

DRAFT 1 FOR REVIEW AND DISCUSSION

EAST STROUDSBURG UNIVERSITY STRATEGIC PLAN 2014-2017

December 2, 2013

INTRODUCTION

To be developed, but would include information about what is driving the need for being very strategic in planning like the following (provided by the Teaching and Learning Task Force):

The research and data suggest the following “drivers” of change in higher education:

1. Technology
2. Globalization
3. Economy
4. Changing employer needs
5. Increased demand for accountability
6. 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

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.

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'S GOALS AND OBJECTIVES

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

Objectives

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. 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 field of choice;
- 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.

Questions for Poster Sessions and Responses

1. What can ESU do to better prepare faculty/staff to serve both current and prospective students?

- Service learning
- Professional development
- Know your audience
- Decrease the number of administrators, increase the number of faculty—be “less top-down”
- Smaller classes
- New and better technology including social media
- Allow prospective students to attend a class or two before they decide to come to ESU
- Give faculty more resources and information
- Teaching workshops and training sessions
- Focus on diversity issues
- Rework orientation week
- Improve advising
- Streamline General Education
- Communicate and collaborate more, more transparency
- Marketing/Promotion
- Clear vision of who we are
- Recruitment

2. What can we do as an institution to help all constituents including faculty, staff and students to feel more part of the ESU community?

- More outside classroom activities
- Faculty, staff and administrators need to respect each other
- Cutting departments—need to involve faculty in this decision process
- College-wide mentor program (between faculty, staff and students)
- Campus-wide workshops/talks/meetings
- Promote school spirit/pride and campus organizations
- Faculty need to be seen as partners, working together and collaborating
- Make it mandatory for freshmen to join a group or organization
- Customer service and approachability (Enrollment Services came up a lot!)
- Commuters need to be made to feel a part of the community
- Warrior Hours to increase school spirit
- Facilitate interdisciplinary communication

3. Do you feel that your voice is being heard, i.e. do you feel supported in a student-centered environment?

- The general response was NO!
- Walls and barriers between departments
- Increased communication
- Some said it depended on race and ethnicity
- “Customer service” issues—Enrollment Services and Registrar

Strategies (Drawn from the Task Force Summary Report submitted by Chair Frystak)

Strategy 1: Design the first two years of the student experience so that each of them establishes an affinity with the community

- a. Ensure that every student makes a significant connection with a mentor, particularly in a revised general education program
- b. Create a standard First-Year Experience program, perhaps including a service-learning component and consider extending this program into the Sophomore year
- c. Create a clearing house for student success, including faculty, administration and staff involvement in every student’s success (already being developed)
- d. Develop a “Central Community Student Success” communication—such as EYou—celebrating ESU students and their successes

Strategy 2: Develop an academic and non-academic experience which facilitates cross-disciplinary and cross-unit collaboration and communication.

- a. Create “think tanks” that develop cross-disciplinary literacy for both faculty and students
- b. Redesign the General Education requirements, making sure they are qualitative and not quantitative

- c. Identify a set of non-academic requirements, such as service requirements that are somewhat entrepreneurial, in order to graduate
- d. Supplement lectures with more interactive and differentiated instruction

Strategy 3: 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.

- a. Develop an internal communications plan that increases communication between faculty, staff, administration, and management.
- b. Create a mentoring program, pairing up junior faculty with senior faculty mentors and new staff members with senior staff mentors
- c. Design a rigorous orientation program for faculty, staff and administrators
- d. 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?”
- e. Convene discussions about our community’s common values, in particular explorations of what it means to be an ESU student in the 21st Century and how this impacts on the roles and responsibilities of faculty, staff and administrators at ESU in the 21st Century
- f. Adopt a “code of conduct” or an “honor code” for ESU (as is the case at other universities around the country)
- g. 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 (Considering the current tenor of the university, there is a feeling within the committee, and without, that coming to ESU is a risk. We as a university need to have faith in the mission of the university and ensure that we are promoting this better.)
 - o One way to accomplish this strategy is having the ESU community create a concrete set of standards and expectations for students, faculty, staff, administration, and management. With a concrete set of standards and expectations, our ESU community then needs to focus on accountability for students, faculty, staff, administration, and management.
- h. 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.)
- i. 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

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

Objectives

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

Questions for Poster Sessions and Responses

1. What does an innovative teaching and learning campus look like to you?

Responses to come

2. What resources and measures may be necessary to create an innovative teaching and learning environment that is student-centered?

Responses to come

3. How does ESU create a learning paradigm that involves student discovery and construction of knowledge?

Responses to come

Strategies (Drawn from the Task Force Synopsis submitted by Chair Vanic)

Strategy 1: Design an effective freshman 1st year experience that in practice may develop into a "living-learning, cohort-based community"

- a. "How to do College" program
- b. Learning styles inventory
- c. Engaged student-centered learning activities to increase student accountability early in their curricula (thereby lowering resistance factors along the way-see 2.e below)

Strategy 2: Provide professional development for faculty to embrace/engage student-centered learning paradigm shift in instruction

- a. Faculty cohorts to exhibit "best practice" models
- b. Time afforded for aforementioned planning and implementation
- c. Peer-to-peer modeling (in-class, online, community)
- d. Emphasize campus inclusion for different learning/instructional approaches to engage students toward their goals/successes (i.e. flip classroom, active/cooperative learning)
 - Develop relationship between "sense of community" and academic
 - Support faculty design of the architecture—design space for instruction
 - Make those effective active pedagogical models available for faculty (send faculty to experience "best practice" at other campuses to see it in practice and report back to campus and attempt implementation model; have experts visit campus to demonstrate their practices)

- e. Bridge campus student-centeredness among faculty and their instruction—longitudinal accountability from freshman 1st year experience
- f. Showcase the education—video-stream for recruiting purposes (may involve outside media company for design)
- g. “If all you have is a hammer, then everything looks like a nail.” (*Author Unknown*)

Strategy 3: Integrate with industry

- a. Increase experiential learning for students
- b. Expand opportunities for community outreach
- c. Create service learning initiatives
- d. Develop a “deferred admissions program”—For example, link up with community enterprises that offer entry-level positions in select fields and provide deferred students with some academic engagement through reading and writing that strengthens their problem-solving skills, critical thinking and communication (Faculty designed with community enterprises)

Strategy 4: Develop a technology needs inventory

- e. What do faculty need/want to meet their students’ needs? For example, solicit feedback by polling, surveys, forums, etc.
- f. Develop the infrastructure—create/maintain/update
- g. Provide software and hardware needs (PCs, laptop/iPad service, global campus wifi)
- h. Develop global mobility movement for instructional design

Strategy 5: Be more purposeful in determining class volume

- a. Hold smaller classes
- b. Provide instructional support to make larger class sizes more manageable for dynamic instruction
- c. Identify virtual options—relative to adaptive delivery format
- d. Develop tactical-flexible scheduling

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

Objectives

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

This task force approached this goal in—as we would anticipate—a very innovative way. Carter McClure, Alberto Cardelle and Atiba Khan can best summarize their recommendations during the steering committee meeting on Friday, December 6.

Questions for Poster Sessions and Responses

1. **Question to come**
Responses to come

2. **Question to come**
Responses to come

3. **Question to come**
Responses to come

Strategies (Drawn from continued dialogue through e-mail)

Strategy 1: Develop a culture of innovation and entrepreneurship

Strategy 2: Engage the entire University community in a social entrepreneurship project that also includes members of important constituencies in the region

- a. Develop three teams to discuss strategies in the following areas:
 1. Social Entrepreneurship Sampling and Forecasting Team (Cardelle, Hu, Howard):
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. Base on the existing examples, what are three directions we can take to expand existing initiatives?
 2. Social Entrepreneurship Reward/Incentive Team (DeVito, Stabinger, Wilson):
Outline existing examples of reward/incentive for participation in entrepreneurship in 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. Social Entrepreneurship External Promotion Team (Stewart/Mazure/Khan):
Outline of 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.

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

Objective/Mission (as drawn from the Task Force on Community Relations' "Interim Report)

Based on numerous meetings held by the Task Force charged with creating strategies for building strong alliances with our community and region—as well as the input received from the campus poster sessions, the Community Relations Group proposes the following mission statement with regard to the centerpiece for East Stroudsburg University's strategic position in creating strong alliances with the community:

ESU 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.

Questions for Task Force Discussions and Poster Sessions and Responses

The task force addressed the following questions as a group, and based on the input received from both the task force as well as the poster sessions found the following:

1. What does ESU want to look like in this area in three years and why?

To establish a university without walls and develop a working relationship in which the entire campus fosters an environment of cohesion where ESU is not distinguished as independent of the community, but rather as a component of the thriving community

2. How would we know if we were successful in accomplishing this goal?

- Community members will regularly share expertise with faculty and students in a mutually beneficial relationship, and attend events on campus
- Creation of partnerships beneficial to both the university and the community (e.g. service learning projects, PDS schools, volunteerism, exchange of intellectual resources and research support)
- Increased enrollment, retention and graduation rates through collaborative relationships with the community in which the community and university cultivate a culture of support for students
- Provide greater access to information and resources for community members seeking to engage in the university's educational and extracurricular activities (e.g. intercollegiate athletics, arts, etc.)
- Improved regional community and internal perceptions of ESU

3. Where do we already have examples of these types of positive results at ESU?

- Articulation agreements and activities with local businesses, school districts and community colleges
- Opportunities for students and faculty to attend conferences (e.g. Presidential inauguration)
- Successful and caring faculty, students and alumni

- Philadelphia cohort
- Programs in business and allied health fields
- Faculty and student achievement
- Upward Bound and REACH HEI's success in meeting with students in local high schools to provide instruction, advising and tutoring services
- Collaborative effort with businesses to support the Dale and Frances Hughes Cancer Center and ESU's athletics success (e.g. Men's basketball)
- Band concerts, art gallery, theatre productions in which community members and campus community come together

4. What do we believe will be barriers to attaining these results? Which barriers are cultural/behavioral? Which barriers are financial? Which barriers are due to lack of information, expertise or training?

- Moving past the shadow of the Institutional Advancement's situation from the past
- Lack of openness to welcoming the community as a place to visit and engage with freely
- Parking obstacles for visitors
- Adverse publicity in local press/media
- Student retention issues
- Lack of caring/pride among some staff members and lack of customer service
- Resistance to change
- Financial challenges
- Need for a comprehensive marketing plan

5. Who will ESU's students be in the future and what careers will be needed in the labor market?

- Increasing numbers of transfer and non-traditional students in emerging fields that combine business and the allied sciences with the traditional humanities, sciences and arts

Strategies (Drawn from the Task Force's Interim Report submitted by Chair Fleischman)

The Task Force on Community Relations recommends a strategic marketing plan based on the following acronym: Mantra: **Discover ESU: E** (Engage)—**S** (Service and Innovation)—**U** (University without Walls). The task force decided upon the following strategies to support the mission noted under "Objectives" above

Strategy 1: Create a welcoming environment as a university without walls

- a. Focus on customer service delivered by every ESU school, department and unit

Strategy 2: Create a strong alliance with the university and community by providing a catalyst for innovation and prosperity

Strategy 3: Develop a comprehensive university marketing plan aimed at the community

- a. Use the mantra: "Discover ESU"

Strategy 4: Explore current and potential future community-university opportunities and partnerships

Strategy 5: Engage the community in exploring the “gems” that the University has to offer

- a. Provide an education to members of the community about art, theatre, athletics, etc.

Strategy 6: Create academic internships and workforce opportunities through the Innovation Center

- a. Provide catalysts for innovation and prosperity

Strategy 7: Build connective tissue between the community with clearly identified points of contact

- a. Develop a community liaison program
- b. Develop trust between the ESU community and the Foundation

Strategy 8: Link the majors of the College of Business and Management with the Technology and Service programs to forward the mission of the institution (as the COBM engages and matures)

Strategy 9: Continue to develop a public relations campaign aimed at overcoming ESU’s negative publicity in the past

EVIDENCE OF SUCCESS (This section—in combination with the measurements developed for the strategies below—will *demonstrate* how effective ESU is being in meeting its goals.)

STRATEGIES FOR EACH GOAL (How ESU is going to attain its goals. These will be recommended by the task forces and discussed with the community.)

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 and its time frame over the life of the strategic plan.)

FINANCIAL FORECAST FOR IMPLEMENTATION OF STRATEGIES (This will be developed in conjunction with the units that are responsible for implementing the strategies and will be projected over a three-year time period.)

APPENDIX (There will undoubtedly be a number of them, but one specific appendix will be an internal and external environmental scan (including focus groups, surveys, Bureau of Labor Statistics projections, the Georgetown study, "Recovery," etc.)