Penn State shield logo with black text and blue shield

Unit Strategic Plan: Penn State Brandywine

2014/2015 through 2018/2019

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

<https://brandywine.psu.edu/strategic-plan>

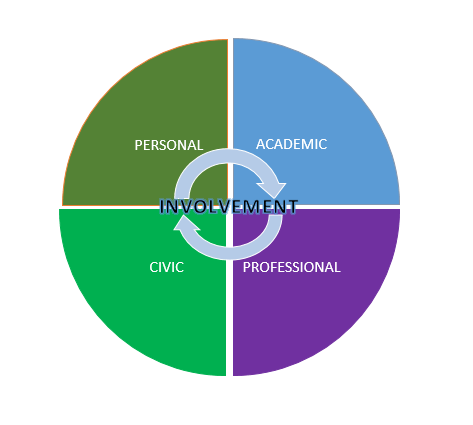
# Penn State Brandywine

**Strategic Plan**

As Penn State Brandywine prepares for student housing in the fall of 2017, and as we look forward to expanding Penn State’s impact on the Philadelphia region, we present this Strategic Plan as a roadmap. During our planning process, the overarching goal that emerged is that the distinctive **“Brandywine Experience”** will produce engaged citizens who will in turn make a significant impact on larger communities, both local and global. Further, the Planning Committee agreed on the following Foundational Principles that will inform all activities at Penn State Brandywine:

## Foundational Principles:

1. Penn State Brandywine will foster and shape citizens who are socially aware, environmentally considerate, and civic-minded, while providing our diverse population of students a high quality educational experience that prepares them for the global 21st century. Penn State Brandywine’s culture will value diversity, inclusion, internationalism, and equity. Penn State Brandywine is an inclusive and diverse community that lives by an ethos of social responsibility.
2. Penn State Brandywine will provide transformational experiences that inspire and motivate members of our campus community (students, faculty, and staff) to realize their potential and fully engage the world in increasingly meaningful ways.
3. Penn State Brandywine will support the continuous transformation of our teaching and learning community by effectively using our resources to promote sustainability practices and environmental stewardship.



Embedded in this Plan—and inseparable from it—are the initial themes of Promoting our Health, Stewarding our Resources, Transforming Education, Building our Digital Future, and Valuing and Exploring our Cultures. Also embedded are the University’s Six Imperatives: Excellence, Student Engagement, Career Success & Economic Development, Diversity & Demographics, Access & Affordability, and Technology. The final plan is the result of an extensive process, and the planning committee believes the plan is realistic, forward thinking, and evocative of a distinctive PSU **“Brandywine Experience”** for students, faculty, and staff. Following this blueprint, Brandywine can make a positive impact for the public good within our internal and external communities.

## Foundational Principle 1

| **Goal** | **Objectives** | **Strategies** | **Tactics** | **Budget** |
| --- | --- | --- | --- | --- |
| 1. Penn State Brandywine will infuse social justice and civic-minded opportunities into all areas of the Brandywine experience. Our culture will value diversity, inclusion, internationalism, equity, and respect for others in every aspect of campus life and civic engagement. | To determine the level of social justice and civic-minded opportunities on campus, decide on an appropriate instrument to measure current climate on campus (Year 1).  Modify existing opportunities (programs and activities) based upon audit outcomes (Year 2).  Add new opportunities (programs and activities) and apply modifications to existing opportunities (Year 3).  Monitor compliance of implementation (Years 4-5).  Assess current climate while continuing to provide programming (Year 4 - Monitor effectiveness).  Determine programs that would enhance the campus environment (Year 5 - Repeat cycle – Provide Programming). | Conduct a formal campus audit to inventory existing programs and to identify new opportunities.  Based upon audit outcomes, determine the degree of modification needed.  Work with Division Heads to discuss the needs to support the implementation of the audit results. Create intentional bridges/mechanisms for better collaboration, communication and opportunities between academic and co-curricular activities.  Create a full-time position in the Laboratory for Civic & Community Engagement (The director should not teach more than one course per semester. Provide staff support for this position.)  Centrally coordinate activities related to community and civic engagement. | Have departmental leaders and faculty chairs to respond to audit.  Have students complete the National Assessment of Service and Community Engagement.  A subcommittee will be created to prepare a report of recommended changes to the Strategic Planning Committee.  Set a timeline for implementation of opportunities.  A Social Justice advisory committee will track and report on progress.  The DAA and department supervisors will use performance review conversations to provide both incentive and evaluation of cultural competence.  Create professional development opportunities (both training and programming) related to diversity issues at least twice per semester on topics related to race, gender, religion, veteran status, LGBTQ issues, etc.  Include diversity programming in new student orientation and the Brandywine experience.  Offer professional development opportunities related to diversity issues at least twice per semester on topics related to race, gender, religion, veteran status, LGBTQ issues, etc.  Create and maintain a shared calendar of events related to diversity [student affairs and Lab for Civic and Community Engagement will oversee shared calendar for diversity and community engagement activities.  Orientation Planning Committee will create an opportunity in concert with Lab for Civic and Community Engagement for prospective students, faculty and staff to engage in community service.  Service learning opportunities should be identified and in place enough by March 1 of the previous year by the Laboratory for Civic and Community Engagement so that faculty and Student Affairs can integrate programs into courses and co-curricular activities.  Hold professional development workshops (2 per year). | None-campus can use or adapt the AASCU’s American Democracy Project Campus Audit of Civic Engagement <http://aascu.org/WorkArea/DownloadAsset.aspx?id=7590>.  $2000 <https://www.siena.edu/centers-institutes/siena-research-institute/national/>.  $50,000-$70,000 for position.  $15,000-$20,000 for external speakers and training per year |
| **Goal** | **Objectives** | **Strategies** | **Tactics** | **Budget** |
| 2. Penn State Brandywine students will have a greater awareness of community needs, issues of equity and understanding of the importance of diversity and gaining personal efficacy in shaping the world they live in | Penn State Brandywine will integrate civic engagement into existing academic curricula and extracurricular activities (Years 1-5 ongoing).  Penn State Brandywine will broaden students’ view of diversity and internationalism (Years 1-2). | Penn State Brandywine will promote and increase enrollment in the Civic and Community. Engagement minor as well as the Women’s Studies minor and the Peace and Conflict certificate, Youth, Development and Social Justice.  Penn State Brandywine will promote internships with community-based organizations that address civic issues and with international organizations.  Penn State Brandywine will create domestic and international travel opportunities that are focused on civic and community engagement experiences. | PSB will showcase our engaged scholarship at EURECA and other student research venues to demonstrate the breadth of civic engagement across our program offerings and encourage future courses.  For students, require one field-based experience using scaffolding model each year.  Work with development to establish 1-5 new scholarships per year for students to participate in international travel  Create a plan to address issues related to risk management, travel, housing, etc.  Send faculty/staff to establish **one domestic/U.S.** and one international travel opportunity focused on civic engagement. | Budget to support student field experiences – amount unknown  Faculty/staff travel expenses to establish and implement new domestic and international travel programs (Budget would be $3,000-$5,000 for advance work for a domestic and an international trip |
| **Goal** | **Objectives** | **Strategies** | **Tactics** | **Budget** |
| 3. Penn State Brandywine will develop an Institute for Social Justice that will serve the campus, the university, and the community by bringing awareness to and engaging in meaningful work on social justice and human rights issues through teaching, research, and service. | Determine the mission of the Institute of Social Justice (year 1).  Identify funding sources to support institute activities (Years 2 -3).  Merge and complete the transition of the existing CIVCM Lab to Institute for Social Justice (Years 4-5). | Identify how the institute will engage students, faculty, staff and community.  Develop strategies to transition CivCom Lab to an Institute for Social Justice.  Adjust and establish new signature programs.  Establish internal partnerships  Identify curricular and co-curricular activities which support the mission of the institute.  Research internal and external grant opportunities, private foundation relationships, and existing donors. | Strategic Planning Committee will work together to create a social justice agenda.  Work with CIVCM Lab Coordinator, Director of Academic Affairs and Strategic Planning Committee to guide transition plan.  Work with CIVCM Lab Coordinator, CIVCM Minor faculty, Student Affairs, and student interest groups.  Work with BW Advisory Board, above mentioned staff. | Begin to develop salary planning for Director of Institute for Social Justice and Support Staff.  Increase current CIVCM Lab Coordinator salary.  Use free databases such as grants.gov, Grant Search www.aascu.org/grcinfo/ and InfoEd’s SPIN www1.infoed.org/modules/grantsAndContracts.cfm.  $500 Advisory Board and staff lunch.  Course release or salary adjustment for grant writer. |

## Foundational Principle 2

| **Goal** | **Objectives** | **Strategies** | **Tactics** | **Budget** |
| --- | --- | --- | --- | --- |
| 1. Penn State Brandywine will provide the opportunity for every student to learn through common intentional learning experiences that are scaffolded in developmental and progressive ways. | Create an Ad Hoc Committee to design a scaffolded learning framework (“**the Brandywine Experience**”) that supports year-by-year development in four quadrants: academic, professional, personal, and civic plan (Years 1-2). | Include external as well as internal members on the 4-person ad hoc committee.  Implement plan in phases: Initiate in year 3; ongoing implementation years 4-5.  Begin the PaSSS program and continue it every year. | Work across units to define scaffolded course clusters and co-curricular programs, specify faculty and staff participation, address advising and scheduling issues.  Hire “work coordinator”, tutors, summer instruction, mentors | Two stipends and two course releases  Ongoing funding from University |
| **Goal** | **Objectives** | **Strategies** | **Tactics** | **Budget** |
| 2. Penn State Brandywine will create and offer learning experiences and teach skills that prepare students for the 21st century job market and for advanced study. | Encourage responsible, productive, and research-based digital skills and dispositions to meet 21st century needs (Years 3-5.)  Promote a community-centered living/learning environment for residential students.  Provide opportunities for engaged scholarship through internships, co-ops, and other field-based experiences. | Establish and utilize “agile” learning classroom spaces and technologies to provide active learning experiences.  Provide special interest sections in residence halls, host visiting faculty (e.g., Fulbrights; professor/scholars-in-residence). | Consult with TLT office on retrofitting agile learning spaces (year 1).  Hire “technology tutors”  Work across units to identify student special interests, define and promote visiting faculty program. | $5000 per classroom  Wage salary  Support special visiting faculty colloquia, stipends |
| **Goal** | **Objectives** | **Strategies** | **Tactics** | **Budget** |
| 3. Penn State Brandywine will establish a teaching and learning center to provide opportunities for pedagogy development, alternative course delivery, student learning/tutoring, and technology development. | Build faculty capacity in online and hybrid course delivery (years 1-5)  Address “digital divide” as educational access issue for our low-income students | Provide resources and incentives for faculty to work with Instructional Design  Implement “productive persistence” (student tenacity and strategies for academic success) | Hire additional Instructional Design staff  Identify scope of duties for Director of center.  Establish student connection to center through programming associated with **the Brandywine Experience**, including PaSSS and Summer Launch programs. | Salary  Salary and/or resources for compensation |
| **Goal** | **Objectives** | **Strategies** | **Tactics** | **Budget** |
| 4. Penn State Brandywine will create academic programming that responds to the needs of our community and the Commonwealth of Pennsylvania. | Identify baccalaureate, minor, and certificate programs that reflect the social and market needs of the broader community. | Work with Strategic Planning and Faculty Senate to identify 5-year plan for academic programming and necessary resources (year 1).  Conduct market analysis, student surveys to assess interest and viability (year 2) | Curricular Affairs to develop and submit appropriate proposals for review by campus Senate and University offices (year 3, and thereafter). | Salary for new faculty hires; start-up funds |

## Foundational Principle 3

| **Goal** | **Objectives** | **Strategies** | **Tactics** | **Budget** |
| --- | --- | --- | --- | --- |
| 1. Penn State Brandywine will develop innovative, efficient, and sustainable processes that strategically use environmental resources in anticipation of new construction including proposed and future residential and classroom facilities while remaining cognizant of our ecological footprint. | Provide support for efforts already underway for major construction projects (residences, student union) LEED Silver building construction  (Year 1).  Provide input for environmentally sensitive the feasibility study LEED Silver building construction  (Year 2).  Provide support for the decisions and outcomes determined by the feasibility study. LEED Silver building construction (Years 3-5). | Use of energy-efficient technologies, environmentally-safe paper and cleaning products, etc.  Use of energy-efficient technologies, environmentally-safe paper and cleaning products, etc. | (none by this committee) | (already in progress) |
| **Goal** | **Objectives** | **Strategies** | **Tactics** | **Budget** |
| 2. Penn State Brandywine will initiate a feasibility study to determine the best use of our land and facilities for academic, recreational, and community purposes. | To have a community conversation on campus land and facilities use for multiple purposes/objectives (Year 1 – Campus conversation).  To get an outside professional to conduct the feasibility study, with our campus report in hand to use for guidance (Year 2 - Need RGP and hire firm).  Campus cooperates with firm conducting survey, must incorporate “cultural transition space” as part of study (Year 2 – survey and data collection).  Complete the study (report from firm hired to do the work) (Year 3 – decisions on moving forward with project).  Construct buildings (Years 4-5).  Create a physical and mental wellness initiative (Year 1-5). | To provide all audiences on campus an opportunity to have a voice and share thoughts and goals.  The firm hired will use their skills in conducting the feasibility study.  Campus provides any requested information from survey firm.  Share results with all campus audiences (students, staff, faculty), via email and informational web postings.  Create a smoke-free/clean air environment.  Expand the fitness center. Increase awareness of EAP resources. | Have a Town Hall meeting for all audiences on campus (staff, students, faculty), use multiple channels to advertise the meeting, be sensitive to scheduling the date/time to maximize participation, opportunity to submit ideas via the web, a person to compile the submissions and capture the conversation, type up a report.  Have Business Office/Maintenance send out RFPs, receive quotes, do interviews. Business Office will hold survey firm to their contract and timeline.  With campus consensus, move forward with recommendations from study (pending financial resources available).  Provide additional resources and training on mental health for faculty and staff. | Costs of food/drinks to encourage campus audience to attend ($500)  Time/assistance required from Matt Bodek and a staff person for report compilation  \*\*\*\*Dir of Business Services is currently looking in to this - $100,000  None – as the next step is to move forward with new ideas/plans that will require new goals, objectives, etc.  Requires a point person to share the results  Fitness Center expansion part of the Commons reprogramming effort. Budget TBD |
| **Goal** | **Objectives** | **Strategies** | **Tactics** | **Budget** |
| 3. Penn State Brandywine will engage the campus community in sustainability efforts while preserving the natural beauty and appeal of its land. | Task the campus Sustainability Committee to inventory of sustainable practices on campus (Year 1).  Determine effectiveness of existing programs (Year 2).  Modify existing programs based upon assessment outcomes  (Year 3).  Add new programming based upon current global attention/initiatives around sustainability  (Years 4-5). | Collect information on initiatives already in place (Fair Trade, campus garden, etc.).  Conduct assessment of effectiveness of existing programs.  Based upon efforts/conversations within the Sustainability Committee, the committee will determine their approach and timeline.  Have the Sustainability Committee explore global issues and evaluate feasibility of initiating new programming. | Sustainability Committee prepares a report and submits back to Strategic Planning committee and to the entire campus to share current practices.  Sustainability Committee works with coordinators of Fair Trade, campus garden, etc. to survey campus community about outcomes from existing programs.  Sustainability Committee will work towards moving these efforts forward, will submit an annual report to the Faculty Senate and Strategic Planning committee to document progress.  Sustainability Committee will work towards moving these efforts forward, will submit an annual report to the Faculty Senate and Strategic Planning committee to document progress. | None (at this time, pending actions by committee) |
| **Goal** | **Objectives** | **Strategies** | **Tactics** | **Budget** |
| 4. Penn State Brandywine will enhance **local awareness** of and education about campus sustainability efforts and all efforts done on campus. | Work with existing community partners (Year 1).  Promote existing sustainable practices on campus (Year 2).  Expand work with existing partners, add new partners (Year 3).  Integrate sustainability program with Institute of Social Justice (Years 4-5). | Find out who is working with “who” in the community (Fair Trade Campaigns committee, Transition Town Media, Tyler Arboretum, etc.) – develop database of campus/community connections.  Engage the assistance of University Relations.  Look at campus programming/initiatives, see what community groups/agencies tie in with new/existing programming.  Identify goals of the Institute once it is established, link to sustainability. | Need a point person to solicit the information and create a database of the existing partnerships.  Write articles, create video, use a “tag” that can be easily searched, have a “green” section on our campus website.  Reach out to community group/agency, meet and establish specific working goals of the relationship.  Encourage conversations between the Sustainability Committee and Institute leaders. | Will require the time of the ISJ head/Civic Engagement Lab coordinator to compile the information  None at the start. |
| **Goal** | **Objectives** | **Strategies** | **Tactics** | **Budget** |
| 5. Penn State Brandywine will promote a healthy campus community by providing opportunities and support systems for the physical, mental, and emotional well-being of faculty, staff, and students. | (A) Identify physical space for food pantry.  (B) Expand campus garden opportunities for growth (Year 1). | Start ASAP instituting a food pantry on campus.  Develop opportunities for participation (w/faculty, clubs, classes, etc.). | Identify the student population with need, sources for food supply.  Coordinate Student Affairs and Academic Affairs in programming opportunities. | Contact campus donors for interest in starting the initiative  Existing sources may cover expenses. |
| **Goal** | **Objectives** | **Strategies** | **Tactics** | **Budget** |
| 6. Penn State Brandywine will provide experiential learning for our students by encouraging participation in academic, co-curricular, service learning, and civic engagement projects focused on the areas of sustainability. | Promote existing Environmental Inquiry Minor, Civic Engagement Minor  Embed sustainability-related activities to the Brandywine Experience and across disciplines  Establish citizen science projects on campus for independent study and course-based research (Year 1).  Add new minor of Sustainability Leadership (Year 2).  Increase enrollments in academic programs specifically related to sustainability (minors, ENV SC major) (Year 3).  Connect with feasibility study outcomes and the creation of an outdoor classroom (for ENV SC major and other academic uses) (Years 4-5). | Minor coordinators promote existing minors through Advising Office & faculty advisers.  Identify faculty collaborators in other disciplines to encourage collaboration  Picture Post project already in place, will add World Water Monitoring in 2015.  Identify a campus leader for the minor to advertise, promote, and be the liaison to University Park.  Monitor progress.  Work with the ENV SC faculty and Business Office to begin conversations about the needs to support the degree program, connect with other academic units on campus to explore potential uses. | Update minor webpages on campus website, create flyers and clear steps for students to progress through these minors.  Share and recognize on campus (through Faculty Forum, articles online) the collaborations and student successes in sustainability education.  Faculty lead will recruit students, hold information sessions for campus community to learn from and to encourage participation.  Execution of this minor is pending approval with University Faculty Senate (minor currently is on administrative hold).  Continue to promote the programs through academic channels on campus.  Set a timeline for project design, funds, and construction. | None  None (pending course learning outcomes (perhaps funds for a speaker, fieldtrip, etc.)  None for these two projects  None (actual construction would require funding) |