

**Feedback on A Framework to Foster Diversity at Penn State: 2010–15 and  
2014–15 through 2018–19 Diversity Initiatives**  
Fall 2014  
**Penn State Great Valley**

Penn State Great Valley was not an independent strategic planning unit during the 2010–15 diversity strategic planning cycle so the campus did not have detailed guidance for its diversity and inclusion endeavors over the past few years. This absence appeared to have had an impact since the new plan states that the Diversity Action Committee has been “recently reinvigorated” with a new charge, that the campus will “re-initiate a signature program” that leverages corporate partnerships for recruiting diverse students, and that an upcoming collaboration with Educational Equity to help the campus address diversity challenges is forthcoming.

In this context, it should not be surprising that the review team identified some gaps in the plan. The plan incompletely addresses the *Framework* Challenges and diversity planning questions from the planning guidelines. For example, Challenge 5 is not mentioned, and best practices/signature programs are only identified for Challenges 3 and 4. The review team acknowledges that the lack of resources is particularly acute at smaller campuses, which impacts robust planning. That said, the team also regards strategic planning and diversity as critical components of the unit’s future success. Great Valley is situated in one of the most strategic locations in Pennsylvania, one that will be a bellwether region for the kind of demographic changes President Barron has recently noted. Great Valley could be in a leadership position for diversity at Penn State. The current plan will need to be refined to make diversity a more systemic focus *so that* the campus can move forward *on all fronts*, and the allocation of resources to implement diversity strategic planning and data collection will be critical to future success. Outcomes measures, specific thresholds for success, and an ample application of data that are strategically disaggregated along targeted planning goals should be characteristic of future planning. Words like “increase,” “encourage,” “expand,” and “explore,” which are taken from some of the unit’s planning goals, need concrete measures to be meaningful.

### **Campus Climate and Intergroup Relations**

#### ***Challenge 1: Developing a Shared and Inclusive Understanding of Diversity***

- One of the three charges to the Campus Diversity Committee is “expanding a shared and inclusive understanding of diversity,” which is to be accomplished by the sponsorship of events for both the campus and broader communities. This renewed emphasis is positive and, with appropriate outcomes tracking, could go a long way towards helping Great Valley turn a corner. Perhaps strategies and ideas can be drawn from the successful signature outreach programs Great Valley has had regarding sustainability (cf. p. 28, Great Valley 2014–19 strategic plan).
- The plan does not mention some important diversity constituents such as LGBTQ individuals, women, individuals with disabilities, veterans, and first-generation or low-income students. ***RESPONSE: The draft plan has been revised to include these groups. Specifically, Tactic 1.3.8 calls for expanded resources for diverse stakeholders, including the LGBTQA community, veterans, and those with disabilities.***

#### ***Challenge 2: Creating a Welcoming Campus Climate***

- Great Valley appears to be developing a plan to meet this challenge, and its leadership is encouraged to allocate the resources to further develop and implement strategies aimed at doing so. A diverse campus generates climate challenges and opportunities, and without a well-developed plan, the likelihood increases that the challenges will *far* outweigh the opportunities. ***RESPONSE: Strategy 1.4 of the revised plan identifies four specific tactics to ensure that we are providing a culturally and socially diverse and inclusive work environment.***

## **Representation (Access and Success)**

### **Challenge 3: Recruiting and Retaining a Diverse Student Body**

- At various points in the plan, the growth of international students is highlighted. At times, it appears that the budgetary implications of this growth overshadow the contributions of these students to campus diversity. The review team fully appreciates the critical need for Great Valley to find new revenue streams, but the long-term needs of the campus are clearly aligned with diversification of its student body as an intrinsic goal, and a focus on short-term needs could obscure this goal. Instead, the campus could develop programs with cultural and international business themes that engage international students with domestic students and emphasize how this approach contributes to learning and cultural enrichment. **RESPONSE: We agree that the original draft plan focused more on the budgetary implications that international students provide to our campus without recognition of the tremendous diversity that they bring. This has been corrected in the revised plan. Strategy 2.5, which is to diversify our student base beyond our traditional demographic, includes tactics for increasing the number of international students.**
- The partnership with regional businesses has the potential to become a best practices/signature program to enhance domestic diversity, but the details still appear sketchy. Recruiting diverse employees from corporations is a fairly conventional approach. Does the plan envision optimizing the respective strengths of corporations and Great Valley to bring a broad range of domestic diversity from undergraduate and community colleges in the region with formal structures such as MOAs, corporate tuition sponsorship, performance metrics, and the like? Innovative strategic planning may alleviate the disconnect between international and domestic diversity that Challenge 3 in the plan identifies. International and domestic diversity pose different questions and require different answers, and in the context of Great Valley, domestic diversity may be the more difficult challenge. **RESPONSE: The revised plan expands regional collaborations from collaborations only with local Penn State campuses to include corporate and community engagement. Given the number of our students receiving tuition reimbursement assistance, we agree that working in collaboration with local industry, provides an excellent opportunity to increase our domestic diversity. The revised plan also seeks to establish collaborations with the region's Historically Black Colleges and Universities.**

### **Challenge 4: Recruiting and Retaining a Diverse Workforce**

- The presence of numerous international faculty is a campus strength and sets an excellent foundation for employee diversity, but no specifics are provided on how the campus might build from here to a broader range of diversity, including staff diversity. The plan says, “we will apply lessons learned,” but these lessons were not enumerated. **RESPONSE: Tactic 1.4.2 of the revised plan commits to posting staff openings in outlets that will ensure a diverse pool of applicants.**

## **Education and Scholarship**

### **Challenge 5: Developing a Curriculum That Fosters U.S. and International Cultural Competencies**

- Challenge 5 is not mentioned in the plan beyond a few general allusions. The review team wondered whether the large number of international students on campus fostered an approach to try to meet this Challenge “organically.” In any event, a diverse campus with diverse students and employees in a diverse world demands a diverse curriculum, and the review team recommends reconceiving this Challenge along these lines. **RESPONSE: The increasing number of international students has certainly resulted in a dramatic cultural diversity, which we have supported through enhanced student services as reflected in tactic 2.5.2 of the revised plan. This past year, for example, Student Services provided resources to help launch an International Student Organization. Enhancing cultural diversity through curricular offerings, where warranted, is also supported. As an example, all MBA students must take one global course**

*offering from Global Intercultural Management, Multinational Managerial Finance, International Business Management or Global Marketing.*

### **Institutional Viability and Vitality**

#### **Challenge 6: Diversifying University Leadership and Management**

- The plan states that the campus will focus on Challenges 3 and 4 but will not “overlook” Challenges 6 and 7. The only planning item under these Challenges is to “work with Educational Equity.” Although Educational Equity is a valuable resource, there is no strategy identified for how working with Educational Equity will aid the unit in meeting this Challenge. The review team encourages the campus to re-examine these Challenges to ensure they are not neglected. ***RESPONSE: Tactic 1.4.3 of the revised plan commits to enhancing the role of our existing Diversity Action Council (DAC). Working with the Chancellor, DAC will be tasked to help lead our diversity efforts, going well beyond their traditional mission of external programming. As part of this expanded role we will look to integrate our efforts with other University groups such as CORED, which we have recently become affiliated with.***

#### **Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals**

- The “diversity champions” on campus are undoubtedly a positive resource, but the unit should challenge itself to think about what cultivating diversity might look like in the absence of such champions. What structures are or should be in place that will keep diversity at the forefront regardless of “who” is or is not a Great Valley faculty or staff member? The lack of a unit diversity strategic plan during 2010–15 seemed to have a negative impact on the unit’s diversity endeavors so diversity champions are clearly not enough. ***RESPONSE: An enhanced role for DAC, with an expanded, well-defined mission, will put in place the organizational structure to cultivate diversity regardless of “who” fills those roles. Nevertheless, “diversity champions” can be extremely valuable and we seek to create and foster those champions through increased awareness of the value of diversity across our campus.***
- Some examples of how organizational changes can support the unit’s diversity goals might be drawing on the strength of international students in its sustainability programs, better integrating diversity topics with its excellent conference facilities for public programs, and scaffolding the partnership with World Campus with diversity curricula.

***RESPONSE: See attachment.***



# Strategic Plan

2014-2019

April 30, 2015

## THE FIRST 50 YEARS

Founded in 1963 as a special mission campus, Penn State Great Valley School of Graduate Professional Studies (Great Valley) is charged with meeting graduate education and professional training needs of adults. Great Valley thrived for decades offering evening classes during the entrepreneurial expansion and economic run-up along the Route 202 technology corridor west of Philadelphia. Peaking in residential enrollment in the fall of 2001, Great Valley has adjusted to both (1) intensifying regional and local competition and (2) major transformational changes in the part-time professional masters sector we serve.

In academic year 2008-09, Great Valley began to offer online programs through World Campus to reach new prospective student populations and revitalize enrollment and revenue growth. Six years later, the effect has been dramatic. With an expanding portfolio of online master's programs, as well as collaborations in several joint/intercollege online programs, a significantly reduced annual expenditure budget, a growing population of full-time international students, and reduced campus debt service, Great Valley has experienced a swift and successful turnaround.

With a solid financial foundation for the future, Great Valley is poised to fulfill its special mission with excellence and distinction for the next 50 years.

## MISSION AND VISION

Penn State Great Valley is committed to providing high quality, innovative, and technologically progressive opportunities for lifelong learning through graduate, continuing education, and other professional development programs.

### OUR VISION IS TO:

Contribute to the economic vitality and quality of life in southeastern Pennsylvania, the Middle Atlantic region, the nation, and beyond through graduate professional education in close collaboration with local, regional, and multinational corporations, professional organizations, and state, federal, and international offices and programs.

### OUR MISSION IS TO:

Respond to graduate professional educational needs with timely, convenient, and relevant programming that improves the knowledge, skills, career potential, and productivity of our students and graduates.

Promote the intellectual and economic vitality of our region through teaching, research, service, and outreach that bridges the gap between theory and practice.

## LOOKING AHEAD

Penn State Great Valley has many strengths on which to build when planning the next five years: For one, it is in a prime location in the heart of an economically vibrant area. This Malvern, PA campus has comprehensive modern facilities and easy access from the two main corridors serving the region: Route 202 and the Pennsylvania Turnpike. By far the most important advantage we have over our competitors is the Penn State brand, and the resources and support of one of the world's great universities. There is no question that Penn State University's premier visibility and reputation around the globe has driven recent online and international student enrollment growth.

Penn State Great Valley has a history of successful collaborations, partnerships, and joint ventures with many corporate and community neighbors and the campus leverages its superb conference facilities and services, and continuing professional education programs to great advantage. Great Valley has extraordinarily dedicated and hardworking staff, and talented faculty who excel in teaching, service, and research. Attracting and retaining faculty who are active contributors to their fields has long been a major strategy for us to differentiate our programs from the burgeoning competition in the part-time master's sector regionally. In addition, both the staff and faculty have an advantageous mix of senior leaders who have many years of service, and young talent with new ideas and energies.

Today, Penn State Great Valley is poised for a new era of growth, productivity, and excellence.

- For academic year 2013-14, Great Valley generated more than \$7 million in online tuition revenue for the University. Revenue growth from online programs has been strong since 2008, and a new online master's program was recently approved by Graduate Council, insuring continued growth in coming years.
- The campus has been right sized in terms of personnel and expenses. Great Valley has reduced its expenditure budget significantly to align with revenue and to position itself for a new era of growth.
- Since 2012, Great Valley has been successfully recruiting and retaining a growing population of full-time international students in resident instruction master's programs. These students take three times as many courses per year compared to domestic part-time students and pay the higher nonresident tuition rate.
- In July 2013, the campus paid off \$1.1 million in annual debt service for its main classroom building, and these funds were returned to Great Valley's permanent budget in 2014-15.

At the same time, there are significant challenges ahead. It is challenging to maintain a predominantly part-time, graduate-only campus without the larger foundation of undergraduate and domestic full-time tuition revenue. We are located in the middle of one of the most competitive markets for higher education in the U.S. There are more than 80 colleges and universities in southeastern Pennsylvania, and more than two dozen compete head-on with our professional master's degree programs, some within a mile of the campus. The last 20 years has seen the rapid expansion and public acceptance of online and for-profit "universities" almost all of whom target working adults and offer part-time professional master's degrees. Each year more regional universities, small colleges, and for-profit companies enter the graduate education market, creating more competition for the same student population. The dramatic enrollment growth in online master's programs in the past six years suggests that each year more adults are choosing online delivery over traditional live instruction. While Great Valley has benefited tremendously

from this trend, the dramatic shift has created significant enrollment and revenue stress on resident instruction programs.

Challenges are not new to Penn State Great Valley. This campus has always had to adapt and re-invent itself and its programs to meet the needs of working professionals in a dynamic business environment. We have succeeded for 50 years. We will succeed for 50 more.

## GOALS AND STRATEGIES

Goals and strategies, aligned with our mission, have been set to articulate our shared vision of our future and to provide a foundation for even further growth and enhancements. Taking into account the local, regional, national, and global forces that shape the competitive market in which we operate, priorities for enhancing and promoting targeted academic and professional programming, services, and other functional areas have been identified.

Our four major goals are to (1) invest in our people, (2) rebuild resident instruction, (3) maintain online reputation and growth, and (4) build productive and mutually beneficial collaborations with other Penn State campuses and the corporate community. Within these broad goals, specific strategies and supporting tactics have been set to achieve them, which are outlined below.

### Goal 1: Invest in Our Biggest Asset – Our People

Our top priority is to invest in the greatest asset we have: our people. The dynamic higher education environment of the 21<sup>st</sup> Century demands that we continually increase our efficiency, agility, technical savvy, productivity, and overall quality of what we do. To do so requires that our faculty and staff have the training, skills, equipment, facilities, and support they need to deliver excellence every day to all the constituencies we serve. We already have a talented, innovative, and dedicated faculty and staff. We must give them the resources and support they need to thrive in their jobs, their careers, and in their cumulative contributions, particularly in light of the rapidly changing pace of graduate professional education. Beyond these technical resources, we need to provide a welcoming environment and a safe, healthy, diverse and enjoyable campus where everyone can thrive and reach their true potential. It is also essential to provide a campus that recognizes the value of sustainability and operates according to the highest ethical standards. This goal is far and away the most important goal for us to achieve in the next five years, and this cannot be done without aligning the budget with the costs of these ongoing investments.

Five specific strategies have been identified. Below each are the tactics we commit to in order to enact these strategies.

### Strategies and Tactics

#### **1.1 Provide necessary resources to sustain the teacher-scholar model.**

- 1.1.1 Significantly increase the total dollar amount of research expenditures over a five year period.
- 1.1.2 Develop an Innovation Grants Program providing faculty opportunity for course release to invigorate or develop strategically important programming.
- 1.1.3 Add instructional design resources dedicated to supporting resident instruction and hybrid courses.

- 1.1.4 Encourage Great Valley's Faculty Senate to institute a senate committee dedicated to teaching and learning.
- 1.2 Offer and support training to enhance and promote professional and personal growth.**
  - 1.2.1 Provide support to staff for achievable career development plans and goals.
  - 1.2.2 Offer workshops to support faculty service including advising and career planning.
  - 1.2.3 Formalize staff/HR/administration liaison to plan and develop workshops to meet staff needs and requests.
  - 1.2.4 Provide financial resources for conferences and professional development focused on teaching and learning.
- 1.3 Create a safe, healthy, and enjoyable campus.**
  - 1.3.1 Provide for and support University Police Officer presence on campus.
  - 1.3.2 Develop a safety and emergency management programming plan for the campus.
  - 1.3.3 Promote healthy living initiatives including a campus walking/fitness path.
  - 1.3.4 Promote a green, sustainable campus; become a part of Mobius, promote water filtration station, utilize recyclable materials with catering companies.
  - 1.3.5 Formalize the campus' ad hoc 'Green Team' and provide direction and goals with administration representation and connect to the University sustainability team.
  - 1.3.6 Provide ergonomic evaluation of staff and faculty work stations.
  - 1.3.7 Create healthy living programming and participate in healthy living challenges.
  - 1.3.8 Expand resources to be more inclusive of diverse stakeholders, including the LGBTQA community, veterans, and those with disabilities.
- 1.4 Ensure a culturally and socially diverse and inclusive work environment.**
  - 1.4.1 Offer programs promoting diversity such as *Subtle Slights: Understanding the Impact of Unconscious Bias and Micro Aggressions* on an annual basis.
  - 1.4.2 Post faculty and staff openings in outlets that will ensure a diverse applicant pool.
  - 1.4.3 Task the Diversity Action Council (DAC) to address the Framework for Diversity Challenges and go beyond external programming. Hold monthly meetings between DAC Chair and Chancellor.
  - 1.4.4 Conduct annual campus-wide cultural sensitivity and literacy assessments to determine developmental needs.
- 1.5 Promote integrity and ethical behavior across the campus.**
  - 1.5.1 Post the statement of Penn State Values across the campus.



1.5.2 Share and discuss the results of the ethics and values survey and implement changes as indicated.

Goal 2: Rebuild Resident Instruction

Despite the huge growth nationally of online enrollment in professional master's programs, there is a segment of adult students who prefer live classroom instruction—particularly as an opportunity for student-instructor interaction and professional networking with peers. Although Great Valley's resident instruction (RI) enrollment has declined since its peak in the fall of 2001, it has leveled off in recent years due to the economic recovery, the influx of full-time international students, and the use of innovative delivery formats reaching new populations.

Rebuilding resident instruction will require not only adjustment to the increased competition surrounding the campus, but also investment in support and technologies to provide students new delivery formats including blended, hybrid and 'flipped-classroom' approaches. To meet the needs of a rapidly changing modern workforce in our region, we need unprecedented agility and innovation. It will also require new ways to engage the employers around us who subsidize the tuition of more than 90% of our current RI students. Regional employers, particularly in the corporate sector, have many alternatives today when it comes to training and education of their employees. Employers demand extreme responsiveness, excellence, and applied relevance of any educational providers.

Becoming the hub for student networking and engagement can also revitalize resident instruction. Students who choose resident instruction instead of distance education want relationships with faculty, as well as professional networking opportunities and social engagement with other students inside and outside of the classroom. Even beyond that, they want a sense of place and belonging that cannot be realized online. Becoming more of a social and professional hub for adults in our area can help fill this need and ultimately bolster the recruitment and retention of RI students.

The recent growth in full-time international student enrollment at Penn State Great Valley has significantly increased annual credit hour production and tuition revenue. The 100 percent retention and success rate among these master's students is a major credit to our student services staff and the campus. Growing the population of full-time students is a major goal that will require an increased investment in the resources that population seeks. Partnering with the Office of Global Programs and other campuses to support international recruiting has potential for high returns on investment for the campus. We also need to find ways to attract students outside of our traditional demographic, not only as a means of increasing student numbers but also to diversify our population, which will enrich our programs and overall student experience.

With Great Valley's financial recovery in the last few years, we are also positioned to expand advertising, marketing, and recruiting. Our success in distributing live instruction using Penn State's high definition teleconferencing network should be capitalized upon by extending graduate programs to Penn State campuses and other Penn State locations in the Philadelphia region, including The Navy Yard. Lastly, we need to explore offering resident instruction outside of the traditional weekday evening class format, at different times and days to meet the needs of today's busy adult students.

An overarching challenge is to compete successfully in the RI market and build a sustainable part-time master's student population, while maintaining Penn State academic and admission standards. The goal is not simply to recruit more students, but to recruit highly qualified students with excellent academic preparation to succeed in advanced study at the Great Valley campus and reflect positively on Penn State in their careers and lives. Specific strategies and tactics that we will employ are as follows:

### Strategies and Tactics

#### **2.1 Ensure our programs are of the highest quality and relevance.**

- 2.1.1 Engage prominent members of our academic advisory councils, alumni, and area constituents to enhance the student experience.
- 2.1.2 Identify market differentiators for our programs and campus, and focus initiatives to strengthen and market them.
- 2.1.3 Conduct learning outcomes assessments for all degree programs and implement any changes needed accordingly.

#### **2.2 Enhance marketing and recruitment efforts.**

- 2.2.1 Reinvigorate corporate and community relationships to attract students.
- 2.2.2 Set student scholarships and other financial support opportunities as a priority for development.
- 2.2.3 Conduct focus groups that identify segments ripe for targeted marketing.
- 2.2.4 Adopt evidenced-based marketing decision-making.
- 2.2.5 Develop a comprehensive marketing, communications, and recruitment plan.

#### **2.3 Expand delivery formats and schedules to meet the needs of adult learners.**

- 2.3.1 Formalize and standardize development and delivery of blended courses.
- 2.3.2 Leverage proven technology to support the delivery of programs at a distance.
- 2.3.3 Explore ways to deliver hybrid programs to provide greater student flexibility.
- 2.3.4 Investigate alternative scheduling options that meet the needs of adult learners.

#### **2.4 Explore the development of new programs and expansion of existing programs to respond to changing market demands.**

- 2.4.1 Collaborate with other Penn State units to develop 4 + 1, 3 + 2, and Integrated Undergraduate/Graduate (IUG) programs.
- 2.4.2 Leverage existing strengths in areas such as agile development and project management to expand non-credit offerings and establish local centers of excellence.
- 2.4.3 Explore ways to expand and diversify our presence at Penn State's facilities at The Navy Yard.

#### **2.5 Diversify our student base beyond our traditional demographic.**

- 2.5.1 Increase and enhance student services to better attract full-time students, particularly international students.
- 2.5.2 Enhance collaboration with the Office of Global Programs to market and recruit international students.
- 2.5.3 Collaborate with institutions such as Historically Black Colleges and Universities (HBCUs) and organizations such as the Society of Women Engineers to attract under-represented populations.

### Goal 3: Maintain Strong Online Growth and Reputation for Excellence

Penn State Great Valley's online programs, first launched in the fall of 2008 have been recognized globally and are consistently top-ranked in numerous rankings, including those of U.S. News & World Reports 'Best Online Programs'.

The growth in online enrollment and tuition revenue has been very strong since then, through increases in faculty capacity and the addition of new programs. Great Valley now has as many students in its online programs as it does in its resident instruction programs. This has been a transformational change in the fundamental educational delivery format for the campus, and one that has required significant training and adaptation of faculty and staff to serve this student population in new ways. It has also been built on a close working partnership with Penn State World Campus, which has provided instructional design resources and helped fund expanded faculty capacity at Great Valley for online teaching.

Given the national trend toward more adult students choosing online professional master's programs, the key challenge for Great Valley is how to maintain strong online growth in the years to come. The answer unquestionably involves maintaining high quality in its program offerings, as well as to seek additional online graduate certificate and degree programs, joining with other Penn State units in more collaborative online programs.

The current level of online enrollment cannot be taken for granted. In this hypercompetitive market, academic quality alone is not sufficient. The overall student experience must be carefully considered, which increasingly means adapting to new and emerging technologies for online teaching and learning, and ensuring we have the faculty and staff resources to respond to this rapidly changing landscape.

Although our focus has been the development of graduate degree and certificate programs, opportunities exist in the delivery of specialized non-credit programs that align with our existing strengths. We will work with Outreach to determine ways where we might contribute to this expanding market for academic content and micro-credentialing, which is a means of acknowledging competencies gained through avenues other than traditional credit-bearing courses.

## Strategies and Tactics

### **3.1 Ensure continued success of existing programs.**

- 3.1.1 Monitor third-party rankings of programs and advance initiatives to maintain our strong reputation.
- 3.1.2 Perform periodic review of program content and delivery and make changes when necessary.
- 3.1.3 Continue to engage instructional designers and program faculty in the pursuit of best in class technologies and learning practices.
- 3.1.4 Continue our engagement with World Campus Faculty Development and the Center for Online Innovation in Learning to ensure faculty are properly trained for online teaching.

### **3.2 Launch the Master's of Professional Services (MPS) in Data Analytics.**

- 3.2.1 Meet regularly with participating faculty, academic partners, and World Campus.
- 3.2.2 Provide faculty resources required for course development.
- 3.2.3 Pursue additional academic partners to expand options to maximize program relevance, market appeal, and quality.

### **3.3 Maximize potential of existing programs.**

- 3.3.1 Investigate possible online IUG programs, such as finance and software engineering.
- 3.3.2 Develop options for existing programs where there is potential to expand the prospective pool.
- 3.3.3 Periodically investigate the barriers to application and enrollment and make changes when necessary.
- 3.3.4 Develop a network of alumni from online programs, who can serve as ambassadors within their organizations.

### **3.4 Investigate new degrees and programs for online delivery.**

- 3.4.1 Collaborate with other academic units where possible on new program development.
- 3.4.2 Encourage and support increased faculty collaboration with other units, so they are better positioned to participate in new programs.
- 3.4.3 Work with Outreach to determine potential non-credit offerings related to existing strengths.

## Goal 4: Foster Collaborations to Enhance our Reputation and Promote our Contributions to the Region.

Regional collaboration and resource sharing among Commonwealth Campuses has been an important initiative in the past few years. Penn State Great Valley has been a leader in successfully

sharing resources and staff positions regionally. An important priority for the next five years is to continue regional collaborations, particularly in building regional academic programs. Great Valley is well positioned to facilitate activities in which faculty members interact directly with one another, promote relationships, and begin to develop research, teaching, and service collaborations.

A great start on building regional academic programs is the launch of the new undergraduate Multidisciplinary Engineering Design program in fall 2014. This represents both a major investment on the part of Penn State in a new engineering bachelor's degree program, and an important and groundbreaking collaboration among the Philadelphia area campuses. Junior and senior students from the Brandywine and Abington campuses take their engineering courses at the new regional engineering facility at the Great Valley campus.

A natural outcome of expanding collaboration among faculty from the regional Commonwealth Campuses is the development of Integrated Undergraduate-Graduate programs (IUGs) that more seamlessly combine bachelor and master's coursework.

Beyond collaboration with our academic partners in the region we must explore ways to better engage our corporate stakeholders. With programs in business, engineering and information science, Penn State Great Valley is well positioned to take a leadership role in economic development for the region. Additionally, we seek to engage our corporate partners, not only through the delivery of our academic programs, but also through the development of symbiotic relationships between faculty and corporate interests that also serve to establish Penn State Great Valley as a thought leader in the region.

### Strategies and Tactics

#### **4.1 Ensure the success of the regional undergraduate engineering program.**

- 4.1.1 Continue to provide local program leadership and coordination.
- 4.1.2 Oversee, in consultation with Penn State Brandywine and Penn State Abington, the expansion of faculty resources to meet the demand.
- 4.1.3 Obtain ABET accreditation to assure program quality, reputation, and marketability.
- 4.1.4 Support and maintain the laboratory facilities and operations at the Great Valley campus.
- 4.1.5 Cultivate internship opportunities.
- 4.1.6 Assist in marketing the program to prospective undergraduate students, and current Penn State students declaring their major.

#### **4.2 Develop collaborations among faculty within the Penn State campuses in the Greater Philadelphia region.**

- 4.2.1 Host regional faculty research symposia and/or workshops.
- 4.2.2 Take the lead in identifying and inventorying Penn State faculty competencies across the region.
- 4.2.3 Explore joint faculty hiring in the support of strategic initiatives.

#### **4.3 Maximize campus operational efficiency through shared resources.**

- 4.3.1 Continue the sharing of positions through regional collaboration (e.g. financial, human resources, registrar, university relations, library, career services, etc.).
- 4.3.2 Utilize existing regional leadership for the supervision and training of specialized positions (e.g. campus police officer).
- 4.3.3 Expand and enhance opportunities for regional meetings, training and professional development.
- 4.3.4 Explore opportunities for shared co-curricular activities between the campuses in the Greater Philadelphia region.
- 4.3.5 Further our position as an attractive and convenient venue and host for a variety of University programming.

**4.4 Take a leadership role in economic development within the region.**

- 4.4.1 Partner with the Chester County Economic Development Council (CCEDC) to support innovation strategies and developments.
- 4.4.2 Determine local business education needs through corporate outreach.
- 4.4.3 Pursue funding through the Office of Industrial Partnership to invigorate and support entrepreneurship activity in the region.
- 4.4.4 Provide training and education to area entrepreneurs with a particular emphasis on sustainable business practices.
- 4.4.5 Develop a makerspace facility, utilizing the existing engineering laboratory, to engage the community.

**4.5 Reinvigorate corporate and community engagement in the region to establish Penn State Great Valley as a facilitator, thought leader, and educational partner.**

- 4.5.1 Institute a Corporate Alliance Program through academic program partnerships.
- 4.5.2 Foment symbiotic relationships between faculty expertise and corporate interest.
- 4.5.3 Continue to attract and host community and cultural programming to secure our position as an intellectual hub.
- 4.5.4 Establish and host a series of events spotlighting local leaders and executives, their accomplishments, strategies, and philosophies.