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## II

# PLANNING AND INSTITUTIONAL MISSION

New Jersey Institute of Technology has a long tradition of planning. The contemporary process began nearly two decades ago with the preparation in 1972 of A Broadening of Mission: The Development of a Technological University, a background paper for the Middle States Association Case Study. This document was an early recognition of the importance of linking the accreditation and planning processes. It was followed in 1978 by the first of three phases of a university master plan that was completed in 1981. The following year, the Selected Topics Report prepared for the 1982 Middle States Association further delineated future directions in four carefully selected areas.

NJIT's 1987 Periodic Review Report to Middle States was accompanied by Phase IV of the university's Master Plan. These reports were prepared in tandem, both to provide an update on institutional development, particularly in areas of focus in the previous self-study, and to set directions for the next five years. In its letter reaffirming accreditation, the Commission on Higher Education acknowledged the complementarity of the two documents and, by implication, the value of the dual approach. NJIT asserted a commitment to planning and the importance of linking the process to institutional self-study.

In preparing for the 1992 MSA visit, NJIT has taken another critical step by producing a single self-study and planning document. We have elected to take advantage of a new self-study approach offered by the Commission on Higher Education, **Comprehensive with Strategic Planning Emphasis**, which is

especially well suited to NJIT today. This report is a comprehensive analysis of the university and its accomplishments. It also provides a strategic blueprint for the next five years, and beyond.

Strategic planning has been described as moving forces into their most advantageous position. It is, in part, externally driven and assumes changing environments. It thus requires an understanding of the organization's relationship with its environment. Strategic planning requires that an organization determine where it wants to be and identify the best ways to get there. It must take into consideration an array of existing and anticipated internal and external factors.

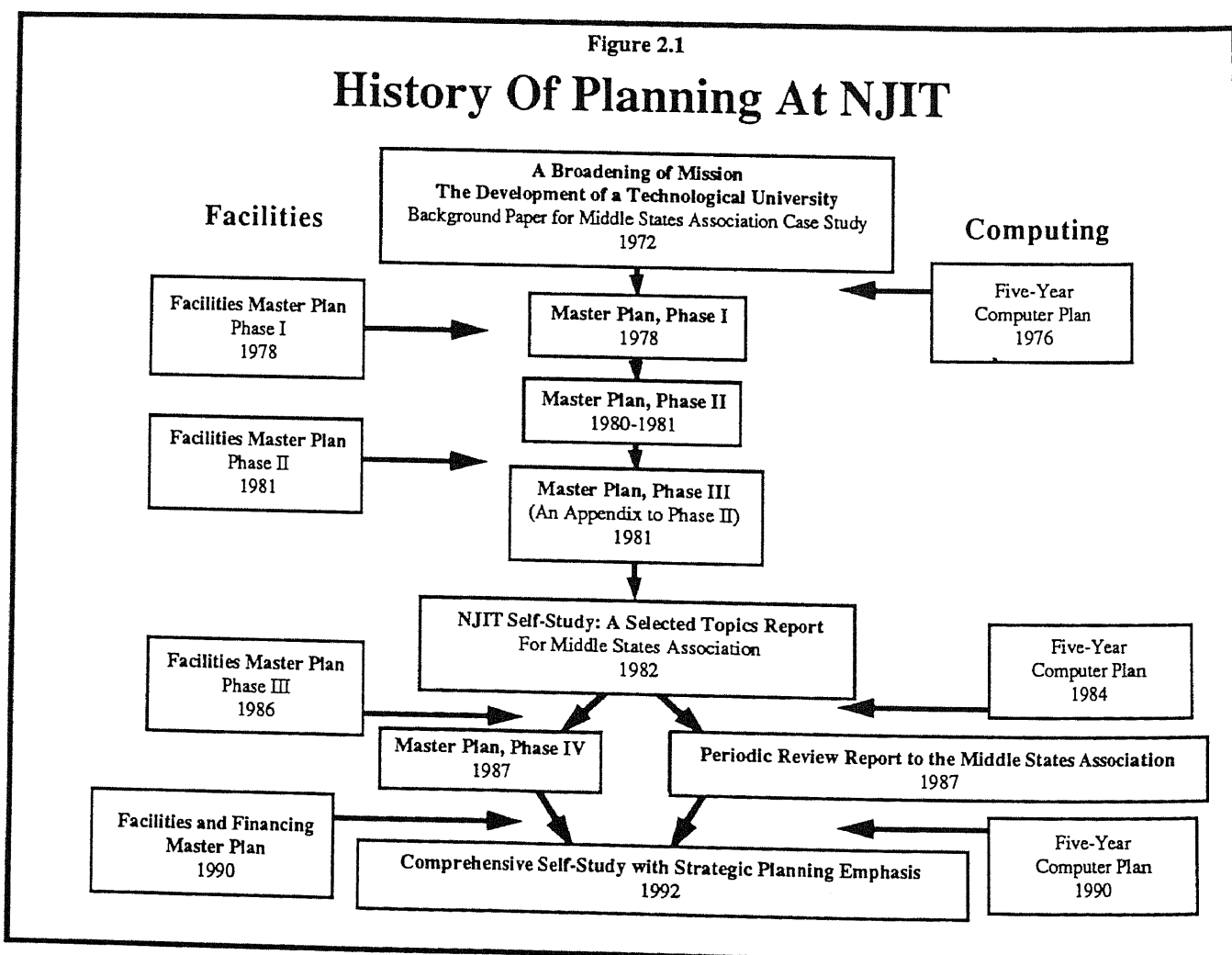
While not by specific intent, Master Plan IV had many characteristics of a strategic plan. As an institution that is public, technological and urban, NJIT is profoundly affected by such external factors as economic, political, demographic and scientific developments. And as we continued to define and refine our mission, NJIT was able to respond more fully and appropriately to new opportunities and to increased external support. By 1987, the university had positioned itself to take advantage of a number of major State initiatives: grant programs offered by the Department of Higher Education, implementation of the report of the recently established Commission on Science and Technology, two higher education bond issues, and the challenge to NJIT from then-Governor Kean. To some extent, in fact, the 1987 plan was an effort to catch up with these operating realities. As we planned, we were also implementing.

Each phase of master planning has been integrated with other university planning activities. (Figure 2.1) And each has served to move the university forward. The most recent planning effort began formally in December 1989 with the convening of a retreat. The president invited more than fifty key faculty and administrators to two days of intensive meetings and breakout sessions. The president's message set the stage for much of what has followed.

*NJIT faces a number of planning imperatives over the next couple of years. Of critical importance is the institutional self-study preparatory to the Middle States Association accreditation site visit*

*scheduled for the beginning of 1992. We also need to update the targets set nearly five years ago in response to the Governor's Challenge, as well as to embark upon the next cycle of long-range/strategic planning. In addition, there is the annual internal budgetary process which is, of course, another very important planning exercise. It is essential that all of these activities be closely linked and have universitywide input.*

This effort has been more explicitly strategic than any previous planning initiative. An environmental scan was conducted and



became part of the extensive materials prepared for the retreat. A morning session on strategic planning was led by Dr. Raymond Haas, Vice President for Administration at the University of Virginia and a nationally recognized leader in college and university planning. His presentation included a discussion of NJIT's mission statement. Breakout groups then began an exploration of strategic goals and objectives.

Over the next several months, the agreements reached at the retreat and the mission statement were refined and widely circulated. In Spring 1990, a self-study/planning steering committee was convened which, in turn, identified task forces and prepared charges for them. The task forces were, in large measure, congruent with the retreat breakout groups and were led by many of the same people, thus providing a measure of continuity to the process. More than 120 NJIT people representing faculty, administration, staff, students, alumni and external constituents were involved in this process.

This document represents the culmination of the work of these groups and also incorporates input from the wider university community. Two sets of hearings were held, one on the individual

task force reports in March 1991 and the second on a draft of the full report in November 1991. Both the Board of Trustees and the Foundation Board of Overseers reviewed the document and offered analysis and recommendations at their meetings in November 1991.

A campuswide ethos of strategic thinking and planning remains somewhat elusive, however, as evidenced by the very limited success in developing departmental plans in accord with university plans and priorities. This effort continues.

The final self-study seeks to be both evaluative and forward looking, concluding with recommendations for strategic actions and priorities. It will guide NJIT's progress during a period of budgetary retrenchment and new demographic and technological challenges. The goals and strategies developed have already begun to inform the annual university budget process. They have also been incorporated into the comprehensive analysis, a program by program institutional review required by the New Jersey Department of Higher Education to ensure the best allocation of institutional resources during and beyond the current economic downturn. (See Appendix 2)

## MISSION STATEMENT

New Jersey Institute of Technology is a comprehensive technological university committed both to anticipating and responding to change. The university's primary function is to broadly educate a wide range of students to achieve their full human potential, preparing them for entry into professional positions, continued formal studies and lifelong learning. The university seeks to expand knowledge through research and scholarly activities with a strong applications orientation.

As a public institution, NJIT is closely linked to the State's economy. As an urban institution, NJIT is an active member of a complex and dynamic community. In all elements of its mission, the university focuses on the development of the technological enterprise, strives to be responsive to its many constituencies and aspires to the highest standards of excellence.