# Kean University
# 2013-2020 Strategic Plan
# Goals, Objectives and Actions

(Status Update as presented to the Board of Trustees 5.6.2019)

A primary focus for the University Planning Council during the 2018-2019 academic year was to provide a detailed status report on the progress that Kean University has made toward achieving the goals of the 2013-2020 Strategic Plan. As the reader reviews the update, please note the following: **green text** indicates work that has been accomplished**,** **yellow highlighted text** indicates work that is in progress, and gray highlighted text indicates work that has not been initiated or has been reconsidered. ***Italicized text in parentheses*** provides accompanying narrative that briefly summarizes the relevant work that was accomplished.

## 2013-2020 Strategic Plan
## Goals, Objectives and Actions

(Final Version, Adopted by Board Resolution 12.07.13)

**Goal 1: To locate Kean University as a focal point of ongoing and transformational educational engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practice in the disciplines/professions**

***1.1 Grow strategically Kean programs that have or have the potential for regional and national distinction, including the development of national centers of excellence that highlight Kean University's unique strengths***

**Actions:**

**1.1.1.** Establish 3-4 new doctoral programs in applied professional fields (e.g., Speech, Counseling, Physical Therapy) by 2020

**Implementation/Timeline**:

**1.1.1.1.** Conduct a feasibility study of Doctor of Speech Therapy (DST) degree (to be completed by 12/13); degree established by fall 2014; graduates by 2016

***(Doctor of Speech Language Pathology Fall 2016)***

**1.1.1.2.** Conduct a feasibility study of Doctor of Physical Therapy (DPT) degree (to be completed by 12/14); degree established by fall 2016; graduates by 2018

***(DPT Fall 2015; admitted its first cohort of students in Spring 2016)***

**1.1.1.3.** Conduct a feasibility study of Doctor Counselor Education (DCEd) degree (to be completed by 12/15); degree established by fall 2016; graduates by 2018

***(PhD in Counselor and Supervision approved by New Jersey Presidents Council [NJPC] April 2018 and admitted its first cohort of students Fall 2018)***

**1.1.1.4.** Conduct a feasibility study of Doctor of fourth applied professional field area (to be completed by 12/16); degree established by fall 2017; graduates by 2019

***(Occupational Therapy Doctorate (OTD) approved by NJPC April 2018; granted ACOTE accreditation candidacy status April 2018; the first cohort of students started classes in August 2018)***

**1.1.2** Re-shape master's and post-baccalaureate programs to address regional and national needs

**Implementation/Timeline:**

**1.1.2.1.** Review and clarify master's and post-baccalaureate programs to address regional and national needs (TBC [to be completed] 2013-2014)

**1.1.2.2.** Identify new opportunities and develop strategic plan (TBC 2014)

**1.1.2.3.** Manage roll-out new opportunities (TBC 2015, 2016, 2017)

***(MA Special Education, Applied Behavioral Analysis & Autism Spectrum Disorders Option approved by NJPC April 2018; MA Forensic Psychology***

***Spring 2016; MA Hindi and Urdu Language Pedagogy Fall 2015; MA in Educational Administration – Principals, Supervisors & School Business Administrators Option Fall 2013; Post Master's Certification in Applied Behavioral Analysis – Autism and Developmental Disabilities Fall 2015; Post Master's Certification for Principals, Supervisors & School Business Administrators Fall 2013; MS Genetic Counseling anticipated implementation Fall 2019)***

**1.1.2.4.** Establish Physician's Assistant program by 2017

***(Search for Director of School of Physician Assistant Studies underway 2018)***

**1.1.2.5.** Establish an innovative program in architectural design initially for Wenzhou-Kean University students by 2016; if needs assessment confirms, implement at Kean USA by 2017

***(BA in Architectural Studies begun in 2016 at Kean USA; BA in Architectural Studies begun in 2017 at Wenzhou Kean University)***

**1.1.3**. Align undergraduate programs to address regional and national needs

**Implementation/Timeline:**

**1.1.3.1.** Identify alignment opportunities to meet regional and national needs (TBC 2014)

**1.1.3.2.** Align undergraduate programs and communicate importance of undergraduate programs to regional and national needs (TBC 2015-2016)

***(BS Community Health Education approved by NJPC March 2018; BS Therapeutic Recreation approved by NJPC April 2018; BA in Global Studies approved by NJPC June 2018; BA Psychology Forensic Psychology Option approved by NJPC April 2018; BA History, Pre Law Option approved by NJPC April 2018; BS Management Human Resources Management Option approved by NJPC April 2016; BA History Honors Options Fall 2016; BA Mathematical Sciences Data Analytics Option, Spring 2016; BS Management Entrepreneurship Option Fall 2015; BS Biology Health Professions Pre PT, PA, OT Spring 2015; BS in Earth Science Environmental Science Option Spring 2014; BS International Business Fall 2013)***

**1.1.4** Increase the number of programs with the highest and most comprehensive certifications of excellence (i.e. special/subject accreditation) at the departmental level, college or school level, and university level where appropriate

**Implementation/Timeline:**

**1.1.4.1.** Identify university programs seeking highest and most comprehensive certifications of excellence. (TBC 2014-2015)

**1.1.4.2.** In coordination with VPAA's office, develop specific plans for selected programs, including allocation of resources and goals for obtaining certifications of excellence, and provide supporting resources needed (TBC 2014-2015)

**1.1.4.3.** Implement short, mid, and long-term plans for acquisition and maintenance of external certifications of excellence, overseeing a regular schedule of initial designation and renewal (TBC 2015 and annually, following)

***(College of Business and Public Management deemed eligible for AACSB candidacy 2017 and five year strategic plan crafted; accreditation candidacy achieved for CAPTE (Physical Therapy), NAAB (Architecture). Obtained new accreditation: ABET (Computer Science), APA (Combined School and Clinical Psychology), NASAD (accreditation for additional campus) and CAATE (Athletic Training). Continued accreditation by CAEP (College of Education), ACS (Chemistry), AOTA/ACOTE (Occupational Therapy), ASHA (Speech Language Pathology), NASAD (Studio Art, Robert Busch School of Design), NAST (Theatre Conservatory), ACEN (School of Nursing).)***

**1.1.5** Support and build further the existing Centers of Excellence where appropriate and develop new Centers

**Implementation/Timeline**:
**1.1.5.1.** Review existing Centers of Excellence: (TBC, 2014)
The New Jersey Center for Science, Technology, and Mathematics Education; Human Rights Institute; Center for Global and Specialized Management; College of Visual and Performing Arts; College of Humanities and Social Sciences/Liberty Hall

**1.1.5.2.** Identify best practices and designate new Centers of Excellence, as needed in response to regional and national needs. (TBC 2015, ongoing)

**1.1.5.3.** Begin by designation the School of Global Business as a Center for Excellence and implement international internships by 2015

***(The Global Business program has grown to approximately 370 students from both Kean USA and Wenzhou Kean. Four cohorts of students (150) have participated in the Global Practica in Germany, Spain, France, Northern Ireland, Panama, China, and, for Wenzhou Kean students, New Jersey.)***

**1.1.6** Grow the programs in environmental and life sciences, and sustainability studies, by investing time and resources in a Regional Highlands Center in Oak Ridge, NJ so that students and faculty have opportunities to witness the ecology and sustainability of terrestrial and aquatic natural resources, the biogeochemical processes related to landscape management, and the impacts of climate change on ecosystems

**Implementation/Timeline:**
**1.1.6.1.** With the President's Office, continue the integration of the Regional Highlands Center into Kean's international program planning. (TBC 2014, ongoing)

***(Renovations to the Kean Regional Highlands Center are near completion. Plans for academic program offerings beginning Fall 2019 include B.S. in Biology, B.S. in Biology – Environmental Biology Option, B.S. in Environmental. In addition, the B.A. in Criminal Justice, B.A. in Psychology, and the B.S. in Management – General Business will be offered in hybrid***

***delivery modalities. Also to begin in 2019, Kean Regional Highlands Center will offer professional certification and pre-college programs in environmental and sustainability sciences to connect with the local community and establish a reputation as a premier environmental science training facility.)***

**1.1.6.2.** Using scientists and researchers at Kean, include the Regional Highlands Center in national and international research agendas. (TBC 2014, ongoing)

***(Ongoing: we are currently pursuing research opportunities to commence when the Highlands campus opens in Fall of 2019.)***

**1.1.6.3.** Identify and employ scientists of distinction to conduct research and education symposia at Kean Highlands

***(Ongoing: we are pursuing these relationships and ways to bring distinction to the new campus by hosting visiting scientists and a symposium after the campus opens in Fall of 2019.)***

***1.2 Increase the number and type of relevant and responsive certificate programs, lifelong learning, continuing education and practice-based opportunities for our students***

**Actions:**
**1.2.1** Develop standard cross-disciplinary affiliation agreements (MOUs) to support new partnerships (e.g. hospitals, healthcare systems, schools, non-profits)

***(The Office of Legal Counsel has developed standard affiliation agreements to support new and existing partnerships.)***

**Implementation/Timeline:**
**1.2.1.1.** Establish the Office of Affiliation and Internships (OAI) (TBC 2013-2014) if financially feasible

**1.2.1.2.** Using OAI as the focus, strategically grow affiliations and partnerships in support of undergraduate and graduate opportunities and Centers of Excellence. (TBC 2015, ongoing)

***(The reorganization of the Office for Career Development and Advancement in 2018 coordinates and centralizes all undergraduate internship opportunities so that every eligible student in every undergraduate program may obtain career-related experience prior to graduation.)***

**1.2.2** Increase the number of international and national internship opportunities

***(The reorganization of the Office for Career Development and Advancement in 2018 coordinates and centralizes all undergraduate internship opportunities so that every eligible student in every undergraduate program may obtain career-related experience prior to graduation.)***

**Implementation/Timeline:**

**1.2.2.1.** Identify current and potential internship opportunities (TBC 2014)

***(A new university-wide internship database launches in April of 2019. All available internships from each of the colleges has been posted to the database, All employment job fairs have been expanded to become employment and internships job fairs, along with increased promotion. Kean has started to increase on-campus internships. )***

**1.2.2.2.** Engage national groups (inroads.org, internships.org) with academic units at Kean (TBC 2013-2014)

***(Ongoing. In 2019, Kean University's Office of Career Services will become a member of the Cooperative Education and Internship Association (CEIA) or the National Society for Experiential Education (NSEE), a nonprofit membership organization composed of educational institutuions, businesses and community leaders. Staff rom the Office of Career Services will be attending their 2020 Conference to learn best practices. Finally, the first Kean University internship at WKU has been proposed.)***

**1.2.3** Develop online course/program offerings that increase learning opportunities for students by 5% to 10% annually

**Implementation/Timeline:**
**1.2.3.1.** Hire a Director of Online Learning (TBC 2013-2014)

**1.2.3.2.** Design and implement a Learning Commons Strategy (TBC 2014-2015)

**1.2.3.3.** Establish a strategy and niche for distance learning (TBC 2014)

**1.2.3.4.** Design and deploy curriculum to support the plan. (TBC 2015 and ongoing)

***(An Associate Dean of the School of Online Learning was put in place in 2014 and a fully-functioning staff has been created. Since 2014, online degree completion programs and fully online undergraduate and graduate programs have been launched. MSCHE approved Kean University to be a distance-degree granting institution in 2016. Enrollments continue to increase.)***

***1.3 Provide support mechanisms for all programs consistent with regional, professional and national measures***

**Actions:**
**1.3.1** Increase online learning opportunities in skills-based and developmental courses, or where online learning can be utilized as an important supplement to the core academic program to improve student learning/the student experience

**Implementation/Timeline:**
**1.3.1.1.** With the Office of Assessment and General Education, identify where online-learning can be used to improve student learning and experience. (TBC 2014-2015)

**1.3.1.2.** Implement areas of greatest return initially, with additional areas to follow. (TBC 2015)

***(Online learning opportunities have been created to provide students with academic options in the General Education Foundation requirements and the Disciplinary and Interdisciplinary Distribution Requirements of the General Education curriculum. To support student academic success, the Nancy Thompson Library Learning Commons (NTLC) provides online writing support using Wconline, and provides online tutoring for many courses. To facilitate online research through their website, the NTLC has added Open Educational Resource books and articles to the WorldShare system. Additional opportunities are under development.)***

**1.3.2** Utilize the Centers of Excellence model to facilitate ambitious program accreditation goals

**Implementation/Timeline:**

**1.3.2.1.** Review local model, as well as national exemplars. (TBC 2013-2014)

**1.3.2.2.** Align Centers of Excellence with program accreditation goals (TBC 2014)

**1.3.2.3.** Integrate goals with Centers of Excellence effort (TBC 2015-2016, ongoing)

**1.3.3** Develop an undergraduate research & honors program(s), and identify and develop students for such 'added value' opportunities

**Implementation/Timeline:**

**1.3.3.1.** Develop a working group to identify current undergraduate research and honors programs at Kean (TBC 2014)

***(Undergraduate research opportunities in select undergraduate programs have been initiated under the Research Aligned Mentorship (RAM) program, funded by United States Department of Education. In addition, ORSP coordinates other undergraduate research opportunities. Beginning in Fall 2019, freshmen will have an opportunity to participate in research projects under the direction of faculty in a newly-developed research course. Honors programs at Kean have been identified and proposals are being considered for a university-wide honors program.)***

**1.3.3.2.** Define a structure, based on national norms, policies, procedures, and model to follow, building on Kean's existing elements university wide (TBC 12/14)

**1.3.3.3.** Migrate existing honors students into the program from incumbent students (3rd4th years) (TBC 2014-2015)

**1.3.3.4.** Annually enroll students (1st, 2nd years) earlier (TBC 2015-2016)

**1.3.4** Enhance the role of the University Career Services Office

**Implementation/Timeline:**

**1.3.4.1** Connect Career Services to existing national University Career Services

organizations and groups, including alumni (TBC 2014)

**1.3.4.2** Develop internship co-curricular experience for Kean Students, with progression through service and professional opportunities, culminating in graduation (TBC 2015)

***(The reorganization and relocation of the Office for Career Development and Advancement in AY2019 will cultivate new professional partnerships and centralize all undergraduate internship opportunities so that every eligible student in every undergraduate program can take obtain career-related experience prior to graduation. SEE 2.4.7)***

**1.3.4.3** Design a web-portal and presence to support students before they arrive at the Career Services physical office. (TBC 2014-2015)

***(The reorganized Office for Career Development and Advancement is testing a web-portal for students to view opportunities for internship placements. The portal will provide an opportunity for prospective placement opportunities to connect and cultivate new professional partnerships and centralize all undergraduate internship opportunities so that every eligible student in every undergraduate program can take obtain career-related experience prior to graduation. SEE 2.4.7)***

**1.3.4.4** Develop a 5-year co-op program, aligned with specific majors and employers, to provide substantial professional expertise during undergraduate study at Kean (TBC 2014, ongoing)

## Goal 2. To attract and retain more full-time, first-time undergraduate students, transfer and graduate students

***2.1 Attract more students to Kean through increased marketing in our region and globally, with an emphasis on raising visibility, building reputation, using and improving on Kean's unique academic programs and approach to the classroom to promote the institution, and extending our marketing 'power' through diversified and innovative marketing techniques***

***(National marketing efforts began in 2016 to recruit students who were a good fit for Kean University. In 2018, two regional recruiters were hired to broaden the Pennsylvania/Maryland and New York/Connect markets and also extend outreach to California, Illinois, Massachusetts, and Washington DC.)***

**Actions**

**2.1.1** Unique academic programs, such as sustainability, health sciences as well as our outstanding education programs will be promoted extensively integrated into marketing plan timeline to be determined by University Relations

***(Programs in sustainability are marketed based upon the unique availability of three ecosystems at Kean's three campus locations – a suburban/urban ecosystem in Union Township, a marine ecosystem in Ocean County, and a forest wildlife ecosystem at the Highlands in Jefferson Township.)***

***Student for a Day events have been extended to promote all academic programs.)***

**2.1.2** Continue to offer academic programs and courses that are affordable and of high quality

***(Kean University offers over 50 academic programs and is the most affordable comprehensive university in the state of New Jersey; students graduate with the least amount of debt in comparison to other NJ universities)***

**2.1.3** Increase the convenience and accessibility of such programs and courses through variable delivery systems, including weekend and online programs

***(The School of Online Learning has been established and has increased online course offerings in several academic programs. Weekend classes are offered at the Kean Union and Kean Ocean sites including Friday evenings, Saturday mornings and afternoons, and Sunday mornings. Learning support services have been made available on Sundays and late evening hours have been added.)***

**2.1.4** Utilize innovative technology and strategies more effectively to generate engagement of prospective students

***(In 2014, enrollment services transitioned into Ellucian's Recruit technology as the CRM for prospective students; Financial Aid started using Book Now technology in 2017 so prospective and current students could make appointments with their Financial Aid counselor. )***

**2.1.5** Market new initiatives that support the student academic experience, such as the honors program, to raise visibility amongst high achievers: attracting highly qualified students and enhance reputation

***(To improve the recruitment efforts for students interested in STEM-related fields, Kean University offers a full range of Science, Technology and Mathematics programs through the College of Natural Applied and Health Sciences as well as honors programs through the New Jersey Center for Science, Technology and Mathematics.***

***Beginning in Spring of 2019, incoming freshmen in all academic disciplines will have an opportunity to engage in an optional research experience with a faculty member, one which will provide an introduction to the scientific method as applied to a specific discipline.)***

**2.1.6** Increase the numbers of merit scholarships to compete for top students in the region or nationally; timeline to be determined by the Office of Scholarships and the Foundation

***(As can be seen in the table, an increasing number of students have benefited from scholarships.***

| AY | Number of Merit Scholarships | Total Amount Awarded |
|---|---|---|
| 2013-14 | 183 | $568,762.00 |
| 2014-15 | 211 | $747,581.00 |
| 2015-16 | 246 | $874,306.00 |
| 2016-17 | 257 | $979,276.00 |
| 2017-18 | 501 | $1,400,019.00 |

***In Fall 2018, a Monetary Award Program (MAP) was added for highly academically gifted students. In Fall 2019, a Centennial Scholarship program will be established for academically gifted students whose annual family income is less than 75 thousand dollars.)***

**2.1.7** Utilize Kean's diversity and commitment to global perspectives in all marketing, advertising, and recruitment efforts

***(Ongoing since 2017, a diverse group of college ambassadors speak at Open House events to promote their success and invite prospective students to meet with them and their College Dean.)***

**2.1.8** Renew marketing initiatives, including web-based recruitment tools, for Kean Ocean, Wenzhou-Kean, the broader international community and other centers in the state

***("Apply Now" and "Inquire Now" buttons have been added to the Kean University website. Joint marketing began in Fall of 2018 for Kean Ocean and Ocean County College. These marketing efforts will be expanded by the Division of University Relations. Recruitment for Wenzhou Kean was expanded in 2018 with faculty and administrators engaging in outreach in the Zhejiang province and other provinces in China.)***

**2.1.9** Determine a baseline for Kean and establish benchmark institutions in the state, regionally and nationally, by which to measure the effectiveness of marketing efforts

***(Comparative analyses are periodically monitored to ensure the most effective marketing efforts.)***

**2.1.10** Expand community based partnerships and entrepreneurial initiatives that will attract more people to the campus (i.e. Morris Avenue Corridor, Ursino, Liberty Hall Museum, and Conference Services)

***(The University began construction of a new academic building that will expand upon the partnership with Liberty Hall and establish a world-class facility for the Department of History. The aptly named Liberty Hall Academic Center for History will bring new classroom and seminar space, a multipurpose exhibit hall, a research library and more by Fall 2019. Through the New Jersey Public Private Partnership legislation, Kean was able to establish a partnership for the development of a new freshman residence hall, named Cougar Hall. Accessing private investment, Kean will offer 385 new beds beginning Fall 2018.***
***Kean has developed a cooperative working relationship with the private developers of the former Merck site resulting in a healthy symbiosis. For example, the Vermella development will locate neighborhood retail on the land adjacent to Kean's planned new academic building for the College of Business and Public Management, thus offering amenities to Kean and customer traffic for retail vendors.)***

***2.2 Improve admissions processes, from recruitment to registration, to ensure that the Kean experience begins from the first 'touch'***

***(In addition to adopting the use of the Recruiter software platform and introducing the use of the Common App, Enrollment Services operationally merged the application processing and financial aid processing under one unit. Scholarship processing was added in Fall of 2017. An integrated communication calendar was developed in 2015, and testing/orientation communications were added in Fall of 2016. Student Accounting coordinates with the admissions communication plan and implemented a paper bill with a marketing message to freshmen and their parents in June of 2018.)***

**Actions:**
**2.2.1** Improve administrative coordination of application processing, financial aid processing student accounting processing, scholarship processing and advisement to respond to student needs more efficiently and timely

**Implementation/Timeline:**
**2.2.1.1** Formalize the Admissions and Enrollment Services Committee (Fall 2013)

***(An Enrollment Tactical Team was established in 2015 and meets regularly from January through September.)***

**2.2.1.2** Formalize a 'pipeline flow' from recruitment to registration (TBC Dec 2013)

***(Recruiter software was purchased in 2013, expanded in 2014 and updated***

***again in January 2018. The expanded pipeline for communication flow was rolled out in October 2015.)***

**2.2.1.3** Establish implementation timeline and enact implementation to ensure admission process through to notification is 24 hours (TBC Jan 2014) and follow-up is within 72 hours

***(Ongoing. Admissions responds to students within 72 hours, and is able to use technology to record submissions.)***

**2.2.1.4** Establish best practices at every stage of the admissions and enrollment processes – from recruitment to registration; establish such best practices as university policy; and provide the technical solutions to implement policy (from Fall 2013-June 2014)

***(Nationally-known consultants Ruffalo Noel Levitz completed an operational review in October 2014 to identify and to assist in developing best practices at Kean. An intricate communication plan for automated, digital and direct mail efforts was developed that follows prospective students from first point of entry through registration. In 2017-2018, a best practice to standardize financial aid packaging was created and included a new financial award letter.)***

**2.2.1.5.** Ensure that academic deans and program directors engage in follow-up contact with students expressing interest in their programs within 72 hours

***(Several initiatives have been implemented so that academic Deans, Executive Directors, Chairpersons, and program coordinators make follow-up calls after Open House. In 2019, all faculty have been trained to make welcome calls to all newly-admitted freshmen.)***

**2.2.2** Review available information and resources to improve administrative coordination and technological resources assigned to the enrollment process to support all admission categories, find how coordination and resource allocation can be improved and implement the necessary changes

***(Developed SMART approach to recruitment to prioritize outreach to prospective students. Implemented work flows to streamline processes. Identified a PASSPORT admissions counselor and developed unique marketing materials, capacity recruitment levels, and unique reporting tools. Improved the EOF application process so that students get an immediate response to their application via a first review/acceptance to Kean, and EOF provides the secondary review of supporting financial documents.)***

**Implementation/Timeline:**
**2.2.2.1** Review Enrollment Management Report annually (Fall 2013)

***(The Vice President of Enrollment Services develops annual outreach reports with Deans, meets with Deans quarterly to review progress, and reviews annually while using weekly reports as a guide to set monthly goals.)***

**2.2.2.2** Integrate Advancement Office for Merit Scholarships (Spring 2014)

***(A scholarship analysis in Summer of 2017 was completed, and work began to make the scholarship program more efficient and effective for prospective and current students. In Fall 2017, upper-tier scholarship levels were flattened so that more students would benefit. An online merit scholarship system, comparable to the existing freshman and transfer merit scholarship programs, was added. A priority deadline of February 1 for incoming freshmen was added the March 1 deadline, and all standard incoming freshman announcements are made by March 30 so that prospective students know what they have received well in advance of National Decision Day. Scholarship Services also moved up the annual Foundation Scholarship Application launch date from December 1 to October 1, so that prospective students have more time to apply for scholarships. It is important to note that these merit scholarships are an operational budget item and are not funded by the Kean University Foundation.)***

***Through a Board resolution and the work of the Kean University Foundation, the University is rolling out the Centennial Opportunity Fund beginning Fall 2019, which is a merit scholarship for academically capable (minimum 3.0 high school GPA, minimum 1100 SAT) but financially challenged (maximum $75,000 adjusted gross income) incoming freshman. It is the goal of this award to enhance recruitment and registration efforts for students who might otherwise not be able to attend Kean due to financial obstacles.)***

***2.3 Improve retention by targeting proactively our most at-risk constituencies with effective, directed monitoring and specialized support from pre-matriculation to graduation***

**Actions:**

**2.3.1** In cooperation with the Office of Intervention and Retention, Institutional Research and the Office of Assessment and Accreditation, develop/implement and utilize a retention program that assesses student attributes, identifies students at risk, and facilitates academic and administrative interventions to enhance retention

***(The University has hired a new Director of Student Success and Retention and is organizationally housed in the Office of Strategic Initiatives to ensure effective collaboration of the divisions of Academic Affairs and Enrollment Management. A multi-faceted retention program is being developed which will identify at-risk students and facilitate academic and administrative interventions to enhance retention. Non-cognitive factors that may interfere with student academic success will be identified utilizing the Ruffalo Noel Levitz College Student Inventory (CSI) and Mid-Year Student Assessment (MYSA) for the 2019 cohort of entering freshmen and will guide retention efforts. Collaboration is ongoing between the University Senate Admissions and Retention Committee and the Presidential Task Force on Retention and Advisement. A new Early Academic Alert system was put into place during Fall 2018 to identify students who were at risk in their undergraduate coursework; this information was shared with academic advisors for follow-up and the Nancy Thompson Library Learning Commons who provided***

***outreach to students who needed support for writing and/or academic coursework.***

***Implementation of a Supplemental Instruction (SI) program was pilot tested in Fall 2018 in partnership with the Office of Student Success and Retention and the Division of Academic Affairs. SI is designed to support students enrolled in historically difficult gateway courses – those with a high percentage of D and F final grades and withdrawals – that serve as roadblocks to persistence and retention.)***

**2.3.2** Increase retention goals in proportion to an established enrollment paradigm that incorporates each admission category at each University location as the student population increases

***(Retention initiatives were the focus of an internal Entering Student Survey to identify incoming students who indicated a need for additional assistance in Math, English, and time-management skills. Workshops were developed in collaboration with the School of General Studies and the Writing Center. Through collaboration with the Kean University Counselor Education program, 12 academic coaches were recruited to participate in a "Step-it-Up" program to assist with one-on-one meetings and provide workshop opportunities. In addition, work was begun on students who had GPAs of 2.0 to 2.4 in order to reduce the number of students on academic probation and on the dismissal list. Initial findings showed a 79% progression rate of students who were on academic probation in fall of 2017. Retention initiatives have expanded to include a new Early Academic Alert system, and plans for the implementation of the Advise platform in Fall of 2019 will help identify at-risk students so that outreach efforts can be expanded to continue to meet the specific needs of all Kean University students.)***

**2.3.3** Strengthen student retention through pre-matriculation services that correlate with freshman and sophomore student success

**Implementation/Timeline:**

**2.3.3.1** Develop a Gateway Project Summer Immersion (pre-enrollment addressing of remediation) (feasibility study Spring-Fall 2014, pilot Summer Immersion courses offered Summer 2014; Gateway Project opened Summer 2015)

***(A summer workshop in Developmental mathematics was run in August of 2018 targeting students in math-intensive majors. All participants successfully completed the program and enrolled in MATH 1000 during the Fall semester. Plans are underway for expansion next summer.)***

**2.3.3.2** Develop and implement Kean's Developmental Courses online (first program to be implemented as a pilot 2015; three courses rolled out 2016-2017)

***(MATH 0901 was offered in the online modality for the first time in Fall 2018. Other online developmental courses are under development.)***

**2.3.3.3** Improve the relationships with high schools, and utilize special programs such as EEO and Upward Bound to bring pre-college remediation and/or

review/placement testing preparation to our feeder high schools to improve the preparation of incoming students (2013/2014 feasibility research plus offering of pilot placement testing preparation; implementation of remediation programming pilots [pre-college developmental courses] 2014/2015; full program of pre-college courses to 10+ high schools by 2015/16)

***(A partnership between Enrollment Services and Academic Affairs resulted in the creation of articulation agreements with high schools so that students earn college credit in high school, and begin to consider Kean as a top-choice college. Kean is partnering with College Board to promote college readiness by encouraging SAT practice using Khan Academy; the official SAT practice is a free, personalized study tool that helps students success on the SAT and in college.)***

**2.3.3.4** Establish programs that send faculty to high schools for lectures, presentations and recruitment efforts

***(Ongoing. As part of the annual enrollment outreach plan, specific programs are challenged to reach out to their degree program's feeder schools and host lectures and presentations. History and Chemistry are two examples of participating academic programs.)***

**2.3.4.** Establish and implement an academic advisement process ensuring regular contact between students and academic advisors; require academic deans and program directors to be accountable for compliance with advisement policies

***(An increase in full-time faculty office hours was initiated in Spring of 2019 to maximize faculty availability for students; a requirement that all students meet advisors twice each semester has been initiated; all programs met in June of 2018 to develop a customized advisement process for their students; a new tool was developed by OCIS to identify students who have not obtained advisement so that academic deans can assess compliance and direct outreach.)***

***2.4 To support student retention and graduation rates throughout our community by building or strengthening programs that embed each individual into 'communities of care' -- from a First Year Experience program, through ongoing Learning Communities that works in conjunction with, residential life, co-curricular and career-related programming***

**Actions:**

**2.4.1** Develop a comprehensive First Year ***Academic*** Experience program for entering undergraduate students that ties together academic affairs, student affairs and extra-curricular experiences, to provide a more comprehensive and enriching experience

**Implementation/Timeline:**

**2.4.1.1** Develop overall First Year Experience Program (develop plan Spring 2014; implement Summer 2014 for 2014-15 admission cycle; assess, review and revise for 2015-2016 admission cycle)

***(In summer of 2018, the university initiated a new model of Freshman Orientation that included an overnight in the residence halls and which tied together academics, student affairs and extracurricular opportunities.)***

**2.4.1.2** Restructure T2K to include learning communities (pilot Spring 2014 with two common courses. Indicators of success will include co-curricular transcripts for involvement and retention. Explore the possibility of involving GA's as instructors for T2K).

***(A collaborative effort between the School of General Studies and the Office of the Registrar created learning communities of students whose schedules included two or three common courses in addition to GE1000 (T2K) as a pilot program in Fall 2018. Outcomes will be assessed, and the program will be expanded in upcoming academic years.)***

**2.4.1.3** Determine a baseline for Kean and establish benchmark institutions in the state, regionally and nationally, by which to measure the effectiveness of the First Year Academic Experience (TBC by Dec 2014)

***(The School of General Studies has continuously worked with the Gardner Institute to insure that our First Year focused initiatives follow best practices. Association of American Colleges and Universities (AAC&U) guidelines have been used to develop Student Learning Outcomes and rubrics for courses in General Studies.)***

**2.4.2** Develop and staff academic and residential learning communities for student cohorts according to educational interests. Engage resident faculty members who are recognized mentors in their respective fields, and who are willing to be available to monitor each student's progress through graduation.

***(A collaborative effort between General Studies and the Office of the Registrar created nonresidential academic learning communities of students whose schedules included two or three common courses in addition to GE1000 (T2K) as a pilot program in Fall 2018. The communities(cohorts) were based on intended academic majors. Students are identified for participation based upon their intended major and their placement test scores. Outcomes will be assessed, and the program will be expanded in upcoming academic years.)***

**2.4.3** Increase full time faculty teaching General Education and other introductory level courses

***(At the direction of the President, a significant number of faculty lecturers were hired to teach General Education courses and General Education distribution courses. Twenty-six new faculty were hired in January of 2018 to teach courses in General Education, English, Psychology, Communication, Biology, Chemistry, Physics, and Physical Education/Health/Recreation as part of a university-wide effort to increase the number of full-time faculty; a total of 30 near faculty were hired at that time.)***

**2.4.4** Increase student engagement in residential, social, recreational, and co-curricular programs; utilize Campus labs and the Co-curricular transcripts to assess the progress in this area

***(Student engagement continues to increase since the increased promotion and utilization of Cougar Link, the growth of "Meet the Greeks" since September of 2012, the inception of the Involvement Center in October 2012 (a centralized physical hub for student involvement at Kean Union), and the establishment of "Kean Day" in September of 2013. From Fall 2013 to Spring 2018, there was an increase of 37.4% in the overall number of students involved in clubs and organizations as recorded through Cougar Link (Campus Labs: Engage).***

| | *INVOLVED AS MEMBER IN AT LEAST ONE STUDENT GROUP OR ORGANIZATION* | *NUMBER OF CO-CURRICULAR TRANSCRIPT ENTRIES* |
|---|---|---|
| *2013 Fall* | *1,699 students* | *3,053* |
| *2018 Spring* | *2,335 students* | *4,404* |

***Additionally, students who became engaged through involvement in clubs or organizations saw a 37.7% 4-year graduation rate (Cohort 2010), compared to their counterparts that did not become involved who saw a 14.1% 4-year graduation rate. The 4-year graduation rate for involved students increased to 41.8% (Cohort 2014), representing an increase of 4.1% compared to a 15.3% 4-year graduation rate for students who did not become involved in clubs and organizations, for whom the increase was only 1.2%.***

***The 4-year graduation rate for Greek organization members rose from 29.6% (Cohort 2010) to 42.5% (Cohort 2014), an increase of 12.9%, while the non-Greek organization members rose from 20.1% (Cohort 2010) to 24.1% (Cohort 2014), an increase of only 4%.***

***The 4-year graduation rate for Leadership Institute members rose from 32.8% (Cohort 2010) to 50,8% (Cohort 2014), showing an increase of 18%, while the non-Leadership Institute members' 4-year graduation rate rose from 20.4% (Cohort 2010) to 24.6% (Cohort 2014), representing an increase of only 4.2%.***

***During the 2013-2014 academic year, a total of 938 student group meetings, events and programs were held. During the 2017-2018 academic year, the total number of student group meetings, events and programs increased by 19.7% to 1,123. The First Year Student Pathways to Success program will be implemented in Fall 2019 which will provide additional strategies to help engage students in co-curricular activities.)***

**2.4.5** Work collaboratively with academic and administrative units to enhance the advisement process by incorporating student success metrics, course mapping, co-curricular planning

***(President Farahi reformulated an Advisement and Retention Task Force in January of 2018; membership on the task force is comprised of faculty and staff from all relevant university areas (Registrar, Admissions, the office of Student Success and Retention, Student Accounting, General Studies, etc. Beginning in Fall of 2019, Kean University will utilize Ellucian's Advise that will enable faculty***

***advisors, learning support staff, and others to strategically communicate with students and to provide advisors with student success metrics.)***

**2.4.6** Utilize Alumni Association and the Foundation for mentoring opportunities, career exploration and internship opportunities

***(In 2016-2017, Quality First funding was provided to the Office of Alumni Relations to match volunteer Kean alumni with current students to provided personal and career mentoring.)***

**2.4.7** Develop and centrally coordinate the internship process for students, so that students can come to one office to search for, investigate, prepare and apply for internships. Tie internships more closely to the curriculum.

***(Center for Career Development and Advancement has been relocated and its footprint expanded in CAS; it now serves as the central clearinghouse for all internship opportunities; a Director of the Office for Career Advancement and Development has been hired and the staff has been expanded. The Kean University Online Employment & Internship Portal has been created and is being tested during Spring 2019; this portal will provide information about internship and employment opportunities to students and alumni and will serve as a resource to prospective employers.***

***Academic programs which do not currently require an internship are being revised to include 3 – 6 credit hours for optional internships effective Fall 2019.)***

***2.5 Improve student retention and graduation rates by strengthening academic advisement to guide students in academic course planning and requirement completion***

***(In addition to expanded retention efforts through academic advisement, a Graduation Incentive Plan was rolled out in September of 2017 to improve the four-year graduation rate by providing monetary assistance to students for summer course registration when students would otherwise have to return to complete coursework in the following Fall semester. In addition, an online graduation application process was implemented in October of 2018 so that students could apply for graduation in a one-step process.)***

**2.5.1** Utilize the established Academic Advisement Task Force to develop and recommend an improved advisement process for all students. Have Academic Affairs take the lead during Spring 2014 to implement and assess the effectiveness of these changes and modify on an ongoing basis

***(President Farahi reformulated an Advisement and Retention Task Force in January 0f 2018 and asked for all recommendations to improve the advisement process and increase student retention. Preliminary recommendations included the immediate implementation of the Student Planning Software Platform, which is scheduled to be launched in March of 2019. In addition, an increase in full-time faculty office hours has been proposed to maximize faculty availability for students; a requirement that all students meet advisors twice each semester has been initiated; all programs met in June of 2018 to develop a customized advisement process for their students; a new tool was developed by OCIS to***

***identify students who have not obtained advisement so that academic deans and program directors can engage in outreach on an ongoing basis.)***

**2.5.2** Ensure the ongoing accuracy, usability, access to and use of our primary tools for effective planning of timely graduation

***(Implementation of the Student Planning Software Platform is in progress to be launched in AY2019. This interactive and multi-faceted software platform provides faculty advisors and students with tools to plan academic coursework and to monitor progress toward graduation. The system replaces guidesheets and provides customization of four-year plans.***

**Implementation/Timeline:**

**2.5.2.1** Update guide sheets and four-year graduation plans (TBC Summer 2014) and revise annually each spring if any changes have occurred

***(All guidesheets and four-year graduation plans were available on the Center for Academic Success webpages and on individual academic program webpages prior to September of 2018. With the creation of the new www.kean.edu website, guide sheets are available on the homepage drop-down menu (QUICKLINKS) and on Program/School/College webpages. During the academic year 2018-2019, all undergraduate academic programs (with few exceptions) were mandated to revise curriculum to meet a 120-credit hour mandate; the new 120-credit curriculum will take effect in Fall of 2019.)***

**2.5.2.2** Develop and implement a formalized plan and mechanism for the regular revision of guide sheets and four-year graduation plans (development TBC Summer 2014; implementation TBC by Spring 2015)

***(Beginning Fall 2018 all undergraduate academic programs were required to revise program guidesheets to meet the new legislated 120-credit maximum for baccalaureate degrees. An expedited process for curriculum revision with guidelines was disseminated to the university community in October of 2018. Four-year graduation plans will be simultaneously created. Additionally, all academic programs included three to six credits of internship opportunities for eligible students. Guidelines for the creation of internship and research courses were disseminated in October 2018.)***

**2.5.2.3** Establish a central repository of sheets and plans that students can easily access (TBC Summer 2014); the AVP of Academic Affairs is required to review and ensure accuracy.

***(Prior to Fall 2018, all academic program guidesheets and four-year graduation plans were available on the Center for Academic Success webpages and on the program homepages. Simultaneous with the launch of the new www.kean.edu website, all guidesheets and four year graduation plans are located on the homepage of each academic program and on the www.kean.edu landing page under QUICKLINKS for immediate student access.)***

**2.5.2.4** Establish mechanisms by which students and faculty need to access these tools as part of their advisement process (TBC by Spring 2015)

***(As part of the curriculum of GE1000 (Transition to Kean) and GE3000 (Transfer Transitions to Kean, students are introduced to tools that currently support the advisement process and will be introduced to Student Planning and Advise as these platforms are implemented.)***

**2.5.3** Fully develop and expand Project Readmit to the entire undergraduate population, to reach out to students who left the university without completing their degree, helping them to finish

**Implementation/Timeline:**
**2.5.3.1** Plan expansion (TBC Spring 2014) at each college, supervised by the Academic Dean

**2.5.3.2** Implement (Summer 2014 and ongoing)

***(Discussions continue with Academic Affairs and the Office of Student Success and Retention to expand the outreach to students who would benefit from Project Readmit. The newly-expanded Office of Student Success and Retention offers re-enrollment services to students who stop attending for shorter intervals of time.)***

**2.5.4** Strengthen the advisement program and process for first year students, undecided/undeclared students, student who are changing/have changes majors, those with academic difficulty, or probation or academically dismissed (beginning Fall 2013, new policies implemented from Spring-Summer 2014)

***(Initiated in 2016, all first year students are assigned to a member of the General Studies faculty as academic advisor. For the vast majority of students, their GE1000 (Transition to Kean) instructor serves as their academic advisor so that intensive advisement and mentoring can occur organically in the students' first semester of study. During the first semester of their first year, General Education peer mentors are assigned to each student to foster a peer-support system and assist with the transition to academic advisement within their major. By the end of the first semester of their first year, students are assigned academic advisors from their intended majors. Students who remain undecided about their major program continue with their advisor in General Studies.)***

***Beginning in Fall of 2018, all students receive midterm feedback on their progress in each of their courses. Academic advisors receive reports of their advisees who are experiencing academic difficulty for outreach and follow-up.***

***In Summer of 2018, a new Director of the Office of Student Success and Retention was hired. The new Director has re-energized retention services, providing re-enrollment services, retention plans, and a faculty guide to retention.)***

**2.5.5** Ensure close linkage and continued cooperation and collaboration between Student Affairs and Academic Affairs, especially those student experience initiatives, including T2K, New Student Orientation, academic advisement and retention programs

***(A close collaboration exists between Student Affairs and Academic Affairs. In 2018, new student orientations were reimagined and both divisions were equal contributors to their success. Special sections of T2K are offered for students in the leadership program, and are taught by appropriate staff in Student Affairs. Special sections of T2K are also offered for Spanish-speaking students, and limited-language proficiency students.)***

## Goal 3: To retain and further attract world class faculty and non-teaching staff

### *3.1 Expand full-time faculty (tenure-track and others) to match best practices in institutions across the nation*

**Actions:**
**3.1.1** Expand the tenured, tenure-track and other full-time faculty with a particular emphasis on finding faculty with the appropriate subject mastery and who demonstrate a student-centered approach to teaching and advisement, instill critical thinking, and who have a strong commitment to pedagogy and scholarly and creative works

**Implementation/Timeline**:
**3.1.1.1** Improve the ratio of FTEs to tenured, tenure-track and other full-time faculty at Kean University's main campus in Union incrementally over time with a target of 5% increase annually

**3.1.1.2** Improve the ratio of FTEs to tenured, tenure-track and other full-time faculty at both the branch campus at Ocean County College and the branch campus at Wenzhou, China incrementally over time in same proportion as stated in 3.1.1.1

***(Across all campuses, ratio of FTEs to tenured, tenure-track and lecturers has remained stable at 30-31:1)***

**3.1.1.3** Task the Faculty Senate with recommending general guidelines as to the need for full-time faculty based on surveys of new programs created

**3.1.1.4** Create full-time faculty positions to accommodate the needs in areas of technology transfer research and post-doctoral research at Kean

***(The Lecturer position has been used to hire faculty for NJCSTM to teach and to guide students in research initiatives.)***

**3.1.1.5** Increase the percentage of the University's total budget devoted to instructional and research full-time faculty as necessary to meet the goals in 3.1.1.1. phased-in by September 2020

***(The University's budget is adjusted to meet the needs of faculty hires.)***

**3.1.2** Increase hiring of full time faculty to meet the accreditation, academic, disciplinary and staffing needs of existing and new programs and in furtherance of student retention and graduation rate goals

**Implementation/Timeline:**
**3.1.2.1** By September of each year, Academic Deans must submit proposals for full-time faculty and staffing levels needed to match or exceed minimum standards of external accrediting agencies in order to retain or secure external program accreditation

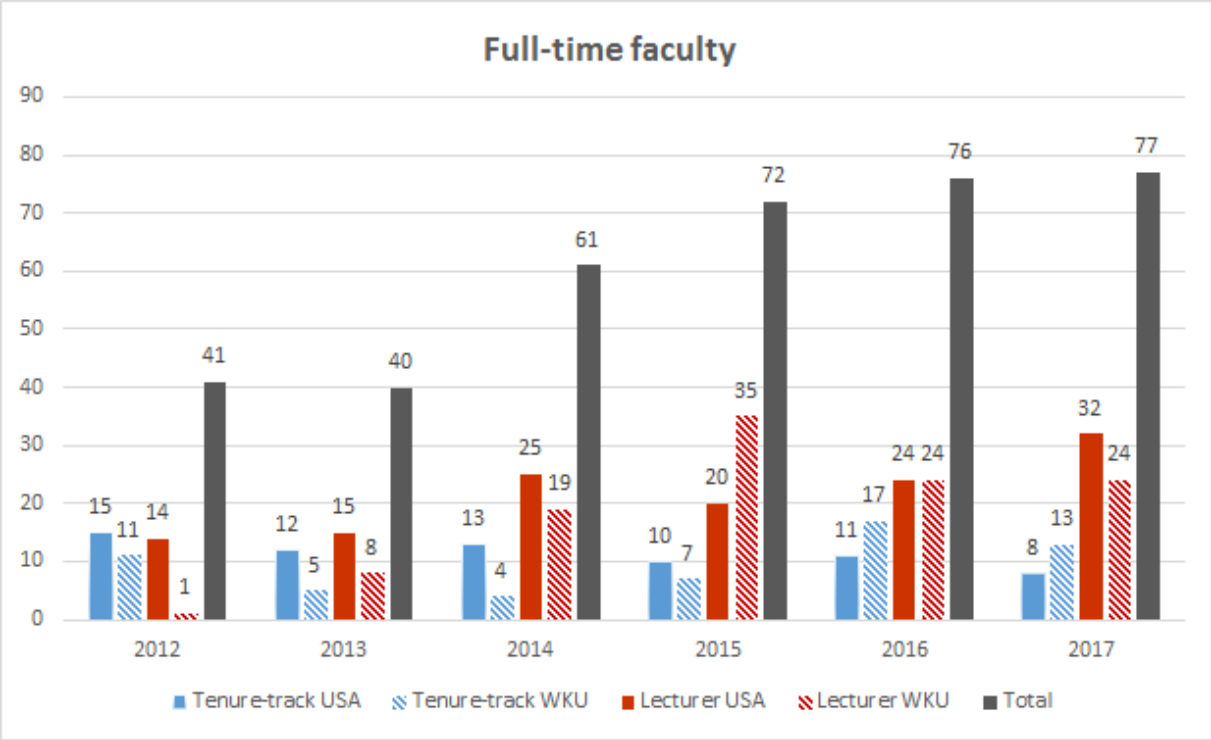
***(Processes for prioritizing and requesting faculty have been established.)***

**3.1.2.2** Prioritize hiring of full time faculty (from 2014 through 2016) to meet staffing needs of programs for the maintenance and expansion of program accreditation by external accrediting agencies

***(Processes for prioritizing and requesting faculty have been established based upon enrollments, recommendations from assessment reports and program review documentation, and program development initiatives.)***

**3.1.2.3** Academic programs not subject to external accreditation demands, shall create by September 2014 a plan with timelines for the hiring of full-time faculty to meet the goals and needs assessment generated at the programmatic level via Program Review

***(Processes for prioritizing and requesting faculty have been established.)***




***(Since 2012, there has been a steady increase in the number of full-time faculty hired to meet the accreditation and overall academic needs of the institution. In 2018, 91 full-time faculty were hired.)***

***3.2 Support faculty recruitment and retention through professional development opportunities necessary to build an ever-evolving career at Kean***

**Actions:**

**3.2.1** Expand regular faculty professional development sessions, specifically in the areas of research, grant acquisition, pedagogy, and the uses of technology in research and instruction

**Implementation/Timeline:**

**3.2.1.1** Each college will conduct a comprehensive self-assessment of its own professional development needs by September 2014

**3.2.1.2** Increase the number and variety of professional development offerings, activities, workshops, training sessions, etc. offered by the Center for Professional Development (CPD) and the Office of Research & Sponsored Programs (ORSP) to provide the college-based needs by September 2015

**3.2.1.3** Increase the number of faculty-led workshops and training sessions in areas of pedagogy and writing for publication by September 2014

**3.2.1.4** Establish full time employee training and assessment schedule for each semester.

***(Professional Development Days (PDD) are scheduled twice yearly. PDD is scheduled during four full days during January and June of each year. The majority of sessions and workshops are proposed and conducted by faculty and professional staff members of administrative units; these are complemented by sessions offered by guest speakers. Early on in the lifespan of this Strategic Plan, the majority of workshops and sessions were devoted to strengthening academic and institutional assessment. Since 2014, PDD has evolved and expanded its breadth of offerings, and includes sessions that are of university-wide interest as well as sessions that are specific designed for faculty or professional staff. During PDD, activities and training are planned by each college to meet its unique professional development needs during a dedicated College Day. In addition, throughout the calendar year, Lynda.com is offered as a resource for faculty and Professional staff. Lynda.com is a powerful web-based tool that offers tutorial opportunities in pedagogy, writing, citations, data analysis, performance improvement, time management, interpersonal skill, etc.)***

**3.2.2** Improve/provide support services for faculty research and scholarship, grant acquisition, pedagogical innovation, and use of technology in research and instruction

**Implementation/Timeline:**

**3.2.2.1** Develop an annual faculty survey, which identifies faculty interests, needs and ideas for professional support by September 2014

**3.2.2.2** Develop a faculty mentoring program for full-time faculty by September 2014

***(Senior faculty initiated discussions for faculty mentoring in 2017 and discussions between senior and junior faculty to guide program***

***development took place during Professional Development Days in 2017 and 2018. In AY2018, workshops were offered by the Office of the Provost and Vice President for Academic Affairs and in AY2019, a specific set of workshops will be offered to new faculty during Professional Development Days beginning 2019. Support will also be provided for a mentoring steering committee comprised of senior faculty to pilot a faculty mentoring program.)***

**3.2.2.3** Create a dedicated budget line to provide travel funding for conference attendance and other professional and career advancement activities for all qualified faculty by September 2014

***(Qualified faculty are eligible to receive up to $1000 annually for conference attendance when presenting peer-reviewed scholarly work and/or when students are coauthors; additional travel support is available for activities related to assessment and accreditation activities.)***

**3.2.2.4** Increase availability of graduate assistants for scholarly and pedagogical support by 2015 if financially feasible

***(Although the number of graduate assistantships continues to be limited due to financial considerations, the proportion of assistantships allocated to support scholarship, professionally-relevant services and pedagogy has increased. In AY2019, a revision of the GA position request process will be undertaken, with policies to prioritize allocations.)***

**3.2.3.** Improve/provide support for faculty research and scholarship, grant acquisition, pedagogical innovation, and use of technology in research and instruction by creating active communities of teachers, scholars and professionals on campus

**Implementation/Timeline:**

**3.2.3.1** Increase number of internally supported scholarly faculty activities on campus including colloquia, public forums, conferences, workshops, orientation programs, etc. by September 2016

***(Since 2015, the Office of Research and Sponsored Programs has offered workshops in the following areas: grant proposal development, grant writing, introduction to research resources, Institutional Review Board criteria, Qualtrics, requirements for conducting hospital-based research, Pivot software, funding research and supporting students through the National Science Foundation.)***

**3.2.3.2** Create a program targeted to foster resident faculty collaborations with other institutions matching intellectual capital on campus with appropriate partner organizations by September 2016

**3.2.3.3** Establish a “Teaching and Learning Center” in collaboration with the Center for Professional Development and the Office of Research & Sponsored Programs which assimilates faculty grant and research efforts with pedagogical approaches and offers teaching and learning support for faculty by September 2015

**3.2.3.3** Hire a Teaching and Learning Center leader in September 2014

***3.3 Support faculty recruitment and retention by offering career advancement opportunities consistent with standards of world-class education***

**Actions:**

**3.3.1** Create clear institutional policies and commitment to the resources and professional time needed for important career goals for faculty such as research and scholarly activity and pedagogical innovation

**Implementation/Timeline:**

**3.3.1.1** Provide sabbaticals at levels appropriate to proposals submitted

***(Sabbatical applications and awards are governed by Letter of Agreement #13 of the Kean Federation of Teachers and University Administration, dated January 10, 1975. Notice of the sabbatical application process is posted annually by the Office of the Provost and Vice President for Academic Affairs; department/school/college ARTP processes are followed with recommendations submitted to the University President.)***

**3.3.1.2** Increase the number of awards of research support for full-time faculty via existing programs such as the Released Time for Research and Creative Works Program wherever appropriate based on the quality of the proposals submitted

***(Release Time for Research (RTR) applications and awards have remained largely unchanged, however the success rate of applications receiving rewards has increased dramatically – to 23% in 2013 to 44% in AY2019. Additionally, new opportunities for research support have been launched including Foundation Faculty Research Awards (FFRA), Students Partnering with Faculty (SpF) and STEAMED SpF.)***

**3.3.1.3** Increase the number of awards of research support for untenured faculty via existing programs such as the Untenured Faculty Research Initiative Program wherever appropriate based on the quality of the proposals submitted

***(Untenured Faculty Research Initiative awards have increased since 2013 as has the success rate of applications receiving awards – from a low of 33% in AY2017 to a high of 78% in AY2019.)***

**3.3.1.4** Review the criteria for travel to conferences and presentations; seek input from the Council of Deans and the Faculty Senate

***(Travel criteria were established by the Council of Deans in XXXX and updated in September 2017. Criteria are included in the Travel Manual on the www.kean.edu website.)***

**3.3.1.5** Provide annual financial support opportunities for faculty whose research necessitates start-up funds by September 2014

***(Since 2014, funding for special projects has been made available through the Office of the Provost and Vice President for Academic Affairs and has increased by over 25% to a high of $136,200 in AY2018.)***

**3.3.1.6** Provide greater flexibility for faculty "in load" teaching assignments to allow for faculty to select alternate assignments for research, service, advisement, etc. by September 2014 and fully implemented by September 2015

***(At the discretion of the Office of the Provost and Vice President for Academic Affairs, "in load" teaching assignments are provided so that faculty may be given sufficient time to engage and complete a variety of accreditation, programmatic, and clinical supervisory tasks.)***

**3.3.1.7** Establish a five-year cycle for replacement of faculty office computers with state of the art equipment phased in with full implementation by September 2018

***(Faculty office computers are replaced on an ongoing basis.)***

**3.3.2** Create clear institutional policies in support of and commitment to faculty career advancement opportunities

**Implementation/Timeline:**

**3.3.2.1** Increase promotions to full professor and associate professor based on the number of retirements, the size of annual new hires, merit and fiscal responsibility

***(Each year, promotions to full and associate professor are awarded; the number of promotions to full and associate professor are guided by fiscal resources.)***

**3.3.2.2** Increase the number of range adjustment awards if merited and fiscally feasible

***(The number of range adjustment awards are guided by fiscal resources.)***

**3.3.2.3** Establish annual promotional opportunities for tenured and tenure-track librarians with faculty rank whenever appropriate and merited

**3.3.2.4** Strengthen faculty participation in peer review processes

***(The process for faculty promotion features peer review at the program/school/college level in the ARTP by-laws and at the university level with elected faculty who serve on the University Promotion Committee.)***

***3.4 Retain and further attract talented and professionally qualified adjunct faculty and support their work through professional development and enrichment opportunities***

**Actions:**
**3.4.1** Provide adjunct faculty with the training and the professional development opportunities useful to incorporate emerging technologies into their teaching by September 2015

**Implementation/Timeline:**

**3.4.1.1** Invite adjunct faculty to professional development activities (Center for Professional Development), training opportunities, and assessment training programs by September 2014.

***(Adjunct faculty are invited to all semi-annual Professional Development days, are offered training to teach Kean online courses, and are provided unlimited access to Lynda.com, an online education company that offers video professional development courses taught by industry experts.)***

**3.4.1.2** Ensure that office space is available for adjunct faculty by 2016

***(Every academic building on campus has space for adjunct faculty. Programs with large adjunct populations have dedicated space for only their program.)***

**3.5** Expand non-teaching staff in specific areas to meet the challenges outlined in the strategic plan

**Actions:**
**3.5.1** Make a comparative analysis (utilizing best practices) of current staffing by unit/service, and pinpoint areas of particular need both in terms of general staffing of services (within a comparative framework) and in terms of the specific and immediate challenges created by the implementation of the strategic plan

**Implementation/Timeline:**
**3.5.1.1** Organize and undertake analysis (Fall 2013-Spring 2014)

**3.5.1.2** Utilize the results to rank non-teaching staff and unit/services' needs according to priority with comparative data, the new strategic plan and the university's financial resources as guides (Summer 2014)

***(All requests for non-teaching staff are evaluated on an operational and fiscal basis. The Office of Human Resources (HR) works in partnership with the hiring department to determine if the staffing requests are in the best of the student, University, and community at large. In doing so, HR provides organizational design and development services in an effort to ensure resources are effectively aligned and in the direction of the organization's***

***mission and goals. Meritorious requests are then reviewed by the President and recommended to the Board of Trustees.)***

**3.5.2** Establish a three year hiring cycle according to priority ranking if fiscal resources permit

**Implementation/Timeline:**
**3.5.2.1** Rank 1 priority hiring AY 2014-2015

**3.5.2.2** Rank 2 priority hiring AY 2015-2016

**3.5.2.3** Rank 3 priority hiring AY 2016-2017

**3.5.3** Reassess and reappraise needs to build and then implement the next three-year cycle

**3.5.3.1** Reassessment and reappraisal of non-teaching staff and unit/service needs in conjunction with university-wide issues arising and the present strategic plan (Fall 2016-Spring 2017)

**3.5.3.2** Formation of new three-year cycle (Summer 2017)

**3.5.3.3** Rank 1 priority hiring AY 2017-2018

**3.5.3.4** Rank 2 priority hiring AY 2018-2019

**3.5.3.5** Rank 3 priority hiring AY 2019-2020

### *3.6 Update and implement core policy for the professional development of non-teaching staff*

**Actions:**
**3.6.1** Review professional development opportunities provided by the university and utilized by non-teaching staff

**Implementation/Timeline:**
**3.6.1.1** Study of past trends and opportunities including survey of professional association affiliations, professional relationships/networks (Fall 2013-Spring 2014)

**3.6.1.2** Include a future-oriented survey to examine the present and (perceived) future interests/needs amongst non-teaching staff (Fall 2013-Spring 2014)

**3.6.2** Develop and implement an internal training program for non-teaching staff

**Implementation/Timeline:**
**3.6.2.1** Create internal training program utilizing the results of 3.6.1 (above) (Summer 2014)

**3.6.2.2** Implement pilot annual training schedule (AY 2014-2015)

**3.6.2.3** Review, reorganize as required, and implement revised schedule (AY 2015-2016 and onwards)

***(Professional Development Days (PDD) provide professional development opportunities for non-teaching staff. Professional and non-teaching staff participate in the selection of workshop offerings in the planning of all PDD agendas. Non-teaching staff may select workshops to attend and supervisors may recommend specific sessions for attendance. In addition, access to Lynda.com (an online education company that offers professional development courses taught by industry experts) is offered throughout the year as a professional development resource for non-teaching staff.)***

**3.6.3** Facilitate state and regional level engagement with the relevant local professional associations or local branches of national professional associations

**Implementation/Timeline:**

**3.6.3.1** Establish a clear policy framework for staff wishing to apply for funds to attend external professional development events (AY 2013-2014)

**3.6.3.2** Establish a professional development fund for non-teaching staff to facilitate attendance at relevant events and membership of relevant professional associations (AY 2013-2014)

**3.6.3.3** Pilot use of fund in AY 2014-2015 with review and reassessment

***(Funding is available for staff requests to travel to participate in local and regional meetings of professional associations; policies and procedures for requesting and receiving funding is outlined in the Kean University Travel Manual www.kean.edu/offices/human-resources/travel-manual.)***

**3.6.4** Depending on the rank and particular needs of the staff member, facilitate on a regular basis their engagement with national level professional associations including attendance at occasional relevant out-of-state association conferences/networking events (use the action and timeline under 3.6.3 for this same purpose simply using additional criteria)

***(Funding is available for staff requests to travel to participate in national meetings of professional associations; policies and procedures for requesting and receiving funding is outlined in the Kean University Travel Manual www.kean.edu/offices/human-resources/travel-manual.)***

***3.7 Implement on a regular and published schedule for performance-based promotion for non-teaching staff, if fiscally possible***

**Actions:**

**3.7.1** Develop and implement a university wide policy for recognizing high achieving/performing individuals

**Implementation/Timeline:**

**3.7.1.2** Establish policy in conjunction with the relevant interest groups (Fall 2013-Spring 2014)

**3.7.1.2** Implement policy as a part of this Academic Year's performance review process

**3.7.1.3** Offer first performance related promotions following this Academic Year's non-teaching staff's performance review

***(Due to existing labor laws and Civil Service rules and regulations with respect to classified and/or union-represented employees, the University cannot unilaterally grant merit-based promotions. However, the President has established an annual Presidential Excellence Award to recognize distinguished service in the categories of Professional Staff, Clerical Staff, and Campus Security Officer. Presidential Excellence Awards are awarded to faculty for distinguished teaching, distinguished scholarship or creative work, and distinguished service. All categories are awarded annually, and are accompanied by an honorarium.)***

## Goal 4: Recognizing our historical excellence in diversity, to build further a campus environment that reflects our institutional commitment to equity, inclusivity and social justice

***4.1 To continue to cultivate a University community that is diverse and inclusive based on our social principles***

***(The diversity of the Kean University community is reported annually by the Office of Institutuional Research. A comparison of the 2014 and 2018 reports is provided below:***

| Comparison of Percentage of Undergraduate Enrollment by Race/Ethnicity | | | | | | | |
|---|---|---|---|---|---|---|---|
| | White | Black | Hispanic | Asian | American Indian | Nonresid-ent Alien | Unknown |
| 2014 | 39.2 | 19.2 | 24.0 | 6.3 | 0.2 | 1.2 | 10.0 |
| 2018 | 33.6 | 19.4 | 28.1 | 5.7 | 0.2 | 2.6 | 10.4 |

***The increase in the number of undergraduate Hispanic students may be attributable, in part, to the recognition of our Spanish-Speaking program and student support services and the designation of Kean University as a Hispanic Serving Institution in 2016.)***

| Comparison of Percentage of Full-Time Faculty by Race/Ethnicity | | | | | | |
|---|---|---|---|---|---|---|
| | White | Black | Hispanic | Asian | MultiRace | Not Reported |
| 2014 | 69.3 | 8.5 | 6.3 | 15.6 | <.1 | 0 |
| 2018 | 64.1 | 9.9 | 4.8 | 19.9 | 1.1 | <.1 |

**Actions:**

**4.1.1** Shape the academic and administrative services of Kean University to provide for the specific and changing needs of a growing and heterogeneous Kean University student population to the best extent possible

**Implementation/Timeline:**

**4.1.1.1** Complete an evaluation by the conclusion of the 13-14 AY of the Kean University academic programs and administrative departments to determine a baseline of specialized student needs, e.g., Spanish speaking services, etc., that currently might require improvement

**4.1.1.2** Create and implement an action plan by the conclusion of AY 14-15 that will address the needs identified by the specialized student needs evaluation

**4.1.1.3** Institute annual review of specialized student needs and changing demographics in relation to services provided by the conclusion of AY 14-15

**4.1.1.4** Evaluate the success of the specialized needs action plan by the conclusion of AY 17-18 and identify areas for improvements

**4.1.1.5** Close the loop and allow for the results of annual review to impact program and office annual assessments, recommendations and resourcing for change

***(As part of Kean University's Institutional Assessment System, assessment of every program is completed on an annual basis, annual reports with recommendations are prepared, and changes are made as appropriate. Specialized student needs are met in the Offices of Counseling and Disability Services, Veterans Services, EEO/EOF, Passport, ESL, and the Spanish-Speaking program; improvements are ongoing and guided by the annual assessment process.)***

**4.1.2** To enhance Kean University's personnel already strong perceptions of inclusivity, equity, diversity and social justice, including all faculty, staff, administration and students

***(The Human Rights Institute (HRI) at Kean University was established in 2008 to broaden the University's longstanding efforts to promote awareness of human rights issues and violations across the globe, while inspiring the next generation of activists -- our students -- to create a more just and peaceful world. HRI programming is university-wide and open to undergraduates, graduates and doctoral students, faculty, staff and administrators, alumni, educators, and community members. The HRI engages in educational outreach, sponsors special events, schedules exhibits in the HRI Gallery, and hosts an annual International Human Rights Conference. )***

**Implementation/Timeline:**

**4.1.2.1** Complete an evaluation of the Kean University population by Winter 2015 which will identify university personnel's perceptions of inclusivity, equity, diversity and social justice

**4.1.2.2** Utilize the NSSE on a tri-annual basis, to begin again in 2016, in order to collect student perceptions on diversity, equity and inclusivity

***(The administration of the National Survey of Student Engagement (NSSE) is ongoing since Spring of 2018.)***

**4.1.2.3** Beginning in 2015, utilize the information that was collected via university evaluations and the NSSE to identify areas for improvements

**4.1.2.4** Beginning in 2016, utilize the information from the NSSE to identify areas for improvement

**4.1.2.5** Develop and implement new programs/information sessions/awareness raising if and where necessary – beginning Fall 2015 for personnel, Fall 2016 for students and onwards

***(Each year, the HRI, the Office of Counseling and Disability Services, the Center for Leadership and Service collectively offer new programs, information sessions, and awareness-raising events to enhance Kean University collective commitment to inclusivity, equity, diversity and social justice.)***

**4.1.3** Develop a comprehensive evaluation process that will explore equity issues related to demographic discrepancies re: salaries, promotion and length of employment

***(Many employees of Kean University are union members so that salaries and promotion opportunities are governed by contracts with the KFT, KUAFF, CWA, and IFPTE.)***

**Implementation/Timeline:**
**4.1.3.1** By the conclusion of AY 14-15, create a baseline of demographic characteristics for salary ranges, promotions and length of employment to identify any discrepancies

**4.1.3.2** By the conclusion of AY 15-16, create and implement an action plan which will address any discrepancies found by the evaluation process

**4.1.3.3** Reassess identified areas again in AY 18-19

***4.2 Continue to organize and build our physical resources to reflect our diverse campus community***

***(All classrooms, laboratories, studios, and study spaces are handicapped accessible. Computer laboratories that are open for student use are available to all students and are accessible.)***

**Actions:**
**4.2.1** Investigate the utilization of labs (computer & science) that serve Kean University students in different programs including students with special needs

**Implementation/Timeline:**
**4.2.1.1** By the conclusion of AY 14-15, create a baseline of the utilization of labs by differing student body population

**4.2.1.2** By the conclusion of AY 15-16, develop and implement an action plan that will address any deficiencies identified by lab utilization evaluation

**4.2.1.3** By the conclusion of AY 17-18, reassess the modifications made during the 16-17 AY to determine if further modifications are necessary to meet the needs of the students

**4.2.2** Provide convenience and resources (space, food, instruments, supplies etc.) to different demographic groups to host multicultural events

***(In the Division of Student Affairs, the Center for Leadership provides resources and supplies to recognized student groups. Many of these are available through the Involvement Center. In 2018, CultureFest will return to Kean and bring together various cultural groups and consists of a night of cultural performances and cuisine.***

***At the beginning of each semester, student groups can participate in an event lottery. During this process they select from a list of preselected dates to host larger scale cultural events in Downs Hall. Each group submits a proposal in advance in order to participate in the process.***

***Student Government completed the renovations of the Cougars Den in 2018 which is utilized by Student Government, Funded Groups and Non-frunded groups for cultural events throughout the academic year. Student Government also completed renovations to the Commuter Resource Center (CRC) multi-purpose room in 2016 which has been used for multicultural events hosted by the CRC.***

***In 2017-2018, Student Government provided funding to be used throughout the academic year to eight multicultural groups amounting to $56,000. These groups will continue to receive funding in 2018-2019. Additionally four groups were awarded $8200 in special projects funding to be used for special events.)***

**Implementation/Timeline:**

**4.2.2.1** By the conclusion of AY 13-14, identify all areas on campus which are specifically available to student groups for multicultural purposes

***(Spaces are identified on campus and available to all student groups.)***

**4.2.2.2** By the conclusion of AY 14-15, allocate space and related facilities based on needs discovered by the space evaluation, the university's known demographics and the evaluation of student special or specific needs (see 4.1.1.1)

***(Spaces have been allocated for specific student needs: for example, Commuter Resource Lounge, Veterans and Military Lounge.)***

**4.2.2.3** Reassess on an annual basis beginning in AY 15-16

***(Reassessment ongoing.)***

***4.3 Continue to provide and then expand upon physical services that reflects our diverse campus community***

**Actions:**

**4.3.1** Expand the food service options to reflect Kean University's different religions, countries and social groups

***(Since 2014-2015, many additions to the food service options for students; the Residence Dining Hall has been renovated and a make-your-own-stir-fry stations has been added. Cougar cash is a new option that was added to meal plans, allowing all students with meal plans to eat at new locations including Jersey Mike's, Smashburger, Auntie Anne's Pretzels, Au Bon Pan, Northside Care, Barnes & Noble Cafe, and outside vendors including Rockin' Joes, Bonchon Chicken, Koki Buffet, Tropicana Diner and Applebees.)***

**Implementation/Timeline:**

**4.3.1.1** By the conclusion of AY 13-14, create a monthly cultural food day which will highlight a pre-identified subset of the student population

***(Gourmet Dining provides a monthly calendar with specific dates that highlight different cultures. The menu is published on their website and through social media.***

***Student Government recognizes cultural months – Latin History Month, Black History Month, etc. – and supports programs that immerse students in the culture through fashion, art, food and performances.)***

**4.3.1.2** Ensure through student government that the special dietary needs of the student body are being met on a daily basis, or as required during specific times of the year, by the conclusion of AY 13-14

***(The Dining Service Advisory Board meets with Gourmet Dining on a bi-weekly basis during the Fall and Spring semesters; the committee is comprised of students. Cocerns and advocacy are documented in Student Organization minutes and Student Government addresses student concerns during these meetings.)***

**4.3.1.2** Reassess annually to ensure student needs are being met beginning in AY 14-15.

***(Ongoing.)***

**4.3.2** Ensure Kean students, with different demographic characteristics, have equal access to academic and financial assistance, research and experiential learning opportunities and are equally successful in finishing the school (Retention, graduation, license passing rate and length to graduate etc.)

**Implementation/Timeline:**

**4.3.2.1** By the conclusion of AY 13-14, determine by student demographic characteristics the success rates – e.g., retention, graduation, etc., across all pre-identified fields

**4.3.2.2** By the conclusion of AY14-15, utilizing the baseline, create and begin implementation of an action plan that will address deficiencies in specified demographic fields

**4.3.2.3** Reassess on a bi-annual basis beginning in AY 16-17

***(The Office of Institutuional Research annually reports student outcomes by Race/Ethnicity. A comparison of the 2014 and 2018 reports is provided below. Note increases in percentages across most categories.)***

| Comparison of Time to Graduation as Reported in 2014 and 2018 by Race and Ethnicity | | | | | | |
|---|---|---|---|---|---|---|
| | White | Black | Hispanic | Asian | Nonresident Alien | Other |
| 4 Years | 23.7 / 27.6 | 12.9 / 17.6 | 15.0 / 17.5 | 17.2 / 28.3 | 26.1 / 11.1 | 26.7 / 18.7 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 Years | 45.3 / 49.2 | 27.9 / 35.5 | 38.9 / 38.6 | 36.8 / 45.1 | 34.8 / 29.6 | 33.3 / 40.0 |
| 6 Years | 52.7 / 55.3 | 34.3 / 42.1 | 47.6 / 44.2 | 42.5 / 55.8 | 34.8 / 37.0 | 40.0 / 45.3 |

***4.4 Further develop a learning environment that reflects and encourages diversity, equity and inclusivity***

**Actions:**
**4.4.1** Utilize innovative technology to improve advising, scheduling and registration process

***(Colleague Student Planning is a set of web-based, self-service academic planning tools that help students and advisors see what courses and requirements students need to fulfill to stay on track and graduate. Student Planning implementation rollout will begin for Fall 2019 advising in the STEM areas. A full roll out is projected for Spring 2020 for the entire campus community. Student Planning will allow students to see progress to degree, class schedule offering cycles and complete and up-to-date degree audits.***

**Implementation/Timeline:**
**4.4.1.1** By the conclusion of AY 13-14, identify the main issues resulting from the scheduling process for students

**4.4.1.2** By the conclusion of AY 14-15, implement a degree audit program that will ensure equity for students in the registration process – e.g., ensure students with the greatest need for a specified course receive the spot in the course

***(Each semester, students with disabilities and veterans are given the highest priority in registering for the upcoming semester.)***

**4.4.1.3** By the conclusion of AY 16-17, assess the degree audit system to ensure that the needs of the students have been achieved by implementing this registration function

**4.4.2** Incorporate curriculum in all programs at Kean with diversity and global perspectives (see also Goal 6)

**Implementation/Timeline:**
**4.4.2.1** By the conclusion of AY 14-15, determine a baseline of all of the courses which includes a component of diversity as well as global perspectives

***(The Kean University General Education Program builds knowledge of diverse cultures and historical references through the arts, literature, humanities, and social sciences. One of the eight Student Learning Outcomes prescribed the the General Education program is diversity – a commitment to promote inclusivity in a diverse world. The General Education curriculum comprises nearly 50% of most baccalaureate programs.)***

**4.4.2.2** Incorporate diversity alongside Goal 9 actions to internationalize the curriculum

**4.4.2.3** By the conclusion of AY 17-18, assess Goal 9's actions and ensure the implementation of both diversity and the global dimension into all Kean courses

**4.4.3** Provide professional development opportunities, training and funds to educators and programs to support curriculum transformation or integration related to diversity/multiculturalism

**Implementation/Timeline:**

**4.4.3.1** By the conclusion of Winter 2014, determine the baseline of developmental opportunities available to faculty and professional staff related to diversity/multiculturalism

**4.4.3.2** By the conclusion of 2014, develop an action plan which will address those areas in need of improvement as identified by the baseline figure

**4.4.3.3** By the end of AY 2014/2015 develop a training program that will address those areas that need improvement

**4.4.3.4** Implement pilot new trainings and any additional required programs in AY 2015/2016

**4.4.3.5** Assess impact of pilot trainings and programs offered to faculty and professional staff at end of AY 2015/2016

**4.4.3.6** Implement necessary changes to pilots, determine cycle of trainings/programs required ('one off', regular etc) and implement as appropriate for AY 2016/2017. Continue assessment and adjustment for each cycle

***(Semi-annual Professional Development Days include workshops on diversity, cultural sensitivity, cultural competency, accommodating students with disabilities, overview of NJ State policy prohibiting discrimination and sexual harassment. Some workshops are mandatory for all faculty and staff.***

***The Human Rights Institute (HRI) programming is open to undergraduates, graduates and doctoral students, faculty, staff and administrators, alumni, educators, and community members. The HRI has conducted sessions at Professional Develop Days on how to incorporate Human Rights and social justice issues into the curriculum, they have participated in the "No-Hate Town Hall" sponsored by the American Conference on Diversity, and have sponsored or co-sponsored events to establish multiple opportunities for discussions about Human Rights issues in general and women's rights in particular. Each year, HRI programming changes in response to current events, collaborations with various academic programs and an analysis of participant data.)***

**4.4.4** Ensure that a diverse group of Kean students engage in the university's internationalization efforts.

**Implementation/Timeline:**

**4.4.4.1** By the conclusion of AY 14-15, determine the baseline of different demographic groups utilization of internationalization opportunities at the university – e.g., study abroad, Kean China, etc.

***(An increasing number of Kean USA students – from 6 students in Spring 2015 to 21 students in Spring 2019 – travel for a semester abroad to study at Wenzhou Kean University. Semester Study Abroad opportunities (including WKU) and shorter-term Travel Learn experiences are promoted to all undergraduate students with increasing participation rates by all demographic groups.***

***Students enrolled in the BS in Global Business receive preparation and then travel to sites around the world to be immersed in an international business or organization to consult on a specific project as identified by the international site. There has been increasing participation in this Global Practicum and with that an increasing representation of different demographic groups. In 2015, 65% of participating students were from non-white demographic groups but in 2018, 82% of participating students were from non-white demographic groups with the largest student group representing our Chinese students from Wenzhou Kean.)***

**4.4.4.2** Utilizing the baseline received by the conclusion of AY 14-15, create and implement an action plan that will encourage demographic groups that underutilize internationalization opportunities to take part in these opportunities by the conclusion of AY 15-16

**4.4.4.3** Reassess on an annual basis beginning at the conclusion of AY 16-17

**4.4.5** Improve the remediation courses for students with learning disabilities

**Implementation/Timeline:**

**4.4.5.1** By the conclusion of AY 13-14, determine the baseline of retention for students with learning disabilities, and provide research on the factors underlying retention within this specific group

***(Developmental (remedial) course requirements are determined by all students' scores on the Accuplacer Test; placement into developmental courses are not made on the basis of disability. Graduation data collected by the Office of Disability Services shows that 4-, 5-, and 6-year graduation rates show time to graduation is comparable when comparing all Kean students with students who receive accommodations through the Office of Disability Services. Note that the Office of Disability Services does not report data by type of disability.)***

| Cohort | Time to Graduation | All Kean Students (%) | Students with Accommodations (%) |
|---|---|---|---|
| 2009 | 4 Years | 20.9 | 20.9 |
| | 5 Years | 42.5 | 42.5 |
| | 6 Years | 50.2 | 50.0 |
| 2010 | 4 Years | 20.9 | 20.7 |
| | 5 Years | 43.0 | 42.4 |
| | 6 Years | 50.0 | 49.2 |
| 2011 | 4 Years | 22.0 | 21.7 |
| | 5 Years | 42.4 | 41.7 |
| | 6 Years | 48.7 | 48.0 |
| 2012 | 4 Years | 22.7 | 22.7 |
| | 5 Years | 42.3 | 41.9 |
| | 6 Years | 48.7 | 48.1 |
| 2013 | 4 Years | 21.4 | 21.5 |
| | 5 Years | 40.7 | 40.8 |
| 2014 | 4 Years | 25.7 | 25.9 |

**4.4.5.2** By the conclusion of AY 14-15, create an action plan that will address the deficiencies discovered by the previous year's evaluation

**4.4.5.3** Reassess on a bi-annual basis beginning in AY 16-17

***(As part of Kean University's Institutional Assessment System, assessment of every program is completed on an annual basis, annual reports with recommendations are prepared, and changes are made as appropriate. Specialized student needs are met in the Offices of Counseling and Disability Services; improvements are ongoing and guided by the annual assessment process***

**Goal 5: To provide world-class external opportunities to members of the Kean University community, thereby widening our community beyond the physical campuses, by substantially augmenting our academic, cultural, economic and community partnerships at three distinct levels: the local; regional and national; and international***

***5.1 Build the Kean University local extended community of students, parents, alumni, and surrounding residents such that all Kean sites become centers of value-added activities that educate, inform, enliven, and entertain***

**Actions:**
**5.1.1** Create new advertising campaigns to capture all potential markets (students, parents, alumni, and area residents) at all campuses

**Implementation/Timeline:**
**5.1.1.1** Identify specific audience and markets for advertising campaigns (TBC January 2014)

**5.1.1.2** Conduct study at end of 2013-2014 AY to measure advertising effectiveness (TBC June 2014)

***(The Office of Conference and Event Services (CES) markets the Kean Union campus as a meeting and conference destination for local businesses and professional groups.***

***CES markets the Kean Union Campus aggressively by utilizing meeting and conference advertising platforms, social media, and traditional networking via business groups such as the New Jersey Chamber of Commerce. Since 2014, CES has facilitated hundreds of external events annually, bringing together the business, government, and non-profit communities while exposing visitors to Kean Universities amazing facilities. In FY2017-2018, Kean University hosted 484 external events and welcomed 41,234 unique visitors to the campus.***

***Each season, the publication, Kean Culture, is mailed to homes in the surrounding community inviting our neighbors to experience in a wide selection of events on the Kean Union campus. These events include children's programs, speakers and conferences, concerts and plays, dance performances, films, art exhibits and family-friendly events.***

***Beginning in Fall of 2018, Ocean County College and Kean Ocean began to jointly market events on the Ocean campus.)***

**5.1.2** Explore new "episodic" learning opportunities to the extended university community with consideration of the diverse community in which Kean Union is situated (e.g., lectures for senior citizens, lectures for various ethnic groups, special continuing education opportunities)

**Implementation/Timeline:**
**5.1.2.1** Identify academic departments to take lead on this initiative (TBC Fall 2013)

**5.1.2.2** Roll out initiative to community with limited offerings as a trial (TBC Spring 2014)

**5.1.2.3** Measure effectiveness of initiative in terms of attendance and community awareness/interest (TBC late Spring 2014)

**5.1.2.4** If interest is enough to sustain program, continue roll out of new additional offerings Fall 2014 and Fall 2015) with measuring occurring late spring of each AY (Spring 2015 and 2016)

***(In Fall 2018, the Occupational Therapy Department received a grant from AARP and partnered with NJMHFC to deliver an 8-week wellness program to four low-income housing complexes in Union County, and one low-income housing complex in Essex and Mercer Counties, addressing the prevention of falls.***
***In 2014, the Department of Counselor Education offered a "Veteran's Chat and Chew" event which addressed stress management, emotion regulation, and related issues over the course of an entire semester.***

***The Union campus is a designated American Heart Association Training Center bring health professionals on campus for recertification.***

***The U.S. Special Olympics of New Jersey Athletes and their families are invited to Kean university; there were 40 participants in the 2018-2019 academic year.***

***In addition to all performances, members of the extended university community are invited to events including Kean University's Distinguished Lecture Series, the Annual International Conference on Human Rights, and the International Film Series. Many of these events have free admission.)***

**5.1.3** Construct an academic research and training center in the Regional Highland Center in a joint initiative with the NJ Department of Environmental Protection. The facility will support research, marketing and ongoing course work at the Highland center

**Implementation/Timeline:**
**5.1.3.1** Identify programs that will benefit from new center (TBC Fall 2013)

**5.1.3.2** Based on program identification efforts, resources should then be lined up internally to aid with the development of this effort (TBC Fall 2013)

**5.1.3.3** Formally integrate this center into any and all planning efforts undertaken by the university (TBC Winter 2014)

**5.1.3.2** Start construction on new center (TBC Fall 2014)

***(The Skylands campus construction is currently ongoing; the opening of the campus is scheduled for Fall 2019. Programs scheduled to be offered beginning Fall 2019 include the BS in Biology/Environmental Biology Option and degree-completion programs for the BS in Management/General Business Option, the BA in Psychology, and the BA in Criminal Justice.)***

***5.2 Build local relationships with the surrounding economic community in Union by developing Morris Avenue corridor into a "university boulevard" and cultivate future economic partnerships at all our sites by being an incubator for small business and community development programs that would also provide educational and professional development opportunities for students and members of the Kean community***

***(Ongoing. University leaders continually meet with leaders in the surrounding community to develop relationships and find innovative partnerships to build the Kean community. The redevelopment of the former Merck site by Russo Development will further strengthen the Morris Avenue corridor along with the projects in progress for construction of the Hynes Hall Business College, the Liberty Hall Academic Center and faculty and graduate student housing on the Liberty Hall campus.)***

**Actions:**
**5.2.1** Finalize relationship with New Jersey Transit to revitalize the Elizabeth train station

***(Ongoing. The revitalization plan was recently begun by NJ Transit; they've awarded a contract to Anselmi and DeCicco, and the project is currently in the design phase. This phase of the construction process is due to be completed in December 2019.)***

**Implementation/Timeline:**
**5.2.1.1** Conduct financial evaluation to determine what cost of renovation will be (Fall 2013)

**5.2.1.2** Pursue final discussions to conclude deal and start revitalization efforts (TBC Spring 2014)

**5.2.2** Explore shuttle service between Union and Elizabeth train stations

***(NJ Transit bus 26/52 which provides service to Irvington, Springfield, Union, and Elizabeth can be accessed on Morris Avenue on the Kean University campus and travels to Elizabeth train station on Broad Street.)***

**Implementation/Timeline:**
**5.2.2.1** Conduct research to determine logistics (schedule, etc) and cost of such a service (TBC by end of 2014)

**5.2.3** Continue to cultivate relationship between Kean Union and the city of Elizabeth

**Implementation/Timeline**
**5.2.3.1** Involve the city of Elizabeth in all planning of this project (ongoing)

***(Ongoing projects with the City of Elizabeth include Shaping Elizabeth, Jumppstart (with Elizabeth preschools), Raphael's Life House (a transitional home for young mothers in Elizabeth.)***

**5.2.4** Explore revenue sources to establish funds for “start up” programs and businesses

**Implementation/Timeline:**

**5.2.4.1** Work with Institutional Advancement to pursue donors interested in providing “start-up” funds to help get these programs and businesses going (Fall 2013 and ongoing)

**5.2.4.2** Work with Small Business Development Center to target and then engage with businesses that could benefit from being a part of this initiative (Winter 2014 and ongoing)

***(Kean University is host to one of 12 New Jersey Small Business Development Centers (SBDC) serving Union County. The SBDC network is supported by the U.S. Small Business Administration, the State of New Jersey and the University. Kean University provides office space on the Union campus; the University contributes overhead, salary and benefits for SBDC staff. The Kean SBDC helps to provide connections to the local small business community and experiential learning opportunities for students. The SBDC network is committed to guiding established small business owners and aspiring entrepreneurs to create and expand their business enterprises which will, in turn, result in sustainable growth, job creation and statewide economic development and prosperity. As the state center for Union County, the SBDC chapter has been successful in providing consulting services to startup businesses and securing Small Business Administration (SBA) guaranteed loan funding.***

***Beginning in 2017, the School of Management and Marketing partnered with the Kaufman Foundation to host One Million Cups, an entrepreneurial network of local business owners that share their experiences with each other, new startups, and students.***

***In 2014, the Institute for Life Science Entrepreneurship (ILSE) was established as an incubator and accelerator for regional startup biotechnology companies. Housed in the STEM building, the nonprofit ILSE gives students enrolled at NJCSTM, the Kean University honors STEM program, an opportunity to serve as interns or employees of biotech, pharmaceutical, and other life-science companies.)***

**5.2.5** Offer Kean Union campus as meeting and conference space for local businesses and professional groups

***(The Office of Conference and Event Services (CES) markets the Kean Union campus as a meeting and conference destination for local businesses and professional groups. Committed to enhancing and strengthening the mission of the University by providing effective and efficient event and conference management services, CES maximizes the use of University facilities and grounds and fosters new and existing relationships with faculty, staff, students, and the external community at large.***

***CES publicizes the availability of Kean University meeting facilities, such as the Donald Conklin Conference Center, Loehning Conference Center, Liberty Hall Museum, and the North Avenue Academic Building.)***

**Implementation/Timeline:**
**5.2.5.1** Start launch of campaign to bring more local businesses to Union campus (from Winter 2014 and ongoing)

***(The College of Business and Public Management (CBPM) supports local businesses through the Kean Small Business Development Center (SBDC) which provides consulting services to nascent business owners as well as established small businesses that are transition to higher levels of growth.***

***Beginning in 2017, the School of Management and Marketing partnered with the Kaufman Foundation to host One Million Cups, an entrepreneurial network of local business owners that share their experiences with each other, new startups, and students.***

***Beginning in 2014, the CBPM began its popular Deans Forum, an executive speaker series, hosting corporate and non-profit executives to share their experiences with undergraduate and graduate students.***

***Also beginning in 2014, the College hosts an annual internship fair (now an internship and employment fair) attracting 30 to 50 local and regional companieis to the Union campus for internship and job placement opportunities.***

***In Fall 2018, Kean University entered into a joint project with the Korean Business Development Center in New Jersey to train entrepreneurs from South Korea who have plans to open businesses in the USA. Weekly training sessions and networking events take place on the Union campus.)***

***5.3 Expand Kean University's award-winning community service and outreach efforts in the communities surrounding the Kean Union, Kean Ocean, and Wenzhou Kean campuses***

**Actions:**
**5.3.1** Bring initiatives such as "Be the Change" to Kean Ocean and Wenzhou Kean

**Implementation/Timeline:**
**5.3.1.1.** Explore possibility to bring this initiative to both campuses (TBC Fall 2013)

***(Be the Change is a community service and activism group made up of students from Kean University and other volunteers dedicated to serving the needs of the local, state, national and global community. Be the Change espouses a "hands on" approach and building partnerships to effect positive change. In addition to local recognition, Be the Change student groups from Kean University have been selected to participate at the 2015, 2016, 2017 and 2018 Clinton Global Initiative University (CGIU) Meetings. During CGIU meetings, college students are assembled from around the world, along with faculty, topic experts and celebrities, to explore and develop solutions to challenges such as poverty, human rights and climate change. Kean University Be the Change projects include the "Garden Project" that works to eradicate urban violence by building "peace gardens," and***

***the "Dream Big" project that provides leadership curriculum and mentoring to homeless girls in Elizabeth.***

***In collaboration with Ocean County College, Kean Ocean provides students with opportunities to participate in community service activities including events such as Beach Sweep, Ruck March, a Substance Abuse Summit, and multiple Veterans Services. Partnerships with local schools such as Lavalette Elementary School have been created to offer Kean Ocean students authentic experiences. On the Ocean campus, partnership meetings are held with Save the Barnagat Bay Foundation.***

***Students at Wenzhou Kean contribute to the surrounding community through membership in the "I-Do-Volunteer-Service Association" where they engage in various kinds of support and service, such as providing free tutoring. Student volunteers went to Li Ao Secondary School to teach English; they participated in Wenzhou City's "Green Three Hundred, Build a Beautiful Building" Labor Day activities in 2016, and invited local community members to an International Fair, an International Fashion Exhibition, and an Asian Youth Micro Film Festival. Teams of students from 35 Wenzhou Kean student groups have established strong relationships with the Ouhai community in service to the local villages. Volunteer activities have been organized such as the Lantern Festival Wishes.)***

**5.3.2** Expand Kean University's Center for Leadership and Service programs and opportunities

***(During the 2012-2013 academic year, the Center for Leadership and Service offered a total of 983 volunteer opportunities. During the 2017-2018 academic year, the number of volunteer opportunities rose to 4,103, an increase of 317.4% from the 2012-2013 academic year. Additionally Jumpstart, an AmeriCorps funded preschool literacy program available through an in-kind grant administered by the Center for Leadership and Service, has expanded from 40 Jumpstart Corps members in FY13 to 85 in FY19, an increase of 112.5%. Each Jumpstart Corps Member commits to at least 300 hours of service and Jumpstart can be directly attributed to more than 96,000 hours of service within Kean University's total of 257,600 service hours over the past five years for the period ending June 30, 2018.)***

**Implementation/Timeline:**

**5.3.1.1.** Explore possibility to bring this initiative to both the Kean Ocean and Wenzhou campuses (from Winter 2013 onwards)

***(In lieu of a Center for Leadership and Service at Kean Ocean, an Office of Campus Life has been established. This office provides information about community service, leadership programs, student groups, and student media.***

***At Wenzhou Kean, student groups are operational but do not utilize the same administrative processes as Kean Union. Community service is coordinated through volunteer clubs and is not a major function of WKU Student Affairs. Student media operates under the student group, Kiwi News and there has been cross collaborations between Kiwi News and the Cougar's Byte.)***

***5.4 At the regional level, continue to build and maintain a collaborative and integrated relationship with Ocean County College that allows Kean University to provide the programs, services and support necessary to maintain Kean Ocean as a successful additional site***

***(Kean Ocean continues to expand to include new undergraduate and graduate program offerings. In Fall of 2018, the BA Recreation Administration, the BS in Community Health Education, the BA in Therapeutic Recreation, the BS in Management/Entrepeneurship Option, and the BS Biology/Pre-Health Professions were added to Kean Ocean degree programs. In Fall 2019, the BA Psychology/Forensic Psychology option, the BA in Global Studies, and the BS in Biology/Environmental Biology option will be offered. The MS in Exercise Science was added to the graduate program offerings in Fall of 2018. By Fall of 2019, there will be 20 academic minors offered to Kean Ocean students. Enrollments in all current programs are monitored, and feasibility studies are conducted to identify additional programs to be offered.***

***In addition, Kean Ocean's expansion to the Southern Education Center in Manahawkin includes four degree-completion programs: a BS in Community Health Education, a BA in Psychology, and a BS in Management/General Business Option were established in Fall 2018 and in Fall 2019, the BS in Psychology/Forensic Psychology option will be available.***

***Office space has been provided on the Kean Ocean campus for both an admissions representative to increase recruitment efforts for face-to-face classes and for Kean Online to provide recruitment for the alternative modalities of education offered by Kean University.)***

**Actions:**
**5.4.1** Provide physical and virtual connections between Kean Union and Kean Ocean including Ocean County College wherever possible (for example, scheduling regular shuttle bus transportation between campuses; providing faculty development opportunities)

**Implementation/Timeline:**
**5.4.1.1.** Look into feasibility of scheduling shuttle service between two campuses and whether it would be economically viable (By the end of Winter 2014)

***(Determined not feasible; however shuttle transportation between campuses is available for the annual Board of Trustees Meeting held at Kean Ocean.)***

**5.4.1.2.** Let new faculty know about opportunities available on both the Kean Union and Kean Ocean campuses (AY 2013-14)

***(Newly-hired faculty for Kean Union and Kean Ocean jointly participate in New Faculty Orientation which is scheduled prior to the beginning of the Fall semester. All faculty are informed of the opportunities available at both campuses. Initiatives specific to Kean Ocean are included in an annual report by the Associate Vice President for Kean Ocean at the December***

***Board of Trustees Meeting held on the Kean Ocean campus. In addition, there is a Kean Ocean electronic newsletter that is widely disseminated in the Fall semester to all faculty, staff and administrators.)***

**5.4.1.3.** Inform Kean Ocean students about events on Kean Union campus and Kean Union students about events at Kean Ocean, building a process whereby information sharing will continue as a semi-automated feature of Kean community life (AY 2013-14)

***(In Fall 2018, a Student Affairs professional was hired for Kean Ocean to ensure information sharing between campuses Two new Kean Ocean clubs have been added and expanded outreach is ongoing.)***

***(Faculty who are assigned to Kean Ocean teaching participate in a dedicated Professional Development Day each January, and in the Fall and Spring video-streaming options are available for Professional Development sessions offered at the Kean Union campus. Virtual linkages occur for select course offerings and special events.)***

**5.4.2** Use new Kean Ocean building in Toms River as a focal point and opportunity to engage in more "cross" participation at Union and Kean Ocean and OCC campuses

**Implementation/Timeline:**
**5.4.2.1** Establish committee of faculty/staff from both campuses to work on establishing connections (From Fall 2013)

***(Regular meetings between members of the Kean Union and Ocean County College are ongoing, with monthly Health Sciences meetings and rotating quarterly meetings to develop common goals in joint advertising, security community, student clubs, academic programming, data-sharing, and joint freshmen/transfer admission agreements.***

***Kean University and Ocean County College have forged partnerships with the Business Technical Institute, the North Brunswick Police PBA, and Ain Shams University.)***

***5.5 Strategically expand offerings at community colleges in the state so that Kean University becomes a first choice for transfer students***

**Actions:**
**5.5.1** Leverage data from current transfer statistical reports to identify new offerings/opportunities to bring in new populations of transfer students (i.e., explore strengths of programs at county colleges and schedule Kean courses to appeal to county college students)

**Implementation/Timeline:**
**5.5.1.1** After reviewing data, identify and pursue initiatives aimed at attracting more transfer students to Kean (AY 2013-2014, start to implement initiatives Spring 2014-2015)

**5.5.1.2** Look at success of these initiatives and determine from the numbers of transfer students whether or not they should continue (Winter 2016). Amend and repeat as necessary (Spring 2016 and ongoing)

***(In 2017, Kean completed a joint-admissions agreements with our two closest community college partners, Union County (UCC) and Middlesex County College (MCC). Upon completion of the agreements, the community colleges provided us with office space in their most active buildings on their campuses. Kean currently staffs these offices five days per week to provide a high level of guidance to transfer students throughout the enrollment process. It has also allowed Kean University to develop relations with variouos academic departments and community college staff, enabling us to schedule recruitment events, information sessions, and maintain high visibility on their campuses.***

***With the success of the UCC and MCC agreements, Kean has moved forward to build similar relationships. In 2018, a joint admissions agreement was completed with Hudson County Community College (HCCC) and agreement discussions have begun with Essex County College (ECC).***

***Leveraging data from transfer students attending Kean to support the build-out of new articulations with county colleges to meet the needs and demands of their students. For example, in determining which degrees to roll-out at Kean Skylands, degrees that were in demand in the regional market for transfer students were identified, and then Kean articulated those degrees at County College of Morris (CCM) and Sussex County Community College (SCCC). Passaic County Community College (PCCC) is pending.)***

***5.6 Cultivate new and expand the scope of current relationships with partnering universities in the tri-state region (e.g., Rutgers, NJIT, Drexel University) to include opportunities for visiting learning, research and teaching opportunities***

***(In addition to partnerships with Rutgers University (the BS in Health Management and the BS in Psychology/Psychiatric Rehabilitation) and NJIT (Engineering Science Scholars Program terminating in an Master's degree from NJIT), current relationships with other universities in the region include Morgan State University in Baltimore, Maryland.)***

**Actions:**
**5.6.1** Collect data regarding number of faculty currently engaged in partnerships (i.e., co-authorships, co-investigators, etc.)

**Implementation/Timeline:**
**5.6.1.1** Gather information via faculty survey (Fall 2013) to assess where faculty currently have partnerships

***(At the end of every spring semester, all full time faculty members (including Executive Directors, Chairpersons, Lecturers, and librarians with faculty rank) are required to submit a Faculty Activity Report for the preceding academic year. Information requested within the Faculty Activity Report includes professional association memberships and professional association leadership positions, leadership roles in regional organizations, publications, presentations, creative works,***

***etc. Although co-authorships and co-investigator roles may be noted on the Faculty Activity Report, specific information about the affiliations is not included in the report.)***

**5.6.2** Plan professional development activities to help others establish partnerships with other universities in the tri-state region

**Implementation/Timeline:**
**5.6.2.1** Work with CPD and ORSP on workshops aimed at promoting partnerships (to be planned AY 2013-2014, and implemented 2014 onwards)

***(Kean University has historically offered continuing education units (CEUs) through the College of Education. For Counselor Education, Kean University is a continuing education provider, using the ACEP (Approved Continuing Education Provider) status from the National Board of Certified Counselors; CEUs are accepted by the Counseling (LPC), Social Work (LCSW) and Alcohol and Drug (LCADC) licensing boards. In addition, Kean University Counselor Education is an approved provider by the Certification Board (formerly NJ Addictions Professional Certification Board) to offer courses that apply for the LCADC as the MA in Counselor Education is approved.***

***The Department of Advanced Studies in Psychology, which offers a PsyD degree in Combined School and Clinical Psychology is an APA-approved sponsor of Continuing Education (CE) credits. CE credits are offered at professional development events that are co-sponsored by other professional associations.)***

**5.6.3** Explore grant opportunities for collaborative projects

**Implementation/Timeline:**
**5.6.3.1** Continue to identify the collaborations that make the most sense given the strengths of our institution and our faculty (TBC 2014 and ongoing)

**5.6.3.2** Create a set of targets for collaborations during AY 2013-2014, and develop an internal strategic plan accordingly to increase collaboration both in depth and breadth

***5.7 Cultivate partnership sites and establish affiliation agreements for internships, externships, and field placements with state-wide school districts as well as businesses, hospitals and nonprofit agencies across the tri-state region to promote participation in related career advancement and professional development opportunities for students, faculty, staff and administrators***

**Actions:**
**5.7.1** Collect data on current affiliation agreements and internship, externship and field placements sites to identify strengths to leverage and opportunities for expansion

**Implementation/Timeline:**
**5.7.1.1** Gather information from faculty as well as through agreements and grant documentation (Fall 2013) to assess current agreements

***(The Center for Career Development and Advancement has been relocated and its footprint expanded in CAS; the mission of the Center has also been expanded and it will serve as central clearinghouse for all internship opportunities. A Director of the Office for Career Advancement and Development and staff have been hired. An online portal will connect students with internship opportunities. Staffing is expected to grow with increasing outreach to corporate, nonprofit, government, healthcare, professional sports teams and affiliated partners.)***

**5.7.2** Establish a position or office to provide oversight for affiliation agreements and to process contracts (see also 1.2.1.1)

**Implementation/Timeline:**
**5.7.2.1** Have position work closely with budget and grant offices (Fall 2014 and ongoing)

***(The Office of University Counsel provides oversight for affiliation agreements and contracts in addition to other legal services, advice and representation of Kean University administrators in their capacity as agents conducting University business.)***

***5.8 Enhance national recognition of our accomplishments and increase federal sponsorship of community-based programs and faculty research***

**Actions:**
**5.8.1** Develop further regional and national centers of excellence that highlight Kean University's unique strengths in applied research and in community-based programs which have positive social impact (e.g., the Human Rights Institute, Liberty Hall, the Speech Clinic in the School of Communication Disorders and Deafness, Psychological Services in the Department of Advanced Studies in Psychology, etc.)

**Implementation/Timeline:**
**5.8.1.1** Conduct internal assessment of current centers (TBC 2014), and from there determine which centers would best fit Kean to pursue moving forward (TBC 2014) and then provide the resources/support the raising of the relevant resources to allow new centers to begin to achieve their goals and old centers to further their present activities

**5.8.2** Encourage members of the Kean community to participate and assume leadership roles in regional organizations and national associations as a venue for building professional partnerships

**Implementation/Timeline:**
**5.8.2.1** Measure via faculty survey baseline data of those faculty involved with groups/organizations (TBC AY 2013-2014) and follow up each year

***(At the end of every spring semester, all full time faculty members (including Executive Directors, Chairpersons, Lecturers, and librarians with faculty rank) complete a Faculty Activity Report for the preceding academic year. Information requested within the Faculty Activity Report includes professional association memberships and professional association leadership positions, leadership roles in regional organizations, publications, presentations, creative works, etc.)***

**5.8.2.2** Explore revenue sources to fund new professional memberships and create competitive application process to underwrite memberships for new faculty and staff (TBC AY 2014-2015)

**5.8.2.3** Conduct annual survey of members of the Kean community to identify areas requiring expansion (beginning AY 2014-2015, and then ongoing to utilise the data to build on the identification and provision of relevant trainings, resources, and any other support that will improve external engagement with one's profession)

***(Requests for Travel for training, seminars and workshops for purposes of professional development are considered for approval by the unit and division head.)***

* International partnership activities are part of Goal 6 (see below)

## Goal 6: To become a globalized university: uniquely global, uniquely Kean

### *6.1 Globalize our curriculum in terms of substance and quality*

**Actions:**

**6.1.1** Finish the process of building our new global degree programs (eg the Global MBA and Global Nursing)

***(A Bachelor of Science (BS) in Global Business was introduced in 2014, building upon the success of the Masters of Business Administration (MBA) in Global Management.)***

**6.1.2** Produce more global-oriented programs (eg Global Health) (for instance, by potentially creating a 'global dimension' certificate for Kean majors)

***(A Bachelor of Arts (BA) in Global Studies was created in Fall 2018 in which students choose to concentrate in a specialized issue of global concern or in a region of geopolitical interest by incorporating coursework required for the Academic Minors of Africana Studies, Asian Studies, Chinese Studies, Jewish Studies, Latin American Studies and Women's and Gender Studies; these Academic Minors continue to be offered as "stand-alone" opportunities in which students' transcripts reflect program completion.)***

**6.1.3** Establish and promote the School of Business both regionally and globally

***(Kean University's Global Business School features both the MBA in Global Management and the BS in Global Business. The School has a dedicated presence on the www.kean.edu webpages.)***

**6.1.4** Internationalize Kean's curricula through the introduction of comparative studies, international case studies and examples, internationalised text offerings, and developing foreign communication

***(A global experience requirement is part of the Global MBA program. Students participate in a Global Practicum in which they develop real-world professional skills by participating in a project or internship at one of many prestigious multinational businesses.)***

**6.1.5** Promote where possible international recognition of Kean programs through professional accreditation routes, international branding and marketing, international ranking

***(Kean University is committed to pursuing international accreditation through AACSB.)***

**6.1.6** Establish a program in American language studies for international students to prepare for full University study

**6.1.7** Create global interactive courses where Kean students work with students from foreign universities to accomplish collaborative projects/research.

***(An MOU has been created with the University of Greenwich (London, UK) to facilitate partnerships in areas including: Computer Science, History, English, Theatre and others.)***

***6.2 Provide a world of opportunities to our students and faculty: building and implementing an internationalization abroad strategy***

**Actions:**

**6.2.1** Build a substantive study abroad program with worldwide options that also allow our diverse body of students to engage (for instance, by making thinking about Study Abroad and visiting the International Office a required element of the Transition to Kean class)

***(The redesign of the services provided in the Center for Student Success (CAS) on the Kean Union campus has included an expansion of the Center for International Studies and Career Services as an "anchor" program. Now located on the second floor of CAS, services provided by the Center are physically and philosophically integrated with academic advisement of freshmen.)***

**6.2.2** Turn our TraveLearn program into an opportunity for university partnerships

***(Kean University hosted two research professors and six students from Central China Normal University (CCNU) for one year in 2016 and 2017. Since 2013, CCNU has hosted two faculty and three to four Kean students in the summer.***

***The School of Global Business has created multiple agreements between international universities and Kean University through Kean's Global Practica program. In exchange for Kean students working with students overseas, Kean USA and Wenzhou kean University receives students to study on our campuses for a semester.***

***Wenzhou Kean launched its first official Travelearn in June of 2018, and beginning Fall 2018, Wenzhou Kean and Kean USA students will have the opportunity to participate in Travelearn programs together.)***

**Implementation:**

**6.2.2.1** Evaluate successful and current Travelearn programs to identify strengths and create models for implementation

**6.2.2.2** Gather data on which overseas institutions have strong and renown academic programs which would be appealing to our students

***(Since 2013, over 500 Kean University students have participated in Travelearn programs to date. The reorganized Center for International Studies is collecting data on successful programs and identifying curriculum, destinations and vendors to serve as models for future offerings.)***

**6.2.3** Embed international travel/research into the proposed Honors Programs

***(A required global experience has been embedded in the Global MBA program and in the BS in Global Business. Between 2016 and 2018, 89 Kean USA and 95 WKU students have completed a global practicum. Global Practica sites include Hof Germany, Belfast Northern Ireland, Panama City Panama, Pau France, Barcelona Spain inaddition to New York City, New Jersey, and Wenzhou China.)***

***Under consideration is a required international travel, research or field experience into BA in English in Global Settings.)***

**6.2.4** Build a substantial overseas Service Learning component - bringing the Kean record of dedication to community service in New Jersey out to the world

***(During the summer of 2018, an internal grant (SpF) was awarded to a faculty member, the Director of the Center for Interdisciplinary Studies and two students to travel to South Africa and engage in a service learning project. A Quality First Initiative Grant was awarded to the Director of the Human Rights Institute to create a "Human Rights Learning Community" with students which will culminate in a service learning trip working with an international NGO in 2019.)***

**6.2.5** Promote faculty opportunities overseas (through Fulbright, international research projects etc) to benefit faculty by broadening their understanding of their field, supporting their ability/desire to work with the best wherever they may come from or reside, and so to come home with that new understanding to further Kean's commitment to World Class Education. (for instance, by requiring faculty to teach a relevant class to the area they went, or to introduce new relevant case studies, examples, books, and original research from the area they visited)

***(During the summer of 2018, an internal grant (Students Partnering with Faculty or SpF) was awarded to two individuals -- a faculty member from the Public Administration program and one from the Center for Interdisciplinary to travel with two students to South Africa. The Executive Director the the School of Criminal Justice and Public Administration was a Fulbright Award Recipient during the academic year 2016-2017 for study in Great Britain. In academic year 2017-2018 another Kean University faculty member from the School of English Studies received a Fulbright Scholarship to work in Norway. A faculty member from the School of Environmental and Sustainability Sciences has received a recurring grant to take students to China to conduct research.)***

**6.2.6** Expand faculty engagement in international consultancies

**Implementation/Timeline:**

**6.2.6.1** Conduct survey of members of the Kean community to identify current international consultancies and identify possible opportunities

**6.2.6.2** Explore revenue sources to fund new international consultancies

**6.2.7** Increase funding for projects which address global/international issues particularly if based on international partnerships/consortiums

***(The Kean University Human Rights Institute has provided ten years of human rights education through the internally-funded annual International Human Rights Conference. Each year, a different global or international issue is selected to serve***

***as the focus of the conference. "Hunger: The Politics of Food" took place in March 2019.)***

**Implementation/Timeline:**

**6.2.7.1** Create a competitive application process to underwrite projects which address global/international issues

***(Each year during the International Human Rights Conference, awards are given in the following categories: Outstanding Human Rights Activist, Outstanding Human Rights Community Activist, Outstanding Human Rights Young Adult Activist, Dr. Hank Kaplowitz Outstanding Human Rights Educator, and Outstanding Human Rights Student Activists. Awardees have included Kean University alumni, members of the community surrounding Kean University, and national and international Human Rights activists.)***

**6.2.8** Strengthen the structures at home to support Study Abroad (for instance by strengthening our student ambassador program on campus, connecting students to alumni abroad, building awareness, developing internships, and promoting funding opportunities for students to utilize for their international travel)

***6.3 Bring the world into Kean: building and implementing an internationalization at home strategy***

**Actions:**

**6.3.1** Build a substantial body of international full-time, full degree students at the Kean Union campus

***(Kean University currently hosts over 300 international students on F-1 visas.)***

**6.3.2** Bring our Chinese students to Kean as a part of their educational experience

***(Wenzhou Kean University (WKU) students study at Kean Union for a semester or an academic year as they make progress within their academic degree program. WKU students may come during a summer session to participate in their Global Practica for their Global Business degree. WKU students also have studied at Kean Union during a six-week intensive summer English-immersion experience.)***

**6.3.3** Participate in more global projects to support developing countries/emerging democracies by providing places for young scholars/practitioners in relevant Kean programs

***(During the summer of 2018, an internal grant (SpF) was awarded to a faculty member, the Director of the Center for Interdisciplinary Studies and two students to travel to South Africa and engage in a service learning project. A Quality First Initiative Grant was awarded to the Director of the Human Rights Institute to create a "Human Rights Learning Community" with students which will culminate in a service learning trip working with an international NGO in 2019.)***

**6.3.4** Build relationships with the relevant federal and international agencies/non-for-profits that can involve Kean in their programming - utilising Kean's resources to bring a

new constituency onto campus, and to provide further opportunities for consultancies and research overseas through IOs, federal agencies and non-for-profits

**6.3.5** Raise the numbers of visiting international scholars, teachers, and leaders in government, businesses and non-for-profits

***(The School of Global Education and Early Learning, housed within the College of Education, brings large groups of international scholars, teachers and leaders from China, Nigeria and other countries for a few weeks every summer and fall. The program exposes international leaders to Kean University and to the American educational system.***

***Beginning in Fall of 2018, Kean University College of Business and Public Management (CBPM) has worked with the Korean Business Development Center (KBDC) in New Jersey by training South Korean entrepreneurs who were recruited because they plan to open businesses in the United States. Kean University CBPM provides training and hosts networking events.***

***Visiting scholars, hosted in partnership with the Confucius Institute, have participated in the Asian Studies program.)***

**6.3.6** Raise the percentage of international full-time faculty at Kean

***(Kean USA has hosted an increasing number of professors who come to Kean under J-1 and F-1 visas. As of Spring 2018, all international scholars are required to participate in the annual Kean University Research Days. The majority of WKU faculty are international.)***

**6.3.7** Create the structures on campus to welcome and support international students and faculty (for instance, cross cultural friendship classes for international students which use classrooms to welcome international students while establish international connections for students)

***(To welcome and support our international students, new international students receive a mandatory three-day orientation program when they arrive on the Kean USA campus. This orientation program was expanded from a two-hour program. Beginning in Fall 2018, special sections of the Transfer Transitions course (GE 3000) were created to help our WKU students studying at Kean USA and any international students who have transferred to Kean to transition into the University and to stay in compliance with all visa requirements.***

***The Asian Studies program hosts Chinese celebrations every year, a Chinese table in the University cafeteria every week, and other programs to which the entire campus community is invited. In 2017-2018, Kean USA experienced a rise in the number of students from India; these students created the Indian Student Association and co-hosted the Holi Festival on campus with the International Student Association and the Center for International Studies.)***

**6.3.8** Support globalization within each of our communities by bringing the international dimension of the university into the local surrounding communities, ensuring that each local community is part of the Kean experience, and making ties between our different local communities - place-to-place

***(Each year, the community surrounding the Union campus is invited to an international film festival and other related activities.)***

### *6.4 Create a new model of the 'global university'*

**Actions:**

**6.4.1** Create a new model for the US university 'global campus' idea by forming a genuine branch campus overseas that provides the same programs and educational experience as at home but within new exciting communities/constituencies. This new model will allow our students 'at home' to have genuinely easy and affordable access to our international campuses (taking with them their financial aid, for instance). The first example will be Kean-China

***(Wenzhou Kean University was approved as an additional location by the Middle States Commission on Higher Education in 2013. The programs offered, students enrolled, and full-time faculty continue to grow. Students at Kean Union or Kean Ocean are provided an opportunity to study for a semester at Wenzhou Kean at new additional cost of tuition, fees and room-and-board. Students who have a 2.8 Cumulative GPA are funded by Foundation donors for round-trip airfare between Newark and Wenzhou, China AND additional money to travel to see the Great Wall of China in Beijing.)***

**6.4.2** Seek to plan a replication of the Kean-China model in at least one other international site within the period of this strategic plan

**6.4.3** Integrate and formulate all campus facilities at home and abroad to reflect both a central Kean experience and the globalized nature of the university (through for instance, residences, student centers, grounds and classrooms) with the aim that these two should become one and the same - the US/global university

**Implementation/Timeline:**

**6.4.3.1** Provide virtual connections between Kean USA and Wenzhou Kean for broad-based participation in programs, services and support

***(Wenzhou Kean University and Kean USA communicate regularly using video conferencing, screen sharing, and video calls using Skype and BlueJeans. In addition to frequent video calls between campuses and leadership meetings, virtual connections between campuses have been made for Professional Development Days, University Senate meetings, search committee meetings and candidate interviews, and student organization meetings. In addition, MediaSite is a platform used at WKU to record class meetings for observations of faculty teaching necessary for reappointment processes.)***

**6.4.3.2** Provide opportunities for exchange programs between Wenzhou Kean and Kean USA which allow faculty, staff, and students from both institutions the opportunity to travel and learn more about the other campus and programs

***(Faculty, professional staff, and administrator travel between WKU and Kean USA has been frequent and regular. In some cases, WKU faculty have taught at the Kean USA campus and vice versa.)***

**6.4.4** Continue to build and maintain a collaborative and integrated relationship with Wenzhou University that allows Kean University to provide the programs, services and support necessary to maintain Wenzhou-Kean as a successful additional location

***(As Wenzhou Kean University continues to grow, the partnership between WKU and Kean USA grows stronger with collaborative planning, parallel services and support.)***

**Goal 7: To establish a revenue flow, and financial planning and resource allocation processes, that are sufficient, dependable, and consistent to support Kean University's ongoing financial obligations and future ambitions.**

***(In November 2017 Moody's Investors Service assigned an A2 rating to the University and specifically citing our strong operating performance, steady enrollment, and good revenue diversity.)***

***7.1 Develop and continuously update a comprehensive and aggressive fundraising plan in order to tap new or previously underutilized sources of revenue by increasing the amount of private giving through donations from alumni, friends of the university, corporations, private foundations and grants***

***(Significant progress has been made by the Kean University Foundation, which in 2018 launched a new, targeted approach to alumni engagement, donor engagement and fundraising. The Kean Foundation now directly employs a talented fundraising team under the leadership of a Chief Executive Officer. The new administrative structure provides the Foundation with the flexibility and resources needed to succeed in today's competitive fundraising environment.)***

**Actions:**

**7.1.1** Develop a series of giving and cultivation programs to encourage individual and corporate interest in Kean University (The Arts Council and Alumni Association through the Alumni Leadership Initiative, ALIS, among others)

***(Significant progress has been made in the development of giving and cultivation programs. Assessment of existing initiatives has taken place; adjustment have been made where required and new initiatives are currently underway.)***

**Implementation:**

7.1.1.1 Maintain and increase annual giving by 20% through the Kean Fund for Excellence (accepting gifts of any amount) and the William Livingston Society (Accepting gifts of $1000 or more)

***(Increases in annual giving were achieved through the end of FY 2017, and were flat in fiscal year 2018 during the transition. Leadership has increased efforts to achieve this goal going forward on a consistent basis.)***

**7.1.1.2** Establish gift giving as the norm for faculty and staff

***(Efforts continue to cultivate the stewardship of faculty and staff; during the duration of the current strategic plan, some of the largest gifts and commitments have come from Kean faculty. However, additional work is needed to achieve this goal.)***

**7.1.1.3** Cultivate and grow major gifts from a variety of donors pools to secure gifts of $25,000 or more through relationship building, with the goal of increasing gifts by 25% over time

***(The Foundation secured a significant number of gifts that meet this criterion over the life of the strategic plan and continues to focus on efforts to exceed the 25% increase goal over time.)***

**7.1.1.4** Develop an active and robust Planned Giving Program to encourage supporters to name Kean University as beneficiary in their estate plan

***(Efforts continue; Crescendo Interactive, a planned giving marketing solution, has been adopted and deployed to build donor relationships. An e-newsletter, sent to over 12,000 alumni, has been successful in engaging more than 300 individuals to date who are considering bequests.)***

**7.1.2** Develop a recruiting program to grow recruiting efforts by alumni; track the number of incoming students who are recruited as a direct result of alumni efforts and set targeted goals after establishing baseline metrics

***(The Division of Enrollment Services routinely ask alumni – particularly successful alumni – to participate in recruitment events such as Undergraduate Open House.)***

**7.1.3** Ensure that Kean Alumni would be directly involved in recruiting, mentoring or fundraising, through the Alumni Association Board of Directors: the Office of Alumni Relations shall hold at least two events per year to engage as many Alumni as possible and shall send four to five direct mail/email contacts throughout each year while cooperating with the Director of Annual Giving to increase Alumni giving by 50% over the time of this plan

***(There has been an increase in alumni giving since 2013. FY 2013 saw 711 alumni gifts, by FY 2015 the number increased to 2083 gifts. FY 2019 is predicted to exceed previous years.***

***Annual events including the Gala, the Golf Outing, Homecoming. Distinguished Alumni, 50 Plus, and Alumni Networking night provide regular opportunities to build relationships with alumni. Communications are sent from the Foundation to over 10,000 alumni every three weeks. A Donor Newsletter is regularly disseminated.***

***Collaborations continue between the Kean Foundation and University Relations. Additionally, the Foundation now is organized to research and develop its own marketing strategies and initiatives.***

***7.2 Make federal and state government and University constituencies and University advocates aware of the financial needs and unique circumstances of higher education in general and our students' financial needs in particular***

***(In the proposed FY2020 State Budget, Kean is expected to receive an additional $2.59 million in direct operating aid over its FY 2019 appropriation.)***

**Actions:**

**7.2.1** Provide quarterly communication with Federal and State Government officials and other University constituencies

**Implementation:**
**7.2.1.2** Provide reports on the number of students at Kean under federal and state financial aid

***(All required communications and reports are completed and deadlines are adhered to by the Office of Institutional Research.)***

***7.3 Encourage transparency of the institutional budget in order to link the budget process to strategic planning and articulate our responsibility as a public, higher education institution***

***(The Kean University Board of Trustees approved a 1.99 percent increase in tuition and fees for the 2018-2019 academic year, maintaining the University's position as the most affordable comprehensive university in New Jersey. To simply students' bills and reflect best practices in higher education, the Board also approved a new fee structure that reduced the overall number of fees charged from nine to four. The fees that were eliminated were rolled into tuition.)***

**Actions:**
**7.3.1** Maintain budget and resource allocation models that are strategic and reward progress towards established goals and priorities

**Implementation:**
**7.3.1.1** Support University Planning Council activities and maintain funding levels for resource allocation as available

***(For the duration of this Strategic Plan, resource allocations have been based, in part, on recommendations which emerged from the annual assessment results for all University divisions; all resource allocations were specifically aligned with goals of the Strategic Plan. Each year, the University Planning Council posts the results of its deliberative prioritization of resource requests and the President's allocation decisions.)***

***7.4 Strengthen the budget and planning processes to ensure the short to medium term needs of the institution are met as well as supporting its long term financial viability***

**Actions:**
**7.4.1** Ensure that our university-wide, multi-year financial plan addresses long-term financial strength for all programs by focusing resources on sustainable academic programs/courses and curtail or repackage those that are not sustainable

**Implementation:**
**7.4.1.1** Compile and analyze data on student need through statewide and national job market trends

***(The University offers masters, doctoral, online, certificate, and professional development programs. In order to assess the financial sustainability of these programs, the University is currently reviewing the revenue and operating costs associate with each. The review will also take into account***

***cost containment options, growth opportunities, competitor pricing and market demand, providing for a comprehensive program analysis. It is anticipated that at the conclusion of this review, recommendations will be offered for tuition adjustments that will program-specific as opposed to across-the-board. This review will initially be limited to masters, doctoral, online, certificate, and professional development programs.***

***Every new academic program that is proposed for implementation is subject to this analysis.)***

**7.4.1.2** Compile and analyze data on numbers of admissions applications

***Ongoing. Beginning in the Spring semester of every academic year, Enrollment Services prepares a weekly analysis of admissions applications, acceptances, deposits, and enrollments.)***

**7.4.1.3** Compile and analyze current number of majors

***(Ongoing. Every year, the Office of Institutional Research prepares an institutional profile which contains this compilation and analysis for all academic programs).***

**7.4.2** Utilize differential tuition pricing among colleges and cohorts

**7.4.2.1** Examine the possibility of establishing fees for labs, private music lessons and studio courses to make offering courses with low enrollments and low capacities possible

**7.4.3** Create a market-responsive academic program development fund to support strategic enrollment growth and allow for seeding longer-term entrepreneurial opportunities

**Implementation:**
**7.4.3.1** Research and establish academic program development based on student need, and statewide and national job market trends

***(Every new academic program that is proposed for implementation is subject to analysis in terms of growth opportunities and market demand.)***

**7.4.3.2** In addition to our diverse student population, attract and retain sufficient numbers of traditional-age students to maintain full occupancy so that we strengthen our tuition revenue

***(The Division of Enrollment Services works sets aggressive recruitment goals so that tuition revenue is sufficiently strong.)***

**7.4.3.3** Streamline application processes

***(Application processes have been streamlined by the Division of Enrollment Services.)***

**7.4.3.4** Support and maintain academic services and co-curricular activities for freshmen as well as our diverse student population

***(Academic services and co-curricular activities for freshmen and the diverse student population at large have the highest priority for support. Expansion of academic support services in the Learning Commons and the creation of the One-Stop suite of services in CAS in terms of staffing and physical facilities exemplify this priority.)***

**Goal 8: To enhance and build facilities that will support the growth of Kean as a multi-campus, increasingly residential and partner-oriented institution situated in multiple and diverse communities**

***8.1 Provide the physical infrastructure for new student learning environments (including integrated learning/clinical sites), an expanding roster of opportunities in applied research/scholarship, creative work, and for the innovative uses of technology at the Union campus and Kean's additional sites***

**Actions:**

**8.1.1** Enhance existing facilities at the Union Campus through a systematic review of the classrooms, studios, laboratory spaces, equipment, library, offices, and lavatories, to ensure that furnishings, accommodations, and facilities are clean and meet the needs of students, faculty, staff, and visitors in accordance with the campus master plan

**Implementation/Timeline:**

**8.1.1.1** Develop a system to assess and rate (Very Good, Fair, Poor, etc.) new and existing facilities (TBC December, 2013)

***(Completed.)***

**8.1.1.2** Develop a capital spending plan for renovations of the facilities based on the results of the building evaluations (TBC February, 2014)

***(Efforts to enhance the existing facilities at the Union campus are ongoing. Seven laboratories in Bruce Hall and the Science Buildings have been upgraded. A state-of-the-art Organic Chemistry Laboratory is under construction for the Science Building to accommodate the growing numbers of students in Biology and Chemistry. Two additional laboratories have renovations planned for summer of 2019: Zoology and Botany. On the East Campus, a courtyard enclosure project is under construction to add to the usable study and lounge space. In the Miron Student Center, renovation and addition of office suite space and the Greek Lounge is in the construction phase. During the summer of 2018, the Cougar Walk beautification project was completed with the replacement of sections of the concrete sidewalks on campus. In 2018, all building entry mats and walk logo walk-off mats were installed to enhance the first impression of University facilities during Open House and other public events.)***

**8.1.2** Create more energy efficient and sustainable facilities to promote material and energy conservation and reduction of waste in all new and existing buildings

***(Ongoing, as updates are made to campus facilities and ways to promote conservation and the reduction of waste are considered and adopted.)***

**Implementation/Timeline:**

**8.1.2.1** Investigate available resources and opportunities for sustainable power sources including but not limited to solar power, geothermal systems, water management and LED technology (TBC December, 2014)

***(All new renovations and refurbishment projects now utilize higher efficiency LED lighting. The five renovated labs in Bruce Hall and Science, and the renovated CAS first floor all have LED lighting; additional planned***

***laboratory renovations will also utilize LED lighting. The campus site lighting and parking lot lighting is systematically being converted and/or replaced with LED lighting.)***

**8.1.2.2** Prioritize buildings and individually meter each building utility – electricity, water, gas (TBC June, 2014)

***(All new buildings -- beginning with East Campus in 2008, STEM in 2010, GLAB in 2013, East Campus Faculty Housing in 2015, NAAB in 2016 are individually metered. As the University moves forward on future construction projects, individual meters will be standard. These future construction projects include the Liberty Hall Academic Center to be completed in 2019, and the building for the College of Business and Public Management to be completed in 2020.)***

**8.1.2.3** Based on individual meter data obtained, develop capital plan for implementing energy savings initiatives (TBC September, 2014)

***8.2 Plan, design, and construct additional on- and off-campus housing opportunities for the campus community at the Union campus***

**Actions:**

**8.2.1.** Provide faculty housing opportunities on campus to attract faculty scholars and high-caliber faculty from across the country and around the world

**Implementation/Timeline:**

**8.2.1.1** Construct 18 faculty housing 18 units (2 bedroom, single story) (TBC March, 2013) and continue such efforts if demand grows

***(Construction of new faculty housing consisting of 18 two-bedroom units in Hillside was completed in 2014. The University is currently working on expanding faculty housing opportunities on the parcel of land adjacent to the Russo Vermella Project.)***

**8.2.2** Utilize the current Public-Private Partnership legislation to explore new opportunities for Graduate, Undergraduate, and International student housing

**Implementation/Timeline:**

**8.2.2.1** Construct 600 additional beds on the main campus for Undergraduate, Graduate, and International students (TBC August, 2016)

***(A market research study was completed to study the needs of student housing on the Union campus and the number of new beds needed was determined to be lower than the 1,200 new beds initially indicated. The Public-Private Partnership (P3) project -- Cougar Hall -- with 385 new beds was completed in August of 2018.)***

***8.3 Design and construct state-of-the-art facilities at multiple campuses across New Jersey and other remote locations. All locations will be providing Kean***

***University students with the same World Class Education at a facility consistent with the high standards established in Goal/Objective 8.1***

**Actions:**

**8.3.1** Continue to support growth at Kean Ocean through future expansion and development on the Ocean County College campus.

**Implementation/Timeline:**

**8.3.1.1** Complete construction of the Kean Ocean Gateway building for use by Fall 2013 (completed)

***(Completed.)***

**8.3.1.2** In consultation with our partners at OCC, revisit and revise the Kean Ocean Master Plan through 2020 (TBC December, 2014)

***(The Kean Ocean Facilities Master Plan update has been completed.)***

**8.3.2** Plan, design and construct a ~~LEED Silver~~ certified facility in the NJ Highlands that will support academic programs as well as provide an alternative revenue source during the Summer months through summer camps, conferences, and events

**Implementation/Timeline:**

**8.3.2.1** Work with the NJDEP and the NJ Highlands Council to determine permitting requirements and establish an approved site plan for future development (TBC December, 2013)

***(Completed.)***

**8.3.2.2** Complete existing facility renovations including but not limited to asbestos removal, ADA compliance, and facility modernization (TBC December, 2014)

***(Construction and renovation of the Lodge facility will be completed in Spring of 2019.)***

**8.3.2.3** Construct, commission, and occupy new facility (TBC September, 2016)

***(Construction of Phase One and Two will be completed in Spring of 2019; Phase Three construction of the new Cabin facility will be completed in 2019.)***

**8.3.3** Working with our Chinese partners, plan and construct world class facilities consistent with the Kean USA standards to be experienced by Wenzhou Kean students, faculty and staff

**Implementation/Timeline:**

**8.3.3.1** Complete Phase 1 of the Wenzhou Kean Campus (TBC September 2013)

**8.3.3.1** Complete Phase 2 of the Wenzhou Kean Campus by 2016

***Completed construction includes the following at Wenzhou Kean University:***

- ***Spring 2014 – General Education Hall (330,000 square feet), Training Building Dormitories (approximately 480 beds), and Canteen #1***
- ***September 2015 – Second Phase of Dormitories (1800 beds in seven structures, comprising four residential communities), Canteen #2***
- ***February 2018 – Faculty Housing (72 units total, 48 one-bedroom, and 24 two-bedroom)***
- ***May 2018 – College of Business and Public Management (150,000 square feet)***
- ***September 2018 – Indoor Athletic Center (40,000 square feet)***

***Infrastructure Projects:***

- ***May 2018 – Campus Ring Road***
- ***September 2018 – Cross Campus Road***
- ***September 2018 – West Gardens***
- ***September 2018 – 'Campo' Plaza at College of Business and Public Management***
- ***October 2018 – Three Pedestrian Bridges***
- ***Landscape improvements are ongoing***

***Under Construction:***

- ***Ge He Kai Hall (Architecture and Design Building, 150,000 square feet), scheduled for September 2019***
- ***Third Phase of Dormitories, Buildings A and B (800 beds), scheduled for September 2019***
- ***Third Phase of Dormitories, Buildings C, D, and E (1200 beds), scheduled for September 2020***
- ***Third Phase of Dormitories, Graduate Housing (200 beds), scheduled for September 2020***

***Construction Pending:***

- ***Student Learning and Activity Center, anticipated start of construction winter 2020 to spring 2021***
- ***Allied Health & Sciences Building, programming discussions have begun***

***Miscellaneous:***

- ***A supply store, exhibition gallery and lab space have been added to the General Education Hall***
- ***A new convenience store is operating in Canteen #2. Canteen #1 has both a convenience store and a fresh produce shop. Students operate two coffee shops.***
- ***New development just outside the campus includes new restaurants; plans for an international grocery store are under discussion***

### *8.4 Develop off-campus partnerships and opportunities with the surrounding communities*

**Actions:**

**8.4.1** Continue partnership with the City of Elizabeth and NJ Transit in order to re

develop and revitalize of the Elizabeth Train Station and develop Morris Avenue, from North Avenue to the train station as *University Boulevard*

***(Ongoing. University leaders continually meet with leaders in the surrounding community to develop relationships and find innovative partnerships to build the Kean community. The redevelopment of the former Merck site by Russo Development will further strengthen the Morris Avenue corridor along with the projects in progress for construction of the Hynes Hall Business College, the Liberty Hall Academic Center and faculty and graduate student housing on the Liberty Hall campus.)***

**Implementation/Timeline:**
**8.4.1.1** Work with the City of Elizabeth and NJ Transit to determine the planning parameters, requirements, and market study needs in order to establish long term planning timeline (TBC June 2014)

***(Ongoing. The revitalization plan was recently begun by NJ Transit; they've awarded a contract to Anselmi and DeCicco, and the project is currently in the design phase. This phase of the construction process is due to be completed in December 2019.)***

**Goal 9: To ensure that all students, faculty, and administrators at all Kean sites are provided with the technological resources and innovative technological solutions required to meet Kean's fast changing and increasingly complex instructional, research and administrative needs**

***9.1 Build a university community where communication can be instant, integrated and multi-logical by expanding computing capabilities of any device so that it can be used anywhere, at anytime***

**Actions: 9.1.1** Establish a university-wide "Virtual Computing Environment" whereby classroom design for all future classrooms, and any upgrades to older classrooms, studios, laboratories, offices, print stations, or buildings will:

Provide electricity for all participants

Provide charging feeder stations

Support the specific technology needs of all academic departments/programs

Provide and support 24-7 technology service expectations

Provide standardized connectivity

***(In progress: classrooms and laboratories on campus that have technology have undergone or are currently undergoing upgrades to provide a more consistent user interface.***

***"Huddle areas" in buildings across campus (areas which contain seating conducive to collaboration outside of the classroom) have been provided charging stations. Blackboard, the educational platform used by faculty and students, is supported 24-7. All faculty, students and staff have 24-7 access to all systems on campus.***

***Specific technology needs for academic departments/programs are considered on an ongoing basis. For example, upgrades to the School of Biological Sciences Human Body Laboratories now contain interactive technology to promote better student learning outcomes.)***

**9.1.2** Provide seamless and immediate real-time access and "rapid connectivity" through high-speed networks, remote and wireless access

***(Internet connections are constantly monitored. Mechanisms are in place to insure quality of service for all academic users. To maximize internet connectivity at the Nancy Thompson Library Learning Commons, new switches, routers, and access points have been upgraded during Spring 2019.)***

***9.2 Establish innovative pedagogical technique utilizing technology as a norm in the Kean classroom leading towards the 'classroom without walls' concept***

***(Areas outside of the classroom have been created to foster collaborations and creative thinking. These "huddle areas" are standard in all new buildings and are currently being introduced into existing buildings on campus.)***

**Actions:**

**9.2.1** Establish and regularly maintain a suite of pedagogical practices utilizing technology to act as a 'menu' for Kean faculty

**9.2.2.** Establish and implement introductory and ongoing training so that faculty may utilize this 'menu' appropriately

**Implementation:**

**9.2.2.1** Provide the training to faculty

**9.2.2.2** Ask those who are moving ahead at college, department or individual level to provide a leadership role to others

**9.2.2.3** Build trained faculty and model groups into project groups that will focus on pedagogical innovations utilizing technology in specific areas

***(Professional Development Days (PDD) are scheduled for four full days twice yearly. Sessions have included training in technology and software applications. Workshops are led by faculty and professional staff. In addition, the Nancy Thompson Library Learning Commons has been identified as a hub to provide technical training to students, faculty and staff. To complement these efforts throughout the calendar year, Lynda.com – a powerful web-based tool that offers tutorial opportunities in pedagogy, writing, citations, data analysis, etc. – is offered as a resource for faculty and professional staff.)***

**9.2.3** Ensure an appropriate technological infrastructure to meet the challenges of pedagogical innovation through the normalization of a replacement and/or upgrading cycle of campus wide technology

***(Technology is replaced or upgraded on an ongoing basis. Internet connections are constantly monitored. Mechanisms are in place to insure quality of service for all academic users.)***

**Implementation:**

**9.2.3.1** Audit and put in place a regular audit rotation of technological resources on campus including all software and hardware. Make results available to the community and keep an online list of available software

**9.2.3.2** Create and implement a cycle for replacement of software and hardware

**9.2.3.3** Utilize the audit to determine which areas require a more 'cutting edge' approach and research appropriate solutions

***(Every classroom is audited before the beginning of each semester to insure technology is operational. Equipment is monitored and replaced when the end of the lifespan is reached. In addition, technology audits regularly occur throughout the semester.)***

**9.2.4** Move to an expectation of all students possessing computers from the first day of school thereby reducing dependency on labs and allowing further utilization of technology both inside and outside of the classroom

***(Across campus, mobile computer labs utilizing laptop carts and loaner laptops has reduced***

***the dependency on classroom laboratories. Loaner laptops and available desktop computers in the Nancy Thompson Library and Learning Commons reduces the dependency on laboratories outside of the classroom.)***

**9.2.5** Develop and maintain a few Master Labs (reducing program specific labs with fewer, relevant, highly maintained College specific labs that utilize quick, effective technology) within each college

***(Computers within all laboratories on campus contain the majority of commonly-used software applications to reduce the need for program-specific laboratories.)***

***9.3 Establish innovative management solutions for globalizing a multi-site university with an increasingly mobile and diverse community.***

**Actions: 9.3.1** Establish an integrated data management system that follows students from admission through alumni

***(All campuses of Kean University utilize Colleague as our student enrollment system. All new software purchases are considered to insure communication ties with Colleague.***

***Multiple offices are currently focusing on data architecture and tracking plan for first-year cohorts so that coordination between offices can occur. In addition, the Tutor-Trac system (with OCIS) is used in the Nancy Thompson Library Learning Commons and by the School of General Studies for scheduling tutoring, Supplemental Instruction and other retention initiatives. Tutor-Trac supports the reporting on individual students and/or aggregate reports.)***

**9.3.2** Establish an integrated administrative data management system for the processes required in managing multiple campuses
***(Colleague operates on all campuses: Kean Union, Kean Ocean, Wenzhou Kean University and will be operational at the Highlands campus.).***

**9.3.3** Create a paperless university

***(Ongoing. Alternatives to the use of paper forms have been introduced for graduation applications, food orders, and travel requests, and are being explored for curriculum updates and syllabus uploads, etc.)***

**9.4** Keep research technology (i.e. equipment, software) current, if not cutting edge, to allow our students a competitive edge in today's job market.

***(Specific technology needs for academic departments/programs are considered on an ongoing basis. for example, upgrades to the School of Biological Sciences Human Body Laboratories now contain interactive technology to promote better student learning outcomes.)***

**Actions: 9.4.1** Establish relationships with local, regional and national partners/companies to establish the technological needs or requirements for new hires.

***(Kean University has an established partnership with Dell and Apple such that all new faculty are provided with their choice of computer.)***

## Goal 10: To develop, operationalize, and sustain a forward-thinking culture of public health and safety awareness rooted in adherence to all external and internal standards (fire, safety etc.), and reaching out to every aspect of Kean University life (personal, educational, and institutional)

### *10.1 Educate and raise awareness of Kean University's commitment to protect the health and safety of the entire university community at every campus*

**Actions and Timeline:**

**10.1.1** Develop a university wide marketing program for public health and safety information (TBC 2014)

***(Beginning Fall of 2017, incoming Freshman students are required to complete the Campus Safety Checklist, by signing up for Campus Alerts, obtaining a Student ID, and registering for a parking decal. To ensure 100% compliance, students that did not comply were unable to register for Spring 2018 classes until completed.***

***Resident Assistants (RA) Public Safety Training is completed in late August or early September annually. RAs receive training to prepare for potential Active Attacker incidents, and are also trained to determine when to call police vs. when to report a policy violation, and reporting of illegal activity or substances..***

***Orientation for Miron Student Center students and staff are conducted since the Miron Student Center is a focal point for activities and events throughout the year. Therefore, MSC students and staff are trained for event participation – keeping a lookout for suspicious activity/people and reporting to Police Officers also working the event.***

***Kean Active Attacker information sessions are mandatory for all faculty and staff during Professional Development Days. Opportunities for attendance by the entire Kean University community are scheduled during academic semesters while the majority of students are on campus.***

***Expansion of Active Attacker Program and area assessments have been implemented. An informative video was created for students, staff and faculty to reference in preparation for responding to emergency situations.)***

**10.1.2** Develop for all incoming students a program of personal and institutional safety best practices for all University sites, programs, and activities including Kean-Ocean, Wenzhou-Kean, Travel Learn, and courses on all satellite campuses (TBC 2014); provide a university wide program to raise awareness of personal safety, and to strengthen personal resiliency (TBC 2015)

***(Fire drills are conducted in accordance with the requirements of the New Jersey Uniform Fire Code.***

***Kean SAFE (Students Active For Everyone) is a program in which students are made an integral part of the University Public Safety process. Easily recognized by the blue Kean Public Safety shirts worn, they man the Information Desk (Kean Hall), assist non-sworn Police department employees with clerical tasks and assist during campus events.***

***Transition to Kean (T2K or GE 1000) and Transfer Transition to Kean (TT2K or GE 3000) are 1-credit courses that are required of all incoming Freshman, Transfer and visiting Wenzhou Kean students learn about all University programs and services and safety and security procedures.***

***New Student Orientation (NSO) is mandatory two-day/overnight orientation for incoming freshmen which acclimates students to the University through tours, group activities, and concludes with course registration. Transfer Orientation similarly provides students with information about the Kean Union or Ocean campus. All orientation events include introductions to campus safety.***

***All emergency procedures relating to international travel have been updated and posted with TravelLearn and online.)***

**10.1.3** Orient all faculty and staff to current personal and institutional safety practices including Campus Alert, crisis response/emergency procedures and special needs members of the community with disabilities (TBC 2016)

***(The Kean Emergency Management Plan was updated; the quick-reference Emergency Management Guide was also updated, and has been posted on the University Police website.***

***Kean Active Attacker information sessions are mandatory for all faculty and staff during Professional Development Days. Presentations on other safety-related issues are provided during Professional Development Days. Presentation subject/content is based on staff requests, i.e., suspicious packages, evacuation, bomb threat and situational awareness.***

***A table-top emergency management exercise has been tentatively planned for November of 2019.***

***Specific area assessments are ongoing.)***

**10.1.4** Encourage the formation of multi-disciplinary student and faculty research agendas that incorporate public health and safety issues (TBC 2014)

**10.1.5** Develop a prominent web link for prospective students regarding public health and safety (TBC 2014)

***(The Department of Public Safety/Police continues to maintain and update a web page (http://www.kean.edu/offices/university-police) focusing on all aspects of campus safety including fire safety, safety escorts, ELERTS, the Blue emergency phones and occupational health and safety.***

***The webpage includes links to the Office of Environmental Health and Safety, the Office of Fire Safety, the Annual Campus Security and Fire Safety Report, Emergency Management, and General Safety Tips.)***

***10.2 Have planned responses to potential safety and security challenges based on ongoing effective risk assessment***

**Actions and Timeline:**

**10.2.1** Establish a system of timely and continual assessment of University response capabilities to public health and safety related issues (TBC 2014); implement assessment process by 2015

***(The Office of Fire Safety takes a proactive approach to fire safety. All fire suppression and detection systems campus wide are maintained in accordance with applicable codes and standards. Maintenance and testing is ongoing.***

***Kean University maintains an excellent relationship with the Union and Hillside Fire Departments. When necessary, meetings are held with the fire departments to inform them about capital projects and to seek their input with planning.)***

**10.2.2** Incorporate public health and safety best practices in all aspects of university planning (TBC 2014)

***(Ongoing.)***

10.2.3 Develop a system to project estimates of losses to University assets based on ongoing risk management (TBC 2014); implement by 2015

***(Kean University works closely with FM Global, our insurance carrier, to continually assess our risk to university assets. Preventative measures are implemented when resources, both financial and material, become available.)***

**10.2.4** Develop a system of University wide self- critical analysis of ongoing and completed incidents activities and events (TBC 2014); implement by 2015

***(After-action review/assessment of all critical incidents are conducted. All involved agencies -- Police Dept, Fire Dept, EMS and Bomb Squad -- convene on scene after an incident has been resolved to discuss findings and best practices going forward. The most recent review/assessment was July 2018. Report of bomb in Library discovered to be a loose bookshelf hinge. )***

***10.3 Maintain an effective emergency management system that is inclusive of all aspects of the university operations and is responsive to the ever-changing challenges of our world***

**Actions and Timeline:**

**10.3.1** Develop a system that involves all aspects of university operations in awareness, training, and applications of the emergency management systems (TBC 2016/2017)

***(Assessments of individual physical workplaces including classrooms, offices and lecture halls have been conducted.***

***An Emergency Management Plan is updated and posted online.***

***Canned responses have been developed for our Campus Alert system to minimize time delays in dissemination. Alerts are provided via email, text and phone call to faculty, staff and students.***

***Monthly discussions are ongoing with faculty, staff and students regarding Active Attacker preparation.)***

**10.3.2** Develop a system of safety captains for all University buildings and functions to assist with the evacuation or shelter in place of a diverse population of disabled persons (TBC 2016)

***(Evacuation chairs are located in all multi-story buildings on campus. Specific staff members have been trained on how to use the evacuation chairs.***

***The Department of Public Safety has partnered with Health Services to identify students with Special Needs.***

***Emergency Management has established and maintained a list of Special Needs students if the need arises for evacuation in an emergency.)***

**10.3.3** Develop a system of post-incident response to assist the members of the university community impacted by an incident or disaster (TBC 2015)

***(Department of Public Safety is currently working with United States Department of Homeland Security to provide pre- and post- drills and discussions. An initial meeting with executive staff is scheduled for June 2019.)***

**10.3.4** Conduct annual reviews of all incidents events and activities involving the university community as well as neighboring and surrounding communities to use lessons learned for future planning and response (TBC 2016)

***(After any and all major incidents involving the University or surrounding area, Kean University Department of Public Safety participates in after-action reviews to inform future planning and response.)***