STUDENTS FIRST: INNOVATE ESU

IMPLEMENTATION TEAMS' REPORTS AND GOAL SHEETS

SEPTEMBER 2016

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Strategic Plan Implementation Group 1 (Student Success) Results

<u>Student Success Definition, Assessment & Audit</u>

- Group 1 first discussed and determined the student success variables
    - First year experience
        - Since then a separate First Year Experience Committee established so Group 1 dropped specifically focusing on this subject but it is still part of the envisioned Student Transition & Engagement plan.
    - Retention
        - Factors affecting the retention discussed. It is very important to understand and evaluate these factors in order to facilitate student success and retention.
        - Group 1 categorized the following factors affecting retention:
            - Academic difficulties – preparation and support for the college level study
            - Financial difficulties – low income, student loans, work for money
            - Social and cultural issues – diversity, demographics, psychographics, attitudes, extra curricular involvement
            - Psychological issues – stress, homesickness, socialization
    - Student Transition & Engagement
        - Group 1 categorized into three major student groups
            - Freshmen & Sophomores
            - Transfer & Extended Learning
            - Graduate
        - Group 1 compiled and listed the following support services, offices and involvement points that may affect retention and student success
            - Orientation
            - FYE Course
            - DAEL
            - Mentoring
            - Tutoring & OASIS
            - Support Services
            - GE courses
            - Advising
            - SAA

- Campus Life
- Residence Life
- Commuter Services
- Off Campus Living
- Athletics
- Work Study
- Library services
- UG Research Symposium etc.
- Scholarships
- International Office
- Financial Aid
- Career Services
- Service Learning
- Learning Communities
- Way of the Warrior
- Convocation
- One Book One Campus Program
  - o Group 1 (Student Success) Goals
    - Establishing a "Student Transition & Engagement Inventory" by auditing and integrating all student success support efforts at ESU for student target groups (Freshman, Sophomore, Transfer, Extended, Graduate)
    - Establishing an advising and mentoring system based on the "Student Transition & Engagement Inventory" by coordinating all student success support efforts at ESU for student target groups (Freshman, Sophomore, Transfer, Extended, Graduate)
    - Integrate and test the "Student Transition & Engagement Inventory" into a software system to monitor, track and engage students
- Group 1 first designed and launched the Student Transition & Engagement Inventory survey for audit
  - o Student Transition & Engagement Inventory has been shared with the Academic Council, President's Council, APSCUF, and All Chairs Council. Suggestions from the various groups were used to revise the survey. It is ready for launch. Launch date: Friday, May 13.
  - o A letter has been drafted to send prior to launching the survey to again stress that the survey is a faculty initiative and is non-evaluative and may require the assistance of department/unit members for completion.
  - o Group 1 will meet in the fall to compile the data from the survey, create a report to be shared with university community.

- o Group 1 will investigate technology to create a student support system.
- o Audit/survey question will include:
  - What specific initiatives are offered to support student transition and engagement? Please list all initiatives and the targeted student population (freshman, sophomore, junior, senior, transfer, extended learning, graduate). Some examples of strategies are clubs, activities (both formal and informal), and communication with students, departmental documents, co-curricular programs, living/learning communities and positions available for students.
  - How is the initiative done? Is the initiative done in the fall or spring semester? What is the responsible office or position for the initiative?
  - Briefly describe the evaluation/assessment process for each initiative listed in Section 1. How is the initiative evaluated/assessed? Is the initiative evaluated/assessed in the fall or spring semester? What is the responsible office or position for the evaluation/assessment of the initiative?
  - Briefly describe future plans for supporting student transition and engagement. Please be specific about the targeted student population (freshman, sophomore, junior, senior, transition, extended learning, graduate). What new idea/strategy might support student transition and engagement? What are available/potential resources that will support student transition and engagement?

East Stroudsburg University Strategic Plan
Implementation Group 1
GOAL WORKSHEET 1

Goal(s)	1.1.1 1.1.2 1.1.4 1.2.2 1.4.1	**Year 1 Initiative: Establish a "Student Transition & Engagement Program" by auditing and integrating all student success support efforts at ESU for student target groups (Freshman, Sophomore, Junior, Senior, Transfer, Extended, Graduate)**
Capacity for Synergy **(Academic Plan- other implementation group)**		Goal 2 Sense of Community; Goal 3 Innovation; Goal 4 Innovative Faculty-establish how the work of these committees will strengthen student transition and engagement
Year 1 Deliverables		• Completing an internal audit for all student success support efforts • Integration of these efforts into specific engagement plans • Preparation of engagement plans for Ellucian Pilot use
Year 1 Success Measures		• 100% completion of the internal audit • Drafting an engagement plan lists • Creation of engagement plan categories for an interactive database
Benchmarks **(From Metric group)**		**Short term: Completion of an infrastructure for student engagement and monitoring system** **Midterm: Coordinating an advising and mentoring system-Goal 2** **Long term: Integration of the Student Transition & Engagement Program on an interactive website or an app such as Ellucian Pilot**
Responsible Persons and/or Committees		Jeffrey Weber – Institutional Research Kizzy Morris – Student Enrollment Robert Moses - Residence Life & Housing Joseph Akob – SAA And members for the Student Success Implementation Group: Rhonda Sutton, David Bousquet, Briana A Brizill, Christopher Dudley, Nancy Greenawalt, Jan Hoffman, Patricia Kashner, Shawn Munford, Jennifer Serowick, Thomas Tauer, Jack Truschel, Jennifer White, Daria Wielebinski, Cem Zeytinoglu
Resources $		**Resources Explanation**	We will facilitate already established programs and services.

Report Date	Deliverables	Progress: Assessment & Notes
April/May, 2016	Draft of survey shared with President's Council, Academic Chairs' Council, APSCUF	Suggested revisions completed
5/20/16	1st email sent to department chairs and unit supervisors	4 responses to survey
7/20/16	2nd email sent to department chairs and unit supervisors	6 responses to survey

8/24/16	3rd email sent to department chairs and unit supervisors	

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Strategic Plan
Goal Two Implementation Committee
Annual Report

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Committee Members:

Terry Barry (Chair), Margaret Ball, Laurene Clossey, Christopher Davis, Steven Godin, Chin Hu, John Kraybill-Greggo, Robert McKenzie, Thomas O'Connor, Laurel Pierangeli, Karen Raptakis, Kelly Weaber, and Caryn Fogel

Goal Two:

A strong sense of community: Understanding and living ESU's mission and values and building a commitment to our community and region.

Objectives:

- 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.
- Engage local and regional employers and citizens as partners in learning and thriving.

Year in Review:

The Strategic Plan Goal Two Implementation Committee met on a monthly basis throughout the 2015-2016 academic year. The goal of this committee was to develop plans and programs that aligned with the objectives of Goal 2 as identified by the Strategic Planning Committee.

In an effort to prioritize the committee's work, the committee first conducted a comprehensive review of East Stroudsburg University's existing programs that aligned with the objectives and sub-objectives of Goal 2. Through this analysis several key gaps were identified that would eventually become the initiatives of the committee (Appendix 1).

Faculty Mentoring Program

The major task for the Goal Two Implementation Committee was the development and implementation of a University-wide Faculty Mentoring Program. In an effort to make this project manageable, the committee worked to identify a protocol for the mentoring program including mentor qualifications, mentor/mentee responsibilities, session topics, and meeting schedules.

Once a protocol for the program was established, the committee worked to identify and secure administration, faculty, and staff (from across campus) whose expertise aligned with the topics of interest. These individuals were contacted, scheduled to a mentoring session, and asked to supply materials (e.g. handouts, PowerPoint) needed to support their presentations. Once all presenters were confirmed and supporting materials gathered, a Faculty Mentor Workbook was developed and distributed across campus (including participants and presenters). This workbook is included as Appendix 2 of this document.

During the 2016-2017 academic year, the committee will be developing (in collaboration with the metrics committee) an assessment instrument for the faculty mentoring program. It is expected that this assessment will be conducted at the conclusion of this year's program and changes will be made congruent with the data generated by the instrument.

The committee also discussed the need to develop mentoring programs for administration and staff across campus. While each constituency represents a unique set of needs and challenges, the committee agreed that following the same format as the faculty mentoring program would prove beneficial.

In addition to the faculty mentoring program, the committee identified several other key gaps. One gap that was identified was the need for a professional development center. The center would foster collaboration across campus and involve items such as professional development, shared research, grant presentations/information, and student research. It should be noted that this same idea is moving forward in another implementation committee.

Finally, the committee recognized a final, important concern. It was recognized by the committee that support staff evaluations were not being conducted across the campus. The committee discussed the need to implement a coordinated structure to ensure that support staff evaluations were conducted, meaningful, and provided an avenue for recognition or (if needed) improvement. Discussion regarding support staff evaluations will continue into this academic year.

Implementation Group – Goal 2

Goal 2	**Year 3 Initiative:** Establish an evaluation instrument for the Faculty Mentor Program; Evaluate the Faculty Mentor program at the conclusion of the year and establish a mentoring program for administration.		
Capacity for Synergy **(Academic Plan – other implementation group)**			
Year 3 Deliverables	**Develop an evaluation instrument for the Faculty Mentor Program.** **Administer the Faculty Evaluation instrument at the conclusion of the academic year and make program modifications as needed.** **Develop a mentoring program for administration/management.**		
Year 3 Success Measures	o **Develop an evaluation instrument for the Faculty Mentor Program** o **Administer the Faculty Mentor Program evaluation instrument** o **Make Faculty Mentor Program modifications based on the data derived from the instrument.** o **Develop an administration mentoring program.**		
Benchmarks (From Metric Group)	**Faculty Mentor Program – Evaluation Instrument.**		
Responsible Persons and/or Committees	**Faculty - Center for Excellence in Teaching and Learning (Dr. Johan Eliasson and Dr. Laurene Clossey)** **Administration – (Dr. Joanne Bruno; Academic Affairs)**		
Resources ($)	**$800**	**Resources Explanation**	**Materials development, printing costs, etc.**
	Printing Costs: 　**Faculty Mentor Handbook 50 books @ $4.00/book　　　$200** 　**Staff Mentor Handbook 100 books @ $4.00/book　　　$400** 　**Development, printing, and administration of Evaluation　$　50** 　**Total　　　　　　　　　　　　　　　　　$650.00**		
Report Date			

Strategic Plan Implementation Group 3 (Innovation and Entrepreneurship) Results

Major Items

- Entrepreneurial Definition and Entrepreneurship Process.
    - The definition and process are for the entire ESU community.
    - Reviewed/discussed: council of chairs, AFSCME/ASCUF meetings, academic council, strategic chairs lead by Provost
    - President's Council – scheduled June 6
    - Present to student senate in the fall.
- Student Research and Creative Activity Symposium (April 21)
    - ESU Student Entrepreneurship Panel: Students share their experiences in entrepreneurship, developing solutions.
    - Presenters described their work with: New Mind Design, ESU Institute for Public Health Research & Innovation, TickChek, and Fader Plugs.
    - Discussion Panel was held after the student presentations.
    - Student's also presented to the Council of Trustees on the same day.
- Karin Drennan's (Secretary, Dept. of Modern Languages) Idea
    - Karin's idea … At the end of the school year, when students clean out their dorms, recycle usable items like small appliances, mini fridges, microwaves, etc.; Student food sent to local food pantries.
    - Worked with Student Senate and Antonio Orlando (Strategic Plan, Staff Advisory Group).
    - Future plan - continue the effort end of Fall and Spring semesters.
- "Birds of a Feather" Proposal
    - Joint proposal with group 4 (Innovative Faulty), C.R.E.A.T.E. lab and ESU's New Mind Design.
    - Funding source Entrepreneurship Across the Campus - $2,500
    - Have ESU community get-togethers which promote entrepreneurship
- Entrepreneurship in Evaluation, Promotion, and Tenure
    - Multiple meetings with various constituents to add entrepreneurship ideas to staff evaluations, faculty promotion and tenure
- Social Entrepreneurship – "Sock" Idea with Group 4
    - Socks have been funded ($2500) and purchased with the "Join the Flock" grant
- Roll out Ideas for Entrepreneurship Definition and Process
    - Future All University Meeting?
- Future Plans (more discussion needed):
    - ESU Entrepreneurship Conference
    - Shark Tank Idea with Group 4

Other Efforts

- Multi-discipline Garden idea – Daisy Wang is working this on a smaller scale
    - Garden proposal – FDR
- Changing the faculty tenure/promotion documents to include Entrepreneurship

Implementation Team 3

Goal 1	**Year 1 Initiative:** Develop ESU Entrepreneurial Definition and Entrepreneurial Process document for the ESU community.
Capacity for Synergy:	Implementation Group 2 (See 2.1.4) Implementation Group 4 (See 4.2) Academic Strategic Plan A-5, D-1, D-3,

Deliverables:	• ESU Entrepreneurial Definition and Process document
	• Definition and Process Rollout to the ESU community Presented by Provost (Fall -2016)
	    o All University meeting
	    o Council of Chairs
	    o Academic Council
	    o President's Council
	• Make document available on ESU website (Fall 2016)

Success Measures:	• Wait and see:
	    o Does anyone from the ESU community fill out the Entrepreneurial process document and present to the Entrepreneurship committee?
	    o Are Entrepreneurship efforts included in reviews by chairs, managers, promotion/tenure/5-year review committees, deans, provost, president?

Benchmarks (from Metric Group)	
Responsible Persons and/or Committees	• Goal 3

Resources ($)	$ __NA_____	**Resources Explanation:**	

Report Date	Deliverables	Progress: Assessment Notes
March 2016	ESU Entrepreneurial Definition and Process document	First draft
Spring 2016	Definition and Process Presented at: AFSCME and ASCUF meetings	Listen to comments

April 2016	Work with Council of Chairs,	2nd draft
May 2016	Work with Academic Council,	3rd draft
June 2016	Work with President's Council,	4th draft
Sept 2016	Work with provost finishing touches	Final document for - Fall 2016/Spring 2017
Fall 2016/Spring 2017	Reports from Committee for Entrepreneurship	
Summer 2017	Review/Update document if necessary for - Fall 2017/Spring2018	

Implementation Team 3

Goal 2	Year 1 Initiative: Develop a framework for innovative and entrepreneurial based projects
Capacity for Synergy:	2.3.5 Explore current and potential future community-university opportunities and Internship and Workforce partnerships through the Innovation Center and throughout the University. 1.1.5 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. 1.2.1 Expand, link, and integrate career development throughout students' experiences at the University, starting with the First Year Experience course and continuing throughout the student's academic career. 4.4.2 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. 1.1.6 Explore how ESU can become a classroom without walls, where faculty can engage students learning outside the traditional classroom experiences.
Deliverables:	ESU FDR Grant Application for Campus Garden
Success Measures:	Grant application was written and submitted
Benchmarks (from Metric Group)	
Responsible Persons and/or Committees	Godin, Wang, Devito, Schembari

Resources ($)	0	Resources Explanation:	Grant was not funded.

Report Date	Deliverables	Progress: Assessment Notes
None		

East Stroudsburg University Strategic Plan
GOAL WORKSHEET

Implementation Team 3

Goal 3	Year 1 Initiative: Entrepreneurial Outreach (ESU Student Symposium / Recycling of Leftover Items in Dormitories)	
Capacity for Synergy:	2.3.5 Explore current and potential future community-university opportunities and Internship and Workforce partnerships through the Innovation Center and throughout the University. 1.1.6 Explore how ESU can become a classroom without walls, where faculty can engage students learning outside the traditional classroom experiences.	
Deliverables:	• Student panel presentation at ESU Research Symposium • Meetings on recycling efforts	
Success Measures:	• Students participated in symposium • Meetings on recycling efforts	
Benchmarks (from Metric Group)		
Responsible Persons and/or Committees	Orlando, Drennan, Devito, Schembari	

Resources ($)	0	**Resources Explanation:**	none

Report Date	Deliverables	Progress: Assessment Notes
None		

Implementation Team 3

Goal 1	**Year 2 Initiative:** Social Entrepreneurial – Join the Flock - a small scale campus-wide initiative to create a culture among students, faculty and staff that embraces social entrepreneurship.
Capacity for Synergy:	Goal 1 1.1.6, Goal 2.1.1, Goal 3.1.3, Goal 4.4.1
Deliverables:	• First Year Experience (FYE) – assignment(s) that will be completed by all sections (500-600 students per semester) of University Studies that will include: introducing entrepreneurship, research, numeracy, empathy, and community engagement (Margaret Ball). • ESU community conversation (SurveyMonkey) to choose a charity from the shortlist
Success Measures:	• How many ESU community members take part in the SurveyMonkey • Number of socks provided to: Socks: Street2Feet, Good Project • Amount of $ donated to the social cause chosen by the ESU community
Benchmarks (from Metric Group)	
Responsible Persons and/or Committees	• Group 3 • Group 4 • Margaret Ball and FYE professors

Resources ($)	$ _____	**Resources Explanation:**	

Report Date	Deliverables	Progress: Assessment Notes
Summer 2016	Priced out socks from multiple vendors and had samples made	The price is $9.00 a pair. The branded socks will be purchased from Special T's (6 Kings Court Flemington NJ 08822, phone # 908-806-8337)
Summer 2016	Draft proposal for Join the Flock effort, several rewrites	
Summer 2016	Connections to social efforts	Partner with Street2Feet and The Good Project

Summer 2016	Designed socks/Symbol	
Summer 2016	Work with Margaret Ball	Partner with First Year Experience (FYE) students (approx. 500-600 students per semester) will participate in this effort
Aug 16	Submitted proposal to Entrepreneurship Across the Campus	Sept 1 - Received grant for proposal Entrepreneurship Across the Campus

Implementation Team 3

Goal 2	Year 2 Initiative: ESU Mini-Conference on Entrepreneurship		
Capacity for Synergy:	Goal 2: 2.1.1, 2.2.1		
Deliverables:	ESU Mini-Conference on Entrepreneurship – Planned for Friday, March 24, 2017 (first Friday after Spring Break)		
Success Measures:	1. Number in attendance 2. Evaluations from attendees		
Benchmarks (from Metric Group)			
Responsible Persons and/or Committees	Schembari, Goal 3 Implementation Group, Program Committee (to be formed)		
Resources ($)	$ 5000	**Resources Explanation:**	Lunch, afternoon snack, visiting speaker (local / PASSHE) fees and travel
Report Date	**Deliverables**		**Progress: Assessment Notes**
May 2017	Conference Report		

Conference Program
- Visiting Speaker – Local / PASSHE
- Presentations
    - Faculty (Tentative): Dave Mazure, Darlene Farris-LaBar, Joni Oye-Benintende, Jane Huffman, Gerard Rozea, Others???
    - Students
    - Staff
    - Management

Implementation Team #4 – Innovative Faculty
Key Successes to date

Innovative Faculty Implementation Team Work From Most Recent:

Fall 2016
SITE CENTER
- Meeting with facilities, designers and the CENTER Coordinator and members of Innovative Faculty team to discuss work and design in Stroud 404 and 405; Basic work begun – Date of completion December 1st (hopefully)
- Design work and budget begun – (will present to President as soon as available)
- Visit to Princeton McGraw Media Center for faculty with Professor Yoshi Tanakuro
- Work on Website will commence
- Invitation to LINKS across campus
- Finalize application and publicity for Faculty Fellow
- Innovative Faculty Implementation team will continue to meet with the CENTER Coordinator to add programming and LINKS across campus for fall and spring

I & E Events:
- Due to the fact that the fourth floor spaces are not ready as of yet the following activities will be found in the CREATE lab in the fall -- Birds of a Feather: October 4 and November 13
- Representation at Community Service event -- Join the Flock Socks: Ordering station
- CREATE lab opens September 13th with the provocation: *CIRCLES: Spheres of Influence*
- CREATE lab Annex at Resica Elementary school reopens September 11 – *Look Up!*

Summer 2016
CONFERENCE/AWARD:
- Dr. Diane Cavanagh and Dr. Pat Pinciotti attended UBTech Annual Business/Higher Education conference to bring back ideas for the new CENTER. Harman UBTech Higher Education Awards for Active Learning Spaces – finalist.

SITE CENTER
- Identify a Coordinator of the new CENTER
- Work identifying Campus LINKS
- Work on Faculty Fellow application
- Identify spaces for CENTER and Offices: Stroud 404 and 405, 408 (office)
- Creation of the **STROUD Innovation HUB**: CREATE lab, Stroud 404 &405

SYNERGY
- Work with the Implementation Team Goal #3 Innovation and Entrepreneurship throughout the summer on Birds of a Feather and Join the Flock Socks grant and social entrepreneurship project.

Spring 2016
SITE CENTER:
- Refined design for a **Center for Teaching, Scholarship, and Innovation** based on models of other university Centers, feedback, potential resource support
- Embedded website into Initiative #2 as hub for faculty resources and ESU campus LINKS
- Explored a range of campus-wide resources with Dr. Bruno and President Welch.

- Divided tasks related to development and roll-out into three summer work groups: 1) Innovation Matrix; 2) Links and CREATE lab Integration; and 3) Design and Marketing.
- CREATE lab Annual Impact Report

GRANT
- Co-wrote and received an Entrepreneurship across the Colleges grant with Implementation Group #3 Innovation and Entrepreneurship. *Birds of a Feather* (BOF) will be our one of our first activities in the Center. BOF goals include: a) Expand the awareness and integration of identified ESU's Innovative and Entrepreneurial activities across campus interfacing with multiple departments; b) Utilize Design Thinking strategies to engage in innovative and entrepreneurial work to generate ideas, creative processes, and potential products that enhance teaching, scholarship and/or service; c) Generate a culture of innovation and entrepreneurship across campus through a social innovation activity as part of the I & E Event (Get a Sock-Give a Sock)

AWARD
- Entered CREATE lab in the Harman UBTech Higher Education Awards for Active Learning Spaces – finalist. Continue *Synergies* with other Implementation Teams

CONFERENCE
- Four members of the Innovative Faculty team attended Andrew Corbett event at the Innovation Center.

Fall 2015
- Focus was on a faculty driven design for a **Center for Teaching, Scholarship, and Innovation** that involved Physical (Initiative #2) and Web-based (Initiative #1) environments to re-imagine teaching scholarship, and learning by engaging faculty, students, staff and the larger community in the dynamic exchange of creative ideas and ways to advance research, social innovation, cross-disciplinary interactions and teaching excellence.
- Submission of Design and Goal Worksheets #1 and #2 to Implementation Teams, Provost and President for feedback and support.

Spring 2015
- Examined Strategic Plan and Areas of Synergy with #4 Innovative Faculty Team;
- Used *Leading by Convening* model – Four questions for conversation to identify: *Who cares about this issue?, Why do they care/Value to Higher Education?, What work is already underway?, and What is the Measure of Success?*
- Met with new Provost to share committee findings, history, and aspects needed for Faculty Innovation: **Time, Interactions, Information, and Recognition**
  - Time – Revisit ways to afford time & resources, for faculty (PD etc.)
  - Interactions – Cross-Discipline Faculty Learning Teams (themes) and Spaces to Gather
  - Information – "Paths" to Innovation (eg. Co-Teaching) and Mentoring for New Faculty
  - Recognition – Highlight Faculty Scholarship/Creativity – Research, Innovation, Collaboration (video stories)

Implementation Team #4 Innovative Faculty

Goal __4__	Year__2__ Initiative: #2 Center for Scholarship, Innovation, Teaching, and Entrepreneurship
Capacity for Synergy:	Strategic Plan: Goal 4.1.2; 4.1.2; 4..2.1; 4.2.2; 4..2.3; 4.2.4; 4.4.1; 4.4.2; 4.5.3 Academic Strategic Plan: Synergy B-2; B-3; D-1; D-3
Deliverables:	Initiative:#2 (revised) The Center will serve as a place to connect the multi-disciplinary power of collaboration, innovation and entrepreneurship by re-imagining teaching, scholarship, creativity, and service to the ESU community and beyond.
Success Measures:	(Revised) ▪ Identify a larger, multi-purpose space on campus and potential people resources to create a sustainable CENTER model; ▪ Engage in conversations about design concepts with facilities, designers, and essential constituents ▪ Connect the current CREATE lab focus, outreach, and work to be embedded in the CENTER overall goals; ▪ Begin programming (Fall 2016) and introduce a Faculty Fellow (Spring 2017) ▪ Develop LINKS across campus to the CENTER
Benchmarks (from Metric Group)	
Responsible Persons and/or Committees	▪ Innovative Faculty Implementation Team and CREATE lab team; ▪ Facilities, Design

Resources ($)	1. ??? 2. ??? 3. $ 4,350 4. 0 5. $ 20,000.00 6. $ 2,000.00 7. $ 3,000.00 8. In process will attach when available	**Resources Explanation:**	(Revised) 1. Coordinator of the CENTER 2. Faculty Fellow – 25% non-contractual release time/year 3. C-lab staff – Two Graduate workers (7.25/hr for 300 hrs/yr = $2,175 x2 = $4350) 4. Interns from any College (Graduate or Undergraduate) 5. One laptop computer bank (24 MacBooks) 20 @ $1000/ MacBook 6. Consummable budget 7. Materials and supplies from Instructional (IF) Budget 8. Room Renovation and furniture

Report Date	Deliverables	Progress: Assessment Notes
Spring 2016	▪ Presentation of CENTER Initiative to Strategic Plan Implementation Teams ▪ Review of multiple university Centers across USA ▪ Revision to design architecture	
Summer 2016	▪ Attendance at UBTech Annual Business/Higher Education ▪ Identify a Coordinator ▪ Work on Campus LINKS ▪ Work on Faculty Fellow application ▪ Identify spaces for CENTER and Offices: Stroud 404 and 405, 408 (office) ▪ Creation of the *STROUD Innovation HUB*: CREATE lab, Stroud 404 &405	
Fall 2016	▪ Meeting with facilities, designers and the CENTER Coordinator and members of Innovative Faculty team to discuss work and design ▪ Basic work begun ▪ Design work and budget begun ▪ Visit to Princeton McGraw Media Center for faculty	
Fall 2016	**I & E Events:** Due to the fact that the fourth floor spaces are not ready as of yet the following activities will be found in the CREATE lab in the fall: ▪ Birds of a Feather: October 4 and November 13 ▪ Join the Flock Socks: Ordering station ▪ CREATE lab opens September 13th with the provocation: CIRCLES: Spheres of Influence ▪ Representation at Community Service event	
Fall 2016	▪ Innovative Faculty Implementation team will continue to meet with the Coordinator to add programming and LINKS across campus ▪ Work on Website will commence ▪ Invitation to LINKS across campus	

Spring 2017	- Grand Opening of the CENTER - First Faculty Fellow - On going website development to reflect the "hub" concept for faculty innovation	

Implementation Team #4 Innovative Faculty

Goal 4	Year 2 Initiative:
Capacity for Synergy:	Strategic Plan: Goal 1 – 1.1.3.2 ; Goal 2 – 2.2.2.4; Goal 3 – 3.2.12, 3.2.13 Academic Strategic Plan: Synergy D 3
Deliverables:	▪ Expand the awareness and integration of identified ESU's Innovative and Entrepreneurial activities across campus interfacing with multiple departments (*Northeast Wildlife DNA Lab, New Mind Design, G3Design Lab, C.R.E.A.T.E. lab, Good Project and Institute of Public Health Research & Innovation*) ▪ Utilize Design Thinking strategies to engage in innovative and entrepreneurial work to generate ideas, creative processes, and potential products that enhance teaching, scholarship and/or service. ▪ Generate a culture of innovation and entrepreneurship across campus through a social innovation activity as part of the I & E Event (Get a Sock-Give a Sock)
Success Measures:	▪ The number of ESU community members, position, departments that attend ▪ Number of socks provided to Streets2Feet (local) and Good Project (global) ▪ The output of ideas implemented in teaching, scholarship and/or service
Benchmarks (from Metric Group)	
Responsible Persons and/or Committees	▪ Group 4 - David Mazure (New Mind Design), Pat Pinciotti (CREATE lab) ▪ Group 3 – Mary DeVito, Deb Couchman, ▪ Jocelyn Kolb (G3D lab), David Good (Good Project)

Resources ($)	$ 2,500	**Resources Explanation:**	Grant: Entrepreneurship across Departments

Report Date	Deliverables	Progress: Assessment Notes
Spring 2016	Birds of a Feather Proposal for grant based on conversations between Strategic Plan Team 3 & 4	
Summer 2016	Team work in design of Program; David Mazure designed socks and I & E Wings symbol;	
Fall 2016	I & E Events scheduled in CREATE lab – Stroud 107 October 4 – 12:00--2:00 November 13 – 12:00--2:00	

Fall 2016	Marketing rollout RSVP on CREATE lab website Lunch (Provost) ordered Materials for folders organized Birds of a Feather Thank-you gifts organized	
Spring 2017	Follow-up with Attendees for support and accountability	

Implementation Group: Innovative Faculty

Goal 1 and 2: CENTER FOR SCHOLARSHIP, TEACHING, AND INNOVATION -- Physical and web-based environments to re-imagine teaching, scholarship, and learning by engaging faculty, students, staff, local and global communities in the dynamic exchange of creative ideas and ways to advance research, social innovation, cross-disciplinary interactions, and teaching excellence.

Web Architecture highlights include Actual and Virtual AREAS of ENGAGEMENT and potential CAMPUS LINKS

C.R.E.A.T.E. lab	Creative "Friends"	Make a Difference	HOT Teaching	Creative Movers
○Actual Meeting Space for collaboration, scholarship, creativity	○Virtual Meeting Space for collaboration, scholarship, creativty	○Local to Global: Student, Faculty, Staff, Outreach, Partnerships and Community Engagement (CE)	○ Students First: Workshops, Models support for Teaching Excellence and Student Engagement (live/on-line)	○Accessble to faculty, students, staff and community
○Happenings in the CREATE lab promotes synergies & creative confidence to imagine, design, share, inquire, makie, learn, create Classes, (Workshops, Coffee House, Brown Bag Lunch, etc.)	○Highly Interactive ways to connect Faculty, Grad Students, Alumni, Staff, etc.	○Social Innovation (SI) Entrepreneurship (SE) Process and examples	○ Resources + Research: Engaged/Interactive Pedagogy, authentic Assessment, and embedded Technology strategies for diverse learners (live/ on-line)	○Innovation Matrix - What IT Looks Like
○Semester Provocation to inspire, student-faculty inquiry	○Research, Creativity connections across campus (e.g. Faculty and Student Research and Creative Activity Symposium)	○ Service Learning	○Inter-Departmental Collaborative teaching and research opportunities for faculty, graduate students	○Incentives and Recognition
○Innovative campus Places promoted through the CREATE lab	○Innovation Partners (Schisler Wildlife Museum, McMunn Planetarium, 3D lab, Monroe Co. Historical Society, etc.)	○"Make a Difference" Workshops/ Lectures - Design Thinking	○ International Faculty Resources	○Center Fellows: Application and Awards
○I have no Idea...A "Creative Conceriege" that can direct one to specific people or resources (interactive)	○Recognition: CETL "Faculty Stories"	○Cross-disciplinary Social Innovation and Entrepreneurship Concentration/ Minor		○Reviews, Tenure, Promotion and Accountability
		○Recognition: SI/CE "Partner Stories"		○Funding Source Bar Connections including (e.g. Go-Fund-Me/ videos, workshops, etc)
○LINKS: C-lab Staff, Faculty Innovation Integration Group, Creative Fellows	○LINKS: RED, CETL. FDR, Committee for Undergrad Research, Senate Research Committee, Graduate Committee	○LINKS: Service Learning Committee, RED, SAS Entrepreneurial Leadership Center, Upward Bound, SI/SE/CE Fellows	○LINKS: CETL, FPDC, Center for Teaching withTechnlogy, OASIS 1st Yr Committee, CREATE lab staff	○LINKS: OSPR, RED, FDR ESU Foundation, Entrepreneurship Across Colleges, University Relations, Alumni

ESU STRATEGIC PLAN: STUDENTS FIRST, INNOVATE ESU

METRICS TEAM
September 8, 2016

Summary of Actions to Date:

March 5, 2015:	Metrics team members identified and confirmed
March 20, 2015:	First organizational meeting: reviewed the strategic plan and began to identify measures of success. Discussed ideas for a Dash Board.
April 2015:	Set-up Data Points Share Point site
	Email discussion on the strategic plan and evolving discussion of the four implementation teams.
	Inventory of existing measures and data sources
May 4, 2015	Overview set of actions of each implementation team.
	Discussion of how we would know if the strategic plan (as a whole) was successful.
July 27, 2015	Meeting of all team leaders with the new provost. Each team directed to focus on one or two initiatives and measures for those initiatives.
October 2015	Each Implementation Team identified initiatives to focus on. The metrics team divided into liaisons with each of the four implementation teams.
November 2015	Email discussions concerning the nature of measures for each of the initiatives. For the most part, it centered on a task completion list.
February 2016	Determination of overall measures for the plan and that the measures for 2015-2016 would serve as the base year.
	Discussion on the measurement of university culture.
April 2016	Continued discussion of the measurement of university culture. One component might be the student satisfaction survey.
May – September 2016:	Working on an overall report format to capture all the actions of the strategic plan (still in progress).

The primary measures for the overall plan are:

1. Full-Time First Year Student Retention
2. Full-Time Second Year Student Retention
3. Full-Time Transfer Student Retention

4. Undergraduate Full-Time Student Graduation Rate

5. Developing a student progress (or completion rate) index

Other possible measures for students, which are still being discussed by the metrics team:

1. The results from student satisfaction survey.
2. Number of events and the students participating in:

a. Study Abroad Experiences
   b. Internships
   c. Service Learning Projects
   d. Student Clubs and Organizations
   e. Discussion groups/panel sessions (Academic and Student Life)

The Metrics Team is working on developing measures for campus culture. Much of the Strategic Plan is focused on changing the culture on campus, therefore measures of campus culture are essential to determine if a shift of culture is occurring.

Final set of metrics is a simple tracking of task completion of the Strategic Plan Initiatives. Each initiative develops its own set of benchmarks and is assessed separately by the group(s) involved in implementation of that initiative.

EAST STROUDSBURG UNIVERISTY STRATEGIC PLAN: STUDENTS FIRST INNOVATE ESU
IMPLEMENTATION STATUS

Goal #	Goal/Objective Description	Actions Taken to Date	Measure
GOAL 1	**STUDENT SUCCESS AT ESU: ACHIEVING HIGHER SATISFACTION, RETENTION AND GRADUATION RATES**		
1.1	*An Intentionally Designed and Integrated Undergraduate Experience*		
1.1.1	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.	(1) Student Orientation sessions have been redesigned with specific outcomes (2015 with update for current 2016 program). (2) Program redesign occurred across the univeristy (2013-14) four year program maps were made for all majors; (3) Early Start program in its thrid year with assessment results showing some success at increasing retention; (4) First Year Expereince 2 year Pilot program completed with a FYE course for all incoming majors starting Fall 2016; (5) Living Learning Community Pilot in Health Sciences conducted 2015-2016; (6) One Book, One Campus succesfully completed its third year; and, (7) a Pathway to Retention committe was formed which is examing the use of analytics to improve student retention.	**An increase in student retention from first year to second year.** Due to when programs have started the baseline is the 2014 First Time Full-Time Freshman (72%)
1.1.2	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.	(1) Entered into new articulation agreements with NCC; (2) Transfer Days is in its third year to facilitate the acceptance and retention of transfer students; (3) Transfer office worked with departments to update the course equivalancies (Spring 2015 - Fall 2015)	**An increase in transfer student retention from first year to second year.** Baseline are the 2014 transfers, Full-time (76.4%)

Goal #	Goal/Objective Description	Actions Taken to Date	Measure
1.1.3	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.	(1) New GE Program was developed (2013-2014); (2) New Program was approved (2014-2015); (3) An Implementation Committee was formed and an implementation plan developed (2015-2016); (5) Over 200 courses have recevied provisional certification; (6) FYE course was developed and approved; (7) Health and Wellness course was developed and is in the final stages of approval; (8) Course schedule developed and resourced for new GE program	**The GE Assessment Report** to be conducted by the GE Assessment Team of the University-Wide Assessment Committee (first report due Fall 2017)
1.1.4	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).	(1) Institutionalized Annual Program Assessments with assessment based chnages being made to programs (2012, 2013, 2014, 2015); (2) Use of Ad Astra Analytics by all colleges in development of course schedules to ensure proper offering of courses; (3) Experimented with a tutoring model (GURU) program, based on student and faculty feedback chnages have been made.	

Goal #	Goal/Objective Description	Actions Taken to Date	Measure
1.1.5	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.	(1) C.R.E.A.T.E Lab established; (2) Developing a tool for capturing service learning activities beining conducting in the classroom; PASSHE Buisness Plan Competition; Robotics; Use of the "Passport" in Student Affairs, but also as part of the First Year Experience Course.	**The number of nonacademic mesures** are identified, adopted, and assess
1.1.6	Explore how ESU can become a classroom without walls, where faculty can engage students learning outside the traditional classroom experiences.	(1) Study abroad initiatives; (2) New short term international study initiatives (Nobel Peace Prize Summit, Europea, Costa Rica); (3) The Washington Center Seminar Program; The Eurpean Union Simulation; Chincoteague Island field station; DNA Lab; PASSHE Buisness Plan Competition; (4) Field based courses; (5) Student Clubs/Organizations; (6) Increase undergraduate adn graduate research with faculty research; (7) Undergraduate Research Symposium (2014, 2015, 2016)	**The number of non-traditional classroom experiences** offered and the number of students doing the non-traditional classroom expereinces.
1.1.7	Explore 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.		
1.2	*Career Development*		

Goal #	Goal/Objective Description	Actions Taken to Date	Measure
1.2.1	Expand, link, and integrate career development throughout students' experiences at the University, starting with the First Year Experience course and continuing throughout the student's academic career.	(1) Career Center is part of Student Orientation; (2) Career Passport is part of the curriculum standards for the new FYE course; (3) Career center has expanded its outreach to more academic programs; (4) Increase in the number of students using the career services.	
1.2.2	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.	(1) Establishment of Transfer Days; (2) Vet Center Coordinator and Vet Center Advisor have begun monitoring Veterans' academic progress	
1.3	*Cross-Disciplinary and Cross-Unit Collaboration and Communciation*		
1.3.1	Create "think tanks" that develop cross-disciplinary literacy, and research projects, for both faculty and students.	(1) Undergraduate Research Symposium completes third year increasing participation each year; (2) Undergraduate/Graduate stduents involve in faculty research porjects; (3) DNA Lab; (4) 3D Design lab	
1.3.2	Promote, facilitate and support the development of cross- and interdisciplinary academic programs.	(1) New Management and Leadership concentration involves Departments of Buisness; Psychology; and Communication	
1.3.3	Supplement lectures with more diverse ways of learning, i.e. interactive and differentiated instruction that both engages the students and increases student learning outcomes.	(1) Three faculty workshops specifically on teaching (June 2015; April 2016; May 2016)	
1.4	*Successful Graduate Students*		

Goal #	Goal/Objective Description	Actions Taken to Date	Measure
1.4.1	The graduate student experience, with support structures and practices, will be similar to 1.1. above 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.	(1) Graduate College is being redesigned - ongoing search for graduate director; (2) All graduate programs have developed program maps to SLOs; (3) Annual program assessment reports (2013, 2014, 2015)	(1) Increase in the number of graduate students; (2) Increase in the graduate graduation rate
GOAL 2	**A STRONG SENSE OF COMMUNITY**		
2.1	*An ESU Community with High Expectations*		
2.1.1	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.		
2.1.2	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.		

Goal #	Goal/Objective Description	Actions Taken to Date	Measure
2.1.3	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.		
2.1.4	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	Discussions have been held with the local APSCUF, AFSCME, SCUPA leadership on how to incorporate concepts of innovation and entrepreneurship into the evaluation process	
2.2	*Internal Communications and Social Opportunities*		
2.2.1	Develop a strategy to improve professional communication, and thus collaboration, between all internal and external university constituents.	(1) University relations pubished a communication guide, which is accessible to the whole commuunity	
2.2.2	Develop a mechanism to encourage appropriate respect for oral, written, and social media communication, regardless of the purpose.		
2.2.3	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	(1) A forum between the students and the Provost and Deans was held in November to foster improved communciation and address concerns.	

Goal #	Goal/Objective Description	Actions Taken to Date	Measure
2.2.4	Engage the internal and external community in explorations of the "gems" that the University has to offer, thereby providing an education about what ESU does best.	(1) Branding Initiative - multiple surveys and focus groups conduted - still on-going	
2.2.5	Evaluate ways to bring the campus together as one, encouraging inter-office and inter-disciplinary collaboration.	(1) Staff Advisor Group has organized lunch break events and social events during AY 2015-2016.	
2.3	*A University without Walls*		
2.3.1	Develop a strategic comprehensive marketing plan focused on the unique characteristics of ESU and the strength of ESU's location in the Pocono Region.	(1) Branding project is in progress - multiple focus groups and univeristy and community surveys conducted.	
2.3.2	With an external regional focus, identify the current and desirable links between ESU and its surrounding community and region, which will promote external organizations and people with an eye toward overcoming ESU's negative publicity		
2.3.3	Create a welcoming environment that focuses on how every academic and administrative unit can improve service to our constituents.		
2.3.4	Create a strong alliance between the university and regional community by being a catalyst for innovation and prosperity	(1) ESU in the Community e-news now in its 2nd year; (2)	

Goal #	Goal/Objective Description	Actions Taken to Date	Measure
2.3.5	Explore current and potential future community-university opportunities and Internship and Workforce partnerships through the Innovation Center and throughout the University.		
2.3.6	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.		
GOAL 3	**A REPUTATION FOR INNOVATION AND ENTREPRENEURSHIP: CREATING A CURIOUS, INVENTIVE, AND RISK-TAKING CULTURE**		
3.1	*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.*		
3.1.1	Establish multi-disciplinary entrepreneurship classes that are accessible to all students. Create diverse teams and networks that innovate and implement idea generation and new ventures.		
3.1.2	Utilize the opportunities provided through the Business Accelerator and Entrepreneurial Leadership Center to expand "applied" entrepreneurial experiences.	(1) Buisness Plan Competition	

Goal #	Goal/Objective Description	Actions Taken to Date	Measure
3.1.3	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.		
3.2	*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.*		
3.2.1	Create the infrastructure for a Peer to Peer Review system that recognizes outstanding work in the areas of entrepreneurship, innovation and risk taking.	(1) Establsihed an agreed upon definition for entrepreneurship; (2) Began discussions on how to include within evaluations	
3.2.2	Encourage research and scholarly activities in innovation and entrepreneurship	(1) Establsihed an agreed upon definition for entrepreneurship; (2) Began discussions on how to include within evaluations	
3.2.3	Incorporate Social Entrepreneurship incentives for mentoring and developing ideas that promote innovation and address social change.	(1) Establsihed a agreed upon definition for entrepreneurship; (2) Began discussions on how to include within evaluations; (3) Faculty mentorship program developed to be inititiated fall 2016	
3.3	*Encourage sustainable public and private involvement in the university's entrepreneurial and innovative activities.*		
3.3.1	Establish entrepreneurial mentorship groups and activities that engage regional and international entrepreneurs		
3.3.2	Establish Alumni Entrepreneurial Networks		

Goal #	Goal/Objective Description	Actions Taken to Date	Measure
3.3.3	Identify and Implement funding opportunities that support innovative ideas and research.	(1) Four events on grant opportunities and networking meetings with faculty and staff sharing grant experiences were held	
3.3.4	Incorporate Intellectual Property and commercialization models that reward and encourage product development and research and development		
GOAL 4	**INNOVATIVE FACULTY: DEVELOPING A CULTURE OF RESEARCH AND SCHOLARSHIP AND RETHINKING THE PREPARATION OF SUCCESSFUL GRADUATES**		
4.1	*Curricular and Pedagogical Partners in Student Success*		
4.1.1	Create a faculty-enrollment management project team to develop a first semester curriculum that can be offered to the student teams (see 1.1 above under Goal 1) by their faculty-staff coaches.		
4.1.2	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	(1) Different courses accross all colleges are experimenting with different methods	

Goal #	Goal/Objective Description	Actions Taken to Date	Measure
4.1.3	Deploy technology to engage students through virtual learning and to accelerate and deepen their preparation as leaders for the mid-21st century.	(1) D2L is being used in some capacity for all courses; (2) Increase in on-line edcuation opportunities; (3) Working on establishing a training model for on-line education	
4.1.4	Research high student learning-impact approaches to flexible scheduling that optimize the relationship between content and content delivery.		
4.2	**Mentoring and Professional Development**		
4.2.1	Provide opportunities on- and off-campus for every faculty member to engage in professional development programs.		
4.2.2	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.		
4.2.3	Create faculty teams who research and exhibit "best practice" models through peer-to-peer modeling (in-class, online, community, etc.) and invite experts from other campuses to demonstrate their practices.	(1) Faculty mentoring program to be implemented Fall 2016	
4.2.4.	Create opportunities and places for faculty to develop professionally, and share with each other what they learn, throughout their careers.	Reestablishment of Center for Teaching Excellence and Innovations	
4.2.5	Showcase ESU's education—video-stream—for both professional development and recruiting purposes.		
4.3	**Scholarship and Research**		
4.4	**Local and Regional Partnerships**		

Goal #	Goal/Objective Description	Actions Taken to Date	Measure
4.4.1	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.		
4.4.2	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.		
4.5	**State-Of-The-Art Technology**		
4.5.1	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.		
4.5.2	Develop an inventory of faculty instructional, research and scholarship and workforce technological needs, and a plan to meet those needs.		
4.5.3	Develop a plan to provide on and off-campus training for faculty, staff and administrators to sustain competency in technology as it changes.		