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## RESOLUTION

approving

THE STRATEGIC PLAN TO 1998

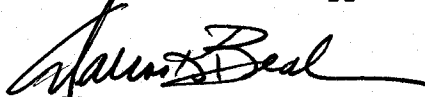
of

WESTERN CONNECTICUT STATE UNIVERSITY

October 1, 1993

- WHEREAS, Western Connecticut State University has after extensive consultation with faculty, administration and other members of the University community, developed an institutional strategic plan through 1998, and
- WHEREAS, After review and analysis, this plan has been recommended by campus and system administration, therefore, be it
- RESOLVED, That the Board of Trustees of the Connecticut State University approves the plan of Western Connecticut State University entitled: "University-Wide Directions & Priorities for 1993-1998."

A Certified True Copy:



Dallas K. Beal  
President



An Equal  
Opportunity  
Employer

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**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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## 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

## PLANNING AT WCSU: A BRIEF OVERVIEW

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

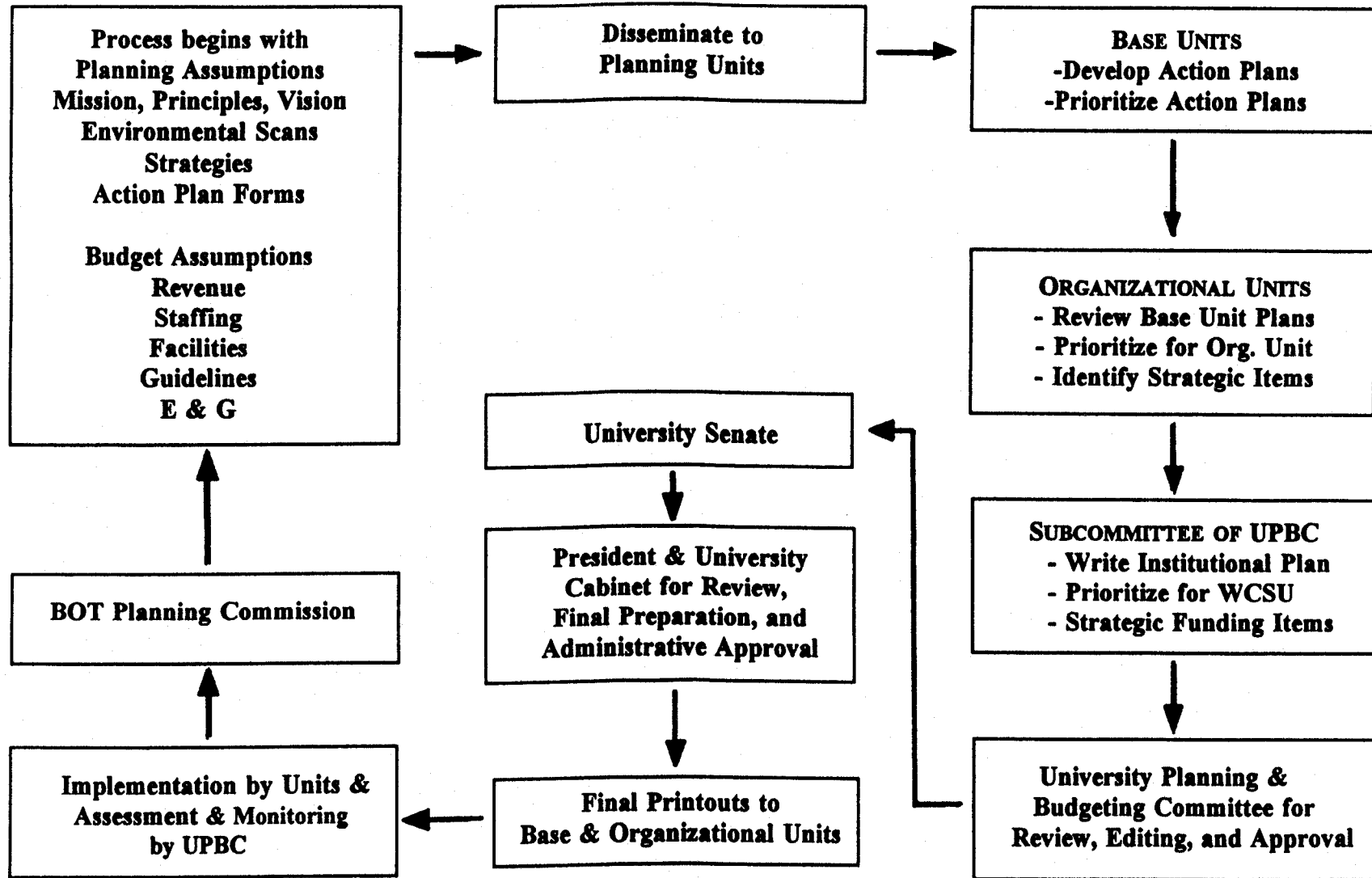
The attached **STRATEGIC PLANNING/BUDGETING FLOW CHART** outlines the required procedures for planning at Western. Base Units (individual departments, offices, centers, etc.) and Organizational Units (larger units to which base units report, like schools, divisions, etc) began to discuss and formulate 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.

**STRATEGIC PLANNING/BUDGETING  
FLOW CHART FOR WCSU**





# WESTERN CONNECTICUT STATE UNIVERSITY 5 YEAR BUDGET CPM

	1992												1993												1994												1995												1996											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OOT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OOT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OOT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OOT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OOT	NOV	DEC
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STRAT. PLAN-SENATE REVIEW																									DDDDDDDD												DDDDDDDD												DDDDDDDD											
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BC 92-93 SPENDING PLAN REVIEW	DDDD																																																											
CSU 92-93 SPENDING PLAN REVIEW													DDDD																																															
BO 95-96 ABOVE CUR. SER. OF BUDGET													DDDD																																															
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CSU BUDGET SPLIT 94-95																									DDDD																																			

SP - STRATEGIC PLAN  
 BU - BASE UNIT  
 OU - ORGANIZATIONAL UNIT  
 UP&BC - UNIV. PLAN & BUDGET COMM.  
 BC - FORMER BUDGET COMM.  
 CSU - CONNECTICUT STATE UNIVERSITY  
 DHE - DEPARTMENT OF HIGHER EDUCATION  
 GOV - GOVERNOR'S OFFICE  
 LEG - GENERAL ASSEMBLY

## 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.



## Appendix A

### 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 degrees), Physical Education, and Health Science. 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, Astronomy, Biology, Chemistry, Communications and Theatre Arts, Computer Science, 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 Biology.

## **AREAS OF CONTINUING DEVELOPMENT**

Opportunities for inter and cross disciplinary studies among traditional disciplines continue to evolve at Western. Options include American Studies, 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 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.

Above all, we value

### VALUES

- 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

Approved by President February 1, 1991



