

DRAFT 2 FOR COMMUNITY REVIEW AND DISCUSSION

EAST STROUDSBURG UNIVERSITY STRATEGIC PLAN 2014-2017

December 18, 2013

INTRODUCTION

This section will be developed following the completion of all the strategic discussions that have been convened by the task forces and roundtables. It will ultimately include at least three major descriptions:

1. A description of the strategic planning process at ESU;
2. An explanation about how the process, while initially designed by a Steering Committee appointed by the president, changed as the process unfolded so that the four initial task forces appointed by the Steering Committee began to take ownership of the process, molding it into the shape of ESU's natural and distinctive cultural mindset;
3. A description of the national and regional issues driving the need for ESU to have a distinctive and strategic vision of its future.

The copy for this and subsequent sections of the strategic plan will ultimately emanate from the campus-wide discussions that are currently underway. For example, the Teaching and Learning Task Force made their recommendations for strategies based on their ongoing discussion about what they described as the "drivers of change." Their interim report included the following language, which will be incorporated into the final draft of this plan's "Introduction:"

The research and data suggest the following "drivers" of change in higher education: technology, globalization, [the national and international] economy, changing employer needs, increased demand for accountability, and change in student expectations.

Pursuant to the above, [the Teaching and Learning Task Force] has considered and discussed at length the above factors as significant and transformative circumstances steering campus sustainability.

ESU'S MISSION

East Stroudsburg University of Pennsylvania will provide:

- Challenging and contemporary undergraduate and graduate curricula that engage and equip students to critically appraise and apply knowledge in their lives and chosen fields of study.
- A learning community that promotes diversity and views teaching as the university's primary focus.

- Varied opportunities for student and faculty research, creative endeavors and involvement in public service.
- Leadership and service in the educational, cultural and economic development of the region.

ESU'S VISION

TBD once overall shape of strategic plan has been fully reviewed

ESU'S VALUES

We are committed to the principles of intellectual integrity, freedom of expression, the fair and equal treatment of all, good citizenship, environmental stewardship, and accountability for our actions and the resources entrusted to us.

ESU'S STRATEGIC PLANNING DECISION-MAKING PRINCIPLES

In pursuit of its mission and vision, East Stroudsburg University seeks to adhere to the following boundaries in both the development of its strategic plan and the university's ongoing decision-making processes. They should be used in conjunction with the values outlined above:

- ESU offers affordable programs at the associate, baccalaureate, and graduate levels, as well as opportunities for lifelong learning.
- ESU has an intellectually challenging environment which enhances each student's critical thinking and communicative and quantitative skills.
- ESU provides resources for creating a learning environment conducive to the pursuit of excellence in areas such as the library, the classroom, laboratories, instructional technologies, and student co-curricular activities.
- ESU identifies, recruits, and retains students representing a multicultural world who by background, motivation, and commitment can benefit from higher education.
- ESU attracts and retains a diverse, recognized, and credentialed faculty committed to excellence in teaching and continuing scholarship.
- ESU is a university community committed to personal, professional, and social values appropriate to an educated individual.
- ESU provides expertise and service to the community, region, state, nation, and the world.
- ESU creates opportunities for the university community to develop positive, healthy, and integrated lifestyles.
- ESU serves as a primary source of cultural and intellectual programs of importance to students and residents of the region.
- ESU maintains a partnership with its alumni to benefit both the alumni and the university.

ESU GOALS AND OBJECTIVES

Introductory Paragraph

GOAL 1: STUDENT SUCCESS AT ESU: ACHIEVING HIGHER SATISFACTION, RETENTION AND GRADUATION RATES

This goal seeks to provide an educational experience for students that meets their intellectual, social, financial, and civic needs so that they graduate and continue to be avid ESU alumni and exceptional citizens. Specifically, our objectives as an institution are to:

- Support our students academically and socially so that they develop an understanding of their special talents, increase their level of self-confidence and possess the knowledge to compete and the drive to succeed nationally and internationally in their working and personal lives;
- Make a connection with every student—residential and commuting—and involve her and him in an active university experience both on and off campus;
- Encourage students to express their opinions, to ask questions and to engage in intellectual debate and provide them with productive feedback that continues to stimulate their interaction with one another, faculty members and administrators;
- Prepare students to “stand out” so that they are able to be accepted into graduate school or obtain employment upon graduation; and
- Develop a sense of community respect, involvement and excitement at ESU so that students feel part of a vibrant on-campus environment as well as a productive and inspiring local community.

GOAL 2: INNOVATIVE FACULTY: RETHINKING THE PREPARATION OF SUCCESSFUL GRADUATES

This goal seeks to invest in ESU’s faculty in ways that will enable them to redesign the academic experience. Specifically, our objectives as an institution are to:

- Have an exciting and global general education curriculum as well as courses in majors that foster faculty-student collaboration across disciplines;
- Provide innovative learning experiences that enable students to develop their talents and confidence, thereby increasing their success and retention through graduation;
- Convene faculty in regular conversations across disciplines to discuss their research, scholarship and teaching;
- Use technology both to enrich pedagogy and to reach a global audience with ESU offerings that would be attractive to constituencies beyond the East Stroudsburg campus.

GOAL 3: A REPUTATION FOR INNOVATION: CREATING A CULTURE OF CONTINUOUS INNOVATION

This goal seeks to ensure that ESU has a campus community that:

- Accepts risk-taking and engages in innovative and entrepreneurial activities that create an exciting learning environment;
- Invests its time in collaborating with the region so that it becomes the envy of the nation;
- Shares with the region a responsibility for developing an economy that not only competes on a global scale but is also sustainable;
- Prepares our students to become innovators.

GOAL 4: STRONG ALLIANCES WITH OUR COMMUNITY AND REGION: SERVING AS A CATALYST FOR INNOVATION AND PROSPERITY

This goal seeks to have a “university without walls,” both internally and externally, and that:

- Has a comprehensive community and university relations program that explores the opportunities of past, present and future to create a welcoming and engaging environment with an eye toward innovation and prosperity;
- Engages local and regional employers and citizens as partners in learning.

STRATEGIES THAT CUT ACROSS ALL GOALS

STRATEGY 1: A DESIGNED STUDENT EXPERIENCE

Design the first two years of the student experience so that each student establishes affinity with the campus community: cohort-based living-learning commons with interwoven experiential and service learning elements.

STRATEGY 2: CROSS-DISCIPLINARY AND CROSS-UNIT COLLABORATION AND COMMUNICATION

Develop an academic and non-academic experience which facilitates cross-disciplinary and cross-unit collaboration and communication.

STRATEGY 3: MENTORING AND PROFESSIONAL DEVELOPMENT FOR ALL ESU COMMUNITY MEMBERS

Design mentoring and professional development programs for all members of the community: faculty, administrators, staff, and students.

STRATEGY 4: LOCAL AND REGIONAL PARTNERSHIPS

Develop partnerships with local and regional citizens and organizations of all types.

STRATEGY 5: STATE-OF-THE-ART TECHNOLOGY

Ensure that ESU has a state-of-the-art technological infrastructure in order to provide the information, service level and pedagogy that a high quality learning environment requires.

STRATEGY 6: A STRONG SENSE OF COMMUNITY

Create a transparent community with a collective understanding of roles and responsibilities, a collaborative, professional and respectful relationship among members of the community and clear and trustworthy communications channels.

GOAL-SPECIFIC STRATEGIES

I. STUDENT SUCCESS AT ESU

1.1 A Designed Student Experience

- 1.1.1 Ensure that every student makes a significant connection with a mentor, particularly in a revised general education program.
- 1.1.2 Create a clearing house for student success, including faculty, administration and staff involvement in every student's success (already being developed).
- 1.1.3 Develop a "Community Student Success" communication plan—such as EYou—celebrating ESU students and their successes.

1.2 Cross-Disciplinary and Cross-Unit Collaboration and Communication

- 1.2.1 Create "think tanks" that develop cross-disciplinary literacy for both faculty and students.
- 1.2.2 Redesign the General Education requirements, making sure they are cross-disciplinary and qualitative and not just quantitative.
- 1.2.3 Identify a set of non-academic requirements for graduation—service, cultural and experiential learning experiences--that encourage innovative and entrepreneurial thinking.
- 1.2.4 Supplement lectures with more interactive and differentiated instruction.

1.3 A Strong Sense of Community

- 1.3.1 Develop an internal communications plan that increases communication between faculty, staff, administration, and management.
- 1.3.2 Provide "Open Receptions" on a regular basis for students, staff, faculty, and staff to get together informally in order to break down silos and initiate conversations across the campus.
- 1.3.3 Convene discussions about our campus community's common values, in particular explorations of what it means to be an ESU student in the 21st Century and how this impacts the roles and responsibilities of faculty, staff and administrators at ESU in the 21st Century.

1.3.4 Amend ESU's student "code of conduct" to include administrators, faculty and staff and/or adopt an "honor code" for ESU (as is the case at other universities around the country).

~~1.3.4~~ 1.3.5 Raise the standards of performance and behavior at East Stroudsburg University of Pennsylvania to regain the respect of those in the ESU community as well as outside of our university community.

~~1.3.5~~1.3.6 Develop a concrete set of standards and expectations for faculty, students, administrators, and staff that adhere to and, therefore, promote ESU's mission and values.

~~1.3.6~~1.3.7 Promote the successes of the ESU community—both among our faculty and our students. (In our discussion about not feeling appreciated as faculty and staff, the committee suggested that we do a better job of advertising the good and important work that is coming out of our university.)

II. INNOVATIVE FACULTY

2.1 A Designed Student Experience

- 2.1.1 Have faculty work with enrollment management and student affairs staff to design a “How To Do College” curriculum.
- 2.1.2 Develop a learning styles inventory.
- 2.1.3 Create “engaged” student-centered learning activities to increase student accountability early in their undergraduate experience (flip classrooms, active/cooperative learning, etc.).
- 2.1.4 Support faculty design of their own teaching environments based on what learning outcomes they hope to achieve for their students, e.g. course size, “classroom” design, course duration and time, required learning tools, etc.
 - 2.1.4.1 Identify virtual options—relative to adaptive delivery format.
 - 2.1.4.2 Develop flexible scheduling options that optimize the relationship between content and content delivery, once again faculty-designed.

2.2 Mentoring and Professional Development (for both faculty, staff and administrators)

- 2.2.1 Provide professional development for faculty to embrace/engage student-centered learning paradigm shift in instruction.
- 2.2.2 Create a mentoring program, pairing up junior faculty with senior faculty mentors and new staff members with senior staff mentors.
- 2.2.3 Design a rigorous orientation program for faculty, staff and administrators.
- 2.2.4 Create more opportunities for professional development, particularly for junior faculty and staff, addressing the question, “What does it mean to be a faculty or staff member at ESU?”
- 2.2.5 Create faculty cohorts to exhibit “best practice” models through peer-to-peer modeling (in-class, online, community, etc.).
- 2.2.6 Provide time afforded for aforementioned planning and implementation.
- 2.2.7 Make effective pedagogical models accessible to faculty by both sending faculty to experience “best practices” at other campuses and having experts visit campus to demonstrate their practices.
- 2.2.8 Showcase ESU's education—video-stream—for both professional development and recruiting purposes.

2.3 Local and Regional Partnerships

- 2.3.1 Increase experiential learning for students by establishing strong partnerships with local and regional employers.
- 2.3.2 Expand opportunities for including external constituencies in on-campus activities and programs.
- 2.3.3 Create service learning initiatives.
- 2.3.4 Develop a “deferred admissions program” that includes enrollment management staff, faculty and community enterprises: Employers would offer entry-level positions in select fields and provide deferred students with evening academic engagement that prepares them for entry to ESU with some credit.

2.4 State-of-the-Art Technology

- 2.4.1 Develop the technology infrastructure —create, maintain and update it.
- 2.4.2 Develop an inventory of faculty technological needs in terms of their ability to access and create information and for their teaching and research.

III. A REPUTATION FOR INNOVATION AND ENTREPRENEURSHIP

3.1 Develop a culture of innovation and entrepreneurship by engaging the entire University community—in partnership with members of important constituencies in the region—in a socially beneficial project (described in the field as engagement in “social innovation and entrepreneurship”) that serves a regional, national and global need.

In order to begin the implementation of this ambitious and complex strategy, the Innovation and Entrepreneurship task force has organized themselves into the following three teams to conduct research:

- 3.1.1 Social Entrepreneurship Sampling and Forecasting Team: Outline existing examples of “social innovation and entrepreneurship” occurring at East Stroudsburg University. With the examples of successful outcomes, it should be easier to forecast the success of new initiatives. This list does not need to be comprehensive, but it will allow everyone to recognize a foundation for interdisciplinary support, including interdisciplinary teams that examine social entrepreneurship, etc. Based on the existing examples, what are three directions we can take to expand existing initiatives?
- 3.1.2 Social Entrepreneurship Reward/Incentive Team: Outline existing examples of rewards/incentives provided for participation in entrepreneurship at ESU. Include recommendations that will encourage faculty and staff to implement new ideas and engage in social entrepreneurship. This includes embedding

students in practice-based activities and supporting students in start-ups, spin-offs, etc.

- 3.1.3 Social Entrepreneurship External Promotion Team: Outline existing examples from other entities supporting social entrepreneurship. How do we work/engage with existing champions (i.e. entrepreneurs, universities, not-for-profits, and for-profits) in the promotion of our social entrepreneurial endeavor? List example of success stories (e.g. Wharton LEAD Program, Portland State University's Community Partnership, etc.) and build on existing relationships.

IV. STRONG ALLIANCES WITH OUR COMMUNITY AND REGION

4.1 A Strong Sense of Community and A Campus without Walls

- 4.1.1 Develop a strategic marketing plan based on the following mantra: **Discover ESU: E** (Engage)—**S** (Service and Innovation)—**U** (University without Walls).
- 4.1.2 Create a welcoming environment that focuses on customer service delivered by every ESU college, department and unit.
- 4.1.3 Create a strong alliance between the university and community by being a catalyst for innovation and prosperity (see goal 3, Innovation and Entrepreneurship, above).
- 4.1.4 Explore current and potential future community-university opportunities and partnerships.
- 4.1.5 Engage the community in exploring the “gems” that the University has to offer, thereby providing an education about ESU’s art, theatre, athletics, etc.
- 4.1.6 Build connective tissue between the community with clearly identified points of contact (a community liaison program, trusted engagement between the ESU community, the external community and the Foundation, etc.).
- 4.1.7 Continue to develop a public relations campaign aimed at overcoming ESU’s negative publicity.

4.2 Cross-Disciplinary and Cross-Unit Collaboration and Communication and a Community Without Walls

- 4.2.1 Create academic internships and workforce opportunities through the Innovation Center.
- 4.2.2 Be catalysts for innovation and prosperity.
- 4.2.3 Link the majors of the College of Business and Management with the Technology and Service programs to forward the mission of the institution.

QUANTITATIVE MEASUREMENTS AND OTHER EVIDENCE OF SUCCESS

This section will include the qualitative and quantitative ways that ESU will measure how effective the institution is being in its progress toward meeting the goals of this plan. A task force will be appointed to develop this section of the plan.

IMPLEMENTATION PROCESS AND TIME FRAME: TACTICS

Each unit that will be involved in implementing the strategies will be responsible—individually or in teams—for developing an implementation plan with a time frame and projected costs.

FINANCIAL FORECAST FOR IMPLEMENTATION OF STRATEGIES

A task force will be appointed to work with the implementation units and teams to develop a budget for the plan.

APPENDICES

APPENDIX 1: COMMUNITY FEEDBACK

APPENDIX 2: PROJECTIONS UNTIL 2020