FOCUS FIFTEEN:
THE 2011-2016 STRATEGIC PLAN

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STRATEGIC PLAN 2014-2015

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

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

CORE 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. Adopt an operational definition for experiential education;
   b. Develop criteria for an experiential transcript for Frostburg graduates and for prospective employers;
   c. Develop criteria for engagement in experiential curricular and co-curricular activities;
   d. Propose an undergraduate degree requirement for experiential education; and
   e. Develop recommendations by each college for strategies to reward programs and services that incorporate active learning and experiential education opportunities.

2. Raise the campus multicultural profile by attracting F1 and J1 students to campus, promoting study abroad opportunities for native students.
   f. Increase the number of F1 and J1 students attending FSU; and
   g. Increase the number of native students participating in study abroad.

3. Develop new academic programs and align existing academic program outcomes to institutional mission, learning goals, disciplinary standards, and workforce expectations.

   COLLEGE OF LIBERAL ARTS AND SCIENCES
   a. Submit feasibility study for Doctor of Nursing Practice;
   b. Submit feasibility study for Physician’s Assistant Program;
   c. Develop and submit to USM and MHEC for approval the B.S. in Health Sciences;
   d. Complete infrastructure in SERF Building and hire a director; and
   e. Submit to USM and MHEC for approval the engineering program in collaboration with Cecil College.

   COLLEGE OF BUSINESS
   f. Submit for campus review and approval the DBA;
   g. Submit for campus, USM, and MHEC approval the program in Hospitality Management in collaboration with Vanung University, Taiwan;
   h. Prepare for AACSB accreditation review; and
   i. Assess feasibility of offering the B.S. in ECON in collaboration with Hunan University of China.

   COLLEGE OF EDUCATION
   j. Implement partnership with UMUC to deliver secondary teaching certification in Europe;
k. Partner with GCC in development of 2+2 B.S. in Adventure Sports; Submit for campus, USM, and MHEC approval;

l. Develop and respond to NCATE/CAEP accreditation requirements for spring 2015 accreditation visit; and

m. Develop and respond to COAPRT and CAATE accreditation requirements.

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 institutional initiatives of student success, retention, and completion.

5. Complete a review of all graduate education programs and their “contribution” to the institution's mission and enrollment goals.

6. 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 to identify areas of immediate and long-term need. Data collection instruments are to invite feedback on the following areas of concern:
      i. Academic classroom and lab furnishings, faculty offices, and other academic department spaces;
      ii. Residence Halls, Ort Library, Lane Center, and other spaces related to student use in recognition that such facilities impact student recruitment and retention;
      iii. Exercise, sports, and recreation facilities within Cordts PEC and across campus; and
      iv. Landscaping.

2. Continue to publish annual updates on the use of funds for the maintenance/renovation of auxiliary buildings and on allocation of student fees and other funds for athletic and other capital improvements.

3. As per the BOR, maintain effective use of resources with the target of investing at least 2% of replacement costs to state-funded facilities’ renewal.

4. Provide annual updates on progress towards goals in respect to the University’s sustainability initiatives, waste minimization, landscape improvements, and other initiatives consistent with Frostburg’s mission.

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

6. Identify funding for the acquisition, installation, and maintenance of the most advanced technological infrastructure, hardware and software across campus.

7. Complete by June 2016, 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; and
   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; and
   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. Increase the second-year retention rate of minority students from 72% in FY 2011 to 80% in FY 2016; and
   b. Conduct the student satisfaction inventory and other surveys and review data to guide the retention efforts.

4. Establish a student advisement center with the charge to improve student persistence and graduation rates.
   a. Establish name, mission, and goals;
   b. Create job descriptions and fill positions;
   c. Organize, renovate, and occupy office space in Pullen Hall;
   d. Establish office practices and procedures;
   e. Create and implement marketing of the center;
   f. Offer programs and services to students and advisors in conjunction with other offices; and
   g. Contribute to the creation of an FSU strategic retention plan.
5. Identify a structure for the development and implementation of First-Year-Experience programming.
   a. Identify an administrative unit to oversee the various components of the FYE; this unit must work collaboratively with faculty and staff to ensure the effective implementation of initiatives including advising, transfer advising, student success and retention, etc.;
   b. Develop a mission and vision for FYE, along with a strategic plan to map the relationships between initiatives and institutional and programmatic action priorities;
   c. Implement assessments to gauge the effectiveness of components of the FYE; and
   d. Assess the feasibility of the implementation of summer programming with the intent to foster students’ connectedness.

6. Report how current initiatives (e.g. academic transformation (course redesign), supplemental programming, early alert systems, student support and tutoring services, academic advising, and cultural diversity programming) directly support the state-identified Achievement Gap initiative as well as institutional efforts in retention and student success.

7. Review the 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; and
   b. Assess percentage of student need currently being met and identify target.

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

9. Assess the percentage of students who receive merit scholarships and whether the current resource distribution meets need.

10. By 2015, achieve a $2.5 million goal for merit scholarships as a recruitment tool 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. Research a campus climate survey that specifically addresses employee morale, satisfaction and their relationship with FSU, produces valid measures, and provides data that can be used to identify issues of strengths and concerns.

2. Promote through special events programming an environment designed to enhance faculty and staff engagement, featuring a number of high-visibility employee recognition events per year at the institutional, college, and department levels.

3. Promote through programming and training the policies and procedures specific to student well-being (e.g. Title IX, security/safety threats, weather emergencies, bystander intervention, and various institutional, state, and federal policies).

4. Increase faculty and staff development opportunities across the University.
   a. Chart and expand the use of technology to enhance faculty and staff development opportunities;
   b. Support the acquisition of and training on technological tools to keep faculty and staff current professionally;
   c. Develop and offer professional development training for online instruction;
   d. Chart and expand efforts to work with the deans’ offices and units across campus to provide faculty and staff development programming and mentoring;
   e. Develop and offer mandatory supervisor training to all current and new supervisors; and
   f. Develop and offer training to academic advisors.

5. Encourage supervisors to review employee’s performance plans, and where possible, align current goals with institutional strategic goals.

6. Assess the current faculty evaluation system and alignment of the evaluation with University and divisional strategic action priorities. Report from ad hoc committee on faculty evaluation will be reviewed by faculty governance and forwarded to the provost and president.

7. Implement IPR’s spring 2014 recommendations on the salaries for TT, FTNTT, and adjunct faculty.

8. Devise an implementation strategy to address institutional equity, top performers, retention issues and below market staff salaries resulting from USM/State pay freezes.

9. 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.
Goal 5: Promote activities that demonstrate the University’s educational distinction.

ACTION PRIORITIES:

1. Continue to allocate resources to implement and operationalize the marketing and branding of the University.
   a. Prioritize, develop and implement a targeted marketing campaign for AY2014-2015 based on consultant input and recommendations;
   b. Evaluate results of the web and interactive marketing opportunity analysis and develop strategies to implement feasible recommendations;
   c. Develop and implement a process to identify, highlight and communicate FSU stories to support the brand; and
   d. Identify opportunities to track and assess effectiveness of marketing efforts.

2. Direct external funds raised through the FSU Foundation to support the University’s priorities.

3. Grow the number of grant applications, number of grants awarded, grant amount per award, and total grant dollars awarded to FSU.

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 maintain 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 new initiatives that support institutional priorities;
   c. The Deans of the Colleges and the Library Director, will chart and further encourage and provide financial support for attendance and presentation of faculty and college staff intellectual output both on and off campus at regional, national, and international conferences; and
   d. At the unit level, Vice-Presidents will chart and further encourage and provide financial support for attendance and presentation of staff and administrative staff intellectual output both on and off campus at regional, national, and international conferences.
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. Conduct a comprehensive assessment of the institution’s economic impact and contributions to the social and cultural fabric of the region.

2. Evaluate the adequacy of resources and efficacy of institutional structures that support FSU’s goals of regional outreach, economic development, workforce development, and community service.

3. Seek resources to support the institution’s 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, community service, and cultural initiatives.