

PENNSTATE



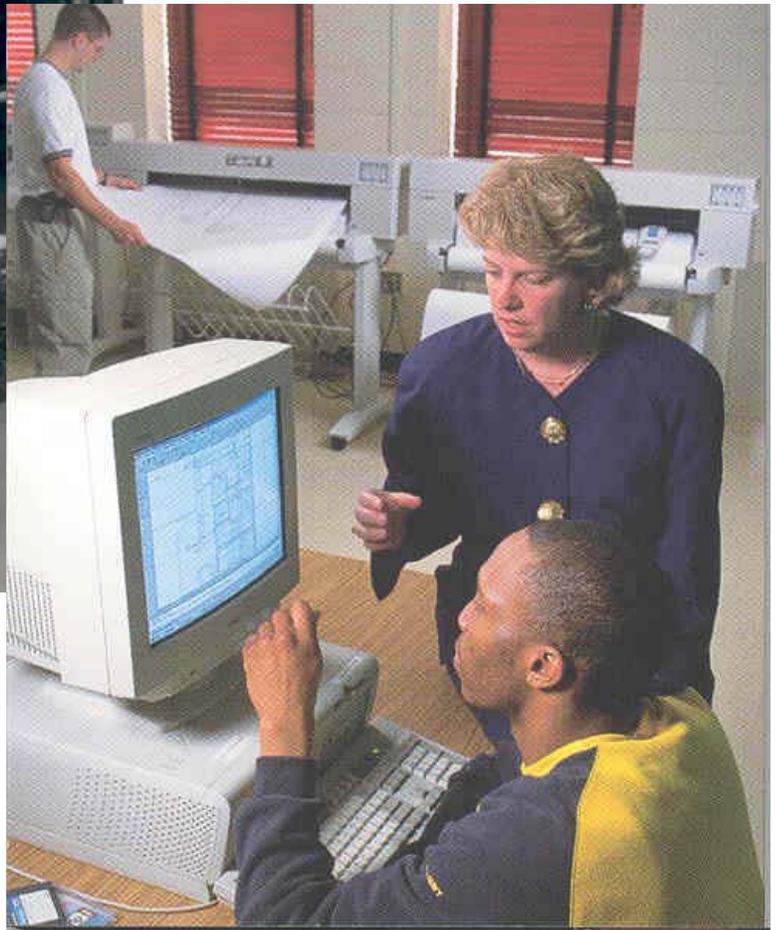
Worthington
Scranton

40 Years: 1968-2008

The Past



The Future



Strategic Plan – 2008 to 2013

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**PENN STATE WORTHINGTON SCRANTON
STRATEGIC PLANNING COMMITTEE**

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Mary-Beth Krogh-Jespersen, Chancellor, Co-Chair
David Bichler, Supervisor of Maintenance
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Ellen Alexandre, Student
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EXECUTIVE SUMMARY

Vision

- Expanding Minds
- Enhancing Lives
- Empowering the Community
- Embracing Change
- Ensuring Success

Mission

Penn State Worthington Scranton is a student-centered campus of Penn State University located in northeastern Pennsylvania. As an integral part of Pennsylvania's land grant university, we uphold the teaching, research, service, and outreach goals of Penn State University and are devoted to supporting the citizens of the Commonwealth and beyond. We are a dedicated community of scholars, students, and professionals engaged in collaborative learning. Our students' academic success is enriched by leadership development and purposeful co-curricular activities. Our campus is actively committed to meeting the changing needs of northeastern Pennsylvania's diverse community.



BUILDING THE PLANNING FOUNDATION

Strategic Planning has been a part of the campus planning process since 1992. The Integrated Timeline in Figure 1 illustrates the history of combined strategic planning with campaigns and with diversity planning. The campus leadership team reviewed the development and integration of strategic planning, campaigns and diversity planning over these years, and set aside the summer of 2007 to lay the foundations for future strategic planning. This involved assessing the campus climate, fiscal resources, personnel development, technology assessments and environmental factors.

Through consultation, observation, assessment and discussion, the campus has identified four challenges to establishing a successful campus climate:

1. Address the concern for the impact and legacy of workforce bullying through professional development opportunities that enhance civility and inclusiveness.
2. Address thoughtfully and developmentally the learned dependence and delegating up of responsibility by supporting confidence in job abilities.
3. Deal with a faculty-centered environment in a student-centered university by engaging faculty and students in a welcoming community.
4. Celebrate the influx of new faculty and staff now entering their careers on a four-year and graduate campus after recent and continuing retirements, while senior faculty and staff hold to traditional history.

We recognize the imperative to listen to each other with an open mind and positively challenge existing culture and behavior. Broad and extensive discussion and surveys helped us develop a direction for our campus future.

GUIDING PRINCIPLES FOR BUILDING A SENSE OF COMMUNITY

Creating a Campus Community

We will emphasize the necessity of building a community of individuals sharing common goals of scholarship and excellence. We recognize the fact that all participants in our endeavor have lives beyond college. Many students and faculty in today's colleges only participate part-time. Many work outside college. Many have families and are caregivers. Recognition of these facts is no excuse for disengagement, but rather a mandate for the conscious construction of a community of engaged learners, including students, staff, faculty and administrators, all sharing a common commitment to the process of learning. We have utilized Ernest Boyer's principles in this endeavor (Appendix A).

Building a Leadership Team

We recognize the role that leaders play in establishing principles concerning the way people should be treated and the way goals can be pursued. James Kouzes and Barry Posner, in their book entitled The Leadership Challenge provide us with fine leadership practices that can remind us of our responsibilities and guide us to move our campus forward. (Appendix B)

Understanding a Student-Centered University

We believe it is essential to develop a common vision for a student-centered university because as Dr. Lee Noel, founder of Noel Levitz Center for Institutional Effectiveness, has emphasized, “The Student Is....

The most important person on campus. Without them, there would be no need for the institution.

Not a cold enrollment statistic, but a flesh and blood human being with feelings and emotions like our own.

Not someone to be tolerated so that we can do our thing.

They are our thing.

Not an interruption from our work, but the purpose of it.”

Further, we hope to utilize the principles outlined in Penn State University’s “For the Future: The Campaign for Penn State Students” in enhancing and engaging our campus community.

FIGURE 1

INTEGRATED STRATEGIC PLANNING TIMELINE

1984 – 1990	Campaign for Penn State (\$750,000)
January, 1994	Commonwealth Educational System: Strategic Plan 1994-1997
October, 1994	Penn State Worthington Scranton Campus Diversity Plan
June 1996	Penn State’s Campuses: A Plan for the Future
July 1996	State of Penn State “Grand Destiny” Quiet Phase
July 1997	Commonwealth College Begins
September 1997	Academic Excellence: Planning for the Twenty-First Century, Penn State University
October 1997	Penn State Worthington Scranton, Strategic Plan, 1997-1999
February 1998	A Framework to Foster Diversity at Penn State: 1998-2003
April 1998	Commonwealth College Strategic Plan Update 1998-2001
October 1998	Penn State Worthington Scranton, Strategic Plan 1999-2002
December 1998	Commonwealth College Strategic Plan Update 1998-2002
April 1999	Public Announcement of “Grand Destiny” Campaign
October 1999	Penn State Worthington Scranton Campus, Strategic Plan Update 1999-2002
June 2000	Worthington Scranton Campus Review of 2000-2002 Strategic Plan Update
April 2002	Penn State Worthington Scranton’s Strategic Plan, 2002-2005
January 2003 - 2007	“Investing in People” Campaign (\$2.5 Million raised; Total \$6 Million for building)
June 2003	End of “Grand Destiny” Campaign (\$5.5 Million)
January 2004	“Framework to Foster Diversity 2004-2009”
February 2005	Penn State Worthington Scranton’s Strategic Plan: 2005-2008
June 2005	Reorganization: Commonwealth College Ends
December 2006	Mid Point Report, “A Framework to Foster Diversity, 2004-2009”
January 2007	Quiet Phase of “For the Future - The Campaign for Penn State Students” (\$3.7 Million)

KEY ENVIRONMENTAL TRENDS, OPPORTUNITIES AND CHALLENGES

The Community

Penn State Worthington Scranton is located at the crossroads of four interstate highways; – Interstate-81, I-84, I-380 and I-476 (the Northeast Extension of the Pennsylvania Turnpike), and I-380 is less than 30 minutes away. The city is just a two-hour drive from Manhattan and Philadelphia, and approximately five hours from Washington, D.C.

The City of Scranton is Pennsylvania's seventh most populous municipality, with a population of 76,415, according to the most recent census figures (2000). It serves as the county seat for Lackawanna County in Northeastern Pennsylvania, and is the geographic and cultural center of the Lackawanna Valley.

It is the largest city located among a contiguous quilt-work of former anthracite coal mining communities, including the smaller cities of Forest City, Carbondale, Pittston and Wilkes-Barre.

The region boasts a high quality of life, low crime rate, affordable housing and a growing number of shopping, cultural and recreational facilities. Some major attractions include the Steamtown National Historic Site, Steamtown Mall, Sno Mountain Ski Resort, the Scranton Cultural Center, PNC field – home of the Scranton/Wilkes-Barre Yankees, the NY Yankees' AAA affiliate, and the new Shoppes at Montage.

The city is also served by a county-operated transit system that provides public bus service throughout the county, and Martz Trailways, a private bus company, operates a terminal in Scranton. The area is also served by the Wilkes-Barre/Scranton International Airport.

The Competitive Environment

It is clear from our recent marketing analysis that Penn State Worthington Scranton is very much an enrollment-driven campus in a highly competitive higher education environment. There are more than a dozen colleges and universities in the area, most having on-campus housing.

We will continue to stress the connection to the Penn State brand and the University's national reputation in open houses and promotional materials. We are focusing on illustrating the value of having a diploma from Penn State and developing strength and cohesion for our signature programs, while ensuring the first two years spent on our campus is a full collegiate experience.

With the addition of our new business building and corporate community center, we are completing the necessary visible components to accompany faculty research experiences, career services and campus partnerships with the community to increase our profile in the business field.

Technology and how we communicate with students changes every day and we need to keep up with these trends. We have an increasing adult student population and we need to be aware of their specific needs. Economic conditions and rising tuition all affect a student's ability to pay for college. There is a need to find additional funding sources while looking for ways to save money

As our environment becomes more student-centered, the needs of the students from the *student perspective* will be clarified and evaluated. In our current environment, there is a tendency to believe that faculty and staff know what is best for the student. We must develop a culture that develops our students to be able to communicate their needs effectively and professionally. Faculty and staff will need to be more in tune with the students in 2008 and beyond—how they live, study and work. While this may seem obvious, understanding tomorrow's student will take an open-minded attitude, a willingness to listen and an understanding of how technology is integrated into daily life.

With the installation of two more videoconferencing locations in the new building, and possibly other buildings, creative and cost effective use of these sites can enhance the course offerings and speakers made available to our students and community. Also important is preparing our faculty and students to flourish in this type of environment. Detailed planning of what courses and faculty, along with preparation and support, will be needed for positive outcomes as we increase online delivery of courses.

Learning Outcomes Assessment will need to be continuously improved and continuously supported. With Penn State being in the initial phases of Learning Outcomes Assessment, emerging trends may dictate how the outcomes assessment must also evolve. How Penn State will make learning outcomes assessment part of its everyday culture may be a challenge.

To this point, most technology applications are driven by the Information Technology (IT) Department, as IT is often more up-to-speed with technology applications in education. Units outside of IT need to develop skills and knowledge of technology in education for their particular areas and move to a more collaborative partnership with it to implement strategic technology initiatives.

There are many University employees in leadership positions who are close to retirement age. This will bring staffing changes. Another impact of future changes may be the assessment of specialized fees, like the IT Fee, changes in funding models or usage fees (like the TNS fee or Wireless maintenance charges). While Worthington Scranton has gotten better at accepting and navigating change, future changes may be challenging due to the new budget model and economic conditions. Learning to anticipate and prepare for change is a skill we need to acquire as the leadership team on campus.

Demographics

We have an increasing adult student population and we need to be aware of their specific needs. Economic conditions and rising tuition affect a student's ability to pay for college. We need to find additional funding sources, while looking for ways to save money.

Fiscal Resources

Recognizing and utilizing resources available to our campus was an additional goal of the planning retreats of 2007. More than twenty internal sources of project funding were uncovered and pathways to seeking funding opportunities from federal, state and local sources were developed.

Personnel

In 2004, a faculty/staff survey was conducted and a campus professional development plan was developed and implemented. Student Distress Task Force was formed to assist faculty and staff to address class management and behaviors. A Global Learner Task Force was formed to assess Adult Learner needs and services in a comprehensive student-centered approach. The campus participated early in the National Survey of Student Engagement (NSSE) to determine how we can continue and improve student satisfaction. In Academic Year 2007-2008, we conducted a technology assessment and a professional development survey.

CAMPUS STRATEGIC PLANNING PROCESS

In order to respond to Penn State University's Strategic Plan, and to be inclusive of campus constituencies, the campus used the Strategic Planning Committee (SPC) with representatives from faculty, staff, students and administration, and combined it with campus leadership team (Cabinet).

Goal sub-committees were formed around each of the six goals in the "Penn State Strategic Plan." The goal sub-committee chairs were members of the Strategic Planning Committee, which also included members with expertise in these areas. We utilized existing Faculty Senate and campus committees that had committee charges focused on these goals. The goal sub-committees were charged to include campus goals included in "For the Future: The Campaign for Penn State Students" in their discussions, as well as our "Framework to Foster Diversity" plan.

University Committee work was also included in the appropriate goal sub-committees. For example, the Goal Five Sub-Committee was entrusted with "The Continuing Education Strategic Plan" and the Learning Outcomes Report and Plan was addressed by our Instructional Designer as a separate, but integral initiative, associated with our Strategic Planning effort. Figure 2 captures this process. The goal sub-committees formulated initial responses to the goals under the guidance of the sub-committee chair or co-chair.

Some goal sub-committees provided implementation plans, while others learned that there were existing implementation plans, such as Enrollment Management, Marketing, Technology, Professional Development and Facilities plans, among others. Responses were also requested from the campus. Interim and final reports were available to the campus via numerous media. The goal sub-committees are listed on Page 32.

The Strategic Planning Committee co-chairs demonstrated a pro-active leadership in assuring all constituents of our campus understood the elements of a Strategic Plan, including overall key support for the strategic planning process. Members of internal and external groups were interviewed regarding directions the campus might pursue.

STRATEGIC PLANNING PROCESS



Figure 2

A SPECIAL EMPHASIS ON LEARNING OUTCOMES ASSESSMENT

Penn State Worthington Scranton initiated a campus-based study of learning outcomes assessment in preparation for meeting the Strategic Planning objectives for Penn State academic units. In Figure 3, we present a diagram of our collegiate culture. Clearly, there are academic programs that needed to participate in learning outcomes assessment, but co-curricular ingredients needed to be identified to support in-class work. Generally, all units of our campus sought a better understanding of how learning outcomes lead to student awareness.

We recognized that our Nursing and Architectural Engineering Technologies (AET) programs already have demonstrated success with their respective accrediting bodies. Thus, campus faculty members were available with this expertise. We identified our Instructional Designer as a key resource to help us understand the assessment process and continued to focus her professional development on learning outcome assessment. Our goals for this year of Strategic Planning development were focused on integration of Learning Outcomes Assessment and are presented below.

Learning Outcomes Assessment Integration Plan

University Strategic Goal 2: Enrich the educational experience of all Penn State Students by becoming a more student-centered University.

- Develop a comprehensive strategic plan for learning outcomes assessment, including first-year seminars (FYS), student learning in General Education and academic majors, co-curricular experiences, and the impact of student support services.

Worthington Scranton Campus Goal:

The campus community will acquire knowledge and understanding of Learning Outcomes Assessment in support of Goal 2 of the University Strategic Plan. The community will gain an understanding of Learning Outcomes Assessment to appropriately participate in program level assessment, and to apply this knowledge to integrate learning outcomes assessments at the course level.

The community will be able to:

- Attend a series of scaffolding workshops developed to teach how to create and implement assessment
- Identify measures to evaluate progress and necessary revisions
- Design, practice and implement learning outcomes assessment methods into courses for student learning across the total instructional environment, including academic majors, FYS courses, and General Education.

LEARNING OUTCOMES ASSESSMENT

Workshop Program

Session 1 (throughout January 2008)

Learning Outcomes Assessment: Definition and Overview

Goal:

- Participants will understand LOA and recognize its importance within the strategic planning efforts.

Outcomes:

Participants will be able to:

- Define Learning Outcomes Assessment
- Know the history and background
- Recognize the process of assessment and its importance within the mission of the university

Evaluation:

- Survey of participants that targets their learning experience in Session 1

Session 2 (throughout February 2008)

What Counts as Evidence of Student Learning in Program Assessment?

Goal:

- Participants will differentiate between direct and indirect evidence of student learning and how to use the evidence to measure and assess course or programs

Outcomes:

Participants will be able to:

- Recognize types of direct and indirect evidence
- Identify stakeholders
- Conduct measurements of learning outcomes
- Develop reports from assessment data

Evaluation:

- Survey participants as to their opinion of the benefits of the workshop series and suggestions for next steps

Session 3 (throughout March 2008)

Strategies for Putting Learning Outcomes into Words

Goal:

- Participants will know the difference between goals, objectives and outcomes; be able to develop a goal statement and design an assessment tool to measure the outcome related to the goal.

Outcomes:

Participants will be able to:

- Define goals, objectives and outcomes
- Create goal statements
- Develop outcomes for the goal statement
- Select an evaluation method or tool

Evaluation:

- Survey that focuses on the content of the workshop to determine what participants learned

Session 4 (May 2008)

Learning Outcomes Assessment: Putting It All Together The Schreyer Institute Assessment Academy

Outcomes:

Participants will be able to:

- Understand and implement goals, objectives and outcomes for their courses

PLANNING ASSUMPTIONS

- Planning should involve all constituencies who have a stake in the outcomes
- Decisions should be closely linked to existing resources and should be supported by both quantitative and qualitative data
- The Campus Strategic Plan and its outcomes must integrate with Penn State University's Strategic Plan
- No new resources should be assumed, unless the source is identified and secured
- Strategic planning should become an integral, continuous part of the Campus' management process
- The role of diversity in every aspect of Campus planning must be underscored and developed

Vision

- **Expanding Minds**
- **Enhancing Lives**
- **Empowering the Community**
- **Embracing Change**
- **Ensuring Success**

Mission

Penn State Worthington Scranton is a student-centered campus of Penn State University located in Northeastern Pennsylvania. As an integral part of Pennsylvania's land grant university, we uphold the teaching, research, service, and outreach goals of Penn State University and are devoted to supporting the citizens of the Commonwealth and beyond. We are a dedicated community of scholars, students, and professionals engaged in collaborative learning. Our students' academic success is enriched by leadership development and purposeful co-curricular activities. Our campus is actively committed to meeting the changing needs of Northeastern Pennsylvania's diverse community.



GOAL 1

Goal 1: Enhance academic excellence through the support of high-quality teaching, research, and service.

Strategies:

- ❖ Maintain the University's momentum in building a faculty of eminence through judicious hiring and tenure decisions, faculty development, appropriate rewards, and pro-active retention practices.

Campus Response:

- Judicious Hiring and Tenure Decisions/Proactive Retention Practices
 - Increase the number of doctoral faculty through strategic recruitment
 - Pro-actively engage adjunct faculty in the programs and projects of the campus
 - Evaluate effectiveness of advertising venues for open faculty positions to ensure best fit between candidates' qualifications and campus needs
 - Evaluate the process of merit raises based on teaching, scholarship, and service
 - Strengthen communication of University's promotion and tenure requirements and gather evidence for advisement based on the review of successful promotion and tenure decisions
 - Faculty Development
 - Continue to provide financial assistance for faculty research and professional development through available grants and seek additional private support to enhance faculty research and development funds
 - Communicate availability of University-wide funding sources and encourage faculty to apply for external research funding
 - Promote other channels of faculty development, such as Faculty Senate and regional associations
 - Develop an enhanced review of teaching effectiveness
 - Encourage tenured Associate Professors to work towards promotion to Full Professor status through leadership and active engagement
 - Appropriate Awards
 - Establish "best practices" for recognition awards
 - Provide assistance in the development of campus and University-wide faculty award nominations, including recognition paths for adjunct faculty
- ❖ Invest operating funds selectively and reallocate resources to areas of existing or emerging research strength across the University, including academic fields with great societal impact.

Campus Response:

- Complete existing co-curricular initiative for a Science, Technology, Engineering and Mathematics (STEM) Suite
- Conduct a comprehensive review of academic and extracurricular programs to identify those that will have the greatest societal impact and offer minors that are consistent with current trends

- Encourage and support targeted faculty and staff grant procurement initiatives with seed money and other resources
 - Involve Campus Advisory Board in academic affairs initiatives
- ❖ Invest capital in new facilities, renovations, and equipment that will support excellence in the University's teaching, research, and service missions.

Campus Response:

- Complete existing construction and renovation projects, as follows:
 - Center for Business Excellence
 - Americans for Disability Act (ADA) accessibility for campus
 - Science Suite renovation
 - Student Success Center renovation
 - Relocation of campus entrance
 - Investigate future renovation projects that enhance teaching, research, and service environment, including:
 - IST Suite renovation
 - Music renovation
 - Library renovation
 - Examine equipment and technology needs, including enhanced laboratories that foster student/faculty collaboration
 - Continue to evaluate the use of campus student-centered spaces and the effectiveness of campus learning environments
 - Correlate programmatic initiatives with off-campus/community needs and explore collaborative ventures with regional business and academic entities
- ❖ Continue or initiate, as appropriate, program reviews for undergraduate and graduate degree programs, especially those not subject to national accreditation reviews.

Campus Response:

- Ensure that the objectives and content of all courses taught in the University College are consistent with department, college and university curricular guidelines and ensure communication of these standards through a comprehensive learning outcomes assessment program
 - Initiate a program development plan which correlates with campus and University strategic plans and is consistent with the needs of the community
- ❖ Foster productive synergies between teaching and research, and bring more research into the classroom.

Campus Response:

- Develop a research seminar class that introduces honors students to research across the disciplines
- Foster student involvement in faculty research, such as participation in the Undergraduate Research Fair and other projects
- Encourage faculty to bring guest lecturers into the classroom

- ❖ Further enhance opportunities for interdisciplinary and cross-campus collaborations in research and education, including existing consortia in the life sciences, materials, environmental sciences, and children, youth and families.

Campus Response:

- Continue to strengthen our relationships with campuses and other constituents in the region and promote collaboration between faculty at Worthington Scranton and neighboring colleges and universities
 - Maintain and improve support systems to attract and retain faculty and staff with interests in cross-disciplinary, cross-campus exchange
 - Promote campus expertise as useful and beneficial to local and global communities
- ❖ Identify and build upon convergences among dispersed faculty, programs, and capital resources dedicated to health sciences education and research, including stronger collaborations between the College of Medicine/Hershey Medical Center and other colleges and programs of the University.

Campus Response:

- Assess student and faculty needs relative to health sciences education, and correlate with curricular programming initiatives, facilities planning and staff hiring
 - Define strategic initiatives in biomedical and health sciences and cultivate contacts within the Worthington Scranton service area to investigate collaborative ventures, such as with the proposed Commonwealth Medical College
 - Explore creation of campus-based Sponsored Research Coordinator position
- ❖ Advance excellence in legal education through the development and enhancement of the dual campuses of the Dickinson School of Law.

Campus Response:

- Conduct needs assessment regarding pre-law course offerings and local interest in legal education programming
 - Prepare campus support structure and evaluate strategies for development and offering of co-delivered program(s), including the Administration of Justice degree program
- ❖ Promote a greater international focus across the University, including development of a School of International Affairs.

Campus Response:

- Encourage faculty to develop course components, such as learning objectives, that meet the requirements of the Intercultural and International competence designation
- Offer new programs or coursework with an international focus, such as an International Studies Minor, approved for Fall 2008, and enhanced language course offerings
- Enhance our study abroad and international programs through expanded student travel opportunities, programs that attract international students, and international research and community service efforts

GOAL 2

Goal 2: Enrich the educational experience of all Penn State students by becoming a more student-centered University.

Strategies:

- ❖ Develop a comprehensive strategic plan for learning outcomes assessment including first year seminars, student learning in General Education and academic majors, out-of-class and co-curricular experiences, and the impact of student support services.

Campus Response:

- Participate in university-wide learning outcomes assessment effort
 - Adopt various assessment techniques for academic initiatives and student support services
- ❖ Increase student involvement in positive co-curricular experiences, develop a culture of greater student responsibility, build bridges between student life and academic success, and better prepare students for active citizenship.

Campus Response:

- Develop student worker programs, emphasizing interpersonal communication, organizational planning, and community building
 - Establish student mentor programs, providing opportunities for academic and social development
 - Establish expectations for clubs funded by the Student Government Association and conduct student development programs in support of greater student responsibility and citizenship
- ❖ Create more opportunities for students to develop leadership and entrepreneurial capabilities necessary for successful careers in an increasingly global environment.

Campus Response:

- Seek engagement with alumni and community leaders to diversify career development offerings and provide appropriate funding for campus-wide events incorporating these essential skills
- ❖ Secure the position of the Schreyer Honors College as the nation's preeminent honors college through enhanced private support, leading edge program development, and aggressive recruitment of the nation's top high school students.

Campus Response:

- Explore enhanced collaboration between our Honor's Program and the Schreyer Honors College, and promote this collaboration to potential donors
 - Develop recruitment strategies relating to the Sophomore Gate
- ❖ Enhance student experiences through greater applied learning opportunities in international programs, public scholarship, internships, the arts, and undergraduate research.

Campus Response:

- Enhance undergraduate research initiatives and explore external funding for further applied learning opportunities
- ❖ Develop and deliver additional online and hybrid courses that blend online and resident instruction, ensure curricular integrity, and provide flexible access to courses while increasing cost efficiency and innovation.

Campus Response:

- More fully utilize the Instructional Design Center to assist in the development of courses and programs
 - Continue to collaborate with other campuses to share courses via online and hybrid delivery (i.e.; Chinese, German)
- ❖ Expand the availability of online courses through the e-Learning Cooperative and the World Campus for both resident and non-resident instruction at all locations, and encourage all Penn State campuses to utilize and promote these offerings.

Campus Response:

- Determine local support needed to effectively promote online course delivery through the e-Learning Cooperative and World Campus, including e-activities for non-traditional learners
 - Develop service strategies designed to assist online students and promote online delivery as an enrollment management strategy
- ❖ Deploy technology to improve learning, enhance information literacy, and develop students' overall competency in various digital environments.

Campus Response:

- Promote the use of new and emerging technologies by all departments supporting the academic environment, resulting in a higher quality technology environment in support of educational experiences
 - Utilize recent survey data to improve the student learning environment and guide professional development activities
- ❖ Review and streamline curricula and ensure curricular integration, consistency, and coordination.

Campus Response:

- Continue collaborative work with academic colleges and follow University guidelines regarding curricular integrity
- ❖ Provide high-quality, responsive, and student-centered services (including academic advising, new student orientation, career services, and counseling) that increase retention and support academic and personal success.

Campus Response:

- Create a Student Success Center which centrally addresses health/wellness issues, psychological counseling, financial aid, academic tutorial opportunities and career services
- Develop a comprehensive student orientation program and orient staff and faculty to services so that they may better assist students
- ❖ Enhance and extend the impact of the Center for Adult Learner Services to address the unique needs of non-traditional students at all campus locations.

Campus Response:

- Conduct adult learner focus groups to identify academic as well as social needs, resulting in more consistent, improved services
- ❖ Continue to hold high academic standards for student athletes and capitalize on the positive relationship with excellence in academics and athletics.

Campus Response:

- Ensure communication between the athletic department and the academic community
- Create an academic/athletic council to address needs of student athletes and faculty alike, in order to strengthen the link between the athlete and the classroom

GOAL 3

Goal 3: Create a more inclusive, civil, and diverse University learning community.

Strategies:

- ❖ Build a more cohesive Penn State community and greater sense of belonging for all students by enhancing the first-year experience, advising and supporting student leaders, engaging students in meaningful student-centered programs and activities, and celebrating students' out-of-class achievements and contributions.

Campus Response:

- Develop departmental strategies that foster campus inclusiveness and support student initiatives and accomplishments
 - Develop leadership training and professional development opportunities campus-wide that address issues of civility and inclusiveness
 - Publicize and encourage participation in PSU leadership programs
- ❖ Continue to encourage and monitor unit-level implementation of goals established in A Framework to Foster Diversity at Penn State; share the results and best practices across the University and ensure that appropriate avenues for reporting complaints or concerns about discrimination or harassment are widely known.

Campus Response:

- Conduct programs for incoming and continuing students that stress diversity awareness and review club activities to ensure they support campus diversity goals
 - Continue to earmark specific funds that support campus diversity efforts and pursue campus endowment funding to recognize and reward campus diversity efforts
 - Assist in university-wide development of a definition of diversity
 - Strengthen diversity-related efforts within the curriculum
 - Strengthen campus awareness of diversity/multicultural programs
 - Encourage faculty participation in recruiting diverse candidates
 - Formalize faculty mentoring programs and extend mentoring to staff
- ❖ Expand recruitment efforts to enroll a more diverse student population, inclusive of economic diversity.

Campus Response:

- Ensure scholarship funding to support our students in accordance with the goals of “For the Future: The Campaign for Penn State Students”
 - Support and enact an Enrollment Management Plan with objectives regarding recruitment of a more diverse student population
- ❖ Continue to close the graduation rate gap between majority and minority students by providing targeted and effective programs for all students with learning support needs.

Campus Response:

- Identify current demographics and investigate targeted and effective programming for all students
- ❖ Provide greater opportunities for students to engage issues of diversity and multicultural understanding, especially in the U.S. context, within the University's curriculum and co-curricular experiences.

Campus Response:

- Continue to promote Interdependence Day and other initiatives related to diversity
- ❖ Aggressively hire, develop, and retain more faculty and staff of color, women, and other representatives of diverse populations.

Campus Response:

- Continue to utilize Penn State and other informal resources to expand outreach efforts to diverse populations
- Continue to actively seek and use President's Opportunity Funds when hiring diverse faculty from under-represented areas
- ❖ Build a more welcoming environment for international students through greater involvement of the wider communities at campuses across the Commonwealth.

Campus Response:

- Complete the India Initiative which represents eight regional campuses
- Expand social events, as funds permit, to foster a sense of campus community
- Involve members of the community in planning co-curricular events for international students
- ❖ Enhance orientation, professional development, and mentoring of employees to include greater multicultural awareness and respect for differences.

Campus Response:

- Utilize recent survey data to improve professional development offerings
- More fully utilize University-wide resources regarding employee relations

GOAL 4

Goal 4: Align missions, programs and services with available fiscal resources to better serve our students and their communities

Strategies:

- ❖ Ensure the University's commitment to access, aggressively strive to moderate tuition increases at all campuses, and develop strategies that address the diversity of student populations.

Campus Response:

- Increase the number and effectively promote the use of unrestricted scholarships
 - Increase number of business partnerships, identify companies that offer tuition reimbursement, and take advantage of current tuition grants in targeted industry clusters
 - Enhance Equal Opportunity Program (EOP) recruitment process and utilize special funds for application and enrollment fees
 - Use scholarships as a recruitment tool during the recruitment cycle
 - Participate in regional economic development activities to attract federal and state funds
- ❖ Recruit prospective students aggressively from traditional and adult student population.

Campus Response:

- Develop a comprehensive student retention plan and charge Faculty Senate to collaborate with other campus units to enhance recruitment, retention and delivery modalities which better address needs of students
 - Aggressively pursue grant opportunities with targeted industry partners and develop articulation partnerships with local and regional higher education institutions
 - Expand special programs such as: Pre-College Academy at Worthington Scranton (PAWS)
 - Identify credit, non-credit and certificate Continuing Education programs that will attract adult learners
- ❖ Tailor additional programs, schedules, and services to the needs of non-traditional students.

Campus Response:

- More fully utilize the Center for Adult Learners and other entities to assist in improving our services
 - Implement scheduling and delivery modalities which can better address adult learners
- ❖ Ease the transition of students into Penn State programs from community colleges and other accredited institutions.

Campus Response:

- Streamline the process of pre-advisement and transfer evaluation during admissions process
 - Establish orientation and transition programs for transfer students
- ❖ Exploit the value of Penn State's flexibility and portability by focusing on 2+2 options for degree completion at University Park or other campuses.

Campus Response:

- Promote 4-year degree program option to other campuses
 - Enhance on-going collaboration with other units and sharing of resources and programs to serve our area
- ❖ Streamline operations and provide greater consistency in programs across campuses.

Campus Response:

- Ensure open communication with disciplinary colleagues across campuses
- ❖ Re-evaluate, restructure, and expand the mission and operations of the University's Office of International Programs, including a new vice provost leadership role.

Campus Response:

- Support University's mission regarding International Programs
- ❖ Assess all under-enrolled degree programs for prospective elimination or consolidation.

Campus Response:

- More effectively integrate existing data into enrollment assessment
 - Educate Program Coordinators regarding their roles in program assessment, including budgetary constraints
 - Complete academic audit with Academic Affairs
- ❖ Promote greater resource sharing among campuses, including faculty and staff with multi-campus responsibilities.

Campus Response:

- Evaluate, prioritize and implement the results from the ongoing meeting of the five regional alliances, including enhanced resource sharing
 - Incorporate available regional resources into campus operating budget for the purpose of enhancing student enrollment
- ❖ Rationalize Continuing Education offerings to focus on credit courses and strategically targeted course sequences and certificate programs.

Campus Response:

- Effectively integrate demographic data in planning of Continuing Education offerings
- Analyze results of industry cluster surveys to determine successful programs

- Position Continuing Education as a channel to degree-program matriculation
- ❖ Bring budgetary resources into better alignment with sustainable campus enrollments and associated revenues.

Campus Response:

- Engage in continuous budgetary assessment in support of the University's mission and goals
- Ensure open communication regarding enrollment initiatives and issues
- ❖ Modify the mission of campuses, as necessary and appropriate, to reflect community and regional enrollment levels, competition from other providers, and area workforce needs.

Campus Response:

- Use existing data for realigning program offerings and services to more accurately reflect our community workforce needs
- ❖ Establish priorities for future investments in the College of Medicine at the Penn State Milton S. Hershey Medical Center that will enhance medical education, patient-centered care and biomedical discovery, consistent with resource availability.

Campus Response:

- Develop a strategic campus response to the STEM Initiative for the purpose of recruiting students and faculty
- Move strategically towards additional science offerings to support the medical education needs of the region

GOAL 5

Goal 5: Serve society through teaching, research and creative activity, and service.

Strategies:

- ❖ Integrate public and professional engagement more fully into faculty scholarly activities through an emphasis on the faculty reward structure.

Campus Response:

- Emphasize the importance of faculty visibility in our communities through the creation of a recognition system for faculty for significant community outreach such as speaking engagements, grant writing and participation in regional research opportunities
 - Establish a mechanism for publicizing scholarly achievements of the faculty
- ❖ Pursue a “Pennsylvania First” strategy in the management of research and technology transfer programs and expand Penn State’s research strengths in support of Pennsylvania economic development.

Campus Response:

- Continue to support regional industry cluster partnerships and take advantage of funding for training, with an emphasis on delivery of programs and research opportunities
 - Pursue funding from Wall Street West initiatives
- ❖ Enhance the Statewide Continuing Education and Workforce System to address the workforce education, training, and economic development needs of the Commonwealth.

Campus Response:

- Continue to partner with the five regional Penn State campuses
 - Effectively utilize campus committees to support this initiative
 - Explore becoming a testing center for standardized aptitude and achievement tests
- ❖ Seek to influence positively the health status of the Commonwealth’s population through an aggressive program of prevention interventions utilizing and coordinating the resources of the University’s many academic and service units.

Campus Response:

- Continue health and wellness initiatives through our campus health services unit
- Continue to partner with non-profit groups, such as: Area Health Education Center (AHEC) and Northeast PA Regional Cancer Institute
- Support outreach of campus units, such as student clubs and academic programs in providing service to the community

- ❖ Play a leadership role in the I-99 Innovation Corridor, the Philadelphia Navy Yard, and other Keystone Innovation Zones (KIZ) located in proximity to Penn State campuses.

Campus Response:

- Contribute to Penn State's leadership role through KIZ collaboration
- ❖ Increase the number and effectiveness of K-12 educational partnerships throughout the Commonwealth.

Campus Response:

- Develop career awareness camps, institutes and programs for K-12 students, teachers and advisors, that relate to our degree programs, such as STEM
- Continue to participate in Academic Program Awareness nights
- ❖ Expand communications with internal and external audiences and increase alumni involvement in the University's student life and academic programs.

Campus Response:

- Expand opportunities for interactions of alumni with students in student life
- Continue our successful student and alumni mentor programs
- Effectively utilize various communication modalities, such as the web, to expand communications to internal and external audiences
- ❖ Evaluate Outreach programs to ensure a high level of quality and customer satisfaction, visibility and value for the University, cost-effectiveness, and return on investment relative to mission.

Campus Response:

- Rebuild our campus Continuing Education unit to the point where it is net-profitable
- Utilize the opportunities of a new Business Building, Science Suite and the Student Success Center to attract a greater student population
- Develop learning outcome assessments for outreach initiatives

GOAL 6

Goal 6: Develop new sources of non-tuition income and reduce costs through improved efficiencies.

Strategies:

- ❖ Plan for and launch the leadership gift phase of a comprehensive new development campaign with a major focus on fundraising for student scholarship and fellowship support.

Campus Response:

- Enhance communications with entire Campus Advisory Board and alumni groups as it relates to the campaign
 - Follow the “For the Future: The Campaign for Penn State Students” strategy, utilizing the strengths of our Campaign Co-Chairs and the five campaign committees
 - Educate the campus Campaign Committee on various forms of student support and educate the campus, including faculty and students, regarding this campaign and their role in prospect development
- ❖ Maintain a highly effective infrastructure of support for research and creative activity that enhances faculty success in acquiring funds from external sources.

Campus Response:

- Encourage faculty to apply for development and research grants and support faculty with demonstrated success to pursue more prestigious external funds, improving the campus reputation for high quality research
 - Continue to educate potential donors on opportunities for investing in faculty research initiatives, in full or as seed money, when seeking external grant funding
- ❖ Effectively capture and commercialize additional intellectual property with market value.

Campus Response:

- Educate Faculty about implications and ethics regarding intellectual property
- ❖ Positively impact the University’s appropriation from the Commonwealth of Pennsylvania by effectively harnessing public support through efforts such as the Penn State Grassroots Network.

Campus Response:

- Continue ongoing support the University’s appropriation efforts
- ❖ Continue to emphasize the importance of financial stability and creditworthiness that will lower the cost of borrowing.

Campus Response:

- Ensure review of budget models, develop fiscal responsibility and aggressively seek campus fiscal leaders
- ❖ Aggressively reduce costs through both unit-level efforts and central administration strategies of the University Cost Savings Task Force.

Campus Response:

- Familiarize the campus with the results of the Cost Saving Task Force
- Utilize centralized building assessments, such as ISES, to capitalize on overcoming the \$10M infrastructure renovations
- Continue to build on Campus Exterior Architectural Plan (CEAP) pilots to overcome a need for \$1M for campus beautification
- ❖ Utilize new technologies to reduce costs while improving the delivery of services.

Campus Response:

- Utilize video conferencing systems to decrease travel expense and ensure safety
- Incorporate new and emerging technologies as a cost savings measure
- ❖ Develop, where appropriate, regional clusters of activity and resource sharing among Penn State campuses and Outreach unit.

Campus Response:

- Continue work with regional Penn State campuses for common programs
- ❖ Reduce Penn State's health care cost increases through models that emphasize health, wellness, preventative care, and disease management, along with greater responsibility and incentives for good health practices among the University's insured populations.

Campus Response:

- Take advantage of Penn State resources and local Health Matters programs and develop and implement a Campus Wellness Initiative
- ❖ Better integrate student information systems across units to provide enhanced student services at lower average cost.

Campus Response:

- Increase effective use of personnel through cross-training
- Reduce duplication of efforts by use of shared data drive
- ❖ Continue to identify e-Business initiatives that will leverage investments in technology, with maximum value in cost savings, create efficiencies in operations, generate revenue growth, and provide increased customer satisfaction.

Campus Response:

- Assist as appropriate
- ❖ Identify, quantify, and mitigate risks across the University within its systems of policies and procedures, finance, human resources, physical assets, and operations.

Campus Response:

- Emphasize the importance of managing risk reduction liabilities through greater understanding and adherence to policies and procedures and provide referral contacts for specific units
- Enhance campus knowledge of risks through workshops and other developmental programs
- ❖ Maintain the financial stability of the Hershey Medical Center through increased patient and research revenues, the identification of new sources of funds and health care partnerships, the continuing search for operating efficiencies, and further enhancements to the quality of services delivered.

Campus Response:

- Assist as appropriate
- ❖ Develop a more fully integrated capital planning process that maximizes the value of capital investments in new and renovated facilities and infrastructure.

Campus Response:

- Utilize fully the campus master plan in any future development projects
- Align funding sources with planned projects and clarify funding processes for campus community
- ❖ Conduct business in a manner that demonstrates a commitment to environmental stewardship and continues to move the University toward sustainable practices.

Campus Response:

- Continue to work towards enhanced recycling capabilities

CAMPUS STRATEGIC PLANNING PROCESS CORE GOAL SUB-COMMITTEES

1. Core Goal 1 Sub-Committee:
 - Michael Mahalik, Director of Academic Affairs
 - Allison Burnes, Campus Registrar
 - Marissa Curtin, DUS Programs Learning Center Coordinator
 - Yvonne Glanville, Assistant Professor of Physics
 - H. Durell Johnson, Assistant Director of Academic Affairs
 - Mary Lance, Staff Assistant
 - Deb Smarkusky, Associate Professor of IST

2. Core Goal 2 Sub-Committee
 - Bill Bryan, Director, Student and Enrollment Services
 - Rob Notari, Coordinator Computer Labs & Microcomputers
 - Nanci Purcell, Assistant Director of Programs, Unions and Student Activities
 - Marilee Mulvey, Director of Information Technology
 - Beatriz Rivera-Barnes, Assistant Professor of Spanish
 - Tara Morgan, Campus Nurse
 - Todd Adams, Assistant Professor, Philosophy
 - Sophia Robles, Student Programs and Services
 - Jeffrey Mallas, Assistant Director for Athletics

3. Core Goal 3 Sub-Committee:
 - Biagio Sciacca, Lecturer in Business Administration
 - Joy Chichocki, Student
 - Tara Morgan, Campus Nurse
 - Gene Grogan, Director of Business
 - Mari Donnelly, Staff Assistant

4. Core Goal 4 Sub-Committee:
 - Sandy Feather, Associate Director, Enrollment Management
 - Bonnie Urzen, Admissions Counselor
 - Mary Beth Dougherty, Financial Aid Coordinator
 - Kim Bogdan, Finance Officer
 - David Byman, Assistant Professor of Biology
 - Marilee Mulvey, Director of Information Technology

5. Core Goal 5 Sub-Committee:
 - Kim Vangarelli, Director, Continuing Education
 - Sophia Robles, Student Programs and Services
 - Kelley Wagers, Assistant Professor of English
 - Jeffrey Mallas, Assistant Director for Athletics

6. Core Goal 6 Sub-Committee:
 - David Bichler, Supervisor of Maintenance
 - Gary Edstrom, Undergraduate Students Advisor
 - Maria Russoniello, Director of Development
 - Kim Bogdan, Finance Officer
 - Marilee Mulvey, Director of Information Technology
 - Mary Beth Dougherty, Financial Aid Coordinator

OUTCOMES FROM OUT STRATEGIC PLAN

At the beginning of the strategic planning process, outcomes from this process were identified. Within each document will be the strategies, responsible people, costs, timeline and evaluation measures specific to this plan.

Document	Status	Position Responsible
Implementation Plan	Ongoing	Chancellor
Master Facilities Plan <ul style="list-style-type: none"> • ISES • CEAP 	Completed	Director of Business
Technology Plan	Completed	Director of Information Technology
Enrollment Management Plan	Completed	Director of Students & Enrollment Services, Assist. Director of Enrollment Mgmt
Marketing Plan	In Development	Marketing Council
Fundraising Plan	Completed	Director of Development
Human Resource Plan <ul style="list-style-type: none"> • Faculty Development Plan • Student Advancement Plan • Staff Development • Administrative/Leadership Enhancement 	Ongoing	Director of Business
Annual Planning & Budget Process	Completed	Chancellor, Finance Officer
Assessment Plan <ul style="list-style-type: none"> • Definition • Guiding Principles • Assessment Method • Communication Plan • Feedback into Institutional Annual Planning & Budget Process 	Completed	Director of Academic Affairs, Instructional Designer
Communication Plan	In Development	Marketing Council

THE SCENARIOS

- **1% Recycling Permanent Operating Budget**

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
1% Recycling Per Year - \$85,000	Salary savings from retirements and unfilled positions which is held in the Academic Reserve Account on each campus. Each year a hiring plan is discussed, keeping in mind we need to use some of these funds for recycling	Salary savings from retirements and unfilled positions which is held in the Academic Reserve Account on each campus. Each year a hiring plan is discussed, keeping in mind we need to use some of these funds for recycling	Salary savings from retirements and unfilled positions which is held in the Academic Reserve Account on each campus. Each year a hiring plan is discussed, keeping in mind we need to use some of these funds for recycling	Salary savings from retirements and unfilled positions which is held in the Academic Reserve Account on each campus. Each year a hiring plan is discussed, keeping in mind we need to use some of these funds for recycling	Salary savings from retirements and unfilled positions which is held in the Academic Reserve Account on each campus. Each year a hiring plan is discussed, keeping in mind we need to use some of these funds for recycling

The collaboration of five Penn State campuses focused on the 1% - 5% for investment in creative, collaborative strategies as follows:

- Graduate Education Initiative
- Undergraduate Education Initiatives – Regional Bachelor of Science Degree
- Continuing Education and Adult Students – Evening and Weekend Bachelor of Science in Business Degree

Campus Alliance of Eastern Pennsylvania (CAEP)

Proposal: Development of a regional Bachelor of Science degree program in Science

Proposed Concept:

This proposal is for the five eastern campuses of Penn State University - Lehigh Valley, Schuylkill, Hazleton, Wilkes-Barre, Worthington Scranton and Penn State Outreach to work in alliance to develop a Bachelor of Science degree program in Science to a prospective applicant pool of mostly traditional students.

We intend to combine all sciences at five northeastern Penn State campuses into a cohesive entity in which each component will complement one or more of the other components for a greater return on investment and more efficiency in delivery/utilization by sharing resources (e.g., staff, equipment, etc.). Each campus has specific strengths in STEM (Science, Technology, Engineering and Mathematics) areas, and this initiative will: restore strength in basic sciences; complement existing and developing science-based initiatives, such as Nursing and other health professions; and provide a low-cost, high-quality alternative for baccalaureate science education in northeastern Pennsylvania.

This effort will focus on the goal of attaining University-approval for a regionally-shared four-year degree in Science, although tangential academic courses and programs will be considered in the future to complement this effort. This effort will utilize a STEM approach. STEM has been identified by both the private sector and government as a priority academic initiative.

Planning for this initiative will be separate from, but connected to, the campus Strategic Planning Initiatives. Any ideas brought forth relative to the B.S. in Science or complementary aspects (curriculum, staffing and space) must correlate with relative aspects of the strategic plan.

Justification:

Although none of our five campuses currently offers a four-year Science degree, the CAEP region has a fairly large pool of potential students interested in collegiate science education at a baccalaureate degree level (and, in particular, a Penn State science education); however, most of these students cannot afford the current academic options available in the region.

Some of the CAEP campuses may possess the necessary staffing, facilities and equipment to pursue bringing a baccalaureate degree to campus and, in fact, one campus has started down this path; however, by working collaboratively, the campuses can leverage the combined strengths of five campuses to better meet the needs of an even larger potential applicant pool.

Target Market:

This program is intended to provide a high quality, but less expensive, alternative for degree attainment for students in the CAEP region who may otherwise have no affordable options. This program will be expected to attract new, mostly traditional-age learners.

Program Format:

The proposed program will be delivered in a blended format. It will use several different methods including both the web and video conferencing. Polycom currently allows faculty from one campus to deliver courses simultaneously to the students in the professor's location as well as to students at up to eight other campuses. This method is, in many ways, "traditional" in nature because the two-way video allows students to see, hear, and converse with the faculty member in a "real-time" format. These classes, and even some labs, can and will originate from any one of the campuses and be delivered to the other four at a scheduled time and on specific dates. Several of the CAEP campuses have worked together previously in successfully delivering, and sharing, coursework, including labs, via Polycom.

Other classes will be web based and will make use of Penn State's World Campus. These classes will be scheduled by the World Campus in consultation with the representatives of the campuses. This format will provide certain students a flexibility that will fit their work and life schedules. It may also best fit the needs of the students who wish to continue their education but have occupational and family requirements. World Campus courses allow the flexibility of being completed from almost any location in the world.

Yet other classes will use a blended, or hybrid, approach with some live interactions via video conferencing as well as direct interaction with the professor via Penn State's web program ANGEL. This format has the advantages of periodic face-to-face meetings as well as the flexibility of web use on standardized and/or customized activities with an almost consultative approach by the professor.

Responsible Persons:

There are several persons on each campus who will be responsible for different portions of development of the baccalaureate degree program in Science.

The five Directors of Academic Affairs (DAA's) will develop a P-3 prospectus then, with approval from ACUE, submit a full P-3 proposal. At a minimum, and in conjunction with other members of the campus community, will:

- Develop a needs assessment that realistically addresses potential targets, or "areas of interest", such as the industry clusters, the new medical school (The proposed Commonwealth Medical College) and emerging energy demands.
- Identify the current number of science faculty, and their areas of expertise, across the five campuses to deliver the STEM initiative, while concurrently identifying the faculty needs for STEM. All campuses and all faculty members must be committed to the success of this initiative.

- Explore other, STEM-related coursework, degree programs, and certificates that may also be shared at all five campuses, or which can be implemented at individual campuses to complement the Science degree program.
- The B.S. in Science Degree will be “home” to full-time tenured or tenure-track Penn State faculty in the fields of Biology, Chemistry and Physics, all of whom have completed doctoral degrees and have met the rigorous academic requirements of the University. Supporting these faculty are highly qualified adjunct (part-time) faculty and professional lab assistants. All of these individuals will be recruited, and hired, by the DAA’s.
- The Directors of Academic Affairs on each campus will be responsible for assuring the academic content meets the quality expected of all Penn State degrees. They are also responsible for scheduling of the courses in a timely and efficient manner.
- The Directors of Academic Affairs in close coordination with the Program Coordinator for business programs on each campus must schedule the faculty to instruct and develop faculty training to ensure that they are well prepared to deliver courses in a compressed format, via PicTel/Polycomm, in a blended format, or for the World Campus. Since these venues will be “new” to most of our science faculty, appropriate development programs must be planned and funded.
- The project will be continually reviewed and monitored by the campus Directors of Academic Affairs, who have the ultimate responsibility of ensuring the success of academic programs at the Penn State campuses.
- Develop 300 level and 400 level courses and a resource financial model to support the addition of faculty.
- Explore necessary renovations and purchases for the new Science program to support all areas of science and provide the necessary space for applied work, as well as collaborative and cooperative efforts. To accomplish this, each of the departments should have a biology, chemistry, and physics learning facility in close proximity, as well as biochemistry and organic chemistry laboratories, with combined prep areas to facilitate the laboratories and undergraduate research. This will allow us to realistically share resources while providing our students with cutting edge facilities. Lecture demonstration areas will support a learner-centered environment where students can work in groups or individually. We also will provide a student study area shared across the curricula to be used for team project preparation, group preparations and presentations.

A Program Coordinator in Science will need to be hired to over see progress across all five campuses and to provide continuity of the program.

- This person will be responsible for ensuring that students who wish to register for the program are properly advised and assisted in receiving educational instruction by all of the formats listed.
- The Program Coordinator also will work with Outreach, the World Campus, other campuses, the Eberly College of Science, and other appropriate entities at University Park and across the University.

The Directors of Enrollment Management and Continuing Education on each campus are responsible for promotion and recruitment of adult learners to the program and assisting with their admission and initial enrollment.

The Director of Continuing Education for each campus is responsible for utilizing their business connections and expertise to recruit students for the program and develop coordinated certificates that will enhance these methods of delivery and progress through the program.

The faculty members who deliver the courses are responsible to ensure their preparation for delivery by a variety of methods and to work with students from various locations. Complementary faculty, such as those in general education, must be prepared to offer sufficient quality and quantity of course necessary to support the anticipated cadre of new students.

Planning:

The following activities will occur in the coming academic year to ensure program quality and success:

- Inventory of Faculty, Facilities, Equipment and current Curricular offerings— assessment of the number of STEM-related faculty on each campus and their relative areas of expertise. This assessment will assist in the development of a master plan for the scheduling of courses as well as determine any faculty development needs.
- Master Plan of Infrastructure- identify what we “have” and what we will “need” to offer a quality degree program in Science. This must by necessity include exploration of shared resources, including staff, equipment and coursework.
- Master Plan of Courses – develop a schedule of course offerings that can be repeated and will move students through the program in an efficient and effective manner.
- Advising/Curricular Guidelines – develop for all advisors a consistent curricular guide that assures a logical and timely path through the coursework respecting all prerequisites, and educate all advisors about the Science degree program.
- Technology Inventory – assessment of each campuses ability to deliver and receive the intended course formats.
- Marketing Plan – development of a comprehensive regional marketing plan that will attract adult learners seeking degree-completion opportunities.
- Extended collaboration – Explore collaborative opportunities with the Eberly College of Science, Outreach and other entities of the University.

Implementation:

The first initiative will be to finalize plans for a B.S. degree in Science to be offered regionally, including what belongs “in” and “how” it will be organized. Once this is defined, the

curricular components will follow quite readily which, in turn, will provide the necessary information for “what” will be needed from a facilities perspective.

The goal is to be fully prepared to submit the P-3 prospectus in 2009. This will be preceded by the data collection and faculty development discussed above.

Expected Outcomes:

Once implemented, the regionally-shared, four-year (STEM-based) Science degree will have several impacts, including:

- The potential impact of the B.S. in Science extends well beyond Penn State. The proposed Commonwealth Medical College in Scranton intends to align itself with the premier higher educational institutions in the region. By implementing many of the same new technologies available to the proposed Commonwealth Medical College, we are in a strong position to benefit from collaboration with this important new institution in Northeast Pennsylvania.
- In addition, upgraded facilities will enable the campuses to enhance community outreach in the form of teaching institutes; summer internships; youth camps in the sciences, etc. A new B.S. in Science will also allow for collaborative efforts with area corporations and institutions of higher education for select science related studies.
- Creation of a regional Penn State B.S. degree in Science will provide an affordable option for these students and, as a consequence, should increase enrollments over time.
- Considering the nature of the proposed B.S. degree in Science, complementary programs in areas such as Forensics, can be added over time in a logical, cost-effective approach, thus further enhancing the applicant pool and the prestige of the regional Penn State campuses.

Budget:

Soliciting donors can occur concurrently throughout the evolution of this concept. The University also could be a source of support for specific components of the plan. Sharing of resources across the five campuses also should lead to a more cost-effective approach.

The Science Program should include the “STEM” components referenced elsewhere in the University. This will provide consistency in message when communicating with UP for funding and other issues. Additionally, other institutions also utilize the STEM concept.

Some of the next faculty hires should be in a science within these disciplines, and at least one of those individuals should have the leadership capabilities to serve as the Coordinator of STEM (or some other working title with supervisory and leadership responsibilities). The tenure locus, salary distribution and related parameters of a full-time position must be evaluated relative to which campuses bear which aspects of the costs and, conversely, where how the revenue will be distributed across the regional campuses (within Penn State policy).

The following budget is preliminary but is minimally anticipated to implement the four-year Science degree program. The CAEP campuses will work to match as much as possible the funds that are centrally contributed to establish this program.

Activity	2008-09	2009-10	2010-11
Marketing	\$ 1,000	\$ 15,000	\$ 10,000
Faculty:			
Development	\$20,000	\$ 10,000	\$ 10,000
Travel	\$ 5,000	\$ 10,000	\$ 10,000
Technology:			
Hardware/Equipment	TBD	TBD	TBD
Support	\$ 5,000	\$ 15,000	\$ 15,000
Website Development	\$ 5,000		
Accreditation	N/A	N/A	N/A
Training:			
Faculty	\$ 10,000	\$ 10,000	\$ 10,000
Advisor	\$ 2,500		
Program Coordinator	\$ 8,000	\$ 8,000	\$ 8,000
Total	\$56,500+	\$68,000+	\$63,000+

Campus Alliance of Eastern Pennsylvania

Proposal: Evening and Weekend Bachelor of Science in Business

Proposed Concept:

This proposal is for the five eastern campuses of Penn State University - Lehigh Valley, Schuylkill, Hazleton, Wilkes-Barre, and Worthington Scranton and Penn State Outreach to work in alliance to deliver the Bachelor of Science in Business (BSB) to prospective adult learners who are seeking degree completion opportunities from Penn State in their local communities. This proposal puts forth a format that fits their employment schedules and helps them attain a life goal.

Justification:

All campuses currently offer the BSB for traditional students and those adult learners who can fit the traditional format of course offerings into their work schedules. However, this format does not allow for Penn State to reach a significant market of location-bound adults who are seeking degree-completion opportunities. Eastern Pennsylvania is home to a large number of adults who have completed some college work, but have not completed a degree.

Individually the campuses do not currently possess the resources to expand the BSB in such a manner as to satisfy both traditional students and adult learners. However, by working together, the campuses can continue to meet their obligation to their traditional students while also attracting and meeting the needs of location-bound adult learners.

Target Market:

As described above, this program is not intended to provide an additional avenue for degree attainment for current students on a traditional path. This program will be expected to attract new adult learners for whom the traditional student educational model does not work. However, it also may ease the burden of those adult learners who have been required to adjust their work/life schedules to fit the traditional scheduling model.

Each of the five campuses is surrounded by a larger business community filled with employees who do not hold bachelors degrees. In fact, the percentage of bachelor's degree holders in most of the counties served by these campuses is below both the state and national averages. Yet many of these residents have some education beyond high school and many have college credits. Therefore, there is rich pool of potential candidates who wish to complete their degrees. Likewise, there are business entities that may assist these potential students in their goal to further their education via full or partial tuition reimbursement.

Program Format:

The proposed program will be delivered in a blended format. It will use several different methods including both the web and video conferencing. PicTel/Polycom currently allows faculty from one campus to deliver courses simultaneously to the students in the professor's location as well as to students at up to eight other campuses. This method is, in many ways, "traditional" in nature because the two-way video allows students to see, hear, and converse with the faculty member in a "real-time" format. These classes can and will originate from any

one of the campuses and be delivered to the other four at a scheduled time and on specific dates.

Other classes will be web-based and will make use of Penn State's World Campus. These classes will be scheduled by the World Campus in consultation with the representatives of the campuses. This format will provide certain students a flexibility that will fit their work and life schedules. It may also best fit the needs of the students who wish to continue their education but have occupational and family requirements. World Campus courses allow the flexibility of being completed from almost any location in the world.

Yet other classes will use a blended approach with some live interactions via video conferencing as well as direct interaction with the professor via Penn State's web program ANGEL. Penn State Outreach is working to develop a number of courses as a part of their BLI, Blended Learning Initiative, for the BSB. Courses with such blended content easily fit the needs of the adult learner. This format has the advantages of periodic face-to-face meetings as well as the flexibility of web use on standardized and/or customized activities with an almost consultative approach by the professor.

Class Format:

The scheduling of classes is of great importance to working adults in that many working adults cannot predict the stability of their uncommitted time beyond a time span that is shorter than the traditional 16 week semester, or they do not reach uncommitted time until the weekend. The schedule needs to include classes at times that make attendance easy and of a length that fits their business time horizon. To that end, the format for classes will include:

- Compressed evening format – complete courses are delivered in 4 to 8 weeks.
- Weekend delivery – courses are delivered on Friday evenings, Saturdays, and/or Sundays.
- World Campus delivery – courses are delivered through the web.

Responsible Persons:

There are several persons on each campus that are responsible for different portions of the delivery of the BSB.

- The Director of Academic Affairs on each campus will be responsible for assuring the academic content meets the quality expected of all Penn State degrees. They are also responsible for scheduling of the courses in a timely and efficient manner.
- The Director of Academic Affairs in close coordination with the Program Coordinator for business programs on each campus must schedule the faculty to instruct and develop faculty training to insure that they are well prepared to deliver courses in a compressed format, via PicTel/Polycomm, in a blended format, or for the World Campus.
- The Program Coordinator on each campus will be responsible for insuring that students who wish to register for the program are properly advised and assisted in receiving educational instruction by all of the formats listed. The Program Coordinator will also work with the BSB Coordinator in the Smeal School of Business at University Park.
- The Director of Enrollment Management and Continuing Education on each campus is responsible for promotion and recruitment of adult learners to the program and assisting with their admission and initial enrollment.

- The Director of Continuing Education for each campus is responsible for utilizing business connections and expertise to recruit students for the program and develop coordinated certificates that will enhance these methods of delivery and progress through the program.
- The faculty members who deliver the courses are responsible to ensure their preparation for delivery by a variety of methods and to work with students from various locations.
- From the above description of the many shared responsibilities on a campus then duplicated across five campuses, it will be important that each campus identify an individual (e.g.: Adult Learning Coordinator) to coordinate and process the critical information among each of those persons responsible for making the program a success.

Planning:

The following activities will occur in the coming academic year to insure program quality and success:

- Inventory of Faculty Assets – assessment of the number of business related faculty on each campus and their relative areas of expertise. This assessment will assist in the development of a master plan for the scheduling of courses as well as determine any faculty development needs.
- Master Plan of Courses – develop a schedule of course offerings that can be repeated and will move students through the program in an efficient and effective manner.
- Advising/Curricular Guidelines – develop for all advisors a consistent curricular guide that assures a logical and timely path through the coursework respecting all prerequisites, and educates all advisors about the program.
- Technology Inventory – assessment of each campus’ ability to deliver and receive the intended course formats.
- Marketing Plan – development of a comprehensive regional marketing plan that will attract adult learners seeking degree-completion opportunities. This effort builds on the “It’s Your Time” market testing that previously was completed in Eastern Pennsylvania by Penn State Outreach.
- Accreditation – Explore accreditation opportunities by the International Assembly for Collegiate Business Education (IACBE). This accrediting body is designed to evaluate the ability of small programs and campuses to meet high standards for business accreditation.

Implementation:

The goal is to be fully prepared to implement the program no later than Fall, 2009.

Expected Outcomes:

Once implemented, the Weekend and Evening BSB will have several impacts, including:

- New adult learner students will be attracted to the Eastern campuses of Penn State. This target market heretofore has not had the realistic opportunity to attain a degree of the quality of Penn State given their worklives.
- The business community will be strengthened with more employees educated in business management.

- Continuing Education opportunities should increase, given the increased familiarity of business owners and managers with Penn State degrees.
- The educational structure of the communities in Eastern Pennsylvania should change over time with more persons who hold a bachelor degree in Business.
- The Eastern campuses of Penn State would have met the accreditation guidelines by the IACBE and be recognized as receiving this specialized accreditation.
- Success of this approach to education should lay the foundation for more and perhaps advanced degrees using this same format and methodology.

Budget:

The following budget is necessary to implement the Weekend and Evening BSB program. The Eastern campuses will work to match as much as possible the funds that are centrally contributed to establish this program.

Activity	2008-09	2009-10	2010-11
Marketing	\$20,000	\$15,000	\$10,000
Faculty:			
Development	\$10,000	\$ 5,000	\$ 5,000
Travel	\$ 2,000	\$ 5,000	\$ 5,000
Technology:			
Hardware	\$10,000		
Support	\$ 8,000	\$ 5,000	\$ 5,000
Website Development	\$ 3,000		
Accreditation	\$10,000	\$10,000	\$10,000
Training:			
Faculty	\$ 5,000	\$ 5,000	\$ 5,000
Advisor	\$ 2,500		
Program Coordinator	\$ 8,000	\$ 8,000	\$ 8,000
Total	\$78,500	\$53,000	\$48,000

COMMUNICATION PLAN

Penn State Worthington Scranton is committed to ongoing and inclusive dialog and to sharing information in a timely fashion. The processes supporting these campus planning efforts are designed to engage all segments of the campus community in working together and to connect decisions to a budgetary reality. The purpose of the communication plan is to describe ways in which timely, effective and open communication will be ensured, not just throughout the strategic planning process, but across the campus community. Key elements will involve the following:

- Consider stakeholders, both internal and external
- Consider what we wish to convey
- Consider what myths and misconceptions we wish to dispel
- Build understanding and consensus
- Consider what outcomes we wish to achieve with each group

One of our planning assumptions stipulated that “planning will involve all constituencies who have a stake in the outcomes.” One of the ways to implement this assumption is to provide appropriate structures for representation of those constituents’ interests through a communication plan, whereby communication strategies are aligned with college and campus audiences. We will develop a communication plan.

IMPLEMENTATION PLAN - PENN STATE WORTHINGTON SCRANTON STRATEGIC PLAN 2008-2013

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Goal 1: Enhance academic excellence through the support of high-quality teaching, research, and service.						
Maintain the University's momentum in building a faculty of eminence through judicious hiring and tenure decisions, faculty development, appropriate rewards, and proactive retention practices.						
Judicious Hiring and Tenure Decisions/Proactive Retention Practices						
Increase the number of doctoral faculty through strategic recruitment	Academic Affairs	Dir. Academic Affairs, Chancellor, FO, OVPC	Could be significant	#TT up, #PT down	ongoing	
Proactively engage adjunct faculty in the programs and projects of the campus	Academic Affairs	Development & Alumni Staff, ADAA, FT Faculty, DIT	None	survey results, action plan, implementation plan	ongoing, 08/09 Academic Year	Goal 2
Evaluate effectiveness of advertising venues for open faculty positions to ensure best fit between candidates' qualifications and campus needs	Academic Affairs	DAA, Marketing/Public Relations, CE	None	TBD	ongoing, 2008-13	
Evaluate the process of merit raises based on teaching, scholarship, and service	Academic Affairs	DAA, Chancellor, FO	None	TBD	ongoing	
Strengthen communication of University's promotion and tenure requirements and gather evidence for advisement based on the review of successful promotion and tenure decisions	Academic Affairs	DAA	None	TBD	ongoing	
Faculty Development						
Continue to provide financial assistance for faculty research and professional development through available grants and seek additional private support to enhance faculty research and development funds	Development, Academic Affairs, UP Grants Mgmt, DIT	Development, DAA, Chancellor, FO, OVPC, Grants Mgmt (Lisa W), DIT	Minimal, except campus matches & startup funds	no. of grants assisted by ID	Ongoing, Fall 2008	

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ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Communicate availability of University-wide funding sources and encourage faculty to apply for external research funding	Academic Affairs	DAA, Grants Mgmt (Lisa W)	None	TBD	Ongoing	
Promote other channels of faculty development, such as Faculty Senate and regional associations	AA, Fac. Senate, Inst. Advancement, Advisory Board, IT, ID	DAA, Senate, DIT, ID	None	repeated faculty tech survey	Ongoing, 08/09 Academic year	Goal 2
Develop an enhanced review of teaching effectiveness	Academic Affairs	DAA, Chancellor, Faculty, IT, Bus Off	Could be expensive	TBD		
Encourage tenured Associate Professors to work towards promotion to Full Professor status through leadership and active engagement	Academic Affairs	DAA		TBD		
Appropriate Awards						
Establish “best practices” for recognition awards	Business Office to Assist, AA, Faculty Senate	DBS, DAA, ADAA, Faculty Senate	None	TBD	Ongoing	
Provide assistance in the development of campus and University-wide faculty award nominations, including recognition paths for adjunct faculty	Business Office to Assist, Academic Affairs	DBS, DAA, ADAA, Faculty Senate	\$ for awards & certificate \$	TBD	ongoing	
Invest operating funds selectively and reallocate resources to areas of existing or emerging research strength across the University, including academic fields with great societal impact						
Complete existing co-curricular initiative for a Science, Technology, Engineering and Mathematics (STEM) Suite	Business Office to Assist, AA & Faculty	Development, Admissions, DBS, DAA, Chancellor, Faculty, IT, Bus Office	Could be expensive	TBD	ongoing	
Support fundraising, requirements development, planning and implementation of Science Suite	DAA	DIT, ID, FO		TBD		

IMPLEMENTATION PLAN - PENN STATE WORTHINGTON SCRANTON STRATEGIC PLAN 2008-2013

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Conduct a comprehensive review of academic and extracurricular programs to identify those that will have the greatest societal impact and offer minors that are consistent with current trends	Academic Affairs, Faculty, DAA, DSES	Admissions, DAA, ADAA, Faculty Student Activities, Athletics, CE	None	TBD	ongoing, Spring 08, 2008-13	
Encourage and support targeted faculty and staff grant procurement initiatives with seed money and other resources	Academic Affairs	DAA, Chancellor, FO	\$ for support	TBD	ongoing	
Involve Campus Advisory Board in academic affairs initiatives	Academic Affairs	DAA, Advsry Brd & subcomm	None	TBD	ongoing	
Invest capital in new facilities, renovations, and equipment that will support excellence in the University's teaching, research, and service missions.						
Complete existing construction and renovation projects, as follows:						
Center for Business Excellence	Development, Business Svcs to assist, DIT	Development , DBS, FO	TBD	TBD	ongoing, Fall 2008	
Americans for Disability Act (ADA) accessibility for campus	Business Svcs to assist	DBS, FO	TBD	TBD		
Science Suite renovation	Development, Business Svcs to assist, AA, Chancellor, Faculty	Development, DBS, AA, Chancellor, faculty, FO	Significant \$	TBD		
Student Success Center renovation	Development, DB, Business Svcs to assist, DAA, DSES	Development , DIT, ID, FO		TBD	Fall 09	
Relocation of campus entrance	Business Svcs to assist	Development, FO		TBD		
Investigate future renovation projects that enhance teaching, research and service environment, including:						

IMPLEMENTATION PLAN - PENN STATE WORTHINGTON SCRANTON STRATEGIC PLAN 2008-2013

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
IST Suite renovation	Business Svcs to assist, AA	Development , DBS, DAA, Chancellor, Faculty, DIT, TLTAC, FO	Significant \$	TBD	Within 5 yr	
Music renovation	Business Svcs to assist, DAA	Development , DBS, DIT, TLTAC, FO	Significant \$	TBD	Within 5 yr	
Library renovation	Business Svcs to assist	Development , DBS, FO		TBD	Within 5 yr	
Examine equipment and technology needs, including enhanced laboratories that foster student/faculty collaboration	Business Svcs to assist, DAA, DIT	Development , DBS, DIT, TLTAC, ID		TBD		Goal 2
Continue to evaluate the use of campus student-centered spaces and the effectiveness of campus learning environments	Business Svcs to assist, AA, DIT, TLTAC, DAA, DSES	Development , DBS, DAA, DSES, Student Affrs, Faculty, Fin Aid, Athltcs, Student Actvies, Health Srvc, Career Svc, DIT. TLTAC	None	TBD	Ongoing, Spring 09	
Correlate programmatic initiatives with off-campus/community needs and explore collaborative ventures with regional business and academic entities	Business Svcs to assist, AA, CE, DIT	Development , DBS, DAA, DCE, FO, DIT	None		ongoing, 2008-13	Goal 2,4,5,6
Continue or initiate, as appropriate, program reviews for undergraduate and graduate degree programs, especially those not subject to national accreditation						
Ensure that the objectives and content of all courses taught in the University College are consistent with department, college and university curricular guidelines and ensure communication of these standards through a comprehensive learning outcomes assessment program	Academic Affairs, IT, Faculty	Admissions, DAA, IT (IDS), faculty	None	TBD	ongoing	Goal 2

IMPLEMENTATION PLAN - PENN STATE WORTHINGTON SCRANTON STRATEGIC PLAN 2008-2013

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Initiate a program development plan which correlates with campus and University strategic plans and is consistent with the needs of the community	Academic Affairs	DAA, DCE, Faculty, ID	None	TBD	ongoing, 2008-13	
Foster productive synergies between teaching and research, and bring more research into the classroom						
Develop a research seminar class that introduces honors students to research across the disciplines	Academic Affairs, Faculty	DAA, faculty	Minimal \$ for participants	TBD	ongoing	
Foster student involvement in faculty research, such as participation in the Undergraduate Research Fair and other projects	Academic Affairs, Faculty	Faculty supported by DAA	\$ to support Students, travel	TBD	ongoing	
Encourage faculty to bring guest lecturers into the classroom	Academic Affairs	Development & Alumni Relations, Admissions, CE	Possible \$ for honoraria	TBD	ongoing, 2008-13	2,4,5,6
Further enhance opportunities for interdisciplinary and cross-campus collaborations in research and education, including existing consortia in the life sciences, materials, environmental sciences, and children, youth and families.						
Continue to strengthen our relationships with campuses and other constituents in the region and promote collaboration between faculty at Worthington Scranton and neighboring colleges and universities	Academic Affairs, Exec office, CE	DAA, Chancellor, DCE, Public Relations	None	TBD	ongoing	
Maintain and improve support systems to attract and retain faculty and staff with interests in cross-disciplinary, cross-campus exchange	Academic Affairs, DIT	Admissions, Chancellor, Bus office, DCE, DIT	None	TBD	ongoing	Goal 2
Promote campus expertise as useful and beneficial to local and global communities	Business Srvcs to assist, AA	DBS, DAA, DCE, Public Relations, faculty	None	TBD	ongoing	1,2,5
Identify and build upon convergences among dispersed faculty, programs, and capital resources dedicated to health sciences education and research, including stronger collaborations between the College of Medicine/Hershey Medical Center and other colleges and programs of the University.						

IMPLEMENTATION PLAN - PENN STATE WORTHINGTON SCRANTON STRATEGIC PLAN 2008-2013

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Assess student and faculty needs relative to health sciences education, and correlate with curricular programming initiatives, facilities planning and staff hiring	Business Svcs to assist, AA, Faculty	Admissions, DBS, Faculty, DAA	None	TBD	ongoing	
Define strategic initiatives in biomedical and health sciences and cultivate contacts within the Worthington Scranton service area to investigate collaborative ventures, such as with the Commonwealth Medical College	Academic Affairs	Admissions, DAA, Faculty	None	TBD	ongoing	
Explore creation of campus-based Sponsored Research Coordinator position	Academic Affairs	DAA, Chancellor	\$10K+	TBD	ongoing	
Advance excellence in legal education through the development and enhancement of the dual campuses of the Dickinson School of Law						
Conduct needs assessment regarding pre-law course offerings and local interest in legal education programming	Academic Affairs	Admissions, Faculty, DAA, CE	None	TBD	ongoing, 2008-13	4,5,6
Prepare campus support structure and evaluate strategies for development and offering of co-delivered program(s), including the Administration of Justice degree program	Academic Affairs	Admissions, DAA, Faculty, Chancellor, DIT	None	TBD	ongoing	
Promote a greater international focus across the University, including development of a school of international affairs.						
Encourage faculty to develop course components, such as learning objectives, that meet the requirements of the Intercultural and International competence designation	Faculty, Int'l Prog CO,DAA	DAA, DIT (IDS), Faculty	None	TBD	Ongoing	Goal 2
Consider new programs or coursework with an international focus, such as an International Studies Minor and enhanced language course offerings	Faculty, Int'l Prog, Int'l Comm, AA	Admissions, ADAA, Int'l Coord	\$ to assist Student travel	TBD		

IMPLEMENTATION PLAN - PENN STATE WORTHINGTON SCRANTON STRATEGIC PLAN 2008-2013

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Enhance our study abroad and international programs through expanded student travel opportunities, programs, that attract international students, and international research and community service efforts	Int'l Affrs Comm, Int'l Prog Coord, AA	Admissions	\$ for students	TBD	Ongoing	
Goal 2: Enrich the educational experience of all Penn State students by becoming a more student-centered University						
Develop a comprehensive strategic plan for learning outcomes assessment including first year seminars, student learning in General Education and academic majors, out-of-class and co-curricular experiences, and the impact of student support services.						
Participate in university-wide learning outcomes assessment effort	DSES, DIT, DAA	Fin Aid, Health Svc, Stu Act, Career Svc, DAA, DIT			Fall 09	Goal 1, 3,4, 5
Adopt various assessment techniques for academic initiatives and student support services	DSES, DIT	Fin Aid, Health Svc, Stu Act, Career Svc, IT Staff			Fall 09	
Increase student involvement in positive co-curricular experiences, develop a culture of greater student responsibility, build bridges between student life and academic success, and better prepare students for active citizenship.						
Develop student worker programs, emphasizing interpersonal communication, organizational planning, and community building	DAA, DSES	Fin Aid, Stu Act, Faculty			Fall 09	
Establish student mentor programs, providing opportunities for academic and social development	DAA, DSES	Alumni Relations, Stdnt Activities, Faculty			Spring 09	
Establish expectations for clubs funded by the Student Government Association and conduct student development programs in support of greater student responsibility and citizenship	DAA, DSES	Student Activities, Faculty			Spring 09	
Create more opportunities for students to develop leadership and entrepreneurial capabilities necessary for successful careers in an increasingly global environment.						

IMPLEMENTATION PLAN - PENN STATE WORTHINGTON SCRANTON STRATEGIC PLAN 2008-2013

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Seek engagement with alumni and community leaders to diversify career development offerings and provide appropriate funding for campus-wide events incorporating these essential skills	DAA, DSES	Development & Alumni Relations, Admissions, Career Srvc, Faculty, Student Actvies			Spring 09	
Secure the position of the Schreyer Honors College as the nation's preeminent honors college through enhanced private support, leading edge program development, and aggressive recruitment of the nation's top high school students						
Explore enhanced collaboration between our Honor's College and Schreyer and promote this collaboration to potential donors	DAA	Development				
Develop recruitment strategies relating to the Sophomore Gate	DAA, DSES	Admissions			Spring 09	
Enhance student experiences through greater applied learning opportunities in international programs, public scholarship, internships, the arts, and undergraduate research						
Enhance undergraduate research initiatives and explore external funding for further applied learning opportunities	DAA & Faculty	FO				
Develop and deliver additional online and hybrid courses that blend online and resident instruction, ensure curricular integrity and provide flexible access to courses while increasing cost efficiency and innovation						
More fully utilize the instructional design center to assist in the development of courses and programs	DIT, DAA	DAA, DIT				Goal 1, 3, 4, 5
Continue to collaborate with other campuses to share courses via online and hybrid delivery (i.e.; Chinese, German)	DAA	DAA				
Expand the availability of online courses through the e-Learning Cooperative and the World Campus for both resident and non-resident instruction at all campuses and encourage all Penn State campuses to utilize and promote these offerings						
Determine local support needed to effectively promote online course delivery through the e-Learning Cooperative and World Campus, including e-activities for non-traditional learners	DAA	DIT, DAA, FO, CE			2008-13	2,4,5,6

IMPLEMENTATION PLAN - PENN STATE WORTHINGTON SCRANTON STRATEGIC PLAN 2008-2013

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Develop service strategies designed to assist online students and promote online delivery as an enrollment management strategy	DAA, DSES	Admissions, Fin Aid, Career Srvc, Stu Actvies, Health Srvc			Spring 09	
Deploy technology to improve learning, enhance information literacy, and develop students' overall competency in various digital environments.						
Promote the use of new and emerging technologies by all departments supporting the academic environment, resulting in a higher quality technology environment in support of educational experiences	DIT, DAA	Admissions, All Directors				Goal 4
Utilize recent survey data to improve the student learning environment and guide professional development activities	TLTAC Chair	TLTAC, DIT, DB				Goal 1, 3
Review and streamline curricula and ensure curricular integration, consistency, and coordination.						
Continue collaborative work with academic colleges and follow University guidelines regarding curricular integrity	DAA, Faculty`	DAA				
Provide high-quality, responsive, and student-centered services (including academic advising, new student orientation, career services, and counseling) that increase retention and support academic and personal success.						
Create a Student Success Center which centrally addresses health/wellness issues, psychological counseling, financial aid, academic tutorial opportunities and career services	Business Srvc to assist, DAA, DSES	Development, DBS, Fin Aid, Health Svc, Career Svc, Learning Cntr, DSES, DAA, DIT, FO			Fall 09	Goal 1
Develop a comprehensive student orientation program and orient staff and faculty to services so that they may better assist students	DAA, DSES, DIT	Fin Aid, Career Svc, Student Actvies, Health Srvc, DIT, DAA, FO			Fall 08	
Enhance and extend the impact of the Center for Adult Learner Services to address the unique needs of non-traditional students at all campus locations.						

IMPLEMENTATION PLAN - PENN STATE WORTHINGTON SCRANTON STRATEGIC PLAN 2008-2013

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Conduct adult learner focus groups to identify academic as well as social needs, resulting in more consistent, improved services	DAA, DSES	Faculty, Student Activities			Fall 08, 2008-13	2,4,5,6
Ensure communication between the athletic department and the academic community	DSES, DAA, AD	Faculty, Athletic Dept.				
Continue to hold high academic standards for student athletes and capitalize on the positive relationship with excellence in academics and athletics.						
Ensure communication between the athletic department and the academic community	DAA, DSES	Faculty, Athletics			Fall 08	
Create an academic/athletic council to address needs of student athletes and faculty alike, in order to strengthen the link between the athlete and the classroom	DAA, DSES, AD	Faculty, Athletic Dept., SGA, Student Activities			Fall 08	
Goal 3: Create a more inclusive, civil, and diverse University learning community.						
Develop departmental strategies that foster campus inclusiveness and support student initiatives and accomplishments	Business Srvcs to assist, DAA, DSES, DIT	DBS, Faculty, Student Acvties, Athltcs, IT staff			Fall 08, 08/09 Academic Year	Goal 2
Develop leadership training and professional development opportunities campus-wide that address issues of civility and inclusiveness	Business Srvcs to assist, DAA, DSES	DBS, Faculty, Student Acvties,			Fall 08	
Publicize and encourage participation in PSU leadership programs	Business Srvcs to assist, DSES	DBS, Student Activities, FO			Fall 08	
Continue to encourage and monitor unit-level implementation of goals established in A Framework to Foster Diversity at Penn State; share the results and best practices across the University and ensure that appropriate avenues for reporting complaints or concerns about discrimination or harassment are widely known.						
Conduct programs for incoming and continuing students that stress diversity awareness and review club activities to ensure they support campus diversity goals	Business Srvcs to assist, DSES	DBS, Student Activities			Fall 08	

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ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Continue to earmark specific funds that support campus diversity efforts and pursue campus endowment funding to recognize and reward campus diversity efforts	Business Svcs to assist, DSES, DIT	DBS, Student Activities, IT, FO			Spring 09, Fall 08	Goal 4
Assist in university-wide development of a definition of diversity	Business Svcs to assist, DSES	DBS, Fin Aid, Career Svc, Student Actvies, Health Svc, Athletics			Spring 09	
Strengthen diversity-related efforts within the curriculum	Business Svcs to assist	DBS				
Strengthen campus awareness of diversity/multicultural programs	Business Svcs to assist, DAA, DSES	DBS, Admiss, Faculty			Spring 09	
Encourage faculty participation in recruiting diverse candidates	Business Svcs to assist, DAA, DSES	DBS, Faculty, Student Actvies			Fall 08	
Formalize faculty mentoring programs and extend mentoring to staff	Business Svcs to assist	DBS, Admiss, Faculty				
Expand recruitment efforts to enroll a more diverse student population, inclusive of economic diversity						
Ensure scholarship funding to support our students over the course of the "For the Future: The Campaign for Penn State Students" campaign	Development	Development, Admissions, FO				
Support and enact an Enrollment Management Plan with objectives regarding recruitment of a more diverse student population	DAA, DSES	Admissions, Faculty			Fall 08	
Continue to close the graduation rate gap between majority and minority students by providing targeted and effective programs for all students with learning support needs						
Identify current demographics and investigate targeted and effective programming for all students	DAA, DSES	Faculty, Student Activities, CE			Fall 08, 2008-13	2,4,5,6

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ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Provide greater opportunities for students to engage issues of diversity and multicultural understanding, especially in the U.S. context, within the University's curriculum and co-curricular experiences						
Continue to promote Interdependence Day and other initiatives related to diversity	DAA, DSES	Development, Faculty, Student Activities			Fall 08	
Identify current demographics and investigate targeted and effective programming for all students	DAA, EMC	Admissions				
Aggressively hire, develop, and retain more faculty and staff of color, women, and other representatives of diverse populations.						
Continue to utilize Penn State and other informal resources to expand outreach efforts to diverse populations	Business Svcs to assist	Admissions, DBS				
Continue to actively seek and use President's Opportunity Funds when hiring diverse faculty from under-represented areas	Business Svcs to assist	DBS, FO				
Build a more welcoming environment for international students through greater involvement of the wider communities at campuses across the Commonwealth.						
Complete the India Initiative, which represents eight regional campuses	Chancellor	Chancellor, DAA, Admissions, EMC				
Expand social events, as funds permit, to foster a sense of campus community	DSES	Student Activities			Fall 08	
Involve members of the community in planning co-curricular events for international students	DAA, DSES	Faculty, Admissions, Student Activities			Spring 09	
Enhance orientation, professional development, and mentoring of employees to include greater multicultural awareness and respect for differences.						
Utilize recent survey data to improve professional development offerings	Business Svcs. To assist, DSES, Development, TLTAC, Chair	TLTAC, DIT, DB				Goal 1, 2
More fully utilize University-wide resources regarding employee relations	Business Svcs. To assist					
Goal 4: Align missions, programs and services						

IMPLEMENTATION PLAN - PENN STATE WORTHINGTON SCRANTON STRATEGIC PLAN 2008-2013

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Ensure the University's commitment to access by aggressively striving to moderate tuition increases at all campuses and developing strategies that address the diversity of student populations						
Increase the number and effectively promote the use of unrestricted scholarships	Development, DSES	Development, Admissions, Fin. Aid, FO				
Increase number of business partnerships, identify companies that offer tuition reimbursement, and take advantage of current tuition grants in targeted industry clusters		FO, CE			Fall 09, 2008-13	2,4,5,6
Enhance EOP recruitment process and utilize disadvantage funds for application and enrollment fees	DSES	Admissions, Career Svc, FO			Sprint 09	
Use scholarships as a recruitment tool during the recruitment cycle	DSES	Admissions, Fin Aid, FO			Fall 08	
Participate in regional economic development activities to attract Federal and State funds		FO, CE	time, travel	funding	2008-13	4,5,6
Recruit prospective students aggressively from traditional and adult student populations, and improve student retention at all campuses.						
Develop a comprehensive student retention plan and charge Faculty Senate to collaborate with other campus units to enhance recruitment, retention and delivery of modalities which better address needs of students	DAA, DSES	Faculty, Admissions, Student Activities, Health Svc, Athletics, Faculty, DIT			Spring 09	Goal 2, 3
Aggressively pursue grant opportunities with targeted industry partners and develop articulation partnerships with local and regional higher education institutions	DCE, DAA, Faculty	FO, CE	time, travel	new partnerships	2008-13	4,5,6
Expand special programs such as: PAWS, Dual Enrollment, Tech Prep and 2+2 partnerships	DAA, DSES	Admission, Career Svc, DAA, FO			Spring 09	

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ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Identify credit, non-credit and certificate Continuing Education programs that will attract adult learners	CE	Admissions, CE	n/a	new program	2008-13	4,5,6
Tailor additional programs, schedules, and services to the needs of non-traditional students.						
More fully utilize the Center for Adult Learners and other entities to assist in improving our services	DAA, DSES, C.E.	Admissions, Faculty, Student Activities, Registrar, CE	n/a	increase adult students	Fall 08	2,4,5,6
Implement scheduling and delivery modalities which can better address adult learners	DAA, DSES	AA, Student Activities, All Directors, CE	faculty, safety staff	increase adult students	Fall 08, Summer 08	Goal 2, 3,4,5,6
Ease the transition of students into Penn State programs from community colleges and other accredited institutions						
Streamline the process of pre-advisement and transfer evaluation during admissions process	DAA, DSES	Admissions, Faculty, Student Activities, Registrar			Fall 08	
Establish orientation and transition programs for transfer students	DAA, DSES	Admissions, AA, Student Activities			Fall 08	
Exploit the value of Penn State's flexibility and portability by focusing on 2+2 options for degree completion at University Park or other campuses.						
Promote 4-year degree program option to other campuses	DAA	Admissions				
Enhance on-going collaborating with other units and sharing of resources and programs to serve our area	DAA	CE	time, travel	new prgrms & revenue	2008-13	2,4,5,6
Streamline operations and provide greater consistency in programs across campuses.						
Re-evaluate, restructure, and expand the mission and operations of the University's Office of International Programs, including a new vice provost leadership role.						
Support University's mission regarding International Programs	DAA					
Assess all under-enrolled degree programs for prospective elimination or consolidation.						
More effectively integrate existing data into enrollment assessment	Registrar, DAA, DSES	Admissions				

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ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Educate Program Coordinators regarding their roles in program assessment, including budgetary constraints	DAA	Admissions, FO				
Complete academic audit with Academic Affairs	DAA					
Promote greater resource sharing among campuses including faculty and staff with multi-campus responsibilities.						
Evaluate, prioritize and implement the results from the ongoing meeting of the five regional alliances, including enhanced resource sharing	DAA, Chancellor, DSES	CE	time, travel	new programs, revenue and enrollment	2008-13	1,2,3,4,5,6
Incorporate available regional resources into campus operating budget for the purpose of enhancing student enrollment						
Rationalize Continuing Education offerings to focus on credit courses and strategically targeted course sequences and certificate programs.						
Effectively integrate demographic data in planning of Continuing Education offerings	CE	CE	time	2008-13		4,5,6
Analyze results of industry cluster surveys to determine successful programs	CE	CE	time	2008-14		4,5,7
Position Continuing Education as a channel to degree-program matriculation	CE	CE	time, travel	2008-15		4,5,8
Bring budgetary resources into better alignment with sustainable campus enrollments and associated revenues.						
Engage in continuous budgetary assessment in support of the University's mission and goals	DSES, DAA, DCE	FO				
Ensure open communication regarding enrollment initiatives and issues	DAA, DSES	Admissions			Spring 09	
Modify the mission of campuses, as necessary and appropriate, to reflect community and regional enrollment levels, competition from other providers, and area workforce needs.						
Exploit existing data for realigning program offerings and services to more accurately reflect our community workforce needs	DAA, DCE	CE	program	enroll., revenue	2008-13	4,5,6

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ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Establish priorities for future investments in the College of Medicine at the Penn State Milton S. Hershey Medical Center that will enhance medical education, patient-centered care and biomedical discovery, consistent with resource availability.						
Develop a strategic campus response to the STEM Initiative for the purpose of recruiting students and faculty	DAA	Admissions				
Move strategically towards additional science offerings to support the medical education needs of the region	DAA, DIT	Admissions, DIT, ID, Faculty, CE	program	enroll., revenue	2008-13	Goal 1, 2, 4,5,6
Goal 5: Serve society through teaching, research and creative activity						
Integrate public and professional engagement more fully into faculty scholarly activities through an emphasis on the faculty reward structure.						
Emphasize the importance of faculty visibility in our communities through the creation of a recognition system for faculty for significant community outreach such as speaking engagements, grant writing and participation in regional research opportunities	DAA, PR	Public Relations				
Establish a mechanism for publicizing scholarly achievements of the faculty	DAA, PR	Public Relations				
Pursue a "Pennsylvania First" strategy in the management of research and technology transfer programs and expand Penn State's research strengths in support of Pennsylvania economic development.						
Continue to support regional industry cluster partnerships and take advantage of funding for training, with an emphasis on delivery of programs and research opportunities	CE	CE	time, travel, faculty		2008-13	4.5.6
Pursue funding from Wall Street West Initiatives	CE, DAA	FO, CE	time, travel		2008-13	4,5,6
Enhance the Statewide Continuing Education and Workforce System to address the workforce education, training, and economic development needs of the Commonwealth.						
Continue to partner with the five regional Penn State campuses	DAA	CE			2008-13	2,4,5,6
Effectively utilize campus committees to support this initiative	DAA	CE			2008-13	2

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Explore becoming a testing center for standardized aptitude and achievement tests	DCE	Admissions, DIT, CE	time, equipment, support	enroll., revenue	2008-13	Goal 2, 4, 5, 6
Examine Penn State's outreach capabilities and priorities in key Commonwealth metropolitan areas to promote excellence in service delivery, cost effectiveness, and greater visibility for the University	Outreach UP	Assist as needed	n/a	n/a	2008-13	5,6
Seek to influence positively the health status of the Commonwealth's population through an aggressive program of prevention interventions utilizing and coordinating the resources of the University's many academic and service units.						
Continue health and wellness initiatives through our campus health services unit	DAA, DSES	Health Services, Student Activities			Spring 09	
Continue to partner with non-profit groups, such as: Area Health Education Center (AHEC) and Northeast PA Regional Cancer Institute	DAA	CE	n/a	increase programs	2008-13	3,5
Support outreach of campus units, such as student clubs and academic programs in providing service to the community	DAA, DSES	Student Activities, C.E.			Spring 09	
Play a leadership role in the I-99 Innovation Corridor, the Philadelphia Navy Yard, and other Keystone Innovation Zones (KIZ) located in proximity to Penn State campuses.						
Contribute to Penn State's leadership role through KIZ collaboration						
Increase the number and effectiveness of K-12 educational partnerships throughout the Commonwealth.						
Develop career awareness camps, institutes and programs for K-12 students, teachers and advisors, that relate to our degree programs, such as STEM	DSES, C.E.	Development, Admissions, Career Services, C.E.	time, faculty, programs, staff	enroll., revenue, programs	Spring 09, 2008-13	4,5,6
Continue to participate in Academic program Awareness nights	DAA, DSES	Admissions, Career Svc, Fin. Aid			Fall 08	
Expand communications with internal and external audiences and increase alumni involvement in the University's student life and academic programs						

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ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Expand opportunities for interactions of alumni with students in student life	DSES, Development	Career Svc, Student Activities, Athletics			Spring 09	
Continue our successful student and alumni mentor programs	DAA, DSES	Faculty, Career Services, Admissions, Fin. Aid			Fall 08	
Effectively utilize various communication modalities, such as the web, to expand communications to internal and external audiences	Web Team Chair, Directors	Admissions, Directors, Staff				Goal 1,2,3
Evaluate Outreach programs to ensure a high level of quality and customer satisfaction, visibility and value for the University, cost-effectiveness, and return on investment relative to mission.						
Rebuild our campus Continuing Education unit to the point where it is net	CE	CE	programs, faculty, staff	enroll, programs, revenue	2008-13	4,5,6
Utilize the opportunities of a new Business Building, Science Suite and the Student Success Center to attract a greater student population	DSES	Public Relations, Admissions, CE	programs, faculty, staff	enroll, programs, revenue	Spring 09	1,2,4,5,6
Develop learning outcome assessments for outreach initiatives	CE	Faculty			Spring 09, 2008-13	1,2
Goal 6: Develop new sources of non-tuition income and reduce costs through improved efficiencies						
Plan for and launch the leadership gift phase of a comprehensive new development campaign with a major focus on fundraising for student scholarship and fellowship support.						
Enhance communications with entire Campus Advisory Board and alumni	All Directors	Public Relations				
Follow the “For the Future: The Campaign for Penn State Students” strategy, utilizing the strengths of our Campaign Co-Chairs and the five campaign committees	Development	Development				

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ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Educate the campus Campaign Committee on various forms of student support and educate the campus, including faculty and students, regarding this campaign and their role in prospect development	Development	Development				
Maintain a highly effective infrastructure of support for research and creative activity that enhances faculty success in acquiring funds from extramural sources.						
Encourage faculty to apply for development and research grants and support faculty with demonstrated success to pursue more prestigious external funds, improving the campus reputation for high quality research	DIT, DAA	DIT, DAA, FO				Goal 1
Continue to educate potential donors on opportunities for investing in faculty research initiatives, in full or as seed money, when seeking external grant funding	Development	Development				
Effectively capture and commercialize additional intellectual property with market value.						
Educate Faculty about implications and ethics regarding intellectual property	DAA	DAA				
Positively impact the University's appropriation from the Commonwealth of Pennsylvania by effectively harnessing public support through efforts such as the Penn State Grassroots Network.						
Continue ongoing support the University's appropriation efforts	Business Services. To assist	Alumni Relations				
Continue to emphasize the importance of financial stability and creditworthiness that will lower the cost of borrowing.						
Ensure review of budget models, develop fiscal responsibility and aggressively seek campus leaders	Business Services. To assist	FO				
Aggressively reduce costs through both unit-level efforts and central administration strategies of the University Cost Savings Task Force.						
Familiarize the campus with the results of the Cost Saving Task Force	Business Services. To assist	FO				

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ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Utilize centralized building assessments, such as ISIS, to capitalize on overcoming the \$10M infrastructure renovations		FO				
Continue to build on Campus Exterior Architectural Plan (CEAP) pilots to overcome a need for \$1M for campus beautification		FO				
Utilize new technologies to reduce costs, while improving the delivery of services						
Utilize video conferencing systems to decrease travel expense and ensure safety	Business Services. To assist, DIT, DAA	DAA				
Incorporate new and emerging technologies as a cost savings measure	Business Services. To assist, DIT, DAA	IT Staff				Goal
Develop, where appropriate, regional clusters of activity and resource sharing among Penn State campuses and Outreach unit.						
Continue work with regional Penn State campuses for common programs	Business Services. To assist, DAA	CE	time, travel	increase programs	2008-13	1.4,5,6
Reduce Penn State's health care cost increases through models that emphasize health, wellness, preventative care, and disease management, along with greater responsibility and incentives for good health practices among the University's insured populations.						
Take advantage of Penn State resources and local Health Matters programs and develop and implement a Campus Wellness Initiative	Business Services. To assist					
Better integrate student information systems across units to provide enhanced student services at lower average cost.						
Increase effective use of personnel through cross-training	Business Services. To assist, DSES	SES staff			Spring 09	
Reduce duplication of efforts by use of shared data drive	DIT	Admissions, IT Staff, All Directors	\$5,000-50,000		Ongoing, 08/09 Academic year	Goal 1,2
Continue to identify e-Business initiatives that will leverage investments in technology, with maximum value in cost savings, create efficiencies in operations, generate revenue growth, and provide increased customer satisfaction.						
Assist as appropriate						

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ACTIONS	Person(s)/Office(s) Responsible for Accountability	Persons/Offices Involved in Implementation	Out-of-Pocket Cost	Outcome Assess	Implementation Time Frame	Other Goals Affected
Identify, quantify, and mitigate risks across the University within its systems of policies and procedures, finance, human resources, physical assets, and operations.						
Emphasize the importance of managing risk reduction liabilities through greater understanding and adherence to policies and procedures and provide referral contacts for specific units	Business Services. To assist, DIT	FO				
Enhance campus knowledge of risks through workshops and other developmental programs	Business Services. To assist, DSES	Student Activities			Spring 09	
Maintain the financial stability of the Hershey Medical Center through increased patient and research revenues, the identification of new sources of funds and health care partnerships, the continuing search for operating efficiencies, and further enhancements to the quality of services delivered.						
Assist as appropriate						
Develop a more fully integrated capital planning process that maximizes the value of capital investments in new and renovated facilities and infrastructure.						
Utilize fully the campus master plan in any future development projects	Business Services. To assist	Development				
Align funding sources with planned projects and clarify funding processes for campus community	Business Services. To assist	Development, FO				
Conduct business in a manner that demonstrates a commitment to environmental stewardship and continues to move the University toward sustainable practices.						
Continue to work towards enhanced recycling capabilities		FO				

Appendix A

Boyer, E. (1990). *Campus Life: In Search of Community*. San Francisco: The Carnegie Foundation for the Advancement of Teaching”

Creating a Campus Community

Principles – Explained

- ***Educationally purposeful community.*** A purposeful community is one in which students and faculty share learning goals. The classroom is seen as a place where community begins and where “great teachers not only transmit information, but also create the common ground of intellectual commitment. They stimulate active, not passive, learning in the classroom, encourage students to be creative, not conforming, and inspire them to go on learning long after college days are over”.
- ***Open place.*** An open community is described as one in which freedom of expression is nurtured and civility is affirmed. The virtue of civility recognizes the dignity of every person and is built on the reciprocity principle honored in every great religious literature.
- ***Just community.*** Prejudice and arrogance are the enemies of a just community. Thus, a just community is one that affirms diversity and “is a place where diversity is aggressively pursued.”
- ***Disciplined community.*** A disciplined community is described as “a place where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good.” Codes of conduct and security plans are attended under this community value, as are the values of courtesy and privacy.
- ***Caring community.*** A caring community is one where a sense of connection between student and campus is cultivated, and the nobility of service to theirs is emphasized. It suggests that “students also should be brought in touch with those genuinely in need, and through field experiences, build relationships that are inter-generational, intercultural and international, too.”
- ***Celebrative Community.*** A celebrative community is one in which campus heritage and traditions are central to the culture of the campus and to student life. Both the physical environment and the ceremonial traditions mark it for memory and connection in the lives of its students.

Appendix B

Kouzes, J. and Posner, B. (2007). *The Leadership Challenge*. (4th ed.) San Francisco: Jossey-Bass

BUILDING A LEADERSHIP TEAM

Five Leadership Practices - Explained

- ***Model the Way.*** Leaders establish principles concerning the way people (constituents, peers, colleagues, and customers alike) should be treated and the way goals should be pursued. They create standards of excellence and then set an example for others to follow. Because the prospect of complex change can overwhelm people and stifle action, they set interim goals so that people can achieve small wins as they work towards larger objectives. They unravel bureaucracy when it impedes action; they put up signpost.
- ***Inspire a Shared Vision.*** Leaders passionately believe that they can make a difference. They envision the future, creating an ideal and unique image of what the organization can become. Through their magnetism and quiet persuasion, leaders enlist others in their dreams. They breathe life into their visions and get people to see exciting possibilities for the future.
- ***Challenge the Process.*** Leaders search for opportunities to change the status quo. They look for innovative ways to improve the organization. In doing so, they experiment and take risks. And because leaders know that risk taking involves mistakes and failures, they accept the inevitable disappointments as learning opportunities.
- ***Enable Others to Act.*** Leaders foster collaboration and build spirited teams. They actively involve others. Leaders understand that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust and human dignity. They strengthen others, making each person feel capable and powerful.
- ***Encourage the Heart.*** Accomplishing extraordinary things in organizations is hard work. To keep hope and determination alive, leaders recognize contributions that individuals make. In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate accomplishments. They make people feel like heroes.