

RESOLUTION

accepting

THE ACADEMIC MASTER PLAN FOR THE 1990's

of


EASTERN CONNECTICUT STATE UNIVERSITY

May 3, 1991

WHEREAS, After extensive faculty deliberation, interaction with CSU Executive Office personnel and Department of Higher Education personnel, informal discussion with the CSU Trustees' Planning Committee, and approval by the Eastern Connecticut State University Senate, Eastern Connecticut State University has presented its Academic Master Plan for the 1990's, therefore, be it

RESOLVED, That the Board of Trustees for Connecticut State University accepts the Eastern Connecticut State University Academic Master Plan, January 1991, and commends the faculty and administration of Eastern as well as the personnel of the CSU Executive Offices and the Department of Higher Education for their thoughtful and insightful work in the development of this plan.

A Certified True Copy:


Dallas K. Beal
President



EASTERN CONNECTICUT STATE UNIVERSITY
ACADEMIC MASTER PLAN
JANUARY 1991

David G. Carter
President

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Connecticut State Univ.
Academic Affairs

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I. INTRODUCTION

The long-term social and economic health of the state of Connecticut depends upon the well being of its colleges and universities. Eastern Connecticut State University, situated in the least developed and currently the fastest growing region of the state, chiefly serves a regional and statewide clientele.

Eastern is a predominantly undergraduate university with traditionally strong programs in the liberal arts, education, and professional studies, as well as selected graduate programs. It shares completely in the instructional, research, and public service mission of the Connecticut State University as it fulfills its unique role in providing quality education to its students. Eastern aims, by offering a solid foundation in the liberal arts as its common educational core, to help women and men build the intellectual and emotional maturity that will enable them to shape their own lives and careers.

This emphasis derives from the assumption that specialization must be accompanied by a thorough grounding in the liberal arts, which encourages qualitative and quantitative knowledge, logical and critical thinking, cultural and artistic awareness, precise communication, and an understanding of the methods of scientific and scholarly inquiry. Under the guidance and direction of Eastern's faculty and professional staff, students participate in programs that foster an understanding of theoretical issues, resourcefulness in analytical thinking and problem solving, independent research, active learning, and commitment to life-long learning and public service.

Accordingly, this Academic Master Plan has three distinct purposes: (1) to reaffirm Eastern's central vision, values, and directions in terms of academic priorities and commitments; (2) to provide a strategic framework for implementing those priorities and commitments during the next decade; and (3) to identify the requirements necessary for the orderly transition of the university into the twenty-first century.

This document, consistent with Eastern's mission, role, and academic priorities, is a conceptual projection of the growth of the university during the 1990s, based on planning assumptions, academic goals, and the availability of resources.

Brief Historical Overview

Eastern Connecticut State University has undergone a series of transformations since its establishment in 1889 as the state's second teacher training institution. In 1937, Willimantic Normal School became Willimantic State Teachers College offering a four-year program that included two years of general education and two years of teacher preparation. The college became known for its implementation of the educational philosophy of John Dewey, which emphasized progressive education and active learning.

Between 1959 and 1969, the college underwent an additional change from Willimantic State College to Eastern Connecticut State College, which marked its evolution from a teacher training school to a multi-purpose college that offered a variety of programs. During the 1970s, Eastern established new majors and expanded both its faculty and student population. Its mission grew to include emphasis upon the liberal arts and a broader concern with social responsibility.

During the past twenty years, the university has expanded its physical facilities, increased its enrollment by 75 percent, and added new majors in business, computer science, public policy, physical education, and communications. In 1983, when the Connecticut State University system was created, Eastern acquired its present name and status.

Current Strengths and Weaknesses

Eastern's strengths include a dedicated and caring faculty committed to liberal education, a strong program of academic majors, undergraduate and graduate teacher training, and professional preparation. An aggressive affirmative action program attracts and works to retain a diverse group of students and faculty. Eastern possesses professional development incentives designed to enhance faculty and staff expertise. Student groups, campus organizations, a professional student affairs staff, and intramural and intercollegiate athletic programs foster co-curricular student development. The university's physical facilities are attractive and inviting.

Eastern's primary weakness results from a chronic underallocation of resources, which have not kept pace with the University's considerable growth over the past two decades. The University has long suffered from a severe shortage of full-time faculty and an over-reliance on adjunct instructors. There is also a significant shortage of professional staff to support academic and student programs. The critical need for additional staff is well documented in comparing current faculty and support position totals with staffing standards derived from state funding formulas.

New facilities are much needed. Offices, classrooms, and laboratories are overcrowded and in short supply. The construction of a classroom-office building on the North Campus, planned for completion during 1992, will ease current shortages, but will not address all future requirements. Eastern also needs additional residence halls to accommodate student demand for on-campus housing, because the lack of sufficient on-campus housing is a major factor in the decision of many students to attend college elsewhere. In addition, the university also requires an expanded library, improved research and learning laboratories, expanded support for computer services, and additional recreational, athletic, cultural, food service, and parking facilities.

In an era of rapid change, Eastern Connecticut State University, along with state colleges and universities across the nation, is engaged in clarifying its role as a teaching and learning institution. This academic master plan represents Eastern's critical first step toward clarifying its future.

II. ORGANIZATION OF PLAN

This plan is organized into three major parts -- assumptions, goals, and plans and objectives.

Assumptions are general statements with regard to the external environment, the role and scope of the University, and major commitments and direction that guide the development of our goals and objectives.

Goals flow from assumptions and provide the basis for developing the specific plans and objectives. The reader should understand that assumptions and goals are general in nature, and the specificity with respect to programs and initiatives are found in the section entitled Plans and Objectives.

Plans and objectives are presented in two scenarios, which are tied to the availability of resources. The objectives that can be implemented without additional resources are initially presented. Inherent in this scenario is the recognition that resources will be reallocated where appropriate. The objectives which currently are viewed as requiring new resources follow.

The presentation of the University's plan and objectives in this format recognizes the state's current fiscal situation, but at the same time, enables the University to anticipate adequate funding to meet its true needs as soon as the state recovers from the current economic downturn.

Finally, it should be noted that this document emphasizes primarily academic programs and initiatives.

III. ASSUMPTIONS

This Academic Master Plan for Eastern Connecticut State University is guided by the assumptions listed below. Academic goals and priorities are those stated in the ECSU Academic Priorities (passed by the University Senate on March 31, 1987) and the Role of Eastern Connecticut State University (approved by the Board of Trustees November 6, 1987). These documents are included in the Appendix. Characteristics of the student population, growth of the university, and availability of resources are realistic expectations based, in large part, on the state's projected economic condition.

(1) The University

Eastern Connecticut State University is a medium-sized multi-purpose university that strives to provide a small-college atmosphere. Eastern is characterized by its exemplary undergraduate education grounded in the liberal arts, as well as its selected professional and master's level programs, which incorporate the philosophy, values, content, and desired outcomes of liberal arts education. In addition, the University is committed to housing the majority of its full-time undergraduates.

(2) ECSU Role

Quality Undergraduate Education. Eastern's primary role is to provide a quality undergraduate education in a small college atmosphere at a reasonable cost to students.

Liberal Arts Curriculum. The main focus of teaching at Eastern is to provide a strong liberal arts core to all academic programs. In addition, career-oriented curricula, including undergraduate professional studies, undergraduate teacher certification, and a graduate program in education have also been traditionally strong components of Eastern's academic offerings.

Experiential Learning. Eastern has long been committed to experiential learning as a part of the total academic program. This aspect of teaching is more vital than ever in order to provide students with the practical skills needed in an increasingly complex society.

Quality Academic Support. Quality academic support services, driven by the academic needs of a wide diversity of students, are necessary for Eastern to fulfill its role and mission.

Commitment to Public Service. As a public university, Eastern maintains a strong commitment to public service and to enhancing its goal of encouraging life-long learning. Situated in the poorest and fastest-growing region of the state, Eastern takes seriously its responsibilities for serving both state and regional needs through such services as off-campus courses, non-credit programs, lectures, concerts, the David T. Chase Free Enterprise Institute, and the David Roth Center for Connecticut Studies.

(3) Strong Teaching Faculty

Eastern's educational mission requires a strong, dedicated, teaching faculty that is actively engaged in professional growth as a necessary adjunct to effective teaching. Quality teaching requires appropriate support for professional development and renewal. In addition, Eastern will promote research and scholarship as the natural complements of excellent teaching and critical components of exemplary education.

(4) New Technologies

Teaching, scholarship, research, creative activity, and public service will require greater use of new technologies.

(5) Assessment

Assessment at all levels of the university provides valuable information on curriculum and program effectiveness. Where appropriate, the university has a responsibility to make adjustments in instructional programs, support services, and administrative operations.

(6) Diversity

Students. The University serves an increasingly diverse student population and is committed to implementing the current strategic plans regarding pluralism, affirmative action, and access for students with disabilities. Diversity is also measured in terms of the large number of part-time, transfer, returning adult, and other non-traditional students.

Faculty and Staff. Faculty, administrative, and staff diversity at all levels will continue to increase.

(7) Programmatic Balance

The University does not plan to alter significantly its programmatic balance between arts and sciences and professional studies.

(8) Resources

The University is fully aware of the state's current difficult economic situation. Existing resources will continue to be used in an effective and prudent manner. Where appropriate, resources will be reallocated in support of priorities and goals. State budgetary support is expected to improve before the middle of this decade and full formula funding will be realized before the year 2000. Funding from sponsored research and external grants will also increase in support of the mission of the University.

(9) Enrollment

Based on the resource assumptions, the overall enrollment of the university will remain approximately constant. The ratio of full-time to part-time students is not expected to change, as the University is fully committed to serving both traditional and non-traditional students. Nevertheless, if sufficient additional resources beyond the current state funding formulas are forthcoming, the University will be able to serve a greater number of students. Because of its location, it is imperative that the University provide on-campus housing for the majority of full-time undergraduate students.

IV. UNIVERSITY-WIDE GOALS FOR THE NEXT DECADE

The specific goals of ECSU are consistent with the assumptions of this plan and are derived from the university's mission and role. They are also consistent with realistic expectations of limited future growth.

(1) Quality Undergraduate Education

Liberal Arts. A grounding in the liberal arts will continue to constitute the primary foundation for all programs and the common experience of all students.

New Programs. New programs will be built on current strengths.

Student-Faculty Contact. The university aims to bolster its undergraduate program by enhancing student-faculty contact in both classroom and experiential situations. This may require adjusting the present student-faculty ratio.

Minors. Eastern plans to expand students' educational diversity by introducing required minors and equivalent other programs where appropriate, such as teacher certification and double majors, that make use of existing intra- and inter-departmental expertise.

(2) Quality Academic Support for Students

Writing. All graduating students will have a proven competency in writing skills.

Basic Studies. The distinctive features of academic support will include a basic studies program adequate for the needs of all underprepared students.

Technology. Students will be prepared to learn and work in an increasingly technological society.

Honors Program. A vigorous university honors program should include appropriate opportunities for talented students, departmental honors, and awards programs.

Support Services. Support services, including an expanded library, a well equipped and maintained data center, a state of the art media center, a well staffed academic advisement center, and computing facilities, must be adequately funded.

(3) Improved Retention

The university will continue the work begun in recent retention and attrition studies to identify the causes of student attrition at Eastern, as well as develop and implement appropriate strategies to improve retention and academic success. Among the factors that are expected to improve retention are transition and orientation programs, a basic studies program, improved academic advisement, outcomes assessment, small class sizes where appropriate, improved library resources, multicultural programs, and additional financial aid. Increasing the proportion of full-time students housed on campus from 50 percent to 70 percent will help enhance retention as it promotes a small-college atmosphere.

(4) Curriculum Development

Distinctive Programs. Eastern will strengthen selected programs to provide competitive recognition for the university.

Undergraduate Programs. The university will create a limited number of new undergraduate programs through increased formula funding and reallocation of existing resources.

Graduate Programs. Graduate programs require sufficient resources in order to maintain quality and insure academic integrity. Existing graduate programs must be supported. Additional graduate programs will be considered as resources become available, but not at the expense of undergraduate education.

Curriculum Diversity. Eastern will modify its curriculum to insure that students understand and appreciate cultural diversity. In pursuit of this goal, the University will provide encouragement and resources to promote revisions across the curriculum, new courses, and new programs where appropriate.

(5) Assessment of All University Functions

Existing outcomes assessment programs will continue and be expanded to cover additional aspects of the university. New university-wide commitments, in fulfillment of the mandated assessment plan, will be implemented to assess more effectively student outcomes. Faculty teaching, administrative, and support services will all be assessed. Results should be used to further enhance the primary educational mission of the University.

(6) Faculty Development

Faculty must engage in ongoing professional growth, both as teachers and as scholars, in order to be fully effective. Additional resources are needed to expand professional activities, such as curriculum development, professional travel, national and international exchanges, research, professional development, on-campus conferences, and support for visiting scholars.

(7) Commitment to Public Service

University resources will be used to play a more visible role in local, regional, and state affairs. Eastern will more fully demonstrate its commitment in this area with increased attention to sponsorship of artistic performances, public and academic lectures, workshops, exhibitions, conferences, and off-campus programs; engaging in student and faculty exchanges; providing consulting research services for the public.

(8) Non-traditional Students

Access and support for non-traditional students will remain an important university goal.

(9) External Funding and Sponsored Research

Sponsored research and external funding will receive added attention as a means of enhancing academic programs, faculty and curriculum development, and research and scholarship while providing additional resources to the University. A closer relationship of the alumni and faculty will be fostered to provide financial and programmatic support.

V. PLANS AND OBJECTIVES

The plans and objectives described in this section are designed to carry out the mission, role, and specific goals of Eastern Connecticut State University, consistent with anticipated resources. Over a ten-year period the goals or resources might change. In such an eventuality, it may be necessary or prudent to alter some of the specifics of these plans or their relative priorities.

A. Current Criteria for Setting Program Priorities

(1) Quality

Program quality is evaluated in term of outcomes assessment, including the accomplishments of faculty, students, and graduates; service contributions; and the prestige and recognition of the program.

(2) Centrality

Centrality is a function of how essential a program is to the University's mission and goals and the extent to which it serves other programs.

(3) Programmatic Balance

Programs in the arts, sciences, and professions will be preserved and strengthened in a manner consistent with the University's mission.

(4) Effective Use of Resources

Effective use of current resources is a criterion for the allocation of future resources.

(5) Responsiveness

Programs must be flexible and resources allocated to respond to changing demographic conditions and the needs of the state of Connecticut.

B. Objectives that Can Be Implemented Without Additional Resources

The following objectives can be implemented largely without additional resources. They are in priority order. Because of their importance to student retention and to the well being of the entire University, items (2), (3), and (4) are held in such high priority that they must be implemented even if they require reallocation of existing university resources.

(1) General Education

General education will continue to be examined and strengthened, providing all students with a foundation in writing, mathematics, logical analysis, critical thinking, modern technologies, and a global and multicultural perspective. A Senate-mandated review of the General Education Requirement (with external reviewers) was completed last spring. In response, the University Senate has recently established a General Education Program Committee to take responsibility for this essential program.

(2) Writing Across the Curriculum

This program has recently been created and is coordinated by the Senate's University Writing Board. Additional resources are needed for faculty reassigned time, computers, workshops to train faculty, and smaller classes for writing-intensive courses. As a result of this priority, departmental offerings may need to be reconfigured; additional resources may need to be diverted initially from faculty and curriculum development funds and existing computer budgets.

(3) Enhancement of Basic Studies

Eastern will continue to serve a significant number of students whose academic preparation for college is underdeveloped. In order to provide appropriate academic support for these students, the University will create a basic studies program with full-time, tenure-track faculty trained in developmental studies. New faculty hiring to fill this pressing need must have the highest priority.

(4) Academic Advisement

The Academic Advisement Center requires adequate resources to deal with the issues of probation, retention, readmission, waivers, appeals, and special student needs, especially among freshmen. The center will institute a "whole student" approach to advisement. Advisement is of sufficient priority that resources must be found within the university, including the reallocation of administrative and faculty personnel resources.

(5) Quality Instruction

Modern teaching technologies and innovative delivery systems are necessary to support quality instruction. Therefore, the University will encourage instructional classroom technology, including video disks, computer aided instruction, film and video tapes, and other multi-media approaches. In addition, small classes need to be maintained wherever appropriate in order to support quality instruction and maintain a small-college atmosphere.

(6) Assessment and Evaluation

Academic Program Review. Strong academic majors are well served by ongoing academic review. Therefore, Academic Program Review recommendations will become major considerations in the academic planning.

Evaluation of Teaching and Academic Services. Evaluation of Eastern's academic effectiveness will be improved through such methods as expanding teaching evaluation, student exit interviews, questionnaires, and the use of student portfolios and classroom research and assessment techniques.

(7) Minor Programs

New Minors. The University will encourage departments to develop new minors and to reassess existing minor programs to fill the needs of an increasingly diverse student population. New interdisciplinary programs that support the stated goals of the University will be especially encouraged. Among new minor programs under discussion are Biochemistry, Canadian Studies, Comparative Literature, Computer Engineering, Editing and Publishing, and Management Information Systems.

Required Minor Course of Study. In order to insure that all students have directed breadth to their education, undergraduate degree students will be required to complete a major and a minor course of study. Non-arts-and-sciences majors will be encouraged to take an arts and sciences minor in order to enhance the liberal arts basis of their education; arts and science majors will be encouraged to consider minors from the Professional Studies departments. Students seeking teacher certification, who must major in an arts and sciences program, may substitute their certification program for a minor. Equivalent other programs will be substituted where appropriate.

(8) Honors Programs

Quality education requires a vigorous honors program for exceptionally gifted and talented students. The University will support and encourage the interdisciplinary University Honors Programs, departmental honors programs, and the inclusion of part-time students into honors programs.

(9) Experiential Education

Experiential Programs. Experiential components of all programs will be strengthened and assessed. These may include laboratory and field work, internships, studio work or exhibitions, independent research, study abroad, national and international student exchanges, and cooperative education experiences.

(10) New Student Placement and Transfer

Eastern will make greater use of existing opportunities to help new students fulfill course requirements. These opportunities include credit for life experience, placing out of introductory courses, facilitating transfer articulation, and expanding placement programs. In addition, new programs to strengthen transfer articulation, consistent with Department of Higher Education recommendations, will be implemented.

(11) Efficient Distribution of Course Offerings

Eastern is in an ideal position to spread teaching resources over a greater portions of the day, week, and year in those programs that have students with needs for such flexibility. This may entail more evening, weekend, and off-campus courses, as well as expanded summer-school and intersession offerings.

(12) Professional Development

The University will continue to support professional development in order to enhance quality teaching and scholarship. On-campus and system-wide resources will support activities that promote teaching and learning. Additional faculty development funds are necessary for attending meetings, workshops, and courses, and for retraining. One expected result is that the community will recognize faculty who maintain professional standards at the highest level.

(13) Cultural Diversity and Faculty Exchange

Cultural awareness, diversity, and individual growth will be enhanced by encouraging greater use of existing student, faculty, and staff exchange programs.

(14) Library

The University is committed to maintaining quality library services. Current library resources will be more effectively used by insuring that acquisitions result primarily from recommendations of departments and programs. To further ensure that library resources are appropriate, oversight of library acquisitions will be guided by recommendations of the Library Advisory Committee.

(15) Cultural Events

Enhanced cultural opportunities serve both academic and public service goals. To that end, all constituencies, including student-run organizations, will be encouraged to allocate additional funds to bring more cultural, multi-cultural, and fine arts events to campus.

C. Objectives That Require New University Resources

Further plans for bolstering quality and distinction to Eastern's academic programs clearly require additional resources. These items are also in order of priority.

(1) Full Formula Funding

Eastern will work for full formula funding for instruction and the library to bring the number of faculty and library staff up to required standards.

(2) Physical Facilities

Maintenance. Eastern will upgrade existing physical plant and resources, including offices, laboratories, library, student research space, parking space, landscaping, dormitories, media services, and performance arts space.

Flexible Classrooms. Excellence in teaching requires a variety of classroom configurations including seminar space, large lecture rooms, space that will accommodate small group learning, and classrooms that will facilitate the use of the latest technological innovations.

Laboratories and Studios. In order to support state-of-the-art student and faculty research in mathematics and the sciences, additional laboratory space, a greenhouse, and additional computing hardware are needed. Modern and up-to-date facilities for research and study in writing, the arts, and foreign languages require additional laboratory and studio space.

Office Space. Individual offices are needed for all full-time, visiting, and emeritus faculty; adjunct part-time faculty must also have use of adequate office space.

Additional Residential Facilities. In order to enhance Eastern's small-college atmosphere, meet the goal of a 70-percent residential campus, and support related academic priorities, additional residence facilities for at least 500 students are required.

Performing and Visual Arts Center. Additional funding is needed to increase the quality and activities in the performing and visual arts. Increased cultural programming on campus and in the community will require new facilities, including a comprehensive Center for the Performing and Visual Arts.

Faculty-Alumni Center. The Center represents a critical mechanism for broadening and strengthening the relationship between the University and its alumni. The facility will also be used to support faculty development, public service, and other professional and community programs.

Academic and Special Services. Particular attention should be directed to Academic and Special Services, which may require additional or more appropriate space. These include services and centers such as the Child Care Program, David T. Chase Free Enterprise Institute, an expanding Grants Office, Center for Connecticut Studies, Women's Center, Learning and Academic Advisement Centers, Writing Program, Counseling and Handicapped Services, and the University Honors Program.

(4) Improved Library Resources

The existing library does not meet American Library Association nor DHE formula funding standards. Shortcomings have also been noted by several external academic program review teams. The present building is inadequate for housing current and future collections. Additional budgetary support is needed for acquisitions, librarians, staff, student and faculty study space, data base search and retrieval systems, and other library technologies.

(5) Program Development

Distinctive Programs. Biology and the Environment, Computer Science, Early Childhood Development, Fine Arts (visual arts, theater, and music), and Writing and Communication Skills are among programs that have potential for bringing additional distinctiveness and recognition to Eastern. Because these areas are also expected to bolster the competitive position of the University as they contribute to its goals and mission, Eastern will devote special attention to their growth and development.

New Major Programs. Additional major programs, especially in areas that will meet the changing needs of the state, will be created. Among new major programs now being considered are Accounting, Recreation and Leisure Studies, and Social Work. Additional majors are expected to evolve from successful minors.

Graduate Programs. Graduate programs of study require significantly more resources than undergraduate programs. Funding to support a qualified full-time faculty and adequate library research materials must reflect this reality. A new interdisciplinary program in Organizational Relations is currently under internal review. Several other new programs are being discussed for future development, including Management and Policy Studies.

(6) Cultural Diversity

Multicultural Programs. Increased global interdependence and awareness of cultural diversity require greater curricular commitment. Eastern will encourage interdisciplinary programs that require the use of foreign languages, such as Latin American Studies, Canadian Studies, and Comparative Literature. Students will be urged to take upper-level language courses. Eastern will continue to support and participate in programs abroad and will seek scholarships for foreign students.

Women's Center and Multicultural Center. Programming at the Women's Center should be enhanced and a Multicultural Center for ethnic minorities and international students will be established.

(7) Information Technology

Academic computing will be given the highest priority in the allocation of all campus computing resources. Modern technological advances have made a computer in every office and dorm room, with links to a common network, both possible and desirable adjuncts to learning. This network should be available via modem to off-campus and commuter students. In addition, this plan requires sufficient on-campus computer lab and telecommunications facilities, adequately staffed and maintained, to which all students have ready access.

(8) External Funding

Institutional Grants. In order to help fund University programs, Eastern will continue to seek external grants from non-state agencies, such as Ford Foundation, Fund for the Improvement of Post-Secondary Education, Title III grants, and other government and private funding sources.

Sponsored Research. Eastern will provide support for the pursuit of sponsored research, which is anticipated to become a self-supporting endeavor. These funding requests will focus primarily on the acquisition of capital equipment to enhance programs in the science, fine arts, communications, and other programs; support for curriculum development; and enhancement of teaching, research, and scholarship. Faculty and staff will seek support from both public and private sources, including the National Science Foundation, National Institutes of Health, and the National Endowment for the Humanities. Within the decade, Eastern anticipates that sponsored research will generate more than \$500,000 annually.

(9) University Reorganization

Under discussion on the Eastern campus is a proposal for restructuring the major divisions of the University. Faculty, staff, and administration consideration of this restructuring proposal, including the possible benefits to the University, consistency with the University's goals and mission, resources required to implement the proposal, implications for other units of the University, and additional important issues, have not yet reached University consensus. Nevertheless, the major points of the proposal are included as one possible direction the University may decide to take.

Current Organization: School of Arts and Sciences
School of Professional Studies
School of Continuing Education

Proposed Reorganization: College of Arts and Sciences
School of Business
School of Education
School of Continuing Education

School of Business. A School of Business, created from the existing Department of Economics and Management Science, would comprise three new departments of Accounting, Business Management, and Economics. The chief academic officer would be the dean. In addition to supporting its academic programs, the School of Business would also house the existing David T. Chase Free Enterprise Institute as well as other functioning business-related centers and programs.

School of Education. A School of Education would be created by uniting the existing Department of Education (to be renamed the Department of Teacher Preparation) and the Department of Health and Physical Education under a single dean.

College of Arts and Sciences. In order to emphasize the central role of the liberal arts at Eastern, the existing School of Arts and Sciences would be renamed the College of Arts and Sciences. The Department of Communication would be moved into the new College. No other structural changes would be required.

Additional Changes. The current School of Professional Studies, which currently has responsibility for the departments of Economics and Management Science, Education, Health and Physical Education, and Communication, would be eliminated. No reorganization is envisioned at this time for the School of Continuing Education.

VI. APPENDICES

- A. Role of Eastern Connecticut State University
- B. Eastern Connecticut State University Academic Priorities
- C. Statistical Tables and Supporting Data

EASTERN CONNECTICUT STATE UNIVERSITY

TABLE 1

PROJECTED STUDENT ENROLLMENT FOR YEAR 2000
FTE BY DEPARTMENT

<u>Department</u>	<u>Undergraduate Programs</u>	<u>Graduate Programs</u>	<u>Total</u>
Biology	120	0	120
Econ & Mgt Sci	505	15	520
Communication	145	0	145
Education (includes Child Care Training and General Studies)	190	90	280
Env. Earth Sci	80	0	80
English	295	0	295
Fine Arts	250	0	250
Hist/Pol Sci/Philosophy	300	10	310
Health and PE	140	0	140
Math & Comp Sci	285	0	285
Mod & Class Lang	65	0	65
Physical Science	105	0	105
Psychology	220	9	229
Sociology	225	10	235
TOTALS	2925	134	3059

Note: FTE enrollment levels are established by CSU. FTE = departmental student credit hours divided by 15 for undergraduates and 12 for graduates.

EASTERN CONNECTICUT STATE UNIVERSITY

TABLE 2

PROJECTED STUDENT ENROLLMENT FOR YEAR 2000
FTE BY DEPARTMENT AND LEVEL OF COURSE

<u>Department</u>	<u>Undergraduate Programs</u>		<u>Graduate Programs</u>	<u>Total</u>
	<u>Lower</u>	<u>Upper</u>		
Biology	66	54	0	120
Econ & Mgt Sci	227	278	15	520
Communication	80	65	0	145
Education (includes Child Care Training and General Studies)	72	118	90	280
Env. Earth Sci	42	38	0	80
English	212	83	0	295
Fine Arts	130	120	0	250
Hist/Pol Sci/Philosophy	201	99	10	310
Health and PE	82	58	0	140
Math & Comp Sci	194	91	0	285
Mod & Class Lang	40	25	0	65
Physical Science	77	28	0	105
Psychology	128	92	9	229
Sociology	135	90	10	235
TOTALS	1686	1239	134	3059

Note: FTE enrollment levels are established by CSU. FTE = departmental student credit hours divided by 15 for undergraduates and 12 for graduates.