

***DRAFT FRAMEWORK FOR
THE WILLIAM PATERSON UNIVERSITY
PLAN OF EXCELLENCE FOR STUDENT SUCCESS***

**Submitted June, 2001
by the Excellence Committee**
Janet Tracy, Chair
Dona Fountoukidis, Vice Chair
Stuart Goldstein
Nina Jemmott
Susan Kuveke
Judy Matthew
William Matthews
Susan McNamara
Diana Peck
Lou Poandl
Marc Schaeffer

TABLE OF CONTENTS

	Page
Introduction	1
Planning Process	1
Next Steps	2
Part I -- Goals, Objectives and Recommended Action Steps	
<i>Goal 1: William Paterson University will make student success its defining characteristic</i>	3
<i>Goal 2: William Paterson University will increase efforts to develop the skills and knowledge of its faculty and staff</i>	11
<i>Goal 3: William Paterson University will foster a sense of common purpose, pride and community among all employees and students</i>	14
<i>Goal 4: William Paterson University will develop physical and fiscal resources appropriate for achieving its goals, and will manage those resources effectively</i>	16
<i>Goal 5: Through educational, cultural, and service programs, William Paterson University will contribute significantly to the quality of life in the region, and achieve public recognition as an excellent university</i>	19
Part II – Desired Outcomes	22
Part III – Measures for Tracking Progress	24
Appendix A – Summary of Goals and Objectives	27
Appendix B – Planning Assumptions	31
Appendix C – External and Internal Environment	32

DRAFT FRAMEWORK FOR THE WILLIAM PATERSON UNIVERSITY PLAN OF EXCELLENCE FOR STUDENT SUCCESS

INTRODUCTION

“William Paterson University is a vibrant and proactive institution of higher education in and throughout its service region. During the past few years, the University, with the incredible support and tireless effort of all campus constituent groups, especially the faculty and the administration, has striven to improve its programs and services to all its clients, especially its undergraduate students. Although all these efforts have produced many reports, recommendations, and suggestions, the last being the Self-Study document itself, the University and its leadership now face the challenge of planning, synthesizing, and integrating all of its well-documented inputs into a clear and understandable action plan for the immediate future.” Middle States Visiting Team Report, April 2001.

This document responds to the challenge above by providing the framework for a comprehensive plan to guide us to the next level of excellence in supporting the success of our students. To breathe life into this framework will require the best ideas, energy and commitment of the William Paterson University community. All will need to have a role in translating the ideas in this framework into operational plans, and ultimately into actions. The Middle States self-study process helped us reflect on how far we have come, but reminded us of the work remaining. To realize our aspirations will require constancy of purpose, perseverance, the discipline to use assessment to fine tune strategies, and the commitment of faculty, staff and administrators to work together toward common goals.

Planning Process

This past September, the Excellence Committee was formed and charged with developing a Plan of Excellence for Student Success. During the fall, the Committee systematically reviewed previous planning documents (Student Success Plan, Future Search Conference outcomes, the Facilities Master Plan, and results from the Summer 2000 Planning Retreat), and identified external and internal trends and issues with the potential to influence the University’s future (see Appendix B). The Committee examined the Draft Middle States Self-Study Report to identify issues that needed to be addressed. A meeting with President Speert and Provost Sesay clarified a set of nine planning assumptions and provided additional direction (see Appendix B). Throughout the planning process, the Committee was guided by the William Paterson University Mission and Vision statements.

The Committee identified five anchoring themes for the Plan: *Excellence and High Expectations; Diversity; Information Technology; Image and Reputation; and Ongoing Performance Improvement (Assessment)*, and created a draft framework, which incorporated these themes. At a Working Conference on March 2, 2001, seventy-six colleagues spent a day at an off-campus retreat reviewing the Plan Framework and suggesting strategies for attaining its goals. The recommendations that emerged during this conference were used in

preparing a second draft of the Framework. The Middle States Visiting Team Report provided the final input into the Plan Framework.

Next Steps

The Excellence Committee was charged with developing a comprehensive plan, and the framework that follows covers all aspects of the University. Each department and individual at the University will now have a role in developing and implementing operational plans that contribute to achieving the goals identified. Some of the tasks outlined in the Plan Framework, such as creating a comprehensive freshman year experience, cut across organizational boundaries and will require the appointment of special committees or task forces to provide leadership.

This document is a framework and is not intended to spell out detailed strategies for achieving our goals. Although suggested action steps are included under each objective, these will need to be developed more fully and perhaps modified as detailed operational plans are prepared by individuals and groups with expertise who will be implementing them. This framework is intended to provide guidance, but to allow flexibility in the next level of planning.

The breadth of the Plan Framework creates an ambitious agenda for the University. However, if approached systematically and with broad participation, significant progress toward the goals will be possible. An essential first step will be to identify action priorities and then direct our attention, energy and financial resources to them, thus ensuring progress in the most important areas.

The Framework for the Plan of Excellence for Student Success is comprised of three parts: Part I -- Goals, Objectives and Recommended Action Steps; Part II -- Desired Outcomes; and Part III -- Measures for Tracking Progress.

A summary of the Framework's goals and objectives is provided in Appendix A.

PLAN OF EXCELLENCE FOR STUDENT SUCCESS: Part I -- Goals, Objectives and Recommended Action Steps

Goal 1 (Student Success): William Paterson University will make student success its defining characteristic.

Objective S1. Implement enrollment management practices that are effective in improving recruitment and retention, and time-to-degree for undergraduate and graduate students.

- a. Develop and implement an enrollment plan.
 - Assess local, regional and national employment and demographic trends and their implications for student recruitment and program demand.
 - Set enrollment targets by program and type of enrollment
 - Mix of undergraduate vs. graduate students
 - Mix of students who enter as freshmen vs. transfers
 - Desired enrollment of International students
 - Desired enrollment of US students from out-of-state and distant NJ counties
 - Desired enrollment by academic program.
 - Desired enrollment in Community College Centers
 - Desired enrollment in Continuing Education programs
 - Develop a time line for achieving the desired enrollment in each program
 - Assess resource requirements (e.g., facilities, personnel) to support the targeted enrollment for each program.
- b. Develop and implement recruitment plans to support the goals of the enrollment plan.
 - Develop effective strategies for involving faculty, staff, students and alumni.
 - Develop targeted marketing strategies to support recruitment goals.
 - Conduct appropriate research to assess and guide recruitment and marketing.
 - Expand and enhance programs to build pipelines from K-12 and community colleges.
 - Continue to develop the University's Web site as an effective recruitment tool.
- c. Develop a student retention plan to guide and coordinate efforts to retain students and help them progress toward degree completion in a timely manner, while recognizing individual differences. For example:
 - Carry out needed research to learn more about why different types of students stay or leave at various points prior to graduation (e.g., high achievers, students in residence halls vs. commuters, etc.).
 - Consider ways of expanding on-campus employment opportunities such as the Student Technology Consultant (STC) program
- d. Expand financial aid resources and use them effectively to support recruitment goals.

- Assess the effectiveness of the University's scholarship programs in attracting and retaining high achieving students and make changes if needed.
- Assess the effectiveness of financial aid packaging in supporting recruitment goals and make changes if needed.
- Continue to expand the financial aid resources available to support recruitment goals.

Objective S2. Use admissions criteria that are effective in identifying students with the potential to succeed at both the undergraduate and graduate level.

- Conduct a comprehensive review and analysis of admissions criteria for all admit types at the undergraduate and graduate level to ensure that they represent the best basis for identifying students with the potential to succeed.
- Modify admissions criteria as needed based on information gained in the review and apply the criteria in a consistent manner.
- Conduct periodic assessments to examine the effectiveness of the criteria and the way in which they are applied.

Objective S3. Help students make a successful transition into the academic community.

- Develop, implement and assess a comprehensive freshman year experience.
 - Assess current programs for first-year student by student type (e.g., high achievers, at-risk, nontraditional, international) to determine if their needs related to transition into the academic community are being addressed.
 - Bring together faculty and staff responsible for first-year students/programs, joined by OPRE, Assessment, Center for Teaching and Learning, and the Expectations Committee to coordinate planning, implementation, and assessment of all aspects of the first-year experience, including: orientation, registration, convocation, freshman seminar, faculty staffing of freshman level courses, advisement, etc.
 - Through a student-work program similar to the Student Technology Consultant program, develop a cadre of upper class students to act as peer academic leaders and mentors to first-year student academic experiences.
- Develop, implement and assess effective transition programs for students who transfer into WPU.
- Inculcate core WPU values and expectations (see S4a and S8a, below).
 - Develop effective strategies for socializing new students to the core values and expectations of the WPU community in multiple forums (e.g., admissions

literature, orientation programs, General Education courses, advisement, residence life).

- Coordinate messages and activities related to core values and expectations among full-time faculty, adjuncts, student services personnel, residence life, athletics, etc.

Objective S4. Offer programs and curricula that reflect best practices and that prepare students for productive lives in contemporary society and for life-long intellectual growth.

- a. Clarify expectations for student learning and development at the undergraduate and graduate level (see also S8a, below).
 - Define the skills and level of achievement expected of all graduates as well as those expected of graduates of specific programs.
 - Define the content knowledge expected of all graduates as well as that expected of graduates of specific programs.
 - Define the personal characteristics, including values, expected of all graduates as well as graduates of specific programs.
- b. Review curricula in each academic program, and in General Education and make necessary changes to create an integrated curriculum that will help students realize the expectations identified in S4a, above.
- c. Integrate multi cultural and international education into the curriculum
 - Review and, if necessary, revise all course syllabi to reflect an awareness of culture and international aspects as they relate to topics in the course
 - Increase group projects and other teaching strategies to enhance interaction among students with different cultural backgrounds and experiences.
 - Increase visibility of Center for International Education
- d. Put in place effective review processes to ensure that program effectiveness is periodically assessed and that findings are used for program improvement.
 - Revisit the current program review process and revise if needed to make it more effective.
 - Incorporate a review of library and technology needs into the program review process and incorporate findings into appropriate plans and resource requests.
 - Conclude each program review with a departmental strategic plan and memorandum of understanding that spells out timelines, responsibilities and resources to implement the plan.
 - Seek accreditation for all programs for which an appropriate accreditation exists that would enhance program stature.

Objective S5. Through teaching/mentoring strategies that reflect best practices (e.g., Seven Principles of Good Practice in Undergraduate

Education), help students achieve high levels of intellectual and personal growth.

- a. Create an academic culture that supports high expectations for student learning.
 - Establish clear expectations for student learning in each course and communicate them to students orally and in writing each semester.
 - Establish clear expectations about students' responsibilities in the teaching and learning process and communicate them to students orally and in writing each semester.
 - Help faculty develop effective strategies for maintaining high standards for student learning.
 - Support faculty in their efforts to maintain high standards.

- b. Create an expectation and support for teaching strategies that have been shown to enhance student learning.
 - Through orientation and ongoing faculty development opportunities for adjunct and regular faculty (see Goal 2 on Faculty and Staff Development, below), clarify expectations and help faculty:
 - Develop class assignments that promote active learning (e.g., writing, oral presentations, opportunities to apply learning outside of class, internships, class discussion).
 - Organize classes to encourage collaborative learning (e.g., small group work in class, study groups and group projects outside of class).
 - Utilize technology to enhance instruction, when appropriate.
 - Give feedback that is prompt, meaningful and early enough in the semester for students to gauge their progress in learning.

- c. Create an academic community that fosters student-faculty contact.
 - Through effective orientation of new faculty, ongoing faculty development programs (see Goal 2 on Faculty and Staff Development, below), etc. help faculty understand the importance of demonstrating interest in the academic and personal development of their students inside and outside of class by strategies such as:
 - Recognizing students as individuals (e.g., learning names as early as possible in the semester).
 - Forming mentoring relationships with students.
 - Working with students on co-curricular activities
 - Involving students in their research or other professional activities.
 - Develop institutional support and incentives for enhancing student-faculty contact. Examples:
 - Identify and implement successful models, both at WPU and other institutions, for enhancing student-faculty contact.
 - Remove barriers (e.g., funds, transportation) to faculty activities with students outside of class.
 - Enhanced support for students to attend professional conferences with faculty.

- Enhanced support for students who assist faculty with research.

Objective S6. Provide effective academic support services to help students with diverse needs achieve academic success.

- a. Develop and implement a university-wide plan for academic support services to meet the needs of diverse student populations.
 - Conduct studies to learn about barriers to student academic progress.
 - Conduct a comprehensive assessment of the effectiveness and efficiency of tutoring and other academic support services offered at various locations and by different organizational units. Consider, especially, the following:
 - Duplication of services
 - Extent of collaboration and coordination among support services
 - Balance between centralization and local control of services
 - Extent to which different student populations have unique needs
 - Cross training and consistency in expectations and rate of pay for tutors in different centers
 - Review successful models for providing academic support services at other institutions and identify approaches that might be adopted at WPU.
 - Develop a plan for academic support services that will meet the needs of diverse populations in an effective and coordinated manner.
 - Explore ways in which technology can be used to improve both quality and access to academic support services.
 - Conduct ongoing assessment of academic support services and use the results for improvement.
- b. Develop strategies for enhancing the use of academic support services by students
 - Promote academic support services as helpful to all students, including those who are successful.
 - Disseminate information about the positive impact of academic support services on student performance to students and faculty.
 - Continue to enhance the Early Alert System for referring students to needed services.
- c. Assess the current advisement system and use the results to develop a plan for improving academic advisement of students.
 - Assess the effectiveness of our current advisement system in meeting the needs of students.
 - Clarify and define the role of faculty in advising students.
 - Address the disparity in skills and interest of faculty in advising students.
 - Address the challenge of advisement in departments with a high student to faculty ratio.
 - Consider the needs of special student populations, e.g., undeclared students.

- d. Develop and implement a plan to meet students' Basic Skills' needs in an effective and efficient manner.
 - Convene and charge a Blue Ribbon Panel on Basic Skills to:
 - Recommend a structure for administering and coordinating the program, including departments responsible for instruction
 - Propose a model for a seamless program of testing, placement, instruction, academic support, advisement, and assessment.
 - Consider incentives for innovation in Basic Skills programming and increased faculty engagement in this area.
 - Implement recommendations and systematically assess the effectiveness of the program on an annual basis.
- e. Clarify institutional policy and take appropriate action regarding admissions, administration, and programming in relation to students with English as a Second Language needs.

Objective S7. Provide effective, efficient and user-friendly student services that meet the needs of a diverse student body.

- a. Develop a comprehensive student services plan to take advantage of the centralization of most student services in the redesigned and expanded Student Center and address the challenges of a campus community that is becoming geographically dispersed.
 - Consider the needs of special student populations (e.g., evening students, commuters, graduate students).
 - Address concerns of students about being given “the run around.”
 - Address issues of coordination and collaboration between offices that belong to different organizational units.
 - Address cross training of staff with specialized skills.
 - Take maximum advantage of technology to enhance effectiveness and access to student services.
- b. Within the context of WPU's expectations for student learning and development (See S4a and S8a) review and, if necessary, revise academic policies (e.g., course repeat, expungement, pass/fail), publicize and then implement them in a consistent manner.
- c. Develop strategies for enhancing and maintaining the WPU Web site as an important component of student services.
 - Ensure that information is organized in a manner that makes it user friendly and readily accessible to students.
 - Clarify responsibilities for updating and maintaining Web pages.
 - Allocate appropriate resources for maintaining and improving the Web site.
- d. Expand efforts to enhance the “customer service” attitude of student services employees.

Objective S8. Offer co-curricular experiences that complement academic programs in helping students achieve high levels of personal and intellectual growth.

- a. Complementing the expectations for student learning and development in S4a, above, reach agreement on the major goals of Student Life experiences (e.g., leadership skills, citizenship, community service, wellness, ability to work effectively with people of different backgrounds and race/ethnicity), and priorities among these.
- b. Conduct an audit/assessment of current Student Life programs, policies and procedures, and the extent to which they support the priority goals identified in S8a, above.
- c. Develop and implement strategies for enhancing student life programs, policies and procedures that will contribute to the desired goals.
 - Consider needs of special populations: commuters vs. students who reside on campus, students who attend primarily in the evening, students of nontraditional age, etc.
 - Set priorities, develop time lines and clarify responsibilities for implementation.
 - Develop measures to track progress and provide information for adjusting strategies, if needed.

Objective S9. Help students make a successful transition from the University community to graduate school and/or career.

- a. Develop and implement an integrated senior-year experience.
 - Involve Career Development and other Student Development staff under faculty leadership in developing an integrated senior-year experience.
 - Review capstone experiences offered in each department and explore ways in which these experiences can be coordinated with other senior-year experiences.
 - Review models of successful senior-year experiences at other institutions and identify approaches that might be adopted at WPU.
 - Include in the senior-year experience ways of assisting students in obtaining a job.
 - Review support services for students who wish to pursue graduate school to ensure that they are effective across all academic programs.
- b. Develop a series of programs at all levels (department, college, university – both academic and Student Life) in the semester prior to graduation to help students celebrate their accomplishments and foster a continuing productive relationship with the University.

Objective S10. Integrate assessment into all curricular and co-curricular programs and student services.

- a. Require all departments in the University to assess their effectiveness on a regular basis, and use results as the basis for improvement.
- b. Continue to provide assistance to departments in using assessment to improve performance.
- c. Include assessment as an integral component of annual reports of academic departments and annual personnel evaluations of managers.

Goal 2 (Faculty and Staff Development): William Paterson University will increase efforts to develop the skills and knowledge of its faculty and staff.

Objective D1. Improve and expand recruitment strategies for filling vacant positions in a timely manner with candidates possessing the desired qualifications.

- a. Conduct a comprehensive review of recent faculty searches and develop recommendations for improving the entire process, from timing and placement of advertisements to job offer. Identify disciplines where WPU starting salaries are not competitive and make it very difficult to recruit qualified faculty.
- b. Conduct a review of searches for hard-to-fill positions in other job categories and develop recommendations for improving the process.

Objective D2. Expand efforts to help new faculty become distinguished teachers and scholars.

Review current orientation, mentoring, and faculty development programs offered to new faculty in each department, college and university-wide, and make changes, if needed, to ensure that they are effective in assisting new faculty in becoming distinguished teachers and scholars.

Objective D3. Expand efforts to help adjunct faculty become effective contributors to student success.

- a. Review orientation programs available at the department, college and university level to ensure that all adjuncts are given the information and support needed to become effective teachers.
- b. Put in place procedures to ensure that all adjuncts are evaluated by students and faculty on a regular basis and that appropriate supervision and support for improvement is provided when needed.
- c. Make relevant workshops and seminars available to adjunct faculty and encourage their participation.
- d. Develop strategies to help adjuncts feel connected with the departments in which they teach and informed about developments that affect their teaching.

Objective D4. Expand and enhance programs to help tenured faculty maintain vitality over their careers at the University.

- a. Review the process and practices for assessing tenured faculty and, if needed, recommend changes in the process and its implementation that would improve its effectiveness in maintaining faculty vitality.
- b. Identify and offer faculty development opportunities to assist long-term tenured faculty in maintaining vitality over their careers.

Objective D5. Provide a wide range of faculty development opportunities to help faculty hone their teaching/mentoring strategies, particularly in the areas noted in Objective S5, above.

- a. Develop and implement a comprehensive faculty development plan to enhance teaching and mentoring at WPU.
 - Identify faculty development programs and activities to enhance teaching and mentoring currently offered in each department, college and university-wide, and assess their effectiveness.
 - Review successful faculty development programs at other institutions and identify approaches that might be adopted at WPU.
 - Develop a comprehensive plan that includes time lines and resource requirements.
- b. Expand strategies and technical support to encourage faculty to take advantage of technology as a tool for enhancing teaching and mentoring.
- c. Enhance recognition and rewards for teaching excellence, including student mentoring and advisement.
- d. Establish exchange programs with other universities in the US and abroad.

Objective D6. Provide an effective array of services and opportunities to enhance faculty productivity in research, scholarship and creative activities.

- a. Continue support for faculty research, scholarship and creative activities.
 - Assess the current array of support services and perceived need by faculty for additional services.
 - Review successful programs at other institutions.
 - Consider expanding programs that engage faculty in mentoring each other (e.g., Faculty Writing Project, Case Writing Institute).
 - Develop and implement a comprehensive plan for enhancing services and opportunities to enhance faculty productivity.
- b. Expand support for enhancing productivity in obtaining external grants.
 - Assess the current array of support services and perceived need by faculty for additional services.
 - Review successful programs at other institutions.

- Develop and implement a comprehensive plan for expanding effectiveness in obtaining external grants. Consider the following:
 - How to encourage faculty to use ART as seed money for obtaining external grants.
 - How to use the expertise of faculty who have been successful in obtaining external grants to mentor other faculty.
 - How to encourage faculty to develop collaborative research agendas.
- c. Expand the ways in which the University recognizes and celebrates faculty accomplishments in research, scholarship and creative activity.

Objective D7. Enhance programs to help employees in other job categories increase their skills and knowledge

- a. Through continuous assessment of employee interests and needs, and program enrollments and effectiveness, offer programs that help employees increase their skills and knowledge in areas that contribute to their effectiveness.
- b. Through performance reviews and other strategies, emphasize the responsibility of supervisors for the professional development of their staff members.

Objective D8. Develop programs to assist employees in developing career paths for advancement and/or lateral moves into new areas at the University.

- a. Explore the feasibility of a career path program at William Paterson University.
- b. Develop and implement recommendations for a program that would offer support and encouragement to employees who can demonstrate the ability to advance in a career path.

Goal 3 (Campus Climate): William Paterson University will foster a sense of common purpose, pride, and community among all employees and students.

Objective C1. Expand efforts to create a sense of community among students, faculty and staff.

- a. Identify and implement new strategies to maintain the flow of information vertically and horizontally across all campus constituencies.
 - In keeping with the academic community as a deliberative body, enhance communication about topics under discussion by the administration and expand opportunities for participation in deliberations prior to reaching a decision.
 - Continue to expand electronic and other means of keeping the campus informed.
- b. Develop and propagate shared expectations for membership in the campus community, e.g.: civility in interactions with each other, appreciation for diversity, respect for campus facilities and grounds, appreciation for the contributions of each member of the campus community, etc.
- c. Develop strategies to build and maintain a sense of community despite the increasing geographic dispersion of the campus.
- d. Enhance programs that orient and socialize new students and employees to the campus community.
- e. Identify and implement ways of expressing appreciation and caring among members of the WPU community.
 - Identify ways of saying “thank you” that are appropriate for each target audience.
 - Explore ways of supporting each other in adversity (e.g., the donated leave program).
 - Make efforts to seek out and welcome members with special needs.
 - Find ways of staying connected with members of the campus community who retire.

Objective C2. Expand efforts to develop a sense of pride in the University among students, faculty and staff.

- a. In print materials, speeches, etc., emphasize and reiterate the history of William Paterson, the positive accomplishments to which all have contributed, and the exciting future ahead.
- b. Communicate and celebrate accomplishments.

- c. Continue to enhance the appearance and cleanliness of campus buildings and grounds.
- d. With broad participation of the campus community (e.g, through a contest) select a theme that will form the basis for a year-long series of events involving all members of the campus community.

Objective C3. Foster a campus community where interaction and collaboration among its diverse members contributes to enhanced appreciation and respect for diversity (broadly defined).

- a. Persist in efforts to create learning opportunities by encouraging interaction among diverse members of the WPU community.
- b. Provide opportunities for faculty to develop the capacity to help students gain appreciation and respect for diversity.

Objective C4. Create a safe and secure campus environment where the health and wellness of employees and students are valued and supported.

- a. Offer workplace safety workshops on a regular basis.
- b. Offer programs to promote good diet and physical activity and encourage employees to take advantage of them.
- c. Make available and publicize counseling services.

Goal 4 (Resource Development and Management): William Paterson University will develop physical and fiscal resources appropriate for achieving its goals, and will manage those resources effectively.

Objective R1. Increase the effectiveness and efficiency with which the University manages all of its resources.

- a. Link planning, budgeting and evaluation.
 - Develop and institutionalize a formal university-wide annual planning and budget process that uses university goals and priorities to guide resource allocation.
 - Make budget information available to departments on a timely basis.
 - Provide departments with updates as soon as new information becomes available so that alternative plans can be developed and implemented as budget realities change during the year.
 - Explore ways in which the allocation of resources can be used effectively to provide leverage for desired change
 - Link allocation of resources to demonstrated effectiveness in achieving desired goals.

- b. Conduct a systems analysis of workflow, policies and procedures, organizational structure, allocation of personnel, etc. across the University to identify ways of improving effectiveness and efficiency and reducing unnecessary bureaucracy.
 - Clarify roles and responsibilities of personnel and offices and publicize this information so that requests can be directed to the appropriate office or individual.
 - Continuously seek ways of encouraging collaboration across organizational boundaries and among employees in all job categories.
 - Utilize benchmarking, continuous quality improvement, assessment, best practices, and other approaches to guide improvements throughout the University.
 - Identify and assess various means to reduce University administrative costs.
 - Service contracts
 - Document production and duplication processes
 - Energy savings
 - Growth in non-FT salaries

- c. Develop a reserve equal to five (5) percent of annual expenses.
 - Incorporate contribution to reserve fund into the annual budget.

Objective R2. Increase the amount and diversity of financial resources to support the University's goals while minimizing dependence on student tuition.

- a. Expand the University's development efforts.
 - Initiate and carry out a capital campaign
 - Encourage faculty and staff to sustain active relationships with alumni and to help identify potential donors.
- b. Expand lobbying and other "friend making" activities.
 - Increase federal and state lobbying
 - Continue to strengthen ties with influential constituencies in the external community
 - Maintain an active program of community activities
- c. Explore alternative revenue sources
 - Explore the revenue potential of creative tuition discounts plans, facilities rentals, etc.
 - Provide assistance and incentives to likely successful grant writers.

Objective R3. Develop and maintain state-of-the-art technology facilities, equipment, and infrastructure appropriate to support academic programs and administrative functions.

- a. Establish priorities for implementing the Information Technology Plan.
- b. Develop cost and time estimates for programs and projects recommended in the IT Plan and link these with the annual operating budget cycle.
- c. Based on priorities and financial resources systematically implement the IT Plan

Objective R4: Create and maintain facilities and grounds that make a strong, positive contribution to achieving the University's mission.

- a. Update the Facilities Master Plan to reflect the purchase of the International Paper Building.
- b. Develop a process for the next level of planning and utilize it in implementing the Facilities Master Plan.
 - Assess user needs and produce a prioritized project listing.
 - Determine the number and size of classrooms, laboratories, performance space, etc. to meet user needs
 - Provide a forum for faculty, staff, and student iterative involvement.
 - Provide a balance of spaces with robust, flexible design and specialized, single-purpose design.
 - Develop guidelines and site plan criteria for space-type proximity (e.g., dorms around recreational space, support offices proximate to supported space) and for the appropriate allocation of support facilities (parking, sewer plants, pump stations, etc.)

- Develop and implement a space planning process to provide appropriate allotments of space for College, Department, and program usage and to optimize changes of space utilization.
- c. Develop and implement capital renewal and preventive maintenance (PM) processes that control levels of deferred maintenance.
- Prepare and implement a PM program for buildings and grounds, their systems, and utility infrastructure.
 - Provide for auditors and experts to assess the structural and operational condition of facilities, and prioritize major replacement and rejuvenation projects.
 - Implement a program of ADA/Accessibility compliance, and assess other changes in code and law.
 - Develop criteria and standards of acceptability.

Objective R5. Offer effective auxiliary services that make a strong positive contribution to achieving the University's mission.

- a. Develop and apply a continuous improvement program for all auxiliary services: bookstore, food service, shuttle service, childcare, etc.
- b. Continually assess the need for new or different auxiliary services.

Goal 5 (Community Outreach and External Relations):
Through educational, cultural, and service programs, William Paterson University will contribute significantly to the quality of life in the region, and achieve public recognition as an excellent university.

Objective O1. Develop a continuing education program that offers an array of educational courses, programs and services in a variety of formats and venues that meet the educational needs of the region and are consistent with the University's mission.

Develop and implement a comprehensive plan for the University's Continuing Education program.

- Reach agreement on overall goals and measures of success.
- Develop a clear understanding of its financial basis, whether it is non-profit or separate, for-profit.
- Clarify its relationship with the academic operations of the University.
- Based on appropriate study and research, identify the following:
 - Primary geographic area to be served.
 - Needs of local business and industry that might be met.
 - Possible competitors (both public and private) and how to compete with them.
 - Possible organizations with which Continuing Education can cooperate and how.
- Develop a multi-year agreement on the institutional resources (e.g., personnel, facilities) that will be available annually to implement the plan and the resources that will need to be generated by Continuing Education.

Objective O2. Offer an array of Distance Learning courses that expand educational opportunities to students who are unable to enroll in classes on campus.

Develop and implement a comprehensive plan for the University's Distance Learning activities.

- Reach agreement on overall goals and measures of success.
- Develop a clear understanding of the financial basis of the Distance Learning program, whether it is non-profit or separate, for-profit.
- Clarify its relationship with the academic operations of the University.
- Based on appropriate study and research, identify the following:
 - Primary geographic area to be served.
 - Needs of local business and industry that might be met.
 - Possible competitors (both public and private) and how to compete with them.

- Possible organizations with which Distance Learning can cooperate.
- Develop a multi-year agreement on the institutional resources (e.g., personnel, facilities) that will be available annually to implement the plan and the resources that will need to be generated by Distance Learning courses.

Objective O3. Develop a comprehensive and coordinated program of community service, including collaborations, partnerships and other activities that meet the needs of the region and are consistent with the University's mission.

- a. Develop and implement a comprehensive plan for the University's community service activities.
 - Inventory the current community service activities of the University to learn what service activities are currently being done, both through the institution and through individual contributions
 - Reach agreement on overall goals of community service activities and measures of success.
 - Identify strategies for encouraging faculty and staff to participate in community service activities, i.e., should we consider an incentive/reward system?
 - Determine geographic area the University plans to emphasize.
 - Clarify the organizational resources that will be available on an annual basis to implement this plan.
- b. Develop an ongoing means of coordinating community service activities in order to offer services effectively and efficiently and avoid redundancies and confusion.

Objective O4. Contribute to the quality of life in the region through excellent and innovative cultural activities that complement the University's academic mission.

- a. Develop and implement a comprehensive plan for the University's cultural activities.
 - Reach agreement on the overall goals of cultural offerings and how success should be measured.
 - Identify the audiences and geographic area to be served.
 - Identify organizations (both public and private) with which the University expects to compete and how it will compete.
 - Identify opportunities for cooperation.
 - Clarify the organizational resources (i.e., personnel) that will be available required in order to implement this plan.
 - Determine needs for new facilities, or enhancement to existing facilities, if any.
 - Identify annual budget requirements for implementing the plan.
- b. Develop and implement a comprehensive plan for marketing cultural activities to the region that addresses the following.

- Identify strategies for expanding attendance from local and regional community members.
- Include strategies for promoting cultural activities within the scope of the University's integrated marketing campaign.
- Identify annual budget requirements for implementing the plan.

Objective O5. Enhance public recognition of William Paterson University: the strengths of its academic programs, faculty, and students, and the contributions it makes to the region.

- a. Assess the impact of the University's marketing program on increasing name awareness and influencing potential students, donors and event attendees.
 - Develop systematic strategies for assessing effectiveness of advertisements, publicity, web site, publications, and other vehicles.
 - Assess marketing efforts on an ongoing basis:
 - Are financial and human resources allocated properly to ensure effectiveness?
 - Are marketing strategies and techniques generating the intended results?
 - Is staff employing the most effective and most up-to-date strategies and techniques?
 - Are resources adequate to achieve the desired results?
- b. Based on assessment findings and the enrollment, community outreach, media relations plans, etc., develop a comprehensive marketing plan that integrates and links together all of the University's marketing efforts.

PLAN OF EXCELLENCE FOR STUDENT SUCCESS:

Part II—Desired Outcomes

Student Success

- A diverse and qualified student body, gradually increasing in number to approximately 11,500.
- Students progress to degree/certification completion in a timely manner.
- Identification and achievement of desired enrollment in each program and allocation of appropriate resources to support those enrollment levels.
- Students experience high levels of intellectual and personal growth
- Graduates are prepared for careers and advanced studies and for productive citizenship in an increasingly global economy and technological world
- Students become self-starters responsible for their own personal and academic development.
- Students practice good citizenship after graduation
- Students become leaders at work and in their communities
- Students maintain an active and supportive relationship with the University after graduation

Faculty and Staff Development

- Faculty are effective teachers and active scholars throughout their careers
- Adjunct faculty are effective partners in contributing to student success
- Qualifications and diversity of employees contribute to the learning environment
- Employee resources appropriate in number and qualifications to enable the University to meet its goals.
- Employees continue to grow in their capacity to meet the challenges of a dynamic university

Campus Climate

- Campus community has a common sense of purpose and effective working relationships among members
- Campus community takes pride in WPU and its accomplishments
- Campus is a learning community in which all participate
- Employees possess a strong service orientation
- Campus is welcoming for diverse members and fosters interaction among its diverse members
- Campus is safe and is perceived as safe
- Campus community actively promotes health and wellness among its members.

Resource Development and Management

- Allocation and management of resources take maximum advantage of available resources to support the University's mission
- Resources are appropriate to support the University's mission
- State-of-the-art information technology infrastructure supports academic programs and administrative functions.
- An attractive, well-maintained campus with facilities appropriate to support the academic mission of the University
- Auxiliary services effectively and efficiently support student success.

Community Outreach

- A Continuing Education program that is financially self-supporting and serves the surrounding region with a variety of educational programs that are consistent with the University's mission.
- Through distance learning, WPU provides access to high quality, credit-bearing courses in a wide variety of disciplines.
- An active program of community service and outreach complements the University's academic mission.
- WPU is recognized as an important cultural resource for the region.
- William Paterson is recognized as a major comprehensive regional university offering excellent academic programs and graduating students who are well prepared for productive and fulfilling lives in a rapidly changing international society.
- Support for the University is strong among state and local officials, as well as leaders in the business, education and healthcare sectors.

PLAN OF EXCELLENCE FOR STUDENT SUCCESS: Part III—Measures for Tracking Progress

Below are measures that might be used to track progress in implementing the Plan of Excellence for Student Success. When agreement is reached on a set of measures, baseline performance should be recorded and changes in performance tracked as the Plan is implemented.

Measures for Student Success

Enrollment Management:

- One-year retention rates of entering freshmen and transfer students
- Time to graduation for students entering as freshmen and as transfer students
- Six-year graduation rates
- Enrollments by program
- Number of International students
- Number of students from out of state and distant NJ counties
- Number of students enrolled in Community College Centers
- Number of applicants (freshmen, transfers, graduate students)
- Percent of accepted applicants (freshmen, transfers, graduate students) who enroll
- Percent of enrolled full-time first-time freshmen in the top 20th percentile of their graduating class
- Percent of transfer students with gpa's of 3.0 or higher
- Percent of graduate students from institutions other than WPU
- Diversity of applicant pool and enrolled student body (racial/ethnic, geographic, etc.)

Academic Programs, Curricula and Practices:

- Proportion of eligible academic programs with accreditation
- Acceptance rates of students applying to graduate school
- Pass rates for professional examinations
- Proportion of alumni who would enroll at WPU if they could start over again
- Number of students who gain employment in desired field within one year after graduation
- Student satisfaction with advisement process
- Number of students who have international educational experiences
- Proportion of students who have participated in internships
- Proportion of students who have worked with faculty on research projects
- Proportion of students completing Honors program
- Proportion of programs rated highly by external reviewers in program review process
- Evidence that students are achieving desired learning outcomes, including multicultural awareness and sensitivity, IT literacy
- Performance on National Survey of Student Engagement benchmarks related to: level of academic challenge, active and collaborative learning, student interactions

with faculty members, enriching educational experiences and supportive campus environment

Student Services:

- Student perceptions that they do not “get the run around when seeking information”
- Student satisfaction with support services
- Student satisfaction with campus life
- Proportion of students participating in campus activities
- Number of students voting in SGA elections

Measures for Faculty and Staff Development

- Proportion of searches completed successfully
- Number of publications, performances and exhibits by faculty
- Number of external grants awarded to faculty
- Employee satisfaction with professional development opportunities
- Effective development plans connected with annual performance evaluation process
- Diversity of employees at all levels throughout the University

Measures for Campus Climate

- Proportion of students and faculty who perceive a welcoming campus for diverse members
- Proportion of employees who perceive that they are informed about issues in a timely manner and have appropriate opportunities to participate in deliberations about issues that affect them
- Participation of employees and students in cultural and social events
- Proportion of employees who make financial contributions to University’s development efforts
- Proportion of students, faculty and staff that perceive the campus as a safe and secure place
- Campus crime statistics that are in the lowest quartile of campuses nationally

Measures for Resource Development and Management

Resource Management:

- Evidence that resources are allocated to support institutional priorities
- Dollars saved by cost-cutting measures
- Size of financial reserves
- Performance on higher education benchmarks

Resource Development:

- Total revenue
- Dollars contributed by alumni
- Proportion of alumni who contribute to annual fund
- Dollars raised through other development efforts
- Dollars raised through grants program
- Number of student scholarships
- Additional resources received from State and Federal sources

Facilities, Auxiliary Services and Physical Environment:

- Unmet need for deferred maintenance
- Level of compliance with ADA requirements
- Student satisfaction with facilities and auxiliary services
- Faculty satisfaction with bookstore services
- Classroom, laboratory and technology facilities match needs of academic programs as identified in enrollment plan under S1a, above
- Student, faculty and staff satisfaction with technology resources and support services
- Student and employee satisfaction with Web resources
- Use of web resources for marketing and recruitment

Measures for Community Outreach and External Relations

- Number of students served by Continuing Education programs
- Revenue to cost ratio of the Continuing Education Division
- Number of distance learning courses offered
- Proportion of departments offering distance learning courses
- Public awareness and perception of the University
- Measure of media coverage of the University

APPENDIX A

Summary of Goals and Objectives

Goal 1 (Student Success): William Paterson University will make student success its defining characteristic.

Objective S1. Implement enrollment management practices that are effective in improving recruitment and retention, and time-to-degree for undergraduate and graduate students.

Objective S2. Use admissions criteria that are effective in identifying students with the potential to succeed at both the undergraduate and graduate level.

Objective S3. Help students make a successful transition into the academic community.

Objective S4. Offer programs and curricula that reflect best practices and that prepare students for productive lives in contemporary society and for life-long intellectual growth.

Objective S5. Through teaching/mentoring strategies that reflect best practices (e.g., Seven Principles of Good Practice in Undergraduate Education), help students achieve high levels of intellectual and personal growth.

Objective S6. Provide effective academic support services to help students with diverse needs achieve academic success.

Objective S7. Provide effective, efficient and user-friendly student services that meet the needs of a diverse student body.

Objective S8. Offer co-curricular experiences that complement academic programs in helping students achieve high levels of personal and intellectual growth.

Objective S9. Help students make a successful transition from the University community to graduate school and/or career.

Objective S10. Integrate assessment into all curricular and co-curricular programs and student services.

Goal 2 (Faculty and Staff Development): William Paterson University will increase efforts to develop the skills and knowledge of its faculty and staff.

Objective D1. Improve and expand recruitment strategies for filling vacant positions in a timely manner with candidates possessing the desired qualifications.

Objective D2. Expand efforts to help new faculty become distinguished teachers and scholars.

Objective D3. Expand efforts to help adjunct faculty become effective contributors to student success.

Objective D4. Expand and enhance programs to help tenured faculty maintain vitality over their careers at the University.

Objective D5. Provide a wide range of faculty development opportunities to help faculty hone their teaching/mentoring strategies, particularly in the areas noted in Objective S5, above.

Objective D6. Provide an effective array of services and opportunities to enhance faculty productivity in research, scholarship and creative activities.

Objective D7. Enhance programs to help employees in other job categories increase their skills and knowledge

Objective D8. Develop programs to assist employees in developing career paths for advancement and/or lateral moves into new areas at the University.

Goal 3 (Campus Climate): William Paterson University will foster a sense of common purpose, pride, and community among all employees and students.

Objective C1. Expand efforts to create a sense of community among students, faculty and staff.

Objective C2. Expand efforts to develop a sense of pride in the University among students, faculty and staff.

Objective C3. Foster a campus community where interaction and collaboration among its diverse members contributes to enhanced appreciation and respect for diversity (broadly defined).

Objective C4. Create a safe and secure campus environment where the health and wellness of employees and students are valued and supported.

Goal 4 (Resource Development and Management): William Paterson University will develop physical and fiscal resources appropriate for achieving its goals, and will manage those resources effectively.

Objective R1. Increase the effectiveness and efficiency with which the University manages all of its resources.

Objective R2. Increase the amount and diversity of financial resources to support the University's goals while minimizing dependence on student tuition.

Objective R3. Develop and maintain state-of-the-art technology facilities, equipment, and infrastructure appropriate to support academic programs and administrative functions.

Objective R4. Create and maintain facilities and grounds that make a strong, positive contribution to achieving the University's mission.

Objective R5. Offer effective auxiliary services that make a strong positive contribution to achieving the University's mission.

Goal 5 (Community Outreach and External Relations): Through educational, cultural, and service programs, William Paterson University will contribute significantly to the quality of life in the region, and achieve public recognition as an excellent university.

Objective O1. Develop a continuing education program that offers an array of educational courses, programs and services in a variety of formats and venues that meet the educational needs of the region and are consistent with the University's mission.

Objective 02. Offer an array of Distance Learning courses that expand educational opportunities to students who are unable to enroll in classes on campus.

Objective 03. Develop a comprehensive and coordinated program of community service, including collaborations, partnerships and other activities that meet the needs of the region and are consistent with the University's mission.

Objective 04. Contribute to the quality of life in the region through excellent and innovative cultural activities that complement the University's academic mission.

Objective 05. Enhance public recognition of William Paterson University: the strengths of its academic programs, faculty, and students, and the contributions it makes to the region.

APPENDIX B PLANNING ASSUMPTIONS (11/14/00)

1. The University will increase student enrollment to 11,000-11,500 students by 2003.
2. The University will increase the proportion of students residing on campus. For undergraduates, the goal is 40 percent residential. Additional housing opportunities are anticipated for married students, and graduate students.
3. The number of full-time faculty will remain generally stable over the next three to five years, depending upon program and enrollment growth.
4. There may be a small increase in the number of academic programs, particularly at the graduate level.
5. While expecting faculty to be active scholars/artists, the central focus of the University will continue to be on teaching.
6. While building the graduate programs, the University will continue to be predominantly an undergraduate institution.
7. Within the five year time frame of the Plan, the University will not seek to offer programs at the doctorate level.
8. While State funding will remain stable, funding from other external sources will gradually increase.
9. The Valley Road building will be ready for occupancy by September 2002.

Additional direction/information from President Speert and Provost Sesay

- By increasing the number of students residing on campus, the University is seeking to create a greater sense of community.
- Additional recreation facilities, including playing fields, are needed.
- A convenience store is being added to the new residence hall.
- The focus with respect to recruitment is to increase the pool of qualified applicants.
- Instead of adding doctoral programs, emphasis on creating linkages to doctoral programs in other NJ institutions is recommended.
- Emphasize the importance of enhancing student-faculty contact through a variety of strategies.
- The Provost has convened two committees (Strategic Enrollment Management and Time to Degree). These committees are to help us continue to move forward and solve problems. The Excellence 2000 Committee should continue its work in all areas of the University.
- The Excellence 2000 Committee should offer recommendations on how the planning process should continue and how progress should be monitored.

APPENDIX C

EXTERNAL AND INTERNAL ENVIRONMENT

The following trends, issues and values were identified by the Excellence 2000 Committee as having the potential to influence WPU over then next 3-5 years.

External Environment

- Increase in the number of NJ high school graduates, peaking in 2008
- Increase in diversity of New Jersey population
- NJ most densely populated state in US
- Increase in alternative education providers
- Renewed focus on teacher education
 - increase in professional development requirements
 - changes in licensing
 - teacher shortage
 - new accountability standards for accreditation
 - increased interest in Alternate Route for teacher certification
- Career trends**
 - need for stronger educational background?
 - what skills are needed?
 - where are opportunities increasing? decreasing?
- Technology
 - implications of technology for teaching/learning paradigm
 - use in delivery of higher education
 - need for competence by graduating students
 - pressure on our own technology infrastructure to keep on the "cutting edge."
- Economy - hard to predict but can affect:
 - ability to raise money via capital campaign
 - State funding
 - Jobs available to graduates
- Aging population
 - requires resources to meet their needs
 - increasing need for health care services
- Political climate and impact of different political agendas
 - accountability
- Public perception of WPU
- Competition of other State Colleges and Universities in NJ
- Location -- impact on attracting students and faculty
- Values and civility in contemporary society
- Financial stresses on students
 - work to pay tuition
- Labor/union issues
 - minimum wage
 - unionization of adjuncts
- Increasing globalization, foreign trade

Internal Issues, Trends, Etc.

- Increasing focus on international students, programs, etc.
- Need to collaborate across disciplines within the University
- Expectations gap
 - between what students expect before they arrive and what they find when they get here
- Need to collaborate across all units at the University
- Increase in the number of residential students
- Focus on individual student (small class size)
- Technology -- a strength but areas of weakness also present
- Need to orient new faculty to the institution
- Need to enhance pride in WPU and sense of belonging to campus community
- Insufficient classrooms to meet academic programming needs
- Need to match resources/facilities with growth in enrollment, emphasis on research, etc.
- Consequences of retirement of a generation of faculty on leadership, etc.
- Increasing need for faculty development to meet both internal and external requirements
- Increased interest in research by faculty and students.
- Increase in number of honors programs
- Continuing need to strengthen advisement
 - great variations in advisor to advisee ratio
- Increased focus on student success and resources to support. E.g., ART, Incentive Grants. Also, accountability.
- Increase in campus morale
- Expenditures growing faster than revenues
- May need to look at our campus culture. What is it? What do we want it to be? Do we need to define what we mean by student success, academic excellence?
- Need to articulate and communicate effectively goals and priorities.
- University expanding geographically (new buildings and property).
- Need to improve and enhance civility and sense of community among all.
 - help people develop productive and civil strategies of complaint
- Do we (students, faculty, staff, etc.) have a common understanding of what we should expect of each other?
- Frequent changes in administrative leadership
- Increasing opportunities to participate in initiatives/activities at the college and university level
- Increasing consultation and opportunities for input to decision making
- Progress in implementing goals, initiatives is uneven across university. What are the implications for implementing the Plan of Excellence?
- Assessment
 - assessment uneven across university
 - many don't see value for improvement
 - don't see as a systems issue
 - don't see as routine

Values

- Believe in the ability of individuals to grow and learn.
- Connectedness/community
- Celebrate diversity and recognize it as essential to academic excellence.
- Ethical standards
- To help students become independent thinkers and learners.
- Academic freedom
- Values as stated in mission and vision statements.