

**MONTCLAIR STATE UNIVERSITY**



# **Strategic Plan**

Adopted October 27, 2011



**MONTCLAIR STATE**  

---

**UNIVERSITY**

## Connecting to Tomorrow: Vision, Creativity, Adaptability

# Strategic Plan 2011

## Introduction

---



Throughout its long history, Montclair State University has anticipated the evolving needs of the community it serves and expanded its mission and programs to fulfill its role as a public institution. Driving its evolution has been a bold vision of what the University could and should be, exceptional creativity in implementing the vision, and the adaptability to embrace change that derives from the commitment of the University to nurture excellence in any endeavor it undertakes.

As it was evolving to serve changing societal needs, the University was, simultaneously and intentionally, working to differentiate itself from the other state colleges and universities in the region by providing access to the very comprehensive array of excellent programs and faculty associated with a large university while retaining the educational experience of a small college.

Over the years since its founding in 1908, the University's responses to the educational needs of the community have changed both its shape and its direction. Significant milestones in the evolution of the University include:

- Becoming the first of the normal schools within the state to initiate four-year degree programs.
- Becoming the first of the state colleges to offer Master's degrees.
- Becoming the first of the state colleges to be awarded University status.
- Becoming the first institution in the state college and university sector to offer a Ph.D. program and multiple doctoral programs.

- Becoming the first institution in the state college and university sector to significantly expand enrollment in order to address the State's need for additional capacity in higher education.
- Becoming the first in the state college and university sector to join and make active use of the internet.

The University has met successfully the demanding provisions specified in Montclair State University at the Centennial 1908-2008, the recently completed strategic plan which guided the University over the period leading up to its Centennial celebration in 2008. Achieving the goals established in the plan provides ample evidence of a deep reserve of vision, creativity and adaptability that will be necessary to meet the challenges that await the University over the course of the next ten years.

In the near term the challenges imposed from without the University include:

- Continuing uncertainty in levels of financial support from all external sources.
- Higher societal expectations for return on investment in education.
- Higher expectations that the University be able to document the effectiveness of its learning environments.
- Demographic changes in high school graduating cohorts and rapidly changing trends in demands for graduate education.
- The pace of technological change and its impact on instruction, scholarship and administration.
- The expansion of the University's "community" to embrace the opportunities and to meet the challenges of the global economy.

- Increased competition from alternative educational institutions which are helping to reshape the higher education landscape.

As demanding as the challenges appear, recent history suggests that the University will be successful in crafting imaginative and effective solutions to them. Since Fall of 1998, state support for the operating budget decreased from 48% to 25% of the total. Using an alternate measure, state appropriation per FTE student decreased 46% from \$4,610 to \$2,490. Yet over this same period the University:

- Increased student enrollment by 45% from 12,756 to 18,498,
- Increased the number of full-time faculty by 46% from 411 to 599,
- Increased the number of degrees granted annually by 73% from 2,217 to 3,830,
- Increased the number of students housed by 118% from 2,012 to 4,377
- Increased the academic square footage by 68% from 770,000 sq. ft. to 1,295,000 sq. ft.,
- Increased revenue from external sources by 244% from \$3.4M to \$11.7M, and
- Increased assets under management by the Montclair State University Foundation by 217% from \$18.0M to \$57.1M.

Thus, the University faces any new challenges knowing that it has been successful at turning challenges into opportunities over the past decade and that the reservoir of vision, creativity and adaptability, all hallmarks of the institution since its earliest years, remains undiminished. As the University faces its next decade, it has identified





five overarching goals, four of which share the theme of *connecting*.

### **Connecting Students with a Successful Tomorrow.**

Of all of the roles the University has embraced, that of preparing students to be productive, enlightened and engaged citizens is foremost in its importance. This outcome is critically dependent on the existence of academic programs which conform to the highest disciplinary standards, which set high expectations for students and encourage their aspirations, which provide both breadth and depth of knowledge, which exercise advanced communication and critical reasoning skills, and which stimulate a level of intellectual curiosity that will lead our graduates to be lifelong learners. The preparation of undergraduate students is also dependent on an array of co-curricular opportunities that develop leadership skills, civic responsibility, self confidence, and professional goals and values.

### **Connecting People and Ideas.**

The intellectual activity which characterizes the unique culture of the academy, whether scholarship or learning, is dependent on the connections that form in the open and free exchange of ideas and information among

colleagues, between a teacher and her/his students, and among students themselves. The University will cultivate a campus climate of scholars and learners which encourages and expects open inquiry and the free exchange of ideas within and across discipline boundaries to generate new knowledge and ways of knowing and support for creative expression. Of particular importance will be connections that yield new fields of inquiry and those that connect the University to the external environment. Technology will provide our scholar/teachers with new ways of connecting with students via the internet and utilizing the evolving array of multi-media resources available to enhance learning.

### **Connecting to Place.**

As a public institution, the University has a responsibility: to serve as a source of professional and scholarly expertise to the public schools, to state-wide boards and task forces, government, and the business community; to enrich the community by presenting a wide range of cultural activities; and to encourage expanded civic engagement by students and faculty in community service projects and various experiential learning/internship opportunities that will enable them to make meaningful contributions to the region.

### **Connecting Globally.**

The concept of community has been extended to encompass the globe and the University now has an expanded responsibility to connect faculty and students with colleagues across the world to sharpen their international perspectives. The University has traditionally utilized faculty exchanges, student study abroad programs and international students in residence to accomplish this goal, but in the future, the University will take full advantage of the additional opportunity afforded by technology to provide for virtual interchanges. The University will develop joint degree programs and other significant partnerships with universities in strategic locations around the world.

### **Meeting the Challenges and Opportunities on the Way to Tomorrow.**

The list of challenges facing the University on the way to tomorrow is formidable. The following are the most significant:

- The uncertainties of state support compels the University to seek funding from alternative sources and to exercise an entrepreneurial spirit to sustain and enhance its excellence.
- Ensuring that the University remains accessible to students with the least possible regard to their financial circumstances requires careful attention to tuition and financial aid policies and the development of creative mechanisms to support students with financial need from admission through graduation.
- Ensuring that the University has access to, and utilizes effectively, new technologies in its instructional programs, research and scholarship, and administrative functions requires rigorous attention to the development of broad-based technological expertise within the University and an institutional culture that encourages flexibility and creativity.

- Ensuring that our facilities provide enough space of high quality and maximum flexibility to achieve the goals set forth in the strategic plan requires continuing efforts to identify capital funding sources, prioritization of facilities needs, and highly professional design, construction and maintenance services.
- Ensuring that the quality of life on campus makes the Montclair experience a rewarding and satisfying experience for all members of the campus community requires intensified attention to sustaining and developing those opportunities for engagement on campus that create the foundation of a vibrant academic community.

While this document is intended to be a ten-year plan, many goals are set within a five-year period in recognition of the breathtaking rate of change in the world generally and in higher education specifically. It is expected that the goals will be revisited in five years and updated and adjusted as conditions then warrant.

### **Commitment to Evidence-based Indicators of Success**

The accomplishments specified in this strategic plan presume substantial gains in key performance indicators of institutional and learning outcomes. By the end of January 2012, the University's Institutional Research Office will compile baseline statistics against which to measure progress on the stated goals and objectives that comprise this plan, and annually thereafter will assemble data which reports that progress.

# Connecting Students with a Successful Tomorrow

## **Goal 1: Connecting Students With a Successful Tomorrow**

Montclair State University will provide a comprehensive array of undergraduate and graduate programs characterized by both academic excellence and intellectual rigor. Undergraduate academic programs will generate the knowledge, values, and communication, information literacy and critical thinking skills gained through study in the liberal arts and sciences with the focused disciplinary knowledge and skills imparted by majors and professional programs. Undergraduate co-curricular opportunities will add a valuable dimension to the university experience by providing experiences that engage students actively in campus life. Graduate programs will offer theoretical, methodological and applied learning that reflects contemporary practice and directions in the field. Embedded in all programs will be elements that are intentionally designed to foster the vision, creativity and adaptability needed to ensure a successful tomorrow for graduates. Preparing students to become productive, enlightened and engaged citizens is our foremost goal. To that end the University will provide outstanding academic programs and experiences that are intellectually challenging, focused, and reflective of best practices in the disciplines.

### **Objective A: The University will actively and strategically recruit, retain and graduate a diverse, increasingly selective undergraduate and graduate student population.**

- By 2012, complete a review and revision of both undergraduate and graduate admissions policies that takes into account the changing demographics of the University's applicant pool, changing modes of program delivery, the

University's intellectual and physical resources, and the evolving nature of workforce demands.

- By 2016, the enrollment will rise to 20,000, structured as follows: undergraduate full-time – 12,550; undergraduate part-time – 2,450; graduate full-time – 1,500; graduate part-time – 3,500.
- By 2016, out of state enrollment will increase from the current level of 2.7% to at least 6% of total enrollment.
- By 2016, the mean GPA of entering freshmen will increase from the current level of 3.1 to 3.4.
- By 2016, the first year retention rate will increase from the current level of 81% to at least 88%.
- By 2016, the overall six-year graduation rate will increase from the current level of 62% to 70%.
- By 2017, the six-year graduation rate for males will increase from the current level of 55% to 60%.



- By 2014, the minority undergraduate student population will increase from 33% to 38%. Hispanic student population will increase from 23% to at least 25%, making the University eligible for Hispanic Serving Institution status.
- By 2016, the average GRE scores of entering master's students will increase from the current level of Verbal – 463(148\*) and Quantitative – 533(152\*) to Verbal – 500(150\*) and Quantitative – 550(153\*).
- By 2016, the average GRE scores of entering doctoral students will increase from the current level of Verbal – 462(147\*) and Quantitative – 552(153\*) to Verbal – 525(151\*) and Quantitative – 575(155\*).

\*Note: The GRE Scores listed are reflective of the previous scoring system (200-800), and the newly adopted scoring system (130-170).

**Objective B: All academic programs, undergraduate and graduate, will reflect the current state of, and best instructional practices in, their respective disciplines, while selected programs will seek and attain national ranking or recognition. The university is committed to being at the forefront in the creation of new and innovative strategies for pedagogy, learning, research and campus co-curricular life.**

- By 2014 the College of Science & Mathematics and the School of Business will create at least three Professional Science Master's degree programs.
- By 2015, the University will award at least 20 research doctoral degrees per year.
- By 2016, each college/school will count among its programs at least one or two, and overall the University will have at least 7 programs that have

sustained or achieved national ranking or substantial national recognition. These will include Accounting, Environmental Management, Music, Communication and Media Studies, Teacher Education, and Audiology.

- By 2016, each program, undergraduate and graduate, will be able to articulate its distinctive strengths and why it is highly competitive within the region.
- By 2016 the University will create a minimum of two additional doctoral programs in interdisciplinary areas where we can demonstrate credible demand matched with exceptional faculty strength.

**Objective C: Expectations of student performance in undergraduate and graduate programs will be high and will increase progressively during the course of the programs.**

- By 2012, implement a Sophomore Year Experience program; by 2014, implement a Junior Year program; and by 2015, implement a Senior Year (Capstone) experience.
- By 2012, all courses within a program sequence will exhibit advancing rigor as the course level increases, and individual course prerequisites will be consistent with this expectation and rigorously enforced.
- By 2013, define a plan for the implementation of a campus-wide academic advising model for all undergraduate students; by the same date each graduate program will have clear advising guidelines in place.
- By 2013, the majority of courses in any program will contain formal elements that require the continued development of student writing, communication skills, and analytic and



quantitative capabilities at an appropriate level; the General Education requirement of a specified writing-intensive course in every major will be resuscitated and observed.

- By 2014, engage 85% of all first year students in at least 15 distinct learning communities which link courses and majors from all colleges and schools, and use assessment data from those experiences to support effective course advisement for the sophomore and junior years.



**Objective D:** The University will plan and implement a comprehensive, integrated, and institution-wide student learning outcomes assessment of the General Education program that will inform academic planning and assure that students have in fact acquired the essential learning skills they will need in careers and in life.

- By 2012, establish the protocol for utilizing the results of the Collegiate Learning Assessment (CLA) in assessing the effectiveness of the General Education program.
- By 2012, complete the development of assessment plans that include learning goals, multiple measures of goal attainment and an assessment schedule for each undergraduate and graduate major and degree program.
- By 2014, building on the still relevant vision of General Education's role in the curriculum and its four competency goals—communication, critical thinking, national and global issues, integration and application—the University will transform its implementation to focus on the demonstrated achievement of those competencies.
- By 2014, the first year that same-cohort comparative data is available from the CLA, apply the data to revisions of General Education curricula.

**Objective E:** The faculty will continually assess curricula in the majors to ensure that they reflect the evolution and expansion of fields and provide the knowledge and the skills needed for the future success of our graduates.

- By 2011, include assessment of learning among the areas evaluated by Five-Year External Review (FERC) teams.
- By 2012, include in the guidelines for FERC teams a significant emphasis on identifying future program directions and strategies for implementing necessary changes.
- By 2014, each Department, in conjunction with the Career Center or the College/School career Services Offices and with the support of Alumni



Services, will have in place a method for evaluating student success after graduation. Indicators will include information collected from the graduate and her/his employers, placement in graduate or professional school programs, evidence of career advancement and awards/recognitions received.

**Objective F: The University will cultivate flexibility and imagination in curricular design and implementation.**

By 2012, all academic departments will be regularly engaged in:

- Evaluating opportunities to implement new curricula; reviewing, revising and realigning existing curricula, and eliminating obsolete or unsuccessful programs.
- By 2013, significantly increase the utilization of external professional, work, and cultural resources to enhance real-world learning experiences for students.
- By 2014, increase internship and co-op experiences by 50% and service-learning experiences by 20% to enhance knowledge, improve job placement opportunities and benefit area employers.

**Objective G: As the resident student population increases, increase student participation in co-curricular and cultural activities.**

- By 2014, provide an expanded array of opportunities for part-time undergraduate and graduate students to increase their engagement with the University.
- By 2015, increase student participation in co-curricular activities by 40% over the 2010-11 baseline levels.
- By 2015, increase student participation in cultural activities by 30% over the 2010-11 baseline levels.
- By 2015, increase student participation in Service Learning to increase community engagement and student volunteer activity by 30% over the 2010-11 baseline levels.
- By 2015, increase the number of baccalaureate graduates who have engaged in community service at some point in their undergraduate program to 20%.
- By 2020, increase the number of baccalaureate graduates who have engaged in community service at some point in their undergraduate program to 50%

# Connecting People and Ideas

## Goal 2: Connecting People and Ideas

Montclair State University is its people and their ideas. It is a place where scholar-teachers and students can connect with their peers and each other in a disciplined—that is, defined by the methodology of academic disciplines—exploration of those ideas and the creation of new knowledge and ways of expression. All members of the University benefit from the intellectual stimulation generated within the milieu of ideas, old and new, which is nurtured and shared by the community



of scholars that constitutes the essence of the university. From that environment emerges the research that generates new knowledge, the scholarship that leads to new understandings and ways of knowing, the creativity that pushes the

limits of the Arts, and the ability to share these experiences with students in innovative and challenging ways.

Scholars have traditionally sought colleagues from within their disciplines, both on campus and beyond, for their communities of inquiry. However, complex issues of investigation in the sciences and social sciences, new questions of meaning and interpretation in the humanities, unique tools and technologies in the arts and increasing sophistication and diversification in the professions are requiring more cross- and multi-disciplinary approaches to knowledge.

Consequently, the University must develop new scholarly frameworks that will maintain the integrity and strength of the essential disciplines while developing new configurations that will stimulate and nurture the cross-discipline connections that are increasingly relevant in a rapidly changing world. Mirroring these extended connections on campus, technology will allow for greatly enhanced intra- and cross-disciplinary networking across the globe and opportunities for scholarly partnering. Closer to campus, the pursuit of collaborations with research organizations, businesses, government, and non-profit organizations will provide a source of both intellectual capital and, potentially, new funding opportunities.

The rapid changes that are occurring in how students communicate and pursue learning require that online, on-demand, 24/7, and just-in-time elements be included in the learning mix and that the University be nimble in embracing new modalities of communication which are adaptable to the social media-based and collaborative tools students increasingly rely upon to learn.

**Objective A: Extend and enhance the connectivity that forms the basis of the community of scholars.**

- Augment, annually, the number of full-time faculty in high-demand programs and those for which the addition of faculty will have an impact on the maintenance or achievement of national ranking or recognition.
- By 2012, develop personnel guidelines that will facilitate joint faculty appointments and the affiliation of faculty members with structures beyond their departments and across colleges, for example, centers and institutes.
- By 2013, building on rigorous core disciplines, identify two programs for development that are broadly trans-disciplinary, meet evolving needs in society, with a focus on our region, and that are compatible with existing faculty expertise. By 2014, the University should have two centers or institutes with either a broad cross-disciplinary or narrowly-targeted focus that can demonstrate progress toward building a national reputation. By 2016, there should be four such centers or institutes.



**Objective B: Increase partnerships and joint ventures with research organizations, businesses, government, and non-profit organizations.**

- By 2015, each college/school will seek to establish self-supporting ventures with external organizations in which the intellectual capital resident on campus is paired with that from the partner organization. These ventures will involve students whenever feasible.

**Objective C: Increase extramural support for scholarly activity.**

- Increase the number of competitive proposals submitted to federal funding agencies by 5% per year through 2016, with ORSP support staff augmented as goals are met.
- Increase each year the number of grant proposals that include support for full-time graduate assistants.

**Objective D: Incorporate new modes of instruction into the curriculum.**

- Ensure that every student has ready access to networked devices (e.g., PC, laptop, tablet, smartphone, etc.) internet services and access to adequate training in their use.
- Incorporate social media and mobile computing technologies in the instructional program wherever feasible and whenever it will enhance the effectiveness of the learning experience.
- Provide faculty members with the training and professional development necessary to incorporate emerging technologies into their teaching.

- Expand the extent to which hybrid instruction is utilized across all appropriate curricula.
- By 2012, fully implement the student-driven learning model in the First Year Writing Program and the Center for Writing Excellence, and in the Red Hawk Math Learning Center where defined levels of competence, rather than time on task, will be utilized to document the fulfillment of academic requirements.
- By 2012, offer 3 graduate programs and one undergraduate degree completion program fully online. By 2016, offer 10 graduate programs and at least 30 credits of undergraduate General Education courses fully online.
- By 2014, 3% of the total annual undergraduate Student Semester Hour production will be generated by on-line courses. By 2016, 8% will be generated by on-line courses.
- By 2016, 50% of graduates will have taken at least one course completely online.
- By 2013, 5% of the annual graduate Student Semester Hour production will be generated by on-line courses and programs. By 2016, 15% of the annual graduate Student Semester Hour production will be generated by on-line courses and programs.

**Objective E: Provide support services for faculty research, grant acquisition, and the uses of technology in instruction. Faculty development services and support services will be aligned with the objectives of this goal.**

- By 2012, review the range and level of services provided by the Office of Research and Sponsored Programs and the support available to grant-seeking faculty, and develop a plan for providing and funding improvements to these services.
- By 2013, expand existing and develop new programs of the Information Technology Training and Integration Unit and the Research Academy for University Learning designed to help all faculty make effective use of new learning technologies.



# Connecting to Place

## Goal 3: Connecting to Place

Consistent with its status as a public university, Montclair State University is committed to extending its scholarly, research, technical, intellectual, professional and cultural resources for the benefit of the communities, state and region it serves. Recognizing the long and effective history of the University as a national leader in civic engagement and cooperative education, we will continue to model and promote an ethic of community service for our students through Service Learning, cooperative education, internships and student volunteer activities. We will seek to model environmentally responsible and sustainable business practices, working to reduce the University's carbon footprint incrementally and continuously over the period of this Plan.

### **Objective A: Continually assess degree and non-degree programs to ensure that among them are offerings aligned with evolving critical workforce needs within the state.**

- By 2012, begin a schedule of regular monitoring of data from the U.S. Department of Labor and other sources regarding labor force trends, and utilize that data in admissions and programmatic decisions.

### **Objective B: Provide the scientific and policy expertise needed for innovative and productive approaches to local, state and regional issues.**

- Members of the University community will seek opportunities to serve on local, state and regional agencies, boards and task forces, and act as professional consultants to external organizations.



- University Communications will create an effective and updated protocol for identifying and sharing with the public the expertise of members of the University community.
- Faculty members will seek local applications of the research/scholarly projects in which they are engaged and methods for focused sharing of that research to relevant public audiences for the benefit of the region.
- By 2013, and biannually thereafter, cooperative education and internship placements of students will be reviewed and evaluated for economic impact, community advancement and social benefit as well as for student learning.
- The College of Education and Human Services will continue to build its already excellent relationships with K-12 education in the state and maintain and enhance its national reputation in teacher preparation.
- The School of Conservation will expand and enhance its impact as an environmental and

conservation awareness experience for the children of New Jersey, and grow its capacity as a research venue for issues of environmental sustainability in the state.

**Objective C: Serve as an innovative resource for the New Jersey business community in the areas of consulting, training and economic development.**

- By 2011, initiate aggressive implementation of an internship program to place students with corporations and businesses represented in the North Jersey area so that, by 2015, at least 10% of our students will have experience in a corporate/business setting.
- By 2013, the School of Business will establish active programs offering executive education and consulting services for businesses.
- By 2013, the College of Science and Mathematics will expand its engagement with the pharmaceutical and other science-based companies in the region as well as with start-up R&D companies geared toward collaborations that will generate opportunities for students and revenues for the University.

**Objective D: Continue to enhance the University's growing distinction as a center for innovation and professionalism in the performing and visual arts.**

- Annually, the Kasser Theatre will seek to increase both non-student ticket sales and student admissions by 4%. The Segal Gallery will increase attendance by a similar amount.

- Annually, the College of the Arts will seek to extend its reach beyond the campus by establishing collaborations and partnerships with professional arts organizations and by sponsoring performances, exhibits and forums which showcase the talents and creativity of students.
- The College of the Arts will expand existing programs for pre-K to 12 students and community programs that serve children and adults and generate net revenue.

**Objective E: The University will seek to minimize its carbon footprint in construction, maintenance and residential living activities.**

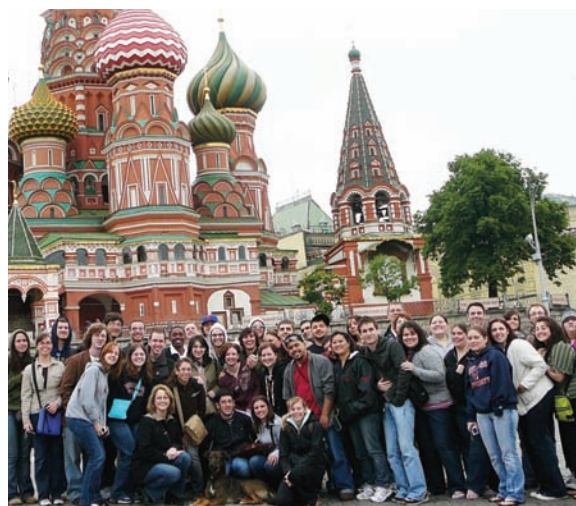
- Where practical, all new construction at the University will be, at the least, LEED Silver Certified.
- The University will replace the existing heating and cooling plant with a co-generation plant that will reduce current carbon consumption in University buildings by 38% over current levels.
- The University will enhance its status as the first public university in the nation to sign an MOU with the Environmental Protection Agency through sustainable practices in its parking and transit services, storm water runoff mitigation, solar installations, and urban forest management and landscaping.

# Connecting Globally

## Goal 4: Connecting Globally

To meet the challenge of career success in a global community, the University must provide an educational experience which will enable students to internationalize their perspectives; to develop the necessary knowledge and skills to function effectively in multiple international milieus; and to be prepared to adapt to rapidly changing economic, social and political landscapes. In addition, recognizing that the discovery of new knowledge, its applications, and the evolution of new forms of expression are now international endeavors, faculty members should seek opportunities to engage in scholarly activities with colleagues around the globe.

Of all the international options available to students, international study abroad, with the attendant immersion in the language and culture of the host country, is by far the most effective in cultivating a consciousness of cosmopolitan citizenship and international engagement. The University's study abroad programs are firmly established, but the range of students who are able to take advantage of them should be expanded. Additionally, for the Montclair State University students who will be unable to participate in a study abroad program, the University will continue to enhance their opportunities to have meaningful contact with international students on campus, learning with them in the classroom, living with them in residence halls, and forming friendships through co-curricular functions. The University will actively promote the recruitment of a strong international cohort in every entering class and provide semester- and year-long visiting opportunities for internationals, encouraging always the active engagement of these visitors within the campus community.



Faculty exchanges provide an opportunity for professors to pursue a scholarly and instructional agenda in an international setting and bring back to the University's students an international experience and perspective on their disciplines. Technology now provides a potentially rich set of tools to allow the University to expand upon the traditional faculty and student exchanges and create new ways to interact electronically in real time with partner institutions around the world, expanding and enlivening existing relationships or establishing new ones.

One of the enduring features that differentiates a Montclair State undergraduate degree from those of similar institutions is the existence of a world language requirement for every student. The University continues to be committed to the intellectual value and cultural importance of in-depth exposure to a language in addition to English and the experience of learning to communicate in a second language.

**Objective A: Extend existing partnerships and establish new partnerships with selected foreign universities, focusing on collaborative research, jointly offered instructional degree programs, and entrepreneurial opportunities.**

- By 2012, clearly articulate the policy, criteria, priorities and expectations which will guide the ongoing establishment of international partnerships.
- By 2013, initiate synchronous and on-line joint instructional opportunities with a limited number of partner universities.
- By 2014, have fully functioning joint or combined degree programs with partner universities in two countries, and by 2016 in four countries.
- By 2016, expand the Teaching in English program to at least 15 international partner institutions, generating net revenue.

**Objective B: Increase the involvement of Montclair State faculty in the area of international research collaborations, and the number of international faculty hosted by the University annually.**

- Encourage faculty efforts to secure international fellowship and research grants (NSF, Fulbright, etc.).
- Maintain and expand the sponsorship of international scholars through the agency of Institute for International Education.
- By 2013, become certified by the United Nations as a UN chartered NGO.

**Objective C: Increase the number of students who participate in a study abroad program, and develop appropriate financial mechanisms to assure the accessibility of that opportunity for students of all economic means.**

- By 2013, conduct experimental offerings of several undergraduate and graduate courses synchronously via internet with partner universities in other countries.
- By 2014, 3% and by 2016, 5% of Montclair State students will study for a full term at a university abroad.
- By 2014, we will implement international components within selected experiential education programs.

**Objective D: Increase the number of international students at both the undergraduate and graduate level.**

- By 2012, design and implement a comprehensive recruitment program for undergraduate and graduate international students.
- By 2013, increase the F-1 undergraduate international student cohort from 3.3% (2010) to 5% and the F-1 graduate international student cohort from 2.9% to 7%.
- By 2016, increase the F-1 undergraduate international student cohort to 8% and the F-1 graduate international student cohort to 10%.
- Strengthen by corresponding levels the ESL, writing and cultural transition services which will help guarantee the academic success of international students.
- Create co-curricular programs and protocols specifically designed to introduce international and U.S. students to each other.

**Objective E: By 2014, departments that offer World Languages will provide students with a dynamic communicative approach to learning a language and its key cultural constructs; placement policy will promote language proficiency outcome objectives.**



# Meeting the Challenges and Opportunities on the Way to Tomorrow



## **Goal 5: Meeting the Challenges and Opportunities on the Way to Tomorrow**

Public higher education in general and Montclair State University in particular face a number of serious challenges that may be summarized as follows:

**External Funding:** The University faces the ongoing decline in the level of state support. Since there are limitations to the opportunity for enrollment growth, and given that affordability is a core institutional value, thereby ruling out large increases in tuition, the University is compelled to seek external funding from a wide range of alternative sources to bridge the gap between “good” and “excellent.” The University must focus on federal and state agencies, the corporate sector, private foundations and other non-profits, alumni, and friends of the University in the search for the resources needed to achieve and sustain excellence.

Since the support of alumni, once established, has the potential to be more constant from year to year, and, hence, a more reliable component of our annual revenue, it is critically important that both the percent of alumni giving regularly and the total amount given be raised significantly. Additionally, the University must be more entrepreneurial in establishing joint ventures, transferring knowledge, and providing professional services that will yield income.

**Cost Control and Efficiency:** Over the past ten years, the University’s ability to fund many of the objectives identified in the previous strategic plan has been made possible, in part, by significant enrollment growth. With lower enrollment growth than in the previous period, combined with the uncertainties attendant upon state funding, the University community must exercise continual vigilance over its budgetary resources and seek opportunities to operate in ways that are efficient and cost-effective.

**Affordability:** Assuring that a Montclair State education is accessible to students with minimal regard to financial circumstances is a core value of the University. Affordability is, however, strongly influenced by a complex equation, the terms of which include state operating and capital support and state and federal financial aid programs. Working within these externally-imposed parameters, the University is committed to: providing high quality and affordable programs; ensuring that the cost of a Montclair State degree is regarded as an astute investment in the future; and delivering access to an education that is available to most without regard to family income.

**Technology:** The largest technological challenge and opportunity the University faces over the foreseeable future is not the acquisition of new technology, but the harnessing of its vastly increased processing power to serve its instructional, scholarly and administrative needs. The University must be nimble in evaluating, and adopting where appropriate, new technologies that will advance its objectives and increase the effectiveness and efficiency of our actions.

**Facilities:** In spite of increasing academic space by 68% to 1,295,000 sq. ft. over the past 10 years, the amount of academic space available remains more than 500,000 sq. ft. below the levels available to comparable institutions nationally for instruction and research.

**Service-oriented Campus Culture:** Whether a student passing through in four years or an employee spending an entire career at the university, the quality of life experienced on campus is an important determinant of satisfaction – satisfaction that will yield loyal alumni and dedicated employees. While many aspects of life on campus have an impact on the overall quality of life, there is one fundamental

characteristic which is most determinative of the quality of life experienced on campus and that is a culture which is dominated by an ethos of service, a genuine desire to assist students and colleagues to achieve important academic and institutional goals.

**Communication:** As an institution, Montclair State has an important history in this state and a significant story to tell about the fundamental characteristics of the institution, how it has served the State in the past, and the quality of contributions it is capable of making in the future. For Montclair State, the effective telling of its story to our multiple constituencies should serve to convince them that the University is worthy of their respect and support.

**Innovation:** By challenging the orthodoxies of academic structures, traditions and a culture that often mitigates against an institution's ability to meet the needs of a changing marketplace, Montclair State University is committed to being at the forefront in the creation of a university for the 21st century. By creating and maintaining an environment that supports and encourages faculty experimentation, by nurturing a culture of creativity and innovation, and by evaluating many of the protocols and processes that are currently embedded in the University, the University must position itself to anticipate and respond to the needs of a changing region and world.

**Objective A: Increase the amount and diversify the sources of non-state support.**

- By 2012, the University will have in place a special campaign targeting graduating seniors and graduates of the previous 10 years to instill the habit of alumni giving.

- By 2012, the University will have a functioning intellectual property patent and licensing policy process in place.
- By 2013, external support for basic and applied research will total \$7M from federal agencies, corporations, and private foundations. By 2016, the total will be \$10M.
- By 2013, external support for programmatic initiatives will total \$5M from federal and state agencies, corporations and private foundations. By 2016, the total will be \$8M.
- By 2013, 10% of alumni will contribute to the Alumni Fund annually and the total amount of their contribution will be \$1.1M. By 2016, 15% of alumni will contribute annually and the total amount of their contribution will be \$1.8M.



- By 2013, the assets of the Montclair State University Foundation will be \$60M. By 2016 the total will be \$75M.
- By 2016, the University will hold an interest in at least five patents, and the first licensed commercial products will be on the market or in advanced stages of development.
- By 2016, annual net revenue from patents, joint ventures, professional services and similar extramural sources will be \$1M. By 2018, the total will be \$2M.

**Objective B: Identify opportunities to contain costs and improve efficiencies.**

- By 2012, improve the utilization of space across the hours of the day and the days of the week.
- By 2012, finalize the development of a plan for full utilization of the summer term for instruction and for complementary revenue-generating activities.
- By 2012, adjust the expectations related to class size, assuring both an educationally sound and resource-realistic array of appropriate class sizes, from small seminars to large lecture sections.
- By 2012, all programs will have reviewed their advising practices and their course offering schedules to assure that students have the information and the opportunity necessary to complete their degree programs in a timely fashion.
- By 2013, have fully integrated and accepted Information Technology and Academic Program plans in place that ensure technology resources are aligned with the University's academic goals and objectives and dedicated to the enhanced and more intensive uses of technology.

- Each year, continue the process of identifying opportunities to enhance the efficiency of operations and business practices.
- By 2013, develop a comprehensive plan for the implementation of sustainable campus maintenance practices.

**Objective C: Ensure that a Montclair State education remains affordable and is regarded as an exceptional value.**

- The University will maintain undergraduate tuition close to the mid-point of tuition levels among the state's senior public institutions and graduate tuition at a slightly higher level
- The University will continue to improve the effectiveness of its financial aid services to students.
- The University will seek every opportunity to increase available scholarship funds.

**Objective D: Seek and adopt innovative technological solutions.**

- By 2011, implement a strategy that will ensure ample instructional design resources to serve the rapid expansion of on-line delivery of instruction.
- By 2012, complete the review of ERP systems and finalize contracts for both software systems and implementation providers.
- By 2011, identify an individual who will support and coordinate academic computing initiatives on campus and who will report to the Provost and work collaboratively with Information Technology.
- By 2013, implement a virtual computer lab and virtual support mechanisms for on-line, on demand, 24/7 access to the increasingly

sophisticated software utilized in instruction and research activities.

- By 2013, implement an Institutional Repository to house research and instructional materials available to faculty and students to enhance the content of online courses and provide for sharing of instructional materials across disciplines.
- By 2016, complete installation and testing of the chosen ERP and supporting component systems.

**Objective E: Plan and execute new construction and renovations of existing facilities.**

- Define a plan for the renovation of existing student housing and dining stock.
- Complete the renovation of Schmitt Hall.
- Complete the implementation of the University's broadband wireless network.
- Construct a new Combined Heating and Power Plant and Utility Distribution System.
- Construct a new facility for the School of Business.
- Construct a new Center for Environmental and Life Sciences.
- Construct a new facility and complete the renovation of existing space for Communication and Media Studies.
- Complete the renovation of Partridge Hall.
- Complete a plan for Visual Arts, including the renovation of Calcia Hall.
- Complete the renovation of the Student Center including all auxiliary spaces.
- Complete the renovation of Life Hall.
- Complete the renovation of College Hall.
- Complete the renovation of Richardson, Science, and Mallory Halls.



**Objective F: Foster a campus culture that is service-oriented.**

- Continually encourage innovation and constant improvement in the delivery of services to all constituencies, including mechanisms to review systematically University processes and practices to ensure that services are accessible, seamless, and effective.
- By 2012, develop, and begin implementation of a plan that will result in a full integration of core student services by 2015.
- By 2012, provide core technology instruction that will ensure community members are facile in using the service-oriented technologies available to them through our various learning management and administrative systems.
- By 2012, prepare customer service guidelines, and implement ongoing customer service training for all employees.
- By 2013, promote a comprehensive and user-friendly suite of online services that are designed to work with mobile computing devices

**Objective G: Develop and implement external and internal communication strategies that will support the goals and objectives of the strategic plan.**

- By 2012, develop and implement external and internal communication strategies designed to enhance the University's reputation and visibility.
- By 2012, generate strategic initiatives targeted to impact selected national university rankings.
- By 2012, launch a redesigned web presence for the University and all colleges/schools.
- By 2012, complete a marketing and rebranding strategy which is consistent with this strategic plan.
- By 2013, review the evolving technology environment and develop and implement a strategy to employ effectively new technologies in communicating with key audiences.
- By 2014, establish a strategy to regularly acquaint our several publics with evidence of the success of our graduates.

# MONTCLAIR STATE UNIVERSITY

## Benchmark Institutions

The University will measure its progress against that of other universities who face similar challenges and have similar aspirations. The following benchmark institutions have been identified for that purpose.

Ball State University  
Muncie, IN

Bowling Green State University  
Green, OH

Illinois State University  
Normal, IL

San Diego State University  
San Diego, CA

Towson University  
Towson, MD

University of Massachusetts Boston  
Boston, MA

University of North Carolina Charlotte  
Charlotte, NC

University of North Carolina Greensboro  
Greensboro, NC

We will annually review a wide range of characteristics, data, and best practices at these institutions to inform our activities and gauge our progress in meeting the goals established in this plan.



**MONTCLAIR STATE**  
UNIVERSITY

1 Normal Avenue, Montclair, NJ 07043  
[montclair.edu](http://montclair.edu)