

An aerial photograph of the Western New England University campus during autumn. The image shows several large, multi-story brick buildings with white trim and windows. A central building features a prominent white cupola. The campus is surrounded by lush green lawns and numerous trees with vibrant yellow, orange, and red foliage. A paved road with a yellow center line runs along the bottom right. In the foreground, three flagpoles stand on a green lawn, flying the American flag and two other flags. The overall scene is bathed in the warm, golden light of late afternoon.

Western New England: From College to University

A Retrospective: 1919-2011

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By Rosemary K. O'Donoghue
Springfield, Massachusetts

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Written by Rosemary K. O'Donoghue

Pictures and material courtesy of the Western New England University Archives

Designed by Sherry L. Hanks of Primary Concepts

Project managed by Deborah Porter Savoie

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“This institution is uniquely postured...balancing work and serious liberal education. The addition of distinguished professional schools ...rounds out that combination of practicality and vision. I would expect Western New England College to go into the '80s and through the '90s with a sense of vitality and vigor.”

Ernest L. Boyer

President, Carnegie Council for the Advancement of Teaching
from an address delivered at Western New England College,
September 16, 1979.

“In the business world, the direction comes from above, with everyone else following. Here, the direction will come from a wide cross-section of people, with the leadership taking charge of seeing that the vision is carried out.”

Anthony S. Caprio

President of Western New England University
from an article in *BusinessWest*, August 1997.

Foreword

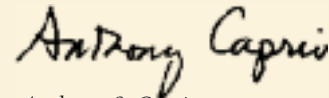
This volume chronicles 30 years of the remarkable journey taken by so many who have dedicated themselves to fulfilling the calling that has come our way and which we have embraced.

In this history we have tried to capture with words and pictures the vigor and vitality that has characterized the transformation and growth of this University. We recognize that even though there are literally thousands of details included, clearly we could not incorporate all the events or all the individuals who have helped to make the University what it is today. Nor could we fully show the love and devotion which so many exhibited as they worked to craft this institution. We have, however, provided examples, and we have included a vast amount of information, knowing that it is all actions and all efforts combined that caused us to have made such enormous advancements.

This is indeed a history of heroes, of diligent, thoughtful people whose contributions are easily discernible. And there are silent heroes to whom we are equally indebted. It is also a compendium of actions taken toward a common goal. As we continue to embark on our University journey, we look back with gratitude, and we look forward with enthusiasm and pride, knowing that we have all played a vital role in the evolution of our beloved Western New England University.

I am grateful to all members of our University community—to trustees, faculty, staff, students, and friends—for believing in the enormous capacity we have to make our University the productive and caring institution that it has been and that it will remain. And to our Archivist, Rosemary K. O'Donoghue, we are all indebted. She exemplifies the many traits that abound at this University: determination, passion, and endless commitment to capture and to advance all that is good and great about our University. As a long serving educator at the University and now as Archivist and author of our history, she has captured so well our aspirations and our accomplishments.

Sincerely,



Anthony S. Caprio
President, Western New England University

Prologue

In the fall of 2006 President Caprio asked me, “Can you undertake the enormous and important task of representing in words and in photos from our archives how Western New England College evolved into what it has become today?” Although I had been in the academic side of the institution for 25 years, I had not consciously reflected on specific changes in other areas. I had heard over and over again how people liked to come to work; I certainly had witnessed the changes in the campus; and I was aware that as the College had grown it had demanded new directions, people, majors, and traditions. But how, indeed, had it become what it is today? Intrigued, I set out to meet Dr. Caprio’s challenge.

While I had access to reams of official reports, minutes, and intra-institutional memoranda, it soon became obvious that in many areas there was a dearth of primary sources. Part of the research thus became actually collecting as many documents and statistics as were still available. (Serendipitously this process ensured that the University Archives is now much more complete.) After putting out a general call for historical information, I soon was inundated with cartons and cartons of material. Yet, while I was grateful for the response and for the support of the College community, I remained cognizant that I still might not have a complete picture. In other words, while I did not know what I did not know, I would do my best with what I had.

I began to evaluate and form conclusions. For expediency’s sake, I organized the vast amount of data into consistent areas (Physical Plant, Planning, Administrative Decisions, Technology, Library, Academic Milestones, Student Services, and Athletics). Then, to my delight, as evidence mounted, the answer to Dr. Caprio’s question became clear: across the institution, four major themes could be found throughout the thirty years:

1. Prevailing issues in higher education had been consistently considered and addressed. (Throughout the text these appear in blue.)
2. The students had always been the focus.
3. In every facet of the institution, attention had been paid to tiny details as well as to grand ideas.
4. The spirit of community and of pride was significant: people from all sectors of the campus really did work for the good of the institution.

The route forward thus was apparent: first, I would provide a chronology that itemized the historical events and, by including entries from each of the above areas, I would implicitly stress the four themes; second, I would collect pictures and provide information under them to recount many of the specific events and people who had contributed to the growth of the institution. Obviously, I could not include everything, but I would strive to be representative.

In these pages, beyond the nostalgic pictures that capture the hairstyles, fashion, and technology that now elicit smiles, a larger story unfolds. It is the story of the University’s evolution from a school with modest beginnings to a nationally known institution, ultimately from an evening school to a university. Always keeping the students as the focus and remaining loyal to the mission, cognizant of prevailing issues in higher education, and thoughtful and prudent in the stewardship, people from all sectors turned obstacles into opportunities. The physical plant was expanded beyond expectations, the curriculum was altered to fit the new century, and the infrastructure was strengthened to a point that today keeps the institution progressing. After this remarkable period of growth, the University community—alumni, students, faculty, staff, administrators, and its many friends and benefactors—can look back with great pride in all that has been accomplished. Western New England College indeed fulfilled its special calling to develop each student to his or her personal and professional potential and as Western New England University is once again poised for bigger and greater things.

As I compiled the material for this history, members of the University community gave me their most generous assistance. We recognized that at times people's memories were unreliable and that historical artifacts and documents were incomplete, but we strove for accuracy and comprehensiveness. If there are major omissions or factual errors, we apologize.

The task could not have been completed without the hard work of Christine A. Aldrich '07, Eric M. Champigny '09, Megan G. Olver '11, and current students Stephen P. Maloof and Ian M. Mulcahy. These loyal student assistants spent hours running down missing pieces and pouring over documents and pictures. The outstanding proofreading skills of Ms. Olver were invaluable.

Also, testimony to the regard with which both former and current employees hold the University, people from all over campus enthusiastically contributed their knowledge and recollections to this history. Some spent hours recapping the years; others, equally appreciated, were readily available to fill in gaps, provide information, and answer questions. Working together we made an earnest effort to provide an accurate, balanced, historical record. In particular, thanks go to: longtime faculty members John J. Anzalotti, Marc M. Dawson, Eric W. Haffner, and Michael A. Meeropol; D'Amour Library employees Isabel Barbeau, Valerie A. St. Clair, Daniel F. Eckert, and Judith F. Gossman; former Vice President Jane S. Albert; former Administrative Assistant to the Academic Vice President Denise Crawford '61; former Financial Analyst Jennifer Gray '01/G'09; Assistant Dean of Students and Residence Life Thomas P. Wozniak; Vice President for Enrollment Management Charles R. Pollock; Executive Director of Human Resources and the Career Center Gregory C. Michael; former Director of Off-campus Programs Douglas D. Kenyon '89/G'86; Director of Technical Support and Services Kevin J. Gorman '91; Director of the Educational Technology Center and Media Services Steven Narmontas; former Director of Alumni Services, now Director

of College of Business Student Services Kara L. Kapinos '87/G'89; Director of Public Safety Adam S. Woodrow '02/G'04; Director of Athletic Communication Kenneth J. Cerino; longtime employee Ida Wilcox '90; Director of Institutional Research and Planning Richard A. Wagner; Assistant to the President Marie E. Irzyk; Staff Assistant Jean E. Donnelly; and former Assistant Vice President for Finance and Administration and Controller Sandra M. Chessey '85/G'90.

My profound thanks go to Vice President for Marketing and External Affairs Barbara A. Campanella, who approved the general design and suggested the calendar year structure of the book, and who pointed out two important facts that not only mitigated the sheer volume of the research but made the end product more readable: 1) the archival resources had already been vetted, and 2) because archival material was considered "work product," it could be quoted without footnoting; to Director of Copywriting Services Mary McLean Orzulak G'10, who amended copy as necessary; to Director of D'Amour Library Priscilla L. Perkins, who provided personal, professional, and intellectual support; to former Dean of Freshman and Transfer Students Theodore R. Zern, former Vice President for Finance and Administration David P. Kruger '68/G'71, and Provost Jerry Hirsch, who valiantly read multiple drafts for accuracy; to President Anthony S. Caprio, who was instrumental in forming the underlying theses; and, above all, to Production Manager Deborah J. Porter Savoie, who was an able, competent mentor every step of the way. The gracious and constant support of my family in this process was of course an absolute necessity and was appreciated beyond measure.

Rosemary K. O'Donoghue
University Archivist
Fall, 2011

Rosemary O'Donoghue was a member of the Western New England faculty and director of the Writing and Reading Program for 25 years until her retirement in 2006. During her tenure she designed, implemented, and supervised the Writing and Reading Program; she developed the University's Writing Center; she established the writing and reading tutoring program; she promoted Writing Across the Curriculum; and she inaugurated the teaching of writing using computers. Currently she serves as the University archivist.

Springfield Division of Northeastern College



The YMCA at 122 Chestnut Street in Springfield was the home of the Springfield Division of Northeastern University, founded in 1919, and rechartered as Western New England College in 1951. The College rented rooms on the first and second floors of the building and used the physical education facilities.



Dr. John D. Churchill (left), director of the Springfield Division of Northeastern University, 1920-1951, and first president of Western New England College, 1951-1954.

Dr. Churchill was instrumental in acquiring the first charter (1951) for the College. Churchill Memorial Library, later rededicated as Churchill Hall, was named in his honor.

The first class of the Springfield Division of Northeastern University, in 1922, graduated 13 of the original 40 men who signed up for classes when the Division opened in 1919. Most of these men later became city leaders and many of them remained involved in the continuing development of the College. Class member Stanley O. Smith served as acting president of Western New England College, 1954-55, and George Rice was a member of the Springfield Division Board of Governors beginning in 1937, and a member of the Western New England College Board of Trustees from 1951-1966.



Front row, left to right, Frank P. White, Marsden W. Longden, Stanley O. Smith, David E. Davis, and William H. Hanson. Middle row: George J. Bernard, Robert W. Morrissey, Ralph G. Bartlett, Carl H. Swenson, George W. Rice Jr., and Cecil R. Barber. Top row: Hazen R. Ober and William S. Hendry.

Author's note: In recognition that readers of this history may not be familiar with the early history of Western New England College, below is a brief summary of the salient points of President Beaumont A. Herman's 1980 history: Western New England College: A Calling to Fulfill.

Northeastern College was established in the Boston YMCA in 1896, offering informal evening courses as the Boston YMCA Institute. Formal classes were first known as the Boston YMCA Law School, then, in 1898, as the Northeastern College School of Law. A School of Engineering followed in 1909, a School of Commerce and Finance in 1911, and, by 1916, a School of Liberal Arts. As had similar ventures at several other colleges of the time, the evening school endeavor provided an opportunity for those employed during the day to further their education at the college level. Granting its first Bachelor of Laws (LL.B.) degrees in 1904 and, by 1911, the degrees of Bachelor and Master of Commercial Science, Northeastern began its first daytime instruction in 1922 and became known as Northeastern University that same year. As late as 1927, it advertised that it was "the only completely organized university operating under the auspices of the YMCA."

As YMCAs in cities other than Boston wanted to provide evening college courses, Northeastern established divisions in five other cities: Worcester, MA; New Haven, CT; Providence, RI; Bridgeport, CT; and, in 1919, Springfield, MA. The divisions followed the organizational structure of the parent institution, forming local advisory committees, adhering to an affiliation with the YMCA, and developing evening programs in law and in commercial science. Control of the divisions remained in Boston.

The Northeastern College-Springfield Division opened in 1919 to both male and female high school graduates. It had a School of Law offering courses leading to a Bachelor of Laws degree and a School of Commerce and Finance offering programs in business management and professional accounting leading to a Bachelor of Commercial Science (B.C.S.) degree. While the original local program had been planned by the educational secretary of the Springfield YMCA, Raymond Merrill, the division was under the strict supervision of the parent organization: budgetary control and all standards for admission and curricula were managed from Boston. Springfield-Northeastern, as the division was known, had one full-time employee and several part-time teachers. Tuition was \$100 per semester and included YMCA membership. Twenty-four hours of credit were granted for "occupational experience."

In 1920 John D. Churchill was appointed director, working with part-time deans in Springfield to manage the local operation. Also in 1920, the Evening School of Engineering was established, changing its name in 1921 to the Evening Polytechnic School and granting a diploma similar to an associate's degree. In 1922, 13 students earned their Bachelor of Commercial Science degrees, and Northeastern University reclassified the Evening Polytechnic School as the Evening Engineering Institute because it did not offer a bachelor's degree. In 1925 the Institute became the Springfield Engineering Institute, disassociated with Northeastern and affiliated only with the YMCA.

By 1927, endeavoring to make its business degree similar to those at other institutions, Northeastern required 96 credits to graduate and offered a B.B.A., not a B.C.S. The requirements for the LL.B. did not change, and an MBA was instituted. In 1929 the Springfield Division enrolled over 400 students.

The Springfield Engineering Institute, after revamping its curriculum to follow the standards of the parent enterprise, was reabsorbed into Northeastern University in 1930, becoming the Applied Science Program in the School of Commerce and Finance and granting the degree of Bachelor of Commercial Science (B.C.S.), the only Northeastern entity to award that degree. That year the Educational Committee of the Springfield Division became the Board of Governors. In 1931 the School of Commerce and Finance became the School of Business.

Between 1936 and 1942, Northeastern University consolidated its operations, seeking accreditation from the New England Association of Schools and Colleges (NEASC), the regional institutional accreditor, and endeavoring to "separate itself from its divisions." In 1936 the Springfield Division B.C.S. degree awarded to engineering students became the Bachelor of Business Administration degree, which was awarded in specifications of Accounting, Management, and Engineering and Business. Engineering requirements stayed the same, but the Applied Science Program became the Engineering and Business Program, leading in six years to the B.B.A. In 1938 the MBA in Springfield was phased out. In 1939 a remedial secondary summer school started, with its grades accepted in public schools. Also that year Robert R. Emerson became chairman of the Board of Governors. (He would later become chairman of the Western New England College Board of Trustees.)

When, in 1940, NEASC accredited Northeastern's undergraduate majors, the Accounting and Management majors required 125 credits, Engineering and Business, 113 ½; all three programs allowed 30 hours for occupational experience. Engineering and Business hours increased to 117 ½ in 1941.

In the forties, especially in the lean years during the war, Northeastern University separated itself from all divisions except Springfield. Between 1941-45 the Springfield Division participated in the Engineering Defense Training Program and in the Engineering, Science, and Management Defense Training Program. The School of Law, still accepting students after high school, was being phased out, not accepting freshmen in 1941, and closing at the Springfield Division entirely by the end of 1942 because the ABA would not have accredited the Northeastern Program if the Springfield Division School of Law were to have continued. Nineteen forty-five saw the influx of returning veterans, a boon to the financially struggling institution. In fact, 660 students were enrolled by 1947.

In July 1950 a major development occurred in the history of the institution. Northeastern communicated to the YMCA that the Springfield Division was to be terminated as soon as possible, suggesting that if it wished to continue its programs, the YMCA should be in touch with another Springfield institution of higher education. The Springfield Division Board of Governors met and voted to seek a termination contract that allowed current students to finish their programs and receive a Northeastern degree. Additionally, the Board determined that it had four options: 1) to terminate programs; 2) to continue programs without granting a degree; 3) to affiliate with another institution; and 4) to seek its own charter. Options one and two were dismissed; negotiations began with Springfield College and American International College; and the governing board began to investigate the seeking of a new charter. When negotiations for some type of merger did not proceed quickly enough to be completed before Northeastern would be dropping its affiliation with the Springfield Division, seeking a charter became the only option.

The Library at Springfield-Northeastern was originally located in a room that measured 9' x 13'. When an addition to the building was completed in 1929, the Library moved to larger quarters. This photo dates from 1942, when the institution was still known as Springfield-Northeastern.



At the original facility in the YMCA, because of the proximity of classrooms and library, faculty often worked along with their students. This photo, dating from the late fifties when the University was chartered as Western New England College, was taken just before the opening of the Wilbraham Road campus.



Dr. Clarence I. Chatto, who later became a major benefactor of the D'Amour Library, is pictured here teaching English to a group of men at the Springfield Division of Northeastern University.



Western New England College 1951-1980



On July 17, 1951, Western New England College was chartered by the Board of Collegiate Authority, Inc. to "maintain and conduct a college for the teaching of subjects in Business and Technical Curricula and in Law, with authority to grant and confer the degree of Bachelor of Business Administration, with specification in the fields of Accounting, Management, and Engineering and Business, and the degree of Bachelor of Laws..."

Pictured is the 1952 program of the Commencement Exercises of the 18-member first graduating class of Western New England College. The College continued a tradition of the Springfield Division of Northeastern University: Commencement was held at the Faith Congregational Church. (From 1936-1943, Commencements had been held at First Congregational Church, now known as Old First Church, and from 1922 to 1935 Commencements had been held at North Congregational Church, later known as Grace Baptist Church.)



After purchasing the first 34 acres of land from Mary Tehan and William Baldwin on April 26, 1956, for \$70,000, the College erected a billboard designating the spot on Wilbraham Road as the "Future Home of Western New England College."

East Building (later renamed Emerson Hall) signaled the beginnings of Western New England as a campus college. The building opened for instruction in fall 1959 and was dedicated on October 21, 1959. The administrative unit, some classes, the library, and the bookstore remained in rented space at the YMCA. Proudly laying the cornerstone are Vice President Leon D. Chapin, member of the Board of Governors of Springfield-Northeastern 1928-1951 and chairman of the Board of Trustees of Western New England College 1951-1970; Robert R. Emerson '23, after whom the building was rededicated in 1970; and Trustee Stanley O. Smith '22, member of the Board of Governors 1924-1951, Executive Committee 1951-1965, and acting president 1954-55.



The next 28 years provided evidence of the vitality and vigor to which Dr. Ernest L. Boyer, president of the Carnegie Council for Advancement of Teaching, would later refer. In 1951 a charter was granted to Western New England College; John Doane Churchill, faced with the possibility of having "no permanent facility, no full-time faculty, no full-time students or day classes," and three full-time employees, became the first president. At first, under the capable leadership of President Churchill, the College used the same YMCA facilities, the same faculty and administration, and offered the same programs and degrees as the Springfield Division had, thus establishing continuity and stability. Before long, however, it became clear that the College community desired increased recognition and prestige. With the capable assistance of many community leaders, many of whom served on the Western New England College Board of Trustees, the progress of the institution toward those goals was steady and significant. Primarily, the College became a visible presence in the community. In fact, it was known locally as "the miracle on Wilbraham Road."

1951

- March 19, 1951—The first meeting of the Board of Trustees authorized opening of bank accounts, procurement of a seal, TIAA, and the budget.
- March 26, 1951—YMCA trustees voted to transfer funds of the division (\$253,171) to Western New England College as soon as the charter was received.
- July 17, 1951—Western New England College received the charter from the Board of Collegiate Authority, Inc. The new trustees had pledged to continue and even improve upon the programs of Springfield-Northeastern.
- The School of Law was reinstituted. Admissions standards required two years of college.
- There were 634 students.
- Credit hours were standardized at three from 2 1/2, but allowed 12 hours for occupational experience.
- Tuition was \$198 for a typical full load of 18 hours; individual courses charged \$11 per credit hour. Law tuition was \$252, \$14 per credit hour.
- Industrial leaders requested that the College "augment engineering offerings to full degree programs and expand in the area of management."
- Library holdings were 3039.

1952

- The Board of Trustees amended the bylaws to allow corporators, thus providing larger business and public representation.
- Eighteen students graduated with Western New England College degrees at a Commencement held at Faith Congregational Church. Fifty-one students graduated with Northeastern degrees in Boston.

1953

- The concept of a University of Springfield reemerged. Negotiations with representatives from Springfield College and American International College failed.

1954

- John D. Churchill passed away. He had led the Springfield Division of Northeastern University for 31 years and had been instrumental in the formation of Western New England College.
- Stanley Smith became acting president; a search committee was formed to find a new president.

1955

- The School of Law required three years of college work for admission.
- A committee was formed to investigate the purchase of land.
- Beaumont A. Herman became president. He had three goals: create a campus, achieve accreditation, and develop a full-time day program.

1956

- The first 34 acres were purchased for \$70,000; a sign designating the spot as the future home of Western New England College was erected.
- President Herman designed the curricula for a charter amendment that gave permission for a B.S. in Engineering and an MBA.
- A charter amendment allowed the College to grant the Bachelor of Science in Engineering (either Mechanical or Industrial) and the Master of Business Administration. There was no allowance for occupational credits.
- An affiliation with the Air Force Reserve resulted in the enrollment of 200 veterans.
- A real estate institute that awarded a certificate was inaugurated.
- Library holdings increased to 6301.
- Membership as an unaccredited institution was granted in the Council for Advancement of Small Colleges.

- The College was granted tax-exempt, not for profit status under section 501 (C) (3), of the Internal Revenue Code, resulting not only in relief from paying taxes but also in others (individuals, institutions, corporations, and foundations) receiving tax benefit when making gifts to the College.

1957

- The Day Division was inaugurated in the School of Engineering; 53 students enrolled.
- The College was listed in the national *Directory of Colleges*.
- Students in the pre-college could not take regular courses.
- The Evening Division total enrollment was 1,079 students; 72 students enrolled in the new MBA, 103 in the law program.
- To accommodate the student population, in addition to using classrooms at the Chestnut St. YMCA the College had to rent five classrooms at Van Sickle Junior High School in Springfield.
- Off-Campus Programs were developed in Springfield, Pittsfield, and Greenfield.
- From this year forward, all graduates received Western New England degrees. A Northeastern degree was no longer an option. (Please see Appendix C.)

1958

- After a 20 month title search, the land on Wilbraham Road was registered in the Land Court of Boston and the title was approved.
- An analog computer was donated and was used for consulting and demonstrating.
- Evening enrollment was 1,174; day enrollment was 111.

1959

- A charter amendment eliminated specifications in the business degree and allowed the granting of the bachelor's degree in any field of business administration, science, engineering, education, and law and certain master's degrees.
- The first campus building, East Building (later rededicated as Emerson Hall), opened for classes, however, some classes, the administrative unit, and the library were still housed at the Chestnut St. YMCA.
- The trustees authorized investing up to 50 percent of the capital in common stocks.
- The College was declared eligible to participate in the Student Loan Fund of the National Defense Education Act of 1958.
- The Library had 14,000 volumes.
- Law students had to have a GPA of 70 percent to advance to their third year.
- Total enrollment was 1,600+ students.

1960

- In the 1960s and 1970s the College bought houses on Valley Road, Bellwood Avenue, Bellamy Road, and Wilbraham Road for use as offices, etc.
- The School of Law required a bachelor's degree for admission.
- The second building on campus, the Administration Building, was dedicated. (It was later rededicated as Deliso Hall.) A snack bar, a bookstore, and a library for the classes on the new campus were in the lower level.
- A faculty tenure program was approved by the Board of Trustees.
- Sigma Beta Tau, an honorary engineering society, was inaugurated.
- Blue Cross Blue Shield and TIAA insurance for employees were implemented.
- President Herman reported to the trustees that the College should emphasize accreditation, receiving monies from foundations, and designing more buildings.
- The trustees voted to construct a library, then another classroom building.
- Enrollment was 260 in the three year old Day Division.
- To accommodate increased numbers, Commencement was moved from its traditional location of Faith Congregational Church to Duggan Junior High School.

1961

- Eight acres were purchased from the Western Massachusetts Electric Company.
- Library construction started.
- Andrew J. Mulcahy Jr. was hired to fill the newly created position of director of student activities and placement.
- Maintaining two campuses was proving difficult and inefficient. The trustees voted to build a second academic building.
- The name of the official alumni association was changed from the Springfield-Northeastern Western New England College Alumni Association to the Western New England College Alumni Association. Alfred A. LaRiviere '51/H'95/H'01 was its first president.
- A bylaw change created an alumni trustee and changed the number of officers of the Corporation from four to three: chairman, treasurer, and secretary. The title of President of the Corporation was changed to Chairman of the Corporation.
- Commencement was held at the Springfield Municipal Auditorium (now named Symphony Hall).

Responding to the difficulties caused by operating from two locations, the trustees voted to construct a second building which would house all administrative offices and would provide a snack bar, a bookstore, a lounge and reading room (library), and a conference room for students. The Administration Building was dedicated on October 16, 1960, and renamed in 1989 to honor longtime College benefactor Joseph J. Deliso Sr. Pictured to the right on April 28, 1960, a group watches as the cupola is placed atop the new building.

After a lengthy discussion, the trustees opted to build a library and to begin planning for a second classroom building. Churchill Memorial Library, named in honor of John Duane Churchill, director of the Springfield Division of Northeastern from 1920-1951 and first president of the College from 1951-1954, was dedicated on April 29, 1962. The lower level contained a gathering area which was used as a snack bar and as a room for meetings and receptions, thus freeing space in the Administration Building. The bookstore, however, did not move to the new building.

As the advantages of the new campus and the disadvantages of maintaining two locations became increasingly apparent, the YMCA announced that it would be selling its downtown facility. Plans for a second instructional building that would accommodate all of the classes and include laboratories were accelerated. West Building (renamed on February 11, 1979, to honor President Beaumont A. Herman) was dedicated on October 25, 1964. This building completed the physical facilities required for accreditation and made possible the transfer of all academic operations to the new campus. Here, Chairman of the Board of Trustees Robert R. Emerson trowels the cornerstone as Trustee D. Joseph St. Germain, Chairman of the Building Committee, Albert Dixon, Vice President Leon D. Chapin, and President Beaumont A. Herman look on.





Faced with increasing requests for housing and recognizing that dormitory construction was self-amortizing, the trustees voted to proceed with dormitory and student center construction. Hampden Hall, 1965, originally named South Hall but later renamed for the county in which the College is located; Berkshire Hall, 1967, named for a county in western Massachusetts; and Franklin Hall, 1968, named for a county in north central Massachusetts, became the first dormitory complex. While the dormitories were for male students only, their construction enabled the shift from a commuter campus to a residential one.

A residential campus required a myriad of new services. Starting with a generous donation from D. Joseph St. Germain, founder of a local investment firm and a trustee of the College from 1961 until his death, the College raised funds to construct the D. Joseph St. Germain Campus Center, which was dedicated in 1966. The opening of the Center allowed the bookstore to move from the Administration Building and the snack bar and a student lounge to be relocated from the Library, thus freeing up much needed space for expansion in those buildings. The original Center also contained a staff and faculty dining area, student dining accommodations for 1,000, and offices for Director of Student Activities Andrew J. Mulcahy Jr. and his staff. Health Services operated from a house on Bradley Road. St. Germain contributed additional funding for the construction of a wing, named for his deceased grandson, Joey. The wing opened in 1967.

President Herman realized that with the opening of the School of Arts and Sciences requests for housing for female students were rapidly increasing. Consequently, when HUD announced the availability of low interest loans for the construction of college dormitories, the trustees approved the building of the first women's dormitory. Windham Hall, named for a county in Vermont, opened in 1969.



1962

- Churchill Memorial Library was dedicated. Two librarians were hired to organize and develop the collection.
- Discussion of a merger among the three local colleges again resurfaced and again dissolved.
- A feasibility study about a merger with American International College did not result in demonstrating compelling reasons to merge.
- The College submitted a petition for accreditation. The resultant NEASC visit determined that in order to meet the standards for accreditation, the College 1) needed a full-time day division in the School of Business; 2) should hire faculty with experience at accredited institutions; 3) should encourage engineering faculty to participate in professional organizations; 4) should develop the library collection; and 5) should reduce focus on vocationalism.
- The Board of Trustees voted to proceed with a School of Business in the Day Division.
- The College actively sought deans and faculty with advanced degrees, experience at accredited institutions, and membership in professional societies.
- Effective September 1962, credit for occupational experience was no longer granted and all candidates for the bachelor's degree needed 120 semester hours of class work.
- Dean of the College Robert L. Campbell initiated a shift to a grade point average system of grading and the requiring of SATs for admission.
- The Day Division had 336 students.

1963

- George A. Marston became dean of engineering; Lawrence H. Nath became dean of business; Kenneth A. MacLeod became director of general studies.
- Plans for West Building, the second academic building, were expedited because the YMCA was going to close the Chestnut St. building in which the College continued to hold some classes.
- Reisler Shultz was hired as the first director of development, primarily to raise money for the new building.
- The College acquired several small parcels of land and a large tract of 25 acres, all of which abutted the campus and enlarged the campus to 86 acres.

1964

- The fourth building, West Building, was dedicated. (It was later rededicated as Herman Hall.) The heating system was constructed to service the Administration Building, which had been heated with equipment housed in an outbuilding. The outbuilding was moved to the edge of campus to be used as a maintenance facility.
- Hampden College of Pharmacy expressed interest in a merger.
- Combined day and evening enrollment was 2,000 students.
- The Board of Trustees moved its annual meeting to October so that the president could give a full annual report and the treasurer could present a complete, audited report.
- The First National Science Foundation grants were received by Edward E. Lindberg in Mechanical Engineering and Earl C. Chapin in Chemistry.
- The degrees awarded by the Day and Evening Divisions were changed to reflect the nature of the separate curricula. The Day Division awarded Bachelor of Science in Business Administration and Bachelor of Science in Engineering; the Evening Division awarded the Bachelor of Business Administration and the Bachelor of Engineering.
- A degree program in Electrical Engineering was added.
- Consideration of a dormitory and a student center was mandated by 100+ students renting space in the Gateway apartments. Consequently, the trustees voted for construction of a dormitory and a student center.
- D. Joseph St. Germain gave \$75,000 for the construction of a cafeteria.
- President Herman wrote that the College had no obligation to ensure extra teaching for full-time faculty in the Evening Division and that, indeed, it might be detrimental to the professional advancement of the faculty.

1965

- Hampden Hall, the first dormitory, and the D.J. St. Germain Campus Center opened in September.
- The shift to a residential campus required adding student services and the requisite personnel.
- A dispensary with a nurse and a part-time physician was located in a house on Bradley Road.
- The trustees voted to accept American Association of University Professors (AAUP) principles of academic freedom and tenure.

- NEASC accredited the College as a specialized institution because it had no School of Arts and Sciences and recommended hiring an academic vice president.
- As a result of the accreditation, The American Council on Education, the Association of American Colleges, the College Entrance Examination Board, and the Association of University Evening Colleges invited the College to membership.
- As a result of the memberships and the accreditation, the College became eligible for recruiting from industry and business and for consideration from the Veterans Administration and other government agencies.
- The city closed Evergreen Drive.
- The School of Arts and Sciences was authorized by the trustees on February 2, 1965.
- Robert L. Campbell resigned as dean of the College.
- The first long range plan for the College, using the "Tickton Model" supplied by the Ford Foundation, was created.

1966

- The School of Arts and Sciences opened; Robert L. Campbell returned as academic vice president and dean of Arts and Sciences.
- Eric Geldart Jr. became the first athletic coach.
- Richard Kipperman was hired as the first director of Alumni Affairs.
- The D. Joseph St. Germain Campus Center was dedicated.
- The trustees approved a second dormitory which, they concluded, would be self-financing. They wanted more residential students because there would be a better balance on the campus.
- The trustees approved the construction of a wing for the Campus Center.
- The trustees amended the bylaws, redefining the faculty and clarifying the faculty's relationship with the president.
- The trustees reaffirmed that the primary goal of the institution was to provide professional education.
- The trustees and the incorporators merged; all became trustees, with a 10-member Executive Committee that met monthly.
- The trustees endorsed the exchange of library resources and courses with American International College and Springfield College.

1967

- A wing to the D. Joseph St. Germain Campus Center opened.
- A chapter of AAUP was established.

- Berkshire Hall, the second dormitory, opened.
- There were 991 day students, 1,719 evening students.
- The College sought a charter change for authority to grant bachelor's and master's degrees in all fields.
- To establish a relationship with Boston, the College became a member of the Association of Independent Colleges and Universities in Massachusetts.
- The trustees voted to construct a third dormitory.

1968

- The College was granted a charter change to confer bachelor's and master's degrees in all fields.
- The third dormitory, Franklin Hall, opened.
- The trustees voted to build a women's dormitory, stating that the adding of a School of Arts and Sciences had attracted an increased number of female applicants.
- An application to HUD for Title IV building funds required compliance with HUD principles of non-tolerance of civil disobedience.
- The trustees endorsed, in principle, a statement on student rights and responsibilities and a student conduct code. Alcohol and unlimited visiting privileges in dormitories were allowed.
- Earl C. Chapin became dean of the School of Arts and Sciences.

1969

- The idea of a merger resurfaced and was again dismissed when President John F. Hines retired from American International College
- The first Arts and Sciences degrees were awarded.
- The 50th anniversary was marked by a campaign to raise money for an additional classroom/laboratory building to house proposed biology programs and engineering laboratories. Computing and the Department of Chemistry were to remain in West Building.
- A revised long range plan estimated that by 1975 there would be 1,800 students in the Day Division and an evening enrollment of 1,800. Full-time students would be 60 percent; the student-faculty ratio would be 18-1; The mix would be 35 percent Arts and Sciences, 35 percent Business, and 30 percent Engineering.
- The operating budget topped \$3,000,000.
- The trustees approved a new policy on tenure and sabbaticals.
- The trustees voted to have a graduating senior as a one-year alumni trustee.

In 1960 Commencement was moved from Faith Congregational Church to Duggan Junior High School; from 1961-1970 The Springfield Municipal Auditorium (now known as Symphony Hall) was the site; from 1971-1973, the ceremony was on the campus green at the College. After 1974 Commencement was held at the Springfield Civic Center. Pictured here is the awarding of degrees on the campus green in 1972.



The full-time employees that President Herman gradually selected to help him develop the rapidly growing institution included men whose service was long and dedicated. By 1975 the President's Cabinet included: (standing) Andrew J. Mulcahy Jr., dean of students; Clyde A. Painter, dean, School of Business; Robert L. Campbell, dean, School of Arts and Sciences; Richard F. Gottier, provost; Rae J. Malcolm, director of Admissions; Frederick W. Brown Jr., dean, Evening Division; Don C. Lemmon, dean, School of Engineering; (seated) Julian Murphy, director of Development; Maurice B. Kirk, dean, School of Law; Beaumont A. Herman, president; Leon D. Chapin, executive vice president; and Keith Newton, assistant to the president.



By the late sixties the need for an additional classroom and laboratory building was clear. The trustees engaged an architectural firm to design the third classroom building with the same Georgian colonial façade as the other two instructional buildings. When it came time to file the paperwork, however, the College learned that the new president of the firm had, without permission, completely altered the design of the building. Because there was not enough time to revert to the original plans and still make the application deadline for the federal interest subsidy, the College submitted the new plans. When longtime Trustee William H. Sleith '44, inventor of the portable electric mixer, donated \$200,000 to the building fund, the College voted to name the building in his honor. Pictured here at the February 10, 1973 dedication of Sleith Hall, William Sleith and President Herman stand beside the building plaque.





Long range planning had for several years envisioned a physical education facility, even considering it the last building needed on campus, except for the Law Center, for 10 years. In honor of a substantial gift by D. Joseph St. Germain, Rivers Memorial Physical Education Building was named in honor of his mother, Adeline Rivers St. Germain, on October 20, 1973. The building housed basketball courts, classrooms, an exercise room, a matted room, locker rooms, offices, a first aid room, a laundry room, and storage rooms. In this photograph taken at the dedication, St. Germain and President Herman stand next to the building plaque.



Plymouth Dormitory Complex, named for a county in eastern Massachusetts, was built partially in response to the influx of students who were enrolling from out of the local area, particularly from out of state. The complex opened in 1978.



After opening and operating a day Law program in temporary, rented quarters at Our Lady of Lourdes School on Tinkham Road, the College dedicated the School of Law building, the S. Prestley Blake Law Center, on August 4, 1978. The building was named to honor Blake, co-founder of Friendly Ice Cream Corp., and a generous supporter of private higher education in the greater Springfield area.



The pictures here show the Tinkham Road campus; Howard I. Kalodner, dean of the School of Law, speaking with S. Prestley Blake at the dedication of the facility; and the new facility on the Wilbraham Road Campus.



- Twenty-seven percent of Hampden County attorneys had Western New England College or Northeastern affiliation.
- Enrollment in the School of Law was 167.
- Windham Hall, a dormitory for women students, opened.

1970

- Enrollment in the School of Law was 184.
- A charter change allowed the College to award “degrees such as are usually conferred in Massachusetts, except at the doctoral level, but including the first professional degree in law.” The College, therefore, could award the J.D. in law.
- Charles Clason resigned as dean of the School of Law.
- The trustees, administration, faculty, and students agreed that academic freedom to teach and learn is not served by obstruction and violence.
- A Faculty Senate consisting of six members from each undergraduate School plus the president was instituted in October.
- The architects unexpectedly altered the design for the third classroom building, but deadlines for subsidies did not permit redrawing using the original design.
- New faculty bylaws approved by trustees gave almost full control over curricula, admissions, terms of hiring, and employment to the faculty.
- Robert R. Emerson resigned as chairman of the Board of Trustees; East building was renamed in his honor.

1971

- The chairman of the Faculty Senate, the president of the AAUP, and the presidents of the Day Division and the Evening Division Student Senates became nonvoting members of the Board of Trustees.
- A tuition exchange program among dependent sons/daughters of Springfield College, American International College, and Western New England College employees was instituted.
- Trustee William H. Sleith '44 donated \$200,000 toward the construction of the third academic building. The trustees voted to name the building in his honor.
- The trustees authorized construction of a physical education building.
- In October the Engineer's Council for Professional Development accredited the Day Division in electrical and mechanical engineering. Graduates became eligible for employment in government and certain private firms.
- Commencement was held on the campus green.

1972

- In recognition of D. Joseph St. Germain's “pace-setting gift,” Rivers Memorial was named in honor of his mother, Adeline Rivers St. Germain.
- The trustees voted to start a full-time day law school with ABA accreditation standards.
- The New England Association of Schools and Colleges (NEASC) evaluators came in March, the first visit after the College had received accreditation as a “specialized institution” in 1965. In October the College was accredited as a general purpose institution for a period of 10 years.

1973

- The School of Law “initiated a full-time day curricula” at Our Lady of Lourdes School, a leased site, with 160 full-time students and 410 evening students.
- Maurice B. Kirk became dean of the School of Law.
- Sleith Hall was dedicated.
- Rivers Memorial was dedicated.
- Earl C. Chapin, dean of the School of Arts and Sciences since 1968, returned to the faculty.
- Robert L. Campbell, academic vice president since 1966, became dean of the School of Arts and Sciences.
- Richard F. Gottier was hired as academic vice president.
- Gottier convened a long range planning committee composed of 24 members of the College community.
- The trustees endorsed an energy conservation program.

1974

- The School of Law received provisional accreditation: ABA required that there be a 100,000 volume library, that funds should be direct, not administered from the vice president of Academic Affairs (VPAA) office, and that the dean should not be subordinate to the VPAA.
- The trustees voted to construct a law building.
- Academic Vice President Richard F. Gottier became provost.
- Commencement was held at the Springfield Civic Center.

1975

- President Herman announced plans to retire in August 1976.
- Irving C. Jacobs resigned as chairman of the Board of Trustees. He had made the College “more structured and conventional.”
- C. Norman Peacor became chairman. He was the first non-alumnus chairman.
- The College became a Serviceman's Opportunity College. Off-Campus Programs were established at Hanscom Air Force Base with Richard R. Veronesi '61 named liaison.

- A second law accreditation visit resulted in continued provisional status with recommendations for improvements in library holdings and facilities, employee compensation, and the production of a faculty handbook.

1976

- Dean Maurice B. Kirk of the School of Law resigned; Professor John J. O'Connor became acting dean.
- Vice President for Academic Affairs/Provost Richard F. Gottier was named president.
- Beaumont A. Herman became president emeritus.
- Allan W. Bosch was named vice president for Academic Affairs.

1977

- Construction of the new School of Law building began.
- Howard I. Kalodner became dean of the School of Law.
- Alan Hale became director of Development.
- Dean Don C. Lemmon returned to the classroom; R. Luther Reisbig became dean of the School of Engineering.
- Construction began on the Plymouth dormitories.
- ROTC began as a satellite of the program at UMass Amherst, under the aegis of the School of Business, with cross registration in the Cooperating Colleges of Greater Springfield (CCGS).
- A maintenance building for storage and repair opened.
- The undergraduate enrollment was 1,723 students; the proportion wanting housing continued to grow.
- A committee to change the name from college to university recommended eventual change—probably by 1982.
- Because its enrollment was too large to meet membership criteria, the College withdrew from the Council for Advancement of Small Colleges.
- The Long range Planning Committee recommended continuation of the current mission statement, two graduate programs (Accounting and Engineering Management), and the development of a one-year MBA.
- The Long range Planning Committee recommended enlarging Churchill Library or building a new facility, more physical education facilities, more faculty offices, and more dormitories.

1978

- The Evening Division Study Committee recommended that the Evening Division become the School of Continuing Higher Education and that separate degrees for day and evening be discontinued.
- Elizabeth A. Ayres was hired as dean of the School of Continuing Education.
- Summer advising began with Professor Patricia Miller organizing it.
- The School of Law received full ABA accreditation.
- The School of Law building was named to honor benefactor S. Presley Blake.
- Plymouth Hall opened.

1979

- The Hampden College of Pharmacy merged with the Massachusetts College of Pharmacy. The trustees voted to allow affiliation with Western New England College.
- The Blake Law Center opened.
- The Master Planning Committee hired the Hillier Group to devise a Master Plan. (Please see Appendix Q.)
- Clarence I. Chatto, English instructor from 1933-1971, willed \$214,000 to expand the library collection, especially in the areas of American and British literature.
- Director of Development Alan Hale's plan, "Into the '80s," laid out three phases of development for the Long range Plan.
- Two floors were leased as dormitory space for 92 students at the Stonehaven Hotel, on Chestnut Street, and a shuttle service went between the hotel and the campus.
- The trustees voted to purchase the Federal Plaza Motel on Federal Street.
- The trustees voted to construct a new dorm for 250 students for occupancy in fall 1981.
- President Richard F. Gottier resigned. Management of the College was shared by Vice President, Academics Allan W. Bosch, Vice President, Finance Robert W. Gailey, and Trustee C. Norman Peacor.
- A presidential search committee was formed, chaired by Trustee William H. Sleith '44 and composed of Trustees Peter F. Carando Jr., Jay D. Chapin, Paul S. Doherty, and Sr. Catherine Laboure S.P., as well as Professors Patricia Miller, Rainer Kohler, and Dean Stanley Kowalski Jr.
- Stanley Kowalski Jr. became dean of the School of Business.
- Associate Vice President Robert W. Gailey became Vice President, Finance.

According to Beaumont A. Herman, in granting a charter to Western New England College, the Board of Collegiate Authority was "impressed by [the] dedication ... and willingness [of the Board of Governors of the Springfield Division] to serve on the new Board, thus insuring continuity in the educational enterprise in Springfield." From 1951-1954 the administrators and the trustees handled the legal and procedural problems essential to the starting of a new enterprise. In 1952 the bylaws of the Board were amended to allow the election of corporators who would not hold the status of trustee, thus enabling a larger public and business representation on the Board. Corporators met annually and were legally responsible for the institution; 15-18 were chosen to become trustees, who met three to five times a year and carried on the actual business of the College. In 1954 an Executive Committee which met monthly was formed; it was granted virtually all of the powers of the Board of Trustees between the Board's meetings. On October 11, 1966, at a joint meeting, the Boards voted to combine, thus making every corporator a trustee. To this date the Executive Committee and committees designated for specific areas handle much of the business of the Board.

In 1975 the United States Air Force sent out a Request for Proposals to establish a graduate degree in systems management at Hanscom Air Force Base in Bedford, MA. The College was selected from among the applicants and that year established a program. By 1980 the Off-Campus Programs, as it had come to be known, was also operating at Fort Devens, Truro, and Otis. By 1998 the Program was located in 17 sites throughout Massachusetts, gradually having added bachelor's degree programs in such disciplines as Business Administration, Liberal Studies, and Law Enforcement; and master's degree programs including Public Administration, Industrial Relations, Criminal Justice Administration, Engineering Management, and Systems Management.



Pictured here is the 1973 Board of Trustees at its October 24th meeting. From left to right, D. M. Macaulay, G. R. Yerrall 3rd, L. D. Chapin, C. K. Sanderson, P. S. Doherty, B. F. Jones, R. B. MacPherson, R. T. Lovett, B. A. Herman, J. A. Depaula, D. S. Tufts, D. J. St. Germain, W. C. Stiles, R. A. Armstrong, A. H. Clarke, I. C. Jacobs, C. O. Chauncey, R. R. Emerson, A. A. LaRiviere, V. E. Quillard, M. J. Donovan, H. B. Goodrich, J. H. Miller, and E. H. Paine.



President
Beaumont A.
Herman



President Richard F. Gottier

Western New England College

1980-2011



Western New England College as it appeared in 1980.

A Retrospective: 1980-1996

Addressing an assembled College community in September, 1979, Dr. Ernest L. Boyer, president of the Carnegie Council for the Advancement of Teaching, declared that the College was “uniquely postured . . . [in its] balancing [of] work and serious liberal education. The addition of distinguished professional schools . . . rounds out that combination of practicality and vision. I would expect Western New England College to go into the '80s and through the '90s with a sense of vitality and vigor.” In the same vein, C. Norman Peacor, chairman of the Board of Trustees in 1980, said of President Beaumont A. Herman, “...Dr. Herman’s main contribution was to take [the College] into the mainstream of higher education...[he had] a vision and a drive to create an institution of lasting and effective learning of which the College and the community would well be proud.”

By 1980 Western New England College was firmly established. The College that had had its beginnings in 1919 offering evening courses at the YMCA as the Springfield Division of Northeastern College had been an entity of its own since 1951. Led by President Herman, trustees, community leaders, and faculty dedicated to the mission of the institution had worked diligently to launch the College. There had been a campus since 1956, when there were three full-time employees; a Day Division was operational in 1957; and the first residence hall had opened in 1965. When Richard F. Gottier, who had been president from 1976 to 1979, resigned, and Beverly White Miller became Western New England College’s fourth president, the College was fully accredited by the New England Association of Schools and Colleges (NEASC) and featured a campus of 93.87 Acres, 14 buildings (*5 Instructional, 5 Residential, 2 Administrative, 1 Physical Education, 1 Student Service*), and 12 houses. There were five Schools (Arts and Sciences, Business, Continuing Education, Engineering, and Law) serving 5,398 undergraduates and 960 law students, an annual budget of \$14,200,000, and a comprehensive, long range Master Plan which had been approved by the Board of Trustees.

The School of Law had initiated a full-time day law school and had been accredited in 1978 by the American Bar Association. The School had awarded the first professional degree in law, the Juris Doctorate (J.D.), since 1970 (formerly the LL.B. had been awarded) and had moved from its temporary quarters at the Lady of Lourdes School on Tinkham Road to the newly opened S. Prestley Blake Law Center. The School of Business was offering a M.S. in Accounting. Since 1972 it had affiliated with the Springfield Chamber of Commerce through The Springfield Leadership Institute. The School of Engineering offered a M.S. in Engineering Management and had received accreditation for the B.S. in Mechanical Engineering (BSME) and the B.S. in Electrical Engineering (BSEE) majors from the Engineers’ Council for Professional Development. Structured to include all part-time programs—day, evening, and summer; to develop non-degree options, short courses, and institutes; and to offer Bachelor’s and Associate’s degrees in Liberal Studies; the School of Continuing Higher Education had replaced the former Evening Division. The School of Arts and Sciences had received a \$50,000 grant from The National Endowment for the Humanities (NEH) to develop the Cultures Past and Present program, and the College had affiliated with the Massachusetts College of Pharmacy (MCP) to offer a five-year program which would lead to a bachelor’s degree in pharmacy from MCP.

Under the direction of President Beverly W. Miller, the College entered an exciting time of transition; it began to develop from an accredited general purpose institution to a respected College capable of impacting the lives of its students, the region, and the 21st century global community. The *1979 Long range Plan* and the *1980 Campus Master Plan* provided thoughtful milestones for the College to follow; other areas, however, required major consideration. For instance, of great significance at this time, the College started the long journey of addressing what was to become a defining innovation of the age: information technology.

Churchill Library, among the first areas to reflect the need for automated access to electronic resources, demonstrated that the growing demands on the library were indicative not only of the College's expansion and need to develop larger physical spaces, but also to make investments in emerging technologies. The resulting D'Amour Library, dedicated in 1983, established the library as a physical center of study capable of adaptation with the changing times.

As the College grew, other areas benefitted from the growth in technology. For instance, record keeping and planning needed streamlined systems; computerization paved the way to greater efficiency; and admissions correspondence was automated. Incoming students sought academic majors to ride the wave of the digital future; thus computer-related academic programs were added to the curriculum at the undergraduate and graduate levels, and the first of many computer centers was installed for student use.

The era also marked a continuing shift in the composition of the student population from that of a commuter school to that of a residential campus, a change which brought with it a need for strengthened student services and facilities, an attractive, well maintained campus, and additional housing. Therefore, as students expressed interest in on-campus activities, cultural and artistic programming, and clubs, the Campus Center expanded, becoming a social hub, the "living room" of the campus; and a beautification process began, with the central parking area becoming the Campus Mall. Finally, while a short-term solution for student housing was found when the College acquired an area motel, the purchase of property in Gateway Village and the acquiring of contingent land and houses as the parcels became available led to development of formal plans for future expansion.

A growing population required other areas to change as well. In 1980 public safety was a contracted service and had responsibility for transportation of the sick and injured; housekeeping was a contracted service; and the computer center was located in crowded space on the ground level of Herman Hall. The 14 varsity sports included soccer, basketball, baseball, tennis, golf, bowling, wrestling, volleyball, softball, boxing, ice hockey, skiing, cross-country, and lacrosse; football was a club sport. More space for athletics and recreation was sorely needed.

Programmatically, the growing enrollment led the College to branch out to develop academic programs that matched the goals of undergraduate students and their future employers. The former Churchill Library was enlarged and reconstructed to become the home of the School of Business and the various computing facilities. At the same time, the College retained its commitment to working professionals through the School of Continuing Education and Division of Professional Development, and it increased its offerings for law enforcement and business professionals in the Off-Campus Programs. Added numbers of students also drove a desire for recruitment of faculty from a national pool. A larger faculty fueled the need for more office space in academic buildings and the expansion of benefits and services administered to all College employees through the Office of Human Resources. Additionally, intentionally seeking to become a more diverse community of learning, the College formed a Diversity Task Force and established the Office of Diversity Programs and Services. Lastly, concurrent with these changes, it began to celebrate its growing alumni family as well as to tell its own story with purpose through focused public relations and marketing efforts.

The College experienced countervailing points of view when the faculty and the administration did not agree on its direction. In such challenges, growth came as the institution worked through the process of determining core institutional values and identifying characteristics for which it would become known in the coming century.

The College sought to form graduates capable of understanding the world in a broader context. It also adopted the Wholistic Student Development philosophy that continues to this day to educate students who are prepared not only to make a living but to live a productive life, and it opened the Alumni Healthful Living Center in 1993 to encourage students to use their leisure time wisely. Lastly, recognizing the role it played in the larger community, the College augmented its many speaker programs by featuring lectures and debates on key issues of the day.

In short, the College was uniquely positioned and ready to fulfill its calling.

1980



When Churchill Memorial Library, the third campus building, opened in 1962, it housed 18,000 volumes, including the law collection that remained there until the School of Law moved to a temporary campus on Tinkham Road. The library served some 1,800 students. By 1981 the Campus Center had opened, allowing the stacks to expand to

the lower level; the library had quadrupled its holdings and served more than 4,000 graduate and undergraduate students with three librarians and six part-time staff members. The growing demands on the Library reflected the growth of the College and the need for continued expansion and evaluation in the later part of the 20th century.

Beverly White Miller became the fourth president.

**Total College enrollment was 5,398.
Law enrollment was 960.**

- **Total operating expenditures were 13.2 million*.**
- **Alumni contributions totaled \$35,000.**
- **The endowment was \$1,039,478.**
- **Typical tuition and fees totaled \$3,040.**
- **There were 98 full-time faculty and 165 part-time faculty.**

*All operating expenditures adjusted to reflect Financial/Accounting Board (FASC) standards.

PHYSICAL PLANT

- The campus was 94 acres.
- There were 14 major buildings and 12 houses used as offices and a healthcare center.
- An agreement was signed to purchase the Federal Plaza Motel to use as a dormitory for 150 students.



Pictured above, Brian Woods, a consultant and architect, answers questions about campus planning proposals. (Please see Appendix Q.) The *Campus Master Plan* was accepted in concept by the Board of Trustees on May 6, 1980. Emphasis in the plan centered on the Springfield Campus and made liberal use of the *Long range Plan* formed in the administration of President Gottier. (Please see Appendix P.) In the planning process, the College sought to develop a master plan that would “determine ways in which the physical facilities of the College should increase or change. . . [and develop] guidelines and parameters for future campus planning consideration.” Major recommendations were for housing, student services, increased library facilities, faculty offices, and athletics facilities. Both plans recommended playing fields in the 35 south campus acres and physical education and recreational facilities near the fields, including an indoor pool. Interviews and questionnaires determined perceived needs for “certain types of spaces” and were compared with an analysis of existing facilities. The result was the basis of “several alternate schemes,” more discussion, and finally a plan which was presented to the College community on May 15, 1980.



Beverly White Miller, president, 1980-1996, became the fourth president of the College with a directive from the Board of Trustees to “tighten management practices.” In her inaugural address, held on a snowy day, November 18, 1980, she emphasized her belief in developing a mission appropriate to time and place. She said, “[I have a] firm commitment to serve all who can profit from [the College’s] educational programs of career preparation combined with liberal learning while maintaining concern for the individual.”

1980 Administrative structure

President

Assistant to the President
Director of Development
Alumni Affairs
Public Relations

Vice President Academic Affairs

Five Deans
Off-Campus Programs
AV
Registrar
Librarian

Vice President, Administration and Finance

Physical Plant
Personnel
Computer Center
Purchasing
Mail, Duplicating
Controller

Dean of Students

Athletics
Health Services
Admissions
Financial Aid
Career Planning
Counseling
Assistant Dean of Students
Coordinator of Student Activities
Coordinator of Special Student Services
Housing

PLANNING

- The *Master Plan* was created in the spring, projecting a 2,000 full-time cap.
- The College had articulated the transition from a commuter to a residential campus. The administrative structure began to reflect the transition

ADMINISTRATIVE

- The D’Amour family donated \$250,000 for the new library.
- A Deferred Giving Program was launched.
- Growth in the amount of activity led to the formal designation of a purchasing officer.

- Public Safety was a contracted service and had responsibility for transportation of the sick and injured.
- The bookstore operation became contracted services.
- Housekeeping was a contracted service.



With the enthusiastic backing of Professor Henry J. Bazan, ROTC had been approved by the Faculty Senate in April 1977 as a Western New England College detachment of the UMass Department of Military Science. It was offered as a career program in Military Science administered through the School of Business, with instruction and equipment provided by UMass. The three-part program (classroom instruction, leadership labs, and field training) began in fall 1977, with no military commitment required for students during the first and second years. Prior to their third year, if students wished to continue, they had to sign a contract with the United States government. The College detachment expanded in 1978 to allow other Cooperating Colleges of Greater Springfield (CCGS) schools to participate. In 1980, the School of Arts and Sciences agreed to accept 15, instead of six, credits of Military Science toward completion of the lower level general elective requirements, reasoning that otherwise students would have to take 12 extra credit hours to be commissioned. Depicted above, Lt. Col. James Faison awards commissions at Commencement 1980, to David Creamer '80, Mark Klaczak '80, and Richard Scott '80, the first Western New England College ROTC graduates.



Beginning in 1975, under the guidance of a standing committee of the Faculty Senate, the College designated one day in the spring semester as Lecture Day, when the regular schedule was either cancelled or truncated so that the College community could gather to take an interdisciplinary look at a special topic, often with prominent outside speakers. Starting in 1979, a for-credit course of lectures throughout the semester was offered on the Lecture Day topic, allowing attendees to explore the topic in depth. In 1980, the sessions were about the computer's impact on the present and future, and in addition to the usual presentations the College sponsored a computer fair demonstrating hardware and software. Pictured above, the year's speaker, James Rogers, professor in the Department of Computer Engineering and Science, Case Western Reserve University, was interviewed by the local press.

ACADEMIC

- The School of Arts and Sciences voted to accept 15, instead of six, credits of MS (ROTC) toward completion of the lower level requirement.
- The first ROTC graduates accepted commissions.
- Arrangements for collaborating with the Massachusetts College of Pharmacy (MCP) were finalized; students could pursue a course of study offered jointly by the two institutions and leading to the degree of Bachelor of Science in Pharmacy offered by MCP.
- The fourth annual Lecture Day was about the impact of computers in society.
- The School of Engineering used two small Digital Equipment Corporation computers, a number of analogue computers, microprocessors, and other peripherals to support its laboratory programs.



“...at Western New England College School of Law you will find compatible fellow students and a concerned and able faculty who will help your first year and the subsequent years to be as fulfilling as we believe the law school experience should be. We recognize our obligation both to our students and to the American public to provide a program of study which will assure, to the extent that it can be assured, that the American public is well served by our graduates.”

Dean Howard I. Kalodner, addressing first-year students in 1980.



C. Norman Peacor was a trustee from 1969-1994, chairman from 1975-1990, vice chairman from 1990-1994. During his tenure, the College changed from a largely commuter campus to a mainly residential one. Speaking at President Miller's inauguration in 1980, he said: “... and I charge you to perform the duties of the presidency mindful of the elements of the College seal...: the lighted torch which symbolizes the continuing search for truth and the triangle which bridges the College's motto containing the words: science, integrity, and service. “Science” for the knowledge and scientific method you will use in decision making; “integrity” for the honesty you [will] bring to your decisions; and “service” for dedication and fairness in administering those decisions as they affect all who are touched by Western New England College.” Trustee Peacor died in 2011.

1980 Structure of Board of Trustees

Executive Committee: conducted business between meetings, except as limited in the by-laws, appointed honorary degree committee and nominating committee.

Academic Affairs Committee: worked with the President and the Vice President for Academic Affairs to review matters pertaining to curriculum, faculty, and instruction; assisted in market analysis of program needs; reviewed new programs; and provided feedback on current programs. A subcommittee served as the School of Law Advisory Committee.

Fiscal Affairs Committee: worked with the President and Vice President of Financial Affairs to review the annual budget, fiscal control, management of endowment monies, planning for future building needs, and general campus planning and maintenance.

Student Affairs Committee: worked with the President and the Dean of Students to review policies related to admissions, placement of graduates, and student well-being in general.

Development Committee: worked with the President and the Director of Development to review and plan alumni work, deferred giving, annual giving, capital drives, fundraising, public relations, and other matters related to external relations of the College.

- A \$30,000 HEW grant helped to establish a legal services clinic for the Belchertown School.
- A *Law Review* association was formed.
- The School of Law participated in a national moot court competition for the first time.

- A permanent advisory committee of civic representatives from Greater Springfield was established for the School of Law.
- Off-Campus Programs at Hanscom Air Force Base, Fort Devens, Truro, and Otis registered over 400 students.
- The Master of Engineering Degree was first instituted in the Off-Campus Programs.

- Creation of the School of Continuing Higher Education had absorbed and expanded the functions of the Evening Division.



At this time the Computer Center was located on the ground level of Herman Hall. A DGM600 mini-computer had been expanded to the hardware limit, and “A number of analog computers, microprocessors, and other peripherals were being used to support the laboratory programs.” Approximately 20 terminals provided engineering students with access to the DG and DEC minicomputers for programming assignments. Seen above, mathematics faculty member Sr. Ann C. Luciano S.S.J. works with students in the Computer Center.



The American Library Association’s guidelines called for doubling the number of volumes, the number of periodical titles, and study space. Rather than voting to add on to Churchill, the trustees opted to build a new library that would allow library staff to respond to changes in the ways that knowledge was transmitted and stored and that would provide space for expansion as the student body grew.

TECHNOLOGY

- The Director of Computer Services was given responsibility for both academic and administrative computing needs.
- A decision was made to develop an in-house administrative database system to replace “batch” programs from punch cards.
- The Computer Center was located on the ground level of Herman Hall.
- An Academic Computing Committee was formed to analyze academic needs.
- Computing capability had been based on a Data General Corporation Eclipse M600 system, nicknamed “Andy,” that included a line printer, a card punch, and 20 terminals.
- The only other employee in Computer Services was the “coordinator of the Computation Laboratory,” (later called the Computer Center).

LIBRARY

- Centralization and preservation of the College archives began.
- The library, located in what is now Churchill Hall, had three librarians, a collection of approximately 81,000 volumes, about 700 regularly received periodicals, and microform capability.



Roosevelt "Rosie" Grier, sixties star football player for the Los Angeles Rams, actor, champion of those less fortunate, and mentor for inner city teens, spoke during Black History Week in 1980. Shown here he is addressing the WTRZ (later WNEK) radio audience. Grier's appearance was one of an increasing number of events scheduled to provide a well balanced educational experience to a growing residential population. Lectures, entertainment, and cultural events were usually open to the public.



In 1970, with Professor Henry J. Bazan serving as head coach, football began as a club sport as a member of the regional New England Colonial Football Conference. Achieving a record of 38 wins, 34 losses, and four ties until it gained varsity status as a member of the New England Football Conference in 1981, the team operated as a club under the jurisdiction and funding of the Student Senate. As a club, the team elected officers and was governed by a set of rules just as other clubs on campus did.

Philosophy of Athletics in 1980 Catalog

"[Club sport] competition is at the intercollegiate level, and these sports are organized and administered by the students, with administration and faculty acting in an advisory capacity.

"The objective [of intramural athletics] is to provide sufficient equipment and facilities to encourage wholesome participation in a variety of activities by interested members of the College community."

1980 Summary of Land and Buildings

93.87 Acres

Totals

14 Buildings

12 Houses

5 Instructional

5 Residential

2 Administrative

1 Physical Education

1 Student Service

Emerson Hall, 1959	1260 Wilbraham
Administration Building, 1960	54 Bellamy
Churchill Library, 1962	1268 Wilbraham
Herman Hall, 1964	29 Bellamy
Hampden Hall, 1965	64 Bellamy
D.J. St Germain	12 Valley
Campus Center, 1966	
Berkshire Hall, 1967	637 Bradley
Franklin Hall, 1968	20 Valley
Windham Hall, 1969	14 Bellamy
Sleith Hall, 1973	24 Bellamy
Rivers Memorial	649 Bradley
Gymnasium, 1973	
Maintenance Building, 1977	28 Valley
Plymouth Complex, 1978	
Blake Law Center, 1978	

STUDENT SERVICES

- An Office for Diversity Programs and Services was established.
- Speaker Roosevelt Grier highlighted Black History Week.
- Students conducted a political demonstration against Ayatollah Khomeini.
- *Bearings*, a newsletter for parents, began.

ATHLETICS

- The athletics philosophy and the intramural philosophy were distributed to students.
- Conceptual planning for the Healthful Living Center began.
- The 14 varsity sports included soccer, basketball, baseball, tennis, golf, bowling, wrestling, volleyball, softball, boxing, ice hockey, skiing, cross country, and lacrosse.

- Four full-time staff were in athletics, "11 or 12 part-time."
- Ice hockey had its first varsity season.
- Football was a club sport.
- Collegiate boxing debuted.

1981



By 1981 the Campus Center built in 1966 and expanded in 1967 had become known familiarly as the “Student Center.” When the major second addition was constructed, a campus-wide, concerted

effort was made to refer to the facility by its formal name. The St. Germain **Campus** Center appropriately emphasized the concept of a college community.

**Total College enrollment was 5,454.
Law enrollment was 912.**

**The endowment was \$2,226,371.
Typical tuition and fees totaled \$3,520.
Total operating expenditures were \$14.9 million.**

PHYSICAL PLANT

- Dr. Miller proclaimed that the College has “grown much faster than anyone could have anticipated.”

- Estimated at \$4.3 million, an addition to the Campus Center began.
- A long-term lease with option to buy allowed 160 students to live in Gateway Village alongside the original tenants.
- Students housed in Federal Hall (the former Federal Plaza Motel on Federal Street) used a shuttle service to and from campus.



Pictured above students leave the newly renovated St. Germain Campus Center.

In 1981 a long-term lease with option to buy allowed 160 students to live in the Gateway Village Apartments alongside the existing tenants. The experience was unique because it allowed seniors and students to coexist in a new dimension to student life: apartment living. (While the

city residents originally resisted having the students live there, after a short while they were clipping coupons to help the undergraduates.) Gradually, because the College did not accept new tenants and rooms became available, more students moved in. By April 1983, when the College purchased the complex, retaining the name given it by the original owners, it housed nearly 600 students in 170 ranch-style apartments.

Mission Statement of Western New England College

Western New England College is a private, coeducational college, without church affiliation, offering undergraduate, graduate, and continuing education programs for a varied spectrum of students. Central to all programs is a commitment to effective instruction in an atmosphere of personal concern for the developing student. Responding to a growing residential population, the College is augmenting its cocurricular programs to enhance the quality of life and the personal development of all students.

The undergraduate program provides a significant blend of liberal and professional education. The program encourages each student to develop ability to think clearly, discipline in self-expression, sensitivity to moral concerns, and a sense of historical perspective. It offers the student the theoretical and applied knowledge requisite to competence for job entry and for continued growth and development in a profession. The program cultivates the capacity to enjoy a lifetime of learning, to contribute significantly in community affairs, and to adapt with grace and versatility to the changing conditions of society.

The graduate program, as a logical extension of the undergraduate offerings, provides an expanding variety of advanced studies to meet the changing educational needs of the surrounding community and the growing complexity of professional fields. Particular emphasis is placed upon the professional development of those students interested in careers in business, engineering, and law.

The continuing education program, both on and off-Campus, serves the local community and the surrounding region by providing the student of any age opportunities, on a full- or part-time basis, for the fulfillment of personal and professional interests. Degree and nondegree options, short courses, seminars, and institutes offer a variety of opportunities for personal enrichment, professional advancement, and alternate career preparation.

To provide academic enrichment and to avoid unwarranted duplication of offerings, further educational opportunities are available to students through affiliations with other institutions of higher education. Similarly, the community's industries and agencies serve as valued, practical laboratories for many students.

For the accomplishment of these goals, the College is organized into a School of Arts and Sciences, a School of Business, a School of Engineering, and a School of Continuing Higher Education, all offering a variety of undergraduate programs. A Pharmacy Program leading to a Bachelor of Science in Pharmacy is jointly offered by Western New England College and the Massachusetts College of Pharmacy and Allied Health Sciences (MCP/AHS).

Graduate degrees are available from the School of Business and the School of Engineering; the School of Law grants the Juris Doctor degree.

Approved by the Board of Trustees on September 22, 1981.

PLANNING

- A consulting group took over as the architect of the campus, implementing the Master Plan.
- A Director of Planning position in the office of the president was created and staffed.

- A 23-member Planning Committee that included law and undergraduate students began rolling five-year plans.
- The "Goals and Objectives" from the 1980 *Catalogue* became the essence of the Mission Statement approved by the Board September 22, 1981.



Vice President Robert W. Gailey began with the College in 1977 as associate vice president for administration and finance. In 1979, when Leon D. Chapin retired, he became vice president for administration and finance and served in that capacity until 1989. Gailey actively sought to maintain affordability for the student body by implementing innovative financial practices. He was quoted in *The Chronicle of Higher Education* in October 1987, speaking about his forming of an insurance consortium that included 19 colleges in Massachusetts and that became a national model, **“Our officers and directors’ liability insurance jumped from \$7,000 to \$28,000 in one year;” he said, “our general liability jumped from \$9,000 to \$38,000 in one year. . . Our goal is to stabilize our insurance costs and eliminate the yo-yo effect on premiums.”** Gailey is also credited with hiring the first grants accountant and with developing such programs as an internally administered disability insurance plan that resulted in substantial savings, a position control system, wage and salary administration tables for classified employees, and a feasibility study for direct deposit of paychecks.



Rabbi Jerome S. Gurland



Catherine Mary Lederman '82

In 1981 a cultural liaison office was established to create ties between the College and the religious community. Rabbi Jerome S. Gurland also taught classes in the Cultures Past and Present Program and often took groups of students to Israel over “Winterim.”

1981 marked the first time that a student, Edward Clinton Burt Jr., who received his J.D. that year, gave one of the Commencement addresses. In the photograph above, Arts and Sciences undergraduate Catherine Mary Lederman '82, the first undergraduate student speaker, speaks for her class at Commencement.



As part of an effort to increase awareness of events on campus, in September 1981, the Office of Public Relations began to distribute *WNEC BI-WEEK*. The publication included a calendar of campus events; news of campus-wide significance; summaries of policy announcements from offices such as personnel, security, maintenance, and physical plant; personnel announcements (deaths, retirements, sabbaticals, new appointments, etc.); professional achievements of faculty, staff, and administrators; and a humor section. As the campus grew, and as technology exploded, many of these items were distributed over email and/or featured on the College website. However, in addition to including news and events on the website, the College still circulates biweekly *Campus Focus*, a listing of programs and events at the College, and twice a year publishes *Accolades*, a listing of professional achievements of faculty, staff, and administrators. Publicity for individual events is on-going.

ADMINISTRATIVE

- The College affirmed its place in the community and in higher education with reports to: the census bureau, AALS, ABA, the Higher Education General Information Survey, CUPA, the Administration Compensation Survey, MASSPOOL, the Western Massachusetts Employers Association, Employment Security, the Department of Labor, the IRS, OSHA, and Immigration and Naturalization.

- Additional Human Resources responsibilities were defined as: maintaining insurance claims against the College; reviewing policies of organizations using the facilities; and reviewing contracts for services, insurances, and music/entertainment.
- A new, comprehensive student insurance plan began and became a national model.
- An internally administered disability insurance plan resulted in substantial savings.

- The College began to implement a position control system.
- Wage and salary administration tables for classified employees were created.
- A handbook for classified personnel was compiled.
- Classified employees, skilled labor, and maintenance workers were maintained in position control.
- Application forms for hiring faculty were instituted.
- The staff directory was distributed throughout campus.
- Student speakers spoke at commencement.

- A feasibility study for direct deposit of paychecks was begun.
- The first grants accountant was hired.
- A cultural liaison office was established to create ties between the College and the religious community.
- Plant engineer became an independent position.
- Development and Public Relations merged to become Institutional Advancement.
- *WNEC BI-WEEK*, a calendar of campus events, began.



Etching by Michael Fell



Edward E. Lindberg was made the director of Computer Services, responsible for both academic and administrative computing needs. Under his leadership the College decided to develop an in-house administrative database system to replace the “batch” programs from punch cards, and the Computer Center was located on the ground level of Herman Hall. In those early years, Lindberg oversaw the computerization of student billing; law, day, evening, and Off-Campus registrar operations; financial aid; receivables and payables; two payroll systems; law development; and alumni processes. He also invested in accounts payable and general ledger packages as well as a microfilm system for the registrar, replaced registration by punch card with an interactive program, and computerized mailings and campaigns. Working primarily with Data General equipment, he added hardware and developed software as necessary. When the academic as well as the administrative computing needs intensified and new computer majors began, the College decided to form a new department solely for academic needs.

Above center, art exhibits were an on-going feature at Churchill Library. This etching by British artist Michael Fell, entitled “The Librarian,” was part of an exhibit held in December 1981.

Students learned to punch cards until the early eighties. These students are hard at work in the keypunch lab located in the ground level of Herman Hall.

TECHNOLOGY

- The “Interactive System,” developed in-house, began to replace the batch punch card programs.
- Two interactive registrations for student course selection were held.
- Mailing for the School of Continuing Higher Education was brought online.
- A computerized campus center campaign system was developed.
- The M600 (“Andy”) was devoted to interactive student records and administrative data processing.

- Institutional Advancement acquired computer equipment.
- The College purchased a second DG MV8000, nicknamed “Barney,” that was used primarily for academic data processing and instructional programming.
- Student terminals (still considered programming) were in two Herman classrooms.
- The School of Engineering started computer aided design.
- The Academic Computing Committee began deliberations.
- The Off-Campus Programs site at Hanscom AFB began to develop dial-in computing facilities.

LIBRARY

- The Board voted to build a new library, not add on to Churchill Memorial.
- The library started to plan automation and an online searchable catalog and added a staff position.
- The library joined CWMARS (Central/Western Massachusetts Automated Resource Sharing).
- The Saex Judaica Resource Center was established.
- The Library joined NELINET (New England Library Network).
- The Library joined OCLC (Online Computer Library Center).



In the Division of Student Affairs, which had grown dramatically as the College evolved from a commuter to a residential campus, a position of director of student development was established. Dr. Jean Kim had responsibility for overseeing career planning, counseling, new programs, and served as the liaison with faculty. At this point, according to Dean Theodore R. Zern, Student Affairs departments had begun to develop independently of Academic Affairs. Dr. Kim's hiring, he said, was "an effort to keep everyone on the same page and to form necessary partnerships." Dr. Kim became known for her efforts to create awareness of all facets of student life.

"... [students should be able to develop] a sense of personal responsibility for the way they are and what they want to become in their personal and professional lives," she said
 "... [and they should have] clarity of purpose in the areas of education, career, and lifestyle."*

*Jean Kim, director of student development, from the *Wholistic Student Development Status Report*, May 1983.



The School of Law's 1981 championship team in the Association of Trial Lawyers of America (ATLA, later AAJ, the American Association for Justice). Competition featured Professor of Law John Egnal (holding the plaque), April Teveris L'82, Claire Saady L'83, Rina Miller L'82, and Janice Zink L'82

According to its official site, the National Student Trial Advocacy Competition, an annual nationwide mock trial competition, is an opportunity for law students to develop and practice their trial advocacy skills before distinguished members of the bench and bar. The mock trial cases are always civil cases and tend to deal with products liability, personal injury, or medical malpractice/negligence issues. Teams are judged on their skills in case preparation, opening statements, use of facts, the examination of lay and expert witnesses, and closing arguments. Teams are assigned to one of 14 regional competitions. Only the top team from each region advances to the National Finals.

ACADEMIC

- The Lecture Day topic, "Ethics and the Professions," offered a one credit interdisciplinary colloquium.
- Faculty office space was determined a critical need.
- The concept of a Peer Review Committee was established.
- The School of Law was selected for membership in AALS.
- The School of Law was revisited by ABA.

- A School of Law team won the Association of Trial Lawyers of America (ATLA, later the (American Association for Justice) competition.
- Preparation began for accreditation visits from NEASC, ABET, ABA, AALS, ACP (Pharmaceutical) Education, and AGSWE.
- The Cultures Past and Present Program expanded from two to seven modules.
- The three computing programs were evaluated (CS, CIS, and CENGR).
- Departments with computer majors were renamed Math/CS; QM/CIS.
- ROTC was declared an official extension center of UMass.

- Quantitative Economics started.
- Integrated Liberal Studies started.
- The MBA study committee began work.
- The School of Business began the MBA degree with a concentration in finance.
- A Computer Information Systems major (CIS) started in the School of Business.
- The School of Engineering started computer aided design (CAD) instruction.
- On-site courses were developed at Baystate Medical Center, Digital Equipment, and Mercy Hospital.



From its onset, the College radio station was known as WTRZ because the College could not use the call letters WNEK: there was a coast guard cutter by that name until 1988. In 1981 WTRZ was chartered with the FCC to allow commercial broadcast. Pictured above, Mike Netkovich '80 spins music for student listeners.



Rathskeller college pub



Stageless Players

The Rathskeller, a typical college pub of the time, was downsized and moved in 1981. The action caused discussion on campus because the "Rat," as it was called, had become a place which blended relationships among faculty and students outside of the classroom and cut across departmental and divisional lines. Shown here students are variously "hanging out" and studying in a relaxed atmosphere.

The "Stageless Players" performed in Sleith Hall. In this photograph, student John Boyer (Billy Bibbit) rehearses with Professor of Accounting Mark A. Coffey (McMurphy) in the 1981 rendition of *One Flew Over the Cuckoo's Nest*.



Families, faculty, staff, alumni, and students cheered the first varsity football team at Homecoming 1981.

- The School of Business collaborated with the affiliated Chambers of Commerce of Greater Springfield to cosponsor the Leadership Institute.
- Lunch and Learn was started in downtown Springfield.
- The Noncredit Division became Professional Development.
- The first ever Social Work Conference was held.
- An Off-Campus site was established at Portsmouth Naval Shipyard.

STUDENT SERVICES

- The radio station was rechartered with the FCC to allow commercial broadcast.
- Idea Exchanges, a student activities and cultural liaison office collaboration, brought well known guest lecturers to campus.
- The Rathskeller, a campus pub, was downsized and moved, allowing room for the bookstore to expand.
- The Director of Student Development position was created to oversee career planning, counseling, new programs, and liaison with faculty.

ATHLETICS

- Varsity field hockey started.
- Football became varsity, NCAA Division III for the first time.
- A coordinator of women's athletics was added.
- Varsity golf was dropped.

1982



Shown above in an artist's rendering, the addition to the D. J. St. Germain Campus Center, which doubled the size of the Center, centralized all Student Services' offices, enlarged gathering space, and provided rooms for a wide range of campus meetings. In the reorganization, Career Planning and Placement moved to new quarters in the Center and the Alumni Office moved to the former Career

Planning Office on Wilbraham Road. Later that year, in his administrative report to the Board of Trustees, Dean of Students Andrew J. Mulcahy Jr. spoke of the enhanced Center as meeting the needs of a residential college and pointed out that the "Planning for the Campus Center addition...ensured the usefulness of the facility to the total College community."

**Total College enrollment was 5,364.
Law enrollment was 887.**

**The endowment was \$2,786,758.
Typical tuition and fees totaled \$4,096.
Total operating expenditures were \$18.8 million.**

PHYSICAL PLANT

- Legislation was filed to allow the Massachusetts Department of Mental Health to sell a contiguous parcel of land to the College at fair market value.
- The \$5 million, 31,000 square-foot Campus Center addition opened in time for the start of classes, doubling the size of the facility.
- The Art Gallery officially opened.

PLANNING

- A *Mini Master Plan* for the re-purposing of the Churchill Memorial Library after the new library's completion was presented to the College community.



From its organization in 1977, the College's Arts Enrichment Committee staged monthly arts shows on campus, showcasing student work and the talents of area artists. Until the opening of the Campus Center addition, the exhibits were usually in Churchill Library. With the introduction of a dedicated Arts Gallery in the Campus Center, the College continued the tradition of mounting an exhibit each month during the academic year and holding an opening reception on the first Friday of the month. The receptions and exhibits were open to the public free of charge. As the emphasis on the arts increased, local artists often donated one of their works, which have become part of the College's permanent collection.

ADMINISTRATIVE

- Commencement was moved from the Springfield Civic Center to a tent on the former football field.
- The New England Association of Schools and Colleges (NEASC) accredited the College.



In 1982 Commencement was moved to campus from the Springfield Civic Center. Graduates, faculty, and administration processed from Sleith 100 and Rivers Memorial Gymnasium in cold, pouring rain to the 90' x 225' yellow and white tent set up on the football field that was where Commonwealth Hall now stands.

- New Director of Institutional Coordination Judith A. Brissette was designated to serve as liaison to the Board of Trustees.
- Administrative areas which had interconnected purposes became more defined.
- The administration adopted a proactive, marketing-oriented approach to disseminating news of the College.



From its beginnings on Wilbraham Road, Western New England College had contracted a private security company to oversee the various security needs of the College. In the seventies the College had employed a director of security to be a liaison between the security company and the College itself. The agency, the campus location of which was located in the basement of Emerson Hall, was primarily service oriented; the watchmen locked and unlocked buildings and checked the physical security of academic buildings after hours. In August 1982, as the College was transitioning to a primarily residential campus, Dr. Gailey hired Jeffrey T. Wilcox to design the first campus police department, one which allowed the College to directly oversee the operations and the professional standards, and to hire and train the officers. In December 1982, the contract security was replaced with an in-house department; Wilcox became the first director of Campus Police; and quarters were developed in the present-day student mailroom in the Campus Center. Chief Wilcox employed a lieutenant as his second in command and hired corporals to supervise several officers on every shift, and the College purchased the first police vehicle, which was labeled "Campus Police." Officers received their arrest powers through the City of Springfield and completed rudimentary police training at the former Criminal Justice Training Center in Agawam, MA.

- An in-house police department replaced the contracted private security service.
- Campus Police established a service to escort students across campus in the evening.

Northeast Regional Computing Program NERComP Recommendations

1. The number of student terminals should be doubled from 35 to 70.
2. Faculty terminals should be at least two per floor of faculty offices.
3. One or more video-equipped classrooms should be provided.
4. Applications on the MV-800 should be re-assessed.
5. Five to seven computers should be obtained to permit faculty exploration.
6. Faculty should be encouraged and supported in using computer packages.
7. Student assistants should have more training.
8. The Computer Center should reassess its policies about online usage and paper usage.
9. Vendor manuals should be sold in the bookstore.
10. A position of Director of Academic Computing should be created and should report to the Academic Vice President, with a budget carved from the present operation.
11. Administrative programs and applications should not be allowed on the machines designated for academic use.
12. The Director of the Computer Center should have as part of his title Director, Administrative Computing.
13. The Computer Users Committee should become a standing committee with a written charge, regular meetings, and a written agenda.



To meet the growing demand for programs in technology, the College instituted three undergraduate computer majors, one in each school; introduced a graduate program in computer engineering; and engaged the Northeast Regional Computing Program (NERComP) to review the adequacy of computing resources, computer literacy, the organization of computing staff, communications and documentation, and microcomputers in academic programs. Responding to the recommendations of the consulting team, the College developed a manual for academic computing; business courses increased the use of computer technology, running statistical programs like MINITAB and the production and finance simulations PROSIM and FINANCESIM; students and faculty used text-only terminals to interact with the programs running on a DG minicomputer; and the College introduced word processing to staff members in 12 departments. Furthermore, the College was considered on the “cutting edge” of administrative software applications: billing for day and evening was on an interactive system, Off-Campus Programs would follow later.



Allan Hale joined the College in 1977 as associate director of Development. He was named director of the new Office of Institutional Advancement in 1981 and retired in 1994. An early advocate of increasing the size and scope of the campus while maintaining affordability and the mission of the College, he published a planning document titled *Into the '80s*, in which he said, **“The future will remain bright only if the College can provide the facilities which will strengthen the sound educational experience we are known for.”**

TECHNOLOGY

- Computer usage continued to grow with the institution; two accreditation reports proudly stated they were produced with word processing!
- NERComP presented a report on computing needs.
- The College began computer training sessions for faculty and staff.

- Based on NERComP recommendations, the Academic Computing Committee recommended splitting the Computer Center into separate administrative and academic departments, hiring a director of academic computing, and developing a micro computing lab.
- Academic Computing developed a users' manual.

LIBRARY

- A Pharmacy librarian was added.
- The Kresge Foundation offered a \$250,000 matching grant for the library building fund.



Allan W. Bosch joined the administration of the College as academic vice president and professor of history in August 1976 when Richard F. Gottier was made president. He was tenured in 1979. In 1983 his title became vice president, Academic Affairs, consistent with the renaming of several administrative branches. He served as chairman of the Long range Planning Committee and was part of the three member committee that managed the College before Dr. Miller became president. Known for his integrity, his reasonable work with all factions of the institution, and his dedication to the developing of an excellent academic program, Dr. Bosch strove to assemble a strong faculty. Speaking of his efforts in an oral history interview in July 1988, he said, **“We wanted to build the quality of the faculty commensurate with what we wanted to do with the school. We couldn’t continue to hire locally; we had to get out on the national market.”**



Lecture Day is an obvious example of the College’s commitment to encouraging the “free exchange of ideas and opinions on significant contemporary issues,” thus connecting professional studies with historical, social, economic, literary, and ethical matters. The event was widely advertised and open to the public free of charge. Shown above, the 1982 topic was the Humanities and Society, building on a report from the Rockefeller Foundation’s 1980 Commission on the Humanities which said, “The humanities are a vital national resource, inexhaustible because they come from the mind and spirit, yet perishable through neglect.” (Please see Appendix N. for a complete list of topics.)

Major 1982 NEASC Findings That Needed to be Addressed in the 1987 Five Year Report

(In addition, specific, less major concerns were mentioned in each of the report categories.)

Weaknesses

- Computer facilities are inadequate for the demands placed on them.
- There are grossly inadequate space, telephones, and support services for the faculties.
- There are too few full-time faculty members, especially in the School of Business.
- There is a lack of departmental control in the Off-Campus Programs.
- There is ambiguous admissions criteria.
- There is a lack of attrition data.

Strengths

- Students, faculty, and administration take pride in their institution.
- There is an involved Board of Trustees.
- There is an able administrative team reporting to the president
- The faculties have dedication to teaching.
- There is a well-run financial system.
- There is a relatively low tuition structure.
- The physical plant is well maintained and attractive.
- There is a mild tendency to increase the role of the liberal arts.
- There is a strong connection to greater Springfield.

Additional Concerns expressed 11/23/82

- The number and role of the part-time faculty needs to be addressed.
- The place of the humanities in the curricula needs to be discussed.
- The role of the faculty in institutional governance needs to be considered.

Concerns about the Hauscom campus from the 10/1/85 special visit

- Standards of scholarship, particularly in graduate programs, are inconsistent.
- Library and support services are inadequate.
- There should be greater involvement of on-campus faculty in implementing and monitoring the Off-Campus Programs.

ACADEMIC

- The fifth Lecture Day featured public radio host Robert J. Lurtsema and other participants from a variety of disciplines.
- The first Human Relations Day featured Father Edward Flannery.
- Accreditation visits were held by ABET, NEASC, and the Massachusetts Department of Education.
- Academic Vice President Allan W. Bosch’s title became vice president, Academic Affairs.

- A limited amount of release time for research was instituted.
- Faculty were grouped by department; the number of faculty offices was expanded, and clerical support was added in the Schools of Business and Arts and Sciences.
- The National Endowment for the Humanities (NEH) funded Cultures Past and Present Program became a College-wide requirement.

- The language lab moved from Sleith Hall to the newly formed Churchill Writing Center.
- An English placement test was inaugurated for incoming first-year students.
- The Faculty Senate and the Board of Trustees approved a writing proficiency statement which was mandated for every syllabus.
- Two “C”s in English composition and one “C” in mathematics became College-wide requirements.

- The Computer Science major was established in the School of Arts and Sciences, Department of Mathematics.
- The Education Program was accredited.
- The School of Business Resource Center opened.
- The MBA was offered at a satellite site at Greenfield Community College.



One of the recommendations from both the 1980 *Master Plan* and the 1982 NEASC report was that the College provide faculty offices in classroom buildings. In order to construct faculty offices in Sleith Hall, the language lab was moved to the temporary Writing Center in the basement of Churchill Hall. When Churchill was being renovated, the Writing Center and the Academic Computer Center were moved to temporary quarters on the second floor of Herman Hall. There was no room for the language lab, which was by that time outdated; the equipment was donated to an organization which was able to use it effectively.

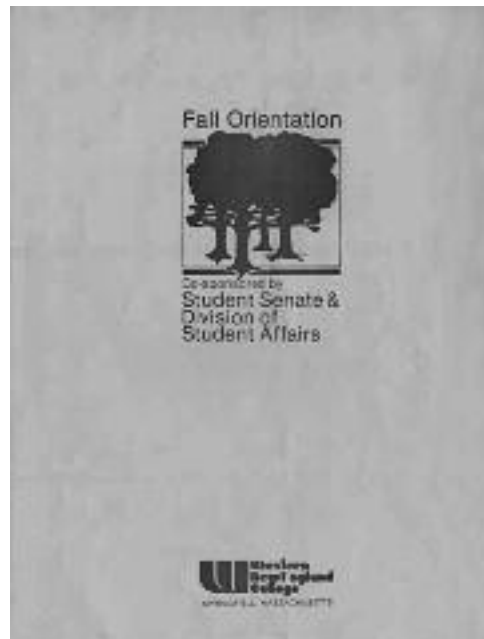


In 1982 the School of Continuing Higher Education (SCHE) sponsored on average two professional development seminars or workshops a week. Some, like the Social Work Conference, which was first held in 1982, and the Western New England College Federal and State Taxation Institute, which was launched in 1962, have been annual events since their inception. Often other campus Schools or entities cosponsored the events, as did area businesses or organizations like the Family Planning Council of Western Massachusetts, Inc. Some became popular and were repeated throughout the year; others spawned networking groups like the Women Business Owners Breakfast Club; still others created opportunities for the SCHE to develop other events for area businesses. For instance, in 1982, the Western New England College Federal and State Taxation Institute included discussion about changes brought about by the new law signed by President Reagan in 1981.

- Three-year accreditations were granted to the Electrical Engineering, Mechanical Engineering, and Industrial Engineering programs.
- The Master of Science in Engineering was launched.
- The three computing programs were evaluated internally. (Computer Science, Computer Information Systems, Computer Engineering).
- Departments with computer majors were renamed Math/CS and QM/CIS.
- The School of Law faculty voted to hold its own Commencement starting with the class of 1983.
- *Alumni Notes*, the first School of Law publication, was created.
- The School of Continuing Higher Education presented the 20th annual Federal and State Taxation Institute.
- The School of Continuing Higher Education developed a Health Care Management Program in hospitals and in Greenfield, MA.
- The School of Continuing Higher Education Noncredit Division was becoming self-supporting.
- The Noncredit Division offered programs tailored to community requests.
- A computer certificate program in CIS was offered starting in the fall.
- The Off-Campus Programs were prospering, especially at Hanscom Air Force Base.
- Off-Campus Programs offered MBA concentrations in Accounting, Education Management, Health Care Administration, Procurement, and Contracting.



The Stageless Players moved from their customary production site in Sleith 100 to Duggan Junior High School to produce *Cabaret*, which required a greater range of facilities than Sleith Hall offered.



After many years of a registration and orientation program called “Freshman Orientation,” in 1982 the College renamed the event and called it “Fall Orientation,” holding it in the four days before the start of classes. Events targeted specific student groups, including traditional, transfer, international, and continuing education.



The “Wholistic Student Development System” was approved in Student Affairs and approved by the Board of Trustees. The framework was based on seven growth areas: academic/intellectual, social identity and lifestyle, interpersonal relationships, career planning, multicultural, physical fitness and health, and aesthetic/cultural.

STUDENT SERVICES

- The Freshman Orientation Program became Fall Orientation, with additional focus on School of Continuing Higher Education students and international students.
- A pilot program for what became the freshman seminar was scheduled.
- The “Proposal for Wholistic Student Development” was developed in Student Affairs and approved by the Board.

- The Community Festival started with the intent of allowing all segments of the College community to associate in an informal setting.
- Over 1,000 students elected campus housing.
- Admissions, Housing, Counseling, Careers, and Student Activities again augmented staff to accommodate increasing numbers of residential students.
- The Stageless Players presented *Cabaret* in the Duggan Junior High School auditorium because on-campus facilities were not large enough to accommodate the needs of the production.

- An alcohol education initiative began.
- The first madrigal dinner was cosponsored by student activities and the Departments of English and History.
- Four fraternities and sororities participated in Phonathon '82.

ATHLETICS

- Boxing and women's tennis were suspended.

1983



By May 25, 1983, construction of D'Amour Library was completed at a cost of \$4.4 million. Half of the basement and the first and second floors were used immediately; the third floor and the other half of the basement were reserved for future library development. The lower level provided space for receiving and storage, a staff room, an expansion area, and a large, comfortable, 24-hour study room with a canteen. In June, in an oral history tape, Paul H. D'Amour of the Big Y food chain referred to his family's making the college experience one that translates

to life beyond college. *"As long as we can afford it, we love to share with people . . ."* he said. *"The College gave me [the] opportunity. I remember the teachers; they were very good. They made a lasting impression, their integrity beyond question. They inspired me."* On September 27, 1983, at the dedication, which included the unveiling of three commissioned murals by Robert Sweeney, President Beverly W. Miller pointed out that "The College [had] now addressed the three items of priority defined in its *Master Plan* of 1980—student development needs, housing, and library facilities. . ."

Total College enrollment was 5,169.

Law enrollment was 859.

The endowment was \$3,273,104.

Typical tuition and fees totaled \$4,576.

Total operating expenditures were \$21.1 million.

PHYSICAL PLANT

- The 29-acre Gateway Village apartment complex was purchased for \$3.5 million.
- Under a continuing policy of acquiring adjacent properties, 42 Bellamy Road was purchased.

- Construction of D'Amour Library was completed in May. In September D'Amour Library was dedicated, and the commissioned murals by Robert Sweeney were unveiled.



Ground was broken for the new library on December 7, 1981. Rather than voting to add on to Churchill, the trustees had opted to build a new library that would allow library staff to respond to changes in the ways that knowledge was transmitted and stored and that would provide space for expansion as the student body grew. When Churchill Memorial Library opened, it had held 18,000 volumes, and it had seating for 260 undergraduates. D'Amour Library, designed by the Hillier Group and constructed by Joseph Francese, Inc. according to The American Library Association's guidelines which called for doubling the number of volumes, periodical titles, and study space, had 48,000 square feet to accommodate 176,000 volumes and a seating capacity for 600. Major donors were Springfield Division former students Gerald E. and Paul H. D'Amour, founders of the Big Y supermarket chain, after whom the library was named, and the estate of Clarence I. Chatto, who was the first professor of English on the campus. In the photographs above, President Beverly W. Miller stands at the site with Paul and Gerald D'Amour; the almost completed D'Amour Library is in stark contrast to the original library, Churchill Memorial; and artist Robert Sweeney discusses his commissioned murals at the D'Amour dedication.

Shortly after her election as president, Beverly W. Miller committed the College to continuous, long-range, institutional planning. In fall 1981 a director of planning was hired, and a 23-member campus-wide planning committee was established to operate under his direction, charged with "developing a dynamic, systematic, comprehensive, collegial planning process." In 1982 the director of planning's function was moved from the president's office to the newly established Office of Institutional Coordination with Judith A. Brissette as director of institutional coordination.

Among the committee's first activities was determining that the "Goals and Objectives" from the 1980 catalogue would become the essence of the mission statement approved by the Board of Trustees on September 22, 1981. Subsequently, the committee developed task teams and unit study groups, often in collaboration with other campus entities, reports from which were published each year in a series of volumes titled *Our Planned Future*.

PLANNING

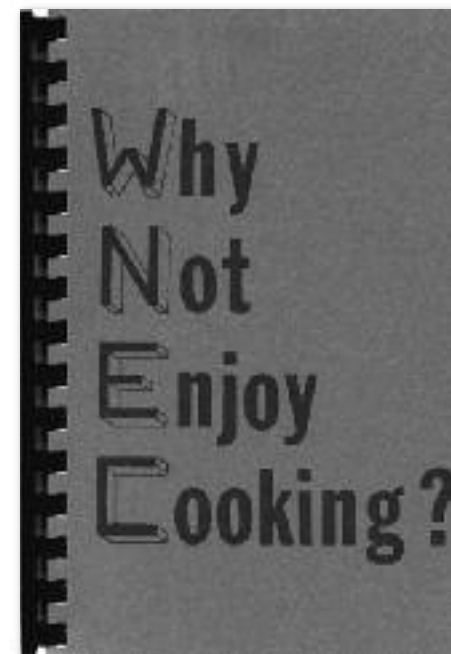
- The Mini Master Plan, establishing priorities after the completion of D'Amour Library, was updated.
- The Office of Institutional Coordination was formed; the director of planning was moved from the president's office to that office.

- *Our Planned Future, Volume I*, an official five-year planning document, was published by the Planning Committee, to be updated each year.
- The Planning Committee formed six Task Teams: Student Recruiting and Retention, Faculty Recruiting and Retention, Part-time Faculty Effectiveness, Alternative Revenue Sources and Additional Programs, Faculty Development, and College Image.

- The Planning Committee published institutional goals and developmental objectives.
- The director of planning resigned in September; the director of institutional coordination assumed that function.



Starting in 1974, Commencement was held at the Springfield Civic Center (now known as the MassMutual Center). In 1982, 1986, and 1987, because the Civic Center was unavailable, the ceremony was held in a tent on campus; in 1991 Commencement was moved unexpectedly, at the last minute, to the West Springfield Coliseum. In these pictures the grand marshal leads the procession of faculty, administration, and students, and the graduates file to the stage to be awarded their degrees.



For their 1983 fundraiser, the “Women of WNEC,” a campus organization which focused on raising funds for scholarships for undergraduate students, published a 230-page cookbook of recipes from staff, faculty, administrators, spouses, and friends from across the College, some “clipped,” some original, some old family favorites. *Why Not Enjoy Cooking*, which was featured in the Springfield newspapers, became a campus classic, particularly because the minimum preparation time for most recipes reflected the busy schedules of the contributors.

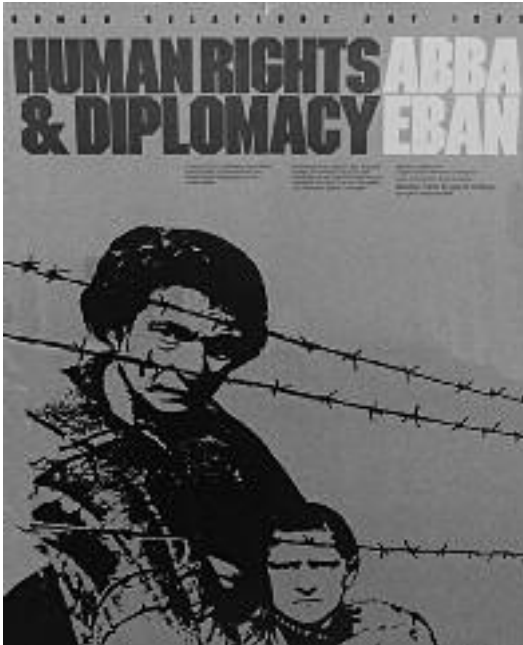
ADMINISTRATIVE

- Commencement moved back to the Springfield Civic Center.
- The Office of Institutional Coordination formed the bookstore advisory committee.
- *Why Not Enjoy Cooking* was published by the “Women of WNEC.”
- Liability coverage increased from \$1 million to \$4 million.
- A personnel procedures manual was developed.

- The personnel position control system included employment contracts.
- Housekeeping became a College department, not contracted services.
- Maintenance employees were added to the classification system.
- Performance appraisal for classified staff was instituted.
- Festivities for retirees were instituted.
- An oral history project began, to be maintained in the archives.
- Federal law stipulated that all faculty over 70 must retire,

but office space was to be available for research.

- The Alumni Hall of Fame/Silver Letter Society was launched to honor those who had achieved 25 years of continuous service.
- Deferred Giving became Planned Giving.
- The Office of Public Relations added staff and assumed a more visible role in promoting the news of the College.



Nineteen eighty-three featured widely known speakers on foreign and domestic topics. The March Human Relations lecture featured Abba Eban, Israeli scholar, statesman, and diplomat, and the October Lecture Day speakers presented a lively discussion between conservative George Rueckert, of President Reagan's Bureau of European Affairs in the Department of State, and liberal Noam Chomski, professor of linguistics at MIT.

Our Planned Future Recommendations

After two years of meetings, the Planning Committee completed its first cycle of formal, continuous planning. The goals of the planning process were:

1. To develop a common, coherent sense of direction for the College within the context of its mission and its place in higher education;
2. To provide a framework within which decisions affecting a part of the College can be made with an institution-wide perspective;
3. To encourage broad involvement of all constituencies in the planning effort;
4. To structure and maintain the planning process as a continuous one.

That year the Planning Committee produced the first volume of *Our Planned Future*, which listed the following objectives:

1. There should be continuous long-range institutional planning.
2. The College should hire a director of planning.
3. The College should revise the Mission Statement (approved by the trustees 9/22/81).
4. The College should establish goals aligned with the Mission Statement.
5. The College should develop institutional policies.
6. The College should develop and exchange decision making information.
7. The College should create and publish an annual five-year plan.
8. The College should stress the following goals:
 - A. Maintain the quantity and quality of students
Track retention data
Expand recruiting markets
Improve recruiting media
Implement telemarketing
 - B. Increase faculty effectiveness
Survey needs
Provide orientation and workshops for new faculty
 - C. Respond to academic computing needs
Hire a director of academic computing
Develop a microcomputer lab for 30 students
Draft a five-year hardware and software budget projection
Finalize an academic computer committee plan
 - D. Enhance and diversify revenue
Investigate the creation of certificate programs
Increase summer activities
Complete market research on the educational needs of local businesses
 - E. Communicate the College image more effectively
Disseminate information on accomplishments of faculty, staff, students, and alumni
Improve the quality of the publications and literature
Improve service to nontraditional students
Produce a 15-minute cable TV program
 - F. Create task teams to study major areas

TECHNOLOGY

- To encourage computer literacy, an interest-free computer finance program started for faculty and staff.
- The WordPerfect word processor, running on the DG minicomputer, was used to create personalized form letters sent to applicants.
- WordPerfect training was offered to all administrative staff.
- Seminars were offered to faculty, introducing them to the DG minicomputer.

- With increased administrative usage of computers, the MV600 was replaced by a second MV8000 and additional data storage.
- The School of Law and the Off-Campus registrar were added to the interactive system.
- A Data General manual for students was created and sold in the bookstore.
- On the recommendation of the Academic Computing Committee, the Academic Computing Department was founded, reporting to the vice president of academic affairs (VPAA).
- Garrett A. Bozylinski became the first director of the Office of Academic Computing.

- An academic programmer and a secretary were hired to facilitate the integration of computers into all areas of the curriculum.
- The Academic Computing Committee was established as a semipermanent subcommittee of the Planning Committee.
- A microcomputer lab was established in Churchill Hall; a satellite computer lab for students was set up in Sleith Hall.
- A "student gripes" feature was added to the academic MV8000.



In April 1983, in a pilot program for what would become the “Washington Semester,” and an early precursor of “Learning Beyond the Classroom,” Elinor C. Hartshorn, professor of government, took students to Washington, DC, to **“learn about specific public policies and hear from people who are in charge of implementing and administering them.”**



In a national first, the College sponsored an on-site “Winterim” (between semesters) three-credit course that studied the history and culture of Israel. Students lived and studied in Israel, visiting sacred sites, an archeological dig, and a kibbutz, and meeting with families and businessmen. President Beverly W. Miller, Director of Institutional Coordination Judith A. Brissette, and Cultural Liaison Coordinator Rabbi Jerome S. Gurland developed the concept of and the curriculum for the course; they traveled to Israel, personally visiting sites and collaborating with Israeli faculty who were to be guest lecturers. Gurland and Trustee Rev. Christopher Johnson, O.P., were also faculty members for the course.



Elderhostel, an educational program for older adults who want to continue to expand their horizons and to develop new interests and enthusiasm, began in the United States in 1975 and arrived on the Western New England College campus in the summer of 1983. Pictured around tables in the Campus Center, Adelaide Kipstein, Rhea Rosen, Margaret Smith, Phylliss Cuffee, and True Ritchie discuss poetry.

ACADEMIC

- The Human Relations Day topic was Human Rights and Diplomacy, featuring Abba Eban.
- The Lecture Day topic was U.S. Foreign Policy, featuring Noam Chomsky, George Rueckert, and William Sullivan.
- Standardized forms were available as an option for faculty evaluation.
- The School of Arts and Sciences sponsored a student trip to Washington, DC.

- Negotiations with the Massachusetts College of Pharmacy (MCP) resulted in a program suitable for accreditation.
- In an effort to make the Writing Center a College-wide enterprise, unaffiliated with a department, supervision moved to the School of Arts and Sciences from the Department of English.
- The Writing Center used microcomputers to teach writing.
- AFROTC through the UMass Department of Aerospace studies was approved.

- An MBA in Health Care Management was established.
- The School of Engineering began a collaborative program with the Writing Center.
- The School of Law held a separate commencement ceremony.
- Winterim in Israel began.
- A summer Elderhostel program started.
- The School of Business pioneered an Investment Institute with the School of Continuing Higher Education (SCHE).
- The Cape Cod campus offered a School of Business program in Health Care Management.



PERFORMING ON STAGE: Crystal Ship cracks it up. From the left: Joe Taggiano, who sings; Mike Colton, bass guitar; and Mark Zeh, drums and back-up vocals. (Photo by Mike LeClere)



Cultural programming activities in 1983 included musical groups, art exhibits, dancers, and a madrigal dinner. Pictured above is a *Westerner* ad for the first madrigal dinner and a shot of Joe Taggiano, lead singer of the musical group Crystal Ship, a Doors tribute band, during the College's spring concert.

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"How to Succeed": Another Stageless Success

(Continued from page 1)

for showing just.

By the end of the play, Finch gets put into a disorienting situation from which there seems to be no escape. But, as executive Ben Pratt (played by Joe Taggiano) puts it, "I wouldn't believe he was dead if I read his obituary." As luck would have it, the Chairman of the Board, Willy Womper, discovers that he and Finch share a similar past: they were both relative nothings. Finch's future in World Wide Widgets is assured, he becomes the new Chairman of the Board when Womper retires, and Finch and Rosemary now married, live happily in the suburbs — discover — I would suppose.

The individual performances in the play are, for the most part, fine, including Facey's leading role, Boyd, and Todd. The chorus members are also excellent, including the songs "Coffee Break," about what happens in an office when the coffee runs out, and "A Secretary is Not a Toy," which includes some of the best choreography worked up by Mark Athanas. The supporting cast includes the executives, Jennifer Helm, Barbara Bernelli, Donna Pomeroy, Darlene Lecker, and Debbie Gromack.

Mr. Pratt (Joe Taggiano, Jr.) concludes J. Paterson Finch (Mike Facey), as Rosemary Pilkington (Becky Derick) looks on, in "How to Succeed in Business Without Really Trying." (Photo by Mike LeClere)

"I believe in You," is sung by it, in it: Dave Adams, Dale Facey, Kevin McGee, Joe Taggiano, Jr., Brent Todd, Harold McCarthy, and Randy Boyd. The little boy is Sam Johnson. (Photo by Mike LeClere)

The executives include Harold McCarthy, Joe Taggiano, Dave Adams, and Kevin McGee. In other roles were Leo Stock, Brent Facey, Sam Johnson and Beth Farnum.

Four of the Frank Loesser songs in the score are outstanding: "Rosemary," "I Believe in You," "Part Original," and "Been a Long Day." "Rosemary" is a solo by Facey. He bursts out into song upon realizing that he loves Rosemary. One of the few straight solos in show, Dale plays it up without getting overly saccharine in his delivery.

The trio "Been a Long Day" is the best song in the first act. It takes place at quitting time on a Friday afternoon. Sentinels in

for the song by the popper, or the arranger's entrance. The lyrics of the song are delivered expertly by Facey, in an attempt to build his confidence before a big board meeting, just as convincing are the executives, who back up Finch and threaten to stop him cold. The song is uplifting, optimistic, and totally fulfilling, and there was no excuse for the article described above, which named an otherwise perfect number.

By the way, why are the players in Sleith 100, rather than in Duggan Jr. High's Auditorium? The cramped quarters of Sleith 100 are more than serviceable for a small, in-house character play like "Black

The Stageless Players produced the musical comedy *How to Succeed in Business Without Really Trying* in Sleith 100. Because the production required multiple scene changes and involved a large cast, the endeavor was Herculean, reviewed as having "great style" and "inspired performances."

STUDENT SERVICES

- Andrew J. Mulcahy Jr. became vice president, Student Affairs, and dean of students.
- Students and faculty enrolled in the Springfield School Volunteers Program.
- WTRZ (later WNEK) began news programming.
- Cultural programming activities included music groups, art exhibits, dancers, and the madrigal dinner.

- International students held an International Fair and made presentations to depict their native cultures.
- The Stageless Players returned to Sleith 100 to produce *How to Succeed in Business Without Really Trying*.
- Black History Month was promoted on campus, expanding student awareness of diversity.
- All residence halls had card readers for security.

ATHLETICS

- Summer sports camps in soccer, wrestling, basketball, football, field hockey, softball, baseball, and tennis began.

1984

THE CHURCHILL CHALLENGE



After D'Amour Library opened, the building known as Churchill Memorial Library was available for new possibilities. The College addressed three pressing needs: relocating the School of Business from cramped space in Sleith Hall (and allowing the School of Engineering to then move into the vacated space); relocating the computing facilities from inadequate space in Herman Hall and

constructing a microcomputing lab; and creating permanent space for the Writing Center. After several revisions, schematic drawings were reviewed by faculty, administrators, and some potential donors; and a plan was formulated to approach various sources for funding of particular sections of the building. The Alumni Association named the fundraising effort "The Churchill Challenge."

Total College enrollment was 5,140.
Law enrollment was 833.
The campus was 59 percent residential,
65 percent male.

The endowment was \$3,923,230.
Typical tuition and fees totaled \$4,960.
Total operating expenditures were \$22.3 million.

PHYSICAL PLANT

- There were 16 major College buildings.
- A bill authorizing acquisition of adjacent state land was reintroduced in the legislature.
- A campus guest house was furnished and used for visiting candidates, speakers, trustees, and accreditation team members.

- The D'Amour Library campaign was completed in January.
- The Churchill Challenge campaign began.



While D'Amour Library actually opened in 1983, the fundraising did not end until 1984. Pictured here are C. Norman Peacor (left) chairman of the Board of Trustees, unidentified person, and President Beverly W. Miller beside the sign which displayed the end of a successful campaign.



Dr. Meeropol taught at the College from 1970-2008

In 1984 Michael A. Meeropol was instrumental in designing the Wellen Davison seminar. In a note to the College community as he retired in 2008, Dr. Meeropol, long-time chairman of the Department of Economics, thanked his colleagues for “**sharing part of [their] work life**” with him. In words that many felt expressed the character of the College, he said, “**After I was here just a few years it became obvious to me that this was a place where, if one wanted, one could interact with anyone and everyone on a variety of levels. I think that makes us special . . . Many of us in the employee group (not just faculty!) have enjoyed a sense that we were all in this work together and were pleased to be able to tell our families and friends that we look forward to going to work—and that our colleagues are among the important reasons for that. The people who work here are the people that define this place—but it doesn’t happen automatically. People with ideas and energy need to share them and excite others. . . I’ve had the privilege of being involved in many of the important events that have defined the College during the last 38 years, and to the extent that the results have been positive for the College and therefore the students, it was because large numbers of people . . . decided to act to make things better.**”

Summary of the Implementation of Recommendations of the Task Team on Alternate Revenue Sources and Additional Programs

Assigned to Dr. Bosch:

1. Consider adopting a 4-1-4 (4-4-1) calendar.
2. Consider offering courses across the state line.
3. Provide a headstart opportunity on college work for advanced secondary students.
4. Strive to expand enrichment programs for high school students during summers.
5. Offer specialized academic workshops for specifically targeted groups during summers.
6. Consider accelerated summer programming in conversational language proficiency for various groups.
7. Increase the number of certificate programs offered through the School of Continuing Higher Education.
8. Investigate the possibility of offering legal education programs during the summer.
9. Investigate the possibility of offering seminars in law during the summer.

Assigned to Dean Mulcahy:

1. Increase direct faculty involvement in recruiting.
2. Make availability of facilities use in summer a top priority.
3. Pursue the possibility of offering dance classes.
4. Establish a book award to an outstanding junior at each of several regional high schools.
5. Urge faculty to become directly involved in secondary school contests, programs, science fairs, etc.

Assigned to Mr. Hale:

1. Provide better communications to potential donors about the College’s Deferred Giving Program.
2. Identify and promote specially needed gifts in kind.
3. Separately define the roles of people working in foundation relations, deferred giving, major gifts, and annual giving.
4. Encourage alumni in particular club areas to sponsor a scholarship and/or endow a chair.
5. Urge individual groups to raise scholarship money.
6. Prepare and distribute a glossy magazine for alumni several times a year.

Assigned to Dean Kowalski:

1. Direct marketing efforts to Arts and Sciences alumni as potential MBA applicants.
2. Increase efforts at marketing the MBA, particularly with women applicants.
3. Implement an executive training program.

Assigned to the Advisory:

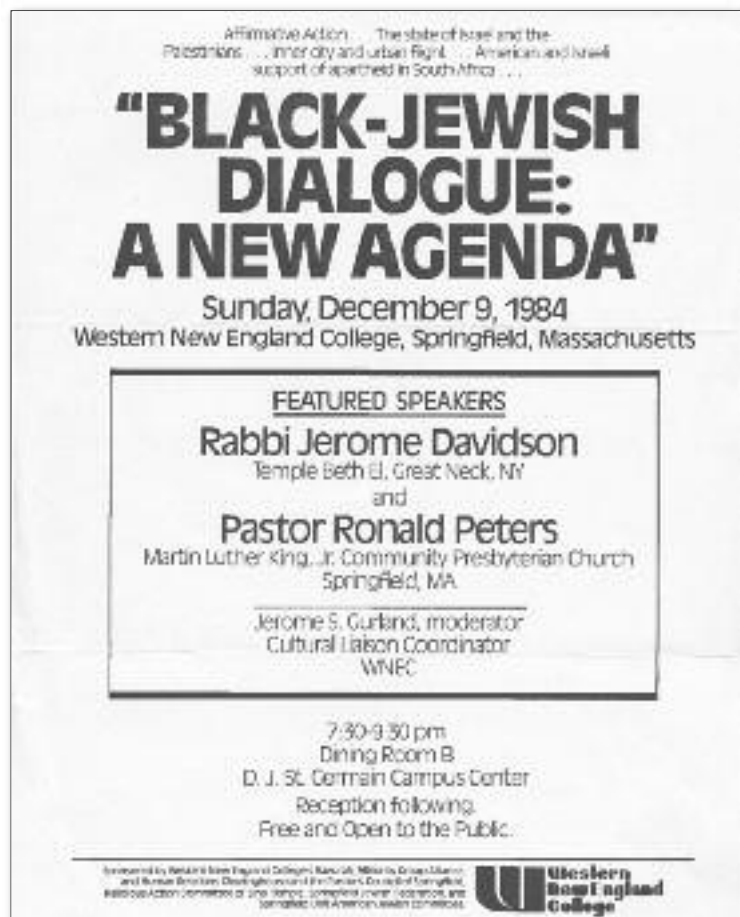
1. Consider a flat rate tuition plan.
2. Use specially prepared programs on campus to attract alumni.

Assigned jointly to Dean Mulcahy, Mr. Green, Mr. Anderson, and Mr. Hale:

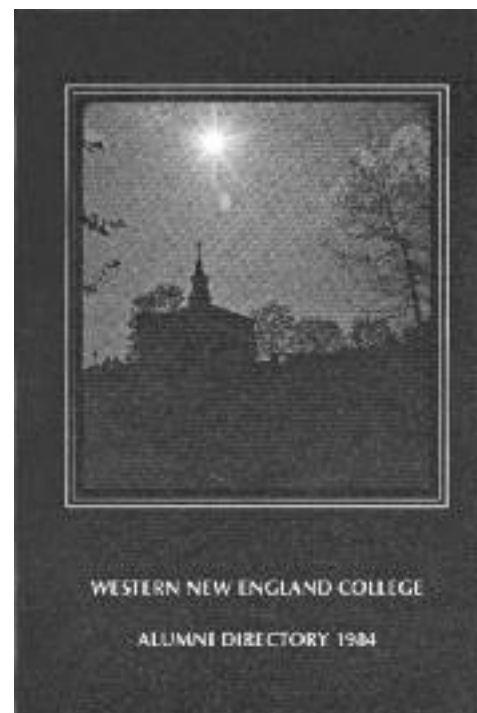
1. Formalize alumni programs for direct recruiting of undergraduate full-time students.

PLANNING

- Anticipating a shortfall in students, the President’s Advisory discussed guidelines for a campus-wide retrenchment plan.
- The Task Team on Student Recruiting and Retention, chaired by Vice President for Student Affairs Andrew J. Mulcahy Jr., submitted its interim report and its plans for the next year.
- The Task Team on Faculty Recruiting and Retention, chaired by the Dean of the School of Arts and Sciences Robert L. Campbell, submitted a final report to the Planning Committee and was asked to investigate additional issues.
- The Task Team on Alternate Programs and Sources of Income, chaired by President Miller, submitted its report in March.
- The Task Team on Part-time Faculty Effectiveness was still being formed.
- The Task Team on Faculty Development presented an interim report in September. It planned to work with the Faculty Senate before submitting its final report.
- The Task Team on College Image completed surveys.
- The Academic Computing Committee of the College had been asked to serve as the Planning Committee’s Academic Computing Task Team. It had established short-range needs (a director of academic computing and an academic computing lab) and was working on a five-year projection of need.
- The Planning Committee updated its developmental objectives.



"Black-Jewish Dialogue: A New Agenda," an evening devoted to discussion of affirmative action, the inner city and urban flight, the state of Israel and the Palestinians, and American and Israeli support of Apartheid in South Africa was sponsored by the Human Relations Clearinghouse, the College Havurah, the Minority Group Alliance, the Pastor's Council of Springfield, the Religious Action Committee of Sinai Temple, the Springfield Jewish Federation, and the Springfield Unit of the American Jewish Committee.



In an effort to enable alumni to make and keep contact with former classmates and other alumni, the College published its first ever *Alumni Directory*.



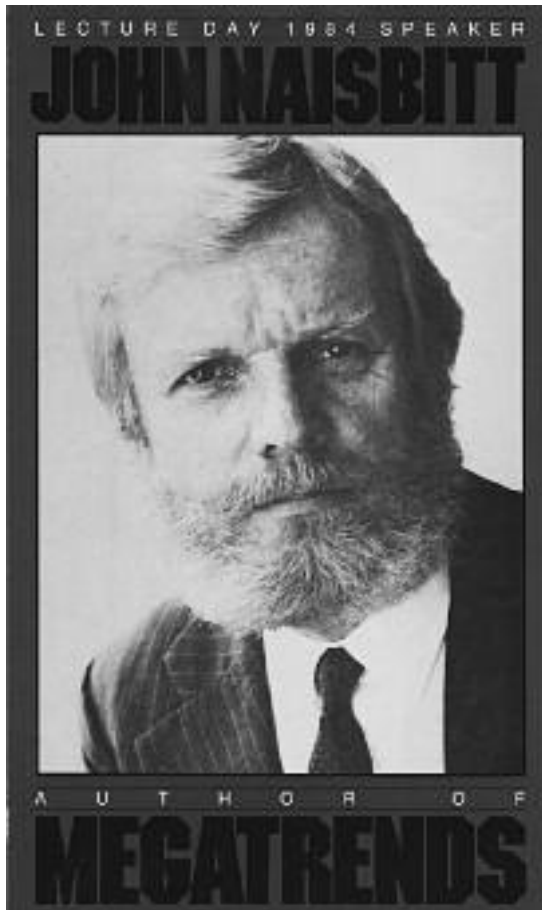
Following a tradition of awarding honorary degrees, in 1984 the recipients were Sr. Mary Caritas, president of Mercy Hospital and the Sisters of Providence, and a trustee of the College from 1986-2001, and Hon. Sidney Cooley L'41/L.L.D.'84/H'01.

ADMINISTRATIVE

- A Black-Jewish Dialogue was held.
- The campus began to formalize areas of responsibility, placing emphasis on a business model.
- Public Relations was reorganized to reflect changing trends.

- The director of personnel services resigned in May; Gregory C. Michael replaced him in September.
- The first early retirement incentive for tenured faculty was instituted at the request of the faculty.
- CCGS (Cooperating Colleges of Greater Springfield) initiated annual faculty development programs.

- A position classification system with labor grades for nonexempt (classified) employees was implemented.
- Public Safety expanded staff as the numbers of residential students increased.
- The first *Alumni Directory* was published.



Lecture Day 1984 was cosponsored by the Bank of Boston-West in honor of its 200th birthday. The semester featured weekly lectures led by faculty as part of an interdisciplinary colloquium entitled *1984: Orwell and Beyond* and culminated on Lecture Day with presentations by Jean Hatch, Daniel Czitron, economist Samuel Bowles, and Megatrends author and social forecaster John Naisbitt. Seventeen hundred people crowded into Rivers Memorial Gymnasium to hear Naisbitt discuss the sweeping trends he predicted would revolutionize business thinking.

WINTERIM ON CAMPUS

What is it?
An intense learning experience during the break between semesters. Earn three credits in approximately two and a half weeks of concentrated study on campus.

When is it?
Classes meet from 8:30 am until 12:30 noon, Thursday through Saturday (12/27-12/29), Wednesday through Saturday (1/3-1/5), and Monday through Thursday (1/7-1/10). Final exam on Friday, 1/11.

What courses are offered?
Business Data Processing (BUS 226-51): an introduction to computer systems primarily from the user's viewpoint in business organizations. Lab fee \$25.
Heuristics (EC 990-51): an investigation of the Heuristic Administration's economic theories and policies. Prerequisite: college courses in macroeconomics.
Behavioral Management Techniques (MAN 380-51): a balanced, critical examination of behavior modification theories and techniques applied in the workplace. Prerequisite: introductory courses in psychology and sociology or one course in organizational psychology.
Human Factors in the Office (GM 390-51): a study of ergonomics in the contemporary office; how productivity is affected by office layout, design of furniture and equipment, and other environmental factors.

How do I register?
Call for a mail-in registration form (413) 752-3111, x249 or come in to the School of Continuing Higher Education Office, Room 510 Herman Hall, 1515 Wilbraham Road, Springfield, MA 01115, during the following hours:
8:30 am to 8:30 pm, Monday through Thursday
8:30 am to 7:30 pm, on Friday through December 21.
8:30 am to 4:30 pm, Wednesday, December 26.
Office closed December 24 and 25.
Classes begin Thursday, December 27.

Western New England College



Responding to the changing characteristics of college students, Dean of Continuing Education Elizabeth A. Ayres, the first female dean in the history of the College, was quoted in the *Springfield Union* saying **“There isn’t so much open resistance to women in top positions...but they are often left out of important decision-making conversations or overlooked in meetings where there are six or seven men and only one woman present...If (a woman’s) proposals are well thought out and presented with an air of authority, however, they learn that they can count on her.”** Dean Ayres joined the College in 1978 as dean of the Evening Division and summer sessions. In 1979 she became dean of the newly fledged School of Continuing Education and coordinator of graduate studies, a position she held until her resignation in August 1984.

ACADEMIC

- The Lecture Day topic was George Orwell’s *1984*; John Naisbitt and Samuel Bowles were among the speakers.
- Human Relations Day became a two week series of events.
- The Human Relations topic was “Peace in the Middle East.”
- Academic minors were approved by the Board of Trustees, to be posted on transcripts.

- The three undergraduate Schools accepted three common graduation requirements: a writing requirement, a “Cultures Past and Present” course, and a computer literacy course.
- The Faculty Senate established exam policies.
- The School of Business designated a coordinator of the internship program.
- R. Luther Reisbig resigned as dean of the School of Engineering; Clyde E. Work was hired to replace him.

- The Women’s Law Association was formed.
- Elizabeth A. Ayres resigned as dean of the School of Continuing Higher Education; Jesse L. Ward was hired to replace her.
- Elderhostel expanded to three weeks.
- Winterim on campus began.
- A cooperative degree program with Greenfield Community College offered a B.S.B.A. as well as the MBA.



With the growing residential nature of the campus, the College grappled with how best to represent the interests of commuters. To address these concerns, the Student Senate formed a commuter organization, and Student Activities began to publish the *Commuter Courier*, a "practical, lighthearted approach that listed items of potential involvement, a calendar of current events, useful information, and student or faculty editorials."



The Student Activities Board was reorganized and became C.O.P.E., the Committee on Programming and Entertainment (later renamed CAB, the Campus Activities Board). C.O.P.E. was a standing committee of the Student Senate and as such received a partial allocation of the student activities fee. Composed of student volunteers who worked on four committees: Traditions and Major Entertainment; Films and Lectures; Travel and Recreation; and Coffeehouse, Comedy, and Performing Arts. The student run organization provided the campus with a variety of entertainment and programs. Pictured above Carter and Winters perform near the portico of the Campus Center in a C.O.P.E. coffeehouse.

- The number of School of Continuing Higher Education programs in businesses and hospitals increased.
- The first commuter student organization published the *Commuter Courier*.

TECHNOLOGY

- Most "computer services" were programmed in-house.
- The first computerized degree audit system was designed.
- Law admissions scores were automated.
- A system for computerized National Direct Student Loans was implemented.
- Personnel and Registrar updates were held at night to utilize resources more effectively.
- The Academic MV8000 had 64 terminals and two printers.
- The amount of student disc space was increased.

LIBRARY

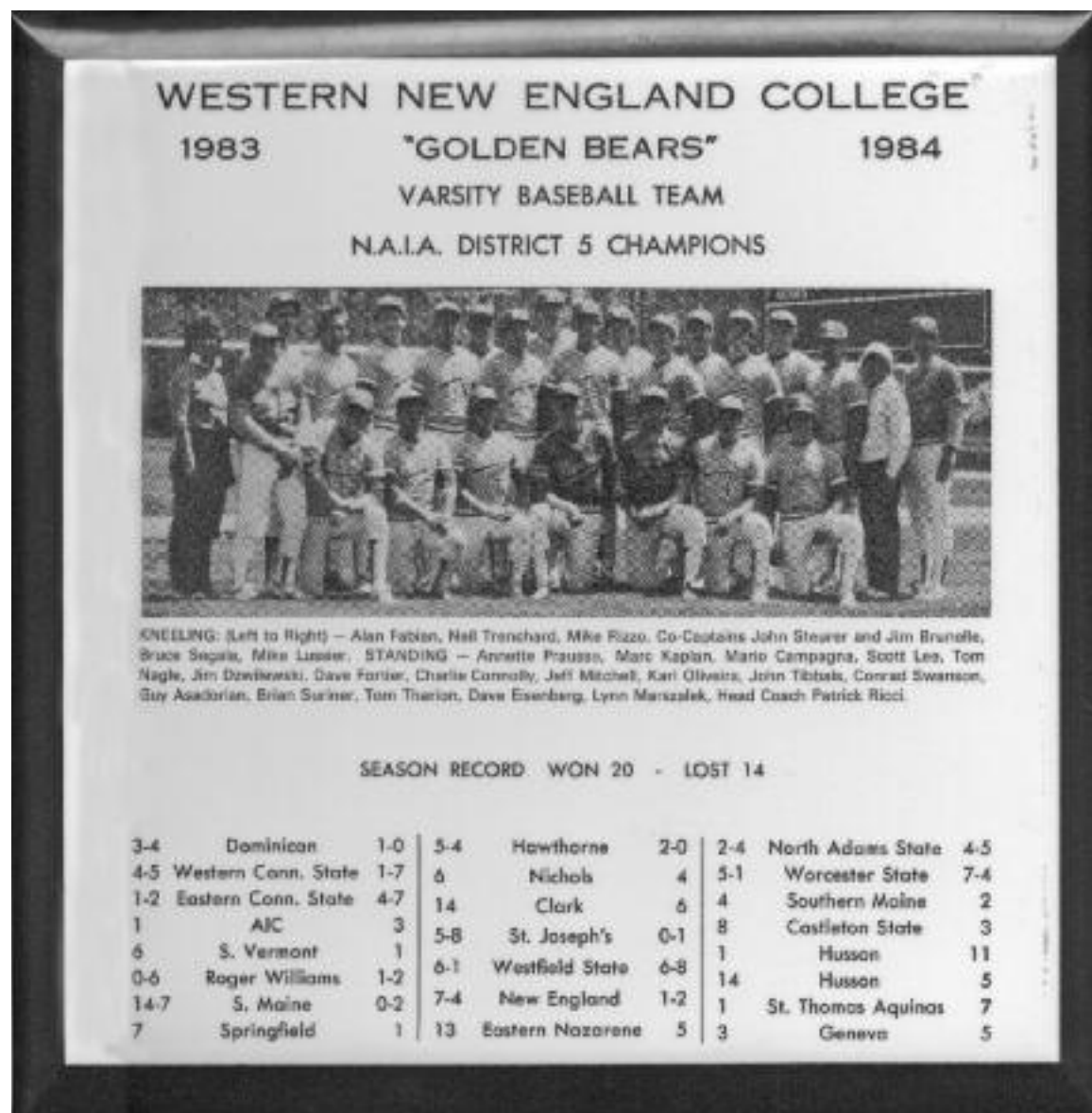
- Reflecting the growing need for professional assistance, a library staff position was changed to that of a reference librarian.

STUDENT SERVICES

- The Student Activities Board was reorganized and became the Committee on Programming and Entertainment (C.O.P.E.), responsible for coordinating all of Student Activities major activities and events.



The first SOAR (Summer Orientation and Registration) was developed and administered by Dean Theodore R. Zern through the rubric of the then Wholistic Student Development System. The two-day orientation focused primarily on acclimating students to a new environment and registering for courses. Prior to 1984, registration was a three-day fall event that took place just before the beginning of classes. It was not until 1990, again under Dean Zern's leadership, that registration took on a curriculum planning approach and became fully integrated with developing awareness of the transitional challenges associated with college. Pictured above are the first Orientation and Group Leaders (OGLs) who guided incoming students through SOAR: Top to bottom, Deanna Hayes '86, Charlene Downes '85, Nancy Tardy '86/G'90, Julie Paris '86, Michael McBride '85, and Lisa Bajek '85.



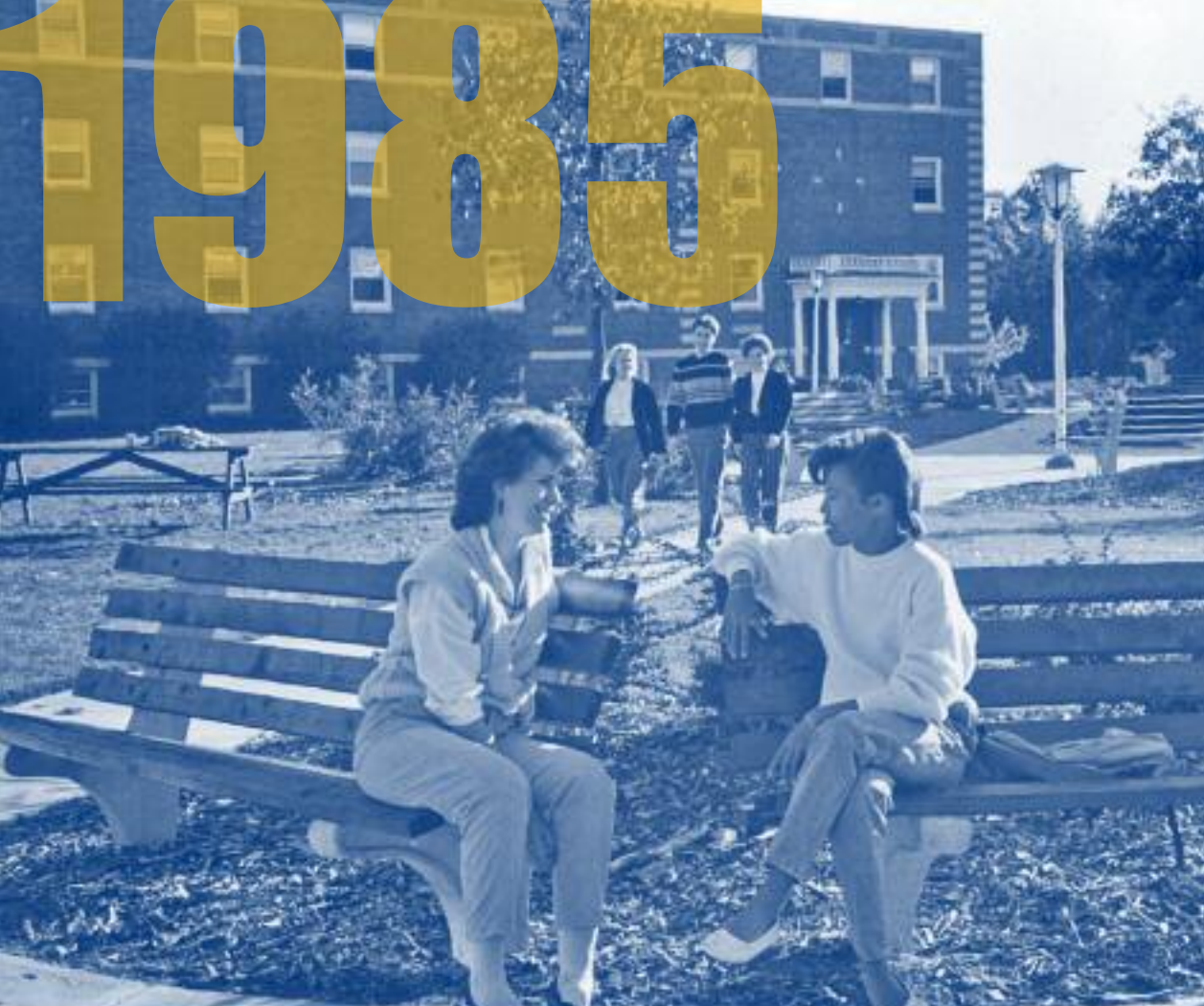
- An International Student Family Host Program supported the recruiting of international students.
- In a first foray into weekend programming, C.O.P.E. instituted a Sunday Film Series.
- Orientation moved to summer and became Summer Orientation and Registration (SOAR), a two-day program.

- Students supported a family of 14 children, many of whom were disabled, in a measure initiated by the Residence Hall Association.
- Director of Admissions Rae J. Malcolm retired; Wenrich H. Green was hired to replace him.

ATHLETICS

- Baseball won the NAIA District 5 championship.
- Men's volleyball was dropped.
- Eight varsity teams earned postseason berths.
- Four hundred students competed in varsity sports.
- Seven athletes were named Academic All-Americans.

1985



In recognition of the need to define community space, the Quad Mall beautification project was completed by the addition of sidewalks, plantings, and benches in the space between the original dormitories on campus and the enlarging of the sidewalk access to the main campus. At the same time, a further step in the process that resulted in the beautiful campus of today, a student recreation area including picnic tables, barbecue grills, horseshoe pits, and a playing field with goal posts was created on the grassy space fondly termed the “Tundra.”



Dean of Arts and Sciences Robert L. Campbell, who had been with the College for 26 years when he retired in 1985, served as dean of students (1958-1964), as dean of the College (1964-1965), as vice president academics and dean of the newly fledged School of Arts and Sciences (1966-1968), as vice president, academics, (1968-1973), and as dean of the School of Arts and Sciences (1973-1985). Dr. Campbell was known for his dry wit and for his exemplary attention to all things academic. He firmly believed in maintaining a balance of the liberal and professional, in the College's not becoming a vocational institution, and in responding to the changing characteristics of students. Reminiscing in an oral history interview in 1985, he noted that, **“My whole philosophy is that the major service of this College is to the community. When I came here this College was providing good, substantial degree work for those who could not afford to go elsewhere...”**

**Total College enrollment was 5,047.
Law enrollment was 835.**

**The endowment was \$4,389,211.
Typical tuition and fees equaled \$5,280.
Total operating expenditures were \$24.3 million.**

PHYSICAL PLANT

- The Quad Mall beautification project was completed.
- The Administration Building was renovated and redecorated.
- Dining room A was remodeled.
- The mailroom/copy center was moved to the ground level of Emerson Hall.

- After the purchase of Gateway Village, the College decided to sell Federal Hall, which was not located on campus.
- Air conditioning was installed in Sleith 100 and on the second floor of Sleith.
- Emerson was reconstructed for Cultures Program lectures.
- Two music practice rooms were outfitted in the Campus Center.

PLANNING

- The Task Team on Student Recruiting and Retention continued to gather data.
- The Task Team on Faculty Recruiting and Retention, chaired by Dean Robert L. Campbell, submitted a revised report in October.



Responding to trends in enrollment practices, the Admissions Office created a new viewbook that presented the College to potential students. Emphasizing the committed faculty, the disciplined approach to learning, the caring community, the variety of campus life, athletics, and career preparation, the brochure also described the philosophies of each of the undergraduate Schools.



Continuing to implement the recommendations of the Task Team on Alternative Revenue Sources, the third summer Elderhostel hosted 42 men and women from throughout the country who ranged in age from 60 to 80. The lively program included Yiddish Literature, Computer Programming, and Africa in Massachusetts.

The developmental objectives established in 1983 were updated. Objective III, Respond to Academic Computing Needs, (create a micro-computing lab, draft a five-year hardware and software budget projection, have Academic Computing Committee analyze long-range needs and make recommendations concerning policy and plans) and Objective IV, Enhance and Diversify Revenue, (consider creating certificate programs, increase summer noncredit activities, and initiate market research on educational needs of local businesses and organizations) were considered met. Objective V, Communicate [the College] Image More Effectively, was to be evolved when a consultant's report was finished. Objective I, Maintain the Quantity and Quality of Enrollments in All Programs, and Objective II, Increase Faculty Effectiveness, were still under discussion by various Task Teams.

- The Task Team on Alternate Programs and Sources of Income, chaired by President Miller, submitted its final report. Implementation of recommendations began immediately.
- The Task Team on Part-time Faculty Effectiveness was in its initial stages of deliberation.
- The Task Team on Faculty Development continued to work with the Faculty Senate Committee on Faculty Loads to gather data.
- The Task Team on College Image submitted its final report.

- The Planning Committee held it under consideration.
- The Academic Computing Task Team reported which of its former recommendations had been implemented (director of academic computing, microcomputer lab, and short-range needs) and presented a three-year projection of computing objectives.
- The Task Team on the Undergraduate Curriculum was formed and was determining attributes desired from all College graduates.
- The developmental objectives established in 1983 were updated.

- Those concerned with academic computing and enhancing and diversifying revenue were considered met; those concerned with communicating the College image were to be evolved when a consultant's report was finished.
- A 10-year, \$20 million development campaign was launched.

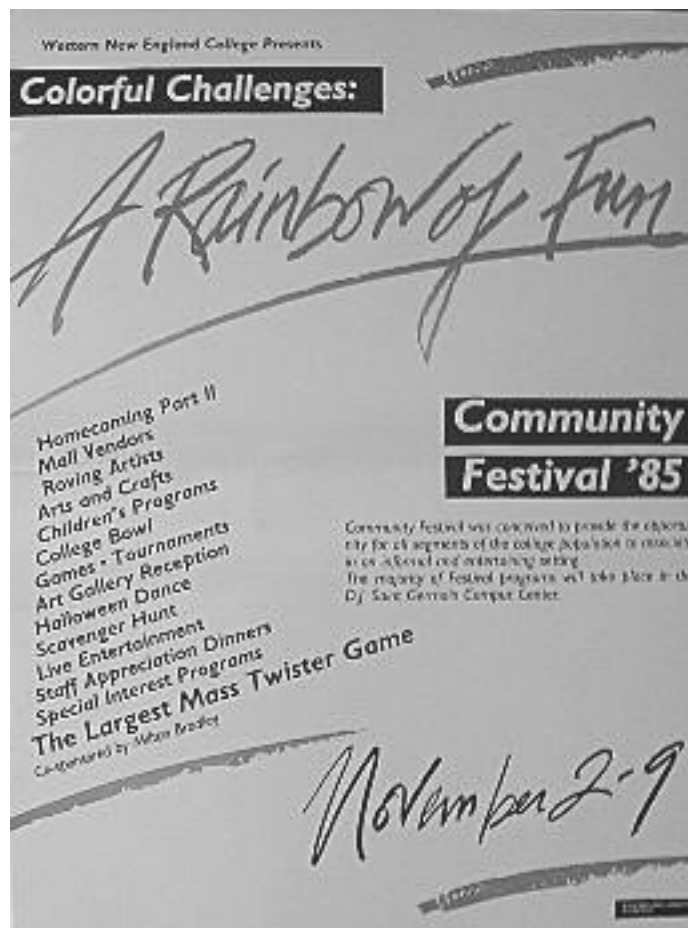


Dennis M. Luciano joined the College in 1977 as an assistant professor of mathematics. In 1981 he was promoted to associate professor and in 1990 to full professor. In 1982, when the Department of Mathematics became the Department of Mathematics and Computer Science, he was elected Department chairman, a position which he held until growth in the computer sciences necessitated the forming of a separate Department of Computer Science, at which time he remained chairman of a considerably larger Department of Mathematics, one which included the Master of Arts in Mathematics for Teachers (MAMT), the first Arts and Sciences graduate degree.

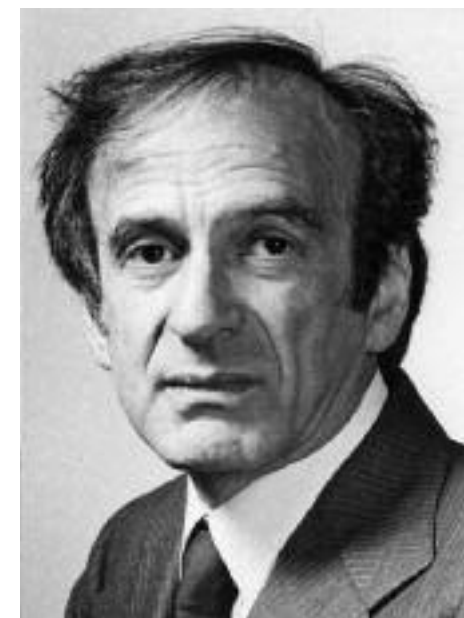
While Luciano was active on the Faculty Senate and major College-wide committees, in which capacities he helped to form College policy, his tenure at the College is marked by his dedication to teaching students the importance of mathematics. Speaking to students of the values of a liberal education, he said, **“In this digital age [the] problem-solving, model building, and inductive and deductive reasoning skills you acquire will make you an essential part of many organizations and businesses.”**

ADMINISTRATIVE

- Elie Wiesel was a Human Relations Series speaker on “World War II, Forty Years After.”
- The Physical Plant Department was reorganized with Alfred L. Letourneau as director.
- Key control was moved to the Physical Plant Department for accurate record keeping.
- Written work requests were instituted in the Physical Plant Department.
- Dorm security was augmented to enhance student safety.
- Campus signs were designed.
- A cable TV system was installed.



Conceived to provide the opportunity for all segments of the College population to associate in an informal and entertaining setting, Community Festival usually was located in the Campus Center. In 1985 the festival featured mall vendors, roving artists, arts and crafts, children's programs, college bowl games, an art gallery reception, a Halloween dance, a scavenger hunt, live entertainment, staff appreciation dinners, special interest programs, and a mass Twister game.



Human Relations Week in 1985 presented a perspective on “World War II, Forty Years Later.” A memorabilia display was mounted in D'Amour Library; a film series featuring several well known films about the war and its aftermath was held each day in the Campus Center; and lectures were given by Federal Republic of Germany ambassador Gunther van Well, delegate of the European communities Benoit Liger, and Holocaust survivor and author Elie Wiesel, pictured above. Wiesel's well attended Sunday lecture was entitled “The Rescued.”

- The first faculty and staff spring picnic was held.
- A college-wide employee recognition program was instituted; pins were awarded for every five years of service.
- An Employee Assistance Program (EAP) was designed to provide free confidential counseling services to employees and their families.
- Personnel files for classified staff included a work history summary sheet and a photo.
- Classified staff earned-time-conversion for sick leave was started.
- Blue Cross/Blue Shield Master Health+ was accepted by faculty and staff.
- An innovative workman's compensation insurance program was initiated.
- The Cooperating Colleges of Greater Springfield (CCGS) tuition exchange program was formalized; faculty and certain designated administrators could join.
- Greater emphasis was placed on faculty and staff publications.



Pictured above, Peter Szaban, systems analyst, proudly inspected the latest upgrade to the Data General computing system used at this time.



In the eighties and nineties the first floor of D'Amour Library was dominated by card catalogs.

Academic Computing Objectives

1. To provide all students with basic knowledge and familiarity with the computer and one of its major applications
2. To encourage in-class demonstrations of computer applications
3. To provide faculty with office access to computer equipment
4. To improve the disk capacity of the HP150 microcomputers
5. To improve mainframe printer facilities on campus
6. To improve faculty and student access to the mainframe
7. To provide for an anticipated increase in demand for microcomputers in the micro lab
8. To provide additional micros for the computer literacy project in the Writing Center
9. To distribute mainframe processing to "smart" terminals instead of traditional Data General (DG) terminals
10. To provide for anticipated increased capacity on the DG MV4000
11. To begin addressing student word processing needs

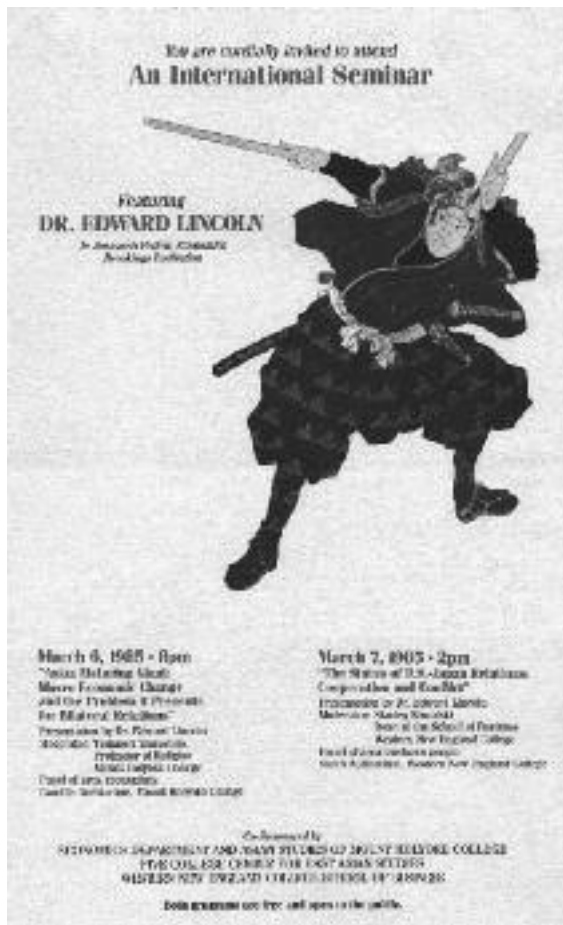
TECHNOLOGY

- The Data General computing system continued to be upgraded and new financial software allowed tracking of student billing.
- Word processing printers were installed in the Schools' offices.
- The administrative MV8000 mini computer had 50 terminals, two printers.
- The microcomputer lab in Churchill had nine Apple IIe's, eight Hewlett Packard 150s, 16 IBM PCs, and eight dot matrix printers. Available software included a variety of applications packages, programming languages, and computer aided instruction (CAI) packages.

- The School of Arts and Sciences acquired a Data General system and could communicate with the administrative MV8000 mini computer.
- Acorn computers were installed in the Churchill Writing Center because they could be converted to terminals. (Acorn was a British company that dominated the educational market in the UK during the eighties and early nineties.)

LIBRARY

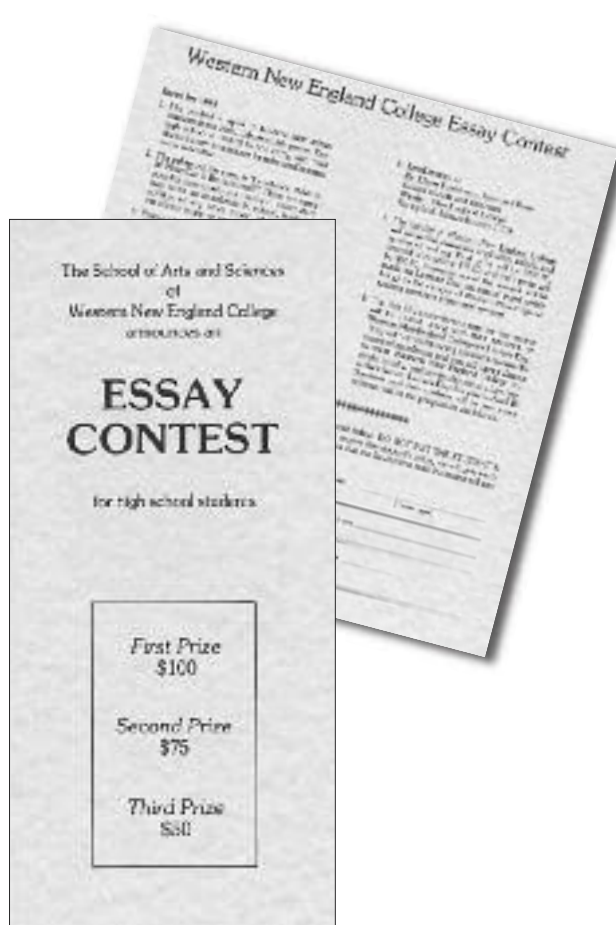
- Online subject searching conducted by a librarian through DIALOG began.
- Online circulation through CWMARS was introduced in September.
- Plans progressed to expand the third floor of D'Amour Library.



An International Seminar on U.S.-Japanese Relations, featuring Edward Lincoln of the Brookings Institute, was held jointly with the Department of Economics, the School of Business, the Five College Center for East Asian Studies, and the Mount Holyoke Economics and Asian Studies Departments. The seminar educated students about a growing economic force and consumer market.

ACADEMIC AND STUDENT AFFAIRS

- The Lecture Day topic was “The Subject is Excellence,” featuring speakers from business, education, anthropology, and sports.
- “Salute to the Arts” featured world renowned pianist Berenice Lipson-Gruzen.
- The Cooperating Colleges of Greater Springfield (CCGS) class exchange program started.
- The president denied three full professor promotions over the recommendation of the peer review committees.



One of the highlights of Lecture Day 1985 was a high school essay contest on the subject of “excellence.” In addition to a cash prize for first, second, and third places, the winners and their advisors were invited to the College to participate in Lecture Day, attend a luncheon held in their honor, and became acquainted with the College.

- The Board determined the composition of the School of Arts and Sciences Dean Search Committee over faculty objections.
- The president opted not to let the Faculty Senate determine committee eligibility; trustees chose not to meet with the Senate to discuss the issue.
- The School of Arts and Sciences sponsored an essay contest for high school students.
- The Cultures Program offered an expanded number of modules.
- The first Northeast Regional High School Programming Championship was held by the Department of Mathematics and Computer Science.

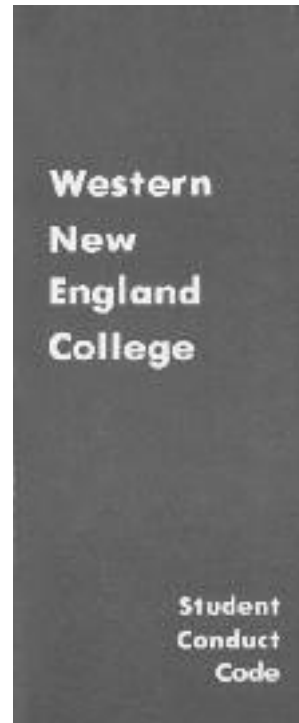


The School of Continuing Higher Education published its first newsletter, *SCHE Briefings*, which profiled staff members, detailed the year's calendar, and provided explanations of programs and services. The publication helped students to acquire an affinity for the School and to make informed choices about their courses.

- Robert L. Campbell retired as dean of the School of Arts and Sciences in June; Richard A. Reed was hired to replace him.
- A seminar on U.S.-Japanese Relations was held jointly with the Department of Economics, the School of Business, the Five College Center for East Asian Studies, and the Mount Holyoke Economics and Asian Studies Departments.
- An Advisory Committee of eight members from regional industries was formed by the School of Engineering.
- ABET reaccredited the School of Engineering undergraduate programs.
- Summer School offered a young scholars program in computing.



In one of the many programs designed to provide cultural enrichment not only to an increasing number of residential students, but also to the community at large, the 1985 *Salute to the Arts* featured renowned concert pianist Berenice Lipson-Gruzen in January, The Frank Hatchett Dance Theatre and Voices of Jubilation in honor of Black History Month in February, The New Song quintet (international folksingers) in March to celebrate the International Festival, and *P.S.: Pat and Steve* (a Broadway cabaret) in April.



The first formal Student Conduct Code of Western New England College was approved in 1968. The code was updated in 1971, remaining essentially intact until the 1985-86 school year when the Student Senate, the Faculty Senate, and the Board of Trustees approved the recommended changes, again responding to the increased number of residential students. The new code was implemented in the fall of 1986.



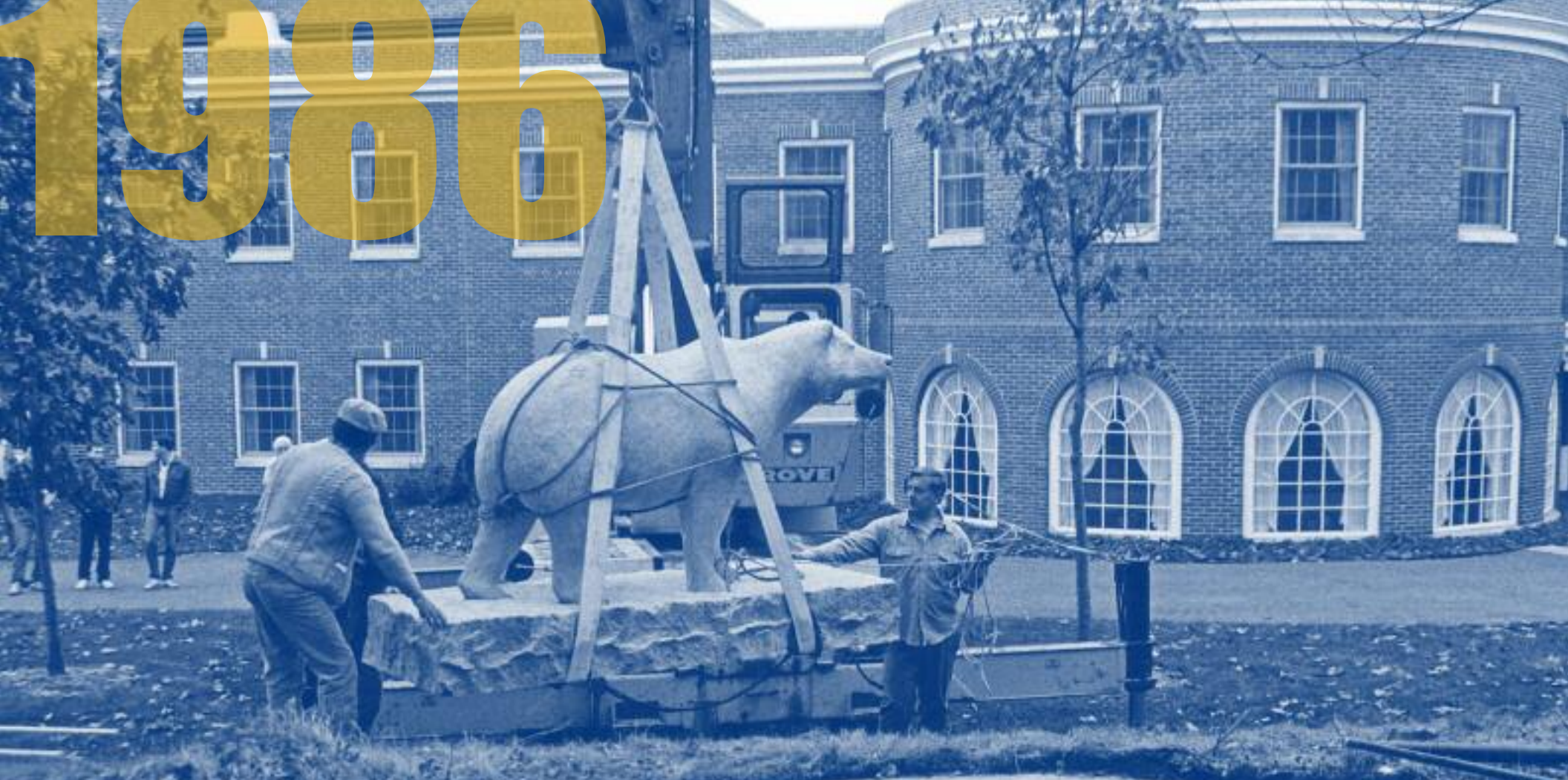
With the increasing numbers of students opting to live on campus, the Student Development Office offered programs geared especially for residential students. It arranged outreach programs in alcohol awareness; presented student leadership modules to small groups; conducted academic support programs in peer tutoring, study skills, and time management training; and published a series of pamphlets, *Student to Student*, pictured above.



The College celebrated Women's History Month in March 1985 by sponsoring lectures, panel discussions, workshops, an art exhibit, and a musical cabaret. All programs featured issues particularly relevant to women.

- An academic coordinator, Off-Campus Programs, was added.
- The College requested an additional NEASC visit to the Off-Campus Programs (OCP) on the military bases. The report indicated that there was no clear evidence of an administrative relationship between OCP and the Schools.
- Admissions increased efforts in international admissions.
- Flat rate tuition for 12/17 credit hours was implemented.
- The George I. Alden trust offered \$50,000 in scholarship money.
- A new version of the *Viewbook* was published.
- Sixty percent of entering students sought housing.
- A campus ministry position was added.
- The Student Conduct Code was rewritten.
- The position of health educator/nurse practitioner was created.
- The Campus Health Fair started.
- Renewed emphasis was placed on creating educational programs in residence halls.
- Women leaders were featured as part of Women's History Month.
- Black History Month featured Glen Loury, Harvard economist.
- The Ebony Festival began.
- Moving from a placement orientation to a career development orientation, Student Affairs scheduled career planning workshops.
- Homecoming, held during Hurricane Gloria, was the first to celebrate "legacy" students.
- Senior Week began, established by the Graduation Committee of the Student Senate.
- Health Services conducted small sessions with individual groups.

1986



On November 7, 1986, a crane lowered a five-ton, nine-foot likeness of the Alaskan Kodiak Island Brown Bear, the largest species of bear in the world, to a concrete base overlooking the paths between the Campus Center and Churchill Hall. The effort to bring a replica of the Golden Bear, the College mascot since 1951, to campus began in 1976, when Professor of Management Henry J. Bazan, who had founded the College

football club, formed a “Bring the Bear Home Committee.” The project was approved by the Student Senate and the administration, but it was funded entirely by donations and fundraisers, chief among which were sponsored by the club football team and the Marketing and Management Clubs, who sold “Bear Shares” to help raise the approximately \$18,000 necessary to complete the endeavor.

Total College enrollment was 5,061.
Law enrollment was 856.

The endowment totaled \$5,370,339.
Typical tuition and fees equaled \$5,564.
Total operating expenditures were \$25.0 million.

PHYSICAL PLANT

- Two College signs were erected.
- The prominent Golden Bear statue was installed on campus.
- Air conditioning was added in one residence hall and one classroom to increase opportunities for summer programming.

- Laundry facilities in Gateway Village and Plymouth replaced in-unit facilities.
- Four handicapped students’ rooms were constructed.
- The College purchased chairs and platforms for use at large events.

PLANNING

- The administration pointed out that “Inadequate data collection in the registrar’s office” delayed retention study; “not being able to identify potential academic dropouts thwarted efforts to combat attrition.”
- The Task Team on Faculty Recruiting and Retention had submitted a revised report that had been reviewed by The Planning Committee and approved. The recommendations were sent to the appropriate person or body for implementation.



Pictured above, Professor Henry J. Bazan, who retired in 2000 after having taught 35 years at the College, leans against the statue of the College mascot, which he affectionately named “Spirit.” **“We need to get the bear on campus not just for the Athletic Department,”** he said, **“The bear represents every student here at Western New England College.”** Bazan started the College football program, served as head football coach for 10 years, introduced the Air Force and Army ROTC programs to the campus, and was a member of the Department of Management. He was elected to the Downes Hall of Fame in 2000, received the Teaching Excellence Award in 1992, and became a Professor Emeritus upon his retirement in 2000. Professor Bazan died in 2005.



The Golden Bear project was approved by the Student Senate and the administration, but it was funded entirely by donations and fundraisers, chief among which were sponsored by the club football team and the Marketing and Management Clubs, who sold “Bear Shares” to help raise the approximately \$18,000 necessary to complete the endeavor.

Basic Intellectual Attributes

The faculty of the College believe that regardless of the area of study or school, certain skills, attributes, and attitudes are basic to all areas of learning. It is expected that the academic program of each student will be so structured that by graduation the student will possess those basic skills, attributes, and attitudes. (Please see Appendix S. for a detailed summary of these attributes.)

1. Communication Skills
2. Mathematical and Numerical Skills
3. Historical Understanding
4. Scientific Understanding
5. Aesthetic Understanding
6. Values
7. Critical Thinking
8. Knowledge in Depth
9. Continuing Learning

Phases of the Campus Master Plan

Phase I

New Library
Major addition to Campus Center
Renovations to Churchill Building

Phase II

Athletics Facilities
Administrative and faculty offices

Phase III

Arts and cultural center
Conference center

- The Task Team on Part-time Faculty Effectiveness determined that a study group was needed to move forward.
- The Task Team on Faculty Development submitted a final report after consulting with the Faculty Senate. With the completion of criteria for faculty load, research, and development, and with the design of a common faculty evaluation form, the work of the team was ended. The report was sent to the Board of Trustees, with the possibility of changes in contracts.
- The Academic Computing Task Team was working with the director of Academic Computing to implement the three-year series of recommendations (1985-1988) and was preparing a projection of academic computing needs 1988-1991.
- The Task Team on the Undergraduate Curriculum had sent its basic intellectual attributes desired of a Western New England College graduate to the Schools for discussion and was preparing a series of recommendations for implementing the guidelines.
- The Task Team on the College Image had submitted its final report and had recommended hiring a professional consulting firm.
- A consulting firm was hired to design public relations materials and make suggestions about image and name recognition.
- A “retrenchment plan” to counter possible declining demographics was discussed.
- An effort began to increase the endowment to \$25 million over 10 years.



Pictured here President Beverly W. Miller awards a degree to a disabled graduate at the 1986 Commencement, which was held on a very hot and sunny day in close quarters in a tent on the former football field where Commonwealth Hall now stands. The campus location was pressed into service when the Civic Center was unavailable.



Human Relations Week, held on campus every fall, explored ideas by bringing together educators, writers, politicians, and professional people from all walks of life. The 1986 events addressed the immigrant experience through the eyes of immigrants and their children. Authors Julius Lester and Gerard Brault described contrasting views, highlighting differences in black and white struggles; National Book Award winner Irving Howe spoke on the immigrant Jewish experience; Westfield, MA, Mayor George Varelas told of being a Greek immigrant who found that one's history was not as important in America as were one's actions; Trustees Gerald E. D'Amour and Robert J. Saex described the perseverance and family unity that guided them through their respective immigrant experiences. (Please see Appendix O. for a listing of the Human Relations Program Series.)



Student volunteers called potential alumni donors for the Annual Giving Campaign. They pointed out that the number of alumni who donate affects the College's national standing and the reputation of alumni degrees, as well as helping to keep a Western New England College education affordable.

ADMINISTRATIVE

- Commencement was again held on campus in a tent on the former football field.
- President Miller offered to step down; her offer was refused by the Board of Trustees.
- The Human Relations Series topic featured the Immigrant Experience.
- Public Relations led an effort to increase College recognition nationally and internationally.
- The director of institutional coordination was asked to make a Board and Executive Committee index.
- The President's Cabinet became the President's Advisory.
- A policy statement on substance abuse was published.
- The administration launched an effort to improve intra-college communication and a sense of community.
- New job descriptions and a wage scale based on a grade/step system were developed for classified staff.
- Long term disability was raised to 60 percent of the monthly salary to a maximum of \$3,000 through TIAA-CREF.
- A deferred payment plan for tuition was initiated.
- Part-time employees with 1,000 hours or more were eligible for the retirement plan.
- The College paid 75 percent of a traditional plan for any medical insurance policy an employee elected.
- HEGIS (Higher Education General Information Survey) was replaced by IPEDS (Integrated Postsecondary Education Data System), resulting in a slight change in reporting statistics.
- In an attempt to enlarge the student voice, the number of alumni trustees increased from one to three.



When D'Amour Library opened in 1983, the top floor was left unfinished. By 1986 the lower two floors were crowded, necessitating the creation of further study space, more stacks, more study rooms, and a small area for the College archives. Pictured here Elizabeth Harrington '93, a social work student, is able to spread out her texts and reference materials as she prepares to write a paper.



In 1954 Albert C. Pryor Jr. was the first African-American employed to teach high school in Springfield, MA. He was hired as a full professor at the College in 1967, where he created and developed the Bachelor of Social Work program. Dr. Pryor retired in 1983, but he remained active in the community, where he launched the Neighborhood Legal Services of Western Massachusetts, and on the College campus, especially in helping the Social Work program to become accredited by the American Council of Social Work Education (ACSWE). Typical of the understanding he displayed throughout his tenure at the College was the remark he made in 1998, in an open letter to the Department of Social Work, **“In this technological age, when the Internet threatens to eliminate or at least devalue actual human interaction, the role of the social worker is both more difficult and increasingly more necessary.”**

The Al Pryor Social Work Award was named in his honor. Professor Pryor died in 2005 at 93 years old.

TECHNOLOGY

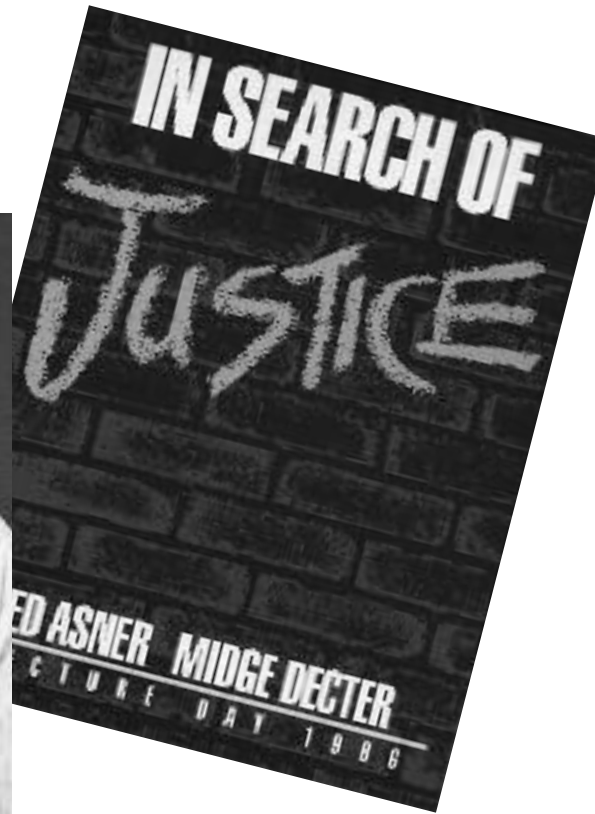
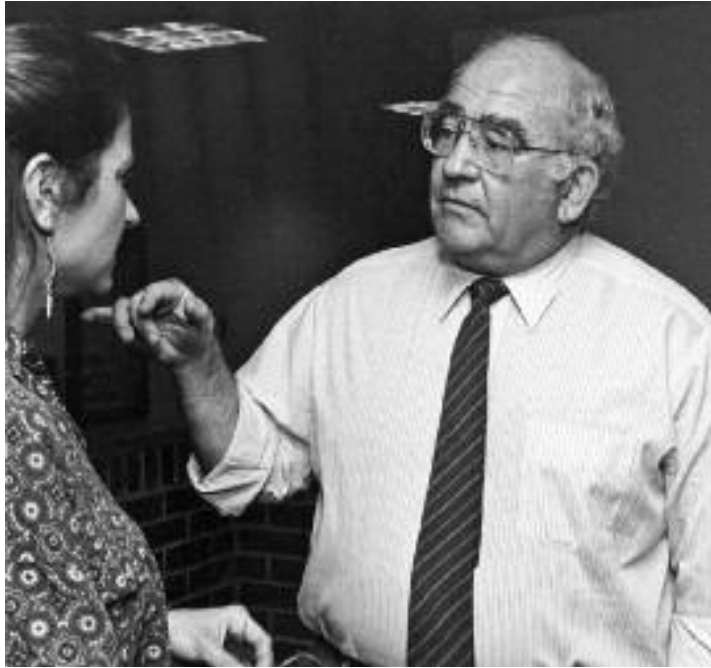
- The College's first integrated personnel payroll system, created in-house, was activated.
- The administrative systems developed in-house continued to increase in number and capability. Upgrades in general ledger, accounts payable, and purchasing included an encumbrance feature.
- Flat rate tuition as well as state and federal taxes were automated.
- Administrative staff used “dumb” terminals to access the DG minicomputer programs.

- Automation took place in these areas: Development, the School of Law, Advancement, and Alumni.
- Administrative Computing continued to upgrade; it had 12 megabytes of main memory, 1,500 megabytes of disk storage, and several high speed and letter quality printers.
- A student population analysis program was written.
- An automatic degree audit system was implemented.
- A computerized student payroll system started.
- Eight programming languages were available.

- Student computer user names and IDs became automatic.
- The Academic Computer Lab had 36 PCs for academic use, and the Writing Center had 32 PCs dedicated to word processing and composition analysis.
- The School of Engineering added a DG MV4000, nicknamed “Cindy,” with two megabytes animation, finite element analysis, and complex problem solving.

LIBRARY

- The top floor of D'Amour Library was completed, helped by major fundraising from the Parents Association.
- An environmentally stable archives room was planned and installed.



In 1986 Lecture Day was sponsored by the School of Arts and Sciences. Neoconservative journalist Midge Decter spoke in the morning and led a panel of College faculty and students in the afternoon; actor and President of the Screen Actors Guild Ed Asner (pictured above), who enjoyed considerable fame as a speaker on such causes as unionism, civil rights, and a nuclear freeze, spoke on “The Role of a Good Citizen” in the evening. A film series was held on the two days prior to the lectures. Here Asner has a private moment to discuss what he said.

Exhibiting a community and social consciousness common among faculty and staff, James V. Masi, School of Engineering, spoke of biomedical engineering projects in an oral history interview, April 1986. Professor Masi said, **“I fell in love with the children there (Shriners Hospital for Children in Springfield), and I said, “We’re going to do projects for them!”**”

ACADEMIC

- Ed Asner was featured at Lecture Day; the topic was “In Search of Justice.”
- The Graduate Council approved the awarding of certificates at the graduate level.
- Faculty and staff provided additional resources in recruiting.
- The faculty resisted the concept advanced by the Planning Committee that all contracts be one-year until tenured status was reached.
- The Faculty Senate made recommendations for student evaluation of faculty.
- A uniform faculty evaluation form was created.
- The Faculty Senate By-laws changed by referendum.
- The School of Arts and Sciences was 20 years old, had grown from 29 faculty to 100 faculty.
- The School of Arts and Sciences and Professor Jack P. Brin sponsored free audio visual programs for music and art.
- The Social Work Program was accredited, retroactive to the class of 1985.
- The School of Business added degree concentrations of Management Information Systems and Marketing to its MBA degree.
- The School of Engineering began biomedical support projects at Shriners’ Hospital.
- The Law Library, ranked as a “large” law library, acquired its 200,000th volume.
- The School of Continuing Higher Education began outreach efforts.
- The Division of Professional Development offered 15 workshops in the community.
- Off-Campus Programs offered four undergraduate programs, five graduate programs.



Pictured above is the circular for one of the 15 workshops offered to the community by the Division of Professional Development in the School of Continuing Higher Education.



Coach William "Red" Downes retired from coaching in 1986 after having coached for 16 years at the College. He was varsity soccer and baseball coach, the basketball assistant, and the director of intramurals. The Downes Hall of Fame was named in his honor.



Comedian and social activist Dick Gregory spoke to intense listeners after his April appearance.

STUDENT SERVICES

- The Catalogue spanned two years.
- The admissions operation was overhauled according to a consultant's recommendations and used new recruiting materials.
- The director of admissions resigned in June; Lori Paterwic was hired in August.

- The recruiting base was expanded nationally and internationally, expanding to the midwest and Asia.
- Dick Gregory spoke as part of Black History Month.
- Women's History Month featured films, speakers, and panels to educate students about contemporary women's issues.

ATHLETICS

- The ski team won the Thompson Division Championship and was ranked 12th in the National Collegiate Ski Association coaches' poll.
- Men's volleyball was reinstated.
- Men's and women's varsity cross country were dropped.
- Women's swimming was dropped.
- Women's volleyball was dropped.

1987



Former student and trustee D. Joseph St. Germain was a major contributor to the Campus Center building fund and, in honor of his mother, Adeline Rivers, the Rivers Memorial Physical Education Building. In fall, 1979, he was instrumental in developing the Suprenant Fields for outdoor athletics. Pictured above at the dedication of the fields in honor of his grandmother, Harriet Suprenant, are left to right: College community

members Robert Skelton, Patricia Best, Eric Geldart Jr., Mr. and Mrs. St. Germain, Virginia Knight, Patrick Richie, Henry Bazan and an unidentified coach. In 1987 the College purchased equipment as well as piping and sprinkler heads to install an underground irrigation system, starting at Suprenant Fields, but ultimately to cover a large segment of the campus.

Total College enrollment was 5,194.
Law enrollment was 875.

The endowment was \$8,022,558.
Typical tuition and fees totaled \$5,952.
Total operating expenditures were \$26 million.

PHYSICAL PLANT

- The Kresge Foundation offered a matching grant of \$350,000 for the Churchill Campaign.
- Plans were for the School of Business and the Computer Center to be in Churchill Hall; the Writing Center would go to vacated Computer Center space in Herman.
- Federal Hall was sold to STCC for \$1.1 million.
- The State of Massachusetts estimated the purchase of the contiguous state land would be unresolved for five years.
- Planning for the pedestrian mall with memorial plaques for continuous modest donors, as designed in the 1979 master plan, was underway.

- A Nynex telephone system was installed.
- Gateway Village key conversion began.
- Security systems in Valley Road housing were installed.



The area between the Administration Building and the Campus Center was formerly used as a parking lot (shown above in a 1980 photo). After D'Amour Library was opened in 1983, the former library was repurposed as Churchill Hall and plans for the development of a pedestrian mall began.



The Golden Bear was dedicated on September 19, 1987. Brought to campus in 1986, this statue was conceived in 1976, when Professor Bazan proposed it and began funding projects for it.

The Mini Master Plan

Following study by several campus constituencies, the College developed a comprehensive proposal for allocation of space throughout campus after completion of the Churchill renovation project. The 1987 plan, which updated the *Master Plan* (Please see Appendix R.) and provided for an orderly relocation of many campus services, was presented to the campus community in November 1987. Major moves that it recommended were:

1. Moving the Computer Center from Herman Hall to Churchill Hall
2. Moving the Writing Center to the space vacated by the Computer Center
3. Moving the Academic Computing Center from Herman Hall to Churchill Hall
4. Moving the School of Business offices from Sleith Hall to Churchill Hall
5. Moving the School of Engineering offices to the space vacated by the School of Business offices
6. Creating faculty offices in the space vacated by the School of Engineering and the Academic Computing Center
7. Moving the post office, purchasing, and duplicating from Emerson Hall to an addition to the maintenance building
8. Moving the Department of Psychology to the space vacated by the post office, duplicating, and purchasing
9. Moving Admissions to a house on Valley Road
10. Moving Public Safety to the space vacated by Admissions

Public Relations Changes

Changes in Public Relations recommended by an external consulting firm

1. Stress faculty achievements.
2. Emphasize that the College is not a state institution.
3. Publicize for wider recognition of national articles, alumni prominence, opinion editorials, programs.

1987 Amendments to the Mission Statement of the College

The Board of Trustees approved an amended mission statement on September 22, adding a sentence about tolerance and deleting a paragraph about the College being organized into schools and a paragraph about there being no graduate degrees in Arts and Sciences.

Added: The College is committed to promoting tolerance, understanding, and integration along racial, ethnic, religious, and gender lines both in its educational programs and in the conduct of all members of the College community.

Deleted: For the accomplishment of these goals, the College is organized into a School of Arts and Sciences, a School of Business, a School of Engineering, and a School of Continuing Higher Education, all offering a variety of undergraduate programs. A Pharmacy Program leading to a Bachelor of Science in Pharmacy is jointly offered by the College and the Massachusetts College of Pharmacy and Allied Health Sciences (MCP/AHS).

Graduate degrees are available from the School of Business and the School of Engineering; the School of Law grants the Juris Doctor degree.

PLANNING

- The Planning Committee affirmed goals of maintaining enrollment, increasing faculty effectiveness, and communicating the College image effectively.
- The Planning Committee formed three new task teams: Administrative Computing, Alternate Sources of Income, and the Changing Nature of Instruction.

- The Task Team on Student Recruiting and Retention continued to deliberate, with particular emphasis on undergraduate and School of Law admissions.
- The Task Team on Part-time Faculty Effectiveness continued to lack a study group.
- The Academic Computing Committee, functioning as a task team, continued to work with the director of Academic Computing to implement the three-year series of recommendations and projection of academic computing needs.
- The Task Team on the Undergraduate Curriculum had prepared a summary of undergraduate curriculum guidelines and had suggested curriculum recommendations designed to implement the guidelines. Both documents were under study by the faculty.

- The *Mini-Master Plan*, which allocated instructional space after the completion of the Churchill renovation, was presented to the College community.
- A consultant recommended additional changes in the public relations emphasis.
- The Planning Committee recommended changes to the mission statement. The Board of Trustees voted to do so in September.

Notations from the 1987 Interim Report from the New England Association of Secondary Schools and Colleges. (NEASC)

"The College appears to have made progress in responding to the areas of concern cited following the comprehensive evaluation in 1982 and those identified after the focused evaluation of the baccalaureate program at Hanscom Air Force Base in 1985. . . [At the comprehensive evaluation in 1992] the College's continuing progress in the areas noted will be reviewed by the on-site team."

1. There was a modest reduction in the proportion of part-time faculty members.
2. The humanities appear to have assumed a more visible role in the curriculum through the addition of newly developed courses now required of all undergraduates.
3. The College has continued efforts to relate the instruction and curricula of the Off-Campus Programs more closely to those on campus. This integration will continue to be a challenge.
4. The role of the assistant director of Off-Campus Programs has been strengthened and the addition of an academic coordinator has provided needed administrative support.
5. There is evidence of some improvement in off-campus library and support services, but there is a continuing need to provide the highest level of support possible.



In a continuing association with the city of Springfield, the third consecutive Greater Springfield Chamber of Commerce breakfast was held at the College celebrating "We the People" in the bicentennial year of the *U.S. Constitution*, the 350th anniversary of the City of Springfield, the 350th anniversary of American higher education, and the 100th anniversary of the Statue of Liberty. Pictured above Sports Information Director Eugene J. Gumbs, costumed as a "town crier," welcomed guests.



In October the 1987 Human Relations Program began offering events and programs on campus devoted to increasing understanding among all peoples. The year's theme, *The Peacemakers: Perspectives on Their Quest* included an address by four Soviet physicians on "Ending the Nuclear Nightmare" and a lecture by renowned Israeli writer Amos Oz, who analyzed the decade "Since Sadat and Begin in Jerusalem."

ADMINISTRATIVE

- The College participated in the 350th anniversary of Springfield, the 350th anniversary of American higher education, the 100th anniversary of the Statue of Liberty, and the nation's bicentennial celebration of the *Constitution*.
- Commencement was again held in a tent on the football field.
- The annual Chamber of Commerce Breakfast featured the Lecture Day topic of the *United States Constitution*.

- The Human Relations Program Series topic, "Since Sadat and Begin in Jerusalem" featured Amos Oz.
- A mailer for Human Relations Week was established.
- Complete updates and rewrites of the *Classified and Administrative Employee Handbooks* were published.
- The administration intensified efforts to hire minorities.
- Nonexempt employees in the Department of Public Safety conducted a union election, resulting in the selection of a Boston-based local union to represent them.

- The five-year interim report to The New England Association of Schools and Colleges (NEASC) was compiled.
- The College was placed on United Technology's "select list for gifts and recruiting."
- An on-site travel agency was initiated.
- The Century (donor) Club was established.
- A center for the study of political assassinations was considered.
- HVAC and Buildings managers became administrative, not classified employees.
- A director of planned giving was added.



Following the recommendations of the North East Regional Computing Program (NERComp), Garrett A. Bozylinsky was hired as the first director of Academic Computing in 1983. During his tenure he established an Academic Computing Committee, set up the first Academic Computing Center, and worked with the Planning Committee not only to consistently analyze and project academic computing needs, but also to implement those recommendations approved by the administration. He left the College in 1987.

His philosophy was expressed concisely as: **“The educational world of the future will be supported and, in a sense, driven by technology. Professors will use different techniques; students will learn differently; and facilities will take on a whole new appearance.”**



Prior to the proliferation of micro-computers, students used terminals to a main frame to complete their assignments. Pictured here in the computer center in Herman Hall, students work on programming assignments.

TECHNOLOGY

- Computer terminals were installed in the security office and in the gym.
- A PC was mandated for all faculty.
- Academic use continued in the Herman Hall Computer Center.
- The director of Academic Computing resigned in July; Russell L. Birchall was hired to replace him in December.

- The Academic Computing Lab and the Writing Center were temporarily moved to the third floor of Herman Hall from Churchill Hall.
- The Academic Computing Lab featured 12 IBM 8088's and four HP Vectras; the Writing Center continued to use Acorn computers; the Herman Engineering Lab used Tandy 1000s and Amiga 8086s; the School of Engineering used a state-of-the-art 8 mHz IBM 286 AT PC.

LIBRARY

- D'Amour Library began user searching using CDROM technology which could search several years at a time rather than going year by year. One patron at a time could use the technology.
- D'Amour Library automated acquisitions.



Junior high students Tiffany Taylor and Kim Andrews worked together in the Electrical Engineering lab simulating and designing systems for car safety warning lights. They were participating in a program to interest junior high students in engineering topics and higher education in general.



English professor Dr. Richard Haber and senior William Bartos '87 attended a concert at Springfield's Symphony Hall. Tickets were made available to students and faculty as part of Student Services' ongoing initiatives to provide a wide range of activities for students.

ACADEMIC

- The Lecture Day topic was the *United States Constitution*. Area high school students were invited to participate each week in the Lecture Day colloquium.
- The director of institutional coordination chaired the Academic Vice President (VPAA) Screening Committee.
- Faculty representatives were added to the VPAA search committee.
- The *Faculty Handbook* was updated.

- The Research policy was reaffirmed by the Board because the changes suggested by the Faculty Senate "detracted from the mission of the College."
- To accommodate students who wanted to study abroad, the College approved the policy that 15, not 24, of the last 30 hours must be on campus.
- The administration, Student Senate, and Faculty Senate established a policy of no exams in the last week of class.
- The Massachusetts Department of Education evaluated and reaccredited the Secondary Education Program with the stipulation that the Department implement curriculum revision that complied with Massachusetts requirements.

- The Council of Social Work Education (CSWE) requested a report on minority recruitment and enrollment.
- The Massachusetts College of Pharmacy contract was renegotiated.
- A junior leadership program modeled after the Leadership Institute was initiated by the School of Business.
- The School of Engineering began a pilot program in science and engineering with junior high students.
- The American Bar Association (ABA) requested and accepted a report on student-faculty ratio.



The Minority Group Alliance and the Division of Student Development sponsored a wide-ranging program to celebrate Black History Month. Starting with an exhibit and reception in honor of Martin Luther King Jr., the events included a minority job fair, the Ebony Food Festival, dance performances, lectures, and a basketball tournament.



“A campus ministry provides liturgical celebration and offers guidance and counseling in both spiritual and personal matters. Through its broad based ecumenical and interfaith program, the ministry enables each member of the College community to worship his or her own God, as well as enter into dialogue with others.” Fr. Bruce Teague served the College as director of campus ministry, first part-time, then in 1987 as the first full-time director.



An enthusiastic group of peer advisors posed at fall orientation. Peer advising at Western New England, which began in 1974, has been recognized nationally as a mentoring experience of unique proportion. Most importantly, it has become a centerpiece of the First Year Program. Peer advisors are upper class undergraduates who are trained to serve as a point of first contact, an accessible and approachable source of information, and a conduit to programs and services. Each first-year student is assigned to an advisor who often works in partnership with faculty advisors and other student affairs units to coach him or her in the formation of a personal success plan and to act as an advocate for student success in the first-year of matriculation.

STUDENT SERVICES

- An enrollment management position was advertised nationally and eventually offered to an in-house candidate, Director of Financial Aid Charles R. Pollock.
- The Admissions Office was reorganized.
- The Alden Foundation offered a challenge grant for financial aid.
- A Social Security tax on student employment was mandated.

- The College embraced the new Massachusetts laws prohibiting hazing.
- Student Services held a series of career days with junior high and high school students.
- The director of campus ministry position was made full-time.
- John Gardner's workshop on the first-year was introduced by the College to The Cooperative Colleges of Greater Springfield (CCGS).
- Articulation agreements were completed with 14 two-year colleges.

- The range and frequency of student activities continued to grow.
- More commuters were involved in activities (*Westerner* editor, Student Senate officers).

ATHLETICS

- Baseball won the NAIA District Championship.
- Men's lacrosse won the Pilgrim League Championship.
- The Golden Bear was dedicated as the College mascot.

1988



Phase I of the *Campus Master Plan* was completed with the renovation of the Churchill Library. (Other elements of Phase I included purchasing Gateway Village, renovating and expanding the Campus Center, and constructing the D'Amour Library.) The Churchill reconstruction was finished in June; the Campaign was completed in September; and Churchill Memorial Library was rededicated as Churchill Hall in October.

The renovations included complete gutting of the interior, the addition of a third floor, and a new front entrance. The new building housed the Computer Center, two microcomputer labs, a faculty lounge, conference rooms, and the offices of the School of Business. Pictured here is the view from the top floor of the circular stairwell.

Total College enrollment was 5,182.
Law enrollment was 841.

The endowment was \$8,998,160.
Typical tuition and fees totaled \$6,220.
Total operating expenditures were \$27.9 million.

PHYSICAL PLANT

- The Churchill addition and renovation were completed in June; Churchill Memorial Library was rededicated as Churchill Hall in October.
- The Central Mall was completed in July.



At the Churchill rededication William H. Sleith '44, who spoke at the original dedication and who was the keynote speaker at the rededication, and Mrs. Jeffrey Brown, John D. Churchill's granddaughter, exchanged reminiscences. Mr. Sleith's address was filled with his memories of Churchill, of whom he said, **"His heart (if he were here today) would still be focused on those for whom higher education is still impossible. . . I think those would still be the people of his mission and the substance of his dream. . . I think of him as a social dreamer who had the will and the good fortune of circumstance to bring reality to his dreams, and in the process, through education, bring a lot of us to new and broader horizons."**

A pedestrian mall in the center of campus was part of the 1979 *Campus Master Plan*. As plans for the mall developed, the College planned a recognition site for continuous, modest donors to the College who have, over time, contributed significantly; the foundation of the Administration Building would feature commemorative plaques in a donor wall, and an English flower garden with benches would complete the design. The mall eliminated a parking area and added a gazebo which quickly became a popular gathering spot. Pictured in the background are D'Amour Library and the completed Churchill Hall.

General College Requirements

The College-wide General Education Curriculum was implemented in September after four years of planning. The Task Team on the Undergraduate Curriculum had prepared a summary of undergraduate curriculum guidelines and had suggested curriculum recommendations designed to implement the guidelines. After having been presented to the Schools, the Faculty Senate, and the Board of Trustees, the General College Requirements were approved by all constituencies. The Departments designed curricula to meet the guidelines for implementation starting with the class entering in 1989. (The final version of the Curriculum Guideline appears in Appendix S.)

PLANNING

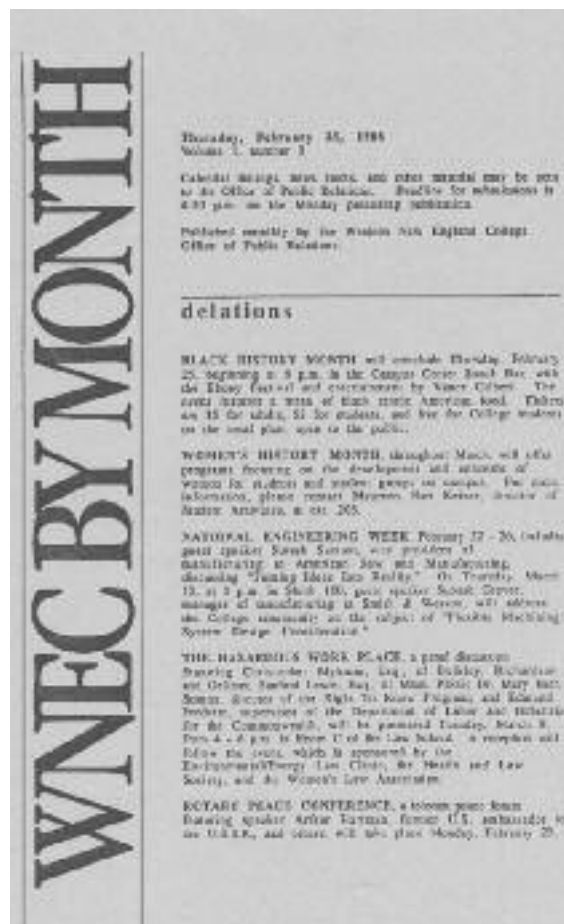
- The Task Team on Student Recruitment and Retention continued its work.
- The Task Team on Part-time Faculty Effectiveness continued to lack a study group.
- The Academic Computing Task Team continued to work with the director of academic computing to implement its recommendations and project academic computing needs.

- The Task Team on the Undergraduate Curriculum had prepared a summary of undergraduate curriculum guidelines and had suggested curriculum recommendations designed to implement the guidelines. After having been presented to the Schools, the Faculty Senate, and the Board of Trustees, the General College Requirements were approved by all constituencies.
- The Task Team on Administrative Computing suspended its deliberations until the new academic vice president arrived.

- The Task Team on Programs had been formed by combining the Task Teams on Alternate Sources of Income and the Changing Nature of Instruction.
- The Mini-master plan, a reassignment of College locations after the completion of Churchill, was approved.



At 4:30 a.m. on May 16, 1968, 16 seniors removed a 10 ton rock from a construction site at what is now the Five Town Plaza, trucked it to campus, and dropped it between the Campus Center and Herman Hall. With the help of a few hired construction workers, a truck, and heavy handling equipment borrowed from two members' fathers, the rock, which had not moved since the last ice age, arrived on campus and was painted with the class year, beginning a tradition of rock painting that endures to this day. The group holds regular reunions. Above, Karl Jurgens '68 and Shelby Kaplan '68 are pictured at the 1988 homecoming, when the 20th anniversary of the Rock's arrival on campus was celebrated by an official dedication.



The Office of Public Relations began publishing *WNEC BY MONTH*, a monthly compilation of calendar listings, news items, and other material. The publication was distributed on campus and was the precursor of several later spin-offs.



Black History Month was coordinated with a Human Relations Program featuring renowned civil rights activist Julian Bond.

ADMINISTRATIVE

- Commencement moved back to the Springfield Civic Center.
- The high number of administrative turnover persisted for a second year.
- Separate managers were identified for Billing and Collections.
- The increased effort to recruit minority applicants continued.
- Black History Month was coordinated with a Human Relations Program featuring civil rights movement leader Julian Bond.
- Two HMOs were added to the College health plan.

- VIP payroll deductions for home, auto, and whole life insurances began.
- A one percent increase in nonmatching College contribution to retirement plans was instituted.
- Employee recognition was consolidated in the holiday reception.
- After several meetings with the director of Personnel Services, the Campus police's 1987 attempt to unionize with a Massachusetts organization resulted in their voting to decertify and return to a nonunion status.
- The Rock was officially dedicated.

- The vice president for Student Affairs, president, director of Admissions, and director of institutional coordination traveled to Florida to discuss recruitment, internships, job placement, and financial aid with alumni.
- *Focus on WNEC*, a personnel newsletter, became *Campus Focus*.
- *WNEC Biweek*, a newsletter for employees, became *WNEC BY MONTH*.
- The Human Relations Clearing House started.
- A smoking policy designated space in the Campus Center and the School of Law.



Computing services were moved to new locations over the summer. The College decided to stay with Data General (DG) equipment and designed a Computer Center on the first floor of Churchill Hall which included three mini's (a DG MV 10000, a MV 8000, and a MV 4000). The administrative central processing unit was replaced with an MV 10000 and a new high speed printer was purchased. Academic Computing moved to the third floor of Churchill Hall with 36 terminals and Hyundai computers. An accounting lab was developed for the School of Business. The Writing Center,



with Acorn, later Hyundai, and much later Leading Edge computers, moved to the space vacated by the Computer Center on the ground level of Herman. Pictured here computing equipment is moved out of Herman Hall and, very carefully, into Churchill Hall before the construction was complete.

TECHNOLOGY

- Computing services moved from Herman Hall to Churchill Hall.
- The DG MV8000 was upgraded to a DG MV10000.
- The installation of fiber optic cabling started.
- The College joined cable/closed loop TV for nonprofits in Springfield.
- The College decided to stay with Data General (DG) equipment.

- Regular payroll and the accounting system, especially purchase orders, general ledger, and accounts payable, were rewritten for the DG to allow for easy updates and enhancements.
- The student payroll system was fully implemented.
- The Catalogue and the Commencement Program were done on the DG and transferred to a MacIntosh system in PR via mag tape.
- The IPEDS reports were done electronically on the DG.
- Automatic transactions became part of the billing system for students.
- Bank reconciliation was automatically updated to general ledger.

- The School of Business implemented a degree audit program.
- All PCs had terminal emulation software.
- The National Science Foundation provided funds for five Apollo work stations in the School of Engineering.

LIBRARY

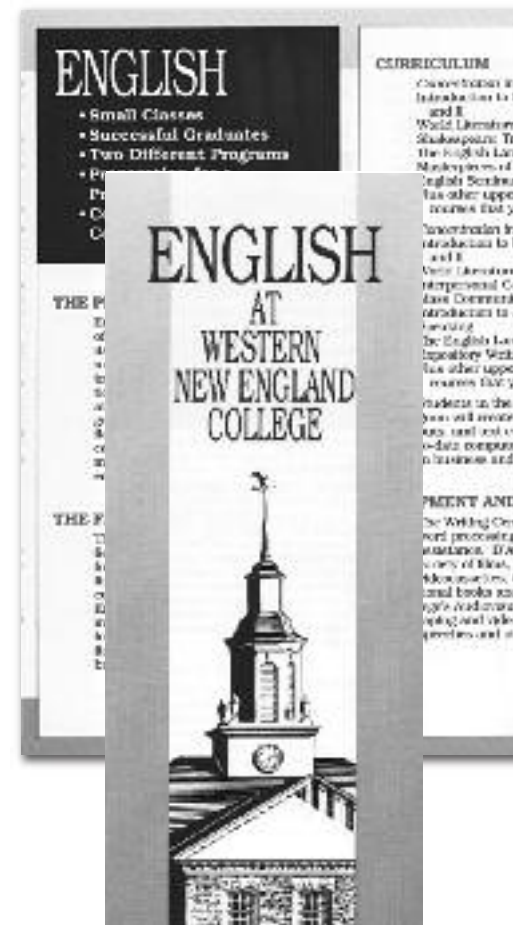
- D'Amour Library acquired an automated acquisitions system independent of CWMARS.
- Library computer services began for off-campus sharing.
- Periodicals usage increased dramatically.



Rex Patrick Stevens joined the administration of the College in July 1988 as vice president, Academic Affairs, upon the retirement of Dr. Alan W. Bosch. His position held general responsibility for all facets of the academic program and for all academic personnel as well as those in the academic support services. As the College dealt with changing demographics and economic conditions, Stevens was charged with studying various academic operations. Responding to consultants' reports and a report from NEASC, he reorganized the School of Continuing Higher Education (SCHE) and the Off-Campus Programs. The SCHE registrar function was moved to the registrar's office; SCHE became the Division of Continuing Education; SCHE degree programs were controlled by the Schools; Noncredit Programs became the Division of Extended Education; and uniform procedures were implemented in Off-Campus Programs. In 1995, in response to faculty suggestions and a presidential directive, he distributed a proposal to "renovate" Academic Affairs. Dr. Stevens left the College in 1998.



The School of Law Moot Court Team reached the Northeast semifinals of the Frederick Douglass Competition. Team member Kevin Randolph L'89 won the Oral Advocacy Award. Pictured here are left to right: Kevin Randolph, Judge George Sheehy, Dean Howard I. Kalodner, and teammate Gerald Gore L'88.



Responding to the queries of interested students and families, the College developed a series of academic majors brochures, which were mailed in response to requests and distributed at open houses and to tour groups.

ACADEMIC

- Jack Gordon spoke at a Human Relations Program lecture on "Democracy and Political Violence."
- The Human Relations Committee expressed concern about intolerance.
- Allan W. Bosch retired; Rex P. Stevens was hired as VPAA starting July 1.
- Less than a 1.3 cumulative grade point average at the end of any semester resulted in dismissal with the right to appeal.
- The Faculty Senate approved a By-law change that at least three quarters of the members must be tenured faculty.
- The Board of Trustees, on the administration's recommendation, did not approve a faculty grievance policy recommended by the Faculty Senate.
- An attempt to place a faculty member as a voting member on the Board of Trustees was seen as "a way to redirect agendas, require a justification of decisions, and place the trustees on the defensive," an attempt to "restructure the Board, amend the By-laws, and alter the College mission."
- The Board of Trustees reaffirmed that a nonvoting member of the faculty and a student senator could be included at its general meetings.
- The Board of Trustees affirmed that it was not accountable to the Faculty Senate in matters of administrative appointments and trustee selection.
- Evaluations of non-tenured, non-adjunct faculty, and up-for-promotion faculty began.
- A freshman success skills course including library instruction was designed and approved.
- The Math Center was opened in the fall.
- A master's degree in Mechanical Engineering was established.
- ABET reaccredited the School of Engineering undergraduate programs.



Pictured above, distressed students reflected their reaction to a mock alcohol-induced car accident staged by members of the Peer Alcohol Resource Team (PART). PART, which was founded in fall 1988 by a small group of students, generated considerable interest and support on campus. The team served as an educational and referral resource for students concerned about alcohol use and abuse.

In 1988 FM station WTRZ became WNEK-FM. The station had used the initials of Dean Theodore Regis Zern because the WNEK call letters were unavailable.



The pilot noncredit program to introduce freshmen to college study skills went through several iterations between 1982 and 1987. In 1988 it became College Success Skills, a credit bearing course required by the School of Arts and Sciences and optional for School of Engineering and School of Business students. Pictured here Philosophy Professor Dr. Glenn A. Ebisch lectures to a large group of entering freshmen.

STUDENT SERVICES

- After the director of Student Development resigned in January, the Dean of Students Office hired a special assistant whose title became the director of Learning Assistance Programs.
- Responsibility for leadership development was added to the duties of the director of Student Activities.
- In the short term absence of VPSA and Dean Andrew J. Mulcahy Jr. the director of institutional development assumed

responsibility for Admissions and Athletics; Associate Dean of Students Theodore R. Zern assumed responsibility for all other duties.

- A pilot for-credit freshman success skills course was offered in January.
- Early intervention measures for those in difficulty began.
- Cigarette sales were banned on campus.
- The Catalogue used the same layout as the trial two-year Catalogue, but returned to a one-year format.
- The open houses for prospective students increased to four.
- Articulation agreements in the School of Engineering grew to 40+.

- Enrollment Management began "targeted specificity" (preselected criteria).
- The quality and quantity of weekend activities were strengthened.
- A student activities fair began.
- WTRZ changed to WNEK because the call letters became available.

ATHLETICS

- The Board of Trustees approved the Healthful Living Center concept and campaign.
- Routine testing for drugs was declared unconstitutional; random testing was considered on campus.

1989



Responding to the difficulties caused by having a college that operated from two locations, the trustees voted to construct a second building which would house all administrative offices and would provide a snack bar, a bookstore, a lounge and reading room (library), and a conference room for students. The Administration Building was dedicated on October 16, 1960.



In a landmark for the College concerning its solicitation of major gifts for existing facilities, on May 6, 1989, the Administration Building was renamed to honor Joseph J. Deliso Sr., who had long been a major benefactor of the College.

**Total College enrollment was 5,265.
Law enrollment was 806.**

**The endowment was \$10,492,112.
Typical tuition and fees totaled \$6,666.
Total operating expenditures were \$30.6 million.**

PHYSICAL PLANT

- A time capsule was buried near the Golden Bear during Homecoming, to be opened in 2019.
- The Healthful Living Center campaign was launched; President Miller heralded it as the "last piece of the 1979 plan."
- The Donor Wall and the English Flower Garden were established in the mall area.

- The mortgage on the Campus Center was discharged.
- House use and office space were reassigned after the Churchill move.
- There was a concerted effort to upgrade the campus appearance with plantings.
- The Administration Building was renamed to honor Joseph J. Deliso Sr.
- Outdoor emergency phones were installed.
- A voice controlled access system in Churchill was installed.
- Faculty offices were completed in Herman Hall.



The campaign for the Healthful Living Center was launched in 1989.



Dr. Judith A. Brissette began with the College in August 1982 as director of institutional coordination. In 1983 she was designated to serve as liaison to the Board of Trustees; in 1984 she assumed the function of director of planning and became responsible for the activities of the Planning Committee; in 1986 she was named to the Discipline and Human Relations Committees; and in 1987 she chaired the VPAA search. In 1988, during VPAA Dean Andrew J. Mulcahy Jr.'s two-month absence, she assumed administrative oversight of Student Services, and upon his return she became interim administrator in Student Affairs, a function which she retained until the hiring of a new dean of students in 1991. In 1989, when Vice President, Administration and Finance Robert W. Gailey left the campus, she became vice president for Administration and Planning (VPAP). She was on sabbatical in 1999-00 and resigned effective June 2000. After her leaving, the title of VPAP was discontinued. Dean of Students Richard M. DiRuzza became vice president for Student Affairs.

Report of the Task Team on Student Recruiting and Retention

In its 1989 report to the Planning Committee, the Task Team on Recruitment and Retention recommended that the following steps be taken:

1. Proceed with the construction of the Healthful Living Center at the earliest possible date.
2. Increase student activity programs with particular concern for resident students.
3. Improve the residence hall environment.
4. Reduce alcohol consumption and noise.
5. Enforce the Student Conduct Code.
6. Ensure that the library atmosphere encourages studying rather than socializing.
7. Revise the advising program with particular concern for freshmen and sophomores.
8. Make the freshman academic experience demanding, realistic, and clearly explained by ensuring consistency of grading standards, providing early and extensive feedback, giving meaningful midyear grades, and staffing freshman courses with faculty who are recognized for their teaching ability.
9. Implement a mandatory college success skills course.
10. Move the Cultures course to the junior year.
11. Spell out faculty obligations with regard to teaching, advising, professional activities, committee work, and other responsibilities.
12. Provide information about the academic backgrounds of our students, about their perceptions of their goals, and about how education will help them achieve those goals.

PLANNING

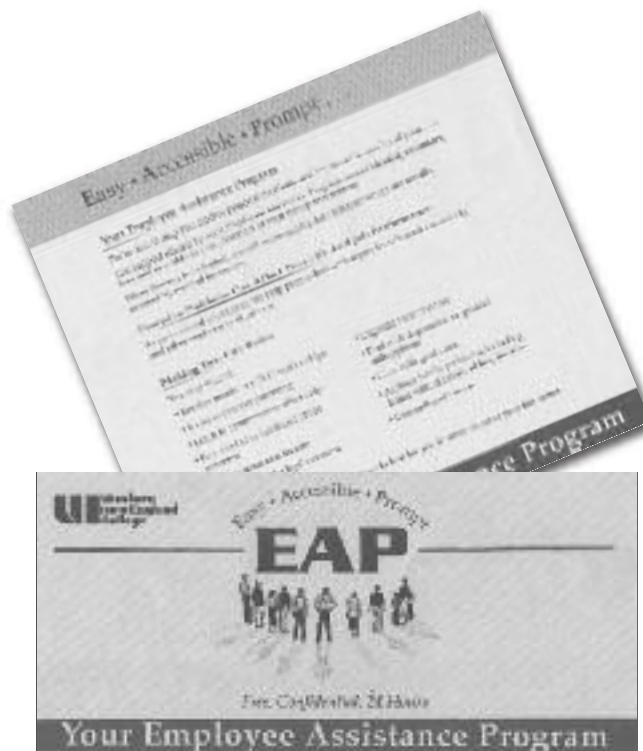
- The College in the nineties was the focus of the Planning Committee, especially curricula, admissions, retention, and computing.
- The Task Team on Student Recruiting and Retention submitted its final report.

- The Task Team on Part-time Faculty Effectiveness continued to lack a study group and was disbanded in the fall.
- The Academic Computing Task Team continued to work with the director of Academic Computing to implement its recommendations and project academic computing needs.

- The Task Team on Administrative Computing was still inactive because the new vice president of Finance was evaluating a different email system and becoming familiar with the Data General equipment.
- The Task Team on Programs determined that its work could be absorbed by other areas of the College. It was disbanded.



The first issue of *Accolades*, the Western New England College Newsletter of Academic Achievements, was published in winter 1989. It acknowledged the academic achievements, scholarly activities, and community service of the faculty. Since that time, the entire Western New England community has been encouraged to submit news items.



The College continued an Employee Assistance Program (EAP) that was free, voluntary, confidential, and available to the College community as well as to members of their families and to retirees. This program includes help with personal problems, financial and legal matters, family and relationship issues, and work and career issues.

Christopher N. Oberg was appointed vice president of finance and assistant treasurer in November 1989 on the resignation of longtime Vice President for Administration and Finance Robert W. Gailey. His title changed to vice president for business and finance and assistant treasurer in 1996. He was designated interim president from July 1, 1996 through August 13, 1996 after the resignation of President Miller and before the arrival of President Anthony S. Caprio. He resigned in June 1997.

In his years at the College, Oberg fulfilled roles beyond those traditionally associated with financial affairs. As the College adjusted to changing administrators, he variously assumed temporary oversight of many departments, including Information Technology, the Downtown Campus, Continuing Education, Athletics, and Public Safety.

The nineties were a time of great growth in computer technology. Oberg's expertise in technology, especially campus information systems, and his experience in financial management and planning were of significant value to the College.

ADMINISTRATIVE

- Vice President Administration and Finance Robert W. Gailey left the College in June; his job responsibilities were restructured.
- Campus Police headquarters moved to 14 Bellamy Road.
- *Accolades*, a publication acknowledging faculty and staff achievements, began.
- The Campus Police Department reported directly to the president.

- Gary B. Barnes replaced Jeffrey T. Wilcox as director of Public Safety in January.
- VPAA Rex P. Stevens' efforts resulted in "several administrative persons and a number of faculty leaving."
- A position of director of Administrative Services was created to handle the mail, duplicating, and purchasing operations.
- Public Relations was reorganized and became proactive, not reactive.
- A facilities coordinator was hired to manage use of College resources.
- Group life coverage was increased to two times salary with no maximum; employees were able to purchase more.

- Massachusetts labor law changed; the College acquired workman's compensation insurance coverage.
- Competitive wages for classified staff were instituted.
- An alumni network was increased substantially.
- The Skookum Award was established by Alumni to recognize achievements of students and to establish early connections with the Alumni Association.
- The faculty early retirement package ended and was not renewed.



Glenn H. Johnson joined the College in 1977 as director of Churchill Library and associate professor. He was tenured in 1981. In 1983, when D'Amour Library opened, his title changed to director of D'Amour Library/associate professor. He was involved in the arts on campus, particularly the Stageless Players, and actively helped to develop the College art collection. He resigned in March 1989, and Assistant Library Director May E. Stack assumed his responsibilities, becoming acting director of D'Amour Library. Ms. Stack became permanent director in 1991.

While Mr. Johnson is known for his having designed and overseen the construction of D'Amour Library, he was also instrumental in upgrading the library technology and widely respected for working with various constituencies on campus. It was under his supervision that the library added CD-ROM technology to the reference and order departments, and online searching through DIALOG, and other automated functions. In his words, in his annual report for 1988, the library had **“moved deeper into the information age. . . made possible by the hard work of many people, both in and out of the library.”** Mr. Johnson died in 2008.



Richard A. Reed, dean of the School of Arts and Sciences from 1985-1990, then Assistant Dean Delmar C. Wilcox, and D'Amour Library Secretary Shirley Timmerman packed books for a new library in Kenya. The cartons of books were a campus-wide effort to provide materials for the African library.

TECHNOLOGY

- Administrative staff received expanded training in the use of technology.
- A review of human resource software packages was held.
- “IBM Compatible” PCs began to proliferate in engineering and academic labs, replacing the earlier Apples and Acorns.

- The Writing Center reported that hand-me-down Hyundai IBM compatible PCs “played a significant role in the freshman writing program.”
- The computer aided design (CAD) lab in Churchill acquired an Apollo token ring network.
- Computer Engineering became the Computer Option, Electrical Engineering.
- A Computer Science minor was added.
- The School of Engineering replaced four HP Vectra machines with dedicated STI PCs for autocad.

LIBRARY

- Library services for Off-Campus Programs were formalized.
- Library Director Glenn H. Johnson left in March; May E. Stack became acting director.
- The first faculty author reception was held in D'Amour Library.
- D'Amour Library and the School of Arts and Sciences donated 15 crates of books to the Kenyan Munzatsi School.



The Clason Speaker Series was instituted, designed to present expert lecturers who enhanced the academic environment of the School of Law. The series, which was funded by the Charles and Emma Clason Endowment Fund, was named after Charles R. Clason, a prominent local attorney and member of the U.S. House of Representatives who served as dean of the School of Law from 1954 to 1970. (Please see Appendix M. for a complete listing.)

As part of the ongoing series called the Idea Exchange, award winning author Julius Lester addressed the College community twice; once to speak of the relationship between Blacks and Jews, comparing the 1960s to 1989, and once to give a lecture on activism and social change. His lectures were open to the public and free of charge.

Volunteerism became part of the first-year experience; all freshmen fulfilled a community service requirement. Pictured above in a visit to "Loaves and Fishes," a soup kitchen in Springfield, freshman students Amy Brennan and Hande Tece participate in the first Hunger Awareness Week sponsored by the Campus Ministry (Helping Hands Society) and the First Year Program.

Under a grant from the U.S. Department of Education, the Student Literacy Corps (SLC) was established to reach out to adults in need of literacy training, provide free literacy tutoring through community agencies, and provide positive community experiences for the tutor by combining experiential learning with academic learning. After the original grant and the extension expired, the College assumed responsibility for the program. Students signed up for a class that instructed them in basic literacy techniques and then were placed at sites under the supervision of a professional. Over the years, College students have instructed in such locations as the Hampden County Jail, several churches that sponsored ESL and literacy projects, and elementary schools. When the Learning Beyond the Classroom (LBC) requirement went into effect, the SLC service component qualified students for LBC credit.

ACADEMIC

- Lecture Day activities included the first Wellen Davison seminar and a one credit colloquium; the topic was "Education in a Decade of Change."
- The Human Relations Program Series featured lectures on "The Black Jewish Dialogue," "Gender in the Workplace," "Faces of Faith," "Remembering the Armenian Genocide and the Holocaust," and "The Camp David Accords."
- The Graduate Council became a standing Faculty Senate committee.

- An *ad hoc* Committee on College-wide Graduation Requirements was formed by the Faculty Senate.
- The College-wide General Education Curriculum was implemented in September after four years of planning; graduation requirements applied to entering students.
- The Faculty Senate was concerned about the assessment portion of the curriculum guidelines, the grievance process, dismissals, contract renewals, and the early retirement option.
- "Upward evaluation" (assessment of supervisors) was implemented.
- The honors criteria was refined; the dean's list required a 3.3 GPA.

- The Task Team on Curriculum recommended that the Cultures Program be moved from the freshman year without an English component as originally designed.
- Faculty salaries were in line with the average of similar institutions.
- The American Bar Association progress report required student-faculty ratio to decrease to 28-1 from 30.4-1.
- The Clason Speaker Series started in the School of Law.
- Under VPAA Stevens' scrutiny the School of Continuing Higher Education (SCHE) was dismantled and renamed the Division of Continuing Education.
- Uniform procedures were implemented in Off-Campus Programs.



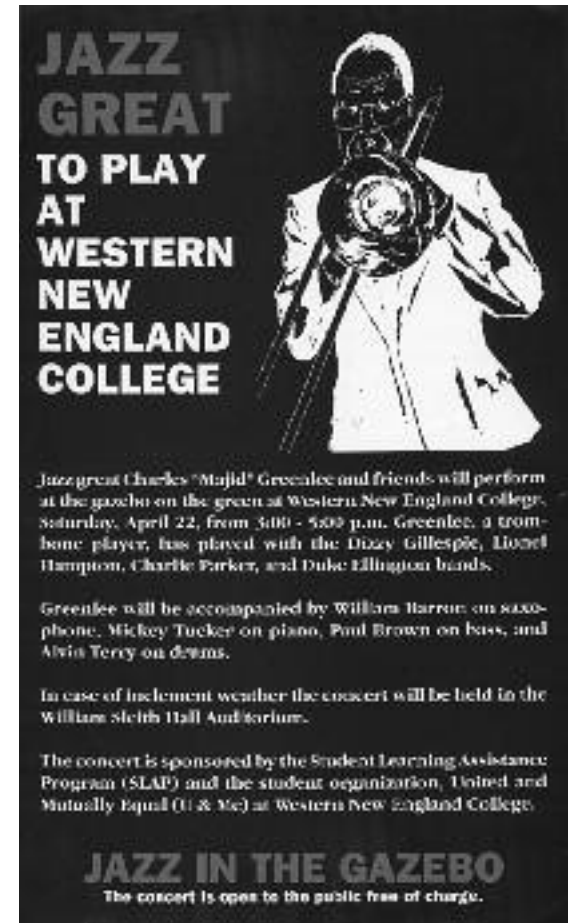
From the onset, the College had a reputation for developing and keeping committed faculty and staff and for introducing new programs as circumstances indicated. Addressing that point, Professor of Mechanical Engineering Wellen G. Davison, in an oral history interview in April 1984, said, **“Everything [at the College] is positive. I’m very encouraged about our potential... education should provide the means to prepare for the newer jobs and technologies.”**

Dr. Wellen G. Davison was an evening instructor at the College from 1951-1958. In 1958, after the first day division in the School of Engineering was inaugurated, he became an assistant professor of mechanical engineering; in 1962 he became an

associate professor; in 1963 he took a year-long leave of absence to accept a National Science Foundation research fellowship. In 1966 he became a full professor and was named chairman of the Department of Mechanical Engineering. He resigned in 1989 and was named a Professor *Emeritus* in 1997.

An exemplary teacher, scholar, and architect of the College educational system, Dr. Davison was vehement in his opinion that the College should remain cognizant of changes in education. In an oral history interview in 1984, he said, **“We must stay abreast of changing technologies. It used to be that you could graduate from college and for the next 40 years you could maintain your proficiency in your profession. Today, 10 years and you are dated. Education should provide the means to prepare for newer jobs and technologies. What can we replace ineffective industries with? Here in Springfield we see an entirely different industrial base than that of the 1950s.”**

When Dr. Davison retired, Lecture Day, the topic of which was ‘Education in a Decade of Change,’ was redesigned to reinstitute a seminar in which Dr. Davison was involved in 1974. The day included the first annual Wellen Davison seminar and a one credit colloquium. The seminar on topics of educational innovation continues to this day. His likeness is included in the Engineering Hall of Fame in Sleith Hall.



The gazebo in the new campus mall area quickly became a site for performances. In 1989 Jazz great Charles “Makid” Greenlee and friends appeared in concert, sponsored by the Student Learning Assistance Program (SLAP) and United & Mutually Equal (U&ME).

STUDENT SERVICES

- The position of dean of students was vacant for one year.
- Student Activities offerings again were expanded.
- The Dean of Students Office sponsored Jazz Greats in the Gazebo.
- Mosaic started (native American songs, African American dance, women's folk songs).
- WNEK-FM beamed to the USSR.
- An AIDS quilt was displayed in the Campus Center.
- VPSA Andrew J. Mulcahy Jr. developed a program for minority recruitment, admissions, and support.

- The report on enhancing diversity at the College by minority recruitment and retention was presented at the Board Retreat.
- A special assistant for minority students and international students was hired in the Dean of Students Office.
- The College Success Skills course piloted in January was required by the School of Arts and Sciences, available to the Schools of Business and Engineering in the fall.
- Volunteerism became part of the first-year experience.
- The first Hunger Awareness Week sponsored by Campus Ministry was part of the First Year Program.

- The College Student Inventory identified a profile of College students and was adopted.
- A recruitment video was developed.
- The role of alumni-in-admissions efforts increased significantly.
- Fifty-eight international students from 28 countries attended the College, appropriate programming was added.

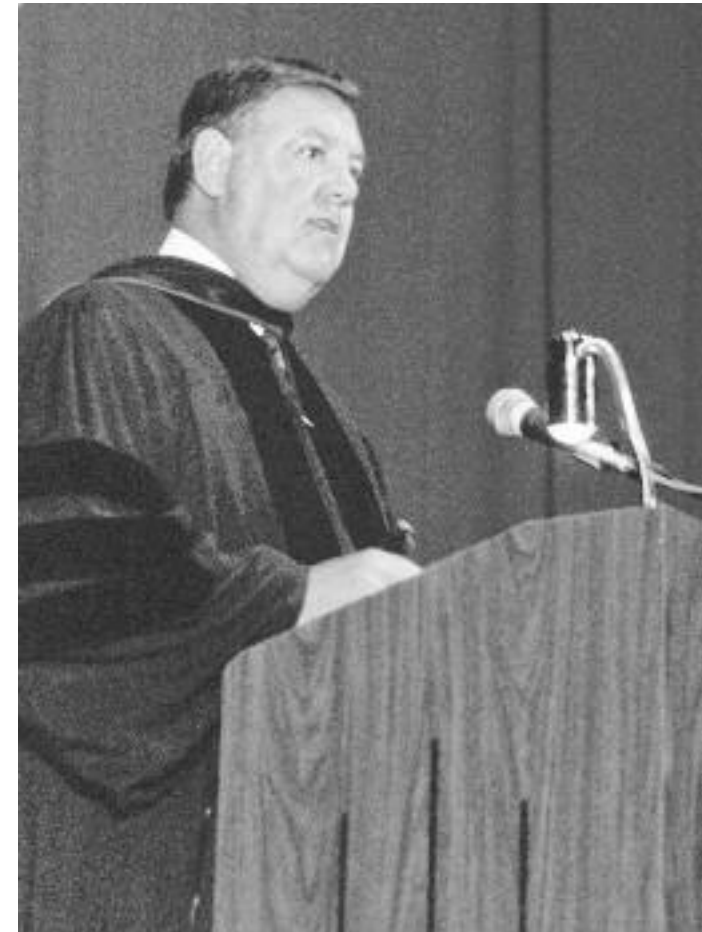
ATHLETICS

- Softball won the NAIA District Championship.
- Golf and women's tennis were brought back.

1990



The Campus Utility Building (CUB) was finished in May, and the physical plant operation (physical plant offices; purchasing; duplicating; the post office; heating, ventilating, and air conditioning [HVAC]; and housekeeping) was moved there from locations in various parts of the campus. The consolidation resulted in the former space allocated for those functions being repurposed for areas that had outgrown their quarters.



In this photograph, Jay D. Chapin, trustee 1975-1996, chairman of the Board 1990-1996, is fulfilling traditional chairman of the Board responsibilities at Commencement.

**Total College enrollment was 5,404.
Law enrollment was 810.**

**The endowment was \$12,036,862.
Typical tuition and fees totaled \$7,498.
Total operating expenditures were \$33.6 million.
Alumni contributions were \$400,000, a change from the \$35,000 in 1980, and were a base for bonding and land acquisition.**

PHYSICAL PLANT

- The Law Library was air conditioned.
- Two tracts of land adjacent to the campus were purchased from the Sixteen Acres Garden Center for construction of the HLC.
- Additional exterior lighting and four outdoor emergency phones were installed.
- The Campus Utility Building (CUB) was finished in May and the rest of the physical plant operation was moved there.

- Academic Computing moved from Churchill Hall to the space vacated by facilities in Emerson Hall.
- Surveillance cameras were installed at the CUB and the School of Law.
- Emergency lighting was installed in the Campus Center.
- Seven classrooms were upgraded in Sleith Hall.
- An elevator was installed in Sleith Hall to accommodate students and faculty with mobility challenges.
- Steps and an access ramp were built at Emerson Hall.

PLANNING

- The Planning Committee established as an objective that the new Core Curriculum requirements be implemented.



To enhance campus safety through emerging technology, additional exterior lighting and four outdoor emergency phones were installed. Surveillance cameras were installed at the CUB and the School of Law, and emergency lighting was installed in the Campus Center. Above, Allison Verth '90 demonstrates the use of the phones.



Yvonne S. Bogle '83/G'91 was hired as the College's first director of Diversity Programs and Services in August 1991.

Diversity Recommendations

Approved by the Board

The Student Affairs Committee of the Board of Trustees recommended, and the Board accepted, a diversity proposal drawn up by Vice President, Student Affairs Andrew J. Mulcahy Jr. Some of the major objectives were:

- Obtain 7 percent racial minority composition by September 1993, 10 percent by 1995.
- Reflect the demographic composition of college bound students in MA, CT, NY, and NJ.
- Appoint a person of color to the undergraduate admissions staff by September 1991; have 10 percent admissions staff by September 1995.
- Implement Project Options by September 1991.
- Develop recruiting brochures for minority students by September 1991.
- Establish an advisory group of minority students.
- Create an annual program of workshops and seminars on issues of civility and institutional diversity and develop orientation programs for faculty and staff.
- Develop creative financial aid packages.
- Increase full-time minority teaching faculty to 10 percent by September 1991.

- The Planning Committee established a Task Team to serve as the Steering Committee for the 1992 accreditation visits of the New England Association of Secondary Schools and Colleges (NEASC), the American Bar Association (ABA), the Association of American Bar Schools, and the Massachusetts Department of Education, as well as the 1993 visit of the Accreditation Board for Engineering and Technology (ABET). The Task Team would develop *Our Planned Future, Volume IX*, as the self-study material for these accreditation visits. It was in the process of forming 12 Unit Study Groups which would address each NEASC accreditation standard.

- The Planning Committee had dissolved the Task Team on Academic Computing and the Task Team on Administrative Computing and had established a new Task Team on Computer Information Systems under the direction of VPFA Christopher N. Oberg. The charge of the team was to determine future computing needs of the College.
- The Task Team on Student Recruitment and Retention continued to meet, reviewing specific recruiting concerns of the undergraduate student population, the Division of Continuing Education, a proposal for a Learning

Center, School of Law recruitment and retention, and the Diversity recommendations of the Student Affairs Committee of the Board.

- The Task Team on Student Recruitment and Retention recommended that there be increased emphasis on the College's inquiry pool, data analysis, the use of students and faculty in assisting Admissions personnel, and financial aid.
- President Miller published her "*Ten Year Report*."

Dr. Alan Gorfin's Seven Tips for Success

Attend every class: Some professors make attendance a part of the grade, but even if they don't, this one is very important. Classes meet either two or three times each week. Some classes meet only once a week for 2 ½ hours. Missing a class always means missing something significant that you may not be able to recover by reading the text or a friend's notes.

Pay attention: In most classes that won't be hard to do. We have outstanding professors who will challenge you and keep your minds busy. But sometimes, for whatever reason, your mind may wander during class. If you are distracted for any reason, immediately remind yourself that you are in the classroom and keep focused.

Ask questions: Of course, I mean questions that are directly related to the class and are meant to clarify or expand on the coursework. Believe it or not, professors love it when students ask questions. Nothing excites them more than your rapport and participation. Don't worry about other students. They will look up to you and be grateful that you had the courage to inquire about what they were reluctant to ask. If your question demonstrates your interest in the course, the professor will certainly be aware of it and value your presence in the classroom.

Take Good Notes: Not everything your professors teach is in the textbook. Professors often analyze topics from several points of view. They are experienced and know which parts of the course are more difficult and need more explanation and emphasis. Textbooks often cover material homogeneously without allocating more pages to more difficult issues.

Do all the assignments: In college (and this is quite different from high school), most learning is done outside the classroom. That's why you often hear the "rule of thumb"—two hours of studying outside for every one hour of class time. That's not a bad rule and if you follow it, you will probably have a great deal of success here at Western New England College. I would like to go further and suggest an additional "rule": Work hard at all the assignments AND after completing the assignment (however long it takes), take another 20 or 30 minutes to review and reflect on the work you completed. That will help you improve your understanding.

Get help: There will be times when you cannot complete an assignment without help. That's natural and there is nothing to be ashamed of. Where can you get help? All professors have office hours and usually will gladly meet with you at other times as well. In addition, find some students who have taken the course before or who seem to be doing well in the class. They can be an invaluable resource. It is always a great idea to form study groups. You should also take advantage of our Math Center, Writing Center, and Science Center, which are all housed in Herman Hall and are open during many hours of the week, including afternoons and evenings. Finally, Dean Zern's office will find a tutor for you if you need one; the College pays the tutor.

Study: Although this "tip" may seem obvious, you will find that you have lots of time available and you will often have to make choices between studying and some other activity. Sometimes you will want to choose the other activity and you should. The college experience is not all academic. But if any part of you is saying, "Maybe I should be studying now," then you already know what you should do.



Alan Gorfin joined the Department of Mathematics as a part-time lecturer of Quantitative Methods in 1981; in 1985 he became an assistant professor of mathematics and was promoted to associate professor in 1993. In 1999 he was named interim dean of the School of Arts and Sciences, returning to the professoriate in 2000 to teach mathematics until his death in 2006. While Dr. Gorfin's skill as an advisor and in making mathematics understandable was legendary, and his diplomacy on the Faculty Senate was well known, he will also be remembered for his seven principles that guarantee success in college if they are adopted as part of a student's educational lifestyle. These tips are still distributed at SOAR (Summer Orientation and Registration) sessions.

ADMINISTRATIVE

- The new Board chairman was Jay D. Chapin (former Chairman C. Norman Peacor became vice chairman).
- As directed by the Board of Trustees, an insurance consultant recommended a major overhaul of the College's health insurance program. (Costs had escalated to \$1.2 million.) Because College employees expressed many reservations about the recommendations, a College wide Committee was formed and the recommendations were amended, resulting in the creation of a new Western New England College Health Plan, and the Western New England College Employee Welfare Trust in November.

- The Advancement Office increased contacts with foundations.
- Depreciation accounting was put into place.
- A formal program for promoting diversity in recruiting students and employees was accepted by the Board of Trustees.
- The College seal was declared "reserved for official College documents" by the Board of Trustees.
- The *Personnel Newsletter* became a regular publication.
- The president intensified efforts for College-wide

- volunteerism and community service.
- A full-time mail person was made responsible for professors' and students' mail.
- An automated attendant was at the switchboard after hours.
- Over 5,000 written work orders were filled.
- The College owned 30 cars, vans, and trucks.

TEN-YEAR REPORT

President Miller's published Ten-Year Report pointed out that:

"The College is a maturing college; a demographic shift in population age, declining civic resources, and a shift in societal priorities are [the major] problems facing the College. . .

"The College is spreading the name of the College through professional activities, good neighbor projects, and national service opportunities. . .

"The Board is a working board, asking the right questions, and, for the most part, refraining from trying to administer the College. . .

"The bookstore and food services, the only contracted services, have been moved to [the supervision of] the Office of Administration and Planning because they had been neglected in recent years."



In this 1983 photo, May E. Stack, director of technical services; Glenn H. Johnson, director of D'Amour Library; and Maylene Ross, assistant director of D'Amour Library, stand in front of the mural of the City of Springfield which graces the entrance to the Library. In 1989 Glenn Johnson resigned and May Stack became acting director. In 1990 Ms. Stack became director.

Computer Policy

The 1990 Catalogue advertised that "Western New England College provides all students with access to a wide range of computing hardware and software...

[additionally] there are enough microcomputers and printers to ensure that students have free access to computers, with no reservations or time limits... there are more than 100 different software packages available for instructional use."

TECHNOLOGY

- In-house programmers continued to enhance and develop administrative Data General (DG) software systems.
- Upgrades of DG email extended across campus for faculty and staff.
- BITNET, a precursor to the Internet, was available for a few people to email off-campus because the Internet was not yet commercially available.

- Building key control was computerized and transferred to the DG.
- The fiber optic cabling for information, communications, and surveillance enabled 1,472 phone lines and conversion to a four digit extension system, especially useful in the dorms.
- A manual for the interactive system was developed.
- Health Services became a module of the interactive system.
- Cassette tapes instead of tape reels were used for backups.
- A program to check prerequisites was developed.

- All faculty used IBM compatible computers in their offices; primary utilization was as terminals to access WordPerfect Office, intra campus email, a spreadsheet, and a calendar on the Data General minicomputer.
- A DG UNIX was added to support academic requirements.

LIBRARY

- May E. Stack became director of D'Amour Library in July, from acting director.
- A CD ROM local area network (LAN) was installed in D'Amour Library.
- Ground level space in the Library was reallocated for a computing classroom.



Professor John J. Anzalotti came to the College in 1965 as an instructor of history. In 1968 he became an assistant professor of history; in 1974, he was promoted to associate professor of history; and in 1984 he was made a full professor of history. He served as chair of the Department of History, Government, and Economics from 1971 through 1979, and he was active on many campus committees throughout his career.

Typical of the professors who dedicated their professional lives to the development of the College, Anzalotti extols the acumen of the administration who **“hired excellent people who stayed and who are committed to our students. . . One reason that this College has evolved so magnificently,”** he says, **“is that the faculty believes in teaching and they are masters of their disciplines . . . another is that the physical plant is well maintained and the dorms are up-to-date. We take pride in both the intellectual and personal development of our students.”**



In 1990 the College awarded its first Sears-Roebuck Foundation Teaching Excellence and Campus Leadership Award to Walter M. Presz Jr., professor of mechanical engineering. In accepting the award, which recognized the importance of teacher competence as a critical element in strengthening undergraduate teaching and learning, Dr. Presz remarked, **“I don’t think you could find a better school to teach at, with its focus on undergraduate education.”**

He was noted for his 31 funded undergraduate research projects, and for involving his students in “real-life” engineering projects. The institution has continued the awarding of a teaching excellence award to this day.



“The Environment: Problems and Solutions” was the theme for Lecture Day 1990. Lester Brown, director of Worldwatch Institute, was the keynote speaker, lecturing on “The Shape of a Sustainable Society.” He was joined by Delwin Roy, president of the Hitachi Foundation, speaking on “International Environment Issues: U.S. Leadership of Hypocrisy” and author Hazel Henderson talking about “Paths to a Positive Future.”

ACADEMIC

- Honors Convocation became a separate ceremony.
- The first Teaching Excellence Award was given to Engineering professor Walter M. Presz Jr.
- Outreach efforts continued for diversity; courses with content in race/ethnicity were identified.
- The Board of Trustees voted that *professor emeritus* status was not retroactive.
- New faculty in 10 slots were hired on one year appointments.

- The roles of department chairs were defined in the School of Business and the School of Engineering.
- The Department of History, Government, and Economics split to become the Department of History and Government and the Department of Economics.
- The Department of Psychology, Sociology, Social Work, and Education became the Department of Human Studies.
- Richard A. Reed, dean of the School of Arts and Sciences, resigned from the College in October; Charles K. Fish was named acting dean.
- An M.S. in Criminal Justice Administration was inaugurated in the Off-Campus Programs.

- A revised curriculum in criminal justice led to a full bachelor’s program.
- The School of Business began the M.S. in Information Systems.
- Deans and chairs assumed control of courses and faculty in the Off-Campus Programs to bring them into conformity with those on the Springfield campus.
- The Division of Extended Education initiated an employee training network program for western Massachusetts businesses.
- The School of Business Resource Center was dissolved; activities were absorbed into the Division of Extended Education, under the oversight of the vice president, administration and planning.
- The Division of Extended Education became fiscally solvent.

1991



With the addition of 15.436 acres of land purchased from the Sixteen Acres Garden Center for \$434,625 in 1990 and 6.666

acres purchased in January 1991 from the Church in the Acres for \$338,186, the site for the Healthful Living Center was prepared, and a sign was erected.

Total College enrollment was 5,183.
Law enrollment was 827.
The enrollment of full-time undergraduates was below the cap for the first time since 1979.

The endowment was \$14,600,715.
Typical tuition and fees totaled \$7,962.
Total operating expenditures were \$36.1 million.
(The budget was built on 50 fewer students because the demographics were changing.)

PHYSICAL PLANT

- The Churchill Hall mortgage was discharged.
- Church in the Acres land was purchased and the site for the HLC was prepared.
- Ever mindful of the need for prudent fiscal management, the College studied heating economies intensively.
- The second floor of Deliso Hall was reconstructed.
- Security measures included eight new elevated floodlights, eight more video cameras, 12 more emergency call boxes, and a recording system in Public Safety.
- Campus Center offices were reconstructed.
- The Snack Bar and the People's Place were renovated to serve students better.
- An Alden Challenge grant for the Healthful Living Center Campaign offered a "Raise \$150,000, get \$50,000" opportunity.

Final Planning Committee Recommendations

From 1984 through 1991 Planning Committee Task Teams deliberated and reported to the committee as a whole. In 1991 the Planning Committee announced that the only Task Team would be that which was preparing for the NEASC accreditation visit, and it itemized developmental objectives for the College, including action plans, operating budget implications, and areas of primary responsibility. These objectives were:

Developmental Objectives

1. To maintain a balanced budget while supporting the improvement of our academic programs.
2. To maintain a safe and secure campus.
3. To address government regulations designed to deal with social problems on college campuses.
4. To stabilize or improve enrollment while enhancing the educational climate of the institution.
5. To balance the budget while making improvements in academic programs.

Revised Mission Statement

On the recommendation of the Planning Committee, the Board of Trustees reaffirmed the mission statement with slight changes that “emphasized the centrality of professional education, and the commitment to community service.” “Growing residential” was deleted, “program” was changed to “programs,” “Continuing Education” and “on and off-Campus” were deleted, “nonprofit character” and a statement about encouraging volunteerism in the community was added. The changes were approved by the board in April.

Achievements

New Chairman of the Board of Trustees Jay D. Chapin’s letter itemizing the “Ten Years of Achievement at Western New England College” listed 12 achievements and reaffirmed his confidence in the president.

1. The reputation of [the College] has grown substantially in this region and, to some extent, nationally as the College changed from a commuter to a residential institution.
2. The quality of the faculty has improved. . . demonstrated by the increase of those qualified with terminal degrees from 39 percent to 79 percent.
3. The employees of the College have benefited from improved working conditions, salaries, and fringe benefits.
4. The *Campus Master Plan* has been implemented. . . [and] the College has added 37.5 acres to its land, now totaling 131 contiguous acres.
5. New landscaping, walkways, and lighting have been added to the campus.
6. An active and aggressive approach has been taken in fundraising.
7. A capable, effective group of senior administrators and administrative staff has been assembled.
8. The Board has become an organized, informed, and disciplined body.
9. Campus security services have greatly improved.
10. The College was able. . . to achieve maximum accreditation periods from ABET, ABA, CSWE, and NEASC.
11. A real, working Alumni Association has been established.
12. A strict adherence to the Mission of the College as a professional institution stressing the quality of teaching has been maintained.

PLANNING

- The annual planning process was completed with the publication of *Our Planned Future, Vol IX*, which stipulated five developmental objectives for the next five years and presented action plans, budgetary implications, and the presidential staff member responsible for them. The objectives were composed using the *Self Study* as a guide.
- The Planning Committee recommended changes to the Mission Statement. They were approved by the Board in April.
- A new *Campus Master Plan* was implemented.

ADMINISTRATIVE

- The NEASC *Self Study* was completed. Twelve Unit Study Groups presented reports to two members of the School of Arts and Sciences who compiled the reports, producing four drafts, each of which was edited according to suggestions made by the Steering Committee.

- The ABA, the AALS, and the Massachusetts DOE self-studies were completed, including updated documentation in job descriptions, organizational charts, handbooks, planning volume, and data accumulation.
- An interim report for the Council on Social Work Education (CSWE) was prepared.
- In a last minute change, Commencement was held in the Coliseum in West Springfield.
- UNUM took over from TIAA-CREF for long-term disability coverage.
- An optional U.S. savings bond payroll deduction started.
- Collection of accounts was computerized.
- A register of endowments was created.



The 1991 Commencement had to be moved to the West Springfield Coliseum because of pro-hockey playoffs. The College had a day and a half's notice to prepare for the change in venue, including arrangements to have the dirt floor covered with carpeting. To robe, graduates and faculty gathered in the horse barn, where a sign put up by the faculty said, "Welcome to the WNEC Equestrian Center!"



Spring Reunion 1991 brought together 1951 and earlier graduates of the College and the prior Springfield Division of Northeastern University. The day featured vintage cars, including a "Stanley Steamer," and a trip to 122 Chestnut Street, the original site of the College. President Miller, pictured here driving alumni in one of the cars, presented 50-year pins to the members of the Class of 1941.



Author and former member of the Israeli Knesset Yael Dayan, daughter of the late General Moshe Dayan, former defense minister of Israel, spoke in October on "Israel in View of a Changing World." The lecture was part of the Human Relations Program.

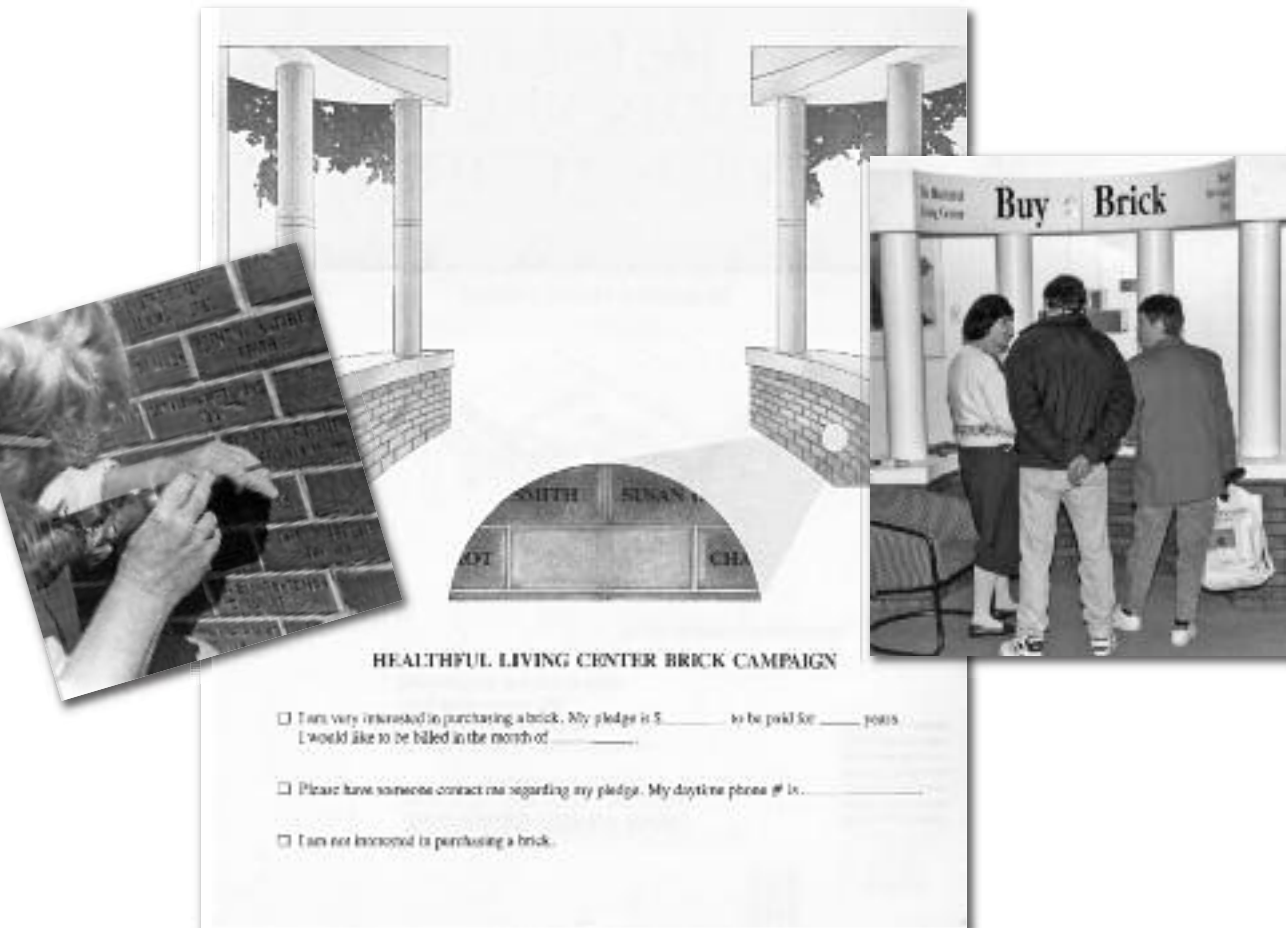
- A cash management system maximized returns on operating funds.
- The reserve for renewal fund in the operating budget safeguarded against deferred maintenance.
- The pooled investment fund was converted to market value accounting.
- Discussions were held about the work-study function moving to the Controller's Office from the Financial Aid Office.

- The federal government enacted the Drug Free Schools Act, necessitating policy and sanction statements being distributed.
- Obsolete and outdated documents were shredded by an outside source.
- A policy and procedures manual for the administration and accounting processes for research grants were developed, complying with Federal regulations.

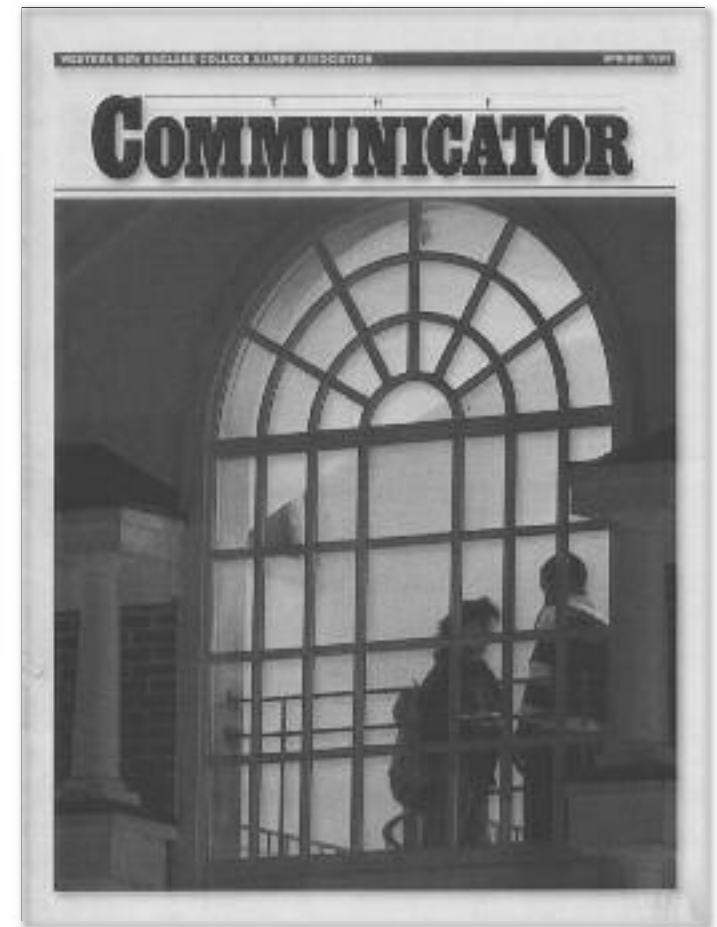
TECHNOLOGY

- Human resource software allowed position control to function between departments.
- All data lines became fiber optic; the fiber optic cable backbone linked all buildings to the Computer Center and supported campus-wide data usage.

- The Ethernet provided access to administrative computing.
- The administrative MV10000 was upgraded to a MV20000, which had 2.6 G of storage and a MICOM PBX switch.
- Password control features began.
- The mail room had a computerized forwarding address label module.
- Guaranteed student loans were automatically forwarded to Boston from the Financial Aid Office.
- The day and evening admissions monthly report was done by computer, taking one day to complete rather than four days.



As part of the fundraising for the Healthful Living Center, the College sponsored a Buy a Brick Campaign. For a donation of \$1,000, the donor's name would be engraved on a brick in the wall on the front entrance of the Center. Various alumni and many campus entities raised money to "purchase" bricks. In 1991, the Board of Trustees issued a challenge to the Alumni Association: If alumni could raise \$2.5 million towards the new building, the new center would be named "The Alumni Healthful Living Center."



Deborah Porter Savoie, then the editor of *The Communicator*, which is targeted to the general College alumni population, oversaw the redesign of the publication from a tabloid to a magazine format with input from its alumni readers.

- Several offices had stand-alone systems or networks.
- Communications and video transmissions were supported on campus.
- The student computer Lab in Churchill Hall contained 75 IBM compatible PCs and 30 terminals for access to the academic Data General minicomputer. Academic Computing also offered Apollo graphics workstations for use by engineering students, a Novell server running Oracle for business students, and a MicroVAX set up to service BITNET.

- Off-Campus Program students were charged a facilities fee which included use of the interactive system for registration, degree audit, and email.

LIBRARY

- The CD ROM network in the Library was dismantled.
- A Faculty Authors' Tea was held.

ACADEMIC

- Amos Oz and Marshal Goldman lectured in the Human Relations Program Series.
- Academic computing and an honors program were "priorities"

- of the academic vice president.
- Career and Human Resources began to review and certify processes in academic searches.
- The Cooperating Colleges of Greater Springfield (CCGS) held a Writing Across the Curriculum workshop on campus.
- Recognizing the value of supervising students, the College compensated faculty for their time.
- The *Academic Integrity Booklet* was approved by the Faculty Senate.
- Faculty Forums were reinstituted:



In February 1991 Cesar Chavez, president of the United Farm Workers of AFL-CIO, spoke on a variety of issues, including environmental concerns and the grape boycott, in a packed Sleith Auditorium. Sponsored by the School of Law, Chavez urged his listeners to boycott grapes because they were sprayed with the “five most dangerous pesticides and studies have shown that they caused cancer and birth defects in farm workers’ children.”



Aimed at interesting freshmen and prospective students in majors, particularly those in mathematics and the sciences, the College held a “Math and Science Career Day” and a “Majors Fair.” Faculty and upper-class students were on hand at the events to discuss the various majors.

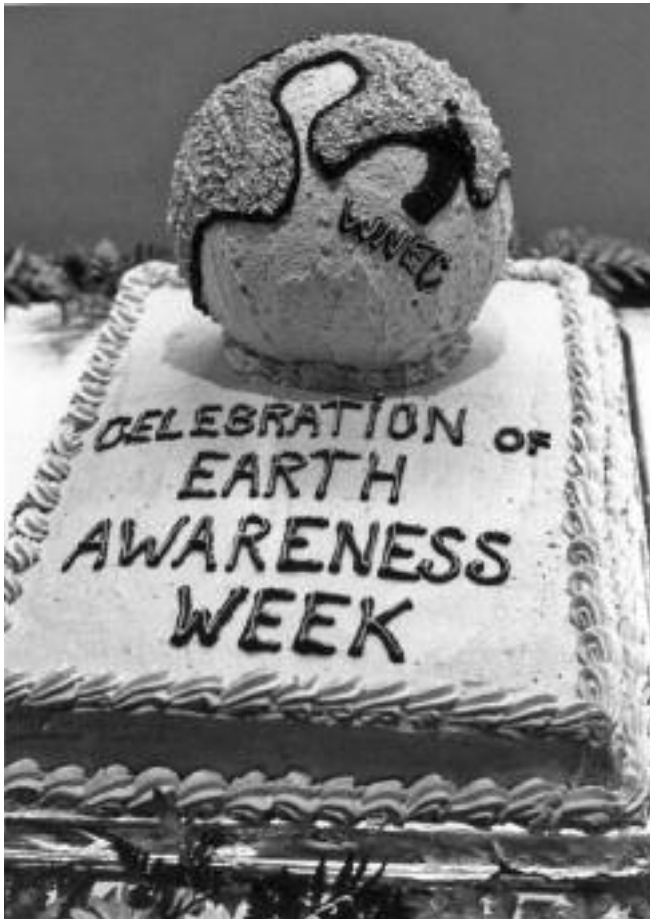


Lecture Day was originally established to encourage the free exchange of ideas and opinions on significant contemporary issues. In 1991 well known author and commentator Andrei Codrescu was featured discussing “The Television Revolution and the Future of Eastern Europe” as part of the year’s theme of “Changes in Europe.”

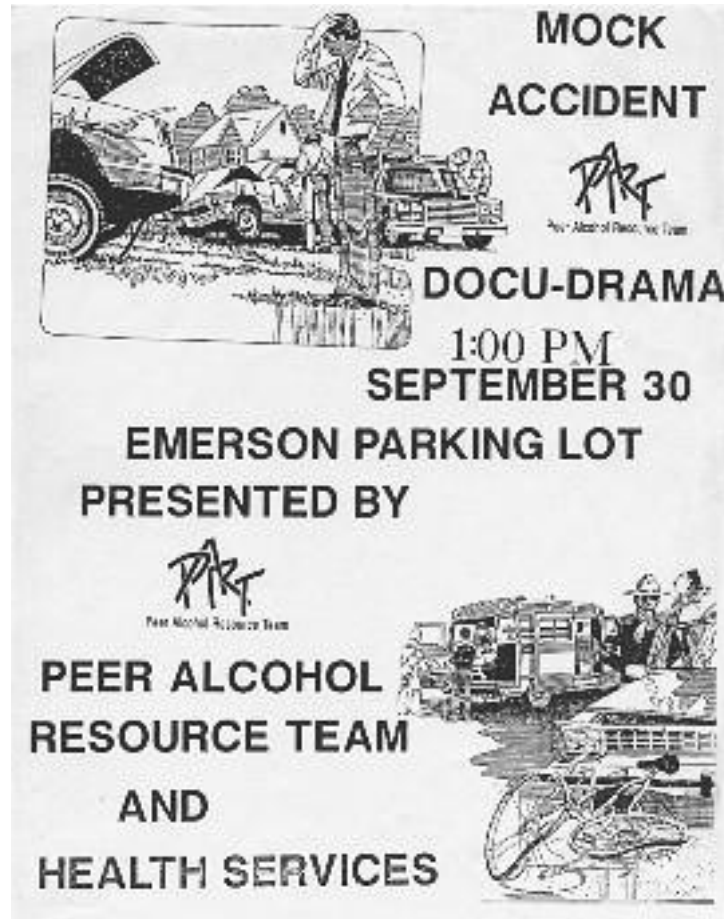
- As indicated by the Planning Committee’s developmental objectives, the president’s staff sought to consolidate majors, sections, and courses, possibly to transfer some teaching loads of full-time faculty to heavily enrolled general education courses.
- The president requested a five-year academic plan to “adapt to demographic and societal changes.”
- The vice president of Academic Affairs endeavored to identify areas of curriculum redundancy and staffing overlap.

- Each School was directed to develop a five-year plan that produced efficient operations.
- Chairs made adjustments to the number of faculty positions.
- The Board of Trustees voted a freeze on tenure track appointments; the Faculty Senate questioned the Board’s plan.
- The Faculty Senate formed an *ad hoc* committee to investigate the “non-renewal of the appointment of a faculty member” and an *ad hoc* committee on presidential review.

- The Board of Trustees stipulated that *ad hoc* committees must be approved.
- The grievance and termination procedures in the faculty handbook were revised.
- The Faculty Senate conducted referendum votes of no-confidence in the administration of the president, resulting in their condemning the “action and conduct of Vice President Stevens” and voting “no confidence” in the administration of President Miller.
- The Faculty Senate voted to “censure the president and the vice president of Academic Affairs for the process leading to the nonrenewal of a faculty member on a tenure track.”



In April the Residence Hall Association sponsored Earth Awareness Week to help educate the College community about the environment. Events included a mountain bike raffle, a Pennies for Peace Drive, and a world cake celebration for faculty and staff.



The Peer Alcohol Resource Team (PART) was created in an effort to provide an outlet for alcohol related problems on campus. PART promoted responsible drinking while providing information on the potential problems alcohol poses to the College campus.



In 1991 Dean of Students and Vice President, Student Affairs Andrew J. Mulcahy Jr. decided to devote his time to being vice president. Richard M. DiRuzza was hired to become the dean of students. In the restructuring, Associate Dean of Students Theodore R. Zern had been given new responsibilities and had been made associate dean of freshmen, nontraditional, and transfer students, reporting to the dean of Enrollment Management. Dean DiRuzza retired in 2009.

- Board Chairman Chapin sent a letter to the College community, listing the administration's accomplishments and reaffirming his confidence in the president.
- The Faculty Senate asked the president what steps she planned to take to regain the confidence of the faculty.
- The president responded with steps she planned to take to improve communication and involve faculty in planning.
- Clyde E. Work, dean of the School of Engineering, resigned from the College; Stephen C. Crist was hired to replace him.

- The Division of Continuing Education was again restructured with a coordinator of services and a coordinator of programs reporting to Director of Off-Campus Programs Richard R. Veronesi as director.
- The Division of Continuing Education established shopping mall registration.
- Off-campus enrollments significantly decreased; there were 19 sites and an enrollment of 968.

STUDENT SERVICES

- Richard M. DiRuzza was hired as dean of students; Charles R. Pollock became dean of Enrollment Management; Associate Dean of Students Theodore R. Zern

- became associate dean for freshman, transfer, and non-traditional students.
- The Honor Society for Freshmen, Alpha Lambda Delta, began with 84 inductees
- Students attending SOAR participated in their first College class: College Success Skills; faculty acted as advisors in summer registration.

ATHLETICS

- Varsity women's tennis was again discontinued.
- Golf won the Constitution Athletic Conference championship.

1992



After rethinking the plans for the Healthful Living Center, some of the elements were rearranged, resulting in a plan that was projected to cost \$8.8 million instead of the \$14 million previous estimate.

Programming needs continued to be met and the outside of the building looked almost exactly like the original plan.

Total College enrollment was 4,835.
Law enrollment was 808.

The endowment was \$16,795,485.
Total operating expenditures were \$37.8 million.
Typical tuition and fees totaled \$7,962.

PHYSICAL PLANT

- A 25-foot right of way, 14 acres from Sixteen Acres Garden Center, 60 Valley Road, an abutting parcel, and 112 Valley Road were purchased.
- Half of Gateway Village was renovated.
- Berkshire, Hampden, and Franklin lounges were refurbished.

- Student phone service, originally ATT, was switched to Centrix.
- Two new security cameras and one new call box were installed.
- The design of a school crossing on Wilbraham Road was approved by the City of Springfield.
- Electronic access was instituted in all dorms.
- Office signs were installed.

- A Professional Communication Center in Sleith Hall was constructed especially for oral presentations.
- Construction began on the Healthful Living Center.
- A Beveridge Challenge grant for the Healthful Living Center was received.
- A three-to-one matching gift of \$65,000 was given by the Kresge Foundation for the Healthful Living Center.



Construction of the Healthful Living Center began in summer 1992, a year ahead of schedule; the early start meant that the College would be able to complete its 1979 *Master Plan* two years ahead of schedule. The 146,000 square foot building was planned to provide health, educational, recreational, and sports



services for the entire College community, replacing the Rivers Gymnasium facility, which was built in 1973 when the College served a much smaller commuting student population. Above, President Miller donned a helmet and climbed aboard a bulldozer for the groundbreaking celebration. Actual construction proceeded in a timely fashion.

Five-year Plan

The president's staff developed a *Five-year Plan* for addressing and anticipating declining demographics and the poor economy. Each School developed its own five-year plan that reviewed trends and produced more efficient operations, and an academic five-year planning group was established: one member from each department, three deans, and the vice president for academic affairs.

The WNEC 2000+ Plan

A long range plan to be completed in 1995 used the *Five-year Plan* as its basis and included 135 faculty, staff, and administrators on 12 task teams: Teaching Excellence, the Adult Student, Traditional Student, Customer Service/One Stop Shopping, Enrollment Management, Classrooms of the Future, Human Resources, Academic Advising for Undergraduates, Additional Areas of Professional Education, Assessment of all College Operations, Co-curricular Life of Undergraduate Students, and Community Relations.

PLANNING

- The *Self Study* was submitted to NEASC in January; it was determined to be the guide for future "quality improvement."
- Curricula were studied to "increase efficiency without depletion of academic quality."
- The president's staff developed a *Five-year Plan* for the entire college, anticipating and addressing changes in enrollments with an "eye to declining demographics and poor economy."

- An academic five-year planning group was established: one member from each department, three deans, and the vice president for academic affairs.
- The *WNEC 2000+ Plan*, a long range plan to be completed in 1995, used the *Five-year Plan* as its basis and included 135 faculty, staff, administrators on 12 task teams. It would replace the *Our Planned Future* volumes produced by the Planning Committee.

ADMINISTRATIVE

- Commencement moved back to the Springfield Civic Center.
- The president met with all segments of the College community and discussed administrative matters, including budgetary concerns, in an effort to increase communication.
- Two "State of the College" reports were delivered to the Faculty Senate by the president.
- All budget centers had fixed monthly rates for telephones and long distance calls.
- TIAA-CREF options were changed.
- Investment management was switched from the Common Fund to another group specializing in college finances.

Report of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC)

That the College be continued in accreditation;

That the College submit a fifth-year interim report for consideration in Spring 1997, followed by a visit to validate its contents;

That in addition to providing information included in all interim reports, the College give emphasis to the institutions' continuing success in:

1. Assuring both the academic quality of all Off-Campus Programs and providing adequate library and support services at those sites;
2. Involving on-campus academic administrators in the implementation and monitoring of Off-Campus Programs;
3. Further improving communications and trust among the faculty, administration, and Board of Trustees;
4. Effectively assessing student outcomes.

The Planning Committee had been designated to oversee the *Self Study* for the NEASC accreditation visit in April 1992. In 1991 70 members of the College community volunteered to serve on a unit study group (USG). Each USG produced a report, and two members of the School of Arts and Sciences faculty compiled the reports. After having undergone three revisions, the *Self Study* was sent to NEASC in January 1992. In May 1992, following the April comprehensive evaluation of the College, NEASC sent a draft report of its findings to the College administration. The College responded with corrections of factual errors. In June the accrediting team sent the final report to the College, soliciting, in compliance with the accreditation handbook, the College's response to the report. In July the College made its official response, and in October, after the Commission had met and acted on the report of the team, NEASC accredited the College and identified its areas for improvement. President Miller, again according to Commission procedures, distributed copies of the report to the campus. She emphasized that the College should consider the recommendations in its academic five-year plans and in the *WNEC 2000+ Plan*.



While upgrades based on recommendations from the NEASC report had increased technological access to D'Amour Library (the Public Access Catalog for the library collection was available on and off campus via CATE, access to serials and databases through UNCOVER), students still took advantage of the quiet atmosphere to concentrate on their studies.

- The College focused on streamlining procedures and researching ways to lower costs and optimize the allocation of funds: students' receivables were handled in-house, saving a 33 percent service fee; the vice president for financial affairs formed a task team on campus-wide management and information systems (MIS); a group was formed to study early retirement plans; and a new all-College committee for health insurance began to study escalating costs.
- Coverage for vision and hearing exams was included in health plans.
- A prescription drug plan began with Express Scripts.
- College assets were inventoried by an outside firm which updated records with data about purchase, sale, donation, and discarded materials.
- Work on ADA (Americans with Disabilities Act) compliance continued.
- A new job description format reflecting concerns raised by the ADA, (ergonomic requirements and the identification of primary and marginal responsibilities) was developed.
- Extensive College-wide training was conducted.
- All College job descriptions were rewritten to adhere to the new format.
- Policies and procedures for the granting of "Reasonable Accommodations" were developed and implemented.
- The College continued to implement the Diversity Plan through publications, articles, domestic and international visits, and the hiring of faculty and staff.
- The numbers of alumni-in-admissions grew.



As part of the campus-wide effort to raise money for the Healthful Living Center, students participated in a phonathon, emphasizing the “LIVE IT, BUILD IT, DREAM IT” theme.



During Parents Weekend in October, several families with two or more generations of students and/or graduates attended the first gathering of the new “Generations Society.” At that time, there were 35 legacy students whose parents had graduated from the College and nearly 100 alumni whose parents had also graduated from the College.

TECHNOLOGY

- New computing resources continued to benefit many departments.
- Faculty and staff could have *USA Today* headlines delivered to their Data General email in-boxes.
- Parking permits, violations, and fines were computerized.
- Health Services was coordinated with billing functions.
- The weekly admissions report was done via computer.

- The Career Planning and Placement report was sent electronically.
- All faculty offices had BITNET/email connection.
- A user’s guide for BITNET was developed.
- Personnel and position control processing software was completed.
- Grade scanning replaced antiquated methods.
- An electronic degree audit was implemented.
- The electronic early warning system provided more details.


LIBRARY

- The Public Access Catalog for the Library collection was available on and off campus via CATE.
- D’Amour Library increased access to serials and databases through UNCOVER, which provided information about resources.
- The Library made the transition from low speed serial connections to wide area network technology.

High School Students . . . Check It Out!

BLUEPRINT FOR THE FUTURE

High School Student Leadership Development Forum at Western New England College
March 26, 1992
9:00 AM - 1:00 PM



You have the power. You have the potential. We have the opportunity.

Western New England College is pleased to host the 1992 High School Student Leadership Development Forum. This is an opportunity for high school students to learn about college and business careers, to develop leadership skills, and to meet college faculty and business professionals. The forum will be held on Friday, March 26, 1992, from 9:00 AM to 1:00 PM. The forum is free of charge. Space is limited, so register early. For more information, contact:

For more information, contact:

Faculty of the School of Business who were involved with the Leadership Institute invited area high school students, sophomores through seniors, to participate in a Leadership Forum in March. Students participated in sessions that emphasized the parameters of leadership, becoming actively involved in problem solving, learning how to motivate, and establishing goals and priorities.

Come to our Career Day for students interested in studying business

Computer Information Systems Finance Quantitative Methods Management Human Resources Management Marketing Production Management

Western New England College invites high school students thinking about business studies to explore the future.

Learn more about the varied career opportunities in the field of business - from accounting to personnel, from marketing to management, from computer information systems to finance, from technical research to production.

- Registration
- Attend real college classes.
- Solve simulated business problems.
- Learn what it takes to prepare for college study in business and the many options beyond college.
- Talk with business students and faculty.
- Luncheon

Business Career Day at Western New England College
Friday, April 3, 1992
9:00 AM - 1:00 PM

Contact:

For more information, contact:

In April, the College sponsored a Career Day for students interested in studying business. While the day focused on varied career opportunities in the field of business, participants had an opportunity to attend classes and talk with business students and faculty.



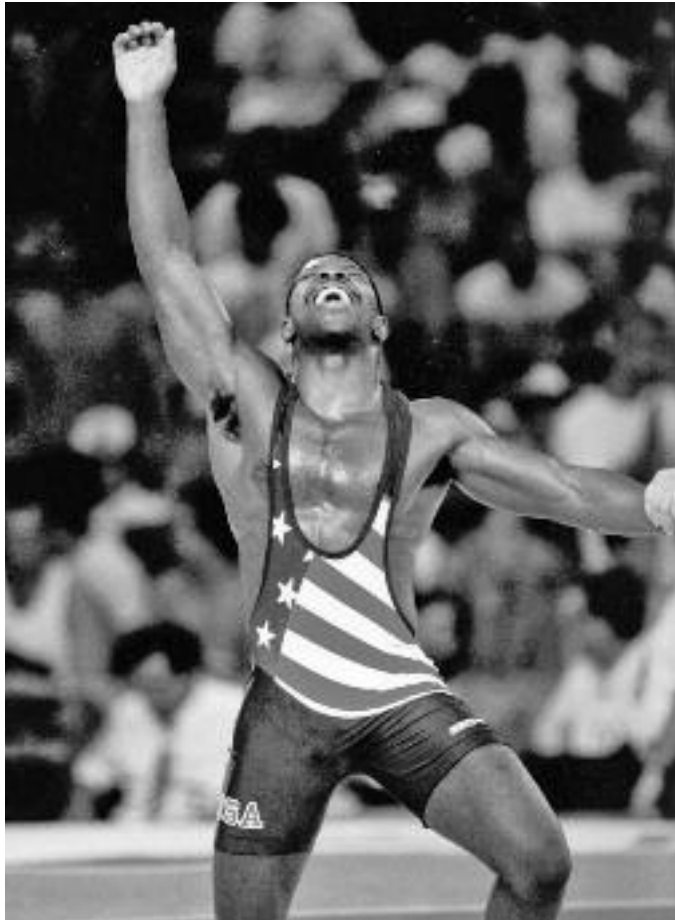
Charles K. Fish joined the College in 1989 as a visiting assistant professor of English. In fall 1990 he became assistant professor of English/acting dean of the School of Arts and Sciences, replacing Richard A. Reed, who had left the College. He returned to the classroom in the 1991-92 academic year, was promoted to associate professor in 1995, received tenure in 1996, and was elected chair of the Department of English and Humanities in 1998, a position which he held until his retirement in 2001. In 2000 the Department voted to split, thus creating a new Department of Communication and Humanities. Fish contributed to the College by serving as secretary of the Faculty Senate and by serving as a joint author of the 1992 *Self Study*. **His legacy, however, will be that he did not merely "profess"; he promulgated behavior, instilling a love of the English language in his students.** In retirement he continues to write and publish books.

ACADEMIC

- The Winterim Program was reestablished.
- The Personnel Committee of the Faculty Senate attempted to "negotiate two potential grievances."
- The administration attempted to eliminate inconsistencies in the peer review process.
- The Tenure Committee was disbanded.
- Several adjunct and one-year appointments were eliminated.

- The Board of Trustees voted not to use interest on the endowment to maintain current levels of employment.
- The Faculty Senate made another request for direct dialogue with the Board.
- Remaining concerned about the freeze in positions, the Faculty Senate sent a letter to NEASC about its concerns.
- The visits scheduled by NEASC, AALS, ABA, CSWE, and MASSDOE resulted in accreditations.
- A second referendum ballot of no-confidence in the president and vice president, Academic Affairs was distributed and passed.

- An *ad hoc* Committee on Reading and Writing was convened.
- The Board of Trustees supported faculty research within stipulated parameters.
- Student evaluations of faculty were included in the annual review.
- Requests for graduate programs in the School of Arts and Sciences were denied by the Board of Trustees. The Faculty Senate responded by pointing out that the Charter allows such programs.
- Burton F. Porter was hired as dean of the School of Arts and Sciences.
- Tau Beta Pi, an engineering honor society, formed a chapter.



Rodney Smith '89 won a bronze medal in Greco-Roman wrestling in the 1992 Barcelona Olympics. Smith was the only Division III wrestler from New England ever to win an Olympic medal.



Richard R. Veronesi, who joined the College in 1961 as an instructor of mechanical engineering, was placed in charge of the College's operation at Hanscom Air Force Base in 1975. In 1976 he was made director of the Off-Campus Programs, a position which he held through the rapid expansion of the College's off-campus offerings. In 1992 he became director of Non-traditional Program Development, and in 1993 he returned to the classroom as an associate professor of engineering. In 1999 he became a full professor; in 2002 he retired. Veronesi was known for his consummate devotion to engineering and to non-traditional students, and he was recognized for his ability to work effectively with a variety of groups. In *The Communicator*, he was quoted as saying, **"I look forward to expanding further [Off-Campus Programs] and making our programs available to an even larger constituency. I appreciate all of the help the alumni have given us in referring students and making companies aware of these educational opportunities for their employees."** In another interview he pointed out that **"The best press we get is word of mouth. . . We're philosophically attuned to the needs of the part-time student."**

- A Master of Science in Leadership was initiated by the School of Business in the Off-Campus Programs.
- Several Off-Campus Program facilities closed, especially on military operations; the program was tightened; Cape Cod Community College opened a trial 2+2 program.
- The Off-Campus Programs were restructured into East and West.
- The Division of Continuing Education reassumed the registration function for its students and courses.
- The Weekend MBA was approved for 1993-1994, following College Board recommendations.
- Consultant Jane S. Albert started an "aggressive marketing campaign" for the weekend MBA.
- Registrations were held at Hampshire Mall, Holyoke Mall, Baystate West, and Fairfield Mall.
- Extended Education began a new approach with service oriented community programs and turned a profit.

STUDENT SERVICES

- Vice President Student Affairs Andrew J. Mulcahy Jr. was reassigned to special projects; VPAP Brissette assumed oversight of Student Affairs and Admissions.
- Dean Theodore R. Zern was named coordinator of the College Success Skills course for all three schools.
- A second nurse was hired; Nurse Kathleen Reid concentrated on preventative programming.

ATHLETICS

- Rodney Smith '88 won the bronze medal for Greco-Roman wrestling at the 1992 Olympics.
- The golf team won the Constitution Athletic Conference championship.

1993



The Alumni Healthful Living Center (AHLC) was designed with 115,000 square feet of space exclusive of the basement, as compared to the 20,067 square feet that were available in Rivers Gymnasium. The building features a field house, a weight room, a swimming pool, a wrestling room, racquetball

courts, a dance studio, a classroom, Health Services, and office space. Acknowledging that alumni contributed extensively to the Capital Campaign, the building was named the **Alumni** Healthful Living Center in 1994.

**Total College enrollment was 4,674.
Law enrollment was 771.**

**The endowment was \$19,210,742.
Typical tuition and fees totaled \$9,274.
Total operating expenditures were \$37.7 million.
Physical assets equaled about \$120 million.**

PHYSICAL PLANT

- The Alumni Healthful Living Center (AHLC) opened.
- Four security cameras were added to the campus.
- Six security cameras were placed in the AHLC.
- Fifty doors on campus were equipped with alarms capable of sending reports to the security office.
- A one-card access system was functioning in all major buildings on campus.

- The second half of Gateway Village was renovated.
- The energy management system was upgraded.
- The old maintenance building next to the AHLC was renovated and became campus security headquarters; Public Safety moved there from 14 Bellamy Road.



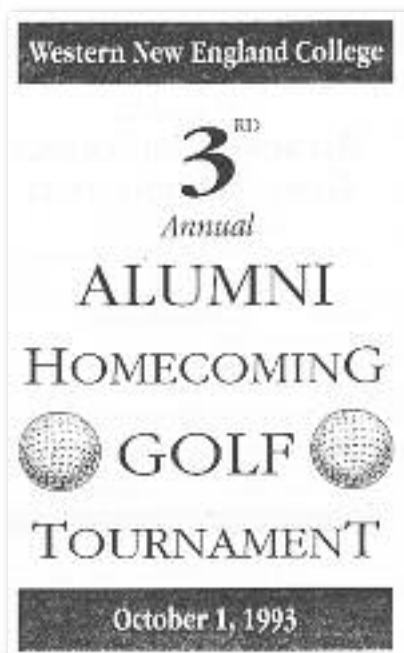
Above the field house floor, a running track attracted enthusiastic joggers. On the main floor, the exercise room contained state-of-the-art equipment. Health Services featured a waiting room, office space, and several examination rooms.



PLANNING

- The Schools' *Five-year Plans* were used in the budgeting process to establish priorities.

- The academic five-year planning committee formed by the VPAA was charged with developing a plan for allocation of tenure track positions, for analyzing the faculty-student ratio, and designing and implementing program evaluation.



On June 4, 142 College alumni and friends gathered for the 25th Annual Alumni Golf Tournament. In honor of the event, the Alumni Association donated \$2,092 to the Healthful Living Center Campaign, having raised the money by soliciting sponsorships and conducting a raffle. On October 1, the third Alumni Homecoming Golf Tournament was held. Both events have proved extremely popular and continue to this day.



The Alumni Office was active in providing services for alumni and in beginning the Alumni-in-Admissions Program which helped to spread the name of the College and recruit new students. Featured above, alumni and friends in Florida gathered with President Miller (left) at a Florida hotel and local alumni met for a networking session.



ADMINISTRATIVE

- A spring 1993 revenue shortfall resulted in expenditure controls and retrenchment efforts. Shortfall was attributed to decreasing enrollments. A consultant was hired to identify areas to improve recruitment and retention.
- The College complied with the mandatory retirement caps having been removed by the federal government.

- The Board of Trustees approved lump sum withdrawal of funds at retirement.
- The Career Planning, Student Employment, and Personnel Offices merged to become Career and Human Resources (CHR). Director of Personnel Services Gregory C. Michael was made director of the new unit.
- The College published an *Employer's Guide to Career and Human Resources*.
- Procurement and Duplicating/Printing became separate departments.

- The recycling effort intensified across campus.
- The 25th annual Alumni Golf Tournament was held.
- The third alumni Homecoming Golf Tournament was held.
- Alumni receptions were held in several parts of the country (Chicago, San Diego, Los Angeles, New York City, and Florida).
- The Atlanta Alumni Career Network started.



To address the needs of a modern police agency, Public Safety moved from Bellamy Road to refurbished quarters between Plymouth Hall and the AHLC. The new facility included a control desk, a waiting area, office space, a key room, a conference room, and a holding area. The College Public Safety officers began training similar to that completed by city and town police officers and were certified by the state, including the authority to make arrests. Chief Gary Barnes' philosophy, however, was to "use every other alternative possible before making an arrest."



Trustee and benefactor Gerald E. D'Amour and Director May E. Stack cut the cake in celebration of the 10th anniversary of the opening of D'Amour Library.

Career and Human Resources

The Career Planning, Student Employment, and Personnel Offices became Career and Human Resources; Gregory C. Michael was appointed director. The operation was consolidated in the Campus Center, with responsibility for the administration of all things work-related at the College: traditional human resources activities and responsibilities, career services activities and responsibilities for students and alumni, employer relations, the College's internship program, and student employment, including work-study.



The student employment program was overhauled. Arbitrary assignment of students to campus jobs was replaced with a system of requiring departments to develop detailed job descriptions that were assigned student labor grades with an associated student wage scale for student positions. Students were required to research position openings and go through an application process.

Career Services was restructured with the development of career counselor positions assigned to each of the three undergraduate schools.

A dedicated position, now director of employer relations, was created to develop and maintain relationships with employers in order to promote job and internship opportunities.

The first of several online capabilities was implemented to improve student opportunities to use technology to research careers, develop résumé and correspondence skills, and undertake job searches and a video taped mock interview helped students develop interview skills.

All College job descriptions were updated to comply with federal guidelines.

TECHNOLOGY

- Lab computers in Churchill, the Writing Center, and the School of Engineering were networked for the first time, allowing them to share printers and facilitating software maintenance.
- Student IDs were computerized.

LIBRARY

- D'Amour Library held a 10th anniversary celebration in May.
- D'Amour Library prepared to move from CWMARS to Millennium software.
- D'Amour Library merged with the Law Library database and catalog.

ACADEMIC

- The Human Relations Program Series was endowed by Rebecca and Arthur Marshall and became known as The Arthur and Rebecca Marshall Human Relations and Human Issues Lecture Series.
- The Human Relations Program/Black History Month lecture was given by nationally known commentator William Raspberry.
- Faculty Forum topics were: "AIDS testing," "Femininity and Masculinity: Natural or Social?," "Artificial and Natural Intelligence," "Violating National Sovereignty: When is Intervention Justified?," "Professional

Colleges: Training or Educating?," and "Crime in America: Reasons and Remedies."

- The fifth annual Wellen Davison seminar, an annual conference on learning and teaching, was held. The faculty was encouraged to "help students develop personal responsibility, integrity, motivation, work ethic, analytical thinking, and commitment to volunteering."
- Assessment initiatives began in academic areas.
- New faculty annual review procedures were implemented.



On June 4, Senator Edward Kennedy, city of Springfield Mayor Robert Markel, and Public Health Commissioner Delores Williams held a public forum to discuss infant mortality. The First Family Health Summit sought the participation of community families, health professionals, and political leaders in a daylong conference. A green ribbon was established as a sign of life and renewal for infant survival. Pictured here, Senator Kennedy, long an advocate of health issues, made a point during his address.



The College introduced the area's only one-year Weekend MBA. Classes were held in four 11-week semesters on Saturdays and Sundays using a "cohort" model. In 2001 the program was changed to an accelerated MBA format. Students attended the 18-month program of all evening classes in a team format.



In March, members of the Management Association presented a check to Alan Hale, director of Institutional Advancement, to buy a brick and support the Healthful Living Center. Professor Bazan, advisor to the group (standing at far right), wrote in the *Alumni Communicator* magazine, "The Management Association, recognizing an excellent investment with a high rate of return, has purchased a \$1,000 brick in the Healthful Living Center and is committed to raising additional funds for a second brick. Realizing that it takes more than one brick to build solid walls, the challenge is issued to all of you to add what you can to this important project. Remember, 'Drive and determination lead to success!'"

- Procedures for faculty search and recruitment followed task team recommendations.
- The new NEASC standards affected the General College Requirements.
- A mathematical rating scheme was used to determine merit pay for faculty.
- An Environmental Studies major and minor emphasizing monitoring and enforcement began.

- MCP/AHS officials proposed a new affiliation agreement to extend for three more years.
- An all-College meeting was held to discuss the Proposal to Improve Writing and Reading Skills. All components were approved, including measures to mandate writing in all courses, except the development of writing intensive courses and an upper level writing requirement.
- MSCJA was implemented on and off campus because the Quinn Bill was adopted by many cities.

- Marketing efforts increased for Off-Campus Programs and Summer School in an effort to increase the number of students.



As the numbers of residential students increased, so did the number and variety of on-campus student activities. These snapshots show a Parents Weekend “Games People Play” shopping bag, a music combo setting up in the pedestrian mall area, and a student advertising spring week’s theme: Hot Times in 1993.

This artist’s rendition of a fierce bear was selected for use in such places as the wrestling mats and the basketball court. Christopher N. Oberg, vice president for finance, endorsed the selection, saying it was “supposed to strike fear into the souls of our competitors.”

Andrew J. Mulcahy Jr. joined the College community in 1961 as director of placement and student activities. In 1964 he was tenured as faculty, and in 1967 he became the fifth dean of students. In 1983, while retaining the title of dean of students, he became the first vice president, Student Affairs. In 1988, returning from a leave of absence, he retained the title of vice president, Student Affairs. A new dean of students was hired in 1991. Dean Mulcahy retired in 1993.

In his 32 years with the College, “Andy” Mulcahy strove to ensure that the campus was aware of the importance of human relations, and he lobbied for multiculturalism. Furthermore, as the campus evolved from a largely commuter school to a residential campus, he was fundamentally responsible for planning and implementing programs to fit the changing characteristics of students and for encouraging the development of a College community. Concerning human relations, in an open letter to *The Westerner*, April 1989, he said, **“There is no value served in denigration of others. I cannot and will not condone situations which are personally derogatory, racist, bigoted in nature, offensive to ethnic groups, or which contribute to encouraging injustices which have been a part of the world for far too long.”** As far back as 1982, in his administrative report to the Board of Trustees, he said the College was beginning to meet the needs of a residential college, pointing out that . . . **planning for the Campus Center addition. . . [has] ensured the usefulness of the facility to the total College community.”**

STUDENT SERVICES

- A consultant identified reasons for the decrease in enrollments and made recommendations.
- These recommendations included that the College develop an advertising campaign to improve nontraditional enrollments and that the admissions policy change to fulfilling needs of contemporary students.

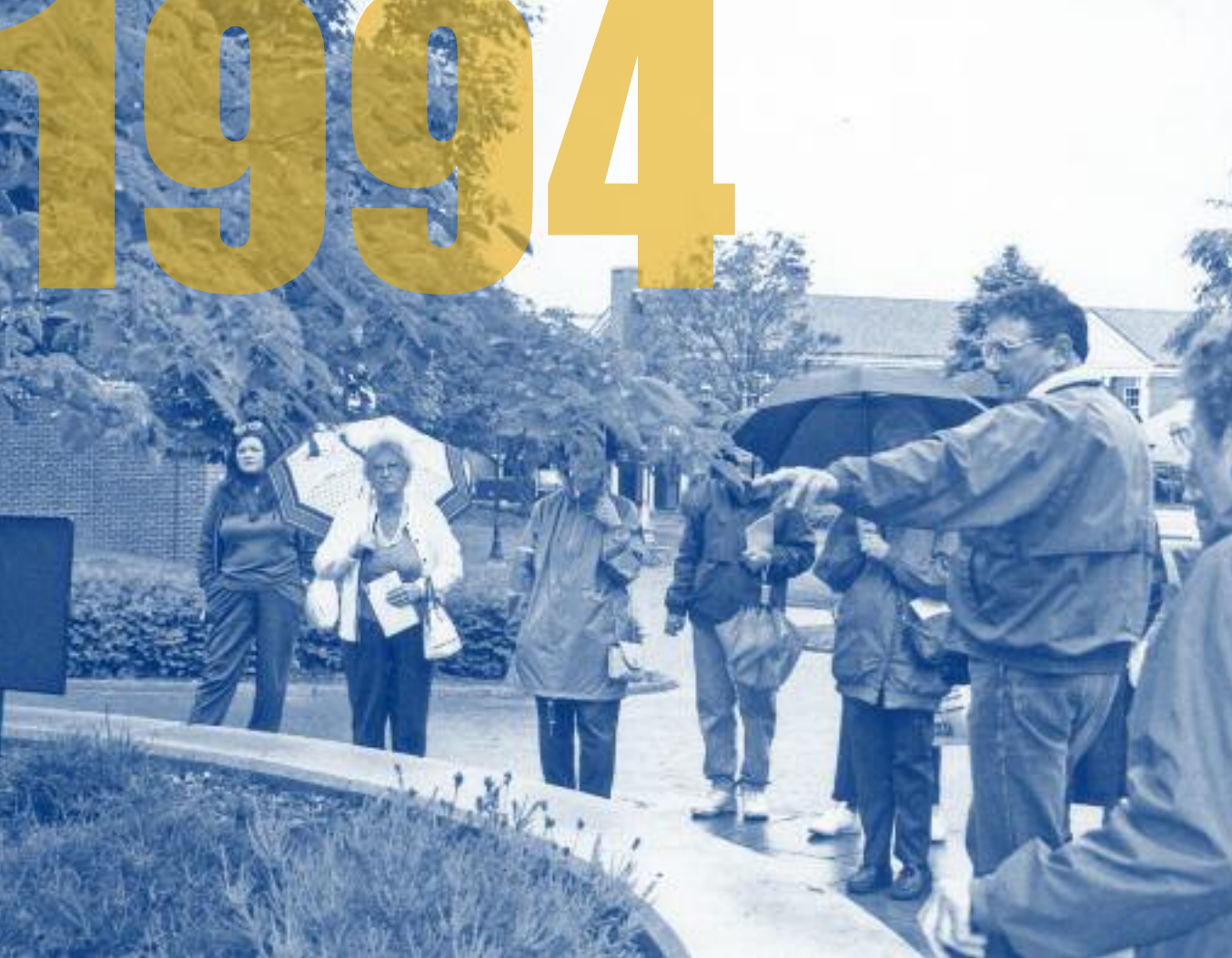
- Freshman Success Skills integrated advising with the course and was renamed First Year Seminar.
- The *ad hoc* Committee on the First Year continued to discuss standards for first-year courses.
- The Office of Residential Life initiated “Theme Floors,” rooms identified by academic interest.
- WNEK returned after a 14-month hiatus.

- Vice President for Student Affairs Andrew J. Mulcahy Jr. retired in June. The VPSP position was eliminated. VPAP Judy Brissette continued to have administrative oversight of Student Affairs and Admissions.

ATHLETICS

- A new athletics logo featuring a fierce Golden Bear was introduced.
- The golf team won the Constitution Athletic Conference championship.

1994



One of the goals established by the College was a campus beautification project. Under the creative direction of Head Groundskeeper Bruce Robbins, the largely brick and mortar campus became an interesting and eye-catching place. Above, Robbins conducts a tour during Homecoming, undeterred by the rain.



“The grounds of this campus should reflect the needs of the College community. There should be places for reflection, places for intellectual stimulation, and places for recreation. All of them should appeal to the students, faculty, and staff.” Bruce Robbins

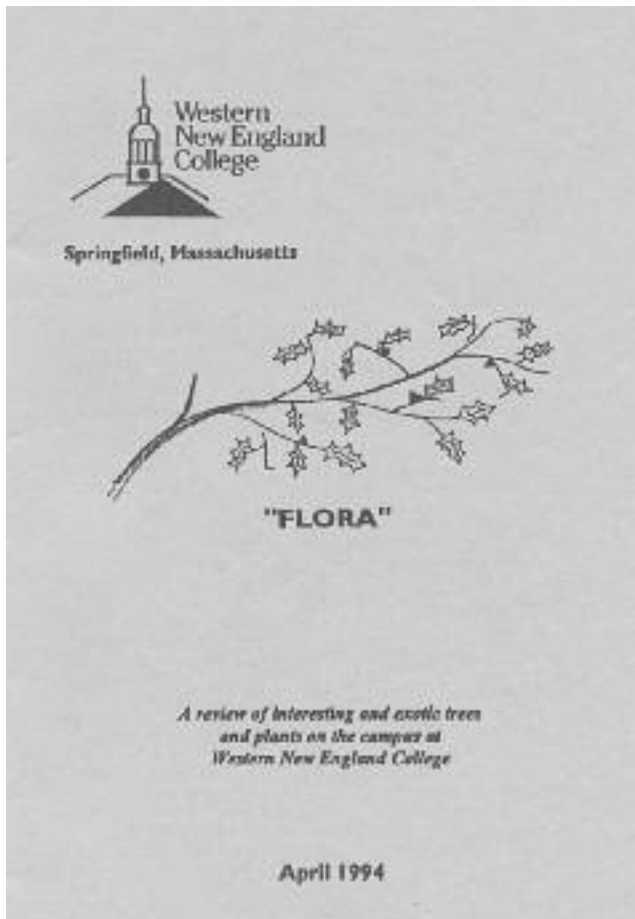
**Total College enrollment was 4,470.
The Law enrollment was 772.**

**The endowment was \$18,511,384.
Typical tuition and fees totaled \$9,794.
Total operating expenditures were \$39.3 million.**

PHYSICAL PLANT

- Berkshire Hall was completely renovated.
- The former health services building on Bradley Road became a law clinic.
- An unannounced OSHA visit resulted in a determination of reasonable compliance and a requirement to catalog hazardous materials.

- In spite of the new buildings, energy costs decreased because of careful management.
- A concerted effort to increase the beauty of the campus continued.
- Emerson 108 was enlarged to become a “classroom of the future”; it included updated air-conditioning, lighting, blinds, audiovisual equipment, and CD ROM capability.



In response to the growing numbers of queries about the interesting plants and trees on campus, Bruce Robbins, head groundskeeper, developed a pamphlet, “*FLORA*,” which was distributed across campus. Robbins retired in 2005.



The 75th anniversary of the College was celebrated in 1994. Topics for Lecture Day and the Human Relations Program series were coordinated; stationery, napkins, and a postal meter slug publicized the anniversary; and a tree in Beaumont A. Herman's honor was planted at the end of Emerson Hall. Capping off the celebration, a 75th Anniversary cake was cut after the traditional “Happy Birthday” was sung.



- Legislation passed to allow the purchase of contiguous state land on the southeast side of the campus. (Federal Hall funds had been invested and reserved).
- President Miller was quoted as saying that the “completed campus [was] designed to serve well the number of students the Board designated in 1979.”

- President Miller pointed out that emphasis for the future will be on “customer service.”
- The College published *FLORA*, a guide to College grounds and plantings by Head Groundskeeper Bruce Robbins.

ADMINISTRATIVE

- The 75th anniversary of the College was celebrated.
- The Board of Trustees approved a 10-year, \$10 million endowment drive for financial aid.
- The AHLC campaign concluded in March.
- Campus-wide public meetings were held to air concerns about the consolidation of several offices into a “one-stop shopping” approach to Student Administrative Services.



Soon after the College received its own charter, it adopted the cupola as its logo and used various representations of it until 1979, when the stylized “W” became the logo, appearing until 1994 in several formats. In 1994 the cupola returned as the logo, specially configured that year only to mark the 75th anniversary. The cupola was redesigned in 2002 when the Alumni Online Directory elicited responses which were collated by Creative Director Deborah A. Chappell to “create a new graphic representation of the College logo that is distinctive and easily recognized,” one that would display the College’s forward looking image.



To foster the community policing philosophy, the Department of Public Safety established a bicycle patrol. Pictured above, Ralph Jensen pedals the area around the gazebo.



In recognition of the contributions of over 7,000 alumni, who donated \$2.1 million to the campaign, the new facility was officially named the Alumni Healthful Living Center at Homecoming 1994. The AHLHC campaign ended in March 1994.

- “Connections” training was started. (A six-week training program with College personnel to “enhance people skills in serving students and meeting their needs.”)
- Increased marketing efforts resulted in 500 sports stories and 1,400 general stories.
- Director of Institutional Advancement Alan Hale retired in September; Robert E. Grinnell replaced him as a vice president of Institutional Advancement.

- The John D. Churchill Society was formed. (Alumni who graduated 40 years ago or more).
- Streamlining supervision of financial expenditures, purchasing was merged into the controller’s office.
- A section 125 flex spending plan was implemented.
- The logo was changed back to a stylized cupola.
- Campus police established a bicycle patrol to make officers more accessible to the College community.

LIBRARY

- D’Amour Library was wired for Internet access.
- The card catalog was removed from the Library and replaced by electronic search technologies. Innovative (Millennium) public Access catalog (WILDPAC) and circulation modules went online.
- Online databases were accessible to the College community through TELNET.
- The first library home page began in the summer.
- Library instruction became part of the First Year Seminar.



Online catalogs and computers replaced the card catalog, periodicals, and indices. Students were able to access a wide variety of information from a single location.



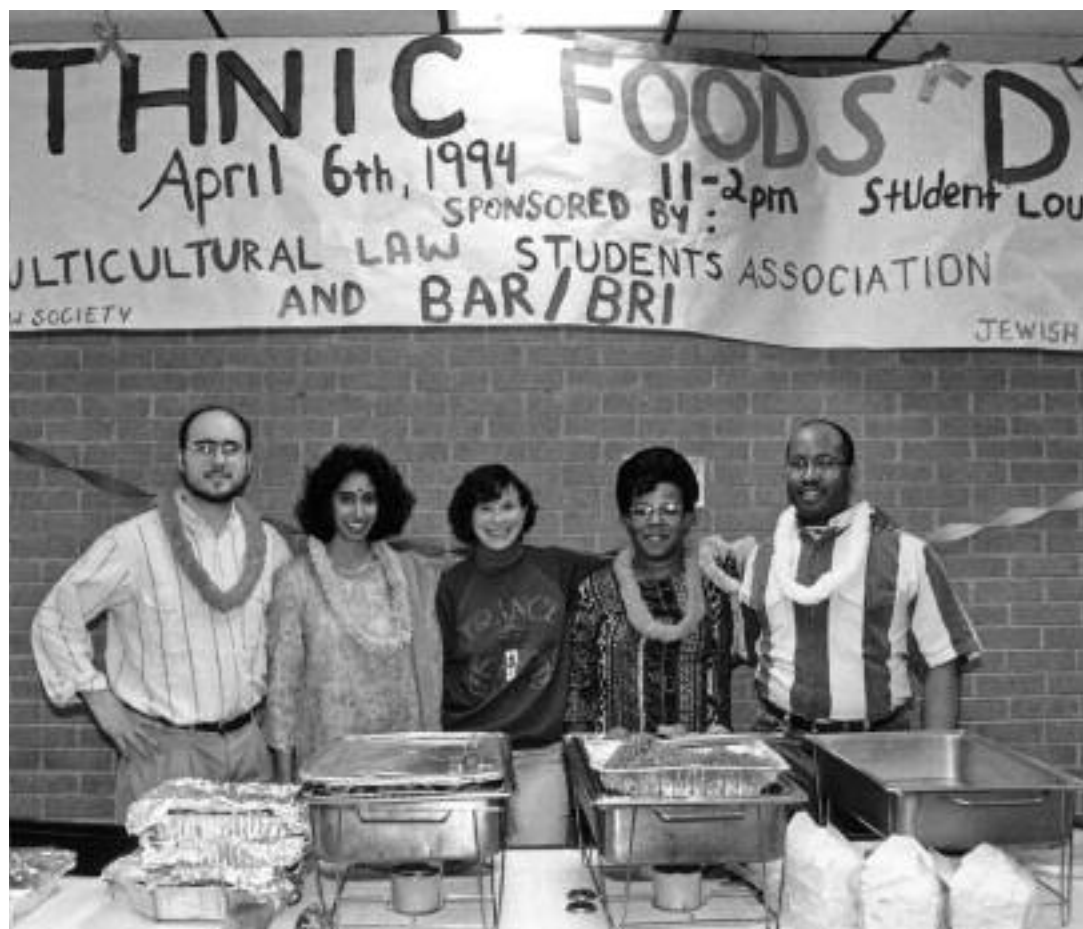
The top floor of Churchill Hall was a micro-computer lab.

TECHNOLOGY

- Computer upgrades continued in offices across campus.
- An Intranet was configured.
- The College connected to the Internet for text only email, file transfer, and access to Gopher, a precursor to the World Wide Web.
- Beginning the conversion to the Internet, Avion 4300 was upgraded to Avion 5500.
- The Office of Residential Life was able to generate room assignment letters electronically.
- Cisco software was developed for Public Safety.
- Communications equipment ran between the AHLG and Public Safety.
- The Parents Association information was automated.
- Internship information was stored in an electronic file.
- A NOVELL system in admissions supported Enrollment Management Admissions Systems (EMAS), an applicant information file.
- Computer disaster recovery procedures were tested.
- Financial aid awards were computerized.
- Environmental controls and heating, ventilating, and air conditioning emergency management systems started.
- Control of the deferred registration process was established.
- Off-campus records were automated, controlled at the Woburn site.
- A five-year report of registrations of Off-Campus Programs sites was generated.
- Academic labs continued to be networked and upgraded.
- A Davis Foundation grant of \$460,000 helped with the obtaining of computer equipment.



The class of 1994, School of Law, presented a check to the City of Springfield's Open Pantry, which serves the homeless and families in need.



The Multicultural Law Students Association, the International Law Students Association, Jewish Law Students, and BAR/BRI sponsored an Ethnic Foods Day in April.

ACADEMIC

- Continuing a focus on world issues, the Human Relations Program speaker was Anna Rosmus on "Nazism: Then and Now."
- Faculty forum topics were "International Business and World Poverty" and "Political Correctness."
- NEASC placed new emphasis on institutional effectiveness.
- The College re-formed an American Association of University Professors (AAUP) chapter because The Board of Trustees wanted *Handbook* editorial control.

- A formal Winterim program was adopted by the faculty.
- An *ad hoc* committee of the Faculty Senate continued to assure that the General College Requirements were compliant with NEASC standards.
- The AAUP worked with the College chapter to review and update the *Faculty Handbook*.
- The Board asked professors not to identify themselves as College faculty members when writing editorials.
- The Faculty Senate recommended that an "F" for dishonesty could not be replaced on a student transcript by repeating the course.

- IE, ME, and EE received the highest accreditation from ABET.
- The Faculty Senate voted that transfer students needed to earn 50 percent of their major credits from the College.
- The School of Arts and Sciences voted that special topics courses could only be taught three times, then must be approved as formal courses.
- Howard I. Kalodner, dean of the School of Law, returned to the classroom; Joan Mahoney was hired to replace him. She was the second female dean in the history of the College, the first at the School of Law.
- L. Douglas Kenyon '83/G'85 became administrative director, Off-Campus Programs.



In 1994 Admissions revised its approach to recruiting and converting prospects to students according to the recommendations of an outside consultant. They used new techniques, new computer programs, and new standards. Computer based relationship building methods were implemented, and an enrollment management action system began. Previously relaxed admissions standards were determined to have resulted in excessive attrition, faculty complaints about quality, transfer of better students, and excessive efforts to overcome deficiencies. The new procedures resulted in substantially more applications, enabling the standards to be raised. Above is a sample of the targeted, new, lively, student-centered admissions brochures.

Student activities reflected the growing residential nature of the College. Pictured here, students celebrate Halloween in the Campus Center.

STUDENT SERVICES

- An on-campus student employment orientation was added to SOAR.
- The First Week Program was approved.
- The *Discovery* publication was started for first-year students.
- Criteria of a high feedback environment, a detailed syllabus, and a class size of 25 were recommended by the *ad hoc* Committee on the First Year and instituted in 100 level classes.
- Campus overnight visits for prospective students began.

- Admissions revised its methods of recruiting and converting students according to the recommendations of an outside consultant.

ATHLETICS

- Summer activity camps began in Athletics.
- Skiing was dropped.
- A position of health fitness coordinator was developed.

- President Miller was quoted in the *Springfield Republican* as saying, "...winning is not the primary objective of athletics. Sportsmanship, academics—they're much more important."
- The golf team won the Constitution Athletic Conference championships.
- The AHLC intensified efforts to increase awareness of health, exercise, and nutrition.
- A women's swimming program was added.

1995



In an effort to provide convenient service, “one-stop shopping,” for College students, faculty, and staff, the Student Administrative Services Office was operational in January 1995; it merged Records and Registration, Billing and Collections (Bursar), and Financial Aid, eliminated the position of registrar, and took over the 24-hour study and expansion

space in the Library. The office reported to the vice president for administration and planning (VPAP). A director supervised the work of 13 cross-trained client services representatives, two financial aid specialists, and one collections specialist. Financial aid moved from Student Affairs, administratively separated from Admissions. Rodney W. Pease, former billing and collections manager, was named director.

President *Emeritus* Beaumont A. Herman died in August. A memorial service was held in September.

**Total College enrollment was 4,485.
Law enrollment was 740.**

**The endowment was \$20,528,940.
Typical tuition and fees totaled \$10,310.
\$150,000 of interest on the “quasi endowment” was
used for 1995-96 financial aid in certain enrollment areas.
Total operating expenditures were \$39.6 million.**

PHYSICAL PLANT

- The College reported holdings of 131 acres, 18 major buildings (including the Gateway complex), and 16 houses.
- The Student Administrative Services Office (SAS) was operational in January; reporting to the vice president, administration and planning.
- A tree was planted near Emerson Hall in Dr. Herman’s honor on May 9, 1995.

PLANNING

- NEASC required institutional assessment to be in place in all areas of the College by the five-year report in 1997.
- President Miller noted that assessment was in place in Teacher Education, the Weekend MBA, the School of Engineering, internships, and most professional programs, while nonacademic areas had measurements of achievement in place.



William H. Young joined the College as director of records and assistant professor in 1979. In 1990, when an administrative decision was made that administrators could not be both faculty and administrators, Dr. Young relinquished his faculty position, remaining as director of the Office of Records and Registration. In 1995, when the Office of Student Administrative Services (SAS) opened, his responsibilities were divided between SAS and the office of the vice president for Academic Affairs. Student record maintenance and data entry, including the production and maintenance of transcripts, class rosters, and grade sheets, were made part of SAS; information analysis and academic decision making responsibilities, except for the School of Law, continued to be Dr. Young's responsibility. He developed the schedule; allocated classroom space; ensured that course and staffing allocations were made within the constraints of the budget and that course offerings met the curricular needs of enrolled students; advised the administration on enrollment patterns; maintained transfer records; and oversaw student evaluation forms and procedures.

Dr. Young was known throughout the campus for his interest in academic advising and for his awareness of the changing characteristics of students, both of which were major issues in higher education during his tenure. He served the College until December 1995. Linda M. Chojnicki was hired as academic schedule controller and information analyst in January, 1996.

- Program review requirements were formulated by the Higher Education Coordinating Council and distributed on campus.
- *The 2000+ Plan* was disseminated across the College.

ADMINISTRATIVE

- President Miller submitted a letter of resignation on November 15. Her resignation was accepted by the Board of Trustees on December 5.
- President Miller provided a history of the College to the Pioneer Valley Manufacturer's Forum.

- Student Administrative Services (SAS) held customer service workshops.
- SAS staff was cross-trained to upgrade records, and produce letters and reports.
- In accordance with a Federal Government mandate, the College used a minimum of 5 percent of work-study funds for community service.
- Vice President, Advancement Robert E. Grinnell left in September.
- The College joined the Direct Student Loan Program.
- An Employee Wellness Program was initiated and used by almost half of the employees.

Administrative Restructuring

After Alan Hale, the director of advancement, had retired, Robert E. Grinnell was hired as the vice president for advancement. When Dr. Grinnell left the College in late 1995, the president assumed supervision of his area. In 1996, she split the department: Development, Cultural Relations, Alumni, and Foundations with Thomas A. Bila as director and Public Relations, Publications, and Marketing, renamed Marketing and Public Relations, with Jane S. Albert first as acting director then as executive director.

Other administrative restructuring resulted in shifting of responsibilities as follows:

The vice president for finance became the vice president for business and finance. He oversaw administrative details for Continuing Education; Off-Campus Programs; Summer School and Winterim; audio visual and Library (all moved from vice president for academic affairs) (VPAA); was responsible for the bookstore and food services (moved from vice president for administration and planning) (VPAP); had full responsibility for Career and Human Resources (moved from Student Affairs); and continued to oversee the traditional financial areas, Administrative Computing, and Public Safety.

The VPAP was administrative overseer of Student Affairs and Admissions and had responsibility for Extended Education, Facilities Scheduling, and Student Administrative Services as well as traditional planning functions. Student Affairs included the dean of students, Activities, Residential Life, Health, Counseling, freshman dean, Campus Ministry, Diversity Programs, and Enrollment Management. Enrollment Management was in charge of admissions.

Athletics became under the supervision of the president's office (from Student Affairs).

The VPAA continued to oversee the four Schools, the Pharmacy Program, and Academic Computing, as well as curricular and faculty details for the Division of Continuing Education, Off-Campus Programs, Summer School, and Winterim.

- The Alumni Career Network began.
- A Student Patrol was created.
- Administrative restructuring continued.

TECHNOLOGY

- The College had 1,000 Internet accounts.
- The Data General computers were networked.
- Two "multi-media" classrooms were created in Emerson Hall, especially for use in the Cultures Program. They included a ceiling mounted



The Weekend MBA program, in its third year, was going strong. Students in the program found everything they needed right at the school each weekend, from breakfast and lunch to computers and books.



Workwell was developed to encourage all College employees to take an active part in their own health. Participation was voluntary. There were two main components to the program: health education and physical activity; incentives were available for people who participated in physical activity for four consecutive months. Understanding the benefits that a healthy workforce brought, the College provided release time from work to attend educational programs and to exercise.



In April the Alumni Office sponsored a workshop for career networking in Dining Room A of the Campus Center. The event was well attended, helping to develop a solution to an important issue facing graduates: leaving the "ivory tower."

projector and an elaborate workstation with computer, VCR, video disk, microphone, etc. Other classroom use panels were placed on a traditional overhead projector to display computer images on a screen.

- The Weekend MBA program provided a laptop computer to each student as part of the price of tuition. The laptops enhanced flexibility for working on group projects or around busy schedules.
- Internet access was enhanced by a UNIX system, email, www through dial-in modems, and a NOVELL network.

- Twenty-seven computers in the academic computer lab had access to the Internet.
- Internet and local email access were provided to any student.
- Pentium PCs were used across campus; a three-year plan was instituted to upgrade faculty PCs to 486 or Pentium and to connect all faculty to the campus network and the Internet.

LIBRARY

- The CWMARS line was disconnected in D'Amour Library.
- Innovative became the official automated systems platform in the Library.
- The Innovative acquisition and serials modules went online in the Library.
- The Innovative reserves system went online in the Library.
- The D'Amour circulation position was elevated to a professional librarian.
- The opening of the Student Administrative Services Office appropriated library space formerly used for a 24-hour study, archival storage, and expansion.



D'Amour Library offered a 24-hour study in the space now occupied by SAS. Access was through an outside door at the rear of the Library.



Pictured here, receptionist Delores A. Goraj directs incoming calls to the appropriate client services representative and a student awaits receipt of a transcript. Offices for the various staff and administrative positions can be seen in the background. All employees had worked for the College in several capacities and had been extensively trained prior to the opening of the new office.



Before becoming a consultant for the College, Jane S. Albert taught marketing. As a consultant, she conducted market surveys and developed plans for key projects such as the Downtown Campus (1994) and SAS (1995). In 1996 the College hired her as director of the Office of Marketing and Communications, and in 1997 she was made vice president for advancement and marketing. Commenting on her appointment, newly elected president Dr. Anthony S. Caprio said, **“We are fortunate to have among us a hardworking individual who can bring her organizational skills and her ability to undertake relationship building effectively.”** She served the College until 2000.

ACADEMIC

- Continuing the NEASC stipulation that the College assess its programs, academic program reviews were completed in the spring.
- The Lecture Day topic was “WNEC at 75: Challenges and Achievements in Higher Education.”
- Nationally known commentators Meron Benvenisti, Mary Frances Berry, and Helen Thomas spoke in the Human Relations Program.
- Civility Day was held in March.

- The College assumed responsibility for the Teaching Excellence Award from an outside foundation.
- An *Adjunct Handbook* was completed.
- Program sheets for all majors were completed and used in advising and recruiting.
- The *Faculty Handbook* revision was completed and published, the result of faculty, administration, and trustee cooperation.
- The faculty continued discussions about College governance.

- A discussion began about who made faculty hiring decisions: chair, and/or dean, and/or VPAA.
- The AAUP distributed a questionnaire about the *Faculty Handbook* and “customer service.”
- The Faculty Senate recommended that students could add a class up to five days from the start of classes.
- The Faculty Senate recommended writing portfolios for all sophomores.
- The faculty had concerns about the budgeting process, determination of raises, and shared governance.



Professor Patricia Miller is an example of the outstanding professors that generations of College students remember. Deborah Porter Savoie, production manager in Marketing and External Affairs, recalls, “In addition to her being able to impart a love of literature to her students, Pat Miller was renowned for her ability to teach writing. Year after year her students emerged with an appreciation of the concise, clear style that would remain with them through their careers.”

Professor Miller joined the College in 1966 as an assistant professor of English. She was tenured in 1969 and was chair of the Department of English and Humanities from 1971-1989. She became an associate professor in 1972 and professor in 1984. She was chair of the Faculty Senate and she participated in many search committees and College-wide committees, including the one that hired President Miller and the one that wrote the mission statement. She retired in 1995; in 1997 she was named professor *emerita*.

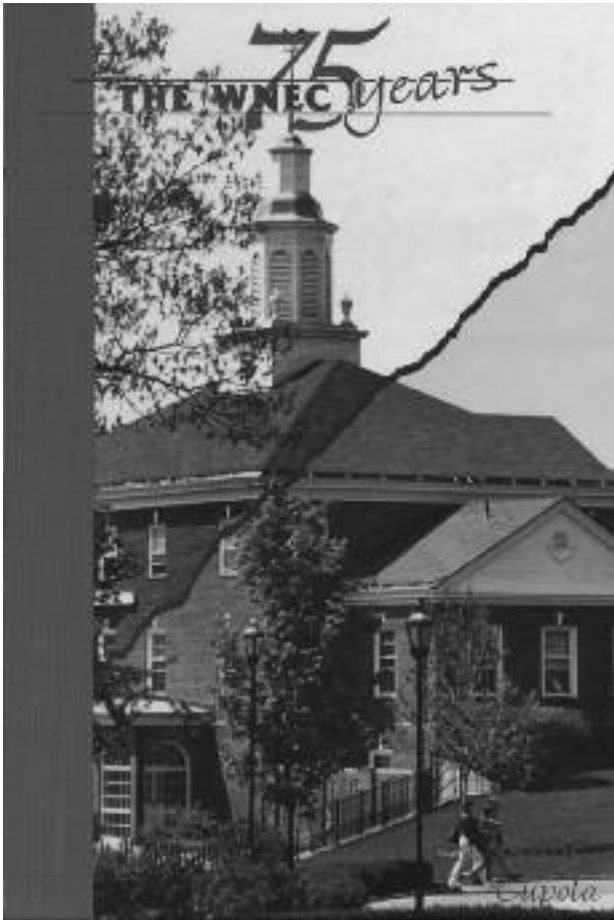


College staff actively participated in the volunteering effort backed by the College. Here Kevin J. Gorman, manager, technical support and services, Information Technology; and Linda Ruth Bowman, regional director-west, Division of Graduate Studies and Continuing Education, work with students at the Freedman School.



In 1995, responding to the Federal mandate of the Americans with Disabilities Act (ADA, 1990), the College created the Student Disability Services office (SDS) on the ground level of the Administration Building in space vacated by the Registrar's Office. Linda J. Oleksak, who designed the program, collected documentation, established procedures, and began to educate faculty about required accommodations. The office reported to the VPAA, using a part-time director until 1999, when Bonni M. Alpert became the first full-time director and an assistant director was hired to accommodate the newly instituted “extended services” for which students paid a fee. The “extended services” were discontinued in 2000; SDS continued to provide accommodations that were not covered by existing campus services.

- A vehicle for faculty input, the nine member Faculty Steering Committee, was formed to recommend a budget process and improve communications.
- A comprehensive budgeting process was developed in academic areas by the VPAA and an *ad hoc* committee of the Faculty Senate.
- In response to faculty complaint and presidential directive, the VPAA distributed a proposal to “renovate” Academic Affairs.
- The faculty sent a letter to the Board of Trustees requesting an increased role in governance. The Faculty Senate Personnel Committee reacted to the “insinuation” that it acted inappropriately.
- The *ad hoc* General College Requirements Committee became a permanent committee of the Faculty Senate.
- The Faculty Senate recommended that all students have a faculty advisor in their major.
- The Faculty Senate created a budget for the Human Relations Committee.
- The faculty was involved in all decisions to discontinue programs or make program modifications.
- Internal reviews of all programs were completed by September; Quantitative Methods and Quantitative Economics were eliminated at the request of the departments.
- The Office of Student Disability Services was set up by Linda J. Oleksak according to standards mandated by the 1990 ADA law. It reported directly to the VPAA.
- B.S.L.E. was restructured, made comparable with B.S.C.J.



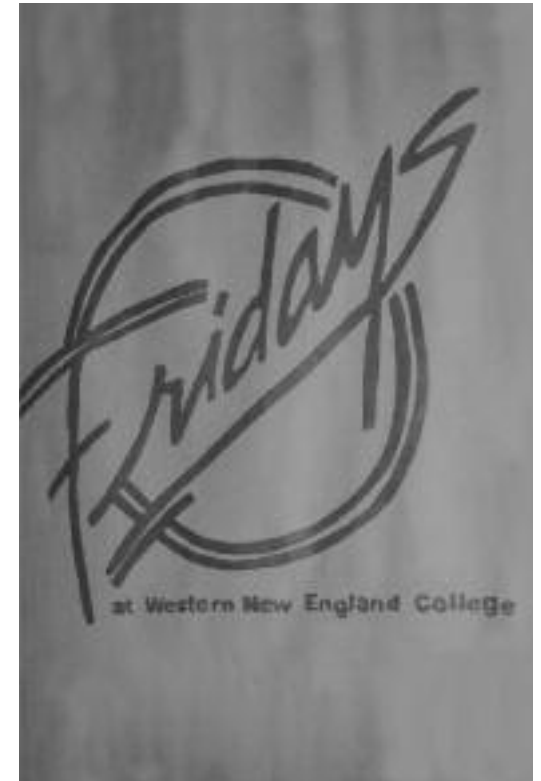
The theme of the 1995 College yearbook, *The Cupola*, was *The 75 WNEC Years*. The staff included a photographic retrospective that featured several aerial views illustrating the physical growth of the campus.



The mall area of the Campus Center was a popular place for performing groups. Above, a band performs on Diversity Day, 1995.



The Art Gallery in the Campus Center continued to hold exhibits from local artists and from students. Situated on the east side of the building and accessible from the outside, the Gallery featured opening receptions for each new exhibit.



The Campus Activity Board was innovative in promoting events for the campus community. Here a poster advertises weekend initiatives on campus.

- An external consultant in Social Work was hired; Social Work was released from the Department of Human Studies and reported directly to the dean of the School of Arts and Sciences.
- The undergraduate core in the School of Business was changed.
- Off-Campus Programs' enrollment increased.
- The Association of Independent Colleges and Universities in Massachusetts (AICUM) said that only faculty with terminal degrees may teach in graduate programs; 50 percent of Off-Campus Program courses must be taught by full-time faculty.
- A certificate in community policing was approved, Off-Campus Programs only.
- A lease for Downtown Campus in Baystate West (called Riverfront Campus) was signed.

STUDENT SERVICES

- Retention efforts were assisted by data collection from Student Affairs and Enrollment Management.
- Ninety-two percent of students sought on-campus housing, reflecting the wider geographic area of students.
- Programs were added to reflect the increased numbers of students who did not commute.

ATHLETICS

- Women's soccer won the Great Northeast Athletic Conference championship.
- Baseball won the Constitution Athletic Conference championship.
- Women's basketball won the Constitution Athletic Conference championship.
- Men's volleyball, women's swimming, and women's volleyball were brought back.

1996

January-August 13

Above is an aerial view of the campus as it appeared in 1996. A 53.47 acre plot of state land contiguous to the campus on the southeast was released to the College on June 17 and purchased

June 25. The campus now included 18 major buildings and complexes and 16 houses on 185 acres of land.

Beverly W. Miller served as president until June 30; she was named as president *emerita* 6/4/1996. Vice President, Business and Finance Christopher N. Oberg was interim president from July 1 to August 13.

Total College enrollment was 4,569.

Law enrollment was 691.

The endowment was \$25,259,288.

Typical tuition and fees totaled \$10,810.

Total operating expenditures were \$42.5 million.

PHYSICAL PLANT

- The 53.47 acre plot of state land contiguous to the campus on the southeast was released to the College on June 17 and purchased June 25. Money from the sale of Federal Hall had been kept in reserve to pay for the land.
- 3 Brookside Road, Wilbraham, was purchased.
- 29 Bellamy Road was sold.
- The campus included 18 major buildings and complexes and 16 houses on 185 acres.

ADMINISTRATIVE

Miller Presidency

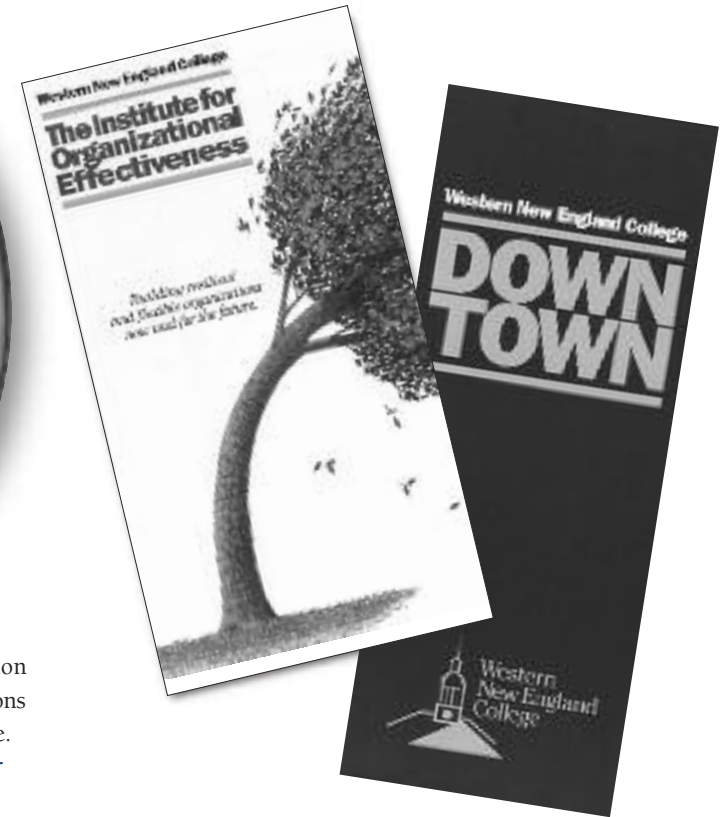
- The Board of Trustees granted authority to the Executive Committee to appoint an interim president.
- The Board of Trustees voted that trustees should channel comments with faculty through the president, as was required practice with faculty to Trustees.
- A presidential search committee was formed.
- At the request of the faculty, two more faculty members were added to the Presidential Search Committee.
- President Miller recommended a shift in thinking from how people teach to how students learn.
- President Miller recommended that Distance Learning be discussed.



On January 9, after a five week advertising campaign, President Miller joined business and civic leaders in a ribbon cutting ceremony to open the Downtown Campus. According to President Miller, the five classroom facility would provide quality education and convenience to the local business workforce. "The College left to make way for a flourishing downtown and is now coming back to its roots to participate in the new era of development," she said. Research for the campus had explored educational and staff development needs with local businesses and organizations. The Downtown Campus had a close relationship with the Extended Education Division and also rented facilities to groups for conferences and training. William Campanella was named administrative director of the facility, which was under the supervision of the vice president for business and finance (VPBF).



William F. Campanella joined the College administration in 1987, serving in a variety of positions in the Admissions Office, the Downtown Campus, and the Alumni Office. **He typifies the "rock-solid" College employees who over the years have pitched in where they were needed and then performed enthusiastically and nobly, the unsung heroes of the College's growth.** Campanella spent nine years in the undergraduate Admissions Office, serving as associate director of admissions from 1989 to 1996. From January 1996 to June 1997 he was administrative director of the Downtown Campus, after which he spent three years in other local endeavors. Returning to the College in 2000, he became the program coordinator in the Alumni Office and was associate director of Alumni Relations from 2001 until his death in 2003.



Responding to area CEOs who thought that constant changes within and outside of their companies were having a detrimental impact on innovation, productivity, cooperation, and the bottom line, the College designed the Institute for Organizational Effectiveness. The stated aims of the Institute were to help companies become more flexible and to facilitate organizations in maximizing the unlimited potential of their people and their processes. Among the services the Institute offered were customized consulting and training services and cutting edge information services.

- Fiscal record keeping was adjusted to comply with Financial Accounting Board (FASC) standards and approved by the Board of Trustees.
- The School of Law Handbook was revised.
- The President's staff was given two-year contracts.
- In February President Miller divided the Institutional Advancement department.
- A facilities rental fee schedule was established.
- Linda M. Chojnicki became academic scheduler, replacing Registrar William H. Young.
- The Downtown Campus officially opened in January, reporting to Vice President Finance and Business Christopher N. Oberg.

William F. Campanella was named administrative director.

- The Marshal Human Relations Series featured Deborah Lipstadt speaking on "Denying the Holocaust: The Growing Assault on Truth and Memory."
 - The *Catalogue* returned to a one volume format.
- Interim Presidency**
- Acting President Christopher N. Oberg became vice president for finance and business (VPFB) and assistant treasurer on July 1.
 - Administrative staff working with architect Brian Woods developed facilities needs for the next ten years and held them for discussion

- with the new president. Major emphasis was placed on classroom upgrades, use of Rivers, and use of newly acquired land.
- Carol Oberg became director of the Student Disabilities Office in July.
- Academic, Development, and Public Relations computing needs were assessed; technology in those areas was updated.
- Board of Trustees Chairman Jay D. Chapin tendered his resignation.
- Vice Chairman Sr. Mary Caritas was appointed interim chairman of the Board of Trustees in June. She assumed the responsibilities until a new chairman was elected in spring, 1997.

The 2000+ Plan Approved by the Board of Trustees in June 1996

One hundred thirty-five faculty members, staff, administration, and classified employees served on 12 Task Teams for the *2000+ Plan* launched in 1992. Their charge was to, “study what paths the College should take to better service the needs of students and society after the turn of the century.”

The Plan, which was completed in April 1995, used the *Five Year Plan* as its basis and was intended to replace the *Our Planned Future* volumes produced by the Planning Committee. After its having been reviewed by the College community, the College Wide Planning Committee submitted the *2000+ Plan* to the Board of Trustees in spring 1996, where it was discussed at the Spring Retreat; it was accepted by the Board at its June meeting. *The 2000+ Plan* made technology recommendations and considered changing students, changing needs, and a changing society “based on 75 years of success” with emphasis on “needs of clients rather than the comfort of the providers.”

Task Teams were: Teaching Excellence, The Adult Student, The Traditional Student, Customer Service/One-Stop Shopping, Enrollment Management, Classrooms of the Future, Human Resources, Academic Advising for Undergraduates, Additional Areas of Professional Education, Assessment of All College Operations, Co-curricular Life of Undergraduate Students, and Community Relations. The final plan, which included reports of the Task Teams, did not include reports from Task Teams on Enrollment Management, Additional Areas of Professional Education, and Assessment of All College Operations but did include a report entitled Academic Programs, Enrollments, and Faculty.



Donald J. Dunn L'83 joined the College in 1973, when he became the first law library director of what Dean Arthur Gaudio, who succeeded Dunn in 2002, termed a “makeshift law library...in the Our Lady of Lourdes gym.” In the three decades that he remained at the College, Dunn developed a thriving law center. He graduated from the School of Law in 1983 with the J.D. degree. In 1996 he became the interim dean of the School of Law, assuming the deanship in 1998, a position which he held until 2001, when he resigned the deanship and returned to law librarianship as associate dean for library and information services. He relocated to California in 2003 to become dean of university of Laverne College of Law.

In speaking to prospective law students, Dunn exemplified the philosophy that has been a part of so many College employees: **“As an alumnus of the School of Law, I view our graduates as one of our greatest assets. In fact, I view all entering students as future alumni and try to begin cultivating their institutional loyalty from the day that they begin classes.”** Dunn passed away in 2008.

- More reorganization occurred in the area of the Vice President, Business and Finance.
- The Post Office became a U. S. Postal Service contract substation with Christopher Letourneau as Postmaster on July 1.
- D'Amour Library, including AV, returned to supervision by the vice president, Academic Affairs from supervision by the Vice president, Finance and Business.
- The Administrative Handbook was updated to reflect the administrative restructuring.

PLANNING

- The Academic Five Year Planning Committee (deans and chairs) completed its first cycle.
- The Alumni/Development Strategic Planning Committee was formed.
- The College Wide Planning Committee submitted the *2000+ Plan* to the Board of Trustees; it was accepted by the Board in June.

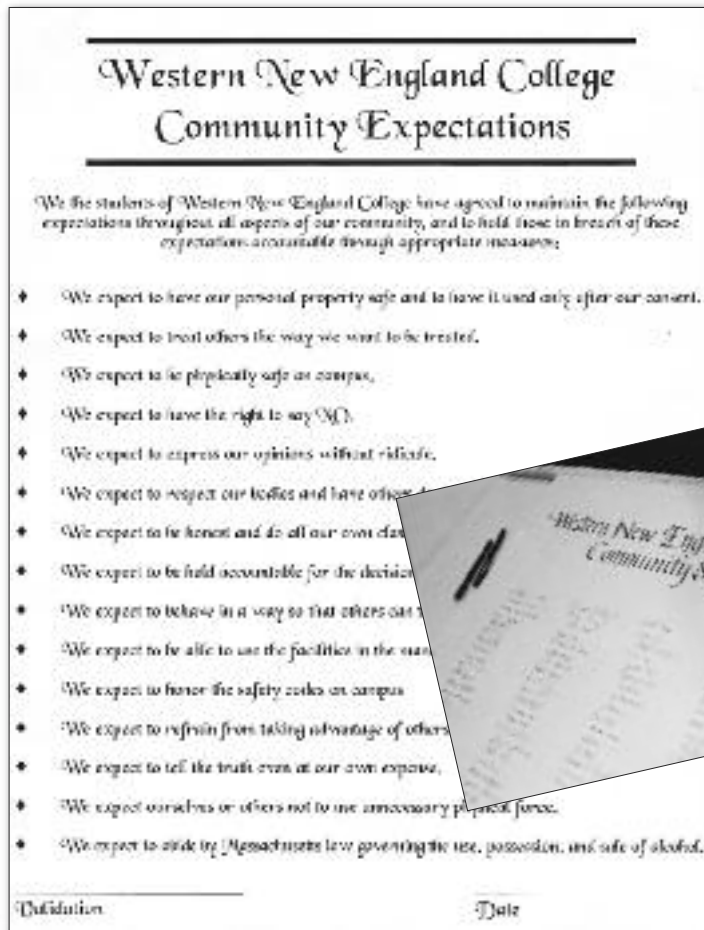
TECHNOLOGY

- Internet connectivity for the entire campus increased from 56 Kbps to 256 Kbps.

- The College provided a modem bank and then adopted dial-in access from home.
- Payroll and accounts payable checks were generated on a laser printer.
- The Department of Administrative Computing was created.
- Scheduling of classes and athletics events was done electronically.

LIBRARY

- D'Amour Library increased the number of full-text online databases.
- A Web version of online databases was available to the College community.
- A Web version of WILDPAC was available to the College community.



At SOAR '96 sessions for the first time, members of the incoming class agreed in principle to hold each other accountable for a defined set of community expectations. According to Dean Theodore R. Zern, the expectations they crafted "formed the common ground which reflects essential themes of a living and working community of students who are freely engaged in scholarly endeavor and who are concerned with both the individual and the community at large." Students participated in a symbolic signing with peer advisors at fall Convocation.

The men's lacrosse team won the Pilgrim League championship

The College continued its practice of offering summer camps for young people. Pictured above local elementary students frolic in the pool with College counselors.

The mall became a popular place for distribution. Above right, seniors pass out yearbooks.

ACADEMIC

- A pilot program with the incarcerated began by distance learning (DL).
- The American Studies major began.
- A MS Accounting was approved.
- Dean Joan Mahoney resigned as dean of the School of Law effective July 31; Donald J. Dunn was named interim dean.
- Law enrollments declined; a consulting firm was hired to evaluate law admissions as it had undergraduate admissions.

- The Division of Extended Education opened the Institute for Organizational Effectiveness.
- Numbers of on-campus non-traditional students continued to decline.
- Off-campus enrollments rose rapidly.

STUDENT SERVICES

- Associate Dean for Freshman, Transfer, and Non-traditional Students Theodore R. Zern became Dean of Freshmen and Transfer students on July 1.
- 92% of students requested on-campus housing.

- Students agreed on "Community Standards" at SOAR.

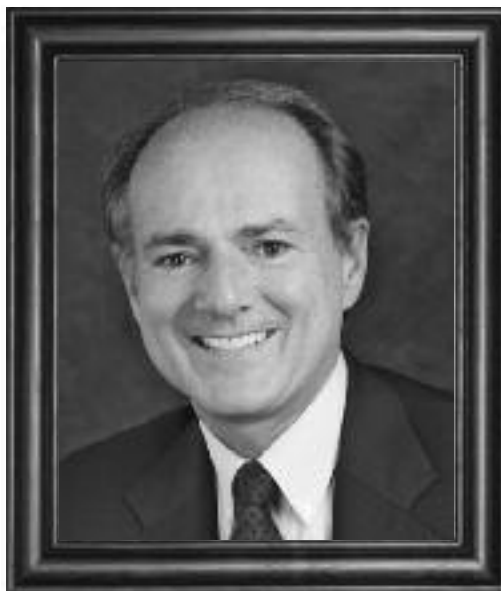
ATHLETICS

- Men's Lacrosse won the Pilgrim League championships.
- Men's Volleyball was dropped.
- Athletics initiated procedures to communicate with incoming athletes.
- The number of athletic camps increased for elementary and secondary students during the summer.

By 1996 it had become clear that the institution preserved from extinction by a dedicated group of administrators, faculty, and alumni in 1951 now had the potential to become a leader regionally and to be recognized nationally for the caliber of its programs, faculty, and alumni. In the next 15 years, under the leadership of fifth President Anthony S. Caprio, processes and procedures were formalized, benchmarks were set, and methods of assessment were established. Committees and task forces analyzed strengths and weaknesses and found ways for improvement. Clear roadmaps were created to make every step of the development measured and purposeful. Furthermore, as these changes occurred, so did the over-arching Mission Statement, which was refined to keep focus on the journey. At the end of this time the institution truly was a university in all but name.

With the change in the College Administration came new Strategic Plans and Facilities Master Plans to guide the next stages of growth. Continuing to remain cognizant of prevailing issues in higher education, to retain the institution's traditional focus on students, and to consider small details as well as grand ideas, President Caprio looked to his new team to assess areas important to key areas of development. Reflecting the reinvigorated spirit of community cohesiveness and effort which the new president engendered, people from all sectors of the campus worked for the good of the institution.

One of the first steps that President Caprio took was to initiate three important studies: on diversity, on retention, and on the state and future of athletics. The results of this research were incorporated into the Strategic Plan 1998 and Strategic Plan 2009-2018 and were pivotal in helping Western New England to become a highly respected, well known institution. Particularly, with the addition of new undergraduate majors, a new curriculum was established—one that endeavored to maintain balance and to provide students with an education that offered a combination of liberal and professional learning, and the Athletics Program became more dominant. Furthermore, while the nature and scope of Continuing Education and Off-campus Programs continued to evolve, the institution retained its commitment to working professionals. For instance, several master's degrees for teachers began a fruitful series of Arts and Sciences advanced degrees, culminating in the first Ph.Ds being awarded in 2010.



The fledgling spirit of volunteerism, community service, and experiential learning grew dramatically, to the point that Learning Beyond the Classroom now is a significant element of each student's academic program. All graduates enhance their learning by applying classroom concepts to real-life experience.

Also, recognizing the role the institution played in the larger community, the many speakers' programs were augmented by featuring lectures and debates on key issues of the day, and an impact study that delineated the institution's connection with the city was published in 2009.

In this 15-year time frame, several other areas provided highly visible examples of the response to the needs of the 21st century. D'Amour Library offered a popular assortment of CDs and books on tape, just recently winnowing an extensive collection of VCRs; it compiled a lending library of leisure reading; and it has been innovative in answering changing academic demand for technological advances and collaborative work space. Advancement implemented the first ever comprehensive campaign. A growing list of traditions was instituted: school standards are featured in the newly designed Baccalaureate Ceremony and at Commencement; banners proudly wave throughout the campus; a wide representation of art is featured in the Art Gallery and permanently displayed throughout the campus; and students give presentations at national conferences.

With athletics commanding a more prominent place, and with a renewed focus on maintaining relationships with students after graduation, the Alumni Association and Office of Alumni Relations flourished. New mentoring and speaker programs brought alumni back to campus to

build bonds with current students. Homecoming grew in popularity, The Communicator and Perspectives alumni magazines evolved and new avenues of communication were added—from newsletters to Internet communications. Alumni receptions were held regionally and nationally, bringing many faculty and administrators out to meet with alumni in their own backyards. Alumni expressed their support of the mission and showed their lifelong ties to the institution through growing support of the Annual Fund and capital campaigns such as that which had provided funding for the Alumni Healthful Living Center.

Across the Campus a "can-do" culture remains obvious. The birth of the World Wide Web in 1989 had transformed the way the College educated students and communicated with its stakeholders. In the ensuing years, carefully thought out within the confines of the Strategic Plan, yet resiliently, innovatively, and competently responding to changes in education, the College retained what was valuable and developed new initiatives carefully, resulting in the institution now known as Western New England University.

Anthony S. Caprio, who had been appointed the fifth president, elected by a unanimous vote of the Board of Trustees, was president starting August 13.

The Chair of the Board of Trustees, Jay D. Chapin, resigned in November; the vice chair, Sr. Mary Caritas, assumed those responsibilities.

ADMINISTRATIVE

- President Caprio formed Retention, Diversity, and First Year task forces reporting to his office.
- The Trustees' Fall Gathering included the entire campus community.
- Faculty and deans were invited to the September Board retreat for the first time.
- The pension plan was amended to allow full access to those who retired.
- More of the money raised was used for annual projects instead of long term ones.
- Project Options students entered college in September.

- A November reception was held for employees who had been with the College for 25 years or more.

PLANNING

- The Alumni/Development Strategic Planning Committee was formed.
- President Caprio formulated a strategic planning initiative.

TECHNOLOGY

- The Instructional Development Center was established to incorporate technology into pedagogy.



An example of the caliber of employee that the College has long attracted and held, when Denise G. Crawford retired as administrative assistant to the vice president, academic affairs, she was widely respected for her competence, her thoroughness, and her loyalty and devotion to the College. **“I was eighteen years old when I entered Western New England College to seek a bachelor’s degree in business administration,”** she wrote to a colleague. **“I had a full-time job and was not in a position to attend a full-time, four-year college. This was a six-year program. I attended classes three nights a week for 10 months each year. My classmates were mainly married veterans with families. I was introduced to my husband while at Western New England College; we were married in 1959, and we graduated together in 1961. It took a year longer because I took a semester off to await the birth of our daughter. We were the first couple to graduate together. Western New England College has been a part of our family since 1954. We are proud of our *alma mater* and wish it continued success.”** On her retirement, a scholarship was established in her name.



Celebrating the long-term commitment to the College among many faculty and staff members, in November 1996 employees of the College who had served for 25 years or more were honored at a Cooperating Colleges of Greater Springfield (CCGS) reception. Receiving recognition for their long and faithful service were members of the administration, faculty, and staff. Front row: Robert C. Azar, Phyllis K. Osbourne, Edward J. Lecuyer, Denise G. Crawford, Barbara Alderman, and Kathleen M. Dillon; middle row: Alfred L. Letourneau, May E. Stack, Delmar C. Wilcox, A. Williams Downes, Richard A. DeCelle, Theodore R. Zern, Gerhard Rempel, Ann A. Setnes, and Richard A. Grabiec; back row, Michael A. Meeropol, K. Edward Jansen, Richard R. Veronesi, Joseph A. Hebert, new president Anthony S. Caprio, Eric Geldart Jr., Richard F. Burns, and Henry J. Bazan.



The new president immediately adopted a visible presence on campus. He held conversations on WNEK; he attended campus events; and he met with groups of faculty, students, and alumni. Pictured above, he enjoyed Homecoming with alumni and students.

ACADEMIC

- Deans and faculty representatives made presentations on the status of programs and initiatives to the Board.
- A Faculty Senate Budget Advisory Committee was established in the fall to provide faculty input in the College budget development processes, and to educate various constituencies about budget realities within which programs must be developed.

STUDENT SERVICES

- Consultants’ suggestions resulted in applications and deposits increasing. The incoming freshman class was larger than expected.
- The Student Satisfaction Inventory (SSI) was administered for the first time; the College compared favorably with equivalent institutions.
- The creation of the “Freshman Focus” programs formalized the personal development components of the First Year Program (volunteerism, speaker series, campus engagement).

- The freshman “Day of Caring,” in partnership with the United Way, began as part of the volunteerism aspect of the First Year Program.
- A pilot program of academic clusters in the dormitories was approved for fall 1997.
- An area coordinator who lived on campus was added to Residential Life.
- More programs were developed for residential students.

1997



The Inauguration
of
Dr. Anthony S. Caprio
Fifth President of
Western New England College
April 25, 1997

Inaugural Program



carried flags from the 49 home states and countries of students currently attending the College; dozens of banners represented all clubs and organizations of the College; and delegates conveyed wishes from many colleges, universities, professional organizations, learned societies, and other constituencies associated with the College. Dr. Paula P. Brownlee, president of the Association of American Colleges and Universities, gave the inaugural address; Sister Mary Caritas, chair of the Board of Trustees, performed the investiture and presented Dr. Caprio with the charter and the Presidential Medallion. After the ceremony a recessional led to a reception for all guests.

Following his investiture, in his inaugural remarks, Dr. Caprio said, “. . . **We have a challenge before us today. If ever the world cried out in need for breadth of view and length of perspective, it is now. . . Let us create a fresh perspective at Western New England College. Let us find our distinctive niche: the advantages of undertaking learning in an environment of integrated liberal and professional learning.**”

On April 25, 1997, attended by trustees, faculty, staff, students, alumni, and friends of the College, Dr. Anthony S. Caprio was inaugurated as the fifth president of Western New England College. In the processional, Professor Henry Bazan, as grand marshal, carried the newly created mace; faculty members Ann Kizanis Klapper and Dennis M. Luciano escorted the faculty; Denise G. Crawford and Edward E. Lindberg led the staff; 49 students

Thomas Burton was elected chairman of the Board of Trustees.
Anthony Caprio was inaugurated April 25, 1997.

Total College enrollment was 4,732.
Law enrollment was 634.
Off-Campus Programs served over 1,200 students at 19 sites.
There were 1,850 full-time undergraduates, 2,931 men, 1,801 women.
64 percent of full-time undergraduates lived on campus.
There were 134 full-time faculty members; student to instructor ratio was 17-1.
More than 50 undergraduate and graduate programs were offered.

The endowment was \$27,883,753.
Typical tuition and fees totaled \$11,448.
Total operating expenditures were \$40.2 million.

PHYSICAL PLANT

- Seven acres of the former state land were leased to SABIS International School.
- 3 Brookside Drive, Wilbraham, was renovated and sold.



Retention Report

The 1996-1997 Retention Task Force (RTF) was charged by the president to recommend short-term and long-term measures for retaining students who enrolled at Western New England College. The RTF made 33 recommendations, stressing that “some of them might have a major impact” and others might have a “small or moderate one.” In their findings, the RTF pointed out that three themes had emerged which, “were they to change the campus ethos, could significantly improve the attrition rate...”

1. “The entire College community needs to make a concerted effort to improve the attitude of many of our students toward academics...”
2. “We must know who our current students are; we must do what is possible...to retain them, and we must work to enroll students with better academic indicators... [and] we must not forget that our students have various and changing needs.
3. “The College needs to assess its programs and services and possibly contemplate a shift in its approach to education.”

“Underlying these three observations,” the RTF said, was “an *idée fixe*: to effect change we must become a College community committed to a set of student-centered goals, not a collection of constituencies who target specific areas. We need harmony in our mission, consensus in our direction, coordination, and integration in our efforts. We need to operate with some guiding principles, with a shared vision, with a reasoned unanimity of purpose. . . .”

Athletics Report

A study commissioned by Dr. Caprio was charged with 1) examining the intercollegiate athletic program; 2) the intramural program; 3) compliance with Title IX and equity of opportunity for male and female athletes; and 4) management of the AHLC. Dr. Sharienne Walker was appointed to lead the study. The team concluded that the College was “well positioned to enhance its intercollegiate athletic program and related athletic programming and services. . . and that the College had excellent facilities in the AHLC.” It was also the opinion of the study team that the current position was unacceptable; yet they recognized that their recommendations had financial implications. Additionally, the team stressed that intercollegiate athletics should be an integral part of the educational experience for all students.

Diversity Committee Report

The Diversity Committee (DC) was charged by the president to construct a detailed set of proposals for attracting more African American, Hispanic, and Asian full-time undergraduate students at Western New England College. Meeting regularly from February through October, the 19 members of the committee presented their report to the College community. They called upon “the entire College community as well as its friends to summon the courage, commitment, and energy to move the College forward with a sense of optimism and hope, as well as with the conviction that increased diversity will strengthen the College in every way.” The DC set a numerical goal of “doubling the number [of students of color] by September 2001.” It recommended that the College adopt a number of initiatives to “make the culture and environment of [the College] more hospitable to students of color, that it hire administrators, campus police, and faculty who were people of color, that it craft marketing techniques and financial aid policies that were aimed at students of color; that it establish Student Affairs programs designed for students of color; that it develop a series of diversity education programs; and that it improve the College image and reputation with local communities of color by meeting the educational needs of adults of color.”

PLANNING

- The Retention Task Force, Diversity Committee, and First Year Task Team reports were distributed.
- The required *NEASC Interim Report* addressed the issues stipulated by the 1992 NEASC visit: Off-Campus Programs, assessment, and administration/faculty communication.

- President Caprio began his own strategic planning initiative: to outline goals and priorities for “further advancement of the College.” The strategic planning process began by forming a Strategic Planning Committee which redefined the mission and purpose of the College and identified initiatives necessary to move into the 21st century.
- The Board of Trustees amended the Bylaws of the College, limiting the term of chairman to three years with a possible renewal of three years.

ADMINISTRATIVE

- Christopher N. Oberg resigned as vice president for finance and business in June. Associate Vice President and Controller David P. Kruger in December became vice president for financial affairs (VPFA). The president assumed direct responsibility temporarily for the Off-Campus Programs, the Center for Professional Development, Continuing Education, Athletics, Public Safety, and Career and Human Resources.



On September 23, all faculty, staff, student, and alumni leaders were invited to a Fall Gathering in the AHLG. The alumni were on campus that day participating in the first National Alumni Leadership Conference.



Sr. Mary Caritas is pictured with long-standing friend of the College Emma Wilder Anderson and alumnus and trustee Alfred A. LaRiviere '51/H'95/H'01.



President Caprio is pictured with the student servers.

President Caprio is shown speaking with longtime Assistant to the President Phyllis M. Knecht.



David P. Kruger '68/G'71 was named as vice president for financial affairs in 1997. He had been associate vice president for business and finance/controller and had been acting chief financial officer since June 1997. Kruger began with the College in 1973 as director of financial aid and was appointed controller in 1977, a position he held for 20 years. Announcing his promotion, President Caprio commented, **“David Kruger’s long experience at the College and his financial acumen and expertise make this appointment a truly outstanding one...”**

- The director of development resigned in April; Marketing/Communications and Advancement became one department again; Jane S. Albert became vice president for advancement/marketing (VPAM).
- The development/marketing operation became very proactive: disseminating, not just responding.
- Alumni Affairs was renamed Alumni Relations.
- The first issue of *Perspectives*, the law alumni magazine, was published.
- The concept of an annual fund drive was established.

- The Alumni Association adopted a mission statement and wrote a revised *Constitution and Bylaws*.
- The first National Alumni Leadership Conference was held in September.
- The College joined the Tuition Exchange Program in August.
- An Alumni website was inaugurated: www1.wnec.edu/alumni/.
- The College joined the Council of Independent Colleges Tuition Exchange Program and developed eligibility criteria for employee participation and administrative policies and procedures.

- Benefits changes were made with input from faculty and staff.
- Public Safety began training for the Stop Violence Against Women Act.
- Client services representatives in SAS assumed titles for their specialties.
- Trustee Alfred A. LaRiviere '51/H'95/H'01 found a copy of the “Alma Mater,” the College song, in his personal papers and gave it to the College to be sung at Commencement.



In 1997 Steve Narmontas of the Academic Computing Department developed a “virtual classroom” that met on the World Wide Web. Essentially a course management system, *Manhattan* featured modules such as synchronous and asynchronous class discussions, a unique email system, assignments, grades, and areas for the instructor to post lessons and other handouts. Students could log in to submit their work and receive graded responses from their teacher. The software was and still is used extensively in classes and was instrumental in developing distance learning on campus. In 2000 the College received a grant to make the software freely available on the Internet. Consequently, the open source software was downloaded thousands of times and was used around the world. In 2004 the College was awarded a Congressionally directed grant to “introduce the *Manhattan* Virtual Classroom into selected public schools to determine the feasibility of using an online virtual classroom system in the public school setting and to assess how it enhances student learning.”

Thomas R. Burton '70 joined the Board of Trustees in 1992. In 1993 he became treasurer, a position which he held until 1997, when he was elected chairman of the Board of Trustees. Burton held that position from 1997-2003.

TECHNOLOGY

- The *Manhattan* Virtual Classroom, an online course management system (collaborative software), was introduced to the faculty via a series of workshops.
- All classrooms had computers for the instructor.
- Phased upgrades of projection systems for classroom computers were planned.
- The College website was created (www.wnec.edu.)
- Alumni/Development converted to new software.
- D'Amour 319 was developed to provide computer training in a networked environment.

LIBRARY

- Academic Computing constructed a classroom in periodicals and storage space and took over the staff room for offices.
- D'Amour Library contained over 100,000 volumes; the Law Library 340,000 volumes.

ACADEMIC

- The Student Recognition Ceremony combined awards from the academic (formerly Honors Convocation) and Student Services areas again.
- Yael Dyan kicked off the Human Relations and Human Issues Lecture series, speaking on “Israel at 50: The Yesterdays and the Tomorrows.” The series also featured Martin Gilbert speaking on “Holocaust Journey: Traveling in Search of Truth.”
- The Board reinstated Faculty *Emerita/us* status and approved retroactive awards; 17 former professors became *emeriti*.

First-Year Committee Recommendations for First-Year Courses

After several months of study and deliberation, the First-Year Committee made the following recommendations.

A. Courses:

1. A sufficient number of freshman-only sections should be offered each semester.
2. First-year courses should be limited to no more than 25 students;
3. English Composition courses should be limited to 20 students and should be coordinated.

B. Faculty

1. Preferably full-time faculty should be assigned to first-year courses.
2. Faculty assigned to first-year courses should have demonstrated effectiveness and should structure their courses according to the general principles listed below.
 - a. Organize the material into units, each of which follows and is based on the previous unit(s) when appropriate.
 - b. The larger goals and objectives of the course are broken down into sequenced smaller steps, each of which demands some graded work by the student.
 - c. Once students have demonstrated mastery for a particular teaching unit or step, they proceed to the next unit.
3. Faculty selected to teach first-year courses should have volunteered to do so.
4. Faculty teaching first-year courses may be offered extra compensation or release time for each section of a first-year course that they teach. If faculty are provided extra compensation, student evaluations should include questions regarding the specific structure of the course.
5. Faculty should be encouraged to attend or participate in programs offered by the First-Year Committee.

C. Principles of a high feedback system

1. A detailed syllabus that includes a listing of units and dates for the completion of assignments is distributed and discussed during the first class meeting.
2. Courses include many graded assignments; for each of which the instructor explains what is required, the criteria that will be used to assess, and how the grade fits into the final course grade.
3. The learning environment includes consistent and rapid feedback on all student performance.

D. The College is encouraged to establish a supplemental instruction (SI) program that employs a supervisor and student instructional assistants.

E. The College should establish a drop-in tutoring center, either in one location or in several smaller sites.

F. The College should consider the development of coregistration (blocking students into a cluster of courses).



In 1997, the School of Arts and Sciences instituted an Honors Program. Qualified students were extended an invitation and completed an application. Following acceptance, the students took two “gateway” courses in the freshman year. In the sophomore and junior years, the students took 12 additional credits and in the senior year they completed an honors project.



Fall Convocation inaugurated the academic year and provided a focus for the academic mission of each student. Addressing the assemblage, Dean Theodore R. Zern spoke of the value of such an occasion: “Fall Convocation provides an opportunity to reflect on shared educational purposes and to welcome students into the academic community...” he said. Freshmen of the previous year were inducted into Alpha Lambda Delta, the freshman academic honor society. Pictured here, Marshal Claire A. Bronson, School of Business Accounting Professor, led the procession of attendees.

- An animal care and use committee was instituted.
- The *ad hoc* Committee on Assessment was established by the Faculty Senate; Claire A. Bronson was appointed assessment coordinator.
- The General College Requirements were amended to comply with NEASC requirements.
- New study abroad options were presented.
- The pilot project with a Massachusetts correctional institution was suspended.

- The Elementary Education Program began.
- The School of Arts and Sciences developed an Honors Program.
- A School of Arts and Sciences mission statement was created.
- The Department of Human Studies split to become the Department of Behavioral and Social Sciences and the Department of Social Work.
- The School of Business began the accreditation process with AACSB International, the Association to Advance Collegiate Schools of Business.
- Steven C. Crist, dean of the School of Engineering, returned to the faculty; Eric W. Haffner was named interim dean.

- The School of Law established a J.D./Master’s degree in Regional Planning in cooperation with UMass.
- Off-Campus Programs (OCP) opened a new site in Lowell and created coordinators at Devens, Hanscom, and Cape Cod.
- The Extended Education Division became The Center for Organizational and Professional Development and was first moved to VPBA from VPAP; then, in July to the president’s office.
- The College joined with Catapult Inc. to offer performance based computer training at the Downtown Campus.



In April 1997, 21 students, Rabbi Jerome S. Gurland, Professor Denise K. Gosselin, and Professor Eugene I. Angus went to South Carolina to help a community rebuild Rosemary Baptist Church, which had been destroyed by arson. The College contingent, under the auspices of the Campus Ministry, was part of a western Massachusetts coalition committed to the rebuilding. Pictured above, the church as it appeared before the group started to work and a tired but satisfied group nearly at the end of their labors.

Western New England College

Students Help Make Springfield A Better Place



A Freshman Focus Program

A Freshman Focus Program signed students up to become volunteers with Students United in Making Springfield a Better Place for Kids. Most of the volunteers were enrichment partners, sharing a specific talent with a student who had a similar interest, tutors, or reading partners.

Findings from NEASC Focus Visit in 1997

The Visiting Team concluded that the five-year interim visit revealed that progress had been made in the following four areas that had been designated as the focus of the visit:

Assuring both the academic quality of all off-campus programs and providing adequate library and support services at these sites;

Involving on-campus academic administrators in the implementation and monitoring of off-campus programs;

Further improving communications and trust among the faculty, the administration, and the Board of Trustees;

Effectively assessing student outcomes.

STUDENT SERVICES

- *The Parents Guide to College*, a mini-catalogue for parents, was published by Student Affairs.
- Following up on the recommendations of a drug and alcohol report, an alcohol and substance abuse educator was hired to provide programs to the College community.
- The Office of Residential Life implemented a pilot program of academic clusters in the dormitories.

- Student Disabilities Services distributed its policies to the campus.
- Students participated in Project Rebuild (reconstruction of Rosemary Baptist Church) sponsored by the Campus Ministry.
- Community Expectations (previously called Community Standards) were established at SOAR and signed in the fall with peer advisors.
- Early academic warnings were instituted for students at risk, allowing more time for improvement.
- The Fall Convocation was reconstituted and used as a platform to recognize students. It included parents, presented awards, and inducted Alpha Lambda Delta members.

ATHLETICS

- An institutional athletics report was commissioned; 40 area people participated under Professor Sharienne Walker's guidance.
- *The Study of Athletics at Western New England College* was released.
- Twenty varsity sports were offered.
- Men's tennis returned and women's lacrosse was added.

1998



In 1998 the Campus Center was renovated to provide up-to-date services to the College. The former Snack Bar was redesigned and renamed The Rock Café.



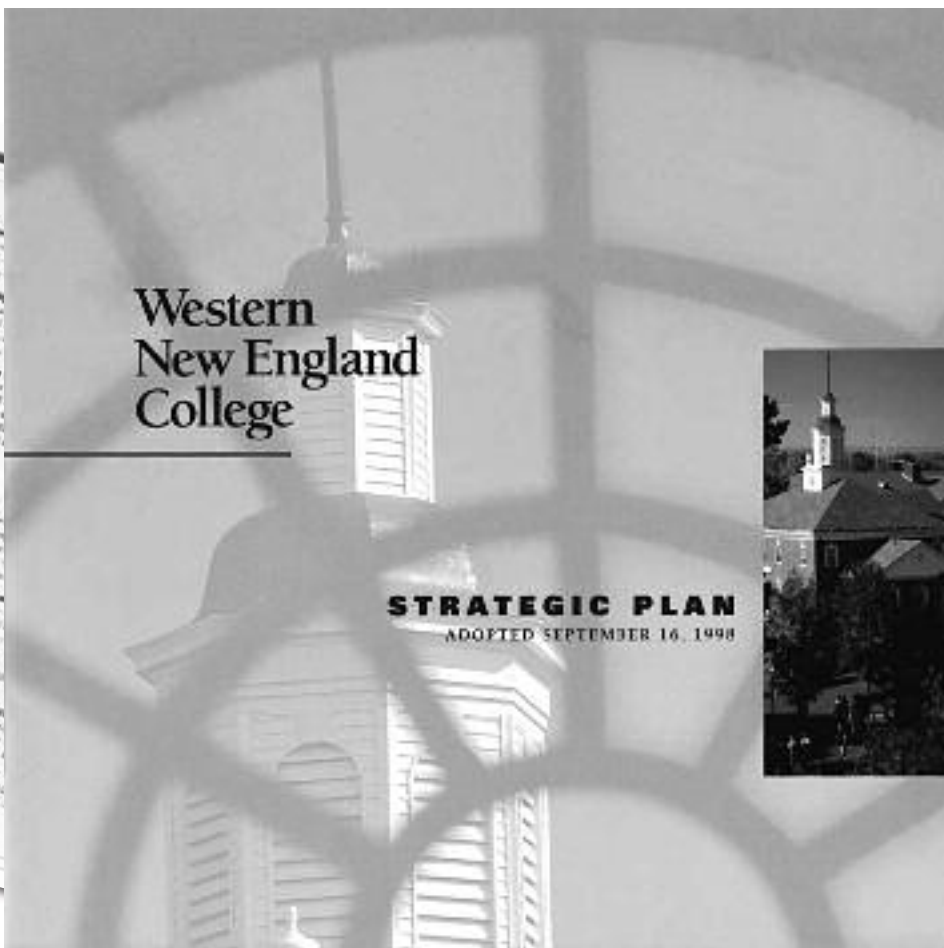
The Rock celebrated its 30th birthday in spring 1998. Pictured above at Homecoming 1998, Class of 1968 members Karl Jurgen, Richard Holland, and Shelby Kaplan, members of the original “operation,” pose on the campus icon.

Total College enrollment was 4,941.
Law enrollment was 588.

The endowment was \$31,804,938.
Total operating expenditures were \$42.1 million.
Typical tuition and fees totaled \$12,130.

PHYSICAL PLANT

- High efficiency lights and ballasts were retrofitted to reduce energy costs.
- With burgeoning enrollment, Rivers Memorial Hall was renovated to house 40 students.



The *Strategic Plan* adopted by the Board of Trustees in September 1998 listed 11 Strategic Initiatives that were based on the new Mission Statement, Defining Characteristics, and Commitments developed by the Strategic Planning Committee with the collaborative effort of faculty,

staff, administrators, and students. The Initiatives, including an emphasis on Facilities for the Future and Recognition as a Leader Regionally and Nationally, were detailed on the College website. (Please see Appendix U.)

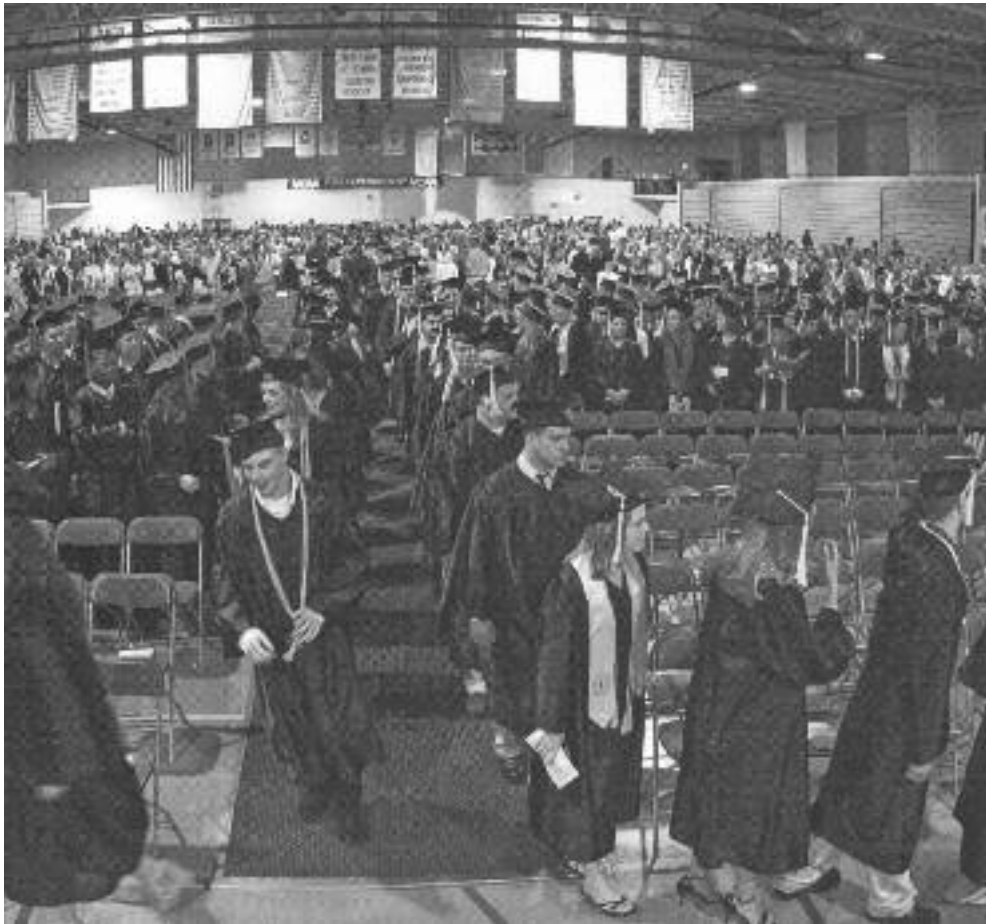
PLANNING

- The Strategic Plan was unveiled and reviewed by the College community.
- The new Mission Statement developed by the Strategic Planning Committee and the Strategic Plan were adopted by the Board of Trustees.

ADMINISTRATION

- Commencement was held in the AHLC. The redesignated official *alma mater* was sung publicly for the first time.
- VPAA Rex P. Stevens left at the end of June.
- Jerry A. Hirsch replaced Rex P. Stevens July 1. As VPAA/provost, Hirsch assumed supervision of planning (formerly part of the VPAA's responsibilities), Continuing Education, Off-Campus Programs, and the Center for Professional Development.

- The Board of Trustees granted the president authority to appoint vice presidents and other administrative personnel.
- The Board eliminated the policy that officers of the College serve as liaison between the faculty and the Board.
- The Board voted to permit observers (two students, two faculty, one law student, and president's staff) at meetings that were not closed.



Commencement was held in the AHLC for the first time in May 1998. Above, students file in to seats as faculty, staff, parents, and friends stand in appreciation of their efforts. At the event, the official *alma mater* which had not been a part of College traditions for many years, was sung publicly by the Campus Chorus for the first time.



In a festive Employee Recognition event, Dr. Caprio congratulated, among many others, longtime School of Arts and Sciences Assistant to the Dean Ann Guyotte and presented retiring Director of Facilities Management Alfred L. Letourneau with a College mirror.



- An employee training and relations administrator was hired to develop and implement College-wide training programs.
- The Performance Evaluation System for classified employees was completely revised.
- Based on the new performance evaluation system, a pay system consisting of annual cost-of-living and merit considerations was implemented.

- An intensive program of training managers in performance evaluation was undertaken.
- An online employee website was created to increase communication with faculty and staff.
- The Snack Bar was renamed The Rock Café.
- The 30th anniversary of the arrival of The Rock was celebrated.
- The College logo was redesigned.
- A special assistant to the president was hired to handle legal matters.

TECHNOLOGY

- The Campus Center opened the CYBERCAFE for walk-up access to the Internet, email, and software.
- \$22.2 million in bonds from Massachusetts Development financed a campus-wide technology upgrade.



Jerry A. Hirsch became vice president academic affairs (VPAA)/provost in July 1998. In announcing his appointment, Dr. Caprio commented, **“Dr. Hirsch is clearly a person of intelligence and competence, dedicated to academic excellence and institutional integrity...”** Dr. Hirsch provided oversight for the Schools, D’Amour Library, the Audio Visual Department, the Student Disability Office, Academic Computing, and the Academic Scheduler. Additionally, oversight of Continuing Education, Off-Campus Programs, and the Center for Professional Development returned to his area; and SAS, the Office of Freshman & Transfer Students, the Writing and Reading Program, and Admissions became part of his direct jurisdiction.

Computing Philosophy

A major step toward fulfilling the Strategic Initiative “A Responsive Technological Environment” happened in 1998 when a \$22.2 million bond from Massachusetts Development financed a Network jack per pillow and voice mail, high speed Internet, and cable in every dorm room. All facilities were equipped with voicemail, Internet access, video capability, and cable TV; the entire campus had access through fiber optic cabling to voice and high speed data and video transmission. Students also had access to software, the Internet, and email on the hundreds of networked computers in academic labs, D’Amour Library, and the cybercafe.

The new College computing philosophy was that students were expected to learn and use current computing technology in their courses for accessing materials, doing research, writing assignments, submitting work, and communicating with faculty, peers, and staff.

- Sleith 119 was converted to a computer lab with 24 CAD computers.
- Churchill 311 (old CAD lab) was converted to a computer classroom.
- Herman 312 became a multimedia classroom.
- Herman 115 was modified to accommodate NOVA workstations.

LIBRARY

- The Law Library expanded to 340,000 volumes.

ACADEMICS

- An alliance was formed with Dean College in Franklin, MA, to allow its associate’s degree graduates to pursue a bachelor’s degree from the College.
- The topics in the Human Relations Series Lectures were “Race Relations in the United States” and “How Religion Influences Black Culture.”
- *Faculty Handbook* changes were approved by trustees, including evaluation procedures for senior faculty and combining professional development and research/scholarship into one category.

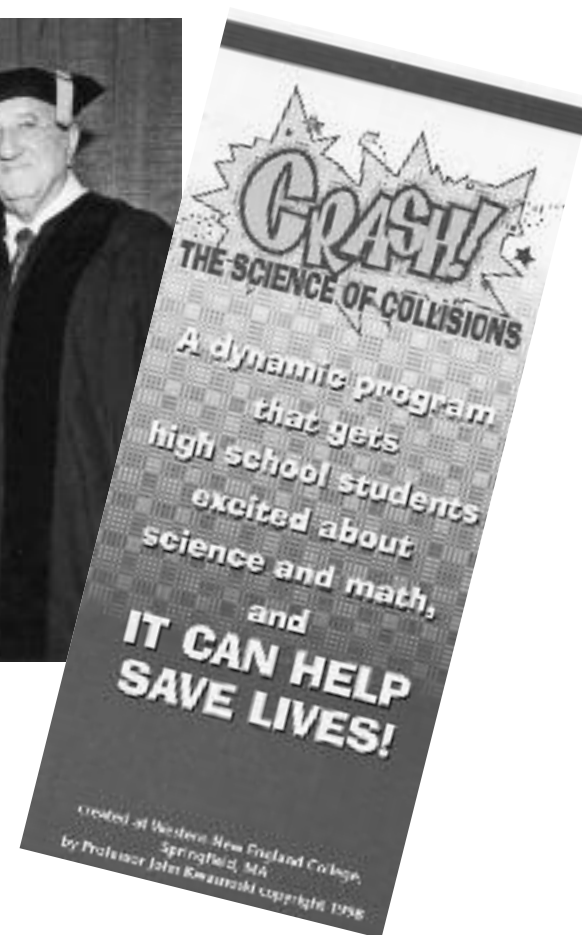
- An arts component added to the cultures requirement expanded the arts on campus.
- The Faculty Senate approved “Honors” designations for part-time students with 45 credits or more and at least a 3.5 GPA.
- Program 65 offered free tuition to those over 65.
- A program assessment timetable was endorsed by the Faculty Senate.
- All program reviews were required to have an outside reviewer.
- Discussion on writing intensive upper level (W) courses was tabled, forwarded again to the faculty.



With the unanimous endorsement of the faculty of the School of Engineering, Eric W. Haffner, who had been serving as interim dean for the past year, was appointed dean of the School in 1998. He began his career at the College in 1979 as an instructor and became first an assistant and then an associate professor before being promoted to full professor and acting dean in 1997. Known for his affinity with students, Haffner said in a *Communicator* interview, **“I particularly like to work with freshmen. The goal is to capture them, to get them enthusiastic about their major and willing to join in to the College community. . . I don’t know what specific problems our students will be solving in 10 years, so I need to prepare them with a good tool kit that they can apply to the new problems of the future.”**



Dr. Caprio greeted the three recipients of the honorary degree of Doctor of Humane Letters at Commencement 1998. Left to right are Gerald E. D'Amour, a long-time trustee of the College, Emma Wilder Anderson, Dr. Caprio, and Leon J. Carman L'41.



Physics professor John Kwasnoski created a program of 24 unique mathematics, science, and driver safety activities that applied the material commonly required in high school science and math classes to measuring, calculating, and problem solving actual accident reconstruction cases. The program, which generated excitement about science and math, was used in high school classrooms.

- An *Academic Integrity* brochure was approved to codify academic standards and research policies.
- The Writing and Reading Program was determined to be a College-wide endeavor. The director reported to the provost, not the dean of the School of Arts and Sciences; a Program home page was instituted in June as part of the College webpage.
- Students opting for an Internship or Independent Study had to have a 2.2 GPA.
- The B.S. in Health Sciences with Massachusetts College of Pharmacy (MCP) was offered to Physicians' Assistants students after completion of a year at MCP.
- The International Studies major began with three concentrations: European Area, Developing Societies, and Economics and Commerce.
- The Department of Behavioral and Social Sciences became two departments: the Department of Psychology and Education and the Department of Criminal Justice and Sociology.
- Eric W. Haffner was appointed dean of the School of Engineering.
- A major in Biomedical Engineering was offered.
- The Applied Engineering Symposium began.
- Donald J. Dunn L'83 became dean of the School of Law after serving as interim dean since 1997.
- The School of Law had 5,400 alumni.
- The School of Law celebrated the 25th anniversary of its accreditation.
- A 3+3 law degree started. (Six years to complete undergraduate and law degrees.)



Michael Theulen was named as the College's director of athletics. Pictured above, Cynthia P. Costanzo, associate director of athletics and women's athletic program director, Dean of Students Richard M. DiRuzza, and Michael Theulen at a sports banquet.



Exhibiting the spirit of the strategic initiative "A Culture of Collaboration and Synergy," members of the College staff often joined in student activities. Above, longtime housekeeper Charlene A. Pelletier participates in "Jail Bail" waiting for her friends to bail her out. The money raised benefitted a local charity.



The internationally known Up With People organization, which delivers a positive message of hope and good will while encouraging community service, appeared on campus and was hosted by members of the College community. Sponsored through the First Year Program, this appearance continued emphasis on travel/service opportunities for students.

- The first merit scholarships were awarded without regard to need and made permanent in December.
- The Center for Organizational and Professional Development became the Center for Professional Development housed in the Downtown Campus.
- The second Fall Convocation was held to welcome incoming students to the academic community.
- The Student Disabilities director became full-time, reporting to the vice president, academic affairs, later the provost.

STUDENT SERVICES

- The CORE survey was administered to monitor use of alcohol and drugs (scheduled for alternate years).
- A graduation requirement of PEHR 151 (Personal Health and Wellness) and a course from the Lifetime Activity Series replaced the random selection of two Physical Education courses.

ATHLETICS

- The College sponsored its first Midnight Madness to launch the start of the winter sports season.

- Athletic Director Eric Geldart Jr. resigned; Michael Theulen became director of athletics in June, reporting to Vice President, Administration and Planning Judith A. Brissette.
- A Student Athletic Advisory Council (SAAC) was established.
- The Golden Bear Sports Booster Club was revived.
- A fall sports banquet began a yearly tradition of three seasonal banquets for student athletes.
- Women's soccer won the ECAC Division III Metro Region championship.
- Football joined the New England Football Conference.
- A new softball field was constructed.

1999



The LaRiviere Residential Living and Learning Center (RLC) is a residential facility which provided an opportunity to expand the learning cluster concept beyond the freshman year. The center held its groundbreaking on June 3, 1998, and was dedicated on August 12, 1999. Named for Trustee Alfred A. '51/H'95/H'01 and Marion LaRiviere, the three-story hall featured two wings of four suites per floor. Each wing included a common lounge/study area and laundry facilities. The facility was designed with technologically equipped classrooms and a computer lab for its residents. In the suite style-living arrangements, six students share three bedrooms, two bathrooms, and a common area. All student rooms have access to Internet and cable TV.



Alfred A. LaRiviere '51/H'95/H'01 was a valued member of the Western New England community from 1939, when he enrolled in the part-time evening program, until his death in July, 2010 at the age of 93. While he interrupted his education for seven years of military service, he graduated in 1951 as a member of the last class of the Springfield Division of Northeastern University. Maintaining his interest in the growth of the College, Al became the first president of an Alumni Association that included both Springfield Division and Western New England College graduates. Additionally, he was extremely active in area professional and nonprofit organizations, and was named to the Western New England Board of Trustees in 1968, serving as secretary from 1974 until July 2010.

Al's contributions to the evolution of the College, his being on the Board of Trustees, and his being active in the Alumni Association did not stop until his death.

Total College enrollment was 5,094.
Law enrollment was 567.

The endowment was \$34,504,871.
Typical tuition and fees totaled \$13,104.
Total operating expenditures were \$45.5 million.

PHYSICAL PLANT

- The LaRiviere Residential Living and Learning Center, named for Alfred A. and Marion LaRiviere, opened.
- There were 19 major buildings including the Gateway complex.
- Rivers arena was optimized for better acoustics.
- Rivers was used as a residence hall for the second year.
- Sleith 100 was renovated for acoustics.
- The College purchased 22.947 acres of land on Plumtree Road from the Diocese of Springfield.
- Total College land equaled 215 acres.

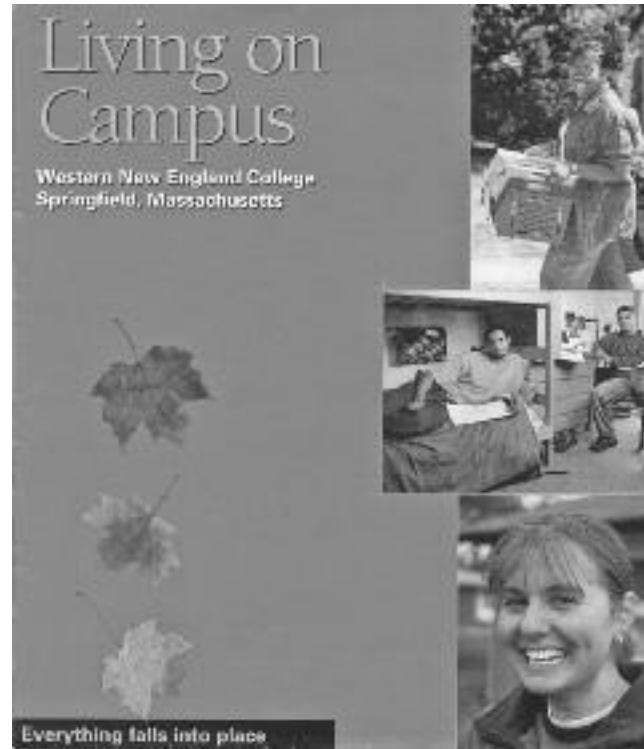
PLANNING

- Members of the faculty and staff served on the first Budget Advisory Committee.
- Julie I. Siciliano was appointed assistant vice president for academic affairs and oversaw the implementation of the Strategic Plan.
- An institutional effectiveness model was developed to tie all units of the College to strategic initiatives.
- All recommendations and budget requests were tied to strategic initiatives.

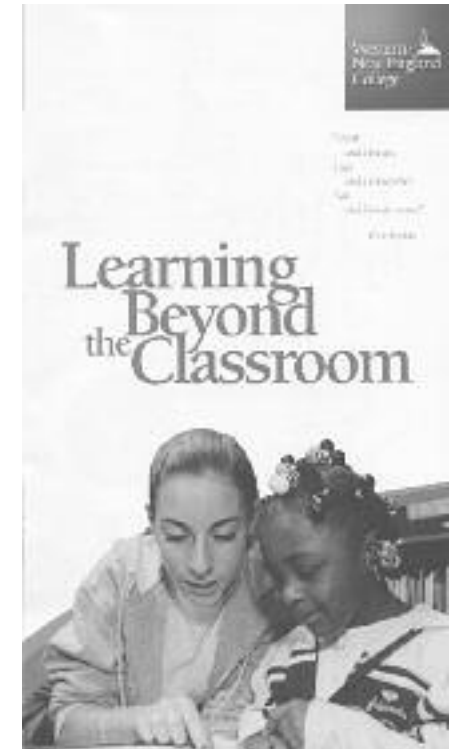


For 15 years he lobbied the State of Massachusetts to allow the sale of 54 acres to the College; that sale resulted in the College's acquiring land on the south side of the campus. His annual contributions were substantial; he also endowed three scholarships: The Alfred and Marian LaRiviere Alpha Lambda Delta Endowed Merit Scholarship, The Alfred and Marian LaRiviere Endowed Scholarship, and the Alfred and Marian LaRiviere Endowed Music Scholarship. The LaRiviere Living and Learning Center was named in honor of him and his wife, Marian.

Al was an example of the importance that trustees and community leaders with dedication and vision have had to the development of the College. In his words, in an interview for the *Communicator*. **“We have a great faculty whose members really are interested in our students’ education. We have had some great presidents. The reason why things are going at this school today is because of Dr. Caprio’s leadership. Success is a matter of evolution. If we’re not moving, we’re stagnant. We can’t afford to be stagnant. We understand that it takes time for ideas to reach fruition and that’s what makes this a great campus.”**



In collaboration with the office of Freshman & Transfer Students, the Residence Life office began a pilot program of “academic clusters” in the freshman residence halls in 1997. This strategy allowed students to choose to live with individuals who shared a similar academic interest or anticipated major, giving students something in common beyond social connections, and helping to reinforce their primary purpose for being there: an education and skill set for life beyond college. The design of student housing in the LaRiviere Living and Learning Center permitted students to continue their “academic cluster” experience into their sophomore year, but with a new thrust. Students who formed their own groups, based on a shared academic interest, had priority.



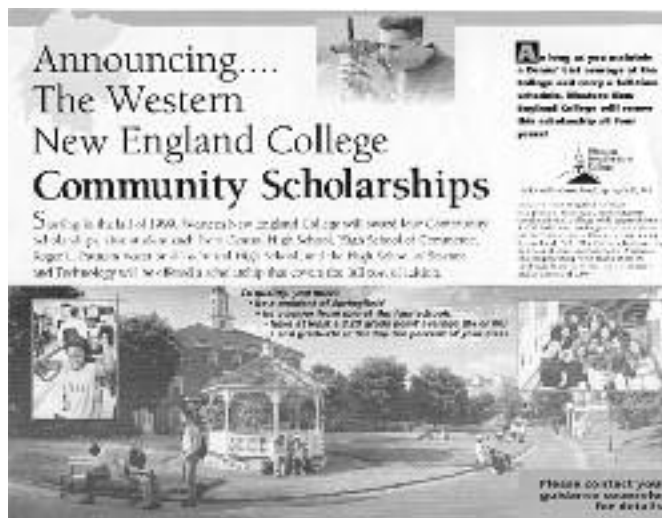
In accordance with a defining characteristic of the *Strategic Plan*, emphasis on Learning Beyond the Classroom (LBC), an organizational unit was established and a director hired. The initiative espoused new platforms for learning and innovative methods for linking academic theory with experiences outside of the classroom. An LBC component was added to the College-wide requirements for undergraduates.

- A Strategic Plan Oversight Committee was formed to implement strategic initiatives. The committee produced an initiatives inventory, summarized progress toward goals, and identified “A Culture of Collaboration” as the primary focus of the College.
- The Diversity Committee analyzed progress from the 1997 diversity report.
- The Retention Task Team audited the 1997 retention report. The major goal was to progress to an 80 percent retention rate and a 60 percent graduation rate in 10 years.

- A consulting firm began a facilities master planning process.
- NEASC advised that the College must provide an integrated plan to assess General Education.
- The *ad hoc* Committee on Assessment was made a standing committee of the Faculty Senate.
- A five-year schedule for program review that was based on “do we have objectives and are we meeting them” was adopted.
- All departments formally reviewed student achievement and submitted an annual assessment report.

ADMINISTRATIVE

- The performance evaluation/merit pay system was expanded to include administrative employees.
- A School of Law alumnus was added to the Board of Trustees as a two-year trustee to build stronger ties between the School of Law and the broader institution.
- Alfred L. Letourneau, director of facilities management, retired, replaced by C. Michael Duncan.
- A sexual harassment brochure was published to clarify College policy.



With the goal of encouraging more local students to pursue higher education and to financially assist them in achieving their goals, in the fall of 1999 the College began awarding full four-year scholarships to graduating seniors from the City of Springfield's four high schools. To qualify for the Community Scholarships, a student had to be a resident of Springfield, be a senior from one of the four high schools, have earned at least a 3.20 grade point average, and have graduated in the top 10 percent of the class. The scholarships covered the full cost of tuition and were renewable as long as the student maintained a Dean's List average and carried a full-time schedule.



On the College's first Alumni Day, in March 1999, the official College flag was unveiled and raised in front of Deliso Hall. The R.O.T.C. raised the American flag and the Massachusetts flag, and Chair of the Board of Trustees Thomas Burton '70 raised the College flag. The College choir sang the official *alma mater* and Dr. Caprio emphasized the importance of this new tradition.



Each year the Alumni Association has presented an award to the alumnus or alumna who has displayed an extraordinary commitment to professional achievement, civic responsibility, high personal standards, and to the College with a spirit of knowledge, integrity, and service. In 1999, Thomas R. Burton '70, chair of the Board of Trustees (left), was presented with the Alumnus of the Year Award by Dr. Caprio (center) and Michael Susco '70 (then president of the Alumni Association). (Please see Appendix F for a complete list of Alumni of the Year award winners).

- Responding to current needs, administrative restructuring continued: The vice president for administration and planning position was eliminated; Dr. Brissette left. As a result, the people who reported to her were reassigned to other areas. The dean of students reported to the president; Admissions, Freshman & Transfer Students, and SAS reported to the provost; Athletics reported to the dean of students.
- Barbara A. Campanella was hired as director of marketing and communications; Beverly J. Dwight was hired as executive director of development.
- Marketing started to build a team that was proactive, less "print driven, creating news rather than simply reporting news, with dissemination regionally, locally, and nationally."

TECHNOLOGY

- The director of Academic Computing left; The Office of Information Technology (OIT), which recombined Administrative and Academic Computing, was established.
- Former Director of Administrative Computing Edward E. Lindberg assumed responsibility for that area on an interim basis.

- Allyn B. Chase was appointed director of the Office of Information Technology, which had grown to include 12 employees in October. Former director Edward E. Lindberg retired. The former Office of Academic Computing had five employees; the former Office of Administrative Computing had seven employees.



President Caprio enjoyed a spring stroll through the pedestrian mall surrounded by five students. Pictured left to right: Brie McCormick, C. Miller, Jessica Palumbo, Dr. Caprio, Michael Stratton, and William O'Brien.



Continuing a network infrastructure process that began in 1998, the Data General equipment was finally phased out. The College aggressively pursued an ongoing program of upgrading its technology. Pictured here are the DG printers, tape backups, and CPU that had served the College for so long.



Expanding on the concept begun by a group's trip to Israel, in the 1999 Winterim eight students and Richard N. Luxton, College sociologist and author of several acclaimed Mayan manuscript translations, toured the classic Mayan world, visiting Chichenitza, Uxmal, and Ek Balam. They also explored the Mayan way of life by visiting with Prof. Luxton's colleagues from his field work in the Mayan world. The group traveled for 11 days and wrote a research paper on some theme pertinent to the Mayan way of life, receiving three credits for their efforts. Dr. Luxton died in 2010.



In December, the School of Law hosted a daylong housing conference that focused on assessing how laws in New England and New Jersey affect affordable housing 30 years after the passing of the so called "Anti-Snob Zoning Laws." The conference, organized by Professor of Law Sam Stonefield, produced the first comparison of the statutes and their enforcement and included a recognition ceremony for legislative leaders and original legislative drafters. Pictured here are then Massachusetts State Representative Gale Candaras L'83, President of Holyoke Community College and former Speaker of the Massachusetts House of Representatives David Bartley, and President Caprio at the conference.

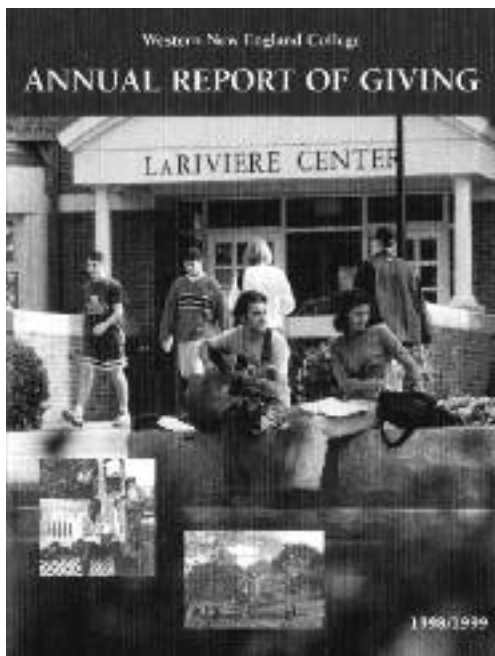
- Distance learning using *Manhattan* grew in popularity.
- The DG was phased out by April
- Y2K conversion planning began.

ACADEMICS

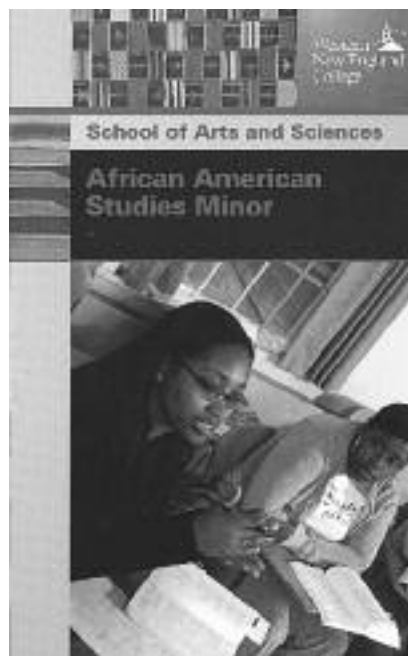
- The topic in the Human Relations Program Series was "Beyond 2000: Prospects for a Lasting Middle East Peace."
- The Recognition Ceremony replaced the Student Recognition Ceremony. It added announcements of faculty *emerti*, tenure, and retirement.
- An Institutional Review Board (human subject research) was instituted on the recommendation of the Animal Care and Use Committee.

- The concept of Professional Educators (multi-year contracts for those without a Ph.D who brought special skills) was discussed, brought to referendum, and approved.
- Faculty evaluation processes were reexamined by College counsel to ensure legality.
- The Faculty Senate recommended a new student probation/dismissal/suspension policy, effective fall 1999.
- The Senate acknowledged that College departments had no uniform plagiarism policy.

- Burton F. Porter, dean of the School of Arts and Sciences, returned to the classroom; Alan Gorfin became interim dean.
- A Winterim course in the Yucatan on Mayan civilization was developed.
- A pre-physician's assistant program in conjunction with MCP was added.
- Separate Departments of Psychology and Education were formed.



In 1999, the College began publishing an expanded version of its *Annual Report of Giving* which included “The Year in Review” and alumni profiles.



An interdisciplinary minor in African American Studies brought together multiple perspectives to the study of the social, economic, political, and artistic influence of many individual voices united by a common heritage. Establishing the minor was one of the initiatives espoused by the *Diversity Committee Report* of 1997 and was consistent with initiatives in the *Strategic Plan* of 1998. Assistant Professor Josie Brown-Rose, who teaches in the program, was depicted on the above brochure.



Theodore R. Zern joined the College's Division of Student Affairs as director of student activities in 1970; he was named an Outstanding Educator of America in 1972; in 1974 he became assistant dean of students; in 1977 he was named an outstanding young man of America; in 1981 he was made associate dean of students; in 1990 he became associate dean for freshman, transfer, and nontraditional students; and in 1996 he became dean of freshman & transfer students. In 1998 his position was moved from Student Services to Academic Affairs. While his years at the College produced many programs and services, he is particularly noted for having developed the Peer Advisor Program, Open Houses, Career Days, Freshman Orientation, Summer Orientation and Registration (SOAR), the Early Warning System, tutoring, Fall Convocation, mentoring, Freshman Studies, and the First Year Seminar. This picture shows Dean Zern, who was asked by the class of 2000 to give their Commencement address, saying, **“As you reflect on life at Western New England College, remember where you have come from and where you are going, all you have learned and all that you have yet to learn. Remember who you are and the person you yet want to become. Most of all, don’t pretend to be anyone else.”** He is an example of the administrators who have, through their long and dedicated service, helped the College to evolve and the students to attain balanced maturity. Dean Zern retired in 2009.

- The African American Studies minor was approved.
- The School of Business achieved candidacy status with the Association to Advance Collegiate Schools of Business (AACSB).
- The School of Business joined the honors program.
- CA (Cultures and Arts) courses became mandatory in the School of Business.
- A new School of Business “Connections” curriculum was implemented.
- The Technical Management major was suspended by the School of Business.

- A MS in Engineering Management was offered in Natick at the Army Research Labs.
- Admissions to the MSIS degree were suspended.
- The Discretionary Engineering Endowment began.
- A biomedical lab funded by the Alden Foundation was completed.
- The School of Law offered a combined JD/MSW degree with Springfield College.

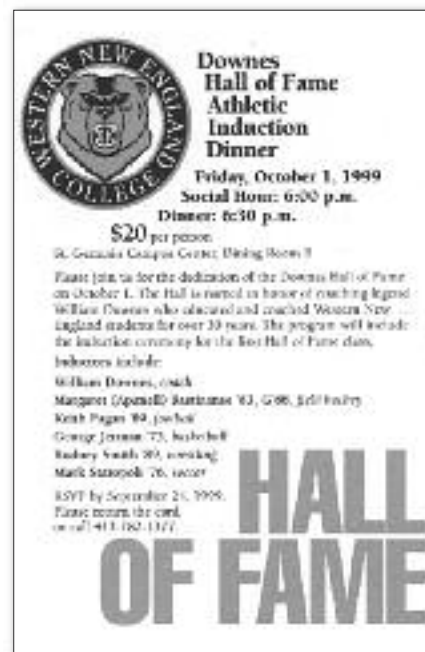
- In a joint venture with Lecture Day, the Writing and Reading Program, and the First Year Seminar, a Summer Reading Program was instituted.
- The JD/MBA became the third joint degree of the School of Law.
- The Clason Lecture Series was expanded to include other members of the College community.
- Continuing Education began to develop a system for communicating with prospective students.
- Off-campus graduates received their degrees at the Springfield campus in a separate ceremony on May 23.
- Off-Campus Programs added five sites in Eastern and Central Massachusetts.



In February Professor Henry J. Bazan and Director of Student Activities and Leadership Development Maureen Hart Keizer met with student leaders to select 11 campus scenes that would exemplify the "spirit" of the College. Using Rivers Memorial, Herman, Emerson, and Sleith Halls, the D'Amour Library, the Blake Law Center, the Alumni Healthful Living Center, "The Rock," the Golden Bear, the Gazebo, and the Cupola, the committee designed an afghan which was sold in the Campus Bookstore. Proceeds from the sales went to fund student financial aid and scholarships. Here members of the Student Senate and President Caprio display the afghan.



Freshman women's soccer player Katie Brunelle '03 set new College records for scoring. The team won the Great Northeast Athletic Conference championship and became the College's first women's team to participate in a NCAA tournament.



At Homecoming 1999 the inaugural class of inductees to the Western New England College Downes Hall of Fame was honored. Arthur William "Red" Downes G'83, George Jerman '73, Rodney Smith '89, Mark Staropoli '76, Margaret Apanell '88, and Keith Fagan '89 became the first class of the Hall of Fame, named in honor of coaching legend "Red" Downes, who educated and coached College students for over 30 years.



Men's golf, pictured here with Coach "Red" Downes, became Great Northeast Athletic Conference champions.



Coach Arthur William "Red" Downes G'83 educated and coached Western New England students for more than 30 years.

STUDENT SERVICES

- A multicultural admissions counselor was added.
- Workshops on the dynamics of leadership were initiated.
- A campus violence (verbal and physical) committee was formed.
- The College joined the America Reads program.
- The Office of Freshman & Transfer Students (OFT) developed a mission statement that shifted peer advising to a mentoring function and introduced a personal success plan.
- The summer reading assignment was linked to the Lecture Day topic.

- Supplemental Instruction began in the First Year Program (FYP).
- Academic Progress monitoring started, specifically targeted to at-risk students.
- Alpha Lambda Delta honorees were inducted at the fall convocation.
- The position of Learning Beyond the Classroom (LBC)/volunteerism coordinator was approved.
- A student Disabilities Services Task Force recommended substituting a decentralized model (in which academic areas were responsible) for the "extended services" of privately paid tutors.
- The Community Covenant was established and signed at Fall Convocation.

ATHLETICS

- Coach A. William "Red" Downes retired.
- The Downes Hall of Fame was created to celebrate athletic achievement.
- The Athletics Advisory Committee was established.
- The College joined the Great Northeast Athletic Conference (GNAC).
- Alumni were able to have full use of the AHLG.
- Women's soccer won the GNAC championship and became the College's first women's team to participate in a NCAA tournament.
- Men's and women's cross country and women's tennis were brought back.

2000



The Facilities Master Plan of 2000 recommended the construction of additional residential facilities, pointing out that there were 1,950 full-time residential students with residential space able to accommodate 1,400. Furthermore, the College anticipated increasing the full-time undergraduate population to 2,500 in the next five years. On September 20, construction began on a townhouse complex, Evergreen Village,

that would house 204 seniors in 34 two-story, three-bedroom units that included kitchen, dining, and living room facilities, with laundry and common areas located in the center of the complex. Pictured in the inset, members of the College community participated in the formal groundbreaking ceremony; actual construction began almost immediately.

Total College enrollment was 4,826.
Law enrollment was 518.

The endowment was \$37,504,841.
Typical tuition and fees totaled \$15,504.
Total operating expenditures were \$48.8 million.

PHYSICAL PLANT

- Evergreen Village construction began with groundbreaking on September 20.
- Herman Hall and Emerson Hall classrooms received modern furniture.
- Lounge furniture was added to the corridors of Herman Hall and Emerson Hall.
- Herman Hall had vinyl windows installed to be more energy efficient.
- The School of Law underwent major building and grounds improvements.
- Windham Hall was refurbished.

- Gateway Village grounds received physical improvements.
- The Office of Career and Human Resources was redesigned.
- Sleith 100 was updated with carpeting, acoustical tiles, and soft seating with collapsible arms.
- The Simplex security system was completed, replacing the card access system.
- Door signage was installed throughout campus.



The College community listened attentively in January as the new *Facilities Master Plan* was presented in a two-day design workshop, called a charrette, which was open to the entire campus. Over 500 members of the College community offered ideas and insights, many of which were subsequently incorporated into the final *Facilities Master Plan*.

The Facilities Master Plan of 2000 (Please see Appendix R.)

The *Strategic Plan of 1998* called for the development of a *Facilities Master Plan*. Consequently, the College formed a Facilities Master Planning Committee composed of faculty, staff, and trustees. Following the dictates of the *Strategic Plan*, the committee developed a list of issues and concerns to be addressed by a facilities plan and recommended that the College hire an outside firm that specialized in designing college campuses. After interviewing groups from all areas of campus the consultants produced a plan that was presented in January to the College community for feedback. In May the final *Facilities Master Plan* was presented to the Board of Trustees, outlining implementation in three phases of projects to be implemented over the next 20 years. Additionally, the Committee determined the cost of each component, established priorities, and projected funding sources.

Phase IA 2001-2003

1. Arrival and Information Center
Wilbraham Road and Campus Arrival Improvements
New College Visitor Center
2. Administrative/Support Services
Library – Information Technology Integration
Churchill Renovation
3. Blake Law Center
Renovation of Existing Building
4. Campus Services/Support
Campus Utilities Building
5. Performing/Fine Arts Center
Rivers Memorial Hall
6. Campus Residential Facilities
Upper Level Students

Phase IB 2004-2010

1. General Academic Growth
New Academic Building
2. Administrative/ Support Services
Library Information Technology Integration
Churchill Renovation
Deliso Renovation
3. Blake Law Center
New Addition
Renovation of Existing Building
4. St. Germain Campus Center
5. Athletic Facilities
New Athletic Fields
6. Campus Services/Support
Public Safety Building
7. Rivers Memorial Building

Phase II 2011+

1. General Academic Growth
Sleith Hall Renovation
Emerson Hall Renovation
Herman Hall Renovation
2. Administrative/ Support Services
Library – Information Technology Integration
3. Blake Law Center
First-year Student Housing
4. St. Germain Campus Center
5. Athletic Facilities
New Athletic Fields
Indoor Facilities Expansion
6. Campus Services/Support
Campus Utilities Building
Relocated Campus Facilities Building
7. Performing/Fine Arts Center
Potential New Performing Arts Center
8. Campus Residential Facilities
Extend Evergreen Road to Plumtree Road

PLANNING

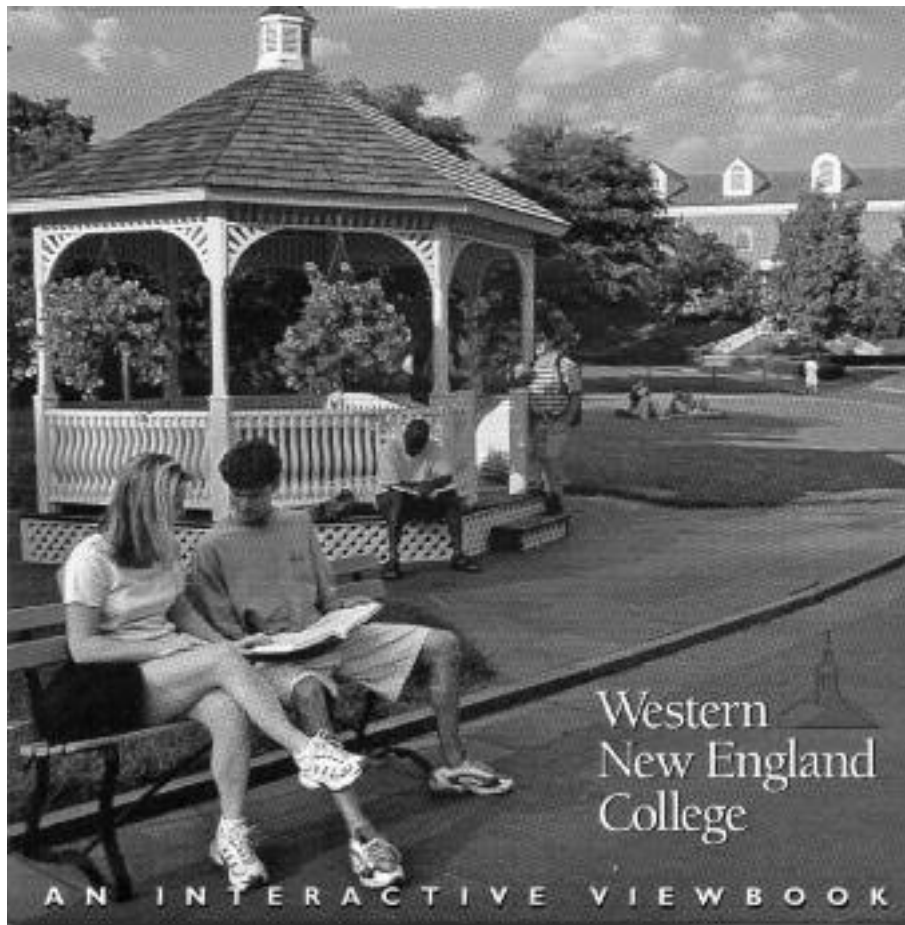
- The *Self Study* for the 2002 NEASC visit was organized.
- The president's staff prepared a development plan designating specific individuals to implement strategic initiatives.
- The first charrette, an open campus planning session about the Facilities Plan, occurred.
- The new *Facilities Master Plan* was approved in June.

- An outside firm was selected to oversee the implementation of the *Facilities Master Plan*.
- The College considered various plans for "centers."

ADMINISTRATIVE

- A William Sleith '44/H'80 testimonial luncheon was held on December 5 in honor of his \$4.3 million total gift.
- The William and Iona Sleith Endowed Scholarship was established.

- Cheryl R. Smith was hired as the first full-time College attorney.
- Development of an extensive work/family program was undertaken to provide employees with resources to assist in balancing the demands of work and family.
- A Crime Prevention Task Force was created.
- The Emergency Preparedness Committee was reconstituted.
- The EPA necessitated the Environmental Safety Committee's addressing HAZMAT issues.
- Recycling efforts became widespread.
- The College vans displayed the College colors and signage.



Responding to the culture of technology increasingly prevalent among prospective students, the Admissions Office created an interactive viewbook.



Beverly J. Dwight



Barbara A. Campanella

The Advancement Office was reorganized when Vice President Jane S. Albert left the College in 2000. Beverly J. Dwight as executive director of Development/Alumni Relations and Barbara A. Campanella as director of Marketing/External Affairs headed separate departments. In 2001, Dwight and Campanella became vice presidents.

TECHNOLOGY

- The virtual classroom developed by Western New England, *Manhattan*, was placed in the public domain.
- The College received a \$236,500 grant from the Davis Foundation for a Space Efficiency and Educational Technology Development Program.
- The role of webmaster was expanded to include elevating the quality of design and educating people about emerging technology.

- The School of Law installed a wireless network throughout the building. Connection to the Internet could be made from lounges, classrooms, and the Law Library.

LIBRARY

- E-journal subscriptions began to replace print subscriptions in D'Amour Library.
- Audio Visual services were moved under the purview of the Office of Information Technology.

ACADEMIC

- The School of Law established its own Honors Ceremony.
- Lecture Day became a lecture series; three law professors gave lectures.
- The department chairs' responsibilities were increased.

- The agreement with Dean College ended.
- The GPA needed for an internship was increased to a 2.5.
- "Professional Educator" status was approved by the Board of Trustees.



An example of the memorable, loyal faculty that were so much a part of the development of the College, Richard K. Skillman taught economics to generations of appreciative College students starting in the mid '70s, and he was an important voice in the direction in which the College evolved, serving on the Faculty Senate and the Faculty Personnel Committees. In 1981 he became chair of the Department of History, Government, and Economics; in 1991-1997, the Department of Economics. Skillman died in 2000. Speaking at Skillman's memorial service, fellow economist Michael A. Meeropol extolled Skillman's concern for justice, his dedication to the College, and his professionalism. **"His excellent reputation among the students was well deserved,"** Meeropol noted, **"His skill as a teacher started with the fact that he was always meticulously organized...[and] he spoke with great clarity."**



After having been in existence for 25 years, Lecture Day became a lecture series. As part of the Lecture Day topic, "Forging the Good Life: Rebuilding a Sense of Community for the 21st Century," faculty from the School of Law joined nationally known speakers to present views on important issues facing American society in the new century.



By request of the Class of 2000, President Caprio was awarded an honorary bachelor's degree: the start of his presidency in 1996 coincided with their arrival on campus.

- The Carnegie Teaching Academy held campus conversations on the "scholarship of teaching."
- Saeed Ghahramani became dean of the School of Arts and Sciences, replacing Interim Dean Alan Gorfin.
- A position in drama and one in music were created collaboratively with the School of Arts and Sciences and Student Services.
- An option for a BS in Psychology was approved, complementing the BA in Psychology.
- A Women's Studies minor was established.
- "Voices from Inside" (Hampden County Correctional Facility) was produced.
- A pilot for a master's degree in public policy was developed.
- The School of Arts and Sciences stipulated that the arts requirement of the General College Requirements should be an independent course.
- The Management major eliminated concentrations.
- The International Business major was suspended.
- The School of Engineering created an alumni-student mentoring program.
- Project Poster Day for graduating School of Engineering seniors in engineering was inaugurated.
- The Institute for Legislative and Governmental Affairs was established for 2000-01 at the School of Law.



In spring 2000 the School of Law established The Legislative and Governmental Affairs Institute (later renamed the Institute for Legislative and Governmental Affairs). The Institute offered students, graduates, and other members of the bar opportunities to engage in activities primarily associated with the legislative process: assisting in the drafting of bills and ordinances as well as attending lectures, legislative workshops, seminars, and conferences. Throughout its inaugural year, the Institute hosted several events and students participated in various externships and independent studies. Pictured here the Joint Committee on Health Care of the Massachusetts Legislature (the "General Court") held a hearing at the School of Law. This hearing was part of a continuing series in which the Institute invited committees of the State Legislature to conduct their hearings at the School of Law.



Speaking to incoming students about the value of the liberal arts in the Information Age, Dean Saeed Ghahramani pointed out, **"At the dawn of the 21st century, the impact of technology can be seen all around us, but beneath the surface of the high-tech machines that connect us, something more dramatic is taking place. With more people reading and writing electronically, literacy has renewed value... Good communication skills will be essential in tomorrow's job market. Whether you become a social worker, criminal investigator, or scientist, you'll need to articulate and present your ideas persuasively to a wide range of audiences."** Ghahramani's message underscored the rapidly increasing role that the School of Arts and Sciences was assuming in the College.



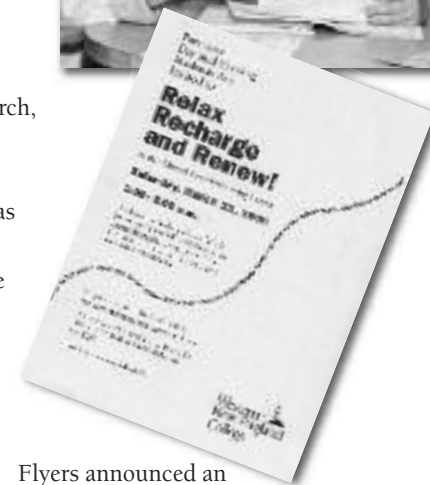
Pictured above Associate Dean of Engineering Richard A. Grabiec and to the right Academic Advisor Judith A. Cadden meeting with students.



Janet L. Castleman



With the hiring of Janet L. Castleman as director of Continuing Education in March, Continuing Education was reorganized: the Center for Professional Development was reintegrated; tracking and communicating systems were developed; events reaching out to part-time day and evening students were planned; and the advising function was augmented.



Flyers announced an afternoon of fitness and fun for part-time students and their families.

- The School of Law initiated a Consumer Protection Clinic in conjunction with the City Solicitor's office and the Attorney General's office.
- The School of Law established the Legal Advisor Mentor Program (LAMP), which offered an upperclass student mentor and a community legal mentor to first-year students.
- The School of Law hosted its annual Communications Law Conference.

- The first Moot Court was held.
- Janet L. Castleman was hired as director of Continuing Education in March; Harry Neunder became associate director.
- Continuing Education was reorganized. The Center for Professional Development was reintegrated with the department.

- Continuing Education implemented EMAS for tracking and communicating and increased promotional mailings.
- An Acquisitions and Contracts major was reinstituted in the Off-Campus Programs.
- The Downtown Campus officially closed in June.



Men's basketball team became The Great Northeast Athletic Conference (GNAC) champions.



Responding to the increased emphasis on volunteerism, students in several community service groups on campus raised money for Prospect House (a battered women's shelter) and worked with Habitat for Humanity. Alternative Spring Break started in the First Year Program in York, PA. In this picture, Dean of Freshman & Transfer students Theodore R. Zern and Professor Peter W. Hess of the School of Business pose with students at a Habitat for Humanity site.



The first Western New England College Girls and Women in Sports Day, part of a national movement National Girls and Women in Sports (NGWSA), was held at the College in 2000. Designed for girls from the greater Springfield area ages 7-12 years old, the program allowed participants to explore two of the seven sports clinics instructed by College coaches and student-athletes. The day included instructional as well as recreational opportunities.

STUDENT SERVICES

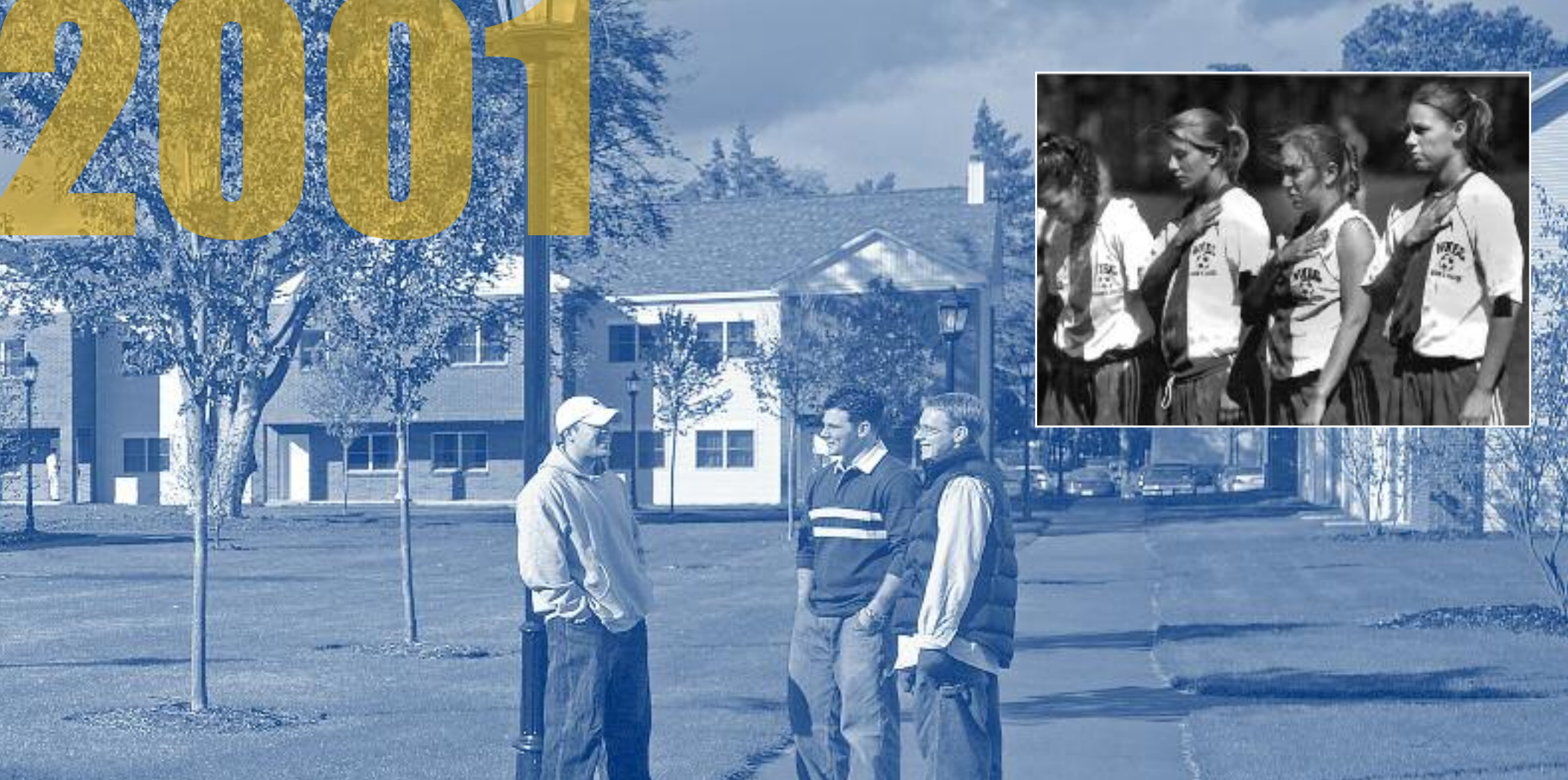
- The College was named to *U.S. News & World Report's* list of America's best colleges.
- An admissions CD-ROM was created.
- Students in several community service groups on campus raised money for Prospect House (a battered women's shelter) and worked with Habitat for Humanity.

- Alternative Spring Break started in the First Year Program in York, PA.
- Freshmen with less than a 1.7 GPA received automatic monitoring.
- The Office of Residential Life expanded the concept of academic clusters and renamed them "theme communities" (learning interest communities).
- A new Student Senate constitution was passed.
- An Alcohol Task Force was created.

ATHLETICS

- Men's basketball won the GNAC championship and played in a NCAA Division III tournament.
- Golf won the GNAC championship.
- Women's cross country won the GNAC championship.
- The first Western New England College Girls and Women in Sports Day, part of a national movement (NGWSA), was held at the College.

2001



Built to join Gateway Village in giving upper-class students a residential environment that prepares them for transition to life after college, energy efficient Evergreen Village townhouses opened in fall 2001.

Members of the Western New England College women's soccer team observe a moment of silence before the first game to be played after the September 11 tragedies.

Total College enrollment was 4,556.
Law enrollment was 492.

The endowment was \$34,715,441.
Typical tuition and fees totaled \$15,817.
Total operating expenditures were \$51.5 million.

PHYSICAL PLANT

- The 200-bed Evergreen Village, outfitted with a geothermal HVAC system, opened in August. The complex was named to honor the former City of Springfield street, Evergreen Road, and the facility's eco-friendly construction.
- Western Mass Electric Company (WMECO) granted an energy rebate of \$275,000.
- The Welcome Center groundbreaking was held on June 5.

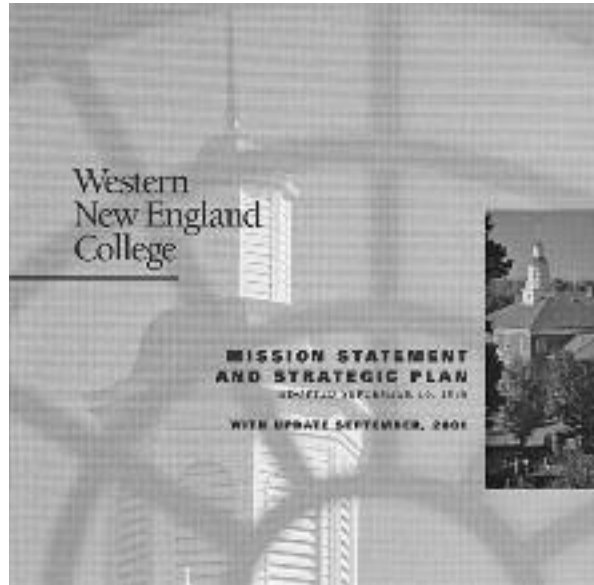
- A plan was developed to close three of the nine College entrances and construct a new entrance by the planned Welcome Center.
- Thirty-two Gateway Village one-bedroom apartments were converted to 16 three-bedroom units.
- There were 20 major buildings, including the Gateway complex and the Evergreen Complex.
- Over 100 inspirational banners were displayed on campus light poles.

PLANNING

- Student government began planning for a leadership garden.
- Focus groups involving half of the College employees identified essential activities and concepts.
- The president's staff retreat updated the Mission Statement and *Strategic Plan*, refocusing strategic thinking.



On November 27, in the new Community Room in Evergreen Village, College administrators, students, faculty, and trustees joined Western Massachusetts Electric Company officials and area businessmen to celebrate the completion of the new environmentally friendly and energy efficient complex. "Partnering in Energy Efficiency," a collaboration in energy efficiency, highlighted that Evergreen Village was built according to the EPA's Energy Star standards for heating, cooling, hot water, lighting, and appliances. It was heated and cooled using geexchange heat pumps, and insulated with state-of-the-art icynene foam insulation, an environmentally friendly and highly cost efficient method of operation. Pictured above, Kerry J. Kuhlman presents the College with a check for \$275,000 from Western Massachusetts Electric Company for the College's efforts to conserve energy.



As part of the College's continuous planning and collaborative process, Dr. Caprio summarized and distributed to the College community the many endeavors and initiatives undertaken since the establishment of the Mission Statement and *Strategic Plan* in 1998, pointing especially to the building of LaRiviere Living and Learning Center and Evergreen Village, the construction of the Welcome Center, the creation of Learning Beyond the Classroom, the Office of Institutional Technology (OIT) and the Educational Technology Center, the development of a *Facilities Master Plan*, new curricula, and the augmentation of scholarship funds. In the introduction to the document, Dr. Caprio said, **"We are confident that our foundation is strong and our commitment firm.... Together we will work to chart this institution's future and to secure its strength . . . this Mission Statement and *Strategic Plan* bring focus to the vision and identity we hold of ourselves."**



Charles R. Pollock joined the administration of the College in 1977 as director of financial aid. In 1987 he became director of the first Office of Enrollment Management, and in 1990 he became acting director of financial aid as well. In 1990 he became associate dean of Enrollment Management and in 1992 he became dean of Enrollment Management. His responsibilities were transferred from Student Affairs to Academic Affairs, reporting directly to the Provost, in 1998. In 2001 he was named to the newly created position of vice president of Enrollment Management, reporting directly to the president. Throughout his tenure at Western New England, Pollock has ensured that the admissions function remained responsive to constantly changing demographics and he kept the institution competitive in an evolving technological environment.

ADMINISTRATIVE

- The College's Golden Anniversary as Western New England College celebration was held September 25.
- Alumni holding Springfield-Northeastern degrees were awarded honorary degrees.
- Barbara A. Campanella, Marketing and External Affairs, and Beverly J. Dwight, Development and Alumni, became VPs.

- David P. Kruger became vice president, finance and administration.
- Charles R. Pollock became vice president, Enrollment Management and a member of the president's cabinet, no longer reporting to the provost. His new department joined Student Administrative Services (SAS) [exclusive of banking] and admissions.
- Dean of Students Richard M. DiRuzza was named vice president, Student Affairs.

- The College returned to a self-funded health plan.
- The Campus Post Office purchased a machine to print letters, envelopes, and make inserts, thus saving thousands of hours in manual labor.
- The first all-campus directory was printed.
- The College hosted a debate between Mayor Michael Albano and challenger Paul Caron; the two were in a race for mayor of Springfield.



Commemorating the 50th anniversary of the charter, members of the College community gathered in a 50th Birthday Party on September 25. Trustees and members of the faculty, administration, and staff watched as the anniversary cake was cut.

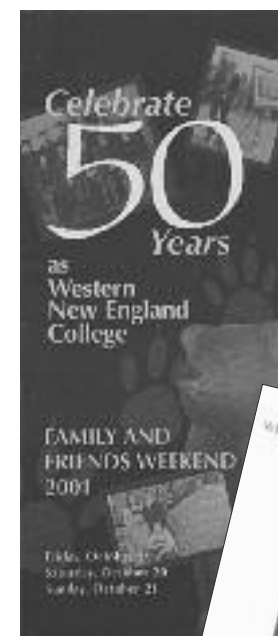


On May 20, 2001, at the Graduate and Off-Campus Commencement in the Alumni Healthful Living Center, President Caprio said, **“On the occasion of the College’s 50th anniversary of its charter, the past and the future are looked upon with pride, enthusiasm, and with gratitude... The trustees, faculty, and staff who built a strong foundation in the Springfield-Northeastern era from 1919-1951 are a special part of the first 50 pioneer years of Western New England College.”**

Following his remarks, Dr. Caprio awarded the honorary baccalaureate degree to alumni holding Springfield-Northeastern bachelor’s degrees. Earlier in the day, at the School of Law Commencement in Springfield’s Symphony Hall, the College awarded the honorary Western New England College J.D. degree to School of Law graduates holding the L.L.B.



Former New York Governor Mario Cuomo was featured at the ninth business excellence conference sponsored jointly by the College and the Springfield Area Council for Excellence (SPACE).



The theme of the Family and Friends Weekend on October 19-21 was “Celebrate 50 Years as Western New England College.”



On November 3 the president hosted a dinner for benefactors and friends who affirmed the College’s mission, purpose, and goals.

TECHNOLOGY

- The OIT computer classroom in D’Amour Library was enlarged by using library expansion space and upgraded with 31 pentium computers, networked, and connected to the Internet.
- Using expansion space in D’Amour Library and funded by a Davis Educational Foundation grant for \$236,500, Instructional Technology was converted to the Educational Technology Center, opening in fall 2001. The Center included a training room with 10 computers and digital projection.
- Six positions had been added to OIT since its inception in fall 1999.

- The webmaster was reassigned from Marketing to OIT.
- The College received \$50,000 from an anonymous donor and \$75,000 from the Beveridge Foundation to use toward the technology center.
- The Administrative Student Information Systems (SIS) was converted to a web-based platform.
- A use of technology policy was developed.
- An *Educational Technology Plan* was presented to the Board of Trustees by Director of Information Technology Allyn Chase.
- The School of Law began accepting online applications.

LIBRARY

- Continuing to make technological enhancements, an upgrade of Millennium software (the web version) was purchased by D’Amour Library, the Innovative proxy server went online, Off-Campus access for databases and e-journals was completed, and NETLIBRARY was added.

Western New England College

Educational Technology Center

Summer 2001 Technology Workshops

A Grant Funded Program

THE WORKSHOPS

Introduction to Manhattan	4
Manhattan's Design System	3
The Assignment Model	3
Manhattan: Beyond the Basics	3
Creating and Using Learning Modules	3
PCN: Managing a New Day	3
Introduction to Dreamweaver	4

THE DAVIS EDUCATIONAL FOUNDATION recently awarded Western New England College a grant to support faculty participation in a series of technology workshops focusing on the Manhattan Virtual Classroom and related technologies.

The program is open to all faculty and staff members. A total of 200 seats will be available for the workshops throughout the year.

Faculty members choosing a workshop are invited to use Manhattan to support all of their teaching efforts throughout the year.

Faculty members are invited to use all of their time and also to participate in a series of workshops during the summer.

The workshops will be held during the five day period from Monday, August 20th through Friday, August 24th from 9:00 AM to 4:00 PM.

They will meet in Room 1000 of the Ladd Living and Learning Center.

The workshops will be held by Catherine Technology Center staff.

Faculty members are invited to use all of their time and also to participate in a series of workshops during the summer.

What is Manhattan?

Manhattan is a free, open source alternative to the commercial software used by many colleges and universities. It is a system that allows teachers to create and deliver content in a variety of ways. It is a system that allows teachers to create and deliver content in a variety of ways. It is a system that allows teachers to create and deliver content in a variety of ways.

Western New England College

Educational Technology Center

OFFICE OF INFORMATION TECHNOLOGY

The ETC Has A New Home

Welcome to the new home of the Educational Technology Center, Office of Information Technology. This space is being funded in part by grants from the Davis Educational Foundation, Peabody Foundation, and the Beveridge Foundation.

The Educational Technology Center is comprised of a state-of-the-art ground level of D'Amour Library. Newly renovated space includes a classroom, conference room, meeting facilities, and staff office space. This facility will provide all of the most recent classroom, technology, and software resources and will provide a place for faculty and students to meet and work on their projects.

The Conference and Training Room. This room will serve as a small conference room and a training facility. Specialty designed furniture will provide PCs or laptops for use in "interactive learning". The room will provide the technology and software resources and will provide a place for faculty and students to meet and work on their projects.

Staff Office Space. A new staff office space is located in the Educational Technology Center. This space will provide a place for faculty and students to meet and work on their projects.

Office Hours. The Educational Technology Center is open to all faculty and students. The center is open to all faculty and students. The center is open to all faculty and students.

Manhattan. Manhattan is a free, open source alternative to the commercial software used by many colleges and universities. It is a system that allows teachers to create and deliver content in a variety of ways. It is a system that allows teachers to create and deliver content in a variety of ways.

Western New England College

Manhattan

Office of Information Technology

A FREE, OPEN SOURCE ALTERNATIVE FOR ONLINE TEACHING

Manhattan is a free, open source alternative to the commercial software used by many colleges and universities. It is a system that allows teachers to create and deliver content in a variety of ways. It is a system that allows teachers to create and deliver content in a variety of ways.

Manhattan's Features:

- Content:** A free, open source alternative to the commercial software used by many colleges and universities. It is a system that allows teachers to create and deliver content in a variety of ways. It is a system that allows teachers to create and deliver content in a variety of ways.
- Design:** A free, open source alternative to the commercial software used by many colleges and universities. It is a system that allows teachers to create and deliver content in a variety of ways. It is a system that allows teachers to create and deliver content in a variety of ways.
- Open:** A free, open source alternative to the commercial software used by many colleges and universities. It is a system that allows teachers to create and deliver content in a variety of ways. It is a system that allows teachers to create and deliver content in a variety of ways.
- Free:** A free, open source alternative to the commercial software used by many colleges and universities. It is a system that allows teachers to create and deliver content in a variety of ways. It is a system that allows teachers to create and deliver content in a variety of ways.

Manhattan's Benefits:

- Free:** A free, open source alternative to the commercial software used by many colleges and universities. It is a system that allows teachers to create and deliver content in a variety of ways. It is a system that allows teachers to create and deliver content in a variety of ways.
- Open:** A free, open source alternative to the commercial software used by many colleges and universities. It is a system that allows teachers to create and deliver content in a variety of ways. It is a system that allows teachers to create and deliver content in a variety of ways.
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- Open:** A free, open source alternative to the commercial software used by many colleges and universities. It is a system that allows teachers to create and deliver content in a variety of ways. It is a system that allows teachers to create and deliver content in a variety of ways.

The Davis Foundation awarded the College a grant to support faculty with a series of workshops focusing on the *Manhattan* Virtual Classroom and related technologies.

Funded in part by grants from the Davis Educational Foundation, the Peabody Foundation, and the Beveridge Foundation, the Educational Technology Center, under the direction of Steven Narmontas, moved to renovated space on the ground level of D'Amour Library. The classroom contained dual ceiling mounted projection systems for delivery of PC-based instructional materials as well as student stations designed specifically for the College's high-tech multimedia classrooms. A conference and training room provided resources for training and prototyping the delivery of instructional material, curricula, or other presentations. Staff office space allowed the various staff members to consult with and support faculty and students.

The *Manhattan* Virtual Classroom in use at the College since 1997 became free, open-source software released under an unusual GNU General Public License that protected the rights of users to change and redistribute the software.

ACADEMIC

- The Summer Reading Assignment was linked to the Lecture Day topic and to composition classes.
- Standards for online courses were established.
- The number of online courses per student was limited to one per semester, none in the freshman year.

- A Faculty Senate referendum voted on titles, committees, sabbaticals, sick leave, annual review policies, evaluation of senior faculty, unacceptable teaching, criteria for the annual review, and guidelines for tenure and promotion. The results became part of the handbook.
- A movement to put a degree online began to swell.
- All faculty could request a set stipend for travel/professional development.
- Academic dishonesty letters were required to be filed in the student's School, the Provost's Office, and SAS.
- An African American track in the English major was designed.

- The strategic partnership of a Cooperative Learning Program with the New England Center for Children was announced in October.
- The Master of Arts in Mathematics for Teachers (MAMT) was approved by the School of Arts and Sciences and the Graduate Council.
- The Pre-physician's Assistant program became two years at the College, four years at the Massachusetts College of Pharmacy.
- The mathematics placement test was computerized.
- A fine arts minor was established.



Pictured above at one of the lectures in a series organized by Dean of Engineering Eric W. Haffner, Lawrence Jackson, natural resources specialist on national transportation safety, (right) is greeted by the dean.



Arthur R. Gaudio was officially installed as dean of the School of Law on September 9 and Carl Rathmann became dean of the School of Engineering on August 13. As they assumed their responsibilities, both men emphasized the potential of the College. Gaudio said, **“Don Dunn and his predecessors have moved the School to a point where it is ready to move to higher levels of recognition. While the challenges will be many, there are already many examples of excellence that can be seen on a daily basis at the School.”** And Rathmann commented, **“I believe the School has the requisites in place to dramatically and quickly elevate itself to a national status of excellence in engineering education.”**



Lori Granat-Dupell L'01, student advisor; former dean Donald J. Dunn L'83; Thomas Sullivan Jr. L'02; Richard Kneeland L'01; and Nancy Sykes, assistant dean of law student affairs, celebrated victory at the national ABA Negotiation Competition. According to new Dean Art Gaudio, the triumph sent a clear message of how well the law faculty prepared students for practice.



The Online BBA, a Baccalaureate completion degree, was reinstated in 2001. Students who had an associate's degree or approximately 60 undergraduate credits could complete a bachelor's degree online. Courses were offered year-round on an eight-week schedule.

- The School of Business suspended the Master of Science in Management Information Systems.
- The Weekend MBA and the Accelerated MBA merged into a cohort based team MBA offered in the evening, for 11-week terms.
- Eric W. Haffner resigned as dean of the School of Engineering and returned to the classroom; Carl Rathmann was hired to replace him.
- The School of Engineering developed an Industry Development and Engineering Applications (IDEA) Center.
- The School of Engineering developed a Dean's Lecture Series.
- Donald J. Dunn L'83 resigned as dean of the School of Law; Arthur R. Gaudio was hired to replace him.
- The Association of American Law Schools (AALS) requested that the School of Law report on oversight of clinics, Library adequacy, and financial resources.
- The School of Law reorganized with three associate deans (external affairs, library, academic affairs).
- Courses held in the Off-Campus Programs at Hanscom Air Force Base were moved elsewhere after September 11 because of federal security concerns.
- A consultant was hired to conduct a market analysis for Continuing Education.



The baseball team won the GNAC championship.



The annual bed race at Homecoming Weekend was held with a large crowd looking on.



Women's soccer became GNAC champions.

Through a program called Careers Exploration, the College sought to open young minds to their potential and to the prospect of higher education. Each week seventh and eighth grade students from Springfield participated in hands-on activities exploring careers in engineering, law, mathematics, business, criminal justice, sport management, and broadcasting. Pictured here Professor of Biology Gail Fletcher worked with Springfield student Jeremy Grimes in one of the Career Explorations.

STUDENT SERVICES

- The Student Senate installed chimes in the Cupola April 29.
- A Careers Exploration Summer Youth Program was created in July.
- The Gay and Lesbian Alliance was established.
- The first United & Mutually Equal (U&ME) World Festival was held.
- The Sophomore Academic Clusters Program was expanded to include cocurricular opportunities (living/learning theme communities).

ATHLETICS

- The Downes Hall of Fame held a dedication ceremony on June 5.
- Baseball won the GNAC championship and competed in its first NCAA Division III tournament.
- Men's basketball repeated its GNAC championship.
- Women's soccer won the GNAC championship.

2002



Join us as we “Roll Out the Red Carpet” for the new home of the Offices of Admissions and Continuing Education.

You are cordially invited to attend the
Grand Opening of the
 Western New England College
Welcome Center



The 2000 *Facilities Master Plan* recommended a gateway to the campus that would provide a focal point for greeting prospective undergraduate and continuing education students, symbolizing a new way for the College to greet guests in an inviting and welcoming manner. The eco-friendly building, originally named the Welcome Center, was a two-story steel and masonry structure that blended classic and contemporary styling with an impressive glassed area surrounding the entrance. It is heated and cooled geothermically. The large entry space had a reception counter, an information kiosk, and a waiting area which included many examples of local artists' work.

The first floor housed the Admissions Offices, which moved from cramped space in a house on Wilbraham Road; Continuing Education was located on the second floor, moving from offices in Herman Hall, thus allowing School of Arts and Sciences faculty and administrators much needed office space. The main entrance to the College was redesigned to allow visitors access to the new Center; two former entrances were closed, and a highly visible sign was erected. Groundbreaking was on June 5, 2001. The Center opened in summer 2002 with the Springfield Symphony providing accompaniment to the celebration.

Total College enrollment was 4,461.
Law enrollment was 510.
Approximately 1,600 students lived in campus housing.

The endowment was \$30,733,124.
Typical tuition and fees totaled \$17,434.
Total operating expenditures were \$55 million.

PHYSICAL PLANT

- The 17,400 square foot Welcome Center opened, housing Admissions and Continuing Education offices as well as the welcoming function and the switchboard.
- A traffic light was installed near the Welcome Center at Park Lane and Wilbraham Road.
- A new welcoming sign and the main entrance to the College were installed; two entrances were closed.

- Renovation of the dining halls was completed.
- There were 21 major buildings, including the Gateway complex and the Evergreen Complex.
- Additional Gateway Village one-bedroom apartments were converted to three-bedroom units.
- A real food on campus (RFOC) concept was adopted for the Campus Center dining facility for the opening of classes.

PLANNING

- The emergency preparedness plan was adopted.
- A report from focus groups identified six activities which contributed to the College's success.
- The Diversity Action Task Force was instructed to implement programs to increase awareness of and sensitivity for the experiences of diverse individuals.
- NEASC made a visit in March and presented its report in October. The College was reaccredited.



One of the priorities of the *2000 Facilities Master Plan* was to create safe crossing of Wilbraham Road. After negotiating with the City of Springfield, the College was granted crossing lights so that students could come and go from Gateway Village under safe conditions. When the Welcome Center opened and a new entrance replaced two former entrances, traffic lights and wrought iron fencing were installed to provide safe crossings.

Pictured here Vice President of Enrollment Management Charles R. Pollock stands with his staff in the house on Bellamy Road that provided office space for them and that was also the area in which prospective students were interviewed and from which campus tours embarked.



A longtime member of the School of Business faculty, Peter W. Hess was a prime example of the importance of loyal, committed faculty members to the evolution of the institution. Having as a philosophy that the college experience should translate to life after college, he was instrumental in developing and implementing programs that allowed the School of Business to evolve; he was active on faculty and all-College committees, particularly those that involved planning; he was instrumental in the School of Business achieving AACSB International—the Association to Advance Collegiate Schools of Business, recognition; and he was readily available to both undergraduate and graduate students. Speaking proudly of the College in a graduate brochure, he pointed out: **“We pay attention to our students and they respond to it. There simply is a level of interest by the faculty in the students’ development and in their progress that by all indications is very unusual. . . Every year our graduates come back and tell us they can’t believe what an advantage they have over students from other colleges in terms of their presentations skills, computer skills, and level of comfort they have working in groups.”** Dr. Hess died in 2011.

Summary of the 2002 NEASC report

After a comprehensive evaluation of the College in March, the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (one of eight regional accrediting bodies in the United States), voted on September 27, 2002 to continue the accreditation of Western New England College. The College has been accredited by the Commission since 1965.

The next comprehensive evaluation was scheduled for Spring 2012; a fifth-year interim report was required in Spring 2007, in which the College would “give emphasis to the institution’s success in:

“undertaking further systematic planning that includes assessing student learning outcomes and using the results for improvement and that also considers the impact of increased enrollment;

“maintaining appropriate oversight so as to ensure the quality of Off-Campus academic programming.”

The Commission commended the College for “the many positive initiatives it has undertaken over these past few years under its able new leadership,” for having developed a widely accepted Mission Statement that “expresses the College’s commitment to providing integrated liberal and professional learning” and [which] “serves as a useful foundation for institutional decision making.” The Commission also found that “the College has been enterprising in diversifying the range and modality of its academic offerings, yet has also succeeded in increasing the numbers and credentials of its enrolled students. Much credit is due to the senior management team, many of them recently appointed, which is reportedly both cohesive and effective, and has helped improve communication among constituencies and campus morale generally.”

ADMINISTRATION

- A survey was conducted by *The Washington Post* resulting in the College’s being named a “Hidden Gem.”
- The Alumni office developed a handbook.
- The Work/Family Program was awarded the first Springfield Area Council for Excellence (SPACE) annual award of excellence.
- The external community relations aspect of Marketing and Communications expanded.

- A Massachusetts gubernatorial debate featuring W. Mitt Romney (R) and Shannon O’Brien (D) was held on campus.
- The President’s Medallion was designed and bestowed upon those who had distinguished themselves in a certain field or in service to an important cause that has benefited society locally, regionally, nationally, or internationally.
- The Faculty and Staff Recognition Ceremony was held separately to acknowledge those who had served the College from five to 40 years.
- An environmental compliance and safety manager was hired.

- A director of institutional research was hired.
- The Affiliated Chambers of Commerce of Greater Springfield named the College a recipient of the “Super 60” award in the categories of revenue growth and total revenue in November.
- The first Academic Achievers Conference for Springfield high school students was held in collaboration with the MassMutual Financial Group.



The “formal” dining area as it appeared before the renovation



The refurbishing of Dining Room A is an example of the attention to details that the institution took in making the residential experience a positive one.

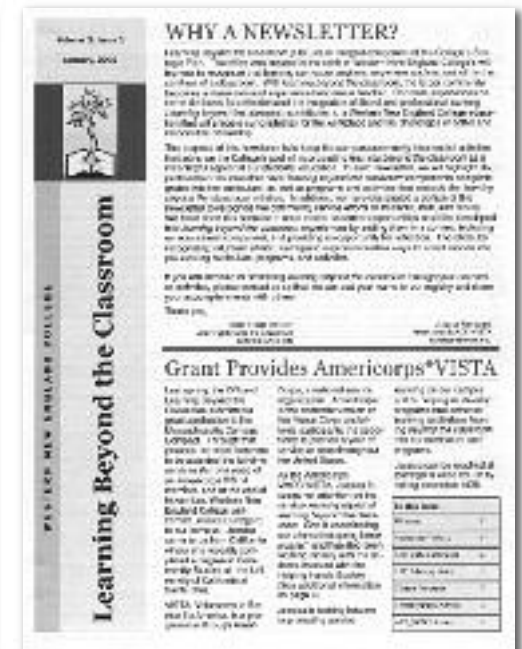


Students enjoyed eating in the “real food on campus” dining hall.

Cognizant of the normal wear and tear resulting from increased numbers of students and striving to remain competitive, the College had embarked on a series of improvement projects: Herman Hall and Emerson Hall classrooms had received draperies and modern furniture; lounge furniture had been added to the corridors of Herman Hall and Emerson Hall; Herman Hall had vinyl windows installed; the School of Law had undergone major building and grounds improvements; Windham Hall had been refurbished; Gateway Village grounds had been physically improved; the Office of Career and Human Resources had been redesigned; Sleith 100 had been updated with carpeting, acoustical tiles, and soft seating with collapsible arms; and door signage had been installed throughout campus. In 2002 the dining areas on the second floor of the Campus Center were renovated, bringing a fresh, new look to the Center.



The College earned high marks in the 2002 National Survey of Student Engagement (NSSE) project which polled over 200,000 students from 366 four-year colleges and universities and was named one of America's top 100 colleges considered “hidden gems” by *The Washington Post*.



Continuing to implement the goals of *The Strategic Plan*, and emphasizing that the larger community, in effect, is a classroom, the Office of Learning Beyond the Classroom began to issue a newsletter to keep the campus informed about activities that advanced the College's goal of incorporating experiential learning as a meaningful part of education.

TECHNOLOGY

- The Office of Information Technology (OIT) was reorganized. Positions of manager for technical support services and manager for administrative systems were created.
- A content management system was developed in OIT to maintain the College website.
- Dial-in services were upgraded.

- The first issue of an OIT Newsletter, *Technology Update*, was published.

LIBRARY

- Information Literacy became part of the General College Requirements in December.
- A wireless network was installed in D'Amour Library.
- A proxy server enabled remote access to online databases and journals.

ACADEMIC

- The Human Relations Program Series featured internationally known Ehud Ya'ari speaking on “Is a Terrorist-Free Middle East Possible?”
- Lecture Day 2002 was a celebration of the arts.
- The Assessment Plan for General College Requirements (GCR) was accepted by the Faculty Senate.
- Analytic reading became part of the General College Requirements.



Uniting the academic and corporate worlds by collaborating with MassMutual Financial Group, a January conference brought more than 200 of the region's talented high school sophomore, junior, and senior students to the College for the MassMutual Academic Achievers, an event designed to help them plan their college careers. Pictured left to right, Elizabeth Ramirez '02; Robert O'Connell, former chairman, CEO, and president of MassMutual Financial Group, and Adam Moreau '03/G'09, who worked to develop the conference.



The Office of Information Technology (OIT) issued its first newsletter in spring 2002. Of great interest to the College community were explanations of the migration of applications from the Data General midrange computer to a client server system, the new classroom technology, and the restructuring of the campus network. Other articles dealt with using *Manhattan*, the OIT help desk, and the high school programming contest.



Seated among the security cameras in the dispatch room, a campus police officer maintained surveillance.

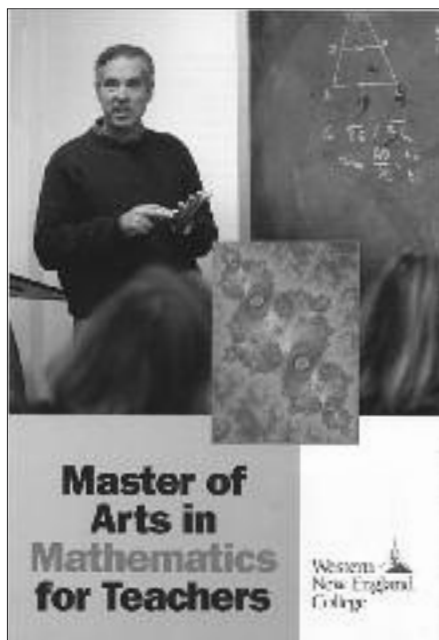


As part of the new All-College Requirements, D'Amour librarians developed four Information Literacy Modules for freshmen in the First Year Seminars and in first and second semester English composition classes. Students were introduced to research strategies used in college libraries and were acquainted with the various technological resources available to them. The focus was on reliability of sources and accuracy, thereby creating the essential tools necessary for research. Above, librarian Mary Jane Sobinski-Smith works in the second floor "wireless" classroom with first-year students.

- Grading standards for papers were established by the Writing and Reading Advisory Board and distributed across campus.
- The General College Requirements (GCR) committee recommended deleting upper level writing intensive (W) courses.
- The Faculty Senate accepted Guiding Principles for Online Courses.
- The probation and suspension criteria were updated.
- The Master of Arts in Mathematics for Teachers (MAMT) started classes in September.

- The Master of Arts in English for Teachers (MAET) was approved in September, to be available in January 2003.
- The Master of Education in Elementary Education (MEEE) was designed and approved by all constituencies in the spring.
- Three tracks in English were designed to fit teaching requirements of the Commonwealth of Massachusetts.
- The placement test in English was computerized and inaugurated in Summer Orientation and Registration (SOAR).

- English academic indicators were compared with grades and distributed to faculty.
- A Political Studies major was created.
- The School of Arts and Sciences Colloquium series was inaugurated.
- An online Bachelor of Business Administration (BBA) Baccalaureate completion degree was reinstated in the fall.
- The School of Business submitted materials to AACSB International—the Association to Advance Collegiate Schools of Business accreditation.



Knowing that the Commonwealth of Massachusetts required area educators to obtain a master's degree specific to their field for advancement and/or certification, and realizing that the American Association for Employment in Education had reported that one of the greatest teaching shortages was in mathematics, the School of Arts and Sciences launched a Master of Arts in Mathematics for Teachers (MAMT) program. The 10-course program was designed to fit the needs and schedules of teachers, ascertaining that they had a clear understanding of the Massachusetts Curriculum Framework and that they could develop suitable curricula and learning experiences. In addition, the Department of Mathematics, under the leadership of Chairman Dennis Luciano, designed the degree to ensure that students had a broad-based foundation in mathematics. Two courses were offered each 11-week term; the 30 credit degree could be completed in less than two years. On the cover of this brochure longtime Mathematics Professor and Former Acting Dean of the School of Arts and Sciences Alan Gorfin was featured working with MAMT students.



On May 16, at its annual Spring Gathering, the School of Engineering inducted the first two members of its new Hall of Fame. Wellen G. Davison was inducted as the first faculty representative and Steven Kitrosser '66/G'70 was recognized for his outstanding contributions to the advancement of the computer storage industry.

MAJOR SPEAKER
Paul Loeb

Soul of a Citizen
Living with Conviction in a Cynical Time
Wednesday, March 6, 2002
2 p.m. Rivers Memorial Bookies 7 p.m. North Hall Auditorium

LECTURE SERIES 2002

FILM SERIES
On Social Responsibility

'To Kill a Mockingbird'
Tuesday, February 26

Pay it Forward
Wednesday, February 27

Do The Right Thing
Monday, March 4

Erin Brockovich
Tuesday, March 5

CLASON SERIES

Social Change and Workplace Realities
How Inward Bound is the Workplace Ethics Problem?
Monday, February 25
7 p.m. North Hall Auditorium

CLASON SERIES

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The President's Medallion is awarded to individuals who have distinguished themselves in a particular field or in service to an important cause that has benefited their community, region, or nation. Anita Hill, of Brandeis University, and author Paul Loeb were presented with the first two Medallions: Hill at the Clason Speaker Series hosted by the School of Law, and Loeb at Lecture Day. Above, Anita Hill spoke after having been presented the Medallion.

- The School of Business created a Continuous Improvement Task Force and a Stakeholder Advisory Group and it restructured its undergraduate Core Curriculum.
- The School of Business held its first International Business Week.
- The School of Business offered the team MBA in a hybrid format: six in-class sessions and five online sessions per course.
- The School of Engineering IDEA Center was dedicated in May.
- The School of Engineering Hall of Fame was dedicated.
- The Department of Biomedical Engineering was established.
- The First Circuit Court of Appeals had its first Western New England College sitting.
- The School of Law student negotiation team won the national American Bar Association competition.
- The School of Law held its first Women in Politics Seminar.
- Portfolio credit (prior experience) for Continuing Education students was approved.
- An online certificate in Community Corrections was developed.
- A certificate program in Disaster Response was developed with the American Red Cross.
- Work progressed on development of a MassMutual on-site evening university.



Women's Softball became GNAC champions.



Men's cross country won the GNAC championship.



Along with making cotton candy, Homecoming Weekend 2002 included a bonfire/pep rally, an Alumni Awards breakfast, various alumni athletics games, the Downes Hall of Fame Induction dinner, and a show featuring comedian and actor Mark Curry. The Golden Bears football team took on Fitchburg State.

STUDENT SERVICES

- An Americorps VISTA volunteer worked with students who wanted to perform community service.
- The student participation in annual Alternative Spring Break trips became popular.
- The Peace Garden was established as part of the Leadership Garden.

ATHLETICS

- Women's lacrosse won its first New England Women's Lacrosse Alliance tournament and competed in its first Division III NCAA tournament.
- Men's lacrosse won the Pilgrim League championship.
- Softball won its first GNAC championship and competed in its first NCAA Division III Tournament.

- Men's cross country won the GNAC championship.
- Men's tennis won the GNAC championship.
- Women's soccer won the GNAC championship.
- Men's and women's basketball played in the inaugural Pioneer Valley Hoop Classics.

2003



With the opening of Commonwealth Hall, named for the Commonwealth of Massachusetts, the third student residence hall built in five years, three quarters of the College's undergraduate students lived on campus. The 70,000 square-foot building had four stories, 24 single rooms, 68 double rooms, and 20 quad suites, accommodating 240 first and second year students. The design allowed for coeducational living on each of the corridors for the first time. Each of the eight wings had a kitchenette, study lounge,

and laundry facilities. Each floor had a recreation area with TVs, pool or ping-pong tables, and social space.

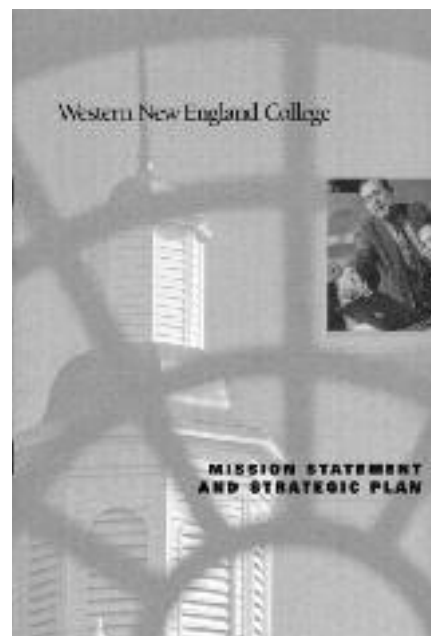
Pictured here is the completed building which was constructed partially in the space occupied by the old football field. In the top photo, Windham Hall can be seen on the left of the field and LaRiviere Living and Learning Center on the right.

Total College enrollment was 4,448. The endowment was \$30,606,852.
Law enrollment was 553. Typical tuition and fees totaled \$20,824.
Total operating expenditures were \$58.9 million.

PHYSICAL PLANT

- Commonwealth Hall, named for the Commonwealth of Massachusetts, opened.
- 84 Valley Road was purchased for use as offices and as guest accommodations, making a total of 16 houses.
- Deliso Hall was renovated to accommodate changing needs.

- Phase I of the Campus Center renovations, the mall area, was completed.
- The campus had 22 major buildings, including the Gateway complex and the Evergreen town houses.
- The third group of Gateway Village one-bedroom apartments was converted to three-bedroom units.



Updated *Strategic Plan*

Using branding research provided by an outside consultant, the College adopted the following positioning statement to clearly define the institution in the minds of its audiences. The consultants had visited campus and determined that the following positioning platform would describe the College:

“Through a supportive and professional learning environment, Western New England College’s faculty, administration, and staff inspire students to achieve their promise by involving them in a process of transformation, and by challenging them to succeed throughout their lives beyond expectation.”

The platform included eight “messages” that could be transmitted in many ways—both in publications and verbally:

1. Quality, Quality, Quality
2. We Transform Lives
3. We Support Success
4. We Are Community Service Focused
5. We Are An Excellent Value for the Investment
6. We Are An Environment Conducive to Learning
7. We Graduate Workforce Leaders With Competence as Interdisciplinary Team Members/Builders
8. Our People Are Our Greatest Asset

In the first phase of Campus Center renovations outlined by the *Facilities Master Plan*, the first floor was almost completely gutted and a new floor plan was created. The interior walls separating areas were removed, creating a large open space that could be readily reconfigured for campus events; faculty mailboxes were moved to the respective buildings that house faculty offices; the bookstore was enlarged, renamed the Blue and Gold Bookstore, and its entrance was redesigned; a coffee bar, Java City Café, was created; a campus convenience store was created; and student offices were relocated to Rivers Memorial Hall. Pictured here, students are enjoying leisure in the redesigned mall area, lining up in the C (convenience)-Store, making purchases in the Blue and Gold Bookstore, and taking a break at Java City.

By 2003 many of the initiatives of the 1998 *Strategic Plan* had been successfully undertaken. The Office of Information Technology had been created in 1999 and had implemented many technological advances across campus; the LaRiviere Center had opened in 1999; an Office of Learning Beyond the Classroom had been developed; a *Facilities Master Plan* had been finished in 2000; Evergreen Village and Commonwealth Hall had been completed in 2001 and 2003 respectively; the Welcome Center had opened in 2002; Rivers Memorial Hall had been reconfigured in several stages; and classrooms had been renovated with furniture and technology. Consequently, during the academic year 2002-2003 a College committee updated the *Strategic Plan*, relying considerably on the *Facilities Master Plan*. The resulting document acknowledged those initiatives that had been implemented and augmented the defining characteristics so as to move the plan forward. The updated *Strategic Plan* provided many of the goals and objectives of the College’s first comprehensive Capital Campaign.

PLANNING

- A consulting firm’s positioning goals were distributed in September and discussed across campus.
- *Transformations*, the Comprehensive Campaign began.
- The College debt was refinanced at an opportune time, diminishing “restrictive debt covenants.”
- The College instituted an array of initiatives to link to the minority community.

ADMINISTRATIVE

- John M. O’Brien III ’74 became chairman of the Board of Trustees.
- The College was listed in the *U.S. News & World Report* second tier for the third year.
- The College was named to “Super 60” by the Affiliated Chambers of Commerce of Greater Springfield. This award celebrates the success of the fastest-growing, privately-owned businesses in the region which continue to contribute to the strength of the regional economy.

- The radKIDS Program began.
- The first Communications Conference was organized by the Office of Marketing and Communications in January.
- The College entered a “Strategic Partnership” with the Springfield Day Nursery.



John M. O'Brien III '74 was named the new chairman of the Board of Trustees. According to the by-laws of the Trustees, O'Brien could serve a term of three years and be reelected for three additional years.

A national nonprofit based in Massachusetts, radKIDS, which stands for "resisting aggression defensively," was established in 1998 to provide College students and local children potentially life-saving lessons in safety. The Western New England College partnership developed a class to train criminal justice and education majors to become certified radKIDS instructors. Students who were enrolled in the class spent 11 weeks teaching the safety program to children four to 11 years old. This program at the College was the first of its kind in the nation.

TECHNOLOGY

- The Campus Events Office developed an online reservation system.
- The School of Law operated with an interactive system and used online registration and grading.
- The historical course database was converted to a web-based system.
- 489 computers were available for student use.
- A content management system that allowed the "owners" of content to make changes on their webpages was implemented.

- The College website was redesigned, becoming more comprehensive.
- An online work order system for facilities was developed.
- A campus-wide antiviral management system was implemented.
- KRONOS, a personnel management system, was purchased and implemented.
- The Law Library housed two labs: 25 PCs reserved for students in one, eight in the other; 12 public access computers.
- "Portals" were operational for admissions, alumni, and grade modules.



The Fall 2003 issue of *The Communicator* alumni magazine won the Gold Mercury Award from the Public Relations Society of America.



As part of the College's yearlong celebration of the arts, Broadway actress Mamie Duncan-Gibbs recited "Voices From the Inside," a collection of poetry written by incarcerated women. Pictured here Vice President Barbara A. Campanella presented Ms. Duncan-Gibbs with the President's Medallion.

LIBRARY

- Reserve readings were available in digital format via WILDPAC.
- The Faculty Authors' Tea was reintroduced.
- A public access coffee service was installed in the D'Amour Library Parents Lounge.
- The 20th Anniversary Celebration of the D'Amour Library was held.
- A faculty publications collection and a leisure reading collection were created in D'Amour Library.



The Parents' Lounge

The weeklong events in celebration of D'Amour Library's 20th Anniversary.



The view from the circulation desk.



An announcement of Tracy Kidder's talk, which was sponsored by the D'Amour Library Athenaeum services.

ACADEMIC

- The topic of the Human Relations Program Series was "The American Roadmap: Is it a Path to Middle East Peace?"
- The Lecture Day topic was "Unless the Minds Catch Fire."
- The Recognition Ceremony, having become very long as the College grew, was separated into the Academic Honors Convocation and the Student Recognition Ceremony.

- The Mass College of Pharmacy agreement was phased out for both the Pre-pharmacy program and the Physician's Assistant program.
- Revised general College requirements placed emphasis on the Mission Statement and the *Strategic Plan*.
- The Graduate Council was discontinued; review of graduate programs became the purview of a Faculty Senate subcommittee.
- Broadway actress Mamie Duncan-Gibbs recited poetry composed by incarcerated women and received the President's Medallion.

- The Mathematics and Computer Science Colloquium Series was initiated.
- The Philosophy major was reinstated.
- The first Economics Conference was held.
- The Masters of Arts in English for teachers (MAET) began classes.
- The School of Business launched a completely online MBA.
- The School of Business received AACSB International—The Association to Advance Collegiate Schools of Business accreditation.



In 2003 the College was accredited by AACSB International—The Association to Advance Collegiate Schools of Business, after an arduous self-evaluation and after fulfilling a rigorous application process. Western New England was the only private institution in western Massachusetts accredited by AACSB International and among less than 10 percent of the 8,000 business programs in the world to hold this accreditation. This accreditation committed the institution to quality and continuous improvement through a rigorous and comprehensive multiyear review. The prestigious endorsement also demonstrated to top graduate schools, major corporations, and accounting firms seeking high caliber students or employees that Western New England's programs prepare students to succeed and lead.

Stanley E. Kowalski Jr. joined the College in 1973 as an assistant professor of statistics and data processing. He became an associate professor with tenure in 1976 and at the same time became the assistant to the president. In 1979 Kowalski was named dean of the School of Business; in 1980 he was made a full professor of quantitative methods and dean, a position which he held until his retirement in 2006. Dr. Kowalski was very active on campus and in the greater Springfield community, thus helping to form a synergy between the College and the community. In his time as dean, he developed majors that fit the changing demographics and curricular interests of College students, and he was the driving force behind the College's accreditation by AACSB International—The Association to Advance Collegiate Schools of Business. **"This clearly is the highlight of my career as dean,"** stated a jubilant Dean Kowalski. **"This validates what we knew all along—that we have an outstanding business school...accreditation ranks us alongside the finest business schools in the world."**

The second of three master's degrees targeted toward the area's teachers, the Master of Arts in English for Teachers (MAET), began in January 2003. The program, which, by awarding a master's degree satisfied one route to Massachusetts professional licensure, emphasized the depth and breadth of subject matter as well as introducing practical tools for teachers to develop standards based curricula and assessment. The program followed an 11-week accelerated schedule allowing students to graduate in 18 months.

In 2003 the School of Business, using *Manhattan*, launched a completely online version of its MBA. Formerly the options available to students combined online and on-campus courses. The online MBA also followed the 11-week accelerated schedule.

- The International Business major was reinstated.
- The School of Engineering established an Industry Action Council.
- Biomedical Engineering hosted the Northeast Conference in April.
- The School of Law developed a five-year plan.
- The School of Law developed several on-campus Continuing Legal Education programs.

- The College sponsored Professional Development Workshops for Teachers collaboratively with the Springfield newspapers.
- Professional Development added workshops and programs.

STUDENT SERVICES

- The Student Leadership Garden was developed to create visually appealing spaces and conversation areas..
- The *Laramie Project* was produced on campus with significant participation from faculty and staff.
- A convenience store with an attached café was installed in the Campus Center.



In March a cast of faculty, staff, students, and administrators, including College President Anthony S. Caprio, produced a stage reading of Moises Kaufman's *The Laramie Project*. The play chronicles the effects of the 1998 murder of a gay student and the subsequent trial of his murderers on his Laramie, WY, community.

Because Commonwealth Hall was constructed partially on the old football field, and following the initiatives listed in the *Strategic Plan of 1998*, the updates of 2001 and 2003, and the recommendations of the *Facilities Master Plan*, the Golden Bear Stadium opened in 2003. The state-of-the-art lighted stadium featured a synthetic turf field, an electronic scoreboard, and a grandstand, replacing the bleachers that had been installed on the old field as football became a varsity sport.



Men's tennis became GNAC champions.



Women's tennis won the GNAC championship.

- All student communications endeavors (*Westerner*, WNEK, *Cupola*, and *Review of Arts and Literature*), all music and theatre arts programs, and offices for arts faculty were moved to Rivers Memorial Hall to cluster related programs and allow for expansion of the Campus Center.

ATHLETICS

- Men's tennis won the GNAC championship.
- Softball won the GNAC championship.
- Men's cross country won the GNAC championship.
- Women's tennis compiled a perfect 16-0 record and won the GNAC championship.
- *The Athletics, Intramurals, and Recreation Continuation Plan* was submitted by the Athletics Advisory Council, an *ad hoc* committee on athletics chaired by Professor Dennis M. Luciano. It endorsed the recommendations of the "Walker Report" of 1998 and "set forth a blueprint for the continued elevation of the Athletic Department and its allied programs and services."
- The Golden Bear Stadium seating 1,200 spectators opened.

2004



On March 27 the College baseball team played its first game in the George E. Trelease Memorial Baseball Park. The much needed new facility featured state-of-the-art dugouts, an electronic scoreboard, fencing, and a press box. It was named in honor of George E. Trelease, father of Trustee Brian P. Trelease '67/G'72, and dedicated at Homecoming 2004. The actual playing surface was named in honor of former Baseball Coach Patrick Ricci.

Pictured on the left is the electronic scoreboard.

Pictured in the inset photo at the dedication of the George E. Trelease Memorial Park are, left to right, President Anthony S. Caprio, Baseball Coach Matthew LaBranche, former Baseball Coach Patrick Ricci (seated), Director of Athletics Michael Theulen, and Trustee Brian P. Trelease '67/G'72.

Total College enrollment was 4,025.
Law enrollment was 583.
898 entering freshmen constituted the
largest class in College history.

The endowment was \$33,276,000.
Typical tuition and fees totaled \$21,986.
Total operating expenditures were \$65.1 million.

PHYSICAL PLANT

- The George E. Trelease Memorial Baseball Park opened.
- Phase II of the Campus Center renovations, the Bear's Den, and the Rock Café was completed; the Food Court was constructed.

PLANNING

- The first graduating senior survey was administered by the Office of Institutional Research.



In order to present an image that best represented the services it provided, Career and Human Resources became Human Resources and the Career Center. New materials for the Career Center were developed, emphasizing that the Career Center offered a carefully developed program of services geared toward helping students from freshman through senior year plan for graduate school or careers. Among the services were assistance with career planning, occupational exploration, job search strategies, graduate school decision making, and internship programs.

The College, in cooperation with the Cooperating Colleges of Greater Springfield (CCGS), presented a series of lectures on the Holocaust, centered on the theme “Reflections on the Holocaust—The Many Faces of Evil: Legacies and Lessons.” The historical event of the Holocaust was showcased as a way for people to understand how their reactions to evil, whether they promote, resist, or accept it through silence, impact humanity. The featured lecture was by Dr. Michael Berenbaum, former director of the U.S. Holocaust Museum and president of the Survivors of the Shoah.

In partnership with the National Conference for Community and Justice (NCCJ), the College invited Dr. Joshua Aronson to speak about “Erasing Racism: Eliminating the Achievement Gap in Our Schools.”

Lecture Day 2004 featured Tom Leydon, the neo-Nazi white supremacist activist who lured many teenagers into the Hate Movement. Leydon’s lecture spoke of his story, that of a man who changed his attitude and learned to appreciate cultural differences.

Looking to “foster a sense of collegiality among alumnae and students by bringing them together to share experiences and exchange educational and professional ideas,” Kara L. Kapinos ’87/G’89, assistant vice president for Alumni Relations, inaugurated a program entitled “The Women in Business Network” that would strengthen bonds among alumnae as well as launch the careers of female students. The program brought alumnae and female students together for social, educational, and student-oriented events. It promoted networking among professionals and provided alumnae opportunities to mentor current female students.

ADMINISTRATIVE

- The department title “Career and Human Resources” became Human Resources and the Career Center and a new image for the College’s Career Center was developed.
- In December the Board approved the arming of campus police officers.
- The Alumni Office started the Women in Business Network.
- The spring Alumni Day program expanded to a second day, held in the fall.

TECHNOLOGY

- Four positions were added to OIT.
- A FIPSE grant was awarded for *Manhattan* Virtual Classroom in the Public Schools with an April startup.
- The First Year Program began a centralized project in which computerized English and mathematics placement tests resulted in recommendations being made via computer to advisors in SOAR.

- The incoming class was the first to use “MyWNEC,” a customized “portal” which held information specific to major, year, sport, and interests, and which combined email, *Manhattan*, and ASAP (administrative systems access point).
- Student schedules were delivered online, and junior and senior students could register online.



In February 2004 the College received a Fund for the Improvement of Post Secondary Education (FIPSE) grant to introduce the *Manhattan* online virtual classroom software into selected public schools for the purpose of gauging the applicability of online courseware in the public school setting and to assess how it enhances student learning. Through partnerships with four area school districts, the College worked with teachers in eight schools to implement the use of *Manhattan* to enhance their traditional classroom teaching.

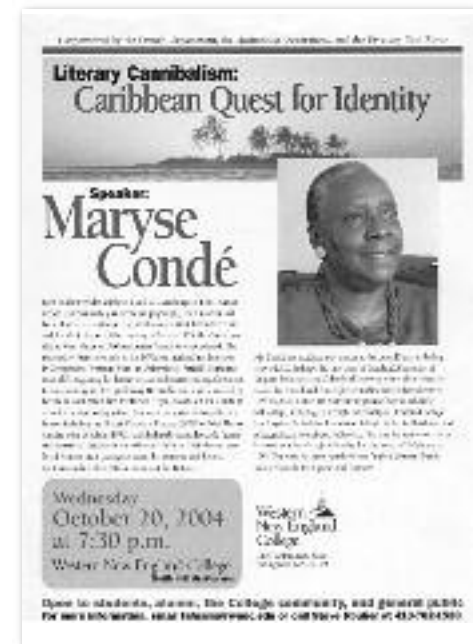


The School of Engineering and D'Amour Library sponsored an afternoon symposium in October.

The Department of English and D'Amour Library sponsored an afternoon of poetry readings by Western New England College faculty as part of the Athenaeum Series.



The College's first Improvisational Comedy class gave its debut performance in the Rock Café. It showcased original comedy sketches of students.



Sponsored jointly by the Humanities Department and the Diversity Committee, Maryse Condé, acclaimed novelist, playwright, critic, teacher, and keen observer of contemporary social issues in West Indian literature and the black Diaspora, spoke to students, alumni, the College community, and the general public on "Literary Cannibalism: Caribbean Quest for Identity."

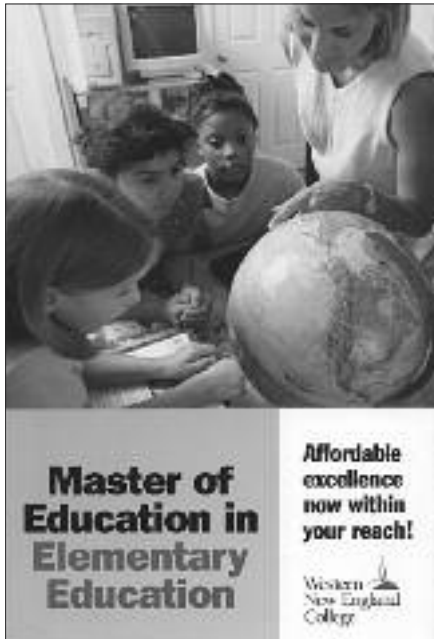
LIBRARY

- D'Amour Library began to decrease the number of serial subscriptions and increase the number of e-materials.
- Information Literacy instruction added a half-time position.
- Wireless access was expanded in D'Amour Library and the School of Engineering.

- D'Amour Library added 30 public access PCs.
- Engineering Symposia became affiliated with D'Amour Library's Athenaeum Series.
- College faculty held a poetry reading as part of the Athenaeum series.

ACADEMIC

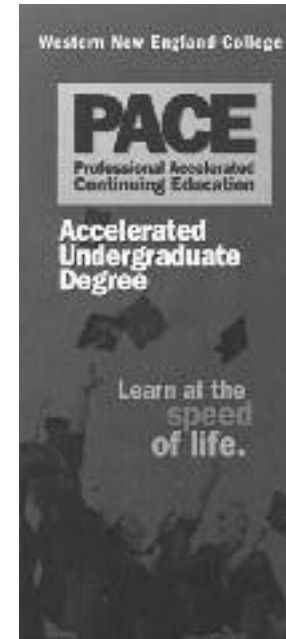
- The Lecture Series was held in conjunction with CCGS, on the theme "The Many Faces of Evil: Legacies and Lessons"; Lecture Day featured Tom Leydon speaking on turning away from hate.
- The Human Relations Program Series topic, also in partnership with CCGS, was "Reflections on the Holocaust."
- The School of Law, in partnership with the National Conference for Community and Justice (NCCJ), sponsored a program on "Erasing Racism."



The Master of Education in Elementary Education joined two Master of Arts degrees developed in 2002 for teachers. The program offered advanced education in core content areas, specialized assessment skills, classroom research techniques, and insight into the latest learning theories. As was the case with the other two degrees, the courses were offered in 11-week terms sequenced to run every two years so that students could complete all degree requirements in that time.



MAMT and MAET students graduated with the College's first Master of Arts degrees at Commencement 2004. Pictured above, left to right, Linda Abel, Kelly DeGiso, Heidi Drawec, Douglas Slavas, and Julie Stark became the College's first graduates of the MAET program. Seventeen students graduated with the MAMT, nine of whom earned their degrees in October 2003 or January 2004.



The Professional Accelerated Continuing Education (PACE) was developed and advertised with a projected start in January 2005. It was designed to hold eight-week sessions with classes held two nights a week, Saturday mornings, or online, offering bachelor's degrees in business, communication, information technology, liberal studies, psychology, and sociology. Students were able to complete 30 credit hours in one year of part-time study; thus it was possible to obtain a degree in four years as opposed to the typical six or seven years of part-time study.



Among the emphases addressed in the first graduate program in the School of Law, an LL.M. in Estate Planning and Elder Law, were employment issues related to age discrimination, the rights of people in nursing homes, Social Security and Medicare payments for patients in assisted living, and the right of the elderly to drive automobiles. With Americans living longer, more productive lives, the School of Law developed a live and completely online program that was one of three in the nation, the only one in Massachusetts. The program was advertised in 2004 and began in fall 2005.

- Maryse Condé spoke, sponsored by the Humanities Department and the Diversity Committee.
- The first year of a five-year cycle of general education assessment was completed (Communication, Personal Development, and LBC were assessed).
- The Master of Education in Elementary Education (MEEE) began.
- The MSA was revised and a full-time option was approved.
- The School of Engineering developed graduate certificate programs.

- The School of Engineering instituted the Engineering Roots and Wings Dinner during Commencement week.
- The School of Law developed its first Master of Law's Degree: an LL.M. in Estate Planning and Elder Law set to begin in fall 2005.
- The Blake Law Center was 25 years old.
- A School of Law student team won the National First Amendment Moot Court Competition.

- The Transitions Program was inaugurated in the First Year Program, placing under one umbrella move-in day, Convocation, meeting peer advisors, beginning classes, and confirming registration.
- Affinity outings were held in the First Year Program.
- The Professional Accelerated Continuing Education (PACE) program was developed and marketed, set to start in January 2005 with six courses.
- Community Expectations became known as the Community Covenant Strengthening the link to the Student Conduct Code.



In a 2003 *Communicator* interview, Marilyn K. Pelosi said, **“My paradigm is that you need to be open to the doors that open before you. You need to know your skill sets, but you also need to be proactive and keep your eyes and ears open.”**

She went on to point out that at the beginning of the semester she holds up a small piece of paper to her students and says, **“Your window is this big now; my job is to make that window bigger.”** Known for the extraordinary measures she takes to ensure that her students learn, Pelosi said, **“They know that I will go the extra mile, and they go the extra mile for me.”** A member of the faculty in the School of Business since 1985, Pelosi was active in the group that strove to ensure the success of first-year students. She was honored in 1997 with the Teaching Excellence Award and in 2002 with the Alumni Association Faculty/Staff Service Award.



In 2004 the activities associated with freshmen arriving on campus: move-in day, Convocation, meeting peer advisors, beginning classes, and confirming registration were grouped under an umbrella called Transitions. This fall continuation of the SOAR program expanded on the concept that was previously called First Week and officially welcomed students into the Western New England College learning community. Pictured here a dad fondly says good-bye to his son as a little sister hugs them both.



The First Year Program had for years encouraged volunteer community activity. Make A Difference Weekend, a designated weekend in the fall semester, invited students to engage in activities in the greater Springfield community in a spirit of giving back. Activities ranged from environmental cleanup to working with Habitat for Humanity, to participating in onetime assignments with civic or service agencies, for instance, painting a gym in a youth center. In 2004 the weekend was folded into the Learning Beyond the Classroom Office and the Volunteer Connections Center.

- College certification for the Quinn Bill was discontinued in Off-Campus sites, resulting in a dramatic decrease in Law Enforcement Programs and in the College's non-acceptance of new registrants for Law Enforcement and Master of Science in Criminal Justice Administration courses in Off-Campus Programs.
- Off-Campus Programs and the Division of Professional Development and Continuing Education were consolidated in December to form the Division of Graduate Studies and Continuing Education with L. Douglas Kenyon '84/G'86 Law Enforcement Programs serving as director.

- A B.S. in Applied Economics was approved for Off-Campus Programs for winter 2004.
- The B.S. in Applied Economics, the M.S. in Engineering Management, and the B.S. in Liberal Arts were offered only in the Off-Campus Programs.

STUDENT SERVICES

- Improvisational Comedy held its first performance.
- The Office of Residential Life expanded the concept of Living and Learning Theme Communities to the First Year Residential Experience (FYRE), intended to promote involvement in structured activities and events.
- Phase II of the Campus Center renovations was completed with the expansion of the campus bookstore and a new Rock Food Court.



The 2004 men's lacrosse team won its first ECAC Division III New England Championship.



The 2004 women's lacrosse team won the NEWLA tournament.



In September the College was selected to become one of the approximately 90 (out of 700) NCAA Division III athletics institutions that sponsor the CHAMPS/Life Skills Program, which challenges athletes' minds while focusing on values and commitments. As a program sponsor, the institution supports five commitment areas: Academic Excellence, Athletic Excellence, Personal Development, Career Development, and Commitment to Public Service.

The Department of Athletics Mission Statement

The Western New England College Athletics Department is committed to enhancing the overall development of its students and student-athletes through competent instruction and appropriate role modeling by our coaching staff. Lessons learned in the competitive environment of intercollegiate athletics and the responsibility of team membership must be applied in the present, but, most importantly, are used to prepare the student-athlete for life after college.



Jonathan L. Godbout '06 goes up for a shot.

ATHLETICS

- The George E. Trelease Memorial Baseball Park was completed and dedicated.
- David Lee Garrison composed the Western New England College fight song.
- President Caprio was quoted as saying, "Athletics contribute in a compelling way to the educational and personal development of our students."

- The *ad hoc* Committee on Athletics, chaired by Dr. Dennis Luciano, delivered its final report in February. The Committee had been directed to research some of the issues raised in the *Continuation Plan* of 2003, which had endorsed the "Walker Report" of 1998, to assess the matters broadly, determine the feasibility of the recommendation, and to recommend specific actions.
- A Mission Statement for athletics was written.
- Baseball became GNAC champions.

- Men's lacrosse won its first ECAC Division III New England Championship.
- Women's lacrosse won the NEWLA tournament.
- Softball won the GNAC championship.
- Men's cross country won the GNAC championship.
- Men's soccer became GNAC champions.
- NCAA III selected the College as a Champs/Life Skills institution.

2005



Beginning stages of the addition to D'Amour.



The three-story, 6,000 square-foot addition to D'Amour Library included the Clarke Reading Room (pictured above), the 32-computer Digital Learning Center, and the MacIntosh Lab, all under the purview of the library; the Office of Information Technology (OIT) oversaw a TV studio, editing suites for video production, the Educational Technology Center, the AV operation, and a computer classroom which were

constructed in areas formerly used by the library for periodicals, archival storage, and staff space.

Inset above: Trustee Robert W. Clarke and his wife Holly, (pictured above left), listen to a presentation about his parents Arthur and Barbara Clarke (pictured above right), after whom the facility is named.

Total College enrollment was 3,739.

Law enrollment was 596.

The endowment was \$ 37,913,000.

Typical tuition and fees was \$23,064.

Total operating expenditures were \$68.6 million.

PHYSICAL PLANT

- 103 Timber Lane was purchased.
- A 6,000 square-foot addition to D'Amour Library opened.

PLANNING

- An alumni survey was compiled by the Office of Institutional Research.
- The second Graduating Senior Survey was administered by the Office of Institutional Research.

- An *Ad Hoc* Committee on the Arts report was delivered by the president to the Board of Trustees.
- The Davis Foundation awarded the College \$226,000 to fund an initiative for Integrated Liberal and Professional Education (ILP)
- The *Transformations* Campaign began.
- A Law and Business Center for Advancing Entrepreneurship was established in July with Aimee Griffin Munnings '03/LLM'09 as director.



Aimee Griffin Munnings L'03/LLM'09 was named the first director of the Western New England College Law and Business Center for Advancing Entrepreneurship. Since 2003, law and MBA students had worked independently and on interdisciplinary teams in the School of Law's Small Business Clinic to assist start-up businesses, advising them on legal concerns, marketing, and the development of business plans. By expanding this effort and establishing its own center, the College planned to increase its contribution to this important aspect of the local economy.



Pictured at the opening of the Western New England College Law and Business Center for Advancing Entrepreneurship are left to right: Dean of the School of Law Art Gaudio, College President Anthony S. Caprio, Mr. and Mrs. S. Prestley Blake, and Dean of the School of Business Julie I. Siciliano '81/G'84.

ADMINISTRATIVE

- A surge in emphasis on the Arts began.
- Nonprofit organizations attended the fifth Community Service Fair at the College to talk about volunteer opportunities.
- The College formed an affiliation with NPR, becoming the Springfield Bureau of WAMC, an Albany NPR station.
- Public safety was authorized to bear arms.

- The Silver and Gold Reunion for the classes of 1955 and 1980 was held.
- *U.S. News and World Report* listed the College in the top tier of its "North" category among colleges and universities that offer a full-range of undergraduate and master's programs.
- The College was named Employer of the Year in the nonprofit category by the Employers Association of the Northeast (EANE) and instituted a Leadership Enhancement and Development Program (LEAD) offered in combination with EANE.

- The College returned to Massachusetts BlueCross and Blue Shield because the Pioneer organization left the group health insurance market.
- The Career Center hosted Groundhog Shadow Day. Fifteen middle school students spent the day shadowing faculty and staff.
- The Academic Honors Convocation was enlarged, renamed the Baccalaureate, and changed in format.



In 2005, the six vice presidents and a full-time general counsel formed an administrative team that had resulted in the College's being named the 2005 Employer of the Year in the Nonprofit category by the Employers Association of the Northeast (EANE). A certificate program called Leadership Enhancement and Development (LEAD) was instituted, with the College and EANE forming a partnership to help enrollees build an extensive framework for enhancing competencies in leadership, change management, business communication, strategic thinking, finance, and human resource management.



At the Affiliated Chambers of Commerce of Greater Springfield's annual breakfast, WAMC Northeast Public Radio President and CEO Dr. Alan Chartock and Dr. Caprio announced a new partnership: with the College known as the Springfield Bureau of WAMC through which students would have a unique opportunity to produce new segments aired by the station.

TECHNOLOGY

- The student portal was fully implemented (access to Web Mail, *Manhattan*, online grades, billing, and financial aid information).
- A web-based student-driven housing/roommate selection process was offered to first-year students.

- Additional classrooms were outfitted with multimedia capability, access to the Internet, ceiling mounted projection systems, DVD/VCR players, and full sound features.

LIBRARY

- May E. Stack retired; Priscilla L. Perkins became the new director of D'Amour Library.

- All stack ranges in D'Amour Library were moved to make the building compliant with the Americans with Disabilities Act (ADA).
- The part-time Information Literacy (IL) librarian became full-time.
- The Athenaeum series was expanded, offering more speakers and musical events.
- A DVD collection was added.



The Athenaeum Lectures and the Athenaeum Arts Series provide cultural opportunities for the Western New England community. Singer Seth Glier (pictured above) performed as part of the Athenaeum Arts Series in the D'Amour lecture hall.




Following the retirement of longtime Director May E. Stack, Priscilla L. Perkins was hired as director of D'Amour Library. Responding to the advent of new technologies accompanying the opening of the new addition, Ms. Perkins quickly began planning a myriad of activities designed to make the facility the center of the curriculum. She observed, **"Throughout its history, D'Amour Library has adapted quickly and well to the changes technology, the Internet, and pedagogies have made to the academy. The 2005 addition to the Library, with its computer classroom (the Digital Learning Center) dedicated to information literacy instruction and the large Clarke Reading Room for student study, is evidence of the College's commitment to providing excellent research and learning resources to students, faculty, and the community."**



The institution of a DVD collection quickly became popular with students, staff, and faculty alike.

ACADEMIC

- Increased offerings in the arts were incorporated into the curriculum and leisure activities.
- The College's first Fulbright Scholar, Yuhe Xia, was hosted for the year. She gave an all-College talk, "Confucianism and Daily Life in China Today" that was open to the public.
- A Mayoral Debate between incumbent Charles Ryan and challenger Thomas Ashe was sponsored by School of Law.
- The School of Engineering hosted an American Society of Mechanical Engineers' regional students competition that included students from throughout New England and Quebec.
- The School of Engineering hosted junior Girl Scouts from western Massachusetts in a mentoring experience.
- The MBA program instituted a hybrid format featuring both online and on-campus course delivery.
- The School of Law introduced its first postgraduate degree, the LL.M. in Estate Planning and Elder Law.
- The director of the Writing and Reading Program (WARP) retired and the program was incorporated into the Department of English.
- The FIPSE grant for *Manhattan* in the Public Schools ended.
- The Assessment Committee became a subcommittee of the Program Review and Assessment Committee of the Faculty Senate.



The Cheating Culture

LECTURE DAY 2005

Why More Americans Are DOING WRONG to Get Ahead

Lecture by David Callahan

At a time when many Americans worry that our society has lost its moral compass, media commentator and author David Callahan offers insight into why otherwise honest Americans often bend or break the rules to get ahead in life—academically, professionally, and financially. In his book, *The Cheating Culture: Why More Americans Are Doing Wrong to Get Ahead*, Callahan makes points with erudition—from business, law, medicine, sports, and our schools—to explore the huge temptations to cheat in a highly competitive economy.

Callahan is the co-founder of Demos, a New York-based public policy think tank, where he currently serves as a senior fellow. He earned his Ph.D. in politics from Princeton University. He has written extensively about ethics, business, and public policy, authoring six books and numerous articles, including pieces for *The New York Times*, *The Washington Post*, *The Christian Science Monitor*, *USA Today*, and *The American Prospect*.

For more information, call Campus Events at 413-782-1567

Heaven New England College

Featured at the annual Lecture Day, David Callahan, author of *The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead*, spoke to the College Community about why otherwise honest Americans often bend or break the rules to get ahead in life—academically, professionally, and financially. His book was the freshman summer reading requirement and was discussed in both English classes and the First Year Seminar. The event was open to the public.



An affiliation between The New England Center for Children (NECC) and the Department of Psychology led to student internships at the Southborough, MA, facility. Pictured above, Tammy DeRosa '06 explained classroom procedures at the NECC Day School. The affiliation would later result in the College's first Ph.D. program in Behavior Analysis.

- The first-year of assessment of General College Requirements—Communication (writing, reading, and oral), Information Literacy, Critical Thinking, Personal Health and Wellness, aspects of the first year seminars, and Learning Beyond the Classroom—was completed.
- The College ended Pre-pharmacy and Pre-physicians Assistant Programs offered in conjunction with the Massachusetts College of Pharmacy and Allied Health Sciences.
- A Center for Computer Assisted Legal Instruction (CALI) was established by the School of Law.
- The Division of Graduate Studies and Continuing Education formed west and east offices. There were six educational sites in the eastern part of the state and 770 enrolled students.
- A Philosophy major was reinstituted.
- Applied Economics was offered in off-campus sites only.
- The Lecture Day topic was *The Cheating Culture* with two lectures by author David Callahan. The summer reading assignment coincided with the topic.



The annual World Fest sponsored by the Office of Diversity Services featured food from around the world.



Western New England College president Anthony S. Caprio was inducted into the College's Downes Athletic Hall of Fame on October 1, 2005. He was recognized for his contributions to the growth of the athletic programs. Taking part in the presentation were coaching legend William "Red" Downes G'83 (left) and Director of Athletics Michael Theulen (right), who was the Master of Ceremonies. Also entering the Hall of Fame were (from left) Emily J. Alland '99 (swimming), John E. Steurer '84 (baseball/basketball), and Michael P. Roach '99 (football).



The 2005 Western New England College Men's Soccer Team became GNAC men's soccer champions and advanced to round 16 of the NCAA Division III Championships. The team was inducted into the Downes Athletic Hall of Fame in 2010.

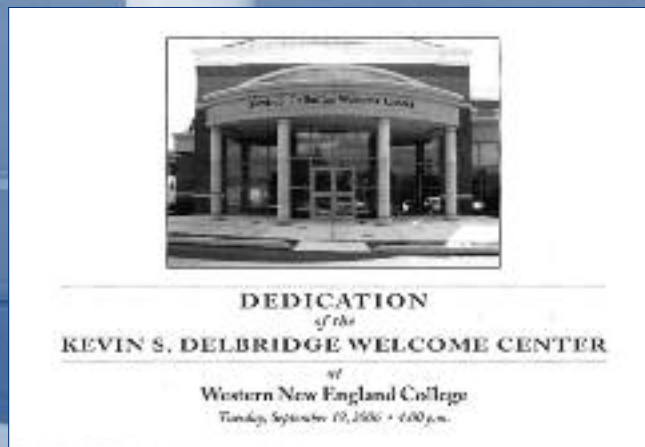
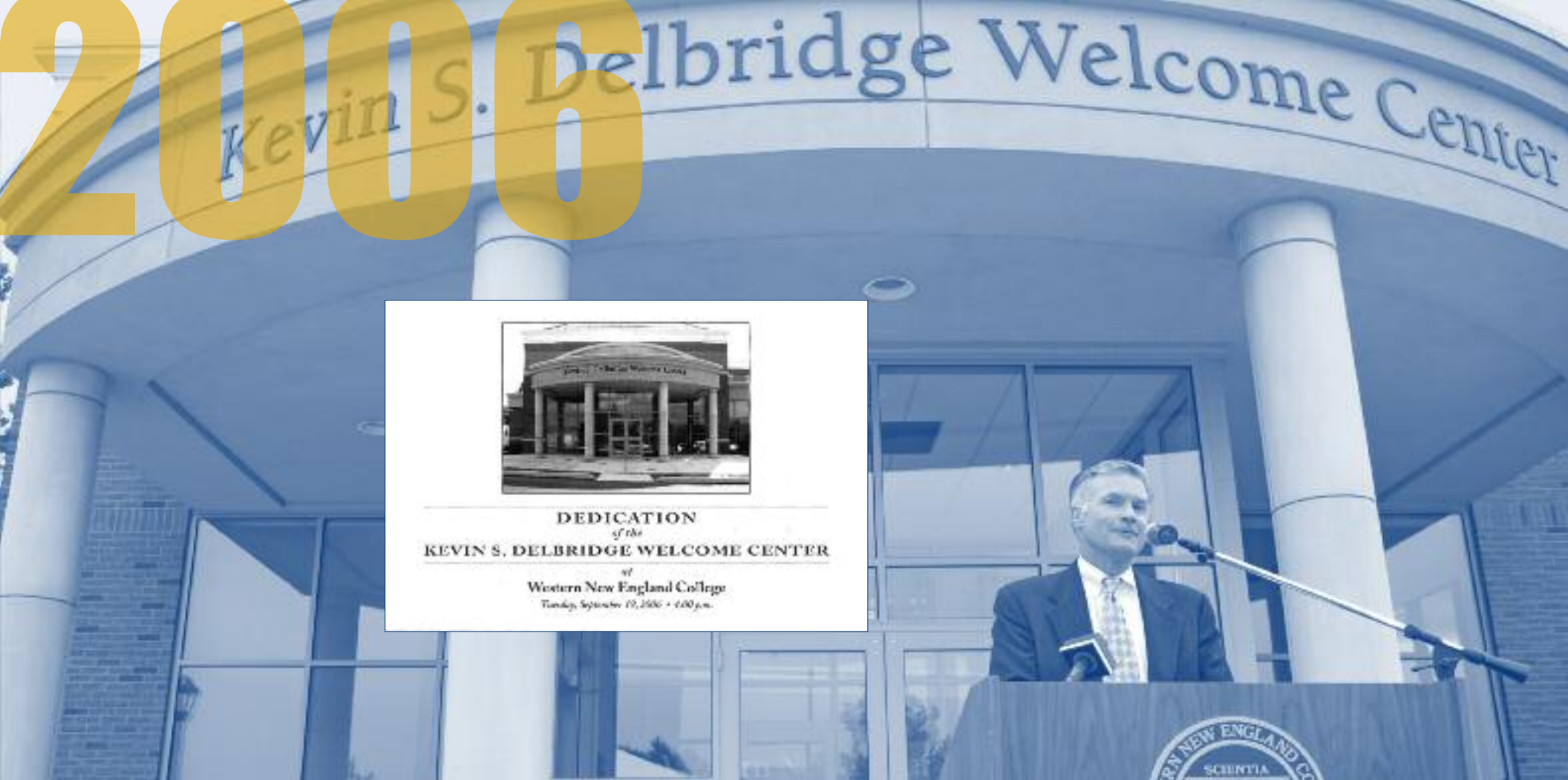
STUDENT SERVICES

- The Safe Space Program started (GLBTQ).
- Relief concerts for United States troops were held.
- Student comedy troupe Improv on the Rocks began.
- The Campus Chorus joined with area vocal groups to present A Gospel Concert sponsored by the Office of Diversity Services.
- The College joined with the Cooperating Colleges of Greater Springfield to present a lecture by civil rights activist Dick Gregory.

ATHLETICS

- President Anthony S. Caprio was inducted into the Downes Hall of Fame.
- Student athletes were assessed team by team using an athletics assessment model.
- The Ad Hoc Committee on Assessment of Sports reported to the Board of Trustees.
- Women's lacrosse won the NEWLA tournament and played in a NCAA Division III Tournament.

- Men's lacrosse won its second ECAC Division III New England championship.
- GNAC softball champs placed third at NCAA Division III Northeast Regional Championships.
- The women's cross country team became GNAC champions.
- GNAC men's soccer champs, advanced to round 16 of the NCAA Division III Championships.
- Field hockey won the North Atlantic Conference (NAC) tournament and played in its first NCAA Division III Championship.
- The College won the inaugural GNAC Commissioners' Cups for men and women.



On September 19, 2006, the Welcome Center that opened in 2002 was renamed the Kevin S. Delbridge Welcome Center in honor of the longtime contributions of trustee Kevin S. Delbridge '77.

Delbridge became a trustee in 1999, and Chairman of the Board of Trustees in 2009. He was cochair of *Transformations: The Campaign for Western New England College* and was named Alumnus of the Year in 2001.

Total College enrollment was 3,653.

Law enrollment was 594.

Total operating expenditures were \$69.7 million.

The endowment was \$41,999,000.

Typical tuition and fees totaled \$24,626.

PHYSICAL PLANT

- The Welcome Center was renamed the Kevin S. Delbridge Welcome Center
- Gates were constructed with card access to Gateway Village.



A logical extension of the planning process that began in the late 1990s with the development of the *Strategic Plan* (adopted by the Board in 1998 and subsequently updated) and the *Facilities Master Plan* of 2000, the *Transformations Campaign* sought to target multiple priorities.



At the kickoff of the public phase of the *Transformations Campaign*, students, faculty, and staff held placards identifying the various initiatives of the Campaign.



Campaign Cochairs Donald G. Campbell '73/G'79 and Kevin S. Delbridge '77 stand next to a poster showing progress of the campaign.

PLANNING

- The Public phase of *Transformations: The Campaign for Western New England College*, the first ever comprehensive campaign, was launched.



WESTERN NEW ENGLAND COLLEGE

The College developed a new logo that retained the traditional use of the cupola, but enhanced the design to reflect the 21st century. Many alumni and College personnel participated in surveys and focus groups to provide feedback.



The banners of the three schools were displayed on the stage in Rivers Memorial Hall.



In the formal processional at the Baccalaureate, Eric W. Haffner, professor and chair of the Department of Industrial Engineering (holding the College mace), acted as grand marshal, ushering in the faculty and award winners from the three Schools, each of which was escorted by a standard bearer.



The traditional Honors Convocation was renamed the Baccalaureate in 2005. In 2006 the Baccalaureate assumed a new format, bringing new ceremonies which have since become part of institutional tradition. Part A was an all-College assembly at which the winner of the Teaching Excellence Award was announced. The senior class memories and senior class gift were featured, and the three undergraduate deans presented their awards for academic excellence. Following this portion of the program, each school adjourned to a separate location at which the various departmental honors were awarded.



John Baick, associate professor of history, was congratulated by President Caprio after receiving his Award for Teaching Excellence. Teaching Excellence Award winners' names are displayed on a plaque in D'Amour Library, and they are given a medal inscribed with their name and the date. (Please see Appendix H. for a complete list.)

ADMINISTRATIVE

- Dr. Caprio completed 10 years at Western New England College.
- A Volunteer Connection Center was established in the Learning Beyond the Classroom (LBC) Office.
- A new logo retained much of the traditional design, enhanced with technology.

- The College, State Treasurer Timothy Cahill, and the YMCA presented "The Money Conference for Women" a daylong public event featuring investment, management, and retirement strategies.
- A joint admissions agreement was reached with Holyoke Community College and Springfield Technical Community College.
- The format of the Baccalaureate Program was changed. An all-College Ceremony was held at 3:00 p.m. and the School Ceremonies were held in separate locations at 4:00 p.m.
- The College sponsored a special community program, "State of the African American/Black Family in America," bringing together local leaders to address issues of particular interest to African American families.
- The College was selected for inclusion in *Colleges of Distinction*, a guide and website profiling some of America's top institutions.



Faculty and students from the Department of Communication demonstrated the capabilities of the new TV studio and editing suites.



Pictured at the opening to the Clarke Reading Room, faculty, students, and staff heard the extent of the technological features in the addition.

TECHNOLOGY, LIBRARY

- A faculty poetry reading became part of the Athenaeum Series which also featured faculty music recitals and improvisational comedy.
- Virtual reference services began.

- The formal dedication of the new 6,000-foot addition to D'Amour Library featured interactive demonstrations and tours of the Digital Learning Center and the TV Studio.
- "Google and Beyond," a workshop targeted on improving Internet searches to access authoritative online information resources, "Working With Wikis," and "RSS Feeds" kicked off the "Techno-smarts" workshops in D'Amour Library.

- A collaboratory was established as a technology area for small groups to work.
- The College instituted a series of technology workshops for area teachers.

Undergraduate Major Programs

- Accelerated Degree Programs
(Seven completion programs for part-time students only)
- Accounting
- Biology
 - Molecular Biology Concentration
- Biomedical Engineering
 - Bioinstrumentation Sequence
 - Computer Sequence
 - Biomechanics Sequence
 - Manufacturing Sequence
 - Cell and Tissue Sequence
 - Premedical Sequence
 - Six year Biomedical Engineering/Law
- Business Information Systems
- Chemistry
- Communication
 - Mass Media Track
 - Interpersonal Communication Track
- Computer Science
- Creative Writing
- Criminal Justice
- Economics
- Electrical Engineering
 - Computer Concentration
- English
 - Literature Concentration
 - Secondary Education Concentration
 - Elementary Education Concentration
 - African American/Elementary Education Concentration
- Finance
- Forensic Biology
- Forensic Chemistry
- General Business
- Accelerated Bachelor/MBA
- General Business BBA Online Option for Adults
- History
- Industrial Engineering
- Information Technology
 - Information Technology Option
 - Software Development Option
- Integrated Liberal Studies
- International Studies
- Law and Society
- Liberal Studies
(part-time students only)
- Management
- Marketing
- Marketing Communication/Advertising
- Mathematical Sciences
- Mechanical Engineering
 - Manufacturing Concentration
 - Mechanical Concentration
- Philosophy
- Political Science
- Psychology
- Social Work
- Sociology
- Sport Management

New majors and minors were added to the curriculum: Creative Writing, Information Technology, Forensic Biology, Law and Society, and the Communication major with two concentrations. The total number of majors was 32 full-time majors, 29 minors, and nine master's degree programs.



Julie I. Siciliano '81/G'84 assumed the role of dean of the School of Business following the retirement of Dean Stanley Kowalski Jr. She joined the College in 1984, serving as a faculty member in the School of Business and was promoted to associate professor in 1997. She served as assistant vice president for academic affairs from 1999 to 2001, largely to oversee the implementation of the *Strategic Plan*, of which she was a cochair. Dr. Siciliano returned to the professoriate in 2001, after which she left the College, to return in 2006 as a professor of management. As the new dean she formed a leadership team which, she said, would **“work with faculty and students to strengthen partnerships with business and with the other Schools of the College to enhance learning opportunities for students.”**



The School of Law sponsored “The Ambulance Chase,” a 5k road race to benefit a federally funded supplemental nutrition program for women, infants, and children (WIC). Pictured above, runners assembled behind the ambulance in preparation for the starting gun.

ACADEMIC

- The Lecture Series presented “Voices from the Inside: Women Speak From Prison,” a creative writing program for incarcerated and formerly incarcerated women.
- The College completed the first five-year cycle of program reviews.
- The School of Law hosted “The Ambulance Chase,” a 5K road race for charity.

- Stanley Kowalski Jr., dean of the School of Business, retired; Julie I. Siciliano '81/G'84 was named dean of the School of Business.
- The Law and Business Center for Advancing Entrepreneurship launched a speaker series.
- Several new undergraduate majors were instituted: Information Technology, Creative Writing, Forensic Biology, Law and Society, and a Communication major with two concentrations: Mass Media and Interpersonal Communication.

- The second year of assessment of General College Requirements: Mathematical Analysis, Natural Science, and Learning Beyond the Classroom (year 2) was completed.
- A Five-Year (Accelerated) BSBA/MBA began.
- A Master of Science in Engineering began and the Master of Science in Mechanical Engineering was phased out.
- Minors in Music, Theatre, and Entrepreneurship began.
- The total number of full-time majors was 32, the number of minors was 29.



Senior Jason Connelly '06 made the American Baseball Coaches Association/Rawlings Division III All-American First Team in 2006. He also was the College's Coca-Cola Male Athlete-of-the-Year.



Kristy Kehoss '06 was the Most Valuable Player on the 2006 Western New England College softball team. She was named to the *ESPN the Magazine* Academic All-America First Team and the New England Intercollegiate Softball Coaches Association (NEISCA) Division III All-Star First Team.



The indie rock group Raining Jane performed at WNECpalooza on the Commonwealth lawn.

STUDENT SERVICES

- The Rock Café began to air Channel 15—"Inlighten," an on- and off-campus information source.
- The fifth Daniel Pearl music day of peace and harmony was held.
- The 10th Midnight Madness rally was held.
- Comcast presented at the College the premiere screening of the History Channel film *Shay's Rebellion: America's First Civil War*.
- The *Vagina Monologues* was presented.

- WNECpalooza was held on the Commonwealth lawn.
- Frank Meeink, former Neo-Nazi, spoke to the student body on Lecture Day.
- The Residential Life Office began online housing applications (HMA).

ATHLETICS

- Baseball won the GNAC Tournament, finished third at the NCAA Division III New England Regional Championship, and set a school record with 35 victories.

- Women's basketball set a school record with 21 wins.
- Women's lacrosse won its third straight NEWLA Tournament.
- Men's soccer won the GNAC Tournament title and again advanced to NCAA Division III Championship Round 16.
- Women's soccer placed first in the GNAC Tournament and participated in the NCAA Division III Championship.
- Softball won a school record of 37 games and captured its fifth straight GNAC Tournament crown.

2007



Embarking on the largest capital project in *Transformations: The Campaign for Western New England College*, construction for the 10,000 square foot wing to the Blake Law Center began in June. The addition was designed to expand and renovate the Law Library, provide more activity space for student organizations, upgrade

technology, and provide an on-campus home for the Law and Business Center for Advancing Entrepreneurship. Above left, the inset depicts the symbolic ground breaking which was moved indoors because of inclement weather; the addition opened in September 2008.

Total College enrollment was 3,657.
Law enrollment was 637.
Total operating expenditures were \$75.1 million.
The endowment was \$48,882,000.
Typical tuition and fees totaled \$25,940.

PHYSICAL PLANT

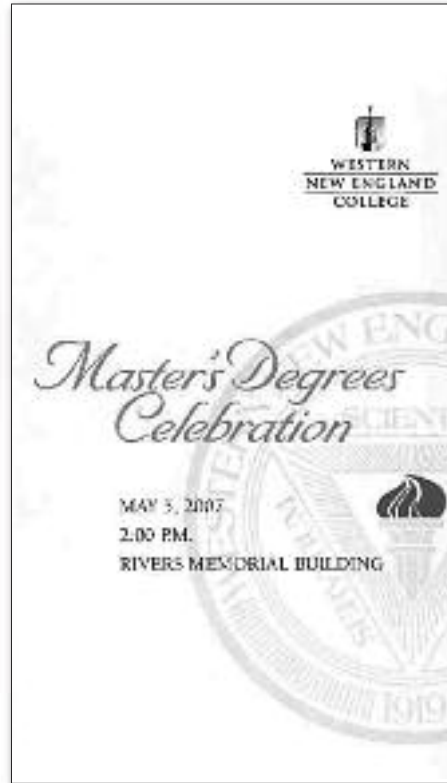
- Groundbreaking for the \$5.5 million 10,000 square-foot addition to the S. Presley Blake Law Center was held in the spring.
- The Deli in the Campus Center was converted to a Quiznos®.
- The College installed a security perimeter to enclose the campus using landscaping such as rocks, trees, decorative pillars, and gates at all entrances. Two entrances were closed.

PLANNING

- The Board of Trustees approved the adding of a School of Pharmacy.
- Consultants were engaged to evaluate the efficacy of the Continuing Education Program.



After serving with two area police departments, Chief Adam S. Woodrow '02/G'04 joined the College community in 1986. In 2007, following the retirement of longtime chief Gary B. Barnes, he was asked to head the Department of Public Safety. His philosophy of campus Public Safety, as quoted in *The Westerner*, is that **“Education is the most important factor... The Department works with administrators and faculty to reinforce the process of learning about living and interacting in the world, [striving] to foster mutual respect between the students and the Department.”**



On May 5, 110 graduates of the College's various master's programs were honored in the first ever Master's Degree Celebration. Undergraduate Commencement was held on May 19 in the Alumni Healthful Living Center, and the School of Law ceremony was held the same day at Springfield Symphony Hall. Altogether, the College presented 956 diplomas in the three ceremonies.



In May the College hosted a two-day national conference on children's safety issues. Experts on child safety offered training and information to law enforcement officers, social workers, and educators. Members of the College faculty and staff participated in the presentations. Pictured above, child advocates Erin Runnion and Lois and Ed Smart joined the group at a dinner marking the occasion. The conference offered training and information to parents, educators, social workers, law enforcement personnel, and anyone concerned with the health and safety of children. Topics included bullying prevention, combating internet predators, teen suicide, child advocacy, preventing child abductions, and locating missing children.

ADMINISTRATIVE

- Adam Woodrow '02/G'04 was named director of Public Safety.
- The Alumni Association awarded grants to five campus organizations: Student Disability Services, Kids Involved with Technology (K.I.T.S.), The College Historical Society, the One in Four Rape Awareness Group, and the Finance and Accounting Honor Society, Beta Alpha Psi.
- A faculty art exhibition was held in the College Art Gallery in August.
- The College hosted a two-day national conference, "Possibilities: Creating a Safer Future for Our Children."
- The first separate conferral of degrees from master's programs was held.
- The College hosted a public hearing of the Massachusetts Legislators' Biotechnology Caucus, exploring higher education's role in the emerging biotechnology industry.



Java City II opened in the D'Amour Library Parents' Lounge in March, after Spring Break. Top, construction began and a glass enclosure was installed to keep noise to a minimum. The finished facility is pictured above.



Pictured here computer scientist Ali Rafieymehr introduced the Kids Involved in Technology and Science (K.I.T.S.) program and area school children were hard at work in a hands-on experiment. Designed to inspire the next generation of scientists, the program incorporated College faculty and students in teaching how to build a computer, conducting physics experiments, and showing how chemistry affects individual lives.

TECHNOLOGY

- The Admission and Alumni webpages offered a virtual tour of campus.
- Web pages were expanded and updated to appeal to an increasingly web-conscious clientele.
- The E2Campus website, a text messaging, mass-notification system for sending time-sensitive information to large numbers of people, was put in place in September.

- Striving to inspire the next generation of scientists, College faculty and students worked with area schoolchildren in a program named Kids Involved in Technology (K.I.T.S.).

LIBRARY

- Java City II opened in the Parents' Lounge in March, after Spring Break.
- The Feed Your Techno Smarts presentations expanded to include desktop publishing and other topics of interest to students.

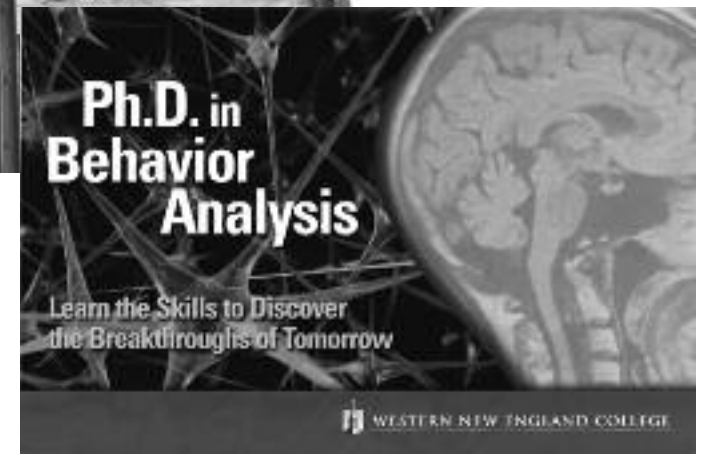
- The Athenium Series, which often copresented with Departments, offered talks about international events such as the United States and the Middle East.
- Business census workshop officials from the U.S. Census Bureau introduced uses of business data collected through the U.S. Economic Census.
- LibQUAL+, an international survey of library satisfaction, was administered. Results were factored into planning.



The School of Business instituted the International Business Breakfast featuring speakers presenting views on a variety of current issues. School of Engineering Alumnus Dennis Lind '80 of Walt Disney Parks & Resorts opened the series in September, and a panel discussing "Doing Business in China" was featured in November.



Assistant Professor of Management Bruce W. Clemens brought 10 seniors (2007 graduates) from his Management, Engineering, and Cultural Development in Guatemala class on a 13-day mission to improve the water supply in the village of San Lucas Toliman. The students dug ditches and installed pipeline as they learned about the infrastructure and economy of an agrarian society. Pictured here as the group embarked on a day's work are: (front row) Ashley Nettleton, Kim Brady, Whitney Hessel, Tracy Mingione, and Professor Clemens; (back row) Nicole Carignan, Amy Sullivan, Kristin Nowicki, Adam Weiss, Kevin Stevenson, and Tyler Forsyth.



The College introduced its first Ph.D. program: a Ph.D. in Behavior Analysis offered by the Department of Psychology in Partnership with The New England Center for Children.

ACADEMIC

- The College offered its first Ph.D. program: a Ph.D. in Behavior Analysis.
- The Department of Industrial Engineering built a human sundial at Freedman School in Springfield.
- The Freshman Focus series featured freedom writer Maria Reyes.

- The School of Business restructured its MBA online degree so that there were six optional in-class meetings. The new delivery satisfied two populations: those finishing the online program and those in the Team MBA hybrid program.

- Assistant Professor of Sport Management Curt Hamakawa L'84 launched the Center for International Sport Business. The Center opened with a lecture from Olympics Movement leader Dick Pound.
- The School of Business instituted the International Business Breakfast featuring speakers presenting views on a variety of current issues.
- The College held a national forum on race and poverty.



By participating in the Alternative Spring Break Program, two groups of College students addressed issues of hunger and homelessness. One group, pictured above, led by team leader Deanna Ste. Marie '08, worked in a Baltimore soup kitchen, a Baltimore facility for adults with developmental disorders, and a Baltimore retirement community. A second group, shown right, led by team leader Julie Surridge '07, went to Duluth, MN, to demolish a building which would later be rebuilt to serve as headquarters for a community organization and as a transitional housing facility for women and children.



- Mechanical Engineering majors claimed first and second places in all three areas of the American Society of Mechanical Engineering's District A Student Professional Development Conference.
- The School of Law's Moot Court team competed in New York City in the national finals of Moot Court competition among the nation's law schools.

STUDENT SERVICES

- Students worked with the indigent and the homeless during Alternative Spring Break.
- The Office of Student Activities Campus Center Coffeehouse Series hosted a free lunchtime performance by singer/songwriter Justin Roth.

- Student Senate presented Spring Event 2007 featuring comedian Lewis Black.
- Campus Ministry began Morning Meditation, a weekly half-hour of quiet reflection, scripture reading, and prayer.



The CAVE student-cheering section made its debut at the Western New England College-Bridgewater State men's basketball game on December 8, 2007. The boisterous, but friendly, crowd spurred the Golden Bears to an exciting 83-72 victory. The College's Student-Athlete Advisory Committee (SAAC) organized the group which appears at various contests each semester.



The Western New England College men's basketball team posted a 22-8 record in the 2006-07 season that tied as the second highest win total in school history.

Coach Michael Theulen (who also serves as the College's director of athletics) led his Golden Bears to the program's first-ever Eastern College Athletic Conference (ECAC) Division III Championship.

This was the team's first postseason title (outside of conference tournament play) ever in 41 years.



Senior cocaptains Adam Cherry '07 (left) and Michael Kelly '07 (right) proudly held Brody Savoie's #15 uniform after winning the Pilgrim League title. The 2007 men's lacrosse team dedicated its season to teammate Savoie, who was serving with the U.S. Marine reserves in Iraq.

ATHLETICS

- Western New England College left the Great Northeast Athletic Conference (GNAC) and joined The Commonwealth Coast Conference (TCCC).
- Sixteen of the Golden Bears' 19 varsity sports squads were eligible for conference championships: baseball, men and women's basketball, men and women's crosscountry, field hockey, men's golf, men and women's lacrosse, softball, men and women's soccer, women's swimming, men and women's tennis, and women's volleyball.

- In its final season in GNAC, Western New England College won the Commissioners' Cup for having the best all-around program. The Golden Bears won all three GNAC Cups in the years after the standings started in 2004.
- Men's basketball captured the ECAC Division III Championship.
- Men's lacrosse set a school record with 17 victories, won the Pilgrim League Tournament, and advanced to the quarterfinals of the NCAA Division III Championship.

- In its final season in NEWLA, women's lacrosse captured its fifth New England Women's Lacrosse Alliance NEWLA Tournament title and played in the NCAA Division III Championship for the fifth time.
- In its first season competing in The Commonwealth Coast Conference (TCCC), the men's soccer team captured the conference title.
- Baseball repeated as GNAC Tournament champions
- Men's tennis won a third GNAC Tournament title and finished with the program's best winning percentage (.909) after winning ten of 11 matches.

2008



The \$5.5 million expansion and renovation of the Blake Law Center was the most ambitious capital project undertaken as part of *Transformations: the Campaign for Western New England College*. The project included a new 10,500-square-foot wing, an entrance that provided a gateway to the rest of the campus, and a two-story lobby that serves as a primary gathering space for students as well as for the hosting of Law Center events. The new facilities also featured a restructured law library, which extended to all three floors of the Law Center, and which incorporated a new user-friendly way of accessing library materials: patrons are able to

take most books into any part of the Law Center. Materials must still be checked out to leave the building, with sensors at the exits to the building monitoring the library's collection.

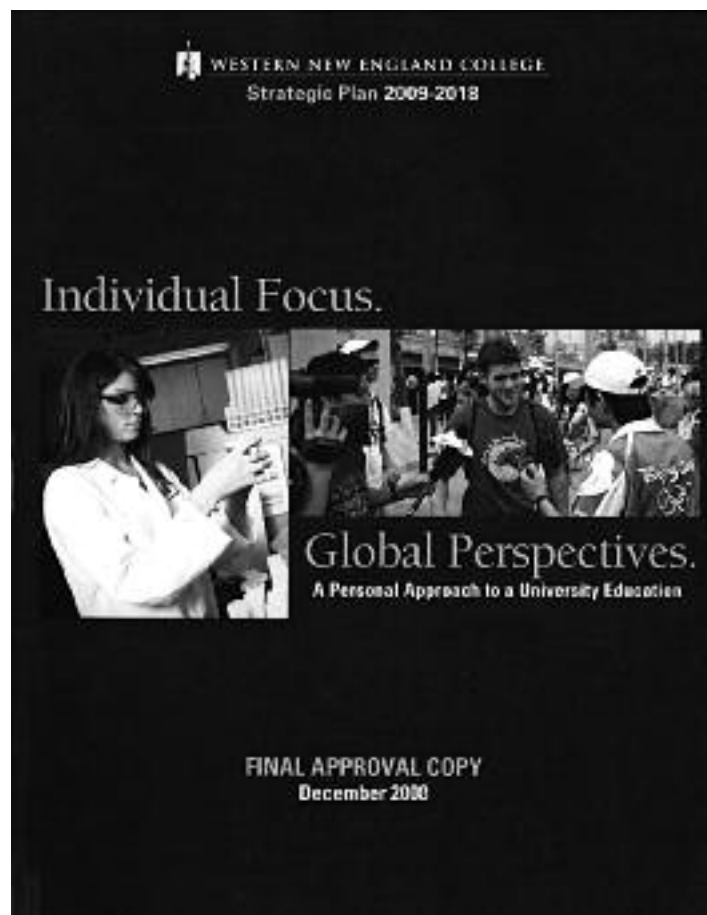
The project saw the reconfiguration of several classrooms, creating smaller, more intimate learning environments, the addition of several seminar and study rooms, where small classes or groups of students can meet, and major upgrades to the technology infrastructure, providing wireless internet access throughout the building.

Total College enrollment was 3,722. Total operating expenditures were \$79.1 million.
The law enrollment was 645. The endowment was \$46,058.
Typical undergraduate tuition and fees totaled \$27,470.

PHYSICAL PLANT

- The \$5.5 million expansion and renovation of the S. Presley Blake Law Center opened in September.
- The J. Gerard Pellegrini Moot Court Room was dedicated (photo above). Students gain valuable litigation skills by submitting and displaying evidence electronically and reviewing their performance on recordings made using state-of-the-art audio, video, and computer equipment. The Moot Court Room was named to honor Pellegrini, a 1957 graduate of the School of Law and longtime adjunct professor.

- The Law Center expansion created new space to house the Western New England College Law and Business Center for Advancing Entrepreneurship. The Center offers practical consultation by graduate business and law students.
- Architectural renderings for a new academic building were completed.
- Groundbreaking for a new four-floor residential complex with geodesic design occurred in the summer.



In 1998 the College's first strategic plan (Please see Appendix U.) outlined the directions in which the institution would move as it transformed its culture, academic goals, and physical growth. In 2008, *the Strategic Plan 2009-2018: Individual Focus. Global Perspectives. A Personal Approach to a University Education* involved a planning committee, multiple sub-committees, and several task forces. The process surveyed undergraduates and focus groups from the graduate programs and held 13 open-campus community meetings. A draft plan was released to the campus community in September, and the final version was approved by the Board of Trustees in December. Professors William P. Ferris and Sheralee A. Tershner cochaired the committee.

The *Strategic Plan* focuses on eight key “directions” which outline areas of greatest importance in forwarding the mission and goals of the College.

DIRECTION ONE: Focus on multiple aspects of the development of the whole student.

DIRECTION TWO: Continue to elevate the academic excellence of the Western New England undergraduate education, drawing upon our heritage of integrated liberal and professional learning opportunities.

DIRECTION THREE: Increase our focus on excellence in graduate and professional education, research, and scholarship, calling on our strength as a comprehensive institution.

DIRECTION FOUR: Promote and support Western New England's distinctive vision for internationalization throughout our entire community.

DIRECTION FIVE: Develop and practice our vision of diversity and pluralism on campus.

DIRECTION SIX: Build upon a physical and operational environment that will support our status as a preeminent comprehensive institution.

DIRECTION SEVEN: Engage the institution more fully in integrated collaborative partnerships and alliances within the campus as well as beyond the campus with alumni and local, regional, national, and international communities.

DIRECTION EIGHT: In order to facilitate the success of the individual strategic initiatives proposed in this Strategic Plan as well as to fulfill our potential as a regional and national leader, pursue changing our institutional status from that of a College to that of a University.

PLANNING

- *Strategic Plan 2009-2018: Individual Focus. Global Perspectives. A Personal Approach to a University Education* was approved in December by the Board of Trustees. The Plan was developed using subcommittees on internationalization, diversity, technology, sustainability, and change to university status. (Please see Appendix V.)
- Campus master planning for new facilities continued.
- The *Transformations Campaign* exceeded its goals.

ADMINISTRATIVE

- The Office of Human Resources held its annual Fall Fling in October. This free event allowed faculty and staff, as well as their families, to visit with different exhibitors and obtain information about topics in health, family, entertainment, and financial planning.
- The Women-in-Business Network sponsored by the Alumni Office presented Susan Keller speaking about “Striking a Balance: Making a Living and Making a Life.”
- Vice President, Finance and Administration David P. Kruger resigned; William J. Kelleher was hired to replace him.

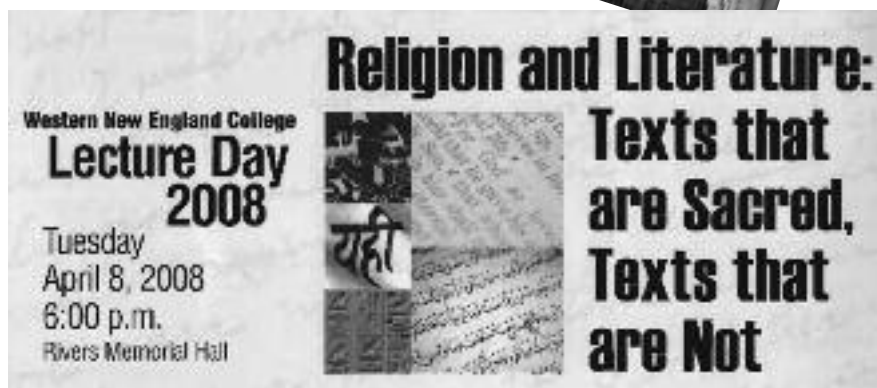
- The College was featured in the first edition of the *Colleges of Distinction Guidebook*; it continued to be recognized by the *Washington Post* as one of the top 100 U.S. colleges that deserve a second look, “the hidden gems”; and the 2009 edition of *U.S. News and World Report's* “America's Best Colleges” ranked the College among the top tier in the “North” category among comprehensive colleges and universities providing a full-range of bachelor's and master's programs.
- The cafeteria began “trayless” service in April.



The College celebrated the 40th anniversary of the secret delivery of The Rock by honoring the event at Homecoming.



William J. Kelleher became vice president for Finance and Administration effective July, 2008, replacing David P. Kruger, who had agreed to remain at the College as Director of Special Projects, particularly to oversee the construction of the new 40 million Center for the Sciences and Pharmacy. Speaking of Mr. Kelleher's appointment, President Caprio pointed out Kelleher's unique fit for the position. He remarked, **"Mr. Kelleher brings to the position of Vice President for Finance and Administration years of significant experience in higher education. He assumes his position in a time when external finances are irregular and when school resources are being tried. He will help guide us through the financial complexities and challenges we are all facing."**



Renowned author E.L. Doctorow spoke before approximately 500 students, faculty members, and guests in April as the College marked Lecture Day 2008. The author of such celebrated works as *The Book of Daniel*, *Ragtime*, *Billy Bathgate*, and *City of God*, Doctorow spoke on religion and literature followed by a question and answer session on the writing process. For more than 25 years, Western New England has set aside one day a year as "Lecture Day," inviting students and the public to attend lectures and seminars exploring important topics facing our society. Doctorow was presented with an honorary Doctor of Letters degree in recognition of his contributions to the American literary heritage.

- The Lecture Day topic was "Religion and Literature: Texts That are Sacred, Texts That are Not." E.L. Doctorow was the featured speaker.
- The College hosted a National Children's Safety Conference: Possibilities, Creating a Safer Future for Our Children.
- The Alumni Association sponsored a community service day at the Springfield Children's Study Home.

TECHNOLOGY

- The College offered four Summer Technology Workshops for teachers on the integration of technology in the classroom.

LIBRARY

- D'Amour Library celebrated its 25th anniversary.
- The campus-wide D'Amour Library Reading Group was formed.
- D'Amour Library held an ice cream social for students of Glickman School who had met the goals of the school's reading program.
- Late Night at D'Amour opened in the library, making computers and study space available from 1:00 a.m.–7:30 a.m. Monday through Friday.

ACADEMIC

- The assessment process for computer competence, ethical perspective, and aesthetic perspective was established.
- The second cycle of program reviews began.
- The inaugural public speaking contest at the College took place in April. Six finalists delivered their prerehearsed speeches on a topic of their choosing to a panel of judges.
- The Pynchon Chapter at Western New England College was among the outstanding chapters honored for excellence at the 2008 Mortar Board National Conference. Mortar Board is a national honor society that has recognized college seniors since its founding in 1918. The Pynchon Chapter was chartered in 2000 and was composed of 37 members.



D'Amour Library celebrated its 25th anniversary by feting faculty authors. Pictured above: former library Director May E. Stack; Claire D'Amour, daughter of Gerald E. D'Amour; and College President Anthony S. Caprio cut the cake. The facility was named in honor of Trustees Gerald and Paul D'Amour, founders of Big-Y Supermarkets. Gerald D'Amour was a Trustee from 1979-2000.



Western New England College and The Teachers' Loft partnered to create a new program for those interested in becoming a licensed secondary teacher in Massachusetts. Called TIMELI (Teacher Induction, Mentoring, Empowerment, and Leadership Initiative), the part-time program offered an alternative path to licensure for those new to the teaching profession or currently working in an unlicensed role.

TIMELI combines coursework on the profession of teaching and classroom field experience with classes in specific content areas, best suited to candidates interested in licensure in biology, chemistry, English, history, mathematics, or political science. The part-time program takes two academic years to complete, with students typically meeting one night a week through the College's 11-week terms offered during the fall, winter, and spring.



As part of the Seminar Abroad '08: Beijing Olympics course offered at the College over the summer, 13 students traveled with Assistant Professor of Sport Management Curt Hamakawa L'84 and Associate Professor of Sport Management Daniel D. Covell to Beijing to witness the Olympics. In addition to watching athletic history in the making, the trip included visits to such historic landmarks as the Forbidden City, Temple of Heaven, Summer Palace, and the Great Wall. Pictured above, the group poses at the Temple of Heaven.

- The Department of Mechanical Engineering added a Green Engineering Concentration to its undergraduate degree programs, including courses in wind, water, and solar energy; alternative energy system design; and material selection for alternative energy.
- The School of Business developed a *Manhattan Advising Classroom*
- Thirteen School of Business students participated in Seminar Abroad: Beijing Olympics, and 11 School of

Business students were part of an international practicum experience in Beijing and Shanghai.

- The Schools of Engineering and Business offered a Master of Science in Engineering Management/Master of Business Administration combined degree. Students could earn an MBA and a MSEM in three years.
- The College Social Work Program hosted the inaugural Massachusetts Social Work Student Conference, *Breaking the Ice and Making Connections*, in October. The daylong event allowed participants to network with other students as well as professionals within the social work community.

- S. Hossein Cheraghi was named dean of engineering, replacing Interim Dean Eric W. Haffner.
- Evan T. Robinson was named founding dean of the School of Pharmacy.
- The School of Law's chapter of Equal Justice Works raised more than \$4,200 for stipends to aid students who were working in public interest placements.
- Members of Lambda Pi Eta, the international honor society for students majoring in Communication, raised money to benefit the College's First Book program.
- Seventy-nine students exhibited in the spring show in the Art Gallery.
- The new MBA Sport program was the only New England MBA Sport program accredited by AACSB International.



Evan T. Robinson was named founding dean of the Western New England College School of Pharmacy.

As founding dean, Robinson is responsible for all aspects of planning and implementing the School of Pharmacy, including hiring more than 30 faculty, administrators, and staff.

The College began enrolling students in a Pre-pharmacy program in the fall of 2009. Students then could progress to a professional Pharmacy program starting in 2011, graduating with a Doctor of Pharmacy degree following a total of six years of study. A new academic building was planned to house the new School of Pharmacy and to accommodate laboratories for biology, chemistry, and physics.



S. Hossein Cheraghi became the ninth dean of the School of Engineering, replacing Interim Dean Eric W. Haffner, who returned to the faculty. The School offers ABET accredited programs in Biomedical, Electrical, Industrial, and Mechanical Engineering.



The School of Law's chapter of Equal Justice Works conducted an auction, raising more than \$4,200 for stipends to aid students who were working in public interest placements. As an incentive during the auction, more than 40 individual students raised nearly \$600, pitching in to get a public head-shaving of the School of Law's Public Interest Coordinator Sam Charron, left in photos, and Professor of Law Bill Childs, right in photos. The head shaving ceremony took place on April 23. Other faculty-donated items included dinner and karaoke with Professors Erin E. Buzuvis and Sudha N. Setty, kayaking and a picnic with Associate Dean Eric J. Gouvin, and the privilege to park in Dean Art Gaudio's parking spot for a week.



Members of Lambda Pi Eta, the international honor society for students majoring in Communication, joined by faculty member Nancy J. Hoar (second from left), presented a check to Kacey Agnew '06 and Rose Gage (far right) of the College's Office of Learning Beyond the Classroom. The check was to benefit the College's First Book program, a nonprofit organization that helps distribute new books to low income families nationwide. Since its inception in 2004, the College First Book Campus Advisory Board awarded nearly 7,000 books to children participating in community-based programs such as the Springfield Day Nursery, Dunbar Community Center, Action Centered Tutoring, McKinney-Vento Homeless Program, Gray House, and the Springfield Girls Club Family Center.

- The College and The Teachers' Loft partnered to create a new part-time program for those interested in becoming licensed teachers in Massachusetts. Teacher Induction, Mentoring, Empowerment, and Leadership Initiative (TIMELI), offered an alternative path to licensure in secondary education for those new to the teaching profession or currently working in an unlicensed role.
- The School of Law's Institute for Legislative and Governmental Affairs hosted the State Commission on Public Health Access.
- The School of Law tax team won top honors in the American Bar Association's Law Student Tax Challenge.

- The College hosted a two-day conference for the Northeast Conference for Teachers of Psychology (NECTOP) and the New England Psychological Association (NEPA) in October, bringing approximately 100 participants from community colleges, colleges, universities, and high schools to discuss the most effective methods of instruction in psychology, and approximately 250 people from all over New England to campus for the 48th Annual Meeting.
- The Clason Speaker Series celebrated its 20th anniversary by hosting Michael Ratner, president of the Center for Constitutional Rights and author of the best selling *The Trial of Donald Rumsfeld*:

- a Prosecution by Book.* The Clason Speaker Series hosts expert lecturers to enhance the academic environment at the School of Law. The series is named after Charles R. Clason, a member of the U.S. House of Representatives who served as Dean of the School of Law from 1954 to 1970.
- The Ph.D. in Behavior Analysis program began admitting students.
- The Center for International Sport Business hosted Olympic gold medalist and motivational speaker Bob Beamon.
- Western New England College hosted the Science-Technology-Engineering-Math (STEM) Convention in December. Over 200 students and teachers participated in workshops designed to encourage careers in the "STEM" fields.



Seventy-nine students exhibited in the spring show in the Art Gallery.



With the Italian Alps in the background, members of the men's soccer team posed after a 4-1 Golden Bear win in Colico, Italy, on the shores of Lake Como. The team visited Europe in August for a series of exhibition matches, also visiting Germany and Austria, as part of a course titled *Italy & the Low Countries: The Italian Renaissance, Sport, and European Culture*. Through readings, online discussions, and research papers, they learned about various cultural settings and historical landmarks. As they traveled and came into contact with specific subject matter, they gave presentations to the group based on the topic of their research paper.



Women's lacrosse set a school record with 17 wins and captured their first ECAC New England Division III Tournament crown.



Senior softball captain Alex Paterson was selected the College's Student Association Female Graduate-of-the-Year in 2008. With Alex are Assistant Dean of Student Activities and Leadership Maureen Hart Keizer (left) and Vice President for Student Affairs and Dean of Students Richard M. DiRuzza (right). Paterson, who received her bachelor's degree in Political Science, was named to the College's Board of Trustees in June.

STUDENT SERVICES

- Family and Friends Weekend used a theme of Weekend Carnival (Mardi Gras). Events included Fabulous Family Feud, sporting events, and the annual BedRace. Justin Kredible was the featured entertainer.
- The Rock celebrated its 40th anniversary on campus.
- CAB presented Dat Phan and Mickelle Buteau.
- The College hosted the 2008 Northeast Affiliate of College and University Residence Halls (NEACURH) Regional Conference, which brought approximately 400 students from 47 colleges and universities to campus in November.

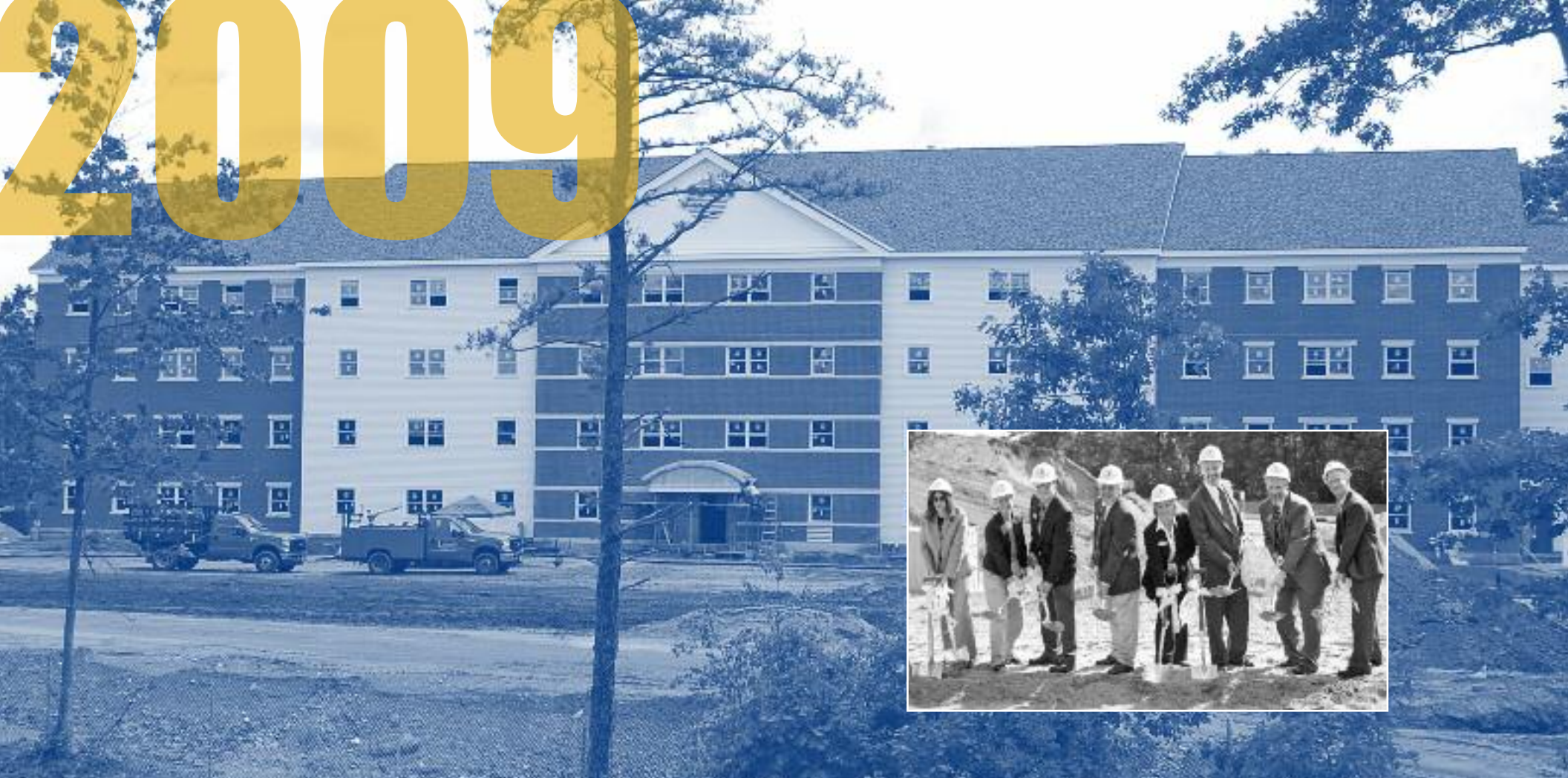
- The College hosted Springfield's annual "Jolly Jaunt" in December. The event featured a one mile walk, a 5K road race, and a 10K road race to benefit local Special Olympics athletes.

ATHLETICS

- Baseball won The Commonwealth Coast Conference (TCCC) Tournament in its first season in the league and placed fourth at the NCAA Division III New England Regional Championship.
- Women's basketball placed second in TCCC Tournament.

- Women's lacrosse set a school record with 17 wins and captured their first ECAC New England Division III Tournament crown.
- Men's lacrosse captured its first TCCC Tournament title and advanced to NCAA Division III Championship quarterfinals.
- Men's soccer repeated as TCCC Tournament champions.
- The men's golf team captured The Commonwealth Coast Conference (TCCC) Championship. Senior Steve Rourke shot a 70 to win the conference title.

2009



In a combined program, the College celebrated the ribbon cutting of its third geothermal building, Southwood Hall, and the groundbreaking for its fourth eco-friendly structure, the Center for the Sciences and Pharmacy.

Southwood Hall is a four-story apartment style complex housing 148 students. Built at a cost of \$11.5 million, the building features 38 two- and four-bedroom apartments and a variety of environmentally friendly features in keeping with the

College's commitment to sustainability. The residence hall includes a geothermal heating and cooling system featuring 148 wells reaching 400 feet underground. Solar panels on the roof help heat hot water, while rainwater from the roof is captured and stored underground to be used in irrigation. Furnishings utilize local materials and labor wherever possible. Environmentally friendly materials, including rubber tile flooring, bamboo cabinets, low flow toilets, compact fluorescent lighting, and Energy Star appliances, are featured throughout.

Total College enrollment was 3,710
Law enrollment was 635.

Total operating expenditures were \$84.0 million.
The endowment was \$34.869 million.
Typical tuition and fees totaled \$39,796.

PHYSICAL PLANT

- Southwood Hall opened, becoming the third geothermal building on campus.
- Groundbreaking was held for the new Center for the Sciences and Pharmacy. (Please see inset above.)
- Portions of Gateway Village were used for School of Law and five year Bachelor/MBA student housing.

PLANNING

- Implementation of the new *Strategic Plan* began.



Kevin S. Delbridge '77 was elected chairman of the Board of Trustees, succeeding John M. O'Brien III '74, whose six-year term had expired. Speaking at the annual Fall Gathering, on the occasion of the ribbon cutting for Southwood Hall and the groundbreaking for the Center for the Sciences and Pharmacy, Delbridge pointed out that he had witnessed the transformation of his *alma mater* from its early beginnings as a small institution catering primarily to commuters and part-time students to the Western New England College of today. **"Approximately 90% of freshman and 80% of all full-time undergraduates choose to reside on our campus, maximizing their exposure to the Western New England College brand of education,"** he said. **"As a result, our students are active participants in the quality of life on this campus and in the Greater Springfield community."**



The Office of Institutional Research and Planning compiled an economic impact study, *"Impacting Communities. Influencing Economies."* which found that the institution contributes more than a quarter of a billion dollars to the region's economy each year and, according to President Caprio, **"...demonstrates...[that] it is our continuing and ongoing goal to strengthen the economic future and well-being of our region, thereby contributing to the revitalization of the very city and region in which we have been so firmly rooted since our beginnings almost 100 years ago."**

The report incorporated data on direct spending in the form of salaries and benefits, purchased goods, and student spending, along with indirect effects of College spending and contributions of time and talent made by faculty, staff, and students, which impact hundreds of schools, charities, and businesses.



Visitors to the College webpage could take a virtual tour of the campus.



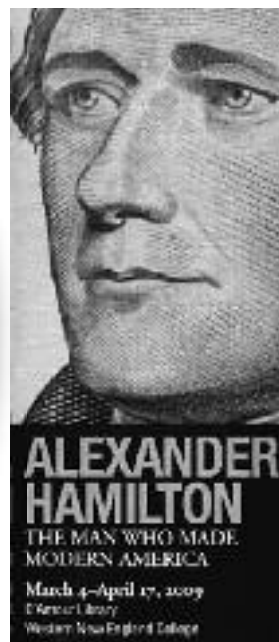
Lecture Series 2009 explored the effects of global warming on the Northeast, taking a close-up look of the impact of climate change and the choices that can be made today to protect the environment of tomorrow.

ADMINISTRATIVE

- Kevin S. Delbridge '77 became chairman of the Board of Trustees.
- An economic impact study, *"Impacting Communities. Influencing Economies."* was conducted by the Office of Institutional Research and Planning. It found that the College contributed more than a quarter of a billion dollars to the region's economy each year.
- Richard S. Keating joined the College as vice president for Strategic Initiatives and the Centers for Internationalization and Academic Initiatives.
- For the sixth year, the College was named as one of "America's Best Colleges" by *US News and World Report*.
- *The Chronicle of Higher Education* named the College as a "Great College to Work For," recognizing it as a leader in the category of "Best Practices."
- The College joined the Yellow Ribbon Program, a GI Educational Enhancement Program that allowed qualified veterans to go to college tuition free.
- A partnership was formed with the national Association for the Advancement of Sustainability in Higher Education (AASHE).
- Members of the College community participated in the national Start! Walking Day to raise money to support the American Heart Association.
- The 2009 lecture series was entitled "Looking for Sustainable Solutions to the Challenge of Climate Change in the Northeast."
- The College hosted a bone marrow registration drive and registered 166 potential bone marrow donors.
- The College received National Marketing Awards for Admissions materials.
- The Alumni Association sponsored author Kenneth Davis speaking about America's hidden history.



Dr. Richard S. Keating joined the College as vice president for Strategic Initiatives and the Centers for Internationalization and Academic Initiatives. The newly created position was a direct outgrowth of directions set forth in the Strategic Plan. According to Keating, his mission: **to improve the ability of the College to anticipate and respond quickly to emerging opportunities, particularly with regard to development of undergraduate and graduate degree programs as well as noncredit/certificate programs, and international recruitment of students, started with three key foci: “First, to develop a diverse international student body; secondly, to provide meaningful study abroad opportunities for domestic students clearly attached to the mission of our institution; and, thirdly, to provide international faculty opportunities, partnerships, and unique alliances.”**



Made possible in part by a grant from the National Endowment for the Humanities, the College was selected as one of 40 sites in the United States to host a traveling exhibit: “Alexander Hamilton: the Man Who Made Modern America.” The exhibit included six colorful panels, each of which portrayed a different period in Hamilton’s life. A series of lectures by College faculty and invited experts was featured during the length of the exhibit.



Responding to the increasing numbers of students who requested Macintosh computer capability, D’Amour Library renovated a large group meeting room, making 23 iMac computers available for both classroom and general use. The installation featured specialized editing software that supported journalism, communication, and media students and included an instructor’s workstation and a projection system.



Finding that the College archives was storing pieces of art from the College’s permanent collection, President Caprio asked that the pieces, reframed if necessary, adorn some of the blank walls in D’Amour Library to “create a pleasant ambiance for our students.” Accordingly, 59 pieces of art were taken from storage and hung throughout the library, making a total of 102 interesting displays. Pictured here is one of three commissioned murals by artist Richard Sweeney.

TECHNOLOGY

- In support of sustainability, increasing numbers of College documents previously printed were sent via email and many other documents were printed on recycled paper.
- The admissions office developed a personalized viewbook.
- A virtual College tour was included on the website.

LIBRARY

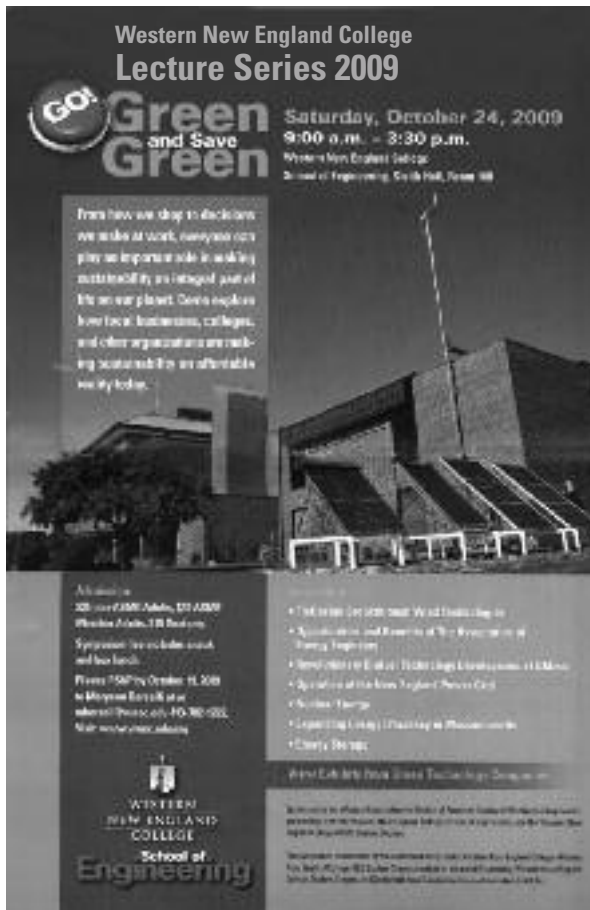
- Fifty-nine pieces of art from the permanent collection were taken from storage and hung on the walls in

D’Amour Library, making a total of 102 pieces of art displayed in the library.

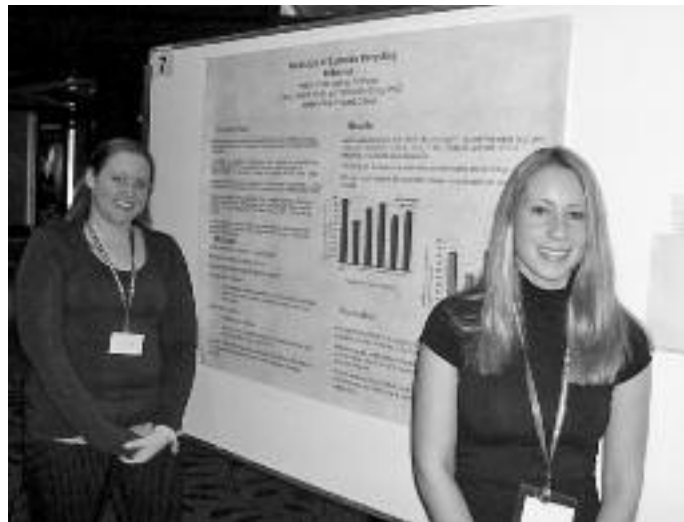
- The library increased the number of resources provided in digital format.
- A Standardized Assessment of Information Literacy (SAILS) was conducted as part of the NEASC report.
- A Mac Lab was installed, featuring 23 Apple Macintosh computers and specialized digital editing software.
- In collaboration with various offices and departments, the library’s public offerings increased: the Techno-smarts Series, the Athenaeum Arts Series, and the Athenaeum Lecture Series sponsored regular events for the College community.

ACADEMIC

- A certificate program in behavior analysis was developed for area professionals.
- The School of Business Leadership Forum examined “Leading the Environmentally Responsible Organization.”
- Throughout the Schools, an increased number of short study abroad opportunities was instituted: the International Practicum Program offered internships and investigatory trips abroad; a partnership with Up With People offered semester long study abroad options; and charitable foundations sponsored internships.



The School of Engineering hosted the Western Massachusetts Sustainability Symposium, giving professionals, students, and the public an opportunity to explore the latest in green technology and to learn how to make environmentally friendly choices as consumers and business professionals. The event, which was in accord with direction six of the *Strategic Plan 2009-18*, included presentations on breakthrough wind technologies, biofuels, energy engineering, the operation of the power grid, nuclear energy, expanding energy efficiency, and energy storage. Additionally, local companies displayed their products and services designed to save energy and money.



Senior psychology students presented their research in a poster session at the Eastern Psychological Association Annual Conference in Pittsburgh. Audrey Purnhagen and Kristin Slynne worked with Professors Jason D. Seacat and Denine A. Northrup to conduct a research study on the Predictors of Curbside Recycling Behavior. Coordinating efforts of the Department of Psychology and the Polling Institute, a computerized telephone survey focused on curbside recycling behavior by asking about knowledge, motivation, and behavior of individuals related to their own recycling behavior. Drs. Seacat and Northrup submitted a peer reviewed publication describing a theoretical model to predict recycling behavior. The students developed their own hypotheses about demographic factors related to recycling behavior and empirically tested their hypotheses.



After adding a green energy concentration in its Bachelor of Science in Mechanical Engineering and Bachelor of Science in Electrical Engineering programs, the School of Engineering developed an outdoor green engineering laboratory incorporating solar photovoltaic energy, solar heat, and wind power. The concentrations, which consisted of a sequence of six courses at the junior and senior levels covering a range of topics in renewable energy, prepared students for jobs in the burgeoning clean energy industry. They were designed to incorporate cutting-edge “green” technology and thinking and utilized partnerships with local and regional clean energy companies. Pictured above, the solar panels and a 52' high wind turbine installed outside of Sleith Hall were used to heat and power the Engineering laboratories by producing thermal energy.

- Three concentrations were created in the General Business degree: Entrepreneurship, International Business, and Sustainability Management. Sustainability Management was also added as a minor.
- The Criminal Justice major developed three track options: Crime and Society, Criminal Investigation, and Terrorism and Homeland Security.
- Increasing numbers of Integrated Liberal and Professional (ILP) courses were approved by the Faculty Senate.
- The Faculty Senate recommended that the College develop a Ph.D. in Engineering Management.
- Based on program reviews and part of a feedback loop, the Faculty Senate recommended changes in the curricula of Information Literacy, Critical Thinking, Personal Development, P.E., and Mathematics.
- The Department of Economics Sixth Annual Economics Conference focused on “The Financial Crisis: How Did We Get Into This Mess? How Do We Get Out of It?”
- The Faculty Senate began a review of the General College Requirements.
- AACSB International reaccredited the School of Business, citing “exceptionally effective practices.”
- The School of Arts and Sciences launched a Sustainability major.
- Five psychology students presented research at a regional conference.
- A charter change to allow the Doctor of Pharmacy was effected after the state approved the College’s offering a Doctor of Pharmacy program.
- The first Pre-pharmacy students entered in the School of Arts and Sciences.
- C.A.M. Fest, a career fair highlighting careers in communication, arts and music, was held.
- A School of Law Moot Court team won the Rendigs National Products Liability Moot Court Competition.



A team of three School of Law students competing in an academic moot court competition won top prize at the 22nd Annual August A. Rendigs Jr. National Products Liability Moot Court Competition in Cincinnati. The students prevailed over 23 teams from law schools from throughout the country in the prestigious competition. The 2009 problem focused on whether federal law preempted an injured person from bringing a state court lawsuit for injuries from a harmful weight-loss product and whether the state court jury verdict awarding punitive damages against the seller of the product was excessive. Pictured here are competition winners, left to right, Lisa Elliott L'10, Merritt Schnipper L'09, and Jasmine Campbell L'09.



In an effort to give back to the community, members of the Omicron Delta Kappa (ODK) leadership honor society collected clothing items as part of its fourth Annual Warm Up Someone's Day with ODK three-week long clothing drive. The campus community donated approximately 500 pounds of clothing items that were brought to a local homeless shelter and the Gray House. Pictured here, Omicron Delta Kappa members Olivia Mazzearella '10, Shannon Bailey '10, and Sara Connery '10 carry some of the 500 pounds of clothing.



Jeanne S. Hart-Steffes was named vice president for Student Affairs and dean of students, replacing Richard M. DiRuzza, who had retired after 18 years of service at the College. Announcing Hart-Steffes' appointment, President Caprio said, **"Dr. Steffes brings a wealth of experience to the position. She is a nationally recognized leader in the field of student affairs and is highly regarded by her peers and by all students who have known her in her previous positions."** Shortly after assuming her position, Steffes participated in the ribbon cutting of Southwood Hall, at which she said, **"As this property extends the campus, so too does the idea of the residence hall extend the living and learning boundaries of the classroom in the total development of the student. A residence hall is much more than a place to live; it is a place where building a sense of community and a family of choice takes place."**

- The School of Law hosted debate finals for area high schools.
- The School of Law hosted six visitors from the Ukraine as part of the Library of Congress Open World Program.
- Law students volunteered on a building project with Habitat for Humanity.
- Solar panels and a wind turbine were installed at Sleith Hall.
- The School of Engineering introduced a five-year program leading to the M.S. in Engineering Management.

- The School of Engineering received a National Science Foundation (NSF) grant for \$125,000 for multidisciplinary design projects to assist those with disabilities.
- The School of Engineering hosted sixth grade students in "Kids 2 College," a national mentoring initiative.
- The School of Engineering was awarded a \$153,000 state grant to develop a comprehensive green engineering program.
- The School of Engineering hosted a Western Massachusetts Sustainability Symposium.
- The School of Engineering received a \$1 million Renewable Energy Appropriation from the federal government to develop renewable energy technology.

- *CommonGround Review*, a College sponsored poetry journal, held its third poetry reading on campus.
- Sponsored by the creative writing program, David Ebershoff, award winning novelist, discussed his work with the College community.

STUDENT SERVICES

- Jeanne S. Hart-Steffes was named vice president and dean of students.
- Gender neutral housing (a group of males and females living together) was piloted for seniors.
- Several music groups combined to hold a lunchtime recital.
- The band Third Eye Blind sold out at the Spring Event.



During the 2009-2010 academic year, the women's athletic teams participated in the national Play for the Cure program to raise money and awareness for breast cancer research. Each of the College's nine varsity teams wore pink during selected contests throughout the season.



In December, students and faculty took a break from their studies to participate in the inaugural Kan Jam Winter Classic at the Alumni Healthful Living Center. Twenty teams competed in the double-elimination tournament, which was sponsored by the Sport Management Association (SMA). The Winter Classic was a fundraiser for Project Coach, a local nonprofit organization that uses sports to engage, empower, and connect urban youth in the greater Springfield area. Pictured above Sophomore Charles Drago, one of the event organizers, talks to the participants.

- Omicron Delta Kappa (the leadership honor society) collected and donated 500 pounds of used clothing for the homeless.
- The inaugural Festival of Arts celebration was held.
- Alternate Spring Break continued in its 10th year.

ATHLETICS

- Women's athletic teams participated in the national Play for the Cure program to raise money and awareness for breast cancer research.
- The inaugural Kan Jam Tournament, a fundraiser for using sports to engage urban youth, was held.
- Baseball again captured the TCCC Tournament.
- Men's lacrosse tied the school record with 17 wins and repeated as TCCC Tournament champions, advancing to the quarterfinals of NCAA Division III Championship for the third consecutive season.
- Women's lacrosse repeated as ECAC Division III New England Tournament champs.
- Men's soccer captured the TCCC Tournament for the third consecutive season.
- Women's soccer placed second in the TCCC Tournament.
- Women's volleyball set a new school record with 27 victories, finished second at the TCCC Tournament, and won its first match ever at the ECAC Division III New England Championship.
- David Doiron (football) was named *ESPN the Magazine* Academic All-American for 08-09.
- Alex Boutin (tennis) was named ESPN Academic All-American for the second year in a row.
- Alex Dos Santos '11 (soccer) was named to the All-American Team by the National Soccer Coaches Association of American (NSCAA).
- A new athletics website was launched: www.wnecgoldenbears.com.

2010



The most ambitious construction project ever undertaken by Western New England, the \$40 million Center for the Sciences and Pharmacy (CSP) represents the realization of a vision shared by many individuals, from President Anthony S. Caprio to members of the Board of Trustees, and the faculty, staff, and administrators who collaborated in its planning. Its prominent location on Wilbraham Road made the 127,000-square foot Center one of the most visible signs of progress for the institution as it transitioned to a university.

Despite its complexity, the Center was completed early and five percent under budget through financing from a consortium of local banks. It gave a boost to the challenged local economy by employing more than 110 tradespeople and local architectural and construction firms. One wing of the Center is dedicated to the current College of Pharmacy. The Center also houses laboratories and classrooms for the Department of Physical and Biological Sciences and the Department of Psychology. The Office of Health Services is now located in the CSP.

**Total College enrollment was 3,726.
Law enrollment was 604.**

**Total operating expenditures were \$86.2 million.
The endowment was \$39,271,000.
Typical tuition and fees totaled \$29,812.**

PHYSICAL PLANT

- The \$40 million Center for Sciences and Pharmacy was dedicated.
- The Golden Bears moved to the new Softball Field next to Trelease Park.

PLANNING

- The Faculty Senate considered the development of a faculty body that includes all Schools; the Ad Hoc Committee on faculty Governance was designated to study the issue.

- The College and other private colleges in the state requested from the State Department of Higher Education that standards for university status which were removed for state institutions should also be removed for private institutions.



The College celebrated the 10th anniversary of the LaRiviere Living and Learning Center. In addition to the Campus Community, Alfred A. '51/H'95/H'01 and Marion LaRiviere were present to join in on the festivities.



To kick off Diversity Week, the College invited faculty, staff, and students to sign cards stating that they would strive to create an inclusive and civil campus community. The pledge cards provided an opportunity for the campus community to promise to enhance awareness and promote a commitment to civility, respect, diversity, and global citizenship on campus. Additionally, the event served to celebrate the unveiling of the College's "Commitment to Civility and Diversity" statement. Pictured above in the president's conference room, members of the president's staff Vice Presidents Jeanne Hart-Steffes and Richard Keating, Director of Institutional Planning Richard A. Wagner, and Vice President Barbara Campanella signed the cards first, after which tables were available in the Campus Center for the College community.



Mrs. LaRiviere is pictured here surrounded by her family at the memorial service the College held in honor of her husband.

Our Commitment to Civility and Diversity

A distinguishing characteristic of Western New England is a commitment to civility. Western New England expects that each member of our community will be treated with civility, respect, and dignity. If a disagreement occurs between individuals and/or groups, we expect that the merits of opposing positions will be discussed without resort to insult, personal attack, or bias. Behavior or conduct that is biased or harassing will not be tolerated.

Our learning community celebrates the diverse traditions, life circumstances, birth origins, ethnicities, and cultural beliefs of all members. We believe that education should enable and empower community members to live, learn, and work in an environment sensitive to diversities in cultural tradition, ethnicity, gender or gender expression, geographic origin, physical or intellectual ability, political inclination, race, religion, sexual orientation, and socio-economic status.

In our programs and educational practices, we commit to preserving human dignity and honoring individual identity. We seek to build a community defined by its differences and characterized as a safe, positive, and supportive environment. We encourage our campus community to seek out opportunities to expand and enhance our understanding of others and to develop a broad, sustainable perspective as global citizens and leaders.

ADMINISTRATIVE

- LaRiviere Living and Learning Center celebrated its 10th anniversary.
- Longtime trustee Alfred A. LaRiviere '51/H'95/H'01, died in July.
- The College adopted a financial aid model that utilized a refined matrix, resulting in an increase in incoming students.
- The annual Fall Gathering celebrated student leaders and all participants of College cocurricular programs.

- A "Living Green" website was established to educate students, faculty, and alumni on various ways that they can cultivate a "greener" way of life.
- The Arthur and Rebecca Marshall Human Relations and Human Issues Series featured David Horowitz speaking on "Iran's Nuclear Power: Its threat to Israel and How to Thwart it," and Daniel Gordis, discussing "Operation 'Lead Cast' in Gaza and the Turkish Flotilla: What Israel Learned from the World Responses."

- A committee appointed by the president launched the Western New England College Bias Protocol and the Diversity and Civility Statement. A pledge sponsored by a Student Civility Leadership team was signed by members of the College community.



A prime example of the intersection of technology and research, the Mediascape, installed next to D'Amour Library's Collaboratory, a space designated for group work, displays a single small laptop screen onto a large 38"x22" HD monitor. In addition, the workstation provides six connections to the large monitor, enabling any one of the six connected laptops to project to the screen one at a time. Sound is provided to each individual through headphones or to the group through an individual laptop's speaker. Internet connectivity is achieved through the wireless network accessible via laptop at the D'Amour Library. In its first-year, 300 students made use of the workstation.



On November 29, the College hosted "Afghan Voices," a presentation cosponsored by the Department of Criminal Justice and Sociology and D'Amour Library. Playwright, filmmaker, and poet Lia Gladstone's talk was the inaugural event in the Department's new lecture series named in honor of Richard N. Luxton, a 20 year professor of Sociology at the College who had passed away in October.



Dr. Richard Luxton



Dr. Nancy J. Hoar



In December, the College received news that faculty member Nancy J. Hoar had passed away. To honor her, the College held a celebration of life service on April 22 in Rivers Memorial Hall. Following the celebration of life service, those in attendance were invited to visit the Leadership Garden and witness the dedication of a Japanese Maple tree to Hoar.

TECHNOLOGY

- A high-speed fiber network and internet services connecting all five of the Cooperating Colleges and Universities of Greater Springfield (CCGS) was completed.
- Bandwidth increased to 210mb.
- Approximately 500 new computers were purchased as part of a replenishment cycle established in 2009.
- Foundational Technology upgrades were completed for the network core.

- Assistant Vice President for Information Technology Scott Coopee was hired to replace Alan Chase.

LIBRARY

- The Athenaeum Series featured Frank Gallo discussing police combat veterans with PTSD; Lia Gladstone, presenting "Afghan Voices"; neurobiologist Susan Barry discussing the brain's capacity for change; Denine A. Northrup and Jason D. Seacat lecturing on curbside recycling; José Rodriguez speaking on professional success in a tough economic environment; Brittany Decker '10 and Matthew Charity Hall reporting on the "killing fields" in Cambodia; and Jeff Schrenzel examining the federal deficit.

- The Collaborative Mediascape, a group workstation, was installed in D'Amour Library.

ACADEMIC

- A memorial lecture series in honor of Richard N. Luxton was established with Lia Gladstone as the inaugural speaker. Luxton died in October.
- A Japanese maple tree was planted in memory of Nancy J. Hoar, longtime Communication professor who passed away in 2010.



Commencement 2010 was an historic one, with the conferring of the first doctoral degrees in Western New England College history. Richard B. Graff, Allen J. Karsina, and Magdalena M. Stropnik each received the Doctor of Philosophy (Ph.D.) in Behavior Analysis. The Ph.D. program was launched to meet the growing demand for experts in the education and treatment of individuals with autism and related disabilities. The College also awarded 694 undergraduate degrees in Arts and Sciences, Business, and Engineering. In another Western New England College first, Commencement was webcast, allowing viewers from across the country and around the globe to watch live.



Prior to departing for Johannesburg on June 8, several students in the School of Business “Seminar Abroad 2010: FIFA World Cup/South Africa” program presented Dean Julie I. Siciliano ’81/G’84 with a delegation tee-shirt. Shown in the photo above, Center for International Sport Business Director Curt Hamakawa L’84, Nick Starr, Siciliano, Shawn Fitzpatrick, and Sean Healey.

- A Five-year Bachelor/MBA program began.
- Mortar Board received a coveted Golden Torch Award, which is given to chapters that accomplish significant achievement in chapter management and contribute meaningful service to their communities.
- The first-year of the second assessment cycle made its report.
- The Integrated Professional Science Studies program was approved by the Faculty Senate.
- The Ph.D in Engineering Management was approved by the Faculty Senate and by the State of Massachusetts, to start in fall 2012.
- The Master of Science in Applied Behavior Analysis was approved by the Faculty Senate.
- The International Programs Coordinating Council, which addresses issues in the Strategic Plan, and the Diversity Design Committee discussed ways to implement the global studies perspective recommended by the *Strategic Plan*.
- The Faculty Senate considered a systemic approach to academic dishonesty.
- The Faculty Senate approved an Online Master of Education degree, the M.Ed. in Curriculum and Instruction, to begin in 2011.
- The Faculty Senate formed a standing Senate Online Instruction Committee.
- The administrative team for the School of Pharmacy was completed.
- The Ph. D. in Behavior Analysis program conferred the first Ph.D. degrees in College history.
- Proceeds from the fifth annual Turkey Trot race were donated to the Gray House, a local charity that helps families in need. The event was cosponsored by the student chapter of the American Marketing Association and the Student-Athlete Advisory Committee.



The student chapter of One in Four hosted “Walk A Mile in Her Shoes” on Saturday, May 1. The fundraiser invited male members of the campus community to slip on a pair of high heels and walk a mile around campus. Student walkers were joined by College President Anthony Caprio and Assistant Dean of Students and Residence Life Thomas P. Wozniak. The event raised approximately \$1,000 for programs to combat sexual assault as well as other support programs at the local YWCA.

“The event was about much more than the \$1,000 we raised,” said One in Four’s Aaron Kraus. “Most importantly, it is about the statement the Western New England College community made demonstrating how far we are willing to go to end rape and sexual assault. It takes a lot for men to put on high heels and walk a mile, and we were very proud to see how many people came out to take a stand against sexual assault.



In a campus-wide effort to raise funds for Haitian Relief, the Office of Human Resources and the Division of Student Affairs invited the entire campus community to take part in Jeans for a Cause by donating \$5 a week to wear jeans on Fridays in February.

- Law students in the Alternative Spring Break group traveled to the Navajo reservation in Arizona to offer free income tax preparation to qualified taxpayers.
- Sport Management students helped Look Park develop a revenue-generating Santa Exhibit.
- Twenty-seven high school students from 16 states spent a week of their summer studying biomedical engineering at the College.
- The Department of Social Work instituted a certificate program in Meeting the Challenges of Aging: Knowledge, Values, and Skills for Service Providers.

- The School of Business developed an academic and cultural experience “Seminar Abroad 2010: FIFA World Cup/South Africa”; a travel seminar studying cultural diversity in the European Union-Greece and Italy; and Sophomore Experience Abroad (SEA), which allowed students to spend the fall semester studying in London.
- The Department of Computer Science and Information Technology offered “Tween Tech,” a summer computer camp for middle school students and “Teen Tech,” a computer camp for high school students.
- As part of the Program Review, the faculty discussed a writing requirement which would increase the number of longer papers in upper-class sections.

STUDENT SERVICES

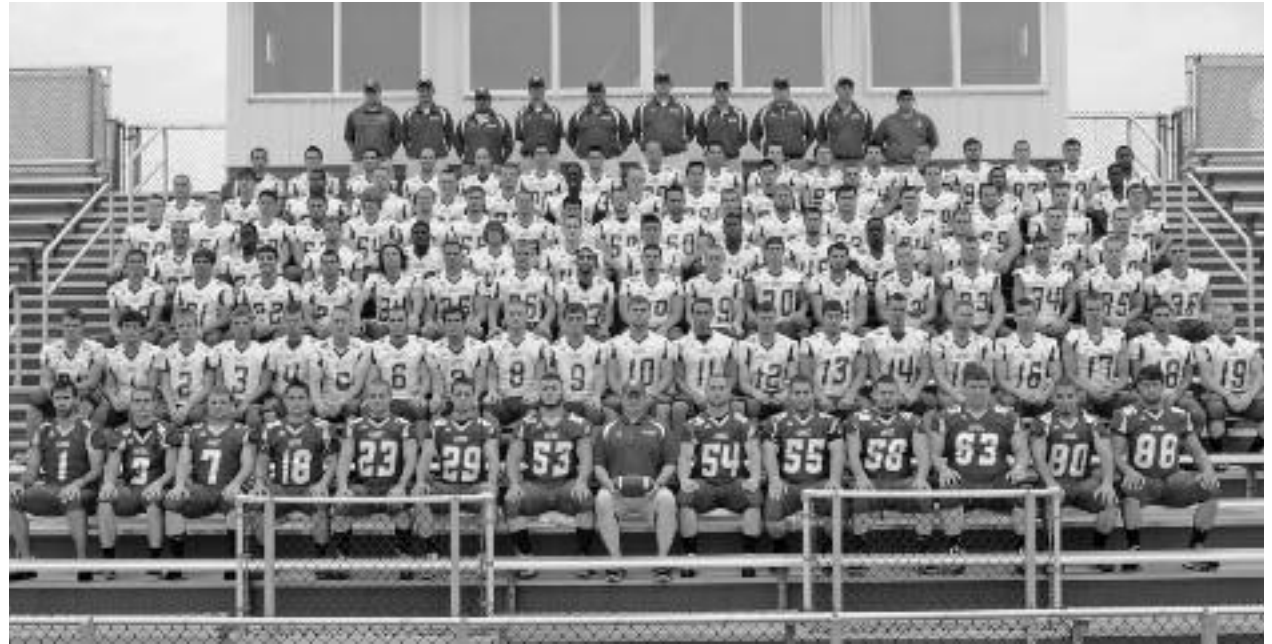
- The Student Senate organized a relief effort to raise funds for Haiti relief.
- Senior residents experienced the first year of “gender neutral housing”; members of the same sex shared rooms while members of opposite sexes could share living space in apartments.
- Make A Difference Weekend was sponsored by the Alumni Association and the Volunteer Connection Center. Fourteen projects were completed by 127 students.



Kaela Jalbert '11 was named The Commonwealth Coast Conference (TCCC) Field Hockey Senior Scholar-Athlete-of-the-Year. An Integrated Liberal Studies major, she also served as a team captain.



Western New England College first baseman Joe Griglun '10 was named to the American Baseball Coaches Association (ABCA) Division III All-American team. He enjoyed one of the finest seasons in school history after leading the team with a .435 batting average. Griglun ended his outstanding career in grand style by playing his final collegiate game at Fenway Park on June 6, 2010, as a member of the Division II/III College All-Stars who played the Division I University Stars in the annual New England Intercollegiate Baseball Association (NEIBA) Senior All-Star Postseason game.



Varsity football enjoyed its best season with a 9-2 record and played in its first-ever postseason game, defeating Maine Maritime (66-41) in the ECAC North Central Bowl Championship game.



- Campus Pride Day, a time set aside to emphasize the importance of civility and diversity, was established.
- "Walk A Mile in Her Shoes" raised approximately \$1,000 to assist sexual assault and support programs.
- Channel 8.2, GBTV was introduced.
- CAB brought comedian Dean Edwards and singer Ryan Cabrera to campus.
- The Peer Advisors hosted "Dueling Pianos," an act that travels from college to college.
- The Academic Support Center established a drop-in program for tutoring.

ATHLETICS

- Baseball won the TCCC Tournament for the third consecutive season.
- Football enjoyed its best season with a 9-2 record and played in its first-ever postseason game, defeating Maine Maritime (66-41) in the ECAC North Central Bowl Championship game.
- In April, football coaches and team members spent the day working as volunteers helping to clean and paint the home of a city resident as part of the National Rebuilding Together Day program.

- All of the Western New England College student-athletes participated in numerous community service projects during the 2009-10 school year as part of the College's, CHAMPS/Life Skills program.
- A new football turf field was dedicated.

Epilogue

The 30 years represented in this second history of Western New England document an exciting time of evolution: aware of the exponential success of its endeavors, the institution increasingly realized the extent to which it could have an impact on the lives of its students, the region, and the 21st century global community. The modest evening school crafted by a dedicated group of administrators, faculty, and alumni in 1951 has morphed into a university; it is a regional leader, one that is recognized nationally for the caliber of its programs, faculty, and alumni. Furthermore, as President Anthony S. Caprio has pointed out, “... as we gain a national reputation and with alumni all over the globe, Western New England has begun to tap into a national donor base and to bring philanthropic resources into Springfield as never before. This bodes well for the institution and actually contributes to the overall strength of the local economy.” The roots planted in 1919 have become a substantial tree.

In these pages, we have seen a story of evolution in many areas, of unprecedented expansion that brought with it triumphs and challenges. Turning obstacles into opportunities to grow and learn, Western New England expanded its physical plant beyond expectations and strengthened the underlying infrastructure that today fuels the exponential nature of its progress. Yet, the institution has never lost sight of its underlying principles.

In May 1959, when Emerson Hall (then known as East Building) was nearing completion, speaking to the student body in his regular student newspaper column, President Beaumont A. Herman pointed out that “With the development of the new campus we are on the map both literally and figuratively; we have indeed changed. We should be resolved, however, never to lose sight of our original aims. . . . Let us seek to develop genuine competence . . . [and] let us develop ideals of social living, appreciation of our cultural heritage, and a dedication of our talents to the service of our community and to the nation.” In 1968, speaking to the Massachusetts Board of Collegiate Authority as he requested approval for the establishment of the School of Arts and Sciences and the awarding of the A.B. degree, President Herman expanded upon those concepts, saying, “Each charter change and each division opened have been only as need appeared and as resources warranted . . . We believe that we have provided a genuine educational service in the Western Massachusetts community. . . .”

Today, as the institution newly designated as Western New England University celebrates the 60th anniversary of the independent charter granted in 1951, those sentiments still hold: the University is a far more prestigious place than was the one-building campus of 1959. It has undergone significant charter changes; yet it has retained its hallmark distinction of offering a personalized education. Furthermore, as President Anthony S. Caprio recalls, it has steadfastly followed its original aims. Speaking about Western New England’s transitioning to a university in *The Communicator* alumni magazine, he said, “Our goal remains consistent with that of the University’s founders in 1919: to provide outstanding academic programs with a professional focus that prepare our graduates to become leaders in their fields and in their communities. That commitment will remain in place, stronger than ever.”



The campus in 2011

Certain consistent trends are apparent. As it evolved, Western New England had scrupulously kept the changing needs of its students as its focus and had discussed and addressed prevailing issues in higher education; consequently, it amended enterprises in response to the times and incorporated all segments of the campus in its planning, even as it maintained effective programs and services that it had traditionally offered. For instance, continuing a long tradition of meeting the educational needs of the region, the institution supports joint admissions with Holyoke Community College and Springfield Technical Community College and has arranged articulation agreements with many other entities. Among other outreach efforts, librarians, student mentors, athletes, faculty, and staff have forged partnerships with local schools; the College of Business assists low income residents with tax preparation; and the Law and Business Center for Advancing Entrepreneurship assists in the development of startup and existing small businesses.

In these 30 years, a spirit of community and of pride has been manifest. Today Western New England University is bestowed with a fresh sense of cohesion and vigor. When, on March 22, 2011, permission for a change in status from a college to a university was granted by the Massachusetts Board of Higher Education, it was because the new status more completely reflected the growth in programs and facilities, all of which had been carefully and strategically developed in response to the altering needs of the times by a dedicated group of people. The University has comprehensive degree offerings; it has added doctoral programs; and it has broadened master's programs.

With its distinguishing characteristic the integration of liberal and professional, theory and practice, Western New England University emphasizes 21st century uses of technology and stresses the importance of community involvement and of meaningful leisure activity. Students and the over 40,500 alumni who live in all 50 states and 26 foreign countries are justifiably proud of their *alma mater*. Furthermore, the indomitable spirit that had characterized those who had crafted an accredited institution from a division of Northeastern University still exemplifies the faculty, staff, and trustees. Once again Western New England is poised to achieve greater heights.

THE PHYSICAL PLANT

Because the number of full-time, residential students has increased while the number of part-time students has decreased, in 30 years the undergraduate headcount has decreased from approximately 5,400 to about 3,700, and as the School of Law has intentionally chosen to keep class sections to just 50 students, law enrollment has moved from a headcount of 960 to 630. Testimony of the greater numbers of students who required new programs and advising, the number of full-time faculty has increased, and the number of adjunct faculty has decreased. Major efforts in Advancement have caused the endowment to grow from \$1,039,478 to \$48,330,000 as of July 1, 2011. Also indicative of the times and the increased number of services and programs, the total operating expenditures in FY 2011 were \$92,457 million, not the \$13.2 million expended in 1980, and typical tuition and fees total \$30,844, not \$3,040.

The campus has expanded from 94 to 215 contiguous acres and the 26 buildings and houses have become 73 buildings (13 academic/administrative, three activity/athletic, 17 houses, 40 residential use [townhouses, apartments, halls]). Of special note, reminiscent of the amazing growth that happened as the College carved out the original campus, in the last 10 years, eight major construction projects have been completed: Evergreen Townhouse Complex in 2001, the Kevin S. Delbridge Welcome Center in 2002, Commonwealth Hall in 2003, extensive renovation of the Campus Center in 2004, a major addition to D'Amour in 2005, a significant addition to the Blake Law Center in 2008, Southwood Hall in 2009, and the Center for Sciences and Pharmacy in 2010. Renovation of the Emerson, Sleith, and Herman classroom buildings is beginning. Indicative of a national emphasis on environmental concerns, in accord with Direction Six of the *Strategic Plan*, Western New England is pursuing "sustainability initiatives in all building, renovating, and ongoing maintenance . . ."

On campus, students from 39 states, the District of Columbia, Puerto Rico, and several foreign countries live and work amidst beautiful grounds, with carefully planned programs and services that prepare them for a wide range of professions. A variety of residence options provides housing for 2,265 students.

PLANNING

In this time span, major concerns in higher education were considered and addressed in a thoughtful manner. Task teams, *ad hoc* committees, and strategic planning committees were formed regularly and deliberated conscientiously; recommendations of educational consultants were considered. Again reminiscent of the first years after the independent charter in 1951, in the last 10 years the pace of planning accelerated exponentially: A *Facilities Master Plan* was approved (2000); the *Strategic Plan* was updated (2003) to ensure that the mission, position, defining characteristics, and commitments of the institution met the needs of the new century; a capital campaign exceeded its goals; the Board of Trustees gave approval for a School of Pharmacy (2007); a new Strategic plan 2009-2018 was designed; consultants were retained to study the efficiency of Continuing Education; and, responding to a campus initiative to increase the number and variety of arts offerings, an *ad hoc* Committee on the Arts convened in 2005 and presented its report to the Board. Since that time the institution has incorporated more arts offerings into the curriculum and into leisure activities. Assisting in these deliberations, the Office of Institutional Research, established in 2002, provided annual core campus statistics in a common and accessible place so that conclusions might be reached with context and understanding. The office administers regular alumni surveys and graduating senior surveys as it collects undergraduate, graduate, law, and continuing education statistics; it moved to an electronic distribution format starting with the 2005-2006 academic year.

ADMINISTRATIVE

In 2011 the seven vice presidents, five deans, and a full-time general counsel form an administrative team that had resulted in the College's being named the 2005 employer of the year in the non-profit category by the Employers Association of the Northeast (ENANE). A most apparent change from the College of 1980 is the unification of administrative departments and the delineation of responsibilities, a unification which has resulted in the proverbial "well-oiled" operation of the University. Rather than being scattered across campus, people are located in working groups. For example, in another instance of the institutional response to the needs of a dominantly residential campus, Public Safety is no longer the contracted service of 1980; it has become an integral part of the campus community, operating out of a redesigned, modern building. Highly trained officers have been granted police powers. Other areas of change are: A Campus Utility Building has become headquarters for peripheral services like the Post Office; the Facilities Management Department, which incorporates Housekeeping, a former contracted service; and Duplicating Services, which replaced the mimeograph machines dominant in 1980. The financial operation has been streamlined, and, because of growth in the amount of activity, a purchasing office functions efficiently. Career Services and Human Resources have been combined, offering a professional range of services to students as well as to employees and alumni. All student services are located in the Campus Center. The new Student Administrative Services unit has drawn together student billing, banking, registration, and grading and is operating from a space carved from study and storage areas in D'Amour Library. Marketing has adopted a proactive approach to University promotions and has been nationally recognized for its publications. Finally, strategic initiatives and the Centers for Internationalization and Academic Initiatives come under the purview of a Vice President for strategic initiatives.

Traditions continue to become a part of the campus experience. For instance, seeking to celebrate those who had excelled, the College holds ceremonies in Athletics, Student Affairs, and Academics. The Academic Honors Convocation is enlarged, renamed, and changed in format. Called the *Baccalaureate*, it is divided into two parts: A: the University Assembly, where all Colleges with bachelor's programs join to honor faculty *emeriti*, the "Teacher of the Year," the students who have earned Deans' Awards, and the scholar-athletes of the year, as well as to learn of the class gift, and B: the College Honors Ceremonies, held in three different locations immediately following the University Assembly.

In 2011 the Lecture Series that had been derived from the Lecture Day of the '70s is still a main thrust of the spring semester, but it has been augmented by presentations by faculty as well as by other outside speakers on key issues of the day such as those in the Arthur and Rebecca Marshall Human Relations Series, the Clason Series, the Luxton Lecture Series, The Law and Business Center for Advancing Entrepreneurship, the Center for International Sport Business, International Business Programs, and student organizations. Rarely a week goes by without several interesting events being scheduled.

TECHNOLOGY

In 1980 computing capability had been based on a Data General Corporation Eclipse M600 system, nicknamed "Andy," that included a line printer, a card punch, and 20 terminals. The director of computer services had been made responsible for the emerging needs of both academic and administrative computing. The one other employee in Computer Services was the coordinator of the "computation laboratory" (later called the Computer Center). A decision was made to develop an in-house administrative data base system to replace "batch" programs from punch cards, and an Academic Computing Committee was formed to analyze academic needs. The Computer Center, which relied exclusively on terminals to the Data General main frame, was located on the ground level of Herman Hall.

In 2011, concurrent with the explosion of the computer age, technology has become part of the infrastructure of Western New England. The department adjusted to several administrative iterations and has again become one unit with 36 employees. Aware of the importance of students having proficient digital skills, early on the institution had ensured that all students, faculty, and staff had email accounts; voicemail was universally available through a campus wide telephone system; and a fiber network linked all academic, dormitory, library, and administrative buildings. Now wireless technology is available in many locations, with further expansion planned. Additionally, the 490 PCs in public access areas are kept state-of-the-art via a replenishment policy; over 50 classrooms have full multimedia capability, PC access to the Internet, ceiling mounted projection systems, dvd/vcr players, and full sound features; the Writing and Reading Program uses 50 PCs to teach writing in two Writing Center computer classrooms; the Departments of Mathematics and Computer Science have designed laboratory classrooms; accounting and engineering labs are equipped with appropriate computers, including laptops; an Educational Technology Center has developed a PC classroom which has multimedia digital projection technology; and a Digital Learning Center is in place for D'Amour librarians to instruct all freshmen in information literacy techniques.

Other computing advances include four multimedia classrooms in the LaRiviere Living and Learning Center, six rooms with multimedia capability and dedicated networks allowing connection to external law research databases in the School of Law, loaner PCs in both libraries; a TV studio with digital editing workstations for both audio and video content preparation; Virus/spam software issued to all the University community; and portals which provide easy access to webmail, learning management software, online schedules, grades, degree audits, billing, financial aid information, and housing/roommate selection. Online registration for juniors, seniors, graduate students, and law students has been instituted. Testimony to the attention given to current patterns of social media, the University maintains several Facebook pages, Twitter feeds, and a YouTube channel.

MAJORS AND PROGRAMS 2011

COLLEGE OF ARTS AND SCIENCES

Biology
Chemistry
Communication
Concentrations:
Journalism
Media Theory and Production
Professional Communication
Public Relations
Computer Science
Creative Writing
Criminal Justice
Concentrations:
Crime and Society
Criminal Investigation
Terrorism and Home and Security
Economics
Education
Elementary
Secondary
English
Forensic Biology
Forensic Chemistry
History
Information Technology
Integrated Professional
Science Studies
International Studies
Concentrations:
Economics and Commerce
European Area
Developing Societies
Law and Society
Mathematical Sciences
Neuroscience
Philosophy
Political Science
Pre-pharmacy
Psychology
Social Work
Sociology
Sustainability
Concentrations:
Communication
International Development
Management and Marketing
Public Administration

Five-year Bachelor/MBA
Five-year Bachelor/MS in Policing
Master of Arts in English for Teachers
Master of Arts in Mathematics for Teachers
Master of Education in Elementary Education
Master of Science in Applied Behavior Analysis
Master of Science in Policing
Doctor of Philosophy in Behavior Analysis

COLLEGE OF BUSINESS

Accounting
Arts and Entertainment Management
Business Information Systems
Finance
General Business
Concentrations:
Entrepreneurship
International Business
Sustainability Management
Management
Marketing
Marketing Communication/Advertising
Sport Management
Five-Year Bachelor/MBA
Five-year Bachelor/MSA
Master of Business Administration (MBA)
Master of Science in Accounting (MSA)
Forensic Accounting & Fraud Investigation Concentration
Taxation Concentration
JD/MBA Combined Degree
JD/MSA Combined Degree
PharmD/MBA Combined Degree

COLLEGE OF ENGINEERING

Biomedical Engineering
Electrical Engineering
Concentrations:
Computer
Electrical
Green
Industrial Engineering
Mechanical Engineering
Concentrations:
Green
Manufacturing
Mechanical
Five-year Bachelor/MBA
Five-year Bachelor/MSEM
Five-year BSEE/MSEE
Five-year BSME/MSME
Six-year Biomedical Engineering/Law
3 + 3 Law Program
Master of Science in Engineering
Master of Science in Electrical Engineering
Mechatronics Concentration
Master of Science in Engineering Management
Master of Science in Mechanical Engineering
Mechatronics Concentration
MSEM/MBA Combined Degree
PhD in Engineering Management

COLLEGE OF PHARMACY

Doctor of Pharmacy
PharmD/MBA

SCHOOL OF LAW

Juris Doctor
Master of Law in Estate Planning and Elder Law
JD/MBA
JD/MSA
JD/MSW

LIBRARY

The 1980 library, located in what is now Churchill Hall, incorporated both law and undergraduate collections. It had three librarians, a collection of approximately 81,000 volumes, about 700 regularly received periodicals, and microform capability. In 2011, D'Amour Library reported an overall count of 133,239 print volumes, more than 5,000 electronic books, 188,276 microforms, and access to over 46,000 periodicals online through electronic databases and individual subscriptions, and the staff includes seven librarians. Priscilla L. Perkins has become the new director and has been instrumental in effecting a change from a repository of books to a constantly adapting center for academic endeavors that is redolent with technology. The School of Law Library is a separate entity, equally technologically up-to-date. It includes 137,537 print volumes, 234,211 microforms, 1819 print/microform periodical subscriptions, and access to 44,895 periodicals online. Responding to a phenomenal growth in technology, the libraries do not charge for printing; they offer free Internet access, an online catalogue, a library webpage, resources like electronic encyclopedias, full-text and abstracting databases, and individual assistance, as well as instruction accomplished by three undergraduate information literacy librarians. Students work in study rooms, at mediascapes, and in a collaboratory. All stack ranges have been moved to make the buildings ADA compliant. A 6,000 square foot addition to D'Amour Library opened in 2005. (The Clarke reading room, Digital Learning Center and MacIntosh lab are under the purview of the Library; a TV studio, the Educational Technology Center, the AV operation, and a computer classroom are supervised by OIT.) The Law Library in the Blake Center was significantly enlarged in 2008.

ACADEMIC

Testimony to the tremendous advancements that the University has made since 1951, in 2011 the institution is ranked by *U.S. News and World Report* in the top tier of the "America's Best Colleges—Regional Universities-North" category. By 1980 it had become clear that the modest institution forged from the Springfield Division of Northeastern University had entered the mainstream of higher education in its own right. In fact, it was often referred to locally as the "miracle on Wilbraham Road." While it was obviously beginning to make the transition to a residential institution, there was an even greater impetus for progress: upon his retirement, President Herman, speaking of the College's place in American education, had said it had a "calling to fulfill." In 2011 that potential has been reached, even exceeded. New majors, minors, and programs have been adopted, tailored to meet the demands of students in the new millennium. There is an increased emphasis on internationalization and sustainability. In the Colleges of Arts and Sciences, Engineering, Business, and Pharmacy, the University offers more than 40 undergraduate majors and programs as well as 12 master's programs, 13 combined programs, one Pharm.D. and two doctoral programs; The School of Law offers full and part-time Juris Doctor programs and an advanced LL.M. degree in Estate Planning and Elder Law. Furthermore, joining other universities in outreach endeavors, Western New England sponsors a poetry journal and the College of Pharmacy partnered with a local Big Y supermarket to open a consulting center.

Still providing the personal attention that has marked the institution since its inception, in FY 2011 the 194 full-time faculty members, 113 adjunct faculty, 437 full-time staff, and 50 part-time staff serve approximately 3,700 students in the five colleges and schools (2,500 full-time undergraduates, 630 in full and part-time J.D. and LL.M programs in the School of Law, and 550 in part-time undergraduate, graduate, and doctoral degree programs.) The student-faculty ratio is 15-1; the average class size is 20.

In 1980 and consistently thereafter the College and all of its programs had been accredited by the New England Association of Schools and Colleges (NEASC). The School of Law had been accredited by the American Bar Association; the Bachelor of Science in Electrical Engineering and the Bachelor of Science in Mechanical Engineering were accredited by the Engineer's Council for Professional Development; and the School of Business was a member of the American Assembly of Collegiate Schools of Business.

In 2011 the campus is planning for NEASC's first visit to the institution now referred to as Western New England University. Further professional accreditations include the following: programs in Education are approved by the Massachusetts Board of Education (MBE) and meet standards of reciprocity of the Interstate Certification Compact; the Bachelor of Social Work Program is accredited by the Council on Social Work Education (CSWE); the College of Business is accredited by AACSB International—The Association to Advance Collegiate Schools of Business, the only private AACSB accredited institution in western Massachusetts and one of only 466 internationally; and the Bachelor of Science programs in Biomedical, Electrical, Industrial, and Mechanical engineering are accredited by the Accrediting Board for Engineering and Technology (ABET). The School of Law is accredited by the American Bar Association and is a member of the Association of American Law Schools (AALS). The College of Pharmacy has achieved precandidate status with the Accreditation Council for Pharmacy Education (ACPE).

In 1980 arrangements for collaborating with the Massachusetts College of Pharmacy (MCP/AHS) had been finalized; by 2011 that affiliation had been severed and the University has opened its own College of Pharmacy.

Remaining true to its roots as an institution that provided educational opportunities to residents of the Greater Springfield area, the School of Continuing Higher Education in 1980 had absorbed and expanded the functions of the Evening Division. Off-campus Programs at Hanscom Air Force Base, Fort Devens, Truro, and Otis had registered over 400 students with prospects for continued growth apparent. By 2011, having experienced changes in the state of Massachusetts' approval of the Quinn Bill and the post 9/11 closing of federal properties to outside institutions, Continuing Education and the Off-Campus Programs had reorganized under the direction of Dr. Richard Keating, vice president for strategic initiatives and the Centers for Internationalization and Academic Initiatives, still fulfilling the original emphasis but in a manner appropriate to the new millennium.

STUDENT SERVICES

In 1980, two important steps were taken: inaugurating a tradition of College-home communication, *Bearings*, a newsletter to acquaint parents about campus activities, began; and, in an intentional effort to increase campus diversity, an Office for Diversity Programs and Services was established. By 2011 these programs have expanded and other initiatives have taken hold. For instance, the University has become the Springfield Bureau of WAMC, an Albany, NY, NPR radio station; a full time coordinator has been hired in the Learning Beyond the Classroom office, and a wide variety of student activities has been designed to provide a balanced environment for residential students. There are more than 60 clubs and organizations on campus.

ATHLETICS

The athletics philosophy and the intramural philosophy distributed in 1980 emphasized that the College encouraged students to participate in athletics. Four full-time staff were assisted by several seasonal part-time staff. Conceptual planning for the Healthful Living Center had begun, and there were 14 varsity sports. Football was a club sport.

In 2011 the University sponsors a varsity intercollegiate athletic program for both men and women. There are 19 varsity sports in NCAA Division III, 29 staff members, and a number of part-time people as dictated by need. Eighteen per cent of the undergraduate population participates in varsity athletics, 52% in intramurals, all conducted from the Alumni Healthful Living Center, which was designed to include programs in health services, recreation, and physical education as well as to provide up-to-date facilities for athletics. Students use the state-of-the-art exercise equipment regularly.

A commissioned study resulted in a modern stadium's being constructed and several modern playing fields' being designed. The Henry Bazan Memorial has been unveiled and the Downes Hall of Fame has been created. With the increased emphasis on athletics, several teams have achieved championship status, and individual players have won national recognition.

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Appendix A

Trustees of Western New England College

Originally the governing board was divided into two groups: Corporators and Trustees. The Trustees were elected from those who were Corporators and had certain functions apart from their duties as Corporators. On October 11, 1966, the two groups were combined. For the purposes of this listing no distinction is made, and all who were Corporators prior to 1966 are listed among the Trustees. (~, Alumni Trustee; #, Emeritus; *, Board of Springfield Northeastern; †, Executive Committee.) Dates in parentheses indicate first appointment to Springfield Division of Northeastern University.

George T. Abdow	1986-1993	†#~Kenneth D. Cardwell '63/G66	1980-2009	William E. Diefenderfer	1966-1970	Bruce F. Hambro '74	2005-
~Olaekan A. Adeoyin '09	2009 -	†#Sister Mary Caritas	1986-2001	#Albert Dixon Jr. '27	1954-1969	Robert W. Hamel	1960-1971
~Robert Alderson '76	1976-1977	Barry I. Carman G'83	1996-2006	†Paul S. Doherty	1973-1986	Marshall Hart	2002-
~Justina (Reny) Allen	1987-1988	†Robert H. Carnevale '68	1997-	Anthony F. Dolphin	2004-2009	George R. Harwood	1975-1987
Francis A. Amatruda	1979-1988	†#Richard S. Carroll	1958-1976	Milton J. Donovan	1958-1977	Rose Mary Healy	1995-1997
#P.A. Argentinis '66	1987-2005	~Laurie A. (Rosenblum) Cartier	1986-1987	†Henry Downey '50	1960-1973	Andrew T. Henshon	2009-
#Ralph A. Armstrong '27	1954-1975	†Norman J. Cartmill '50	1979-2001	~Robert Dubois '70	1970-1971	†#Beaumont A. Herman	1955-1982
~Benjamin P. Astley '48	1976-1978	#Chester J. Chambers '23	1959-1969	†~William E. Dupuis '79	2006-	Thomas W. Herrala '68	1988-1994
Joseph M. Baker, M.D.	1975-1981	†Jay D. Chapin	1975-1996	~Evan Dutch '05	2005-2006	Charles E. Hill 'G77	1984-1989
~Ronald H. Barnhard '70	1988-1989	†Donald R. Chase	2003-2008	*†Robert R. Emerson '23 (1928)	1951-1977	*William C. Hill (1939)	1951-1955
Donald L. Barsalou G'64	1995-2003	†#Carl O. Chauncey '25	1954-1974	Rocco J. Falcone II '84/G'87	2009-	Hollis Holland	1990-2005
~Jerilyn (Ramsdell) Bebrin '82	1982-1983	*John D. Churchill (1920)	1951-1954	~Susan Fentin, Esq. G'96	1999-2001	Iris K. Holland '67	1976-1982
Curtis L. Blake	1956-1971	*Roe S. Clark (1937)	1951-1955	John F. Ferraro	1997-2001	Patricia A. Hollander	1990-1996
Alan W. Blair G'96	1998-2004	†#Arthur H. Clarke	1965-1990	†Frank P. Fitzgerald '68/G'73	2000-	*Blake A. Hoover (1919)	1951-1959
~Neville S. Bogle '75/G'81	1998-2000	†Robert W. Clarke	2004-	Robert J. Freedman	1959-1971	Ralph Howe Jr.	1980-1983
~Sean M. Boucher	1999-2000	†Irving M. Cohen '32	1958-1989	~Dawn A. Fleury	1991-1992	Howell Hughes	1975-1984
E Nelson Bridgham	1952-1965	Frank Colaccino G'80	1992-1995	Richard F. Gamble	1970-1979	#†*Irving C. Jacobs '26 (1948)	1951-1982
John E. Briggs	1987-1990	Norma Colaccino	2002-	Mott. A. Garlock	1959-1980	~Gabriela Jimenez	1994-1995
~Fred M. Brody '72	1972-1973	†Sidney R. Cook '25	1954-1987	~Brian R. Gaouette '09	2010-	†#Rev. Christopher Johnson	1980-1997
G. Trowbridge Brown	1958-1974	~Alexander M. Corl	1984-1985	-Chester N. Gibbs	1969-1980	†#Benjamin F. Jones	1966-1996
†~Robert F. Bruno '69	1982-1991	~Ryan Courtemanche	2000-2001	C.W. Gilluly	1994-2002	Charles H. Kaman	1977-1983
†Lawrence V. Burkett Jr.	1996-2004	†~Timothy P. Crimmins '70	1990-1992	~Yvonne Gleba	1993-1994	George C. Keady Jr. H'73	1975-1984
†Thomas R. Burton '70	1992-	†#Robert N. Crozier	1961-1969	*†Harley B. Goodrich '27 (1938)	1951-1974	Terry L. Kendall '68	2002-2005
†#Howard J. Cadwell	1964-1968	†#Gerald E. D'Amour	1979-2000	~Marilyn G. Gorman '88	1988-1989	William H. King	1966-1972
Gordon Cameron	1961-1970	~Linda A. (Szewczyk) Di Francesco	1989-1990		2002-2004	Steven P. Kitrosser '66/G70	2006-
~Michael J. Camerota	1979-1980	John P. Deliso	1995-1998	†Richard F. Gottier	1976-1979	Wallace H. Kountze G'63	1993-1996
†Donald G. Campbell '73 G'79	2005-	†Kevin S. Delbridge '77	1998-	Virginia D. Govoni	1992-1994	Edward Kronvall H'59	1955-1969
~Tyler Campbell '07	2007-2008	~Joseph A. DePaula '73	1973-1974	†~Ronald Goulet '67	2000-	†#Sr. M. Catherine Laboure S.P.	1976-1998
†Anthony S. Caprio	1996-	~Raymond Desnoyers '57	1972-1974	William G. Gunn	1964-1979	Everett W. Ladd Jr. '63	1974-1992
Peter F. Carando Jr.	1978-1984	†#Arthur J. Dickman	1980-1988	Lewis E. Haase	1984-1987	John T. Lagowski	1979-1980
			1993-1999			†#Ronald P. Lalli '61 G'71	1980-2010
						George W. Lamb	1951-1953
						Lucie Lapovsky	2003-
						†~Alfred A. LaRiviere '51	1968-1970
						Hon LLD 1995/Hon 2000	1972-2010
						*†Charles E. Lee (1939)	1951-1959
						Ronald B. Lee H'69	1969-1975
						Paul W. Leming	1962-1971
						†Barbara Ann Lenk	1995-
						Amy B. Lewis '88/G'00	2004-

Robert Liguori, Esq.	2004-2007	*†Earl H. Paine '27 (1937)
#S. Clark Lilley	1965-1968	†~#John J. Pajak G'62
Edwin W. Lindsay '78	2007-	Lucien A. Parent '62
Richard T. Lovett '34	1954-1980	~Alexandra L. Paterson
#Martin† A. Lower	1997-2006	Ronnie E. Payne
Donald E. Lyons	1983-1986	†#C. Norman Peacor
*#Donald M. Macaulay '24 (1948)	1951-1975	†#Richard R. Perry
†Kim A. Mac Leod '73	1994-	†Dr. Linda M. Peters G'96
†#Robert B. MacPherson '38	1957-1982	Russell Dale Phelon
Leon E. Maglathlin Jr.	1975-1982	Herman E. Pihl
Paul L. Mancinone L'92	2010-	†Glenda D. Price
~Peter S. Marangoudakis	1997-1998	James B. Punderson
David C. McCourt	1993-1997	Leon J. Pyzik Jr. '64
~Daniel McLaughlin	1996-1997	Victor E. Quillard
Bernard H. McMahon	1961-1972	†Irving A. Quimby
Bertrand L. McTeague '64	1979-1995	*†George W. Rice '22 (1938)
~Raymond Meyers '51	1974-1976	*Horace J. Rice (1929)
~John A. Michalenko	1980-1981	†~Kenneth M. Rickson '75
John H. Miller	1959-1979	A. Seth Roberts
William Milsop	1961-1965	~Thomas E. Rokosz '71
†John M. Mitchell	2005-	~Jay I. Rosenblum
Stephanie Moffa '04	2004-2005	~Charles S. Ryan L'93
Harold Mosedale Jr. '36	1954-1980	Phyllis Ryan L'81
~Sarah B. Mosier '02	2002-2003	D. Joseph St. Germain H'64
†~Frederick M. Mottle '69	1986-2011	~Robert E. Salad G'83
~Cathleen (McAuliffe)		Robert J. Saex
Moynihan '78	1978-1979	~C. Kenneth Sanderson '56
G. Burton Mullen	1988-1994	Kathleen (Curry) Santora
Patrick T. Murphy	1994-2006	
~Liza M. Nascembeni '03	2003-2004	†Lawrence V. Schmitt
†Carmen Guervo Neuberger	1999-	~Nathan Schwartz '06
Wa Sing Ng	1997-	Robert N. Scott
#Benjamin D. Novak '23	1954-1970	Roy A. Scott
Carl H. Nystrom '41	1954-1979	†Wallace M. Scott '43
†John M. O'Brien '74	1992-	~Dorinda (Kovacs) Seamans
Lawrence F. O'Brien '42	1977-1986	Harlan A. Sears
#Francis S. Oleskiewicz	1987-2005	Frederick B. Seel
~Herbert A. Pace '51/G'58	1970-1972	

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Ann Marie Seeley
†~Michael A. Serafino '77
~Christopher Service '99
†Clark Shea '66 G'69
James J. Shea Jr. Hon DCS '63
~Elizabeth Sillin G'98
~Jerald J. Silverhardt '74
†William H. Sleith '44
*†Stanley O. Smith '22 (1929)
†Richard A. Stebbins
†~Peter Steingraber Esq. '84
†Whitney C. Stiles '61
~Peter D. Stone '70 G'78
Stanley J. Strzempek G'58
~John F. Sullivan
Daniel J. Swords G'76
Wendy A. Taylor
Herbert S. Terrill '25
Albert L. Tervalon
Brian W. Thompson G'79
~Brent Todd
†David Trader
†Brian P. Trelease '67/G'71
James E. Tremble
Donald S. Tufts '29
~Kristin P. Van Beek
~Melissa Ann (McGuire)
Vanderminden
~Karl A. Vester '38
Peter G. Volanakis
~Roger W. Wade Esq. '82
Hicks B. Waldron
Laurence R. Wallace
~Andrew S. Woodland
George R. Yerrall III
~David V. Zawacki

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1998-1999

Trustee Officers

<i>Chairman</i>	Robert R. Emerson (1951-1970) Irving C. Jacobs (1970-1975) C. Norman Peacor (1975-1990) Jay D. Chapin (1990-1997) Thomas R. Burton (1997-2003) John M. O'Brien (2003-2009) Kevin S. Delbridge (2009-)
<i>Vice Chairman</i>	Irving C. Jacobs (1967-1970) Richard S. Carroll (1970-1971) Henry T. Downey (1971-1973) John J. Pajak (1985-1986) Kenneth D. Cardwell (1986-) Jay D. Chapin (1987-1990) C. Norman Peacor (1990-1993) Mary Caritas S.P. (1993-1996) John M. O'Brien (1997-2003) Martin A. Lower (2003-2006) Kevin S. Delbridge (2006-2009) Michael A. Serafino (2009-)
<i>Secretary</i>	Harley B. Goodrich (1951-1974) Alfred A. LaRiviere (1974-2010) Robert W. Clarke (2010-)
<i>Treasurer</i>	Earl H. Paine (1951-1965) Leon D. Chapin (1965-1973) Whitney C. Stiles (1973-1981) Richard A. Stebbins (1981-1987) Irving A. Quimby (1987-1993) Thomas R. Burton (1993-1997) Frederick V. Mottle (1997-2007) Michael A. Serafino (2007-2009) Kenneth M. Rickson (2009-)
<i>Assistant Treasurer</i>	Leon D. Chapin (1975-1979) Robert W. Gailey (1979-1988)
<i>President</i>	Anthony S. Caprio (1996-)

Appendix B

Administrative Officers

Director, Springfield Division

1919-1920	Guy D. Miller
1920-	William J. Breeze (Temporary Director)
1920-1951	John D. Churchill

President:

1951-1954	John D. Churchill
1954-1955	Stanley O. Smith (Acting President)
1955-1976	Beaumont A. Herman
1976-1979	Richard F. Gottier
1979-1980	Allan W. Bosch, Robert W. Gailey, C. Norman Peacor (Interim Administrative Team)
1980-1996	Beverly W. Miller
1996-(July 1 - August 13)	Christopher N. Oberg (Acting President)
1996-	Anthony S. Caprio

Assistant to the President

1956-1958	Leon D. Chapin
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Vice President (Administration and Planning)

1989-1999	Judith A. Brissette
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Vice President (Institutional Advancement)

1995-1996	Robert E. Grinnell
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Vice President (Advancement and Marketing)

1997-2000	Jane S. Albert
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Vice President (Marketing/External Affairs)

2001 -	Barbara A. Campanella
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Vice President (Development/Alumni Relations)

2001-	Beverly Dwight
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Vice President (Enrollment Management)

2001-	Charles R. Pollack
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Vice President (Strategic initiatives and The Centers for Internationalization and Academic Initiatives)

2009-	Richard S. Keating
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Financial Affairs

Bursar

1951-1956	Leon D. Chapin
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Vice President (Business)

1958-1979	Leon D. Chapin
(Administration/Finance)	
1979-1989	Robert W. Gailey

(Finance/Assistant Treasurer)

1989-1995	Christopher N. Oberg
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(Business/Finance/Assistant Treasurer)

1995-1997	Christopher N. Oberg
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(Financial Affairs)

1997-2001	David P. Kruger
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(Finance and Administration)

2001-2008	David P. Kruger
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2008-	William J. Kelleher
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Academic Affairs

Vice President (Academics/Dean of Arts and Sciences)

1966-1968	Robert L. Campbell
(Academics)	
1968-1973	Robert L. Campbell

(Academics)

1973-1974	Richard F. Gottier
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(Academics/Provost)

1974-1976	Richard F. Gottier
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(Academics)

1976-1983	Allan W. Bosch
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(Academic Affairs)

1983-1988	Allan W. Bosch
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1988-1998	Rex P. Stevens
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(Academic Affairs/Provost)

1998-	Jerry A. Hirsch
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Dean, School of Law

1951-1954	Horace J. Rice
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1954-1970	Charles R. Clason
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1970-1973	George C. Keady Jr.
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1973-1976	Maurice B. Kirk
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1976-1977	John J. O'Connor
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(Acting Dean)

1977-1995	Howard I. Kalodner
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1995-1997	Joan Mahoney
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1997-1998	Donald J. Dunn
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(Acting Dean)

1998-2001	Donald J. Dunn
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2001-	Arthur R. Gaudio
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Dean, School of Business

1951-1963	
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1963-1964	
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1964-1968	
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1968-1973	
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1974-1979	
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1979-2006	
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2006-	
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Guy D. Miller
Nelson E. Copp
Lawrence H. Nath
Arthur R. Dorsch
Clyde A. Painter
Stanley Kowalski Jr.
Julie I. Siciliano

Dean, School of Engineering

1957-1963	
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1963-1968	
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1968-1977	
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1977-1984	
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1984-1991	
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1991-1997	
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1997-1999	
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Clifton H. Ewing
George A. Marston
Don C. Lemmon
R. Luther Reisbig
Clyde E. Work
Stephen C. Crist
Eric W. Haffner
(Acting Dean)
Eric W. Haffner
Carl Rathmann
Eric W. Haffner
(Acting Dean)
S. Hossein Cheraghi

Director, General Studies Division

1962-1966	Kenneth A. MacLeod '73
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Dean, School of Arts and Sciences

1966-1968	
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1968-1973	
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1973-1985	
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1985-1991	
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1991-1992	
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1992-1999	
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1999-2000	
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2000-	
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Robert L. Campbell
Earl C. Chapin
Robert L. Campbell
Richard A. Reed
Charles K. Fish
(Acting Dean)
Burton F. Porter
Alan Gorfin
(Acting Dean)
Saeed Ghahramani

Dean, School of Continuing Higher Education

1972-1978	Frederick W. Brown
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Dean, School of Continuing Higher Education

and Coordinator of Graduate Studies

1978-1985	Elizabeth A. Ayres
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1985-1989	Jesse L. Ward
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Founding Dean, School of Pharmacy

2008-	Evan T. Robinson
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Student Affairs

Vice President (Student Affairs/Dean of Students)

1983-1988	Andrew J. Mulcahy
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(Student Affairs)

1988-1993	Andrew J. Mulcahy
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(Student Affairs, Dean of Students)

2001-2010	Richard M. DiRuzza
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2010-	Jeanne S. Hart-Steffes
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Dean of Students

1951-1954	Elmer H. Allan
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1955-1958	George F. Chisholm
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1958-1964	Robert L. Campbell
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1965-1967	Eugene H. Floyd
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1967-1988	Andrew J. Mulcahy Jr.
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1988-1992	Judith A. Brissette
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(Interim Administrator)

1992-2001	Richard M. DiRuzza
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Dean of Freshman & Transfer Students

1997-2010	Theodore R. Zern
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Dean of Freshman Students & Students in Transition

2010-	Kerri P. Jarzabski
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Dean of Admissions (Director)

1951-1957	Elmer H. Allen
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1957-1958	Cuno Bender
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1958-1984	Rae J. Malcolm
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1984-1988	Wenrich H. Greene
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1988-1992	Lori-Ann Paterwic
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Enrollment Management

1989-1992	Charles R. Pollack (Director)
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1992-2001	Charles R. Pollack (Dean)
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Appendix C

Enrollments and Degrees Awarded

Springfield Division-Northeastern University

(Unfortunately, accurate records of student enrollment for the period 1919-1951 are not available at either Springfield or Boston locations. The enrollment figures given below are estimates based upon statistics appearing variously in catalogues and in unofficial university documents; they are gross figures and do not take into consideration student drop-outs during the academic year. This becomes particularly obvious if the figures are compared with the number of degrees awarded. The statistics on degrees are verifiable.)

	Total Enrollment	Law Enrollment	Total Degrees Awarded	Law Degrees Awarded		Total Enrollment	Law Enrollment	Total Degrees Awarded	Law Degrees Awarded
1919-1920	85	26			1935-1936	454	110	22	9
1920-1921	193	40			1936-1937	501	109	22	6
1921-1922	215	56	13		1937-1938	606	167	27	16
1922-1923	220	61	25	7	1938-1939	588	120	30	12
1923-1924	224	83	17	10	1939-1940	630	104	42	21
1924-1925	303	108	31	8	1940-1941	562	63	30	14
1925-1926	342	128	20	5	1941-1942	565	33	49	33 (288)
1926-1927	407	154	35	18	1942-1943	237		19	
1927-1928	381	157	38	22	1943-1944	214		6	
1928-1929	430	136	54	25	1944-1945	184		6	
1929-1930	404	133	28	16	1945-1946	238		8	
1930-1931	383	117	24	10	1946-1947	559		9	
1931-1932	364	96	31	22	1947-1948	660		23	
1932-1933	292	75	30	18	1948-1949	693		27	
1933-1934	306	98	29	6	1949-1950	742		26	
1934-1935	403	114	23	10	1950-1951	750		36 (780)	

Western New England College

(In contrast with the enrollment statistics for Springfield-Northeastern, the Western New England College figures through 1979 represent net enrollment as of September 30; pre-College students are not included. Starting in 1980, the figures are total head counts as reported on the HEGIS and IPED reports. Figures for both enrollment and degrees are verifiable.)

	Total Enrollment	Law Enrollment	Total Degrees Awarded	Law Degrees Awarded		Total Enrollment	Law Enrollment	Total Degrees Awarded	Law Degrees Awarded
1951-1952	664	30	18+51*		1983-1984	5169	859	1108	234
1952-1953	548	45	13+47		1984-1985	5140	833	1030	237
1953-1954	488	56	38+13		1985-1986	5047	835	1015	224
1954-1955	585	78	45		1986-1987	5061	856	995	230
1955-1956	666	91	62+ 1	14	1987-1988	5194	875	1039	258
1956-1957	922	104	48+ 1	14	1988-1989	5182	841	1009	245
1957-1958	1147	103	54	12	1989-1990	5265	806	1061	250
1958-1959	1285	93	58	9	1990-1991	5404	810	1215	226
1959-1960	1512	100	88	9	1991-1992	5183	827	1068	212
1960-1961	1744	111	139	12	1992-1993	4835	808	1097	252
1961-1962	1810	110	143	17	1993-1994	4674	771	1115	216
1962-1963	1911	118	183	12	1994-1995	4470	772	1040	231
1963-1964	1865	136	164	11	1995-1996	4485	740	1087	216
1964-1965	1960	138	196	16	1996-1997	4569	691	1097	218
1965-1966	2112	144	182	14	1997-1998	4732	634	1136	191
1966-1967	2326	137	209	23	1998-1999	4941	588	1271	160
1967-1968	2669	134	283	16	1999-2000	5094	567	1375	170
1968-1969	3003	167	330	15	2000-2001	4826	518	1404	153
1969-1970	3283	184	449	22	2001-2002	4556	492	1387	143
1970-1971	3372	219	526	23	2002-2003	4461	510	1293	133
1971-1972	3457	346	552	29	2003-2004	4448	553	1388	128
1972-1973	3294	430	589	30	2004-2005	4025	583	1230	160
1973-1974	3387	570	569	55	2005-2006	3729	596	1032	190
1974-1975	3656	720	640	67	2006-2007	3653	594	883	158
1975-1976	4005	865	761	256	2007-2008	3657	637	904	139
1976-1977	4189	791	842	89	2008-2009	3722	645	883	182
1977-1978	4519	794	915	61	2009-2010	3710	635	915	173
1978-1979	4824	853	907	108	2010-2011	3726	604	899	182
1979-1980	5170	901	963	241					
1980-1981	5398	960	1023	268					
1981-1982	5454	912	1057	243					
1982-1983	5364	887	1062	297					

*First figure indicates Western New England College degrees; second figure shows degrees awarded at Boston by Northeastern.

Appendix D

Western New England College Land and Buildings

(Ac=Academic, R=Residential, Ad=Administrative, PE-Physical Education. SS=Student Services
O=date of opening P=date of purchase D= date of dedication; [cost does not include later renovations/equipment])

Date	cost*	1966	1979	1993
1956 4/26/56 (P) Wilbraham/Bradley Road land (original 34 acres) \$76,931		2/01/66 (D) (Ad/SS) D. J. St. Germain Campus Center 626,320	7/24/79 28 Valley Road 53,164	10/12/93 (D)(PE) Alumni Healthful Living Center 11,169,533
1959 10/21/59 (D)(Ac) East Building (renamed 10/21/59 Emerson Hall) 387,200		1967 9/10/67 (O)(R) Berkshire Hall 461,869 6/22/67 54 Bellamy Road 18,535	1983 4/25/83 (P)(R) Gateway Complex (29 acres) 3,534,263 6/03/83 (O)(SS) Campus Center Addition 5,005,550 9/27/83 (Ac) D'Amour Library 4,392,685 10/28/83 42 Bellamy Road 53,564	1996 6/25/96 State land (53.47 acres) 1,019,806 1999 8/12/99 (D)(R) LaRiviere Center 6,762,185 1999 Diocese of Springfield land (22.947 acres) 1,101,400
1960 10/16/60 (D)(Ad) Administration Building (renamed 5/6/89 Deliso Hall) 274,000		1968 9/08/68 (O)(R) Franklin Hall 491,950 8/15/68 1268 Wilbraham Road 53,916	1988 6/24/88 (O)(Ac) Churchill Addition and renovation 3,351,923 10/11/88 (D)(Ac) Churchill Library converted, rededicated as Churchill Hall 1,859,000	2001 8/27/01 (O)(R) Evergreen Complex 8,352,691 2002 9/24/02 (D)(Ad) Welcome Center 3,926,680 (renamed 9/19/06 Kevin S. Delbridge Welcome Center)
1961 8/10/61 (P) Wilbraham/Bradley Road land (7.91 acres) 12,644		1969 9/09/69 (O)(R) Windham Hall 779,277 2/8/69 29 Bellamy Road 21,283	1988 Central Mall 708,258 1989 8/4/88 44 Valley Road 140,961	2003 8/30/03 (O)(R) Commonwealth Hall 10,814,868 12/13/03 84 Valley Road 135,964
1962 4/29/62 (D)(Ac) Churchill Library (renamed 10/11/88 Churchill Hall) 251,400 10/25/62 (P) Wilbraham/Evergreen land (7.82 acres) 20,091		1970 11/24/69 64 Bellamy Road 28,617 1972 3/01/72 12 Valley Road 42,617 8/15/72 637 Bradley Road 17,000	1990 7/25/90 16 acres Garden Center land (5.436 acres) 434,625 1990 (O)(Ad) Campus Utility Building 989,000	2004 Renovation of D.J. St Germain Campus Center 3,980,524 2005 7/18/05 103 Timber Lane 140,883 3/1/05 (O)(Ac) D'Amour Library Addition 1,678,589
1963 3/28/63 (P) Evergreen land (2.45 acres) 5,586 4/04/63 (P) Evergreen land (2.2 acres) 20,691 10/21/63 (P) Evergreen land (7.07 acres) 18,437 11/7/63 (P) 1260 Wilbraham Road 23,303		1973 10/11/73 20 Valley Road 25,841 2/10/73 (D)(Ac) William H. Sleith Hall 1,477,550 10/20/73 (D)(PE) Rivers Memorial 753,817 5/18/73 14 Bellamy Road 28,404	1991 1/16/91 Church in the Acres land (6.666 acres) 338,186 1992 3/20/92 60 Valley Road 90,442 8/30/92 112 Valley Road 120,678 11/05/92 Church in the Acres land (25 feet for right-of-way) 25,000	2008 9/09/08 (O)(Ac) Blake Law Center Addition and Renovation 5,500,000 2009 8/31/09 (O) (R) Southwood Hall 11,617,070 2010 12/14/10 (O) (Ac) Center for the Sciences and Pharmacy 32,511,118
1964 10/25/64 (D) (Ac) West Building (renamed 2/11/79 Herman Hall) 748,600 7/03/64 (P) Evergreen/Wilbraham Road 67,972		1974 4/1/1974 24 Bellamy Road 32,756 1977 9/30/77 (O)(Ad) Maintenance Building (enlarged/renamed Public Safety 1990) 127,688 8/31/77 649 Bradley Road 42,483		
1965 9/14/65 (O) (R) Hampden Hall 445,290		1978 9/19/78 (O)(R) Plymouth Hall Complex 880,531 8/14/78 (O)(Ac) Blake Law Center 3,300,000		

Appendix E

Mission Statement Changes

The original Mission Statement approved by the Board of Trustees in 1981 appears on page 11.

1987 (Approved by the Board of Trustees on September 22, 1987)

Addition: “The College is committed to promoting tolerance, understanding, and integration along racial, ethnic, religious, and gender lines both in its educational programs and in the conduct of all members of the College community.”

Deletions: “For the establishment of these goals, the College is organized into a School of Arts and Sciences, a School of Business, a School of Engineering, and a School of Continuing Higher Education, all offering a variety of undergraduate programs. A Pharmacy Program is jointly offered by WNEC and the Massachusetts College of Pharmacy and Allied Health Sciences (MCP/AHS).”

“Graduate degrees are available from the School of Business and the School of Engineering; the School of Law grants the Juris Doctor degree.”

1991 (Accepted by the Board of Trustees on April- May, 1991)

Additions: “Western New England College is a private, coeducational college without church affiliation...” became “Western New England College is a private, nonprofit, coeducational college without church affiliation...”

“The College has, from the time it was chartered, encouraged community service as a desirable volunteer activity on the part of faculty, staff, students, and alumni.”

Rephrasings: “Responding to a growing residential population, the College is augmenting its cocurricular programs to enhance the quality of life and the personal development of all students.” became “The College provides cocurricular programs to enhance the quality of life and the personal development of all students.”

“Undergraduate program” became “undergraduate programs”.

“The continuing education program, both on- and off-campus serves...” became “The continuing education programs serve...”

1998 (Accepted by the Board of Trustees on September 16, 1998)

In 1997 Dr. Caprio convened a Strategic Planning Committee to review all of the College operations and to establish long-term plans for positioning the College for the future. After forming focus groups which analyzed all aspects of the institution, the committee

developed the first-ever Strategic Plan of Western New England College: *A Vision for the Future*. The plan identified the College’s strategic position and purpose and identified the initiatives necessary to achieve both. The mission statement and strategic initiatives appear in Appendix U. Updates distributed in 2001 and 2003 are discussed on pages 129 and 141. The College mission was redefined as follows:

MISSION STATEMENT

Purpose: Western New England College facilitates student learning. The College prepares students to bring multiple perspectives of understanding to help them achieve balance and flexibility as proactive solution seekers in the rapidly changing global environment in which they work and live.

Position: Western New England College is committed to being a leader regionally and recognized nationally in providing integrated professional and liberal learning. The College is characterized by a synergy that results internally from the collaboration of its programs in Arts and Sciences, Business, Engineering, and Law and externally from the important strategic partnerships and alliances forged with the local and regional business, educational, and civic community.

The College provides excellence in teaching for all students—full-time, part-time, undergraduate, graduate, and law—in an environment that proactively supports achievement and success in academics for all students and where all activities, curricular and cocurricular, are viewed as educationally purposeful. All students are regarded as a resource in excellence whose special talents and attributes will be challenged by their educational program to assure success in their professional and personal development and lives.

2008 (Approved by the Board of Trustees on December 9, 2008)

In 2007 Dr. Caprio again assembled a strategic planning process. The result of their labor, the College’s second strategic plan, *Individual Focus, Global Perspectives. A Personal Approach to a University Education (2009-2018)*, sets forth the “road map” the College will follow in the ten years that approach the centennial of the institution. The new mission statement and strategic directions appear in Appendix V. The mission statement was redefined as follows:

WHO WE ARE: The hallmark of the Western New England experience is an unwavering focus on and attention to each student’s academic and personal development, including learning outside the classroom. Faculty, dedicated to excellence in teaching and research, and often nationally recognized in their fields, teach in an environment of warmth and personal concern where small classes predominate. Administrative and support staff work collaboratively with faculty in attending to student development so that each student’s academic and personal potential can be realized and appreciated. Western New England develops leaders and problem-solvers from among our students, whether in academics, intercollegiate athletics, extracurricular and cocurricular programs, collaborative research projects with faculty, or in partnership with the local community.

At Western New England, excellence in student learning goes hand-in-hand with the development of personal values such as integrity, accountability, and citizenship. Students acquire the tools to support lifelong learning and the skills to succeed in the global workforce. Equally important, all members of our community are committed to guiding students in their development to become informed and responsible leaders in their local and global communities by promoting a campus culture of respect, tolerance, environmental awareness, and social responsibility. We are positioned well to accomplish these goals as a truly comprehensive institution whose faculty and staff have historically collaborated in offering an integrated program of liberal and professional learning in the diverse fields of arts and sciences, business, engineering, law, and pharmacy.

Appendix F

Alumni of the Year

This Award is given to an Alumnus/a who has displayed an extraordinary commitment to professional achievement, civic responsibility, high personal standards, and to the institution with a spirit of knowledge, integrity, and service.

1970 Stanley O. Smith '22/H'54
1971 Leon D. Carman '39/G'64/H'79
1972 Carl O. Chauncey L'25
1973 Irving M. Cohen L'32
1974 Robert R. Emerson '23/H'58
 Henry T. Downey '50/L'56
 Donald M. Macaulay '24/H'56
1975 Harley B. Goodrich '27/G'42/H'61
1976 Irving C. Jacobs '26/H'70
1977 Earl H. Paine '27/H'65
1978 William H. Sleith '44/G'80
1979 Richard E. Menzel '37
 Karl A. Vester L'38
 Violet L. Vester '39/H'01
1980 Benjamin P. Astley '48/H'01
1981 Hon. Tullio Francesconi L'36/H'72
1982 Lucien A. Parent '62
1983 Alfred A. LaRiviere '51/H'95/H'01
1984 James S. Teixeira '61
1985 Sidney R. Cook '25/H'75
1986 Judge Sidney M. Cooley
 L'41/L.L.D.'84/H'01
1987 William J. Bailey L'36
1988 Kenneth D. Cardwell '63/G'66
1989 Bertrand L. McTeague '64
1990 John J. Pajak L'62
1991 Raymond Meyers '51/G'64/H'01
1992 Robert B. MacPherson '38
1993 Donald A. Ferguson '49
1994 Peter B. Stone '70/G'78
1995 Neville S. Bogle '75/G'81
1996 Christine L. Soverow '84
1997 Michael A. Serafino '77
1998 Michael J. Susco '70
1999 Thomas S. Burton '70
2000 Timothy P. Crimmins Jr. '70
2001 Kevin S. Delbridge '77
2002 Francis (Frank) P. Fitzgerald '68/L'73
2003 Panagiotis (Tak) Argentinis '66
2004 Robert H. Carnevale '68
2005 Kim A. MacLeod '73
2006 Donald G. Campbell '73/G'79
2007 David P. Kruger '68/G'72
2008 John M. O'Brien III '74
2009 Stanley Kowalski III '92
2010 George E. Burtch '91

Appendix G Skookum Award Recipients

The Skookum (which means excellence in the Chinook Indian culture) Award of Excellence was established in 1989 by the Western New England College Alumni Association as a way to recognize the outstanding achievement of students. The Award recognizes the commitment and dedicated service of Western New England College students throughout their College career by their demonstrated leadership roles on campus, their community service/volunteer experiences, and their participation in athletics and cocurricular programs. The annual award process takes place each spring semester. Recipients are announced at the Skookum Awards dinner the following fall.

1991 Kimberly Archer
 Joseph Baptista
 Julia Bowman
 Deborah Brooks
 Christie Campney
 Christopher Cebula
 Samantha Lopenso
 Carrie Mahon
 Brenda Marsian
 William Mayer
 Andrea Saari
 Reginald Tucker
 Kathleen Van Buren
 Marne Wessel
 Christine Wypy

1992 Diane Aubain
 Amy Badal
 Christine Deeb
 Maurice Edwards
 David Ernst
 Shannon Ferguson
 Andrea Gaspardino
 Karla Geoffroy
 Ronald Przybycien
 Lisa Raymond
 Jennifer Wilson
 Sherri Wilson

1993 Karen Ball
 Danielle Bulinski
 Lisa Cirillo
 Robert Dalle Paze,
 Yvonne Gleba
 Elizabeth Harrington
 Brenda Hounsell
 Michelle Lalancette
 Kristin Murphy
 Nancy Rzeznikiewicz
 Daniel Scotti
 Angela Stannard
 Donna Stepanek
 Tracy Trainor
 James Winkler

1994 Terri Ciaglo
 Kisha Cruz
 Keri Daley
 David Dalton
 Michael DelSanto
 Todd Flanagan
 Gabriela Jimenez
 Kaitlin Lyons
 Tiffany Moore
 Denise Ouellette
 Rebecca Robb
 Susan Salamon
 Tonya Ward
 Kim Weiner

1995 Nancy Bazan
 Kevin Castonguay
 Karen Connelly
 Douglas Geller
 Amy-Margaret Johnson
 Jerilynn Johnston
 Barbara Lakota
 Anthony Mancini
 Suzanne Martinez
 Agnes Napierkowski
 Leslie Russell
 Stacy Speich
 Heather Voets
 Corry Zwibel

1996 Kristen Blake
 Jodi Briggs
 Kimberly Capasso
 Elizabeth Cleaves
 Elizabeth Couchon
 Brenda Ferraoli
 Janil Malcia Jacobs
 Kristin Lake-Piano
 Gregory Madrid
 Catherine Masi
 Dennis Muoio
 Leanne Roy
 Sheri Sciarra
 Patricia Sierra
 Heather Toyen

1997 John Abbey
 Daniel Bruno
 Ian Martin
 Rebecca McNamee
 Shaun Phelan
 Joseph Pieksha
 Erynn Schmidt
 Traci-Ann Terenzini
 Christopher Thompson

1998 Sarah Anderson
 Kelly Brown
 Desiree Croteau
 Heather Croughwell
 Kelly Dwyer
 Denise Flanagan
 Anne-Marie Gravel
 Sara Grunin
 Erin Larsen
 Kelly Trombly
 Peter Tseperkas
 Celia Viegas
 David Zawacki

1999 Jennifer Bonafede
 Sean Boucher
 Kevin Drozdowski
 Jennifer Casceillo
 David Kubera
 Katherine Labieniec
 Leslee Larrivee
 Becky Lauber
 Laura Lebiecz
 Anne Oswald
 Karyn Pimental
 Elia Pizarro
 Christie Scribner
 Timothy St. James
 Brandy Wester
 Kelly Wharton
 Jill Zaborowski

2000 Kenneth Adams
 Ryan Courtemanche
 Christine Cowles
 Kristen Drapala
 Tapleigh Fallon
 Cinnamon Moran
 Domenic Napolitano
 Erik Porter
 Jayme Pratt
 Rebecca Senecal
 Christopher Service Jr.
 Anna Silvestro
 Jessica Steel
 Micheal Stratton
 Laura Tait
 Suzanne Zaccagnino

2001 Jessica Baker-Fitzgerald
 Lisa DiTaranto
 Erica Hasman
 Alicia Keating
 Margaret Kubera
 Matthew McGinty
 Christopher McMahon
 Alissa Minervini
 Tara Mingione
 Erica Napolitano
 Jason Neal
 John Pantera
 Sophia Peroulakis
 Kathleen Rinaldi
 Christopher Rushford
 Lynn Schneeweis
 Laura Sturgis
 Kimberly Windish
 Shanekha Young
 Todd Zern

2002 Renata Ball
 Carrie Bresnahan
 Christopher Cutler
 Jamie De Maria
 Kevin Forti
 Kelly Goodyear
 Kevin Hassett
 William Leuck

John Meredith
 Sylvia Musumeci
 Danny Serra
 Rebecca Sorci
 Geoffrey Stowell
 Christopher Wysteppek
 Daniel Wysteppek

2003 Kara Acken
 Chandra Bellamy
 Alison Boccio
 Adam Carney
 Jessie Fasulo
 Melissa Harris
 Michael Hickey
 Ali Martin
 Jonathan McMahon
 Adam Moreau
 Nancy Qarmout
 Shelley Rose
 Amanda Teker
 Clifton Vachon
 David Vigliano

2004 Udoka Agbo
 Brett Castellano
 Ryan DeJong
 Eric Duda
 Kelly Duncan
 Melissa Grenier
 Courtney Iacone
 Alan King
 Stephanie Moffa
 Charlene Moody
 Stephen Nasiatka
 Clemoterik Phillips
 Annie Rennix
 Christopher Salem
 Danielle Smith

2005 Chelsea Bergeron
 Kathryn Blaha
 Andrew Bukowinski
 Evan Dutch
 Ryan Emerson
 Katrina Hildreth

Julie Hogan
 Jason Holmes
 Jessica Hugabone
 Kathleen Luper
 Jay Martyn
 Kristin Messier
 Joanna Mongelli
 Christopher Purcell
 Patricia Troiano

2006 Timothy B. Cook
 Heather L. Cross
 Laura M. Dennison
 Jennifer M. Dolan
 Krystal A. Dunn
 Jessica L. Garcia
 Jacqueline R. Hembrook
 Timothy J. Magierowski
 Erin A. Markee
 Lisa A. Masella
 Christopher M. Perry
 Andrea E. Roehre
 Nathan W. Schwartz
 Christopher J. Spino
 Owen E. Terwilliger

2007 Christie Anglade
 Matthew Cosgro
 Erica Dodge
 Stephanie Ganser
 Jonathan Kemp
 Jeffrey Lee
 Gina Magliozzi
 Deana St. Marie
 Corey Mott
 Jonathan O'Hara
 Amy Peca
 Diana Sigona
 Emma Thomson
 James Tierney
 Ryan Turner

2008 Olaleken Adeoyin
 Peter DiNardo
 Sarah Garner

Brian Gaouette
 Nicole Hagerty
 Kyle McGuire
 Michael Melucci
 Brian Michaud
 Michael Murray
 Michael Ormsby
 Amanda Poyant
 Shannon Rajala
 Kellie Stanchak
 Christopher Talbot
 Lila West

2009 Samantha Bashaw
 Michelle Delgado
 Kelly Jerzyk
 Kelly Kutash
 Leigh-Ann Malke
 Katie Manning
 Hanna Marvin
 Olivia Mazarella
 Megan McNatt
 Jordyn Peck
 Rosalie Rodriguez
 Scott Shaw
 Arthur Stewart
 Michael Sullivan
 Patrick Tedaldi

2010 Danielle Castellano
 Lisa Ann Covert
 Elizabeth Cummins
 Brittany Decker
 Erin Doherty
 Christopher Fontaine
 Steve Genovese
 David Griffin
 Donna Haskell
 Ashley Koundry
 Matthew LaBombard
 Chris Nuhler
 Danielle Remigio
 Carmel Sotto
 Sara Sullivan
 Jenna Swartz

Appendix H

Undergraduate Teaching Excellence Awards

The Teaching Excellence Awards serve to recognize the central and distinct difference made by excellent teachers. The award process honors the fundamental importance of the value of quality teaching, supports faculty in pursuit of teaching excellence, and assists the College in nurturing an academic climate that fosters teaching at its best and enhances teaching as a profession. The recipients of these awards are judged to have changed the teaching environment of the campus with innovative teaching methods, with a demonstrable and continuing focus upon the importance of the classroom, with the design and renewal of course materials and presentations to keep ahead of the changing pace in the discipline, and, finally, with a commitment to the Mission of the College.

At the undergraduate level Western New England's Committee for Excellence in Teaching determines the annual recipient of the Teaching Excellence Award, which is announced to the community at the Baccalaureate Ceremony that precedes Commencement.

1990	Dr. Walter M. Presz Jr. professor of mechanical engineering	2001	Dr. Martha A. Garabedian associate professor of Spanish
1991	Dr. Dennis M. Luciano professor of mathematics	2002	Dr. John M. Coulter assistant professor of accounting
1992	Professor Henry J. Bazan professor of management	2003	Dr. Lisa M. Hansen assistant professor of mathematics and computer science
1993	Dr. Dennis J. Kolodziejski professor of psychology	2004	Dr. Stephen C. Crist professor of electrical engineering
1994	Dr. James V. Masi professor of electrical engineering	2005	Dr. Thomas J. Vogel associate professor of accounting and finance
1995	Dr. Peter W. Hess professor of management Dr. Ann Kizanis assistant professor of mathematics	2006	Dr. John S. Baick Associate professor of History
1996	Dr. Richard S. Pelosi associate professor of mathematics	2007	Dr. Sharianne Walker Professor of Sports Management
1997	Dr. Marilyn K. Pelosi associate professor of quantitative methods/computer information systems	2008	Dr. Sheralee A. Tershner Professor of Psychology
1998	Professor Richard R. Veronesi associate professor of mechanical engineering	2009	Dr. Christopher M. Hakala Associate Professor of Psychology Professor Curt Hamakawa Assistant Professor of Sports Management
1999	Dr. Theodore Johnson-South associate professor of history	2010	Professor Harvey M. Shrage Professor of Business Law
2000	Dr. Alfred T. Ingham IV professional educator of criminal justice	2011	Dr. Eric W. Haffner Professor of Industrial and Manufacturing Engineering

Appendix I

School of Law Teaching Excellence Awards

In the School of Law, the Teaching Excellence Award is determined by the Student Bar Association, which organizes a student vote and tallies the results. The award is presented at the Dean's Tea, which traditionally closes the academic year.

1974-75	John J. O'Connor	1992-93	Catherine J. Jones
1975-76	Michael J. Hutter	1993-94	Catherine J. Jones
1976-77	Robert D. Abrams		
1977-78	William Metzger	1994-95	Bruce K. Miller
1978-79	Frederick D. Royal	1995-96	Scott W. Howe
1979-80	Norman J. Prance	1996-97	William G. Baker
1980-81	M. John Schubert	1997-98	Frederick D. Royal
1981-82	John D. Wladis	1998-99	Bruce K. Miller
1982-83	Keith Werhan	1999-2000	Bruce K. Miller
1983-84	Barry Stern	2000-01	Arthur D. Wolf
1984-85	Bruce K. Miller	2001-02	Robin K. Craig
1985-86	Robert E. Titus	2002-03	Eric J. Gouvin
1986-87	Joseph J. Basile	2003-04	Catherine J. Jones
1987-88	Bruce K. Miller	2004-05	Frederick D. Royal
1988-89	Robert E. Titus	2005-06	Amy B. Cohen
1989-90	Arthur D. Wolf	2006-07	Arthur B. Leavens
1990-91	James A. Gardner	2007-08	Arthur B. Leavens
1991-92	Scott W. Howe	2008-09	Sudha N. Setty
		2009-10	René Reich-Graefe
		2010-11	William G. Baker

Appendix J

Honorary Doctorate Degrees Awarded by Western New England College

The tradition of awarding honorary degrees at Western New England College began in 1952 at the first Commencement held after the formation of the College in 1951. Since then, the following honorary degrees have been conferred: 77 Bachelor of Arts (B.A.); 16 Juris Doctor (J.D.); 1 Master of Business Administration (MBA); 16 Doctor of Letters (Litt. D.); 46 Doctor of Humane Letters (L.H.D.); 50 Doctor of Laws (LL.D.); 1 Doctor of Juridical Science (S.J.D.); 4 Doctor of Science (Sc.D.); 11 Doctor of Commercial Studies (D.C.S.); 6 Doctor of Education (Ed.D.); and 2 Doctor of Business Administration (D.B.A.).

1952 LL.D. Daniel L. Marsh	1963 D.C.S. James J. Shea Litt.D. Dwayne Orton LL.D. David H. Brown	1973 LL.D. George C. Keady Jr. Sc.D. Lindon E. Saline L.H.D. Emerson W. Smith	1984 LL.D. Honorable Sidney M. Cooley L.H.D. Sister Mary Caritas	2003 L.H.D. John H. Davis L.H.D. William F. Russell L.H.D. Stephen A. Davis
1953 MBA Roe S. Clark L.H.D. Harry W. Rowe			1985 Litt.D. Commodore Grace M. Hopper	
1954 LL.D. John F. Hines Jr. L.H.D. Stanley O. Smith S.J.D. S. Kenneth Skolfield	1964 Ed.D. James L. Conrad Sc.D. Frank D. Korkosz D.C.S. D. Joseph St. Germain	1974 LL.D. John M. P. O'Malley Litt.D. Arthur M. Schlesinger Jr. L.H.D. Leroy Anderson	1987 LL.D. Frank A. Tredinnick Jr.	2004 LL.D. Justice Roderick L. Ireland L.H.D. Wolf Blitzer L.H.D. Peter L. Picknelly Sr. L.H.D. Eric Carle
1955 LL.D. Horrace J. Rice LL.D. Robert H. Winters L.H.D. Guy D. Miller	1965 LL.D. Frank Auchter L.H.D. Leo C. Donahue Litt.D. Wallace S. Murray D.C.S. Earl H. Paine	1975 LL.D. William S. Cohen D.C.S. Sidney R. Cook LL.D. Eileen P. Griffin	1988 LL.D. Clara Hale LL.D. Sidney Alexander, M.D. Litt.D. Amos Oz	2005 LL.D. Honorable N. Gertner L.H.D. Suzanne S. Shea L.H.D. Thomas J. Shea
1956 LL.D. Donald M. Macaulay LL.D. Raymond S. Wilkins	1966 Ed.D. Bert E. Grove LL.D. Herman O. Grimmeisen Ed.D. Francis H. Horn Litt.D. Leland J. Kalmbach	1976 D.C.S. Harry J. Cournoties LL.D. Thomas P. Salmon L.H.D. John E. Deady L.H.D. Beaumont A. Herman	1990 L.H.D. Jessye Norman	2006 LL.D. Wayne Budd, Esq. L.H.D. Alan S. Chartock L.H.D. Denise Kaigler D.C.S. John E. Reed L'42/H'01
1957 LL.D. Laurence F. Whittemore LL.D. Frederick D. Van Norman		1977 L.H.D. Jean Mayer LL.D. John M. Greaney D.C.S. Russell B. Neff	1991 Litt.D. Bert N. Mitchell	
1958 L.H.D. T. Leonard Lewis Sc.D. M. Marcus Kiley LL.D. Robert R. Emerson	1967 LL.D. Dewey F. Barich Ed.D. Richard S. Ullery	1978 LL.D. James R. Martin L.H.D. Graham King	1992 Litt.D. Arnold D. Scheller, M.D.	2007 LL.D. The Honorable James Rosenbaum L.H.D. Roberta Guaspari L.H.D. Rebecca Lobo
1959 Litt.D. Charles F. Phillips LL.D. F. Nelson Bridgham LL.D. Albert Dixon Jr. D.C.S. Edward Kronvall	1968 LL.D. Gerald J. Callahan D.C.S. George H. Ellis LL.D. Hughes Wagner	1979 L.H.D. Herbert P. Almgren D.C.S. Leon D. Chapin D.C.S. Frank P. White '22 Litt.D. Ernest L. Boyer	1993 LL.D. Phyllis A. Andreoni	2008 Litt.D. E.L. Doctorow LL.D. Honorable Reena Raggi L.H.D. Gregory J. Boyle, S.J.
1960 Litt.D. Eldon L. Johnson LL.D. Thornton W. Merriam LL.D. William W. Yerrall	1969 LL.D. Ronald B. Lee L.H.D. Rabbi Herman E. Snyder Litt.D. Cecil H. Underwood	1980 LL.D. Eleanor H. Norton L.H.D. William H. Sleith '44 L.H.D. S. Prestley Blake	1994 LL.D. Alfred H. Taylor Jr. LL.D. Richard E. Hoyt	2009 LL.D. Pauline Schneider L.H.D. Gail Garinger L.H.D. L. Vincent Strully Jr.
1961 LL.D. Harley B. Goodrich LL.D. Asa S. Knowles Ed.D. Thomas G. Carr	1970 Litt.D. Charles R. Clason LL.D. Frank H. Freedman D.B.A. Irving C. Jacobs	1981 L.H.D. George W. Hazzard L.H.D. Francis J. Quirico L.H.D. Mary C. McLean	1995 LL.D. Alfred A. LaRiviere	2010 LL.D. Frank J. Macchiarola L.H.D. Conrad L. Ricketts
1962 Sc.D. George R. Frost LL.D. Lawrence F. O'Brien L.H.D. Frederick B. Robinson	1971 L.H.D. Clarence I. Chatto LL.D. Mike Gravel D.B.A. W. Gray Mattern	1983 L.H.D. Maurice N. Katz	1996 Litt.D. Robert D. Bickel	2011 LL.D. The Honorable Michael A. Posnor L.H.D. Jimmy Tingle
	1972 Ed.D. Randolph W. Bromery Litt.D. Edward P. Boland LL.D. Tullio A. Francesconi		1998 LL.D. Arthur Marshall L.H.D. Emma Wilder Anderson L.H.D. Gerald E. D'Amour L.H.D. Leon Carman	
			2000 L.H.D. Rev. James D. Monan S.J. L.H.D. Margaret Burnham, Esq. L.H.D. Ellen Galinsky	
			2001 L.H.D. The Honorable Richard E. Neal	
			2002 L.H.D. Honorable Margaret H. Marshall LL.D. James P. White L.H.D. James J. Trelease	

Appendix K

President's Medallion Recipients

In 2002 the College established the President's Medallion Award. The President's Medallion is bestowed upon individuals who have distinguished themselves among their peers or who have demonstrated commitment and dedication to an important cause, thereby benefiting their community, region, or nation in unique and admirable ways. The President's Medallion recognizes such men and women also because they are successful role models for all, particularly for our students at Western New England.

February 25, 2002

Anita Hill

March 6, 2002

Paul Loeb

May 18, 2002

City of Springfield Firefighters
accepted by Fire Chief
Gary G. Cassanelli

City of Springfield Police Officers
accepted by
Police Chief Paula Meara

The Men and Women of the
United States Armed Forces
accepted by
ROTC Major Jeffrey Adams

May 19, 2002

John DiFava

April 10, 2003

Dr. Mwelwa Musambachime

April 24, 2003

Mamie Duncan Gibbs

May 17, 2003

The Honorable John M. Greaney
Henry M. Thomas III L'83

May 18, 2003

Michael J. Ashe Jr.
William Bennett

October 22, 2003

Tracy Kidder

May 6, 2004

Stephen Daley

May 23, 2004

Thomas Reilly

October 5, 2004

Travis Roy

October 20, 2004

Maryse Condé

August 16, 2005

Michael Greco

April 4, 2006

Kathrine Switzer

May 20, 2006

Ronald Copes
David Sharken
Sally Wittenberg

August 31, 2006

The Honorable Ellen Ash Peters

October 5, 2006

Coach Roderick Jackson

September 25, 2007

Maria Reyes

October 16, 2007

Dick Pound

May 17, 2008

Lucy Giuggio Carvalho

September 9, 2008

Harold Hongju Koh

April 22, 2009

Dr. Donna Lopiano

June 4, 2009

Ronald Laney

September 1, 2009

Paul Weilerstein

May 8, 2010

Dr. Mary Anne Herron

February 22, 2011

Christopher Nowinski

May 7, 2011

York Mayo

President's Citation Awards

Through the President's Citation, Western New England recognizes individuals and organizations that have made contributions to their community or our society at large. These contributions and achievements serve as examples to our students of responsible citizenship, environmental stewardship, and ethical leadership.

May 22, 2005

Neighborhood Civic Organizations— Springfield, MA:

Clodovaldo Concepcion—President, Sixteen Acres Civic Association
Carol Costa—President, Armory Quadrangle Civic Association
David Bloniarz—President, Atwater Park Civic Association
Enestine Johnson—President, Bay Area Neighborhood Council
Kim Bankert—President, Boston Road Civic Association
Robert Olejarz—President, Chapin Terrace Civic Association
Charlie Content—President, East Forest Park Civic Association
Kathy Brown—President, East Springfield Neighborhood Council
Jane Hetzel—President, Forest Park Civic Association
Jeremiah Donovan—President, Hungry Hill Neighborhood Council
Susan Craven—President, Indian Orchard Citizen's Council
Julie Barbeau—President, LaBroad Civic Association
Alex Cortez—President, Lower Liberty Heights Community Action Team
Linda Langevin—President, Maple High/Six Corners Neighborhood Council
Sarah Gorsky—President, Mattoon Street Historic Preservation
Ben Swan Jr.—President, McKnight Neighborhood Council
Juan Rivera—President, New North Citizen's Council
Omega Johnson—President, Old Hill Neighborhood Council
Walter Gould—President, Outer Belt Civic Association
Jim Aubin—President, Pine Point Neighborhood Council
Leo Florian—President, South End Citizen's Council
Adrienne Osborn—President, Upper Hill Resident's Council
Hiep Nguyen—President, Vietnamese/American Civic Association

May 20, 2006

Susan Jaye-Kaplan

May 2, 2009

Alan J. Ingram

May 16, 2009

Stanley Kowalski III '92
Stanley Kowalski Jr.
Walter M. Presz Jr.

Appendix L

Commencement Speakers

COMBINED COMMENCEMENT EXERCISES

- 1951** Herbert R. Brown
Professor of English, Bowdoin College
- 1952** Daniel L. Marsh
Chancellor, Boston University
- 1953** Halford E. Luccock
Professor of Preaching, Yale University
Divinity School
- 1954** Waldo G. Leland
- 1955** The Honorable Robert H. Winters
Minister of Public Works, Dominion of Canada
- 1956** The Honorable Raymond S. Wilkins
Associate Justice, Supreme Judicial Court
of Massachusetts
- 1957** Laurence Frederick W.
Chairman of the Board of Directors,
The Brown Company
- 1958** Theodore L. Lewis
President, Gordon College
- 1959** Charles F. Phillips
President of Bates College
- 1960** Eldon L. Johnson
President, University of New Hampshire
- 1961** Asa S. Knowles
President, Northeastern University
- 1962** Donald M. Macaulay
Justice, Superior Court of Massachusetts
- 1963** Dwayne Orton
Editor, THINK
- 1964** The Most Reverend Christopher J. Weldon
Roman Catholic Bishop of Springfield
- 1965** Wallace S. Murray
Vice President and Editor in chief,
D.C. Heath and Company
- 1966** Francis H. Horn
President, University of Rhode Island
- 1967** Dewey F. Barich
President, Detroit Institute of Technology

- 1968** The Reverend H. Hughes Wagner
Pastor, Trinity Methodist Church,
Springfield, Massachusetts
- 1969** Cecil H. Underwood
Former Governor of West Virginia
- 1970** The Honorable Frank H. Freedman
Mayor of the City of Springfield
- 1971** Mike Gravel
U.S. Senator from Alaska
- 1972** Randolph W. Bromery
Chancellor, University of Massachusetts
at Amherst
- 1973** Lindon E. Saline
Manager, Corporate Education Services,
General Electric Co.
- 1974** Arthur M. Schlesinger Jr.
Albert Schweitzer Professor of Humanities,
The City University of New York
- 1975** William S. Cohen
US Representative, Second Congressional
District, Maine
- 1976** Thomas P. Salmon
Governor of the State of Vermont
- 1977** Jean Mayer
President, Tufts University
- 1978** James R. Martin
Chairman of the Board and Chief
Executive Officer, Massachusetts Mutual
Life Insurance Company
- 1979** Ernest L. Boyer
United States Commissioner of Education
Replaced by Dr. Gottier because of illness
- 1980** Eleanor H. Norton
Chair, U.S. Equal Employment
Opportunity Commission
- 1981** Donald E. Walker
President, Southeastern Massachusetts
University

UNDERGRADUATE COMMENCEMENT EXERCISES

- 1982** Mark A. Coffey
Chairman, Faculty Senate, Assistant
Professor of Accounting and Finance
- 1983** Kingman Brewster
Counsel to Winthrop, Stirup, Putnam and Roberts
- 1984** Bernard M. Gordon
President, Analogic Corporation
- 1985** Jerry Franklin
Chief Executive Officer, Connecticut Public
Broadcasting
- 1986** Stephen D. Hassenfeld
Chairman and Chief Executive Officer of
Hasbro, Inc.
- 1987** Frank Tredinnick Jr.
President, Association of Independent
Colleges and Universities in Massachusetts
- 1988** Kenneth G. Ryder
President, Northeastern University
- 1989** Jane Hamilton-Merritt
Educator, Author, and Photojournalist
- 1990** Elizabeth Sewell
Visiting Professor of Humanities, Converse College
- 1991** Mortimer R. Feinberg
Chairman of the Board, BFS Psychological
Associates, Inc.
- 1992** The Very Reverend Christopher Johnson
Prior of the Dominican Community at
St. Dominic's Priory, Washington D.C.
- 1993** Peter Eio
President, Lego Systems Inc., Enfield Connecticut
- 1994** Joseph M. O'Brien
Executive Director, Basketball Hall of Fame
- 1995** Steven N. Sobel
Founder and Director, New England
Institute for Stress Management
- 1996** Honorable Bertha D. Josephson
Associate Justice, Superior Court
Department, Massachusetts Trial Court
- 1997** Kim A. MacLeod '73
Vice President and Group Publisher,
FamilyFun Magazine, *Disney Magazine*
- 1998** Francis P. Fitzgerald
Attorney at law
- 1999** P.A. Argentinis '66
Member, Board of Trustees, Chairman,
President and Chief Executive Officer,
Elan Technology
- 2000** J. Donald Moonan S.J.
Chancellor, Boston College
- 2001** Theodore R. Zern
Dean of Freshman and Transfer Students
- 2002** James J. Trelease
Award winning Journalist and Author
- 2003** William J. Russell
Former Captain and Coach, Boston Celtics
Member, Board of Directors,
National Mentoring Partnership
- 2004** Wolf Blitzer
Anchor of CNN's nightly newscast,
"Wolf Blitzer Reports"
- 2005** Bradford M. Cohen
1993 graduate, School of Business
- 2006** Denise Kaigler
Head of Global Public Relations and
Communications, Reebok, and Corporate
Communications, U.S., for Adidas Group
- 2007** Roberta Guaspari, Music Educator
- 2008** Father Gregory J. Boyle, S.J., Jesuit Priest,
Founder and Executive Director, Jobs for
a Future and Homeboy Industries
- 2009** L. Vincent Strully Jr., Founder and Chief
Executive Officer, The New England
Center for Children (NECC)
- 2010** Conrad L. Ricketts, Executive producer,
"Extreme Makeover: Home Edition"
- 2011** Jimmy Tingle, Political Humorist

SCHOOL OF LAW COMMENCEMENT EXERCISES

- 1982** The Honorable Iris K. Holland
Representative, Second Hampden District
Massachusetts House of Representatives
Trustee of the College
- 1983** John H. Fanning
Retired Chairman, National Labor
Relations Board
- 1984** S. Stephen Rosenfeld
Chief Legal Counsel to Michael Dukakis,
Governor, Commonwealth of Massachusetts
- 1985** Norman Dorsen
Stokes Professor of Law, New York University
- 1986** Robert M. Hayes
Founder, Coalition for the Homeless
- 1987** The Honorable Dolores Korman Sloviter
Judge, United States Court of Appeals
for the Third Circuit
- 1988** The Honorable Vincent L. McKusick
Chief Justice, Supreme Judicial Court,
State of Maine
- 1989** The Honorable John M. Greaney
Chief Justice, Court of Appeals,
Commonwealth of Massachusetts
- 1990** The Honorable Ellen B. Burns
Chief Judge, United States District Court
of Connecticut
- 1991** The Honorable Joseph W. Bellacosa
Associate Judge, Court of Appeals of the
State of New York
- 1992** The Honorable Bea Ann Smith
Justice, Third Court of Appeals, Texas
- 1993** The Honorable José A. Cabranes
Judge, United States District Court,
District of Columbia
- 1994** The Honorable George C. Keady Jr.
Retired Justice, Supreme Court,
Commonwealth of Massachusetts

- 1995** The Honorable Michael A. Ponsor
United States District Judge for the
District of Massachusetts
- 1996** Nancy J. Linck
Solicitor, U.S. Patent and Trademark Office
- 1997** William K. Suter
Clerk of Court, Supreme Court of the
United States
- 1998** Richard Blumenthal
Attorney General, State of Connecticut
- 1999** Greta Van Susteren
Legal Analyst for CNN
- 2000** Margaret A. Burnham
Partner, Burnham and Hines,
Boston, Massachusetts and Lecturer,
Political Science and Women's Studies, M.I.T.
- 2001** Oliver C. Mitchell Jr.
Assistant General Counsel,
Ford Motor Company
- 2002** The Honorable Margaret H. Marshall
Chief Justice, Supreme Judicial Court
of Massachusetts
- 2003** The Honorable John M. Greaney H'77
Associate Justice, Supreme Judicial Court
of Massachusetts
- 2004** The Honorable Roderick L. Ireland
Associate Justice, Supreme Judicial Court
of Massachusetts
- 2005** The Honorable Nancy Gertner
United States District Court Judge,
District of Massachusetts
- 2006** Wayne Budd, Esq.
Senior Counsel, Goodwin Proctor LLC,
Boston, Massachusetts
- 2007** The Honorable James M. Rosenbaum
Chief Judge of the United States District
Court, District of Massachusetts

- 2008** The Honorable Reena Raggi
United States Circuit Judge of the
U.S. Court of Appeals for the Second Circuit
- 2009** Pauline A. Schneider
Partner, Public Finance Group, Orrick,
Herrington, and Sutcliffe, LLP
- 2010** Frank J. Macchiarola
Chancellor, St. Francis College
- 2011** The Honorable Michael A. Ponsor
U.S. District Court, District of
Massachusetts

STUDENT SPEAKERS**Combined Commencement**

- 1981** Edward Clinton Burt Jr.

Undergraduate Commencement

- 1982** Catherine M. Lederman
1983 Gerard Anthony Griffith
1984 Melissa Jane Moore
1985 William Edward Mahoney
1986 Karen E. Nowak
1987 Edward Joseph Kellar
1989 James Joseph Daley
1990 Maria Rocca Cichoki
1991 Brenda Ann Marslan
1992 Amy Ann Badal
1993 Kristen Lee Murphy
1994 Tiffany Alexander Moore
1995 Nellie Elizabeth White
1996 Daniel Patrick McLaughlin
1997 Kendal C. Timmers
1998 Celia R. Viegas
1999 Sean M. Boucher
2001 Andrea D. Cousens
2002 Michael A. Raymond
2003

- 2004** Brianna J. Valenti
2005 Patrick Belmonte
2006 Lisa Masella, Tim Magierowski
2007 Jessica Vogel
2008 Deana St. Marie
2009 Olalekan "Lincoln" Adeoyin
2010 Katie Manning
2011 Kelli A. Gustavson

School of Law Commencement

- 1982** Ronald M. Organ
1983 Sheldon S. Ananian
1984 William G. Scher
1985 Ramona E. DeSalvo
1986 Peter G. Carroll
1987 Patrick C. Gable
1988 Samuel D. Friedlander
1989 Matthew D. Meyers
1990 Patricia M. Dickson
1991 Gary R. Cooper
1992 Leah R. Kunkel
1993 Deebra Ann Hughes
1994 Matthew H. Pitta
1995 Matthew J. McDermott
1996 Julie Ann Dialessi
1997 Jeanne M. Zulick-Ferruolo
1998 Michael J. Richard
1999 Heidi L. McCormick
2000 Todd A. McGee
2001 Lori Ann Granat-Dupell
2002 William E. Smith Jr.
2003 Jeremie A. Arthur
2004 Linda D. Fakhoury
2005 Ryan C. McKeen
2006 Jeffrey D. Noonan
2007 Elwyn B. Quirk
2008 Colin S. Bell
2009 Chauncey D. Fuller
2010 George F. O'Donnell
2011 Julie D. McKenna

Appendix M

Clason Speaker Series

The Clason Speaker Series is named after Charles R. Clason, a prominent local attorney and member of the U.S. House of Representatives who held the position of dean of the School of Law from 1954 to 1970 and who was awarded an honorary Doctor of Letters in 1970. Today the institution uses the Charles and Emma Clason Endowment Fund to host speakers who enhance the academic environment of the School of Law. Over the years the series has broached topics ranging from contemporary legal issues to historic perspectives on the law.

1988-1989

Professor Edwina L. Rissland
“Computer Based Legal Reasoning”

Professor William N. Eskridge
“Statutory Interpretation”

1989-1990

Professor Robert Ackermann
“Feminist Epistemology”

Professor Randy E. Barnett
“Power, Law, and Legal Discourse”

Professor Donald N. McCloskey
“Economics and Narrative”

Professor M. Ethan Katsh
“Technological Change and the Transformation of Law”

Professor John H. Mansfield
And Professor Jay Demarath
“Church and State in Springfield”

Professor Elizabeth V. Spelman
“The Inessential Woman”

Professor Arthur Ripstein
“Foundationalism and Political Theory”

Professor Thomas H. Morawetz
“Critical Legal Studies, Feminism, and a Critique of Law”

Professor Judith Resnick
“Group Litigation and Civil Procedure”

1990-1991

Professor Stephen L. Carter
“Affirmative Action”

Professor Owen M. Fiss
“State Activism and State Censorship”

Professor Claire Dalton
“Experience as a Source of Health(y) Law”

Professor Marilyn Schuster
“Eliminating Bias and Prejudice from the Law School Classroom”

Professor James Boyd White
“Justice as Translation”

Professor Frances E. Olsen
“The Sex of Law”

Professor E. Allan Farnsworth
“Beyond the Privacy Principle: Sexuality, Corporeality and the Constitution of Power”

1991-1992

Professor Kendall Thomas
“Beyond the Privacy Principle: Sexuality, Corporeality and the Constitution of Power”

Professor Dennis M. Patterson
“Doing Law”

Professor David A. J. Richards
“The Reconstruction Amendments”

Professor Jonathan R. Macey
“The Canons of Statutory Construction and Judicial Preference”

Professor Judy Scales-Trent
“Black Women and the *Constitution*: Finding Our Place, Asserting Our Rights”

Professor Julius G. Getman
“The Strike in Jay, Maine: Employers’ Rights to Hire Substitute Workers for Strikers”

Professor Kathryn Abrams
“Sexual Harassment: Second Thoughts on the ‘Reasonable Woman.’”

Professor Aviam Soifer
“The Supreme Judicial Court of Massachusetts and the 1780 *Constitution*”

Professor Carol A. Weisbrod
“Emblems of Federalism”

1992-1993

Professor Carol Sanger
“Girls and the Getaway: Cars, Culture, and the Law”

Professor Tracey Maclin
“The Debate over the Central Meaning of the Fourth Amendment”

Professor Jack M. Balkin
“Coherence and Legal Understanding”

Professor Ruth Wedgwood
“Use of Armed Forces in International Affairs: The Case of Panama”

Professor Zipporah B. Wiseman
“Soia Mentschikoff: Notes Toward a Bibliography”

1993-1994

Professor Linda S. Mullinex
“Discovery in Disarray: The Pervasive Myth of Pervasive Discovery Abuse and the Consequences for Unfounded Rulemaking”

Professor Dorothy E. Roberts
“Mothers and Crime”

Professor Frederick Schauer
“Giving Reasons”

1994-1995

Professor Mary E. Becker
“(Almost) No Such Thing as Free Speech at Work”

Professor Sanford Levinson
“And They Whisper: Some Reflections on Flags, Monuments, and State Holidays, and the Construction of Social Meaning in a Multicultural Society”

Professor Susan Stefan
“Issues Relating to Women and Ethnic Minorities in Mental Health Treatment Law”

Professor Gary J. Bernhard
“Organizational Change”

Professor Jules L. Coleman
“Mischiefs and Fortune”

Professor David Gray Carlson
“On the Efficiency of Secured Lending and the Meaning and Use of the Concept of ‘The Perfect Market’ in Law and Economics”

1995-1996

Professor Peter H. Schuck
“Refugee Burden Sharing”

Professor Jordan M. Steiker
“Decision-making in Capital Cases”

Professor Paul Finkelman
“Legal Ethics and Fugitive Slaves: The Anthony Burns Case, Judge Loring, and Abolitionist Attorneys”

1996-1997

Professor Brian Z. Tamanaha
“A General Jurisprudence for the Study of Law and Society in the New Millennium”

Professor Vicki Schultz
“Reconceptualizing Harassment Law”

Professor Pamela S. Karlan
“Just Politics?: Five Not So Easy Pieces of the 1995 Term”

Professor Neil Gotanda
“The Origins of Racial Categorization in Colonial Virginia, 1619-1705”

Professor Michael Davis
“Constitutionalism in Global Perspective: Democracy, Rights, and Relativism”

Professor Eric Orts
“Shirking and Sharking: Agency, Law, Agency Costs, and a Dual Theory of the Firm”

Professor James E. Fleming
“Fidelity to Our Imperfect Constitution”

Professor Philip N. Meyer
“Stories About Legal Writing in Law School, Practice, & Dreams”

1997-1998

Professor Robert G. Bone
“The Process of Making Process: A Critical Look at the Procedural Rulemaking”

Professor David J. Luban
“Rediscovering Fuller’s Legal Ethics”

Professor Akhil Reed Amar
“*The Bill of Rights: Creation and Reconstruction*”

Professor Anthony V. Alfieri
“Black and White: The Practice of Critical Race Theory”

Professor Catharine Wells
“Pragmatism and the Problem of Relativism”

1998-1999

Professor Austin Sarat
“Imagining the Law of the Father: Loss, Dread, and Mourning in the Sweet Hereafter”

Professor William E. Nelson
“Liberty, Equality, and Opportunity: Progressive Legalism in New York, 1920-1980”

1999-2000

Professor Anthony Paul Farley
“Jurisprudence & Human Emotions”

Joan Vermuelen, Esq.
“Lawyering for Poor Communities in the 21st Century”

Professor Cynthia Fuchs Epstein
“The Part-time Paradox: Gender, Work, and Family”

2000-2001

Professor E. Allan Farnsworth
“Oops! Reflections on Mistake and the Law”

Professor Lani Guinier
“The Miner’s Canary: Rethinking Race and Power”

Professor Sheryll D. Cashin
“Middle Class Black Suburbs and the State of Integration: A Post Integrationalist Vision for Metropolitan America”

Professor Blake D. Morant
“The Paradox of the Televised Fair Trial: Group Theory and the Intuitive Effects of Television”

Professor Pedro A. Malavet
“Puerto Rico: Cultural Nation, American Colony”

Professor Mary Anne Case
“Molecular Constitutionalism and Community Standards”

2001-2002

Professor Howard Shelanski
“Regulation, Deregulation, and Technological Change”

Professor Angela Jordan Davis
“The American Prosecutor: Independence, Power, and the Threat of Tyranny”

Professor Anita Hill
“Social Change and Workplace Realities: How Improved Harmony in the Workplace Affects Productivity”

Professor Paul Butler
“Punishing the Crimes of Slaves: A Historical and Doctrinal Analysis”

Professor Joseph Singer
“Canons of Conquest: The Supreme Courts Attack on Tribal Sovereignty”

Professor Spencer Overton
“But Some are More Equal: Race, Exclusion, and Campaign Finance”

2002-2003

Professor Charles Ogletree
“The Current Reparations Debate”

Professor Marina Angel
“Women Abused in 1917 and Today: A Jury of Her Peers”

Professor Eric Muller
“Civil Liberties in Wartime: The Case of the Japanese American Draft Resisters of World War II”

Hon. Joseph F. Baca
“The New Federalism”

2003-2004

Professor Lance Compa
“Evaluating Workplace Rights in the United States Under International Labor Standards: The Meatpacking Industry Case”

Professor Saras Jagwanth
“Beyond Discrimination: Positive Duties to Promote Equality”

Barry Werth
“Privacy, Politics and Hysteria: Lessons from the 1960 Smith College Homosexual Scandal”

2004-2005

Sir Nicholas Lyell, Q.C.
“Security, Justice, and Liberty in a Free Society”

Professor Gerald W. Markowitz
“Deceit and Denial: The Deadly Disease of Industrial Politics”

Professor Susan R. Jones
“An Economic Justice Imperative”

Professor Lawrence Cunningham
“Choosing Gatekeepers: The Financial Statement Insurance Alternative to Auditor Liability”

Professor Edward G. Rubin
“Charity Begins in Washington, DC”

2005-2006

Martha Ertman
“New Frontiers in Private Ordering”

Zygmunt J.B. Platter
“Law, Media, and Environmental Policy: A Fundamental Linage in Sustainable Democratic Governance”

Patricia A. McCoy
“Predatory Lending: Who’s to Blame?”

Tim Casey
“Problem Solving Courts, the Perpetual Reform of the Justice System, and the Possibilities for a Better Future”

Michael Tigar
“The Enemy Combatant Doctrine and the Scope of Executive Power”

2006-2007

Cheryl Wade
“Advancing The Corporate Discourse About Race”

James Stribopoulos
“Does a Judge’s Party of Appointment or Gender Matter to Case Outcomes”

Kent Greenfield
“The Failure of Corporate Law”

Robert B. Keiter
“Glacier National Park and its Neighbors: A Twenty-year Study in Regional Resource Management”

2007-2008

Lolita Buckner Inniss
“A ‘Ho New World: Raced and Gendered Insult as Ersatz Carnival and the Corruption of Freedom of Expression Norms”

Dan Kahan
“Whose Eyes Are You Going to Believe—An Empirical (and Normative) Assessment of *Scott v. Harris*”

John Zeleznikow
“Using Information Technology to Support the Resolution of Disputes”

“Reintegrating Public Interest Lawyering into the Legal Profession and Legal Education”

Andrew Beckerman-Rodau ‘81
“The Attack on Intellectual Property Law—Is It Justified?”

2008-2009

David Hall
“Multiple Intelligences and the Practice of Law”

Michael Ratner
“The First 100 Days: Restoring our Constitution”

Stephanie Robinson
“Election 2008: Race, Gender, Power, and the Future of America”

Dr. David Michaels
“Doubt is Their Product: Manufactured Uncertainty and Public Health”

2009-2010

Erin Murphy
“Database, Deterrence & the Future of Constitutional Criminal Procedure”

Laura Dickinson
“Outsourcing War and Peace”

Bethany Berger
“Williams v. Lee and the Debate Over Indian Equality”

Robert Chesney
“The Emerging Law of Military Detention: Guantanamo and Beyond?”

2010-2011

Scott Horton
“The Obama Administration and the War on Terror—Continuity or Change You Can Believe In?”

Wilma Lieberman
“More Rights, Fewer Jobs? Labor Law During Hard Times”

Gabriel Chin
“Quasi-Crime and Quasi-Punishment: Criminal Process Effects on Immigration Status”

Wadie Said
“Humanitarian Law Project and the Supreme Court’s Construction of Terrorism”

Appendix N

Lecture Day Topics

Beginning in 1975, under the guidance of a standing committee of the Faculty Senate, the College designated one day in the spring semester as Lecture Day, when the regular schedule was either cancelled or truncated so that the College community could gather to take an interdisciplinary look at a special topic, often with prominent outside speakers. Starting in 1979, a for-credit course of lectures throughout the semester was offered on the Lecture Day topic, allowing attendees to explore the topic in depth. In ensuing years the format was modified several times, but the concept remained solid. In 2000 a series of lectures was scheduled throughout the spring semester; in 2004 the series was offered in conjunction with the Cooperating Colleges of Greater Springfield.

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|---|--|--|--|
| 1975 "Inquiry into the Human Prospect"
Robert Heilbroner | 1983 "U.S. Foreign Policy"
Noam Chomsky, George Rueckert, and William Sullivan | 1991 "The Television Revolution and the Future of Eastern Europe"
Andrei Codrescu | 2005 "The Cheating Culture: Why More Americans Are Doing Wrong to Get Ahead." David Callahan |
| 1976 | 1984 "1984: Orwell and Beyond"
Samuel Bowles, Daniel Czitron, Jean Hatch, and John Naisbitt | 1992 "Challenges of the '90s"
Arthur Miller, Richard Keeling, and Nancy Hawley | 2006 "Women, Prison, and Pathways to Change"
Magdalena Gomez (Voices from Inside), Donald Perry, Lois Ahrens |
| 1977 "Planning For the Upswing"
Walter Rostow | 1985 "The Subject is Excellence"
Russ Johnson, Bryant Robinson, Mary Catherine Bateson, William Deardon, and Jim Palmer | 1993 "Plugging in Through Music"
Tim Riley, Bill Kaman, Bill Katoski, Max Weinberg, and Nat Hentoff | 2007 Dr. Carol Geary Schneider
"College Learning and Employer Expectations"
"Taking the Lead on What Matters in College: Taking the Lead in the New Global Century" |
| 1978 "Commoner on Energy"
Barry Commoner | 1986 "In Search of Justice"
Ed Asner, and Midge Dector | 1994 | 2008 "Religion and Literature: Texts that are Sacred and Texts that are Not."
E.L. Doctorow |
| 1979 (One credit course started)
"Race and Race Relations"
Kenneth Clark and Nathan Glazer | 1987 " <i>The United States Constitution</i> "
Wayne Budd, Donald Robinson, Robert Drinan, Allan Brownfield, Andre Ryerson, and panelists from the community and the College faculty | 1995 "WNEC at 75: Challenges and Achievements in Higher Education"
Kaylynn Twotrees, and Bernice Sandleration | 2009 "Looking for Sustainable Solutions to the Challenge of Climate change in the Northeast"
Dr. William Moomaw, Dr. David Ahlfeld |
| 1980 "The Computer Society"
James Rogers, Donald Cook, Gary Grandon, Robert Leverett, Jay Loevy, Howard Peelle, Thomas Burton, Raymond Riley, Victor Smith, and Thomas Yvon | 1988 "Ethics and Education"
Lisa Newton, Franklyn Jenifer, and Peter Pouncey | 2000 (Becomes a lecture series)
"Forging the Good Life: Rebuilding a Sense of Community for the 21st Century" | 2010 "The Creative Mind"
Janet Echelman |
| 1981 "Ethics and the Professions"
Matthew Ashe, James St. Clair, David Dreifus, Myron Glazer, and Victor Navasky | 1989 "Can We Solve the Problem of Education for the Future?"
James Ward, Harold Raynolds, and Georgia Day | 2001 "Is Education for Character or Career?"
"Lies Across America: What We Learn About the Past and Why it Matters."
James Loewen | 2011 "Refugee Resettlement 101"
Mohamud M. Mohamed, MMP |
| 1982 "The Humanities and Society"
Francis Broderick, Robert Lurtsema, Paul Mariani, James McClellan, and Randall McClellan | 1990 "The Environment: Problems and Solutions"
Lester Brown, Hazel Henderson, and Delwin Roy | 2002 "The Soul of a Citizen"
Paul Loeb | |
| | | 2003 "Unless the Mind Catch Fire"
Creative Leaps International | |
| | | 2004 (In conjunction with CCGS)
"Reflections on the Holocaust" | |

Appendix O

Human Relations Series

The Human Relations and Human Issues Lecture Series grew out of a Human Relations Day lecture held at the College in 1982. Bringing nationally and internationally known speakers to campus was part of the strategy of creating a College community where "all were free to speak and all are willing to listen and learn . . . in a total College effort to promote greater respect and understanding among people." In line with that mission, the Human Relations Clearinghouse sponsored or cosponsored the lecture series as well as other lectures and events, with the understanding that even though

some of the speakers may have held policy making positions in the U.S. government or in those of other countries, the lectures would never attempt to promote partisan politics. In 1993 local Attorney and Mrs. Arthur Marshall established an endowment fund which, in addition to grants and donations, underwrote many of the costs of the series, which was renamed the Arthur and Rebecca Marshall Human Relations and Human Issues Series. The lectures are open to the public free of charge; Rabbi Jerome Gurland, cultural liaison coordinator, organizes the activities associated with the series.

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|-------------|--|-------------|---|-------------|---|-------------|--|
| 1982 | Rev. Edward Flannery
"Holocaust Studies" | 1990 | Wolf Blitzer
"Prospects for Peace in the Middle East" | | | 2003 | Michael Oren
"The American Roadmap: Is it a Path to Middle East Peace?" |
| 1983 | Abba Eban
"Human Rights and Diplomacy" | | Robert Coles
"Education and the Moral Imagination" | 1995 | Hirsh Goodman
"From British Mandate to Palestinian Autonomy...and Beyond" | 2004 | Michael Berenbaum
"The Legacy of the Holocaust" |
| 1984 | Philip Habib
"Peace in the Middle East" | | Jacqueline G. Wexler
"Multi-Ethnic and Religiously Diverse Communities Without Strife" | | Meron Benvenisti
"Jerusalem in its 3000th Year...A Place for All People" | | Yossi Klein Halevi
"Israel and the United States: The Impact of the Presidential Election" |
| 1985 | Gunther Van Well, and Elie Wiesel
"World War II Forty Years After" | | Arnold Relman
"Quality Health Care for All" | | Mary Frances Berry
"Civil Rights: A Divisive or Uniting Issue" | 2005 | Stuart Schoffman
"The Fence and The Withdrawal From Gaza: Are They the Road to Peace?" |
| 1986 | Gerald Brault, Irving Howe, and Julius Lester
"The Immigrant Experiences in America" | 1991 | Amos Oz
"A Presentation of His Writings" | 1996 | Helen Thomas
"The Role of Women in Journalism" | | |
| 1987 | Amos Oz
"Since Sadat at Jerusalem" Panel on
"Soviet-American Physicians Against Nuclear War" | | Marshall Goldman
"A New Eastern Europe?" | | Deborah E. Lipstadt
"Denying the Holocaust: The Growing Assault on Truth and Memory" | 2006 | Michael Bar-Zohar
"Prospects for Peace in the Middle East" |
| 1988 | Martin Gilbert
"Sakharov and the Dissident" | | Arthur Miller
"Diversity: The Problem and Promise" | 1997 | Yael Dayan
"Israel at Fifty: The Yesterdays...and the Tomorrows" | | Hirsh Goodman
"Israelis and Palestinians: Will The New Elections Bring Peace?" |
| | Robert Lifton and Jack Gordon
"Democracy and Political Violence" | | Yael Dayan
"Israel in View of a Changing World" | | Sir Martin Gilbert
"Holocaust Journey: Traveling in Search of the Past" | 2007 | Michael Bar-Zohar
"Iran's Nuclear Threat, Its Impact on World Peace, and Israel's Survival" |
| | Julian Bond
"Reflections on Civil Rights" | 1992 | Ze'ev Chafets
"Israelis and Palestinians: Can They Co-exist?" | 1998 | James McBride
"Race Relations in the United States" | 2008 | David Horowitz
"Israel at 60: looking Back and Looking Forward" |
| 1989 | Julius Lester
"The Black Jewish Dialog" | | Juan Williams
"Minorities in a Multicultural Society" | | Michael Eric Dyson
"How Religion Influences Black Culture" | 2009 | Dr. Daniel H. Gordis
"The Year 2048: Can Israel Survive to the Age 100? And Why?" |
| | Jill Ker Conway
"Gender in the Workplace" | | Nat Hentoff
"Interconnection Between Politics, Music, and Race" | 1999 | Ehud Ya'ari
"Beyond 2000-Prospects for a Lasting Middle East Peace" | 2010 | Dr. Daniel H. Gordis
"Operation 'Lead Cast' in Gaza and the Turkish Flotilla: What Israel Learned from World Responses" |
| | Martin Marty
"Faces of Faith" | 1993 | Shlomo Avineri
"Prospects for an Enduring Middle East Peace" | | Nikki Giovanni
"Diversity is Art: Art is Diversity" | | David Horowitz
"Iran's Nuclear Power: Its Threat to Israel and How to Thwart It" |
| | Emil Fackenheim
"Remembering the Armenian Genocide and the Holocaust" | | Yehuda Bauer
"Patriotism Without Hate" | 2000 | David Makovsky
"Middle East Peace: Possibilities and Probabilities" | 2011 | Michael Bar-Zohar
"Israel's Future in a Changing Arab World: Cause for Confidence or Concern" |
| | Martin Gilbert
"The Camp David Accords" | | William Raspberry
"The Dream Still Lives" | | Beverly Daniel Tatum
"Continuing the National Dialogue on Race" | | |
| | | | Michael Woo
"Facing Up to Cultural Diversity" | 2001 | Hirsh Goodman
"Islamic Terror – Is Israel Really to Blame?" | | |
| | | 1994 | Anna Rosmus
"Nazism: Then and Now" | | Lani Guinier
"The Miner's Canary: Rethinking Race and Power" | | |
| | | | Ellis Cose
"Black, Middle Class, and Playing by Rules" | 2002 | Ehud Ya'ari
"Is a Terrorist-Free Middle East Possible?" | | |

Appendix P

The Long Range Plan of 1979

The 24-member Long range Planning Committee had representation from faculty, administration, students, staff, and alumni.

National, regional, and local assumptions of the committee:

- There will be a six percent inflation.
- Engineering, business, and social services are major needs of the community.
- There is a declining high school population.
- More nontraditional students are enrolling in college.
- Potential costs are not offset by federal or state money.
- Local support, especially financial and admissions, is strong.

Institutional assumptions:

- Mission: The institution is a private, independent, coeducational college offering undergraduate, graduate, and continuing education programs for a wide and varied spectrum of students.
- Undergraduate education at the College strives for a significant blend of liberal and professional education. Particularly, the College:
 - Is a teaching institution.
 - Centers on good instruction and a positive learning climate.
 - Believes that research fosters faculty professional growth.
 - Is student centered.

Areas and programs to investigate:

The School of Business will grow naturally; the Schools of Engineering and Arts and Sciences may need help. Graduate programs seem to be the most promising growth area, particularly Health Services Management, M.S. in Electrical Engineering, M.S. in Accounting, a one-year MBA (two summers and one academic year), and an Insurance Institute. An undergraduate prelegal education option seems appropriate. The Evening Division needs restructuring.

Possible areas to consider are:

- Combining day and evening for adult part-time;
- Creating an administrative unit for admission, registration, advice, and counsel;
- Administering general studies degrees;
- Managing in consultation with deans the course offerings outside the normal day schedule;
- Managing all workshops, institutes, conferences, seminars, and noncredit offerings.

Additionally, the College should:

1. Acquire more financial aid;
2. Draw from a wider region, especially middle Atlantic and Northeastern;
3. Remain alert to the needs of local businesses for the Evening Division;
4. Make the School of Law more national;
5. Foster the small college image;
6. Emphasize that increased retention as much as increased enrollment will produce a stabilized enrollment;
7. Constantly review the learning climate to ensure the integrity of the total academic experience;

8. Encourage faculty to keep abreast of new developments in their discipline, in methods of instruction, and in professions of the larger society;
9. Integrate various fields of inquiry leading toward larger principles of behavior and applications of knowledge;
10. Create internships and hands-on related applications of knowledge;
11. Underscore basic skills (problem solving, critical thinking, creative thinking, decision making, handling interpersonal relationships, and communication skills);
12. Develop skills for the world of work (professional programs, applications of traditional Arts and Sciences majors);
13. Promote a climate in which learning is attractive in itself (continuing self-education);
14. Provide support for all students, even if they graduated from a high school that is "not sufficiently rigorous";
15. Offer greater opportunities for courses or participation in music, drama, and studio arts;
16. Make the salaries of faculty competitive;
17. Underwrite the cost of faculty recruitment and moving costs;
18. Award tenure based on criteria and a process of evaluation only for clearly and demonstrably superior faculty;
19. Maintain the vitality of faculty by support for the terminal degree, sabbaticals, attendance at professional meetings, a faculty development fund for research and publication, and postdoctoral study;
20. Hire a grantsman to aid in grant proposal preparation.

Resource recommendations:

- Enlarge the Library (seats and books).
- Build faculty offices, at least 30, recommend that some are in the Library.
- Create more recreational facilities, sports fields, tennis courts, and gymnasium space.
- Keep abreast of the computer explosion.
- Consolidate student services; expand the Campus Center to include the bookstore, a snack bar, and dining facilities.
- Consolidate the administration; expand the administration building.

Areas that have financial implications:

- Competitive salaries;
- Estimated 17 new undergraduate faculty in five years, four to five law faculty;
- Changes in minimum wage and social security;
- Mandatory retirement changes;
- Increase in tuition rates;
- Increase in dormitory and board rates;
- Aggressively seeking grants, gifts, and federally subsidized programs.

Appendix Q

Summary of the 1980 Campus *Master Plan*

Accepted by the Board of Trustees in concept on May 6, 1980

Emphasis in *The Campus Master Plan* by the Hillier Group centers on the Springfield Campus and makes liberal use of the *Long Range Plan* formed in the administration of President Gottier. In this process the College sought to develop a master plan that would “determine ways in which the physical facilities of the College should increase or change...[and to develop] guidelines and parameters for future campus planning consideration.” Interviews and questionnaires determined perceived needs for “certain types of spaces” and were compared with an analysis of existing facilities. The result was the basis of “several alternate schemes,” more discussion, then a final plan. All planning was based on known data; for instance, computing and technology growth is not addressed in the 1980 plan.

Major assumptions underlying the final plan are:

- “Positive change” in both “academic quality and growth of student numbers left the campus with facilities that could no longer adequately handle the number of students, programs, and activities.”
- In the shift to a residential student body, 60 percent of the full-time students will want beds.
- Commuter students (40 percent) should be involved in activities, athletics, and the library.
- Food services need augmenting.
- The library needs more space, especially additional work and study areas.
- Physical education and recreation facilities are needed.
- A performing arts center is needed.
- The College should provide additional space in the student center for student activities because there is not much available in the immediate area.
- Requests for admission are increasing because the quality of the College is perceived as having improved.
- The 500 full-time equivalent evening students are “likely to increase because the need for specialized, professional training will grow.”
- It is essential to provide 80-100 square foot private offices for full-time faculty in teaching buildings for convenience. Part-time faculty can share space but should have private drawers and should be in teaching buildings.
- Faculty should have secretarial support. “Academic interests are primarily oriented toward an intensive, job-related professional education.”
- Functions in the houses should be brought on campus and the houses used for “functions unrelated to essential campus life.”
- The campus needs landscaping, especially trees.
- Athletic areas to be developed should “retain as many[trees] as possible.”
- The sense of a campus core should be kept.
- Priorities are based on urgency:
 - Housing
 - Food services
 - Student services
 - Faculty offices
 - Library expansion
 - Physical and recreational facilities
 - A performing arts center
- Identify as a residential, walking campus with a perimeter road, curves, speed bumps, rough pavements, security gates, a directional emphasis, plantings, furniture, and parking in the more remote, perimeter areas.
- Signage should be installed.

Appendix R

2008 Update of the 2000 Facilities Master Plan

The *Strategic Plan* adopted by the Board of Trustees in September 1998 (Please see page 123) set forth several strategic initiatives, including the undertaking of a facilities master plan.

Consequently, in 1999 the College formed a Facilities Master Planning Committee composed of faculty, staff, and trustees. The committee hired an outside firm that specialized in designing college campuses; consultants from the firm interviewed groups from all areas of campus and produced a plan that was presented in January 2000 to the College community for feedback. In May the *Facilities Master Plan* was presented to the Board of Trustees, outlining three phases of projects to be implemented over the next 20 years. Additionally, the Committee determined the cost of each component, established priorities, and projected funding sources. A synopsis of this plan can be found on page 123.

By 2008 many initiatives from that Master Plan had been implemented. Some of these include significant new construction projects such as the addition to the Blake Law Center, Evergreen Village Townhouses, the Kevin S. Delbridge Welcome Center, the addition to D'Amour Library, Golden Bear Stadium, Trelease Baseball Park, Commonwealth Hall, and improvements to the softball and soccer fields.

In the fall of 2007 the consultants were asked to return to campus and effect a *Facilities Master Plan* update. A synopsis of their report follows.

Short Term 2008—2011

- Construction of a School of Pharmacy building, including space for Sciences
- Renovation and reallocation of space in Sleith Hall and Herman Hall
- Construction of student housing: apartment style, approximately 200 beds
- Renovation of Churchill Hall: School of Business and Information Technology
- Expansion of dining facilities and student activity space at St. Germain Campus Center

Mid Term 2012–2016

- Reconsideration of space allocation and functionality in Rivers Memorial Hall
- Construction of residence hall student housing: approximately 150 beds
- Consideration of graduate student housing
- Relocation of offices from Valley Road and Bellamy Road onto main campus
- Consideration of space needs for recreation
- Consideration of space needs for offices
- Addition and renovation of Deliso Hall
- Relocation of Facilities Management from Campus Utility Building
- Office expansion in Alumni Healthful Living Center

Long Term 2017 +

- Performing Arts Facility
- Replace Plymouth Complex
- Redevelop Gateway Village
- Potential Academic Building
- Potential Student Housing

Additional concerns:

- Vehicular circulation
- Parking
- Campus access consolidation
- Evergreen road connection
- Athletic and recreation fields expansion (short-mid term)
- Relocated softball field
- Two recreation fields
- Additional parking for athletic events

Appendix S

Summary, Baccalaureate Undergraduate Curriculum Guidelines of 1987

Western New England College provides a varied program of undergraduate studies which offers the student the theoretical and applied knowledge requisite to competence for job entry and for continued growth and development both as a person and as a professional. The faculty of the College believe that regardless of the area of study or school, certain skills, attributes, and attitudes are basic to all areas of learning. Therefore, it is expected that the academic program of each student will be so structured that by graduation the student will have had ample opportunity to develop those basic skills, attributes, and attitudes. Included among those basic intellectual achievements expected of each graduate of Western New England College are the following:

1. Communication Skills. All communication takes place within the human and social context from which it derives its meaning. Therefore, effective communication is a key to human success and essential for realizing the fullest potential of human relationships, both personal and professional. Communication involves effective writing, speaking, listening, reading, and nonverbal actions. Consequently, the graduate should have developed the capacity for:

- a. Effective written, oral, and visual communication based upon clear thought and critical reasoning, both concrete and abstract, and marked by a sense of purpose and logical organization, clarity, correctness, precision, and force;
- b. Effective listening as an active, not a passive, process; and
- c. Effective reading which may be approached casually, actively, critically, or aesthetically, as appropriate.

2. Mathematical and Numerical Skills. Because today's world is dependent on complex technology and contains an abundance of numerical data, an understanding of mathematics and its effective use is essential. For this reason the graduate should:

- a. Understand the basic principles of mathematics as a means of fostering logical thinking and analytical skills;
- b. Be able to respond intelligently to arguments and positions which depend upon numbers and statistics; and
- c. Have experience in the process of problem solving with mathematics and in the appropriate use of numbers and statistics; and
- d. Be acquainted with the uses and potential of computers.

3. Historical Understanding. Thoughtful consideration of current issues is rooted in an understanding of the past. In today's shrinking world, it is also imperative that current issues be examined in global context.

To these ends, the graduate should:

- a. Possess a sense of historical perspective which extends beyond our own heritage to include world events;
- b. Develop an awareness of the mutual relationships of historical events, of the concepts of cause and effect, and of the interrelationships among human activities, including the political, social, philosophical, religious, aesthetic, environmental, and vocational; and
- c. Be acquainted with at least one culture distinctly different from his/her own as a means of developing an appreciation of the cultural diversity of this nation and of the world.

4. Scientific Understanding. *The influence that science has had and will continue to have upon all areas of human endeavor makes familiarity with the basic sciences a practical necessity for all citizens.* The graduate, therefore, should be knowledgeable regarding:

- a. Some of the basic concerns, methods, and nomenclature of science;
- b. Some of the major theories, principles, and laws of the branches of science and their interrelationships and some of the factual knowledge supporting those theories, principles, and laws;
- c. Some of the ways in which scientific hypotheses and theories are formulated, tested, validated, and accepted; and
- d. The importance of the laboratory and the processes of observation, experimentation, modeling, and inference.

The curriculum as a whole should provide the opportunity to acquaint the graduate with:

- a. The possibilities and limitations of science as a problem solving enterprise;
- b. The relationships among science, technology, and public policy;
- c. The human, social, and political influences upon and implications of scientific research; and
- d. The influence of the scientific method and scientific discovery on other academic disciplines on intellectual history, and on worldviews.

5. Aesthetic Understanding. *Because the arts express in so many ways what it means to be human, aesthetic understanding and appreciation are essential to the education of any individual.* Consequently, the graduate should have:

- a. Some understanding of aesthetic principles and the technical elements basic to the arts, which may include music, painting, sculpture, theater, architecture, dance, film, and literature;

- b. An appreciation of and response to the arts—their historic contribution, their power as instruments of social cohesion, their value as sustainers and transmitters of culture, and their potential for nurturing the human spirit; and
- c. Encouragement in participating in and supporting the arts.

6. Values. *The choices and decisions people make depend on their moral codes, beliefs, preferences, attitudes, and values. What people are and what they do affect their well-being, the well-being of others, and the health of society.* To be prepared to make decisions about what to do and what kind of person to be, graduates should:

- a. Be encouraged to make responsible decisions and choices upon the basis of a coherent, consistent, and rationally defensible moral code;
- b. Be encouraged to subject their moral beliefs to critical examinations;
- c. Be encouraged to be sensitive to the moral dimension of choice and decision making in personal and professional life;
- d. Develop a realistic concept of self-confidence and self-worth;
- e. Develop a sensitivity to differing value systems of others.

7. Critical Thinking. *Essential to all forms of learning is the ability to think critically, balancing discipline with creativity and synthesis with intuition. Also important is the ability to evaluate carefully and deliberately statements and arguments in order to decide whether to accept, reject, or suspend judgment on that which is proposed.*

To this end the graduate should:

- a. Be able to question incisively in order to gather relevant information and understand issues clearly;
- b. Be flexible and imaginative in formulating solutions and/or resolutions to problems;

- c. Be capable of evaluating the reasons, both in conclusions, and opinions, so as to arrive at an informed judgment;
- d. Be able to explain and communicate the implications of solutions and the means by which they were reached.

8. Knowledge In-depth. *Study in-depth is necessary for intellectual growth, preparation for employment, and professional development. In most instances such study will constitute a major in one or more disciplines.*

In every instance each graduate should complete a program of courses which includes increasing complexity of subject matter and exposition of the mental tools and techniques necessary to pursue continuing and coherent study.

Where a major in a discipline is involved, each graduate should:

- a. Understand the evolution of the discipline together with an awareness of the limits of its current base of theoretical knowledge and of the areas of continued investigation;
- b. Understand how the discipline relates to the culture of the society and to the world of employment; and
- c. Complete a program which provides sufficient breadth and depth for preparation for graduate study and satisfaction of the standards for professional accreditation where appropriate.

9. Continuing Learning. *The nature of our society and of the professions requires that each individual adapt to ever changing conditions.* Each graduate, therefore, should:

- a. Appreciate the origins of knowledge, the human travail associated with its development, and the excitement of discovery;
- b. Possess the attitudes and skills necessary to continue professional and general learning throughout his/her life; and
- c. Be receptive to the uses and potential of technological advances.

These academic expectations for each graduate should not be viewed as a series of isolated intellectual requirements but as a cohesive, interrelated whole to which each of the parts makes a significant contribution. The student's program, therefore, should be so structured that his/her educational experience at Western New England College is more than a random collection of courses but is characterized by a cohesiveness of purpose. In so doing, every effort should be made to minimize the separation of the disciplines and to enhance their interrelatedness.

1/28/87-1/12/88 (revised)

Appendix T

The General College Requirements, 2004

Foundations

Fundamental to every student's success in college and beyond is competency in four areas that provide the foundation for lifelong learning and for personal and professional effectiveness. These areas are mathematical analysis, communication, critical thinking, and computer competence. The College recognizes the importance of continuing development in these areas in the context of the student's major. The target level of competency in these areas will be determined and assessed by the major in which the student is enrolled. Following is a brief explanation of the importance of each foundation area with suggested courses that might satisfy the requirement.

Mathematical Analysis

Daily life and many professional and intellectual pursuits and success in college require an understanding and appreciation of mathematical reasoning and of mathematical problem-solving. The ability to establish connections between real world phenomena and mathematical ideas, to analyze quantitative data, and to reason logically allows us to grasp complex issues and better meet the problem solving needs of our technological society. Thus, it is crucial that students develop the ability to distill what is essential to a problem or situation, to express it using mathematical equations, to use principles of mathematics logically and creatively to solve these equations, and to interpret their solutions in the context of the original problem or situation. Each student must take the two mathematics foundation courses designated by the School in which they are enrolled. A minimum grade of C is required in one of these mathematics courses for graduation.

Communication

Effective writing and speaking is important in virtually all human activities from informal exchanges with friends and family through the responsibilities of the workplace to the highest professional and intellectual pursuits. The ability to express ideas orally and in writing, using appropriate vocabulary and grammar and logical organization, allows us to communicate effectively with others in every dimension of our lives. To develop skills in written communication, each student must take two foundation composition courses (unless exempted). Because writing and reading are closely related and because all students should have some college experience of literature, these courses also feature the analytic reading of nonfiction, fiction, poetry, and drama. Each student must complete these writing courses with grades of C or better. To develop skills in oral communication, instruction will be provided as part of each student's first year curriculum as determined by the School in which they are enrolled.

Critical Thinking

The ability to think logically about personal, social, and professional problems is important in reaching satisfactory and defensible decisions. The educated person should be able to form and recognize sound arguments. While critical thinking is an element in virtually every course, each student must take one course in which critical thinking is a major focus. The course will be specified by each School.

Computer Competence and Information Literacy

Understanding how computers function and how to use computer technology is increasingly necessary in many professional pursuits as well as in personal life. As a minimum, students should have the ability to use presentation, word processing, and spreadsheet software. They should also have the ability to access information on the Internet and existing databases. Students should have the ability to identify, access, evaluate, and select information to fit defined needs and the ability to use that information in an ethical manner. Each School will specify requirements to achieve computer competence and information literacy.

Perspectives of Understanding

In its Mission Statement, the College commits itself to developing in its students an appreciation of multiple perspectives of understanding. Perspectives are the systematic ways various academic disciplines view and interpret the world around us. Each perspective enhances the students' understanding of the complexity of the environment in which we live and of the richness of human experience. Ultimately these perspectives have the potential to deepen our judgments and inform our responses to the opportunities and challenges of life and work in the 21st century. They can help us to lead more responsible and fulfilling lives as individuals, family members, and citizens of democracy. Perspectives courses significantly emphasize three components. First is the approach or method of analysis in the discipline; second is the factual foundation of the discipline; and third is the contribution of the discipline to a greater knowledge of contemporary issues, to other phenomena relevant to the students' experience, or to personal career aspirations. Perspectives of Understanding included in this requirement are Natural Science, Behavioral Science, History, Cultural Studies, Ethics, and Aesthetics, as described below. Students must complete a minimum of seven perspectives courses that collectively achieve the following:

- All perspectives are covered.
- At least one is an integrated liberal and professional course in which two perspectives are typically presented in a team-taught offering.
- Two are natural science courses, each with laboratories, or two sequential courses in natural science, the first of which must have a laboratory.

Note: If the integrated liberal and professional course includes one of the required perspectives, it will satisfy the requirement in that area. Comparative courses that combine two perspectives, such as behavioral science, history, cultural studies, ethics, or aesthetics will satisfy the requirement in both areas. However, students must still take a minimum of five perspectives courses in addition to the natural science courses.

Natural Science Perspective

The science perspective cultivates familiarity with the vast realm of accumulated knowledge about the structure and functioning of the physical and biological world. Students should learn part of the factual foundation, including vocabulary, of at least one major area of science and should observe and practice the disciplined logic that scientists employ to discover and evaluate new knowledge.

Behavioral Science Perspective

The behavioral science perspective uses scientific methods to study the forces and processes that influence the behavior of individuals, groups, governments, and economies.

Historical Perspective

Through historical inquiry, this perspective enriches insight into the political, social, economic, and cultural forces that have shaped the modern world, providing the context for future events.

Cultural Studies Perspective

The cultural studies perspective gives students a basic understanding of how people from at least one other culture view the world. To accomplish that, this component provides information about the major aspects of the culture: its religion, philosophy, ethical principles, literature, form of government, economy, arts,

customs, traditions, and ways of life. Additionally, the cultural studies perspective enables students to see conflicts and disagreements within the culture.

Ethical Perspective

The goal of the ethical perspective is to help students form rationally defensible ethical views to guide their behavior in all aspects of their lives. This requires heightening their sensitivity to ethical issues and providing them with a variety of tools for ethical problem solving. It involves giving students experience in critical analysis of real life ethical issues, coupled with a critical examination of the most influential techniques of moral decision making and moral argument.

Aesthetic Perspective

The aesthetic perspective regards objects in terms of the qualities that make them attractive in and of themselves. It puts natural or human creations in a picture frame and tries to appreciate their inherent richness. Whatever the objects, they are valued not for any utilitarian purpose but for their sensual and emotive effect, for their form, line, color, sound, texture, feeling, and meaning.

Integrated Liberal and Professional Perspective

The integrated liberal and professional perspective makes clear the connections between the goals of liberal education and those of professional education. It compares and contrasts the values, perspectives, and assumptions of natural science, behavioral science, history, cultural studies, ethics, or aesthetics to a perspective from a professional discipline.

Learning Beyond the Classroom

The College's Strategic Plan commits to a goal of making Learning Beyond the Classroom (LBC) a significant element of every student's academic program and personal experience. It is envisioned that through the process of applying their classroom learning to their experiences in the workplace, in the community, on the playing fields, and across the campus our students will not only enhance their learning, but will also begin to connect their learning more directly to the world in which they live. For these reasons, all students will be required to complete two different LBC experiences, one for every two years of full-time study. Normally

each LBC experience will include: a) a minimum of fifteen (15) hours of involvement in an activity that provides a demonstrable opportunity for the student to reinforce or enhance understanding or skills introduced in the classroom; b) completion of a minimum 1,000 word reflections paper in which the student describes the activity or experience, relates the experience to learning introduced in his or her courses, and reflects on the value of this experience from a learning perspective. LBC experiences may include: a) internships, senior projects, study abroad, or no more than one other course-based experience that would incorporate an LBC opportunity; b) structured group activities in such areas as student clubs and associations, athletic teams, etc.; c) individual workplace-based or volunteer activities, on campus or off campus. Evaluation of all LBC experiences will be through a member of the College's faculty or professional staff as determined by each School. Given the volume of LBC experiences processed each year, the Schools may arrange for readers who are part of the College faculty or professional staff to ensure that students will be able to fulfill the requirement.

Personal Development

All students are required to complete coursework to assist them in their transition to the academic demands of college and in the development of knowledge and skills to support life-long physical well-being.

First Year Seminar

First year seminars orient students to the scholarly community and assist them in their transition to the academic demands of college. Each School will develop courses to meet its needs.

Personal Health and Wellness

Personal health and wellness courses focus on the theory and practice of life span wellness and fitness activities, and on the knowledge, attitudes, habits, and skills needed to live well. Two one-credit courses in personal health and wellness are required of students in all majors. These courses are only required for full-time students.

Appendix U

Western New England College Mission Statement and Strategic Plan: A Vision for the Future

Adopted September 16, 1998

MISSION STATEMENT

Purpose

Western New England College facilitates student learning. The College prepares students to bring multiple perspectives of understanding to help them achieve balance and flexibility as proactive solution seekers in the rapidly changing global environment in which they work and live.

Position

Western New England College is committed to being a leader regionally and recognized nationally in providing integrated professional and liberal learning. The College is characterized by a synergy that results internally from the collaboration of its programs in Arts and Sciences, Business, Engineering, and Law and externally from the important strategic partnerships and alliances forged with the local and regional business, educational, and civic community.

The College provides excellence in teaching for all students—full-time, part-time, undergraduate, graduate, and law—in an environment that proactively supports achievement and success in academics for all students and where all activities, curricular and cocurricular, are viewed as educationally purposeful. All students are regarded as a resource in excellence whose special talents and attributes will be challenged by their educational program to assure success in their professional and personal development and lives.

DEFINING CHARACTERISTICS

Integrated Liberal and Professional Learning

This is the hallmark of an education at Western New England College. Every program at the College, whether in the liberal arts or professional studies, has two primary objectives: the combination of broad knowledge and critical thinking with professionally focused depth, and the ability to apply theory to real-world issues. The College seeks innovative ways to achieve this integration for students in all major programs.

Emphasis on Learning Beyond the Classroom

Opportunities for reinforcing, testing, and applying the lessons of the classroom, as well as for developing the whole person, abound outside the classroom and course setting. The campus and the external community are learning laboratories for students.

Collaboration and Synergy Among the Schools of the College

The conscious and sustained collaboration among and within the distinctive Schools results in a synergistic educational environment in which innovative programs and learning options for all students are assured and in which teaching and learning are undertaken at the intersections of disciplines, professional or liberal.

Strategic Partnerships and Alliances

Our alumni, area businesses, other educational institutions, government, and the civic community are important allies as the College pursues its mission. Through these partnerships, these groups and individuals mutually benefit from supporting and participating in the advancement of the College's goals, while, at the same time, expanding the learning opportunities and resources of the College.

COMMITMENTS

Teaching Excellence

The College places primary emphasis on the work of the classroom while encouraging faculty scholarship, which enhances teaching. The College believes that the integration of multiple perspectives on major issues, a concern for ethical values, and an awareness of the global interactions of our times—important features of the College's programs—all have their classroom origin in the blend of scholarship and teaching characteristic of the faculty.

An Atmosphere of Personal Concern

Through its emphasis on ethical behavior, concern for every member of the community, and individual empowerment, all members of the College community—students, staff, and faculty—are viewed as valued partners in the educational mission.

A Community that Values Diversity

The College values diversity in students, staff, and faculty as an essential dimension of the learning environment.

Innovative Programs and Learning Formats

The College encourages the design of new programs and methods in all of its offerings to ensure responsiveness both to the constantly changing demands of the business and professional world and to the learning needs of all the College's students.

A Responsive Technological Environment

The College devotes significant resources to providing technology that supports the learning and performance needs of all members of the College community.

STRATEGIC INITIATIVES

The strategic initiatives are major courses of action for the College to pursue in order to achieve its purpose and position. These initiatives build on the College's strengths as well as provide new directions. The following are the initiatives grouped according to subject area:

Integrated Liberal and Professional Learning

Develop a core curriculum and upper-level requirements in all undergraduate programs that actively, and in innovative ways, integrate liberal and professional learning.

Ensure that all graduate programs reflect the College's defining characteristic of actively integrating liberal and professional learning.

Learning Beyond the Classroom

Develop the programmatic infrastructure to integrate Learning Beyond the Classroom as a significant element of every student's academic program and personal experience at Western New England College.

Create an organizational unit to coordinate all beyond the classroom activities and to collaborate with the other Schools of the College.

Create a structure to ensure coordinated learning support programs and services in such areas as math, reading, writing, oral presentations, study skills, tutoring, supplemental instruction, and services for students with learning disabilities.

Ensure the recognition and support for intercollegiate athletics as an integral part of the College learning environment.

Teaching Excellence

Create systems to encourage, reward, and recognize teaching that is learner-focused, reflects the expertise of the faculty scholars, and is committed to the integration of multiple perspectives.

Ensure that the student and faculty course load structure is the most effective one for integrated learning and learner-focused teaching.

Create a structure to integrate the activities of the existing Instructional Resources Center as well as support for teaching improvements and faculty and curriculum development.

A Community that Values Diversity

Define a social and educational environment that is characterized by opportunities to understand and respect diverse cultural traditions and to value differences among groups and individuals. Ensure that the College constitutes a hospitable environment for all students and includes a sufficient diversity of students, faculty, and staff to prepare students for the global environment of the future. Develop relevant benchmarks and commit to a time frame and the resources needed to achieve the benchmarks.

An Atmosphere of Personal Concerns

Create a college-wide team responsible for developing benchmarks that define an atmosphere of personal concern for all members of the College community, and for assessing, initiating, recognizing, and supporting efforts to achieve these benchmarks.

Develop an information system to empower all members of the community to become more proactive in solving problems and in locating and sharing needed information.

Continue the evolution of programs designed to facilitate the integration of all new students into the College community as active learners committed to spending their entire degree experience under College auspices.

A Culture of Collaboration

Empower the position of the provost with responsibility for facilitating collaboration among all Schools on opportunities, issues, and decisions at every level throughout the College.

Design organizational structures to enhance coordination, collaboration, and the exchange of information among the Schools, offices, and in every dimension of work and life at the College.

Share more widely the most current and complete information available to enhance participation in the culture of collaboration and to ensure the effective management of College resources.

Create an environment that is conducive and helpful to alumni and keep them involved and motivated as active members of the College.

Innovative Programs and Alternative Learning Formats

Create an organization for nontraditional learners to ensure full partnership and responsiveness to the learning needs of students and of the community at large in all part-time and noncredit programs, on and off campus, excluding law.

Create an environment and structure within the Schools and the College that fosters the identification of academic programs not currently available at the College and assesses the potential for adoption of such programs or the potential for revision of existing programs.

Design and implement a program of pilot courses using distance-learning formats to allow assessment of that format for larger scale implementation at the College.

Responsive Technological Environment

Create a structure which combines the functions of academic and administrative computing to coordinate institutional goal-setting in the area of technology and to effectively deploy resources in this area to facilitate communication and to provide appropriate training and support.

Continuously upgrade technology in all College facilities.

Strategic Partnerships and Alliances

Identify or create an office responsible for initiating and coordinating external relations and for developing a continuously expanding range of partnerships to enhance and support learning, resources, and opportunities.

Ensure efforts to make alumni fully participating and valued partners in the fundraising, admission, retention, and internship activities of the College.

Facilities for the Future

Ensure campus facilities are consistent with the needs of a full-time undergraduate enrollment of 1,800-2,200 students and an optimum law school enrollment of 650 full-time equivalents. For facility, staff, and financial planning, develop a model to enable consideration of various alternatives relative to sizing the College in terms of enrollment.

Reconfigure the Rivers Memorial building and the D.J. St. Germain Campus Center to accommodate existing and desired student-related activities and functions, and also to include a coffeehouse, sports bar, and dance club venues as well as an auditorium/center for the performing arts and other programs/activities. The interim use of Rivers for student housing should reflect this priority.

Develop a facilities master plan for all of the campus and, in particular, the law school's housing, library, student organization offices, and other needs. Also incorporate an attractive admissions center for all of the College's undergraduate and graduate programs, individual office space for full-time faculty and for all administrative functions, as needed. Use of the College's 52 acres of land and properties on Valley Road and Bellamy Road should also be included in the master plan.

Build a new residence facility to accommodate increased demand for housing and also one that supports our emphasis on Learning Beyond the Classroom. Ensure adequate housing for both undergraduate and law students.

Renovate classrooms to ensure the most effective learning/teaching environment.

Recognition as a Leader Regionally and Nationally

Develop and implement a comprehensive marketing plan that is consistent with the College strategic plan and is focused on potential students, donors, and employers to enhance enrollment and the recognition of the College regionally and beyond.

Develop a website that effectively responds to the full range of interests and concerns of students, potential students, alumni, parents, donors, potential employees, and others interested in the College.

Seek the highest level of national accreditation for all Schools and programs where feasible. At this time specifically, seek AACSB accreditation for the School of Business.

UPDATES TO THE 1998 STRATEGIC PLAN

In 2001, the year of the 50th Anniversary of the College, President Caprio published an update of the *Plan*, itemizing the Strategic Initiatives that had been partially or completely accomplished. In 2003, the Strategic Initiatives were again updated; the objectives that had been completed were again itemized. As Dr. Caprio pointed out at the time, "The [1998] *Plan* was viewed as a starting point. It established a foundation and provided guidelines for further ideas and initiatives." In academic year 2002-03 a College-wide committee prepared a revised Mission Statement and *Strategic Plan*. These were adopted by the Board of Trustees on June 3, 2003.

Chief among the changes in the 2003 update were: a recognition of initiatives that had been started and should be continued; an increased emphasis on the curriculum in the defining characteristic Integrated Liberal and Professional learning; definition of the Learning Beyond the Classroom defining characteristic and strategic initiative; specification of facilities to be renovated or expanded; and the addition of a strategic initiative for a multi-year comprehensive campaign and a strategic initiative calling for all campus facilities, support services, and number of full-time faculty to be consistent with the needs of a projected enrollment of 2,500 undergraduates, 600 School of Law students.

Appendix V Strategic Plan of 2008

Adopted by the Board of Trustees on December 9, 2008

Individual Focus. Global Perspectives. A Personal Approach to a University Education. Strategic Plan 2009-2018

Western New England College Mission Statement

Who We Are

Western New England College, a comprehensive private institution with a tradition of excellence in teaching and scholarship and a commitment to service, awards undergraduate, master's, and doctoral degrees in various departments from among our Schools of Arts and Sciences, Business, Engineering, Law, and Pharmacy. One of only a few U.S. comprehensive institutions enrolling under 5,000 students recognized with national and international accreditations at the highest levels in law, business, engineering, and social work, we serve students predominantly from the northeastern U.S., but enroll students from across the country and around the world. The vast majority of undergraduate students reside on campus. Our 215-acre campus in Springfield, Massachusetts, is remarkable for its beauty, security, and meticulous upkeep.

Our Mission

The hallmark of the Western New England experience is an unwavering focus on and attention to each student's academic and personal development, including learning outside the classroom. Faculty, dedicated to excellence in teaching and research, and often nationally recognized in their fields, teach in an environment of warmth and personal concern where small classes predominate. Administrative and support staff work collaboratively with faculty in attending to student development so that each student's academic and personal potential can be realized and appreciated. Western New England develops leaders and problem-solvers from among our students, whether in academics, intercollegiate athletics, extracurricular and cocurricular programs, collaborative research projects with faculty, or in partnership with the local community.

At Western New England, excellence in student learning goes hand in hand with the development of personal values such as integrity, accountability, and citizenship. Students acquire the tools to support lifelong learning and the skills to succeed

in the global workforce. Equally important, all members of our community are committed to guiding students in their development to become informed and responsible leaders in their local and global communities by promoting a campus culture of respect, tolerance, environmental awareness, and social responsibility. We are positioned well to accomplish these goals as a truly comprehensive institution whose faculty and staff have historically collaborated in offering an integrated program of liberal and professional learning in the diverse fields of arts and sciences, business, engineering, law, and pharmacy.

Our Core Values

Excellence in Teaching, Research, and Scholarship, understanding that our primary purpose is to provide an outstanding education supported by faculty with the highest academic credentials, and with national prominence in their fields.

Student-centered Learning, providing an individualized approach to education which includes a profound commitment to small class sizes, personalized student-faculty relationships, and student engagement and personal growth both within and beyond the classroom.

A Sense of Community, treating every individual as a valued member of our community with a shared sense of purpose and ownership made possible by mutual respect and shared governance.

Cultivation of a Pluralistic Society, celebrating the diversity of our community, locally and globally, and creating a community that fosters tolerance, integrity, accountability, citizenship, and social responsibility.

Innovative Integrated Liberal and Professional Education, constituting the foundation of our undergraduate and graduate curriculum, providing global education, leadership opportunities, and career preparation.

Commitment to Academic, Professional, and Community Service, promoting opportunities for all campus community members to provide responsible service of the highest quality to others.

Stewardship of our Campus, caring for the sustainability and aesthetics of the environment both within and beyond the campus.

Vision for Approaching Our Second Century

In 2019 Western New England will celebrate its Centennial as an institution of higher education. Our focus will continue to be on the whole student, but in a twenty-first century context highlighting the demands of a diverse and global society, the accelerating pace of technology, and the necessity of attention to environmental sustainability. Our next decade will be marked by a continued dedication to excellence, visionary thinking, flexibility, and entrepreneurial spirit. We must continue to develop as a comprehensive institution offering an integrated program of liberal and professional undergraduate and graduate education while establishing ourselves in a position of regional leadership and national recognition.

Our Strategic Plan

The Strategic Plan is comprised of eight Strategic Directions.

DIRECTION ONE: Focus on multiple aspects of the development of the whole student. At Western New England, all students enter a supportive social as well as academic environment providing curriculum offerings, collaborative cocurricular programming, and a campus culture and practice that will help prepare them to be effective and engaged citizens in their local communities and the world. Students here will find multiple opportunities to learn and exercise leadership qualities in partnership with faculty as well as with other students and community members. In this way, we develop a sense of global citizenship and responsibility within each student both inside and outside the classroom. In order to accomplish this, we will do the following:

Maintain an interactive environment among students, faculty, and staff, and support a culture that values a personal relationship within a network of mentoring possibilities

- Support faculty in development of opportunities for association with students and student groups inside and outside of class
- Encourage faculty and staff in the opportunity for mentoring students through the secondary school/undergraduate transition and in their daily lives
- Support the cognitive and emotional transition points in students' lives; e.g., senior year transition to life after Western New England

Foster experiences outside the classroom

- Consider integration of internships or similar experiences for all majors
- Investigate additional opportunities with respect to diversity, global, and sustainability issues for learning beyond the classroom experiences
- Draw on the alumni as a resource for offering internships and other career development activities

Expand the range of performing arts opportunities available to students

- Through better provision of campus space for the arts
- Through improved support of programming in the arts

Develop and support cocurricular programs and services in order to encourage and promote campus engagement and development of life skills among students

- Maintain and build the strength of current student leadership programs
- Continue to enhance the College's NCAA Division III athletic programs
- Continue to enhance intramural athletic programs

Develop global citizenship and leadership capacities in our students**Expand career development programs and services****Increase programs to facilitate graduate and professional school preparation opportunities****Ensure student access to a Western New England educational experience by increasing the endowed scholarship funds available**

DIRECTION TWO: Continue to elevate the academic excellence of the Western New England undergraduate education, drawing upon our heritage of integrated liberal and professional learning opportunities.

For the past 10 years, an important facet of the Vision for Western New England has been elevation—elevating the institution in terms of recognition for excellence among all those interested in higher education. Elevation begins with the undergraduate education that we provide to our traditional full-time undergraduate students. To succeed in this goal, we must continue to recruit and support a well-qualified and well-recognized faculty whose accomplishments in their classroom and research endeavors have attracted positive attention in academia. Accreditations by national and international professional associations have helped us recruit such faculty. It is very important that we support these faculty members in every feasible way in order to continue to elevate our presence within the national and international academic environments. Student support services as well as administration members play a crucial role in helping faculty achieve positive faculty-student relationships. The student services administrators and staff are important developmental and instructional partners in this process. The Office of the Provost supervises many developmental activities for faculty and must have the resources available to fund and facilitate such activities if the elevation of undergraduate education is to continue to be one of the most important goals of the institution. In order to accomplish this, we will do the following:

Continue to build and maintain a high quality faculty

- Assure that attention continues to be given to issues of faculty salaries, including salary compression among ranks
- Provide the pedagogy, laboratory, and technology facilities to allow faculty to excel in their fields

Recognize, value, and support faculty research and scholarship in support of undergraduate education

- Encourage faculty to engage in active research agendas and programs by providing release time as well as financial and physical resources to support increased conference, summer, and year-long scholarly opportunities
- Provide the expanded research tools necessary for undergraduate education, such as databases, journals, books, and specialized software
- Encourage faculty to develop research opportunities for undergraduate and graduate students

Sustain academic quality throughout the curriculum

- Maintain small class sizes
- Provide the highest level of available technology
- Encourage increased inclusion of sustainability issues in the curriculum
- Provide greater opportunity for the study of foreign languages and cultures
- Develop the breadth of our arts curriculum
- Continue to encourage integration of information literacy and writing across the curriculum
- Incorporate learning beyond the classroom opportunities throughout the curriculum

Elevate our continuous assessment activities with respect to curriculum

- Maintain or improve our ratio of full-time faculty to adjunct faculty
- Continue to encourage joint curricula programs across the Schools

Expand our commitment to faculty-centered student advising while continuing to enhance student support through further development of an academic support center with full-time staffing

- Create a handbook for academic advising
- Develop additional advising resources and training opportunities

Strengthen collaboration among faculty, staff, and administration to support the elevation of the student

DIRECTION THREE: Increase our focus on excellence in graduate and professional education, research, and scholarship, calling on our strength as a comprehensive institution.

Many of our programs and departments are achieving national distinction. To ensure excellence in graduate school programming, it will be essential to build on our current successes and raise the expectations for excellence across all departments in all schools. Success in our graduate programs will be dependent on the continued hiring of outstanding faculty who can demonstrate excellence in the classroom as well as a viable research program.

Recognizing the increased need for multidisciplinary programming and degrees, we must continue to encourage interdisciplinary degree programs and research activities across departments and Schools. In order to accomplish this, we will do the following:

Encourage the development of existing and new graduate and professional programs at the master's and doctoral levels in order to achieve further breadth of curriculum offerings and to achieve depth and specialization in selected areas and disciplines

- Develop a fully accredited and fully functioning Pharmacy program graduating our first class of Doctor of Pharmacy students by 2015
- Continue to support the exploration and implementation of new graduate and professional degree programs throughout the institution while refining existing ones
- Consider instituting additional graduate and professional school programming specifically for full-time students

Recognize, value, and support faculty research and scholarship in support of graduate and professional education

- Encourage faculty to engage in active research agendas and programs by providing additional release time as well as financial and physical resources to support increased conference, summer, and yearlong scholarly opportunities
- Support expanded library research tools necessary for graduate and professional education, such as databases, journals, books, and specialized software

Support student services in our expanded part-time and full-time graduate and professional programs

DIRECTION FOUR: Promote and support Western New England's distinctive vision for internationalization throughout our entire community.

The 21st century is rapidly progressing on a global stage economically, politically, and socially. Advances in technology, transportation, and communication have helped formerly less developed countries become part of the international agenda hosted by the more developed countries, and education has become an international endeavor. If Western New England wants to play a role in helping set and contribute to the educational agenda, we must support, promote, and increase the opportunity for faculty and students to seek educational experiences abroad. Reciprocally, we must encourage and support international students and faculty to come to our campus. In addition, faculty must be provided incentives to do research and otherwise contribute within an international educational environment that now penetrates regional communities in new ways. In order to accomplish this, we will do the following:

Develop structural enhancements

- Establish an Office of International Programs headed by a person with the appropriate organizational leadership position and authority
- Establish an International Programs Coordinating Council made up of representatives from relevant academic and administrative units

Extend study and work abroad programs

Grow and support our international student population

Support faculty international research and/or teaching

Encourage curricular and interdisciplinary internationalization enhancements

DIRECTION FIVE: Develop and practice our vision of diversity and pluralism on campus.

The Western New England community believes that education should both enable and empower all community members to live and work in an environment sensitive to diversity in ethnicity, gender, geographic origin, life circumstance, physical or intellectual ability, political inclination, race, religion, sexual orientation, and socioeconomic status. In addition to increasing diversity in our student body and faculty, we need to increase diversity in academic, administrative, and staff leadership positions. It is also apparent that we need to cultivate a deeper pluralistic understanding of diversity, to encourage a world-view embracing differing ideas and positions, and to make an increased effort to create inclusiveness throughout the campus. In order to foster a living and learning environment that promotes independent and tolerant thinking and that brings divergent voices into the learning dialogue through both curricular and out of class experiences, we need to build a community defined by its differences and characterized as safe, positive, and supportive. In order to accomplish this, we will do the following:

Create a campus environment in which all students experience the richness of diversity and pluralism as they are defined and understood in our Commitment to Diversity statement

- Address all students' rights by building a safe, supportive environment for diverse students
- Celebrate individual differences across campus
- Introduce curricular initiatives related to diversity and pluralism
- Support diversity values to encourage pluralistic understanding and tolerance
- Assure that the persons staffing the diversity office have appropriate organizational position and authority within the institution
- Develop through Human Resources an affinity support group for faculty and staff of underrepresented populations

DIRECTION SIX: Build upon a physical and operational environment that will support our status as a preeminent comprehensive institution.

Technology has advanced at an accelerating pace since 11 years ago when the Strategic Plan for 1999-2008 was developed. In order to outpace our competitors and reach the level of our aspirant institutions, it is mandatory that we increase the utilization and capacity of the technology resources that we offer to students, faculty, and the entire campus. Every part of the educational enterprise is affected by the advance of technological hardware, software, and networking capacities. Looking into the future, a number of technological initiatives will enable us to deliver better educational experiences to more students in more ways, especially through online methods. Students are coming to Western New England with more technological expertise than ever before, and we must find ways to partner with them in a community-wide effort to enhance educational outcomes. In addition to the expansion of technological opportunities at Western New England, we are committed to expansion of the physical facilities in order to accommodate new programs such as Pharmacy and new needs such as those in residential life. At the same time, construction techniques as well as everyday maintenance requirements increasingly demand serious attention to sustainability principles as the world finds itself becoming depleted of natural resources and polluted by unwise and wasteful human practices. We must not only be part of the solution to these problems, but as a leading educational institution, we must provide a model for our various constituencies and communities. At the same time, we must carefully plan the expansion and development of our physical campus space to take advantage of our 215 acres and the expertise of our facilities management teams. In order to accomplish this, we will do the following:

Technology—Increase the capacity of the technology infrastructure needed for a comprehensive institution.

- Modify governance and organization structure to include a new position with appropriate authority responsible for leading the technology function within the institution and working closely with both an internal board constituted to represent campus stakeholders and an external advisory board with the mission of providing expertise and counsel
- Improve User Information Technology support, including the establishment of assessment processes, establishment of a Learning Commons within the libraries, and establishment of a large student Information Technology support group
- Upgrade wireless access to include all public areas of the campus and to support a variety of hardware devices, including computers
- Modify and integrate communication infrastructure
- Adopt integrated administrative software

- Strengthen Information Technology training of the institutional community based on a needs assessment with special attention to integrating technology in teaching and curricular delivery.
- Upgrade classroom technology throughout the campus
- Establish a central data warehouse available to all appropriate stakeholders within the institution
- Upgrade web capabilities and content to assure improved comprehensiveness and accuracy
- Create a knowledge bank to store, disseminate, and preserve the institution's digital information assets, such as articles, datasets, working papers, audiovisual files, and electronic publications

Facilities Planning

- Proceed with plans to build a new academic building to support pharmacy and science programs
- Continue to update and renovate classrooms
- Invest in high quality science and engineering laboratories
- Fulfill the need for suitable work spaces for faculty and staff, including individual office space
- Increase areas for student interaction in academic buildings
- Plan to provide facilities to support the Fine Arts program
- Proceed with plans to build and renovate residential space
- Increase physical accessibility of buildings/classrooms/laboratories
- Expand the number of recreational and athletic fields

Sustainability—Pursue sustainability initiatives in all building, renovating, and ongoing maintenance infrastructure activities

- Institute a Sustainability Council comprised of members from the entire campus community to develop and determine the metrics we should use to measure and manage our sustainability
- Provide a position of appropriate authority to lead an Environmental Standards Office in connection with facilities planning and to advise faculty in connection with curricular initiatives in this area
- Inventory our existing sustainability initiatives both within and outside the curriculum
- Support and encourage programming on sustainability issues

DIRECTION SEVEN: Engage the institution more fully in integrated collaborative partnerships and alliances within the campus as well as beyond the campus with alumni and local, regional, national, and international communities.

Recognizing that our campus community is affected by a broad range of external forces, we will establish and strengthen strategic partnerships and identify priorities that mutually serve the interests of Western New England, its stakeholders, and the local and regional communities. Although we have engaged our alumni in many ways, we recognize the need to expand our connections with alumni by developing more opportunities to draw alumni back to campus and to help them celebrate their pride in being essential members of the Western New England community. To do this, we must improve our communication and collaboration with all our many alumni constituencies. Importantly, we will continue to honor our roots in Springfield through the development of closer and more numerous community links to find and promote innovative and sustainable solutions to community challenges. In order to accomplish this, we will do the following:

Improve our alumni involvement and development activities

- Strengthen and broaden the lifelong connection of alumni to Western New England by keeping alive its rich traditions and heritage and working with alumni to develop new traditions
- Enhance and develop dynamic alumni activities that engage, enrich, and bring alumni closer to the campus community
- Develop networking opportunities and enhance career management programs and services that meet the expectations of our alumni
- Engage alumni and Alumni Relations in national and international promotion of the institution
- Continue to develop the vitality and energy of our fundraising efforts by proactively identifying, cultivating, soliciting, and stewarding gifts from alumni, friends, foundations, corporations, and other prospective donors to meet the identified needs of the institution

Strengthen our relationship with the City of Springfield

- Launch urban service immersion initiatives within the First Year Program
- Expand our partnerships with the Springfield School System
- Explore providing more consulting services to the City
- Further develop partnerships to enhance community relations with the City

Encourage diversity initiatives from our institution within the local and regional communities

DIRECTION EIGHT: In order to facilitate the success of the individual strategic initiatives proposed in this Strategic Plan as well as to fulfill our potential as a regional and national leader, pursue changing our institutional status from that of a College to that of a University.

While sacrificing none of the character of the College of the last half of its first century, none of the personal attention to students, none of the informal collegial atmosphere of the campus, none of the flexibility of a relatively small institution, becoming a university better reflects our growth, our diversity, our expanded graduate offerings, and our comprehensive nature. It allows us to compete more effectively with our many peer institutions that have become universities and with which we share common student applicants. It allows us to be more attractive for foreign exchange programs and foreign students in a global environment, given the different definition of “college” outside the U.S. and an international perception that a “university” represents the highest level of educational institution possible. Finally, as a university, we can expect to be better positioned to fulfill our ongoing commitment to be a leader regionally and recognized nationally. As a university, granting degrees at the highest level of education, we can expect to gain respect and credibility from the national and international academic communities, increasing the visibility and perceived value of education at Western New England. All of this helps add value to the diploma of both existing and future alumni. Therefore, we must do the following:

- Meet the state requirements for achieving university status
- Increase the breadth and depth of our graduate and undergraduate curricula, in addition to developing additional Ph.D. programs
- Create a University Attainment Committee to identify and monitor what is necessary to achieve and implement university status and shepherd the transition process from college to university.

Over the next decade, we expect to reach and maintain a full-time undergraduate student body population of approximately 3,000 students. Full-time and part-time law students are expected to remain approximately 500. Our other student populations—graduate students and undergraduate nontraditional students—are populations whose numbers we actively seek to increase. We will continue active recruitment of undergraduate students from areas beyond our primary and secondary markets while maintaining the quality of the student body in each of our Schools.

Bradley Road

Wilbraham Road

Plumtree Road



Aerial view of the 215 acres of
Western New England University in 2011.

