**Strategic Priority:**

**Quality of Life of the University Community**

**Task Force #1: Urs Gauchat**

<table>
<thead>
<tr>
<th>Objective(s)</th>
<th>Tactics</th>
<th>Metrics</th>
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<tbody>
<tr>
<td>Improvements to the physical environment to improve the teaching/learning</td>
<td>Identify opportunities for physical improvements and estimate respective costs.</td>
<td>Number of projects.</td>
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<td>process and to increase enjoyment by students, faculty and staff.</td>
<td>Establish and apply criteria to rank projects in a list of priorities.</td>
<td>Money spent.</td>
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<td></td>
<td>Review standards for street furniture and other prototyping.</td>
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Strategic Priority: Quality of Life

Taskforce Objectives: Reengineer administrative processes to improve customer and student service satisfaction with metrics to survey results.

Tactic #1 **The university will engage a continual review of its’ administrative processes to promote efficiencies and improve user satisfaction.**

The university will leverage the efforts being conducted with the upgrade of the university information system with Banner software. This will be accomplished through the application of a “Reengineering Methodology” and coupling it with the Business Process Analyses currently being conducted as a component of the Banner implementation process (Project Orbit).

“Reengineering Methodology” steps include the following actions:

1. Define the process to be reviewed.
2. Document the “as-is” process (diagnose)
3. Redesign the administrative process and technology
4. Develop a cost / benefit analysis of the old vs. the new process.
5. If step 4 results are positive, plan and implement new processes and systems
6. Evaluate the new process performance after implementation.

Metrics: Within the overall scope of Banner implementation, twelve administrative processes have been identified to undergo detailed ‘business process analyses’.

Within Finance and Human Resources areas, six processes were examined which document the ‘as-is’ process, (Steps 1 and 2 of the Reengineering Methodology). The six selected processes are:

1. Procuring and Paying for Goods and Services
2. Managing Cash Receipts
3. Managing Grants and Sponsored Projects
4. Recruiting and Hiring Full Time and Adjunct Faculty
5. Hiring and Paying Hourly Students
6. Hiring Staff

During 2010 and 2011, based on the results of the “as-is process”, steps 3 through 6 of the Reengineering Methodology will be completed.

Six ‘business process analyses’ have also been identified for the Student Services area. Beginning in January 2010, the processes to be reviewed are:

1. Student Testing and Placement
2. Processing Student Grades
3. Advising Students
4. Auditing and Awarding Degrees
5. Instructor Course Assignment Process
6. Graduate Nomination Process
During 2010, complete Reengineering Methodology steps 1 to 2 and complete Reengineering Methodology steps 3 through 6 during 2011.

**Tactic #2: Identify end-user (students, faculty, and staff) satisfaction with existing administrative processes.**

Core staff currently implementing Banner Finance, Student and Human Resources will migrate into user groups to analyze business and administrative processes on an ongoing basis. User groups will include student, faculty and staff representatives.

**Metrics:**
1. Minutes of the regularly schedule User Groups meetings.
2. Publication of semi-annual on-line newsletters to the university community.
3. Satisfaction surveys.

**Tactic #3: Review of data storage and records retention processes and systems.**

Examples of such process/services are:

1. Review Public Safety Department dispatch and records management system.
2. Review student medical records maintained outside the Banner system.
3. Scheduling system for Campus Center activities.

Primary user department will work with a core team, including staff from UIS and Web Services, to assess the current administrative process and investigate improvements that leverages technology and results in a better administrative process. The teams will include student, faculty and staff representatives.

**Metrics:**
1. Minutes of the regularly schedule meetings.
2. Publication of semi-annual on-line newsletters to the university community.
3. Satisfaction surveys.
Task Force #3: Norbert Elliot

Strategic Priority: Quality of Academic and Campus Life

Objective: Outcomes Assessment

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<th>Overarching ViSTa Vision:</th>
<th>Objective</th>
<th>Tactics</th>
<th>Metrics</th>
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<tr>
<td>To establish outcomes efforts in student learning that will contribute towards student professionalism and curricular transformation</td>
<td>Refine outcomes assessment efforts in student learning in order to achieve continuous curricular improvement</td>
<td>Identify faculty members who have expertise and interest in outcomes assessment from NCE, CoAD, SOM, CCS, and CSLA as well as administrators from relevant university units, such as Institutional research and Planning, to create a standing university committee for outcomes assessment. Committee members should include the following: governing boards; faculty and instructional staff; academic groups; administrative departments; student groups; athletics; Office of alumni relations; and external academic and business partners</td>
<td>Creation of a standing committee, with scheduled meetings, articulated efforts, and recorded minutes.</td>
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<td>Identify benchmark universities in outcomes assessment</td>
<td>Create, validate, and gain consensus on a list of benchmark schools actively involved in outcomes assessment.</td>
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<td>Identify commonalities in outcomes assessment activities at NJIT (ABET, NAAB, AACSB, and MSCHE)</td>
<td>Report on a study of key documents to identity areas of commonality so that a general NJIT framework might be designed.</td>
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<td>Work with key faculty members and administrators</td>
<td>Design, implement, publish an internal document of existing assessment activities on</td>
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<td>Involved in formal assessment activities in NCE, CoAD, SOM, CCS, and CSLA to identify resonance among programs</td>
<td>Campus</td>
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<td>Revise the present program review process for undergraduate programs to include an emphasis on outcomes assessment consistent with those demanded by accreditation agencies for those degree programs that are not separately accredited</td>
<td>Create and meet milestone events for a schedule of program review; integrate the results of those reviews into the emerging university outcomes assessment plan</td>
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<td>Create a campus-wide outcomes assessment effort tailored to use existing outcomes assessment efforts and experiment in new areas</td>
<td>Create a document for a university-wide outcomes assessment plan modeled on the existing information literacy effort; have the document approved by UCRC and CAA</td>
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<td>Quantify the number of critiques and commendations of the NJIT learning outcomes assessment process by external accreditation agencies</td>
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<td>Identify degree program directors interested in assessment experiments using new technologies and launch a series of experiments in outcomes assessment that are student-centered</td>
<td>Employ electronic portfolios in selected programs to address core competencies of those programs</td>
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<td>Create an effort with the Office of Alumni Relations to extend the outcomes assessment effort after graduation</td>
<td>Launch a systematic social media effort aimed at NJIT graduates</td>
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Task Force #4: Jack Gentul

*Enhance the quality of life of the university community*

- Implement a performing arts component of campus life

  Metric: progress toward establishing music performance groups

**Tactics**

- Design, in concert with the Theater Department, two series of three one-credit courses, one series in ensemble singing (spring 10) with a second series in instrumental music (fall 10); course requirements to include participation in either the university instrumental music ensemble, a university chorus and/or participation in the spring musical production.

- Recruit and hire an adjunct instructor for voice and choral coursework to implement for fall 10

- Begin university choral group in fall 10

- Survey students to assess participation in instrumental ensemble (fall 10)

- In consultation with the Theater Department, identify practice space and equipment needs.

- Recruit instructor for band/ensemble instruction

- Recruit and hire an adjunct instructor and begin instrumental group spring 11
Task Force #5: Joel Bloom

Strategic Priority: Quality of Life

Objective: Complete the initial block of Greek organization town houses (Phase I) in a Greek Village and provide replacement parking.

1. Convene a Greek Village Taskforce of stakeholders to discuss critical issues for the development of a NJIT Greek Village.
   a. Research, discuss and recommend plans for Greek Village governance, housing needs and design, town-house costs, funding options and a draft land lease.
   b. Report the recommendations of the Task Force to the Greek community and other stakeholders.

2. Convene a Greek Village Housing Council (GVHC) of prospective Greek Village town-house owners and university representatives.
   a. Establish (GVHC) membership, policies and procedures for the operation of the Greek Village.
   b. Develop condominium documents.
   c. Determine Village housing options: own, rent, lease-purchase.
   d. Determine Village programming options, e.g., common areas, “Green/Smart/Test Bed options.”

3. Designate a developer of the Greek Village
   a. Develop a master plan for the Greek Village.
   b. Conduct inventory and appraisals of existing houses of those Greek organizations who have committed to the Village.
   c. Develop strategic/business and fundraising plans with the “committed” Greek Organization in order to transition to the Village.
   d. Develop designs, costs, budget, business/transition plans for the development of the Village.
   e. Designate construction manager to build Phase I

4. Designate a Management Agent/Agreement for the Operation of the Greek Village.
Task Force #6: Henry Mauermeyer

Priority: Quality of Life

Objective: Implement NJIT Campus Gateway Plan

Suggested Tactics

Complete General Development Contract with Jones Lang LaSalle

Complete Phase 1, Supplemental contract with Jones Lang LaSalle

Develop NJIT staffing to support Gateway Project

Monitor progress of JLL in implementing the Phase 1 Development Plan

Complete Phase 2, Supplemental contract with Jones Lang LaSalle

Monitor progress of JLL in implementing the Phase 2 Development Plan
Task Force #7: Bob Boynton

Strategic Priority: Sustain a base of private support

Objective: Develop a strategic plan for the Alumni Association of NJIT by the end of FY10

Tactics:

Establish an Alumni Taskforce to develop a Strategic Plan (Kevin Boland ‘90, Robert Boynton, Benjamin D’Armiento ‘48, Robert English, Margaret Fitzpatrick, Douglas Hines ‘88, Tony Howell, Ralph Jimenez ‘02, Donna Minnich, Leeann Orama ’10, Jacquie Rhodes, James Robertson, Robert Rossi ‘67, Anita Rubino ’83, Steven Saperstein ‘84, Michele Scott ‘93, Joseph Stanley ’78, ’85)

Employ a consultant to facilitate plan development (Dan White of the consulting firm eAdvancement)
Task Forces #8 and #9: Chuck Dees

➤ Sustain a base of private support.

- Increase alumni participation in the Annual Fund to the benchmark for public peer institutions over the next five years
  Metric: % alumni giving to the Annual Fund compared to set of peer institutions

  Tactics
  - Attract young alumni by acknowledging their contributions, with the creation of the Highlander Society, a giving club within the Leadership Circle (annual gifts of $1,000 or more). The goal -- young alumni donating at the $1,000 level by the tenth year after graduation.
  - Establishing a culture of philanthropy within the current student body, the class gift program; Goal -- every member of the freshman class donate $5 towards their “freshman class gift.
  - Expanded phonathon program giving alumni the opportunity to choose the preferred method of communications from the University (phone, email, or direct mail) program runs for two six week increments at the beginning of the fall and spring semesters.
  - Clean and segment lists for solicitation purposes
  - Validate the number of individuals solicited every August
  - Engage faculty to be formally involved in the annual fund through direct solicitations, testimonials and personal visits.

- Successfully meet the proposed timeline to launch the public phase of the planned Comprehensive Campaign (or successfully launch?)
  Metric: Progress toward launching the public phase

  Tactics
  - Complete senior leadership volunteer recruitment - goal of 20
  - Recruit National Chair
  - Complete college leadership volunteer recruitment
  - Receive 200 planned gift commitments.
  - Raise a minimum of 65% of Campaign goal and secure a leadership gift of $10 million or more for the Campaign
  - Conduct comprehensive Campaign regional events promoting needs of the university
- Establish Campaign marketing and public relation materials

- Increase unrestricted annual gift revenue to $1,500,000 per year over the next five years
  
  **Metric:** Gift revenue per year

  **Tactics**

- Capture and include additional data bases for cultivation and solicitation in the annual fund plan

  **Illustrative databases:**
  
  - Non-credit NJIT students earning CEU’s
  - Non-credit company employees trained at their places of work
  - Non-matriculated (non-degree) undergraduate or graduate NJIT students
  - Enterprise Development Center (EDC) companies
  - Companies who work with Career Development Services who attend his Career Fairs
  - Individuals and companies served by NJIT as a result of externally-funded grants/contracts
  - Companies served by College of Computing Sciences Senior Capstone Course
  - Center for pre-college programs “participants”

- Increase personal visits as a part of the annual fund strategy
  
  (Challenge lack of staff)

- Enhance web capability, dedicated web site for fundraising
Task Forces #10 and #11: Don Sebastian

Academic Themes Component of FY2010-2015 Strategic Plan
Objectives and Tactics


1. **Objective:** Demonstrate penetration of thematic area subject matter into 60% of courses offered at NJIT.
   **Tactics:** Re-engineer the Undergraduate Curriculum to define strong, college specific core concepts to allow connection with shared thematic area content
   Create Professional Masters degree programs relevant to working professionals practicing in thematic areas of application
   Exploit new media as means to introduce thematically relevant material
   Formalize curricular learning objectives and outcomes assessment to measure impact of new approaches and new content
   Develop formal training programs in instruction and instructional technology to guide new faculty
   Charter standing faculty/staff committee to oversee curricular reform
   Charter standing faculty/staff committee to formulate P&T & performance metrics for scholarship of instruction
   Charter standing faculty/staff committee to continuously evaluate effectiveness of tactics and to revise as required to achieve objectives

2. **Objective:** Demonstrate increase in scholarly activities relating to thematic areas as measured by:
   a. Increase sponsored research (in thematic areas) by 10% compounded per annum (60%) net.
   b. Increase publication and conference presentation count (in thematic areas) by 60%
   c. Increase active Ph.D. dissertation projects (in thematic areas) by 60%
   **Tactics:** Develop web portal for thematic areas. Document funding opportunities, publicize accomplishments, and promote events
   Identify open collaboration space to support
   Conduct faculty searches based on thematic focus rather than departmental vacancies, ensure cross disciplinary representation on search committees
   Proactively seek larger-scale R&D opportunities and forge response teams that span the disciplines
Charter standing faculty/staff committee to formulate P&T& performance metrics for scholarship of integration – especially team oriented R&D
Charter standing faculty/staff committee (Institute R&D Committee) to continuously evaluate effectiveness of tactics and to revise as required to achieve objectives

3. **Objective:** Demonstrate expanded relations with relevant professions as measured by:
   a. At least 2 major public events per year associated with each thematic area
   b. 60% increase in the headcount of non-student, non-employee visits to campus
   c. 60% increase in the number of NJIT-hosted professional society events on campus
   d. 60% increase in faculty reported consulting agreements (unique company relations)

Tactics:
- Dedicate staff function to external event management & facilitation
- Develop standard “event” package and pricing model
- Increase student professional society activities and integrate with local chapters
- Host on-campus NJIT awareness days for key corporate partners
- Expand or create summer intern opportunities for faculty and staff

Charter standing faculty/staff committee to continuously evaluate effectiveness of tactics and to revise as required to achieve objectives

4. **Objective:** Implement at least one campus-wide integrative, demonstration environment in each of the thematic areas (6).
   **Tactics:** Coordinate with development office to identify industrial partners to provide equipment as match or for evaluation.
   - Promote hands-on learning experience as part of recruiting focus
   - Develop communication plan to draw public attention to the projects
   - Identify grant funding opportunities for curricular innovation based on project experience
   - Use demonstration projects as workforce development environments and seek funding for worker retraining for new-economy employment

Charter standing faculty/staff committee to continuously evaluate effectiveness of tactics and to revise as required to achieve objectives
Task Force #12: Kathy Kelly

Strategic Priority: Student and faculty recruiting

Objectives: Enrollment, test scores, retention and graduation

1. Analyze reasons for student drop-out; then implement student retention tactics to address those issues.
   a. If advisement is an issue, establish an advising protocol for each department within colleges, and across the university.
   b. Conduct exit interviews; run focus groups of non-retained students
   c. Create (or charge the SGA to do so) an NJIT student academic advisory panel, comprised of students from individual college advisory groups
   d. Create common definitions of what “advising” means; define advisor and advisee roles and responsibilities
   e. Assign an advocate or intervener for students who are experiencing issues that make them consider leaving NJIT
   f. Review best practices, e.g., student peer advisors, electronic advising protocols, “student cohorts.”

2. Review and reassess recruitment and marketing materials and university web site for possible redesign.
   a. A website re-design that segments the site appropriately for particular market segments, i.e. general public, prospective students (then graduate, undergraduate), current students, alumni.
   b. External and internal review/critique of usability of our web pages
   c. More information about student outcomes (awards, jobs, research, fellowships, etc.); statistics from CDS on co-op placements; job placement for graduating students; alumni testimonials
   d. For prospective freshmen, a site to match interests to possible majors and careers.
   e. Incorporate interactive components, micro-sites, and applications within social networking sites, and a tracking system that reports user demographics.

3. Review and reassess recruiting tactics, including, but not limited to: pre-college, high school, county/community college, undergraduate and graduate school relationships and articulation agreements, within New Jersey, regionally, nationally and internationally.
   a. Research current best practices for undergraduate/graduate, part-time/full time market segments
b. Use CRMs (Customer Relationship Management systems) to create new, specific recruiting tactics for high achieving and underrepresented undergraduate students; also for graduate students for specific majors.

c. Create tactics for stakeholder-to-prospect mentoring (stakeholders may include current students, alumni, advisory board members, faculty, staff).

d. Work with the Enrollment Management Committee to review best practices and implement new strategies.

4. Gather and analyze prospective undergraduate, graduate and adult demographics, student-intended majors (SAT reports), workforce, marketplace and county/community college enrollment data, as well as input from Industrial Advisory Boards, in order to recommend new degree and certificate programs, or updates to existing ones.
   a. Encourage faculty to increase on-line graduate course/certificate/degree options, and to help develop industry/company based programs.
   b. Provide expert assistance to faculty in researching the marketplace for possible new programs, and in developing business plans when proposing new programs.

5. Critically review NJIT’s historical and competitive institutions benchmark data on applicant/admit/enrollment ratios; and current admission criteria; in order to set realistic undergraduate, graduate and program enrollment goals annually; to fine-tune admission criteria; and, focusing on graduate admissions, improve processes.
   a. Identify the competitive set of institutions for each college and large academic programs.
   b. Research yield rates; review best practices on how to improve them.

6. Critically review NJIT historical and competitive institutions benchmark data on financial support for undergraduate and graduate students in order to recommend adaptations/new need- and/or merit-based award programs.
Task Force #13: Steve Tricamo

Strategic Priority: Be nationally recognized for attracting high achieving students and faculty from diverse populations

Objective: Actively recruit women and minority faculty candidates in an effort to achieve a hiring rate of 25% of women and minorities among qualified candidates.

Tactics: The tactics not only include recruitment but also suggest steps that can be used to support and retain women and minorities currently on the faculty.

Recruitment:

Examine and identify any specific obstacles in the recruitment, interview and hiring process which prevent the hiring of women and minorities and implement best practices

1. Review how search qualifications and criteria are written to assure that they are job related and do not exclude or discourage minority and female applicants.
2. Look at the nationally available applicant data pool vs. our applicant numbers to determine any disparities and/or differences, and to develop strategies to increase diversity in the applicant pool.
3. Contact schools with a history of successful recruitment and retention records to learn what they do differently.
4. Encourage women and minorities from among our own PhD candidates to apply for faculty positions.
5. Educate search committees on how to properly apply affirmative action goals and standards to the search process.
6. Utilize women and minorities on the faculty to assist in recruitment efforts.
7. Establish faculty diversity targets for all departments based on the rate at which new PhD recipients enter the academic workplace and the number of hires in each department.
8. Include women and minorities on search committees; where appropriate seek at least one outside member from the department advisory board.
9. Interview recent hires to learn why they chose NJIT.
10. Establish processes to assure that the criteria for screening candidates is job related and evenly applied.
11. Define the position in the widest possible terms consistent with the department’s needs to assure a diverse applicant pool.
12. Work with search committees to solicit a diverse applicant pool from which qualified female and minority applicants can properly be considered as finalists in the selection process.
13. Recruit from minority faculty advocacy groups such as the Society of Women Engineers, The National Consortium for Minorities in Engineering and Science, National Society of Black Engineers, Society of Hispanic Professional Engineers, NSF Alliance for Graduate Education for the Professorship, etc.

14. Use contacts through state initiatives such as Minority Academic Career Program for recruitment.

15. Recruit from universities with the greatest number of women and minority engineers.

16. Find grant funding agencies for recruitment partnerships, such as the NSF ADVANCE program.

17. Invite female and minority speakers to present their research activities.

18. Join HERC, the Higher Education Recruitment Consortium.

19. Enhance start-up packages and teaching load reduction for exceptional candidates.

Develop and implement programs to support and retain women and minority faculty

1. Increase awareness of college deans and department heads about the need to support women and minority faculty.

2. For all new faculty, mentoring is a significant issue in support and retention. To address this problem there should be a university-wide team mentoring and peer networking program, perhaps in part using Master Teachers as mentors.

3. Related to 2 above, Distinguished Professors can present workshops on grant acquisitions as well as a research seminar series. They can also support the mentoring of new faculty in finding sources for funding and how to write proposals.

4. Encourage the provost, deans, and chairs to meet with all new faculty on a regular basis.

5. Monitor time in rank and salary for women and minority faculty and compare to a similar group of men and non-minority faculty.

6. Identify and clarify retention problems through exit interviews of women and minority faculty.

Establish a Faculty Diversity Committee chaired by the Associate Provost for Academic Affairs and charged with coordinating NJIT’s efforts to recruit and retain women and minority faculty members.