

# **COLLEGE OF ARTS AND SCIENCES**

## **STRATEGIC PLAN**

**(2008 – 2012)**

Spring 2008



COLLEGE OF ARTS  
AND SCIENCES

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SETON HALL UNIVERSITY

## *A MESSAGE FROM THE DEAN*

As departments review and develop tactics for achieving the strategic goals developed by the College, the overriding questions that should underlie your deliberations are “What are the skill sets, content knowledge and experiences that students in our program ought to have acquired by the time they have completed it?” and “How can the department support faculty development that will provide its members the opportunities to excel in research, publication and teaching?”

These questions will require departments to examine current practices and determine how they can be modified, enhanced or significantly altered to meet the College’s strategic goals. By engaging in this process, departments will provide the dean’s office and ultimately the provost’s office with an understanding of their priorities and their strategies for fulfilling the College’s mission.

The attached document contains the goals and objectives identified by the strategic planning committees. The document also contains strategies and possible tactics for achieving these goals and objectives. Departments should be creative in their approach and entertain ideas that will enable them to provide our students with the opportunity to make the most of their learning experience and strengthen faculty development.

Joseph Marbach, Ph.D.  
Acting Dean

## ***A MESSAGE FROM THE CHAIR OF THE EXECUTIVE COMMITTEE***

The College-wide development of the first-ever strategic plan began in fall 2006 and has been prepared through the direct and active participation of the college stakeholders.

The process was initiated in recognition of the urgent need for the prioritization of various initiatives and the allocation of College resources. The development of the College of Arts and Sciences (CAS) strategic plan resulted from the intensive and collaborative work of the Executive and Strategic Planning Committees, College Planning Committee, members of the Dean's Office, department chairs, members of the CAS President's Advisory Council, and faculty and staff at-large.

Guided by a document written by the Chair of the Executive Committee titled "Maximizing Academic Excellence," the planning process was divided in three steps: Development, Implementation and Assessment.

The Development step has two separate but interrelated phases: the College phase and the academic department phase. This document is the outcome of the College phase which started in Spring 2007.

To make this strategic document possible the College phase was divided into two successive segments. During the first segment, five committees worked on specific projects: History and Milestone, Strengths and Weaknesses, Opportunities and Threats, Integration, and the Executive Committees. During this phase, the vision and mission statements for the College were prepared and five strategic goals were formulated. In the second segment of the College phase, five Goal Study Groups were formed, and each group expanded a specific strategic goal into a set of objectives, strategies, tactics and metrics.

Currently, the academic departments are in the process of developing their strategic plans with the support of the College Planning Committee. Upon the completion of this phase, which will also involve the college centers and institutes, the College will enter the implementation step of the process.

This preparation of the College strategic plan would have not been possible without the intensive work of many dedicated colleagues, who served in many capacities, including the College strategic planning committees, department chairs, faculty and administrators. I thank them for their leadership and active participation in the process. Many thanks to all members of the academic departments including faculty, staff, students and alumni for their active roles in developing department plans.

Parviz Ansari, Ph.D.  
Associate Dean, Academic Administration and Outreach

## *VISION STATEMENT*

The College of Arts and Sciences will be recognized as a premier academic institution among its peers in Catholic universities. Focusing on the intellectual, personal and spiritual development of its students, the College will maximize opportunities for academic excellence and servant leadership in all its endeavors, providing a distinctive learning experience on campus and in local and international environments.

## *MISSION STATEMENT*

The mission of the College of Arts and Sciences is to provide a learning, teaching and research environment that informs and promotes the mission of Seton Hall University, a major Catholic university. Based on a liberal arts course of study, the College fosters a value-centered, technologically enhanced education that enables the personal and professional development of its community of learners.

As the oldest and largest academic unit at Seton Hall University, the College is committed to promoting excellence in a rich and diverse academic environment, embodied throughout the distinctive undergraduate, graduate and professional education it provides our students.

## *STRATEGIC GOALS*

### Goal 1

Enhance and support our students' pursuit of intellectual and academic excellence through an enriched undergraduate education.

### Goal 2

Enhance and strategically expand our graduate education programs to meet the needs of our students as they develop and extend their academic or professional qualifications.

### Goal 3

Enhance the College's commitment to its faculty's professional growth and academic success to achieve and maintain the highest level of academic quality and integrity.

### Goal 4

Strengthen the college's financial base and reinforce its infrastructure to promote and enrich academic endeavors.

### Goal 5

Strengthen the College's identity and activity in the local community as well as enhance the College's international signature in its programs and curricula.

## STRATEGIC GOAL 1

**Enhance and support our students' pursuit of intellectual and academic excellence through an enriched undergraduate education.**

The College will provide opportunities for students to engage in substantive research, to participate in experiential learning, to develop inter-and multidisciplinary perspectives, and to acquire the tools for lifelong learning.

### Objective 1.1

***Provide opportunities for students to engage in substantive research.***

#### **Strategies**

**S 1.1 Develop an undergraduate research program that would be funded by the college.**

#### **Potential Tactics**

R 1.1.1 Support research projects done under the supervision of a faculty member; submission to a conference or journal as one of the outcomes.

R 1.1.2 Provide incentives for students to work collaboratively with other students on projects that interest them.

R 1.1.3 Lend support to help expand the annual Petersheim Conference.

R 1.1.4 Join the Council for Undergraduate Research and have someone (or a team) from the college attend one of their regional workshops on institutionalizing undergraduate research.

#### **Metrics**

M 1.1.1 Formal evaluation to be completed by each student and faculty member at the end of the project.

M 1.1.2 Track the number of papers accepted at conferences or for publication.

### Objective 1.2

***Provide opportunities for students to participate in experiential learning.***

#### **Strategies**

**S 1.2 Improve the current system of internships and service learning programs.**

### **Potential Tactics**

R 1.2.1 Convene the chairs of all those departments that offer internships for a workshop with representatives from Career Services to determine how to improve the current processes.

R 1.2.2 Create formal guidelines for internships that all college departments would follow.

R 1.2.3 Provide stipends or course release to those who supervise internships for a department.

R 1.2.4 Arrange a semester meeting of all internship directors in the college to share progress, problems, and recommendations.

R 1.2.5 Join The Association for Experiential Education and send college representatives to their annual meeting.

R 1.2.6 Select a coordinator for the internship programs throughout the college and to organize the above.

R1.2.7 Have each department in the college offer internship courses for credit.

### **Metrics**

M 1.2.1 Track the number of students whose internships lead to full-time jobs or jobs offers (the Career Center should be able to provide this.)

M 1.2.2 Gauge progress through the semester meeting of intern coordinators.

M 1.2.3 Have students write a self assessment as part of the internship requirements within each department.

## **Objective 1.3**

***Provide opportunities for students to develop inter-and multidisciplinary perspectives.***

### **Strategies**

**S 1.3.1 Explore the possibility of allowing students to "create" their own interdisciplinary major from a combination of two or more areas of study.**

### **Potential Tactics**

R 1.3.1.2 Have students present a proposed curriculum for an independent major that has been researched with a faculty advisor.

R 1.3.1.2 Require students to declare a major area of study as their primary field.

R 1.3.1.3 Establish guidelines for these individual majors, such as who can do it, what courses are eligible, how many credits students would take, and what the senior capstone would look like.

**Metrics**

M 1.3.1.1 Have student and faculty advisor assess the program at the end of senior year.

M 1.3.1.2 Explore post graduation experiences: job placement numbers, graduate school acceptance rates, and other validations of the success of the program.

M 1.3.1.3 Chart number of double degree majors created each year and determine a goal number for the end of five years.

M 1.3.1.4 Track the number of students taking advantage of this option each year.

**S 1.3.2 Encourage and provide incentives for interdepartmental teaching, beyond cross-listed courses.**

**Potential Tactics**

R 1.3.2.1 Create more opportunities for interdisciplinary hires with the support of the “home” Department.

R 1.3.2.2 Encourage struggling departments through hiring opportunities to link with larger departments to create interdisciplinary courses.

**Metrics**

M 1.3.2.1 Course evaluations.

M 1.3.2.2 Program review results.

**Objective 1.4**

***Provide opportunities for students to acquire the tools for lifelong learning.***

**Strategies**

**S 1.4 Infuse every A&S course with at least one of the core proficiencies or literacies.**

**Potential Tactics**

R 1.4.1 Ask each department to identify courses each year suitable for infusion.

R 1.4.2 Determine a goal for an additional number of infused courses each year.

R 1.4.3 Encourage faculty to infuse courses by providing workshops and compensation.

**Metrics**

M 1.4.1 Create a matrix of courses across the college that will be infused each year.

M 1.4.2 Conduct an annual review of the number of infused courses.

M 1.4.3 Success would be indicated by the number of infused courses created at the end of five years.

## ***STRATEGIC GOAL 2***

**Enhance and strategically expand our graduate education programs to meet the needs of our students as they develop and extend their academic or professional qualifications.**

The College will review and expand its academic and professional graduate programs in recognition of the expected growth in graduate education, as well as to meet the needs of our students and enhance our reputation as the college of choice for graduate education in our targeted specializations. The College will create a "graduate-student friendly" environment that provides a competitive advantage and enhances the learning experiences of our students.

### **Objective 2.1**

***Review status of current graduate programs in order to determine if they are fulfilling their mission. This can be done by revisiting Program Review Reports or requiring Program Reviews within 12 months.***

#### **Strategies**

**S2.1 Program review results for each department should contain a wealth of pertinent information that can be used to recommend specific improvements. The recommendations may or may not have been acted upon by the college or department.**

#### **Potential Tactics**

R2.1.1 Centralize program review reports within College. Form a Review committee represented by the Dean's Office, Directors of Graduate Studies and faculty.

R2.1.2 Develop document for identifying common issues in graduate program review results that could be addressed at the college level.

R2.1.3 Develop process and criteria for closing, combining or expanding particular programs.

#### **Metrics**

M2.1.1 Form a committee and charge it with compiling and reviewing recent Program Review reports based on the criteria to be established.

M2.1.2 Within one year of being charged, develop documents and action plans for addressing program review recommendations.

## Objective 2.2

***Enhance our graduate programs. Strategies will enhance our reputation, enhance student interest, and enrich current offerings within a department.***

### **Strategies**

**S2.2.1 Develop Centers of Excellence where faculty and graduate students from different disciplines can do collaborative research.**

**S2.2.2 Expand on experiential learning in terms of research, service-learning and practicum for graduates. Extensive hands-on training in the area of expertise is a major distinction between undergraduate and graduate training.**

**S2.2.3 Develop mechanisms for increasing publication and conference presentation rate and grant funding for faculty and graduate students (fellowships).**

**S2.2.4 Enrich graduate program curricula by incorporating external expertise including potential employers and individuals at other local institutions.**

**S2.2.5 Attract better qualified graduate students.**

### **Potential Tactics**

R2.2.1 Identify common research interests among faculty members and graduate students and support development of Centers of Excellence.

R2.2.2 Develop specific courses that provide hands-on learning and procedures that allow graduate students to carry out their research/practicum at their place of employment or other local institutions.

R2.2.3 Identify and support the use of external experts for graduate courses, graduate seminars, and graduate research mentors.

R2.2.4 Develop policies that allow for reduced graduate faculty teaching loads in association with scholarship related activities, including publications, presentations, and mentoring.

R2.2.5 Provide support for faculty development such as start-up funds for research, travel funds for presentations and workshops, grant and paper writing incentives, and sabbaticals.

R2.2.6 Provide support for an Office Grants and Research that finds and disseminates information of grant/fellowship opportunities for faculty and graduate students and that provides assistance with grant writing and grants management/reporting.

R2.2.7 Develop competitive university travel awards for graduate students.

R.2.2.8 Develop new policies for graduate tuition remission including stipends similar to or greater than peer institutions.

**Metrics**

M2.2.1 The College has developed a uniform policy for reductions in scholarship-related teaching loads and received University support for it.

M2.2.2 Graduate student stipends are competitive with nationally recognized universities.

M2.2.3 Opportunities for experiential learning both within the College and at other institutions have increased.

M2.2.4 Research publications and presentations for both faculty members and graduate students has increased within two years of completing the College's Strategic Plan.

M2.2.5 Collaborations between graduate departments and local experts have increased. Each graduate program should be participating in a weekly or biweekly seminar series within one year of completing the College's Strategic Plan.

M2.2.6 Have three or more Centers of Excellence established within five years of completing the College's Strategic Plan. At least four research-active, SHU graduate faculty members from at least two different departments should be participating in each Center of Excellence.

**Objective 2.3**

***Expand our graduate programs in order to meet demand of future work force.***

**Strategies**

**S2.3.1 Centralize processes for graduate program development and marketing.**

**S2.3.2 Explore options for increasing the cross-listings of courses between graduate programs.**

**S2.3.3 As appropriate, integrate online courses into graduate programs. Online courses would potentially expand graduate programs by attracting more part time students who could do more of their coursework from home instead of coming to classes on campus. The intent is not to replace classroom teaching or laboratory training but to complement it.**

**S2.3.4 Expand summer program for graduate students. This will allow part time students to complete their degrees more quickly.**

### **Potential Tactics**

R2.3.1 Form a team of marketing professionals that focuses exclusively on graduate program marketing and development, including a cohesive “brand” for A&S graduate programs.

R2.3.2 Identify courses that could be cross-listed between programs and determine if they might meet academic needs of the different programs.

R2.3.3 Develop a process or office for on-line graduate education that can assist with implementation, marketing, pedagogy and graduate student computer support working with other University resources (e.g. TLTC and SWW).

R2.3.4 Encourage faculty to develop on-line courses by offering course release time.

R2.3.5 Expand online courses to the Summer Sessions.

### **Metrics**

M2.3.1 A marketing strategy has been developed by marketing experts for each graduate program as well as the College at large and implemented within two years of adopting the Strategic Plan.

M2.3.2 Number of graduate students increases in the College each year for the next four years, after the Strategic Plan is adopted and the marketing strategy implemented for each program.

## **Objective 2.4**

***Create a “graduate student friendly” environment.***

### **Strategies**

**S2.4.1 Improve graduate student services.**

**S2.4.2 Improve the integration of graduate students into the SHU community.**

### **Potential Tactics**

R2.4.1 Develop more outreach from Career Services to graduate students, including a graduate student liaison.

R2.4.2 Develop information pertaining to campus study, housing and community service specifically for graduate students. Develop web-based mechanisms for sharing this information. This could be done through the Office of Students and Community Development.

***The following are services that will provide significantly improved support for Graduate Students but will need the assistance and cooperation of resources outside the College of Arts and Sciences:***

R2.4.3 Provide hours of operation that meet the need of part time graduate students, especially for Registrar and Parking Services.

R2.4.4 Make laptops available to graduate students who request them.

R2.4.5 Develop on-line assessment for graduate student services.

R2.4.6 Provide campus funding for graduate student organizations.

R2.4.7 Develop housing opportunities on campus or nearby for graduate students and develop mechanisms of broadcasting these opportunities.

R2.4.8 Provide a location on campus that is set aside for graduate students to meet, study and interact with one another.

**Metrics**

M2.4.1 On-line assessment shows improved perception of graduate services.

M2.4.2 The increase in the number of graduate student sponsored activities.

## ***STRATEGIC GOAL 3***

**Enhance the College's commitment to its faculty's professional growth and academic success to achieve and maintain the highest level of academic quality and integrity.**

The College will develop and implement strategies to attract, recruit and retain world-class faculty through increased commitment to successful academic achievement, the continued growth of the professoriate through faculty development initiatives, and increased opportunities and support mechanisms for the enhancement of faculty academic activities.

### ***Objective 3.1***

***Recruit excellent and diverse faculty. (Strive for an 80% "acceptance" rate. 80% of the A&S faculty offers accepted by selected candidates.)***

#### **Strategies**

**S 3.1.1 Encourage practices and procedures for hiring faculty with high potential.**

#### **Potential Tactics**

R.3.1.1.1 Develop a recruitment process that can be used by the Departments to identify and recruit faculty with high potential.

R.3.1.1.2 Provide recruitment support to the Departments through the use of recruitment "tools" (e.g. Marketing, recruitment, and HR materials).

R.3.1.1.3 Develop a database that can be used to track high potential candidates and stay in contact with them as part of the ongoing recruitment process.

R.3.1.1.4 Evaluate recruiting efforts of other universities to develop "best practices."

R.3.1.1.5 Assign recruitment duties to the Undergraduate and Graduate Associate Deans as well as the Department Chairs (or their designees) and provide travel funds, if the budget allows, for recruitment travel.

R.3.1.1.6 Initiate a program for "lateral" hires.

R.3.1.1.7 If funds can be developed, expand the use of "endowed" chairs to recruit high potential faculty. Create "quasi-endowed" Chairs that use existing lines and \$1M in endowments to provide additional monies for salaries and travel.

R.3.1.1.8 If start-up funds can be developed, create a “recruiting” fund to support department recruiting efforts.

R.3.1.1.9 Survey recent hires (last 2 years) to understand why they chose SHU.

- Identify decision factors
- Identify differentiators
- If possible, interview candidates that turned down SHU to understand the variables that factored into their decisions.
- Develop recruiting programs that specifically focus on “diverse” candidates to broaden the perspectives and experiences of our faculty.
- Conduct “exit” interviews with any faculty leaving the College

### **Metrics**

M.3.1.1.1 Develop metrics to track and evaluate the “quality” of candidates.

M.3.1.1.2 Track the number of applications for open positions.

M.3.1.1.3 Track the recruitment activities of the Associate Deans and Chairs to measure yield and overall effectiveness of the recruitment process.

M.3.1.1.4 Track the time needed to fill open positions.

### **S 3.1.2 Offer attractive conditions of employment.**

#### **Potential Tactics**

R.3.1.2.1 Invest in marketing A&S, promoting our reputation and differentiators as a means to attract high potential faculty.

R.3.1.2.2 Offer competitive salaries and benefits.

R.3.1.2.13 Evaluate teaching loads at competitive institutions and align A&S teaching loads to remain competitive.

R.3.1.2.4 Provide adequate work space to attract faculty.

R.3.1.2. 5 Create a “Faculty Support” function in the College to provide centralized support for faculty in terms of logistics, administration, classroom management and teaching support.

R.3.1.2.6 Create a Faculty “Ombudsman” in A&S to support the faculty and to provide a consistent faculty “voice” within A&S.

### **Metrics**

M.3.1.2.1 Survey current Faculty to evaluate faculty “satisfaction” as a baseline.

M.3.1.2.2 Survey faculty “conditions” (salaries, teaching loads, workspace, etc) at competitive institutions to evaluate the total picture of our competitiveness to attract new faculty.

M.3.1.2.3 Track applications, offers, and acceptances to evaluate the decision criteria used by prospective faculty in their decisions.

## **Objective 3.2**

***Retain excellent faculty. (Strive for a 90% retention rate of excellent faculty.)***

### **Strategies**

**S 3.2.1 Support efforts to achieve academic excellence.**

### **Potential Tactics**

R.3.2.1.1 Develop further Grant programs that expand research opportunities.

R.3.2.1.2 Standardize release times policies that allow for expanded research or service opportunities.

R.3.2.1.3 Finalize and publish tenure and promotion requirements and procedures for each Department.

R.3.2.1.4 Create an expanded Faculty Recognition program that recognizes excellence and noteworthy contributions in research, teaching and service.

- Create honorifics at Arts & Sciences Faculty Meeting, plaques, certificates, etc.

R.3.2.1.6 Create more recognition and promotion of excellent faculty contributions in the A&S and SHU marketing and communication media.

- Publicize the expertise of the faculty both internally and externally.

- Work with division of public relations to place faculty expertise with media organizations through media guides, promotional materials, and press releases.

R.3.2.1.6 Use the Annual Report as the standard procedure for documenting research, teaching and service contributions.

R.3.2.1.7 Expand the “travel” funds to allow for more faculty exposure at conferences, seminars, etc.

R.3.2.1.8 Create new SHU or A&S sponsored publishing opportunities through the funding of new Journals or other media.

### **Metrics**

M.3.2.1.1 Track faculty contributions in a more systematic and public manner.

M.3.2.1.2 Evaluate the relationship between recognition and production to ensure an appropriate relationship.

M.3.2.1.3 Compile statistics of faculty appearances in media outlets.

### **S 3.2.2 Ensure the fair and meritorious treatment of faculty.**

#### **Potential Tactics**

R3.2.2.1 Create a fair and open environment that is based on merit and appropriate contributions.

- Ensure an appropriate level of transparency of policies and practices
- Specifically related to Rank and Tenure policies.

R3.2.2.2 Adopt policies that ensures that faculty are awarded appropriately based on performance.

#### **Metrics**

M3.2.2.1 Evaluate recognition annually to ensure the targeted contributions are being appropriately rewarded.

## **Objective 3.3**

### ***Develop excellent faculty.***

#### **Strategies**

**S 3.3.1 Fully support conference attendance and travel for development purposes.**

#### **Potential Tactics**

R.3.3.1.1 Create Faculty Development Program.

- Model after other exemplar programs.
- Multi-level program:
  - Junior faculty.
  - Continued development for senior, tenured faculty.

R.3.3.1.2 Expand SHU or A&S sponsored conferences or seminars.

- Sponsor colloquia, speaker series, public lectures, tutoring on conferences, and conventions on campus, and in New York.

#### **Metrics**

M.3.3.1.1 Track travel funding and conference participation annually.

M.3.3.1.2 Track the “quality” of the conferences to ensure the funds are leveraged properly.

**S 3.3.2 Sponsor mentoring processes.**

**Potential Tactics**

R.3.3.2.1 Provide a “best practices” model to departments and programs.

R.3.3.2.2 Select senior staff to develop and conduct an annual Mentoring Training Program.

R.3.3.2.3 Ensure participation in Mentoring activities is presented as a priority and receives appropriate recognition. Link new faculty with mentors within the College, both inside and outside the new faculty member’s Department.

**Metrics**

M.3.3.2.1 Track and evaluate mentoring activities annually.

M.3.3.2.2 Survey mentors and mentees annually to evaluate qualitative results.

M.3.3.2.3 Track the relationships between mentoring activities and academic performance and promotion.

**S. 3.3.3 Support faculty participation in national and international professional Organizations.**

**Potential Tactic**

R.3.3.3.1 Provide incentives and rewards for these activities including financial, release time, and tenure/promotion.

**Metrics**

M.3.3.3.1 Count and evaluate level of participation from year to year.

**S 3.3.4 Set highest standard of academic integrity.**

**Potential Tactic**

R.3.3.4.1 Publicize, emphasize, and promote statements, policies, and best practices.

**Metrics**

M.3.3.4.1 Survey of faculty to ascertain penetration of target market.

## ***STRATEGIC GOAL 4***

**Strengthen the college's financial base and reinforce its infrastructure to promote and enrich academic endeavors.**

The College will pursue a multi-faceted approach to generate new revenue and to maximize the distribution of existing resources to support the goals and objectives of its strategic plan. It will strengthen the infrastructure, including human resources, physical facilities, and information technology, and embrace a consumer-centered business approach that emphasizes data collection, planning, quality improvements and outcome evaluation.

### **Objective 4.1**

***The College will seek an increase to its budget allocation that is representative of the revenue it generates through enrollments and maximize existing resources.***

#### **Strategies**

**S 4.1.1 Pursue increased College expense budget allocation tied to revenue generation.**

**S 4.1.2 Establish a resource-allocation review of academic departments that is related to revenue generated by those departments.**

#### **Potential Tactics**

R 4.1.1 Undertake internal analyses that will research historical revenue generation and comparison with other academic units to support request for increased allocation.

R 4.1.2 Identify potential areas of growth.

R 4.1.3 Re-examine the allocation methodology within the College.

R 4.1.4 Improve funding for high revenue generating programs.

R 4.1.5 Retain support for mission-consistent programs that have lower revenue generating potential through revised allocation methodology.

#### **Metrics**

M. 4.1.1 Total amount of increased funding to the annual expense budget.

M 4.1.2 Amount of increased resources available to support previously under-funded programs that results from revised allocation.

## **Objective 4.2**

***Develop and fund new academic and entrepreneurial programs.***

### **Strategies**

**S4.2.1 Encourage entrepreneurial thinking.**

### **Potential Tactics**

R 4.2.1 Revise guidelines for new program evaluation that tie programming to potential revenue generation.

R 4.2.2 Develop specific guidelines to evaluate new programs for resource allocation.

R 4.2.3 Actively solicit new revenue generating programs.

### **Metrics**

M 4.2.1 Number of new and viable College program proposals submitted for consideration.

M 4.2.2 Number of new programs approved and successfully funded.

## **Objective 4.3**

***Increase research funding.***

### **Strategies**

**S 4.3.1 Encourage additional research activity from the faculty within the framework of existing resources and research guidelines.**

### **Potential Tactics**

R4.3.1 Determine a reasonable expected increase in research related revenue.

R4.3.2 Establish incentives and rewards to recognize research-active faculty and departments that encourage and support faculty in new research efforts.

R4.3.3 Provide administrative support for grant writing, funding opportunity research, and liaison to the Office of Grants and Research.

### **Metrics**

M4.3.1 Increase in the number of new research grant and contract proposals written and submitted by College faculty annually; tracked by department.

M4.3.2 Increase in the number of research proposals successfully awarded and funded.

M.4.3.3 Increase in revenues generated by grant and research activity that are available to the College through indirect cost allocation.

#### **Objective 4.4**

***Establish ongoing development and fundraising initiatives to increase available resources.***

##### **Strategies**

**S 4.4.1 Pursue development and fundraising initiatives that build on areas of success such as the Academic Resource Center, the Unanue Latino Institute, and the Cooperman-Ross Chair in Jewish Christian Studies, and initiate new fundraising efforts that are consistent with its strategic goals.**

##### **Potential Tactics**

R 4.4.1 Work with University Advancement to identify areas of opportunity for potential donors to support new and expanding programs.

R 4.4.2 Cultivate and encourage active alumni participation in College activities.

R 4.4.3 Enlist the active support of the College President's Advisory Council members in development activities and initiatives.

##### **Metrics**

M 4.4.1 Increase in restricted revenues resulting from private giving for specific areas.

M 4.4.2 Total amount of unrestricted funds raised from private donors and College alumni annually.

#### **Objective 4.5**

***Improve program enrollments.***

##### **Strategies**

**S 4.5.1 Increase marketing and recruitment efforts for graduate and undergraduate programs.**

##### **Potential Tactics**

M 4.5.1 Identify funding for marketing efforts by graduate programs to increase existing Division advertising budget allocations.

M 4.5.2 Encourage departmental recruitment efforts through web and print support, designation of faculty recruiters.

**Metrics**

M 4.5.1 Annual amount of resources available for marketing programs.

M 4.5.2 Track number of student responses to marketing efforts by individual programs and assess the success of marketing/recruitment effort by the number of new applicants and final enrollments.

**Objective 4.6**

***Ensure the College has the necessary facilities and infrastructure to support excellence in teaching and research.***

**Strategies**

**S 4.6.1 Identify and address deficiencies in College physical facilities and access to technology to strengthen, support and enhance College programs.**

**Potential Tactics**

R 4.6.1 Identify needed facilities improvements.

R 4.6.2 Identify funding for those improvements through a combination of allocation of existing resources, new University funding and external funding.

R 4.6.3 Work with the Division of Information Technology to align IT programs, services and support with College teaching, research and recruitment goals.

**Metrics**

M 4.6.1 Annual expenditures in facilities upgrades.

M 4.6.2 Increased access to technology and technological capabilities.

## ***STRATEGIC GOAL 5***

**Strengthen the College's identity and activity in the local community as well as enhance the College's international signature in its programs and curricula.**

The College will focus on connections, both local and global. We will look for partnership opportunities in our surrounding communities; and we will endeavor to broaden and deepen our commitment to providing our students with the international perspectives that will assist them in becoming servant leaders for a global society.

### **Objective 5.1**

***Broaden and deepen the College's commitment to providing students an international perspective. Assist students in becoming servant leaders in a global society. Broaden and deepen faculty commitment to international perspectives.***

#### **Strategies**

**S 5.1.1 Significantly increase the number of exchange programs with universities in other countries.**

#### **Potential Tactics**

R 5.1.1 Reach collaborative agreements for student exchange with selected foreign universities for the next five years.

#### **Metrics**

M 5.1.1 Within 5 years, 50% of all junior year students will spend a minimum of one semester studying abroad.

**S 5.1.2 Broaden and deepen the College's support of faculty efforts to incorporate an international perspective in their courses.**

#### **Potential Tactics**

R 5.1.2.1 Address world's most serious needs in the curriculum of the third Core course.

R.5.1.2.2 Provide incentives for Core faculty to incorporate international perspectives in their teaching. Provide incentives for all faculty to incorporate international perspectives in their teaching. Work with the Council of Undergraduate Research to identify opportunities.

**Metrics**

M5.1.2.1 Within 5 years 100 % of Core faculty and 75% of College Faculty will have incorporated international perspectives in their teaching.

**S 5.1.3 Infuse in existing curriculum interest and appreciation of local “international” communities.**

**Potential Tactics**

R5.1.3.1 Establish contacts in each of the “international” immigrant communities in the Newark metropolitan area.

R5.1.3.2 Establish relationships with the vice-consulates established by foreign governments to serve their citizens in the Newark metropolitan area.

**Metrics**

M5.1.3.1 Establish at least two relationships with Vice-Consultants to act as exemplars for further expansion of these types of relationships.

**Objective 5.2**

***Work with the Ivy Hill Neighborhood Association, Unified Vailsburg Services, and other agencies in Newark and similar agencies in South Orange to develop programs that are community defined.***

**Strategies**

**S 5.2.1 Broaden and deepen the College’s support of faculty efforts to incorporate service-learning and a community perspective in their courses.**

**Potential Tactics**

5.2.1.1 Increase the number of faculty who are incorporating service-learning in their courses.

5.2.1.2 Create a culture of service learning on campus through increasing the number of service learning courses in the new core curriculum.

**Metrics**

M5.2.1.1 Within 5 years 100 % of Core faculty and 75% of College Faculty will have incorporated community service learning perspectives in their teaching.

**S 5.2.2 Provide incentives to faculty to recruit high school students, especially from the Newark metropolitan area, to work in research laboratories and other research activities on campus.**

**Potential Tactics**

R5.2.2.1 Faculty will be given stipends and/or release time to develop research activities and to recruit students from the community, especially Newark, to participate in these activities.

R5.2.2.2 Students from the community who participate in research activities will become part of the Project Acceleration Program making them eligible for college credit for their work.

**Metrics**

M5.2.2.1 Within 5 years 100 high school students from Newark, South Orange, Maplewood and Irvington will be working with faculty in research activities.

**S 5.2.3 Expand the number of work study students for service in community projects, especially in Vailsburg.**

**Potential Tactics**

R5.2.3.1 College administration will make student work study positions available to departments for service in community projects, especially in Vailsburg.

**Metrics**

M5.2.3.1 Within 5 years 25 work study students will be working in community projects, especially in Vailsburg.

**S 5.2.4 Implement comprehensive administrative and faculty development program through in-service programs and visits to successful university-neighborhood programs.**

**Potential Tactics**

R.5.2.4.1 Institute annual administrative and faculty community service development programs.

R5.2.4.2 Visit successful university neighborhood programs at Yale University in New Haven and the University of Pennsylvania in Philadelphia.

**Metrics**

M.5.2.4.1 In 2008 – 2009 a minimum of 50 faculty and administrators will have participated in a community service development program.

M.5.2.4.2 In 2008 – 2009 at least 50 faculty will have observed university neighborhood programs in New Haven and Philadelphia.

## **STRATEGIC PLANNING COMMITTEES**

**SPRING, 2007**  
**Phase 1**

### **STRATEGIC PLANNING EXECUTIVE COMMITTEE**

Dr. Parviz Ansari	Chair; College of Arts and Sciences
Dr. Mary Balkun	English Department
Dr. Carolyn Bentivegna	Biological Sciences Department
Dr. Richard Dool	Communication Department
Dr. Jonathan Engel	Provost's Office
Dr. Joan Guetti	Mathematics and Computer Science Department
Dr. Jurgen Heinrichs	Art and Music Department
Fr. Paul Holmes	President's Office
Dr. Steven Landry	Department of Information and Technology
Mr. Nick Scalera	A&S Alum; President's Advisory Council member

### **HISTORY & MILESTONE COMMITTEE**

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Mr. Gus Anselmi	A&S Alum; President's Advisory Council member
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Ms. Brenda Knight	Arts and Sciences Dean's Office
Dr. Jeff Levy	Psychology Department
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Dr. Judith Stark	Philosophy Department

### **STRENGTH and WEAKNESSES COMMITTEE**

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Dr. Sulie Chang	Biological Sciences Department
Dr. Williamjames Hoffer	History Department
Dr. Chris Kaiser	College of Arts and Sciences
Dr. Roseanne Mirabella	Political Science Department
Dr. Nick Snow	Chemistry & Biochemistry Department
Dr. Daniel Zalacain	Modern Languages Department

### **OPPORTUNITIES and THREATS COMMITTEE**

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Dr. Susan Nolan	Vice-Chair, College of Arts and Sciences
Dr. Charles Carter	Religious Studies Department
Mr. Paul Fisher	Department of Information and Technology

Dr. Amadu Kaba                      Public & Healthcare Administration Department  
Mr. Joe Richardson                A&S Alum; President's Advisory Council member  
Dr. Alper Sahiner                    Physics Department

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Dr. Parviz Ansari                    College of Arts and Sciences  
Ms. Myra Garcia                    University Advancement  
Dr. Matthew Hale                    Public & Healthcare Administration Department  
Ms. Sue Kilduff                    College of Arts and Sciences  
Dr. Vicente Medina                Philosophy Department  
Dr. Dermot Quinn                  History Department

### **STRATEGIC PLANNING COMMITTEES**

#### **SUMMER 2007- SPRING 2008 Phase 2**

Dr. Parviz Ansari                    Chair; Strategic Planning Executive Committee  
Associate Dean of Academic Administration & Outreach

#### **GOAL 1: UNDERGRADUATE EDUCATION**

Dr. Mary Balkun                    Group Leader; English Department  
Dr. Joan Guetti                    Mathematics & Computer Science Department  
Dr. Chris Kaiser                    College of Arts and Sciences

#### **GOAL 2: GRADUATE EDUCATION**

Dr. Carolyn Bentivegna            Group Leader; Biological Sciences Department  
Dr. Matt Hale                    Public Healthcare Administration Department  
Dr. Steve Kely                    Chemistry & Biochemistry Department  
Dr. Susan Nolan                    College of Arts and Sciences

#### **GOAL 3: FACULTY MATTERS**

Dr. Richard Dool                    Group Leader; Communication Department  
Dr. Vicente Medina                Philosophy Department  
Dr. Jeff Togman                    Provost's Office  
Dr. Williamjames Hoffer            History Department

#### **GOAL 4: FINANCE/INFRASTRUCTURE**

Dr. Stephen Landry                Group Leader; Department of Information and Technology

Dr. Peter Ahr  
Ms. Sue Kilduff  
Mr. Nick Scalera

Religious Studies Department  
College of Arts and Sciences  
A&S Alum; President's Advisory Council member

**GOAL 5: LOCALIZATION/GLOBALIZATION**

Dr. Howard McGinn  
Dr. Roseanne Mirabella  
Dr. Alper Sahiner  
Ms. Maria Soares

Group Leader; University Libraries  
Political Science Department  
Physics Department  
Office of International Programs