

Unit Strategic Plan: Penn State Mont Alto

2014/2015 through 2018/2019

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

<http://montalto.psu.edu/Information/about.htm>



**Strategic Plan**

**2014-2018**

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**2014-2018 STRATEGIC PLAN**

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# VISION

To improve our local, regional, and global communities by providing a high-quality university education.

# MISSION

To provide students with opportunities for a high-quality education, expand the boundaries of knowledge through research and scholarship, and contribute to the socio-economic well-being and cultural enrichment of our communities.

# KEY TO ABBREVIATIONS

AD—Athletic Director

ADM C—Administrative Council

CHA—Chancellor

CCC—Campus Climate Committee

DAA—Director of Academic Affairs

DBS—Director of Business Services

DCE—Director of Continuing Education

DEM—Director of Enrollment Management

DOCD—Director of Campus Development

DPRM—Director of Public Relations & Marketing

DSA—Director of Student Affairs

FDC—Faculty Diversity Committee

MAFS—Mont Alto Faculty Senate

MASS—Mont Alto Staff Senate

SSC—Student Success Committee

PC—Program Coordinators

RMC – Risk Management Committee

SEM—Strategic Enrollment Management Committee

SUST C—Sustainability Committee

# PREFACE

The Provost’s office set the planning cycle in motion in June 2014 by sending planning guidelines to each unit head to articulate a vision, mission, and goals for 2014-2018.

The context for this planning cycle was characterized by a challenging environment in the higher education landscape—declines in the high-school population, declining state support, weak income growth from a slow economic recovery, a negative outlook from ratings agencies, and strong competition from lower cost providers. The internal environment was equally challenging with enrollment declines since 2010 and resultant budgetary constraints. But these challenges also represented an opportunity for change and a fresh look at campus operations and the road forward.

After an eighteen-month long review of units across the University, the Core Council had made a number of specific recommendations in 2011 for the Mont Alto campus to address. The recommendation to increase the first-year retention rate to 80% and the six-year graduation rate to 55 percent has been the focus of the campus’ Student Success Committee. That committee has worked with a newly formed Strategic Enrollment Management Committee to develop a retention plan under Goal 2 of the 2014-2018 plan. The retention plan calls for specific actions in setting and attaining retention and graduation rates. The recommendation to address under-enrollment has been addressed by eliminating under-enrolled classes except those necessary to allow students to make adequate academic progress, by phasing out the chronically under-enrolled four-year English degree, and by developing a strategic recruitment plan under Goal 2 of the 2014-2018 plan to maximize enrollments in degree programs. The recommendation to increase access to the upper division through articulation agreements is coming to fruition with an articulation agreement that the OVPCC has facilitated with Harrisburg Area Community College (HACC), and progress has been made on the recommendation to explore a new four-year degree in health policy and administration with plans to offer the degree in fall 2015. Conversations continue with various stakeholders on a four-year forestry-related degree.

Student learning outcomes are of importance to the planning context since they validate our effectiveness as an academic institution in offering our students a high-quality education. The Mont Alto campus has a number of two-year programs that are accredited by professional organizations in occupational therapy, physical therapy, nursing, and forestry. These programs must meet accreditation standards that include defining and assessing student learning outcomes in order for graduates to be eligible to sit for licensure exams. More information on outcomes assessment for our professionally accredited programs is available on the programs’ pages on our web site.

There are other programs that are shared with other campuses in the University College that do not have professional accreditation. The University College is actually the academic unit to which the Mont Alto campus belongs. The VPCC is the dean of the University College. These programs include Information Sciences and Technology (ISCC), Business (BSBCC), HDFS (HFSCC), and Letters, Arts, and Sciences (LASCC). The campus’ HDFS faculty has worked with the University-wide HDFS disciplinary community to define student learning outcomes and put together an assessment plan for HDFS. Faculty in ISCC collaborated with faculty in the College of Information Sciences and Technology and adopted the student learning outcomes and assessment plan developed by that college. Faculty in Business and Letters, Arts, and Sciences, need to continue to work together across the University College to define student learning outcomes and develop assessment plans.

Beyond outcomes specific to particular programs, the campus has also defined student learning outcomes for a Mont Alto graduate regardless of discipline or major, recognizing that in order for our students to thrive in today’s interdependent world and global knowledge economy, they must possess certain attributes. Thus the curricula at Mont Alto integrate liberal and professional or disciplinary knowledge with the aim of inculcating the following attributes in all our students: critical thinking skills; problem-solving skills; effective communication skills; teamwork; information literacy skills, appreciation of diversity; respect for the environment and an appreciation of the importance of sustainability; as well as a capacity for life-long learning. Many of these outcomes are assessed using specially designed rubrics in ENGL 015 and CAS 100 which every student is required to take.

Within this overall planning context, the development of the new plan began in earnest in October of 2013 with a thorough assessment of the 2008-2013 strategic plan. Six subcommittees, augmented by additional members of the campus community, were formed to focus on the achievements and shortfalls of the previous plan’s six goals and to identify future opportunities and threats. The final evaluation report detailing strengths and weaknesses was completed and posted in a SharePoint document on the planning website. By December of 2013, the campus had a well-vetted analysis of past performance and future challenges.

In early 2014, the campus held three focus groups, two facilitated by the University’s Office of Planning and Institutional Assessment, and one by Student Affairs. The first group consisted of members of the campus faculty and staff, as part of the Mont Alto Day of Enrichment held prior to the start of the Spring semester. The second group consisted of students. Community input came from the final session, conducted at the January meeting of the Penn State Mont Alto Advisory Board. Common themes began to emerge and formed the basis of discussions for the values, mission, vision, goals, and strategies for the next five years.

Seven committees were formed in January 2014, one assigned to each goal in the new strategic plan. Each committee was chaired by a member of the Policy and Planning Advisory Committee and consisted of members of the Policy and Planning Advisory Committee supplemented by appropriate students, faculty and staff. The campus’ Diversity and Climate Committees assisted with the diversity goal and the Sustainability Committee with the sustainability goal. The committees began to develop actions and metrics for the different goals based on past performance. Drafts were discussed over the next four months and a final draft shared with the entire campus community – faculty, staff, students, members of the advisory Board - for additional feedback. A writing team was assembled to finalize the plan for submission to the Provost’s office by July 1, 2014.

# EXECUTIVE SUMMARY

Penn State Mont Alto devoted the 2013-2014 academic year to the development of the 2014-2018 strategic plan. The process was guided by the Penn State Mont Alto Policy and Planning Advisory Committee composed of seven faculty members, including the chair-elect of the Mont Alto Faculty Senate, ten members of the Administrative Council, five members of the Advisory Board, and one student. The committee is co-chaired by the Chancellor and the chair of the Faculty Senate Budget and Planning Committee. The names of the Penn State Mont Alto Policy and Planning Advisory Committee members are listed on the cover of this document. The process the committee used to develop the plan is detailed in the preface to this plan.

In beginning with a review of the 2008-2013 plan, the evidence generated gave the committee confidence that Penn State Mont Alto has been, and is currently serving the needs of all stakeholders, but that with strategic enhancements the campus can improve.

In developing the seven goals for the 2014-2018 plan, the committee needed to create some sense of priorities. As an institution of higher learning, academic excellence is at the core of our mission and is therefore our lead goal. Enhancing academic excellence will be achieved by supporting faculty development in teaching, providing academic support to students to help them succeed, providing stimulating opportunities to help students not just succeed but to excel, and to provide support for faculty to conduct research and other scholarly activities.

With a four-year decline in enrollments and resultant budgetary challenges, strengthening recruitment and retention efforts is of critical importance if we are to thrive as a campus. Regardless of the quality of the faculty and academic programming, an institution of higher learning cannot be a vibrant place without robust enrollments. Maintaining healthy campus enrollments requires two complementary efforts, recruiting a quality student body and retaining them to the best of our ability.

In spite of the fact that the Mont Alto campus has been in this community since 1903, the campus still appears to have challenges with visibility in its service area. There is often talk of it being a “hidden gem.” Reputation, brand, and visibility in a highly competitive higher education market that Standard and Poor’s has characterized as a “buyer’s market” are critical to success. Effective communication of the campus’ mission, goals, and successes within the campus and surrounding community is another key goal. As is the case with all Penn State campuses, the Mont Alto campus can be an excellent partner with its surrounding community, so building community awareness is essential to long term, healthy community relationships.

The campus sees complementarities between strong community recognition, recruitment and retention of a diverse student body, and remaining fiscally sound. We will work to recruit a diverse student body as part of a broader goal of fostering a community that values diversity. We will also work at creating a welcoming environment for all campus constituencies, ensuring that our students are globally competent, and recruiting and retaining a diverse workforce.

As part of its goal of ensuring the campus’ fiscal strength, key strategies will include managing costs—in part by a more efficient use of existing resources—and finding ways to generate new revenue streams.

In this plan, we recapture our history as The Pennsylvania State Forest Academy, established in 1903, in part, to repopulate Pennsylvania’s forests which were decimated by the non-sustainable use of forest resources. The Forest Academy became part of Penn State in 1929, but has retained its original focus on sustainable use of forest resources. Today, sustainability extends beyond trees to all resources, and Penn State Mont Alto strives to remain at the forefront of the sustainability movement by educating students and other campus constituents about sustainability, reducing the campus’ carbon footprint, and celebrating our successes in sustainable practices.

Finally, as we are educating the next generation of citizens, it is incumbent upon us to instill a sense of respect, honesty, and excellence into them, in no small part, by exhibiting and embracing those same virtues.

Penn State Mont Alto’s 2014-2018 Strategic Plan establishes a clear mission and vision for the future of the campus while articulating shared values that bind us together. The seven goals outlined in the document build on Mont Alto’s successes to date, provide a sense of priorities, and serve as a roadmap to navigate the opportunities and challenges that lie ahead.

## GOAL ONE: ENHANCE ACADEMIC EXCELLENCE

### Strategies

1. **Provide support for faculty development in teaching.**

Actions

1. Provide opportunities for faculty to hone their pedagogical skills (DAA)
2. Encourage faculty to employ appropriate technology in the classroom (DAA, DIT)
3. Empower faculty to expand accessibility to academic programs (DAA, DCE)
4. Encourage faculty to participate in disciplinary communities (DAA)
5. Use campus, College and University outcomes assessment data to guide academic initiatives that promote student success (DAA, SSC)
6. **Provide students with learning and other academic support to help them succeed.**

 Actions:

1. Continue to make tutoring and other learning support services available to all students (DAA)
2. Provide advocacy and emotional support to students as needed (DAA, DSA, SSC)
3. Provide disability services for students who provide appropriate documentation and qualify (DAA)
4. Develop an advising evaluation tool to inform advising quality (DAA) (Spring 2015)
5. Provide all students with excellent advising (DAA)
6. Collaborative efforts between academic advising and academic support with targeted student populations to ensure advising meets academic strengths (DAA)
7. Academic advising, academic support and career services will collaborate to build programming to help targeted student populations succeed (DAA, DSA)
8. **Provide students with intellectually stimulating opportunities both within and beyond usual coursework**.
Actions:
9. Encourage opportunities for participation in the Honors program, service learning/civic engagement, internships and study abroad (DAA, DSA)
10. Provide opportunities for students to achieve personal growth through leadership opportunities (DAA, DSA)
11. Deliver the Civic Engagement minor at Penn State Mont Alto and promote its availability (DAA)
12. Expand collaboration between faculty and Student Affairs through the integration of enriching curricular and co-curricular experiences (DAA, DSA)
13. **Provide support for faculty to expand the boundaries of knowledge.**

 Actions:

1. Encourage greater participation in disciplinary communities (DAA)
2. Expand opportunities for undergraduate research and creative accomplishments (DAA)
3. Encourage and recognize faculty publications in quality scholarly journals, presentations at appropriate scholarly conferences, and the production of creative works (DAA)
4. Offer mentoring and workshops to develop faculty skills to secure grants (DAA)

## GOAL TWO: STRENGTHEN RECRUITMENT AND RETENTION EFFORTS TO REACH AND SUSTAIN CAMPUS CAPACITY ENROLLMENT

### Strategies

1. **Establish and implement recruitment best practices.**

Actions: (all actions are ongoing unless otherwise indicated)

1. Develop a campus recruitment plan to include the following (DEM) (November 2014)
2. Optimize recruitment efforts in- and out-of-service area, including grant-in-aid schools
3. Optimize student recruitment goals per academic program (PC)
4. Establish framework for collaboration with program coordinators including timeline and expectations
5. Establish framework for student communication and follow-up processes to increase yield rates (SEM)
6. Strengthen marketing efforts to increase recognition of Penn State Mont Alto brand (DPRM)
7. Broaden internal collaboration opportunities and partnerships to reinforce campus-wide commitment to the recruitment effort (SEM)
8. Broaden external collaboration opportunities, partnerships, and community outreach efforts (DCE)
9. Develop strategies for marketing and outreach to unique target populations such as veterans, underrepresented populations, international students, and adult learners (DPRM)
10. Form and charge a Strategic Enrollment Management committee (SEM) (August 2014)
11. Utilize emerging technologies for marketing, communication, and data analytics
12. Examine data on offer declines and implement strategies to enhance yield
13. Continually upkeep and upgrade academic and other facilities to be competitive with other institutions (DFB)
14. Grow student scholarship endowments to allow increased institutional aid awards (DOD)
15. Implement recruitment plan (DEM) (December 2014)
16. Evaluate effectiveness of recruitment plan annually (DEM, SEM)
17. Affect appropriate changes as identified in plan evaluation (DEM)
18. **Establish and implement retention best practices**

Actions:

1. Develop a campus retention plan to include the following major action areas. (DEM, DSA, SEM, SSC, DAA) (November 2014)
2. Define target retention and graduation rates
3. Identify methods for tracking students who leave campus
4. Develop a training and support network for academic advisers and faculty focusing on retention initiatives
5. Define role of student services, programs and activities, including co-curricular experience in student retention
6. Co-curricular experience for students – broaden faculty awareness of opportunities, methodologies, etc.
7. Evaluate the role of such factors as academic progress, student satisfaction, demographics, internships, on-campus employment and financial aid on retention rates
8. Continually examine data on student outcomes (persistence, retention, and graduation rates) to identify trends and issues that need to be addressed
9. Implement retention plan (DEM, DSA, SSC, DAA) (December 2014)
10. Evaluate effectiveness of retention plan annually (DEM, DSA, SEM, SSC, DAA)
11. Affect appropriate changes as identified in plan evaluation (DEM, DSA, SSC, DAA)

## GOAL THREE: STRENGTHEN INTERNAL AND EXTERNAL COMMUNITY RELATIONS AND PARTNERSHIPS

### Strategies

1. **Improve internal and external communications.**

Actions: (all actions are ongoing unless otherwise indicated)

1. Regularly inform the campus community through the use of multiple communication methods and channels (DPRM)
2. Inform the external community through multiple communication methods and channels (DPRM)
3. Engage alumni through social media (e.g., publicize through all alumni publications and communications) (DPRM, DOCD)
4. Build brand awareness through consistent graphics, editorial style, Penn State Lives Here! (DPRM)
5. Survey local/regional community to assess brand awareness periodically (DPRM)
6. **Strengthen internal relationships through increased interaction, collaboration, and collegiality among faculty, staff, students, and alumni.**

Actions:

1. Encourage social gatherings/celebrations for faculty and staff (e.g., holiday party, summer picnics) (MAFS, MASS)
2. Encourage communal activities (e.g., community gardening; yoga; friendly competitions among faculty, students, and staff) (MAFS, MASS)
3. Sponsor retreats (e.g., faculty, staff, and administrators) (ADM C)
4. Promote discussion forums drawing on subjects that engage the campus community (i.e., campus symposiums, Travel Series, Afternoons with the Chancellor, Conversations with Administration) (ADM C, MAFS)
5. Encourage faculty and staff to engage with students outside of class (e.g., House Calls, assisting on Move-In and Student Welcome Days, attending and sponsoring student activities, collaborating with Student Affairs) (DAA, DSA)
6. Recognize faculty and staff for collaborative efforts (CHA, ADM C)
7. Engage alumni through PSMA Alumni Society Board, Alumni Recruitment Network (DOCD)
8. **Engage the external community with events on campus.**

Actions:

1. Invite and host businesses and organizations on campus (e.g., chamber events, superintendents/guidance counselors, conferences) (CHA, DCE)
2. Strengthen town/gown relations (e.g., Fire Company, Borough Council, and mayor) (CHA, ADM C)
3. Invite community business leaders and professionals to visit classes and serve on program advisory boards (CHA, DAA)
4. Hold on-campus alumni gatherings (DOCD)
5. Increase opportunities for school groups, teachers, parents, and organizations to participate in campus-sponsored programs (e.g., camps, musical events and competitions, professional development activities for teachers) (DCE, AD)
6. Publicize availability of campus facilities to external groups (CE, DPRM, AD)
7. **Increase and enhance the connections and involvement of faculty, staff, students, and alumni within the community, region, the nation, and the world.**

Actions:

1. Increase faculty, staff, and student participation in community service with local and county programs and schools (e.g., Fort Ritchie, Letterkenny, Summit Health, United Way, human services organizations, chambers of commerce, Institute for Retired Persons, Rotary International, etc.) (ADM C)
2. Increase number of service learning, internship/externship opportunities with businesses, external organizations, governmental service agencies as identified by the career services counselor (DSA)
3. Develop, publicize, and share “Experts List” that includes faculty, staff, advisory board members and alumni (DPRM)
4. Promote the “Go 60” Program, particularly to Penn National, Quincy, Menno Haven, Institute for Retired Persons (DPRM, DAA)
5. **Strengthen existing and develop new relationships by publicizing and promoting Penn State Mont Alto as a strategic partner and resource for the region.**

Actions:

1. Publicize the contributions of faculty and staff serving on various boards (DPRM)
2. Publicize ways in which the campus is contributing to the region’s economic development and community health (DPRM)
3. Publicize the contributions of the campus to the sustainability movement (includes the campus historic role in forestry education and forest conservation) (DPRM)
4. Encourage faculty and staff to become active in professional organizations in their fields (DAA, DFB)
5. Ask alumni business owners in the region to display Penn State Lives Here signs/banners (DPRM)
6. Publicize resources available to alumni: library, speaker series, Go 60 Program (DPRM)
7. Host “Penn State Pride Day” at local/regional companies and events (ADM C)

## GOAL FOUR: FOSTER A CAMPUS COMMUNITY THAT VALUES DIVERSITY

### Strategies

1. **Develop a shared and inclusive understanding of diversity (*Framework* Challenge #1).**

Actions:

1. Provide opportunities and financial support for students, faculty, and staff to learn about issues of diversity and promote international and multicultural understanding within curricular, co-curricular, and professional development experiences (CHA, DSA, DBS, DAA, CCC, FDC)
2. Create visual displays, such as banners, flags, and posters that celebrate our diversity (CCC, ADM C) (Spring 2015)
3. Publicize the Penn State statement on diversity embracing inclusion, difference, and uniqueness on Mont Alto’s diversity landing page.
4. **Create a welcoming campus climate (*Framework* Challenge #2).**

Actions:

1. Provide resources to the Campus Climate Committee and the Faculty Diversity Committee to monitor the climate on campus and to plan programs that support our diversity goals (CHA, DSA, DAA, CCC, FDC)
2. Ensure that students, faculty, and staff are aware of procedures to address acts of intolerance; promote campus and University values (DSA, DAA, DBS, CCC)
3. Provide opportunities and resources for students, faculty, and staff to learn about issues of diversity and promote international and multicultural understanding within curricular, co-curricular, and professional development experiences (CHA, DSA, DBS, DAA, CCC, FDC)
4. **Recruit and retain a diverse student body (*Framework* Challenge #3).**

Actions:

1. Disaggregate data to monitor retention of various demographic groups; use existing campus groups to address disparities (SSC, DEM)
2. Ensure that advertising effectively communicates Penn State Mont Alto’s commitment to diversity (DPRM, DCE, DEM, DAA)
3. Develop a recruitment plan that targets local Hispanic high school students and adult learners (DEM) (November 2014)
4. Increase the number of international students recruited and the proportion retained; identify and train staff to recruit and support international students (CHA, DEM, SSC)
5. Strengthen collaboration with Penn State’s Community Recruitment Centers (CRCs) to recruit students from underrepresented groups (DEM)
6. **Recruit and retain a diverse workforce (*Framework* Challenge #4).**

Actions:

1. Identify a Diversity Advocate for every Penn State Mont Alto search (ADM C, DBS)
2. Advertise positions in publications and on web sites that target diverse populations (ADM C, DBS)
3. Improve the on-boarding of all new hires to consistently provide a comprehensive new-employee experience; provide candidates and new hires, particularly those from groups that are underrepresented in our geographic area, with information about campus and community resources (ADM C, DBS)
4. **Develop a curriculum that fosters U.S. and international cultural competencies (*Framework* Challenge #5).**

Actions:

1. Charge the Campus Climate Committee and the Faculty Diversity Committee to develop an annual theme with an international focus that faculty will be encouraged to incorporate into their curriculum (CHA, DAA, CCC, FDC) (Fall 2015)
2. Increase the number of students who participate in international travel experiences (DAA, DOD)
3. Continue to offer a broad range of US and IL courses (DAA)
4. **Diversify campus leadership and management (*Framework* Challenge #6).**

Action:

1. Identify a Diversity Advocate for every Penn State Mont Alto search (ADM C, DOCD)
2. Advertise positions in publications and on web sites that target diverse populations (ADM C, DBS)
3. Appoint faculty and staff who are members of diverse groups to key campus committees (ADM C)
4. Increase the number of individuals from underrepresented groups on the Campus Advisory Board (CHA, DAA)
5. **Coordinate organizational change to support our diversity goals (*Framework* Challenge #7).**

Actions:

1. Monitor progress on the Strategic Plan’s diversity goal; hold responsible personnel accountable through annual performance reviews (CHA, ADM C)
2. Train management on diversity awareness and how to communicate and manage conflict constructively (ADM C) (Fall 2014/Spring 2015 and ongoing)

## GOAL FIVE: ENHANCE FINANCIAL STABILITY AND OPERATIONAL EFFECTIVENESS

### Strategies

1. **Identify and develop new sources of income and increase existing revenue streams.**

Actions: (all actions are ongoing unless otherwise indicated)

1. Increase endowments by $2.8M dollars (CHA, DOD) (June 2018)
2. Increase the number of camps (AD, DCE, HFS)
3. Increase the number of grants applications (CHA, DAA)
4. Increase residential and continuing education standard and alternative-format (weekend, hybrid, online, and part-semester course offerings) credit programming (DCE, DAA)
5. **Reduce costs and improve efficiencies.**

Actions:

1. Develop guidelines for campus purchasing (e.g. furniture, equipment, etc.) (ADM C)
2. Continue to be proactive in identifying risks that could negatively impact the campus (RMC)
3. Identify areas for quarterly audits and perform the audits (DFB)
4. Restructure positions as opportunities allow (ADM C)
5. Evaluate/implement new/enhanced IT solutions (DAA, DIT, DFB)
6. Explore opportunities to expand campus acreage to accommodate future growth
7. **Develop and implement new strategies aimed at improving customer service, succession planning, and retaining a talented workforce.**

Actions:

1. Improve customer service to internal and external customers (ADM C)
2. Provide professional development and cross training opportunities, including University-provided training opportunities (ADM C)
3. Assess campus employee satisfaction with their work environment and act on the data collected (ADM C) (Fall 2015 and 2017)
4. Groom personnel for key positions on the campus (ADM C)
5. Assemble a team to review staffing levels (ADM C)

## GOAL SIX: STRENGTHEN OUR COMMITMENT TO SUSTAINABILITY

### Strategies

1. **Increase sustainability awareness at Penn State Mont Alto = LEARN.**

Actions: (all actions are ongoing unless otherwise indicated)

1. Incorporate sustainability issues into Resident Assistant (RA) training and Welcome Week (DSA)

(Fall 2014)

1. Teach sustainability, including by example (ADM C)
2. **Ensure that all facets of the Penn State Mont Alto community integrate sustainability into their practices = LIVE.**

Actions:

1. Identify obstacles to integrating sustainability into daily practice and implement best practices (SUST C)
2. Communicate ongoing sustainability efforts to the campus community (DPRM, SUST C)
3. Create and implement programs that promote sustainability (e.g., sustainability open house, Trash to Treasure, hydration stations, sustainability award, etc.) (ADM C, SUST C)
4. In addition to the Sustainability Committee, form Green Teams to increase the number of employees involved in sustainability efforts. (ADM C, SUST C) (Fall 2014)
5. **Publicize Penn State Mont Alto’s sustainability commitment and successes = LEAD.**

Actions:

a. Publicize campus sustainability activities externally to develop a reputation for sustainability (DPRM)

## GOAL SEVEN: CULTIVATE A CULTURE OF RESPECT, HONESTY, AND EXCELLENCE

### Strategies

1. **Raise ethics mindfulness across the campus community.**

Actions: (all actions are ongoing unless otherwise indicated)

1. Educate students on academic integrity and the Student Code of Conduct (DAA, DSA)
2. Integrate content on ethical decision making in appropriate courses
3. Offer educational programs to faculty and staff on ethics issues (DAA, DBS)
4. Encourage new and existing employees to become familiar with University policies using GURU (General University Reference Utility) (DBS)
5. Widely disseminate the campus’ shared values (DPRM) (Fall 2014)
6. **Encourage faculty, staff, and students to act with integrity**.

Actions:

1. Clearly communicate to all members of the campus community the expectation that they will follow University policies and procedures (Chancellor, DBS)
2. Widely disseminate information about reporting misconduct and encourage reporting of concerns to appropriate personnel and/or the Ethics Hotline (DPRM, ADM C)
3. Athletics staff, coaches, and student athletes will abide by PSUAC athletics policies (AD)

Strategic Plan Mapping to University Framework
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