Penn State shield logo with black text and blue shield

Unit Strategic Plan: Penn State Wilkes-Barre

2014/2015 through 2018/2019

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

<http://wb.psu.edu/Information/34178.htm>

**UPDATE TO PENN STATE WILKES-BARRE**

**STRATEGIC PLAN 2014-2019**

# Executive Summary

The following document describes the updates to the Penn State Wilkes-Barre’s Strategic Plan since the original plan was submitted to the Office of Planning and Institutional Assessment on July 1st, 2014. This updated plan is based on the input from the following constituencies:

* Comments from Penn State Wilkes-Barre faculty, staff and students before and after the plan was submitted to the OPIA.
* Feedback received from the Penn State Wilkes-Barre Advisory Board. This Campus Advisory Board, made of prominent business and community leaders, provides leadership and advisement to our campus in different areas. This Board meets four times each academic year. For the last year and a half, we have dedicated a substantial portion of each Advisory Board meeting to discussing our Campus Strategic Plan.
* Feedback received from the Unit Strategic Plan Review dated 9/25/2014. This review provided us with specific areas for improvement in the execution of this plan. This feedback has been shared with the Steering Committee that was fundamental at the time of starting the conversations on the 2014-19 plan more than two years ago, faculty and staff and Advisory Board.
* Feedback received on *A Framework to Foster Diversity at Penn State* and *2014-19 Diversity Initiatives*. Given that this was the first time that the Diversity Initiatives were to be included as part of the overall Campus Strategic Plan rather than in a separate document, we had some initial difficulties in incorporating the level of detail needed into the plan. Moreover, we felt that it was difficult to report on the results and challenges from the 2010-15 Framework for Diversity in the 2014-19 Campus Strategic Plan. However, we will follow this model in the future.
* Comments from the initial stages of implementation of this 2014-19 Strategic Plan by the different units within the campus. Most of this feedback received has been at the *Tactics* and *Data Collection* level.

The higher-level elements of the Penn State Wilkes-Barre 2014-19 Strategic Plan (Mission, Vision, Values, Goals and Objectives) remain essentially unchanged with slight modifications suggested by our constituencies. Most of the updates to the plan have occurred at the operational level (Tactics, Data Collection, Sources of Information, etc.). Because of the size limitations of this document, these are not listed in the *Summary of Goals and Strategies*. These are, however, discussed in the last 3 pages of this Updated Plan.

**Penn State Wilkes-Barre   
Mission, Vision and Values**

# Mission:

Penn State Wilkes-Barre provides a student centered educational environment whereby students of all ages, backgrounds and experiences can access the excellence of The Pennsylvania State University to become productive responsible global citizens.

# Vision:

Penn State Wilkes-Barre aspires to be the premier educational institution of choice in the region by providing superior opportunities for students to excel in academic and co-curricular excellence leading to rewarding careers.

# Values:

We are committed to creating an environment of:

* **Academic Excellence** that provides students with a rich academic experience by fostering intellectual curiosity, exploration, innovation, and open inquiry.
* **Student Focus** in which students are provided with opportunities for intellectual and personal growth inside and outside the classroom. We are committed to education that meets students’ needs and provide them with a wide variety of strong positive values in academic and co-curricular activities. We recognize and embody the value of life-long learning.
* **Ethics and Integrity** based on civil dialog in which all individuals are heard and respected. The actions of the campus community members will be driven by the highest standards of integrity and ethical behavior.
* **Community Service** that recognizes values and encourages lifelong service to the community as an integral part of educating well rounded students.

**Inclusiveness** that recognizes and embodies the benefits of diversity, vital for personal, intellectual, and social growth.

## SUMMARY OF STRATEGIC GOALS & STRATEGIES

### Goal 1: To increase the number of students enrolled at Penn State Wilkes-Barre

Objective 1.1: Increase the admission of new students  
  
 Strategies for Objective 1.1

1.1.1 Develop and strengthen partnerships with secondary education institutions

1.1.2 Plan and evaluate marketing campaigns

1.1.3 Plan and evaluate admissions events

1.1.4 Promote undergraduate research

1.1.5 Plan and evaluate distribution of scholarships and awards

1.1.6 Athlete recruitment

1.1.7 Recruit diverse and underrepresented student groups

1.1.8 Strengthen credit, contracted, and public programs

1.1.9 Strengthen transfer opportunities

1.1.10 Increase the number of Penn State students changing campus into Wilkes-Barre

1.1.11 Utilize honors program as a recruiting tool

#### Objective 1.2: Increase the retention and persistence to graduation of current students

Strategies for Objective 1.2

1.2.1 Involve students in undergraduate research

1.2.2 Strengthen Academic Advising

1.2.3 Use first First Year Experience as an anchor to engage all freshman students

1.2.4 Provide transfer students with specific support

1.2.5 Strengthen academic support

1.2.6 Develop program for peer mentoring of students

1.2.7 Strengthen student engagement and learning outcomes in clubs and organizations

1.2.8 Use athletics as a tool to retain students

1.2.9 Develop a campus environment welcoming for underrepresented students

1.2.10 Explore, develop and implement alternate delivery methods for RI courses

1.2.11Evaluate the state of campus ancillary services and improve

1.2.12 Pursue facility updates and improved maintenance

1.2.13 Use the honors program as an anchor point for high achieving students

1.2.14 Increase student utilization of ARB & fitness program offerings

1.2.15 More fully integrate Career Services into campus community

1.2.16 Increase student involvement in Health Services

1.2.17 Strengthen personal counseling and disability services

### Goal 2: To deliver Programs of Academic Excellence at Penn State Wilkes-Barre

#### Objective 2.1: Strengthen the quality of Penn State Wilkes-Barre’s current academic programs

Strategies for Objective 2.1

2.1.1 Development and assessment of learning outcomes for baccalaureate degrees at PSU-WB

2.1.2 Pursue accreditation for degrees when accreditation appropriate

2.1.3 Asses viability of the current academic programs

2.1.4 Insure appropriate delivery of courses

2.1.5 Increase course offerings by collaboration with other campuses

2.1.6 Strengthen faculty excellence as a vehicle for high-quality programs

2.1.7 Promote internships as anchor points for excellent academic programs

2.1.8 Promote staff development to strengthen the quality of the educational experience

#### Objective 2.2: Increase the number of academic programs at Penn State Wilkes-Barre

Strategies for Objective 2.2

2.2.1 Assess and develop program initiatives

2.2.2 Develop longer–term initiatives for new programs

2.2.3 Develop partnerships for program collaboration with other PSU campuses

2.3.4 Develop partnerships for program collaboration with the World Campus

### Goal 3: To foster Outreach

#### Objective 3.1: Bring the outside community into Wilkes-Barre campus

Strategies for Objective 3.1

3.1.1 Utilize campus facilities to raise awareness of Penn State Wilkes-Barre

3.1.2 Increase Campus Advisory Board involvement with campus

#### Objective 3.2: Strengthen partnerships with organizations external to Penn State

Strategies for Objective 3.2

3.2.1 Expand Career Services relationships with business and industries

3.2.2 Respond, through Continuing Education, to the professional education needs in the region

3.2.3 Increase PSU-WB’s participation in professional local and regional organizations

3.2.4 Become a resource and expertise center to regional High Schools

#### Objective 3.3: Strengthen partnerships with organizations internal to Penn State, external to Wilkes-Barre campus

Strategies for Objective 3.3

3.3.1 Strengthen relationships with Penn State Alumni

3.3.2 Strengthen partnerships with the Sustainability Institute

3.3.3 Strengthen partnerships with Diversity offices at Penn State

3.3.4 Strengthen partnerships with Career Services at Penn State

### Goal 4: To develop a culture of Innovative Operations and Sustainability

#### Objective 4.1: Increase the amount of financial resources at Penn State Wilkes-Barre

Strategies for Objective 4.1

4.1.1 Develop and enhance financial resources for students

4.1.2 Develop and enhance operational resources at campus

#### Objective 4.2: Increase the amount of recycling and conservation of natural resources

Strategies for Objective 4.2

4.2.1 Raise awareness on energy conservation

4.2.2 Develop a culture that embraces the efficient use of resources

4.2.3 Strengthen the campus recycling program

4.2.4 Operate campus utilities in the most efficient manner

#### Objective 4.3: Continuing being the a university leader in a culture of resource sharing

Strategies for Objective 4.3

4.3.1 Share positions within the campus and with other campuses when appropriate

4.3.2 Develop multi-campus faculty appointments when appropriate

4.3.3 Strengthen collaboration between campuses for course offerings

#### Objective 4.4: Continuing to infuse ethical decisions throughout all campus environments

Strategies for Objective 4.4

4.4.1 Incorporate ethical issues in all courses

4.4.2 Incorporate ethical issues in all operations

4.4.3 Provide support and training on ethical issues

#### Objective 4.5: Continue operating in a culture that embraces inclusivity

Strategies for Strategies for Objective 4.5

4.5.1 Develop a campus atmosphere welcoming of differences

4.5.2 Recruit diverse workforce

4.5.3 Recruit diverse students

**Correspondence between Penn State Wilkes-Barre’s Strategic Plan Objectives and Penn State’s Broad Themes**

|  | **Provost’s Pillars** | | | | | **Supporting Strategies** | | | **President Barron’s Six Initiatives** | | | | | | **Foundational Principles** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSU Broad***  ***Themes***  **Strategic Plan**  **Objectives** | *Enhancing Health and Well Being* | *Managing and Stewarding Resources* | *Transforming Education and Access* | *Leveraging our Digital Access* | *Exploring and Promoting our Cultures* | *Academic Infrastructure and Support* | *Outreach and Engagement* | *Business Processes* | *Excellence* | *Student Engagement* | *Economic Development. Career Success* | *Diversity and Demographics* | *Access and Affordability* | *Technology and Curriculum Delivery* | *Sustainability* | *Global Engagement* |
| 1.1 Increase admission of new students |  |  | X |  |  | X |  |  |  |  |  | X | X |  |  | X |
| 1.2 Increase retention and persistence to graduation |  |  | X | X |  | X |  |  |  | X |  | X | X | X |  |  |
| 2.1 Strengthen quality of PSU-WB’s current academic programs |  |  | X | X |  | X |  |  | X | X |  |  |  | X |  |  |
| 2.2 Increase the number of academic programs at PSU-WB |  |  | X | X |  | X |  |  |  |  |  |  |  | X |  |  |
| 3.1 Bring the community into PSU-WB campus |  |  |  |  | X |  | X |  |  |  | X |  |  |  |  |  |
| 3.2 Strengthen partnerships with organizations external to PSU-WB |  |  |  |  | X |  | X |  |  |  | X |  |  |  |  |  |
| 3.3 Strengthen partnerships with organizations internal to PSSU, external to PSU-WB |  |  |  |  | X |  | X |  |  |  | X |  |  |  |  |  |
| 4.1 Increase amount financial resources |  | X |  |  |  |  |  | X |  |  | X |  | X |  |  |  |
| 4.2 Increase amount recycling and conservation | X | X |  |  |  |  |  | X |  |  |  |  |  |  | X |  |
| 4.3 Continue being a leader in resource sharing |  | X |  |  |  |  |  | X | X |  | X |  |  |  | X |  |
| 4.4 Continue infusing ethical decisions | X |  | X |  |  |  |  |  | X |  |  |  |  |  |  | X |
| 4.5 Continue embracing Inclusivity |  |  | X |  | X |  |  |  | X | X |  | X |  |  |  | X |

## SPECIFIC RELEVANT CHANGES TO PENN STATE WILKES-BARRE 2014-19 STRATEGIC PLAN

##### 1.- UPDATES AS RESULT OF INPUT FROM CAMPUS CONSTITUENCIES

The following 3 strategies were added to Objective 3.3 (Strengthen partnerships with organizations internal to Penn State, external to Wilkes-Barre Campus) that is part of Goal 3: To Foster Outreach:

3.3.2 Strengthen partnerships with the Sustainability Institute  
3.3.3 Strengthen partnerships with Diversity offices at Penn State  
3.3.4 Strengthen partnerships with Career Services at Penn State

The above strategies resulted after extensive discussions with the Campus Advisory Board as described in page 1 in this document.

##### 2.- UPDATES AS A RESULT OF FEEDBACK FROM UNIT STRATEGIC PLAN REVIEW

2.1 Learning outcomes assessment.   
The comments from the review state:  *“The plan notes that the campus did specify learning outcomes. The plan includes a strategy for the “[d]evelopment and assessment of learning outcomes for all baccalaureate degrees at Penn State Wilkes-Barre.” The plan could have benefited from a more specific discussion of the strategy for developing learning outcomes”.*

The academic programs that are accredited by an external agency (BS in Surveying Engineering, BS in Electrical Engineering Technology and AAS in Surveying Technology) have developed their own learning outcomes and processes for assessing them. For the other BS/BA programs offered at Wilkes-Barre, the learning outcomes must be developed in conjunction with the other campuses at the University College that offer these degrees. This is already in progress.

2.2 Strategic performance indicators.  
The comments from the review sate: *“The plan might also benefit from indicators to assess the outcome or impact of the campus’ efforts… yet there are no indicators reflecting the retention or graduation rates except…”*

The campus leadership has embarked in a process to match each tactic to a specific measurable outcome and to develop a reporting calendar for dissemination of results. This new version of the plan will be available by July 1st, 2015 and will be shared in our website. Due to the size constrains of this document, this level of detail is not provided here.

2.3 Diversity Planning.  
Specific updates on Diversity Planning are described in Section 3.

2.4 Incorporation of Ethical Issues  
The comments from the review state: *“While the plan called for incorporating ethical issues in all operations, there were no details on how that might be done”.*

Faculty members from different departments are encouraged to introduce ethical issues in their lectures and discussions. In some cases such discussions are necessary for accreditation such as those programs accredited by ABET. We are also looking forward to the final recommendations from the General Education Reform Taskforce on the introduction of a strong discussion on ethics in courses fulfilling General Education requirements at Penn State. We will follow the example from the review team and develop specific training on ethics for students engaging in undergraduate research activities.

##### 3.- RESPONSES TO FEEDBACK ON *A FRAMEWORK TO FOSTER DIVERSITY AT PENN STATE* (2010-14) AND 2015-19 DIVERSITY INITIATIVES.

Challenge 1: Implementation of “Continuing operating in a culture that embraces inclusivity” and “Developing atmosphere welcoming of differences”  
We have approached the implementation of this strategy by looking at 4 different parts: Training, Hiring Responding and Being Proactive. First, several times during the academic year we bring training on Diversity to faculty and staff. This also provides them with an opportunity to share and voice concerns. Second, when hiring faculty, we have made a conscious effort to advertise and recruit from minorities. In faculty positions, minority populations are often defined by the academic discipline they represent. For example, we have hired a female Surveying Engineering faculty member from the Middle East that is clearly underrepresented. The current faculty composition is 73 % male and 27 % female. Overall, 30 % of the faculty members can be considered from under represented ethnicities. Our third approach consists on providing the adequate response when the Campus leadership learns about situations that are not consistent with our values. In the last few years we have investigated and taken action when deemed necessary of student complaints alleging discrimination because of race and sexual orientation as well as sexual misconduct. Our fourth approach is being as proactive as possible and initiating the dialog with underrepresented groups before any negative situations occur on campus. For example, our response to the recent national events involving African American individuals, we have started discussion and dialog using focus groups, first with African American male students on campus that was expanded to African American females. We intend to continue this dialog and expand it to students form other races and ethnicities.

Challenge 2: Creating a “Welcoming Camps Climate”  
The last campus climate survey was administered 5 years ago or longer. The campus leadership plans to administer a new survey in FA 2015 to serve as a baseline and every 3 years after. We will study the results of this survey and will take the necessary actions when needed.

Challenge 3: “Recruiting and retaining a diverse student body”  
The student population at our campus is a reflection of the college-age population of Luzerne county. Although this county is experiencing an increase in Hispanic/Latino population, the large majority of these new residents live in areas served by another Penn State campus. We are committed to increasing the number of underrepresented or underserved students. Given that our campus is a recipient of a TRiO grant, we also committed to increase the population served by this grant (first-generation, low-income or disabled students).

Challenge 4: “Recruiting and retaining a diverse workforce”  
Faculty searches are advertised not only in their professional and disciplinary media but also in media that targets qualified minorities. All tenure-track position are vetted by the Affirmative Action Office before proceeding with the interview stages.

At the present time, 41% of full-time employees at the campus are male while 58% are female. However, the gender composition is unevenly split between faculty and staff. Our faculty composition is 73 % male and 27 % female. For comparison purposes, at the University College level the composition is 53 % M /47 % F, while for the whole University it is 61 % M / 39 % F. Conversely, the gender composition of staff is heavily weighted towards females (14% M/ 86%F) compared to the College (41% M/59% F) and University (45% M/55 %F).

The race/ethnicity distribution shows that our faculty is more diverse than the College and similar to the University. At Penn State Wilkes-Barre, 70% of the faculty self-identified as White (compared to 77 % at UC and 74 % at PSU), 8.8 % as Black/African American (2.9% UC / 10.8 % PSU), 5.8 % as Hispanic/Latino (3.1 % UC / 3.0 % PSU), although only 2.9 % as Asian (7.3 % UC / 10.8 % PSU). A similar analysis for our staff shows a similar trend as 95% of the staff self-identified as White (85% UC / 88% PSU), 2.5% as Black/African American (5.7 % UC / 2.8% PSU) and 2.5% as Hispanic/Latino (2.8 % UC / 1.7 % PSU).

Challenge 5: “US and International Cultural Competencies”  
We concur with the review team and will expand the specific goals to include cultural competencies. We are also awaiting the final results of the General Education Review Taskforce as there will be opportunities to include these competencies in existing or newly developed courses.

Challenge 6: “Diversity University Leadership and Management”  
The Campus Leadership is comprised of a Chancellor and 9 Directors. From these, 6 Directors (67 %) are women and 3 Directors (33 %) are men. In addition, one of these directors is from a Hispanic background, being the first among his colleagues at other campuses. While we are aware that these numbers are far from ideal, any searches for new Campus Leadership and Management positions have a conscious effort to be advertised in media reaching qualified minority applicants.