

PENNS<sup>T</sup>ATE



Erie The Behrend  
College

# **PENN STATE BEHREND STRATEGIC PLAN**

## **2014/15 – 2018/19**



## Vision

### **PENN STATE BEHREND WILL BE:**

- A premier destination, known nationally and internationally, for innovative teaching, research, and outreach
- A transformative partner in the region and within the Penn State system
- A recognized model for an engaged 21<sup>st</sup> century land-grant educational institution

## Mission

- To provide high-quality innovative educational, research, and outreach/service programs in a student-centered learning environment
- To equip students with the competitive skills, knowledge, and diverse perspectives to thrive in a 21st century global economy
- To focus college strengths on disciplines, interdisciplinary programs, and expertise clusters that fit existing and developing strengths of the region and eventually broader geographic regions
- To collaborate with others to advance student learning, applied research, and economic development.

## Penn State Values

The mission of The Pennsylvania State University as a land-grant public research university is to educate students from Pennsylvania, the nation, and the world. The University improves the well-being and health of individuals and communities through integrated programs of teaching, research, and service, as well as engages in collaborative activities with industrial, educational, and agricultural partners here and abroad to generate, disseminate, integrate, and apply knowledge that is valuable to society.

In executing this mission, the University community is guided by the following independent values:

- **PENN STATE COMMUNITY:** We are Penn State, one community geographically dispersed, united in our commitment to our common values, goals, and relationships to one another, the University, and our communities.
- **RESPECT:** We honor the dignity of each person, treat each individual accordingly, engage in civil discourse, and foster an inclusive community.
- **RESPONSIBILITY:** We meet our obligations and hold ourselves accountable for our decisions, actions, and their consequences.
- **INTEGRITY:** We act in accordance with the highest ethical standards, making certain that our behavior reflects our values.
- **DISCOVERY:** We seek and create new knowledge and understanding, and foster creativity and innovation, for the benefit of our communities, society and the environment.
- **EXCELLENCE:** We strive to give and do our best in all our endeavors.
- **LEARNING ORGANIZATION:** We seek to learn from others, to share best practices, and to continuously improve our processes and performance.\*

\* Penn State Behrend addition to Values

## TABLE OF CONTENTS

1. EXECUTIVE SUMMARY .....	1
2. STRATEGIC PLAN 2014/15 – 2018/19	
Introduction .....	4
<b>Transformational Strategy 1:</b> Create distinctive, market-relevant, interdisciplinary programs to recruit and prepare enterprising students who possess practical experience as well as critical thinking and communication skills .....	6
<b>Transformative Strategy 2:</b> Increase engaged scholarship, community partnerships, and basic and applied sponsored research, emphasizing the “open-lab” concept to create relevant student learning; to solve business, industry, and community challenges; and to extend the University’s land-grant mission.....	11
<b>Transformative Strategy 3:</b> Expand recruiting of key student audiences and create diverse pathways to higher education that capture students otherwise “lost” to the University.....	17
<b>Transformative Strategy 4:</b> Lead a coordinated effort to retain more students from targeted populations enrolled at the college and within the University’s western campuses .....	21
<b>Transformative Strategy 5:</b> Develop learning environments and facilities that focus on core themes while integrating multiple disciplines and partnerships .....	24
<b>Transformative Strategy 6:</b> Increase the impact of philanthropy on the support of scholarships and other strategic initiatives of the college.....	29
<b>Transformative Strategy 7:</b> Strengthen the college’s core competencies and impact on the campus community, regional economy, and University through strategic collaborations with key organizations.....	31
3. DISCUSSION OF PLANS, PROGRESS, AND INITIATIVES IN LEARNING OUTCOMES ASSESSMENT .....	36
4. DIVERSITY PLANNING – PROGRESS IN SEVEN CHALLENGES.....	37
5. STRATEGIC PERFORMANCE INDICATORS STRUCTURED AROUND UNIT-LEVEL GOALS .....	47
6. CORE COUNCIL FOLLOW-UP.....	50
7. INFORMATION ON PRACTICES AND PROMOTION OF ETHICAL BEHAVIOR .....	61
8. DISCUSSION OF HOW THE COLLEGE IS CONTRIBUTING TO PENN STATE’S SUSTAINABILITY GOALS .....	63
9. CORRELATION OF STRATEGIC INITIATIVES TO BUDGET PLANNING AND ADJUSTMENTS .....	67

# **PENN STATE BEHREND FIVE-YEAR STRATEGIC PLAN – 2014/15-2018/19**

## **1. Executive Summary**

Penn State Behrend aspires to be a transformative college with an enrollment of more than 5,000 students and a reputation for high standards of academic excellence, translational research, and creative implementation of its strategies. This five-year plan reflects Penn State Behrend’s vision for implementation of an open-laboratory strategy that enables thinking across interdisciplinary, cultural, and geographic boundaries; swift translation of ideas into action; leveraging of funding resources; and innovation through engagement and collaboration with student, faculty member, staff, business, industry, and community partners. The seven transformational strategies and University-wide outcomes (strategic performance indicators, diversity, response to the Core Council report, ethical behavior, sustainability, and budget planning) presented here chart Penn State Behrend’s direction in alignment with six imperatives elucidated by Penn State President Eric Barron and five strategic planning pillars presented by University Provost Nick Jones.

**Transformative Strategy 1: CREATE DISTINCTIVE, MARKET-RELEVANT, INTERDISCIPLINARY PROGRAMS TO RECRUIT AND PREPARE ENTERPRISING STUDENTS WHO POSSESS PRACTICAL EXPERIENCE AS WELL AS CRITICAL THINKING AND COMMUNICATION SKILLS.**

**IMPERATIVES AND PILLARS:** STUDENT ENGAGEMENT, DIVERSITY/DEMOGRAPHICS, TRANSFORMING EDUCATION

- Maintain long-term growth by creating a mix of high-quality, innovative curricular options that will attract prospective students from the college’s key target markets.
- Develop new (anticipated) programs: bachelor’s degrees in biochemistry; digital media arts and technology; environmental science; game design and development; interdisciplinary business and science; and polymer engineering and science; as well as master’s degrees in psychology and mechanical engineering.

**Transformative Strategy 2: INCREASE ENGAGED SCHOLARSHIP, COMMUNITY PARTNERSHIPS, AND BASIC AND APPLIED SPONSORED RESEARCH, EMPHASIZING THE “OPEN-LAB” CONCEPT TO CREATE RELEVANT STUDENT LEARNING; TO SOLVE BUSINESS, INDUSTRY, AND COMMUNITY CHALLENGES; AND TO EXTEND THE UNIVERSITY’S LAND-GRANT MISSION.**

**IMPERATIVES AND PILLARS:** EXCELLENCE, STUDENT ENGAGEMENT, STUDENT SUCCESS/ECONOMIC DEVELOPMENT, DIVERSITY/DEMOGRAPHICS, TECHNOLOGY, BUILDING DIGITAL FUTURE, SECURING RESOURCES, TRANSFORMING EDUCATION

- Increase the college’s research impact and funding, pursuing an open-laboratory strategy that engages industry collaborators in applied research focused on digital media and arts, advanced materials and manufacturing, and data analytics and security, while advancing students’ educational experience through engaged scholarship.
- Build on the college’s knowledge and technology base to catalyze the advanced technology transformation of the regional economic base.
- Foster unique outreach programs building on the college’s history of engagement, reflected in such efforts as Pennsylvania Sea Grant, K-12 STEM outreach, College for Kids, and the Young People’s Chorus of Erie.

**Transformative Strategy 3: EXPAND RECRUITING OF KEY STUDENT AUDIENCES AND CREATE DIVERSE PATHWAYS TO HIGHER EDUCATION THAT CAPTURE STUDENTS OTHERWISE “LOST” TO THE UNIVERSITY.**

**IMPERATIVES AND PILLARS:** STUDENT SUCCESS/ECONOMIC DEVELOPMENT, STUDENT ENGAGEMENT, DIVERSITY/DEMOGRAPHICS, TECHNOLOGY, BUILDING DIGITAL FUTURE, SECURING RESOURCES, TRANSFORMING EDUCATION

- Target increases in enrollment of out-of-state, international, honors, first-choice, transfer, and female student populations, while also pursuing additional transfer and articulation agreements at the college and high school levels.
- Implement a high school career pathway initiative featuring three technical/academic tracks—healthcare, technology, and business—and a series of interconnected, theme-based, stackable modules that include non-credit and credit coursework.

**Transformative Strategy 4: LEAD A COORDINATED EFFORT TO RETAIN MORE STUDENTS FROM TARGETED POPULATIONS ENROLLED AT THE COLLEGE AND WITHIN THE UNIVERSITY’S WESTERN CAMPUSES.**

**IMPERATIVES AND PILLARS:** DIVERSITY/DEMOGRAPHICS, VALUING & EXPLORING CULTURES

- Partner with the University’s western campuses on retention of students within this subset of campuses, many of whom are lost to the University in the 2 +2 transition.
- Enhance strategies that retain a greater number of students in Behrend majors, increase retention of the college’s growing international student population, and identify and assist students at risk of leaving the college.

**Transformative Strategy 5: DEVELOP LEARNING ENVIRONMENTS AND FACILITIES THAT FOCUS ON CORE THEMES WHILE INTEGRATING MULTIPLE DISCIPLINES AND PARTNERSHIPS.**

**IMPERATIVES AND PILLARS:** EXCELLENCE, STUDENT ENGAGEMENT, STUDENT SUCCESS/ECONOMIC DEVELOPMENT, ACCESSIBILITY, TECHNOLOGY, SECURING RESOURCES, TRANSFORMING EDUCATION, BUILDING DIGITAL FUTURE, VALUING & EXPLORING CULTURES

- Continue to create a world-class, inspiring learning environment and campus infrastructure.
- Complete strategic construction projects, including the Advanced Manufacturing and Innovation Center and a Digital Media Arts and Technology Center, in support of program and enrollment growth.
- Encourage the growth of thematic-based curricular opportunities to enhance learning across related courses and increase relevance of the general education curriculum.

**Transformative Strategy 6: INCREASE THE IMPACT OF PHILANTHROPY ON THE SUPPORT OF SCHOLARSHIPS AND OTHER STRATEGIC INITIATIVES OF THE COLLEGE.**

**IMPERATIVES AND PILLARS:** STUDENT ENGAGEMENT, STUDENT SUCCESS/ECONOMIC DEVELOPMENT; SECURING RESOURCES, TRANSFORMING EDUCATION, BUILDING DIGITAL FUTURE

- Align community members and college advisers with a shared vision for the direction of Penn State Behrend through strategic committees that support major college initiatives.
- Cultivate new donors with significant potential to support the college’s foremost initiatives.

Transformative Strategy 7: **STRENGTHEN THE COLLEGE’S CORE COMPETENCIES AND IMPACT ON THE CAMPUS COMMUNITY, REGIONAL ECONOMY, AND UNIVERSITY BY THROUGH STRATEGIC COLLABORATIONS WITH KEY ORGANIZATIONS.**

**IMPERATIVES AND PILLARS:** EXCELLENCE, STUDENT SUCCESS/ECONOMIC DEVELOPMENT, STUDENT ENGAGEMENT, DIVERSITY/DEMOGRAPHICS, ACCESSIBILITY, SECURING RESOURCES, TRANSFORMING EDUCATION, VALUING & EXPLORING CULTURES

- Combine the college’s strengths with other units of the University (e.g., World Campus, research centers, and western campuses), to expand the reach and impact of the University.
- Collaborate with regional organizations to become a transformational partner to advance the region’s economic, social, and intellectual development.

## 2. PENN STATE BEHREND STRATEGIC PLAN 2014/15 – 2018/19

### Introduction

*Penn State Behrend aspires to be a transformative college with an enrollment of more than 5,000 students and a reputation for high standards of academic excellence, translational research, and creative implementation of its strategies.*

The college currently offers a student-centered learning environment to more than 4,300 students through thirty-five bachelors, four master's, and four associate degree programs. As a comprehensive college, Penn State Behrend leads the Commonwealth Campuses of Penn State in resident undergraduate enrollment (nearly 3,950), on-campus housing spaces (more than 1,650), NCAA Division III athletic teams (22), student organizations (116), international student population (300 from 47 countries anticipated for fall 2014), and sponsored research (\$5 million). The college ranks among the top public institutions in Pennsylvania for first-year student retention (81.7 percent) and six-year graduation rates (66.4 percent).

Changes in the college's external environment in the last five years have created new challenges. Following the economic downturn that began in 2007-08, Penn State Behrend's enrollment decreased by nearly 300 students as several of the college's most stable majors declined in numbers. School districts in northwestern Pennsylvania are projected to have a 7.4 percent decline in enrollments through 2020-21. Significantly increased competition from within and outside the region, combined with Erie's unique geography (hemmed in by Lake Erie to the north and Ohio with its tuition advantage to the west), represents additional challenges. In this formidable environment, Penn State Behrend has been engaged in the development of multiple strategic initiatives over the past two years, culminating in this strategic plan.

The *Penn State Behrend Hallmarks – 2014* and *Indicators of Penn State Behrend's Success as a Transformative Institution – 2025* summarize the college's longstanding strengths and long-term ambitions.

### **Penn State Behrend Hallmarks – 2014**

**High Quality:** Excellence in academic, research, and outreach endeavors is the ultimate hallmark of Penn State Behrend. We seek to achieve the highest academic standards, always striving to be better, never settling for being just 'good enough.' Measures of our success include our challenging academic environment and our strong record of accomplishment in teaching, research, and outreach.

**Student-Centeredness:** We value close faculty member-student interaction, small classes, high standards for students, and a supportive living-learning environment. Here, student success is the most important outcome. Faculty and staff members practice a variant of the golden rule: Treat students the way you would want your own family members to be treated, supporting them, guiding them in their goals and aspirations, taking a keen interest in their success, and showing them the wonders of a comprehensive education.

**Advanced Technology:** We provide a state-of-the-art teaching and learning environment in our classrooms, labs, and library, giving students the tools and resources to grow and develop in ways that enable them to contribute immediately in the workplace and in graduate programs.

**Inspiring Environment:** The beauty of our 850-plus acre campus provides an inspirational environment for the entire college community. Its attractiveness is a matter of special pride. The campus will always be a work in progress, and we are forever responsible for the creation and maintenance of a safe, beautiful, inspiring place to study, work, live, and visit.

**Diversity:** Penn State Behrend is a laboratory for ideas, and the more backgrounds and perspectives that can be brought to bear, the better the ideas, and the greater the learning. We ask students to investigate new worlds and to look at familiar problems from fresh perspectives.

**Land-Grant Commitment:** As part of a nationally recognized land-grant and research university, our mission is to be an economic, social, and cultural catalyst in northwestern Pennsylvania and beyond. We integrate teaching, research, and outreach for the benefit of our students and the region we serve. For our friends and supporters, an investment in the college is an investment in the future of northwestern Pennsylvania and the nation.

### **Indicators of Penn State Behrend's Success as a Transformative Institution – 2025**

- Become a national model for a regional land-grant institution and its 21st century mission.
- Be highly regarded as an integral component of an internationally known University.
- Be recognized as a premier “Little Big 10” institution.
- Establish a recognized brand in the mid-Atlantic and mid-West regions, and nationally.
- Increase enrollment to 5,500 students (on-campus and online) in the next phase of growth.
- Be a catalyst for collaboration by the University's western campuses.
- Establish an extensive online presence that expands the college's geographic impact.
- Be an exemplar for development and successful implementation of interdisciplinary programs.
- Be known as a model for experiential learning, including undergraduate research, internships/co-ops, capstone projects, and clinical experiences.
- Realize improved student quality as measured by incoming student SAT scores, student retention, student placement, and other factors.
- Be recognized for the excellence of our student-athletes and our athletic teams.
- Reach \$10 million in sponsored research funding annually.
- Be a national model for technology transfer, anchored by a fully developed 100-acre Knowledge Park, state-of-the-art facilities, and a growing open-laboratory concept.
- Grow endowment to \$100 million.
- Have at least two of four schools named through gifts.
- Meet diversity and international student population goals set by the University.

Penn State Behrend's strategic plan is intended to leverage the college's numerous strengths while aggressively confronting the challenges we face. The college's direction and progress are reflected in the proposed implementation of seven transformational strategies that relate to specific University-wide initiatives consistent with:

- President Barron's major imperatives: excellence; student engagement; diversity/demographics; student career success and economic development; accessibility; and technology.
- Provost Jones' pillars of strategic planning: promoting health; securing our resources; transforming education; building our digital future; and valuing and exploring our cultures.



- The college’s progress toward/responses to university-wide learning outcomes, strategic performance indicators, diversity efforts, the Core Council report, ethical behavior, sustainability, and budget planning.

**TRANSFORMATIVE STRATEGIES**

**TRANSFORMATIVE STRATEGY 1**  
**CREATE DISTINCTIVE, MARKET-RELEVANT, INTERDISCIPLINARY PROGRAMS**  
**TO RECRUIT AND PREPARE ENTERPRISING STUDENTS WHO POSSESS PRACTICAL EXPERIENCE**  
**AS WELL AS CRITICAL THINKING AND COMMUNICATION SKILLS.**

The leadership of Penn State Behrend contends that long-term growth can be achieved by creating a mix of high-quality, innovative curricular options that attract prospective students from the college’s key target areas (see Transformational Strategy 3) and align with the college’s unique strengths and market demands. The college will work systematically with the faculty to update and create curricula and programs, while diversifying delivery methods, including utilizing resources for distance and video learning technology. Penn State Behrend will develop and modify programs to achieve the following:

- Bachelor’s degree programs that serve emerging markets with a special emphasis on interdisciplinary programs that also enhance critical thinking and communication skills.
- Undergraduate and graduate degree programs (professional and science-based) that meet specific market needs and key demographics.
- Select master’s degree programs that allow the college to expand its geographic reach.
- Integrated undergraduate/graduate (IUG) programs that enhance student career opportunities.
- Interdisciplinary and/or otherwise distinctive certificates and minors.

Strategy 1A: ***Fully engage the college community in identifying and adding new undergraduate majors, with emphasis on interdisciplinary programs.***

**Bachelor’s Degrees**

<b>Program</b>	<b>Target Start</b>	<b>Rationale</b>
Automation/Robotics	TBD	Strong market need within the engineering and manufacturing industry base
Allied Health	TBD	Fills growing market need; attracts a new and diverse cohort of students, including females; covers broad range of careers
Biochemistry	TBD	Critical “core” discipline missing from Science; provides strong foundation for biomedical and health-related areas; US Bureau of Labor Statistics #2 most “valuable” degrees
Bioinformatics	TBD	Increased market need with advances in technology
Childhood and Early Education	Fall 2014	Attracts a new and diverse cohort of students, including females; should help us retain some potential change-of-campus students

<b>Program</b>	<b>Target Start</b>	<b>Rationale</b>
Digital Media Arts and Technology	Fall 2015	Interdisciplinary major that links engineering, arts, and sciences to attract new students and industry to the region and support the open lab; designed to combine easily with other majors
Environmental Science	Fall 2014	Fills market need; capitalizes on local resources; first true interdisciplinary and applied major in Science
Finance	Fall 2014	Expanded market for popular degree program; offered with World Campus
Game Design and Development	Fall 2018	Modeling-based initiative that translates students' gaming experiences into highly sought careers in a high growth market; attract new students and industry to the region and support the open lab; wide applicability to design, simulation, and training
Interdisciplinary Business and Science	Fall 2016	Fill market need for students with cross-disciplinary skills and knowledge; attractive to students interested in science who don't want careers in research
Kinesiology	Fall 2016	Fill market need; bolsters pre-health culture by attracting students interested in health careers; attractive major for student athletes
Neuroscience	TBD	Quickly expanding area of disciplinary research; could capitalize on existing faculty member expertise and resources and strengthen biomedical areas
Nursing	Fall 2014	Will comply with market demand for bachelors-prepared nurses
Nutritional Science	TBD	Growing area with market need; could capitalize on strong core of existing science programs
Polymer Engineering and Science	Fall 2017	Engineering analog to the plastics engineering technology degree; strong need from industry for this materials degree; would support open-lab research

**Strategy 1B: *Further engage the college community in identifying and adding new graduate majors, with emphasis on interdisciplinary programs.***

#### **Master's Degrees**

<b>Program</b>	<b>Target Start</b>	<b>Rationale</b>
Enterprise Systems and Analytics	Fall 2016	One of the fastest growing careers stemming from leveraging information generated through enterprise systems; will prepare graduates to implement enterprise systems and support business decisions through analytics
Financial Engineering	Fall 2016	Growth in the complexity of financial instruments requires graduate who have both strong quantitative skills and understanding of the fundamental drivers of financial markets
Manufacturing Management	Fall 2014	Niche business/engineering program that meets industry need; plan to move to hybrid delivery to expand beyond traditional service area
Mechanical Engineering	Fall 2016	Industry need in region; strong IUG potential

<b>Program</b>	<b>Target Start</b>	<b>Rationale</b>
Orthotics and Prosthetics	TBD	Niche area; growing nationwide need; excellent local resources/facilities for support (VA, Shriners and two additional medical centers)
Professional Accountancy	Fall 2014	Will satisfy 150-credit-hour requirement for CPA in Pennsylvania and many other states
Psychology (Clinical Counseling and extension of Applied Psychology)	Fall 2015	Prepare students to work as mental health professionals in various settings. Specialization in trauma may draw students nationally; potential to convert applied psychology to an IUG program
Public Policy	TBD	Attractive to undergraduates seeking to continue their education and to those in government positions, community agencies, non-profit organizations, health care organizations, and social service agencies; strong IUG potential
STEM Education	TBD	In line with STEM emphasis in secondary schools nationwide; few existing programs; would benefit from strong schools of science and engineering

**Strategy 1C: *Take advantage of the college's undergraduate and graduate degree programs to create value-added IUGs.***

#### **IUGs**

<b>Program</b>	<b>Target Start</b>	<b>Rationale</b>
Arts Administration/MBA	TBD	Focusing on digital media and arts, this major will prepare students for positions in small- and medium-sized arts-based businesses; the MBA would broaden opportunities for students in related sectors like entertainment and tourism.
Chemistry/MBA	TBD	With a strong background in chemistry and an MBA, students would be well-prepared to take on positions in research-driven companies and organizations
Engineering/MBA	TBD	With an increasing number of engineering students interested in designing new products and launching their ventures, an MBA would provide an excellent preparation to analyze market potential and understand financing options
Engineering/MMM	Fall 2015	Good fit for students in business, engineering, and science programs
Business, Engineering, Science/MPM	Fall 2014	Project management is an essential ability in engineering-based organizations
Mathematics/MBA	TBD	An increasing number of business jobs require a strong data analytics background; the Math/MBA option would provide the best combination of business and analytic background for graduates to fill these high demand positions

**Strategy 1D: *Explore the creation of certificates, options, minors, and concentrations that introduce career pathways and add knowledge and/or skills to augment a student's major or portfolio for the workforce or graduate school.***

**Certificate (CE), Options (O), Concentrations (CO), Minor (M)**

<b>Program</b>	<b>Target Start</b>	<b>Rationale</b>
Actuarial Science (O)	Fall 2015	Address rapidly growing interest and market need
Automation/Mechatronics/Robotics (CE or M)	TBD	Strong desire among the engineering and manufacturing base to address this opportunity; currently examining need and associated curricula
Criminal Justice (M)	Spring 2015	Strong interest among Penn State Behrend students; should help to retain some change-of-campus students
Digital Production, Videography, and Web Design (CE or M)	TBD	Would allow students to acquire, and demonstrate to potential employers, specific, practical digital production and design skills
Entrepreneurship for Non-Business (M)	Fall 2016	As an extension of the open-lab strategy, this minor would provide every Behrend student with an opportunity to learn how their background in a particular discipline can form the foundation for generating ideas for new products and services
Game Development (M)	Fall 2014	Designed to augment any degree at Penn State Behrend, this minor would address opportunities in one of the most diverse, growing industries in the country today.
Pre-Health in Chemistry (O)	TBD	Organized pathway for chemistry majors interested in professional schools
Professional Writing (M)	Spring 2016	Would increase post-graduation marketability of students; strong potential for students from all four schools
Secondary Education in Chemistry (O)	TBD	Organized pathway for chemistry majors interested in careers in secondary education
Sociology (M)	TBD	Strong interest among Penn State Behrend students; should help to retain some change-of-campus students
Wetlands Remediation (CE)	TBD	To address growing market need; would fit with new Environmental Science major

Strategy 1E: **Identify programs to articulate (3 + 4, 4 + 1, etc.) with other graduate and/or professional schools.**

**Graduate Articulations**

<b>Program</b>	<b>Target Start</b>	<b>Rationale</b>
Masters of Applied Statistics with UP (4 + 1)	TBD	Advantageous for both programs; would fill demand for applied math degrees
Occupational Therapy, Physical Therapy and Physician Assistant (3 + 4)	TBD	All three are growth areas in the health fields; would broaden portfolio of current (3+4) articulation agreements

Strategy 1F: *Identify programs to drop and/or modify.*

**Modifications {Associate (AD), Bachelor’s (BA/BS), Certificate (CE), Options (O), Minor (M)}**

Program	Target Start	Action
Arts Administration (BA)	Summer 2014	Revise
Business Liberal Arts and Science (BS)	Spring 2016	Drop
Biology (BS)	Summer 2014	Revise
Chemistry (M)	Fall 2014	Drop
Communication (BA)	Fall 2014	Revise
Computational Physics (O)	Fall 2014	Drop
History (BA)	Spring 2014	Revise
Physics (M)	Fall 2014	Drop
Project and Supply Chain Management (BS)	Fall 2014	Revise
Psychology (BA)	Fall 2014	Revise
Psychology (BS)	Fall 2014	Revise
Plastics Engineering Technology (AD)	Fall 2014	Drop
Science (BA)	Fall 2014	Drop
Transnational Perspectives (M)	Fall 2014	Revise

Strategy 1G: *Promote an international component to the traditional education pathway.*

**Action Item 1:** Integrate into coursework learning experiences that develop students’ global awareness.

**Action Item 2:** Promote the ability to earn certificates with an international focus (e.g., Asian studies, Middle Eastern studies) by strategically leveraging general education requirements.

**Action Item 3:** Raise the visibility of international learning experiences available to students, encouraging them to augment their classroom education with a study abroad component.

**Action Item 4:** Provide support for faculty members to develop exchanges and short-term programs.

Strategy 1H: *Ensure that space and technology are adequate to support the delivery of new and existing programs.*

**Action Item 1:** Upgrade and expand the availability of technology, including computer science, media studies, digital music, language, television/radio and other laboratories, to support traditional and online curricular programs and enable faculty members to exceed learning outcomes.

**Action Item 2:** Ensure that adequate technician and lab coordinator resources are in place to support the establishment of new curricula.

**Action Item 3:** Advocate for additional or reallocated space to support program growth and realignment; this would include projects such as decking the Fasenmyer Building, completing the Advanced Manufacturing and Innovation Center, and planning for the Digital Media Arts and Technology Center (see Transformational Strategy 5).

Strategy 1I: ***Assess opportunities in health-related programs and the best approach to developing a core strength that builds on existing disciplines. This may involve reconfiguration of the college's four-school system to incorporate new health-related programs, creation of a fifth school, or potential consolidation of existing schools.***

## TRANSFORMATIVE STRATEGY 2

INCREASE ENGAGED SCHOLARSHIP, COMMUNITY PARTNERSHIPS, AND BASIC AND APPLIED SPONSORED RESEARCH, EMPHASIZING THE "OPEN-LAB" CONCEPT TO CREATE RELEVANT STUDENT LEARNING; TO SOLVE BUSINESS, INDUSTRY, AND COMMUNITY CHALLENGES; AND TO EXTEND THE UNIVERSITY'S LAND-GRANT MISSION.

Penn State Behrend's greatest opportunity for the future lies in the implementation of an open-laboratory concept that will enable the college to address major education, business and industry, and community challenges. Through initiatives and strategies that encourage stakeholders to think across diverse boundaries, to engage, and to innovate through partnerships, the open-lab model can be the vehicle to further advance the college's academic, research, and outreach activities.

At Penn State Behrend, student engaged scholarship, as defined by the University, is already highly encouraged and strongly evident. Students have hundreds of opportunities to become involved in out-of-class experiences, including course-based community service projects, industry-sponsored senior design projects, K-12 outreach, embedded study abroad courses, client web development projects through Partnership Erie, and Alternative Spring Break. Student service and leadership is recognized with dozens of University and Behrend-specific awards each year.

In the research and outreach arenas, the college's leadership, faculty members, and staff have undertaken numerous initiatives that build on the college's physical and intellectual assets to meet community, state, and national needs, most notably in the areas of economic, technology, and community development. These initiatives provide the foundation for the development of further research and outreach in the areas of digital media and arts, advanced materials and manufacturing, and data analytics and security. The college will support such endeavors with appropriate physical and intellectual resources. Future community outreach efforts will be undertaken with intent to match college resources and interests with identified needs, as is done with the Young People's Chorus of Erie, Pennsylvania Sea Grant, and STEM-focused initiatives.

With Knowledge Park as a unique transformative partner, Penn State Behrend is targeting a significant increase in its research impact and funding, pursuing an open-laboratory strategy that engages industry collaborators in applied research while advancing students' educational experience through engaged scholarship. The college intends to work with DevelopErie to attract to Knowledge Park and the Advanced Manufacturing and Innovation Center new businesses, organizations, and ventures that are looking to collaborate with the University. The college's goal as it relates to this transformative strategy is to double the amount of sponsored research to \$10 million annually.

Strategy 2A: ***Pursue research that incorporates the open-lab model through applied and translational research/outreach that supports business/industrial advancement, economic development, and the needs of our community.***

### Research Focus Areas

Digital Media and Arts	Advanced Materials and Manufacturing	Data Analytics and Security
<ul style="list-style-type: none"> <li>• Digital art, media and film production, and music creation</li> <li>• Video game design and development</li> <li>• Modeling/simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Polymers, composites, and nano-materials</li> <li>• Additive manufacturing</li> <li>• Medical devices</li> <li>• Metal forming</li> <li>• Robotics and automation</li> </ul>	<ul style="list-style-type: none"> <li>• Big data</li> <li>• Cybersecurity</li> <li>• Great Lakes health, security, and water issues</li> <li>• Homeland security</li> <li>• Software development</li> </ul>

Strategy 2B: ***Ensure that the capabilities and resources are in place to support the college's research and outreach goals.***

***Action Item 1:*** Advocate for University funding to the campuses to seed research growth, special initiatives, and faculty start-up packages, and to enable vibrant research programs and grant-writing.

***Action Item 2:*** Establish a greater degree of local sponsored research decision-making and administration.

***Action Item 3:*** Enhance the college's resources for developing, writing, supporting, and administering a higher level of sponsored grant and contract activity.

***Action Item 4:*** Develop an improved system for flexible assignment of faculty responsibilities and rewards among teaching, research, and service to match the college's strategic needs with the capabilities and interests of its faculty members.

***Action Item 5:*** Develop faculty recruitment processes that target clusters of faculty expertise in digital media and arts, advanced materials and manufacturing, and data analytics and security, along with others that might be explored in areas such as language arts, animation, and neuroscience.

***Action Item 6:*** Create an environment that fosters interdisciplinary scholarship through the recruiting process and through strategic selection of interdisciplinary research themes promoted within and across academic schools (see Strategy 2A).

***Action Item 7:*** Better coordinate industry engagement and awareness of on-campus activities related to research and outreach with a special emphasis on building multi-disciplinary and/or multi-institutional collaborations.

***Action Item 8:*** Create a sustainable funding and staffing model to support the college's outreach efforts.

***Action Item 9:*** Investigate funding sources for the development of undergraduate scholarships, analogous to faculty-mentored undergraduate research that would support outreach work with community organizations.

Strategy 2C: ***Ensure that the capabilities and resources are in place to support the college's open-laboratory concept.***

***Action Item 1:*** Create a model for faculty members to participate in industry-funded research, with shorter timeframes and specific expectations and outcomes.

***Action Item 2:*** Facilitate the completion of the Advanced Manufacturing and Innovation Center to provide pilot space to further develop the open-laboratory concept.

***Action Item 3:*** Attract new companies and innovation centers to Knowledge Park, with a particular emphasis on the three areas of research focus: digital media and arts, advanced materials and manufacturing, and data analytics and security.

***Action Item 4:*** Develop the ability to manage and administer a significant research institute (see also Strategy 2D).

***Action Item 5:*** Hire professional research staff with the ability to collaborate with faculty member experts to accept and complete industry-sponsored research projects.

***Action Item 6:*** Add dedicated technician support for open-laboratory research.

Strategy 2D: ***Pursue associated initiatives that support the college's research and outreach efforts.***

***Action Item 1:*** Position and support the campus as an ecosystem for entrepreneurial innovation, empowering students to become innovators through embedded and engaged learning experiences, alumni and community engagement, and outreach initiatives.

***Action Item 2:*** Establish a federally funded manufacturing research institute in Knowledge Park supported by the University, the region, the state, and the industrial community.

***Action Item 3:*** Capitalize on the Penn State system to form partnerships with research institutes/labs and to increase support that translates research into practice, emphasizing initiatives that will increase competitive grant funding and interactively build basic and applied research. Initial partnerships could include establishing satellite operations of the University's Material Research Institute (MRI) and Applied Research Laboratory (ARL) in Knowledge Park.

***Action Item 4:*** Support interdisciplinary focus areas of digital media and arts, advanced materials and manufacturing, and data analytics and security (see Strategy 2A).

***Action Item 5:*** Develop an infrastructure capable of supporting interdisciplinary research areas related to the Great Lakes (e.g. software development, big data, geographic information systems, national security, cybersecurity, Sea Grant, gaming) that promote collaboration with other institutes of higher education.



Strategy 2E: ***Build further support for basic research programs, especially in the School of Science and the School of Humanities and Social Sciences.***

***Action Item 1:*** Establish and maintain a college-wide program of research activity that represents the continuum from basic to applied research. Recognize that land-grant institutions also support disciplines in which research does not have industrial applications.

***Action Item 2:*** Provide seed funds through the Chancellor's Sponsored Research Seed Grant Program for faculty members to conduct proof-of-concept work or early-stage acquisition of knowledge that could lead to sponsored support of research.

***Action Item 3:*** Obtain federal and foundation grants to support faculty member research areas and increase externally funded research. Expand support to faculty members to identify and write external grants and provide funds for travel to grant-writing workshops.

***Action Item 4:*** Identify and prioritize potential areas for the support of basic research and ensure that high-priority areas have adequate support. Explore a natural and social science interschool venture with area hospitals, other academic units, and science labs.

***Action Item 5:*** Broaden the college's approach to grant seeking and writing to include a focus on research and development infrastructure and major program development.

***Action Item 6:*** Ensure adequate technical support for faculty members doing basic research.

***Action Item 7:*** Pursue institutional grants for the purchase of common instrumentation and equipment that could support multiple internal researchers and serve as a regional asset.

***Action Item 8:*** Expand relationships with external constituents, particularly those partnerships that can be leveraged to provide collaborative research opportunities.

Strategy 2F: ***Maintain and grow support for undergraduate research, a signature program of the college.***

***Action Item 1:*** Fund year-round grants for fall, spring, and summer competitions in which students may receive up to \$2,600 each to work with faculty mentors.

***Action Item 2:*** Expand and refine, in collaboration with Sigma Xi, the highly successful regional Undergraduate Research and Creative Accomplishment Conference, which currently includes students from more than ten colleges and universities, a keynote speech, and awards for top presentations.

***Action Item 3:*** Support student travel to present research findings at regional, national, and international conferences, including support for faculty mentors to accompany student teams.

**Action Item 4:** Expand student capstone experiences including senior theses, business simulations, and lab experiences, using the School of Engineering's senior capstone project model as a best practice.

Strategy 2G: ***Build on the college's growing K-12 outreach initiatives.***

**Action Item 1:** Form an umbrella center that coordinates the college's K-12 outreach efforts, handling scheduling and logistics, staffing, budgetary control, initiation and implementation of new programs, and overseeing the academic expectations for each program. Among the potential additional outreach efforts are summer camps in digital arts, music, and film made possible by major gifts to the college.

**Action Item 2:** Promote existing community-related programs such as College for Kids, Math Options, 21<sup>st</sup> Century Kids, Minority College Experience/Women in Science and Engineering, middle school forensics tournament, Mercyhurst and McDowell debate programs, summer sports camps, and others in a sustainable manner.

**Action Item 3:** Redirect the Penn State Educational Partnership program (PEPP) to focus on recruitment of students while building a path to further education.

Strategy 2H: ***Support existing and create new applied research and outreach centers that address identified community and industry sector needs.***

**Action Item 1:** Develop a long-range plan for the operation of the Economic Research Institute of Erie.

**Action Item 2:** Implement a succession plan for the Susan Hirt Hagen Center for Community Outreach, Research, and Evaluation (CORE) that ensures a smooth transition to a new leadership team and sustainable growth.

**Action Item 3:** Support rollout of the Prevention and Aggression Reduction Center (PARC), including planning for financial sustainability.

**Action Item 4:** Support the creation of sustainable centers within each of the college's four schools and inter-school centers that build on unique capabilities and have high relevance to regional and University strengths. For example, the Black School of Business is exploring the creation of a Center for Immersive Learning and Entrepreneurship to serve as a creative space and launch point for student consulting teams, a business accelerator program, student/faculty member start-ups, and classes in an integrated setting offering a platform for learning innovations based on industry projects, new ventures, and service learning.

**Action Item 5:** Support the sustainable growth of the Applied Research and Design Center, the Enterprise Resource Center of Excellence, the Institute on the American Dream, the Medical Plastics Center of Excellence, and the Sample Center for Manners and Civility.

Strategy 2I: ***Support additional college-based outreach activities.***

**Action Item 1:** Develop the Arboretum at Penn State Behrend as a community outreach asset to include tours and other educational programs.

**Action Item 2:** Ensure the long-term financial sustainability of the college's AM/FM radio station, WPSE, through the creation of an endowment and succession plan for an anticipated leadership change.

**Action Item 3:** Procure funding to complete construction of the Yahn Planetarium; longer-term create an endowment for its operation and technical upgrades.

**Action Item 4:** Further develop outreach activities to be undertaken by the School of Humanities and Social Sciences, e.g., grant-writing assistance provided by English majors in the professional writing option, film production by Communication students and faculty members in engaged learning projects, and professional development in medical Spanish provided by Language faculty members.

Strategy 2J: ***Support the Office of Community and Workforce Programming (CWP).***

**Action Item 1:** Fully implement the Center for Lifelong Learning by sharing the college's academic and professional resources with regional partners to raise educational attainment rates among the population of northwestern Pennsylvania; programs may include customized programs for business, industry, and the community.

**Action Item 2:** Implement a high school career pathway initiative that will lead to job and workforce readiness and increased college enrollment within the region. Three technical/academic pathways—healthcare, technology, and business—will feature stackable modules that include non-credit and credit coursework, short-term certificates and badges, and the potential to advance to a college degree program. Collaborators will include high schools, intermediate units, adult skill centers, workforce development organizations, career and technical institutions, and colleges and universities.

**Action Item 3:** Assess the viability of offering on-site degree programs for adult learners at sites such as Corry, Warren, and Meadville.

**Action Item 4:** Align CWP initiatives and offerings with the strengths and interests of the college's four schools.

Strategy 2K: ***Promote additional aspects of engaged scholarship that augment student education and experience with organizations and individuals outside the college community.***

**Action Item 1:** Supplement the classroom experiences of students enrolled in supporting courses for the Civic and Community Engagement minor with involvement in programs of the Center for Service Leadership (e.g., Alternative Spring Break experiences to aid victims of past natural disasters).

**Action Item 2:** Support the Resident Service Leader program, a joint venture of Residence Life and the Center for Service Leadership, which provides opportunities for residential students to volunteer for local service agencies such as the Second Harvest Food Bank, Emmaus Soup Kitchen, and the Kid’s Café.

**Action Item 3:** Increase communication and coordination among student organizations through the Service Summit, at which student leaders representing academic honor societies, social and service fraternities and sororities, athletic teams, and service-oriented organizations gather to share ideas and plans for service events.

**Action Item 4:** Expand learning opportunities for students in existing college facilities (e.g., clinical interactions for Psychology and Nursing majors at the Early Learning Center); the center currently offers Childhood and Early Adolescent Education majors opportunities to student teach and observe children.

**Action Item 5:** Improve faculty member and staff participation in service events coordinated by student groups, allowing students to interact with professionals in environments and contexts outside of the classroom or office.

**Action Item 6:** Coordinate and expand support to outreach centers related to healthy youth development and anti-bullying, encouraging greater collaboration with community-based organizations and furthering the college’s strengths in these areas of critical need; Penn State Behrend students are currently involved in research and mentoring through the college’s Prevention and Aggression Reduction Center and Susan Hirt Hagen Center for Community Outreach, Research, and Evaluation. See also Strategy 7e, Action Item 5.

**Action Item 7:** Publicize engaged scholarship activities.

Strategy 2L: **Grow Pennsylvania Sea Grant into a recognized state resource and attain Sea Grant “College” status.**

**Action Item 1:** Prepare for panel review by NOAA representatives to take place in late October 2014, leading to College designation.

**Action Item 2:** Reach \$3 million budget level by fall 2016, including \$1.5 million from NOAA.

**TRANSFORMATIVE STRATEGY 3**  
**ENHANCE RECRUITING AMONG KEY AUDIENCES AND CREATE DIVERSE PATHWAYS TO HIGHER EDUCATION THAT CAPTURE STUDENTS OTHERWISE “LOST” TO THE UNIVERSITY.**

To meet its academic, enrollment, and diversity goals, Penn State Behrend will target increases in enrollment of out-of-state, international, honors, first-choice, transfer, and female student populations (the latter just 35 percent of current enrollment), while pursuing transfer and articulation agreements at the college and high school levels.

Enhanced recruitment strategies will include increasing out-of-state and international recruiting trips and partnerships with recruiting organizations and other campuses, growing engagement with alumni, enhancing the college website, expanding the use of social media, promoting the availability of hallmark programs such as undergraduate research, and supporting K-12 on-campus “pipeline” programming.

This recruiting effort will also allow the college to foster an environment that enables cross-cultural exchange of information, ideas, and perspectives among students, faculty members and staff, and the community at-large.

**Strategy 3A: *Recruit additional international students.***

**Action Item 1:** Evaluate and focus efforts on areas that offer the highest potential for yielding international students. Fall 2014 enrollment projections include an international student population of 300 students representing 47 countries.

**Action Item 2:** Work in current areas of recruitment success such as India and the Middle Eastern countries of Jordan, Bahrain, Qatar, U.A.E., Kuwait, Oman, and Saudi Arabia.

**Action Item 3:** Target areas for possible expansion in Southeast Asia, including Vietnam, Thailand, Indonesia, and Malaysia.

**Action Item 4:** Research possible expanded recruitment opportunities in South and Central America and Africa.

**Action Item 5:** Pursue recruitment in China and gain inclusion on the Chinese Ministry of Education list of approved post-secondary institutions.

**Action Item 6:** Promote English Learner Language (ELL) programs to enable international students to achieve and succeed.

**Strategy 3B: *Increase recruitment of out-of-state students.***

**Action Item 1:** Emphasize out-of-state recruitment to geographically diversify the student body and counteract the declining demographics in the college’s limited service area.

**Action Item 2:** Increase growth in current target areas such as New Jersey, Maryland, Virginia, District of Columbia, Florida, and targeted cities in Texas, Puerto Rico, and southern California.

**Action Item 3:** Expand recruiting efforts in current grant-in-aid schools in Chautauqua County, New York, and Ashtabula County, Ohio.

**Action Item 4:** Add schools to the college’s grant-in-aid program, specifically, select schools in Cattaraugus and Erie counties of New York.

**Action Item 5:** Increase marketing efforts, including advertising, in the western New York region.

**Action Item 6:** Work with athletics to develop niche markets based on athletic opportunities, e.g., Puerto Rico for volleyball and baseball and Florida for water polo.

Strategy 3C: ***Increase the number of honors students at the college.***

**Action Item 1:** Increase initial recruitment of honors students, evaluating admission criteria for students based on retention and completion of an honors certificate.

**Action Item 2:** Increase promotion of the honors program among potential students to raise visibility and stature and incorporate additional activities to increase the yield of these high-performing students.

**Action Item 3:** Award scholarships to students entering the Schreyer Honor's College through the first-year and sophomore gates.

**Action Item 4:** Develop content/messaging for prospective honors students on the college website.

**Action Item 5:** Increase special living options for honors students in on-campus residence halls and enhance the academic and interpersonal environments for these students.

Strategy 3D: ***Increase the recruitment of female students.***

**Action Item 1:** Use Zinch recruitment services for focused recruitment of female students. Increasing the pool of female student prospects should result in a corresponding increase in applications and enrollments.

**Action Item 2:** Develop recruitment and marketing plans for new academic programs that will attract female students (see also Transformative Strategy 1).

**Action Item 3:** Develop and host yield-enhancement programs for female-offered students.

**Action Item 4:** Make a sustained, concerted effort to depict the Behrend female student experience in recruiting and marketing communications and materials.

Strategy 3E: ***Increase recruitment of transfer and change-of-campus students.***

**Action Item 1:** Complete multi-discipline articulation agreements with Jamestown (New York) Community College.

**Action Item 2:** Complete articulation agreements for specific programs with community colleges in western Pennsylvania (Butler County Community College, Community College of Beaver County, Community College of Allegheny County, and Westmoreland County Community College) and other areas (e.g., Richmond Community College in North Carolina).

**Action Item 3:** Explore grant-in-aid and articulation agreement opportunities with Lakeland Community College (Ohio).

**Action Item 4:** Promote change of campus to Penn State Behrend at other Penn State campuses, particularly the University's western campuses. Efforts will include visits to other campuses; invitations to visit the college; on-campus (Behrend) activities that benefit other campus faculty members, staff, and students; and customized recruiting materials.

**Action Item 5:** Encourage potential change-of-campus students to stay within the system by working with the University's western campuses and assisting them with leadership scholarship applications administered by the Division of Student Affairs.

Strategy 3F: ***Increase recruitment of service-area students.***

**Action Item 1:** Work more closely with urban area school districts to develop a high school career pathway initiative to increase the college-going rate and grow the number of students coming to Penn State.

**Action Item 2:** Increase coordination of college pipeline programs such as K-12 STEM programs and enhance tracking and follow-up with service-area schools to attract a greater market share among this population.

**Action Item 3:** Promote classroom collaborations between faculty members and classroom teachers at service-area schools.

**Action Item 4:** Identify and recruit potential Equal Opportunity Program students who demonstrate potential for success at the college and provide appropriate support services to help ensure their success.

**Action Item 5:** Use marketing and advertising vehicles to reinforce the "value" of a Penn State degree earned close to home, a theme that resonates with financially challenged families in the northwestern Pennsylvania region.

Strategy 3G: ***Restructure the Enrollment Management Group.***

**Action Item 1:** Create a strategic enrollment management group to advise the senior director for enrollment management on strategic recruitment and retention initiatives. Membership in the group would include faculty members appointed by each school and representatives from the Academic and Career Planning Center, Alumni Relations, Athletics, Bursar, Enrollment Management, Honors, Housing, Marketing Communications, Registrar, and Student Affairs.

**Action Item 2:** Create an enrollment and retention group that develops and executes operational initiatives and shares information between areas critical to recruitment and retention of students. Membership will consist of the college's retention coordinator and representatives from Admissions, Adult Learner Services, Educational Equity, Learning Resource Center, Marketing Communication, Registrar, and Student Affairs.

Strategy 3H: ***Improve yield of offered students.***

**Action Item 1:** Assess and improve campus visit programs for offered students, including the communications, messaging, and activities surrounding such visits.

**Action Item 2:** Use new customer relations management tools to create segmented messages to offered students.

**Action Item 3:** Develop class identity programs for offered students (T-shirts, social media).

**Action Item 4:** Increase yield enhancement plan for transfer students.

**Action Item 5:** Assess and improve scholarship awarding for new students.

Strategy 3I: ***Enhance college programs and amenities that attract a broader audience.***

**Action Item 1:** Consider the strategic addition of varsity sports such as men's and women's lacrosse and, eventually, football.

**Action Item 2:** Maintain and enhance the inspirational 854-acre campus setting and add to and modify the campus' physical plant, including space for new curricular programs and updated laboratories (see also Transformative Strategy 5).

**Action Item 3:** Enhance programming to international and immigrant student prospects such as college transition programs, specialized tutoring, ELL success programs, additional clubs, and cultural programming using international fee funds.

**Action Item 4:** Enhance the college's website and social media to encourage more potential students and parents to add Penn State Behrend to their college consideration set.

**TRANSFORMATIVE STRATEGY 4**

**LEAD A COORDINATED EFFORT TO RETAIN MORE STUDENTS FROM AMONG TARGETED POPULATIONS ENROLLED AT THE COLLEGE AND WITHIN THE UNIVERSITY'S WESTERN CAMPUSES.**

Retention efforts will include enhancing upper-division student retention: by offering new and revised curricular programs; by providing enhanced academic and other support to students (including partnering with other campuses to provide pathways for degree completion and increase retention within the University); by providing broader opportunities such as the scholar's program, study abroad, and internships/coops; and by educating lower-division students and their families on the benefits of remaining at the college all four years.

The retention of international students specifically requires creating an environment in which students have the opportunity to interact with others who have shared experiences and backgrounds. This, in turn, necessitates fostering international students' relationships with mentors and friends, including faculty members, staff, students, and members of community groups. For improved retention of international, immigrant, and disadvantaged students, the college envisions



continued improvement of on-campus facilities, support services, and recruitment of a more diverse faculty to support this. The college will also encourage commercial development within walking distance of campus to reduce students' perceptions of an isolated campus environment.

Strategy 4A: ***Retain additional students in the college's majors.***

**Action Item 1:** Develop and disseminate retention messages that faculty members and academic advisers can share with first-year and sophomore students to encourage degree completion at the college.

**Action Item 2:** Market certificate programs as a mechanism to meet the career goals of students who may be considering majors in fields not offered at the college.

**Action Item 3:** Create retention initiatives in the Honors program through the sophomore year and recruit more students into the Schreyer's Honors College.

**Action Item 4:** Develop academic programs that serve to retain students at the college, and support these programs with the development of sophomore bridge programs that establish and solidify student connections with faculty members, alumni, and potential employers (modeled after the long-standing, successful Black School Business Bridge program).

**Action Item 5:** Promote scholarship awards to sophomores to encourage retention in Penn State Behrend majors.

**Action Item 6:** Implement a change-management program to help faculty members and staff transition to the new LionPath student information system. The goal will be to ensure timely adoption and advocacy of a more streamlined, user-friendly admissions and academic planning system for both incoming and current students.

Strategy 4B: ***Increase communication to parents of current students.***

**Action Item 1:** Assess and refine current communications to parents of incoming and current students. Explore options for parents' bridge programs modeled after Strategy 4A, Action Item 4.

**Action Item 2:** Create a parent advisory council.

**Action Item 3:** Develop a consistent, sustained program of marketing messages to parents about the value of a Penn State Behrend degree.

Strategy 4C: ***Identify and assist at-risk students.***

**Action Item 1:** Identify students at risk for academic and/or financial difficulty and provide interventional advising and counseling early and often. Incorporate specific resources from the Academic and Career Planning Center, Bursar's Office, Financial Aid Office, and Learning Resource Center.

**Action Item 2:** Assess and refine communication to first-year students who receive early progress reports.

**Action Item 3:** Expand support to students with mental health issues, physical concerns, and/or disability needs through a care coordinator overseen by the Personal Counseling Office. The coordinator would provide non-therapeutic support services, including strength-based goal planning and monitoring to encourage academic and interpersonal success.

Strategy 4D: ***Develop retention strategies for international students.***

**Action Item 1:** Identify and promote internship opportunities for international students that further acculturate them to U.S. business practices.

**Action Item 2:** Make housing available to international students during times when residences halls would typically be closed requiring them to find other accommodations. Options for the Thanksgiving and Spring breaks for the 2014-15 academic year are being implemented; further study is required for the cost implications of remaining open during the fall and spring semester breaks.

**Action Item 3:** Create multi-language web pages for parents of international students.

**Action Item 4:** Promote English Language Learning coursework and support programs.

Strategy 4E: ***Enhance the co-curricular experience of students to strengthen ties to the Penn State campuses and to members of the Penn State Behrend community.***

**Action Item 1:** Better utilize available communication tools (digital signage, smart phone apps, the *Behrend Beacon*, BVZ Radio, and the college's television studio) to inform students about events, activities, and opportunities to engage in the life of the college.

**Action Item 2:** Leverage leadership scholarship resources to enhance the leadership training of scholarship recipients by requiring first-year students to undergo leadership development and upper-division students to serve as mentors for the former. This should also incorporate the involvement of alumni and donor leaders interfacing with student leaders.

Strategy 4F: ***Combine the regional strength of the University's western campuses with the 2+2 potential of Penn State Behrend to retain more students within the Penn State system and specifically Behrend (see also Strategy 7C).***

## TRANSFORMATIVE STRATEGY 5

DEVELOP LEARNING ENVIRONMENTS AND FACILITIES THAT FOCUS ON CORE THEMES,  
WHILE INTEGRATING MULTIPLE DISCIPLINES AND PARTNERSHIPS.

The college will construct a world-class learning environment and campus infrastructure, completing construction projects in support of planned program and enrollment growth. These projects include the Advanced Manufacturing and Innovation Center, the 250-bed Trippe Residence Hall, a Digital Media Arts and Technology facility, and a student recreation center. Other projects will transform existing space to meet the changing needs of the college, for example, decking the Fasnmyer Building to create additional classrooms and specialty laboratory spaces to accommodate growing science and health-related programs. The college will focus on projects that add to its exceptional campus setting and also support learning environments focusing on specific academic themes.

### ***Current Situation***

The college has identified high-priority construction/renovation projects designed to address current deficiencies and provide space for additional growth. All of these projects respond to pressing needs for more space for classroom instruction, laboratories, faculty member offices, residence halls, and recreation.

The college has a critical need for additional teaching and faculty member space. With 41,632 Assignable Square Feet (ASF) of general classroom space, the college can accommodate current enrollment, according to the University planning standard of 10 ASF per student. This figure can be misleading, because the ASF per student per classroom varies greatly (by building) across the college, with newer construction affording more space per classroom.

The college inventory of faculty-member office space is 32,341 ASF, including two “temporary” annexes containing sixteen offices lacking water service, which the college would like to raze. The college currently has 261.2 full-time equivalent (FTE) faculty members, which represents 123.8 ASF per faculty member, well below the University benchmark of 190 ASF per FTE.

The college will look to address its space shortfall through the following strategies:

#### **Strategy 5A: *Promote shorter-term space needs immediately.***

**Action Item 1:** Complete construction of the Advanced Manufacturing and Innovation Center (AMIC).

To respond to the needs of our region’s manufacturers, foster innovation, and capitalize on the knowledge and capabilities of Penn State, college leaders in conjunction with the Greater Erie Industrial Development Corporation (GEIDC) have broken ground on the next building in Knowledge Park that will serve as a home for both academia and industry. This facility will be a new model for the park, a state-of-the-art facility that co-locates the college (classrooms, faculty member and staff offices, and laboratories) and industry (offices, laboratories, and production space) in the same building. The two-story, 60,000-square-foot complex will allow the college to expedite implementation of the open-laboratory concept. The college will occupy approximately 60 percent of the facility with industry in the rest.

The AMIC will also allow the college to accommodate its rapidly growing School of Engineering, with specialized labs, having a materials and manufacturing focus, that aligns research and resources with the region's new product development needs. This space will allow the school to grow by another 500 students. The school is now in the process of securing anchor industry tenants that want to establish longer-term commitments with the college. It is anticipated that more than 200 private sector positions will be added to Knowledge Park as a result of the AMIC. Occupancy is expected by early 2016.

**Action Item 2:** Secure Board of Trustee approval for construction of Trippe Hall.

Housing and Food Services has committed to the construction of Trippe Hall, the third of three planned residence halls on the southwestern corner of campus. An investment in utility stub offs (basic pipes and wiring) was made for Trippe when Ohio Hall was constructed; plans also included ample parking for all three buildings. Occupancy of 250 beds is anticipated at a cost of \$25 million. Special-interest housing for first- and second-year students of the Sam and Irene Black School of Business and School of Engineering is in the planning stages. Approval to move forward on the building, with a design-build contract, is anticipated in fall 2014. Construction should begin in 2015 with completion in 2016.

**Action Item 3:** Secure funding for renovation/repurposing of Fasenmyer Hall.

The college has worked diligently to improve the instructional environment for students and faculty members in general purpose classrooms (which exclude lecture halls). The ASF per student per classroom varies greatly across the college's facilities, from 18.63 in the Jack Burke Research and Economic Development Center to 12.55 in the Otto Behrend Science Building (OBS).

The college has developed a plan to deck and renovate the former high-bay plastics lab in the Fasenmyer Building on the western edge of the campus. The project would provide 2,370 ASF for larger, more efficient general-purpose classrooms, a specialized nursing classroom, kinesiology lab space, a tiered classroom for 100 students, faculty offices, and an administrative home for the college's nursing program.

The Fasenmyer Building served as the primary setting for the college's Plastics Engineering Technology (PLET) program for more than twenty years. With the relocation of the plastics program to Burke Center in 2006, the lab was abandoned and, since then, has been used as a storage space for the School of Engineering and School of Science. Repurposing of this space through renovation would provide the college with the facilities necessary to implement strategic initiatives that include:

- **Expansion of the Nursing program**—allowing the college to increase enrollment in the baccalaureate nursing program.
- **Addition of health-related programs**—meeting a regional need for graduates in kinesiology, sports medicine, physical therapy, occupational therapy, and other programs.
- **Addition of an interdisciplinary environmental science program**—taking advantage of the unique Lake Erie ecosystem in which the college is located.

- **Improved use of existing infrastructure**—capitalizing on currently unused space (with underutilized parking capacity as well) with virtually no environmental impact on the campus make it an attractive investment in infrastructure.

In fall 2012, the University retained the Stantec architectural firm to help develop a scope for the project. Stantec projected the following costs: construction estimate--\$3,836,663; soft costs--\$959,165; FFE allowance--\$575,500. The total estimated cost is \$ 5,371,328, not including escalation. The estimated planning/construction schedule is sixteen months.

Renovation of Fasenmyer is a first necessary step in replacing classroom capacity that will be lost due to the planned renovation to follow in the Otto Behrend Science (OBS) and Nick buildings, as detailed in Action Item 4.

**Action Item 4:** Proceed with planning for renovation of classrooms in the OBS and Nick buildings.

The classrooms in the OBS and Nick buildings are heavily scheduled for general education science and humanities lecture courses and use one-piece desks that are ADA non-compliant and generally uncomfortable to students.

The college plans to upgrade the classroom furniture in these buildings, but in doing so, will be faced with an estimated reduction in seating capacity of nearly 50 percent per classroom if the Burke Center ASF per student is used as a guide. To upgrade the furniture, the college will need to construct a minimum of 4,000 ASF in general classroom space while accommodating existing enrollment. Although the AMIC Building will provide new classroom space, its location on the opposite end of campus will be uncondusive to scheduling general education courses.

The following table (provided by Bob Myrick, University Architect II, University Classrooms) illustrates the variables in square feet per student station at University Park, which help to serve as a guide for planning:

MIN	AVE	MAX	VARIABLES
8.02	10.99	17.41	Auditorium seats (AUDA, AUD0, AUD1, AUD2, AUD3, UD4)
13.03	13.03	13.03	Auditorium seating w/ lap boards (AUDL)
16.37	21.71	31.46	Fixed tables and chairs (FTAB)
11.19	13.39	29.80	Fixed tablet arm chairs (FTAC, FTA1)
15.23	26.14	44.58	Fixed tables and loose chairs (FTLC)
7.42	16.29	28.13	Loose tablet arm chairs (LTAC, LTA1)
16.15	20.85	32.55	Stacking student tables and chairs (STAB)
15.08	22.28	85.10	Movable tables and chairs (TABL)

**Action Item 5:** Secure donor gift to fund Phase II of the Soccer/Lacrosse Complex.

In 2012, Penn State Behrend Athletics took a major step forward with the completion of a \$2.1 million track and field complex and a \$2.9 million lighted soccer/lacrosse field. Both facilities are highly utilized by athletes and coaches, the general student population, and faculty and staff members. Phase I of the soccer/lacrosse complex involved construction of a FieldTurf artificial playing surface, seating for 500 spectators, press box, restrooms, and a concession stand. Phase 2 of the complex would provide additional locker rooms, athletic training space, and coaches' offices to accommodate a varsity lacrosse program for men and women. Estimates for the new space totals 12,920 ASF:

- 5,100 ASF for team support, strength training, and athletic training space.
- 5,040 ASF for team locker rooms, toilet rooms/showers and officials' locker rooms.
- 1,700 ASF for field support storage and maintenance equipment.
- 1,080 ASF for eight coaches' offices.

A preliminary cost estimate was \$10 million in 2011; this does not include escalation.

**Action Item 6:** Complete feasibility study and identify funding sources for Recreation Center.

The college has fully outgrown its athletic and recreational facilities in Junker Center and Erie Hall, a situation that has become a growing source of dissatisfaction for students. The Health and Wellness Center has likewise exhausted its available space to serve students. To address this concern, the college has initiated a feasibility study with Weber Murphy Fox, Inc. to explore the expansion and renovation of Erie Hall, the college's auxiliary gym constructed in 1952. This facility is outdated and in immediate need of renovation; it is located in a highly trafficked part of the campus, has convenient parking, and, with renovation, would dramatically improve the athletic and recreational programs and services offered to students on the Penn State Behrend campus.

The need for new recreational facilities has been identified as the number one priority by students in research conducted by the college's Student Facility Fee (SFF) committee. The SFF represents a potential source of funding for the building, potentially \$7 million. The feasibility study, which should be completed in the fall 2014 semester, will identify potential components of a new building, site limitations, and estimated cost of construction. In addition to SFF funds, the college has requested \$6.5 million in capital improvement funds for renovation of the facility.

The program statement for the study calls for a recreation center capable of supporting an enrollment of 5,500-6,000 students. The study will build on the work of a 2009 study prepared by Weber Murphy Fox, which determined that the facility proposed at that time as an addition to Reed Union Building would not have been large enough to support the current enrollment, let alone an enrollment of as many as 6,000 students.

The center would include, at a minimum, facilities for strength training activities; cardiovascular health; "studio" activities such as yoga, spinning, and Zumba; intramural activities including volleyball, basketball, and indoor soccer; and locker rooms. The renovated center might also serve as home to the track and field, baseball, and softball programs to include a training room, coaches' offices, locker room, and batting cages.

Given the serious overcrowding in Junker Center, this project is considered to be of immediate need. A proposed project schedule and budget will be available in fall 2014.

Strategy 5B: ***Promote longer-term space needs.***

**Action Item 1:** Continue planning and secure funding for Digital Media Arts and Technology Center.

The Digital Media Arts and Technology (DMAT) Center would be a multipurpose, state-of-the-art facility that integrates visual and performing arts with STEM disciplines and technologies. It would serve as the home of the School of Humanities and Social Sciences, housing faculty members now spread across campus. The DMAT Center would also be home to the college's Arts Administration major and Game Development offerings (currently a certificate and minor, with potential for a major) as well as a hub for new interdisciplinary majors in digital humanities, arts, and technologies, capitalizing on the exploding demand for individuals trained in blending the creative arts with science and technology.

In addition to general-purpose classroom and faculty member office space, the DMAT Center would feature advanced labs for digital music, digital media, graphics, and visual effects production. At the same time, the center would fill a longstanding void that exists at the college for practice and performance space for the traditional arts, including much-needed auditorium space. As much as possible, each common space of the center is conceived as having multiple purposes (e.g., the lobby as gallery space; the recital hall doubling as space for film classes and interactive digital/media groups).

A recent feasibility study identified the need for an 80,000-square-foot facility to house all of the identified program components. The DMAT Center would be a landmark building of the college, located prominently at the entrance to campus adjacent to and visible from the Bayfront Connector, a major traffic route in northwestern Pennsylvania, raising Penn State Behrend's profile in the region. The estimated cost for this new center is \$45 million.

**Action Item 2:** Continue planning and secure funding for Engineering and Industrial Partnership Center (Knowledge Park Building 6).

Central to Penn State Behrend's vision for the future is the creation of the open-laboratory environment, bringing industry and academia together to undertake vital, long-term research and development while providing students with relevant learning opportunities.

The Engineering and Industrial Partnership Center will allow for expansion of open-laboratory collaborations with industry (beyond space in the new AMIC building, which it is anticipated, will be at capacity within five to seven years) and will enable growth in engineering at the undergraduate and graduate levels. The center would feature open-laboratory pods for industry-academic collaborations in such areas as manufacturing and automation, nano-commercialization, materials science, digital science and technology, and security. The college anticipates securing four "keystone" corporate tenants for the center. These companies would have staff located permanently at the center to conduct research in collaboration with faculty members and students. It is anticipated that numerous other corporate tenants would also use the center for periodic research projects.

**Action Item 3:** Explore the creation of an international cultures center within Reed Union Building.

The population of international students at the college has increased nearly five-fold from fall 2011 to fall 2014 (68 to an estimated 300), exacerbating a shortage of student service space in Reed Union Building. The Educational Equity and Diversity Programs office will require additional space for international student support services. A 7,500-square-foot addition to the Reed Building would provide a gathering place for international students and a focal point for student support services and programs that emphasize cross-cultural exchanges. The scope and program of the proposed center will be refined for the next capital improvement funding cycle.

## TRANSFORMATIVE STRATEGY 6

### INCREASE THE IMPACT OF PHILANTHROPY ON THE SUPPORT OF SCHOLARSHIPS AND OTHER STRATEGIC INITIATIVES OF THE COLLEGE.

Through the Office of Development and Alumni Relations, the academic and administrative leadership of Penn State Behrend will work to secure resources to support the strategic direction of the college, achieve individual identified unit goals, and participate in the identification, cultivation, solicitation, and stewardship of prospects and donors.

Strategy 6A: ***Increase engagement of alumni, friends, corporations, foundations, volunteers, and other stakeholders in philanthropy that aligns with the college's strategic initiatives.***

**Action Item 1:** Share and engage external stakeholders in the vision for Penn State Behrend through strategic committees that support key college initiatives. (Current committees include those examining advanced manufacturing; digital media, arts, and technology; lifelong learning/workforce development; student scholarships; and athletic facilities.)

**Action Item 2:** Evaluate target audiences to identify underrepresented and outlying alumni and donor groups for potential new events or programs.

**Action Item 3:** Improve engagement of the college's alumni volunteer base.

**Action Item 4:** Identify new ways to measure the satisfaction and involvement of external constituents.

Strategy 6B: ***Secure and strengthen revenue streams.***

The action items addressed in this strategy target those areas that may currently have the greatest potential for growth. The college will nurture the upward trend of already well-established revenue streams using a donor- and member-centric approach in philanthropy and engagement efforts, identifying and cultivating new donors with significant potential to support the college. To meet the college's strategic goals, the Office of Development and Alumni Relations will aim to generate more revenue across the college as well as in core areas of leadership annual giving, parent giving, foundation giving, major gifts, and principal gifts.



**Action Item 1:** Develop and implement a new campaign plan that includes staff and budgetary requirements, predicated on goals established in Penn State Behrend's 2014/15-2018/19 strategic plan. Establish unit-naming and strategic gift opportunities, identify prospects, and develop cultivation and solicitation plans.

**Action Item 2:** Increase total private gift support with an emphasis on the following:

- Increased major gift proposal success (\$100,000-plus).
- Securing five principal gifts (\$5 million-plus) by end FY2019.
- Increasing foundation giving by 25 percent by end FY2019.
- Implementing a parents' giving program focusing on \$1 million-plus prospects.

**Action Item 3:** Assist the college's Council of Fellows Committees in raising funds for the proposed \$45 million Digital Media Arts and Technology Center, the \$10 million Soccer/Lacrosse Complex Phase II, the Advanced Manufacturing initiative, and scholarship support for other initiatives.

**Action Item 4:** Advocate for deeper involvement in the Annual Fund Drive and work to create a solicitation and gift upgrade plan that delivers at least a 1-2 percent increase in alumni annual giving each year. Use the Mary Behrend Monument paver campaign and senior class gift donation as pipelines for annual giving, as they offer a more college-specific connection to Behrend alumni.

**Action Item 5:** Enhance the goal-setting process by moving to three-year planning horizon by FY2016.

**Action Item 6:** Work with academic units to enhance diversity-related programming, highlight this work to potential donors and alumni in strategic markets, and provide fundraising expertise to generate diversity-related philanthropic revenues.

**Action Item 7:** Develop and promote annual growth in sponsorship within college units with particular attention to athletics.

**Action Item 8:** Work with Pennsylvania corporations to secure greater support for outreach programs through the Educational Improvement Tax Credit Program.

**Strategy 6C: *Serve as a trusted and credible source of communication that informs and responds to alumni, donor, and friend stakeholders.***

**Action Item 1:** Secure Behrend representation on a Division of Development and Alumni Relations (DDAR) Core Communications Council and a broader Communication Working Group to develop messaging, establish priorities, and ensure effective implementation of a development and alumni communication plan.

**Action Item 2:** Use and share with key external stakeholders and affiliate groups primary college themes, messages, and content.

**Action Item 3:** Develop and implement a college development communications plan. Incorporate college alumni survey results.

**Action Item 4:** Develop appropriate metrics to measure the college's development communication impact.

Strategy 6D: ***Recruit, retain, develop, and reward a diverse, collaborative, and talented workforce and pool of volunteers.***

**Action 1:** Provide professional development and educational materials to unit leaders, volunteers, alumni, faculty and staff members, and Council of Fellows members.

**Action 2:** Strengthen the Council of Fellows volunteer committees to help the college implement assigned initiatives.

**Action 3:** Implement an Alumni Admissions Ambassador program.

Strategy 6E: ***Serve as effective and efficient stewards of our relationships and resources.*** Stewardship of relationships, from first interaction on, involves three essential activities: providing relevant information about the college and University, responding to constituents' concerns, and sharing with alumni/donors the impact of their generosity and involvement.

**Action Item 1:** Develop stewardship plan for each constituent audience to include stewardship roles and activities for the appropriate college leaders.

**Action Item 2:** Work with college unit leaders on their formal endowment spending plans for all active endowments.

**Action Item 3:** Connect all administrators of endowment spending to a unit stewardship plan to ensure proper impact is being reported regularly.

**Action Item 4:** Interact with alumni boards to engage their volunteers and train them to leverage their events and alumni interaction for stewardship purposes.

## **TRANSFORMATIVE STRATEGY 7**

**STRENGTHEN THE COLLEGE'S CORE COMPETENCIES AND IMPACT ON THE CAMPUS COMMUNITY, REGIONAL ECONOMY, AND UNIVERSITY THROUGH STRATEGIC COLLABORATIONS WITH KEY ORGANIZATIONS.**

The college will leverage its long history of collaboration with organizations internal and external to the University to create collective core competencies related to social, economic, and intellectual development.

Strategy 7A: ***Actively expand online and hybrid courses and programs locally and globally.***

**Action Item 1:** Collaborate with World Campus to develop online programs with expanded regional, national, and international audiences. Collaborating with World Campus and

Global Programs to deliver online and hybrid courses and programs may also provide an entry path for students to pursue residential programs at the campuses. A significant challenge with international students is the lack of preparation for study abroad. Online and hybrid course offerings could ameliorate this challenge and establish a Penn State presence abroad that might also expand study abroad opportunities for U.S. students. Coincident with this scenario is delivery of programs internationally. Online delivery in many countries is not possible without some presence within the country and some degree of face-to-face learning. Jointly establishing a presence internationally could grow opportunities for online delivery, facilitate study abroad, and better prepare students at the campuses for transition.

**Action Item 2:** Collaborate with World Campus to convert MOOCs into credit-bearing courses. Few universities have the potential resources to convert MOOCs into credit-bearing offerings, given the high numbers of students and low completion rates. Penn State's campus system offers a unique opportunity to tie master teachers with discussion and testing sections at local campuses. This could grow to offerings in which the campuses would be part of a team of faculty members teaching students globally.

**Action Item 3:** Collaborate with the University's western campuses to offer flexible online and hybrid coursework and programs that strengthen curricular offerings and enhance student recruitment and retention. Partnering across the campuses will enable students to take courses toward majors not necessarily offered at those campuses because critical mass is insufficient for local resident instruction; it will also enable them to take gateway courses that lead to majors at other campuses.

**Action Item 4:** Expand on the college's current portfolio of sixty-plus online and hybrid courses/programs to extend geographic and programmatic reach, e.g., as with the Finance major and minor being introduced in fall 2014.

**Action Item 5:** Restructure the Intercollege MBA and MPM programs, significantly growing enrollment in both programs.

**Action Item 6:** Increase online course offerings during the summer sessions to attract students from a broader geographic area, other institutions, and those working full-time.

**Action Item 7:** Develop online or hybrid courses or programs that address time and travel impediments faced by working adults, athletes, commuters, international/immigrant students, and other populations.

**Action Item 8:** Develop a set of practices, processes, and support services that guide the selection and development of new courses and programs to be created or converted to online or hybrid format.

**Action Item 9:** Create a set of professional development tools/resources to prepare faculty members for teaching in online or hybrid formats.

Strategy 7B: ***Leverage the Penn State system to collaborate with research institutes/labs on University-wide initiatives, such as the focus on water-related research and resources, and to enhance basic research support, furthering the open-laboratory model and emphasizing grant funding.***

**Action Item 1:** Establish satellite operations of the University's Materials Research Institute (MRI) and Applied Research Laboratory (ARL) in Knowledge Park to increase the University's industrial and applied research impact.

**Action item 2:** Pursue large competitive grant opportunities with research partners and institutes in the Penn State system that advance open-laboratory research in areas such as advanced materials, additive manufacturing, and cybersecurity.

**Action Item 3:** Incorporate college resources into the University's "Water at Penn State" initiative. Include programs such as Pennsylvania Sea Grant and the college's new Environmental Science major.

Strategy 7C: ***Combine the strengths of the Penn State system, and particularly the University's western campuses, with the 2 + 2 "hub" potential of Penn State Behrend to retain more students within the Penn State system.***

**Action Item 1:** Recruit as one University, eliminating recruitment barriers, especially for unique programs.

**Action Item 2:** Promote additional 2 + 2, 3 + 1, and 3 + 2 IUG programs across the Commonwealth Campuses and University Park, and map pathways for degree completion by regions.

**Action Item 3:** Develop collaborative recruiting logistics with Penn State Behrend and the University's western campuses of Fayette, The Eberly Campus; DuBois, Greater Allegheny; Beaver; New Kensington; and Shenango. The approach would include coordinated marketing and promotion; targeted direct mail marketing based on student characteristics gleaned from SAT databases that incorporate characteristics such as intended housing status, distance from home, and college-size preference; select college fair attendance; joint high school visits; and increased knowledge of campus programs among faculty members and staff of all campuses involved.

**Action Item 4:** Develop a cost-sharing approach for transfers between the campuses that results in retaining greater numbers of students within Penn State. A proposed preliminary approach would involve per capita cost sharing of \$1,000 per student. The base would be determined by a three-year average of students who enroll at the receiving campus from each participating campus.

**Action Item 5:** Form clusters and develop strategic connections between faculty members at Penn State Behrend and the University's other western campuses to encourage more students to complete their degrees within the system; this initiative might involve establishing intercampus faculty mentors, providing seed grants for faculty-member research collaboration, and collaboration in undergraduate research. Clusters around

energy, data analytics and security, digital media and arts, and advanced materials and manufacturing appear most relevant.

**Action Item 6:** Encourage collaboration among campuses to expand curricular opportunities and increased local and national visibility. Preliminary approaches could include intra-University affiliation agreements, the use of distance technologies and World Campus to leverage individual campus strengths/faculty expertise across the University's western campuses and World Campus, and joint degree programs. Specific course/program needs would be determined through relationships and interactions among campus academic and registrar functions.

**Action Item 7:** Award scholarships to students entering the Schreyer Honor's College through the sophomore gate from other Penn State campuses.

**Action Item 8:** In collaboration with the Center for Lifelong Learning at Penn State Behrend, develop theme-based certificates that leverage general education courses that will be attractive to current and future students, parents, and employers and aid in the understanding and appreciation of general education requirements.

Strategy 7D: ***Collaborate University-wide and specifically, within the University's western campuses, to develop additional core competencies.***

**Action Item 1:** Pool resources to create a robust international program.

**Action Item 2:** Create a joint strategy based on cluster formation for regional economic development that shares best practices, models the modern land-grant mission, and engages students in active learning. Initial clusters would be formed around energy, data analytics and security, digital media and arts, and advanced materials and manufacturing.

Strategy 7E: ***Coordinate regional activities with other resource organizations to address collectively the economic, social, and intellectual health of the community.***

**Action Item 1:** Foster the University and college's collaborative relationship with DevelopErie and its subsidiary corporation, the Greater Erie Industrial Development Corporation. This includes the further development of Knowledge Park, DevelopErie board memberships, and cooperation with other technology development projects.

**Action Item 2:** Refine and strengthen the college's collaborative relationships with regional technology economic development organizations such as the Industrial Resource Center of Northwest Pennsylvania, Ben Franklin Technology Center of Central and Northern Pennsylvania, and Technology Council of Northwest Pennsylvania.

**Action Item 3:** Expand relationships with organizations that provide technology development funding such as the Industrial Resource Center of Northwest Pennsylvania, Ben Franklin Technology Center of Central and Northern Pennsylvania, Erie Innovation Fund, and numerous other early-stage and angel investors.

**Action Item 4:** Further develop the college's English Language Learning programs to meet the needs of community-based organizations such as The International Institute of Erie, the Hispanic-American Council, and The Pennsylvania International Academy. These programs will include components for writing, listening/speaking, reading and culture/conversation, will expedite the student transition to college.

**Action Item 5:** Coordinate and expand support to outreach centers related to healthy youth development and anti-bullying, encouraging greater collaboration with community-based organizations and furthering the college's strengths in these areas of critical community need.

**Action Item 6:** Participate in the Council of University Presidents Blue Print, which includes collaboration to identify new industries that strengthen emerging technology areas and generate opportunity for the region, accelerating collaboration broadly to promote an improved quality of life across all Erie communities, and establishing the Erie Regional Education and Training Consortium. The leaders of Penn State Behrend, Gannon University, Mercyhurst University, and Edinboro University of Pennsylvania are participating members of this council.

### 3. DISCUSSION OF PLANS, PROGRESS & INITIATIVES IN LEARNING OUTCOMES ASSESSMENT

In 2012-13, the leaders of the college's bachelor's degree programs completed the University-prescribed template for every degree program. Nineteen reports were composed and forwarded to the Administrative Council on Undergraduate Education (ACUE).

The ACUE Assessment Coordinating Committee received data collection plans in 2013. The committee evaluated plans to identify strengths and weaknesses for the fundamental purpose of program-level assessment: collecting evidence of student learning. Documents were evaluated using a three-tiered ranking: *exemplary* for the strongest plans, *acceptable* with revisions for those with clear strengths and opportunities for improvement, and *developing* for those plans that need revision prior to the collection of additional data.

Currently, Penn State Behrend's senior director of enrollment management is coordinating the updating of plans for each of the college's disciplines. The table below details progress on each plan. Longer-term, coordination of learning outcomes assessment will be part of the responsibility of the college's new associate director of institutional research and assessment. This individual will help ensure that the faculty members have sufficient assistance and guidance in data collection, evaluation, and program improvement.

PROGRAM	ACUE RATING	PLAN UPDATED
Arts Administration	NA (new)	Data Collection Plan Only
Biology	exemplary	
Business (all majors)	developing	Yes
Chemistry	TBD	
Communication	acceptable	Working University-wide
Computer Engineering	acceptable	
Computer Science	acceptable	
Creative Writing	developing	Yes
Childhood and Early Adolescent Education	NA (new)	Data Collection Plan Only
Electrical and Computer Engineering Technology	acceptable	
Electrical Engineering	acceptable	
English	acceptable	Yes
History	acceptable	Yes
Industrial Engineering	NA (new)	
Mathematics	acceptable	Yes
Mechanical Engineering	developing	
Mechanical Engineering Technology	acceptable	
Physics	acceptable	
Plastics Engineering Technology	acceptable	
Political Science	developing	
Psychology	developing	Yes
Science	acceptable	Yes
Software Engineering	acceptable	

#### **4. DIVERSITY PLANNING – PROGRESS IN SEVEN CHALLENGES**

##### ***INTRODUCTION***

The following plan provides an update on each of the seven challenges to foster diversity at Penn State Behrend and plans through the 2018-19 academic year. Elements of this plan are also captured throughout the college's strategic plan.

##### **Challenge #1: DEVELOPING A SHARED AND INCLUSIVE UNDERSTANDING OF DIVERSITY**

Penn State Behrend believes that a liberal education should prepare students for a lifetime of professional success and intellectual engagement in a pluralistic society and global environment. Diversity is a key element of this liberal education, and it must be a fundamental part of any student's educational experience. The college's definition of diversity has been modified based on feedback from the 2010-15 plan and reads as follows:

###### ***Penn State Behrend Definition of Diversity***

*The college is committed to the principle of equitable treatment of all individuals. At Behrend, we are dedicated to providing an inclusive campus environment reflective of contemporary society. We acknowledge that while individuals are distinguished by myriad visually perceived characteristics and capabilities, we demand that no one should be defined or narrowly perceived by these factors. Our commitment to diversity insists that individuals be appreciated through their actions and beliefs, and not by their association with a particular cultural group. Institutions of higher learning should be models of inclusiveness for society.*

*The college also affirms its belief that diversity has a critical role in a liberal education. A college campus provides a unique intellectual environment for individuals with different experiences, backgrounds, and values to interact. An institution that embraces diversity facilitates discourse by providing all of its members with opportunities to examine new and unique ideas. Only through the open exchange of different beliefs, experiences, and values can individuals develop the important critical thinking skills that will serve them throughout their lives. This type of liberal education allows students and faculty members to create and share knowledge in a safe, accepting, and nurturing environment. The breadth of opinions and experiences that the members of our academic community share results in a richer education for all.*

This detailed definition has been disseminated throughout the campus and appears on the college website, in the *Teaching Handbook for New Faculty Members*, and in many other print and electronic forms.

Chancellor Donald Birx has offered his thoughts on diversity on the Chancellor's Office web pages, asserting that Penn State Behrend is a "laboratory for ideas, and the more backgrounds, opinions, and perspectives that can be brought to bear, the better the ideas and the greater the learning. We ask students to investigate new worlds and to look at familiar problems from fresh perspectives."

The college will continue to refine ways to highlight public awareness of our definition of diversity through our web presence and other means. We will also continue to pursue activities, programs, and initiatives that follow the principles in the college definition of diversity, which will be tracked by the college's Institutional Equity and Diversity Committee (IEDC).



Specific steps the college has undertaken in support of Challenge 1 include:

- Changing the name of the Educational Equity and Campus Environment Committee to that of the Institutional Equity and Diversity Committee (IEDC) to reflect its true purpose.
- Restructuring the membership of the IEDC to represent the college community more broadly.
- Creation of a new, more comprehensive website for diversity resources for specific cultural groups, including American Indian, African American, Asian American, European American, Hispanic Latino/Chicano American, Multi-racial/Ethnic, Middle Eastern American, individuals with disabilities, gay/lesbian/transgendered individuals, and women.
- Development of an IEDC website to address issues and questions for faculty and staff members.
- Greater promotion of multicultural/diversity events, incorporating them more fully into the college's master events calendar and utilizing the OrgSync student organization communication system.
- Presentation of workshops related to interacting with multilingual students, students with dyslexia, students with autism/Asperger syndrome, and veterans.

### **Challenge #2: CREATING A WELCOMING CAMPUS CLIMATE**

Penn State Behrend is committed to creating an inclusive campus, ensuring that all students, faculty members, staff, and visitors perceive their contributions to be valued and respected. Ongoing outreach by the college to underrepresented populations and to women is essential; it is both an ethical imperative and an important part of the college's strategic plan to enroll a more heterogeneous student body and to diversify the faculty and leadership ranks.

In the last strategic cycle, positive climate change was fostered in several important ways:

- In 2010, the IEDC conducted a climate survey of full- and part-time faculty members. While the survey noted many positive aspects of climate at Penn State Behrend, the IEDC's recommendations are and will continue to focus on ways to strengthen areas in which improvement is needed. Recommendations being explored and/or implemented include:
  - Increased emphasis in student orientation on the importance of classroom citizenship, the value of diversity, and the necessity of civility in and out of the classroom.
  - Continued training on best practices for interacting with students in mental/behavioral crisis and the availability of a formal resource listing of crisis services on campus.
  - Creation of more welcoming, family-friendly spaces on campus (e.g., the new lactation station and a new safer walkway along Jordan Road).
  - A "welcome wagon" process to assist new faculty members as they transition into the Behrend and larger communities.
  - Efforts to engage part-time faculty members.
  - Development of a process and timeframe for reporting progress on campus climate issues.
- A campus climate survey was also conducted among students, suggesting a number of areas for improvement. (Results of this survey are to be released following review by the IEDC this fall.)
- All new students now participate in a mandatory diversity session during "Welcome Week" (formerly New Student Orientation).
- The IEDC has organized "brown bag socials," giving faculty members from the college's academic schools an opportunity to meet and interact in an informal setting. In the upcoming year, the committee plans to include staff members in these events as well.
- The college has hosted various events for the internal and external community to learn and discuss various issues. These included: the 2<sup>nd</sup> annual Autism in Our Communities event; "PSU:

LGBTQ" (a two-day, University-wide conference featuring research and discussion on issues of gender and sexuality; week-long events celebrating Martin Luther King Jr. holiday; and others.

- The Behrend Liaison Committee to the Commission for Women holds well-attended lunches covering topics such as "Diversity in Aging: Considerations for the 21st Century," "Working with Immigrants: A Conversation with Sister Annette Marshall," and "Erie Women Making History."
- Student organizations hold cultural events that have included the *Asian Spring Festival* (Asian Student Organization), *African Odyssey* (African and Caribbean students), *A Night on the 8<sup>th</sup> Continent* (International Student Organization), and the Annual Harambee dinner (Multi-cultural Council).
- In the 2013-14 academic year, the college presented "STAND UP," a yearlong campaign that encouraged students to take a stand against sexual violence, dating violence, bullying, and substance abuse; and the "No Bullying" campaign to raise campus-wide awareness of the consequences of bullying behavior.
- Going forward, the Division of Student Affairs plans to promote greater campus awareness of the prevention of sexual violence, assault, and harassment through Welcome Week activities; and through training of resident assistants, first-year seminars, personal counseling staff, Health and Wellness Center peer educators, and Academic and Career Planning Center staff.
- The college also plans to promote awareness of the impact of students' digital footprint through a social media marketing campaign that challenges students to consider the consequences that posting uncivil or disrespectful content may have on others in the campus community and on themselves in terms of their career futures.

### Challenge #3: **RECRUITING AND RETAINING A DIVERSE STUDENT BODY**

Penn State Behrend remains committed to building on its success in attracting and retaining a diversified student body. The associate dean for academic affairs (ADAA) and the Enrollment Management Group (EMG) have college-wide oversight for this challenge. In the response to the *2004-2009 Diversity Plan*, reviewers noted that Penn State Behrend's Minority College Experience/Women in Science and Engineering program (MCE/WISE) was "clearly a signature program with demonstrated outcomes." Other educational efforts of the college that enhance the diversity of our student body include Math Options, the Office of Adult Students, and e-Link.

A key challenge for the college lies in increasing the number of female students. In fall 2010, females comprised 35.9 percent of the college's enrollment. Despite the addition of the four-year nursing program, female enrollment declined slightly to 34.7 percent for fall 2013.

To positively affect the enrollment of females, the college is:

- Using Zinch recruitment services for focused recruitment of females; increasing the pool of female prospects should result in a corresponding increase in applications and enrollments.
- Developing recruitment and marketing plans for new academic programs that will attract female students.
- Developing and hosting yield-enhancement programs specifically for female-offered students.
- Making a sustained effort to depict the Behrend female student experience in recruiting and marketing communications and materials.

An emphasis on recruitment of out-of-state and international students is likewise an essential strategy in the college's recruiting plan, including:

- Working in current areas of recruitment success such as India and the Middle Eastern countries of Jordan, Bahrain, Qatar, U.A.E., Kuwait, Oman, and Saudi Arabia, and targeting areas for possible expansion in Southeast Asia, including Vietnam, Thailand, Indonesia, and Malaysia.
- Pursuing recruitment in China, necessitating inclusion on the Chinese Ministry of Education list of approved post-secondary institutions.
- Emphasizing out-of-state recruitment, including New Jersey, Maryland, Virginia, District of Columbia, Florida, and targeted cities in Texas, Puerto Rico, and Southern California.
- Working with Athletics to develop niche markets based on athletic opportunities, e.g., Puerto Rico for volleyball and baseball players.
- Promoting the availability of English Language Learner programs.
- Scheduling campus visits by prospective minority students in conjunction with culturally diverse programs occurring on campus.

The college also continues to strategize on fund-raising efforts to attract students from underrepresented groups. Most recently, funding has been secured from the Taylor Family Foundation-Charlotte W. Newcombe Foundation to endow scholarships for students with disabilities, and grants have been obtained from Erie Insurance Foundation to support MCE/WSE and Math Options.

To serve the non-traditional adult student market as well as students at financial risk of dropping below full-time status, Penn State Behrend is currently assessing the feasibility of curricular flexibility in the form of half-semester courses and expanded night courses.

The Institutional Research Committee (IRC) has made progress in accessing data from the National Student Clearinghouse to assist the EMG in determining the most successful recruiting strategies. Plans to access data on students from female and underrepresented groups who applied to Behrend and did not accept their admission offers are underway. The data will inform EMG about which institution a student ultimately attended and the choice of major (where possible) of the non-attendees.

In the retention area, the most definitive moves have been in the creation of two new positions and hiring of individuals specifically tasked with addressing the needs, issues, and challenges of high-risk students, including those of color.

- A retention coordinator who works as part of EMG monitors and implements student retention initiatives. The coordinator is charged with assessing the academic progress of at-risk students and providing the support, guidance, and connection to resources to help them meet their unique challenges to academic success.
- An assistant director of the Office of Educational Equity and Diversity Programs coordinates the FastStart Behrend mentorship program aimed at students from diverse populations, advises student organizations and coordinates multicultural programming.

In the spring of 2014, the college completed a retention and graduation analysis for students of color with particular emphasis on tracking student retention at Behrend. Highlights from the analysis suggest that while the college has improved first-year student of color retention, there is much work to be done to retain more students of color and international students. Strategies to address the results include:

- Making housing available to international, out-of-state, and other students during times when residences halls would typically be closed.
- Providing academic support in the form of study skills seminars and advising workshops.

- Providing financial counseling and an early warning system to identify students at academic risk.
- Coordinating lunch/mentoring sessions with faculty members.
- Identifying and promoting internship opportunities for international students.
- Creating multi-language web pages for parents of international students.
- Promoting English Language Learning coursework and support programs.

The college’s retention efforts are bolstered by the Office of Educational Equity and Diversity Programs, which presents a wide range of diversity-related student services and provides mentoring and leadership to student organizations. Efforts include:

- FastStart Behrend, which matches students from diverse populations with faculty/staff members and student mentors or “friends.”
- English Language Learning mentors.
- Comprehensive disability services coordinated by the college’s disability specialist.
- The Multicultural Resource Center, which is a repository for diversity-related materials.

Eleven different student groups also provide programs and support for historically underrepresented populations. In the past two years, two groups in particular (women’s rights advocates Women Today and the LGBT alliance, Trigon) have resurged in membership and involvement. Also established and thriving since the last strategic planning period is the Muslim Student Association.

**Challenge #4: RECRUITING AND RETAINING A DIVERSE WORKFORCE**

Creating and maintaining a diverse workforce is vital to Penn State Behrend in meeting its mission of preparing students for success in an increasingly global environment and in establishing the college as a vibrant force in the lives of students, faculty members, staff, and friends of the college. The college is undertaking initiatives to increase the number of faculty members who are female and/or members of historically underrepresented groups. The college is also working to provide high-quality mentoring and professional development opportunities for a diverse faculty and staff. Changes in the college’s faculty diversity since 2003 are included in the table below:

Category	2003	2014	Change
Female	26%	35.7%	+ 9.7%
Male	74%	64.3%	
Non-White	9.8%	15.2%	+ 5.4%
White	90.2%	84.8%	

**Recruitment of Diverse Faculty:** To assure diversity on faculty search committees, the college has created and follows a Behrend College administrative procedure (BCF18 Diversity and Faculty Searches). According to procedure, all tenure-track faculty searches must meet, at a minimum, the following requirements:

- All position advertisements must indicate that the college is interested in faculty members who have experience and success in working with diverse students.
- All search committees should consist of at least five faculty members and must include at least one senior faculty member from an underrepresented group (defined as tenured female faculty member or faculty member of color).

- If no senior faculty member from an underrepresented group is available, a senior female faculty member or a senior faculty member of color from another school should be appointed.
- Before a search committee is appointed, names of potential members must be submitted to the Chancellor's Office for review and approval.
- If a search committee does not identify a female applicant or a person of color on its short list, the vita of the highest ranked female and the highest ranked person of color in the pool must be forwarded to the Chancellor's Office for review. This must occur before any candidates are invited for interviews.
- These procedural items are also requirements for all fixed-term multi-year appointments, except:
- The faculty member from an underrepresented group on the search committee does not need to be senior; and
- The search committee needs to have a minimum of three members.

The IEDC has also developed best practices for conducting and assessing faculty searches. The recommended procedure is as follows:

After a faculty member search committee has selected candidates to interview, but before candidates are officially invited to interview on campus, the IEDC will review the activities and procedures of the committee to ensure that the college's guidelines with respect to Educational Equity (diversity and affirmative action) have been followed. The activities and items to be evaluated include:

- diversity of the search committee;
- diversity training of the committee;
- diversity of the pool of invited candidates;
- diversity of the applicant pool in terms of women and minority candidates;
- efforts to increase the diversity of the applicant pool if the pool was clearly not diverse.

If the IEDC determines that the college's guidelines have been followed, the ADAA will approve the selected candidates for campus interviews and will incorporate additional considerations such as:

- diversity of faculty members in the current program, including diversity at all academic ranks;
- diversity of the faculty members in the academic field nationally;
- the effort of the committee to achieve equity in the search pool;
- the recent history of the program and school in regard to meeting educational equity in faculty member searches.

If the ADAA is not satisfied that the college's guidelines have been adequately followed, the school director and possibly IEDC will make a recommendation about whether interviewing of candidates should proceed or not. If the Chancellor or designee believes that Educational Equity policies were not followed, the search committee should be informed that they will not receive approval to invite candidates for interviews until the guidelines are met.

**Mentoring Faculty Members:** Toward the goal of supporting high-quality mentoring and professional development opportunities for the faculty, the IEDC is developing best practices for conducting and assessing such mentoring. A subcommittee has reviewed current practices within each of the schools of the college and is now developing guidelines to provide uniformed procedures across the schools that will also allow each to adjust practices per their school culture.

The college has also created and follows a procedure regarding the mentoring of tenure-track faculty members in their first year. Behrend College Administrative Procedure BSF7 (Assignment of Mentors for New Tenure-Track Faculty Members) describes the rationale and process for assigning mentors to new tenure-track faculty members. The procedure allows for matching of new tenure-track faculty members with mentors one of three ways to be determined by each academic school: assignment by the school director, selection of a mentor by the new faculty member, or assignment by program chairs. The mentors are expected to be available to discuss such issues as teaching progress and methods, research direction and expectations, time management, and involvement in outreach and service.

**Mentoring Staff:** To support high-quality mentoring and professional development opportunities for staff members, the Chancellor's Office has created a Staff Development Committee charged with identifying and implementing an ongoing series of staff development programs. These programs reflect a mix of professional and personal development sessions. Two-day Staff Development Days are offered during the spring break and during Thanksgiving week with other programs offered throughout the year.

A Behrend College Administrative Procedure (BCM15 - Assignment of Mentors for New Staff Members) has been developed. The specific mentor-mentee team defines the details of the mentoring relationship, such as the length of the relationship and timing of meetings. The procedure confirms the following parameters:

- The college's Staff Development Committee periodically solicits volunteers to serve as mentors.
- The college's Human Resources Office has incorporated the mentoring process into the New Staff Orientation Checklist that is used during the hiring process.
- Human Resources staff encourages new hires to consider assignment of a mentor, using the list of volunteers as a guide and consulting with the Staff Development Committee when necessary to determine an appropriate fit.
- The Staff Development Committee periodically solicits feedback from mentors and mentees regarding the effectiveness of the mentoring process and any suggestions for modification.

Activities may include campus tours, informal meetings, introductions to other staff members, clarification of items in the *Penn State Behrend Staff Handbook*, attendance at speaker series or other college functions, building a network of contacts, and suggesting staff development programming. Mentors can also provide advice related to specific job responsibilities, work-related issues, career planning, professional development, and involvement in University and college activities.

#### **Challenge #5: DEVELOPING A CURRICULUM THAT FOSTERS U.S. AND INTERNATIONAL CULTURAL COMPETENCIES**

In 2012, the English program replaced its Literature option with an option in Literature, Film, and Culture. This revised option better prepares students for graduate programs and careers in which cultural awareness and digital proficiency are essential. The new program also emphasizes the role that gender studies has come to play within the practice of English studies. Faculty members incorporated

three Women's Studies courses into the additional selections and believe this may encourage students to pursue the Women's Studies minor as well. New courses in film, web writing, performance, and aesthetics will enhance students' appreciation of cultural context, narrative and rhetoric and will strengthen their analytic writing and critical thinking skills. These courses also emphasize the international nature of English as a field.

The interdisciplinary Arts Administration program, developed in 2012, aims to produce capable arts administrators, managers, and entrepreneurs with both aesthetic sensibilities and business acumen. The program was designed to provide a broad exposure to American and international arts. Students must take a multi-course module in theater, music or visual art. Within these modules are mandatory courses in world and non-Western perspectives. Coursework in digital media, statistics, business marketing, and event planning provide students with a well-rounded education that will help them become partners in a collaborative artistic process.

The History major has not undergone revision since 1988. In the last decade, the college has added faculty members in non-Western history, U.S. cultural history/American studies, and anthropology. These additions have allowed for expansion of course offerings, more opportunities for interdisciplinary study, and greater emphasis on non-Western history. Reflecting the changed composition and expertise of the faculty, the Behrend history major will be revised to offer more diverse, internationally oriented courses. Changes to the program will include offering more supporting courses, requiring non-Western coursework, and including select American studies and anthropology classes as electives.

The School of Humanities and Social Sciences has also developed several certificate programs in recent years, including those in Asian studies, Middle Eastern studies, and global awareness. In addition to the required language sequence in Chinese, French, German, and Spanish, our foreign language faculty members offer courses in composition and conversation, normally taken by a small number of students, as well as classes in French, German, Iberian, and Latin American culture and civilization, taught in English to attract a larger audience. They also offer a minor in Spanish and are looking into the possibility of introducing additional language minors.

As noted earlier, the history program is being broadened to increase non-Western and intercultural course offerings in general education. To advance this goal, it is imperative that the college hire tenure-track teacher-scholars in history with expertise in non-Western history and culture, specifically Asia, Africa, Middle East, and Latin America.

To increase diversity in its program, political science would like to hire one specialist each in Latin American politics and African politics. These areas overlap with the needs of history, and joint appointments should be considered.

Additional curricular initiatives of a cultural diversity nature include an Education Abroad summer program in Canada, a study trip to Washington, D.C., an annual trip by BIOL 499 (IL) students to Costa Rica, and yearly courses with embedded trips to Spain and Italy. In summer 2012, PSYCH 497 included an embedded trip to South Africa, which included participation in an international psychology conference. Psychology faculty members anticipate offering similar experiences to students in the future.

#### Challenge #6: **DIVERSIFYING UNIVERSITY LEADERSHIP AND MANAGEMENT**

Penn State Behrend is committed to creating a leadership team rich in varied perspectives and backgrounds and has made modest progress in recent efforts to diversify the college's leadership. Currently, two members of the college's senior leadership are female—the Interim Associate Dean for Academic Affairs and the Assistant Director for Academic Administration representing 25% of the senior academic staff, compared to none in the previous planning period. One of the college's four school directors is a person of color.

The college has maintained the number of female academic affairs leaders in the following units: Admissions, the Registrar's office, Academic and Career Planning Center, Community and Workforce Programs, the Center for Teaching Initiatives, the Learning Resource Center, and the office of Adult Students. There was also no change in the Student Affairs leadership as the directors of the Health and Wellness Center, Student Activities, and the Child Care Center are all women as is the associate director of Student Affairs. Other prominent administrative units within the college that are led by women include the Office of Development and Alumni Relations and the Bursar/Finance Office.

In 2014, the college will search to fill the position of director of the School of Science, and in 2015, will permanently fill the associate dean for academic affairs vacancy. The college continues to follow recruiting guidelines likely to result in a diverse pool of candidates. The positions will be advertised in journals directed at individuals from historically underrepresented groups, and the search committees will be representative of a wide range of demographic groups. The director of Educational Equity and Diversity Programs will consult with each search committee and serve in an advisory capacity.

#### Challenge #7: **COORDINATING ORGANIZATIONAL CHANGE TO SUPPORT OUR DIVERSITY GOALS**

In response to feedback to the 2006 update to the College Diversity Strategic plan and as a result of the 2007 Campus Climate Survey, the college disbanded its longstanding diversity committee and established the IEDC. More recently, in 2013, this committee was revised to be more inclusive of all members of the campus community. The committee's charge reflects the priorities of the *Framework to Foster Diversity at Penn State*: (1) "to recommend and evaluate strategies and policies related to enhancing diversity and improving the campus climate on campus," and (2) "to provide advice and counsel on the college's Strategic Plan for Diversity as it relates to the seven-point University-wide framework for diversity." Recent projects of the committee have included developing guidelines for faculty membership, working with the campus' Office of Operations to establish a lactation room for breastfeeding mothers on campus and working with students on "Unity Day," a campus-wide event to promote mutual respect and amity.

The Behrend Liaison Committee to the University's Commission for Women (CFW) has revitalized its mission and membership. The CFW is charged with: a) supporting and disseminating the work of the University's Commission for Women; (b) identifying and advocating women's issues; (c) developing and implementing educational programs on women's issues; and (d) acting as a resource and referral/information source for women. Participation in the Behrend CFW is stronger than ever and includes representation from all four schools and from both faculty and staff members.

The CFW's annual programs include:

- A Diversity Luncheon, which brings together faculty members, staff members, students and alumni on a rotating topic. Past speakers have addressed issues that included LGBTQ student concerns, Affirmative Action and workplace diversity, and mentoring programs for girls in rural areas.



- A Woman of Impact Award, a daylong celebration honoring the achievements of a female member of the Behrend community (past or present) and connecting her with students for mentoring purposes.
- Women's Issues programming, featuring speakers such as a videographer documenting sexual violence against women, and Women's History Month speakers who have discussed women's roles in the founding of the Erie community.
- Local philanthropic partnerships, working with student sororities to collect clothing for Dress for Success and raise funds for epilepsy awareness and prevention in honor of a former Behrend student.
- A Gender Conference, serving as a supporting sponsor of this annual daylong college conference, featuring panels, roundtable discussions, and creative performances attended by students, faculty members, and community members.

## 5. STRATEGIC PERFORMANCE INDICATORS STRUCTURED AROUND UNIT-LEVEL GOALS – 2013/15 – 2018/19

MEASURE	Baseline	Target	Target	Target	Target	Target
Headcounts	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Campus Headcount (Graduate, Undergraduate, Associate, Provisional, SU/FA)	4057	4188	4332	4438	4503	4586
World Campus Program Headcount (Online Graduate)	295	312	332	345	358	372
Total Enrollment Headcount	4352	4500	4664	4783	4861	4958
Graduate Student Headcount (RI)	114	132	147	153	162	168
International Student Headcount	187	298	313	328	345	362
Behrend Majors ≥ 05 Semester Headcount	1226	1235	1250	1265	1280	1295
Total Female Enrollment (%)	34.7%	35.0%	36.5%	38.0%	39.5%	41.0%
<b>Admissions</b>						
Freshmen Student Headcount (Baccalaureate, Associate, Provisional, SU/FA)	1125	1220	1232	1247	1262	1280
Behrend First Choice Freshmen Applications (SU/FA)	1846	1860	1890	1930	1950	1980
Behrend First Choice Freshmen Paid Accepts (SU/FA)	824	830	845	875	905	935
Average NS Evaluation Index Freshmen Offers (SU/FA)	2.987	3.005	3.01	3.01	3.015	3.02
Average NS Evaluation Index Freshmen Paid Accepts (SU/FA)	2.966	2.958	2.96	2.965	2.97	2.975
First-Year International Student Headcount	86	174	188	200	212	224
Change of Location to College Headcount	61	63	70	77	84	92
New Transfer Student Headcount	103	110	112	115	115	118
New Graduate Student Headcount	45	68	84	105	121	129
<b>Retention and Satisfaction</b>						
First-Year Retention Rate (%)	83.2	84.0	84.5	85.5	85.5	86.0
First-Year Cohort Retained in Behrend Majors ≥ 05 Semester (%) FA11 Reference	41.0	43.0	45.0	47.0	51.0	55.0
Six-Year Graduation Rate (%)	69.4	70.0	71.0	71.5	72.0	72.0
Change of Location to UP (Headcount)	309	350	400	415	420	426
Student Satisfaction with College (%)	91	92	93	94	95	95
Student Satisfaction with Quality of Academic Advising (%)	77	79	81	83	85	85
Student Satisfaction with Educational Experience (%)	72	75	78	80	82	85
Student Satisfaction with Faculty Members in Major (%)	93	95	95	95	95	95
<b>Educational Equity/Diversity</b>	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Minority Faculty Member Total (%)	15	16	16	17	17	18
Minority Tenured Faculty Member (%)	5	5	6	6	7	7
Minority Tenure Track Faculty Member (%)	6	6	7	7	8	9
Female Faculty Member (%)	36	36	37	37	38	38
Female Tenured Faculty Member (%)	7	7	7	8	8	8

<b>MEASURE</b>	<b>Baseline</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
Female Tenure Track Faculty Member (%)	6	7	8	8	9	10
Minority Staff (%)	7	7	8	8	9	9
Female Staff (%)	74	74	74	74	74	74
Minority Student – Includes International (%)	15.6	17.0	18.2	18.9	19.5	20.0
Female Student (%)	35	35	36	38	38	40
Six-Year Minority Student Graduation Rate (%)	35	37	37	39	39	41
Six-Year Female Student Graduation Rate (%)	69	70	70	70	71	71
<b>Alternative Course/Program Delivery Methods</b>						
Number of Courses Modified for Online or Hybrid Delivery	15	16	19	19	22	23
Number of Certificates, Minors, and Majors Modified for Online or Hybrid Delivery	6	7	7	7	7	7
Number of Courses Delivered in Online or Hybrid Format	127	130	135	140	150	155
Number of Students Enrolled in Courses Delivered in Online or Hybrid Format	2823	2850	2875	2900	2935	2975
<b>Research and Outreach</b>						
Research Expenditures (in millions)	\$4.92	\$6.00	\$7.00	\$8.00	\$9.00	\$10.00
% of Faculty Members Submitting Proposals	14%	15%	16%	17%	19%	20%
Number of Sponsored Proposals Submitted	57	62	66	70	74	74
% of Proposals Funded	59%	61%	63%	65%	67%	69%
Number of Technology Disclosures & Patents	3	4	4	5	5	6
Undergraduate Research Expenditures	\$321,775	\$325,000	\$330,000	\$332,000	\$334,000	\$340,000
<b>Knowledge Park</b>						
Number of Knowledge Park Tenants	21	22	23	27	29	31
% of Knowledge Park Tenants engaged w/University	85%	86%	87%	92%	93%	95%
Number of Knowledge Park Employees	495	510	520	540	560	570
<b>K-12</b>						
Number of K-12 Outreach Events	90	95	100	105	110	115
Number of Students Participating in K-12 Outreach Events	8,600	8,750	8,900	9,050	9,200	9,350
Number of Students who Matriculate PSB who participated in K-12 Outreach Event(s)	NEW					
<b>Facilities Available and Usage</b>						
Assignable Classroom Space Per Student FTE (square feet)	10.8	10.5	12.9	12.5	12.1	11.8
Total E&G Space Per Student FTE (square feet)	134.9	130.8	132.6	127.7	123.7	121.8
Assignable Faculty Office Space Per FTE (square feet)	134.2	139.5	162.3	155.1	150.5	148.8

<b>Finance/Development</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Endowment Value (in millions)	\$50.97	\$51.50	\$53.50	\$55.50	\$58.00	\$59.97

<b>Finance/Development</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Total Student Scholarships (in millions)	<b>\$74.85</b>	<b>\$76.50</b>	<b>\$78.50</b>	<b>\$80.50</b>	<b>\$84.50</b>	<b>\$89.85</b>
Internal Student Scholarships	<b>144</b>	<b>149</b>	<b>155</b>	<b>161</b>	<b>166</b>	<b>171</b>
New Scholarship Funds/Endowments	<b>9</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>Student Activities/Athletics</b>						
Number of NCAA Athletic Programs	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>24</b>
AMCC Cup Standing	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Number of Student Organizations	<b>116</b>	<b>116</b>	<b>120</b>	<b>122</b>	<b>122</b>	<b>125</b>

## 6. CORE COUNCIL FOLLOW UP

### Undergraduate Enrollment Strategies

Recommendation 1: ***The college should study graduation rates and develop strategies to increase overall six-year graduation rates and, in particular, the graduation rates for students who remain at Penn State Behrend to complete their degrees.***

**Response:** The college has taken strategic steps to address the loss of students, particularly after the first year, by hiring a retention coordinator who began in January 2012 and making investments in tutoring, academic counseling, and English Language Learning courses for international students.

Recommendation 2: ***Review of the aggregate of the Commonwealth Campuses that each campus, in consultation with the Vice President for Commonwealth Campuses (VPCC), drive appropriate strategic initiatives to maximize the use of each student access point, control change-of-campus movement to UP, while fostering more campus-to-campus among Commonwealth Campuses, and increase the number of advanced standing transfer students through articulation agreements and active communications with prospective students.***

**Response:** Initial steps the college is already undertaking include the development of marketing and recruitment materials, increased cooperation of the DUS staff at the campuses, and better communication among the faculty members. The college is also investing more significantly in online and hybrid course development, which will support a student's academic progress at the campuses. An advanced standing admissions counselor visits all of the University's western campuses at least twice each academic year, and the college offers change-of-campus scholarships for students from the western campuses to Penn State Behrend.

Recommendation 3: ***Enable seamless transitions [between change-of-campus students] through concerted local efforts in academic advising and the assurance of college leadership that the necessary academic services are in place to facilitate student transitions.***

**Response:** In fall 2011, the college convened a committee to evaluate current practices in admissions, transition, and advising of change-of-campus and advanced standing students. This group recommended several changes that were implemented beginning in the fall of 2012. Some of the changes include: increasing the information for prospective change-of-campus and advanced standing students on the college website; increasing follow-up communication to offered/PDACC advanced standing students and approved change-of-campus students; creating orientation and mentoring programs specifically for change-of-campus and advanced standing students; and hiring an assistant director of educational equity who works with students from under-represented groups on transition-to-college issues, engagement, and retention.

Recommendation 4: ***Develop program articulations with community colleges, in consultation with the offices of the VPCC and Vice President for Undergraduate Education (VPDUE), and the implementation of dual advising practices (e.g. a "best practice" of Penn State Harrisburg and Harrisburg Area Community College) to facilitate a seamless transfer process.***

**Response:** The college currently has two articulation agreements with community colleges: engineering with Butler County Community College and biology with Jamestown Community College (JCC). We are continuing to work on agreements with JCC for all our business majors, our RN to BS program, and eventually all Penn State Behrend majors. In consultation with the appropriate service area campus, the college would like to develop articulation agreements with other community colleges in southwestern Pennsylvania. Scholarship funds will be set aside for students transferring to the college from articulated programs.

Recommendation 5: ***The college should renew attention (time and human resources) to those [3+2] relationships that show promise, and abandon the others.***

**Response:** Penn State Behrend currently has several students in the following accelerated 3+4 programs:

- Dentistry in conjunction with Temple University.
- Primary care in partnership with Lake Erie College of Osteopathic Medicine (LECOM). (Four students have already completed this program.)
- Optometry in conjunction with The Ohio State University.
- Pharmacy in conjunction with The State University of New York at Buffalo.
- An early assurance with Penn State Hershey College of Medicine.

A committee has been formed to oversee all aspects of the college's pre-health program; among the committee's charges are to assess the future of our accelerated programs. The committee has begun to work with admissions to modify the current marketing approach to these programs and to identify future improvements. In addition, the director of the School of Science is working with the Office of Development to explore financial avenues such as scholarships and other forms of aid to make these programs more attractive to students. The goal is to fill each of these programs each year. Sufficient time (2-3 years) will be necessary to see the effects of the above-mentioned changes, after which the programs will be reevaluated.

## **Graduate Enrollment Strategies**

Recommendation 1: ***Explore the development of targeted IUG programs for select majors, e.g., B.S. in Accounting/MBA and consider "3+2" or "4+1" arrangements with other campuses in consultation with the graduate school. In addition, exploration of additional select graduate programming based on market demand and demonstrated existing strengths is recommended.***

**Response:** Penn State Behrend offers a 4+1 MBA program to its students as well as graduates of the Bachelor of Science in Business (BSB) degree offered by seventeen Commonwealth Campuses, the World Campus, and other colleges and universities. At the same time, the college has collaborated with Penn State New Kensington, Beaver, and Greater Allegheny to offer a hybrid version of the MBA in Cranberry Township at the Regional Learning Alliance. The first two cohorts of students began their classes in fall 2012 and the fall 2013. We successfully transferred the Masters of Manufacturing Management program from the Smeal College of Business and the College of Engineering at University Park to Behrend's School of Engineering and Black School of Business. The first cohort of students began taking courses in the program effective summer 2014.

Over the past year, the college has also been developing an MA in Psychology in conjunction with Penn State Harrisburg that would include a 4+1 program appealing to students interested in counseling or clinical careers. In addition, prospectuses have been submitted for 4+1 IUG programs in chemistry and math with Behrend's residential MBA program.

In addition to external marketing efforts, the college undertakes numerous activities to communicate graduate degree information with other units of the University:

- E-mail communications, postcards, marketing materials, and digital signage art (e-boards) are shared with each campus to promote the program, upcoming information sessions, and GMAT workshops.
- Contacts in a range of units at each campus (e.g., Chancellors, Career Services, Academic Deans, Alumni Offices) receive information about the program and admissions events.
- Students with 85-plus credits attending Beaver, DuBois, Greater Allegheny, and New Kensington regularly receive information about grad offerings and information sessions. GMAT workshops arranged by Penn State New Kensington's Continuing Education department are routinely promoted in conjunction with graduate program marketing.

### **Consolidation of Administrative Infrastructure**

**Recommendation 1: *Greater shared administrative infrastructure among Commonwealth Campuses, as is done with University Park colleges, to capitalize on opportunities for increased efficiency and quality of services. The Core Council recommends that the Behrend leadership, in collaboration with colleagues at other campuses, work expeditiously (by Spring 2012) to develop an analysis of the potential for shared infrastructure with expectations for increased use of technology, assessments of campus experience and capacity, and opportunities to be realized through natural attrition of faculty and staff.***

**Response:** The college successfully launched the Penn State Behrend MBA in Cranberry Township as detailed above. Admissions and Marketing Communications has produced a joint Behrend-Shenango recruitment brochure to promote the advantages of obtaining a Penn State degree close to home in northwestern Pennsylvania. Penn State Behrend generates approximately \$5 million in funded research annually and can provide its sister campuses with advice and expertise in increasing their research activity. As certain staff positions become open at the smaller campuses, Penn State Behrend offices can assist with some functions currently performed at those campuses.

### **Program Performance, Collaboration, and New Program Development**

**Recommendation 1: *The following are identified as low-enrolled majors and recommended for phase out (closure) or initiatives to increase enrollment with the expectation that actions will be realized by summer 2012.***

- **Phase out B.S. in Business, Liberal Arts and Science (BLASC)**  
**Response:** The BLASC major will be discontinued effective spring 2016.
- **Phase out B.A. in Economics (ECNS)**  
**Response:** The B.A. in Economics (ECNS) program has virtually no marginal cost to the college or University and its removal would not eliminate faculty positions or reduce course offerings (all of the courses in the program are also required for the B.S. in Economics

[BECON]). The flexible nature of the B.A. program also allows students, under the supervision of a faculty member, to develop a curriculum that better addresses their career interests. Therefore, we wish to retain the ECNS major.

- **Phase out the B.S. in Physics (PHYBD)**

**Response:** We believe that the physics major and its growth are crucial to the college, and wish to retain the program. Physics is a keystone major with advanced-level offerings that are essential to the college's development of high-demand, cross-disciplinary science and engineering programs. We have presented a prospectus to simplify the major by eliminating the computational physics option.

- **Phase out the B.A. in Science (SCNCE)**

**Response:** A prospectus to phase out this major has been presented to the Administrative Committee on Undergraduate Education (ACUE) and a proposal to phase it out is in preparation.

- **Phase out the AENGT in Plastics Engineering Technology (2PLET)**

**Response:** A proposal to phase out the major was presented to ACUE and a proposal to phase out the major is being prepared.

- **Monitor enrollment and assess viability of the B.S. in Computer Science**

**Response:** The Computer Science major was moved from the School of Science to the School of Engineering, effective January 1, 2012. It is a part of a new, joint Computer Science and Software Engineering (CSSE) department. This merger allows for the consolidation of several similar courses and eliminates duplication. The collective faculty members subsequently developed a new certificate in Video Game Design introduced in fall 2011 and a minor is approved for fall 2014. We believe that this will help to attract students into the major and increase enrollments in computer science. We have already taken a number of steps to improve enrollments in computer science and our goal of 20 upper division students by 2013 was achieved and maintained through spring 2014.

- **Monitor enrollment in the B.S. in Secondary Education Mathematics**

**Response:** We took strategic steps to increase enrollment in this major. We believe the program grew slowly partly because we were unable to retain a faculty member with the requisite background in math education. We subsequently hired a tenure-track faculty member in mathematics education based on the belief that such a hire would lend stability to the program and allow it to grow faster. Thus far, however, the secondary education in mathematics program has shown no evidence of enrollment growth since 2012. We will monitor enrollment in the major for the next two to three years and then decide if it should be continued or phased out.

**Recommendation 2: *Make strategic investments in select new programming and program collaboration:***

**Response:** The college has undertaken several new initiatives:

- B.A. in Arts Administration that began Fall 2012.
- B.S. in Industrial Engineering that began Fall 2013.
- B.S. in Finance through World Campus to begin Fall 2014.
- B.S. in Environmental Science to begin Fall 2015.



- Curricular proposal to be submitted to offer a B.A. in Digital Media, Arts, and Technology to begin Fall 2015.
- Management major converted to a Project Management and Supply Chain Management major.
- Continuing conversations about revising several majors to make them more appealing to career-oriented students: B.A. and B.S. in Psychology, B.A. in Communication, and B.S. in Management Information Systems.
- Prospectuses to offer IUG programs in Math and Chemistry with the Black School of Business MBA program submitted for review Spring 2014.

See Section 2 above for detail on graduate enrollment strategies.

**Recommendation 3: *Invest, insofar as possible, in tenure-line and multiyear faculty appointments to support new program development and realign credit hour production more toward delivery by standing faculty.***

**Response:** The college has created the following new standing positions in the 2012-13 and 2013-14 academic years:

- Tenure-line sociology to support revisions to the B.A. and B.S. in Psychology to focus more on clinical work and counseling.
- FTM in clinical psychology to support the revisions of the B.A. and B.S. in Psychology to focus more on clinical work and counseling.
- Two tenure-line positions in industrial engineering to support the new program.
- FTM in interactive media to develop offerings in game development and computer animation.
- Tenure-line in accounting to allow us to offer additional upper-level classes and support students who intend to pursue the MBA or Master of Professional Accounting.
- Tenure-line in mathematics education.
- Tenure-line in environmental sciences to support the program to launch in fall 2105.
- Tenure-line and FTM in finance to support delivery of the BS in Finance through World Campus.

**Recommendation 4: *Collaborate with campuses in the west, with the goal of sharing courses and programs, and faculty resources.***

**Response:** Penn State Behrend's chancellor and associate dean for academic affairs began collaborating with counterparts at the University's seven western Pennsylvania campuses to develop initiatives and procedures to pool University resources. These conversations have resulted in several tangible and additional potential results:

- **Extended MBA in Cranberry Township:** We have partnered with Penn State Beaver, Greater Allegheny, and New Kensington to offer a hybrid version of our MBA degree. The first cohort of students started classes in fall 2012 and a second was added in the fall 2013. Thus far, four faculty members, at least one from each of the other campuses, have taught in the program. In addition, there has been excellent cooperation among the campuses in terms of admissions, marketing, and logistics support.

- **Joint marketing materials with Penn State Shenango:** The directors of enrollment management and marketing communication at Behrend and Shenango have developed an admissions brochure aimed at students who start at Shenango and either remain there all four years or change campuses to Penn State Behrend for the junior or senior year. We anticipate that these materials will provide a template for future marketing materials for students who wish to remain in western Pennsylvania for their full Penn State careers.
- **Joint recruiting opportunities:** Members of the admissions staff at the eight Penn State West campuses have agreed to work together to present the array of degrees offered.

Recommendation 3: ***Build increased faculty capacity in online, hybrid, or blended program delivery, providing greater opportunities for engagement in program ventures with World Campus and other campuses and colleges.***

**Response:** The college's Center for Teaching Initiatives and the Center for eLearning Initiatives are collaborating to support the development of additional online courses and programs. Our instructional design team has recently updated all courses for the Master of Project Management (MPM) program delivered through World Campus; developed all MBA courses for delivery through a blended format to students taking courses at the Regional Learning Alliance (RLA) in Cranberry Township, Pennsylvania; and developed all courses for a Finance-related certificate, minor, and major to be delivered through World Campus. Our instructional designers have collaborated with their counterparts at other Penn State campuses in the Pittsburgh region to support the extended MBA in Cranberry Township. We also award grants to faculty members creating online classes for these programs.

Recommendation 4: ***Conduct a thorough case review, by the Behrend leadership, in consultation with OVPCC, to reduce extreme or outlying practices regarding course release and supplemental II compensation.***

**Response:** The Chancellor's Office carefully reviews and approves all course releases. The associate dean for academic affairs reviewed all practices to ensure that there is equitable treatment across the college. The four schools reviewed their administrative structures to reduce the number of course releases. In the Black School of Business, for example, small programs (e.g., MIS, International Business, and Integrated Business with Engineering Studies) have been assigned to a single chair rather than to separate chairs. With reexamination of providing course releases to faculty members who serve on the Faculty Senate and Graduate Council, it was decided to continue these releases due to the extra time required to attend meetings at University Park. All supplemental II requests are reviewed by the associate dean for academic affairs and senior associate dean. We identified one academic program that routinely assigned multiple course overloads to faculty members receiving course releases for service activities, and this situation has been addressed. Over the next three years the college will transition into a flat supplemental pay scale for supplemental II contracts, and this change should result in substantial savings. Finally, the associate dean for academic affairs revised practices for approving supplemental I contracts for low-enrolled summer classes starting in summer 2012.

## ***Reduction of Developmental Courses and First-Year Seminars***

Recommendation 1: ***Reduce resources devoted to developmental courses at the Commonwealth Campuses, provided replacement activities and approaches are developed that will help students succeed in their chosen programs.***

**Response:** Students enrolled in remedial education need individualized instruction, and often lack the motivation required for online, self-paced education. The strategies below address these issues.

The Center for Lifelong Learning, with guidance from the Enrollment Management Task Force, created a basic skills summer course beginning in summer 2012. The program, which targets admitted students whose records demonstrate a skills gap in writing and math proficiency, provides individualized instruction in a small class of approximately twenty students. Recently, we expanded the program to include adult students interested in enrolling at the University, but in need of developmental assistance.

The School of Science and School of Humanities and Social Sciences will investigate potential alternative delivery methods for offering MATH 004 and ENGL 004, respectively. A group of faculty and staff stakeholders will evaluate options to condense the current offerings or implement individualized adaptive learning solutions. The group will explore:

- evidence-based design approaches like the six models outlined by [thencat.org](http://thencat.org);
- emerging technology solutions like Knewton, Pearson MyLab series, and ALEKS;
- strategies for partnering with the college's Learning Resource Center (LRC).

The School of Science has already offered and is continuing to develop a hybrid version of MATH 021 utilizing software to support student learning. The best practices and methods developed from this initiative will be reviewed to identify potential revisions to MATH 004 or other MATH offerings. School leadership is interested in University-wide solutions for reducing developmental math offerings, but current enrollments make it difficult to warrant a substantial investment in solutions requiring new technology. In addition, the mathematics faculty is wary of using hybrid courses for students who have been identified as deficient in math; as such, we are taking a slow methodical approach to the development of these courses to ensure they are suitable for these students.

The coordinator of composition programs and the chair of the English program have recommended the following strategies to assist students facing academic challenges in the ENGL sequence:

- Support the college's program in which individual LRC tutors are "attached" to particular sections of ENGL 015. In this program, the tutors attend select class meetings, develop a relationship with the faculty member and the students-in-need, and help students individually with course assignments. The challenge to full implementation of this strategy has been identifying enough tutors to provide support.
- Consider making visits to the college's LRC mandatory for under-prepared writers. We must keep in mind that this approach may tax the LRC's staff and hours, so new tutors may need to be hired and/or staff hours extended.

Recommendation 2: ***Eliminate separate one-credit first-year seminar (FYS) courses.***

**Response:** In spring 2012, the associate dean for academic affairs charged the college's Faculty Council to address this recommendation. The college's 2009 First-Year Seminar Plan described the majority of FYS courses at Behrend as consisting of 1 credit stand-alone courses with others linked to 3-credit courses. A smaller number of courses, mostly in science and engineering, were offered as 3- or 4-credit courses carrying an S designation. Faculty discussions in 2012 concluded that some additional faculty in other schools wished to teach 3-credit FYS courses, and when staffing and program needs allows, this format is now being offered. However, for both curricular and planning reasons, some 1-credit FYS courses have continued to be offered. The effectiveness of the first-year seminars in different formats will be monitored as a part of the overall strategy for curricular assessment and retention.

### **Reduction of Under-Enrolled Sections**

Recommendation: ***Continue efforts to monitor and limit under-enrolled sections with the goal of reducing under-enrolled sections to between five and six percent.***

**Response:** The interim dean for academic affairs worked with the school directors to improve scheduling efficiency by reducing low-enrolled sections and encouraging consolidation of multiple sections where more sections were offered than needed. This process was undertaken in connection with reviews of fixed-term contract renewals, requests for replacement of tenure-line faculty positions, and requests for new positions. Although we have not yet reached the goal of between 5 and 6 percent, it should be noted that Penn State Behrend, with 12.7 percent under-enrolled sections, has the third-lowest percentage among twenty-one Penn State campuses and the second-lowest percentage of under-enrolled sections among the five Commonwealth Colleges per the 2014 report.

### **Global Programs**

Recommendation 1: ***Penn State Behrend, as a residential campus college appears to provide essential support services and has a critical mass of students; nevertheless the Core Council recommends that college leadership participate in an initial assessment in 2011, in conjunction with the next admissions cycle, and in periodic maintenance reviews (five-year) cycles based on new or revised quality indicators. The Core Council fully endorses revised, systematic approaches to inter-institutional relationships with international universities; the Core Council also submits that Behrend should benefit from the front-end consultation inherent in the guidelines.***

**Response:** The college's approach to inter-institutional relationships with international universities began in 2012, when college leadership presented a prospectus for an agreement for a program with Ningbo Institute of Technology, Zhejiang University (NIT) in engineering. Although our recruiting in China has increased and additional opportunities are being explored, no formal agreements have yet been developed.

Admissions staff has visited India, Jordan, Kuwait, U.A.E. (Abu Dhabi and Dubai), Bahrain, and Qatar. In 2014-15, the staff will visit the same countries as well as Shanghai China, Bangladesh, Vietnam, Thailand, and Indonesia.

Recommendation 2: ***The Core Council recommends that the college leadership work with the Office of Global Programs to facilitate an increase in both the number of visiting Fulbright scholars and awards to Penn State scholars.***

**Response:** In the 2011-12 academic year, the college hosted scholar-in-residence Dr. Lili Zhang of China. Dr. Zhang taught courses in Chinese culture, sociology, and women's studies.

The college's Learning Resource Center conducts systematic outreach to potential U.S. Fulbright scholar candidates and holds informational workshops for faculty members each semester. To date, five faculty members have been awarded Fulbright grants for research across the world.

Chancellor Donald Birx traveled to China in 2012 and 2013. The objectives of both trips included an effort to establish academic links with Chinese universities.

In 2012 and 2014, Dr. Richard Li Hua of China was a visiting professor at the college, guest-lectured to faculty members and students, taught an MBA course, and served as a consultant to the college on establishing academic relationships with Chinese universities.

The college's efforts to recruit more international students have produced substantial results. In fall 2009, the Campus Enrollment Profile showed the college enrolled 58 international students representing 1.3 percent of total enrollment. In fall 2013, the number more than tripled to 187 international students representing 4.6 percent of total enrollment. Fall 2014 international student numbers are projected to exceed 300.

## **Outreach and Continuing Education**

Recommendations 1 and 2: ***(1) Center for Lifelong Learning engage in credit programming with proper oversight of the academic schools and central academic affairs, (2) A full scale evaluation of statewide CE, led by the VPCC and Vice President for Outreach, leading ultimately to a reconfiguration of the current organization with an emphasis on relevant credit programming, intercampus program planning, and revenue sharing to better serve broader population areas and generate net new revenue.***

**Response:** For ten years, credit programming for adult students was primarily a function of the Center for Adult Students at Penn State Behrend. Continuing Education (now Community and Workforce Programs) primarily operated as a non-credit unit delivering corporate training, workforce and professional development training, and youth programs. With the creation of the Center for Lifelong Learning (CLL), the leadership and staff are focused on supporting the development of credit programming and increasing new students to the campus through the execution of multiple initiatives:

- Analysis of current adult student surveys to identify student satisfaction, barriers to enrollment, degree progression, and areas for improvement in course delivery methods, transferability, service, and support.
- Creation of an academic readiness program that will attract new students who are considering college but have gaps in skills needed to be successful. The program will close these gaps with the goal of moving these students into degree-seeking status.
- Development of theme-based certificates that leverage general education course requirements.

- Exploration of the redesign of existing program/degree offerings for the adult student, (With the RN to BS in nursing degree, for example, the new accelerated hybrid course delivery format resulted in the redesign of both nursing and general education courses. In one semester, twelve new full-time students were added to the major.)
- Expansion of course development and technical support for faculty members to consider the development of new delivery models.
- Increase in credit enrollment through the development of certificates that provide focused training and expertise and improve employability.
- Creation of new classroom space (specifically, in Knowledge Park's Merwin Building) to accommodate classes delivered in different formats.

**Recommendation 3: *Integrate all of CLL's credit programming portfolio into the college's broader academic program planning and quality assurance processes. Align all non-credit CLL activities with Penn State's core mission and priorities.***

**Response:** Non-credit activity has historically been aligned with Penn State Behrend's mission and resources. The Plastics Training Academy (PTA), which brings plastics employees from all over the world for workshops and seminars, is an extension of the School of Engineering and uses plastics engineering faculty members and laboratories. Alumni and word-of-mouth marketing have contributed to the success of this academy. Other CWP programming has been the result of linking faculty member resources to the needs of the community and organizations; this includes corporate training in Six Sigma, Lean Manufacturing, project management, and Oracle ERP systems. The CLL also responds to our region's workforce skills gap, exacerbated by northwestern Pennsylvania's lack of a community college. Tapping into Penn State Behrend's strong resources in engineering, business, arts, sciences, and information technology, the CLL is positioned to improve workforce and economic conditions within the region. Toward this end, it will be necessary for CLL staff to:

- Carefully balance efforts in these areas to ensure a healthy income-expense ratio, given the small profit margin on non-credit activity.
- Seek grant funding to support non-credit activity.
- Develop a tracking method to document the number of youth participating in programs, such as Math Options and College for Kids, who matriculate into Penn State to evaluate the return on investment in resources required to deliver those programs.
- Collaborate with college leadership and faculty members on new non-credit programming opportunities.

**Recommendation 4: *Implement the programs and strategies identified by the Degree Completion Task Force to attract returning adult students to the college.***

- Response:** The college will explore several areas to attract net new adult learners:
- Admit adult learners under current practices (reviewing academic records on an individual basis) and use enrollment statuses of provisional and non-degree as initial enrollment categories.
  - Promote and enhance transition program that provides remedial composition and mathematics support.

- Provide academic modules of 6-18 credits for adults interested in developing marketable skills; where appropriate, use modules as the first step of a path leading to an associate and/or bachelor's degree.
- Elevate marketing efforts to illustrate Penn State Behrend's convenient, professional support services to attract location-bound adult students in northwestern Pennsylvania.
- Perform analysis of degrees completed and sought by the University's western campus adult students, and develop programs to enable degree completion online or in a blended format.
- Increase investment in programs that are offered entirely online. Establish a consistent offering pattern for online and hybrid courses and alternative course scheduling times to attract new students interested in degree completion.
- Develop programs and certificates that are congruent with Pennsylvania's high priority occupations. The majority of the occupations for northwestern Pennsylvania are skilled trade occupations. These programs/certificates may be transformed into skilled technical degrees that meet industry demand.

## 7. INFORMATION ON PRACTICES AND PROMOTION OF ETHICAL BEHAVIOR

Ethics Strategy 7A: ***Ensure that the college is committed to the highest standards of ethical behavior for all of its senior leadership, administrators, faculty members, staff, students, and other members of the college community.***

**Action Item 1:** Create an awareness and understanding of the policies, procedures, and other statements that provide guidance and set standards for appropriate ethical behavior by all members of the college community.

**Action Item 2:** Develop processes that track compliance with ethics policies by individuals doing business on behalf of the college including, but not limited to finance, fraud, theft of University assets, conflicts of interest, and misconduct or violations of University policy.

**Action Item 3:** Create an awareness of and promote the use of the University's system for reporting ethics violations, anonymously, via phone or website.

Strategy 7B: ***Ensure that University policies and guidelines for ethical behavior in research is being promoted and followed (modified from University's Research website).***

Penn State is committed to educating students and promoting research ethics within the University community. The need for research integrity crosses all disciplines and areas of focus. Regulations range from federal laws governing the conduct of scientific research to University and professional policies prohibiting falsification and plagiarism.

The immediate objectives of education and training in research ethics are to ensure compliance with legislation and regulations and to increase understanding of specific legislative guidelines among University faculty members, graduate and undergraduate students, and staff.

Beyond compliance, a number of other objectives are important, including:

- increasing understanding and judgment in applying the guidelines across a range of situations and potential participants, such as administrative staff and graduate assistants;
- promoting best practices in the conduct of research and scientific investigation;
- establishing a culture focused on what it means to be an ethical researcher.

The University promotes ethical behavior in research through three primary activities/offices:

**COINS:** The Conflict of Interest System for the University is used to electronically complete and submit significant financial interest disclosures on an annual and/or as-needed basis as required by Penn State's Disclosure and Management of Significant Financial Interests Policy (RA20).

**SARI:** The Scholarship and Research Integrity program provides full-time faculty members, graduate students, and undergraduate researchers with opportunities to identify, examine, and discuss ethical issues relevant to their disciplines. The University is leading the way in ensuring that researchers conduct their work with integrity and responsibility.



**ORP:** The Office for Research Protections ensures that research at the University is conducted in accordance with federal, state, and local regulations and guidelines that protect human participants, animals, students, and personnel involved with research. ORP also protects the integrity of research conducted at Penn State by offering education and training to faculty, staff, students, and the community; guiding and assisting researchers in managing real or perceived conflicts of interest; and supporting investigations and corrective actions related to non-compliance and misconduct.

***Strategy 7C: Enhance the campus climate for students, faculty, and staff that values civility, mutual respect, and care and concern for one another through greater awareness of the opportunities and resources available at both the college and university.***

**Action Item 1:** Create a coordinated communication plan that provides the campus community with information on the Behavioral Threat Management Team, its purpose, local membership, and how concerned members of the community may share information perceived as problematic.

**Action Item 2:** Create a poster to be displayed in every classroom that provides faculty members with resource information and contacts for students in distress. The poster will convey information from Personal Counseling, Student Affairs and Police Services that addresses varying levels of concerning behavior.

**Action Item 3:** Promote greater awareness of the multiple impacts that students' digital footprint may have on others and themselves. Via a social media marketing campaign, students will be challenged to consider the consequences of posting uncivil or disrespectful content on others in the campus community and how potential employers utilize social media searches in making hiring decisions. The campaign efforts will challenge students to post only that information that reflects well on them. Marketing Communication will monitor Twitter and other sites for civil posts and refer egregious cases (or potential violations of the Code of Conduct) to Student Affairs.

**Action Item 4:** Coordinate campus-wide events that promote the civil and ethical treatment of all members of the campus community (e.g., "No Bullying" and "STAND UP" campaigns developed by the Health and Wellness Center. "STAND UP" was a yearlong grass roots campaign that encouraged students to take a stand against sexual violence, dating violence, bullying and substance abuse and demonstrate their individual and collective support for integrity, respect, courage, tolerance, diversity and self. The "No Bullying" campaign raised campus-wide awareness of the negative implications of bullying behavior.

**Action Item 5:** Promote greater campus awareness of the prevention of sexual violence, sexual assault, and gender-based or sexual harassment through multiple points of contact including Welcome Week activities, residence life training of resident assistants, first-year seminars, personal counseling staff, Health and Wellness Center peer educators, the Academic and Career Planning Center, and other outlets.

## **8. DISCUSSION OF HOW THE COLLEGE IS CONTRIBUTING TOWARD PENN STATE'S GOALS FOR SUSTAINABILITY**

Today's universities are increasingly responsible for the environmental and societal impacts of their decisions. While many student groups have worked toward sustainability as a goal through discrete projects and initiatives, their efforts have had limited success, are potentially duplicative, and are frequently fleeting; once a leader graduates, the movement tends to quickly diminish.

Penn State Behrend's initiatives have begun to establish a vibrant culture of sustainability. These initiatives have focused on the University's sustainability values of expanding the land-grant mission, creating global citizens, fostering good stewardship and good business, and embracing the living laboratory concept. The college's sustainability plan is intended to bring relevant initiatives together in a strategic way to introduce long-lasting change and promote a sustainable culture on campus. It will provide institutional memory and efforts that generate lasting results. This plan embraces a joint commitment from students, faculty members, staff members, and local residents to design, implement, adapt and teach new approaches to address issues of equity, economy, and ecology—the three pillars of sustainability.

### **Background and State of Sustainability at Penn State Behrend**

The college has developed and implemented the majority of its sustainability strategies through a part-time sustainability coordinator who works under the leadership of the Senior Associate Dean for Research and Outreach and COO. To date, the sustainability coordinator has been contracted to spend 50 percent effort on sustainability issues and 50 percent effort as an academic lecturer. With potential seed funding from the University and external grants, the college may expand this position to full time on a trial basis. Efforts in several categories are underway to maintain or expand the college's sustainability initiatives in teaching and learning, research, outreach, and operations. Where possible, this plan seeks to integrate the principles of a living laboratory, including sustainability, educational design, place, scale, ability to endure, collaboration, and evaluation/improvement.

The leadership, faculty and staff of Penn State Behrend value the University's land-grant history and mission, reflected locally in the college's beautiful 854-acre campus and inspired by the Behrend family legacy of its original 400-acre estate. Activities are regenerative and designed to be applicable to other contexts and locations. Sustainability Incentive Fund projects, outreach projects and materials, and teaching events are being documented to share through workshops, e-mail, and the website. Projects include the engagement of students and/or cross-unit collaboration in facets of the University where student input and innovation have traditionally been excluded. Collaborative action strengthens partnerships among academics, outreach, physical plant, housing and food, residence life, the local community, and other Penn State campuses.

Initiatives engage students from multiple disciplines and encourage participation among departments. Students and faculty members work together to provide holistic solutions to problems. The Sustainability Leadership Committee brings together Penn State Behrend's academic schools to create and strengthen a minor in sustainability. Curricular changes attract/retain students and faculty members with a commitment to sustainability. Programs encourage lifelong behavior changes in students, and have resulted in a significant waste reduction and recovery of recyclable

materials on campus. Furthermore, a wealth of on-campus and community-based programs benefit from monitoring and evaluation. Campus efforts, including those by the Senior Associate Dean and COO, the sustainability coordinator, several committees, and numerous faculty and staff members working in collaboration, have resulted in the following strategies that will be expanded, refined, and re-evaluated over time.

The overarching goal is to help the campus and surrounding community understand, embrace, and engage in the interconnections of economy, society, and environment, so that a culture of sustainability is nurtured.

**Strategy 8A: Increase staff and student employee resources devoted to advancing sustainability initiatives.**

**Action Item 1:** Expand part-time sustainability coordinator position to a full-time position in 2014, contingent on budget. Pilot full-time position for another year, funded by the college budget, to determine return on investment (ROI), and reevaluate for impact. Oversee the sustainability incentive fund and interns, manage sustainability budget, and write grants. The job description can serve as a template for other interested campuses.

**Action Item 2:** Develop a set of outreach guidelines and activities for sustainability internships. Use interns and student workers to coordinate, record, publicize, and document ongoing and new programs.

**Strategy 8B: Demonstrate ROI of sustainability initiatives.**

**Action Item 1:** Develop the ability to measure sustainability ROI related to the integration of the social, economic, and environmental returns through an ROI scorecard (based on the University Sustainability Strategic Plan).

**Action Item 2:** Strengthen sustainability leadership minor, increasing the number of student participants and courses evaluated through the Sustainability Tracking Rating and Assessment System (STARS) program.

**Action Item 3:** Create, in collaboration with other campuses, a sustainability program coordinator certificate through the college's Office of Community and Workforce Programs.

**Action Item 3:** Make projects replicable and transferrable (student, faculty member, staff member, administrator, or community-driven). Document and share Best Management Practices (BMPs) with other campuses.

**Strategy 8C: Increase campus and community awareness of and engagement in sustainability issues.**

**Action Item 1:** Document and detail steps and strategies to serve as Best Management Practice materials for multi-campus use.

**Action Item 2:** Create and air, via Penn State Behrend radio station, sustainability public service announcements, with the help of the students in the Sustainability 200 course.

**Action Item 3:** Connect students to local and University sustainability options through the Greener Behrend website and Green Minutes (including topics such as energy savings and usage, electronics, and chemicals in hygienic /cosmetic products).

**Action Item 4:** Create interactive Arboretum Map and provide student-guided walking tours of the Arboretum.

**Action Item 5:** Publicize and expand research.

**Action Item 6:** Create a sustainability incentive fund for students that reinforce the importance of sustainability as an interdisciplinary endeavor, strengthen the sustainability leadership minor, and help change the culture of sustainability on campus.

**Action Item 7:** Work on previously successful projects (e.g., composting, and recycling workshops, battery recycling program, trash to treasure sale, urban birds' program) with numerous collaborators.

**Strategy 8D: Teaching and Learning: Integrate sustainability concepts further into curricula.**

**Action Item 1:** Offer the sustainability foundation course every semester and the sustainability minor beginning fall 2014.

**Action Item 2:** Develop and oversee academic capstone projects.

**Action Item 3:** Promote University Park sustainability professional development webinars to faculty and staff members.

**Action Item 4:** Highlight faculty initiatives in newsletters and other promotional materials.

**Action Item 5:** Promote and increase sustainability topics in existing college courses (48 to date) and newly created sustainability-related courses.

**Action Item 6:** Support the School of Humanities and Social Sciences' environmental writer speaker program and Earth's Eye Writing Festival.

**Strategy 8E: Use physical campus resources to advance sustainability initiatives.**

**Action Item 1:** Evaluate, expand, and refine strategies to reduce food waste and conduct composting activities through the campus dining hall and the Higher Education Food Challenge, U.S. Environmental Protection Agency, Pennsylvania Environmental Resource Consortium (PERC), Waste Management, Dream Machines, and Erie City Mission.

**Action Item 2:** Coordinate mass transit efforts with Operations and Student Activities, including the Erie Metro Transit Authority campus bus shuttle and free bus service throughout Erie.

**Action Item 3:** Install additional rain/pollination gardens on campus, incorporating best management practices (BMPs) to study storm water amounts and quality; allocate signage to the rain gardens to demonstrate structure/function of gardens and way stations.

**Action Item 4:** Demonstrate green roof and living wall project collaborations between the college and the University Park Green Roof Center.

**Action Item 6:** Conduct classes and workshops in Wintergreen Gorge and the trail system. (e.g., geology, biology, ecology, and creative writing)

**Action Item 7:** Oversee students in the Sustainability 200 course, working with operations director, to complete LEED Certification of Metzgar Center, issued for Leadership in Energy and Environmental Design; install signage highlighting sustainability in the building.

**Action Item 8:** Highlight more than 100 new trees planted on campus as partial completion of requirements to make Penn State Behrend a Tree Campus USA and promote the college's national recognition by the Arbor Day Foundation as a Tree Campus USA.

**Action Item 9:** Celebrate and promote the accredited Penn State Behrend Arboretum as recognized by the Morton Register for meeting professional standards of established Arboreta.

**Action Item 10:** Support energy conservation strategies involving electricity, natural gas, and water consumption in Smith Chapel, Dobbins Dining Hall, and the first-year residence halls.

**Action Item 11:** Work with Operations staff on campus/community bike trails and groups and the placement of recycling and cigarette waste receptacles on campus.

**Action Item 12:** Implement plans to place digital boards around campus that would broadcast sustainability pieces, such as the amount of energy generated by our turbine and how much food waste the college diverts from landfills.

## 9. CORRELATION OF STRATEGIC INITIATIVES TO BUDGET PLANNING AND ADJUSTMENTS

Penn State Behrend will address two major strategies related to the development of an appropriate budget model for the college and “right-sizing” the college’s expenses to fit its mission and revenue potential.

**Strategy 9A: Work with the Office of the Vice President for Commonwealth Campuses as it develops a budget model for the college that recognizes the breadth and depth of the college’s mission and the added expense required to fulfill that mission.**

**Action Item 1:** Identify the aspects of the college that add to its short- and long-term budgetary requirements, including:

- 854 acres and 55 buildings – a physical plant that requires substantial grounds and building maintenance and security.
- More than 4,500 students and associated laboratories, equipment, and instrumentation.
- Expanding need for technology lifecycle funding for technology classrooms and computer laboratories.
- 270 full-time faculty members and 328 full-time staff members.
- Knowledge Park, including five buildings, 100 acres, 500+ employees, and the 60,000-square-foot Advanced Manufacturing and Innovation Center currently under construction.
- Expanding sponsored research and outreach program, expected to surpass \$6 million in FY 2014-15.
- University-owned Early Learning Center with 19 part-time staff members, including 13 positions that may need to be converted to salaried/benefit positions to meet new national regulations.
- 30 percent of the Commonwealth Campus’ international student population necessitating additional housing, direct services, and ELL programming.
- 1,650 on-campus students.
- Plans to grow to 5,500 students, requiring investment in support services, physical plant and academic/recreation space.
- 22 NCAA Division III athletic programs.

**Action Item 2:** Support the efforts of the Budget Model Committee charged by the Vice President for Commonwealth Campuses and stand ready to work collaboratively to establish a new model for the college that will provide a sustainable budget.

**Strategy 9B: Identify and implement ways to “right-size” the college’s expenses to fit its mission and revenue potential.**

**Action Item 1:** The college leadership will continuously assess the mix and success of the college’s academic programs to ensure that student numbers in specific programs appropriately match faculty and other resources. They will use many of the following indicators to assess academic program expenses: number of majors per program, number of 400-level classes per program, number of options in a program, number of students per class with clear practices in place for minimum class size, credit-hour production, faculty

workload standards, number of faculty members per program, release time from teaching, and mix of faculty member category for each program (tenure track, fixed-term multiyear {temporary or permanent funding}, fixed-term I, or fixed-term II). The college will also identify ways to promote collaboration with other University units including the western campuses and World Campus. Collaboration between certain academic programs can lead to faculty member savings for the college.

Potential assessment results include reduction or increase in faculty resources per program, reallocation of faculty resources, reduction in options and 400-level classes for particular programs, and elimination or restructuring of programs.

Examples of actions completed and proposed:

- Reduction of faculty positions in disciplines with decreasing enrollments (savings of ~\$290,000).
- Delay of new program launch (savings of ~\$60,000).
- Unpaid leave (savings of ~\$61,000).
- Delay in permanent replacement of academic administrator (savings of ~\$100,000).
- Collaboration with World Campus (savings of ~\$140,000).

*Academic* goal for FY 2014-15 is cost savings of ~\$750,000.

**Action Item 2:** Continuously assess the college's operations to ensure that resources associated with each support unit are at an appropriate level.

College leadership will consider many of the following when determining ways to right-size expenses: structure of support units, resources versus needs within units, lifecycle funding for computer laboratories, combining of units to gain economies of scale, reallocation of resources among units, salary savings from retirements, elimination of outreach programs that are no longer supported internally or externally, and reallocation of positions to units based on the strategic plan.

Examples of actions completed and proposed:

- Replaced retiring directors of two large support units by creating associate director positions through internal promotion (savings ~\$132,000).
- Replaced retiring director of an outreach program with program-level staff member (savings ~ \$37,000).
- Reassigned staff member from downsized unit to replace departing staff member in another unit (savings ~\$40,000).
- Reduced several staff members' hours via HR88 (savings ~\$20,000).
- Reduced staff-heavy units by three positions (savings ~\$102,000).
- Eliminated part-time staff member position (savings ~\$20,000).

Staff goal for FY 2014-15 is cost savings of ~\$400,000.