

February 23, 2012

William Paterson University

**Strategic Plan
2012 - 2022**

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INTRODUCTION

Since its founding in 1855, William Paterson University has evolved from a small college with its origins in teacher education to a public university that offers a challenging, supportive, intellectual environment for more than 11,000 undergraduate and graduate students.

- The University offers more than 250 academic programs through five colleges: Arts and Communication, Cotsakos College of Business, Education, Humanities and Social Sciences and Science and Health and its Continuing Education programs.
- With an enrollment of more than 11,000 students from 33 states and 38 countries, the University plays a critical role in preparing individuals from a wide variety of backgrounds to become successful in a rapidly changing world.
- The University is located on a 370-acre hilly, wooded campus in suburban Wayne, New Jersey, that adjoins the 1,200-acre High Mountain Preserve of wetlands and woodlands but is just three miles from the historic Great Falls in Paterson and only 20 miles from the vibrant business, artistic, cultural and financial life of New York City.

William Paterson University began its strategic planning process from a position of strength:

- The University has a strong base on which to prepare a new strategic plan, having spent considerable time and effort in planning over the past decade.
 - A *Facilities Plan* adopted in 2003 guided the physical expansion of the campus and renovation of existing buildings, and an *Academic Plan 2007-2012* led to the enhancement of existing academic programs and development of new ones, including the doctorate in nursing practice which enrolled its first class in fall 2011.
 - Other substantial planning efforts of the past decade include the *Student Success Plan* of 2005, scenario planning by the Board of Trustees in 2008 and the 2010-11 updating of the University's *Information Technology Plan*, as well as multi-year plans developed by individual colleges, programs and departments.
- In 2009 the University completed an extensive self-study for reaccreditation by the Middle States Commission on Higher Education that included important recommendations for the future growth of the University. In re-accrediting the University in spring 2011, Middle States affirmed that the University is in a healthy and stable position.

- The inauguration of Kathleen Waldron as the University's seventh President in August 2010 has brought vigorous, new executive leadership to the institution, including the launching of a new comprehensive strategic planning process to ensure that the University is poised for its next ten years of growth and development. The University community has embraced the President's planning initiative and engaged with it vigorously.
- The University's finances are stable, and it is well prepared to flourish in this difficult economic environment. The campus is attractive, with a variety of new and renovated buildings, including most notably the East and West Science Buildings and the University Commons. Moody's recently reaffirmed its A1 rating of the University.

But like all institutions of higher education, the University faces multiple challenges:

- Competition for the most able students and best qualified faculty is intensifying; the cost of higher education continues to increase rapidly while public funding remains constrained; the labor market is demanding new skills, some of which cannot yet be clearly forecast; and the curriculum is under continuing review and scrutiny.
- Information technology is changing modes of instruction and research, accelerating the flow of information and dramatically altering patterns of communication and outreach.
- Rapid demographic changes are substantially altering traditional patterns of college and university student recruitment and enrollment and all higher education institutions must now think and act globally.
- There are increasing demands from the public and government for accountability, transparency and clear measures of impact as part of a larger trend towards increased scrutiny of all aspects of higher education, including concerns about the cost of undergraduate and graduate education.
- Concerns about the value of public higher education are placing unparalleled demands on executive and academic leadership, requiring greater clarity of institutional identity, mission and measures of effectiveness.

In spite of these complex challenges, the University is in a highly advantageous position to prepare a strategic plan that will move it forward in achievement, renown and impact over the next decade and beyond.

MISSION, VISION AND CORE VALUES

MISSION

William Paterson University of New Jersey is a public institution that offers an outstanding and affordable education to a diverse traditional and nontraditional student body through baccalaureate, graduate and continuing education programs. The University's distinguished teachers, scholars and professionals actively challenge students to high levels of intellectual and professional accomplishment and personal growth in preparation for careers, advanced studies and productive citizenship. Faculty and staff use innovative approaches to research, learning and student support to expand students' awareness of what they can accomplish. The University's graduates embody a profound sense of responsibility to their communities, commitment to a sustainable environment and active involvement in a multicultural world.

VISION: *THE UNIVERSITY IN 2022*

William Paterson University will be widely recognized as the model of outstanding and affordable public higher education characterized by rigorous academic preparation and a wide array of experiential, co-curricular and extra-curricular opportunities. The University will be distinctive for nationally recognized programs that prepare its students for the careers of today and tomorrow and known for its support of the personal growth and academic success of a highly diverse student body. It will be an institution of first choice for students committed to transforming their lives and making a difference.

CORE VALUES

At the core of everything the University does, the following five values define its ethos and fundamental beliefs:

Academic Excellence

As individuals and as an institution, we seek to model and to impart to our students the highest standards of knowledge, inquiry, preparation, academic freedom and integrity, as well as an expanded sense of what an individual can accomplish.

Creating Knowledge

We strive to expand the boundaries of knowledge and creative expression in and outside of our classrooms. We help students think imaginatively and critically and encourage innovative solutions to social issues, the challenges of ecological sustainability and economic growth and ethical dilemmas confronting our communities, regions, nation and world.

Student Success

Students are our reason for being. We judge our effectiveness, progress and success in terms of how well we provide a platform for their personal, intellectual and professional development, enabling them to transform their lives and become civically engaged.

Diversity

We value and promote the expression of all aspects of diversity. We maintain a campus culture that welcomes diversity of personal circumstances and experiences and prepares students to become effective citizens in an increasingly diverse, interdependent and pluralistic society.

Citizenship

We challenge our students, faculty, staff and alumni to recognize their responsibility to improve the world around them, starting locally and expanding globally. We offer critical expertise to New Jersey and our region, while our scholarship and public engagement address pressing community needs in the region and beyond in keeping with our public mission.

STRATEGIC GOALS

To realize its vision and guide its growth and development over the next ten years, the University will:

- I. Offer Academic Programs of the Highest Quality**
- II. Achieve Student Success by Increasing Matriculation, Retention and Graduation**
- III. Provide Students with Exceptional Opportunities Beyond the Classroom**
- IV. Enhance the Sense of Community Throughout and Beyond the University**
- V. Establish the University as a Model of Outstanding and Affordable Public Higher Education.**

This section elaborates these five strategic goals and their underlying major objectives.

I. Offer Academic Programs of the Highest Quality

The University will continue to offer and develop outstanding undergraduate and graduate degree programs that prepare students for careers in a wide range of professions or further education. Continuing its commitment to a strong foundation in the arts and humanities, sciences and social sciences, the University will offer distinctive, high-quality academic programs that will meet the needs of northern New Jersey and beyond; attract motivated students and outstanding faculty; enable student success; ensure the professional development of the faculty; and raise the visibility of the University. The University will remain flexible and thoughtful in adapting its academic programs to changing external needs and student interests while helping students think critically about 21st century issues and be prepared for a competitive global marketplace. Accordingly, the University will:

A. Ensure thoughtful and innovative implementation and ongoing development of the University's new Core Curriculum.

The principal purpose of the University Core Curriculum (UCC) is to fulfill the obligations and intent of the University as a public institution. Constituting a third of the entire undergraduate curriculum, the UCC focuses on six areas as fundamental to undergraduate student learning and development: personal well-being, expression, ways of knowing, diversity and justice, community and civic engagement, and global awareness – together with an emphasis on writing, understanding of technology and active learning. To ensure sound implementation and continuing development of the UCC, the University will:

- Ensure that all undergraduate foundation courses reflect the spirit and substance of the UCC;

- Provide guidance and support to faculty in designing course syllabi and materials that include key educational building blocks for the UCC; and
- Evaluate regularly the impact and effectiveness of the UCC and make necessary adjustments in the order, character and delivery of the University's foundational courses.

B. Strengthen existing academic programs while expanding selected programs that offer demonstrable opportunities for growth and recognition.

Every university's identity rests on the widespread recognition and appreciation of academic programs of exceptional quality. Accordingly, the University will invest selectively in those academic areas that demonstrate the greatest potential to meet the needs of northern New Jersey and northeastern US; attract able and diverse students and faculty who will strengthen the academic quality of the University; and enhance its reputation and recognition. To these ends, the University will:

- Maintain its current academic programs and invest incremental resources in selected academic areas on the basis of the criteria below.
- Ensure that the programs selected for such incremental investment fully meet the academic program planning principles delineated in the University's *Academic Plan 2007-2012*, which states that new programs will:
 - Be academically rigorous and reflect innovative approaches to the discipline and to the profession;
 - Meet student demand and contribute to enrollment growth;
 - Address local, regional, and national workplace demands, and focus on professions of the future;
 - Be unique or provide competitive advantage; and
 - Potentially enhance the reputation of the University.
- In addition to the longstanding strength of programs in nursing, music and education that already meet these criteria, other illustrative existing programs that appear to meet the potential of these criteria include biology, biotechnology, counselor education, broadcast communication, criminology and criminal justice, early childhood education, environmental sustainability, financial planning, professional sales and sociology.
- Areas for development appearing to have the potential to meet these criteria include but are not limited to financial services, health/pharmaceuticals business, and logistics; occupational health, health and hospital

administration: pharmaceutical chemistry/biochemistry; psychology and applied social sciences; and teacher education in critical needs areas.

C. Selectively expand professional graduate programs.

Although William Paterson achieved university status in June 1997, the University's master's and doctoral programs have not sufficiently grown in size or scope to establish its identity as an institution that serves students well beyond their undergraduate years. Expanding professional graduate programs will help the University distinguish itself, provide the University access to a growing number of adult learners, contribute to workforce development needs and provide important teaching and research opportunities for faculty. Accordingly, the University will:

- Strategically focus on graduate programs that serve the expanding population of adults seeking advanced degrees as a means for professional advancement, career growth and intellectual development;
- Provide a wide range of technology-enabled graduate learning opportunities that are flexible in content, format and delivery;
- Establish a wider range of degree programs, including selected five-year, articulated bachelor's-master's programs; certificate programs; and "applied" programs that reflect the capabilities and expertise of the faculty; and
- Develop new doctoral programs that enhance the University's mission and address critical societal needs.

D. Recruit, develop and retain a diverse faculty dedicated to fulfilling the University's mission and achieving its new vision.

Central to the University's aspirations are the quality and dedication of its faculty. To ensure that its faculty are well supported and inspired to be full citizens in the greater University community, the University will:

- Continue to recruit outstanding full-time, tenure track faculty to keep pace with anticipated enrollment growth and new academic offerings while seeking the most qualified professionals for adjunct positions;
- Support faculty in their work by providing comprehensive professional development opportunities that will be regularly evaluated for effectiveness and value. Faculty will be encouraged and expected to utilize the program to enhance their professional growth, create knowledge and improve teaching excellence and be meaningfully involved in the life of the University, contributing to its vitality and quality;
- Strengthen the research culture on campus through improved research incentives for both junior and senior faculty; give greater recognition for

published research and recognized creative work; and provide summer support for creating knowledge; and

- Involve adjunct faculty more fully in the life of the University by ensuring they are well oriented to the University's culture and thoroughly understand institutional policies and practices.

E. Use technology to expand the accessibility and availability of the University's curricular offerings and to meet evolving learning and teaching styles.

Technology is offering unparalleled opportunities to rethink the form, delivery and character of education. The University will be an agile technology leader, taking advantage of rapidly-evolving technical capabilities to augment classroom instruction and faculty and student research. Because technology is changing so rapidly, it is critical that the University accelerate its investments in technology. Accordingly, the University will:

- Move quickly to implement its IT 2010-2013 Strategy, promptly recruit a new University Chief Information Officer and complete Wi-Fi of the entire campus;
- Ensure that it remains at the forefront of evolving instructional technology by maintaining a diverse technology toolkit, integrating best practices into the classroom and continuing to develop the most innovative and appropriate approaches to distance learning;
- Design and implement a plan for technology-enabled learning that provides flexibility in the delivery of undergraduate and graduate programs to fit the diverse learning and life styles of learners of different ages, backgrounds and sophistication in using technology; and
- Develop an array of pilot approaches to instructional technology to gain experience, test alternatives and take timely advantage of new delivery approaches, with the objective of building over time an outstanding instructional technology platform that is flexible, cost-effective and educationally effective.

II. Achieve Student Success by Increasing Matriculation, Retention and Graduation

By putting student support, engagement and success at the heart of the institution, the University will steadily and substantially improve student retention rates and four- and six-year graduation rates to reach the top tier of its peer institutions. By 2022, the University will increase enrollment significantly by improving the retention of all students, selectively growing undergraduate enrollment and doubling graduate enrollment. The University will undertake the following specific initiatives to meet these goals:

A. Create a powerful student-recruitment strategy that lays the groundwork for academic success and the professional and personal growth of its diverse students.

The University is committed to implementing a sophisticated admissions recruitment strategy to increase undergraduate and graduate student matriculation and the likelihood of retention through graduation. Such a strategy will include the following components:

- Identification of the academic and personal characteristics of those students the University can most effectively attract, retain and graduate;
- Consistent improvement of first-year undergraduate student recruitment as measured by high school grade point average and SAT scores;
- Development of a robust transfer enrollment strategy that recognizes the expectations and needs of transfer students and uses national metrics to measure their success;
- Implementation of specific enrollment recruitment efforts for graduate programs; and
- Creation of a financial aid model that includes scholarships, campus employment, assistantships and tuition remission to support the University's enrollment and retention strategies.

B. Increase the engagement of all students at the University.

The National Survey of Student Engagement (NSSE) is the leading, nationally-used instrument for measuring undergraduate student engagement. The University will use these nationally accepted metrics to better understand the factors that most affect undergraduate student satisfaction and craft initiatives to improve retention and graduation rates. The University will also develop means to reliably measure graduate student engagement and undertake appropriate initiatives to improve it on the basis of trustworthy, objective metrics. In particular, it will:

- Enhance the critical link between faculty and students and provide mechanisms to enhance educational experiences to develop students' intellectual curiosity and talents;
- Carefully select and analyze pertinent key metrics of student-faculty engagement, including but not limited to NSSE data, from similar institutions across the country and ensure that the University takes appropriate steps to improve its performance against these metrics;
- Clarify institutional student services policies and improve front-line and back-office processes to reduce bureaucratic obstacles, increase efficiency and flexibility and thereby improve student satisfaction and degree completion; and

- Develop feedback mechanisms to strengthen undergraduate and graduate student progress, improve retention and increase graduation rates, and systematically institute improvements.

C. Increase the availability and variety of academic support, advisement and career guidance.

The University is dedicated to ensuring all students have a full array of support services throughout their collegiate and post-baccalaureate life. Accordingly, the University will:

- Create an enhanced, integrated partnership among the academic units, the Career Development and Gloria S. Williams Advisement Center and Alumni Relations to develop practical internship experiences, on-campus employment experiences and networking programs;
- Improve the quality of advising and provide all advisors with easy access to improved information by which to track student progress and continually enhance technological support for advising; and
- Expand tutoring support to a broader number of students, make it more easily accessible to more students, and expand first-year learning communities.

D. Enhance student academic and intellectual engagement with faculty, student-support staff and fellow students in the classroom and through co-curricular experiences.

Engagement with other members of the university community is highly correlated with academic persistence and success. In addition, the ability to work collaboratively is critical to success in the globalized world of the 21st century. Accordingly, the University will:

- Ensure that students are challenged to think and act creatively about critical issues by providing guest lectures, workshops and seminars from diverse perspectives;
- Provide more opportunities for student group-based, collaborative coursework and develop learning communities that engage students with similar interests in an environment that fosters their academic and personal growth;
- Explore new ways of involving undergraduate and graduate students in faculty research and explore ways in which it can gain a strategic advantage in research;
- Connect students with similar academic and extra-curricular interests through the technologies of which they make the greatest use; and

- Ensure that the David and Lorraine Cheng Library will be the academic information center of the University, providing a state-of-the-art “knowledge commons” with full-text electronic resources and online services.

III. Provide Students with Exceptional Opportunities Beyond the Classroom

The University will leverage its geographic location, accomplished alumni and connections with institutions and organizations regionally, nationally and internationally to make itself a gateway for students, faculty, staff and alumni to learning resources, career opportunities and cultural experiences beyond the University’s physical campus. These experiences will provide students with exceptional preparation for the world and workplace they will enter upon graduation.

A. Develop strategic partnerships with leading institutions and governmental organizations regionally, nationally and globally.

Strategic partnerships afford students extraordinary opportunities to gain practical experience as part of their academic careers and give faculty the opportunity to broaden their scholarship through research collaborations and other creative endeavors. Thus, the University will:

- Expand its relationship with major local hospitals, healthcare organizations, cultural institutions and schools and school districts;
- Identify and develop potential relationships with key corporations, institutions, and professional services firms in the surrounding area and beyond; and
- Create mutually beneficial relationships with regional municipalities that focus on both the opportunities that nearby cities and towns offer students and the benefits to these municipalities of their proximity and relationships with the University.

B. Establish a small number of focused, high-visibility international programs.

International programs give students the opportunity to enhance their studies by participating in international study, travel, and immersion in other cultures. Thus, the University will:

- Expand institutional relationships with selected universities abroad that specifically link to faculty expertise, have potential for interdisciplinary efforts; strengthen the coordination of the University’s academic strategic initiatives (such as, for instance, the University’s present alliance with Windesheim University in the Netherlands) and provide opportunities for student exchange and study abroad;
- Build on its existing program with Zhejiang University of Technology and develop an overall strategy for expanding programs focused on China,

incorporating the Center for Chinese Art and present Asian language, cultural and business programs into this strategy; and

- Encourage student exchange programs and develop a transition program for foreign English as a Second Language (ESL) students to enroll as full time students.

C. Link students' off-campus learning intentionally and directly to their classroom experiences.

The classroom experience is enriched when students are encouraged to relate what they experience off-campus to their classroom learning. The University will:

- Provide opportunities that assist faculty in creating experiential learning opportunities linked to their course content and desired learning outcomes; and
- Use the resources of the Career Development and Gloria S. Williams Advisement Center to create a “bank” of experiential learning opportunities and to aid faculty in identifying suitable external experiences for their students.

D. Develop regionally and nationally recognized co-curricular activities linked to academic programs.

Prospective students will increasingly choose to attend the University if it provides unique co-curricular experiences that will aid them in developing intellectually and civically as well as securing employment upon graduation and beyond. Towards these ends the University will:

- Provide opportunities for students to be civically engaged so that upon graduation they will have had experience with advocacy, citizenship, voting and political debate. Specifically, the University will support and enhance its participation in The American Democracy Project; and
- Ensure students are able to participate in community service projects with surrounding towns and cities. The University has a set of diverse service learning programs but it will focus on those consistent with the objectives of the Campus Compact, a national organization with a newly formed New Jersey chapter.

IV. Enhance the Sense of Community Throughout and Beyond the University

The University is determined that it will provide a collegiate setting that enables all members of the larger institutional community to attain their educational goals, grow as individuals and establish lasting bonds with their fellow students, faculty, staff and the institution as a whole. Accordingly, the University will:

A. Build a community of engaged students.

The University is proud of its heritage of ensuring opportunity and outstanding education. Students who are engaged in campus life develop strong relationships with other students and to the University and are more likely to persist to graduation. The University is committed to enriching the experience of all students, including transfer students, to build and sustain a vibrant campus-based community committed to the success of new students and continuation of that success into later years. Accordingly, it will:

- Enhance the array of extra-curricular programs that develop personal skills, leadership capabilities, ethics, professional capacities, healthy lifestyles and civic responsibility;
- Ensure that intercollegiate and recreational sports are an integral component of the University's overall educational and extra-curricular offerings; and
- Use new technological communications systems to reach all students, recognizing that many are commuters and most are technologically adept, to ensure that all students – undergraduate and graduate, residential and commuting – are well linked with the institution, faculty, staff, alumni and, most importantly, other students.

B. Engage alumni with students and faculty and thereby enhance institutional and personal relationships with alumni.

Alumni engagement is an important means of enhancing support for the University's educational mission. It increases life-long learning and professional networking for alumni and provides unique internship and mentoring opportunities for students. Thus, the University will:

- Implement promptly *Alumni Strategy 2010*, which seeks to expand contact with and support by alumni;
- Establish an alumni-student program through the Career Development and Gloria S. Williams Advisement Center to develop mentorship, career counseling, employment opportunities and guidance toward post-baccalaureate opportunities;
- Expand and enhance the use of social media and webinar programs for alumni and build upon the number of discrete alumni events both on and off campus; and
- Leverage the richness of campus events such as lectureships, performances, and art exhibits to attract a wider audience of alumni to campus.

C. Update the University's current facilities master plan to ensure that the campus is welcoming and fully modernized.

Although the University has made significant recent progress in solving important space and facilities issues on campus, it has a ways to go to ensure the campus is appropriately modernized and promotes a stronger sense of community for all. Thus, it will:

- Undertake a new Facilities Master Plan for the decade of 2014-2024 to ensure that the University's facilities support its evolving academic programming, planned enrollment growth and technological needs;
- Address the University's needs for additional smart classrooms, student common space and offices. In 2012, the University will prepare an academic zone mini-master plan of the main campus corridor and determine the order of renovation of Hunziker Hall, Hunziker Wing, Raubinger Hall, Shea Center for the Performing Arts and the Wightman Gymnasium as well as plan for better utilization of the space now occupied by the Coach House;
- Utilize a traffic study begun in Fall 2011 to analyze traffic patterns to determine if a redesign of major access points and internal drives is appropriate and assess how best to locate and fund a new parking garage;
- Accelerate the renovation and maintenance of selected critical facilities projects over the next several years, including new roofs on the Shea Center, Cheng Library and Wightman Gym as well as improvements to the Shea Performance space, the Hobart Hall television production facilities and music practice rooms; and
- Modernize existing residence halls and possible construction of additional residences to provide about one-third of undergraduate students with an opportunity to reside on campus.

V. Establish the University as a Model of Outstanding, Affordable Public Higher Education.

Continuing rapid increases in higher education tuition and related fees are unsustainable over the next decade. The University is committed to carefully managing tuition costs and fees in the years ahead while it continues to strengthen its financial base and explore new ways of delivering instruction and related programs. Accordingly, the University will:

A. Increase institutional and external resources to support students in need of financial assistance.

With state support for scholarships and student aid declining, the University must find new ways of increasing student financial support. Accordingly, it will:

- Systematically review its student aid, scholarships, graduate assistantships, student employment opportunities on campus and other financial support

mechanisms to assist those students most in need. The University will reduce the effective cost of attendance while enabling as many students as possible to complete their academic program and graduate on a timely basis;

- Devote a substantial part of its future fundraising to providing scholarships to a diverse group of undergraduate and graduate students;
- Attract private and public funding for assistantships, internships and other forms of paid employment for students; and
- Work actively to increase governmental and other external sources of student financial assistance through an aggressive program of outreach and advocacy.

B. Expand the University's fundraising in scale, scope and creativity.

The University will seek to increase significantly its fundraising efforts and results in order to support the strategic initiatives, aspirations and long-term objectives delineated in this strategic plan; deepen the culture of development throughout the institution; and strengthen its financial foundation. Accordingly, the University will:

- Undertake a significant capital campaign within 24 months of adoption of the Strategic Plan. The campaign will include a compelling case for support, aligning fundraising goals with the University's strategic objectives while increasing its annual unrestricted fundraising results. The University will invest the necessary funds to ensure the campaign reaches, if not exceeds, the ambitious financial target of the campaign;
- Continue to build and strengthen the number of alumni and friends who are informed, involved and invested in the institution; and
- Ensure that the William Paterson University Foundation continues to be an integral part of all fundraising initiatives and plays a critical role in the development and guidance of the University.

C. Diversify funding streams.

State support for public higher education has substantially declined in New Jersey and is likely to continue to do so in the decade ahead. In this context, it is critical for the University to increase support from sponsored research, foundations and general philanthropy to ensure it continues to have a solid financial foundation. To meet these objectives, the University will:

- Develop new executive education, continuing education and distance learning programs that are based on its current and evolving academic strengths;
- Better utilize campus facilities and residence halls during the summer months by offering revenue-generating programs and activities; and

- Increase annual corporate and foundation support by expanding outreach to these organizations through designated University resources and faculty and staff initiatives.

D. Strengthen the professional development of all who work at the University.

The University is only as excellent as its people are motivated, able and well-supported. An outstanding and caring workforce has significant bearing on the University's ability to support students and execute its strategic plan. To these ends, the University will:

- Invest in initiatives to build a culture that values clear communications, strong accountability and exceptional service to all members of the larger institutional community;
- Establish a staff development program to enhance professional growth and encourage career opportunities;
- Strengthen problem-solving and develop creative approaches to the delivery of institutional services; and
- Improve employee feedback mechanisms and broaden employee recognition programs.

E. Improve continuously all of the University's administrative and business processes.

While already a lean organization, the University will redouble its efforts to increase efficiency and effectiveness of all of its programs, services and initiatives. In particular, it will:

- Seek to reduce costs and enhance the campus experience of faculty, staff, students and visitors through a continuous, on-going program of productivity increases, effective use of technology and shared services;
- Expand the use of online services provided to students, faculty, and staff in conducting routine matters, including a real-time Q&A mechanism to provide immediate solutions to questions; and
- Explore the development of new business procedures and systems that may hold promise for reducing expenses, enhancing delivery and sharpening the quality of support services.

F. Make the University a fully "green" institution.

While environmentally conscious and with an award-winning solar power campus, the University is determined to take further steps to increase efficiency and energy conservation throughout the institution. Towards these ends, the University will:

- Develop a robust recycling program, move towards a paperless campus and use “green” products throughout the campus, with the goal of substantially increasing the percentage of recycled materials within five years;
- Design all construction and renovation projects to be environmentally sound, use at least a significant proportion of recycled materials in such projects and ensure maximum energy-efficiency in campus buildings, vehicles and processes, with the goal of substantially reducing energy consumption over the next five years; and
- Continue the University’s involvement in the New Jersey Higher Education Partnership for Sustainability and the American College and University Presidents’ Climate Commitment which establishes specific goals for becoming carbon-neutral.

MOVING FORWARD

Through careful and thoughtful execution of the goals and initiatives outlined in this strategic plan, William Paterson University will move significantly forward towards the realization of its new vision: for the University to provide outstanding and affordable preparation for its students to succeed in the workplace of tomorrow; be distinctive for nationally-recognized academic programs; be known for its commitment to the personal growth and academic success of a highly diverse student body; and be an institution of first choice for students committed to transforming their lives and making a difference in the world.

Critical to the successful realization of the University's vision is the prompt development of an implementation plan that clearly specifies action steps for each of the strategic goals and supporting objectives delineated above, identifies the individuals and organizational units responsible for implementation and lays out metrics to measure annual progress. The University will ensure that there is widespread and regular communication about the status of implementation progress throughout the University community. In particular, the University will:

- Link annual resource allocation and budgeting processes to support the achievement of the strategic goals and establish feedback loops to take appropriate corrective action;
- Use regular surveys to evaluate the quality of services for students, faculty and staff, making the outcomes of the surveys widely available on campus and designing and implementing programs to meet deficiencies;
- Ensure that each College and administrative office reports annually on how it is contributing to the achievement of the strategic objectives and on ways in which it can assist the University to fully realize its aspirations; and
- Publish an annual summary of the status of the Strategic Plan, noting progress on each objective, outlining steps to take advantage of new opportunities and respond to changed circumstances.

THE PLANNING PROCESS

Initiated in the spring of 2011, the strategic planning process was guided by a Strategic Planning Steering Committee, chaired by the President and composed of faculty, staff, students, administrators and two Board members. The membership of the Committee is displayed below. The Committee met monthly since April 2011 and was assisted in its deliberations by Anthony Knerr & Associates, strategic advisors to leading universities and other nonprofit institutions in the United States and Europe.

A draft framework of the Strategic Plan prepared by the Committee was widely distributed throughout the University community in early September and was the subject of multiple discussions by the Board, Colleges, departments, Faculty Senate, Student Government, administrative offices, University Foundation and Alumni Executive Council. The Committee took account of comments and suggestions arising from public discussion of the draft framework in preparing a full draft of the Strategic Plan, which is the present document.

The Committee appreciated the widespread interest and extensive discussion of the Plan by the University community.

The *Strategic Plan* rests upon a number of key assumptions:

- The University will achieve greater prominence and distinction as a public institution of quality and focus, dedicated to transforming the lives of its students and preparing them for successful lives in a rapidly changing world.
- The University is committed to advancing intercultural understanding, a quality of particular importance in an increasingly global, interconnected world.
- The University seeks to build an exemplary model of higher education that provides high value to its diverse students and contributes significantly to the well-being of northern New Jersey and the State as a whole.
- The University is committed to continuous and superb execution of the goals outlined in this strategic plan through thoughtful and rigorous implementation buttressed by clear performance metrics. The University will regularly inform the larger University community of its progress in implementation and the realization of its new vision.

The Strategic Plan does not lay out the numerous decisions required to implement the strategic goals it contains. Such decisions are more properly the domain of an

implementation plan that will be developed subsequent to completion and adoption of the Strategic Plan.¹

MEMBERSHIP OF THE STRATEGIC PLANNING STEERING COMMITTEE

Kamilah Bayete, *Graduate Student*

Len Bogdon, *Chief Information Officer*

Steve Bolyai, *Vice President for Administration and Finance*

Anne Ciliberti, *Dean, Cheng Library*

Kris Cohen, *Vice President for Enrollment Management*

Olga Correa, *Undergraduate Student*

Sandra DeYoung, *Dean, College of Science and Health*

Mark Ellis, *Professor of Sociology, College of Humanities and Social Sciences*

Rochelle Kaplan, *Professor of Educational Leadership, College of Education*

Joann Lee, *Professor of Communication, College of Arts and Communication*

John Martone, *Vice President for Student Development*

Raza Mir, *Professor of Marketing & Management, Cotsakos College of Business*

John Parras, *Chair, Faculty Senate*

Will Pesce, *Vice-Chair of William Paterson University Board of Trustees*

Aaron VanDuyne, *Trustee, Vice-Chair of William Paterson University Foundation Board*

Kathleen Waldron, *President and Chair of the Strategic Planning Steering Committee*

Edward Weil, *Provost and Senior Vice President for Academic Affairs*

Consultants

Anthony Knerr and John Braunstein, *Anthony Knerr & Associates*

Staff to the Committee

Stuart Goldstein, *Associate Vice President for Marketing and Public Relations*

Robert Seal, *Chief of Staff to the President and Board of Trustees.*

¹ The proposed implementation process is outlined in a memorandum of January 23, 2012, available at <http://www.wpunj.edu/strategicplan/files/Proposed-Implementation-Strategic-Plan.pdf>.

RESOURCES CONSULTED IN THE STRATEGIC PLANNING PROCESS

In the discussion and preparation of the Strategic Plan, the following resources were consulted by the Strategic Planning Steering Committee and our consultants. Links to each of these resources can be found on the University's website, under "Strategic Planning Process 2012-2022" or <http://www.wpunj.edu/strategicplan/index.dot>.

Strategic Plans

1. WPU Academic Plan 2007-2012 – April 2009
2. WPU Student Success Plan -- 2005
3. WPU Facilities Master Plan – August 26, 2003
4. WPU Honors College Plan – Spring 2011
5. WPU Institutional Advancement Plan – November 9, 2010
6. WPU Cotsakos College of Business Strategic Plan – Spring 2009
7. WPU College of Science and Health Strategic Plan – March 25, 1997
8. WPU College of the Arts and Communication Strategic Plan – 2008-2013
9. WPU Information Technology Plan -- 2010 - 2013
10. WPU Continuing and Professional Education Strategic Plan – November 2, 2010
11. State of New Jersey Strategic Plan – October 20, 2011

General Background Material

1. Lipman Hearn Brand Assessment Research – November 2007
2. AFT Agreement 2007 – 2011 – June 2007
3. WPU Fact Book – 2010-2011
4. WPU FY2011 and FY2012 budgets, prepared by the Budget Office
5. WPU Budget Timetable – February, 2010
6. "Resource Allocation and a Budget Process" from Steve Bolyai, VP for Administration and Finance, November 19, 2010
7. Report of the Governor's Task Force on Higher Education (Kean Report) – December, 2010
8. NJASCU Sourcebook – Nine New Jersey Public Institution Profiles – 2011
9. Middle States Self Study – January, 2011
10. "Presentation by John Martone to the Educational Policy and Student Development Committee of the Board of Trustees on Enrollment Management" – February 7, 2011
11. Presentation by John Martone to the Faculty Senate on Enrollment Management – March 22, 2011
12. Middle States Final Evaluation Team Report – March 23, 2011
13. "State of the Faculty" by Provost Weil, presented to the Educational Policy and Student Development Committee of the Board of Trustees – April 18, 2011

14. WPU Strategic Planning Steering Committee SWOT Analysis – May 5, 2011
15. “Analytic Overview of New Jersey State Colleges and Universities”, AKA – June 28, 2011