

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

Mission Statement

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 scholarly 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.

Values Statement

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.

University Mission, Vision, and Statement of Strategy *(Continued)*

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

Vision

ESU will be an innovative and entrepreneurial university-educationally, socially, organizationally, and culturally-with an emphasis on quality and collaboration in everything we provide. As a scholarly community, its faculty, students, staff, administrators, and affiliates will be encouraged to be innovative and to explore opportunities that will constantly energize and improve its mission as a learning community of the 21st Century. As a "university without walls," its sense of community will extend well beyond campus boundaries to embrace ESU's surrounding communities and region to become a model that other organizations will want to emulate.

University Goals

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

This goal seeks to provide rich educational experiences for students that meet their intellectual, social, financial, and civic development needs so that they graduate and continue to be avid ESU alumni, accomplished professionals, and exceptional citizens. Specifically, our objectives are to provide integrated formal and informal opportunities for our students to:

- Develop an understanding of their own talents, possess the skills and knowledge to compete professionally, and gain the resilience and drive to succeed in their working and personal lives;
- Demonstrate the self-confidence and ability to articulate their ideas verbally and in writing, express and defend their opinions, ask penetrating questions, and engage in robust intellectual debate;
- Appreciate the value of and seek opportunities for continuous learning throughout their lives;
- Be active and knowledgeable citizens who seek opportunities to contribute positively to the lives of others.

GOAL 2: A STRONG SENSE OF COMMUNITY: UNDERSTANDING AND LIVING ESU'S MISSION AND VALUES AND BUILDING A COMMITMENT TO OUR COMMUNITY AND REGION

This goal seeks to build "our university without walls," defined by a sense of community respect, involvement, and excitement so that all members of ESU feel part of a vibrant on-campus environment and an engaged external community. Specific objectives are to:

- Build a strong campus community that is a positive space for learners, and collaborative and respectful for all.
- Develop a comprehensive community and university relations program that explores the opportunities of the past, present and future to create a welcoming and engaging environment with an eye toward innovation and prosperity; and
- Engage local and regional employers and citizens as partners in learning and thriving.

GOAL 3: A REPUTATION FOR INNOVATION AND ENTREPRENEURSHIP: CREATING A CURIOUS, INVENTIVE, AND RISK-TAKING CULTURE

This goal seeks to ensure that ESU is 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 community and the region;
- Shares with the region the responsibility of developing an economy that competes globally, is sustainable; and
- Prepares our students to become leaders, entrepreneurs, and innovators.

GOAL 4: INNOVATIVE FACULTY: DEVELOPING A CULTURE OF RESEARCH AND SCHOLARSHIP AND 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:

- Design programs and opportunities in the overall curriculum 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 to graduation;
- Convene faculty in regular conversations across disciplines to discuss their research, scholarship, and teaching;
- Use technology to enrich scholarship, research, and teaching and to reach a diverse audience of learners with ESU offerings that are attractive to constituencies beyond the East Stroudsburg campus.
- Provide opportunities for students to continue their education beyond the baccalaureate, with appropriate opportunities for graduate and professional school.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

In pursuit of its mission and vision, East Stroudsburg University seeks to adhere to the following principles in both the development of its strategic plan and its ongoing decision-making processes.

Community Principles

- Providing quality, affordable academic programs as well as opportunities for lifelong learning, always focusing on student success.
- Sustaining an intellectually challenging environment that identifies and enhances its students' and the university community members' talents.
- Creating opportunities for innovation that focus on high impact teaching and learning both inside, and outside, of the classroom.
- Identifying, recruiting, and retaining students representing a multicultural world who by background, motivation, and commitment can benefit from higher education.
- Attracting and retaining a diverse, recognized, and credentialed faculty committed to excellence in teaching and continuing scholarship.
- Attracting and retaining exemplary faculty, staff members, and administrators who accept responsibility and accountability for the personal, professional, educational, and social values espoused by the University.
- Providing leadership, expertise, and service to its local, regional, and global societies.
- Encouraging opportunities for the university community to develop positive, healthy, and holistic lifestyles.
- Serving as a source of cultural and intellectual programs of importance to students and residents of the region.
- Building and maintaining partnerships to enhance opportunities for students, alumni, and the university community.

Ongoing Strategy

As part of the University's ongoing strategy, there are individual implementation groups that are charged with implementing the strategic goals. The groups are as follows:

- A. Goal 1- Student Success at ESU (Faculty-Chair)
- B. Goal 2- A Strong Sense of Community (College Dean-Chair)
- C. Goal 3- A Reputation for Innovation and Entrepreneurship (Faculty- Co-chairs)
- D. Goal 4- Innovative Faculty (Faculty-Chair)
- E. Metrics and Assessment (Associate Dean-Chair)
- F. Academic Plan (College Dean-Chair)
- G. Budget & Resources (VP of Admin & Finance-Chair)
- H. Staff Advisory (Staff-Chair)

All of these groups include a cross-section of constituents that represent the campus community including students. There also continue to be roundtable discussions open to the entire campus community to allow for dialogue regarding implementation and appropriate revision of the rolling Strategic Plan.

Statement of Strategy (Continued)

Academic Plan Strategy

Using two standardized templates the Academic Plan Steering Group will ask colleges, departments, and units to report current and ongoing initiatives as well as future strategic initiatives. Using these forms colleges will identify gaps between ongoing initiatives and the academic strategic initiatives, and establish general priorities for the college that will then allow departments to develop individual strategic academic plans by the end of the fall 2015.

Lehigh Valley and Philadelphia Sites

In response to national and state demands for an increasingly educated workforce, ESU has expanded its educational offerings to the Lehigh Valley and Philadelphia. With an increasing number of adults with college credits but no degree, ESU seeks to attract this expanding student market with bachelor's degree completion programs in high demand areas including nursing, public health, computer science, and business. Niche graduate and post-bac programs are also offered at off campus locations to appeal to working adults wishing to advance their careers and education.

The strategic vision of off-campus programming reflects ESU's assessment of educational needs and the resulting extension of access to meet the needs of students in regions not otherwise served by Pennsylvania's public universities.

For maximum convenience, marketability, and retention, programs are offered in a combination of formats (hybrid, face-to-face) in year round accelerated (8 and 9 week) sessions. ESU is also leveraging already strong partnerships and articulation agreements with local community colleges through select degree completion and accelerated programs offered on the campuses of community colleges.

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA

2014/2015 ACTION PLAN

Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

College of Arts & Sciences

Biology/Biological Sciences {CIP 26}: ESU offers a BA, BS, and an MS in Biology with concentrations in integrative animal behavior; integrative organismal biology, laboratory medicine, podiatric medicine, pre-medicine, pre-physical therapy, and pre-physician assistant. Also, BS degrees in Biotechnology, Environmental Sciences, Marine Science, and Medical Technology. All of these programs are enhanced through ESU's Northeast Wildlife DNA Laboratory, which not only provides undergraduate and graduate students with practical experience in forensic science and DNA analysis, but also serves as the basis for entrepreneurial opportunities.

College of Business and Management

Business Management & Hotel, Restaurant and Tourism Management (HRTM) & Recreation (REC) {CIP 52}: The Department of Business Management was created in 2007 and has grown to represent the largest number of student majors (591 primary majors) at the University. The major offers concentrations in marketing, management, entrepreneurship, accounting, and finance. Since 2013, the department has enhanced the quantitative nature of course offerings by hiring faculty with backgrounds in Operations Management, Supply Chain Management, and Quantitative Business Analysis. Students in the major have actively participated in student organizations related to the major (e.g. Enactus and the Entrepreneurship Club), with several students participating in the PASSHE Business Plan Competition. ESU also offers a BS in Hotel, Restaurant and Tourism Management as well as a BS in Recreation Services Management. In December, 2014 the HRTM and REC programs merged into one department, while maintaining their current degrees. Both programs are accredited by separate accrediting agencies (RECR is accredited by COARPT; and HRTM is accredited by ACPHA). The programs began more than 30 years ago and have grown to a combined number of enrolled majors to more than 260. Students benefit from faculties who have a wide range of professional experience in the hospitality, tourism, and recreation industries. All students benefit from the internship experiences of the respective programs, which is completed during their senior year. Students can also participate in the Entrepreneurship Club and engage with entrepreneurs and early stage companies in the University's Business Accelerator Program.

Sport Management {CIP 31}: ESU offers a BS in Sport Management, as well as 2 MS degrees in Sport Management (e.g. MS in Sport Management; and MS in Management and Leadership, with a concentration in Sport Management). Combined, the programs have more than 250 students enrolled. All 3 of these programs benefit from the professional and college sport entities within the geographic region, as well as ESU's close proximity to New York and Philadelphia, which not only provide undergraduate and graduate students with practical experience but also provide opportunities for internships and employment. Many of our students do their internships in high profile organizations throughout the country.

Programs of Distinction *(Continued)*

College of Health Sciences

Public Health {CIP 51}: ESU offers a BS, a post Baccalaureate Certificate, and a Master in Public Health (MPH). It was the first state system school to offer a public health program. The program has maintained accreditation since 1990. Until just two years ago ESU's public health program was the only accredited public health program outside the metropolitan areas of Philadelphia and Pittsburgh. The program has enjoyed success in securing over seven million dollars of research and services grants over this time period. The faculty have served as researchers for the PA Department of Health, the Centers for Disease Control, and multiple health systems throughout Northeast Pennsylvania. With grant funding from HHS the program recently launched a unique dual degree MD/MPH program with The Commonwealth Medical College in Scranton, PA., plus it has offsite programs in Philadelphia, and the Lehigh Valley.

Athletic Training {CIP 51}: ESU has been offering a BS in Athletic Training since 1975. It was among the first in the state system, and is currently the largest program in the system with two undergraduate majors, and two graduate programs that are nationally recognized and accredited. Currently the program is home to more than 200 undergraduate and 40 graduate majors. The program has hundreds of alumni who are in leadership positions across the country, including college deans, and presidents of national and state associations.

Exercise Science {CIP 31}: The BS with a concentration in Therapeutic Sciences prepares students to be competitive candidates for professional study in DPT, OT and PA. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Students in the 3-Year Accelerated Track are given the unique opportunity to complete their undergraduate degree in 3 calendar years. This allows students-early entry into the workforce or graduate/professional school, with completion of both undergraduate and master's degrees in 4 years if attending one of ESU's graduate programs in exercise science. Additional academic and social experiences with other accelerated students and faculty and reserved campus housing with other accelerated students in a Living and Learning Community are available. The program is selective with minimum high school GPA of 3.0, SAT score of 1050 and Math SAT 550.

College of Education

Early Childhood and Elementary Education (ECED) and Special Education (SPED) Program {CIP 13}: This National Award Winning Program (National Association of Professional Development Schools – Spirit of Partnership Award, 2007), maintains collaborative relationships with 17 or more public schools representing five school districts in Monroe and Northampton Counties. These Professional Development Schools (PDS) serve a diverse population of students from inner-city schools, suburban schools, and rural schools. The PDS work starts for our students during their freshman year with classroom observation. By the time our students are juniors, they are paired with a mentor teacher in the field who they work alongside one day per week. Naturally, University faculties carefully supervise and shepherd teacher candidates and also work with the mentor teachers in an effort to expand their knowledge and understanding of instruction. This program is a model for training teacher candidates. Unlike other institutions, ESU's program is mandatory for all students who wish to be trained at ESU. Other universities generally reserve PDS experiences for their top students who often must qualify. This past year, ESU's College of Education celebrated 15 years of PDS partnerships. Students in these academic programs are fortunate to also benefit from both the C.R.E.A.T.E. Lab and the Career, Independent, Living and Learning Studies program (CILLS).

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA

2014/2015 ACTION PLAN

Programs of Distinction (Continued)

Other Programs of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, and community engagement.

Chincoteague Bay Field Station: ESU is a leading member of the field station located at Wallops Island, Virginia. Each summer, over 30 students from ESU in Marine Science, Environmental Science, GIS, or Earth and Space majors, benefit from experiential learning. The field station also gives the opportunity for faculty to do research.

Applied DNA Sciences Facility: The facility houses both the Northeast Wildlife DNA Laboratory and the Infectious Disease Laboratory located in the ESU Innovation Center. The facility was initially established with many goals that have come to fruition: 1) to become a repository for genetic material from various wildlife species; 2) to serve as a diagnostic service for tick-borne pathogens; 3) to develop the wildlife DNA forensic laboratory; 4) to develop a genetics resource center to utilize the collection for key conservation studies; and 5) to monitor wildlife health. There are currently 50 wildlife forensic laboratories active in North America although we are one of only 10 that conduct wildlife DNA analyses. As a part of the ESU student experience, the laboratory provides a center for original research and exposure to tools and techniques that have a direct bearing on the desirability of graduates in the scientific job market by providing a framework, facility, and expert direction in pursuing original research goals. The **Northeast Wildlife DNA Lab** assists state (primarily PA and NJ) game and state law enforcement agencies with the handling and processing of forensic data to serve the community in the identification of vector-borne diseases, conduct genetic population studies, and train students through internships and research to contribute to current body of scientific literature. The **Infectious Disease Laboratory** is the home of Lyme-Aid, a tick testing kit for people and pets. Lyme-Aid represents the first student-faculty research project commercialized in the 120-year history of ESU.

Professional Development School: The College of Education at East Stroudsburg University maintains Professional Development School relationships with over 20 public schools in five school districts. The PDS relationship between ESU and its partners in basic education demands a collaborative, accountable, and comprehensive way of working and thinking about teaching and learning in the K-12 classroom and at the university. Through this collaboration, teacher candidates work hand in hand with practicing teachers in the field throughout their professional training. ESU's PDS program was awarded the Spirit of Partnership Award by the National Association of Professional Development Schools and was recognized as a comprehensive component of its program by the National Council for Accreditation of Teacher Education during their site-visit in 2014.

Speech and Hearing Center: ESU Department of Speech Language Pathology has been running a Speech & Hearing Center for more than 50 years providing services in speech, language or hearing therapy services, including evaluations, intervention and audiological services to the community and provides graduate students with hands-on experience. The clinic features all of the equipment and accommodations essential for a quality educational program in speech-language pathology. The clinic serves people of all ages, infancy through adult, from the surrounding Pocono area, the Lehigh Valley and New Jersey as well as students and faculty/staff from ESU who are in need of rehabilitation/habilitation services. The clinic is housed in a new facility in Monroe Hall which has a state-of-the-art observation room for parents/guardians and spouses, as well as students.

European Union Simulation Program: ESU takes 12 to 20 students of all majors to join with over 200 students from 75 other universities in the US and across Europe to participate in the International European Union Simulation, the largest simulation of its kind. Over the past ten years, ESU students prepared and presented position papers and negotiated agreements in Belgium, Poland, Germany, the Netherlands, and Sweden. In 2013, ESU was proud to host this international event on campus, drawing scores of students from the US and abroad.

Programs of Distinction *(Continued)*

The Institute for Public Health Research and Innovation (IPHRI) ESU has created an inter-organizational collaboration to harness the knowledge and skills of the area's health services professionals to develop solutions to the region's health challenges. The IPHRI addresses community health needs by improving existing infrastructure and building capacity of local organizations to identify the region's public health and health care issues and to develop innovative interventions and prevention initiatives. The IPHRI facilitates opportunities for collaborative research, training and implementation projects between ESU faculty and students, and other anchor healthcare and public health institutions in the region. Over IPHRI's first year it has secured over 1 million dollar in grants and contracts.

Volunteer Income Tax Assistance (VITA): The Business Management Department offers free tax preparation assistance to community members through the Volunteer Income Tax Assistance Program (VITA) which, over the years, has helped hundreds of local area citizens in need of income tax assistance. VITA is supervised by faculty, with students gaining experience through this service learning project. This year, there were eight students, who are certified by the Internal Revenue Service, and two faculty that were responsible for over 200 tax returns with an excess of \$200,000 in refunds for members of the local community.

G3Design Lab: This Lab is home to ESU's additive manufacturing and 3D printing facility located in the Art +Design Department. The lab includes 3D printers, powder 3D printers, a CNC laser cutter, a CNC router, vinyl cutter, prototype cleaning equipment and a mobile computer lab. Students engage in 3D printing, rapid prototyping, and advanced manufacturing solutions that support university and community-wide activity.

New Mind Design: New Mind Design, a student design agency managed by students and faculty from the Art + Design Department, offers innovative teaching through experiential education. The agency opened its doors in 2015 and aligns the curriculum with real world experiences in advertising, branding, marketing, 3D printing, and prototyping services for the university and the community. New Mind Design incorporates creative thinking, innovation, entrepreneurship, service learning, and basic business principles.

Schisler Museum of Wildlife/Natural History and McMunn Planetarium: Regional destinations that provide dynamic learning environments that inspire wonder, exploration, understanding and stewardship about the natural world through its collections and innovative programs. The Schisler Museum features world-class habitat recreations that display over 100 wildlife specimens. The McMunn Planetarium seats up to 75 people under its dome and features a SPITZ digital projection system that shows pre-produced films as well as elaborate custom-produced star shows. Both the Museum and Planetarium were made possible by generous donations from ESU alumni Arthur and Fannie Schisler, and Charles A. and Patricia McMunn .

Programs of Distinction *(Continued)*

Innovation Center

Entrepreneurship Leadership Center: The Entrepreneurial Leadership Center (ELC) was designed to create a sustainable culture that fosters entrepreneurship across the campus, community, and region. Services offered at the ELC bridge the gap between a business idea and the creation of an actual business. Services include workshops, student business plan competitions, Entrepreneurship Across the Colleges, Innovators Only, and the Entrepreneurship Club.

Business Accelerator: The Business Accelerator Program provides an entrepreneurial environment that supports business start-ups, encourages innovation and enhances the economic vitality of northeastern PA. Currently there are 19 participants including early stage companies, a not-for-profit, and university initiatives. More than 50 full-time, part-time, and student interns participate in the program. Services include research, faculty and student collaboration, capital investment and business mentoring.

Business Accelerator J-1 Visa –International: The U.S. Department of State approved ESU to issue J-1 Visas to international companies interested in establishing businesses in the United States. The Visa provides a 5-year opportunity for businesses to locate in the ESU Business Accelerator while they plan an entry strategy in the U.S. Both international companies and ESU faculty and students will benefit from research collaboration, workforce solutions, mentoring and networking support. The program expands the global presence of the university and the region.

Annual Economic Outlook Summit – Monroe County, Pennsylvania: East Stroudsburg University initiated and hosts the Annual Economic Outlook Summit for Monroe County. The Summit, planned in collaboration with regional partners, is designed to raise awareness of the economic development initiatives underway in the county. In 2014, the university developed the first Monroe County Economic Scorecard which compares the economic vitality of the County with its neighboring counties of Lackawanna, Lehigh, Luzerne, Northampton, and Pike in the areas of Education, Employment, Earnings, Housing and Healthcare.

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

University Strengths and Opportunities (Within the next 3 years)

Core Capabilities

- With a 250+ acre campus in the scenic Poconos, ESU has a competitive advantage in the region with a geographic location conducive to reach into metro regions of PA/NJ/NY, as well as the growing vibrant Lehigh Valley area.
- Commitment to Diversity – we are among the most racially diverse campuses in the PASSHE system.
- Strategic Planning Focus on Students First and Innovation.
- Innovation Center – wildlife forensic lab; student design agency (New Mind Design); business accelerator of 20+ companies; significant opportunities for student involvement through hands-on experience and internships/externships.
- High Percentage of Faculty with terminal degrees and growing core of faculty with stronger research focus.
- Strong focus on the sciences, health sciences and sports-related disciplines.

Opportunities

- **Location:** ESU is located on Interstate 80 with easy access to New York and Philadelphia for faculty-led programming, internships and opportunities afforded by large metropolitan areas.
- As an economic engine of the Pocono region, ESU has the opportunity to help revitalize an economically challenged region of Pennsylvania.
- Articulation agreements and positive working relationships with a number of community colleges in the region (PA and NJ), will enable us to continue to increase transfer student enrollment and success. ESU has also seen a rise in the number of non-traditional students interested in degree completion, especially with the programs in place at our locations in Bethlehem and Center City Philadelphia.
- Increased emphasis on innovative faculty and undergraduate research and entrepreneurship. Increased opportunities for research thru involvement of individual faculty and entire academic departments at the Innovation Center.
- Improve the quality of online instruction and the use of technology in the classroom.
- Increased support for external grant submission and acquisition.
- Innovative degree programs in health sciences, business, education, arts in competitive formats (accelerated, executive, learning communities/cohort, blended, online).
- Engagement of faculty and students in and out of classroom through high impact best practices.
- Implementation of a new General Education Curriculum.
- Increased diversity of student population.
- Strong focus on increasing retention and graduation rates through a comprehensive retention plan.
- Increased flexibility of academic offerings year round – shorter modules, winter session, summer programs
- Greater collaboration with community partners, such as Pocono Health System, St. Luke's University Health Network, Lehigh Valley Health Network, Commonwealth Medical College, local school districts and other businesses through targeted initiatives.

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA

2014/2015 ACTION PLAN

Challenges

- Historical lack of state-support which has not kept pace with the growth and cost of academic programs and student needs.
- Lack of control over personnel salaries, benefits and pension costs.
- Collective Bargaining contract costs and complexity of agreements.
- Declining enrollment of traditional high-school aged students.
- Aging facilities and deferred maintenance, particularly academic facilities to support growing programs, e.g. Exercise Science, Nursing, Athletic Training.
- Recruiting and retaining highly qualified faculty with research backgrounds in light of CBA requirements; nursing, business and some health professions and science degree programs are seriously challenged.
- Increased competition with surrounding two and four year colleges and universities in the region.
- Increased oversight and compliance, including but not limited to regional and national accreditors, PASSHE system, local municipalities, legislature, etc.
- Aging athletic facilities that make it very difficult to recruit strong academic students with interest in athletics.
- Deteriorating local community infrastructure continues to negatively impact student and personnel recruitment.
- Negativity of local print media.

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. **Ensuring academic program excellence and relevance.**
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

Goals and Strategies from ESU's Strategic Plan, Students First: Innovate ESU, to fully support System Goal #1: "Ensuring Academic program excellence and relevance"

An Intentionally Designed and Integrated Undergraduate Student Experience

- Integrate and implement a holistic first year transition plan for all new students that: reinforces core institutional values; connects students to academic majors, research and cross-disciplinary discourse; provides intensive advising and mentoring and student support; and advances social integration, students' sense of belonging and active engagement through existing and new programs delivered by faculty, staff, and peer facilitators.
- Integrate and implement a holistic plan for all transfer students that facilitates a seamless transfer experience, ensuring that students are not disadvantaged in advising, credit transfer, or their collegiate experience as they move to ESU.
- Design an innovative undergraduate General Education Program, creating General Education requirements that are a progressive foundation for learning by engaging students in active and interactive learning technologies, cross cultural and cross disciplinary literacy, and increasing levels of self-directed learning. The General Education Program must be adjusted to accommodate transfer students to ensure any requirements are intentional, and not repetitive, as academic experiences.
- Develop academic and academic support programs that link ALL students to progressive skill development within the chosen discipline(s) and increased expectations for student engagement that support ESU's espoused values (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).
- Identify and adopt non-academic requirements for graduation that complement classroom instruction; amplify student learning through leadership, service, cultural, and experiential opportunities; and encourage innovation, entrepreneurial thinking, civic engagement, global citizenship and concern for social justice.
- Explore how ESU can become a classroom without walls, where faculty can engage students learning outside the traditional classroom experiences.

Cross-Disciplinary and Cross-Unit Collaboration and Communication

- Create "think tanks" that develop cross-disciplinary literacy, and research projects, for both faculty and students.
- Promote, facilitate and support the development of cross- and interdisciplinary academic programs.
- Supplement lectures with more diverse ways of learning, i.e. interactive and differentiated instruction that both engages the students and increases student learning outcomes.

Successful Graduate Students

- The graduate student experience, with support structures and practices, focusing on the needs of graduate students, but emphatically will be developed appropriate to the learning outcomes of departments, with a focus on employment, professional experiences, and/or doctoral study.

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Goals and Strategies from ESU's Strategic Plan, Students First: Innovate ESU, to fully support System Goal #1: "Ensuring Academic program excellence and relevance"

A University without Walls

- Explore current and potential future community-university opportunities and Internship and Workforce partnerships through the Innovation Center and throughout the University.

Embed multidisciplinary "applied" entrepreneurial experiences into the curriculum and programs which create an innovative campus and community environment that fosters "idea" generation and new ventures.

- Establish multi-disciplinary entrepreneurship classes accessible to all students. Create diverse teams and networks that innovate and implement idea generation and new ventures.
- Utilize the opportunities provided through the Business Accelerator and Entrepreneurial Leadership Center to expand "applied" entrepreneurial experiences.
- Encourage Social Entrepreneurship by offering students the opportunity to work in teams to create unique, real-world, revenue generating products and services that address social concerns.

Curricular and Pedagogical Partners in Student Success

- Create a faculty-enrollment management project team to develop a first semester curriculum that can be offered to the student teams by their faculty-staff coaches.
- Create formal opportunities for students to be involved actively in their own learning, engaging them to take responsibility and be accountable for their own learning (flip classrooms, active/cooperative learning, peer group learning and tutoring, etc.). Support faculty design of their own teaching environments based on the learning outcomes they hope to achieve with their students, e.g. course size, "classroom" design, course duration and time, required learning tools, etc.
- Deploy technology to engage students through virtual learning and to accelerate and deepen their preparation as leaders for the mid-21st century.
- Research high student learning-impact approaches to flexible scheduling that optimize the relationship between content and content delivery.

Mentoring and Professional Development

- Provide opportunities on- and off-campus for every faculty member to engage in professional development programs.
- Starting with the question: "What does it mean to be a faculty member at ESU?", build an early career development program that enables new faculty to achieve their goals in balance with ESU's mission to students and the community.

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

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2. **Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.**
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

Goals and Strategies from ESU's Strategic Plan, Students First: Innovate ESU, to fully support System Goal #2: "Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship."

An Intentionally Designed and Integrated Undergraduate Student Experience

- Integrate and implement a holistic first year transition plan for all new students that: reinforces core institutional values; connects students to academic majors, research and cross-disciplinary discourse; provides intensive advising and mentoring and student support; and advances social integration, students' sense of belonging and active engagement through existing and new programs delivered by faculty, staff, and peer facilitators.
- Integrate and implement a holistic plan for all transfer students that facilitates a seamless transfer experience, ensuring that students are not disadvantaged in advising, credit transfer, or their collegiate experience as they move to ESU.
- Design an innovative undergraduate General Education Program, creating General Education requirements that are a progressive foundation for learning by engaging students in active and interactive learning technologies, cross cultural and cross disciplinary literacy, and increasing levels of self-directed learning. The General Education Program must be adjusted to accommodate transfer students to ensure any requirements are intentional, and not repetitive, as academic experiences.
- Develop academic and academic support programs that link ALL students to progressive skill development within the chosen discipline(s) and increased expectations for student engagement that support ESU's espoused values (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).
- Identify and adopt non-academic requirements for graduation that complement classroom instruction; amplify student learning through leadership, service, cultural, and experiential opportunities; and encourage innovation, entrepreneurial thinking, civic engagement, global citizenship and concern for social justice.
- Explore how ESU can become a classroom without walls, where faculty can engage students learning outside the traditional classroom experiences.
- Look at how athletics support systems for student athletes can be modeled throughout the university and particularly how the coaches work together and separately to engender a set of high standards and discipline in the individual students and teams they coach.

Career Development

- Expand, link, and integrate career development throughout students' experiences at the University, starting with the First Year Experience course and continuing throughout each student's academic career.
- Assure integration and successful program progression for distinctive student populations, e.g. commuters, veterans, transfer students, adult students, international students, graduate students, and emerging special populations.

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. **Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.**
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

Goals and Strategies from ESU's Strategic Plan, Students First: Innovate ESU, to fully support System Goal #2: "Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship."

Cross-Disciplinary and Cross-Unit Collaboration and Communication

- Create "think tanks" that develop cross-disciplinary literacy, and research projects, for both faculty and students.
- Promote, facilitate and support the development of cross- and interdisciplinary academic programs.
- Supplement lectures with more diverse ways of learning, i.e. interactive and differentiated instruction that both engages the students and increases student learning outcomes.

Successful Graduate Students

- The graduate student experience, with support structures and practices, focusing on the needs of graduate students, but emphatically will be developed appropriate to the learning outcomes of departments, with a focus on employment, professional experiences, and/or doctoral study.

An ESU Community with High Expectations

- Develop a concrete set of written standards and expectations for students, faculty, administrators, and staff that adhere to and, therefore, promote ESU's mission and values.
- Develop a campus-wide Code of Conduct that includes students, faculty, administrators, and staff, based on ESU's set of standards and expectations regarding civility, accountability and integrity.

Internal Communications and Social Opportunities

- Develop a mechanism to encourage appropriate respect for oral, written, and social media communication, regardless of the purpose.

A University without Walls

- Explore current and potential future community-university opportunities and Internship and Workforce partnerships through the Innovation Center and throughout the University.

Embed multidisciplinary "applied" entrepreneurial experiences into the curriculum and programs which create an innovative campus and community environment that fosters "idea" generation and new ventures.

- Establish multi-disciplinary entrepreneurship classes accessible to all students. Create diverse teams and networks that innovate and implement idea generation and new ventures.
- Utilize the opportunities provided through the Business Accelerator and Entrepreneurial Leadership Center to expand "applied" entrepreneurial experiences.
- Encourage Social Entrepreneurship by offering students the opportunity to work in teams to create unique, real-world, revenue generating products and services that address social concerns.

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Goals and Strategies from ESU's Strategic Plan, Students First: Innovate ESU, to fully support System Goal #2: "Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship."

Curricular and Pedagogical Partners in Student Success

- Create a faculty-enrollment management project team to develop a first semester curriculum that can be offered to the student teams by their faculty-staff coaches.
- Create formal opportunities for students to be involved actively in their own learning, engaging them to take responsibility and be accountable for their own learning (flip classrooms, active/cooperative learning, peer group learning and tutoring, etc.). Support faculty design of their own teaching environments based on the learning outcomes they hope to achieve with their students, e.g. course size, "classroom" design, course duration and time, required learning tools, etc.
- Deploy technology to engage students through virtual learning and to accelerate and deepen their preparation as leaders for the mid-21st century.
- Research high student learning-impact approaches to flexible scheduling that optimize the relationship between content and content delivery.

Local and Regional Partnerships

- Establish strong partnerships with local and regional organizations, employers, service providers, nonprofits, alumni and other individuals/practitioners to increase experiential learning opportunities for ESU students.

State-Of-The-Art Technology

- Examine the technology infrastructure to determine how best to improve, maintain, and update our resources to support the needs of a 21st Century learning environment.

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Goals and Strategies from ESU's Strategic Plan, *Students First: Innovate ESU, to fully support System Goal #3: "Developing new funding strategies, diversifying resources and managing costs to preserve affordability."*

An ESU Community with High Expectations

- Convene regular campus-wide discussions to explore who we are as a community (updates on student admissions and faculty, administrator, and staff data), introductions of new community members, their location, roles, and responsibilities, discussion of issues and challenges in higher education and at ESU, planning priorities, and other important information that will enable the campus to perform optimally.

A University without Walls

- Create a strong alliance between the university and regional community by being a catalyst for innovation and prosperity.

Encourage sustainable public and private involvement in the university's entrepreneurial and innovative activities.

- Identify and Implement funding opportunities that support innovative ideas and research.
- Incorporate Intellectual Property and commercialization models that reward and encourage product development and research and development

State-Of-The-Art Technology

- Examine the technology infrastructure to determine how best to improve, maintain, and update our resources to support the needs of a 21st Century learning environment.
- Develop an inventory of faculty instructional, research and scholarship and workforce technological needs, and a plan to meet those needs.

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

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3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability.
4. **Increasing accountability and transparency, focusing on results and key performance indicators.**

Goals and Strategies from ESU's Strategic Plan, *Students First: Innovate ESU*, to fully support System Goal #4: "Increasing accountability and transparency, focusing on results and key performance indicators."

An Intentionally Designed and Integrated Undergraduate Student Experience

- Integrate and implement a holistic first year transition plan for all new students that: reinforces core institutional values; connects students to academic majors, research and cross-disciplinary discourse; provides intensive advising and mentoring and student support; and advances social integration, students' sense of belonging and active engagement through existing and new programs delivered by faculty, staff, and peer facilitators.
- Integrate and implement a holistic plan for all transfer students that facilitates a seamless transfer experience, ensuring that students are not disadvantaged in advising, credit transfer, or their collegiate experience as they move to ESU.
- Design an innovative undergraduate General Education Program, creating General Education requirements that are a progressive foundation for learning by engaging students in active and interactive learning technologies, cross cultural and cross disciplinary literacy, and increasing levels of self-directed learning. The General Education Program must be adjusted to accommodate transfer students to ensure any requirements are intentional, and not repetitive, as academic experiences.
- Develop academic and academic support programs that link ALL students to progressive skill development within the chosen discipline(s) and increased expectations for student engagement that support ESU's espoused values (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).
- Identify and adopt non-academic requirements for graduation that complement classroom instruction; amplify student learning through leadership, service, cultural, and experiential opportunities; and encourage innovation, entrepreneurial thinking, civic engagement, global citizenship and concern for social justice.

Career Development

- Assure integration and successful program progression for distinctive student populations, e.g. commuters, veterans, transfer students, adult students, international students, graduate students, and emerging special populations.

Cross-Disciplinary and Cross-Unit Collaboration and Communication

- Create "think tanks" that develop cross-disciplinary literacy, and research projects, for both faculty and students.
- Promote, facilitate and support the development of cross- and interdisciplinary academic programs.
- Supplement lectures with more diverse ways of learning, i.e. interactive and differentiated instruction that both engages the students and increases student learning outcomes.

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Goals and Strategies from ESU's Strategic Plan, *Students First: Innovate ESU*, to fully support System Goal #4: "Increasing accountability and transparency, focusing on results and key performance indicators."

An ESU Community with High Expectations

- Convene regular campus-wide discussions to explore who we are as a community (updates on student admissions and faculty, administrator, and staff data), introductions of new community members, their location, roles, and responsibilities, discussion of issues and challenges in higher education and at ESU, planning priorities, and other important information that will enable the campus to perform optimally.
- Develop a concrete set of written standards and expectations for students, faculty, administrators, and staff that adhere to and, therefore, promote ESU's mission and values.
- Develop a campus-wide Code of Conduct that includes students, faculty, administrators, and staff, based on ESU's set of standards and expectations regarding civility, accountability and integrity.
- Review the employee evaluation process and consider best-practice evaluation methods to develop a culture of oversight that consists of articulated expectations, and honest evaluation of performance to ensure continuous improvement. The goal is to instill an expectation of accountability and quality in all we do.

Internal Communications and Social Opportunities

- Develop a strategy to improve professional communication, and thus collaboration, between all internal and external university constituents.
- Develop a mechanism to encourage appropriate respect for oral, written, and social media communication, regardless of the purpose.
- Hold unit-sponsored "Open Invitation Receptions"—perhaps theme-based—on a regular basis for students, staff, faculty, and administration to get together informally in order to break down silos and initiate conversations across the campus.
- Evaluate ways to bring the campus together as one, encouraging inter-office and inter-disciplinary collaboration.

A University without Walls

- Create a welcoming environment that focuses on how every academic and administrative unit can improve service to our constituents.
- Create a strong alliance between the university and regional community by being a catalyst for innovation and prosperity (see below, Goal 3: Innovation and Entrepreneurship).
- Explore current and potential future community-university opportunities and Internship and Workforce partnerships through the Innovation Center and throughout the University.
- Strengthen connections between the university and the community by having clearly identified on-campus points of contact for the different constituents who wish to partner with the institution. Develop a directory of campus expertise and collaborations already in progress.

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Goals and Strategies from ESU's Strategic Plan, *Students First: Innovate ESU*, to fully support System Goal #4: "Increasing accountability and transparency, focusing on results and key performance indicators."

Establish incentive and recognition procedures that motivate and reward faculty and staff engaged in entrepreneurship and acknowledge the academic value of research and activities in the entrepreneurial field.

- Develop policies that encourage faculty and staff entrepreneurial endeavors to include:
Create the infrastructure for a Peer to Peer Review system that recognizes outstanding work in the areas of entrepreneurship, innovation and risk taking.
Encourage research and scholarly activities in innovation and entrepreneurship.
Incorporate Social Entrepreneurship incentives for mentoring and developing ideas that promote innovation and address social change.

Curricular and Pedagogical Partners in Student Success

- Create a faculty-enrollment management project team to develop a first semester curriculum that can be offered to the student teams by their faculty-staff coaches.
- Create formal opportunities for students to be involved actively in their own learning, engaging them to take responsibility and be accountable for their own learning (flip classrooms, active/cooperative learning, peer group learning and tutoring, etc.). Support faculty design of their own teaching environments based on the learning outcomes they hope to achieve with their students, e.g. course size, "classroom" design, course duration and time, required learning tools, etc.
- Deploy technology to engage students through virtual learning and to accelerate and deepen their preparation as leaders for the mid-21st century.

Local and Regional Partnerships

- Establish strong partnerships with local and regional organizations, employers, service providers, nonprofits, alumni and other individuals/practitioners to increase experiential learning opportunities for ESU students.
- Seek opportunities to include external constituencies, including alumni, in on-campus activities, courses, and programs to improve the university-community relationships and to become a resource for the community.