



CIVILITY INTEGRITY DIVERSITY EXCELLENCE ACCOUNTABILITY

Prepare For Life

BOWIE STATE UNIVERSITY

STRATEGIC PLAN 2007 - 2012

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President's Message

Bowie State, Maryland's oldest historically black institution is a comprehensive university that was founded in 1865. One of the great strengths of the University is its location in vibrant, affluent Prince George's County. Bowie State plays a critically important role in responding to the economic and human resource challenges facing the county and the state of Maryland.



A thriving county and innovative state require a growing and diverse University. By strengthening the fundamentals of Bowie State—students, faculty, staff, and infrastructure—the University will continue to link its institutional heritage with the opportunities available today and in the future.

The 2007-2012 Strategic Plan will serve as a road map in advancing Bowie State's institutional excellence and academic distinction. Everything we do as a University will be directed towards enhancing our quality and value to students, alumni, and the community. As the university progresses, we will continue to promote student academic success, public service, and scholarship while incorporating our core values:

- Excellence
- Civility
- Integrity
- Diversity
- Accountability

It is important to emphasize that the strategic planning effort is an open and ongoing process with many opportunities for all members of the university community to become involved in shaping Bowie State University's future.

The Strategic Planning Committee represents the core of the planning process. Their enthusiasm and hard work encouraged campus participation. I want to thank them and all others who worked to make this plan a framework for success.

Sincerely,

Mickey L. Burnim, PhD
President

History

Bowie State University is an outgrowth of the first school opened in Baltimore, Maryland on January 9, 1865 by the Baltimore Association for the Moral and Educational Improvement of Colored People, which was organized on November 28, 1864 to engage in its self-appointed mission on a statewide basis. The first normal school classes sponsored by the Baltimore Association were held in the African Baptist Church, located on the corner of Calvert and Saratoga Streets. With the aid of a grant from the Freedmen's Bureau in 1868, the Baltimore Association purchased from the Society of Friends a building at Courtland and Saratoga Streets for the relocation of its normal school. In 1883 it was reorganized solely as a normal school to train Negro teachers.

The Baltimore Normal School received occasional financial support from Baltimore City beginning in 1870 and from the State of Maryland since beginning in 1872. In 1871 it received a legacy from the Nelson Wells Fund. Established before Wells' death in February 1843, this fund provided for the education of freed Negro children in the State of Maryland. At the request of the Baltimore Normal School, which desired permanent status and funding as an institution for the education of Negro teachers, the State Legislature authorized its Board of Education to assume control of the school on April 8, 1908. The same law re-designated the institution as Normal School No. 3. Subsequently, it was relocated on a 187-acre tract in Prince George's County, and by 1914 it was known as the Maryland Normal and Industrial School at Bowie.

A two-year professional curriculum in teacher education was started in 1925 and later was expanded to a three-year program. A four-year program for the training of elementary school teachers began in 1935, and the school was renamed the Maryland State Teachers College at Bowie. With the approval of the State Board of Education, its governing body, Maryland State Teachers College at Bowie expanded its program in 1951 to train teachers for junior high schools. Permission was granted ten years later to institute a teacher-training program for secondary education. A liberal arts program was started in 1963, and the name was changed to Bowie State College.

Bowie State College was authorized in 1970 to grant its first graduate degree, the Master of Education. A significant milestone in the development of graduate studies at Bowie State College was achieved in 1975 with the Board of Trustees' approval of the establishment of the Adler-Dreikurs Institute of Human Relations. Bowie State College officially became Bowie State University on July 1, 1988, a change reflecting significant growth in the Institution's programs, enrollment, and services to the area. On that same day, the University also became one of eleven constituent institutions of the newly formed University System of Maryland.

Bowie State University won a \$27 million award covering an eleven-year period from the National Aeronautics and Space Administration/National Science Foundation in 1995

making it a Model Institution for Excellence in science, engineering, and mathematics, one of only six in the nation.

Three state-of-the-art buildings, The Center for Learning and Technology, a \$21 million high-tech building; the Computer Science Building; and The Christa McAuliffe Residential Community, were completed during the years 2001-2004.

As a charter member of the National Council for the Accreditation of Teacher Education (NCATE), Bowie State University became one of the first institutions in the country to receive national accreditation by NCATE in 1954 and has maintained that accreditation for fifty consecutive years. In May 2005, Bowie State University graduated its first class of candidates who earned a Doctorate of Education degree in Educational Leadership (EdD) and its first class of four-year nursing students from the School of Professional Studies.

The University currently offers a wide array of undergraduate and graduate degree programs. With the matriculation of more than 5,200 undergraduate and graduate students in academic year 2006, Bowie State University continues to make strides and remains among the nation's top five producers of African Americans earning master's degrees in technology, science and mathematics. Of the University's 165 full-time faculty, more than 75 percent hold doctoral or terminal degrees in their fields of expertise.

Strategic Planning Committee

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An Approach to Planning

Planning is an on-going, systematic activity at Bowie State University. Under the leadership of the President, the institution must move deliberately toward integrating the planning and budgeting process. In practical terms, this means that the institution's priorities drive the allocation and re-allocation of resources.

The following beliefs undergird the planning, budgeting and evaluation process at Bowie State University.

Planning is a statement of organizational values; it is data driven, continuous, collaborative and democratic and is data-driven.

Planning is driven by a set of parameters.

The fully implemented process includes the following activities:

An annual review of the University's vision statement, mission statement, planning documents, institutional priorities, goals and objectives, and five-year strategic plan

The annual monitoring of the attainment of institutional and unit priorities, goals and objectives

Unit level planning and budget preparation for coming fiscal years begin in the Fall semester or the current year. Academic and administrative units prepare their plans by identifying relevant goals and objectives, which are directly related to the Institution's priorities for the fiscal year.

Environmental Trends

One can get a glimpse of the shape of postsecondary education in the future by examining major trends. The six forces described below will leave the greatest mark; no college, university, or private career school will escape their impact.

Demographic Shifts

A series of demographic trends will alter the face of postsecondary education in Maryland. The next four years will bring substantial growth in the number of new full-time freshmen entering Maryland campuses. This will be fueled by an influx of high school graduates due to the “baby boom echo.” In addition, a rising proportion of high school graduates has been enrolling at in-state colleges or universities in recent years. This trend will continue and will squeeze the physical and instructional capacities of campuses. By 2008, the number of public and private high school graduates in Maryland is expected to increase by more than 8,600. Similarly, the average age of students is also expected to increase; the average age of undergraduates at Maryland institutions is twenty-six, and those twenty-five years of age or older make up thirty-five percent of the total. Older students often require more flexibility in locations, classes, types of facilities, and availability of faculty.

Minorities, racially and ethnically, accounted for all of the enrollment growth in the State during the past ten years, and this trend will not abate. Moreover, minorities accounted for half of all of the public high school students in Maryland in 2003 were minorities, and the percentage of African American and Hispanic secondary school students has risen steadily from forty-one to forty-four percent in the past four years. African Americans and Hispanics will constitute eighty percent of the growth in high school graduates in Maryland through 2008. In addition, the nonwhite population in Maryland in the eighteen to forty-four age group is expected to increase by eight percent by 2015, while that of whites will decline. These trends have implications for student preparation and success insofar as the graduation rates of African Americans and Hispanics have consistently trailed the overall average.

Women comprise sixty percent of all Maryland college students, and the gender gap shows no signs of closing. Another concern that may have long-term ramifications on higher education is a decline in the number of foreign students applying for admission to graduate-level science and technology programs. Currently, a majority of enrollments in these graduate programs is foreign-born. Increased restrictions on immigration coupled with greater competition from international universities may seriously impact enrollments and the availability of very highly qualified foreign-born applicants, enrollments, and research assistants at Maryland institutions.

Funding Challenges

Maryland has experienced reductions in State support for higher education as a result of the economic recession. In turn, as State revenues declined, general fund support for colleges and universities also declined by eleven percent or \$143 million from FY 2002 to FY 2004. This compares to a four percent drop among higher education institutions

nationally. State funding represented thirty percent of community college revenues and fifty percent of revenues for public four-year institutions in FY 2002. Even with an improving economy, colleges and universities face a difficult funding environment. Higher education's share of the Maryland budget will continue to compete with preK-12 education, health care, and public safety, where the demands for funding have been strong. Rival needs at the federal level also will impact the availability of research dollars, having the greatest effect on those Maryland institutions that receive large amounts of money from this source.

Affordability Issues

Low-income and middle-income citizens have reason to be concerned that the cost of higher education could become out of reach. Colleges and universities in their attempt to maintain quality while coping with the reality of the State's fiscal constraints were forced to increase tuition and fees. Since FY 2002, average charges have risen by ten percent (to \$2,675) at the community colleges, twenty-two percent (to \$5,978) at the public four-year institutions, and twelve percent (to \$19,934) at the State-aided independent campuses. These hikes were considerably above the inflation rate and median family income growth rate in Maryland. Many colleges and universities across the nation recently experienced significant increases in tuition and fees. Maryland, along with thirty-six other states, received a grade of "F" in affordability in the 2004 State-by-State Report Card for Higher Education. However, Maryland institutions were already charging higher rates than most of their national counterparts. These rates were not offset by high levels of State support for financial aid, which has remained at moderate levels for the past decade or more. Funding for State financial aid programs fell by seven percent from FY 2002 to FY 2004. However, support for the State's largest need-based aid program, the Educational Excellence Awards, remained essentially flat during this same time. This trend was reversed in the FY 2005 budget with an increase of \$12.9 million in need-based student aid and a pledge to transfer an additional \$11.9 million in the next three years. Ironically, with more than 7,000 students on a waiting list for the Educational Assistance Grant for FY 2005, additional funding was needed if all eligible students were to be funded. As a consequence of the rapid increases in tuition and fees and relatively modest increases in need-based State financial aid, Maryland did not change its status as a high-tuition, moderate-aid state. In the June 16, 2004 Report to the Commission, *The Student Voice on Higher Education*, the Commission's Student Advisory Council stated that college was viewed as a necessity; whereas, their parents saw it mainly as a privilege. The students reported that in their view there is little chance to succeed in today's business world without a college degree. The report reflected the students' concern about being able to afford college due to rising tuition costs.

Workforce Changes

Rapid changes in job requirements and the needs of employers have placed a premium on workers with greater educational attainment and advanced skills. Many job positions in Maryland, nearly one-third, require at least a community college degree or training beyond high school. Rather than a one-time activity in which people engage prior to the beginning of their career, education will be integrated as a regular component of the work experience. To fill these needs, a variety of alternatives must be available. These may

include community college workforce training, online education, “corporate universities” (schools for employees with customized education and training), regional higher education centers, private career school programs, adult education, and for-profit colleges, to name a few.

Technological Developments

Distance learning has grown dramatically in Maryland and shows no signs of slowing. Between 1997 and 2002, the number of credit courses offered by distance learning at Maryland campuses more than doubled to over 3,000, and the students served by these courses more than tripled to nearly 100,000. The number of degree programs offered primarily or entirely by distance learning jumped from seventeen to seventy-two.

Teacher Staffing Concerns

Maryland, like other states, faces a critical shortage of teachers due to the State’s inability to produce and retain a sufficient number of teachers. The Maryland State Department of Education has estimated that school systems will need to hire 12,000 new teachers between 2004 and 2006. All jurisdictions in the State are expected to experience a shortfall, especially in the subjects of technology education, computer science, English for speakers of other languages, foreign languages, mathematics, science, and special education. However, the number of teacher candidates prepared by Maryland colleges and universities dropped from 2,653 in 1998-1999 to 2,319 in 2002-2003.

The University Environment

Bowie State University has the political, economic, academic, and corporate backing needed to become a top tier University.

Major Competitors (On-Campus Programs)

Morgan State University, University of Maryland Eastern Shore, Towson University, Coppin State University, Salisbury University, Virginia State University, and Howard University

Major Competitors (On-Line)

University of Maryland University College, Strayer University, and University of Phoenix

Strengths

- Bowie State University is an affordable, accessible institution that offers excellent educational opportunities to all students in the region.
- The University is student centered with a friendly, supportive, and comfortable campus environment.
- Bowie State University has a committed culturally and ethnically diverse faculty and staff with expertise in teaching and nurturing traditional and non-traditional students.
- Full-time faculty teach the majority of the classes and offer a variety of services to the University and the larger community.
- The University's established relationships with academic institutions, industry, and the government promote the development of interdisciplinary programs and research activities (Morgan State University, University of Maryland College Park, University of Maryland Baltimore County, Johns Hopkins University, Lockheed Martin, NASA, NSA, DOD, DOE, DOEd, and NSF)
- Bowie State University's substantial land holding provides opportunities to establish partnerships with the local community, the county, and the State.
- Bowie State University is strategically located in the center of the triangle formed by Washington, DC, Annapolis, and Baltimore. It is within thirty-five minutes of the White House, many federal agencies, and BWI Thurgood Marshall Airport,

thereby lending itself more readily to partnerships with those three nationally known cities.

- The Marc Rail Train Station, situated on Bowie State University's campus and includes a Park and Ride lot, is an asset and a marketing tool for the nation's most affluent African American populated county.
- The University has achieved local, State, regional, and national visibility for the campus' "special units," such as the Center for Alcohol, Tobacco, and Other Drugs; the BSU Satellite Operations Control Center; Xseed; The Business Virtual Incubator Network (BVIN); and the BSU Radio and Cable television stations.
- Bowie State University's established collaborative and cooperative relationships with business leaders locally, nationally, and internationally promote the University's entrepreneurial agenda.
- Bowie State University has many supportive alumni who are active partners in the efforts to achieve excellence.
- Graduate education at Bowie State University provides opportunities for research, as well as a strong link to produce advanced prepared professionals for the growing Maryland and international markets. The new doctoral programs in Educational Leadership and Computer Science will substantially increase the level of research.

Challenges

- To develop a plan for institutional growth that anticipates the rising costs of providing an affordable, quality education in a safe environment and includes specific strategies for maintaining the high quality of student life, academic programs, and faculty productivity that Bowie State University wants to make its hallmark
- To increase its efficiency in use and expenditure of resources to attract and retain outstanding students, faculty, and administrators, and to enhance and expand the University's physical plant, course offerings, technology infrastructure, and student services necessary to meet the needs of a growing university
- To significantly enhance the University's ability to be competitive in obtaining external funding and alumni support that can augment the University's state support and enable the University to be at the forefront of innovation in higher education
- To maintain a Graduate School that effectively and efficiently facilitates graduate education, supports graduate programs, encourages scholarship, promotes grant

driven projects and research implementation, and assures graduate program quality

- To significantly increase the resources allocated for recruitment, retention, advising, and marketing
- To establish an environment that includes an effective communications network and a shared governance structure that promotes trust and embraces collaboration with the faculty, staff, students, and alumni

Opportunities

- The University's strengths in education, business, science, and technology provide a strong foundation for significantly increasing federal funding and expanding corporate relationships.
- Multimedia technology represents an opportunity to develop new and more effective ways of learning.
- The University is ready to increase the number of partnerships with industry, research institutions and enterprises, the federal government, philanthropic organizations, and national societies and to build a broader base of financial support with individual contributors.
- The University's international population (students and faculty) provides a basis for many partnership opportunities in the international arena.
- Bowie State University's rich history with education programs provides the opportunity to help Maryland meet the K-12 needs described in the State Plan.

Threats

- Reductions in funding for Higher Education in the State of Maryland would significantly impact the University's ability to provide services to the campus community, the local community, the State, and the region.
- The loss of prominent faculty and outstanding staff would reduce the University's academic progress rate.
- Competition from public and private institutions (campus based and online) could hurt the size of the University's student population.

Vision

Building on its image as a student-centered institution, and its history as an HBCU, Bowie State University will provide its diverse student population with a course of study that ensures a broad scope of knowledge and understanding that is deeply rooted in expanded research activities. The University excels in teacher education and will become the premier teacher of teachers. Through the integration of internal business processes, technology, and the teamwork of administrators, faculty and staff, the University will be recognized statewide as a model of excellence in higher education for the effective and efficient use of human, fiscal, and physical resources.

Mission

Bowie State University, through the effective and efficient management of its resources, provides high-quality and affordable educational opportunities at the baccalaureate, master's, and doctoral levels for a diverse student population of Maryland citizens and the global community.

The educational programs are designed to broaden the knowledge base and skill set of students across disciplines and to enable students to think critically, value diversity, become effective leaders, function competently in a highly technical world, and pursue advanced graduate study.

The University is committed to increasing the number of students from under-represented minorities who earn advanced degrees in computer science, mathematics, information technology, and education.

Constituent needs, market demands, and emerging challenges confronting socioeconomic cultures serve as important bases in the University's efforts to develop educational programs and improve student access to instruction.

Excellence

Civility

Integrity

Diversity

Accountability

CORE VALUES



Institutional Goals

Goal 1. Provide high-quality and affordable academic programs and support services for all students

Subgoal A. Improve academic programs

Objectives

- Budget the funds and aggressively pursue discipline accreditation for each program (where appropriate)
- Assess (revise, create, or delete) and fund initiatives that build on programmatic strengths of the institution by reviewing and updating programs every three years, as needed (Each School must develop a plan to increase course offerings when needed)
- Assess the effectiveness of current programs and workshops to determine their link to student retention and graduation rates
- Monitor time to degree to ensure that programs remain competitive with system schools
- Create enriching curricula and co-curricula for students
- Integrate learning communities, service learning, community service, student research, internship experiences, and information literacy throughout the curriculum and co-curricular activities
- Maintain a high quality Honors Program
- Design upper level courses for high achieving and Honors Program students
- Provide state-of-the-art instructional technology equipment and/or systems to support the teaching and learning process
- Infuse and integrate technology in all aspects of teaching, learning, and administration
- Explore inter-institutional learning opportunities through conferences, study abroad, and academic exchanges

Subgoal B. Enhance Teacher Education Programs

Objectives

- Develop a collaborative relationship with Prince George's County and Montgomery County public school systems built around BSU teacher and counselor preparation, community capacity building, and school reform
- Provide courses that strengthen core subject skills for students in the beginning of the program to prepare students for the Praxis in their respective professional fields
- Provide students with strategies to support children in the learning of English as a Second Language and to value and learn more about the cultures of others
- Develop partnerships with Education majors and middle and high schools to create an educational pipeline for promising future teachers

- Recruit students with diverse backgrounds to service schools with diverse populations
- Develop a comprehensive marketing plan to attract qualified students to the field of teaching in the sciences and mathematics disciplines
- Create a student tracking procedure to ensure that students who are admitted meet at least the minimum criteria necessary to be successful in their discipline across all programs within the School of Education
- Enhance electronic and traditional instructional tools to increase the students' pass rate on the PRAXIS series
- Provide pre-service and in-service teachers with access to state-of-the-art educational technology and training
- Recruit and retain, through graduation, an increased number of pre-service teachers
- Ensure that BSU faculty contributes to scholarly research on the minority achievement gap
- Explore the implementation of a charter school

Subgoal C. Develop and implement a specific plan and timeline for faculty and staff growth that aligns Bowie State with its peers and with the requirements of external accrediting bodies

Objectives

- During the next three to five years, commit adequate resources to faculty and staff development in the areas of learning resources, course delivery, customer service, technology training, and advisement software
- Design and implement a faculty and staff recruitment, retention, and development plan that includes a competitive merit-based compensation structure (for junior and senior faculty)
- Increase the percentage of core faculty with terminal degrees
- Establish a policy that will ensure that professional development is a priority for faculty and staff across divisions

Subgoal D. Enhance support services throughout the University

Objectives

- Enhance and expand customer service training for all service units
- Provide avenues for professional technology development for all staff.
- Provide incentives to motivate and acknowledge continuing education and professional development for staff
- Ensure that all support services meet the quality and standards of the area - specific professional associations

Subgoal E. Maintain a robust state-of-the art, highly available and secure information technology infrastructure to support mission-critical operations

Objectives

- Develop, implement, and maintain a strategic IT Plan
- Perform and implement a participatory, unified, and continued approach from all university stakeholders in developing and maintaining an active process to continuously enhance BSU's Information Technology Plan
- Ensure sustainable technology projects and initiatives through responsible fiscal planning and implementation
- Satisfy federal, State, institutional, and University System of Maryland policies, laws, and requirements as they pertain to information technology and security
- Provide for the continuous development and growth of information technology personnel to support the information technology infrastructure
- Optimize service availability through proactive monitoring and maintenance for a secure and stable information technology infrastructure
- Implement institutional guidelines for modifications, updates, planning, and initiation of any information technology related projects and initiatives across the university. (This ensures that coordination and preparation are considered in the introduction of new requirements and resources that would result from such changes)
- Complete implementation of 100 percent wireless access across the institution
- Implement measures and initiatives to ensure secure and readily available access for students to administrative and educational technology applications
- Provide convenient open computational laboratories for students
- Identify educational applications and teaching technology tools necessary and utilized in student learning and ensure that OIT provides support to faculty in terms of access, training, development, and maintenance

Subgoal F. Provide students, faculty, and staff with convenient access to information and on-line library resources at anytime and from anywhere**Objectives**

- Communicate the rapid, easy, and precise access to high quality information for education and research at Bowie State University by aggressively expanding networked-based access to Library collections
- Digitize selected BSU publications and important BSU archival materials and advocate for digitization of other materials of value to BSU
- Establish a digital projects library/laboratory with partners from industry, the government, BSU labs and centers, and others to address important problems in applied library technologies
- Create a worldwide BSU Virtual Library to extend the reach of the Library's staff via live chats with reference librarians and videoconferencing to the desktop

Goal 2. Support growth by enhancing recruitment, access, and retention efforts University-wide**Subgoal A. Develop, implement, and fully fund a new marketing and recruitment plan**

Objectives

- Increase high school visits, college fairs, transfer fairs, open houses, tours, graduate recruitment events, and other recruitment activities in the local, regional, and national markets both on and off campus
- Increase Bowie State's presence in current feeder markets through communication of the Bowie State University story
- Link each school recruitment plan with the overall University plan
- Include staff and faculty members in recruitment efforts in a structured manner
- Update and enhance current recruitment brochures and materials to include materials specific for transfer students
- Publicize and showcase the campus and successful programs and achievements of students and faculty
- Create or update the recruitment process documentation, outlining the steps and units involved

Subgoal B. Improve access to funding sources for students

Objectives

- Increase need-based financial aid to comply with the State Financial Aid Task Force policies to increase the admitted student yield and provide Bowie State University's students with access to a degree from the University
- Expand scholarship funds through private giving to increase meritorious funds available for academic, departmental, athletic, and ROTC scholarships for gifted and talented and Honors Program students
- Expand financial aid need-based and merit-based funds to assist continuing students in maintaining their matriculation at Bowie State University and minimizing loan debt
- Increase the types of endowments and level of funding for each that will be used to support the efforts of students, such as scholarships, academic achievement awards, stipends, and participation in extracurricular academic activities

Subgoal C. Improve access for prospective students to academic programs

Objectives

- Increase course offerings available for students transferring from two-year colleges

- Enhance coordination and articulation with two-year colleges by developing programmatic articulation agreements
- Increase the number of discipline specific bridge programs
- Develop programs that will help prepare high school students better for college (strengthening reading, writing, mathematics, and test preparation)
- Provide parents of students K-12 with information on current and predicted tuition costs to allow time to plan for their educational experiences

Subgoal D. Enhance University-wide retention efforts

Objectives

- Develop and implement a University Academic Advisement Center that provides centralized advisement
- Require mandatory continuous advisement and counseling for conditional, probationary, and summer bridge admitted students and for students on academic warning and probation
- Increase need-based financial aid to increase student retention
- Expand student and academic support programs that provide tutoring, counseling, and mentoring services through early intervention and course-based risk assessment
- Assess whether or not Bowie State University's support programs are meeting the needs of students
- Mandate ongoing customer service training for all faculty and staff
- Provide opportunities for training in retention trends and best practices

Subgoal E. Enhance technology to maximize enrollment/retention services

Objectives

- Implement Class Scheduling Software to facilitate the effective and efficient scheduling of courses and classroom space utilization
- Develop and implement a tracking system to monitor the progress of graduate students
- Establish a focused communications network for graduate and non-traditional students

Subgoal F. Improve University graduation rates

Objectives

- Train faculty to use the PeopleSoft software and to advise students using a variety of methods
- Explore options for enhancing the effectiveness, efficiency, and timeliness of degree audits to facilitate the continued successful matriculation of students
- Create a user friendly degree audit document
- Establish a system of communication that will keep all students, especially commuter students, aware of registration and graduation related deadlines
- Establish departmental activities that will promote academic relationships between on and off-campus students, advisors, and faculty

Goal 3. Promote regional economic and workforce development

Subgoal A. Increase University initiatives and expand the role of the Schools of Business, Graduate Studies, and Continuing Education

Objectives

- Use University expertise to provide expert advice to local, national, and international entities
- Increase University partnerships with major technology companies, including the Technology Council of Maryland (TCM)
- Collaborate with local and state governments to attract businesses to the region by offering resources helpful to the relocation of these companies-market data analysis and computing power
- Develop undergraduate and graduate certificate programs that anticipate and/or respond to market needs
- Pursue grant funding that focuses on regional employment and financial needs
- Promote the collaboration of faculty and students with State and local legislators on various policy initiatives
- Develop undergraduate and graduate certificates in Technology and Information Systems, Professional Programs in Financial Planning (CFP), and other programs that anticipate and respond to workforce development needs

Subgoal B. Increase the numbers of new professional and master’s prepared nurses, including advanced practice nurses, to support local, national, and global health care markets

Objectives

- Develop a plan to recruit and retain an adequate number of nursing faculty
- Establish a plan for engagement and establishment of partnerships with community health care agencies
- Develop a calculated plan to increase student enrollment in the undergraduate and graduate nursing programs

Subgoal C. Revitalize a Graduate School to champion advanced manpower development and research for local, state, national, and international markets

Objectives

- Promote academic excellence and research
- Establish centers of excellence with faculty spearheading research and service
- Promote a “Town and Gown” research and service model that ensures excellence, grant utilization, and economic development
- Assist graduate programs to identify and build on strengths through collaborative research, internships, and fellowships that enrich graduate

- education and provide hands-on training to graduates who are equipped to become leaders and innovators in their professions and fields
- Assist graduate programs to identify areas of improvement and enhancement, through evaluations and assessments that provide clarity and guidance with program generated data
 - Assist undergraduate programs to align with current requirements for successful graduate studies and enhance input into graduate programs

Subgoal D. Increase the role of the Office of External Relations in proactively positioning the University

Objectives

- Develop linkages with philanthropic organizations and industry
- Coordinate a comprehensive plan for University engagement with its various publics
- Develop a Bowie State University Economic Impact Statement

Goal 4. Increase the University's External Funding

Subgoal A. Educate the public about the Mission of Bowie State University and the resources required to fulfill this mission

Objectives

- Articulate the shared vision of the University community
- Determine the endowment gift levels needed to name each BSU School and building in which the BSU Schools are housed
- Determine and seek the types of endowments (and level of funding for each) that will be used to support the efforts of faculty (Chairs and Visiting Scholars and students (scholarships, awards, participation in student chapters of professional organizations, and travel)

Subgoal B. Increase contributions from individuals, corporations, foundations, and community-based organizations

Objectives

- Implement a consistent and continuous solicitation process to include various recognition vehicles for donors, e.g. 1865 Society, 1001 Bulldogs, and Varsity Bulldogs
- Develop focused annual giving programs: Alumni, Faculty/Staff, Family/Parents, Friends, Community, Corporations, and Foundations
- Pursue partnerships that will provide significant revenue and/or resources for BSU priorities
- Establish a prospective research function to provide detailed information to assist with cultivation and solicitation efforts

Goal 5. Promote effective and efficient use of institutional resources

Subgoal A. Implement a process to reengineer University business systems to ensure efficiency and effectiveness in order to support strategic decision-making

Objectives

- Promote efficient utilization of infrastructure and all resources with a special emphasis on space and energy conservation to reduce operating costs, and accommodate anticipated growth of the University
- Encourage leadership initiatives that would ensure that the implementation and assessment of the management systems are effective and provide cross-training to strengthen the on-going operation

Subgoal B. Foster an environment that will encourage BSU employees to maximize their potential to enhance their performance

Objectives

- Provide training in the effective use of resources and the delivery of services
- Improve access to administrative and academic buildings to serve students better before and after 5 pm and on weekends
- Publish a policy and procedures manual online to enhance University communications

Subgoal C. Maximize the opportunity for potential growth in revenues through community awareness via BSU programs

Objectives

- Provide advertisements of University events through various media, including the website
- Enhance the use of technology to facilitate business transactions for employees and patrons of BSU
- Expand the means by which data about programs are made available to the community
- Expand the scope of business/auxiliary systems to increase revenues to the University

Goal 6. Enhance the University's image

Subgoal A. Identify and articulate the core values and ensure that they serve as the foundation for fostering a collegiate community spirit, ethical behavior, strong standards, and academic excellence

Objectives

- Disseminate the University's core values through various forms of media, including having the values appear on documents printed by the university and having them on the university websites and on posters
- Incorporate the University's core values in all official ceremonies
- Transform the educational and residential environment by using the University's Core Values to enhance student academic, social, and personal development
- Plan for future assessment/re-evaluation of the institution's success in inculcating the values into each area within the institution

Subgoal B. Improve image of the University through a comprehensive marketing plan that highlights its strengths and capabilities

Objectives

- Conduct an evaluation of the University's image (internal/external)
- Produce and televise on BSU TV Cable (Channel 74) informative and educational programs, including the President's Update, Dean's Journal, Metro News Report, student specials, Bulldog Journal, Chairs Roundtable, Alumni Journal, Bowie State University's Campus Life Program, and Bowie State University's Minority Male Health Program
- Produce and televise a recruitment video and various commercials promoting Bowie State University
- Market and promote educational and informational programs, including student projects, sports, scholarly and educational programs and events
- Collaborate with national and international mass media organizations