FRAMINGHAM STATE UNIVERSITY

2024 – 2029
Strategic Plan

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Framingham State University
STRATEGIC PLAN for 2025-2029
Pending FSU Board of Trustees and MA Board of Higher Education Approval

OUR MISSION

Framingham State University prepares students for a productive life, enhanced by learning and leadership, that contributes to the culturally diverse world of the twenty-first century. The University is an important educational and cultural center in the MetroWest Region of Massachusetts committed to excellence, access, and service. A Framingham State University education cultivates thoughtful, responsible local and global citizens, prepares students for careers, and positions them for success.

As a public, independent institution, FSU prepares learners, creators, dreamers, and leaders from diverse backgrounds throughout New England. As a Massachusetts educational anchor for almost two centuries, Framingham State has always been committed to the goal of increasing social equity and democratizing access to an extraordinary education. We believe in the power of education to transform our students' lives *and* in the power of our graduates to transform the communities and wider world they will enter. For these reasons, we embrace the responsibility to inspire and equip our students to serve the greater public good and to do so with courage, compassion, and a commitment to equity and justice.

OUR CORE VALUES

The following shared core values direct our thinking, planning, actions, and initiatives:

o *Academic Excellence*: We strive to inspire a culture informed by the joy and work of learning, in which curiosity, discovery, innovation, and excellence are the driving forces in everything we do.
o *Ethical Citizenship*: We seek to foster a culture of ethics, integrity and respect, such that it creates the fertile ground that motivates our work and work ethic.
o *Personal and Professional Growth*: We aspire to create a nurturing culture where all thrive and are supported in their own paths toward lifelong growth and leadership in personal and professional ways.
o *Global Stewardship*: We endeavor to advance global understanding, empathy and stewardship for people and the environment, embracing diversity and a sense of community in both local and global settings.
o *Public Purpose and Commitment*: We strive to construct a community that is committed to public purpose, informed action and service.
o *Inclusive and Collaborative Community*: We seek to encourage a supportive, diverse, collaborative and cohesive environment in which we learn from each other through informed, clear, and open communication.

OUR DISTINCTIVE STRENGTHS

Framingham State is the only public, four-year university in the MetroWest region. FSU views itself as a primary and critical resource for the community and as the leading intellectual center of the region. Our city, our region, and our university are part of one ecosystem. The ways in which FSU has integrated itself in the Framingham-MetroWest infrastructure, and will continue to integrate itself even as the community changes, set our university apart and create unique, value-adding opportunities for both our community and our students.

FSU takes a student-centered approach to all facets of the institution, from academics to operations and from planning to decision making. Small class sizes and a 13:1 student-to-faculty ratio help ensure that students

receive individualized attention and the support they need to thrive. Low student-to-staff ratios enable more personalized services and an enhanced array of services tailored to FSU's specific and evolving student demographic.

In line with the University's mission to contribute "to the culturally diverse world of the twenty-first century" and provide "access" to education for students, admissions at FSU has geared many initiatives toward increasing diversity, equity, and inclusion, access, and affordability. The undergraduate and graduate student bodies have become more racially and ethnically diverse. These demographic trends are aligned with FSU's goals of becoming an anti-racist and accessible institution for all students. They also reflect the University's charge as a state university to help Massachusetts close the achievement gap for students from disadvantaged backgrounds.

In 2020, the University was recognized as an emerging Hispanic Serving Institution by the Hispanic Association of Colleges and Universities. Today FSU is well on the way toward attaining BIPOC enrollment levels that would move it closer toward the status of both an Hispanic Serving Institution (HSI) and a Minority Serving Institution (MSI). In recent years, the University has developed partnerships with college access programs, including Bottom Line, OneGoal, and AVID, whose mission is to close the opportunity gap. At the graduate level, FSU is currently partnered with Accelerate The Future (ATF) to offer scholarships for qualified BIPOC applicants to the Master of Arts concentration in Counseling Psychology program.

FSU faculty are dedicated teacher-scholars whose work inside and outside the classroom represents the highest quality of teaching, learning, and research. FSU is known in New England for its world-class programs in American Sign Language (ASL), dietetics and nutrition, fashion design and merchandising, food studies, and pre-health professions. Since 2019 the University has created innovative curricula and programs based on student needs, expressed public interest, an analysis of the job market in Massachusetts, advancement of anti-racist practices, and an assessment of overall enrollment trends. In addition, and with the student in mind, FSU has made changes to some existing programs to improve the depth of learning in the major and create transparent pathways that promote student success.

While remaining open and responsive to the need for change, FSU also is committed to preserving and leveraging both its heritage as a leader in training teachers and its liberal arts tradition and foundation. At FSU, a liberal arts education and career readiness are so integrated as to be indistinguishable. One example is the FSU Mancuso Humanities Workforce Preparation Center (MHWPC), a humanities center designed to simultaneously support two integral and interconnected paths: studying for a degree and preparing for a career.

FSU's multiple and distinctive academic centers, including the Center for Excellence in Teaching Scholarship and Service (CELTSS), enhance the academic program, and some of them also connect the university with the local community, serving as valuable intellectual resources and often as collaborative partners. FSU students complete field study experiences for the early childhood licensure programs at the Centers for Early Childhood Education (CECE) and engage in internship opportunities with the MHWPC, the MetroWest Economic Research Center (MERC), the Chris Walsh Center, the Entrepreneur Innovation Center, the Christa Corrigan McAuliffe Center for Integrative Science Learning, the Civic Engagement and Service Learning Center, the MetroWest College Planning Collaborative, the Danforth Art Museum and Art School at Framingham State University, the Digital Humanities Center and the John Stalker Institute for Food and Nutrition.

Diversity and inclusion are cornerstones of FSU's character, and FSU is committed to providing accessible, affordable, high-quality educational opportunities in an inclusive atmosphere. FSU's proactive approach to being an anti-racist institution is reflected at the structural level, in major grants from the National Endowment for the Humanities and National Science Foundation, and in curriculum reform. The Center for Inclusive Excellence creates space for all students to explore their intersecting identities and critically engage across differences, centering the experiences of groups that have been historically marginalized and underrepresented in higher education. Numerous professional development opportunities for faculty and staff are offered through the Center for Excellence in Learning, Teaching, Scholarship and Service (CELTSS) and FSU has received the Higher

Education Excellence in Diversity (HEED) Award every year since 2014—more often than any other public university in Massachusetts.

The University also has been a leader among universities nationwide in promoting sustainable practices on campus. For almost two decades, FSU has been committed to taking climate action and working towards climate justice by adopting new policies and procedures designed for reducing our carbon footprint, promoting a healthier environment, and preparing students for futures in a new economy and for their roles as responsible stewards of their communities. Framingham State's students, faculty and staff take pride in being responsible environmental stewards.

FSU's information and technology strategies have traditionally emphasized the adoption of proven technologies in an effort to ensure reliable access to information and technology that serve to augment and enhance the student and employee experience associated with learning, teaching, working, and living at the University. Our IT foundation is solid, and we continually explore the transformative potential of emergent capabilities.

FSU continues to be strong financially. Its financial position has improved significantly over the past decade and has been stable for the past six years despite significant enrollment reductions that have resulted in associated student revenue decreases. Fortunately, reductions in student revenues have largely been mitigated by increases in state and federal funding; the University anticipates continued increase in state support due to the passage of the Fair Share Amendment. Strong investment returns over time have resulted in growth in both FSU endowment and FSU Foundation net assets. FSU's physical assets are adequate to support its current mission and the needs of the community; in fact, they are capable of supporting enrollment levels significantly greater than current and projected levels.

FSU alumni appreciate having received a high-quality education at an affordable price. They value having found courses and majors at FSU that opened paths to jobs or advanced academic study, and they value FSU's strong commitment to the liberal arts and to providing a well-rounded education that represents preparation not only for careers, but also for life. The number of alumni working as teachers, principals, and superintendents in the public schools speaks to the University's heritage and continuing commitment to teacher education. Graduates from our science, engineering and technology programs can be found working in the research and biopharmaceutical development fields design solutions to modern-day problems. Our fashion design alumni are employed by many domestic and international clothing brands, while our food and nutrition alumni provide expertise in public school settings, medical facilities and commercial enterprises focused on improving health through diet and nutritional practices. Our business alumni impact companies both large and small, from entry level to c-suite. No matter their course of study at FSU or their career paths after graduation, our undergraduate and graduate alumni continue to have an impact far and wide.

OUR ETHOS AS A PUBLIC UNIVERSITY

Framingham State University was founded in 1839 as the first publicly supported teacher-training college in the United States. Our founding motto, "Live to the Truth," was cited at the end of each class by the school's beloved first principal, Cyrus Peirce, who sought to discover and teach "truth in theory and principle... truth in spirit and motive... truth in manner and form... truth intellectual and truth moral." Early Framingham State leaders embraced this motto, believing it "speaks of sincerity of spirit...of intensity of effort, of resolution to succeed, of joy in achievement." Since that time, the FSU community has strived to enliven and embody this motto and the beliefs that inspired it. We *live to the truth* by upholding the University's mission to serve the public good, providing affordable, high-quality education to all qualified students and maintaining a commitment to student engagement and academic excellence so that FSU students will graduate, serve their own communities, experience the joy of achievement, and live thriving, inclusive lives.

Proudly defined by our public status, our ethos to serve the public good is as vital today as it was when we first opened our doors in 1839. It is the power of a being a public university that allows us to impact our students in a way that dramatically changes who they are and who they can become. A power that creates a ripple effect from

our students to their families and beyond. A power that allows us to truly serve the unique Framingham and MetroWest community we live and learn in – and allows that community to provide a rich learning landscape and endless network of opportunities for our students.

OUR ASPIRATIONAL VISION: FSU IN 2029

EMBRACE AND UNLEASH THE POWER OF OUR PUBLIC UNIVERSITY

In charting a future course for Framingham State, we will be guided by the same bedrock beliefs and commitments that traditionally have guided and inspired our university:

- Public higher education has a critical role to play in creating more educational equity in our country.
- Public universities are place-based and oriented toward serving multiple, diverse communities—including first-generation students, immigrants, traditionally marginalized or disenfranchised populations, and anyone for whom a college degree has felt like an unattainable dream.
- Higher education should be above all else a pathway to knowledge and engaged citizenship.
- Intellectual curiosity and the tools of creative thought cannot be divorced from skill development, and liberal arts thinking and job training should not be juxtaposed or perceived as an either-or proposition.
- "Success" ultimately is so much more than achievement of a degree or landing a job after graduation.

To fulfill our commitment to the public good boldly and proudly, we will actively leverage our academic, research, human-resource, and community-engagement capabilities, as well as our institutional values, to drive positive social change and set Framingham State apart as a voice for the region and a leader in social impact. Through innovative initiatives, collaborative partnerships, and a steadfast pursuit of positive impact, we aim to embody and enliven the role of a public university. The University will be more deeply integrated with our city and region, leveraging collective strengths and resources to address shared challenges, seize opportunities for growth and development, and create a vibrant, more sustainable future for the region. Resolutely committed to making high-quality higher education more accessible and equitable, and to empowering students and communities to challenge the *status quo*, we aspire to be not only a distinguished institution of higher learning, but also a catalytic force propelling transformative change. In the ways we pursue this aspiration, we will clearly establish Framingham State University as an intellectual hub, an invaluable community resource, and a beacon for those who seek to create an improved, more equitable, and more environmentally sustainable world.

To fulfill our promise to students and meet our academic mission effectively and distinctively, we will nurture and support an exceptionally high quality of teaching, inspired by our roots as the first teaching college and fueled by the scholarship and research of our faculty today. We will reaffirm our commitment to shape well-rounded, intellectually curious, lifelong learners through a general education program built on a liberal arts foundation and also reflective of current context and the wider world our graduates will enter. Students will be encouraged to research and provide perspectives that will enrich the classroom environment and deepen and make relevant the educational experience for all. We will have clarity about where our signature programs and curricular emphases lie, understanding that we cannot be all things to all people. Plans for new academic program development—for undergraduate, graduate, and continuing education offerings that create competencies in a particular discipline—will reflect careful needs assessment, student and community input, and consideration of regional and local workforce needs as well as FSU's unique but synergistic role within a regional and statewide higher education system.

Program planning and curricular changes—whether they call for revision or rejuvenation of existing programs or development of new programs—also will be framed by:

- an institutional emphasis on equity, diversity and social impact;
- emerging needs and interests of an increasingly diverse student body that mirrors the demographics in our community;

- a commitment to interdisciplinarity and collaboration across departments; and
- opportunities to connect with regional organizations to provide students applied-learning experiences.

We will create and promote curricular and co-curricular educational opportunities that few others offer—such as making it possible for all undergraduates to participate in paid internship opportunities and service learning experiences to acquire career experience and networking benefits. In identifying gaps to fill and opportunities to seize, our focus will extend beyond academic disciplines and encompass strategies to help shape engaged citizens and people committed to public service.

We will take a comprehensive, holistic approach to student development and a student-centered approach to all we do at the university. We will recognize and affirm that our students are not only learners with diverse abilities and aspirations, but also complex human beings with personal goals and challenges that extend beyond the realm of academics. Helping students thrive and move through significant barriers that may arise along the path to timely graduation will be a top institutional priority. Framingham State aspires to be a vibrant living- learning community committed to fostering each individual student's success and well-being and to providing a life-changing experience for all students who commit to take advantage of all that is offered here. Our graduates will be individuals who successfully navigated the rigors of academic life and are equipped to navigate the challenges of life after college with confidence, resilience, integrity, and empathy.

STRATEGIC IMPERATIVES, GOALS, AND OBJECTIVES

OUR STRATEGIC IMPERATIVES

We recognize that our ability to fully realize the aspirational future we envision will depend in large measure on enrollment stability, revenue diversification, and strategic investment, including in emergent technologies and information systems that allow us to harness evolving capabilities and address increasing expectations. A campus-wide understanding of these fiscal realities, and of the practical reality that FSU cannot do or be all things, must guide the University in its priority setting, decision making, and resource allocation.

In the next five-year period, we also must attach institution-wide priority to the following strategic imperatives.

  I.   Remain keenly focused on our vital role in democratizing access to high-quality education and increasing social equity
 II.   Be the intellectual hub and community resource that people and organizations in the MetroWest region turn to first for meeting their educational, workforce, and civic goals
III.   Create and promote learning and career-readiness opportunities for students that become hallmarks of the FSU educational experience
IV.   Foster a more inclusive campus community, built on the principles of anti-racism, equity and justice
 V.   Increase persistence, retention, and graduation rates overall and particularly for minoritized and traditionally under-represented or marginalized student populations
VI.   Stabilize and ultimately grow enrollment to align with institutional capacity

These imperatives represent our highest ambitions and are the intentions we will hold ourselves most accountable for achieving. As such, they are reflected in and woven throughout the following goals and objectives that will serve as Framingham State University's roadmap through 2029.

OUR MISSION-CENTRAL GOALS AND OBJECTIVES

GOAL 1: PURPOSE: *LEVERAGE OUR PUBLIC-GOOD MISSION FOR IMPACT*

- *Objective A*: Be a dynamic force for positive change by actively leveraging resources, expertise, and relationships to address societal challenges, and by translating FSU's well-established commitment to racial, educational, and climate justice into action

- *Objective B:* Prepare and inspire students to be civically engaged, equity-minded citizens who embrace public service and work toward a better future for humanity

- *Objective C:* More fully and deeply integrate FSU in the civic, cultural, economic, educational, and intellectual life of Framingham and the MetroWest region in mutually beneficial ways

GOAL 2: PROGRAM: *INNOVATE FOR STUDENT SUCCESS*

- *Objective A*: Adapt and adopt programs, practices and pedagogies to enhance teaching and learning in ways that meet the evolving needs of traditional-age and adult students, employers and society and that advance statewide goals for racial equity and student achievement

- *Objective B:* Cultivate a culture of career readiness, embedding career preparation within academic disciplines and throughout a rigorous general education and liberal arts curriculum, and equipping students with knowledge, skills and habits of mind that prepare them for success in their professions and lives

- *Objective C*: Elevate student success as a university-wide priority, comprehensively supporting students and empowering them to persist throughout their academic journey, increasing retention and graduation rates, and ultimately enhancing the social mobility and life trajectory of our graduates

GOAL 3: PEOPLE: *NURTURE A DIVERSE AND THRIVING COMMUNITY*

- *Objective A*: Maintain a welcoming and inclusive campus climate that attracts, retains, and supports faculty, staff, students, and alumni of various cultures, perspectives, and experiences and that ensures all members of the university community feel valued, able to engage, and empowered to thrive

- *Objective B*: Align the pursuit of excellence with a commitment to diversity, inclusion, equity and social justice in every facet of the university

- *Objective C*: Promote a culture of continuous learning and well-being for all members of the university community, and foster growth through enhanced support structures and expanded, equitable access to professional development opportunities for faculty and staff

GOAL 4: PLACE: *CREATE SPACES THAT INSPIRE*

- *Objective A*: Strategically invest in facilities and infrastructure to create a safe, clean, attractive, and accessible teaching and learning ecosystem that aligns with evolving educational and residential life trends and will inspire a strong sense of community on campus

- *Objective B:* Adopt environmentally conscious practices that lead to long-term preservation of the physical infrastructure and landscape and that promote environmental stewardship among all members of the campus community

- *Objective C*: Integrate current and emerging technologies within facilities, curricula, and university operations, and continually explore and exploit the transformative potential of emergent information systems and digital technologies

GOAL 5: PERFORMANCE: *FORTIFY THE FOUNDATION FOR EXCELLENCE*

- *Objective A*: Bolster institutional effectiveness by adopting a continuous-improvement mindset, embracing a culture of assessment, and regularly evaluating vital signs of institutional health and impact

- *Objective B:* Enhance communication, collaboration, and camaraderie across campus to promote a stronger sense of common purpose, institutional pride, and mutual accountability

- *Objective C*: Protect the university's ability to deliver a high-quality education by stabilizing enrollment, sustaining and diversifying revenue streams, optimizing resource allocation, and investing in strategic priorities for the future

STRATEGIES FOR IMPLEMENTATION

GOAL 1: PURPOSE—Leverage Our Public Good Mission for Impact

IMPLEMENTATION STRATEGIES

Objective A: <u>Be a dynamic force for positive change</u> by actively leveraging resources, expertise, and relationships to address societal challenges, and by translating FSU's well-established commitment to racial, educational, and climate justice into action

   i.   Assert FSU as the leading knowledge center of the region through public action research, scholarship, public events, and community partner activity

   ii.   Deepen FSU's connections with, and increase educational opportunities for the expanding immigrant and adult learner populations in our community and region

   iii.   Assess FSU's readiness to achieve comprehensive student success, paying particular attention to Hispanic, Black, and Brazilian populations, and determine effective strategies to address students' needs

Objective B: <u>Prepare and inspire students to be civically engaged, equity-minded citizens</u> who embrace public service and work toward a better future for humanity

   i.   Guide students in exploring the public dimensions of their fields of study, including connections between their academic work and major societal challenges such as racism, systemic inequities, global and domestic conflict, and environmental sustainability

   ii.   Develop and devote resources to initiatives that engage students directly with civic or social issues affecting their communities and allow them to explore the world beyond Framingham through domestic and international service or study opportunities

Objective C: <u>More fully and deeply integrate FSU in the civic, cultural, economic, educational, and intellectual life</u> of Framingham and the MetroWest region in mutually beneficial ways

   i.   Establish FSU as a cultural center and destination point for the wider community and raise community awareness of FSU's contributions to the greater good as a public university and as an innovative educational leader

   ii.   Position FSU's distinctive centers at the core of local and regional planning and execution of key goals for the region and the Commonwealth, in part by leveraging the unique intellectual and other resources they possess

   iii.   Expand connections with K-12 school systems and the community college in MetroWest, both to serve our local community and to reinforce pathways to FSU

   iv.   Expand relationships with local organizations to increase experiential learning, research collaboration, and employment opportunities for FSU students

GOAL 2: PROGRAM—Innovate for Student Success

IMPLEMENTATION STRATEGIES

Objective A: <u>Adapt and adopt programs, practices and pedagogies</u> to enhance teaching and learning in ways that meet the evolving needs of traditional-age and adult students, employers, and society and that advance statewide goals for racial equity and student achievement

    i. Embed and reinforce within an evolving academic program strategy FSU's core belief that a broad-based education grounded in the liberal arts is preparation for both life and careers

    ii. Collaborate with employers and community leaders to identify opportunities to align FSU's curriculum with the local economy's workforce needs and the socioeconomic needs of our community

    iii. Adopt inclusive, anti-racist, culturally responsive curricula and pedagogies, and integrate a focus on racial justice and equity-mindedness into disciplinary and institutional learning outcomes

    iv. Develop interdisciplinary programs to enhance students' abilities to understand and address complex societal challenges such as climate change, racism, public health, global conflict, and artificial intelligence

    v. Develop innovative, interdisciplinary and micro-credentialing programs that attract, and will create degree pathways for, non-traditional/adult students

    vi. Pave equitable pathways for transfer of credit into and out of the University to support enhanced transfer student enrollments

Objective B: <u>Cultivate a culture of career readiness</u>, embedding career preparation within academic disciplines and throughout a rigorous general education and liberal arts curriculum, and equipping students with knowledge, skills and habits of mind that prepare them for success in their professions and lives

    i. Enhance students' and other stakeholders' (e.g. employers, funders, families) understanding of the relevancy of the liberal arts and general education in terms of both career preparedness and quality of life

    ii. Integrate career education into the undergraduate curriculum, including general education and electives, and make career readiness a consistent, visible component of advising and coursework for both undergraduate and graduate students

    iii. Provide the financial and structural support to increase student participation in and access to paid internships, experiential learning, student-faculty research collaboration, and alternate applied learning opportunities

    iv. Foster connections between alumni and current undergraduate and graduate students—through on-campus and remote activities networking events, mentorship opportunities, and alumni panels that provide valuable insights, inspiration, and networking connections

Objective C: <u>Elevate student success as a university-wide priority</u>, comprehensively supporting students and empowering them to persist throughout their academic journey, increasing retention and graduation rates, and ultimately enhancing the social mobility and life trajectory of our graduates

    i. Adopt a student support model that promotes seamless service delivery across student-facing functions, and fosters a more cohesive student experience from matriculation to graduation including equitable access to support resources such as the use of open educational resources (OER)

    ii. Create a culture of intentional advising and mentoring across all roles and levels of the University, and strengthen connections and coordination between faculty and staff to establish a more collaborative approach to student support

    iii. Expand peer-to-peer support systems and affinity-based programming to nurture a stronger sense of connection and belonging in the campus community, particularly for historically marginalized or minoritized student populations

    iv. Increase the engagement of faculty and staff in cultural competency training to enhance their ability to teach, support and empower an increasingly diverse student body

GOAL 3: PEOPLE—Nurture a Diverse and Thriving Community

IMPLEMENTATION STRATEGIES

Objective A: <u>Maintain a welcoming and inclusive campus climate</u> that attracts, retains, and supports faculty, staff, students, and alumni of various cultures, perspectives, and experiences and that ensures all members of the university community feel valued, able to engage, and empowered to thrive

i. Develop and implement proactive recruitment and retention strategies to increase the number of faculty and staff of color and other equity-minded higher-education practitioners who choose to pursue their careers at FSU

ii. Further develop pre-college opportunities for secondary students and their families in underserved communities to increase awareness of and access to postsecondary educational opportunities

iii. Remove barriers and improve support for student populations whose academic success, retention and graduation are most impacted by historical and contemporary societal inequities

iv. Increase engagement of students in the robust array of social, recreational, athletic, and leadership opportunities and identify and mitigate barriers to students' full participation in campus life

v. Offer programming designed to increase cultural awareness, and understanding among faculty and staff, and offer experiences designed to increase student and alumni engagement with cultural competency, social justice, global education, and civic engagement

Objective B: Embed a commitment to diversity, inclusion, equity and social justice in every facet of the university

i. Engage all divisions of the University in planning and designing initiatives that advance equity across campus, and provide a strategic framework to coordinate, monitor, measure, and communicate progress toward University-wide DEI goals

ii. Raise institutional awareness around DEI-related concerns and opportunities, and provide a strategic framework to coordinate, track and assess effectiveness of DEI initiatives across campus and progress toward university-wide strategic DEI goals

iii. Design and implement talent acquisition, retention, reward, and recognition initiatives that value and prioritize racial justice, equity mindedness, and more diverse forms of scholarship

Objective C: <u>Promote a culture of continuous learning and well-being</u> for all members of the university community, and foster growth through enhanced support structures and expanded, equitable access to professional development opportunities for faculty and staff

i. Encourage professional growth and personal development of faculty and staff through expanded and ongoing participation in training opportunities

ii. Build and support faculty and staff capacity to engage in DEI as scholars and practitioners in order to shape a culture of equity, inclusion, and antiracism in theory and practice

iii. Foster a culture of resilience and enhance the well-being of members of the campus community through programs and initiatives that prioritize physical, mental, and emotional wellness

iv. Develop post-graduation learning opportunities and other forms of engagement designed to keep alumni connected to the University throughout their personal and professional lives

GOAL 4: PLACE—Create Spaces that Inspire

IMPLEMENTATION STRATEGIES

Objective A: <u>Strategically invest in facilities and infrastructure</u> to create a safe, clean, attractive, and accessible teaching and learning ecosystem that aligns with evolving educational and residential life trends and will inspire a strong sense of community on campus

   i.   Integrate universal design principles across campus infrastructure, programs, and services to cultivate an inclusive and accessible environment that welcomes and empowers all members of the FSU community
   ii.   Identify priorities and secure funding for campus infrastructure and high-priority capital projects based on utilization and condition assessments, stakeholder input, and updated campus master plans to ensure classroom, laboratory, study, work and gathering spaces provide a positive experience for all campus constituents
   iii.   Identify space on campus, including underutilized space outside, that could be reimagined and repurposed as gathering spaces that foster greater connection and a stronger sense of belonging by both residential and commuter students

Objective B: <u>Adopt environmentally conscious practices</u> that lead to long-term preservation of the physical infrastructure and landscape and that promote environmental stewardship among all members of the campus community

   i.   Model and promote the core values of sustainability, climate action and environmental justice in the University's decision-making and actions regarding infrastructure, campus landscape management, financial investment, and procurement policies
   ii.   Continue to support educational opportunities (including academic curricula) and activities for all FSU community members to better prepare everyone to be environmental stewards now and in the future
   iii.   Engage the campus community and alumni in sustainability-related and climate-action events and initiatives

Objective C: <u>Integrate current and emerging technologies</u> within facilities, curricula, and university operations, and continually explore and exploit the transformative potential of emergent information systems and digital technologies

   i.   Make appropriate and sustained investments in the modernization of our information systems and technological infrastructure to provide optimal environments for all modes of teaching and learning, and provide the training necessary for effective widespread adoption of new capabilities
   ii.   Take an integrated, university-wide approach to create a more personalized user experience for students that meets identified needs and enhances their educational experience
   iii.   Prioritize investment in the creation of a more comprehensive, smart data management and analytics system to enhance the effective and efficient utilization of information systems and promote evidence-based decision-making, innovation, and student success
   iv.   Pursue data projects that utilize emerging technologies and support the ethical integration of emergent capabilities such as artificial intelligence (AI) in teaching and learning and across university operations

GOAL 5: PERFORMANCE—Fortify the Foundation for Excellence

IMPLEMENTATION STRATEGIES

Objective A: <u>Bolster institutional effectiveness</u> by adopting a continuous-improvement mindset, embracing a culture of assessment, and regularly evaluating vital signs of institutional health and impact

    i. Promote a campus-wide commitment to ongoing evaluation, and implement a comprehensive, integrated, University-wide system of accountability to ensure progress against strategic priorities and inclusive excellence goals

    ii. Institutionalize equity-minded, evidence-based assessment practices, and maximize access to and use of data systems and assessment tools to monitor learning outcomes, evaluate program effectiveness, and advance student persistence goals

    iii. Create a decision-making culture that is inclusive and data-driven, and promote greater transparency in decisions that bear directly on the experience of students, staff, and faculty

Objective B: <u>Enhance communication, collaboration, and camaraderie</u> across campus to promote a stronger sense of common purpose, institutional pride, and mutual accountability

    i. Strengthen the daily presence and understanding of the institution's mission and motto, *Live to the Truth*, in University operations and in both internal and external communications

    ii. Encourage and facilitate cooperation, knowledge sharing, and collaboration across divisions, departments, disciplines, and roles at the University to create an environment where diverse perspectives and collective efforts lead to impactful solutions and continuous improvement

    iii. Catalyze school spirit and joy in achievement through internal and external communications, activities and initiatives that promote camaraderie, foster shared pride in the University's identity and impact, and celebrate student, faculty, staff and alumni accomplishments

Objective C: <u>Protect the university's ability to deliver a high-quality education</u> sustaining and diversifying revenue streams, optimizing resource allocation, and investing in strategic priorities for the future

    i. Elevate the university's public relations and strategic marketing endeavors to strengthen brand identity and messaging, attract prospective students and employees, engage with alumni and donors, and fortify relationships with community stakeholders

    ii. Stabilize and increase both undergraduate and graduate enrollment in line with the Strategic Enrollment Management Plan priorities

    iii. Enhance collaboration, resource sharing, and transfer pathways among institutions in the Commonwealth's public higher education system

    iv. Establish and pursue challenging fund-raising goals to support identified areas of strategic focus, and develop new revenue streams to promote long-term financial sustainability

    v. Routinely assess and adjust allocation of resources to address inefficiencies and ensure alignment with identified strategic priorities

KEY PERFORMANCE INDICATORS

Proposed Key Performance Indicators for
Framingham State University's
2024-2029 Strategic Plan

FSU will determine measurable quantitative and qualitative key performance indicators (KPIs) that demonstrate progress towards the goals, objectives, and desired outcomes of the Strategic Plan. In identifying these measures, where data are not currently available from a reliable source, the University will spend time in year one of the plan identifying or creating a source to establish baseline data upon which it can begin to track progress towards the strategic initiatives developed from the plan's objectives. Operational level initiatives will tie to these or finer grain metrics rolling up to a term-by-term and annual monitoring of progress on the achievement of the plan's objectives. A year-one initiative is to develop a digital repository of this information that can be maintained locally and allow stakeholders in these efforts to be able to input and assess the success of their work.

The KPIs presented are a preliminary list that will likely be expanded as operational level strategies are developed to ensure that accurate measures of performance are included. In addition to the quantitative and qualitative metrics outlined below, additional data are currently under consideration as we develop a local data tracking system that will house a common data set. Decentralized campus access designed to provide FSU stakeholders with the necessary measures to assess their initiatives' effectiveness towards their stated goals will ensure ongoing focus throughout the five-year plan period.

Of significant note, many of the KPI's reference disaggregated data usage. To the extent that the data when viewed in a disaggregated format does not violate the protections of the Family Educational Rights and Privacy Act (FERPA), this local data will be evaluated in this manner to identify disparities in performance or impact between groups who have been historically minoritized or for whom access to postsecondary education has been challenging. As Framingham "lives to the truth," we can no longer define success in summary data if it does not represent the parts of our university that make our whole. Advancing the Board of Higher Education's Racial Equity agenda is foremost in our plans as are the success of our lower income students, Veterans, and non-traditional age students.

STRATEGIC PLAN OBJECTIVES	KEY PERFORMANCE/PROGRESS INDICATORS	DATA OWNER
GOAL 1 - PURPOSE: *LEVERAGE OUR PUBLIC-GOOD MISSION FOR IMPACT*		
Objective A: <u>Be a dynamic force for positive change</u> **by actively leveraging resources, expertise, and relationships to address societal challenges, and by translating FSU's well-established commitment to racial, educational, and climate justice into action**	Enrollment, persistence, retention, graduation, and academic performance data disaggregated by race/ethnicity, age, first generation status, Pell recipient and monitored term-to-term and year-to year	FSU Institutional Research and DHE Performance Measurement Reporting System (PMRS)
	Graduate survey results disaggregated by race/ethnicity, first generation status, Pell recipient and monitored annually	Career Services & Institutional Research
	Volume of students (disaggregated data) completing documented internships or service learning courses each academic year	Registrar's Office
	Student responses on student satisfaction surveys indicating importance and satisfaction with student support services (non-instructional services) disaggregated by race/ethnicity and age	Dean of Students Office and Institutional Research
	Diversity of employees in student facing positions	Human Resources
Objective B: <u>Prepare and inspire students to be civically engaged, equity-minded citizens</u> **who embrace public service and work toward a better future for humanity**	Volume of students completing documented service learning or civic engagement courses each academic year	Registrar
	Number of engagement projects with the local community; civic engagement and Service Learning grants awarded to support students	Center for Civic Engagement
	Student Government funding requests for public-good initiatives	Student Government
	Unduplicated head count of students volunteering in campus based or community-based service activities	Student Experience
Objective C: <u>More fully and deeply integrate FSU in the civic,</u>	Number of educational partnerships and programs with Framingham Public Schools	School of Education; MetroWest College Planning Center; FSU Child Care Centers

cultural, economic, educational, and intellectual life of Framingham and the MetroWest region in mutually beneficial ways	College Planning Center data on number of secondary school participants; number of families served; participant high school graduation rates; participant college going rates; participant FSU attendance rates; dual enrollment credits generated and other relevant metrics disaggregated by race/ethnicity and city/town of domicile	MetroWest College Planning Center
	Number of active formal partnership agreements with local organizations, health care facilities, nonprofit organizations	Legal Counsel; Health Science departments; Education department
	Volume of students completing documented internships or service learning courses each academic year	Registrar
	Danforth Art Center membership number; school registrations and museum patrons	Danforth Art Museum and School
	FSU Center data, demonstrating quantifiable service to the general public aligned with each of the Center's mission and purpose	FSU Centers
	University Events campus usage by external groups reported annually	University Events

GOAL 2 - PROGRAM: *INNOVATE FOR STUDENT SUCCESS*

***Objective A*: Adapt and adopt programs, practices, and pedagogies to enhance teaching and learning in ways that meet the evolving needs of traditional-age and adult students, employers and society and that advance statewide goals for racial equity and student achievement**	Degree production in fields associated with high-demand occupations (workforce alignment)	MA DHE Performance Measurement Reporting System (PMRS); Lightcast data; Postsecondary Employment Outcomes (PSEO) data re: employment and earnings
	Volume of dual enrollment or early college courses offered	MetroWest College Planning Center
	Revised transfer policies leading to increase in transfer applications/matriculations • Increase % of transfer students of color who complete bachelor's degree	Transfer enrollment data MA DHE Performance Measurement Reporting System (PMRS)
	Number of non-traditional/adult student enrollments	Registrar- Institutional Research
	Increase in courses utilizing Open Educational Resources (OER) • Disaggregated data of students enrolling in and successfully completing (DFW rates) OER use courses	Registrar Registrar, Institutional Research
	Number of cross disciplinary course offerings and corresponding enrollments per term	Registrar
	Student-faculty ratio	Institutional Research
***Objective B:* Cultivate a culture of career readiness, embedding career preparation within academic disciplines and throughout a rigorous general education and liberal arts curriculum, and equipping students with knowledge, skills and habits of mind that prepare**	Increase in early (first and second year) career experiences for enrolled students including academic classroom experiences	Career Services
	Number of campus developed employer connections for students for internship or employment opportunities	Career Services
	Volume of students (disaggregated data) completing documented internships or service learning courses each academic year	Registrar

them for success in their professions and lives	Number alumni registering and/or participating in career events for undergraduate students	Alumni Office and Career Services
	General education requirements are tied to career skills in a meaningful way for students within their program of study	TBD
	Graduate survey (disaggregated) identifying positive causal relationship between FSU degree, career experiences within the curriculum and faculty networking for either graduate studies or job placement	Career Services; Postsecondary Employment Outcomes (PSEO) data re: employment and earnings
Objective C: <u>**Elevate student success as a university-wide priority,**</u> **comprehensively supporting students and empowering them to persist throughout their academic journey, increasing retention and graduation rates, and ultimately enhancing the social mobility and life trajectory of our graduates**	Student responses on student satisfaction surveys indicating importance and satisfaction with student support services (non-instructional services) disaggregated by race/ethnicity and age	Dean of Students Office and Institutional Research
	Persistence and retention data disaggregated by race/ethnicity, age, gender, program of study, Pell grant recipient and other relevant factors: • Annually • By term • Credit accumulation • Gateway course completion	Institutional Research; Y - MA DHE Performance Measurement Reporting System (PMRS)
	Graduation rates (disaggregated data) for first time-full time and transfer student • 4 year • 6 year • 8 year	IPEDS
	High impact practice assessment – student success rates for students in First-year seminar; internships; study abroad experience (short or semester long)	Academic Affairs, Institutional Research, International Education department
	Counseling Center utilization data (disaggregated)	Counseling Center
	Rams Resource Center students served (disaggregated, unduplicated by term and annual)	Rams Resource Center, Dean of Students Office

	Financial aid access and usage metrics including Median federal loan debt for borrowers • % Decrease in loan debt for students of color • % Decrease in unmet need for students of color • % of students with fully met need (data disaggregated)	Financial Aid
	% increase in the number of adult students who complete undergraduate degree programs	Registrar

GOAL 3 – PEOPLE: *NURTURE A DIVERSE AND THRIVING COMMUNITY*		
Objective A: <u>**Maintain a welcoming and inclusive campus climate**</u> **that attracts, retains, and supports faculty, staff, students, and alumni of various cultures, perspectives, and experiences and that ensures all members of the university community feel valued, able to engage, and empowered to thrive**	Number of applications, acceptance rate, deposit rate and reduction of "melt" for accepted students (disaggregated data) • continuing education programs • graduate programs • undergrad degree-seeking programs	Enrollment Management Data
	% of students of color completing FASFA	Financial Aid
	Adult students are able to successfully navigate the enrollment on-process and the systems of the university as reported in student satisfaction survey	Dean of Students Office
	Tuition and fees as % of state and regional income	MA DHE Performance Measurement Reporting System (PMRS)
	Financial Aid Metrics • Student loan debt at graduation • Student loan default rate • Unmet student financial need	Financial Aid

	Student satisfaction survey shows consistent results for students representing diverse populations of students enrolled at FSU including: • age • first-generation • gender/sex, identify as BIPOC, or recent immigrants (e.g. Brazilian) • Pell recipient • registered for disability services • religion	Dean of Students Office, Institutional Research
	Employee diversity, retention and turnover (disaggregated) • benefitted employee turnover by calendar year (overall, faculty, staff) • benefitted promotion per fiscal year • BIPOC as % of benefitted employees (overall, faculty, staff) • overall benefitted employee retention (overall, faculty, staff)	Human Resources, Academic Affairs
	Student participation/engagement in co-curricular and athletics: • FSU-sponsored opportunities for student engagement • number of students in leadership positions • student-organized events	Student Life and Athletics
	Alumni Engagement by total with accurate contact information held by FSU • events attended • participating in undergraduate mentoring activities • social media participation	Alumni
	Competitiveness of faculty salaries relative to comparable institutions	Human Resources
Objective B: Align the pursuit of excellence with a commitment	% student participation in DEI-focused programming	Center for Inclusive Excellence, Student Experience

to diversity, inclusion, equity and social justice in every facet of the university	Number and type of equity-related faculty Professional Development (PD) opportunities made available (and participation/completion rates/numbers) • % increase in the participation of unique faculty, staff, and administrators in PD opportunities • Staff, faculty, administrator, and trustee sentiment on quality and impact of PD opportunities	Human Resources; Center for Excellence in Learning, Teaching, Scholarship and Service (CELTSS)
	% increase in unique students of color participation rates in High Impact Practices	Academic Affairs
Objective C: <u>Promote a culture of continuous learning and well-being</u> for all members of the university community, and foster growth through enhanced support structures and expanded, equitable access to professional development opportunities for faculty and staff	% increase in the participation of unique faculty, staff, and administrators in Professional Development (PD) opportunities • % faculty participation in CELTSS January Day and May Day PD events • % participation in Professional Development Day • % staff participation in campus PD programming	Human Resources, Academic Affairs, CELTSS

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GOAL 4 – PLACE: *CREATE SPACES THAT INSPIRE*

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Objective A: <u>Strategically invest in facilities and infrastructure</u> to create a safe, clean, attractive, and accessible teaching and learning ecosystem that aligns with evolving educational and residential life trends and will inspire a strong sense of community on campus	Update Campus Master Plan	VP of Admin. & Finance
	Completion of Facilities Condition Assessment (FCA) analysis	Director of Capital Project Management
	Completion of DCAMM Utilization Study for classrooms, labs, and administrative space and address any identified weaknesses	Director of Capital Project Management
	Reduction in known reoccurring IT concerns tickets	Information & Technology
	Increase grant funding to augment Commonwealth funding	Grants & Sponsored Programs

	Decrease in deferred maintenance backlog, with particular focus on identified areas of priority (e.g., safety, accessibility, decarbonization efforts, etc.)	VP of Admin. & Finance
Objective B: Adopt environmentally conscious practices that lead to long-term preservation of the physical infrastructure and landscape and that promote environmental stewardship among all members of the campus community	Annual assessment of sustainable practices as outlined in 2022 FSU Climate Action Plan: https://www.framingham.edu/sites/default/files/2024-06/climate-action-plan-2022.pdf	Sustainability Coordinator
	Increase in activities and initiatives designed to decrease carbon emissions	Sustainability Coordinator
	Development and implementation of an updated Climate Action Plan that includes new, measurable goals, and action steps for the next five years	Sustainability Coordinator
	Improve visibility and awareness of positive environmental impact practices on FSU properties	Sustainability Coordinator
Objective C: Integrate current and emerging technologies within facilities, curricula, and university operations, and continually explore and exploit the transformative potential of emergent information systems and digital technologies	Development of IT Strategic Roadmap (systems, computing, network, data)	Information Technology
	Ratings improvement by campus stakeholders in the following domains: • Awareness: Level of awareness among Students, Faculty, and Staff regarding available resources and services • Frequency of Use: How often Students, Faculty, and Staff utilize these resources and services. • Perceived Importance: Students, Faculty, and Staff opinions on the importance of information technology resources and services. • Satisfaction Levels: Levels of satisfaction among Students, Faculty, and Staff with the quality and effectiveness of resources and services.	Information Technology survey results

GOAL 5 – PERFORMANCE: *FORTIFY THE FOUNDATION FOR EXCELLENCE*

Objective A: <u>Bolster institutional effectiveness</u> **by adopting a continuous-improvement mindset, embracing a culture of assessment, and regularly evaluating vital signs of institutional health and impact**	Creation of a data warehouse (i.e., smart data management system) that integrates data from multiple sources, handles queries and analysis efficiently, and is readily accessible)	Information Technology – Institutional Research
	Data dashboard development to track initiative impact while fully integrated data system is developed	Institutional Research
	Improved academic program system that tracks program performance from one 5-year review cycle to the next • Annual dept. assessments of student learning outcomes (disaggregated by race/ethnicity where practical) • Strategic plan dashboard/scorecard regularly updated and communicated to key stakeholders	Academic Affairs Information Technology Assessment
Objective B: <u>Enhance communication, collaboration, and camaraderie</u> **across campus to promote a stronger sense of common purpose, institutional pride, and mutual accountability**	RAMS 101 survey results (disaggregated by semester)	Academic Affairs
	Results of employee engagement survey (1st results expected in July 2024)	Human Resources
Objective C: <u>Protect the university's ability to deliver a high-quality education</u> **by stabilizing enrollment, sustaining and diversifying revenue streams, optimizing resource allocation, and investing in strategic priorities for the future**	Number of applications, acceptance rate, deposit rate and reduction of "melt" for accepted students • continuing ed programs • graduate programs • undergrad degree-seeking programs	Enrollment Management
	Undergraduate enrollment • Continuing—Matriculated • Continuing—Non-matriculated • FTFT (first-time, full-time students) • Transfer • Total	Registrar, Institutional Research

	Graduate enrollment • Degree seekers • Non-degree seekers	Registrar, Institutional Research
	Residence hall occupancy rate	Residence Life
	Statement of net position • Debt service-to revenue ratio • Total net tuition revenue	Finance
	Endowment • FSU endowment (net position) funds • University endowment (including designated funds)	Finance
	Alumni annual giving participation rate and total annual giving amount	Alumni and Foundation
	Progress toward $35M campaign goal	Alumni and Foundation
	% of budget allocated to student instruction and support (compared to national peers)	IPEDS
	Cost of degree production	Finance
	Deferred maintenance/facilities maintenance	Division of Capital Asset Management and Maintenance (DCAMM)