

Frostburg State University

University System of Maryland Strategic Plan Implementation

January 20, 2011

The University System of Maryland (USM) Board of Regents approved in December 2010 the new USM Strategic Plan 2010-2020, *Powering Maryland Forward*. The plan articulates the means by which the University System of Maryland will power Maryland as an educational and economic leader. The development of the USM Strategic Plan has informed and shaped Frostburg State University's planning efforts. This document addresses FSU's contributions to each of the major themes of the USM Plan.

Theme 1 - College Completion

1.a. Expand Access/Enrollment

Frostburg State University (FSU) is committed to achieving growth in its total enrollment. Frostburg's enrollment growth will come primarily from the following sources: improved retention and graduation rates; an increase in transfer enrollments; the development of new programs at the University System of Maryland at Hagerstown (USMH); and increased enrollment in the University's online programs.

Frostburg is becoming more selective in admitting freshmen, which will limit the size of the institution's full-time first-year classes. The University expects that increased selectivity in the admission of freshmen will ultimately combine with its efforts at *Closing the Achievement Gap* to improve institutional retention and graduation rates and sustain FSU's enrollment growth projections.

Improved access to the University's programs for transfer students will come primarily through expanding Frostburg's presence at the University System of Maryland at Hagerstown (USMH) and by further developing its Engineering program at the Anne Arundel Community College Regional Higher Education Center. The University is also making an increased array of its academic programs accessible to a greater number of students through the expansion of online education. The University now offers fully online the Master of Business Administration (MBA), M.S. in Recreation and Parks Management, and the B.S. in Nursing.

The University expects that the combined effect of these three strategies will increase institutional enrollments to a total headcount from 5470 in fall 2010 to 6000 in fall 2020. Frostburg believes that it could accommodate a larger rate of growth if it was able to increase the pace of upgrading its academic and residential facilities 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 (USM), and these facilities were built for an enrollment that was half what it is today. The University eagerly anticipates the construction of the planned new Center for Communication and Information Technology and the Teacher

Education and Health Sciences facilities. The institution also plans to continue to use internally reallocated funds to upgrade the technology in existing facilities.

1.b. Increase Affordability

Frostburg State University has established several new initiatives using institutional funds to assist students with the cost of attending college, including reallocating resources to increase the dollar amount of grants that are need-based awards. Between FY 2006 and FY 2010, the proportion of institutional need based financial aid awards increased from 33% to 51% of all financial aid awarded and the total dollar amount of need-based aid awarded grew by over 1.1 million dollars. Over the next five years, FSU expects to continue to increase institutional need-based financial aid awards by a minimum of 30 percent above its current level. In addition, the Frostburg State University Foundation will complete its *Staking Our Claim* campaign on June 30, 2011, successfully raising 15 million dollars. Of this amount, over 5 million dollars has been dedicated to both need based and merit student scholarships.

1.c. Improve Degree Completion

The University's *Closing the Achievement Gap* efforts include important strategies to address the disparity in retention and graduation rates between men and women at the University.¹ These strategies involve expanding the University's learning community program to include all freshmen, implementing course redesign across multiple academic disciplines, providing supplemental instruction in identified FSU courses, utilizing a student tracking program (MAP-Works) that identifies students who may need assistance with academic or social problems, offering extensive student support and tutoring services, and increasing institutional need-based financial aid.

Frostburg State University has identified preparation for success in mathematics as a significant barrier to degree completion. The University is pursuing two new strategies intended to improve success in developmental mathematics. First, the University is applying the NCAT course redesign model to one of its two developmental mathematics courses beginning in the spring of 2011 with full implementation planned for fall 2011. Second, as a strategy for improving time to degree, the University will continue to expand access to its other developmental math course through its established Summer Online Freshman Initiative (SOFI) program.² Through the SOFI program, incoming freshmen who need remediation in mathematics can complete a developmental math course online in the summer before the start of their first semester at FSU. By successfully completing this class prior to their arrival on

¹ Frostburg State University has identified the achievement gap as significant differences between retention and graduation rates for males and females. Female students at FSU show stronger retention and graduation rates than male students. As indicated in prior reports, Frostburg found few differences in retention or graduation based on race or household income. Therefore, FSU's achievement gap efforts are designed to narrow the differences in attainment between male and female students.

² The University's Summer On line Freshman Initiative (SOFI) program allows incoming freshmen to take developmental courses or popular introductory General Education Program courses online in the summer before the start of the first semester at FSU.

campus, these students are less likely to fall behind in satisfying their core math requirements at the University.

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 faculty salaries are, on average, the lowest in the University System of Maryland. Inadequate and eroding salaries at FSU affect the University's ability to attract and retain faculty. As resources become available, the University will apply its established salary equity model to improve faculty compensation.

Theme 2 - Economic Competitiveness

2.a. Develop and Recruit New Companies

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 in 2011, 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.

2.d. Increase Graduates in Critical Areas

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. In addition, Frostburg continues to expand its on-campus living and learning programs for students pursuing STEM degrees. The University is also working to build STEM education and capacity in the region through implementation of the Western Maryland STEM Plan (WMSP).

Frostburg is also 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 development of an Ed.D. program in collaboration with College Park. The University of Maryland, College Park has received approval from the Maryland Higher Education Commission to offer an Ed.D. in Educational Policy and Leadership at the University System of Maryland at Hagerstown (USMH) beginning this year. Frostburg State University faculty are involved in teaching in the program, sitting on dissertation committees, and advising students, gaining valuable experience as the University prepares its proposal for an FSU Ed.D. in the near future.

Theme 3 – Academic Transformation

3.a. Course Re-design and Related Strategies

The University successfully piloted and implemented its course redesign of General Psychology in 2008. The redesign was part of the USM Course Redesign Initiative in conjunction with the National Center for Academic Transformation (NCAT). Students enrolled in redesigned courses perform significantly better than in traditionally taught courses. A course redesign of Developmental Math will be piloted during the spring 2011 semester with full implementation expected fall of 2011. Plans are also underway to utilize course redesign in the Department of Communication Studies. Further expansion of redesigned courses will continue through the period of the USM Strategic Plan.

3.b. Systematic Support of Transformation

The University's new strategic plan calls for the strengthening and expansion of its Center 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's plans to also expand its *Quality Matters* faculty training program, which promotes quality assurance and continuous improvement of the University's online and blended (hybrid) courses.

Theme 4 – Stewardship

4.a. Effectiveness and Efficiency

The University will continue to implement Efficiency and Effectiveness measures, including expenditure reductions, revenue enhancements, cost avoidances, technological initiatives, and institutional partnerships. In August 2010, Dr. Gibraltar formed the President's Advisory Council on Institutional Effectiveness (PACIE) as a consultative body to the Executive Committee and to the University's Strategic Planning Committee. Membership on the council includes both faculty and administrators. 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 (LGLG) 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 signatory of the American College and University Presidents Climate Commitment (ACUPCC), 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. With sustainability as a cornerstone of institutional planning, FSU aims to further strengthen its role as an environmental leader in higher education.

4.b. Expand Philanthropic Efforts

The University will continue to pursue its comprehensive campaign focusing on the themes of academic, regional, and cultural enrichment. The campaign has, thus far, exceeded expectations and is generating funds to help support faculty development and other University initiatives. In addition, the Frostburg State University Foundation Board has added a new initiative to the current *Staking Our Claim* campaign, which extends beyond the campaign's June 30, 2011 completion date. The Board, recognizing a need for merit scholarships, has developed a new initiative to raise an additional 2.5 million dollars to fund a Presidential Merit Scholarship program. The intent of the Board is to provide additional merit based scholarships funded by philanthropic efforts in order to allow the University to provide more need based scholarships using state funds.

Theme 5 – Quality and Eminence

5.a. Recruit the “Best and Brightest Students”

The University will become more selective in its undergraduate admission decisions and is seeking to admit and enroll students with better academic credentials. A range of marketing materials with the primary focus of increasing enrollment of well-qualified students at both the undergraduate and graduate levels is being implemented. Undergraduate admissions marketing strategies are being targeted to students with higher SAT scores. It is expected that these students will make stronger contributions to the campus community and help to increase the University's retention and graduation rates. The Students' High Achievement Resource Program (SHARP) is an important part of the University's effort to attract high quality students. The program provides high school and transfer honor and merit students with special academic opportunities, including merit scholarships, assignment of faculty mentors, and association with the University's Honors Program. For the fall 2011 freshman class, the University has raised the bar on incoming SAT minimums and will closely monitor the academic performance as well as the retention and graduation rates of these students.

5.c. Attract and Retain Quality Staff

The University's Staff Mentoring Program helps to create an employment environment that will help attract and retain quality employees. Initiated by the Office of Human Resources, the program is designed to ensure that new administrative employees are welcomed and made to feel a part of the campus community. The University is presently prohibited from providing retention adjustments to staff salaries. As resources become available, however, the University will address staff compensation through application of a salary equity model.

5.d. Build and Maintain World-Class Facilities

Achieving academic excellence at Frostburg requires modern campus facilities. Construction began in late fall of 2009 for the renovation and expansion of the Lane University Center and will be completed in January 2011. The University is moving forward with the spring 2011 construction of an on-campus Sustainable Energy Research Facility. In addition, after years of planning, the construction of the University's new Center for Communications and Information Technology (CCIT) will begin in 2013. This important facility, which will house programs in

computer science, mass communication, mathematics, and graphic design, will better position FSU to attract students to meet emerging education and career opportunities in technology-based disciplines.

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 over the deteriorating condition of the institution's physical plant. The expedited planning and construction of Frostburg's recently proposed and new Education and Allied Health Building would help to address the University's concerns about the worsening condition of its facilities. However, additional construction of new facilities is needed to replace the University's aging academic buildings that are increasingly unable to support the important teaching, scholarship, and learning that is occurring at the University.

Strategic Plan - Implementation Plan - Frostburg State University
Fiscal & Personnel Summary
FY 2012 - FY 2016
 (in thousands)

| | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| Revenue: | | | | | |
| State Supported Appropriation | | | | | |
| Current Services (1) | \$2,342 | \$2,506 | \$2,681 | \$2,869 | \$3,070 |
| Strategic Enhancements (2) | 1,756 | 1,879 | 2,011 | 2,152 | 2,302 |
| Tuition Supplement - market correction | | | | | |
| UG tuition rate | 0 | 0 | 0 | 0 | 0 |
| Additional revenue | 0 | 0 | 0 | 0 | 0 |
| Subtotal - annual increase | \$4,098 | \$4,385 | \$4,692 | \$5,020 | \$5,372 |
| Grand Total State Supported Appropriation | \$62,641 | \$67,026 | \$71,718 | \$76,738 | \$82,110 |

| | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| Incremental Expenditures: | | | | | |
| Current Services Budget | 2,342 | 2,506 | 2,681 | 2,869 | 3,070 |
| Strategic Plan Themes - Dollars | | | | | |
| 55% College Degree Completion | 1,030 | 1,124 | 1,324 | 1,516 | 1,645 |
| Research & Competitiveness | 210 | 105 | 16 | 17 | 18 |
| Academic Transformation | 200 | 100 | 33 | 33 | 34 |
| Stewardship | 20 | 20 | 20 | 20 | 20 |
| Quality | 296 | 530 | 618 | 566 | 585 |
| Subtotal SP Enhancements | 1,756 | 1,879 | 2,011 | 2,152 | 2,302 |
| Total Annual Incremental Expenditures | \$4,098 | \$4,385 | \$4,692 | \$5,021 | \$5,372 |

| | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|
| Strategic Plan Themes - Personnel: | | | | | |
| 55% College Degree Completion | 2.00 | 4.00 | 1.00 | 0.00 | 0.00 |
| Research & Competitiveness | 1.00 | 1.00 | 0.00 | 0.00 | 0.00 |
| Academic Transformation | 1.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Stewardship | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Quality | 0.00 | 1.00 | 0.00 | 0.00 | 0.00 |
| Total Personnel Increase | 4.00 | 6.00 | 1.00 | 0.00 | 0.00 |

| | | | | | |
|--------------------------------------|-------|-------|-------|-------|-------|
| Budget Indicators: | | | | | |
| UG resident tuition rate | 7.0% | 7% | 7% | 7% | 7% |
| Enrollment growth - FTES | 80 | 6 | 6 | 6 | 6 |
| Institutional Financial Aid Increase | \$374 | \$230 | \$250 | \$275 | \$300 |
| Funding guideline attainment | 71% | 73% | 75% | 77% | 80% |

Assumptions: State-supported increase - maximum of 7% (4% designated for Current Services - 3% targeted for enhancements)

- Current Services (mandatory costs) will be funded by a 4% max tuition increase and a 4% max tuition increase (note: state-supported increase of 4%)**
- General Funds of 3% and Tuition up to 3% + market correction targeted for the Strategic Plan initiatives**
- COLA funding provided by State in addition to current services.**

**Strategic Plan - Implementation Plan - Frostburg State University
Institutional Strategies for Frostburg State University**

| | College Completion | Economic Competitiveness | Academic Transformation | Stewardship | Quality and Eminence |
|--|--------------------|--------------------------|-------------------------|-------------|----------------------|
| Theme 1 - College Completion | | | | | |
| 1.a. Expand access/enrollment | | | | | |
| Primary Institutional strategies: | | | | | |
| Increase transfer enrollment at University System of Maryland at Hagerstown and Anne Arundel Community College | P | X | | | |
| Regional Higher Education Center at Arundel Mills. | P | X | X | | |
| Develop new programs at University System of Maryland at Hagerstown. | P | X | X | | |
| Expand and promote the University's online course offerings and degree programs. | | | | | |
| 1.b. Increase affordability | | | | | |
| Primary Institutional strategies: | | | | | |
| Increase support for institutional need-based financial aid and merit scholarships. | P | | | | X |
| 1.c. Improve degree completion | | | | | |
| Primary Institutional strategies: | | | | | |
| Continue implementation of the University's Achievement Gap initiatives. | P | X | | | X |
| Expand the number of re-design courses. | P | | | | |
| Expand Developmental Math course offerings through the Summer Online Freshman Initiative (SOFI) program. | P | | | | X |
| As resources become available, increase faculty salaries. | P | | | | X |
| Enhance instructional technologies and support the network infrastructure. | P | | | X | |
| Theme 2 - Economic Competitiveness | | | | | |
| 2.a. Develop and recruit new companies | | | | | |
| Primary Institutional strategies: | | | | | |
| Work with state and local government agencies and private corporations to attract new tenants to the Allegany Business Center at Frostburg State University (ABC@FSU). | | P | | X | |
| Establish the planned Sustainable Energy Research Facility at the ABC@FSU. | | P | | X | |
| 2.b. Enhance R&D competitiveness | | | | | |
| Primary Institutional strategies: | | | | | |
| 2.c. Strengthen tech transfer | | | | | |
| Primary Institutional strategies: | | | | | |
| 2.d. Increase graduates in critical areas | | | | | |
| Primary Institutional strategies: | | | | | |
| Increase the number of graduates in key workforce areas such as STEM, teacher education, and nursing. | X | P | | | X |
| Expand on-campus living and learning programs for students pursuing STEM degrees. | X | P | | | |
| Continue to increase the enrollment in the R.N. to B.S.N. completion program. | X | P | | | |
| Expand the program to a Master of Science in Nursing, with a particular emphasis on preparing nursing faculty. | X | P | | | |
| Continue to be a leader in teacher preparation and pre-K-16 partnerships. | X | P | | | |
| Prepare proposal for an FSU Ed.D. | X | P | | | |

**Strategic Plan - Implementation Plan - Frostburg State University
Institutional Strategies for Frostburg State University**

| | College Completion | Economic Competitiveness | Academic Transformation | Stewardship | Quality and Eminence |
|---|--------------------|--------------------------|-------------------------|-------------|----------------------|
| Theme 3 - Academic Transformation | | | | | |
| 3.a. Course Re-design & related strategies | | | | | |
| Primary Institutional strategies: Expand the University's course re-design initiatives. | X | | P | X | X |
| 3.b. Systematic support of transformation | | | | | |
| Primary Institutional strategies: Strengthen and expand curricular strategies. | X | | P | | X |
| 3.c. Develop & implement Maryland Compact | | | | | |
| Primary Institutional strategies: | | | | | |
| Theme 4 - Stewardship | | | | | |
| 4.a. Effectiveness and Efficiency | | | | | |
| Primary Institutional strategies: Continue to implement Effectiveness and Efficiency measures. Continue the work of the President's Advisory Council on Institutional Effectiveness. Continue to build the University's national leadership in sustainability. | | X | | P P | |
| 4.b. Expand philanthropic efforts | | | | | |
| Primary Institutional strategies: Continue the University's comprehensive campaign. Raise an additional 2.5 million dollars to fund a Presidential Merit Scholarship program. | | | | P P | |
| Theme 5 - Quality and Eminence | | | | | |
| 5.a. Recruit "best and brightest" students | | | | | |
| Primary Institutional strategies: Revise current admissions standard to increase the quality of first-time students admitted to the University. Continue to implement initiatives such as Students' High Achievement Resource Program (SHARP) to improve the University's academic profile. Increase the number of experiential and applied learning opportunities for students. | X X | | | | P P P |
| 5.b. Attract & retain quality faculty | | | | | |
| Primary Institutional strategies: | | | | | |
| 5.c. Attract & retain quality staff | | | | | |
| Primary Institutional strategies: Continue the University's Staff Mentoring program. Address staff compensation levels through the application of a salary equity model as resources become available. | X | X | | | P |
| 5.d. Build & maintain world-class facilities | | | | | |
| Primary Institutional strategies: Renovate and improve major academic and student life facilities consistent with 21st century technology and environmental standards. | X | X | | | P |

Impact of FY 2012 Budget on Institutional Strategies Frostburg State University

University System of Maryland strategic enhancement funding in FY 2012 is necessary to implement Frostburg State University's contributions to the USM strategic plan. Because strategic enhancement funding will be used by the University to begin implementation of these contributions, reductions in this funding will have their greatest impact in years beyond FY 2012.

Theme 1 - College Completion

Without USM strategic enhancement funds, reductions in University expenditures will delay FSU's effort to expand academic programs on the main campus and at off-site locations. The effects of this delay will result in the decline of transfer and online enrollments not immediately but in the years following FY 2012.

A decrease in expenditures for institutional need-based and merit aid will adversely affect the University's efforts to enhance student quality and will decrease institutional enrollment by an estimated 30 students in FY 2012. This decrease will impact enrollment levels throughout the ten year planning period. Retention and graduation rates at the University will also be adversely affected by its inability to hire the faculty and staff necessary to support full implementation of Achievement Gap and Course Redesign initiatives, further challenging future enrollment levels.

Theme 2 - Economic Competitiveness

In the absence of USM strategic enhancement funds, the University's ability to contribute to Maryland's knowledge-based economy will be diminished. Efforts to advance new academic programs in STEM, nursing, and teacher preparation will be delayed in FY 2012 and the following years.

Theme 3 - Academic Transformation

Lack of USM strategic enhancement funds, the University will be unable to add the faculty and staff resources necessary to support course redesign and faculty curricular innovations planned for FY 2012 and beyond.

Theme 4 – Stewardship

USM strategic enhancement funds are necessary to support the University's Learning Green, Living Green (LGLG) sustainability initiatives throughout the planning period. Without these funds, these initiatives will be delayed and less comprehensive in scope.

Theme 5 - Quality and Eminence

The University's intention to expand experiential learning and renovate educational facilities during the planning period is dependent upon USM strategic enhancement funds.

Strategic Plan - Implementation Plan - Frostburg State University
Fiscal & Personnel Summary
FY 2012 Impact Statement
 (in thousands)

| | FY 2012 IP Original | FY 2012 Allowance |
|--|------------------------|----------------------|
| Revenue: | | |
| State Supported Appropriation | | \$1,099 |
| Current Services | \$2,341 | \$0 |
| Strategic Enhancements | \$1,756 | |
| Tuition Supplement - market correction | | |
| UG tuition rate | | 0 |
| Additional revenue | 0 | \$1,099 |
| Subtotal - annual increase | \$4,097 | \$1,099 |
| Grand Total State Supported Appropriation | \$62,640 | \$59,642 |

| | | |
|--|----------------|----------------|
| Incremental Expenditures: | | |
| Current Services Budget | 2,341 | 2,031 |
| Strategic Plan Themes - Dollars | 1,030 | |
| 55% College Degree Completion | 210 | 0 |
| Research & Competitiveness | 200 | 0 |
| Academic Transformation | 20 | (932) |
| Stewardship | 296 | 0 |
| Quality | 1,756 | (932) |
| Subtotal SP Enhancements | | |
| Total Annual Incremental Expenditures | \$4,097 | \$1,099 |

| | | |
|---|-------------|-------------|
| Strategic Plan Themes - Personnel: | | |
| 55% College Degree Completion | 2.00 | 0.00 |
| Research & Competitiveness | 1.00 | 0.00 |
| Academic Transformation | 1.00 | 0.00 |
| Stewardship | 0.00 | 0.00 |
| Quality | 0.00 | 0.00 |
| Total Personnel Increase | 4.00 | 0.00 |

| | | |
|--|-------|-------|
| Budget Indicators: | | |
| UG resident tuition rate | 7.0% | 3.0% |
| Enrollment growth- FTES | 80 | 80 |
| Institutional Financial Aid Increase(CSB+Enhancements) | \$374 | \$374 |
| Funding guideline attainment | 71% | 69% |

| Strategic Plan - Implementation Plan - Frostburg State University | | | | |
|---|---|-----------|---|--|
| Impact of FY 2012 Budget on Institutional Strategies | | | | |
| Narrative of impact | | | If applicable, Dollar impact in FY 2012 | If applicable, impact on Enrollment in FY 2012 |
| Theme 1 - College Completion | | | | |
| Primary Institutional strategies: | | | | |
| New Enrollment | Reduction in expenditures will delay work to expand academic programs on the main campus and at off-site locations. The effects of this delay will result in the decline of transfer and online enrollments not immediately but in the years following FY 2012. | | | |
| Financial Aid | Reduction in expenditures for institutional need-based and merit aid will adversely affect the University's efforts to enhance student quality and will decrease institutional enrollment by an estimated 30 students in FY 2012. | \$160,000 | | (-30) |
| Retention and Graduation Rates | Retention and graduation rates at the University will be adversely affected by its inability to hire the faculty and staff necessary to support full implementation of Achievement Gap and Course Redesign initiatives. | | | |
| Theme 2 - Economic Competitiveness | | | | |
| Primary Institutional strategies: | | | | |
| Graduates in Critical Workforce Areas | The University's planned efforts to advance new academic programs in STEM, nursing, and teacher preparation will be delayed. | | | |
| Theme 3 - Academic Transformation | | | | |
| Primary Institutional strategies: | | | | |
| Course Re-design and Curricular Strategies | The University will be unable to add the faculty and staff resources necessary to support fully course redesign and faculty curricular innovations. | | | |
| Theme 4 - Stewardship | | | | |
| Primary Institutional strategies: | | | | |
| Sustainability | The University's Learning Green, Living Green (LGLG) sustainability initiatives will be delayed and less comprehensive in scope. | | | |
| Theme 5 - Quality and Eminence | | | | |
| Primary Institutional strategies: | | | | |
| Quality of Education and Facilities | The University's plans to expand experiential learning and renovate educational facilities will be delayed. | | | |