

Monmouth University Strategic Plan

2011-2014

March 2011

Executive Summary

Monmouth University aims to be distinguished as a quality academic institution dedicated to student success.

Monmouth University intends to invest its resources according to the following **PRINCIPLES** drawn from the University's strengths:

- **Continual improvement in educational quality and reputation marked by:**
 - Excellence in teaching and learning.
 - Quality teacher-scholars who promote close, interactive student-faculty relationships, the end result of which is academic quality.
 - Continual increase in student qualifications at admission.
 - Continual improvement in retention and graduation rates and onward career achievement.
 - Commitment to personal development of students who learn to think critically and make informed personal decisions.
 - Strong general/liberal educational foundation capped with professional programs aimed at successful transition to leadership positions in the modern workforce.
 - Effective use of technology to enhance learning and University business processes.
- **Dedication to respect among all University community members.**
- **A University experience characterized by pride through positive, respectful and holistic personal interactions within the academic, athletic, co/extra-curricular activities of the University.**
- **A safe, aesthetically superior, effective campus acknowledged for its quality.**
- **Financial strength at a competitive cost.**
- **A total University employee base committed to a positive "Customer [student] Service" philosophy.**
- **Attraction of a committed philanthropic community.**
- **Positive connection to and influence in events beyond the campus.**
- **Positive civic and neighbor relations, locally.**

Monmouth University has identified a number of goals with detailed constituents and priorities that support enhanced quality and reputation; the following top **PRIORITIES** lead those goals:

- **Attain national/regional accreditation in all appropriate academic programs.**
- **Attract prominent faculty members with national reputations.**
- **Operate academic Centers of Distinction in: urban coast issues, global understanding, software engineering in support of rapid decision making in national and regional crises situations; commercial real estate; public opinion and New Jersey issues; and the arts.**
- **Identify affordable University-supported housing, first for lower division students and then other cohorts of students.**
- **Increase alumni participation.**
- **Increase endowment substantially.**
- **Continue to support a core general education program for all undergraduate students; with a comprehensive program aimed at first-year student success.**
- **Meet the marketplace's need for professional education programs and delivery modes that also satisfy quality and accreditation standards.**
- **Enhance athletics regional competitiveness and spectator appeal.**
- **Enhance student recreational opportunities.**

President's Message: The Strategic Plan Updating Process

The University determined in 2003 to embark on an intensive strategic planning effort that would focus energies at every level of the University community. A ten-year Strategic Plan was published in 2004.

In 2007, the plan was updated to reflect accomplishments, financial realities, emerging higher education trends and new opportunities. That updating process served to inform the goal setting for the University President and his Cabinet.

During a one-year period starting in 2009 through 2010, the Strategic Plan was reviewed for updating again. The 2004 Plan was considered a solid blueprint for the way ahead, but required continual review to remain viable. Thus this revised Plan, after review and updating, continues to be faithful to the original principles and format. Accomplishments were deleted, top level principles and priorities were validated with the Board of Trustees and a number of cross-cutting issues were singled out for examination by the University Cabinet Officers and their constituent stakeholders. Final Board of Trustees discussion led to this revised Plan. An extensive review is planned again in 2013-14.

Paul G. Gaffney II
President

Mission Statement of Monmouth University

Monmouth University is an independent, comprehensive institution of higher education committed to excellence and integrity in teaching, scholarship, and service. Through its offerings in liberal arts, science, and professional programs, Monmouth University educates and prepares students to realize their potential as leaders and to become engaged citizens in a diverse and increasingly interdependent world.

The University community revised the Mission Statement in 2008.

Strategic Plan: Core Values

The Strategic Plan and the University community it guides continue to uphold the following core values:

- EXCELLENCE IN TEACHING AND LEARNING
- CARING CAMPUS CHARACTERIZED BY MUTUAL RESPECT
- PERSONAL AND PROFESSIONAL INTEGRITY
- DIVERSITY
- SERVICE
- EMPOWERMENT OF UNIVERSITY COMMUNITY

Strategic Plan: Principles and Priorities

This Strategic Plan (version 2011) is organized into 15 **PRINCIPLES** each with a set of priorities to be pursued as resources are available. The University stands behind its **PRINCIPLES**, and, should resources or other factors preclude pursuit of a listed priority(ies), the University intends to honor its **PRINCIPLES** through its core resources and personnel talents.

1. Academic Programs and Centers of Distinction

General Principle:

Monmouth University's strength is quality teaching and learning centered on student success. Its student and faculty scholarship rightfully reaches beyond the classroom.

Academic Programs

Principle:

Monmouth University shall offer a balance of liberal arts and professional programs at the undergraduate level, and strong professional and disciplinary graduate programs, to enable students to achieve their educational goals, determine the direction of their lives, and contribute significantly to their profession, community, and society.

Priority 1.1. *The University is committed to a strong liberal arts base for every undergraduate student regardless of major.*

- 1.1A. Provide opportunities and mechanisms to involve tenured and tenure-track faculty in teaching General Education courses regularly.
- 1.1B. Increasingly assign full-time and tenured faculty to teach introductory and General Education courses in their fields.
 - Increasingly focus adjunct professors on areas of teaching that match their practical experience.
 - Provide training for those adjunct instructors who do teach introductory level courses and General Education requirements to ensure consistency in the quality of courses offered to students.
- 1.1C. Ensure the meaningful assessment of General Education, using the results to further strengthen the General Education curriculum.

Priority 1.2. *Support student-centered teaching and learning.*

- 1.2A. Emphasize a commitment to teaching when hiring, reappointing, or promoting faculty.
- 1.2B. Increase the connection of students to the community of teacher-scholars through research and scholarship.
- 1.2C. Increase the emphasis on providing quality in experiential educational opportunities (e.g., career-aimed internships, study abroad, service learning, student research, co-ops) to students.
- 1.2D. Increase opportunities for teacher-led classes in field and practical settings that embrace the principles of “no child left inside.”
- 1.2E. Consider carefully the requirements of those students who choose to pursue professional courses of study in developing General Education standards.
- 1.2F. Include in academic planning and resource allocation the Universities capabilities to help students with career selection and employment or onward education.

Priority 1.3. *Facilitate students’ ability to complete their degree in a timely manner.*

- 1.3A. Evaluate the process of early counseling in major choices and continual academic counseling/tutoring to give every student who desires to graduate in 4 years the best opportunity possible.
 - The evaluation should include a review of the tools available to (and the use thereof by) students to help them determine if they are on target for graduation.
- 1.3B. Build on the successful five-year Bachelors-Masters programs.
- 1.3C. Develop programs that encourage entering first-year students to begin their academic adventure with pre-first semester summer courses.

Priority 1.4. *Implement the updated 2010 Graduate School Strategic Plan.*

- 1.4A. Report progress, and barriers to progress, to President’s Cabinet formally each spring.

Priority 1.5. *Pursue academic programs that support the University’s mission and expeditiously meet market demand.*

- 1.5A. Study the feasibility of offering applied doctoral programs or other similar professional degree programs, examining demand, market niche, available and needed resources. Initial detailed analysis should aim at establishing a Physician Assistant program in fall 2013 and masters-level programs in Homeland Security by fall 2012.
- 1.5B. Expand alternative delivery modes (e.g., hybrid, online, weekend, low residency summer, accelerated) for graduate programs of high quality in order to enhance University revenue, competitiveness and reputation.
- 1.5C. Capitalize on the naming of the Leon Hess Business School, pursue and develop with a new dean, distinctive and sustainable programs, strengthening the School’s position as a regional leader.

- 1.5D. Develop a facilities improvement plan for the School of Science focusing on laboratory and lab-classroom upgrades.
- 1.5E. Ensure that quality full-time and adjunct faculty members are available to meet re-emerging demand as Science enrollments are revitalized.

Centers of Distinction

Principle:

Centers of Distinction extend areas of student and faculty scholarship beyond the classroom to enhance the University's distinctiveness and interaction with society.

Priority 1.6. *Continually review Centers' qualifications according to the following standards:*

- 1.6A. Has the potential to be sustainable (e.g., faculty, facilities, financial resources), fills a unique or special market niche, and distinguishes Monmouth University from other institutions.
- 1.6B. Is affiliated with an academic program or programs for which there is current or anticipated demand for study and graduate placement opportunities.
- 1.6C. Supports the University mission as it serves the public interest and/or provides policy advice to relevant constituencies.
- 1.6D. Involves students in its scholarship mission.

Priority 1.7. *Centers that operate with at least 50% of their funding from philanthropic or grant/contract sources will be given priority for internal funding.*

2. Increasing Monmouth University's Image, Visibility, and Reputation

Principle:

Monmouth University will intentionally make the local, regional, and national communities aware of its commitment to and success in educating students in a personalized and academically excellent environment that prepares the leaders of tomorrow; Monmouth University will also establish coordinated, consistent publicity to showcase to external constituencies the University's commitment to and success in public service.

Priority 2.1. Enhance the brand equity of the University through strategic and integrated branding and marketing.

- 2.1A. Focus message on academic excellence and personalized education (including outcomes) while not abandoning location as a key element.
- 2.1B. Marketing professionals from across the University will meet regularly to best determine the most effective and efficient means by which to promote the University's brand.
- 2.1C. University editors from across the University will meet at least twice yearly to review visual identity guidelines for updating if necessary.

Priority 2.2. Explore and develop resources, including external funding, to create and/or sustain academically-linked programs and Centers.

- 2.2A. The University will support appropriate Centers of Distinction (see Sections 1.6 and 1.7 above).
- 2.2B. The University will support an Honors School with an Honors School housing component.
- 2.2C. Within bounds of affordability and good business practices the University will support lively and studio arts performances/exhibitions and partnerships for the good of its students and general public.
- 2.2D. The University will seek philanthropic support for academic facilities, chairs and other academically affiliated positions.

Priority 2.3. *Increase service to, document and publicize Monmouth University's contributions to contiguous communities and the region: financial donations, student assistance to community causes, student fund-raising for local philanthropic causes, involvement in civic governance as volunteers, community access to the campus and its facilities; cultural, athletic and entertainment enhancements to the region.*

2.3A. Develop ways to share academic programs, the library, cultural, arts, and athletic programs with the contiguous community.

2.3B. Explore continuing education and lifelong learning opportunities and certificate programs in business, education and nursing through non-traditional delivery and certificate programs.

Priority 2.4. *Document and publicize quality and achievements of students, alumni, faculty, administration and staff.*

Priority 2.5. *Articulate and enhance program relationships with regional colleges and universities and other educational institutions (e.g., student-faculty exchanges, professional affiliations, sister institutions, etc.).*

Priority 2.6. *Improve local perceptions and relationships with Monmouth University.*

2.6A. Improve and expand opportunities for students to act as ambassadors to appointed officials, elected officials or volunteers in local communities.

2.6B. Continue to engage students in being participants in their local government by encouraging them to register to vote and to become aware of local issues before the local governing body (student tax proposal, University applications before zoning or planning boards, rental regulations, etc.).

2.6C. Ensure the continuous and two-way flow of information to/dialogue with community members and elected officials highlighting student accomplishments.

2.6D. Involve senior University leadership (President, Cabinet, and Public Affairs Office) with students, landlords and local community officials in clarifying the rights of student citizen-residents.

3. Retention and Graduation

Principle:

Monmouth University recognizes that improved retention and, by extension, graduation rates, are critical to the financial and reputational health of the institution and are indicative of success in fulfilling the educational mission of the University.

Priority 3.1. *Meet targets for retention and graduation rates.*

- 3.1A. Establish achievable targets for retention and graduation rates. By 2016, consistently retain 80% of entering first-time, full-time students from the second to third semester. Concomitantly, the target for six-year graduation rates is 65%.
- 3.1B. Review retention and graduation rates on a regular basis with the Board of Trustees' Admission and Enrollment Management Committee. Revise targets as necessary.
- 3.1C. Institutionalize a winter, on-campus Commencement exercise to demonstrate the value placed on graduation.

Priority 3.2. *Implement an integrated and strategic plan for retention.*

- 3.2A. The plan will comprehensively address the following core issues: academic success and satisfaction, student social involvement, cultivating a culture of caring and respect, student (customer) service, and career preparedness. Note that the plan should primarily address the needs of undergraduate students; as the retention of graduate students is addressed within the strategic plan for the Graduate School.
- 3.2B. The Director of the Retention Plan Implementation Team and the Team will monitor and report to the President and Cabinet annually on the progress of the Plan.

Priority 3.3. *Allocate some core funding for retention activities on an annual basis and in a centralized budget line. These funds are intended as "seed monies" for new initiatives or one-time projects addressed in the retention plan and as annually recommended by the Retention Team.*

- 3.3A. Vice Presidents will also (re)allocate existing resources beyond what is available through the centralized budget to further support ongoing retention initiatives.

4. Capacity, Size, and Location

Principle:

Monmouth University will continue to offer the programs and opportunities befitting a medium size comprehensive university with the commitment to small class size and the personal and academic/professional growth of each student typically found at smaller liberal arts institutions. Monmouth will ensure a culture of close and enduring student-faculty interaction.

Priority 4.1. Sustain a full-time undergraduate population as served by traditional delivery systems (time frames and classroom) on the Shadow Lawn Campus and enhance offerings where appropriate to meet market demand.

- 4.1A. Closely monitor combined incoming first-year and transfer student rates in relation to changing retention and graduation rates.
 - The graduation rate goal implies that retention efforts continue with sophomores and juniors (Priority 3.1).
- 4.1B. Actively monitor and manage enrollment and academic program size as per the mission of respective academic departments and overall University goals.
- 4.1C. Evaluate highly enrolled majors; consider options to control enrollment (e.g., gate keeping courses, enrollment controls) to ensure and maintain quality when appropriate.
- 4.1D. The President's Cabinet will review annually, in the fall, those courses, majors, certificate programs and departments that consistently (three years in a row) fall below established enrollment standards.
- 4.1E. Examine the possibility of an aggressive program to increase undergraduate science (STEM) students (by 10%) to help contribute to this stated national priority. Time period: 2012-2015.

Priority 4.2. Explore the need for University owned/sponsored housing for discrete populations, beyond first year.

- 4.2A. Build one additional on-campus residence hall on the Shadow Lawn Campus by 2013 to be able to offer housing to all first and second-year students on campus. Note: this goal is congruent with the desire to expand out-of-state first-year enrollment to 25% or more.
- 4.2B. Annually conduct (and report on) a needs assessment to determine when/if additional off-campus, University-sponsored housing is required, including housing needs for "five-year," graduate, married, international and veteran students.
- 4.2C. Examine ways to guarantee housing for out-of-state transfer students that support initiatives to diversify transfer enrollment.
- 4.2D. Define an appropriate number of University sponsored beds to meet the demand of graduate international students.

- 4.2E. Create a plan that allows students in the Five-Year Program and other current students who directly matriculate into Graduate School the opportunity to remain in the University housing system.
- 4.2F. Define minimum acceptable standards for all University-owned or sponsored housing options (double rooms, technologically advanced, safety enhancements, etc.).
- 4.2G. Price University-owned/sponsored housing (including all associated operating expenses) to be competitive with peer institutions and off-campus housing options.
- 4.2H. Consider in all housing decisions the appropriate balance among permanent, long-term lease and short-term leasing arrangements.

Priority 4.3. *Modulate total enrollment (graduate and undergraduate) to an optimally determined number while adhering to small class size and a stabilized full-time undergraduate student population and graduate school growth as outlined in the Graduate Strategic Plan.*

- 4.3A. Pursue growth and locate selected academically suited programs in off-campus locations or online delivery mode.
- 4.3B. Off-campus programs will provide the atmosphere and benefits of campus community.
- 4.3C. Off-campus programs will be easily accessible to the Shadow Lawn campus by transportation and technology mediated means.

Priority 4.4. *Increase the percentage of graduate enrollment as a share of overall enrollment.*

- 4.4A. Carry out the updated University Graduate Strategic Plan.
- 4.4B. Develop the agility in academic offerings to respond to changing market conditions.
- 4.4C. Increase graduate enrollment by offering additional programs during weekends, in the summer, on-line and off-campus.
- 4.4D. Continue to enhance the percentage of full-time graduate students in appropriate graduate programs, through accelerated and five-year baccalaureate/master's programs, provided there are sufficient resources (campus or off-campus space, available faculty, alternative delivery, student services, etc.).
- 4.4E. Increase efforts to recruit international students across the Graduate School and especially in the School of Science and Leon Hess Business School. Specifically, focus on China and India as student sources for masters-level programs in Computer Science, Software Engineering, Financial Mathematics and Business Administration.

Priority 4.5. *Achieve efficient use of University resources.*

- 4.5A. Continue to spread class schedule utilizing the entire campus (including the north campus) so that the percentage of classes offered during peak/prime time (11:30 am to 7:15 pm) is reduced from 64% (2009-10) to approximately 55% of the weekday offerings (8:30 am to 10:05 pm). Class schedule management should use modern scheduling software and consider student desires, parking constraints, contractual realities and classroom availability. An update is to be given the President and Cabinet by the Registrar annually in the spring.
- 4.5B. Expand degree and certificate programs to graduate and non-traditional students with alternative schedules and delivery (Fridays, weekends, hybrid, online, etc.) and explore use of alternative academic calendar.

5. Diversity

Principle:

Monmouth University is committed to a diverse community; to an environment that is respectful of others, inclusive, and embracing of diversity; to cultural understanding, and to offering global perspectives on issues.

Priority 5.1. Increase diversity recruitment, hiring and retention among students, faculty, administrators and staff.

- 5.1A. Continue the enrollment pilot programs that have successfully attracted a more diverse student body.
- 5.1B. Meet or exceed the diversity benchmark (students and faculty) for peer category schools.
- 5.1C. Continually review internal processes that identify and resolve diversity issues.
- 5.1D. Review, by 2013, options for the University to gain a more balanced male-female student population.

Priority 5.2. Create and operate an active University diversity committee to provide coordination of diversity initiatives and activities and generate a diversity plan in 2012 that the committee will monitor and report on, to the President, annually. The Cabinet will consider a simple Committee structure that does not duplicate other committees' charters. Committee members should include representatives from administration, faculty, staff and students. The Committee and its planning effort will be led by a new diversity professional who will sit organizationally in the Office of the General Counsel.

- 5.2A. The Committee's plan will consider the most recent Campus Climate Survey and provide recommendations on courses of action to the University administration.
- 5.2B. The Committee will meet annually with the Global Understanding Committee chair of the General Education Oversight Committee to discuss potential collaborations and diversity-centered opportunities.
- 5.2C. The Committee will engage in ongoing dialogue with the campus community about the definition of diversity at Monmouth University.
- 5.2D. The Committee will center its efforts on initiatives to project the University as welcoming to diverse student and employee populations, and encourage greater student participation in diversity-related programming events.

Priority 5.3. Provide more structured and continuous multicultural learning experiences.

- 5.3A. The Vice President for Academic Affairs/Provost, through the Associate Vice Presidents and Deans is to schedule and support monthly multicultural learning activities.
- 5.3B. Expand student and faculty exchanges with institutions abroad.

6. Student Composition

Principle:

Enhance the learning community.

Priority 6.1. *Attract a quality student; pursue, as a priority, success for every enrolled student.*

- 6.1A. Attract a diverse student body with an undergraduate admission standard of 3.3 or better average GPA and 1650 or better average SAT scores.
- 6.1B. Institutionalize the Need Aid Pilot with a focus on attracting students from local Abbott school districts and other students with a high unmet need.
- 6.1C. Continue to enable the transfer of county community college top graduates, especially those from nearby county colleges.
- 6.1D. Operate a robust summer (winter, as appropriate) orientation program for all first-year and transfer students, support an EOF summer cadre program.

Priority 6.2. *Strengthen the quality of existing special academic programs and explore the creation of new programs that enhance student learning.*

- 6.2A. Assess the ideal size, structure and resources of the Honors School in light of national models and best practices so as to enhance program and quality.
 - Explore Honors School offerings and, if feasible, initiate an “Honors School summer enrichment program” that offers seminars with a cultural component for Honors students.
- 6.2B. Explore the creation of a self-sustaining mini-summer language institute or language villages through the Department of Foreign Language Studies and in collaboration with area communities. Languages to consider offering first are Chinese, Arabic, Hebrew, Spanish, Portuguese and Hindi.
- 6.2C. Provide new financial support for the School of Science Summer Research Program, with emphasis on increasing the potential for new participation by accepted incoming students.

Priority 6.3. *Enhance the cultural and global diversity of students in order to foster a vibrant learning environment across the campus.*

- 6.3A. Gradually increase the representation of first-year out-of-state students to 25%.
- 6.3B. Achieve and maintain an ethnic diversity representation of 16% for first-year students.
- 6.3C. The University has defined priorities for accessing international students: focus on graduate students from India and China in Business, Software Engineering/Computer Science and Financial Mathematics; other nationalities and majors will be welcomed. Goal: 100 new international students by 2014.
- 6.3D. Assess resources dedicated to providing international students appropriate support services that meet their language, legal, housing, and cultural needs.
- 6.3E. Assess study abroad opportunities, price and related services in 2011 in order to alter strategies for academic year 2012-2013.
- 6.3F. Begin to form academic partnerships with universities and organizations abroad, and in distant parts of the U.S., to engage in summer coursework at Monmouth University.

7. Faculty

Principle:

The Monmouth University faculty is a community of teacher-scholars who are dedicated to excellence in teaching and scholarship, and to serving the needs of Monmouth's students.

Priority 7.1. *Hire, develop, and retain faculty who put students first and who seek to do quality teaching, scholarship, and service.*

- 7.1A. Generally, full-time tenure track professors provide the best service to students in that they are well trained and inspired to provide continual academic advice/counseling in their courses and academic areas of study. Yet, in some cases, full-time, non tenure track professors are best suited for certain classes and for specialty academic counseling. Finally, adjunct professors, especially those who are or have been active in a professional field, are ideal for students in certain classes. Canonical, average faculty-mix percentages, often used in academe, do not reflect the actual experience and missions of individual universities and majors. The Vice President for Academic Affairs/Provost will continually analyze the proper mix of full-time tenure track, full-time non-tenure and adjunct professors with a goal of optimizing placement.
- 7.1B. Ensure that at least 80% of full-time faculty have the appropriate terminal degree in their discipline and that at least 95% of tenured and tenure-track have the appropriate terminal degree in their discipline.

Priority 7.2. *Continue to provide resources and encourage colleague support to enable faculty to engage in scholarship (including research, funded grant/contract research, professional society and journal participation and leadership).*

- 7.2A. An annual assessment of full-time tenured faculty scholarship will be chronicled by department chairs and celebrated by the University.
- 7.2B. Award, annually, a distinguished research/scholarship prize. The prize is likely to be awarded to a full-time faculty member, but administrators may be considered.

8. Student Development

Principle:

Monmouth University is committed to personalized student development and academic excellence thereby preparing students to assume leadership roles in the increasingly complex, diverse, and technologically driven world. The notion of “good customer service” is central to serving the students of Monmouth University.

Priority 8.1. *Provide a comprehensive first-year experience.*

8.1A. Continue to assess the effectiveness of the elements involved in the first-year experience (e.g. First-Year Seminar, Advising, Monmouth Early Warning System [MEWS], attendance/participation requirements, orientation and other peer mentoring programs, student employment, year-round activities, first-year retention and persistence, etc.) and make recommendations for changes as necessary.

Priority 8.2. *Through the comprehensive Center for Student Success (CSS) provide seamless academic and career support services and resources.*

8.2A. Develop an assessable plan in the Academic and Student Services divisions to encourage greater student usage of CSS academic resources (e.g., writing skills, tutoring and supplemental instruction in selected high risk courses) throughout their academic careers.

8.2B. Enhance academic advising processes by collaborating with the departmental academic coordinators (DAC).

8.2C. Increase the resources for, visibility of, and coordination within the areas of career services and job-oriented internship services.

- Enhance programs and services that focus on student career preparation and job placement.

- Strengthen connections of career services with the academic schools.

8.2D. Increase and diversify the employer and alumni-employer pool by 20% from the 2010 baseline by inviting employers and alumni representing government and private sectors, large and small businesses.

8.2E. Increase the graduate job placement rate annually over the 2010 base and then annually thereafter through 2014; networking with employers for job openings and internship opportunities for students, inviting employers to campus to interview students, following up with employers and students regarding internship and job placement.

Priority 8.3. *Provide space, resources and opportunities for students to increase their connection to the campus and enable a “culture of caring.”*

- 8.3A. Assess, and recommend as appropriate, the adequacy of current resident and commuting student life facilities for functionality and location:
 - Identify and create additional casual gathering and academic discussion spaces on campus beginning with the Rebecca Stafford Student Center, Wilson Hall and the Library.
- 8.3B. Monitor student participation in class identity (e.g., Class of 2015) activities and prepare students to be dedicated and involved alumni.
- 8.3C. Establish a campus-wide mentoring program for first-year students and student veterans involving faculty, staff, administrators, alumni and off-campus volunteers.
- 8.3D. Increase student involvement in clubs, organizations, recreation, and intramural activities supported by ongoing and increased data collection and student input. The Associate Vice President (Student and Community Services) will summarize and present results annually.

Priority 8.4. *Strengthen Monmouth’s athletic affiliations and processes.*

- 8.4A. Create and execute a deliberate, strategic plan for student and campus-wide support for and spectatorship in athletics that will address morale, spirit, retention, student life, and general campus climate concerns.
- 8.4B. Continue exploration of conference membership, ensuring a collegiate model of athletics that enhances Monmouth’s ability to compete in the top third of the conference, with regular NCAA post season appearances and Commissioner’s Cup success.
- 8.4C. Continue the analysis and strategic discussion of aspirant and peer comparison groups using the NCAA dashboards as the principle baseline information source, understanding the wide disparities in comparability data.
- 8.4D. Continue the analysis of existing and future opportunities for enhanced revenue, sponsorship and general athletics fund-raising.
- 8.4E. Examine the varsity athletics program to ensure gender balance, ethnic diversity, and qualified academic and athletic abilities.
- 8.4F. Ensure that athletes will continue to achieve GPA’s and graduation rates at or above that of the student body as a whole.
- 8.4G. Examine athletics facilities to enable a high level of student-athlete performance, appropriate gender equity and safety, balanced with a strong consideration of the public and spectator nature of Division I athletics. Focus on facility improvements for soccer and football through 2015.
- 8.4H. Examine the athletics organization chart to ensure appropriate staffing levels for the coaching, sports management, compliance, marketing and business operations. The importance of strong business planning and strategy in the sports operating management will be highlighted.

- 8.4I. Prepare a bi-annual review of sports sponsorship, that systematically considers the needs of the institution, the conference, federal and state statutes, and economic realities.

Priority 8.5. *Create a climate that embraces and expands student participation in governance, decision making and campus activities.*

- 8.5A. Ensure student involvement and increasingly active participation on established University committees and task forces.
- 8.5B. Improve opportunities for students to participate in events and activities involving outcomes assessment, curricular development, and retention strategies through surveys, committee appointments, and focus groups.
- 8.5C. Develop and document intentional opportunities for student leaders to share observations with senior management on the student experience.

Priority 8.6. *Expand opportunities for students to gain practical (paid/unpaid) work experience on or off campus.*

- 8.6A. Re-examine in 2011-12, methods to complete experiential education requirements (military experience, on-campus internship, on-campus mentoring, substantive volunteer service, on-campus research, etc.); implement in CY2012 and beyond; consider retroactive credit for those undergraduates currently enrolled.
- 8.6B. Increase priority for student employment on campus.

Priority 8.7. *Create a campus-wide culture of students caring for students.*

- 8.7A. Develop a campus-wide working group, in 2011-2012, including members of administration, faculty, and students to examine four areas at the University to develop specific initiatives to enhance the caring climate of all constituencies.
- Admissions, Pre-Admission, First-Year Orientation
 - Student Groups, Student Services, Service Projects, and Athletics
 - Administration, Leadership and Staff
 - Faculty departments/First-Year Seminar
- 8.7B. Request that the SGA annually evaluate the Student Code of Conduct to ensure alignment with the goal of students caring for one another.

Priority 8.8. *Develop a strategy for the professional advancement and support of graduate students.*

- 8.8A. Continue the development of the newly formed Graduate Student Association within the overall Student Government Association and provide funding as appropriate and as available.
- 8.8B. Support increased student support services and resources for graduate students as outlined in the Graduate Strategic Plan.
- 8.8C. Expand advising and career services support for all graduate students.
- 8.8D. Evaluate in 2011-2012, the financial aid/graduate assistantship program.

9. Academic Organizational and Structural Issues

Principle:

Monmouth University will strive to continually maintain an effective academic organization befitting its university status and its commitment to student and faculty success.

Priority 9.1. Assess the academic structure of the University and make recommendations and plans to adjust operations to better represent a university model.

- 9.1A. Recommend appropriate changes in academic units.
- Consider the formation of a School of Communication.
 - Encourage degree programs and courses that cross schools.
- 9.1B. The Associate Vice President for Global Initiatives shall assess the recommendations from the 2010 Report of the Task Force on Global Initiatives.
- Recommend improvements to Study Abroad. Identify by 2012 other study abroad options. Evaluate the sustainability of a language-centric program in Spain. Implement a reverse Study Abroad program wherein foreign students enroll at Monmouth for summer programs.
 - Encourage and report annually on international short courses led by faculty.
 - Monitor with Enrollment Management success in graduate recruiting in China and India.

Priority 9.2. Recognizing the important role faculty play in ensuring excellence in academic advising, the Provost will establish a task force to study academic advising, implementing recommendations as appropriate.

- 9.2A. Re-evaluate the University's advising responsibilities among individual faculty members, academic schools, assigned department academic counselors and CSS.
- Follow taskforce recommendations regarding reorganizing academic advising to deliver better results for students and optimize cost effectiveness.

Priority 9.3. Increase the acceptance rate of Monmouth graduates into high quality graduate or professional schools.

- 9.3A. Develop and regularly offer graduate/professional school admission preparation workshops and seminars.

9.3B. Develop learning opportunities, purchase software and other similar materials to help students prepare for graduate or professional school entrance exams or professional certifications such as the GRE, GMAT, LSAT, and PRAXIS tests.

Priority 9.4. *Continue to delegate responsibility (perhaps with pilot programs) in budget planning, resource allocation and personnel management within the Academic Affairs Division, giving school deans the authority and incentive to raise revenues (e.g., grants, contracts, gifts) and accountability for the business and personnel management of their schools.*

10. Information Management

Principle:

Monmouth University is committed to making appropriate investments in modern, effective educational delivery, and to the discrete and appropriate use of technology to enhance student learning, and support and improve the communication and business operations of the University.

Priority 10.1. *Relocate the majority of the Information Management (IM) organization into a new facility in 2011 that, at minimum, situates the infrastructure of the Division to ensure reliable information support services to academic and business operations.*

Priority 10.2. *Develop strategies for enhanced communication and technology uses in academic and business operations.*

- 10.2A. Evaluate the current student information system.
- 10.2B. Develop an integrated continuity and disaster recovery plan focused on critical systems continuity and data security priorities.
- 10.2C. Develop e-commerce applications that enhance current operations for online bill payment, fund-raising, special events, bookstore, alumni, etc.
- 10.2D. Evaluate learning management system and alternatives.
- 10.2E. Identify data backup options considering partnerships with other local universities and like organizations.
- 10.2F. Review options to connect alumni to University as “students-for-life.”

Priority 10.3. *Ensure open lines of communication between technology users and decision makers to improve responsiveness to information needs.*

- 10.3A. Enhance the technology infrastructure to provide for continuous feedback from end users on quality of technology services, budgetary and other needs to achieve instructional mission and administrative functions, and creative strategies to improve technology operations and opportunities.
- 10.3B. Improve and extend user support accessibility and responsiveness.

Priority 10.4. *Enhance data and voice communications across the campus for security and academic/business effectiveness.*

11. Facilities

Principles:

All campus space belongs to the University; it is to be shared in the best interest of the whole University, and this principle will drive all consideration of space planning and usage.

Monmouth University is committed to providing its students with a safe, secure environment and state-of-the-art facilities while preserving the aesthetic and historic character of the Shadow Lawn Campus.

Priority 11.1. *The Master Facilities Planning Guidance approved by the Board of Trustees in 2010 is based on the priorities of this Strategic Plan. The Guidance should be continually updated as opportunities present themselves, resources allow and rules change. Highlights of the Planning Guidance follow:*

- 11.1A. While the University population may grow in size, the classic Shadow Lawn campus will continue to support approximately 6000 FTE students during normal class-week schedules.
 - The University seeks greater utilization of the campus during weekends and summers, and nearby off-campus facilities when appropriate.
 - The University intends to protect the views of, and academic functionality within, its historic buildings and grounds.
- 11.1B. The most pressing need for upgraded facilities and space is in the School of Science wherein additional laboratory space and equipment will be gained. Investigate feasibility of a \$3M non-laboratory addition/upgrade in the “Link” area.
- 11.1C. The University needs more student housing to support its existing student population.
 - Build a 150-200 bed residence hall in the vicinity of the current Birch Hall by 2013 to support: 1) more out-of-state students, 2) housing for all first-year and sophomore students on campus.
 - Seek, appropriately priced, off-campus bed space for up to 400 students by the end of the planning period.
- 11.1D. The University intends to continue to seek permitting to allow better utilization and quality improvement of current parking lots and short-term improvements to the commuter lot. Deck parking while planned will not be affordable until the end of this planning period.
- 11.1E. The University will continue to work amicably with the surrounding municipalities to update zoning without adding to perceptions of encroachment.

- 11.1F. Capital expense priorities for 2011-2015:
- Complete the IM addition to North Edison Hall in 2011; as a result, relocate -- Humanities and Social Sciences disciplines into Howard Hall and expand Science facilities in South Edison Hall.
 - Build a ~200 bed resident hall on the north campus.
 - Relocate the student health center on the north campus.
 - Noticeably improve science space, facilities and instrumentation.
 - Update the Honors School Residence Hall.
 - Plan to move the vehicular road from north to south side of the Facilities Management building; make room for future academic space in the vicinity of FM building and Bey Hall; begin a feasibility design to add two academic floors to the FM building.
- 11.1G. Develop philanthropic support for specific facilities of focus:
- Bey Hall wing,
 - 800 Building renovation,
 - soccer lights,
 - science facilities,
 - Pollak Theatre,
 - Theatre building adjacent to Woods,
 - Bey Hall trading floor,
 - Wilson Hall portico,
 - football seating/press upgrades,
 - non-denominational chapel,
 - Wilson Hall organ, etc.

12. Financial Pathways

Principle:

Monmouth University is committed to maintaining and enhancing its financial strength.

Priority 12.1. *Maintain a competitive position in tuition, fees and auxiliary services.*

- 12.1A. Evaluate tuition/fees pricing in light of our competitive position considering financial, recruiting and marketing implications of price levels.
- 12.1B. Preserve the University's low tuition discount rate relative to regional independent peers.

Priority 12.2. *Seek to enhance and diversify sources of University revenue.*

- 12.2A. Continue to keep University debt at a level substantially below peers in order to hedge against future uncertainty and maintain flexibility to seize attractive opportunities should they present themselves.
- 12.2B. Continue to build endowment:
 - through philanthropic requests, the priority of which has generally shifted to endowment from facilities;
 - through careful investment decisions;
 - through allocations from an annual budget surplus, if there is such a surplus.
- 12.2C. Increase efforts by Administration and faculty to secure grants and contracts from State, Federal, philanthropic and commercial sources.
- 12.2D. Identify new sources of revenue, principally by developing new academic offerings in fields where the University can compete favorably in the market.

Priority 12.3. *Explore and incentivize more effective and efficient allocation and use of resources including cross-divisional strategies.*

Priority 12.4. *Assess central bookstore and box office operations in light of changing demand and new technologies.*

13. Fund-raising

Principle:

Monmouth University is committed to building relationships and raising funds to support its institutional mission and service to its publics.

Priority 13.1. *Carry out three mini-capital campaigns.*

- 13.1A. Science School re-outfitting and naming, evaluate for start in 2013. Plan to get started with Monmouth University capital funding in 2011-2013.
- 13.1B. Athletic spectator facilities (football), evaluate in 2011-2012, after pledge for a lead gift.
- 13.1C. Residence halls naming with planned giving sources, started 2010.

Priority 13.2. *Reach \$100 million endowment by 2020.*

Priority 13.3. *Increase alumni giving by 15% by 2020.*

- 13.3A. Continue an aggressive class agent program and report annually.
- 13.3B. Begin a program with new students that instills the expectation of giving throughout the college years and continuously as alumni (i.e., senior gift contributed over 4 years).
- 13.3C. Develop traditions with groups on campus (e.g., athletes, Greeks, academic clubs and honor societies, SGA) for later contributions.

Priority 13.4. *Raise \$100,000 in sponsored scholarships annually.*

Priority 13.5. *Develop cooperative fund-raising plans between University Advancement and other campus areas, e.g., Athletics, academic schools.*

- 13.5A. Increase giving by parents by 20% by 2015.
- 13.5B. Maintain employee participation in philanthropy at the 50+% rate.

Priority 13.6. *Continue to commit at least half of the President's time to friend raising and fund-raising projects.*

14. Governance

Principle:

Monmouth University is a community that values civility, collegiality, and governance that openly considers the views of the University's many constituencies.

Priority 14.1. *Evaluate the faculty governance system.*

- 14.1A. Review and recommend changes as appropriate to Faculty Bylaws and committee structure.
- 14.1B. Educate and mentor faculty on governance issues, such as faculty legislative and consultative roles, and the different roles of Board of Trustees, administration, faculty governance institutions and the Faculty Association (collective bargaining unit).
- 14.1C. Recognize committee service and service to student clubs and organizations.

Priority 14.2. *Review and strengthen, as appropriate, and then explain governance to University employees; noting specifically the authority and responsibilities for each recommending or deciding body.*

Priority 14.3. *Create an environment of shared ideas, accomplishments, and resources through enhanced University communication and recognition.*

15. Ongoing Evaluation and Assessment

Principle:

Monmouth University is committed to conducting ongoing outcomes assessment in support of its academic mission, business operations and Strategic Plan.

Priority 15.1. *Support the Office of Academic and Institutional Assessment in its efforts to assess student-learning outcomes across the University.*

- 15.1A. Continue to support the assessment of student learning in curricular and co-curricular programming at the University.
- 15.1B. Use the results of these assessments to engage in ongoing improvement of the University's curriculum as well as document its excellence to all constituencies.

Priority 15.2. *Continue to assess all initiatives, programs, and other areas of operations across the University to determine how well they support the University's mission and related goals.*

- 15.2A. Ensure that all University-related assessment efforts are systematic, sustained, and documented as well as shared with all relevant stakeholders.
- 15.2B. Document the use of assessment results to inform institutional planning, resource allocation, and renewal.

Priority 15.3. *Document the excellence of Monmouth University's academic programs.*

- 15.3A. Maintain overall academic accreditation by the regional accrediting authority. Prepare for accreditation progress review in 2011 and re-accreditation in 2016.
- 15.3B. Attain and maintain national and regional accreditation within academic disciplines, when appropriate, for undergraduate and graduate programs.
 - Proposals for new accreditations in discrete disciplines will be reviewed by the University for benefit and cost before proceeding to application.
- 15.3C. Use regular and systematic external reviews of academic programs (both undergraduate and graduate) to support academic planning and resource allocation in pursuit of continued academic excellence.
- 15.3D. Adopt a sustainable University-wide system for systematically tracking the status and accomplishments of Monmouth graduates to assist in areas of outcomes assessment, fund-raising, reputation enhancement, promotion of the University to prospective students, and other similar endeavors.

Priority 15.4. *Retain NCAA certification for the University's NCAA athletic programs; submit the certification self-study in 2011.*