

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA

FOR OUR STUDENTS: OUR STRATEGIC PLAN 2004-2009

OUR VISION

East Stroudsburg University of Pennsylvania will be the first choice for students seeking a comprehensive university with a small college climate distinguished by innovation and tradition where they will learn to serve, lead and succeed in a global society.

OUR MISSION

East Stroudsburg University of Pennsylvania will provide:

- challenging and contemporary undergraduate and graduate curricula that engage and equips 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.

OUR 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.

SIX STRATEGIC DIRECTIONS

LEARNING ... The University will develop and support curricular and co-curricular programs that promote learning.

Of particular interest is promotion of lifelong learning, inquiry, problem solving, and other higher-order thinking skills associated with being liberally educated.

1. Establish and assess learning outcomes for the ESU student. (2005)
 - Develop ESU learning outcomes for all undergraduate students.
 - Implement an ongoing assessment plan that involves all Academic and Student Affairs units and is focused on student success in achieving ESU learning outcomes.

2. Revise the General Education Program to ensure that ESU students engage a contemporary and challenging curriculum. (2006)
 - Align the General Education Program with ESU learning outcomes to liberally educate undergraduate students.
 - Establish and assess fundamental competencies such as oral and written communication skills, quantitative reasoning, critical thinking, information literacy and technological fluency.
 - Establish a writing requirement.
 - Establish a diversity requirement in the General Education and major program curricula.
 - Institute a First Year Experience Seminar/Course. (2007)

3. Schools, Departments, and units will document the use of assessment to improve achievement of ESU and program learning outcomes. (2005)
 - Provide assessment resources and support.
 - Establish a structure within each School, Department, initiative, and support unit to conduct assessment regarding ESU and program learning outcomes.
 - Establish a reporting process to be used by each School, Department, initiative, and support unit to document assessment based needs identification and improvements regarding ESU and program learning outcomes.

4. Increase student, faculty and staff involvement in collaborative curricular and co-curricular programs that support ESU learning outcomes. (2006)
 - Increase the utilization of Stony Acres by faculty for field trips, classes, etc.
 - Increase student participation/attendance at weekend programs.
 - Increase student, faculty, and staff participation in campus groups and organizations.
 - To more fully understand and enhance student learning via curricular and co-curricular opportunities, encourage committees focused on enhancing student learning and life to consult with representatives from academic and co-curricular constituents.
 - Offer training and support for faculty and staff interested in serving as co-curriculum advisors.
 - Expand and develop collaborative programs between the Recreation Center and departments.

- Offer opportunities that help students identify how their values correlate with their academic disciplines.
 - Initiate a tracking system that would document the participation in and effectiveness of these programs and collaborations.
 - Develop a credit-bearing interdisciplinary leadership course for undergraduates. (2007+)
5. Improve the physical environment to emphasize active learning: library, study, teaching and support spaces, furnishings, equipment, etc. (2007+)
 - Designate after-hours learning spaces.
 - Reduce triple room situations for students to recover study and other lounges.
 - Utilize residence hall lounges as satellite tutoring and teaching sites.
 - Create student lounges in academic buildings to foster faculty and student interaction.
 - Renovate the University Center to include additional group study space, computer lab/lounge, etc.
 - Renovate Kemp Library to enhance learning: information commons, coffee bar, small group rooms, etc.
 - Develop a long-range plan for flexible use of classroom space.
 - Resolve heating, ventilation, noise, and light concerns in classrooms, offices, etc.
 - Provide adequate facilities to support a comprehensive athletic program that includes intercollegiate, club, and intramural sports.
 6. Design/adopt an assessment instrument for the purpose of identifying strengths and areas of concerns with our current advising system. (2006)
 - Establish a committee to support and improve advising.
 - Use an assessment tool to continuously inform improvement of advising.
 - Provide training for academic advisors, especially new faculty, and support advisors.
 - Coordinate the numerous academic support services and resources.
 7. Support the design and continuing implementation of instruction and co-curricular programming that actively engages students in learning. (2006)
 - Establish a campus-wide dialogue focused on active learning in the classroom.
 - Create Campus Compact type opportunities for students, faculty and staff to collaborate.
 - Assess and improve upon the mission and effectiveness of the American Democracy Project, Service Learning, Honors Program, Living/Learning Communities, etc.
 - Establish new living-learning communities/special interest housing options.
 - Incorporate the use of USA Today Newspaper Collegiate Readership Program and the New York Times in General Education classes.
 - Plan and develop additional student activities and programs that focus on collaboration with faculty and staff.
 8. Establish and support a Writing Center. (2006)
 - Put the Writing Center in the annual budget. (Accomplished)
 - Hire a director of the Writing Center. (Accomplished)
 - Find a strategic location for the Writing Center.
 - Coordinate the Writing Center with the Learning Center.

ACADEMIC EXCELLENCE ... The University will support and encourage actions that enhance the academic quality of the institution.

9. Develop and support programs and initiatives that encourage involvement in a variety of scholarly endeavors including pure and applied research and creative activities. (2006)
 - Revise the Honors Program.
 - Establish a research and creativity fund for faculty and staff, controlled by the faculty and a dean, to be funded by summer school money.
 - Establish a department community engagement and service fund for faculty and staff.

10. Establish and support faculty and staff development programs. (2006)
 - Continue to support and expand the services of the Center for Teaching and Learning.
 - Establish awards for teaching excellence.
 - Establish a “Teaching Fellow” program to support the teaching development of faculty via access to the teaching expertise of faculty nominated for teaching awards.
 - Provide leadership development for academic administrators, department chairs, and those who aspire to academic leadership.
 - Provide development for instruction in distance education venues.
 - Increase full-time continuing faculty lines: By six in 2004-05 and up to ten (by reallocation of resources) in 2005-06.
 - Develop and implement a five year staffing plan.

11. Continue to develop and support graduate programs that are recognized for their excellence and that meet the needs of the region and state. (2006)
 - Establish a process (similar to the one involving the Teacher Education Council) for the Graduate Advisory Committee to provide input regarding graduate curriculum.
 - Establish a graduate school faculty.
 - Provide personnel and resources for graduate student recruitment and marketing.
 - Require the GRE or an appropriate standardized examination for admission to all graduate programs.
 - All graduate programs eligible for accreditation will pursue accreditation.

12. While maintaining our access mission, continue increasing the number of academically talented students admitted to and retained by ESU as measured by SAT scores, eligibility for University Honors Program, top 20% of high school class, and other factors. (2007+)
 - Develop a comprehensive student recruitment and marketing plan that focuses on high achieving high school and community college students.
 - Increase the number of scholarships available to recruit and retain outstanding students.
 - De-Balkanize the scholarship award process so that there is more centralization and coordination.

13. Establish a climate that celebrates faculty, student, and staff scholarly achievements. (2006)
 - Initiate the “Bright Lights” celebration of undergraduate research, creativity, service learning, and engagement. (Accomplished)
 - Establish a recurring event to recognize faculty authors.

14. Encourage and provide the means for additional programs to obtain and maintain accreditation. (2006)
 - Programs eligible for accreditation will develop and implement plans to achieve accreditation.
 - Programs not eligible for accreditation will develop and implement plans to improve the quality of the program.
 - Institute line item funding for accreditation costs.

15. Support and enhance faculty-student and mentored student research and creativity. (2005)
 - Establish \$1,000 grants to departments to enhance student learning via research, creativity, service-learning, and active learning pedagogies beyond what the department can typically support.
 - Continue to support the activities of the Committee on Undergraduate Research.

RESOURCES ... The University will increase institutional resources and develop strategies to ensure their effective and efficient utilization.

16. Institute an integrated planning and budgeting process that assures participation of all University constituents. (2006)
 - Assign a work group to examine the Allocation Task Force recommendations (2004) and develop timetables, policies and procedures to implement them.
 - Establish a strategic, data-informed structure and process for planning, budgeting, and assessment and a calendar that involves all units.
 - Implement a new resource allocation process, coincident with Strategic Planning Initiatives for 2005-06.
 - Establish a University Senate with a Planning and Budget Committee.
 - Assess the effectiveness of resource expenditures and improve departmental budgets based on growth and programmatic needs.
 - Adjust allocations consistent with goals.
17. Departments and units will institute outcomes assessment plans and demonstrate progress towards achievement of the University's six strategic directions. (2006)
 - Provide assessment resources and support.
 - Establish a structure within each unit to conduct assessment regarding the strategic directions.
 - Establish a reporting process to be used by each unit to document assessment based needs identification and improvements regarding ESU strategic directions.
18. Restore department and unit budgets to the 2002-2003 academic year level. (Accomplished)
19. Develop a University-wide Technology Plan. (2007+)
 - Inventory current technology.
 - Form a workgroup to establish goals for technology investment for the next 5 years.
 - Re-examine the course schedule to determine the extent to which more labs are needed and/or how revised scheduling can play a role in increasing availability of existing labs.
 - Re-evaluate investments from the Technology Fee and other sources in light of newly established goals.
 - Develop a plan that includes strategic data management, faculty computing, office systems, office equipment, lab equipment, service contracts, software licensing, academic computing, and instructional technology.
 - Develop a technology resource generation and allocation plan tied to the budget process.
 - Improve access to computer labs and technology through a wireless campus.
20. Develop a new University Facilities Master Plan. (2007+)
 - Revisit the remaining portions of the 1997 facilities master plan to update those aspects and to establish a contemporary plan.
 - Convert Monroe to house academic support services, classrooms, and faculty offices.
 - Develop a cost estimate, budget, RFP, and steering committee to professionally develop a new master Plan.

- Conduct a parking study to determine the extent of need and establish a parking task force with Borough to develop parking strategies.
- Improve utilization of the University's infrastructure including buildings, grounds, technology, time schedules, energy management, equipment, etc.
 - Present to the campus (the Senate, APSCUF, students, etc.) a proposal to schedule classes on a Monday-Wednesday-Friday and Tuesday-Thursday framework with a view to implement as early as December 2006.
 - Faculty and academic administrators will examine course offerings and sizes to determine if a reallocation of classes and class spaces may assist in effectively serving more students.
 - Based upon the bullet immediately above, establish a centralized room reservation system to ensure learning spaces are appropriately equipped and scheduled.
 - Develop a plan to renovate and expand the University Center to increase space availability and improve space utilization for study, meetings, and dining.
 - Maximize the use of E-Cards to manage facility access/control to buildings.

21. Increase external resources. (2007+)

- Meet the goals of the \$15,000,000 Comprehensive Fundraising Campaign: Science and Technology Center, Annual Fund, Endowment, Athletic Facilities Renovation, Fine and Performing Arts Endowment
- Over 5 years, achieve a 15% increase in the number of alumni donors to the University.
- Identify and add personnel to support external grant writing and management efforts through the Graduate School, Center for Research and Economic Development, and other offices.
- Establish a line item funding for grant match money.
- Negotiate a new indirect cost rate.
- Review distribution of indirect cost.
- Increase the number and amount of academic and co-curricular scholarships and awards.
- Determine greater partnerships with corporate and private capitalists to help generate more revenue for the institution: Accelerator companies, park type development, and other such ideas should be explored immediately.

22. Address policies, processes, structures, and resources to improve the University's success in meeting and exceeding System accountability and performance fund indicators. (2005)

- Establish a Performance Indicator Task Force.
- Use the Performance Indicator Task Force to inform the University Senate and its established standing and *ad hoc* committees.

23. Establish a systematic, user-friendly system of data collection and management for use in decision-making. (2006)

- Effectively implement the SAP Campus Management software.
- Receive on going help-desk and training support for unit leaders and staff to independently generate usable financial and other reports from SAP.
- Establish a university archives in the library.

- Utilize new techniques (Web, Palm Pilots, E-Mail, etc.) to better assess program desires, needs, satisfaction, effectiveness, etc.
- Design and utilize a strategic enrollment management tool to project enrollment and associated resource targets.

DIVERSITY ... The University will develop and support programs that demonstrate its commitment to human diversity.

24. Attract, retain, and develop an increasingly diverse faculty and staff. (2006)

- Establish a Faculty Diversity Task Force to identify and lead the campus in conducting best practices for recruitment, retention, and the personal and professional support of diverse professors.
- Faculty search committees and the Office of Diversity will work to develop more diverse pools of candidates.
- Shape temporary faculty positions to develop diverse ABD doctoral students and to introduce them to the ESU community of scholars.
- Assign faculty/community mentors of color to host candidates and new hires from underrepresented groups.
- Reach out to local minority communities (churches, organizations) to recruit and to establish support networks.
- Provide opportunities for staff advancement through participation in training sessions, workshops, courses, etc.
- Work closely with Deans, Department Chairs, and other offices to increase our diverse faculty (by 4), staff and administrators (by 4), and students (by 25-30) over the current complement.

25. Attract, retain and graduate an increasingly diverse student body. (2006)

- Develop a comprehensive student recruitment, marketing plan, and retention program that focuses on students of color and other under-represented groups (e.g., non-traditional students).
- Establish, sustain, and grow scholarship funds and other incentives that support that plan.
- Set goals for significant increases in the percentage of enrollment of new and continuing students of color.
- Collaborate with NCC and other community colleges to increase diverse transfer students.
- Utilize students of color, e.g. Board of Governors scholars, to recruit high school students of color.
- Increase the number of students of color belonging to Greek social organizations and colonize or charter more Greek organizations to increase the diversity of Greek life.
- Sponsor at least three programs/activities per semester featuring performers from diverse backgrounds.
- Design a mentoring program to enhance the academic experience for recipients of the Board of Governors Scholarship for Cultural Diversity
- Assign Board of Governors student mentors to new students from underrepresented groups.
- Institute a component on Diversity that will be included in the training program for all students leaders.
- Expand active recruitment of students of color, differently abled students, and gay/lesbian/bi-sexual/transgender/students to positions such as Orientation Leaders, Sophomore Mentors, and Resident Advisors.

- Recruit coaches and students of color for inter collegiate athletic teams.
- Develop connections with leaders of community organizations of color.
- Increase the number of admitted students that are talented in co-curricular areas that enhance the University experience for campus constituencies as measured by leadership, service achievements, honors and awards in high school endeavors.
- Revisit the issue of full tuition waivers for international students.
- Develop a plan for the University Store to provide book vouchers for needy students as determined by the Office of Student Financial Aid.
- Expand the ESU-Prince Hall School relationship.

26. Create a campus climate that embraces and engages diversity. (2006)

- Develop a part-time (ultimately full-time) ESU representative to work in the minority communities to develop trust, exposure to ESU, and student recruitment success.
- Assess and improve promotional material about ESU to better reflect diversity.
- Communicate that the university has a mission to create an environment of learning and that we all need to be interested and aware of the variety of ethnic and religious traditions.
- With CTL, establish workshops and study groups for faculty, staff and students to understand cultural differences.
- Establish awards for individuals or departments who have demonstrated a commitment to diversity.
- Coordinate the planning of groups providing diversity training and programming to help insure optimum participation, to eliminate duplication of efforts, and to maximize resource utilization.

SERVICE ... The University will collaborate with the community to provide leadership and service that enhance the educational, cultural, and economic development of the region.

- 26.** Provide a collaborative and leadership role in the development of educational opportunities in the region. (2006)
 - Expand the non-credit programs provided through Camps & Conferences.
 - Expand the non-credit programs provided through Continuing Education & Summer Sessions.
 - Further develop the work of the K-16 Council.

- 27.** Develop a structure that coordinates and promotes the cultural enhancement of the region. (2006)
 - Further develop the Society for the Arts.
 - Further develop the programming provided by the fine and performing arts programs.
 - Sustain the existing celebrations of Native American, Asian, Latino, African American, and other cultures, and explore the expansion of such events.
 - Expand the scope of the ESU Frederick Douglass Institute.

- 28.** Provide collaborative, consultative and leadership services towards furthering the economic development of the region. (2006)
 - Further develop the Center for Research and Economic Development.
 - Further develop faculty efforts such as BERG.

- 29.** Develop a structure that coordinates and promotes civic and scholarly engagement in service and leadership in the region. (2006)
 - Establish a civic engagement committee.
 - Conduct an inventory of Academic and Student Affairs civic engagement initiatives.
 - Provide faculty, staff, and student development regarding civic engagement.
 - Resource the expansion of civic engagement.

- 30.** Support the development of service learning programs that encourage students, faculty and staff to participate in community service. (2005)
 - Establish a service-learning committee.
 - Conduct an inventory of Academic and Student Affairs service learning initiatives.
 - Provide faculty, staff, and student development regarding service learning.
 - Resource the expansion of service learning.
 - Expand the “shoes that fit” program to remote local elementary schools.
 - Expand the support for the service learning floor in Hawthorn Hall.
 - Investigate and implement, as approved, the connection of academic credit to service learning.

CAMPUS CLIMATE ... The University will develop policies, programs, and procedures that encourage communication and enhance a climate of respectful and positive interactions among all members of the campus community.

- 31.** Develop a plan and institute strategies that will foster communication, positive attitudes, behaviors, and ethics that encourage a welcoming, supporting, and trusting environment among the entire University community. (2006)
- Establish a University Senate that involves representatives of all major ESU constituent groups. (Accomplished)
 - Encourage membership at the Recreation Center using exercise and fitness to enhance positive attitudes and a sense of well-being.
 - Increase the use of Stony Acres by campus departments for teambuilding and staff development.
 - Provide crime prevention training for faculty, staff and students by University Police.
 - Shape the community day on the quad that focuses on families of faculty, staff, and students.
 - Plan a welcoming day that begins to show we are all in this place together for the same reason.
 - Hold open forums with constituent groups throughout the year to help deal with some of the climate issues that emerge, to listen, and to provide a place for ideas to be placed on the table for consideration.
 - Establish a regular meeting of Academic Affairs Department Chairs. (Accomplished)
 - Increase opportunities for informal social interaction among university constituents to develop community.
- 32.** Institutionalize a written communication plan that ensures the timely sharing of information across all units necessary to meet the University's Mission. (2006)
- Establish list serve capacity for various ESU constituents and topics.
 - Provide essential University information to students via ESU e-mail accounts.
 - Develop a mechanism to collect student cell phone numbers.
 - Establish a format for the internal communication of minutes, reports, etc.
- 33.** Implement an ongoing assessment plan to gauge the campus climate. (2006)
- Conduct research and follow-up on reasons for student, staff, and faculty attrition and persistence.