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# THE SEARCH FOR A **PRESIDENT**

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**The Board of Regents for Higher Education** of the Connecticut State Colleges and Universities (CSCU) announces the search for the President of Southern Connecticut State University and invites expressions of interest, nominations, and applications.

The new president will join the Southern community at a time of increased momentum. The past decade at Southern has been marked by significant increases in the breadth and depth of its curricular offerings, a growing academic affairs/student affairs partnership, the expansion and ongoing enhancement of its physical facilities, the hiring of accomplished faculty and staff, and the development of several academic centers and a number of partnerships with organizations in the New Haven region. More recently, the pace of growth has accelerated. A very impressive senior leadership team has been assembled. A true university development office has been created and a new vice president for development has been hired to lead it. The aspirations of the University community

have been brought together in the recently-completed 10-year strategic plan. The ongoing growth of campus facilities will be guided by a newly updated campus master plan. More of the University's 90,000 alumni are playing an important role in supporting the University. Southern's presence in the New Haven community has increased, as have the opportunities for creative and mutually beneficial partnerships with a variety of local organizations.

Southern's new president will have the opportunity to join and lead a community of faculty, staff, and students committed to "academic excellence, access, social justice, and service for the public good." To be an effective leader, the new president must be strongly focused on student success with a passion for Southern's mission; have an understanding of and commitment to innovative teaching, research, and other creative activity; and possess the experience, skill, and creativity necessary to lead a complex institution with high aspirations and a commitment to shared governance. One of the priorities of the new

president will be to tell the “Southern story” in clear and compelling ways to a variety of constituencies. To do this well, the president will have to be not only an effective communicator, but also a person who can make the case for the liberal arts education that lies at the heart of all of Southern’s programs; who understands the impressive professional programs throughout the curriculum; and who listens to the Southern community to understand the story in all its richness and complexity.

To achieve the University’s ambitious agenda, the new president will build on the strong foundations laid by Southern’s current president, Dr. Mary

Papazian. The new president will also have as partners a committed and creative faculty and staff as well as an able senior leadership team, most of whom have been hired recently and bring to Southern a passion for its mission as well as the vision and experience necessary to turn this mission into a reality. The Board of Regents, the system leadership team, and the system president are also supportive partners. Alumni and members of the New Haven community are increasingly drawn to what is happening at Southern and are eager to join with the new president to increase the momentum.





### **SOUTHERN CONNECTICUT STATE UNIVERSITY HISTORY**

Southern was founded in 1893 as the New Haven State Normal School and was designed to deliver strong teacher preparation, a hallmark of the University throughout its history. In 1937, it became a four-year college – New Haven State Teachers College – with degree-granting powers. Ten years later, it joined with Yale University’s department of education to offer a graduate program leading to a Master of Science degree and assumed full responsibility for the program in 1954. In 1959, six years after the institution had moved to its present location, state legislation expanded the institution’s offerings to include liberal arts curricula leading to bachelor’s degrees in the arts and sciences and subsequently renamed it Southern Connecticut State College. A board of trustees overseeing Connecticut’s four state colleges was established in 1965, and in 1983, Southern Connecticut State College became Southern Connecticut State University, part of the Connecticut State University System. Through the years, Southern has continued its growth as a modern, diversified center of higher learning, expanding both its undergraduate and graduate

programs and opening up entirely new fields of study and research.

### **CONNECTICUT STATE COLLEGES AND UNIVERSITIES**

In January 2012, Connecticut reorganized its governance of higher education and created the 17-member Connecticut State Colleges and Universities (CSCU), governed by the Board of Regents for Higher Education. In creating the new structure, the state brought its comprehensive universities and community colleges under a single governing board. CSCU includes the Connecticut State Universities (four institutions), Connecticut Community Colleges (12 institutions), and Charter Oak State College, an online adult education, degree-completion institution. As one of four comprehensive universities within CSCU, Southern maintains strong relations with its system peers, especially its sister institutions, Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, and Western Connecticut State University in Danbury.

The president of each university serves as the institution’s chief executive officer and is accountable to the CSCU Board, through a direct reporting relationship to CSCU System President Mark Ojakian,

for the management of the university within Board policy. The leadership team at Southern is cognizant of the importance of Southern's role in shaping the evolution of the dynamic new system and of serving as a citizen-leader within it.

The 21-member Board of Regents (15 voting members) is the governing authority of CSCU System, and its responsibilities include setting statewide tuition and student fee policies; establishing financial aid policies; reviewing, licensing, and accrediting academic programs; and, in collaboration with institutional stakeholders, conducting searches for and selecting campus presidents and the CSCU President. The Board also holds broad responsibilities for the development and coordination of statewide higher education policy. The Regents' vision is that a continually increasing share of Connecticut's population will have a high quality post-secondary education that enables them to achieve their life and career goals and makes Connecticut a place of engaged, globally competitive communities.

#### **SOUTHERN CONNECTICUT STATE UNIVERSITY TODAY**

A partially residential university, Southern currently enrolls 10,473 students. Roughly 6,800 are full-time undergraduates; 1,330 are part-time undergraduates; and 2,700 are full- and part-time graduate students.

A longstanding strength of Southern is its faculty, who are focused on students and who provide individual academic advising and personal attention. Southern students are taught and mentored by 437 talented full-time faculty members, 84 percent of

whom hold the doctorate or appropriate terminal degree in their fields. A strong cadre of 529 part-time faculty members, many of whom are practitioners in their fields, adds a breadth and depth of experience to the classroom.

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

A devoted full-time staff of 531 and a part-time staff of 225 are true partners in the educational enterprise at Southern. There are numerous Southern graduates among the faculty and staff, and their ongoing support of their alma mater serves to maintain institutional history as a living and vital part of Southern's identity.

A strong network of collective bargaining units represents nearly every constituent group within the Southern family. As such, a clear set of policies, procedures, and agreements, resulting from open negotiations, are widely understood.

Southern has long sought to foster in its students an appreciation for the practical application of knowledge along with a desire to pursue education beyond the scope of their fields. In doing so, Southern develops lifelong learners and effective





citizens of the world. A 14:1 student-faculty ratio allows for substantial individual attention, and Southern provides a diversity of educational opportunities generally found only at larger institutions.

**THE SCHOOLS** • Southern's five schools – the School of Arts and Sciences, the School of Business, the School of Education, the School of Health and Human Services, and the School of Graduate Studies – offer more than 100 degree programs ranging from communication disorders to history, business to secondary education, and biology to studio art. Bachelor's and master's degrees are awarded, as well as sixth-year professional diplomas and doctoral degrees in educational leadership and nursing education. In addition to traditional in-class pedagogy, Southern offers a broad array of online courses at the undergraduate and graduate levels. A statutory change in the last legislative session now permits Southern to offer professional doctoral degrees, and new program proposals are under development.

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

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

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

**The School of Health and Human Services** enrolls 2,916 students in seven departments: communication disorders, marriage and family therapy, nursing, public health, recreation and leisure studies, exercise science, and social work. The seven disciplines share a mission of caring and compassionate care within a professional framework, and each awards highly-regarded master's degrees. The programs emphasize hands-on learning, with numerous opportunities for internships and clinical rotations.

**The School of Graduate Studies** serves as the administrative arm for Southern's graduate students. With more than 55 degree- and certificate- granting programs, it is one of the most significant public

graduate education centers in the Northeast. The University produces the largest number of graduates in health and life sciences, education, and social and public services in the CSCU system.

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

**A GLOBAL PERSPECTIVE** • Southern seeks to prepare its students for life in a global society. The Office of International Education works to increase global awareness, international opportunities for students, and international faculty collaborations. Global awareness has been fully incorporated into the core Liberal Education Program (LEP). In 2011, Southern was selected as one of 32 universities to participate in the American Association of Colleges and Universities’ “Shared Futures: General Education for a Global Century” project that offers support for integrating global learning and social responsibility throughout the curriculum and in local communities. The number of Southern students studying abroad as a result of these and other efforts has increased by 25 percent in the past five years. International student recruitment is also on the rise. A new partnership with Liverpool John Moores University offers opportunities for dual degrees, study abroad, and trans-Atlantic teaching and research collaborations. Many students have international experiences each summer through numerous faculty-led short courses abroad.

**SOUTHERN’S FUTURE** • In 2012, Southern’s accreditation by the New England Association of Schools and Colleges was reaffirmed for 10 years. That same year, the University successfully concluded a five-year strategic plan. A new planning process



was begun in October 2013. A series of planning recommendations was shared with President Papazian at the end of spring 2014. Implementation began in July 2015 and will conclude by 2025. At the same time, the University's campus master plan was updated. During this same period, the University made the decision to initiate a brand identity study and is now partnering with Simpson Scarborough.

The next 10 years will be a time of exceptional development and change at the University – a time during which Southern pledges to provide exemplary, transformative, and accessible education; to strengthen the University-wide culture and infrastructure that nurtures creativity and innovation; to further expand and enhance its facilities; to promote community well-being, economic growth, and social justice by serving and leading in local and global communities; to steward the University's human, financial, technological, and physical resources in an ethical manner; and to promote Southern as a vibrant institution.

## THE CAMPUS COMMUNITY

Southern is a student-centered institution. Faculty, staff, students, alumni, parents, and community members all play a role in the educational enterprise. Multiple voices are welcomed at the table to ensure student success, and many campus members play multiple roles – as mentors, counselors, advisors, teachers, and co-researchers. The sense of camaraderie this approach engenders is palpable and creates a deeper experience of community.

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

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

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

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

Southern students are engaged in activities outside the classroom, participating in approximately 100 student clubs and organizations, myriad community service activities, fraternities and sororities, campus media, musical ensembles, theater, and dance groups, 17 highly competitive NCAA Division II athletic teams, and a robust offering of intramural and club sports. This makes for a rich and integrated learning experience and an energetic campus. As further evidence of Southern's commitment to students' holistic health, in August 2015 the institution became a tobacco-free campus, the first public university in Connecticut to implement such a policy.

In addition to balancing their co-curricular involvement with their studies, many Southern students also are juggling part- and full-time employment and significant family responsibilities. On campus alone there are well over 500 part-time student staff members. Southern students are well regarded for their sense of purpose, determination, and work ethic.

Southern students benefit from a strong partnership between academic affairs and student



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

The effects of the robust collaboration between student affairs and academic affairs can be seen not only in the shared enthusiasm of engaged students, faculty, and staff, but also in the significant

improvement in Southern's National Survey of Student Engagement Scores (NSSE) scores. Southern receives high marks in the areas of faculty engagement with students, group project work, inclusion of diverse perspectives in the classroom, and student involvement in learning communities, service learning, and/or faculty research.

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



## A GROWING CAMPUS

Southern continues to develop its modern, 172-acre campus with dramatic new additions and enhancements.

Construction recently was completed on a \$50 million, 103,608-square-foot science building that houses teaching and research laboratories for Southern's programs in the STEM disciplines, which have seen enrollments increase by nearly 20 percent in recent years. Embracing an innovative, sustainable design, the building is home to nanotechnology,

physics and optics, cancer research, marine and coastal studies, astronomy, and other sciences.

A 135,000-square-foot addition to Buley Library coupled with a total renovation of the original building — in total a \$32 million project completed in 2015 — has doubled the size of the library's footprint. The new-look library incorporates general classroom space, a learning commons, information technology operations offices, the Academic Success Center, faculty offices, a cyber café, an art gallery, and storage for the University's art collection, which

is also displayed throughout the building.

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

The University's master plan also calls for a new building to house Southern's health and human services programs. Groundbreaking is anticipated in 2017, and \$53 million has already been earmarked for the project. On the horizon are a student recreation and wellness center project and phase two of the renovation and expansion of the School of Business.

The University's commitment to sustainability is strong. It is reflected in its expanded staff and in programming offered through the Office of Sustainability. Moreover, in order to meet Connecticut's stringent environmental standards for state funding eligibility, each construction or renovation project totaling \$5 million or more will meet a minimum LEED Silver rating. The School of Business has already garnered a LEED Gold rating. Southern's committed efforts on the environmental front have earned inclusion in The Princeton Review's Guide to 332 Green Colleges. In addition, for the second year in a row, Sierra Magazine has included Southern on its list of "Cool Schools" – a compilation of America's greenest universities.

## BUDGET AND THE SCSU FOUNDATION

The University's operating budget is just over \$200 million. Strong and innovative fiscal stewardship has ensured balanced budgets for nearly two decades.

From FY03 to FY15, Southern's unrestricted fund balance grew from \$6.5 million to \$19 million. Its net assets total \$386 million. The largest sources of institutional revenue are tuition and fees (49 percent) and state appropriations (33 percent). The 2015-16 in-state costs for full-time commuting undergraduates are \$9,600 and \$21,126 for full-time residential students.

Private giving, while providing a small proportion of the budget, makes significant contributions to student scholarships, funding for new program initiatives, and the growth of the endowment. Total fundraising in cash gifts, pledges, and gifts-in-kind was approximately \$4.3 million in FY14 and \$2.7 million in FY15. The current Foundation endowment is approximately \$27 million. A \$1 million "mini-campaign" was recently launched to support the University's new strategic plan.

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





## NEW HAVEN AND THE REGION

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

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

admissions outreach. Southern has also become the venue for important events for New Haven, such as the weekly Chinese Language and Culture Day.

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

## THE ROLE OF THE PRESIDENT

Southern's president oversees a broad portfolio of responsibilities. The president serves as the institution's chief executive officer, is accountable to the President of the CSCU Board of Regents for the management of the University within Board policy, and works collaboratively with fellow presidents of the 16 universities and colleges within the CSCU system. The president works in concert with other senior leaders on campus to develop campus policy in support of system objectives, directs the activities of University administrative staff, provides stewardship over University resources, enhances Southern's instructional and student support programs, facilitates research and scholarship, fosters University relations with alumni and the public, and serves as the face of the institution to internal and external constituencies.

Reporting to the president are the provost, the executive vice president for finance and administration, the vice president for student affairs, the vice president for institutional advancement, the chief of staff/vice president for organizational development, the associate vice president for enrollment management, the chief information officer, the director of diversity and equity, and the director of intercollegiate athletics.

## THE LEADERSHIP AGENDA

In addition to providing engaged and collegial leadership to the Southern community and effective, transparent management of the University, the new president will be expected to focus on the following priorities:

- MAINTAIN THE MOMENTUM

The University's increasing momentum is a source of pride to all constituencies and a valuable asset. However, state funding has declined and is expected to decline even further in the next few years. The new president will be expected to be in broad sympathy with the direction Southern has taken, to sustain and enhance the initiatives that are part of it, and, working with the Southern community, to implement the strategic plan through its conclusion in 2025. This will require not only a strong commitment to the direction Southern has taken but also the ability to manage and enhance resources in creative ways.

- SUPPORT AND PROMOTE THE STUDENT SUCCESS INITIATIVE

Providing an excellent education to the special population of students it serves is the heart of Southern's mission. Under the aegis of the Student Success Task Force, several initiatives are under way to assist Southern's students academically, to foster a higher level of educational engagement, and to increase the likelihood that students will persist through graduation and into meaningful and satisfying opportunities beyond graduation. While these various programs are in place and functioning well, the new president will need to provide the necessary fiscal and human resources for them to continue to grow and flourish.

- IMPLEMENT THE STRATEGIC PLAN

Southern's strategic plan embodies a high level of engagement of its faculty and staff as well as its fundamental values. Now that the plan has been





completed, faculty and staff are beginning the implementation process. The president will be expected to be in broad agreement with the plan and support its implementation through providing the necessary resources for its success. The new president will have a role in prioritizing this implementation and in this way have the opportunity to shape it in ways that reflect the special experience and vision that the new president will bring.

- CONTINUE THE EXPANSION AND ENHANCEMENT OF THE CAMPUS

Over the past several years, Southern's campus has become a more attractive environment for students, faculty, and staff. And Southern's educational programs have been strengthened by the facilities that have been built or renovated. The updated campus master plan lays out the direction of the further enhancement of Southern's campus, and funding for its initiatives has been provided by the state legislature through 2020. The new president will be expected to implement the campus master plan and secure additional funding past 2020.

- TELL THE STORY

Southern has a remarkable story to tell about the many ways in which it provides a rigorous, engaging education that enables students to achieve beyond their expectations. However, its many successes and distinctive achievements are not widely known. What is more, Southern suffers from the reputation of being "just a teachers college," and its distinctive place among New Haven's institutions of higher learning and its unique identity among Connecticut's other comprehensive universities are not clear. The new president must be an engaging and effective communicator and be able and eager to tell the Southern story in compelling ways to a wide range of constituencies. This will require the new president to make the case effectively for the value of the high quality liberal arts education that is at the heart of all of Southern's schools and its many majors. It will also afford the new president the opportunity to work with the branding and marketing effort currently under way that will enable Southern to communicate its identity more succinctly and differentiate itself more clearly from its peers and competitors.

- **MANAGE AND GENERATE FINANCIAL RESOURCES**

Over the past few years, state funding for Southern has declined. With the State of Connecticut currently facing significant budgetary challenges, this decline is likely to accelerate. The new president will be expected to work transparently with the Southern community, to use responsible budgeting practices, and to support what is under way at Southern and develop innovative initiatives with fewer resources from the State. At the same time, the new president will need to identify and develop alternate revenue sources and play a larger role in fundraising and community engagement. Entrepreneurial skills will be essential to work successfully with faculty, staff, and community members to identify and develop opportunities that fit Southern’s mission.

- **ENGAGE THE BROADER COMMUNITY**

Southern’s mission includes “service for the public good” and it has a long history of partnering with the community. The new president will be expected to embody this ethic of service, support the partnerships currently in place, and reach out to the community to develop additional ways in which Southern’s mission and resources can intersect with community needs and aspirations. Southern is well-positioned to play an increasingly central role in New Haven and the region. With a presence now on the New Haven Green, Southern’s students can more easily identify with New Haven and participate in the many things the city has to offer. At the same time, more New Haven events are hosted on Southern’s campus. This creates the opportunity for Southern to play a more central role in the business and professional sectors of New Haven in ways that fulfill its mission, enhance the opportunities it can provide its students, and gain valuable support from the community.

- **PROMOTE DIVERSITY AND INCLUSION**

The New Haven region is racially and ethnically diverse, and Southern’s students reflect this diversity. Southern’s efforts to support diversity and inclusion are part of its social justice mission and have received strong presidential support, including the Presidential Commission on Campus Climate and Inclusion. While diversity and inclusion are widely and passionately affirmed in higher education, they have proven more difficult to embody successfully in institutional life. Southern has made diversity a core value. While there is much that has been



accomplished to support it, diversity is in need of continual vigilance and support, and there is more work to be done at Southern. The new president will be expected to work comfortably with a diverse student body, staff, and faculty and be strongly supportive of this core community value. This will include developing more effective efforts to increase the diversity of the faculty and staff. What is more, the new president will be expected to be sensitive to threats to diversity and prepared to take supportive and corrective action.

- **REINFORCE THE SENSE OF COMMUNITY**

The president is the face of the University not only to external audiences, but also to the faculty, staff, and students. As difficult as it may be, given the many demands on a president’s time, being a visible participant on campus is important to reinforce Southern’s strong sense of community. The new president will have a genuine interest in the life of the academy, an appreciation for Southern’s rich traditions of shared governance and collective bargaining, an excitement for the dedicated work of students, faculty, and staff, and an eagerness to celebrate their accomplishments.

## THE PERSON

Southern's next president will be a strong leader who connects well with all of its constituencies—students, faculty, staff, alumni, state legislators, the Board of Regents and the system leadership, and members of the larger community. Collaborative by nature, the new president will reach out to all constituencies and readily create relationships, build bridges, and create partnerships. As an academic leader, the new president will have a first-hand understanding of the academic enterprise. As Southern's leader, the new president will have the ability to understand Southern's distinctive culture and appreciate, support, and celebrate the many initiatives that have grown up organically from the work of its faculty and staff. As a leader in a diverse, urban setting, the president will also have a deep personal commitment to serving the community and promoting diversity and inclusion.

Thus, the ideal candidate for the presidency at Southern will:

- Have a strong commitment to Southern's mission
- Have a history of successful campus leadership and academic administration
- Have leadership experience in a public university system and an understanding of how to work effectively within it
- Have a doctorate or other terminal degree in an academic field

- Have broad knowledge of higher education
- Have a commitment to celebrating and serving a diverse student population.
- Have an understanding of shared governance and a respect for the distinctive roles played within it by faculty, staff, students, the Board of Regents, and the system leadership
- Have experience working collegially within a collective bargaining environment
- Have demonstrated financial planning and budgeting skills
- Be an effective fundraiser with a record of success
- Have experience with public education in a diverse, urban setting
- Balance advocacy for the University with support for the CSU system
- Be a creative problem-solver who has the imagination necessary to gain new perspectives on problems and see new solutions
- Understand the importance of data in making decisions and be able to use it thoughtfully and effectively
- Be an effective and compelling communicator with excellent public relations skills
- Have a strong work ethic
- Be of the highest integrity





### APPLICATIONS AND NOMINATIONS

To apply, candidates must send a letter of application (not to exceed three pages) in which they address the leadership priorities and qualifications outlined in this prospectus, a curriculum vita, and contact information (names, phone numbers, and email addresses) for five references in a single MS Word or PDF document to **SouthernPresident@agbsearch.com**.

For full consideration applications should be received by **May 2, 2016**.

Inquiries and nominations should be directed to:

**Robert Holyer, Ph.D.**  
**Senior Consultant**  
**AGB Search**  
**rkh@agbsearch.com**  
**804-359-9370**  
**804-402-6736 (c)**

All inquiries, nominations, and applications will be held in the strictest confidence; references will not be contacted without the candidate's expressed permission.

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

For more information on the city and region, please visit **www.ctvisit.com**, **www.city-data.com/city/New-Haven Connecticut.html** and **www.visitconnecticut.com**.

The Board of Regents for Higher Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Board does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, transgender status, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disability, physical disability, or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Board does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.

Inquiries regarding the Board's nondiscrimination policies should be directed to **Leah Glende**, Manager of Diversity and Inclusion, State of Connecticut, Board of Regents for Higher Education, 61 Woodland Street, Hartford, CT 06105, **(860) 723-0727** or **lglende@mcc.commnet.edu**.