



**Connecticut  
State  
University**

Central • Eastern • Southern • Western

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RESOLUTION

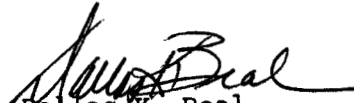
receiving

UNIVERSITY LONG RANGE PLAN, 1989-1994  
of  
WESTERN CONNECTICUT STATE UNIVERSITY

June 14, 1991

RESOLVED: That the University Long Range Plan, 1989-1994,  
of Western Connecticut State University is hereby  
received by the Board of Trustees of the Connecticut  
State University.

A Certified True Copy

  
Dallas K. Beal  
President



An Equal  
Opportunity  
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# WESTERN CONNECTICUT STATE UNIVERSITY

## STATEMENT OF MISSION

Western Connecticut State University serves as an accessible, responsive and creative intellectual resource for the people and the institutions of Connecticut. We strive to meet the educational needs of a diversified student body through instruction, scholarship and public service. Our mission as a public comprehensive university is given life through the principles and values which guide us.

### Principles

- Empowering students to attain the highest standards of academic achievement, public service and personal development is our fundamental responsibility.
- Assuring effective teaching is our primary function, and it requires that our faculty has an active scholarly life and a lasting interest in enhancing instruction, including advanced instructional technologies.
- Preparing students for enlightened and productive participation in a global society is our obligation, and it is best fulfilled by developing the best possible academic programs in both the liberal arts and professional studies.
- Infusing the programs and the activities of the University with a rich multicultural and pluralistic perspective, free of intolerance, and full of a spirit of civility and mutual respect is incumbent on all members of the University.
- Strengthening our partnership with the people and institutions of Connecticut is a benefit to both the University and the State and endows our teaching and scholarship with a special vitality and a distinctive dedication to service.

## Values

Above all, we value

- Quality in all that we do and a commitment to constant improvement;
- Intellectual integrity in the process of teaching and learning; and
- Respect for the dignity and rights of each member of our University's community.

## Vision

Guided by these principles and values, Western will be the finest public comprehensive university in the State and one of the best in New England. Its educational effectiveness will be best measured by the way it challenges students to new levels of achievement and enables them to gain education and confidence to meet these challenges. Western Connecticut State University will continue to provide academically able students the opportunity for close interaction with well-prepared and caring teachers/scholars whose paramount concern is the growth and development of students. We aspire to become the State's public university of choice.

Approved by University Senate  
November 14, 1990

# WESTERN CONNECTICUT STATE UNIVERSITY

## Strategic Planning Process

Academic Year 1990-1991 will see the development of the first strategic planning process in the history of Western Connecticut State University. The careful development and acceptance of a revised and concise statement of mission for the University was an essential first step toward achieving this objective. It is now time to move beyond the mission statement to the creation of a strategic plan which will guide Western Connecticut State University's development as it strives to become the finest public comprehensive university in the state and one of the best in New England.

### I. Definition of a Strategic Plan

Simply put, Strategic Planning is the process by which an organization determines what it wants to become and the means by which it achieves those ends. George Keller, in his seminal book entitled Academic Strategy: The Management Revolution in Higher Education (1983) provides some thoughtful comments on the nature of strategic planning in higher education. His observations are useful as the university begins the process of constructing a strategic plan. Keller argues that:

"Academic strategic decision making means that a college, school, or university and its leaders are active rather than passive about their position in history. To think strategically is to look intensely at contemporary history and your institution's position in it and work on the planning process that actively confronts the historical movement, overcomes it, gets on top of it, or seizes opportunities latent in it. A campus with an academic strategy has a battle plan to get stronger and better in the teeth of historical conditions...Strategic thinking leads one into being an active defender, analyzer, or prospector, rather than a passive reactor."

Strategic planning and management, others observe, has been defined as: (1) setting goals that match institutional activities, competencies, and resources with the external environment's present and future opportunities, demands, and risks; (2) formulating alternative courses of short-term and long-term action for achieving goals; (3) selecting and implementing a best course of action; (4) directing and coordinating resources and activities to help assure successful performances; (5) evaluating results to ensure that goals are met; and (6) monitoring the appropriateness of the course of action and the necessity for modifications.<sup>1</sup>

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<sup>1</sup> Mark Meredith, Robert G. Cope, and Oscar T. Lenning. "Differentiating Bonafide Strategic Planning from Other Planning," a study paper, May 1987, p. 3.

Such a process provides an excellent framework for reengineering the management environment. Strategic planning models call for periodic analyses of the external environment, institutional strengths and weaknesses, and institutional values. Matching opportunities/constraints, strengths/weaknesses, and values enhances a university's ability to develop more responsible mission and goals statements and more appropriately, to link planning and budgeting. This institutional strategy is reinforced with a functional approach delineated in tactical plans, e.g., academic plan, financial plan, computing plan, etc. Finally, operational strategy is presented in unit plans which define actions to be taken within a budget cycle which, over time, result in the accomplishment of institutional goals.<sup>2</sup>

## II. Assumptions

The strategic plan at Western Connecticut State University will be firmly anchored in the priorities, values, and aspirations defined in the current Statement of Mission. Within that context, the plan will be built upon the following general assumptions:

[to be developed by UPC based on external and internal environmental scans.]

## III. Strategic Planning Process

By the end of the Spring semester 1991, the University will have, at least in draft form, an initial version of a strategic planning process for the years 1991-1996. The document will reflect:

- The result of campus-wide discussions about the nature of strategic planning and the specific assumptions which underscore the development of the Plan; and
- Significant involvement of the University Planning Committee, the University Budget Committee, the Academic Council, and the University Cabinet in the development of the Plan.

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<sup>2</sup>James M. Rosser and James I Penrod, "Strategic Planning and Management: A Methodology for Responsible Change," The Journal of Library Administration, in press.

#### IV. The Role of the University Planning Committee (UPC)

The University Planning Committee will play a critical role in the development and ongoing refinement of the University's strategic plan. The committee's responsibilities will include:

1. the provision of a forum for discussion and debate about the assumptions of the Plan and the process by which it is developed;
2. the monitoring and review of the Plan's execution in consultation with the President, the Vice Presidents, the Deans, the departments, and appropriate governance committees;
3. the provision of data which results from the University's ongoing assessment program;
4. constant review and updating of the University's priorities; and
5. the provision of a mechanism for evaluating whether or not the University should pursue new ideas or programs in light of its mission and priorities.

The Committee's work will also inform the deliberations and recommendations of the University Budget Committee concerning allocation or reallocation of the University's resources in order to attain strategic goals.

#### V. Process and Implementation Timetable

During the Spring of 1991, the academic departments and administrative units will conduct discussions aimed at defining their "missions" and how it relates to the mission of the University. Simultaneously, the University Planning Committee will conduct hearings and meetings about the assumptions and the process. By the end of the Spring term, there will be agreement on the assumptions, and the procedures will be defined, so that in the Fall the actual implementation of the planning process can begin.

- February: President and University Planning Committee send a letter to all faculty and staff announcing the process, distributing the draft document and inviting all to a conversation where views can be aired. The letter will also charge departments and units with beginning the examination of their programs and activities.
- March-May: Campus-wide discussions are held to refine the planning process.

- April-May: Departments and officers prepare a preliminary, rough, planning draft and forward to Deans.
- September 1: President sends letter to appropriate Vice Presidents, Deans and Directors requesting unit reports and recommendations. The request is passed to their Deans and/or Directors, and so on to the department/unit level.
- October 30: Reports due in Dean's/Director's offices. Deans and Directors will meet with departmental or office representatives, prepare their reports and recommendations, and forward them to the Vice President, Dean or Director as appropriate by December 31.
- February 15, 1992: University Cabinet members, having met with the Deans and Directors as necessary, forward their reports and recommendations to the President who sends them to the University Planning Committee for their recommendations.
- April 1: The University Planning Committee sends its report to the Senate and the President, complete with a list of recommended priorities.
- April 30: Senate sends its recommendation to President.
- May: President prepares final report.
- May: Strategic Plan distributed for discussion and implementation.
- The Plan will be updated and revised as needed.

Approved by Senate  
November 14, 1990

Final Copy

[Accepted by  
University Planning Committee  
April 3, 1989]. Received and  
forwarded by Univ. Senate  
Sept. 20, 1989; Revised &  
Approved by Univ. Cabinet  
Oct. 10, 1989

Western Connecticut State University

University Long Range Plan

1989 - 1994

- I. Define and develop clearly distinctive undergraduate educational programs based on a strong liberal arts foundation.

The following directions will enhance the academic program development of the university:

1. Improve skills, strengthen competencies and assess results in pivotal areas, including English composition, mathematics, communication skills, and foreign languages, both reading and critical thinking skills.

Entrance and exit-testing was begun in writing skills during the Fall 1988 and the scheduling of nine additional sections of English composition reflects the department's commitment to developing students' writing skills early in the college years.

The Testing and Placement Program of the Mathematics and Computer Science Department, which was effectively implemented in cooperation with the Admissions Office, the Registrar's Office, and other programs and offices of the University, will continue to assess and evaluate students' capabilities and achievements. Along with the testing program in Writing Skills, the Math Testing and Placement Program will form the basis of skills assessment, the first component in the assessment of the Common Core.

2. Strengthen liberal arts program with emphasis on the Bachelor of Arts degree programs, the honors program, Basic Studies and assessment of the Common Core.

Continue to improve facilities for academic programs, including graphic design, and laboratories for foreign languages, journalism, writing, experimental psychology and the College Observatory.

3. Support traditional degree programs in the School of Arts and Sciences.



4. In technical and scientific areas, promote the meteorology major, work toward the accreditation of the Chemistry Department by the American Chemical Society, and further develop the biotechnology option offered by the Biology and Chemistry Department. Mount 20-inch telescope in the University's astronomy observatory (obtained through grant funds).
5. Support new academic tracks and options, including interior design and illustration, the dual track in anthropology/sociology, and applied economics.

Continue to develop dance courses and minor. ~~Implement changes in psychology major program.~~ ✓

Expand international studies activities. Develop and install a research laboratory for the social sciences.

6. Restructure Ancell degree programs into major/minor organization and add concentrations (tracks) to reflect changing emphasis of departments.

Less reliance will be placed on adjunct faculty in the Ancell School.

Additional developments include: Forensics program; Labor, Law, and Negotiations program; Moot Court sequence; Counseling Offenders track; Corporate/Private Security track; degree programs in Accounting and Information Systems.

Consolidate MSA curriculum.

7. Utilize accreditation standards from national organizations (AACSB in the Ancell School of Business and ACS in Chemistry, for example).
8. Expand cooperative education experiences further into undergraduate educational programs. Investigate expanding the co-op program to include a semester-long program alternating coursework with work experience.

## II. Develop a systematic approach to the graduate programs.

1. Develop mission, goal, and scope of the graduate programs through a systematic approach to the development, implementation, and review of distinctive offerings in the graduate division.
2. Design strategies for the Graduate Dean and Graduate Council to assist departments in the development/revision of viable programs as current programs are reviewed.

Graduate programs in English will be offered on a regular two-year rotation sequence beginning with the Fall semester 1988. Similar rotations will be assessed for other programs. Major commitments will be made to increasing the enrollment in the Masters degree programs in Oceanography, Limnology and Earth/Space Environment, as well as a renewed commitment to graduate programs in teacher education. *follow in serious review*

Develop degree programs in Information Systems and Computer Science.

3. Secure stronger commitment to the promotion of graduate programs and the recruitment of qualified graduate students.
4. Integrate the graduate program into the institution's Ethnic and Racial Diversity Plan and Institutional Marketing Plan.
5. Develop a structured intern/graduate assistant program providing placement opportunities within the degree fields.
6. Continue to accommodate accreditation standards from national/professional accrediting organizations for appropriate programs (for example, AACSB, NLN, ACS, CACREPS [Counselor Education]).

III. Place strong emphasis of the development of teacher education preparation programs.

Because of a series of state mandates and changes in state statutes, several new initiatives in teacher preparation programs will become necessary. Specifically, the education department will have to focus on the following:

1. Develop and maintain cooperative relationships with area public schools.

Emphasis will be on Western's University/School Collaborative which features the Superintendents-In-Resident program, the Educational Management Institute, Western Adventure for Youth, and the soon-to-be-created Teacher Forum. Expansion of Center for Developmental Studies and Center for Educational Excellence.

2. Strengthen the ongoing professional development program for Teacher Education faculty to ensure that University staff continues awareness of new research, knowledge, and practices in the field.
3. After 1993, students seeking teacher education certification in Connecticut will combine subject major along with courses in education.

This will impact the elementary education planning effort. The Education Department will continue a major curriculum revision as a result.

4. Support for the Center for Educational Excellence will continue to promote its growth.
5. Additional programs are planned by the Education Department to be offered through the Center for Developmental Studies.

IV. Institute greater assistance to and access for minority and other students motivated to succeed in college but who might lack traditional preparation and background. This includes full and part-time students.

1. Develop training programs for faculty to work with and become familiar with student needs.
2. Develop additional support services through existing offices that assist students, including services for adult students.
3. Utilize University expertise in identifying and diagnosing student learning problems. Establish a Learning Disability Program at the University for testing, diagnosis and providing services for students with learning disabilities.
4. Integrate expertise of existing academic programs that deal with motivation and remediation offerings to enhance student performance.
5. Continue the summer step-up program (initiated Summer 1988). Consider adding components for part-time students and non-traditional students as a non-residential program.
6. Establish the Basic Studies Program as a Base Unit within the institution.
7. Establish an office of Support Services which would coordinate the Basic Studies Program, Undeclared Student Advising, and services for learning disabled and physically handicapped students.

V. Further develop an environment that is supportive of student life.

1. Design and integrate campus-wide student life program fostering student participation and leadership.

In response to institutional interests, greater emphasis will be placed on Student Activities. Within the next five years, this area will require additional professional leadership and stronger incentives to create student participation and organizational development. A special program focusing

specifically on recruiting student leaders will be initiated. Increased visibility and emphasis will be placed on student leaders and their interactions and importance will be highlighted. Programs that recognize contributions by student leaders will continue. Efforts to encourage and assist faculty advisors in their contributions need to be developed.

2. Design and implement student information database and retrieval systems both locally and systemwide for use by total University where appropriate and proper.

Within the next five years, increasing requests for student information will be made upon Student Affairs. An established retrieval system needs to be designed and implemented with appropriate computerization during the planning phase. The identification of University needs for information might exceed capabilities within this planning time.

3. Review and update University's Plan for Racial and Ethnic Diversity.

Following the direction of the goals outlined by the President of the Connecticut State University, implementation of the Plan for Racial and Ethnical Diversity rests with the Vice President for Academic Affairs. The Plan will incorporate efforts by the Division of Student Affairs to enhance services to minority students. It is targeted that enrollments will increase by approximately five percent in the next five years. Additional funding should be allocated to ~~train~~ inform faculty and other members of the University community ~~to be sensitive~~ regarding to minority student issues and to assist in staff training in all areas of Student Affairs. Support Services for academically disadvantaged students should be enhanced to help meet retention goals. *in part*

4. Assist with the development of student retention program.

As the University continues to identify student needs, the Student Affairs Division will take a leadership role in designing and implementing strategies for retaining a larger number of students. A Steering Committee, appointed by the President, has the authority to research areas of needs and suggest programs and services. An early focus should be on those students having the highest rate of attrition.

5. Provide a comprehensive student life program that meets the needs of a diverse student population and serves both campuses.

A continuous staff development program will incorporate enhancing skills to address a diverse student population, including minority students and students with physical handicaps and learning disabilities.

6. Investigate the possibility of relocating student services as needed and initiate renovations to building and offices to better serve existing populations.

During the next five years, the Division will continue to focus attention on the delivery of services to students. Examine office locations and the needs to provide professional services to all segments of the University community, including the Career Development Center, Counseling Center, and Financial Aid Office. The Student Center will undergo some renovations during this time. Health Services will expand its present facility by moving to a different location in a residence hall. Planning for centralizing Student Services in the Student Center will be addressed.

7. ~~Design and implement~~ <sup>Work with faculty to consider implementing</sup> an orientation course. ✓
8. Locate new sources of scholarships and/or financial aid for students.

With continued changes in federal student financial aid programs, the University should seek alternate funding. Financial assistance should be available to full-time and part-time students on an equal basis. Centralized information will be available on scholarship opportunities through the office of Financial Aid.

9. Continue to work to secure funding for capital requests including the fieldhouse, playing fields and new residence hall on the Westside campus.

VI. Increase the size and scope of the University's Library and its services.

Final approval has been granted to expand and renovate the present Midtown Library building to meet the needs of the next decade. A ten-year plan for funding the acquisition of new resources and expansion of services has been introduced by the Connecticut State University.

1. The planning process for the Library addition will continue as contract documents are completed, funds are secured and construction is implemented.
2. The Library will develop strategy to provide accommodations for new acquisitions and the continuation of services through the planning and construction of the new addition.
3. Continue to develop services that assist faculty and students in accessing research materials.

4. The University will continue efforts to maintain and increase the library budget and staffing to meet NEASC and ACRL (Association for College and Research Libraries) standards.

VII. Increase Western's visibility through such efforts as faculty service/involvement in the community, the varsity athletics program, and a vigorous public relations department.

1. Add to gifts and donations from external funding sources through expanded developmental activities. Continue to offer special events open to the public, such as the Union Carbide Lecture Series, the Gino Arconti Lecture Series, and the University Ball.

University activities and events will be publicized through the Western Way and the Academic Calendar.

Graphic design production capabilities for both internal and external print and publication resources will be expanded.

2. Alumni Office

Activities of the Alumni Office and the Alumni Association will increase the University's association with its graduates through such means as insurance and credit card programs, an Alumni Directory, and basketball and golf tournaments.

The Alumni Fund Phonation begun in 1988 will be repeated each year to raise funds for such educational activities as: student loans, the purchase of equipment, alumni programs and other purposes.

VIII. Implement, incorporate, and exploit computer and information technology. (Refer to WCSU Five-Year Computer Plan for specific support for the various strategies.)

1. Complete and coordinate the development of "excellent" graduate and undergraduate program offerings in the Computer Science and Information Systems areas. (See Goal I.)
2. Extensively develop the computer as an educational facilitator by enabling students to experiment (e.g., in English Composition classes) and to do repetitive tasks (e.g., programmed learning approaches); extend the teaching and subject matter scope (e.g., simulations and computer art instruction), etc. Utilize ideas and software from other CSU campuses and nationwide educational institutions to facilitate this effort.
3. Integrate the WCSU administrative process with computer applications in order to achieve more efficient and effective student services.

Examples are: an on-line registration system; an on-line advising system; an inquiry system into the Library's holdings; an inquire system for student with such information as test dates, student organization meeting times, etc.

4. Make either computer terminals or personal computers available in all faculty offices.

Terminals would be for faculty research and educational activities; to advise students, and communicate with other faculty, secretaries, administrators, and eventually students.

5. Develop a campus-wide computer communications network to tie together the various locations and computers.
6. Improve "academic computing" services to better support faculty needs and development.
7. Develop further outside organization support for the strategies of this goal through efforts including grants, joint software development programs, etc. Emphasize obtaining additional support for the Advanced Technology Classroom in cooperation with IBM.

IX. Intensify cooperation with business, industry, nonprofit and government organizations to further the University's mission.

1. Support institutes, centers, and consortia to further community interaction and services. Examples include the Weather Center, the Charles Ives Center and various educational centers and consortia.
2. Continue emphasis on community service as well as serving as consultants to corporate and non-profit agencies.
3. Develop more student employment opportunities with outside organizations.
4. Develop and encourage faculty research projects with outside organizations.
5. Cultivate close faculty relations with local and national professional organizations/agencies through supported memberships, administrative positions, and committee assignments.
6. Arrange outside organization involvement in University research and teaching pursuits. Investigate how this involvement might be used to fund teaching load reductions to further faculty research projects.

7. Continue and expand information flow between outside organizations and University faculty concerning the above strategies via a newsletter, publicity, etc.

X. Create a learning public service and faculty scholarship environment.

1. Develop and encourage faculty research projects with outside organization.
2. Encourage outside organizations to become involved in University research and teaching pursuits.
3. Continue to develop departmental interests that serve the larger community.

Examples of plans include: expanded Nursing Department's Outreach activity through in-service offerings and other ventures, Ancell Index, Center for Urban Studies programs, Weather Center, Economics Club Journal, etc. This is not intended to be an exemplary nor an exhaustive listing.

XI. Support and develop a clear program of faculty and staff development.

1. Increase the number of faculty. Determine what has to be done to accomplish this (faculty-student ratios, adjunct ratios), communicate this to the faculty, and initiate actions to be this done.
2. Expand and improve adjunct faculty support via seminars, short courses, and other formal efforts on topics such as teaching methods, advising, and University services. Make an effort to include adjunct faculty more extensively in full-time faculty functions.
3. Expand seminar offerings concerning teaching methods/approaches for faculty. Emphasize computer literacy.
4. Increase number of sabbatical and/or retraining leaves for faculty who desire education in areas of particular need to the University and in their own areas of scholarly interest.
5. Implement a program for "visiting professors" to and from WCSU.
6. Formalize a faculty "suggestion system" for ideas on how to improve faculty development and the teaching environment at WCSU. This would include a formal response to all suggestions received.
7. Improve full-time and part-time hiring practices regarding affirmative action laws and policies. Continue with improving affirmative action hiring for both full-time and part-time faculty and other personnel.



8. Implement changes required by state legislation that addresses adjuncts retirement plans and health services plans.
9. Use American Council on Educations recommendations (Spring 1988) addressing the future of women in the Academy.

XII. Encourage and support faculty research pursuits.

1. Develop a clear University research policy that recognizes both the need for University faculty research/publication and the relationship with the University's mission and current teaching load with an accent on excellence in teaching.
2. Encourage faculty to offer seminars on their work prior to and after sabbatical leaves.
3. Encourage "visiting professorships" in areas which will enhance research/publication efforts.
4. Arrange and support research seminars by WCSU and outside scholars.
5. Assist faculty in acquiring research materials and services from other libraries. Formulate plans for developing certain "research" library collections.
6. Include non-teaching faculty and staff in professional development programs at WCSU. Programs should be developed which address such areas as being sensitive to student needs; accurate referrals; assessing student needs; as well as updates on academic programs.

XIII. Design and implement improved maintenance programs for the building, grounds, and equipment.

1. Increase staffing.
2. Organize and develop staff and resources to encourage worker responsibility and pride.
3. Investigate the use of more efficient machinery and tools. Involve the maintenance staff in this effort.
4. Continue to improve the reporting of maintenance problems with a better system of feedback through appropriate channels.

XIV. Accelerate building repair and renovation of the Midtown campus.

1. Continue to work to secure sufficient funding for capital budget requests including the Midtown parking structures, additions and

alterations to the Ruth A. Haas Library, Higgins Annex, Student Center and Berkshire Hall.

2. Regularly monitor the status of all projects in the University's Master Plan. Included should be the actions taken to remedy project delay.

- XV. The institution will integrate assessment into all aspects of the University using recommendations of the Committee on Assessment and the Quality Assessment Program (QAP).

NOTE: Any planning proposals that involve academic program revisions or introductions are included with the understanding that all such changes will be in compliance with regulations of the Department of Higher Education.