not completed correctly were not analyzed. All responses required filling in a bubble. If a person circled the bubble or provided some other kind of response other than filling in the circle, the scanner could not read the response. The number of returned surveys that were not analyzed ranged from 25% for the faculty to 10% for the students and Chairpersons/Coordinators.

SELF-STUDY LEADERSHIP TEAM

Note: Please see Exhibit A

SELF-STUDY COORDINATORS AND STAFF

Vara Neverow, Department of English, School of Arts and Sciences
Faculty Co-Coordinator of the Self-Study

Todd Rofuth, Department of Social Work, School of Health and Human Services
Faculty Co-Coordinator of the Self-Study

Richard Gerber, Office of Academic Affairs,
University Coordinator of Accreditation and Assessment

Jean Polka, Administrative Assistant

Jennifer Hudson, University Assistant

Bertrand DeFoe, University Assistant

STEERING COMMITTEE

Standard 1 – Mission and Purposes

Standard 2 – Planning and Evaluation

James Mazur, Department of Psychology, School of Arts and Sciences
Ellen O'Sullivan, Department of Public Health, School of Health
and Human Services

Standard 3 – Organization and Governance

Robert Jirsa, Department of Communication Disorders, School of Health
and Human Services
Rebecca Lerud, Department of Biology, School of Arts and Sciences

Standard 4 – Programs and Instruction

Camille Serchuk, Department of Art, School of Arts and Sciences
Anthony Sherman, Department of Communication, School of
Communication, Information and Library Science

Subcommittee 4A – Undergraduate Programs

Polly Beals, Department of History, School of Arts and Sciences
James Granfield, Department of Special Education,
School of Education

Subcommittee 4B – Graduate Programs

John Critzer, Department of Political Science,
School of Arts and Sciences
Marianne Kennedy, Department of Communication Disorders,
School of Health and Human Services

Subcommittee 4C – Scholarship and Research

David Levine, Department of Art, School of Arts and Sciences
Mary Brown, Department of Information Technology and
Library Science, School of Communication, Information
and Library Science

Subcommittee 4D – Instruction

Cynthia McDaniels, Department of Education,
School of Education
Kul Rai, Department of Political Science,
School of Arts and Sciences

Subcommittee 4E – Admissions and Retention

Dana Sonnenschein, Department of English
School of Arts and Sciences
Michael Martin, Department of Counseling and School
Psychology, School of Education

Standard 5 – Faculty

George Appleby, Department of Social Work, School of Health
and Human Services
Bruce Kalk, Department of History, School of Arts and Sciences

Standard 6 – Students

Ross Gingrich, Department of Mathematics, School of Arts and Sciences
Rhea Paul, Department of Communication Disorders, School of Health
and Human Services

Standard 7 – Library and Information Resources

Hugh Davis, Department of History, School of Arts and Sciences
Lisa Lancor, Department of Computer Science, School of
Communication, Information and Library Science

Standard 8 – Physical Resources

James Dolan, Department of Physics, School of Arts and Sciences
Barbara Heinisch, Department of Special Education,
School of Education

Standard 9 – Financial Resources

Gary Crakes, Department of Economics and Finance, School of Business
Sandra Grant, Department of Foreign Languages,
School of Arts and Sciences

Standard 10 – Public Disclosure

Standard 11 – Integrity

Krystyna Gorniak, Department of Philosophy,
School of Arts and Sciences
Frank Tavares, Department of Communication, School of
Communication, Information and Library Science

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

PREFACE PAGE: Southern Connecticut State University

1. HISTORY: Year chartered or authorized 1893 Year first degrees awarded 1941

2. TYPE OF CONTROL (CHECK OR FILL-IN):

State	<u>PUBLIC</u>	Nonprofit	<u>PRIVATE</u>
City	<u>x</u>	Religious group (name)	_____
Other Specify	_____	Other (specify)	_____

3. DEGREE LEVEL (CHECK ALL APPROPRIATE CATEGORIES):

Associate x Baccalaureate x Master's x Professional x Doctoral _____

4. ENROLLMENT IN DEGREE PROGRAMS (FOR FALL SEMESTER OF THE MOST CURRENT YEAR): 2000

	<u>FULL-TIME</u>	<u>PART-TIME</u>	<u>FTE</u>
Associate	_____	_____	_____
Baccalaureate	<u>6010</u>	<u>2070</u>	<u>6476</u>
Graduate	<u>781</u>	<u>3266</u>	<u>1859</u>

5. CURRENT FACULTY:

Full-time 416 Part-time 423 FTE 579

6. CURRENT FUND DATA FOR MOST RECENTLY COMPLETED FISCAL YEAR
(SPECIFY YEAR) FY 2000 :

<u>EXPENDITURES</u>		<u>REVENUES</u>	
Instruction	<u>48,534,190</u>	Tuition	<u>35,860,592</u>
General	<u>54,141,306</u>	Gov't Appropriations	<u>57,332,741</u>
Auxiliary Enterprises	<u>10,542,674</u>	Gifts/Grants/Endowment	<u>5,704,862</u>
Other	<u>1,237,693</u>	Auxiliary Enterprises	<u>12,115,307</u>
		Other	<u>2,873,596</u>
TOTAL:	<u>114,455,863</u>		<u>111,854,830</u>

7. OFF-CAMPUS LOCATIONS:

Total 6 In-state 6 Out-of-state _____

8. ACCREDITATION HISTORY:

Candidacy: None Initial Accreditation: 1952 Last Comprehensive Eval: Fall, 1991
Last Commission Action: Progress report accepted.
Last Action Taken on: March 3, 2000

9. OTHER CHARACTERISTICS:

Institutional Characteristics

This form is to be completed and placed at the beginning of the self-study report:

Date: August 2001

1. Corporate name of institution: Southern Connecticut State University
2. Address (city, state, zip code): 501 Crescent Street, New Haven, CT 06515
Phone: (203) 392-5200
3. Date institution was chartered or authorized: 1893
4. Date institution enrolled first students in degree programs: 1937
5. Date institution awarded first degree: 1941
6. Type of control: (check)

Public

Private

State

Independent, Non-Profit

City

Religious Group
(Name of Church) _____

Other
(Specify) _____

Proprietary

Other
(Specify) _____

7. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Board of Governors of Higher Education, State of Connecticut

(Attach a copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the award degrees in accordance with applicable requirements.)

8. Level of postsecondary offering: (check all that apply)

Less than one year of work

First professional degree

At least one but less than two years

Master's and/or work beyond the first professional degree

Diploma or certificate programs of at least two but less than four years

Work beyond the master's level but not at the doctoral level (e.g. Specialist in Education)

Associate degree granting program of
of at least two years

A doctor of philosophy or
equivalent degree

Four or five-year baccalaureate degree

Other (Specify): Ed.D. (forthcoming)

9. Type of undergraduate programs (check all that apply)

Occupational training at the
craftsman/clerical level
(certificate or diploma)

Liberal arts and general

Occupational training at the technical
or semi-professional level (degree)

Teacher preparatory

Two-year programs designed for full
transfer to a baccalaureate degree
(Pre-Engineering)

Professional

Other _____

10. The calendar system at the institution is:

Semester

Quarter

Trimester

Other

11. What constitutes a "normal" credit hour load for students each semester?

- | | |
|------------------|------------------------|
| a) Undergraduate | <u>15</u> credit hours |
| b) Graduate | <u>9</u> credit hours |
| c) Professional | N/A credit hours |

12. Student population:

a) How many full-time students in degree programs?

	<u>Headcount:</u>	<u>Headcount M/F:</u>	
1. Undergraduate	6,010	2,426 (M)	3,584 (F)
2. Graduate	781	194 (M)	587 (F)

b) How many part-time students in degree programs?

	<u>Headcount:</u>	<u>Headcount M/F:</u>	
1. Undergraduate	2,070	893 (M)	1,177 (F)
2. Graduate	3,266	836 (M)	2,430 (F)

c) How many full time equivalents (total student population)?

1. Undergraduate	6,476
2. Graduate	1,859

d) How many students (headcount) in non-credit, short-term courses? N/A

13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program:

Chemistry, M.S., Certification – American Chemical Society
 Computer Science – Accreditation Board for Engineering and Technology
 Exercise Science, M.S., Certification – National Athletic Trainers Association
 Library Science, M.L.S. Certification – American Library Association
 Marriage and Family Therapy, M.S. – American Association for Marriage and Family Therapy
 Nursing, M.S.N. – National League for Nursing
 Public Health, M.P.H. – American Public Health Association
 School Counseling, Community Counseling and School Psychology, M.S. , Sixth-Year Professional Diploma in Counseling – Council for Accreditation of Counseling and Related Education Programs
 School Psychology, M.S. – National Association of School Psychology
 Social Work, M.S.W. – Council for Social Work Education
 Speech-Language Pathology and Audiology, M.S. – American Speech-Language and Hearing Association

14. List by name and title the chief administrative officers of the institution. (Use the form provided.)

15. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually included four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

- Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
- Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
- Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, auxiliary enterprises, and other units assigned to this area;
- Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

16. Record briefly the central elements in the history of the institution:

Founded in 1893 as the New Haven Normal School, Southern became a four-year college with degree granting powers in 1937. Ten years later Southern joined with Yale University's department of education to offer a graduate program leading to a Master of Arts degree. In 1954, the State Board of Education authorized the institution – then known as the New Haven State Teachers College – to assume complete responsibility for this graduate program. In 1959, state legislation expanded Southern's offerings to include liberal arts curricula leading to bachelor's degree in the arts and sciences. This legislation also reorganized the institution into a multipurpose institution and renamed it Southern Connecticut State College. In 1983, after expanding both its undergraduate and graduate programs, Southern became a

university composed of seven academic schools. The University continues to evolve as the institution seeks to offer its first doctoral degree, the Ed.D. in Educational Leadership. With its strong identity intact and its fine traditions for support, Southern can look to a future as varied, dynamic, responsive and responsible as its past.

CHIEF INSTITUTIONAL OFFICERS

FUNCTION OR OFFICIAL NAME EXACT TITLE

Chair Board of Trustees	Lawrence D. McHugh	Chairperson, Board of Trustees
President/Director	Michael J. Adanti	President, SCSU
Executive Vice President	N/A	
Chief Academic Officer/ Vice President for Academic Affairs	J. Philip Smith	Vice President for Academic Affairs
Deans of Schools and Colleges: School of Arts and Sciences School of Business School of Communication, Information and Library Science School of Education School of Extended Learning School of Graduate Studies School of Health and Human Services/Professional Studies	Donna Jean A. Fredeen Kenneth L. Kraft Edward C. Harris Rodney A. Lane Vacant Sandra C. Holley Fay A. Miller Ellen R. Beatty, Interim	
Chief Financial Officer	James E. Blake	Vice President for Finance and Administration
Chief Student Services Officer	David A. Pederson	Vice President for Student and University Affairs
Dean of Students	Richard V. Farricielli	Dean of Student Affairs
Planning	Robert A. Gelbach Richard A. Gerber	Director, Quality Management Institute Assistant to VPAA
Institutional Research	Walter P. Ziemba	Director, Institutional Research
Institutional Advancement	Carol R. Martin	Vice President for Institutional Advancement

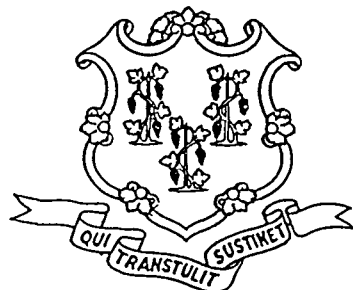
Library	Susan E. Cirillo	Director, Library Services
Continuing Education	Patricia K. Whelan	Director, School of Extended Learning
Grants/ Sponsored Research	Patricia Zibluk	Director, Office of Sponsored Programs and Research
Admissions	Sharon A. Brennan	Director, Admissions and Enrollment Management
Registrar	Lynn M. Kohn	Registrar
Financial Aid	Geraldine Prince	Director, Financial Aid
Public Relations	Patrick J. Dilger	Director, Public Affairs
Alumni Association	Kevin T. McGinniss	Director, Alumni Affairs
Other:		
Faculty Development	Ellen R. Beatty	Associate Vice President for Academic Affairs
Academic Advisement	Rose E. Cretella	Director, Academic Advisement
Affirmative Action	Patricia Terry	Director, Affirmative Action
American Association of University Professors	John P. Kavanagh	President, SCSU AAUP
Controller	Lise Brule	Controller
Facilities Operations	Robert G. Sheeley	Associate Dean for Facilities Operations

Information Technology	W. Alvin Chai	Chief Information Technology Officer
Intercollegiate Athletics	Darryl Rogers	Director, Intercollegiate Athletics
Personnel	Santiago Malave	Director of Personnel
Residence Life	Mark Ceneviva	Director, Residence Life
University Police/Security	John A. Prokop	Director, Security

THE GENERAL STATUTES OF CONNECTICUT

REVISION OF 1958

Revised to January 1, 1999



VOLUME 3

Published by Authority of the State

PART II

CONNECTICUT STATE UNIVERSITY

Sec. 10a-87. (Formerly Sec. 10-109). Connecticut State University; maintenance; degrees. The Board of Trustees of the Connecticut State University System shall maintain: Western Connecticut State University, Southern Connecticut State University, Eastern Connecticut State University and Central Connecticut State University. The board of trustees shall offer curricula which shall prepare persons who have successfully completed the same to teach in the schools of the state at any of said institutions if the board shall deem appropriate and, in addition, programs of study in academic and career fields, provided the board of trustees shall submit to the Board of Governors of Higher Education for review and approval recommendations for program terminations at any of said institutions in accordance with the provisions of subdivision (8) of subsection (a) of section 10a-6. The board of trustees shall establish policies which protect academic freedom and the content of course and degree programs, provided such policies shall be consistent with state-wide policy and guidelines established by the Board of Governors of Higher Education. Each of said institutions shall confer such degrees in education and in academic and career fields as are appropriate to the curricula of said institution and as are usually conferred by the institutions; honorary degrees may be conferred by said institutions upon approval of each honorary degree recipient by the Board of Trustees of the Connecticut State University System.

(1949 Rev., S. 1412, 1420; 1959, P.A. 411, S. 6; February, 1965, P.A. 330, S. 31; 1967, P.A. 142, S. 1; 296, S. 1; P.A. 82-218, S. 14, 46; 82-391, S. 1, 2, 6; P.A. 83-576, S. 1, 5; P.A. 84-87, S. 4, 7; 84-241, S. 2, 5; P.A. 89-237, S. 8, 11; P.A. 91-256, S. 52, 69.)

History: 1959 act changed names of schools from teachers college to state college and authorized conferring of degrees in academic fields; 1965 act substituted board of trustees of the state colleges for state board of education and made technical language changes to simplify and clarify provisions; 1967 acts renamed Danbury State College as Western Connecticut State College and Willimantic State College as Eastern Connecticut State College; P.A. 82-218 and P.A. 82-391 reorganized state system of higher education, granting state colleges university status, designating them as the Connecticut State University and adding provisions requiring that program terminations be reviewed and approved by board of governors, effective March 1, 1983; Sec. 10-109 transferred to Sec. 10a-87 in 1983; P.A. 83-576 added provisions permitting awarding of honorary degrees and prohibiting denial of access to armed forces representatives; P.A. 84-87 repealed language prohibiting board from denying military recruiters the opportunity to recruit on campus; P.A. 84-241 added "of higher education" to board of governors' title; P.A. 89-237 added career fields as programs of study offered by the board of trustees and as degrees which may be conferred; P.A. 91-256 made technical changes.

See Sec. 10-19 re development of programs to train public school personnel regarding effects of alcohol, nicotine or tobacco and alcohol.

See Sec. 10a-149a re access to directory information and on-campus recruiting opportunities for military recruiters.

Cited. 2 CA 196, 197.

Sec. 10a-88. (Formerly Sec. 10-109a). Board of Trustees for the Connecticut State University. There shall continue to be a Board of Trustees for the Connecticut State University System to consist of eighteen members, fourteen to be appointed by the Governor, who shall reflect the state's geographic, racial and ethnic diversity; two of whom shall be state college or Connecticut State University system alumni; and four students, one from each state university elected by the students enrolled at such state university. On or before July 1, 1983, the Governor shall appoint members to the board as follows: Five members, one of whom shall be a state college or Connecticut State University system alumnus, for a term of two years from said date; five members, one of whom shall be a state college or Connecticut State University system alumnus, for a term of four years from said date, and four members for a term of six years from said date. Thereafter the Governor shall appoint members of said board to succeed those appointees whose terms expire, such members to serve for terms of six years each from

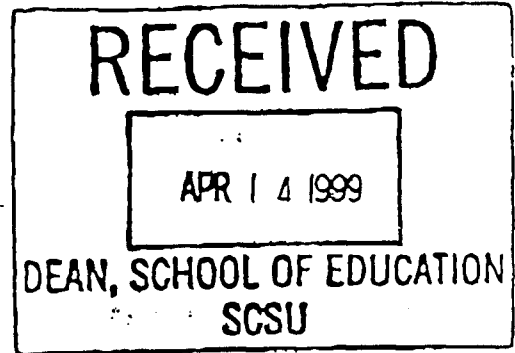


STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



April 9, 1999

Dr. Rodney Lane
Dean, School of Education
Southern Connecticut State University
501 Crescent St.
New Haven, CT 06515



Dear Dr. Lane:

The State Board of Education approved the following resolution at its meeting on April 8, 1999:

RESOLVED, That the State Board of Education, pursuant to Section 10-145d-9(g) of the Regulations of Connecticut State Agencies, grants full program approval for the period October 1, 1999, through September 30, 2004, with an interim report due by January 1, 2001, for the purpose of certifying graduates from Southern Connecticut State University, in the following endorsement areas:

<u>Program</u>	<u>Grade Level</u>	<u>Degree Level</u>
early childhood	B - K	graduate
early childhood	N - 3	graduate
elementary education	1 - 6	undergraduate/graduate
middle grades	4 - 8	undergraduate
English	7 - 12	undergraduate/graduate
French	7 - 12	undergraduate/graduate
German	7 - 12	undergraduate/graduate
Italian	7 - 12	undergraduate/graduate
Spanish	7 - 12	undergraduate/graduate
history & social studies	7 - 12	undergraduate/graduate
mathematics	7 - 12	undergraduate/graduate
biology	7 - 12	undergraduate/graduate
chemistry	7 - 12	undergraduate/graduate
earth science	7 - 12	undergraduate
physics	7 - 12	undergraduate
art	Pk - 12	undergraduate/graduate
health	Pk - 12	graduate
physical education	Pk - 12	undergraduate/graduate
remedial reading and remedial language arts	Pk - 12	graduate
school library media	Pk-1 2	graduate
comprehensive special education	1 - 12	undergraduate/graduate
school counselor	Pk - 12	graduate
school psychologist	Pk - 12	graduate

Box 2219 • Hartford, Connecticut 06145

An Equal Opportunity Employer

<u>Program</u>	<u>Grade Level</u>	<u>Degree Level</u>
speech and language pathology	Pk - 12	graduate
reading and language arts consultant	Pk - 12	graduate
intermediate administrator or supervisor	Pk - 12	graduate
superintendent of schools	Pk - 12	graduate

and

RESOLVED, That the State Board of Education, pursuant to Section 10-145d-9(g) of the Regulations of Connecticut State Agencies, grants full program approval for the period October 1, 1999, through September 30, 2001, with an interim report due by January 1, 2001, and an on-site visit in Spring 2001, for the purpose of certifying graduates from Southern Connecticut State University, to the new graduate middle grades program;

and directs the Commissioner to take the necessary action.

The Board expressed concern about the number of standards which were partially met. The members indicated that they expect the university to continue its work on the standards, and to pay particular attention to the area of educational technology.

Should you have any questions, please contact Dr. Hilary E. Freedman at (860) 566-7258.

Sincerely,



Theodore S. Sergi
Commissioner of Education

TSS:hf

p.c.: President Michael J. Adanti

Enc.

SCSU ADMINISTRATIVE ORGANIZATION

PRESIDENT

- * Affirmative Action
- * Intercollegiate Athletics
- * Facilities Usage
- * Quality Management Inst.

VP ACADEMIC AFFAIRS

VP STUDENT AND UNIVERSITY AFFAIRS

VP FINANCE AND ADMINISTRATION

VP INSTITUTIONAL ADVANCEMENT

- * Assoc VP Fac. Dev./Stu. Rels.
- * Asst for Policy & Evaluation

Academic Schools

- Deans of:
- Arts & Sciences
 - Business
 - Comm., Info., & Libr. Sci.
 - Education
 - Health & Human Servs.
 - Graduate Stds.
 - Extend. Lrng.

University Affairs/ University Services

- Legal Affairs
- Personnel Administration - Labor Rels.
- Personnel Off.
- Stud. Support. Services
 - Disability Res
 - Educ. Oppty
 - Intern'l Stds.
 - Veterans Affs.
- Financial Aid
- Health Services
- Univ. Police

Controller

- Financial Plng/ Budget
- Accounting
 - Accounts Payable
 - Payroll
- Bursar
- Admin Support Services
 - Purchasing
 - Telecomm.
 - Mailroom/ Duplicating
 - Bookstore
- Financial Info Systems

- Alumni Affairs
- Development
- Foundation
- Public Affairs
 - Publications
 - Publ. Info.
- Spon Prog/Res.

Facilities & Operations

- Engineering / Environm. Servs.
- Facilities Operation
- Building Maint.
- Inventory / Stores
- Property Control
- Facilities Planning/ Architectural Services

Administrative Units

- Acad. Advisement
- Accreditation
- Admissions
- Banner Project
- Cent. Visual Arts
- Faculty Development
- Inst'l Assessment
- Inst'l Research
- Library
- Learning. Res.
- Information Techn.
- Academic Compu
- Adaptive Techn
- Admin Computing
- AVTV Multimedia
- Telecommunications
- Registrar / Records

Dean of Student Affairs

- | | |
|------------------------------|------------------------------|
| • Counseling Services | <u>Residence Life</u> |
| • Interfaith Office | - Career Services |
| • Student Center | - Child Care Services |
| • Wellness Center | - Conferences |
| • Intramural and Club Sports | - Cooperative Education |
| • Multicultural Center | - Food Services |
| • Commuter Students | - Housing |
| | - Lyman Center Perf. Arts |
| | - Women's Center |
| | - Student Discipline |
| | - Student Clubs / Activities |

Assoc VPAA for Faculty Develop
and Student Relations
* Curriculum / Research Grants
* Faculty Development Programs
* Student Academic Issues
* Academic Affairs Publications

**VICE PRESIDENT
FOR
ACADEMIC AFFAIRS**

Asst. for Policy and Planning
* Academic Planning
* Curriculum Development
* Budget Planning / Allocations
* Staffing and Searches
* Assessment / Accreditation

ACADEMIC SCHOOLS AND PROGRAMS

ADMINISTRATIVE OFFICES / OPERATIONS
- Academic Advisement - Adaptive Technology
- Admissions - Academic Computing
- Admin. Computing - Library Services
- Registrar / Records Learning Resources
- Telecommunications - Center for Visual Arts
- Writing Board - Institutional Research
- Connecticut Review - LearnScience
- AVTV Multimedia

Arts and Sciences
Art Ctr for Environment
Biology Honors College
Chemistry Women's Studies
Earth Science Judaic Studies
English
Foreign Languages Marine Studies
Geography S.C.O.R.E
History Metaphilosophy
Mathematics Inst. Connecticut
Government
Music Writing Board
Philosophy International Prgms
Physics Res. Ctr for
Computers/Society
Political Science
Psychology
Science Education / Environmental Studies
Sociology / Anthropology
Theater

Health & Human Services
Communication
Disorders
Marriage and Family
Therapy
Nursing
Public Health
Recreation + Leisure
Studies
Social Work
Urban Studies

Communication, Information and Library Science
* Communication Computer Science
Journalism Library Science

Business:
Accounting Economics/Finance
Management Marketing
MBA

Education
Education Stud. Tchg Admin
Educ. Leadership Research/Measure.
Counseling & Read./Lang. Arts
School Psychology School Health
Exercise Science Hillhouse Project
Special Education NH Master Cohort
Lisbon Project
Ctr School Action Prof. Development
Research Schools

Extended Learning
Summer Session Winter Session
Distance Educ. Outreach Servs.
Liberal Studies Continuing Ed.
Summer Institutes Certificates
Non-Matriculated Students

Graduate Studies
35 Master's Degree Programs
Certification Programs
Sixth Year Prof'l Dipl s

**SOUTHERN CONNECTICUT
STATE UNIVERSITY**

SELF – STUDY FOR REACCREDITATION



**SUBMITTED TO THE
COMMISSION ON INSTITUTIONS OF
HIGHER EDUCATION
OF THE
NEW ENGLAND ASSOCIATION OF
SCHOOLS AND COLLEGES**

AUGUST 2001

Standard 1: Mission and Purposes

Description:

Founded in 1893, Southern Connecticut State University was authorized by the Connecticut General Statute (Sec. 10A-149; see Standard 3) which provided for the four teacher-training colleges that now comprise the Connecticut State University (CSU). In 1959, state legislation expanded SCSU's scope to offer liberal arts curricula leading to bachelor's degrees in the arts and sciences. In 1983, along with the other institutions of the Connecticut State University, SCSU underwent another transition as it reached full university status, funded by the State of Connecticut and student tuition and fees. After nearly two decades as a university, the mission of SCSU continues to evolve to meet the needs and demands of a new and challenging millennium. In November 2000, the Board of Trustees approved a change in the Mission Statement permitting Southern to seek authorization to offer the school's first doctoral degree, the Ed.D. in Educational Leadership.

Several documents, taken together, fully explicate SCSU's mission and purposes: the Mission Statement, the Role and Scope Statement, and the Vision Statement in the University's 2001-02 to 2003-04 Strategic Plan.

SCSU's Mission Statement (Ex. 1-1) is aligned with the mission of the Connecticut State University System Office (Ex. 1-2). The Mission Statement indicates that SCSU is "the preeminent comprehensive metropolitan public university of the State of Connecticut" and "the lead institution of advanced study in the CSU system." It also asserts that SCSU is committed to preparing students who are "distinguished by their intellectual competencies, their skills for flexible adaptation to global change, and by their habits of cultural enrichment for life-long inquiry" and reflects SCSU's commitment to innovative teaching strategies, research, scholarship, and creative activity.

After a ten-year interval in which no changes were made in the Mission Statement, revisions were made in 1999. The revisions reflect shifts in the educational environment, particularly in terms of SCSU's role as a metropolitan institution and in the emphasis on graduate education. The term "metropolitan" was added to acknowledge that SCSU serves a dual constituency of the urban population of New Haven, the surrounding suburbs and the region. This term also reflects the University's commitment to recruit students from urban schools and to provide services to the greater New Haven community. Most recently, the 1999 Mission Statement was adjusted to incorporate a reference to offering "applied doctoral programs consistent with our historical mission." The Board of Governors mandated the addition in light of the University's proposal to offer the Ed.D.. This change in the Mission Statement was approved by the CSU Board of Trustees in November 2000, the Board of Governors in January 2001, and the State Legislature in May 2001.

SCSU's Role and Scope Statement (Ex. 1-3) further defines the academic dimensions and responsibilities of the University. This document devolves directly from the Mission Statement, establishing a more concrete and structured overview of the general purposes that guide the University. The Role and Scope Statement sets forth the framework for future directions. It also differs from the University's Strategic Plan,

which details specific initiatives and resource priorities. The Mission Statement and the Role and Scope Statement clarify SCSU's current identity as an institution and its vision for the future. The CSU Board of Trustees formally approved the revised Role and Scope Statement in December 1999.

The Strategic Plan of 2001-02 to 2003-04 introduced the new Vision Statement for SCSU (Ex. 1-4). The Vision Statement asserts: "We will make Southern Connecticut State University a preeminent public academic institution in New England." To achieve this status, the University will seek to excel in the following areas: academic program quality; curriculum and instruction; faculty characteristics and attainments; student characteristics and attainments; community presence and engagement; student support services, advisement, and student life; staff characteristics and attainment; material resources and support services; external support; and governance, planning and evaluation. The intent of this Vision Statement is to provide direction for all strategic planning and priorities at SCSU.

Specific components of the Mission Statement and Role and Scope Statement serve as directional guideposts for evaluation. The process of evaluating faculty for initial appointment, reappointment, tenure and promotion, for example, is based partly upon the Mission Statement's mandate for "commitment to innovative teaching strategies, research, scholarship, and creative activity." The annual updating of the Strategic Plan, begun in 2000, is similarly grounded in the institutional mission.

The University's Mission Statement appears in a number of institutional publications, including the Strategic Plan 2001-02 to 2003-04, the Faculty Handbook and the most current Undergraduate Catalog. The current Strategic Plan also appears on SCSU's webpage. The Mission Statement accompanies each program proposal that is circulated within or outside the University. The Role and Scope Statement was published in the Spring 2000 edition of Quality Report, a publication of the CSU system office. Each faculty and staff member received a copy of that publication.

NEASC Self-Study survey data may serve as indicators of the awareness and understanding of members of the University community regarding the SCSU mission. When provided with the Mission Statement, a large majority of faculty and students agree that the activities of the University are consistent with its mission. A less positive response was given in an annual Staff Satisfaction Survey, which did not provide a copy of the Mission Statement. These responses suggest that a substantial portion of the faculty and staff were not satisfied with how well the mission of the University has been communicated.

The vision, mission, and purposes of the institution direct the ongoing operations of the University in a number of ways. As described in more detail under Standard 2, both the University's planning efforts and its institutional assessment procedures are guided by the Mission Statement. The Strategic Plan 2001-02 to 2003-04 (Ex. 1-5) derives its focus from the vision for the institution and aligns its objectives and specific action initiatives with the mission. The five major goals of the Strategic Plan are to:

- meet the highest expectations of a demanding faculty for excellent academic programs and instructional outcomes, and to prepare students to be lifelong learners and leaders in their communities and careers;

- increase support for, and achievements of, faculty and students in scholarship, research, creativity and community engagement;
- meet or exceed the expectations of students, faculty and staff for services and facilities that support their work;
- promote fiscal stability and institutional advancement;
- continuously improve the quality of all processes and outcomes.

These goals are clearly consistent with the various themes of the Mission Statement: to prepare students for success in a changing world, to promote creativity and scholarship among both faculty and students, and to provide high-quality graduate programs. Furthermore, as part of the institutional assessment process (see Standard 2), each academic and administrative unit of the University is asked to demonstrate how its goals, curricula, or services align with the mission of SCSU.

Appraisal:

SCSU's Mission Statement is a concise and accurate statement that describes the University's characteristics and its most important goals. The newly developed Vision Statement reflects the University's aspirations for the future. It is appropriate that the Mission Statement has been periodically revised to reflect changes in the University's goals and circumstances. However, the process used in the two most recent revisions of the Mission Statement and the Role and Scope Statement has not allowed ample time for widespread reflection and comment. In 1999, the Board of Governors required a revised Mission Statement in a time frame that permitted only an executive/administrative response and a review by the Faculty Senate rather than a wider review by faculty, staff and students. The most recent change incorporating language related to doctoral programs was requested by the CSU office in a one-week time period. To be sure, the Faculty Senate had researched and deliberated on the Ed.D. for a significant amount of time prior to the addition of the new language to the Mission Statement.

The most current Role and Scope Statement was requested by CSU in the fall of 1999. Since this request also carried severe time constraints, the statement was reviewed only by the President's Cabinet on campus and then approved by the Board of Trustees. This statement has not been widely shared with the University community. Whereas the content and commitment of these documents portray the views of administration, the process by which they were revised did not reflect a shared governance approach reflective of the institutional culture.

Recent efforts have resulted in wider dissemination of the Mission Statement within official publications, but additional efforts in this direction are still needed, such as inclusion in the Graduate Catalog, the Student Handbook and other standard university publications. Recent surveys of faculty and staff indicate that a sufficient number believe the Mission Statement has not been communicated well enough. However, the NEASC Self-Study survey data from both faculty and students showed that, when given the Mission Statement, most agreed that it is consistent with their perception of SCSU. Therefore, it may be concluded that a majority of faculty and students have an implicit understanding of the institutional mission, although a significant number may not be aware of the wording of the Mission Statement itself.

Whereas curricula are formally reviewed at SCSU (see Standard 2), the role of the Mission Statement in these reviews tends to be implicit rather than explicit. A similar statement applies to the annual revisions of the Strategic Plan: it is difficult to determine how the specific wording of the Mission and Role and Scope statements directly affects planning and resource allocation. The recent revisions of the Mission Statement and the development of a Vision Statement demonstrate Southern's commitment to improving the quality and effectiveness of all of its programs and services, but it is important that these efforts be more overtly articulated.

Projections:

The University President is requested to create a process to formalize SCSU's review and dissemination of its Mission Statement and Role and Scope Statement. A systematic mechanism, whereby all members of the community are invited to review both documents and suggest changes every three to five years, or more often as needed, is urged. At the very least, the University Administration should announce the timetable for review and possible revision of the Mission Statement, so that concerned individuals, including students, may submit their suggestions and comments to those whom the President has appointed to write the revisions.

Efforts to communicate the Mission Statement and the Role and Scope Statement should be enhanced. The Mission Statement should appear in the Undergraduate and Graduate Catalogs, the Faculty and Student Handbooks, the Schedule of Classes, the University website, and in other widely circulated publications such as Southern Life and SCAN News. The Role and Scope Statement should be included in both the Faculty and Student Handbooks, the website, and as an appendix to the Strategic Plan. The Office of Public Affairs should have oversight for dissemination of the Mission Statement and Role and Scope Statement. In addition, an abbreviated Mission Statement that would be easily understood and recalled by all members of the University community should be created and communicated. The President's Quality Council could be designated the agency for initiating this process.

As the planning and evaluation activities at SCSU are expanded and refined (see Standard 2), it will be important to keep them consistent with the mission of the University. It is critical that the framework for the various activities of the University relate to the directions established by both the Mission Statement and the Role and Scope Statement. The President and the Cabinet, the Division of Academic Affairs and its newly formed Quality Council, School Quality Councils and the Office of Institutional Assessment should all play a role in ensuring that plans for the future, allocation of resources, and evaluation of academic and non-academic activities are all consistent with the broader mission of SCSU.

Standard 2: Planning and Evaluation

Description:

The commitment of SCSU to the integrated institutional missions of teaching, research, and service require continuous planning and evaluation to determine the effectiveness of our service to our students, our professional disciplines, and the communities of the State of Connecticut and beyond.

Over the past decade, the University has developed broad-based planning and evaluation procedures that encompass all of the University's operations. Decisions such as departmental budget allocations, distribution of new and replacement faculty and administrative positions, setting of admissions and enrollment goals, development of course scheduling, and implementation of curricular initiatives are made on the basis of annual planning. Both planning and evaluation efforts have steadily improved; the procedures used in these processes continue to evolve today.

Among the major components of SCSU's planning efforts are the Strategic Plans 1997-2003 and the Strategic Plan 2001-02 to 2003-04 (Ex. 2-1 and 1-5), the annual Letter of Presidential Priorities (Ex. 2-2), the Facilities Master Plan (see Standard 8 and Ex. 2-3), the budget process and annual spending plan (Ex. 2-4), quality projects (Ex. 2-5), regional and program accreditation self-studies, information technology planning (see Standard 7), and institutional assessment. The President and his Vice Presidents (the Cabinet), the Deans, the various Quality Councils, and the Academic Affairs planning staff are continually engaged in institutional planning.

Several offices and committees actively conduct ongoing evaluation activities. These include the Office of Institutional Assessment, the Graduate Council, the Undergraduate Curriculum Forum, the Promotion and Tenure Committee, and Departmental Evaluation Committees of individual academic departments. The Office of Academic Affairs utilizes an evolving system of periodic and annual reports from the deans, the academic departments, and administrative offices in planning and evaluation. SCSU has devoted substantial resources to support these various planning and evaluation efforts (see Ex. 2-6).

Strategic Planning

Before 1990, the University President prepared Strategic Plans for SCSU on a five-year cycle, as mandated by the legislature and the Trustees. In 1990, the planning process was broadened by involving some 90 faculty and administrators in drafting a new Strategic Plan. That plan was approved in 1993 after extensive campus discussion. Approximately 30 faculty and administrative staff were appointed to the Strategic Plan Advisory Committee (SPAC) to monitor implementation of the Plan.

In 1995, a new CSU Chancellor requested new Strategic Plans from the four campuses, with two-year and six-year projections to coincide with the biennial budgetary process of the state legislature. The President and Cabinet prepared Southern's new Plan after review by SPAC and comment from faculty and administrators. In 1996, the Trustees approved Strategic Plan 1997-2002 (Ex. 2-1). This document addressed 11 major initiatives, 102 specific objectives, and, for each objective, a time period, activity,

agent, outcome, cost, and source of funds. The President prioritized these objectives, permitting the highest priority items to continue. Approximately 80% of the objectives were either partly or fully achieved, including an online system for course registration, a wellness program for students, expanded opportunities for student internships, additional computer resources for faculty, and quality workspaces in the Library (Ex. 2-7: Strategic Plan Progress Report, December 1999).

In 1998-1999, SPAC recommended improvements of the strategic planning process (Ex. 2-8) including an annual review and revision of the Strategic Plan, formulation of an annual operational plan, and establishment of a calendar that would allow the annual spending plan to be based on the operational plan and initiatives in that year's Strategic Plan. The President and Cabinet accepted these recommendations.

In Summer 2000 the administration began a comprehensive revision of the Strategic Plan. Drafts of Strategic Plan 2001-02 to 2003-04 were circulated in November 2000, with open meetings held to allow members of the University community opportunity to discuss the plan. The final version (Ex. 1-5) was approved on January 25, 2001. Strategic Plan 2001-02 to 2003-04 includes five major goals and numerous objectives. The Plan also includes the new Vision Statement for the University. It lists 10 performance measures that roughly correspond to the NEASC accreditation standards.

Progress toward meeting the initiatives of the current Strategic Plan is tracked in several ways. The President provides monthly progress reports and a semi-annual Focused Planning report to CSU Board of Trustees on the five major goals of the Strategic Plan. For each objective within the Strategic Plan a designated "process leader" is charged with implementation and, beginning with Academic Year 2001-2002, for reporting on progress to the President. Both the University Quality Council (see below) and SPAC will review these quarterly reports within a month and send their evaluations and recommendations to the President and the University community.

For Fiscal Year 2002, an operational plan from Academic Affairs was submitted and linked to the annual spending plan. This coordination of academic program development and delivery with the budgetary cycle adopts a planning process that is more systematic in responding to the institution's evolving needs. SPAC and the Quality Council will assess this new approach during Fall 2001.

Quality Councils

In 1997, the President established the University's first Quality Council, with the stated mission to advance institutional objectives and stimulate the improvement of all University processes. Quality Council "chartered projects" have included financial aid process reform, recruitment and retention management, customer service training, custodial service improvement, a Computer Center help desk, new employee orientation planning, a Chairperson's Institute, First Year Experience initiatives, new withdrawal policies and technology access for persons with disabilities (see Ex. 2-5).

In 1999, an Academic Affairs Quality Council was chartered by the Academic Vice President. Composed of senior administrators and selected faculty this body discusses policy issues within the Division of Academic Affairs and identifies projects to be addressed by quality teams. During 2000-2001 two major projects were launched:

(1) a team to recommend improvements in advisement for all students; (2) a team to consider faculty activities and the implications of workload readjustments. The Academic Affairs Quality Council has also been a sounding board for revisions of the Strategic Plan. Within the past two years, Quality Councils have also been established in the Schools of Education, Business, and Arts and Sciences. These are chartered to evaluate, refine, and implement the University's Strategic Plan and to integrate their own objectives with those of the University as a whole.

Presidential Priorities

Another component of planning at SCSU is the annual Letter of Presidential Priorities (see Ex. 2-2), an agreement between the CSU Chancellor and the University President about major objectives for each academic year. Since the Strategic Plan 1997-2003 was finalized, the Letter of Presidential Priorities has been based primarily on major initiatives described in the plan. This document is timed to accommodate the annual spending plan the University submits to the CSU System Office. The President reports to the Chancellor and the Trustees on progress toward the objectives in the Letter.

Financial Planning

Planning of resource allocations for the University revolves around the annual spending plan the University submits to CSU. To develop that plan, the administration relies upon recommendations made by the Vice Presidents. Those recommendations, in turn, are based substantially on budget request documents from every academic and administrative unit. Budget request documents have been distributed annually since 1997. They are designed to request specific dollar allocations, with appropriate justifications, for a variety of discretionary personnel items, for operating expenses, and for full-time personnel.

In Academic Affairs, the budget process reflects a participatory, "bottom up" approach, building requests upon information provided by faculty and staff. Budget requests aggregate strategic and/or discipline-based initiatives along with mandated or continuing costs. They flow upward from program to department to the academic schools to the Vice President. Departments and administrative offices requesting full-time faculty or staff positions use published Vacancy Allocation Guidelines that include planning objectives aligned with the Strategic Plan (Ex. 2-9). The Academic Vice President and his staff then prioritize these requests, based on identified strategic needs and/or the results of outcomes assessments, and submit a single divisional request for inclusion in the Spending Plan. Variant but analogous budget procedures are used by the President and the other Vice Presidents for the units that report to them.

Once the spending plan is submitted to CSU, and subsequent to the Chancellor's recommendations, the Trustees allocate to the University a lump sum amount. Those resources are allocated to the President and the Vice Presidents for distribution within their various units. Allocations are designed to reflect the mission-based and strategic priorities of the institution.

Southern faces certain constraints on its ability to implement its planning objectives. Legislative underfunding risks requiring the University to choose from among

its highest-priority strategic objectives. The Trustees periodically mandate certain policies that differ from targets in the Strategic Plan. For several years CSU mandated 2% increases in enrollment per year, thus requiring additional numbers of introductory level courses and staffing. CSU has also required all campuses to purchase and make the transition to the Banner Information System, a multi-million dollar data-base program. Training administrators, faculty, and staff to learn the new system has demanded and continues to demand extensive allocation of time and diversion of resources from the programmatic and student service aspects of the University. :

Institutional Assessment

Assessment-based planning has become a significant portion of the institutional planning framework. SCSU has evolved a comprehensive, broadly participatory, systematic assessment process that encompasses every academic and administrative unit within the University. The mission of the Office of Institutional Assessment is to develop and refine methodologies for determining the effectiveness of academic programs and administrative and student services and to plan resources to improve that effectiveness. Since the initial state mandates of 1989 to the current moment, the emphasis in assessment continues to be upon enhancing identification and demonstration of student learning outcomes. The process maintains the SCSU tradition of democratic participation.

The current assessment process is composed of three elements: (1) Self-Study, (2) External Examiner Site Visit and Report, and (3) Implementation Phase. In the Self-Study each academic or administrative unit aligns its mission and goals with those of the University, identifies student learning outcomes and/or the appropriate service outcomes, assesses those outcomes through a variety of measurement tools, and reports its results in a Self-Study, document. The unit then selects an external examiner to verify the Self-Study. Examiners spend one or more days on campus, in a role similar to regional or program accreditors, and present oral and, ultimately, written reports of their findings.

The implementation phase involves meetings of faculty and staff with senior administrators to study the recommendations from the Self-Study and the examiner and thus create an action plan for the unit. The items in that implementation document commit the University to support personnel, professional development, or curricular funding. These commitments are integrated into the regular budget and personnel processes of the University. The assessment process thus becomes a substantial input into the overall planning structure of the University, especially since some 20 units are scheduled to complete assessments annually.

The University allocates several types of resources in direct support of institutional assessment. The Office of Institutional Assessment provides technical assistance for self-studies, provides sample assessments as models and how-to workshops, supports attendance at conferences for those engaged in assessment, provides stipends and travel expenses for external examiners, and offers reassigned time or modest compensation for individuals specifically responsible for their unit's Self-Study document. Assistance in research methodology and data analysis is provided through the Office of Institutional Research. The Office of Institutional Assessment has also completed its own assessment process (Ex. 2-10) and is engaged in ongoing refinements of the process.

In addition to assessment self-studies many of the University's professional programs are accredited and reaccredited by external agencies. Recommendations from reaccreditations are also planned into the resource allocations of the University. Externally accredited programs include Athletic Training, Communication Disorders, Community Counseling, Computer Science, Library Science, Marriage and Family Therapy, Nursing, Public Health, School Counseling, and Social Work.

Curriculum Evaluation

The Undergraduate Curriculum Forum (UCF) recommends to the Academic Vice President all new undergraduate programs and courses. This representative delegate assembly also establishes policies for governing the undergraduate curriculum. Originally instituted by the Faculty Senate in 1997 to streamline the work of two long-standing curricular bodies with divided responsibilities and now autonomous in its jurisdiction, UCF is the vital center of undergraduate academic planning.

The Vice President for Academic Affairs reviews decisions of the UCF for planning purposes, including implications for staffing and other resource requirements. A recent study by the UCF on the skill levels of students in English composition and basic mathematics resulted in the allocation of new faculty positions dedicated to those areas. The UCF's Committee on Program Review and Assessment has begun to play a more active faculty role in monitoring the assessment process. UCF does not engage in formal review of undergraduate programs once they are in place.

Evaluation of the University's graduate programs, however, is a long-standing function of the Graduate Council. This process established by this faculty assembly provides for a comprehensive review of each graduate program every five years (Ex. 2-11). The Academic Standards Committee of the Graduate Council has established a graduate program review process including Procedures for Graduate Program Evaluation with a detailed process flowchart, Graduate Program Review Guidelines and supportive material for program coordinators titled Suggestions for Preparing the Graduate Program Review (Ex. 2-12, 2-13, 2-14).

The evaluations conducted by the Graduate Council are rigorous and demanding. In the past few years, a number of programs have been required to make substantial changes and two programs were discontinued. This peer-review process ensures that SCSU's graduate programs have sufficient faculty, courses, students, and resources to maintain their high quality. At present the Council is working to add an outcomes-based component to its process that would make graduate program review compatible with the assessment process used for undergraduate programs.

Evaluation of Faculty

Evaluation of faculty performance is conducted according to procedures specified in the Collective Bargaining Agreement (CBA) between CSU and the AAUP (see Standard 5). Faculty are evaluated on their performance in teaching, creative activity, service, and professional activity. For tenure and promotion decisions, teaching is weighted most heavily. These criteria are in precise alignment with the SCSU Mission Statement's explicit emphasis on teaching, creative activity, and service. Teaching

competence alone is not sufficient for tenure or promotion, however. Although SCSU does not require faculty to have long publication records or external review, successful candidates must show evidence of ongoing scholarship, research or creative activity appropriate to their disciplines, continuous service to serve their departments and the University, and active participation in professional activities.

Survey Data Collection and Use

SCSU regularly collects many types of information to guide its planning efforts. Since 1998, annual Staff Satisfaction Surveys (Ex. 2-15) have been sent to all faculty and staff. The Graduate School and the Office of Alumni Affairs have conducted surveys. The Admissions Office uses data on applications, acceptances, retention, and graduation to direct its recruitment efforts and to project enrollments for future years. The assessment process requires each academic department to collect information on student outcomes, such as student portfolios and writing samples, surveys of employers, or performance on standardized tests. Graduate programs are required to distribute a standard questionnaire to graduate students and faculty as part of the Graduate Council review. Many academic departments now regularly conduct surveys of graduating students and alumni from both undergraduate and graduate programs. In the NEASC Self-Study Survey of department chairpersons and program coordinators, 55% reported that they conduct yearly surveys of existing graduates, 84% stated that their program conducted a survey of alumni within the past three years, and 39% stated that they conducted surveys of employers within the last three years.

In recent years, a number of other surveys have also been conducted, including a library survey, an information technology survey, a survey of research interests, and the most recent NEASC Self-Study surveys of students, faculty, staff, deans, chairpersons, program coordinators, and administrators. Quality Council initiatives include focus groups with all members of a department to discuss problems related to course offerings, the delivery of services, and other issues. Annual reports from the academic schools and from non-academic departments are also used in the planning process. The Office of Institutional Research is a major source of data for the University (see, for example, Ex. 2-16: Fact Book 2000).

Responses to these surveys are used by the departments to identify areas where improvements, changes, or additional resources are needed, and to set goals for the next several years. The results from the Staff Satisfaction Survey are used by the President and the Cabinet to decide the planning priorities for each year and to establish "chartered projects" to address problems identified in the survey. As the results from these various surveys are collected and compared over time, it should be possible to determine whether or not changes in course offerings, programs, or student services have had their intended effects. One of the major goals of these data collection measures is to measure student outcomes, to track changes over time, and thereby to identify those areas where gains have been made and those where improvements are needed.

Appraisal:

SCSU regards its planning and evaluation functions as an institutional strength. Over the past decade the planning function at SCSU has advanced from informal to formal, from ad hoc to increasingly systematic, from centralized to participatory, from decisions grounded in experienced judgment to decisions driven by judgment supported by data. The dimension and pace of growth have created certain complexities as well. There is a clear need for enhanced coordination among the various planning efforts to clarify the effects of one planning activity upon the others and to circumvent procedural proliferation, redundancy in reporting, and possible contradictory priorities.

Although planning efforts at SCSU are extensive, they are not yet as systematic or interrelated as they might be. In practice, planning often takes place in separate divisions and offices of the University, with insufficient communication among them. Major budgetary plans are made by Academic Affairs and also by Finance and Administration; admissions and enrollment plans by the Admissions Office; curriculum plans by academic departments, Schools, the UCF and the Graduate Council; facilities plans by Facilities Operations; assessment plans by the Office of Institutional Assessment. There is as yet no overall process that coordinates all of these planning efforts. As a result, there is a lack of clarity about how the plans of a specific division will affect the others. For instance, classroom-building construction may force changes in class schedules that do not meet the needs of our student population. Decisions about new technology may not satisfy the needs of faculty for specific classroom or laboratory uses. It may be because of the lack of coordination among planning efforts that, in NEASC Self-Study surveys, 58% of chairpersons and program coordinators and 38% of administrators did not feel that the University allocates sufficient resources for planning.

Strategic Planning

A major strength of the strategic planning effort at SCSU is the broad participation and collaboration of administration and faculty throughout the institution. The Strategic Plan of 2001-02 to 2003-04 was built by the Cabinet after recommendations from SPAC and the university community. The decision to review and revise this and ensuing strategic plans also resulted directly from SPAC's evaluation of the strategic planning process. An important component of this annual review will be an assessment of the planning process itself, so that procedures can be further refined in future years.

Financial Planning

The connection between planning objectives and the annual budget process has been strengthened. The Academic Vice President's reliance on Strategic Plan objectives and assessment commitments in deciding department budgets links the strategic goals of the University directly to the allocation of resources. The timing of the Letter of Presidential Priorities in January of the preceding year allows budget construction to reflect strategic priorities deemed important by the University President and the CSU Chancellor. Early Spring term distribution of budget request documents and timely allocation of resources is also a significant improvement over past practice, in which

departments frequently were uncertain of their annual budgets until well into the fiscal year. Some budget uncertainties remain at this writing.

These several enhancements have started so recently that it is too early to appraise how well the new processes will work or what further modifications may be needed. Certain ambiguities in the interface between Offices of Academic Affairs and Finance and Administration regarding the role of each in the internal construction of the academic budget and in communication of budget information to local units may be identified as an area for clarification in the next budget cycle.

Institutional Assessment

The assessment process is one of the considerable strengths of this University. SCSU has become a leader in assessment in New England, active in sponsoring assessment conferences and forums, engaged in consulting work with other institutions and development of model assessments. The University Coordinator of Assessment is currently President of the New England Assessment Network. Southern's President and Vice President for Academic Affairs have championed these efforts from the outset by their public comments and financial support for assessment.

One feature of Southern's assessment process is its non-prescriptive character. Each program or office decides its own goals and objectives, determines student learning and program outcomes, and develops individualized methods for assessing those outcomes. The implementation feature of the assessment process has facilitated widespread faculty participation. Those features directly connect the identification and attainment of student learning outcomes with the resource planning required to deliver quality education.

Faculty members hold varied attitudes toward the assessment process. Some remain suspicious of the intent of assessment, fearing that results may be used in a punitive way against individual departments. The powerful link to program development and support is not fully understood as yet. However, large numbers of faculty see benefits arising from the assessment process. When asked in one NEASC Self-Study Survey, if "the assessment process at SCSU is improving instruction and learning," 54% of the faculty responded "yes."

The need for improvement in some areas may be noted. The present five-year assessment cycle may be too long to bring about effective change. There must also be consistency across academic departments in their data collection for student outcomes; some departments rely on student satisfaction surveys; others collect more extensive data on student knowledge and competencies. The connections between the UCF Committee on Programs and Assessment and the administrative Office of Institutional Assessment require increasing clarity so that faculty may play a policy role in assessment. Integration of assessment into the Graduate Council programmatic review must achieve fruition. Training of faculty and staff in assessment practices must become routine. These initiatives, already under way, bode well for improving the effectiveness of planning and evaluation.

Curriculum Evaluation

The creation of the UCF has already improved the coordination of planning and evaluation of undergraduate programs and reduced duplication of effort. The process is efficient and clear. Some faculty are dissatisfied because course and program proposals are not processed as speedily as they wish. The UCF is currently making efforts to streamline its process, and a subcommittee is working on recommendations about how to improve the functioning of the UCF.

Currently there is no comprehensive approach in place to measure the overall outcomes of SCSU's general education program. The institutional assessment process charges those departments responsible for a general education requirement to assess student outcomes of that requirement. A full scale review of General Education is in progress at this writing, under the auspices of the UCF and sponsored by the Dean of Arts and Sciences (see Standard 4-Undergraduate Programs).

The evaluation procedures for approved undergraduate and graduate programs differ markedly. At present UCF has declined any formal or procedural responsibility to evaluate the undergraduate programs and courses it approves. The five-year reviews of graduate programs conducted by the Graduate Council, by contrast, involve a public presentation and a peer review process.

Evaluation of Faculty

The procedures for evaluating faculty for renewal, tenure, and promotion are specified in the Collective Bargaining Agreement between CSU and the AAUP (Ex. 2-17) and in the documents of the Promotion and Tenure Committee (Ex. 2-18). One strength of this process is the correspondence between the mission of the University and the criteria on which faculty are evaluated. Another strength is that faculty must submit extensive files that include teaching materials and student evaluations, publications or other evidence of creative activity, documentation of departmental and university service and evidence of activity in professional organizations. A third strength is that the evaluation procedure is thorough: files are evaluated at several levels by Departmental Evaluation Committees and Department Chairs, the appropriate academic Deans, the University-wide Promotion and Tenure Committee, and the University President.

Faculty evaluation procedures have remained in effect for a number of years, partly because the procedures are contractually mandated, and partly because the system appears to work well. Recently some concerns have been raised regarding the value of the current student evaluation forms and the absence of student evaluation of online courses. Moreover, many newer faculty have identified their preference for a greater role for scholarship and publication than at present. These matters remain largely within the province of the collective bargaining process.

Data Collection and Use

The barrage of reporting instruments, including a plethora of surveys, voluminous periodic progress and annual reports, and a myriad of ad hoc requests for information

indicates the University's commitment to evaluating and improving its operations. Some faculty and staff have suffered from information request overload syndrome. At present there is insufficient coordination among offices that request information. Methods are needed for archiving and communicating the results of surveys and reports in a form that will make them readily accessible to administrators and others who need them for planning and evaluation.

Projections:

Strategic and Financial Planning

To meet its institutional objectives, SCSU is committed to enhancing the coordination of its various planning processes and activities. All planning efforts should relate back to the Strategic Plan, which will now be updated each year. Two options are proposed for consideration by the President and the Cabinet. The first would establish an Office for Planning and Evaluation, reporting to the President. This Office would provide leadership, coordination, and synthesis of planning efforts, while preserving the participatory nature of planning at SCSU. An alternative would create a widely representative planning and evaluation Task Force that could perform much of the coordinating, integrating, and oversight functions that are now lacking. The first is preferred, because the new Office would be empowered with authority to plan, act, and coordinate rather than merely recommend.

The University will also work to make stronger connections between strategic planning and financial planning. Schools that do not yet have Quality Councils will establish them. School strategic plans, begun in Strategic Plan 2001-02 to 2003-04 will be refined and updated (see Ex. 1-5). Yearly operational plans would employ a uniform format. Annual budgets would then be determined based on these operational plans. Training and support staff will be made available to department chairs and program coordinators to help them through this process. The integration of strategic, operational, and budget planning should bring both creativity and fiscal discipline to the planning process. The next phase of the evolution of planning at SCSU would include attention to effective coordination among administrative planners and between administration and faculty.

Regular monitoring of the plan's progress and evaluation of outcomes throughout the academic year is critical. Process leaders of individual initiatives will have to submit in timely fashion the quarterly reports that describe the progress they have achieved, any problems encountered and plans for the next quarter. In evaluating these reports, whether by the proposed Office of Planning and Evaluation or an alternative method, problems in meeting the goals must be identified and adjustments must be forthcoming. As to the nexus of Academic Affairs and Finance and Administration regarding the internal workings and communication of the academic budget, it is urged that the key players collaborate on an effective budget process document upon which all parties agree.

The nature of funding for public higher education in Connecticut remains a constraint on both short- and long-term planning. The University must be prepared to respond to unpredictable budgetary crises. Accordingly, to anticipate and prepare for any potential economic downturn, the University should develop a contingency plan that

would allow it to maintain the integrity of its academic programs despite budgetary cutbacks or other revenue shortfalls.

Institutional Assessment and Curriculum Evaluation

The Office of Institutional Assessment should make every effort to convince skeptical faculty about the potential benefits of participating in this self-improvement process. As each department incorporates assessment findings and recommendations into its annual reports, budget and position request documents, and operational plans that are linked to the Strategic Plan, faculty will come to appreciate the connection between departmental assessment, the annual planning process, and the allocation of resources to their department. The University should also implement the call for a Center for Assessment, as noted in Strategic Plan 2001-02 to 2003-04, so that faculty and staff may learn all aspects of assessment. It is projected that SCSU will continue to maintain leadership positions in regional and national assessment practices.

In the assessment of undergraduate programs, the good beginnings of cooperation between the Office of Assessment and the UCF should grow and become routine, so that the assessment process and the criteria for resource commitments are well understood. This cooperation may well lead the UCF to consider creating a more formalized peer-review process for undergraduate programs parallel to the five-year reviews of graduate programs. The rigorous five-year cycle of Graduate Council program reviews will continue.

Evaluation of Faculty

The procedures for evaluating faculty are well established and are largely dictated by the Collective Bargaining Agreement. The evaluation process for renewal, tenure and promotion is demanding and thorough; little change is needed. However, the AAUP leadership and the Promotion and Tenure Committee should consider with a fresh eye whether the balance among teaching, scholarship/creative activity, service and professional development meet the current expectations of Southern's faculty.

Data Collection and Usage

All of the numerous reports, survey data, assessment results and other collected information should be linked into a coordinated information system for the University. This system should be accessible for examination by all members of the University community, preferably by posting all reports on a web site. Sharing information will permit use of data on a practical level by administrative and faculty planners. It will also reduce the redundancy of reports and prevent time wasted in providing the same information numerous times.

Over the next several years, departments that are not yet collecting data on student outcomes will do so; departments that have begun this activity will continue to collect these data on a regular basis. This information will be used to direct the annual and long-term goals of the departments. Present means used to assess outcomes will continue to be refined and additional methods will develop under the auspices of the assessment

function. A good starting point may be found in Accountability Measures for the New Millennium, a Response to Public Act 99-285 (Ex. 2-19). The Office of Institutional Assessment and the Office of Institutional Research will track evaluative activities closely and keep records on measurable outcomes, especially those related to student achievement. Those Offices jointly should undertake responsibility to support and streamline data collection within the institution and to construct an easily accessible system for sharing information with the University community.

Standard 3: Organization and Governance

Description:

SCSU is one of four universities within the Connecticut State University System. The university is chartered and authorized by state statute to provide baccalaureate and master's level degrees (and a forthcoming Ed. D.), to prepare students for certification as teachers, and to conduct scholarship and public service appropriate to our educational mission. CSU (and SCSU) is governed by a single Board of Trustees (BOT) composed of 18 members, 14 appointed by the Governor for fixed terms with one student from each university. The Board of Trustees is itself subordinate to the policies and regulations of the Board of Governors for Higher Education and its Department of Higher Education. Subject to the Governors' framework, the Trustees determine the mission, role and scope for the CSU system and each university, establish the general policies of the system, appoint the CSU Chancellor and the Presidents of each university, approve new degree programs and all campus personnel actions, approve institutional budget requests, participate in collective bargaining, and set student admissions policy, tuition and fees (see Ex. 3-1: Section 10a-89 of the Connecticut General Statutes). The Trustees hold at least eight regular meetings per calendar year and special meetings as appropriate. The BOT functions through an Executive Committee that may transact business between regular meetings, and several standing committees: Academic Affairs, Development, Finance and Administration, and Student Life.

The administrative arm of the Trustees is the CSU system office, led by the Chancellor, and housing personnel with expertise in primary institutional functions: Academic Affairs, Finance and Management, Government Relations, Information Technology, Human Resources, Contract Management, Physical Facilities, and, most recently, Institutional Assessment. These offices collaborate with various councils and committees composed of representatives from each university, e.g., the Council of Presidents, the Council of Academic Vice Presidents, the Vice Presidents for Finance, for Students, for Institutional Research, for Enrollment Management and others. Common problems are addressed and policy recommendations are made to the appropriate Board committees through the Chancellor.

Southern is led by a President, appointed and charged by the BOT with responsibility to administer the University and plan its current and future needs (Ex. 3-2: BOT Performance Assessment Criteria and Procedures for Presidents of the CSU System). The President is accountable to the Trustees through the Chancellor (see Ex. 2-2 and Standard 2) for selection and assignment of personnel, for the quality of programs, for the operation of the physical plant, and for fiscal and business affairs. The primary institutional operations are distributed among four Vice Presidential divisions: Academic Affairs, Finance and Administration, Student and University Affairs, and (since 1998) Institutional Advancement, each reporting to the President. The governance structure of SCSU is described variously in BOT Bylaws, Collective Bargaining Agreements (CBA), the Faculty Handbook, and Faculty Senate documents (see Ex. 3-3: Organizational Charts). In practice, Southern relies on an open, collaborative style of management, in

which administration and faculty work together. Administrative leaders and faculty governance bodies are expected to communicate with each other and coordinate their efforts to ensure the effective operation of the University.

The President reports to the Board of Trustees regarding the Administration's effectiveness in fulfilling the institutional mission and meeting the needs of students, faculty and staff in his State of the University report. This report is part of the mandated quadrennial assessment of CSU presidents (see Ex. 3-4) and is widely circulated to campus constituencies. The BOT also invites written and oral commentary regarding presidential leadership as part of this evaluation process. The President interacts with the University community at three or more Presidential Dialogues per semester, open forums in which he reports to faculty and staff on current matters and responds to questions they may raise.

The Vice President for Academic Affairs is responsible for the academic organization of the University with oversight of academic programs, policies and standards. There are seven Schools within this division: Arts and Sciences; Business; Communication, Information and Library Science; Education; Extended Learning; Graduate Studies; and Health and Human Services. The 37 academic departments are led by Chairpersons, nominated by their respective faculties and selected by the appropriate dean. Program units, such as Women's Studies, Liberal Studies and the Honors College, are headed by Program Coordinators who report directly to the dean of their school.

At SCSU, shared governance is deeply rooted in the institutional culture. Administration and faculty share a deep commitment to creating and sustaining an environment that encourages teaching, learning, scholarship and research. The Southern faculty are empowered to provide a substantive voice in the educational program, in faculty personnel decisions and in other areas of faculty expertise (see Ex. 2-17: CBA). Faculty roles and responsibilities are also noted in a Faculty Handbook distributed to all faculty and updated annually (Ex. 3-5). The policy-making voice of the faculty is the Faculty Senate, a delegate assembly with proportional representation from the academic departments, by which faculty contribute directly to institutional policy making. The Executive Committee of the Senate meets regularly with the President to discuss institutional concerns.

The faculty are responsible for curriculum development. Curricular proposals are reviewed first at the department level, then at the School level and finally at the level of the Undergraduate Curriculum Forum (UCF) or Graduate Council, the bodies that review, approve and submit curricular proposals to the Academic Vice President (see Standards 2 and 4). The Faculty Senate, through its Academic Policy Committee, also takes positions through resolutions on academic issues that are considered by the University President, as most recently with the endorsement of the doctorate in Educational Leadership (see Ex. 3-6: Faculty Senate minutes).

The faculty exercises its responsibility in personnel decisions through structured procedures outlined in the Collective Bargaining Agreement and through the Faculty Senate. Initial faculty appointment involves departmental search committees. Departmental Evaluation Committees, elected by departmental peers, submit recommendations regarding renewal, tenure and promotion to the university-wide Promotion and Tenure Committee. That elected faculty body recommends to the

President. Similarly, elected faculty committees on Sabbatical Leave, Mediation, Terminal Hearing, and Market Pay Adjustment make judgments and recommendations. The Faculty Senate, through its Personnel Policy Committee, may also recommend policy and procedures regarding personnel decisions that the President considers.

The faculty participates substantively in other institutional decision making through an array of bodies and committees. Noting some of the most prominent of these suggests the range of faculty activity: University Budget and Planning Committee; Strategic Plan Advisory Committee; Faculty Development Advisory Committee; Educational Technology Advisory Committee; Research and Scholarship Advisory Committee; University Space Committee; Southern Writing Program; and Enrollment Management Committee. Beginning in 1996 the Faculty Senate has periodically surveyed faculty regarding the effectiveness of senior administrators and consulted with the President to address issues identified by these informal evaluations.

To support faculty in their roles as teachers and scholars, faculty development activities have grown dramatically in the past four years (see Standard 5). The Office of Faculty Development within the division of Academic Affairs offers a wide variety of merit-based grants for curriculum development, scholarly and service projects, technology training and leadership responsibilities. Some programs are funded through provisions in the CBA. Awards are customarily recommended by faculty committees, such as the Curriculum Related Activities Committee. The Office of Sponsored Programs and Research within the division of Institutional Advancement identifies opportunities for external grants and supports preparation of applications for submission to outside agencies.

Non-teaching staff, including Directors of administrative units who are not considered management are "administrative faculty." These faculty include professional personnel in finance, admissions, financial aid, student affairs, and the computer center. The Directors of these administrative units report directly to the Vice President in whose division they are located. Administrative faculty are members of the SCSU chapter of State University Office of Administrative Faculty SUOAF-AFSCME (see Ex.3-7: CSU-AFSCME CBA). They are organized into an Administrative Faculty Senate that serves in advisory capacity to the President and may offer advice on all matters affecting the quality and the mission of the University (see Ex. 3-8: Administrative Senate Constitution).

The newest organizational innovations at SCSU, begun in 1997 and designed to facilitate effective communication and address issues within the particular unit, are the Quality Councils (see Standard 2). These now include the President's University Quality Council and analogous bodies within the division of Academic Affairs and the Schools of Arts and Science, Business and Education. Other units are anticipated to charter comparable Councils within the next year or two. These bodies, composed of administrators and faculty, address issues and make recommendations for effective enactment of objectives and projects within the institution's Strategic Plan.

All traditionally offered continuing education courses, including summer session, intersession, evening and weekend fall under the administrative authority of the School of Extended Learning. This School was separated from the combined School of Graduate and Continuing Education in 1997, with the School of Extended Learning and the School

of Graduate Studies each having its own mission, programs, dean, support personnel, budget and reporting relationships. Currently the position of Dean of Extended Learning is vacant. The Director of Extended Learning manages the School and reports directly to the Academic Vice President. The School personnel collaborate with the other School administrators and faculty in an environment of shared responsibility.

This Director of Extended Learning has final authority regarding continuing education program and course offerings, but she relies upon recommendations from the academic deans and departments. Budgets for these courses are housed in Extended Learning but responsibility for the academic integrity of courses and any student grade appeals rests with the academic unit offering the course. The School plays a major role in the advisement of all part-time students who have not declared a major, administers an emerging outreach/non-credit program, houses the Liberal Studies program, operates department or program-based summer institutes, and serves as clearinghouse for online offerings of the University. Distance learning, however, is centrally handled through the CSU System Office.

Student views are solicited through several mechanisms (see Standard 6). The SCSU Student Government provides undergraduate students opportunity to express their ideas and judgments on a variety of university issues. Student Government also has responsibility for allocation of student fees collected each semester as part of the registration process (see Ex. 3-9: Student Government Constitution and Bylaws). There is also a representative group for those students residing in campus residence halls that provides students an additional mechanism for input and reactions to university governance. At the graduate level, the Graduate Student Affairs Committee provides a representative voice for students in graduate programs and occasionally makes reports to the Graduate Council.

While the role of students in the routine deliberations of the institution on curriculum, personnel, budget, technology or other advisory matters is decided limited, there are representatives on a number of university committees, including the Commencement Committee, the Academic Policy Committee of the Faculty Senate, and some departmental committees. As noted earlier, there are four student members of the Board of Trustees, one from each campus.

Appraisal:

The Board of Trustees consistently responds to the interests of SCSU. BOT policies over the past several years have positively affected SCSU's capacity to carry out its educational mission (Ex.3-10: BOT Resolutions 1997-99). BOT support for student scholarships, for funding new construction, for creating the division of Institutional Advancement, and for approval of the Ed.D. proposal serve as indicators.

The relationship between SCSU and CSU (see BOT website) is cooperative. However, the CSU System Office recently initiated two major projects without the planning anticipated by Southern faculty and staff. The management of online instruction is centralized, cumbersome and difficult for students and faculty to negotiate. The Banner Information System has diverted funds from academic programming, augmented personnel costs, and even caused changes in educational policies to satisfy computer

coding requirements. These issues aside, the benefits of the collaborative expertise remain the primary thrust of the SCSU/CSU connection.

The leadership of President Michael J. Adanti is characterized by his focus on planning the educational future of the University, his responsiveness to the needs of students, faculty and staff, and his capacity to provide for the financial and physical well-being of the institution (Ex. 2-2). Recent surveys indicate that faculty and staff think that the President provides leadership for the University (69%), responds to faculty needs (75%), and communicates effectively (77%). (Ex. 3-11: 1999-2000, NEASC Self-Study Staff Satisfaction Survey and Faculty Survey) The President recently allocated new faculty positions for English composition and introductory mathematics. He started in 1998 an ongoing program to provide new computers for every faculty member. He supports institutional assessment. He acquired \$240 million for new construction and renovations. He approved a new Strategic Plan and a collaborative planning process for its annual revision.

The administrative structure of SCSU effectively implements the institutional mission and the policies of the BOT. The Quality Council and the Strategic Plan Advisory Committee work in tandem to plan and address items in the Strategic Plan. The recent transfer of the Office of Sponsored Programs and Research from Academic Affairs to Institutional Advancement is designed to consolidate fundraising. Separation of the Office of Graduate and Continuing Education into the School of Graduate Studies and the School of Extended Learning has resulted in SCSU becoming the "flagship" of graduate education within CSU and made graduate education an institutional priority. Extended Learning, with a new strategic plan constructed in 2000-2001, has begun to expand its services for part-time students, its outreach efforts, and the delivery of evening and weekend programs to non-traditional learners. Appointment of Southern's first Chief Information Technology Officer in AY1999-2000 has permitted planned upgrading and coordination of all computer services on campus, including a Help Desk, high-tech classrooms, and attention to faculty use of instructional technology.

These changes and their programmatic effects have increased the number and specialization of administrators, especially mid-level personnel whose responsibilities reflect the evolving operations in the University. Faculty Senate surveys identify the need for clearer definitions of job responsibilities of new administrators.

Shared governance at SCSU is a major institutional strength. The system of committees, particularly those of the Faculty Senate, integrate faculty wisdom with administrative policy. The Personnel Policy Committee brought thoughtful revisions to the Promotion and Tenure and the Sabbatical Leave documents (Ex. 2-18 & 3-13). The Curriculum Related Activities Committee is influential in supporting new curricular development. The new Technology Committee has improved the faculty voice in technology issues. The University Library Committee, appointed by the Academic Vice President, has worked out with the Library staff a system of library liaisons and departmental and individual faculty book ordering. The labors of departmental search committees have resulted in appointment of some 150 full-time faculty over the past four years. A more expeditious process of authorizing faculty searches would facilitate the hiring process which, in academe, is constrained by the cycle of professional conventions and inflexible deadlines for posting positions.

Efforts to improve communications have been augmented in recent years. Southern Life, a newspaper published by the Public Affairs Office, highlights activities and accomplishments of individuals, departments, and organizations and carries status reports by administrators on issues ranging from awards to assessment, from technology to accreditation. Presidential Dialogues have been well attended and lively. Websites, catalogs and Schedules of Classes documents are carefully updated. The Faculty Handbook, containing protocols for teaching, research, service and professional activities in relation to renewal, tenure and promotion is now on the university website.

Successful shared governance in large measure rests on the leadership of Departmental Chairpersons. However, clear definitions of chairperson responsibilities and expectations are currently lacking. The Office of Faculty Development initiated an important project, a Chairperson's Institute, to prepare incoming chairpersons in basic roles and institutional procedures, including the budget process. No comparable program exists for program directors and coordinators.

The Graduate Council fosters peer accountability for new and existing post-baccalaureate programs and courses. In 1999-2000 the Graduate Council approved 13 of 14 courses; 11 required revisions prior to passage (Ex. 3-14: Graduate Council Minutes). The Undergraduate Curriculum Forum (UCF) also has a solid reputation for quality assurance. Having established the UCF for a three-year probationary period in 1997, the Faculty Senate unanimously approved its permanent status in 2000. A newly revised UCF constitution is currently before that assembly. However, some courses have been unreasonably delayed in the approval process. Ambiguous UCF standards, coupled with uncertain borders between UCF and the various School Curriculum Committees have led to faculty frustration with the process (Ex.3-14: UCF Minutes). These problems are being addressed through a procedural review by UCF and collaborative revision of procedures with School Curriculum Committees. Results are awaited as of this writing.

The School of Extended Learning serves the University community through traditional summer, intersession, and continuing education programs. The Director and the Deans of the academic Schools have established excellent working relations. The new strategic plan for the School charts an ambitious expansion of advisement services, outreach programs and individualized degrees plan for non-traditional learners. The role of the School in administering online instruction has raised questions, especially since tuition revenue goes to CSU, not SCSU. Online students are not counted in SCSU FTE totals, even though of 36 online courses to be offered by CSU in Fall 2001, 23 are taught by SCSU faculty. (Ex.3-16: Online CSU Status Report July 20, 2000.) These matters require equitable settlement.

The SCSU Student Government Association transmits student viewpoints to administration through the Dean of Students. Direct student representation on shared governance committees has not historically been part of the SCSU culture at either the undergraduate or graduate levels. There has been little pressure from students or faculty to change this pattern.

Evaluation of the SCSU organizational structure occurs intermittently. Institutional assessment of administrative units on a cyclical plan is working well (Ex. 3-17 & 3-18: Counseling, Assessments; Residence Life Assessments.) Faculty Senate triennial surveys of senior administrators have brought about changes from the 1996 and

2000 surveys, such as the Presidential Dialogues. Annual Staff Satisfaction Surveys are now in their fourth year.

Projections:

The Board of Trustees commitment to SCSU is exemplary. CSU initiatives, such as the Banner Information System and Online CSU, however, require fuller explanation and university involvement. BOT minutes should be distributed more widely on campus. The new Faculty Senate Committee – the Banner Student Module Faculty Advisory Committee – will work to assure that the Banner Information System meets the needs and concerns of the faculty. It is also anticipated that new online protocols will be developed between CSU and SCSU relating to course approvals, revenue, registration procedure and local administration.

President Adanti's leadership is crucial in these times of transformation. His visibility and communication, through Dialogues and written columns in Southern Life, continue to assist the University community to understand the alterations expected over the next decade. Creation of School Quality Councils has begun and will focus on priority issues and provide greater faculty and staff voice in institutional affairs. Recommendations from the Academic Affairs Quality Council on advisement and faculty workload are expected during 2001-2002. The now permanent Strategic Plan Advisory Committee is projected to hold planning forums for faculty and staff to review the annual updates of the Strategic Plan.

A more active Senate is also projected. To improve communications, a Senate-sponsored University Forum, patterned after the successful Presidential Dialogues, may be anticipated. The Forum will disseminate information and structure exchanges of ideas. Senate Committees will continue to participate in institutional decisions.

To clarify the roles and responsibilities of chairpersons and program coordinators, the Office of Faculty Development will collaborate with the Senate. Written documents may be anticipated from the leadership of the Chairperson's Institute. The Office of Faculty Development is projected to play an increasingly critical role in faculty orientation, mentoring of new faculty and support for teaching initiatives, curriculum development, scholarly work and instruction of faculty in technology.

The Office of Institutional Assessment will continue to monitor UCF programs. The Graduate Council will continue to review graduate programs. Some coordination of these processes is anticipated to occur during the next year. It is anticipated that the UCF constitution will be approved after full review. The procedural issues internal to UCF and between UCF and School Curriculum Committees will be resolved during 2001-2002. UCF is expected to begin review of proposed academic minors as well, another positive step.

The School of Extended Learning is expected to expand programming efforts and student-based services. Academic Affairs is urged to address understaffing in the School, clarify its role as local administrator for distance learning, and integrate the new School strategic plan into the larger academic strategic plan currently under discussion.

The SCSU Student Government Association should develop as a stronger and more vocal advocate for students in institutional governance. The Dean of Students, the

Office of Academic Affairs, the Faculty Senate and the UCF are requested to consider the role of students on committees of shared governance and to explore the processes whereby they might be selected to serve.

The Administration plans to continue formal and informal evaluation of the University. Surveys have been effective in conveying the needs of faculty and staff to the President and the Cabinet. Senior administrators are expected to continue to take input from faculty and staff seriously.

Standard 4: Programs and Instruction

Prologue

Description:

The University is committed to the transmission of knowledge, culture, values and skills to its students (Ex. 4-1: Aim of Liberal Education; Ex. 4-2: Undergraduate Catalog; Ex. 4-3: Graduate Catalog; Ex. 1-3: Role and Scope Statement; Ex. 1-1: SCSU Mission Statement). All SCSU programs are licensed and accredited by the Board of Governors of Higher Education. The University offers programs in business, health and human service professions, education, communication, technology, and in arts and sciences. Undergraduate degrees require a minimum of four years of study; graduate programs take at least one year to complete.

All of Southern's programs must be aligned with the Mission Statement. Each undergraduate and graduate program has a clearly articulated program, published in the appropriate catalog and on the web. Syllabi include specific objectives requiring students to demonstrate knowledge of the field, complex intellectual skills and grasp of methods of inquiry. In the arts and humanities, programs stress creative abilities, cultural understanding and humanistic values while professional programs stress the development of career practices. Programs are coherent, integrative in design and characterized by synthesis of ideas and sequenced progression of learning. These features are tracked by the Office of Institutional Assessment, department curriculum committees, the Undergraduate Curriculum Forum (UCF) and the Graduate Council.

Academic planning and evaluation are undertaken on a regular basis through various curricular bodies, the assessment process and the activities of the Office of Academic Affairs staff in accordance with Strategic Plan initiatives (see Standard 2; Ex. 4-4: SCSU Institutional Assessment Plan [1996]; Ex. 2-1 and 1-5: Strategic Plans 1996, 2001). The Office of Academic Affairs evaluates current and proposed curricula and coordinates available and projected staffing, budget, space, equipment and technology. The institution appreciates and addresses the realities of new program needs such as the new MS in Computer Science, the recent MBA and the projected Ed. D. (see Standard 2). Academic planning and evaluation activities have increased with the establishment of the Office of Institutional Assessment in 1996 and the development of strategic planning (see Standard 2).

The development, approval, administration and review of degree programs is a clearly defined process monitored closely from the department level to the level of the Offices of Institutional Assessment and Academic Affairs and fully integrated into the process of planning and evaluation (see Standard 2). The designated curriculum bodies have clearly established systems for communication with their constituencies and oversight of the instructional programs. Faculty have primary responsibility for generating and delivering curriculum. Programs are added and removed based on curricular vitality, student demand, faculty qualifications and review of resources. All curricular development depends on appraisal of resources available to maintain and enhance the program in question.

The Vice President for Academic Affairs is directly responsible for the development and maintenance of all academic programs. Course content is closely monitored by departments, Deans of the various schools, school curriculum committees, the Undergraduate Curriculum Forum, the Graduate Council and the Faculty Senate. The delivery of instructional programs is coordinated through the Scheduling Officer. Faculty selection and approval is handled through the Office of Academic Affairs, the respective deans and the affected departments.

Undergraduate and graduate programs are eliminated only when the last students have completed their work. Most recently, the UCF has determined to eliminate Southern's alternative general education program (SCore) when all currently enrolled cohorts of students have completed the two-year sequence. At the graduate level, Masters programs in Geography, Adult Education and the Sixth-Year Certification in Communication Disorders have all been eliminated. Published guidelines in catalogs and departmental publications articulate the procedures students must follow if a program is discontinued. Southern attempts to ensure that all such changes cause a minimum of disruption in a student's academic career. Renumbering of courses and other minor changes are clarified by listings in the catalog, changes on the Cumulative Program Record (CPR) (undergraduate) or Planned Program (graduate) and advisement. The UCF and the Graduate Council require departments to justify changes to their programs. Undergraduate students are directed to review their records with the Registrar during the second half of their junior year. Records Office staff formally audit the transcripts of all undergraduate and graduate students prior to graduation. "Problem letters" are mailed to students so that they may take steps to resolve issues during the final semesters.

The University provides alternative schedules, structures, and venues to accommodate the diverse instructional needs of its students. In addition to the Fall and Spring semesters, each of which consists of 15 weeks of classes scheduled throughout the day and evening, some departments offer 8-week courses within the regular semester. Saturday courses are offered by many departments. Three Summer sessions, an intersession and a Spring break mini-semester are additional options. Courses and institutes are configured into intensive one-, two-, or three-week sessions during the Summer, wintersession, and Spring break. International courses are also offered. Some departments offer online courses during the regular semesters and between semesters. Library Science, Social Work, Nursing, and other departments offer online courses that either parallel the regular semester or are scheduled during alternative times.

The instructional objectives, performance expectations, and learning outcomes of the alternatively structured and scheduled courses are comparable to those of the traditional courses. Prerequisites and department requirements are identical to those of traditional courses offered on campus during the semester. All courses have appropriate assignments and assessment criteria that are consistent with course objectives. In Summer or intersession courses, content and requirements are not changed to suit the brevity of sessions; delivery systems, however, may be modified. The number of hours of instruction are set by the Collective Bargaining Agreement (CBA). For pedagogical reasons, some courses can be taught only on a regular semester schedule (e.g., L-courses which require students to write at least 25 pages). Various forms of instructional support, including library services, computer stations, audio-visual equipment, and the bookstore

are available for all sessions. Students have adequate opportunities for inquiry and interaction with the faculty who teach in all formats.

The institution uses external resources to support its programs. The Biology Department offers special topics for nurse anesthetists at Bridgeport Hospital. The School of Education schedules courses at various locations throughout the state. The Social Work Department offers courses in Stamford. The institution's use of such resources is clearly defined in written contractual agreements. The use of these facilities and resources are clearly described in appropriate documents available to students.

Southern sponsors a wide-range of instructional and enrichment activities for the campus community, the larger New Haven community and the region. During both the academic year and in the Summer, the University sponsors conferences, workshops, lectures, discussions, exhibits, performances, and symposia that are relevant and appropriate to the University's mission. To host an event sponsored by a University program, the organizer must complete a Facilities Usage form to reserve space and arrange for such services as catering and audio-visual support. Externally sponsored events are reviewed for appropriateness. Many academic events are supported by the Office of Faculty Development. Student activities and special events funded by student fees are managed by directors in the Division of Student Affairs.

The Admissions Office is responsible for recruitment of students. The Director of Admissions chairs the Enrollment Management Committee. The evaluation of transfer credits is handled through Admissions, the Office of Academic Advisement and the individual departments as appropriate. The Registrar is responsible for the operation and security of the Records Office and the reliability of the academic records of all current and previous students of the University. The Registrar also tracks the awarding and recording of credit. Individual faculty are solely responsible for awarding grades.

Appraisal:

Southern effectively fulfills its commitment to educating its students. Our programs are rigorous, well-defined, rich, diverse, comprehensive and aligned with our educational mission. The existing academic foundation is excellent. Standards are consistently applied across schools, departments and programs. Accurate and detailed information regarding programs and policies is widely disseminated to students. Resources are sufficient both to support and enhance programs and instruction.

The University's programs are educational models for the field. They are effectively implemented by dedicated faculty committed to teaching. The Board of Governors has consistently commended the institution for the quality of its programs. The UCF, Graduate Council, and Academic Affairs are successful in monitoring programs to ensure high-quality education.

Institutional assessments are now being completed on a regular cycle for all academic programs (see Standard 2). Southern anticipates a proliferation of curriculum proposals from newly hired faculty. These proposals will require careful assessment of priorities to ensure appropriate levels of support (see Standard 5). While there is systematic review of degree programs at the graduate level, the UCF does not at this time review existing degree programs nor does it review minors. The allocation of budgets for

staff and equipment is based on recommendations of deans, departmental requests, assessment outcomes, faculty initiatives, and recommendations of curriculum bodies but budget decisions are finally the academic judgment of the Office of Academic Affairs.

As of this year, increased library hours have been instituted to meet the special needs of students in extended learning courses; however, computer labs are not open around the clock (see Standard 7). The University has less than adequate conference facilities (see Standard 8). Other than the Office of Faculty Development, there is no administrative department responsible for the operational aspects of organizing academic conferences. Faculty who sponsor conferences and workshops are responsible for virtually all aspects of the event from ordering food and reserving rooms to publicizing the event and doing the paperwork for speakers' honoraria.

The process for notifying students of changes in curriculum or requirements is not entirely effective. Some undergraduate students are caught off guard by their senior audits because they must rely on outdated catalog copy rather than departmental notification. It is hoped that the Banner Information System will make it easier for advisors to create e-mail distribution lists of their advisees so that such information can be disseminated.

Southern has a well-structured organization that oversees and maintains the academic elements of all instructional programs and courses for which it awards instructional credit. Over the past decade, many initiatives have been undertaken to improve services and accountability.

Projection:

Southern will continue to enhance its existing programs and develop new ones to meet the needs of prospective students in such areas as Anthropology, Environmental Systems, Urban Studies, the Ed.D., the MA in Liberal Studies and the MFA. The University will continue to fund all of its programs as generously as possible.

The UCF, Graduate Council and Office of Academic Affairs will continue to monitor programs. Faculty will continue to excel in curriculum development. The University will enhance its academic planning through the strategic mandate for an academic plan and individual school strategic plans (see Standard 2). New proposals will be rigorously reviewed for academic quality and resource availability. It is urged that the UCF initiate a cyclical review process to evaluate the effectiveness of undergraduate programs. Similarly, departments should develop procedures to inform students of program changes and the rationale for them.

The University is urged to develop a standardized process for the use of off-campus sites, coordinated by Academic Affairs. It is recommended that the coordination of off-campus sites be done in conjunction with the Scheduling Officer of the university. It is anticipated that the next revision of the Strategic Plan will incorporate an initiative on support for academic event management. Electronic facilities usage forms should be posted on the university website.

Undergraduate Programs

Description:

All undergraduate degree programs at SCSU are founded on a common core curriculum, the All-University Requirements (AUR). These are general education requirements that offer an introduction to intellectual inquiry as well as practical skills in such areas as writing, speaking, and maintaining life-long health and wellness. The substance and breadth of the general education program are reflected by (1) fifteen stipulated areas of inquiry, (2) the range of academic disciplines (28) that teach general education courses and (3) the requirement that students complete a minimum of 41-44 credits in the AUR.

Paraphrasing from the Undergraduate Catalog, the aim of a liberal education is to prepare a person to be a responsible individual, able to act effectively to carry out his/her own purposes, able to comprehend the ideas of others, and to judge the validity of evidence in order to arrive at independent conclusions. The general education requirements at SCSU seek to instill such knowledge, skills and dispositions of an educated person in all undergraduate students. Utilizing a variety of methodologies and subject matter experiences, the general education requirement is a distribution among arts and humanities, the natural sciences, mathematics, and the social sciences. All but two undergraduate degree programs mandate that one-third of their requirements (40 credits) be taken in general education.

All courses offered in the AUR must fulfill the spirit of liberal education, as described in the SCSU mission statement and in the 1983 faculty document "The All-University Curriculum" (Ex. 4-5). NEASC Self-Study faculty survey data reflect convincingly the viewpoint that the AUR defines an educated person and "fosters intellectual and personal development."

Each subject area of the AUR addresses aspects of becoming an educated individual. Courses emphasize the theories and methods of inquiry related to specific disciplines and to categories of general education inquiry. Each discipline represented emphasizes the basics in its particular area. For instance, English 101 teaches critical writing through expository essay writing; History 100 teaches the historian's craft; Chemistry 101 employs laboratory experiences that apply scientific method; and Psychology 100 analyzes theories of consciousness, motivation and intelligence. Students are expected to see relationships among various domains of knowledge. The LINKS program permits students to take two inter-related AUR options simultaneously and offers an integrated approach to knowledge.

Southern offers 37 BA (Liberal Arts or Liberal Studies) and BS degrees (Liberal Arts, Liberal Studies or Professional Studies). Double majors are an option. Thus, undergraduate programs offer in-depth study in at least one disciplinary or interdisciplinary area through the student's declared program. The depth of study is reflected in requirements of 30-70 credits in the discipline. Students also have an option of pursuing a baccalaureate degree in Liberal Studies which allows them to combine minors in different areas of study to create individual programs to meet their interests or career plans. This option is especially attractive to part-time students, older students, returning students, and full-time students interested in interdisciplinary studies.

The Undergraduate Catalog has a section for each major and minor in which the rationale, expected learning outcomes and requirements for each program are stated. Each program lists the introductory coursework needed, the sequence of advanced coursework expected and the requirements for graduation. Coursework is sequenced in an increasing order of difficulty. Professional training programs also have fieldwork requirements built into many of their courses. Seniors with at least a 3.0 Quality Point Ratio (QPR) may elect some graduate level courses to meet undergraduate requirements.

Many undergraduate programs include a capstone course, usually completed during the last semester of the senior year. In the Honor's College, students complete a rigorous plan of courses that culminates in the completion of an Honor's Thesis. These theses are supervised by faculty, proceed through an approval process, and are defended by students in a public forum of faculty and peers. Seniors in any degree program may, if the minimum QPR is met, write a thesis under the direction of a faculty mentor and be eligible for departmental honors.

In addition to the baccalaureate programs, an Associate in Science Degree program is currently offered at SCSU. This program is very small (21 degrees awarded between 1990 and 1999). The program requirements include the AUR and 24 credits of electives. Should the student elect to pursue a Bachelor of Science degree, these electives may then be applied.

Undergraduate students receive a Cumulative Program Record (CPR) form (Ex. 4-6) when they first register for courses. Students who have not declared a major have a generic BS CPR (or Associate in Science Degree CPR). Students who have declared a major or have chosen Liberal Studies have a CPR specific to their chosen program.

The university has a set of criteria for distinguishing undergraduate courses at various levels. Introductory courses (100 and 200 level) generally have no prerequisites; in certain incremental skill areas, prerequisites may be remedial courses or other introductory courses in the skill field. Advanced courses (300- and 400-level courses) generally have prerequisites and offer content mastery in the area of inquiry. The UCF plans to review the guidelines for course levels during 2001-2002.

The sequential organization of courses also accommodates remediation of incoming students' potential deficiencies. SCSU placement examinations in writing and mathematics demonstrate that a small number of incoming students score below college competency in these fundamental areas. These students are placed into non-credit pass/fail classes to prepare them for success in college, such as MAT 101, ENG 98 or ENG 99. Placement examinations are also required for Foreign Languages but students with little or no command of another language place into an entry level rather than a remedial class.

Wherever possible, undergraduate programs offer students the option to fulfill graduation credits through elective courses, encouraging them through advisement to pursue their own interests. CPR forms for each program indicate the number of free elective credits afforded in the degree.

The Honors College offers alternatives to the AUR to a small number of students with exceptional scholastic records. Honors College students complete eight team-taught interdisciplinary courses (24 credits) that replace all but four general education fields.

They complete regular course requirements in four University Requirement subject areas (mathematics, health, exercise science, and foreign language).

An examination of course syllabi, department brochures, and catalog descriptions of courses indicates that most courses require students to use information resources in addition to course texts and lectures. Analysis of NEASC Self-Study Student Survey data shows that 84% of students indicated faculty require the use of information resources in their classes.

The UCF, jointly with the Vice-President for Academic Affairs, has sponsored two new initiatives to improve the theory and practice of general education. A Committee on General Education Requirements, in consultation with the Dean of Arts and Sciences, is studying general education practices across the country. In 1998, The Southern Writing Program (SWP) Board was launched specifically to assist the faculty teaching the writing intensive courses designated "L" (for literacy). L-courses were first introduced in 1985 but had not been closely supervised or assessed in the interval. SWP holds workshops and consults with individual faculty or entire departments about proposing and teaching L-courses. It also sponsors two tutors each semester to help students with their writing in L-courses. The UCF will decide in Fall 2001 whether the pilot project will continue on a permanent basis.

Office of Institutional Research surveys of recent graduates, 1996-1999, indicate that students are relatively satisfied with the undergraduate programs with regard to such outcome competencies as thinking analytically and logically, writing effectively, communicating well orally, using quantitative skills, identifying moral and ethical issues, placing current problems in historical context, and formulating creative and original ideas and solutions. NEASC Self-Study data indicate that students are not consistently in agreement on whether the university enhances competencies in oral and written communication, in quantitative and scientific reasoning, or in the ability to develop skills for lifelong learning. However, more than 84% of students indicated that written and oral communication are important for graduates of SCSU.

Appraisal:

The general education requirement is a substantial part of each undergraduate degree program. The document informing the design of the AUR closely corresponds to the University philosophy of what constitutes an educated person. Clearly, the AUR represent an organized, articulate and comprehensive plan that assures that students are grounded in the arts and humanities, the natural sciences, mathematics, and the social sciences. However, despite the growing need for multicultural awareness and such mandates as the National Council for the Accreditation of Teachers Education (NCATE) requirement for integrating multicultural courses into teacher training, Southern has no cultural diversity requirement.

Overall, AUR courses are well-constructed, current and representative of the broad areas of what is typically seen as general education. Courses fulfilling general education area requirements have written objectives and outcomes related to AUR criteria and many include pre-tests and post-tests. The majority of degree programs require a core of 40 or more credits of AUR coursework.

While the Honors thesis option is open to all students with an appropriate QPR, the University does not offer any innovative interdisciplinary capstone experiences—specifically special projects comparable to those at the graduate level—that would allow a student to bring together diverse interests in different disciplines.

The Undergraduate Catalog accurately describes Southern's Bachelor's degree programs. SCSU, because of the breadth and depth of its courses and its Bachelor's degree programs, has the flexibility to meet the needs of a wide range of students admitted to the University. However, few students are aware that Southern Connecticut State University offers an Associate of Science Degree because it is not articulated in any publication of the University.

The SCSU CPR forms are somewhat complicated in appearance, posing initial difficulties for first-time users, but are an effective means of documenting coursework and requirements.

Courses at various levels of difficulty are clearly distinguished and placement testing in writing, mathematics and foreign language assures that students are placed into appropriate courses. Also, the Honors College provides an option for a select number of incoming students with advanced abilities and higher levels of scholastic preparation.

While undergraduate programs, whenever possible, offer students the option to take unrestricted electives, the number of electives varies greatly between programs. SCSU has no written policy on how many, if any, electives must or should be included in each undergraduate program. Professional programs, in particular, place increasingly heavy demands on requirements and leave very few credits in free electives.

As SCSU continues to upgrade its computer-based resources of all kinds, opportunities to extend student learning and research beyond the standard lectures, textbooks, and library books and periodicals will expand dramatically (see Standard 7).

The ad hoc UCF Committee on General Education Requirements will be making recommendations for changes that reflect regional and national “best practice” in providing for the general education needs of our undergraduate student body. The UCF review of courses proposed for inclusion in the AUR is sometimes complicated by conflicting interpretations of the necessarily broad criteria within each subject area.

The data from the Office of Institutional Research graduate survey suggests that, over a three-year period, the university has made gains in the number of graduates who report their skills have been enhanced in these areas as a result of curriculum. More students feel their skills have been “moderately enhanced” and the percentage of students reporting their skills “greatly enhanced” has remained stable.

Projection:

The UCF, Dean of Arts and Sciences, and Vice-President for Academic Affairs may wish to sponsor a committee on the general education requirements as a permanent component of the assessment process. Periodic university-wide forums to communicate committee findings and facilitate broad discussions on general education would be welcome. The current UCF Committee is encouraged to suggest how to interpret the goals and objectives of each AUR subject area for a more expedient and coherent review

process of new AUR courses. Honors College faculty should be included in future general education review initiatives.

It is suggested that the UCF explore ways to integrate knowledge across disciplines, such as curriculum mapping or capstone experiences, using the AUR and interdisciplinary areas of inquiry. In addition, the UCF, in conjunction with the academic administration, should study the issue of limited free electives in professional programs. The most current versions of "The All University Requirements" document and the guidelines for course levels should be made more accessible through the university website, the Faculty Handbook and the Undergraduate Catalog.

The Associate's Degree should be included in the Undergraduate Catalog. The School of Extended Learning may wish to promote this relatively unknown degree to prospective students. The function of CPR forms should continue unchanged. Perhaps technological innovation will make the form more accessible and easier to use for the entire university community. The Library should continue to be provided with sufficient resources to expand information technology acquisitions.

The University will need to continue to survey its graduates regarding the relationship of the AUR and academic majors and analyze the data to monitor trends. The information should be distributed on an annual basis to administrative and academic personnel responsible for curriculum development.

Graduate Programs

Description:

SCSU has been identified as "the flagship of advanced study in the CSU system." Initiatives concerning research, assessment, and accreditation proposed by the School of Graduate Studies are indicative of SCSU's commitment to graduate education. These initiatives include creating a model for assessment of learning outcomes to evaluate the preparation of graduate students; developing a research infrastructure with the Office of Sponsored Programs and Research to facilitate research activities of graduate faculty and students; assisting each program to seek and maintain external validation; and supporting program surveys of alumni and employers of graduates.

Most graduate degree programs are housed in departments and are coordinated through the School of Graduate Studies. Each program has comparative autonomy with regard to such aspects as admission policies, course offerings and capstone experiences, so long as these components are aligned with the minimum standards established by the Graduate School and the Graduate Council. Students first apply to the School of Graduate Studies for admission. Once a student's file is complete s/he meets with the departmental graduate coordinator to complete a planned program. Approval of the Graduate Dean results in matriculation. Students seeking secondary education certification must apply both to the host department and to the School of Education; students pursuing a joint degree must also apply to both departments.

Graduate degree programs provide advanced and specialized learning under the direction of scholars and practitioners in each discipline. Program descriptions in the Graduate Catalog (Ex. 4-3), in departmental publications, and on the university and departmental websites explain the basic rationale, requirements and expectations for each

degree. All programs offering certification state both entry and exit requirements. Students demonstrate their learning through successful completion of coursework and a capstone experience, such as the master's thesis, the special project or the comprehensive exam. Not all departments offer all three options. Approximately 65 Master's students complete theses each year (about 8% of Master's degree recipients), with the remainder completing a comprehensive examination or special project. Graduate students in many of the professional programs must take licensing and/or certification examinations in addition to their capstone experience. Students who do not maintain a QPR of B or better are placed on academic probation by the School of Graduate Studies and those who do not complete their degrees within six years must petition for a one year extension or lose matriculation.

The Academic Standards Committee of the Graduate Council reviews each graduate program on a five-year rotation schedule. This review includes an assessment of the rationale, clarity, and requirements of each graduate program; an evaluation of programmatic features including entry and exit requirements, faculty expertise and research, student qualifications and professional performance and the adequacy of library, information resources and facilities such as laboratories.

The Curriculum Committee of the Graduate Council reviews each new and revised course after the course has received the approval of the departmental and school curriculum committees. The review focuses on the appropriateness of course objectives in relation to the goals of the graduate program.

Course descriptions, program objectives, syllabi, and other departmental publications demonstrate that graduate students are expected to have a deeper knowledge of the methods of their discipline than undergraduate students. For example, the program objectives for Master's and Bachelor's degrees in Public Health, History, Business and English articulate distinctions between undergraduate and graduate levels in terms of intellectual and creative expectations. In addition, some programs have high admissions criteria. School of Education graduate programs require a minimum undergraduate QPR of 2.7 rather than the 2.5 required by the Graduate School; the Master of Library Science degree requires Graduate Record Examination (GRE) scores.

The graduate faculty are dedicated and competent professionals with the necessary credentials to maintain high standards for graduate education. Faculty are rated highly in student responses to the Graduate Program Review survey for carefully preparing graduate level courses, for showing genuine interest in the welfare and professional development of graduate students, for being receptive to new ideas and ways of doing things and for striving to keep up with new developments in the field. To be appointed as graduate faculty, applicants must meet criteria established by the Graduate Council including the doctorate or terminal degree in the field, evidence of creative activity and graduate teaching experience. Currently, 238 faculty have graduate faculty status. The process for selecting graduate faculty is currently under review by the Procedures Committee of the Graduate Council.

Most graduate programs have an adequate number of qualified full-time and part-time faculty. Graduate Program Review surveys show that students believe that current faculty members have sufficient time to successfully meet program objectives. To maximize faculty resources, some departments offer dual-listed courses

(graduate/undergraduate or Master's/Sixth-Year) that consolidate two faculty teaching assignments and expand the range of graduate offerings.

The CBA prescribes that faculty members who teach graduate courses have the same 12-hour credit load per semester as those faculty who teach undergraduate courses. Exceptions mandated by accrediting organizations are articulated in side letters (Ex. 4-7: AAUP Contract Side Letter) to the CBA (e.g., Library Science, MBA). Each program has a faculty member who serves as Graduate Program Coordinator responsible for admissions, advisement, and other duties related to enhancing each graduate program.

Graduate faculty regularly engage in a variety of scholarly or creative activities including publication, juried and invited presentations, ongoing research, and grant writing. Faculty in professional programs also participate in field/clinical practices and contribute to their fields. Many graduate students also are active scholars and researchers. The Graduate Student Affairs Committee provides (on a competitive basis) funding for student research and travel to conferences.

CSU has recently obtained legislative approval to offer a doctorate in education. The proposed Ed.D. program has a projected start date of Fall 2002. The University has made a commitment to providing the resources required for this advanced degree program. There are also master's degree program proposals in process for a Master of Arts in Liberal Studies and a Master of Fine Arts. Resources for graduate programs vary. With regard to the Library and information resources, the 1998 State Department of Education accreditation of the School of Education has indicated that the standard for library holdings has been "met with distinction" but research in hard sciences at Southern is partially dependent on outside laboratory and library resources because of limited facilities and holdings.

The eight graduate programs housed in Arts and Sciences offer degrees which combine both research and professional practice. Four offer the MS with different tracks (Biology, Chemistry, Mathematics, Sociology). Four offer the research-oriented MA degree (English, Foreign Languages, History Women's Studies). English, History and Foreign Languages also offer the professionally-oriented MS. Additionally, English and History offer joint MS degrees with the Master of Library Science. Women's Studies offers an interdisciplinary MA. Most of these programs also offer the MS with certification to students preparing for careers as secondary educators. An articulation committee includes representatives from Arts and Science programs and the School of Education to ensure consistency and quality in teacher preparation programs.

These programs emphasize the complex integration of specialized disciplinary and (when relevant) interdisciplinary knowledge in all aspects of the degree's course offerings. They also prepare students who wish to pursue advanced degrees by fostering a culture of research and exchange of ideas. All programs stress the importance of research. Most programs offer a research methods course. These research programs rely heavily on information and library resources.

Professional or practice oriented graduate programs are housed in the School of Business; the School of Communication, Information, and Library Science; the School of Education; and the School of Health and Human Services. Professional graduate programs either hold external accreditation from appropriate organizations (e.g., American Speech-Language-Hearing Association, Council on Education for Public

Health), are in the process of applying for external accreditation (e.g., NCATE - School of Education), or are planning to do so in the near future (e.g., AACSB - School of Business). Standards of these organizations are consistent with NEASC standards. Additionally, all programs involved with teacher certification (16 MS programs, two Sixth-Year programs) are approved by the Connecticut State Department of Education. The most recent SDOE accreditation was in 1998.

As articulated in their vision and mission statements, professional programs prepare students for excellence in professional practice and command of the discipline. Students are also expected to demonstrate strong communication and analytical skills and to maintain their commitment to intellectual inquiry after they complete their degrees. These programs offer coursework and fieldwork/practica experiences or internships to ensure that students develop skills in methodology, apply content knowledge, and demonstrate professional and ethical behavior appropriate to the discipline. Course sequences, aimed at developing skills in a sequential manner, are described in the Graduate Catalog and departmental materials.

Feedback from focus groups of graduate students and NEASC Self-Study student survey results suggest that, in both research-based and professional programs, students believe that they are learning the skills identified as their program's objective, and furthermore, that they have ample opportunities to demonstrate their knowledge. According to NEASC Self-Study data, almost all graduate students (90%) believe their programs provide them with mastery of a field or professional area. Favorable responses from departmental questionnaires show that many graduates go on to advanced degrees and find fulfilling scholarly and professional careers.

In addition to Masters programs, SCSU offers nine Sixth-Year professional programs. These differ from the Masters programs in expectations and an advanced level of sophistication as seen in entrance requirements, course offerings and planned programs.

To encourage graduate students in developing their research skills, a number of programs offer graduate research assistantships which provide selected students with the opportunity to conduct research in conjunction with a faculty member (e.g., Psychology, Communication Disorders). Teaching assistantships are also available in some departments (e.g., History, English). The School of Graduate Studies offers 10 \$8,000 research fellowships each year on a competitive basis to full-time graduate students. Each fellow is mentored by a faculty member in his/her field and by a librarian.

All programs gather data for the five-year review process. According to NEASC Self-Study surveys, chairpersons indicate that about half of the programs survey their students, 85% survey alumni and 39% had surveyed employers within the past three years. Many programs have advisory boards that meet at least once a year and include a broad representation of stakeholders to provide feedback to the programs.

Appraisal:

There is strong administrative support for graduate programs and recognition of the needs of graduate learners as evidenced in the University Strategic Plan. Each program's structure of course offerings, capstone options, and concentrations are geared

toward the possible scholarly and professional uses to which individual students might devote the knowledge and expertise gained in the program.

The Graduate Catalog offers a lucid presentation of all the essential elements of the graduate programs offered and is reviewed and revised annually. The School of Graduate Studies website will provide related information and important links.

Reviews conducted by the Academic Standards Committee and the Curriculum Committee of the Graduate Council are very effective in assessing the goals and objectives of each graduate program, ensuring that they advance the student substantially beyond the accomplishments of a baccalaureate degree. As noted in Standard 3, this process is not a mere rubber stamp but works as a mechanism for improving programs.

The review process does not, however, explicitly require programs to address the hierarchy of knowledge and skills in cases where both undergraduate and graduate or Master's and Sixth-Year programs are offered. There is currently no University-wide mechanism to assess the relationship and interdependence of undergraduate and graduate programs.

The number of full-time graduate faculty and faculty/student ratios have been sufficient for successful implementation of most graduate and Sixth-Year professional programs. Some understaffing is noted by several programs in their Graduate Program Reviews (e.g., Science Education, Reading). Projected increases in graduate enrollment in several programs suggest that the number of full-time faculty may be insufficient and that faculty/student ratios could suffer.

A majority of faculty responding to the NEASC Self-Study survey believe that current workloads provide adequate time for effective teaching and advising, but not for participation in scholarship and research. Reduced workloads for graduate faculty have been discussed. However, many faculty in undergraduate-only programs are active scholars and researchers and would also benefit from a reduced teaching load (see Standard 5). Graduate Program Coordinators all provide support for their programs, but not all are given reassigned time. Faculty who supervise graduate assistants and research fellows do so voluntarily, as do faculty who supervise comprehensive examinations or serve as second readers for theses.

The forthcoming Ed.D. and the possible launching of graduate degrees in fine arts, liberal studies and the sciences in the next few years creates a concern regarding the resources available to support these new programs. For some programs, library resources are ranked low on Graduate Program Review Student Surveys collected for the five year reviews by both students and faculty. The accessibility of some online services is a problem as is access to "smart" classrooms (see Standards 7 and 8). Research in Biology and Chemistry is partially dependent on outside laboratory and library resources because of SCSU's limited facilities. The University has made significant progress in upgrading science equipment, but concerns remain about the adequacy of laboratory and clinic space.

There are only a limited number of research and teaching assistantships available to graduate students, and these awards do not include tuition remission. This year alone tuition has gone up substantially but the stipends for teaching and research assistantships and for research fellowships have not increased. The majority of graduate students are

part-time and consequently are not eligible to apply for either graduate assistantships or fellowships. Part-time students cannot pre-register for classes and, as a consequence, course cancellations often occur prior to registration of part-time students.

Not every research and professional program offers a course in research methodology. Not all programs require students to take a course in research methodology even if the course may be offered. Not all programs clearly state their exit requirements. While theses are reviewed and accepted by the Graduate School according to guidelines for thesis preparation approved by the Graduate Council, there is no mechanism beyond departments for evaluating comprehensive examinations or special projects.

The Graduate Program Reviews appropriately require programs to gather appraisal data from students and alumni; thus, all programs use the Graduate Program Review Survey for obtaining feedback from current students and faculty at least once in a five year cycle. However, there is no current mechanism that addresses if, or how, such data are used for program improvement.

Projection:

Programs will continue to serve the needs of graduate students effectively. All graduate programs should be encouraged to seek external accreditation from appropriate bodies when possible.

As a component of the annual review of the Graduate Catalog, departments and programs are encouraged to address in depth the relationship between scholarly and/or professional goals as they relate to degree requirements. These explanations should be inserted into the Graduate Catalog, departmental publications, and web sites.

Review of graduate programs by departments and the Graduate Council will continue to ensure that each program provides students with opportunities to master a complex field of study as required by the standards of the discipline. While the current review of program objectives provides both oversight and feedback to the graduate programs, Graduate Council, Graduate Dean and Vice President for Academic Affairs, it is anticipated that there will be greater rigor in evaluation of program objectives as correlated with the performance of program graduates.

The Graduate Council is urged to develop a formal mechanism to assess the relationship and interdependence of the undergraduate and graduate programs and to ensure that research methodology is required of all students. Similarly, the Graduate Council may wish to require programs to develop clear policies and standards for comprehensive examinations and special project options. Further, the assessment process might be revised to demonstrate how survey data may be used to improve their programs.

In accordance with the Strategic Plan, the University must find means to increase the level of support for graduate assistantships. This initiative will assist SCSU in maintaining excellence in our graduate programs and attracting better students to Southern. The specific needs of part-time graduate students should also be addressed, especially in regard to access to assistantships and fellowships. Pre-registration for part-time students is being explored by senior administrators.

Workload considerations, including teaching loads and reassigned time for graduate coordinators, deserve serious attention. Some form of compensation for faculty

who supervise graduate assistants and research fellows and for those who direct comprehensive examinations and are second readers for theses should also be considered. Efforts need to be taken by all programs to keep students aware of faculty accomplishments and vice versa. University funding for departmental graduate conferences may be one way of addressing this concern. The visibility of the Graduate Student Affairs Committee needs to be increased substantially and have a presence on the web.

Access to adequate graduate-level library resources is essential to fostering students' understanding of the relationships among research, theory, literature, and methodology, as expressed in degree requirements. The Library should continue to receive generous funding for development of its holdings. Graduate programs that maintain laboratory facilities should evaluate the impact of current facilities on graduate students' ability to fulfill degree requirements and should make recommendations about future needs.

Research And Scholarship

Description:

SCSU's Faculty Handbook (Ex. 4-8) affirms that "research, publication, and other scholarly and creative activities are integral to SCSU's role as a comprehensive university." Seventy percent of faculty responding to the NEASC Self-Study survey believe SCSU sustains an environment that encourages teaching, learning, scholarship, and research. Eighty-one percent of students responding to the NEASC Self-Study survey indicated they are encouraged to engage in scholarly and creative achievements.

Southern's faculty are active scholars and researchers who undertake ethical research appropriate to their field and specialty and use internal and external resources to support extended concentration on scholarship and research. In 2000, 11% of the faculty applied for funding from external sources (other than the CSU system) for research or for teaching development. Eighty-one percent of the faculty responding to the NEASC Self-Study survey have submitted work for publication, presentation, or exhibition in the past two years. Sixty-five percent of these faculty applied for travel funds available through AAUP during the past academic year to attend professional and scholarly meetings. A faculty bibliography is maintained through the University's website and updated annually.

Faculty discussion groups, workshops, lecture series and conferences sustain the integration of scholarship and instruction. The Teaching Exchange and the Thursday Morning Discussion Group focus on a variety of topics about teaching and learning in higher education. The CSU Research Conference highlights faculty work in progress, the annual conference on computing links recent research with classroom applications, the English Department is sponsoring its first regional conference on the teaching of composition and its third graduate student conference, and the Women's Studies Program is hosting its eleventh conference in Fall 2001. The Judaic Studies Program sponsors a monthly scholarly discussion.

Ethical aspects of faculty or student research relating to human and animal subjects are under the supervision of the Institutional Review Board (IRB) which consists entirely of faculty. Research projects covered under IRB supervision include grants,

Master's and Honors theses, independent study and practica projects, and research that uses SCSU students as subjects.

Scholarship and research are encouraged and supported through the university's Strategic Plan. According to the NEASC Self-Study survey, 54% of faculty members believe that SCSU allocates available resources for scholarly support services compatible with its research programs, but 52% believe scholarship and research do not receive support appropriate to SCSU's purposes and objectives.

The 1996 Strategic Plan recognized that scholarship and research needed support through additional funding. Under this strategic objective, the University, in 1999, created and filled new full-time positions for both a Director of the Office of Sponsored Programs and Research and a Grant Specialist/Grant Writer. The University also expanded services for faculty to research funding sources and conduct initial literature reviews in preparation for writing proposals. The 2001 Strategic Plan identifies increasing support for scholarship and research as one of five major goals for the institution. Specific objectives include a Quality Team to investigate issues related to enhancing faculty research and creativity, maximizing current contractual provisions for support, expanding the services of the Office of Sponsored Programs and Research, and increasing the numbers of undergraduate and graduate students who are actively engaged in research.

SCSU offers a range of programs funded to support the instructional and scholarly needs of faculty. CSU Research Grants, up to \$4,000 per proposal, are available to full-time faculty to engage in scholarly activity. Curriculum-Related Activities Grants, up to \$3,000, are available to full-time faculty to revise or develop a course or program, or to create collaborative courses. Faculty Development Grants, typically \$1,500, are available to provide consultants for seminars and workshops. Research reassigned time is competitively available to full-time faculty to engage in scholarly activity; faculty are also eligible for reassigned time for grant-writing. Sabbatical Leave is available to tenured faculty with at least six years of service for scholarly and creative endeavors. Yale University's Visiting Faculty Program allows SCSU faculty to receive reassigned time for directed study with a Yale faculty sponsor. A Yale Library Card is competitively available to a maximum of 48 full-time faculty for three month privileges at Yale's libraries.

The Office of Sponsored Programs and Research (SPAR) provides information regarding federal, foundation, corporate and individual funding sources available to support the research and instructional interests of faculty. SPAR also provides assistance in project design and grant proposal preparation. Workshops on the development of grants are provided to classes, departments, or groups of departments upon request. The University is a member of the Office of Federal Programs of the American Association of State Colleges and Universities, a Washington-based grants information and technical assistance program which enhances external funding possibilities for public higher education.

Graduate assistantships are available in many departments. The Information and Library Science Department won external funds to support four graduate students at full tuition, fees and a \$14,000 yearly stipend. Other departments rely on budget allocations from the Office of Academic Affairs.

Since the inception of the Graduate Research Fellowship program in 1998, students have been selected competitively for ten fellowships per year of \$8,000 each. At the conclusion of the award year, each fellow presents his or her research in a public forum. Southern students also have opportunities to present their research in such public settings as an Honors thesis defense, a student symposium, an exhibit or performance, or at undergraduate or graduate student conferences. The Graduate Student Affairs Committee provides research and travel funding for full-time and part-time graduate students on a competitive basis (see Standard 7).

The University recognizes excellence in scholarship and teaching through the awarding of the CSU Professorship for a career of professional excellence, the Faculty Scholar Award for an individual work of outstanding scholarship, and the Outstanding Teaching Award for excellence in instruction. Faculty selection committees choose the recipients. Both full-time and part-time faculty are eligible for the Outstanding Teaching Award. The Office of Faculty Development provides funding and management for a wide range of activities. The Office maintains resources on teaching and learning, institutional assessment, cultural diversity, and other issues currently of importance to higher education (see Standard 5).

Faculty are encouraged to participate in professional conferences, workshops, and other forums that contribute to teaching effectiveness and give faculty the opportunity to interact with colleagues about professional matters. State agencies, including the Connecticut State Department of Higher Education, also support faculty members by providing financial, technical, and personnel support. Grants were given to faculty members by the Department of Higher Education for collaborative instruction between faculty members and K-12 teachers in the University's professional development schools. Various grants are awarded by the federal government and private agencies to support faculty members in many areas, including instruction. Over 60 grants totaling \$2,274,753 since July 1996 enabled faculty members to enhance the instructional process. Many University departments, including Social Work, Education, Communication Disorders, Philosophy, Foreign Languages, Library Science, Public Health, Exercise Science, and Psychology were recipients of the grants. Sponsors include national organizations such as Microsoft, Bayer, The Nature Conservancy, National Institute of Mental Health, and NASA. CONNSTRUCT, the NSF-funded Statewide Systemic Initiative for the improvement of the teaching and learning of mathematics, science and technology, has provisions for faculty to collaborate with local schools. The knowledge faculty gain from contact with school children, teachers, and the community is incorporated into their instructional approaches.

The Research and Scholarship Advisory Committee (RSAC) is a continuing advisory body within the Division of Academic Affairs. This committee sponsors an annual forum at which SCSU scholars present their work. It also identifies desirable resources and recommends policies to enhance the research and creative climate at the University. Faculty from each School are appointed to RSAC by the Academic Vice-President. The most recent Strategic Plan provides for the chartering of a Research Commission.

Academic freedom of both faculty and students is affirmed under the CBA. Eighty-one percent of faculty in the NEASC Self-Study survey believe they are accorded

the academic freedom to pursue scholarship and research. Academic freedom under this agreement extends to conduct of courses and determination of grades. A procedure has been established to handle claims of violation of academic freedom via an Academic Freedom Panel and an Academic Freedom Committee convened by the CSU-AAUP President and the Administration.

Appraisal:

The University has begun to recognize the increasing importance of research and scholarship as an academic priority that enriches the dimensions of knowledge and enhances the teaching enterprise. This adjustment is reflected in Southern's strategic priorities and in the dialogue among faculty and between faculty and administration regarding the changing role of research. Historically, SCSU has rewarded good teaching. Faculty have received tenure and promotion with minimal evidence of research productivity. With the arrival of large numbers of new faculty in recent years, Southern's culture is clearly shifting. While the emphasis on teaching remains primary, new faculty members are increasingly committed to pursuing scholarship.

Although tenured faculty members undergo professional assessment every six years, in practice there is no mechanism for accountability of faculty research and scholarship (such as annual goals and review of achievements). There is no mechanism for evaluating the scholarship of adjunct faculty members. Without incentives and accountability, it is difficult to assess activities that do not result in peer-reviewed publication, performance or exhibitions.

Despite the proliferation of research opportunities and funded scholarly and research programs, the faculty commitment to research outstrips the institution's ability to support it. Space for laboratories, library facilities, document storage, and office space is too limited. Faculty workloads are unrealistically high for those pursuing research seriously. The amount of reassigned time for research is inadequate. Faculty expectations regarding scholarship and research may not be reflected realistically in the promotion and tenure document. Southern's commitment to research has increased but only the Department of Library Science and the MBA program have a reduced teaching workload based on side agreements to the AAUP contract mandated by the accrediting organization that requires graduate faculty to be awarded three credits for research activities (Exhibit 4-7: AAUP Contract side letter).

NEASC Self-Study faculty survey data indicate that 70% of the faculty believe their workloads do not reflect SCSU's research commitment; 58% think that current workloads do not allow them adequate time to participate in scholarship and research. Fifty-one percent of faculty respondents believe that policies related to research are not clearly communicated throughout SCSU. The Staff Satisfaction Survey indicates similar perceptions. Faculty and student participation in research and scholarship does not appear to be well publicized.

The current level of support for graduate students cannot continue to maintain a strong if small graduate student research program or attract top students competitively to graduate programs.

Projection:

For the next revision of the Strategic Plan, the University is urged to discuss the role of the Promotion and Tenure process in increasing research productivity among faculty. The University might also consider increasing substantially the pool of research reassigned time and making long-term assignments of such reductions to faculty who produce peer-reviewed work in their fields and to faculty demonstrably engaged in ongoing research. Offering competitive Researcher-in-Residence awards, each carrying 6-12 credits of reassigned time for research per year, would be most welcome. Special programs to assist new faculty members in developing and implementing their research agendas should also be investigated.

Methods for increasing the visibility of research on campus should be investigated. These may include a public relations program to highlight faculty and student research accomplishments; initiation of regular programs of research presentations by faculty and students; and the provision of meaningful financial and logistical support to those groups wishing to sponsor research conferences on campus.

Steps should be taken to augment sources of funding for faculty research. These steps should include petitioning the parties engaged in collective bargaining to increase funds for faculty research and professional travel; encouraging faculty members to apply for external grants as part of sabbatical leave packages; adding additional grant writers in SPAR; and creating two to four fellowships per year in grantsmanship to allow selected faculty members to intern in SPAR.

A Strategic Plan objective is to increase the numbers of students who engage in research. To accomplish this goal the number of graduate assistantships should be increased. Assistantships should provide yearly tuition, fees and a substantial stipend. The issue of tuition waivers for graduate assistants should be brought to the attention of the Board of Trustees and the requirement that only full-time students are eligible for graduate assistantships should be reconsidered.

Instruction**Description:**

SCSU's dynamic and progressive nature as an institution is reflected in its instructional programs. The University provides comprehensive and diverse instruction to more than 12,000 students. The University offered 1,592 undergraduate and 905 graduate courses in the 2001 Spring semester, including 459 General Education, 140 Independent Study, and 42 Thesis courses. The university offers courses in 15 week, 8 week, and Saturday formats during the semester. Additional courses are offered during intersession, Spring break and Summer.

The learning environment at SCSU is structured to support the fulfillment of the varied academic and professional goals of its students and faculty. The curricula are based on fundamental principles of instruction, including breadth of scope, hierarchy of sequence, and integrative articulation. As illustrated by syllabi and course descriptions, most courses have multiple objectives with specified performance outcomes that are consistent with the educational and service mission of the University, national standards, and when appropriate, accreditation and state requirements. For example, students in the

introductory course for all elementary and secondary majors are required to demonstrate knowledge of emotional intelligence theory by designing a classroom management model to apply in the 40-hour practicum in their assigned school. Approximately 75% of the faculty responding to the NEASC Self-Study survey indicate that curricula are appropriate to the varying abilities of students and that SCSU sustains an environment that encourages teaching and learning and provides support to enhance teaching.

Some courses are offered in a several formats to meet students' diverse needs and interests. The Political Science department offers its 100-level introductory course in a general survey course for classes with up to 40 students; a writing-intensive L-course which requires a minimum of 25 pages of writing and is limited to a class size of 25 or less; and a seminar course in which enrollment is limited to 20 students and requires substantial class participation. Other courses at various levels may be offered in both traditional and online formats, such as ENG 213, CSC 304, and LSC 504.

The University uses varied instruction models, including those that place students in off-campus field and clinical sites which enhance instruction by giving students career-related experiences and providing service to the community as well. Departments in the School of Health and Human Services and the School of Business have collaborative relationships with many community agencies and facilities. The Professional Development School's Network coordinates field placements in partnership schools to give students practical experience. Some departments offer opportunities for overseas experiences. The Study Abroad Program in foreign languages gives the students cultural and language exposure in another country and allows education majors to meet their student teaching requirements in an educational system that is different from the United States. Environmental Studies provides field experience in Latin America. In Summer 2001, Anthropology began a new Field School in Tanzania.

Requirements in a majority of the courses, especially at the upper level, stress scholarly and creative endeavors on the part of students. Students may design and implement an independent study with a faculty member in any department. Graduate students (including those selected as Research Fellows by the School of Graduate School) and some undergraduates present their research at refereed conferences or publish in scholarly journals. Additional examples of student research and creativity include Honors theses, graduate theses, presentations, performances, projects, portfolios, and exhibits.

Faculty members regularly update most courses to incorporate changing knowledge, the latest research, and technology. Course bibliographies usually contain recent citations to supplement classic readings and references. Mathematics faculty meet regularly to consider developments in the discipline to be incorporated into coursework and reflected in syllabi. In addition to individual changes, some departments and schools incorporate systemic changes. The School of Education requires course syllabi to include technology standards. Course content is also updated to reflect relevant societal issues and concerns. The school health course required of all secondary education majors incorporates the violence intervention skills recommended by the American Association for Health Education, the American School Health Association, and the American Pediatric Society.

The Notification Management Committee of the UCF and the Curriculum Committee of the Graduate Council require proposals for new courses and course

changes to meet academic and procedural criteria, including stated objectives, recent references, justification for changes, and prior approval by the department and school curriculum committees. Furthermore, as part of the five-year peer review process, each graduate program documents "a consistently high level of instruction" and "a climate of intellectual/professional curiosity and achievement" (Ex. 4-9: Graduate Council Academic Standards).

Many instructors use Course Information Surveys (Ex. 4-10) to assess the quality of instruction. According to the results of the NEASC Self-Study faculty survey, 76% of the faculty use the computerized Course Information Survey, and/or 35% use a different format. The Course Information Survey, containing over 25 items relating to the quality of instruction, are completed by students at the end of the semester and are summarized by the Office of Institutional Research. Survey items ask students to assess various aspects of instruction such as the quality and type of teaching, the course objectives, and the availability and punctuality of instructor. Departments also monitor teaching effectiveness in a variety of ways, including classroom observations for purposes of renewal, tenure and promotion, examination of course content, and student feedback. Many faculty members also conduct their own assessments using various approaches, including portfolios, testimonials, assignments, and course surveys. A high number of faculty responding to the NEASC Self-Study survey use the classroom for research on effective teaching. Ninety-one percent of faculty respondents use the results of the course evaluations to change course objectives; 93% have modified courses because of evaluation, faculty discussions, and other information.

Courses are designed to maximize the learning environment by ensuring that students receive the type of instruction (content and methodology) that is suitable for their level of development. Evaluative strategies such as tests, interviews, grades, and references are used to assist students and faculty to assess the students' abilities and ensure their appropriate placement in different programs.

Instruction is delivered through various media and systems. Varying levels of technology are integrated into many courses. The foreign language courses use the language laboratory for self-instruction and auto-corrections, as well as for reproducing the language orally. Virtually all accounting courses utilize computers for instruction. Even in a traditional discipline such as History, a computer presentation program is employed in the classroom for several sections of Western Civilization.

Many courses use computer technology, including specialized software programs and the Internet, to facilitate instruction. High-tech ("smart") classrooms are available in several academic buildings to facilitate instruction. Academic Computing services support the creation of faculty and student multimedia presentations involving text, images, animation, video and audio activities. Approximately 20-25 courses per semester are taught completely online and apply the latest technology to interact, do research, conduct demonstrations, and engage in all other aspects of instruction. The Technology Pathway Program enables students to begin their studies at SCSU and advance directly to any program in the School of Technology at Central Connecticut State University. Faculty are invited to apply for the Summer Tech program that provides support for using technology in the classroom. Faculty responding to the NEASC Self-Study survey indicate that they use knowledge and skills acquired in technology workshops to improve

instruction in their courses. However, only 48% consider technological support adequate, a response consistent with results of the Spring 2000 Staff Satisfaction Survey.

There are currently 416 full-time teaching faculty of whom more than 80% hold terminal degrees in their discipline. In addition, adjunct faculty members add to the different methods of instruction, including the practitioner's perspective (see Standard 5). In student teaching and various field placements, instruction is augmented by interaction with practitioners in the field. Visiting scholars further expose students to different perspectives of knowledge and methods of transmission, research and assessment. The diversity of the faculty exposes students to individuals from different academic and cultural backgrounds. There were 46 full-time Asian, Black, and Hispanic faculty members and 34 adjunct minority faculty identified in Spring 2000. Three new faculty were appointed to the English Department to teach minority literature.

Additional resources for teaching improvements and innovations are made available through the Faculty Development Advisory Committee (FDAC), under the aegis of the Associate Vice President for Academic Affairs. FDAC sponsors a Faculty Forum at the beginning of each semester as well as Curriculum-Related and Faculty Development grants (provided for in the CBA) and the Summer Tech program. FDAC also sponsors the weekly Teaching Exchange and Thursday Morning Discussion Group. Both of these programs, open to all faculty members, are focused on pedagogy. The Southern Writing Program sponsors a workshop each Summer for faculty interested in teaching writing-intensive courses. The University also recognizes excellence in teaching through its Outstanding Teaching Awards, given annually to one or two full-time faculty and one part-time faculty member.

Class size limits are determined by the School Deans in consultation with the department or interdisciplinary program and the availability of physical facilities. Class sizes vary throughout the University, but enrollment in excess of 40 students increases the load credits for the professor, as provided in the CBA. Advanced classes in specialized fields may be granted permission to run with as few as eight students. Class sizes are also, affected by space constraints (see Standard 8).

Advisement and academic support of students are integrally related to instructional outcomes and student performance. Undergraduate students are provided with a full range of advisement services by the Academic Advisement Center. Incoming, undeclared and transfer students often seek initial advice and referrals from this office or from the School of Extended Learning. Students have access to numerous University services including the Disability Resource Office, the Office of Supportive Services, University Counseling and the Career Services Office (see Standard 6). Each department provides advisement to students enrolled in its programs. Full-time faculty members are required by the CBA to hold office hours at least five hours over three days a week. Many departments have designated specific faculty to advise students prior to registration and to assist students in selecting courses and completing the CPR or planned program. Students in the focus groups for this standard indicated dissatisfaction with advisement and NEASC Self-Study student responses confirm this perspective. The Academic Affairs Quality Council is currently studying advisement issues.

Some departments hold orientations or open house events to familiarize students with information about their programs and courses (e.g., Mathematics, Counseling and

School Psychology, Communication Disorders). Students are advised to take appropriate courses, including prerequisites, based on placement tests, coursework, and other relevant information. The Mathematics and English departments hold review sessions for the state mandated Praxis I test during the Spring and Fall semesters to prepare students in teacher education programs. Some departments, including Foreign Languages and English, have developed career web pages linked to their departmental web pages.

Appraisal:

The state of instruction at Southern is strong and healthy. Course offerings are rich, diverse, and available to students in a variety of time-frames and formats.

Over 90% of respondents to the NEASC Self-Study faculty survey say that they have substantive responsibility for the curriculum, but only 50% accept that curriculum planning takes into account the resources required for the improvement of academic programs. Although classes are taught by professors of diverse racial and cultural backgrounds, such diversity needs to be increased. Minority faculty, currently at 11%, is well below the proportion of minorities in the country's population, and, while Asians and South Asians are well-represented in the faculty, African Americans and Latinos/as are under-represented, as is the case in most other institutions of higher education in the country. The University, however, is now more aggressively recruiting minority faculty. The Department of English appointed several faculty of color to teach African American literatures; History appointed an African American to teach Black History.

The evaluation of instruction is certainly better established today under the auspices of the Office of Assessment, the Undergraduate Curriculum Committee, the Graduate Council, and the School Curriculum Committees than was the case five or ten years ago. However, it still needs improvement, including procedural consistency between undergraduate and graduate proposals, courses and programs. The use of Course Information Surveys is not mandatory; only approximately one-third of the courses offered are evaluated by this instrument. There is no formal tracking of alternative evaluative formats. Departments do monitor teaching competence of their faculty, primarily through the renewal, promotion and tenure process. Attention to the assessment of learning outcomes in programs and courses is becoming habitual as all programs and departments go through the institutional assessment cycle. The process includes an implementation phase, so that assessment results will be used to improve the content and methods of instruction (see Standard 2).

Although the infrastructure for quality undergraduate student academic advisement appears to be in place and a majority of students responding to the NEASC Self-Study survey rated academic advisement highly (59%), and reported positive experiences, a sizeable portion of students (41%) are not satisfied with the current state of advisement at SCSU. Furthermore, the results of the NEASC Self-Study faculty survey indicate that only 52% of the faculty believe that an effective system of advisement is in place. In recognition of these concerns, the Strategic Plan 2001-02 to 2003-04 identifies advisement as a high priority area (Goal 3).

Projection:

Innovations in instruction and the priority assigned to instruction at SCSU will ensure that the University continues to serve its mission effectively. The hiring of the cohort of 150 highly qualified faculty members in recent years also bodes well for the quality of instruction in the future.

The Administration is urged to continue to aggressively recruit minority faculty. New courses to address the challenges of the increasing racial and ethnic diversity in the United States and the global environment would be timely and appropriate. The UCF is encouraged to assign high priority to making at least one course emphasizing cultural diversity in the United States a distribution requirement for students. Although some departments solicit input from students regarding instructional issues, an increase in this area would be beneficial. To be more responsive to student concerns, an established campus-wide system to receive student opinions would be a welcome innovation. A more active role for students in the recruitment of new faculty would also promote student interests and strengthen the process.

Assessment of instruction is now an established aspect of academic life. Fortunately, initial reservations about and resistance to assessment have largely given way to its general acceptance. The time and energy expended on assessment, however, remains considerable. Coordination of assessment by the Office of Institutional Assessment, the UCF and the Graduate Council will be needed (see Standard 2).

It is anticipated that the number of technology-focused courses will expand, and more departments will offer more online courses to meet the growing demand (though issues relating to online courses with the CSU System Office are as yet unresolved).

The Academic Affairs Quality Council has convened a quality team on advisement and will recommend improvements (Ex. 1-5: Strategic Plan 2001-02 to 2003-04, Initiative 3.2.1).

Admission and Retention**Description:**

The University maintains an Admissions Office responsible for recruitment and enrollment in compliance with legislative policy. All admission policies are available in the Undergraduate and Graduate Catalogs, the University Viewbook, application materials, the University Transfer Brochure, and on the University website. Stated policy conforms to both federal and state legislative mandates. The Affirmative Action office, the Office of Academic Affairs and the Schools of Graduate Studies and Extended Learning monitor and revise policies as necessary. Information about individual student services are listed in the Undergraduate and Graduate Catalogs, Schedule of Classes, and the Student Handbook. Requirements for continuation, graduation, termination, and re-admission to SCSU's academic programs are published in the Undergraduate and Graduate Catalogs, Schedule of Classes, and Student Handbook.

Students admitted to Southern are qualified to meet the criteria described in the Mission Statement (Ex. 1-1). The students Southern targets for recruitment and admission are those who place above the 55th percentile of their graduating secondary

school class. The Office of Institutional Research (OIR) collects and assembles data for SCSU and the CSU system regarding enrollment and profiles of graduate and undergraduate students. Data on incoming students from the OIR show that the average percentile rank of students in their high school class was 50%. The average SAT scores were 950. The cumulative grade point average for incoming graduate students was 3.73.

Over the period of the last 10 years, the University has enrolled between 900 and 1,300 new full-time freshmen each year, with the high of 1,351 freshmen in Fall 2000. The percentage of full-time undergraduate minority students in the new freshmen population has risen from 12% to 21%. Recent SAT scores have held stable over the period 1995 to 2000, and the average high school percentile rank has risen from 51 in 1993 to 53 in 2000.

SCSU seeks students who can be encouraged to become life-long, high performance learners and who can investigate, question, collaborate and be able to adapt to change. Also, they are capable of learning the value of being responsible citizens, being sensitive toward others and being aware of historical and cultural diversity and the global environment.

Those students who have identified needs are offered support through a variety of student services such as the Disability Resource Office. At the undergraduate level, the Honors College and the Summer Educational Opportunity Program are examples of the integration of specifically recruited individuals into the larger student body (see Standard 6). Many undergraduate and graduate students at Southern are part-time or non-traditional. For services that address their special needs see Standard 6.

Southern accepts transfer credits on both the undergraduate and graduate levels from institutions that have the equivalent level of accreditation. SCSU's policy limits acceptance of undergraduate credits to 63 from two-year colleges, and 90 credits from four-year colleges. Courses are matched with their equivalent at SCSU; courses without equivalents may be accepted as electives. SCSU utilizes a computerized program for course evaluation which allows the Undergraduate Transfer Counselor to input courses from other universities to determine their SCSU equivalent. The program stores a database of course equivalencies from selected feeder colleges. The student is mailed a transfer credit evaluation within two weeks of acceptance.

Special articulation agreements with community/technical colleges streamline the transfer student's transition to SCSU. The SCSU President, SCSU Department Chairperson and the Community College approve these articulation agreements. The Guaranteed Admission Agreement (Ex. 4-11) states that any student with an Associate's Degree from any of the 12 Connecticut community/technical colleges is guaranteed admission to any one of the four Connecticut State Universities. Any passing course (D or better) will be granted credit up to 63 credits. Although these credits are accepted, this arrangement does not mean that every course or grade attained will satisfy the requirements of a specific SCSU program; students may need to take additional courses. The agreement is available to students in SCSU's catalog, transfer brochures and on the SCSU website.

Southern accepts transfer credits at the graduate level on a more restricted basis. A maximum of 9 credits or 25 percent of the total credits required for the graduate degree may be transferred. To receive credit, the student must have achieved a B or higher grade

in a graduate course at an equivalently accredited institution; the coursework must be part of the planned program at SCSU; and the transferred courses must have been taken within the standard six-year limit on coursework.

In 1997, the University established a Quality Council and began chartering teams to improve student retention and academic success. Quality Teams have worked on freshman year seminars, withdrawal policies, and intrusive advisement for students with low first semester QPR's. The one-year retention rate for new freshmen has risen from 64.6% for Fall 1992 to 72.6% for Fall 1999.

Student learning and achievement are evaluated according to standards appropriate for either the undergraduate or graduate level, and credit is awarded upon demonstration of competency. Such standards are implicitly or explicitly described in university documents and are generally recognized throughout the University. The Strategic Plan 2001-02 to 2003-04 describes mastery of basic competencies and the major field of study in terms of critical, analytical, and logical thinking; effective writing and oral communication; the ability to use scientific and quantitative skills; and appreciation for cultural diversity, the arts, and the natural world. It specifies that Southern's graduate students be "critical thinkers, skilled and knowledgeable practitioners, principled professionals, articulate communicators, [and] effective collaborative workers." A study of 21 syllabi randomly selected from all undergraduate levels and all five schools at SCSU indicated that more than 80% of the syllabi had clearly stated learning objectives, that more than 70% had evaluation based on these objectives, and that more than 95% had evaluation criteria appropriate to the course level.

Undergraduate course grading standards, like the learning objectives they are based on, vary according to the degree level of the course. Courses are numbered as freshman (100-level), sophomore (200-level), junior/senior (300- and 400-level), and graduate or Master's and Sixth Year (500-level and 600-level) courses. Some courses are taught in a dual-listed format (generally 400-level undergraduate and 500-level graduate). The Undergraduate Curriculum Forum distributes a one-page description of work appropriate for each undergraduate level (Ex. 4-12). According to the UCF specifications, courses designated as 100-level are broad surveys covering background and basic skills, suitable for all undergraduates. Courses designated as 200-level are introductions to more specific fields and skills, frequently requiring essay exams and other written assignments. In 300-level courses, intended primarily for majors and those working in cognate areas, students do more critical evaluation, analysis, and synthesis, as well as more sophisticated independent projects in a particular area, and are evaluated on the basis of this work. Appropriate grading criteria for such courses range from the group and participation approach to the written work-based approach. In 400-level courses, students build on or deepen their knowledge of a subject and are expected to do independent work of substantial scholarship or professionalism (courses at this level are often seminars, internships and independent study projects). Overall, the majority of undergraduate syllabi explicitly state learning objectives appropriate to the level of the course and tie evaluation criteria and methods to those objectives.

Five-year assessments of graduate programs include sample syllabi and explanations of how they fulfill the "Minimum Elements of a Graduate Syllabus" (Ex. 4-13). In a survey of 20 randomly selected graduate syllabi including four from each of the

five Schools, at least 80% had clearly stated learning objectives; 90% had clear evaluation criteria appropriate to the level of instruction, but only 70% had evaluation criteria based on learning objectives.

At the graduate level, courses require students to show understanding of specific subjects, apply theory and methodology of their fields, use appropriate bibliographic techniques, and be cognizant of the role of research and the methods by which research is conducted. Syllabi for courses numbered 500 and above reiterate such expectations and describe how students' fulfillment of them will be evaluated:

The results of the Course Information Surveys indicate that students find grading criteria and learning objectives to be clearly expressed, relevant, and consistently and reliably enforced. During Spring and Summer 2000, 91.9% of students indicated that a written explanation of course grading policies was distributed at the beginning of the term. Further, 89.1% agreed that their work was graded fairly. As published in the Student Handbook and the Graduate Catalog grade appeal procedures are available to students who believe they have been unfairly evaluated.

The award of undergraduate credit is based on a student's completion of a course with a minimum passing grade according to the criteria established on the syllabus and in the University's grading system. This standard is reinforced by the requirements that all undergraduates must maintain a Quality Point Ratio of 2.0 to remain in good standing and that a minimum cumulative QPR of 2.0 is required for graduation.

The award of graduate credit is based upon a student's completion of a course with a minimum grade of C, P, or S. The expected performance minimum of B (3.0) is enforced through academic probation or suspension. If readmitted by petition, a student must achieve a minimum QPR of 3.5 in the next 12 credits of coursework taken. Failure to do so results in dismissal with no option for readmission.

Course syllabi, approved internship and independent study proposals, and thesis proposals demonstrate the various kinds and levels of academic content for which credit is awarded at SCSU. Departmental and program assessment reports also document this academic content. Conventional numbers of credit hours are awarded for college-level work with demonstrated academic content (as per the American Association of Collegiate Registrars and Admissions Officers [AACRAO] guides available at the Registrar's Office).

Credit may be offered to undergraduate students if academic content has been mastered by means other than taking courses at SCSU. A maximum of 30 nontraditional credits may count toward the degree. All departments honor advanced placement with acceptable grades. The academic content of other forms of prior experience for which credit may be awarded must be demonstrated by student performance on a waiver examination offered by the appropriate department. Waiver examinations may be taken for all basic freshman and sophomore subjects required for graduation. Students may be awarded credit for their CLEP examination scores in four general education areas (math; humanities-English: composition with essay; social science/history; and natural sciences) and in 30 subjects including foreign languages and business.

SCSU does not award undergraduate credit for life and work, but many departments and programs accept the transfer of such credits from Charter Oak State

College that are germane to the student's degree program. Credit for military experiences is evaluated according to American Council on Education (ACE) guidelines on an individual basis.

The number of credits awarded is generally consistent with course content. As defined by UCF and School of Extended Learning documents, 12.5 contact hours or one academic hour (50 minutes per week) are required per credit. The majority of courses are for three credits and have contact time of 37.5 hours. L-courses, in which students write and revise 25 or more pages of academic prose, are currently three-credit courses. All undergraduate students are required to take three L-courses to graduate.

Laboratory and studio courses require 2-3 academic hours of contact per credit per week while fieldwork requires 3-1/3 academic hours of contact per credit per week. Internships such as those in Finance, Journalism, Political Science and Public Health, which frequently involve seminars as well as work, are awarded between three and 15 semester hours of credit. Student teaching, with a time commitment comparable to full-time employment, carries up to 10 semester hours for both undergraduates and graduates.

The UCF's guidelines apply to online courses as well as to in-classroom courses as does the "Minimum Elements of a Graduate Syllabus." Such courses do not go through the usual university channels. Rather, the CSU System Office in Hartford requires only the signatures of the appropriate department chair and school dean for new and revised courses to run.

No credit is awarded for remedial courses. Undergraduate students take placement examinations in English and Mathematics, and those whose work is not up to college level are required to take ENG 98 or ENG 99 and/or MAT 95. They then take the courses for credit that fulfill the educational requirements.

The Graduate School permits students to apply up to six 300- or 400-level undergraduate credits to their Master's degree. Undergraduate credits cannot be applied to a Sixth-Year program.

Graduation requirements are published in the Undergraduate and the Graduate Catalog, as well as in some departmental publications. As noted, undergraduates review their records with the Records Office after completing 75-90 credits. Both undergraduate and graduate students must apply for graduation prior to the beginning of the last semester. Individual transcript audits are performed by the Records Office when the undergraduate student submits a graduation application. The Graduate Office generates a list of potential graduates who are sent a letter notifying them to apply for graduation; once the student applies for graduation, the Registrar's Office contacts the graduate program advisor to review each student's transcript and planned program to make sure all requirements are met. Both undergraduate and graduate students are notified if there are problems with their programs that will prevent graduation.

Degrees accurately reflect student attainment as demonstrated by course and program requirements; by comprehensive examinations, special projects, and theses; by the various levels of auditing ensuring that students meet all of the stated requirements; and by the process of assessment and self-reflection that each department periodically undergoes. Audit and record systems ensure that degree requirements are consistently applied and accurately reflect student attainment based on the Cumulative Program

Record and Planned Program Forms, a senior or graduate audit, earlier informal audits, and procedures specific to individual programs (e.g., theses, projects, etc.).

Appraisal:

Southern's Admissions Office is exceptionally effective in recruiting our target populations. It has also succeeded in completing articulation agreements with community/technical colleges and in presenting the University through the Viewbook. The institution regards this Office as a major and continuing strength.

The UCF documents only indirectly express the philosophy that syllabi should contain learning objectives and evaluation criteria based upon them. At the graduate level, syllabi are required to contain learning objectives and evaluation criteria, and compliance is evaluated regularly as part of program assessment by review of syllabi. The survey of randomly selected syllabi suggests that most faculty members at both the undergraduate and graduate levels abide by this philosophy.

At both undergraduate and graduate levels SCSU is successful in offering courses with demonstrated academic content. However, the current rationale for assigning the number of course credits does not address the labor-intensive demands of L-sections and other courses requiring 25 pages or more of finished college-level writing. The Southern Writing Program has been authorized to grant faculty who have taught L-courses three times three overload credits, effectively awarding four semester hours per L-course. Students do not receive additional credit for these courses.

A gap exists between policies relating to online courses and in-classroom courses. Online courses should be subject to the same rigorous peer-review as any other course. The use of departmental waiver examinations and graduate revalidation examinations as well as nationally used undergraduate assessment mechanisms such as CLEP, Advanced Placement, and the ACE guidelines guarantee that credit is awarded only for comparable learning and achievement.

Although the university publishes requirements in a variety of documents and online, and some departments may have their own documents that articulate requirements, it is not clear that all departments and programs have all their current requirements readily available for students.

It is difficult to assess whether the requirements for continuation in, termination, readmission and graduation from various departments and programs are compatible with SCSU's educational mission. Undergraduates rely heavily on advising for information about requirements, but some departments and programs have faculty/student ratios that make careful, individualized advising difficult if not impossible. Psychology has 20 full-time faculty and about 1,000 undergraduate majors. A similar problem may occur with advising when a graduate coordinator has too many advisees to serve the students' needs.

Projection:

The UCF is encouraged to develop a formal policy defining the minimum elements of an undergraduate syllabus and should specify that a schedule of readings and/or class topics must be attached. The "Minimum Elements of a Graduate Syllabus" should also require such a schedule.

A rationale should be developed for the assignment of credit hours awarded for coursework. In consultation with the administration, such a rationale might be developed by the UCF, the Graduate Council, or School Curriculum Committees.

With regard to online courses, the University should be allowed to apply its established standards and practices for assessing academic content and awarding credit. Online courses should be considered as either "new" or "revised" and subject to the same processes of departmental and university review as any other courses. There should also be some standard set for quality of the delivery technology in these online courses. Issues around online courses are controversial; more discussion among faculty and among faculty, administration, and the CSU System Office is needed.

All undergraduate programs and departments should produce brochures in consultation with the Office of Public Affairs specifying requirements for admission, continuation, termination, readmission, and graduation in an attractive and easy to read format. These materials should be made available in departmental offices, on bulletin boards, and through advisors. The compatibility of educational purposes with continuation, termination, readmission, and graduation requirements should be an explicit part of the process of program creation and review at both the undergraduate and graduate level.

When faculty advisement duties are unduly burdensome and/or the number of advisees precludes effective advisement, faculty should be given reassigned time to enable them to perform these duties effectively. Our Academic Affairs Quality Council advisement team is requested to consider this option.

Standard 5 – Faculty

Description:

The most striking recent change in the University has been the appointment of some 150 full-time faculty members. Since 1997, when the State of Connecticut offered an early retirement incentive, every one of Southern's 37 academic departments has appointed at least one new faculty member. Most new faculty have replaced retirees; additional positions have been created as well, particularly in English and Mathematics. Since the cohort of full-time academic faculty (excluding coaches, librarians and counselors) numbers just over 400, this turnover represents well over one-third of the entire full-time instructional staff.

This impressive influx of faculty has been accompanied by a shift from regional to national recruiting strategies and greater insistence upon terminal degree status, by opportunities to reallocate faculty positions to areas of program growth and student demand, by heightened awareness of diversity and marketplace considerations, by changing attitudes about balancing teaching and scholarship, by fresh considerations of workload and expectations for renewal, tenure, and promotion, by pressures for technological currency and continuing professional development, by budgetary increases to support new faculty initiatives, and by fresh ideas about curriculum, instructional methods and the various roles of the University. These appointments have affected every aspect of the academic life of the University.

Southern's faculty is distributed among five schools. Arts and Sciences contains 17 departments and roughly half of the faculty cohort, reflecting the core values of liberal education at the heart of the institutional mission. The School of Education's five departments, home to approximately 75 faculty, represent the historic focus of the University. The School of Health and Human Services, with six departments and nearly 60 faculty, offers a range of excellent professional programs. The School of Business and the School of Communication, Information and Library Science, each with four departments and approximately 35 faculty, represent areas of planned growth. The Schools of Graduate Studies and Extended Learning do not have separate faculties. Approximately 81% of the faculty hold terminal degrees in their respective fields; among the new appointments almost all faculty hold terminal degrees. Most Arts and Science faculty have prior teaching experience; professional program faculty have extensive professional experience outside the University (Ex. 5-1: Chart of Appointments). Approximately one-third of adjunct faculty hold terminal degrees.

Measured by scholarly productivity at a teaching institution, Southern's faculty is highly qualified. Since 1997, full-time faculty have published 11 books and 20 textbooks; 40 clinical works and monographs; 11 reference works; 283 refereed articles; and 195 poems or short works of fiction. They have produced 69 exhibits, shows or performances. This list does not include grants awarded, conference presentations or other professional participation. Faculty publish in English, Italian, Spanish, French, German, Polish, Dutch, Estonian, and Magyar (Ex. 5-2: Bibliographical Compendium).

Our tenure and promotion rates reflect the high quality of initial appointments. Seventeen of 18 faculty members were awarded tenure in 2000; six of eight received tenure in 2001. This rate equals the average for the previous decade and reflects the

selectivity of initial appointment and demonstrate that faculty have effectively carried out the responsibilities in the written criteria for tenure. Similarly, 10 of 14 faculty were promoted to Professor in 2000; 12 of 16 were promoted to Associate Professor. This promotion rate is slightly higher than that for the previous five years. Aggregated student course evaluations of faculty from Fall 1999 and Spring 2000 indicate that over 85% of students believe that the quality of their courses and the instruction in them was high (Ex. 5-3: Course Information Surveys Fall 1999, Spring 2000).

The criteria for allocation of vacant or new positions are distributed annually by the Office of Academic Affairs (Ex. 5-4: Vacancy Allocation Guidelines). Search procedures are detailed in Affirmative Action guidelines (Ex. 5-5: Affirmative Action Policy Statement). The search process is local, with faculty serving on departmental committees that determine position qualifications, craft advertising, interview candidates on campus and at professional meetings, and recommend appointment to their departments and school dean. Offers of appointment are customarily made by the Deans, in consultation with the Vice President for Academic Affairs. Each new appointee receives a written contract, reviewed by the Office of University Affairs, setting out the initial terms and conditions (including salary) for that appointment.

Modest gains in appointing a diverse faculty have been made. Advertisements for positions are routinely placed in journals such as Black Issues in Higher Education and Hispanic Outlook. Since 1991 approximately 14% of new appointees were people of color. The number of women (51.3%) appointed outnumbered men. Of the recently appointed faculty, 29 are people of color and 73 are women (Ex. 5-1). The University's Minority Recruitment and Retention Committee assists new minority faculty with moving expenses and support for travel and research. The English Department hired three faculty to teach minority literature in 2001.

Adjunct faculty have rights and responsibilities outlined in the American Association of University Professors/Board of Trustees (AAUP/BOT) Collective Bargaining Agreement (CBA). Adjuncts receive written contracts stating their responsibilities, salaries and developmental opportunities. Customarily they teach one or two courses per term, usually in introductory courses with multiple sections. They possess full academic freedom and control of their classrooms. There is no guarantee of continuing employment. Shortages of adjunct faculty office space may impact student-faculty contact. Modest funds for professional travel have been made available. In some departments appointment procedures resemble those for full-time faculty. In most departments, chairpersons appoint adjuncts. While some departments formally evaluate adjunct faculty, many have no evaluation process. The ratio of adjuncts to full-time faculty has been reduced from 36% to the current 26%, but it still exceeds the cap of 20% prescribed by the CBA. According to NEASC Self-Study surveys, Deans (80%) and Department Chairpersons (87%) believe that adjunct faculty are fully qualified and are satisfied with their overall performance.

A substantial number of academic support staff, specifically professional librarians, counselors and coaches, are covered by the same CBA as full-time academic faculty. They are accorded the same appointment, evaluation, and grievance procedures as other faculty members; salaries and benefits are comparable. Another cohort of academic support staff, principally computer center staff, admissions and registrar staff, members of the academic advising and counseling staff, and clinical coordinators in some

professional programs, are members of the American Federation of State, County and Municipal Employees (AFSCME), the administrative union. The full range of terms and conditions of employment are spelled out in their CBA with the CSU Board of Trustees.

Employment of Graduate Assistants (GAs) is limited by BOT regulation to full-time graduate students. GAs, usually 50 per year, are appointed annually; the actual selection is made by graduate programs. They are paid through department/program funds allocated annually. While there is no uniform job description, process of appointment, preparation and supervision procedure or evaluation across the University, some departments, such as English, rigorously select, train and supervise their Graduate Teaching Assistants. In most departments supervision and evaluation of GAs is informally provided by the faculty members in whose courses they assist. The Graduate School competitively awards research fellowships of \$8,000 to 10 graduate students per year.

Faculty at SCSU are accorded contractual security by the stipulations of the CBA. The probationary period prior to tenure may not exceed seven years. Following the first year, regular appointments are deemed continued through the sixth year unless timely non-renewal notice is given. The Faculty Senate's Promotion and Tenure document (Ex. 2-18) clarifies the criteria for personnel actions. Faculty retention rates have been quite high, upwards of 70% through the decade. The Faculty Handbook (Ex. 4-8), distributed to all new faculty by the Office of Academic Affairs and updated annually, contains policies and procedures for all personnel actions (including sabbatical leave and market pay adjustment), academic rights and responsibilities, due process, and all other appropriate matters and is available on the web.

Evaluation procedures are also governed by the CBA. Teaching effectiveness and scholarly/creative activity are weighted more heavily than university/community service and professional participation. The criteria are precisely appropriate to Southern's mission and purposes. The actual judgments about academic excellence rest primarily on department faculty. CBA-mandated peer committees and administrators carefully review renewal, tenure and promotion files for evidence of successful performance. Annual written evaluations with recommendations are provided for faculty improvement. Due process procedures for evaluation are rigorously monitored. All faculty, regardless of rank or other considerations, receive evaluations based on individual performance.

Faculty salaries range for Professor from approximately \$60,000 to \$83,000; for Associate Professor from \$50,000 to \$69,000; and for Assistant Professor from about \$41,000 to \$56,000. The benefits package is approximately 42% of salary. These rates coupled with Southern's prime location on the Boston-Washington, D.C. corridor have been sufficient to attract and retain faculty, although in some highly competitive fields, such as computer science and business, the University cannot always compete effectively with private or research-oriented public institutions. The same recruitment issues may be noted for minority faculty in some fields. According to AAUP analysis, SCSU fares well against comparable institutions in New England (Ex. 5-6: AAUP Salary Analysis).

The workload for all full-time faculty, set by CBA, is 12 credit hours of teaching each Fall and Spring semester. Credits reassigned for non-instructional activity are considered part of the teaching load. Reassignments are provided for department chairpersons and other faculty performing a variety of administrative functions. Reassignments are also provided for scholarship and research; governance leadership

functions of such bodies as Faculty Senate, UCF and AAUP; and institutional assessment and accreditation. Reduction from 12 to 9 credits are required by some professional accrediting agencies (handled by side letters to the CBA); in addition, there are some reassignments for university or community service. The academic deans collectively may award up to 90 credits per term for research and scholarship. Advisement of students is considered part of the normal workload. The number of instructional credits has declined over the decade by about 15%, while non-instructional credits have risen by about 32%. The result is that faculty as an aggregate fulfill more than the required 12 credits per term although not entirely in classroom settings.

Voluntary faculty participation in academic planning, personnel recruitment and evaluation, curriculum development, assessment, and the shared governance that characterizes the SCSU culture adds a substantial increment to faculty workload. Activities include delegate assemblies (e.g., Faculty Senate, UCF, Graduate Council), departmental committees (e.g., personnel, curriculum, evaluation), Quality Councils and University select committees (e.g., Strategic Plan Advisory Committee (SPAC), Budget and Planning, Promotion and Tenure, Faculty Development).

Workloads are subject to periodic adjustment during contract negotiations. AAUP proposals for gradual reduction to 9 credits per term have reached impasse as of this writing and may go to binding arbitration. The Academic Affairs Quality Council is also investigating the general status of faculty workloads. Qualitative evidence from the NEASC Self-Study surveys suggest that faculty members consider the 12 teaching credit load too heavy for scholarly research and the demands of committee work as well.

Southern's professional development program has expanded over the past four years to offer an array of activities meeting current faculty needs. The traditional support provided through the CBA, such as travel to conferences and funding for curriculum development and research, has been vastly augmented. In addition to such staples as the semi-annual Faculty Forums or the Yale Library Card Program, the Office of Faculty Development (OFD) now hosts new projects that include a Chairperson's Institute to orient incoming department chairpersons; a mentoring program for new faculty; expanded new faculty orientation activities; support for technology training; and individualized consultations related to scholarly and professional growth. Some 389 full-time faculty participated in OFD activities between 1997 and 2000. There were 290 individual consultations. An average of 27 faculty development grants, 20 research grants, and 50 curriculum development grants were awarded in each of those years. The OFD grant administration budget was \$287,744 for AY1999-2000.

Appraisal:

The faculty is SCSU's greatest strength. Given the excellence of this faculty, the University is poised to achieve the preeminent status articulated in the Vision Statement in the Strategic Plan. Those members appointed during the past decade continue a tradition of balancing teaching, scholarship and service, but have an increased interest in research. The emphasis on research will require attention over the next decade.

One set of critical issues relates to curriculum development. With so many new faculty, the number of curricular specializations has increased dramatically. A proliferation of new program ideas is a certainty (see Standard 4). Current departmental

course offerings may be too frequently based on faculty choice, rather than program and student need. Course rotations that address not only the academic year but intersession and summer course offerings will ensure curricular delivery that meets student needs, follows disciplinary guidelines, and is equitable to faculty.

Workload reduction, whatever the positive effects on scholarship, service and even on good teaching, would require hiring of additional full-time faculty or else result in a reduced capacity to deliver the curriculum. Without course reduction, faculty active in research and grantwriting may find it increasingly difficult to balance the demands on their time.

Maintaining the current 12 teaching credit status per term could, over time, have a negative impact on scholarship and service. For SCSU in the next decade, scholarship and research are guaranteed to play a greater role in faculty workload. To reduce non-instructional faculty assignments (or, indeed, the voluntary participation of faculty in the academic life of the institution) could damage the shared governance character of the University or lead to pressure to hire additional administrative personnel to carry out functions currently handled by faculty.

This complex workload question can only be compounded by reducing the number of adjunct faculty to abide by the 20% limit spelled out in the CBA. The University is currently pledged to a conversion of adjuncts to full-time faculty over the next few years to achieve the cap.

Adjunct faculty, of course, provide a valuable resource to supplement full-time faculty. Basic terms, conditions, rights and responsibilities are governed by contract. Their selection, supervision and evaluation are uneven. Adjuncts are not compensated for office hours, or participation in committees, or identified in catalogs or on the website; yet, adjuncts are critical to their departments and students. It is in the interest of our institution that adjuncts become a systematic part of the academic personnel process and the governance process. Graduate Assistants, similarly, deserve a heightened selection, supervision and evaluation process. Given the "flagship" status of Southern's graduate programs and the forthcoming Ed.D., tuition waivers, scholarships, more generous stipends and the prospect of working with faculty would be attractive incentives for graduate enrollments and retention.

Faculty recruitment planning and implementation over the past several years must be regarded as a success. It is impossible to quantify the hours of labor of departmental search committees and, to a lesser extent, of academic administrators, in this complex process. The results are evident not only in the sheer number of new faculty at every rank and in every program, but in their qualifications, experience and expertise. The burdens shouldered by departmental search committees are now passing to departmental evaluation committees for review of applications for renewal, tenure and promotion. The review process makes the criteria clear and adjusts to meet the changing expectations of faculty.

The University must redouble its efforts, however, through such mechanisms as mentoring, to recruit qualified people of color to the faculty cohort and then retain them. Similarly, some adjustments in salary packages beyond the contractual ranges would vastly enhance the opportunities of recruitment in competitive disciplines such as computer science and management.

Southern's faculty development efforts, and particularly the exemplary work of the Office of Faculty Development, have in recent years changed faculty life at SCSU. Workshops sponsored by OFD have proliferated to meet changing faculty interests. Grant programs to support new curricular ideas have increased in funding, support and reassigned time, especially for newer faculty. The institutional support for research and curricular grants has burgeoned. Workshops for new chairpersons have been effective. Semi-annual forums on assessment, intensive summer training in technology, new faculty orientation, and an array of other activities have been coupled with individual faculty plans for professional growth supported through faculty development funds. A recent assessment by an external examiner indicated that the range and quality of OFD programs were outstanding.

Projections:

To meet the challenges of new curricular proposals the University will need a clear set of academic priorities. The emergent Academic Strategic Plan called for in the institutional Strategic Plan is an ideal way to begin to address these priorities, but that process must be opened to faculty as well as to senior administrators. It is also urged that the Academic Affairs Quality Council (AAQC) begin to work jointly with special committees of the Undergraduate Curriculum Forum and the Graduate Council to plan the future directions of the curriculum and the delivery process. The Academic Vice President, the Deans and Department Chairpersons may wish to consider some process for monitoring the rotation of courses on a three calendar-year basis.

Workload issues remain of paramount significance. Ultimately, these issues will be resolved through the collective bargaining process, but any impasse, as at present, will result in retaining the current conditions. Meanwhile some fruitful internal adjustments may be possible. The AAQC task force on workload will make its report during Fall 2001. The Faculty Senate and the SPAC have placed workload at the center of their coming agendas. It is also urged that the Office of Academic Affairs plan an array of scenarios to prepare for any of the major decisions about faculty workload that may occur. These scenarios would coordinate with the overall planning projections set out in Standard 2.

It is anticipated that, in the absence of changes in the Collective Bargaining Agreement, at a minimum the University will gradually discharge its commitment to reduce the number of adjunct faculty or increase the number of full-time faculty, or both, until the contractual cap of 20% is achieved. Planning for this outcome is currently in process at this writing. It is strongly urged that the Academic Vice President and Deans support uniform guidelines for recruitment, supervision and evaluation of adjuncts. The Faculty Senate, the UCF and the Graduate Council may wish to consider the inclusion of adjuncts in a systematic manner in their shared governance structures. Perhaps the University will be able to provide modest honoraria for adjuncts who contribute to shared governance.

The role of Graduate Assistants in the University is expected to grow over the next decade. Reliable funding sources must be found to attract and support full-time graduate students to SCSU. Departments may wish to adopt guidelines for the training and evaluation of GAs. Most of Southern's graduate students are part-time and hence ineligible to serve as GAs. The President may wish to discuss with the Board of Trustees

a change in policy that would permit carefully selected part-time students to serve as GAs would also be most welcome.

For at least the next few years, the demography of retirements is expected to continue. Perhaps as many as 25-30 vacancies can be anticipated annually for at least three years. New positions must also be planned. Recruitment of new faculty, therefore, will continue with the same careful analysis of the guidelines for position allocations as over the past four years. Since allocations relate to student demand, to planned curriculum growth, to staffing and delivery of courses, to equipment, technology, and other budgetary considerations, the Office of Academic Affairs is urged to insist on substantive justifications for position requests from Deans and Departments, including affirmative action strategies, and to develop clear explanations for the allocations assigned. New strategies for minority recruitment and retention would be welcome.

Faculty development programs are anticipated to grow over the next years. Current personnel and funding are stretched to capacity. The OFD is urged to prepare key faculty members to take leadership of some of the projects that currently crowd the administrative dockets. The Vice President for Academic Affairs may wish to request additional full-time personnel to supplement the current staff. Success breeds success; the programs created and implemented by OFD will continue to support the curricular, teaching and scholarly initiatives of the Southern faculty.

Standard 6 - Student Services

Description:

The mission of the Office of Student Affairs is "to create an environment conducive to learning and provide programming and support services that facilitate the intellectual, social, and cultural development and civic consciousness of every student" (see also Ex. 6-1: Student Handbook). Southern's Strategic Plan includes an objective to enhance the quality of the student experience. SCSU devotes approximately nine percent of the annual budget to student services, with some services funded from student activity fees. This level of funding has remained stable over the last three years and is comparable to the other CSU universities.

The Vice President for Student and University Affairs oversees the major student service units, supported by the Dean of Student Affairs (Ex. 3-3: SCSU Administrative Organization Charts). In 1999, a new Dean was appointed, with responsibility to enhance all aspects of student development. The Office is developing processes for disseminating its mission and activities and for evaluating its performance. This year the Dean required annual reports from each office and has engaged its units in the assessment process.

Services for Students

Residence Life. Approximately one-third of SCSU's undergraduates live in eight residence halls. Options include traditional dormitory rooms, suites, and apartments. Housing is available to all full-time students and those who will be full-time the following semester. Each floor has trained student Residence Advisors (RAs); each hall is staffed 24 hours daily by professional staff. Cultural and educational programs are presented every night throughout the semester. These include speakers, films, live performances, exhibitions and workshops. A weekly Residents' Events, Activities, and Lectures (REAL) Calendar is posted. Recreational and athletic activities are also provided. An on-site fitness center offers classes in weight management, aerobics, health and nutrition. "Quiet Study" areas are provided in each hall between 7:30 and 10:30 pm each weekday. The Residential Academic Assistance Program (RAAP) assists those who request help. Academic counselors provide one-on-one tutoring. Forty computers are available. Students also have access to ResNet internet connections for their personal computers.

Commuter Students. The University Student Center (USC) has established a student commuter lounge, available for relaxation and study. A staff member provides informal counseling and referral services. The USC offers the "Good Morning Southern" Program, a weekly series of informal discussion groups about co-curricular activities, cultural events and student services. Student Life also supports the Southern Association of Returning Students, a community for students who are re-entering academic life after starting families or careers. To aid commuters, some SCSU administrative and academic office stay open evenings several days a week (Bursar, Records, Graduate Studies, Extended Learning, Bookstore).

Academic Advisement Center. This unit of the Office of Academic Affairs (AAC) plans programs and advises entering and undeclared students. Ideally, once a student chooses a major, faculty in the department assist the student with further academic

planning, but the AAC always welcomes students. The AAC collects yearly survey data to monitor student satisfaction with its service (Ex. 6-2). The NEASC Self-Study indicated that many students were dissatisfied with advisement, though their concerns may have been directed to faculty advisement rather than the ACC.

Career Services. The Career Services Office offers programs in career counseling, individual consultation regarding career options, resume and cover letter writing and job search strategies. Workshops on career-related topics and speakers from various businesses are presented. Fall and Spring Career Fairs draw over 125 employers. Southern also offers a Cooperative Education program in which students earn academic credits and gain professional experience.

Financial Aid. The Office of Financial Aid (OFA) provides aid from funds available each year to students who demonstrate financial need and complete federal student aid forms applications by stated deadlines. In previous years, all students who complied received the aid for which they were eligible. Criteria, forms, and deadlines are published online and in the Student Handbook, Undergraduate and Graduate Catalogs, and Financial Aid Information Booklet. Approximately 55% of SCSU students receive a total of \$22,000,000 in aid each year. Recently, the OFA implemented procedures that reduced processing time from three weeks to approximately five days. The OFA undergoes an annual audit by the state. In the last 30 years, there have been no major irregularities.

Health-Related Services. The Granoff Student Health Center is fully staffed by medical and nursing personnel, including a gynecology specialist. Staff are present daily or on call through University Police. The Center offers free Hepatitis B vaccine and provides information to students and staff. The Health Center recently engaged in institutional assessment and has developed a strategic plan. The University Counseling Service provides psychological support for individual students in a confidential setting and support groups to address issues of adjustment to University life. The professional staff address issues of sexual and drug abuse, gay and lesbian concerns, multicultural matters, life planning, and crisis intervention. Health-based concerns are also variously and actively pursued through the Wellness Office, the Interfaith Office, the Women's Center/Men's Corner, and the Supported Education Program. The Disability Resource Office (DRO) provides and coordinates individualized accommodations and support services for some 500 students with an array of identified vision, hearing, mobility, psychiatric and learning disabilities. The DRO assists with registration, arranges for course and testing accommodations, provides sign language interpreters and other services as needed (see also Standard 7).

The Lyman Center for the Performing Arts provides cultural programming for the campus. In a typical year, over fifty performances are presented, as well as ongoing art exhibitions and four major lectures. The Lyman Center also sponsors the Arts Mentor program and the Crescent Players, a student performing group.

Services Related to Diversity. Southern has made significant efforts to provide equal opportunity to historically underrepresented and non-traditional students. Approximately 20% of SCSU's student body is comprised of students from minority backgrounds (Ex. 2-16: SCSU 2000 Fact Book). Southern's Multicultural Center, like the Women's Center and Men's Corner, sponsors educational and cultural programs, conducts outreach programs with area schools, and houses a book/video library.

Multicultural clubs include the Black Student Union, Asian Society, Libros en Espanol, Lesbian/Gay Prism, Muslim Student Association, Organization of Latin American Students and the West Indian Academic Society.

The Office of Student Supportive Services houses an array of services related to access and diversity. The Summer Educational Opportunity Program (SEOP), a five-week on-campus pre-college experience assists a cohort of minority students refine their skills before entering the University. SEOP students enjoy small classes which provide a cohesive group experience and individualized academic counseling. ConnCAP, a six week summer academy, offers core academics and summer employment for students from nearby Hillhouse High School. The Office of Veterans' Affairs assists with VA paperwork, offers personal and academic counseling, and is headquarters for the Veterans Association. The Office for Adult Non-Traditional Students offers personal career counseling, academic advisement, advocacy, and a peer support program for students 22-60 years old, those returning to college and those seeking a career change. Southern also provides day care for a fee to students with children 3-5 years of age. An International Students Adviser assists SCSU's small cohort of international students with federal forms and regulations, admissions and registration, housing and adjustment to university life in the United States. Students also have access to peer tutoring services, a workshop series to improve study/research methods and academic management techniques, and individual help in addressing their writing problems in the Campus Writing Center.

Student Activities

With regard to student leadership and participation, students are provided with myriad opportunities for leadership and participation in campus organizations. Choices include participation in Student Government, the elected student legislative body; the Inter-Residence Council; the Programs Council, a voluntary organization which schedules arts and recreational activities; the Greek Life Committee, which governs fraternity/sorority life; and class governments, elected by each entering class. A variety of committees on campus include some limited student representation, including the Graduate Student Affairs Committee, the President's Advisory Committee on Disability Rights, and the Student Media Board. The CSU system Board of Trustees (BOT) has four student members chosen from the four campuses within the system. The Office of Student Affairs fosters the development of student leadership through such activities as the Student Leadership Conference designed to promote skills for effective leadership among students. NEASC Self-Study student survey results indicate that although 33% of students responding believe there were adequate opportunities to participate in governance, only 11% disagreed. However, 54% did not know about these opportunities.

Clubs and organizations are an integral part of Southern life. Over 75 clubs, funded by student fees, are active on campus with a total membership of 800-1000 students. Procedures for establishing new clubs are clearly described in the Student Handbook. Supported by the Student Activity Fee and administered by the University Student Government or by the Graduate Student Affairs Committee (GSAC), clubs and organizations meet a wide variety of student interests. There are cultural and academic groups, fraternities and sororities, honorary and service organizations, religious groups, and sports and recreation clubs. Each entering undergraduate class schedules activities culminating with a Senior Week in the year of graduation. A Director of Student Life

oversees the undergraduate clubs and organizations, working with the Student Government Board of Finance to approve budgets for recognized clubs and organizations. Clubs and organizations also do their own fundraising. Each club and organization has a University faculty or staff advisor. To create a sense of campus community for undergraduates the University has set aside the 1:00-2:00 pm hour on Monday, Wednesday, and Friday as Academic Community Hours. During this open time, student organizations and faculty groups are encouraged to hold meetings and sponsor programs and activities. Few classes are held except for labs and some extended courses. GSAC approves and oversees graduate clubs and funds special projects.

The University provides recreational facilities that are available to all students. Facilities include a swimming pool, indoor and outdoor tracks, and a weight room. Funded by student activity fees, intramural sports are also available on campus during the Fall and Spring semesters. Club sports offer students opportunities for intercollegiate competition. The University employs a Director of Recreation, Intramurals, and Club Sports.

Southern regards varsity athletics as an integral part of University life. The Director of Intercollegiate Athletics leads the athletic program and reports directly to the President. The program receives annual operating funds; it is not designed to make any profit for the institution. The Director of Intercollegiate Athletics allocates a budget to each sport and to the administrative entities within the Division. As an NCAA Division II school, Southern is not involved in high-powered, lucrative sports franchises. Each sport also maintains auxiliary and scholarship funds supported by fundraising efforts of coaches, players, and staff. The student activity fees, Alumni Association and the University Foundation provide additional financial support. Each team, under the leadership of its coach, develops its own rules of conduct, and all team members are required, in addition, to follow the campus Code of Conduct, as stated in the Student Handbook.

The University complies with the Title IX Non-Discrimination Policy, the Office of Civil Rights guidelines for gender equity in athletics. SCSU currently fields 10 women's interscholastic teams and nine teams for men. A faculty member and several members of the Administration serve on the Athletic Advisory Board. This Board attends NCAA meetings and provides oversight for NCAA activities on campus. As undergraduates, student-athletes at SCSU must maintain the same academic standing as all other matriculated students, including a minimal Quality Point Average (QPR) of 2.0. Any athlete receiving financial aid must comply with institutional academic standards to remain eligible for such assistance. The University has developed a network of support services designed to meet student-athletes' personal as well as academic needs.

Student Learning Programs

Several programs, instituted during the most recent years, identify and address student learning needs. New Student Orientation, recently redesigned, is a collaborative program of Student and Academic Affairs, attended by over 95% of first year students. This four-day residential event introduces academic survival skills, computer services, presentations on topics such as date rape and substance abuse, a library workshop, a guide to campus resources, combined with social and recreational options (Ex. 6-3: New Student Orientation Student Survival Workbook). Selected faculty participate as group

leaders; many maintain contact with these students long after orientation. For traditional and part-time students, the School of Extended Learning began hosting an evening orientation this Fall 2001 semester; an evening orientation for students entering in the spring was launched in January 2001. The School of Graduate Studies also sponsors an evening orientation in late August for new full-time and part-time graduate students.

The First-Year Experience Program features a seminar course team-taught by a faculty member, student services staff and upper-class student mentors. This experimental course for some 125 selected students is gradually being expanded to accommodate all incoming first year students. The seminar uses data gathered on the needs of incoming students for information and services, identifies various learning styles and helps students to gain techniques to succeed academically and holistically during the first year of university life. Further, in a program begun in 2000, Student Services staff contact first year students with QPRs below 1.0 after their first semester and provide confidential individual counseling. In its first year of operation, this program succeeded in retaining 80% of the students who agreed to the counseling. The Noel-Levitz College Student Inventory is also being used to gather student data.

Student Rights and Responsibilities

Student rights and responsibilities are published in the Student Handbook. The Student Bill of Rights permits aggrieved students to appeal to the Student Life Committee as a matter of due process. That body, consisting of an equal number of administrators, faculty and students, hears cases and makes recommendations. The Student Code of Conduct states institutional policies on administrative discipline, alcohol and drug abuse, and procedures for handling acts of discrimination, sexual assault or harassment, academic dishonesty, racism and intolerance. Within residence halls, student misconduct is handled by the Effective Living Council, composed of students in the hall. There were 174 judicial actions in 1999-00 adjudicated by the Council; three resulted in expulsion from residence. For non-resident students, the University Hearing Officer is responsible for the administration of University regulations and disciplinary procedures. To assure due process, students have the right to consult with an advisor of their choice in preparing to defend themselves at a hearing. All students have the right to appeal any sanctions to the Dean of Students.

Student Records

Student records include educational files or documents maintained by the University but not records made by faculty and administrators for their own use. Student records can include admissions, academic, disciplinary, financial, health, counseling, residence hall and computer center records. Under the auspices of the Office of Academic Affairs, academic records are kept in the Records Office; others are maintained by the office that collects them. Academic records are securely kept in locked offices. Students who wish to review their own records must request an appointment 24 hours in advance. Password protected, read-only access to student records is available to faculty and staff. Academic records are kept indefinitely. Certain records such as SAT scores are purged five years after a student's graduation. Information release policies are stated in the

Student Handbook, including conditions of confidentiality, release of records with/without student consent, and access by University personnel.

Evaluation of Student Services

Resident students are surveyed regularly. The CSU system periodically conducts a Graduating Senior Survey and a Current Student Survey. All of these surveys poll student satisfaction with institutional and student services. New Student Orientation is also evaluated. Other aspects of student life have not been regularly or systematically evaluated. Student surveys conducted for this NEASC Self-Study demonstrate that while some students know of various student services provided, in many instances the majority of students did not know about all services that are available (Ex. 6-4: Self-Study Student Survey).

Appraisal:

The commitment of the Student Services staff members is impressive. They are eager to meet student needs and willing to go beyond the proverbial call of duty. By any standard of measure, particularly those of professional dedication and expertise, the Student Services staff deserves high praise. Their endeavors might be strengthened, however. An articulated planning strategy that integrates all service units, regularly disseminated and reviewed, remains to be derived from the mission. A periodic divisional needs assessment to determine what enhancements would better serve students would guide the work of the staff. Improvements in communication with students about the quality of services available to them would prove salutary. Systematic data collection and analysis would augment the effectiveness of this talented staff.

A central element of Southern's identity is its "commuter campus" feel. The large non-resident population (two-thirds) strongly impacts the character of campus life. This reality has led the University to make some significant strides in offering services for the non-resident and part-time students, as noted above. Nonetheless, most recent enhancements in services have been directed toward residential and traditional age students. Attention must now be paid to the needs of non-resident and non-traditional students.

The neglect of SCSU's largest student population is a concern. Focus group comments indicate that non-traditional students feel marginalized and possess little information about available resources. They know that many offices close at 4:30 pm, including the switchboard and most academic departments, and that there is no central source for information about events, services, cancellations and the like. One explanation could be that 75% of the NEASC Self-Study student survey respondents were commuters. One striking result of the survey was the large number of "don't know" replies. In a number of categories regarding awareness of programs and services over 50% replied "don't know."

The University has been successful in developing a diverse student population. The proportion of students of color is approximately 20%, a proportion larger than that of the state population. Disabled students represent 7%, a larger proportion than any other state campus. This accomplishment has resulted from active recruitment and concerted efforts at retention as well as the development of a culture that attracts students. SCSU

does not collect data by ethnic or ability group regarding graduation rates or participation in university student services or activities; no comparability analysis can be made.

Students lack a significant voice in institutional shared governance. There is no University governance body in which student representation is a mandated feature, except for a single student representative on the BOT and on the Graduate Council. Similarly, there is no University entity which systematically seeks student ideas as part of its decision making process. This reality results in a dearth of student involvement with the life of the University.

Policies on student rights and responsibilities are thoughtful and valuable. Review of disciplinary decisions rests with the Dean of Students; a campus disciplinary board analogous to those in residence halls might provide an additional equitable appeal process. The University is in compliance with NCAA and Title IX regulations. Although women remain underrepresented in athletic participation, there are more women's teams than men's. Financial aid operations are working well. Student records are secure and protected although the new Banner Information System may raise issues of confidentiality in the future.

Student services require regular and systematic evaluation. The New Student Orientation and First Year Student Experience programs, already highly commendable, may serve as models. Similarly, The Noel-Levitz College Student Inventory is providing valuable student data. While institutional assessment has begun to take hold in this area, new divisional initiatives would reveal whether the co-curricular goals of students are addressed. That data could thus inform program revision and resource allocations to the benefit of all our students.

Projection:

To address issues of data collection and analysis, the Division of Student Services may wish to consider a comprehensive needs and utilization assessment, conducted in association with the Office of Institutional Research. Students could voice their ideas about what services would help them best succeed at SCSU and about the frequency, access and effectiveness of current services. Data, including graduation rates, might be gathered regarding particular groups of students. The annual report system, begun this year, might also contribute to this process. Results might be used to revise service priorities, allocation of funding resources, staffing and service availability.

To improve communications with students, a "hot line" or Help Desk concept might prove effective. Staffed by user-friendly professionals with knowledge of all university services, and open during evening hours as well as daytime, this central service might variously direct students to appropriate offices or service personnel, answer questions, make contacts for students, and be able to respond to questions about events, class cancellations or other student concerns. A Student Services website with current information would also help as would an effective student email distribution list that could disseminate university information to students.

Some specific issues might receive attention. Although a state policy would require alteration, some auditing procedures for financial aid that refer directly to SCSU would be helpful. Recruitment of women commuter students for athletic teams might address the imbalance in participation. A campus-wide judiciary body to address student

disputes and initiate disciplinary actions might be an appropriate setting for democratic conflict resolution.

A forum for broader and more meaningful student involvement in the governance and life of the University is essential. The Vice President and Dean are urged to initiate, perhaps through the Student Government, the Faculty Senate, or the current university curriculum bodies, a process by which student viewpoints and interests may be appropriately understood, advocated, considered and addressed within Southern's shared-governance framework.

Standard 7 – Library and Information Resources

Description:

SCSU offers a variety of library and information resources. The most prominent include the Hilton C. Buley Library and an array of Information Technology Offices, particularly the Academic and Administrative Computing Centers, Network Telecommunication Services, and the Audiovisual/Television/Multimedia Center.

Hilton C. Buley Library

The Hilton C. Buley Library provides over 575,000 print and media volumes and access to more than 70 electronic databases. The library currently holds 327,808 monographs; 36,234 government documents; 80,924 bound periodical volumes, 5,405 non-print media, and 107,569 microform items. Current subscriptions include 2,607 print periodical titles and over 60 web-based indexes, databases, and full-text resources. A shared online catalog expands available print and media resources to over two million volumes. Interlibrary loan services and other consortial arrangements further supplement these holdings. SCSU faculty, staff, and students have borrowing privileges at the University of Connecticut and all CSU campuses. The Yale Library Card Program competitively extends borrowing privileges to faculty involved in research leading to publication. Membership in the Council of Connecticut Academic Library Directors extends reciprocal borrowing to faculty and staff at another 25 public and private academic libraries in the state. The Library also provides international interlibrary loan service for all faculty, staff, and students through the Online Computer Library Center (OCLC). Circulation, reserve, and reference services are available during all library hours – nearly 55,000 items were circulated and an estimated 25,000 reference queries were answered in fiscal year 2000.

Library services and collections are located in 82,401 gross sq. ft. of a 116,916 gross sq. ft. building that also houses Academic Computing, the Department of Information Technology and Library Science and the Center for the Visual Arts. Study space includes 365 seats at 111 study carrels and 52 study tables. There are 45 public access workstations and eight microform reader/printer stations. The Library is open 85 hours a week during the Fall and Spring semesters, 73 hours during Summer sessions, 69 hours during intersession, and 45 hours when classes are not in session. The Library has just completed a \$250,000 refurbishment of furnishings in the public spaces, and a reorganization and renovation of several office areas. A new theft detection system, staffed by security personnel during all hours of library operation, provides basic protection of library collections. After years of minimal support, the library materials budget of \$1,788,048 in 2001 represents a 102% increase since 1997. The 2002 operational budget has been fully funded.

The Director of Library Services, appointed in 1999, reports to the Vice President for Academic Affairs and serves on the Dean's Council. The library is staffed by 25 FTE professional librarians (24 with terminal degrees) and 16 FTE support personnel organized into Access Services, Information Services, Technical Services, and Learning Resources. Updated policies governing access, usage, and maintenance of library

resources have been developed within the past two years and are disseminated through the library web page. A survey of faculty opinions on library services, collections, and facilities, distributed in May 2000, supported planned improvements in book collections, interlibrary loan services, book and periodical holdings, and electronic media. In addition, data on journal use for a two-year period has been compiled to support journal assessment. Detailed data on the use of online resources continually informs decisions on electronic subscriptions. Instruction in the use of the Library is offered on many levels, both at the Reference Desk and as part of the Library's bibliographic instruction program.

Information Technology

SCSU's computing and network resources sustain and encourage academic and research programs for students and faculty. The Office of Information Technology (OIT) oversees the following three areas: the Academic Computing Center (ACC), the Administrative Computing Center (ADCC), and Network Telecommunications Services (NTS). The ACC supports and maintains all student computer laboratories on campus and provides technical support for all students and full-time faculty. It is also responsible for ResNet (the residential internet connection) and for the equipment contained in SCSU's 18 high-technology classrooms. The ACC also monitors the Center for Adaptive Technology (CAT), which provides computer technology access and training to disabled students, and the Audiovisual/Television/Multimedia (AV/TV/MM) group that provides audio-visual, television and media support for classrooms. The ADCC is responsible for administrative information systems, campus servers, Internet and intranet services and support of administrative desktops. The NTS is responsible for installation and maintenance of all voice, data and video services to the SCSU community, including dialup service to the campus network. In addition, there are two other organizations related to technology at SCSU, a university-wide Educational Technology Advisory Council (ETAC), composed of faculty, staff and administrators and the Technology Subcommittee of the Faculty Senate.

Every classroom on campus is wired for network access to SCSU's intranet and the external Internet. Each student is eligible for a connection to the campus network. The high-technology classrooms are equipped with a network-enabled teaching computer, a projection screen, a ceiling mounted LCD video/data projector, and stereo amplifiers and speakers on larger rooms. A variety of software packages and individual student and faculty e-mail accounts are provided by the ACC, as well as computer class accounts and class listservs, which are available to enhance communication between faculty and students. In addition, regular instructional workshops on the use of campus technology hardware and software systems are provided by the ACC for students, faculty and staff. (Ex. 7-1: Workshops for Academic Computing). Some 102 Microsoft Office 2000 courses have been offered to faculty and staff by an outside vendor. The ACC provides equipment and services for students in the 17 computer labs across the campus. Through the campus network, all faculty and students can access an extensive library of diverse computer applications including word processors, spreadsheets, databases, presentation software, programming languages, Internet utilities, statistical packages and courseware applications. SCSU's recent Microsoft Campus License Agreement provides the most current Microsoft desktop products for faculty, staff, and all campus laboratories.

The ADCC's server equipment is maintained in the Computer Operations Center and supports approximately 450 administrative desktop units. In addition to the VAX 7630, the Operations Center currently supports twelve (12) Windows NT servers and six (6) UNIX servers. The Computer Operations Center and onsite coverage for all services runs from 8:30am to 4:30pm. Offsite coverage is 24/7 for critical services.

The Connecticut State University system-wide Wide Area Network (WAN) provides traffic to all four campuses users. SCSU's current Internet Service Provider is QWEST – a reliable Tier 1 ISP. SCSU's telephone system currently supports 1500 users with voice mail from Octel Voice Messaging. Phone or voice mail problems/questions are handled through the Telecommunications Help Desk in Hartford, with work orders sent to SCSU NTS for resolution. The AV/TV/MM group provides academic support five days a week from 8 am to 10 pm and on Saturdays from 8 am to 2 pm, with a wide variety of educational equipment. On average, for the year 2000, approximately 200 deliveries of educational equipment a day were made to classrooms (Ex. 7-2: Progress Report to NEASC 1/26/00).

The Office of Information Technology is supported annually through three major financial resources: (1) the IT budget from SCSU; (2) the Student Information Technology Fee (ITF) of \$5 per credit for all students, initiated in 1998; and (3) equipment funds from CSU. The 2001 budget (\$4,589,939) for IT increased 114% since 1997 (Ex. 7-3: Academic Budget for FY2001).

The newly appointed Chief Information Technology Officer (CITO) oversees all areas of IT. There are currently 42 full-time employees and 45 University Assistants/Student Workers. The ACC, including AV/TV/MM, currently employs 15 full-time staff with seven full-time openings, 12 part-time university assistants and seven student workers. There currently is no orientation program for new staff, but there is a small budget to send full-time staff to a local one-week training seminar per year. The ADCC currently employs nine full-time employees with four full-time openings and three part-time university assistants. The NTS group currently consists of a manager with a staff of four full-time employees and two student workers. Training for all full-time employees is planned for and budgeted on a yearly basis. To keep up with all the technological changes, each person is encouraged to attend outside training specifically related to job and career goals two weeks a year.

The CSU system level also provides some support for informational technology. This support includes system-wide contracts for major hardware and software purchases, bond fund requests for technology equipment, and the implementation of major software systems, e.g., the Banner Information System (Standard 3). These collaborative efforts are designed so that the four CSU Universities and the CSU System Office operate together as an integrated unit. The CSU System Office has also contracted for the implementation of an online infrastructure. The administrative implementation of online CSU at SCSU has been coordinated between CSU and the School of Extended Learning (Standard 3).

Analysis of all aspects of Information Technology, including budgeting and staffing, is conducted through weekly meetings among the unit heads and CITO. Several formal and informal groups from SCSU and CSU also contribute to this ongoing evaluation, including the Educational Technology Advisory Committee, the Faculty

Senate Technology Subcommittee, the CSU-wide Computing and Technology Workgroup and monthly meetings of the four CSU IT Directors. In addition, ACC personnel regularly monitor computer lab utilization. ACC personnel discuss on a weekly basis issues of student and faculty support and plan adjustments to improve the effectiveness of the ACC's services.

Appraisal:

Hilton C. Buley Library

Enhancements in library collections, additional staffing, extended hours and improved physical conditions have occurred over the past several years. To convert the Library into the critical center of learning at SCSU will require substantially more planned development to overcome the period of neglect prior to the most recent years. Although the size of the library space in the planned new addition (Standard 8) will more than double, that welcome prospect is five years in the future.

Today the book collections are generally well balanced and their current growth provides essential current core collections to support the undergraduate curriculum. Funding increases have enabled the Library to begin responding to curricular changes and interdisciplinary needs, and to target critical collection weaknesses especially at the graduate level. The University Library Committee and individual faculty members have lobbied vigorously for increased funding for improved library collections. Departmental book fund allocations have been adjusted frequently to reflect curricular changes, new majors, and other unique needs. The librarian subject selectors have worked with departmental faculty liaisons to identify collection weaknesses and to target acquisitions.

The print journal collection, however, has remained static for several years. Holdings do not fully meet the needs of some graduate programs. Current deaccession projects, long neglected but essential, will actually reduce holdings by weeding out superseded editions, outdated imprints, and multiple copies of low-use material. A two-year inventory project, which began in Summer 2000, is expected to reveal significant book losses – possibly as high as 20% – resulting from a history of inadequate security measures. Current library holdings, however improved, still do not meet the Strategic Plan design to maintain the “A” level collection standard set by the American Library Association.

At present the current library facility is not adequate to house collections or to foster an atmosphere conducive to inquiry, study, and learning. Although study space quantity does approximate ALA standards, the need for various types of study space (group study, lounge seating, networked workstations) cannot be addressed because the library is too small. Library instruction space is inadequate. Collection space is near capacity, with little room for anticipated growth.

Services to the public have been expanded and enhanced in the past two years. A periodicals information desk on the lower level, improved staffing at the reference desk, and the circulation/reserve desk serve as indicators. A special allocation of \$250,000 in FY2000 to refurbish the library's public spaces resulted in major improvements. It is commendable that security has been enhanced by a new theft detection system and by the posting of security guards at the main entrance during all hours of library operation.

While five professional librarian vacancies have been filled during Spring and Summer 2001, library staffing does not yet meet ALA Standards for College Libraries. The most critical need remains relieving professional staff of the need to perform basic clerical functions.

Resource sharing within the CSU system is a significant strength. In effect, SCSU students and faculty have access to a virtual library with total holdings of over two million items. Reciprocal borrowing extends that collection much further for faculty. However, the utility of interlibrary loan beyond the CSU system has been limited by the inability of current staff to process requests in a timely manner. Significant increases in library materials funding in the past few years has presented an excellent opportunity to assess collection strengths and weaknesses and to target those areas considered inadequate

Information Technology

Beginning in 1997, all faculty and staff have been converted from terminal connections, or no connection, to PCs or Macs with high-speed network connections. As a result of this transition, the demand for desktop support has increased drastically. To address this shortcoming, the CITO in Fall 2000 established its Help Desk/Call Center. This unit aspires to attaining the highest degree of user satisfaction but is understaffed.

All desktop workstations for both faculty and students are scheduled for replacement every three years. All newly appointed faculty receive the computing facilities appropriate to their special expertise. Through the student Information Technology Fee (ITF) funds, a three-year replacement schedule has been implemented for all student-based computers in laboratories and classrooms.

On-campus instruction for faculty provided by the ACC has improved significantly. The University recently approved a Faculty Technology Resource Lab, to be equipped with state of the art multimedia production equipment and technical assistance to create dynamic instructional materials used in courses.

The computing laboratories dispersed throughout campus have shown a steady increase in availability and usage over the past four years (Ex. 7-4: Computer Lab Usage Study). Many labs have been renovated, creating a comfortable environment conducive to inquiry, study and learning. During intersession, however, there are no weekend or evening hours. NEASC Self-Study survey results show that 79% of students thought that the hours of the Computing Center should be extended.

Many information technology issues remain to be resolved. There are not enough high-technology classrooms available on campus. The budget of \$140,000 per year may cover conversions of traditional classrooms to high-tech, but cannot cover upgrades of older high-tech classrooms. To address complaints from faculty about the dial-up service, SCSU's Remote Access System was replaced by CSU in Spring 2001 with a more efficient system that allows more reliable access to Internet and intranet services. The use of the DEC VAX 7630 to serve all student and faculty e-mail accounts has become significantly outdated and deserves to be replaced immediately.

The services provided by the AV/TV/MM group have begun to improve, largely because of faculty discontent. Deliveries have not been made to certain buildings during

inclement weather. Faculty members sometimes have to move their classes to a room where equipment could be delivered. Even with the increasing number of equipment requests, it is noted, the delivery of equipment to classrooms has improved.

The administration has no clear-cut written policy with respect to software requests for faculty and must deal with them on a case-by-case basis. Some issues relate to specialized software that faculty request but that the ACC does not or cannot support. Individual departments are expected to purchase specialized software for faculty.

Inadequate space for IT staff has resulted in a geographic dispersion of various IT departments across the campus. Office space for new positions that have been approved is not yet available. The PriceWaterhouseCoopers audit of IT recommended moving employees out of the machine room (JE 128) for the past three years but the University has been unable to comply with this recommendation. This problem, and all space issues, remain the thorniest dilemma that SCSU faces (Standard 8).

During the past three years SCSU's network has experienced tremendous growth in size, density and complexity. Upgrades in switching makes SCSU's network ready for newer technologies such as videoconferencing to the desktop, distance learning, and proper bandwidth for the Banner Information System. A firewall was recently installed for added security and protection from both the Internet and internal attacks on our network.

Demands for information technology services have outgrown the capabilities of the current staff. The retention of qualified full-time employees is a major issue. Funding for on-the-job training should be increased as well. Multi-year planned budgeting would permit timely acquisition and installation of technologies in a period of stunning change.

Projection:

Hilton C. Buley Library

Because of excellent leadership and a clear vision, with continued support for library materials budgets, general operating funds, and additional staff, the Library will achieve ALA standards and become the learning center that the University intends. The monograph collection is now growing by approximately 20,000 volumes each year. Journal subscriptions are expected to increase significantly in FY2001. The budget for media resources has increased 500%, and support for electronic resources continues to grow. The Library FY2001 materials budget includes funds to continue improving all collections, with particular emphasis on electronic resources to provide greater access to distance learners. Development of a hands-on electronic classroom for library instruction will be funded in the FY2001 budget.

The Library is projecting its long range staffing needs to meet the anticipated needs of an ALA "A" class library. The Access Services Division is reorganizing to better use existing staff, adding new staff to improve basic circulation services, interlibrary loan functions, and new technological opportunities for resource sharing, such as electronic document delivery services. The Library also plans to continue to strengthen reference and instruction services with the anticipated appointment of several new public services librarians in the next few years. The instruction program now

provides a range of opportunities for orientation, training, and instruction. Plans to expand the program are limited only by the lack of adequate staff.

Ongoing collection evaluation will continue to ensure the best use of available materials resources. A journal-use study in process will determine collection strengths and weaknesses, and will plan the growth of the journal collection. The responses to a Buley Library faculty survey will be used to focus efforts on improving all areas, particularly those that generated expressions of dissatisfaction such as periodical holdings and the media collections. Faculty and student surveys will be conducted on an annual basis to assess evolving needs continually.

Information Technology

The CITO is currently developing a strategic plan for information technology in consultation with many faculty, staff and students. With respect to space shortages, information technology has been identified as an area whose future growth needs to be addressed and accommodated in the Facilities Master Plan. The Office of Information Technology is currently focusing on a number of areas to enhance services (Ex. 7-5: Office of Information Technology's Strategic Goals & Initiatives for 2001-2003). One key feature of the Plan is the STARS Program, the identification and support of high school students who would attend SCSU, study information technology, and serve as working interns in the computer centers.

Other key areas of enhancement in this ambitious Plan include more portable data projection systems, including laptop computers, for faculty to check out from the AV/TV/MM; high technology classroom development, including improved lighting; computer teaching lab enhancements to network faculty and student computers; improvement of services of the Help Desk/Call Center to increase hours to seven days a week, Monday through Friday from 8 am to 10 pm and weekends from 1 pm to 5 pm; and to implement a faculty Walk-In Technology Service Center.

Further, the newly opened Faculty Technology Resource Lab will promote its services as a place for SCSU faculty to learn to integrate technology into their courses. Within the next 12 to 18 months, the VAX will be completely eliminated and replaced with a state-of-the-art messaging server. Student e-mail services will be supported by ITF funds and will be using Microsoft Exchange Server.

To address some of the networking problems, this summer NTS will implement a comprehensive network management solution that will allow NTS to proactively take full control of distributed resources across the campus. NTS is presently engaged in a fiber optic implementation project scheduled to coincide with the construction of the new power plant. Installation of new fiber between buildings, while new trenches are being dug, will enable SCSU to upgrade to the network backbone at a fraction of the cost normally associated with a project of this scope.

Since the campus network infrastructure is never finished and the need for the indefinite future is bandwidth, SCSU will, by the end of the Fall 2001 semester, fully upgrade its network to be compliant with the recently installed gigabit backbone. This will enable SCSU to offer services such as desktop videoconferencing campus-wide.

Commercial enterprises that supplement campus investments are critical to the overall package of network funding.

A deployment policy is currently being developed to address the procedure and timing for updating computer equipment in faculty offices, so that all faculty desktop workstations will be replaced every three years. As the Information Technology Fee continues to accumulate funds, in the amount of \$1.2 million per academic year, the three-year upgrade schedule will continue for laboratory and classroom equipment as well. The Microsoft Licensing Agreement will also be supported to maintain software currency issues.

Additional funding will be required to support these initiatives and future technology needs of faculty, students and staff. The IT Strategic Plan, accordingly, outlines various ways of obtaining funding from private, state and federal sources. Grants for IT enhancement opportunities, joint-venture relationships with information technology vendors, and collaborative opportunities with local and regional information technology companies will be sought.

With respect to the telephone system, efforts are being made to provide a more efficient service to SCSU users with a quicker response time. For example, in Fall 2001, the need to send paperwork to Hartford will be eliminated. The Octel voice messaging system is also scheduled to be replaced.

With the recent hiring of a permanent CITO, communication problems among the three IT areas have improved and will continue to improve. All three IT areas are slated for growth over the next three years. With vision and planning SCSU's IT operations will continue to serve the education mission of the University and the emergent needs of students, faculty and administration.

Standard 8 – Physical Resources

Description:

The SCSU campus is located on 164 acres in the northwest quadrant of the City of New Haven, on the southwest border of Hamden. 146.2 acres are in New Haven and 17.8 acres are in Hamden. Eleven acres have been acquired since 1991. There are 50 structures with academic and support activities located in 26 buildings, of which six are temporary structures to be removed when replacement space is available. There are three athletic facilities and eight student residence buildings plus four townhouses. Since 1991, the university has constructed a swing space building, the Wintergreen Building, totaling 45,000 gross sq. ft. (1994), renovated a private residence for a new Admissions House (1997), constructed a 54,000 sq. ft. Facilities Operations and Planning Building (2000) and built a 600-car parking garage (2000). The latter two structures were part of Phase I of the Master Plan. Temporary buildings were erected to house the Bookstore (2000) and faculty offices for the English department (2001), while renovations are made to Engleman Hall. Several temporary buildings (Red Birds) have also been demolished. In addition, major improvements have been made to athletic facilities in the past year, including state-of-the-art artificial turf on the soccer fields and construction of a varsity baseball field on the main campus. These athletic facility projects were not included in the Master Plan.

Master Plan. In 1993 SCSU completed a Master Plan (Ex. 8-1: Facilities Master Plan) to guide facilities improvements and identify the capital resources necessary to effect the improvements. The Master Plan is a strategy to create the physical setting to support the University's mission, goals, and objectives. It is a framework for deciding priorities regarding physical improvements and an approach to the use, maintenance, beautification, and new construction of campus buildings and grounds. The Plan contains three five-year phases, with Phase I funding authorized. The Plan identified a primary need for additional Net Assignable Square Feet (NASF) for classrooms, the library, administrative support, and student center space. Phase I addresses these concerns, except for academic classrooms.

Phase I (2000-2005) encompasses six major projects: (1) Engleman Hall renovation and expansion, including a 69,000 sq. ft. addition for faculty offices and meeting rooms. Construction began in Summer 2001 and should be completed in Summer 2005. (2) A new Facilities Operations Building on the Prescott Street property acquired in 1997 was completed in Spring 2000. (3) A new 126,000 sq. ft. Campus Center is planned on the former Physical Plant site. Construction should start in Fall/Winter 2002 with completion in Spring/Summer 2003. (4) A 135,000 sq. ft. addition to Buley Library will start in Fall/Winter 2002 with completion in Fall/Winter 2005. (5) The first of four parking garages, a 600-car garage near Davis Hall, was completed in August 2000. (6) Construction of a new boiler plant and replacement of underground heating pipes and electrical lines, is scheduled to begin in December 2001, and projected for completion in Winter 2004 (see also Ex. 7-2: Progress Report to NEASC, 1/26/2000).

The following projected construction for Phase II (2005-2010) of the Master Plan includes: (1) A Student Services/Administration Building and adjoining Parking Garage: design scheduled for 2002-2003; construction in 2004-2005. (2) Davis Hall addition: design scheduled for 2004-2005; construction in 2005-2006. (3) Moore Fieldhouse Addition: design in 2004-2005 and construction in 2005-2006. (4) Demolition of Seabury Hall in 2005-2006. Phase III (2010-2015) includes: Renovation and reuse plan for Pelz Gymnasium; renovation of current Student Center building; an addition to Connecticut Hall; construction of parking garages near Connecticut Hall and Moore Fieldhouse; construction of a new academic building to replace Earl Hall; construction of new student housing.

Phase I addressed critical shortages in space but did not significantly add classrooms. Changes in the University's mission, operations and staffing, and developments in higher education since 1993 challenge even the Phase II and III projects to meet the University's need for suitable classroom, laboratory and clinic facilities. Consequently, a comprehensive revision of the Master Plan will be rewritten following the development of a new Program Master Plan in concert with the Academic and Strategic Plans. To that end a comprehensive space inventory was conducted by Reid Engineering in Spring and Summer 2000. This study directly measured dimensions of all assignable space to update accurately square footage figures that will be needed for revision of the Master Plan. Projects for consideration for possible inclusion in the revised Plan include a dedicated classroom building, an addition to Jennings Hall, and buildings for the School of Business and the School of Health and Human Services.

Off-Campus Locations. SCSU maintains some off-campus locations for instruction. With CSU, the University co-owns Outer Island, a five-acre island located in the Thimble Islands in Branford, used by the Environmental Studies Department for field trips. The Special Education Department rents classrooms and office space at Lisbon Central School to serve 60 students each year in an MA in Special Education program. Since 2000, the Social Work Department has offered holding two graduate classes each semester in Stamford, renting space from Jewish Family Services. The Department of Educational Leadership holds classes at five off-campus locations. Pending state approval, the MBA program will be housed in an 8,000 sq. ft. space rented from the New Haven Chamber of Commerce in downtown New Haven beginning Fall 2001.

Inventory. The Office of Property and Inventory Control reports directly to the Associate Dean for Facilities Planning & Operations. Four years ago, the President established a full-time position of Property and Inventory Control Officer. The officer is responsible for the inventory of university equipment with a value of \$1000 or more, and conducts an annual inventory to determine location of equipment items. The position provides centralized inventory management and reporting complying with federal, state, and CSU system requirements.

Staffing. Housekeeping, buildings and grounds maintenance are managed by the Associate Dean of Facilities Planning and Operations, assisted by supervisors. The Assistant Director of Facilities Operations supervises Custodial Services and Grounds Keeping workers. There are 54 custodians in academic buildings, four in the Student Center, two in Lyman Auditorium and 22 in the residence halls, for a total of 82 custodians for 1.7 million square feet of space. Eleven ground crew members are

responsible for the entire campus. Building Maintenance Services consists of workers in plumbing, electrical, HVAC (heating, ventilation and air conditioning) and boiler plant operations, and are supervised by the Director of University Engineering Services. A Building Maintenance Supervisor oversees workers in carpentry, locksmith services, painting and vehicle repair. Outside contractors are used for minor capital projects as well as regular maintenance needs that cannot be met with regular staffing allocations. Annual contracts are in place for electrical, HVAC, plumbing and carpentry. Electrical and HVAC contractors perform major annual maintenance on heating & air conditioning units.

There are outside contractors for trash removal, elevator maintenance, and mixed paper recycling (recently awarded by the state). The Men's Soccer Team operates recycling of bottles, cans, and glass as a fund-raising and service activity with assistance from the Environmental Futurists student organization. There are additional contracts for window cleaning, hazardous waste disposal, ground maintenance (begun last year for the new Facilities building and the parking garage, as well as strategic landscape areas on campus), although most campus landscaping remains the responsibility of University personnel. There are additional contracts for pest control, tire recycling, oil recycling, and carpet installation. One additional contract developed over the past year is for roof repairs. There is a master plan for roof maintenance and replacement for all of the buildings.

Access, Safety, Security and Environmental Concerns. In 1991, the University established the position of Environmental Health and Safety Officer and appointed an Environmental Health and Safety Committee. Most recently the committee recommended appointing a consultant to identify environmental issues, develop remediation procedures, review current training and recommend changes as necessary for compliance with environmental regulations. Further, a Management Information System (work order system) and an Energy Management System were initiated in 1995. The first provides for submission of online paperless work order requests for facilities repairs and improvements. It automates tracking of all such projects to ensure their systematic attention. The second, currently operating in 20 buildings, allows room temperature to be adjusted to save energy, and provides for the monitoring of electrical consumption. Future plans will allow for these systems to collect data on annual operation costs, including information on repairs and utilities. These systems will provide information for long range planning, identification of replacement needs and improvement of preventive maintenance.

Parking. In 1997 a parking study was completed. The number of marked spaces identified in 21 parking areas totaled 3,489, far less than total number of vehicles registered on campus. Hourly counts in all 21 lots from 8:00 a.m. to 7:00 p.m., revealed that parking was available during certain time blocks, but peak usage exceeded capacity. Solutions recommended included: Possible rescheduling of classes for more even distribution of students; redesign and repainting of some of the lots resulting in 80 additional spaces; designation of Commuter Parking spaces; improvement of shuttle bus schedule and routes; planning for construction of new parking garages noted in the Master Plan. Noticeable improvements in parking availability have been reported by graduate students since opening of the new parking garage near Davis Hall.

Public Safety. Since 1990, the number of SCSU police officers has risen from 19 to 25; dispatchers have increased from three to five. Five police vehicles constantly patrol the campus. Five officers on bicycles also patrol the campus between 7:00 a.m. and 11:00 p.m., allowing access to parts of the campus previously difficult to observe. Employees monitor the parking lots from 7:00 a.m. to 11:00 p.m., and cover the Wintergreen building and Buley Library. Six shuttle buses operate from 7:30 a.m. to midnight. A student needing an escort can call any time from 12 midnight to 3:00 a.m. The alarm systems in the residences have been upgraded. One hundred sixty-five blue-light emergency phones have been placed around the campus, including residence life, elevators, parking lots and walkways. To increase safety for foot travel, flashing warning lights and an audible warning signal were installed at the intersection of Farnham and Wintergreen streets. A satellite police station has been added in the new parking garage. Police officers undergo ongoing training, including cultural diversity awareness and Rape Aggression Defense training, which is also offered to women on campus.

Access for Students with Disabilities. In the past decade access for students with disabilities has improved. The Special Olympics have twice been held at SCSU because of our excellent facilities for persons with disabilities. Every building has at least one accessible entrance, some with automatic doors. The Davis Hall and Pajeski Auditorium lecture halls were renovated to include ramped entrances. Elevators are now operated by buttons, and no longer require keys. However, there are no elevators in either Seabury Hall or the Student Center, an issue which will not be addressed until new construction begins. Doors have been numbered with raised letters. One of the shuttle buses is accessible to students in wheelchairs. The number of handicap-accessible parking spaces has dramatically increased. The Disability Resource Office and the Affirmative Action Office respond to students who report problems with access. The University responds promptly to access complaints, using Minor Capital Funds (next paragraph) to ensure compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Physical Resource Planning. The SCSU Strategic Plan gives broad direction to facilities planning in its goal to "Meet or exceed the expectations of students, faculty and staff for services and facilities that support their work." A number of the plan's objectives are directly linked to physical resources planning. In addition to strategic planning and the upcoming revision of the Master Plan, operational planning is a continual process. The President can request Minor Capital Funds from General Obligation Bonds Funds and Self-Liquidating Bonds Funds each fiscal year. The State Office of Policy and Management has authorized use of these Minor Capital Funds for projects relating to fire, safety, code compliance, emergency repairs and renovations. Each University within CSU may annually remodel, repair or enlarge any real asset involving expenditures up to \$2,000,000 with allowable additional expenditures for architectural and engineering services. The Associate Dean for Facilities Planning & Operations is responsible for supervising these projects.

Transition. To prepare for the first major set of constructions projects, particularly the remodeling of Engleman Hall, the Wintergreen Building was renovated in 1999-2000. Administrative units have been relocated to Wintergreen in a planned orderly progression over the past two years. A series of Finance and Administration Offices, such as Bursar, Controller, Accounts Payable, and Purchasing were moved, followed by Academic

Advisement, the Registrar's Office, Affirmative Action, and a number of others. These moves have proved advantageous for students, since the primary administrative services they need are adjacent to one another in the same building.

Similarly, the English Department was moved in Summer 2001 to a temporary building constructed across from Connecticut Hall. The Mathematics Department, the Philosophy Department, the Offices of the Vice President for Finance and Administration and Student and University Affairs, and the Office of the Dean of Arts and Sciences were moved in Summer 2001 to quarters in Engleman Hall which are also scheduled for renovation following construction of the space in which these offices will ultimately be housed. While coordination of this project has been complex, it has been accomplished with professionalism and good grace.

Appraisal:

SCSU is virtually bursting at the seams. This is one of those rare times in an institution's lifetime when physical enhancements of the scope and dimension of project will directly improve the learning environment. Growing pains are guaranteed to create some temporary frustrations as the University copes with the upheavals related to new building, but the results promise a contemporary campus to match our vision.

As we plan the size of our student population, enhance our academic programs and support services, and determine the number of the faculty and staff, the need for sufficient specialized space emerges as a most critical consideration. The Master Plan of 1993 states that "there is insufficient space to adequately support even the current programs." For Athletics/Physical Education/Recreation and Student Housing facilities the quantity of space may be considered adequate. However, the space for Academic and Support facilities remains severely insufficient. After a period of declining enrollment, the number of students in the most recent years has returned to levels approximately equivalent to the period when the 1993 Master Plan was produced. Program offerings, similarly, have expanded considerably as SCSU becomes the "comprehensive metropolitan University" of our mission. The conclusion reached by the 1993 Plan that "significant additional space is required to bring existing facilities up to standard for current enrollment and program offerings" applies today as well.

The NEASC Self-Study surveys indicate that faculty and administrators share the view that academic space is inadequate. Seventy-two percent of faculty and 50% of administrators indicated that classroom space is inadequate in number and size. This view is endorsed by Chairpersons and Program Coordinators, 58% of whom either strongly disagree or disagree that the University offers adequate space for their course offerings. Similarly, 90% of Chairpersons and Program Coordinators either disagreed or strongly disagreed that their programs had adequate office, clinical or laboratory spaces. Although administrators generally agreed that classrooms, laboratories, offices and clinic spaces are adequately equipped, 65% percent of faculty stated that classrooms were not well equipped.

There is irony in that the very expansion of programs and services to meet changing student interests and University needs have exacerbated space considerations. New undergraduate and graduate degrees (see Standard 4) have enhanced the academic

strength of the University and have also created new space needs. New faculty positions continue to be filled. Space for expanding Information Technology also plays its part. Technology deployment, indeed, has resulted in conversion of several classrooms to computer labs, noticeably reducing flexibility in scheduling classes. New and much needed administrative positions have sometimes required conversion of classrooms into office suites. Several vital student services have been added and staffing for some existing services has been increased. The University's support for the New Haven community has also grown, and several of these outreach efforts has involved commitment of space. Evolving expectations for faculty scholarship and recognition of the value of student research participation have generated major new needs for laboratory, studio, exhibit, library and office space.

Many obstacles to academic progress can result from this severe deficiency. Classes may be scheduled into rooms inappropriate to specific instructional strategies. For optimal use of space, classes may be scheduled at times unpopular with students, with the risk of reducing potential enrollments and student satisfaction. Departments may delay curricular innovations because they cannot be certain of appropriate space being available for new programs and courses. Student graduation may be delayed because in any particular semester there are not be enough classrooms for the sections needed to accommodate students.

These pressures are almost certain to increase in the foreseeable future. New scientific apparatus, improved performance, display and studio spaces, specialized library materials, a competitive technology infrastructure and other qualitative improvements will all pose continuing physical resource challenges that were much less pronounced in 1993. It is projected that the very significant facilities needs identified in the 1993 Master Plan are now even more necessary. The capital projects currently anticipated in Phase I of the Master Plan have an importance that cannot be overstated. They do not however, substantially add classroom, laboratory, or clinic spaces to the institutional inventory. Thus it is clear that Phase I and even Phase II will leave those major needs unmet. Since Phase III will probably extend into the next decade, interim solutions will have to be found to keep lack of space from severely limiting the University's ability to achieve its potential.

The situation regarding the number and size of office space and meeting rooms for deans, departments and faculty is more positive. With the renovation and addition to Engleman Hall some 69,000 gross sq. ft. will be added to the building and yield approximately 40,000 NASF. This addition will go far to make up the 29% NASF deficiency identified in 1993. Although part of this space is for expanded executive and administrative office space, the project will make a major contribution to academic space, particularly in the School of Arts and Sciences. Serious shortages of office and seminar space will persist and need expeditious attention.

The Library's projected 135,000 sq. ft. addition is expected to offset the 205% difference between the NASF existing in 1993 and that identified as needed. This increase in library space is a major improvement for which the President should be applauded. The condition of administrative and support service space is also promising. Completion of the new Facilities Operations Buildings added 54,000 gross sq. ft. The offices now in the Wintergreen Building, with its 45,000 gross sq. ft., can remain there

comfortably for the next few years. As administrative and service personnel are augmented, it is possible that there will still be a shortfall of space, but revision of the Master Plan should make adjustments to reach current standards.

In regard to the Student Center/Bookstore space the 1993 Master Plan identified the shortage at 390% (approximately 80,000 sq. ft. additional space needed), the most acute on campus. The design for the new Campus Center with 126,000 gross sq. ft., soon to be completed, should fully meet the critical need in this area, even considering increases in enrollment over the coming decades. Space for Food Services, very sensitive to enrollments, will also improve with the completion of the Campus Center. Unless the current University Student Center cafeteria operations remain in service however, the net increase will be insufficient for an increasing student population. An addition to Connecticut Hall anticipated in Phase III will provide ample space, as well as facilities to support conferences and other events. This plan should be examined after the Campus Center is opened and its impact assessed. It might be noted that NEASC Self Study survey results show that concerns about food services are focused on food quality and times of operation rather than on facilities.

Projections:

Master Plan Revision. Data from the recent Space Inventory study will be made readily available to all offices and governance bodies involved in academic planning and planning for other functions. These updated square footage values will help inform discussions that involve existing space data from the 1993 Master Plan. That Plan itself will be thoroughly revised through the services of expert professional consultants with comprehensive input from university constituencies. The revised Plan will be informed by the evolving mission and growing responsibilities of the University, its faculty, students, administration and staff. Priorities appropriate to past decades will be reconsidered to permit appropriate emphasis on newer challenges, including scholarship, technology and community outreach.

Phase II Projects / Classroom Space. It is imperative that all building projects in Phase I be completed on time. Classroom/Auditorium space is not significantly increased in Phase I. The 1993 Master Plan indicates an increase of 74% is needed in this category. It is urged that the University find a method to resequence, supplement and accelerate Phase II to provide additional classrooms. Options might include (1) constructing a replacement for Earl Hall that would include substantial classroom space; (2) converting the entire existing University Student Center to academic space immediately following completion of the new Campus Center; (3) making the Davis Hall addition the first priority in Phase II; (4) constructing a new academic building on the site now occupied by the boiler plant, which will be removed during Phase I. The current Phase II includes two projects to enhance space for two functions for which sufficient space either already exists (Athletics/Physical Education and recreation) or will exist following Phase I (Student Affairs administration). If these two projects are moved to Phase III, the essential academic projects could replace them.

Short-Term Classroom Space Relief. A need for temporary classroom space during renovation work in the center and south wings of Engleman Hall is projected. Some space in each of these wings has been freed for classroom use by relocation of

various offices to the Wintergreen facility. In the absence of information about the actual number and size of the rooms that would become available, and considering the long-term lack of instructional space, it is urged that a temporary classroom structure or some off-campus leased space be considered as an immediate priority.

New Administrative Position in the Office of Facilities Operations. Appointment of a new administrator, reporting to the Associate Dean, is recommended. This officer would have primary responsibility for communication between Facilities Operations and the rest of the University community. This role would permit senior administrators to concentrate on the complex flow of projects in the pipeline. The new position would provide correct, open, and current information on facilities projects to faculty and staff, and would actively solicit input and feedback on proposed projects and existing conditions of University facilities. The new administrator would interact with the Office of Academic Affairs to develop clear connections between master facilities planning and academic objectives, and to ensure that minor in-house managed projects effectively support the needs of academic departments and schools. This official might also be charged with record keeping and reporting of actions taken to provide facilities access required by the Americans with Disabilities Act.

Decision Making Tied to Data on Facilities. Enrollment Management policies and practices would incorporate quantitative review of space-related considerations based on the Master Plan. Enrollment increases must be kept consistent with available space and space standards in all categories. Proposals for new programs and projects, together with estimated new faculty positions, would also be based on open access to detailed data and advice from Facilities Operations.

Improved Environmental Conditions in Buildings. Heating, ventilation, air conditioning, lighting, general maintenance and other aspects of the work environment, already improved over the past decade, are projected for enhancement throughout campus in coming years. These improvements will likely require additional staff for Facilities Operations and better lines of communications between maintenance departments and institutional offices. Quality management, previously successful in the library custodial project, appears to be especially appropriate in this area. It is suggested that detailed surveys or other studies of end-user satisfaction should be conducted periodically to measure progress towards this goal.

Equipment and Other Resources for Specialized Functions. The way in which studio, practice and production spaces in the arts are equipped and furnished is projected to be safer, more up-to-date and professional in the next years. Similarly, scientific instrumentation will continue to be modernized and augmented at an accelerated rate to permit both faculty and students to engage in meaningful scientific research and to ensure that students in these fields are trained to use up-to-date techniques that are typical in professional laboratory environments. It is also anticipated that administrative offices and other support functions will be provided with technology to improve efficiency.

Standard 9 – Financial Resources

Description:

Southern Connecticut State University operates on a financially stable basis. The University takes seriously its responsibility as a careful steward of the public's money. The University's revenue base indicates that, at a minimum, the institution maintains its capacity to continue program activities at quality levels consistent with the recent past, and that revenue increases have permitted augmentation of high-quality academic and student services programming (Standards 2 and 4).

The financial condition of SCSU was sound during the 1990s. Despite a one year decline in revenue during FY1993, the University experienced a significant increase in resources over the decade. The annual rate of growth of revenue from 1992 to 2000 was 3.76% in nominal dollars (unadjusted for inflation) and 1.26% in real dollars (adjusted for inflation). This increase occurred despite a total decline of 7.89% in full-time equivalent (FTE) enrollments or a decrease of 1.11% per year from 1990 to 2000. It should be clearly noted that enrollments have recovered over the past two years (and are projected upward), increasing to peak highs (see Standard 4).

Evidence of financial stability is located in the statement of current funds revenue, expenditures and charges for fiscal year ending June 30, 2000. Between FY2000 total revenues and FY1999 total revenues increased \$104 million to \$111.8 million, a difference of \$7.8 million. This increase represents a 7.5% growth in revenues. However, proper comparison of the University's revenue sources over time requires subtraction of the State of Connecticut contributions for employee fringe benefits that had not appeared in the University's budgeted accounts prior to 1999. With fringe benefits deducted, total revenues increased from \$91.4 million to \$96.9 million, a difference of \$5.5 million from FY1999 to FY2000.

The two major revenue sources for the University are student tuition and fees and state funding. State appropriations account for slightly over 40% of the University's revenue. Appropriations grew by 3.48% per year in nominal dollars and 1.00% in real dollars during the decade. State appropriations (adjusted for benefits) grew by approximately 6.6%, rising from \$37.6 million in 1999 to \$40.1 million in 2000. That percentage has remained relatively constant since the early 1990s, largely because of the continued expansion of the economy of Connecticut. State funding, while never sufficient to support institutional improvements, has certainly contributed to the financial health of the University.

The tuition and fees portion of institutional revenue expanded by 4.38% per year in nominal dollars and 2.10% per year in real dollars from 1995 to 2000. This substantial increase in revenue was produced by increased tuition and fee rates during the 1990s. In-state tuition and fees for a full-time student experienced an annual rate of increase of 7.87% in nominal terms and 5.91% in real terms from 1990 to 2000. Real revenue per FTE student increased by 5.9% from \$6,367 in 1992 to \$6,746 in 2000. By Fall 2000 annual undergraduate in-state tuition and fees for a full-time student had risen to \$4,086, compared to a Fall 1990 rate of \$1,690.

SCSU enjoys a competitive cost advantage over comparable private universities in the state. In 1990 tuition and fees at comparable private institutions were approximately six times greater than tuition and fees at Southern. That ratio declined to 4.1 by 1998. Given the rise in the traditional age college population, SCSU should continue to compete successfully.

The University's expanding revenue base provides SCSU with the capacity to achieve educational objectives and institutional improvements. Evidence of those objectives and their estimated costs can be found in the recent Strategic Plan and Operational Plans for FY2002. SCSU is also in the process of implementing a multi-year capital spending plan of some \$240 million that will improve and expand campus facilities (see Standard 8). Large capital projects at the University are pursued through a Master Plan approved by the Board of Trustees (BOT) and the State Bonding Committee. Once approved they are planned in conjunction with the Connecticut Department of Public Works (DPW). Bond fund expenditures by DPW do not appear in the University's budget, although completed projects are identified as assets in institutional financial statements. Bond funds for small capital projects are provided annually but are not included in the University budget. The current and planned construction activity will enhance the University's ability to continue to meet identified educational and institutional objectives.

The budget categories utilized by the University indicate that approximately 90% of expenditures are classified as "Education and General" and over 40% of expenditures within E+G are classified as "Instructional." These components are consistent with the categories established by the National Association of College and University Business Officers. Annual budgets also indicate that the Division of Academic Affairs gets the lion's share of the discretionary operating funds (excluding full-time salaries and fringe benefits or large equipment purchases) (Ex. 9-1: University Budget Allocation Document). The institution expends most of its resources in fulfilling its educational mission (Standards 2 and 4).

Prior to the mid-1990's, SCSU was compelled to respond to financial emergencies and unforeseen circumstances during times of fiscal constraints. Safeguards are built into the financial system should such circumstances reoccur. The fund balance guidelines adopted by CSU in 1997 in response to state statute and BOT regulations require the University to maintain an undesignated fund balance between 5 and 10% of the total annual budgeted "Education and General" and "Auxiliary Service" expenditures in the event of unfavorable economic conditions or unforeseen circumstances within the CSU system. CSU also must maintain a system-wide undesignated fund balance of no less than 3% of the system's annual total budgeted "Education and General" expenditures. The Governor may rescind up to 5% of an annual state appropriation; at least that much is kept in reserve. Should budgetary crises occur overall expenditure reductions are established by state agencies and executed locally by the University.

Prior to June 9, 2000, tuition revenues collected by the University were directed to the CSU system and the BOT. These funds were then allocated to each of the four campuses by a distribution formula related to the size of the several institutions. The result of this process was that Southern continually subsidized the smaller institutions of the system. However, new Board of Trustees policy now allows each institution to retain

all tuition funds collected from its students, with the exception of some funds earmarked for CSU initiatives, to be expended by each University (Ex. 9-2: BOT Resolution, 6/9/00: Tuition and General Fund Distribution Methodology). Student fees are collected and expended by each University.

Although fluctuations in tuition, fees and state appropriations can occur, and each is subject to external circumstances, it remains the case that these revenue sources are stable and typically vary within an expected range. At the point of entry of a new student class, the expected range of revenues and expenditures ensures graduation of that class.

The budget process at SCSU commences with the distribution of budget request packets by the Office of Finance and Administration to all units, including academic departments and programs. This "bottom up" process was instituted in 1998 and is designed to broaden the participation of faculty and staff in determining program and institutional budget priorities. The process has improved each year. Department heads prepare their requests, frequently in consultation with faculty and/or staff, and forward them (through the Deans in the case of academic departments) to the appropriate Vice President.

After review and coordination the Vice Presidents forward their recommendations to the Office of Finance and Administration. That Office prepares a spending plan for the University that is submitted to the President, who reviews and revises the spending plan to reflect the priorities in the Strategic Plan. Once the spending plan is approved at the University level, the President presents it to the Chancellor of CSU for his review and analysis. (The CSU system, meanwhile, has received a system-wide appropriation from the state.) The Chancellor presents the spending plan, in conjunction with SCSU officers, to the BOT for approval. The BOT requires explanation and justification for any increases requested in the spending plan. The BOT gives final approval to the University's plan at its June meeting prior to the beginning of the fiscal year on July 1.

The President then allocates the appropriate portions of the budget to the Vice Presidents (and his own Office) for distribution to each unit or department. The final version of the spending plan constitutes the budget for each department. Budget allocations are posted on the new Banner Information System so that unit heads may track the funds allocated, those expended by category and those still available. To assist departments, the Office of Finance and Administration has prepared and distributed a Business Services Resource Manual that provides administrative staff and faculty a description of expenditure procedures (Ex. 9-3: Business Services Resource Manual).

The budget is carefully monitored during the course of the fiscal year. The academic budget in particular receives scrutiny by the Vice President, the Deans and the Academic Affairs staff. The Office of Finance and Administration issues periodic budget variance summary reports, interim status reports that permit the Vice Presidents to confer with their respective units and facilitate prompt reallocation of resources during the fiscal year. The Office of Finance and Administration also makes an annual mid-year comparison of the spending plan and actual expenditures, so that adjustments may be made. Once accounts for a fiscal year are closed, the Office of Finance and Administration issues individual budget reports to each department.

As a state agency the University is subject to multiple audits. An extensive "internal control audit" is conducted by state auditors every two years. The state auditors

also perform audits of grant funding and financial aid from the U.S. Government. The state and the Board of Trustees require the University to comply with generally accepted auditing standards and to implement any conclusions resulting from the audits. In addition the University employs PriceWaterhouseCoopers to perform an annual external audit. As recommendations are made for improvements in budgeting and financial reporting the University adopts the recommendations.

In May 1999, the University appointed the Vice President for the newly created Office of Institutional Advancement (OIA). The Vice President also holds the title of Executive Director of the SCSU Foundation. In two years these offices concerned with fundraising have been undergoing dramatic reorganization, accomplished according to national standards. The Office of Institutional Advancement is specifically charged with raising current and sustaining gifts to support the University and its initiatives. OIA contains institutional operations that include Development, Alumni, and Public Affairs, previously reporting directly to the President, and the Office of Sponsored Programs and Research, previously located within the Office of Academic Affairs.

The clearest statement of purpose may be found in the Office of Institutional Advancement's Case Statement (Ex. 9-4). This is a plan to shift fundraising efforts from an annual giving program into a comprehensive integrated program with strong emphasis on major gifts and planned giving. The planning document for the Office of Development (Ex. 9-4) describes the broad development goals, the key programs and activities, staffing and support requirements, and projections for the next eight years.

The SCSU Foundation, a flexible private agency with its own governing board, handles the multiple aspects of donated funds. The Foundation is working to increase the University's endowment over the next 10 years, to take advantage of a 50% match in endowment funds promised by the state. The Foundation has a legal and fiduciary obligation to ensure that donated but restricted funds are spent according with donor stipulations. The Foundation staff review each disbursement for donor intent. The Foundation occasionally provides funding for events or (legitimate) discretionary purposes for which state funding may not be utilized.

The Office of Institutional Advancement operates under state law and IRS requirements that deal with the conditions and terms under which gifts are solicited and accepted. The 1994 Manual of Fiscal Policies and Procedures of the Southern Connecticut State University Foundation (Ex. 9-5) describes how donations are received and disbursed. This Manual is currently being revised to reflect the new mission and energy in the Office of Institutional Advancement. At present, most gifts have been for scholarships, although additional donor objectives, such as an endowed chair, scientific equipment or even buildings are possible once the new plan is fully implemented. The University shares with potential donors a policy statement, How to Establish a New Endowed Scholarship at SCSU (Ex. 9-6), and corresponding forms that outline the conditions as the donor determines.

Appraisal:

The financial condition of the University is sound and stable. It has been eight years since there has been any serious financial downturn though the current economic

situation seems foreboding. If a positive economic climate continues in Connecticut, providing a growing revenue base and increasing enrollment, the University can pursue, albeit cautiously, the "preeminence" noted in the institutional Vision in the Strategic Plan.

The University's system of financial management and budgeting provides a foundation for sound fiscal decision making. The basis for this system is determined largely by the University, and in part by CSU and statutory requirement. External mandates to maintain an undesignated fund balance, for example, do limit institutional autonomy over the budget, but they introduce a sense of fiscal discipline for the University in case of unfavorable economic conditions. The recent policy that removed the requirement that SCSU tuition revenue be used to subsidize the smaller Universities of CSU is a very positive change. These funds, nearly a quarter-million dollars annually, will make a difference in funding priority initiatives. CSU continues to take all of the revenue from online classes taught by Southern faculty.

Ostensibly all or substantially all of the University's revenue is devoted to support of its educational purposes and programs. The Office of Finance and Administration has recently begun to define precisely what each of those broad categories contains and to track expenditures within them so that consistent and accurate trend data can be reported and used to link financial planning to educational programs.

Decisions to allocate or reallocate institutional resources to meet new or augmented program demand, especially Strategic Plan and Letter of Priority objectives, are made by senior administrators. Although the spending plan is structured by organizational unit, the allocation process does not yet include program by program analysis that considers both revenues attributable and expenditures made by each program. The Office of Academic Affairs creates at the time of the initial budget recommendations an ordered list for augmented and diminished spending allocations (Ex. 9-7: Supplementary Budget Document), but there has not been end-of-fiscal-year analysis of budgetary data by academic program.

Implementation of the "bottom up" budgeting process at the University has resulted in a significant increase in department and unit level input into the process. Similarly, coordination of the overall institutional spending plan with Strategic Plan priorities has improved financial planning and created a greater sense of inclusion among faculty and staff. As noted, however, the budgeting process is focused almost entirely on the spending plan construction, with insufficient attention to any "ex post" review of actual revenues and expenditures by program. This condition can affect assessment of actual integration of service areas and reallocation of resources by program.

The Office of Academic Affairs budget request documents from the past four years, indeed, indicate underfunding of academic programs, despite slight annual augmentations in funding levels. Fixed or continuing costs for discretionary personnel (Adjunct Faculty, University Assistants, Graduate Assistants, Student Workers) and "other expense" (annual consumables, supplies, etc.) have risen from approximately \$10 million in 1998 to approximately \$12.5 million in 2002. This increase does not include Strategic Plan initiatives that are separately funded. For FY2002, the initial allocation to Academic Affairs was approximately \$10.5 million. Some supplementary funding is anticipated, as in FY2001, and academic units will certainly manage on their allocations,

especially in light of institutional needs, such as implementing the Banner Information System, long deferred technology upgrades, and support for the new Office of Institutional Advancement. Continued underfunding could, over time, create some program vulnerabilities and raise questions about the extent to which the educational program actually drives the budget.

The Office of Institutional Advancement has developed a comprehensive plan for fundraising that is far more extensive than any undertaken previously at SCSU. It involves appointing and training new personnel, identifying potential donors, developing solicitation techniques, receiving donations and assuring accurate disbursement methods. The plan makes projections that necessarily entail resource assumptions. Fortunately, this fundraising effort occurs at an auspicious time, when the state's economy is strong and the state government has promised a 50% matching grant for endowment gifts to the University.

The Office of Institutional Advancement also faces the classic challenge of fundraisers – to raise substantially more money than it costs to operate the Office, and thus to be worthwhile from the point of view of donors. First year expenses, excluding staff salaries, under the development plan were \$368,000. Funds raised were \$9.9 million. This impressive performance should be contrasted with the \$49,000 negative balance of the Development Department prior to the inauguration of the new division.

Projections:

The current consensus projection is that regional economic prosperity will continue for the foreseeable future. Should that prediction hold, state funding will continue to remain constant for the next decade. This stability will augment the University's capability to support its present programs and initiate the enhancements envisioned in the Strategic Plan. However, should economic conditions worsen, the University will face inevitable declines in state appropriations. Political factors could also arise as an external variable; who holds office may affect policies regarding support for higher education.

Enrollment is almost guaranteed to increase over the next decade. Estimates of growth run from 1.5% to 2.0% per year, without changes in admission standards. Demographic analysis provides certain projections – the number of 18 year olds in Connecticut will continue to rise, peaking in 2008. School of Extended Learning programs and enhanced graduate programs, including the Ed. D., also augur well for increased enrollments. Should the University continue its pattern of tuition and fee increases over the next years as it has during the previous period, there could be a significant increase in the revenue base. However, it is recommended that SCSU establish a means of collecting and analyzing data on student tuition and fees relative to comparable private universities and state community/technical colleges, to be alert to potential adverse competitive effects of tuition and fee changes.

Should regional economic conditions become less positive, the revenue base that SCSU developed during the past decade will maintain sufficient strength for the institution to implement fully the programs it has in place. The requirement of the BOT to maintain fund balances assures that the University is prepared to respond to either

unfavorable external conditions or internal variables. The CSU system office could assist the University through financial adversity by providing SCSU with more fiscal autonomy. Particularly, CSU could permit the University to implement its own approaches to coping with budget shortfalls. SCSU should not be penalized for prudent management by having to use required fund balances as a substitute for state appropriations.

Over the past five years, substantial progress has been made in improving the quality of the financial and budgetary data collected by the University. It is essential that these improvements continue during the next decade. Data by program is valuable for determining which resource reallocations have occurred and which should occur. Similarly, improved and consistent expenditure classifications can provide a defined and documented process for handling exigencies, should any occur. It is urged that senior financial administrators and program and service planners establish a process for targeting both program budgeting and classification analysis beginning with FY2002.

SCSU and CSU are installing the Banner Information System. When this complex data system is fully implemented, it will provide significant improvements over the previous system for budgetary analysis, particularly the opportunity for an "ex post" review of actual revenues and expenditures by program. Banner's financial module should be customized in its programming to perform that function. The brief workshop sessions that familiarize users in Banner essentials should be augmented to minimize untimely or inaccurate data entry on the system and to assure that academic and financial budget personnel have capability to perform complex budgetary analyses.

The "bottom up" budgeting process has increased the level of participation in budgeting across the University. This salutary impact could be more beneficial by improving communication through a routine and consistent approach to disseminating budget information. More widespread knowledge of resource availability and constraints would reduce the potential for misunderstanding of budget issues and decisions. The Office of Academic Affairs, perhaps in tandem with financial personnel, could offer workshop sessions on the academic budget process and on end-of-year analysis.

Auditing procedures have become more rigorous over time. This increased scrutiny and the University's interest in adopting sound financial practices have introduced greater fiscal discipline. These improvements are a significant advantage both in daily operation and in long term financial planning for the University.

The Office of Institutional Advancement is off to an excellent start in its ambitious program of fundraising as constructed in its Development Plan. If the funds raised continue to be used primarily for targets that directly support students, then the University is well served. The current careful attention to the point of view of each donor is anticipated to continue over time. The proportion of donated dollars devoted to fund raising expenses is expected to remain low, as it has been during the Office's first years. The strategic purpose of institutional advancement as a powerful supplementary source of revenue for institutional enhancements may begin to be realized over the next decade.

Standard 10: Public Disclosure

Description:

SCSU presents itself to students and the public through newspaper and radio advertising and news features; the SCSU website; Undergraduate and Graduate Catalogs; the Schedule of Classes; Financial Aid publications; the Student Handbook; the Admissions Office Viewbook; SCAN Alumni News and Southern Life (campus newspaper); and departmental brochures and websites.

Undergraduate and Graduate catalogs are accessible in printed form and on SCSU's website. The University's mission statement is contained in the undergraduate catalog as in that of the School of Education. The aims and outcomes of a liberal education are noted in the Undergraduate Catalog. An analogous statement about the purpose and nature of graduate study appears in the Graduate Catalog. These two documents also contain a list and a description of the courses offered by each program and department. They list current full-time faculty and faculty emeriti, their department or program affiliation, and their degrees and degree granting institutions. Adjunct faculty are not included in this list. The catalogs also include the names of senior members of the administration, their positions, and their degrees. The names of the 18 members of the Board of Trustees are also listed. Information about admission, program and degree requirements, student fees and charges, financial aid guidelines, refund and withdrawal policies, transfer credit procedures are noted. SCSU acknowledges its current accreditation by NEASC in its printed and online Undergraduate and Graduate Catalogs.

Academic and administrative departments make corrections and changes each year in the Undergraduate and Graduate Catalogs. For the 2000-2001 catalogs, the Academic Vice President's Office and the Office of Public Affairs conducted a page-by-page review for accuracy. To ensure consistency between the website (maintained by a Webmaster in the Office of Public Affairs) and the printed catalog, updates in the website catalog are made each time the new catalog is printed. Major errors in printed material may be corrected on the website version before a new printed edition is released.

The three annual Schedule of Classes publications (Fall, Spring and Summer) (Ex. 10-1: Schedules of Classes) exist in printed and online formats. These list all courses offered during the present or upcoming semester, together with the names of instructors. Fees and charges are also listed. Although the printed version cannot reflect last minute changes in the schedule, the online version can; it typically includes room changes and the names of faculty assigned to sections designated as "staff" in the printed version.

Financial Aid information is published in *Making Sense of Financial Aid* (Ex. 10-2) the Undergraduate Search Publication and the Office of Admissions publication, *Transfer to Southern* (Ex. 10-3). The last two documents also discuss how transfer credits are determined. Rules for student conduct are listed in the Student Handbook. That handbook also includes information about university student services, academic affairs, student-university relations, non-discrimination policies, student activities, and residence life. In

addition, each summer, an extensive workbook of university information is edited and distributed to incoming students during the university's New Student Orientation.

Each September, the Admission Office publishes its Undergraduate Viewbook (Ex. 10-4), a pictorial presentation of the student population and the educational opportunities at SCSU. It is sent to all who inquire about undergraduate admission, distributed to secondary school counselors at school visits, and given to all prospective students and parents at college fairs and programs. The Graduate School sends copies of the Graduate Catalog and individual Masters and Sixth Year program brochures to prospective students. Students are also referred to the Graduate School's website.

Information on educational services and co-curricular and non-academic programs can be found in the Undergraduate Catalog, the Viewbook and other Admissions publications, and in published brochures and websites of various offices. These include publications of Student Affairs, Career Services, Counseling Services, Academic Advisement, Multicultural Center, the Student Handbook, and the Women's Center/Men's Corner brochure. A number of departments have their own websites which are linked to the official University site. Achievements of faculty are maintained in the Faculty Development Office. The Office of Sponsored Projects and Research also maintains a file of current grants awarded to faculty. A faculty bibliography maintained by the university's Research and Scholarship Advisory Committee is readily available in the library or online.

In advertisements regarding the institution or its programs, the Office of Public Affairs includes appropriate telephone numbers and the URL for SCSU's website. Periodic publications that are widely distributed, specifically the schedules of classes, also note access to the university's website. The annual administrative/faculty directory contains toll free and direct phone numbers. The Office of Public Affairs also answers inquiries about the University. The main telephone number for the university connects callers to an automated message system that directs them to specific offices and provides an option for them to speak to a campus operator between the hours of 8:30 am and 4:30pm.

The institution's most recent audited financial statement is available from the Controller. There is no public notice of the availability of the statement, but the Controller will make available a photocopy of the SCSU portion of the system-wide audit to interested parties. The current Strategic Plan, although not publicly disclosed, contains general institutional expectations about educational outcomes. The Undergraduate Catalog, particularly individual school sections, also contains a number of statements that describe expected educational outcomes. General statements about educational outcomes also appear in the Academic Information section of the University's website and the Student Handbook. For accredited academic programs, information about program excellence and learning outcomes can be found in accreditation reports. The Academic Standards Committee and Graduate Council assess graduate program quality every five years. These reports are available in individual departments and the Graduate School Office. The alumni office, through periodic surveys of graduates, maintains information on the placement of graduates. Success of graduates is reported in the Alumni Association Newspaper and Departmental, Alumni and School Newsletters (Ex. 10-5: SCAN News).

Appraisal:

Although no one source provides all the information disseminated about the University, SCSU provides information that is complete, accurate, and clear (Ex. 10-6: NEASC Self-Study Surveys). When inconsistencies in information are identified, such as conflicting calendar dates, the University is quick to disseminate corrected information, usually through Office of Public Affairs e-mail and website updates. That Office has taken steps to assure consistency in information, especially through its oversight of the University website. The majority of students responding to the NEASC Self-Study survey state that the catalogs and website provide sufficient information to make informed decisions about their education. Most printed information is also available on the website, with some exceptions, such as the Student Handbook.

Although the printed catalogs are only updated once a year, website information can be updated more often. Some faculty have expressed concern that changes or corrections to catalog copy do not always appear in the printed version (Faculty NEASC Self-Study survey). Because new catalogs are not available until the end of summer, the previous versions may be somewhat dated for use for advising sessions in the spring and summer. For a variety of reasons part-time faculty are not listed in the catalogs. During the last two years, however, as names have become available, adjunct faculty and university assistants have been included in the university phone book. This phone book is distributed to all offices and faculty and is posted on the university website. However, unlike the VAX listing of phone numbers, the website directory is not searchable. Some courses are listed in the undergraduate and graduate catalogs that may not have been taught in the previous two years. The majority of these courses will, however, be available to students during their program cycle.

SCSU publications contain clear evidence of the University mission statement, obligations for student behavior, and standards germane to academic responsibilities, admissions, purpose, and non-discrimination policies. There are also clear statements and descriptions regarding faculty, campus facilities, services and university centers. Although the Graduate Catalog does not contain the specific SCSU mission statement, both the Undergraduate and Graduate Catalogs represent and portray the University, its role, and mission accurately.

Although the Offices of Public Affairs, Extended Learning, and Admissions act as main conduits, no central clearinghouse for information about and publications of the institution exists. Each office that distributes publications redirects inquiries to the appropriate offices or individuals or to the website. Several offices duplicate the efforts of others when it comes to providing publications, either through the mail or on a drop-in basis. This redundancy is actually helpful to students and the public; it reflects positively on the University. However, the absence of a central clearinghouse can result in omissions, gaps, and frustration for those seeking information.

The review of printed information about the University generally ensures accurate and current information. Since many publications are also available on the University's website, if changes or errors occur, these versions can be updated. The SCSU website pages

include a date and time when each was last updated and a direct link to the Webmaster. Department websites are not updated as frequently and some are less effective than others, but there is no university oversight of these webpages. Specific changes of information on the website, however, can only be authorized by the appropriate University office.

Projections:

The University website is becoming the primary source for current information about SCSU. The Office of Public Affairs intends to conduct a review of the functions performed by the University's website and to develop a management plan to assure that, as the website matures, it will continue to meet the needs of the SCSU community. The plan will consider high standards of integrity, public disclosure, reliability, timeliness, accessibility, cost, and good design. As the University develops its management plan for the website, online strategies for featuring and updating information will be added, particularly a Graduate School website and Viewbook. As the University fully implements the Banner Information System, the catalogs and other website information will be in a database. The University should review the departmental websites for accuracy and functionality.

The University intends to distribute the printed catalogs at the end of the Spring term, thus enhancing their use for Summer and Fall advising. Both the Undergraduate and Graduate Catalogs are slated to include statements indicating when specific courses are offered, and how often; SCSU is moving towards a University-wide three-year course rotation plan for all schools and departments. Current semester course schedules should be available online with clear indication of cancellations or substitutions. As Schools develop their strategic plans and mission statements, those, too, should be inserted in the catalogs. The Graduate Catalog should also include a copy of the university's mission statement. All University information pertaining to SCSU's mission and objectives, admissions policies and procedures, student fees, student behavior, and other academic requirements and policies will be reviewed on an ongoing basis. The University needs to make adjunct faculty information available to students. A semester-by semester list on the SCSU website would be a most welcome step as would a searchable phone directory for faculty and staff.

The efforts of the Alumni Association to survey and track graduates will increasingly provide useful information to enhance the marketing of programs. In addition to maintaining and improving alumni and employer surveys, individual academic departments should also add to their websites accreditation reports and their Graduate Council report; doing so would add important data for institutional and program effectiveness.

Other options for improvement include: a telephone operator on duty from 8:30 am until the university closes at 10:05 pm; a more systematic means of distributing publications to the university community and others interested in the university; a handbook for graduate students similar to the general Student Handbook; and an accessible means to supply the most recent audited financial information upon request.

The University will continue to provide accurate statements regarding its current accreditation status in its catalog, recruitment materials, and website. Procedures for reporting and correcting information in both printed and online materials should be clearer and easily accessible. University offices should have procedures for quick review and

updates of information. As the Office of Public Affairs conducts its review of the website functions and develops the website management plan, these recommendations will be taken into consideration. The Office of Public Affairs should solicit suggestions for improving the user-friendly aspects of the website.

Standard 11 – Integrity

Description:

SCSU adheres to high ethical standards in its publications. The All-University Requirements document (Ex.4-5) contains a declaration to shape students as “responsible ethical actors.” The AAUP Policy Documents and Reports (Ex. 11-1) guides the faculty in matters concerning the university’s position on ethical issues. Researchers in human subjects must follow the protocol of the Institutional Review Board for Human Subject Research. SCSU follows the provisions and regulations of the Animal Welfare Act and the Guide for The Care and Use of Laboratory Animals. The University’s Scientific Integrity and Ethics Committee reviews allegations of ethical misconduct in science, and may determine sanctions if needed. During New Student Orientation and New Faculty Orientation students and faculty are informed of the institution’s ethical standards and non-discrimination practices. The University Mission Statement does not contain any direct declarations regarding ethical standards. According to the NEASC Self-Study surveys, 68% of faculty, 59% of administrators and 62% of students agree that SCSU adheres to high ethical standards in the management of its affairs.

SCSU sponsors the Research Center on Computing and Society, whose focus on the area of computer ethics, intellectual property and privacy has brought the University international recognition (Ex. 11-2: Charter from Board of Trustees for the Research Center for Computing and Society). A course in computer ethics is required of all majors in Computer Science as is a course in business ethics for Business majors. The Student Handbook (Ex. 6-1) declares that “any form of bias, prejudice or intolerance of others in unacceptable to the University and its function.”

SCSU upholds freedom to teach and freedom to study. The Undergraduate Catalog notes that judgments based on reason and truth play a central role in liberal education. The Graduate Catalog affirms the commitment to intellectual freedom, personal integrity and respect for others. Both documents state that the faculty are in full command of their disciplines. Full-time faculty may choose their texts and other classroom materials as they wish, without any review of content or ideological point of view. There are no restrictions on subjects chosen for research or publication. Students express their ideas in the free marketplace of the academy. Academic honesty has been integrated into The New Student Orientation Student Survival Workbook (Ex. 6-3).

Grievance procedures to protect faculty, students and staff against violations of academic freedom or any other alleged infringement of institutional policies or procedures are clearly published in the AAUP-BOT Collective Bargaining Agreement (CBA), the Faculty Handbook, the Student Handbook and the AFSCME CBA. The AAUP Academic Freedom Committee is solely devoted to this protection. NEASC Self-Study survey data overwhelming support the position that SCSU fosters an atmosphere of respect for the free expression of diverse viewpoints and for academic freedom.

SCSU observes the spirit as well as the letter of applicable legal requirements. The University uses its own internal financial auditing system as well as that required by the state (see Standard 9). As a state agency, SCSU uses the Attorney General’s Office for legal advice and as its representative in any discrimination complaints that might

arise. The CSU System Office also provides legal, labor and financial expertise for SCSU as for all the campuses. The Office of University Affairs interprets Collective Bargaining Agreements for the institution and reviews business contracts for personal services and purchases. That Office participates regularly in the four-campus Council of Employee Relations to assure that position titles, work responsibilities and salaries are fair and equitable across CSU. The Office of Affirmative Action has recently produced new guidelines for open non-discriminatory advertising and searches. Authority to offer SCSU degrees is granted at the level of the Board of Trustees, then the Board of Governors, and, as appropriate, the State Board of Education. The University and a large array of programs are fully accredited as well.

Southern fosters an atmosphere of inclusion, respect and support for people of diverse characteristics and backgrounds. In the Interfaith Office students can receive counseling from a Roman Catholic priest, a Protestant Minister or a Jewish Rabbi. The Student Center offers a room reserved for Muslim students for prayer. The Multicultural Center, International Students Office, and various other diversity-enhancing services offered by the Division of Student Affairs assist students to accommodate to a university lifestyle. The Women's Center and an adjacent Men's Corner actively assist the Southern population in gender-related issues. Services for disabled students have also been noted (Standard 6). SCSU also provides a stimulating, caring environment for academically gifted students in the Honors College (Standard 4).

The University administration is characterized by a candid open leadership style (see Standard 3) that offers access to faculty, staff and students at the most senior levels. The President and Vice Presidents often spend substantial portions of their daily schedules in face-to-face conversation with members of the University community. Promises made are kept, as providing computers every three years for all faculty and authorized new positions attest. Academic personnel assignments, budget allocations, curricular decisions and other actions are usually based on collaboration. NEASC Self-Study survey data confirms the general view that SCSU manages its administrative operations with honesty and integrity.

In its relationship with the Commission on Institutions of Higher Education, SCSU demonstrates honesty and integrity; the University complies with the spirit of the Commission standards, policies and requests. The University meets Commission deadlines for submission of reports. The Vice President for Academic Affairs and the University Coordinator of Accreditation have attended Commission workshops. Commission personnel have been invited to speak at SCSU. A contingent of Southern faculty and staff always attend the annual meeting. Members of the administration have served on site visit teams.

The University periodically reviews its effectiveness in meeting CIHE standards regarding honesty and integrity. Annual Staff Satisfaction Survey information (Ex. 11-3: Staff Satisfaction Survey 2000) indicates relative satisfaction with the University's ethical policies and practices. NEASC Self-Study survey data confirms this conclusion.

Appraisal:

SCSU takes pride in its commitment to principles of intellectual honesty, academic freedom, diversity and respect for every person, due process for all members of the community, and the highest ethical standards in its policies, practices, publications and operations. As a liberal arts university these values are at Southern's core. That the institution practices what it purports and that NEASC Self-Study surveys indicate that all constituents of the community understand and appreciate that reality must be considered a significant strength of the University. There is no anecdotal evidence of any case in which a faculty member or student has alleged that the University denied his or her academic freedom.

Nonetheless, certain areas for enhancement might be identified. The ethical use of computer technology, hardly Southern's problem alone, deserves attention. Faculty, administration, students and staff must be made aware of the ethical problems related to academic honesty, protection of privacy, and intellectual property that accompany the access to one another and to the Internet. The issue of online plagiarism is a serious one, particularly as the University moves increasingly towards online instruction.

Affirmative action searches and appointments, particularly for faculty and staff positions, also command consideration. Department chairpersons are required to use the currently promulgated Affirmative Action Guidelines. Search committees throughout the University are strongly encouraged to give equal consideration to members of under-represented groups in selecting and recommending persons for appointment. Competition for minority candidates in higher education makes it difficult for many departments to make successful offers to the most qualified minority candidates.

To be sure, the University has begun to improve its record in this respect. The new position of Special Assistant to the President was created in 2000 precisely to assist in enhancing the procedures for recruitment and appointment of personnel. The Special Assistant has now become the new director of Affirmative Action. The Office of Faculty Development sponsored in February 2001 a workshop that examined "innovative approaches to the recruitment, retention and development of a more diverse professional workforce." In 2001, the University appointed three new faculty to teach minority literature in the English Department.

The University expresses in public statements and in published documents this commitment to high ethical standards. The University's Mission Statement does not yet include such a declaration, however, nor is there any reference as to ethical standards on the SCSU website. While such inclusions would not alter the reality of ethical institutional practices, they would communicate the priority of those practices to internal and external constituencies.

Adherence to principles and practices of institutional integrity by administration and faculty is something the University takes seriously. Evidence for that adherence has been essentially anecdotal in nature or survey-based. An assessment mechanism for determining how well University behavior matches University beliefs has not as yet been perceived as a priority for the institution.

Projection:

SCSU will continue to cherish the free expression of ideas as the center of liberal learning and a democratic society. Faculty and students will continue to explore and inquire and investigate within a setting of the highest traditions of the academy. Teaching and learning demand nothing less. Similarly, the enhancement of our commitment to a diverse campus is anticipated to continue until the only thing that will not be tolerated is intolerance.

Special attention should be paid to the issue of computer ethics. It is urged that the University take advantage of the expertise already in place by utilizing the services of the Research Center for Computing and Society (RCCS). The RCCS might sponsor events, in collaboration with the major agencies of shared governance on the campus, to raise student and faculty awareness of the issues, to develop appropriate policies and to communicate them to the institutional community.

Development of a diverse faculty and staff is well under way. It is anticipated that the professional workforce will in the next decade resemble the population of Connecticut in terms of the percentages of people of color who teach classes and operate the administrative offices of the University. The actions of the University's senior leadership, of the Affirmative Action Office, the Office of Faculty Development, of Deans and Department Chairs have begun to have positive impact.

Articulation of ethical policies in University publications could begin with the SCSU website, extend to the catalogs and class schedule documents, and be stated in the radio broadcasts advertising the University. The President is requested to be certain that a statement of ethical standards be included in the next iteration of the Mission Statement and the Strategic Plan.

It would be useful to convert anecdotal evidence of the University's adherence to ethical practices into some more objective measurement. Such a process must itself be developed and conducted in an ethical manner, lest it infringe upon academic freedom or reward conformity. It is urged that the Quality Council and the Faculty Senate each begin to consider the issues involved in developing objective measurements in this most ambiguous area.

**SOUTHERN CONNECTICUT
STATE UNIVERSITY**

SELF – STUDY FOR REACCREDITATION



LIST OF EXHIBITS

List of Exhibits

- 1-1 SCSU Mission Statement
- 1-2 Connecticut State University Mission Statement
- 1-3 Role and Scope Statement
- 1-4 Vision Statement for SCSU
- 1-5 Strategic Plan 2001-02 to 2003-04
- 2-1 Strategic Plan (1997-2002)
- 2-2 Presidential Letters of Priority (1998, 1999, 2000)
- 2-3 Facilities Master Plan
- 2-4 Annual Spending Plan
- 2-5 Sample charters of Quality Management Institute (QMI) projects
- 2-6 Budget allocations for planning and evaluation (1999 through 2001)
- 2-7 Strategic Plan Progress Report (December 1999)
- 2-8 Strategic Planning at SCSU: A Baldrige-based Assessment of our Current Practice
- 2-9 Academic Affairs Budget and Position Request Form
- 2-10 Office of Institutional Assessment Self-Study
- 2-11 Sample Graduate Program Reviews
- 2-12 Procedures for Graduate Program Evaluation
- 2-13 Graduate Program Review Guidelines
- 2-14 Suggestions for Preparing the Graduate Program Review
- 2-15 Staff Satisfaction Surveys
- 2-16 SCSU Fact Book 2000
- 2-17 Board of Trustees/AAUP Collective Bargaining Agreement
- 2-18 Promotion and Tenure Committee Documents
- 2-19 Accountability Measures for the New Millennium: A Response to Public Act 99-285

- 3-1 Section 10a-89 of the Connecticut General Statutes
- 3-2 Board of Trustees Performance Assessment Criteria and Procedures for the Presidents of the CSU System
- 3-3 Organizational Charts
- 3-4 State of the University Report
- 3-5 Faculty Handbook
- 3-6 Faculty Senate Minutes
- 3-7 CSU-AFSCME CBA
- 3-8 Administrative Faculty Senate Constitution
- 3-9 Student Government Constitution and Bylaws
- 3-10 Board of Trustees Resolutions (1997-1999)
- 3-11 NEASC Faculty Self-Study Survey
- 3-12 Staff Satisfaction Survey
- 3-13 Sabbatical Leave Document
- 3-14 Graduate Council Minutes
- 3-15 Undergraduate Curriculum Forum
- 3-16 Online CSU Status Report (July 20, 2000)
- 3-17 Counseling Assessment
- 3-18 Residence Life Assessment
- 4-1 Aim of Liberal Education
- 4-2 Undergraduate Catalog
- 4-3 Graduate Catalog
- 4-4 University's Institutional Assessment Plan (1996)
- 4-5 The All-University Requirements
- 4-6 Cumulative Program Record form
- 4-7 AAUP contract side letter
- 4-8 Faculty Handbook
- 4-9 Graduate Council Academic Standards
- 4-10 Course Information Surveys
- 4-11 Guaranteed Admission Agreement
- 4-12 Course Level Document

- 4-13 Minimum Elements of a Graduate Syllabus
- 5-1 Chart of Appointments
- 5-2 Bibliographical Compendium
- 5-3 Course Information Surveys (Fall 1999, Spring 2000)
- 5-4 Vacancy Allocation Guidelines
- 5-5 Affirmative Action Policy Statement
- 5-6 AAUP Salary Analysis
- 6-1 Student Handbook
- 6-2 Academic Advisement Center Student Survey Data
- 6-3 New Student Orientation Student Survival Workbook
- 6-4 NEASC Student Self-Study Survey {results regarding available services}
- 7-1 Workshops for Academic Computing
- 7-2 Progress Report to NEASC 1/26/00
- 7-3 Academic Budget FY2001
- 7-4 Computer Lab Usage Study
- 7-5 Office of Information Technology's Strategic Goals & Initiatives for 2001-2003
- 8-1 Facilities Master Plan (1993)
- 9-1 University Budget Allocation Documents
- 9-2 BOT Resolution 6/9/00: Tuition and General Fund Distribution Methodology
- 9-3 Business Services Resource Manual
- 9-4 Office of Institutional Advancement's "Case Statement"
- 9-5 Manual of Fiscal Policies and Procedures of the Southern Connecticut State
University Foundation (1994)
- 9-6 How to Establish a New Endowed Scholarship at SCSU
- 9-7 Supplementary Budget Document
- 10-1 Schedules of Classes (Spring, Summer, Fall 2001)
- 10-2 Making Sense of Financial Aid
- 10-3 Transfer to Southern
- 10-4 Undergraduate Viewbook
- 10-5 SCAN News
- 11-1 AAUP Policy Documents and Reports

11-2 Charter for Research Center for Computing and Society

11-3 Staff Satisfaction Survey 2000

A: Self-Study Participants