

PENNSTATE



Worthington
Scranton



**STRATEGIC PLAN
2014-15 THROUGH 2018-19**

**PENN STATE WORTHINGTON SCRANTON
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Penn State Worthington Scranton

PREFACE

Vision Statement

Penn State Worthington Scranton creates tomorrow's diverse leaders. We challenge individuals to discover their full potential, commit to success, embrace lifelong learning, and build strong, vibrant communities.

Mission Statement

Penn State Worthington Scranton is a diverse community of students, faculty, and professionals committed to achieving success in academics, careers, and personal growth. Together, we work to meet the evolving needs of higher education through innovative teaching and research, shared learning experiences, technological advances, and new educational programs. We encourage students, and one another, to achieve academic excellence, embrace discovery, develop leadership skills, cultivate personal integrity and ethical behavior, participate in our communities, and chart a path for our future success.

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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 integration of strategic planning, fundraising campaigns and diversity planning over these years, and set aside the summer of 2013 to lay the foundations for future strategic planning. Fundamental to this review is the campus climate evaluated through faculty/staff surveys, student satisfaction inventories, fiscal resources, personnel development, technology assessments and environmental factors.

Our intent is to have this plan be more simplified than past plans since the campus is very familiar with strategic planning. There are nine elements to this plan. We will do our best to simplify and focus our plan. Much of the detail will be in the Implementation Plan. However there are additional plans that need to be viewed as outcomes to this plan such as the next and the next campaign initiative. There is also an element for ethics and integrity. We therefore plan to focus on five Key Elements; each are working documents with titles below.

Key Elements

1) Strategic Enrollment Management Plan-Update

Enrollment growth remains a critical challenge for the campus. We will develop strategies to increase enrollment in existing programs and develop new programs. A special focus on retention is a new but critical initiative.

www.sn.psu.edu/.../Enrollment Management 2010-2013-6-1-13.docx

2) Campus Marketing and Community Engagement Plan

We have completed the Campus Marketing and Community Engagement Plan as part of the Campus enrollment management plan. This plan can be incorporated into the campus strategic plan. It is a critical that our campus make an impact on our community.

www.sn.psu.edu/.../PSWS Strategic Marketing and Engagement Plan asof 8.07.13.docx

3) Innovative Learning Initiative

As a result of the Core Council recommendations, we have been asked to develop a campus total of 15 baccalaureate programs. Clearly, this is a strategic matter and will be a considerable focus of not only academic affairs but every unit. State-of-the-Art teaching and learning technologies will be implemented as we move forward.

<http://www.sn.psu.edu/Documents/FacultyStaff/Core Council Letter to PSWS 2011.pdf>

<https://www2.sn.psu.edu/protected/ccm/PSWS%20Core%20Council%20Recommendations%20Campus%20Copy-%20January%202012.docx>

4) Understanding Student Success-Draft Report

In our last strategic plan, one of our guiding principles was to gain a better understanding of a student-centered university. Indeed, we have done that and have completed a draft entitled “Understanding Student Success in a Student-Centered University”.

www.sn.psu.edu/Documents/Understanding_Student_Success.docx We will utilize this draft to educate the campus and develop new strategies.

5) Program Statement for the Creation of a Resident and access to the Virtual Library through Phased-In Renovation

In terms of our physical plant, we will appoint Library Renovation Task Force to complete phase three of the Library Renovation Program Statement.

<http://worthingtonscranton.psu.edu/FacultyStaff/31110.htm>

We 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 and inclusive academic excellence.

We further recognize the role that leaders play in establishing principles to remind us of the way people should be treated and the way goals can be pursued. Through consultation, observation, assessment and discussion, the campus will continue to overcome challenges to establishing a successful campus climate focused on student success.

FIGURE 1

INTEGRATED STRATEGIC PLANNING TIMELINE

1984-1990	Campaign for Penn State (\$750,000)
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
April 1999	Public Announcement of “Grand Destiny” Campaign
December 1999	Commonwealth College Strategic Plan Update 2000-2002
October 1999	Penn State Worthington Scranton Campus, Strategic Plan Updates 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)
December 2008	“40 Years: 1968-2008-PSWS Strategic Plan: 2008-2013”
December 2009	Final Report “Framework to Foster Diversity: 2004-2009”

December 2009	“Framework to Foster Diversity: 2010-2015”
April 2010	Public Phase of “For the Future – The Campaign for Penn State Students” (65% of goal, even after addition \$1 Million); (now 117%)
August 24, 2010	Core Council Recommendations for the Commonwealth Campuses
October 25, 2011	Core Council Recommendations regarding Penn State Worthington Scranton
January 15, 2012	Campus Response to “Core Council Recommendations to PSWS”

KEY ENVIRONMENTAL TRENDS, OPPORTUNITIES AND CHALLENGES

The Community

The service area of Penn State Worthington Scranton (Worthington Scranton) includes the eastern portion of Wyoming County, along with nearly all of Susquehanna, Wayne, Pike, and Lackawanna Counties. According to the 2010 census, the total population of the service area was 448,630, with a school-age population of 79,244 (17% of the population). Competition for the college-age population in the region is intense, with 13 colleges and universities vying for students. According to Pennsylvania Department of Education (PDE) projections, school districts in the service area are expected to experience a three percent increase in total enrollments over the next decade.

Worthington Scranton is the third largest campus of the University College (UC) and recently added private housing. It is an attractive commuter campus, enjoying new facilities and upgraded classrooms. The campus had a headcount enrollment of 1,386 in Fall 2010, which represents a five-year growth rate in headcount of ten percent or 124 students (and 135.1 FTEs). The majorities of students who attend Worthington Scranton are Pennsylvania residents (98%), baccalaureate-seeking (71%), and attend full-time (79%). More than 25% of students at Worthington Scranton are adult learners. Many of these students attend part-time, challenged by outside demands of work and family. The minority population of the campus is ten percent, equal to that of its service area. **(Exhibit 1: Historical Fall Enrollments)**

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 and significant new facilities. In light of this the recent addition of private residential student housing near our campus and the new athletic fields to be in place by Fall, 2014 keep us in the running. We have developed the campus into a balance among commuters, residential students and international students.

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.

Technology and Learning and Demographics

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 knows what is best for the student. We must develop a culture that enables our students to communicate their needs effectively and professionally. Faculty and staff will need to be more in tune with the students in 2014 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.

To this point, most technology applications are driven by the Instructional Design Center, as it is often more up-to-speed with technology applications in education. Units outside of academic areas 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.

Fiscal Resources

Recognizing and utilizing resources available to our campus requires ongoing commitment. More than twenty internal sources of project funding were uncovered and pathways to seeking funding opportunities from federal, state and local sources were developed.

In addition, a student Hardship Fund was established to assist the growing emergency financial difficulties our students face when jobs are lost, etc.

Personnel

In 2008, a faculty/staff survey was conducted and a campus professional development plan was developed and implemented. Behavioral Threat Management Team (BTMT) was formed to assist faculty, staff, and students 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 and 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 Planning effort, and to be inclusive of campus constituencies, the campus used the Strategic Planning Committee (SPC) with the representatives from faculty, staff, students and administration, and combined it with the campus leadership team (Cabinet). The first task was to develop a Vision and Mission Statement.

Goal sub-committees were formed around each of the nine goals in the "Unit Strategic Planning Guidelines for 2014-15 through 2018-19. The goal sub-committee chairs were members of the Strategic Planning Committee, which also included additional 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 consider ongoing 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. At the same time, it was equally critical to include the Blue and White Council's vision for Penn State. Figure 2 illustrates the process.

Some goal sub-committees provided strategies and implementation plans, while others learned that there were existing implementation plans, such as Enrollment Management, Marketing, Technology, Professional Development and Facilities plans, among others. Members of internal and external groups were interviewed regarding directions the campus might pursue. Responses were also requested from the campus through opinion surveys, town hall meetings and other open forums. Interim and final reports were available to the campus via numerous media. The goal sub-committees are listed on Page 32. Their full reports can be found at, our Campus Strategic Planning webpage. <http://www.sn.psu.edu/FacultyStaff/31110.htm>

The Strategic Planning Committee co-chairs demonstrated a pro-active leadership in ensuring all constituents of our campus understood the elements of a Strategic Plan, thus providing overall key support for the strategic planning process.

STRATEGIC PLANNING PROCESS



Figure 2

VALUES AND PLANNING ASSUMPTIONS

1. The Campus Strategic Plan and its desired outcomes must integrate with Penn State University's Strategic Plan.
2. Strategic planning is an integral, continuous part of the Campus' management process.
3. Planning should involve all constituencies who have a stake in the outcomes.
4. Decisions should be closely linked to existing resources and should be supported by both quantitative and qualitative data.
5. No new resources should be assumed, unless the source is identified and secured.
6. The role of diversity in every aspect of Campus planning is essential to intellectual and social development.
7. The role of integrity and ethics are discussed openly and integrated into campus planning.

PERFORMANCE INDICATORS

We have long been interested in key performance indicators because we want desired outcomes measured. There are at least two good reasons for this focus. It is critical to create worthwhile data to measure what we really want and our resources are not limitless. We need to develop the data sets, organized in simple clear formats and educate our campus constituents on areas of success as well as improvements. Typically, the data to measure enrollment, FTE's, Budget, etc. we generally refer to these type of indicators as quantitative.

In other areas, such as campus climate, student engagement, diversity, values and integrity, we are looking for more qualitative measure to provide feed on progress towards desired outcomes. Surveys and focus groups can be very insightful yet costly and over surveying is problematic.

It is our goal to remain focused on these measures found throughout the Implementation Plan.

A SPECIAL EMPHASIS ON LEARNING OUTCOMES ASSESSMENT

In 2009, 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 and student affairs units. Clearly, academic programs need to participate in learning outcomes assessment, but co-curricular learning and student engagement need to enrich in-class work. In the next five years, all units of our campus seek not only a better understanding of how learning outcomes lead to student success but define performance indicators for desired outcomes.

For faculty initiatives, we identified our Instructional Designer as a key resource to help us understand the assessment process and continued to focus his professional development on learning outcome assessment. Our goals for this year of Strategic Planning development were focused on integration of Learning Outcomes Assessment.

- *Documenting excellent teaching.* With more information provided in this process, feedback to faculty and others both inside and outside the campus community will be more specific and better informed.
- *Improving assessment of teaching performance.* While SRTEs provide some information, we are all aware of their inadequacy as a single source of assessment data. Good teaching is critical, and we want and need better information on what is happening in classrooms. In part, such information will allow more informed judgments in annual evaluations. It will also help identify both master faculty who might mentor less experienced colleagues and faculty who might benefit from such mentorship and other support.
- *Establishing an expectation for lifelong learning and ongoing improvement of teaching.* New and refined pedagogies are often required to effectively engage students in the kinds of thinking and habits we expect. It is our hope that this process will encourage faculty and staff to think consciously about how effectively they are adapting instruction to today's students.
- *Improving data for institutional accountability.* We are in a national climate where higher education is increasingly being challenged by accrediting agencies and others to demonstrate that college actually makes a difference in student knowledge and skills. This process will provide the kind of data that will allow us to respond to requests for evidence of our positive impact on student learning. As just one example, the university is exploring tools to assess students' ability to think critically. We are wise to start working on better assessment sooner rather than later.

Vision Statement
Mission Statement
Strategic Plan Goals

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Goal 1: Achieve Academic Excellence

Goal Overview: In accordance with assessments made by Penn State University's Core Council and Penn State Worthington Scranton's long-standing commitment to academic excellence, we plan to assess new and existing programs that provide every member of our diverse student, faculty, and staff populations with the information, resources, and support to succeed academically. This ongoing pursuit of academic excellence fulfills our vision to create tomorrow's leaders through high-quality education and innovative research. Our commitment to academic excellence also directly supports our efforts to increase enrollment and encourage engagement in our collective work.

Campus Objective #1: We will develop existing and implement new innovative learning strategies.

Campus Strategy A: We will encourage faculty to select innovative learning techniques based on careful research and integrate these techniques into traditional delivery methods in order to offer our diverse student population new paths to achieving academic success. We will fulfill our ethical responsibility to provide efficient, economical, and equal access to technological innovations in educational instruction.

Campus Actions:

1. Determine which innovative educational practices, such as flipped classrooms, enhanced online learning tools, classroom "clickers," MOOCs, and simulation programs, will best help our diverse student population achieve academic excellence.
2. Cultivate an atmosphere of innovation in educational practices. Faculty reviews, awards, and grants will recognize best practices in educational innovation and campus events, including professional development opportunities, and will encourage faculty members, staff, and students to evaluate and embrace new educational practices.

Campus Strategy B: We will offer developmental programs and gateway courses for at-risk students. We will fulfill an ethical responsibility to ensure that every student, regardless of academic ability, has an equal opportunity to achieve academic success at Penn State Worthington Scranton.

Campus Actions:

1. We will develop a Summer Bridge Program to prepare at-risk first-year students for academic success. We will target math, writing, and study skills, use innovative software and online resources, and continue summer tutorials into the first-semester coursework.
2. We will utilize new, nuanced math placement testing (ALEKS PPL). This testing provides more accurate placement and quicker movement through required math coursework.
3. We will support academic achievement through continued and expanded structured support for courses with high deferred, withdrawn, and failing (D/W/F) grades. Support may include providing tutorial courses, such as Math 97 and English 05, guided study groups led by peer tutors, and required enrollment in tutorial programs for struggling students.

Campus Objective #2: We will support our faculty’s continued dedication to excellent academic performance.

Campus Strategy: Our plans to increase students’ participation in rating courses and instructors, communicate clear learning outcomes, and conduct regular reviews of all faculty members will provide concrete measurements and resources for the achievement of academic excellence in every course.

Campus Actions:

1. We will improve SRTE completion rates and make fuller use of the data these results provide.
2. We will continue to develop student learning outcomes (SLO) for all classes by providing ongoing workshops, discipline-specific professional development opportunities, and discussion of educational theory as faculty members identify specific learning outcomes for their courses, measure their achievement, and develop plans for improvement.
3. We will implement regular peer reviews of all faculty members. In order to implement these reviews, a standard evaluation form should be developed based on pedagogy rather than content. Reviews should be conducted one time every three years by a full-time faculty member, preferably outside of the discipline of the faculty being reviewed in order to ensure a focus on pedagogical strategies rather than lesson content.

Campus Objective #3: We will enhance faculty and staff development and professional success.

Campus Strategy A: Our plans to clarify and communicate expectations for faculty research activities will ensure that every faculty member has the necessary information to plan for professional advancement.

Campus Actions:

1. We will establish guidelines that determine appropriate discipline- and position-specific scholarly activities for faculty members according to University College requirements.
2. We will communicate these guidelines to current and incoming faculty members through job advertisements and annual reviews.

Campus Strategy B: Our plans to promote faculty scholarly activities will insure that every faculty member has the necessary resources and support to achieve professional advancement.

Campus Actions:

1. The Office of Academic Affairs and faculty members will seek adequate funding to support faculty scholarly activities including travel to society conferences and professional development workshops.
2. Incoming and current fixed-term faculty will develop an agenda that will detail their strategy to pursue scholarly activities.

3. One hundred percent of our faculty will attend professional development workshops to stay current with changes in teaching methodologies. Additionally they will attend society conferences as a means of fostering disciplinary relationships and discussing and presenting their scholarly activities.
4. We will hire a part-time laboratory technician to assist the science faculty in general laboratory maintenance.

Campus Strategy C: We will promote professional development among staff members by insuring that every staff member has the necessary resources and opportunities for advancement that support campus-wide excellence.

Campus Actions:

1. We will host and advertise on-site Penn State professional development workshops for staff members and encourage their attendance at external conferences.
2. We will encourage staff members' participation in Penn State initiatives designed to foster professional development, including activities and training that support continuous quality improvement (CQI) and activities sponsored by the Office of the Vice Provost for Educational Equity's commissions to promote diversity and inclusion.

Campus Strategy D: We will provide a comprehensive planning and review process at the campus level to improve our faculty's tenure rates and increase faculty and staff promotion rates.

Campus Action:

1. Incoming tenure-track faculty will construct a comprehensive research and teaching development plan as a means of tracking their progress through the tenure process. These plans will be reviewed annually by the Chief Academic Officer.
2. Staff members will construct professional development plans as a means of tracking their progress toward development and promotion. These plans will be reviewed by each staff members' supervisor.

Campus Objective #4: We will continue to enhance faculty and student research.

Campus Strategy: Our plans to encourage more students and faculty to participate in undergraduate research will provide our campus community with incentives and resources to develop collaborative projects.

Campus Actions:

1. We will expand student research initiatives and leverage resources to engage students in faculty-mentored inquiry and discovery. This includes increasing funding to assist with student research projects for local, regional, and national events.
2. We will continue to revitalize the campus library as an attractive place for students to study and research. This includes improving the library facilities, such as the instruction classroom and collaborative study rooms.

Goal 2: Increase Campus Enrollment

Goal Overview: The recommended initiatives from the Core Council and the Vice President for Commonwealth Campuses and Dean of University College align with our plans to increase enrollment in current programs and develop new programs strategically selected for high demand, high interest, and career opportunity. The campus's leadership will meet the Vice President's challenges to have a total of 15 baccalaureate programs offered at Penn State Worthington Scranton within five years and reach an enrollment of 2,000 students. The Core Council's directive to the Commonwealth Campuses to work with two-year educational institutions will assist us in our efforts to develop program articulation agreements with community colleges to facilitate a seamless transfer process. We must also work to retain our current students.

Campus Objective #1: We will increase our retention of currently enrolled students.

Campus Strategy A: We will understand why students leave the University or do not return to our campus and take action to diminish the exits.

Campus Actions:

1. We will utilize the strategic data needed for student retention efforts and distribute information to others on campus to assist in enhancing student retention.
2. We will develop a Retention Plan.

Campus Strategy B: We will enhance existing programs and develop new services for active students to promote student success.

Campus Actions:

1. Assess the reasons that current students maintain enrollment at Worthington Scranton.
2. Develop strategies for connecting with accepted students.
3. Broaden the scope of new student orientations to all audiences.
4. Develop the range of advising and mentoring programs.
5. Launch an at-risk/provisional program.
6. Faculty members and staff will work together toward the integration of "in-classroom" and "out-of-classroom" experiences.
7. Develop strategies to increase campus degree graduation rates.

Campus Strategy C: We will determine, identify, and secure the personnel resources needed to implement Campus Strategies A and B.

Campus Actions:

1. Representatives from Academic Affairs, Admissions, and Student Affairs will evaluate the workload and training needed to accomplish Strategies A and B.

2. The directors of these departments will recommend a plan to campus leadership, for the effective use of shared resources and training needs.

Campus Objective #2: We will increase enrollment in new and current programs.

Campus Strategy A: We will establish new baccalaureate degrees starting with corporate communication and psychology.

Campus Actions:

1. A resource development plan will be created.
2. Marketing and recruitment efforts for these new programs will be developed.
3. Faculty will assist in developing an enrollment management plan for each program.

Campus Strategy B: We will expand our efforts to utilize various communication platforms to market our programs.

Campus Actions:

1. We will revise our campus website to optimize our ability to recruit and enroll diverse students, especially adult learners, in our programs.
2. We will expand our use of social media.
3. We will build a campus communication and marketing plan.

Campus Strategy C: We will improve processes and programs designed to move prospective students from offer status to paid enrollment (“student yield”).

Campus Actions:

1. The Admissions Office, Student Affairs, and Academic Affairs will work collaboratively to guide students through successful enrollment and conversion to major.
2. We will increase unrestricted funds for yield enhancement.

Campus Strategy D: We will use our athletics programs to increase student recruitment and retention.

Campus Actions:

1. We will promote the Penn State Worthington Scranton philosophy of the academic athlete, our athletic programs, and the success of our athletes.
2. We will develop new athletic programs that attract scholar athletes.

Campus Objective #3: We will determine new academic programs for development with a target of fifteen total baccalaureate programs.

Campus Strategy A: The campus will identify existing University academic programs that prepare students for national and regional high-demand occupations as well as local employment opportunities and show strong student interest in the Northeast region.

Campus Actions:

1. Worthington Scranton's New Programs Taskforce will collect and analyze relevant data on the campus' service area, adjoining local workforce markets, and national trends.
2. We will analyze the outcomes of the Northeast regional new program workgroup.
3. The campus will complete a resource assessment for each identified program such as: faculty workload capacity, services, staffing, and space analysis.

Campus Objective #4: All academic programs will highlight a career focus.

Campus Strategy A: We will respond to the career outcomes emphasis being stressed by prospective students.

Campus Actions:

1. Faculty will develop a career opportunities profile for each major.
2. The campus website will present the profiles with reference material and supporting information such as Penn State alumni and Worthington Scranton graduates' testimonials.
3. We will develop and implement a required career planning course for first- and second-year students.
4. We will build internship opportunities for every PSWS major with the goal of 100% participation among students enrolled in our campus baccalaureate programs.

Campus Strategy B: We will provide degree-seeking students with value added programs that make them more marketable in the workforce while creating pathways for adult learners to enroll in short-term educational programs.

Campus Actions:

1. Academic Affairs and Continuing Education departments will work together to provide short-term credit certificates that offer schedules and course offerings attractive to adult learners.
2. Credit certificate offerings are to be marketed during degree recruitment efforts to show the value of seeking a degree at Penn State Worthington Scranton.
3. We will offer students the opportunity to connect with Penn State alumni and Worthington Scranton graduates to capitalize on their experiences and advice.

Campus Objective #5: We will enhance existing and develop new partnerships with community colleges and other two-year institutions.

Campus Strategy A: We will develop transfer agreements with two-year institutions within and outside of Pennsylvania.

Campus Actions:

1. The campus is to develop a transfer-student-friendly culture.
2. We will gain an understanding of our partners' transfer processes.
3. The enrollment team will acquire transfer data and set targets.
4. Informal Campus-to-Campus Partnership Programs will be developed with these colleges to build relationships between institutional departments to increase student success.

Goal 3: Cultivate Student Engagement

Goal Overview: Students succeed by active engagement in educationally-purposeful activities. Both the institution and the student participate in student engagement, with key elements tailored to both the needs of the student and the requirements of the institution. This is not a “student-as-customer model,” but rather one that relies on synergies between the institution and the student for success. It is up to the student and the campus to provide and engage in educationally-purposeful activities. Students, faculty and staff are all responsible for student engagement. An engaged student is a retained student.

Campus Objective #1: We will foster a cohesive campus-wide understanding of student engagement and success.

Campus Strategy A: Student Affairs (SA) will educate the campus on the research, science, and “best practices” of student engagement and success.

Campus Actions:

1. The campus will gain an understanding of our student profile using the “Understanding a Student Centered University” document as a guide.
<http://worthingtonscranton.psu.edu/FacultyStaff/31110.htm>
2. SA will provide information on how to build a collaborative model of student success, rather than a “student-as-customer model.”
3. SA will educate the campus on how to identify areas for improvement of student engagement and student success.

Campus Strategy B: Student Affairs (SA) will partner with Academic Affairs to revise and assess PSWS’s First-Year Experience (FYE).

Campus Actions:

1. Student Affairs and Academic Affairs will use campus resources to revise our campus FYE to become more comprehensive. FYE will cover topics such as leadership skills identification and development, time management, study skills, library skills, test-taking strategies, relationship skills, health and wellness, financial literacy, career services, global awareness development, and technology skills.
2. We will establish a campus committee to identify FYE’s goals, review the outcomes, evaluate the program, and make recommendations for changes.

Campus Objective #2: Develop learning opportunities that combine knowledge and experience.

Campus Strategy: Student Affairs, Academic Affairs, and the Development department will work collaboratively to develop programs that enhance student learning and engagement.

Campus Actions:

1. SA and Academic Affairs will establish and assess student programs and monthly themes that integrate academic and co-curricular learning.
2. SA will partner with the Development department to identify additional funding sources and alumni and community resources.

Campus Objective #3: Implement a campus-based means to assess student engagement.

Campus Strategy: Develop and use individual and comprehensive student engagement reports.

Campus Actions:

1. The Enrollment Management Council will collect data on student engagement based on specific performance indicators as found in the “Understanding a Student Centered University” document. *(Please see appendix for this document.)*
2. Student Affairs and Academic Affairs will respond to the data on student engagement with a plan of action.

Campus Objective #4: Provide a means to record student engagement and use this record to promote and demonstrate student success.

Campus Strategy: Identify, acquire, and advertise to students a means of recording student engagement.

Campus Actions:

1. Identify and purchase a software package that generates a co-curricular transcript. The identification process will determine the goals and student uses of the software.
2. Student Affairs, Academic Affairs, Career Services, faculty, and staff will work together to provide opportunities that integrate students’ academic and co-curricular activities.
3. Student Affairs, Academic Affairs, Career Services, faculty, and staff will communicate to students the benefits of recording their integrated academic and co-curricular activities in order to achieve their personal and educational goals and demonstrate success.

Campus Objective #5: Establish a comprehensive program to develop student leadership.

Campus Strategy: Design and implement a comprehensive leadership development curriculum.

Campus Actions:

1. Create a series of seminars, mandated to Student Government and club officers and open to all students, to broaden their leadership skills in college and work environments.
2. Provide opportunities for faculty to call on Student Affairs staff to present leadership development programs in the classroom.
3. Provide access to mechanisms by which students could discover their own leadership skill set.

4. Student Affairs will work with the Development department to identify funding sources for leadership development.

Goal 4: Practices that Promote Integrity and Ethical Behavior

Campus Environment – In the 2008-2013 strategic planning, to assure a reasonable common view for building a sense of community we created three guiding principles. Two of these guiding principles were building a leadership team and creating a campus community. We should strive to promote values, shape character and enhance responsible living in a rapidly changing global environment. When we work together we get closer to building common ground.

Administrators and Staff – In the first case we further developed a campus leadership team to recognize the role 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* provided us with five leadership practices that remind us of our responsibilities as we move our campus forward.

Faculty and Staff – A consultant met with faculty and staff to create an organizational structure and administrative processes within academic affairs and business services where leadership can grow through open discussion at regularly scheduled meetings focused on student services, program growth, scheduling budgeting. Once regular meetings were established it was possible to explain Penn state's policies more broadly across the leadership team. It is possible to form written goals and actions that recognize best practices in hiring, promotion, duties and rewards specific to the Penn State mission which establish daily behavioral norms.

The Campus Faculty Senate also updated and revised its constitution to streamline critical committees and develop work agendas. It can better integrate with the University Faculty Senate initiatives and make the University more transparent to our campus.

Faculty and Students – Academic Programs now have regular meetings and, with practice, ethical principles in professional program decision making will grow. We recognize that a professional code of ethics is associated with each major and will be discussed with our students in and out of class. Faculty and students recognize that they work within accepted norms and practices of a particular discipline. Thus, we encourage membership in these professional organizations.

Curriculum – The curriculum itself can facilitate learning through in class experiences probing ideas and values. Participation in co-curricular programs incorporates other peoples' perspectives. Through internships, undergraduate research and mentoring programs such as Linde, Marcos, Walsh Lectureship and UNICO, students can incorporate ethical principles and develop leadership decisions. Guest lecturers provide insight into real world challenges they have faced and help students understand the meaning of integrity and courage.

External Community – Our campus has many external members committed to the success of our students. They can be found in our alumni, program advisory councils and the Campus Advisory Board. All of these groups have thoughtful selection processes and governing documents.

Our campaign committee members are outstanding representatives of our campus and our community who are committed to our students' success. Organizations such as the Association of Fundraising Professionals (AFP) provide a code of ethics.

Celebration and Consequences – The guiding principle of developing a sense of community means we are very appreciative of those who model the six principles of Ernest Boyer’s 1990 work on campus life. Service awards celebrate those members of our campus community. Consequences for misconduct are typically handled confidentially and are dependent on University Policies for research ethnics, academic integrity and judicial affairs among others.

Campus Action

1. We await a Penn State University statement derived for the Values Survey.
2. We utilize the result from the Values Survey to focus on areas of strength.
3. We plan to explore the Rock Ethics Institute.

Goal 5: Diversity Planning

Goal Overview: Our plans to promote diversity at Penn State Worthington Scranton are designed according to the Core Council’s recommendation to make diversity planning integral to our overall strategic planning and in line with our continuing efforts to meet each of the seven Challenges presented in the *Framework to Foster Diversity at Penn State*. We will build on our “best practices” and continue to measure our progress as we develop and launch new diversity initiatives over the next five years. We recognize that our efforts to foster diversity uphold a core value on our campus and throughout Penn State. These efforts are critical to the achievement of each of our campus strategic planning goals, most immediately to increase enrollment, achieve academic excellence, and promote student engagement. We fulfill our campus vision to create tomorrow’s leaders and build strong communities by embracing the opportunities and meeting the challenges of our diverse local and global environments.

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Campus Strategy: We will provide opportunities to bring diversity matters to the campus community for examination, discussion, and elucidation. We also will support Penn State University’s vision and mission as they relate to diversity.

Campus Actions:

1. Each semester, our campus Diversity Committee will continue to provide signature programs that educate the campus community and engage us with a more comprehensive understanding of the diverse environments within which we work and live. (*Please see Appendix A for a list of past events related to this Challenge.*)
2. The campus community will share ideas, concerns, and areas for discussion and scrutiny to ensure a campus-wide sense of involvement in diversity matters.
3. Members of the campus community will attend annual professional development programs, provided by the Diversity Committee, Human Resources, and other Penn State and campus departments, to enhance our knowledge of and commitment to diversity initiatives and collaborations.
4. The campus will continue our membership and participation in the Northeast PA Diversity Education Consortium (NEPDEC). The group consists of the higher educational institutions in the region and is a vital link to larger regional ideas and events.

Challenge 2: Creating a Welcoming Campus Climate

Campus Strategy: We will continue to build and foster an atmosphere of inclusiveness within the campus community.

Campus Actions:

1. We will expand our signature diversity programming by increasing student participation through faculty involvement and by encouraging more of our students and faculty to share their experiences. Most events in the past three years have promoted appreciation for diverse cultures (30 events).

We also have hosted events focused on disability awareness (3 events) and events that support veterans, adult learners (4 events), and members of the LGBTQA communities (5 events).

2. We will encourage the participation of our growing adult learner population through new programming that welcomes and celebrates their contributions and addresses their needs.
3. We will encourage the campus community's participation in diversity planning through discussions and surveys.

Challenge 3: Recruiting and Retaining a Diverse Student Body

Campus Strategy: We will encourage a more comprehensive understanding of incorporating diversity into recruitment and retention of students, increase our international student population, and strengthen our efforts to recruit a diverse student population.

Campus Actions:

1. We will develop focused programs, such as recruitment activities that promote the visibility of our diverse campus population and academic programs that address the needs of ESL learners, to recruit and retain a diverse student body.
2. We will seek specific resources available through Penn State and from external sources to assist with recruitment and retention efforts that foster diversity.
3. We will increase our percentage of international students by solidifying and broadening our connections with international recruitment programs, including partnerships with international high schools and scholarship and financial aid programs designed for international students.
4. We will continue to draw students to activities specific to various cultural traditions, such as our celebrations of Holi, Garba, Ethnic Holiday Traditions, German October Fest, National Coming Out Day, Chinese New Year, Black History Month, and Veteran's Day Luncheon and our numerous musical and theatrical programs. We plan programs for different times of the day and evening in order to accommodate students' schedules.
5. We will create academic and cultural programming that targets our growing populations of adult learners, veterans, and dual enrollment students.

Challenge 4: Recruiting and Retaining a Diverse Workforce

Campus Strategy: We will encourage a more comprehensive understanding of incorporating diversity into employment and retention of a diverse workforce. We will ensure that diversity is a prominent factor in all faculty, staff, and administrative searches.

Campus Actions:

1. We will encourage all members of the campus workforce to increase their understanding of diversity through active participation in diversity training and programs.
2. We will encourage all members of the campus workforce to utilize the University Affirmative Action Office's *Guidelines for Recruiting a Diverse Workforce*.
3. When recruiting employees, we will make efforts to reach all segments of our region and conduct relevant statewide, national, and international searches.

We may advertise in local publications that serve particular populations and seek candidates with experience working in culturally diverse environments.

4. Our retention efforts will include mentoring, workshops, and orientation for new employees, and providing them with resources to become active within the region's varied communities.

Challenge 5: Developing a Curriculum that Fosters U.S. and International Cultural Competencies

Campus Strategy: We will encourage a more comprehensive understanding of incorporating diversity into the classroom and program curricula to help students to gain competencies in the global environment within which they will work.

Campus Actions:

1. We will continue to emphasize U.S. and international cultural study within and beyond the classroom. Our signature initiatives include our partnership with UNICO, which has established a popular lecture series and course of study in Italian, and our annual Study Abroad Spring Break trip, which now includes a companion for-credit course.
2. We will continue to promote faculty members' incorporation of international scholarly activities into their courses and public lectures.
3. We will seek specific resources available through the Penn State system and external sources that will support incorporating diversity within higher education curricula.

Challenge 6: Diversifying University Leadership Management

Campus Strategy: We will continue to recruit and retain representatives of diverse populations for leadership positions, including the Advisory Board, by fostering a welcoming environment that encourages their participation.

Campus Actions:

1. The Office of Community Relations will work with our local press to make our diverse student, faculty, and staff populations more visible within our community.
2. As leadership positions become available, we will make every effort to attract and retain candidates from diverse populations.
3. We will continue efforts to educate current employees on how to help foster diversity on our campus.
4. The Chancellor's Office will continue efforts to attract individuals from a wide variety of backgrounds and interests to the Penn State Worthington Scranton Advisory Board by exploring multiple avenues of recruitment.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

Campus Strategy: We will continue to prioritize diversity as a core value that directs all campus operations. We will monitor and respond to developments concerning diversity within our local community and monitor all campus procedures and actions to ensure that diversity goals are supported.

Campus Actions:

1. The Chancellor's Office will review all campus operations according to the goal of fostering diversity.
2. We will continue efforts to serve and reflect our diverse local community in all programs.
3. The Chancellor's Office will continue to monitor our progress toward building a truly inclusive educational institution.

Goal 6: Sustainability

Goal Overview: Penn State University has taken the lead on sustainability, which the University defines as “the simultaneous pursuit of human health and happiness, environmental quality, and economic well-being for current and future generations.” At Penn State Worthington Scranton we will integrate practices that promote sustainability into our teaching and operational activities as we make sustainability a primary component of our campus’ overall growth.

Campus Objective #1: Incorporate and promote campus-wide opportunities for learning about sustainability.

Campus Strategy A: Educate the PSWS community on how the concept of sustainability is central to our activities in and beyond the classroom.

Campus Actions:

1. Highlight measurable demonstrations of sustainability as we create and improve facilities and grounds
2. Integrate sustainability practices and learning opportunities into campus events.
3. Provide sustainability training opportunities for current and incoming employees.
4. Create sustainability-focused learning opportunities for external constituents, such as our alumni, donors, corporate partners, and the general public.
5. Faculty members will model sustainability practices in classroom activities.

Campus Strategy B: Infuse the concept of sustainability into relevant coursework.

Campus Actions:

1. Provide access to faculty development opportunities and resources that support the integration of sustainability into teaching activities.
2. Incorporate opportunities to facilitate experiential learning through projects that involve students in the application of sustainability theory to real-world problems.
3. Utilize information from the Penn State Sustainability Institute.

Campus Strategy C: Engage in opportunities to promote sustainability awareness and practices within and beyond the Penn State University system.

Campus Actions:

1. Academic Affairs and faculty members will seek opportunities to participate in regional sustainability initiatives.
2. Staff and administrators will explore ways to join local business and civic leaders in regional sustainability efforts.

Campus Objective #2: We will create processes for the responsible use of resources and promote these practices.

Campus Strategy A: Identify and promote campus sustainability practices.

Campus Actions:

1. Educate and promote our campus community's current sustainability efforts and practices.
2. Promote the University's website's information on sustainability.

Campus Strategy B: Widen the practice of sustainability efforts on campus.

Campus Actions:

1. Develop employee engagement programs to empower staff and faculty to implement and share sustainability solutions in their work areas and campus-wide efforts.
2. Reduce the consumption of resources.
3. Establish a campus sustainability committee to identify and promote best practices.

Goal 7: Budget Planning and Adjustments

Goal Overview: Working in accordance with recommendations from the Core Council and the Budget Task Force, we will continue to efficiently use our available funding and seek new income sources. Our plans build on Penn State Worthington Scranton's successful fiscal management, collaborations with local businesses and individuals, as well as collective planning with other Penn State campuses. The goal of strategic budget planning and adjustments is critical to accomplishing our goals to achieve academic excellence, increase enrollment, promote student engagement, support diversity, and enhance sustainability. We fulfill our mission by carefully managing and increasing the financial resources that make this work possible at every level.

Campus Objective #1: We will increase revenues and develop innovative income sources.

Campus Actions:

1. We will continue to collaborate with other campuses on initiatives such as course sharing, eLearning cooperatives, and Penn State's World Campus.
2. We will educate all members of the campus community on their role in development.
3. The campus Development Office will work with campus leadership and key constituents including faculty, staff, and students to identify opportunities for securing funds.
4. We will seek grant opportunities to increase funding for our educational programs.

Campus Objective #2: We will look for cost savings to support campus operations and growth.

Campus Action:

1. The campus community will evaluate all operations to create cost savings and increase efficiency in line with the strategic plan.
2. Campus departments will work together and with appropriate other campuses to explore cost-saving initiatives.

Campus Objective #3: We will reduce the impact of annual budget recycling of campus funds.

Campus Action:

1. We will continue to seek additional resources to reduce the impact of recycled funds.
2. We will educate the campus community on the annual budget recycling process, especially to increase faculty, staff, and students' understanding of changes in positions that can occur as a result of recycling funds.

**CAMPUS STRATEGIC PLANNING PROCESS
CORE GOAL SUB-COMMITTEES**

1. Core Goal 1 Sub-Committee:
Chair: Dr. Charles Patrick
Committee:
Fred Aebli
Sandy Feather
Terri Caputo
Jonathan Tobin
Biagio Sciacca
Eva Tettenborn
Kaitlin Kulp
John Drake

2. Core Goal 2 Sub-Committee:
Chair: Dr. Charles Patrick
Committee:
Frank Sorokach
Caressa Gearhart
Dale Holden
Billie Walker
Eileen Giovagnoli
Taoye Zhang
Gina Gray

3. Core Goal 3 Sub-Committee:
Chair: Dr. Michelle Schutt
Committee:
Sandy Feather
Christopher Lewis
Marilee Mulvey
Matthew Nied
Michele Nicoteri
Nate McIntyre
Carol J. Reed
Sara Rinkunas
Parminder Parmar
Julie Gilpatrick
Jeff Mallas

4. Core Goal 4 Sub-Committee:
N/A

5. Core Goal 5 Sub-Committee:
Co-Chairs: Mr. Jim Hart and Dr. Janet Melnick
Committee:
Parminder Parmar and Renae McNair
Mary Beth Benedict and Jill Thoman
Matt Nied and Julie Gilpatrick
Melissa LaBuda, Kami Merrifield, and Michele Nicoteri
Mari Donnelly and Sue Harper

6. Core Goal 6 Sub-Committee:
Chair: Gene Grogan
Committee: Dave Bichler
Marilee Mulvey
John Drake

7. Core Goal 7 Sub-Committee:
Chair: Kim Bogdan
Committee: Maria Russoniello
Angela Schuback
Christy Healey
Alan Peslak

OUTCOMES FROM OUR 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 and Ongoing	Director of Business
Technology Plan	Completed	Director of Information Technology
Enrollment Management Plan (Special Focus on Retention and Student Engagement)	Completed	Director of Enrollment Management Director of Students Affairs
Marketing and Community Engagement Plan	Completed	Director of Continuing Education
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 Services Chief Academic Officer
Feedback into Institutional Annual Planning & Budget Process	Ongoing	Financial Officer
Advising Plan <ul style="list-style-type: none"> • Definition • Guiding Principles • Assessment Method • Communication Plan • Feedback into Institutional Annual Planning & Budget Process 	Completed	Chief Academic Officer Advising Coordinator

THE SCENARIOS

Permanent Operating Budget

2014-2019

Salary savings from retirements and unfilled positions which is held in the Academic Reserve Account on our campus. Each year a hiring plan is discussed, keeping in mind we need to use some of these funds for new initiatives. The collaboration of five Penn State campuses focused on the 1% - 5% for investment in creative, collaborative strategies as follows:

- **Undergraduate Education Initiatives – Corporate Communication**
- **Continuing Education and Adult Students – Evening and Weekend Bachelor of Science in Business Degree and IST**

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 values and 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.

Diversity Planning: Appendix A

Below is a list of representative “signature” programs and best practices, including events, discussion and lecture topics, and ongoing initiatives, which Penn State Worthington Scranton offered in support of the seven Diversity Challenges during 2008-2013. Dates are provided when available.

2008

- ❖ Mexico Theme Year: A yearlong celebration of Mexico with related events:
 - 3/7/08: Dr. Isabel Bueno Lazaro, presentation on Mexico Today
 - 3/14/08: Mexico Theme Year Reading Group and Book Club
 - 4/15/08: A Glimpse of Mexican Literature: Octavio Paz’s “Obsidian Butterfly” and Rosario Castellanos’s “Death”

2009

- ❖ Musical performance by handicapped singer and guitarist Scott Key, who performed on campus to spread the message that disabilities should not inhibit one from achieving goals.
- ❖ Project Able, which is an experiential look at the world of people with disabilities, provided for the PSWS students by the Northeast Center for Independent Living.
- ❖ Veteran’s Day
- ❖ Russian Dancers
- ❖ Eilee Torres, Salsa Dancer
- ❖ Piscataway Singers & Dancers

2010

- ❖ Staff and faculty student LGBTQA workshops: Straight Talk
- ❖ 9/13/10: Annual Interdependence Day program: Are we swimming or drowning in oil?

- ❖ 9/20/10: Presentation by Alina Fernández, Fidel Castro's daughter, on her life and growing up in Cuba as the daughter of an infamous dictator.
- ❖ 2/9/10: The Wong People (Chinese Dragon Dancers)
- ❖ 2/2/10: Lindsey Wilson (Middle Eastern History and Culture)
- ❖ 4/6/10: Drew Thomas (Jamaican comedian)
- ❖ 4/8/10: LGBTA Workshop by Alison Subasic
- ❖ 4/29/10: Kelly Bell Band (Funk & Blues)
- ❖ 4/14/10: Holi Celebration (offering Diversity Day T-shirts)
- ❖ 9/29/10: Combo Latino
- ❖ 10/14/10: Japanese Taikoza
- ❖ 11/5/10: Diwali Table, sponsored by the Multicultural club for this Indian religious celebration

2011

- ❖ HIV/AIDS and LGBT activist Sean Strub presentation on his personal experiences as a long-time HIV survivor, as well as his activism for LGBT issues both regionally and nationally
- ❖ Muslims in America presentation cosponsored by Faith and Values and Diversity Clubs
- ❖ Presentation by International peace worker Arthur Romano, a certified non-violence trainer and accomplished international educator who has worked globally to challenge violence and promote peace
- ❖ 2/17/11: NEPDEC meeting at Wilkes University
- ❖ 2/16/11: Songs of the Civil Rights Movement
- ❖ 3/5/11: Three events on Italian heritage and culture as part of Penn State Worthington Scranton's UNICO Scranton Chapter Program in Italian Studies, Heritage, and Culture Program
- ❖ 4/12/11: Passover Celebration
- ❖ 4/6/11: Ewabo (Caribbean trio)
- ❖ 3/15/11: Irish Step Dance

- ❖ 3/14/11: Project Able which is an experiential look at the world of people with disabilities provided for the PSWS students by the Northeast Center for Independent Living
- ❖ 10/7/11: Presentation by Matt Roloff, star of the reality TV series “Little People, Big World,” who spoke on his life experiences as a person with dwarfism

2012

- ❖ 9/12/12: Annual Interdependence Day program: Our Global Interdependence on Oil
- ❖ 2/21/12 and 2/28/12: UNICO Scranton Chapter Program in Italian Studies, Heritage and Culture Two Part Series: *Pisano*
- ❖ 4/23/12: Holi Celebration
- ❖ 9/24/12 : UNICO Scranton Chapter Program in Italian Studies, Heritage and Culture; Italian-American: The Immigrant Experience
- ❖ 10/10/12: UNICO Scranton Chapter Program in Italian Studies, Heritage and Culture; Avanti Cigars-The First 25 Years

2013

- ❖ 1/14/13: Martin Luther King, Jr. Celebration: “I Have a Dream” activity for students
- ❖ 3/22/13: Program on Immigration Reform, co-sponsored by Faith and Values and Diversity Committees
- ❖ 3/27/13: Presentation on Holi by Dr. Parminder Parmar
- ❖ 4/ 3/14: Maureen Gray, presentation on Equality in Pennsylvania
- ❖ 4/19/13: Holi Celebration
- ❖ 4/22/13: Presentation by Earl Granville a wounded warrior on resilience in the military
- ❖ 9/12/13: Interdependence Day program, historian Cheryl Kashuba on ethnicities in our local community
- ❖ 10/8/13: GARBA and Navratri (Indian), co-sponsored by Multicultural and Diversity Clubs
- ❖ 10/11/13: Coming Out Day

- ❖ 10/22/13: Program on Haiti, co-sponsored by Faith and Values and Diversity Clubs

- ❖ 11/8/13: Discussion of gay marriage, Faith and Values And Diversity Clubs

- ❖ Activities organized with the Community Service Club
 - Locks of Love
 - Women's Resource Center: Take Back the Night
 - St Joseph's Center: Fundraising events

Exhibit 1

Campus is experiencing growth in minority groups.		
Race/Ethnicity	FA09	FA13
American Indian or Alaska Native	5	1
Asian	21	52
Black or African American	17	31
Hispanic/Latino	40	51
International		8
Native Hawaiian or Other Pacific Islander		1
Race/Ethnicity Unknown	51	17
Two or More Races	15	18
White	1,075	910
Grand Total	1,224	1,089

