

Strategic Plan



ARTIST'S RENDERING OF CCIT BUILDING ATRIUM

A MESSAGE FROM THE PRESIDENT

September 2011

“What lies behind us and what lies before us are tiny matters compared to what lies within us.”

– From *Meditations in Wall Street*, 1940



“What lies within us” is the resilience and determination of Frostburg State University, a comprehensive university in the University System of Maryland, noted for its founding by coal miners who wanted to create a better life for their children. Today, Frostburg State University is a major educational and cultural force throughout Western Maryland. It is one of the largest employers in Allegany County and serves students from its Frostburg campus and through its significant presence at the University System of Maryland - Hagerstown, and through programs in Catonsville and Arundel Mills and online. Our Colleges of Liberal Arts and Sciences, Education and Business produce hundreds of graduates a year, and these alumni

are employed throughout the United States and abroad.

This strategic plan reflects a true “fork in the road” for Frostburg State University, pointing to a bright and promising future, but a future that will require focus and fortitude to reach. Just as FSU has been recognized nationally for its strategic goal of sustainability, so, too, must we strengthen our academic quality in order to capture our place in the marketplace of American higher education. This plan forces us all to consider what makes FSU competitive and distinctive. It demands that we recognize our primary focus as the mission of educating people, providing them with a solid base of knowledge that will lead to a promising career.

As you read this strategic plan, you will see a focus on quality. It is a focus that reflects our determination to improve our graduation and retention rates, to improve our academic facilities to create a 21st-century learning environment, and to engage students both inside and outside the classroom. I hope you will share in my optimism for Frostburg State University’s bright future as it gains a national reputation for excellence.

A handwritten signature in black ink, which appears to read "Jonathan Gibralter". The signature is fluid and cursive, written in a professional style.

Jonathan Gibralter

President, Frostburg State University

FROSTBURG STATE UNIVERSITY

OUR STORY

Frostburg State University has provided paths to success for students for over 100 years. Founded in 1898 to prepare teachers, the institution today is a public, comprehensive, largely residential regional university offering a wide array of high quality programs at both the undergraduate and graduate level. The only four-year institution of the University System of Maryland west of the Baltimore-Washington corridor, the University serves as the premier educational and cultural center for western Maryland. At the same time, it draws its student population from all counties in Maryland, as well as from numerous other states and foreign countries, thereby creating a campus experience that prepares students to live and work in a culturally diverse world.

“In the mountains of western Maryland, one of the greatest stories is Frostburg State University. For more than a century, this institution has served its surrounding community by offering educational, cultural and economic opportunities for people who want to build better futures for themselves.”

Dr. Jonathan C. Gibraltar
President

OUR COMMITMENT

Strength and Character

Academic: The University's academic programs, solidly grounded in the liberal education tradition, offer state-of-the-art learning opportunities—on campus, online, in the region, and globally—for our students. We lead our peer institutions in professional training, sustainability education, collaborative international programs, and cooperative projects with K-12 institutions.

To maintain our leadership role, the University must continue to engage its students according to their educational needs. Such engagement requires adequate funding for the academic programs, the library, and the technological resources (along with appropriate training) that support them. Frostburg will maintain rigorous academic standards and undertake realistic assessment of our own and competing programs.

Micro-Environmental: As an institution with a primary emphasis on teaching and learning, the University, with its well-deserved reputation as a friendly, student-centered place to study and live and its invaluable co-curricular and athletic programs, will continue to serve a large, increasingly diverse undergraduate student population.

To continue to serve this student body effectively, Frostburg must conduct periodic environmental assessments to learn more about our students' experiences at the University and transform our administrative and governance structures to make them more transparent

with respect to authority and responsibility, and more responsive to the needs of students, including those with special needs and those who are underprepared for college. The institution will build and maintain infrastructure that facilitates, rather than limits, the success of University programs; we must also continue and expand programs that prepare students to manage their lives in a healthy manner, both during and after their college years.

Socio-Cultural: The University plays a central and ever-growing role in the cultural, economic, and educational life of our community and region. We are noted for the community service performed by our students, our initiatives in energy conservation and sustainability, our strong commitment to recruiting a diverse student body, and our efforts to promote an exemplary relationship between the University and our local community.

We must be prepared for continuing change in the makeup of our student body as community colleges enroll larger numbers of students and as our own students come from increasingly diverse backgrounds. We must also prepare for changing expectations on the part of parents, some of whom equate college with career training only, and some of whom will seek to micromanage the educational process.

The growth of the University itself as a desirable and productive workplace must continue, with attention paid to recruiting, developing, and retaining qualified and diverse faculty and staff, especially in light of the impending retirement of large numbers of current employees. Concerns regarding qualifications and expectations, equity, benefits, and competitive salaries must be addressed as the workforce is renewed, and as adjunct faculty make up a larger percentage of teaching personnel.

Political/Economic: The University contributes significantly to workforce development in our region and state. As traditional sources of funding, particularly from state government, shrink and become less reliable, at the same time the funding becomes more dependent on perceived accountability. We must address accountability issues as required and create an environment that supports increased grant and contract activity. We must also direct increased resources toward our efforts in alumni relations and advancement.

Market: The University provides a high-value educational experience featuring small-college attention to students in a setting known for its quality of life.

Facing market conditions where the competition for students will continue to increase, we need to direct significant resources to a marketing campaign that celebrates our successes and cultivates a positive image, while targeting specific desirable student populations, including transfer, out-of-state, minority, and international students. We must be sure that programs and facilities are in place to accommodate these students; our physical plant and its appearance, and the attractions of our rural mountain location will play a significant roles in our efforts to attract new students.

VISION

Frostburg State University will be recognized as a student-centered teaching and learning institution. The University will be known nationally for its emphasis on experiential education, its commitment to sustainability, and for the quality of its graduates as critical thinkers, life-long learners, and technologically competent global citizens.

MISSION STATEMENT

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

INSTITUTIONAL PRIORITIES

1. Enhance experiential and applied learning opportunities for students both inside and outside the classroom.
2. Improve facilities so that students live and learn in a modern and technologically sophisticated environment.
3. Increase student quality and improve student persistence to graduation.

SIX STRATEGIC GOAL STATEMENTS

GOAL 1: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

GOAL 2: Enhance facilities and the campus environment in order to support and reinforce student learning.

GOAL 3: Increase student quality and institutional retention and graduation rates while encouraging baccalaureate students to persist to graduation.

GOAL 4: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.

GOAL 5: Promote activities that demonstrate the University's educational distinction.

GOAL 6: Serve as a catalyst for economic development in Western Maryland, the region, and the state.

MAJOR GOAL STATEMENTS AND ACTION PRIORITIES

Goal 1: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

Action Priorities:

1. Appoint a task force to develop experiential and applied learning opportunities for students both inside and outside the classroom.
 - a. Adopt an operational definition for experiential education and the constituent elements thereto.
 - b. Define the value of and develop the criteria for an experiential transcript for FSU graduates and for prospective employers.
 - c. Implement strategies to reward programs and services that incorporate active learning and experiential education opportunities, including setting funding targets and proportionate allocation across colleges and the University.
2. Broaden students' cultural awareness by attracting international students to campus, promoting study abroad opportunities for native students, and encouraging students to engage with cultures different than their own.
 - a. Increase the number of international students attending FSU.
 - b. Increase the number of native students participating in study abroad.
 - c. Develop a program of cultural exploration/integration for international and native students.
 - d. Build intercultural understanding into the campus student survey.
3. Develop clear criteria to clarify academic program contributions to the institutional mission through the program review process.
4. Continue the implementation of the report of the UEI, specifically in the advancement of students' core skills, including the institution of speaking- and writing-intensive mandates and the implementation of interdisciplinary course work on the upper level.

Goal 2: Enhance facilities and the campus environment in order to support and reinforce student learning.

Action Priorities:

1. Implement systematic process to gauge customers' perceptions of quality and needs with respect to the management and maintenance/renovation of facilities.
 - a. Administer customer and user satisfaction surveys for the collection of data and identification of areas of immediate and long-term need. Data collection instruments are to invite feedback on the following areas of concern:
 - i. Residence halls and other spaces related to student comfort in recognition that such facilities impact student recruitment and retention.
 - ii. The location and number of technology-equipped student study areas.
 - iii. Exercise and sport facilities within Cordts PEC and across campus.
 - iv. Landscaping.
2. Implement a systematic process to gauge needs with respect to the academic environment.
 - a. Establish an institutional baseline in respect to classroom and lab furnishings, faculty offices, and other academic department spaces.
 - b. Develop a plan to bring all University facilities in line with appropriate state and accrediting bodies' guidelines.
3. As per the MFR, maintain effective use of resources with the target of investing at least 2% of replacement costs to state-funded facilities' renewal. Maintain effective use of resources for application to the maintenance/renovation of auxiliary buildings that will include an allocation structure similar to that of state funded facilities.
4. Provide updates on progress towards goals outlined in the Facilities Master Plan in respect to the following sustainability initiatives:
 - a. Energy Star procurement policy.
 - b. Waste minimization initiative.
 - c. Landscape improvements specific to storm water run-off, reintroduction of native plantings, and enhancement of ADA-accessible pathways.
 - d. Installation of digital control systems on buildings, as permitted by current building control systems.
5. On the President's budget website, provide annual update on the use of funds for maintenance/renovation of auxiliary buildings and on allocation of student fees and other funds for athletic and other capital improvements.

Goal 3: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

Action Priorities:

1. Increase the academic profile for first-time students to the institution.
 - a. Increase the mean SATC from 980 in fall 2010 to 1,000 in fall 2016.
 - b. Increase the mean admit high school GPA from 3.14 in fall 2010 to 3.30 in 2016.
 - c. By 2013, create and implement an SATC test-optional admission track.
2. Increase the six-year graduation rate of FSU undergraduates from 48% in the fall 2004 cohort to 55% in the fall 2009 cohort.
 - a. Decrease the transfer-out rate from 30% in the fall 2004 cohort to 15% in the fall 2016 cohort.
 - b. Attain and preserve the six-year graduation rate of African-American students at 55% through FY 2016. Realize and maintain the six-year graduation rate of all minority students at 55% through FY 2016.
 - c. Increase the graduation rate of FSU graduate-level students from 57% in the fall 2006 cohort to 70% in the fall 2011 cohort.
 - d. Reduce time-to-degree from 4.6 years in 2011 to 4.5 years in FY 2016.
3. Increase the second-year retention rate of FSU undergraduates from 74% in FY 2011 to 80% in FY 2016.
 - a. Achieve and sustain the second-year retention rate of African-American students at 80% through FY 2016. Increase the second-year retention rate of minority students from 72% in FY 2011 to 80% in FY 2016.
4. Appoint a task force to focus on the concept and continuity of learning connections during freshmen and sophomore years and retention efforts to provide greater attention to sophomores, a student group that is often not reached through programs that focus on other populations.
5. Increase institutional need-based financial aid from 51% in FY 2010 of Total Institutional Aid to 55% in FY 2017. The institution and the FSU Foundation shall review its processes for defining and distributing need-based categories of aid, and identify additional aid resources with the goal that no academically eligible student be denied access due to financial circumstances.
6. Continue to monitor and report how current initiatives (e.g. learning communities, course redesign, supplemental instruction, MAP-Works, student support and tutoring service, and cultural diversity programs) are impacting institutional retention efforts and student success.
7. Increase initiatives to build school pride and commitment.

Goal 4: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.

Action Priorities:

1. Conduct periodic “campus climate”/employee morale surveys at institutional, college, and department levels to gauge employee morale and satisfaction in respect to various facets of their relationship with FSU.
2. Ensure an environment in which faculty and staff feel valued and appreciated, featuring a number of high-visibility employee recognition events per year at the institutional, college, and department levels, with focus placed on the latter.
3. Emphasize the need for diversity in all searches. Continue to seek greater consistency with minority recruitment experience at institutions in similar geographic regions and with similar demographic populations. Conduct qualitative analysis of reasons for exit, and utilize information to develop and enhance retention strategies.
4. Enhance faculty and staff development opportunities.
 - a. Expand the use of technology to enhance faculty and staff development opportunities. Support the acquisition of and training on basic tools to keep faculty and staff current professionally.
 - b. HR will continue to work with the deans’ offices and units across campus to provide faculty and staff development programming and mentoring.
 - c. Encourage and provide financial support for attendance and presentation of faculty and staff intellectual output both on and off campus at regional, national, and international conferences.
5. Incorporate University, division, college, and department goals into the goal-setting process and merit evaluations for every employee.

Goal 5: Promote activities that demonstrate the University's educational distinction.

Action Priorities:

1. Develop and implement marketing and rebranding strategies.
 - a. Allocate resources to implement the rebranding of the University:
 - i. Establish a baseline of perception of the University's educational distinction through market research conducted by outside firm.
 - ii. Develop and implement marketing and branding strategies based on the research.
 - iii. Prepare strategies to evaluate progress.
2. Encourage fundraising efforts through the FSU Foundation, grants, and contracts that support the University's priorities.
 - a. Raise additional funds for merit scholarships to attract higher achieving students.
 - i. Increase grants and contracts that support institutional priorities. Establish a baseline on the number of grant applications, number of grants awarded, grant amount per award, and total grant dollars awarded to FSU.
 - b. Appoint a task force to assist in moving grants forward.
 - i. Sponsor workshops, seminars, webinars in grant writing.
 - ii. Recommend resources and personnel to support efforts.
3. Provide encouragement and rewards to faculty and professional staff who engage in activities such as scholarship, workshops, professional presentations, artistic performances, and creative activities that reflect positively on the University, as well as support University priorities.
 - a. Award President's Experiential Learning Enhancement Fund grants to faculty to support experiential learning activities.
 - b. Support continued scholarship, workshops, presentations, performances, and activities that reflect the University positively.
 - c. Support endeavors that reflect the University's educational distinction to the community/region.
 - d. Award Foundation grants to faculty and staff for projects that support institutional priorities.
 - e. Create new annual award honoring faculty or staff who promote the institutional mission.

Goal 6: Serve as a catalyst for economic development in Western Maryland, the region, and the State.

Action Priorities:

1. Conduct economic impact studies periodically to both assess and substantiate the depth and breadth of the institution's contributions to and the extent of its fusion into the economic, social, and cultural fabric of the region.
2. Evaluate the adequacy and efficacy of current resources and institutional structures that support the institution's goals of regional outreach, economic development, workforce development, and community service, and attempt to map specific resources to desired outcomes.
3. Establish annual goals in seeking extramural financial resources to augment and amplify the institution's resource needs in its fulfillment of the economic development and public service needs of the region.
4. Enumerate and inform the University's constituencies of the full range of economic development and community service initiatives, accomplishments, and recognitions, and incorporate such in the institution's marketing and branding efforts.

FSU@USMH STRATEGIC GOAL STATEMENTS AND ACTION PRIORITIES

ORGANIZATIONAL DESCRIPTION

Frostburg State University's role in Hagerstown began in 1988, and in January 2005 FSU joined the new University System of Maryland at Hagerstown (USMH) to offer expanded educational opportunities to the citizens of Washington and Frederick counties. FSU is the coordinating institution for programs offered by a number of USM institutions at this site.

The USMH, located at 32 W. Washington Street in downtown Hagerstown, offers classes from 8:30 a.m. through 11:00 p.m., Monday through Friday, and on Saturday from 9:00 a.m. to 2:00 p.m. Most classes are offered in the late afternoon or evening, although the Master of Arts in Teaching (MAT) classes and those utilizing the Interactive Video Network (IVN) are offered throughout the day. Online courses are also available.

Undergraduate programs build on programs available at the area community colleges, offering upper-level courses leading to bachelor's degrees. Frostburg State University @ USMH (FSU@USMH) offers bachelor's degrees in education, business, psychology, sociology, and liberal studies. FSU@USMH graduate programs include the MAT (Elementary and Secondary/K-12), Master of Education in several specialty areas, and Master of Business Administration (MBA).

In addition, other USM institutions offer undergraduate programs in accounting, criminal justice, information systems management, investigative forensics, nursing, social science, and social work. Additional graduate offerings include master's programs in several engineering specialties along with a Master of Nursing and Social Work. Graduate certificates complement the degree programs. Beginning fall 2010, the University of Maryland, College Park, in collaboration with FSU, began offering the Ed.D. in Educational Policy and Leadership for personnel from the Washington County School District.

STRATEGIC GOAL STATEMENTS & ACTION PRIORITIES

These are goals and objectives that are common across all the FSU@USMH programs.

GOAL 1: Increase enrollment of all programs year over year.

ACTION PRIORITIES:

- a. Create an ongoing, comprehensive marketing and public relations program
- b. Hold regular community events that will serve as recruitment vehicles
- c. Create and maintain regular forms of communication such as newsletters
- d. Create and add to, at least annually, a comprehensive certificate program, workshops, and other events such as:
 - i. Starting and Running a Small Business
 - ii. Holding local interest nights such as Hagerstown: Who are We?, an open discussion of the demography of the city, beginning in fall 2011.
 - iii. Establish a speaker's bureau from faculty at FSU@USMH by spring 2012.

GOAL 2: Expand course offerings to ensure ease of degree completion in all programs.

ACTION PRIORITIES:

- a. Add courses not currently taught at USMH; reduce the number of "host" campus courses.
- b. Expand the online and Interactive Video Network (IVN) offerings to ease course access between Frostburg and USMH.

GOAL 3: Expand and enlarge scholarship programs to attract mid-career adults, veterans, and other groups.

ACTION PRIORITIES:

- a. Begin seeking and finding sources available to fund these types of scholarships immediately in order to offer awards by fall 2013.

GOAL 4: Increase market awareness of FSU@USMH.

ACTION PRIORITIES:

- a. Institute comprehensive public relations program with regular press releases, columns in the local newspapers, appearances on local TV.

GOAL 5: Expand and introduce new student support services by program and, where possible, across programs.

GOAL 6: Improve student retention and time to graduation.

ACTION PRIORITIES:

- a. Form an FSU@USMH retention committee to study statistics and formulate a plan of action to ensure students remain active and complete degree requirements in a timely fashion.

GOAL 7: Create formal program of assessment of student learning to ensure high quality of program instruction.

ACTION PRIORITIES:

- a. Form an FSU@USMH Assurance of Learning (AOL) committee to recommend a student assessment program.

GOAL 8: Create and fill new FSU@USMH coordinator position to ensure consistency and integration of services across all FSU programs.

ACTION PRIORITIES:

- a. By January 2012 conduct a search and hire a FSU@USMH Coordinator who will:
 - a. Manage a budget.
 - b. Coordinate activities and resources across FSU's programs at USMH.

COMPANION PLAN INDEX

PLAN 1: Climate Action Plan

PLAN 2: Closing the Achievement Gap

PLAN 3: Cultural Diversity Program