WESTERN CONNECTICUT STATE UNIVERSITY

Role and Scope Statement

OVERVIEW

Founded as Danbury Normal School in 1903, Western became a State Teachers' College in 1937, a State College in 1959, and gained University status in 1983. Western is a comprehensive four-year institution offering a range of undergraduate and graduate programs in liberal arts, business, and professional studies. As one of four universities comprising the Connecticut State University system, Western shares fully in the instructional, research and public service missions of the CSU. Western addresses the mission of CSU through its Schools of Arts and Sciences, Business, and Professional Studies; its Division of Graduate Studies and Continuing Education implements a commitment to lifelong learning.

The University is a leader in cooperative and career studies by preparing students through its ties to area businesses, industries, corporations, regional health, education and social service sectors. The University fulfills its public mission in part through several specialized Centers that involve faculty and students in community programs.

After four decades of growth, enrollment is being maintained at 5,800 students representative of Connecticut’s diversity. Approximately 85 percent of the students live within a 35 mile radius of Danbury. The present enrollment includes 2,800 full-time undergraduate students, 2,000 part-time undergraduate students, and over 1,000 graduate students, most of whom study part-time.

Areas of distinction include Western's demonstrated ability to meet the emerging needs of students and the region and a faculty committed to excellence in instruction and scholarship. Programs at Western are supported by active institutional development and fund raising.

INSTRUCTION

Western’s instructional program seeks to provide (a) a solid general education that will inform graduates’ lives, regardless of career direction; (b) the development of intellectual, analytical, and interpersonal skills; and (c) the in-depth preparation of each student in a liberal arts or professional major.
Western's general education requirements insures that students demonstrate a proficiency in communication skills, humanities, behavioral and social sciences, natural sciences, mathematics and physical education.

Through its recently established Learning Center, the University provides instruction in study skills, reading, writing, mathematics, and computer sciences, and laboratory facilities in support of general education.

Preparation for productive participation in society, generally through work, is a key aspect of Western's mission. Western is noted for its programs at the undergraduate and graduate levels in teacher education, the health and human service professions (nursing, health education, medical technology, health administration, pre-medical studies), counseling, social services, justice and law administration, pre-law studies, the visual, performing and literary arts (fine and graphic arts, music, theatre, creative writing), and business (accounting, finance, management information systems, marketing, and management).

AREAS OF EMPHASIS

The Ancell School of Business prepares significant numbers of graduates in business and management. It enjoys close cooperative relationships with the business and corporate community in the greater Danbury area. The Ancell School also offers a BS in Justice and Law Administration, a graduate MHA program in Health Administration, and the CSU system's only MBA program.

In the School of Professional Studies, health and human service programs include Social Work, Nursing (BS and MS), Health Education, and a minor/concentration in Physical Education. These health programs rely on a collaborative relationship with Danbury Hospital and other regional health care providers. The historically integral baccalaureate and masters teacher education programs offered by the School continue to expand its cordial relationship with local school systems, while the Center for Developmental Studies gives teachers and students the opportunity to provide professional educational services to the community. Finally, Professional Studies programs in Music and Music Education have long enjoyed a statewide reputation. The Charles Ives Center for the Arts on the Westside campus complements programs in the performing arts.

The School of Arts and Sciences offers programs in the more traditional academic disciplines, in which it confers a large number of degrees. These programs include Art, Biology, Chemistry, Communications and Theatre Arts, Computer Science, Earth Science with an option in Astronomy, English, History, Mathematics, Meteorology, Medical Technology, Psychology, Social Sciences, and Spanish. The Weather Center has been designated a Center of Excellence. The school offers MA degrees in History, English, Mathematics, and Oceanography and Limnology.
Opportunities for interdisciplinary and cross-disciplinary studies continue to evolve at Western. These include a major in American Studies and options in Multicultural Studies, African-American Studies, Women's Studies and Global Studies. The Contract Major offers the opportunity to develop a coherent program in related content areas, and the Honors Program incorporates an interdisciplinary seminar. The University is exploring collaborative programs in Biotechnology, Fitness and Wellness, Earth and Planetary Sciences, and Biological and Environmental Sciences. Faculty strengths in Art, Social Sciences and Physical Education may support plans to offer graduate programs in these areas.

Well established relationships with IBM and others within the information technology fields continue to foster growth in computer sciences, teacher education and management information systems, as well as the utilization of advanced instructional technologies in all fields.

TEACHING AND LEARNING STRATEGIES

A commitment to access, diversity and active learning characterizes Western's programs. To assure academic success, every student's first undergraduate year includes skill building in writing and mathematics. The Individual Admissions Program (IAP) offers diagnostic and support services to students with special learning needs beginning with a five-week summer program. The Honors program challenges able students with independent study.

Technology enhances active learning across the curriculum. In partnership with IBM, Western was the first university to develop an Advanced Technology Classroom equipped for multimedia and interactive instruction. State-of-the-art technological classrooms support mediated and interactive instructional modes. Specialized laboratories support instruction in music, psychology, nursing, the social sciences, foreign languages, journalism, photography, writing, the graphic and media arts, education, computer science, mathematics, biology, chemistry, astronomy, and business.

An emphasis on diversity in all aspects of university life is a goal of Western's programs. An appreciation of diverse social, ethnic, cultural, gender, and generational values enhances teaching and learning. The University uses flexible scheduling to provide a wide range of courses and programs during the fall, spring, intersessions and summer school to match the complexity of attendance patterns exhibited by today's students. Also, Western supports an extensive cooperative education program.
RESEARCH AND PUBLIC SERVICE

Scholarship at Western encompasses research and creative endeavor. Virtually all faculty members pursue scholarship, which enhances teaching and engages students in independent learning and organized inquiry. Several programs have obtained support that has enabled the University to expand research and instructional opportunities. For example, an emerging program in biotechnology is supported by Elias Howe High Technology grants exceeding $275,000.

Western’s community of learners extends beyond the classroom. The Weather Center, the Ives Center, the Center for Developmental Studies, the Greater Danbury Business Incubator, the International Center, the Center for Galactic Astronomy, and the Center for Collaboration provide a wide range of programs and services involving students, faculty, and the general public.

Nursing faculty and students carry out clinical work at Danbury Hospital, and other health organizations in Connecticut. Social Work students similarly gain experience in community service organizations. The Weather Center personnel provide daily information on weather and storm conditions throughout the state. Astronomy faculty furnish daily Star Watch information and open the University’s observatory for public star gazing monthly, as well as for special viewings of eclipses, comets, and other celestial events.

Senate Approval:
April 21, 1993

President’s Approval:
May 18, 1993
WESTERN CONNECTICUT STATE UNIVERSITY

STRATEGIC PLAN

UNIVERSITY-WIDE DIRECTIONS & PRIORITIES FOR 1993-1998

Approved by UPBC: January 19, 1993
Approved by University Senate: April 21, 1993
Approved by University President: May 18, 1993
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APPENDICES

Appendix A: The Role and Scope Statement of WCSU
Appendix B: The Mission Statement of WCSU
INTRODUCTION

The Strategic Plan that follows is the University's blueprint for our future. It was developed during the past two years with the participation of representatives of all base and organizational units, the University Planning and Budgeting Committee, the University Senate, and the President's staff. It presents a vision of the direction and future of the University.

The Plan is sufficiently specific to lead us in the directions we wish to advance over the next five to ten years, and, at the same time, the Plan is intentionally flexible to meet contingencies and unanticipated events and mandates. This Strategic Plan is key to our success in the future. The inclusive planning process itself which led to the Plan will also be instrumental in its implementation. For any Strategic Plan to be effective, the planning process must continue with broad participation from all members of the University community.

Our greatest challenge presently is to focus on teaching and learning at the University and to maintain program excellence and quality academic services. Our University is a strong university. This Plan is a commitment to build on that strength in the pursuit of excellence in teaching, research, and public service. The University is dedicated to improving the quality of campus life and creating a student-centered campus. It looks to the continued support and involvement of members of the community, alumni, and friends of the University. It is our belief that this Strategic Plan will help us to move the University forward to meet the many challenges that lie ahead.

An effective strategic plan must focus on matching the institution's resources to its goals. It cannot eliminate risk and conflict, but it can help us evaluate our course of action when we are faced with opportunities as well as challenges.

I would like to express my appreciation to all those who spent so much time and energy in bringing this document together, especially department chairs and unit heads, deans and directors, the University Planning and Budgeting Committee. The members of the subcommittee of UPBC who prepared the institutional strategic plan deserve special commendation for analyzing and synthesizing the base and organizational unit plans into a comprehensive document that has now achieved consensus as to what constitutes Western's future course of action. Also the University Senate played an especially important role in further refining the institutional plan, making sure it fairly represented the concerns and interests of all elements of the University community. I thank all the members of our community who have offered suggestions and critiques of earlier drafts.

The strategic planning process is continuous, and we will implement the Strategic Plan in a spirit of openness, collegiality, and mutual responsibility.

James R. Roach
President
Systematic, university-wide planning began at Western during the 1980-1981 academic year. At that time, following consultation with the various governance committees, Western's administration adopted a modified version of an NCHEMS (National Center for Higher Education Management Systems) model. This model was selected since it involved every department and office at the institution and encouraged planning from "the bottom up." For more than a decade, implementation of the model during several interactions formed the basis for academic master planning and resulted in four overlapping long range planning documents.

Reviews and evaluations by two visiting teams from the NEASC/CIHE, Western's regional accrediting association, were complimentary. However, the team which visited Western in the Fall 1988, observed that the current planning model failed to link planning with budget priorities. The members encouraged the institution, especially since budget reductions appeared imminent, to consider revising the planning process so that it would bond more closely to budget development and allocations.

During the next two semesters, the Vice President for Academic Affairs attended regional and national educational conferences exploring alternative planning models. In the Spring 1990, the University Planning Committee adopted a NACUBO (National Association of College and University Business Officers) model for Strategic Planning. The University Senate and University President approved the adoption in the Fall 1990, and Spring 1991 respectively.

In September 1990, a two-day Strategic Planning Workshop sponsored by the University Planning Committee was held. Two national consultants recommended by NACUBO conducted the workshop. The basic process of strategic planning was explained. Following this workshop, three other strategic planning sessions were conducted on-campus wherein chairs, directors, managers, and other key personnel developed a set of Planning Assumptions and a list of Institutional Strengths and Weaknesses after an analysis (or scan) of the external and internal environments. In May 1991, the University Senate accepted these assumptions. In the Fall of 1992, the University Planning Committee and the University Budget Committee merged into the University Planning and Budgeting Committee, thus linking planning and budgeting.
WESTERN'S PLANNING PROCESS

The attached STRATEGIC PLANNING/BUDGETING FLOW CHART outlines the required procedures for planning at Western. Base Units (individual departments, offices, centers, etc.) and Organizational Units (larger units to which base units report, like schools, divisions, etc) began to discuss and formulate their unit missions, goals, and strategic objectives during the 1991-1992 academic year and then projected expenditures for two years of implementation. Units were asked to limit priorities, in most cases, to five. Planning material such as assumptions, list of strengths and weaknesses, action plan forms, calendar, and two Fact Books containing data and institutional statistics were distributed to all planning units. Material from NACUBO publications was also distributed and are included here for the reader’s benefit.

A Five-Year Budget Cycle (Critical Path Method - CPM) is also attached. It shows the relationships between planning and budgeting.

ASSESSMENT

Monitoring the Strategic Plan by the University Planning and Budgeting Committee will be accomplished through a two-tier process. Base units will prepare annual reports incorporating progress on goals and objectives; organizational units will include this material in the institutional annual report which will be sent to the Vice President for Academic Affairs and to the University Planning and Budgeting Committee. The annual report is also shared with the CSU and the Board of Trustees. In addition, the University Planning and Budgeting Committee will receive a list of all base unit monetary and personnel requests from the Academic Vice President. Organizational units will submit an account of budget allocations to the University Planning and Budgeting Committee which will evaluate the congruence and effectiveness of the allocation process. The University Senate will receive an annual report from the UPBC.

B O T Planning Commission

Implementation by Units & Assessment & Monitoring by UPBC

Disseminate to Planning Units

Base Units
- Develop Action Plans
- Prioritize Action Plans

Organizational Units
- Review Base Unit Plans
- Prioritize for Org. Unit
- Identify Strategic Items

SUBCOMMITTEE OF UPBC
- Write Institutional Plan
- Prioritize for WCSU
- Strategic Funding Items

University Planning & Budgeting Committee for Review, Editing, and Approval

Final Printouts to Base & Organizational Units

University Senate

President & University Cabinet for Review, Final Preparation, and Administrative Approval
COMMENTS REGARDING WCSU'S STRATEGIC PLAN

This set of Planning Goals arises out of consideration of the base and organizational unit plans prepared during the 1991-1992 school year. A review of the specifics of those plans reveals that establishing priorities among them might not be as helpful as a set of planning goals that identify major institutional directions and priorities that will guide the units in making choices and decisions. This "global perspective" is appropriate as it avoids producing a lengthy "laundry or wish list" and provides a useful template for deciding among the merits of the goals and objectives of all the base and organizational unit plans. This is the purpose of the plan that follows.

Priorities for the university have been identified; the Plan represents a choice about the direction of the University will take over the next five years. A review of all unit plans suggested ten areas of common interest. These "themes" have been formulated into Strategic Priorities or goal statements. The Strategic Plan uses the language "directions and priorities" interchangeably with "goals." In addition to being suggested by the unit plans, these strategic directions and priorities flow from the institutional planning assumptions and environmental scans and are consistent with Western's Mission and Role Statements.

Members of the University Planning and Budgeting Committee recognize that even while these directions and priorities are being published, the world around us is changing. A strategic plan, by its very nature, should be flexible so that new ideas, opportunities, or responses can be incorporated—even at a moment's notice. We recognize, too, that these are primary initiatives; there will be a number of efforts and activities undertaken that will also complement this set of goals. Nevertheless, these are the priorities which must be the underpinnings of budget development, planning, and allocation.

The following ten Strategic Priorities are the nucleus of the 1993-98 Strategic Plan as referenced in the 1991-92 base and organizational unit plans.

1. Enhance Teaching and Learning
2. Maintain Program Excellence
3. Develop Human Resources
4. Provide Quality Academic Services
5. Develop an Integrated Information Network
6. Create a Student Centered Campus
7. Assure Equity, Access, and Diversity
8. Improve and Expand the Physical Plant
9. Restructure Fiscal Affairs
10. Promote Institutional Advancement

A strategic plan, though comprehensive in format, should contain specific components consistent with the Mission and Role Statements of the University. While Western in good faith plans to expand, refine, or maintain its services, the prevailing fiscal conditions in Connecticut and the nation may neutralize our best efforts. The University needs a
representative mechanism for identifying and stimulating sources of funding, resources, and income while monitoring expenditures. Programs that accomplish the CSU mission of teaching and learning deserve support and reward in proportion to their levels of achievements.

By creating a university-wide process of establishing priorities, unit plans will fare on the basis of relative merit. In this open competitive situation, reaching strategic goals will depend on the allocation of all available institutional resources. Allocation of resources, including personnel, will be guided by those priorities defined in the Base Units and Organizational Units and will be monitored by the UPBC.

STRATEGIC PLANNING DIRECTIONS AND PRIORITIES

STRATEGIC PRIORITY 1: ENHANCE TEACHING AND LEARNING

- Instruction and learning are the primary mission of WCSU.

- Quality of Instruction: Faculty will focus on developing students' intellectual abilities. Active involvement in learning by students will be encouraged; faculty/student interaction in the teaching and learning process will be strengthened. Supporting faculty to explore new methods of instruction is critical to teaching enhancement.

- Quality of Undergraduate Programs: So as to assure that the objectives of general education are being met, the faculty and administration will continuously re-examine the programs. Mastery of basic skills in writing, communications, and mathematics/computing will be encouraged. Existing undergraduate degree programs will be reviewed and strengthened where appropriate. New programs, responsive to student needs and the welfare of the state, will be studied for feasibility and supported as resources permit.

- Quality of Graduate Studies Programs: Graduate programs will continue to be assessed for purposes of assuring quality, viability, and adequate support. Academic rigor and involvement in scholarly activities will characterize graduate education. New or revised programs will be explored and, if feasible, considered for implementation as resources permit, but not at the expense of the undergraduate degree programs.

- Continuing and Adult Education: Whereas, institutional research reveals some participation in Western's "evening" programs by over two-thirds of its student body, support for Continuing Education, Adult Education, and the Life-Long Learning Center will be assured. Western will stress flexible scheduling and programming and extend services to part-time evening students. Full-time faculty will be encouraged to participate in such programming.
• **Distinctive Programs and Centers:** Distinctive centers and programs at Western promote faculty and student involvement in teaching, research, learning, scholarship, and public service. They will be supported as resources permit and as long as they remain productive, responsive, central to the University's mission, and useful. All centers and programs will foster and promote teaching, learning, research, and public service.

• **Learning and Advisement Centers:** The Learning Center, a proposed new facility consolidating the current Skills Lab, Writing Lab, and Math/Computer Science Clinic, is expected to "come on-line" no later than Fall 1993. Each part of the center will have its own coordinator and support staff. This Learning Center will provide out-of-classroom assistance to all students, full-time and part-time.

A proposed centralized Advisement Center will complement the current "decentralized, faculty-based" advising system and will serve part-time evening students as well. The Advisement Center will provide for such groups as undeclared students, non-matriculated students, undecided students, pre-program students (as recommended by departments), and students with special needs, e.g., re-admissions, probation, waivers, appeals, or complex situations.

Both Centers are seen as essential for retention.

• **National or Professional Accreditation:** Western will continue to pursue selectively national professional accreditation as resources permit and where such is deemed in the best interests of the department and school. Such accreditation must strengthen the academic mission and role of Western.

**STRATEGIC PRIORITY 2: MAINTAIN PROGRAM EXCELLENCE**

• Strategic direction is often manifested by the allocation of all types of institutional resources (personnel, facilities, equipment, supply funds, gift support, etc.). Strong and viable academic programs are well-served by continuous assessment so as to claim additional resources when and if they are available. All departments and administrative units will participate in assessment and regular reviews so as to participate fully in the distribution of institutional resources. The criteria for such assessment will include the following:

  - centrality to mission
  - faculty professional accomplishments
  - student and graduate outcomes
  - service contribution recognition in the community and by peers
  - effective use of resources
  - flexibility and responsiveness
  - enrollments and utilization
  - productivity
• WCSU will periodically update its Institutional Assessment Plan so as to assure both qualitative and quantitative measures. Results of these program assessments will be used to assist the institution in developing and allocating resources.

• WCSU will explore, as another possible model for assuring excellence, the concept of Total Quality Management (TQM) now in use in some of Western's departments and schools. Western will also cooperate with the Board of Trustees' emerging efforts in this area (ACE - Achieving Continuing Excellence).

**STRATEGIC PRIORITY 3: DEVELOP HUMAN RESOURCES**

• Recruiting, developing, and retaining qualified and competent teaching and administrative personnel will characterize faculty human resource development.

• Western will strengthen current search procedures at all levels, adding more rigor to current practices, so as to recruit and hire faculty and administrators representative of the State's diversity.

• Ability to teach well will be the overarching qualification for instructional faculty for all personnel actions.

• WCSU will continue to support teaching and administrative faculty by providing, where appropriate and as resources permit, support personnel, various workshops and professional development seminars, mentoring for new faculty and staff, and funds to defray costs of travel and retraining. Workshops addressing pluralistic concepts will be included.

• The institution will encourage and support faculty to explore and adopt new methods of instruction aimed at active learning and involvement of students in the teaching/learning process.

• Scholarly activity among instructional faculty, librarians, counselors and coaches will be supported. Assistance with securing grant support will be provided. Faculty will be apprised that scholarly and creative activity is an expectation for the award of tenure and promotion to the higher ranks of associate and full professor. Expectations will be developed by each department and relayed, early-on, to new tenure-track faculty. Similarly, professional activity will be encouraged and rewarded.

• All faculty will be encouraged to engage in public service as well as service to the University and school. Interactive relationships with area schools, businesses, and the community will be broadened. Participation in community, local, and state-wide economic development initiatives will be broadened.
• The Western community will celebrate achievements in teaching and learning, as well as scholarship and professional involvement, and recognize members who exemplify the highest professional standards.

STRATEGIC PRIORITY 4: PROVIDE QUALITY ACADEMIC SERVICES

• Operations and services directly supporting teaching and learning will be enhanced, strengthened, and broadened as resources permit. Such services will include the academic libraries, cooperative education, the Learning Center, computing and information services areas, the centralized advisement center, and testing and placement programs, as well as the media center.

• The University Media Center shall expand to include newer technologies and services to faculty interested in exploring different methodologies.

• Some areas may be restructured and consolidated so as to effect improved services without the restoration or infusion of substantial new resources.

• As information management becomes more critical, the University's institutional research function will be restructured and strengthened.

• Academic and administrative support of the Computer Centers and Information Systems Departments will continue to be directed to the essential mission of the University and individual departments.

• Scheduling of courses will be spread over more of the week so as to optimize the use of facilities and permit greater attendance options for students.

• The University will actively seek to expand specialized classrooms adapted and equipped to employ state-of-the-art technologies.

• The University will support critical expansion of library services including reference and database searching, materials selection and acquisitions, government documents, technical services, bibliographic instruction and information literacy, and automated/integrated library system.

• The University will review faculty and student computer facilities so as to equip them with adaptive technologies.

STRATEGIC PRIORITY 5: DEVELOP AN INTEGRATED INFORMATION SYSTEMS NETWORK

• All areas of the University (library, computing, information systems, media center, graphics studios, telecommunication services, the Advanced Technology Classroom,
specialized computing facilities, etc.) dealing in information technologies will be re-examined and coordinated so as to offer well-managed and responsive support to both academic and administrative information services.

- Support for the Systemwide Telecommunications Project will result in state-of-the-art voice, data, and video installations. Training will be an essential part of the project. Additional uses of this technology will be explored, including professional development.

- The University will explore and possibly implement projects aimed at Distance Learning. Such an endeavor will support Western's commitment to continuing and adult education.

- Personnel will be hired to support faculty initiatives and faculty-developed projects in advanced instructional technology as resources permit.

- The CSU Integrated Library System (CONSULS) project will be implemented and support will be afforded to librarians in efforts to focus on knowledge access and management as well as traditional acquisition and preservation of information.

- Management and administrative structures will be reviewed and revised so as to provide optimum information literacy throughout the campuses.

- The integration and assessment of advanced instructional technologies by faculty into their courses will be encouraged.

**STRATEGIC PRIORITY 6: CREATE A STUDENT-CENTERED CAMPUS**

- Student development is not limited to the classroom, but is viewed in a holistic way. A student development program, regularly assessed, which complements the academic component of the student's undergraduate studies and is needs-based, comprehensive in nature, coordinated in design, and evaluated for effectiveness will receive support.

- Student services and programs will be integrated into all areas of student life.

- Services for students with special needs will be further developed and supported (part-time students, non-traditional students, students with disabilities, international students, etc.).

- The Division of Student Affairs will continue to improve and develop programs aimed at stemming attrition and improving retention. Strong academic and student support services are key to this effort. Development of a University 101 type of course will be explored.
Increased housing for resident students will be sought. Western's aim is to provide a housing facility for all students requesting and requiring such accommodation. This effort will also aid in retention.

Student Life Services complementing the instructional and learning priorities in the Strategic Plan will be supported as resources permit.

Programs supporting student readiness (Individual Admissions Program, Learning Center, IAP Summer Program, etc.) as well as "wellness" will be provided, as resources permit.

The proposed establishment of a centralized Advisement Center, available to students throughout the day and evening, is key to improved student satisfaction.

The Office of Minority Affairs will enhance efforts to attract and retain—and to ultimately graduate—under-represented student minority groups. The University's Plan to Promote Pluralism will be coordinated from this office together with the State-required Racial & Ethnic Diversity Plan. The Office will be responsible for educationally-oriented awareness programs aimed at reducing incidents of racism and intolerance.

Increasing student financial aid, reducing reliance on indebtedness, and developing systems to accommodate student tuition and fee payments will be key goal in attracting and retaining students from economically-deprived backgrounds.

Special efforts will be made to increase the availability of full-time faculty in the evening.

Residential life programs, career placement efforts, student activities will be special foci for support. Counseling services will be expanded. Athletics, intramurals, and recreation will be promoted so as to provide students with increased opportunities for participating.

Services for families will be planned, including child-care, and implemented as resources permit.

Special funds will be allocated to support students identified under the Americans with Disabilities Act.

**STRATEGIC PRIORITY 7: ASSURE EQUITY, ACCESS, AND DIVERSITY**

The University will expand and support proactive recruitment and retention efforts.

Transfer articulation will be modified so as to assure the most efficient, cost-effective process. University of Connecticut/Community and Technical Colleges' articulation agreements will be forged and enforced.
• The Committee on Undergraduate Curriculum and Academic Standards (CUCAS) will support a liaison to a special advisory task force (as yet unnamed). The task force, among other functions, will be responsible for reviewing the curriculum and suggesting opportunities for the infusing of multicultural perspectives, development of area studies, strengthening global perspectives within the general education portion of the curriculum as well as degree programs, supporting international education initiatives, etc.

• Affirmative Action philosophy will be reexamined in the light of recent literature suggesting movement to a more enlightened and broadened concept of managing diversity.

• Efforts will be adopted to attract and retain minority staff professionals. New faculty positions will be apportioned, in part, as a result of each department's willingness and performance record.

• Staff and faculty development programs addressing such issues as diversity, racism, homophobic behavior, gender, harassment, etc., will be offered.

STRATEGIC PRIORITY 8: IMPROVE AND EXPAND THE PHYSICAL PLANT

• Campus Master Plans will be followed in accordance with Strategic Priorities so as to create the most suitable and aesthetically pleasing environment (including lighting control) for teaching, student learning and interaction and faculty accommodations.

• Priority for capital projects and renovations will be afforded to those which complement academic goals.

• Safety and health considerations, vis-a-vis physical projects, will be given top priority followed by accommodations for the disabled.

• A portion of the Westside campus will be singled out for possible consideration as an ecological and environment preserve serving instructional purposes.

• Preservation of classroom space is a priority.

STRATEGIC PRIORITY 9: RESTRUCTURE FISCAL AFFAIRS

• Assure fiscal responsibility by operating all programs efficiently and effectively and, where appropriate, make changes.

• The University will aggressively pursue increased State support.

• Faculty will be encouraged to apply for grants to supplement department funds.
 Restructuring and/or consolidation of academic departments and schools as well as administrative units will be considered and implemented where such activities clearly demonstrate cost and quality benefits.

- **Internal auditing procedures** will be adopted according to systemwide planning and development.

- **The spirit of the new flexibility bill** will be observed throughout the campus; decentralization will be encouraged.

- **The University will seek a reasonable balance between financial aid and tuition and fee changes.**

- **The University will take a strong stand to keep tuition low so as to provide quality education at affordable costs.**

- **Western will pursue aggressive fund-raising to supplement state and tuition support.**

- **Through assessment, Western will demonstrate to the legislature and public its contributions to the State.**

- **Priority will be afforded to essential institutional research supporting Western's claims to state and tuition revenues.**

**STRATEGIC PRIORITY 10: PROMOTE INSTITUTIONAL ADVANCEMENT**

- Western's administration, supported by the faculty and students (where appropriate), will maintain an aggressive program of seeking external funding and gift support.

- **Western will mount a major Institutional Advancement Campaign.**

- **Services to all Alumni will be increased.**

- **Support services to the Office of Institutional Grants will be afforded so as to insure that all levels of grantsmanship (federal, state, regional, and private) are explored and tapped.**

- **WCSU will enhance its public image through effective public relations.**
WESTERN CONNECTICUT STATE UNIVERSITY
PLANNING ASSUMPTIONS*

CATEGORY 1 - STUDENTS

a) We recognize our distinct student population—full-time, part-time, non-traditional, undergraduate, graduate, minority, etc.—and that each group has its own set of needs to be met.

b) Residential housing will remain the same.

c) State-imposed mandates for special population groups (e.g., diversity, disabled) will continue. The University will continue to experience political and social pressure to admit more students from under-represented groups.

d) More students will seek graduate education after graduation.

e) Public higher education at Western will remain a relative financial bargain.

CATEGORY 2 - FACULTY

a) Most faculty will be tenured.

b) Faculty will retire at a later age.

c) Faculty retirements will continue at an average rate.

d) Western will compete with other institutions for qualified faculty, but recruitment will be exacerbated by the local cost of living.

e) More time will need to be spent in adapting teaching skills and in utilizing new teaching skills.

f) While the main mission of WCSU will remain teaching and learning, the University will foster other scholarly activities as defined in the resolution adopted by the Senate.
CATEGORY 3 - CURRICULUM/PROGRAMS AND INSTRUCTION

a) Academic, demographic and social conditions will necessitate continued review of the common Core. Changes will be difficult.

b) Over the next 3 to 5 years, the development of new programs will be limited. Programs will continue to be strong despite limited funding.

c) As the University moves toward transfer facilitation and formalized articulation agreements, the University will gradually increase its transfer student enrollment. The University will examine its upper division role.

d) The University will actively foster and support program accreditation.

e) Pressure to increase class size will continue, with faculty resisting this trend.

f) Faculty will continue to control the curriculum.

g) The University will continue to have a diversity of academic programs driven by its Mission Statement.

h) Most programs will continue to exist.

CATEGORY 4. PHYSICAL FACILITIES/ENVIRONMENT/WORKING CONDITIONS

a) The University will remain a two-campus institution for the foreseeable future. Communications problems will need to be addressed.

b) The completion of the Field House will necessitate the development of policies and priorities relative to utilization and resource requirements. This may free up space on the Midtown campus.

c) The Midtown campus will remain a priority for renovations.

d) Instruction and services to students will be hampered by less than adequate, or by no office space, for regular staff and faculty, adjuncts, and graduate assistants. Limited space and run-down facilities will continue to be a problem.

e) The maintenance program needs to be reviewed and evaluated for the purpose of improving efficiency and the utilization of decreasing resources.
CATEGORY 5 - SUPPORT SERVICES/STUDENT ACTIVITIES/ASSESSMENT/TechNOLoGY

a) Increased work demands on students may have an impact on teaching/learning modalities.

b) Demands on student support services will increase because of changing student demographics. These services will be required during more hours of the work day.

c) Because of changing student demographics, student advisement will become more critical.

d) Traditional student extracurricular activities will decline. A predominantly non-residential institution must work creatively to establish a community atmosphere.

e) The demand for library collections will exceed acquisitions and services. There will be a greater need for all library materials and support services.

f) Federal laws and increased community pressure will require more disclosure of information about outcomes assessment. Institutional accountability on social issues (e.g., diversity, intolerant behavior, harassment, sexual assault, etc.) will increase.

g) The need for the systematic collection, analysis, and interpretation of data will become critical.

h) The functions of the Library, Computer Center, and Student Services will remain critical.

i) The need for student and University assistants will increase.

CATEGORY 6 - EXTERNAL RELATIONS: COMMUNITY/CORPORATE/ALUMNI

a) The image of the University will continue to be favorable in the business, industrial, and general communities. The University will continue to be sensitive and actively responsive to the public's needs and perceptions.

b) Corporate support will continue for programs and needs which are currently supported, including contributions for equipment; jobs for students and graduates through co-op education and placement; donations through fund-raising for lecture series, scholarships, etc.

c) The University and community organizations can benefit from close relationships.
d) The environment in which the University exists requires that its relationships with the community be expanded to include other types of institutional groups, i.e., social services and health organizations, etc.

e) There will be a need for greater information and support from the University's alumni.

CATEGORY 7 - GOVERNANCE ISSUES/DECISION-MAKING: STATE/BOT/CSU/WCSU

a) There will continue to be tension over the issue of control at the state level and local autonomy.

b) Collective bargaining will continue to impact governance and decision-making.

c) Local governance and decision-making will be influenced by system-wide and/or state-wide (e.g., DHE) mandates and policies.

d) Shared governance will continue to be an important factor in planning for University programs.

CATEGORY 8 - MANAGEMENT/FACULTY/STAFF RELATIONS

a) State fiscal constraints will have an impact on the collective bargaining agreements; faculty workload may change.

b) Management has the opportunity for more flexibility due to expected decentralization in state budgeting (block grants, purchasing, etc.).

c) Decreasing fiscal resources will not be conducive to collegiality unless specifically addressed by institutional leadership.

d) Bureaucracy will remain.

CATEGORY 9 - FUNDING/FINANCES/BUDGET/TUITION

a) The University will continue to have insufficient and erratic control over and knowledge of our budget.
b) Adequate funding for higher education will never occur. There will continue to be tension over resource allocations, especially for faculty and academic equipment and supplies. The University's commitments and responsibilities will always exceed its resources. The University will explore other sources of revenue.

c) A strong linkage between planning and budgeting will be implemented.

d) Tuition will continue to increase and students will be forced to pay a higher percentage of their education.

e) Budgets will be developed to reflect economic conditions.

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Adopted by participants in Strategic Planning Workshop, May 3, 1991
Received, University Senate, May 15, 1991
WESTERN CONNECTICUT STATE UNIVERSITY
STRATEGIC PLANNING WORKSHOPS
April 12 and 19, 1991

INSTITUTIONAL STRENGTHS

1. STUDENTS
   a) Rising quality of students, rising standards; higher admissions requirements; serious, motivated, non-traditional (4)
   b) Acceptance of our graduates by graduate schools and job market (2)
   c) Number of applications -- good selection of students (1)

2. FACULTY
   a) Faculty excellent; committed to students' education, good adjuncts; experience, degrees, background; qualified by academic preparation and experience; professional accomplishments; educational focus, student-oriented; holistic approach; professionally active (7)
   b) Commitment of faculty; integrity of University; emphasis on teaching; teaching-oriented faculty (3)
   c) Growing diversity of faculty and staff (1)
   d) Availability of faculty; accessible outside of class (2)
   e) Traditional strong collegial relations among faculty members; faculty commitment to institution (2)

3. CURRICULUM/PROGRAMS
   a) Strong programs: sciences, human services, business, breadth of liberal arts programs; nursing, accounting, music, chemistry, biological sciences, education; diverse and comprehensive undergraduate programs (11)
   b) Curriculum development controlled by faculty; department responsibility for curriculum (2)
   c) Access to quality education (2)
   d) Good articulation can increase transfers (1)
   e) Good graduate programs: attractive to faculty, prestige, opportunities, service to community; diverse and comprehensive graduate programs (3)
   f) Flexibility in teaching vs research (1)
   g) Classes usually not taught by graduate assistants (1)
   h) Experiences for undergraduates in labs and special studies (research) (1)
   i) Small classes (3)
   j) State university; reasonable cost; lack of community/technical school in area; no other four-year college; good market (7)
   k) Multipurpose university/diversity of programs (2)
   l) Accreditation of University and key programs (1)
WESTERN CONNECTICUT STATE UNIVERSITY
STRATEGIC PLANNING WORKSHOPS
April 12 and 19, 1991

INSTITUTIONAL WEAKNESSES

1. STUDENTS
   a) Students' excessive work obligations and pressures off campus (3)
   b) Only one-third of our students think they will be satisfied with
      their education; poor self-image among students (2)
   c) We/they attitude (commuting vs. residential students); lack of
      sense of community; commuter college image (3)

2. FACULTY
   a) Heavily tenured/specialized; graying of faculty; maturing of
      faculty (3)
   b) Demands on faculty for non-teaching non-productive time; high
      workload; multiple preparations; lack of time for research (4)
   c) Too few full-time faculty; too many part-time faculty; not enough
      faculty to take advantage of opportunities; inadequate replacement
      leading to generation gap (3)
   d) Poor self-image among faculty; preoccupation with turf issues; lack
      of mentoring attitude (3)

3. CURRICULUM/PROGRAMS AND INSTRUCTIONS
   a) Irreligious/overly structured Common Core; lack of prioritization
      among programs (2)
   b) Time-consuming and onerous curriculum change procedures; retention/
      transfer procedures (curricular/extracurricular) (2)
   c) Lack of accreditation of some programs (1)

4. PHYSICAL FACILITIES/ENVIRONMENT/WORKING CONDITIONS, INCLUDING
   SPLIT CAMPUS
   a) Split campus (lack of communication and we/they attitude) (5)
   b) Parking (2)
   c) Midtown campus (facilities, equipment, poor office space) (4)
   d) Midtown campus (poor maintenance) (3)

5. STUDENT SUPPORT SERVICES AND RESOURCES/STUDENT ACTIVITIES
   a) Library resources -- poor collections (4)
   b) Academic advisement -- availability of appropriate advisor
      and incomplete information (3)
   c) Limited ability to service minorities and disadvantaged
      disabled; lack of diversity (3)
d) Lack of recognition for student services; insufficient resources (2)
e) Weak extracurricular life; too few residence halls -- commuter school (2)
f) Retention (2)

6. ACADEMIC SUPPORT SERVICES/ASSESSMENT/TECHNOLOGY

a) Insufficient support staff (2)
b) Data: Unavailability and access; comparative information (with other institutions) lacking (3)

7. EXTERNAL RELATIONS: COMMUNITY/CORPORATE/ALUMNI

a) "Isolationist" state of mind; perception that only bad news gets in the press; "We are the best kept secret in Connecticut"; failure of public to recognize quality; WCSU is in Fairfield County "New York"; not Connecticut. (5)
b) Alumni -- need to improve tracking and network (2)
c) Could improve corporate relations and outside fund raising (2)

8. GOVERNANCE ISSUES/DECISION-MAKING: STATE/BOT/CSU/WCSU

a) Bureaucratic governance: External: State, DHE, WCSU, unforeseeable external influences, usually adverse (8)
b) BOT and CSU central staff; no University attorney (reliance on State Attorney General) (2)

9. MANAGEMENT/FACULTY/STAFF RELATIONS

a) Leadership does not impart direction and mission; reactive crisis management vs. proactive; mixed signals regarding teaching/research (4)
b) Inflexibilities in union contracts (1)
c) Lack of sensitive interface between the academic and administrative functions; unpredictable behavior of administrators; internal communication; lack of frank talk. (4)
d) Polarization of administration and faculty; lack of confidence in leadership. (3)
e) Too many administrators; we/they attitude (faculty/administration) (2)

10. FUNDING/FINANCES/BUDGET/RESOURCES/TUITION

a) Roller-coaster budget; poor linkage between planning and budgeting; reliance on year-to-year state budget; decreased state budget (5)
b) Tension regarding resource allocation (under graduates vs. graduate students) (1)
c) Inexperience with downsizing (1)
d) Inadequate financial resources to support minimum departmental missions (1)
e) Programs are inadequately staffed and funded; too little money; budget too low. (4)
UPBC PLANNING DOCUMENTS
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2. WCSU Roll and Scope Statement

3. WCSU Strategic Plan,
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4. Danbury News-Times 8/95 - "City Sales are Tops"
   [Economic Projections]

5. WCSU - Planning Assumptions

6. WCSU - Institutional Strengths
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7. Mission Statement of CSU

8. Enrollment Projections of CSU - 1995-2020

9. Strategic Planning for CSU, May 1, 1995

10. President Cibes, cover Memo (re CSU Environment Scanning,
    item #11 below)

11. J. Brown, [CSU] “Results of June 1995 Environmental Scanning Group
    Discussions”


13. CSU Strategic Planning Economic Assumptions [3/8/95 DRAFT]
CSU (continued)

14. CSU BOT, "The Agenda of the Connecticut State University System"

15. "The Future of CSU" [9/13/95 DRAFT]

16. Initiatives for System Strategic Plan [10/12/95 DRAFT]

17. CSU Strategic Planning Committee / List of Attachments

18. CSU System Strategic Planning Committee / Tentative Agendas

19. President Cibes, Memo re Thoughts About a System Strategic Plan [November, 1995]

GENERAL


21. University of Massachusetts Amherst, "Measurable Goals and Indicators"

22. "On the Road to Excellence -- A List of Ideas from the University Senate of WCSU"

23. "Designing State Policy for a New Higher Education Environment"

24. Fountoukidis, Hahn & Voos, "Planning in Academic Departments"

25. Keller, Academic Strategy, Chapters 6 and 7
1. 1995-96 UPBC Planning Documents Notebook *


4. WCSU Department of Physics and Astronomy, Program Modification Proposal for an M.A. in Earth and Planetary Sciences; Modification of M.S. in Earth, Space, and Environmental Sciences, June, 1993

5. WCSU Information Technology Study, [1994] *

6. DeStefano, "Five Year Facilities Plan for 1995-2000 (Biennium FYFP 95-97)"

7. Bossert, Strategic Planning and Budgeting for Colleges, 1989. [NACUBO]


* Copy is also available at the Young Library, Westside Campus.