

Eastern Connecticut State University

Eastern: A University of First Choice

**Strategic Plan
2008 – 2013**

October 16, 2007

Eastern Connecticut State University

Table of Contents

Mission Statement	3
Core Values	4
Introduction	5
Planning Assumptions	8
Strategic Directions and Initiatives	9
Contributors to the Strategic Plan’s Development	16

Mission Statement

Eastern Connecticut State University is the state's designated public liberal arts college. Within the Connecticut State University System, Eastern, a predominantly undergraduate institution, attracts and welcomes a diverse community of learners, supported by a teaching faculty, staff, administrators, and a residential campus, all of which promote intellectual curiosity, integrity, and social responsibility.

Eastern's commitment to a liberal arts education is exemplified in its Liberal Arts Core Curriculum, a sequenced, interdisciplinary program that all students share, independent of their majors and career aspirations. As a result of this foundation, our students apply a broad range of theoretical approaches in a variety of active learning settings to cultivate the knowledge, skills, and perspectives necessary to prepare them for their personal, professional, and public roles.

In its role as a public university, Eastern develops students who can become productive, engaged community leaders. Eastern also serves as a social, cultural, and economic catalyst for the region and the state of Connecticut.

Eastern's programs in the arts and sciences, teacher education and professional studies prepare students for careers or advanced study while providing them with the lifelong skills and confidence needed to succeed in a world of constant economic, social, and technological change.

Core Values

As members of a learning and teaching community committed to academic excellence, we, the faculty, students, staff and administration of Eastern Connecticut State University, the state's public liberal arts institution, share this set of values:

ACADEMIC EXCELLENCE: Eastern embraces rigorous academic standards and intellectual inquiry as a benchmark for educational achievement for all of its students, faculty, and staff. This expectation informs every mode of learning on campus, from individual courses and degree programs to university presentations and cultural events.

ENGAGEMENT: Members of the university community develop intellectually, creatively, and socially through active and reflective learning in and outside the classroom, interdisciplinary studies, and individual and collaborative research.

INCLUSION: Eastern is committed to providing educational access while building a campus community that embraces diversity and differences, enriched by a global perspective.

INTEGRITY: Members of the university community are expected to behave ethically and honorably. Learning encompasses both intellectual and character development.

EMPOWERMENT: Eastern fosters a safe, nurturing environment that promotes intellectual curiosity, student achievement, and lifelong learning. Through rigorous inquiry and personal interaction, members of the community grow confident as independent, critical thinkers.

SOCIAL RESPONSIBILITY: Social responsibility is promoted and encouraged at Eastern through serving those in need; being active in the community; protecting our natural resources; and engaging in the democratic political process and other socially responsible actions. Social responsibility includes an ethical commitment to oneself and the community at large.



Eastern: A University of First Choice

Eastern Connecticut State University is in the midst of an unprecedented transformation, with a bold vision of becoming a model for public liberal arts education and **A University of First Choice**.

The world of post-secondary education as we know it is changing rapidly. Faculty, staff, and students are managing their personal lives, their social and political activities, and life choices differently and significantly altering their approaches for conducting discourse, advancing knowledge, and creating value. The extraordinary technological developments of the last decade alone are spawning new models of competition and academic engagement for institutions of higher education. Concomitantly, federal and state budgets labor under fiscal constraints largely leaving state colleges and universities under-funded and under-resourced considering stakeholders' expectations. Eastern, as a public liberal arts university in the new millennium, must, therefore, significantly transform its knowledge and research base, its curricula, its modes of delivery and academic support, and its campus culture, and aggressively seek new funding sources in order to secure its place among its peer institutions, all intent on enhancing their own strategic positions. In its history, there has never been a more advantageous time for Eastern to draw from its strengths and energy to propel the institution forward in its quest for an extraordinary learning environment.

History Defines the University

Eastern Connecticut State University spent the first half of its 119-year history as a highly respected small, traditional teacher training institution, or "normal school," serving the eastern portion of Connecticut. In the mid-1960s, it slowly expanded its programmatic offerings to introduce the study of liberal arts and sciences but held firm to its roots in teacher education. In 1998, the Connecticut State University System, of which Eastern is one of four campuses, refined Eastern's mission while simultaneously enlarging its role as a regional, undergraduate, liberal arts and sciences-based institution.

Since 1999, the changes have been more dramatic. Enrollment, including undergraduate and graduate students, has grown to over 5,000 students with a

concomitant increase in diversity. Academic offerings now span the fields of knowledge and include a vibrant mixture of the liberal arts, sciences and professional programs. In 2004, Eastern was elected to membership in the national Council of Public Liberal Arts Colleges (COPLAC). New state-of-the-art physical facilities have added to the University's attractiveness to both students and faculty. These facilities include the Margaret S. Wilson Child and Family Development Complex, the LEED silver-certified science building, South Residential Village, a renovated student center, The Library Café, and a 400-meter track. Additionally, Eastern is committed to establishing a new fine arts instructional/performance facility to better serve students and the surrounding community, and to bring the arts to the very heart of campus life.

The University now has externally recognized undergraduate programs which attract outstanding students from an area that spans the state of Connecticut and southern New England and eastern New York regions. Eastern draws students from 164 of the 169 Connecticut towns; 10 percent of the fall 2007 freshman class is from outside Connecticut. The academic qualifications of students beginning their studies in 2007 exceed that for all previous entering classes at the University. Eastern has become an increasingly *selective* university based on the quality of its entering freshmen class.

As a *liberal arts college*, Eastern encourages and supports personal interaction with faculty; opportunities to engage in active learning (e.g., independent research, internships, creative endeavors, and laboratory/field-work experiences); and exposure to a broad range of theoretical approaches in a variety of academic disciplines. Eastern's commitment to a liberal arts education is exemplified in its *Liberal Arts Core* curriculum, a sequenced, interdisciplinary program that all students share, independent of their majors and career aspirations. The University boasts an innovative residential system; expanded extracurricular clubs and activities; athletic coaches

committed to academics; and a culture of support and growth that reaches across all sectors of campus. Consistent with its mission of being Connecticut's public liberal arts university, Eastern is primarily a residential university; nearly sixty-five percent (65%) of all undergraduates live on campus.

In fulfilling its purpose as a *public university*, Eastern welcomes students, faculty, and staff from a variety of nationalities, ethnic groups, and traditions. Eastern values diversity, recognizing the dignity and worth of every individual. The University has a history of seeking out and admitting all qualified students. Often, these have been students who are the first generation in their families to pursue a college degree and/or who come from various levels of academic preparation. Eastern is also a place of opportunity for students who otherwise would not have had access (e.g., financial constraints) to a liberal arts education.

This combination of attributes establishes Eastern as a unique university, one that offers the excitement and opportunities of a mid-sized university, while providing the personalized learning environment typically available only at small, private, liberal arts colleges. The capabilities of Eastern's faculty, the scale of the campus' facilities, and the quality of Eastern's students have soared so that it is difficult to project back in a linear fashion to trace the school's origins. The University is now at the beginning of another transformation and a new "history."

Faculty Drive the Reputation of the University

For most higher education institutions, sustainable competitive advantage derives primarily from intangible assets, such as faculty knowledge, reputation, and competencies, rather than from tangible assets, such as land, buildings, and equipment. Eastern's full-time faculty, ninety-five percent (95%) of whom hold terminal degrees, combine excellence in teaching with exceptional scholarship. As editors of some of the leading academic journals, prolific researchers and artists, and consultants to global business organizations, Eastern faculty have been recognized for contributions to best practice in undergraduate research, utilization of instructional technology, and service learning.

In the last eight years, the University has attracted 84 new faculty members from among the world's premier research institutions each selected for excellence in teaching and research, and his/her ability to advance the academic mission of the institution. Many faculty are at the pinnacle of their

professions and have been awarded a Fulbright Fellowship, a National Professor of the Year for Master's Universities and Colleges, a distinguished professorship, or an endowed chair. The strength of the faculty is perhaps the institution's most significant strategic advantage. In the last decade, the production of peer-reviewed research in the consensus best scholarly journals has soared. Eastern's faculty-directed centers and institutes have achieved significant national recognition, attracted external funding, and engaged important corporate partners.

21st Century Technology Challenges the University

Eastern must prepare its students to become leaders in an economy driven by globalization and technology. The rapidity and volatility of technical, knowledge, and economic changes require Eastern graduates to be highly adaptive and receptive to new and complex information. Regardless what fields of study Eastern students pursue, they must understand the value of harnessing, managing, and applying technology to innovate and achieve a competitive advantage in their chosen careers.

Through the Internet, Eastern students have at their fingertips previously unimagined access to "data and information." From the human genome to census data to historical archives to the world's finest art collections, students can reach out over the Web and satisfy their own curiosities. This capability fundamentally redefines what is possible in education and opens wide the possibility of fusing research and scholarly activity with teaching and learning.

Implicit in the discussion on the use of technology is recognition of the ability to engage with others as well as with "data and information" in disparate and even remote locations. The use of hybrid courses, mixing online and in-class experiences, allows students to work through material or processes at their own pace with appropriate feedback and assessment communicated electronically. Fully 77 percent of Eastern faculty utilize advanced, multi-media technology in their courses to create a customized approach to learning for their students; the extensive campus IT infrastructure supports teaching, learning, research, and university services for the institution.

Strategic Planning Guides the University

In January 2007, Eastern embarked on an ambitious strategic planning process in which over 250 campus (e.g., faculty, students, alumni) and community volunteers (e.g., First Selectman of the Town of

Windham, Senior Budget Specialist from the Connecticut Department of Operations and Management) serving on the Committee on the Future of Eastern (COFE) and/or four subcommittees were tasked with completing an environmental scan, reviewing Eastern’s “governing ideas,” and examining/exploring factors which would contribute to improving the retention/graduation rates for all students and enhancing Eastern’s academic reputation. Using an inclusive process, the Committee on the Future of Eastern:

- Began with the core mission of the institution – the education of students.
- Charted a course for the institution, which better aligns Eastern with the external community it serves.
- Created an image of excellence which increases external knowledge of Eastern’s mission and strengths.

The University must now link its planning, assessment, and budgeting activities and allocate resources in a manner consistent with its commitment to quality in all of its programs and to regional/national stature in select programs. By identifying programmatic distinctiveness, Eastern intends to build on its established academic program strengths and characteristics to create a competitive advantage for the institution as *A University of First Choice*.

This strategic plan articulates a uniform/systematic approach which will enable the University to make decisions regarding resource allocations and the physical master plan. Processes for implementing the strategic plan will be complementary to other quality assurance methodologies in place at the institution. The tactical and operational action steps will be

carried out through collaborative efforts of faculty, staff, and administration through established governance processes.

The University has attracted outstanding faculty, enhanced the distinctiveness and caliber of its programs and centers, and improved the financial and administrative elements of its infrastructure. Eastern has also achieved recognition nationally for several academic programs such as early childhood education, sustainable energy, and biology. However, the institution has not yet reached the status to which it aspires, *A University of First Choice*.

VISION STATEMENT

Aspiring to be a public liberal arts college of first choice, Eastern Connecticut State University will create an unparalleled college experience for its students and achieve national distinction for its academic programs. Eastern’s faculty, students and staff will enhance the University’s position as an intellectual community, acknowledged for its engaged teaching, learning, research and creative work. Advancing its position as a model for social responsibility, environmental stewardship, and educational access, the University will be recognized as a resource that is responsive to the needs of the region and the state.

Is this vision for 2013 achievable? We are confident it is. Generously supported by alumni, the governor and General Assembly; encouraged by the Connecticut State University System Board of Trustees; distinguished by world-class faculty; led by dedicated administrators and staff; and inspired by extraordinary students, Eastern Connecticut State University is indeed destined to become a premier liberal arts college, *A University of First Choice*.

Planning Assumptions

Those factors in the external environment are beyond institutional control, but obviously influence the entire strategic planning process. Conversely, resources identified as internal are controllable, and provide both a focus for strategic directions and initiatives, and a means of anticipating and responding to changes in the external environment.

External Environment

Financial Resources

- Eastern's costs are growing at a faster rate than its revenues.
- Limited growth in state support is not keeping up with University requirements in all areas of university operations, including faculty and staff hiring support.

Demographics

- The percentage of historically under-represented high school graduates in Connecticut will grow significantly.
- For many students, higher education will become less affordable.
- Connecticut college enrollment is expected to increase by 11% by 2013.
- A greater number of students are beginning their education at community colleges with the intention of transferring to a four-year institution.

Peer Institutions

- Top COPLAC schools have slightly higher retention rates.
- Other COPLAC institutions report a higher degree of satisfaction with student advising.
- Other CSU universities are close competitors.
- Competing peer universities have strong four-year financial support and scholarship opportunities.

Internal Environment

Physical Resources

- In AY 2007-2008 Eastern will commence a comprehensive master planning process.
- Eastern is in need of a significant increase in classroom space.
- A new science building to open fall 2008 will provide additional laboratory space.
- 40,000 square feet in the renovated student center became available in mid-August 2007.

- On-campus housing is approximately 2500 beds which represents 65% of Eastern's full-time student population.

Human Resources

- As part of the Connecticut State University system, Eastern's human resource policies conform to State and system directives.
- Eastern's faculty and staff are covered by system-wide collective bargaining agreements. Subsequently, the University strives to abide by and comply with negotiated union contracts.
- Eastern relies on part-time faculty more than the average when compared to the top third of the nation's public liberal arts schools.
- Eastern views the recruitment, retention and support of a diverse, well-qualified faculty and staff as a priority and essential to its mission.

Student Profile

- In accordance with physical and financial constraints, Eastern enrollment, approximately 5000 full- and part-time students, will stay about the same.
- Eastern focuses primarily on enrolling well-prepared students from the entire state of Connecticut, and secondarily out-of-state and international students.
- Eastern students are: 43% to 57% male/female; 82% white; 44% first generation; 81.5% to 18.5% full-/part-time.
- Students leave Eastern before graduating from all class levels (e.g., sophomore, junior) and across the entire GPA range.

Culture

- Eastern's faculty and staff express personal responsibility for and take great pride in ensuring that students succeed and graduate.
- Eastern has not realized the potential of a residential, liberal arts based community.
- Eastern's faculty and staff often express their commitment to the University by participating in activities that exceed the requirements expected of them.

Strategic Directions and Initiatives

1. Strategic Direction: Liberal Arts Advantage

Eastern will attract and graduate accomplished students, support productive faculty, gain regional and national recognition, and garner external support by offering an outstanding and affordable liberal arts education that incorporates a pre-professional experience for all students.

1.1 Strategic Initiative: Fully implement and integrate Eastern's Liberal Arts Core and First-Year Program

Through Eastern's distinctive *Liberal Arts Core* (LAC) curriculum all students, independent of their majors and career aspirations, share a sequenced, interdisciplinary curriculum that serves as a foundation for future learning.

Goal: The *Liberal Arts Core* curriculum and integrated curricular elements, including the *First-Year Program* (FYP), will be fully implemented. As part of this process, major requirements and teaching assignments will be assessed in light of LAC staffing needs and options for flexible and creative use of faculty time.

Benchmarks:

1.1.1. Implement a plan for allocating faculty resources, including consideration of faculty workload, that ensures appropriate staffing of LAC and FYP courses. (AY 2008-2009)

1.1.2. Enroll all incoming first-year students in the FYP. (AY 2010-2011)

1.1.3. By 2013, ensure all graduating students complete the LAC requirements including integrated curricular elements. (AY 2012-2013)

1.2 Strategic Initiative: Develop and implement an *Expanding Horizons* requirement

Exposure to diverse viewpoints and forms of artistic expression, experiencing unfamiliar cultures and surroundings, and participating in co-curricular activities are integral elements of a liberal arts education.

Goal: Eastern will establish an *Expanding Horizons* (EH) program, encompassing specific courses and various events and experiences, both on and off campus.

Benchmarks:

1.2.1. Develop and implement an *Expanding Horizons* graduation requirement that will be completed by all students entering after fall 2010. Students will complete at least one EH designated course or experience prior to graduation. (AY 2008-2009)

1.2.2. Develop and implement a process for designating EH courses and experiences by fall 2009. Courses will include those with a formal connection to University Hour or Arts and Lecture Series events, a service-learning element, or a travel component. Experiences that satisfy the *Expanding Horizons* requirement might include study-abroad, national student exchange, military service or formal off-campus service programs. (AY 2008-2009)

1.2.3. Develop a process to increase student participation in planning and expansion of co-curricular events, including University Hour. (AY 2008-2009)

1.3 Strategic Initiative: Promote community engagement and create a Center for Community Engagement

Community engagement in the liberal arts tradition will empower Eastern students with marketable skills and opportunities for leadership outside the classroom, promote social responsibility, and foster a spirit of stewardship with the local and regional communities, nonprofit organizations, and businesses.

Goal: Eastern will create a Center for Community Engagement to support voluntary participation by students, faculty and staff in "projects" that significantly impact the Windham community and beyond.

Benchmarks:

1.3.1. By fall 2008, create a Center for Community Engagement (CCE) to coordinate and promote voluntary community engagement activities.

1.3.2. By 2012, involve 80% of Eastern students in a long-term, continuing community engagement project administered by the CCE; additionally, 30% of students will participate in these projects for more than one year.

1.3.3. Support and promote the offering of service-learning courses as community engagement projects through the CCE. (AY 2008-2009)

1.4 Strategic Initiative: Implement the *Liberal Arts Work!* requirement

All Eastern students, regardless of their majors and career aspirations, will complete an appropriate pre-professional experience that helps to clarify career goals, develop skills, and focus employment, graduate school, or other options.

Goal: An experiential learning requirement (*Liberal Arts Work!*) will be implemented stipulating that prior to graduation all students apply knowledge and skills in a structured professional setting. This requirement can be met through approved internships, co-ops, or other field experiences off campus or through intensive work on research, scholarship or creative activity with faculty members on campus. In support of this requirement a *Research, Scholarship and Creative Activity Program* will be established.

Benchmarks:

1.4.1. Develop and implement the *Liberal Arts Work!* requirement, which will apply to all students beginning with the graduating class of 2013.

1.4.2. Develop and provide support for a research, scholarship and creative activity program by fall 2009.

1.4.3. By January 2010, ensure 90% of Eastern graduates complete the *Liberal Arts Work!* requirement.

2. Strategic Direction: Academic Excellence

Eastern will be recognized regionally and nationally for the innovative and rigorous educational experience shared by all of its graduates and for several distinctive programs notable for their students and faculty and for exemplary curricula, instruction, and/or physical resources.

2.1 Strategic Initiative: Develop and implement an academic plan

Eastern must ensure that academic excellence becomes a measure of the college's distinction beyond state limits as evidenced by the achievements of its students and graduates and by the outstanding teaching, creative and scholarly accomplishments of its faculty.

Goal: Eastern will develop and implement a comprehensive academic plan to focus efforts and resources on core elements of the academic enterprise; promote academic rigor; support student research, creative activity and educational mobility; attract new faculty with exceptional talents; support and recognize high quality teaching and scholarly activity; foster innovation in instructional delivery approaches; enrich the academic environment; and measure student learning and program quality.

Benchmarks:

2.1.1. By 2009, develop and implement an academic plan which focuses efforts and resources on core elements of academic programs as part of the existing program assessment and evaluation processes and provides a mechanism to develop selectively new academic programs consistent with Eastern's mission and reflective of faculty strengths.

2.1.2. By 2012, increase support for faculty scholarly activities and develop additional funding sources.

2.1.3. By 2013, ensure Eastern has a dominant regional position in a broad family of academic programs (e.g., biology, environmental earth science, performing and visual arts) and continues to have accreditation by national agencies in professional programs such as education, business, and social work.

2.2 Strategic Initiative: Implement an *Exemplary Program* process to identify and support distinctive academic programs

While promoting excellence in all academic programs, Eastern will target resources to several distinctive programs that have achieved or have the potential to achieve local, regional or national recognition for their excellence.

Goal: Accordingly, Eastern will implement a process that identifies, expands or enhances programs that achieve the characteristics identified in Eastern's

Exemplary Program Rubric as being most supportive of the university's mission and vision.

Benchmarks:

2.2.1. Develop, test and refine a request for proposal process to identify distinctive academic programs using Eastern's *Exemplary Program Rubric*. (AY 2008-2009)

2.2.2. Invite programs to apply during AY 2009-2010 for the *Exemplary Program* process. Identify three programs that will be provided additional resources beginning AY 2010-2011 for program expansion or enhancement. Resources may be financial (e.g. travel funds or funds to support faculty/student collaboration on research, scholarship, or creative activity), physical (e.g. space and equipment) or of other types (e.g. released time for research or curriculum development, library resources specific to the program). Programs will be encouraged for their efforts to use these resources, especially faculty time, in creative and flexible ways to achieve program goals. The nature of the resources allocated and the duration of the targeted allocations will be negotiated by the administration and program faculty. Programs may reapply to obtain needed resources by demonstrating the need and justification for long-term internal resource allocations (e.g., faculty lines, lab space, scholarly electronic resources/databases, etc.). Programs will also be encouraged to obtain needed resources through external sources.

2.2.3. Beginning AY 2010-2011, provide targeted support to existing or potential programs selected through the *Exemplary Program* process. Annually repeat the RFP process, select additional programs for supplementary resources, and provide resources for enhancement or expansion of targeted programs such that in any year no fewer than three programs will be receiving targeted resources. (AY 2010-2013)

2.2.4. Integrate the *Exemplary Program* process with other program assessment and evaluation processes. (AY 2010-2011)

2.2.5. Develop a process to assess the effectiveness of program initiatives and innovative uses of resources supported by the *Exemplary Program* effort and evaluate the potential for implementing similar initiatives and resource uses in other programs. (AY 2011-2012)

2.2.7. Beginning AY 2008-2009 apply for external funding to support the *Exemplary Program* process.

2.3 Strategic Initiative: Develop and implement an enrollment management plan supportive of the Academic Excellence strategic direction

Eastern will promote academic excellence by recruiting a diverse, academically-qualified student body and providing coordinated academic and support programs that result in high rates of retention and graduation. Broad access to a liberal arts education will continue to be fundamental to the University.

Goal: Eastern will develop and implement a comprehensive, inclusive enrollment management plan which focuses efforts and resources on coordinating steps to attract, retain and graduate a diverse student body who view Eastern as their institution of first choice and embrace its liberal arts mission. Collaborative efforts focusing on strategic financial aid packaging for four years of student aid and sophisticated analysis of leveraging for students likely to persist will be an integral component of Eastern's enrollment management effort.

Benchmarks:

2.3.1. By 2009, develop and implement a process for identifying students with potential for success by utilizing customized admissions profiles and through active recruitment at all school levels.

2.3.2. By 2009, develop and implement coordinated recruiting and financial aid processes, including merit and need-based aid, that include expanded opportunities for scholarships and provide for four years of support.

3. Strategic Direction: A Community for Learning

Coordinated programs for student development, support, and engagement and a focus on nurturing an inclusive campus culture will contribute to improved rates of retention and graduation at Eastern. Students, with the support of faculty and staff as advisors and mentors, will develop leadership skills and assume responsibility for planning their academic and professional careers.

3.1 Strategic Initiative: Implement an Advising and Support program and create a Student Success Center

Student success begins with quality, personalized advising, not merely within one's major area of study, but throughout one's entire academic career. In order to better facilitate this process, Eastern has designed a stage-based advising program to be administered within the Student Success Center.

Goal: Eastern will create a Student Success Center to facilitate a comprehensive stage-based *Advising and Support Program* which will foster student success and increase retention and graduation rates.

Benchmarks:

3.1.1. Implement a four-stage *Advising and Support Program*: Pre-Enrollment/Orientation; First-Year Experience; Exploratory Experience; and Academic Major Experience. (AY 2008-2009)

3.1.2. By AY 2009-2010, identify and address institutional policies and practices that affect retention and graduation rates.

3.1.3. By AY 2009-2010, assess and enhance Eastern's commitment to part-time students with additional student services, physical infrastructure improvements, and appropriate technology as it becomes available.

3.1.4. Create and fund a Student Success Center containing offices involved in the *Advising and Support Program*. (AY 2010-2011)

3.1.5. Beginning AY 2008-2009, implement strategies to ensure most students in the entering class graduate within four years.

3.1.6. By AY 2012-2013, achieve an overall 6-year graduation rate of 80%.

3.2 Strategic Initiative: Develop and implement a digital portfolio/experiential transcript requirement

Persistence rates of junior and seniors, job and graduate school placement, and habits of self-assessment and lifelong learning can be improved with a process through which students record and reflect on their academic and professional accomplishments.

Goal: Eastern will implement a digital portfolio/experiential transcript program through which each student will document the full range of his or her learning experiences (including hands-on learning) in a comprehensive and reflective way.

Benchmarks:

3.2.1. Develop and implement a digital portfolio/experiential transcript requirement. (AY 2009-2010)

3.2.2. Require entering students utilize a digital portfolio including documentation of experiential learning beginning AY 2009-2010.

3.3 Strategic Initiative: Promote Eastern's Campus Culture

Retention and graduation rates and alumni support for Eastern will increase as students build close relationships with faculty, teammates, and classmates and as they develop a shared affinity with Eastern.

Goal: Eastern will take concerted steps to promote Eastern's campus culture by increasing the variety of leadership opportunities available to all students and by promoting activities that build strong relationships between students and other individuals or groups on campus.

Benchmarks:

3.3.1. Develop and implement a process through which current successful student-initiated activities are nurtured and used to spawn additional programs that involve both residential and non-residential students seven days a week. (AY 2008-2009)

3.3.2. Develop and implement leadership training experiences for all student leaders and advisors. (AY 2008-2009)

3.3.3. Establish a process for coordinating all campus events, including student activities. (AY 2008-2009)

3.4 Strategic Initiative: Utilize the Student Center to promote Eastern's culture and academic objectives

The hub of Eastern's learning community will be the newly renovated Student Center, which houses facilities for campus activities and a staff responsive to student concerns and interests. Student participation in this Center's programming process, from planning to production, is crucial in expanding Eastern's culture.

Goal: Eastern’s Student Center will promote the campus culture through facilities planning and operations focused clearly on meeting student needs.

Benchmarks:

3.4.1. Ensure that Student Center planning involves students, faculty and staff. (AY 2007-2008)

3.4.2. Establish building hours consistent with residential and non-residential students’ needs for building access during the day and evening, seven days a week. (AY 2007-2008)

3.4.3. Ensure that Center functions foster students’ academic and personal growth over commercial interests. (AY 2007-2008)

3.5 Strategic Initiative: Expand intramural and recreation offerings

Eastern’s learning community promotes health and wellness for all of its members through participation in team sports or individual fitness options. The expansion of Eastern’s intramural and wellness offerings will ensure that these programs are available to all who choose to participate.

Goal: Intramurals and recreation opportunities will be developed to promote student participation, a healthy competitiveness between student groups and health and wellness of students, faculty, and staff.

Benchmarks:

3.5.1. Increase fitness and wellness programs/ offerings for all faculty, staff, and students. (AY 2007-2008)

3.5.2. Increase offerings of team and individual men’s, women’s and co-ed intramural sports. (AY 2008-2009)

3.5.3. Encourage campus organizations (e.g., Student Government Association, Campus Activity Board, Commuter Association) and residence halls to participate in intramural activities throughout the academic year. (AY 2008-2009)

3.5.4. Offer more frequent formal recreation programs to all students, faculty and staff and increase “open hour” use of the current Sports Center’s recreational areas. (AY 2008-2009)

3.5.5. Provide a full complement of resources to properly support club sports. (AY 2008-2009)

3.6 Strategic Initiative: Establish a residential environment that promotes Eastern's culture and supports its emphasis on academic excellence

Eastern’s residential program, encompassing a significant portion of the student body, provides excellent opportunities for enhancing campus culture, through innovative approaches to housing and student-focused activities.

Goal: Eastern will utilize its residential community to promote social and personal responsibility, personal connections, academic excellence, and attachment to the University

Benchmarks:

3.6.1. Evaluate, develop, and implement policies and procedures (e.g., theme housing, alcohol policy, on-campus faculty housing, holiday closure, housing assignments) related to residential life. (AY 2008-2009)

3.6.2. Increase the percentage of students who remain on campus over the weekends by 5% each year beginning AY 2008-2009.

3.6.3. Improve Eastern's *National Survey of Student Engagement* (NSSE) profile. (AY 2008-2009)

3.6.4. Retain 50% of current residential students in campus housing as they enter their senior year by AY 2009-2010.

4. Strategic Direction: Institutional Enhancement

Eastern will enhance and diversify its financial, physical, human, technological and informational resources in order to achieve the highest levels of institutional performance and quality. Administrative planning, priorities and activities will be aligned with and supportive of Eastern’s mission, core values, vision, and strategic initiatives.

4.1 Strategic Initiative: Support Eastern’s Strategic Plan 2008-2013 through development and implementation of a Physical Master Plan

The new Physical Master Plan must not only reflect the need for additional space, but also provide the infrastructure to support the continuing development

of Eastern's academic and civic role as an institution of higher education in Connecticut.

Goal: Eastern will develop a master plan that prioritizes capital investments to promote Eastern's mission as a primarily residential undergraduate liberal arts college and supports newly developed strategic initiatives. It will focus on creating distinctive facilities and campus enhancements that enrich campus life, promote academic excellence, and elevate the University's program in sustainable energy and green campus initiatives.

Benchmarks:

4.1.1. Prepare a revised Physical Master Plan consistent with the Connecticut State University System Master Plan by 2008.

4.1.2. Complete ongoing projects as prioritized in CSU's current Five-Year Capital Plan.

4.1.3. Modernize (adapt) and renovate Goddard, Media, Winthrop, and Shafer Halls to meet the University's long-term instructional and administrative needs, and renovate and expand the Sports Center to meet athletic and recreation needs of the expanded residential population.

4.1.4. Complete construction of a new fine arts instructional and performance facility by 2013.

4.1.5. Resolve deficiencies in freshman housing facilities by bringing them to contemporary residents' standard and creating a new housing facility(ies) to replace the Low Rise complex and other halls identified as too substandard to be renovated.

4.2 Strategic Initiative: Develop and implement a plan for Information Technology that supports Eastern's Strategic Plan 2008-2013

Eastern must develop a dynamic Information Technology initiative which optimizes the use of information technology resources/infrastructures, allowing faculty, staff and management to incorporate state-of-the-art products and methods.

Goal: Eastern will implement a balanced model for information technology. It will provide faculty, students, and employees access to innovative technologies, platforms, resources, and state-of-the-art facilities, and facilitate University and System-wide partnerships while maintaining cost effectiveness. Technology will not be regarded as a driving force, but rather the foundation that creates an

environment promotive of learning, critical thinking and engagement.

Benchmarks:

4.2.1. Develop a dynamic Information Technology Operational Plan that supports the initiatives set forth by both the University's Strategic Plan as well as the Physical Master Plan. The Operational Plan should include the following sections: access to innovative technologies, resources, and state-of-the-art facilities; organization preparedness; partnerships; cost effective promotion and marketing; and service. (AY 2008-2009)

4.2.2. Work collaboratively with the master planning committee to insure that an information technology facility is designed so that it meets the space, environmental, electrical, and technology security needs of the University. In addition, provide input to the Physical Master Plan as it relates to addressing the future technology needs of the University.

4.2.3. Systematically develop, prioritize, and implement projects identified by the Information Technology Operational Plan.

4.2.4. Methodically assess and implement as appropriate the security standards outlined in the *Connecticut State University Information Security Standards* document.

4.2.5. Enhance the use of technology in course delivery, including training of faculty and students in accessing, storing, communicating, and processing digital course material.

4.2.6. Extend the University's advantage in information technology as a core competency throughout the institution, in all of its functions and among staff, departments, and academic programs.

4.3 Strategic Initiative: Develop and implement a plan for Institutional Advancement to generate assets to support Eastern's mission

Eastern must strengthen and diversify its human and financial resources to achieve its vision as a top public liberal arts university.

Goal: Eastern will identify and build new and meaningful relationships with alumni, parents, businesses, faculty and staff and foundations while cultivating and sustaining the current donor base. Eastern will engage these constituent groups in the life of the university through financial or in-kind

contributions that provide critical incremental support for annual, endowed scholarships and capital needs of the University.

Benchmarks:

4.3.1. Meet or exceed annual goals specified by the CSU Board of Trustees (FY 2009-2013)

4.3.2. Increase by 20% annually the number of individual legacy society donors.

4.3.3. Increase participation by key alumni and friends having a sphere of influence on the alumni and foundation boards.

4.3.4. Increase the alumni donor base by 5-7% annually.

4.4 Strategic Initiative: Develop and implement a plan for University Relations that promotes Eastern's mission

To become a first-choice university for students, donors, and supporters, it is critical to improve Eastern's public reputation in Connecticut, the New England region, and the nation.

Goal: Eastern will use traditional marketing and public relations strategies, as well as "new media," wireless, and other emerging technologies to increase public awareness and approval of Eastern's mission and accomplishments among its core constituencies. Eastern will implement a proactive, sustained institutional branding campaign in support of student recruitment, development, and other goals of the University. Eastern will develop

a clearer understanding of the strategic role of marketing/public relations while creating opportunities for members of the campus community to be more involved in branding Eastern.

Benchmark:

4.4.1. University Relations will generate 5% annual increases in television and print exposure promoting Eastern as **A University of First Choice** during the period 2008-2013.

4.5 Strategic Initiative: Develop and implement a Comprehensive Diversity Plan that supports Eastern's Strategic Plan 2008-2013

Goal: Eastern will develop and implement a comprehensive diversity plan that addresses creating a welcoming university environment, enhancing efforts for a diverse workforce, enhancing programs (including curricula and co-curricula activities), and supporting a diverse student population.

Benchmarks:

4.5.1. By spring 2008, develop a five-year comprehensive diversity plan.

4.5.2. In AYs 2008-2013, action steps and budget implications will be presented annually in order to institutionalize the achievement of favorable levels of workforce diversity in hiring and retention; favorable levels of student diversity in admission and graduation; and favorable levels of university initiatives in comprehensive curricula and co-curricula diversity programming.

EASTERN CONNECTICUT STATE UNIVERSITY
COMMITTEE ON THE FUTURE OF EASTERN (COFE)
(Membership Academic Year 2006-2007)

Elsa M. Nuñez	<i>President and COFE Co-Chair</i>
Ronald M. Lowy	<i>Professor of Management and COFE Co-Chair</i>
Imna Arroyo	<i>Professor of Visual Arts</i>
Peter Bachiochi	<i>Associate Professor of Psychology and Coordinator of the University Assessment Committee</i>
Patricia S. Banach	<i>Director of Library Services</i>
Kenneth M. Bedini	<i>Director of Housing</i>
Paul A. Bryant	<i>Dean of Students</i>
Michael A. Buccino	<i>Student Senator, Student Government Association</i>
Carmen R. Cid	<i>Dean of the School of Arts and Sciences</i>
Marsha J. Davis	<i>Professor of Mathematics</i>
Kenneth J. DeLisa	<i>Vice President for Institutional Advancement</i>
Rhona C. Free	<i>Professor of Economics</i>
Rochelle P. Gimenez	<i>Dean of the School of Continuing Education</i>
Constance Belton Green	<i>Chief Diversity Officer/Executive Assistant to the President</i>
Dennis A. Hannon	<i>Vice President for Finance and Administration</i>
Tara L. Hurt	<i>University Archivist</i>
Richard W. Jones-Bamman	<i>Associate Professor of Performing Arts</i>
George Kahkedjian	<i>Chief Information Officer</i>
Patricia A. Kleine	<i>Dean of the School of Education and Professional Studies/Graduate Division</i>
Ellen L. Lang '81	<i>Eastern Alumni Board of Directors</i>
Brian Lashley	<i>Assistant Director of Planning and Institutional Research</i>
Martin Levin	<i>Professor of Biology and President of the University Senate</i>
Margaret E. Martin	<i>Professor of Social Work and Chair of the Liberal Arts Program Committee</i>
Stephen Merlino	<i>Assistant Principal, Windham High School</i>
Shirley Mustard	<i>Town Gown Committee</i>
John Noonan	<i>Senior Budget Specialist, Connecticut Office of Policy and Management</i>
Dimitrios S. Pachis	<i>Vice President for Academic Affairs</i>
Michael Paulhus	<i>First Selectman of the Town of Windham</i>
Michael E. Pernal	<i>Executive Vice President</i>
Christian Renstrom '93	<i>Eastern Foundation Board</i>
Benjamin R. Sanborn	<i>President of the Student Government Association</i>
Kimberly Armstrong Silcox	<i>University Judicial Officer</i>
David L. Stoloff	<i>Professor of Education</i>

Brian P. Sullivan	<i>Member of the CSU Board of Trustees and Eastern Student</i>
John M. Sweeney	<i>Associate Vice President for Finance and Administration</i>
Laura A. Tordenti	<i>Vice President for Student Affairs</i>
Jonas Zdanys	<i>Associate Commissioner of the Connecticut Department of Higher Education</i>

COFE: DRIVING FORCES SUB-COMMITTEE
(Membership Academic Year 2006-2007)

Marsha J. Davis	<i>Professor of Mathematics and Co-Chair of Driving Forces</i>
John M. Sweeney	<i>Associate Vice President for Finance and Administration and Co-Chair of Driving Forces</i>
Paul A. Bryant,	<i>Dean of Students</i>
Maryanne T. Clifford	<i>Associate Professor of Economics</i>
Amy L. Coffey	<i>Associate Dean, School of Arts and Sciences</i>
Kimberly M. Crone	<i>Director of Admissions and Enrollment Management</i>
Christina Gundlach	<i>Assistant Professor of Mathematics, Developmental Math Program Coordinator</i>
Dennis A. Hannon	<i>Vice President of Finance and Administration</i>
Peter Johnson	<i>Assistant Professor of Mathematics</i>
Brian Lashley	<i>Planner Analyst</i>
Ronald M. Lowy	<i>Co-Chair of COFE and Professor of Management</i>
Fred Loxsom	<i>Professor of Environmental Earth Science and Endowed Chair of Sustainable Energy Studies</i>
Denise Matthews	<i>Associate Professor of Communication</i>
Benjamin R. Sanborn	<i>President of Student Government Association</i>
Richard P. Silkoff	<i>Associate Professor of Accounting</i>
Brian P. Sullivan	<i>Member of the CSU Board of Trustees and Eastern Student</i>
Sarah Tasneem	<i>Assistant Professor of Computer Science</i>
Brenda Whalen	<i>Associate Chief Information Officer</i>

COFE: GOVERNING IDEAS SUB-COMMITTEE
(Membership Academic Year 2006-2007)

Constance Belton Green	<i>Chief Diversity Officer/Executive Assistant to the President and Co-Chair of Governing Ideas</i>
Richard W. Jones-Bamman	<i>Associate Professor of Performing Arts and Co-Chair of Governing Ideas</i>
Michael A. Buccino	<i>Student Senator, Student Government Association</i>
Kin S. Chan	<i>Assistant Professor of Modern and Classical Languages</i>
Luis A. Cordon	<i>Professor of Psychology</i>

Kenneth J. DeLisa	<i>Vice President for Institutional Advancement</i>
Gail Gelburd	<i>Associate Professor of Visual Arts</i>
Rochelle Gimenez	<i>Dean of the School of Continuing Education</i>
Ann M. Gruenberg	<i>Associate Professor of Education</i>
Dorothea Hast	<i>Assistant Professor of Performing Arts</i>
Margaret Letterman	<i>Assistant Professor of Psychology</i>
Margaret E. Martin	<i>Professor of Social Work</i>
Joseph M. McGann	<i>Director of Institutional Advancement</i>
John Noonon	<i>Office of Policy and Management, Budget and Financial Management Division</i>
Edward H. Osborn	<i>Director of University Relations</i>
Richard Reynolds	<i>Professor of Education</i>
David L. Stoloff	<i>Professor of Education</i>
Elena Tapia	<i>Professor of Linguistics</i>

**COFE: HORIZONTAL DISTINCTIVENESS AND DISTINCTION SUB-COMMITTEE
(Membership Academic Year 2006-2007)**

Kenneth M. Bedini	<i>Director of Housing and Residential Life and Co-Chair of Horizontal Distinctiveness</i>
Carmen R. Cid	<i>Dean of the School of Arts and Sciences and Co-Chair of Horizontal Distinctiveness</i>
Lourdes Ardel	<i>Manager of Compensation and Training</i>
Patricia S. Banach	<i>Director of Library Services</i>
David J. Belles	<i>Assistant Professor of Music</i>
Paul A. Bryant	<i>Dean of Students</i>
Matthew E. Buccino	<i>Eastern Student</i>
Edmond Chibeau	<i>Associate Professor of Communication</i>
Alex Citurs	<i>Assistant Professor of Business Information Systems</i>
Tuesday L. Cooper	<i>Associate Dean, School of Education and Professional Studies/Graduate Division</i>
Elizabeth A. Cowles	<i>Associate Professor of Biology</i>
Anne E. Dawson	<i>Professor of Art History</i>
Candace DeAngelis	<i>Assistant Director of Student Activities</i>
Nancy R. DeCrescenzo	<i>Associate Director of Career Services</i>
Peter Drzewiecki	<i>Assistant Professor of Environmental Earth Science</i>
Madeleine Fugère	<i>Assistant Professor of Psychology</i>
Lauren Friedman	<i>Research Analyst</i>
Jeffrey A. Garewski	<i>Director of Public Safety and Chief of Police</i>

Joy Goff	<i>Director of Alumni Affairs</i>
John J. Hale	<i>Assistant Professor of Communication</i>
Susan L. Heyward	<i>Director of the Academic Advisement Center</i>
Robert Horrocks	<i>Professor of Health and Physical Education</i>
George Kahkedjian	<i>Chief Information Officer</i>
Douglas F. Kauffman	<i>Assistant Professor of Education</i>
William Leahy	<i>Associate Executive Director, Institute for Sustainable Energy</i>
Eric C. Martin	<i>Assistant Professor of Management</i>
Dorothy Phillips	<i>Nurse Practitioner</i>
Tim Schroeder	<i>Assistant Professor of Environmental Earth Science</i>
Kimberly Armstrong Silcox	<i>University Judicial Officer</i>
Sudha Swaminathan	<i>Associate Professor of Education</i>
Nancy Tinker	<i>Director of Facilities Management</i>
Carol J. Williams	<i>Associate Dean of the School of Continuing Education</i>
Joyce S. Wong	<i>Director of Athletics</i>

**COFE: VERTICAL DISTINCTIVENESS AND DISTINCTION SUBCOMMITTEE
(Membership Academic Year 2006-2007)**

Imna Arroyo	<i>Professor of Art and Co-Chair of Vertical Distinctiveness</i>
Rhona C. Free	<i>Professor of Economics and Co-Chair of Vertical Distinctiveness</i>
Michael Adams	<i>Professor of Biology</i>
Peter D. Bachiochi	<i>Associate Professor of Psychology</i>
Ellen Faith Brodie	<i>Professor of Theatre</i>
Jeffrey S. Buskey	<i>Program Assistant</i>
Kimberly M. Crone	<i>Director of Admissions and Enrollment Management</i>
Jeanelle Day	<i>Associate Professor of Education</i>
Walter Diaz	<i>Director of Career Services</i>
Katalin Eibel-Spanyi	<i>Associate Professor of Marketing</i>
Lisa Rowe Fraustino	<i>Assistant Professor of English</i>
Gail Gelburd	<i>Assistant Professor of Art History</i>
Jaime S. Gomez	<i>Associate Professor of Communication</i>
Tara L. Hurt	<i>University Archivist</i>
Miriam H. Hutson	<i>University Grants Officer</i>
James A. Hyatt	<i>Associate Professor of Environmental Earth Science</i>
Mizan R. Khan	<i>Professor of Mathematics</i>
Patricia A. Kleine	<i>Dean of the School of Education and Professional Studies/Graduate Division</i>
Hari P. Koirala	<i>Professor of Mathematics Education</i>

Jianhua Lin	<i>Professor of Mathematics and Computer Science</i>
Ronald M. Lowy	<i>Professor of Management and Co-Chair of COFE</i>
Catherine Lynch	<i>Associate Professor of History</i>
Marcia P. McGowan	<i>Professor of English</i>
Chiaku Ndu	<i>Associate Professor of Finance</i>
Andrew T. Nilsson	<i>Professor of Social Work</i>
Benjamin Pauley	<i>Assistant Professor of English</i>
Michael T. Paulhus	<i>First Selectman, Town of Windham</i>
Michael E. Pernal	<i>Executive Vice President</i>
Doncho Petkov	<i>Associate Professor of Business Information Systems</i>
Leslie P. Ricklin	<i>Professor of Education</i>
Brian P. Sullivan	<i>Member of the CSU Board of Trustees and Eastern Student</i>
Nancy Tinker	<i>Director of Facilities Management and Planning</i>
John M. Toedt	<i>Assistant Professor of Biochemistry</i>
Laura A. Tordenti	<i>Vice President for Student Affairs</i>
Jeffrey Trawick-Smith	<i>Professor of Education</i>
Jolie Ward	<i>Head Coach, Women's Volleyball</i>
Claudia L. Widdiss	<i>Associate Professor of Art</i>