FSU PROFILE
FALL 2010

- 4,866 undergraduate and 604 graduate
- 18:1 student/faculty ratio
- 79% of classes have fewer than 30 students
- 80% of full-time faculty have doctorates or terminal degrees in their fields of study
- 89% of students are Maryland residents
- Total minority population (undergraduate): 28.9%; 23.2% African American
- Male/female ratio (undergraduate): 51.1% male/48.9% female
- Male/female ratio (graduate): 33.3% male/66.7% female

SUCCESS OF GRADUATES
- 93% employed full/part-time one year after graduation (FY 10)
- 94% of undergrads satisfied with education for work (FY 10)
Mr. Chairman and members of the sub-committee, on behalf of the students, faculty, staff and alumni of Frostburg State University, thank you for providing me the opportunity to speak to you about the progress that Frostburg State University is making and the challenges and opportunities that we face in meeting the needs of the State of Maryland.

In addition, I would like to offer my gratitude to you, along with Chancellor Kirwan, the University System of Maryland Board of Regents, the General Assembly and the Governor, for the support provided to higher education in Maryland. However, the State of Maryland, the University System of Maryland and Frostburg State University are truly at a fork in the road, and as I look at what other states are doing to their higher education budgets, I hope you will take the road less travelled. With your support of the Governor’s budget, we can work toward achieving the Governor’s goal of a 55 percent statewide college completion rate which will create a more agile and educated workforce and sustain a vibrant knowledge economy. Without your support, our state risks drifting backward and losing the gains that we have made.

Frostburg State University has managed to increase its enrollment, to begin to increase retention and the admissions profile of entering students, and to offer more financial aid. This fall, we posted the largest overall enrollment in Frostburg State University’s 113-year history, 5,470 students. In addition, the FSU Foundation has surpassed the $15 million goal of Staking Our Claim: The Campaign for Frostburg – nearly six months early. We are committed to sustainability at all levels of our campus, and are leading the state and nation in many areas. We have also shown progress and promise in addressing the seemingly intractable danger of college binge-drinking, for which we have received national attention and acclaim. Most recently, on Feb. 15, national leaders from the Office of National Drug Control Policy, the National Institute on Alcohol Abuse and Alcoholism and the Substance Abuse and Mental Health Services Administration’s Center for Substance Abuse and Prevention sought us out for data from the “front line” to help them guide their policy.
In the last year, FSU has received three external validations of the quality of education we provide. The Association to Advance Collegiate Schools of Business (AACSB International), reaffirmed the accreditation it granted to our College of Business five years ago, offering particular praise for its positive and open culture and commitment to continuous improvement. And even before we had begun to advertise the fully online version of our MBA, the consumer website GetEducated.com rated the program ninth nationally among its “Best Buys” among AACSB-accredited MBA programs. In recognition of FSU’s ongoing efforts to advance sustainability in both living and learning, The Princeton Review, in its first-ever guide to “green colleges,” listed FSU as one of only 286 institutions nationwide to meet its standards for that designation.

As we move forward in executing our distinctive and distinguished educational mission, we are looking to the University System of Maryland strategic plan, Powering Maryland Forward, USM in 2020, to help us focus our efforts. This “Call to Action” will help our state lead the nation in meeting the educational, economic and leadership challenges we are all facing. I will now address Frostburg State University’s efforts in implementing the USM plan.

Through these measures, we anticipate that our student headcount will continue to increase. Frostburg could accommodate a larger rate of enrollment growth if we could increase the pace of upgrading our academic and residential facilities to provide more classroom and residential space and bring our current buildings to 21st century standards. The Maryland Department of Budget and Management reports that FSU, on average, has the oldest academic buildings in the University System of Maryland, and these facilities, most between 30 and 50 years old, were built for a student body that was half what it is today. Yet, even during tight budget times and with some of the oldest buildings in the USM, we have still, through careful and intelligent resources management, consistently met the Board of Regents’ directive that we invest 2 percent of the replacement value of our buildings annually into facilities renewal. Upgrading our facilities is a high priority of the FSU strategic plan.

Nor can these older buildings easily accommodate the kind of technology required to prepare a competitive workforce, although we plan to continue to use internally reallocated funds to upgrade the technology in existing facilities. We are making progress in that arena, thanks to the governor’s inclusion of $10.1 million in the 2010 capital budget to allow us to begin construction of our planned Center for Communications and Information Technology, planned to house the technology-intensive disciplines of computer science, information technology, mathematics, graphic design and mass communication – including a new television studio to serve that department – and a new radio studio to host our Public Radio affiliate, WFWM. These programs currently operate in some of our oldest buildings, making it increasingly difficult to ensure these programs are relevant to the modern marketplace.

At this point, the plans for our Education and Health Sciences Building, needed for the other crucial piece on our workforce development role, has been

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**FSU’s Buildings at a Glance**
- Over 90% of the buildings on the FSU campus were built before 1978.
- Only two academic facilities are newer than 25 years old: the Performing Arts Center (1993) and the Compton Science Center (2003).
- FSU’s newest residence hall was built in 1976.

**Academic Building** | **Year Constructed**
---|---
Old Main | 1902
Lawneders Hall | 1950
Pullee Hall | 1959
Gunter Hall | 1960
Flaxton Hall | 1965
Town Hall | 1967
Dunkle Hall | 1969
Fine Arts | 1969
Get Library | 1976
PCI Center | 1978
Guild Center | 1986
Performing Arts Center | 1993
Compton Science Center | 2003

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**College Completion**

Frostburg State University is in a unique position to serve the USM goal of increasing college completion. We are committed to increasing our enrollment, while also improving our retention and graduation rate.

As we have continued to raise the profile of Frostburg State University, I have made public my intention to be more selective in first-time freshman admissions. These measures are supported by the responses of our faculty, staff and students in our Middle States Commission on Higher Education Periodic Review Survey, which identified making greater efforts to recruit higher academic achievers as the highest priority for the institution.

These measures may result in a smaller freshman class each year, but we expect to make up the difference through increased transfers from community colleges and closing the Achievement Gap program, which improve student retention and graduation rates.

Addressing academic standards also means pinpointing where we’re losing students and providing better resources. FSU has adopted an early-alert system that’s based on a comprehensive survey conducted among freshmen early in the fall semester. The information serves as not only a reality check for the students themselves, but also as a way for faculty to alert staff members to potential issues and stresses that their students may be facing.

Our expanding presence at the state’s regional higher education centers is one area with potential for transfer and graduate enrollment growth. FSU has the largest number of programs at the University System of Maryland-Hagerstown with five undergraduate programs, including a new program in psychology that began in fall 2010, and four graduate programs.

FSU has also just established a Bachelor of Engineering Degree program at Arundel Mills Higher Education Center in collaboration with Anne Arundel Community College. This provides students in that area with the opportunity to earn a B.S. in engineering with a concentration in electrical engineering. This project is designed to meet the needs brought about by the realignment of military bases.

We are also meeting the needs of those who, by necessity or preference, wish to complete their degrees online. FSU offers its Bachelor of Science in Nursing completion program and both the MBA and the Master of Science in Recreation and Parks Management fully online, releasing students of the constraints of time and place, an opportunity most important to those in the workforce who need to upgrade their skills.

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At this point, the plans for our Education and Health Sciences Building, needed for the other crucial piece on our workforce development role, has been
The classrooms in Old Main, constructed in 1902, are still being utilized today.

delayed for perhaps a decade. This delay is simply unacceptable as we look ahead to the needs of our students and our state.

We are focused on access to education at FSU and continually allocate student financial aid and scholarships to make education more affordable. More than 72 percent of FSU students receive some form of financial aid. Since 2006, FSU has reallocated resources, allocating an additional $1.1 million toward need-based awards, increasing the percentage of awards that are need-based from 33 percent to 51 percent in 2010. We intend to continue to increase that amount over the next five years. Among those need-based awards are at least $100,000 each year to first-generation, low-income college students who participate in our Student Support Services Program. We have also significantly increased our fundraising, to the point that our Foundation already exceeded its goal nearly six months before the campaign’s end. $5 million of the $15 million total is dedicated to scholarships. We are determined to continue on to raise money to meet unfunded initiatives; our Foundation board has pledged to raise $2.5 million in merit scholarships, allowing us to dedicate further institutional funds to need-based awards.

The University’s Closing the Achievement Gap strategies are designed to improve retention and graduation rates at FSU. These strategies involve expanding the University’s learning community program to include all freshmen, providing supplemental instruction in identified FSU courses, utilizing a student-tracking program that identifies students who may need assistance with academic or social problems, offering extensive student support and tutoring services, increasing institutional need-based financial aid and implementing course redesign.

The recruitment and retention of quality faculty are critical factors in the University’s ability to foster improved student quality and enhance degree completion. Frostburg State University has the lowest weighted average faculty salary percentile in the University System of Maryland. Inadequate and eroding salaries at FSU affect the University’s ability to attract and retain faculty. We began to address this issue before salaries were frozen by investing $250,000 into equity and establishing minimum base salaries for newly hired faculty. As resources become available, the University will apply its established salary equity model to improve faculty compensation.

The University’s Staff Mentoring Program is helping to create an employment environment that will help retain quality employees. University staff members are currently not eligible for retention salary adjustments, but as resources become available, the University will address staff compensation through application of a salary equity model.

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The University will continue to work with local government and regional businesses to expand the Allegany Business Center at Frostburg State University (ABC@FSU). One important new tenant of the ABC@FSU will be the University’s Sustainable Energy Research Facility (SERF), which will serve as an academic center for the display of residential-quality sustainable energy technologies and research. This new federally funded facility, scheduled for construction this year, along with the University’s ongoing exploration of alternative forms of energy production like the Wind-Solar Energy Program (WISE), will highlight the University’s role as an important regional center for energy policy discussion and renewable resources research and development. These efforts, when linked to ongoing University initiatives in sustainability, will make FSU a leading center for the development of 21st-century standards for new technologies. We have also launched a new interdisciplinary sustainability studies minor, another way of ensuring that our students will be ready to take advantage of “green collar” jobs.

Frostburg State University is committed to producing graduates who can contribute to Maryland’s knowledge-based economy. The University continues to expand offerings in STEM-related fields through its partnerships and collaborations with community colleges. Our STEM disciplines have provided many unique experiential opportunities in which undergraduate students work closely with mentor professors on their research. We have developed a popular residential living experience that places freshmen who are potential STEM majors together, where their interest can be nurtured and encouraged by their peers.

We are aligning our traditionally strong education and science programs to find new ways of encouraging STEM undergraduates to consider careers in teaching, and then, through our Master of Arts in Teaching, to streamline the process by which they gain the needed pedagogical background and field experience to be strong, effective teachers.

The University is also working to build STEM education and capacity in the region through implementation of the Western Maryland STEM Plan. Frostburg is helping to address Maryland’s workforce development need for nurses through its new and entirely online R.N. to B.S.N. completion program, and plans to expand the program to a Master of Science in Nursing, with a particular emphasis on preparing nursing faculty.

Finally, Frostburg continues to be a leader in teacher preparation and pre-K-16 partnerships. Among the most important
initiatives is the plan to develop an Ed.D. program in Educational Policy and Leadership to meet the needs of school systems in Western Maryland. FSU is seeking approval for a change in mission to include applied doctorate degrees; the request has been approved by the USM Board of Regents and now awaits MHEC review and approval. In the meantime, University of Maryland, College Park, began offering the Ed.D. program at USM-Hagerstown in fall 2010. Faculty members from UMCP’s College of Education and FSU faculty who have received Affiliate Faculty status with UMCP teach in the program, as well as sit on dissertation committees and advise students, gaining valuable experience. The faculty of the FSU Department of Educational Professions is in the final stages of completing a doctoral program design modeled after this UMCP program; the intent is that within the next two years FSU will take over the program and will continue to offer it at USMH and FSU.

**ACADEMIC TRANSFORMATION**

The University’s new strategic plan calls for the strengthening and expansion of its Center for Teaching Excellence, which will allow the institution to offer a greater variety of faculty development programs in teaching strategies and effective use of technology in instruction. To ensure the quality of its online courses and programs, the University plans to also expand its “Quality Matters” faculty training program, which promotes quality assurance and continuous improvement of the University’s online and blended (online and face to face) courses.

We are also continuing to implement course redesign in the National Center for Academic Transformation model. Our initial course redesign in General Psychology, an NCAT “exemplar” project, has been extremely successful in improving student performance while lowering the cost of delivering the course by accommodating the learning style of the first generation “digital natives,” which is centered on active learning, driven by technology. Another redesigned course is in the pilot stage, while a third is in the design stage. Other courses are under development.

**STEWARDSHIP**

The University will continue to seek new ways to use our resources wisely, including expenditure reductions, revenue enhancements, cost avoidance, technological initiatives and institutional partnerships. In August 2010, I formed the President’s Advisory Council on Institutional Effectiveness, made up of faculty and administrators to consult to the Executive Committee and to the University’s Strategic Planning Committee. The council will assist in the future development of the University’s strategic plan and will monitor its implementation and progress based on Middle States’ standards and measures of effectiveness. In addition, the PACIE is charged with ensuring that all segments of the University are included in reviews of the strategic plan and the expenditure of institutional resources.

Frostburg State University is strongly committed to preserving the environment through sustainability. Through the Learning Green, Living Green sustainability initiative and numerous related measures, the University is preparing students, faculty, staff and community members to address these growing issues. In fulfilling its role as a charter signatory of the American College and University Presidents Climate Commitment, FSU published a Climate Action Plan in 2009. The University pledges to achieve climate neutrality by 2030 as part of its commitment to advance the emergence of a sustainable society. My appointment to the Board of Directors of the American College and University President’s Climate Commitment ensures that Frostburg State University and the entire University System of Maryland will receive national exposure. With sustainability as a cornerstone of institutional planning, FSU aims to further strengthen its role as an environmental leader in higher education.

These important capital projects, plus the recent renovation of smaller residence halls, will help the University meet student and faculty needs. However, the University remains deeply concerned about the deteriorating condition of the institution’s physical plant. We fear that delaying facilities renewal, required for cost containment, will come back to haunt us.

The expedited planning and construction of Frostburg’s recently proposed and new Education and Allied Health Building would help to address the University’s aging academic buildings that are increasingly inadequate to support the important teaching, scholarship and learning that is occurring at the University.
I would like to join the Chancellor in urging support of Gov. O'Malley’s FY 2012 budget recommendation for the University System of Maryland. We also concur with the System’s opposition to further reductions to our fund balance and to passing the $8.1 million cost of System Office operations onto the institutions, creating an unnecessary burden to FSU and our sister institutions in the USM, at a time when all campuses are struggling to provide access and critical support for students. Since fiscal 2009, FSU’s state appropriation has been cut by $2,503,022 and its fund balance has been cut by $5,457,870. These amounts include over $1.6 million in reductions for furloughs and salary reduction days that our faculty and staff have endured over the past three years.

FSU has done much despite tightening budgets. In the midst of challenging economic conditions, Frostburg State University has managed to increase its enrollment, increase the qualifications of entering students, increase retention and offer more financial aid. And despite these difficult times, the FSU Foundation has achieved its $15 million campaign goal nearly six months early; we remain committed to raising additional funds to support our students and our University.

We have adjusted our operations in a way that best protects our most important priorities, making sure our students continue to have access to higher education opportunities and can complete their degrees and preserving the jobs of current employees. I support the governor’s position that no mandatory furloughs be included in the FY 2012 budget proposal. It is critical that this plan be approved.

The President should comment on the ability to hire and retain faculty and the impact this has on the quality of education in light of the increasing student population.

Because of our location in Western Maryland, where employment opportunities outside the University are limited, FSU faces unique challenges in recruiting and retaining faculty. The regional employment outlook often makes qualified faculty unwilling to relocate because of the difficulties they see in their spouses finding adequate employment. In addition, our faculty salaries are low in comparison to those at other USM institutions and are continuing to erode in the current economic climate. As resources become available, the University intends to apply its established salary equity model to improve faculty compensation.

These difficulties negatively affect our student-faculty ratio, require us to rely more on part-time faculty and reduce continuity of instruction.

The President should comment on the decision to bring FSU’s engineering program to Arundel Mills, its partnership with AACC, and the status of the program.

When Anne Arundel Community College requested proposals from prospective partner institutions for a baccalaureate program in engineering at the Arundel Mills Regional Higher Education Center, FSU saw an opportunity to further serve students in accord with the USM Strategic Plan’s goal of expanding access. For fall 2010, five of the six students who applied to the engineering program at Arundel Mills were accepted. All were transfers from AACC. Four courses were offered in fall 2010; two were taught on-site, one was an online course and the other delivered via interactive video from FSU.

Anne Arundel Community College constructed an electrical engineering laboratory at Arundel Mills, which is equipped with the tools needed for students to complete hands-on projects. Additionally, AACC is covering the salary and benefits of a full-time faculty mem-
ber who has a Ph.D. in electrical engineering and is located at Arundel Mills. The faculty member has a joint appointment with FSU and AACC, with evaluation, promotion and tenure being determined by FSU with input from AACC.

The President should comment on the status of the Doctor of Education degree program, its relationship with UMCP in jointly offering the program, and plans to offer other applied doctoral programs.

The plan to offer a Doctor of Education degree is in response to requests from the school systems of Washington, Allegany and Garrett counties. University of Maryland, College Park, began offering the Ed.D. program at USM-Hagerstown in fall 2010. Faculty members from UMCP’s College of Education and FSU faculty who have received Affiliate Faculty status with UMCP teach in the program, as well as sit on dissertation committees and advise students, gaining valuable experience.

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ARTIST’S RENDERING OF CCIT BUILDING