



# Penn State DuBois Strategic Plan 2009- 2013

As we lay the groundwork for our next 75 years of changing lives, I want to thank Penn State DuBois personnel and the Strategic Plan Committee for their contributions to our 2008-2013 Strategic Plan. Penn State DuBois has a rich history and reputation for providing outstanding service to our students. We will continue putting our STUDENTS FIRST, as we accomplish our goals in collaboration with our community partners to re-invent and transform the North Central region of Pennsylvania.

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## Five Year Overview and Vision

The Penn State DuBois campus worked diligently to develop a comprehensive plan to achieve its goals for the next five to ten years. In order to successfully meet the challenges of being viable and valuable to the local community in this period of time, each area on campus can and will play an active role in this endeavor.

By focusing on the concept of **'students first'**, there will be an instinctive direction for every department and decision made. As we move forward, our students will face a variety of challenges. Whenever possible, these will be anticipated and possible solutions will be incorporated within the fabric of the campus. And others may not resolve as easily, nevertheless, being totally focused on the students necessitates that the campus become acutely aware of all potential arenas for impact and subsequent ramifications.

Each department explored how it will address the student-centered concept within the confines of its relationship to the campus. All employees on campus should have a clearly defined vision of how their role impacts and addresses the needs of every student.

Given the location of the DuBois campus, there is a shared and paramount commitment to diversity by all faculty and staff. The Admissions Office is actively recruiting students of color and varied ethnic backgrounds. Consequently, it is essential that the campus create a multi-cultural staff position to ensure that the transition to the campus for all of these students will be seamless and fulfilling. This new staff position will, working with faculty and staff, help prepare our local campus students to better understand diverse cultures, and world views, a vital step in preparing our students to participate in the global arena.

Increased numbers of students from a variety of states and countries will ultimately affect the campus enrollment. The goal for Student Life is to focus on a welcoming environment and provide a multitude of support and resource systems for all students, with special attention to those from a culturally diverse background or within "under- represented" groups. For Adult Learners, providing them the opportunities and support they need to succeed in undertaking an education at this level will only serve to promote the campus's role for this sector of the population in the community and region. With all these initiatives to increase the diversity of the campus population, more emphasis will be focused on educating our staff, faculty and community to promote more productive interaction and additional support to all our students.

The Admissions Office will continue to look at promoting those programs that are unique to our campus such as Wildlife Technology and Materials Engineering Technology. At the secondary level, students will be provided with increased opportunities to earn postsecondary credits while still in high school. "Dual Enrollment" opportunities are available to high school students at an ever- increasing rate and the campus has actively pursued dual enrollment agreements with a number of school districts. With the increasing cost of postsecondary education, high school students and their parents are looking for ways to earn postsecondary credits at a lower cost, thus allowing them to benefit from a value added curriculum at the

postsecondary level. The Admissions Office will continue to encourage these high schools students to enroll as full time Penn State DuBois students.

For Academic Affairs, curricular programs are of primary importance in attracting traditional and non-traditional students, including adding and /or eliminating programs that best respond to the local, regional and national trends for future workforce needs. Currently, the associate degrees that are offered provide an opportunity for many first generation college students and adding the new four year Engineering degree is a direct result of research indicating that this program fills a need for industry. These programs directly impact the local, regional and state workforce by creating a pool of job ready employees with the necessary “hands on” technical skills that local industry desires in a graduate.

With the rapidly changing economic world we live in, how and where students access their classes will become more vital in the continued growth and stability of our enrollment. The campus must examine ways to provide each student the opportunity to earn an education and a degree in a manner that best suits individual life situations. It is not realistic to expect the campus to facilitate every student’s personal request for fulfilling course requirements, but creative and alternate methods of instructional delivery and class attendance must be explored.

Academically, the campus faces the situation of an aging faculty producing a cohort of retirements within the next five years. In order to attract qualified and dynamic faculty to fill future needs, the campus must provide a climate that promotes faculty research and growth along with engaging students in that research and growth, and the exploration of new ways of thinking with an emphasis on entrepreneurship. The establishment of the Center for Technology Transfer evolved from the campus’s partnership in the regional Keystone Innovation Zone (KIZ). The Center for Technology Transfer will work within the KIZ to identify clusters to promote collaboration among faculty and local industry, creating even more opportunities for students. This center will serve as the blueprint for the creation of additional centers over the next five years thus engaging faculty in the growth and development of campus programs and regional industry.

Continuing Education is a key component of the campus outreach objective. Its primary mission is to engage individuals, businesses and community organizations with the University’s resources to enhance personal, professional, and economic development across our service area. To accomplish this mission, Continuing Education’s efforts will be focused on four key audiences; adult learners in credit programming, workforce development initiatives, youth programs, and community engagement activities. In order to adequately address these four areas, they must fully integrate themselves and their work within the fabric of the university by participating in search committees, enrollment management teams, the DuBois Education Foundation, the Executive Steering Committee and the athletic advisory board to name examples. By creating a visible presence within all areas of the campus and within the university, Continuing Education will be perceived as a “go to” place for any of the areas named above.

As with any other goals that are set by a campus, we must be constantly mindful of our goal of fiscal solvency while taking on the tasks of growing our campus in all areas over the next five to ten years. Therefore, the campus community will continue identifying and developing sources of

income, augmenting existing multi-campus and university-wide revenue streams and increasing proposals to allow pursuit of capital improvements, renovations, and improvements to learning environments

A major responsibility of the Business and Finance department is the oversight of any and all renovation or construction activities. In order to provide an inviting collegiate atmosphere that keeps students engaged on campus, in addition to attracting highly qualified faculty, the renovation of current and new facilities is essential.

The Swift building was built in 1963 and, although changes have been made to make it usable, it has the appearance and functionality of a forty-five year old building and lacks the appearance and equipment found in area high schools. Science labs and computer labs need to look and function like a state of the art facility to help attract and retain students. The exteriors and mechanical systems should be upgraded to function more efficiently. The renovation of this facility is scheduled for the 2008-2009 AY capital budget.

The Multi-Purpose building was built in 1967, and not designed for the extensive athletic and student programs that are available today. The gymnasium and fitness center should be increased in size and a wellness center added. This would be available to all faculty, staff, and students to use and would also increase the visibility of the campus and its utilization by the community.

In order to provide our students a well- rounded educational experience, the campus has expanded its athletic programs. Successful programs include men's and women's basketball, women's volleyball and men's and women's cross country. The expansion of these programs has provided additional areas for recruiting students with interests in athletics. An active intramural program also provides athletic opportunities for all students to participate in athletics ,but at a lower level of competition. Providing these opportunities for competitive athletics at several levels, along with a comprehensive fitness and wellness program, will make Penn State DuBois a more attractive choice for future students.

Hiller and Smeal buildings were built in 1975 and 1989, respectively, and although they are very functional, certain upgrades should happen in the next five years. The food service area in Hiller should be renovated to make it more inviting and capable of keeping up with current trends. Coffee shops and snack stations in various locations throughout the campus should also be made available to better serve students and faculty, most especially those who are on campus later in the evenings. The Library, currently located on the upper floor in the Hiller Building should be modernized and enlarged. This would provide better service to, not only the students on campus, but to the community as well.

The Penn State DuBois campus has traditionally been known primarily as a commuter campus. In order to grow enrollment and justify the expansion or addition of programs, our students must have access to the campus on an extended basis. We must address the need for some type of housing for regional, non-regional or international students. Accompanying this issue will be the need for expanded services, activities and cultural experiences that will provide students the total college experience, but with a local feel.

Of great importance to students, parents and everyone who works at the campus is the issue of campus security. In a world where college campuses have been sites of horrendous crimes, the campus feels that it is now imperative to institute a security force on site. Currently, security is provided by relying on the City of DuBois Police Department. Although the campus is a very safe location, the lack of a visible security department creates the perception that assistance is not readily available or needed.

A security force of one or two officers is planned during the first year, and would provide visible security from 8:00 A.M. to 11:00 P.M., Monday through Friday. These officers would also be able to assist faculty in the science fields by providing training and support dealing with Environmental Health and Safety issues because they will have expertise in that type of training. Increased security could and should include more surveillance cameras to be monitored and changed by the security force.

The Information Technology department on campus must constantly address the topic of change as technology today poses the challenge of keeping current in so many areas. Both hardware and software that are used by students, faculty and staff must be constantly upgraded and protected so that work can be done effectively and efficiently.

In the future, it is imperative that all campus data bases be protected since they are essential to daily operations. Much of the data have a dollar value to criminals and therefore constitute a potential liability to the university if compromised. The IT department will also enhance the way that data are shared on campus. More can be accomplished when departments collaborate. An open dialogue between the IT department and campus departments is important in identifying problems and determining appropriate solutions.

Our students at the campus have a wide range of experience and proficiency in using current technology. For most students, campus technology is merely an extension of what they are familiar with, for others it represents their first exposure. Staff in the Information Technology area must be keenly aware of the needs of all of the students, faculty and staff using technology on campus and work to meet them at their level.

Today, the Penn State DuBois campus faces the daunting task of, not merely surviving as an institution of higher education, it must also find creative and innovative ways to meet the challenges of the future. Our local and regional economy, with its current focus on manufacturing, is faced with the need for a more diverse workforce, including the health care and technology areas. The campus must better meet the educational needs of local and regional employers, along with providing opportunities and support for our students and community members to develop their ideas for entrepreneurial growth. The campus must continue to engage the entire region in its vision for the future.

The specific goals and strategies to accomplish this vision appear in the next section of the Strategic Plan. In an effort to bring the campus together as one, versus a collection of independent, internally focused units, the contributions of faculty and staff from the various campus units are grouped by common themes rather than administrative units: Access, Operational Excellence, Quality and Reputation, Growth and Transformation.

## Mission and Vision Statements

### **Mission Statement:**

By providing the highest standard of quality education, Penn State DuBois will be the recognized leader in the North Central Region of Pennsylvania and beyond in meeting the diverse needs of the multiple populations served through access, operational excellence, quality and reputation, growth, and transformation.

### **Vision Statement:**

Our vision is to provide all students a quality Penn State Experience with a local feel. *We will:*

- Commit to student success through academic excellence and a student centered environment.
- Expand students' horizons through self-discovery, challenged thinking, and exposure to the global community.
- Provide opportunities for lifelong learning through innovative use of technology, entrepreneurial experience, and community service.
- Anticipate emerging educational and workforce needs of the region and apply our expertise to their fulfillment.
- Respect the value of all people; their beliefs and worldviews which may differ from our own.

**ACCESS: Fostering diversity; providing opportunity for low income, first-generation students; adult learners; high school, international and out-of-state students.**

<u>Goal</u>	<u>Strategy</u>	<u>Strategic Indicator</u>	<u>Owner</u>
<b>Promote the recruiting of out-of-state students.</b>	Increase the number of out-of-state students. ('07 /AY baseline)	Total number of out-of-state students enrolled. Baseline: 9	Admissions Officer
	Continue to offer scholarships to out-of-state students	Total amount of scholarships awarded to out-of-state students. Baseline: 8@\$2,000 each	
<b>Promote the active recruitment for international students (Baseline: AY '07 – 0)</b>	Begin preparing the campus community for having a population of international students enrolled at PSU DuBois	Development of programs and the services necessary to support a population of international students.	Admissions Officer
	Work with the Office of international students at University Park and the Undergraduate Admissions Office as we assist international students in the Admissions and financial aid process	Total number of international student enrolled.  Baseline: 0	
	Work with international consultants; utilize recruitment opportunities to attract international students		
<b>Promote the active recruitment of students of color and students from underrepresented groups.</b>	Continue to work with the Pittsburgh Recruiting Center in planning activities/fieldtrips for students from the Pittsburgh Public schools	Total number of minority students enrolled from the Pittsburgh Public Schools.  Baseline: 0	Admissions Officer
	Collaborate with Student Life and academic Advising to provide adequate services for students from underrepresented groups	Development and implementation of appropriate services.	

**ACCESS: Fostering diversity; providing opportunity for low income, first-generation students; adult learners; high school, international and out-of-state students.**

<u>Goal</u>	<u>Strategy</u>	<u>Strategic Indicator</u>	<u>Owner</u>
<b>Develop recruiting programs as appropriate for traditional and adult learner populations.</b>	Collaborate and coordinate event schedules with marketing and the Outreach coordinators	Number of coordinated events and number of people participating.	Admissions and Adult Learner Coordinator
		Number of Dual Enrollees who enroll at the DuBois campus.	
<b>Increase presence in service area middle schools and junior highs.</b>	Begin the recruiting process earlier by offering programs to service area junior highs and middle schools	Number of programs in junior high schools and area middle schools.  Baseline: 2 area middle schools (DuBois Area and DuBois Catholic)	Admissions officer
<b>Actively recruit outside of our service area for programs unique to Penn State DuBois.</b>	Increase the marketing of 2OT, 2MAET, and 2WLT outside of our service area	Increased enrollment in these programs with students from outside of the service area. Total number of minority students enrolled from the Pittsburgh Public Schools. Baseline: 0	Admissions Officer  Marketing Officer
<b>Increase scholarship support for traditional and non-traditional students.</b>	Increase dollars for Trustee scholarships, general scholarships, and Adult Learner scholarships	Achievement of \$4M goal for scholarship support (Campus Capital Campaign Goal)	Director of Development

**OPERATIONAL EXCELLENCE: Doing what we do each day at the highest level based upon continuous improvement.**

<u>Goal</u>	<u>Strategy</u>	<u>Strategic Indicator</u>	<u>Owner</u>
<b>Consistently analyze recruitment and retention data.</b>	Continue to generate data/reports and share at weekly Director's meetings	Share reports weekly at Director's meetings.	Admissions Officer
	Produce and distribute student demographic reports each semester	Growth in reenrollment based on implementation of new strategies	
	Engage Enrollment Management Team in data analysis and discussions to identify recruitment and retention strategies	Implement Recruitment and retention strategies.	
<b>Monitor and maintain appropriate balance of full-time and part-time faculty</b>	Analyze each hire based upon program needs and vision	Target: 60% full-time 40% part-time  Min. goal: 50 % full-time 50 % part-time	DAA
<b>Provide appropriate funding and people resources to assist all faculty members succeed in meeting their teaching, research, and service responsibilities.</b>	Share accurate information with all faculty members regarding all campus, college, and university funding opportunities. Encourage faculty members to apply for that funding, matching funding and providing letters of support whenever appropriate and possible.	Track the source and amount of internal and external funding received by faculty members.	DAA
	Provide each faculty member, based on rank and responsibility, a designated funding amount, defined as appropriate by the Director of Academic Affairs	Calculate the number of faculty members who applied for and/or received internal or external funding.	
	Provide equitably and justifiably distributed Campus financial and people resources to all faculty members to aid them in most effectively meeting their performance expectations whenever possible	Review reports by faculty describing their funding outcomes	

**OPERATIONAL EXCELLENCE: Doing what we do each day at the highest level based upon continuous improvement.**

<u>Goal</u>	<u>Strategy</u>	<u>Strategic Indicator</u>	<u>Owner</u>
		Review the report and recommendations by the DAA Funding Committee regarding the quality of funding outcomes.  Review the Faculty Activity Report (FAR) funding listings.	
<b>Combine and collapse processes to improve efficiency and service to students.</b>	Include a financial aid check at orientation	Incorporation of system and number of aid cases we've reduced earlier in the semester.	Financial Aid Officer
	Create a one-stop student services center to promote student success	Development of center and satisfaction of students.	Ass't. DAA
	Increase and improve web presence for both Student and Academic Affairs	Student satisfaction with ability to find information.	IT Director
	Incorporate the E-Steward system for scholarships awarding and tracking to streamline awarding process	Time to award scholarships.	DOD Financial Aid Coordinator
<b>Enhance our financial stability, organizational efficiency, operations effectiveness, and student/employee work-life balance through development of innovative programs and methods</b>	Strengthen and refine efforts aimed at moving students from scheduled to registered status	Number of students moved from scheduled to regular status	Business Services
	Assist the DuBois Educational Foundation with implementation of the Penn State DuBois Rebate Program	Total Sales Total man hours used to implement	Business Services
	Provide training for and increase utilization of eBUY, Employee Reimbursement System, purchasing card and related program	Number of employees using programs	Business Services

**OPERATIONAL EXCELLENCE: Doing what we do each day at the highest level based upon continuous improvement.**

<u>Goal</u>	<u>Strategy</u>	<u>Strategic Indicator</u>	<u>Owner</u>
	Conduct a feasibility study to determine if there are alternative means of providing services while reducing costs. Conduct efficiency study of Tech Services	Number of completed studies	Business Services
	In collaboration with C.E. and Health Services, offer professional development training sessions and wellness programs throughout the year to improve efficiency and enhance work-life balance	Number of sessions offered Number of participants Diversity of attendees	Business Services
	In conjunction with the campus Beautification Committee and/or related groups, enhance support systems to maintain a welcoming campus setting	Number of beautification activities completed Number of informal study areas	Business Services
<p><b>Protect institutional data from loss, harm, and threat.</b></p> <p><i>The data that each employee generates are critical to furthering their objectives. From e-mail to Office documents, data are critical for daily business operation. Much of the data are sensitive in nature, carrying a dollar value to criminals and, therefore, representing a potential liability to the university if compromised.</i></p>	Maintain centralized storage and centralized backup	Increase percentage of users utilizing central storage. Decrease number of incidents.	IT Director
	Implement a disaster recovery plan that includes off-site backups	Increase percentage of critical systems under suitable redundancy plan. Increase percentage of protected devices.	
	Make sure hardware systems are redundant and quickly replaceable (Warranties, spares, service plans)	Increase number of tools deployed.	
	Implement drive encryption, network access protection, application patching, monitoring, physical security, user education, and workstation hardening	Increase number of active university contacts.	
	Implement IPAS Phase II Create policies and procedures regarding data security that are effective, yet practical	Increase number of professional development opportunities for IT staff	

**OPERATIONAL EXCELLENCE: Doing what we do each day at the highest level based upon continuous improvement.**

<u>Goal</u>	<u>Strategy</u>	<u>Strategic Indicator</u>	<u>Owner</u>
<b>Maintain a Comprehensive Emergency Management Plan (EMP).</b>	<ul style="list-style-type: none"> <li>• Review EMP with all campus constituencies on a regularly scheduled basis.</li> <li>• Meet with community agencies and service providers to share EMP.</li> <li>• Conduct a practice drill the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> year of this strategic plan.</li> <li>• Maintain communication with appropriate University offices addressing emergency and Disaster Plans.</li> </ul>	<p>Number of Workshops on campus and evaluation of workshops</p> <p>Hold practice drills as scheduled</p>	DBS
<b>Provide course scheduling that allows the majority of students to successfully complete their degree programs in a timely manner.</b>	Meet regularly with the Registrar, other Academic Affairs staff and Continuing Education, to discuss the most effective course scheduling plans that meet students' immediate academic needs	<p>Monitoring courses and course scheduling by the Advising Center, C.E., and the Registrar's Office.</p> <p>Compare and examine time to graduation over 5 year period.</p>	DAA and Ass't. DAA
<b>Conduct continuous planning and regular evaluation of all courses in all academic units and programs.</b>	Develop a plan and a structure for the consistent academic review and assessment of all programs (FY 08-09).	<p>Reports collected from all academic units and programs.</p> <p>Completed Program Assessments scheduled Fall '09 to Spring 13.</p>	DAA and IDS

**QUALITY AND REPUTATION: Program quality; assessment; accreditations; branding/marketing**

<u>Goal</u>	<u>Strategy</u>	<u>Strategic Indicator</u>	<u>Owner</u>
<b>Provide counseling, health or referral services to high risk students that will aid in their retention</b>	Implement Early Alert System to address high risk students including issues of health (both mental and physical), financial aid, etc.	Development of system and success and retention of students in system	Campus nurse and Psychologist
	Enhance health services to include pharmacy benefits by contract with a local pharmacy and hospital or lab services.	Development of agreement and satisfaction of student use	Campus Nurse
	Offer food program for needy students.	Establish program and retention of students utilizing program	Campus Nurse and Student Activity Coordinator
<b>Encourage and provide healthy living opportunities among students, faculty and staff</b>	Develop healthy living incentive/points system for faculty, staff and students.	Development of program and number of people participating	Campus Nurse and HR Rep
	Increase utilization of fitness room by students, faculty and staff.	Number of Students, Faculty and Staff using fitness room	Student Affairs
	Maintain Partnership for Prevention committee membership and initiatives.	Number of active members and initiatives Baseline: 12 members; 6 initiatives	Campus Nurse
	Provide ATOD programming and leadership for the campus.	Number of activities by committee and outcomes of programs developed by committee. Baseline: 6	Campus Nurse
	Be more proactive in informing students about our counseling and psychological services.	Increase in use of counseling services and retention of students who utilize counseling services. Baseline: 41	Student Affairs

**QUALITY AND REPUTATION: Program quality; assessment; accreditations; branding/marketing**

<u>Goal</u>	<u>Strategy</u>	<u>Strategic Indicator</u>	<u>Owner</u>
	Provide health programming for adult learners	Number of programs for adult learners and satisfaction of programs among adult learners Baseline 8	Campus Nurse
<b>Build Relationship with landlord and students living in off-campus housing in order to provide reasonable housing options.</b>	Host meetings with landlords and students living off campus (separately and together)	Number of housing options and satisfaction among students Baseline: 36	Assoc. Director of Student Life
<b>Increase collaboration among colleagues on campus, at other institutions and in the community</b>	Increase collaboration between faculty and staff– for campus programming	Number of faculty, staff, and student groups collaborating with one another Baseline: 16	DAA and DBS
	Establish relationship with neighboring universities to collaborate on student activity events and cultural events	Number of university collaborations Baseline: 1	DAA and Assoc. Director of Student Life
	Utilize Community and Campus resources/expertise/experience better in regards to workshops, speakers, and campus events	Number of programs offered using local talent Baseline: 2	
<b>Expand community and campus career service opportunities for students.</b>	Continue to promote and encourage community service and campus service projects with students	Number of students involved, number of volunteer hours, results of survey to determine how being community centered has helped them grow. Baseline: 4040 volunteer hours and 19 clubs participating	Student Activities Coordinator

**QUALITY AND REPUTATION: Program quality; assessment; accreditations; branding/marketing**

<u>Goal</u>	<u>Strategy</u>	<u>Strategic Indicator</u>	<u>Owner</u>
	Continue to promote and encourage service learning opportunities among students	Number of service learning opportunities and number of students volunteering. Report of learning outcomes by students in attendance Baseline: 1 with 5 students participating and report from presentation upon their return see report of learning outcomes	Assoc. Director of Student Life
	Find ways to involve “online only” students in the out of class experience	Number of initiatives, number of online only students that are involved in out of class programming.	
	Help students connect class work with exposure to career skills	Number of faculty that we’re working with and survey results regarding increase of knowledge. Baseline 5	
	Strengthen and expand Career Services by providing proactive career counseling at every level(freshman – senior)	Number of students met at each level; kinds of skills students are learning. Baseline 48 freshmen, 168 sophomores, 30 juniors, 24 seniors -	
	Continue collecting career / job placement information for use in recruiting initiatives	Baseline as of June 16, 2008 -Out of 73 students: 29 are employed; 20 are reenrolling 5 are attending or planning on attending graduate school;2 are studying for Boards; 1 starting family – not seeking employment; 1 undecided; 10 still seeking employment; 4 haven’t responded - Placement rates	

**QUALITY AND REPUTATION: Program quality; assessment; accreditations; branding/marketing**

<u>Goal</u>	<u>Strategy</u>	<u>Strategic Indicator</u>	<u>Owner</u>
<b>Increase diversity programming and services</b>	Engage faculty and staff involvement in diversity programming	Marketing and communication of student activities and number of faculty and staff involved Baseline 6	Assoc. Dir. of Student Life
	Increase student activity programming designed to educate and celebrate diversity	Number of programs designed to educate and celebrate diversity and results of survey to determine if goals for each program were met. Baseline 20 -	Assoc. Dir. of Student Life
	Continue the inclusion of diversity initiatives within the new student orientation processes	NSO diversity initiative in Orientation Process	Assoc. Dir. of Student Life
<b>Enhance student success by offering parent and family orientations and information sessions</b>	Develop Parent Orientation	Development of parent orientation sessions and satisfaction of parents	Assoc. Dir. of Student Life
	Develop paper and online resources for parents to access	Satisfaction of parents from paper and online resources	
<b>Continue to enhance varsity athletics</b>	In collaboration with the DEF, increase financial support for varsity athletics	Baseline: 07-08, \$36,000	DOD
	Add additional varsity sports: soccer, golf	Year 1 – implement club soccer; golf Year 2 – varsity soccer	Athletic Director
	Expand athletic, weight, aerobics, and general exercise space	Completion of new facility addition	DOD, Chancellor, A.D.

**QUALITY AND REPUTATION: Program quality; assessment; accreditations; branding/marketing**

<u>Goal</u>	<u>Strategy</u>	<u>Strategic Indicator</u>	<u>Owner</u>
<b>External Community Engagement</b>  <b>Position CE as the point of contact for economic development activities for the campus in collaboration with local and regional economic development entities.</b>	Engage with the community in conducting community-wide needs assessments	# of assessments	DCE
	Assist in job placement activities for students and dislocated workers	# or time spent on assistance activities	DCE
	Continue to volunteer on boards, including Chambers of Commerce, local EDC boards, and advisory boards	# of boards	All Directors & Chancellor
	Participation in local community membership-driven groups, i.e. SHRM, APMI, Autism Task Force, Vision 20/20, Youth Consortium, Business Expos, Elk Leadership	# of groups	All Directors & Chancellor

**QUALITY AND REPUTATION: Program quality; assessment; accreditations; branding/marketing**

<u>Goal</u>	<u>Strategy</u>	<u>Strategic Indicator</u>	<u>Owner</u>
<p><b>Hire and retain the highest quality and best qualified full-time and adjunct faculty members for each academic discipline and program to achieve consistent academic excellence.</b></p>	<p>Clearly outline both verbally and in writing the performance requirements for full and adjunct faculty in the areas of teaching, research, and service as required for their ranks and responsibilities</p>	<p>The results of Student Ratings of Instructor Effectiveness (SRTE) scores for full time and adjunct faculty members. Reviews of student comments that are included with SRTE evaluations.</p> <p>Achievements listed and verified by each faculty members on Faculty Activity Report and on The Academic Affairs Office’s Quarterly Reports to the Chancellor.</p> <p>Promotion and Tenure successes.</p> <p>Assessment of faculty morale based on the number of faculty members who immediately respond to the requests of the Academic Affairs Office and the Campus.</p> <p>Faculty Retention rates.</p> <p>Program Leaders’ assessments of their program’s performance.</p> <p>CUE assessment reports.</p>	<p>DAA, Asst. DAA and Chancellor</p>

**QUALITY AND REPUTATION: Program quality; assessment; accreditations; branding/marketing**

<u>Goal</u>	<u>Strategy</u>	<u>Strategic Indicator</u>	<u>Owner</u>
	<p>Meet with each faculty member on a yearly and on an as-needed-basis to discuss and to clearly outline needed modifications: in teaching, through pedagogical strategies, to improve instructional quality,                      In scholarly activities, through advice concerning how to increase research productivity and quality, and,                      In service, to suggest outlets to increase and to improve activities on campus, university, disciplinary, and community levels</p>	<p><i>Promotion and Tenure successes.</i></p> <p><i>Assessment of faculty morale based on the number of faculty members who immediately respond to the requests of the Academic Affairs Office and the Campus.</i></p> <p><i>Faculty Retention rates.</i></p> <p><i>Program Leaders' assessments of their program's performance.</i></p> <p><i>CUE assessment reports.</i></p>	
	<p>To maintain a file of qualified instructors who are approved by Program Leaders in order to meet immediately and effectively a Program's instructional needs</p>		
	<p>To emphasize the importance of recruitment and retention efforts and to provide faculty with information about and activities related to each of them</p>		

**QUALITY AND REPUTATION: Program quality; assessment; accreditations; branding/marketing**

<u>Goal</u>	<u>Strategy</u>	<u>Strategic Indicator</u>	<u>Owner</u>
	To support the Center for Undergraduate Excellence and to emphasize that faculty need to become involved personally by tutoring or recommending qualified tutors, and/or by encouraging students to take advantage of the Center’s instructional services		
<p><b>Require and ensure, through monitoring, that every course taught by all full time and adjunct faculty member and offered at all Penn State DuBois locations conforms to the University Senate’s and the campus’s Program Leaders’ standards of quality and consistency.</b></p>	Communicate regularly with Program Leaders to ensure that their programs’ goals, learning objectives, and performance outcomes reflect the university’s and the Campus’s expectations for that program	Peer Evaluations conducted by Program Leaders.  Program Assessments by the Program Leaders.	DAA, Ass’t. DAA, DCE
	Communicate effectively with all faculty members, the Office of Continuing Education, the Registrar, and the Advising Center information emphasizing, and enforcing the contents of the Campus’s “Course Consistency Policy”	Student written comments collected with SRTE evaluations.	
	Provide all adjunct faculty, prior to the start of their teaching contract, all related course information for that particular course and the “Campus’s Course Consistency Policy “		

**GROWTH: New programs, financial performance/stability; enrollment; facility and land acquisition**

<u>Goal</u>	<u>Strategy</u>	<u>Measure</u>	<u>Owner</u>
<b>Fund facility and resource priorities as scheduled (see Appendix A)</b>	Recruit for positions planned to enhance instruction, facilities and student services (Subj. to available budget)	High student satisfaction in all areas as measured by student Student Satisfaction Survey and other methods.	All Directors and Chancellor
<b>Recruit more of our high school Dual Enrollment students as full-time degree seeking students at PSU DuBois.</b>	Implement strategies for recruiting students who are enrolled as dual Enrollment students	Number of HS Dual Enrollment students who apply and become full-time students at PSU DuBois: FA 08 – 16 (40 applied to PSU locations)	Admissions
<b>To seek financial support for the expansion of athletic, wellness center, weight room and lounge space for students.</b>	Raise \$5M	Achievement of \$5M goal by 2014.	Chancellor, Director of Development, Capital Campaign Committee
<b>Identify and develop new sources of income, augmenting existing multi-campus and University-wide revenue streams, and increase proposals to allow pursuit of capital improvements, renovation, and improvements to learning environments.</b>	Continue to provide services to student with WIA and TAA contracts, share information and collaborate to assist other locations	Baseline - # of WIA/TAA students: WIA only-1; WIA/TRA: 9; Total TRA: FA 07- 18 SP08- 20	Business Services and Admissions

**GROWTH: New programs, financial performance/stability; enrollment; facility and land acquisition**

<u>Goal</u>	<u>Strategy</u>	<u>Measure</u>	<u>Owner</u>
	Promote grant writing efforts to seek funds which support faculty research, diversity initiatives and student-centered efforts	# of grants submitted	
	Pursue multi-campus and university-wide proposals to governmental, public and private funding sources	# of funded proposals.	
	Coordinate and refine the external funding application process		
	Interact with faculty and staff by promoting opportunities, training and guidance to find funding to enhance the ability to serve student needs		
<b>Increase opportunities for student-centered activities by adding and renovating facilities on campus</b>	Plan for the renovation to and addition of food service areas, including additional employees, automated services plans for interrupted services, and utilities and internet café opportunities, with appropriate contingencies		Business Services and Admissions
	Plan for the possibility of student housing opportunities, including security and related needs		

**GROWTH: New programs, financial performance/stability; enrollment; facility and land acquisition**

<u>Goal</u>	<u>Strategy</u>	<u>Measure</u>	<u>Owner</u>
<b>Strengthen youth programs</b>	Enhance the course/program selection offered in the Middle and high school Art, Science and Technology Institute	# of AST programs	DCE
	Recruit campus faculty to deliver career-oriented and technology-based course series to attract middle and high school students	# faculty recruited	DAA & Admissions
	Increase diversity-based programming in all areas of youth programming	# diversity programs	Assoc Director of S.L & Multicultural Coord
	Continue to pursue sources of money to support scholarships and/or specialized programs	Amount of scholarship monies awarded	DCE
<p><b>Adult Students in CE Credit Programs</b>                      The primary strategic goal is to establish the ability to promote growth at all locations where CE courses are offered. Growth is anticipated at the rates listed below based on action that will occur on the objectives attached to each goal.</p> <p><b>DuBois, Clearfield &amp; St. Marys</b>                      Increase credit registrations by 5 per semester and increase contribution to total DS credit enrollment population by .5% per year until 2-3% total contribution is established over next five years</p>	Implement new program(s) as appropriate to complement the new biofuel and related industries Continue to provide HD FS and BA coursework to facilitate student's certificate and degree completion	# of programs introduced Maintain programs or improve	DCE & DAA

GROWTH: New programs, financial performance/stability; enrollment; facility and land acquisition			
<u>Goal</u>	<u>Strategy</u>	<u>Measure</u>	<u>Owner</u>
	Expand alternative course delivery options	# alternative programs	DCE & DAA
	Continue to embody the “One-Stop” philosophy of serving adult credit students, providing support services to students from their moment of initial inquiry through graduation or to their point of positive attrition	Satisfaction as demonstrated on Student Satisfaction Survey. Results of annual survey conducted by C.E.	Adult Student Coordinator
	Research grant funding and University Development opportunities that will support program development and enrich the student experience	# grants applied for and awarded; CE enrollment as percentage of total campus enrollment.	DAA, Assoc. Director of S.L., Grants Coord., & DCE
<b>Marketing Plan--Attract 1% (180 students) of total database (Stretch goal of 1.5% - 270) of adult learners over 5 years. Currently looking at a database of approximately 18,000.</b>	Create, implement, and refine an extensive marketing campaign to attract adult prospects in the tri-county area. Accompany the campaign with scholarships designated for adults to increase response rate. Future cost savings will be realized with quicker responses.	Inquiries Enrollments	Marketing Coordinator
<b>Marketing Plan--Attract 1% (Stretch goal 1.5) of total database of traditional students.</b>	Establish a campaign that is more targeted to the prospects’ career/personal interests with a message that includes light personalization. Work with UP and admissions to develop a cohesive plan – implement the latest technology in recruitment efforts when possible.	Inquiries Enrollments	Marketing Coordinator

**GROWTH: New programs, financial performance/stability; enrollment; facility and land acquisition**

<u>Goal</u>	<u>Strategy</u>	<u>Measure</u>	<u>Owner</u>
<b>Marketing Plan--Attract 1% (Stretch goal 1.5%) of the total database targeted to Wildlife/Earth Science prospective students.</b>	Attract students in a variety of geographical areas (out of state) who reside within 100 miles of National Parks and possibly State Parks; further segmentation will occur by identifying prospects who are similar to our current students and reside in similar geographic settings	Inquiries Enrollments	Marketing Coordinator
	Continue to target local high school prospects who have expressed interest in a wildlife related field		
<b>Marketing Plan--Attract 1% (Stretch goal 1.5%) of the total database targeted to OTA prospects- list is currently being obtained/refined.</b>	Continue to promote the program to high school students who have indicated they are interested in a medically related field	Inquiries Enrollments	Marketing Coordinator
	Establish a direct mail campaign to recruit Certified Nursing Assistants in surrounding counties		
<b>Promote the BS in Engineering</b>	Work closely with admissions to promote the new degree to associate degree graduates	Inquiries Enrollments	Marketing Coordinator
	Educate the workforce with regard to the opportunity to further their career by pursuing additional education		
<b>Provide marketing support to Admissions</b>	Provide materials as needed for the recruitment of International students	Inquiries Enrollments	Marketing Coordinator
	Provide materials/support to actively recruit underrepresented groups		
	Provide materials/support for the Jump Start/Dual Enrollment program		

**GROWTH: New programs, financial performance/stability; enrollment; facility and land acquisition**

<u>Goal</u>	<u>Strategy</u>	<u>Measure</u>	<u>Owner</u>
<p><b>Provide marketing support to continuing education workforce training programs and other initiatives</b></p>	<p>Educate our audience regarding the "program select" initiative and continue to promote public workshop courses</p>	<p>Maintain data on effectiveness of each marketing strategy.</p>	<p>Marketing Coordinator</p>
	<p>Provide marketing support to Kids in College and the Art, Science and Technology Institute</p>		
	<p>Provide marketing materials and support to promote contract training efforts</p>		
	<p>Implement a direct mail campaign to prospective adult learners to benefit outreach sites</p>		
	<p>Provide marketing support to KIC and The Art, Science and Technology Institute</p>		
	<p>Educate the community regarding the KIZ initiatives</p>		

**TRANSFORMATION: Impact, Innovation, and Outreach**

<u>Goal</u>	<u>Strategy</u>	<u>Measure</u>	<u>Owner</u>
<b>Support the creation of the Institute for Entrepreneurship and Innovation</b>	See proposal: pages 36-40	Faculty participation in Institute events.	Chancellor, DCE, Assoc. Dir. of Student Life, Engin. Faculty
		Increase in research funding.	
		Increase in equipment funding.	
<b>Seek student housing opportunities.</b>	Develop resident hall type housing in close proximity to the campus	Increased student enrollment from outside the service area.	Chancellor, Advisory Board, Assoc Dir. of Student Live
<b>Enhance the efficient and effective usage of technology by campus departments and faculty in order to further their goals.</b> <i>Data are more useful when shared appropriately by stakeholders. More can be accomplished when departments collaborate. Open dialogue between IT and other campus departments is important in identifying problems and determining appropriate solutions. Help knowledge workers get the right data in a timely and efficient manner, so that they are better able to make informed decisions.</i>	Promote usage and sharing of essential data by creating central repositories of data accessible by appropriate stakeholders. (Shared storage, SharePoint, SQL/databases, etc)	Increase usage of data repositories. Increase number of and attendance at training and informational sessions. Increase number of round-table discussions. Increase number of classroom technology enhancements. Increase number of redeployed machines. Reduce toner/ink usage and costs	IT Director
	Promote collaboration by identifying appropriate collaborative tools, providing support and effective training. (Polycom, Angel, Adobe Connect, SharePoint, wikis, internal blogs, etc.)		

**TRANSFORMATION: Impact, Innovation, and Outreach**

<u>Goal</u>	<u>Strategy</u>	<u>Measure</u>	<u>Owner</u>
<b>Promote communication with our customers.</b>	Utilize appropriate communication tools in order to help humanize the institution (Blogs, podcasts, RSS feeds, email newsletters, etc.)		Marketing Assoc. , IT Director
<b>Educate campus employees in the effective use of technology tools.</b>	Develop on-campus training, bringing in training from UP or other vendors, and by suggesting off-site or on-line learning resources (Scenario-based learning)		IT Director, DBS
	Hold informational sessions on IT topics with staff and faculty (Technology Lunch)		
<b>Assess departmental needs</b>	Hold round-table discussions with departments to better understand how they use technology now, and how technology can enhance their departmental efficiencies		IT Director
<b>Introduce faculty to available and emerging technology</b>	Collaborate with IDS to help faculty introduce new technology into their classes		DAA, IDS

**TRANSFORMATION: Impact, Innovation, and Outreach**

<u>Goal</u>	<u>Strategy</u>	<u>Measure</u>	<u>Owner</u>
<p><b>Enhance the student experience.</b>  <i>Our students have a wide range of experience/proficiency with technology. Students need training in use of technology tools to supplement what they get in the classroom. We can be a student's first exposure to new technology.</i></p>	<p>Collaborate with other departments to determine student technology training needs. (CUE, admissions, faculty, staff, IDS)</p> <p>Develop and implement technology training modules and offer them on a rotating basis to the students.</p> <p>Partner with campus and university personnel to create an online module for Freshman Seminar</p>	<p>Increase number of and attendance at training and informational sessions.</p> <p>Increase number of student-centered learning opportunities attended.</p> <p>Increase number of student-centered strategies implemented.</p>	<p>IT Director</p>
<p><b>Be attuned to technology needs and expectations of the future generation of students.</b></p>	<p>Visit high schools with admissions staff and assess the teaching environment</p>		<p>IT Director</p>
<p><b>Build an on-campus technology environment in line with students' personal technology worlds.</b></p>	<p>Remodel labs to be more collaboration-oriented. (Round tables, furniture to support laptops, comfortable chairs, etc)</p> <p>Create a Cyber Café that promotes an atmosphere of both a social environment and a technical Help Desk</p>	<p>Student Satisfaction Survey</p>	<p>IT Director</p>

**TRANSFORMATION: Impact, Innovation, and Outreach**

<u>Goal</u>	<u>Strategy</u>	<u>Measure</u>	<u>Owner</u>
Introduce new technologies to students	Hold informational sessions on IT topics with students (ex. social networking, blogs, podcasts, IM, basic computer care)		IT Director
Increase number of DuBois Alumni Society and Alumni Association members (Dues paid)	Host at least 4 alumni events each year	Increase membership of the DuBois Alumni Society by at least 20 each year.  Baseline:	ARO
	Provide guidance and mentoring for Blue & White Society		
	Engage Lion Ambassadors in campus wide events		
Complete pledge payments (\$20,000 balance) for Alumni Society Trustee Matching Scholarship	Hold Fundraiser each year	Raise \$5,000 each of the next 4 years.	ARO
	Send one solicitation each semester		

## Learning Outcomes Assessment Initiatives (Academic Units)

Penn State DuBois academic units utilize a wealth of current assessment measures that review our programs and course learning outcomes. Included are those programs that have national accreditation reviews such as ABET which recently awarded our campus one of the highest multiyear accreditations in the field of engineering technology. Those programs that have no such national standards utilize mid-semester and end of semester evaluations, SRTE's, student surveys, University Park initiated course surveys, collection of feedback from alumni, and employer surveys on preparedness of graduates.

The strategic planning process provided the opportunity for all academic areas of the campus to develop assessment plans and as a result identify the many ways that we are conducting academic assessment reviews. We will enlist program leaders, the Office of Academic Affairs, and other pertinent offices and departments to assist in the development of a more formalized approach to this assessing and reviewing process. We will work toward developing a structure to capture and manage this information such as a more systematic process to review SRTE's and a process for implementing improvements.

Current mechanisms are in place and being utilized to help faculty in obtaining data to assess learning outcomes. More participation by faculty is encouraged such as seeking the assistance provided through the Office of Planning and Institutional Assessment. Other mechanisms include contacts throughout the community/industry groups that are active in campus committees and /or advisory boards. Assessment support is also offered by the Instructional Designer at Penn State DuBois to create assessment tools, gather and summarize data to assess learning outcomes.

As we look forward to more and more online courses, the assessment must be looked at to insure these courses are not overlooked. Online courses are currently assessed using standard SRTE's (including supplemental outcomes assessment questions) and through mid-semester or other assessments as deemed appropriate for each individual course and its unique structure. All Penn State DuBois faculty teaching online courses are offered continued support in the assessment of these courses. It is our goal to be sure all courses meet "e-learning Quality Assurance Standards", one of the highest quality measurements of online courses available.

Finally, add to this process our uniqueness of: 33% of our student population is adult learners; 11% are also currently enrolled in high school, and we are geographically dispersed and offer courses at three locations. At this time we do not offer graduate degree programs that we assess. Keeping these factors in mind will help to ensure our consideration of all students in our assessment plan.

## Proposed 1% Recycling

### Five-year Recycling Plan for the DuBois Campus

As a result of declining enrollments and having operating costs beyond our ability to pay, the campus exercised cost saving measures in Spring 2004, effective for the 2004-2005 fiscal year. Full-time staff positions were eliminated and FTE was reduced on several positions. Wage positions were also eliminated and travel drastically reduced. The total savings from these and other measures reduced our expense going forward by \$230,000.

In the years that have followed these reductions, the only source of funds we have had to respond to the 1% and 2% recycling requests has been to leave, primarily faculty, positions unfilled. Over the next five-years, we will continue to practice cost saving measures and use vacant faculty and/or staff positions to provide our 1% recycling. Currently 33 (37%) of our 89 faculty and staff positions are retirement eligible. The 33 positions are basically an even split between faculty and staff (17 faculty, 11 staff, 5 tech service). Having vacant faculty positions will be a challenge if we see student enrollments increase as planned. For instance, there are some programs that due to retirements could lose 75% of their faculty in one year. Therefore, to maintain program quality should this occur, this faculty will need to be replaced immediately. However, not filling a position immediately will permit the campus to adjust to new program demands, and select faculty and staff to meet those needs. It may also become necessary during this five year plan to convert some temporary dollars to permanent dollars to enable new tenure track faculty hires.

## The Framework for Diversity and the Strategic Plan

In the Penn State DuBois Mid-Point Progress Report for “A Framework to Foster Diversity at Penn State: 2004-2009”, the campus was commended on its success with incorporating diversity and educational equity into the curriculum. This will continue to be a focus in the 2009-2013 Strategic Plan. The campus has been less successful in two areas; the recruiting of students from diverse racial/ethnic backgrounds despite numerous efforts and in the collection of data that truly supports significant accomplishments. Therefore, a focus in this next planning cycle includes continued efforts on recruiting outside of the DuBois region as well as the recruiting of international students. In addition, the campus plans to hire an individual (Multicultural Coordinator) who will, as one of their duties, coordinate all of the campuses’ efforts to build a more diverse student body. Also, some offices keep data regarding activities while others do not. Bringing coordination, planning and some consistency to the collection of meaningful data would be the responsibility of this new person

Maintaining a welcoming atmosphere or climate for the students successfully recruited to DuBois as well as faculty and staff of color requires the constant monitoring, training and involvement of faculty, staff and students in diversity programs and issues. Currently, no major climate issues have been reported,. However, a student event last year revealed that there are issues. The new multicultural coordinator would be expected to assess the best approach to taking a closer look at how climate issues might be reported and addressed. In summary, The DuBois Strategic Plan addresses all of the areas related to fostering diversity on the campus for which the campus has had a history of success as well as for those of concern. Specific goals to foster diversity appear in Appendix B.

## **Penn State DuBois Institute for Entrepreneurship and Innovation**

**Strategic Investment:** This is a request for funding to assist in establishing the Penn State DuBois Institute for Entrepreneurship and Innovation and the creation of multi and interdisciplinary centers underneath this entity. The Institutes centers' will be modeled after the existing Center for Technology Transfer (CTT) which is explained in greater detail in this proposal. The estimated budget to hire a person to head the development of a full Institute and facilitate the growth of centers is \$270,000 over a span of five years. It is anticipated that the newly created centers and the CTT will grow and generate funding that will assist in supporting the activities generated within each center, as well as the Director of the Institute for Entrepreneurship and Innovation. In addition the Institute concept is contained in the campus' For the Future: A Campaign for Penn State students with a goal of \$1 million.

### **Institute Focus**

The Penn State DuBois campus proposes to establish, over the next five to ten years, the Institute for Entrepreneurship and Innovation. The purpose of the Institute is "to offer opportunity for faculty, students, staff and business to think in a new way to make north central Pennsylvania a vibrant place to live and work; to assist in the creation of more businesses in the area; to stop the brain drain; to collaborate across Penn State colleges and campuses to provide appropriate technical assistance to businesses; and to provide a "Think Tank" setting to build ideas and connect with business, the service sector, and economic development agencies," as defined in the Penn State DuBois Campaign Goals document (2007 – 2014). The Institute will serve as the umbrella for the creation of multi and interdisciplinary programs and research projects. Common expectations for activities under the Institute will focus on providing student centered experiences such as research opportunities, internships, and the fostering of creative university-wide and multi-disciplinary collaborations.

### **Why create an Institute?**

Establishing the Penn State DuBois Institute for Entrepreneurship and Innovation provides a structure to build future multi and interdisciplinary centers at the campus. Each project has the potential to reward participants as much as it does to give back to those involved and those influenced during the activities. The potential impact on students, faculty and the community creates an exciting synergy around related interests and common goals. The institute will build a relationship with the Penn State University Farrell Center for Corporate Innovation and Entrepreneurship such that faculty expertise and research in both entities can share knowledge and information for collaboration in the future.

## **Institute Rewards**

The potential rewards of establishing a thriving Institute that houses centers rich with activity are numerous. We have outlined many of the most predominant rewards in looking toward the future.

### Faculty Incentives:

- The birth of centers under the institute will provide rich incentives for faculty, providing *seed money* to align their research agenda with their promotion and tenure research.
- The collaboration of colleagues on projects involving research will provide a forum in which centers may be defined by the participants. This will help to identify *outside funding* to assist in doing discipline-focused research projects.
- Utilize campus, community, and *university support resources* such as staff, information technology, and grant writing expertise
- Be *awarded travel monies* for collaboration with colleagues involved in projects

### Student Incentives:

- Increase *student involvement in research projects* with faculty and the community
- Increase *job placement* potential in the community
- *Real world experience* with business & industry, service agencies, non-profits and the community
- *Internship* opportunities

The naturally collaborative environment allows students to engage in applying theory and practice with real world needs. Students have the potential to develop project management and team skills, propose solutions, prototypes, and conduct studies for external clients for the projects in which they are involved.

### Campus, Community, Agency, Business/Industry Incentives:

- Increase the appeal for students to attend the campus and *impact enrollment* numbers
- *Showcase the efforts of campus faculty and students* through our website and other marketing to promote visibility of the opportunities
- The success of projects will *encourage other faculty, students and community* organizations to become involved in future center endeavors
- Institute efforts will help to *meet the economic and social needs* of the region

## **How will we grow?**

The first center in this proposed Institute is already in the formation stage. It grew out of the collaborations between the engineering technology and IST faculty, Continuing Education and local industry and economic development agencies. The first center is the Center for Technology Transfer (CTT). The creation of the Center for Technology Transfer is the direct result of the campus' involvement with the Tri-County Keystone Innovation Zone. Penn State DuBois, in partnership with the Greater Dubois Area Chamber Of Commerce and North Central PA Regional Planning and Development Commission, was appointed the primary Institution of Higher Education (IHE) affiliated with the Tri-County Keystone Innovation Zone approved in April 2007. The Tri-County KIZ includes Clearfield, Elk and Jefferson counties. The CTT will focus its efforts in the KIZ designated industry clusters to include Advanced Materials and Diversified Manufacturing, Bioenergy, and Information Technology. The effectiveness of this unit will, in large part, be predicated on collaboration with the Office of the Senior Vice President for Research, the College of Engineering, the College of Information Science and Technology, Outreach, expert faculty and targeted research centers.

The new Center for Technology Transfer will serve as one model for other centers under the Institute as we expand existing faculty, community, and industry relationships and grow new areas of focus that further enrich the university community and the communities served by Penn State. The collaborations among participants will provide a myriad of experiences and opportunities that will revolve around the immersion of those involved in the activities generated. The creation of centers may naturally occur (and are encouraged to do so) and the diversification of each center is limited only by its resources to support its growth.

Two components of the CTT that will provide the framework for innovation are The *Group for Integrated Support and Consultation for Entrepreneurial Development* (hereafter referred to as the Group for Entrepreneurial Development) and the *Group for Academic Practicum*

The Group for Entrepreneurial Development will provide the means to devise a one-stop, multidisciplinary approach for business start-ups where faculty and students working in the major disciplines at Penn State DuBois (including Business, Information Science and Technology, and Engineering) provide coaching, and expertise to potential entrepreneurs.

## **Where are we going?**

The natural collaboration of faculty and students with external partners will drive the creation of future centers and will encourage other potential participants to become involved in future ventures. Students and faculty in any program or department across the campus can become involved under the Penn State DuBois Institute for Entrepreneurship and Innovation. Areas of focus could include, but are not limited to: Natural Sciences, Business, Information Sciences and Technology, Engineering Technology, Human Development and Family Studies, Foreign Languages, International Studies, and Wildlife Technology. Participants will have the opportunity to provide business, industry and the community with fresh ideas, solutions, and services by being partnered with faculty who will mentor and research, and utilize campus and other Penn State resources

that support the research and development of proposed solutions. This multi-disciplinary approach provides a platform rich with practical applications as well as opportunities that foster creativity.

*The following criteria will guide the development of a new center.*

- 
- Is the focal area critically important to the success of the campus?
  - Is it potentially transforming; will it allow us to become the leading program among peer institutions?
  - Does it successfully raise funds to support itself?
  - Does it draw new kinds of exceptionally talented faculty and students?
  - Does it lead to new curricular development?
  - Does it strengthen the Penn State "brand?"
  - Does it influence others beyond those participating in the initiative itself?
  - Does it make an impact on the outside world?

The Center for Technology Transfer has successfully taken shape over the past 9 months; while the conceptual development of its larger entity, the Penn State DuBois Institute for Entrepreneurship and Innovation began 18 months ago. It has taken one individual inviting others to participate in the CTT and successfully securing \$200,000 through a Keystone Innovation Starter Kit (KISK) grant to form the CTT. The campus has recently received an additional \$200,000 through a Keystone Innovation Grant (KIG). These funds will support the Technology Transfer position which will initially staff the CTT and help to continue the growth of the CTT's Group for Integrated Support and Consultation for Entrepreneurial Development, and the Group for Academic Practicum. In line with this request, the campus is requesting a strategic investment over five years to hire an individual to head the proposed Institute for Entrepreneurship and Innovation who will facilitate the creation of multi/interdisciplinary centers that will grow in the same manner as the CTT model. The Institute will need to have permanent leadership to establish it to support the centers under its guidance. The individual hired to serve as the Institute Director should have a PhD and be an active researcher.

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Chart A briefly illustrates the anticipated cost of personnel and operations for the growth of the Institutes' centers over the five year period. The budget indicates an interim director, preferably a current faculty member, to initiate the first year of activity on a part-time basis and receive a one course reduction. The permanent director would be appointed in year two and there is a gradual decrease of requested funds after year three assuming funding from Institute activity will replace those dollars. It is planned that a percentage of funding obtained through each center will be reinvested back into the Institute and its centers to support future development.

<i>Penn State DuBois Institute for Entrepreneurship and Innovation - Project Budget</i>			
<b>Project Categories</b>	<b>Strategic Plan 2009-2014</b>		
	<b>Anticipated Start Up Budget</b>	<b>Campus Match</b>	<b>Year</b>
<b>Personnel</b>			
Partial salary for Interim Part-time Institute Director	\$30,000		Yr 1
Appoi ntment of Full-time Institute Director	\$60,000		Yr 2
	\$60,000		Yr 3
	\$45,000		Yr 4
	\$35,000		Yr 5
Unnamed Staff Assistant salary at 1/4 time		\$7,500	Yr 1
		\$7,500	Yr 2
		\$7,500	Yr 3
		\$15,000	Yr 4
		\$15,000	Yr 5
<b>Total Personnel Costs</b>	<b>\$230,000</b>		Yrs 1-5
<b>Operational Costs</b>			
\$ 10,000 per yr x 4yrs	\$40,000		Yrs 1-4
(Support Colloquia, faculty travel, and meetings for center related activities)			
Computer x 2 personnel - following IT Dept.3 year recycling plan (\$1,500 x 2 computers x 3 year recycle)		\$6,000	Yrs 1&3
<b>Total Operational Costs</b>	<b>\$40,000</b>		
<b>Total Campus Match</b>		<b>\$58,500</b>	
<b>Total Anticipated Five Year Investment</b>	<b>\$270,000</b>		

After the initial start up period of five years it is anticipated that the strategic investment will be returned to the campus through successful activities and initiatives that have occurred within each center: such as external grants, community and industry generated funds, and donors to the campus. It is envisioned that people from the community and industry, including donors will be attracted to the Penn State DuBois Institute and the centers it houses.

## Appendix A

### ***Penn State DuBois Analysis of Priorities***

	Estimated Cost	2008/09	2009/10	2010/11	2011/12	2012/13
<b>Priority #1:</b>						
IT Labs	70,000			20,000*		
Renovations, furniture	0					
Cyber café	15,000	15,000				
Open Computer labs	100,000		25,000	25,000	25,000	25,000
Hiller Union Renovation	0					
Parking lot repair	30,000		30,000			
2 <sup>nd</sup> . Ave. properties demolition	50,000	50,000				
<b>Total Priority #1</b>	<b>\$265,000</b>	<b>\$65,000</b>	<b>\$55,000</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Priority #2:</b>						
IT Staff	32,000					
2 IST Faculty Members	90,000		45,000		45,000	
Lab Assistants for OT/PT	32,000		16,000			
Lab Assistants for WLDL	32,000	32,000				
1 English Faculty	45,000	45,000				
Web Master	35,000		15,000	25,000		
<b>Total Priority #2</b>	<b>\$266,000</b>	<b>\$77,000</b>	<b>\$76,000</b>	<b>\$25,000</b>	<b>\$45,000</b>	<b>0</b>
<b>Priority #3:</b>						
Tuition Rebate Stf	27,000	20,000	32,000			
Financial Aid/Bursar S.A.	32,000					
Security Staff	120,000	40,000				
Multicultural Staff person	32,000	16,000				
Efficiency Study of M&O	0					
CUE Funding (Learning Center)	130,000	65,000	65,000			
	\$					
<b>Total Priority #3</b>	<b>\$211,000</b>	<b>\$76,000</b>	<b>\$32,000</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Priority #4:**

John Deere "Gator"	8,000	8,000				
Increase M&O staff	0					
<b>Total Priority #4</b>	<b>\$8,000</b>	<b>\$8,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Unranked Priorities:**

Child Devel. Center (start up)	40,000					
One Stop Shop (renovations)	1,000,000					
Cntrr for Planning & Assessment	0					
1 Business faculty	45,000					
Climate Variable Equipment	10,000					
Gravity Meter	200,000					
WLT - Canoes/trailers	5,000					
Data Logger Field computers (12)	25,000					
5 sliding Microtomes	25,000					
<b>Total Unranked</b>	<b>\$1,350,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Grand Totals</b>	<b>\$2,100,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
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**Items to funded by outside sources/U.P. office/donations**

Swift Bldg Renovations	3,250,000					
Floating staff assist. Position						
MPB Renovations & Addition	5,000,000					
Hiller Food Service						
Tool belts w/tools	1,000					
Replace '89 Dump truck	30,000					
Secure I.D.'s for part-time fac.	1,800					
Additional scholarships	4,900,000					
Camera & video recorder	5,000					
Cable Service in Symmco						
Chair, printer, FAX	700					
CE/Outreach Program Dev.	25,000					
CUE Funding (Learning Center)	200,000			\$65,000	\$65,000	\$70,000
<b>Total Anticipated Funding</b>	<b>\$13,383,500</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

\*Priorities will be assessed each year and set for two years out. For example, priorities for 2010/11 will be set in 2009/10.

## Appendix B

<b>Diversity, Internationalization, and Globalization</b>		
<b>Goal</b>	<b>Objective</b>	<b>Assessment</b>
<b>Develop an Understanding of Diversity across campus</b>	Create a website featuring monthly diversity events open to the campus and community	Creation and development of the website
	Campus will provide informative, monthly educational diversity programs for the campus and community	<p>Publication of diversity programs on the campus diversity website</p> <p>Photos, and video clips of diversity programs placed on the Diversity website</p> <p>Program evaluations for each diversity event (either paper or through the use of “clickers” during the program)</p> <p>Count number of community member participation</p> <p>Count number of campus participants</p>
	Revitalize the Campus Diversity Committee	Hold monthly Diversity Committee meetings
	Campus will expand the charge of the Diversity Committee to take on an advocacy role	Hold two or more meetings per semester with Student Affairs

## Diversity, Internationalization, and Globalization

Goal	Objective	Assessment
	Increase the number of international and intercultural courses offered per semester	Increase the number of international and intercultural courses offered per year by 2%  Offer a minimum of one Other Cultures course per semester
	Include Diversity activities in all First Year Experiences	Create list of possible Diversity activities for First Year Experiences
<b>Create a Welcome Campus Climate</b>	Administer campus climate survey	Administration of Climate Survey  Compare results to the previous Campus Climate Survey
<b>Recruit and Retain a Diverse Student Body</b>	Campus will continue recruitment of underrepresented students	Track recruitment efforts of underrepresented students
	Campus will provide underrepresented students with a support system	Count students who are involved in clubs involved in diversity activities  Invite students to become members of the Diversity Committee
	Campus will provide educational programming for diversity celebrations (i.e., Martin Luther King, Hispanic Heritage Month, etc.) for campus and community	Count the number of programs provided  Count the number of campus participants at programs  Count the number of community participants at programs

## Diversity, Internationalization, and Globalization

Goal	Objective	Assessment
	Campus will provide resources for educational programming for diversity celebrations	Review budget resources provided to support diversity educational programming
	Campus will provide resources to support the Center for Undergraduate Excellence (CUE)	Review budget resources provided to support the CUE  Review outside funding applications
	Campus will provide resources to support the Peer Mentor Program	Review budget resources provided to support the Peer Mentor Program  Review outside funding applications
	Campus will seek to increase scholarship opportunities for first-generation and underrepresented student populations by two percent per year	Review scholarship opportunities for first-generation and students from underrepresented groups
<b>Develop a Curriculum that Fosters Intercultural and International Competencies</b>	Campus will implement a minor in International Studies	Approval of a minor in International Studies  Number of students in minor
	Campus will increase the number of intercultural and international competency courses offered per semester	Count the number of new courses offered
	Campus will create an International Studies Committee	Creation of Committee with specific charges
	Campus will adopt a common theme across the curriculum (i.e., Latin America 2008, Asia 2009, etc.)	Number of courses and disciplines related to the common theme  Number of educational programs presented related to the common theme

## Diversity, Internationalization, and Globalization

Goal	Objective	Assessment
	Campus will offer monthly Study Abroad Informational Sessions	Number of participants in each session
	Campus will provide resources to offer and support an International Spring Break trip each year to help students embrace a wider range of different societies and cultures	Number of participants on each trip  Review of budget resources provided to run the program
	Campus will provide resources to offer a four-week International Summer Study Abroad Program to help students embrace a wider range of different societies and cultures	Number of participants  Review of budget resources provided to run program
	Campus will provide resources to offer and support an International Winter Break trip to a non-Western destination each year to help students embrace a wider range of different societies and cultures	Number of participants  Review of budget resources provided to run program
	Coordinate connection between in-class and co-curricular programming efforts	Number of collaborative programs  Number of students participating in programs
<b>Recruit and Retain a Diverse Workforce</b>	Campus will target hiring of people of color in all academic fields, especially in fields with a large number of available candidates	Count the number of hired faculty from underrepresented racial and ethnic groups

## Diversity, Internationalization, and Globalization

Goal	Objective	Assessment
	Campus will provide adequate professional development activities to aid the promotion of women and minority faculty	<p>Review resources provided to women and minority faculty for professional development</p> <p>Count the number of women and minority faculty who received professional development support</p>
	Campus will establish hiring and retention strategies for staff and technical service employees in all grades and for women in higher staff and technical service grades	<p>Review campus hiring annually</p> <p>Count the number of hired and promoted employees in the higher staff and technical service areas from women and underrepresented racial and ethnic groups</p>
	Campus will formalize expectations and procedures for search committees seeking nationally advertised faculty positions regarding required special efforts to include at least one woman and one minority candidate in the finalist pool	<p>Report the number of searches with a woman and minority candidate in the finalist pool</p> <p>Diversity Advocate placed on each search committee</p>
	Campus will improve consistency of search committee charges through a pool of pre-prepared list of questions to be used in all faculty hirings in all disciplines	<p>Development of pool of faculty hiring questions</p>
	Campus will formalize expectations and procedures for search committees for higher-graded staff positions	<p>Report the number of searches with a woman and minority candidate in the finalist pool</p> <p>Diversity Advocate placed on each search committee</p>

## Diversity, Internationalization, and Globalization

Goal	Objective	Assessment
	Campus will improve consistency of search committee charges through a pool of pre-prepared list of questions to be used in all staff and technical service hirings	Development of pool of staff and technical service hirings
	Campus will establish minimum expectations for climate-improving and diversity-focused programming	Count the number and types of programs offered each semester
	Campus will encourage senior administrators to build networks with and recruit candidates from underrepresented groups	Review potential networks
	Campus will monitor the assessment of diversity in annual performance reviews	Review the FAR of faculty for diversity activities  Review the SRDP of staff for diversity activities
	Campus will continue the faculty mentoring program	Review number of new hires with faculty mentors
	Campus will develop a staff mentoring program	Review number of new hires with staff mentor
	Campus will provide on-campus professional development opportunities for women and minorities	Count the number and type of professional development opportunities available  Count the number of participants at activity
	Campus will continue to provide a Diversity Advocate on all search committees	Review search committee composition to verify a diversity advocate was selected

## Diversity, Internationalization, and Globalization

Goal	Objective	Assessment
	Campus will conduct exit interviews for minority employees	Review an analysis of exit interviews