



STUDENTS FIRST

Empowering Innovation through Collaboration 2017-2020

As part of President Welsh's succession plan and working through the academic disruption from the COVID-19 pandemic, the President decided to extend this plan through 2021. This extension provides the additional time needed to assess the University in a post-pandemic world and allow for a full-scale strategic planning process under the leadership of the next president of East Stroudsburg University.

**Draft as of 11/30/2017
Developed by SPIRIT* for the
ESU Community**

(Approved by Council of Trustees 12/07/17)

*SPIRIT = Strategic Planning Integration, Review, and Innovation Team

FOREWORD: From President Welsh's Monday Morning Message on 9/18/2017

I was introduced to a new word recently that directly applies to our initial strategic plan, *Students First: Innovate ESU*, and even more importantly to the strategic plan's recent revision, *Students First: Empowering Innovation through Collaboration 2017-2020*. The word is Intrapreneurship.

Turns out, intrapreneurs are in some ways very similar to entrepreneurs. An intrapreneur works within a business or organization (in our case, a university), and can be compared with an entrepreneur who works to build a company or business from beginning to end. Both are expected to experiment, to grow over time, to investigate different options before making a decision, and both are extremely important to the life of an organization such as ESU.

Like entrepreneurs, intrapreneurs are also very loyal to the business or organization they serve. A major difference, however, is that while the entrepreneur is focused on the well-being of the business as a whole – from all aspects, the intrapreneur is an employee within the organization who dares to take risks to solve a problem within his or her area of expertise without deep concern for failure. We talked about the importance of risk taking a lot during our roundtable conversations as we prepared and implemented the initial strategic plan. There is, of course, a safety in doing the same thing over and over rather than attempting something new and failing. Such a status quo culture, at one time, had a stronghold on our campus. The result was a limited capacity to change in a way that would benefit today's students. I see us beginning to take risks in how we do things now, particularly as the SPIRIT group prepares to implement new strategies and new ways of thinking with the updated strategic plan. That's encouraging.

In these tough times for higher education, I began to wonder how we can better grow a culture of intrapreneurship here at ESU. To an intrapreneur, it's the trying that counts. These individuals are generally more concerned with doing a great job than they are about any personal gains; intrapreneurs have a deep focus on caring for the entire organization. It's clear that there are many people on our campus who go above and beyond every day to serve our students and our University, exercising a tremendous work ethic and devotion to their craft. Others here at ESU have been known to solve problems or increase our productivity simply by identifying new and more effective ways to complete tasks. I would consider these examples of intrapreneurship, and I believe these are people we need to seek out as examples of lifting us up and helping us to achieve success despite our many challenges.

Intrapreneurs are considered an extension of the organization and they recognize other intrapreneurs coming up through an organization, fostering their creativity and talents. They identify trends and take the time to explore options and think creatively about how to implement new initiatives long before competitors do. Think about it; if you measure the cost of status quo against the cost of change, I suspect that scales would tip in favor of intrapreneurship.

Do you know or work with someone at ESU who has those capabilities? How do we harness this energy to take us forward or how do we help one another (and our students) to learn from their success? I no longer teach in the formal sense, but I do think a lot about what it means to be a student today. How do we teach students to believe in themselves, to know no boundaries, to trust in an intrapreneurial spirit within? I leave these questions to you for thoughtful consideration, and I challenge all of you to take a look around and give some thought to the intrapreneurs who may be in the office nearby, in your classroom or perhaps the intrapreneur within.

While intrapreneurship will not solve all of our problems, critical thinking coupled with the talents of the many smart and creative people at ESU can go a long way.

INTRODUCTION

East Stroudsburg University's Strategic Plan, **Students First: Innovate ESU**, presented a strategic vision for 2014-2017 and introduced the concept of a "rolling plan" that would outline strategies and initiatives for three years and would continue to evolve as ESU made progress toward its goals. The plan to put students first through innovation was grounded in the University's commitment to student success, innovative faculty, and building community, both internally and externally.

As a living document that evolves through the lessons of implementation, **Students First: Empowering Innovation through Collaboration 2017-2020** is a forward-thinking document. It recommits the University to student success, innovative faculty, and building community, but it does so by recognizing that these goals are not discrete pathways but rather a three-lane highway toward a single destination. By acknowledging the need to develop strategies and initiatives that can cross over one another, the planning process as well as the plan itself required redesign. Toward this end, the President and Provost convened a group of faculty, administrators, staff, and students in January 2017 to review the progress made in **Students First: Innovate ESU** and to consider how best to integrate and innovatively address the next three-year plan.

The new ESU group first met in January 2017 and adopted the name SPIRIT, the Strategic Planning Integration, Review, and Innovation Team, and set about developing **Students First: Empowering Innovation through Collaboration 2017-2020** (See page 13 for an initial list of SPIRIT members). Over the course of eight months, SPIRIT's members met about two times a month, including the summer. Through a review of the progress made during the 2014-2017 plan, they noted all of the initiatives that had been successfully implemented by implementation teams that had worked tirelessly during the past three years. They particularly noted the following distinctive areas of progress:

- Redesigned Student Orientation Session
- Redesigned General Education Curriculum
- FYE: First Year Experience
- One Book, One Campus
- A New Faculty Mentoring Program
- A Council of Chairs
- Numerous Off- and On-Campus Special Events for Faculty and Staff
- A New Branding Program
- A New Center for Faculty Collaboration: SITE (Scholarship, Innovation, Teaching, Entrepreneurship)—with a new physical space and a faculty fellow for development

From their progress review of **Students First: Innovate ESU**, SPIRIT extracted the following lessons to apply to the second three-year plan for 2017-2020:

1. Adopt a horizontal mindset for this plan. Thinking of goals discretely—each with its own set of Strategies and Initiatives—promoted the development of a plan that was vertically structured, which created duplication of effort on the part of the Implementation Teams

who worked on the first three-year iteration of **Students First**. Adopting a horizontal mindset for the goals in the 2017-2020 plan enabled SPIRIT to reduce duplication of effort, focus on a smaller number of Strategies and Initiatives, and, therefore, increase the efficiency and effectiveness of the ongoing planning process.

2. Assign responsibility for the implementation of the 2017-2020 plan to the areas within the University that already deal day-to-day with similar activities. The first 3-year plan was not embedded into ESU's day-to-day organizational structure and it also lacked a financial plan and a time frame with priorities and measurements. Focusing on a smaller number of Strategies and Initiatives should make it much easier to see which administrative and academic units should be assigned responsibility for parts of the plan. SPIRIT plans to work with the leadership of the University to ensure that these assignments are made.

Students First: Empowering Innovation through Collaboration 2017-2020 was shared with the community and discussed through roundtables in October and November 2017.

ESU'S VISION

ESU's mission, vision, values, and community principles (page 11) will remain the same in the 2017-2020 plan as they were in the 2014-2017 plan. That said, an expansion on the first three-year plan's vision will establish a stronger and more measurable overarching goal for 2020. SPIRIT invites discussion within the community of the following expanded vision statement:

ESU's 2020 vision is to distinguish East Stroudsburg University in its region as a community of innovators who recognize that a complex world necessitates problem-solving that engages a collaborative of disciplinary perspectives. For ESU to be a 'university without walls' to the external world, it must knock down its own internal constructs and embrace collaboration.

ESU'S 2020 GOALS

ESU's goals for 2020 will remain the same as those identified for 2014-2017 except in terms of their order in the plan, which will change as follows:

<u>GOAL 1</u>	<u>GOAL 2</u>	<u>GOAL 3</u>	<u>GOAL 4</u>
Student Success at ESU: Achieving Higher Satisfaction, Retention, and Graduation Rates	Innovative Faculty: Developing a Culture of Research, Scholarship, and Continuous Learning and Rethinking the Preparation of Successful Graduates	A Reputation for Innovation and Entrepreneurship: Creating a Curious, Inventive, and Risk-Taking Community	A Strong Sense of Community: Understanding and Living ESU's Mission and Values and Building a Commitment to Our Community and Region

ESU'S STRATEGIES AND INITIATIVES

The strategies identified by SPIRIT work toward the accomplishment of all of the four goals (see the plan overview on page 11).

Strategy 1: Financial Sustainability

This particular strategy has not been discussed in any depth, although it was an undercurrent throughout all of the meetings. In particular, SPIRIT is aware of the fact that ESU is very financially strapped and that part of the strategic plan needs to identify alternative revenue streams as well as ways to provide incentives to administrators, faculty, and staff to engage in the activities that will lead to a stronger financial foundation. A task force should be assigned to this strategy in order to move this discussion forward.

Initiative 1.1: Add New Revenue Streams

This initiative focuses on ways that the campus can take more control over its own financial future. Every member of the community can contribute to this effort by learning how to become and to think like “rainmakers” to support innovative activities and programs that will contribute to both the University’s bottom line and its external reputation. For example, administrative units, and academic departments can all:

- Engage alumni in supporting and/or volunteering in activities and programs that result in the success of current students
- Rethink the financial impact of FYE
- Identify money saving strategies within their own areas
- Modify the curriculum to attract adult learners and non-traditional students

Strategy 2: A Physical and Virtual Environment

Over the next three years members of the community will become familiar with how to adapt the physical environment (as well as the work they perform) in ways that facilitate discussions, collaborations, creative thinking, and innovative activities and projects.

Initiative 2.1: SITE-A Center for Scholarship, Innovation, Teaching, and Entrepreneurship

Visit the Office of Creative Research, NYC (https://twitter.com/the_o_c_r) to see how SITE ESU might develop over the next three years. This initiative calls for the identification, support, and communication of current models of academic, research, scholarly, and experiential opportunities that develop the synergy and collaboration that will energize and accelerate similar activities campus-wide. The physical space has already been created in Stroud Hall, across from an interactive classroom. Implementation steps include:

- The creation of a SITE Advisory Board
- The selection of a Faculty Fellow to oversee SITE, which has been accomplished
- Merger of SITE with CETL and Service Learning Center, which has also already occurred
- Grand opening to spotlight SITE and its potential activities
- Designated times for community-wide usage of SITE both in-SITE and off-SITE
- Development of a virtual space to facilitate access to an inventory of current collaborative, mentoring, and entrepreneurial activities and opportunities
- Student, Faculty, and Staff Mentorship Programs convened at SITE and also in the interactive classroom (The first New Faculty Mentorship Program was offered in 2016/2017 and preparations for the second are underway as well as discussions about other Faculty Mentoring programs, staff mentoring, and an inventory of student mentoring opportunities)
- Meetings of all varieties convened at SITE with a focus on collaboration
- Expansion of the Entrepreneurial Faculty group in conjunction with the Provost and the Vice President for Economic Development and Entrepreneurship

- Use of the Innovation Center to help support a more robust entrepreneurial ecosystem, i.e. to develop the ESU Entrepreneur who is an innovator who creates opportunities and implements solutions – for profit or non-profit – for the ESU community and beyond

Initiative 2.2: Campus and Regional SITE Satellites

Spaces will be identified throughout the campus and at other locations in the region where the culture developed in SITE can be expanded and facilitated. These might be differently configured spaces to accommodate different sizes of groups and constituencies, e.g., town halls, discussion sessions, discovery studios, etc. The Faculty Fellow would be responsible for exploring how best to accomplish this, the nature of the spaces and the resources needed for their development.

Initiative 2.3: New Ways of Working

All employees will review the work they do to determine if there are more efficient and effective ways to get things done and if there are ways they might be able to collaborate with other employees to create efficiencies.

Strategy 3: Academic Success Pathways

Over the next three years, ESU will identify how best to develop a curriculum that expands the work of the First Year Experience (FYE) and articulates the General Education Curriculum with designated, structured, and coherent academic pathways that are linked to and across the majors.

Initiative 3.1: Expansion of FYE and General Education Pathways

Over the next three years ESU will identify how best to develop a curriculum that expands the work of FYE and articulates the General Education Curriculum with designated, structured, and coherent academic pathways that are linked to and across the majors. Some ideas for consideration are:

- Summer experiences for continuation of study and acceleration of graduation
- Digital badges/micro-credentials (tassel/cord) discussion
- Capstone experiences in all majors that meet the majors' criteria
- The design and implementation of a sophomore experience that continues the FYE engagement into the second year (explore the concept of study cohorts that focus on major global problems)
- Encouraging students, especially in their junior and senior years, to engage in international programs
- The design and implementation of “student success initiatives,” opportunities for students to develop an understanding of what success means to them individually and how success frequently evolves from seeking advice and solutions as well as risking failure

Initiative 3.2: A Focus on Academic-Aspiration Advisement (Curricular and Co-curricular)

This initiative would move FYE beyond the classroom and throughout the undergraduate experience. It would facilitate students' identification of both their majors and their connection with causes that inspire them. It might include activities like the following:

- Faculty/Staff/Student/Alumni cohorts for career-aspiration mentoring (also a series of TED-ED talks, supported by SITE, that share alumni professional and life experiences with undergraduate students)
- Blueprint for Student Success, which uses the College of Health Sciences advisement model to create a University-level model, encouraging extra- and co-curricular activities as a supplement to coursework and additional avenue of success
- Encouraging faculty, staff, and administrators to talk with students; provide a caring and understanding environment for students
- Engaging students, faculty, staff, administrators, and alumni in periodic story-telling sessions where they share with members of the community stories about their own learning and life experiences
- An advisement guidance brochure for faculty and staff with recommendations that align with the Blueprint for Student Success
- Students Helping Students: Support groups, led by upperclassmen, for students in academic, financial, or psychological difficulties

Initiative 3.3: Make ESU's Education Accessible to a Broader Range of Students

This initiative would expand the ESU experience to students beyond the usually 18-22 year old age bracket. Data suggests that Monroe County has the highest number of college non-completers in Pennsylvania, and this initiative would encourage us to reach out to these non-traditional students.

- Provide more certificate and non-matriculation experiences, including more on-line courses and courses offered beyond traditional hours (ie. weekends, nights)
- Be more accessible to transfer students

Strategy 4: Inclusion and Diversity

Inclusion and diversity are an essential condition for the wellbeing of ESU. Over the next three years ESU will make a commitment to diversity and inclusion in all institutional practices.

Initiative 4.1: Inclusion and Diversity Pathways

This initiative would be guided by ESU's Diversity and Inclusion Committee and will create pathways inside and outside of the classroom that expose and promote inclusion and diversity to students throughout their experiences at the University, while also providing students an opportunity to create pathways to leadership positions. One of the goals of this initiative is the creation of a Social Justice/Diversity Certificate through the College of Arts and Sciences. The University will continue to support, expand, and create initiatives, such as the Certificate, with inclusiveness and diversity at its heart. It will also reinforce the activities that support international students as important and full members of the community.

Initiative 4.2: Expansion of the Diversity Dialogue Project (formerly known as the Race Relations Project)

This initiative will utilize the current program as a platform for discussions among students, faculty, and staff. Communities frequently fail to be inclusive because they have not fully

addressed issues of race; so this project will immerse members of the community in open dialogue discussing racial concerns specifically as well as larger societal issues. This initiative will also encourage activities such as “Pop-up for Peace” to encounter hateful or negative speech on campus.

Initiative 4.3: An Intentional Framework for Recruitment

This Human Resources-led initiative would involve the creation and implementation of one or more intentional model(s) that support the recruitment and retention of diverse faculty and staff. The model(s) would be piloted to determine how successful they might be in measuring the institution’s recruitment and retention efforts.

Initiative 4.4: Community Engagement in Societal Issues

ESU will expand its “campus without walls.” This initiative will entail the creation of outreach and “in-reach” activities that both invite the community and campus to substantive town hall conversations on-campus and convene discussions at selected locales in the region. These are to be organized by faculty in the fields of sociology, psychology, philosophy, and business, among others. It will encourage and promote public scholarship among all ESU faculty. Forums for dialogue will include students, faculty, staff, administration, and community members. This initiative will also include: an expanded partnership with Monroe County United; promotion of informational openness, broader community involvement, and transparency in policy making, decision-making, and communication of the strategic plan; and the application of the *St. Louis Map Room* project model to the Stroudsburg area for collaboration and community involvement as well as to begin assessing the needs of our community partners (<https://ocr.nyc/public-space-interventions/2017/03/04/st-louis-maproom/>)

OVERVIEW OF THE PLAN

<u>GOAL 1</u>	<u>GOAL 2</u>	<u>GOAL 3</u>	<u>GOAL 4</u>
Student Success at ESU: Achieving Higher Satisfaction, Retention, and Graduation Rates	Innovative Faculty: Developing a Culture of Research, Scholarship, and Continuous Learning and Rethinking the Preparation of Successful Graduates	A Reputation for Innovation and Entrepreneurship: Creating a Curious, Inventive, and Risk-Taking Community	A Strong Sense of Community: Understanding and Living ESU’s Mission and Values and Building a Commitment to Our Community and Region
<u>STRATEGY 1: Financial Sustainability</u>			
1.1 <u>Add New Revenue Streams</u> 1.2 <u>Focus on Retention of Current Students</u>			
<u>STRATEGY 2: A Physical and Virtual Environment</u>			
2.1 SITE: A Physical Center for Scholarship, Innovation, Teaching, and Entrepreneurship 2.2 Campus and Regional SITE Satellites (Physical and On-line) 2.3 New Ways of Working			
<u>STRATEGY 3: Academic Success Pathways</u>			
3.1 Expansion of FYE and General Education Pathways 3.2 Augmented Academic-Aspiration Advisement 3.3 Make ESU’s Education Accessible to a Broader Range of Students			

STRATEGY 4: Inclusion and Diversity

- 3.1 Inclusion and Diversity Pathways
- 3.2 Expansion of the Diversity Dialogue Project
- 3.3 An Intentional Framework for Faculty and Staff Recruitment
- 3.4 Community Engagement in Societal Issues

IMPLEMENTATION PROCESS

It is recommended that implementation be handed off, under the guidance of President Marcia Welsh, to Provost Joanne Bruno, Vice President Kenneth Long, and Vice President David Bousquet. Each of these individuals will identify what initiatives they will be responsible for and appoint an Advisory Council (each of which will include one or two members of SPIRIT) to develop and oversee the implementation process. This process will include the development of project plans with full initiative descriptions, time frames, measurements, and budgets. In addition, Vice President Doreen Tobin and Vice President Mary Frances Postupack will support the four strategies adding their divisions' commitment and efforts particularly to student success, inclusion and diversity, and innovative and entrepreneurial activity.

The President, Provost, and two Vice Presidents will meet regularly with the co-chairs of SPIRIT to discuss priorities, resources, barriers, and potential duplicative efforts. The chairs of each of the Advisory Councils will take a seat on SPIRIT, which will continue to follow the implementation of the plan and discuss possible opportunities for new strategies and initiatives. Membership on SPIRIT will be annually reviewed and appointed by the President and the Provost in consultation with other on-campus constituency groups.

EAST STROUDSBURG UNIVERSITY MISSION, VISION AND VALUES**ESU's Mission**

East Stroudsburg University of Pennsylvania will provide:

- Challenging and contemporary undergraduate and graduate curricula that engage and equip undergraduate, graduate, and adult students to critically appraise and apply knowledge in their lives and chosen fields of study.
- A scholarly community that promotes diversity and views learning as the university's primary focus.
- Varied opportunities for student and faculty research, creative endeavors, and involvement in public service.
- Leadership and service in the educational, cultural and economic development of the region.

ESU's Vision

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.

ESU’s Values

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

ESU’s Community Principles

In pursuit of its mission and vision, East Stroudsburg seeks to adhere to the following principles in both the development of its strategic plan and its ongoing decision-making processes. Used in conjunction with the values outlined above, ESU is committed to:

1. Providing quality, affordable academic programs as well as opportunities for lifelong learning, always focusing on student success.
2. Sustaining an intellectually challenging environment that identifies and enhances its students’ and the university community members’ talents.
3. Creating opportunities for innovation that focus on high impact teaching and learning both inside, and outside, of the classroom.
4. Identifying, recruiting, and retaining students representing a multicultural world who by background, motivation, and commitment can benefit from higher education.
5. Attracting and retaining a diverse, recognized, and credentialed faculty committed to excellence in teaching and continuing scholarship.
6. 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.
7. Providing leadership, expertise, and service to its local, regional, and global societies.
8. Encouraging opportunities for the university community to develop positive, healthy, and holistic lifestyles.
9. Serving as a source of cultural and intellectual programs of importance to students and residents of the region.
10. Building and maintaining partnerships to enhance opportunities for students, alumni, and the university community.

LIST OF 2017 SPIRIT MEMBERS

Co-chairs: Timothy Connolly (Modern Languages, Philosophy and Religious Studies, Cornelia Sewell, and David Mazure (Art + Design)

Consultant: Ann Duffield

Provost Jo Bruno

Chad Witmer (Exercise Science), Bill Bajor (Graduate and Extended Studies), Gina Scala (Special Education & Rehabilitation and Human Services), Mary DeVito (Computer Science), Terry Barry (College of Education), Margaret Ball (Theatre), Bill Broun (English), Joni Oye-Benintende (Art + Design), Beth Sockman (Professional & Secondary Education), John Elwood (Physics), Shelley Spiers (ESU Foundation), Brenda Friday (University Relations), Nancy Jo Greenawalt (Athletics), Alyssa Simeone (Student), Anthony Orlando (Facilities), Cem Zeytinoglu (Communication), John Kraybill-Greggo (SSWCJ), Kizzy Morris (Enrollment), Min Jung Kim (Sport Management), Laura Smarandescu (Marketing), Keith Modzelewski (Economic Development & Entrepreneurship), Justin Amann (Provost's Office), Darlene Farris-Labar (Art + Design)