**Penn State Brandywine**

**Strategic Plan**

**2014 – 2020**

**PENN STATE BRANDYWINE’S FOUNDATIONAL PRINCIPLES**

**Foundational Principle 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 with a high-quality educational experience that prepares them for the global 21st century.

**Goals:**

* Penn State Brandywine will infuse social justice and civic-minded opportunities into all areas of the Brandywine experience.
* Penn State Brandywine’s culture will value diversity, inclusion, internationalism, equity, and respect for the ideas of others in every aspect of campus life and our civic engagement.
* Penn State Brandywine will responsibly steward all of our resources and opportunities in a socially just manner.
* 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.

**Foundational Principle 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.

**Goals:**

* 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.

**INVOLVEMENT**

* Penn State Brandywine will create and offer learning experiences and teach skills that will position our students to be more competitive for the 21st century job market and for advanced study.
* Penn State Brandywine will promote a community-centered living/learning environment for residential students.
* Penn State Brandywine will utilize flexible learning spaces and technologies to provide active learning experiences to serve the needs of our campus community.
* Penn State Brandywine will create new majors, minors, and certificates that respond to the needs of our community and the Commonwealth of Pennsylvania.
* Penn State Brandywine will continue to build on our existing academic and co-curricular programming (Cooper/Schreyer Honors, global programs, undergraduate research, Rosenberg Laboratory for Civic and Community Engagement, athletics, student leadership, etc.).
* Penn State Brandywine will provide incentives, support, and rewards for ongoing faculty and staff professional development to accomplish these goals.

**Foundational Principle 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.

**Goals:**

* Penn State Brandywine will initiate a feasibility study to determine the best use of our land for academic, recreational, and community purposes.
* Penn State Brandywine will develop innovative, efficient, and sustainable processes that strategically use environmental resources in anticipation of residence life while remaining cognizant of our ecological footprint.
* Penn State Brandywine will engage the community in sustainability efforts while preserving the natural beauty and appeal of its land.
* Penn State Brandywine will enhance local awareness of and education about campus sustainability efforts.
* 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.
* 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.

**STRATEGIES TO IMPLEMENT PENN STATE BRANDYWINE’S STRATEGIC PLAN**

**Social Justice**

* Create an Institute for Social Justice.
* More fully integrate the Laboratory for Civic and Community Engagement.
* Enhance and develop minors and credit certificates.
	+ - Examples: Youth Development & Social Justice, Peace and Conflict Studies.
* Seek partnerships with organizations and businesses that share the campus’ social justice emphasis.

 **INTERNAL IMPACT:** A social-justice focus will identify a “Brandywine experience” for students attending our campus. This “experience” will lead to awareness, understanding, and ultimately action for the good of humanity, as well as providing research opportunities for faculty and students.

**EXTERNAL IMPACT:** Penn State Brandywine will become a focal point for social justice and will provide the opportunity for this important educational topic to be examined university-wide, throughout the Commonwealth, and beyond by bringing thought leaders, scholars, and activists to campus. Penn State Brandywine graduates will be known for their world view that prepares them to make a positive difference.

**RESIDENTIAL EXPERIENCE IMPACT:** Penn State Brandywine will provide special-interest sections in residence halls, use residential facilities for summer programming, and invite specialized visiting faculty to campus. The campus will integrate the residential and commuter communities in the "Brandywine experience” and establish a programming model for the residential staff that encourages inclusion, social responsibility, and communication amongst residents.

**RESOURCES NEEDED:** This exciting new opportunity for the university is a resource-intensive strategy. The existing Laboratory for Civic and Community Engagement will be leveraged, but additional resources will be required for faculty, internship coordinators, laboratories and programming. In addition to university support, funding will be sought from multi-year grants, individual and corporate donations, and sponsorships.

**TIMELINE:** At the end of five years, the Laboratory for Civic and Community Engagement will be integrated fully into the culture of the campus as reflected by additional majors, minors, and certificates; co-curricular programming; and the enhancement of internships and study abroad programs. In addition, the plan for the infrastructure for the Institute of Social Justice will be in place, and resources, partners, and sustainable faculty and funding will be identified.

**Community and Civic Engagement**

* Identify, encourage, and integrate academic and co-curricular programming into a coherent focus on civic and community engagement.
* Leverage the existing Laboratory for Civic and Community Engagement.
* Create domestic and international travel opportunities that are focused on community and civic engagement.
* Promote internships with community-based organizations that address civic issues.

**INTERNAL IMPACT:** Penn State Brandywine will increase opportunities for the campus community to become more involved beyond the classroom, create greater intentionality in programming, and encourage students to be professionally ready for prospective employers or graduate school. Brandywine will expose our students, faculty, and staff to diverse cultures and issues through civic engagement and encourage faculty to leverage existing and new international relationships into new opportunities and contacts for our campus. The campus will cultivate an ethos of civic engagement mindfulness.

**EXTERNAL IMPACT:** Penn State Brandywine faculty, staff and students will be better citizens and therefore make a stronger impact on their local communities, throughout Southeast Pennsylvania, and beyond. We will accomplish this by entering into and sponsoring civic and community conversations and involvement through internships, volunteerism, and service learning. These initiatives will also serve to enhance the campus’ reputation among external constituents.

**RESIDENTIAL EXPERIENCE IMPACT:** Penn State Brandywine will provide special-interest sections in residence halls, use residential facilities for summer programming, and invite specialized visiting faculty to campus. The campus will integrate the residential and commuter communities in the "Brandywine experience” and establish a programming model for the residential staff that encourages inclusion, social responsibility, and communication amongst residents.

**RESOURCES NEEDED:** A fully integrated community and civic engagement strategy will require increased funding for programming, staffing, and marketing.

**TIMELINE:** Given the Rosenberg endowment, additional funding will be in place by 2015. At the end of five years, the Laboratory for Civic and Community Engagement will be integrated fully into the culture of the campus as reflected by additional majors, minors and certificates; co-curricular programming; and the enhancement of internships and study abroad programs, and the Lab will be poised to evolve into the Institute for Social Justice.

**Intentional Learning Structures**

* Position the campus to offer new majors, minors, and credit certificates.
* Examples: an additional engineering degree, degrees in environmental studies and digital arts, and an RN to BS program.
* Develop a scaffolded learning framework that supports year-by-year development in four quadrants: academic, professional, personal, and civic.
* Build and maintain a campus culture, programs, and state-of-the art facilities in which faculty, staff, and students have opportunities to engage in professional and academic development.
* Encourage responsible, productive, and research-based digital skills and dispositions to meet 21st century needs.
* Build increased faculty capacity as appropriate in online, hybrid, and blended course delivery.
* Develop productive and sustainable relationships with other Penn State campuses and resources.

**INTERNAL IMPACT:** Campus leadership will promote a culture that embraces the importance of educating the whole student. Students will have the “Brandywine Experience” that is value-added to their education, which should increase retention and graduation rates as will introducing new programs that have high student interest and are career-oriented. Increasing the diversity of our program portfolio to meet the needs of both traditional and non-traditional students and including the importance of diversity considerations in the hiring of new faculty will also have a positive impact on enrollment. The campus will provide the foundation for learning new technologies that are ever emerging beyond student graduation.

**EXTERNAL IMPACT**: We will provide an educated workforce for our local community and beyond. By supporting the continuous transformation of our teaching and learning community to be consistent with ongoing workplace and civic advancements of the 21st Century, our graduates will be more fully equipped for career opportunities and the campus will gain a reputation for developing well-prepared graduates. Businesses and organizations will recognize the Brandywine student as having had an exceptional educational experience.

**RESIDENTIAL EXPERIENCE IMPACT:** Investment in new programs will attract and retain students to our campus from our local communities, but also from other states and countries. The mix of diverse students in the residence halls will enhance the campus environment and create a wealth of educational opportunities.

**RESOURCES NEEDED:** New programs will require start-up funding for development, faculty and staff, and marketing costs. Faculty and staff can take advantage of university course offerings and the cost of upgrading digital facilities can be mitigated with the use of funding sources like the Student Facility Fee and University Classroom Improvement Fund (UCIF). Additional funds to create the scaffolded approach and to add staff or faculty to oversee this new initiative are a high priority.

**TIMELINE**: Our first new degree program, likely Environmental Science, will be in place by 2016 with others to follow.

**Praxis: Theory to Practice**

* Create a teaching and learning center to provide opportunities for pedagogy development, alternative course delivery, student learning/tutoring, and technology development.
* Facilitate opportunities to apply classroom learning through internships, co-ops, and other field-based experiences.
* Provide an experiential approach to pedagogy, where appropriate.

**INTERNAL IMPACT:** Faculty, staff, and students will have increased access to personal and professional development opportunities. Students will be able to apply their classroom learning, be more invested in their education, and be more prepared for professional opportunities.

**EXTERNAL IMPACT:** Students, faculty, and staff will be actively engaged through internships, co-ops, and other field-based experiences in the communities we serve, creating a more symbiotic relationship within our local area.

**RESIDENTIAL EXPERIENCE IMPACT**: Penn State Brandywine will integrate the residential and commuter communities into the "Brandywine experience". Brandywine will provide flexibility for our students to take full advantage of applied learning opportunities in the area.

**RESOURCES NEEDED:** Funding will be required for a director of the teaching/learning center and a center budget as the center matures. Funding for a full-time internship/co-op/career services office would be ideal; with current budget restraints, the campus will look to individual and corporate donors to support this impactful initiative. Funding is needed for delivering state of the art learning environments that include new technologies that are responsive to student, faculty, and staff needs in real time.

**TIMELINE:** The facilitation of internships will be ongoing. Brandywine will explore and pilot co-op learning opportunities for select majors by 2017. By 2016, infrastructure for the teaching/learning center will be in place with the intent of a fully functioning center by 2019.

**Sustainability and the Environment**

* Initiate a feasibility study to determine the best use of campus land for academic, recreational, and community spaces.
* Promote or provide opportunities for environmental, physical, and mental health via easily accessible and sustainable programs.
* Use campus land for the public good, such as a community garden.
* Enhance and develop curricular and co-curricular service learning and civic engagement projects focused on the area of sustainability.
* Use environmental resources in a way that leaves a minimal ecological footprint.

**INTERNAL IMPACT:** Penn State Brandywine will develop a program that maximizes its land-based opportunities, provides enriched educational and recreational opportunities to support a complete collegiate experience, and enhances community outreach and sustainability efforts while preserving the natural beauty and appeal of its land.

**EXTERNAL IMPACT:** Brandywine will more responsibly steward the resources upon which we rely. The campus will be a place of community learning and outreach, a model of intentional usage of our ecology and environment, and a partner with the university in environmental stewardship.

**RESIDENTIAL EXPERIENCE IMPACT:** Brandywine will establish sustainability standards for the campus community including our new residential facilities. Residence halls on campus will allow us to formally partner with Housing & Food Services and benefit from its environmentally conscious programs across the state.

**RESOURCES NEEDED:**  Funding will be required for a land-use feasibility study as well as health and wellness initiatives.

**TIMELINE:** The first step will be the feasibility study and funding must be identified before this study can be conducted. All other activities will follow.

**Penn State Brandywine Strategic Planning Process Participants**

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**APPENDIX**

**Strategic Planning Grid**

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| **PROMOTING OUR HEALTH** |
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| **FIVE-YEAR VISION** |
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| Promote the seven components of wellness at the campus -- physical, spiritual, environmental, mental, emotional, occupational, and social -- via easily accessible resources and sustainable programs. Develop a knowledge base that is secure and observes privacy issues. This will help the Penn State community access evaluation tools and related recommendations for overall wellness.  |
| **Exercise Initiative:** A key component to promoting physical wellness is to have easily accessible resources, including a knowledge base. This is an essential starting tool for physical wellness. For the Brandywine campus community, the gym, the fitness center, and fitness programs comprise some of the resources currently available.  |
| **Nutrition Initiative:** A key component to promoting nutritional wellness is to promote awareness of the benefits of healthy eating, have access to nutritional information, and have healthy food choices available on campus.  |
| **Smoke-Free/Clean Air Initiative:** This initiative is meant to discourage the use of tobacco, nicotine, and e-cigarettes on campus and provide awareness of health risks related to use of these products.  |
| **Mental/Emotional Wellness Initiative:** A key component to promoting a healthy campus community is to support the mental and emotional wellness of faculty, staff, and students. |
| **Spiritual Initiative:**  A key component to promoting spiritual well-being is to have a sacred space on campus. |
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| **SPECIFIC STRATEGIES** |
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| **Exercise/Fitness** |
| Exercise: The large gym space should be adequate for campus needs, but since it is used for a variety of campus and community activities, it is often difficult to accommodate the schedules of athletics, intramurals and academics. The space we currently have could be more effectively used if we were able to divide this gym into smaller areas so that multiple functions could occur simultaneously.  |
| Fitness Room: Enlarge the fitness center space to increase the number of machines (more treadmills, for example) to meet the needs of the campus. |
| The committee believes that the current facilities are marginally adequate and if we plan to promote physical wellness on campus a number of changes need to be made. |
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| **Nutrition** |
| Nutrition: Currently, Penn State Brandywine supports healthy lifestyles in the following ways: staff participation in the Dragon Boat team, campus yoga classes, staff tennis club, and open fitness hours. Another healthy option has been the installation of the water filtration stations, providing a free, low-caloric beverage choice to the campus community. |
| Host nutrition awareness programs for students, faculty and staff. |
| Add a campus Weight Watchers group through the Healthy Matters Program. |
| Allocate student affairs funding to promoting healthy eating on campus by implementing some of the strategies at the My Plate on Campus resource guide (Choosemyplate.gov). |
| Host Common Hour recipe collaborations and exchange. |
| Build relationships with the local farmers’ markets to explore the possibility of opening an on-campus location to serve local, organic food on campus. |
| Collaborate with the campus caterer to improve nutrition on campus. |
| Improve food labeling of the foods sold on campus. |
| Discuss the addition of more healthy food options on campus. |
| Advocate for the use of food packaging that is biodegradable or recyclable. |
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| **Smoke Free/Clean Air Initiative** |
| *Smoke Free: Year 1 Strategies* |
| * An education and awareness campaign to limit the use of tobacco on campus. There are a number of already established smoking cessation programs available such as No Tobacco 101.
 |
| * Enforce the 20-foot rule of not smoking close to campus buildings
 |
| * Resend a tobacco-use survey to the entire campus community to gauge the interest from the campus on moving forward with this initiative.
 |
| *Smoke Free: Year 2 Strategies* |
| * Analyze survey results.
 |
| * Engage students to ensure that this will be a student-driven initiative as well.
 |
| * Limit smoking to parking lots only and locate the butt disposal boxes in the parking lots.
 |
| * Put up signage about Brandywine being a "Clean Air Campus."
 |
| * Start a Kick the Habit Campaign on campus (PSU Berks).
 |
| *Smoke Free: Year 3 Strategies* |
| * As the residence halls are built, how does this policy become implemented among the students who “live” here?
 |
| * For the resident students, is there a need to build a smoking corral, lounge, or shelter space on campus to allow smoking?
 |
| * Request that outside vendors, contractors, and any public attendees of community events abide by the Clean Air Campus policy.
 |
| *Smoke Free: Year 4 Strategies* |
| * Perform an assessment and evaluation of program goals and initiatives within the first three years.
 |
| * Gauge the effectiveness of trying to create a Clean Air Campus: Has there been cultural or behavioral change?
 |
| * Review the concept of fines and punishment for offenders of the policy.
 |
| * Add language to facility rental contracts about “abiding by the Clean Air Campus” rules when hosting an external event on campus.
 |
| *Smoke Free: Year 5 Strategies* |
| * Involve the local community in the Clean Air Campus campaign.
 |
| * Work on collaborating with community organizations to bring community events to campus such as the American Cancer Society’s Great American Smoke Out.
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| **Mental Health** |
| *Mental Health For Faculty and Staff:* |
| * Build awareness among faculty and staff of the mental wellness treatment programs available through their benefits (EAP resources).
 |
| * Provide additional resources and training for faculty and staff who are not members of the behavioral threat management team.
 |
| * Apply to the campus incentive fund through Healthy Matters for the training program for non-clinical staff to learn more about mental wellness.
 |
| *Mental Health For Students:* |
| * General mental wellness promotion can be provided through new student orientation, Brandywine Learning, and Student Affairs programming. These educational and awareness programs can address overall mental wellness needs.
 |
| * For students with more acute needs, they are referred to the Counseling Services Office. For this strategic plan, the Counseling Services Office would like to switch from a treatment/crisis mode of operation to a prevention model. Initiatives suggested for the upcoming strategic plan are:
 |
| * Limit the number of one-to-one sessions for counseling.
 |
| * Form student discussion groups during Club Rush, but not label the gatherings as “group counseling." By building support networks among classmates, the hope is to reduce the number of crisis interventions necessary.
 |
| * A male graduate intern will be on campus next fall to reach out to the large male student population.
 |
| * Residential life will bring a new aspect to the mental wellness issue of the students.
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| **Sacred Space** |
| Start soliciting feedback from university stakeholders on where to locate a sacred space. |
| There are five types of sacred spaces: ritual or ceremonial spaces, processional or exploring spaces, perspective-dominant spaces, refuge spaces, and cultural transition spaces. |
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| **ACADEMIC PLANS, PROGRESS, ASSESSMENT** |
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| Kinesiology, Parks and Recreation degrees. |
| The academic programs/courses that could be linked to these nutrition initiatives are: biology, wellness theory, business classes, HDFS, ENT 202, civic and community engagement, education, etc. |
| Co-sponsoring programs with HDFS and Psychology majors. |
| Without the ability and time to walk, talk, laugh, de-stress, and socially interact on campus, the collegiate experience is minimized. Retention research has shown that students who are more engaged on campus have higher degree completion rates. |
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| **PERFORMANCE INDICATORS**  |
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| Number of people involved in the promoted physical wellness programs. |
| Increased awareness regarding health matters. |
| Number of people involved in the promoted physical wellness programs. |
| Reduced number of violations year by year. |
| Increased awareness regarding the available resources. |
| Decreasing the number of student dropouts related to the mental health issues. |
| Higher student satisfaction. |
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| **DIVERSITY PLANNING** |
| Counseling services offers educational programs geared toward special populations. |
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| **CORE COUNCIL FOLLOW-UP** |
| Relevant to #10, campus housing and facilities. |
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| **INTEGRITY AND ETHICS** |
| None indicated. |
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| **SUSTAINABILITY** |
| Using biodegradable packaging in the campus dining facilities. |
| Identify opportunities to reduce pollution. |
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| **BUDGET PLANNING** |
| Extend fitness center hours by using work study or wage payroll students. |
| Create a staff position for a part-time personal trainer and/or nutrition coach who can help with fitness programs and nutrition plans. This individual (or individuals) could also work with student athletes. |
| Use SAF funding to enhance the cross-country trail. |
| Purchase more modern equipment for the fitness center. |
| Hire more kinesiology faculty that can help and expand the campus wellness programs. We went from four full-time faculty to one. |
| Secure funding from Student Activities Fund or Healthy Matters to support nutritional educational programs. |
| Add additional staff to support the mental wellness of our students. This new level of staffing would include 1-2 clinicians or a case manager position. |
| Sacred Space: Contact donors or work with Physical Plant to secure a site and the site maintenance.  |
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| **RESIDENTIAL EXPERIENCE** |
| The residential feasibility study includes details on additional recreational space for students. |
| A new dining hall contractor should be considered with a vendor who offers healthy food options to students. |
| A decision needs to be made if there will be a smoking lounge in the new residential facility. |
| A mental health counselor will need to be on call 24/7 to handle issues that arise with residential students. |
| Students who live here will be seeking a space to fulfill their spiritual needs on campus. |

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| **STEWARDING OUR RESOURCES** |
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| **FIVE-YEAR VISION** |
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| **Goal 1:** We seek to develop innovative, efficient and sustainable processes that allow Penn State Brandywine to consciously yet strategically use environmental resources in a manner that anticipates the incorporation of residence life, leaves minimum ecological footprints, enhances the overall quality of teaching and learning, and establishes stronger connections between Brandywine and the communities it serves.  |
| Penn State Brandywine will develop a program that maximizes its land-based opportunities, provides enriched educational and recreational opportunities to support a complete collegiate experience, and enhances community outreach and sustainability efforts while preserving the natural beauty and appeal of the land. |
| **Goal 2:** Penn State Brandywine seeks to develop productive and sustainable relationships with other Penn State University organizations, as well as with the local and regional communities it serves in order to expand the resources it has to offer, enhance the collegiate experience it can provide, strengthen its community connections, and more responsibly steward the resources upon which we rely. |
| By 2020, Penn State Brandywine will have established at least three new partnerships with internal and external organizations that demonstrate positive impacts on students’ and faculty’s educational experiences, campus visibility and community connections, and the overall responsible use of natural resources. |
| **Goal 3:** We seek to develop and/or enhance current environmental and sustainability initiatives to establish a more global and digital presence for the Brandywine campus, promote a more local awareness about the natural resources upon which we rely, and provide more experiential and environmentally conscious learning experiences for our students.  |
| By 2020, Penn State Brandywine will have developed or enhanced specific initiatives that support a stronger digital presence for the campus’ commitment to environmental stewardship. In addition, the campus will have developed or enhanced campus initiatives that create a greater awareness and monitoring of the natural environment of the campus.  |
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| **SPECIFIC STRATEGIES** |
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| Complete a feasibility study to determine the best uses of campus land and infrastructure enhancements.  |
| Two general areas need to be considered: 1. Currently developed and soon-to-be developed land (approximately 50 acres), and 2. Undeveloped (approximately 45 acres) and newly acquired acreage (approximately 21 acres)  |
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| Four specific types of uses should be considered: 1. Those that enhance educational opportunities, 2. Those that enhance recreational opportunities, 3. Those that provide community outreach opportunities, and 4. Those that provide responsible stewardship opportunities.  |
| **Educational** |
| Land should be considered for outdoor classroom and research sites to provide students experimental and inquiry-based experiences beyond traditional classroom experiences.  |
| Land should be considered that extends traditional classrooms to structured outdoor environments (e.g., gazebo, Vairo Amphitheater, campus grounds).  |
| Land should be considered that provides opportunities to maintain a campus garden that can provide locally grown food for PSU students and the local community. |
| **Recreational** |
| Land should be considered that supports the growth of college athletics, enhances overall student outdoor activity and provides greater access to and awareness of the larger campus environment. |
| **Community Connections** |
| Land should be considered that provides opportunities to enhance community relations such as Community Farms or Community Supported Agriculture. |
| Land should be considered for the possible designation as an arboretum.  |
| **Responsible Stewardship** |
| Land should be considered for the development and installation of environmentally-friendly and energy efficient use of our natural surroundings (e.g., installation of rain gardens; use of pervious concrete). |
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| Establish partnerships with other Penn State University organizations that will enhance current educational programs or provide opportunity for additional programs.  |
| *Three potential internal partnerships appear reasonable:* |
| Explore the development of a GridSTAR Center partnership. |
| Partner with Housing & Food Services at University Park to further enhance the food options currently offered as well as explore other sustainability efforts that would be feasible and desirable for the PSU campus. |
| Partner with UP Office of Physical Plant to collect and monitor electric usage data. |
| *Two external partnerships appear reasonable:* |
| Enhance the partnership with the Chester-Ridley-Crum Watersheds Association for storm water management and water conservation initiatives. |
| Explore partnerships with Tyler Arboretum and Stroud Water Research Center to establish water-themed collaborations. |
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| **Establish and enhance a global digital presence for the Brandywine campus.** |
| Develop “Picture Posts” locations on campus to become part of the national Picture Post network (part of the Digital Earth Watch (DEW) network, supported by NASA). |
| * Would allow for environmental monitoring of campus lands through digital photography.
 |
| * Photos can be taken by all campus community members and will be contributed to a national network used by scientists and accessible to everyone.
 |
| Participate in the annual World Water Monitoring Challenge. |
| * Would provide research opportunities for students on campus.
 |
| * Data from the campus stream will be contributed to a global database.
 |
| Could possibly be part of or go under the long-term monitoring stream program (data only needs to be submitted to WWMC once a year). |
| Participate in AASHE STARS Program to support overall sustainability promotion and awareness |
| Establish geocaching/Earthcaching sites on campus, already in place at one other PSU campus. |
| Investigate the “Real Food Challenge” and campus participation/benefits |
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| **Establish and/or enhance campus initiatives that provide local awareness of and education about campus environmental efforts.** |
| Begin a long-term monitoring program of the water quality and health of the unnamed stream the runs through the Brandywine campus and provide research opportunities for students on campus and data to monitor environmental changes as the campus grows. |
| Complete an assessment or review of the water footprint of the campus and share/discuss the findings to see how the campus can minimize its water footprint.  |
| Promote installation of water bottle filling stations. |
| Enhance the Fair Trade awareness and offerings on campus. |
| Promote the campus’ seismometer (earthquake-detecting equipment) and data generated by this equipment for informational and educational purposes.  |
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| **Establish initiatives to better sustain students-in-need** |
| Explore opportunities to support food programs on campus for students in need, e.g., formalize the concept of a food pantry. |
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| **ACADEMIC PLANS, PROGRESS, ASSESSMENT** |
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| **Goal 1** |
| The feasibility study should take place within the timeframe of the planning and construction of the new residence hall and student union projects. |
| Initiatives and specific target goals will be established in accordance with the findings.  |
| **Goal 2** |
| At least three of those partnerships suggested above and/or additional partnerships deemed relevant and productive should be established within the first 12 months of initiating the plan |
| All enhancements provided through the partnerships as well as all costs and resources required to maintain them will be tracked on an annual basis.  |

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| **Goal 3** |
| Most of the strategies described herein have a curricular component that will enhance the student experience and have the potential to integrate promotion of sustainability-related activities across disciplines. |
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| **PERFORMANCE INDICATORS** |
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| Programming for land stewardship in conjunction with the residence hall project. |
| An increased awareness about planned uses for the entire 112 acres of campus property. |
| Specific initiatives for the use of campus property along with the projected costs, logistical and operational considerations, and expected returns of those initiatives |
| Students and faculty will report having greater educational opportunities, healthier living alternatives, and a greater sense of community connection that can be directly correlated to partnership efforts. |
| Partnership analyses will show an overall ROI that clearly demonstrates beneficial returns. |
| The strategic performance indicators for this goal will be measured by the number of activities that are undertaken, the number of students who gain exposure to resource stewardship activities through curricular and co-curricular offerings, as well as the number of stories/public relations initiatives that are generated as a result of the sustainability-related initiatives.  |
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| **DIVERSITY PLANNING** |
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| Land use should be developed with the goal of providing space for all students of the Penn State Brandywine community (e.g., private areas of worship; intramural activities; social gathering spaces).  |
| Partnerships, especially food services partnerships, will explore ways to use our resources to better serve all students. Penn State Brandywine serves a significant number of students-in-need and the goal is to create an environment in which all students have the opportunity to succeed. |
| The activities planned will provide exposure to a variety of environmental stewardship initiatives and help promote social responsibility with regard to sustainability, especially activities related to the Fair Trade movement.  |
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| **CORE COUNCIL FOLLOW-UP** |
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| These partnerships will support student recruitment and retention recommendations as outlined in the Core Council letter. |
| Activities described herein support a number of items in the Core Council recommendations including recruitment and retention, collaboration, and outreach.  |
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| **INTEGRITY AND ETHICS** |
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| Perhaps our biggest responsibility is to develop the campus in a manner that provides a well-rounded collegiate experience for all Penn State Brandywine students by enhancing their educational opportunities while also increasing their environmental awareness and promoting their individual health and sense of social responsibility. |
| Partnerships focus on developing the campus’ ability to enact more socially sensitive and environmentally considerate actions while accomplishing its goal of providing a high quality educational experience to diverse populations of students.  |
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| **SUSTAINABILITY** |
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| In addition to being responsible to our students, we must continuously be responsible with our resources by developing a plan that will not only allow us to more strategically and consciously use the resources we have, but will allow us to use those resources in ways that support the overall goals of the campus and university.  |
| Offer insights on more effectively processing food and food waste. |
| Offer insights on more effectively monitoring water usage and, more importantly, Penn State Brandywine’s ecological impact and water footprint on the local environment. |
| Offer insights on Penn State Brandywine’s energy consumption and provides potential to explore alternative energy processes.  |
| The initiatives described herein outline efforts that will be undertaken to contribute to sustainability awareness, promotion, and related student engagement.  |
|   |
| **BUDGET PLANNING** |
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| Perhaps the biggest pull on budget will be supporting the planned growth of the campus—both in physical infrastructure and human resources. Developing a comprehensive plan for the use of land can help identify areas in which current resources can be used more efficiently and effectively, creating potential for cost savings or redistribution. |
| The initiatives not only offer opportunities to expand Penn State Brandywine’s service capabilities, but also provide avenues in which Brandywine can better connect with and potentially draw from external networks. |
| The proposed activities can be completed using existing faculty and staff resources. There will be some nominal financial resources required for promotion of the activities as well as for purchase of related supplies (e.g., picture post beams) required to complete various initiatives.  |
|   |
| **RESIDENTIAL EXPERIENCE** |
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| As Penn State Brandywine develops to incorporate a residential experience with its current commuter experience, the use of our open space becomes significantly more important. While a lot of thought is being given to indoor space, more consideration may need to be given to outdoor space and the opportunities it provides.  |
| Enhanced and new partnerships with outside entities will provide all students with a greater understanding of our individual and collective contributions to our environment.  |
| Having a residential experience on campus will allow us to formally partner with Housing & Food Services and benefit from its programs across the state. |
| By promoting and raising awareness about our current and proposed sustainability initiatives, we will be supporting student engagement, eliciting interest and curiosity among all students, and supporting a campus community poised for growth with the addition of residence halls.  |

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| **TRANSFORMING EDUCATION** |
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| **FIVE-YEAR VISION** |
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| Aspire towards an Institute in Social Justice. In support of this, we have identified university-wide criteria and have found that we have: an identifiable focus, ongoing funding through Rosenberg (seed money), multiple faculty engagement, and a clearly identified rationale for an institute. |
| New Majors: Mechanical Engineering, Environmental Studies (BA/BS), Criminal Justice (BA), Kinesiology, Recreation/Parks/Tourism Management, Digital Arts/Integrative Arts, RN to BS. |
| Integrated Undergraduate/Graduate programs (IUGs) in Business, Engineering, Allied Health, Psychology, Human Development and Family Studies, IST. |
| Minors - Sustainability Leadership, Digital Arts, Gender and Sexuality Studies, International Business. |
| Certificates - Global Awareness, Diversity Studies, Health Sciences. |
| Scaffolding - Teaching/Learning Center, PSU 008 & CNED (whole student education - first-fourth year)/academic support. |
|   |
| **SPECIFIC STRATEGIES** |
|   |
| Gain funding, identify faculty interest, and develop tiered programming (classroom speakers, day programs, summer programs). |
| Determine market interest, gauge student interest, analyze existing resources (faculty, library, labs, etc.), create P-3, look for partnerships with other campuses. |
| Explore graduate programs in the area. |
| Encourage students to augment their academic experience with existing and possible new minors. |
| Define the Brandywine experience that includes academic and professional development skills that are built into the academic experience. Facilitate cultivating an ethos of civic engagement mindfulness. Create opportunities for faculty to develop capacities to deliver courses in various modes including online, hybrid and conventional classroom. |
|   |
| **ACADEMIC PLANS, PROGRESS, ASSESSMENT** |
|   |
| Concretely advancing toward the five criteria that Penn State has defined for a center with a particular goal towards an Institute once residence halls have been established. |
| Faculty hires, enrollments, meeting accreditation requirements. |
| Making contacts with interested parties, fostering and cultivating relationships that will concretely move us forward. |
| Academic Affairs will establish the infrastructure to keep advisers and program coordinators informed of all of the academic opportunities for the students. Develop program packages including majors, minors and credit certificates. |
| Campus Leadership promotes a campus culture that embraces the importance of educating the whole student. Intentionally embedding in the four-year program academic and professional skills development with an awareness of civic and community engagement. Student success/retention/graduation/job placement |
|   |
| **PERFORMANCE INDICATORS** |
|   |
| Creation of programming, participation by faculty, fully functioning center for civic and community engagement, speaker series, symposiums held on campus, identify viable funding sources. |
| Enrollments in new majors; new faculty hired in support of programs; programs eligible for accreditation as needed. |
| Development of approved IUGs. |
| More students graduate with minors on their transcripts. |
| More students graduate with certificates on their transcripts. |
| Improved retention and graduation rates. |
|   |
| **DIVERSITY PLANNING** |
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| Programs, topics, speakers, accessibility. |
| Increasing the diversity of our program portfolio to meet the needs of both traditional and non-traditional students, and include the importance of diversity considerations in the hiring of new faculty. |
|   |
| **CORE COUNCIL FOLLOW-UP** |
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| CC Recommendation: new programs/majors. |
| CC Recommendation: phase out CAS - enrollments increase; HDFS associate - P3?  |
| CC Recommendation: get better balance of tenure-track faculty. |
| CC Recommendation for housing: investment in new programs to attract and retain students to campus. |
| CC Recommendation: articulation agreements. |
| CC Recommendation: increase enrollments in under-enrolled programs. |
| CC Recommendation: increase Continuing Education revenues. |
| CC Recommendation: development of strategies to retain students. |
| CC Recommendation: increased hybrid/online faculty involvement. |
| CC Recommendation: introducing new programs that have high student interest and are career-oriented will help with retention. |
|   |
| **INTEGRITY AND ETHICS** |
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| Social justice focus. |
| Included in the programming surrounding student development. |
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| **SUSTAINABILITY** |
|   |
| Falls under social justice programming. |
| Environmental Studies major. |
| Sustainability minor. |
| Experiences will be embedded within student scaffolding programs. |
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| **BUDGET PLANNING** |
|   |
| Requires multi-year grants and contracts from more than one source. |
| Faculty, labs, library resources, IT resources, internship coordinator(s). |
| Programming costs, coordinator (potentially within Civic & Community Engagement Lab), human resources. |
|   |
| **RESIDENTIAL EXPERIENCE** |
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| Special residence halls, summer programming that utilizes infrastructure, specialized visiting faculty. |
| Integrating residential community and commuter community in the "Brandywine experience." |
| Diversification of the degree portfolio will attract residential students. |

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| **BUILDING OUR DIGITAL FUTURE** |
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| **FIVE-YEAR VISION** |
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| Support the continuous transformation of our teaching and learning community to be consistent with ongoing workplace and civic advancements of the 21st Century. |
| Build and maintain a campus culture and state-of-the-art facilities in which faculty, staff, and students have opportunities and support to engage in professional development so they can utilize responsible, productive, and research-based digital skills and dispositions for ongoing advancements in the 21st Century in the workplace, entertainment, and civic roles. Technologies is one of the components in this framework. |
| [Reference: http://www.p21.org/our-work/p21-framework](http://www.p21.org/our-work/p21-framework)  |
|   |
| **SPECIFIC STRATEGIES** |
|   |
| Students should be versed in content-specific technologies and related 21st Century job/career skills. |
| [http://www.tpack.org -- Technological Pedagogical Content Knowledge (TPACK) attempts to identify the nature of knowledge and technology integration.](http://www.tpack.org/) |
| Keeping in mind that technologies will change, but building capacity for technologies will provide the foundation for learning new technologies that are ever emerging beyond their graduation and into the workforce. |
| Not just the training on/with the technology, but also the learning of how to use the technology and following up with what to do with it; also learning how listen to future clients and process a procedure they are told to do, etc.  |
| Develop policies and procedures so that campus instructional facilities, mobile technologies, and other places around campus, including and beyond our standard classrooms spaces of teaching and learning (the Vairo Courtyard, TMZKO back patio, trails, etc.) remain state-of-the-art and FLEXIBILE in their design (movable tables and chairs, white boards across the walls, etc.), so that students and faculty will be able to find a way to make the space work, with or without technology in hand.  |
| [See example http://bit.ly/1hGdz1A](http://bit.ly/1hGdz1A)  |
|   |
| **ACADEMIC PLANS, PROGRESS, ASSESSMENT** |
|   |
| Each program or discipline develops goals/aspirations for technology skill development and builds skill development into coursework so that students are learning the needed technologies for their respective profession. |
|   |
| **Just-in-Time Learning (JITL)** |
| Provide professional development in a “Just In Time” learning (JITL) schedule. |
| <http://en.wikibooks.org/wiki/Designing_Professional_Development/JIT_Learning> |
| JITL has to do with making content immediately and readily available so that those who need skills/knowledge can learn from it under their own direction and motivation. The just-in-time model can be said to be characterized by three things: |
| First, there is learner control or self-direction, whereby the pupil controls what it is that is learned and in what order. |
| Second, there is learning that is location- and time-independent: students in this model access information and tools of learning virtually anywhere and anytime. |
| Finally, learning in this model has a key functional aspect so that the process of learning is characterized by an immediate putting to use of the material. (Such as short workshops, Lynda.com, etc.). |
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| **PERFORMANCE INDICATORS** |
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| One metric would be to see that budgets positioned through "strategies to attain vision" are exhausted. |
| Each program/discipline could development their own assessment strategy to see how technology use is mapping on to student performance and career success. This could be done in addition to a general survey for all students. |
| Suggested: include a short orientation survey that students must complete during new student orientation that asks them to grade their awareness and proficiency with different technologies (i.e., lynda.com, Excel, Word, PowerPoint, SPSS/statistical software, etc.) and then take something similar at commencement.  That would help us gauge our own abilities at Brandywine to help increase technology skills.  |
|   |
| **DIVERSITY PLANNING** |
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| [Implement “Productive Persistence” -- a set of behaviors that involves the tenacity and good strategies students need to be academically successful; especially relevant to students from high-needs communities. http://www.carnegiefoundation.org/productive-persistence (to impact “Digital Divide” issues).](http://www.carnegiefoundation.org/productive-persistence) |
| The Productive Persistence sub network is a cross-college collaborative of faculty members dedicated to designing, testing, and adapting promising ideas for student success in any area, especially math, technologies, literacy. |
|   |
| **CORE COUNCIL FOLLOW-UP** |
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| Per the Core council recommendation -- building increased faculty capacity in online, hybrid or blended delivery; Greater opportunities for ventures with World Campus:  |
| * Increase faculty professional development opportunities and time to develop these courses.
 |
| * Implement the recommendations of the Brandywine Hybrid Task force, including policies for proposal development, course development and assessment, and compensation (time or payment). Procedures for faculty who create online/hybrid courses.
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|   |
| **INTEGRITY AND ETHICS** |
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| [Advice from http://www.educause.edu/ero/article/top-ten-it-issues-2014-be-change-you-see.](http://www.educause.edu/ero/article/top-ten-it-issues-2014-be-change-you-see) |
| Establish the role of Chief Privacy Officer to address data-sharing risks and concerns; proactively allow students to control their privacy settings. [This would need to happen at the UNIVERSITY level, most likely not Campus Level.] |
|   |
| **SUSTAINABILITY** |
|   |
| Reduced paper cost, if more instruction is available online. |
| Reduced paper cost if administrative and academic services utilizes electronic processing and storing data. |
|   |
| **BUDGET PLANNING** |
|   |
| Establish a funding mechanism to support renovations, technology innovations, hard/software needs. |
|   |
| **RESIDENTIAL EXPERIENCE** |
|   |
| *(repeated from above)* Develop policies and procedures so that campus instructional facilities, mobile technologies, and other places around campus, including and beyond our standard classrooms spaces of teaching and learning (the Vairo Courtyard, TMZKO back patio, trails, etc.) remain state-of-the-art and FLEXIBILE in their design (movable tables and chairs, white boards across the walls, etc.), so that students and faculty will be able to find a way to make the space work, with or without technology in hand.  |
| http://chronicle.com/blognetwork/theubiquitouslibrarian/2014/04/09/no-classrooms-just-experiences-free-thinking-the-future-of-higher-ed/  Perhaps in the residence halls, provide students their own desk or workbench—similar to what you find in architecture departments. There is an amazing community that forms around these programs and I think emulating that experience would be a powerful distinctive educational format. Imagine large spaces filled with desks, group rooms, and lounge areas where students read, write, work on projects, socialize, mentor each other, and collaborate You could have engineers, poets, and biochemists all colliding together daily, formally and informally. |

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| **VALUING AND EXPLORING OUR CULTURES** |
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| **FIVE-YEAR VISION** |
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| Penn State Brandywine's culture will value diversity, inclusion, internationalism, and equity; the integration of learning and scholarship with community engagement; and an academic environment that is rich in arts and humanities offerings and events. |
|   |
| **SPECIFIC STRATEGIES** |
|   |
| Encourage collaborative efforts across campus departments to ensure that values of diversity and inclusion are infused in every area of campus life. |
| Integrate civic engagement into academic curricula and extracurricular activities. |
| Strengthen the arts and humanities, especially the English department, on campus. |
| Increase student involvement in clubs and meetings. |
|   |
| **ACADEMIC PLANS, PROGRESS, ASSESSMENT** |
|   |
| Establish a First Year Experience program that encourages students to enroll in courses that address diversity, social inclusiveness, and cultural competence.  |
| Reinstate Freshman Seminar to establish a foundation of diversity, inclusion, and democracy. |
| Promote and increase enrollment in the Civic and Community Engagement minor, as well as the Peace and Conflict and Women’s Studies minors. |
| Create domestic and international travel opportunities that are focused on civic and community engagement experiences.  |
| Promote internships with community-based organizations that address civic issues, with organizations that need arts and humanities students, and with international organizations. |
| Increase awareness and understanding of issues that affect our community, including homelessness, hunger/nutrition, health care, early childhood education, domestic violence, etc. |
| Hire a published writer/American Studies tenure-line faculty member who would attract students. |
| Bring well-known writers to campus to participate in classes, give readings, conduct workshops, etc. Invite the public. This could be combined with a visiting lecturer program, the Common Read initiative, and/or the existing Speaker Program on campus. |
| Improve the Brandywine English website and brochure, and publicize English Creative Writing and Professional Writing options.  |
| Work with advising and admissions to increase student awareness of jobs and graduate school avenues available for English majors. |
| Identify possible interdisciplinary opportunities (courses, mini-conference, etc.). |
|   |
| **PERFORMANCE INDICATORS** |
|   |
| Create or obtain an assessment tool to monitor campus climate. |
| Revise faculty evaluations to acknowledge faculty efforts to support cultural competency. |
| Monitor whether participants in civic engagement and global programs reflect campus population. |
| Increase majors and minors in arts and humanities programs.  |
| Increase numbers of students taking arts and humanities courses. |
| Monitor impact of Civic Engagement on employment of our students. |
|   |
| **DIVERSITY PLANNING** |
|   |
| Host annual multicultural competency training for faculty and staff.  |
| Create publications that acknowledge and celebrate student diversity including diversity related to ability, mental/emotional health, and socioeconomic status. |
| Increase diversity of teachers, students and speakers on campus, in global programs, and in civic engagement. |
| Infuse diversity and internationalism into curriculum. |
| Seek to expose our students, faculty, and staff to diverse cultures and issues through civic engagement. |
|   |
| **CORE COUNCIL FOLLOW-UP** |
|   |
| **Global Programs** |
| Provide educational experiences and programs to enhance mutual trust, respect, understanding and sense of community with people from all backgrounds and cultures and to ensure an international and global perspective. |
| Schools with strong English and American Studies programs attract international students. |
| Encourage faculty to leverage existing international relationships into new opportunities and contacts for our campus. |
| Collaborate with other campuses on global programming. |
| The Core Council recommends investment insofar as possible in tenure-line and multi-year faculty appointments to support new program development. |
| Introduction of new programs that have high student interest and are career-oriented will help with retention. |
| Identify the complement of services and programs required to support resident life. |
|   |
| **INTEGRITY AND ETHICS** |
|   |
| Establish a mechanism for reporting incidents/behaviors that do not support diversity, inclusion, and democracy. |
| Ensure that resources are available and provided to support the diverse needs of the student body, faculty, and staff. |
| The English Department provides the foundational instruction to students about plagiarism. The reading of texts (symbol systems), the understanding of texts/arguments/contexts/intellectual background/modes of expression, these have broad applications and are major components in the production of intelligent graduates who can think, express themselves, synthesize, write, understand, sort out values, and make ethical decisions. |
| Build on existing Fair Trade initiatives. |
|   |
| **SUSTAINABILITY** |
|   |
| Draw upon the existing student diversity to serve as a resource for guiding initiatives. |
| Use existing university initiatives and resources to build a framework.  |
| Partner with a foreign university to promote regular interaction.  |
| Offer English courses that encourage critical inquiry about sustainable practices. |
| Create a permanent funding stream for a dedicated civic engagement coordinator position.  |
|   |
| **BUDGET PLANNING** |
|   |
| Identify all courses and departmental initiatives that currently address diversity, equity, and inclusion. |
| Use existing funding streams to be realigned with vision initiatives.  |
| Fill the open tenure-line English position.  |
| Identify external, in-kind funding for civic engagement and global programs. |
|   |
| **RESIDENTIAL EXPERIENCE** |
|   |
| Establish community standards for all students that can be translated/adapted to the residential environment. |
| Establish a programming model for the residential staff that encourages inclusion, social responsibility, and communication among residents.  |
| Create a non-denominational religious/worship space on campus. |
| Create gender-neutral restroom facilities. |
| Create civic engagement opportunities that are geared towards residential students.  |
| Offer a civic engagement housing option to students.  |