Penn State shield logo with black text and blue shield

Unit Strategic Plan: Penn State Erie, The Behrend College

2014/2015 through 2018/2019

A more detailed version of this plan can be found at:

<http://psbehrend.psu.edu/about-the-college/college-strategy-1>



# Penn state behrend 2014/15 – 2018/19 STRATEGIC PLAN

## Plan Summary & Update

August 7, 2015

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### The Mission of Penn State Behrend

As a major academic college of Penn State, Penn State Behrend provides a student-centered learning environment to more than 4,300 students through more than forty programs of study at the undergraduate and graduate levels. The college leads the Commonwealth Campuses of Penn State in resident-instruction undergraduate enrollment (3,950 in FA14), on-campus housing spaces (more than 1,650), NCAA Division III athletic teams (22), student organizations (116), international student population (300 from 47 countries in FA14), and sponsored research ($5.5 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). The mission of the college is to:

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

### The Vision for Penn State Behrend

Penn State Behrend aspires to be a transformative college with an enrollment of more than 5,500 students (resident and online) and a reputation for high standards of academic excellence, translational research, and creative implementation of its strategies. This five-year plan reflects the college’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 college desires to be a:

* destination campus, known for innovative teaching, research, and outreach;
* transformative partner in the region and within the Penn State system;
* recognized model for an engaged 21st century land-grant educational institution.

Indicators of Penn State Behrend’s success as a transformative institution (by 2025) will be to:

* 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 Midwest regions, and nationally;
* increase enrollment to 5,500 students (on-campus and online) in the next phase of growth;
* meet recruitment/retention goals detailed in the college-specific Framework to Foster Diversity
* be a catalyst for collaboration among 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 a model for experiential learning (internships/co-ops, capstones, research, clinicals);
* realize improved student quality measured by student SAT scores, retention and graduation rates, and placement;
* be recognized for the excellence of our student-athletes and our athletic teams;
* reach $10 million in sponsored research funding annually;
* be a model for technology transfer with Knowledge Park, advanced facilities, and open labs;
* grow endowment to $100 million;
* have at least two of four schools named through gifts.

## **TRANSFORMATIVE GOAL 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 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. New and anticipated proposed programs include: bachelor’s degrees in biochemistry; digital media arts and technology; game design and development; interdisciplinary business and science; and polymer engineering and science, as well as master’s degrees in psychology and mechanical engineering. To realize Transformative Goal 1, the college will pursue these strategies:

**1A:** Engage the college community in identifying and adding bachelor’s degrees that serve emerging markets, with emphasis on interdisciplinary programs that also enhance critical thinking and communication skills.

**1B:** Engage the college community in identifying and adding graduate degrees that allow the college to expand its geographic reach and target key demographics, with emphasis on interdisciplinary programs.

**1C:** Take advantage of the college’s undergraduate and graduate degree programs to create integrated undergraduate/graduate (IUG) programs that enhance student career opportunities.

**1D:** Create interdisciplinary or otherwise distinctive certificates, options, minors, and concentrations that introduce career pathways and augment a student’s major or portfolio for the workforce or graduate school.

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

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

**1G:** Expand on a curriculum that fosters U.S. and international cultural competencies—integrating cultural/global awareness into coursework, offering internationally focused certificates, raising the visibility of international learning experiences, and supporting faculty members in developing exchanges.

**1H:** Heighten efforts to recruit and retain a diverse faculty and staff workforce that meets the college’s foremost mission of preparing students for success in an increasingly global environment—recruitment/retention that follows a comprehensive set of advertising, search, ranking, review, and mentoring processes as outlined in the college’s 2014/15–2018/19 Diversity Plan.

**1I:** Ensure that space and technology will support new and existing programs—upgrading and expanding computer science, digital music, language, television/radio, and other labs; ensuring technician and lab coordinator resources; and advocating for additional or reallocated space.

**1J:** Assess opportunities in health-related programs and the best approach to developing a core strength that builds on existing disciplines, a process that may involve changes to the college’s current configuration of academic schools.

## **TRANSFORMATIVE GOAL 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 lies in implementing an open-laboratory model that engages industry collaborators in research and advances engaged scholarship by students. Such scholarship is already strongly evident at Penn State Behrend; in research and outreach, the college has undertaken numerous initiatives to meet economic, technology, and community needs. With Knowledge Park presenting unique opportunities, the college has set its sights on doubling sponsored research to $10 million annually. To realize Transformative Goal 2, the college will pursue these strategies:

**2A: Undertake research that incorporates the open-lab model with applied and translational research/outreach to support business and industry, economic development, and community needs.** Potential areas of focus: advanced materials and manufacturing; data analytics and security; and digital media arts.

**2B:** **Ensure the capabilities and resources are in place to support research and outreach goals.** Strategies: (a) get more funding to seed research growth and faculty start-up packages; (b) gain greater local decision-making; (c) enhance grant and contract development support; (d) introduce greater flexibility in assigning faculty responsibilities and rewards; (e) recruit faculty members to support clustered expertise; (f) foster an environment of interdisciplinary scholarship; (g) improve coordination of industry engagement; (h) ensure sustainable outreach funding and staffing; (i) integrate funding of undergraduate research.

**2C:** **Ensure the capabilities and resources are in place to expand the college’s open-lab model.** Strategies: (a) improve faculty member participation in industry-funded research; (b) establish pilot lab space in the new Advanced Manufacturing and Innovation Center; (c) attract new companies and innovation centers to Knowledge Park; (d) hire professional research staff and additional technical support for faculty researchers.

**2D:** **Pursue associated research and outreach initiatives**. Strategies: (a) position the campus as an environment for entrepreneurial innovation; (b) establish a federally funded manufacturing research institute; (c) form partnerships with research institutes/labs [e.g., the University’s Materials Research Institute and Applied Research Laboratory]; (d) develop an infrastructure for interdisciplinary, multi-institutional research related to the Great Lakes [e.g., GIS, national security, Sea Grant].

**2E:** **Grow basic research programs, especially in the schools of Science and Humanities and Social Sciences.** Strategies: (a) provide seed funds for faculty members to conduct proof-of-concept work; (b) obtain federal and foundation grants to support research areas; (c) explore a natural and social science interschool venture; (d) broaden the college’s approach to grant seeking/writing;

(e) pursue grants to purchase common instrumentation to support multiple researchers.

**2F:** **Maintain and grow support for undergraduate research, a signature program of the college.** Strategies: (a) fund year-round grants; (b) refine the Undergraduate Research and Creative Accomplishment Conference; (c) support student [and faculty mentor] travel to conferences; (d) expand student capstone experiences.

**2G:** **Build on the college’s growing K-12 outreach initiatives.** Strategies: (a) form an umbrella center to coordinate all K-12 efforts; (b) continue existing community-related programs in a sustainable manner; (c) redirect the Penn State Educational Partnership Program [PEPP] to focus on recruitment of students while building a path to further education.

**2H:** **Support existing and create new applied research and outreach centers that address community and industry needs.** Strategies: (a) develop a long-range operating plan for the Economic Research Institute of Erie; (b) implement a leadership succession plan for the Susan Hirt Hagen Center for Community Outreach, Research, and Evaluation; (c) roll out the Prevention of Aggression Resource Center [PARC]; (d) support the creation of sustainable centers within and across the college’s four schools that have relevance to regional and University strengths.

**2I:** **Promote additional aspects of engaged scholarship that augment student education and experience with organizations and individuals outside the college community.** Strategies: (a) create a Resident Service Leader program; (b) increase coordination among student organizations through a Service Summit; (c) enhance learning opportunities for students in existing college facilities; (d) improve faculty and staff member participation in service events coordinated by student groups; (e) expand support to outreach centers related to healthy youth development and anti-bullying; (f) improve publicity of engaged scholarship activities.

**2J:** **Grow Pennsylvania Sea Grant into a recognized state and regional resource and attain Sea Grant “College” status; reach $3 million budget level by fall 2016.**

## **TRANSFORMATIVE GOAL 3:**

Enhance recruiting among key audiences, with an emphasis on promoting diversity and creating individualized 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 key demographics, while pursuing transfer and articulation agreements at the college and high school levels. Beyond sustaining and growing enrollment, the college’s efforts to recruit diverse prospect groups will foster an environment that enables cross-cultural exchange of information and perspectives among students, faculty and staff members, and community partners. To realize Transformative Goal 3, the college will pursue these strategies:

**3A: Recruit additional international students.** Strategies: (a) focus on areas that offer the highest potential for yielding students; (b) work in current areas of success [India and the Middle East]; (c) target areas for possible expansion in Southeast Asia; (d) research expanded recruitment in South/Central America and Africa; (e) pursue recruitment in China and gain inclusion on the Chinese Ministry of Education list of approved post-secondary institutions; (f) promote ELL programs.

**3B: Increase recruitment of out-of-state students.** Strategies: (a) increase recruitment in current target areas [New Jersey, Maryland, Virginia, District of Columbia, Florida] and targeted cities in Texas, Puerto Rico, and California; (b) expand recruiting in grant-in-aid schools in Chautauqua County, New York, and Ashtabula County, Ohio; (c) add schools to the grant-in-aid program; (d) increase marketing in western New York; e.) develop niche markets based on athletic opportunities.

**3C: Increase the number of honors students at the college.** Strategies: (a) evaluate admission criteria for students based on retention and completion of an honors certificate; (b) increase program promotion; (c) award scholarships to students entering Schreyer Honors College through the first-year and sophomore gates; (d) increase special campus living options for honors students.

**3D: Increase the recruitment of female students.** Strategies: (a) use Zinch recruitment services for focused recruitment of female students; (b) develop recruitment and marketing plans for new majors that will attract female students; (c) present yield-enhancement programs for female-offered students; (d) examine and develop responses to data on female students who applied to Behrend but did not accept their admissions offers; (e) consistently depict the Behrend female student experience in recruiting and marketing.

**3E: Increase recruitment of transfer and change-of-campus students.** Strategies: (a) complete articulation agreements with Jamestown [New York] Community College; (b) complete articulation agreements for specific programs with community colleges in western Pennsylvania and other areas; (c) promote change of campus to Penn State Behrend at other campuses; (d) work with the western campuses to encourage potential change-of-campus students to stay within the system.

**3F: Increase recruitment of service-area students.** Strategies: (a) work with urban school districts to develop a high school career pathway initiative; (b) increase coordination of college pipeline programs and enhance tracking and follow-up; (c) promote classroom collaborations between faculty members and area school teachers; (d) identify and recruit potential EOP students who demonstrate potential and provide support for success; (e) assess the feasibility of half-semester courses and more night courses for non-traditional adult students (as well as all others at risk of falling below full-time status); (f) use marketing and advertising vehicles to reinforce the “value” of a Penn State degree earned close to home.

**3G: Restructure the Enrollment Management Group.** Create a strategic enrollment management group with multiunit representation to advise on strategic recruitment and retention initiatives and a second group with multiunit representation to execute operational initiatives and share information between areas critical to recruitment and retention of students.

**3H: Improve yield of offered students.** Strategies: (a) enhance communications and activities surrounding campus visit programs for offered students; (b) use new CRM tools to create segmented messages to offered students; (c) develop class identity programs for offered students; (d) implement a yield enhancement plan for transfer students; (e) assess and improve scholarship awarding for new students.

**3I: Enhance college programs and amenities that attract a broader audience.** Strategies: (a) examine and develop responses to data on students from all underrepresented groups who applied to Behrend but did not accept their offers of admission; (b) enhance programming to international and immigrant student prospects [college transition programs, specialized tutoring, ELL, additional clubs, and cultural programming]; (c) maintain and improve the campus’ physical plant, including space for new curricular programs and updated laboratories; (d) consider the addition of varsity sports such as men’s and women’s lacrosse and, eventually, football; (e) 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 GOAL 4:**

Lead a coordinated effort to retain more students from among targeted populations enrolled at the college, including those from underrepresented groups and within the University’s western campuses.

Retention efforts will focus on upper-division students: offering new and revised curricular programs; providing enhanced academic and other support to students; providing broader opportunities such as the scholar’s program, study abroad, and internships/coops; and educating lower-division students on the benefits of remaining at the college all four years. Improved retention of international, immigrant, and disadvantaged students, specifically, will require continued improvement of on-campus facilities, support services, and recruitment of a more diverse faculty. The college will also encourage commercial development within walking distance of campus to reduce perceptions of an isolated campus environment. To realize Transformative Goal 4, the college will pursue these strategies:

**4A: Retain additional students in the college’s majors.** Strategies: (a) disseminate retention messages that advisers can use to encourage more students to consider completing their degrees at the college; (b) market certificates to students who may be considering majors in fields not offered at the college; (c) create retention initiatives in the honors program through the sophomore year and recruit more students into Schreyer Honors College; (d) develop sophomore bridge programs; (e) better promote retention-targeted scholarships offered to sophomores; (f) implement a change-management program to help faculty members and staff transition to LionPath.

**4B: Increase communication to parents of current students.** Strategies: (a) refine and expand communications to parents of incoming and current students; (b) create a parent advisory council; (c) develop a consistent, sustained program of marketing messages to parents about the value of a Penn State Behrend degree.

**4C: Identify and assist at-risk students.** Strategies: (a) identify students at risk for academic and/or financial difficulty and provide interventional advising and counseling earlier and more often;

(b) refine communications to first-year students who receive early progress reports; (c) add a care coordinator to better support students with physical, mental health, and/or disability needs.

**4D: Develop retention strategies for students of color/international students.** Strategies: (a) make housing available during times when residences halls would typically be closed; (b) provide academic support in the form of study skills seminars, advising workshops, and ELL coursework; (c) utilize the FastStart mentorship program to connect targeted first-year students with upperclass students to support acclimation; (d) hold student-faculty member lunch/mentoring sessions; (e) identify and promote internship opportunities for international students that further acculturate them to U.S. business practices; (f) create multi-language web pages for parents of international students.

**4E: Create a welcoming campus climate, promoting greater diversity and inclusiveness.** Strategies: (a) more widely promote and track sharing of the college’s definition of diversity; (b) increase emphasis in student orientation on the importance of diversity and civility; (c) create a more comprehensive website of diversity resources; (d) develop a process and timeframe for reporting progress on campus climate issues; (e) continue programming on cultural, gender, LGBTQ and other diversity topics (with a special focus on topics such as sexual violence and civility in social media).

**4F: Enhance the co-curricular experience of students to strengthen ties to the Penn State campuses and to members of the Penn State Behrend community.** Strategies: (a) better utilize available communication tools to inform students about events, activities, and opportunities to engage in the life of the college; (b) leverage leadership scholarship resources to enhance the leadership training of scholarship recipients.

**4G: 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 system and, specifically, Penn State Behrend.**

## **TRANSFORMATIVE GOAL 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 to support program and enrollment growth. These projects will add to the college’s exceptional campus setting and support learning environments focusing on specific academic themes.

Penn State Behrend has sufficient general classroom space to accommodate enrollment at current levels, according to the University planning standard of 10 ASF per student. Faculty-member office space, however, is well below the University benchmark of 190 ASF per FTE. The following strategies respond to this pressing need for more space for classroom instruction, laboratories, faculty-member offices, residence halls, and recreation:

**5A: Complete construction of the Advanced Manufacturing and Innovation Center (short-term).** With co-located academic and industryspace, the Advanced Manufacturing and Innovation Center (AMIC) will expedite implementation of the open-lab model of research, development, and student engagement. It will also accommodate the rapidly growing School of Engineering, allowing the addition of as many as 500 students.

**5B: Secure Board of Trustee approval for construction of Trippe Hall (short-term).** The third of three residence halls in the southwestern corner of campus, Trippe will provide beds for an additional 250 students with special-interest housing for students in the Black School of Business and School of Engineering. The total estimated cost is $25 million.

**5C: Secure funding for repurposing of Fasenmyer Hall (short-term).** Decking and conversion of the former high-bay plastics lab in the Fasenmyer Building will provide 2,370 ASF to accommodate the college’s growing nursing program and the addition of new health programs. The total estimated cost to repurpose the space is $5.3 million, not including escalation. Conversion of Fasenmyer is a necessary first step in replacing classroom capacity that will be lost due to renovation of the Otto Behrend Science (OBS) and Nick buildings.

**5D: Continue planning for renovation of classrooms in the OBS and Nick buildings (short-term).**

Classrooms in OBS and Nick are heavily used for general education lecture courses; they feature one-piece desks that are ADA non-compliant and uncomfortable. Upgrading the furniture will reduce seating capacity by nearly 50 percent if the Burke Center ASF of 18.63 per student is used as a guide. To offset this, the college will need to construct a minimum of 4,000 ASF in additional classroom space simply to accommodate existing enrollment.

**5E: Secure donor gift to fund Phase II of the Soccer/Lacrosse Complex (short-term).** With a track and field complex and lighted soccer/lacrosse field both completed, Phase II of enhancements to the college’s athletic facilities will involve the addition of 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 at a cost of $10 million (in 2011), not including escalation.

**5F: Complete feasibility study and identify funding for Recreation Center (short-term).** The college has outgrown its athletic and recreational facilities in Junker Center and Erie Hall, a situation that is a growing source of dissatisfaction among students. Expanding and converting Erie Hall would dramatically improve student programs and services. 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 (up to $7 million). In addition, the college has requested $6.5 million in capital improvement funds.

**5G: Plan and secure funding for Digital Media Arts and Technology Center (long-term).** The Digital Media Arts and Technology Center would integrate visual and performing arts with STEM disciplines and technologies, provide much-needed auditorium space, serve as the home of the School of Humanities and Social Sciences (housing faculty members now spread across campus), and be a hub for interdisciplinary majors in digital humanities, arts, and technologies. The 80,000-square-foot center would be located at the entrance to campus, visible from the heavily traveled Bayfront Connector, raising Penn State Behrend’s profile in the region. The estimated cost is $45 million.

**5H: Plan and secure funding for Engineering and Industrial Partnership Center (long-term).** This center, to be located in Knowledge Park, would allow for expansion of open-laboratory collaboration with industry beyond space in the new AMIC building, which it is anticipated will be at capacity within five to seven years. At the same time, it would support growth in engineering at both 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.

**5I: Explore the creation of an international cultures center in Reed Union Building (long-term).** The college’s international student population has increased nearly five-fold in three years, exacerbating a shortage of student service space in Reed. A 7,500-square-foot addition would provide a gathering place for international students and a focal point for services that emphasize cross-cultural exchanges.

## **TRANSFORMATIVE GOAL 6:**

Increase the impact of philanthropy on the support of scholarships and other strategic initiatives.

Through the Office of Development and Alumni Relations, the academic and administrative leadership of Penn State Behrend will secure resources to support the strategic direction of the college; achieve individual unit goals; and participate in the identification, cultivation, solicitation, and stewardship of prospects and donors. To realize Transformative Goal 6, the college will pursue these strategies:

**6A: Increase engagement of alumni, friends, corporations, foundations, volunteers, and other stakeholders in philanthropy that aligns with the college’s strategic initiatives.** Strategies: **(**a) advance key college initiatives through strategic committees of external constituents; (b) evaluate audiences to identify underrepresented groups; (c) improve engagement of the alumni volunteer base; (d) identify new ways to measure the satisfaction and involvement of external constituents.

**6B: Implement a new campaign plan that includes staff and budgetary requirements, predicated on goals established through this strategic plan.** Enhance the fund-raising goal-setting process by moving to a three-year planning horizon by FY2016.

**6C:** **Increase total private gift support.** This effort will emphasize increasing major gift proposal success ($100,000+), securing five principal gifts ($5 million+) by end FY2019; growing foundation giving by 25 percent by end FY2019, and implementing a parents’ giving program focusing on $1 million-plus prospects.

**6D: Identify and secure additional revenue sources.** Strategies: (a) support the strategic committees in raising funds for building projects and scholarships; (b) advocate for deeper involvement in the Annual Fund Drive with a plan that delivers at least a 1-2 percent increase in alumni annual giving each year; (c) use the Mary Behrend Monument paver campaign and senior class gift donation as pipelines for annual giving; (d) identify diversity-related philanthropic sources; (e) work with companies to support outreach programs through Educational Improvement Tax Credits.

**6E: Serve as a trusted source of communication for alumni, donor, and friend stakeholders.** Strategies: **(**a) secure Behrend representation on the Development and Alumni Relations Core Communications Council; (b) share with stakeholders and affiliate groups primary college themes, messages, and content; (c) implement a college development communications plan, incorporating alumni survey results; (d) develop metrics to measure development communications impact.

**6F: Recruit, retain, develop, and reward a diverse, collaborative, and talented workforce and pool of volunteers.** Strategies: (a) provide professional development and educational materials to unit leaders, volunteers, alumni, faculty and staff members, and Council of Fellows members;

(b) strengthen volunteer committees; (c) implement an Alumni Admissions Ambassador program.

**6G: Serve as effective and efficient stewards of our relationships and resources.** Strategies: (a) develop stewardship plan for each constituent audience with roles for college leaders; (b) formalize spending plans for all active endowments; (c) connect all administrators of endowment spending to a unit stewardship plan to ensure impact is being reported regularly; (d) engage alumni to leverage their events and interactions toward stewardship purposes.

## **TRANSFORMATIVE GOAL 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 in social, economic, and intellectual development.

**7A: Expand online and hybrid courses and programs locally and globally.** Strategies: (a) collaborate with World Campus to expand online offerings; (b) collaborate with World Campus to convert MOOCs into credit-bearing courses, tying master teachers with discussion and testing at local campuses; (c) partner with the western campuses to offer online/hybrid offerings that enhance retention within the network; (d) expand the college’s portfolio of sixty-plus online/hybrid offerings to extend geographic and programmatic reach; (e) restructure the Intercollege MBA and MPM programs, significantly growing enrollment; (f) increase online courses during the summer; (g) develop online/hybrid offerings that address time and travel impediments faced by working adults, athletes, commuters, international students, and others; (h) develop a set of practices, processes, and support services that guide the selection and development of new courses and programs in online/hybrid format and prepare faculty members to teach in these formats.

**7B: Leverage the Penn State system to collaborate with research institutes/labs on University-wide initiatives, such as the focus on water-related issues, and to enhance basic research support, furthering the open-laboratory model and emphasizing grant funding.** Strategies: (a) establish satellite operations of the University’s Materials Research Institute and Applied Research Laboratory in Knowledge Park; (b) pursue grants with research collaborators and institutes in the Penn State system that advance open-laboratory research in advanced materials, additive manufacturing, and cybersecurity; (c) incorporate college resources into the University’s “Water at Penn State” initiative [Pennsylvania Sea Grant and new Environmental Science major].

**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 system.** Strategies: (a) gain support for recruiting as one University, eliminating recruitment barriers, especially for unique programs; (b) promote IUGs across the campuses and University Park, mapping pathways for degree completion by regions; (c) recruit and market collaboratively among the western campuses; (d) develop a cost-sharing approach for transfers between the campuses that results in retaining greater numbers of students within Penn State; (e) form clusters and connections between faculty members of the western campuses [intercampus faculty mentors, seed grants for research collaboration, and collaboration in undergraduate research]; (f) encourage collaboration among campuses to expand curricular opportunities [through intra-University affiliation agreements, distance technologies, and joint degree programs]; (g) award scholarships to students entering Schreyer Honors College through the sophomore gate from other campuses.

**7D: Coordinate regional activities with other organizations to address collectively the economic, social, and intellectual health of the community.** Strategies: (a) redefine the relationship with DevelopErie and the Greater Erie Industrial Development Corporation to further develop Knowledge Park; (b) refine and strengthen the college’s collaborative relationships with regional technology economic development organizations; (c) further develop the college’s ELL programs to meet the needs of community organizations; (d) coordinate and expand support to outreach centers related to healthy youth development and anti-bullying; (e) 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 northwestern Pennsylvania region.

**A summary of how Penn State Behrend’s seven Transformative Goals and associated strategies align with President Barron’s six initiatives and Provost Jones’ five emerging themes can be found in the accompanying two-page chart titled “Penn State Behrend Strategic Goals and Strategies Chart.”**

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| --- | --- | --- | --- | --- | --- | --- |
| **SIX INITIATIVES**  **FIVE THEMES** | **EXCELLENCE** | **STUDENT ENGAGEMENT** | **DIVERSITY & DEMOGRAPHICS** | **STUDENT CAREER SUCCESS & ECONOMIC DEVELOPMENT** | **ACCESSIBILITY** | **TECHNOLOGY** |
| **ENHANCING HEALTH** | * K-12 outreach expansion (2G) * Need-based R&O centers (2H) * **Engaged scholarship growth (2I)** * **Sea Grant college status (2J)** * Soccer/lacrosse completion (5E) * **Feasibility/funding of rec ctr (5F)** * **Intl. services/support ctr. (5I)**   **+** **Safety/sexual assault awareness** | * **Engaged scholarship growth (2I)** * Growth in undergrad research (2F) | **+** **Orientation emphasis on diversity**  **+** **Safety/sexual assault awareness** | * Health programming (1J) * **Renov. Fasenmyer for health (5C)** * Addressing regional issues (7D)   **+**  Pre-health program oversight | * **Add’l revenue sources (6D)**   **+** Pre-health student aid |  |
| **STEWARDING RESOURCES** | * Advanced materials focus area (2A) * **Sea Grant college status (2J)** * Stewarding donor relations (6G) * Collab.on U-wide initiatives (7B)   **+** Resources to advance sustainability  **+** ROI of sustainability initiatives  **+** Increased sustainability awareness | **+** Sustainability concepts in curricula | * **TG4:** **Targeted Retention** * **Combine strengths of west (4G)** * **2+2 w/in western campuses (7C)** | * **TG7:** **Strategic Collaborations** * Basic research (HSS/Sci) (2E) * **Combine strengths of west (4G)** | * Improved yield of offered (3H) | * **Advanced Mfg. & Innov. Ctr. (5A)** |
| **TRANSFORMING EDUCATION AND ACCESS** | * **TG1:** **Distinctive Programs** * Value-added IUGs (1C) * Distinctive learning paths (1D) * Intl./cultural emphasis (1G) * Resources for open lab expand (2C) * Associated R&O initiatives (2O) * Basic research (HSS/Sci) (2E) * Growth in undergrad research (2F) * **Campaign aligned w/strat (6B)** * Increased private support (6C) | * **TG2:** **Open Lab** * **Research focus areas (2A)** * Resources for R&O goals (2B) * Resources for open lab expand (2C) * Growth in undergrad research (2F) * Need-based R&O centers (2H) * **Engaged scholarship growth (2I)** * **Increased honors students (3C)** * Co-curricular for retention (4F) * **Advanced Mfg. & Innov. Ctr. (5A)** * **Digital Media Arts Tech Ctr. (5G)** * **Plg./funding Engr/Partner Ctr. (5H)** | * **TG3:** **Diverse Pathways** * New undergrad/interdisc. (1A) * Efforts to grow in service area (3F) * Assisting at-risk students (4C) * Retain students of color/intls. (4D) * Create welcoming climate (4E) * **Online/hybrid programs (7A)**   **+** **Early counseling for at-risk**  **+** International relationships | * New grad/interdisc. (1B) * **3+4, 4+1 programs (1E)** * Growth in undergrad research (2F) * K-12 outreach expansion (2G) * Efforts to grow in service area (3F) * Collab.on U-wide initiatives (7B) * **2+2 w/in western campuses (7C)**   **+**  Outcomes assessment plans  **+** Analysis of adult student needs  **+** Academic readiness for adults | * **TG6:** **Scholarships & Support** * **More honors w/scholarships (3C)** * More transfer/COA w/schol (3E) * Majors retent. (certs./schol.) (4A) * **Addl revenue sources (6D)**   **+ Early counseling for at-risk** | * **TG5:** **Learning Environments** |
| **LEVERAGING DIGITAL** | * New undergrad/interdisc. (1A) * **Online/hybrid programs (7A)** |  | **+** Student social media civility | * Associated R&O initiatives (2D) * **Advanced Mfg. & Innov. Ctr. (5A)** * **Digital Media Arts Tech Ctr. (5G)** * **Plg./funding Engr/Partner Ctr. (5H)** |  | * Needed space, technology (1I) * **Digital and data focus areas (2A)** * **Digital Media Arts Tech Ctr. (5G)** |
| **EXPLORING CULTURES** | * New grad/interdisc. (1B) * **Increased honors students (3C)**   **+**  Student social media civility  **+** **Certificates w/intl. focus/themes**  **+** Fulbright scholar visits/awards | * Associated R&O initiatives (2D) * Efforts to grow in service area (3F) | * New undergrad/interdisc. (1A) * Intl./cultural emphasis (1G) * K-12 outreach expansion (2G) * **Engaged scholarship growth (2I)** * Intl. student recruiting (3A) * OOS student recruiting (3B) * **More honors w/scholarships (3C)** * Female student recruiting (3D) * Transfer/COA student recruit (3E) * Amenities to broad audience (3I) * **Intl. services/support ctr. (5I)**   **+** **Certificates w/intl. focus/themes**  **+** Analysis, readiness of adults | * New undergrad/interdisc. (1A) * Value-added IUGs (1C) * Distinctive learning paths (1D) * Intl./cultural emphasis (1G) * Recruit diverse/faculty staff (1H) * Expanded open-lab R&D (2A) * Resources for R&O goals (2B) * Resources for open lab expand (2C) * Need-based R&O centers (2H) | * OOS growth w/grants (3B) * **Addl revenue sources (6D)**   **+** **Schol. for students w/disabilities** | * **Advanced Mfg. & Innov. Ctr. (5A)** * **Digital Media Arts Tech Ctr. (5G)** * **Plg./funding Engr/Partner Ctr. (5H)** |
| **SUPPORTING STRATEGIES** | **EXCELLENCE** | **STUDENT ENGAGEMENT** | **DIVERSITY & DEMOGRAPHICS** | **STUDENT CAREER SUCCESS & ECONOMIC DEVELOPMENT** | **ACCESSIBILITY** | **TECHNOLOGY** |
| **ACADEMIC INFRASTRUCTURE** | * Resources for R&O goals (2B)   **+** Outcomes assessment plans  **+** Credit hours realigned |  | * Recruiting diverse faculty (1H) * ESL to recruit more intl. (3A) | * Program modifications, drops (1F) * **Increased honors students (3C)** |  | * Needed space, technology (1I) * **Online/hybrid programs (7A)** |
| **OUTREACH & ENGAGEMENT** | * **Research focus areas (2A)** * Resources for open lab expand (2C) * Associated R&O initiatives (2D) * Basic research (HSS/Sci) (2E) * K-12 outreach expansion (2G) * Need-based R&O centers (2H) * **Engaged scholarship growth (2I)** * **Sea Grant college status (2J)** | * **Research focus areas (2A)** * Resources for R&O goals (2B) * Resources for open lab expand (2C) * Associated R&O initiatives (2D) * Growth in undergrad research (2F) * Need-based R&O centers (2H) * **Engaged scholarship growth (2I)** | * K-12 outreach expansion (2G) * **Engaged scholarship growth (2I)** | * **Research focus areas (2A)** * Resources for R&O goals (2B) * Resources for open lab expand (2C) * Associated R&O initiatives (2D) * Basic research (HSS/Sci) (2E) * Growth in undergrad research (2F) * K-12 outreach expansion (2G) * Need-based R&O centers (2H) * Engagement w/external (6A) |  | * **Research focus areas (2A)** |
| **BUSINESS PROCESSES** | * **Restructure Enroll Mgt. Group (3G)** * Improve yield of offered (3H)   **+**  Outlying release/supps. addressed  **+** Reduced dev courses/FYS  **+** Monitoring/limiting underenrolled  **+** Tracking of K-12 partic/ROI  **+** **Physical resources for sustain.**  **+** **Mission-relevant budget model**  **+** Right-sizing of expenses | **+** **Mission-relevant budget model**  **+**  Right-sizing of expenses | **+** Data on female/minority declines  **+** Process: diversity/faculty searches  **+** Process: mentoring new TT faculty  **+** Process: mentoring new staff | * Health programming (1J) * **Combine strengths of west (4G)**   **+** **Mission-relevant budget model**  **+** Right-sizing of expenses | * LionPath change support (4A) * **2+2 w/in western campuses (7C)** |  |