FOCUS FOURTEEN
STRATEGIC PLAN REVISION 2013
FROSTBURG STATE UNIVERSITY

INSTITUTIONAL STRATEGIC PLAN

2013-2014

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.
CORE VALUES

FROSTBURG STATE UNIVERSITY’S VALUES:

*Its tradition:* founded in 1898 as an institution for the training of educators.

*Student-centered learning:* where the relationship between student and faculty member is of primary importance.

*The liberal arts foundation:* the liberal arts as the foundation of a meaningful college education.

*Excellence:* a sustained commitment to teaching, research, service, and work excellence in an environment that demands high levels of professionalism and ethical integrity.

*Accessibility:* broad, equal, and affordable access to education.

*Responsibility:* a comprehensive accountability system through clear standards for teaching, learning, and working with outcomes assessment for greater individual and institutional effectiveness.

*Diversity:* attracting, developing, and maintaining a diverse, high-quality faculty, staff, and student body.

*Campus community:* a safe, supportive, friendly environment to grow, learn, live, and work.

*Engagement:* fostering personal and professional growth through proactive involvement of faculty, staff, and students with campus life, the surrounding community and its organizations, and appropriate academic institutions.

*Academic freedom:* the generation and free exchange of ideas in an environment that encourages communication, respect for differences, and resolution of conflicts.
Shared governance: a culture of shared governance, open communication, and understanding among administration, faculty, staff, and students.

Natural resources: a commitment to preserving and sustaining the natural environment.
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 collaborative partner in the cultural, social and 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. Develop experiential and applied learning opportunities for students both inside and outside the classroom.
   a. The Task Force on Experiential Education shall lead campus discussion and initiatives to adopt an operational definition for experiential education, develop the criteria for an experiential transcript for FSU graduates and for prospective employers, and criteria for engagement in experiential curricular and co-curricular activities as an undergraduate degree requirement.
   b. 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. Raise campus multicultural profile by attracting F1 and J1 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 F1 and J1 students attending FSU.
      i. The Center of International Education will develop new international markets and modes of delivery for F1 and J1 students by fall of 2014.
   b. Increase the number of native students participating in study abroad.
   c. Develop cross-divisional programs of cultural exploration/integration with expectations in regard to programming goals and outcomes.
3. Develop new academic programs and align existing academic program outcomes to institutional learning goals, disciplinary standards, Middle States’ and Accrediting agencies’ expectations, and workforce needs.
   a. College of Liberal Arts and Sciences
      i. Submit for MHEC and USM approval a new MSN
      ii. Explore possibility of Physician Assistant Program and other health science programs
      iii. Increase role of SERF Building in curriculum
      iv. Develop ENEE 2+2 at Cecil College.
   b. College of Business
      i. Submit for campus review and approval the DBA
      ii. Launch partnership with FCC to deliver FSU courses at FCC
      iii. Explore collaborative implementation of program in Hospitality Management with Allegany College and Vanung University, Taiwan.
      iv. Preparation for AACSB accreditation review
   c. College of Education
      i. Fully implement Ed.D. cohort at USMH.
      ii. Partner with UMUC to deliver secondary teaching certification in Europe.
      iii. Develop and respond to NCATE/CAEP accreditation requirements for spring 2015 accreditation visit

4. Develop by January 2015, the criterion to conduct a comprehensive review of academic programs, i.e. to measure academic programs’ fiscal accountability and relevance to achieve a strategic balance with academic, state and regional workforce needs, and relevance for the 21st century.

5. 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.
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 and review data collected from customer and user satisfaction surveys to identify areas of immediate and long-term need. Data collection instruments are to invite feedback on the following areas of concern:
      i. Residence Halls, Ort Library, Lane Center, and other spaces related to student comfort in recognition that such facilities impact student recruitment and retention. (e.g. Cambridge Hall)
      ii. Exercise and sports facilities within Cordts PEC and across campus (e.g. climbing wall, new training room, etc.).
      iii. Landscaping (e.g. around CCIT, etc.).
      iv. ADA accessibility (e.g. new press box, etc.).
      v. Food Services Contract

2. Implement a systematic process to gauge needs with respect to the academic environment.
   a. Establish an institutional baseline in respect to academic classroom and lab furnishings, faculty offices, and other academic department spaces.
   b. Implement by January 2014, the process by which the maintenance schedule is communicated to campus.

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 university’s sustainability initiatives including Energy Star procurement, waste minimization, landscape improvements, and other initiatives consistent with FSU’s mission to enrich students’ academic experience.
5. On the President’s budget website, continue to provide annual updates 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.

6. Continue lobbying efforts to move through the Maryland Capital Budget Pipeline the design and construction of new buildings for University Police, EDUC/Health Science, and the College of Business, and a Residence Hall.

7. Secure funding for the appropriation and installation of the most advanced technological infrastructure, hardware and software in CCIT and across campus.

8. Implement by May 2014, a strategic space utilization plan that directs the apportionment and retrofitting of vacated spaces after the opening of CCIT.
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. Develop and implement strategies to increase the academic profile for first-time students to the institution.
   a. Increase the mean SATC for enrolled students 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 fall 2014, create and implement an SATC test-optional admission track.
   d. Develop a comprehensive recruitment program that engages the greater campus community and alumni.

2. Develop and implement strategies to 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. Develop and implement strategies to 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.
   b. Conduct the student satisfaction inventory and other surveys and review data to guide the retention efforts.
4. The First-Year-Experience Work Group shall devise strategies to ensure the continuity of learning connections from the first semester of freshman year through to the sophomore year and improve retention rates and levels of student success.

5. The Achievement Gap Task Force shall annually study and report how current initiatives directly impact the state-identified demographic as well as institutional efforts in retention and student success.
   a. Academic Transformation (course redesign)
   b. Supplemental instruction
   c. Early alert systems (Beacon)
   d. Student support and tutoring services
   e. Academic advising
   f. Cultural diversity programming

6. The institution 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.
   a. Sustain institutional need-based financial aid at 57% of total institutional aid.
   b. Assess percentage of student need currently being met and identify target.

7. Maximize the effectiveness of financial aid awards with strategic financial aid research and consulting support.

8. Assess the percentage of students who receive merit scholarships and whether the current resource distribution meets need.
   a. By 2015, achieve a $2.5 million goal for merit scholarships to attract higher achieving students.
Goal 4: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.

Action Priorities:

1. Promote campus culture that retains value, rewards innovation, professional growth and ensures effective leadership and decision making.
   a. Conduct a “campus climate” survey at least once every three years at institutional, college, and department levels to gauge employee morale and satisfaction and their relationship with FSU. If the assessment of the data reveals issues to be addressed, then develop and implement strategies to address issues.

2. Promote through special events programming 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.

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. Chart and continue to 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. Develop and offer a professional development training curriculum for online learning during fall 2015.
   c. Chart and continue to expand efforts to work with the deans’ offices and units across campus to provide faculty and staff development programming and mentoring.

5. Through TrakStar explicitly incorporate University and divisional strategic action priorities into the goal-setting process for employees.
6. The Chair of the Faculty Senate will charge an ad hoc committee on faculty evaluation to assess the current faculty evaluation system. Topics for discussion to include the alignment of evaluation with University and divisional strategic action priorities.

7. Continue to monitor USM biennial market studies for exempt, nonexempt, and police salaries, and work to address any institutional equity and compression issues which have developed as a result of USM pay freezes versus market wages for new hires.

8. The Institutional Priorities and Research Committee of the Faculty Senate will conduct a study of and make recommendations on the salaries for faculty. Topics shall include: adjunct pay, new faculty pay, salary compression, pay equity, etc.
Goal 5: Promote activities that demonstrate the University’s educational distinction.

Action Priorities:

1. Develop and implement marketing and rebranding strategies.
   a. Continue to allocate resources to implement the rebranding of the University.
      i. Develop and implement marketing and branding strategies based on research and input from outside consultant.
      ii. Conduct an analysis of Web and interactive marketing opportunities.
      iii. Develop calendar for the evaluation of rebranding effort in 2018.
2. Encourage fundraising efforts through the FSU Foundation, grants, and contracts that support the University’s priorities.
3. Establish a baseline and project growth in the number of grant applications, number of grants awarded, grant amount per award, and total grant dollars awarded to FSU.
   a. The Office of Research and Sponsored Programs shall take the lead in moving grants forward by sponsoring workshops, seminars, and webinars in grant writing.
4. 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. Annually increase the funding for the President’s Experiential Learning Enhancement Fund grants to faculty to support experiential learning activities.
   b. Facilitate Foundation Opportunity Grants to faculty and staff for projects that support institutional priorities.
   c. At the College level, Deans (with support of the Provost and VPs) shall chart and further 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. Explore the founding of a school of graduate education at FSU that will be a partner with the Colleges, local, regional and statewide business and organizations to develop programs responsive to regional and statewide workforce needs.
   a. Complete a review of all graduate education programs and their "contribution" to the institution's mission and enrollment goals.
   b. Identify potential programs and delivery opportunities that would meet the 21st century workforce needs.
   c. Review current administrative structure of graduate education to identify key functions required for efficiency and effectiveness of programs.
GOAL 6: Serve as a collaborative partner in the cultural, social and economic development in Western Maryland, the region, and the state.

Action Priorities:

1. Using the 2012 report as a baseline, in 2017 conduct an economic impact assessment of the institution’s contributions to the social and cultural fabric of the region.

2. Evaluate the adequacy and efficacy in spending 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. Identify and inform the University’s constituencies of the full range of economic development and community service and cultural initiatives, accomplishments, and recognitions.